
4 School education

CONTENTS

4.1	Profile of school education	4.2
4.2	Framework of performance indicators	4.16
4.3	Key performance indicator results	4.18
4.4	Future directions in performance reporting	4.98
4.5	Jurisdictions' comments	4.99
4.6	Definitions of key terms	4.109
4.7	List of attachment tables	4.112
4.8	References	4.123

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 2013 calendar year and the 2012-13 financial year. National Assessment Program – Literacy and Numeracy (NAPLAN) data are included for 2014.

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

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- 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:

- inclusion of a mini-case study on the WA Independent Public Schools initiative
- inclusion of data by Indigenous status in the 6–15 years enrolment measure
- for the 'learning outcomes' indicator:
 - reporting the most recent year of NAPLAN outcomes (2014 data), including significance of differences (effect size) across states and territories. Data for 2013 NAPLAN are also included in this report for the first time, in the attachment tables
 - reporting outcomes of the years 6 and 10 Civics and Citizenship National Assessment Program (NAP) in 2013, including significance of differences across states and territories
 - reporting outcomes of the 2013 IEA International Computer and Information Literacy Study (ICILS)
- inclusion of new measures for the outcome indicator 'destination', based on the Survey of Education and Work and the Census of Population and Housing.

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 2014).

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, State and Territory governments are responsible for ensuring the delivery of schooling to all children of school age in their jurisdictions. 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 in 2012-13 was 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 Education Council¹ — comprising Australian, State and Territory, and New Zealand education ministers — is the principal forum for developing national priorities and strategies for schooling.

Mini-case study: Independent Public Schools in Western Australia

In 2010, the WA Government commenced implementation of its Independent Public Schools (IPS) initiative, which provides participating government school communities with greater control, flexibility and autonomy to respond to their students’ and communities’ needs. This initiative and results of the initial evaluation are described in box 4.1.

¹ Following agreement by the Council of Australian Governments (COAG), in 2014 the Education Council replaced the Standing Council for School Education and Early Childhood (SCSEEC) (formerly the Ministerial Council for Education, Early Childhood Development and Youth Affairs [MCEECDYA]).

Box 4.1 **Western Australia Independent Public Schools initiative**

The fundamental premise of the IPS initiative is that school communities are best placed to make decisions about their students' education needs. Giving such communities more control, autonomy and flexibility across a wide range of strategic, resourcing and operational matters leads to decisions that are better tailored to the specific educational needs of local communities and their students. This in turn fosters greater local innovation, more efficient and effective use of school resources and ultimately creates the conditions for better educational services and improved outcomes for their students.

IPSs have been operating for some time in Western Australia. Launched in 34 government schools in 2010, the Western Australian IPS initiative seeks to empower participating school communities by giving them greater control, flexibility and autonomy to respond to their students' and communities' needs.

In 2013, an independent evaluation of the Western Australian IPS initiative confirmed it was achieving promising early results, and the initiative won the Western Australian Premier's Award for Excellence in Public Sector Management and the Improving Government category award. By 2014, the initiative had been expanded to 264 schools, representing one-third of Western Australia's government schools and approximately half of all teachers and students in the state's public education system. An additional 178 government schools will become IPSs in 2015, resulting in 70 per cent of Western Australian government school students being educated at IPSs.

Western Australian IPSs have markedly different governance and accountability arrangements that extensively involve their local community. Each IPS has a school board that must include staff, parents, business and other community representatives. The chair of the board, along with the principal and the Director General, establish a triennial Delivery and Performance Agreement that outlines the resources the school will receive, support that will be provided, programs to be delivered, and the expected performance and accountability arrangements of the school over the life of the agreement. The chair of the board also endorses the IPS's one-line budgets and business plans, and the board receives quarterly reports from the principal detailing the school's performance against the targets and commitments in the Delivery and Performance Agreement. The board also participates in the triennial independent review by an external government agency of each IPS's performance, with the results being made publicly available.

Another key aspect of the Western Australian IPS initiative is that schools that want to become an IPS have to undergo a rigorous development and selection process to ensure they are adequately prepared for the additional responsibilities that flow from greater autonomy.

The Western Australian initiative is one model of IPS implementation and other states and territories may use alternative models or approaches to achieve similar objectives.

What effect is the Western Australian IPS initiative having on schools?

The initiative was evaluated between 2010 and 2012 by the University of Melbourne in partnership with Murdoch University and Shelby Consulting Pty Ltd.

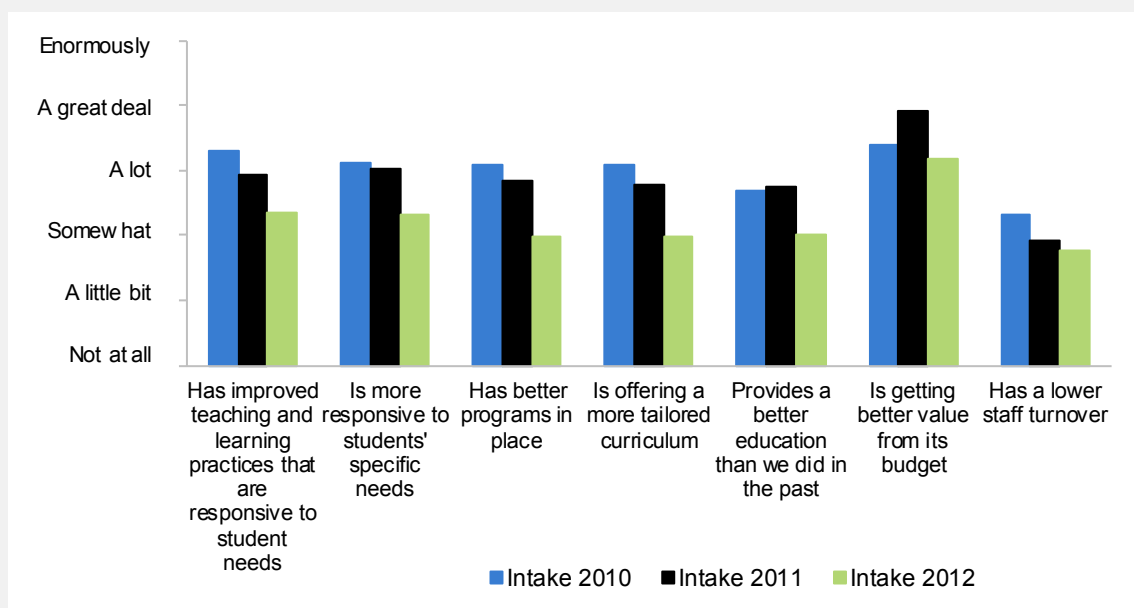
The evaluation report noted that, although it was too soon for the IPS initiative to demonstrate an effect on student outcomes, many of the intended changes to how IPSs operate were occurring and it was creating the foundations for future improvements in student achievement, behaviour and attendance.

(continued next page)

Box 4.1 (continued)

The initiative was found to be empowering and providing greater decision-making power, autonomy and flexibility to IPS principals, teachers and their school communities. As shown in figure 4.1, IPS principals reported higher levels of cost-effectiveness, enhanced functioning of their school and better educational provisions for students since becoming an IPS. The results were consistent with other findings in the evaluation that IPS benefits were generally greater after a transition period during which schools established appropriate systems and processes for operating as IPSs.

Figure 4.1 Principals' responses to introduction of the WA IPS initiative



Teachers at IPSs were also generally positive about the effects of the initiative and reported higher levels of collaboration, a greater sense of autonomy to address students' needs and feeling more professional, accountable and in control.

The evaluation also found that the IPS initiative was acting as a vehicle for whole of system reform, with many of the flexibilities that started in IPSs being extended to other schools, including one-line budgets and greater autonomy regarding staff recruitment and management. On the downside, some survey respondents expressed concern about aspects of the IPS initiative, such as the impact on schools that are not IPSs and staff workloads at IPSs.

The evaluation report is publicly available via: www.education.wa.edu.au.

The experience and outcomes from the Western Australian implementation of IPS are relevant to other jurisdictions given the Australian Government's focus on school autonomy through the Students First policy approach, particularly its Independent Public Schools initiative announced in 2013.

Source: WA Government

Funding

Australian, State and Territory government recurrent expenditure on school education was \$47.9 billion in 2012-13 (table 4.1). Expenditure on government schools was \$36.9 billion, or 76.9 per cent of total government recurrent expenditure on school education. Government schools account for most of the expenditure by State and Territory governments, although 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 87.8 per cent of total government recurrent expenditure on government schools in 2012-13, and the Australian Government provided 12.2 per cent. In contrast, government expenditure on non-government schools in that year was mainly provided by the Australian Government (73.0 per cent), with State and Territory governments providing 27.0 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, 2012-13 (\$ 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	1 481	1 011	915	446	342	123	63	114	4 495
State and Territory governments	10 100	6 580	6 934	4 268	2 363	802	695	615	32 358
Total	11 582	7 590	7 849	4 714	2 705	926	758	729	36 853
Non-government schools									
Australian Government	2 521	2 073	1 650	819	639	163	143	87	8 096
State and Territory governments	935	631	638	446	170	55	53	63	2 992
Total	3 456	2 704	2 288	1 264	810	219	197	150	11 088
All schools									
Australian Government	4 002	3 084	2 565	1 265	981	287	206	201	12 592
State and Territory governments	11 035	7 211	7 572	4 713	2 533	858	749	678	35 350
Total	15 038	10 295	10 137	5 978	3 514	1 145	955	880	47 941

^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(s): Education Council (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 57.2 per cent of non-government school funding in 2013, with the remaining 42.8 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 2012-13, State and Territory governments' capital expenditure in government schools was \$1.9 billion (Education Council 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 4.2). All states and territories divide school education into compulsory and non-compulsory components based primarily on age. Schooling is generally full time, although an increasing proportion of part time study occurs in more senior years.

In 2013, the 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 2014).

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 4.2). 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 2014).

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 (ABS 2014).

For the purpose of the NYPR, education or training is 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 4.2 Structure of primary and secondary schooling, 2013^{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	PRIMARY	PRIMARY
Year 6		
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 4.2 refers to the structure utilised in *Schools Australia 2013* (ABS 2014), which is the source for a range of schools, students, participation and retention data in this chapter. ^b Figure 4.2 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 in 2013 children generally start school at the beginning of the school term following their fifth birthday.

Source: Adapted from ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0.

Schools

At the beginning of August 2013, there were 9393 schools in Australia (6256 primary schools, 1385 secondary schools, 1321 combined schools and 431 special schools). The majority of schools were government owned and managed (70.9 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, 63.0 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 2013

	<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.	1 618	1 130	920	517	368	131	55	63	4 802
Secondary	no.	370	239	182	97	66	38	18	15	1 025
Combined ^a	no.	66	79	90	90	75	25	9	71	505
Special schools ^b	no.	110	78	46	64	18	4	4	5	329
Total	no.	2 164	1 526	1 238	768	527	198	86	154	6 661
Non-government schools										
Primary	no.	489	422	230	149	100	28	25	11	1 454
Secondary	no.	145	97	73	7	19	5	5	9	360
Combined ^a	no.	238	154	158	132	73	31	13	17	816
Special schools ^b	no.	45	20	20	11	3	1	1	1	102
Total	no.	917	693	481	299	195	65	44	38	2 732
All schools										
Primary	no.	2 107	1 552	1 150	666	468	159	80	74	6 256
Secondary	no.	515	336	255	104	85	43	23	24	1 385
Combined ^a	no.	304	233	248	222	148	56	22	88	1 321
Special schools ^b	no.	155	98	66	75	21	5	5	6	431
Total	no.	3 081	2 219	1 719	1 067	722	263	130	192	9 393
Proportion of schools that are government schools										
Primary	%	76.8	72.8	80.0	77.6	78.6	82.4	68.8	85.1	76.8
Secondary	%	71.8	71.1	71.4	93.3	77.6	88.4	78.3	62.5	74.0
Combined ^a	%	21.7	33.9	36.3	40.5	50.7	44.6	40.9	80.7	38.2
Special schools ^b	%	71.0	79.6	69.7	85.3	85.7	80.0	80.0	83.3	76.3
All schools	%	70.2	68.8	72.0	72.0	73.0	75.3	66.2	80.2	70.9
Proportion of schools that are primary schools										
Government	%	74.8	74.0	74.3	67.3	69.8	66.2	64.0	40.9	72.1
Non-government	%	53.3	60.9	47.8	49.8	51.3	43.1	56.8	28.9	53.2
All schools	%	68.4	69.9	66.9	62.4	64.8	60.5	61.5	38.5	66.6

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

Source: ABS (2014 and unpublished) *Schools Australia 2013*, 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 2013 (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 (58.5 per cent) than in secondary schools (41.5 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 4.2). 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 (59.6 per cent) (table 4.3).

Table 4.3 FTE student enrolments, August 2013^{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)	647.2	490.1	473.3	251.0	160.5	43.6	34.0	24.2	2123.9
Secondary schools	('000)	507.0	392.6	291.0	134.7	101.9	36.8	29.3	16.2	1509.6
All schools	('000)	1154.2	882.7	764.3	385.7	262.3	80.4	63.3	40.5	3633.4
Proportion of FTE students who were enrolled in government schools										
Primary schools	%	69.3	67.4	70.0	70.0	66.2	73.0	60.6	77.8	68.9
Secondary schools	%	60.5	57.1	61.3	58.0	60.3	67.1	53.8	65.2	59.6
All schools	%	65.4	62.9	66.7	65.8	63.9	70.3	57.4	72.7	65.1
Proportion of FTE students who were female (all schools)										
Primary schools	%	48.6	48.7	48.4	48.7	48.7	48.8	48.6	48.9	48.6
Secondary schools	%	49.3	49.3	49.4	48.9	49.4	49.2	49.6	48.6	49.3
All schools	%	48.9	48.9	48.8	48.8	49.0	49.0	49.1	48.8	48.9
Proportion of FTE students who were enrolled in primary education, by sector										
Government schools	%	59.4	59.6	65.0	69.2	63.3	56.3	56.6	64.0	61.9
Non-government schools	%	49.7	48.7	55.8	57.1	57.3	49.3	49.7	48.8	52.0
All schools	%	56.1	55.5	61.9	65.1	61.2	54.2	53.7	59.9	58.5

^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 (2014) *Schools Australia 2013*, Cat. no. 4221.0; tables 4A.1–4.

Total full time student enrolments in schools in Australia were relatively stable from 2009 to 2013, increasing by 1.2 per cent each year (table 4A.28). Full time school students represented 15.7 per cent of the Australian population in 2013 (table 4A.5).

The proportion of full time students enrolled in non-government schools increased between 2009 and 2013 in all states and territories. Full time non-government school enrolments increased by 1.7 per cent per year, while full time government school enrolments increased by an average of 0.9 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 2 273 906 in 2009 to 2 355 715 in 2013. The number of full time students in non-government schools increased from 1 187 567 in 2009 to 1 268 890 in 2013 (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 2013 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>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>	
Part time secondary school students in government schools ^a										
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
2013	no.	2 292	2 453	4 253	1 650	2 284	1 169	84	134	14 319
Proportion of secondary school students in government schools who were part time students ^b										
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
2013	%	0.7	1.1	2.3	2.1	3.6	4.7	0.5	1.3	1.6

^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 (2014 and unpublished) *Schools Australia 2013*, 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:

- Aboriginal and Torres Strait Islander 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 2013, 84.4 per cent of Indigenous students and 76.0 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.

Aboriginal and Torres Strait Islander students

The number and proportion of full time students who identify as Aboriginal and Torres Strait Islander varies greatly across jurisdictions (table 4.5). In all jurisdictions, the proportion of full time Aboriginal and Torres Strait Islander students was much higher in government schools than in non-government schools. Nationally, the proportion of full time students who identified as Aboriginal and Torres Strait Islander was 6.5 per cent in government schools and 2.3 per cent in non-government schools in 2013 (table 4.5).

Table 4.5 Aboriginal and Torres Strait Islander full time students, 2013

	<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>
Aboriginal and Torres Strait Islander full time students ^a										
Government schools	('000)	49.2	10.4	45.2	20.7	9.4	4.9	1.2	13.1	154.1
Non-government schools	('000)	8.6	1.7	8.6	3.9	1.2	1.0	0.4	3.2	28.6
All schools^b	('000)	57.7	12.1	53.8	24.6	10.6	5.9	1.6	16.3	182.6
Aboriginal and Torres Strait Islander full time students as a proportion of all full time students										
Government schools	%	6.5	1.9	8.9	8.2	5.7	8.8	3.3	44.7	6.5
Non-government schools	%	2.1	0.5	3.4	3.0	1.3	4.2	1.4	29.0	2.3
All schools	%	5.0	1.4	7.1	6.4	4.1	7.4	2.5	40.4	5.0

^a Students counted as Aboriginal and Torres Strait Islander are those who have identified as being of Aboriginal and Torres Strait Islander origin. It is possible that the number of Aboriginal and Torres Strait Islander students may be under-represented in some jurisdictions. ^b Totals may not add as a result of rounding.

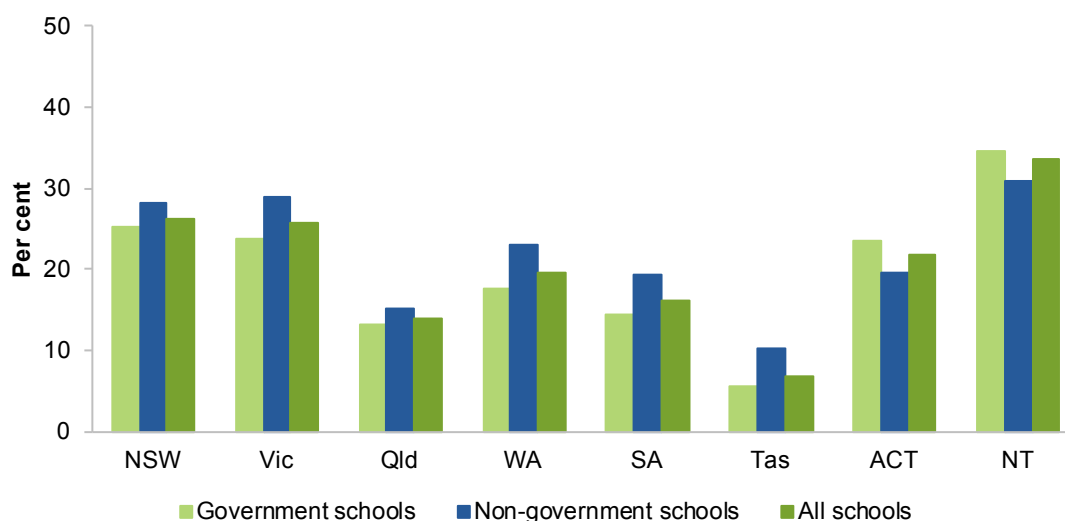
Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.29.

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 4.3).

Figure 4.3 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, and 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.

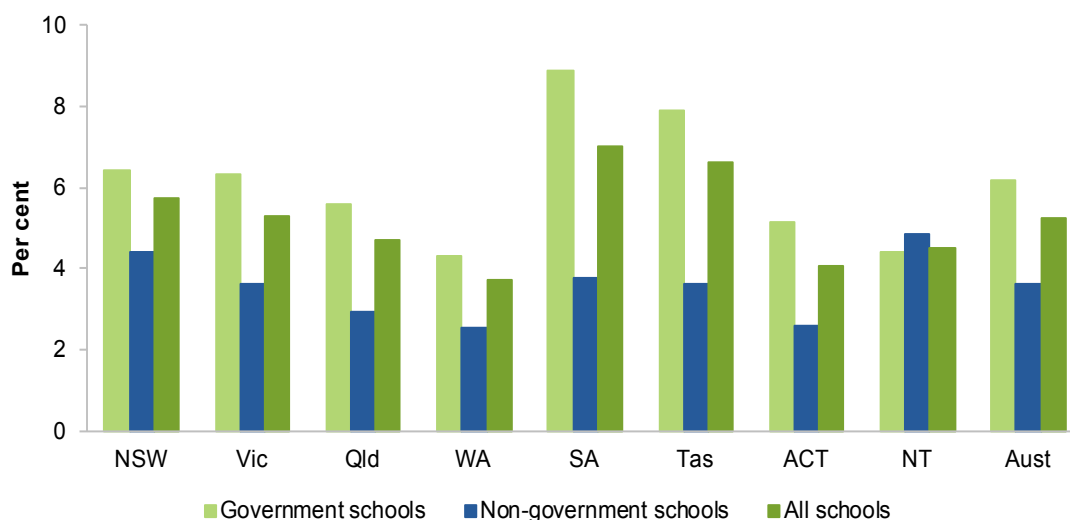
Students with disability

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 2013, the proportion of students with disability for all schools was 5.3 per cent and significantly higher in government schools (6.2 per cent), than in non-government schools (3.6 per cent) (figure 4.4). 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.150–153).

Figure 4.4 Funded students with disability as a proportion of all students, 2013^{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 subset 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 (2014) *Schools Australia 2013*, 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 Education Council) agreed classification (see section 4.6 for a definition of the geographic classification used).² The

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.

proportion of students enrolled in schools in remote areas varies greatly across jurisdictions (table 4.6).

Nationally in 2013, the proportion of students enrolled in schools in remote areas was 1.4 per cent, twice as high in government schools (1.6 per cent) than in non-government schools (0.8 per cent). Nationally, the proportion of students enrolled in schools in very remote areas was 0.8 per cent, over three times as high in government schools (1.1 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, 2013 (per cent)^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote areas									
Government schools	0.5	0.1	2.0	5.4	3.4	0.8	..	16.4	1.6
Non-government schools	0.2	–	0.8	1.9	1.4	0.4	..	28.5	0.8
All schools	0.4	0.1	1.6	4.2	2.7	0.7	..	19.7	1.4
Very remote areas									
Government schools	0.1	..	1.5	2.9	1.2	0.4	..	29.1	1.1
Non-government schools	–	..	0.3	1.2	0.1	–	..	12.5	0.3
All schools	0.1	..	1.1	2.3	0.8	0.3	..	24.5	0.8

^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. ^c Values in this table may differ slightly from data reported in the National Schools Statistics Collection (NSSC) as the Australian Government Department of Education has generated this table using student enrolments whose region status has been identified at the campus level rather than at the school level, as is done in the NSSC. Also, the Australian Government Department of Education has allocated all campuses to a region; therefore, unlike the NSSC, there is no 'not stated' category in these tables. The totals reported in this table align with the NSSC. .. 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) were 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 4.2 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 4.2 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 4.5. This framework reflects the objectives in box 4.2, 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).

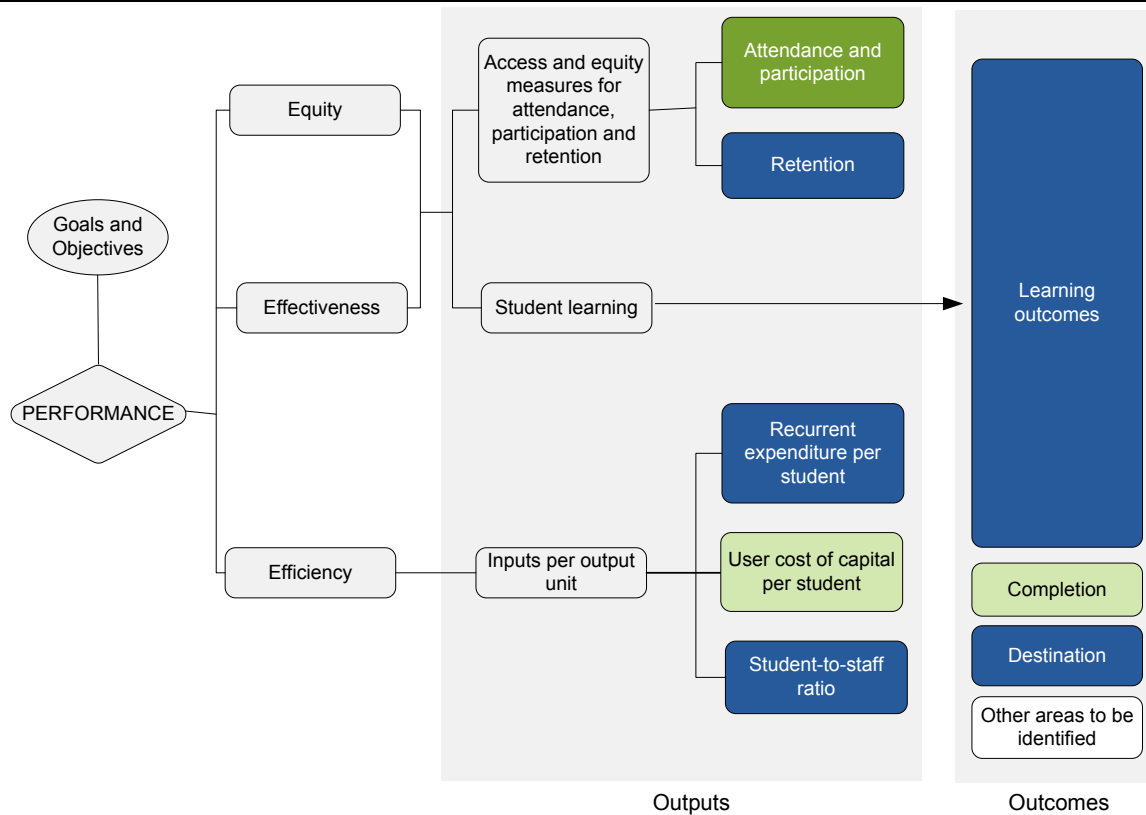
³ The Melbourne Declaration replaced the Adelaide Declaration (MCEETYA 1999), released in 1999. Some years of data reported in this chapter coincide with the operation of the Adelaide Declaration. However, the performance indicators reported are consistent with both the Adelaide and Melbourne Declarations.

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 Aboriginal and Torres Strait Islander Australians. Both agreements include sets of performance indicators. The Steering Committee collates NIRA performance information for analysis by the Department of Prime Minister and Cabinet. Performance indicators reported in this chapter are aligned with school education performance indicators in the most recent version of the NEA, where relevant.

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 (chapter 2) 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).

Figure 4.5 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 performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of school education. The performance indicator framework shows which data are comparable in the 2015 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability and data completeness from a Report-wide perspective (chapter 1, section 1.6).

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, in addition to material in

the chapter or sector overview and attachment tables. 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 key data gaps and issues identified by the Steering Committee. All DQI for the 2015 Report can be found at www.pc.gov.au/rogs/2015.

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 4.3). 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 4.3).

Box 4.3 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 (Aboriginal and Torres Strait Islander 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 2013 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. Non-government schools also provide data for the first semester.

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. Data are provided for Aboriginal and Torres Strait Islander students, non-Indigenous students and all students
 - Comparability issues may occur when rates utilise data from composite sources. This measure uses a numerator from the National Schools Statistics Collection and a denominator of Estimated Resident Population (an aggregate derived data series compiled from the Census of Population and Housing, the Census Post Enumeration Survey and administrative data to measure components of population change over time).
 - When developing a measure using data from different sources, significant data comparability issues can emerge that may affect the accuracy of the indicator. These differences can have apparently implausible or unexpected effects — for example, producing an estimate significantly greater than 100 per cent of the population with a particular attribute. These effects are particularly apparent where a cohort is small and the phenomena being measured applies to close to 100 per cent of the population.
- 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 4.3 (continued)

- 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.

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.

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 2012 and 2013 data are available for all jurisdictions providing the service.

Care should be exercised in relation to the data for Aboriginal and Torres Strait Islander 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/rogs/2015.

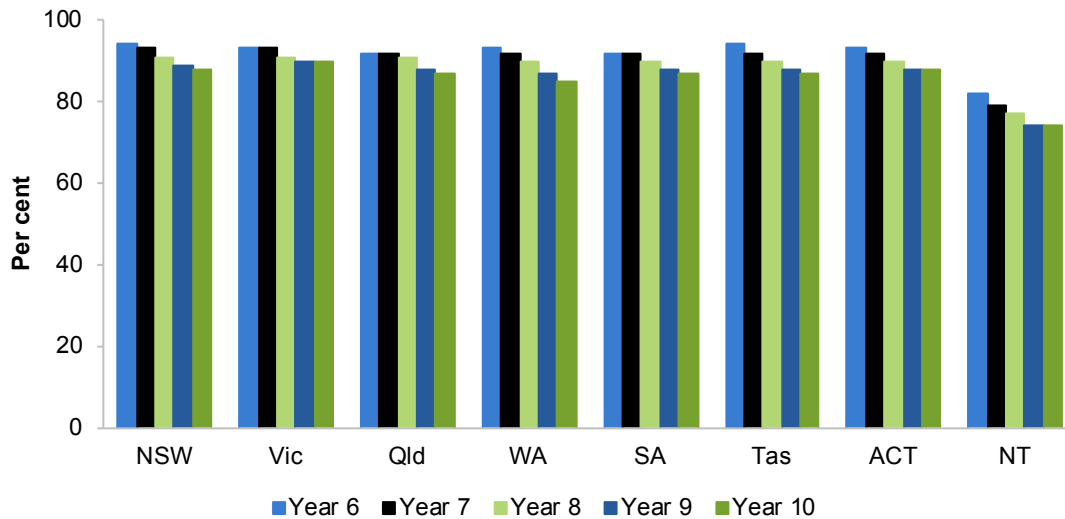
Attendance

School attendance is measured in a specific collection period during the school year (see box 4.3 for details), and results may not be representative of school attendance throughout the school year.

For all students in 2013, 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.197–202).

For government schools, the total student attendance rate ranged from 74 per cent to 95 per cent across year levels and jurisdictions (figure 4.6 and table 4A.197).

Figure 4.6 **Student attendance rate, all students, government schools, 2013^a**



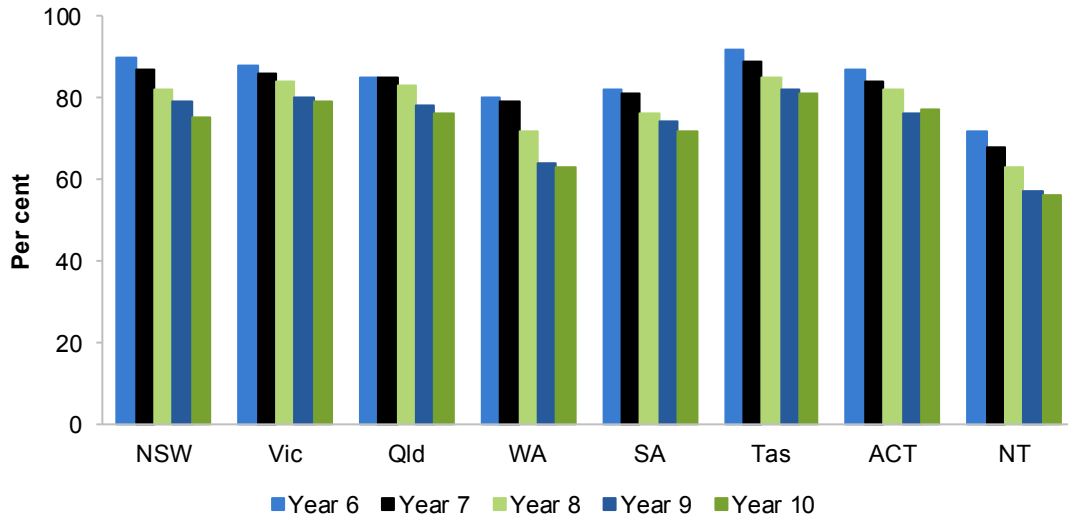
^a Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions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

Source: Australian Curriculum and Assessment Reporting Authority (ACARA) (unpublished); table 4A.197.

Data on student attendance rates for all school sectors, disaggregated by sex, are available in tables 4A.197, 4A.199 and 4A.201.

Non-Indigenous students in government schools had higher attendance rates than Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions (figure 4.7 and table 4A.198). 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.200 and 4A.202).

Figure 4.7 **Student attendance rate, Aboriginal and Torres Strait Islander students, government schools, 2013^a**



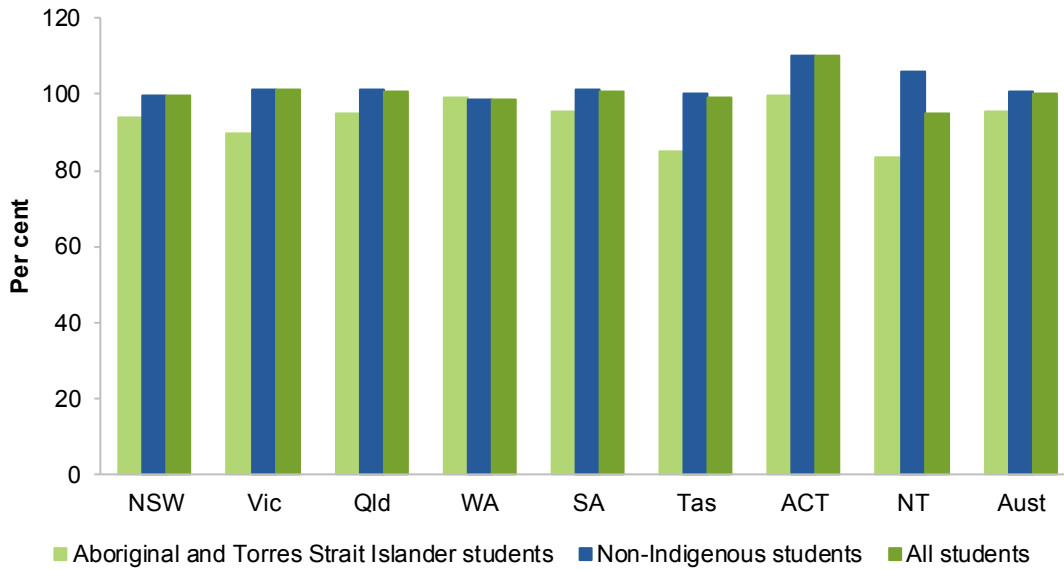
^a Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions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

Source: ACARA (unpublished); table 4A.198.

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

Nationally, 100.3 per cent of children aged 6–15 years were enrolled (either full or part time) in school in 2013 (figure 4.8). (See box 4.3 for an explanation of rates above 100 per cent). The proportion of 6–15 year old Aboriginal and Torres Strait Islander students enrolled was 95.4 per cent and 100.7 per cent of non-Indigenous 6–15 year old students were enrolled.

Figure 4.8 Proportion of children aged 6–15 years enrolled in school, 2013^{a, b}



^a Data are based on estimated residential population derived from the 2011 Census of Population and Housing. See footnotes to table 4A.183 for further information on derivations of population figures.

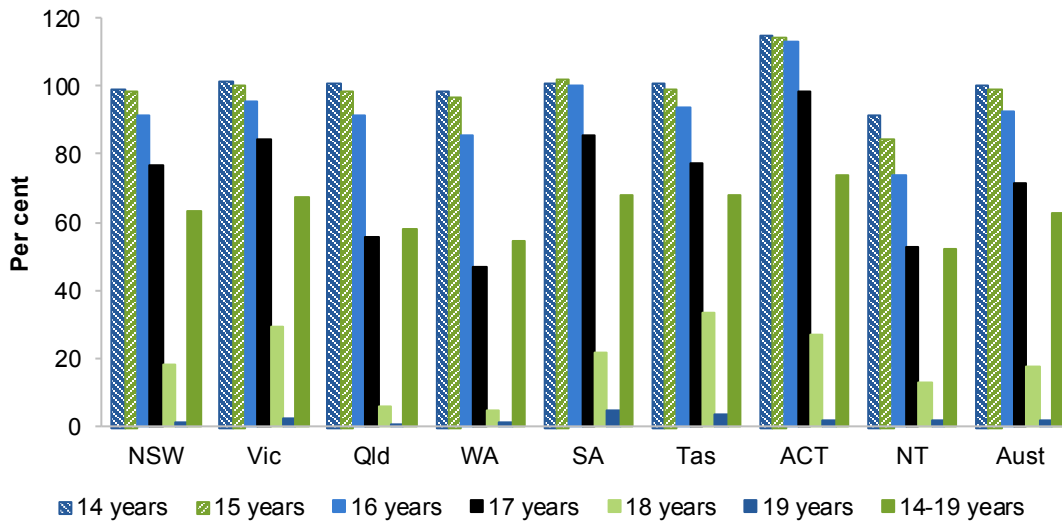
^b Proportions are determined using the number of students enrolled in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. Proportions that exceed 100 per cent may reflect disparities between the sources of data for students and the residential population, multiple enrolments by individual students or students residing in one jurisdiction enrolling in schools in another jurisdiction. In particular, enrolment rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT. As a result of the relative sizes of the populations this has a larger effect on the ACT rates than the NSW rates. This is referred to as cross-border enrolment. See table 4A.183 for further details.

Data source: ABS (2014) *Schools Australia, 2013*, Cat. no. 4221.0; ABS (2013) *Population by Age and Sex, Australian States and Territories, June 2013*, Cat. no. 3101.0; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 4A.183.

Participation — 14–19 year olds enrolled in school

Nationally, 62.7 per cent of 14–19 year olds were enrolled in schools in 2013 (figure 4.9). School participation rates declined as students exceeded the maximum compulsory school age and varied by jurisdiction, age and sex (figure 4.9 and table 4A.184). School participation rates for females (63.1 per cent) were slightly higher than those for males (62.2 per cent) (table 4A.184). Data for 14–19 year olds from 2004 to 2013 are included in table 4A.185.

Figure 4.9 **School participation rate of people aged 14–19 years in school education, all schools, 2013** ^{a, b, c}



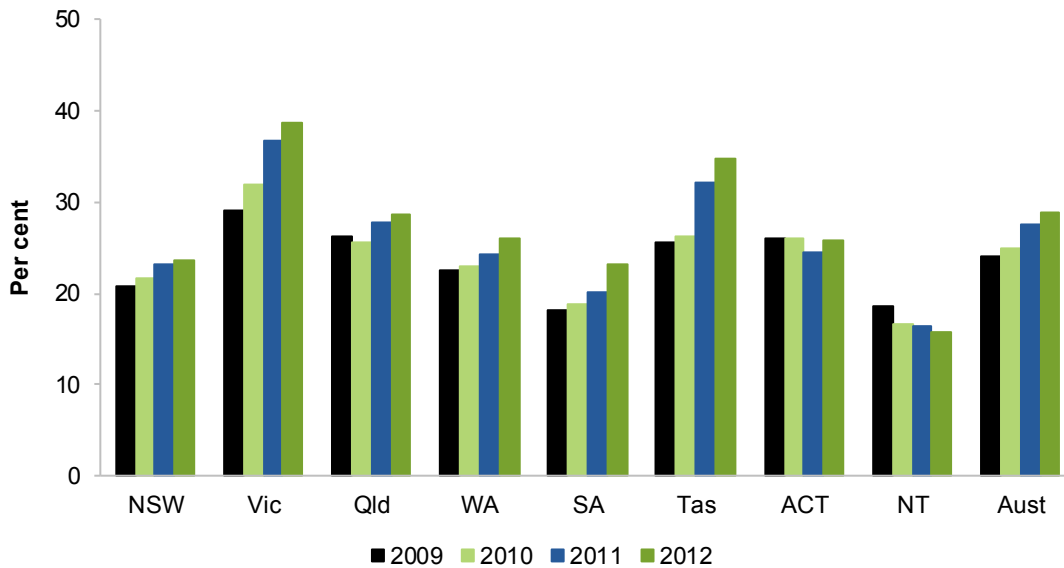
^a Proportion of the population who were enrolled as full time or part time students in August 2013.
^b Proportions are determined using the number of students enrolled in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be enrolled in a different jurisdiction to their place of residence. ^c Different school commencement ages across some states and territories may affect comparisons across jurisdictions.

Data source: ABS (2014) *Schools Australia 2013*, ABS *Schools Australia* (unpublished); Cat. no. 4221.0; table 4A.184.

Participation — achievement of VET competencies

In 2012, 242 300 young people were undertaking VET in Schools programs (NCVER 2013). 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 28.8 per cent nationally in 2012 (figure 4.10). 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 4.10 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: NCVET, *National VET Provider Collection* (various years); NCVET, *National VET in Schools Collection* (various years); ABS *Australian Demographic Statistics*, (various years) (Cat. no. 3101.0); table 4A.196.

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 4.4).

Box 4.4 **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, Aboriginal and Torres Strait Islander 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.

These factors may lead to apparent retention rates that exceed 100 per cent.

Data reported for all measures in this indicator are:

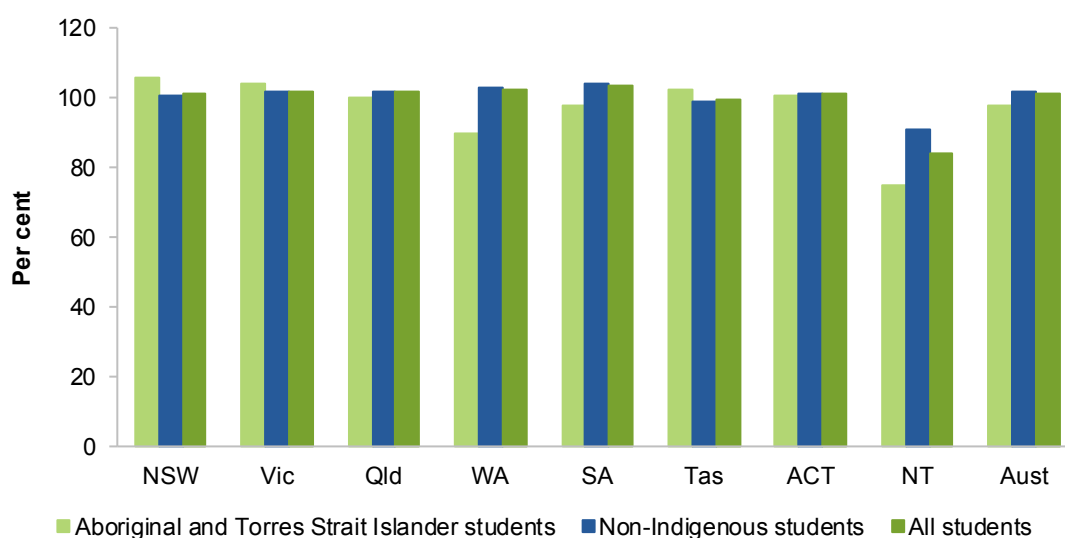
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2015.

In most jurisdictions, in 2013, apparent retention rates from the commencement of secondary school at year 7 or 8 (figure 4.2 shows the starting years across jurisdictions) to year 10, were 99 per cent to 104 per cent, with a national rate of 101.5 per cent (figure 4.11). Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions and students repeating years. 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 Aboriginal and Torres Strait Islander students provide one measure of the equity of access to schooling. Retention rates to year 10 for Aboriginal and Torres Strait Islander students were lower than those for non-Indigenous students and all students in some jurisdictions, with a national retention rate for Aboriginal and Torres Strait Islander students of 98.1 per cent, 3.6 percentage points lower than that for non-Indigenous students and 3.4 percentage points lower than that for all students (figure 4.11).

Figure 4.11 **Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2013^{a, b, c, d, e}**

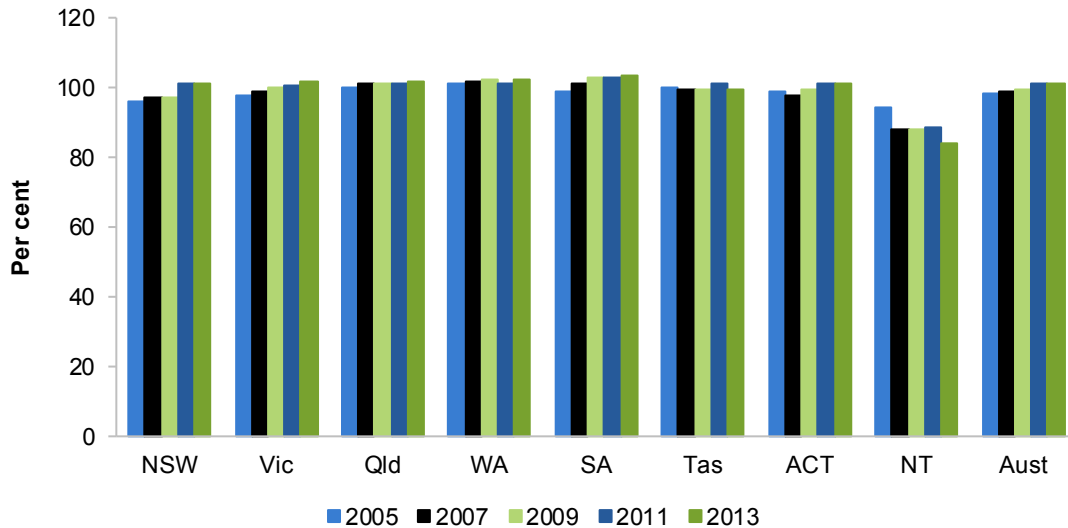


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions and students repeating years. ^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 Aboriginal and Torres Strait Islander students counted in the Aboriginal and Torres Strait Islander 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 (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.186.

The national apparent retention rate from the commencement of secondary schooling at year 7 or year 8 (figure 4.2 shows the differences across jurisdictions) to year 10 for all full time students was 98.3 per cent in 2005, rising to 99.8 per cent in 2009 and 101.5 per cent in 2013 (figure 4.12). Data for intervening years and by Indigenous status are in table 4A.188. Data for government schools and non-government schools are in tables 4A.189 and 4A.190.

Figure 4.12 **Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools^{a, b, c, d}**



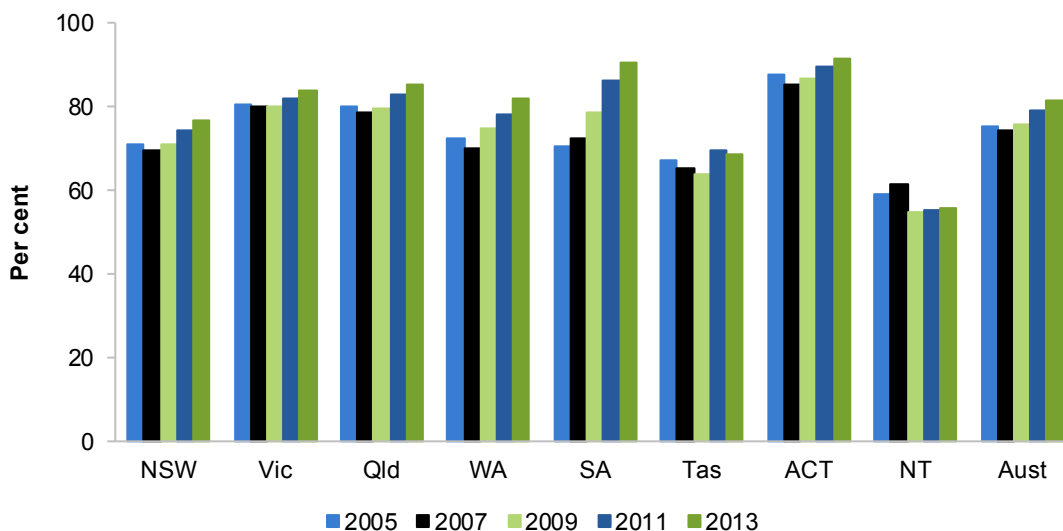
^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, 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 had a high proportion of ungraded students prior to 2008). ^d Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions and students repeating years.

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.188.

The national apparent retention rate, from the commencement of secondary school at year 7 or 8 (figure 4.2 shows the differences across jurisdictions) to year 12, for all full time students was 75.3 per cent in 2005, rising to 81.6 per cent in 2013 (figure 4.13). Data for intervening years and by Indigenous status are in table 4A.188. Data for government schools and non-government schools are in tables 4A.189 and 4A.190.

Retention rates from year 7 or 8 to year 12 for Aboriginal and Torres Strait Islander students in all schools were lower than those for non-Indigenous students and all students in all jurisdictions in 2013, with a national retention rate for Aboriginal and Torres Strait Islander students of 55.1 per cent, 27.8 percentage points lower than that for non-Indigenous students (82.9 per cent) and 26.5 percentage points lower than that for all students (81.6 per cent) (table 4A.188).

Figure 4.13 **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 had a high proportion of ungraded students prior to 2008).

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.188.

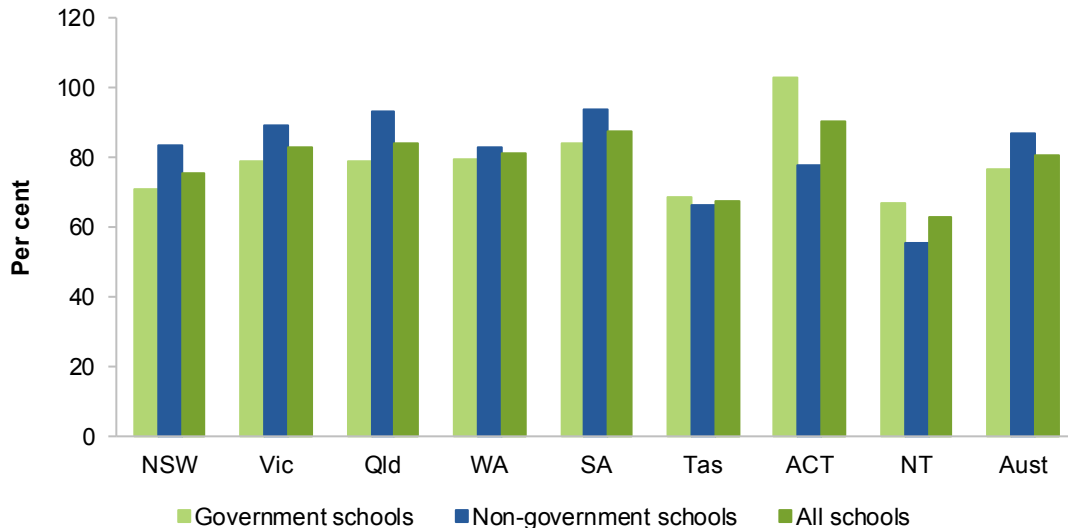
The apparent rate of retention from year 10 to year 12 has been derived by expressing the number of full time school students enrolled in year 12 in 2013 as a proportion of the number of full time school students enrolled in year 10 in 2011.

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 2013 year 12 total, then the apparent retention rate becomes 93.4 per cent, compared with 87.8 per cent for full time students only (table 4A.187)
- 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 80.7 per cent in 2013. The rate for government schools was 76.7 per cent, and for non-government schools was 87.0 per cent. The apparent retention rates for both government schools and non-government schools varied across jurisdictions (figure 4.14).

Figure 4.14 **Apparent retention rate from year 10 to year 12, full time secondary students, 2013^{a, b, c, d}**



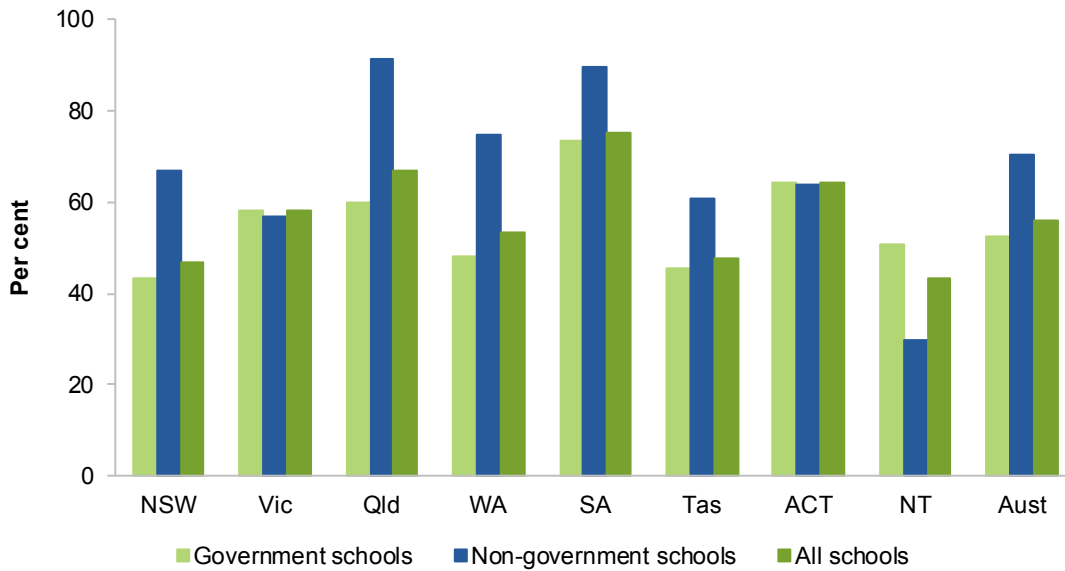
^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b Retention rates can exceed 100 per cent for a variety of reasons, including 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 (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.187.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Aboriginal and Torres Strait Islander students in 2013 were consistently lower than rates for all students but varied across jurisdictions (figures 4.14 and 4.15). In interpreting Aboriginal and Torres Strait Islander apparent retention rates, it should be noted that, nationally, 1.9 per cent of Aboriginal and Torres Strait Islander students left school before year 10 (figure 4.11 and table 4A.186), and so are not included in the base year for retention from year 10 to year 12. Further, Aboriginal and Torres Strait Islander students made up 6.5 per cent of all students in government schools compared with 2.3 per cent in non-government schools and some jurisdictions have very low numbers of Aboriginal and Torres Strait Islander students (table 4.5).

Nationally, Aboriginal and Torres Strait Islander retention from year 10 to year 12 for all schools in 2013 was 55.8 per cent (figure 4.15), compared with 81.9 per cent for non-Indigenous students (table 4A.188). However, Aboriginal and Torres Strait Islander retention from year 10 to year 12 for all schools has risen from 45.3 per cent in 2005, with the gap between Aboriginal and Torres Strait Islander students and non-Indigenous students decreasing from 32.2 percentage points in 2005 to 26.1 percentage points in 2013 (table 4A.188).

Figure 4.15 **Apparent retention rates from year 10 to year 12, Aboriginal and Torres Strait Islander full time secondary students, 2013^{a, b, c, d}**

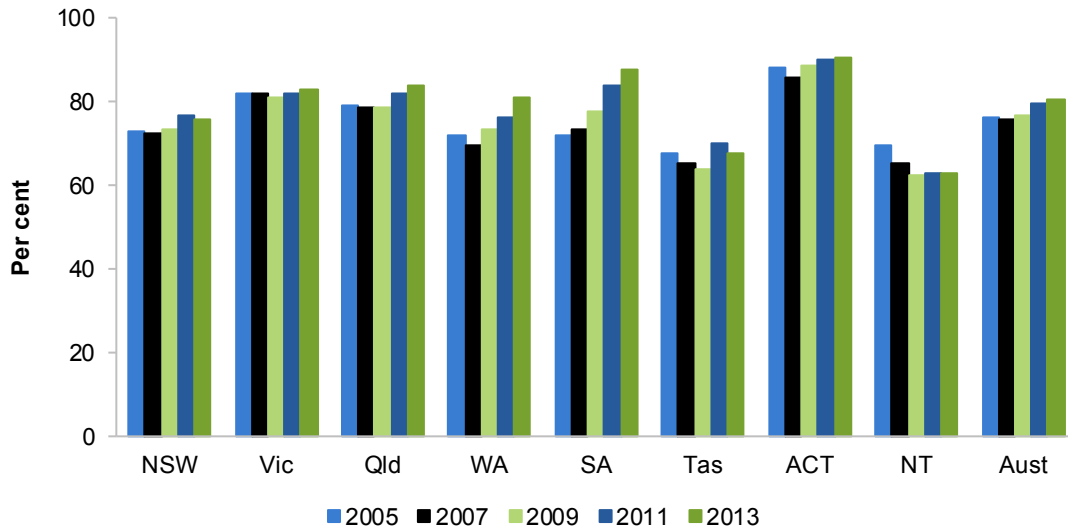


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (see tables 4A.188–190). ^b The standard apparent retention rate calculation 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, in these rates Aboriginal and Torres Strait Islander students may be under-represented in some jurisdictions.

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; tables 4A.188–190.

Nationally, apparent rates of retention for all full time students from year 10 to year 12 rose slightly from 76.5 per cent in 2005 to 80.7 per cent in 2013 (figure 4.16). Data for intervening years and by Indigenous status are in table 4A.188. Data for government schools and non-government schools are in tables 4A.189 and 4A.190.

Figure 4.16 **Apparent retention rates 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 had a high proportion of ungraded students prior to 2008).

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.188.

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 4.5 includes information on identification and allocation of funding for the Report.

Box 4.5 School expenditure data reported in this chapter

Efficiency indicators in this chapter (years 2008-09 to 2012-13) 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 Education Council.

- Each State and Territory government reports to the Education Council 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). NP payments fluctuate from year to year.
- 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.7-8).

The Education Council 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.7-8).
- 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]). NP payments fluctuate from year to year.
- Together these comprise total government recurrent expenditure on non-government schools (tables 4A.7-8).

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 4.17–20). The numbers of FTE students (table 4A.6) are drawn from the ABS publication Schools Australia 2013 (ABS 2014) and averaged over two calendar years to match the financial year expenditure data.

(continued next page)

Box 4.5 (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 primary school student and secondary school student, for expenditure data submitted to the Education Council. 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. These payments fluctuate from year to year in line with funding arrangements.

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 and school size, location and staffing profiles.

Source: ACARA (2013); 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 4.6).

Box 4.6 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 and 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 4.7).

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. 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 Aboriginal and Torres Strait Islander 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.

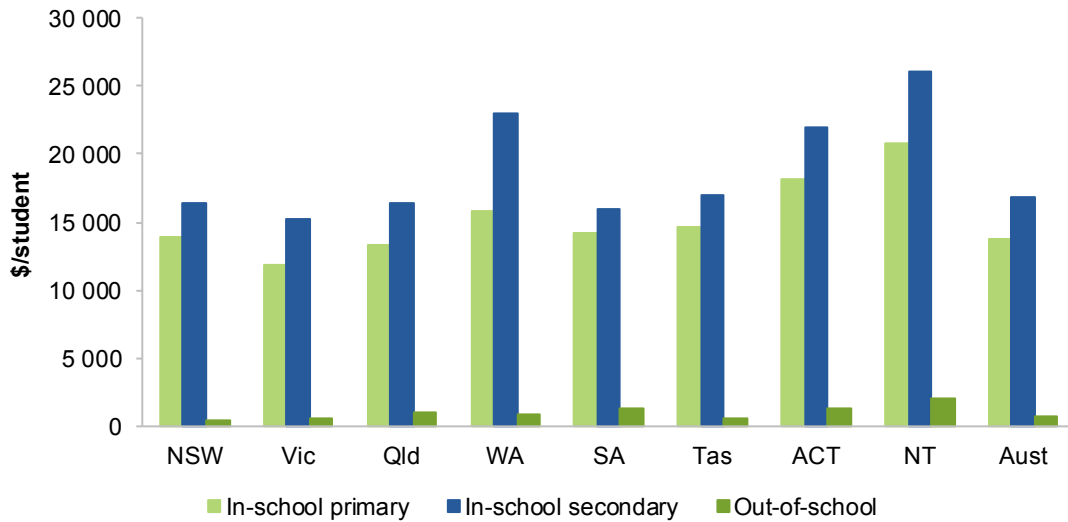
Data reported for all measures in this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012-13 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2015.

Nationally, in 2012-13, in-school government expenditure per FTE student in government primary schools was \$13 763 and in government secondary schools was \$16 852. Out-of-school government expenditure per FTE student in all government schools was \$757 in 2012-13 (figure 4.17).

Figure 4.17 **Government recurrent expenditure per FTE student, government schools, 2012-13^{a, b}**

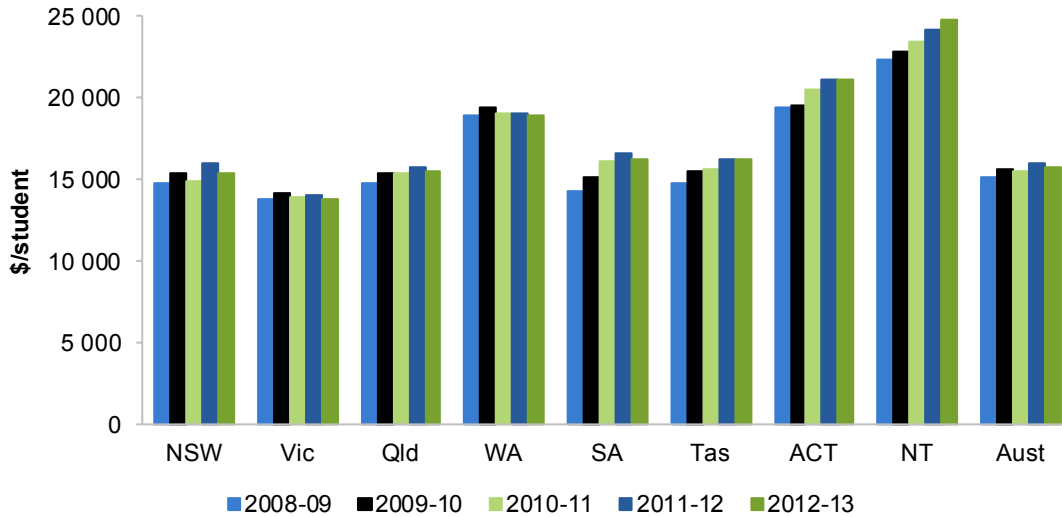


^a See notes to table 4A.14 for definitions and data caveats. ^b Payroll tax estimates include notional payroll tax for WA and the ACT, which are payroll tax exempt.

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.14.

Nationally, in 2012-13, government expenditure per FTE student in all government schools was \$15 703. It increased in average annual real terms between 2008-09 and 2012-13 by 1.0 per cent per year (figure 4.18). Data for years 2003-04 to 2012-13 are included in tables 4A.12 (real values) and 4A.13 (nominal values).

Figure 4.18 **Government real recurrent expenditure per FTE student, government schools (2012-13 dollars)^{a, b, c}**

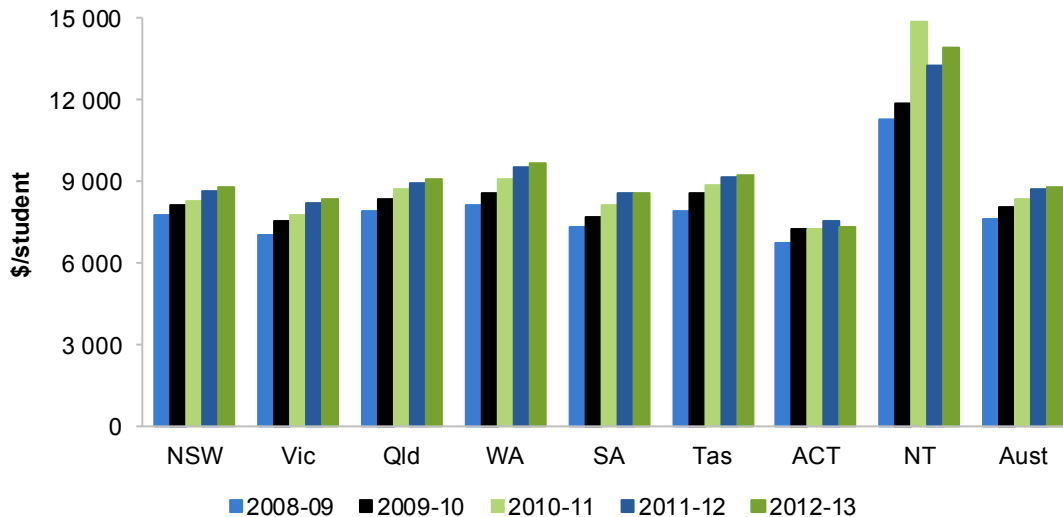


^a See notes to table 4A.12 for definitions and data caveats. ^b Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details. ^c Payroll tax estimates include notional payroll tax for WA and the ACT, which are payroll tax exempt.

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.12.

Nationally, in 2012-13, government expenditure per FTE student in all non-government schools was \$8812. It increased in average annual real terms between 2008-09 and 2012-13 by 3.7 per cent per year (figure 4.19). Data for years 2003-04 to 2012-13 are included in table 4A.15 (real values) and 4A.16 (nominal values).

Figure 4.19 **Government real recurrent expenditure per FTE student, non-government schools (2012-13 dollars)^{a, b, c}**



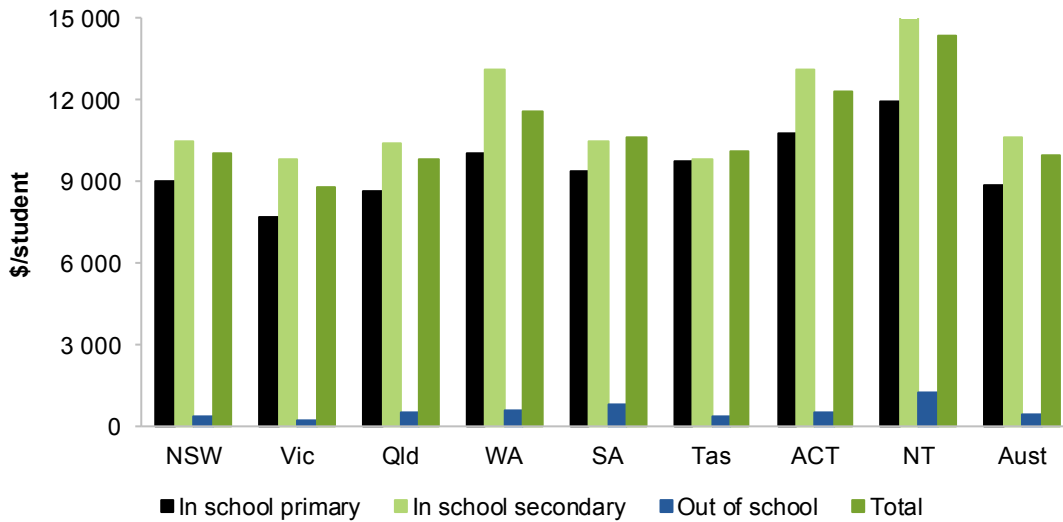
^a See notes to table 4A.15 for definitions and data caveats. ^b Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details. ^c Data are the 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 (2014) *Schools Australia 2013*, Cat. no. 4221.0; Australian Government Department of Education (unpublished); State and Territory governments (unpublished); table 4A.15.

Nationally, in 2012-13, government recurrent expenditure per FTE student in all schools (government plus non-government) was \$13 298. It increased in average annual real terms between 2008-09 and 2012-13 by 1.5 per cent per year (table 4A.17). Data for years 2003-04 to 2012-13 are included in table 4A.17 (real values) and 4A.18 (nominal values).

Government recurrent expenditure on staff in government schools accounted for \$23.4 billion (63.6 per cent) of total recurrent expenditure in 2012-13 (table 4A.10). Nationally, expenditure on staff per FTE student was \$8870 for in-school primary, \$10 594 for in-school secondary and \$457 for out-of-school (figure 4.20).

Figure 4.20 **Government recurrent expenditure on staff in government schools, per FTE student, 2012-13^{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 (2014) *Schools Australia 2012*, Cat. no. 4221.0; Education Council (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 4.7).

Box 4.7 **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 UCC 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 2012-13 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2015.

The notional UCC per FTE government school student in 2012-13 averaged \$2386 nationally (table 4A.20). Data from 2003-04 to 2012-13 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 4.8).

Box 4.8 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).

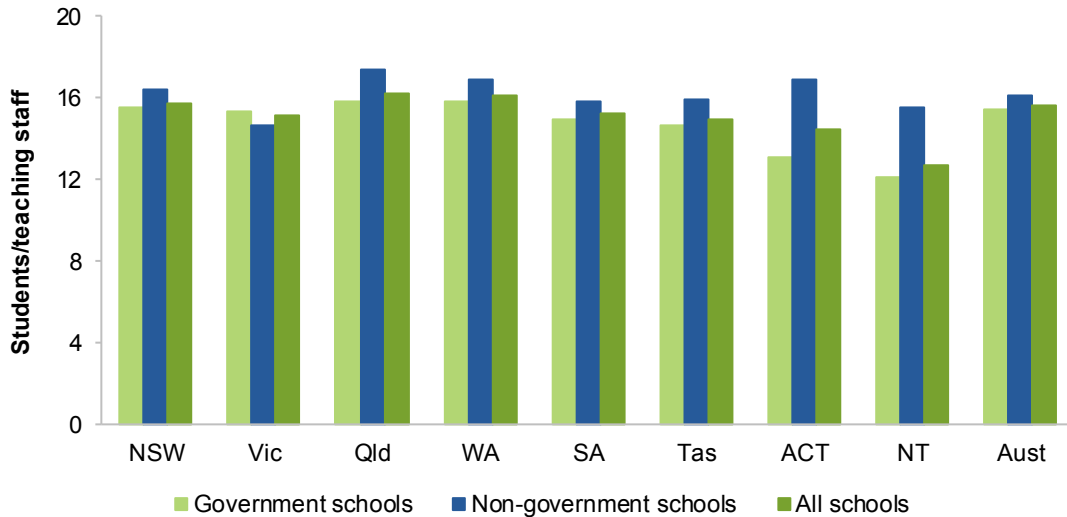
Data reported for this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2015.

Nationally in 2013, the student-to-teacher ratio for government primary schools was 15.4 and for non-government primary schools was 16.1. For all primary schools, the student-to-teacher ratio was 15.6 (figure 4.21).

Figure 4.21 **Ratio of FTE students to FTE teaching staff, primary schools, 2013^a**

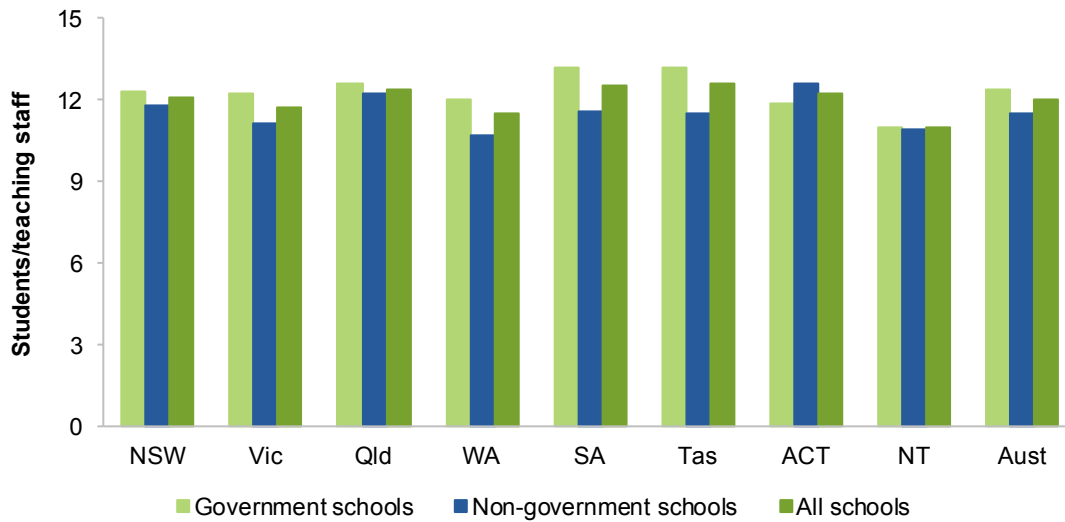


^a See notes to table 4A.22 for definitions and data caveats.

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.22.

Nationally in 2013, the student-to-teacher ratio for government secondary schools was 12.4 and for non-government secondary schools, was 11.5. For all secondary schools, the student-to-teacher ratio was 12.0 (figure 4.22).

Figure 4.22 **Ratio of FTE students to FTE teaching staff, secondary schools, 2013^a**



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

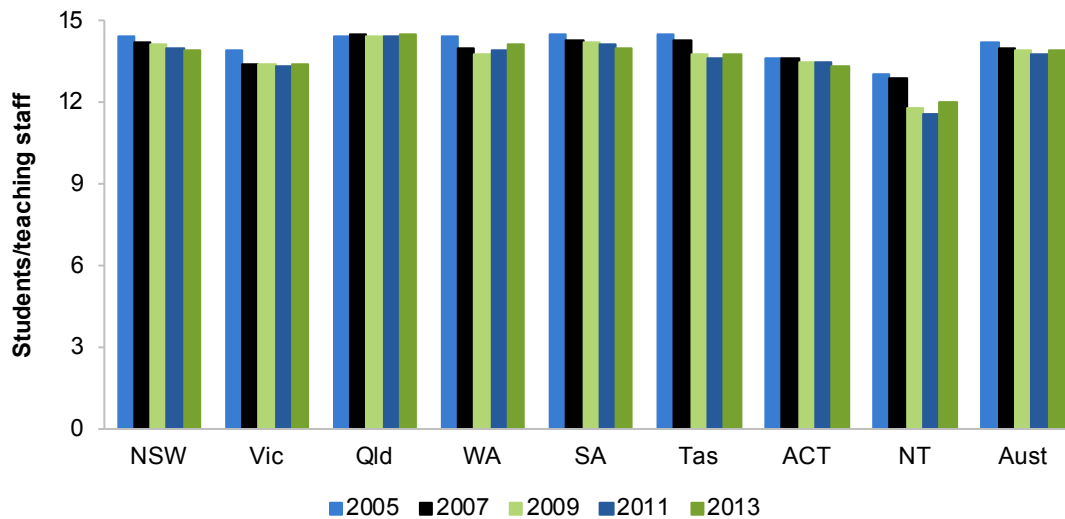
Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.22.

Nationally in 2013, the student-to-teacher ratio for all government schools was 14.1 and for all non-government schools was 13.6. For all schools, the student-to-teacher ratio was 13.9 (table 4A.22).

Table 4A.22 provides further detail on student-to-staff ratios in 2013, 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 14.2 in 2005 to 13.9 in 2013 (figure 4.23). Data for intervening years and for government and non-government schools are in table 4A.23.

Figure 4.23 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 (2014) *Schools Australia 2013* 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 (now Education Council)-endorsed tests developed to measure student performance in relation to the National Goals for Schooling
- Australia's participation in four international tests — the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA); the International Association for Educational Assessment (IAEA) Trends in International Mathematics and Science Study (TIMSS); the Progress in

International Reading Literacy Study (PIRLS); and the IEA International Computer and Information Literacy Study (ICILS).

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 2014, including by Indigenous status and geolocation. Data comparing a range of time series outcomes from 2008–2014 and 2013–2014 for reading and numeracy are also included in the chapter, as are data for cohort gains from 2008–2010–2012–2014 (years 3–5–7–9) for reading and numeracy.

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 2014a). The chapter and attachment tables also include additional data on NAPLAN mean scale scores for 2014.

Detailed NAPLAN data for 2014, including outcomes by socio-economic status (parental education and occupation), are included in the attachment tables (tables 4A.36–43 for reading performance, tables 4A.72–79 for persuasive writing performance and tables 4A.108–115 for numeracy performance).

More detailed NAPLAN time series data for 2008–2014 and 2013–2014 are included in tables 4A.44–52 for reading performance and tables 4A.116–124 for numeracy performance. Time series data for 2011–2014 and 2013–2014 for persuasive writing are included in tables 4A.80–88. 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 2014 Report included data for 2012 NAPLAN outcomes. Improvements in the timeliness of NAPLAN reporting means that this report includes data for 2014 NAPLAN outcomes (2013 NAPLAN outcomes are included in the attachment tables for reading (tables 4A.54–71), persuasive writing (tables 4A.90–107) and numeracy (tables 4A.126–143)).

The NAP also undertakes triennial national sample assessments on a rotating basis. This chapter reports year 6 and year 10 civics and citizenship performance data for 2004, 2007 2010 and 2013 (2013 data are available for the first time in this Report). The attachment tables include additional data on year 6 science literacy performance for 2006, 2009 and 2012 (tables 4A.144–148); year 6 and year 10 civics and citizenship literacy performance for 2004, 2007, 2010 and 2013 (tables 4A.149–153) and year 6 and year 10 information and communication technologies literacy performance for 2005, 2008 and 2011 (tables 4A.154–158).

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 2000, 2003, 2006, 2009 and 2012 assessments are included in this Report (tables 4A.159–173)
- the four-yearly TIMSS assessments on mathematics and science achievement for year 4 and year 8, conducted in 2011. The attachment tables include additional information on the 2011 test, as well as data from 2003 and 2007 (tables 4A.174–178)
- the five-yearly PIRLS test for year 4, conducted in 2011, on reading literacy performance (tables 4A.179-180)
- the ICILS test, that assesses the extent to which students know about, understand, and are able to use information and communication technology. It was conducted at year 8 level for the first time in 2013 (tables 4A.181-182).

Interpreting learning outcomes data

To assist with making comparisons across 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. 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. Participation in the 2014 NAPLAN tests, by Indigenous status, for reading, writing and numeracy are included in tables 4A.42, 4A.78 and 4A.114 respectively. The

proportion of assessed, exempt, absent and withdrawn students in years 3, 5, 7 and 9 for reading, persuasive writing and numeracy in 2014 are in tables 4A.43, 4A.79 and 4A.115 respectively. In all domains and year levels, a lower proportion of Aboriginal and Torres Strait Islander 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 4.9).

Box 4.9 Learning outcomes

'Learning outcomes' is defined by seven 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. Significance of difference across states and territories for all students is also identified. (Section 4.1 identifies the profile of equity groups in each State and Territory).
- the mean scale score (on the common national scale, 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. Significance of difference across states and territories for all students is also identified. This Report also includes a time series for student cohort 'gain' (for example, between year 3 in 2012 and year 5 in 2014) 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 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
- 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 proportions of sampled students achieving at various proficiency levels, and mean scale scores on the ICILS.

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 2013 and 2014 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2015_

NAPLAN Reading

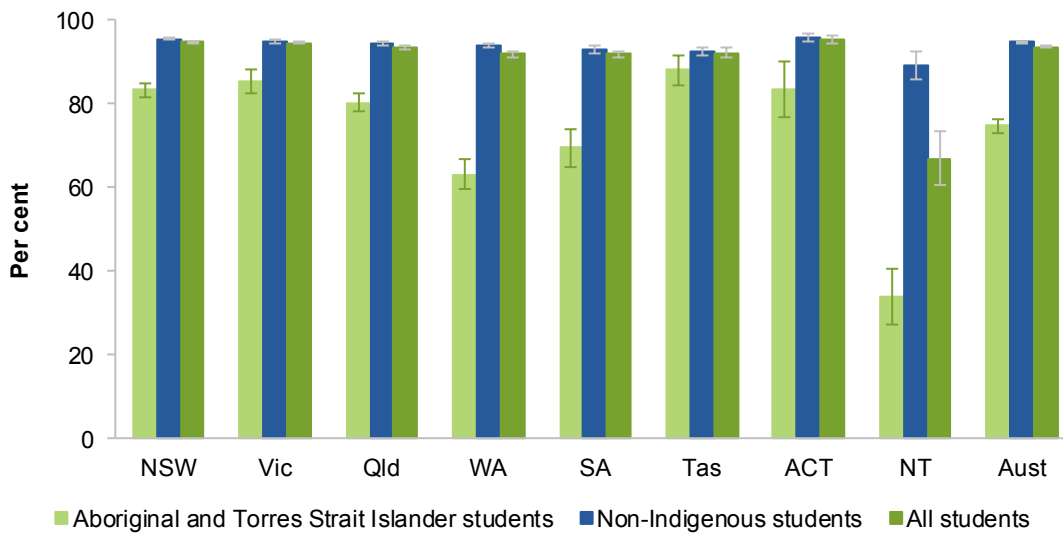
This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the reading domain. Outcomes by Indigenous status are highlighted, but outcomes for a range of other equity groups including male, female, LBOTE, geolocation and socio-economic status (parental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

This chapter reports on 2014 NAPLAN outcomes. NAPLAN reading outcomes for 2013 (not included in earlier reports) are in attachment tables 4A.54–71.

All students and Aboriginal and Torres Strait Islander students

The proportion of year 3 students who achieved at or above the reading national minimum standard in 2014 was 93.1–93.7 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (73.1–76.3 per cent) was significantly lower than for non-Indigenous students (94.5–94.9 per cent) (figure 4.24). These proportions varied across jurisdictions.

Figure 4.24 Proportion of year 3 students achieving at or above the reading national minimum standard, 2014^{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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.36.

Statistical significance of differences across states and territories between proportions of year 3 students who achieved at or above the national minimum standard for reading in 2014 are provided in table 4A.36.

The mean scale score for year 3 reading in 2014 for all students was 417.2–419.4 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (328.9–336.9) was significantly lower than for non-Indigenous students (422.2–424.2). Mean scale scores varied across jurisdictions (table 4A.39).

Table 4.7 identifies statistical significance of differences between mean scale scores for year 3 reading outcomes across states and territories in 2014.

Table 4.7 Significance of differences for year 3 students, mean scale scores, reading, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		422.9 ± 2.0	431.7 ± 1.9	409.4 ± 2.4	406.3 ± 3.3	407.3 ± 3.7	415.7 ± 6.8	438.7 ± 6.3	332.0 ± 21.8	418.3 ± 1.1
NSW	422.9 ± 2.0	..	■	■	■	■	■	■	▲	■
Vic	431.7 ± 1.9	■	..	△	△	△	△	■	▲	■
Qld	409.4 ± 2.4	■	▽	..	■	■	■	▽	▲	■
WA	407.3 ± 3.7	■	▽	■	..	■	■	▽	▲	■
SA	407.3 ± 3.7	■	▽	■	■	..	■	▽	▲	■
Tas	415.7 ± 6.8	■	▽	■	■	■	..	▽	▲	■
ACT	438.7 ± 6.3	■	■	△	△	△	△	..	▲	△
NT	332.0 ± 21.8	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	418.3 ± 1.1	■	■	■	■	■	■	▽	▲	..

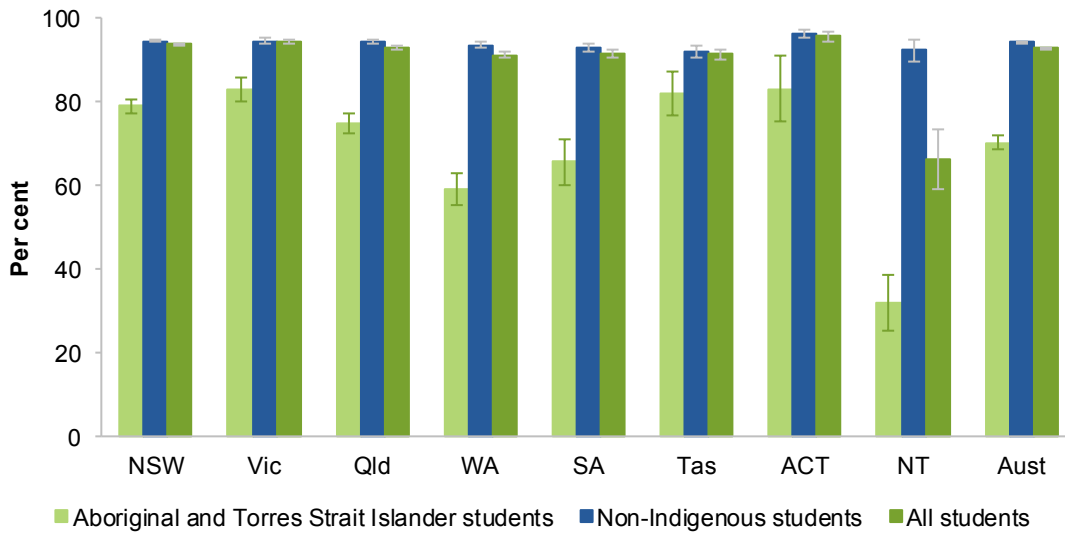
▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.39. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.39.

The proportion of year 5 students who achieved at or above the reading national minimum standard in 2014 was 92.7–93.1 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (68.7–71.9 per cent) was significantly lower than for non-Indigenous students (94.0–94.4 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, 2014^{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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.36.

Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for reading in 2014 are provided in table 4A.36.

The mean scale score for year 5 reading in 2014 for all students was 499.6–501.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (418.7–425.5) was significantly lower than for non-Indigenous students (504.0–506.0). Mean scale scores varied across jurisdictions (table 4A.39).

Table 4.8 identifies statistical significance of differences between mean scale scores for year 5 reading outcomes across states and territories in 2014.

Table 4.8 Significance of differences for year 5 students, mean scale scores, reading, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		504.0 ± 2.0	509.8 ± 1.8	496.1 ± 2.2	491.7 ± 3.1	489.6 ± 3.3	497.9 ± 6.5	522.0 ± 6.0	425.5 ± 17.5	500.6 ± 1.0
NSW	504.0 ± 2.0	..	■	■	■	■	■	▽	▲	■
Vic	509.8 ± 1.8	■	..	■	△	△	■	■	▲	■
Qld	496.1 ± 2.2	■	■	..	■	■	■	▽	▲	■
WA	491.7 ± 3.1	■	▽	■	..	■	■	▽	▲	■
SA	489.6 ± 3.3	■	▽	■	■	..	■	▽	▲	■
Tas	497.9 ± 6.5	■	■	■	■	■	..	▽	▲	■
ACT	522.0 ± 6.0	△	■	△	△	△	△	..	▲	△
NT	425.5 ± 17.5	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	500.6 ± 1.0	■	■	■	■	■	■	▽	▲	..

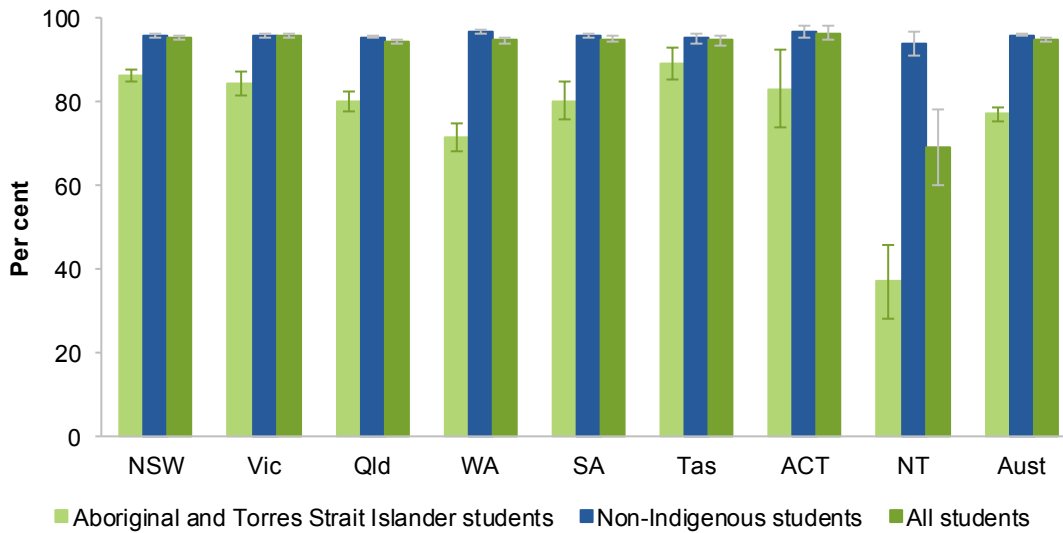
▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.39. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.39.

The proportion of year 7 students who achieved at or above the reading national minimum standard in 2014 was 94.6–95.2 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (75.3–78.9 per cent) was significantly lower than for non-Indigenous students (95.7–96.1 per cent) (figure 4.26). These proportions varied across jurisdictions.

Figure 4.26 Proportion of year 7 students achieving at or above the reading national minimum standard, 2014^{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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.36.

Statistical significance of differences across states and territories between proportions of year 7 students who achieved at or above the national minimum standard for reading in 2014 are provided in table 4A.36.

The mean scale score for year 7 reading in 2014 for all students was 544.7–547.5 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (475.3–482.7) was significantly lower than for non-Indigenous students (548.4–551.2). Mean scale scores varied across jurisdictions (table 4A.39).

Table 4.9 identifies statistical significance of differences between mean scale scores for year 7 reading outcomes across states and territories in 2014.

Table 4.9 Significance of differences for year 7 students, mean scale scores, reading, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		548.3 ± 3.0	550.3 ± 2.6	541.6 ± 2.2	544.1 ± 3.4	541.1 ± 2.8	542.9 ± 6.8	567.3 ± 8.7	478.5 ± 22.6	546.1 ± 1.4
NSW	548.3 ± 3.0	..	■	■	■	■	■	▽	▲	■
Vic	550.3 ± 2.6	■	..	■	■	■	■	▽	▲	■
Qld	541.6 ± 2.2	■	■	..	■	■	■	▽	▲	■
WA	544.1 ± 3.4	■	■	■	..	■	■	▽	▲	■
SA	541.1 ± 2.8	■	■	■	■	..	■	▽	▲	■
Tas	542.9 ± 6.8	■	■	■	■	■	..	▽	▲	■
ACT	567.3 ± 8.7	△	△	△	△	△	△	..	▲	△
NT	478.5 ± 22.6	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	546.1 ± 1.4	■	■	■	■	■	■	▽	▲	..

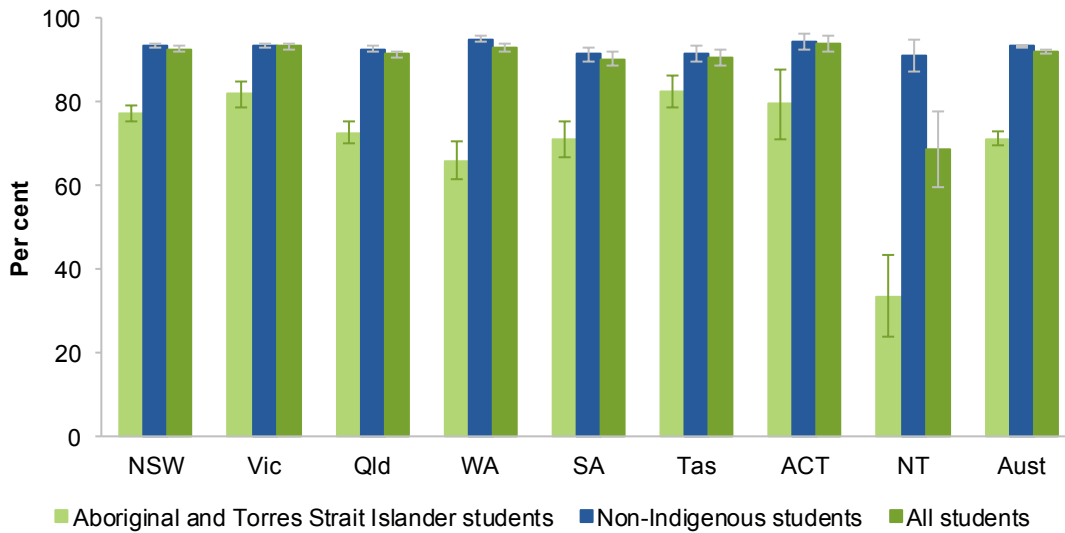
▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.39. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.39.

The proportion of year 9 students who achieved at or above the reading national minimum standard in 2014 was 91.7–92.5 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (69.6–72.8 per cent) was significantly lower than for non-Indigenous students (93.0–93.6 per cent) (figure 4.27). These proportions varied across jurisdictions.

Figure 4.27 Proportion of year 9 students achieving at or above the reading national minimum standard, 2014^{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 (2014 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014; table 4A.36.

Statistical significance of differences across states and territories between proportions of year 9 students who achieved at or above the national minimum standard for reading in 2014 are provided in table 4A.36.

The mean scale score for year 9 reading in 2014 for all students was 578.9–581.9 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (514.2–520.6) was significantly lower than for non-Indigenous students (582.4–585.4). Mean scale scores varied across jurisdictions (table 4A.39).

Table 4.10 identifies statistical significance of differences between mean scale scores for year 9 reading outcomes across states and territories in 2014.

Table 4.10 Significance of differences for year 9 students, mean scale scores, reading, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		584.3 ± 2.9	585.5 ± 2.9	571.6 ± 3.1	584.4 ± 4.8	573.0 ± 5.0	573.4 ± 7.4	597.3 ± 8.6	521.7 ± 22.2	580.4 ± 1.5
NSW	584.3 ± 2.9	..	■	■	■	■	■	■	▲	■
Vic	585.5 ± 2.9	■	..	△	■	■	■	■	▲	■
Qld	571.6 ± 3.1	■	▽	..	▽	■	■	▽	▲	■
WA	584.4 ± 4.8	■	■	△	..	■	■	■	▲	■
SA	573.0 ± 5.0	■	■	■	■	..	■	▽	▲	■
Tas	573.4 ± 7.4	■	■	■	■	■	..	▽	▲	■
ACT	597.3 ± 8.6	■	■	△	■	△	△	..	▲	△
NT	521.7 ± 22.2	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	580.4 ± 1.5	■	■	■	■	■	■	▽	▲	..

▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.39. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.39.

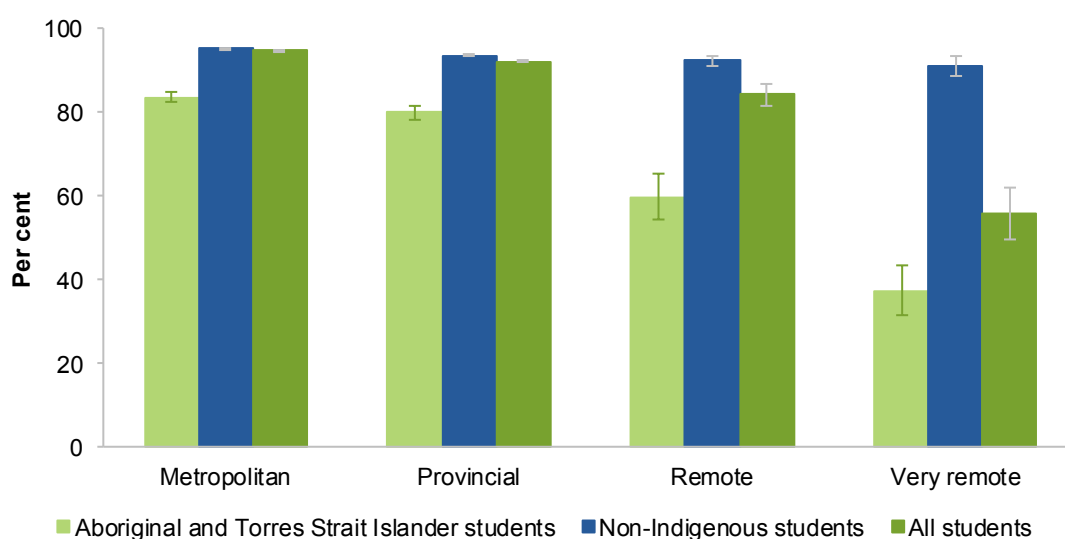
Geolocation

Nationally, in 2014, reading outcomes tended to decline with remoteness. In year 3, for example, 94.5–94.9 per cent of students in metropolitan areas achieved at or above the reading national minimum standard, significantly higher than the proportions of provincial students (91.8–92.6 per cent), remote students (81.7–86.7 per cent) and very remote students (49.6–61.8 per cent) (figure 4.28).

For all geolocation categories across years 3, 5, 7 and 9, reading outcomes nationally for Aboriginal and Torres Strait Islander students were lower than those for non-Indigenous students. Nationally, outcomes for Aboriginal and Torres Strait Islander students generally declined as remoteness increased, and the gap in learning outcomes between Aboriginal and Torres Strait Islander 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 4.28 National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2014^{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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; 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 2014 are included in tables 4A.38 and 4A.41. Data 2013 are in tables 4A.56 and 4A.59. Data for 2010, 2011 and 2012 were included in the earlier 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 2013 to 2014), 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 2012 to year 5 reading in 2014).

Statistical significance of differences between years

Table 4.11 provides a summary of differences in achievement at year 5 for mean scale score and proportions at and above national minimum standard for reading, 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, for year 5 reading:

- the proportion of students achieving at or above the national minimum standard in 2014 was lower than and was statistically significantly different from 2013, but close to or not statistically significantly different from 2008. The mean scale score for 2014 was above and was statistically significantly different from 2008, but close to or not statistically significantly different from 2013
- the proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in 2014 was lower than and was statistically significantly different from 2013, but close to or not statistically significantly different from 2008. The mean scale score for Aboriginal and Torres Strait Islander students in 2014 was below and was statistically significantly different from 2013, but was above and was statistically significantly different from 2008
- the proportion of non-Indigenous students achieving at or above the national minimum standard in 2014 was lower than and was statistically significantly different from 2013, but close to or not statistically significantly different from 2008. The mean scale score for non-Indigenous students in 2014 was above and was statistically significantly different from 2008, but close to or not statistically significantly different from 2013 (table 4.11).

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

Data for years 2008 and 2012 to 2013 are included in tables 4A.62–70.

Table 4.11 Mean scale scores and proportion of students who achieved at or above the national minimum standard for year 5 reading, and nature of the differences, 2008 and 2013 to 2014, Australia^{a, b}

		<i>Nature of the differences</i>				
		<i>2008</i>	<i>2013</i>	<i>2014</i>	<i>2008 to 2014</i>	<i>2013 to 2014</i>
Aboriginal and Torres Strait Islander students						
Mean scale score	no.	403.4 ± 4.1	439.4 ± 3.4	422.1 ± 3.4	△	▽
At or above NMS	%	63.4 ± 1.8	83.3 ± 1.7	70.3 ± 1.6	■	▽
Non-Indigenous students						
Mean scale score	no.	488.7 ± 1.0	505.9 ± 0.8	505.0 ± 1.0	△	■
At or above NMS	%	92.6 ± 0.2	96.9 ± 0.1	94.2 ± 0.2	■	▽
All students						
Mean scale score	no.	484.4 ± 1.1	502.3 ± 0.9	500.6 ± 1.0	△	■
At or above NMS	%	91.0 ± 0.3	96.1 ± 0.2	92.9 ± 0.2	■	▽

NMS = National Minimum Standard.

For comparison of mean scale scores: △ Average achievement is above and is statistically significantly different from the base year (or previous year). ■ Average achievement is close to or not statistically different from the base year (or previous year). ▽ Average achievement is below and is statistically significantly different from the base year (or previous year).

For comparison of percentage of students at or above national minimum standard: △ Percentage of students at or above national minimum standard is higher than and is statistically significantly different from the base year (or previous year). ■ Percentage of students at or above national minimum standard is close to or not statistically different from the base year (or previous year). ▽ Percentage of students at or above national minimum standard is lower than and is statistically significantly different from the base year (or previous year).

^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 (chapter 2) for more information on confidence intervals. ^b For further information and caveats see table 4A.52.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney; table 4A.52.

Cohort gain

Analysis of NAPLAN mean scale score data for the years 2008 to 2010, 2010 to 2012 and 2012 to 2014 enables comparisons of outcomes for the same cohort of students over time (box 4.10). This chapter reports on gains in reading and numeracy from year 3 in 2008 to year 5 in 2010, year 7 in 2012, and year 9 in 2014. Student gain for other cohorts and from 2009 to 2011 and 2013 are included in attachment tables.

Box 4.10 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 2012 and 2014. 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, between 2010 and 2012 and between 2012 and 2014 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 (2014a)

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, and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 33.4 and 44.4 points nationally (table 4.12).

For Aboriginal and Torres Strait Islander students, from year 3 in 2008 to year 5 in 2010 the mean scale score gain nationally was between 85.9 and 105.9 points, from year 5 in 2010 to year 7 in 2012 the mean scale score gain was between 56.6 and 73.8 points nationally and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 35.7 and 49.5 points. For non-Indigenous students, from year 3 in 2008 to year 5 in 2010 the mean scale score gain nationally was between 78.5 and 94.3 points, from year 5 in 2010 to year 7 in 2012, the mean scale score was between 46.5 and 60.7 points nationally and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 33.4 and 44.4 points (table 4.12).

These mean scale score gains varied across jurisdictions (table 4.12). Data for other cohorts from 2008–2010, 2010–2012 and 2012–2014 are in table 4A.53. Data for years 2009–2011 and 2011–2013 are in table 4A.71.

Table 4.12 **Gain in mean scale score for reading: year 3 (2008) to year 5 (2010) to year 7 (2012) to year 9 (2014)^{a, b}**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Aboriginal and Torres Strait Islander 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
2014 Year 9	529.2 ± 3.1	540.3 ± 4.9	521.3 ± 4.3	508.4 ± 7.6	516.7 ± 6.7	539.7 ± 7.5	540.3 ± 14.4	437.8 ± 22.9	517.4 ± 3.2
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
Gain 2012-2014	39.3 ± 6.8	36.0 ± 9.0	43.3 ± 7.8	46.4 ± 10.5	38.3 ± 11.3	34.7 ± 12.0	32.9 ± 20.9	40.5 ± 32.6	42.6 ± 6.9
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
2014 Year 9	587.5 ± 3.0	586.3 ± 2.9	575.4 ± 3.0	590.0 ± 4.5	575.5 ± 4.7	575.8 ± 7.1	599.1 ± 8.5	572.4 ± 12.0	583.9 ± 1.5
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
Gain 2012-2014	38.8 ± 6.6	37.2 ± 6.4	38.6 ± 6.2	46.7 ± 7.4	36.0 ± 7.5	33.0 ± 11.1	39.3 ± 12.9	41.6 ± 18.6	38.9 ± 5.5
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
2014 Year 9	584.3 ± 2.9	585.5 ± 2.9	571.6 ± 3.1	584.4 ± 4.8	573.0 ± 5.0	573.4 ± 7.4	597.3 ± 8.6	521.7 ± 22.2	580.4 ± 1.5
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
Gain 2012-2014	38.2 ± 6.6	37.2 ± 6.4	38.9 ± 6.3	46.6 ± 7.6	36.0 ± 7.7	32.8 ± 11.7	38.7 ± 13.0	47.4 ± 31.8	38.9 ± 5.5

^a The mean scale scores for 2008, 2010, 2012 and 2014 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 (2014 and unpublished) *2014 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.53.

NAPLAN Numeracy

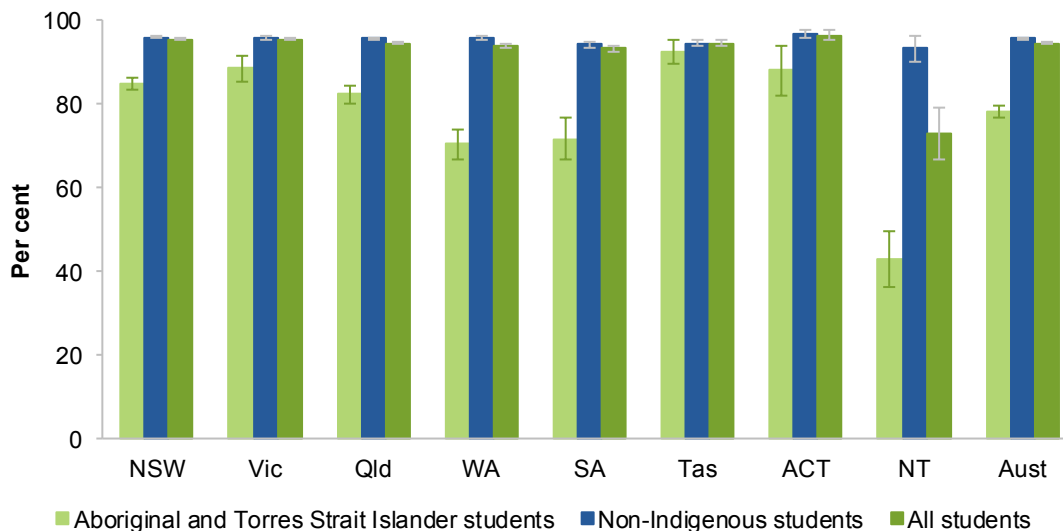
This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the numeracy domain. Outcomes by Indigenous status are highlighted, but outcomes for a range of other equity groups, including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.108–125.

This chapter reports on 2014 NAPLAN outcomes. NAPLAN numeracy outcomes for 2013 (not included in earlier reports) are in attachment tables 4A.126–143.

All students and Aboriginal and Torres Strait islander students

The proportion of year 3 students who achieved at or above the numeracy national minimum standard in 2014 was 94.4–94.8 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (76.8–79.6 per cent) was significantly lower than for non-Indigenous students (95.5–95.9 per cent) (figure 4.29). These proportions varied across jurisdictions.

Figure 4.29 **Proportion of year 3 students achieving at or above the numeracy national minimum standard, 2014^{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.108.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.108.

Statistical significance of differences across states and territories between proportions of year 3 students who achieved at or above the national minimum standard for numeracy in 2014 are provided in table 4A.108.

The mean scale score for year 3 numeracy in 2014 for all students was 400.8–402.8 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (328.6–334.4) was significantly lower than for non-Indigenous students (405.0–406.8). Mean scale scores varied across jurisdictions (table 4A.111).

Table 4.13 identifies statistical significance of differences between mean scale scores for year 3 numeracy outcomes across states and territories in 2014.

Table 4.13 Significance of differences for year 3 students, mean scale scores, numeracy, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		407.3 ± 1.8	413.9 ± 1.7	393.4 ± 2.1	392.5 ± 2.8	385.4 ± 3.0	396.3 ± 5.4	413.9 ± 5.0	338.1 ± 15.5	401.8 ± 1.0
NSW	407.3 ± 1.8	..	■	■	△	△	■	■	▲	■
Vic	413.9 ± 1.7	■	..	△	△	△	△	■	▲	■
Qld	393.4 ± 2.1	■	▽	..	■	■	■	▽	▲	■
WA	392.5 ± 2.8	▽	▽	■	..	■	■	▽	▲	■
SA	385.4 ± 3.0	▽	▽	■	■	..	■	▽	▲	▽
Tas	396.3 ± 5.4	■	▽	■	■	■	..	▽	▲	■
ACT	413.9 ± 5.0	■	■	△	△	△	△	..	▲	■
NT	338.1 ± 15.5	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	401.8 ± 1.0	■	■	■	■	△	■	■	▲	..

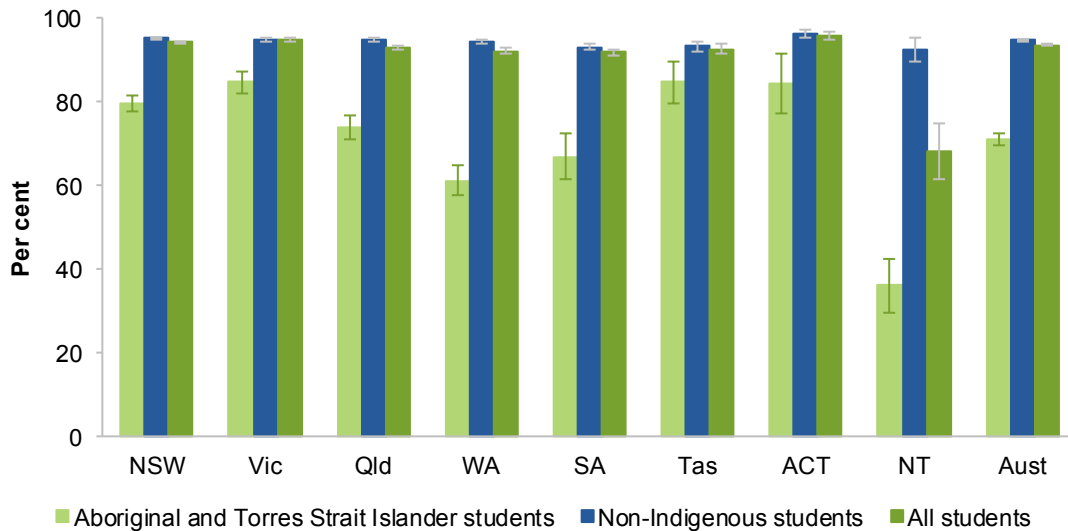
▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.111. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.111.

The proportion of year 5 students who achieved at or above the numeracy national minimum standard in 2014 was 93.3–93.7 per cent nationally. The proportion of Aboriginal and Torres Strait Islander students (69.5–72.7 per cent) was significantly lower than for non-Indigenous students (94.6–95.0 per cent) (figure 4.30). These proportions varied across jurisdictions.

Figure 4.30 **Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2014^{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.108.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.108.

Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for numeracy in 2014 are provided in table 4A.108.

The mean scale score for year 5 numeracy in 2014 for all students was 486.6–488.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (415.3–420.5) was significantly lower than for non-Indigenous students (490.6–492.4). Mean scale scores varied across jurisdictions (table 4A.111).

Table 4.14 identifies statistical significance of differences between mean scale scores for year 5 numeracy outcomes across states and territories in 2014.

Table 4.14 Significance of differences for year 5 students, mean scale scores, numeracy, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		493.4 ± 1.9	496.6 ± 1.7	481.7 ± 2.1	480.6 ± 2.8	470.9 ± 2.9	477.3 ± 4.8	497.4 ± 5.0	422.7 ± 13.4	487.6 ± 1.0
NSW	493.4 ± 1.9		■	■	■	△	△	■	▲	■
Vic	496.6 ± 1.7	■		△	△	△	△	■	▲	■
Qld	481.7 ± 2.1	■	▽		■	■	■	▽	▲	■
WA	480.6 ± 2.8	■	▽	■		■	■	▽	▲	■
SA	470.9 ± 2.9	▽	▽	■	■		■	▽	▲	▽
Tas	477.3 ± 4.8	▽	▽	■	■	■		▽	▲	■
ACT	497.4 ± 5.0	■	■	△	△	△	△		▲	■
NT	422.7 ± 13.4	▼	▼	▼	▼	▼	▼	▼		▼
Aust	487.6 ± 1.0	■	■	■	■	△	■	■	▲	

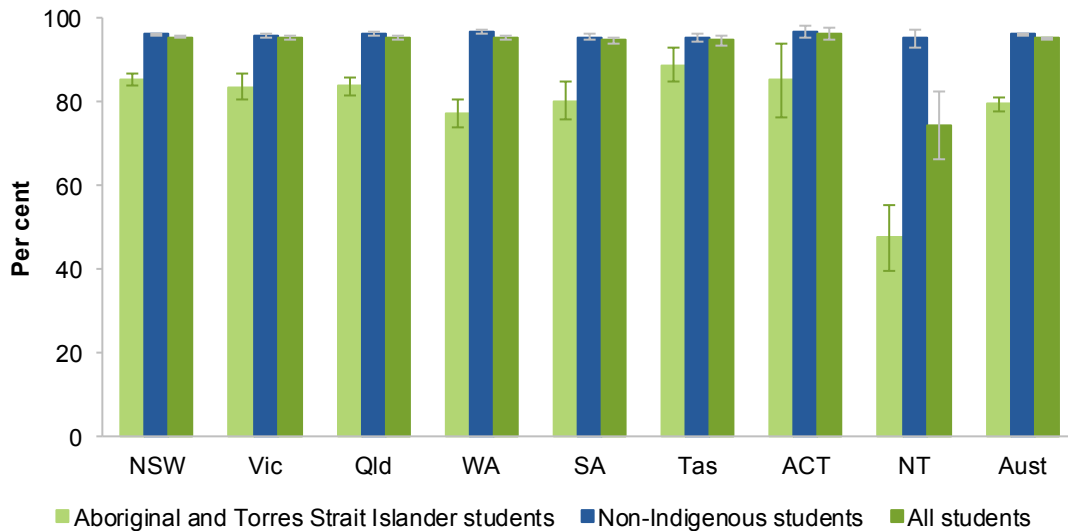
▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.111. ... not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.111.

The proportion of year 7 students who achieved at or above the numeracy national minimum standard in 2014 was 94.9–95.3 per cent nationally. The proportion of Aboriginal and Torres Strait Islander students (77.9–81.1 per cent) was significantly lower than for non-Indigenous students (95.9–96.3 per cent) (figure 4.31). These proportions varied across jurisdictions.

Figure 4.31 **Proportion of year 7 students achieving at or above the numeracy national minimum standard, 2014^{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.108.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.108.

Statistical significance of differences across states and territories between proportions of year 7 students who achieved at or above the national minimum standard for numeracy in 2014 are provided in table 4A.108.

The mean scale score for year 7 numeracy in 2014 for all students was 544.2–547.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (475.7–481.3) was significantly lower than for non-Indigenous students (548.0–551.4). Mean scale scores varied across jurisdictions (table 4A.111).

Table 4.15 identifies statistical significance of differences between mean scale scores for year 7 numeracy outcomes across states and territories in 2014.

Table 4.15 Significance of differences for year 7 students, mean scale scores, numeracy, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		550.3 ± 3.8	548.6 ± 3.0	543.6 ± 2.5	545.5 ± 3.7	533.9 ± 3.1	533.1 ± 6.7	556.6 ± 9.6	484.4 ± 18.6	545.9 ± 1.7
NSW	550.3 ± 3.8	..	■	■	■	△	△	■	▲	■
Vic	548.6 ± 3.0	■	..	■	■	△	△	■	▲	■
Qld	543.6 ± 2.5	■	■	..	■	■	■	■	▲	■
WA	545.5 ± 3.7	■	■	■	..	■	■	■	▲	■
SA	533.9 ± 3.1	▽	▽	■	■	..	■	▽	▲	■
Tas	533.1 ± 6.7	▽	▽	■	■	■	..	▽	▲	■
ACT	556.6 ± 9.6	■	■	■	■	△	△	..	▲	■
NT	484.4 ± 18.6	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	545.9 ± 1.7	■	■	■	■	■	■	■	▲	..

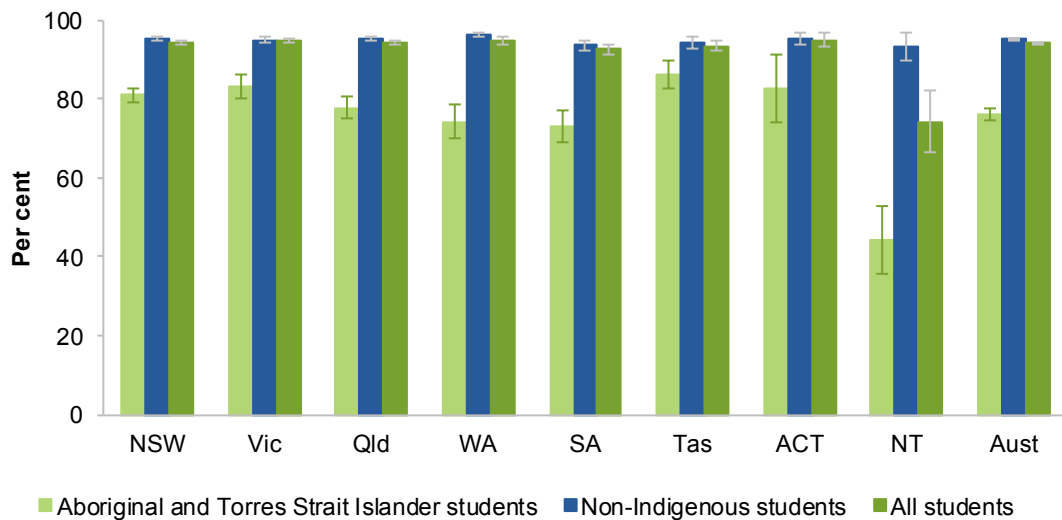
▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.111. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.111.

The proportion of year 9 students who achieved at or above the numeracy national minimum standard in 2014 was 93.8–94.4 per cent nationally. The proportion of Aboriginal and Torres Strait Islander students (74.7–77.7 per cent) was significantly lower than for non-Indigenous students (94.9–95.5 per cent) (figure 4.32). These proportions varied across jurisdictions.

Figure 4.32 **Proportion of year 9 students achieving at or above the numeracy national minimum standard, 2014^{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.108.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.108.

Statistical significance of differences across states and territories between proportions of year 9 students who achieved at or above the national minimum standard for numeracy in 2014 are provided in table 4A.108.

The mean scale score for year 9 numeracy in 2014 for all students was 585.9–589.7 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (520.3–525.3) was significantly lower than for non-Indigenous students (589.5–593.3). Mean scale scores varied across jurisdictions (table 4A.111).

Table 4.16 identifies statistical significance of differences between mean scale scores for year 9 numeracy outcomes across states and territories in 2014.

Table 4.16 Significance of differences for year 9 students, mean scale scores, numeracy, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		594.3 ± 3.8	592.3 ± 3.8	579.8 ± 3.4	591.1 ± 5.5	573.6 ± 5.3	572.8 ± 7.0	594.4 ± 9.7	532.0 ± 17.2	587.8 ± 1.9
NSW	594.3 ± 3.8	..	■	△	■	△	△	■	▲	■
Vic	592.3 ± 3.8	■	..	■	■	△	△	■	▲	■
Qld	579.8 ± 3.4	▽	■	..	■	■	■	▽	▲	■
WA	591.1 ± 5.5	■	■	■	..	△	△	■	▲	■
SA	573.6 ± 5.3	▽	▽	■	▽	..	■	▽	▲	▽
Tas	572.8 ± 7.0	▽	▽	■	▽	■	..	▽	▲	▽
ACT	594.4 ± 9.7	■	■	△	■	△	△	..	▲	■
NT	532.0 ± 17.2	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	587.8 ± 1.9	■	■	■	■	△	△	■	▲	..

▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.111. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.111.

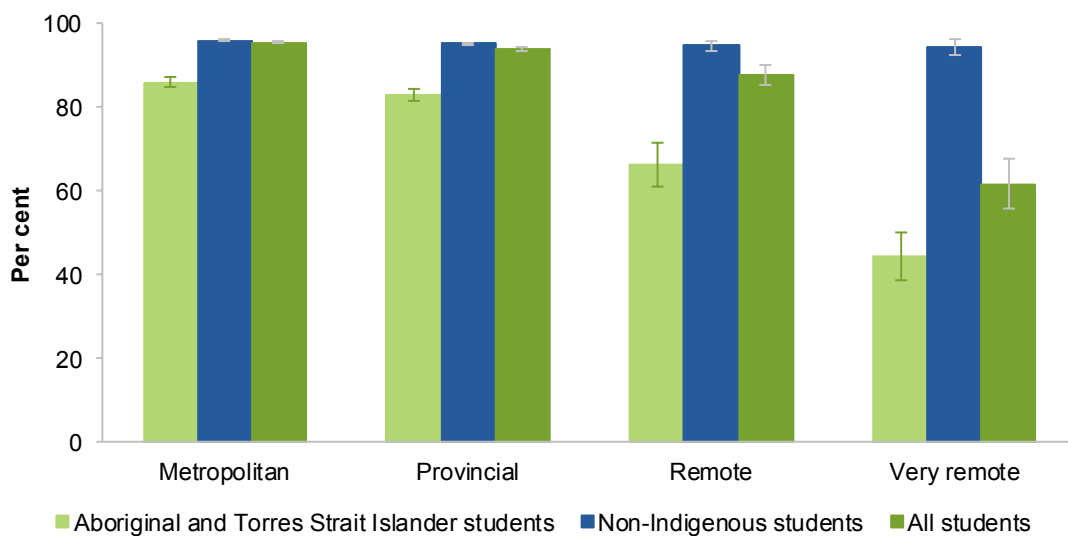
Geolocation

Across all year levels, numeracy outcomes tended to decline with remoteness. For year 3, for example, 95.3–95.7 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students (93.5–94.3 per cent), remote students (85.2–90.0 per cent) and very remote students (55.9–67.5 per cent) (figure 4.33).

For all geolocation categories across years 3, 5, 7 and 9, the numeracy outcomes nationally for Aboriginal and Torres Strait Islander students were lower than those for non-Indigenous students. Nationally, outcomes for Aboriginal and Torres Strait Islander students generally declined as remoteness increased, and the gap in learning outcomes between Aboriginal and Torres Strait Islander 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.109. 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.112.

Figure 4.33 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2014^{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.109.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.109.

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 2014 are included in tables 4A.110 and 4A.113. Data 2013 are in table 4A.128 and 4A.131. Data for 2010, 2011 and 2012 were included in the earlier Reports.

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 2013 to 2014), 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 2012 to year 5 numeracy in 2014).

Statistical significance of differences between years

Table 4.17 provides a summary of the nature of differences in achievement at year 5 for mean scale score and proportions at and above the national minimum standard for numeracy, by Indigenous status, on a national basis across various years. Data for states and territories are in tables 4A.116–123. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally.

Nationally, for year 5 numeracy:

- the percentage of students achieving at or above the national minimum standard in 2014, and the mean scale scores, were close to or not statistically significantly different from both 2008 and 2013
- the percentage of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in 2014, and the mean scale scores, were close to or not statistically significantly different from both 2008 and 2013
- the percentage of non-Indigenous students achieving at or above the national minimum standard in 2014, and the mean scale scores, were close to or not statistically significantly different from both 2008 and 2013 (table 4.17).

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.116–124.

Data for years 2008 and 2012 to 2013 are included in tables 4A.134–142.

Table 4.17 Mean scale scores and proportion of students who achieved at or above the national minimum standard for year 5 numeracy, 2008 and 2013 to 2014, and nature of the differences, Australia^{a, b}

		<i>Nature of the difference</i>				
		<i>2008</i>	<i>2013</i>	<i>2014</i>	<i>2008 to 2014</i>	<i>2013 to 2014</i>
Aboriginal and Torres Strait Islander students						
Mean scale score	no.	408.0 ± 2.8	417.4 ± 2.9	417.9 ± 2.6	■	■
At or above NMS	%	69.2 ± 1.7	73.0 ± 1.7	71.1 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	479.5 ± 1.0	489.8 ± 1.0	491.5 ± 0.9	■	■
At or above NMS	%	94.0 ± 0.2	94.6 ± 0.2	94.8 ± 0.2	■	■
All students						
Mean scale score	no.	475.9 ± 1.1	485.8 ± 1.1	487.6 ± 1.0	■	■
At or above NMS	%	92.7 ± 0.2	93.4 ± 0.2	93.5 ± 0.2	■	■

NMS = National Minimum Standard.

For Comparison of mean scale scores: ■ Average achievement is close to or not statistically different from the base year (or previous year).

For Comparison of percentage of students at or above national minimum standard: ■ Percentage of students at or above national minimum standard is close to or not statistically different from the base year (or previous year).

^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 (chapter 2) for more information on confidence intervals. ^b For further information and caveats see table 4A.124.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney; table 4A.124.

Cohort gain

Analysis of NAPLAN mean scale score data for the years 2008 to 2010, 2010 to 2012 and 2012 to 2014 enables comparisons of outcomes for the same cohort of students over time (box 4.10). 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, and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 45.0 and 54.4 points nationally (table 4.18).

For Aboriginal and Torres Strait Islander students, from year 3 in 2008 to year 5 in 2010 the mean scale score gain nationally was between 80.0 and 98.6 points, from year 5 in 2010 to year 7 in 2012 the mean scale score gain was between 45.4 and 59.6 points nationally and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 48.0 and 58.8 points. For non-Indigenous students, from year 3 in 2008 to year 5 in 2010 the mean scale score gain nationally was between 83.8 and 100.4 points, from

year 5 in 2010 to year 7 in 2012, the mean scale score was between 43.2 and 55.2 points nationally and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 44.9 and 54.3 points (table 4.18).

These mean scale score gains varied across jurisdictions (table 4.18). Data for other cohorts from 2008–2010, 2010–2012 and 2012–2014 are in table 4A.125. Data for years 2009–2011 and 2011–2013 are in table 4A.143.

Table 4.18 Gain in mean scale score for numeracy: year 3 (2008) to year 5 (2010) to year 7 (2012) to year 9 (2014)^{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>
Aboriginal and Torres Strait Islander 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
2014 Year 9	531.5 ± 3.2	538.3 ± 4.5	525.6 ± 3.9	518.0 ± 7.4	513.8 ± 5.9	541.2 ± 7.1	535.6 ± 12.4	467.6 ± 13.8	522.8 ± 2.5
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
Gain 2012-2014	54.1 ± 6.0	43.7 ± 7.9	49.7 ± 6.7	57.0 9.8	49.0 ± 9.5	50.2 ± 10.9	42.5 ± 17.8	57.5 ± 20.8	53.4 ± 5.4
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
2014 Year 9	598.0 ± 3.9	593.2 ± 3.8	583.7 ± 3.3	596.5 ± 5.4	576.3 ± 5.0	575.0 ± 6.8	596.2 ± 9.6	569.2 ± 11.5	591.4 ± 1.9
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
Gain 2012-2014	51.4 ± 6.7	47.9 ± 6.3	47.6 ± 5.5	56.2 ± 7.4	44.5 ± 7.1	46.4 ± 10.3	49.0 ± 14.2	46.5 ± 17.9	49.6 ± 4.7
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
2014 Year 9	594.3 ± 3.8	592.3 ± 3.8	579.8 ± 3.4	591.1 ± 5.5	573.6 ± 5.3	572.8 ± 7.0	594.4 ± 9.7	532.0 ± 17.2	587.8 ± 1.9
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
Gain 2012-2014	50.9 ± 6.7	48.0 ± 6.3	47.8 ± 5.6	56.2 ± 7.6	44.5 ± 7.3	46.8 ± 10.8	48.5 ± 14.3	57.3 ± 25.5	49.7 ± 4.7

^a The mean scale scores for 2008, 2010, 2012 and 2014 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 (2014 and unpublished) *2014 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.125.

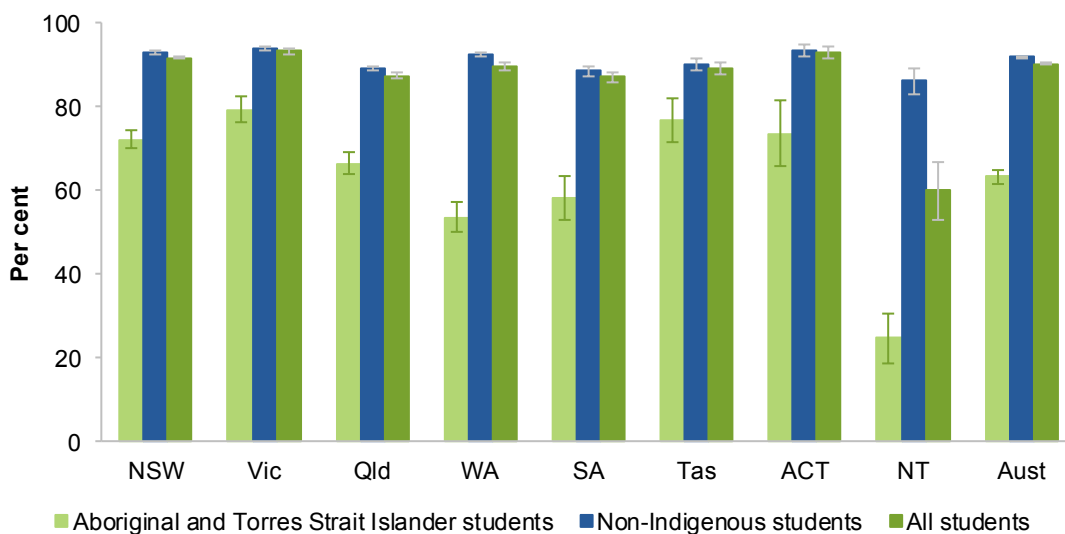
NAPLAN Persuasive Writing

This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the persuasive writing domain. Outcomes by Indigenous status 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 2014 are included in tables 4A.72–89.

This chapter reports on 2014 NAPLAN outcomes. NAPLAN persuasive writing outcomes for 2013 (not included in earlier reports) are in attachment tables 4A.90–107.

The proportion of year 5 students who achieved at or above the persuasive writing national minimum standard in 2014 was 89.9–90.5 per cent nationally. The proportion of Aboriginal and Torres Strait Islander students (61.7–64.9 per cent) was significantly lower than for non-Indigenous students (91.6–92.3 per cent). These proportions varied across jurisdictions (figure 4.34).

Figure 4.34 Proportion of year 5 students achieving at or above the persuasive writing national minimum standard, 2014^{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.72.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.72.

Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for persuasive writing in 2014 are provided in table 4A.72.

The mean scale score for year 5 persuasive writing in 2014 for all students was 467.4–469.2 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (387.5–396.1) was significantly lower than for non-Indigenous students (471.9–473.5). Mean scale scores varied across jurisdictions (table 4A.75).

Table 4.19 identifies statistical significance of differences between mean scale scores for year 5 persuasive writing outcomes across states and territories in 2014.

Table 4.19 Significance of differences for year 5 students, mean scale scores, persuasive writing, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		473.7 ± 1.6	480.8 ± 1.3	457.3 ± 2.1	464.4 ± 2.7	455.4 ± 3.1	461.0 ± 4.8	473.0 ± 5.2	379.5 ± 20.5	468.3 ± 0.9
NSW	473.7 ± 1.6	..	■	△	■	△	■	■	▲	■
Vic	480.8 ± 1.3	■	..	△	△	△	△	■	▲	■
Qld	457.3 ± 2.1	▽	▽	..	■	■	■	▽	▲	■
WA	464.4 ± 2.7	■	▽	■	..	■	■	■	▲	■
SA	455.4 ± 3.1	▽	▽	■	■	..	■	▽	▲	■
Tas	461.0 ± 4.8	■	▽	■	■	■	..	■	▲	■
ACT	473.0 ± 5.2	■	■	△	■	△	■	..	▲	■
NT	379.5 ± 20.5	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	468.3 ± 0.9	■	■	■	■	■	■	■	▲	..

▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.75. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.75.

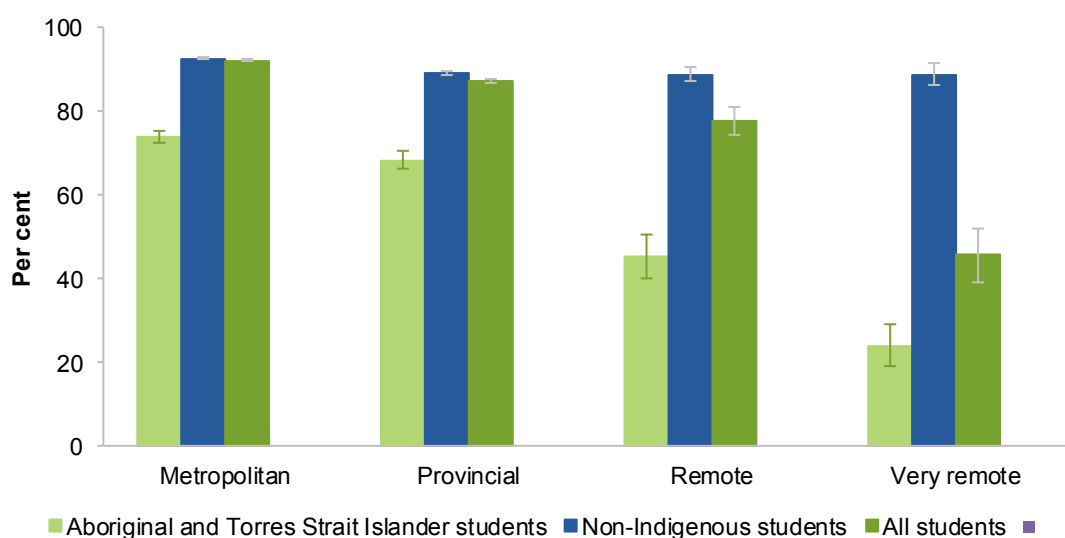
Geolocation

Across all year levels, persuasive writing outcomes tended to decline with remoteness. For year 5, for example, 91.8–92.4 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students (86.9–87.9 per cent), remote students (74.3–80.9 per cent) and very remote students (39.4–52.2 per cent) (figure 4.35).

For all geolocation categories across years 3, 5, 7 and 9, the persuasive writing outcomes nationally for Aboriginal and Torres Strait Islander students were lower than those for non-Indigenous students. Nationally, outcomes for Aboriginal and Torres Strait Islander students generally declined as remoteness increased, and the gap in learning outcomes between Aboriginal and Torres Strait Islander 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.73. 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.76.

Figure 4.35 National proportion of year 5 students achieving at or above the persuasive writing national minimum standard, by Indigenous status and geolocation, 2014 ^{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 3, 7 and 9 which are detailed in table 4A.73.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.73.

Data for years 3, 7 and 9, and outcomes by equity group, parental education and parental occupation for 2014 are in tables 4A.72–79.

Statistical significance of differences for persuasive writing between 2011, 2013 and 2014 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

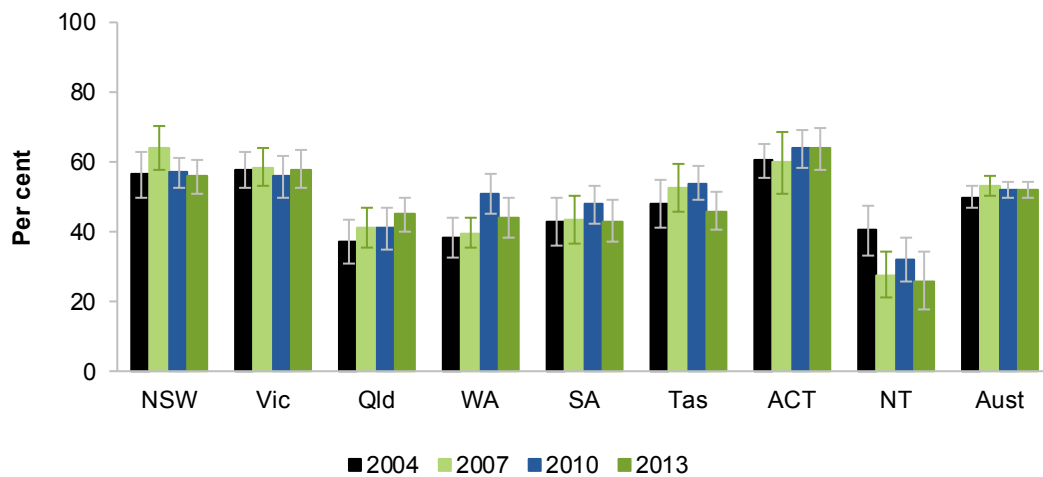
tables 4A.80–88. These tables also include proportions at or above national minimum standard for LBOTE students and by sex.

National Assessment Program — Civics and citizenship performance

The National Years 6 and 10 Civics and citizenship assessment was conducted for the first time in 2004 and is repeated triennially. In 2013, 5777 year 6 students from 342 government and non-government schools and 5478 year 10 students from 329 government and non-government schools from all states and territories participated in the assessment (ACARA 2014b).

Nationally in 2013, the proportion of participating year 6 students who achieved at or above the proficient standard in civics and citizenship performance was 49.6–54.4 per cent, not significantly different from 2004, 2007 or 2010. These proportions varied across jurisdictions (figure 4.36).

Figure 4.36 **Proportion of year 6 students achieving at or above the proficient standard, civics and citizenship 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 civics and citizenship performance. The proficient standard for year 6 civics and citizenship performance is set at proficiency level 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 (2014), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2013*, Sydney; table 4A.149.

Nationally in 2013, 13.9–30.1 per cent of Aboriginal and Torres Strait Islander year 6 students achieved at the proficient standard or above in civics and citizenship, significantly lower than the proportion for non-Indigenous students (48.4–53.6 per cent) (table 4A.151).

Nationally in 2013, 52.3–57.7 per cent of female year 6 students achieved at the proficient standard or above in civics and citizenship, significantly higher than the proportion for male students (44.6–51.4 per cent) (table 4A.151). Data by geolocation and for students who speak languages other than English at home are included in tables 4A.150-151.

In 2013, the mean scale score for year 6 students in civics and citizenship proficiency was 396.9–409.1, not significantly different from 2004, 2007 or 2010 (table 4A.152). Mean scale scores varied across jurisdictions.

Table 4.20 identifies significance of differences in mean scale scores between states and territories for year 6 civics and citizenship performance in 2013.

Table 4.20 Significance of differences for year 6 students, mean scale scores, civics and citizenship performance, 2013^a

	Mean scale score	Comparison jurisdiction							
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT
		418 ± 14.0	421 ± 10.6	384 ± 13.0	383 ± 16.2	379 ± 14.3	383 ± 13.1	433 ± 14.5	314 ± 26.9
NSW	418 ± 14.0	..	■	▲	▲	▲	▲	■	▲
Vic	421 ± 10.6		..	▲	▲	▲	▲	■	▲
Qld	384 ± 13.0	▼	▼	..	■	■	■	▼	▲
WA	383 ± 16.2	▼	▼	■	..	■	■	▼	▲
SA	379 ± 14.3	▼	▼	■	■	..	■	▼	▲
Tas	383 ± 13.1	▼	▼	■	■	■	..	▼	▲
ACT	433 ± 14.5	■	■	▲	▲	▲	▲	..	▲
NT	314 ± 26.9	▼	▼	▼	▼	▼	▼	▼	..

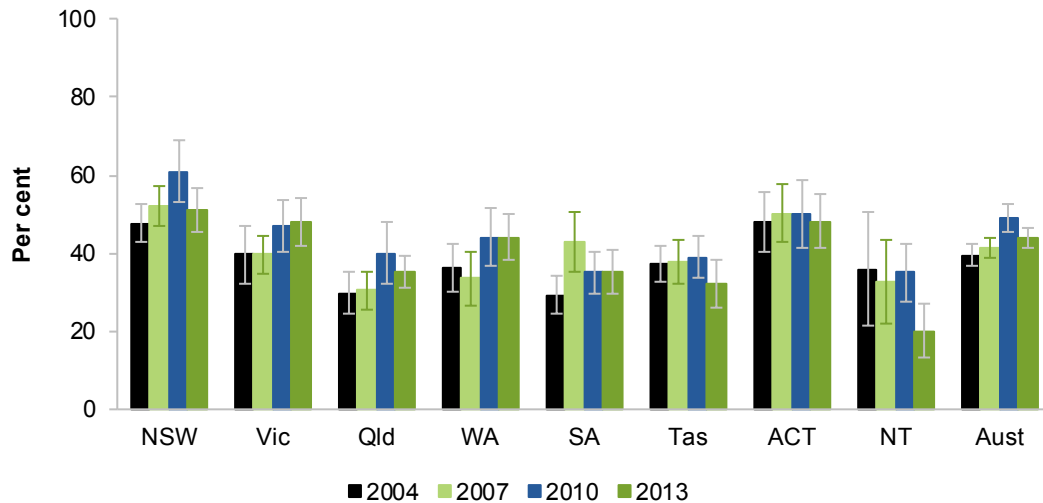
▲ Mean scale score is significantly higher than in the comparison State/Territory. ■ Mean scale score is not significantly higher or lower than the comparison State/Territory. ▼ Mean scale score is significantly lower than in the comparison State/Territory.

^a For further information and caveats see table 4A.153. .. not applicable.

Source: ACARA (2014), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2013*, Sydney; table 4A.153.

Nationally in 2013, the proportion of participating year 10 students who achieved at or above the proficient standard in civics and citizenship performance was 41.4–46.6 per cent, not significantly different from 2004, 2007 or 2010. These proportions varied across jurisdictions (figure 4.37).

Figure 4.37 **Proportion of year 10 students achieving at or above the proficient standard, civics and citizenship 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 10 civics and citizenship performance is set at proficiency level 3, 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 (2014), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2013*, Sydney; table 4A.149.

Nationally in 2013, 6.6–27.4 per cent of Aboriginal and Torres Strait Islander year 10 students achieved at the proficient standard or above in civics and citizenship, significantly lower than the proportion for non-Indigenous students (41.9–48.1 per cent) (table 4A.151).

Nationally in 2013, 42.0–50.0 per cent of female year 10 students achieved at the proficient standard or above in civics and citizenship, not significantly different from the proportion for male students (38.3–45.7 per cent) (table 4A.151). Data by geolocation and for students who speak languages other than English at home are included in tables 4A.150-151.

In 2013, the mean scale score for year 10 students in civics and citizenship proficiency was 504.2–517.8, not significantly different from 2004, 2007 or 2010 (table 4A.152). Mean scale scores varied across jurisdictions.

Table 4.21 identifies significance of differences in mean scale scores between states and territories for year 10 civics and citizenship performance in 2013.

Table 4.21 Significance of differences for year 10 students, mean scale scores, civics and citizenship performance, 2013^a

		<i>Comparison jurisdiction</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>Mean scale score</i>	535 ± 14.9	521 ± 14.3	484 ± 11.9	510 ± 14.5	486 ± 16.5	466 ± 20.7	525 ± 13.8	418 ± 24.2
NSW	535 ± 14.9	..	■	▲	▲	▲	▲	■	▲
Vic	521 ± 14.3	●	..	▲	■	▲	▲	■	▲
Qld	484 ± 11.9	▼	▼	..	▼	■	■	▼	▲
WA	510 ± 14.5	▼	■	▲	..	▲	▲	■	▲
SA	486 ± 16.5	▼	▼	■	▼	..		▼	▲
Tas	466 ± 20.7	▼	▼	■	▼		..	▼	▲
ACT	525 ± 13.8	■	■	▲	■	▲	▲	..	▲
NT	418 ± 24.2	▼	▼	▼	▼	▼	▼	▼	..

▲ Mean scale score is significantly higher than in the comparison State/Territory. ■ Mean scale score is not significantly higher or lower than the comparison State/Territory. ▼ Mean scale score is significantly lower than in the comparison State/Territory.

^a For further information and caveats see table 4A.153. .. not applicable.

Source: ACARA (2014), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2013*, Sydney; table 4A.153.

Civics and citizenship performance by geolocation and sex are summarised in tables 4A.150–151. Further details, including data by country of birth, and mean scores for all categories are reported in ACARA (2014b).

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 (table 4A.154). Nationally, in 2011, 62.7–67.3 per cent of year 10 students achieved at the proficient standard or above, not significantly different from 2008 (63.0–69.0 per cent) (table 4A.154). Detailed outcomes of the 2011 assessment were included in the 2013 Report. Relevant data are reported in tables 4A.155–158.

National Assessment Program — Science literacy performance

The national year 6 Science literacy performance assessment was conducted for the first time in 2003, and was repeated in 2006, 2009 and 2012. Nationally, in 2012, 49.4–53.4 per cent of year 6 students achieved at the proficient standard or above, not significantly different from 2006 or 2009 (table 4A.144). Detailed outcomes of the 2012

assessment were included in the 2014 Report. Relevant data are reported in tables 4A.144-148.

ICILS assessment

The IEA International Computer and Information Literacy Study (ICILS) was conducted at year 8 level for the first time in 2013 (box 4.11).

Box 4.11 IEA International Computer and Information Literacy Study (ICILS)

ICILS is a sample assessment that examines students' acquisition of computer and information literacy: 'the ability to use computers to investigate, create and communicate in order to participate effectively at home, at school, in the workplace and in society'. The assessment was developed by ACER and is organised by the International Association for the Evaluation of Educational Achievement (IEA). The main purpose of ICILS is to determine how well students are prepared for study, work and life in the information age, and how their performance compares with students in other participating countries. In total, 21 education systems participated in the 2013 cycle of ICILS.

The modules tested included authentic computer based information literacy, management and communication tasks.

In Australia, 5326 students from 320 government and non-government schools participated in the test in 2013.

Unlike other international and national tests, including the National Assessment Program — ICT performance assessment of years 6 and 10 (reported elsewhere in this chapter), there is no national proficiency level set for ICILS testing at this time.

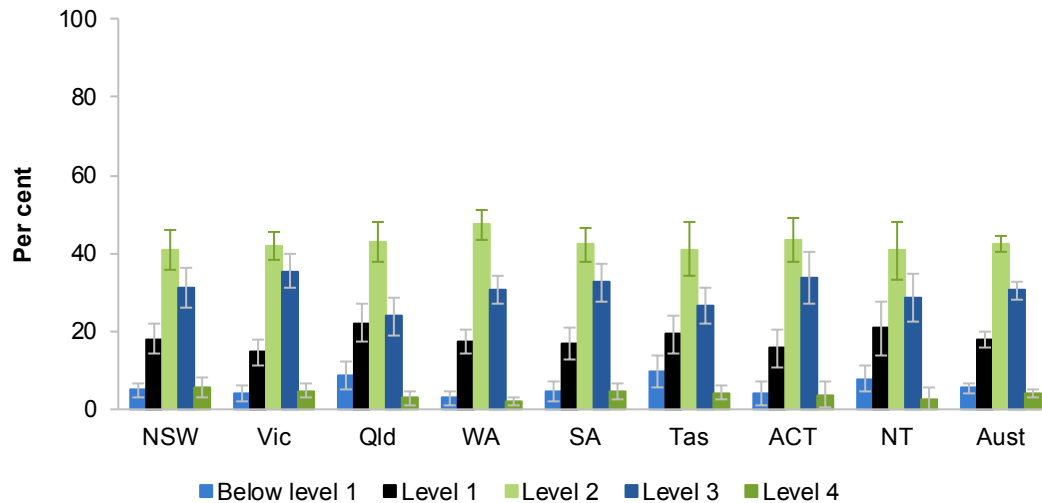
Source: ACER (2014a).

Nationally, the proportion of year 8 students who achieved at each ICILS proficiency level in 2013 was:

- 4.1 per cent of students at achieved level 4 (highest level)
- 30.4 per cent of students at achieved level 3
- 42.3 per cent of students at achieved level 2
- 17.9 per cent of students at achieved level 1
- 5.3 per cent of students at achieved below level 1.

These proportions varied across jurisdictions (figure 4.38).

Figure 4.38 Proportions of year 8 students achieving various levels in ICILS testing, 2013



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate.

Source: Australian Council for Educational Research (ACER) and unpublished *ICILS 2013: Australian students' readiness for study, work and life in the digital age*; table 4A.181.

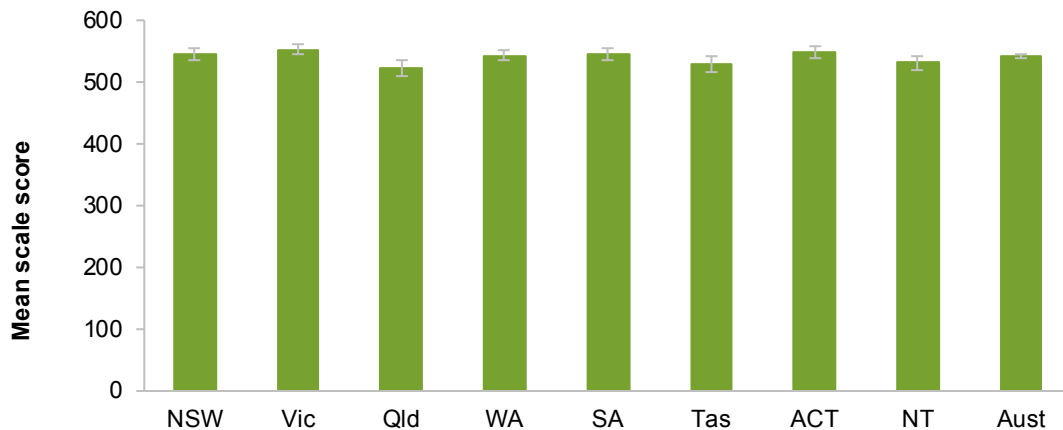
Nationally, the mean score for ICILS in 2013 was 541.6 score points. This was significantly above the average of all participating countries who met the required sampling rates. Mean scores varies across jurisdictions (figure 4.39).

Nationally, in 2013, the mean scores for:

- Aboriginal and Torres Strait Islander students (478.9 points) were significantly below that of non-Indigenous students (545.9 points)
- male students (529.4 points) were significantly below female students (553.5 points) (table 4A.182)

Mean scores for geographically remote students and by socio-economic status are included in table 4A.182.

Figure 4.39 Mean scores of year 8 students in ICILS testing, 2013



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate.

Source: Australian Council for Educational Research (ACER) and unpublished *ICILS 2013: Australian students' readiness for study, work and life in the digital age*; table 4A.181.

PISA assessment

The Programme for International Student Assessment (PISA) is a sample assessment undertaken every three years (box 4.12). Data from PISA 2012 were included in the 2014 Report. The attachment tables contain detailed results for PISA 2012 and summary data from earlier PISA rounds (tables 4A.159–173). Detailed results from earlier PISA rounds were included in earlier reports. PISA 2015 data are anticipated to be included in the 2017 Report.

Box 4.12 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 (table 4A.160).

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 (table 4A.165).

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 (table 4A.170).

Other PISA releases

Two additional PISA 2012 reports were released during 2014:

- Financial literacy data were released at a national level only. On average Australian students performed significantly better (526 score points) than the OECD average of 500 score points (ACER 2014b).
- A report on problem solving was also released. Australia achieved a mean score of 523 points on the problem-solving assessment, which was significantly above the OECD average of 500 score points. Problem solving data are also available by state and territory (ACER 2014c).

PIRLS assessment

The Progress in International Reading Literacy Study (PIRLS) assessments are undertaken every five years (box 4.13). Outcomes from the 2011 PIRLS were first included in the 2014 Report and data are included in the attachment tables to this report (tables 4A.179-180).

Box 4.13 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 (table 4A.179). This was a lower proportion than 26 other participating countries or economies.

TIMSS assessment

The Trends in International Mathematics and Science Study (TIMSS) assessments are conducted each four years (box 4.14) and provide learning outcomes data for students in year 4 and year 8 in the assessment domains of mathematics achievement and science achievement.

Box 4.14 Trends in International Mathematics and Science Study

The TIMSS provides learning outcomes data for students in year 4 and year 8 in two assessment domains: mathematics achievement and science achievement. In 2011, 600 000 students from 52 countries participated in the TIMSS assessment. From Australia, this included over 13 700 students from 555 schools.

The attachment tables (tables 4A.174–178) contain detailed results for the 2003, 2007 and 2011 TIMSS assessments. Further information on TIMSS is available at the TIMSS website: <http://www.acer.edu.au/timss>.

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

Detailed data from the 2011 TIMSS were included in the 2013 Report. Tables 4A.174–178 contain detailed results for the 2003, 2007 and 2011 TIMSS assessments, by achievement level, including 2011 TIMSS outcomes by equity group and 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 4.15).

Box 4.15 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 — means there may be significant variation within the categories. The low category, 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 2013 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/rogs/2015.

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

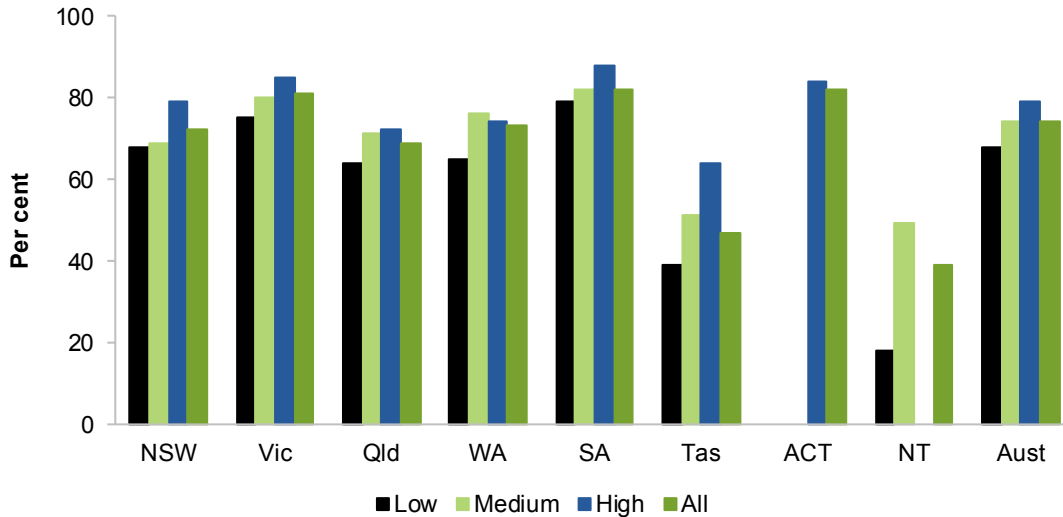
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- inaccuracies arise from using both home postal address and school location address in compiling data by socio-economic status and geolocation
 - small changes in population or completions can affect the estimates of completion rates, particularly 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 proportions of such students vary across jurisdictions.

Nationally in 2013, the year 12 completion rate for all students was 74 per cent. The completion rate for males was 69 per cent compared with 78 per cent for females (table 4A.192).

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 2013, year 12 completion rates for students from low (68 per cent) and medium (74 per cent) socio-economic backgrounds were below those for students from a high socio-economic background (79 per cent) (figure 4.40). Nationally, completion rates were higher for female students than for male students in all socio-economic categories (table 4A.191).

Figure 4.40 **Completion rates, year 12, by socio-economic status, 2013**
(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.

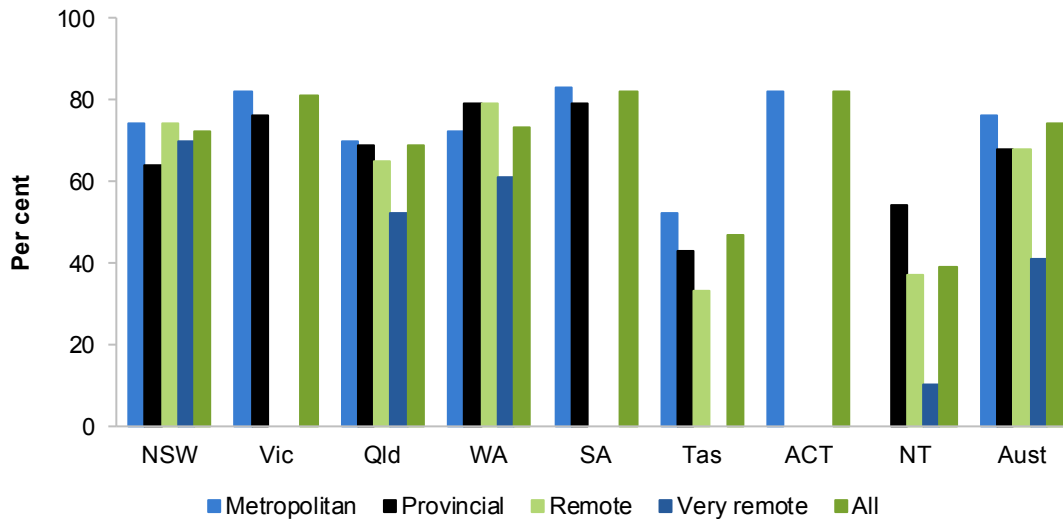
Source: Australian Government Department of Education (unpublished); table 4A.191.

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

Nationally, the completion rate was highest in the metropolitan zone (76 per cent) in 2013. The completion rate was lower in the provincial zone (68 per cent), remote areas (68 per cent) and very remote areas (41 per cent) (figure 4.41).

Nationally in 2013, 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 the remote zone, the female completion rate was 77 per cent, compared with 59 per cent for males (table 4A.192). Time series data on national completion rates are reported in tables 4A.191–192.

Figure 4.41 **Completion rates, year 12, by geolocation, 2013 (per cent)^{a, b, c, d}**



^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 Education Council) Geographic Location Classification. ^c All of the ACT is included in the metropolitan zone. There are no metropolitan areas in the NT. There are no very remote areas in Victoria. ^d Remote data for Victoria and remote and very remote data for SA 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.192.

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 olds by Indigenous status, low socio-economic status and by remoteness area having attained at least a year 12 or equivalent or AQF Certificate II (tables BA.31–35).

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 4.16).

Box 4.16 Destination

'Destination' (school leaver destination rate) is defined by three measures:

- The proportion of school leavers aged 15–24 who left school at any time, who are fully participating in education and/or training, or employment. Data are reported for school leavers whose highest level of school completed was year 12, and year 11 and below. Data are sourced from the Survey of Education and Work.
- The proportion of school leavers aged 15–24 who left school in the previous year, who are participating in work or study. Data are reported for school leavers whose highest level of school completed was year 12, and year 11 and below. Data are sourced from the Survey of Education and Work. Large confidence intervals for smaller jurisdictions suggest that these data should be interpreted with caution.
- The proportions of 15–19 and 20–24 year olds who are not in school, who are participating in full or part time study and full or part time work. Data are reported by highest level of qualification. Data are sourced from the Census of Population and Housing.

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 Survey of Education and Work data reported for this indicator relate to the jurisdiction in which the young person was resident the year of the survey and not necessarily the jurisdiction in which they attended school.

Data reported for this measure are

- comparable across jurisdictions
- complete for the current reporting period. All required 2011 and 2013 data are available for all jurisdictions providing the service.

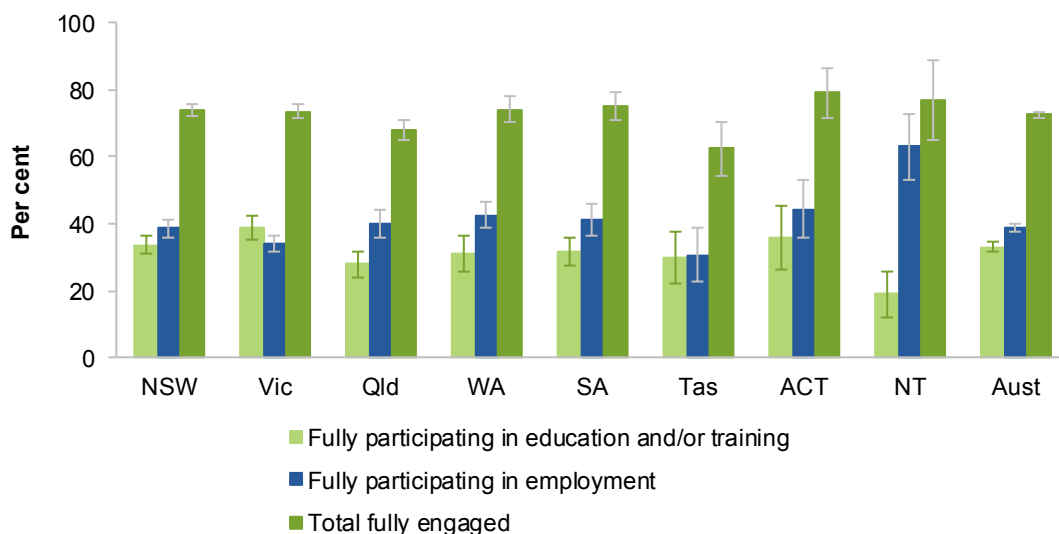
Information about data quality for this indicator is at www.pc.gov.au/rogs/2015.

The proportion of school leavers aged between 15–24 who left school at any time, who are fully participating in education and/or training, or employment

Nationally, in 2013, 72.6 per cent of all school leavers aged 15–24 were fully engaged in education and/or training, or employment, or a combination of education and/or training and employment. The proportion fully participating in education and/or training was 33.1 per cent and the proportion fully participating in employment was 38.7 per cent (figure 4.42). These proportions varied across jurisdictions.

Amongst year 12 school leavers, the proportion fully engaged in education and/or training, or employment, or a full time combination of education/training and employment was 77.8 per cent nationally. Amongst year 11 school leavers, this proportion was 56.7 per cent (table 4A.193). Table 4A.193 also provides the proportions participating in higher education and TAFE.

Figure 4.42 School leaver destination (15–24 year olds), 2013^{a, b, c}



^a Includes all people aged 15–24 years who are no longer in school. ^b The ABS Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander 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 15–74 year old population. See also table 4A.35 for the proportions of students attending schools in remote and very remote areas. ^c Total fully engaged includes people primarily engaged in full time formal study, people primarily engaged in full time employment, people engaged in full time formal study and full time employment, and people engaged in part time formal study and part time employment.

Source: ABS (unpublished, TableBuilder) Education and Work, 2013, cat. no. 6227.0; table 4A.193.

The proportion of school leavers aged 15–24 who left school in the previous year, who are participating in work or study

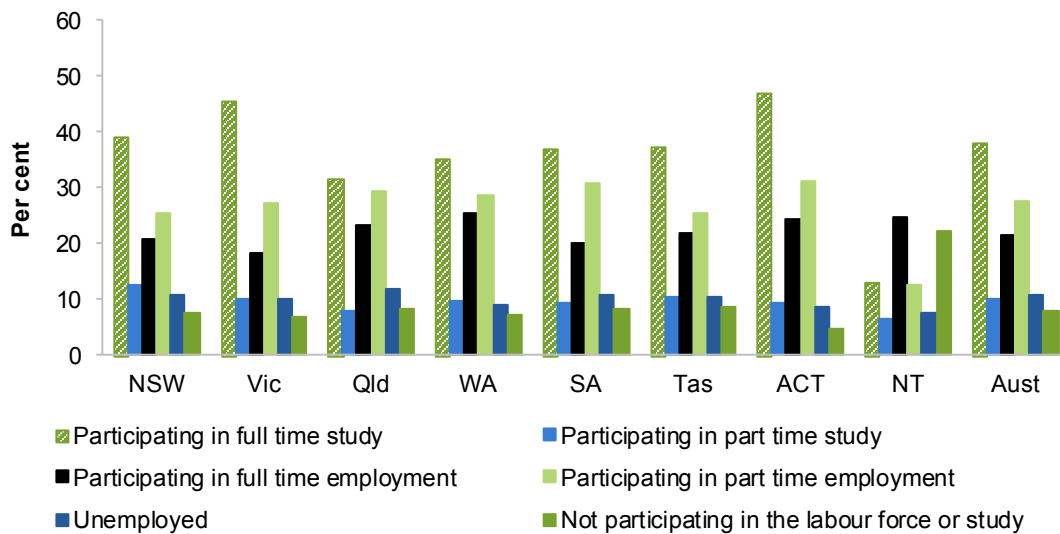
The proportion of all school leavers who left school in 2012 who were working either full or part time in 2013 is 56.4 per cent and the proportion studying either full or part time is 59.0 per cent (some school leavers were undertaking both work and study and some were undertaking neither). Amongst all school leavers in 2012, 42.2 per cent were year 12 completers who were subsequently working in 2013, 49.5 per cent were year 12 completers who were subsequently studying in 2013, 13.7 per cent were year 11 or below completers who were subsequently working in 2013 and 9.4 per cent were year 11 and below completers who were subsequently studying in 2013 (table 4A.195).

The proportions of 15–19 and 20–24 year olds who are not in school, who are participating in full or part time study and full or part time work

In 2011, 37.9 per cent of all 15–19 year olds who were not undertaking school education were participating in full time study and 10.2 per cent were participating in part time study. Of this group, 21.4 per cent were participating in full time employment and 27.4 per cent were participating in part time employment (individuals may be participating in both work and study simultaneously). Amongst this group, 10.6 per cent were unemployed and

7.8 per cent were not participating in the labour force or in study (figure 4.43). These proportions varied across jurisdictions. Table 4A.194 provides data by highest level of qualification (post school higher education, post school TAFE, year 12 or equivalent, year 11 or below).

Figure 4.43 Study and employment destination for 15–19 year olds not in school education, 2011^{a, b, c, d}

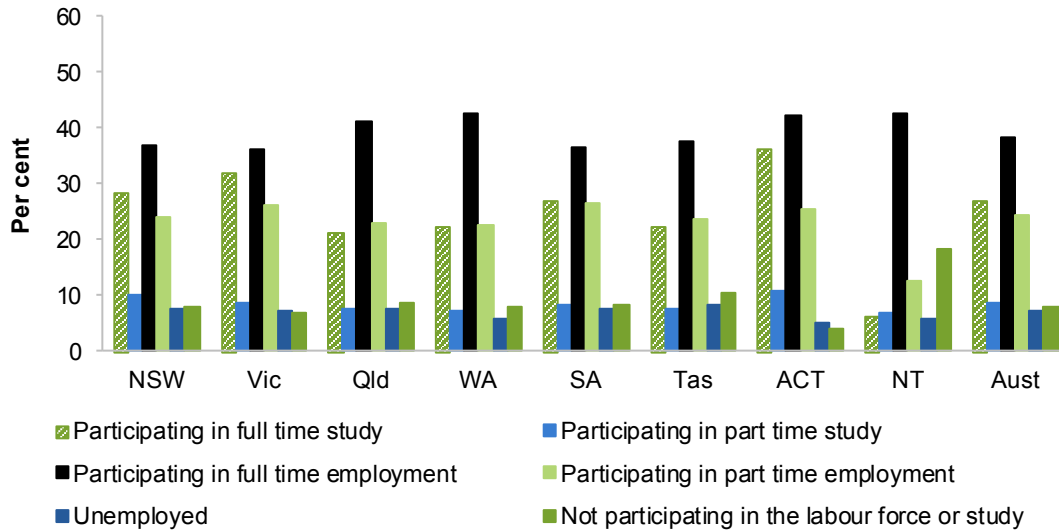


^a The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education. ^b The categories for employment and enrolment are not exclusive. That is, for example, people enrolled may also be employed. ^c Australia includes 'Other territories'. ^d For further information and caveats see table 4A.194.

Source: ABS (unpublished TableBuilder) Census of Population and Housing, 2011, Canberra; table 4A.194.

In 2011, 26.9 per cent of all 20–24 year olds who were not undertaking school education were participating in full time study and 8.7 per cent were participating in part time study. Of this group, 38.3 per cent were participating in full time employment and 24.2 per cent were participating in part time employment (individuals may be participating in both work and study simultaneously). Amongst this group, 7.2 per cent were unemployed and 7.9 per cent were not participating in the labour force or in study (figure 4.44). These proportions varied across jurisdictions. Table 4A.194 provides data by highest level of qualification (post school higher education, post school TAFE, year 12 or equivalent, year 11 or below).

Figure 4.44 Study and employment destination for 20–24 year olds not in school education, 2011^{a, b, c, d}



^a The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education. ^b The categories for employment and enrolment are not exclusive. That is, for example, people enrolled may also be employed. ^c Australia includes 'Other territories'. ^d For further information and caveats see table 4A.194.

Source: ABS (unpublished TableBuilder) Census of Population and Housing, 2011; table 4A.194

The Child care, education and training sector overview of this Report includes 2013 SEW national school leaver destination data for 15–19 year olds who attended school at any time previously, and examines the national proportions of 15–19 year old and 15–24 year old male and female students enrolled in education and training in 2013 after leaving school (tables BA.19–21).

Box 4.17 summarises school leaver destination survey results from seven jurisdictions. Each jurisdiction uses different research methods and data collection instruments, and the surveys are not designed for comparative national reporting. These data are presented as supplementary information to the Survey of Education and Work and Census of Population and Housing data.

Box 4.17 School leaver destination survey results

New South Wales

Surveys of post-school destinations for students from government, Catholic and independent schools were conducted by telephone in 2010, 2013 and 2014. The surveys identify the aspirations and expectations for post-school pathways, and student destinations. In 2014, the sample comprised year 12 completers and early leavers, as well as current year 10 students and their teachers.

In 2014, 52.5 per cent of year 12 completers were studying a Bachelor degree, while 20.3 per cent were studying a vocational education and training (VET) program (including apprenticeships and traineeships). The most common VET qualifications were Certificate IV, Diploma or Advanced Diploma, with 7.3 per cent of Year 12 completers enrolled in these courses, compared with 3.7 per cent in Certificates I, II and III, 4.9 per cent in apprenticeships and 4.4 per cent in traineeships. The majority of year 12 completers not in education or training were employed or actively looking for work. About 2.6 per cent were not in the labour force, education or training.

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 2014 On Track Survey contacted 32 183 (59.2 per cent) of the eligible 2013 year 12 or equivalent cohort from 569 schools, both government and non-government, as well as TAFE and Adult Community Education providers. Of these students, 77.4 per cent were in further education and training (54.3 per cent were enrolled at university, 16.1 per cent were TAFE enrolled and 7.0 per cent had taken up apprenticeships or traineeships). Of the 22.6 per cent who were not in further education and training, 9.1 per cent were in full or part time employment, 9.4 per cent had deferred a tertiary place and 3.7 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 2014 Next Step survey collected responses from 39 639 year 12 completers, an 81.1 per cent response rate. The results showed that 61.2 per cent were in some recognised form of education or training in the year after completing year 12. This comprised 39.1 per cent undertaking a Bachelor Degree, 13.0 per cent undertaking campus-based vocational education and training (VET), with 7.5 per cent studying at Certificate IV level or higher. A further 9.1 per cent were in employment-based VET, either as an apprentice (6.2 per cent) or trainee (2.9 per cent). The remaining 38.8 per cent did not enter post-school education or training and were either employed (25.7 per cent), seeking work (10.8 per cent), or not in the labour force, education or training (2.3 per cent). Young people who deferred a university offer represented 7.2 per cent of the total cohort, most of whom were working (79.2 per cent).

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Box 4.17 (continued)

Western Australia

The WA School Leaver Destinations survey has been conducted annually since 1996. This telephone survey is combined with University and TAFE enrolment data to determine destinations of year 12 completers. In 2014 the survey spanned all government schools, most Catholic schools and some independent schools. Information was collected from 14 698 students representing 61.4 per cent of the total Year 12 student population as at Semester 2, 2013 (75.9 per cent of public school students and private schools — 42.1 per cent of private school students).

Of the responses, 83.6 per cent were in either education or training, with 47.4 per cent at university, 4.5 per cent studying an apprenticeship or a traineeship, 29.6 per cent studying another type of nationally accredited training qualification, 0.8 per cent repeating year 12 studies or engaged in non-accredited training and 1.3 per cent who had deferred their education or training. In addition, 3.7 per cent were engaged exclusively in full time employment, 7.8 per cent in part time employment, and 4.9 per cent were neither working nor studying.

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. Of the year 10 cohort in 2011, 71.2 per cent continued in education or training at half time or better in 2012 and 56.7 per cent continued at half time or better in 2013. Of the 2012 year 10 cohort, 74.5 per cent continued in education or training at half time or better in 2013. A telephone survey of years 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, 2012 and 2013.

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 years 11 and 12. In 2014, responses were received from 72 per cent of the 2013 graduates who were contacted. The 2014 survey found that 92 per cent of 2013 graduates were employed or studying in 2014 and overall 95 per cent found years 11 and 12 worthwhile. Of the 59 per cent of 2013 graduates studying in 2014, 66 per cent reported that they were studying at a Bachelor level or higher and 14 per cent at Certificate III level. Of the 41 per cent of graduates who were not studying in 2014, 80 per cent intended to start some study in the next two years. Students who speak a language other than English at home were more likely to be studying (78 per cent) than those who did not (56 per cent).

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Box 4.17 (continued)

Northern Territory

Post school destination surveys of year 12 Northern Territory Certificate of Education and Training (NTCET) completers were carried out from late April to early May 2014, some five to six months after the NTCET students had completed school. The 2014 survey had a 12 per cent response rate from a total cohort of 1244 students. From the responses collected, 59 per cent of the young people were in employment (35 per cent were employed full time, and 65 per cent in part time or casual employment). Amongst respondents, 71 per cent of NTCET completers applied for University/TAFE, of which 88 per cent received an offer. Of those students who received an offer, 67 per cent accepted the offer, 29 per cent deferred and 4 per cent either declined or entered another study option. Of those who entered into further education or training, 80 per cent were studying a degree level course.

Source: State and Territory governments (unpublished).

4.4 Future directions in performance reporting

COAG developments

Education Council review of Key Performance Measurement Framework

Future revisions may occur as a result of ongoing Education Council 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, students with disability, completion rates, participation and retention data

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

Nationally consistent data on students with disability for students' outcomes reporting is under development.

The year 12 completion rate included in this Report is 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 year 7/8 to year 12 apparent retention rate, and the year 10 to year 12 apparent retention

rate, are based on full time school students. the inclusion of part time students in all rates is under investigation.

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 working collaboratively with State and Territory governments and the non-government sector to improve outcomes in Australian schools. Under the Government's Students First package of reforms, there is a focus on four key areas that will improve student outcomes: teacher quality, school autonomy, engaging parents in education, and strengthening the Australian Curriculum. This includes ensuring that mainstream schools policy, programmes and service delivery contribute to improvements in outcomes for Aboriginal and Torres Strait Islander students.

The Government is supporting high quality student outcomes with needs-based, stable and sustainable funding for all schools through delivering the funding model contained within the Australian Education Act 2013. These funding arrangements in place from January 2014 also ensure that schools with students needing extra support will attract additional payment loadings.

For the Australian Curriculum, a Review was established in January 2014 to evaluate its robustness, independence and balance and to understand whether it is delivering what students need, parents expect and the nation requires in an increasingly competitive world. The Review's Final Report was released in October 2014 along with an initial government response and will be considered with its recommendations by all Australian education ministers.

The Government extended the More Support for Students with Disabilities National Partnership with the provision of a further \$100 million for the 2014 school year for government and non-government education authorities to build the capacity of schools and teachers to better address the needs of students with disability. This funding also contributed towards phasing in the Nationally Consistent Collection of Data on Students with Disability.

The Government is also supporting initiatives to ensure children receive quality teaching at school. The Teach for Australia programme was established to introduce employment-based pathways into the teaching profession and attract high-calibre graduates. On completion of their two-year placement, participants are awarded a postgraduate qualification. Reflecting the Government's commitment to ongoing support for Teach for Australia, a new contract for a further three intakes of participants was signed in June 2014.

The Government is committed to working with all governments to provide principals and school leaders with more autonomy to respond to local community needs and increase parental engagement in schools. The \$70 million Independent Public Schools initiative provides funding to increase the autonomy and independence of their government schools.

To help keep students engaged in school and create links between schools, communities, and local industry and employers, on 23 January 2014 the Government confirmed funding of over \$209 million for 136 trade training projects servicing 224 schools. These new projects will be called Trades Skills Centres to reflect the Government's commitment to strong industry linkages.

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New South Wales Government comments

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In 2014 NAPLAN tests, the participation rates for NSW were the highest of all jurisdictions for every test domain and year level, with the exception of Year 9 Numeracy where NSW ranked second. NSW students improved substantially in Grammar and Punctuation for Year 3 between 2008 and 2014. There has been a gradual increase in means between 2008 and 2014 for Year 3 and Year 5 Reading, Year 5 and Year 9 Spelling, and Year 7 Grammar and Punctuation.

The NSW Government continued to support a five year *Literacy and Numeracy Action Plan* in 337 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.

NSW continues on its ambitious program of reform with Great Teaching, Inspired Learning, the NSW Government's blueprint for improving the quality of teaching and learning in NSW schools, and the Rural and Remote Education blueprint, the NSW Government's plan to improve student learning in rural and remote public schools across NSW.

The NSW Government strategy Every Student, Every School, also continued to strengthen support for students with disability. More than 76 per cent of NSW public schools were supported to participate in the second implementation phase of the Nationally Consistent Collection of Data for School Students with Disability in 2014. This process has improved school practices in assessing and responding to the needs of students with disability.

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 to place students at the centre of school decision making. This is supported by the new resource allocation model (RAM) which is distributing resources to NSW public schools based on student need. Principals and their school communities are working together to develop new school planning processes that focus on delivering comprehensive school plans and annual reports connected to student learning outcomes and the school budget.

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Victorian Government comments

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Victorian government schools work within a School Performance Framework to continually improve their performance by engaging their peers in a cycle of performance feedback that includes self-evaluation, review, planning, reporting and sharing exemplary practice across the system.

This process is designed to support teachers and principal class employees to develop the professional practices that have the greatest impact on improving teaching and learning.

Teachers across Victoria are now working towards delivering the first iteration of AusVELS, the Victorian Essential Learning Standards incorporating the Australian Curriculum for English, Mathematics, Science and History. Implementation is supported by a new Curriculum Planning Portal which includes a range of resources to support planning and documentation of a school-wide curriculum.

Student health and wellbeing has been a key focus in the last year with ‘Building Resilience: A Model to Support Children and Young People’ launched to support schools to easily access programs, tools and resources designed to enhance the resilience of children and young people. Teachers are also being provided additional support through a blended learning course that builds their skills and knowledge about maintaining a safe and orderly classroom environment for meaningful learning.

Implementation of The Victorian Government's Vision for Languages Education has resulted in significant growth in the number of government schools offering languages programs. In 2014, 74 per cent of government primary schools offered a language compared with 60 per cent in 2012. Year 9 students are also learning to live and work in a globalised world through the Victorian Young Leaders to China Program. In 2014, 150 students visited China and improved their Mandarin language proficiency and develop leadership skills, global knowledge and intercultural understanding.

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Queensland Government comments

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

Queensland students continue to demonstrate positive outcomes in 2014, with the latest NAPLAN results showing a continued broad pattern of improvement. Queensland students achieved their highest result on record for mean scale score in 10 of the 20 test areas, and recorded results 'above' the baseline in 9 of the 20 tests areas and 'substantially above' the baseline in one test area — the only jurisdiction to achieve this level of improvement in any test area.

The 2014 *Next Step Survey* indicates that the vast majority of young Queenslanders who completed Year 12 in 2013 were engaged in study or work approximately six months after completing school.

Throughout 2014, Queensland implemented initiatives and continued reforms in line with the state's approach to driving improved student outcomes. Key initiatives include:

- *Education Accord* – setting out the community's 30 year vision for school education in Queensland
- *Great teachers = Great results* — supporting professional teaching excellence, including an annual performance review and the Mentoring Beginning Teachers program
- *Great Results Guarantee* — providing \$131 million in Australian Government *Students First* funding directly to Queensland state schools enabling flexibility and autonomy to allocate funding to improve student performance, balanced by accountability to the school community
- *Independent Public Schools* — empowering schools and their communities through greater autonomy, with 80 Queensland state schools on board in 2014
- *Flying start* — implementing a package of reforms aimed at early years and transition points, including the move of Year 7 to high school across Queensland in 2015
- *Red Tape Reduction in Queensland state schools* — reducing unnecessary administrative tasks and ensuring effective use of resources to allow schools to focus on delivering quality education to students
- *School Performance Assessment Framework* — delivering a new statewide performance measurement and reporting system to help drive school improvement and accountability
- *Global Schools — Creating successful global citizens* — a proposal which envisages a system in which all state primary schools will offer languages from Prep and requires all Queensland state schools to provide a language in years 5–8 from 2015.

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Western Australian Government comments

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Many of the key reforms the Western Australian Government has been implementing in recent years are now coming to fruition.

The importance of a child's early years to their future educational success is well known. Pre-primary is now compulsory in Western Australia and there is extensive participation in school-based Kindergarten. To further ensure children in communities with the greatest need get the best possible start to life, 16 Child and Parent Centres began operating in 2014 in government primary schools across Western Australia. These innovative, family-friendly centres provide convenient access to a range of integrated services such as child health professionals, playgroups, parent support groups, physiotherapists and speech pathologists, tailored specifically to the local community's needs.

Western Australia's reforms towards a more empowered public education system continued in 2014, with an additional 178 government schools to become Independent Public Schools in 2015. This will take the total number of Independent Public Schools to 442, representing 57 per cent of all Western Australian government schools.

A new student-centred funding model will be implemented in Western Australian government schools from 2015. The new model is fairer and more responsive, funding schools on a per-student basis with loadings for students with additional educational needs. For the first time, all Western Australian government schools will receive their resources through one-line budgets, giving principals more flexibility and control over their resources so they can make the best decisions for their students and be more accountable for how their school performs.

From 2015, Year 7 students in Western Australian government schools will move to secondary school. This will give them access to specialist teaching and facilities, providing them with better learning environments for the new Australian Curriculum.

To ensure young people finish school with real skills and knowledge, Western Australia introduced a minimum literacy and numeracy assessment in Year 10 in 2014. Students will have to pass the assessment or achieve Band 8 or higher on Year 9 NAPLAN to be eligible for a Western Australian Certificate of Education (WACE) from 2016. The assessment enables students that require extra support to be given targeted educational programs during the rest of their schooling and ongoing reassessment to meet graduation eligibility.

In addition, every Year 12 student must achieve either an Australian Tertiary Admission Rank or a Certificate II or higher training qualification to get a WACE from 2016. Complementing these reforms are fundamental changes to Western Australia's Year 11 courses in 2015 and Year 12 courses in 2016 to ensure senior secondary students are engaged in rigorous educational programs that prepare them better for life after school.

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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 a range of integrated services and partnerships to address public education, child health, early childhood development and child protection to benefit families, children and young people in South Australia.

The **Birth to 18 Numeracy and Literacy Strategy** is positioned to enable all children and young people to confidently face an increasingly complex world in which being able to read, write, add, subtract, divide and multiply are not only crucial but are constantly evolving concepts and skills. The strategy challenges learners to achieve their best, learning as a collaboration between learners, educators, parents, carers and other family members. The state-wide strategy comprises a number of interrelated activities including:

- The Leading Numeracy and Literacy Improvement Project contributes to improved numeracy and literacy teaching and learning through the work of 118 coaches working across 134 primary and secondary schools
- Community Liaison Officers providing Culturally and Linguistically Diverse (CALD) parents with targeted support material on the Great Start website, increasing the number of CALD children and carers who attend playgroups. Building and supporting a Network of Numeracy and Literacy Leaders with strategic programs to improve data handling and response, supporting all learning areas with numeracy and literacy techniques and resources that contribute to measurable improvements.
- The *Indicators of Pre-school Numeracy and Literacy Project* is designed to assist pre-school teachers to track children's numeracy and literacy development.
- The **Student Pathways Strategy** will lift the achievement of young people through a South Australian Certificate of Education (SACE) Improvement initiative for schools, Vocational Education and Training (VET) pathways through the Industry Pathway Programs and the Trade Schools for the Future and Science, Technology, Engineering and Mathematics (STEM) engagement through STEM focus schools and career development.
- **Implementation of the Australian Curriculum and Teaching for Effective Learning (TfEL) Framework:** The implementation of the Australian Curriculum is a significant and strategically-resourced opportunity to improve the quality of student engagement, intellectual challenge, learning and achievement in every DECD school.
- **South Australian implementation of the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP):** Schools in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands have been designated as 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

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Tasmanian Government comments

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At the heart of the Tasmanian Department of Education's strategic agenda is the *Learners First* strategy with a vision to develop successful, skilled and innovative citizens. It is essential that Tasmanian learners are equipped with the skills to allow them to participate in a modern economy, reach their personal potential and be able to determine their own futures.

The years before compulsory schooling are a critical time in a child's development. The Tasmanian Government continues to invest in resources to support parents to give their children the best start in life. High quality education and care services, strategically located Child and Family Centres and Launching into Learning programs tailored to parents and their pre-schoolers are all hallmarks of Tasmania's commitment to the early years.

In order to succeed at school and through adulthood, learners need to develop essential literacy and numeracy skills. Students in Tasmanian Government schools who need extra support to develop these skills will benefit from 25 specialist literacy and numeracy teachers employed to address this important need. Maintaining the focus on teacher quality will continue with an increase in funding to schools and the continuation of the Professional Learning Institute's high quality professional learning programs.

To support Tasmania's emphasis on improving retention and attainment, investment has been focused on extending some rural and regional high schools to year 12.

The Tasmanian Department of Education places strong emphasis on the use of data to inform continuous improvement in teaching and learning. Through **edí**, a new and innovative web portal, Tasmanian Government school principals and their staff have easy and timely access to real-time data about student and school performance. This information is of immense value to schools as it assists school improvement planning.

To continue to adapt and respond to advances in technology and public use of services provided by libraries and Online Access Centres (OACs), the department will be engaging with communities about current service delivery. In some circumstances, this will present an opportunity to re-locate services within local schools, enhancing the important role they play in supporting their communities. This co-located model of library service delivery has previously proven successful with the Lilydale Library and Sheffield Library and OAC both having moved to their local school site, providing services for all learners in the community.

TasTAFE is a substantial provider of Vocational Education and Training Services across Tasmania. Its vision is to enable Tasmanians to gain the skills and qualifications needed for the state's workforce and the community to succeed and prosper. TasTAFE is committed to delivering excellence in all aspects of training and assessment by meeting the changing skill needs of individuals and Tasmanian industry.

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Australian Capital Territory Government comments

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During 2013-14 the ACT Education and Training Directorate released its vision through the 2014–17 Strategic Plan, *Education Capital: Leading the Nation*. The plan describes five priorities to increase education excellence in the ACT.

The application of the quality learning priority in the 2013-14 year saw ACT students continuing to achieve at high levels, both nationally and internationally. The ACT topped the nation in NAPLAN results and consistently had the highest levels of achievement of all Australian states and territories. ACT students continued to display a high level of student satisfaction with their studies and the highest retention rate to year 12, with 89 per cent of students graduating with a Year 12 Certificate.

The ACT demonstrated its commitment to the Australian Curriculum, with support given to all ACT schools by the Australian Curriculum Implementation Plan. Reporting on student progress for years 1 to 10 used National Achievement Standards for Phase 1 Curriculum subjects. The Digital Backpack supported teachers with a single sign-on access to the content and resources of the Australian Curriculum.

The ACT built the capacities of teachers and leaders in schools in a number of ways. Refocussed induction programs were delivered to over 470 new teachers. The acceleration of outstanding classroom teachers occurred through a rigorous three stage assessment program in alignment with the Australian Professional Standards for Teachers. High quality professional learning was developed for teachers to meet the specific needs of students, including gifted and talented students, students with learning difficulties and students for whom English is an Additional Language or Dialect. The Disability Standards for Education e-learning package was made available. The ongoing leadership program, *Accepting the Challenge*, raised cultural awareness and continued improvement of educational outcomes of Aboriginal and Torres Strait Islander students.

The priority of high expectations, high performance for all students resulted in 92 per cent of year 12 graduates being employed or studying after leaving school. Targeted programs addressed learning needs and met educational outcomes. Aboriginal and Torres Strait Islander students displaying high academic achievement, leadership potential and consistent engagement in their schooling from years 5 to 12 were assisted by the Student Aspirations Program. The release of the Gifted and Talented Students' Policy enabled those students to meet their potential.

Partnership with families and engagement with the community continued as a priority with the introduction of online enrolment and a *Parents' Guide to Enrolment*. The Transition Action Plan supported families and students with disabilities to transition across school sectors.

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Northern Territory Government comments

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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's Strategic Plan 2013—2015 — *Creating Success Together*, shapes the strategic initiatives and focus on achieving the best possible outcomes and pathways for children and young people in the Northern Territory.

A significant achievement in 2014 has been the completion of the review of Indigenous education in the Territory. The review report's recommendations, covering all stages of education and education support, have shaped a 10-year Indigenous education strategy, *A Share in the Future*, to deliver clear and effective programs that are proven to make a difference for Indigenous students.

There is a strong focus on improving student attendance, particularly in remote and very remote schools, through targeted attendance and enrolment strategies. The Remote Schools Attendance Strategy, introduced in partnership with the Australian Government in 2014, has been implemented in 30 Northern Territory Government schools and has made progress on improving attendance.

Significant work on increasing school autonomy is underway with global school budgets to commence in all schools in 2015. Global school budgets will provide a simple, transparent and fair student needs-based funding model with greater flexibility for schools in allocating their resources. The introduction of independent public schools in 2015 will allow six selected schools to assume greater responsibility in the delivery of their education services.

A review of middle years schooling in 2014 has resulted in recommendations about structural frameworks; learning environments and behaviour management; curriculum delivery and subject offerings; middle years pedagogy; and assessment practices and influencing school culture. Implementation is planned to strengthen the quality, effectiveness and efficiency of education for students in their middle years of schooling in the Territory.

NAPLAN results in 2014 show stable performance with no significant changes at the jurisdiction level in mean scale scores compared to either 2013 or the 2008 base year. The results indicate a large gap in literacy and numeracy achievement between Indigenous students in the Northern Territory and Indigenous students elsewhere in Australia, and work under the *A Share in the Future* strategy is intended to address this through a range of targeted programs that will focus effort on sustained improvement.

A Teacher Performance Development Framework has been introduced to build teacher capacity to achieve enhanced student outcomes. The framework is aligned with the Australian Professional Standards for Teachers. An online system and resources support teachers at all stages of their careers to gather evidence and build portfolios to support registration processes, record professional development and plan career development.

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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 10-12 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.
Comparability	Data are considered comparable if, (subject to caveats) they can be used to inform an assessment of comparative performance. Typically, data are considered comparable when they are collected in the same way and in accordance with the same definitions. For comparable indicators or measures, significant differences in reported results allow an assessment of differences in performance, rather than being the result of anomalies in the data.
Completeness	Data are considered complete if all required data are available for all jurisdictions that provide the service.
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 \leq 5.92)<ul style="list-style-type: none">• Inner provincial areas (CD ARIA Plus score \leq 2.4)

	<ul style="list-style-type: none"> • Outer provincial areas (CD ARIA Plus score > 2.4 and ≤ 5.92)
	C. Remote zone
	<ul style="list-style-type: none"> • Remote zone (CD ARIA Plus score > 5.92) • Remote areas (CD ARIA Plus score > 5.92 and ≤ 10.53) • Very remote areas (CD ARIA Plus score > 10.53)
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 2012-13 average expenditure per student, for example, the total expenditure figure is at 2012-13 but the total student number figure is the average of student numbers from 2012 and 2013.
Aboriginal and Torres Strait Islander students	Students of Aboriginal or Torres Strait Islander origin who identify 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 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 NT, 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).

Table 4A.1	Government schools: students, staff and school numbers
Table 4A.2	Non-government schools: students, staff and school numbers
Table 4A.3	All schools: students, staff and school numbers
Table 4A.4	All schools: students time series, by sex
Table 4A.5	Students as a proportion of the population, 2013 (per cent)
Table 4A.6	Average FTE student population, by school sector
Table 4A.7	Real Australian, State and Territory government recurrent expenditure (2012-13 dollars) (\$'000)
Table 4A.8	Nominal Australian, State and Territory government recurrent expenditure (\$'000)
Table 4A.9	Australian Government specific purpose payments for schools, 2012-13
Table 4A.10	Australian, State and Territory government recurrent expenditure on government schools, 2012-13
Table 4A.11	Comparability of government expenditure on government schools — items included, 2012-13
Table 4A.12	Real Australian, State and Territory government recurrent expenditure per student, government schools (2012-13 dollars) (\$ per FTE student)
Table 4A.13	Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student)
Table 4A.14	Australian, State and Territory government recurrent expenditure per student on government schools, 2012-13 (\$ per FTE student)
Table 4A.15	Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2012-13 dollars) (\$ per FTE student)
Table 4A.16	Nominal Australian, State and Territory government recurrent expenditure per student, non-government schools (\$ per FTE student)
Table 4A.17	Real Australian, State and Territory government recurrent expenditure per student, all schools (2012-13 dollars) (\$ per FTE student)

Table 4A.18	Nominal Australian, State and Territory government recurrent expenditure per student, all schools (\$ per FTE student)
Table 4A.19	Value of capital stock, government schools (\$'000)
Table 4A.20	Notional UCC per FTE student, government schools
Table 4A.21	Treatment of assets by school education agencies
Table 4A.22	Students-to-staff ratios, 2013
Table 4A.23	Students-to-staff ratios, teaching staff, all students
Table 4A.24	Distribution of school sizes — government schools, 2013 (per cent)
Table 4A.25	Distribution of school sizes — non-government schools, 2013 (per cent)
Table 4A.26	Distribution of school sizes — all schools, 2013 (per cent)
Table 4A.27	Full time student enrolments and schools (number)
Table 4A.28	Change in number of schools and number of full time students, 2009–13 (per cent)
Table 4A.29	Aboriginal and Torres Strait Islander full time students, 2013
Table 4A.30	Students from language backgrounds other than English as a proportion of all students (per cent)
Table 4A.31	Funded students with disability, 2013
Table 4A.32	Student body mix, government schools (per cent)
Table 4A.33	Student body mix, non-government schools (per cent)
Table 4A.34	Student body mix, all schools (per cent)
Table 4A.35	Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2013 (per cent)
Table 4A.36	Proportion of students who achieved at or above the national minimum standard for reading, 2014 (per cent)
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, 2014 (per cent)
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, 2014 (per cent)
Table 4A.39	Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points)
Table 4A.40	NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2014 (score points)
Table 4A.41	NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2014 (score points)
Table 4A.42	Participation rate in reading assessment, 2014, by Indigenous status (per cent)
Table 4A.43	Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2014 (per cent)
Table 4A.44	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, NSW

Table 4A.45	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Victoria
Table 4A.46	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Queensland
Table 4A.47	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Western Australia
Table 4A.48	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, South Australia
Table 4A.49	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Tasmania
Table 4A.50	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory
Table 4A.51	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Northern Territory
Table 4A.52	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australia
Table 4A.53	Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (score points)
Table 4A.54	Proportion of students who achieved at or above the national minimum standard for reading, 2013 (per cent)
Table 4A.55	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, 2013 (per cent)
Table 4A.56	Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent)
Table 4A.57	Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points)
Table 4A.58	NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2013 (score points)
Table 4A.59	NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2013 (score points)
Table 4A.60	Participation rate in reading assessment, 2013, by Indigenous status (per cent)
Table 4A.61	Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2013 (per cent)

Table 4A.62	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, NSW
Table 4A.63	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Victoria
Table 4A.64	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Queensland
Table 4A.65	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Western Australia
Table 4A.66	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, South Australia
Table 4A.67	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Tasmania
Table 4A.68	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory
Table 4A.69	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Northern Territory
Table 4A.70	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australia
Table 4A.71	Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2009-2011-2013 (score points)
Table 4A.72	Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2014 (per cent)
Table 4A.73	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, 2014 (per cent)
Table 4A.74	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, 2014 (per cent)
Table 4A.75	Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points)
Table 4A.76	NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2014 (score points)
Table 4A.77	NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (score points)
Table 4A.78	Participation rate in persuasive writing assessment, 2014, by Indigenous status (per cent)

Table 4A.79	Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2014 (per cent)
Table 4A.80	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, NSW
Table 4A.81	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Victoria
Table 4A.82	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Queensland
Table 4A.83	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Western Australia
Table 4A.84	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, South Australia
Table 4A.85	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Tasmania
Table 4A.86	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australian Capital Territory
Table 4A.87	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Northern Territory
Table 4A.88	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australia
Table 4A.89	Mean scale score gain for persuasive writing, years 3-5, 5-7 and 7-9, 2012-2014 (score points)
Table 4A.90	Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2013 (per cent)
Table 4A.91	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, 2013 (per cent)
Table 4A.92	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, 2013 (per cent)
Table 4A.93	Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points)
Table 4A.94	NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2013 (score points)
Table 4A.95	NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (score points)

Table 4A.96	Participation rate in persuasive writing assessment, 2013, by Indigenous status (per cent)
Table 4A.97	Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2013 (per cent)
Table 4A.98	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, NSW
Table 4A.99	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Victoria
Table 4A.100	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Queensland
Table 4A.101	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Western Australia
Table 4A.102	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, South Australia
Table 4A.103	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, 2012 and 2013, Tasmania
Table 4A.104	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory
Table 4A.105	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Northern Territory
Table 4A.106	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australia
Table 4A.107	Mean scale score gain for persuasive writing, years 3-5, 5-7 and 7-9, 2011-2013 (score points)
Table 4A.108	Proportion of students who achieved at or above the national minimum standard for numeracy, 2014 (per cent)
Table 4A.109	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, 2014 (per cent)
Table 4A.110	Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2014 (per cent)
Table 4A.111	Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points)
Table 4A.112	NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2014 (score points)

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- Table 4A.113** NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2014 (score points)
- Table 4A.114** Participation rate in numeracy assessment, 2014, by Indigenous status (per cent)
- Table 4A.115** Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2014 (per cent)
- Table 4A.116** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, NSW
- Table 4A.117** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Victoria
- Table 4A.118** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Queensland
- Table 4A.119** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Western Australia
- Table 4A.120** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, South Australia
- Table 4A.121** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Tasmania
- Table 4A.122** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory
- Table 4A.123** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Northern Territory
- Table 4A.124** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australia
- Table 4A.125** Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (score points)
- Table 4A.126** Proportion of students who achieved at or above the national minimum standard for numeracy, 2013 (per cent)
- Table 4A.127** 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, 2013 (per cent)
- Table 4A.128** Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent)
- Table 4A.129** Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points)

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- Table 4A.130** NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2013 (score points)
- Table 4A.131** NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2013 (score points)
- Table 4A.132** Participation rate in numeracy assessment, 2013, by Indigenous status (per cent)
- Table 4A.133** Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2013 (per cent)
- Table 4A.134** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, NSW
- Table 4A.135** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Victoria
- Table 4A.136** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Queensland
- Table 4A.137** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Western Australia
- Table 4A.138** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, South Australia
- Table 4A.139** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Tasmania
- Table 4A.140** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory
- Table 4A.141** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Northern Territory
- Table 4A.142** Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australia
- Table 4A.143** Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2009-2011-2013 (score points)
- Table 4A.144** Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program (per cent) and statistical significance of differences between testing years
- Table 4A.145** Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program, by geolocation, Australia (per cent)
- Table 4A.146** Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program, by equity group, Australia (per cent)
-

-
- Table 4A.147** Average performance of year 6 students in science literacy domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time
- Table 4A.148** Average performance of year 6 students in science literacy in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year
- Table 4A.149** 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) and statistical significance of differences between testing years
- Table 4A.150** 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)
- Table 4A.151** 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)
- Table 4A.152** Average performance of years 6 and 10 students in Civics and citizenship domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time
- Table 4A.153** Average performance of year 6 and 10 students in Civics and citizenship in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year
- Table 4A.154** Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program (per cent) and statistical significance of differences between testing years
- Table 4A.155** Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program, by geolocation, Australia (per cent)
- Table 4A.156** Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program, by equity group, Australia (per cent)
- Table 4A.157** Average performance of years 6 and 10 students in information and communication technologies domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time
- Table 4A.158** Average performance of year 6 and 10 students in information and communication technologies in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year
- Table 4A.159** Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments (per cent)
- Table 4A.160** 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)
- Table 4A.161** 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)
- Table 4A.162** 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

Table 4A.163	Mean scores for reading literacy and statistical significance of differences between PISA surveys
Table 4A.164	Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments (per cent)
Table 4A.165	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)
Table 4A.166	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)
Table 4A.167	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
Table 4A.168	Mean scores for mathematical literacy and statistical significance of differences between PISA surveys
Table 4A.169	Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments (per cent)
Table 4A.170	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)
Table 4A.171	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)
Table 4A.172	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
Table 4A.173	Mean scores for scientific literacy and statistical significance of differences between PISA surveys
Table 4A.174	Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in mathematics achievement in TIMSS assessments
Table 4A.175	Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in mathematics achievement in TIMSS assessments
Table 4A.176	Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science achievement in TIMSS assessments
Table 4A.177	Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science achievement in TIMSS assessments
Table 4A.178	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)

Table 4A.179	Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 PIRLS reading assessments
Table 4A.180	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
Table 4A.181	Proportion of year 8 students achieving at various levels (per cent) and mean scores for 2013 IEA International Computer and Information Literacy Study assessment
Table 4A.182	Mean scores of year 8 students for 2013 IEA International Computer and Information Literacy Study assessment, by equity group
Table 4A.183	Proportion of children aged 6–15 years enrolled in school
Table 4A.184	School participation rates by age and sex of students, all schools, 2013 (per cent)
Table 4A.185	School participation rates by age of students, all students, all schools (per cent)
Table 4A.186	Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 2013 (per cent)
Table 4A.187	Apparent retention rates of secondary students from years 10–12 (per cent)
Table 4A.188	Apparent retention rates of full time secondary students, all schools (per cent)
Table 4A.189	Apparent retention rates of full time secondary students, government schools (per cent)
Table 4A.190	Apparent retention rates of full time secondary students, non-government schools (per cent)
Table 4A.191	Completion rates, year 12, by socioeconomic status and sex, all schools (per cent)
Table 4A.192	Completion rates, year 12, by locality and sex, all schools (per cent)
Table 4A.193	School leaver destination by highest level of school completed (15-24 year olds), 2013
Table 4A.194	Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011
Table 4A.195	School leaver destination by highest level of school completed (15-24 year olds), 2013
Table 4A.196	15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above
Table 4A.197	Student attendance rates, government schools, by sex, 2013 (per cent)
Table 4A.198	Student attendance rates, government schools, by Indigenous status, 2013 (per cent)
Table 4A.199	Student attendance rates, independent schools, by sex, 2013 (per cent)
Table 4A.200	Student attendance rates, independent schools, by Indigenous status, 2013 (per cent)
Table 4A.201	Student attendance rates, Catholic schools, by sex, 2013 (per cent)
Table 4A.202	Student attendance rates, Catholic schools, by Indigenous status, 2013 (per cent)

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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.

Attachment contents

Table 4A.1	Government schools: students, staff and school numbers
Table 4A.2	Non-government schools: students, staff and school numbers
Table 4A.3	All schools: students, staff and school numbers
Table 4A.4	All schools: students time series, by sex
Table 4A.5	Students as a proportion of the population, 2013 (per cent)
Table 4A.6	Average FTE student population, by school sector
Table 4A.7	Real Australian, State and Territory government recurrent expenditure (2012-13 dollars) (\$'000)
Table 4A.8	Nominal Australian, State and Territory government recurrent expenditure (\$'000)
Table 4A.9	Australian Government specific purpose payments for schools, 2012-13
Table 4A.10	Australian, State and Territory government recurrent expenditure on government schools, 2012-13
Table 4A.11	Comparability of government expenditure on government schools — items included, 2012-13
Table 4A.12	Real Australian, State and Territory government recurrent expenditure per student, government schools (2012-13 dollars) (\$ per FTE student)
Table 4A.13	Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student)
Table 4A.14	Australian, State and Territory government recurrent expenditure per student on government schools, 2012-13 (\$ per FTE student)
Table 4A.15	Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2012-13 dollars) (\$ per FTE student)
Table 4A.16	Nominal Australian, State and Territory government recurrent expenditure per student, non-government schools (\$ per FTE student)
Table 4A.17	Real Australian, State and Territory government recurrent expenditure per student, all schools (2012-13 dollars) (\$ per FTE student)
Table 4A.18	Nominal Australian, State and Territory government recurrent expenditure per student, all schools (\$ per FTE student)
Table 4A.19	Value of capital stock, government schools (\$'000)
Table 4A.20	Notional UCC per FTE student, government schools
Table 4A.21	Treatment of assets by school education agencies
Table 4A.22	Students-to-staff ratios, 2013
Table 4A.23	Students-to-staff ratios, teaching staff, all students
Table 4A.24	Distribution of school sizes — government schools, 2013 (per cent)
Table 4A.25	Distribution of school sizes — non-government schools, 2013 (per cent)
Table 4A.26	Distribution of school sizes — all schools, 2013 (per cent)
Table 4A.27	Full time student enrolments and schools (number)
Table 4A.28	Change in number of schools and number of full time students, 2009–13 (per cent)
Table 4A.29	Aboriginal and Torres Strait Islander full time students, 2013
Table 4A.30	Students from language backgrounds other than English as a proportion of all students (per cent)
Table 4A.31	Funded students with disability, 2013
Table 4A.32	Student body mix, government schools (per cent)

Attachment contents

Table 4A.33	Student body mix, non-government schools (per cent)
Table 4A.34	Student body mix, all schools (per cent)
Table 4A.35	Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2013 (per cent)
Table 4A.36	Proportion of students who achieved at or above the national minimum standard for reading, 2014 (per cent)
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, 2014 (per cent)
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, 2014 (per cent)
Table 4A.39	Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points)
Table 4A.40	NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2014 (score points)
Table 4A.41	NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2014 (score points)
Table 4A.42	Participation rate in reading assessment, 2014, by Indigenous status (per cent)
Table 4A.43	Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2014 (per cent)
Table 4A.44	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, NSW
Table 4A.45	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Victoria
Table 4A.46	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Queensland
Table 4A.47	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Western Australia
Table 4A.48	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, South Australia
Table 4A.49	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Tasmania
Table 4A.50	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory
Table 4A.51	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Northern Territory
Table 4A.52	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australia

Attachment contents

Table 4A.53	Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (score points)
Table 4A.54	Proportion of students who achieved at or above the national minimum standard for reading, 2013 (per cent)
Table 4A.55	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, 2013 (per cent)
Table 4A.56	Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent)
Table 4A.57	Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points)
Table 4A.58	NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2013 (score points)
Table 4A.59	NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2013 (score points)
Table 4A.60	Participation rate in reading assessment, 2013, by Indigenous status (per cent)
Table 4A.61	Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2013 (per cent)
Table 4A.62	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, NSW
Table 4A.63	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Victoria
Table 4A.64	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Queensland
Table 4A.65	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Western Australia
Table 4A.66	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, South Australia
Table 4A.67	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Tasmania
Table 4A.68	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory
Table 4A.69	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Northern Territory
Table 4A.70	Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australia
Table 4A.71	Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2009-2011-2013 (score points)

Attachment contents

Table 4A.72	Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2014 (per cent)
Table 4A.73	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, 2014 (per cent)
Table 4A.74	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, 2014 (per cent)
Table 4A.75	Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points)
Table 4A.76	NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2014 (score points)
Table 4A.77	NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (score points)
Table 4A.78	Participation rate in persuasive writing assessment, 2014, by Indigenous status (per cent)
Table 4A.79	Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2014 (per cent)
Table 4A.80	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, NSW
Table 4A.81	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Victoria
Table 4A.82	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Queensland
Table 4A.83	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Western Australia
Table 4A.84	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, South Australia
Table 4A.85	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Tasmania
Table 4A.86	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australian Capital Territory
Table 4A.87	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Northern Territory
Table 4A.88	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australia
Table 4A.89	Mean scale score gain for persuasive writing, years 3-5, 5-7 and 7-9, 2012-2014 (score points)

Attachment contents

Table 4A.90	Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2013 (per cent)
Table 4A.91	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, 2013 (per cent)
Table 4A.92	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, 2013 (per cent)
Table 4A.93	Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points)
Table 4A.94	NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2013 (score points)
Table 4A.95	NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (score points)
Table 4A.96	Participation rate in persuasive writing assessment, 2013, by Indigenous status (per cent)
Table 4A.97	Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2013 (per cent)
Table 4A.98	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, NSW
Table 4A.99	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Victoria
Table 4A.100	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Queensland
Table 4A.101	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Western Australia
Table 4A.102	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, South Australia
Table 4A.103	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, 2012 and 2013, Tasmania
Table 4A.104	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory
Table 4A.105	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Northern Territory
Table 4A.106	Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australia
Table 4A.107	Mean scale score gain for persuasive writing, years 3-5, 5-7 and 7-9, 2011-2013 (score points)

Attachment contents

Table 4A.108	Proportion of students who achieved at or above the national minimum standard for numeracy, 2014 (per cent)
Table 4A.109	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, 2014 (per cent)
Table 4A.110	Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2014 (per cent)
Table 4A.111	Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points)
Table 4A.112	NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2014 (score points)
Table 4A.113	NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2014 (score points)
Table 4A.114	Participation rate in numeracy assessment, 2014, by Indigenous status (per cent)
Table 4A.115	Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2014 (per cent)
Table 4A.116	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, NSW
Table 4A.117	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Victoria
Table 4A.118	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Queensland
Table 4A.119	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Western Australia
Table 4A.120	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, South Australia
Table 4A.121	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Tasmania
Table 4A.122	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory
Table 4A.123	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Northern Territory
Table 4A.124	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australia
Table 4A.125	Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (score points)
Table 4A.126	Proportion of students who achieved at or above the national minimum standard for numeracy, 2013 (per cent)

Attachment contents

Table 4A.127	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, 2013 (per cent)
Table 4A.128	Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent)
Table 4A.129	Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points)
Table 4A.130	NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2013 (score points)
Table 4A.131	NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2013 (score points)
Table 4A.132	Participation rate in numeracy assessment, 2013, by Indigenous status (per cent)
Table 4A.133	Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2013 (per cent)
Table 4A.134	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, NSW
Table 4A.135	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Victoria
Table 4A.136	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Queensland
Table 4A.137	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Western Australia
Table 4A.138	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, South Australia
Table 4A.139	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Tasmania
Table 4A.140	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory
Table 4A.141	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Northern Territory
Table 4A.142	Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australia
Table 4A.143	Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2009-2011-2013 (score points)
Table 4A.144	Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program (per cent) and statistical significance of differences between testing years

Attachment contents

Table 4A.145	Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program, by geolocation, Australia (per cent)
Table 4A.146	Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program, by equity group, Australia (per cent)
Table 4A.147	Average performance of year 6 students in science literacy domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time
Table 4A.148	Average performance of year 6 students in science literacy in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year
Table 4A.149	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) and statistical significance of differences between testing years
Table 4A.150	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)
Table 4A.151	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)
Table 4A.152	Average performance of years 6 and 10 students in Civics and citizenship domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time
Table 4A.153	Average performance of year 6 and 10 students in Civics and citizenship in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year
Table 4A.154	Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program (per cent) and statistical significance of differences between testing years
Table 4A.155	Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program, by geolocation, Australia (per cent)
Table 4A.156	Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program, by equity group, Australia (per cent)
Table 4A.157	Average performance of years 6 and 10 students in information and communication technologies domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time
Table 4A.158	Average performance of year 6 and 10 students in information and communication technologies in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year
Table 4A.159	Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments (per cent)
Table 4A.160	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)
Table 4A.161	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)

Attachment contents

Table 4A.162	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
Table 4A.163	Mean scores for reading literacy and statistical significance of differences between PISA surveys
Table 4A.164	Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments (per cent)
Table 4A.165	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)
Table 4A.166	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)
Table 4A.167	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
Table 4A.168	Mean scores for mathematical literacy and statistical significance of differences between PISA surveys
Table 4A.169	Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments (per cent)
Table 4A.170	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)
Table 4A.171	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)
Table 4A.172	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
Table 4A.173	Mean scores for scientific literacy and statistical significance of differences between PISA surveys
Table 4A.174	Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in mathematics achievement in TIMSS assessments
Table 4A.175	Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in mathematics achievement in TIMSS assessments
Table 4A.176	Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science achievement in TIMSS assessments
Table 4A.177	Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science achievement in TIMSS assessments
Table 4A.178	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)

Attachment contents

Table 4A.179	Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 PIRLS reading assessments
Table 4A.180	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
Table 4A.181	Proportion of year 8 students achieving at various levels (per cent) and mean scores for 2013 IEA International Computer and Information Literacy Study assessment
Table 4A.182	Mean scores of year 8 students for 2013 IEA International Computer and Information Literacy Study assessment, by equity group
Table 4A.183	Proportion of children aged 6–15 years enrolled in school
Table 4A.184	School participation rates by age and sex of students, all schools, 2013 (per cent)
Table 4A.185	School participation rates by age of students, all students, all schools (per cent)
Table 4A.186	Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 2013 (per cent)
Table 4A.187	Apparent retention rates of secondary students from years 10–12 (per cent)
Table 4A.188	Apparent retention rates of full time secondary students, all schools (per cent)
Table 4A.189	Apparent retention rates of full time secondary students, government schools (per cent)
Table 4A.190	Apparent retention rates of full time secondary students, non-government schools (per cent)
Table 4A.191	Completion rates, year 12, by socioeconomic status and sex, all schools (per cent)
Table 4A.192	Completion rates, year 12, by locality and sex, all schools (per cent)
Table 4A.193	School leaver destination by highest level of school completed (15-24 year olds), 2013
Table 4A.194	Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011
Table 4A.195	School leaver destination by highest level of school completed (15-24 year olds), 2013
Table 4A.196	15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above
Table 4A.197	Student attendance rates, government schools, by sex, 2013 (per cent)
Table 4A.198	Student attendance rates, government schools, by Indigenous status, 2013 (per cent)
Table 4A.199	Student attendance rates, independent schools, by sex, 2013 (per cent)
Table 4A.200	Student attendance rates, independent schools, by Indigenous status, 2013 (per cent)
Table 4A.201	Student attendance rates, Catholic schools, by sex, 2013 (per cent)
Table 4A.202	Student attendance rates, Catholic schools, by Indigenous status, 2013 (per cent)

TABLE 4A.1

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

TABLE 4A.1

Table 4A.1 Government schools: students, staff and school numbers (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>
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
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

TABLE 4A.1

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

TABLE 4A.1

Table 4A.1 Government schools: students, staff and school numbers (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>
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
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

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (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>
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
2013										
Students										
Primary — full time	no.	448 759	330 272	330 001	175 826	106 165	31 801	20 540	18 837	1 462 201
Primary — part time	no.	—	430	4 376	—	36	12	99	37	4 990
Primary — FTE of part time students	no.	—	215	1 160	—	10	8	47	18	1 457
Primary — FTE total	no.	448 759	330 487	331 161	175 826	106 175	31 809	20 587	18 855	1 463 658
Secondary — full time	no.	305 235	223 170	176 943	77 557	60 379	23 956	15 741	10 533	893 514
Secondary — part time	no.	2 292	2 453	4 253	1 650	2 284	1 169	84	134	14 319
Secondary — FTE of part time students	no.	1 352	1 125	1 568	570	1 060	726	56	53	6 509
Secondary — FTE total	no.	306 587	224 295	178 511	78 127	61 439	24 682	15 797	10 586	900 023
Primary and secondary — full time total	no.	753 994	553 442	506 944	253 383	166 544	55 757	36 281	29 370	2 355 715
Primary and secondary — FTE total	no.	755 346	554 782	509 671	253 953	167 614	56 491	36 383	29 441	2 363 681
Staff (b)										
Primary	no.	38 858	29 302	30 532	18 230	10 328	3 167	2 074	2 423	134 913

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (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>
Secondary	no.	31 807	25 273	19 548	9 950	6 633	2 704	1 788	1 379	99 081
Total active in schools	no.	70 665	54 574	50 080	28 180	16 960	5 871	3 862	3 802	233 994
Not active in schools	no.	1 967	1 408	2 537	1 396	1 220	271	295	502	9 597
Schools										
Primary	no.	1 618	1 130	920	517	368	131	55	63	4 802
Secondary	no.	370	239	182	97	66	38	18	15	1 025
Combined (c)	no.	66	79	90	90	75	25	9	71	505
Special	no.	110	78	46	64	18	4	4	5	329
Total	no.	2 164	1 526	1 238	768	527	198	86	154	6 661
Schools										
Primary	%	74.8	74.0	74.3	67.3	69.8	66.2	64.0	40.9	72.1
Secondary	%	17.1	15.7	14.7	12.6	12.5	19.2	20.9	9.7	15.4
Combined (c)	%	3.0	5.2	7.3	11.7	14.2	12.6	10.5	46.1	7.6
Special	%	5.1	5.1	3.7	8.3	3.4	2.0	4.7	3.2	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.
- (c) Combined schools include both primary and secondary students.
– Nil or rounded to zero.

Source: ABS 2014, *Schools Australia 2013*, 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)**

	<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										
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	no.	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
Special	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

TABLE 4A.2

Table 4A.2 Non-government schools: students, staff and school numbers (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>
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		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
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 (c)	no.	35	21	14	9	3	–	–	–	82
Total	no.	916	703	467	297	196	66	44	36	2 725

TABLE 4A.2

Table 4A.2 Non-government schools: students, staff and school numbers (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>
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	0.0	0.0	–	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)										
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

TABLE 4A.2

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

TABLE 4A.2

Table 4A.2 Non-government schools: students, staff and school numbers (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>
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
2013										
Students										
Primary — full time	no.	198 361	159 510	142 023	75 127	54 266	11 768	13 391	5 389	659 835
Primary — part time	no.	67	250	152	150	19	47	19	—	704
Primary — FTE of part time students	no.	36	126	80	75	12	21	14	—	363
Primary — FTE total	no.	198 397	159 636	142 103	75 202	54 278	11 789	13 405	5 389	660 198
Secondary — full time	no.	200 196	168 198	112 444	56 585	40 338	12 107	13 537	5 650	609 055
Secondary — part time	no.	339	155	170	8	166	39	14	10	901
Secondary — FTE of part time students	no.	220	80	86	4	81	20	8	6	505
Secondary — FTE total	no.	200 416	168 278	112 530	56 589	40 419	12 127	13 545	5 656	609 560
Primary and secondary — full time total	no.	398 557	327 708	254 467	131 712	94 604	23 875	26 928	11 039	1 268 890
Primary and secondary — FTE total	no.	398 813	327 914	254 633	131 791	94 697	23 915	26 950	11 045	1 269 758
Staff (b)										
Primary	no.	16 355	14 664	12 662	7 153	4 868	1 131	1 023	609	58 465

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (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>
Secondary	no.	23 209	21 769	14 226	7 736	5 011	1 556	1 522	868	75 897
Total active in schools	no.	39 564	36 433	26 888	14 888	9 880	2 687	2 545	1 476	134 361
Not active in schools	no.	1 163	565	770	258	224	73	99	71	3 224
Schools										
Primary	no.	489	422	230	149	100	28	25	11	1 454
Secondary	no.	145	97	73	7	19	5	5	9	360
Combined (c)	no.	238	154	158	132	73	31	13	17	816
Special	no.	45	20	20	11	3	1	1	1	102
Total	no.	917	693	481	299	195	65	44	38	2 732
Schools										
Primary	%	53.3	60.9	47.8	49.8	51.3	43.1	56.8	28.9	53.2
Secondary	%	15.8	14.0	15.2	2.3	9.7	7.7	11.4	23.7	13.2
Combined (c)	%	26.0	22.2	32.8	44.1	37.4	47.7	29.5	44.7	29.9
Special	%	4.9	2.9	4.2	3.7	1.5	1.5	2.3	2.6	3.7
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.
- (c) Combined schools include both primary and secondary students.
– Nil or rounded to zero.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

TABLE 4A.3

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

TABLE 4A.3

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

TABLE 4A.3

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

TABLE 4A.3

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

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (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>
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
2013										
Students										
Primary — full time	no.	647 120	489 782	472 024	250 953	160 431	43 569	33 931	24 226	2 122 036
Primary — part time	no.	67	680	4 528	150	55	59	118	37	5 694
Primary — FTE of part time students	no.	36	341	1 239	75	23	28	60	18	1 820
Primary — FTE total	no.	647 156	490 123	473 263	251 028	160 454	43 597	33 991	24 244	2 123 856
Secondary — full time	no.	505 431	391 368	289 387	134 142	100 717	36 063	29 278	16 183	1 502 569
Secondary — part time	no.	2 631	2 608	4 423	1 658	2 450	1 208	98	144	15 220
Secondary — FTE of part time students	no.	1 572	1 206	1 654	574	1 141	746	63	59	7 014
Secondary — FTE total	no.	507 003	392 574	291 041	134 716	101 858	36 809	29 341	16 242	1 509 583
Primary and secondary — full time total	no.	1 152 551	881 150	761 411	385 095	261 148	79 632	63 209	40 409	3 624 605
Primary and secondary — FTE total	no.	1 154 159	882 696	764 304	385 744	262 311	80 406	63 333	40 486	3 633 439
Staff (b)										

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (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>
Primary	no.	55 213	43 966	43 194	25 383	15 196	4 298	3 096	3 032	193 378
Secondary	no.	55 016	47 042	33 774	17 685	11 644	4 260	3 311	2 247	174 978
Total active in schools	no.	110 229	91 008	76 968	43 068	26 840	8 558	6 407	5 279	368 356
Not active in schools	no.	3 131	1 973	3 308	1 654	1 444	345	394	573	12 821
Schools										
Primary	no.	2 107	1 552	1 150	666	468	159	80	74	6 256
Secondary	no.	515	336	255	104	85	43	23	24	1 385
Combined (c)	no.	304	233	248	222	148	56	22	88	1 321
Special	no.	155	98	66	75	21	5	5	6	431
Total	no.	3 081	2 219	1 719	1 067	722	263	130	192	9 393
Schools										
Primary	%	68.4	69.9	66.9	62.4	64.8	60.5	61.5	38.5	66.6
Secondary	%	16.7	15.1	14.8	9.7	11.8	16.3	17.7	12.5	14.7
Combined (c)	%	9.9	10.5	14.4	20.8	20.5	21.3	16.9	45.8	14.1
Special	%	5.0	4.4	3.8	7.0	2.9	1.9	3.8	3.1	4.6
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.
- (c) Combined schools include both primary and secondary students.

Source: ABS 2014, *Schools Australia 2013*, 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>
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
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

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.	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
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

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.	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
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

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.	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
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
2013										
Students — male										
Primary — full time	no.	332 774	251 285	243 360	128 721	82 221	22 318	17 430	12 371	1 090 480
Primary — part time	no.	40	447	2 922	108	37	48	67	21	3 690
Primary — FTE of part time students	no.	22	224	831	51	16	23	32	10	1 209
Primary — FTE total	no.	332 796	251 509	244 191	128 772	82 237	22 341	17 462	12 381	1 091 689
Secondary — full time	no.	256 396	198 703	146 651	68 616	51 091	18 358	14 744	8 313	762 872
Secondary — part time	no.	1 202	1 115	2 008	699	1 063	554	51	73	6 765
Secondary — FTE of part time students	no.	727	521	756	290	499	342	31	28	3 193
Secondary — FTE total	no.	257 123	199 224	147 407	68 906	51 590	18 700	14 775	8 341	766 065
Primary and secondary — full time total	no.	589 170	449 988	390 011	197 337	133 312	40 676	32 174	20 684	1 853 352
Primary and secondary — FTE total	no.	589 918	450 733	391 598	197 678	133 826	41 041	32 237	20 722	1 857 754

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.	314 346	238 497	228 664	122 232	78 210	21 251	16 501	11 855	1 031 556
Primary — part time	no.	27	233	1 606	42	18	11	51	16	2 004
Primary — FTE of part time students	no.	14	117	408	23	7	5	28	8	610
Primary — FTE total	no.	314 360	238 614	229 072	122 255	78 217	21 256	16 529	11 863	1 032 166
Secondary — full time	no.	249 035	192 665	142 736	65 526	49 626	17 705	14 534	7 870	739 697
Secondary — part time	no.	1 429	1 493	2 415	959	1 387	654	47	71	8 455
Secondary — FTE of part time students	no.	845	684	898	285	642	404	33	31	3 821
Secondary — FTE total	no.	249 880	193 349	143 634	65 811	50 268	18 109	14 567	7 901	743 518
Primary and secondary — full time total	no.	563 381	431 162	371 400	187 758	127 836	38 956	31 035	19 725	1 771 253
Primary and secondary — FTE total	no.	564 241	431 963	372 706	188 066	128 485	39 365	31 096	19 763	1 775 684

FTE = Full time equivalent.

– Nil or rounded to zero.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0.

TABLE 4A.5

Table 4A.5 **Students as a proportion of the population, 2013 (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary students as a proportion of the population									
Government schools	6.1	5.8	7.1	7.0	6.4	6.2	5.4	7.9	6.3
Non-government schools	2.7	2.8	3.0	3.0	3.2	2.3	3.5	2.3	2.9
All schools	8.7	8.5	10.1	10.0	9.6	8.5	8.9	10.1	9.2
Secondary students as a proportion of the population									
Government schools	4.1	3.9	3.8	3.1	3.6	4.7	4.1	4.4	3.9
Non-government schools	2.7	2.9	2.4	2.2	2.4	2.4	3.5	2.4	2.6
All schools	6.8	6.8	6.2	5.3	6.0	7.0	7.6	6.8	6.5
All students as a proportion of the population									
Government schools	10.2	9.6	10.9	10.1	10.0	10.9	9.5	12.3	10.2
Non-government schools	5.4	5.7	5.5	5.2	5.7	4.7	7.0	4.6	5.5
All schools	15.6	15.4	16.3	15.3	15.6	15.5	16.5	16.9	15.7

(a) Full time students as a proportion of the total population. Population is as at 30 June 2013, using preliminary ERP.

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

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0; ABS 2013, *Australian Demographic Statistics*, June 2013, Cat. no. 3101.0; table 2A.1.

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.)									
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
2012-13	751 790	550 546	505 149	249 729	167 047	57 097	35 998	29 443	2 346 798
Average FTE student population in non-government schools (no.)									
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
2012-13	394 785	324 962	252 237	130 630	94 359	23 797	26 747	10 781	1 258 298
Average FTE student population in all schools (no.)									
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
2012-13	1 146 575	875 508	757 385	380 359	261 406	80 894	62 744	40 224	3 605 096

(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 2014, *Schools Australia 2013*, Cat. no. 4221.0.

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2012-13 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)									
2003-04	921 883	629 630	548 078	277 602	207 150	76 215	40 634	70 142	2 771 334
2004-05	915 402	648 318	564 293	263 182	209 495	78 641	41 132	49 961	2 770 424
2005-06	943 199	628 216	568 874	307 258	204 631	75 805	39 603	65 816	2 833 401
2006-07	950 989	636 797	577 076	293 746	213 342	74 454	40 409	68 910	2 855 721
2007-08	935 479	650 307	606 387	282 764	215 001	75 229	38 737	73 124	2 877 028
2008-09	1 245 686	899 020	768 496	385 340	289 146	101 019	58 696	84 200	3 831 602
2009-10	1 292 711	871 383	745 115	380 286	297 824	107 920	54 999	112 574	3 862 812
2010-11	1 349 616	893 655	809 709	391 273	309 921	112 181	57 034	114 313	4 037 702
2011-12	1 540 459	1 044 319	932 131	459 135	352 150	133 461	65 423	126 051	4 653 130
2012-13	1 481 350	1 010 582	914 923	446 128	341 737	123 429	62 890	114 039	4 495 078
State and territory government recurrent expenditure (including UCC) (i)									
2003-04	9 715 040	6 264 984	5 342 806	3 040 316	2 165 873	767 143	545 432	518 249	28 359 844
2004-05	9 703 378	6 183 801	5 613 415	3 357 938	2 160 843	768 822	533 639	526 963	28 848 798
2005-06	9 503 684	6 333 009	5 707 625	3 292 099	2 170 697	794 684	540 680	537 434	28 879 911
2006-07	9 511 213	6 293 074	6 125 251	3 604 664	2 156 488	786 074	541 250	525 371	29 543 384
2007-08	9 579 617	6 458 423	6 315 847	3 952 400	2 180 090	776 371	599 547	545 192	30 407 487
2008-09	9 624 930	6 512 866	6 368 013	4 013 288	2 073 940	768 592	605 004	562 855	30 529 488
2009-10	10 033 420	6 728 322	6 734 283	4 154 394	2 202 048	797 582	616 935	547 416	31 814 399
2010-11	9 741 356	6 604 170	6 700 095	4 109 964	2 358 121	801 458	651 551	568 988	31 535 704
2011-12	10 389 637	6 581 978	6 897 116	4 134 361	2 404 723	806 577	677 022	582 386	32 473 799
2012-13	10 100 240	6 579 892	6 934 084	4 267 546	2 362 926	802 378	695 411	615 248	32 357 724
Australian, State and Territory government recurrent expenditure (including UCC)									
2003-04	10 636 924	6 894 614	5 890 885	3 317 919	2 373 022	843 357	586 066	588 391	31 131 178
2004-05	10 618 780	6 832 119	6 177 708	3 621 120	2 370 337	847 463	574 771	576 923	31 619 222

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2012-13 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>
2005-06	10 446 883	6 961 225	6 276 499	3 599 356	2 375 328	870 489	580 283	603 251	31 713 313
2006-07	10 462 202	6 929 870	6 702 326	3 898 410	2 369 830	860 528	581 659	594 280	32 399 105
2007-08	10 515 096	7 108 730	6 922 234	4 235 163	2 395 091	851 600	638 284	618 316	33 284 515
2008-09	10 870 616	7 411 886	7 136 509	4 398 628	2 363 086	869 611	663 700	647 055	34 361 091
2009-10	11 326 131	7 599 705	7 479 397	4 534 680	2 499 873	905 501	671 934	659 990	35 677 211
2010-11	11 090 972	7 497 826	7 509 804	4 501 237	2 668 041	913 639	708 585	683 300	35 573 406
2011-12	11 930 097	7 626 297	7 829 247	4 593 496	2 756 873	940 039	742 445	708 437	37 126 929
2012-13	11 581 590	7 590 474	7 849 007	4 713 674	2 704 663	925 807	758 301	729 287	36 852 802
Non-government schools									
Australian government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
2003-04	1 984 754	1 560 944	1 079 195	586 004	449 300	119 175	123 986	65 403	5 968 761
2004-05	2 094 530	1 635 588	1 177 524	612 884	499 810	128 653	120 548	55 162	6 324 700
2005-06	2 025 286	1 628 458	1 210 090	626 480	488 611	130 223	123 198	66 034	6 298 379
2006-07	2 069 461	1 634 846	1 237 013	623 380	503 427	131 148	126 226	52 273	6 377 775
2007-08	2 034 000	1 657 737	1 247 405	639 315	503 896	134 580	123 578	61 184	6 401 694
2008-09	2 030 087	1 620 905	1 275 816	673 912	509 252	134 504	121 444	78 020	6 443 941
2009-10	2 188 972	1 822 477	1 406 528	722 755	551 925	148 924	133 682	85 126	7 060 389
2010-11	2 279 602	1 882 154	1 489 890	747 519	588 133	153 679	139 313	85 251	7 365 540
2011-12	2 422 779	2 029 025	1 593 487	799 602	636 034	161 923	148 256	85 933	7 877 039
2012-13	2 520 987	2 073 090	1 650 113	818 779	639 397	163 453	143 482	87 173	8 096 474
State and territory government recurrent expenditure									
2003-04	835 594	411 619	504 949	262 611	135 644	45 949	47 625	38 291	2 282 282
2004-05	874 685	418 961	515 203	264 062	135 568	47 168	48 161	38 009	2 341 816
2005-06	871 439	418 475	614 649	265 961	136 663	46 256	49 531	40 911	2 443 884
2006-07	885 301	437 274	523 119	278 305	146 665	48 972	47 800	57 258	2 424 695
2007-08	898 503	460 679	531 962	296 698	151 603	50 239	49 845	33 141	2 472 670

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2012-13 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>
2008-09	887 876	523 562	553 329	309 946	151 842	51 185	49 499	34 420	2 561 661
2009-10	881 219	515 636	561 166	333 251	156 125	51 823	52 164	35 372	2 586 756
2010-11	879 831	560 605	618 860	395 145	162 465	55 192	49 240	67 064	2 788 402
2011-12	913 755	589 631	609 741	424 465	167 214	55 289	50 241	51 357	2 861 691
2012-13	935 149	631 308	637 757	445 700	170 216	55 323	53 151	63 185	2 991 789
Australian, State and Territory government recurrent expenditure									
2003-04	2 820 348	1 972 563	1 584 144	848 615	584 944	165 124	171 611	103 694	8 251 043
2004-05	2 969 215	2 054 548	1 692 726	876 945	635 378	175 821	168 710	93 172	8 666 516
2005-06	2 896 725	2 046 933	1 824 739	892 441	625 274	176 478	172 729	106 944	8 742 262
2006-07	2 954 762	2 072 120	1 760 132	901 685	650 093	180 120	174 027	109 531	8 802 470
2007-08	2 932 503	2 118 417	1 779 367	936 013	655 499	184 819	173 422	94 325	8 874 365
2008-09	2 917 963	2 144 468	1 829 146	983 858	661 094	185 690	170 944	112 440	9 005 602
2009-10	3 070 191	2 338 113	1 967 695	1 056 006	708 050	200 747	185 846	120 497	9 647 145
2010-11	3 159 432	2 442 759	2 108 749	1 142 664	750 599	208 872	188 553	152 315	10 153 942
2011-12	3 336 535	2 618 656	2 203 227	1 224 066	803 247	217 212	198 497	137 289	10 738 730
2012-13	3 456 136	2 704 398	2 287 870	1 264 479	809 613	218 776	196 633	150 358	11 088 263
All schools									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (e), (f), (g), (h)									
2003-04	2 906 637	2 190 574	1 627 274	863 607	656 450	195 389	164 620	135 545	8 740 095
2004-05	3 009 932	2 283 906	1 741 817	876 065	709 305	207 295	161 681	105 123	9 095 124
2005-06	2 968 485	2 256 674	1 778 964	933 738	693 243	206 028	162 800	131 850	9 131 780
2006-07	3 020 450	2 271 643	1 814 089	917 126	716 769	205 602	166 635	121 183	9 233 496
2007-08	2 969 479	2 308 044	1 853 792	922 079	718 897	209 809	162 315	134 308	9 278 722
2008-09	3 275 773	2 519 925	2 044 312	1 059 252	798 398	235 523	180 140	162 220	10 275 543
2009-10	3 481 683	2 693 860	2 151 643	1 103 041	849 749	256 844	188 681	197 700	10 923 202
2010-11	3 629 218	2 775 809	2 299 599	1 138 793	898 054	265 860	196 347	199 563	11 403 241

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2012-13 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>
2011-12	3 963 239	3 073 345	2 525 618	1 258 737	988 184	295 384	213 679	211 984	12 530 169
2012-13	4 002 337	3 083 672	2 565 036	1 264 907	981 134	286 882	206 372	201 212	12 591 552
State and territory government recurrent expenditure (including UCC for government schools)									
2003-04	10 550 635	6 676 603	5 847 756	3 302 927	2 301 516	813 092	593 056	556 541	30 642 126
2004-05	10 578 062	6 602 762	6 128 618	3 622 000	2 296 411	815 990	581 800	564 972	31 190 613
2005-06	10 375 123	6 751 484	6 322 274	3 558 060	2 307 359	840 940	590 211	578 345	31 323 795
2006-07	10 396 514	6 730 348	6 648 369	3 882 969	2 303 153	835 046	589 050	582 629	31 968 080
2007-08	10 478 121	6 919 103	6 847 809	4 249 098	2 331 693	826 610	649 391	578 332	32 880 157
2008-09	10 512 806	7 036 429	6 921 343	4 323 235	2 225 782	819 777	654 504	597 274	33 091 149
2009-10	10 914 639	7 243 958	7 295 449	4 487 645	2 358 173	849 404	669 099	582 788	34 401 154
2010-11	10 621 187	7 164 775	7 318 955	4 505 108	2 520 586	856 651	700 791	636 052	34 324 106
2011-12	11 303 392	7 171 608	7 506 857	4 558 826	2 571 936	861 866	727 263	633 743	35 335 490
2012-13	11 035 389	7 211 200	7 571 841	4 713 246	2 533 142	857 701	748 562	678 433	35 349 513
Australian, State and Territory government recurrent expenditure (including UCC)									
2003-04	13 457 272	8 867 177	7 475 029	4 166 534	2 957 966	1 008 481	757 677	692 085	39 382 221
2004-05	13 587 994	8 886 668	7 870 435	4 498 066	3 005 716	1 023 284	743 480	670 095	40 285 738
2005-06	13 343 608	9 008 158	8 101 238	4 491 797	3 000 602	1 046 967	753 011	710 195	40 455 575
2006-07	13 416 964	9 001 991	8 462 458	4 800 095	3 019 922	1 040 648	755 686	703 812	41 201 575
2007-08	13 447 600	9 227 147	8 701 601	5 171 176	3 050 590	1 036 419	811 706	712 640	42 158 879
2008-09	13 788 579	9 556 354	8 965 655	5 382 487	3 024 179	1 055 300	834 644	759 495	43 366 693
2009-10	14 396 322	9 937 818	9 447 092	5 590 686	3 207 922	1 106 248	857 780	780 487	45 324 356
2010-11	14 250 404	9 940 584	9 618 553	5 643 901	3 418 640	1 122 510	897 138	835 615	45 727 348
2011-12	15 266 631	10 244 953	10 032 474	5 817 562	3 560 120	1 157 250	940 942	845 726	47 865 659
2012-13	15 037 726	10 294 872	10 136 877	5 978 153	3 514 276	1 144 583	954 934	879 645	47 941 065

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2012-13 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 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) 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.								
(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.								

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2012-13 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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(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); Education Council National Schools Statistics Collection (NSSC) (unpublished); State and Territory governments (unpublished); table 2A.51.

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)									
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
2012-13	1 481 350	1 010 582	914 923	446 128	341 737	123 429	62 890	114 039	4 495 078
State and territory government recurrent expenditure (including UCC) (h)									
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
2012-13	10 100 240	6 579 892	6 934 084	4 267 546	2 362 926	802 378	695 411	615 248	32 357 724
Australian, State and Territory government recurrent expenditure (including UCC)									
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

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>
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
2012-13	11 581 590	7 590 474	7 849 007	4 713 674	2 704 663	925 807	758 301	729 287	36 852 802
Non-government schools									
Australian government specific purpose payments (excluding capital grants) (d), (e), (f), (g)									
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
2012-13	2 520 987	2 073 090	1 650 113	818 779	639 397	163 453	143 482	87 173	8 096 474
State and territory government recurrent expenditure									
2003-04	607 477	299 247	367 098	190 918	98 613	33 405	34 623	27 838	1 659 219
2004-05	668 259	320 086	393 615	201 743	103 574	36 036	36 795	29 039	1 789 147
2005-06	697 151	334 780	491 719	212 769	109 330	37 005	39 625	32 729	1 955 107
2006-07	735 685	363 375	434 712	231 271	121 879	40 696	39 722	47 582	2 014 922

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>
2007-08	776 307	398 027	459 615	256 347	130 985	43 406	43 066	28 634	2 136 387
2008-09	797 313	470 159	496 890	278 332	136 354	45 964	44 451	30 909	2 300 372
2009-10	812 484	475 417	517 395	307 258	143 947	47 780	48 095	32 613	2 384 989
2010-11	852 556	543 226	599 675	382 895	157 429	53 481	47 714	64 985	2 701 962
2011-12	899 135	580 197	599 985	417 673	164 538	54 404	49 437	50 535	2 815 904
2012-13	935 149	631 308	637 757	445 700	170 216	55 323	53 151	63 185	2 991 789
Australian, State and Territory government recurrent expenditure									
2003-04	2 050 393	1 434 053	1 151 673	616 943	425 254	120 045	124 761	75 386	5 998 508
2004-05	2 268 480	1 569 675	1 293 243	669 986	485 429	134 327	128 894	71 183	6 621 218
2005-06	2 317 380	1 637 546	1 459 791	713 953	500 219	141 183	138 183	85 556	6 993 810
2006-07	2 455 407	1 721 932	1 462 670	749 300	540 227	149 680	144 616	91 021	7 314 853
2007-08	2 533 683	1 830 312	1 537 373	808 715	566 351	159 683	149 837	81 497	7 667 451
2008-09	2 620 331	1 925 732	1 642 573	883 505	593 662	166 749	153 508	100 971	8 087 031
2009-10	2 830 716	2 155 741	1 814 214	973 638	652 822	185 088	171 350	111 099	8 894 668
2010-11	3 061 490	2 367 033	2 043 378	1 107 241	727 330	202 396	182 708	147 593	9 839 170
2011-12	3 283 150	2 576 758	2 167 976	1 204 481	790 395	213 736	195 321	135 093	10 566 910
2012-13	3 456 136	2 704 398	2 287 870	1 264 479	809 613	218 776	196 633	150 358	11 088 263
All schools									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (d), (e), (f), (g)									
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
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

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>
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
2012-13	4 002 337	3 083 672	2 565 036	1 264 907	981 134	286 882	206 372	201 212	12 591 552
State and territory government recurrent expenditure (including UCC for government schools)									
2003-04	7 670 311	4 853 891	4 251 318	2 401 228	1 673 202	591 118	431 152	404 605	22 276 826
2004-05	8 081 640	5 044 510	4 682 264	2 767 208	1 754 458	623 416	444 495	431 639	23 829 629
2005-06	8 300 098	5 401 187	5 057 819	2 846 448	1 845 887	672 752	472 169	462 676	25 059 036
2006-07	8 639 503	5 592 919	5 524 795	3 226 747	1 913 920	693 923	489 501	484 165	26 565 474
2007-08	9 053 096	5 978 105	5 916 507	3 671 220	2 014 583	714 191	561 074	499 679	28 408 456
2008-09	9 440 500	6 318 713	6 215 366	3 882 265	1 998 752	736 160	587 744	536 352	29 715 852
2009-10	10 063 297	6 678 929	6 726 404	4 137 609	2 174 235	783 151	616 909	537 330	31 717 864
2010-11	10 291 930	6 942 667	7 092 067	4 365 450	2 442 448	830 094	679 067	616 334	33 260 059
2011-12	11 122 538	7 056 863	7 386 747	4 485 884	2 530 785	848 076	715 627	623 603	34 770 122
2012-13	11 035 389	7 211 200	7 571 841	4 713 246	2 533 142	857 701	748 562	678 433	35 349 513
Australian, State and Territory government recurrent expenditure (including UCC for government schools)									
2003-04	9 783 436	6 446 438	5 434 346	3 029 070	2 150 441	733 166	550 831	503 146	28 630 875
2004-05	10 381 228	6 789 414	6 013 012	3 436 522	2 296 367	781 789	568 019	511 953	30 778 304
2005-06	10 674 886	7 206 526	6 480 990	3 593 438	2 400 481	837 574	602 409	568 156	32 364 460
2006-07	11 149 497	7 480 654	7 032 303	3 988 879	2 509 555	864 778	627 975	584 868	34 238 509
2007-08	11 618 726	7 972 255	7 518 183	4 467 896	2 635 710	895 466	701 314	615 721	36 425 272
2008-09	12 382 144	8 581 606	8 051 158	4 833 473	2 715 713	947 660	749 510	682 026	38 943 290
2009-10	13 273 409	9 162 668	8 710 219	5 154 613	2 957 704	1 019 961	790 873	719 609	41 789 056
2010-11	13 808 642	9 632 426	9 320 378	5 468 940	3 312 662	1 087 712	869 327	809 711	44 309 800
2011-12	15 022 365	10 081 034	9 871 955	5 724 481	3 503 158	1 138 734	925 887	832 195	47 099 808
2012-13	15 037 726	10 294 872	10 136 877	5 978 153	3 514 276	1 144 583	954 934	879 645	47 941 065

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); Education Council National Schools Statistics Collection (NSSC) (unpublished); State and Territory governments (unpublished).								

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2012-13 (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>
Government schools										
Recurrent expenditure										
National Schools SPP (c)	\$'000	1 291 406	921 219	816 848	405 778	289 833	101 924	59 577	58 406	3 944 991
National Partnership payments										
More support for students with disabilities	\$'000	19 181	14 894	13 185	6 168	4 795	1 566	1 079	790	61 658
Rewards for great teachers	\$'000	2 599	–	–	879	595	203	143	139	4 558
Improving literacy and numeracy	\$'000	39 272	19 585	32 472	15 204	9 905	3 752	1 171	3 659	125 020
Smarter Schools National Partnership (d)										
<i>Improving teacher quality</i>	\$'000	3 731	2 821	1 209	536	832	307	192	182	9 810
<i>Low SES school communities</i>	\$'000	125 161	52 063	51 209	17 563	35 777	15 677	728	13 094	311 272
Stronger Futures in the Northern Territory										
<i>Quality teaching</i>	\$'000	–	–	–	–	–	–	–	12 550	12 550
<i>Additional teachers</i>	\$'000	–	–	–	–	–	–	–	23 450	23 450
<i>Expansion of school enrolment and attendance measure</i>	\$'000	–	–	–	–	–	–	–	1 769	1 769
Total recurrent	\$'000	1 481 350	1 010 582	914 923	446 128	341 737	123 429	62 890	114 039	4 495 078
Capital expenditure (e)										
National Partnership payments										
Digital education revolution (e)	\$'000	40 246	29 562	27 171	12 731	9 364	3 394	2 189	1 344	126 001
Trade Training centres in schools	\$'000	31 844	25 171	24 967	23 266	11 635	3 896	7 551	1 683	130 013
Total capital	\$'000	72 090	54 733	52 138	35 997	20 999	7 290	9 740	3 027	256 014
Total recurrent and capital	\$'000	1 553 440	1 065 315	967 061	482 125	362 736	130 719	72 630	117 066	4 751 092
Non-government schools										
Recurrent expenditure										

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2012-13 (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>
National Schools SPP (c)	\$'000	2 483 088	2 042 866	1 632 174	804 949	631 600	160 888	142 459	82 335	7 980 359
National Partnership payments										
More support for students with disabilities	\$'000	6 038	4 257	3 187	1 915	1 012	280	280	96	17 065
Rewards for great teachers	\$'000	538	1 780	325	183	132	34	34	20	3 046
Improving literacy and numeracy	\$'000	10 656	7 773	7 884	4 507	3 220	801	581	756	36 178
Smarter Schools National Partnership (d)										
<i>Improving teacher quality</i>	\$'000	1 965	1 729	2 394	1 326	471	122	128	55	8 190
<i>Low SES school communities</i>	\$'000	18 702	14 685	4 149	5 899	2 962	1 328	–	3 911	51 636
Total recurrent	\$'000	2 520 987	2 073 090	1 650 113	818 779	639 397	163 453	143 482	87 173	8 096 474
Capital expenditure (e)										
National Partnership payments										
Digital Education Revolution (e)	\$'000	23 195	17 967	15 324	8 150	5 720	1 448	1 614	580	73 998
Trade Training Centres in Schools	\$'000	16 784	14 461	11 651	2 330	4 068	1 017	1 546	30	51 887
Total capital	\$'000	39 979	32 428	26 975	10 480	9 788	2 465	3 160	610	125 885
Total recurrent and capital	\$'000	2 560 966	2 105 518	1 677 088	829 259	649 185	165 918	146 642	87 783	8 222 359
All schools										
Total recurrent (f)	\$'000	4 002 337	3 083 672	2 565 036	1 264 907	981 134	286 882	206 372	201 212	12 591 552
Total recurrent and capital	\$'000	4 114 406	3 170 833	2 644 149	1 311 384	1 011 921	296 637	219 272	204 849	12 973 451

(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 tables 4A.7 and 4A.8) are regarded as being expended in the year of allocation.

Table 4A.9 **Australian Government specific purpose payments for schools, 2012-13 (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>
(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 2012-13 has been provided by state and territory governments.									
(e)	Some National Partnership payments allocated as 'capital' may include a component of funding used for recurrent purposes. Funding for the National Partnership '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, 2012-13 (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>	7 531 842	4 849 063	4 949 341	2 896 073	1 768 951	578 494	442 821	421 662	23 438 247
Total expenditure	11 581 590	7 590 474	7 849 007	4 713 674	2 704 663	925 807	758 301	729 287	36 852 802
In-school primary									
Teachers	3 387 689	2 111 782	2 190 064	1 327 515	771 279	246 793	176 413	180 189	10 391 723
Other staff (f)	626 137	403 382	645 963	408 940	215 345	62 358	42 341	44 949	2 449 415
<i>Total employee related expenditure</i>	4 013 826	2 515 164	2 836 027	1 736 455	986 624	309 151	218 754	225 138	12 841 139
Other operating expenses (g)	973 749	591 717	513 443	354 338	268 239	89 892	39 829	101 181	2 932 388
User cost of capital (h)	940 378	649 463	787 407	518 001	193 825	49 266	76 006	46 596	3 260 943
Depreciation	271 756	134 871	235 031	127 077	53 273	18 255	32 940	18 135	891 338
Total	6 199 709	3 891 215	4 371 908	2 735 871	1 501 962	466 564	367 530	391 051	19 925 809
In-school secondary									
Teachers	2 766 541	1 836 005	1 490 333	779 862	505 593	197 535	165 440	127 458	7 868 767
Other staff (f)	450 939	362 898	352 406	228 540	136 563	51 203	40 049	33 150	1 655 749
<i>Total employee related expenditure</i>	3 217 480	2 198 903	1 842 739	1 008 402	642 156	248 738	205 489	160 609	9 524 516
Other operating expenses (g)	831 628	594 393	427 645	292 810	206 723	113 598	36 227	76 833	2 579 858
User cost of capital (h)	726 169	476 525	465 169	390 888	98 709	47 057	71 897	28 390	2 304 802
Depreciation	245 047	132 028	184 889	78 459	38 696	19 706	31 159	11 441	741 425
Total	5 020 323	3 401 849	2 920 442	1 770 559	986 284	429 099	344 772	277 273	15 150 601
Out of school									
Teachers	–	–	–	–	–	–	–	–	–
Other staff (f)	300 536	134 996	270 575	151 216	140 171	20 605	18 578	35 915	1 072 592
<i>Total employee related expenditure</i>	300 536	134 996	270 575	151 216	140 171	20 605	18 578	35 915	1 072 592
Other operating expenses (g)	45 831	133 069	278 906	52 934	70 105	6 941	23 479	25 036	636 301
User cost of capital (h)	10 564	8 921	2 814	2 370	5 211	1 301	2 751	–	33 932

Table 4A.10 **Australian, State and Territory government recurrent expenditure on government schools, 2012-13 (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	4 626	20 424	4 362	724	930	1 297	1 192	13	33 567
Total	361 557	297 410	556 657	207 244	216 417	30 144	46 000	60 963	1 776 393

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 2012-13.

– Nil or rounded to zero.

Source: Education Council NSSC (unpublished).

TABLE 4A.11

Table 4A.11 **Comparability of government expenditure on government schools — items included, 2012-13**

	<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 (2012-13 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									
2003-04	1 232	1 171	1 222	1 204	1 218	1 222	1 120	2 434	1 225
2004-05	1 231	1 205	1 250	1 145	1 244	1 270	1 154	1 729	1 227
2005-06	1 273	1 168	1 251	1 335	1 224	1 237	1 123	2 270	1 256
2006-07	1 286	1 185	1 231	1 274	1 279	1 232	1 159	2 368	1 259
2007-08	1 269	1 211	1 260	1 225	1 294	1 264	1 128	2 498	1 264
2008-09	1 692	1 672	1 587	1 656	1 748	1 715	1 717	2 907	1 682
2009-10	1 748	1 617	1 529	1 624	1 797	1 842	1 598	3 901	1 689
2010-11	1 814	1 654	1 653	1 660	1 868	1 918	1 651	3 924	1 757
2011-12	2 063	1 921	1 879	1 903	2 119	2 298	1 863	4 301	2 008
2012-13	1 970	1 836	1 811	1 786	2 046	2 162	1 747	3 873	1 915
State and territory government recurrent expenditure (including UCC) per FTE student									
2003-04	12 982	11 655	11 911	13 183	12 737	12 297	15 040	17 984	12 534
2004-05	13 050	11 492	12 431	14 607	12 834	12 418	14 969	18 237	12 777
2005-06	12 826	11 772	12 553	14 305	12 980	12 965	15 333	18 538	12 798
2006-07	12 861	11 710	13 066	15 637	12 924	13 010	15 520	18 054	13 029
2007-08	12 994	12 031	13 122	17 124	13 125	13 048	17 461	18 621	13 364
2008-09	13 074	12 116	13 149	17 247	12 536	13 049	17 700	19 432	13 400
2009-10	13 570	12 484	13 816	17 741	13 289	13 614	17 928	18 969	13 908
2010-11	13 096	12 225	13 676	17 433	14 216	13 705	18 856	19 530	13 724
2011-12	13 911	12 105	13 900	17 133	14 470	13 888	19 281	19 873	14 016
2012-13	13 435	11 952	13 727	17 089	14 145	14 053	19 318	20 896	13 788
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2003-04									
In-school primary	12 188	10 741	11 486	11 985	11 871	11 470	13 422	15 643	11 713

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2012-13 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	15 843	14 364	14 362	16 082	15 093	14 257	17 136	21 497	15 203
Out-of-school	532	595	611	970	938	867	1 081	2 983	687
Total primary	12 721	11 336	12 096	12 955	12 809	12 337	14 503	18 626	12 400
Total secondary	16 376	14 959	14 972	17 052	16 030	15 125	18 217	24 479	15 890
Total	14 214	12 826	13 133	14 386	13 955	13 518	16 160	20 419	13 759
2004-05									
In-school primary	12 428	10 728	12 189	13 239	11 911	11 398	13 677	15 428	12 071
In-school secondary	15 673	14 229	14 651	17 734	15 183	14 398	16 816	20 807	15 308
Out-of-school	522	521	598	948	998	1 017	1 036	2 859	667
Total primary	12 950	11 249	12 787	14 188	12 909	12 415	14 713	18 287	12 738
Total secondary	16 194	14 750	15 249	18 683	16 181	15 415	17 852	23 665	15 975
Total	14 281	12 696	13 681	15 752	14 079	13 689	16 123	19 966	14 004
2005-06									
In-school primary	12 211	10 958	12 261	13 355	12 167	11 887	13 629	16 083	12 124
In-school secondary	15 496	14 162	14 500	17 165	15 021	14 846	17 868	22 380	15 185
Out-of-school	533	648	723	954	1 012	1 049	911	2 757	725
Total primary	12 744	11 606	12 984	14 310	13 179	12 936	14 540	18 840	12 850
Total secondary	16 029	14 810	15 223	18 119	16 033	15 895	18 780	25 137	15 911
Total	14 098	12 940	13 804	15 640	14 203	14 201	16 457	20 808	14 054
2006-07									
In-school primary	12 302	10 921	12 696	14 668	12 399	12 105	14 675	16 388	12 428
In-school secondary	15 535	13 929	14 811	18 504	14 761	14 764	17 388	22 512	15 288
Out-of-school	505	715	836	905	951	991	772	2 155	735
Total primary	12 807	11 635	13 531	15 573	13 350	13 096	15 447	18 543	13 162
Total secondary	16 040	14 644	15 647	19 409	15 712	15 755	18 160	24 667	16 023

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2012-13 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	14 147	12 895	14 297	16 911	14 203	14 242	16 679	20 422	14 289
2007-08									
In-school primary	12 410	11 143	12 682	15 637	12 434	12 384	16 460	16 943	12 657
In-school secondary	15 684	14 495	15 253	20 777	15 083	14 826	19 249	23 198	15 838
Out-of-school	493	692	783	924	1 023	868	860	2 076	719
Total primary	12 903	11 835	13 465	16 561	13 457	13 252	17 320	19 019	13 376
Total secondary	16 177	15 187	16 035	21 701	16 106	15 695	20 109	25 274	16 557
Total	14 263	13 243	14 382	18 349	14 420	14 312	18 590	21 119	14 628
2008-09									
In-school primary	12 907	11 690	13 066	15 676	12 352	12 828	16 950	18 039	13 051
In-school secondary	16 140	14 978	15 407	22 231	14 750	15 634	20 093	23 674	16 305
Out-of-school	515	717	829	942	1 050	712	1 044	2 231	747
Total primary	13 423	12 406	13 896	16 618	13 403	13 540	17 994	20 269	13 798
Total secondary	16 656	15 694	16 237	23 173	15 800	16 346	21 137	25 904	17 052
Total	14 766	13 788	14 736	18 903	14 284	14 764	19 417	22 339	15 082
2009-10									
In-school primary	13 601	11 967	13 551	15 973	13 240	13 807	16 945	18 818	13 581
In-school secondary	16 416	15 319	16 182	22 995	15 227	16 185	20 047	23 189	16 718
Out-of-school	545	725	846	1 052	1 104	599	1 182	2 458	779
Total primary	14 145	12 692	14 397	17 025	14 344	14 406	18 127	21 277	14 360
Total secondary	16 961	16 044	17 028	24 047	16 331	16 784	21 229	25 647	17 496
Total	15 318	14 101	15 344	19 365	15 086	15 456	19 527	22 870	15 596
2010-11									
In-school primary	13 451	11 785	13 390	16 079	14 469	13 871	18 014	19 384	13 592
In-school secondary	15 859	15 096	16 406	22 374	15 814	16 494	20 686	24 096	16 508

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2012-13 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	456	709	858	1 029	1 111	582	1 284	2 354	747
Total primary	13 907	12 494	14 248	17 108	15 580	14 453	19 299	21 738	14 339
Total secondary	16 315	15 806	17 264	23 402	16 926	17 077	21 970	26 449	17 255
Total	14 910	13 879	15 328	19 092	16 085	15 623	20 498	23 454	15 482
2011-12									
In-school primary	14 353	11 954	13 508	15 826	14 735	14 456	18 189	20 312	13 957
In-school secondary	17 021	15 276	17 063	23 083	16 390	17 044	21 946	25 321	17 241
Out-of-school	517	697	1 010	949	1 239	572	1 283	2 046	794
Total primary	14 870	12 651	14 518	16 775	15 974	15 028	19 472	22 358	14 751
Total secondary	17 539	15 975	18 072	24 033	17 629	17 616	23 229	27 367	18 035
Total	15 974	14 025	15 778	19 036	16 588	16 186	21 136	24 175	16 024
2012-13									
In-school primary	13 943	11 928	13 341	15 848	14 229	14 654	18 123	20 777	13 763
In-school secondary	16 346	15 166	16 459	22 966	16 039	16 989	21 934	26 104	16 852
Out-of-school	481	540	1 102	830	1 296	528	1 278	2 071	757
Total primary	14 424	12 468	14 443	16 678	15 525	15 182	19 401	22 847	14 520
Total secondary	16 827	15 706	17 561	23 796	17 335	17 517	23 212	28 175	17 608
Total	15 405	13 787	15 538	18 875	16 191	16 215	21 065	24 769	15 703

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

(b) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details

Source: Tables 4A.6-7; Education Council 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									
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
2012-13	1 970	1 836	1 811	1 786	2 046	2 162	1 747	3 873	1 915
State and territory government recurrent expenditure (including UCC) per FTE student									
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
2012-13	13 435	11 952	13 727	17 089	14 145	14 053	19 318	20 896	13 788
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2003-04									
In-school primary	8 860	7 809	8 350	8 713	8 630	8 338	9 758	11 372	8 515

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	11 518	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
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

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	11 756	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
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

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	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
2012-13									
In-school primary	13 943	11 928	13 341	15 848	14 229	14 654	18 123	20 777	13 763
In-school secondary	16 346	15 166	16 459	22 966	16 039	16 989	21 934	26 104	16 852
Out-of-school	481	540	1 102	830	1 296	528	1 278	2 071	757
Total primary	14 424	12 468	14 443	16 678	15 525	15 182	19 401	22 847	14 520
Total secondary	16 827	15 706	17 561	23 796	17 335	17 517	23 212	28 175	17 608
Total	15 405	13 787	15 538	18 875	16 191	16 215	21 065	24 769	15 703

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

Source: Tables 4A.6 and 4A.8; Education Council NSSC (unpublished).

TABLE 4A.14

Table 4A.14 **Australian, State and Territory government recurrent expenditure per student on government schools, 2012-13**
(\$ 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>	10 019	8 808	9 798	11 597	10 590	10 132	12 301	14 321	9 987
Total expenditure	15 405	13 787	15 538	18 875	16 191	16 215	21 065	24 769	15 703
In-school primary									
Teachers (f)	7 619	6 473	6 683	7 690	7 307	7 751	8 699	9 574	7 178
Other staff (f), (g)	1 408	1 236	1 971	2 369	2 040	1 959	2 088	2 388	1 692
<i>Total employee related expenditure</i>	9 027	7 710	8 654	10 059	9 347	9 710	10 787	11 962	8 870
Other operating expenses (h)	2 190	1 814	1 567	2 053	2 541	2 823	1 964	5 376	2 026
User cost of capital (i)	2 115	1 991	2 403	3 001	1 836	1 547	3 748	2 476	2 252
Depreciation	611	413	717	736	505	573	1 624	964	616
Total	13 943	11 928	13 341	15 848	14 229	14 654	18 123	20 777	13 763
In-school secondary									
Teachers	9 008	8 185	8 399	10 116	8 222	7 821	10 525	12 000	8 752
Other staff (f), (g)	1 468	1 618	1 986	2 964	2 221	2 027	2 548	3 121	1 842
<i>Total employee related expenditure</i>	10 476	9 803	10 386	13 080	10 443	9 848	13 073	15 121	10 594
Other operating expenses (h)	2 708	2 650	2 410	3 798	3 362	4 498	2 305	7 234	2 869
User cost of capital (i)	2 364	2 124	2 622	5 070	1 605	1 863	4 574	2 673	2 564
Depreciation	798	589	1 042	1 018	629	780	1 982	1 077	825
Total	16 346	15 166	16 459	22 966	16 039	16 989	21 934	26 104	16 852
Out of school									
Teachers	–	–	–	–	–	–	–	–	–
Other staff (f), (g)	400	245	536	606	839	361	516	1 220	457
<i>Total employee related expenditure</i>	400	245	536	606	839	361	516	1 220	457
Other operating expenses (h)	61	242	552	212	420	122	652	850	271
User cost of capital (i)	14	16	6	9	31	23	76	–	14

Table 4A.14 **Australian, State and Territory government recurrent expenditure per student on government schools, 2012-13**
(\$ 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	6	37	9	3	6	23	33	–	14
Total	481	540	1 102	830	1 296	528	1 278	2 071	757

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 2012-13.
- Nil or rounded to zero.

Source: Education Council 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 (2012-13 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									
2003-04	5 507	5 474	5 754	5 561	5 472	5 565	5 200	7 574	5 555
2004-05	5 734	5 680	6 091	5 663	5 951	5 914	4 980	6 288	5 784
2005-06	5 493	5 581	6 062	5 634	5 701	5 869	5 037	7 367	5 661
2006-07	5 580	5 521	5 862	5 472	5 776	5 777	5 112	5 661	5 616
2007-08	5 453	5 510	5 594	5 461	5 684	5 817	4 935	6 350	5 517
2008-09	5 416	5 308	5 542	5 581	5 639	5 753	4 783	7 834	5 460
2009-10	5 808	5 890	5 949	5 845	6 020	6 341	5 200	8 399	5 896
2010-11	5 979	5 993	6 161	5 928	6 353	6 505	5 345	8 316	6 058
2011-12	6 253	6 356	6 449	6 223	6 801	6 835	5 616	8 275	6 372
2012-13	6 386	6 379	6 542	6 268	6 776	6 869	5 364	8 086	6 434
State and territory government recurrent expenditure per FTE student									
2003-04	2 318	1 443	2 692	2 492	1 652	2 146	1 997	4 434	2 124
2004-05	2 395	1 455	2 665	2 440	1 614	2 168	1 990	4 333	2 142
2005-06	2 364	1 434	3 079	2 392	1 595	2 085	2 025	4 564	2 197
2006-07	2 387	1 477	2 479	2 443	1 683	2 157	1 936	6 201	2 135
2007-08	2 409	1 531	2 385	2 534	1 710	2 171	1 990	3 439	2 131
2008-09	2 369	1 715	2 404	2 567	1 681	2 189	1 950	3 456	2 171
2009-10	2 338	1 666	2 373	2 695	1 703	2 206	2 029	3 490	2 160
2010-11	2 308	1 785	2 559	3 133	1 755	2 336	1 889	6 542	2 294
2011-12	2 358	1 847	2 468	3 304	1 788	2 334	1 903	4 945	2 315
2012-13	2 369	1 943	2 528	3 412	1 804	2 325	1 987	5 861	2 378
Australian, State and Territory government recurrent expenditure per FTE student									
2003-04	7 826	6 917	8 446	8 053	7 124	7 711	7 198	12 008	7 679
2004-05	8 129	7 135	8 756	8 103	7 565	8 083	6 970	10 621	7 926

TABLE 4A.15

Table 4A.15 **Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2012-13 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>
2005-06	7 857	7 015	9 142	8 026	7 296	7 954	7 062	11 932	7 858
2006-07	7 967	6 998	8 342	7 915	7 459	7 934	7 047	11 862	7 751
2007-08	7 862	7 041	7 979	7 995	7 394	7 988	6 925	9 789	7 648
2008-09	7 784	7 023	7 946	8 148	7 320	7 942	6 733	11 290	7 631
2009-10	8 146	7 556	8 322	8 540	7 723	8 547	7 229	11 889	8 056
2010-11	8 287	7 778	8 720	9 061	8 108	8 841	7 234	14 858	8 352
2011-12	8 611	8 203	8 917	9 527	8 589	9 168	7 519	13 220	8 686
2012-13	8 754	8 322	9 070	9 680	8 580	9 194	7 352	13 947	8 812

(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 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) 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									
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
2012-13	6 386	6 379	6 542	6 268	6 776	6 869	5 364	8 086	6 434
State and territory government recurrent expenditure per FTE student									
2003-04	1 686	1 049	1 957	1 812	1 201	1 560	1 452	3 224	1 544
2004-05	1 829	1 112	2 036	1 864	1 233	1 657	1 520	3 310	1 636
2005-06	1 891	1 147	2 463	1 914	1 276	1 668	1 620	3 651	1 757
2006-07	1 984	1 227	2 060	2 030	1 398	1 793	1 609	5 153	1 774
2007-08	2 081	1 323	2 061	2 190	1 478	1 876	1 720	2 972	1 841
2008-09	2 127	1 540	2 159	2 305	1 510	1 966	1 751	3 104	1 949
2009-10	2 156	1 536	2 188	2 485	1 570	2 034	1 871	3 218	1 992
2010-11	2 236	1 730	2 480	3 036	1 701	2 264	1 830	6 339	2 222
2011-12	2 320	1 817	2 428	3 251	1 759	2 296	1 873	4 866	2 278
2012-13	2 369	1 943	2 528	3 412	1 804	2 325	1 987	5 861	2 378
Australian, State and Territory government recurrent expenditure per FTE student									
2003-04	5 689	5 029	6 140	5 854	5 179	5 606	5 233	8 730	5 583
2004-05	6 210	5 451	6 689	6 191	5 780	6 175	5 325	8 114	6 055

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>
2005-06	6 285	5 612	7 313	6 421	5 837	6 363	5 650	9 545	6 286
2006-07	6 621	5 815	6 932	6 577	6 199	6 593	5 856	9 857	6 441
2007-08	6 793	6 084	6 894	6 908	6 388	6 902	5 984	8 458	6 608
2008-09	6 990	6 307	7 136	7 317	6 573	7 132	6 046	10 139	6 852
2009-10	7 510	6 967	7 673	7 874	7 121	7 880	6 665	10 962	7 428
2010-11	8 030	7 537	8 450	8 780	7 856	8 567	7 009	14 397	8 093
2011-12	8 473	8 072	8 774	9 375	8 451	9 021	7 398	13 008	8 547
2012-13	8 754	8 322	9 070	9 680	8 580	9 194	7 352	13 947	8 812

(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 (2012-13 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									
2003-04	2 622	2 663	2 558	2 570	2 603	2 332	2 739	3 619	2 619
2004-05	2 715	2 765	2 701	2 591	2 811	2 478	2 701	2 791	2 714
2005-06	2 675	2 720	2 719	2 736	2 741	2 468	2 726	3 474	2 710
2006-07	2 720	2 725	2 669	2 663	2 822	2 473	2 797	3 161	2 713
2007-08	2 675	2 755	2 632	2 650	2 822	2 539	2 734	3 451	2 701
2008-09	2 948	2 990	2 861	2 997	3 122	2 862	3 024	4 168	2 971
2009-10	3 119	3 175	2 972	3 083	3 301	3 129	3 138	5 070	3 134
2010-11	3 226	3 249	3 143	3 147	3 475	3 238	3 239	5 067	3 246
2011-12	3 494	3 561	3 398	3 404	3 805	3 612	3 474	5 341	3 527
2012-13	3 491	3 522	3 387	3 326	3 753	3 546	3 289	5 002	3 493
State and territory government recurrent expenditure (including UCC for government schools) per FTE student									
2003-04	9 516	8 115	9 193	9 830	9 128	9 703	9 866	14 860	9 182
2004-05	9 540	7 993	9 503	10 712	9 100	9 753	9 720	14 999	9 307
2005-06	9 350	8 137	9 663	10 424	9 122	10 073	9 883	15 238	9 297
2006-07	9 363	8 075	9 780	11 273	9 067	10 046	9 889	15 199	9 394
2007-08	9 438	8 260	9 723	12 214	9 153	10 003	10 937	14 862	9 570
2008-09	9 462	8 348	9 687	12 232	8 703	9 963	10 987	15 344	9 568
2009-10	9 778	8 538	10 078	12 541	9 162	10 349	11 129	14 946	9 871
2010-11	9 440	8 387	10 002	12 449	9 753	10 434	11 560	16 150	9 769
2011-12	9 964	8 310	10 099	12 328	9 903	10 540	11 823	15 967	9 945
2012-13	9 625	8 237	9 997	12 392	9 690	10 603	11 930	16 866	9 805
Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2003-04	12 137	10 778	11 751	12 400	11 731	12 034	12 605	18 479	11 801
2004-05	12 254	10 758	12 204	13 303	11 911	12 231	12 421	17 790	12 020

TABLE 4A.17

Table 4A.17 **Real Australian, State and Territory government recurrent expenditure per student, all schools (2012-13 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>
2005-06	12 025	10 857	12 381	13 160	11 863	12 541	12 609	18 712	12 008
2006-07	12 083	10 800	12 449	13 935	11 889	12 519	12 686	18 360	12 107
2007-08	12 113	11 015	12 355	14 864	11 975	12 542	13 670	18 314	12 271
2008-09	12 410	11 337	12 548	15 229	11 825	12 826	14 011	19 512	12 539
2009-10	12 896	11 714	13 051	15 624	12 463	13 479	14 267	20 016	13 006
2010-11	12 666	11 636	13 145	15 596	13 227	13 672	14 799	21 217	13 015
2011-12	13 458	11 871	13 497	15 732	13 708	14 153	15 296	21 308	13 471
2012-13	13 115	11 759	13 384	15 717	13 444	14 149	15 219	21 869	13 298

- (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 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) 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									
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
2012-13	3 491	3 522	3 387	3 326	3 753	3 546	3 289	5 002	3 493
State and territory government recurrent expenditure (including UCC for government schools) per FTE student									
2003-04	6 918	5 900	6 683	7 146	6 636	7 054	7 173	10 803	6 675
2004-05	7 288	6 107	7 261	8 184	6 953	7 452	7 426	11 459	7 110
2005-06	7 480	6 510	7 730	8 339	7 298	8 058	7 906	12 190	7 438
2006-07	7 781	6 710	8 127	9 368	7 535	8 348	8 218	12 630	7 806
2007-08	8 154	7 137	8 400	10 553	7 908	8 642	9 449	12 841	8 269
2008-09	8 497	7 496	8 699	10 984	7 815	8 947	9 867	13 779	8 592
2009-10	9 015	7 872	9 292	11 563	8 447	9 542	10 261	13 780	9 101
2010-11	9 148	8 127	9 692	12 063	9 450	10 110	11 202	15 649	9 466
2011-12	9 805	8 177	9 938	12 131	9 745	10 372	11 633	15 712	9 786
2012-13	9 625	8 237	9 997	12 392	9 690	10 603	11 930	16 866	9 805
Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2003-04	8 824	7 836	8 543	9 015	8 528	8 749	9 164	13 434	8 580
2004-05	9 362	8 219	9 324	10 164	9 100	9 345	9 490	13 591	9 184

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>
2005-06	9 620	8 685	9 905	10 528	9 490	10 033	10 087	14 970	9 606
2006-07	10 041	8 975	10 345	11 580	9 880	10 404	10 542	15 257	10 061
2007-08	10 465	9 517	10 674	12 843	10 346	10 836	11 811	15 823	10 602
2008-09	11 144	10 181	11 268	13 676	10 619	11 518	12 582	17 522	11 260
2009-10	11 891	10 800	12 033	14 405	11 491	12 428	13 155	18 455	11 991
2010-11	12 273	11 276	12 737	15 113	12 817	13 248	14 340	20 559	12 611
2011-12	13 243	11 681	13 281	15 480	13 489	13 926	15 051	20 967	13 256
2012-13	13 115	11 759	13 384	15 717	13 444	14 149	15 219	21 869	13 298

- (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>
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	3 996 139	5 075 204	2 975 982	1 059 450	670 685	463 204	527 135	21 895 808
User cost of capital (f)	1 018 608	684 611	592 700	305 449	135 941	57 662	43 029	45 163	2 883 163
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	41 089 934
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	3 287 195
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
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

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	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
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

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)	5 812 149	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	85 757 620
Less accumulated depreciation	10 339 693	937 456	5 174 225	98 979	3 298 593	23 568	36 470	585 241	20 494 226
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	65 044 048
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	1 307 100
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	95 563 608
Less accumulated depreciation	13 638 891	1 144 628	5 452 555	113 046	3 307 367	76 328	90 146	606 636	24 429 597
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
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
2012-13									
Total assets (gross)	34 142 828	14 790 898	21 860 034	11 532 214	7 056 479	1 335 889	2 029 188	1 569 677	94 317 208
Less accumulated depreciation	12 860 447	604 540	5 961 871	141 475	3 334 661	115 586	146 016	632 356	23 796 951
Total assets (WDV) (d)	20 963 884	14 186 358	15 692 369	11 390 739	3 721 818	1 220 303	1 883 172	937 321	69 995 966
Land (e)	6 881 491	7 148 760	4 642 120	3 169 878	1 221 004	320 594	264 258	71 366	23 719 471
Buildings, equipment and other (e)	14 082 393	7 037 598	11 050 249	8 220 861	2 500 815	899 709	1 618 914	865 955	46 276 494

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)	1 677 111	1 134 909	1 255 390	911 259	297 745	97 624	150 654	74 986	5 599 677
Annual depreciation (g)	521 429	287 323	424 282	206 260	92 898	39 258	65 292	29 576	1 666 318

- (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 and Queensland 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 since 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 Education Council treatment.

Source: Education Council 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>									
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	1 456
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
2012-13	2 231	2 061	2 485	3 649	1 782	1 710	4 185	2 547	2 386

(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.19.

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	Fair value	Fair value/ historic cost	Cost	Depreciated Replacement Cost; Historical Cost less Accumulated Depreciation for Leasehold Improvements, IT, FF&E.	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	5 years	na	As required	3 years	na	..	na
Year of most recent revaluation (e)		2013	2012-13	2009-10	2011-12	Land 30 June 2013; Buildings and paved areas 30 June 2011; Swimming Pools and Buses 30	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	10-170 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

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>	
IT equipment	3-15 years	3-10 years	5 years	4 years	3-20 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	3-20 years	3-30 years	5-10 years	4-10 years	
Other equipment (h)	3-30 years	3-10 years	5-10 years	5 years	3-20 years	3-30 years	na	na	
Threshold									
capitalisation	Buildings	5 000	5 000	10 000	5 000	5 000	150 000	2 000	10 000
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 asset 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 and other improvements on 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, 2013 (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	15.3	15.8	15.8	14.9	14.6	13.1	12.1	15.4
Secondary schools	12.3	12.2	12.6	12.0	13.2	13.2	11.9	11.0	12.4
All schools	14.0	13.9	14.5	14.4	14.2	14.0	12.6	11.7	14.1
Non-teaching school staff (c), (d)									
Primary schools	45.6	42.7	34.7	24.7	33.2	32.1	41.2	21.8	36.8
Secondary schools	44.3	32.6	33.3	22.5	31.3	29.6	34.0	25.2	34.2
All schools	45.1	38.0	34.2	24.0	32.5	31.0	37.7	22.9	35.8
All school staff (e)									
Primary schools	11.5	11.3	10.8	9.7	10.3	10.1	9.9	7.9	10.9
Secondary schools	9.6	8.9	9.1	7.9	9.3	9.1	8.8	7.7	9.1
All schools	10.7	10.2	10.2	9.0	9.9	9.6	9.4	7.7	10.1
Non-government schools									
Teaching staff (b)									
Primary schools	16.4	14.6	17.4	16.9	15.8	15.9	16.9	15.5	16.1
Secondary schools	11.8	11.1	12.2	10.7	11.6	11.5	12.6	10.9	11.5
All schools	13.7	12.6	14.7	13.6	13.7	13.3	14.4	12.7	13.6
Non-teaching school staff (c), (d)									
Primary schools	46.3	42.4	31.6	27.8	37.6	30.2	58.5	20.6	37.6
Secondary schools	32.2	25.5	22.4	23.0	26.6	24.1	30.5	16.3	26.4
All schools	38.0	31.7	26.8	25.5	32.0	26.7	40.0	18.2	31.2
All school staff (e)									
Primary schools	12.1	10.9	11.2	10.5	11.1	10.4	13.1	8.9	11.3
Secondary schools	8.6	7.7	7.9	7.3	8.1	7.8	8.9	6.5	8.0
All schools	10.1	9.0	9.5	8.9	9.6	8.9	10.6	7.5	9.5
All schools									
Teaching staff (b)									
Primary schools	15.7	15.1	16.2	16.1	15.2	14.9	14.4	12.7	15.6
Secondary schools	12.1	11.7	12.4	11.5	12.5	12.6	12.2	11.0	12.0
All schools	13.9	13.4	14.5	14.1	14.0	13.8	13.3	12.0	13.9
Non-teaching school staff (c), (d)									
Primary schools	45.8	42.6	33.7	25.6	34.5	31.6	46.7	21.6	37.0
Secondary schools	38.6	29.1	28.1	22.7	29.3	27.5	32.3	21.2	30.6
All schools	42.3	35.4	31.3	24.5	32.3	29.6	38.7	21.4	34.0
All school staff (e)									
Primary schools	11.7	11.1	11.0	9.9	10.6	10.1	11.0	8.0	11.0
Secondary schools	9.2	8.3	8.6	7.6	8.7	8.6	8.9	7.2	8.6
All schools	10.5	9.7	9.9	9.0	9.8	9.4	9.9	7.7	9.9

FTE= Full time equivalent.

(a) FTE students and FTE staff.

Table 4A.22 **Students-to-staff ratios, 2013 (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 2014, *Schools Australia 2013*, 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										
	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
	2013	15.5	15.3	15.8	15.8	14.9	14.6	13.1	12.1	15.4
Non-government schools										
	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
	2013	16.4	14.6	17.4	16.9	15.8	15.9	16.9	15.5	16.1
All schools										
	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
	2013	15.7	15.1	16.2	16.1	15.2	14.9	14.4	12.7	15.6
Secondary schools										
Government schools										
	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
	2008	12.4	11.8	12.8	11.7	12.6	13.0	12.1	12.9	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>	
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	
2013	12.3	12.2	12.6	12.0	13.2	13.2	11.9	11.0	12.4	
Non-government schools										
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	
2013	11.8	11.1	12.2	10.7	11.6	11.5	12.6	10.9	11.5	
All schools										
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	
2013	12.1	11.7	12.4	11.5	12.5	12.6	12.2	11.0	12.0	
All schools										
Government schools										
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	
2013	14.0	13.9	14.5	14.4	14.2	14.0	12.6	11.7	14.1	
Non-government schools										
2004	14.1	13.6	14.3	14.5	14.6	14.3	14.9	13.4	14.1	

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>
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
2013	13.7	12.6	14.7	13.6	13.7	13.3	14.4	12.7	13.6
All schools									
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
2013	13.9	13.4	14.5	14.1	14.0	13.8	13.3	12.0	13.9

(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 2014, *Schools Australia 2013*, Cat. no. 4221.0.

TABLE 4A.24

Table 4A.24 **Distribution of school sizes — government schools, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools, by size									
1–35	16.4	13.6	19.8	9.1	10.9	3.1	1.8	30.2	14.8
36–100	14.1	13.8	17.1	10.3	18.2	19.8	9.1	4.8	14.5
101–200	13.7	18.2	9.7	13.0	15.5	21.4	14.5	11.1	14.2
201–400	29.7	28.5	17.3	37.9	33.7	48.1	50.9	41.3	29.1
401–600	16.4	18.3	15.3	20.5	15.5	7.6	23.6	12.7	16.8
601+	9.7	7.5	20.9	9.3	6.3	–	–	–	10.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–100	–	1.7	–	2.1	–	–	–	–	0.6
101–300	8.1	10.9	12.1	11.3	9.1	18.4	5.6	26.7	10.4
301–600	23.2	25.5	22.0	33.0	34.8	36.8	33.3	33.3	26.0
601–800	22.4	9.6	12.6	19.6	16.7	21.1	33.3	20.0	17.2
801–1000	21.1	17.6	17.0	16.5	21.2	18.4	22.2	6.7	18.8
1001+	25.1	34.7	36.3	17.5	18.2	5.3	5.6	13.3	26.9
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 (d)									
1–100	18.2	5.1	25.6	36.7	29.3	12.0	–	62.0	27.9
101–300	48.5	27.8	32.2	32.2	32.0	60.0	–	31.0	34.3
301–600	25.8	27.8	20.0	15.6	17.3	24.0	33.3	7.0	19.4
601–800	1.5	11.5	3.3	6.7	6.8	4.0	11.1	–	5.1
801–1000	1.5	6.3	2.2	4.4	1.3	–	11.1	–	2.8
1001+	4.5	21.5	16.7	4.4	13.3	–	44.4	–	10.5
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) 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.

Source: ABS (unpublished) *Schools Australia 2013*.

TABLE 4A.25

Table 4A.25 **Distribution of school sizes — non-government schools, 2013**
(per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools, by size									
1–35	7.2	5.0	3.0	5.4	1.0	–	4.0	–	5.0
36–100	14.5	12.6	13.9	22.8	11.0	10.7	–	18.2	14.2
101–200	22.3	22.3	16.1	24.2	26.0	53.6	28.0	27.3	22.5
201–400	34.6	43.8	29.6	26.2	42.0	35.7	44.0	54.5	36.5
401–600	16.2	13.5	24.8	17.4	16.0	–	16.0	–	16.4
601+	5.3	2.8	12.6	4.0	4.0	–	8.0	–	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									
1–100	4.1	4.1	6.8	28.6	5.3	–	–	22.2	5.6
101–300	7.6	7.2	15.1	14.3	21.1	–	–	44.4	10.6
301–600	19.3	16.5	27.4	28.6	31.6	20.0	–	22.2	20.8
601–800	17.9	11.3	27.4	–	21.1	20.0	–	11.1	17.5
801–1000	27.6	21.6	15.1	28.6	15.8	40.0	–	–	21.9
1001+	23.4	39.2	8.2	–	5.3	20.0	100.0	–	23.6
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 (d)									
1–100	8.4	4.5	3.8	16.7	1.4	19.4	7.7	29.4	8.3
101–300	13.4	9.7	13.9	10.6	8.2	25.8	7.7	29.4	12.6
301–600	24.4	25.3	16.5	18.2	17.8	19.4	7.7	17.6	20.8
601–800	16.9	13.8	6.9	7.5	24.6	9.6	15.4	5.9	13.1
801–1000	13.0	13.6	15.2	12.9	15.1	16.1	–	5.9	13.5
1001+	23.9	33.1	43.7	34.1	32.9	9.7	61.5	11.8	31.7
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) 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.

Source: ABS (unpublished) *Schools Australia 2013*.

Table 4A.26 **Distribution of school sizes — all schools, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools, by size									
1–35	14.2	11.3	16.4	8.3	8.8	2.5	2.5	25.7	12.5
36–100	14.2	13.5	16.4	13.1	16.7	18.2	6.3	6.8	14.4
101–200	15.7	19.3	11.0	15.5	17.7	27.0	18.8	13.5	16.1
201–400	30.8	32.7	19.7	35.3	35.5	45.9	48.8	43.2	30.8
401–600	16.4	17.0	17.2	19.8	15.6	6.3	21.3	10.8	16.7
601+	8.7	6.3	19.2	8.1	5.8	–	2.5	–	9.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–100	1.2	2.4	2.0	3.8	1.2	–	–	8.3	1.9
101–300	8.0	9.8	12.9	11.5	11.8	16.3	4.3	33.3	10.5
301–600	22.1	22.9	23.5	32.7	34.1	34.9	26.1	29.2	24.7
601–800	21.2	10.1	16.9	18.3	17.6	20.9	26.1	16.7	17.3
801–1000	22.9	18.8	16.5	17.3	20.0	20.9	17.4	4.2	19.6
1001+	24.7	36.0	28.2	16.3	15.3	7.0	26.1	8.3	26.1
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 (d)									
1–100	10.5	4.7	11.7	24.8	15.5	16.1	4.5	55.7	15.8
101–300	21.1	15.9	20.6	19.4	20.3	41.1	4.5	30.7	20.9
301–600	24.7	26.2	17.7	17.1	17.6	21.4	18.2	9.1	20.3
601–800	13.5	12.8	5.6	7.1	15.5	7.1	13.8	1.1	10.0
801–1000	10.5	11.2	10.5	9.5	8.1	8.9	4.5	1.1	9.4
1001+	19.7	29.2	33.9	22.1	23.0	5.4	54.5	2.3	23.6
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) 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.

Source: ABS (unpublished) *Schools Australia 2013*.

TABLE 4A.27

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2009 (August)									
Government schools									
Primary students	430 817	312 144	310 327	152 265	104 106	32 923	18 843	18 173	1 379 598
Secondary students	304 875	224 932	174 288	81 234	58 601	24 581	15 479	10 318	894 308
Total students	735 692	537 076	484 615	233 499	162 707	57 504	34 322	28 491	2 273 906
Primary schools	1 634	1 180	929	510	421	139	55	62	4 930
Secondary schools	370	252	178	99	72	37	17	15	1 040
Combined schools	66	67	91	95	75	26	7	70	497
Special schools	111	76	47	67	20	5	4	5	335
Total schools	2 181	1 575	1 245	771	588	207	83	152	6 802
Non-government schools									
Primary students	187 932	146 258	128 204	64 362	51 830	11 234	12 388	5 056	607 264
Secondary students	187 315	160 735	105 169	57 993	38 891	12 169	13 089	4 942	580 303
Total students	375 247	306 993	233 373	122 355	90 721	23 403	25 477	9 998	1 187 567
Primary schools	499	427	232	154	106	29	26	11	1 484
Secondary schools	155	105	72	23	22	7	5	10	399
Combined schools	228	150	149	112	68	30	12	15	764
Special schools	34	22	12	7	3	1	1	–	80
Total schools	916	704	465	296	199	67	44	36	2 727
All schools									
Primary students	618 749	458 402	438 531	216 627	155 936	44 157	31 231	23 229	1 986 862
Secondary students	492 190	385 667	279 457	139 227	97 492	36 750	28 568	15 260	1 474 611
Total students	1 110 939	844 069	717 988	355 854	253 428	80 907	59 799	38 489	3 461 473
Primary schools	2 133	1 607	1 161	664	527	168	81	73	6 414
Secondary schools	525	357	250	122	94	44	22	25	1 439
Combined schools	294	217	240	207	143	56	19	85	1 261

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	145	98	59	74	23	6	5	5	415
Total schools	3 097	2 279	1 710	1 067	787	274	127	188	9 529
2013 (August)									
Government schools									
Primary students	448 759	330 272	330 001	175 826	106 165	31 801	20 540	18 837	1 462 201
Secondary students	305 235	223 170	176 943	77 557	60 379	23 956	15 741	10 533	893 514
Total students	753 994	553 442	506 944	253 383	166 544	55 757	36 281	29 370	2 355 715
Primary schools	1 618	1 130	920	517	368	131	55	63	4 802
Secondary schools	370	239	182	97	66	38	18	15	1 025
Combined schools	66	79	90	90	75	25	9	71	505
Special schools	110	78	46	64	18	4	4	5	329
Total schools	2 164	1 526	1 238	768	527	198	86	154	6 661
Non-government schools									
Primary students	198 361	159 510	142 023	75 127	54 266	11 768	13 391	5 389	659 835
Secondary students	200 196	168 198	112 444	56 585	40 338	12 107	13 537	5 650	609 055
Total students	398 557	327 708	254 467	131 712	94 604	23 875	26 928	11 039	1 268 890
Primary schools	489	422	230	149	100	28	25	11	1 454
Secondary schools	145	97	73	7	19	5	5	9	360
Combined schools	238	154	158	132	73	31	13	17	816
Special schools	45	20	20	11	3	1	1	1	102
Total schools	917	693	481	299	195	65	44	38	2 732
All schools									
Primary students	647 120	489 782	472 024	250 953	160 431	43 569	33 931	24 226	2 122 036
Secondary students	505 431	391 368	289 387	134 142	100 717	36 063	29 278	16 183	1 502 569
Total students	1 152 551	881 150	761 411	385 095	261 148	79 632	63 209	40 409	3 624 605
Primary schools	2 107	1 552	1 150	666	468	159	80	74	6 256

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	336	255	104	85	43	23	24	1 385
Combined schools	304	233	248	222	148	56	22	88	1 321
Special schools	155	98	66	75	21	5	5	6	431
Total schools	3 081	2 219	1 719	1 067	722	263	130	192	9 393

(a) Student numbers are full time students, not full time equivalent students.

– Nil or rounded to zero.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0, Canberra.

Table 4A.28 Change in number of schools and number of full time students, 2009–13 (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>
2009–13 overall change									
Schools									
Government schools	-0.8	-3.1	-0.6	-0.4	-10.4	-4.3	3.6	1.3	-2.1
Non-government schools	0.1	-1.6	3.4	1.0	-2.0	-3.0	–	5.6	0.2
All schools	-0.5	-2.6	0.5	–	-8.3	-4.0	2.4	2.1	-1.4
Students									
Government schools	2.5	3.0	4.6	8.5	2.4	-3.0	5.7	3.1	3.6
Non-government schools	6.2	6.7	9.0	7.6	4.3	2.0	5.7	10.4	6.8
All schools	3.7	4.4	6.0	8.2	3.0	-1.6	5.7	5.0	4.7
2009–13 average annual change									
Schools									
Government schools	-0.2	-0.8	-0.1	-0.1	-2.7	-1.1	0.9	0.3	-0.5
Non-government schools	–	-0.4	0.8	0.3	-0.5	-0.8	–	1.4	–
All schools	-0.1	-0.7	0.1	–	-2.1	-1.0	0.6	0.5	-0.4
Students									
Government schools	0.6	0.8	1.1	2.1	0.6	-0.8	1.4	0.8	0.9
Non-government schools	1.5	1.6	2.2	1.9	1.1	0.5	1.4	2.5	1.7
All schools	0.9	1.1	1.5	2.0	0.8	-0.4	1.4	1.2	1.2

(a) Student numbers are full time students, not full time equivalent students.

– Nil or rounded to zero.

Source: Table 4A.23; ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0, Canberra.

TABLE 4A.29

Table 4A.29 **Aboriginal and Torres Strait Islander full time students, 2013 (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 Aboriginal and Torres Strait Islander students (b)										
Government schools	no.	49 174	10 379	45 197	20 651	9 419	4 918	1 200	13 127	154 065
Non-government schools	no.	8 554	1 740	8 571	3 918	1 215	1 002	370	3 201	28 571
All schools	no.	57 728	12 119	53 768	24 569	10 634	5 920	1 570	16 328	182 636
Total students										
Government schools	no.	753 994	553 442	506 944	253 383	166 544	55 757	36 281	29 370	2 355 715
Non-government schools	no.	398 557	327 708	254 467	131 712	94 604	23 875	26 928	11 039	1 268 890
All schools	no.	1 152 551	881 150	761 411	385 095	261 148	79 632	63 209	40 409	3 624 605
Aboriginal and Torres Strait Islander students as a proportion of all students										
Government schools	%	6.5	1.9	8.9	8.2	5.7	8.8	3.3	44.7	6.5
Non-government schools	%	2.1	0.5	3.4	3.0	1.3	4.2	1.4	29.0	2.3
All schools	%	5.0	1.4	7.1	6.4	4.1	7.4	2.5	40.4	5.0

(a) Student numbers are full time students, not full time equivalent students.

(b) Students counted as Aboriginal and Torres Strait Islander are those who have identified as being of Aboriginal and Torres Strait Islander origin. It is possible that the number of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0, Canberra.

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 are 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, 2013 (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.	48 595	35 041	28 204	10 927	14 760	4 400	1 876	1 288	145 091
Non-government schools	no.	17 491	11 801	7 468	3 357	3 588	860	695	537	45 797
All schools	no.	66 086	46 842	35 672	14 284	18 348	5 260	2 570	1 825	190 887
Total students (d)										
Government schools	no.	753 994	553 442	506 944	253 383	166 544	55 757	36 281	29 370	2 355 715
Non-government schools	no.	398 557	327 708	254 467	131 712	94 604	23 875	26 928	11 039	1 268 890
All schools	no.	1 152 551	881 150	761 411	385 095	261 148	79 632	63 209	40 409	3 624 605
Students with disability as a proportion of all students										
Government schools	%	6.4	6.3	5.6	4.3	8.9	7.9	5.2	4.4	6.2
Non-government schools	%	4.4	3.6	2.9	2.5	3.8	3.6	2.6	4.9	3.6
All schools	%	5.7	5.3	4.7	3.7	7.0	6.6	4.1	4.5	5.3

- (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 2014, *Schools Australia 2013*, Cat. no. 4221.0, Canberra; Department of Education (unpublished).

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>
2009									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
2013									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	6.5	1.9	8.9	8.2	5.7	8.8	3.3	44.7	6.5
Students with disabilities (b)	6.4	6.3	5.6	4.3	8.9	7.9	5.2	4.4	6.2
Seniority profile (c)	11.5	12.1	12.6	9.9	13.9	12.5	15.9	9.5	11.9
Government students as % of all students (d)	65.4	62.8	66.6	65.8	63.8	70.0	57.4	72.7	65.0

(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.

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>
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(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 2014, *Schools Australia 2013*, Cat. no. 4221.0, Canberra; Department of Education (unpublished).

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>
2009									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander 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	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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
2013									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	2.1	0.5	3.4	3.0	1.3	4.2	1.4	29.0	2.3
Students with disabilities (b)	4.4	3.6	2.9	2.5	3.8	3.6	2.6	4.9	3.6
Seniority profile (c)	14.6	15.7	16.8	13.8	16.7	13.2	14.1	10.8	15.3
Non-government students as % of all students (d)	34.6	37.2	33.4	34.2	36.2	30.0	42.6	27.3	35.0

(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.

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>
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(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 2014, *Schools Australia 2013*, 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>
2009									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
2013									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	5.0	1.4	7.1	6.4	4.1	7.4	2.5	40.4	5.0
Students with disabilities (b)	5.7	5.3	4.7	3.7	7.0	6.6	4.1	4.5	5.3
Seniority profile (c)	12.5	13.4	14.0	11.3	14.9	12.7	15.2	9.9	13.1

(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.

na Not available.

Source: ABS 2014, *Schools Australia 2013*, 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, 2013 (per cent) (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>
Metropolitan zone									
Primary									
Government schools	75.8	75.5	67.2	70.2	68.4	41.4	99.8	..	71.2
Non-government schools	77.6	77.9	74.0	76.4	78.6	54.4	100.0	..	76.3
All schools	76.4	76.3	69.2	72.0	71.8	44.9	99.9	..	72.8
Secondary									
Government schools	73.7	74.4	67.3	70.5	69.1	41.2	100.0	..	70.7
Non-government schools	80.6	78.5	76.5	81.5	82.1	55.7	100.0	..	78.6
All schools	76.4	76.1	70.9	75.1	74.3	46.0	100.0	..	73.9
All school levels									
Government schools	75.0	75.0	67.2	70.3	68.7	41.3	99.9	..	71.0
Non-government schools	79.1	78.2	75.1	78.5	80.1	55.1	100.0	..	77.4
All schools	76.4	76.2	69.8	73.1	72.8	45.4	99.9	..	73.2
Provincial zone									
Primary									
Government schools	23.6	24.4	28.8	20.8	26.7	57.0	0.2	51.4	25.6
Non-government schools	21.8	22.0	24.3	19.7	19.7	44.7	–	56.2	22.2
All schools	23.1	23.6	27.5	20.5	24.4	53.7	0.1	52.5	24.6
Secondary									
Government schools	25.8	25.5	30.2	22.6	26.6	57.9	–	60.1	27.2
Non-government schools	19.4	21.5	23.1	16.8	16.6	44.3	–	61.7	20.7
All schools	23.2	23.8	27.4	20.2	22.7	53.5	–	60.6	24.6
All school levels									
Government schools	24.5	24.8	29.3	21.4	26.7	57.4	0.1	54.5	26.2
Non-government schools	20.6	21.8	23.8	18.4	18.4	44.5	–	59.0	21.5
All schools	23.1	23.7	27.5	20.4	23.7	53.6	0.1	55.8	24.6
Remote zone									
Remote areas									
Primary									
Government schools	0.5	0.1	2.3	5.7	3.6	1.0	..	16.5	1.9
Non-government schools	0.5	–	1.1	2.2	1.6	0.9	..	28.3	1.0
All schools	0.5	0.1	1.9	4.7	2.9	1.0	..	19.2	1.6
Secondary									
Government schools	0.5	0.1	1.4	4.6	3.2	0.6	..	16.1	1.3
Non-government schools	–	–	0.4	1.4	1.2	–	..	28.7	0.6
All schools	0.3	0.1	1.0	3.3	2.4	0.4	..	20.5	1.0
All school levels									
Government schools	0.5	0.1	2.0	5.4	3.4	0.8	..	16.4	1.6
Non-government schools	0.2	–	0.8	1.9	1.4	0.4	..	28.5	0.8

Table 4A.35 Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2013 (per cent) (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>
All schools	0.4	0.1	1.6	4.2	2.7	0.7	..	19.7	1.4
Very remote areas									
Primary									
Government schools	0.1	..	1.7	3.3	1.3	0.5	..	32.1	1.3
Non-government schools	0.1	..	0.6	1.8	0.1	–	..	15.5	0.5
All schools	0.1	..	1.4	2.8	0.9	0.4	..	28.4	1.1
Secondary						–	–		
Government schools	0.1	..	1.1	2.2	1.0	0.3	..	23.8	0.8
Non-government schools	–	..	–	0.4	–	–	..	9.6	0.1
All schools	–	..	0.7	1.4	0.6	0.2	..	18.8	0.5
All school levels						–	–		
Government schools	0.1	..	1.5	2.9	1.2	0.4	..	29.1	1.1
Non-government schools	–	..	0.3	1.2	0.1	–	..	12.5	0.3
All schools	0.1	..	1.1	2.3	0.8	0.3	..	24.5	0.8

(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) Values in this table may differ slightly from data reported in the National Schools Statistics Collection (NSSC) as the Australian Government Department of Education has generated this table using student enrolments whose region status has been identified at the campus level rather than at the school level, as is done in the NSSC. Also, the Australian Government Department of Education has allocated all campuses to a region; therefore, unlike the NSSC, there is no 'not stated' category in these tables. The totals reported in this table align with the NSSC.

(d) Full Time Equivalent students.

(e) 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, 2014 (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 9 m</i>	<i>8 y 7 m</i>	<i>8 y 10 m</i>	<i>8 y 7 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	94.7 ± 0.3	94.6 ± 0.4	93.4 ± 0.5	91.8 ± 0.7	91.8 ± 0.9	92.1 ± 1.1	95.4 ± 1.1	67.0 ± 6.6	93.5 ± 0.2
Aboriginal and Torres Strait Islander students (e)	83.2 ± 1.5	85.3 ± 2.7	80.3 ± 2.0	63.1 ± 3.5	69.6 ± 4.5	88.1 ± 3.5	83.4 ± 6.7	34.1 ± 6.6	74.7 ± 1.6
Non-Indigenous students	95.4 ± 0.3	95.0 ± 0.4	94.5 ± 0.4	94.0 ± 0.5	93.0 ± 0.8	92.4 ± 1.1	95.8 ± 1.1	89.1 ± 3.5	94.7 ± 0.2
LBOTE students (f)	94.3 ± 0.5	92.9 ± 0.8	90.2 ± 1.4	90.1 ± 1.5	86.9 ± 2.9	87.2 ± 4.6	92.8 ± 2.5	40.0 ± 9.3	91.7 ± 0.5
Male students	93.2 ± 0.4	93.1 ± 0.6	91.9 ± 0.6	90.1 ± 0.9	90.0 ± 1.1	90.5 ± 1.5	94.4 ± 1.7	65.5 ± 6.6	92.0 ± 0.3
Female students	96.2 ± 0.3	96.2 ± 0.3	94.9 ± 0.4	93.5 ± 0.7	93.7 ± 0.9	93.9 ± 1.0	96.5 ± 1.0	68.6 ± 7.1	95.1 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 5 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	93.7 ± 0.4	94.2 ± 0.5	92.8 ± 0.5	91.2 ± 0.8	91.6 ± 0.9	91.3 ± 1.3	95.6 ± 1.0	66.4 ± 7.0	92.9 ± 0.2
Aboriginal and Torres Strait Islander students (e)	79.0 ± 1.8	82.9 ± 2.9	74.9 ± 2.4	59.3 ± 3.7	65.6 ± 5.4	82.0 ± 5.1	83.1 ± 7.9	32.0 ± 6.7	70.3 ± 1.6
Non-Indigenous students	94.5 ± 0.3	94.6 ± 0.5	94.3 ± 0.4	93.6 ± 0.6	92.9 ± 0.8	92.0 ± 1.2	96.1 ± 0.9	92.3 ± 2.7	94.2 ± 0.2
LBOTE students (f)	93.0 ± 0.6	91.7 ± 0.8	87.8 ± 1.7	88.5 ± 1.7	86.1 ± 3.1	86.8 ± 4.8	93.0 ± 2.3	36.8 ± 8.5	90.2 ± 0.6
Male students	92.0 ± 0.5	92.5 ± 0.7	91.2 ± 0.7	89.4 ± 1.0	89.8 ± 1.2	88.8 ± 1.9	94.8 ± 1.4	63.4 ± 7.4	91.2 ± 0.3
Female students	95.5 ± 0.3	96.0 ± 0.4	94.5 ± 0.5	93.1 ± 0.8	93.6 ± 0.8	93.9 ± 1.4	96.6 ± 1.0	69.4 ± 7.0	94.7 ± 0.2

TABLE 4A.36

Table 4A.36 **Proportion of students who achieved at or above the national minimum standard for reading, 2014 (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 7									
Average age (d)	12 y 7 m	12 y 9 m	12 y 3 m	12 y 5 m	12 y 7 m	12 y 11 m	12 y 8 m	12 y 6 m	12 y 7 m
Years of schooling (d)	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m
All students	95.4 ± 0.4	95.6 ± 0.5	94.4 ± 0.5	94.8 ± 0.7	95.0 ± 0.7	94.7 ± 1.3	96.5 ± 1.5	69.1 ± 9.2	94.9 ± 0.3
Aboriginal and Torres Strait Islander students (e)	86.1 ± 1.4	84.3 ± 2.9	80.2 ± 2.4	71.6 ± 3.5	80.3 ± 4.7	89.1 ± 3.7	83.1 ± 9.4	37.1 ± 8.7	77.1 ± 1.8
Non-Indigenous students	95.9 ± 0.4	95.9 ± 0.5	95.5 ± 0.4	96.6 ± 0.5	95.8 ± 0.6	95.1 ± 1.2	96.8 ± 1.4	93.9 ± 2.8	95.9 ± 0.2
LBOTE students (f)	94.6 ± 0.8	94.0 ± 1.1	90.3 ± 1.9	92.5 ± 1.5	90.7 ± 2.4	90.6 ± 4.5	94.7 ± 2.6	37.4 ± 11.7	92.4 ± 0.7
Male students	94.0 ± 0.6	94.2 ± 0.7	93.2 ± 0.7	93.6 ± 0.8	93.4 ± 0.9	93.1 ± 1.9	95.4 ± 2.1	65.7 ± 9.9	93.5 ± 0.4
Female students	96.9 ± 0.3	97.0 ± 0.4	95.8 ± 0.5	96.1 ± 0.6	96.7 ± 0.7	96.4 ± 0.9	97.6 ± 1.2	72.8 ± 8.9	96.3 ± 0.2
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 5 m	14 y 7 m	14 y 11 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	92.6 ± 0.6	93.3 ± 0.6	91.3 ± 0.8	92.9 ± 1.0	90.3 ± 1.6	90.5 ± 1.8	93.9 ± 1.9	68.8 ± 9.1	92.1 ± 0.4
Aboriginal and Torres Strait Islander students (e)	77.3 ± 1.9	81.8 ± 3.2	72.7 ± 2.8	65.9 ± 4.5	70.9 ± 4.3	82.5 ± 3.7	79.4 ± 8.3	33.7 ± 9.7	71.2 ± 1.6
Non-Indigenous students	93.5 ± 0.5	93.5 ± 0.6	92.7 ± 0.7	95.0 ± 0.7	91.3 ± 1.5	91.4 ± 1.8	94.3 ± 1.8	90.9 ± 3.8	93.3 ± 0.3
LBOTE students (f)	92.3 ± 1.1	91.3 ± 1.3	86.5 ± 2.6	91.1 ± 2.2	82.7 ± 7.0	85.0 ± 8.2	91.2 ± 3.4	37.5 ± 13.3	89.9 ± 0.8
Male students	90.6 ± 0.8	91.4 ± 0.9	89.1 ± 1.0	91.1 ± 1.4	87.9 ± 2.0	88.0 ± 2.4	92.0 ± 2.7	66.0 ± 9.5	90.1 ± 0.5
Female students	94.7 ± 0.5	95.2 ± 0.5	93.6 ± 0.7	94.8 ± 0.9	92.8 ± 1.4	93.1 ± 1.6	95.9 ± 1.8	71.8 ± 9.1	94.2 ± 0.3

TABLE 4A.36

Table 4A.36 Proportion of students who achieved at or above the national minimum standard for reading, 2014 (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>
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	<i>Proportion</i>	94.7 ± 0.3	94.6 ± 0.4	93.4 ± 0.5	91.8 ± 0.7	91.8 ± 0.9	92.1 ± 1.1	95.4 ± 1.1	67.0 ± 6.6	93.5 ± 0.2
Compared to										
<i>NSW</i>	94.7 ± 0.3	..	■	■	△	△	△	■	▲	■
<i>Vic</i>	94.6 ± 0.4	■	..	■	△	△	△	■	▲	■
<i>Qld</i>	93.4 ± 0.5	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	91.8 ± 0.7	▽	▽	■	..	■	■	▽	▲	■
<i>SA</i>	91.8 ± 0.9	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	92.1 ± 1.1	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	95.4 ± 1.1	■	■	△	△	△	△	..	▲	△
<i>NT</i>	67.0 ± 6.6	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	93.5 ± 0.2	■	■	■	■	■	■	▽	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 5										
	<i>Proportion</i>	93.7 ± 0.4	94.2 ± 0.5	92.8 ± 0.5	91.2 ± 0.8	91.6 ± 0.9	91.3 ± 1.3	95.6 ± 1.0	66.4 ± 7.0	92.9 ± 0.2
Compared to										
<i>NSW</i>	93.7 ± 0.4	..	■	■	△	■	△	▽	▲	■
<i>Vic</i>	94.2 ± 0.5	■	..	■	△	△	△	■	▲	■
<i>Qld</i>	92.8 ± 0.5	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	91.2 ± 0.8	▽	▽	■	..	■	■	▽	▲	■
<i>SA</i>	91.6 ± 0.9	■	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	91.3 ± 1.3	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	95.6 ± 1.0	△	■	△	△	△	△	..	▲	△
<i>NT</i>	66.4 ± 7.0	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	92.9 ± 0.2	■	■	■	■	■	■	▽	▲	..

TABLE 4A.36

Table 4A.36 Proportion of students who achieved at or above the national minimum standard for reading, 2014 (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>
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	95.4 ± 0.4	95.6 ± 0.5	94.4 ± 0.5	94.8 ± 0.7	95.0 ± 0.7	94.7 ± 1.3	96.5 ± 1.5	69.1 ± 9.2	94.9 ± 0.3
Compared to										
<i>NSW</i>	95.4 ± 0.4	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	95.6 ± 0.5	■	..	■	■	■	■	■	▲	■
<i>Qld</i>	94.4 ± 0.5	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	94.8 ± 0.7	■	■	■	..	■	■	▽	▲	■
<i>SA</i>	95.0 ± 0.7	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	94.7 ± 1.3	■	■	■	■	■	..	■	▲	■
<i>ACT</i>	96.5 ± 1.5	■	■	△	△	■	■	..	▲	△
<i>NT</i>	69.1 ± 9.2	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	94.9 ± 0.3	■	■	■	■	■	■	▽	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 9										
	<i>Proportion</i>	92.6 ± 0.6	93.3 ± 0.6	91.3 ± 0.8	92.9 ± 1.0	90.3 ± 1.6	90.5 ± 1.8	93.9 ± 1.9	68.8 ± 9.1	92.1 ± 0.4
Compared to										
<i>NSW</i>	92.6 ± 0.6	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	93.3 ± 0.6	■	..	■	■	△	△	■	▲	■
<i>Qld</i>	91.3 ± 0.8	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	92.9 ± 1.0	■	■	■	..	△	△	■	▲	■
<i>SA</i>	90.3 ± 1.6	■	▽	■	▽	..	■	▽	▲	■
<i>Tas</i>	90.5 ± 1.8	■	▽	■	▽	■	..	▽	▲	■
<i>ACT</i>	93.9 ± 1.9	■	■	△	■	△	△	..	▲	■
<i>NT</i>	68.8 ± 9.1	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	92.1 ± 0.4	■	■	■	■	■	■	■	▲	..

Table 4A.36 **Proportion of students who achieved at or above the national minimum standard for reading, 2014 (per cent) (a), (b), (c)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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LBOTE = Language Background Other Than English.

▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the comparison State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the comparison State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the comparison State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the comparison State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the comparison State/Territory.

- (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), for the single reporting year (2014). 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 2008-2012 were included in earlier Reports. Data for 2013 are in table 4A.54.
- (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 'Aboriginal and Torres Strait Islander' 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.
- .. Not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, 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, 2014 (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									
Aboriginal and Torres Strait Islander students									
Metropolitan	86.4 ± 2.0	87.7 ± 3.1	83.8 ± 2.1	74.4 ± 3.6	77.0 ± 4.3	86.8 ± 7.2	83.0 ± 7.4	..	83.5 ± 1.2
Provincial	81.5 ± 2.4	83.2 ± 4.2	82.6 ± 2.6	70.1 ± 6.1	68.9 ± 6.9	88.5 ± 4.1	np	68.2 ± 6.9	80.0 ± 1.6
Remote	69.5 ± 11.7	np	68.2 ± 10.2	54.3 ± 7.8	84.8 ± 15.8	np	..	46.5 ± 11.6	59.8 ± 5.6
Very remote	70.2 ± 16.0	..	63.0 ± 8.7	44.0 ± 7.1	34.7 ± 17.7	np	..	16.2 ± 5.4	37.4 ± 5.9
Total	83.2 ± 1.5	85.3 ± 2.7	80.3 ± 2.0	63.1 ± 3.5	69.6 ± 4.5	88.1 ± 3.5	83.4 ± 6.7	34.1 ± 6.6	74.7 ± 1.6
Non-Indigenous students									
Metropolitan	95.7 ± 0.3	95.2 ± 0.5	94.9 ± 0.5	94.6 ± 0.6	93.5 ± 1.0	92.7 ± 1.8	95.8 ± 1.1	..	95.1 ± 0.2
Provincial	94.3 ± 0.6	94.1 ± 0.7	93.4 ± 0.7	92.6 ± 1.1	91.5 ± 1.3	92.3 ± 1.4	np	87.9 ± 4.4	93.5 ± 0.3
Remote	92.6 ± 4.5	92.6 ± 10.4	93.8 ± 2.0	90.7 ± 2.3	92.6 ± 3.1	89.7 ± 8.5	..	93.2 ± 4.2	92.3 ± 1.2
Very remote	np	..	91.4 ± 3.6	90.4 ± 3.5	94.8 ± 7.1	np	..	90.9 ± 9.8	90.9 ± 2.3
Total	95.4 ± 0.3	95.0 ± 0.4	94.5 ± 0.4	94.0 ± 0.5	93.0 ± 0.8	92.4 ± 1.1	95.8 ± 1.1	89.1 ± 3.5	94.7 ± 0.2
All students									
Metropolitan	95.4 ± 0.3	94.9 ± 0.5	94.3 ± 0.5	93.8 ± 0.7	92.8 ± 1.0	92.3 ± 1.7	95.4 ± 1.1	..	94.7 ± 0.2
Provincial	92.8 ± 0.7	93.6 ± 0.7	92.3 ± 0.8	90.5 ± 1.5	90.1 ± 1.5	92.1 ± 1.4	np	85.0 ± 4.7	92.2 ± 0.4
Remote	83.5 ± 6.7	92.8 ± 10.2	87.7 ± 4.2	81.9 ± 4.7	92.5 ± 3.1	90.7 ± 7.6	..	74.6 ± 10.2	84.2 ± 2.5
Very remote	84.4 ± 12.2	..	74.6 ± 6.4	64.4 ± 8.1	60.7 ± 20.0	np	..	25.7 ± 11.0	55.7 ± 6.1
Total	94.7 ± 0.3	94.6 ± 0.4	93.4 ± 0.5	91.8 ± 0.7	91.8 ± 0.9	92.1 ± 1.1	95.4 ± 1.1	67.0 ± 6.6	93.5 ± 0.2
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	83.5 ± 2.1	85.3 ± 3.6	79.5 ± 2.6	74.0 ± 4.6	76.6 ± 5.4	80.7 ± 9.0	83.4 ± 8.3	..	80.6 ± 1.4
Provincial	76.6 ± 2.9	80.8 ± 4.7	78.5 ± 3.4	63.0 ± 8.3	65.5 ± 8.8	82.8 ± 5.5	np	72.6 ± 8.4	76.0 ± 1.8
Remote	57.2 ± 12.7	np	62.6 ± 12.1	55.3 ± 6.3	np	np	..	46.5 ± 10.5	56.0 ± 4.9

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, 2014 (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	75.9 ± 21.8	..	48.7 ± 9.8	36.7 ± 7.3	17.4 ± 11.8	np	..	11.3 ± 4.2	28.5 ± 5.2
Total	79.0 ± 1.8	82.9 ± 2.9	74.9 ± 2.4	59.3 ± 3.7	65.6 ± 5.4	82.0 ± 5.1	83.1 ± 7.9	32.0 ± 6.7	70.3 ± 1.6
Non-Indigenous students									
Metropolitan	94.9 ± 0.4	94.7 ± 0.5	94.7 ± 0.5	94.1 ± 0.7	93.3 ± 1.0	92.2 ± 2.0	96.1 ± 0.9	..	94.6 ± 0.2
Provincial	93.4 ± 0.7	94.1 ± 0.8	93.3 ± 0.7	92.2 ± 1.2	91.6 ± 1.3	91.8 ± 1.5	np	91.1 ± 3.7	93.2 ± 0.4
Remote	94.0 ± 3.7	96.2 ± 6.1	91.4 ± 2.4	91.0 ± 2.3	94.5 ± 2.2	95.8 ± 9.8	..	95.0 ± 3.3	92.6 ± 1.3
Very remote	np	..	90.7 ± 3.5	90.2 ± 3.5	91.5 ± 5.8	np	..	96.9 ± 3.6	91.2 ± 2.3
Total	94.5 ± 0.3	94.6 ± 0.5	94.3 ± 0.4	93.6 ± 0.6	92.9 ± 0.8	92.0 ± 1.2	96.1 ± 0.9	92.3 ± 2.7	94.2 ± 0.2
All students									
Metropolitan	94.5 ± 0.4	94.4 ± 0.5	93.9 ± 0.6	93.3 ± 0.7	92.6 ± 1.1	91.4 ± 2.1	95.7 ± 1.0	..	94.1 ± 0.3
Provincial	91.5 ± 0.8	93.5 ± 0.9	91.8 ± 0.8	89.8 ± 1.7	90.2 ± 1.6	91.1 ± 1.6	np	87.9 ± 4.1	91.7 ± 0.4
Remote	80.2 ± 9.7	96.4 ± 5.9	84.7 ± 5.2	82.1 ± 4.1	93.7 ± 2.5	94.7 ± 8.4	..	74.9 ± 10.1	83.2 ± 2.7
Very remote	85.8 ± 11.0	..	66.1 ± 8.6	59.5 ± 9.4	55.1 ± 18.5	np	..	21.1 ± 10.8	49.5 ± 6.3
Total	93.7 ± 0.4	94.2 ± 0.5	92.8 ± 0.5	91.2 ± 0.8	91.6 ± 0.9	91.3 ± 1.3	95.6 ± 1.0	66.4 ± 7.0	92.9 ± 0.2
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	88.1 ± 2.0	83.3 ± 4.6	84.2 ± 2.5	83.2 ± 3.3	84.4 ± 4.9	89.7 ± 6.6	83.1 ± 9.4	..	85.7 ± 1.3
Provincial	85.3 ± 2.0	85.2 ± 3.7	83.9 ± 3.3	79.5 ± 4.8	84.2 ± 6.6	88.5 ± 4.5	..	71.3 ± 8.7	83.7 ± 1.6
Remote	73.7 ± 9.7	np	61.2 ± 17.1	70.6 ± 8.0	78.8 ± 21.4	np	..	55.0 ± 11.3	65.3 ± 6.3
Very remote	np	..	59.4 ± 11.0	46.4 ± 7.4	45.5 ± 23.7	np	..	15.6 ± 5.9	34.9 ± 6.0
Total	86.1 ± 1.4	84.3 ± 2.9	80.2 ± 2.4	71.6 ± 3.5	80.3 ± 4.7	89.1 ± 3.7	83.1 ± 9.4	37.1 ± 8.7	77.1 ± 1.8
Non-Indigenous students									
Metropolitan	96.1 ± 0.4	96.0 ± 0.6	95.9 ± 0.6	96.7 ± 0.5	95.8 ± 0.8	95.1 ± 1.8	96.8 ± 1.4	..	96.1 ± 0.3
Provincial	95.3 ± 0.6	95.4 ± 0.9	94.6 ± 0.7	96.5 ± 1.0	95.8 ± 0.9	95.3 ± 1.6	..	93.0 ± 3.5	95.3 ± 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, 2014 (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	92.5 ± 5.0	99.4 ± 3.5	94.0 ± 2.7	95.7 ± 1.6	95.2 ± 2.5	np	..	97.2 ± 2.0	95.3 ± 1.1
Very remote	np	..	95.6 ± 3.5	96.2 ± 2.5	94.7 ± 5.7	np	..	92.8 ± 6.2	95.3 ± 2.1
Total	95.9 ± 0.4	95.9 ± 0.5	95.5 ± 0.4	96.6 ± 0.5	95.8 ± 0.6	95.1 ± 1.2	96.8 ± 1.4	93.9 ± 2.8	95.9 ± 0.2
All students									
Metropolitan	95.8 ± 0.5	95.8 ± 0.6	95.3 ± 0.6	96.2 ± 0.6	95.3 ± 0.9	94.8 ± 2.0	96.5 ± 1.5	..	95.7 ± 0.3
Provincial	94.1 ± 0.7	95.0 ± 0.9	93.6 ± 0.8	95.1 ± 1.2	95.1 ± 0.9	94.7 ± 1.6	..	89.2 ± 4.8	94.3 ± 0.4
Remote	83.1 ± 7.5	98.3 ± 4.9	85.3 ± 5.7	88.6 ± 3.9	94.3 ± 3.0	np	..	77.6 ± 13.1	86.6 ± 3.2
Very remote	76.8 ± 16.6	..	72.9 ± 8.8	64.9 ± 8.6	68.6 ± 19.2	np	..	22.5 ± 9.7	52.2 ± 6.9
Total	95.4 ± 0.4	95.6 ± 0.5	94.4 ± 0.5	94.8 ± 0.7	95.0 ± 0.7	94.7 ± 1.3	96.5 ± 1.5	69.1 ± 9.2	94.9 ± 0.3
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	80.6 ± 2.3	82.5 ± 4.1	77.6 ± 3.4	76.9 ± 5.4	73.6 ± 6.3	80.7 ± 7.4	79.4 ± 8.3	..	78.8 ± 1.7
Provincial	75.7 ± 2.9	81.1 ± 4.8	72.8 ± 4.3	72.0 ± 7.1	72.8 ± 6.5	84.3 ± 5.3	..	68.7 ± 8.6	74.9 ± 2.0
Remote	60.5 ± 10.0	np	51.4 ± 13.5	60.3 ± 9.6	np	np	..	44.4 ± 17.2	54.8 ± 6.7
Very remote	np	..	46.1 ± 11.8	39.7 ± 9.0	48.9 ± 21.5	np	..	8.7 ± 4.5	28.2 ± 5.9
Total	77.3 ± 1.9	81.8 ± 3.2	72.7 ± 2.8	65.9 ± 4.5	70.9 ± 4.3	82.5 ± 3.7	79.4 ± 8.3	33.7 ± 9.7	71.2 ± 1.6
Non-Indigenous students									
Metropolitan	94.0 ± 0.6	93.8 ± 0.8	93.3 ± 0.8	95.4 ± 0.8	91.9 ± 1.9	91.4 ± 3.3	94.3 ± 1.8	..	93.8 ± 0.4
Provincial	91.9 ± 0.8	92.6 ± 1.0	91.5 ± 1.0	93.7 ± 1.4	89.6 ± 2.0	91.6 ± 1.9	..	90.1 ± 4.9	91.9 ± 0.5
Remote	86.0 ± 7.9	92.9 ± 4.9	87.9 ± 5.3	93.2 ± 2.8	88.5 ± 6.5	np	..	93.2 ± 4.7	90.5 ± 2.4
Very remote	np	..	90.4 ± 4.9	93.4 ± 3.1	95.1 ± 5.2	np	..	94.9 ± 7.6	91.8 ± 2.6
Total	93.5 ± 0.5	93.5 ± 0.6	92.7 ± 0.7	95.0 ± 0.7	91.3 ± 1.5	91.4 ± 1.8	94.3 ± 1.8	90.9 ± 3.8	93.3 ± 0.3
All students									
Metropolitan	93.5 ± 0.7	93.6 ± 0.8	92.5 ± 0.9	94.5 ± 1.1	91.2 ± 2.0	90.5 ± 3.3	93.9 ± 1.9	..	93.2 ± 0.4

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, 2014 (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	90.1 ± 1.0	92.2 ± 1.1	89.6 ± 1.2	91.9 ± 1.9	88.5 ± 2.2	90.7 ± 2.0	..	86.4 ± 5.0	90.5 ± 0.6
Remote	73.8 ± 9.7	93.2 ± 4.6	77.5 ± 8.0	83.3 ± 5.5	87.4 ± 7.9	np	..	73.3 ± 14.2	80.3 ± 3.8
Very remote	63.1 ± 24.9	..	64.9 ± 11.9	59.4 ± 12.2	70.4 ± 18.0	np	..	17.6 ± 11.5	48.0 ± 8.0
Total	92.6 ± 0.6	93.3 ± 0.6	91.3 ± 0.8	92.9 ± 1.0	90.3 ± 1.6	90.5 ± 1.8	93.9 ± 1.9	68.8 ± 9.1	92.1 ± 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 (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) 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 'Aboriginal and Torres Strait Islander' 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 2008-2012 were included in earlier Reports. Data for 2013 are in table 4A.55.
- .. Not applicable. **np** Not published.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, 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, 2014 (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	98.0 ± 0.2	97.5 ± 0.3	97.7 ± 0.3	97.4 ± 0.4	96.9 ± 0.7	97.9 ± 0.8	96.9 ± 1.1	94.3 ± 2.4	97.6 ± 0.1
Advanced diploma/diploma	96.2 ± 0.4	95.6 ± 0.6	95.6 ± 0.5	94.5 ± 0.8	95.1 ± 1.1	95.7 ± 1.7	95.6 ± 2.0	90.0 ± 4.5	95.6 ± 0.3
Certificate I to IV (e)	93.9 ± 0.4	93.8 ± 0.6	93.3 ± 0.6	92.2 ± 0.9	91.3 ± 1.1	91.1 ± 1.6	93.0 ± 2.1	79.1 ± 5.0	93.2 ± 0.3
Year 12 or equivalent	92.4 ± 0.8	92.8 ± 0.8	91.5 ± 0.9	92.3 ± 1.4	92.4 ± 1.6	91.2 ± 3.0	93.3 ± 3.5	79.4 ± 7.1	92.1 ± 0.4
Year 11 or equivalent or below	85.5 ± 1.0	85.0 ± 1.5	83.0 ± 1.5	80.4 ± 2.4	81.6 ± 2.0	84.2 ± 2.9	89.1 ± 7.7	40.9 ± 7.4	83.2 ± 0.6
Not stated (f)	90.6 ± 1.3	92.1 ± 1.9	88.9 ± 1.5	83.2 ± 2.3	84.8 ± 3.1	90.8 ± 3.5	95.4 ± 3.2	37.1 ± 16.1	86.1 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.1 ± 0.2	98.1 ± 0.3	97.9 ± 0.4	97.5 ± 0.4	97.4 ± 0.6	97.6 ± 1.2	97.2 ± 1.0	93.4 ± 2.7	97.9 ± 0.1
Other business managers and associate professionals	97.2 ± 0.3	97.0 ± 0.3	96.6 ± 0.4	95.6 ± 0.7	96.0 ± 0.7	95.8 ± 1.3	96.3 ± 1.4	87.6 ± 4.8	96.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.4 ± 0.4	95.6 ± 0.5	94.3 ± 0.5	93.7 ± 1.0	93.6 ± 1.0	94.0 ± 1.7	95.0 ± 2.5	82.9 ± 4.8	94.7 ± 0.2
Machine operators, hospitality staff, assistants, labourers	92.2 ± 0.7	91.7 ± 0.8	89.5 ± 0.9	89.3 ± 1.3	89.6 ± 1.4	89.3 ± 2.3	91.1 ± 5.2	60.1 ± 8.7	90.7 ± 0.4
Not in paid work in previous 12 months	85.7 ± 1.1	84.7 ± 1.3	82.7 ± 2.0	81.4 ± 2.7	83.2 ± 2.9	82.8 ± 3.5	87.7 ± 5.2	40.6 ± 9.1	83.6 ± 0.7
Not stated (h)	89.0 ± 1.0	92.7 ± 2.1	88.9 ± 1.2	84.9 ± 1.8	83.9 ± 2.4	87.9 ± 3.5	92.8 ± 2.9	33.6 ± 10.2	86.5 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	97.9 ± 0.2	97.6 ± 0.3	97.9 ± 0.3	97.6 ± 0.4	97.5 ± 0.7	97.5 ± 1.0	97.7 ± 0.9	96.8 ± 1.6	97.7 ± 0.1
Advanced diploma/diploma	95.9 ± 0.4	95.4 ± 0.7	95.2 ± 0.6	94.6 ± 0.8	94.6 ± 1.2	95.2 ± 2.3	94.7 ± 2.1	94.2 ± 3.0	95.4 ± 0.3
Certificate I to IV (e)	92.6 ± 0.5	93.1 ± 0.7	92.8 ± 0.7	91.6 ± 0.9	92.1 ± 1.1	92.1 ± 1.7	94.5 ± 2.2	82.3 ± 5.2	92.5 ± 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, 2014 (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	91.5 ± 1.0	92.7 ± 0.9	91.5 ± 1.1	90.2 ± 1.3	91.5 ± 1.7	88.3 ± 3.5	93.4 ± 2.8	82.7 ± 7.6	91.5 ± 0.5
Year 11 or equivalent or below	83.3 ± 1.1	85.6 ± 1.3	81.3 ± 1.7	79.9 ± 2.0	80.6 ± 2.4	81.3 ± 2.7	84.9 ± 6.7	43.9 ± 8.4	82.2 ± 0.7
Not stated (f)	89.1 ± 1.3	92.6 ± 1.7	88.0 ± 1.5	82.2 ± 2.5	83.8 ± 2.9	88.3 ± 4.7	93.7 ± 3.0	35.9 ± 14.2	85.1 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.1 ± 0.2	98.3 ± 0.3	97.8 ± 0.4	97.5 ± 0.4	97.4 ± 0.7	97.2 ± 1.1	98.0 ± 0.8	93.3 ± 2.6	97.9 ± 0.2
Other business managers and associate professionals	96.8 ± 0.3	96.9 ± 0.4	96.5 ± 0.4	95.7 ± 0.6	96.0 ± 0.7	96.0 ± 1.2	97.2 ± 1.2	91.5 ± 5.0	96.6 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.3 ± 0.5	95.4 ± 0.5	93.7 ± 0.5	92.9 ± 0.9	94.0 ± 1.0	94.0 ± 1.9	94.8 ± 1.7	86.9 ± 4.4	94.2 ± 0.3
Machine operators, hospitality staff, assistants, labourers	90.1 ± 0.7	90.8 ± 1.0	88.8 ± 1.2	87.4 ± 1.7	88.9 ± 1.6	88.1 ± 2.2	88.5 ± 4.6	61.8 ± 10.0	89.4 ± 0.5
Not in paid work in previous 12 months	83.4 ± 1.2	83.4 ± 1.4	79.4 ± 2.1	78.0 ± 2.9	82.3 ± 2.9	76.2 ± 4.4	85.3 ± 5.5	41.3 ± 9.6	81.5 ± 0.8
Not stated (h)	87.2 ± 1.1	92.5 ± 1.9	87.6 ± 1.2	84.3 ± 1.9	83.0 ± 2.5	87.1 ± 3.9	92.6 ± 2.5	34.5 ± 9.6	85.3 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	98.4 ± 0.3	98.2 ± 0.3	98.3 ± 0.4	98.5 ± 0.3	98.6 ± 0.4	99.0 ± 0.6	98.8 ± 0.8	97.0 ± 1.9	98.4 ± 0.2
Advanced diploma/diploma	96.8 ± 0.5	96.7 ± 0.5	96.5 ± 0.6	97.3 ± 0.6	97.1 ± 0.8	97.2 ± 1.7	96.5 ± 1.8	94.8 ± 3.2	96.8 ± 0.3
Certificate I to IV (e)	94.8 ± 0.5	95.0 ± 0.6	94.5 ± 0.6	95.7 ± 0.8	96.0 ± 0.7	95.4 ± 1.5	94.2 ± 1.9	86.8 ± 4.3	94.9 ± 0.3
Year 12 or equivalent	94.5 ± 0.8	94.9 ± 0.9	93.3 ± 1.0	95.2 ± 1.2	94.7 ± 1.4	91.7 ± 3.8	92.6 ± 4.3	86.8 ± 8.3	94.3 ± 0.4
Year 11 or equivalent or below	87.8 ± 1.0	88.1 ± 1.6	86.3 ± 1.5	88.5 ± 1.7	88.7 ± 1.7	88.4 ± 3.0	90.0 ± 6.8	53.6 ± 11.8	87.3 ± 0.7
Not stated (f)	92.5 ± 1.5	95.8 ± 1.3	91.0 ± 1.4	88.8 ± 2.2	90.5 ± 2.5	93.4 ± 3.4	93.3 ± 6.7	38.2 ± 17.6	89.3 ± 1.2
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, 2014 (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	98.6 ± 0.3	98.6 ± 0.3	98.4 ± 0.4	98.6 ± 0.3	98.4 ± 0.5	98.5 ± 0.9	98.9 ± 0.7	96.5 ± 2.0	98.5 ± 0.1
Other business managers and associate professionals	97.7 ± 0.3	97.9 ± 0.3	97.4 ± 0.4	97.7 ± 0.6	98.0 ± 0.6	97.9 ± 1.0	97.5 ± 1.3	94.7 ± 2.9	97.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.6 ± 0.5	96.5 ± 0.5	95.0 ± 0.6	96.4 ± 0.8	97.0 ± 0.7	96.3 ± 1.3	96.2 ± 2.1	87.4 ± 5.4	95.8 ± 0.3
Machine operators, hospitality staff, assistants, labourers	93.0 ± 0.6	93.0 ± 0.9	90.8 ± 1.2	93.2 ± 1.2	94.1 ± 1.3	92.3 ± 2.0	89.4 ± 4.4	69.6 ± 10.7	92.5 ± 0.4
Not in paid work in previous 12 months	87.5 ± 1.2	85.7 ± 1.9	84.7 ± 1.9	84.6 ± 2.7	88.9 ± 2.7	85.5 ± 3.3	90.8 ± 6.0	43.0 ± 12.1	85.8 ± 0.9
Not stated (h)	90.4 ± 1.3	95.8 ± 1.3	90.3 ± 1.2	89.8 ± 1.7	89.2 ± 2.0	92.8 ± 3.1	89.7 ± 5.7	35.2 ± 10.6	89.0 ± 0.9
Year 9									
Parental education (d)									
Bachelor degree or above	97.9 ± 0.3	97.5 ± 0.5	97.3 ± 0.4	98.1 ± 0.5	97.0 ± 0.9	98.1 ± 0.9	97.2 ± 1.4	94.3 ± 2.7	97.6 ± 0.2
Advanced diploma/diploma	95.4 ± 0.5	95.0 ± 0.7	94.2 ± 0.7	96.1 ± 0.8	93.1 ± 1.4	95.7 ± 2.0	95.3 ± 2.1	91.7 ± 3.9	94.9 ± 0.3
Certificate I to IV (e)	91.9 ± 0.6	92.2 ± 0.7	90.9 ± 0.8	93.7 ± 0.9	90.9 ± 1.3	91.7 ± 1.6	91.4 ± 3.1	83.3 ± 4.9	91.8 ± 0.3
Year 12 or equivalent	91.3 ± 1.0	92.6 ± 1.0	89.6 ± 1.3	94.2 ± 1.4	90.1 ± 2.0	88.0 ± 4.0	90.9 ± 4.6	87.3 ± 6.9	91.4 ± 0.6
Year 11 or equivalent or below	81.2 ± 1.3	84.3 ± 1.6	81.8 ± 1.7	83.6 ± 2.6	79.7 ± 2.6	81.4 ± 2.7	82.0 ± 8.3	51.4 ± 11.2	81.9 ± 0.8
Not stated (f)	88.2 ± 1.4	92.1 ± 1.9	86.7 ± 1.8	85.7 ± 3.7	84.1 ± 4.6	86.0 ± 6.0	88.8 ± 6.2	38.5 ± 17.7	85.9 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.0 ± 0.3	97.9 ± 0.4	97.2 ± 0.5	98.1 ± 0.5	96.7 ± 0.9	97.6 ± 1.2	97.1 ± 1.4	92.0 ± 3.1	97.6 ± 0.2
Other business managers and associate professionals	96.2 ± 0.4	96.3 ± 0.5	95.3 ± 0.5	96.6 ± 0.6	95.1 ± 1.0	95.5 ± 1.3	95.2 ± 1.8	92.5 ± 3.7	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, 2014 (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	93.5 ± 0.5	93.9 ± 0.6	91.9 ± 0.8	94.7 ± 0.9	92.2 ± 1.2	93.1 ± 1.8	93.3 ± 2.9	84.9 ± 5.2	93.2 ± 0.3
Machine operators, hospitality staff, assistants, labourers	88.6 ± 0.9	89.7 ± 1.0	86.0 ± 1.5	89.2 ± 1.6	87.3 ± 1.9	88.5 ± 2.3	87.3 ± 6.9	67.5 ± 10.3	88.3 ± 0.5
Not in paid work in previous 12 months	80.6 ± 1.8	81.8 ± 1.8	78.5 ± 2.4	80.2 ± 4.7	80.3 ± 2.8	74.8 ± 5.3	80.4 ± 11.6	38.5 ± 13.3	80.0 ± 1.1
Not stated (h)	86.2 ± 1.3	92.4 ± 2.1	85.8 ± 1.6	85.8 ± 2.9	80.9 ± 4.7	84.4 ± 4.8	86.2 ± 4.9	34.7 ± 11.6	84.8 ± 1.1

(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 (2014). 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, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.56.

(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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.39

Table 4A.39 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (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									
Aboriginal and Torres Strait Islander students	355.2 ± 3.4	371.4 ± 6.5	343.5 ± 4.3	303.5 ± 7.3	321.7 ± 10.5	375.6 ± 9.2	359.1 ± 17.0	226.1 ± 22.2	332.9 ± 4.0
Non-Indigenous students	426.6 ± 1.9	432.8 ± 1.9	414.7 ± 2.3	414.3 ± 2.9	411.5 ± 3.5	418.2 ± 6.6	440.6 ± 6.1	401.6 ± 8.7	423.2 ± 1.0
All students	422.9 ± 2.0	431.7 ± 1.9	409.4 ± 2.4	406.3 ± 3.3	407.3 ± 3.7	415.7 ± 6.8	438.7 ± 6.3	332.0 ± 21.8	418.3 ± 1.1
Year 5									
Aboriginal and Torres Strait Islander students	440.4 ± 3.3	460.4 ± 5.7	431.3 ± 4.5	395.6 ± 6.6	412.0 ± 9.7	449.2 ± 9.7	461.4 ± 15.2	339.4 ± 16.4	422.1 ± 3.4
Non-Indigenous students	507.3 ± 1.9	510.6 ± 1.8	501.0 ± 2.0	498.9 ± 2.8	493.0 ± 3.1	500.4 ± 6.0	524.1 ± 6.0	489.1 ± 6.7	505.0 ± 1.0
All students	504.0 ± 2.0	509.8 ± 1.8	496.1 ± 2.2	491.7 ± 3.1	489.6 ± 3.3	497.9 ± 6.5	522.0 ± 6.0	425.5 ± 17.5	500.6 ± 1.0
Year 7									
Aboriginal and Torres Strait Islander students	495.4 ± 3.0	496.7 ± 5.4	486.1 ± 4.3	466.1 ± 5.4	480.6 ± 8.3	508.4 ± 6.7	516.2 ± 17.4	401.2 ± 19.9	479.0 ± 3.7
Non-Indigenous students	551.1 ± 3.0	551.3 ± 2.6	545.7 ± 2.1	550.5 ± 3.1	543.7 ± 2.7	545.4 ± 6.7	568.9 ± 8.5	535.5 ± 12.8	549.8 ± 1.4
All students	548.3 ± 3.0	550.3 ± 2.6	541.6 ± 2.2	544.1 ± 3.4	541.1 ± 2.8	542.9 ± 6.8	567.3 ± 8.7	478.5 ± 22.6	546.1 ± 1.4
Year 9									
Aboriginal and Torres Strait Islander students	529.2 ± 3.1	540.3 ± 4.9	521.3 ± 4.3	508.4 ± 7.6	516.7 ± 6.7	539.7 ± 7.5	540.3 ± 14.4	437.8 ± 22.9	517.4 ± 3.2
Non-Indigenous students	587.5 ± 3.0	586.3 ± 2.9	575.4 ± 3.0	590.0 ± 4.5	575.5 ± 4.7	575.8 ± 7.1	599.1 ± 8.5	572.4 ± 12.0	583.9 ± 1.5
All students	584.3 ± 2.9	585.5 ± 2.9	571.6 ± 3.1	584.4 ± 4.8	573.0 ± 5.0	573.4 ± 7.4	597.3 ± 8.6	521.7 ± 22.2	580.4 ± 1.5

TABLE 4A.39

Table 4A.39 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 3									
<i>Mean scale score</i>	422.9 ± 2.0	431.7 ± 1.9	409.4 ± 2.4	406.3 ± 3.3	407.3 ± 3.7	415.7 ± 6.8	438.7 ± 6.3	332.0 ± 21.8	418.3 ± 1.1
Compared to									
NSW	422.9 ± 2.0	■	■	■	■	■	■	▲	■
Vic	431.7 ± 1.9	■	△	△	△	△	■	▲	■
Qld	409.4 ± 2.4	■	▽	..	■	■	▽	▲	■
WA	406.3 ± 3.3	■	▽	■	..	■	▽	▲	■
SA	407.3 ± 3.7	■	▽	■	■	..	▽	▲	■
Tas	415.7 ± 6.8	■	▽	■	■	■	▽	▲	■
ACT	438.7 ± 6.3	■	■	△	△	△	..	▲	△
NT	332.0 ± 21.8	▼	▼	▼	▼	▼	▼	..	▼
Aust	418.3 ± 1.1	■	■	■	■	■	▽	▲	..
Statistical difference of mean scale scores, all students, year 5									
<i>Mean scale score</i>	504.0 ± 2.0	509.8 ± 1.8	496.1 ± 2.2	491.7 ± 3.1	489.6 ± 3.3	497.9 ± 6.5	522.0 ± 6.0	425.5 ± 17.5	500.6 ± 1.0
Compared to									
NSW	504.0 ± 2.0	■	■	■	■	■	▽	▲	■
Vic	509.8 ± 1.8	■	■	△	△	■	■	▲	■
Qld	496.1 ± 2.2	■	■	..	■	■	▽	▲	■
WA	491.7 ± 3.1	■	▽	■	..	■	▽	▲	■
SA	489.6 ± 3.3	■	▽	■	■	..	▽	▲	■
Tas	497.9 ± 6.5	■	■	■	■	■	▽	▲	■
ACT	522.0 ± 6.0	△	■	△	△	△	..	▲	△
NT	425.5 ± 17.5	▼	▼	▼	▼	▼	▼	..	▼
Aust	500.6 ± 1.0	■	■	■	■	■	▽	▲	..

TABLE 4A.39

Table 4A.39 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 7									
<i>Mean scale score</i>	548.3 ± 3.0	550.3 ± 2.6	541.6 ± 2.2	544.1 ± 3.4	541.1 ± 2.8	542.9 ± 6.8	567.3 ± 8.7	478.5 ± 22.6	546.1 ± 1.4
Compared to									
NSW	548.3 ± 3.0	..	■	■	■	■	▽	▲	■
Vic	550.3 ± 2.6	■	..	■	■	■	▽	▲	■
Qld	541.6 ± 2.2	■	■	..	■	■	▽	▲	■
WA	544.1 ± 3.4	■	■	■	..	■	▽	▲	■
SA	541.1 ± 2.8	■	■	■	■	..	▽	▲	■
Tas	542.9 ± 6.8	■	■	■	■	■	..	▽	▲
ACT	567.3 ± 8.7	△	△	△	△	△	△	..	▲
NT	478.5 ± 22.6	▼	▼	▼	▼	▼	▼	▼	..
Aust	546.1 ± 1.4	■	■	■	■	■	▽	▲	..
Statistical difference of mean scale scores, all students, year 9									
<i>Mean scale score</i>	584.3 ± 2.9	585.5 ± 2.9	571.6 ± 3.1	584.4 ± 4.8	573.0 ± 5.0	573.4 ± 7.4	597.3 ± 8.6	521.7 ± 22.2	580.4 ± 1.5
Compared to									
NSW	584.3 ± 2.9	..	■	■	■	■	■	▲	■
Vic	585.5 ± 2.9	■	..	△	■	■	■	▲	■
Qld	571.6 ± 3.1	■	▽	..	▽	■	▽	▲	■
WA	584.4 ± 4.8	■	■	△	..	■	■	▲	■
SA	573.0 ± 5.0	■	■	■	■	..	▽	▲	■
Tas	573.4 ± 7.4	■	■	■	■	■	..	▽	▲
ACT	597.3 ± 8.6	■	■	△	■	△	△	..	▲
NT	521.7 ± 22.2	▼	▼	▼	▼	▼	▼	▼	..
Aust	580.4 ± 1.5	■	■	■	■	■	▽	▲	..

Table 4A.39 **Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (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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▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. Δ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for 2010, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.57.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2014 (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									
Aboriginal and Torres Strait Islander students									
Metropolitan	366.6 ± 4.8	384.3 ± 8.2	353.1 ± 5.6	328.0 ± 7.3	342.1 ± 9.8	370.1 ± 13.6	361.1 ± 17.6	..	356.9 ± 3.1
Provincial	348.5 ± 4.7	360.6 ± 8.6	348.9 ± 6.0	319.0 ± 12.2	320.6 ± 14.3	379.9 ± 12.3	np	321.5 ± 16.9	345.8 ± 3.3
Remote	316.9 ± 25.8	np	316.4 ± 19.7	283.0 ± 17.7	345.7 ± 24.2	np	..	267.6 ± 27.8	295.8 ± 11.8
Very remote	306.4 ± 23.2	..	297.1 ± 12.8	262.7 ± 14.8	232.4 ± 33.7	np	..	175.4 ± 25.3	234.7 ± 16.8
Total	355.2 ± 3.4	371.4 ± 6.5	343.5 ± 4.3	303.5 ± 7.3	321.7 ± 10.5	375.6 ± 9.2	359.1 ± 17.0	226.1 ± 22.2	332.9 ± 4.0
Non-Indigenous students									
Metropolitan	430.7 ± 2.3	436.9 ± 2.3	419.2 ± 2.9	420.8 ± 3.5	415.8 ± 4.4	427.0 ± 10.6	440.6 ± 6.1	..	428.1 ± 1.3
Provincial	411.9 ± 2.6	419.1 ± 2.9	404.0 ± 3.0	396.6 ± 4.5	399.3 ± 5.0	411.2 ± 7.8	np	400.0 ± 10.4	409.2 ± 1.5
Remote	397.1 ± 19.0	399.0 ± 30.1	399.6 ± 7.2	390.1 ± 6.4	403.8 ± 9.0	391.8 ± 29.6	..	412.9 ± 17.2	398.1 ± 4.5
Very remote	np	..	392.1 ± 13.2	385.8 ± 9.6	412.8 ± 24.2	np	..	384.5 ± 25.9	391.1 ± 7.5
Total	426.6 ± 1.9	432.8 ± 1.9	414.7 ± 2.3	414.3 ± 2.9	411.5 ± 3.5	418.2 ± 6.6	440.6 ± 6.1	401.6 ± 8.7	423.2 ± 1.0
All students									
Metropolitan	428.8 ± 2.3	436.3 ± 2.3	415.6 ± 3.1	417.4 ± 3.7	413.2 ± 4.5	422.6 ± 10.9	438.9 ± 6.3	..	425.8 ± 1.3
Provincial	404.4 ± 2.9	416.9 ± 3.0	398.4 ± 3.1	389.5 ± 5.3	394.6 ± 5.6	410.7 ± 8.6	np	390.0 ± 15.0	403.7 ± 1.6
Remote	366.5 ± 21.4	397.5 ± 28.5	380.1 ± 12.2	363.7 ± 13.2	401.4 ± 9.0	387.0 ± 27.5	..	356.0 ± 30.8	372.6 ± 7.7
Very remote	367.3 ± 43.1	..	336.0 ± 14.9	316.6 ± 20.3	309.0 ± 51.6	np	..	202.3 ± 35.7	288.2 ± 17.5
Total	422.9 ± 2.0	431.7 ± 1.9	409.4 ± 2.4	406.3 ± 3.3	407.3 ± 3.7	415.7 ± 6.8	438.7 ± 6.3	332.0 ± 21.8	418.3 ± 1.1
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	452.1 ± 4.1	464.9 ± 7.9	440.5 ± 5.6	424.3 ± 6.7	433.4 ± 8.2	454.3 ± 16.9	463.9 ± 15.4	..	444.8 ± 2.9
Provincial	433.3 ± 4.7	456.5 ± 8.4	438.3 ± 6.9	402.6 ± 12.1	413.4 ± 11.9	446.6 ± 11.7	np	430.3 ± 14.5	433.7 ± 3.3
Remote	394.9 ± 17.4	np	407.5 ± 21.7	383.4 ± 12.6	np	np	..	376.9 ± 17.4	391.4 ± 8.7

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2014 (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	414.8 ± 26.7	..	379.1 ± 13.7	355.5 ± 13.9	314.2 ± 21.5	np	..	293.4 ± 15.7	333.5 ± 11.7
Total	440.4 ± 3.3	460.4 ± 5.7	431.3 ± 4.5	395.6 ± 6.6	412.0 ± 9.7	449.2 ± 9.7	461.4 ± 15.2	339.4 ± 16.4	422.1 ± 3.4
Non-Indigenous students									
Metropolitan	510.6 ± 2.4	513.2 ± 2.2	504.8 ± 2.7	503.7 ± 3.3	496.3 ± 3.9	507.4 ± 10.1	524.1 ± 6.0	..	508.7 ± 1.2
Provincial	495.7 ± 2.5	502.1 ± 2.5	491.8 ± 2.5	485.1 ± 4.2	483.7 ± 4.7	494.4 ± 6.7	np	486.3 ± 8.5	494.3 ± 1.3
Remote	497.8 ± 12.7	496.7 ± 19.1	486.2 ± 7.0	484.0 ± 9.0	486.5 ± 7.1	498.0 ± 29.1	..	495.1 ± 11.0	487.9 ± 4.4
Very remote	np	..	484.8 ± 13.6	475.3 ± 9.5	477.0 ± 24.9	np	..	500.6 ± 12.0	482.8 ± 7.6
Total	507.3 ± 1.9	510.6 ± 1.8	501.0 ± 2.0	498.9 ± 2.8	493.0 ± 3.1	500.4 ± 6.0	524.1 ± 6.0	489.1 ± 6.7	505.0 ± 1.0
All students									
Metropolitan	508.9 ± 2.4	512.7 ± 2.2	501.6 ± 2.8	500.7 ± 3.5	494.4 ± 4.0	504.4 ± 10.4	522.1 ± 6.0	..	506.7 ± 1.2
Provincial	488.7 ± 2.8	500.5 ± 2.6	486.6 ± 2.8	478.3 ± 4.9	479.8 ± 5.0	492.6 ± 8.4	np	478.5 ± 11.5	489.3 ± 1.5
Remote	459.6 ± 21.8	495.6 ± 17.2	467.7 ± 12.1	458.5 ± 12.6	483.8 ± 6.8	491.5 ± 26.4	..	447.5 ± 21.3	463.4 ± 6.8
Very remote	456.9 ± 34.2	..	422.7 ± 18.3	406.5 ± 20.2	397.0 ± 41.6	np	..	317.1 ± 28.0	383.2 ± 14.7
Total	504.0 ± 2.0	509.8 ± 1.8	496.1 ± 2.2	491.7 ± 3.1	489.6 ± 3.3	497.9 ± 6.5	522.0 ± 6.0	425.5 ± 17.5	500.6 ± 1.0
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	504.5 ± 4.2	500.7 ± 8.7	493.7 ± 5.1	486.1 ± 6.3	491.7 ± 7.5	506.8 ± 11.6	516.2 ± 17.4	..	498.4 ± 2.5
Provincial	489.5 ± 3.7	492.6 ± 6.0	494.3 ± 6.1	478.4 ± 7.8	486.5 ± 10.4	508.9 ± 7.8	..	473.1 ± 15.1	489.6 ± 2.8
Remote	461.1 ± 11.2	np	452.8 ± 16.7	465.0 ± 13.4	474.0 ± 30.3	np	..	441.6 ± 19.5	456.4 ± 9.7
Very remote	np	..	441.7 ± 13.5	424.2 ± 9.7	405.9 ± 45.7	np	..	357.0 ± 19.0	396.1 ± 13.8
Total	495.4 ± 3.0	496.7 ± 5.4	486.1 ± 4.3	466.1 ± 5.4	480.6 ± 8.3	508.4 ± 6.7	516.2 ± 17.4	401.2 ± 19.9	479.0 ± 3.7
Non-Indigenous students									
Metropolitan	554.7 ± 3.7	554.6 ± 3.2	549.5 ± 2.7	554.5 ± 3.9	547.2 ± 3.4	551.1 ± 11.2	568.9 ± 8.5	..	553.6 ± 1.7
Provincial	539.1 ± 3.0	540.5 ± 3.3	537.0 ± 2.5	540.2 ± 4.3	535.5 ± 3.7	540.9 ± 7.8	..	529.2 ± 13.7	538.8 ± 1.5

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2014 (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	519.4 ± 14.0	543.7 ± 21.8	523.9 ± 7.0	535.2 ± 6.4	530.9 ± 7.4	np	..	555.3 ± 22.8	534.0 ± 6.1
Very remote	np	..	523.3 ± 11.7	528.2 ± 11.8	530.1 ± 19.3	np	..	546.5 ± 24.2	529.0 ± 7.8
Total	551.1 ± 3.0	551.3 ± 2.6	545.7 ± 2.1	550.5 ± 3.1	543.7 ± 2.7	545.4 ± 6.7	568.9 ± 8.5	535.5 ± 12.8	549.8 ± 1.4
All students									
Metropolitan	553.2 ± 3.7	553.9 ± 3.2	546.8 ± 2.8	551.6 ± 4.0	545.5 ± 3.5	548.0 ± 11.5	567.3 ± 8.7	..	551.9 ± 1.7
Provincial	533.6 ± 3.2	538.7 ± 3.4	533.0 ± 2.6	534.8 ± 4.7	532.6 ± 3.8	538.7 ± 7.7	..	522.0 ± 16.6	534.7 ± 1.6
Remote	491.0 ± 18.5	541.8 ± 20.3	505.2 ± 11.2	515.0 ± 10.2	527.3 ± 9.1	np	..	503.7 ± 39.1	511.6 ± 8.5
Very remote	479.2 ± 38.4	..	472.6 ± 14.8	462.8 ± 15.7	465.2 ± 47.5	np	..	373.5 ± 26.4	434.2 ± 15.7
Total	548.3 ± 3.0	550.3 ± 2.6	541.6 ± 2.2	544.1 ± 3.4	541.1 ± 2.8	542.9 ± 6.8	567.3 ± 8.7	478.5 ± 22.6	546.1 ± 1.4
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	537.4 ± 4.7	544.0 ± 7.0	530.8 ± 5.8	530.9 ± 9.2	521.9 ± 9.6	538.3 ± 13.4	540.3 ± 14.4	..	533.9 ± 3.0
Provincial	524.7 ± 4.0	536.8 ± 7.1	519.5 ± 5.9	515.5 ± 11.2	519.9 ± 10.2	541.2 ± 9.5	..	514.7 ± 13.0	523.5 ± 2.9
Remote	491.0 ± 11.8	np	485.6 ± 23.4	495.0 ± 16.5	np	np	..	469.2 ± 30.1	486.8 ± 11.2
Very remote	np	..	479.5 ± 15.0	464.8 ± 19.0	478.5 ± 31.1	np	..	380.0 ± 19.7	431.9 ± 16.5
Total	529.2 ± 3.1	540.3 ± 4.9	521.3 ± 4.3	508.4 ± 7.6	516.7 ± 6.7	539.7 ± 7.5	540.3 ± 14.4	437.8 ± 22.9	517.4 ± 3.2
Non-Indigenous students									
Metropolitan	591.7 ± 3.6	589.9 ± 3.6	578.8 ± 3.9	594.3 ± 5.5	579.3 ± 6.0	582.3 ± 12.4	599.1 ± 8.5	..	588.1 ± 1.9
Provincial	573.6 ± 3.2	574.9 ± 3.7	567.1 ± 3.2	577.4 ± 6.3	566.2 ± 5.0	571.2 ± 8.0	..	571.7 ± 15.0	572.1 ± 1.7
Remote	543.0 ± 11.5	590.8 ± 21.8	554.8 ± 8.9	570.3 ± 10.4	557.6 ± 18.6	np	..	577.3 ± 19.0	563.8 ± 7.4
Very remote	np	..	556.6 ± 8.0	562.9 ± 8.8	559.7 ± 13.2	np	..	560.2 ± 13.3	558.2 ± 5.6
Total	587.5 ± 3.0	586.3 ± 2.9	575.4 ± 3.0	590.0 ± 4.5	575.5 ± 4.7	575.8 ± 7.1	599.1 ± 8.5	572.4 ± 12.0	583.9 ± 1.5
All students									
Metropolitan	589.7 ± 3.6	589.3 ± 3.6	576.3 ± 4.0	591.9 ± 5.6	577.6 ± 6.3	579.3 ± 12.8	597.3 ± 8.6	..	586.3 ± 1.9

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2014 (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	568.2 ± 3.4	573.6 ± 3.8	562.3 ± 3.4	571.7 ± 7.3	563.0 ± 5.6	569.3 ± 8.3	..	563.5 ± 15.8	568.0 ± 1.9
Remote	518.7 ± 14.6	587.8 ± 23.2	535.2 ± 14.7	547.7 ± 13.3	554.6 ± 20.9	np	..	534.7 ± 32.4	542.0 ± 8.6
Very remote	503.1 ± 34.2	..	512.2 ± 18.7	500.7 ± 23.5	517.2 ± 28.9	np	..	398.8 ± 29.8	471.4 ± 18.0
Total	584.3 ± 2.9	585.5 ± 2.9	571.6 ± 3.1	584.4 ± 4.8	573.0 ± 5.0	573.4 ± 7.4	597.3 ± 8.6	521.7 ± 22.2	580.4 ± 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 (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) 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 'Aboriginal and Torres Strait Islander' 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, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.58.
- .. Not applicable. **np** Not published.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2014 (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	462.5 ± 1.7	463.2 ± 1.8	451.0 ± 2.2	449.9 ± 2.8	449.1 ± 3.5	472.8 ± 7.3	463.4 ± 5.1	432.6 ± 9.0	458.5 ± 1.0
Advanced diploma/diploma	422.3 ± 1.8	425.3 ± 2.0	412.1 ± 2.3	408.9 ± 3.3	411.3 ± 4.0	432.5 ± 7.4	412.4 ± 7.7	390.2 ± 11.7	418.7 ± 1.0
Certificate I to IV (e)	398.3 ± 1.5	408.3 ± 1.7	394.6 ± 1.9	391.3 ± 2.9	392.1 ± 3.1	396.3 ± 5.4	402.3 ± 8.0	355.4 ± 12.6	398.1 ± 0.9
Year 12 or equivalent	395.4 ± 3.2	411.3 ± 3.1	388.3 ± 2.9	391.7 ± 4.0	393.4 ± 5.4	387.4 ± 9.5	408.4 ± 9.5	355.2 ± 19.0	396.5 ± 1.6
Year 11 or equivalent or below	359.6 ± 2.3	376.9 ± 3.0	354.6 ± 3.1	347.5 ± 4.9	354.9 ± 4.7	362.4 ± 7.1	397.4 ± 37.6	249.2 ± 17.8	359.1 ± 1.6
Not stated (f)	406.3 ± 6.5	439.8 ± 8.8	388.2 ± 6.2	375.4 ± 7.7	382.8 ± 8.1	425.1 ± 22.1	429.5 ± 10.8	245.2 ± 62.8	389.6 ± 4.7
Parental occupation (g)									
Senior management and qualified professionals	463.7 ± 1.9	468.6 ± 2.0	450.7 ± 2.4	448.8 ± 3.1	452.0 ± 3.8	468.4 ± 7.9	464.6 ± 6.6	421.2 ± 14.4	459.6 ± 1.1
Other business managers and associate professionals	437.5 ± 1.7	443.2 ± 1.8	424.8 ± 2.1	420.9 ± 3.1	422.6 ± 3.5	433.8 ± 6.7	437.0 ± 6.1	392.6 ± 14.7	433.6 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	408.3 ± 1.6	419.9 ± 1.8	401.2 ± 2.0	399.7 ± 3.0	401.1 ± 3.2	410.4 ± 6.4	420.1 ± 8.5	371.1 ± 12.0	408.1 ± 1.0
Machine operators, hospitality staff, assistants, labourers	389.0 ± 2.2	399.5 ± 2.2	377.7 ± 2.6	378.7 ± 3.8	382.7 ± 4.1	380.3 ± 6.1	389.0 ± 12.1	306.3 ± 20.3	387.3 ± 1.3
Not in paid work in previous 12 months	369.5 ± 2.7	386.5 ± 3.0	358.3 ± 4.0	358.8 ± 6.5	367.4 ± 6.5	360.9 ± 9.4	385.9 ± 15.6	253.4 ± 19.9	370.1 ± 1.8
Not stated (h)	392.1 ± 4.5	441.0 ± 10.3	386.3 ± 4.6	377.9 ± 5.6	374.5 ± 5.9	408.5 ± 19.4	415.4 ± 8.8	226.4 ± 39.0	385.3 ± 3.2
Year 5									
Parental education (d)									
Bachelor degree or above	543.7 ± 2.1	540.6 ± 1.7	534.5 ± 2.1	532.9 ± 2.8	527.1 ± 3.5	550.6 ± 6.3	547.0 ± 5.9	513.9 ± 7.9	539.1 ± 1.0
Advanced diploma/diploma	504.3 ± 1.7	505.0 ± 1.9	498.7 ± 2.2	494.4 ± 2.8	494.4 ± 3.4	511.7 ± 6.9	499.6 ± 6.8	486.2 ± 8.2	501.6 ± 1.0
Certificate I to IV (e)	481.1 ± 1.4	489.3 ± 1.6	482.7 ± 1.7	477.9 ± 2.5	477.1 ± 2.6	484.3 ± 4.5	489.7 ± 5.9	452.4 ± 10.4	482.7 ± 0.8

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2014 (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	481.5 ± 2.9	490.0 ± 3.0	478.7 ± 2.5	476.9 ± 3.7	479.3 ± 4.1	479.8 ± 9.1	492.3 ± 8.3	454.9 ± 13.4	482.2 ± 1.4
Year 11 or equivalent or below	448.5 ± 2.1	467.5 ± 2.4	447.5 ± 2.8	441.3 ± 4.0	443.3 ± 4.6	445.4 ± 6.3	469.7 ± 23.2	368.0 ± 17.5	450.4 ± 1.3
Not stated (f)	487.3 ± 5.0	519.3 ± 7.3	479.5 ± 5.9	464.6 ± 7.6	468.8 ± 5.9	504.6 ± 30.4	513.5 ± 12.0	355.3 ± 42.0	477.5 ± 3.9
Parental occupation (g)									
Senior management and qualified professionals	544.3 ± 2.2	545.0 ± 1.9	534.1 ± 2.3	531.3 ± 3.1	528.3 ± 3.9	546.3 ± 7.0	548.1 ± 6.9	505.0 ± 11.0	539.7 ± 1.1
Other business managers and associate professionals	517.0 ± 1.7	519.4 ± 1.7	509.1 ± 1.9	504.9 ± 2.6	503.0 ± 3.0	514.5 ± 5.8	521.8 ± 5.4	481.8 ± 16.1	513.8 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	491.1 ± 1.5	498.9 ± 1.6	487.4 ± 1.7	482.6 ± 2.7	484.8 ± 2.9	490.2 ± 5.2	492.4 ± 6.1	464.2 ± 8.8	490.8 ± 0.9
Machine operators, hospitality staff, assistants, labourers	471.1 ± 1.9	482.0 ± 2.1	466.6 ± 2.5	463.3 ± 3.3	466.2 ± 3.5	468.4 ± 6.1	479.7 ± 11.8	408.0 ± 19.4	471.6 ± 1.1
Not in paid work in previous 12 months	455.5 ± 2.7	470.1 ± 2.6	449.2 ± 4.3	447.2 ± 5.8	454.3 ± 5.9	442.0 ± 8.5	484.2 ± 15.4	370.1 ± 19.0	457.2 ± 1.6
Not stated (h)	476.4 ± 3.8	520.4 ± 8.7	475.6 ± 4.6	468.0 ± 5.4	462.1 ± 5.2	490.5 ± 24.7	504.0 ± 10.4	345.3 ± 25.5	473.2 ± 2.8
Year 7									
Parental education (d)									
Bachelor degree or above	585.3 ± 3.7	580.0 ± 2.5	577.1 ± 2.4	581.2 ± 3.2	575.9 ± 3.1	586.9 ± 5.1	590.3 ± 6.4	562.6 ± 13.2	581.7 ± 1.6
Advanced diploma/diploma	548.0 ± 2.3	546.3 ± 1.9	544.5 ± 2.2	548.5 ± 2.6	543.3 ± 3.0	554.0 ± 6.6	550.9 ± 7.9	526.3 ± 10.5	546.7 ± 1.1
Certificate I to IV (e)	528.3 ± 1.6	530.5 ± 1.7	528.0 ± 1.6	532.2 ± 2.3	531.2 ± 2.3	531.4 ± 4.4	533.4 ± 7.5	504.7 ± 11.7	529.3 ± 0.8
Year 12 or equivalent	531.9 ± 3.2	537.3 ± 5.3	526.9 ± 2.4	529.9 ± 3.7	532.0 ± 3.5	523.7 ± 9.2	535.4 ± 10.7	507.1 ± 16.4	531.9 ± 1.9
Year 11 or equivalent or below	500.2 ± 2.2	511.6 ± 2.6	501.0 ± 2.8	501.8 ± 3.3	505.6 ± 3.1	506.5 ± 5.7	540.8 ± 44.3	437.6 ± 19.0	503.4 ± 1.4
Not stated (f)	539.1 ± 6.1	569.1 ± 7.1	532.2 ± 6.2	523.6 ± 6.5	528.1 ± 5.3	540.5 ± 11.1	561.0 ± 13.3	410.9 ± 49.6	532.1 ± 4.0

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2014 (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	584.3 ± 3.5	582.6 ± 2.8	576.2 ± 2.6	578.6 ± 3.7	573.0 ± 3.7	580.0 ± 7.4	590.2 ± 7.7	555.2 ± 13.8	581.1 ± 1.6
Other business managers and associate professionals	558.6 ± 2.6	558.0 ± 2.3	551.9 ± 2.0	553.8 ± 2.6	552.9 ± 2.8	558.3 ± 5.7	563.8 ± 5.3	542.0 ± 11.9	556.5 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	535.4 ± 2.0	539.9 ± 1.7	532.2 ± 1.8	536.8 ± 2.4	536.4 ± 2.6	538.5 ± 4.6	547.7 ± 10.5	504.4 ± 11.6	536.2 ± 1.0
Machine operators, hospitality staff, assistants, labourers	520.6 ± 2.6	523.4 ± 2.2	514.8 ± 2.3	520.4 ± 3.1	523.4 ± 2.7	518.2 ± 4.6	514.5 ± 12.3	469.9 ± 17.0	520.2 ± 1.3
Not in paid work in previous 12 months	505.8 ± 2.9	511.5 ± 2.8	505.1 ± 3.8	501.0 ± 5.2	509.0 ± 4.9	498.8 ± 7.1	531.2 ± 16.2	416.5 ± 20.1	506.2 ± 1.6
Not stated (h)	526.9 ± 4.9	567.5 ± 7.6	524.7 ± 4.2	522.7 ± 5.1	520.3 ± 4.6	535.9 ± 10.9	537.8 ± 13.9	398.1 ± 27.8	525.2 ± 3.1
Year 9									
Parental education (d)									
Bachelor degree or above	622.5 ± 3.4	617.0 ± 3.3	606.3 ± 3.4	620.4 ± 5.3	607.6 ± 5.1	621.8 ± 6.8	623.1 ± 6.6	597.9 ± 10.7	616.7 ± 1.7
Advanced diploma/diploma	588.0 ± 2.3	583.6 ± 2.3	575.3 ± 2.2	587.9 ± 3.3	576.2 ± 3.8	588.3 ± 6.5	581.6 ± 7.1	568.5 ± 8.5	583.3 ± 1.2
Certificate I to IV (e)	565.7 ± 1.7	567.9 ± 1.8	559.9 ± 1.9	572.4 ± 3.0	562.9 ± 3.4	564.4 ± 4.4	566.8 ± 6.9	545.8 ± 11.2	565.2 ± 0.9
Year 12 or equivalent	571.8 ± 3.2	575.4 ± 4.7	559.9 ± 2.8	577.0 ± 4.4	563.2 ± 4.9	563.5 ± 12.4	575.1 ± 8.5	554.9 ± 14.1	569.7 ± 1.9
Year 11 or equivalent or below	538.3 ± 2.4	549.0 ± 2.6	536.5 ± 2.8	542.9 ± 4.2	538.0 ± 4.5	537.0 ± 5.7	557.3 ± 33.7	481.5 ± 20.0	540.5 ± 1.4
Not stated (f)	570.5 ± 5.7	596.1 ± 6.5	559.7 ± 5.7	566.7 ± 10.7	564.3 ± 8.0	568.2 ± 18.0	587.2 ± 12.3	450.3 ± 50.6	565.4 ± 3.7
Parental occupation (g)									
Senior management and qualified professionals	620.1 ± 3.2	618.6 ± 3.3	605.1 ± 3.6	616.9 ± 5.3	604.2 ± 5.3	619.3 ± 7.2	618.4 ± 8.9	584.9 ± 12.8	614.9 ± 1.7

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2014 (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 associate professionals	595.5 ± 2.6	594.2 ± 2.6	581.0 ± 2.2	593.9 ± 3.5	584.1 ± 3.9	588.6 ± 5.8	596.0 ± 8.0	581.9 ± 13.0	591.0 ± 1.3
Tradespeople, clerks, skilled office, sales and service staff	573.5 ± 2.1	575.8 ± 2.1	563.9 ± 2.1	576.4 ± 3.4	567.7 ± 3.4	565.8 ± 5.3	576.5 ± 8.7	544.9 ± 10.4	571.5 ± 1.1
Machine operators, hospitality staff, assistants, labourers	558.8 ± 3.0	561.8 ± 2.7	547.0 ± 2.6	558.7 ± 3.9	554.2 ± 4.0	551.0 ± 5.5	559.2 ± 10.5	512.2 ± 17.8	556.5 ± 1.4
Not in paid work in previous 12 months	542.2 ± 3.1	549.0 ± 3.2	536.6 ± 4.0	539.1 ± 7.5	541.6 ± 5.4	527.7 ± 8.0	551.1 ± 20.3	458.6 ± 24.0	542.2 ± 1.8
Not stated (h)	563.0 ± 4.6	597.8 ± 7.6	554.3 ± 4.9	563.5 ± 8.8	551.5 ± 7.0	561.8 ± 14.6	574.4 ± 11.4	437.5 ± 30.3	559.3 ± 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 (2014). 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, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.59

(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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.42

Table 4A.42 Participation rate in reading assessment, 2014, 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									
Aboriginal and Torres Strait Islander students	94.8	87.5	89.6	84.8	81.3	95.3	85.2	77.4	89.0
Non-Indigenous students	97.3	94.9	94.1	96.0	93.5	96.4	93.3	96.0	95.5
All students	97.1	94.4	93.3	95.0	92.8	95.5	93.0	88.4	94.9
Year 5									
Aboriginal and Torres Strait Islander students	95.1	89.0	90.6	84.8	83.9	93.7	87.1	80.7	89.8
Non-Indigenous students	97.7	95.5	94.7	96.7	94.6	96.7	94.0	96.6	96.1
All students	97.5	95.2	94.0	95.8	94.1	95.6	93.7	89.6	95.6
Year 7									
Aboriginal and Torres Strait Islander students	89.9	85.1	88.7	82.3	82.7	92.8	83.6	79.2	86.6
Non-Indigenous students	97.1	95.2	94.0	96.8	94.4	95.9	94.8	95.4	95.8
All students	96.7	94.9	93.1	95.6	93.8	95.1	94.5	88.4	95.1
Year 9									
Aboriginal and Torres Strait Islander students	79.5	77.4	80.9	70.8	66.5	86.1	72.3	68.4	77.2
Non-Indigenous students	94.8	91.5	90.2	95.6	91.0	93.0	90.1	94.8	92.7
All students	93.9	91.1	89.1	93.7	89.8	91.9	89.4	84.6	91.7

- (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 'Aboriginal and Torres Strait Islander' 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 Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (c) Data for 2010, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.60.

Table 4A.42 **Participation rate in reading assessment, 2014, by Indigenous status (per cent) (a), (b), (c)**

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.43 Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2014 (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									
Aboriginal and Torres Strait Islander students									
Exempt	2.8	5.7	1.9	1.1	4.6	1.2	2.3	1.8	2.5
Absent	3.2	6.2	4.7	13.1	11.1	2.8	6.3	17.8	7.0
Withdrawn	2.0	6.3	5.7	2.0	7.6	1.8	8.6	4.8	4.0
Assessed	92.0	81.8	87.7	83.8	76.7	94.2	82.8	75.6	86.5
Non-Indigenous students									
Exempt	1.5	2.8	1.4	1.3	2.2	2.0	1.8	3.2	1.9
Absent	1.5	2.5	1.9	2.1	2.6	2.7	2.0	1.7	2.0
Withdrawn	1.2	2.6	4.1	1.9	3.9	0.8	4.7	2.4	2.5
Assessed	95.8	92.1	92.6	94.7	91.3	94.5	91.5	92.7	93.6
All students									
Exempt	1.6	3.1	1.5	1.3	2.3	1.9	1.8	2.5	2.0
Absent	1.6	2.7	2.4	3.0	3.1	2.7	2.1	8.2	2.4
Withdrawn	1.3	2.9	4.4	1.9	4.1	1.8	4.9	3.4	2.7
Assessed	95.5	91.3	91.7	93.8	90.5	93.6	91.2	85.9	92.9
Year 5									
Aboriginal and Torres Strait Islander students									
Exempt	3.1	7.0	2.8	1.2	3.8	1.6	2.7	2.4	2.9
Absent	3.5	5.5	4.5	13.9	9.7	5.2	4.8	18.1	7.1
Withdrawn	1.4	5.6	4.9	1.3	6.4	1.1	8.2	1.3	3.0
Assessed	92.0	81.9	87.8	83.6	80.1	92.1	84.3	78.2	87.0
Non-Indigenous students									
Exempt	1.6	2.8	1.5	1.3	1.9	1.6	1.6	3.1	1.9
Absent	1.5	2.4	1.9	2.0	2.5	2.5	2.4	1.6	2.0
Withdrawn	0.8	2.0	3.3	1.3	2.9	0.8	3.7	1.8	1.9
Assessed	96.1	92.8	93.3	95.4	92.7	95.1	92.3	93.5	94.2
All students									
Exempt	1.7	3.1	1.6	1.3	2.2	1.7	1.7	2.7	2.0
Absent	1.6	2.6	2.4	2.9	2.9	2.7	2.5	8.7	2.3
Withdrawn	0.9	2.2	3.6	1.3	3.0	1.7	3.8	1.6	2.1
Assessed	95.8	92.1	92.4	94.5	91.9	93.9	92.0	87.0	93.6
Year 7									
Aboriginal and Torres Strait Islander students									
Exempt	2.3	5.4	3.3	1.6	2.1	1.7	7.4	3.7	2.8
Absent	8.8	11.7	6.4	16.6	11.9	6.6	9.8	19.0	10.9
Withdrawn	1.2	3.1	5.0	1.0	5.5	0.6	6.6	1.8	2.5
Assessed	87.7	79.8	85.3	80.8	80.5	91.1	76.2	75.5	83.8
Non-Indigenous students									

Table 4A.43 **Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2014 (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	1.4	2.2	1.8	1.2	1.8	1.4	1.7	2.1	1.7
Absent	2.4	3.5	2.2	2.3	3.2	3.6	2.5	3.2	2.8
Withdrawn	0.5	1.3	3.8	0.9	2.4	0.5	2.7	1.4	1.5
Assessed	95.7	93.0	92.2	95.6	92.6	94.5	93.1	93.3	94.0
All students									
Exempt	1.5	2.3	1.9	1.2	1.9	1.4	1.9	2.7	1.8
Absent	2.8	3.7	2.7	3.5	3.7	3.8	2.7	10.0	3.3
Withdrawn	0.6	1.4	4.1	1.0	2.6	1.1	2.8	1.5	1.6
Assessed	95.1	92.6	91.3	94.3	91.8	93.7	92.6	85.8	93.3
Year 9									
Aboriginal and Torres Strait Islander students									
Exempt	2.4	4.7	3.1	1.4	3.3	2.4	2.3	2.3	2.7
Absent	18.5	19.7	13.2	27.6	26.0	13.7	18.5	28.4	19.2
Withdrawn	2.0	2.9	5.9	1.6	7.5	0.2	9.2	3.2	3.6
Assessed	77.1	72.7	77.8	69.4	63.2	83.7	70.0	66.1	74.5
Non-Indigenous students									
Exempt	1.3	2.3	1.6	1.2	2.3	1.4	1.8	2.2	1.7
Absent	4.5	6.6	4.4	4.0	6.1	6.6	5.4	3.7	5.1
Withdrawn	0.7	1.9	5.4	0.4	2.9	0.4	4.5	1.5	2.2
Assessed	93.5	89.2	88.6	94.4	88.7	91.6	88.3	92.6	91.0
All students									
Exempt	1.4	2.3	1.7	1.3	2.4	1.5	1.7	2.1	1.8
Absent	5.3	6.9	5.2	5.7	7.1	7.3	5.8	13.2	6.0
Withdrawn	0.8	2.0	5.6	0.6	3.1	0.8	4.8	2.2	2.4
Assessed	92.5	88.8	87.5	92.4	87.4	90.4	87.7	82.5	89.8

- (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 'Aboriginal and Torres Strait Islander' 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 Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (d) Data for 2010, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.61.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, 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 nature of differences, 2008 and 2013 to 2014, NSW (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	412.3 ± 1.8	424.0 ± 1.8	422.9 ± 2.0	■	■
At or above NMS	%	95.1 ± 0.3	96.3 ± 0.3	94.7 ± 0.3	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	347.5 ± 3.6	363.6 ± 3.4	355.2 ± 3.4	■	■
At or above NMS	%	83.5 ± 1.8	88.6 ± 1.5	83.2 ± 1.5	■	▽
Non-Indigenous students						
Mean scale score	no.	414.9 ± 1.7	427.2 ± 1.8	426.6 ± 1.9	■	■
At or above NMS	%	95.7 ± 0.2	96.8 ± 0.2	95.4 ± 0.3	■	▽
LBOTE students (d)						
At or above NMS	%	94.5 ± 0.6	95.9 ± 0.4	94.3 ± 0.5	■	▽
Male students						
At or above NMS	%	93.8 ± 0.4	95.1 ± 0.4	93.2 ± 0.4	■	▽
Female students						
At or above NMS	%	96.5 ± 0.3	97.6 ± 0.2	96.2 ± 0.3	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	494.7 ± 1.9	506.4 ± 1.7	504.0 ± 2.0	■	■
At or above NMS	%	93.5 ± 0.4	96.8 ± 0.2	93.7 ± 0.4	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	432.8 ± 3.5	456.0 ± 2.6	440.4 ± 3.3	■	▽
At or above NMS	%	77.6 ± 2.0	91.0 ± 1.0	79.0 ± 1.8	■	▼
Non-Indigenous students						
Mean scale score	no.	497.4 ± 1.8	509.1 ± 1.7	507.3 ± 1.9	■	■
At or above NMS	%	94.4 ± 0.3	97.2 ± 0.2	94.5 ± 0.3	■	▽
LBOTE students (d)						
At or above NMS	%	91.2 ± 0.9	96.4 ± 0.4	93.0 ± 0.6	■	▽
Male students						
At or above NMS	%	92.1 ± 0.5	95.8 ± 0.3	92.0 ± 0.5	■	▽
Female students						
At or above NMS	%	95.0 ± 0.4	97.9 ± 0.2	95.5 ± 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 nature of differences, 2008 and 2013 to 2014, NSW (a), (b)

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	542.5 ± 3.0	544.1 ± 2.9	548.3 ± 3.0	■	■
At or above NMS	%	95.4 ± 0.4	94.7 ± 0.4	95.4 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	486.5 ± 3.5	487.4 ± 3.0	495.4 ± 3.0	■	■
At or above NMS	%	82.4 ± 1.8	81.0 ± 1.8	86.1 ± 1.4	■	△
Non-Indigenous students						
Mean scale score	no.	544.9 ± 2.9	547.1 ± 2.9	551.1 ± 3.0	■	■
At or above NMS	%	96.1 ± 0.4	95.5 ± 0.4	95.9 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	94.0 ± 1.0	94.1 ± 0.8	94.6 ± 0.8	■	■
Male students						
At or above NMS	%	94.2 ± 0.5	93.5 ± 0.6	94.0 ± 0.6	■	■
Female students						
At or above NMS	%	96.7 ± 0.4	96.1 ± 0.4	96.9 ± 0.3	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	583.1 ± 2.8	584.0 ± 2.7	584.3 ± 2.9	■	■
At or above NMS	%	94.4 ± 0.5	94.1 ± 0.5	92.6 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	531.7 ± 3.6	531.1 ± 3.1	529.2 ± 3.1	■	■
At or above NMS	%	82.3 ± 2.2	80.4 ± 1.7	77.3 ± 1.9	■	■
Non-Indigenous students						
Mean scale score	no.	585.5 ± 2.8	587.1 ± 2.7	587.5 ± 3.0	■	■
At or above NMS	%	95.1 ± 0.4	94.9 ± 0.4	93.5 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	92.3 ± 1.1	93.6 ± 0.9	92.3 ± 1.1	■	■
Male students						
At or above NMS	%	93.1 ± 0.6	92.5 ± 0.7	90.6 ± 0.8	▽	■
Female students						
At or above NMS	%	95.8 ± 0.5	95.7 ± 0.4	94.7 ± 0.5	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.44 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, NSW (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- 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.
- 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.
- A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, 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 nature of differences, 2008 and 2013 to 2014, Victoria (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	419.9 ± 1.6	434.1 ± 1.9	431.7 ± 1.9	■	■
At or above NMS	%	95.2 ± 0.2	96.0 ± 0.4	94.6 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	368.9 ± 6.3	380.1 ± 5.5	371.4 ± 6.5	■	■
At or above NMS	%	88.1 ± 2.8	87.5 ± 2.6	85.3 ± 2.7	■	■
Non-Indigenous students						
Mean scale score	no.	420.6 ± 1.6	435.0 ± 1.8	432.8 ± 1.9	■	■
At or above NMS	%	95.6 ± 0.3	96.4 ± 0.4	95.0 ± 0.4	■	▽
LBOTE students (d)						
At or above NMS	%	94.2 ± 0.6	95.1 ± 0.6	92.9 ± 0.8	■	▽
Male students						
At or above NMS	%	93.8 ± 0.5	94.6 ± 0.5	93.1 ± 0.6	■	■
Female students						
At or above NMS	%	96.8 ± 0.3	97.5 ± 0.3	96.2 ± 0.3	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	496.7 ± 1.6	510.1 ± 1.5	509.8 ± 1.8	■	■
At or above NMS	%	93.7 ± 0.3	96.5 ± 0.4	94.2 ± 0.5	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	449.7 ± 6.3	470.9 ± 4.1	460.4 ± 5.7	■	■
At or above NMS	%	83.0 ± 3.3	91.4 ± 2.0	82.9 ± 2.9	■	▽
Non-Indigenous students						
Mean scale score	no.	497.3 ± 1.6	510.7 ± 1.5	510.6 ± 1.8	■	■
At or above NMS	%	94.0 ± 0.4	96.8 ± 0.4	94.6 ± 0.5	■	▽
LBOTE students (d)						
At or above NMS	%	91.9 ± 0.7	95.5 ± 0.6	91.7 ± 0.8	■	▽
Male students						
At or above NMS	%	92.2 ± 0.5	95.5 ± 0.5	92.5 ± 0.7	■	▽
Female students						
At or above NMS	%	95.2 ± 0.4	97.6 ± 0.3	96.0 ± 0.4	■	▽

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 nature of differences, 2008 and 2013 to 2014, Victoria (a), (b)

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	543.0 ± 2.6	546.9 ± 2.5	550.3 ± 2.6	■	■
At or above NMS	%	95.8 ± 0.3	95.6 ± 0.5	95.6 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	488.8 ± 5.5	499.7 ± 6.7	496.7 ± 5.4	■	■
At or above NMS	%	85.5 ± 3.2	86.2 ± 3.6	84.3 ± 2.9	■	■
Non-Indigenous students						
Mean scale score	no.	543.9 ± 2.6	547.6 ± 2.5	551.3 ± 2.6	■	■
At or above NMS	%	96.1 ± 0.4	95.9 ± 0.5	95.9 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	94.1 ± 0.8	94.0 ± 0.9	94.0 ± 1.1	■	■
Male students						
At or above NMS	%	94.7 ± 0.6	94.4 ± 0.7	94.2 ± 0.7	■	■
Female students						
At or above NMS	%	97.0 ± 0.4	97.0 ± 0.4	97.0 ± 0.4	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	584.6 ± 3.0	584.6 ± 2.6	585.5 ± 2.9	■	■
At or above NMS	%	94.7 ± 0.4	94.3 ± 0.6	93.3 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	536.0 ± 6.0	543.6 ± 4.3	540.3 ± 4.9	■	■
At or above NMS	%	79.9 ± 4.1	84.0 ± 3.0	81.8 ± 3.2	■	■
Non-Indigenous students						
Mean scale score	no.	585.2 ± 2.9	585.7 ± 2.6	586.3 ± 2.9	■	■
At or above NMS	%	95.0 ± 0.5	94.8 ± 0.5	93.5 ± 0.6	■	■
LBOTE students (d)						
At or above NMS	%	92.8 ± 1.0	92.2 ± 1.2	91.3 ± 1.3	■	■
Male students						
At or above NMS	%	93.5 ± 0.7	93.0 ± 0.8	91.4 ± 0.9	■	■
Female students						
At or above NMS	%	95.8 ± 0.5	95.8 ± 0.5	95.2 ± 0.5	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.45 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Victoria (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Queensland (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	371.1 ± 2.6	407.7 ± 2.3	409.4 ± 2.4	△	■
At or above NMS	%	87.1 ± 0.7	95.1 ± 0.4	93.4 ± 0.5	△	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	309.5 ± 7.6	349.8 ± 4.5	343.5 ± 4.3	△	■
At or above NMS	%	66.2 ± 3.3	85.2 ± 1.7	80.3 ± 2.0	△	▽
Non-Indigenous students						
Mean scale score	no.	375.9 ± 2.4	412.3 ± 2.2	414.7 ± 2.3	△	■
At or above NMS	%	88.7 ± 0.6	95.9 ± 0.3	94.5 ± 0.4	△	■
LBOTE students (d)						
At or above NMS	%	77.2 ± 3.2	91.7 ± 1.5	90.2 ± 1.4	▲	■
Male students						
At or above NMS	%	84.4 ± 0.9	93.6 ± 0.5	91.9 ± 0.6	△	■
Female students						
At or above NMS	%	90.0 ± 0.7	96.6 ± 0.4	94.9 ± 0.4	△	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	466.1 ± 2.3	497.0 ± 1.8	496.1 ± 2.2	△	■
At or above NMS	%	86.9 ± 0.7	96.2 ± 0.3	92.8 ± 0.5	△	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	404.4 ± 6.4	445.2 ± 3.5	431.3 ± 4.5	△	▽
At or above NMS	%	62.9 ± 3.2	87.7 ± 1.6	74.9 ± 2.4	△	▼
Non-Indigenous students						
Mean scale score	no.	470.9 ± 2.2	501.1 ± 1.7	501.0 ± 2.0	△	■
At or above NMS	%	88.8 ± 0.6	96.9 ± 0.3	94.3 ± 0.4	△	▽
LBOTE students (d)						
At or above NMS	%	74.2 ± 3.4	93.2 ± 1.3	87.8 ± 1.7	▲	▽
Male students						
At or above NMS	%	84.3 ± 0.9	95.1 ± 0.4	91.2 ± 0.7	△	▽
Female students						
At or above NMS	%	89.6 ± 0.7	97.3 ± 0.3	94.5 ± 0.5	△	▽

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 nature of differences, 2008 and 2013 to 2014, Queensland (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	528.1 ± 2.1	533.5 ± 2.0	541.6 ± 2.2	Δ	■
At or above NMS	%	92.9 ± 0.5	93.6 ± 0.5	94.4 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	472.4 ± 7.6	479.6 ± 4.0	486.1 ± 4.3	Δ	■
At or above NMS	%	74.8 ± 3.2	76.6 ± 2.4	80.2 ± 2.4	■	■
Non-Indigenous students						
Mean scale score	no.	532.3 ± 2.0	537.5 ± 1.9	545.7 ± 2.1	Δ	■
At or above NMS	%	94.3 ± 0.4	94.9 ± 0.4	95.5 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	82.4 ± 2.8	87.4 ± 2.2	90.3 ± 1.9	Δ	■
Male students						
At or above NMS	%	91.2 ± 0.6	92.1 ± 0.7	93.2 ± 0.7	■	■
Female students						
At or above NMS	%	94.6 ± 0.6	95.2 ± 0.5	95.8 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	568.2 ± 3.3	572.4 ± 3.0	571.6 ± 3.1	■	■
At or above NMS	%	90.5 ± 0.9	92.7 ± 0.7	91.3 ± 0.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	514.2 ± 9.3	523.2 ± 4.2	521.3 ± 4.3	■	■
At or above NMS	%	70.0 ± 4.0	76.3 ± 2.8	72.7 ± 2.8	■	■
Non-Indigenous students						
Mean scale score	no.	572.2 ± 3.1	575.9 ± 2.9	575.4 ± 3.0	■	■
At or above NMS	%	92.0 ± 0.8	93.8 ± 0.6	92.7 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	80.8 ± 3.7	87.1 ± 2.9	86.5 ± 2.6	Δ	■
Male students						
At or above NMS	%	88.6 ± 1.1	90.8 ± 0.9	89.1 ± 1.0	■	■
Female students						
At or above NMS	%	92.5 ± 0.8	94.6 ± 0.6	93.6 ± 0.7	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Queensland (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.47 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Western Australia (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	386.7 ± 3.1	406.1 ± 3.0	406.3 ± 3.3	△	■
At or above NMS	%	89.4 ± 0.8	94.3 ± 0.6	91.8 ± 0.7	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	292.7 ± 7.1	320.8 ± 6.1	303.5 ± 7.3	■	▽
At or above NMS	%	57.3 ± 3.7	75.2 ± 3.4	63.1 ± 3.5	■	▽
Non-Indigenous students						
Mean scale score	no.	394.5 ± 2.7	413.1 ± 2.8	414.3 ± 2.9	△	■
At or above NMS	%	92.1 ± 0.6	95.7 ± 0.5	94.0 ± 0.5	■	▽
LBOTE students (d)						
At or above NMS	%	88.0 ± 2.1	92.7 ± 1.3	90.1 ± 1.5	■	▽
Male students						
At or above NMS	%	87.0 ± 1.0	92.9 ± 0.8	90.1 ± 0.9	■	▽
Female students						
At or above NMS	%	91.9 ± 0.8	95.7 ± 0.5	93.5 ± 0.7	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	473.6 ± 2.8	495.4 ± 2.5	491.7 ± 3.1	△	■
At or above NMS	%	89.1 ± 0.9	96.0 ± 0.5	91.2 ± 0.8	■	▼
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	381.3 ± 5.8	423.7 ± 5.1	395.6 ± 6.6	■	▽
At or above NMS	%	51.8 ± 3.4	79.0 ± 3.0	59.3 ± 3.7	■	▼
Non-Indigenous students						
Mean scale score	no.	481.4 ± 2.4	501.3 ± 2.3	498.9 ± 2.8	△	■
At or above NMS	%	92.2 ± 0.6	97.3 ± 0.4	93.6 ± 0.6	■	▼
LBOTE students (d)						
At or above NMS	%	86.1 ± 2.1	94.5 ± 1.2	88.5 ± 1.7	■	▽
Male students						
At or above NMS	%	87.1 ± 1.0	95.0 ± 0.7	89.4 ± 1.0	■	▽
Female students						
At or above NMS	%	91.1 ± 0.9	97.0 ± 0.4	93.1 ± 0.8	■	▼

Table 4A.47 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Western Australia (a), (b)

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	527.0 ± 2.8	538.4 ± 3.2	544.1 ± 3.4	Δ	■
At or above NMS	%	92.7 ± 0.8	93.8 ± 0.7	94.8 ± 0.7	Δ	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	450.0 ± 5.7	460.1 ± 5.3	466.1 ± 5.4	Δ	■
At or above NMS	%	63.4 ± 3.7	68.2 ± 3.7	71.6 ± 3.5	Δ	■
Non-Indigenous students						
Mean scale score	no.	533.2 ± 2.6	544.5 ± 3.0	550.5 ± 3.1	Δ	■
At or above NMS	%	95.0 ± 0.5	95.7 ± 0.6	96.6 ± 0.5	Δ	■
LBOTE students (d)						
At or above NMS	%	90.3 ± 2.0	91.4 ± 1.5	92.5 ± 1.5	■	■
Male students						
At or above NMS	%	91.0 ± 0.9	92.4 ± 1.0	93.6 ± 0.8	Δ	■
Female students						
At or above NMS	%	94.5 ± 0.7	95.3 ± 0.7	96.1 ± 0.6	Δ	■
<i>Year 9</i>						
All students						
Mean scale score	no.	569.8 ± 4.6	579.7 ± 4.6	584.4 ± 4.8	Δ	■
At or above NMS	%	91.8 ± 1.1	92.9 ± 1.0	92.9 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	498.3 ± 5.7	506.3 ± 5.8	508.4 ± 7.6	■	■
At or above NMS	%	62.8 ± 3.9	65.7 ± 4.0	65.9 ± 4.5	■	■
Non-Indigenous students						
Mean scale score	no.	575.6 ± 4.4	585.2 ± 4.4	590.0 ± 4.5	Δ	■
At or above NMS	%	94.0 ± 0.9	94.8 ± 0.8	95.0 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	89.6 ± 2.4	91.0 ± 2.2	91.1 ± 2.2	■	■
Male students						
At or above NMS	%	90.1 ± 1.3	91.4 ± 1.3	91.1 ± 1.4	■	■
Female students						
At or above NMS	%	93.5 ± 1.0	94.4 ± 1.0	94.8 ± 0.9	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.47 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Western Australia (a), (b)

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.48 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, South Australia (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	400.5 ± 3.3	409.6 ± 3.4	407.3 ± 3.7	■	■
At or above NMS	%	91.5 ± 1.0	94.3 ± 0.7	91.8 ± 0.9	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	329.7 ± 8.7	331.0 ± 11.8	321.7 ± 10.5	■	■
At or above NMS	%	71.5 ± 4.4	76.7 ± 4.8	69.6 ± 4.5	■	▽
Non-Indigenous students						
Mean scale score	no.	403.9 ± 3.1	413.4 ± 3.3	411.5 ± 3.5	■	■
At or above NMS	%	92.5 ± 0.9	95.3 ± 0.6	93.0 ± 0.8	■	▽
LBOTE students (d)						
At or above NMS	%	85.5 ± 4.3	92.0 ± 2.2	86.9 ± 2.9	■	▽
Male students						
At or above NMS	%	89.6 ± 1.3	92.7 ± 1.0	90.0 ± 1.1	■	▽
Female students						
At or above NMS	%	93.5 ± 0.9	96.1 ± 0.6	93.7 ± 0.9	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	477.9 ± 3.0	491.9 ± 2.6	489.6 ± 3.3	■	■
At or above NMS	%	89.9 ± 1.1	95.7 ± 0.6	91.6 ± 0.9	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	405.9 ± 9.8	433.5 ± 7.3	412.0 ± 9.7	■	▽
At or above NMS	%	60.6 ± 5.9	82.4 ± 5.2	65.6 ± 5.4	■	▼
Non-Indigenous students						
Mean scale score	no.	481.0 ± 2.8	494.6 ± 2.5	493.0 ± 3.1	■	■
At or above NMS	%	91.3 ± 1.0	96.3 ± 0.6	92.9 ± 0.8	■	▽
LBOTE students (d)						
At or above NMS	%	81.3 ± 4.1	93.7 ± 1.9	86.1 ± 3.1	■	▼
Male students						
At or above NMS	%	88.2 ± 1.4	94.3 ± 0.9	89.8 ± 1.2	■	▽
Female students						
At or above NMS	%	91.7 ± 1.1	97.1 ± 0.6	93.6 ± 0.8	■	▽

Table 4A.48 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, South Australia (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	533.5 ± 2.9	535.9 ± 2.9	541.1 ± 2.8	■	■
At or above NMS	%	93.4 ± 0.8	94.0 ± 0.7	95.0 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	464.9 ± 8.7	475.5 ± 6.6	480.6 ± 8.3	△	■
At or above NMS	%	69.6 ± 5.9	74.3 ± 4.5	80.3 ± 4.7	△	■
Non-Indigenous students						
Mean scale score	no.	536.4 ± 2.7	538.7 ± 2.8	543.7 ± 2.7	■	■
At or above NMS	%	94.4 ± 0.7	94.9 ± 0.7	95.8 ± 0.6	■	■
LBOTE students (d)						
At or above NMS	%	85.3 ± 3.5	91.2 ± 2.0	90.7 ± 2.4	△	■
Male students						
At or above NMS	%	92.0 ± 1.0	92.4 ± 1.0	93.4 ± 0.9	■	■
Female students						
At or above NMS	%	94.8 ± 0.8	95.6 ± 0.7	96.7 ± 0.7	△	■
<i>Year 9</i>						
All students						
Mean scale score	no.	574.9 ± 5.0	576.6 ± 4.4	573.0 ± 5.0	■	■
At or above NMS	%	91.7 ± 1.8	93.2 ± 1.2	90.3 ± 1.6	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	506.3 ± 10.1	524.5 ± 5.6	516.7 ± 6.7	■	■
At or above NMS	%	62.5 ± 6.5	76.3 ± 4.1	70.9 ± 4.3	■	■
Non-Indigenous students						
Mean scale score	no.	578.5 ± 4.6	578.6 ± 4.2	575.5 ± 4.7	■	■
At or above NMS	%	93.5 ± 1.1	93.9 ± 1.1	91.3 ± 1.5	■	▽
LBOTE students (d)						
At or above NMS	%	85.0 ± 4.8	89.9 ± 4.0	82.7 ± 7.0	■	■
Male students						
At or above NMS	%	90.4 ± 2.0	91.7 ± 1.5	87.9 ± 2.0	■	▽
Female students						
At or above NMS	%	92.9 ± 1.7	94.8 ± 1.0	92.8 ± 1.4	■	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.48 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, South Australia (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.49 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Tasmania (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	401.2 ± 4.9	414.9 ± 6.0	415.7 ± 6.8	■	■
At or above NMS	%	92.8 ± 1.0	94.6 ± 0.9	92.1 ± 1.1	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	376.6 ± 9.4	372.7 ± 8.8	375.6 ± 9.2	■	■
At or above NMS	%	88.4 ± 4.1	89.9 ± 3.4	88.1 ± 3.5	■	■
Non-Indigenous students						
Mean scale score	no.	403.4 ± 5.2	416.8 ± 5.8	418.2 ± 6.6	■	■
At or above NMS	%	93.0 ± 1.0	94.9 ± 0.9	92.4 ± 1.1	■	▽
LBOTE students (d)						
At or above NMS	%	88.9 ± 5.4	93.4 ± 3.8	87.2 ± 4.6	■	▽
Male students						
At or above NMS	%	92.0 ± 1.4	92.9 ± 1.5	90.5 ± 1.5	■	■
Female students						
At or above NMS	%	93.7 ± 1.2	96.4 ± 1.0	93.9 ± 1.0	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	476.4 ± 4.9	496.1 ± 4.6	497.9 ± 6.5	△	■
At or above NMS	%	89.7 ± 1.4	95.5 ± 0.9	91.3 ± 1.3	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	456.6 ± 9.8	462.5 ± 7.2	449.2 ± 9.7	■	■
At or above NMS	%	84.5 ± 4.5	89.8 ± 3.7	82.0 ± 5.1	■	▽
Non-Indigenous students						
Mean scale score	no.	480.1 ± 4.9	498.5 ± 4.6	500.4 ± 6.0	△	■
At or above NMS	%	90.7 ± 1.3	96.0 ± 0.8	92.0 ± 1.2	■	▽
LBOTE students (d)						
At or above NMS	%	83.8 ± 6.0	94.8 ± 2.5	86.8 ± 4.8	■	▼
Male students						
At or above NMS	%	88.7 ± 1.9	94.0 ± 1.2	88.8 ± 1.9	■	▽
Female students						
At or above NMS	%	90.7 ± 1.5	97.1 ± 0.9	93.9 ± 1.4	△	▽

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 nature of differences, 2008 and 2013 to 2014, Tasmania (a), (b)

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	534.2 ± 7.2	536.3 ± 6.6	542.9 ± 6.8	■	■
At or above NMS	%	93.9 ± 1.5	93.7 ± 1.3	94.7 ± 1.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	513.8 ± 8.3	501.9 ± 6.9	508.4 ± 6.7	■	■
At or above NMS	%	89.0 ± 3.5	85.2 ± 4.4	89.1 ± 3.7	■	■
Non-Indigenous students						
Mean scale score	no.	536.6 ± 7.5	538.5 ± 6.3	545.4 ± 6.7	■	■
At or above NMS	%	94.4 ± 1.4	94.4 ± 1.2	95.1 ± 1.2	■	■
LBOTE students (d)						
At or above NMS	%	90.7 ± 4.9	91.0 ± 4.1	90.6 ± 4.5	■	■
Male students						
At or above NMS	%	93.0 ± 1.8	91.6 ± 1.9	93.1 ± 1.9	■	■
Female students						
At or above NMS	%	95.0 ± 1.5	95.9 ± 1.2	96.4 ± 0.9	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	578.8 ± 7.3	575.8 ± 6.5	573.4 ± 7.4	■	■
At or above NMS	%	93.0 ± 1.7	91.8 ± 1.7	90.5 ± 1.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	564.9 ± 9.4	539.9 ± 7.3	539.7 ± 7.5	▽	■
At or above NMS	%	90.7 ± 3.7	85.0 ± 4.7	82.5 ± 3.7	▽	■
Non-Indigenous students						
Mean scale score	no.	580.9 ± 7.4	579.9 ± 6.0	575.8 ± 7.1	■	■
At or above NMS	%	93.5 ± 1.4	92.7 ± 1.6	91.4 ± 1.8	■	■
LBOTE students (d)						
At or above NMS	%	87.3 ± 6.5	88.8 ± 6.6	85.0 ± 8.2	■	■
Male students						
At or above NMS	%	92.8 ± 2.0	89.6 ± 2.4	88.0 ± 2.4	▽	■
Female students						
At or above NMS	%	93.2 ± 1.8	94.1 ± 1.6	93.1 ± 1.6	■	■

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 nature of differences, 2008 and 2013 to 2014, Tasmania (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.50 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	421.0 ± 5.9	441.9 ± 6.8	438.7 ± 6.3	Δ	■
At or above NMS	%	94.4 ± 1.5	96.1 ± 1.1	95.4 ± 1.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	359.5 ± 17.6	375.0 ± 16.3	359.1 ± 17.0	■	■
At or above NMS	%	84.9 ± 8.1	87.6 ± 7.6	83.4 ± 6.7	■	■
Non-Indigenous students						
Mean scale score	no.	422.8 ± 5.7	443.8 ± 6.7	440.6 ± 6.1	Δ	■
At or above NMS	%	94.8 ± 1.4	96.4 ± 1.1	95.8 ± 1.1	■	■
LBOTE students (d)						
At or above NMS	%	87.8 ± 6.4	92.8 ± 2.8	92.8 ± 2.5	■	■
Male students						
At or above NMS	%	92.2 ± 2.1	95.0 ± 1.4	94.4 ± 1.7	■	■
Female students						
At or above NMS	%	96.6 ± 1.1	97.4 ± 1.1	96.5 ± 1.0	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	503.3 ± 5.6	519.2 ± 5.4	522.0 ± 6.0	Δ	■
At or above NMS	%	94.8 ± 1.2	97.0 ± 0.9	95.6 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	441.9 ± 16.7	474.6 ± 13.7	461.4 ± 15.2	■	■
At or above NMS	%	81.1 ± 8.0	93.7 ± 4.9	83.1 ± 7.9	■	▼
Non-Indigenous students						
Mean scale score	no.	504.9 ± 5.5	520.3 ± 5.4	524.1 ± 6.0	Δ	■
At or above NMS	%	95.2 ± 1.1	97.1 ± 0.9	96.1 ± 0.9	■	■
LBOTE students (d)						
At or above NMS	%	88.8 ± 5.6	95.3 ± 2.0	93.0 ± 2.3	■	■
Male students						
At or above NMS	%	93.5 ± 1.7	96.0 ± 1.4	94.8 ± 1.4	■	■
Female students						
At or above NMS	%	96.0 ± 1.2	98.1 ± 0.8	96.6 ± 1.0	■	▽

Table 4A.50 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	558.2 ± 10.1	560.6 ± 8.2	567.3 ± 8.7	■	■
At or above NMS	%	96.3 ± 1.4	95.9 ± 1.4	96.5 ± 1.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	519.4 ± 16.5	523.2 ± 16.8	516.2 ± 17.4	■	■
At or above NMS	%	94.3 ± 4.8	90.9 ± 5.9	83.1 ± 9.4	▼	■
Non-Indigenous students						
Mean scale score	no.	559.2 ± 10.2	561.7 ± 8.1	568.9 ± 8.5	■	■
At or above NMS	%	96.4 ± 1.4	96.0 ± 1.3	96.8 ± 1.4	■	■
LBOTE students (d)						
At or above NMS	%	95.2 ± 3.3	94.1 ± 2.7	94.7 ± 2.6	■	■
Male students						
At or above NMS	%	95.0 ± 2.0	94.8 ± 2.1	95.4 ± 2.1	■	■
Female students						
At or above NMS	%	97.6 ± 1.1	97.0 ± 1.1	97.6 ± 1.2	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	601.9 ± 10.0	599.5 ± 8.0	597.3 ± 8.6	■	■
At or above NMS	%	96.6 ± 1.3	96.0 ± 1.5	93.9 ± 1.9	▽	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	552.8 ± 17.7	548.9 ± 15.4	540.3 ± 14.4	■	■
At or above NMS	%	84.2 ± 9.0	81.0 ± 8.1	79.4 ± 8.3	■	■
Non-Indigenous students						
Mean scale score	no.	603.1 ± 9.8	600.9 ± 7.7	599.1 ± 8.5	■	■
At or above NMS	%	96.9 ± 1.1	96.4 ± 1.4	94.3 ± 1.8	▽	■
LBOTE students (d)						
At or above NMS	%	96.6 ± 2.6	93.9 ± 2.7	91.2 ± 3.4	▼	■
Male students						
At or above NMS	%	95.4 ± 1.8	95.2 ± 2.1	92.0 ± 2.7	■	■
Female students						
At or above NMS	%	97.9 ± 1.1	96.8 ± 1.4	95.9 ± 1.8	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.50 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, 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 nature of differences, 2008 and 2013 to 2014, Northern Territory (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	306.6 ± 19.9	339.1 ± 16.3	332.0 ± 21.8	■	■
At or above NMS	%	62.7 ± 6.5	74.3 ± 5.4	67.0 ± 6.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	208.1 ± 19.5	265.8 ± 15.2	226.1 ± 22.2	■	▽
At or above NMS	%	30.4 ± 6.0	51.2 ± 6.0	34.1 ± 6.6	■	▽
Non-Indigenous students						
Mean scale score	no.	382.5 ± 8.1	397.1 ± 9.0	401.6 ± 8.7	△	■
At or above NMS	%	88.2 ± 2.8	92.7 ± 2.2	89.1 ± 3.5	■	■
LBOTE students (d)						
At or above NMS	%	35.7 ± 7.7	55.6 ± 7.2	40.0 ± 9.3	■	▽
Male students						
At or above NMS	%	60.1 ± 6.8	71.6 ± 6.1	65.5 ± 6.6	■	■
Female students						
At or above NMS	%	65.5 ± 6.5	77.2 ± 5.1	68.6 ± 7.1	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	405.1 ± 18.0	437.4 ± 16.3	425.5 ± 17.5	■	■
At or above NMS	%	62.5 ± 6.6	73.7 ± 6.9	66.4 ± 7.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	307.3 ± 17.7	370.0 ± 15.4	339.4 ± 16.4	△	▽
At or above NMS	%	25.8 ± 5.7	47.1 ± 8.0	32.0 ± 6.7	■	▽
Non-Indigenous students						
Mean scale score	no.	474.5 ± 6.9	491.9 ± 6.8	489.1 ± 6.7	△	■
At or above NMS	%	88.9 ± 2.5	95.3 ± 2.5	92.3 ± 2.7	■	■
LBOTE students (d)						
At or above NMS	%	31.3 ± 8.1	51.3 ± 9.5	36.8 ± 8.5	■	▽
Male students						
At or above NMS	%	60.2 ± 6.4	70.6 ± 7.9	63.4 ± 7.4	■	■
Female students						
At or above NMS	%	65.1 ± 7.0	76.9 ± 6.3	69.4 ± 7.0	■	■

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 nature of differences, 2008 and 2013 to 2014, Northern Territory (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	468.4 ± 21.9	468.6 ± 21.7	478.5 ± 22.6	■	■
At or above NMS	%	67.1 ± 9.4	65.7 ± 9.3	69.1 ± 9.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	386.1 ± 17.6	391.2 ± 19.7	401.2 ± 19.9	■	■
At or above NMS	%	32.4 ± 8.6	32.6 ± 8.5	37.1 ± 8.7	■	■
Non-Indigenous students						
Mean scale score	no.	531.0 ± 10.8	530.8 ± 11.0	535.5 ± 12.8	■	■
At or above NMS	%	93.5 ± 2.8	92.5 ± 2.8	93.9 ± 2.8	■	■
LBOTE students (d)						
At or above NMS	%	38.2 ± 13.1	37.0 ± 12.0	37.4 ± 11.7	■	■
Male students						
At or above NMS	%	65.5 ± 9.0	62.1 ± 9.6	65.7 ± 9.9	■	■
Female students						
At or above NMS	%	69.0 ± 9.9	69.6 ± 9.1	72.8 ± 8.9	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	524.2 ± 21.6	528.2 ± 17.7	521.7 ± 22.2	■	■
At or above NMS	%	69.9 ± 8.3	70.5 ± 8.2	68.8 ± 9.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	446.5 ± 23.3	456.2 ± 16.9	437.8 ± 22.9	■	■
At or above NMS	%	37.9 ± 9.6	38.4 ± 8.4	33.7 ± 9.7	■	■
Non-Indigenous students						
Mean scale score	no.	578.1 ± 9.7	576.1 ± 11.0	572.4 ± 12.0	■	■
At or above NMS	%	92.2 ± 2.3	92.0 ± 3.2	90.9 ± 3.8	■	■
LBOTE students (d)						
At or above NMS	%	46.2 ± 14.6	44.2 ± 13.1	37.5 ± 13.3	■	■
Male students						
At or above NMS	%	68.5 ± 8.3	68.3 ± 8.6	66.0 ± 9.5	■	■
Female students						
At or above NMS	%	71.4 ± 8.5	72.9 ± 8.4	71.8 ± 9.1	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.51 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Northern Territory (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, 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 nature of differences, 2008 and 2013 to 2014, Australia (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	400.5 ± 1.2	419.1 ± 1.1	418.3 ± 1.1	△	■
At or above NMS	%	92.1 ± 0.3	95.3 ± 0.2	93.5 ± 0.2	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	313.7 ± 4.9	343.7 ± 3.3	332.9 ± 4.0	△	■
At or above NMS	%	68.3 ± 2.0	81.5 ± 1.3	74.7 ± 1.6	■	▽
Non-Indigenous students						
Mean scale score	no.	405.0 ± 1.1	423.4 ± 1.0	423.2 ± 1.0	△	■
At or above NMS	%	93.5 ± 0.2	96.2 ± 0.1	94.7 ± 0.2	■	▽
LBOTE students (d)						
At or above NMS	%	90.4 ± 0.7	93.9 ± 0.4	91.7 ± 0.5	■	▽
Male students						
At or above NMS	%	90.3 ± 0.3	94.0 ± 0.2	92.0 ± 0.3	■	■
Female students						
At or above NMS	%	94.1 ± 0.2	96.8 ± 0.2	95.1 ± 0.2	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	484.4 ± 1.1	502.3 ± 0.9	500.6 ± 1.0	△	■
At or above NMS	%	91.0 ± 0.3	96.1 ± 0.2	92.9 ± 0.2	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	403.4 ± 4.1	439.4 ± 3.4	422.1 ± 3.4	△	▽
At or above NMS	%	63.4 ± 1.8	83.3 ± 1.7	70.3 ± 1.6	■	▽
Non-Indigenous students						
Mean scale score	no.	488.7 ± 1.0	505.9 ± 0.8	505.0 ± 1.0	△	■
At or above NMS	%	92.6 ± 0.2	96.9 ± 0.1	94.2 ± 0.2	■	▽
LBOTE students (d)						
At or above NMS	%	87.5 ± 0.7	94.4 ± 0.5	90.2 ± 0.6	■	▽
Male students						
At or above NMS	%	89.3 ± 0.3	95.0 ± 0.2	91.2 ± 0.3	■	▽
Female students						
At or above NMS	%	92.8 ± 0.3	97.3 ± 0.2	94.7 ± 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 nature of differences, 2008 and 2013 to 2014, Australia (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	536.5 ± 1.4	540.6 ± 1.3	546.1 ± 1.4	■	■
At or above NMS	%	94.2 ± 0.3	94.2 ± 0.3	94.9 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	466.5 ± 4.2	472.4 ± 3.5	479.0 ± 3.7	■	■
At or above NMS	%	71.9 ± 2.0	73.2 ± 1.7	77.1 ± 1.8	■	■
Non-Indigenous students						
Mean scale score	no.	540.2 ± 1.3	544.3 ± 1.3	549.8 ± 1.4	■	■
At or above NMS	%	95.4 ± 0.2	95.4 ± 0.2	95.9 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	90.8 ± 0.8	91.7 ± 0.7	92.4 ± 0.7	■	■
Male students						
At or above NMS	%	92.8 ± 0.3	92.8 ± 0.3	93.5 ± 0.4	■	■
Female students						
At or above NMS	%	95.6 ± 0.2	95.7 ± 0.2	96.3 ± 0.2	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	578.0 ± 1.5	580.2 ± 1.4	580.4 ± 1.5	■	■
At or above NMS	%	92.9 ± 0.4	93.4 ± 0.3	92.1 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	513.8 ± 4.6	520.1 ± 2.8	517.4 ± 3.2	■	■
At or above NMS	%	70.7 ± 2.1	73.9 ± 1.6	71.2 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	581.3 ± 1.5	583.6 ± 1.4	583.9 ± 1.5	■	■
At or above NMS	%	94.2 ± 0.3	94.5 ± 0.3	93.3 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	90.0 ± 0.8	91.3 ± 0.7	89.9 ± 0.8	■	■
Male students						
At or above NMS	%	91.5 ± 0.4	91.8 ± 0.4	90.1 ± 0.5	■	■
Female students						
At or above NMS	%	94.4 ± 0.3	95.0 ± 0.3	94.2 ± 0.3	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.52 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australia (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.53

Table 4A.53 Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (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 - Year 9									
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
2014 Year 9	584.3 ± 2.9	585.5 ± 2.9	571.6 ± 3.1	584.4 ± 4.8	573.0 ± 5.0	573.4 ± 7.4	597.3 ± 8.6	521.7 ± 22.2	580.4 ± 1.5
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
Gain 2012-2014	38.2 ± 6.6	37.2 ± 6.4	38.9 ± 6.3	46.6 ± 7.6	36.0 ± 7.7	32.8 ± 11.7	38.7 ± 13.0	47.4 ± 31.8	38.9 ± 5.5
Aboriginal and Torres Strait Islander 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
2014 Year 9	529.2 ± 3.1	540.3 ± 4.9	521.3 ± 4.3	508.4 ± 7.6	516.7 ± 6.7	539.7 ± 7.5	540.3 ± 14.4	437.8 ± 22.9	517.4 ± 3.2
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
Gain 2012-2014	39.3 ± 6.8	36.0 ± 9.0	43.3 ± 7.8	46.4 ± 10.5	38.3 ± 11.3	34.7 ± 12.0	32.9 ± 20.9	40.5 ± 32.6	42.6 ± 6.9
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
2014 Year 9	587.5 ± 3.0	586.3 ± 2.9	575.4 ± 3.0	590.0 ± 4.5	575.5 ± 4.7	575.8 ± 7.1	599.1 ± 8.5	572.4 ± 12.0	583.9 ± 1.5
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
Gain 2012-2014	38.8 ± 6.6	37.2 ± 6.4	38.6 ± 6.2	46.7 ± 7.4	36.0 ± 7.5	33.0 ± 11.1	39.3 ± 12.9	41.6 ± 18.6	38.9 ± 5.5

TABLE 4A.53

Table 4A.53 Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (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									
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
2014 Year 7	548.3 ± 3.0	550.3 ± 2.6	541.6 ± 2.2	544.1 ± 3.4	541.1 ± 2.8	542.9 ± 6.8	567.3 ± 8.7	478.5 ± 22.6	546.1 ± 1.4
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
Gain 2012-2014	48.5 ± 7.9	46.2 ± 7.7	61.3 ± 7.8	61.5 ± 8.4	57.2 ± 8.2	51.2 ± 11.1	48.3 ± 13.2	73.7 ± 33.2	52.5 ± 7.3
Aboriginal and Torres Strait Islander 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
2014 Year 7	495.4 ± 3.0	496.7 ± 5.4	486.1 ± 4.3	466.1 ± 5.4	480.6 ± 8.3	508.4 ± 6.7	516.2 ± 17.4	401.2 ± 19.9	479.0 ± 3.7
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
Gain 2012-2014	56.9 ± 8.5	46.5 ± 10.3	73.1 ± 10.0	79.5 ± 11.3	70.2 ± 13.4	55.6 ± 13.3	56.5 ± 25.8	91.0 ± 33.5	70.0 ± 9.7
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
2014 Year 7	551.1 ± 3.0	551.3 ± 2.6	545.7 ± 2.1	550.5 ± 3.1	543.7 ± 2.7	545.4 ± 6.7	568.9 ± 8.5	535.5 ± 12.8	549.8 ± 1.4
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
Gain 2012-2014	48.3 ± 7.9	46.4 ± 7.7	60.4 ± 7.7	60.3 ± 8.2	56.9 ± 8.1	51.6 ± 11.0	48.6 ± 13.1	53.2 ± 16.7	51.8 ± 7.2
Year 3 - Year 5									
All students									
2012 Year 3	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
2014 Year 5	504.0 ± 2.0	509.8 ± 1.8	496.1 ± 2.2	491.7 ± 3.1	489.6 ± 3.3	497.9 ± 6.5	522.0 ± 6.0	425.5 ± 17.5	500.6 ± 1.0
Gain 2012-2014	78.0 ± 7.0	77.8 ± 6.9	87.6 ± 7.2	84.1 ± 7.8	80.7 ± 8.0	78.8 ± 11.5	78.2 ± 10.5	93.3 ± 27.2	81.0 ± 6.5
Aboriginal and Torres Strait Islander students (d)									

Table 4A.53 Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (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>
2012 Year 3	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
2014 Year 5	440.4 ± 3.3	460.4 ± 5.7	431.3 ± 4.5	395.6 ± 6.6	412.0 ± 9.7	449.2 ± 9.7	461.4 ± 15.2	339.4 ± 16.4	422.1 ± 3.4
Gain 2012-2014	83.7 ± 8.2	85.4 ± 10.7	91.5 ± 9.2	90.7 ± 11.2	77.6 ± 14.5	80.2 ± 16.1	88.8 ± 24.2	97.0 ± 27.2	88.8 ± 8.3
Non-Indigenous students									
2012 Year 3	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
2014 Year 5	507.3 ± 1.9	510.6 ± 1.8	501.0 ± 2.0	498.9 ± 2.8	493.0 ± 3.1	500.4 ± 6.0	524.1 ± 6.0	489.1 ± 6.7	505.0 ± 1.0
Gain 2012-2014	77.7 ± 6.9	77.8 ± 6.9	87.3 ± 7.1	83.8 ± 7.6	80.9 ± 7.9	79.6 ± 10.7	78.2 ± 10.5	88.9 ± 13.1	80.8 ± 6.5

- (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, 2012 and 2014 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 for 2012-2014 are in table 4A.71. 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 'Aboriginal and Torres Strait Islander' 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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.54

Table 4A.54 **Proportion of students who achieved at or above the national minimum standard for reading, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 10 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	96.0 ± 0.4	95.1 ± 0.4	94.3 ± 0.6	94.3 ± 0.7	94.6 ± 0.9	96.1 ± 1.1	74.3 ± 5.4	95.3 ± 0.2
Aboriginal and Torres Strait Islander students (e)	88.6 ± 1.5	87.5 ± 2.6	85.2 ± 1.7	75.2 ± 3.4	76.7 ± 4.8	89.9 ± 3.4	87.6 ± 7.6	51.2 ± 6.0	81.5 ± 1.3
Non-Indigenous students	96.8 ± 0.2	96.4 ± 0.4	95.9 ± 0.3	95.7 ± 0.5	95.3 ± 0.6	94.9 ± 0.9	96.4 ± 1.1	92.7 ± 2.2	96.2 ± 0.1
LBOTE students (f)	95.9 ± 0.4	95.1 ± 0.6	91.7 ± 1.5	92.7 ± 1.3	92.0 ± 2.2	93.4 ± 3.8	92.8 ± 2.8	55.6 ± 7.2	93.9 ± 0.4
Male students	95.1 ± 0.4	94.6 ± 0.5	93.6 ± 0.5	92.9 ± 0.8	92.7 ± 1.0	92.9 ± 1.5	95.0 ± 1.4	71.6 ± 6.1	94.0 ± 0.2
Female students	97.6 ± 0.2	97.5 ± 0.3	96.6 ± 0.4	95.7 ± 0.5	96.1 ± 0.6	96.4 ± 1.0	97.4 ± 1.1	77.2 ± 5.1	96.8 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 5 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	96.8 ± 0.2	96.5 ± 0.4	96.2 ± 0.3	96.0 ± 0.5	95.7 ± 0.6	95.5 ± 0.9	97.0 ± 0.9	73.7 ± 6.9	96.1 ± 0.2
Aboriginal and Torres Strait Islander students (e)	91.0 ± 1.0	91.4 ± 2.0	87.7 ± 1.6	79.0 ± 3.0	82.4 ± 5.2	89.8 ± 3.7	93.7 ± 4.9	47.1 ± 8.0	83.3 ± 1.7
Non-Indigenous students	97.2 ± 0.2	96.8 ± 0.4	96.9 ± 0.3	97.3 ± 0.4	96.3 ± 0.6	96.0 ± 0.8	97.1 ± 0.9	95.3 ± 2.5	96.9 ± 0.1
LBOTE students (f)	96.4 ± 0.4	95.5 ± 0.6	93.2 ± 1.3	94.5 ± 1.2	93.7 ± 1.9	94.8 ± 2.5	95.3 ± 2.0	51.3 ± 9.5	94.4 ± 0.5
Male students	95.8 ± 0.3	95.5 ± 0.5	95.1 ± 0.4	95.0 ± 0.7	94.3 ± 0.9	94.0 ± 1.2	96.0 ± 1.4	70.6 ± 7.9	95.0 ± 0.2
Female students	97.9 ± 0.2	97.6 ± 0.3	97.3 ± 0.3	97.0 ± 0.4	97.1 ± 0.6	97.1 ± 0.9	98.1 ± 0.8	76.9 ± 6.3	97.3 ± 0.2

TABLE 4A.54

Table 4A.54 **Proportion of students who achieved at or above the national minimum standard for reading, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7									
Average age (d)	12 y 7 m	12 y 9 m	12 y 1 m	12 y 5 m	12 y 7 m	12 y 11 m	12 y 8 m	12 y 6 m	12 y 6 m
Years of schooling (d)	7 y 4 m	7 y 4 m	6 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 2 m
All students	94.7 ± 0.4	95.6 ± 0.5	93.6 ± 0.5	93.8 ± 0.7	94.0 ± 0.7	93.7 ± 1.3	95.9 ± 1.4	65.7 ± 9.3	94.2 ± 0.3
Aboriginal and Torres Strait Islander students (e)	81.0 ± 1.8	86.2 ± 3.6	76.6 ± 2.4	68.2 ± 3.7	74.3 ± 4.5	85.2 ± 4.4	90.9 ± 5.9	32.6 ± 8.5	73.2 ± 1.7
Non-Indigenous students	95.5 ± 0.4	95.9 ± 0.5	94.9 ± 0.4	95.7 ± 0.6	94.9 ± 0.7	94.4 ± 1.2	96.0 ± 1.3	92.5 ± 2.8	95.4 ± 0.2
LBOTE students (f)	94.1 ± 0.8	94.0 ± 0.9	87.4 ± 2.2	91.4 ± 1.5	91.2 ± 2.0	91.0 ± 4.1	94.1 ± 2.7	37.0 ± 12.0	91.7 ± 0.7
Male students	93.5 ± 0.6	94.4 ± 0.7	92.1 ± 0.7	92.4 ± 1.0	92.4 ± 1.0	91.6 ± 1.9	94.8 ± 2.1	62.1 ± 9.6	92.8 ± 0.3
Female students	96.1 ± 0.4	97.0 ± 0.4	95.2 ± 0.5	95.3 ± 0.7	95.6 ± 0.7	95.9 ± 1.2	97.0 ± 1.1	69.6 ± 9.1	95.7 ± 0.2
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 5 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	94.1 ± 0.5	94.3 ± 0.6	92.7 ± 0.7	92.9 ± 1.0	93.2 ± 1.2	91.8 ± 1.7	96.0 ± 1.5	70.5 ± 8.2	93.4 ± 0.3
Aboriginal and Torres Strait Islander students (e)	80.4 ± 1.7	84.0 ± 3.0	76.3 ± 2.8	65.7 ± 4.0	76.3 ± 4.1	85.0 ± 4.7	81.0 ± 8.1	38.4 ± 8.4	73.9 ± 1.6
Non-Indigenous students	94.9 ± 0.4	94.8 ± 0.5	93.8 ± 0.6	94.8 ± 0.8	93.9 ± 1.1	92.7 ± 1.6	96.4 ± 1.4	92.0 ± 3.2	94.5 ± 0.3
LBOTE students (f)	93.6 ± 0.9	92.2 ± 1.2	87.1 ± 2.9	91.0 ± 2.2	89.9 ± 4.0	88.8 ± 6.6	93.9 ± 2.7	44.2 ± 13.1	91.3 ± 0.7
Male students	92.5 ± 0.7	93.0 ± 0.8	90.8 ± 0.9	91.4 ± 1.3	91.7 ± 1.5	89.6 ± 2.4	95.2 ± 2.1	68.3 ± 8.6	91.8 ± 0.4
Female students	95.7 ± 0.4	95.8 ± 0.5	94.6 ± 0.6	94.4 ± 1.0	94.8 ± 1.0	94.1 ± 1.6	96.8 ± 1.4	72.9 ± 8.4	95.0 ± 0.3

TABLE 4A.54

Table 4A.54 **Proportion of students who achieved at or above the national minimum standard for reading, 2013 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	<i>Proportion</i>	96.3 ± 0.3	96.0 ± 0.4	95.1 ± 0.4	94.3 ± 0.6	94.3 ± 0.7	94.6 ± 0.9	96.1 ± 1.1	74.3 ± 5.4	95.3 ± 0.2
Compared to										
<i>NSW</i>	96.3 ± 0.3	..	■	■	△	△	△	■	▲	■
<i>Vic</i>	96.0 ± 0.4	■	..	■	△	△	△	■	▲	■
<i>Qld</i>	95.1 ± 0.4	■	■	..	■	■	■	■	▲	■
<i>WA</i>	94.3 ± 0.6	▽	▽	■	..	■	■	▽	▲	■
<i>SA</i>	94.3 ± 0.7	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	94.6 ± 0.9	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	96.1 ± 1.1	■	■	■	△	△	△	..	▲	■
<i>NT</i>	74.3 ± 5.4	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	95.3 ± 0.2	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 5										
	<i>Proportion</i>	96.8 ± 0.2	96.5 ± 0.4	96.2 ± 0.3	96.0 ± 0.5	95.7 ± 0.6	95.5 ± 0.9	97.0 ± 0.9	73.7 ± 6.9	96.1 ± 0.2
Compared to										
<i>NSW</i>	96.8 ± 0.2	..	■	■	■	■	△	■	▲	■
<i>Vic</i>	96.5 ± 0.4	■	..	■	■	■	■	■	▲	■
<i>Qld</i>	96.2 ± 0.3	■	■	..	■	■	■	■	▲	■
<i>WA</i>	96.0 ± 0.5	■	■	■	..	■	■	■	▲	■
<i>SA</i>	95.7 ± 0.6	■	■	■	■	..	■	▽	▲	■
<i>Tas</i>	95.5 ± 0.9	▽	■	■	■	■	..	▽	▲	■
<i>ACT</i>	97.0 ± 0.9	■	■	■	■	△	△	..	▲	■
<i>NT</i>	73.7 ± 6.9	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	96.1 ± 0.2	■	■	■	■	■	■	■	▲	..

TABLE 4A.54

Table 4A.54 **Proportion of students who achieved at or above the national minimum standard for reading, 2013 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	94.7 ± 0.4	95.6 ± 0.5	93.6 ± 0.5	93.8 ± 0.7	94.0 ± 0.7	93.7 ± 1.3	95.9 ± 1.4	65.7 ± 9.3	94.2 ± 0.3
Compared to										
<i>NSW</i>	94.7 ± 0.4	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	95.6 ± 0.5	■	..	△	△	△	△	■	▲	■
<i>Qld</i>	93.6 ± 0.5	■	▽	..	■	■	■	▽	▲	■
<i>WA</i>	93.8 ± 0.7	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	94.0 ± 0.7	■	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	93.7 ± 1.3	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	95.9 ± 1.4	■	■	△	△	△	△	..	▲	△
<i>NT</i>	65.7 ± 9.3	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	94.2 ± 0.3	■	■	■	■	■	■	▽	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 9										
	<i>Proportion</i>	94.1 ± 0.5	94.3 ± 0.6	92.7 ± 0.7	92.9 ± 1.0	93.2 ± 1.2	91.8 ± 1.7	96.0 ± 1.5	70.5 ± 8.2	93.4 ± 0.3
Compared to										
<i>NSW</i>	94.1 ± 0.5	..	■	■	■	■	△	▽	▲	■
<i>Vic</i>	94.3 ± 0.6	■	..	■	■	■	△	▽	▲	■
<i>Qld</i>	92.7 ± 0.7	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	92.9 ± 1.0	■	■	■	..	■	■	▽	▲	■
<i>SA</i>	93.2 ± 1.2	■	■	■	■	..	■	▽	▲	■
<i>Tas</i>	91.8 ± 1.7	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	96.0 ± 1.5	△	△	△	△	△	△	..	▲	△
<i>NT</i>	70.5 ± 8.2	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	93.4 ± 0.3	■	■	■	■	■	■	▽	▲	..

Table 4A.54 **Proportion of students who achieved at or above the national minimum standard for reading, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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LBOTE = Language Background Other Than English.

▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the comparison State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the comparison State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the comparison State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the comparison State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the comparison State/Territory.

- (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 (2013). 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 years 2008-2012 were included in earlier Reports. Data for 2014 are at table 4A.36.
- (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 'Aboriginal and Torres Strait Islander' 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.

.. Not applicable.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, 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 reading, by Indigenous status and geolocation, 2013 (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									
Aboriginal and Torres Strait Islander students									
Metropolitan	91.0 ± 1.5	87.4 ± 3.4	87.2 ± 1.8	82.5 ± 3.1	84.9 ± 5.5	89.6 ± 5.5	88.4 ± 7.0	..	87.9 ± 1.0
Provincial	87.4 ± 2.3	87.5 ± 3.6	88.6 ± 2.2	80.7 ± 4.9	75.8 ± 5.7	90.0 ± 4.2	np	78.0 ± 8.3	86.2 ± 1.4
Remote	75.6 ± 7.9	np	71.3 ± 11.4	75.1 ± 7.6	np	np	..	61.6 ± 8.8	71.0 ± 5.0
Very remote	88.6 ± 12.2	..	74.7 ± 6.6	58.6 ± 7.4	41.0 ± 18.8	np	..	37.8 ± 7.4	54.5 ± 5.4
Total	88.6 ± 1.5	87.5 ± 2.6	85.2 ± 1.7	75.2 ± 3.4	76.7 ± 4.8	89.9 ± 3.4	87.6 ± 7.6	51.2 ± 6.0	81.5 ± 1.3
Non-Indigenous students									
Metropolitan	96.9 ± 0.3	96.5 ± 0.4	96.2 ± 0.4	96.0 ± 0.6	95.7 ± 0.7	94.8 ± 1.6	96.4 ± 1.1	..	96.5 ± 0.2
Provincial	96.3 ± 0.4	95.9 ± 0.8	95.2 ± 0.6	94.8 ± 0.8	94.1 ± 1.2	95.1 ± 1.1	np	91.7 ± 2.8	95.5 ± 0.3
Remote	94.4 ± 3.8	93.6 ± 9.5	95.1 ± 1.7	94.5 ± 2.3	94.7 ± 3.1	86.7 ± 19.2	..	96.4 ± 3.2	94.7 ± 1.4
Very remote	97.3 ± 6.0	..	92.5 ± 4.0	95.0 ± 3.1	92.2 ± 5.9	np	..	92.4 ± 6.1	93.8 ± 1.9
Total	96.8 ± 0.2	96.4 ± 0.4	95.9 ± 0.3	95.7 ± 0.5	95.3 ± 0.6	94.9 ± 0.9	96.4 ± 1.1	92.7 ± 2.2	96.2 ± 0.1
All students									
Metropolitan	96.7 ± 0.3	96.2 ± 0.4	95.7 ± 0.4	95.5 ± 0.6	95.2 ± 0.8	94.6 ± 1.6	96.2 ± 1.1	..	96.1 ± 0.2
Provincial	95.2 ± 0.5	95.5 ± 0.8	94.6 ± 0.6	93.6 ± 1.0	92.8 ± 1.4	94.7 ± 1.1	np	89.2 ± 3.5	94.7 ± 0.3
Remote	87.2 ± 5.2	93.8 ± 9.4	89.3 ± 4.1	90.1 ± 3.2	94.2 ± 3.1	87.1 ± 19.5	..	80.7 ± 8.2	88.8 ± 2.0
Very remote	92.9 ± 7.1	..	81.5 ± 5.2	74.2 ± 6.8	65.9 ± 17.4	np	..	44.7 ± 9.9	67.3 ± 5.0
Total	96.3 ± 0.3	96.0 ± 0.4	95.1 ± 0.4	94.3 ± 0.6	94.3 ± 0.7	94.6 ± 0.9	96.1 ± 1.1	74.3 ± 5.4	95.3 ± 0.2
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	93.1 ± 1.4	91.4 ± 2.9	90.7 ± 1.5	86.9 ± 3.2	89.3 ± 3.7	89.7 ± 5.5	94.0 ± 4.7	..	91.1 ± 0.9
Provincial	89.5 ± 1.7	91.4 ± 2.8	88.8 ± 2.4	87.1 ± 4.3	84.0 ± 6.7	89.8 ± 4.6	np	78.5 ± 7.0	88.4 ± 1.4
Remote	85.7 ± 5.9	np	75.6 ± 10.2	74.3 ± 7.3	np	np	..	69.8 ± 7.7	75.4 ± 4.0

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 reading, by Indigenous status and geolocation, 2013 (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	82.0 ± 19.0	..	77.5 ± 6.9	62.6 ± 7.8	54.6 ± 18.2	np	..	30.7 ± 7.6	51.3 ± 6.9
Total	91.0 ± 1.0	91.4 ± 2.0	87.7 ± 1.6	79.0 ± 3.0	82.4 ± 5.2	89.8 ± 3.7	93.7 ± 4.9	47.1 ± 8.0	83.3 ± 1.7
Non-Indigenous students									
Metropolitan	97.3 ± 0.3	96.8 ± 0.4	97.0 ± 0.4	97.4 ± 0.4	96.4 ± 0.7	96.2 ± 1.4	97.1 ± 0.9	..	97.0 ± 0.2
Provincial	96.9 ± 0.4	96.8 ± 0.6	96.5 ± 0.5	97.3 ± 0.8	96.0 ± 0.9	95.8 ± 1.0	np	94.5 ± 3.3	96.7 ± 0.2
Remote	94.4 ± 3.4	98.2 ± 3.4	96.2 ± 1.7	96.2 ± 1.6	97.1 ± 1.9	96.5 ± 4.9	..	97.2 ± 1.9	96.4 ± 0.8
Very remote	100.0	..	93.5 ± 3.0	96.0 ± 2.7	93.0 ± 4.7	np	..	98.7 ± 2.4	95.2 ± 1.8
Total	97.2 ± 0.2	96.8 ± 0.4	96.9 ± 0.3	97.3 ± 0.4	96.3 ± 0.6	96.0 ± 0.8	97.1 ± 0.9	95.3 ± 2.5	96.9 ± 0.1
All students									
Metropolitan	97.1 ± 0.3	96.5 ± 0.5	96.7 ± 0.4	97.0 ± 0.5	96.2 ± 0.8	95.7 ± 1.4	97.1 ± 0.9	..	96.8 ± 0.2
Provincial	96.1 ± 0.5	96.5 ± 0.6	95.8 ± 0.5	96.4 ± 0.8	95.3 ± 1.0	95.3 ± 1.1	np	91.4 ± 3.8	95.9 ± 0.3
Remote	91.3 ± 3.1	98.2 ± 3.3	91.2 ± 3.7	90.8 ± 3.1	95.7 ± 2.2	96.9 ± 4.3	..	86.9 ± 5.5	91.2 ± 1.6
Very remote	90.5 ± 11.1	..	84.4 ± 4.6	76.5 ± 7.0	72.3 ± 12.9	np	..	37.4 ± 11.4	65.1 ± 6.5
Total	96.8 ± 0.2	96.5 ± 0.4	96.2 ± 0.3	96.0 ± 0.5	95.7 ± 0.6	95.5 ± 0.9	97.0 ± 0.9	73.7 ± 6.9	96.1 ± 0.2
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	84.8 ± 1.9	86.8 ± 6.1	80.2 ± 3.0	81.1 ± 3.7	79.9 ± 5.1	87.1 ± 8.5	90.9 ± 5.9	..	82.8 ± 1.5
Provincial	79.1 ± 2.8	85.5 ± 3.9	80.3 ± 3.1	77.5 ± 4.6	76.9 ± 6.6	83.7 ± 4.2	..	68.4 ± 7.6	79.3 ± 1.5
Remote	63.2 ± 11.5	np	60.1 ± 12.3	62.7 ± 7.6	np	np	..	44.9 ± 14.4	57.8 ± 6.3
Very remote	np	..	54.3 ± 9.6	45.4 ± 8.2	36.0 ± 16.1	np	..	13.3 ± 5.1	32.5 ± 5.2
Total	81.0 ± 1.8	86.2 ± 3.6	76.6 ± 2.4	68.2 ± 3.7	74.3 ± 4.5	85.2 ± 4.4	90.9 ± 5.9	32.6 ± 8.5	73.2 ± 1.7
Non-Indigenous students									
Metropolitan	95.6 ± 0.5	96.0 ± 0.6	95.2 ± 0.5	95.9 ± 0.7	95.0 ± 0.8	94.5 ± 2.4	96.0 ± 1.3	..	95.6 ± 0.3
Provincial	94.9 ± 0.6	95.4 ± 0.8	94.4 ± 0.8	95.1 ± 1.1	94.5 ± 1.1	94.3 ± 1.5	..	91.8 ± 3.6	94.8 ± 0.4

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 reading, by Indigenous status and geolocation, 2013 (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	90.2 ± 5.0	93.1 ± 11.0	93.4 ± 2.2	95.1 ± 1.8	94.2 ± 2.9	90.3 ± 5.4	..	93.6 ± 3.9	93.9 ± 1.3
Very remote	95.7 ± 7.8	..	90.8 ± 4.0	93.2 ± 3.4	91.2 ± 5.9	np	..	97.5 ± 3.4	92.7 ± 2.3
Total	95.5 ± 0.4	95.9 ± 0.5	94.9 ± 0.4	95.7 ± 0.6	94.9 ± 0.7	94.4 ± 1.2	96.0 ± 1.3	92.5 ± 2.8	95.4 ± 0.2
All students									
Metropolitan	95.3 ± 0.5	95.8 ± 0.6	94.4 ± 0.6	95.4 ± 0.7	94.5 ± 0.9	94.0 ± 2.5	95.9 ± 1.4	..	95.2 ± 0.3
Provincial	93.2 ± 0.8	95.0 ± 0.9	93.1 ± 0.9	93.6 ± 1.2	93.5 ± 1.2	93.4 ± 1.5	..	87.0 ± 4.4	93.5 ± 0.4
Remote	78.8 ± 8.8	93.3 ± 10.5	86.1 ± 5.0	87.2 ± 3.9	93.3 ± 2.7	91.6 ± 4.7	..	72.5 ± 14.4	84.8 ± 3.2
Very remote	73.2 ± 25.3	..	69.9 ± 7.7	63.8 ± 9.2	64.0 ± 16.6	np	..	21.1 ± 10.1	51.4 ± 6.4
Total	94.7 ± 0.4	95.6 ± 0.5	93.6 ± 0.5	93.8 ± 0.7	94.0 ± 0.7	93.7 ± 1.3	95.9 ± 1.4	65.7 ± 9.3	94.2 ± 0.3
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	83.5 ± 2.5	84.7 ± 4.2	80.1 ± 3.5	73.4 ± 6.0	80.7 ± 4.6	84.7 ± 7.4	81.0 ± 8.1	..	81.0 ± 1.7
Provincial	79.4 ± 2.3	83.4 ± 4.4	78.1 ± 3.5	71.9 ± 5.4	75.4 ± 6.5	85.3 ± 5.2	..	65.2 ± 10.5	78.0 ± 1.7
Remote	60.7 ± 10.6	np	58.9 ± 15.7	62.1 ± 10.3	np	np	..	47.9 ± 13.5	57.5 ± 6.9
Very remote	np	..	47.3 ± 14.0	41.6 ± 10.2	np	np	..	14.0 ± 5.1	31.3 ± 7.0
Total	80.4 ± 1.7	84.0 ± 3.0	76.3 ± 2.8	65.7 ± 4.0	76.3 ± 4.1	85.0 ± 4.7	81.0 ± 8.1	38.4 ± 8.4	73.9 ± 1.6
Non-Indigenous students									
Metropolitan	95.2 ± 0.5	94.9 ± 0.7	94.4 ± 0.7	95.1 ± 0.9	94.2 ± 1.4	93.3 ± 2.3	96.4 ± 1.4	..	94.9 ± 0.3
Provincial	93.9 ± 0.7	94.3 ± 0.8	92.6 ± 1.1	94.0 ± 1.4	93.4 ± 1.6	92.4 ± 2.2	..	92.0 ± 3.9	93.6 ± 0.4
Remote	88.5 ± 6.0	98.5 ± 4.4	90.2 ± 4.1	93.7 ± 2.6	92.7 ± 3.1	np	..	92.5 ± 5.1	92.3 ± 1.7
Very remote	91.0 ± 11.8	..	86.1 ± 6.0	93.2 ± 4.4	90.6 ± 6.4	np	..	90.0 ± 7.1	89.6 ± 3.4
Total	94.9 ± 0.4	94.8 ± 0.5	93.8 ± 0.6	94.8 ± 0.8	93.9 ± 1.1	92.7 ± 1.6	96.4 ± 1.4	92.0 ± 3.2	94.5 ± 0.3
All students									
Metropolitan	94.8 ± 0.5	94.6 ± 0.7	93.7 ± 0.8	94.2 ± 1.1	93.8 ± 1.5	92.4 ± 2.6	96.0 ± 1.5	..	94.4 ± 0.3

Table 4A.55 **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, 2013 (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	92.3 ± 0.9	93.6 ± 0.9	91.3 ± 1.2	92.2 ± 1.9	92.4 ± 1.9	91.4 ± 2.2	..	86.1 ± 5.2	92.2 ± 0.5
Remote	75.0 ± 7.6	98.5 ± 4.4	81.4 ± 7.3	85.0 ± 5.9	91.5 ± 4.2	np	..	72.5 ± 12.9	82.3 ± 3.8
Very remote	69.0 ± 24.8	..	65.2 ± 11.4	60.6 ± 12.0	71.9 ± 15.2	np	..	20.1 ± 8.4	50.4 ± 7.7
Total	94.1 ± 0.5	94.3 ± 0.6	92.7 ± 0.7	92.9 ± 1.0	93.2 ± 1.2	91.8 ± 1.7	96.0 ± 1.5	70.5 ± 8.2	93.4 ± 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 (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) 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 'Aboriginal and Torres Strait Islander' 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 2008-2012 were included in earlier Reports. Data for 2014 are at table 4A.37.
- .. Not applicable. **np** Not published.

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

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (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	98.5 ± 0.2	98.1 ± 0.3	98.4 ± 0.2	98.0 ± 0.4	98.1 ± 0.6	98.9 ± 0.7	97.4 ± 1.3	96.4 ± 2.0	98.3 ± 0.1
Advanced diploma/diploma	97.3 ± 0.4	96.6 ± 0.5	96.7 ± 0.5	96.5 ± 0.9	96.5 ± 1.1	96.2 ± 2.1	96.3 ± 1.8	93.1 ± 3.8	96.8 ± 0.3
Certificate I to IV (e)	95.8 ± 0.4	95.7 ± 0.5	95.2 ± 0.5	94.8 ± 0.7	94.9 ± 0.8	94.7 ± 1.2	94.7 ± 1.8	86.1 ± 3.6	95.3 ± 0.2
Year 12 or equivalent	95.8 ± 0.6	95.1 ± 0.8	93.7 ± 0.8	94.3 ± 1.1	94.4 ± 1.4	93.9 ± 2.8	94.6 ± 3.2	87.5 ± 5.7	94.7 ± 0.3
Year 11 or equivalent or below	90.3 ± 1.0	89.8 ± 1.1	88.3 ± 1.3	87.8 ± 1.7	86.6 ± 2.0	88.0 ± 2.8	90.9 ± 5.1	55.9 ± 8.3	88.6 ± 0.5
Not stated (f)	93.5 ± 1.1	93.8 ± 1.5	91.5 ± 1.2	88.6 ± 1.8	88.6 ± 3.0	94.6 ± 3.0	94.4 ± 3.4	53.7 ± 9.5	89.8 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.7 ± 0.2	98.5 ± 0.3	98.5 ± 0.3	98.2 ± 0.4	98.4 ± 0.5	99.1 ± 0.7	97.5 ± 1.2	95.8 ± 2.0	98.5 ± 0.1
Other business managers and associate professionals	98.0 ± 0.2	97.9 ± 0.3	97.4 ± 0.4	97.2 ± 0.5	97.2 ± 0.6	96.9 ± 1.3	97.3 ± 1.1	92.4 ± 3.8	97.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.7 ± 0.4	96.8 ± 0.4	95.5 ± 0.5	95.8 ± 0.7	96.3 ± 0.9	95.2 ± 1.5	96.6 ± 1.7	87.4 ± 3.8	96.2 ± 0.2
Machine operators, hospitality staff, assistants, labourers	94.8 ± 0.5	94.2 ± 0.7	92.8 ± 0.7	92.4 ± 1.3	93.6 ± 1.2	93.2 ± 1.8	93.2 ± 4.8	71.6 ± 8.7	93.7 ± 0.3
Not in paid work in previous 12 months	90.8 ± 1.0	89.1 ± 1.1	88.1 ± 1.6	86.9 ± 2.4	88.6 ± 2.7	86.6 ± 3.0	90.4 ± 4.5	53.3 ± 9.0	88.7 ± 0.6
Not stated (h)	92.0 ± 0.8	93.6 ± 1.8	91.8 ± 1.0	89.8 ± 1.4	88.0 ± 2.0	92.8 ± 2.8	92.7 ± 3.3	52.3 ± 7.3	90.1 ± 0.7
Year 5									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.2	98.2 ± 0.3	98.7 ± 0.3	98.7 ± 0.3	98.4 ± 0.6	98.7 ± 0.7	97.9 ± 1.0	97.1 ± 1.6	98.5 ± 0.1
Advanced diploma/diploma	97.9 ± 0.3	97.4 ± 0.5	97.6 ± 0.4	98.3 ± 0.7	97.4 ± 0.8	97.8 ± 1.3	97.2 ± 1.8	96.6 ± 2.2	97.7 ± 0.2
Certificate I to IV (e)	96.8 ± 0.3	96.4 ± 0.5	96.4 ± 0.5	96.8 ± 0.6	96.0 ± 0.7	95.8 ± 1.1	94.8 ± 2.2	89.3 ± 4.3	96.4 ± 0.2

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (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	95.9 ± 0.6	95.6 ± 0.7	95.6 ± 0.6	96.1 ± 1.1	96.1 ± 1.2	93.3 ± 3.6	97.2 ± 2.1	89.0 ± 7.1	95.7 ± 0.3
Year 11 or equivalent or below	92.5 ± 0.7	91.8 ± 0.9	91.2 ± 1.2	91.7 ± 1.4	91.4 ± 1.7	91.4 ± 2.5	91.4 ± 4.5	65.6 ± 7.4	91.4 ± 0.5
Not stated (f)	94.7 ± 0.8	95.3 ± 1.3	93.5 ± 0.9	91.1 ± 1.7	91.9 ± 2.1	94.1 ± 2.8	98.1 ± 1.4	48.6 ± 12.2	91.4 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	98.8 ± 0.2	98.6 ± 0.3	98.8 ± 0.3	99.0 ± 0.3	98.5 ± 0.5	98.6 ± 0.9	98.2 ± 0.9	96.6 ± 1.7	98.7 ± 0.1
Other business managers and associate professionals	98.1 ± 0.3	98.1 ± 0.3	98.1 ± 0.3	98.4 ± 0.4	97.7 ± 0.6	97.5 ± 0.9	97.1 ± 1.4	93.6 ± 3.9	98.1 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	97.4 ± 0.3	97.4 ± 0.4	97.1 ± 0.4	97.4 ± 0.6	97.0 ± 0.7	96.8 ± 1.1	96.8 ± 1.7	92.8 ± 3.3	97.2 ± 0.2
Machine operators, hospitality staff, assistants, labourers	95.8 ± 0.5	94.8 ± 0.6	93.7 ± 0.7	95.0 ± 1.0	95.0 ± 1.2	94.4 ± 1.8	95.4 ± 3.5	76.9 ± 7.9	94.8 ± 0.3
Not in paid work in previous 12 months	92.0 ± 0.9	90.6 ± 1.1	89.7 ± 1.5	91.3 ± 2.1	91.7 ± 2.0	89.7 ± 3.0	91.4 ± 5.6	61.9 ± 8.5	90.6 ± 0.6
Not stated (h)	93.9 ± 0.6	96.1 ± 1.3	93.6 ± 0.8	91.8 ± 1.3	91.5 ± 1.7	91.9 ± 2.8	96.3 ± 1.9	47.8 ± 10.1	91.9 ± 0.8
Year 7									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.3	98.5 ± 0.3	98.4 ± 0.3	98.2 ± 0.4	98.1 ± 0.6	98.4 ± 0.9	98.0 ± 1.0	94.2 ± 3.0	98.3 ± 0.2
Advanced diploma/diploma	96.9 ± 0.4	96.9 ± 0.5	96.2 ± 0.5	96.7 ± 0.7	96.4 ± 0.9	97.3 ± 1.3	96.9 ± 1.4	94.7 ± 3.3	96.7 ± 0.2
Certificate I to IV (e)	94.4 ± 0.5	95.2 ± 0.6	93.7 ± 0.6	95.1 ± 0.7	94.5 ± 0.9	94.0 ± 1.2	93.7 ± 2.3	83.7 ± 5.5	94.4 ± 0.3
Year 12 or equivalent	93.1 ± 0.8	94.8 ± 0.9	92.8 ± 1.1	93.8 ± 1.3	94.2 ± 1.4	90.1 ± 3.8	92.4 ± 3.8	84.1 ± 8.8	93.5 ± 0.5
Year 11 or equivalent or below	85.8 ± 1.0	88.3 ± 1.2	84.8 ± 1.5	85.1 ± 2.0	86.8 ± 1.7	87.2 ± 2.3	86.5 ± 6.2	54.3 ± 10.2	85.9 ± 0.6
Not stated (f)	91.4 ± 1.5	95.4 ± 1.4	89.6 ± 1.3	88.3 ± 2.0	90.9 ± 1.9	94.5 ± 3.0	94.7 ± 3.8	34.4 ± 15.0	88.8 ± 1.1
Parental occupation (g)									

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (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	98.6 ± 0.3	98.9 ± 0.3	98.5 ± 0.3	98.3 ± 0.4	98.3 ± 0.5	98.2 ± 0.9	98.4 ± 0.9	94.7 ± 2.7	98.5 ± 0.1
Other business managers and associate professionals	97.6 ± 0.3	98.0 ± 0.4	96.7 ± 0.4	97.3 ± 0.6	97.3 ± 0.7	97.3 ± 1.1	97.6 ± 0.9	91.9 ± 3.8	97.5 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.6 ± 0.4	96.5 ± 0.5	94.7 ± 0.5	95.8 ± 0.8	95.6 ± 0.9	93.8 ± 1.9	94.9 ± 1.7	88.8 ± 4.0	95.5 ± 0.3
Machine operators, hospitality staff, assistants, labourers	92.1 ± 0.7	93.1 ± 0.8	89.6 ± 1.0	91.0 ± 1.4	93.0 ± 1.1	91.4 ± 2.1	90.7 ± 5.4	63.8 ± 10.0	91.6 ± 0.4
Not in paid work in previous 12 months	85.0 ± 1.3	86.4 ± 1.6	82.6 ± 2.2	83.0 ± 2.9	84.2 ± 2.9	85.0 ± 4.0	86.1 ± 7.9	45.3 ± 13.1	84.5 ± 0.9
Not stated (h)	88.5 ± 1.3	96.1 ± 1.2	89.3 ± 1.1	88.4 ± 1.6	88.9 ± 1.9	92.5 ± 2.8	92.1 ± 4.4	31.7 ± 9.0	88.0 ± 0.9
Year 9									
Parental education (d)									
Bachelor degree or above	98.4 ± 0.2	98.0 ± 0.4	97.9 ± 0.4	98.3 ± 0.4	97.7 ± 0.7	97.6 ± 1.1	98.6 ± 0.9	94.8 ± 3.2	98.1 ± 0.2
Advanced diploma/diploma	96.6 ± 0.5	95.9 ± 0.6	95.5 ± 0.6	96.4 ± 0.8	95.7 ± 1.0	96.2 ± 1.6	96.5 ± 1.6	92.3 ± 3.8	96.1 ± 0.3
Certificate I to IV (e)	94.0 ± 0.5	93.9 ± 0.6	93.1 ± 0.7	94.3 ± 0.8	93.7 ± 1.2	92.4 ± 1.9	94.0 ± 2.6	86.0 ± 5.1	93.6 ± 0.4
Year 12 or equivalent	93.4 ± 1.1	93.5 ± 0.9	92.4 ± 1.0	92.6 ± 1.6	93.1 ± 1.7	90.3 ± 4.3	93.9 ± 2.9	82.6 ± 8.0	93.0 ± 0.5
Year 11 or equivalent or below	85.4 ± 1.1	87.2 ± 1.3	83.6 ± 1.5	84.2 ± 2.5	86.5 ± 2.0	83.8 ± 3.1	86.6 ± 5.5	57.1 ± 10.9	85.1 ± 0.7
Not stated (f)	89.5 ± 1.2	91.8 ± 2.1	88.8 ± 1.7	85.4 ± 3.1	88.8 ± 3.3	91.5 ± 3.8	92.9 ± 4.0	45.5 ± 15.6	87.6 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.5 ± 0.3	98.3 ± 0.4	98.0 ± 0.4	98.1 ± 0.5	98.1 ± 0.5	97.3 ± 1.1	98.6 ± 0.8	93.9 ± 3.0	98.2 ± 0.2
Other business managers and associate professionals	97.2 ± 0.3	96.9 ± 0.5	96.2 ± 0.5	96.4 ± 0.6	96.5 ± 0.8	95.1 ± 1.5	96.9 ± 1.4	91.8 ± 3.6	96.7 ± 0.2

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (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	95.0 ± 0.5	95.3 ± 0.5	93.3 ± 0.7	95.0 ± 0.9	94.3 ± 1.1	93.9 ± 1.7	95.5 ± 2.4	86.4 ± 4.9	94.6 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.3 ± 0.7	91.9 ± 0.9	88.6 ± 1.2	89.4 ± 2.0	91.7 ± 1.6	88.9 ± 2.4	90.7 ± 6.6	70.7 ± 10.5	90.7 ± 0.5
Not in paid work in previous 12 months	84.9 ± 1.4	84.8 ± 1.7	80.6 ± 2.6	78.6 ± 3.9	85.8 ± 3.1	78.4 ± 3.9	88.2 ± 7.6	49.0 ± 13.9	83.3 ± 1.0
Not stated (h)	88.2 ± 1.1	92.1 ± 2.2	88.4 ± 1.5	86.0 ± 2.5	86.5 ± 3.4	90.2 ± 3.6	91.4 ± 3.9	41.9 ± 10.5	87.2 ± 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 (2013). 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 years 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.38.

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

TABLE 4A.57

Table 4A.57 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (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									
Aboriginal and Torres Strait Islander students	363.6 ± 3.4	380.1 ± 5.5	349.8 ± 4.5	320.8 ± 6.1	331.0 ± 11.8	372.7 ± 8.8	375.0 ± 16.3	265.8 ± 15.2	343.7 ± 3.3
Non-Indigenous students	427.2 ± 1.8	435.0 ± 1.8	412.3 ± 2.2	413.1 ± 2.8	413.4 ± 3.3	416.8 ± 5.8	443.8 ± 6.7	397.1 ± 9.0	423.4 ± 1.0
All students	424.0 ± 1.8	434.1 ± 1.9	407.7 ± 2.3	406.1 ± 3.0	409.6 ± 3.4	414.9 ± 6.0	441.9 ± 6.8	339.1 ± 16.3	419.1 ± 1.1
Year 5									
Aboriginal and Torres Strait Islander students	456.0 ± 2.6	470.9 ± 4.1	445.2 ± 3.5	423.7 ± 5.1	433.5 ± 7.3	462.5 ± 7.2	474.6 ± 13.7	370.0 ± 15.4	439.4 ± 3.4
Non-Indigenous students	509.1 ± 1.7	510.7 ± 1.5	501.1 ± 1.7	501.3 ± 2.3	494.6 ± 2.5	498.5 ± 4.6	520.3 ± 5.4	491.9 ± 6.8	505.9 ± 0.8
All students	506.4 ± 1.7	510.1 ± 1.5	497.0 ± 1.8	495.4 ± 2.5	491.9 ± 2.6	496.1 ± 4.6	519.2 ± 5.4	437.4 ± 16.3	502.3 ± 0.9
Year 7									
Aboriginal and Torres Strait Islander students	487.4 ± 3.0	499.7 ± 6.7	479.6 ± 4.0	460.1 ± 5.3	475.5 ± 6.6	501.9 ± 6.9	523.2 ± 16.8	391.2 ± 19.7	472.4 ± 3.5
Non-Indigenous students	547.1 ± 2.9	547.6 ± 2.5	537.5 ± 1.9	544.5 ± 3.0	538.7 ± 2.8	538.5 ± 6.3	561.7 ± 8.1	530.8 ± 11.0	544.3 ± 1.3
All students	544.1 ± 2.9	546.9 ± 2.5	533.5 ± 2.0	538.4 ± 3.2	535.9 ± 2.9	536.3 ± 6.6	560.6 ± 8.2	468.6 ± 21.7	540.6 ± 1.3
Year 9									
Aboriginal and Torres Strait Islander students	531.1 ± 3.1	543.6 ± 4.3	523.2 ± 4.2	506.3 ± 5.8	524.5 ± 5.6	539.9 ± 7.3	548.9 ± 15.4	456.2 ± 16.9	520.1 ± 2.8
Non-Indigenous students	587.1 ± 2.7	585.7 ± 2.6	575.9 ± 2.9	585.2 ± 4.4	578.6 ± 4.2	579.9 ± 6.0	600.9 ± 7.7	576.1 ± 11.0	583.6 ± 1.4
All students	584.0 ± 2.7	584.6 ± 2.6	572.4 ± 3.0	579.7 ± 4.6	576.6 ± 4.4	575.8 ± 6.5	599.5 ± 8.0	528.2 ± 17.7	580.2 ± 1.4

TABLE 4A.57

Table 4A.57 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 3									
Mean scale score	424.0 ± 1.8	434.1 ± 1.9	407.7 ± 2.3	406.1 ± 3.0	409.6 ± 3.4	414.9 ± 6.0	441.9 ± 6.8	339.1 ± 16.3	419.1 ± 1.1
Compared to									
NSW	424.0 ± 1.8	■	△	△	■	■	▽	▲	■
Vic	434.1 ± 1.9	■	△	△	△	△	■	▲	■
Qld	407.7 ± 2.3	▽	▽	■	■	■	▽	▲	■
WA	406.1 ± 3.0	▽	▽	■	..	■	▽	▲	■
SA	409.6 ± 3.4	■	▽	■	■	..	▽	▲	■
Tas	414.9 ± 6.0	■	▽	■	■	..	▽	▲	■
ACT	441.9 ± 6.8	△	■	△	△	△	..	▲	△
NT	339.1 ± 16.3	▼	▼	▼	▼	▼	▼	..	▼
Aust	419.1 ± 1.1	■	■	■	■	■	▽	▲	..
Statistical difference of mean scale scores, all students, year 5									
Mean scale score	506.4 ± 1.7	510.1 ± 1.5	497.0 ± 1.8	495.4 ± 2.5	491.9 ± 2.6	496.1 ± 4.6	519.2 ± 5.4	437.4 ± 16.3	502.3 ± 0.9
Compared to									
NSW	506.4 ± 1.7	■	■	■	△	■	■	▲	■
Vic	510.1 ± 1.5	■	△	△	△	△	■	▲	■
Qld	497.0 ± 1.8	■	▽	■	■	■	▽	▲	■
WA	495.4 ± 2.5	■	▽	■	..	■	▽	▲	■
SA	491.9 ± 2.6	▽	▽	■	■	..	▽	▲	■
Tas	496.1 ± 4.6	■	▽	■	■	..	▽	▲	■
ACT	519.2 ± 5.4	■	△	△	△	△	..	▲	△
NT	437.4 ± 16.3	▼	▼	▼	▼	▼	▼	..	▼
Aust	502.3 ± 0.9	■	■	■	■	■	▽	▲	..

TABLE 4A.57

Table 4A.57 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 7									
Mean scale score	544.1 ± 2.9	546.9 ± 2.5	533.5 ± 2.0	538.4 ± 3.2	535.9 ± 2.9	536.3 ± 6.6	560.6 ± 8.2	468.6 ± 21.7	540.6 ± 1.3
Compared to									
NSW	544.1 ± 2.9	..	■	■	■	■	▽	▲	■
Vic	546.9 ± 2.5	■	..	△	■	■	▽	▲	■
Qld	533.5 ± 2.0	■	▽	..	■	■	▽	▲	■
WA	538.4 ± 3.2	■	■	■	..	■	▽	▲	■
SA	535.9 ± 2.9	■	■	■	■	..	▽	▲	■
Tas	536.3 ± 6.6	■	■	■	■	■	▽	▲	■
ACT	560.6 ± 8.2	△	△	△	△	△	..	▲	△
NT	468.6 ± 21.7	▼	▼	▼	▼	▼	▼	..	▼
Aust	540.6 ± 1.3	■	■	■	■	■	▽	▲	..
Statistical difference of mean scale scores, all students, year 9									
Mean scale score	584.0 ± 2.7	584.6 ± 2.6	572.4 ± 3.0	579.7 ± 4.6	576.6 ± 4.4	575.8 ± 6.5	599.5 ± 8.0	528.2 ± 17.7	580.2 ± 1.4
Compared to									
NSW	584.0 ± 2.7	..	■	■	■	■	▽	▲	■
Vic	584.6 ± 2.6	■	..	■	■	■	▽	▲	■
Qld	572.4 ± 3.0	■	■	..	■	■	▽	▲	■
WA	579.7 ± 4.6	■	■	■	..	■	▽	▲	■
SA	576.6 ± 4.4	■	■	■	■	..	▽	▲	■
Tas	575.8 ± 6.5	■	■	■	■	■	▽	▲	■
ACT	599.5 ± 8.0	△	△	△	△	△	..	▲	△
NT	528.2 ± 17.7	▼	▼	▼	▼	▼	▼	..	▼
Aust	580.2 ± 1.4	■	■	■	■	■	▽	▲	..

Table 4A.57 **Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (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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▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. Δ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for years 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.39.

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

TABLE 4A.58

Table 4A.58 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2013 (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									
Aboriginal and Torres Strait Islander students									
Metropolitan	373.9 ± 4.1	384.9 ± 7.7	356.8 ± 5.2	339.0 ± 6.1	352.9 ± 9.7	369.7 ± 15.1	377.1 ± 15.5	..	362.9 ± 2.8
Provincial	357.1 ± 4.8	375.7 ± 7.8	358.7 ± 5.7	334.6 ± 9.7	330.3 ± 12.8	375.8 ± 11.1	np	334.5 ± 19.7	355.6 ± 3.1
Remote	329.1 ± 16.0	np	317.4 ± 22.4	315.5 ± 13.0	np	np	..	292.2 ± 14.4	312.7 ± 8.7
Very remote	328.5 ± 21.9	..	312.7 ± 14.5	282.5 ± 12.0	235.7 ± 51.6	np	..	232.1 ± 20.1	269.3 ± 12.4
Total	363.6 ± 3.4	380.1 ± 5.5	349.8 ± 4.5	320.8 ± 6.1	331.0 ± 11.8	372.7 ± 8.8	375.0 ± 16.3	265.8 ± 15.2	343.7 ± 3.3
Non-Indigenous students									
Metropolitan	430.9 ± 2.2	439.1 ± 2.2	416.8 ± 2.8	418.7 ± 3.4	418.4 ± 4.0	422.8 ± 10.0	443.9 ± 6.7	..	428.2 ± 1.2
Provincial	413.9 ± 2.4	421.5 ± 2.7	401.0 ± 2.6	396.6 ± 4.2	400.0 ± 4.6	412.6 ± 6.7	np	394.4 ± 11.1	409.7 ± 1.4
Remote	405.7 ± 17.4	399.1 ± 27.6	395.7 ± 8.5	396.4 ± 8.5	400.7 ± 12.9	390.9 ± 43.6	..	408.1 ± 17.4	398.8 ± 4.9
Very remote	414.6 ± 21.3	..	396.8 ± 13.0	397.3 ± 11.1	397.3 ± 30.5	np	..	395.6 ± 20.9	398.0 ± 7.2
Total	427.2 ± 1.8	435.0 ± 1.8	412.3 ± 2.2	413.1 ± 2.8	413.4 ± 3.3	416.8 ± 5.8	443.8 ± 6.7	397.1 ± 9.0	423.4 ± 1.0
All students									
Metropolitan	429.3 ± 2.2	438.5 ± 2.2	413.8 ± 2.9	415.2 ± 3.5	416.2 ± 4.1	420.2 ± 10.0	442.0 ± 6.8	..	426.2 ± 1.3
Provincial	407.4 ± 2.6	420.0 ± 2.7	397.0 ± 2.7	391.4 ± 4.6	395.3 ± 5.1	411.4 ± 7.4	np	383.6 ± 12.7	405.1 ± 1.5
Remote	376.6 ± 17.8	400.3 ± 27.3	376.7 ± 12.7	378.2 ± 11.6	397.7 ± 13.4	386.4 ± 47.3	..	355.8 ± 25.8	377.2 ± 6.7
Very remote	376.7 ± 30.4	..	344.8 ± 15.3	332.1 ± 17.4	314.8 ± 51.4	np	..	253.1 ± 28.2	311.7 ± 13.4
Total	424.0 ± 1.8	434.1 ± 1.9	407.7 ± 2.3	406.1 ± 3.0	409.6 ± 3.4	414.9 ± 6.0	441.9 ± 6.8	339.1 ± 16.3	419.1 ± 1.1
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	466.0 ± 3.2	476.6 ± 5.6	454.7 ± 4.4	440.2 ± 5.0	447.9 ± 6.3	460.2 ± 11.3	478.3 ± 12.9	..	458.6 ± 2.2
Provincial	449.1 ± 3.8	466.3 ± 5.7	448.7 ± 5.5	436.3 ± 7.9	431.3 ± 10.0	463.0 ± 9.1	np	433.8 ± 13.3	448.5 ± 2.6
Remote	433.8 ± 10.4	np	418.9 ± 15.8	412.9 ± 10.6	np	np	..	411.4 ± 13.3	418.5 ± 6.8

TABLE 4A.58

Table 4A.58 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2013 (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	413.1 ± 24.1	..	409.3 ± 9.5	394.9 ± 11.9	383.3 ± 20.4	np	..	339.3 ± 15.3	372.4 ± 11.9
Total	456.0 ± 2.6	470.9 ± 4.1	445.2 ± 3.5	423.7 ± 5.1	433.5 ± 7.3	462.5 ± 7.2	474.6 ± 13.7	370.0 ± 15.4	439.4 ± 3.4
Non-Indigenous students									
Metropolitan	512.5 ± 2.0	513.5 ± 1.8	504.6 ± 2.2	505.0 ± 2.7	497.7 ± 3.1	504.4 ± 7.9	520.3 ± 5.4	..	509.5 ± 1.0
Provincial	497.7 ± 1.9	501.8 ± 2.1	493.6 ± 2.1	491.0 ± 3.6	485.4 ± 3.3	493.6 ± 5.2	np	490.0 ± 8.6	496.0 ± 1.1
Remote	482.2 ± 14.7	506.4 ± 17.4	481.9 ± 4.4	488.9 ± 6.2	493.4 ± 7.3	499.2 ± 17.0	..	497.4 ± 9.8	488.9 ± 3.5
Very remote	495.4 ± 16.4	..	481.6 ± 9.7	482.4 ± 9.3	488.5 ± 25.7	np	..	495.8 ± 14.5	485.3 ± 6.2
Total	509.1 ± 1.7	510.7 ± 1.5	501.1 ± 1.7	501.3 ± 2.3	494.6 ± 2.5	498.5 ± 4.6	520.3 ± 5.4	491.9 ± 6.8	505.9 ± 0.8
All students									
Metropolitan	511.1 ± 2.0	513.1 ± 1.8	502.0 ± 2.3	502.3 ± 2.8	496.3 ± 3.2	501.9 ± 8.0	519.4 ± 5.4	..	507.9 ± 1.1
Provincial	492.5 ± 2.2	500.6 ± 2.2	489.4 ± 2.2	486.2 ± 4.0	482.2 ± 3.7	491.4 ± 5.2	np	479.4 ± 10.1	492.0 ± 1.2
Remote	464.5 ± 11.9	505.0 ± 17.9	466.9 ± 8.6	469.4 ± 9.6	490.6 ± 7.7	500.9 ± 21.0	..	465.7 ± 17.7	471.7 ± 5.1
Very remote	452.0 ± 26.2	..	439.7 ± 11.2	430.9 ± 14.8	432.5 ± 28.1	np	..	355.2 ± 24.9	407.8 ± 13.5
Total	506.4 ± 1.7	510.1 ± 1.5	497.0 ± 1.8	495.4 ± 2.5	491.9 ± 2.6	496.1 ± 4.6	519.2 ± 5.4	437.4 ± 16.3	502.3 ± 0.9
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	496.2 ± 3.7	506.4 ± 12.2	487.2 ± 5.3	480.0 ± 6.7	485.3 ± 7.4	502.3 ± 11.8	523.2 ± 16.8	..	492.0 ± 2.8
Provincial	482.1 ± 4.2	493.0 ± 6.2	484.8 ± 5.3	474.0 ± 7.6	481.2 ± 10.8	502.0 ± 8.3	..	464.7 ± 12.9	483.0 ± 2.7
Remote	451.6 ± 13.6	np	451.4 ± 15.5	453.1 ± 10.3	np	np	..	418.2 ± 33.3	443.8 ± 12.5
Very remote	np	..	439.3 ± 10.4	424.6 ± 11.1	408.5 ± 21.4	np	..	352.4 ± 19.9	394.8 ± 13.1
Total	487.4 ± 3.0	499.7 ± 6.7	479.6 ± 4.0	460.1 ± 5.3	475.5 ± 6.6	501.9 ± 6.9	523.2 ± 16.8	391.2 ± 19.7	472.4 ± 3.5
Non-Indigenous students									
Metropolitan	550.5 ± 3.5	550.8 ± 3.0	540.9 ± 2.5	548.0 ± 3.8	541.9 ± 3.5	543.1 ± 11.6	561.7 ± 8.1	..	548.0 ± 1.6
Provincial	535.6 ± 2.7	537.4 ± 3.4	530.3 ± 2.2	535.0 ± 3.6	530.9 ± 3.3	535.3 ± 6.4	..	528.2 ± 12.9	534.2 ± 1.4

TABLE 4A.58

Table 4A.58 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2013 (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	510.2 ± 11.3	547.5 ± 26.5	518.5 ± 5.8	533.9 ± 7.2	526.2 ± 9.3	501.7 ± 7.1	..	537.3 ± 23.3	527.3 ± 5.2
Very remote	538.6 ± 48.9	..	512.9 ± 10.4	521.2 ± 7.8	514.7 ± 18.8	np	..	543.9 ± 20.4	520.8 ± 6.6
Total	547.1 ± 2.9	547.6 ± 2.5	537.5 ± 1.9	544.5 ± 3.0	538.7 ± 2.8	538.5 ± 6.3	561.7 ± 8.1	530.8 ± 11.0	544.3 ± 1.3
All students									
Metropolitan	548.9 ± 3.5	550.4 ± 3.0	538.2 ± 2.6	545.3 ± 3.9	540.0 ± 3.6	540.9 ± 12.0	560.6 ± 8.2	..	546.3 ± 1.6
Provincial	529.8 ± 3.1	536.0 ± 3.5	526.4 ± 2.3	529.7 ± 4.0	527.9 ± 3.5	533.2 ± 7.0	..	515.4 ± 13.8	530.1 ± 1.5
Remote	485.6 ± 15.4	546.7 ± 25.0	504.3 ± 9.3	514.1 ± 10.5	523.7 ± 9.3	500.4 ± 6.2	..	486.6 ± 40.3	506.5 ± 8.3
Very remote	489.4 ± 68.9	..	470.6 ± 13.7	461.9 ± 15.4	461.8 ± 28.1	np	..	369.9 ± 27.0	434.1 ± 14.5
Total	544.1 ± 2.9	546.9 ± 2.5	533.5 ± 2.0	538.4 ± 3.2	535.9 ± 2.9	536.3 ± 6.6	560.6 ± 8.2	468.6 ± 21.7	540.6 ± 1.3
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	538.9 ± 4.3	547.1 ± 6.4	529.5 ± 5.8	519.5 ± 8.9	529.6 ± 7.5	534.7 ± 15.0	548.9 ± 15.4	..	533.3 ± 3.1
Provincial	526.9 ± 3.7	540.3 ± 6.0	525.1 ± 5.1	515.0 ± 8.1	526.1 ± 8.9	543.0 ± 7.0	..	508.3 ± 16.1	526.2 ± 2.7
Remote	499.2 ± 12.6	np	495.9 ± 21.5	496.3 ± 16.5	np	np	..	475.5 ± 22.0	491.6 ± 10.2
Very remote	np	..	479.0 ± 12.9	471.6 ± 14.5	np	np	..	408.0 ± 17.2	446.0 ± 13.3
Total	531.1 ± 3.1	543.6 ± 4.3	523.2 ± 4.2	506.3 ± 5.8	524.5 ± 5.6	539.9 ± 7.3	548.9 ± 15.4	456.2 ± 16.9	520.1 ± 2.8
Non-Indigenous students									
Metropolitan	590.3 ± 3.3	588.3 ± 3.2	579.5 ± 3.7	588.1 ± 5.4	581.5 ± 5.4	585.6 ± 10.0	600.9 ± 7.7	..	586.9 ± 1.7
Provincial	576.3 ± 2.8	577.7 ± 3.5	567.4 ± 3.0	576.1 ± 5.4	571.1 ± 5.2	575.9 ± 7.2	..	575.7 ± 12.5	574.2 ± 1.6
Remote	555.7 ± 10.0	586.0 ± 16.2	547.8 ± 8.0	574.2 ± 7.1	566.2 ± 10.7	np	..	577.4 ± 25.5	566.2 ± 6.6
Very remote	572.8 ± 34.8	..	542.8 ± 9.6	574.2 ± 11.8	562.3 ± 11.5	np	..	577.9 ± 19.4	560.2 ± 8.6
Total	587.1 ± 2.7	585.7 ± 2.6	575.9 ± 2.9	585.2 ± 4.4	578.6 ± 4.2	579.9 ± 6.0	600.9 ± 7.7	576.1 ± 11.0	583.6 ± 1.4
All students									
Metropolitan	588.5 ± 3.3	587.6 ± 3.2	577.1 ± 3.8	585.2 ± 5.6	580.2 ± 5.6	580.1 ± 11.0	599.5 ± 8.0	..	585.1 ± 1.8

Table 4A.58 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2013 (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	570.8 ± 3.1	575.7 ± 3.6	563.6 ± 3.2	570.8 ± 6.4	568.7 ± 5.6	572.8 ± 7.7	..	561.5 ± 12.6	570.0 ± 1.7
Remote	529.0 ± 14.8	586.0 ± 16.2	533.5 ± 12.8	552.5 ± 14.0	565.3 ± 13.4	np	..	531.7 ± 32.6	545.2 ± 9.0
Very remote	523.9 ± 54.5	..	508.5 ± 17.0	509.4 ± 21.3	525.6 ± 22.6	np	..	421.6 ± 22.2	483.8 ± 15.0
Total	584.0 ± 2.7	584.6 ± 2.6	572.4 ± 3.0	579.7 ± 4.6	576.6 ± 4.4	575.8 ± 6.5	599.5 ± 8.0	528.2 ± 17.7	580.2 ± 1.4

- (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 (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) 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 'Aboriginal and Torres Strait Islander' 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 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.40.
- .. Not applicable. **np** Not published.

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

TABLE 4A.59

Table 4A.59 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2013 (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	461.1 ± 1.7	464.2 ± 1.8	447.9 ± 2.1	445.7 ± 2.8	449.4 ± 3.2	468.4 ± 6.4	464.5 ± 6.2	422.5 ± 8.8	457.2 ± 1.0
Advanced diploma/diploma	421.2 ± 1.7	429.0 ± 2.0	409.6 ± 2.4	410.8 ± 3.1	412.6 ± 3.8	416.2 ± 8.3	424.1 ± 7.4	393.2 ± 13.1	419.0 ± 1.0
Certificate I to IV (e)	401.4 ± 1.5	412.9 ± 1.7	393.1 ± 1.7	391.5 ± 2.7	397.5 ± 3.0	403.4 ± 4.9	408.0 ± 8.0	362.5 ± 10.1	400.7 ± 0.9
Year 12 or equivalent	403.9 ± 2.3	414.9 ± 3.3	389.4 ± 2.6	393.2 ± 3.8	396.7 ± 5.0	398.5 ± 9.7	405.4 ± 10.2	365.9 ± 14.0	400.8 ± 1.4
Year 11 or equivalent or below	369.7 ± 2.1	386.2 ± 2.6	360.5 ± 3.0	360.1 ± 4.1	362.3 ± 4.5	366.9 ± 6.9	381.2 ± 15.5	283.9 ± 18.2	368.5 ± 1.4
Not stated (f)	411.6 ± 5.3	438.9 ± 7.7	388.9 ± 5.5	381.8 ± 6.2	386.2 ± 6.9	421.4 ± 22.6	454.9 ± 15.5	276.5 ± 30.8	393.7 ± 3.8
Parental occupation (g)									
Senior management and qualified professionals	461.5 ± 1.9	468.7 ± 2.1	447.6 ± 2.5	445.4 ± 3.3	448.2 ± 3.7	465.9 ± 6.6	466.2 ± 7.0	415.8 ± 10.8	457.6 ± 1.1
Other business managers and associate professionals	436.3 ± 1.6	444.5 ± 1.9	420.5 ± 2.1	418.8 ± 2.8	424.1 ± 3.4	426.7 ± 6.6	440.3 ± 5.8	394.9 ± 12.4	432.7 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	410.8 ± 1.5	423.0 ± 1.8	398.4 ± 1.9	399.9 ± 2.9	405.0 ± 3.5	410.0 ± 6.1	422.8 ± 7.8	367.9 ± 11.0	409.3 ± 1.0
Machine operators, hospitality staff, assistants, labourers	393.6 ± 2.1	405.6 ± 2.0	378.9 ± 2.5	381.5 ± 3.6	390.2 ± 4.0	388.7 ± 6.0	390.1 ± 12.3	323.9 ± 19.8	392.2 ± 1.2
Not in paid work in previous 12 months	380.3 ± 2.6	395.8 ± 3.1	366.8 ± 3.8	365.1 ± 5.3	374.3 ± 5.9	365.3 ± 8.9	391.5 ± 13.7	278.2 ± 19.3	380.1 ± 1.7
Not stated (h)	394.7 ± 3.6	443.8 ± 8.5	387.4 ± 4.0	383.1 ± 4.7	380.0 ± 5.5	409.0 ± 18.9	427.2 ± 14.3	270.7 ± 21.1	388.9 ± 2.6
Year 5									
Parental education (d)									
Bachelor degree or above	539.5 ± 1.9	536.3 ± 1.5	529.8 ± 1.7	529.6 ± 2.4	522.1 ± 2.9	540.5 ± 5.1	538.5 ± 5.6	513.2 ± 8.1	534.7 ± 0.9
Advanced diploma/diploma	507.3 ± 1.6	507.5 ± 1.6	501.0 ± 1.8	500.5 ± 2.2	498.1 ± 2.7	507.7 ± 5.4	506.7 ± 5.8	481.8 ± 7.7	504.6 ± 0.8
Certificate I to IV (e)	489.0 ± 1.2	494.1 ± 1.3	486.0 ± 1.4	485.3 ± 2.1	483.4 ± 2.2	488.7 ± 3.6	488.7 ± 5.8	467.1 ± 8.4	488.6 ± 0.7

TABLE 4A.59

Table 4A.59 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2013 (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	491.0 ± 2.0	496.5 ± 2.4	484.3 ± 2.1	484.0 ± 2.9	482.9 ± 3.4	477.7 ± 8.7	503.9 ± 8.4	458.3 ± 11.4	489.2 ± 1.1
Year 11 or equivalent or below	462.7 ± 1.8	474.5 ± 1.8	460.4 ± 2.2	458.2 ± 3.0	460.2 ± 3.2	458.2 ± 4.5	471.3 ± 10.9	405.7 ± 11.9	463.4 ± 1.0
Not stated (f)	494.7 ± 3.4	514.6 ± 5.8	483.6 ± 3.7	474.5 ± 5.2	477.1 ± 4.4	496.1 ± 9.4	519.7 ± 9.2	381.5 ± 31.4	483.6 ± 3.1
Parental occupation (g)									
Senior management and qualified professionals	539.6 ± 2.0	539.4 ± 1.7	528.9 ± 2.0	529.0 ± 2.7	523.5 ± 3.3	536.8 ± 5.7	540.9 ± 6.5	506.6 ± 9.9	534.9 ± 1.0
Other business managers and associate professionals	517.5 ± 1.4	518.7 ± 1.4	508.0 ± 1.6	506.3 ± 2.3	501.8 ± 2.3	511.8 ± 5.0	518.0 ± 4.4	494.1 ± 8.9	513.7 ± 0.8
Tradespeople, clerks, skilled office, sales and service staff	496.6 ± 1.4	501.2 ± 1.3	491.2 ± 1.5	489.5 ± 2.2	488.1 ± 2.4	492.5 ± 4.2	497.6 ± 7.9	468.4 ± 7.8	495.0 ± 0.7
Machine operators, hospitality staff, assistants, labourers	481.8 ± 1.8	488.1 ± 1.6	474.3 ± 2.0	474.8 ± 2.7	476.3 ± 3.0	473.6 ± 4.8	483.8 ± 9.7	433.2 ± 12.5	480.7 ± 1.0
Not in paid work in previous 12 months	468.3 ± 2.1	480.7 ± 2.4	462.1 ± 3.4	464.7 ± 4.3	464.2 ± 5.2	453.7 ± 5.4	474.6 ± 11.1	399.3 ± 12.5	469.9 ± 1.4
Not stated (h)	484.0 ± 2.8	519.6 ± 6.0	479.9 ± 2.6	474.6 ± 4.0	472.2 ± 3.9	483.8 ± 9.9	511.1 ± 7.7	376.0 ± 22.3	479.3 ± 2.2
Year 7									
Parental education (d)									
Bachelor degree or above	581.0 ± 3.5	575.5 ± 2.3	569.1 ± 2.1	574.3 ± 3.2	569.6 ± 3.4	582.3 ± 6.8	583.9 ± 7.0	550.4 ± 12.0	575.9 ± 1.5
Advanced diploma/diploma	545.8 ± 2.1	544.9 ± 1.9	537.5 ± 1.8	543.3 ± 2.6	542.5 ± 3.2	552.7 ± 4.3	544.3 ± 6.3	527.2 ± 10.1	543.4 ± 1.0
Certificate I to IV (e)	525.9 ± 1.6	530.4 ± 1.6	522.5 ± 1.4	527.4 ± 2.1	526.3 ± 2.3	524.9 ± 3.7	534.2 ± 6.1	498.8 ± 9.5	526.2 ± 0.8
Year 12 or equivalent	527.7 ± 2.8	535.4 ± 5.3	521.9 ± 2.1	528.4 ± 3.7	528.2 ± 3.4	519.7 ± 7.5	534.8 ± 9.3	500.8 ± 15.2	528.0 ± 1.8
Year 11 or equivalent or below	497.7 ± 2.2	509.7 ± 2.5	496.3 ± 2.4	498.2 ± 3.5	502.3 ± 3.3	499.8 ± 5.1	502.3 ± 9.5	436.2 ± 18.0	500.0 ± 1.2
Not stated (f)	535.3 ± 6.5	557.4 ± 6.6	519.0 ± 3.1	518.4 ± 5.8	525.5 ± 4.6	546.0 ± 13.3	555.6 ± 11.6	401.0 ± 42.4	525.1 ± 3.3

TABLE 4A.59

Table 4A.59 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2013 (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	579.4 ± 3.3	577.1 ± 2.7	567.8 ± 2.3	572.2 ± 3.7	568.2 ± 3.8	578.5 ± 7.2	582.9 ± 7.4	544.7 ± 12.4	574.8 ± 1.5
Other business managers and associate professionals	555.0 ± 2.4	556.5 ± 2.1	544.2 ± 1.7	548.5 ± 2.6	546.3 ± 2.9	551.0 ± 5.5	557.9 ± 7.4	527.5 ± 11.2	551.8 ± 1.1
Tradespeople, clerks, skilled office, sales and service staff	534.1 ± 1.9	539.0 ± 1.8	526.8 ± 1.5	532.0 ± 2.4	533.1 ± 2.6	529.4 ± 4.5	540.8 ± 6.7	511.6 ± 8.4	533.3 ± 0.9
Machine operators, hospitality staff, assistants, labourers	517.5 ± 2.5	522.5 ± 2.2	507.3 ± 2.1	515.8 ± 3.3	520.8 ± 2.8	511.9 ± 4.8	524.1 ± 9.0	452.4 ± 17.5	516.3 ± 1.3
Not in paid work in previous 12 months	500.2 ± 2.9	514.2 ± 3.7	498.8 ± 3.9	500.1 ± 5.2	503.6 ± 5.0	496.5 ± 6.8	540.9 ± 20.7	422.6 ± 23.4	504.2 ± 1.9
Not stated (h)	521.7 ± 5.6	559.5 ± 6.8	516.4 ± 2.8	517.4 ± 4.7	516.6 ± 4.2	534.5 ± 12.6	543.2 ± 11.2	391.6 ± 24.6	519.7 ± 2.7
Year 9									
Parental education (d)									
Bachelor degree or above	620.0 ± 3.1	614.4 ± 2.8	607.9 ± 3.0	615.2 ± 4.7	609.8 ± 4.4	621.3 ± 4.3	623.2 ± 6.8	594.7 ± 13.7	615.1 ± 1.6
Advanced diploma/diploma	589.3 ± 2.1	586.1 ± 2.0	577.7 ± 2.0	585.1 ± 3.4	583.1 ± 3.1	592.4 ± 5.0	589.3 ± 5.6	572.4 ± 10.4	585.2 ± 1.1
Certificate I to IV (e)	568.9 ± 1.7	570.0 ± 1.6	562.6 ± 1.9	570.8 ± 2.8	568.2 ± 3.2	569.1 ± 4.3	572.7 ± 5.4	551.3 ± 10.4	567.9 ± 0.9
Year 12 or equivalent	572.9 ± 2.6	574.0 ± 3.9	561.4 ± 2.6	570.2 ± 4.1	567.4 ± 3.9	567.8 ± 8.2	577.1 ± 7.6	543.1 ± 17.6	569.6 ± 1.6
Year 11 or equivalent or below	542.7 ± 2.2	550.7 ± 2.2	537.8 ± 2.6	540.8 ± 4.5	545.9 ± 3.9	538.3 ± 5.3	547.5 ± 10.4	492.4 ± 19.4	543.2 ± 1.2
Not stated (f)	568.8 ± 4.2	588.2 ± 6.4	560.7 ± 7.1	561.6 ± 9.5	565.2 ± 6.3	574.1 ± 19.4	591.3 ± 10.9	478.0 ± 39.3	564.7 ± 3.3
Parental occupation (g)									
Senior management and qualified professionals	618.8 ± 2.9	616.2 ± 3.0	606.4 ± 3.3	611.6 ± 4.7	608.5 ± 4.4	615.9 ± 5.7	621.6 ± 7.7	589.9 ± 13.8	613.9 ± 1.5

Table 4A.59 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2013 (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 associate professionals	595.4 ± 2.3	594.1 ± 2.3	581.9 ± 2.2	588.1 ± 3.4	587.0 ± 3.2	590.3 ± 4.4	596.1 ± 6.9	573.4 ± 9.0	590.8 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	575.0 ± 1.9	577.0 ± 1.9	564.4 ± 1.9	572.7 ± 3.0	572.2 ± 3.1	574.7 ± 5.1	581.9 ± 9.1	550.2 ± 10.3	572.7 ± 1.0
Machine operators, hospitality staff, assistants, labourers	560.4 ± 2.5	562.4 ± 2.2	549.0 ± 2.4	555.9 ± 4.2	558.4 ± 3.7	550.4 ± 5.3	560.8 ± 8.1	519.4 ± 17.5	557.9 ± 1.3
Not in paid work in previous 12 months	546.5 ± 2.9	554.6 ± 3.5	538.8 ± 4.5	537.0 ± 8.2	547.3 ± 5.1	534.4 ± 6.8	562.1 ± 14.0	479.0 ± 23.1	547.0 ± 1.9
Not stated (h)	561.8 ± 3.7	591.1 ± 7.5	557.7 ± 5.9	559.4 ± 7.9	555.5 ± 6.0	565.4 ± 14.9	579.8 ± 9.1	465.9 ± 22.4	560.0 ± 2.8

- (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 (2013). 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 years 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.41.
- (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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.60

Table 4A.60 Participation rate in reading assessment, 2013, 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									
Aboriginal and Torres Strait Islander students	94.9	87.9	90.7	85.6	83.2	94.8	83.3	76.6	89.4
Non-Indigenous students	97.4	94.8	94.5	96.0	93.9	96.8	93.4	94.9	95.7
All students	97.2	94.4	94.2	95.1	93.3	95.8	93.1	86.6	95.2
Year 5									
Aboriginal and Torres Strait Islander students	94.6	87.8	92.0	84.4	83.7	96.3	91.5	78.1	89.7
Non-Indigenous students	97.8	95.6	95.2	96.5	94.6	97.4	94.8	95.1	96.2
All students	97.6	95.2	94.9	95.5	94.0	96.4	94.7	87.3	95.8
Year 7									
Aboriginal and Torres Strait Islander students	91.5	86.0	91.5	82.9	86.0	93.7	86.2	72.4	87.7
Non-Indigenous students	97.4	95.3	95.3	96.7	94.7	95.9	94.1	95.8	96.0
All students	97.1	95.0	95.0	95.6	94.2	95.0	93.9	85.2	95.5
Year 9									
Aboriginal and Torres Strait Islander students	81.1	74.4	82.6	68.0	67.2	80.8	74.4	61.4	76.8
Non-Indigenous students	95.1	91.6	91.4	94.5	91.3	93.4	91.0	93.6	93.0
All students	94.3	91.2	90.8	92.5	90.2	91.4	90.5	80.5	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 'Aboriginal and Torres Strait Islander' 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 Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.

(c) Data for years 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.42.

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

Table 4A.61 **Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Exempt	2.8	7.1	2.3	1.6	4.4	1.7	2.3	1.6	2.7
Absent	3.5	5.8	5.6	13.0	9.3	3.9	6.1	22.4	7.8
Withdrawn	1.6	6.3	3.7	1.4	7.5	1.2	10.6	0.9	2.8
Assessed	92.1	80.8	88.4	84.0	78.8	93.2	81.0	75.1	86.7
Non-Indigenous students									
Exempt	1.5	2.6	1.4	1.2	2.1	1.5	2.3	1.8	1.8
Absent	1.5	2.7	2.1	2.3	2.5	2.4	2.4	2.3	2.1
Withdrawn	1.1	2.4	3.4	1.7	3.5	0.8	4.1	2.8	2.2
Assessed	95.9	92.3	93.1	94.8	91.9	95.3	91.2	93.1	93.9
All students									
Exempt	1.6	2.8	1.5	1.2	2.3	1.5	2.3	1.7	1.9
Absent	1.6	2.9	2.4	3.2	2.9	2.5	2.5	11.3	2.5
Withdrawn	1.1	2.7	3.4	1.7	3.8	1.8	4.4	2.1	2.3
Assessed	95.7	91.6	92.7	93.9	91.0	94.2	90.8	84.9	93.3
Year 5									
Aboriginal and Torres Strait Islander students									
Exempt	2.6	5.4	2.8	1.2	3.6	2.7	3.4	2.2	2.7
Absent	4.0	7.6	4.9	14.2	10.7	2.9	3.4	21.0	8.0
Withdrawn	1.4	4.6	3.1	1.4	5.5	0.8	5.1	0.9	2.3
Assessed	92.0	82.4	89.2	83.2	80.2	93.6	88.1	75.9	87.0
Non-Indigenous students									
Exempt	1.5	2.6	1.6	1.2	1.9	1.5	2.0	2.6	1.8
Absent	1.5	2.5	2.1	2.3	2.4	2.0	2.5	2.5	2.1
Withdrawn	0.8	1.9	2.7	1.2	3.1	0.6	2.7	2.5	1.7
Assessed	96.2	93.0	93.6	95.3	92.6	95.9	92.8	92.4	94.4
All students									
Exempt	1.6	2.8	1.7	1.2	2.0	1.6	2.0	2.4	1.9
Absent	1.6	2.7	2.3	3.2	2.8	2.1	2.5	10.8	2.4
Withdrawn	0.8	2.0	2.7	1.3	3.2	1.5	2.8	1.9	1.8
Assessed	96.0	92.5	93.3	94.3	92.0	94.8	92.7	84.9	93.9
Year 7									
Aboriginal and Torres Strait Islander students									
Exempt	2.9	3.5	3.0	1.7	2.8	3.3	2.6	3.0	2.8
Absent	7.8	12.1	5.8	15.7	9.2	5.7	7.8	26.6	10.5
Withdrawn	0.8	1.9	2.7	1.4	4.8	0.6	6.0	1.0	1.8
Assessed	88.5	82.5	88.5	81.2	83.2	90.4	83.6	69.4	84.9
Non-Indigenous students									

Table 4A.61 **Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Exempt	1.3	2.0	1.5	1.2	1.6	1.0	2.3	2.2	1.5
Absent	2.2	3.7	2.4	2.3	3.0	3.8	3.3	3.2	2.7
Withdrawn	0.4	1.1	2.4	1.0	2.3	0.3	2.6	1.0	1.2
Assessed	96.1	93.2	93.7	95.5	93.1	94.9	91.8	93.6	94.6
All students									
Exempt	1.4	2.1	1.6	1.2	1.6	1.3	2.3	2.5	1.6
Absent	2.5	3.9	2.6	3.3	3.3	4.0	3.4	13.7	3.2
Withdrawn	0.4	1.1	2.4	1.0	2.4	1.0	2.7	1.0	1.3
Assessed	95.7	92.9	93.4	94.5	92.7	93.7	91.6	82.8	93.9
Year 9									
Aboriginal and Torres Strait Islander students									
Exempt	2.2	5.0	2.4	2.1	3.9	1.9	4.0	3.2	2.6
Absent	17.9	21.7	12.9	30.9	26.6	18.8	18.4	36.8	20.6
Withdrawn	1.0	3.9	4.5	1.1	6.2	0.4	7.2	1.8	2.6
Assessed	78.9	69.4	80.2	65.9	63.3	78.9	70.4	58.2	74.2
Non-Indigenous students									
Exempt	1.3	2.0	1.5	1.2	1.8	1.3	1.5	2.3	1.5
Absent	4.4	6.9	4.8	4.8	6.3	6.3	5.5	5.7	5.3
Withdrawn	0.6	1.4	3.8	0.8	2.4	0.4	3.5	0.7	1.7
Assessed	93.7	89.7	89.9	93.2	89.5	92.0	89.5	91.3	91.5
All students									
Exempt	1.3	2.1	1.5	1.3	1.9	1.4	1.5	2.6	1.6
Absent	5.1	7.3	5.3	6.6	7.2	7.5	6.0	18.3	6.2
Withdrawn	0.6	1.5	3.8	0.8	2.5	1.0	3.6	1.2	1.7
Assessed	93.0	89.1	89.4	91.3	88.4	90.1	88.9	77.9	90.5

- (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 'Aboriginal and Torres Strait Islander' 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 Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (d) Data for years 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.43.

Source: ACARA (2013) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, 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 reading, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	412.3 ± 1.8	426.0 ± 2.0	424.0 ± 1.8	■	■
At or above NMS	%	95.1 ± 0.3	94.8 ± 0.3	96.3 ± 0.3	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	347.5 ± 3.6	356.7 ± 3.8	363.6 ± 3.4	△	■
At or above NMS	%	83.5 ± 1.8	83.0 ± 1.5	88.6 ± 1.5	△	△
Non-Indigenous students						
Mean scale score	no.	414.9 ± 1.7	429.6 ± 1.9	427.2 ± 1.8	■	■
At or above NMS	%	95.7 ± 0.2	95.4 ± 0.3	96.8 ± 0.2	■	△
LBOTE students (d)						
At or above NMS	%	94.5 ± 0.6	94.5 ± 0.5	95.9 ± 0.4	■	■
Male students						
At or above NMS	%	93.8 ± 0.4	93.2 ± 0.4	95.1 ± 0.4	■	△
Female students						
At or above NMS	%	96.5 ± 0.3	96.5 ± 0.3	97.6 ± 0.2	△	△
<i>Year 5</i>						
All students						
Mean scale score	no.	494.7 ± 1.9	499.8 ± 1.9	506.4 ± 1.7	■	■
At or above NMS	%	93.5 ± 0.4	92.9 ± 0.4	96.8 ± 0.2	△	▲
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	432.8 ± 3.5	438.5 ± 3.7	456.0 ± 2.6	△	△
At or above NMS	%	77.6 ± 2.0	77.6 ± 1.8	91.0 ± 1.0	▲	▲
Non-Indigenous students						
Mean scale score	no.	497.4 ± 1.8	502.8 ± 1.9	509.1 ± 1.7	■	■
At or above NMS	%	94.4 ± 0.3	93.7 ± 0.3	97.2 ± 0.2	△	▲
LBOTE students (d)						
At or above NMS	%	91.2 ± 0.9	92.0 ± 0.7	96.4 ± 0.4	▲	▲
Male students						
At or above NMS	%	92.1 ± 0.5	90.9 ± 0.5	95.8 ± 0.3	△	▲
Female students						
At or above NMS	%	95.0 ± 0.4	95.1 ± 0.3	97.9 ± 0.2	▲	▲

TABLE 4A.62

Table 4A.62 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	542.5 ± 3.0	546.1 ± 2.9	544.1 ± 2.9	■	■
At or above NMS	%	95.4 ± 0.4	94.7 ± 0.4	94.7 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	486.5 ± 3.5	489.9 ± 3.2	487.4 ± 3.0	■	■
At or above NMS	%	82.4 ± 1.8	82.7 ± 1.7	81.0 ± 1.8	■	■
Non-Indigenous students						
Mean scale score	no.	544.9 ± 2.9	548.7 ± 2.9	547.1 ± 2.9	■	■
At or above NMS	%	96.1 ± 0.4	95.3 ± 0.4	95.5 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	94.0 ± 1.0	93.8 ± 0.8	94.1 ± 0.8	■	■
Male students						
At or above NMS	%	94.2 ± 0.5	93.2 ± 0.6	93.5 ± 0.6	■	■
Female students						
At or above NMS	%	96.7 ± 0.4	96.3 ± 0.4	96.1 ± 0.4	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	583.1 ± 2.8	577.9 ± 2.8	584.0 ± 2.7	■	■
At or above NMS	%	94.4 ± 0.5	91.9 ± 0.6	94.1 ± 0.5	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	531.7 ± 3.6	522.2 ± 3.3	531.1 ± 3.1	■	■
At or above NMS	%	82.3 ± 2.2	74.2 ± 2.2	80.4 ± 1.7	■	△
Non-Indigenous students						
Mean scale score	no.	585.5 ± 2.8	580.7 ± 2.8	587.1 ± 2.7	■	■
At or above NMS	%	95.1 ± 0.4	92.8 ± 0.6	94.9 ± 0.4	■	△
LBOTE students (d)						
At or above NMS	%	92.3 ± 1.1	90.1 ± 1.3	93.6 ± 0.9	■	△
Male students						
At or above NMS	%	93.1 ± 0.6	90.1 ± 0.8	92.5 ± 0.7	■	■
Female students						
At or above NMS	%	95.8 ± 0.5	93.9 ± 0.6	95.7 ± 0.4	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.62 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.63

Table 4A.63 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	419.9 ± 1.6	432.0 ± 1.9	434.1 ± 1.9	■	■
At or above NMS	%	95.2 ± 0.2	95.2 ± 0.4	96.0 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	368.9 ± 6.3	375.0 ± 6.4	380.1 ± 5.5	■	■
At or above NMS	%	88.1 ± 2.8	84.9 ± 2.8	87.5 ± 2.6	■	■
Non-Indigenous students						
Mean scale score	no.	420.6 ± 1.6	432.8 ± 1.9	435.0 ± 1.8	■	■
At or above NMS	%	95.6 ± 0.3	95.5 ± 0.4	96.4 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	94.2 ± 0.6	93.7 ± 0.6	95.1 ± 0.6	■	■
Male students						
At or above NMS	%	93.8 ± 0.5	93.6 ± 0.5	94.6 ± 0.5	■	■
Female students						
At or above NMS	%	96.8 ± 0.3	96.8 ± 0.3	97.5 ± 0.3	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	496.7 ± 1.6	504.1 ± 1.7	510.1 ± 1.5	△	■
At or above NMS	%	93.7 ± 0.3	94.1 ± 0.4	96.5 ± 0.4	△	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	449.7 ± 6.3	450.2 ± 5.2	470.9 ± 4.1	△	△
At or above NMS	%	83.0 ± 3.3	81.4 ± 2.8	91.4 ± 2.0	△	▲
Non-Indigenous students						
Mean scale score	no.	497.3 ± 1.6	504.9 ± 1.7	510.7 ± 1.5	△	■
At or above NMS	%	94.0 ± 0.4	94.4 ± 0.4	96.8 ± 0.4	△	△
LBOTE students (d)						
At or above NMS	%	91.9 ± 0.7	92.3 ± 0.7	95.5 ± 0.6	△	△
Male students						
At or above NMS	%	92.2 ± 0.5	92.2 ± 0.6	95.5 ± 0.5	△	△
Female students						
At or above NMS	%	95.2 ± 0.4	96.0 ± 0.3	97.6 ± 0.3	△	△

TABLE 4A.63

Table 4A.63 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					<i>2008 to 2013</i>	<i>2012 to 2013</i>
<i>Year 7</i>						
All students						
Mean scale score	no.	543.0 ± 2.6	548.3 ± 2.6	546.9 ± 2.5	■	■
At or above NMS	%	95.8 ± 0.3	95.5 ± 0.5	95.6 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	488.8 ± 5.5	504.3 ± 5.5	499.7 ± 6.7	■	■
At or above NMS	%	85.5 ± 3.2	87.8 ± 2.7	86.2 ± 3.6	■	■
Non-Indigenous students						
Mean scale score	no.	543.9 ± 2.6	549.1 ± 2.6	547.6 ± 2.5	■	■
At or above NMS	%	96.1 ± 0.4	95.7 ± 0.5	95.9 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	94.1 ± 0.8	93.6 ± 0.9	94.0 ± 0.9	■	■
Male students						
At or above NMS	%	94.7 ± 0.6	94.1 ± 0.7	94.4 ± 0.7	■	■
Female students						
At or above NMS	%	97.0 ± 0.4	96.9 ± 0.4	97.0 ± 0.4	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	584.6 ± 3.0	581.6 ± 3.0	584.6 ± 2.6	■	■
At or above NMS	%	94.7 ± 0.4	93.0 ± 0.6	94.3 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	536.0 ± 6.0	539.2 ± 6.6	543.6 ± 4.3	■	■
At or above NMS	%	79.9 ± 4.1	80.7 ± 3.9	84.0 ± 3.0	■	■
Non-Indigenous students						
Mean scale score	no.	585.2 ± 2.9	582.3 ± 3.0	585.7 ± 2.6	■	■
At or above NMS	%	95.0 ± 0.5	93.3 ± 0.6	94.8 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	92.8 ± 1.0	89.8 ± 1.4	92.2 ± 1.2	■	■
Male students						
At or above NMS	%	93.5 ± 0.7	91.2 ± 0.9	93.0 ± 0.8	■	■
Female students						
At or above NMS	%	95.8 ± 0.5	94.8 ± 0.6	95.8 ± 0.5	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.63 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- 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.
- 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.
- A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.64

Table 4A.64 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	371.1 ± 2.6	408.5 ± 2.4	407.7 ± 2.3	△	■
At or above NMS	%	87.1 ± 0.7	92.7 ± 0.5	95.1 ± 0.4	▲	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	309.5 ± 7.6	339.8 ± 4.9	349.8 ± 4.5	▲	■
At or above NMS	%	66.2 ± 3.3	77.7 ± 2.1	85.2 ± 1.7	▲	△
Non-Indigenous students						
Mean scale score	no.	375.9 ± 2.4	413.7 ± 2.3	412.3 ± 2.2	△	■
At or above NMS	%	88.7 ± 0.6	93.9 ± 0.4	95.9 ± 0.3	▲	△
LBOTE students (d)						
At or above NMS	%	77.2 ± 3.2	88.5 ± 2.0	91.7 ± 1.5	▲	△
Male students						
At or above NMS	%	84.4 ± 0.9	90.7 ± 0.6	93.6 ± 0.5	▲	△
Female students						
At or above NMS	%	90.0 ± 0.7	94.8 ± 0.4	96.6 ± 0.4	▲	△
<i>Year 5</i>						
All students						
Mean scale score	no.	466.1 ± 2.3	480.3 ± 2.3	497.0 ± 1.8	△	△
At or above NMS	%	86.9 ± 0.7	89.1 ± 0.8	96.2 ± 0.3	▲	▲
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	404.4 ± 6.4	413.0 ± 5.6	445.2 ± 3.5	▲	△
At or above NMS	%	62.9 ± 3.2	65.5 ± 3.1	87.7 ± 1.6	▲	▲
Non-Indigenous students						
Mean scale score	no.	470.9 ± 2.2	485.3 ± 2.2	501.1 ± 1.7	△	△
At or above NMS	%	88.8 ± 0.6	90.9 ± 0.6	96.9 ± 0.3	▲	▲
LBOTE students (d)						
At or above NMS	%	74.2 ± 3.4	81.1 ± 3.1	93.2 ± 1.3	▲	▲
Male students						
At or above NMS	%	84.3 ± 0.9	86.6 ± 1.0	95.1 ± 0.4	▲	▲
Female students						
At or above NMS	%	89.6 ± 0.7	92.0 ± 0.7	97.3 ± 0.3	▲	▲

TABLE 4A.64

Table 4A.64 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	528.1 ± 2.1	532.7 ± 2.0	533.5 ± 2.0	■	■
At or above NMS	%	92.9 ± 0.5	93.3 ± 0.5	93.6 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	472.4 ± 7.6	478.0 ± 4.0	479.6 ± 4.0	■	■
At or above NMS	%	74.8 ± 3.2	77.4 ± 2.5	76.6 ± 2.4	■	■
Non-Indigenous students						
Mean scale score	no.	532.3 ± 2.0	536.8 ± 1.9	537.5 ± 1.9	■	■
At or above NMS	%	94.3 ± 0.4	94.5 ± 0.4	94.9 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	82.4 ± 2.8	85.9 ± 2.5	87.4 ± 2.2	△	■
Male students						
At or above NMS	%	91.2 ± 0.6	91.5 ± 0.6	92.1 ± 0.7	■	■
Female students						
At or above NMS	%	94.6 ± 0.6	95.1 ± 0.5	95.2 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	568.2 ± 3.3	566.8 ± 3.1	572.4 ± 3.0	■	■
At or above NMS	%	90.5 ± 0.9	90.5 ± 0.8	92.7 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	514.2 ± 9.3	513.8 ± 4.6	523.2 ± 4.2	■	■
At or above NMS	%	70.0 ± 4.0	69.8 ± 3.3	76.3 ± 2.8	■	△
Non-Indigenous students						
Mean scale score	no.	572.2 ± 3.1	570.6 ± 3.0	575.9 ± 2.9	■	■
At or above NMS	%	92.0 ± 0.8	92.0 ± 0.7	93.8 ± 0.6	■	■
LBOTE students (d)						
At or above NMS	%	80.8 ± 3.7	80.4 ± 4.4	87.1 ± 2.9	△	△
Male students						
At or above NMS	%	88.6 ± 1.1	88.1 ± 1.1	90.8 ± 0.9	■	■
Female students						
At or above NMS	%	92.5 ± 0.8	93.0 ± 0.8	94.6 ± 0.6	△	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.64 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.65 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)**

		2008	2012	2013	Nature of differences	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	386.7 ± 3.1	407.6 ± 3.3	406.1 ± 3.0	△	■
At or above NMS	%	89.4 ± 0.8	91.8 ± 0.7	94.3 ± 0.6	△	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	292.7 ± 7.1	304.9 ± 6.5	320.8 ± 6.1	△	△
At or above NMS	%	57.3 ± 3.7	64.1 ± 3.1	75.2 ± 3.4	△	△
Non-Indigenous students						
Mean scale score	no.	394.5 ± 2.7	415.1 ± 3.0	413.1 ± 2.8	△	■
At or above NMS	%	92.1 ± 0.6	93.8 ± 0.6	95.7 ± 0.5	△	△
LBOTE students (d)						
At or above NMS	%	88.0 ± 2.1	90.3 ± 1.5	92.7 ± 1.3	△	■
Male students						
At or above NMS	%	87.0 ± 1.0	90.0 ± 0.9	92.9 ± 0.8	△	△
Female students						
At or above NMS	%	91.9 ± 0.8	93.7 ± 0.8	95.7 ± 0.5	△	△
<i>Year 5</i>						
All students						
Mean scale score	no.	473.6 ± 2.8	482.6 ± 3.0	495.4 ± 2.5	△	■
At or above NMS	%	89.1 ± 0.9	89.6 ± 0.8	96.0 ± 0.5	▲	▲
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	381.3 ± 5.8	386.6 ± 7.0	423.7 ± 5.1	▲	▲
At or above NMS	%	51.8 ± 3.4	53.6 ± 3.9	79.0 ± 3.0	▲	▲
Non-Indigenous students						
Mean scale score	no.	481.4 ± 2.4	490.2 ± 2.7	501.3 ± 2.3	△	■
At or above NMS	%	92.2 ± 0.6	92.4 ± 0.6	97.3 ± 0.4	▲	▲
LBOTE students (d)						
At or above NMS	%	86.1 ± 2.1	86.9 ± 1.9	94.5 ± 1.2	▲	▲
Male students						
At or above NMS	%	87.1 ± 1.0	87.4 ± 1.0	95.0 ± 0.7	▲	▲
Female students						
At or above NMS	%	91.1 ± 0.9	91.9 ± 0.9	97.0 ± 0.4	▲	▲

TABLE 4A.65

Table 4A.65 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	527.0 ± 2.8	537.8 ± 3.0	538.4 ± 3.2	■	■
At or above NMS	%	92.7 ± 0.8	93.7 ± 0.7	93.8 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	450.0 ± 5.7	462.0 ± 5.2	460.1 ± 5.3	■	■
At or above NMS	%	63.4 ± 3.7	69.1 ± 3.4	68.2 ± 3.7	■	■
Non-Indigenous students						
Mean scale score	no.	533.2 ± 2.6	543.3 ± 2.9	544.5 ± 3.0	■	■
At or above NMS	%	95.0 ± 0.5	95.4 ± 0.5	95.7 ± 0.6	■	■
LBOTE students (d)						
At or above NMS	%	90.3 ± 2.0	90.9 ± 1.5	91.4 ± 1.5	■	■
Male students						
At or above NMS	%	91.0 ± 0.9	91.9 ± 0.9	92.4 ± 1.0	■	■
Female students						
At or above NMS	%	94.5 ± 0.7	95.6 ± 0.6	95.3 ± 0.7	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	569.8 ± 4.6	572.2 ± 4.7	579.7 ± 4.6	■	■
At or above NMS	%	91.8 ± 1.1	90.7 ± 1.2	92.9 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	498.3 ± 5.7	494.8 ± 7.2	506.3 ± 5.8	■	■
At or above NMS	%	62.8 ± 3.9	57.7 ± 4.6	65.7 ± 4.0	■	△
Non-Indigenous students						
Mean scale score	no.	575.6 ± 4.4	576.8 ± 4.3	585.2 ± 4.4	■	■
At or above NMS	%	94.0 ± 0.9	92.8 ± 1.0	94.8 ± 0.8	■	△
LBOTE students (d)						
At or above NMS	%	89.6 ± 2.4	86.8 ± 2.4	91.0 ± 2.2	■	△
Male students						
At or above NMS	%	90.1 ± 1.3	88.6 ± 1.6	91.4 ± 1.3	■	■
Female students						
At or above NMS	%	93.5 ± 1.0	92.9 ± 1.1	94.4 ± 1.0	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.65 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- 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.
- 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.
- A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	400.5 ± 3.3	408.9 ± 3.6	409.6 ± 3.4	■	■
At or above NMS	%	91.5 ± 1.0	92.6 ± 0.9	94.3 ± 0.7	△	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	329.7 ± 8.7	334.4 ± 8.6	331.0 ± 11.8	■	■
At or above NMS	%	71.5 ± 4.4	72.5 ± 4.9	76.7 ± 4.8	■	■
Non-Indigenous students						
Mean scale score	no.	403.9 ± 3.1	412.1 ± 3.5	413.4 ± 3.3	■	■
At or above NMS	%	92.5 ± 0.9	93.5 ± 0.8	95.3 ± 0.6	△	△
LBOTE students (d)						
At or above NMS	%	85.5 ± 4.3	88.8 ± 2.5	92.0 ± 2.2	△	■
Male students						
At or above NMS	%	89.6 ± 1.3	90.5 ± 1.1	92.7 ± 1.0	△	■
Female students						
At or above NMS	%	93.5 ± 0.9	94.8 ± 0.8	96.1 ± 0.6	△	■
<i>Year 5</i>						
All students						
Mean scale score	no.	477.9 ± 3.0	483.9 ± 3.1	491.9 ± 2.6	△	■
At or above NMS	%	89.9 ± 1.1	90.7 ± 0.9	95.7 ± 0.6	▲	▲
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	405.9 ± 9.8	410.4 ± 7.9	433.5 ± 7.3	△	△
At or above NMS	%	60.6 ± 5.9	63.8 ± 4.8	82.4 ± 5.2	▲	▲
Non-Indigenous students						
Mean scale score	no.	481.0 ± 2.8	486.8 ± 3.0	494.6 ± 2.5	△	■
At or above NMS	%	91.3 ± 1.0	91.8 ± 0.9	96.3 ± 0.6	▲	▲
LBOTE students (d)						
At or above NMS	%	81.3 ± 4.1	84.9 ± 2.5	93.7 ± 1.9	▲	▲
Male students						
At or above NMS	%	88.2 ± 1.4	88.1 ± 1.3	94.3 ± 0.9	△	△
Female students						
At or above NMS	%	91.7 ± 1.1	93.4 ± 0.8	97.1 ± 0.6	▲	▲

TABLE 4A.66

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

		2008	2012	2013	Nature of differences	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	533.5 ± 2.9	537.0 ± 2.9	535.9 ± 2.9	■	■
At or above NMS	%	93.4 ± 0.8	93.7 ± 0.7	94.0 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	464.9 ± 8.7	478.4 ± 7.6	475.5 ± 6.6	■	■
At or above NMS	%	69.6 ± 5.9	77.4 ± 4.4	74.3 ± 4.5	■	■
Non-Indigenous students						
Mean scale score	no.	536.4 ± 2.7	539.5 ± 2.8	538.7 ± 2.8	■	■
At or above NMS	%	94.4 ± 0.7	94.4 ± 0.7	94.9 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	85.3 ± 3.5	89.4 ± 2.0	91.2 ± 2.0	△	■
Male students						
At or above NMS	%	92.0 ± 1.0	92.1 ± 1.0	92.4 ± 1.0	■	■
Female students						
At or above NMS	%	94.8 ± 0.8	95.4 ± 0.7	95.6 ± 0.7	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	574.9 ± 5.0	570.1 ± 5.0	576.6 ± 4.4	■	■
At or above NMS	%	91.7 ± 1.8	90.8 ± 1.4	93.2 ± 1.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	506.3 ± 10.1	511.9 ± 8.0	524.5 ± 5.6	△	△
At or above NMS	%	62.5 ± 6.5	66.6 ± 5.9	76.3 ± 4.1	△	△
Non-Indigenous students						
Mean scale score	no.	578.5 ± 4.6	572.1 ± 4.7	578.6 ± 4.2	■	■
At or above NMS	%	93.5 ± 1.1	91.8 ± 1.3	93.9 ± 1.1	■	■
LBOTE students (d)						
At or above NMS	%	85.0 ± 4.8	83.4 ± 4.0	89.9 ± 4.0	■	△
Male students						
At or above NMS	%	90.4 ± 2.0	89.1 ± 1.7	91.7 ± 1.5	■	■
Female students						
At or above NMS	%	92.9 ± 1.7	92.6 ± 1.4	94.8 ± 1.0	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- 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.
- 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.
- A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.67

Table 4A.67 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Tasmania (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	401.2 ± 4.9	419.1 ± 7.0	414.9 ± 6.0	■	■
At or above NMS	%	92.8 ± 1.0	92.9 ± 1.2	94.6 ± 0.9	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	376.6 ± 9.4	369.0 ± 11.3	372.7 ± 8.8	■	■
At or above NMS	%	88.4 ± 4.1	85.2 ± 4.1	89.9 ± 3.4	■	■
Non-Indigenous students						
Mean scale score	no.	403.4 ± 5.2	420.8 ± 6.1	416.8 ± 5.8	■	■
At or above NMS	%	93.0 ± 1.0	93.4 ± 1.2	94.9 ± 0.9	△	■
LBOTE students (d)						
At or above NMS	%	88.9 ± 5.4	91.9 ± 4.6	93.4 ± 3.8	■	■
Male students						
At or above NMS	%	92.0 ± 1.4	90.6 ± 1.7	92.9 ± 1.5	■	■
Female students						
At or above NMS	%	93.7 ± 1.2	95.3 ± 1.1	96.4 ± 1.0	△	■
<i>Year 5</i>						
All students						
Mean scale score	no.	476.4 ± 4.9	491.7 ± 5.4	496.1 ± 4.6	△	■
At or above NMS	%	89.7 ± 1.4	90.7 ± 1.3	95.5 ± 0.9	▲	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	456.6 ± 9.8	452.8 ± 9.0	462.5 ± 7.2	■	■
At or above NMS	%	84.5 ± 4.5	80.7 ± 4.3	89.8 ± 3.7	■	△
Non-Indigenous students						
Mean scale score	no.	480.1 ± 4.9	493.8 ± 5.1	498.5 ± 4.6	△	■
At or above NMS	%	90.7 ± 1.3	91.4 ± 1.3	96.0 ± 0.8	▲	△
LBOTE students (d)						
At or above NMS	%	83.8 ± 6.0	87.7 ± 5.6	94.8 ± 2.5	▲	▲
Male students						
At or above NMS	%	88.7 ± 1.9	88.1 ± 1.9	94.0 ± 1.2	△	△
Female students						
At or above NMS	%	90.7 ± 1.5	93.3 ± 1.2	97.1 ± 0.9	▲	▲

TABLE 4A.67

Table 4A.67 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Tasmania (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	534.2 ± 7.2	540.6 ± 7.4	536.3 ± 6.6	■	■
At or above NMS	%	93.9 ± 1.5	93.9 ± 1.2	93.7 ± 1.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	513.8 ± 8.3	505.0 ± 7.9	501.9 ± 6.9	■	■
At or above NMS	%	89.0 ± 3.5	89.2 ± 3.5	85.2 ± 4.4	■	■
Non-Indigenous students						
Mean scale score	no.	536.6 ± 7.5	542.8 ± 6.8	538.5 ± 6.3	■	■
At or above NMS	%	94.4 ± 1.4	94.5 ± 1.2	94.4 ± 1.2	■	■
LBOTE students (d)						
At or above NMS	%	90.7 ± 4.9	85.0 ± 9.0	91.0 ± 4.1	■	■
Male students						
At or above NMS	%	93.0 ± 1.8	92.1 ± 1.7	91.6 ± 1.9	■	■
Female students						
At or above NMS	%	95.0 ± 1.5	95.7 ± 1.1	95.9 ± 1.2	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	578.8 ± 7.3	570.6 ± 7.4	575.8 ± 6.5	■	■
At or above NMS	%	93.0 ± 1.7	89.9 ± 2.0	91.8 ± 1.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	564.9 ± 9.4	536.8 ± 9.2	539.9 ± 7.3	▽	■
At or above NMS	%	90.7 ± 3.7	78.9 ± 5.6	85.0 ± 4.7	■	■
Non-Indigenous students						
Mean scale score	no.	580.9 ± 7.4	573.6 ± 7.1	579.9 ± 6.0	■	■
At or above NMS	%	93.5 ± 1.4	91.1 ± 1.7	92.7 ± 1.6	■	■
LBOTE students (d)						
At or above NMS	%	87.3 ± 6.5	75.7 ± 10.3	88.8 ± 6.6	■	▲
Male students						
At or above NMS	%	92.8 ± 2.0	87.4 ± 2.6	89.6 ± 2.4	■	■
Female students						
At or above NMS	%	93.2 ± 1.8	92.4 ± 1.7	94.1 ± 1.6	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.67 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Tasmania (a), (b)

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.68 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	421.0 ± 5.9	443.8 ± 5.8	441.9 ± 6.8	△	■
At or above NMS	%	94.4 ± 1.5	96.0 ± 0.9	96.1 ± 1.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	359.5 ± 17.6	372.6 ± 17.7	375.0 ± 16.3	■	■
At or above NMS	%	84.9 ± 8.1	85.7 ± 7.8	87.6 ± 7.6	■	■
Non-Indigenous students						
Mean scale score	no.	422.8 ± 5.7	445.9 ± 5.8	443.8 ± 6.7	△	■
At or above NMS	%	94.8 ± 1.4	96.3 ± 0.8	96.4 ± 1.1	■	■
LBOTE students (d)						
At or above NMS	%	87.8 ± 6.4	94.0 ± 2.0	92.8 ± 2.8	■	■
Male students						
At or above NMS	%	92.2 ± 2.1	94.8 ± 1.3	95.0 ± 1.4	△	■
Female students						
At or above NMS	%	96.6 ± 1.1	97.3 ± 0.9	97.4 ± 1.1	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	503.3 ± 5.6	519.0 ± 7.0	519.2 ± 5.4	△	■
At or above NMS	%	94.8 ± 1.2	94.9 ± 1.3	97.0 ± 0.9	△	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	441.9 ± 16.7	459.7 ± 17.7	474.6 ± 13.7	△	■
At or above NMS	%	81.1 ± 8.0	80.4 ± 8.1	93.7 ± 4.9	▲	▲
Non-Indigenous students						
Mean scale score	no.	504.9 ± 5.5	520.3 ± 7.0	520.3 ± 5.4	△	■
At or above NMS	%	95.2 ± 1.1	95.3 ± 1.2	97.1 ± 0.9	△	△
LBOTE students (d)						
At or above NMS	%	88.8 ± 5.6	91.9 ± 2.3	95.3 ± 2.0	▲	△
Male students						
At or above NMS	%	93.5 ± 1.7	93.5 ± 1.8	96.0 ± 1.4	△	△
Female students						
At or above NMS	%	96.0 ± 1.2	96.4 ± 1.2	98.1 ± 0.8	△	△

Table 4A.68 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	558.2 ± 10.1	558.6 ± 8.3	560.6 ± 8.2	■	■
At or above NMS	%	96.3 ± 1.4	95.7 ± 1.5	95.9 ± 1.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	519.4 ± 16.5	507.4 ± 14.2	523.2 ± 16.8	■	■
At or above NMS	%	94.3 ± 4.8	84.1 ± 7.9	90.9 ± 5.9	■	■
Non-Indigenous students						
Mean scale score	no.	559.2 ± 10.2	559.8 ± 8.3	561.7 ± 8.1	■	■
At or above NMS	%	96.4 ± 1.4	96.0 ± 1.4	96.0 ± 1.3	■	■
LBOTE students (d)						
At or above NMS	%	95.2 ± 3.3	93.4 ± 3.0	94.1 ± 2.7	■	■
Male students						
At or above NMS	%	95.0 ± 2.0	94.3 ± 2.1	94.8 ± 2.1	■	■
Female students						
At or above NMS	%	97.6 ± 1.1	97.1 ± 1.4	97.0 ± 1.1	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	601.9 ± 10.0	597.0 ± 8.8	599.5 ± 8.0	■	■
At or above NMS	%	96.6 ± 1.3	94.7 ± 1.7	96.0 ± 1.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	552.8 ± 17.7	539.5 ± 12.5	548.9 ± 15.4	■	■
At or above NMS	%	84.2 ± 9.0	82.4 ± 9.9	81.0 ± 8.1	■	■
Non-Indigenous students						
Mean scale score	no.	603.1 ± 9.8	598.5 ± 8.8	600.9 ± 7.7	■	■
At or above NMS	%	96.9 ± 1.1	94.9 ± 1.6	96.4 ± 1.4	■	■
LBOTE students (d)						
At or above NMS	%	96.6 ± 2.6	92.3 ± 3.0	93.9 ± 2.7	■	■
Male students						
At or above NMS	%	95.4 ± 1.8	93.1 ± 2.4	95.2 ± 2.1	■	■
Female students						
At or above NMS	%	97.9 ± 1.1	96.3 ± 1.3	96.8 ± 1.4	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.68 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)**

		2008	2012	2013	Nature of differences	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	306.6 ± 19.9	332.2 ± 19.8	339.1 ± 16.3	△	■
At or above NMS	%	62.7 ± 6.5	68.9 ± 6.3	74.3 ± 5.4	△	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	208.1 ± 19.5	242.4 ± 20.8	265.8 ± 15.2	▲	■
At or above NMS	%	30.4 ± 6.0	39.6 ± 6.6	51.2 ± 6.0	▲	△
Non-Indigenous students						
Mean scale score	no.	382.5 ± 8.1	400.2 ± 9.3	397.1 ± 9.0	■	■
At or above NMS	%	88.2 ± 2.8	90.8 ± 2.4	92.7 ± 2.2	△	■
LBOTE students (d)						
At or above NMS	%	35.7 ± 7.7	46.1 ± 7.9	55.6 ± 7.2	△	■
Male students						
At or above NMS	%	60.1 ± 6.8	65.0 ± 6.6	71.6 ± 6.1	△	■
Female students						
At or above NMS	%	65.5 ± 6.5	72.7 ± 6.4	77.2 ± 5.1	△	■
<i>Year 5</i>						
All students						
Mean scale score	no.	405.1 ± 18.0	404.8 ± 23.2	437.4 ± 16.3	△	△
At or above NMS	%	62.5 ± 6.6	61.3 ± 7.2	73.7 ± 6.9	△	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	307.3 ± 17.7	310.2 ± 26.1	370.0 ± 15.4	▲	▲
At or above NMS	%	25.8 ± 5.7	27.4 ± 6.2	47.1 ± 8.0	▲	▲
Non-Indigenous students						
Mean scale score	no.	474.5 ± 6.9	482.3 ± 8.1	491.9 ± 6.8	△	■
At or above NMS	%	88.9 ± 2.5	89.0 ± 2.6	95.3 ± 2.5	▲	▲
LBOTE students (d)						
At or above NMS	%	31.3 ± 8.1	33.5 ± 7.8	51.3 ± 9.5	▲	△
Male students						
At or above NMS	%	60.2 ± 6.4	57.8 ± 7.5	70.6 ± 7.9	■	△
Female students						
At or above NMS	%	65.1 ± 7.0	65.0 ± 7.2	76.9 ± 6.3	△	△

TABLE 4A.69

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	468.4 ± 21.9	474.3 ± 22.2	468.6 ± 21.7	■	■
At or above NMS	%	67.1 ± 9.4	69.0 ± 8.9	65.7 ± 9.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	386.1 ± 17.6	397.3 ± 22.7	391.2 ± 19.7	■	■
At or above NMS	%	32.4 ± 8.6	39.1 ± 9.7	32.6 ± 8.5	■	■
Non-Indigenous students						
Mean scale score	no.	531.0 ± 10.8	530.8 ± 13.2	530.8 ± 11.0	■	■
At or above NMS	%	93.5 ± 2.8	90.8 ± 3.3	92.5 ± 2.8	■	■
LBOTE students (d)						
At or above NMS	%	38.2 ± 13.1	43.2 ± 11.7	37.0 ± 12.0	■	■
Male students						
At or above NMS	%	65.5 ± 9.0	66.4 ± 8.9	62.1 ± 9.6	■	■
Female students						
At or above NMS	%	69.0 ± 9.9	71.8 ± 9.2	69.6 ± 9.1	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	524.2 ± 21.6	516.0 ± 20.2	528.2 ± 17.7	■	■
At or above NMS	%	69.9 ± 8.3	65.3 ± 8.7	70.5 ± 8.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	446.5 ± 23.3	433.5 ± 19.3	456.2 ± 16.9	■	■
At or above NMS	%	37.9 ± 9.6	29.1 ± 8.9	38.4 ± 8.4	■	■
Non-Indigenous students						
Mean scale score	no.	578.1 ± 9.7	566.9 ± 14.1	576.1 ± 11.0	■	■
At or above NMS	%	92.2 ± 2.3	87.7 ± 5.2	92.0 ± 3.2	■	■
LBOTE students (d)						
At or above NMS	%	46.2 ± 14.6	37.7 ± 13.2	44.2 ± 13.1	■	■
Male students						
At or above NMS	%	68.5 ± 8.3	61.8 ± 8.6	68.3 ± 8.6	■	■
Female students						
At or above NMS	%	71.4 ± 8.5	69.3 ± 9.4	72.9 ± 8.4	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- 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.
- 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.
- A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.70

Table 4A.70 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	400.5 ± 1.2	419.6 ± 1.1	419.1 ± 1.1	△	■
At or above NMS	%	92.1 ± 0.3	93.6 ± 0.2	95.3 ± 0.2	△	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	313.7 ± 4.9	333.3 ± 4.1	343.7 ± 3.3	△	■
At or above NMS	%	68.3 ± 2.0	74.2 ± 1.6	81.5 ± 1.3	△	△
Non-Indigenous students						
Mean scale score	no.	405.0 ± 1.1	424.2 ± 1.0	423.4 ± 1.0	△	■
At or above NMS	%	93.5 ± 0.2	94.7 ± 0.2	96.2 ± 0.1	△	△
LBOTE students (d)						
At or above NMS	%	90.4 ± 0.7	91.9 ± 0.5	93.9 ± 0.4	△	■
Male students						
At or above NMS	%	90.3 ± 0.3	91.9 ± 0.3	94.0 ± 0.2	△	■
Female students						
At or above NMS	%	94.1 ± 0.2	95.5 ± 0.2	96.8 ± 0.2	△	△
<i>Year 5</i>						
All students						
Mean scale score	no.	484.4 ± 1.1	493.6 ± 1.1	502.3 ± 0.9	△	■
At or above NMS	%	91.0 ± 0.3	91.6 ± 0.3	96.1 ± 0.2	▲	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	403.4 ± 4.1	409.0 ± 5.5	439.4 ± 3.4	△	△
At or above NMS	%	63.4 ± 1.8	64.7 ± 1.9	83.3 ± 1.7	▲	▲
Non-Indigenous students						
Mean scale score	no.	488.7 ± 1.0	498.0 ± 1.0	505.9 ± 0.8	△	■
At or above NMS	%	92.6 ± 0.2	93.1 ± 0.2	96.9 ± 0.1	▲	▲
LBOTE students (d)						
At or above NMS	%	87.5 ± 0.7	89.0 ± 0.6	94.4 ± 0.5	▲	△
Male students						
At or above NMS	%	89.3 ± 0.3	89.5 ± 0.4	95.0 ± 0.2	△	△
Female students						
At or above NMS	%	92.8 ± 0.3	93.9 ± 0.2	97.3 ± 0.2	▲	▲

TABLE 4A.70

Table 4A.70 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					<i>2008 to 2013</i>	<i>2012 to 2013</i>
<i>Year 7</i>						
All students						
Mean scale score	no.	536.5 ± 1.4	541.5 ± 1.3	540.6 ± 1.3	■	■
At or above NMS	%	94.2 ± 0.3	94.1 ± 0.2	94.2 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	466.5 ± 4.2	474.8 ± 3.4	472.4 ± 3.5	■	■
At or above NMS	%	71.9 ± 2.0	75.4 ± 1.6	73.2 ± 1.7	■	■
Non-Indigenous students						
Mean scale score	no.	540.2 ± 1.3	545.0 ± 1.3	544.3 ± 1.3	■	■
At or above NMS	%	95.4 ± 0.2	95.1 ± 0.2	95.4 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	90.8 ± 0.8	91.4 ± 0.7	91.7 ± 0.7	■	■
Male students						
At or above NMS	%	92.8 ± 0.3	92.5 ± 0.3	92.8 ± 0.3	■	■
Female students						
At or above NMS	%	95.6 ± 0.2	95.8 ± 0.2	95.7 ± 0.2	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	578.0 ± 1.5	574.8 ± 1.5	580.2 ± 1.4	■	■
At or above NMS	%	92.9 ± 0.4	91.4 ± 0.4	93.4 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	513.8 ± 4.6	509.8 ± 3.2	520.1 ± 2.8	■	■
At or above NMS	%	70.7 ± 2.1	67.2 ± 1.9	73.9 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	581.3 ± 1.5	578.0 ± 1.5	583.6 ± 1.4	■	■
At or above NMS	%	94.2 ± 0.3	92.7 ± 0.3	94.5 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	90.0 ± 0.8	87.6 ± 0.9	91.3 ± 0.7	■	△
Male students						
At or above NMS	%	91.5 ± 0.4	89.4 ± 0.5	91.8 ± 0.4	■	■
Female students						
At or above NMS	%	94.4 ± 0.3	93.5 ± 0.3	95.0 ± 0.3	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.70 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- 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.
- 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.
- A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.71

Table 4A.71 Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2009-2011-2013 (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									
2009 Year 3	422.3 ± 1.9	430.4 ± 1.9	385.9 ± 2.3	395.5 ± 3.2	399.0 ± 3.3	404.7 ± 5.2	433.6 ± 6.2	322.2 ± 17.5	410.8 ± 1.2
2011 Year 5	495.4 ± 2.0	503.7 ± 1.8	469.4 ± 2.1	480.2 ± 3.0	478.0 ± 3.2	485.9 ± 5.6	516.3 ± 6.3	403.3 ± 19.8	488.1 ± 1.1
2013 Year 7	544.1 ± 2.9	546.9 ± 2.5	533.5 ± 2.0	538.4 ± 3.2	535.9 ± 2.9	536.3 ± 6.6	560.6 ± 8.2	468.6 ± 21.7	540.6 ± 1.3
Gain 2009-2011	73.1 ± 9.4	73.3 ± 9.4	83.5 ± 9.5	84.7 ± 10.0	79.0 ± 10.1	81.2 ± 11.8	82.7 ± 12.6	81.1 ± 27.9	77.3 ± 9.2
Gain 2011-2013	48.7 ± 6.8	43.2 ± 6.6	64.1 ± 6.6	58.2 ± 7.3	57.9 ± 7.3	50.4 ± 10.5	44.3 ± 11.9	65.3 ± 30.0	52.5 ± 6.1
Aboriginal and Torres Strait Islander students (d)									
2009 Year 3	355.6 ± 3.8	375.3 ± 7.7	327.9 ± 4.5	304.4 ± 6.0	329.5 ± 8.7	365.4 ± 10.4	361.6 ± 18.2	239.4 ± 18.6	327.4 ± 4.2
2011 Year 5	434.4 ± 3.7	455.1 ± 6.0	413.7 ± 4.0	387.7 ± 6.1	412.9 ± 7.7	449.0 ± 7.6	461.0 ± 16.1	317.7 ± 21.0	409.8 ± 4.1
2013 Year 7	487.4 ± 3.0	499.7 ± 6.7	479.6 ± 4.0	460.1 ± 5.3	475.5 ± 6.6	501.9 ± 6.9	523.2 ± 16.8	391.2 ± 19.7	472.4 ± 3.5
Gain 2009-2011	78.8 ± 10.5	79.8 ± 13.3	85.8 ± 10.8	83.3 ± 12.4	83.4 ± 14.7	83.6 ± 15.7	99.4 ± 25.9	78.3 ± 29.4	82.4 ± 10.8
Gain 2011-2013	53.0 ± 7.6	44.6 ± 10.8	65.9 ± 8.2	72.4 ± 10.0	62.6 ± 11.7	52.9 ± 11.8	62.2 ± 24.1	73.5 ± 29.4	62.6 ± 8.0
Non-Indigenous students									
2009 Year 3	425.0 ± 1.9	431.0 ± 1.9	390.0 ± 2.1	403.8 ± 2.9	401.6 ± 3.2	408.2 ± 5.4	435.7 ± 6.1	383.2 ± 7.3	415.0 ± 1.1
2011 Year 5	498.0 ± 1.9	504.3 ± 1.7	474.2 ± 2.0	487.2 ± 2.7	480.6 ± 3.1	488.9 ± 5.5	517.5 ± 6.2	473.7 ± 6.9	492.3 ± 1.0
2013 Year 7	547.1 ± 2.9	547.6 ± 2.5	537.5 ± 1.9	544.5 ± 3.0	538.7 ± 2.8	538.5 ± 6.3	561.7 ± 8.1	530.8 ± 11.0	544.3 ± 1.3
Gain 2009-2011	73.0 ± 9.4	73.3 ± 9.4	84.2 ± 9.5	83.4 ± 9.8	79.0 ± 10.1	80.7 ± 11.9	81.8 ± 12.5	90.5 ± 13.5	77.3 ± 9.1
Gain 2011-2013	49.1 ± 6.8	43.3 ± 6.6	63.3 ± 6.5	57.3 ± 7.1	58.1 ± 7.2	49.6 ± 10.2	44.2 ± 11.8	57.1 ± 14.3	52.0 ± 6.1
Year 5 - Year 7 - Year 9									
All students									
2009 Year 5	503.4 ± 1.9	506.3 ± 1.6	477.8 ± 2.2	482.2 ± 2.9	484.3 ± 3.1	487.2 ± 5.3	512.7 ± 6.4	420.6 ± 16.0	493.9 ± 1.1
2011 Year 7	543.5 ± 3.0	544.8 ± 2.6	533.5 ± 2.0	541.3 ± 3.2	533.8 ± 2.9	534.5 ± 7.4	561.8 ± 8.5	480.2 ± 19.3	540.2 ± 1.3
2013 Year 9	584.0 ± 2.7	584.6 ± 2.6	572.4 ± 3.0	579.7 ± 4.6	576.6 ± 4.4	575.8 ± 6.5	599.5 ± 8.0	528.2 ± 17.7	580.2 ± 1.4
Gain 2009-2011	40.1 ± 8.2	38.5 ± 8.0	55.7 ± 7.9	59.1 ± 8.5	49.5 ± 8.5	47.3 ± 11.7	49.1 ± 12.9	59.6 ± 26.2	46.3 ± 7.6

TABLE 4A.71

Table 4A.71 Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2009-2011-2013 (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 2011-2013	40.5 ± 6.5	39.8 ± 6.3	38.9 ± 6.2	38.4 ± 7.5	42.8 ± 7.3	41.3 ± 11.1	37.7 ± 12.7	48.0 ± 26.7	40.0 ± 5.4
Aboriginal and Torres Strait Islander students (d)									
2009 Year 5	438.0 ± 4.0	458.7 ± 6.0	413.3 ± 5.6	391.4 ± 6.2	414.1 ± 10.1	442.1 ± 8.1	458.5 ± 20.0	333.1 ± 14.7	414.4 ± 3.5
2011 Year 7	485.7 ± 3.1	495.4 ± 5.2	480.0 ± 3.6	466.0 ± 4.9	476.2 ± 6.3	498.4 ± 7.8	514.6 ± 16.9	408.7 ± 16.5	475.3 ± 2.6
2013 Year 9	531.1 ± 3.1	543.6 ± 4.3	523.2 ± 4.2	506.3 ± 5.8	524.5 ± 5.6	539.9 ± 7.3	548.9 ± 15.4	456.2 ± 16.9	520.1 ± 2.8
Gain 2009-2011	47.7 ± 8.9	36.7 ± 10.9	66.7 ± 9.9	74.6 ± 10.8	62.1 ± 14.0	56.3 ± 13.5	56.1 ± 27.2	75.6 ± 23.3	60.9 ± 8.6
Gain 2011-2013	45.4 ± 6.7	48.2 ± 8.5	43.2 ± 7.5	40.3 ± 9.2	48.3 ± 9.8	41.5 ± 11.8	34.3 ± 23.4	47.5 ± 24.1	44.8 ± 6.3
Non-Indigenous students									
2009 Year 5	506.0 ± 1.9	506.9 ± 1.6	482.3 ± 2.1	490.7 ± 2.6	486.9 ± 3.0	493.7 ± 5.1	514.1 ± 6.3	480.8 ± 7.2	498.1 ± 1.0
2011 Year 7	546.0 ± 3.0	545.7 ± 2.6	537.8 ± 1.9	547.0 ± 3.0	536.1 ± 2.8	539.1 ± 6.9	563.0 ± 8.3	534.8 ± 13.0	543.7 ± 1.3
2013 Year 9	587.1 ± 2.7	585.7 ± 2.6	575.9 ± 2.9	585.2 ± 4.4	578.6 ± 4.2	579.9 ± 6.0	600.9 ± 7.7	576.1 ± 11.0	583.6 ± 1.4
Gain 2009-2011	40.0 ± 8.2	38.8 ± 8.0	55.5 ± 7.9	56.3 ± 8.4	49.2 ± 8.4	45.4 ± 11.3	48.9 ± 12.7	54.0 ± 16.6	45.6 ± 7.5
Gain 2011-2013	41.1 ± 6.4	40.0 ± 6.2	38.1 ± 6.1	38.2 ± 7.3	42.5 ± 7.1	40.8 ± 10.4	37.9 ± 12.4	41.3 ± 17.8	39.9 ± 5.4
Year 3 - Year 5									
All students									
2011 Year 3	423.1 ± 2.0	433.5 ± 1.9	399.9 ± 2.3	400.3 ± 3.1	402.2 ± 3.6	410.1 ± 6.1	443.0 ± 6.8	322.6 ± 18.9	415.7 ± 1.2
2013 Year 5	506.4 ± 1.7	510.1 ± 1.5	497.0 ± 1.8	495.4 ± 2.5	491.9 ± 2.6	496.1 ± 4.6	519.2 ± 5.4	437.4 ± 16.3	502.3 ± 0.9
Gain 2011-2013	83.3 ± 8.3	76.6 ± 8.3	97.1 ± 8.4	95.1 ± 8.8	89.7 ± 9.0	86.0 ± 11.0	76.2 ± 11.7	114.8 ± 26.2	86.6 ± 8.0
Aboriginal and Torres Strait Islander students (d)									
2011 Year 3	355.1 ± 3.6	374.0 ± 6.5	338.1 ± 4.1	313.2 ± 5.3	326.7 ± 10.2	365.3 ± 10.7	371.9 ± 23.1	236.0 ± 18.2	331.6 ± 4.0
2013 Year 5	456.0 ± 2.6	470.9 ± 4.1	445.2 ± 3.5	423.7 ± 5.1	433.5 ± 7.3	462.5 ± 7.2	474.6 ± 13.7	370.0 ± 15.4	439.4 ± 3.4
Gain 2011-2013	100.9 ± 9.1	96.9 ± 11.1	107.1 ± 9.6	110.5 ± 10.8	106.8 ± 14.8	97.2 ± 15.1	102.7 ± 28.0	134.0 ± 25.1	107.8 ± 9.5
Non-Indigenous students									
2011 Year 3	426.2 ± 2.0	434.3 ± 1.9	405.4 ± 2.2	407.4 ± 2.9	405.4 ± 3.5	413.7 ± 6.1	444.4 ± 6.7	391.0 ± 9.4	420.4 ± 1.1
2013 Year 5	509.1 ± 1.7	510.7 ± 1.5	501.1 ± 1.7	501.3 ± 2.3	494.6 ± 2.5	498.5 ± 4.6	520.3 ± 5.4	491.9 ± 6.8	505.9 ± 0.8

TABLE 4A.71

Table 4A.71 **Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2009-2011-2013 (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 2011-2013	82.9 ± 8.3	76.4 ± 8.3	95.7 ± 8.4	93.9 ± 8.7	89.2 ± 9.0	84.8 ± 11.0	75.9 ± 11.6	100.9 ± 14.0	85.5 ± 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 2009, 2011 and 2013 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 2009 to 2011 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. Gains for 2012-2014 are in table 4A.53. 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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.72

Table 4A.72 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2014 (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 10 m</i>	<i>8 y 7 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	93.1 ± 0.5	93.2 ± 0.7	91.8 ± 0.9	93.4 ± 0.9	94.9 ± 1.2	67.7 ± 6.7	93.8 ± 0.2
Aboriginal and Torres Strait Islander students (e)	83.6 ± 1.6	88.4 ± 2.4	80.6 ± 2.0	66.0 ± 3.9	70.7 ± 5.0	91.1 ± 2.7	86.7 ± 7.2	33.9 ± 6.2	75.8 ± 1.6
Non-Indigenous students	95.5 ± 0.3	95.5 ± 0.4	94.1 ± 0.4	95.3 ± 0.5	92.9 ± 0.8	93.5 ± 1.0	95.1 ± 1.2	90.4 ± 3.5	94.9 ± 0.2
LBOTE students (f)	94.8 ± 0.5	93.9 ± 0.7	90.4 ± 1.3	91.4 ± 1.4	87.7 ± 2.7	86.9 ± 4.6	92.4 ± 2.6	40.8 ± 9.4	92.3 ± 0.5
Male students	92.7 ± 0.4	93.3 ± 0.6	90.5 ± 0.7	91.1 ± 0.9	88.8 ± 1.2	90.9 ± 1.3	93.3 ± 1.8	64.5 ± 6.9	91.6 ± 0.3
Female students	97.1 ± 0.2	97.1 ± 0.3	95.8 ± 0.4	95.4 ± 0.6	95.0 ± 0.7	96.0 ± 0.9	96.5 ± 1.1	71.0 ± 7.0	96.1 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 5 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	91.7 ± 0.4	93.2 ± 0.5	87.4 ± 0.7	89.8 ± 0.9	87.1 ± 1.2	89.0 ± 1.4	92.8 ± 1.5	59.9 ± 6.9	90.2 ± 0.3
Aboriginal and Torres Strait Islander students (e)	72.2 ± 2.1	79.3 ± 3.0	66.4 ± 2.6	53.6 ± 3.7	58.2 ± 5.3	76.8 ± 5.2	73.5 ± 7.9	24.8 ± 5.9	63.3 ± 1.6
Non-Indigenous students	92.8 ± 0.4	93.7 ± 0.5	89.1 ± 0.6	92.5 ± 0.6	88.5 ± 1.1	90.1 ± 1.4	93.5 ± 1.4	86.1 ± 3.0	91.9 ± 0.3
LBOTE students (f)	93.0 ± 0.6	92.7 ± 0.8	84.7 ± 1.9	88.7 ± 1.6	84.1 ± 3.0	85.0 ± 5.2	91.9 ± 2.4	30.9 ± 8.1	89.8 ± 0.6
Male students	88.3 ± 0.7	90.4 ± 0.7	82.8 ± 1.0	86.4 ± 1.1	82.8 ± 1.5	84.4 ± 2.1	90.1 ± 2.2	53.9 ± 7.1	86.6 ± 0.4
Female students	95.4 ± 0.3	96.2 ± 0.4	92.3 ± 0.6	93.4 ± 0.8	91.8 ± 1.0	93.9 ± 1.2	95.7 ± 1.4	66.1 ± 7.2	94.1 ± 0.2
Year 7									
Average age (d)	<i>12 y 7 m</i>	<i>12 y 9 m</i>	<i>12 y 3 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 7 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>

TABLE 4A.72

Table 4A.72 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2014 (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>
All students	89.0 ± 0.7	90.5 ± 0.8	85.8 ± 0.9	89.5 ± 1.0	88.1 ± 1.1	86.8 ± 2.1	90.7 ± 2.5	56.2 ± 9.8	88.5 ± 0.4
Aboriginal and Torres Strait Islander students (e)	66.9 ± 2.1	68.9 ± 3.9	62.8 ± 3.0	54.8 ± 4.2	60.4 ± 5.0	73.6 ± 5.1	66.9 ± 12.5	19.9 ± 6.3	59.3 ± 1.8
Non-Indigenous students	90.3 ± 0.7	91.0 ± 0.7	87.7 ± 0.8	92.4 ± 0.7	89.4 ± 1.0	87.8 ± 2.0	91.4 ± 2.3	83.7 ± 4.4	90.2 ± 0.4
LBOTE students (f)	91.1 ± 1.0	90.5 ± 1.2	82.9 ± 2.3	88.5 ± 1.8	85.1 ± 2.7	83.6 ± 6.4	90.1 ± 3.0	25.1 ± 11.3	88.2 ± 0.8
Male students	84.4 ± 1.1	86.4 ± 1.1	81.2 ± 1.2	85.8 ± 1.4	83.2 ± 1.6	80.8 ± 3.1	87.0 ± 3.9	49.5 ± 9.9	84.0 ± 0.6
Female students	93.9 ± 0.6	94.9 ± 0.6	91.1 ± 0.8	93.5 ± 0.8	93.2 ± 0.9	93.0 ± 1.5	94.4 ± 1.9	63.5 ± 10.3	93.2 ± 0.3
Year 9									
Average age (d)	<i>14 y 7 m</i>	<i>14 y 9 m</i>	<i>14 y 1 m</i>	<i>14 y 5 m</i>	<i>14 y 7 m</i>	<i>14 y 11 m</i>	<i>14 y 8 m</i>	<i>14 y 6 m</i>	<i>14 y 6 m</i>
Years of schooling (d)	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>8 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 4 m</i>	<i>9 y 2 m</i>
All students	80.8 ± 1.2	85.4 ± 1.0	79.4 ± 1.3	85.4 ± 1.6	79.7 ± 2.5	79.2 ± 2.9	83.8 ± 3.5	53.3 ± 9.3	81.8 ± 0.6
Aboriginal and Torres Strait Islander students (e)	50.5 ± 2.6	62.1 ± 4.1	52.3 ± 3.2	48.2 ± 4.4	46.8 ± 4.7	66.7 ± 5.3	57.5 ± 11.5	17.8 ± 5.9	49.4 ± 1.7
Non-Indigenous students	82.5 ± 1.1	85.8 ± 1.0	81.5 ± 1.2	88.3 ± 1.3	81.3 ± 2.4	80.6 ± 2.9	84.7 ± 3.3	75.0 ± 6.4	83.6 ± 0.6
LBOTE students (f)	84.5 ± 1.6	85.7 ± 1.7	75.9 ± 3.3	85.4 ± 2.7	74.2 ± 7.1	74.1 ± 9.6	82.5 ± 4.7	27.6 ± 11.3	82.4 ± 1.1
Male students	74.1 ± 1.7	79.6 ± 1.6	72.2 ± 1.8	80.0 ± 2.2	72.7 ± 3.2	70.9 ± 3.8	77.2 ± 5.5	46.3 ± 9.0	75.3 ± 0.9
Female students	87.8 ± 1.0	91.3 ± 0.8	87.1 ± 1.1	91.1 ± 1.3	87.1 ± 2.1	87.8 ± 2.3	90.6 ± 2.7	60.7 ± 9.9	88.6 ± 0.5

TABLE 4A.72

Table 4A.72 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2014 (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>
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	<i>Proportion</i>	94.8 ± 0.3	95.2 ± 0.4	93.1 ± 0.5	93.2 ± 0.7	91.8 ± 0.9	93.4 ± 0.9	94.9 ± 1.2	67.7 ± 6.7	93.8 ± 0.2
Compared to										
<i>NSW</i>	94.8 ± 0.3	..	■	■	■	△	■	■	▲	■
<i>Vic</i>	95.2 ± 0.4	■	..	△	△	△	△	■	▲	■
<i>Qld</i>	93.1 ± 0.5	■	▽	..	■	■	■	▽	▲	■
<i>WA</i>	93.2 ± 0.7	■	▽	■	..	■	■	■	▲	■
<i>SA</i>	91.8 ± 0.9	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	93.4 ± 0.9	■	▽	■	■	■	..	■	▲	■
<i>ACT</i>	94.9 ± 1.2	■	■	△	■	△	■	..	▲	■
<i>NT</i>	67.7 ± 6.7	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	93.8 ± 0.2	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 5										
	<i>Proportion</i>	91.7 ± 0.4	93.2 ± 0.5	87.4 ± 0.7	89.8 ± 0.9	87.1 ± 1.2	89.0 ± 1.4	92.8 ± 1.5	59.9 ± 6.9	90.2 ± 0.3
Compared to										
<i>NSW</i>	91.7 ± 0.4	..	■	△	■	△	■	■	▲	■
<i>Vic</i>	93.2 ± 0.5	■	..	△	△	△	△	■	▲	△
<i>Qld</i>	87.4 ± 0.7	▽	▽	..	■	■	■	▽	▲	■
<i>WA</i>	89.8 ± 0.9	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	87.1 ± 1.2	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	89.0 ± 1.4	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	92.8 ± 1.5	■	■	△	△	△	△	..	▲	△
<i>NT</i>	59.9 ± 6.9	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	90.2 ± 0.3	■	▽	■	■	■	■	▽	▲	..

TABLE 4A.72

Table 4A.72 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2014 (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>
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	89.0 ± 0.7	90.5 ± 0.8	85.8 ± 0.9	89.5 ± 1.0	88.1 ± 1.1	86.8 ± 2.1	90.7 ± 2.5	56.2 ± 9.8	88.5 ± 0.4
Compared to										
<i>NSW</i>	89.0 ± 0.7	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	90.5 ± 0.8	■	..	△	■	■	△	■	▲	■
<i>Qld</i>	85.8 ± 0.9	■	▽	..	▽	■	■	▽	▲	■
<i>WA</i>	89.5 ± 1.0	■	■	△	..	■	■	■	▲	■
<i>SA</i>	88.1 ± 1.1	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	86.8 ± 2.1	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	90.7 ± 2.5	■	■	△	■	■	△	..	▲	■
<i>NT</i>	56.2 ± 9.8	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	88.5 ± 0.4	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 9										
	<i>Proportion</i>	80.8 ± 1.2	85.4 ± 1.0	79.4 ± 1.3	85.4 ± 1.6	79.7 ± 2.5	79.2 ± 2.9	83.8 ± 3.5	53.3 ± 9.3	81.8 ± 0.6
Compared to										
<i>NSW</i>	80.8 ± 1.2	..	▽	■	▽	■	■	■	▲	■
<i>Vic</i>	85.4 ± 1.0	△	..	△	■	△	△	■	▲	■
<i>Qld</i>	79.4 ± 1.3	■	▽	..	▽	■	■	■	▲	■
<i>WA</i>	85.4 ± 1.6	△	■	△	..	△	△	■	▲	■
<i>SA</i>	79.7 ± 2.5	■	▽	■	▽	..	■	■	▲	■
<i>Tas</i>	79.2 ± 2.9	■	▽	■	▽	■	..	■	▲	■
<i>ACT</i>	83.8 ± 3.5	■	■	■	■	■	■	..	▲	■
<i>NT</i>	53.3 ± 9.3	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	81.8 ± 0.6	■	■	■	■	■	■	■	▲	..

Table 4A.72 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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LBOTE = Language Background Other Than English.

▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the comparison State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the comparison State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the comparison State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the comparison State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the comparison State/Territory.

- (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), for the single reporting year (2014). 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.79. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2012 were included in earlier Reports. Data for 2013 are in table 4A.90.
- (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 'Aboriginal and Torres Strait Islander' 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.
- .. Not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.73

Table 4A.73 **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, 2014 (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									
Aboriginal and Torres Strait Islander students									
Metropolitan	86.1 ± 2.0	90.7 ± 3.1	82.2 ± 2.5	79.0 ± 3.4	78.2 ± 4.7	92.0 ± 4.5	86.0 ± 7.4	..	83.9 ± 1.3
Provincial	82.7 ± 2.2	86.4 ± 4.0	83.6 ± 2.7	76.5 ± 4.9	70.3 ± 6.7	90.6 ± 3.8	np	68.6 ± 8.7	81.8 ± 1.6
Remote	66.4 ± 15.2	np	69.9 ± 9.8	59.1 ± 9.5	83.6 ± 14.5	np	..	46.4 ± 10.1	61.1 ± 5.3
Very remote	81.3 ± 10.6	..	69.2 ± 8.5	39.0 ± 7.9	34.3 ± 17.3	np	..	15.8 ± 4.7	37.7 ± 5.8
Total	83.6 ± 1.6	88.4 ± 2.4	80.6 ± 2.0	66.0 ± 3.9	70.7 ± 5.0	91.1 ± 2.7	86.7 ± 7.2	33.9 ± 6.2	75.8 ± 1.6
Non-Indigenous students									
Metropolitan	95.8 ± 0.3	95.6 ± 0.5	94.4 ± 0.5	95.7 ± 0.5	93.3 ± 0.9	93.6 ± 1.5	95.1 ± 1.2	..	95.3 ± 0.2
Provincial	94.4 ± 0.6	95.1 ± 0.6	93.6 ± 0.7	94.4 ± 1.0	91.6 ± 1.4	93.5 ± 1.3	np	89.9 ± 4.4	94.0 ± 0.3
Remote	92.4 ± 3.4	99.6 ± 2.7	93.2 ± 2.2	93.2 ± 2.1	93.7 ± 3.1	94.1 ± 8.2	..	92.4 ± 4.5	93.2 ± 1.4
Very remote	np	..	92.6 ± 4.2	91.9 ± 3.2	93.3 ± 7.7	np	..	91.6 ± 9.2	92.2 ± 2.4
Total	95.5 ± 0.3	95.5 ± 0.4	94.1 ± 0.4	95.3 ± 0.5	92.9 ± 0.8	93.5 ± 1.0	95.1 ± 1.2	90.4 ± 3.5	94.9 ± 0.2
All students									
Metropolitan	95.5 ± 0.3	95.3 ± 0.5	93.7 ± 0.6	95.1 ± 0.6	92.7 ± 1.0	93.5 ± 1.4	94.9 ± 1.2	..	94.8 ± 0.2
Provincial	92.9 ± 0.7	94.6 ± 0.7	92.5 ± 0.8	92.7 ± 1.3	90.2 ± 1.6	93.3 ± 1.2	np	86.5 ± 4.8	92.8 ± 0.4
Remote	82.7 ± 7.7	99.1 ± 4.7	87.7 ± 4.0	84.9 ± 4.9	93.3 ± 3.2	93.6 ± 6.6	..	74.1 ± 9.9	85.2 ± 2.6
Very remote	89.0 ± 8.0	..	79.0 ± 6.4	62.2 ± 9.5	58.2 ± 20.3	np	..	25.5 ± 10.9	56.3 ± 6.2
Total	94.8 ± 0.3	95.2 ± 0.4	93.1 ± 0.5	93.2 ± 0.7	91.8 ± 0.9	93.4 ± 0.9	94.9 ± 1.2	67.7 ± 6.7	93.8 ± 0.2
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	78.1 ± 2.6	81.5 ± 3.8	70.5 ± 2.9	68.8 ± 4.2	68.9 ± 6.0	76.5 ± 7.3	73.6 ± 8.1	..	73.9 ± 1.4
Provincial	68.4 ± 3.0	77.4 ± 4.4	69.6 ± 3.6	58.6 ± 7.2	56.9 ± 7.5	76.9 ± 7.7	np	63.5 ± 10.0	68.4 ± 2.0
Remote	55.3 ± 15.5	np	50.3 ± 13.3	44.9 ± 7.6	np	np	..	33.0 ± 10.0	45.4 ± 5.2

TABLE 4A.73

Table 4A.73 **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, 2014 (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	48.7 ± 16.5	..	45.8 ± 10.2	32.3 ± 7.3	17.0 ± 12.0	np	..	6.8 ± 3.2	24.2 ± 4.9
Total	72.2 ± 2.1	79.3 ± 3.0	66.4 ± 2.6	53.6 ± 3.7	58.2 ± 5.3	76.8 ± 5.2	73.5 ± 7.9	24.8 ± 5.9	63.3 ± 1.6
Non-Indigenous students									
Metropolitan	93.7 ± 0.4	94.2 ± 0.5	90.0 ± 0.7	93.4 ± 0.7	89.6 ± 1.3	90.2 ± 2.2	93.5 ± 1.4	..	92.7 ± 0.3
Provincial	89.8 ± 0.8	91.9 ± 0.8	87.0 ± 1.0	89.9 ± 1.3	85.3 ± 2.0	89.9 ± 1.8	np	84.8 ± 4.0	89.3 ± 0.5
Remote	93.0 ± 3.5	94.7 ± 6.2	86.7 ± 3.4	88.7 ± 2.9	88.6 ± 4.9	94.0 ± 10.3	..	88.7 ± 4.3	88.7 ± 1.7
Very remote	np	..	87.9 ± 4.3	90.2 ± 4.4	87.2 ± 7.0	np	..	91.5 ± 6.6	88.9 ± 2.5
Total	92.8 ± 0.4	93.7 ± 0.5	89.1 ± 0.6	92.5 ± 0.6	88.5 ± 1.1	90.1 ± 1.4	93.5 ± 1.4	86.1 ± 3.0	91.9 ± 0.3
All students									
Metropolitan	93.2 ± 0.5	93.9 ± 0.5	89.0 ± 0.8	92.4 ± 0.8	88.8 ± 1.4	89.3 ± 2.3	92.8 ± 1.5	..	92.1 ± 0.3
Provincial	87.3 ± 1.0	91.2 ± 0.9	85.3 ± 1.1	87.3 ± 1.7	83.6 ± 2.2	88.7 ± 1.8	np	81.5 ± 4.8	87.4 ± 0.5
Remote	79.0 ± 10.5	94.2 ± 7.3	78.0 ± 6.5	77.6 ± 5.8	86.8 ± 5.6	92.5 ± 9.5	..	65.7 ± 10.7	77.6 ± 3.3
Very remote	70.8 ± 20.3	..	63.0 ± 9.2	56.9 ± 9.9	52.2 ± 18.7	np	..	16.4 ± 10.0	45.8 ± 6.4
Total	91.7 ± 0.4	93.2 ± 0.5	87.4 ± 0.7	89.8 ± 0.9	87.1 ± 1.2	89.0 ± 1.4	92.8 ± 1.5	59.9 ± 6.9	90.2 ± 0.3
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	72.9 ± 2.8	71.9 ± 5.2	67.4 ± 3.6	69.5 ± 4.5	66.1 ± 6.0	72.4 ± 9.1	66.9 ± 12.5	..	70.4 ± 1.7
Provincial	63.0 ± 3.2	66.0 ± 5.5	66.9 ± 4.4	63.5 ± 6.4	62.1 ± 7.9	74.0 ± 5.8	..	49.5 ± 9.0	63.8 ± 2.1
Remote	45.0 ± 9.9	np	40.5 ± 13.5	50.5 ± 11.5	58.8 ± 24.4	np	..	27.1 ± 9.2	41.7 ± 6.8
Very remote	20.6 ± 17.6	..	40.1 ± 10.9	26.4 ± 7.2	24.4 ± 16.5	np	..	4.5 ± 2.8	18.6 ± 4.3
Total	66.9 ± 2.1	68.9 ± 3.9	62.8 ± 3.0	54.8 ± 4.2	60.4 ± 5.0	73.6 ± 5.1	66.9 ± 12.5	19.9 ± 6.3	59.3 ± 1.8
Non-Indigenous students									
Metropolitan	91.6 ± 0.8	92.1 ± 0.8	88.9 ± 0.9	93.1 ± 0.8	90.3 ± 1.2	88.4 ± 3.2	91.4 ± 2.3	..	91.4 ± 0.4
Provincial	86.2 ± 1.3	87.3 ± 1.5	84.5 ± 1.3	90.6 ± 1.5	87.0 ± 1.8	87.5 ± 2.4	..	82.9 ± 5.4	86.7 ± 0.7

TABLE 4A.73

Table 4A.73 **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, 2014 (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	78.2 ± 13.5	93.7 ± 12.9	83.8 ± 4.5	89.4 ± 3.7	88.4 ± 4.2	np	..	85.9 ± 7.1	86.9 ± 2.3
Very remote	np	..	87.4 ± 5.9	87.5 ± 5.5	88.3 ± 7.0	np	..	87.5 ± 8.4	86.6 ± 3.4
Total	90.3 ± 0.7	91.0 ± 0.7	87.7 ± 0.8	92.4 ± 0.7	89.4 ± 1.0	87.8 ± 2.0	91.4 ± 2.3	83.7 ± 4.4	90.2 ± 0.4
All students									
Metropolitan	90.9 ± 0.8	91.8 ± 0.8	87.8 ± 1.0	92.1 ± 0.9	89.4 ± 1.3	87.3 ± 3.7	90.7 ± 2.5	..	90.6 ± 0.4
Provincial	83.5 ± 1.5	86.5 ± 1.6	82.7 ± 1.4	88.1 ± 1.8	85.6 ± 2.0	86.4 ± 2.5	..	77.5 ± 7.2	84.7 ± 0.8
Remote	62.2 ± 14.7	93.9 ± 12.7	72.4 ± 7.9	78.5 ± 6.6	86.9 ± 4.6	np	..	58.7 ± 18.4	74.0 ± 4.9
Very remote	47.8 ± 31.1	..	57.6 ± 10.0	49.0 ± 10.4	54.6 ± 21.3	np	..	11.7 ± 8.8	38.0 ± 6.7
Total	89.0 ± 0.7	90.5 ± 0.8	85.8 ± 0.9	89.5 ± 1.0	88.1 ± 1.1	86.8 ± 2.1	90.7 ± 2.5	56.2 ± 9.8	88.5 ± 0.4
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	57.0 ± 3.4	65.0 ± 5.5	58.1 ± 4.3	61.4 ± 6.9	52.4 ± 6.6	62.4 ± 9.2	57.5 ± 11.5	..	58.4 ± 2.1
Provincial	46.6 ± 3.5	59.4 ± 6.2	51.6 ± 4.6	50.0 ± 7.7	46.3 ± 7.8	69.7 ± 6.6	..	41.0 ± 9.7	50.2 ± 2.4
Remote	22.9 ± 10.7	np	31.3 ± 12.1	42.7 ± 8.8	np	np	..	21.3 ± 9.8	31.9 ± 6.4
Very remote	np	..	24.2 ± 9.2	23.2 ± 8.1	20.5 ± 13.4	np	..	2.6 ± 2.0	14.2 ± 3.8
Total	50.5 ± 2.6	62.1 ± 4.1	52.3 ± 3.2	48.2 ± 4.4	46.8 ± 4.7	66.7 ± 5.3	57.5 ± 11.5	17.8 ± 5.9	49.4 ± 1.7
Non-Indigenous students									
Metropolitan	84.7 ± 1.2	87.3 ± 1.1	83.0 ± 1.5	89.7 ± 1.4	83.2 ± 2.9	81.3 ± 5.3	84.7 ± 3.3	..	85.4 ± 0.7
Provincial	75.3 ± 1.9	80.9 ± 1.9	78.2 ± 1.8	84.3 ± 2.7	76.0 ± 3.2	80.3 ± 3.1	..	75.0 ± 8.1	78.5 ± 1.0
Remote	53.1 ± 8.8	87.1 ± 8.0	70.5 ± 11.1	83.2 ± 3.4	75.1 ± 14.1	np	..	74.8 ± 8.0	75.7 ± 4.8
Very remote	np	..	74.4 ± 6.9	78.5 ± 5.5	79.2 ± 10.5	np	..	75.2 ± 16.1	75.2 ± 4.4
Total	82.5 ± 1.1	85.8 ± 1.0	81.5 ± 1.2	88.3 ± 1.3	81.3 ± 2.4	80.6 ± 2.9	84.7 ± 3.3	75.0 ± 6.4	83.6 ± 0.6
All students									
Metropolitan	83.7 ± 1.3	87.0 ± 1.2	81.7 ± 1.6	88.4 ± 1.7	82.2 ± 3.0	79.5 ± 5.3	83.8 ± 3.5	..	84.5 ± 0.7

TABLE 4A.73

Table 4A.73 **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, 2014 (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	72.1 ± 2.1	80.2 ± 2.0	75.5 ± 2.0	81.1 ± 3.5	73.9 ± 3.6	79.1 ± 3.1	..	69.5 ± 9.0	76.0 ± 1.1
Remote	38.4 ± 10.6	85.7 ± 9.2	58.6 ± 13.3	71.0 ± 5.2	73.0 ± 15.7	np	..	53.1 ± 14.2	63.0 ± 5.5
Very remote	28.1 ± 24.7	..	45.7 ± 12.8	43.4 ± 12.4	48.8 ± 17.6	np	..	10.1 ± 9.3	33.1 ± 7.1
Total	80.8 ± 1.2	85.4 ± 1.0	79.4 ± 1.3	85.4 ± 1.6	79.7 ± 2.5	79.2 ± 2.9	83.8 ± 3.5	53.3 ± 9.3	81.8 ± 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 Education Council) 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.79. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' 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 and 2012 were included in the 2013 and 2014 Reports. Data for 2013 are at table 4A.91. Data for narrative writing were included in earlier reports.
- .. Not applicable. **np** Not published.

Source: ACARA (2014 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014, ACARA, Sydney.

TABLE 4A.74

Table 4A.74 **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, 2014 (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	97.6 ± 0.2	97.3 ± 0.3	97.2 ± 0.3	97.5 ± 0.4	96.4 ± 0.7	97.0 ± 1.1	96.1 ± 1.2	94.1 ± 2.6	97.3 ± 0.1
Advanced diploma/diploma	96.0 ± 0.4	96.1 ± 0.5	95.0 ± 0.6	96.0 ± 0.7	95.2 ± 1.0	96.5 ± 1.6	96.4 ± 1.9	93.2 ± 3.2	95.8 ± 0.2
Certificate I to IV (e)	94.3 ± 0.4	94.7 ± 0.5	92.9 ± 0.7	94.4 ± 0.7	92.0 ± 1.0	93.5 ± 1.3	93.6 ± 2.1	81.1 ± 4.5	93.7 ± 0.3
Year 12 or equivalent	93.1 ± 0.7	93.9 ± 0.8	91.3 ± 1.0	93.5 ± 1.1	91.7 ± 1.7	93.5 ± 2.3	92.0 ± 3.6	81.5 ± 7.2	92.7 ± 0.4
Year 11 or equivalent or below	86.8 ± 0.9	87.9 ± 1.4	83.8 ± 1.4	85.0 ± 1.9	82.2 ± 2.2	87.6 ± 2.5	86.8 ± 6.9	41.5 ± 7.1	85.1 ± 0.7
Not stated (f)	90.4 ± 1.2	92.2 ± 1.8	88.6 ± 1.3	84.3 ± 2.6	84.2 ± 3.1	90.1 ± 3.4	94.0 ± 3.3	35.9 ± 16.3	86.0 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	97.9 ± 0.2	97.9 ± 0.3	97.4 ± 0.4	97.8 ± 0.5	96.8 ± 0.7	97.3 ± 1.1	96.1 ± 1.3	93.5 ± 2.6	97.6 ± 0.2
Other business managers and associate professionals	97.0 ± 0.3	97.2 ± 0.3	96.1 ± 0.4	96.7 ± 0.6	95.7 ± 0.8	96.5 ± 1.3	96.7 ± 1.4	88.9 ± 4.7	96.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.7 ± 0.4	96.2 ± 0.4	93.9 ± 0.5	95.4 ± 0.7	94.0 ± 0.9	95.4 ± 1.6	95.4 ± 2.1	85.4 ± 4.5	95.1 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.1 ± 0.6	93.1 ± 0.7	89.7 ± 0.9	92.2 ± 1.2	89.9 ± 1.4	92.5 ± 1.9	88.0 ± 5.2	62.2 ± 9.5	91.8 ± 0.4
Not in paid work in previous 12 months	85.9 ± 1.2	86.7 ± 1.3	83.3 ± 1.6	84.2 ± 2.5	82.5 ± 3.1	86.0 ± 2.7	86.6 ± 6.0	38.8 ± 8.2	84.6 ± 0.8
Not stated (h)	89.6 ± 0.9	92.7 ± 1.9	88.3 ± 1.1	86.6 ± 1.8	84.5 ± 2.3	88.0 ± 3.1	92.2 ± 3.1	33.8 ± 10.0	86.9 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	97.0 ± 0.3	96.7 ± 0.3	95.2 ± 0.5	96.9 ± 0.4	95.0 ± 0.8	95.9 ± 1.4	96.0 ± 1.1	92.4 ± 2.5	96.4 ± 0.2
Advanced diploma/diploma	94.1 ± 0.5	94.2 ± 0.6	90.2 ± 0.9	93.0 ± 1.0	91.3 ± 1.4	93.6 ± 2.1	90.9 ± 3.0	85.2 ± 5.4	93.0 ± 0.3

TABLE 4A.74

Table 4A.74 **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, 2014 (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)	90.2 ± 0.5	91.9 ± 0.7	86.3 ± 0.8	91.0 ± 0.9	86.0 ± 1.4	89.4 ± 2.2	89.9 ± 3.3	74.8 ± 5.5	89.3 ± 0.4
Year 12 or equivalent	89.4 ± 1.0	92.7 ± 0.9	85.3 ± 1.3	88.8 ± 1.4	86.6 ± 1.9	83.3 ± 4.1	88.6 ± 4.1	76.3 ± 8.6	88.7 ± 0.6
Year 11 or equivalent or below	78.9 ± 1.3	84.4 ± 1.4	72.8 ± 1.8	76.7 ± 2.4	72.6 ± 3.1	80.3 ± 3.1	84.0 ± 6.7	34.5 ± 7.6	77.7 ± 0.8
Not stated (f)	85.9 ± 1.7	91.5 ± 1.9	80.8 ± 1.7	79.7 ± 2.7	80.0 ± 3.2	84.7 ± 5.3	89.6 ± 4.0	31.4 ± 14.6	80.9 ± 1.3
Parental occupation (g)									
Senior management and qualified professionals	97.0 ± 0.3	97.4 ± 0.4	95.0 ± 0.5	96.9 ± 0.6	95.1 ± 0.9	95.5 ± 1.5	96.5 ± 1.2	88.5 ± 3.9	96.5 ± 0.2
Other business managers and associate professionals	95.3 ± 0.4	95.6 ± 0.4	92.7 ± 0.6	94.6 ± 0.8	92.8 ± 1.1	94.1 ± 1.6	94.5 ± 1.7	85.7 ± 5.0	94.5 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	92.7 ± 0.5	94.2 ± 0.5	87.9 ± 0.8	91.6 ± 0.9	89.1 ± 1.4	91.3 ± 1.9	89.9 ± 2.7	79.5 ± 4.5	91.4 ± 0.3
Machine operators, hospitality staff, assistants, labourers	87.5 ± 0.8	90.5 ± 0.9	81.2 ± 1.2	85.9 ± 1.6	82.9 ± 1.9	85.6 ± 2.8	84.8 ± 5.3	52.5 ± 10.7	86.3 ± 0.5
Not in paid work in previous 12 months	79.0 ± 1.5	82.5 ± 1.4	71.3 ± 2.2	75.7 ± 3.0	72.1 ± 3.9	74.2 ± 4.1	80.1 ± 8.5	30.8 ± 8.4	77.6 ± 0.9
Not stated (h)	83.9 ± 1.3	91.4 ± 2.1	79.9 ± 1.4	81.8 ± 2.0	77.8 ± 2.7	83.8 ± 4.2	88.9 ± 2.9	30.0 ± 9.2	80.8 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	95.8 ± 0.4	95.8 ± 0.5	94.4 ± 0.6	96.4 ± 0.6	95.7 ± 0.7	95.7 ± 1.2	95.9 ± 1.2	89.6 ± 3.6	95.6 ± 0.2
Advanced diploma/diploma	92.2 ± 0.7	92.0 ± 0.8	89.2 ± 1.0	93.1 ± 1.0	91.6 ± 1.4	90.7 ± 2.8	89.1 ± 4.0	83.8 ± 6.6	91.6 ± 0.4
Certificate I to IV (e)	86.5 ± 0.8	88.1 ± 0.9	84.7 ± 1.1	90.4 ± 1.0	87.8 ± 1.2	86.4 ± 2.4	85.7 ± 4.1	71.4 ± 6.0	86.9 ± 0.5
Year 12 or equivalent	87.9 ± 1.3	89.6 ± 1.2	83.5 ± 1.5	89.0 ± 1.6	88.0 ± 2.1	80.7 ± 5.6	83.1 ± 6.5	72.8 ± 9.0	87.4 ± 0.7
Year 11 or equivalent or below	73.7 ± 1.6	78.5 ± 1.9	70.8 ± 2.1	78.4 ± 2.3	75.6 ± 2.3	75.7 ± 3.4	78.6 ± 13.9	35.3 ± 10.6	74.7 ± 0.9
Not stated (f)	84.6 ± 2.4	92.0 ± 1.9	79.9 ± 2.4	80.8 ± 2.7	82.1 ± 2.8	86.5 ± 4.9	83.6 ± 7.0	25.8 ± 19.3	81.0 ± 1.5

TABLE 4A.74

Table 4A.74 **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, 2014 (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	96.0 ± 0.5	96.5 ± 0.5	94.7 ± 0.7	96.1 ± 0.6	95.3 ± 0.9	94.6 ± 1.6	95.9 ± 1.2	89.2 ± 3.9	95.8 ± 0.3
Other business managers and associate professionals	93.5 ± 0.6	94.2 ± 0.6	91.0 ± 1.0	94.3 ± 0.7	93.3 ± 0.9	92.5 ± 2.1	91.8 ± 2.3	84.2 ± 5.9	93.2 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	89.0 ± 0.7	91.0 ± 0.8	86.4 ± 1.0	91.8 ± 1.0	91.2 ± 1.1	88.6 ± 2.3	89.7 ± 4.4	73.2 ± 5.8	89.4 ± 0.4
Machine operators, hospitality staff, assistants, labourers	83.8 ± 1.1	85.4 ± 1.3	77.7 ± 1.6	85.2 ± 2.0	84.3 ± 1.8	80.9 ± 3.3	74.4 ± 7.2	54.3 ± 11.1	83.1 ± 0.7
Not in paid work in previous 12 months	72.7 ± 1.8	75.3 ± 2.0	68.6 ± 2.6	74.2 ± 3.3	74.9 ± 3.2	70.6 ± 5.2	74.6 ± 8.2	21.6 ± 9.8	72.6 ± 1.1
Not stated (h)	80.5 ± 2.0	92.0 ± 1.9	78.2 ± 2.0	81.8 ± 2.1	78.8 ± 2.6	84.3 ± 4.5	79.4 ± 6.0	21.1 ± 9.2	79.5 ± 1.2
Year 9									
Parental education (d)									
Bachelor degree or above	93.0 ± 0.7	93.8 ± 0.7	91.1 ± 1.0	95.0 ± 0.8	92.0 ± 1.5	92.7 ± 1.9	91.3 ± 2.4	83.3 ± 5.7	92.9 ± 0.4
Advanced diploma/diploma	85.3 ± 1.0	87.6 ± 1.0	83.7 ± 1.2	90.2 ± 1.4	84.9 ± 2.1	86.5 ± 3.2	83.4 ± 3.9	74.3 ± 8.4	86.0 ± 0.5
Certificate I to IV (e)	76.3 ± 1.3	81.3 ± 1.2	77.2 ± 1.3	85.0 ± 1.5	77.8 ± 2.5	79.1 ± 3.0	75.5 ± 5.0	63.6 ± 7.2	78.6 ± 0.6
Year 12 or equivalent	78.9 ± 1.7	84.3 ± 1.5	76.0 ± 1.9	85.4 ± 2.1	79.3 ± 3.1	74.3 ± 5.9	80.2 ± 5.5	67.9 ± 10.1	80.3 ± 0.9
Year 11 or equivalent or below	60.2 ± 2.0	71.5 ± 1.8	62.8 ± 2.2	69.6 ± 3.0	63.1 ± 3.4	65.5 ± 3.9	64.6 ± 13.2	30.6 ± 9.0	64.7 ± 1.0
Not stated (f)	73.4 ± 2.5	85.7 ± 2.7	73.1 ± 2.6	75.9 ± 4.7	71.4 ± 5.2	75.2 ± 7.0	74.4 ± 8.4	27.6 ± 18.4	73.6 ± 1.6
Parental occupation (g)									
Senior management and qualified professionals	92.5 ± 0.7	94.5 ± 0.7	90.8 ± 1.0	94.6 ± 0.9	91.5 ± 1.6	91.7 ± 2.4	89.7 ± 2.7	78.7 ± 6.1	92.5 ± 0.4

TABLE 4A.74

Table 4A.74 **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, 2014 (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 associate professionals	87.6 ± 0.8	90.1 ± 0.9	85.8 ± 1.0	90.5 ± 1.2	87.1 ± 1.9	87.5 ± 2.8	85.9 ± 3.6	76.5 ± 6.9	88.0 ± 0.5
Tradespeople, clerks, skilled office, sales and service staff	79.7 ± 1.2	85.1 ± 1.1	78.8 ± 1.3	86.7 ± 1.5	81.4 ± 2.3	81.3 ± 3.0	81.5 ± 5.4	65.2 ± 8.4	81.7 ± 0.6
Machine operators, hospitality staff, assistants, labourers	72.2 ± 1.7	77.8 ± 1.5	69.8 ± 1.8	78.7 ± 2.5	72.5 ± 2.8	72.1 ± 4.1	69.6 ± 7.9	46.3 ± 9.9	73.8 ± 0.9
Not in paid work in previous 12 months	59.2 ± 2.3	68.8 ± 2.2	59.6 ± 2.7	64.2 ± 5.3	61.1 ± 4.5	56.5 ± 5.8	62.7 ± 14.3	20.6 ± 10.0	62.7 ± 1.3
Not stated (h)	70.0 ± 2.3	85.9 ± 3.1	70.7 ± 2.4	75.6 ± 3.8	67.0 ± 5.1	73.0 ± 6.1	70.7 ± 7.3	22.7 ± 9.5	71.0 ± 1.5

- (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.79. Readers are urged to be cautious when comparing results.
- (c) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2013 are at table 4A.92. 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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.75

Table 4A.75 **Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (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									
Aboriginal and Torres Strait Islander students	349.5 ± 3.5	370.7 ± 5.3	338.4 ± 4.7	302.2 ± 8.9	307.7 ± 11.3	371.3 ± 7.5	357.4 ± 15.2	219.1 ± 17.5	327.9 ± 4.0
Non-Indigenous students	411.9 ± 1.6	417.3 ± 1.5	394.6 ± 2.0	405.0 ± 2.4	388.5 ± 3.2	396.4 ± 4.6	404.6 ± 5.1	383.8 ± 8.1	406.6 ± 0.9
All students	408.6 ± 1.7	416.3 ± 1.5	390.4 ± 2.1	397.4 ± 2.9	384.6 ± 3.3	394.7 ± 4.6	403.5 ± 5.1	317.5 ± 19.7	402.2 ± 1.0
Year 5									
Aboriginal and Torres Strait Islander students	414.6 ± 3.9	440.4 ± 5.4	401.7 ± 5.2	367.8 ± 8.6	380.0 ± 12.9	423.3 ± 8.6	424.1 ± 12.8	281.6 ± 20.0	391.8 ± 4.3
Non-Indigenous students	476.9 ± 1.5	481.5 ± 1.3	461.7 ± 1.9	471.8 ± 2.2	458.8 ± 3.0	464.1 ± 4.8	474.8 ± 5.1	452.3 ± 6.1	472.7 ± 0.8
All students	473.7 ± 1.6	480.8 ± 1.3	457.3 ± 2.1	464.4 ± 2.7	455.4 ± 3.1	461.0 ± 4.8	473.0 ± 5.2	379.5 ± 20.5	468.3 ± 0.9
Year 7									
Aboriginal and Torres Strait Islander students	450.6 ± 4.5	461.1 ± 7.1	446.4 ± 6.6	420.5 ± 10.6	435.8 ± 10.6	466.7 ± 9.3	472.6 ± 19.8	307.4 ± 26.8	431.0 ± 5.5
Non-Indigenous students	515.8 ± 2.7	519.4 ± 2.6	510.0 ± 2.3	521.9 ± 3.1	512.5 ± 3.2	505.8 ± 6.7	524.8 ± 7.8	495.3 ± 11.9	516.2 ± 1.3
All students	512.4 ± 2.9	518.4 ± 2.7	505.4 ± 2.5	514.1 ± 3.5	509.2 ± 3.4	502.8 ± 6.7	523.1 ± 8.1	415.5 ± 31.4	511.6 ± 1.4
Year 9									
Aboriginal and Torres Strait Islander students	470.5 ± 5.5	502.3 ± 7.2	479.3 ± 6.8	463.6 ± 10.9	460.7 ± 11.1	508.3 ± 8.8	489.8 ± 20.3	344.6 ± 28.4	465.5 ± 4.6
Non-Indigenous students	552.6 ± 3.5	560.8 ± 3.3	548.6 ± 3.5	567.8 ± 4.9	549.2 ± 6.2	542.5 ± 7.8	561.3 ± 9.7	534.9 ± 18.2	555.0 ± 1.8
All students	548.1 ± 3.6	559.8 ± 3.3	543.8 ± 3.7	560.6 ± 5.4	545.3 ± 6.6	539.4 ± 7.8	558.7 ± 9.9	463.1 ± 31.5	550.3 ± 1.8

TABLE 4A.75

Table 4A.75 **Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (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>
Statistical difference of mean scale scores, all students, year 3									
<i>Mean scale score</i>	408.6 ± 1.7	416.3 ± 1.5	390.4 ± 2.1	397.4 ± 2.9	384.6 ± 3.3	394.7 ± 4.6	403.5 ± 5.1	317.5 ± 19.7	402.2 ± 1.0
Compared to									
<i>NSW</i>	408.6 ± 1.7	■	△	■	△	△	■	▲	■
<i>Vic</i>	416.3 ± 1.5	■	△	△	△	△	△	▲	△
<i>Qld</i>	390.4 ± 2.1	▽	▽	■	■	■	■	▲	■
<i>WA</i>	397.4 ± 2.9	■	▽	■	..	■	■	▲	■
<i>SA</i>	384.6 ± 3.3	▽	▽	■	■	..	▽	▲	▽
<i>Tas</i>	394.7 ± 4.6	▽	▽	■	■	■	..	▲	■
<i>ACT</i>	403.5 ± 5.1	■	▽	■	■	△	■	..	▲
<i>NT</i>	317.5 ± 19.7	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	402.2 ± 1.0	■	▽	■	■	△	■	▲	..
Statistical difference of mean scale scores, all students, year 5									
<i>Mean scale score</i>	473.7 ± 1.6	480.8 ± 1.3	457.3 ± 2.1	464.4 ± 2.7	455.4 ± 3.1	461.0 ± 4.8	473.0 ± 5.2	379.5 ± 20.5	468.3 ± 0.9
Compared to									
<i>NSW</i>	473.7 ± 1.6	■	△	■	△	■	■	▲	■
<i>Vic</i>	480.8 ± 1.3	■	△	△	△	△	■	▲	■
<i>Qld</i>	457.3 ± 2.1	▽	▽	■	■	■	▽	▲	■
<i>WA</i>	464.4 ± 2.7	■	▽	■	..	■	■	▲	■
<i>SA</i>	455.4 ± 3.1	▽	▽	■	■	..	▽	▲	■
<i>Tas</i>	461.0 ± 4.8	■	▽	■	■	■	..	▲	■
<i>ACT</i>	473.0 ± 5.2	■	△	■	△	■	..	▲	■
<i>NT</i>	379.5 ± 20.5	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	468.3 ± 0.9	■	■	■	■	■	■	▲	..

TABLE 4A.75

Table 4A.75 **Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (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>
Statistical difference of mean scale scores, all students, year 7									
<i>Mean scale score</i>	512.4 ± 2.9	518.4 ± 2.7	505.4 ± 2.5	514.1 ± 3.5	509.2 ± 3.4	502.8 ± 6.7	523.1 ± 8.1	415.5 ± 31.4	511.6 ± 1.4
Compared to									
<i>NSW</i>	512.4 ± 2.9	..	■	■	■	■	■	▲	■
<i>Vic</i>	518.4 ± 2.7	..	■	■	■	△	■	▲	■
<i>Qld</i>	505.4 ± 2.5	■	■	..	■	■	▽	▲	■
<i>WA</i>	514.1 ± 3.5	■	■	■	..	■	■	▲	■
<i>SA</i>	509.2 ± 3.4	■	■	■	■	..	■	▲	■
<i>Tas</i>	502.8 ± 6.7	■	▽	■	■	■	..	▽	▲
<i>ACT</i>	523.1 ± 8.1	■	■	△	■	■	△	..	▲
<i>NT</i>	415.5 ± 31.4	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	511.6 ± 1.4	■	■	■	■	■	■	▲	..
Statistical difference of mean scale scores, all students, year 9									
<i>Mean scale score</i>	548.1 ± 3.6	559.8 ± 3.3	543.8 ± 3.7	560.6 ± 5.4	545.3 ± 6.6	539.4 ± 7.8	558.7 ± 9.9	463.1 ± 31.5	550.3 ± 1.8
Compared to									
<i>NSW</i>	548.1 ± 3.6	..	■	■	■	■	■	▲	■
<i>Vic</i>	559.8 ± 3.3	■	..	△	■	■	△	■	▲
<i>Qld</i>	543.8 ± 3.7	■	▽	..	▽	■	■	▲	■
<i>WA</i>	560.6 ± 5.4	■	■	△	..	■	△	■	▲
<i>SA</i>	545.3 ± 6.6	■	■	■	■	..	■	▲	■
<i>Tas</i>	539.4 ± 7.8	■	▽	■	▽	■	..	▽	▲
<i>ACT</i>	558.7 ± 9.9	■	■	■	■	■	△	..	▲
<i>NT</i>	463.1 ± 31.5	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	550.3 ± 1.8	■	■	■	■	■	■	▲	..

Table 4A.75 **Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

- (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.79. Readers are urged to be cautious when comparing results.
- (b) A student is considered to be 'Aboriginal and Torres Strait Islander' 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 (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for 2010, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.93.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.76

Table 4A.76 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2014 (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									
Aboriginal and Torres Strait Islander students									
Metropolitan	359.2 ± 4.4	382.3 ± 6.5	342.3 ± 6.2	331.4 ± 7.7	328.9 ± 9.5	373.0 ± 10.9	356.7 ± 16.0	..	350.1 ± 3.1
Provincial	344.2 ± 4.7	361.0 ± 7.2	347.0 ± 6.2	324.1 ± 11.8	306.4 ± 12.8	370.8 ± 10.5	np	307.7 ± 22.2	342.4 ± 3.5
Remote	301.6 ± 36.5	np	312.1 ± 21.8	288.0 ± 22.7	325.0 ± 25.4	np	..	255.6 ± 25.8	290.6 ± 13.0
Very remote	337.5 ± 20.9	..	306.2 ± 18.7	243.2 ± 18.4	217.6 ± 44.0	np	..	172.7 ± 15.9	230.6 ± 15.7
Total	349.5 ± 3.5	370.7 ± 5.3	338.4 ± 4.7	302.2 ± 8.9	307.7 ± 11.3	371.3 ± 7.5	357.4 ± 15.2	219.1 ± 17.5	327.9 ± 4.0
Non-Indigenous students									
Metropolitan	417.1 ± 1.8	421.5 ± 1.7	398.1 ± 2.6	410.9 ± 2.8	392.7 ± 3.9	398.7 ± 7.1	404.6 ± 5.1	..	411.6 ± 1.1
Provincial	393.2 ± 2.5	403.0 ± 2.5	386.3 ± 2.8	388.5 ± 4.2	376.5 ± 4.8	394.9 ± 6.2	np	383.4 ± 10.2	392.2 ± 1.4
Remote	388.6 ± 15.4	392.3 ± 20.4	383.2 ± 6.9	384.5 ± 6.7	386.3 ± 10.1	376.6 ± 28.0	..	391.3 ± 12.1	385.5 ± 4.0
Very remote	np	..	380.9 ± 13.5	377.9 ± 12.3	370.2 ± 23.5	np	..	364.7 ± 25.6	377.0 ± 7.6
Total	411.9 ± 1.6	417.3 ± 1.5	394.6 ± 2.0	405.0 ± 2.4	388.5 ± 3.2	396.4 ± 4.6	404.6 ± 5.1	383.8 ± 8.1	406.6 ± 0.9
All students									
Metropolitan	415.3 ± 1.9	420.9 ± 1.7	395.2 ± 2.7	407.8 ± 2.9	390.4 ± 4.0	396.9 ± 7.1	403.5 ± 5.1	..	409.6 ± 1.1
Provincial	387.4 ± 2.7	401.2 ± 2.6	382.1 ± 3.0	382.4 ± 4.8	372.0 ± 5.3	393.4 ± 6.2	np	371.9 ± 14.1	387.6 ± 1.5
Remote	356.1 ± 24.2	389.9 ± 21.3	366.7 ± 11.5	361.1 ± 13.7	383.4 ± 11.2	373.6 ± 23.5	..	338.0 ± 28.7	362.1 ± 7.5
Very remote	360.7 ± 13.3	..	336.9 ± 16.3	302.2 ± 24.4	280.2 ± 50.9	np	..	197.3 ± 29.6	280.4 ± 16.9
Total	408.6 ± 1.7	416.3 ± 1.5	390.4 ± 2.1	397.4 ± 2.9	384.6 ± 3.3	394.7 ± 4.6	403.5 ± 5.1	317.5 ± 19.7	402.2 ± 1.0
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	429.5 ± 4.6	447.1 ± 7.1	410.7 ± 5.4	401.9 ± 8.6	411.6 ± 8.6	421.5 ± 15.0	424.7 ± 13.4	..	419.5 ± 3.0
Provincial	404.4 ± 5.8	434.6 ± 7.4	409.1 ± 6.5	379.2 ± 11.6	376.8 ± 15.7	425.3 ± 10.5	np	391.8 ± 22.6	405.4 ± 3.7
Remote	380.2 ± 24.7	np	363.1 ± 32.3	351.5 ± 18.2	np	np	..	333.3 ± 25.0	355.3 ± 12.3

TABLE 4A.76

Table 4A.76 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2014 (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	362.3 ± 33.4	..	357.5 ± 22.0	318.3 ± 21.4	260.3 ± 46.0	np	..	223.9 ± 17.1	284.9 ± 16.6
Total	414.6 ± 3.9	440.4 ± 5.4	401.7 ± 5.2	367.8 ± 8.6	380.0 ± 12.9	423.3 ± 8.6	424.1 ± 12.8	281.6 ± 20.0	391.8 ± 4.3
Non-Indigenous students									
Metropolitan	482.2 ± 1.7	486.0 ± 1.5	466.0 ± 2.4	477.2 ± 2.6	463.4 ± 3.6	467.8 ± 7.8	474.8 ± 5.1	..	477.8 ± 1.0
Provincial	458.2 ± 2.3	466.7 ± 2.1	451.0 ± 2.5	456.6 ± 3.8	445.8 ± 4.6	461.1 ± 5.8	np	451.7 ± 7.8	457.6 ± 1.2
Remote	459.6 ± 10.9	455.7 ± 16.3	449.2 ± 5.5	453.8 ± 8.0	448.3 ± 11.4	454.2 ± 19.2	..	455.3 ± 10.1	452.5 ± 4.1
Very remote	np	..	453.0 ± 9.7	449.1 ± 8.0	448.8 ± 21.7	np	..	448.5 ± 15.2	449.9 ± 5.4
Total	476.9 ± 1.5	481.5 ± 1.3	461.7 ± 1.9	471.8 ± 2.2	458.8 ± 3.0	464.1 ± 4.8	474.8 ± 5.1	452.3 ± 6.1	472.7 ± 0.8
All students									
Metropolitan	480.6 ± 1.7	485.5 ± 1.5	463.4 ± 2.6	474.2 ± 2.7	461.8 ± 3.6	464.9 ± 7.9	473.0 ± 5.2	..	476.0 ± 1.0
Provincial	452.0 ± 2.6	465.5 ± 2.2	446.8 ± 2.7	450.1 ± 4.4	441.9 ± 5.0	458.1 ± 5.9	np	442.9 ± 11.8	453.1 ± 1.3
Remote	431.1 ± 19.9	453.8 ± 16.1	428.5 ± 14.7	427.9 ± 14.2	444.6 ± 12.2	449.4 ± 18.7	..	406.3 ± 24.7	427.8 ± 7.5
Very remote	409.1 ± 42.4	..	396.6 ± 20.2	374.0 ± 24.1	354.0 ± 56.8	np	..	249.7 ± 30.5	339.9 ± 18.3
Total	473.7 ± 1.6	480.8 ± 1.3	457.3 ± 2.1	464.4 ± 2.7	455.4 ± 3.1	461.0 ± 4.8	473.0 ± 5.2	379.5 ± 20.5	468.3 ± 0.9
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	464.8 ± 5.5	470.6 ± 9.8	456.5 ± 6.6	459.0 ± 7.6	450.4 ± 10.8	458.2 ± 15.4	472.6 ± 19.8	..	461.4 ± 3.3
Provincial	441.3 ± 6.1	451.6 ± 9.6	457.2 ± 8.2	442.1 ± 12.3	444.6 ± 11.1	472.3 ± 10.1	..	421.0 ± 19.9	446.2 ± 4.0
Remote	407.0 ± 18.2	np	402.2 ± 29.8	404.3 ± 31.1	421.4 ± 36.0	np	..	350.9 ± 36.5	390.0 ± 20.1
Very remote	333.7 ± 53.9	..	388.5 ± 29.6	352.2 ± 22.8	335.5 ± 47.8	np	..	244.9 ± 20.9	308.5 ± 19.7
Total	450.6 ± 4.5	461.1 ± 7.1	446.4 ± 6.6	420.5 ± 10.6	435.8 ± 10.6	466.7 ± 9.3	472.6 ± 19.8	307.4 ± 26.8	431.0 ± 5.5
Non-Indigenous students									
Metropolitan	522.1 ± 3.2	525.4 ± 2.9	515.4 ± 2.9	526.8 ± 3.7	517.8 ± 3.9	509.0 ± 11.2	524.8 ± 7.8	..	522.1 ± 1.6
Provincial	494.7 ± 3.5	500.0 ± 4.0	497.0 ± 2.9	508.3 ± 4.5	498.3 ± 4.9	503.6 ± 8.1	..	494.4 ± 14.4	498.6 ± 1.8

TABLE 4A.76

Table 4A.76 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2014 (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	468.0 ± 18.9	505.0 ± 31.7	493.6 ± 8.1	505.1 ± 9.1	503.1 ± 12.9	np	..	495.8 ± 23.1	498.9 ± 5.9
Very remote	np	..	491.9 ± 10.4	500.3 ± 15.4	505.9 ± 16.4	np	..	508.3 ± 26.1	497.7 ± 8.9
Total	515.8 ± 2.7	519.4 ± 2.6	510.0 ± 2.3	521.9 ± 3.1	512.5 ± 3.2	505.8 ± 6.7	524.8 ± 7.8	495.3 ± 11.9	516.2 ± 1.3
All students									
Metropolitan	520.3 ± 3.3	524.7 ± 2.9	512.5 ± 3.0	523.7 ± 3.8	515.7 ± 4.1	505.2 ± 11.5	523.1 ± 8.1	..	520.2 ± 1.6
Provincial	488.8 ± 3.8	498.2 ± 4.2	492.8 ± 3.1	502.5 ± 5.1	495.2 ± 5.0	501.2 ± 7.9	..	484.7 ± 19.5	494.2 ± 2.0
Remote	438.1 ± 24.8	505.2 ± 31.4	469.7 ± 16.9	476.6 ± 17.6	498.1 ± 13.6	np	..	430.0 ± 52.7	467.7 ± 13.0
Very remote	403.5 ± 73.5	..	427.0 ± 25.6	407.2 ± 26.8	417.5 ± 56.7	np	..	267.6 ± 33.7	362.7 ± 22.8
Total	512.4 ± 2.9	518.4 ± 2.7	505.4 ± 2.5	514.1 ± 3.5	509.2 ± 3.4	502.8 ± 6.7	523.1 ± 8.1	415.5 ± 31.4	511.6 ± 1.4
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	486.3 ± 6.6	510.6 ± 8.8	492.9 ± 8.2	498.3 ± 12.9	477.0 ± 15.5	503.5 ± 16.4	489.8 ± 20.3	..	491.8 ± 4.2
Provincial	462.3 ± 7.4	494.4 ± 10.7	477.5 ± 10.6	473.2 ± 14.4	459.9 ± 15.3	511.6 ± 10.1	..	444.6 ± 19.5	471.6 ± 5.1
Remote	389.6 ± 30.9	np	422.7 ± 43.7	443.1 ± 24.3	np	np	..	380.3 ± 41.5	416.0 ± 20.1
Very remote	np	..	418.7 ± 19.0	398.0 ± 29.8	377.8 ± 50.1	np	..	271.4 ± 20.1	345.3 ± 22.7
Total	470.5 ± 5.5	502.3 ± 7.2	479.3 ± 6.8	463.6 ± 10.9	460.7 ± 11.1	508.3 ± 8.8	489.8 ± 20.3	344.6 ± 28.4	465.5 ± 4.6
Non-Indigenous students									
Metropolitan	559.8 ± 4.0	566.9 ± 3.9	553.7 ± 4.4	573.4 ± 5.7	556.2 ± 7.6	547.8 ± 14.5	561.3 ± 9.7	..	561.5 ± 2.1
Provincial	528.2 ± 4.8	541.4 ± 4.7	536.5 ± 4.4	551.5 ± 7.7	531.1 ± 7.3	539.0 ± 7.8	..	536.9 ± 23.4	536.4 ± 2.4
Remote	487.7 ± 18.0	563.4 ± 25.4	519.6 ± 19.1	543.5 ± 9.3	522.4 ± 31.6	np	..	530.4 ± 16.8	528.7 ± 10.0
Very remote	np	..	527.0 ± 16.7	529.5 ± 11.5	530.2 ± 23.3	np	..	520.9 ± 18.7	525.0 ± 8.7
Total	552.6 ± 3.5	560.8 ± 3.3	548.6 ± 3.5	567.8 ± 4.9	549.2 ± 6.2	542.5 ± 7.8	561.3 ± 9.7	534.9 ± 18.2	555.0 ± 1.8
All students									
Metropolitan	557.3 ± 4.1	566.3 ± 3.9	550.6 ± 4.6	570.5 ± 5.9	553.8 ± 8.0	543.8 ± 14.5	558.7 ± 9.9	..	559.2 ± 2.2

Table 4A.76 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2014 (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	520.8 ± 5.1	539.9 ± 4.8	530.6 ± 4.8	544.0 ± 9.2	526.3 ± 8.3	536.5 ± 7.7	..	522.6 ± 25.1	530.9 ± 2.6
Remote	440.9 ± 34.5	560.0 ± 26.9	491.3 ± 27.8	513.4 ± 13.8	517.2 ± 34.3	np	..	471.3 ± 41.9	496.6 ± 12.8
Very remote	415.2 ± 64.1	..	465.5 ± 25.9	445.8 ± 32.8	448.3 ± 57.4	np	..	297.5 ± 37.6	401.2 ± 25.3
Total	548.1 ± 3.6	559.8 ± 3.3	543.8 ± 3.7	560.6 ± 5.4	545.3 ± 6.6	539.4 ± 7.8	558.7 ± 9.9	463.1 ± 31.5	550.3 ± 1.8

- (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 (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) 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.79. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' 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 and 2012 were included in the 2013 and 2014 Reports. Data for 2013 are at table 4A.94. Data for narrative writing were included in earlier reports.

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

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.77

Table 4A.77 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (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	435.1 ± 1.5	434.1 ± 1.4	419.2 ± 2.1	427.1 ± 2.3	413.2 ± 3.1	424.6 ± 5.5	415.8 ± 4.3	402.3 ± 9.1	428.9 ± 0.9
Advanced diploma/diploma	410.7 ± 1.7	413.8 ± 1.7	393.3 ± 2.3	403.8 ± 2.7	391.4 ± 3.7	407.7 ± 6.2	395.8 ± 6.7	380.8 ± 10.1	405.5 ± 1.0
Certificate I to IV (e)	392.5 ± 1.6	401.6 ± 1.7	380.9 ± 1.9	390.9 ± 2.7	375.7 ± 3.4	387.7 ± 4.6	382.1 ± 7.6	347.8 ± 11.5	389.8 ± 0.9
Year 12 or equivalent	394.3 ± 2.9	408.3 ± 2.5	377.6 ± 2.8	391.7 ± 3.6	376.9 ± 4.3	382.3 ± 7.5	390.9 ± 10.4	353.6 ± 19.6	391.2 ± 1.5
Year 11 or equivalent or below	360.6 ± 2.4	383.7 ± 3.0	348.7 ± 3.2	353.9 ± 5.1	343.5 ± 5.4	360.7 ± 6.8	374.4 ± 36.0	235.6 ± 17.3	359.1 ± 1.7
Not stated (f)	394.1 ± 5.1	422.0 ± 7.3	373.9 ± 4.7	365.9 ± 7.4	362.9 ± 8.0	393.2 ± 9.0	400.3 ± 13.0	232.6 ± 52.3	375.2 ± 3.9
Parental occupation (g)									
Senior management and qualified professionals	435.1 ± 1.6	435.8 ± 1.6	419.0 ± 2.1	426.1 ± 2.6	414.1 ± 3.4	423.3 ± 6.0	416.4 ± 5.9	392.4 ± 9.9	428.7 ± 0.9
Other business managers and associate professionals	419.7 ± 1.5	423.2 ± 1.5	403.2 ± 2.1	410.7 ± 2.4	396.5 ± 3.2	407.7 ± 5.0	404.8 ± 5.6	374.3 ± 13.0	414.2 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	402.4 ± 1.7	411.1 ± 1.6	386.5 ± 2.0	397.6 ± 2.8	384.4 ± 3.4	396.3 ± 4.8	395.6 ± 7.0	363.2 ± 11.5	398.6 ± 1.0
Machine operators, hospitality staff, assistants, labourers	387.3 ± 2.3	399.9 ± 2.1	368.9 ± 2.5	381.5 ± 3.6	368.8 ± 3.9	377.8 ± 5.6	364.7 ± 13.7	298.7 ± 22.9	384.1 ± 1.3
Not in paid work in previous 12 months	365.1 ± 2.9	386.8 ± 2.9	349.7 ± 3.9	358.9 ± 6.4	348.8 ± 7.1	357.8 ± 8.1	370.7 ± 13.0	234.2 ± 21.3	365.8 ± 2.0
Not stated (h)	385.1 ± 3.7	424.8 ± 7.4	370.7 ± 3.7	372.2 ± 5.5	360.3 ± 6.0	383.1 ± 9.2	392.5 ± 8.6	223.1 ± 31.5	374.1 ± 2.7
Year 5									
Parental education (d)									
Bachelor degree or above	501.1 ± 1.6	499.7 ± 1.3	486.8 ± 1.9	495.2 ± 2.3	484.0 ± 3.3	493.9 ± 5.3	488.8 ± 5.3	470.5 ± 6.1	495.8 ± 0.8
Advanced diploma/diploma	476.7 ± 1.5	478.4 ± 1.5	460.9 ± 2.1	469.6 ± 2.5	462.1 ± 3.4	471.1 ± 6.1	463.3 ± 6.8	447.7 ± 10.1	471.8 ± 0.9
Certificate I to IV (e)	458.3 ± 1.4	467.1 ± 1.4	447.3 ± 1.8	457.7 ± 2.3	445.4 ± 3.2	455.8 ± 4.6	452.2 ± 7.3	419.1 ± 12.4	456.3 ± 0.8

TABLE 4A.77

Table 4A.77 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (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	461.5 ± 2.6	473.1 ± 2.4	447.3 ± 2.5	455.2 ± 3.5	449.3 ± 3.9	445.4 ± 8.0	454.7 ± 8.7	428.7 ± 14.5	458.6 ± 1.3
Year 11 or equivalent or below	430.1 ± 2.4	453.2 ± 2.4	417.1 ± 3.5	423.3 ± 4.4	417.2 ± 5.2	427.9 ± 6.2	439.3 ± 19.8	317.6 ± 21.2	429.5 ± 1.6
Not stated (f)	458.4 ± 4.3	485.2 ± 6.0	442.3 ± 4.1	437.6 ± 7.2	439.4 ± 6.7	455.4 ± 12.3	462.5 ± 9.4	294.7 ± 48.0	443.5 ± 3.7
Parental occupation (g)									
Senior management and qualified professionals	500.4 ± 1.7	501.3 ± 1.5	485.7 ± 2.0	494.0 ± 2.5	484.9 ± 3.5	490.8 ± 5.6	489.0 ± 6.2	461.4 ± 10.9	495.2 ± 0.9
Other business managers and associate professionals	483.5 ± 1.4	486.6 ± 1.4	470.4 ± 1.9	475.8 ± 2.3	467.2 ± 2.9	474.9 ± 5.3	474.4 ± 5.3	447.1 ± 16.4	479.4 ± 0.8
Tradespeople, clerks, skilled office, sales and service staff	467.6 ± 1.5	475.1 ± 1.4	452.2 ± 1.9	461.7 ± 2.6	454.3 ± 3.4	459.9 ± 5.1	456.6 ± 6.6	431.8 ± 8.8	463.9 ± 0.9
Machine operators, hospitality staff, assistants, labourers	453.8 ± 2.1	465.4 ± 1.8	434.9 ± 2.7	445.9 ± 3.3	438.3 ± 3.5	442.2 ± 4.9	444.5 ± 10.9	369.9 ± 27.3	450.4 ± 1.3
Not in paid work in previous 12 months	434.2 ± 2.9	453.8 ± 2.4	416.4 ± 4.4	426.7 ± 6.2	419.0 ± 6.7	421.1 ± 8.6	442.2 ± 12.3	306.3 ± 23.9	434.4 ± 1.8
Not stated (h)	451.0 ± 3.3	489.3 ± 6.7	438.3 ± 3.4	442.2 ± 5.2	432.7 ± 5.4	450.2 ± 10.7	460.5 ± 6.9	287.4 ± 30.7	442.0 ± 2.6
Year 7									
Parental education (d)									
Bachelor degree or above	544.6 ± 3.1	543.2 ± 2.5	538.1 ± 2.7	546.6 ± 3.5	540.6 ± 3.6	538.7 ± 5.1	542.6 ± 5.9	514.3 ± 13.8	542.9 ± 1.5
Advanced diploma/diploma	515.3 ± 2.3	516.8 ± 2.3	510.1 ± 2.7	520.2 ± 3.0	514.0 ± 3.9	512.1 ± 7.5	509.5 ± 8.2	490.5 ± 12.4	515.1 ± 1.2
Certificate I to IV (e)	494.5 ± 2.1	500.5 ± 2.3	495.0 ± 2.2	506.6 ± 2.7	500.0 ± 2.9	494.4 ± 5.3	497.9 ± 8.8	462.5 ± 14.1	497.4 ± 1.1
Year 12 or equivalent	502.3 ± 3.3	511.3 ± 4.5	493.6 ± 3.0	504.9 ± 4.0	503.3 ± 4.3	484.9 ± 11.0	502.8 ± 14.5	467.5 ± 22.6	502.9 ± 1.9
Year 11 or equivalent or below	465.7 ± 3.1	483.4 ± 3.2	465.1 ± 3.6	475.5 ± 5.2	473.1 ± 4.6	471.9 ± 7.2	495.7 ± 47.4	356.3 ± 35.4	470.5 ± 2.0
Not stated (f)	503.4 ± 6.3	535.8 ± 6.5	491.2 ± 6.4	489.8 ± 7.8	497.6 ± 6.6	501.0 ± 9.4	504.2 ± 12.1	321.8 ± 67.6	493.8 ± 4.7

TABLE 4A.77

Table 4A.77 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (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	543.1 ± 3.0	545.3 ± 2.7	537.5 ± 2.9	543.8 ± 3.8	539.0 ± 4.2	534.4 ± 6.9	542.0 ± 7.0	513.8 ± 16.8	542.2 ± 1.5
Other business managers and associate professionals	523.2 ± 2.5	526.2 ± 2.5	517.2 ± 2.5	525.9 ± 3.0	521.9 ± 3.1	517.2 ± 5.8	520.9 ± 6.0	496.9 ± 15.3	522.9 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	503.0 ± 2.3	510.3 ± 2.2	499.6 ± 2.1	511.4 ± 2.8	507.6 ± 3.0	500.0 ± 5.4	513.1 ± 12.4	462.5 ± 14.2	505.2 ± 1.2
Machine operators, hospitality staff, assistants, labourers	489.6 ± 3.0	496.2 ± 2.8	479.4 ± 3.0	494.2 ± 4.0	490.6 ± 3.7	482.4 ± 5.9	477.1 ± 18.0	420.6 ± 28.0	489.7 ± 1.5
Not in paid work in previous 12 months	466.9 ± 3.7	480.8 ± 3.3	464.8 ± 4.9	470.4 ± 7.3	473.4 ± 6.9	460.0 ± 10.2	479.5 ± 14.8	317.3 ± 37.9	469.9 ± 2.2
Not stated (h)	492.1 ± 5.5	534.5 ± 6.9	485.8 ± 4.2	491.1 ± 6.0	488.6 ± 5.8	496.8 ± 10.1	492.8 ± 12.1	305.3 ± 36.5	488.7 ± 3.6
Year 9									
Parental education (d)									
Bachelor degree or above	589.7 ± 3.6	591.1 ± 3.4	580.3 ± 3.9	597.6 ± 5.4	583.6 ± 5.8	585.2 ± 7.5	584.2 ± 7.9	559.6 ± 17.1	588.3 ± 1.9
Advanced diploma/diploma	554.1 ± 2.9	559.6 ± 2.8	548.7 ± 3.0	567.2 ± 4.1	554.9 ± 5.6	555.6 ± 7.5	544.4 ± 9.0	534.8 ± 18.8	555.6 ± 1.5
Certificate I to IV (e)	528.0 ± 2.8	540.8 ± 2.6	532.9 ± 2.8	549.6 ± 3.8	532.9 ± 5.5	530.5 ± 5.9	530.8 ± 9.3	500.9 ± 17.1	534.5 ± 1.4
Year 12 or equivalent	537.6 ± 3.9	552.1 ± 4.8	532.3 ± 3.8	555.6 ± 5.3	539.1 ± 7.5	530.6 ± 16.1	539.7 ± 12.2	513.8 ± 19.7	542.1 ± 2.2
Year 11 or equivalent or below	494.8 ± 4.0	522.2 ± 3.2	502.8 ± 4.2	515.5 ± 5.7	503.4 ± 7.4	505.4 ± 7.5	513.4 ± 41.2	406.0 ± 29.5	505.6 ± 2.1
Not stated (f)	531.2 ± 7.3	572.8 ± 7.6	530.2 ± 7.0	537.8 ± 12.9	532.0 ± 11.1	532.8 ± 13.4	542.5 ± 14.1	363.9 ± 68.9	531.9 ± 4.6
Parental occupation (g)									
Senior management and qualified professionals	587.0 ± 3.6	592.8 ± 3.5	578.7 ± 4.2	594.4 ± 5.5	580.6 ± 6.3	581.4 ± 8.6	576.8 ± 9.5	548.5 ± 19.4	586.2 ± 1.9

TABLE 4A.77

Table 4A.77 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (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 associate professionals	562.1 ± 3.0	569.7 ± 3.0	556.5 ± 2.8	571.1 ± 4.3	560.3 ± 5.6	556.4 ± 6.5	561.5 ± 9.9	543.1 ± 20.3	563.4 ± 1.5
Tradespeople, clerks, skilled office, sales and service staff	537.7 ± 2.9	550.8 ± 2.8	537.6 ± 2.9	555.1 ± 4.2	542.7 ± 5.6	537.6 ± 7.0	544.6 ± 13.9	502.4 ± 17.4	543.0 ± 1.5
Machine operators, hospitality staff, assistants, labourers	521.7 ± 4.2	535.3 ± 3.5	517.1 ± 3.6	535.8 ± 5.3	523.4 ± 6.1	514.6 ± 6.8	515.1 ± 18.0	452.2 ± 25.1	525.5 ± 2.0
Not in paid work in previous 12 months	496.0 ± 4.5	520.2 ± 3.9	498.7 ± 5.7	508.2 ± 9.8	499.6 ± 8.1	488.9 ± 11.1	508.5 ± 23.7	371.6 ± 36.4	504.5 ± 2.5
Not stated (h)	522.4 ± 6.0	574.8 ± 9.1	523.2 ± 6.0	535.6 ± 10.5	518.2 ± 9.7	528.4 ± 12.3	531.9 ± 14.2	346.8 ± 39.1	524.6 ± 3.9

- (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 (2014). 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.79. Readers are urged to be cautious when comparing results.
- (c) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2013 are at table 4A.95. 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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.78

Table 4A.78 Participation rate in persuasive writing assessment, 2014, 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									
Aboriginal and Torres Strait Islander students	94.4	88.0	89.5	85.4	82.3	95.3	84.4	79.2	89.2
Non-Indigenous students	97.2	94.6	93.9	95.8	93.4	96.0	93.0	96.0	95.3
All students	97.0	94.1	93.1	94.9	92.7	95.0	92.7	89.1	94.7
Year 5									
Aboriginal and Torres Strait Islander students	95.1	88.4	90.2	85.2	83.7	94.6	84.4	81.7	89.8
Non-Indigenous students	97.6	95.2	94.5	96.6	94.5	96.6	93.7	96.6	95.9
All students	97.4	94.9	93.8	95.6	94.0	95.5	93.4	90.1	95.4
Year 7									
Aboriginal and Torres Strait Islander students	90.3	84.1	89.2	83.9	82.4	91.5	85.2	79.3	87.0
Non-Indigenous students	97.2	95.2	93.9	96.8	94.4	95.8	95.2	96.3	95.8
All students	96.8	94.9	93.1	95.7	93.8	95.0	94.9	88.9	95.2
Year 9									
Aboriginal and Torres Strait Islander students	79.6	78.6	81.7	69.4	67.7	86.3	77.7	70.3	77.6
Non-Indigenous students	94.9	91.7	90.3	95.8	91.0	92.6	90.6	94.8	92.8
All students	94.0	91.4	89.3	93.7	89.9	91.6	90.1	85.3	91.8

(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 'Aboriginal and Torres Strait Islander' 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 Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.

Table 4A.78 **Participation rate in persuasive writing assessment, 2014, by Indigenous status (per cent) (a), (b), (c)**

(c) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2013 are at table 4A.96. Data for narrative writing were included in earlier reports.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.79

Table 4A.79 **Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2014 (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									
Aboriginal and Torres Strait Islander students									
Exempt	2.8	5.7	1.9	1.1	4.4	1.2	2.3	1.8	2.5
Absent	3.5	6.0	4.9	12.5	10.4	2.8	7.0	16.0	6.8
Withdrawn	2.0	6.0	5.6	2.1	7.3	1.8	8.6	4.8	4.0
Assessed	91.7	82.3	87.6	84.3	77.9	94.2	82.1	77.4	86.7
Non-Indigenous students									
Exempt	1.5	2.8	1.5	1.3	2.2	2.1	1.8	3.2	1.9
Absent	1.6	2.7	2.0	2.3	2.7	3.2	2.3	1.6	2.2
Withdrawn	1.2	2.7	4.1	1.9	3.9	0.8	4.8	2.4	2.5
Assessed	95.7	91.8	92.4	94.5	91.2	93.9	91.1	92.8	93.4
All students									
Exempt	1.6	3.1	1.5	1.3	2.3	1.9	1.8	2.5	2.0
Absent	1.7	3.0	2.5	3.2	3.2	3.2	2.4	7.5	2.6
Withdrawn	1.3	2.9	4.4	2.0	4.1	1.8	5.0	3.4	2.7
Assessed	95.4	91.0	91.6	93.5	90.4	93.1	90.8	86.6	92.7
Year 5									
Aboriginal and Torres Strait Islander students									
Exempt	3.1	7.0	2.8	1.2	3.8	1.6	2.7	2.4	2.9
Absent	3.5	6.0	4.9	13.5	9.6	4.3	8.2	17.0	7.1
Withdrawn	1.4	5.7	4.8	1.3	6.7	1.1	7.5	1.3	3.0
Assessed	92.0	81.3	87.5	84.0	79.9	93.0	81.6	79.3	87.0
Non-Indigenous students									
Exempt	1.6	2.8	1.5	1.3	2.0	1.7	1.6	3.2	1.9
Absent	1.5	2.7	2.1	2.2	2.6	2.7	2.6	1.7	2.1
Withdrawn	0.8	2.1	3.3	1.3	2.9	0.8	3.7	1.7	1.9
Assessed	96.1	92.4	93.1	95.2	92.5	94.8	92.1	93.4	94.1
All students									
Exempt	1.7	3.1	1.7	1.3	2.2	1.7	1.7	2.8	2.0
Absent	1.6	2.9	2.6	3.1	3.0	2.8	2.7	8.3	2.5
Withdrawn	0.9	2.3	3.7	1.3	3.0	1.7	3.9	1.6	2.1
Assessed	95.8	91.7	92.0	94.3	91.8	93.8	91.7	87.3	93.4
Year 7									
Aboriginal and Torres Strait Islander students									
Exempt	2.3	5.4	3.3	1.6	2.1	1.7	7.4	3.7	2.8
Absent	8.4	12.8	6.0	15.0	11.9	7.6	8.2	18.9	10.5
Withdrawn	1.3	3.0	4.9	1.0	5.7	0.8	6.6	1.8	2.5
Assessed	88.0	78.8	85.8	82.4	80.3	89.9	77.8	75.6	84.2
Non-Indigenous students									

TABLE 4A.79

Table 4A.79 **Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2014 (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	1.4	2.2	1.8	1.2	1.8	1.4	1.8	2.1	1.7
Absent	2.3	3.4	2.3	2.3	3.2	3.7	2.2	2.3	2.7
Withdrawn	0.5	1.3	3.8	0.9	2.4	0.5	2.6	1.4	1.5
Assessed	95.8	93.1	92.1	95.6	92.6	94.4	93.4	94.2	94.1
All students									
Exempt	1.5	2.4	2.0	1.3	1.9	1.4	1.9	2.7	1.8
Absent	2.6	3.7	2.8	3.3	3.7	3.9	2.4	9.6	3.2
Withdrawn	0.6	1.4	4.1	1.0	2.6	1.1	2.7	1.5	1.6
Assessed	95.3	92.5	91.1	94.4	91.8	93.6	93.0	86.2	93.4
Year 9									
Aboriginal and Torres Strait Islander students									
Exempt	2.4	4.7	3.1	1.4	3.3	2.4	2.3	2.3	2.7
Absent	18.4	18.8	12.6	28.9	25.4	13.5	13.1	26.6	18.9
Withdrawn	2.0	2.6	5.7	1.6	6.9	0.2	9.2	3.1	3.5
Assessed	77.2	73.9	78.6	68.1	64.4	83.9	75.4	68.0	74.9
Non-Indigenous students									
Exempt	1.3	2.3	1.6	1.2	2.3	1.3	1.8	2.2	1.7
Absent	4.4	6.4	4.3	3.8	6.2	7.0	5.0	3.6	5.0
Withdrawn	0.7	1.9	5.4	0.5	2.8	0.4	4.4	1.5	2.2
Assessed	93.6	89.4	88.7	94.5	88.7	91.3	88.8	92.7	91.1
All students									
Exempt	1.4	2.3	1.7	1.3	2.4	1.5	1.7	2.1	1.8
Absent	5.2	6.7	5.1	5.6	7.2	7.5	5.3	12.5	5.8
Withdrawn	0.8	1.9	5.6	0.6	3.0	0.8	4.7	2.2	2.3
Assessed	92.6	89.1	87.6	92.5	87.4	90.2	88.3	83.2	90.1

- (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 'Aboriginal and Torres Strait Islander' 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 Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (d) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2013 are at table 4A.97. Data for narrative writing were included in earlier reports.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.80 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, NSW (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 3						
All students						
Mean scale score	no.	429.2 ± 1.5	422.2 ± 1.6	408.6 ± 1.7	▽	▽
At or above NMS	%	96.5 ± 0.3	96.0 ± 0.3	94.8 ± 0.3	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	370.6 ± 4.0	365.4 ± 3.6	349.5 ± 3.5	▽	▽
At or above NMS	%	88.1 ± 1.3	88.0 ± 1.6	83.6 ± 1.6	▽	▽
Non-Indigenous students						
Mean scale score	no.	432.1 ± 1.4	425.3 ± 1.5	411.9 ± 1.6	▽	▽
At or above NMS	%	96.9 ± 0.2	96.5 ± 0.2	95.5 ± 0.3	▽	■
LBOTE students (e)						
At or above NMS	%	96.7 ± 0.4	96.2 ± 0.4	94.8 ± 0.5	▽	▽
Male students						
At or above NMS	%	95.0 ± 0.4	94.4 ± 0.4	92.7 ± 0.4	▽	■
Female students						
At or above NMS	%	98.0 ± 0.2	97.8 ± 0.2	97.1 ± 0.2	▽	■
Year 5						
All students						
Mean scale score	no.	492.6 ± 1.5	483.7 ± 1.7	473.7 ± 1.6	▽	■
At or above NMS	%	95.0 ± 0.3	93.1 ± 0.4	91.7 ± 0.4	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	436.2 ± 3.5	424.8 ± 3.8	414.6 ± 3.9	▽	■
At or above NMS	%	81.8 ± 1.7	76.5 ± 2.0	72.2 ± 2.1	▽	■
Non-Indigenous students						
Mean scale score	no.	495.1 ± 1.5	486.9 ± 1.6	476.9 ± 1.5	▽	■
At or above NMS	%	95.7 ± 0.3	94.0 ± 0.4	92.8 ± 0.4	▽	■
LBOTE students (e)						
At or above NMS	%	96.0 ± 0.4	94.4 ± 0.5	93.0 ± 0.6	▽	■
Male students						
At or above NMS	%	92.9 ± 0.4	89.9 ± 0.6	88.3 ± 0.7	▽	■
Female students						
At or above NMS	%	97.3 ± 0.2	96.5 ± 0.3	95.4 ± 0.3	▽	■

Table 4A.80 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, NSW (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 7						
All students						
Mean scale score	no.	527.5 ± 3.0	516.6 ± 2.9	512.4 ± 2.9	▽	■
At or above NMS	%	92.1 ± 0.6	89.2 ± 0.7	89.0 ± 0.7	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	464.0 ± 4.0	452.0 ± 4.6	450.6 ± 4.5	■	■
At or above NMS	%	72.5 ± 2.3	66.9 ± 2.3	66.9 ± 2.1	■	■
Non-Indigenous students						
Mean scale score	no.	530.4 ± 2.9	520.0 ± 2.8	515.8 ± 2.7	▽	■
At or above NMS	%	93.0 ± 0.5	90.4 ± 0.6	90.3 ± 0.7	▽	■
LBOTE students (e)						
At or above NMS	%	93.7 ± 0.9	91.7 ± 1.0	91.1 ± 1.0	▽	■
Male students						
At or above NMS	%	88.5 ± 0.9	84.6 ± 1.1	84.4 ± 1.1	▽	■
Female students						
At or above NMS	%	95.8 ± 0.4	94.0 ± 0.5	93.9 ± 0.6	▽	■
Year 9						
All students						
Mean scale score	no.	562.8 ± 3.6	553.7 ± 3.7	548.1 ± 3.6	■	■
At or above NMS	%	84.9 ± 1.0	81.8 ± 1.1	80.8 ± 1.2	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	487.6 ± 4.6	475.9 ± 4.9	470.5 ± 5.5	■	■
At or above NMS	%	55.9 ± 2.5	51.9 ± 2.8	50.5 ± 2.6	■	■
Non-Indigenous students						
Mean scale score	no.	566.3 ± 3.5	558.1 ± 3.6	552.6 ± 3.5	■	■
At or above NMS	%	86.3 ± 0.9	83.5 ± 1.0	82.5 ± 1.1	■	■
LBOTE students (e)						
At or above NMS	%	88.0 ± 1.4	85.6 ± 1.5	84.5 ± 1.6	■	■
Male students						
At or above NMS	%	79.1 ± 1.5	74.8 ± 1.6	74.1 ± 1.7	■	■
Female students						
At or above NMS	%	91.0 ± 0.8	89.2 ± 0.9	87.8 ± 1.0	▽	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.80 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, NSW (a), (b), (c)**

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

Table 4A.81 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Victoria (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 3						
All students						
Mean scale score	no.	423.6 ± 1.4	429.7 ± 1.5	416.3 ± 1.5	■	▽
At or above NMS	%	96.2 ± 0.3	96.0 ± 0.4	95.2 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	380.0 ± 5.5	389.5 ± 5.2	370.7 ± 5.3	■	▽
At or above NMS	%	91.3 ± 2.3	89.6 ± 2.3	88.4 ± 2.4	■	■
Non-Indigenous students						
Mean scale score	no.	424.5 ± 1.4	430.4 ± 1.4	417.3 ± 1.5	■	▽
At or above NMS	%	96.6 ± 0.3	96.3 ± 0.3	95.5 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	95.6 ± 0.6	95.4 ± 0.6	93.9 ± 0.7	▽	■
Male students						
At or above NMS	%	94.9 ± 0.5	94.3 ± 0.5	93.3 ± 0.6	■	■
Female students						
At or above NMS	%	97.7 ± 0.3	97.7 ± 0.3	97.1 ± 0.3	■	■
Year 5						
All students						
Mean scale score	no.	492.8 ± 1.5	489.7 ± 1.4	480.8 ± 1.3	▽	■
At or above NMS	%	94.4 ± 0.4	94.2 ± 0.4	93.2 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	448.4 ± 5.5	446.6 ± 6.2	440.4 ± 5.4	■	■
At or above NMS	%	83.3 ± 3.1	82.5 ± 3.0	79.3 ± 3.0	■	■
Non-Indigenous students						
Mean scale score	no.	493.6 ± 1.5	490.4 ± 1.4	481.5 ± 1.3	▽	■
At or above NMS	%	94.7 ± 0.4	94.6 ± 0.4	93.7 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	94.2 ± 0.6	94.2 ± 0.6	92.7 ± 0.8	■	■
Male students						
At or above NMS	%	92.1 ± 0.6	91.8 ± 0.6	90.4 ± 0.7	■	■
Female students						
At or above NMS	%	96.8 ± 0.3	96.8 ± 0.3	96.2 ± 0.4	■	■

Table 4A.81 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Victoria (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	533.3 ± 3.1	524.4 ± 2.7	518.4 ± 2.7	▽	■
At or above NMS	%	91.6 ± 0.7	91.3 ± 0.7	90.5 ± 0.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	474.1 ± 7.2	467.2 ± 9.1	461.1 ± 7.1	■	■
At or above NMS	%	74.0 ± 3.7	72.7 ± 4.4	68.9 ± 3.9	■	■
Non-Indigenous students						
Mean scale score	no.	534.3 ± 3.0	525.3 ± 2.7	519.4 ± 2.6	▽	■
At or above NMS	%	92.1 ± 0.7	91.7 ± 0.7	91.0 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	91.7 ± 1.1	91.6 ± 1.0	90.5 ± 1.2	■	■
Male students						
At or above NMS	%	87.8 ± 1.1	87.2 ± 1.1	86.4 ± 1.1	■	■
Female students						
At or above NMS	%	95.6 ± 0.5	95.7 ± 0.5	94.9 ± 0.6	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	578.5 ± 3.9	564.0 ± 3.5	559.8 ± 3.3	▽	■
At or above NMS	%	87.5 ± 0.9	86.0 ± 1.0	85.4 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	512.2 ± 7.0	504.4 ± 6.6	502.3 ± 7.2	■	■
At or above NMS	%	66.7 ± 4.6	64.4 ± 3.8	62.1 ± 4.1	■	■
Non-Indigenous students						
Mean scale score	no.	579.7 ± 3.8	565.0 ± 3.5	560.8 ± 3.3	▽	■
At or above NMS	%	88.0 ± 0.9	86.5 ± 1.0	85.8 ± 1.0	■	■
LBOTE students (d)						
At or above NMS	%	88.5 ± 1.4	86.5 ± 1.5	85.7 ± 1.7	■	■
Male students						
At or above NMS	%	82.5 ± 1.4	80.2 ± 1.6	79.6 ± 1.6	■	■
Female students						
At or above NMS	%	92.9 ± 0.7	92.2 ± 0.7	91.3 ± 0.8	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.81 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Victoria (a), (b), (c)**

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

Table 4A.82 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Queensland (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 3						
All students						
Mean scale score	no.	404.1 ± 2.1	406.2 ± 2.2	390.4 ± 2.1	■	▽
At or above NMS	%	94.3 ± 0.4	94.3 ± 0.4	93.1 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	349.9 ± 4.6	349.3 ± 6.0	338.4 ± 4.7	■	■
At or above NMS	%	84.0 ± 1.8	82.1 ± 2.4	80.6 ± 2.0	■	■
Non-Indigenous students						
Mean scale score	no.	408.9 ± 1.9	410.8 ± 2.0	394.6 ± 2.0	▽	▽
At or above NMS	%	95.3 ± 0.4	95.3 ± 0.3	94.1 ± 0.4	■	■
LBOTE students (e)						
At or above NMS	%	91.0 ± 1.6	90.5 ± 2.0	90.4 ± 1.3	■	■
Male students						
At or above NMS	%	92.1 ± 0.6	92.0 ± 0.6	90.5 ± 0.7	■	■
Female students						
At or above NMS	%	96.7 ± 0.3	96.7 ± 0.3	95.8 ± 0.4	■	■
Year 5						
All students						
Mean scale score	no.	470.9 ± 2.0	469.8 ± 2.1	457.3 ± 2.1	■	■
At or above NMS	%	90.2 ± 0.6	90.0 ± 0.6	87.4 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	416.5 ± 4.9	411.2 ± 5.0	401.7 ± 5.2	■	■
At or above NMS	%	72.1 ± 2.3	69.7 ± 2.4	66.4 ± 2.6	■	■
Non-Indigenous students						
Mean scale score	no.	475.6 ± 1.9	474.4 ± 1.9	461.7 ± 1.9	▽	■
At or above NMS	%	91.7 ± 0.5	91.6 ± 0.5	89.1 ± 0.6	■	■
LBOTE students (e)						
At or above NMS	%	85.6 ± 2.3	86.3 ± 2.2	84.7 ± 1.9	■	■
Male students						
At or above NMS	%	86.1 ± 0.9	85.8 ± 0.9	82.8 ± 1.0	■	■
Female students						
At or above NMS	%	94.4 ± 0.5	94.4 ± 0.5	92.3 ± 0.6	▽	▽

Table 4A.82 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Queensland (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	532.9 ± 2.2	514.9 ± 2.2	505.4 ± 2.5	▽	■
At or above NMS	%	91.6 ± 0.5	88.8 ± 0.7	85.8 ± 0.9	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	474.1 ± 5.5	457.4 ± 5.5	446.4 ± 6.6	▽	■
At or above NMS	%	74.0 ± 2.5	67.7 ± 2.5	62.8 ± 3.0	▽	■
Non-Indigenous students						
Mean scale score	no.	537.6 ± 2.0	519.2 ± 2.1	510.0 ± 2.3	▽	■
At or above NMS	%	93.0 ± 0.4	90.4 ± 0.6	87.7 ± 0.8	▽	■
LBOTE students (e)						
At or above NMS	%	87.9 ± 2.2	84.7 ± 2.4	82.9 ± 2.3	▽	■
Male students						
At or above NMS	%	88.2 ± 0.8	84.1 ± 1.0	81.2 ± 1.2	▽	■
Female students						
At or above NMS	%	95.1 ± 0.4	93.7 ± 0.5	91.1 ± 0.8	▽	▽
<i>Year 9</i>						
All students						
Mean scale score	no.	564.4 ± 3.9	548.6 ± 3.8	543.8 ± 3.7	▽	■
At or above NMS	%	85.0 ± 1.1	81.6 ± 1.3	79.4 ± 1.3	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	498.2 ± 6.8	487.9 ± 6.7	479.3 ± 6.8	▽	■
At or above NMS	%	60.8 ± 3.1	57.6 ± 3.1	52.3 ± 3.2	▽	■
Non-Indigenous students						
Mean scale score	no.	569.5 ± 3.7	552.8 ± 3.6	548.6 ± 3.5	▽	■
At or above NMS	%	86.9 ± 1.0	83.3 ± 1.1	81.5 ± 1.2	▽	■
LBOTE students (e)						
At or above NMS	%	81.4 ± 3.7	79.5 ± 3.2	75.9 ± 3.3	■	■
Male students						
At or above NMS	%	78.8 ± 1.6	74.2 ± 1.8	72.2 ± 1.8	▽	■
Female students						
At or above NMS	%	91.4 ± 0.9	89.4 ± 0.9	87.1 ± 1.1	▽	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.82 Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Queensland (a), (b), (c)

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

Table 4A.83 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Western Australia (a), (b), (c)**

		2011	2013	2014	<i>Nature of differences</i>	
					2011 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	403.9 ± 2.5	405.3 ± 2.7	397.4 ± 2.9	■	■
At or above NMS	%	94.8 ± 0.6	94.5 ± 0.6	93.2 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	321.9 ± 7.4	316.7 ± 7.8	302.2 ± 8.9	▽	■
At or above NMS	%	74.6 ± 3.4	72.8 ± 3.6	66.0 ± 3.9	▽	■
Non-Indigenous students						
Mean scale score	no.	410.3 ± 2.2	412.5 ± 2.3	405.0 ± 2.4	■	■
At or above NMS	%	96.3 ± 0.4	96.2 ± 0.4	95.3 ± 0.5	■	■
LBOTE students (e)						
At or above NMS	%	93.3 ± 1.5	92.9 ± 1.4	91.4 ± 1.4	■	■
Male students						
At or above NMS	%	92.9 ± 0.8	92.5 ± 0.8	91.1 ± 0.9	■	■
Female students						
At or above NMS	%	96.7 ± 0.5	96.6 ± 0.5	95.4 ± 0.6	▽	■
<i>Year 5</i>						
All students						
Mean scale score	no.	472.2 ± 2.8	470.4 ± 2.6	464.4 ± 2.7	■	■
At or above NMS	%	90.5 ± 0.8	90.9 ± 0.8	89.8 ± 0.9	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	379.8 ± 7.9	380.1 ± 7.6	367.8 ± 8.6	■	■
At or above NMS	%	56.4 ± 4.0	56.2 ± 4.4	53.6 ± 3.7	■	■
Non-Indigenous students						
Mean scale score	no.	479.3 ± 2.4	477.7 ± 2.3	471.8 ± 2.2	■	■
At or above NMS	%	93.0 ± 0.6	93.6 ± 0.5	92.5 ± 0.6	■	■
LBOTE students (e)						
At or above NMS	%	89.9 ± 1.7	90.6 ± 1.7	88.7 ± 1.6	■	■
Male students						
At or above NMS	%	87.2 ± 1.1	87.6 ± 1.1	86.4 ± 1.1	■	■
Female students						
At or above NMS	%	94.0 ± 0.8	94.3 ± 0.7	93.4 ± 0.8	■	■

Table 4A.83 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Western Australia (a), (b), (c)**

		2011	2013	2014	<i>Nature of differences</i>	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	529.5 ± 3.3	517.6 ± 3.5	514.1 ± 3.5	▽	■
At or above NMS	%	91.3 ± 0.9	89.9 ± 1.0	89.5 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	442.6 ± 8.1	426.6 ± 8.7	420.5 ± 10.6	▽	■
At or above NMS	%	60.7 ± 4.1	55.9 ± 4.2	54.8 ± 4.2	■	■
Non-Indigenous students						
Mean scale score	no.	535.9 ± 3.0	524.6 ± 3.1	521.9 ± 3.1	▽	■
At or above NMS	%	93.5 ± 0.6	92.5 ± 0.7	92.4 ± 0.7	■	■
LBOTE students (e)						
At or above NMS	%	89.9 ± 1.7	89.0 ± 1.8	88.5 ± 1.8	■	■
Male students						
At or above NMS	%	88.2 ± 1.2	85.9 ± 1.4	85.8 ± 1.4	■	■
Female students						
At or above NMS	%	94.6 ± 0.7	94.2 ± 0.8	93.5 ± 0.8	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	561.8 ± 6.6	554.4 ± 5.7	560.6 ± 5.4	■	■
At or above NMS	%	83.1 ± 2.0	82.9 ± 1.8	85.4 ± 1.6	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	465.2 ± 12.1	459.0 ± 10.9	463.6 ± 10.9	■	■
At or above NMS	%	47.4 ± 5.2	44.5 ± 4.4	48.2 ± 4.4	■	■
Non-Indigenous students						
Mean scale score	no.	568.0 ± 6.1	561.6 ± 5.2	567.8 ± 4.9	■	■
At or above NMS	%	85.4 ± 1.7	85.8 ± 1.5	88.3 ± 1.3	■	■
LBOTE students (e)						
At or above NMS	%	83.1 ± 3.8	83.2 ± 3.1	85.4 ± 2.7	■	■
Male students						
At or above NMS	%	77.6 ± 2.8	76.2 ± 2.5	80.0 ± 2.2	■	■
Female students						
At or above NMS	%	89.3 ± 1.6	90.1 ± 1.4	91.1 ± 1.3	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.83 Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Western Australia (a), (b), (c)

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

Table 4A.84 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, South Australia (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 3						
All students						
Mean scale score	no.	400.1 ± 2.9	401.2 ± 3.2	384.6 ± 3.3	▽	▽
At or above NMS	%	94.1 ± 0.7	93.6 ± 0.8	91.8 ± 0.9	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	335.3 ± 10.5	325.3 ± 12.7	307.7 ± 11.3	▽	■
At or above NMS	%	77.5 ± 5.5	73.0 ± 5.1	70.7 ± 5.0	■	■
Non-Indigenous students						
Mean scale score	no.	402.6 ± 2.7	404.9 ± 3.0	388.5 ± 3.2	▽	▽
At or above NMS	%	94.9 ± 0.7	94.7 ± 0.7	92.9 ± 0.8	▽	■
LBOTE students (e)						
At or above NMS	%	92.3 ± 1.9	91.6 ± 2.3	87.7 ± 2.7	▽	▽
Male students						
At or above NMS	%	92.1 ± 1.0	91.1 ± 1.1	88.8 ± 1.2	▽	■
Female students						
At or above NMS	%	96.3 ± 0.6	96.2 ± 0.7	95.0 ± 0.7	■	■
Year 5						
All students						
Mean scale score	no.	469.7 ± 3.2	464.6 ± 3.2	455.4 ± 3.1	▽	■
At or above NMS	%	90.3 ± 1.0	89.3 ± 1.1	87.1 ± 1.2	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	399.2 ± 9.6	386.8 ± 12.7	380.0 ± 12.9	▽	■
At or above NMS	%	65.5 ± 5.5	59.6 ± 5.7	58.2 ± 5.3	■	■
Non-Indigenous students						
Mean scale score	no.	472.2 ± 3.1	468.2 ± 3.0	458.8 ± 3.0	▽	■
At or above NMS	%	91.4 ± 0.9	90.7 ± 1.0	88.5 ± 1.1	▽	■
LBOTE students (e)						
At or above NMS	%	88.8 ± 2.4	89.8 ± 2.4	84.1 ± 3.0	▽	▽
Male students						
At or above NMS	%	86.7 ± 1.5	84.9 ± 1.5	82.8 ± 1.5	■	■
Female students						
At or above NMS	%	94.2 ± 0.8	93.8 ± 0.8	91.8 ± 1.0	▽	■

Table 4A.84 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, South Australia (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	528.8 ± 3.6	517.1 ± 3.4	509.2 ± 3.4	▽	■
At or above NMS	%	91.2 ± 0.9	89.6 ± 1.0	88.1 ± 1.1	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	450.7 ± 11.9	441.2 ± 11.0	435.8 ± 10.6	■	■
At or above NMS	%	64.3 ± 5.5	62.7 ± 5.2	60.4 ± 5.0	■	■
Non-Indigenous students						
Mean scale score	no.	531.6 ± 3.4	520.5 ± 3.2	512.5 ± 3.2	▽	■
At or above NMS	%	92.4 ± 0.8	90.8 ± 0.9	89.4 ± 1.0	▽	■
LBOTE students (e)						
At or above NMS	%	90.2 ± 1.9	89.0 ± 2.1	85.1 ± 2.7	▽	■
Male students						
At or above NMS	%	87.7 ± 1.3	84.7 ± 1.5	83.2 ± 1.6	▽	■
Female students						
At or above NMS	%	94.8 ± 0.7	94.6 ± 0.8	93.2 ± 0.9	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	560.3 ± 7.1	551.0 ± 6.6	545.3 ± 6.6	■	■
At or above NMS	%	82.2 ± 2.4	81.8 ± 2.3	79.7 ± 2.5	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	472.6 ± 11.4	481.1 ± 10.1	460.7 ± 11.1	■	▽
At or above NMS	%	48.7 ± 6.1	52.5 ± 5.4	46.8 ± 4.7	■	■
Non-Indigenous students						
Mean scale score	no.	562.7 ± 6.9	553.6 ± 6.3	549.2 ± 6.2	■	■
At or above NMS	%	83.3 ± 2.2	83.0 ± 2.1	81.3 ± 2.4	■	■
LBOTE students (e)						
At or above NMS	%	79.3 ± 5.4	82.1 ± 4.6	74.2 ± 7.1	■	■
Male students						
At or above NMS	%	75.8 ± 3.1	74.6 ± 3.1	72.7 ± 3.2	■	■
Female students						
At or above NMS	%	89.0 ± 1.9	89.3 ± 1.8	87.1 ± 2.1	■	■

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 persuasive writing, and nature of differences, 2011 and 2013 to 2014, South Australia (a), (b), (c)

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

Table 4A.85 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Tasmania (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 3						
All students						
Mean scale score	no.	400.7 ± 4.5	402.9 ± 4.9	394.7 ± 4.6	■	■
At or above NMS	%	95.2 ± 0.8	94.4 ± 0.9	93.4 ± 0.9	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	366.7 ± 9.7	371.8 ± 8.4	371.3 ± 7.5	■	■
At or above NMS	%	90.4 ± 3.7	90.9 ± 3.2	91.1 ± 2.7	■	■
Non-Indigenous students						
Mean scale score	no.	403.6 ± 4.5	405.6 ± 5.0	396.4 ± 4.6	■	■
At or above NMS	%	95.6 ± 0.8	94.7 ± 0.9	93.5 ± 1.0	▽	■
LBOTE students (e)						
At or above NMS	%	90.1 ± 3.5	95.0 ± 2.9	86.9 ± 4.6	■	▼
Male students						
At or above NMS	%	93.2 ± 1.3	91.5 ± 1.3	90.9 ± 1.3	■	■
Female students						
At or above NMS	%	97.3 ± 0.6	97.4 ± 0.7	96.0 ± 0.9	▽	▽
Year 5						
All students						
Mean scale score	no.	465.2 ± 4.8	464.9 ± 4.9	461.0 ± 4.8	■	■
At or above NMS	%	90.3 ± 1.4	89.0 ± 1.5	89.0 ± 1.4	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	433.6 ± 6.4	427.5 ± 8.6	423.3 ± 8.6	■	■
At or above NMS	%	79.6 ± 4.3	77.0 ± 5.4	76.8 ± 5.2	■	■
Non-Indigenous students						
Mean scale score	no.	468.1 ± 4.9	468.4 ± 4.8	464.1 ± 4.8	■	■
At or above NMS	%	91.1 ± 1.4	90.1 ± 1.4	90.1 ± 1.4	■	■
LBOTE students (e)						
At or above NMS	%	84.9 ± 5.3	89.1 ± 3.7	85.0 ± 5.2	■	■
Male students						
At or above NMS	%	86.4 ± 2.1	83.4 ± 2.4	84.4 ± 2.1	■	■
Female students						
At or above NMS	%	94.5 ± 1.1	94.9 ± 1.1	93.9 ± 1.2	■	■

Table 4A.85 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Tasmania (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 7						
All students						
Mean scale score	no.	507.5 ± 9.0	505.6 ± 7.2	502.8 ± 6.7	■	■
At or above NMS	%	84.3 ± 3.0	86.7 ± 2.2	86.8 ± 2.1	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	464.6 ± 11.8	470.2 ± 9.7	466.7 ± 9.3	■	■
At or above NMS	%	69.5 ± 6.3	74.3 ± 5.1	73.6 ± 5.1	■	■
Non-Indigenous students						
Mean scale score	no.	512.7 ± 8.3	507.9 ± 6.9	505.8 ± 6.7	■	■
At or above NMS	%	86.1 ± 2.6	87.6 ± 2.1	87.8 ± 2.0	■	■
LBOTE students (e)						
At or above NMS	%	78.8 ± 8.6	85.6 ± 4.9	83.6 ± 6.4	■	■
Male students						
At or above NMS	%	77.3 ± 4.2	80.0 ± 3.3	80.8 ± 3.1	■	■
Female students						
At or above NMS	%	91.7 ± 2.2	94.1 ± 1.3	93.0 ± 1.5	■	■
Year 9						
All students						
Mean scale score	no.	545.8 ± 11.0	541.2 ± 9.2	539.4 ± 7.8	■	■
At or above NMS	%	77.0 ± 3.9	78.5 ± 3.3	79.2 ± 2.9	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	499.7 ± 12.3	493.7 ± 12.2	508.3 ± 8.8	■	■
At or above NMS	%	60.0 ± 6.8	60.1 ± 5.8	66.7 ± 5.3	■	■
Non-Indigenous students						
Mean scale score	no.	552.0 ± 10.3	547.5 ± 8.7	542.5 ± 7.8	■	■
At or above NMS	%	79.5 ± 3.5	81.0 ± 3.0	80.6 ± 2.9	■	■
LBOTE students (e)						
At or above NMS	%	74.8 ± 11.4	75.8 ± 10.2	74.1 ± 9.6	■	■
Male students						
At or above NMS	%	68.5 ± 4.8	69.5 ± 4.5	70.9 ± 3.8	■	■
Female students						
At or above NMS	%	86.0 ± 3.5	88.1 ± 2.6	87.8 ± 2.3	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.85 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Tasmania (a), (b), (c)**

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

Table 4A.86 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australian Capital Territory (a), (b), (c)**

		2011	2013	2014	<i>Nature of differences</i>	
					2011 to 2014	2013 to 2014
Year 3						
All students						
Mean scale score	no.	419.7 ± 5.0	421.0 ± 5.6	403.5 ± 5.1	▽	▽
At or above NMS	%	96.2 ± 1.1	95.5 ± 1.1	94.9 ± 1.2	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	366.1 ± 17.7	369.9 ± 17.2	357.4 ± 15.2	■	■
At or above NMS	%	90.5 ± 5.3	90.2 ± 7.2	86.7 ± 7.2	■	■
Non-Indigenous students						
Mean scale score	no.	420.9 ± 4.9	422.6 ± 5.4	404.6 ± 5.1	▽	▽
At or above NMS	%	96.3 ± 1.1	95.6 ± 1.1	95.1 ± 1.2	■	■
LBOTE students (e)						
At or above NMS	%	94.0 ± 3.1	92.6 ± 2.7	92.4 ± 2.6	■	■
Male students						
At or above NMS	%	94.5 ± 1.6	93.7 ± 1.7	93.3 ± 1.8	■	■
Female students						
At or above NMS	%	98.0 ± 0.8	97.3 ± 1.0	96.5 ± 1.1	▽	■
Year 5						
All students						
Mean scale score	no.	495.0 ± 5.5	486.1 ± 5.1	473.0 ± 5.2	▽	■
At or above NMS	%	93.7 ± 1.4	94.1 ± 1.4	92.8 ± 1.5	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	448.9 ± 17.0	443.8 ± 13.2	424.1 ± 12.8	▽	■
At or above NMS	%	87.0 ± 7.3	83.6 ± 8.2	73.5 ± 7.9	▼	■
Non-Indigenous students						
Mean scale score	no.	496.0 ± 5.6	487.2 ± 5.1	474.8 ± 5.1	▽	■
At or above NMS	%	93.9 ± 1.3	94.4 ± 1.4	93.5 ± 1.4	■	■
LBOTE students (e)						
At or above NMS	%	92.4 ± 2.9	93.3 ± 2.3	91.9 ± 2.4	■	■
Male students						
At or above NMS	%	90.9 ± 2.3	91.2 ± 2.2	90.1 ± 2.2	■	■
Female students						
At or above NMS	%	96.6 ± 1.0	97.1 ± 1.0	95.7 ± 1.4	■	■

Table 4A.86 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australian Capital Territory (a), (b), (c)**

		2011	2013	2014	<i>Nature of differences</i>	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	535.7 ± 10.0	526.7 ± 7.5	523.1 ± 8.1	■	■
At or above NMS	%	91.8 ± 2.5	90.7 ± 2.2	90.7 ± 2.5	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	478.9 ± 21.8	478.9 ± 19.3	472.6 ± 19.8	■	■
At or above NMS	%	69.3 ± 11.6	78.3 ± 9.8	66.9 ± 12.5	■	■
Non-Indigenous students						
Mean scale score	no.	537.0 ± 9.8	528.3 ± 7.3	524.8 ± 7.8	■	■
At or above NMS	%	92.4 ± 2.4	91.1 ± 2.1	91.4 ± 2.3	■	■
LBOTE students (e)						
At or above NMS	%	92.1 ± 2.8	89.5 ± 3.7	90.1 ± 3.0	■	■
Male students						
At or above NMS	%	88.3 ± 3.8	86.5 ± 3.5	87.0 ± 3.9	■	■
Female students						
At or above NMS	%	95.4 ± 1.8	95.1 ± 1.6	94.4 ± 1.9	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	574.9 ± 12.5	569.9 ± 11.2	558.7 ± 9.9	■	■
At or above NMS	%	85.5 ± 3.4	86.5 ± 3.3	83.8 ± 3.5	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	500.4 ± 25.0	511.9 ± 21.8	489.8 ± 20.3	■	■
At or above NMS	%	62.7 ± 13.4	59.8 ± 10.0	57.5 ± 11.5	■	■
Non-Indigenous students						
Mean scale score	no.	576.9 ± 12.2	571.5 ± 11.0	561.3 ± 9.7	■	■
At or above NMS	%	86.1 ± 3.3	87.3 ± 3.1	84.7 ± 3.3	■	■
LBOTE students (e)						
At or above NMS	%	83.1 ± 4.7	84.8 ± 4.3	82.5 ± 4.7	■	■
Male students						
At or above NMS	%	78.5 ± 5.0	81.7 ± 4.5	77.2 ± 5.5	■	■
Female students						
At or above NMS	%	92.8 ± 2.5	91.3 ± 2.8	90.6 ± 2.7	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.86 Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australian Capital Territory (a), (b), (c)

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

Table 4A.87 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Northern Territory (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	330.0 ± 17.2	319.8 ± 19.2	317.5 ± 19.7	■	■
At or above NMS	%	70.4 ± 6.2	68.9 ± 6.7	67.7 ± 6.7	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	250.9 ± 14.2	233.1 ± 17.8	219.1 ± 17.5	▽	■
At or above NMS	%	42.0 ± 6.5	39.0 ± 6.9	33.9 ± 6.2	■	■
Non-Indigenous students						
Mean scale score	no.	393.4 ± 8.1	387.5 ± 8.3	383.8 ± 8.1	■	■
At or above NMS	%	92.6 ± 2.2	92.2 ± 2.3	90.4 ± 3.5	■	■
LBOTE students (e)						
At or above NMS	%	48.2 ± 7.8	45.4 ± 8.8	40.8 ± 9.4	■	■
Male students						
At or above NMS	%	66.1 ± 7.0	64.6 ± 7.3	64.5 ± 6.9	■	■
Female students						
At or above NMS	%	74.7 ± 5.9	73.5 ± 6.4	71.0 ± 7.0	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	396.5 ± 18.2	385.9 ± 21.8	379.5 ± 20.5	■	■
At or above NMS	%	61.7 ± 7.2	59.8 ± 7.7	59.9 ± 6.9	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	314.3 ± 16.0	293.0 ± 20.2	281.6 ± 20.0	▽	■
At or above NMS	%	29.1 ± 6.2	24.6 ± 5.9	24.8 ± 5.9	■	■
Non-Indigenous students						
Mean scale score	no.	464.8 ± 6.6	461.3 ± 7.3	452.3 ± 6.1	■	■
At or above NMS	%	88.7 ± 2.7	88.1 ± 3.1	86.1 ± 3.0	■	■
LBOTE students (e)						
At or above NMS	%	35.7 ± 7.8	33.3 ± 8.8	30.9 ± 8.1	■	■
Male students						
At or above NMS	%	55.9 ± 7.5	53.3 ± 8.0	53.9 ± 7.1	■	■
Female students						
At or above NMS	%	67.4 ± 7.2	66.4 ± 7.7	66.1 ± 7.2	■	■

Table 4A.87 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Northern Territory (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	446.3 ± 27.5	418.4 ± 30.0	415.5 ± 31.4	■	■
At or above NMS	%	59.2 ± 9.4	55.6 ± 9.5	56.2 ± 9.8	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	350.6 ± 21.5	317.8 ± 27.9	307.4 ± 26.8	▽	■
At or above NMS	%	26.0 ± 7.5	21.2 ± 7.0	19.9 ± 6.3	■	■
Non-Indigenous students						
Mean scale score	no.	520.9 ± 16.2	499.6 ± 11.9	495.3 ± 11.9	▽	■
At or above NMS	%	84.8 ± 5.0	83.5 ± 4.0	83.7 ± 4.4	■	■
LBOTE students (e)						
At or above NMS	%	35.3 ± 12.9	28.8 ± 12.2	25.1 ± 11.3	■	■
Male students						
At or above NMS	%	53.7 ± 9.8	47.5 ± 9.3	49.5 ± 9.9	■	■
Female students						
At or above NMS	%	65.3 ± 9.8	64.2 ± 10.0	63.5 ± 10.3	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	491.9 ± 24.9	470.1 ± 27.8	463.1 ± 31.5	■	■
At or above NMS	%	57.5 ± 8.5	54.3 ± 8.7	53.3 ± 9.3	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	384.5 ± 24.6	364.9 ± 26.2	344.6 ± 28.4	▽	■
At or above NMS	%	22.5 ± 6.7	20.8 ± 6.1	17.8 ± 5.9	■	■
Non-Indigenous students						
Mean scale score	no.	561.5 ± 11.3	540.4 ± 16.5	534.9 ± 18.2	▽	■
At or above NMS	%	79.6 ± 5.8	76.8 ± 5.6	75.0 ± 6.4	■	■
LBOTE students (e)						
At or above NMS	%	37.3 ± 13.1	32.1 ± 12.8	27.6 ± 11.3	■	■
Male students						
At or above NMS	%	50.2 ± 8.6	46.9 ± 9.1	46.3 ± 9.0	■	■
Female students						
At or above NMS	%	65.1 ± 8.6	62.3 ± 9.0	60.7 ± 9.9	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.87 Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Northern Territory (a), (b), (c)

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

Table 4A.88 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australia (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 3						
All students						
Mean scale score	no.	415.9 ± 0.9	415.6 ± 1.0	402.2 ± 1.0	▽	■
At or above NMS	%	95.3 ± 0.2	95.0 ± 0.2	93.8 ± 0.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	343.5 ± 4.0	340.7 ± 4.3	327.9 ± 4.0	■	■
At or above NMS	%	79.9 ± 1.6	78.9 ± 1.7	75.8 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	420.1 ± 0.8	420.0 ± 0.9	406.6 ± 0.9	▽	▽
At or above NMS	%	96.2 ± 0.2	96.0 ± 0.2	94.9 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	93.9 ± 0.5	93.8 ± 0.5	92.3 ± 0.5	■	■
Male students						
At or above NMS	%	93.5 ± 0.3	93.0 ± 0.3	91.6 ± 0.3	■	■
Female students						
At or above NMS	%	97.1 ± 0.2	97.0 ± 0.2	96.1 ± 0.2	■	■
Year 5						
All students						
Mean scale score	no.	482.6 ± 1.0	477.9 ± 1.0	468.3 ± 0.9	▽	■
At or above NMS	%	92.5 ± 0.3	91.7 ± 0.3	90.2 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	408.1 ± 4.0	400.2 ± 5.0	391.8 ± 4.3	■	■
At or above NMS	%	68.9 ± 1.8	65.8 ± 1.9	63.3 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	486.7 ± 0.9	482.4 ± 0.8	472.7 ± 0.8	▽	■
At or above NMS	%	93.9 ± 0.2	93.3 ± 0.2	91.9 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	92.0 ± 0.6	91.5 ± 0.6	89.8 ± 0.6	■	■
Male students						
At or above NMS	%	89.6 ± 0.3	88.3 ± 0.4	86.6 ± 0.4	■	■
Female students						
At or above NMS	%	95.5 ± 0.2	95.3 ± 0.2	94.1 ± 0.2	■	■

Table 4A.88 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australia (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	529.1 ± 1.4	517.0 ± 1.4	511.6 ± 1.4	▽	■
At or above NMS	%	91.1 ± 0.3	89.3 ± 0.4	88.5 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	454.5 ± 3.9	437.4 ± 5.3	431.0 ± 5.5	▽	■
At or above NMS	%	66.9 ± 1.6	61.4 ± 1.9	59.3 ± 1.8	▽	■
Non-Indigenous students						
Mean scale score	no.	533.2 ± 1.4	521.4 ± 1.3	516.2 ± 1.3	▽	■
At or above NMS	%	92.6 ± 0.3	90.9 ± 0.3	90.2 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	90.6 ± 0.7	89.2 ± 0.8	88.2 ± 0.8	■	■
Male students						
At or above NMS	%	87.5 ± 0.5	84.7 ± 0.6	84.0 ± 0.6	■	■
Female students						
At or above NMS	%	95.0 ± 0.3	94.1 ± 0.3	93.2 ± 0.3	▽	■
<i>Year 9</i>						
All students						
Mean scale score	no.	565.9 ± 2.0	554.1 ± 1.9	550.3 ± 1.8	■	■
At or above NMS	%	84.8 ± 0.6	82.6 ± 0.6	81.8 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	483.0 ± 4.0	471.0 ± 4.3	465.5 ± 4.6	■	■
At or above NMS	%	55.0 ± 1.7	51.2 ± 1.7	49.4 ± 1.7	■	■
Non-Indigenous students						
Mean scale score	no.	570.2 ± 1.9	558.7 ± 1.8	555.0 ± 1.8	■	■
At or above NMS	%	86.4 ± 0.5	84.4 ± 0.5	83.6 ± 0.6	■	■
LBOTE students (d)						
At or above NMS	%	85.7 ± 1.0	83.9 ± 1.0	82.4 ± 1.1	■	■
Male students						
At or above NMS	%	79.0 ± 0.8	75.8 ± 0.9	75.3 ± 0.9	■	■
Female students						
At or above NMS	%	91.0 ± 0.4	89.8 ± 0.5	88.6 ± 0.5	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.88 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australia (a), (b), (c)**

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

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- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' 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.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.89

Table 4A.89 Mean scale score gain for persuasive writing, years 3-5, 5-7 and 7-9, 2012-2014 (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									
All students									
2012 Year 3	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
2014 Year 5	473.7 ± 1.6	480.8 ± 1.3	457.3 ± 2.1	464.4 ± 2.7	455.4 ± 3.1	461.0 ± 4.8	473.0 ± 5.2	379.5 ± 20.5	468.3 ± 0.9
Gain 2012-2014	49.4 ± 11.6	52.7 ± 11.6	54.0 ± 11.8	57.6 ± 12.0	52.1 ± 12.2	49.4 ± 13.2	57.0 ± 13.7	56.6 ± 31.6	52.5 ± 11.5
Aboriginal and Torres Strait Islander students (d)									
2012 Year 3	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
2014 Year 5	414.6 ± 3.9	440.4 ± 5.4	401.7 ± 5.2	367.8 ± 8.6	380.0 ± 12.9	423.3 ± 8.6	424.1 ± 12.8	281.6 ± 20.0	391.8 ± 4.3
Gain 2012-2014	47.3 ± 12.7	51.4 ± 13.7	56.4 ± 13.8	51.9 ± 16.0	35.0 ± 19.5	47.2 ± 17.0	51.6 ± 23.1	55.4 ± 32.1	52.0 ± 13.1
Non-Indigenous students									
2012 Year 3	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
2014 Year 5	476.9 ± 1.5	481.5 ± 1.3	461.7 ± 1.9	471.8 ± 2.2	458.8 ± 3.0	464.1 ± 4.8	474.8 ± 5.1	452.3 ± 6.1	472.7 ± 0.8
Gain 2012-2014	49.6 ± 11.6	51.9 ± 11.6	53.9 ± 11.7	58.3 ± 11.8	53.1 ± 12.1	50.2 ± 13.2	57.5 ± 13.6	56.9 ± 14.8	52.6 ± 11.5
Year 5 - Year 7									
All students									
2012 Year 5	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
2014 Year 7	512.4 ± 2.9	518.4 ± 2.7	505.4 ± 2.5	514.1 ± 3.5	509.2 ± 3.4	502.8 ± 6.7	523.1 ± 8.1	415.5 ± 31.4	511.6 ± 1.4
Gain 2012-2014	26.8 ± 11.9	29.7 ± 11.8	47.7 ± 11.9	44.2 ± 12.2	46.0 ± 12.2	31.3 ± 14.0	37.9 ± 15.1	24.6 ± 39.8	34.6 ± 11.5
Aboriginal and Torres Strait Islander students (d)									
2012 Year 5	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
2014 Year 7	450.6 ± 4.5	461.1 ± 7.1	446.4 ± 6.6	420.5 ± 10.6	435.8 ± 10.6	466.7 ± 9.3	472.6 ± 19.8	307.4 ± 26.8	431.0 ± 5.5
Gain 2012-2014	22.0 ± 12.9	19.1 ± 14.5	48.0 ± 14.7	38.4 ± 17.5	34.1 ± 18.2	25.1 ± 16.7	38.1 ± 31.0	08.3 ± 36.8	32.2 ± 13.7
Non-Indigenous students									
2012 Year 5	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
2014 Year 7	515.8 ± 2.7	519.4 ± 2.6	510.0 ± 2.3	521.9 ± 3.1	512.5 ± 3.2	505.8 ± 6.7	524.8 ± 7.8	495.3 ± 11.9	516.2 ± 1.3

TABLE 4A.89

Table 4A.89 Mean scale score gain for persuasive writing, years 3-5, 5-7 and 7-9, 2012-2014 (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 2012-2014	27.3 ± 11.8	29.5 ± 11.8	47.9 ± 11.8	45.0 ± 12.0	46.7 ± 12.2	31.8 ± 13.9	38.4 ± 14.9	29.0 ± 18.0	34.9 ± 11.5
Year 7 - Year 9									
All students									
2012 Year 7	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
2014 Year 9	548.1 ± 3.6	559.8 ± 3.3	543.8 ± 3.7	560.6 ± 5.4	545.3 ± 6.6	539.4 ± 7.8	558.7 ± 9.9	463.1 ± 31.5	550.3 ± 1.8
Gain 2012-2014	27.8 ± 12.3	34.3 ± 12.2	32.1 ± 12.2	39.7 ± 13.0	28.8 ± 13.6	31.1 ± 15.7	39.2 ± 17.6	28.3 ± 45.1	32.0 ± 11.6
Aboriginal and Torres Strait Islander students (d)									
2012 Year 7	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
2014 Year 9	470.5 ± 5.5	502.3 ± 7.2	479.3 ± 6.8	463.6 ± 10.9	460.7 ± 11.1	508.3 ± 8.8	489.8 ± 20.3	344.6 ± 28.4	465.5 ± 4.6
Gain 2012-2014	15.5 ± 13.3	27.3 ± 15.0	25.5 ± 14.9	27.8 ± 17.8	07.1 ± 19.1	32.7 ± 16.1	31.3 ± 28.8	15.7 ± 42.5	23.3 ± 13.2
Non-Indigenous students									
2012 Year 7	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
2014 Year 9	552.6 ± 3.5	560.8 ± 3.3	548.6 ± 3.5	567.8 ± 4.9	549.2 ± 6.2	542.5 ± 7.8	561.3 ± 9.7	534.9 ± 18.2	555.0 ± 1.8
Gain 2012-2014	29.1 ± 12.3	34.2 ± 12.2	32.6 ± 12.1	40.7 ± 12.8	30.0 ± 13.3	31.4 ± 15.5	40.3 ± 17.5	22.0 ± 25.5	32.6 ± 11.6

- (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 for 2011-2013 are in table 4A.107. 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 'Aboriginal and Torres Strait Islander' 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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.90

Table 4A.90 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 10 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	96.0 ± 0.3	96.0 ± 0.4	94.3 ± 0.4	94.5 ± 0.6	93.6 ± 0.8	94.4 ± 0.9	95.5 ± 1.1	68.9 ± 6.7	95.0 ± 0.2
Aboriginal and Torres Strait Islander students (e)	88.0 ± 1.6	89.6 ± 2.3	82.1 ± 2.4	72.8 ± 3.6	73.0 ± 5.1	90.9 ± 3.2	90.2 ± 7.2	39.0 ± 6.9	78.9 ± 1.7
Non-Indigenous students	96.5 ± 0.2	96.3 ± 0.3	95.3 ± 0.3	96.2 ± 0.4	94.7 ± 0.7	94.7 ± 0.9	95.6 ± 1.1	92.2 ± 2.3	96.0 ± 0.2
LBOTE students (f)	96.2 ± 0.4	95.4 ± 0.6	90.5 ± 2.0	92.9 ± 1.4	91.6 ± 2.3	95.0 ± 2.9	92.6 ± 2.7	45.4 ± 8.8	93.8 ± 0.5
Male students	94.4 ± 0.4	94.3 ± 0.5	92.0 ± 0.6	92.5 ± 0.8	91.1 ± 1.1	91.5 ± 1.3	93.7 ± 1.7	64.6 ± 7.3	93.0 ± 0.3
Female students	97.8 ± 0.2	97.7 ± 0.3	96.7 ± 0.3	96.6 ± 0.5	96.2 ± 0.7	97.4 ± 0.7	97.3 ± 1.0	73.5 ± 6.4	97.0 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 5 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	93.1 ± 0.4	94.2 ± 0.4	90.0 ± 0.6	90.9 ± 0.8	89.3 ± 1.1	89.0 ± 1.5	94.1 ± 1.4	59.8 ± 7.7	91.7 ± 0.3
Aboriginal and Torres Strait Islander students (e)	76.5 ± 2.0	82.5 ± 3.0	69.7 ± 2.4	56.2 ± 4.4	59.6 ± 5.7	77.0 ± 5.4	83.6 ± 8.2	24.6 ± 5.9	65.8 ± 1.9
Non-Indigenous students	94.0 ± 0.4	94.6 ± 0.4	91.6 ± 0.5	93.6 ± 0.5	90.7 ± 1.0	90.1 ± 1.4	94.4 ± 1.4	88.1 ± 3.1	93.3 ± 0.2
LBOTE students (f)	94.4 ± 0.5	94.2 ± 0.6	86.3 ± 2.2	90.6 ± 1.7	89.8 ± 2.4	89.1 ± 3.7	93.3 ± 2.3	33.3 ± 8.8	91.5 ± 0.6
Male students	89.9 ± 0.6	91.8 ± 0.6	85.8 ± 0.9	87.6 ± 1.1	84.9 ± 1.5	83.4 ± 2.4	91.2 ± 2.2	53.3 ± 8.0	88.3 ± 0.4
Female students	96.5 ± 0.3	96.8 ± 0.3	94.4 ± 0.5	94.3 ± 0.7	93.8 ± 0.8	94.9 ± 1.1	97.1 ± 1.0	66.4 ± 7.7	95.3 ± 0.2

TABLE 4A.90

Table 4A.90 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7									
Average age (d)	12 y 7 m	12 y 9 m	12 y 1 m	12 y 5 m	12 y 7 m	12 y 11 m	12 y 8 m	12 y 6 m	12 y 6 m
Years of schooling (d)	7 y 4 m	7 y 4 m	6 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 2 m
All students	89.2 ± 0.7	91.3 ± 0.7	88.8 ± 0.7	89.9 ± 1.0	89.6 ± 1.0	86.7 ± 2.2	90.7 ± 2.2	55.6 ± 9.5	89.3 ± 0.4
Aboriginal and Torres Strait Islander students (e)	66.9 ± 2.3	72.7 ± 4.4	67.7 ± 2.5	55.9 ± 4.2	62.7 ± 5.2	74.3 ± 5.1	78.3 ± 9.8	21.2 ± 7.0	61.4 ± 1.9
Non-Indigenous students	90.4 ± 0.6	91.7 ± 0.7	90.4 ± 0.6	92.5 ± 0.7	90.8 ± 0.9	87.6 ± 2.1	91.1 ± 2.1	83.5 ± 4.0	90.9 ± 0.3
LBOTE students (f)	91.7 ± 1.0	91.6 ± 1.0	84.7 ± 2.4	89.0 ± 1.8	89.0 ± 2.1	85.6 ± 4.9	89.5 ± 3.7	28.8 ± 12.2	89.2 ± 0.8
Male students	84.6 ± 1.1	87.2 ± 1.1	84.1 ± 1.0	85.9 ± 1.4	84.7 ± 1.5	80.0 ± 3.3	86.5 ± 3.5	47.5 ± 9.3	84.7 ± 0.6
Female students	94.0 ± 0.5	95.7 ± 0.5	93.7 ± 0.5	94.2 ± 0.8	94.6 ± 0.8	94.1 ± 1.3	95.1 ± 1.6	64.2 ± 10.0	94.1 ± 0.3
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 5 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	81.8 ± 1.1	86.0 ± 1.0	81.6 ± 1.3	82.9 ± 1.8	81.8 ± 2.3	78.5 ± 3.3	86.5 ± 3.3	54.3 ± 8.7	82.6 ± 0.6
Aboriginal and Torres Strait Islander students (e)	51.9 ± 2.8	64.4 ± 3.8	57.6 ± 3.1	44.5 ± 4.4	52.5 ± 5.4	60.1 ± 5.8	59.8 ± 10.0	20.8 ± 6.1	51.2 ± 1.7
Non-Indigenous students	83.5 ± 1.0	86.5 ± 1.0	83.3 ± 1.1	85.8 ± 1.5	83.0 ± 2.1	81.0 ± 3.0	87.3 ± 3.1	76.8 ± 5.6	84.4 ± 0.5
LBOTE students (f)	85.6 ± 1.5	86.5 ± 1.5	79.5 ± 3.2	83.2 ± 3.1	82.1 ± 4.6	75.8 ± 10.2	84.8 ± 4.3	32.1 ± 12.8	83.9 ± 1.0
Male students	74.8 ± 1.6	80.2 ± 1.6	74.2 ± 1.8	76.2 ± 2.5	74.6 ± 3.1	69.5 ± 4.5	81.7 ± 4.5	46.9 ± 9.1	75.8 ± 0.9
Female students	89.2 ± 0.9	92.2 ± 0.7	89.4 ± 0.9	90.1 ± 1.4	89.3 ± 1.8	88.1 ± 2.6	91.3 ± 2.8	62.3 ± 9.0	89.8 ± 0.5

TABLE 4A.90

Table 4A.90 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2013 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	<i>Proportion</i>	96.0 ± 0.3	96.0 ± 0.4	94.3 ± 0.4	94.5 ± 0.6	93.6 ± 0.8	94.4 ± 0.9	95.5 ± 1.1	68.9 ± 6.7	95.0 ± 0.2
Compared to										
<i>NSW</i>	96.0 ± 0.3	..	■	△	△	△	△	■	▲	■
<i>Vic</i>	96.0 ± 0.4	■	..	△	■	△	△	■	▲	■
<i>Qld</i>	94.3 ± 0.4	▽	▽	..	■	■	■	■	▲	■
<i>WA</i>	94.5 ± 0.6	▽	■	■	..	■	■	■	▲	■
<i>SA</i>	93.6 ± 0.8	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	94.4 ± 0.9	▽	▽	■	■	■	..	■	▲	■
<i>ACT</i>	95.5 ± 1.1	■	■	■	■	△	■	..	▲	■
<i>NT</i>	68.9 ± 6.7	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	95.0 ± 0.2	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 5										
	<i>Proportion</i>	93.1 ± 0.4	94.2 ± 0.4	90.0 ± 0.6	90.9 ± 0.8	89.3 ± 1.1	89.0 ± 1.5	94.1 ± 1.4	59.8 ± 7.7	91.7 ± 0.3
Compared to										
<i>NSW</i>	93.1 ± 0.4	..	■	△	■	△	△	■	▲	■
<i>Vic</i>	94.2 ± 0.4	■	..	△	△	△	△	■	▲	△
<i>Qld</i>	90.0 ± 0.6	▽	▽	..	■	■	■	▽	▲	■
<i>WA</i>	90.9 ± 0.8	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	89.3 ± 1.1	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	89.0 ± 1.5	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	94.1 ± 1.4	■	■	△	△	△	△	..	▲	△
<i>NT</i>	59.8 ± 7.7	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	91.7 ± 0.3	■	▽	■	■	■	■	▽	▲	..

TABLE 4A.90

Table 4A.90 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2013 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	89.2 ± 0.7	91.3 ± 0.7	88.8 ± 0.7	89.9 ± 1.0	89.6 ± 1.0	86.7 ± 2.2	90.7 ± 2.2	55.6 ± 9.5	89.3 ± 0.4
Compared to										
<i>NSW</i>	89.2 ± 0.7	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	91.3 ± 0.7	■	..	■	■	■	△	■	▲	■
<i>Qld</i>	88.8 ± 0.7	■	■	..	■	■	■	■	▲	■
<i>WA</i>	89.9 ± 1.0	■	■	■	..	■	■	■	▲	■
<i>SA</i>	89.6 ± 1.0	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	86.7 ± 2.2	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	90.7 ± 2.2	■	■	■	■	■	△	..	▲	■
<i>NT</i>	55.6 ± 9.5	▽	▽	▽	▽	▽	▽	▽	..	▽
<i>Aust</i>	89.3 ± 0.4	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 9										
	<i>Proportion</i>	81.8 ± 1.1	86.0 ± 1.0	81.6 ± 1.3	82.9 ± 1.8	81.8 ± 2.3	78.5 ± 3.3	86.5 ± 3.3	54.3 ± 8.7	82.6 ± 0.6
Compared to										
<i>NSW</i>	81.8 ± 1.1	..	■	■	■	■	■	▽	▲	■
<i>Vic</i>	86.0 ± 1.0	■	..	■	■	■	△	■	▲	■
<i>Qld</i>	81.6 ± 1.3	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	82.9 ± 1.8	■	■	■	..	■	■	■	▲	■
<i>SA</i>	81.8 ± 2.3	■	■	■	■	..	■	▽	▲	■
<i>Tas</i>	78.5 ± 3.3	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	86.5 ± 3.3	△	■	△	■	△	△	..	▲	■
<i>NT</i>	54.3 ± 8.7	▽	▽	▽	▽	▽	▽	▽	..	▽
<i>Aust</i>	82.6 ± 0.6	■	■	■	■	■	■	■	▲	..

Table 4A.90 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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LBOTE = Language Background Other Than English.

▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the comparison State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the comparison State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the comparison State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the comparison State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the comparison State/Territory.

- (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 (2013). 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.97. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2012 were included in earlier Reports. Data for 2014 are at table 4A.72.
- (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 'Aboriginal and Torres Strait Islander' 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.

.. Not applicable.

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

TABLE 4A.91

Table 4A.91 **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, 2013 (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									
Aboriginal and Torres Strait Islander students									
Metropolitan	90.8 ± 1.7	89.5 ± 3.3	85.2 ± 2.1	81.7 ± 3.4	80.5 ± 5.2	91.6 ± 4.1	89.9 ± 7.4	..	87.0 ± 1.3
Provincial	86.5 ± 2.1	89.7 ± 3.2	85.6 ± 2.8	79.7 ± 5.3	76.1 ± 6.2	91.6 ± 3.8	np	76.1 ± 7.1	85.1 ± 1.5
Remote	74.6 ± 10.6	np	71.5 ± 8.1	72.4 ± 8.6	np	np	..	54.0 ± 12.2	67.8 ± 4.9
Very remote	82.7 ± 12.4	..	65.2 ± 11.3	52.2 ± 8.4	28.6 ± 18.3	np	..	20.2 ± 5.0	42.4 ± 6.2
Total	88.0 ± 1.6	89.6 ± 2.3	82.1 ± 2.4	72.8 ± 3.6	73.0 ± 5.1	90.9 ± 3.2	90.2 ± 7.2	39.0 ± 6.9	78.9 ± 1.7
Non-Indigenous students									
Metropolitan	96.8 ± 0.3	96.5 ± 0.4	95.5 ± 0.4	96.4 ± 0.5	95.0 ± 0.8	95.0 ± 1.5	95.6 ± 1.1	..	96.3 ± 0.2
Provincial	95.6 ± 0.5	95.5 ± 0.8	94.8 ± 0.5	95.4 ± 0.9	93.8 ± 1.4	94.7 ± 1.1	np	91.7 ± 3.0	95.1 ± 0.3
Remote	93.8 ± 3.9	100.0	95.7 ± 1.8	95.7 ± 1.7	95.4 ± 2.4	86.0 ± 17.2	..	93.0 ± 3.9	95.1 ± 1.0
Very remote	96.6 ± 4.4	..	90.5 ± 4.7	96.2 ± 2.1	92.0 ± 5.7	np	..	95.7 ± 2.5	94.0 ± 2.0
Total	96.5 ± 0.2	96.3 ± 0.3	95.3 ± 0.3	96.2 ± 0.4	94.7 ± 0.7	94.7 ± 0.9	95.6 ± 1.1	92.2 ± 2.3	96.0 ± 0.2
All students									
Metropolitan	96.6 ± 0.3	96.2 ± 0.4	95.0 ± 0.5	95.8 ± 0.5	94.3 ± 0.9	94.8 ± 1.4	95.5 ± 1.1	..	95.9 ± 0.2
Provincial	94.5 ± 0.6	95.2 ± 0.8	93.9 ± 0.6	94.1 ± 1.0	92.6 ± 1.5	94.2 ± 1.1	np	88.9 ± 3.6	94.2 ± 0.3
Remote	86.5 ± 6.8	100.0	89.8 ± 3.8	90.3 ± 3.4	94.0 ± 2.9	82.6 ± 21.6	..	75.5 ± 9.8	88.1 ± 2.3
Very remote	89.8 ± 8.4	..	74.9 ± 9.0	71.3 ± 8.0	58.6 ± 20.2	np	..	30.3 ± 10.8	59.4 ± 6.2
Total	96.0 ± 0.3	96.0 ± 0.4	94.3 ± 0.4	94.5 ± 0.6	93.6 ± 0.8	94.4 ± 0.9	95.5 ± 1.1	68.9 ± 6.7	95.0 ± 0.2
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	82.5 ± 2.5	85.5 ± 3.4	74.8 ± 2.5	68.2 ± 5.1	71.2 ± 5.3	75.3 ± 7.7	84.9 ± 8.6	..	77.5 ± 1.6
Provincial	72.2 ± 2.9	80.0 ± 4.4	71.4 ± 3.8	63.9 ± 7.0	57.8 ± 8.5	78.0 ± 6.6	np	57.9 ± 10.1	70.8 ± 2.0
Remote	65.2 ± 10.8	np	56.5 ± 10.7	46.9 ± 10.3	np	np	..	43.9 ± 10.1	52.0 ± 6.2

TABLE 4A.91

Table 4A.91 **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, 2013 (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	51.0 ± 17.2	..	50.1 ± 9.0	37.2 ± 8.2	20.0 ± 13.8	np	..	8.4 ± 3.2	26.4 ± 5.4
Total	76.5 ± 2.0	82.5 ± 3.0	69.7 ± 2.4	56.2 ± 4.4	59.6 ± 5.7	77.0 ± 5.4	83.6 ± 8.2	24.6 ± 5.9	65.8 ± 1.9
Non-Indigenous students									
Metropolitan	94.8 ± 0.4	95.0 ± 0.5	92.4 ± 0.6	94.2 ± 0.6	91.5 ± 1.1	90.9 ± 2.1	94.4 ± 1.4	..	94.0 ± 0.2
Provincial	91.6 ± 0.7	93.3 ± 0.7	90.0 ± 0.9	92.0 ± 1.3	88.4 ± 1.9	89.4 ± 1.9	np	87.4 ± 3.9	91.3 ± 0.4
Remote	84.8 ± 7.4	93.6 ± 7.9	89.1 ± 3.3	91.6 ± 2.7	90.3 ± 4.4	92.7 ± 7.7	..	89.9 ± 4.5	90.0 ± 1.7
Very remote	94.0 ± 11.3	..	87.2 ± 4.7	88.0 ± 5.0	85.4 ± 10.5	np	..	89.7 ± 7.4	88.0 ± 2.9
Total	94.0 ± 0.4	94.6 ± 0.4	91.6 ± 0.5	93.6 ± 0.5	90.7 ± 1.0	90.1 ± 1.4	94.4 ± 1.4	88.1 ± 3.1	93.3 ± 0.2
All students									
Metropolitan	94.3 ± 0.4	94.7 ± 0.5	91.5 ± 0.7	93.2 ± 0.7	90.9 ± 1.2	89.8 ± 2.3	94.2 ± 1.4	..	93.4 ± 0.3
Provincial	89.5 ± 0.9	92.7 ± 0.8	88.2 ± 1.0	89.5 ± 1.7	86.4 ± 2.3	88.3 ± 2.1	np	81.8 ± 5.3	89.5 ± 0.5
Remote	77.2 ± 6.2	93.7 ± 7.8	81.2 ± 5.3	80.5 ± 5.9	88.8 ± 4.3	91.8 ± 8.4	..	72.6 ± 9.3	80.7 ± 2.9
Very remote	71.4 ± 17.2	..	66.0 ± 7.3	58.5 ± 9.0	50.1 ± 16.5	np	..	16.6 ± 10.6	45.8 ± 6.6
Total	93.1 ± 0.4	94.2 ± 0.4	90.0 ± 0.6	90.9 ± 0.8	89.3 ± 1.1	89.0 ± 1.5	94.1 ± 1.4	59.8 ± 7.7	91.7 ± 0.3
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	74.0 ± 2.8	77.0 ± 7.1	72.2 ± 3.1	68.3 ± 5.6	70.9 ± 5.8	70.7 ± 9.4	78.3 ± 9.8	..	72.8 ± 1.7
Provincial	62.3 ± 3.3	68.3 ± 4.9	69.4 ± 3.4	67.4 ± 5.1	64.5 ± 7.0	76.0 ± 6.2	..	53.7 ± 8.2	65.4 ± 1.9
Remote	41.8 ± 12.0	np	54.1 ± 11.9	49.8 ± 9.9	np	np	..	29.3 ± 11.9	44.6 ± 6.7
Very remote	np	..	46.9 ± 10.4	31.9 ± 7.7	16.0 ± 11.8	np	..	4.7 ± 2.5	22.2 ± 5.1
Total	66.9 ± 2.3	72.7 ± 4.4	67.7 ± 2.5	55.9 ± 4.2	62.7 ± 5.2	74.3 ± 5.1	78.3 ± 9.8	21.2 ± 7.0	61.4 ± 1.9
Non-Indigenous students									
Metropolitan	91.8 ± 0.7	92.7 ± 0.8	91.2 ± 0.7	93.2 ± 0.9	91.6 ± 1.1	88.1 ± 3.8	91.1 ± 2.1	..	92.0 ± 0.4
Provincial	85.7 ± 1.3	88.5 ± 1.5	88.6 ± 1.0	90.6 ± 1.2	89.1 ± 1.6	87.3 ± 2.3	..	83.2 ± 4.4	87.7 ± 0.6

TABLE 4A.91

Table 4A.91 **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, 2013 (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	73.3 ± 9.1	90.0 ± 7.2	90.5 ± 2.7	90.1 ± 2.9	87.6 ± 3.6	88.5 ± 2.9	..	84.3 ± 11.1	88.0 ± 2.3
Very remote	91.4 ± 11.1	..	84.8 ± 5.4	89.0 ± 5.4	84.8 ± 9.9	np	..	83.6 ± 6.4	86.5 ± 3.0
Total	90.4 ± 0.6	91.7 ± 0.7	90.4 ± 0.6	92.5 ± 0.7	90.8 ± 0.9	87.6 ± 2.1	91.1 ± 2.1	83.5 ± 4.0	90.9 ± 0.3
All students									
Metropolitan	91.2 ± 0.8	92.5 ± 0.8	90.2 ± 0.8	92.3 ± 1.0	90.9 ± 1.2	87.3 ± 3.9	90.7 ± 2.2	..	91.4 ± 0.4
Provincial	83.1 ± 1.5	87.8 ± 1.5	86.9 ± 1.2	88.5 ± 1.5	87.6 ± 1.8	86.2 ± 2.4	..	77.0 ± 5.1	85.9 ± 0.7
Remote	60.1 ± 10.8	90.4 ± 6.9	82.5 ± 5.5	80.4 ± 5.5	86.0 ± 4.3	90.0 ± 2.5	..	60.4 ± 18.6	77.0 ± 4.4
Very remote	63.2 ± 31.2	..	63.2 ± 9.1	53.9 ± 10.4	50.6 ± 19.5	np	..	12.1 ± 8.7	42.3 ± 6.8
Total	89.2 ± 0.7	91.3 ± 0.7	88.8 ± 0.7	89.9 ± 1.0	89.6 ± 1.0	86.7 ± 2.2	90.7 ± 2.2	55.6 ± 9.5	89.3 ± 0.4
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	58.4 ± 3.5	68.0 ± 5.5	62.8 ± 4.2	54.5 ± 6.5	56.8 ± 6.8	56.6 ± 13.5	59.8 ± 10.0	..	60.0 ± 2.2
Provincial	47.9 ± 3.5	61.1 ± 5.9	57.0 ± 4.1	44.8 ± 7.2	50.2 ± 9.3	62.0 ± 7.3	..	42.5 ± 9.2	51.8 ± 2.2
Remote	32.7 ± 9.0	np	37.9 ± 16.1	34.9 ± 9.4	np	np	..	23.2 ± 8.8	32.6 ± 5.7
Very remote	np	..	33.0 ± 7.9	29.2 ± 14.7	np	np	..	3.8 ± 2.6	18.4 ± 5.8
Total	51.9 ± 2.8	64.4 ± 3.8	57.6 ± 3.1	44.5 ± 4.4	52.5 ± 5.4	60.1 ± 5.8	59.8 ± 10.0	20.8 ± 6.1	51.2 ± 1.7
Non-Indigenous students									
Metropolitan	85.6 ± 1.2	88.1 ± 1.1	85.1 ± 1.4	87.1 ± 1.7	84.9 ± 2.6	82.7 ± 4.8	87.3 ± 3.1	..	86.2 ± 0.6
Provincial	76.8 ± 1.8	81.5 ± 1.8	79.1 ± 1.8	81.6 ± 2.9	78.3 ± 3.5	79.8 ± 3.9	..	77.6 ± 6.3	79.2 ± 0.9
Remote	68.2 ± 9.1	93.7 ± 8.8	73.1 ± 7.2	82.5 ± 5.4	76.7 ± 8.4	np	..	74.4 ± 13.3	77.1 ± 3.8
Very remote	73.3 ± 16.8	..	68.6 ± 9.2	83.4 ± 6.8	72.2 ± 13.5	np	..	70.9 ± 12.8	74.8 ± 5.6
Total	83.5 ± 1.0	86.5 ± 1.0	83.3 ± 1.1	85.8 ± 1.5	83.0 ± 2.1	81.0 ± 3.0	87.3 ± 3.1	76.8 ± 5.6	84.4 ± 0.5
All students									
Metropolitan	84.6 ± 1.2	87.8 ± 1.1	84.0 ± 1.5	85.7 ± 1.9	84.0 ± 2.7	80.1 ± 5.5	86.5 ± 3.3	..	85.3 ± 0.7

TABLE 4A.91

Table 4A.91 **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, 2013 (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	73.7 ± 2.0	80.8 ± 1.9	77.1 ± 2.0	78.3 ± 3.9	76.8 ± 3.8	77.4 ± 4.1	..	70.0 ± 7.1	76.9 ± 1.1
Remote	51.1 ± 9.1	93.7 ± 8.8	63.2 ± 10.0	69.3 ± 9.2	75.6 ± 8.9	np	..	51.0 ± 17.1	64.2 ± 5.4
Very remote	46.0 ± 29.8	..	49.4 ± 10.4	49.1 ± 15.4	51.9 ± 13.1	np	..	9.2 ± 6.2	36.9 ± 7.4
Total	81.8 ± 1.1	86.0 ± 1.0	81.6 ± 1.3	82.9 ± 1.8	81.8 ± 2.3	78.5 ± 3.3	86.5 ± 3.3	54.3 ± 8.7	82.6 ± 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 (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) 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.97. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' 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 and 2012 were included in the 2013 and 2014 Reports. Data for 2014 are in table 4A.73. Data for narrative writing were included in earlier reports.

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

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

TABLE 4A.92

Table 4A.92 **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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.0 ± 0.2	97.7 ± 0.3	97.8 ± 0.3	97.9 ± 0.4	97.8 ± 0.6	98.2 ± 0.8	96.7 ± 1.3	95.2 ± 2.3	97.8 ± 0.1
Advanced diploma/diploma	97.1 ± 0.4	96.5 ± 0.5	96.3 ± 0.5	97.0 ± 0.7	96.0 ± 1.0	95.7 ± 1.9	95.9 ± 2.3	92.2 ± 3.6	96.6 ± 0.2
Certificate I to IV (e)	95.7 ± 0.4	95.7 ± 0.5	94.4 ± 0.5	95.6 ± 0.7	94.3 ± 0.9	95.2 ± 1.2	93.8 ± 2.2	84.8 ± 4.2	95.1 ± 0.2
Year 12 or equivalent	95.5 ± 0.6	95.3 ± 0.7	92.9 ± 0.8	95.2 ± 1.0	93.5 ± 1.6	94.3 ± 2.7	95.9 ± 2.4	86.5 ± 6.8	94.6 ± 0.4
Year 11 or equivalent or below	90.4 ± 0.9	90.6 ± 1.0	87.2 ± 1.4	88.4 ± 1.6	85.6 ± 2.0	88.1 ± 2.4	87.4 ± 6.6	52.7 ± 8.9	88.5 ± 0.6
Not stated (f)	92.6 ± 1.2	93.4 ± 1.6	90.1 ± 1.2	87.7 ± 2.0	86.5 ± 3.1	92.1 ± 2.9	93.5 ± 3.6	39.5 ± 11.7	88.0 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	98.2 ± 0.2	98.1 ± 0.3	97.8 ± 0.3	98.1 ± 0.4	98.0 ± 0.5	98.4 ± 0.9	96.7 ± 1.3	94.5 ± 2.1	98.0 ± 0.1
Other business managers and associate professionals	97.7 ± 0.3	97.7 ± 0.3	97.0 ± 0.4	97.5 ± 0.5	96.8 ± 0.7	97.5 ± 1.0	96.2 ± 1.3	91.7 ± 4.3	97.4 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.5 ± 0.4	96.8 ± 0.4	95.2 ± 0.5	96.5 ± 0.6	96.1 ± 0.9	95.6 ± 1.6	96.3 ± 1.8	87.5 ± 4.2	96.1 ± 0.2
Machine operators, hospitality staff, assistants, labourers	94.8 ± 0.5	94.4 ± 0.7	92.0 ± 1.0	93.6 ± 1.3	92.5 ± 1.2	93.4 ± 1.6	91.6 ± 5.4	69.1 ± 8.9	93.6 ± 0.4
Not in paid work in previous 12 months	90.7 ± 1.0	89.7 ± 1.1	86.5 ± 1.7	87.0 ± 2.2	86.3 ± 2.6	86.1 ± 3.2	91.5 ± 4.9	47.4 ± 8.4	88.4 ± 0.7
Not stated (h)	91.7 ± 0.8	93.4 ± 1.9	90.3 ± 1.0	89.6 ± 1.4	86.6 ± 2.1	90.7 ± 2.8	92.4 ± 3.0	38.3 ± 8.7	89.0 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	97.3 ± 0.3	97.2 ± 0.4	96.3 ± 0.4	97.0 ± 0.5	96.3 ± 0.8	95.3 ± 1.4	96.2 ± 1.2	92.1 ± 2.7	96.9 ± 0.2
Advanced diploma/diploma	95.1 ± 0.5	95.3 ± 0.6	92.9 ± 0.7	94.7 ± 0.9	92.7 ± 1.4	93.9 ± 1.9	94.1 ± 2.2	87.4 ± 4.2	94.4 ± 0.3

TABLE 4A.92

Table 4A.92 **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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate I to IV (e)	92.3 ± 0.5	93.3 ± 0.6	89.7 ± 0.7	92.2 ± 0.9	89.1 ± 1.3	90.8 ± 2.0	90.2 ± 3.5	77.7 ± 5.9	91.5 ± 0.3
Year 12 or equivalent	92.3 ± 0.8	93.4 ± 0.8	88.8 ± 1.1	90.7 ± 1.5	90.3 ± 1.7	86.9 ± 3.9	94.0 ± 3.1	76.7 ± 8.8	91.3 ± 0.5
Year 11 or equivalent or below	83.1 ± 1.2	87.1 ± 1.2	78.5 ± 1.5	80.9 ± 2.0	77.6 ± 2.5	78.8 ± 3.1	84.2 ± 6.4	44.3 ± 7.9	81.7 ± 0.7
Not stated (f)	88.6 ± 1.1	92.9 ± 1.7	84.8 ± 1.5	82.1 ± 2.4	82.4 ± 2.8	84.5 ± 4.0	94.2 ± 2.8	30.5 ± 12.9	83.6 ± 1.3
Parental occupation (g)									
Senior management and qualified professionals	97.3 ± 0.3	97.6 ± 0.4	96.5 ± 0.4	97.1 ± 0.5	95.9 ± 0.9	95.5 ± 1.4	96.6 ± 1.2	90.6 ± 3.3	97.0 ± 0.2
Other business managers and associate professionals	96.0 ± 0.4	96.5 ± 0.4	94.1 ± 0.6	95.5 ± 0.7	94.4 ± 1.0	93.8 ± 1.6	95.0 ± 1.8	86.0 ± 4.8	95.5 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.1 ± 0.5	95.1 ± 0.5	91.2 ± 0.7	93.2 ± 0.9	91.8 ± 1.3	92.2 ± 1.8	92.0 ± 3.6	80.9 ± 5.1	93.3 ± 0.3
Machine operators, hospitality staff, assistants, labourers	90.5 ± 0.7	91.5 ± 0.8	84.6 ± 1.1	88.7 ± 2.0	86.4 ± 1.9	85.3 ± 2.6	93.4 ± 4.2	61.3 ± 9.3	88.8 ± 0.5
Not in paid work in previous 12 months	83.1 ± 1.3	86.0 ± 1.2	77.3 ± 2.2	80.2 ± 2.8	78.0 ± 3.2	75.3 ± 3.9	85.6 ± 6.5	37.7 ± 8.2	82.0 ± 0.8
Not stated (h)	86.6 ± 1.0	93.7 ± 1.6	84.3 ± 1.2	83.1 ± 1.9	80.9 ± 2.5	83.9 ± 3.6	91.6 ± 2.9	29.3 ± 9.2	83.4 ± 1.0
Year 7									
Parental education (d)									
Bachelor degree or above	95.9 ± 0.4	96.4 ± 0.4	96.1 ± 0.4	96.5 ± 0.6	95.8 ± 0.8	95.1 ± 1.6	94.9 ± 1.5	88.8 ± 4.2	96.0 ± 0.2
Advanced diploma/diploma	92.5 ± 0.6	92.8 ± 0.9	92.0 ± 0.7	93.7 ± 0.9	92.8 ± 1.2	92.4 ± 2.3	91.7 ± 3.1	82.6 ± 5.8	92.5 ± 0.4
Certificate I to IV (e)	87.0 ± 0.8	89.3 ± 0.9	88.2 ± 0.8	90.8 ± 1.0	89.6 ± 1.4	86.1 ± 2.2	85.8 ± 4.2	72.4 ± 6.4	88.1 ± 0.4
Year 12 or equivalent	87.6 ± 1.3	90.9 ± 1.1	87.8 ± 1.2	89.2 ± 1.8	89.8 ± 2.0	82.3 ± 5.1	85.5 ± 4.8	72.9 ± 9.3	88.6 ± 0.6
Year 11 or equivalent or below	75.4 ± 1.5	80.7 ± 1.6	76.6 ± 1.5	78.9 ± 2.4	80.9 ± 2.3	77.2 ± 3.8	74.0 ± 8.9	40.9 ± 9.3	77.3 ± 0.8
Not stated (f)	84.6 ± 2.1	91.8 ± 1.8	83.6 ± 1.5	82.6 ± 2.3	84.7 ± 2.2	87.8 ± 4.2	89.0 ± 5.0	24.7 ± 15.9	82.8 ± 1.2

TABLE 4A.92

Table 4A.92 **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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental occupation (g)									
Senior management and qualified professionals	95.9 ± 0.4	96.9 ± 0.5	95.9 ± 0.5	96.3 ± 0.6	95.9 ± 0.9	94.8 ± 2.0	95.1 ± 1.5	86.1 ± 4.3	96.0 ± 0.2
Other business managers and associate professionals	93.5 ± 0.5	94.8 ± 0.6	93.2 ± 0.6	94.3 ± 0.8	94.0 ± 1.0	92.3 ± 1.8	92.8 ± 2.1	81.7 ± 6.0	93.8 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	89.7 ± 0.7	91.8 ± 0.8	89.9 ± 0.7	92.0 ± 1.0	92.0 ± 1.2	87.4 ± 2.3	87.9 ± 4.0	76.6 ± 6.6	90.5 ± 0.4
Machine operators, hospitality staff, assistants, labourers	84.0 ± 1.2	86.7 ± 1.1	83.1 ± 1.2	86.1 ± 2.0	87.4 ± 1.6	82.0 ± 3.1	81.4 ± 7.4	52.6 ± 10.8	84.7 ± 0.6
Not in paid work in previous 12 months	74.7 ± 1.7	78.8 ± 1.8	74.0 ± 2.2	75.6 ± 3.0	77.7 ± 3.2	72.6 ± 4.7	75.7 ± 11.8	31.9 ± 12.4	75.8 ± 1.0
Not stated (h)	80.4 ± 1.9	92.6 ± 1.7	82.7 ± 1.3	83.0 ± 2.0	82.4 ± 2.0	85.0 ± 4.2	85.7 ± 5.6	22.5 ± 9.0	81.5 ± 1.0
Year 9									
Parental education (d)									
Bachelor degree or above	93.7 ± 0.6	94.4 ± 0.6	92.6 ± 0.8	93.6 ± 1.0	92.2 ± 1.5	92.5 ± 2.0	93.4 ± 1.8	82.5 ± 6.8	93.5 ± 0.3
Advanced diploma/diploma	87.0 ± 1.0	88.4 ± 1.0	85.8 ± 1.3	88.4 ± 1.3	87.5 ± 1.9	85.9 ± 2.6	85.4 ± 4.0	75.4 ± 6.9	87.2 ± 0.5
Certificate I to IV (e)	78.5 ± 1.2	83.0 ± 1.2	80.3 ± 1.2	82.8 ± 1.7	80.2 ± 2.5	78.5 ± 3.0	80.4 ± 4.9	66.0 ± 6.7	80.4 ± 0.6
Year 12 or equivalent	81.1 ± 1.6	84.1 ± 1.6	80.6 ± 1.6	82.2 ± 2.2	82.1 ± 2.9	78.3 ± 6.5	83.2 ± 6.6	60.7 ± 10.8	81.8 ± 0.8
Year 11 or equivalent or below	62.6 ± 1.7	72.2 ± 1.7	66.1 ± 2.0	66.8 ± 3.5	67.8 ± 3.2	63.4 ± 4.8	61.0 ± 9.7	38.3 ± 9.1	66.3 ± 1.0
Not stated (f)	73.2 ± 2.3	86.8 ± 2.4	75.6 ± 2.8	73.1 ± 4.3	75.5 ± 4.3	75.0 ± 5.5	81.8 ± 6.5	32.1 ± 16.9	74.6 ± 1.5
Parental occupation (g)									
Senior management and qualified professionals	93.2 ± 0.7	94.7 ± 0.6	92.2 ± 0.9	93.0 ± 1.0	92.4 ± 1.5	91.9 ± 2.2	92.5 ± 2.1	81.5 ± 6.2	93.1 ± 0.4

TABLE 4A.92

Table 4A.92 **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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Other business managers and associate professionals	88.5 ± 0.8	90.7 ± 0.9	88.0 ± 1.0	88.6 ± 1.4	88.3 ± 1.7	85.4 ± 2.5	88.9 ± 3.0	76.6 ± 5.4	88.8 ± 0.4
Tradespeople, clerks, skilled office, sales and service staff	81.7 ± 1.2	86.1 ± 1.1	81.2 ± 1.2	84.3 ± 1.6	83.6 ± 2.1	82.8 ± 3.0	83.0 ± 5.7	64.1 ± 6.8	83.1 ± 0.6
Machine operators, hospitality staff, assistants, labourers	73.5 ± 1.5	79.1 ± 1.4	72.7 ± 1.9	74.8 ± 2.8	75.7 ± 2.6	69.3 ± 4.2	73.7 ± 7.2	50.7 ± 9.9	75.1 ± 0.8
Not in paid work in previous 12 months	63.0 ± 2.2	70.8 ± 2.2	63.7 ± 3.0	60.3 ± 5.5	65.7 ± 5.0	58.2 ± 6.0	77.4 ± 9.9	29.4 ± 10.4	65.7 ± 1.3
Not stated (h)	70.3 ± 2.0	87.8 ± 2.6	74.5 ± 2.4	72.9 ± 3.6	70.6 ± 4.3	71.2 ± 6.0	76.8 ± 5.9	27.6 ± 9.5	72.5 ± 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 (2013). 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.97. Readers are urged to be cautious when comparing results.
- (c) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2014 are in table 4A.74. 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.93

Table 4A.93 Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (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									
Aboriginal and Torres Strait Islander students	365.4 ± 3.6	389.5 ± 5.2	349.3 ± 6.0	316.7 ± 7.8	325.3 ± 12.7	371.8 ± 8.4	369.9 ± 17.2	233.1 ± 17.8	340.7 ± 4.3
Non-Indigenous students	425.3 ± 1.5	430.4 ± 1.4	410.8 ± 2.0	412.5 ± 2.3	404.9 ± 3.0	405.6 ± 5.0	422.6 ± 5.4	387.5 ± 8.3	420.0 ± 0.9
All students	422.2 ± 1.6	429.7 ± 1.5	406.2 ± 2.2	405.3 ± 2.7	401.2 ± 3.2	402.9 ± 4.9	421.0 ± 5.6	319.8 ± 19.2	415.6 ± 1.0
Year 5									
Aboriginal and Torres Strait Islander students	424.8 ± 3.8	446.6 ± 6.2	411.2 ± 5.0	380.1 ± 7.6	386.8 ± 12.7	427.5 ± 8.6	443.8 ± 13.2	293.0 ± 20.2	400.2 ± 5.0
Non-Indigenous students	486.9 ± 1.6	490.4 ± 1.4	474.4 ± 1.9	477.7 ± 2.3	468.2 ± 3.0	468.4 ± 4.8	487.2 ± 5.1	461.3 ± 7.3	482.4 ± 0.8
All students	483.7 ± 1.7	489.7 ± 1.4	469.8 ± 2.1	470.4 ± 2.6	464.6 ± 3.2	464.9 ± 4.9	486.1 ± 5.1	385.9 ± 21.8	477.9 ± 1.0
Year 7									
Aboriginal and Torres Strait Islander students	452.0 ± 4.6	467.2 ± 9.1	457.4 ± 5.5	426.6 ± 8.7	441.2 ± 11.0	470.2 ± 9.7	478.9 ± 19.3	317.8 ± 27.9	437.4 ± 5.3
Non-Indigenous students	520.0 ± 2.8	525.3 ± 2.7	519.2 ± 2.1	524.6 ± 3.1	520.5 ± 3.2	507.9 ± 6.9	528.3 ± 7.3	499.6 ± 11.9	521.4 ± 1.3
All students	516.6 ± 2.9	524.4 ± 2.7	514.9 ± 2.2	517.6 ± 3.5	517.1 ± 3.4	505.6 ± 7.2	526.7 ± 7.5	418.4 ± 30.0	517.0 ± 1.4
Year 9									
Aboriginal and Torres Strait Islander students	475.9 ± 4.9	504.4 ± 6.6	487.9 ± 6.7	459.0 ± 10.9	481.1 ± 10.1	493.7 ± 12.2	511.9 ± 21.8	364.9 ± 26.2	471.0 ± 4.3
Non-Indigenous students	558.1 ± 3.6	565.0 ± 3.5	552.8 ± 3.6	561.6 ± 5.2	553.6 ± 6.3	547.5 ± 8.7	571.5 ± 11.0	540.4 ± 16.5	558.7 ± 1.8
All students	553.7 ± 3.7	564.0 ± 3.5	548.6 ± 3.8	554.4 ± 5.7	551.0 ± 6.6	541.2 ± 9.2	569.9 ± 11.2	470.1 ± 27.8	554.1 ± 1.9

TABLE 4A.93

Table 4A.93 Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (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>
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	<i>Proportion</i>	422.2 ± 1.6	429.7 ± 1.5	406.2 ± 2.2	405.3 ± 2.7	401.2 ± 3.2	402.9 ± 4.9	421.0 ± 5.6	319.8 ± 19.2	415.6 ± 1.0
Compared to										
<i>NSW</i>	422.2 ± 1.6	..	■	△	△	△	△	■	▲	■
<i>Vic</i>	429.7 ± 1.5	■	..	△	△	△	△	■	▲	△
<i>Qld</i>	406.2 ± 2.2	▽	▽	..	■	■	■	▽	▲	■
<i>WA</i>	405.3 ± 2.7	▽	▽	■	..	■	■	▽	▲	■
<i>SA</i>	401.2 ± 3.2	▽	▽	■	■	..	■	▽	▲	▽
<i>Tas</i>	402.9 ± 4.9	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	421.0 ± 5.6	■	■	△	△	△	△	..	▲	■
<i>NT</i>	319.8 ± 19.2	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	415.6 ± 1.0	■	▽	■	■	△	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 5										
	<i>Proportion</i>	483.7 ± 1.7	489.7 ± 1.4	469.8 ± 2.1	470.4 ± 2.6	464.6 ± 3.2	464.9 ± 4.9	486.1 ± 5.1	385.9 ± 21.8	477.9 ± 1.0
Compared to										
<i>NSW</i>	483.7 ± 1.7	..	■	■	■	△	△	■	▲	■
<i>Vic</i>	489.7 ± 1.4	■	..	△	△	△	△	■	▲	■
<i>Qld</i>	469.8 ± 2.1	■	▽	..	■	■	■	▽	▲	■
<i>WA</i>	470.4 ± 2.6	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	464.6 ± 3.2	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	464.9 ± 4.9	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	486.1 ± 5.1	■	■	△	△	△	△	..	▲	■
<i>NT</i>	385.9 ± 21.8	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	477.9 ± 1.0	■	■	■	■	■	■	■	▲	..

TABLE 4A.93

Table 4A.93 Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (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>
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	516.6 ± 2.9	524.4 ± 2.7	514.9 ± 2.2	517.6 ± 3.5	517.1 ± 3.4	505.6 ± 7.2	526.7 ± 7.5	418.4 ± 30.0	517.0 ± 1.4
Compared to										
<i>NSW</i>	516.6 ± 2.9	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	524.4 ± 2.7	■	..	■	■	■	△	■	▲	■
<i>Qld</i>	514.9 ± 2.2	■	■	..	■	■	■	■	▲	■
<i>WA</i>	517.6 ± 3.5	■	■	■	..	■	■	■	▲	■
<i>SA</i>	517.1 ± 3.4	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	505.6 ± 7.2	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	526.7 ± 7.5	■	■	■	■	■	△	..	▲	■
<i>NT</i>	418.4 ± 30.0	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	517.0 ± 1.4	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 9										
	<i>Proportion</i>	553.7 ± 3.7	564.0 ± 3.5	548.6 ± 3.8	554.4 ± 5.7	551.0 ± 6.6	541.2 ± 9.2	569.9 ± 11.2	470.1 ± 27.8	554.1 ± 1.9
Compared to										
<i>NSW</i>	553.7 ± 3.7	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	564.0 ± 3.5	■	..	■	■	■	△	■	▲	■
<i>Qld</i>	548.6 ± 3.8	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	554.4 ± 5.7	■	■	■	..	■	■	■	▲	■
<i>SA</i>	551.0 ± 6.6	■	■	■	■	..	■	▽	▲	■
<i>Tas</i>	541.2 ± 9.2	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	569.9 ± 11.2	■	■	△	■	△	△	..	▲	■
<i>NT</i>	470.1 ± 27.8	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	554.1 ± 1.9	■	■	■	■	■	■	■	▲	..

Table 4A.93 **Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (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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LBOTE = Language Background Other Than English.

▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

- (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 (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) 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.97. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2012 were included in earlier Reports. Data for 2014 are at table 4A.75.
- (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 'Aboriginal and Torres Strait Islander' 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.

.. Not applicable.

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

TABLE 4A.94

Table 4A.94 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2013 (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									
Aboriginal and Torres Strait Islander students									
Metropolitan	378.7 ± 4.4	394.7 ± 7.4	359.6 ± 6.0	340.2 ± 7.6	349.6 ± 10.9	370.4 ± 11.4	369.8 ± 17.6	..	366.0 ± 3.1
Provincial	356.5 ± 5.2	384.9 ± 6.9	359.5 ± 7.4	336.9 ± 12.1	329.0 ± 12.9	375.0 ± 11.0	np	326.2 ± 17.8	356.1 ± 3.7
Remote	328.3 ± 18.7	np	318.3 ± 19.1	307.4 ± 18.2	np	np	..	271.2 ± 25.6	304.2 ± 11.1
Very remote	326.8 ± 26.4	..	296.4 ± 26.2	266.6 ± 16.7	209.3 ± 47.9	np	..	186.7 ± 14.9	241.1 ± 15.4
Total	365.4 ± 3.6	389.5 ± 5.2	349.3 ± 6.0	316.7 ± 7.8	325.3 ± 12.7	371.8 ± 8.4	369.9 ± 17.2	233.1 ± 17.8	340.7 ± 4.3
Non-Indigenous students									
Metropolitan	431.0 ± 1.7	434.9 ± 1.7	414.9 ± 2.6	417.5 ± 2.7	409.0 ± 3.6	408.3 ± 8.0	422.6 ± 5.4	..	425.4 ± 1.0
Provincial	404.9 ± 2.3	415.3 ± 2.4	401.0 ± 2.7	398.1 ± 4.2	394.5 ± 5.2	404.3 ± 6.4	np	388.3 ± 10.3	404.8 ± 1.3
Remote	401.9 ± 14.8	416.1 ± 23.0	404.7 ± 9.2	395.5 ± 7.6	390.4 ± 11.1	373.7 ± 40.1	..	384.5 ± 17.6	396.6 ± 4.9
Very remote	408.0 ± 24.8	..	386.1 ± 15.9	398.6 ± 13.0	388.0 ± 21.9	np	..	386.7 ± 13.0	392.1 ± 8.0
Total	425.3 ± 1.5	430.4 ± 1.4	410.8 ± 2.0	412.5 ± 2.3	404.9 ± 3.0	405.6 ± 5.0	422.6 ± 5.4	387.5 ± 8.3	420.0 ± 0.9
All students									
Metropolitan	429.4 ± 1.8	434.5 ± 1.7	412.1 ± 2.7	414.1 ± 2.9	407.0 ± 3.8	406.3 ± 7.9	421.0 ± 5.6	..	423.5 ± 1.1
Provincial	399.2 ± 2.6	414.3 ± 2.4	397.1 ± 2.8	392.9 ± 4.7	390.0 ± 5.5	401.1 ± 6.2	np	377.3 ± 12.0	400.6 ± 1.4
Remote	374.1 ± 19.0	415.7 ± 22.7	383.7 ± 13.7	375.8 ± 11.8	387.1 ± 12.6	366.8 ± 48.5	..	333.5 ± 27.6	373.5 ± 7.3
Very remote	371.1 ± 32.7	..	330.6 ± 22.8	323.9 ± 21.6	294.6 ± 54.2	np	..	214.0 ± 29.6	291.3 ± 16.7
Total	422.2 ± 1.6	429.7 ± 1.5	406.2 ± 2.2	405.3 ± 2.7	401.2 ± 3.2	402.9 ± 4.9	421.0 ± 5.6	319.8 ± 19.2	415.6 ± 1.0
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	441.0 ± 4.1	457.4 ± 6.6	423.4 ± 5.8	405.3 ± 8.6	413.0 ± 9.8	424.2 ± 14.3	447.4 ± 12.5	..	429.6 ± 3.0
Provincial	413.0 ± 5.7	437.7 ± 8.9	414.7 ± 6.8	395.6 ± 12.4	386.3 ± 16.3	429.1 ± 10.7	np	390.9 ± 18.9	412.6 ± 3.7
Remote	396.6 ± 20.6	np	379.3 ± 23.0	361.9 ± 17.8	np	np	..	357.9 ± 18.8	371.8 ± 10.7

TABLE 4A.94

Table 4A.94 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2013 (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	356.7 ± 60.3	..	366.1 ± 18.8	340.8 ± 16.6	291.3 ± 36.5	np	..	245.5 ± 16.0	300.6 ± 16.7
Total	424.8 ± 3.8	446.6 ± 6.2	411.2 ± 5.0	380.1 ± 7.6	386.8 ± 12.7	427.5 ± 8.6	443.8 ± 13.2	293.0 ± 20.2	400.2 ± 5.0
Non-Indigenous students									
Metropolitan	492.6 ± 1.8	495.0 ± 1.6	478.8 ± 2.4	482.1 ± 2.6	473.1 ± 3.6	472.5 ± 7.9	487.2 ± 5.1	..	487.7 ± 1.0
Provincial	467.6 ± 2.2	475.7 ± 2.2	464.2 ± 2.5	465.0 ± 4.2	455.1 ± 4.8	465.2 ± 6.1	np	460.2 ± 8.8	467.5 ± 1.2
Remote	445.7 ± 16.5	462.4 ± 15.2	459.7 ± 6.9	464.9 ± 7.8	458.6 ± 13.8	465.3 ± 16.5	..	467.5 ± 14.0	461.2 ± 4.6
Very remote	459.3 ± 17.9	..	461.4 ± 13.1	457.2 ± 11.2	452.6 ± 37.3	np	..	453.9 ± 22.6	458.3 ± 7.9
Total	486.9 ± 1.6	490.4 ± 1.4	474.4 ± 1.9	477.7 ± 2.3	468.2 ± 3.0	468.4 ± 4.8	487.2 ± 5.1	461.3 ± 7.3	482.4 ± 0.8
All students									
Metropolitan	491.0 ± 1.8	494.7 ± 1.6	476.0 ± 2.6	478.9 ± 2.8	471.3 ± 3.7	469.1 ± 8.0	486.3 ± 5.1	..	485.9 ± 1.0
Provincial	461.6 ± 2.6	474.4 ± 2.3	459.6 ± 2.7	458.8 ± 4.7	450.6 ± 5.4	461.5 ± 6.0	np	447.1 ± 11.4	462.8 ± 1.4
Remote	427.7 ± 15.0	462.0 ± 15.0	440.4 ± 12.2	439.1 ± 13.6	455.5 ± 14.6	465.3 ± 19.9	..	427.1 ± 22.6	439.6 ± 6.8
Very remote	405.5 ± 46.0	..	406.3 ± 17.3	389.1 ± 20.2	365.1 ± 43.7	np	..	266.4 ± 30.9	349.8 ± 18.8
Total	483.7 ± 1.7	489.7 ± 1.4	469.8 ± 2.1	470.4 ± 2.6	464.6 ± 3.2	464.9 ± 4.9	486.1 ± 5.1	385.9 ± 21.8	477.9 ± 1.0
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	467.8 ± 5.3	476.4 ± 15.9	467.8 ± 5.4	455.4 ± 10.5	461.5 ± 10.8	456.4 ± 17.6	478.9 ± 19.3	..	466.5 ± 3.3
Provincial	441.6 ± 6.4	457.7 ± 9.1	460.8 ± 6.6	448.7 ± 9.9	444.8 ± 16.5	477.9 ± 10.2	..	429.1 ± 19.6	450.0 ± 3.9
Remote	398.5 ± 25.0	np	429.2 ± 22.5	413.2 ± 20.0	np	np	..	352.2 ± 44.1	399.0 ± 19.7
Very remote	np	..	409.0 ± 31.0	375.4 ± 17.8	334.5 ± 33.9	np	..	261.3 ± 22.6	329.8 ± 20.6
Total	452.0 ± 4.6	467.2 ± 9.1	457.4 ± 5.5	426.6 ± 8.7	441.2 ± 11.0	470.2 ± 9.7	478.9 ± 19.3	317.8 ± 27.9	437.4 ± 5.3
Non-Indigenous students									
Metropolitan	526.8 ± 3.3	531.3 ± 3.0	524.0 ± 2.6	529.2 ± 3.8	525.2 ± 3.9	511.7 ± 13.7	528.3 ± 7.3	..	527.4 ± 1.5
Provincial	497.1 ± 3.5	506.1 ± 4.4	507.9 ± 2.7	511.1 ± 4.0	509.1 ± 4.8	505.1 ± 6.3	..	499.4 ± 12.3	504.4 ± 1.7

TABLE 4A.94

Table 4A.94 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2013 (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	466.7 ± 18.4	507.0 ± 13.9	505.2 ± 6.8	512.8 ± 8.6	501.2 ± 11.4	493.3 ± 9.5	..	500.9 ± 36.4	504.2 ± 6.5
Very remote	502.4 ± 53.6	..	499.7 ± 14.8	506.8 ± 9.5	495.1 ± 18.9	np	..	496.2 ± 27.9	501.7 ± 7.9
Total	520.0 ± 2.8	525.3 ± 2.7	519.2 ± 2.1	524.6 ± 3.1	520.5 ± 3.2	507.9 ± 6.9	528.3 ± 7.3	499.6 ± 11.9	521.4 ± 1.3
All students									
Metropolitan	525.0 ± 3.4	530.7 ± 3.0	521.2 ± 2.7	526.4 ± 4.0	523.1 ± 4.0	509.5 ± 14.1	526.7 ± 7.5	..	525.5 ± 1.6
Provincial	491.1 ± 3.9	504.6 ± 4.5	503.9 ± 2.9	505.5 ± 4.4	505.2 ± 5.2	502.5 ± 6.4	..	484.7 ± 14.1	499.9 ± 1.9
Remote	437.5 ± 24.0	508.1 ± 13.1	489.0 ± 11.5	488.6 ± 13.9	497.2 ± 11.9	495.5 ± 8.8	..	437.7 ± 56.1	477.9 ± 11.9
Very remote	446.6 ± 76.6	..	447.6 ± 25.6	426.0 ± 23.6	415.9 ± 46.5	np	..	283.0 ± 33.6	383.5 ± 22.1
Total	516.6 ± 2.9	524.4 ± 2.7	514.9 ± 2.2	517.6 ± 3.5	517.1 ± 3.4	505.6 ± 7.2	526.7 ± 7.5	418.4 ± 30.0	517.0 ± 1.4
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	489.7 ± 7.3	515.1 ± 8.6	499.9 ± 8.9	484.0 ± 13.1	489.4 ± 13.4	481.9 ± 23.8	511.9 ± 21.8	..	494.6 ± 4.6
Provincial	467.8 ± 6.0	494.8 ± 9.5	487.8 ± 8.4	464.9 ± 14.7	479.1 ± 15.1	500.3 ± 13.8	..	449.9 ± 24.9	476.3 ± 4.5
Remote	433.9 ± 13.9	np	430.5 ± 43.3	436.3 ± 24.4	np	np	..	384.4 ± 35.2	422.0 ± 17.9
Very remote	np	..	432.1 ± 19.7	411.7 ± 40.1	np	np	..	292.9 ± 25.4	363.3 ± 24.3
Total	475.9 ± 4.9	504.4 ± 6.6	487.9 ± 6.7	459.0 ± 10.9	481.1 ± 10.1	493.7 ± 12.2	511.9 ± 21.8	364.9 ± 26.2	471.0 ± 4.3
Non-Indigenous students									
Metropolitan	565.6 ± 4.3	571.5 ± 4.0	559.2 ± 4.5	567.0 ± 6.3	561.0 ± 7.7	554.6 ± 14.3	571.5 ± 11.0	..	565.6 ± 2.2
Provincial	533.1 ± 4.4	545.0 ± 5.3	537.5 ± 4.4	544.2 ± 7.5	534.3 ± 8.4	542.7 ± 10.8	..	542.6 ± 18.5	538.8 ± 2.4
Remote	506.2 ± 14.7	558.4 ± 8.2	518.7 ± 13.0	545.0 ± 11.7	528.3 ± 16.9	np	..	532.6 ± 42.6	531.1 ± 9.8
Very remote	534.6 ± 37.1	..	512.5 ± 15.1	550.9 ± 13.4	520.3 ± 33.2	np	..	530.7 ± 32.4	529.4 ± 12.1
Total	558.1 ± 3.6	565.0 ± 3.5	552.8 ± 3.6	561.6 ± 5.2	553.6 ± 6.3	547.5 ± 8.7	571.5 ± 11.0	540.4 ± 16.5	558.7 ± 1.8
All students									
Metropolitan	563.1 ± 4.4	571.0 ± 4.1	556.3 ± 4.7	563.3 ± 6.5	559.1 ± 8.1	547.4 ± 15.2	569.9 ± 11.2	..	563.3 ± 2.2

TABLE 4A.94

Table 4A.94 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2013 (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	526.0 ± 4.8	543.3 ± 5.3	533.1 ± 4.7	537.2 ± 9.2	531.4 ± 8.8	537.0 ± 11.1	..	522.8 ± 19.3	533.5 ± 2.6
Remote	472.0 ± 17.8	558.4 ± 8.2	494.4 ± 23.0	514.9 ± 21.9	528.2 ± 19.4	np	..	465.7 ± 52.6	500.2 ± 14.5
Very remote	453.2 ± 84.1	..	469.2 ± 22.0	462.6 ± 40.0	475.2 ± 31.0	np	..	312.3 ± 32.6	418.3 ± 24.5
Total	553.7 ± 3.7	564.0 ± 3.5	548.6 ± 3.8	554.4 ± 5.7	551.0 ± 6.6	541.2 ± 9.2	569.9 ± 11.2	470.1 ± 27.8	554.1 ± 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 (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) 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.97. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' 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 and 2012 were included in the 2013 and 2014 Reports. Data for 2014 are in table 4A.76. Data for narrative writing were included in earlier reports.

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

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

TABLE 4A.95

Table 4A.95 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (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	447.4 ± 1.5	447.0 ± 1.4	436.1 ± 2.0	433.5 ± 2.3	429.6 ± 2.7	435.3 ± 6.3	435.6 ± 5.2	402.5 ± 10.3	442.0 ± 0.9
Advanced diploma/diploma	425.2 ± 1.7	428.0 ± 1.7	411.4 ± 2.2	414.8 ± 2.8	408.1 ± 3.6	407.9 ± 6.6	411.8 ± 7.5	382.9 ± 11.1	420.3 ± 1.0
Certificate I to IV (e)	406.8 ± 1.6	416.5 ± 1.6	397.6 ± 2.0	399.1 ± 2.8	393.8 ± 3.3	398.9 ± 4.6	400.6 ± 8.9	358.2 ± 12.4	404.5 ± 0.9
Year 12 or equivalent	411.2 ± 2.3	421.9 ± 2.4	394.4 ± 2.7	400.5 ± 3.3	395.1 ± 4.5	397.6 ± 8.5	403.0 ± 8.9	356.2 ± 16.1	406.4 ± 1.3
Year 11 or equivalent or below	378.6 ± 2.6	398.7 ± 2.5	365.1 ± 3.7	366.5 ± 4.6	362.6 ± 5.3	369.6 ± 6.5	368.7 ± 16.3	270.2 ± 20.1	375.7 ± 1.6
Not stated (f)	409.1 ± 4.9	435.2 ± 6.8	387.2 ± 4.2	378.4 ± 6.3	378.9 ± 7.3	396.1 ± 14.0	423.0 ± 14.5	240.2 ± 34.6	388.2 ± 3.7
Parental occupation (g)									
Senior management and qualified professionals	446.9 ± 1.6	448.4 ± 1.6	435.8 ± 2.1	432.7 ± 2.6	429.4 ± 3.2	434.1 ± 6.4	434.7 ± 6.3	398.6 ± 10.3	441.4 ± 0.9
Other business managers and associate professionals	432.3 ± 1.5	436.1 ± 1.5	419.2 ± 2.0	418.9 ± 2.7	414.3 ± 3.1	417.0 ± 5.3	420.8 ± 5.5	382.0 ± 12.4	427.6 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	416.5 ± 1.7	425.4 ± 1.7	402.9 ± 2.1	405.9 ± 2.8	401.2 ± 3.5	405.2 ± 5.4	415.2 ± 8.5	365.2 ± 10.8	412.8 ± 1.0
Machine operators, hospitality staff, assistants, labourers	403.1 ± 2.2	414.2 ± 1.9	384.8 ± 3.0	390.9 ± 3.8	387.7 ± 4.2	387.1 ± 5.7	385.5 ± 14.5	315.9 ± 20.8	399.5 ± 1.3
Not in paid work in previous 12 months	385.2 ± 2.8	403.0 ± 2.7	367.3 ± 4.4	368.3 ± 5.7	369.3 ± 7.1	363.7 ± 9.0	388.2 ± 11.8	255.7 ± 20.6	383.7 ± 1.9
Not stated (h)	397.8 ± 3.4	439.6 ± 7.1	386.4 ± 3.3	382.9 ± 4.7	375.6 ± 5.6	388.6 ± 11.1	409.2 ± 8.5	235.5 ± 24.2	386.9 ± 2.5
Year 5									
Parental education (d)									
Bachelor degree or above	511.5 ± 1.7	509.6 ± 1.3	499.8 ± 2.0	500.7 ± 2.4	495.2 ± 3.2	498.6 ± 5.9	502.4 ± 4.9	476.5 ± 8.2	506.2 ± 0.9
Advanced diploma/diploma	487.1 ± 1.5	488.6 ± 1.7	476.5 ± 2.2	479.0 ± 2.5	472.4 ± 3.3	479.1 ± 5.8	479.0 ± 6.0	454.4 ± 9.1	483.1 ± 0.9
Certificate I to IV (e)	469.3 ± 1.4	476.7 ± 1.4	460.5 ± 2.0	464.8 ± 2.4	456.4 ± 3.0	461.4 ± 4.7	462.6 ± 7.1	432.9 ± 12.1	467.2 ± 0.8

TABLE 4A.95

Table 4A.95 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (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	474.8 ± 2.2	482.6 ± 2.3	460.4 ± 2.7	463.3 ± 3.4	461.5 ± 4.5	455.5 ± 9.4	471.5 ± 8.4	428.8 ± 16.6	470.4 ± 1.3
Year 11 or equivalent or below	442.2 ± 2.4	460.9 ± 2.2	431.8 ± 3.1	433.5 ± 4.2	428.7 ± 5.2	431.2 ± 6.0	446.1 ± 11.1	350.1 ± 18.7	440.9 ± 1.5
Not stated (f)	469.8 ± 3.7	493.9 ± 5.6	454.7 ± 4.1	445.2 ± 5.9	445.9 ± 6.1	456.7 ± 12.4	481.5 ± 10.0	305.2 ± 40.2	453.6 ± 3.8
Parental occupation (g)									
Senior management and qualified professionals	510.2 ± 1.8	510.6 ± 1.5	499.4 ± 2.1	500.0 ± 2.8	494.8 ± 3.6	498.7 ± 5.9	501.4 ± 6.6	470.8 ± 9.7	505.2 ± 1.0
Other business managers and associate professionals	494.2 ± 1.5	496.6 ± 1.5	482.3 ± 2.0	482.3 ± 2.4	478.2 ± 2.8	478.5 ± 5.3	489.3 ± 4.4	456.2 ± 11.7	489.7 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	478.1 ± 1.6	484.1 ± 1.4	466.5 ± 1.9	469.8 ± 2.5	464.4 ± 3.4	465.7 ± 4.9	471.9 ± 8.0	436.7 ± 9.5	474.7 ± 0.9
Machine operators, hospitality staff, assistants, labourers	465.4 ± 2.1	474.2 ± 1.8	447.4 ± 2.5	455.8 ± 3.6	448.8 ± 3.8	447.4 ± 5.7	466.8 ± 10.5	394.8 ± 20.7	461.5 ± 1.2
Not in paid work in previous 12 months	446.9 ± 2.8	464.6 ± 2.5	431.9 ± 4.5	437.0 ± 5.8	430.1 ± 7.4	424.0 ± 7.4	451.1 ± 12.9	339.0 ± 19.3	447.1 ± 1.8
Not stated (h)	461.4 ± 3.1	499.7 ± 6.2	451.3 ± 3.2	446.7 ± 4.7	441.6 ± 5.3	451.0 ± 10.6	474.1 ± 7.4	300.8 ± 29.5	451.1 ± 2.8
Year 7									
Parental education (d)									
Bachelor degree or above	550.3 ± 3.2	550.1 ± 2.5	548.0 ± 2.4	550.4 ± 3.5	549.3 ± 3.8	545.5 ± 8.9	546.6 ± 6.7	520.6 ± 15.3	549.4 ± 1.4
Advanced diploma/diploma	520.8 ± 2.3	523.1 ± 2.4	520.8 ± 2.0	524.9 ± 3.2	526.8 ± 3.9	519.0 ± 5.5	515.2 ± 7.8	495.9 ± 15.5	521.9 ± 1.2
Certificate I to IV (e)	499.3 ± 2.2	508.1 ± 2.3	505.4 ± 1.9	509.2 ± 2.9	507.8 ± 3.3	498.0 ± 5.3	503.7 ± 7.8	466.5 ± 11.2	503.9 ± 1.1
Year 12 or equivalent	506.2 ± 3.1	519.0 ± 5.2	506.3 ± 2.7	510.8 ± 4.0	512.5 ± 4.4	491.2 ± 10.3	507.5 ± 9.2	470.2 ± 20.2	509.9 ± 1.9
Year 11 or equivalent or below	470.8 ± 3.2	489.0 ± 3.1	477.1 ± 3.0	480.4 ± 4.6	485.1 ± 4.4	473.4 ± 7.7	472.5 ± 13.0	385.6 ± 25.7	477.4 ± 1.7
Not stated (f)	506.9 ± 7.4	536.3 ± 7.2	499.0 ± 3.6	494.8 ± 6.5	502.9 ± 5.6	509.2 ± 11.7	520.6 ± 11.4	321.7 ± 52.9	499.2 ± 4.0

TABLE 4A.95

Table 4A.95 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (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	547.8 ± 3.1	550.8 ± 2.9	546.4 ± 2.7	547.7 ± 3.9	547.7 ± 4.3	542.2 ± 10.5	545.2 ± 7.2	513.0 ± 14.9	547.6 ± 1.5
Other business managers and associate professionals	527.8 ± 2.5	532.9 ± 2.5	527.2 ± 2.0	528.7 ± 3.3	529.2 ± 3.4	518.6 ± 5.7	527.2 ± 7.9	491.6 ± 13.8	528.7 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	509.4 ± 2.3	518.4 ± 2.3	510.1 ± 1.9	515.1 ± 3.0	517.7 ± 3.3	503.7 ± 5.3	510.7 ± 11.5	477.0 ± 12.5	512.6 ± 1.2
Machine operators, hospitality staff, assistants, labourers	492.9 ± 3.1	502.9 ± 2.9	491.3 ± 2.7	498.8 ± 4.0	501.4 ± 3.5	485.5 ± 6.6	498.2 ± 12.1	418.1 ± 25.0	495.7 ± 1.5
Not in paid work in previous 12 months	472.1 ± 3.8	491.8 ± 3.8	476.7 ± 4.2	478.5 ± 6.4	483.5 ± 7.2	466.2 ± 10.2	501.0 ± 18.9	362.5 ± 33.2	479.5 ± 2.2
Not stated (h)	494.4 ± 6.3	539.6 ± 7.8	496.4 ± 3.2	495.3 ± 5.4	495.5 ± 5.2	500.5 ± 10.7	509.6 ± 9.8	314.9 ± 35.0	494.9 ± 3.3
Year 9									
Parental education (d)									
Bachelor degree or above	597.7 ± 3.9	598.0 ± 3.4	588.0 ± 4.1	593.6 ± 5.6	591.4 ± 6.4	591.4 ± 7.8	595.9 ± 9.4	560.0 ± 18.1	594.8 ± 1.9
Advanced diploma/diploma	562.3 ± 3.1	565.9 ± 3.0	555.8 ± 3.2	565.3 ± 4.1	562.2 ± 5.2	556.2 ± 7.4	559.7 ± 11.6	531.7 ± 20.8	561.9 ± 1.5
Certificate I to IV (e)	534.9 ± 2.9	545.4 ± 2.9	538.5 ± 2.8	545.6 ± 4.1	539.7 ± 5.6	537.2 ± 7.1	541.2 ± 11.8	504.6 ± 16.4	539.5 ± 1.5
Year 12 or equivalent	546.1 ± 3.6	555.5 ± 4.9	540.2 ± 3.5	545.1 ± 5.4	545.2 ± 7.2	538.2 ± 13.4	548.3 ± 14.7	493.2 ± 24.2	546.6 ± 2.1
Year 11 or equivalent or below	500.1 ± 3.8	523.7 ± 3.5	507.4 ± 3.8	508.3 ± 6.8	511.1 ± 6.7	499.1 ± 10.0	505.4 ± 19.7	427.7 ± 28.8	508.4 ± 2.0
Not stated (f)	532.6 ± 6.2	574.7 ± 7.3	532.8 ± 8.5	530.1 ± 11.4	535.0 ± 9.6	529.4 ± 11.3	559.5 ± 16.2	395.9 ± 59.8	533.5 ± 4.3
Parental occupation (g)									
Senior management and qualified professionals	594.9 ± 3.7	599.5 ± 3.7	586.7 ± 4.6	590.2 ± 5.6	590.7 ± 6.5	588.9 ± 7.7	592.8 ± 11.9	554.2 ± 21.7	592.8 ± 2.0

Table 4A.95 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (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 associate professionals	568.9 ± 3.2	574.8 ± 3.2	562.0 ± 2.9	567.2 ± 4.6	566.3 ± 5.3	560.3 ± 7.0	567.9 ± 10.8	535.0 ± 15.0	568.2 ± 1.6
Tradespeople, clerks, skilled office, sales and service staff	544.9 ± 3.1	555.6 ± 3.1	540.2 ± 2.7	548.5 ± 4.0	547.5 ± 5.3	544.5 ± 7.6	556.7 ± 17.3	505.0 ± 16.5	547.2 ± 1.5
Machine operators, hospitality staff, assistants, labourers	526.8 ± 4.0	538.5 ± 3.4	520.8 ± 3.8	527.0 ± 5.9	527.3 ± 5.4	513.1 ± 8.2	526.9 ± 14.3	462.9 ± 27.1	528.6 ± 2.0
Not in paid work in previous 12 months	503.9 ± 4.6	527.9 ± 4.6	505.4 ± 6.2	499.9 ± 11.6	510.2 ± 10.6	486.1 ± 12.1	543.2 ± 17.4	403.5 ± 33.8	512.0 ± 2.8
Not stated (h)	523.7 ± 5.6	578.7 ± 8.9	530.5 ± 7.1	527.9 ± 9.6	522.4 ± 8.7	521.2 ± 12.2	542.3 ± 12.6	379.5 ± 36.4	527.5 ± 3.7

- (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 (2013). 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.97. Readers are urged to be cautious when comparing results.
- (c) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2014 are in table 4A.77. 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.96 **Participation rate in persuasive writing assessment, 2013, 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									
Aboriginal and Torres Strait Islander students	94.7	88.1	90.5	85.4	83.7	96.3	85.6	80.3	89.7
Non-Indigenous students	97.4	94.6	94.3	95.8	93.9	97.1	93.4	95.1	95.5
All students	97.2	94.2	94.0	94.8	93.3	96.1	93.2	88.4	95.1
Year 5									
Aboriginal and Torres Strait Islander students	94.6	87.9	92.0	85.1	84.0	95.8	91.5	79.7	90.0
Non-Indigenous students	97.7	95.4	94.9	96.4	94.4	97.4	95.1	95.3	96.1
All students	97.5	95.0	94.6	95.5	93.9	96.4	95.0	88.2	95.7
Year 7									
Aboriginal and Torres Strait Islander students	91.7	86.7	91.4	83.2	86.0	93.3	85.3	75.4	88.1
Non-Indigenous students	97.4	95.4	95.2	96.8	94.9	95.8	95.1	96.4	96.1
All students	97.1	95.2	94.9	95.7	94.4	95.0	94.8	86.8	95.6
Year 9									
Aboriginal and Torres Strait Islander students	81.2	75.5	82.2	68.7	69.0	82.8	78.4	62.1	77.2
Non-Indigenous students	95.3	92.2	91.6	94.6	91.8	93.6	91.7	94.2	93.3
All students	94.5	91.8	90.9	92.7	90.7	92.0	91.3	81.1	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.

Table 4A.96 **Participation rate in persuasive writing assessment, 2013, by Indigenous status (per cent)**
(a), (b), (c)

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- (b) A student is considered to be 'Aboriginal and Torres Strait Islander' 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 Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (c) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2014 are in table 4A.78. Data for narrative writing were included in earlier reports.

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

TABLE 4A.97

Table 4A.97 **Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2013 (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									
Aboriginal and Torres Strait Islander students									
Exempt	2.8	7.2	2.3	1.6	4.3	1.7	2.3	1.6	2.7
Absent	3.8	5.6	5.7	13.2	8.9	2.7	3.8	18.7	7.5
Withdrawn	1.5	6.3	3.8	1.4	7.3	1.0	10.6	0.9	2.8
Assessed	91.9	80.9	88.2	83.8	79.5	94.6	83.3	78.8	87.0
Non-Indigenous students									
Exempt	1.5	2.6	1.5	1.2	2.1	1.5	2.3	1.9	1.8
Absent	1.6	2.8	2.3	2.5	2.6	2.1	2.3	2.1	2.2
Withdrawn	1.1	2.5	3.4	1.7	3.5	0.8	4.3	2.8	2.2
Assessed	95.8	92.1	92.8	94.6	91.8	95.6	91.1	93.2	93.8
All students									
Exempt	1.6	2.9	1.5	1.3	2.3	1.5	2.3	1.8	1.9
Absent	1.7	3.0	2.6	3.4	2.9	2.1	2.4	9.6	2.6
Withdrawn	1.2	2.7	3.4	1.8	3.7	1.8	4.5	2.1	2.3
Assessed	95.5	91.4	92.5	93.5	91.1	94.6	90.8	86.5	93.2
Year 5									
Aboriginal and Torres Strait Islander students									
Exempt	2.6	5.5	2.9	1.2	3.4	2.7	3.4	2.2	2.7
Absent	4.1	7.4	4.8	13.4	10.6	3.3	3.4	19.4	7.7
Withdrawn	1.3	4.7	3.2	1.5	5.4	0.8	5.1	0.9	2.3
Assessed	92.0	82.4	89.1	83.9	80.6	93.2	88.1	77.5	87.3
Non-Indigenous students									
Exempt	1.5	2.6	1.6	1.2	2.0	1.5	2.1	2.7	1.8
Absent	1.5	2.6	2.4	2.3	2.5	2.0	2.2	2.2	2.2
Withdrawn	0.8	1.9	2.7	1.3	3.1	0.6	2.7	2.5	1.7
Assessed	96.2	92.9	93.3	95.2	92.4	95.9	93.0	92.6	94.3
All students									
Exempt	1.6	2.8	1.7	1.2	2.1	1.6	2.1	2.4	1.9
Absent	1.6	2.9	2.6	3.2	2.9	2.1	2.3	9.9	2.5
Withdrawn	0.8	2.1	2.8	1.3	3.2	1.5	2.8	1.9	1.8
Assessed	96.0	92.2	92.9	94.3	91.8	94.8	92.8	85.8	93.8
Year 7									
Aboriginal and Torres Strait Islander students									
Exempt	2.9	3.5	3.2	1.6	3.0	3.3	2.6	3.0	2.9
Absent	7.5	11.8	5.9	15.4	9.3	6.1	6.9	23.6	10.1
Withdrawn	0.8	1.5	2.7	1.4	4.7	0.6	7.8	1.0	1.7
Assessed	88.8	83.2	88.2	81.6	83.0	90.0	82.7	72.4	85.3
Non-Indigenous students									

Table 4A.97 **Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2013 (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	1.3	2.0	1.6	1.2	1.6	1.0	2.3	2.2	1.6
Absent	2.2	3.5	2.4	2.2	2.8	3.9	2.3	2.7	2.7
Withdrawn	0.4	1.0	2.4	1.0	2.3	0.3	2.6	1.0	1.2
Assessed	96.1	93.5	93.6	95.6	93.3	94.8	92.8	94.1	94.5
All students									
Exempt	1.4	2.1	1.7	1.2	1.7	1.3	2.3	2.5	1.6
Absent	2.5	3.8	2.7	3.3	3.1	4.0	2.4	12.1	3.1
Withdrawn	0.5	1.1	2.5	1.1	2.5	1.0	2.8	1.0	1.3
Assessed	95.6	93.0	93.1	94.4	92.7	93.7	92.5	84.4	94.0
Year 9									
Aboriginal and Torres Strait Islander students									
Exempt	2.2	5.1	2.4	2.1	4.0	1.9	4.0	3.2	2.7
Absent	17.8	20.5	13.3	30.2	24.8	16.7	15.2	36.1	20.3
Withdrawn	1.0	3.9	4.5	1.0	6.2	0.4	6.4	1.8	2.6
Assessed	79.0	70.5	79.8	66.7	65.0	81.0	74.4	58.9	74.4
Non-Indigenous students									
Exempt	1.3	2.0	1.5	1.2	1.8	1.3	1.5	2.3	1.6
Absent	4.1	6.4	4.7	4.6	5.9	6.0	5.0	5.1	5.1
Withdrawn	0.6	1.4	3.7	0.8	2.3	0.4	3.4	0.7	1.6
Assessed	94.0	90.2	90.1	93.4	90.0	92.3	90.1	91.9	91.7
All students									
Exempt	1.3	2.2	1.6	1.4	1.9	1.4	1.6	2.7	1.6
Absent	4.9	6.7	5.3	6.4	6.8	7.0	5.3	17.8	5.9
Withdrawn	0.6	1.5	3.8	0.9	2.5	1.1	3.5	1.2	1.7
Assessed	93.2	89.6	89.3	91.3	88.8	90.5	89.6	78.3	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 'Aboriginal and Torres Strait Islander' 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 Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (d) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2014 are in table 4A.79. Data for narrative writing were included in earlier reports.

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

Table 4A.98 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	429.2 ± 1.5	424.3 ± 1.5	422.2 ± 1.6	■	■
At or above NMS	%	96.5 ± 0.3	96.3 ± 0.3	96.0 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	370.6 ± 4.0	367.3 ± 3.9	365.4 ± 3.6	■	■
At or above NMS	%	88.1 ± 1.3	87.4 ± 1.8	88.0 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	432.1 ± 1.4	427.3 ± 1.4	425.3 ± 1.5	■	■
At or above NMS	%	96.9 ± 0.2	96.7 ± 0.2	96.5 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	96.7 ± 0.4	96.2 ± 0.4	96.2 ± 0.4	■	■
Male students						
At or above NMS	%	95.0 ± 0.4	94.6 ± 0.4	94.4 ± 0.4	■	■
Female students						
At or above NMS	%	98.0 ± 0.2	98.0 ± 0.2	97.8 ± 0.2	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	492.6 ± 1.5	485.6 ± 1.6	483.7 ± 1.7	■	■
At or above NMS	%	95.0 ± 0.3	93.8 ± 0.4	93.1 ± 0.4	▽	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	436.2 ± 3.5	428.6 ± 4.0	424.8 ± 3.8	■	■
At or above NMS	%	81.8 ± 1.7	78.7 ± 1.9	76.5 ± 2.0	■	■
Non-Indigenous students						
Mean scale score	no.	495.1 ± 1.5	488.5 ± 1.5	486.9 ± 1.6	■	■
At or above NMS	%	95.7 ± 0.3	94.6 ± 0.3	94.0 ± 0.4	▽	■
LBOTE students (d)						
At or above NMS	%	96.0 ± 0.4	95.0 ± 0.5	94.4 ± 0.5	▽	■
Male students						
At or above NMS	%	92.9 ± 0.4	91.2 ± 0.5	89.9 ± 0.6	▽	■
Female students						
At or above NMS	%	97.3 ± 0.2	96.6 ± 0.3	96.5 ± 0.3	■	■

Table 4A.98 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	527.5 ± 3.0	520.3 ± 3.0	516.6 ± 2.9	■	■
At or above NMS	%	92.1 ± 0.6	90.2 ± 0.7	89.2 ± 0.7	▽	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	464.0 ± 4.0	455.0 ± 4.2	452.0 ± 4.6	■	■
At or above NMS	%	72.5 ± 2.3	68.3 ± 2.2	66.9 ± 2.3	■	■
Non-Indigenous students						
Mean scale score	no.	530.4 ± 2.9	523.5 ± 2.9	520.0 ± 2.8	■	■
At or above NMS	%	93.0 ± 0.5	91.3 ± 0.6	90.4 ± 0.6	▽	■
LBOTE students (d)						
At or above NMS	%	93.7 ± 0.9	92.4 ± 0.9	91.7 ± 1.0	■	■
Male students						
At or above NMS	%	88.5 ± 0.9	85.8 ± 1.0	84.6 ± 1.1	▽	■
Female students						
At or above NMS	%	95.8 ± 0.4	94.7 ± 0.5	94.0 ± 0.5	▽	■
<i>Year 9</i>						
All students						
Mean scale score	no.	562.8 ± 3.6	556.4 ± 3.6	553.7 ± 3.7	■	■
At or above NMS	%	84.9 ± 1.0	81.5 ± 1.1	81.8 ± 1.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	487.6 ± 4.6	479.7 ± 4.9	475.9 ± 4.9	■	■
At or above NMS	%	55.9 ± 2.5	51.5 ± 2.5	51.9 ± 2.8	■	■
Non-Indigenous students						
Mean scale score	no.	566.3 ± 3.5	560.4 ± 3.6	558.1 ± 3.6	■	■
At or above NMS	%	86.3 ± 0.9	83.1 ± 1.0	83.5 ± 1.0	■	■
LBOTE students (d)						
At or above NMS	%	88.0 ± 1.4	85.1 ± 1.5	85.6 ± 1.5	■	■
Male students						
At or above NMS	%	79.1 ± 1.5	74.9 ± 1.5	74.8 ± 1.6	■	■
Female students						
At or above NMS	%	91.0 ± 0.8	88.6 ± 0.9	89.2 ± 0.9	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.98 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.99 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	423.6 ± 1.4	428.1 ± 1.4	429.7 ± 1.5	■	■
At or above NMS	%	96.2 ± 0.3	96.1 ± 0.3	96.0 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	380.0 ± 5.5	389.0 ± 5.4	389.5 ± 5.2	■	■
At or above NMS	%	91.3 ± 2.3	90.5 ± 2.2	89.6 ± 2.3	■	■
Non-Indigenous students						
Mean scale score	no.	424.5 ± 1.4	429.6 ± 1.3	430.4 ± 1.4	■	■
At or above NMS	%	96.6 ± 0.3	96.6 ± 0.3	96.3 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	95.6 ± 0.6	95.2 ± 0.5	95.4 ± 0.6	■	■
Male students						
At or above NMS	%	94.9 ± 0.5	94.6 ± 0.5	94.3 ± 0.5	■	■
Female students						
At or above NMS	%	97.7 ± 0.3	97.7 ± 0.2	97.7 ± 0.3	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	492.8 ± 1.5	488.7 ± 1.4	489.7 ± 1.4	■	■
At or above NMS	%	94.4 ± 0.4	94.5 ± 0.4	94.2 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	448.4 ± 5.5	442.0 ± 5.3	446.6 ± 6.2	■	■
At or above NMS	%	83.3 ± 3.1	81.7 ± 3.1	82.5 ± 3.0	■	■
Non-Indigenous students						
Mean scale score	no.	493.6 ± 1.5	489.9 ± 1.4	490.4 ± 1.4	■	■
At or above NMS	%	94.7 ± 0.4	95.0 ± 0.4	94.6 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	94.2 ± 0.6	94.5 ± 0.6	94.2 ± 0.6	■	■
Male students						
At or above NMS	%	92.1 ± 0.6	92.1 ± 0.6	91.8 ± 0.6	■	■
Female students						
At or above NMS	%	96.8 ± 0.3	97.1 ± 0.3	96.8 ± 0.3	■	■

Table 4A.99 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	533.3 ± 3.1	525.5 ± 2.9	524.4 ± 2.7	■	■
At or above NMS	%	91.6 ± 0.7	91.8 ± 0.7	91.3 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	474.1 ± 7.2	475.0 ± 6.5	467.2 ± 9.1	■	■
At or above NMS	%	74.0 ± 3.7	76.9 ± 3.4	72.7 ± 4.4	■	■
Non-Indigenous students						
Mean scale score	no.	534.3 ± 3.0	526.6 ± 2.8	525.3 ± 2.7	■	■
At or above NMS	%	92.1 ± 0.7	92.2 ± 0.6	91.7 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	91.7 ± 1.1	92.3 ± 1.0	91.6 ± 1.0	■	■
Male students						
At or above NMS	%	87.8 ± 1.1	87.9 ± 1.0	87.2 ± 1.1	■	■
Female students						
At or above NMS	%	95.6 ± 0.5	95.8 ± 0.4	95.7 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	578.5 ± 3.9	566.3 ± 3.7	564.0 ± 3.5	■	■
At or above NMS	%	87.5 ± 0.9	85.9 ± 1.0	86.0 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	512.2 ± 7.0	512.3 ± 8.8	504.4 ± 6.6	■	■
At or above NMS	%	66.7 ± 4.6	66.2 ± 5.1	64.4 ± 3.8	■	■
Non-Indigenous students						
Mean scale score	no.	579.7 ± 3.8	567.6 ± 3.7	565.0 ± 3.5	■	■
At or above NMS	%	88.0 ± 0.9	86.4 ± 1.0	86.5 ± 1.0	■	■
LBOTE students (d)						
At or above NMS	%	88.5 ± 1.4	86.6 ± 1.5	86.5 ± 1.5	■	■
Male students						
At or above NMS	%	82.5 ± 1.4	80.2 ± 1.5	80.2 ± 1.6	■	■
Female students						
At or above NMS	%	92.9 ± 0.7	91.9 ± 0.8	92.2 ± 0.7	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.99 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.100 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	404.1 ± 2.1	403.3 ± 2.0	406.2 ± 2.2	■	■
At or above NMS	%	94.3 ± 0.4	94.7 ± 0.4	94.3 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	349.9 ± 4.6	345.3 ± 5.9	349.3 ± 6.0	■	■
At or above NMS	%	84.0 ± 1.8	81.7 ± 2.5	82.1 ± 2.4	■	■
Non-Indigenous students						
Mean scale score	no.	408.9 ± 1.9	407.8 ± 1.8	410.8 ± 2.0	■	■
At or above NMS	%	95.3 ± 0.4	95.7 ± 0.3	95.3 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	91.0 ± 1.6	90.7 ± 2.0	90.5 ± 2.0	■	■
Male students						
At or above NMS	%	92.1 ± 0.6	92.7 ± 0.6	92.0 ± 0.6	■	■
Female students						
At or above NMS	%	96.7 ± 0.3	96.9 ± 0.3	96.7 ± 0.3	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	470.9 ± 2.0	457.7 ± 2.1	469.8 ± 2.1	■	■
At or above NMS	%	90.2 ± 0.6	88.3 ± 0.7	90.0 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	416.5 ± 4.9	398.4 ± 6.4	411.2 ± 5.0	■	■
At or above NMS	%	72.1 ± 2.3	65.3 ± 3.3	69.7 ± 2.4	■	■
Non-Indigenous students						
Mean scale score	no.	475.6 ± 1.9	462.1 ± 2.0	474.4 ± 1.9	■	■
At or above NMS	%	91.7 ± 0.5	90.0 ± 0.6	91.6 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	85.6 ± 2.3	84.4 ± 3.0	86.3 ± 2.2	■	■
Male students						
At or above NMS	%	86.1 ± 0.9	84.2 ± 1.0	85.8 ± 0.9	■	■
Female students						
At or above NMS	%	94.4 ± 0.5	92.9 ± 0.6	94.4 ± 0.5	■	■

Table 4A.100 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	532.9 ± 2.2	511.7 ± 2.1	514.9 ± 2.2	▽	■
At or above NMS	%	91.6 ± 0.5	88.8 ± 0.7	88.8 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	474.1 ± 5.5	453.8 ± 6.7	457.4 ± 5.5	■	■
At or above NMS	%	74.0 ± 2.5	67.1 ± 3.1	67.7 ± 2.5	■	■
Non-Indigenous students						
Mean scale score	no.	537.6 ± 2.0	516.0 ± 1.9	519.2 ± 2.1	▽	■
At or above NMS	%	93.0 ± 0.4	90.4 ± 0.6	90.4 ± 0.6	▽	■
LBOTE students (d)						
At or above NMS	%	87.9 ± 2.2	83.1 ± 2.9	84.7 ± 2.4	■	■
Male students						
At or above NMS	%	88.2 ± 0.8	84.3 ± 0.9	84.1 ± 1.0	▽	■
Female students						
At or above NMS	%	95.1 ± 0.4	93.6 ± 0.6	93.7 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	564.4 ± 3.9	539.4 ± 3.7	548.6 ± 3.8	■	■
At or above NMS	%	85.0 ± 1.1	78.3 ± 1.4	81.6 ± 1.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	498.2 ± 6.8	477.5 ± 6.0	487.9 ± 6.7	■	■
At or above NMS	%	60.8 ± 3.1	50.3 ± 2.7	57.6 ± 3.1	■	■
Non-Indigenous students						
Mean scale score	no.	569.5 ± 3.7	543.9 ± 3.5	552.8 ± 3.6	▽	■
At or above NMS	%	86.9 ± 1.0	80.4 ± 1.3	83.3 ± 1.1	■	■
LBOTE students (d)						
At or above NMS	%	81.4 ± 3.7	73.4 ± 4.5	79.5 ± 3.2	■	■
Male students						
At or above NMS	%	78.8 ± 1.6	70.3 ± 1.9	74.2 ± 1.8	■	■
Female students						
At or above NMS	%	91.4 ± 0.9	86.7 ± 1.1	89.4 ± 0.9	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.100 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.101 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	403.9 ± 2.5	406.8 ± 2.6	405.3 ± 2.7	■	■
At or above NMS	%	94.8 ± 0.6	94.7 ± 0.6	94.5 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	321.9 ± 7.4	315.9 ± 7.2	316.7 ± 7.8	■	■
At or above NMS	%	74.6 ± 3.4	71.2 ± 3.6	72.8 ± 3.6	■	■
Non-Indigenous students						
Mean scale score	no.	410.3 ± 2.2	413.5 ± 2.2	412.5 ± 2.3	■	■
At or above NMS	%	96.3 ± 0.4	96.3 ± 0.4	96.2 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	93.3 ± 1.5	93.3 ± 1.3	92.9 ± 1.4	■	■
Male students						
At or above NMS	%	92.9 ± 0.8	92.9 ± 0.8	92.5 ± 0.8	■	■
Female students						
At or above NMS	%	96.7 ± 0.5	96.5 ± 0.5	96.6 ± 0.5	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	472.2 ± 2.8	469.9 ± 2.6	470.4 ± 2.6	■	■
At or above NMS	%	90.5 ± 0.8	91.0 ± 0.8	90.9 ± 0.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	379.8 ± 7.9	382.1 ± 8.0	380.1 ± 7.6	■	■
At or above NMS	%	56.4 ± 4.0	58.9 ± 3.5	56.2 ± 4.4	■	■
Non-Indigenous students						
Mean scale score	no.	479.3 ± 2.4	476.9 ± 2.3	477.7 ± 2.3	■	■
At or above NMS	%	93.0 ± 0.6	93.5 ± 0.6	93.6 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	89.9 ± 1.7	90.2 ± 1.7	90.6 ± 1.7	■	■
Male students						
At or above NMS	%	87.2 ± 1.1	87.7 ± 1.0	87.6 ± 1.1	■	■
Female students						
At or above NMS	%	94.0 ± 0.8	94.3 ± 0.7	94.3 ± 0.7	■	■

Table 4A.101 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	529.5 ± 3.3	520.9 ± 3.2	517.6 ± 3.5	■	■
At or above NMS	%	91.3 ± 0.9	90.6 ± 0.8	89.9 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	442.6 ± 8.1	435.8 ± 8.2	426.6 ± 8.7	■	■
At or above NMS	%	60.7 ± 4.1	59.6 ± 4.1	55.9 ± 4.2	■	■
Non-Indigenous students						
Mean scale score	no.	535.9 ± 3.0	527.1 ± 3.0	524.6 ± 3.1	■	■
At or above NMS	%	93.5 ± 0.6	92.7 ± 0.7	92.5 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	89.9 ± 1.7	90.0 ± 1.7	89.0 ± 1.8	■	■
Male students						
At or above NMS	%	88.2 ± 1.2	86.6 ± 1.2	85.9 ± 1.4	■	■
Female students						
At or above NMS	%	94.6 ± 0.7	94.7 ± 0.7	94.2 ± 0.8	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	561.8 ± 6.6	557.5 ± 5.9	554.4 ± 5.7	■	■
At or above NMS	%	83.1 ± 2.0	82.7 ± 1.8	82.9 ± 1.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	465.2 ± 12.1	460.7 ± 10.5	459.0 ± 10.9	■	■
At or above NMS	%	47.4 ± 5.2	44.2 ± 5.3	44.5 ± 4.4	■	■
Non-Indigenous students						
Mean scale score	no.	568.0 ± 6.1	563.7 ± 5.5	561.6 ± 5.2	■	■
At or above NMS	%	85.4 ± 1.7	85.2 ± 1.5	85.8 ± 1.5	■	■
LBOTE students (d)						
At or above NMS	%	83.1 ± 3.8	83.2 ± 2.5	83.2 ± 3.1	■	■
Male students						
At or above NMS	%	77.6 ± 2.8	76.4 ± 2.5	76.2 ± 2.5	■	■
Female students						
At or above NMS	%	89.3 ± 1.6	89.4 ± 1.5	90.1 ± 1.4	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.101 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.102 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	400.1 ± 2.9	403.3 ± 2.9	401.2 ± 3.2	■	■
At or above NMS	%	94.1 ± 0.7	95.3 ± 0.7	93.6 ± 0.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	335.3 ± 10.5	345.0 ± 9.0	325.3 ± 12.7	■	▽
At or above NMS	%	77.5 ± 5.5	79.5 ± 4.6	73.0 ± 5.1	■	■
Non-Indigenous students						
Mean scale score	no.	402.6 ± 2.7	405.7 ± 2.8	404.9 ± 3.0	■	■
At or above NMS	%	94.9 ± 0.7	96.0 ± 0.6	94.7 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	92.3 ± 1.9	92.2 ± 2.2	91.6 ± 2.3	■	■
Male students						
At or above NMS	%	92.1 ± 1.0	93.5 ± 1.0	91.1 ± 1.1	■	▽
Female students						
At or above NMS	%	96.3 ± 0.6	97.2 ± 0.5	96.2 ± 0.7	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	469.7 ± 3.2	463.2 ± 2.8	464.6 ± 3.2	■	■
At or above NMS	%	90.3 ± 1.0	90.6 ± 1.0	89.3 ± 1.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	399.2 ± 9.6	401.7 ± 9.4	386.8 ± 12.7	■	■
At or above NMS	%	65.5 ± 5.5	65.7 ± 5.5	59.6 ± 5.7	■	■
Non-Indigenous students						
Mean scale score	no.	472.2 ± 3.1	465.8 ± 2.7	468.2 ± 3.0	■	■
At or above NMS	%	91.4 ± 0.9	91.6 ± 0.9	90.7 ± 1.0	■	■
LBOTE students (d)						
At or above NMS	%	88.8 ± 2.4	87.5 ± 2.3	89.8 ± 2.4	■	■
Male students						
At or above NMS	%	86.7 ± 1.5	86.7 ± 1.4	84.9 ± 1.5	■	■
Female students						
At or above NMS	%	94.2 ± 0.8	94.7 ± 0.8	93.8 ± 0.8	■	■

Table 4A.102 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	528.8 ± 3.6	516.5 ± 3.1	517.1 ± 3.4	■	■
At or above NMS	%	91.2 ± 0.9	90.2 ± 0.9	89.6 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	450.7 ± 11.9	453.6 ± 10.6	441.2 ± 11.0	■	■
At or above NMS	%	64.3 ± 5.5	67.4 ± 5.2	62.7 ± 5.2	■	■
Non-Indigenous students						
Mean scale score	no.	531.6 ± 3.4	519.2 ± 3.0	520.5 ± 3.2	■	■
At or above NMS	%	92.4 ± 0.8	91.2 ± 0.9	90.8 ± 0.9	■	■
LBOTE students (d)						
At or above NMS	%	90.2 ± 1.9	88.0 ± 2.2	89.0 ± 2.1	■	■
Male students						
At or above NMS	%	87.7 ± 1.3	86.2 ± 1.4	84.7 ± 1.5	■	■
Female students						
At or above NMS	%	94.8 ± 0.7	94.4 ± 0.8	94.6 ± 0.8	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	560.3 ± 7.1	549.7 ± 6.6	551.0 ± 6.6	■	■
At or above NMS	%	82.2 ± 2.4	81.0 ± 2.4	81.8 ± 2.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	472.6 ± 11.4	476.8 ± 11.2	481.1 ± 10.1	■	■
At or above NMS	%	48.7 ± 6.1	49.6 ± 5.8	52.5 ± 5.4	■	■
Non-Indigenous students						
Mean scale score	no.	562.7 ± 6.9	552.2 ± 6.4	553.6 ± 6.3	■	■
At or above NMS	%	83.3 ± 2.2	82.3 ± 2.2	83.0 ± 2.1	■	■
LBOTE students (d)						
At or above NMS	%	79.3 ± 5.4	78.5 ± 4.5	82.1 ± 4.6	■	■
Male students						
At or above NMS	%	75.8 ± 3.1	74.6 ± 3.1	74.6 ± 3.1	■	■
Female students						
At or above NMS	%	89.0 ± 1.9	87.8 ± 2.0	89.3 ± 1.8	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.102 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.103 **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, 2012 and 2013, Tasmania (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	400.7 ± 4.5	411.6 ± 4.5	402.9 ± 4.9	■	■
At or above NMS	%	95.2 ± 0.8	95.6 ± 0.8	94.4 ± 0.9	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	366.7 ± 9.7	376.1 ± 9.2	371.8 ± 8.4	■	■
At or above NMS	%	90.4 ± 3.7	90.4 ± 3.4	90.9 ± 3.2	■	■
Non-Indigenous students						
Mean scale score	no.	403.6 ± 4.5	413.9 ± 4.5	405.6 ± 5.0	■	■
At or above NMS	%	95.6 ± 0.8	96.0 ± 0.8	94.7 ± 0.9	■	■
LBOTE students (d)						
At or above NMS	%	90.1 ± 3.5	94.0 ± 3.1	95.0 ± 2.9	△	■
Male students						
At or above NMS	%	93.2 ± 1.3	93.4 ± 1.3	91.5 ± 1.3	■	■
Female students						
At or above NMS	%	97.3 ± 0.6	97.9 ± 0.7	97.4 ± 0.7	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	465.2 ± 4.8	471.5 ± 4.5	464.9 ± 4.9	■	■
At or above NMS	%	90.3 ± 1.4	92.1 ± 1.2	89.0 ± 1.5	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	433.6 ± 6.4	441.6 ± 7.9	427.5 ± 8.6	■	■
At or above NMS	%	79.6 ± 4.3	85.2 ± 3.7	77.0 ± 5.4	■	▽
Non-Indigenous students						
Mean scale score	no.	468.1 ± 4.9	474.0 ± 4.5	468.4 ± 4.8	■	■
At or above NMS	%	91.1 ± 1.4	92.8 ± 1.1	90.1 ± 1.4	■	▽
LBOTE students (d)						
At or above NMS	%	84.9 ± 5.3	93.7 ± 3.4	89.1 ± 3.7	■	■
Male students						
At or above NMS	%	86.4 ± 2.1	88.4 ± 1.9	83.4 ± 2.4	■	▽
Female students						
At or above NMS	%	94.5 ± 1.1	96.0 ± 0.9	94.9 ± 1.1	■	■

Table 4A.103 **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, 2012 and 2013, Tasmania (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	507.5 ± 9.0	508.3 ± 7.4	505.6 ± 7.2	■	■
At or above NMS	%	84.3 ± 3.0	87.7 ± 2.1	86.7 ± 2.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	464.6 ± 11.8	475.6 ± 7.2	470.2 ± 9.7	■	■
At or above NMS	%	69.5 ± 6.3	79.1 ± 4.2	74.3 ± 5.1	■	■
Non-Indigenous students						
Mean scale score	no.	512.7 ± 8.3	511.1 ± 7.1	507.9 ± 6.9	■	■
At or above NMS	%	86.1 ± 2.6	88.7 ± 2.0	87.6 ± 2.1	■	■
LBOTE students (d)						
At or above NMS	%	78.8 ± 8.6	80.9 ± 9.5	85.6 ± 4.9	■	■
Male students						
At or above NMS	%	77.3 ± 4.2	81.8 ± 2.9	80.0 ± 3.3	■	■
Female students						
At or above NMS	%	91.7 ± 2.2	93.8 ± 1.6	94.1 ± 1.3	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	545.8 ± 11.0	543.7 ± 9.4	541.2 ± 9.2	■	■
At or above NMS	%	77.0 ± 3.9	78.7 ± 3.5	78.5 ± 3.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	499.7 ± 12.3	504.7 ± 11.5	493.7 ± 12.2	■	■
At or above NMS	%	60.0 ± 6.8	61.6 ± 5.6	60.1 ± 5.8	■	■
Non-Indigenous students						
Mean scale score	no.	552.0 ± 10.3	547.9 ± 9.4	547.5 ± 8.7	■	■
At or above NMS	%	79.5 ± 3.5	80.5 ± 3.2	81.0 ± 3.0	■	■
LBOTE students (d)						
At or above NMS	%	74.8 ± 11.4	69.8 ± 11.1	75.8 ± 10.2	■	■
Male students						
At or above NMS	%	68.5 ± 4.8	71.0 ± 4.5	69.5 ± 4.5	■	■
Female students						
At or above NMS	%	86.0 ± 3.5	86.6 ± 3.1	88.1 ± 2.6	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.103 **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, 2012 and 2013, Tasmania (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.104 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	419.7 ± 5.0	416.0 ± 5.5	421.0 ± 5.6	■	■
At or above NMS	%	96.2 ± 1.1	96.4 ± 1.0	95.5 ± 1.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	366.1 ± 17.7	372.5 ± 15.5	369.9 ± 17.2	■	■
At or above NMS	%	90.5 ± 5.3	88.4 ± 6.9	90.2 ± 7.2	■	■
Non-Indigenous students						
Mean scale score	no.	420.9 ± 4.9	417.3 ± 5.4	422.6 ± 5.4	■	■
At or above NMS	%	96.3 ± 1.1	96.6 ± 0.9	95.6 ± 1.1	■	■
LBOTE students (d)						
At or above NMS	%	94.0 ± 3.1	95.0 ± 1.9	92.6 ± 2.7	■	■
Male students						
At or above NMS	%	94.5 ± 1.6	94.8 ± 1.6	93.7 ± 1.7	■	■
Female students						
At or above NMS	%	98.0 ± 0.8	98.2 ± 0.7	97.3 ± 1.0	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	495.0 ± 5.5	485.2 ± 5.7	486.1 ± 5.1	■	■
At or above NMS	%	93.7 ± 1.4	93.6 ± 1.5	94.1 ± 1.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	448.9 ± 17.0	434.5 ± 20.9	443.8 ± 13.2	■	■
At or above NMS	%	87.0 ± 7.3	74.3 ± 9.5	83.6 ± 8.2	■	■
Non-Indigenous students						
Mean scale score	no.	496.0 ± 5.6	486.4 ± 5.6	487.2 ± 5.1	■	■
At or above NMS	%	93.9 ± 1.3	94.1 ± 1.5	94.4 ± 1.4	■	■
LBOTE students (d)						
At or above NMS	%	92.4 ± 2.9	92.2 ± 2.6	93.3 ± 2.3	■	■
Male students						
At or above NMS	%	90.9 ± 2.3	90.9 ± 2.3	91.2 ± 2.2	■	■
Female students						
At or above NMS	%	96.6 ± 1.0	96.3 ± 1.2	97.1 ± 1.0	■	■

Table 4A.104 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	535.7 ± 10.0	519.5 ± 9.1	526.7 ± 7.5	■	■
At or above NMS	%	91.8 ± 2.5	89.8 ± 2.5	90.7 ± 2.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	478.9 ± 21.8	458.5 ± 16.9	478.9 ± 19.3	■	■
At or above NMS	%	69.3 ± 11.6	71.9 ± 10.6	78.3 ± 9.8	■	■
Non-Indigenous students						
Mean scale score	no.	537.0 ± 9.8	521.0 ± 9.1	528.3 ± 7.3	■	■
At or above NMS	%	92.4 ± 2.4	90.2 ± 2.4	91.1 ± 2.1	■	■
LBOTE students (d)						
At or above NMS	%	92.1 ± 2.8	88.9 ± 3.7	89.5 ± 3.7	■	■
Male students						
At or above NMS	%	88.3 ± 3.8	84.9 ± 3.9	86.5 ± 3.5	■	■
Female students						
At or above NMS	%	95.4 ± 1.8	94.9 ± 1.9	95.1 ± 1.6	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	574.9 ± 12.5	561.9 ± 11.7	569.9 ± 11.2	■	■
At or above NMS	%	85.5 ± 3.4	83.4 ± 3.6	86.5 ± 3.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	500.4 ± 25.0	500.8 ± 23.1	511.9 ± 21.8	■	■
At or above NMS	%	62.7 ± 13.4	63.9 ± 10.8	59.8 ± 10.0	■	■
Non-Indigenous students						
Mean scale score	no.	576.9 ± 12.2	563.2 ± 11.5	571.5 ± 11.0	■	■
At or above NMS	%	86.1 ± 3.3	83.8 ± 3.5	87.3 ± 3.1	■	■
LBOTE students (d)						
At or above NMS	%	83.1 ± 4.7	83.3 ± 5.3	84.8 ± 4.3	■	■
Male students						
At or above NMS	%	78.5 ± 5.0	76.6 ± 5.1	81.7 ± 4.5	■	■
Female students						
At or above NMS	%	92.8 ± 2.5	90.3 ± 2.7	91.3 ± 2.8	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.104 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.105 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	330.0 ± 17.2	322.9 ± 21.1	319.8 ± 19.2	■	■
At or above NMS	%	70.4 ± 6.2	69.3 ± 6.9	68.9 ± 6.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	250.9 ± 14.2	226.2 ± 22.3	233.1 ± 17.8	■	■
At or above NMS	%	42.0 ± 6.5	37.1 ± 7.3	39.0 ± 6.9	■	■
Non-Indigenous students						
Mean scale score	no.	393.4 ± 8.1	395.4 ± 7.1	387.5 ± 8.3	■	■
At or above NMS	%	92.6 ± 2.2	93.5 ± 2.1	92.2 ± 2.3	■	■
LBOTE students (d)						
At or above NMS	%	48.2 ± 7.8	43.2 ± 8.6	45.4 ± 8.8	■	■
Male students						
At or above NMS	%	66.1 ± 7.0	63.7 ± 7.5	64.6 ± 7.3	■	■
Female students						
At or above NMS	%	74.7 ± 5.9	75.1 ± 6.8	73.5 ± 6.4	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	396.5 ± 18.2	390.9 ± 21.7	385.9 ± 21.8	■	■
At or above NMS	%	61.7 ± 7.2	62.2 ± 7.2	59.8 ± 7.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	314.3 ± 16.0	299.1 ± 22.4	293.0 ± 20.2	■	■
At or above NMS	%	29.1 ± 6.2	28.8 ± 6.4	24.6 ± 5.9	■	■
Non-Indigenous students						
Mean scale score	no.	464.8 ± 6.6	466.3 ± 7.3	461.3 ± 7.3	■	■
At or above NMS	%	88.7 ± 2.7	89.5 ± 2.6	88.1 ± 3.1	■	■
LBOTE students (d)						
At or above NMS	%	35.7 ± 7.8	35.3 ± 8.2	33.3 ± 8.8	■	■
Male students						
At or above NMS	%	55.9 ± 7.5	56.9 ± 7.5	53.3 ± 8.0	■	■
Female students						
At or above NMS	%	67.4 ± 7.2	67.9 ± 7.2	66.4 ± 7.7	■	■

Table 4A.105 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	446.3 ± 27.5	434.8 ± 30.2	418.4 ± 30.0	■	■
At or above NMS	%	59.2 ± 9.4	60.3 ± 9.8	55.6 ± 9.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	350.6 ± 21.5	328.9 ± 29.5	317.8 ± 27.9	■	■
At or above NMS	%	26.0 ± 7.5	25.3 ± 8.5	21.2 ± 7.0	■	■
Non-Indigenous students						
Mean scale score	no.	520.9 ± 16.2	512.9 ± 13.7	499.6 ± 11.9	■	■
At or above NMS	%	84.8 ± 5.0	85.8 ± 4.4	83.5 ± 4.0	■	■
LBOTE students (d)						
At or above NMS	%	35.3 ± 12.9	33.3 ± 13.0	28.8 ± 12.2	■	■
Male students						
At or above NMS	%	53.7 ± 9.8	54.3 ± 9.7	47.5 ± 9.3	■	■
Female students						
At or above NMS	%	65.3 ± 9.8	66.5 ± 10.1	64.2 ± 10.0	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	491.9 ± 24.9	472.2 ± 28.4	470.1 ± 27.8	■	■
At or above NMS	%	57.5 ± 8.5	55.0 ± 8.8	54.3 ± 8.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	384.5 ± 24.6	359.6 ± 29.3	364.9 ± 26.2	■	■
At or above NMS	%	22.5 ± 6.7	19.8 ± 6.4	20.8 ± 6.1	■	■
Non-Indigenous students						
Mean scale score	no.	561.5 ± 11.3	541.6 ± 17.4	540.4 ± 16.5	■	■
At or above NMS	%	79.6 ± 5.8	76.7 ± 6.5	76.8 ± 5.6	■	■
LBOTE students (d)						
At or above NMS	%	37.3 ± 13.1	34.1 ± 13.4	32.1 ± 12.8	■	■
Male students						
At or above NMS	%	50.2 ± 8.6	48.4 ± 8.3	46.9 ± 9.1	■	■
Female students						
At or above NMS	%	65.1 ± 8.6	62.4 ± 9.9	62.3 ± 9.0	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.105 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.106 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	415.9 ± 0.9	415.8 ± 0.9	415.6 ± 1.0	■	■
At or above NMS	%	95.3 ± 0.2	95.3 ± 0.2	95.0 ± 0.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	343.5 ± 4.0	339.8 ± 4.8	340.7 ± 4.3	■	■
At or above NMS	%	79.9 ± 1.6	78.3 ± 1.7	78.9 ± 1.7	■	■
Non-Indigenous students						
Mean scale score	no.	420.1 ± 0.8	420.1 ± 0.8	420.0 ± 0.9	■	■
At or above NMS	%	96.2 ± 0.2	96.4 ± 0.1	96.0 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	93.9 ± 0.5	93.7 ± 0.5	93.8 ± 0.5	■	■
Male students						
At or above NMS	%	93.5 ± 0.3	93.6 ± 0.3	93.0 ± 0.3	■	■
Female students						
At or above NMS	%	97.1 ± 0.2	97.2 ± 0.2	97.0 ± 0.2	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	482.6 ± 1.0	477.0 ± 1.0	477.9 ± 1.0	■	■
At or above NMS	%	92.5 ± 0.3	92.1 ± 0.3	91.7 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	408.1 ± 4.0	398.8 ± 5.3	400.2 ± 5.0	■	■
At or above NMS	%	68.9 ± 1.8	66.3 ± 1.9	65.8 ± 1.9	■	■
Non-Indigenous students						
Mean scale score	no.	486.7 ± 0.9	481.3 ± 0.9	482.4 ± 0.8	■	■
At or above NMS	%	93.9 ± 0.2	93.6 ± 0.2	93.3 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	92.0 ± 0.6	91.7 ± 0.6	91.5 ± 0.6	■	■
Male students						
At or above NMS	%	89.6 ± 0.3	89.0 ± 0.4	88.3 ± 0.4	■	■
Female students						
At or above NMS	%	95.5 ± 0.2	95.4 ± 0.2	95.3 ± 0.2	■	■

Table 4A.106 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	529.1 ± 1.4	518.3 ± 1.4	517.0 ± 1.4	■	■
At or above NMS	%	91.1 ± 0.3	89.9 ± 0.4	89.3 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	454.5 ± 3.9	442.2 ± 4.8	437.4 ± 5.3	■	■
At or above NMS	%	66.9 ± 1.6	63.7 ± 1.8	61.4 ± 1.9	■	■
Non-Indigenous students						
Mean scale score	no.	533.2 ± 1.4	522.4 ± 1.3	521.4 ± 1.3	■	■
At or above NMS	%	92.6 ± 0.3	91.4 ± 0.3	90.9 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	90.6 ± 0.7	89.7 ± 0.7	89.2 ± 0.8	■	■
Male students						
At or above NMS	%	87.5 ± 0.5	85.7 ± 0.5	84.7 ± 0.6	■	■
Female students						
At or above NMS	%	95.0 ± 0.3	94.4 ± 0.3	94.1 ± 0.3	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	565.9 ± 2.0	553.7 ± 2.0	554.1 ± 1.9	■	■
At or above NMS	%	84.8 ± 0.6	81.7 ± 0.6	82.6 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	483.0 ± 4.0	469.4 ± 4.4	471.0 ± 4.3	■	■
At or above NMS	%	55.0 ± 1.7	48.8 ± 1.7	51.2 ± 1.7	■	■
Non-Indigenous students						
Mean scale score	no.	570.2 ± 1.9	558.1 ± 1.9	558.7 ± 1.8	■	■
At or above NMS	%	86.4 ± 0.5	83.4 ± 0.6	84.4 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	85.7 ± 1.0	83.1 ± 1.1	83.9 ± 1.0	■	■
Male students						
At or above NMS	%	79.0 ± 0.8	75.0 ± 0.9	75.8 ± 0.9	■	■
Female students						
At or above NMS	%	91.0 ± 0.4	88.7 ± 0.5	89.8 ± 0.5	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.106 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.107

Table 4A.107 Mean scale score gain for persuasive writing, years 3-5, 5-7 and 7-9, 2011-2013 (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									
All students									
2011 Year 3	429.2 ± 1.5	423.6 ± 1.4	404.1 ± 2.1	403.9 ± 2.5	400.1 ± 2.9	400.7 ± 4.5	419.7 ± 5.0	330.0 ± 17.2	415.9 ± 0.9
2013 Year 5	483.7 ± 1.7	489.7 ± 1.4	469.8 ± 2.1	470.4 ± 2.6	464.6 ± 3.2	464.9 ± 4.9	486.1 ± 5.1	385.9 ± 21.8	477.9 ± 1.0
Gain 2011-2013	54.5 ± 7.6	66.1 ± 7.6	65.7 ± 7.9	66.5 ± 8.1	64.5 ± 8.5	64.2 ± 9.9	66.4 ± 10.2	55.9 ± 28.7	62.0 ± 7.4
Aboriginal and Torres Strait Islander students (d)									
2011 Year 3	370.6 ± 4.0	380.0 ± 5.5	349.9 ± 4.6	321.9 ± 7.4	335.3 ± 10.5	366.7 ± 9.7	366.1 ± 17.7	250.9 ± 14.2	343.5 ± 4.0
2013 Year 5	424.8 ± 3.8	446.6 ± 6.2	411.2 ± 5.0	380.1 ± 7.6	386.8 ± 12.7	427.5 ± 8.6	443.8 ± 13.2	293.0 ± 20.2	400.2 ± 5.0
Gain 2011-2013	54.2 ± 9.2	66.6 ± 11.1	61.3 ± 10.0	58.2 ± 12.9	51.5 ± 18.0	60.8 ± 14.9	77.7 ± 23.2	42.1 ± 25.8	56.7 ± 9.7
Non-Indigenous students									
2011 Year 3	432.1 ± 1.4	424.5 ± 1.4	408.9 ± 1.9	410.3 ± 2.2	402.6 ± 2.7	403.6 ± 4.5	420.9 ± 4.9	393.4 ± 8.1	420.1 ± 0.8
2013 Year 5	486.9 ± 1.6	490.4 ± 1.4	474.4 ± 1.9	477.7 ± 2.3	468.2 ± 3.0	468.4 ± 4.8	487.2 ± 5.1	461.3 ± 7.3	482.4 ± 0.8
Gain 2011-2013	54.8 ± 7.6	65.9 ± 7.6	65.5 ± 7.8	67.4 ± 7.9	65.6 ± 8.4	64.8 ± 9.8	66.3 ± 10.1	67.9 ± 13.1	62.3 ± 7.4
Year 5 - Year 7									
All students									
2011 Year 5	492.6 ± 1.5	492.8 ± 1.5	470.9 ± 2.0	472.2 ± 2.8	469.7 ± 3.2	465.2 ± 4.8	495.0 ± 5.5	396.5 ± 18.2	482.6 ± 1.0
2013 Year 7	516.6 ± 2.9	524.4 ± 2.7	514.9 ± 2.2	517.6 ± 3.5	517.1 ± 3.4	505.6 ± 7.2	526.7 ± 7.5	418.4 ± 30.0	517.0 ± 1.4
Gain 2011-2013	24.0 ± 8.0	31.6 ± 7.9	44.0 ± 7.9	45.4 ± 8.5	47.4 ± 8.7	40.4 ± 11.3	31.7 ± 11.9	21.9 ± 35.8	34.4 ± 7.5
Aboriginal and Torres Strait Islander students (d)									
2011 Year 5	436.2 ± 3.5	448.4 ± 5.5	416.5 ± 4.9	379.8 ± 7.9	399.2 ± 9.6	433.6 ± 6.4	448.9 ± 17.0	314.3 ± 16.0	408.1 ± 4.0
2013 Year 7	452.0 ± 4.6	467.2 ± 9.1	457.4 ± 5.5	426.6 ± 8.7	441.2 ± 11.0	470.2 ± 9.7	478.9 ± 19.3	317.8 ± 27.9	437.4 ± 5.3
Gain 2011-2013	15.8 ± 9.3	18.8 ± 12.9	40.9 ± 10.4	46.8 ± 13.8	42.0 ± 16.3	36.6 ± 13.7	30.0 ± 26.8	3.5 ± 32.9	29.3 ± 9.9
Non-Indigenous students									
2011 Year 5	495.1 ± 1.5	493.6 ± 1.5	475.6 ± 1.9	479.3 ± 2.4	472.2 ± 3.1	468.1 ± 4.9	496.0 ± 5.6	464.8 ± 6.6	486.7 ± 0.9
2013 Year 7	520.0 ± 2.8	525.3 ± 2.7	519.2 ± 2.1	524.6 ± 3.1	520.5 ± 3.2	507.9 ± 6.9	528.3 ± 7.3	499.6 ± 11.9	521.4 ± 1.3

TABLE 4A.107

Table 4A.107 Mean scale score gain for persuasive writing, years 3-5, 5-7 and 7-9, 2011-2013 (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 2011-2013	24.9 ± 8.0	31.7 ± 7.9	43.6 ± 7.8	45.3 ± 8.3	48.3 ± 8.5	39.8 ± 11.2	32.3 ± 11.7	34.8 ± 15.5	34.7 ± 7.5
Year 7 - Year 9									
All students									
2011 Year 7	527.5 ± 3.0	533.3 ± 3.1	532.9 ± 2.2	529.5 ± 3.3	528.8 ± 3.6	507.5 ± 9.0	535.7 ± 10.0	446.3 ± 27.5	529.1 ± 1.4
2013 Year 9	553.7 ± 3.7	564.0 ± 3.5	548.6 ± 3.8	554.4 ± 5.7	551.0 ± 6.6	541.2 ± 9.2	569.9 ± 11.2	470.1 ± 27.8	554.1 ± 1.9
Gain 2011-2013	26.2 ± 8.7	30.7 ± 8.7	15.7 ± 8.5	24.9 ± 9.8	22.2 ± 10.5	33.7 ± 14.7	34.2 ± 16.7	23.8 ± 39.8	25.0 ± 7.7
Aboriginal and Torres Strait Islander students (d)									
2011 Year 7	464.0 ± 4.0	474.1 ± 7.2	474.1 ± 5.5	442.6 ± 8.1	450.7 ± 11.9	464.6 ± 11.8	478.9 ± 21.8	350.6 ± 21.5	454.5 ± 3.9
2013 Year 9	475.9 ± 4.9	504.4 ± 6.6	487.9 ± 6.7	459.0 ± 10.9	481.1 ± 10.1	493.7 ± 12.2	511.9 ± 21.8	364.9 ± 26.2	471.0 ± 4.3
Gain 2011-2013	11.9 ± 9.7	30.3 ± 12.2	13.8 ± 11.3	16.4 ± 15.4	30.4 ± 17.2	29.1 ± 18.5	33.0 ± 31.7	14.3 ± 34.7	16.5 ± 9.4
Non-Indigenous students									
2011 Year 7	530.4 ± 2.9	534.3 ± 3.0	537.6 ± 2.0	535.9 ± 3.0	531.6 ± 3.4	512.7 ± 8.3	537.0 ± 9.8	520.9 ± 16.2	533.2 ± 1.4
2013 Year 9	558.1 ± 3.6	565.0 ± 3.5	552.8 ± 3.6	561.6 ± 5.2	553.6 ± 6.3	547.5 ± 8.7	571.5 ± 11.0	540.4 ± 16.5	558.7 ± 1.8
Gain 2011-2013	27.7 ± 8.6	30.7 ± 8.6	15.2 ± 8.4	25.7 ± 9.5	22.0 ± 10.2	34.8 ± 14.1	34.5 ± 16.4	19.5 ± 24.2	25.5 ± 7.6

- (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 2011 and 2013 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 2011 to 2013 of 23.1 ± 2.7). Gains for 2012-2014 are in table 4A.89. 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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.108

Table 4A.108 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2014 (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 10 m</i>	<i>8 y 7 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	95.4 ± 0.3	95.5 ± 0.4	94.6 ± 0.4	93.8 ± 0.6	93.2 ± 0.8	94.5 ± 0.8	96.5 ± 1.0	73.0 ± 6.2	94.6 ± 0.2
Aboriginal and Torres Strait Islander students (e)	84.8 ± 1.4	88.5 ± 3.0	82.4 ± 2.1	70.5 ± 3.6	71.7 ± 5.1	92.5 ± 3.0	88.1 ± 5.9	43.0 ± 6.8	78.2 ± 1.4
Non-Indigenous students	96.0 ± 0.3	95.8 ± 0.4	95.6 ± 0.4	95.6 ± 0.5	94.3 ± 0.7	94.6 ± 0.8	96.7 ± 0.9	93.2 ± 3.1	95.7 ± 0.2
LBOTE students (f)	94.9 ± 0.5	93.7 ± 0.7	91.5 ± 1.3	92.1 ± 1.3	87.5 ± 2.8	88.4 ± 4.3	93.8 ± 2.3	48.3 ± 9.2	92.7 ± 0.5
Male students	94.8 ± 0.4	94.6 ± 0.6	94.4 ± 0.5	93.5 ± 0.7	92.8 ± 1.0	94.6 ± 1.0	96.3 ± 1.3	73.2 ± 6.2	94.2 ± 0.2
Female students	95.9 ± 0.3	96.4 ± 0.3	94.8 ± 0.4	94.2 ± 0.6	93.6 ± 0.9	94.4 ± 1.0	96.6 ± 1.0	72.8 ± 6.7	95.1 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 5 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	94.3 ± 0.3	94.7 ± 0.4	93.1 ± 0.5	92.2 ± 0.7	91.8 ± 0.9	92.6 ± 1.2	95.9 ± 0.9	68.2 ± 6.6	93.5 ± 0.2
Aboriginal and Torres Strait Islander students (e)	79.6 ± 1.9	84.8 ± 2.6	73.9 ± 2.7	61.2 ± 3.5	66.9 ± 5.4	84.7 ± 4.9	84.4 ± 7.1	36.2 ± 6.4	71.1 ± 1.6
Non-Indigenous students	95.2 ± 0.3	95.0 ± 0.4	94.7 ± 0.4	94.5 ± 0.5	93.1 ± 0.8	93.3 ± 1.2	96.3 ± 0.9	92.3 ± 2.8	94.8 ± 0.2
LBOTE students (f)	94.4 ± 0.6	93.0 ± 0.8	89.0 ± 1.7	90.8 ± 1.6	87.1 ± 2.8	88.0 ± 4.4	93.6 ± 2.4	40.4 ± 7.9	91.6 ± 0.5
Male students	93.9 ± 0.4	94.0 ± 0.6	93.0 ± 0.6	92.2 ± 0.9	91.9 ± 1.0	92.3 ± 1.3	95.6 ± 1.5	66.9 ± 6.8	93.1 ± 0.3
Female students	94.8 ± 0.4	95.4 ± 0.4	93.2 ± 0.6	92.2 ± 0.8	91.7 ± 1.0	92.9 ± 1.5	96.1 ± 1.2	69.6 ± 6.7	93.8 ± 0.2

TABLE 4A.108

Table 4A.108 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2014 (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 7									
Average age (d)	12 y 7 m	12 y 9 m	12 y 3 m	12 y 5 m	12 y 7 m	12 y 11 m	12 y 8 m	12 y 6 m	12 y 7 m
Years of schooling (d)	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m
All students	95.5 ± 0.4	95.5 ± 0.5	95.3 ± 0.5	95.4 ± 0.6	94.8 ± 0.7	94.8 ± 1.2	96.3 ± 1.5	74.4 ± 7.9	95.1 ± 0.2
Aboriginal and Torres Strait Islander students (e)	85.3 ± 1.4	83.6 ± 3.1	83.8 ± 2.1	77.2 ± 3.5	80.3 ± 4.5	88.9 ± 3.9	85.1 ± 9.0	47.7 ± 7.9	79.5 ± 1.6
Non-Indigenous students	96.1 ± 0.4	95.8 ± 0.5	96.2 ± 0.4	96.9 ± 0.4	95.5 ± 0.6	95.3 ± 1.1	96.6 ± 1.4	95.2 ± 2.1	96.1 ± 0.2
LBOTE students (f)	95.6 ± 0.7	94.7 ± 1.0	93.0 ± 1.5	94.6 ± 1.2	91.3 ± 2.4	91.5 ± 4.4	94.9 ± 2.5	49.4 ± 10.8	93.9 ± 0.6
Male students	95.1 ± 0.5	95.0 ± 0.7	95.0 ± 0.6	95.3 ± 0.7	94.4 ± 0.9	94.8 ± 1.5	95.8 ± 2.0	72.9 ± 8.4	94.8 ± 0.3
Female students	95.9 ± 0.5	96.0 ± 0.5	95.6 ± 0.5	95.5 ± 0.6	95.2 ± 0.8	94.9 ± 1.4	96.7 ± 1.4	76.1 ± 7.8	95.5 ± 0.2
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 5 m	14 y 7 m	14 y 11 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	94.5 ± 0.5	94.8 ± 0.6	94.2 ± 0.6	94.7 ± 0.9	92.6 ± 1.4	93.5 ± 1.4	94.9 ± 1.7	74.2 ± 7.8	94.1 ± 0.3
Aboriginal and Torres Strait Islander students (e)	81.1 ± 1.8	83.3 ± 3.0	77.8 ± 2.6	74.2 ± 4.4	73.2 ± 4.0	86.2 ± 3.6	82.8 ± 8.5	44.1 ± 8.5	76.2 ± 1.5
Non-Indigenous students	95.3 ± 0.4	95.0 ± 0.6	95.4 ± 0.5	96.4 ± 0.6	93.6 ± 1.4	94.3 ± 1.3	95.3 ± 1.6	93.1 ± 3.5	95.2 ± 0.3
LBOTE students (f)	95.1 ± 0.8	94.1 ± 1.0	91.2 ± 2.2	94.4 ± 1.8	87.1 ± 7.0	87.7 ± 6.8	93.5 ± 3.2	48.7 ± 12.5	93.2 ± 0.7
Male students	94.4 ± 0.6	94.5 ± 0.7	94.0 ± 0.7	94.6 ± 1.0	92.6 ± 1.6	93.6 ± 1.6	94.6 ± 2.2	73.6 ± 8.4	94.0 ± 0.3
Female students	94.5 ± 0.5	95.0 ± 0.6	94.4 ± 0.7	94.9 ± 0.9	92.6 ± 1.4	93.3 ± 1.6	95.2 ± 1.8	74.8 ± 7.7	94.3 ± 0.3

TABLE 4A.108

Table 4A.108 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2014 (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>
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	<i>Proportion</i>	95.4 ± 0.3	95.5 ± 0.4	94.6 ± 0.4	93.8 ± 0.6	93.2 ± 0.8	94.5 ± 0.8	96.5 ± 1.0	73.0 ± 6.2	94.6 ± 0.2
Compared to										
<i>NSW</i>	95.4 ± 0.3	..	■	■	■	△	■	■	▲	■
<i>Vic</i>	95.5 ± 0.4	■	..	■	△	△	■	■	▲	■
<i>Qld</i>	94.6 ± 0.4	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	93.8 ± 0.6	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	93.2 ± 0.8	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	94.5 ± 0.8	■	■	■	■	■	..	▽	▲	■
<i>ACT</i>	96.5 ± 1.0	■	■	△	△	△	△	..	▲	△
<i>NT</i>	73.0 ± 6.2	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	94.6 ± 0.2	■	■	■	■	■	■	▽	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 5										
	<i>Proportion</i>	94.3 ± 0.3	94.7 ± 0.4	93.1 ± 0.5	92.2 ± 0.7	91.8 ± 0.9	92.6 ± 1.2	95.9 ± 0.9	68.2 ± 6.6	93.5 ± 0.2
Compared to										
<i>NSW</i>	94.3 ± 0.3	..	■	■	△	△	■	▽	▲	■
<i>Vic</i>	94.7 ± 0.4	■	..	■	△	△	△	■	▲	■
<i>Qld</i>	93.1 ± 0.5	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	92.2 ± 0.7	▽	▽	■	..	■	■	▽	▲	■
<i>SA</i>	91.8 ± 0.9	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	92.6 ± 1.2	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	95.9 ± 0.9	△	■	△	△	△	△	..	▲	△
<i>NT</i>	68.2 ± 6.6	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	93.5 ± 0.2	■	■	■	■	■	■	▽	▲	..

TABLE 4A.108

Table 4A.108 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2014 (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>
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	95.5 ± 0.4	95.5 ± 0.5	95.3 ± 0.5	95.4 ± 0.6	94.8 ± 0.7	94.8 ± 1.2	96.3 ± 1.5	74.4 ± 7.9	95.1 ± 0.2
Compared to										
<i>NSW</i>	95.5 ± 0.4	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	95.5 ± 0.5	■	..	■	■	■	■	■	▲	■
<i>Qld</i>	95.3 ± 0.5	■	■	..	■	■	■	■	▲	■
<i>WA</i>	95.4 ± 0.6	■	■	■	..	■	■	■	▲	■
<i>SA</i>	94.8 ± 0.7	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	94.8 ± 1.2	■	■	■	■	■	..	■	▲	■
<i>ACT</i>	96.3 ± 1.5	■	■	■	■	■	■	..	▲	■
<i>NT</i>	74.4 ± 7.9	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	95.1 ± 0.2	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 9										
	<i>Proportion</i>	94.5 ± 0.5	94.8 ± 0.6	94.2 ± 0.6	94.7 ± 0.9	92.6 ± 1.4	93.5 ± 1.4	94.9 ± 1.7	74.2 ± 7.8	94.1 ± 0.3
Compared to										
<i>NSW</i>	94.5 ± 0.5	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	94.8 ± 0.6	■	..	■	■	Δ	■	■	▲	■
<i>Qld</i>	94.2 ± 0.6	■	■	..	■	■	■	■	▲	■
<i>WA</i>	94.7 ± 0.9	■	■	■	..	Δ	■	■	▲	■
<i>SA</i>	92.6 ± 1.4	■	▽	■	▽	..	■	▽	▲	■
<i>Tas</i>	93.5 ± 1.4	■	■	■	■	■	..	■	▲	■
<i>ACT</i>	94.9 ± 1.7	■	■	■	■	Δ	■	..	▲	■
<i>NT</i>	74.2 ± 7.8	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	94.1 ± 0.3	■	■	■	■	■	■	■	▲	..

Table 4A.108 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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LBOTE = Language Background Other Than English.

▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the comparison State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the comparison State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the comparison State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the comparison State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the comparison State/Territory.

- (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), for the single reporting year (2014). 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.115. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2012 were included in earlier Reports. Data for 2013 are in table 4A.126.
- (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 'Aboriginal and Torres Strait Islander' 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.

.. Not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.109

Table 4A.109 **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, 2014 (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									
Aboriginal and Torres Strait Islander students									
Metropolitan	87.5 ± 1.7	90.1 ± 3.5	85.8 ± 2.5	79.9 ± 3.9	80.3 ± 4.7	92.1 ± 4.0	88.3 ± 6.9	..	85.9 ± 1.2
Provincial	83.4 ± 2.1	87.1 ± 3.9	84.7 ± 2.6	77.8 ± 5.8	69.8 ± 7.5	92.8 ± 4.5	np	73.6 ± 7.2	82.9 ± 1.3
Remote	74.3 ± 11.3	np	69.7 ± 8.3	63.5 ± 9.2	80.6 ± 16.9	np	..	57.4 ± 12.2	66.2 ± 5.2
Very remote	69.8 ± 14.7	..	66.2 ± 8.9	52.8 ± 7.9	36.4 ± 16.8	np	..	25.9 ± 6.6	44.6 ± 5.7
Total	84.8 ± 1.4	88.5 ± 3.0	82.4 ± 2.1	70.5 ± 3.6	71.7 ± 5.1	92.5 ± 3.0	88.1 ± 5.9	43.0 ± 6.8	78.2 ± 1.4
Non-Indigenous students									
Metropolitan	96.2 ± 0.3	95.9 ± 0.5	95.8 ± 0.5	95.9 ± 0.6	94.6 ± 0.9	94.6 ± 1.4	96.7 ± 0.9	..	95.9 ± 0.2
Provincial	95.3 ± 0.6	95.6 ± 0.6	95.2 ± 0.6	94.8 ± 1.1	93.5 ± 1.3	94.6 ± 1.1	np	92.3 ± 4.0	95.1 ± 0.3
Remote	95.1 ± 3.5	97.4 ± 5.8	94.8 ± 2.4	93.9 ± 1.9	95.1 ± 2.6	94.1 ± 6.6	..	96.3 ± 2.1	94.7 ± 1.2
Very remote	np	..	95.5 ± 2.6	93.8 ± 2.7	93.8 ± 7.4	np	..	94.5 ± 5.1	94.4 ± 1.8
Total	96.0 ± 0.3	95.8 ± 0.4	95.6 ± 0.4	95.6 ± 0.5	94.3 ± 0.7	94.6 ± 0.8	96.7 ± 0.9	93.2 ± 3.1	95.7 ± 0.2
All students									
Metropolitan	95.9 ± 0.3	95.6 ± 0.5	95.3 ± 0.5	95.4 ± 0.6	94.0 ± 0.9	94.4 ± 1.3	96.5 ± 1.0	..	95.5 ± 0.2
Provincial	93.8 ± 0.6	95.1 ± 0.7	94.1 ± 0.7	93.3 ± 1.3	92.0 ± 1.6	94.7 ± 1.0	np	89.3 ± 4.3	93.9 ± 0.4
Remote	87.0 ± 5.9	97.4 ± 5.7	88.9 ± 3.9	86.5 ± 4.4	94.2 ± 2.5	93.6 ± 6.4	..	80.9 ± 8.8	87.6 ± 2.4
Very remote	86.0 ± 12.0	..	78.4 ± 6.8	70.7 ± 7.9	61.0 ± 19.7	np	..	34.7 ± 10.6	61.7 ± 5.8
Total	95.4 ± 0.3	95.5 ± 0.4	94.6 ± 0.4	93.8 ± 0.6	93.2 ± 0.8	94.5 ± 0.8	96.5 ± 1.0	73.0 ± 6.2	94.6 ± 0.2
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	84.1 ± 2.0	87.0 ± 3.4	78.1 ± 2.7	74.2 ± 4.2	77.2 ± 5.5	84.3 ± 6.9	84.7 ± 7.0	..	80.6 ± 1.4
Provincial	77.1 ± 3.0	82.8 ± 3.8	77.3 ± 3.9	64.6 ± 7.1	66.3 ± 8.4	84.7 ± 6.3	np	74.4 ± 7.7	76.4 ± 1.9
Remote	59.5 ± 14.8	np	59.5 ± 12.8	57.7 ± 7.7	np	np	..	45.1 ± 9.7	56.2 ± 5.3

TABLE 4A.109

Table 4A.109 **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, 2014 (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	66.2 ± 14.9	..	50.8 ± 10.5	40.9 ± 7.3	22.6 ± 10.4	np	..	18.2 ± 5.2	33.2 ± 5.0
Total	79.6 ± 1.9	84.8 ± 2.6	73.9 ± 2.7	61.2 ± 3.5	66.9 ± 5.4	84.7 ± 4.9	84.4 ± 7.1	36.2 ± 6.4	71.1 ± 1.6
Non-Indigenous students									
Metropolitan	95.5 ± 0.4	95.2 ± 0.5	95.0 ± 0.5	95.0 ± 0.6	93.4 ± 1.0	92.7 ± 2.0	96.3 ± 0.9	..	95.1 ± 0.2
Provincial	94.1 ± 0.6	94.6 ± 0.8	93.8 ± 0.6	93.4 ± 1.0	92.0 ± 1.3	93.8 ± 1.3	np	91.2 ± 3.6	93.9 ± 0.3
Remote	95.0 ± 2.7	98.1 ± 4.7	94.0 ± 2.0	92.5 ± 2.6	95.5 ± 2.4	97.4 ± 5.8	..	94.2 ± 3.2	93.9 ± 1.0
Very remote	np	..	91.9 ± 3.7	90.2 ± 4.3	89.3 ± 6.7	np	..	98.6 ± 2.6	91.4 ± 2.7
Total	95.2 ± 0.3	95.0 ± 0.4	94.7 ± 0.4	94.5 ± 0.5	93.1 ± 0.8	93.3 ± 1.2	96.3 ± 0.9	92.3 ± 2.8	94.8 ± 0.2
All students									
Metropolitan	95.1 ± 0.4	94.9 ± 0.5	94.1 ± 0.6	94.2 ± 0.7	92.7 ± 1.1	92.0 ± 2.0	95.9 ± 0.9	..	94.6 ± 0.2
Provincial	92.2 ± 0.8	94.0 ± 0.9	92.2 ± 0.8	91.0 ± 1.5	90.5 ± 1.7	93.0 ± 1.4	np	88.4 ± 3.9	92.3 ± 0.4
Remote	81.7 ± 10.0	98.2 ± 4.5	85.9 ± 5.5	83.6 ± 4.5	94.6 ± 2.6	96.9 ± 6.3	..	73.9 ± 9.9	84.3 ± 2.8
Very remote	79.1 ± 13.4	..	67.6 ± 8.6	62.0 ± 8.9	56.4 ± 16.4	np	..	27.4 ± 10.6	52.6 ± 5.9
Total	94.3 ± 0.3	94.7 ± 0.4	93.1 ± 0.5	92.2 ± 0.7	91.8 ± 0.9	92.6 ± 1.2	95.9 ± 0.9	68.2 ± 6.6	93.5 ± 0.2
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	87.8 ± 2.0	83.3 ± 4.7	87.0 ± 2.3	86.4 ± 3.3	82.3 ± 4.6	88.4 ± 6.3	85.1 ± 9.0	..	86.6 ± 1.4
Provincial	84.1 ± 2.0	83.9 ± 4.5	85.7 ± 2.9	80.6 ± 5.8	86.7 ± 5.5	89.1 ± 5.1	..	74.7 ± 7.8	83.8 ± 1.4
Remote	69.9 ± 9.3	np	70.7 ± 11.5	78.0 ± 7.5	86.1 ± 16.9	np	..	60.1 ± 8.9	70.8 ± 5.3
Very remote	np	..	69.5 ± 9.3	58.8 ± 7.7	45.2 ± 22.1	np	..	31.3 ± 7.3	47.6 ± 5.9
Total	85.3 ± 1.4	83.6 ± 3.1	83.8 ± 2.1	77.2 ± 3.5	80.3 ± 4.5	88.9 ± 3.9	85.1 ± 9.0	47.7 ± 7.9	79.5 ± 1.6
Non-Indigenous students									
Metropolitan	96.3 ± 0.4	95.9 ± 0.6	96.5 ± 0.5	97.0 ± 0.5	95.4 ± 0.8	95.0 ± 1.7	96.6 ± 1.4	..	96.2 ± 0.3
Provincial	95.4 ± 0.6	95.2 ± 0.9	95.4 ± 0.7	96.7 ± 0.9	95.6 ± 0.9	95.6 ± 1.6	..	95.1 ± 2.6	95.5 ± 0.4

TABLE 4A.109

Table 4A.109 **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, 2014 (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	92.6 ± 5.5	99.4 ± 3.5	95.4 ± 2.5	95.9 ± 1.9	97.5 ± 1.6	np	..	96.1 ± 3.7	96.0 ± 1.1
Very remote	np	..	95.0 ± 3.9	97.3 ± 3.1	96.7 ± 3.4	np	..	94.4 ± 5.8	96.0 ± 1.8
Total	96.1 ± 0.4	95.8 ± 0.5	96.2 ± 0.4	96.9 ± 0.4	95.5 ± 0.6	95.3 ± 1.1	96.6 ± 1.4	95.2 ± 2.1	96.1 ± 0.2
All students									
Metropolitan	96.0 ± 0.5	95.7 ± 0.6	96.0 ± 0.5	96.6 ± 0.5	94.9 ± 0.9	94.7 ± 1.8	96.3 ± 1.5	..	95.9 ± 0.3
Provincial	94.1 ± 0.7	94.7 ± 0.9	94.4 ± 0.8	95.3 ± 1.2	95.1 ± 1.0	95.0 ± 1.7	..	91.4 ± 3.9	94.5 ± 0.4
Remote	81.6 ± 8.8	99.4 ± 3.4	88.7 ± 5.1	90.6 ± 3.4	96.9 ± 2.2	np	..	79.3 ± 12.0	88.6 ± 2.9
Very remote	78.6 ± 14.6	..	79.0 ± 7.6	73.1 ± 7.9	69.8 ± 20.0	np	..	36.9 ± 9.4	61.5 ± 6.3
Total	95.5 ± 0.4	95.5 ± 0.5	95.3 ± 0.5	95.4 ± 0.6	94.8 ± 0.7	94.8 ± 1.2	96.3 ± 1.5	74.4 ± 7.9	95.1 ± 0.2
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	82.6 ± 2.6	82.3 ± 4.5	81.2 ± 2.9	81.9 ± 4.9	74.8 ± 5.0	81.9 ± 7.0	82.8 ± 8.5	..	81.5 ± 1.7
Provincial	80.6 ± 2.6	84.3 ± 4.5	79.0 ± 3.8	80.9 ± 5.8	76.6 ± 6.4	89.4 ± 4.0	..	74.0 ± 7.2	80.4 ± 1.8
Remote	70.6 ± 14.4	np	59.3 ± 18.3	69.4 ± 9.1	np	np	..	52.5 ± 14.2	63.4 ± 6.9
Very remote	np	..	55.5 ± 12.9	53.4 ± 12.0	49.7 ± 20.3	np	..	22.9 ± 7.6	40.7 ± 7.1
Total	81.1 ± 1.8	83.3 ± 3.0	77.8 ± 2.6	74.2 ± 4.4	73.2 ± 4.0	86.2 ± 3.6	82.8 ± 8.5	44.1 ± 8.5	76.2 ± 1.5
Non-Indigenous students									
Metropolitan	95.6 ± 0.5	95.1 ± 0.7	95.7 ± 0.7	96.6 ± 0.7	93.9 ± 1.8	93.8 ± 2.3	95.3 ± 1.6	..	95.5 ± 0.3
Provincial	94.1 ± 0.7	94.6 ± 0.9	94.9 ± 0.8	95.4 ± 1.2	92.7 ± 1.8	94.7 ± 1.4	..	92.5 ± 4.5	94.4 ± 0.4
Remote	90.4 ± 8.3	96.1 ± 3.3	91.0 ± 3.3	95.6 ± 1.8	92.4 ± 4.0	np	..	95.2 ± 3.7	93.6 ± 1.7
Very remote	np	..	93.6 ± 3.9	94.9 ± 3.7	94.5 ± 7.4	np	..	96.2 ± 4.3	94.3 ± 2.8
Total	95.3 ± 0.4	95.0 ± 0.6	95.4 ± 0.5	96.4 ± 0.6	93.6 ± 1.4	94.3 ± 1.3	95.3 ± 1.6	93.1 ± 3.5	95.2 ± 0.3
All students									
Metropolitan	95.1 ± 0.6	94.9 ± 0.7	94.9 ± 0.7	95.9 ± 0.9	93.2 ± 1.8	92.9 ± 2.5	94.9 ± 1.7	..	94.9 ± 0.3

Table 4A.109 **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, 2014 (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	92.6 ± 0.8	94.2 ± 1.0	93.4 ± 1.0	94.2 ± 1.6	91.7 ± 2.0	94.0 ± 1.4	..	89.3 ± 4.7	93.2 ± 0.5
Remote	80.9 ± 11.3	96.2 ± 3.2	82.0 ± 7.4	87.8 ± 4.6	91.2 ± 5.2	np	..	77.8 ± 12.5	84.9 ± 3.4
Very remote	78.0 ± 16.7	..	71.7 ± 11.1	68.4 ± 11.5	70.6 ± 17.7	np	..	30.5 ± 11.8	57.3 ± 7.6
Total	94.5 ± 0.5	94.8 ± 0.6	94.2 ± 0.6	94.7 ± 0.9	92.6 ± 1.4	93.5 ± 1.4	94.9 ± 1.7	74.2 ± 7.8	94.1 ± 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 (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) 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.115. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' 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 2008-2012 were included in earlier Reports. Data for 2013 are at table 4A.127.
- .. Not applicable. **np** Not published.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.110

Table 4A.110 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2014 (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	98.2 ± 0.3	98.1 ± 0.4	97.7 ± 0.6	98.5 ± 0.7	97.5 ± 1.0	96.5 ± 2.1	98.1 ± 0.1
Advanced diploma/diploma	96.7 ± 0.4	96.3 ± 0.5	96.6 ± 0.5	96.1 ± 0.8	96.4 ± 1.1	95.9 ± 1.9	97.2 ± 1.8	95.5 ± 2.8	96.5 ± 0.2
Certificate I to IV (e)	94.8 ± 0.5	95.0 ± 0.5	94.8 ± 0.5	94.3 ± 0.8	93.0 ± 1.0	94.5 ± 1.3	95.2 ± 1.7	84.8 ± 4.3	94.6 ± 0.3
Year 12 or equivalent	93.4 ± 0.9	93.9 ± 0.8	93.1 ± 0.8	93.5 ± 1.1	93.3 ± 1.4	94.1 ± 3.0	94.0 ± 3.4	84.5 ± 6.8	93.4 ± 0.4
Year 11 or equivalent or below	86.7 ± 1.0	87.5 ± 1.4	85.5 ± 1.4	85.2 ± 2.0	84.3 ± 2.5	88.6 ± 2.5	90.5 ± 5.2	50.7 ± 6.8	85.7 ± 0.6
Not stated (f)	91.4 ± 1.3	92.7 ± 1.9	90.4 ± 1.3	87.1 ± 2.2	86.2 ± 3.0	92.7 ± 2.9	96.9 ± 2.5	44.3 ± 15.3	88.1 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	98.5 ± 0.2	98.4 ± 0.3	98.4 ± 0.3	98.4 ± 0.4	98.0 ± 0.6	98.6 ± 0.7	97.7 ± 0.9	95.9 ± 1.9	98.4 ± 0.1
Other business managers and associate professionals	97.7 ± 0.3	97.7 ± 0.3	97.6 ± 0.4	96.9 ± 0.5	97.2 ± 0.7	96.9 ± 1.2	97.6 ± 1.3	92.3 ± 4.3	97.5 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.2 ± 0.4	96.5 ± 0.4	95.5 ± 0.4	95.4 ± 0.8	95.3 ± 0.9	96.3 ± 1.4	96.0 ± 2.1	90.0 ± 3.7	95.9 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.2 ± 0.7	93.0 ± 0.7	91.5 ± 0.8	91.7 ± 1.1	91.6 ± 1.3	93.1 ± 2.0	93.0 ± 4.4	66.3 ± 8.1	92.3 ± 0.4
Not in paid work in previous 12 months	86.7 ± 1.1	86.6 ± 1.3	84.5 ± 1.6	85.0 ± 2.4	84.4 ± 2.8	88.3 ± 2.8	89.9 ± 5.6	47.6 ± 7.7	85.5 ± 0.7
Not stated (h)	89.8 ± 1.0	93.4 ± 1.9	90.7 ± 1.1	88.5 ± 1.6	85.8 ± 2.2	89.9 ± 3.3	94.6 ± 2.5	42.1 ± 10.5	88.5 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	98.1 ± 0.2	97.7 ± 0.3	98.2 ± 0.3	98.0 ± 0.4	97.4 ± 0.6	98.2 ± 1.0	97.7 ± 0.9	96.5 ± 1.8	98.0 ± 0.1
Advanced diploma/diploma	96.4 ± 0.4	95.7 ± 0.5	95.4 ± 0.6	94.9 ± 0.8	94.6 ± 1.2	96.1 ± 1.8	94.5 ± 2.3	94.7 ± 2.8	95.7 ± 0.3
Certificate I to IV (e)	93.2 ± 0.5	93.6 ± 0.6	93.1 ± 0.6	93.2 ± 0.8	92.4 ± 1.1	93.6 ± 1.4	94.6 ± 2.5	83.1 ± 4.8	93.2 ± 0.3

TABLE 4A.110

Table 4A.110 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2014 (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	92.7 ± 0.9	93.5 ± 0.9	91.8 ± 0.9	91.3 ± 1.3	91.3 ± 1.5	88.7 ± 3.4	93.6 ± 3.2	84.4 ± 7.3	92.3 ± 0.5
Year 11 or equivalent or below	84.5 ± 1.0	87.0 ± 1.4	81.4 ± 1.5	81.9 ± 2.1	81.0 ± 2.3	84.7 ± 3.2	89.4 ± 5.8	45.0 ± 8.3	83.4 ± 0.6
Not stated (f)	90.1 ± 1.3	93.4 ± 1.6	88.3 ± 1.6	83.9 ± 2.5	84.8 ± 2.9	88.2 ± 4.7	94.3 ± 2.6	40.9 ± 13.5	86.1 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.3 ± 0.2	98.4 ± 0.3	98.2 ± 0.3	98.0 ± 0.5	97.3 ± 0.6	97.7 ± 1.0	97.9 ± 0.9	95.2 ± 2.3	98.1 ± 0.1
Other business managers and associate professionals	97.4 ± 0.3	97.0 ± 0.4	96.8 ± 0.4	96.4 ± 0.6	96.2 ± 0.7	96.6 ± 1.2	97.3 ± 1.2	90.7 ± 4.9	96.9 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.0 ± 0.5	95.7 ± 0.5	94.2 ± 0.5	93.7 ± 0.8	94.4 ± 1.0	94.8 ± 1.5	94.2 ± 2.0	87.8 ± 3.8	94.7 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.1 ± 0.7	91.8 ± 0.8	89.1 ± 1.0	89.2 ± 1.3	88.9 ± 1.5	90.1 ± 2.5	93.3 ± 3.5	60.2 ± 10.2	90.2 ± 0.5
Not in paid work in previous 12 months	84.3 ± 1.3	85.1 ± 1.4	80.0 ± 2.2	80.3 ± 2.7	82.3 ± 3.7	80.5 ± 4.6	87.5 ± 5.3	42.1 ± 9.2	82.8 ± 0.8
Not stated (h)	88.5 ± 1.2	93.4 ± 1.9	87.4 ± 1.3	85.7 ± 1.9	83.6 ± 2.3	88.1 ± 3.7	92.8 ± 2.7	40.2 ± 9.4	86.2 ± 0.8
Year 7									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.3	98.1 ± 0.4	98.5 ± 0.3	98.6 ± 0.4	98.5 ± 0.5	99.0 ± 0.6	98.7 ± 0.7	97.2 ± 2.1	98.4 ± 0.2
Advanced diploma/diploma	97.0 ± 0.4	96.4 ± 0.6	97.2 ± 0.6	97.6 ± 0.6	96.9 ± 0.8	97.7 ± 1.3	96.5 ± 1.8	95.9 ± 2.4	96.9 ± 0.3
Certificate I to IV (e)	94.9 ± 0.4	94.9 ± 0.6	95.5 ± 0.5	96.2 ± 0.8	95.6 ± 0.8	95.5 ± 1.3	93.8 ± 2.3	88.6 ± 4.1	95.1 ± 0.2
Year 12 or equivalent	94.8 ± 0.8	95.0 ± 0.9	94.2 ± 1.0	95.4 ± 1.1	94.4 ± 1.4	90.8 ± 4.4	93.0 ± 3.8	88.6 ± 7.3	94.6 ± 0.4
Year 11 or equivalent or below	87.8 ± 1.1	88.1 ± 1.6	88.1 ± 1.3	90.0 ± 1.8	88.2 ± 1.9	88.8 ± 2.7	89.4 ± 7.6	61.5 ± 10.5	87.8 ± 0.7
Not stated (f)	93.1 ± 1.5	96.0 ± 1.3	92.4 ± 1.4	90.4 ± 1.8	90.5 ± 2.4	93.3 ± 3.3	92.1 ± 7.1	49.5 ± 15.2	90.6 ± 1.1
Parental occupation (g)									

TABLE 4A.110

Table 4A.110 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2014 (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	98.5 ± 0.3	98.5 ± 0.3	98.6 ± 0.3	98.6 ± 0.4	98.2 ± 0.6	98.6 ± 0.7	98.8 ± 0.6	97.0 ± 1.7	98.5 ± 0.1
Other business managers and associate professionals	97.9 ± 0.3	97.7 ± 0.4	97.9 ± 0.4	97.9 ± 0.5	98.0 ± 0.7	97.9 ± 0.9	97.8 ± 1.1	96.5 ± 1.9	97.8 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.8 ± 0.4	96.2 ± 0.5	96.0 ± 0.6	96.7 ± 0.7	96.7 ± 0.7	96.2 ± 1.3	95.4 ± 2.6	90.6 ± 3.3	96.1 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.2 ± 0.7	93.2 ± 0.9	92.3 ± 1.0	94.2 ± 1.1	93.6 ± 1.4	93.0 ± 2.1	88.5 ± 4.5	77.2 ± 9.6	93.0 ± 0.4
Not in paid work in previous 12 months	87.0 ± 1.4	85.7 ± 1.9	86.6 ± 2.0	86.4 ± 2.4	87.9 ± 2.6	85.7 ± 4.2	89.8 ± 6.8	47.5 ± 11.1	85.9 ± 0.9
Not stated (h)	90.8 ± 1.3	96.2 ± 1.3	91.7 ± 1.2	91.2 ± 1.4	89.1 ± 1.9	92.6 ± 2.9	89.2 ± 5.6	46.3 ± 9.9	90.0 ± 0.9
Year 9									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.3	98.1 ± 0.4	98.2 ± 0.4	98.6 ± 0.4	98.1 ± 0.7	98.5 ± 0.9	97.9 ± 1.1	96.8 ± 2.2	98.3 ± 0.2
Advanced diploma/diploma	96.8 ± 0.4	96.2 ± 0.6	96.5 ± 0.5	97.5 ± 0.6	95.1 ± 1.1	97.1 ± 1.7	96.0 ± 1.9	94.4 ± 3.3	96.5 ± 0.2
Certificate I to IV (e)	94.0 ± 0.5	94.1 ± 0.7	94.4 ± 0.7	95.5 ± 0.9	93.3 ± 1.2	94.7 ± 1.3	92.5 ± 3.0	86.3 ± 4.6	94.1 ± 0.3
Year 12 or equivalent	94.0 ± 0.9	94.0 ± 0.9	93.3 ± 1.0	95.8 ± 1.3	92.8 ± 2.0	91.4 ± 3.6	93.1 ± 4.1	85.6 ± 7.0	93.8 ± 0.5
Year 11 or equivalent or below	85.4 ± 1.2	87.4 ± 1.4	86.7 ± 1.4	87.7 ± 2.0	83.6 ± 2.5	87.2 ± 2.3	84.1 ± 7.5	60.3 ± 10.0	86.0 ± 0.7
Not stated (f)	90.4 ± 1.4	93.9 ± 1.6	90.5 ± 1.5	88.5 ± 3.4	87.1 ± 4.3	89.8 ± 5.4	89.6 ± 6.4	47.9 ± 15.8	88.9 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	98.5 ± 0.3	98.4 ± 0.4	98.0 ± 0.4	98.6 ± 0.4	98.0 ± 0.7	98.3 ± 0.9	97.5 ± 1.4	94.9 ± 2.8	98.3 ± 0.2
Other business managers and associate professionals	97.5 ± 0.3	97.2 ± 0.4	97.4 ± 0.4	97.5 ± 0.6	96.9 ± 0.8	97.7 ± 1.1	97.2 ± 1.4	94.8 ± 3.3	97.4 ± 0.2

TABLE 4A.110

Table 4A.110 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2014 (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	95.4 ± 0.4	95.5 ± 0.7	95.1 ± 0.6	96.2 ± 0.8	94.7 ± 1.2	96.3 ± 1.3	93.8 ± 2.9	86.7 ± 5.3	95.3 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.9 ± 0.9	91.9 ± 0.9	90.5 ± 1.1	92.4 ± 1.5	90.2 ± 1.9	91.8 ± 2.1	88.8 ± 6.4	73.5 ± 8.9	91.4 ± 0.4
Not in paid work in previous 12 months	83.9 ± 1.7	85.0 ± 1.8	83.4 ± 2.0	84.9 ± 4.1	82.2 ± 2.9	80.7 ± 3.7	82.9 ± 7.9	49.5 ± 10.8	83.7 ± 0.9
Not stated (h)	88.9 ± 1.3	94.3 ± 1.7	89.9 ± 1.4	88.9 ± 2.6	84.5 ± 4.6	88.8 ± 4.2	87.3 ± 4.6	44.2 ± 10.7	88.2 ± 1.0

(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 (2014). 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.115. Readers are urged to be cautious when comparing results.

(c) Data for years 2008-2012 were included in earlier Reports. Data for 2013 are at table 4A.128.

(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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.111

Table 4A.111 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (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									
Aboriginal and Torres Strait Islander students	348.1 ± 3.1	365.2 ± 5.0	336.0 ± 3.8	310.4 ± 5.9	316.4 ± 9.0	365.2 ± 6.8	356.1 ± 13.9	260.8 ± 13.7	331.5 ± 2.9
Non-Indigenous students	410.6 ± 1.7	414.8 ± 1.7	398.1 ± 2.0	399.0 ± 2.5	388.9 ± 2.8	398.2 ± 5.2	415.2 ± 4.9	388.4 ± 6.2	405.9 ± 0.9
All students	407.3 ± 1.8	413.9 ± 1.7	393.4 ± 2.1	392.5 ± 2.8	385.4 ± 3.0	396.3 ± 5.4	413.9 ± 5.0	338.1 ± 15.5	401.8 ± 1.0
Year 5									
Aboriginal and Torres Strait Islander students	433.0 ± 3.0	452.0 ± 4.8	422.3 ± 3.9	397.3 ± 5.4	407.5 ± 8.0	441.3 ± 7.6	442.7 ± 11.6	357.4 ± 11.0	417.9 ± 2.6
Non-Indigenous students	496.6 ± 1.8	497.3 ± 1.6	486.2 ± 1.9	486.9 ± 2.5	473.6 ± 2.8	479.6 ± 4.8	499.1 ± 5.0	469.9 ± 5.7	491.5 ± 0.9
All students	493.4 ± 1.9	496.6 ± 1.7	481.7 ± 2.1	480.6 ± 2.8	470.9 ± 2.9	477.3 ± 4.8	497.4 ± 5.0	422.7 ± 13.4	487.6 ± 1.0
Year 7									
Aboriginal and Torres Strait Islander students	489.2 ± 3.1	490.6 ± 5.2	487.8 ± 4.1	469.0 ± 5.0	472.9 ± 7.3	498.1 ± 7.4	504.0 ± 16.9	422.5 ± 13.2	478.5 ± 2.8
Non-Indigenous students	553.6 ± 3.8	549.6 ± 3.0	547.8 ± 2.4	551.9 ± 3.6	536.5 ± 3.1	536.1 ± 6.7	558.3 ± 9.3	527.8 ± 11.8	549.7 ± 1.7
All students	550.3 ± 3.8	548.6 ± 3.0	543.6 ± 2.5	545.5 ± 3.7	533.9 ± 3.1	533.1 ± 6.7	556.6 ± 9.6	484.4 ± 18.6	545.9 ± 1.7
Year 9									
Aboriginal and Torres Strait Islander students	531.5 ± 3.2	538.3 ± 4.5	525.6 ± 3.9	518.0 ± 7.4	513.8 ± 5.9	541.2 ± 7.1	535.6 ± 12.4	467.6 ± 13.8	522.8 ± 2.5
Non-Indigenous students	598.0 ± 3.9	593.2 ± 3.8	583.7 ± 3.3	596.5 ± 5.4	576.3 ± 5.0	575.0 ± 6.8	596.2 ± 9.6	569.2 ± 11.5	591.4 ± 1.9
All students	594.3 ± 3.8	592.3 ± 3.8	579.8 ± 3.4	591.1 ± 5.5	573.6 ± 5.3	572.8 ± 7.0	594.4 ± 9.7	532.0 ± 17.2	587.8 ± 1.9

TABLE 4A.111

Table 4A.111 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 3									
Mean scale score	407.3 ± 1.8	413.9 ± 1.7	393.4 ± 2.1	392.5 ± 2.8	385.4 ± 3.0	396.3 ± 5.4	413.9 ± 5.0	338.1 ± 15.5	401.8 ± 1.0
Compared to									
NSW	407.3 ± 1.8	■	■	△	△	■	■	▲	■
Vic	413.9 ± 1.7	■	..	△	△	△	■	▲	■
Qld	393.4 ± 2.1	■	▽	..	■	■	▽	▲	■
WA	392.5 ± 2.8	▽	▽	■	..	■	▽	▲	■
SA	385.4 ± 3.0	▽	▽	■	■	..	▽	▲	▽
Tas	396.3 ± 5.4	■	▽	■	■	■	..	▽	■
ACT	413.9 ± 5.0	■	■	△	△	△	△	..	■
NT	338.1 ± 15.5	▼	▼	▼	▼	▼	▼	▼	..
Aust	401.8 ± 1.0	■	■	■	■	△	■	▲	..
Statistical difference of mean scale scores, all students, year 5									
Mean scale score	493.4 ± 1.9	496.6 ± 1.7	481.7 ± 2.1	480.6 ± 2.8	470.9 ± 2.9	477.3 ± 4.8	497.4 ± 5.0	422.7 ± 13.4	487.6 ± 1.0
Compared to									
NSW	493.4 ± 1.9	■	■	■	△	△	■	▲	■
Vic	496.6 ± 1.7	■	..	△	△	△	■	▲	■
Qld	481.7 ± 2.1	■	▽	..	■	■	▽	▲	■
WA	480.6 ± 2.8	■	▽	■	..	■	▽	▲	■
SA	470.9 ± 2.9	▽	▽	■	■	..	▽	▲	▽
Tas	477.3 ± 4.8	▽	▽	■	■	■	..	▽	■
ACT	497.4 ± 5.0	■	■	△	△	△	△	..	■
NT	422.7 ± 13.4	▼	▼	▼	▼	▼	▼	▼	..
Aust	487.6 ± 1.0	■	■	■	■	△	■	▲	..

TABLE 4A.111

Table 4A.111 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 7									
Mean scale score	550.3 ± 3.8	548.6 ± 3.0	543.6 ± 2.5	545.5 ± 3.7	533.9 ± 3.1	533.1 ± 6.7	556.6 ± 9.6	484.4 ± 18.6	545.9 ± 1.7
Compared to									
NSW	550.3 ± 3.8	■	■	■	△	△	■	▲	■
Vic	548.6 ± 3.0	■	■	■	△	△	■	▲	■
Qld	543.6 ± 2.5	■	■	■	■	■	■	▲	■
WA	545.5 ± 3.7	■	■	■	■	■	■	▲	■
SA	533.9 ± 3.1	▽	▽	■	■	■	▽	▲	■
Tas	533.1 ± 6.7	▽	▽	■	■	■	▽	▲	■
ACT	556.6 ± 9.6	■	■	■	■	△	△	■	■
NT	484.4 ± 18.6	▼	▼	▼	▼	▼	▼	■	▼
Aust	545.9 ± 1.7	■	■	■	■	■	■	▲	■
Statistical difference of mean scale scores, all students, year 9									
Mean scale score	594.3 ± 3.8	592.3 ± 3.8	579.8 ± 3.4	591.1 ± 5.5	573.6 ± 5.3	572.8 ± 7.0	594.4 ± 9.7	532.0 ± 17.2	587.8 ± 1.9
Compared to									
NSW	594.3 ± 3.8	■	△	■	△	△	■	▲	■
Vic	592.3 ± 3.8	■	■	■	△	△	■	▲	■
Qld	579.8 ± 3.4	▽	■	■	■	■	▽	▲	■
WA	591.1 ± 5.5	■	■	■	■	△	■	▲	■
SA	573.6 ± 5.3	▽	▽	■	▽	■	▽	▲	▽
Tas	572.8 ± 7.0	▽	▽	■	▽	■	▽	▲	▽
ACT	594.4 ± 9.7	■	△	■	△	△	■	▲	■
NT	532.0 ± 17.2	▼	▼	▼	▼	▼	▼	■	▼
Aust	587.8 ± 1.9	■	■	■	■	△	△	▲	■

Table 4A.111 **Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (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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▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. Δ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

- (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.115. Readers are urged to be cautious when comparing results.
- (b) A student is considered to be 'Aboriginal and Torres Strait Islander' 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 (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for 2010, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.129.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.112

Table 4A.112 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2014 (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									
Aboriginal and Torres Strait Islander students									
Metropolitan	357.5 ± 4.2	373.2 ± 6.6	343.3 ± 5.1	329.1 ± 6.4	335.2 ± 8.7	362.0 ± 9.9	357.8 ± 14.3	..	349.0 ± 2.9
Provincial	342.6 ± 4.0	358.4 ± 6.7	340.8 ± 5.2	321.8 ± 10.4	312.7 ± 12.2	368.3 ± 9.6	np	323.7 ± 12.9	340.6 ± 2.8
Remote	315.9 ± 21.0	np	313.3 ± 16.4	299.8 ± 13.7	326.4 ± 21.7	np	..	288.5 ± 16.8	304.4 ± 8.2
Very remote	313.1 ± 25.5	..	298.9 ± 11.2	276.4 ± 11.6	245.7 ± 27.9	np	..	227.3 ± 14.1	261.0 ± 10.2
Total	348.1 ± 3.1	365.2 ± 5.0	336.0 ± 3.8	310.4 ± 5.9	316.4 ± 9.0	365.2 ± 6.8	356.1 ± 13.9	260.8 ± 13.7	331.5 ± 2.9
Non-Indigenous students									
Metropolitan	414.7 ± 2.1	418.1 ± 2.0	401.4 ± 2.6	404.4 ± 3.1	392.3 ± 3.6	403.2 ± 8.5	415.2 ± 4.9	..	410.2 ± 1.1
Provincial	395.7 ± 2.3	403.7 ± 2.5	390.2 ± 2.6	383.3 ± 3.8	379.5 ± 4.0	394.6 ± 6.5	np	387.7 ± 7.4	393.9 ± 1.3
Remote	389.3 ± 15.6	402.3 ± 23.6	385.6 ± 6.6	382.3 ± 5.4	380.4 ± 7.3	368.9 ± 21.1	..	394.9 ± 12.3	385.0 ± 3.7
Very remote	np	..	384.6 ± 11.5	374.5 ± 7.3	389.6 ± 19.4	np	..	377.1 ± 11.8	380.3 ± 6.0
Total	410.6 ± 1.7	414.8 ± 1.7	398.1 ± 2.0	399.0 ± 2.5	388.9 ± 2.8	398.2 ± 5.2	415.2 ± 4.9	388.4 ± 6.2	405.9 ± 0.9
All students									
Metropolitan	413.0 ± 2.1	417.5 ± 2.0	398.2 ± 2.7	401.6 ± 3.2	390.1 ± 3.6	400.0 ± 8.6	414.0 ± 5.0	..	408.2 ± 1.2
Provincial	389.5 ± 2.5	402.0 ± 2.5	385.1 ± 2.8	377.7 ± 4.4	375.6 ± 4.6	394.1 ± 7.0	np	379.7 ± 12.0	389.2 ± 1.4
Remote	361.6 ± 18.0	402.0 ± 22.5	368.8 ± 10.3	362.0 ± 10.6	377.4 ± 7.6	363.9 ± 23.3	..	353.2 ± 21.7	364.9 ± 5.9
Very remote	360.6 ± 34.1	..	334.2 ± 13.5	319.2 ± 16.3	307.6 ± 41.6	np	..	246.6 ± 22.4	301.8 ± 12.1
Total	407.3 ± 1.8	413.9 ± 1.7	393.4 ± 2.1	392.5 ± 2.8	385.4 ± 3.0	396.3 ± 5.4	413.9 ± 5.0	338.1 ± 15.5	401.8 ± 1.0
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	444.2 ± 3.6	457.2 ± 6.4	429.5 ± 4.8	421.1 ± 6.3	422.9 ± 6.9	443.1 ± 13.7	444.4 ± 11.7	..	435.9 ± 2.6
Provincial	425.8 ± 4.3	447.6 ± 7.1	429.1 ± 6.1	401.6 ± 9.7	408.7 ± 12.0	440.1 ± 9.5	np	422.2 ± 10.6	426.3 ± 2.8
Remote	398.4 ± 18.2	np	401.0 ± 18.4	388.6 ± 11.1	np	np	..	376.7 ± 11.9	391.8 ± 7.6

TABLE 4A.112

Table 4A.112 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2014 (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	405.3 ± 19.2	..	378.9 ± 11.8	364.4 ± 11.4	336.6 ± 17.5	np	..	326.8 ± 10.3	351.2 ± 7.8
Total	433.0 ± 3.0	452.0 ± 4.8	422.3 ± 3.9	397.3 ± 5.4	407.5 ± 8.0	441.3 ± 7.6	442.7 ± 11.6	357.4 ± 11.0	417.9 ± 2.6
Non-Indigenous students									
Metropolitan	501.1 ± 2.2	500.8 ± 2.0	490.1 ± 2.5	491.9 ± 3.0	476.7 ± 3.5	482.4 ± 8.0	499.1 ± 5.0	..	495.9 ± 1.1
Provincial	480.4 ± 2.2	485.6 ± 2.3	476.8 ± 2.3	473.0 ± 3.8	464.6 ± 3.9	477.2 ± 5.6	np	468.9 ± 7.2	478.7 ± 1.2
Remote	483.5 ± 10.7	482.8 ± 18.1	471.8 ± 6.3	469.6 ± 7.1	468.6 ± 7.0	480.7 ± 22.0	..	469.2 ± 9.7	471.6 ± 3.5
Very remote	np	..	467.0 ± 11.3	462.1 ± 9.4	461.6 ± 22.3	np	..	484.6 ± 12.5	466.8 ± 6.9
Total	496.6 ± 1.8	497.3 ± 1.6	486.2 ± 1.9	486.9 ± 2.5	473.6 ± 2.8	479.6 ± 4.8	499.1 ± 5.0	469.9 ± 5.7	491.5 ± 0.9
All students									
Metropolitan	499.5 ± 2.2	500.3 ± 2.0	487.2 ± 2.6	489.2 ± 3.1	475.2 ± 3.5	480.1 ± 8.1	497.5 ± 5.0	..	494.1 ± 1.2
Provincial	474.3 ± 2.4	484.4 ± 2.4	472.1 ± 2.6	467.1 ± 4.3	461.5 ± 4.2	475.0 ± 5.9	np	463.1 ± 10.4	474.4 ± 1.3
Remote	451.8 ± 18.1	481.8 ± 16.5	455.2 ± 10.6	449.2 ± 10.7	466.2 ± 7.3	478.1 ± 22.8	..	432.0 ± 16.9	451.4 ± 5.7
Very remote	438.5 ± 26.9	..	415.2 ± 14.8	406.1 ± 16.5	399.5 ± 30.2	np	..	345.0 ± 20.8	389.7 ± 10.9
Total	493.4 ± 1.9	496.6 ± 1.7	481.7 ± 2.1	480.6 ± 2.8	470.9 ± 2.9	477.3 ± 4.8	497.4 ± 5.0	422.7 ± 13.4	487.6 ± 1.0
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	497.8 ± 4.3	495.0 ± 8.4	494.8 ± 4.9	486.1 ± 5.6	480.0 ± 6.7	492.2 ± 12.5	504.0 ± 16.9	..	493.9 ± 2.6
Provincial	483.7 ± 4.0	486.3 ± 6.6	493.4 ± 5.9	478.7 ± 8.3	480.3 ± 7.8	501.8 ± 7.9	..	471.0 ± 12.6	485.5 ± 2.7
Remote	453.5 ± 11.9	np	458.2 ± 13.9	464.3 ± 12.9	474.1 ± 20.0	np	..	443.8 ± 13.9	456.5 ± 7.8
Very remote	np	..	453.3 ± 15.1	436.6 ± 9.9	410.4 ± 40.6	np	..	394.8 ± 13.5	419.4 ± 9.9
Total	489.2 ± 3.1	490.6 ± 5.2	487.8 ± 4.1	469.0 ± 5.0	472.9 ± 7.3	498.1 ± 7.4	504.0 ± 16.9	422.5 ± 13.2	478.5 ± 2.8
Non-Indigenous students									
Metropolitan	559.6 ± 4.7	554.4 ± 3.6	552.1 ± 3.1	557.1 ± 4.5	539.7 ± 3.9	538.9 ± 11.5	558.3 ± 9.3	..	555.0 ± 2.1
Provincial	533.3 ± 3.1	533.8 ± 3.5	537.9 ± 2.7	537.7 ± 4.7	527.9 ± 4.2	534.0 ± 7.6	..	523.4 ± 12.5	534.1 ± 1.6

TABLE 4A.112

Table 4A.112 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2014 (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	513.3 ± 13.4	549.8 ± 25.6	529.0 ± 7.4	531.7 ± 6.7	532.2 ± 9.0	np	..	541.3 ± 26.1	531.6 ± 5.6
Very remote	np	..	519.3 ± 12.6	529.2 ± 12.2	526.8 ± 13.2	np	..	537.8 ± 19.8	526.5 ± 7.3
Total	553.6 ± 3.8	549.6 ± 3.0	547.8 ± 2.4	551.9 ± 3.6	536.5 ± 3.1	536.1 ± 6.7	558.3 ± 9.3	527.8 ± 11.8	549.7 ± 1.7
All students									
Metropolitan	557.7 ± 4.7	553.7 ± 3.6	549.3 ± 3.2	554.0 ± 4.5	538.0 ± 4.0	535.4 ± 11.6	556.6 ± 9.6	..	553.1 ± 2.1
Provincial	527.9 ± 3.3	532.1 ± 3.6	533.5 ± 2.9	532.6 ± 5.0	525.2 ± 4.3	531.5 ± 7.5	..	518.6 ± 17.6	530.1 ± 1.7
Remote	483.7 ± 19.3	549.3 ± 25.3	510.3 ± 11.0	512.3 ± 10.3	528.8 ± 9.6	np	..	496.9 ± 36.0	509.9 ± 8.2
Very remote	468.3 ± 28.0	..	478.4 ± 13.8	470.9 ± 14.8	466.2 ± 41.1	np	..	407.2 ± 19.2	449.9 ± 11.9
Total	550.3 ± 3.8	548.6 ± 3.0	543.6 ± 2.5	545.5 ± 3.7	533.9 ± 3.1	533.1 ± 6.7	556.6 ± 9.6	484.4 ± 18.6	545.9 ± 1.7
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	536.9 ± 4.9	540.7 ± 6.7	533.2 ± 5.4	536.2 ± 9.1	516.4 ± 8.4	535.1 ± 12.8	535.6 ± 12.4	..	534.3 ± 2.9
Provincial	529.0 ± 4.1	536.0 ± 6.1	525.5 ± 5.5	523.7 ± 9.4	519.3 ± 10.1	546.0 ± 8.3	..	513.7 ± 10.1	527.7 ± 2.9
Remote	502.5 ± 15.8	np	492.4 ± 23.6	506.0 ± 16.6	np	np	..	484.0 ± 19.7	497.5 ± 10.0
Very remote	np	..	487.7 ± 13.0	483.4 ± 21.2	479.3 ± 28.0	np	..	433.9 ± 14.0	462.6 ± 11.3
Total	531.5 ± 3.2	538.3 ± 4.5	525.6 ± 3.9	518.0 ± 7.4	513.8 ± 5.9	541.2 ± 7.1	535.6 ± 12.4	467.6 ± 13.8	522.8 ± 2.5
Non-Indigenous students									
Metropolitan	604.0 ± 4.8	597.7 ± 4.7	587.1 ± 4.3	601.4 ± 6.5	579.8 ± 6.5	579.3 ± 12.0	596.2 ± 9.6	..	596.5 ± 2.4
Provincial	577.7 ± 3.3	579.1 ± 4.2	576.1 ± 3.4	582.7 ± 6.8	566.9 ± 5.2	572.0 ± 7.6	..	568.0 ± 12.9	576.9 ± 1.8
Remote	554.6 ± 12.9	618.5 ± 27.0	557.9 ± 7.6	571.8 ± 9.7	566.5 ± 20.1	np	..	574.5 ± 27.8	568.0 ± 7.6
Very remote	np	..	559.4 ± 8.4	567.9 ± 7.8	559.7 ± 16.6	np	..	564.2 ± 14.2	561.8 ± 5.5
Total	598.0 ± 3.9	593.2 ± 3.8	583.7 ± 3.3	596.5 ± 5.4	576.3 ± 5.0	575.0 ± 6.8	596.2 ± 9.6	569.2 ± 11.5	591.4 ± 1.9
All students									
Metropolitan	601.5 ± 4.7	597.0 ± 4.7	584.4 ± 4.4	598.9 ± 6.6	578.0 ± 6.8	576.4 ± 12.4	594.4 ± 9.7	..	594.4 ± 2.4

Table 4A.112 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2014 (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	572.2 ± 3.5	577.7 ± 4.2	571.0 ± 3.6	577.2 ± 7.6	563.6 ± 5.7	570.3 ± 7.8	..	561.5 ± 15.9	572.7 ± 1.9
Remote	529.1 ± 16.7	615.6 ± 28.0	539.5 ± 13.0	552.1 ± 12.3	562.5 ± 21.6	np	..	538.7 ± 32.9	547.9 ± 8.5
Very remote	516.8 ± 35.0	..	517.8 ± 16.3	514.3 ± 22.1	517.3 ± 27.0	np	..	447.6 ± 21.1	493.5 ± 13.1
Total	594.3 ± 3.8	592.3 ± 3.8	579.8 ± 3.4	591.1 ± 5.5	573.6 ± 5.3	572.8 ± 7.0	594.4 ± 9.7	532.0 ± 17.2	587.8 ± 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 (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) 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.115. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' 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 2010-2012 were included in previous Reports. Data for 2013 are at table 4A.130.
- .. Not applicable. **np** Not published.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.113

Table 4A.113 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2014 (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	442.2 ± 1.6	440.1 ± 1.6	428.4 ± 1.9	428.9 ± 2.5	418.8 ± 2.8	440.6 ± 6.0	433.8 ± 4.3	409.8 ± 6.9	435.9 ± 0.9
Advanced diploma/diploma	406.3 ± 1.6	407.5 ± 1.8	394.9 ± 2.0	392.7 ± 2.8	389.0 ± 3.5	406.4 ± 6.6	391.7 ± 5.0	383.4 ± 7.6	401.4 ± 0.9
Certificate I to IV (e)	385.9 ± 1.4	394.4 ± 1.5	381.2 ± 1.7	378.7 ± 2.6	373.6 ± 2.5	383.2 ± 4.2	383.8 ± 6.9	352.9 ± 9.3	384.7 ± 0.8
Year 12 or equivalent	383.1 ± 3.1	396.7 ± 2.8	375.9 ± 2.5	379.5 ± 3.5	372.7 ± 3.9	372.3 ± 6.9	388.3 ± 8.6	357.1 ± 14.7	383.0 ± 1.4
Year 11 or equivalent or below	352.4 ± 2.0	370.2 ± 2.5	348.2 ± 2.9	346.0 ± 4.1	343.6 ± 4.0	355.4 ± 6.0	376.3 ± 28.8	275.4 ± 11.6	353.0 ± 1.3
Not stated (f)	392.3 ± 5.9	419.3 ± 8.0	374.7 ± 4.8	368.9 ± 6.5	366.0 ± 6.8	401.3 ± 17.5	414.6 ± 8.6	278.5 ± 45.7	378.0 ± 3.7
Parental occupation (g)									
Senior management and qualified professionals	442.4 ± 1.7	443.3 ± 1.8	427.6 ± 2.1	427.7 ± 2.8	419.3 ± 3.1	438.0 ± 6.3	435.2 ± 5.1	401.6 ± 10.8	436.0 ± 1.0
Other business managers and associate professionals	419.8 ± 1.5	423.1 ± 1.7	406.7 ± 1.8	404.8 ± 2.8	398.9 ± 2.9	408.5 ± 5.6	412.1 ± 5.3	380.4 ± 11.3	414.7 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	395.5 ± 1.5	405.3 ± 1.6	387.1 ± 1.8	385.1 ± 2.6	381.8 ± 2.7	392.5 ± 5.3	396.6 ± 6.6	370.7 ± 8.4	393.8 ± 0.9
Machine operators, hospitality staff, assistants, labourers	378.6 ± 2.0	387.9 ± 2.0	366.7 ± 2.3	369.0 ± 3.2	367.1 ± 3.2	370.0 ± 5.0	370.8 ± 11.1	314.1 ± 15.8	376.3 ± 1.1
Not in paid work in previous 12 months	360.3 ± 2.4	376.3 ± 2.5	349.0 ± 3.7	353.2 ± 5.5	351.2 ± 5.7	356.8 ± 6.5	369.7 ± 13.7	275.3 ± 12.7	361.1 ± 1.5
Not stated (h)	380.2 ± 4.1	421.6 ± 9.0	373.8 ± 3.7	370.5 ± 4.7	358.6 ± 5.0	388.2 ± 15.5	398.6 ± 8.0	266.3 ± 25.9	374.2 ± 2.5
Year 5									
Parental education (d)									
Bachelor degree or above	529.7 ± 2.1	522.9 ± 1.7	515.4 ± 2.1	516.6 ± 2.6	502.3 ± 3.3	520.3 ± 5.1	517.3 ± 4.8	491.5 ± 7.0	521.5 ± 1.1
Advanced diploma/diploma	493.0 ± 1.6	491.5 ± 1.8	483.1 ± 1.9	481.4 ± 2.6	474.1 ± 3.0	484.5 ± 5.8	480.9 ± 6.5	464.2 ± 7.0	487.7 ± 0.9
Certificate I to IV (e)	471.6 ± 1.3	478.1 ± 1.4	470.0 ± 1.6	468.6 ± 2.2	460.7 ± 2.3	468.7 ± 3.9	467.8 ± 5.5	441.6 ± 7.9	471.3 ± 0.7

TABLE 4A.113

Table 4A.113 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2014 (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	476.0 ± 2.7	481.2 ± 2.6	467.9 ± 2.3	468.0 ± 3.3	460.4 ± 3.4	459.7 ± 7.2	479.0 ± 7.5	447.1 ± 10.4	472.7 ± 1.3
Year 11 or equivalent or below	443.9 ± 1.9	461.5 ± 2.3	438.8 ± 2.7	436.7 ± 3.5	432.3 ± 3.7	438.1 ± 5.7	453.5 ± 15.5	373.8 ± 13.1	444.2 ± 1.2
Not stated (f)	478.2 ± 4.6	507.4 ± 6.8	467.0 ± 4.5	458.0 ± 6.8	455.4 ± 5.1	473.8 ± 16.5	492.8 ± 8.1	373.5 ± 33.6	467.5 ± 3.2
Parental occupation (g)									
Senior management and qualified professionals	527.7 ± 2.2	524.9 ± 2.0	515.1 ± 2.3	514.2 ± 2.9	502.7 ± 3.7	516.2 ± 5.5	518.6 ± 5.3	486.2 ± 10.5	520.6 ± 1.1
Other business managers and associate professionals	504.4 ± 1.7	503.8 ± 1.6	492.9 ± 1.8	490.9 ± 2.4	482.9 ± 2.6	489.2 ± 4.7	497.5 ± 4.3	467.1 ± 11.9	498.6 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	482.4 ± 1.5	487.6 ± 1.5	474.5 ± 1.6	472.1 ± 2.5	466.6 ± 2.5	473.8 ± 4.7	470.8 ± 5.0	450.0 ± 7.3	479.3 ± 0.8
Machine operators, hospitality staff, assistants, labourers	466.6 ± 2.1	474.7 ± 2.0	456.4 ± 2.2	458.0 ± 3.2	451.1 ± 3.0	454.6 ± 5.0	471.5 ± 11.4	404.5 ± 15.5	464.1 ± 1.2
Not in paid work in previous 12 months	449.9 ± 2.8	464.4 ± 2.3	441.4 ± 4.0	442.9 ± 5.2	440.2 ± 5.5	433.6 ± 7.0	465.9 ± 14.3	371.0 ± 13.2	450.9 ± 1.6
Not stated (h)	470.6 ± 3.6	508.5 ± 7.8	462.6 ± 3.5	461.0 ± 4.9	448.4 ± 4.4	467.5 ± 13.4	483.2 ± 8.0	365.9 ± 18.5	463.9 ± 2.4
Year 7									
Parental education (d)									
Bachelor degree or above	593.0 ± 5.2	579.8 ± 3.2	580.7 ± 2.9	585.0 ± 4.1	569.6 ± 3.6	576.2 ± 5.3	579.3 ± 7.9	549.3 ± 13.3	584.3 ± 2.3
Advanced diploma/diploma	548.7 ± 3.0	542.4 ± 2.2	544.8 ± 2.4	547.4 ± 3.2	536.1 ± 3.2	542.1 ± 6.4	542.5 ± 8.9	522.2 ± 10.6	545.0 ± 1.4
Certificate I to IV (e)	525.2 ± 1.9	526.3 ± 1.8	530.2 ± 1.9	531.8 ± 2.5	522.8 ± 2.5	523.3 ± 4.7	523.0 ± 7.8	498.8 ± 10.0	526.5 ± 1.0
Year 12 or equivalent	535.2 ± 3.9	537.7 ± 6.1	530.3 ± 2.6	531.1 ± 4.0	524.5 ± 3.5	515.5 ± 9.0	525.0 ± 9.8	499.6 ± 15.5	532.7 ± 2.2
Year 11 or equivalent or below	498.7 ± 2.7	509.9 ± 2.9	500.9 ± 2.6	502.5 ± 3.5	497.2 ± 3.2	498.8 ± 5.8	526.3 ± 40.2	448.9 ± 14.4	501.6 ± 1.5
Not stated (f)	541.2 ± 6.9	572.7 ± 9.3	533.1 ± 6.8	525.5 ± 7.2	522.7 ± 6.0	526.4 ± 10.2	549.6 ± 12.4	438.6 ± 44.6	533.7 ± 4.1

TABLE 4A.113

Table 4A.113 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2014 (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	588.3 ± 4.7	580.4 ± 3.6	579.0 ± 3.1	580.3 ± 4.7	566.0 ± 4.2	571.0 ± 7.0	579.1 ± 8.5	545.0 ± 15.9	581.5 ± 2.1
Other business managers and associate professionals	561.7 ± 3.6	555.1 ± 2.7	555.5 ± 2.3	555.5 ± 3.2	546.2 ± 2.8	546.5 ± 5.9	551.5 ± 6.7	536.7 ± 13.5	556.5 ± 1.6
Tradespeople, clerks, skilled office, sales and service staff	535.3 ± 2.6	537.7 ± 2.1	533.5 ± 1.9	536.4 ± 2.8	529.2 ± 2.7	532.3 ± 5.8	536.5 ± 9.4	502.5 ± 9.9	534.9 ± 1.2
Machine operators, hospitality staff, assistants, labourers	522.8 ± 3.8	523.2 ± 2.7	517.0 ± 2.4	521.8 ± 3.5	514.3 ± 3.1	509.6 ± 4.7	511.3 ± 13.8	476.5 ± 13.3	520.5 ± 1.6
Not in paid work in previous 12 months	504.2 ± 3.5	509.2 ± 3.1	504.2 ± 3.9	502.3 ± 5.2	500.5 ± 4.9	489.2 ± 7.1	513.8 ± 14.2	425.6 ± 13.9	504.0 ± 1.8
Not stated (h)	528.1 ± 5.4	573.7 ± 10.2	525.5 ± 4.5	524.7 ± 5.6	514.0 ± 5.1	522.5 ± 9.4	530.2 ± 13.0	424.3 ± 21.1	526.2 ± 3.2
Year 9									
Parental education (d)									
Bachelor degree or above	638.2 ± 5.1	626.2 ± 5.0	614.9 ± 4.1	629.8 ± 7.0	608.6 ± 5.8	614.7 ± 7.2	621.0 ± 8.9	590.5 ± 11.9	626.8 ± 2.5
Advanced diploma/diploma	596.4 ± 3.0	588.7 ± 3.1	581.8 ± 2.4	593.5 ± 3.9	575.9 ± 3.6	588.0 ± 6.3	579.2 ± 8.4	568.4 ± 9.0	589.2 ± 1.5
Certificate I to IV (e)	571.4 ± 2.1	571.9 ± 2.1	567.9 ± 2.0	577.9 ± 3.4	562.5 ± 3.5	564.7 ± 4.6	560.5 ± 6.9	545.2 ± 10.4	570.2 ± 1.1
Year 12 or equivalent	583.3 ± 3.9	582.9 ± 5.6	568.5 ± 3.0	582.0 ± 5.1	563.2 ± 4.7	565.0 ± 9.9	574.1 ± 9.8	548.2 ± 12.1	577.4 ± 2.2
Year 11 or equivalent or below	545.8 ± 3.1	554.9 ± 3.0	544.2 ± 2.7	548.2 ± 4.2	541.0 ± 4.9	539.4 ± 5.2	549.6 ± 30.6	494.4 ± 13.5	546.9 ± 1.5
Not stated (f)	577.7 ± 6.0	610.2 ± 8.0	569.3 ± 6.2	572.9 ± 12.1	565.5 ± 8.2	570.3 ± 16.0	587.1 ± 13.4	486.3 ± 42.2	574.0 ± 3.8
Parental occupation (g)									
Senior management and qualified professionals	632.2 ± 4.5	625.8 ± 4.9	613.0 ± 4.1	624.5 ± 6.9	605.1 ± 5.9	611.6 ± 7.7	616.3 ± 10.8	581.9 ± 14.8	622.8 ± 2.3

Table 4A.113 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2014 (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 associate professionals	605.7 ± 3.5	601.5 ± 3.6	589.8 ± 2.4	601.2 ± 4.3	584.8 ± 4.1	588.9 ± 5.9	594.3 ± 7.8	577.4 ± 12.7	598.7 ± 1.7
Tradespeople, clerks, skilled office, sales and service staff	582.1 ± 2.8	581.2 ± 2.7	572.4 ± 2.2	581.5 ± 4.0	567.4 ± 3.6	569.6 ± 5.1	568.6 ± 6.1	545.4 ± 10.8	577.9 ± 1.3
Machine operators, hospitality staff, assistants, labourers	569.9 ± 4.3	568.4 ± 3.6	554.4 ± 2.6	564.7 ± 4.4	555.4 ± 4.4	549.3 ± 4.3	554.1 ± 11.4	519.1 ± 13.4	563.9 ± 1.9
Not in paid work in previous 12 months	548.9 ± 3.7	554.1 ± 3.7	542.3 ± 4.1	544.6 ± 8.0	538.2 ± 5.7	529.7 ± 7.0	553.0 ± 17.4	481.3 ± 16.9	547.5 ± 2.0
Not stated (h)	571.4 ± 5.2	614.4 ± 8.9	562.8 ± 5.2	570.2 ± 9.8	553.4 ± 7.2	562.4 ± 13.5	573.1 ± 12.2	471.8 ± 20.8	567.5 ± 3.2

- (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 (2014). 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.115. Readers are urged to be cautious when comparing results.
- (c) Data for 2010-2012 were included in previous Reports. Data for 2013 are at table 4A.131.
- (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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.114

Table 4A.114 Participation rate in numeracy assessment, 2014, 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									
Aboriginal and Torres Strait Islander students	94.3	87.4	88.4	84.0	80.3	94.7	85.9	78.4	88.4
Non-Indigenous students	97.0	94.8	93.8	95.6	93.3	95.9	93.3	95.8	95.3
All students	96.8	94.3	92.9	94.6	92.5	94.9	93.0	88.7	94.6
Year 5									
Aboriginal and Torres Strait Islander students	94.2	88.4	89.2	83.9	82.5	94.1	84.4	78.0	88.7
Non-Indigenous students	97.5	95.2	94.3	96.4	94.2	96.2	93.5	96.3	95.8
All students	97.3	94.9	93.5	95.4	93.7	95.2	93.2	88.4	95.2
Year 7									
Aboriginal and Torres Strait Islander students	89.5	83.2	88.2	81.8	81.6	92.8	84.4	76.3	85.8
Non-Indigenous students	96.7	94.9	93.6	96.4	93.8	95.6	94.2	95.2	95.4
All students	96.3	94.6	92.7	95.2	93.2	94.9	93.9	87.0	94.7
Year 9									
Aboriginal and Torres Strait Islander students	77.9	77.8	80.0	70.7	65.6	85.7	72.3	66.4	76.2
Non-Indigenous students	94.2	91.2	89.5	95.2	90.3	92.2	89.5	94.7	92.2
All students	93.2	90.9	88.4	93.3	89.0	91.2	88.8	83.7	91.1

- (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 'Aboriginal and Torres Strait Islander' 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 Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (c) Data for 2010-2012 were included in previous Reports. Data for 2013 are at table 4A.132.

Table 4A.114 **Participation rate in numeracy assessment, 2014, by Indigenous status (per cent) (a), (b), (c)**

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.115 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2014 (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									
Aboriginal and Torres Strait Islander students									
Exempt	2.8	5.5	1.9	1.2	4.6	1.2	2.3	1.8	2.4
Absent	3.8	6.5	6.1	13.9	12.4	3.4	5.5	20.0	8.0
Withdrawn	1.9	6.1	5.5	2.0	7.3	1.8	8.6	1.6	3.6
Assessed	91.5	81.9	86.5	82.9	75.7	93.6	83.6	76.6	86.0
Non-Indigenous students									
Exempt	1.5	2.8	1.4	1.2	2.1	2.0	1.7	3.2	1.8
Absent	1.8	2.8	2.3	2.5	3.1	3.2	2.2	1.9	2.4
Withdrawn	1.1	2.4	3.9	1.8	3.6	0.8	4.6	2.3	2.4
Assessed	95.6	92.0	92.4	94.5	91.2	94.0	91.5	92.6	93.4
All students									
Exempt	1.6	3.0	1.4	1.2	2.3	1.9	1.7	2.5	1.9
Absent	1.9	3.0	2.9	3.5	3.6	3.3	2.2	9.3	2.8
Withdrawn	1.2	2.7	4.2	1.9	3.9	1.8	4.7	2.1	2.5
Assessed	95.3	91.3	91.5	93.4	90.2	93.0	91.4	86.1	92.8
Year 5									
Aboriginal and Torres Strait Islander students									
Exempt	3.1	7.0	2.7	1.2	3.7	1.6	2.7	2.4	2.9
Absent	4.4	6.1	5.9	14.8	11.5	4.7	7.5	20.7	8.4
Withdrawn	1.4	5.6	4.8	1.3	6.0	1.1	8.2	1.3	3.0
Assessed	91.1	81.3	86.6	82.7	78.8	92.6	81.6	75.6	85.7
Non-Indigenous students									
Exempt	1.5	2.8	1.4	1.3	1.9	1.6	1.6	3.0	1.8
Absent	1.7	2.8	2.5	2.3	3.0	3.1	2.9	2.0	2.4
Withdrawn	0.8	2.0	3.2	1.2	2.8	0.7	3.6	1.7	1.8
Assessed	96.0	92.4	92.9	95.2	92.3	94.6	91.9	93.3	94.0
All students									
Exempt	1.6	3.0	1.6	1.3	2.1	1.7	1.6	2.7	2.0
Absent	1.9	3.0	3.0	3.3	3.4	3.2	3.1	10.1	2.8
Withdrawn	0.9	2.1	3.6	1.3	2.9	1.7	3.8	1.6	2.0
Assessed	95.6	91.9	91.8	94.1	91.6	93.4	91.5	85.6	93.2
Year 7									
Aboriginal and Torres Strait Islander students									
Exempt	2.3	5.4	3.2	1.6	2.1	1.7	7.4	3.7	2.8
Absent	9.2	13.7	6.7	17.1	12.9	6.6	9.0	21.9	11.7
Withdrawn	1.3	3.1	5.0	1.0	5.5	0.6	6.6	1.8	2.5
Assessed	87.2	77.8	85.1	80.3	79.5	91.1	77.0	72.6	83.0
Non-Indigenous students									

Table 4A.115 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2014 (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	1.4	2.2	1.8	1.2	1.8	1.4	1.7	2.1	1.7
Absent	2.7	3.8	2.7	2.7	3.8	3.8	3.1	3.4	3.1
Withdrawn	0.5	1.3	3.7	0.9	2.4	0.6	2.7	1.4	1.5
Assessed	95.4	92.7	91.8	95.2	92.0	94.2	92.5	93.1	93.7
All students									
Exempt	1.5	2.3	1.9	1.2	1.9	1.4	1.9	2.7	1.8
Absent	3.1	4.0	3.2	3.9	4.3	4.0	3.3	11.4	3.7
Withdrawn	0.6	1.4	4.1	0.9	2.6	1.1	2.8	1.5	1.6
Assessed	94.8	92.3	90.8	94.0	91.2	93.5	92.0	84.4	92.9
Year 9									
Aboriginal and Torres Strait Islander students									
Exempt	2.4	4.7	3.1	1.4	3.3	2.4	2.3	2.3	2.7
Absent	20.0	18.8	14.0	27.7	27.0	14.1	18.5	30.4	20.1
Withdrawn	2.0	3.4	6.0	1.6	7.4	0.2	9.2	3.2	3.7
Assessed	75.6	73.1	76.9	69.3	62.3	83.3	70.0	64.1	73.5
Non-Indigenous students									
Exempt	1.3	2.2	1.6	1.2	2.3	1.3	1.7	2.3	1.7
Absent	5.1	6.8	5.1	4.3	6.8	7.4	6.0	3.6	5.6
Withdrawn	0.7	2.0	5.4	0.4	2.9	0.4	4.5	1.7	2.2
Assessed	92.9	89.0	87.9	94.1	88.0	90.9	87.8	92.4	90.5
All students									
Exempt	1.4	2.3	1.7	1.3	2.4	1.5	1.7	2.2	1.8
Absent	6.0	7.1	6.0	6.1	7.9	7.9	6.4	14.0	6.5
Withdrawn	0.8	2.0	5.6	0.6	3.0	0.8	4.8	2.3	2.4
Assessed	91.8	88.6	86.7	92.0	86.7	89.8	87.1	81.5	89.3

(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 'Aboriginal and Torres Strait Islander' 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 Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.

(d) Data for 2010-2012 were included in previous Reports. Data for 2013 are at table 4A.133.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.116 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, NSW (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	408.9 ± 1.6	403.6 ± 1.7	407.3 ± 1.8	■	■
At or above NMS	%	96.9 ± 0.2	96.4 ± 0.3	95.4 ± 0.3	▽	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	350.3 ± 3.1	349.6 ± 2.8	348.1 ± 3.1	■	■
At or above NMS	%	88.6 ± 1.4	88.5 ± 1.5	84.8 ± 1.4	▽	■
Non-Indigenous students						
Mean scale score	no.	411.3 ± 1.6	406.5 ± 1.6	410.6 ± 1.7	■	■
At or above NMS	%	97.3 ± 0.2	96.9 ± 0.2	96.0 ± 0.3	▽	■
LBOTE students (d)						
At or above NMS	%	96.4 ± 0.5	96.1 ± 0.4	94.9 ± 0.5	▽	■
Male students						
At or above NMS	%	96.7 ± 0.3	95.7 ± 0.3	94.8 ± 0.4	▽	■
Female students						
At or above NMS	%	97.1 ± 0.3	97.1 ± 0.3	95.9 ± 0.3	▽	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	487.8 ± 2.0	493.1 ± 2.1	493.4 ± 1.9	■	■
At or above NMS	%	94.4 ± 0.3	93.9 ± 0.4	94.3 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	424.9 ± 3.2	431.6 ± 3.0	433.0 ± 3.0	■	■
At or above NMS	%	78.9 ± 1.9	81.0 ± 1.7	79.6 ± 1.9	■	■
Non-Indigenous students						
Mean scale score	no.	490.5 ± 1.9	496.4 ± 2.1	496.6 ± 1.8	■	■
At or above NMS	%	95.2 ± 0.3	94.6 ± 0.3	95.2 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	94.4 ± 0.7	93.8 ± 0.6	94.4 ± 0.6	■	■
Male students						
At or above NMS	%	94.6 ± 0.4	93.6 ± 0.4	93.9 ± 0.4	■	■
Female students						
At or above NMS	%	94.2 ± 0.4	94.1 ± 0.4	94.8 ± 0.4	■	■

Table 4A.116 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, NSW (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	551.3 ± 3.7	547.5 ± 3.7	550.3 ± 3.8	■	■
At or above NMS	%	96.0 ± 0.4	95.1 ± 0.4	95.5 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	485.6 ± 3.5	485.5 ± 3.1	489.2 ± 3.1	■	■
At or above NMS	%	84.5 ± 2.1	83.2 ± 1.6	85.3 ± 1.4	■	■
Non-Indigenous students						
Mean scale score	no.	554.1 ± 3.7	550.7 ± 3.8	553.6 ± 3.8	■	■
At or above NMS	%	96.6 ± 0.3	95.8 ± 0.4	96.1 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	96.0 ± 0.8	95.4 ± 0.7	95.6 ± 0.7	■	■
Male students						
At or above NMS	%	96.1 ± 0.4	95.0 ± 0.5	95.1 ± 0.5	■	■
Female students						
At or above NMS	%	95.9 ± 0.4	95.3 ± 0.5	95.9 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	591.4 ± 3.5	591.9 ± 4.5	594.3 ± 3.8	■	■
At or above NMS	%	94.7 ± 0.4	90.4 ± 0.7	94.5 ± 0.5	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	528.3 ± 3.5	515.4 ± 3.8	531.5 ± 3.2	■	△
At or above NMS	%	80.3 ± 2.1	69.5 ± 2.3	81.1 ± 1.8	■	△
Non-Indigenous students						
Mean scale score	no.	594.3 ± 3.5	596.3 ± 4.6	598.0 ± 3.9	■	■
At or above NMS	%	95.4 ± 0.4	91.7 ± 0.6	95.3 ± 0.4	■	△
LBOTE students (d)						
At or above NMS	%	95.2 ± 0.8	92.0 ± 1.1	95.1 ± 0.8	■	△
Male students						
At or above NMS	%	94.7 ± 0.5	90.8 ± 0.8	94.4 ± 0.6	■	△
Female students						
At or above NMS	%	94.6 ± 0.5	90.1 ± 0.8	94.5 ± 0.5	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.116 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, NSW (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.117 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Victoria (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	416.9 ± 1.4	409.4 ± 1.6	413.9 ± 1.7	■	■
At or above NMS	%	96.5 ± 0.2	96.2 ± 0.4	95.5 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	376.9 ± 5.5	363.6 ± 4.9	365.2 ± 5.0	■	■
At or above NMS	%	93.0 ± 2.2	88.7 ± 2.9	88.5 ± 3.0	▽	■
Non-Indigenous students						
Mean scale score	no.	417.5 ± 1.4	410.2 ± 1.6	414.8 ± 1.7	■	■
At or above NMS	%	96.8 ± 0.3	96.5 ± 0.3	95.8 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	95.4 ± 0.6	95.4 ± 0.6	93.7 ± 0.7	▽	▽
Male students						
At or above NMS	%	95.8 ± 0.5	95.2 ± 0.5	94.6 ± 0.6	■	■
Female students						
At or above NMS	%	97.2 ± 0.3	97.2 ± 0.3	96.4 ± 0.3	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	489.7 ± 1.7	493.0 ± 1.8	496.6 ± 1.7	■	■
At or above NMS	%	94.6 ± 0.3	94.4 ± 0.4	94.7 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	440.6 ± 5.4	446.8 ± 4.7	452.0 ± 4.8	■	■
At or above NMS	%	83.3 ± 3.5	85.6 ± 2.5	84.8 ± 2.6	■	■
Non-Indigenous students						
Mean scale score	no.	490.3 ± 1.6	493.7 ± 1.8	497.3 ± 1.6	■	■
At or above NMS	%	95.0 ± 0.3	94.7 ± 0.4	95.0 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	93.5 ± 0.6	93.2 ± 0.7	93.0 ± 0.8	■	■
Male students						
At or above NMS	%	94.5 ± 0.5	94.2 ± 0.5	94.0 ± 0.6	■	■
Female students						
At or above NMS	%	94.8 ± 0.5	94.6 ± 0.4	95.4 ± 0.4	■	■

TABLE 4A.117

Table 4A.117 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Victoria (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	552.3 ± 3.1	545.7 ± 3.0	548.6 ± 3.0	■	■
At or above NMS	%	96.5 ± 0.3	95.7 ± 0.5	95.5 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	492.9 ± 5.7	493.3 ± 6.6	490.6 ± 5.2	■	■
At or above NMS	%	87.9 ± 3.1	86.1 ± 4.0	83.6 ± 3.1	■	■
Non-Indigenous students						
Mean scale score	no.	553.2 ± 3.0	546.5 ± 3.0	549.6 ± 3.0	■	■
At or above NMS	%	96.8 ± 0.4	96.0 ± 0.5	95.8 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	95.8 ± 0.7	95.1 ± 0.8	94.7 ± 1.0	■	■
Male students						
At or above NMS	%	96.5 ± 0.5	95.3 ± 0.7	95.0 ± 0.7	▽	■
Female students						
At or above NMS	%	96.5 ± 0.4	96.2 ± 0.4	96.0 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	590.7 ± 3.7	588.4 ± 4.2	592.3 ± 3.8	■	■
At or above NMS	%	95.2 ± 0.4	92.2 ± 0.7	94.8 ± 0.6	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	530.2 ± 6.1	527.2 ± 5.3	538.3 ± 4.5	■	■
At or above NMS	%	78.4 ± 4.5	75.8 ± 3.8	83.3 ± 3.0	■	△
Non-Indigenous students						
Mean scale score	no.	591.5 ± 3.6	589.5 ± 4.2	593.2 ± 3.8	■	■
At or above NMS	%	95.5 ± 0.5	92.6 ± 0.6	95.0 ± 0.6	■	△
LBOTE students (d)						
At or above NMS	%	94.8 ± 0.9	91.0 ± 1.3	94.1 ± 1.0	■	△
Male students						
At or above NMS	%	95.1 ± 0.6	92.6 ± 0.8	94.5 ± 0.7	■	■
Female students						
At or above NMS	%	95.2 ± 0.6	91.7 ± 0.7	95.0 ± 0.6	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.117 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Victoria (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.118 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Queensland (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	367.9 ± 2.2	386.2 ± 2.0	393.4 ± 2.1	Δ	■
At or above NMS	%	92.0 ± 0.6	95.8 ± 0.4	94.6 ± 0.4	Δ	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	316.2 ± 6.4	334.0 ± 3.8	336.0 ± 3.8	Δ	■
At or above NMS	%	75.5 ± 3.2	84.6 ± 2.2	82.4 ± 2.1	Δ	■
Non-Indigenous students						
Mean scale score	no.	371.9 ± 2.1	390.4 ± 1.9	398.1 ± 2.0	Δ	■
At or above NMS	%	93.3 ± 0.5	96.7 ± 0.3	95.6 ± 0.4	Δ	■
LBOTE students (d)						
At or above NMS	%	83.2 ± 2.7	92.4 ± 1.5	91.5 ± 1.3	Δ	■
Male students						
At or above NMS	%	91.5 ± 0.7	95.2 ± 0.5	94.4 ± 0.5	Δ	■
Female students						
At or above NMS	%	92.5 ± 0.6	96.5 ± 0.4	94.8 ± 0.4	Δ	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	458.2 ± 2.1	481.1 ± 2.0	481.7 ± 2.1	Δ	■
At or above NMS	%	90.4 ± 0.6	93.6 ± 0.5	93.1 ± 0.5	Δ	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	406.8 ± 5.2	423.5 ± 3.7	422.3 ± 3.9	Δ	■
At or above NMS	%	69.5 ± 3.1	76.7 ± 2.3	73.9 ± 2.7	■	■
Non-Indigenous students						
Mean scale score	no.	462.3 ± 1.9	485.7 ± 1.9	486.2 ± 1.9	Δ	■
At or above NMS	%	92.0 ± 0.5	95.0 ± 0.4	94.7 ± 0.4	Δ	■
LBOTE students (d)						
At or above NMS	%	81.0 ± 3.1	89.3 ± 1.9	89.0 ± 1.7	Δ	■
Male students						
At or above NMS	%	90.7 ± 0.6	93.7 ± 0.6	93.0 ± 0.6	■	■
Female students						
At or above NMS	%	90.1 ± 0.7	93.5 ± 0.5	93.2 ± 0.6	Δ	■

Table 4A.118 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Queensland (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	539.0 ± 2.3	538.5 ± 2.2	543.6 ± 2.5	■	■
At or above NMS	%	94.9 ± 0.4	95.4 ± 0.4	95.3 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	483.2 ± 7.6	484.8 ± 3.5	487.8 ± 4.1	■	■
At or above NMS	%	81.8 ± 2.7	83.2 ± 2.0	83.8 ± 2.1	■	■
Non-Indigenous students						
Mean scale score	no.	543.2 ± 2.2	542.4 ± 2.1	547.8 ± 2.4	■	■
At or above NMS	%	95.9 ± 0.3	96.3 ± 0.3	96.2 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	88.6 ± 2.2	92.0 ± 1.7	93.0 ± 1.5	△	■
Male students						
At or above NMS	%	94.9 ± 0.4	95.1 ± 0.5	95.0 ± 0.6	■	■
Female students						
At or above NMS	%	94.8 ± 0.5	95.7 ± 0.4	95.6 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	570.7 ± 3.5	573.2 ± 3.9	579.8 ± 3.4	■	■
At or above NMS	%	92.4 ± 0.8	90.1 ± 0.9	94.2 ± 0.6	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	515.9 ± 9.1	512.4 ± 4.8	525.6 ± 3.9	■	△
At or above NMS	%	73.2 ± 3.6	68.2 ± 2.9	77.8 ± 2.6	■	△
Non-Indigenous students						
Mean scale score	no.	574.7 ± 3.3	577.5 ± 3.9	583.7 ± 3.3	■	■
At or above NMS	%	93.8 ± 0.7	91.7 ± 0.7	95.4 ± 0.5	■	△
LBOTE students (d)						
At or above NMS	%	86.9 ± 3.3	85.7 ± 3.2	91.2 ± 2.2	△	△
Male students						
At or above NMS	%	92.3 ± 0.9	90.4 ± 1.0	94.0 ± 0.7	■	△
Female students						
At or above NMS	%	92.5 ± 0.8	89.8 ± 1.0	94.4 ± 0.7	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.118 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Queensland (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.119 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Western Australia (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	381.9 ± 2.4	387.3 ± 2.5	392.5 ± 2.8	■	■
At or above NMS	%	94.5 ± 0.6	95.4 ± 0.5	93.8 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	313.9 ± 5.1	315.7 ± 4.8	310.4 ± 5.9	■	■
At or above NMS	%	75.5 ± 3.4	76.9 ± 3.2	70.5 ± 3.6	■	▽
Non-Indigenous students						
Mean scale score	no.	387.4 ± 2.2	393.2 ± 2.4	399.0 ± 2.5	■	■
At or above NMS	%	96.1 ± 0.6	96.8 ± 0.4	95.6 ± 0.5	■	▽
LBOTE students (d)						
At or above NMS	%	93.0 ± 1.7	93.6 ± 1.3	92.1 ± 1.3	■	■
Male students						
At or above NMS	%	94.0 ± 0.8	94.9 ± 0.7	93.5 ± 0.7	■	■
Female students						
At or above NMS	%	94.9 ± 0.6	95.9 ± 0.5	94.2 ± 0.6	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	460.7 ± 2.5	477.6 ± 2.9	480.6 ± 2.8	△	■
At or above NMS	%	91.1 ± 0.8	92.7 ± 0.7	92.2 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	393.0 ± 4.6	401.0 ± 5.4	397.3 ± 5.4	■	■
At or above NMS	%	61.6 ± 3.4	65.3 ± 4.1	61.2 ± 3.5	■	■
Non-Indigenous students						
Mean scale score	no.	466.5 ± 2.3	484.0 ± 2.7	486.9 ± 2.5	△	■
At or above NMS	%	93.7 ± 0.6	94.9 ± 0.5	94.5 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	89.7 ± 2.0	91.9 ± 1.4	90.8 ± 1.6	■	■
Male students						
At or above NMS	%	91.5 ± 0.9	93.0 ± 0.8	92.2 ± 0.9	■	■
Female students						
At or above NMS	%	90.7 ± 0.9	92.5 ± 0.8	92.2 ± 0.8	■	■

TABLE 4A.119

Table 4A.119 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Western Australia (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	533.7 ± 3.0	541.7 ± 3.6	545.5 ± 3.7	■	■
At or above NMS	%	94.7 ± 0.6	95.1 ± 0.6	95.4 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	463.2 ± 5.2	465.1 ± 5.5	469.0 ± 5.0	■	■
At or above NMS	%	74.2 ± 3.9	74.0 ± 3.4	77.2 ± 3.5	■	■
Non-Indigenous students						
Mean scale score	no.	539.5 ± 2.8	547.7 ± 3.5	551.9 ± 3.6	■	■
At or above NMS	%	96.5 ± 0.4	96.7 ± 0.4	96.9 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	93.3 ± 1.7	93.9 ± 1.3	94.6 ± 1.2	■	■
Male students						
At or above NMS	%	95.0 ± 0.7	95.0 ± 0.7	95.3 ± 0.7	■	■
Female students						
At or above NMS	%	94.5 ± 0.7	95.2 ± 0.7	95.5 ± 0.6	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	570.7 ± 5.2	584.4 ± 6.5	591.1 ± 5.5	△	■
At or above NMS	%	92.3 ± 1.1	90.8 ± 1.2	94.7 ± 0.9	△	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	500.6 ± 5.3	497.9 ± 7.9	518.0 ± 7.4	△	△
At or above NMS	%	66.2 ± 3.7	60.6 ± 4.5	74.2 ± 4.4	△	△
Non-Indigenous students						
Mean scale score	no.	576.4 ± 5.1	590.9 ± 6.3	596.5 ± 5.4	△	■
At or above NMS	%	94.3 ± 0.9	93.0 ± 0.9	96.4 ± 0.6	△	△
LBOTE students (d)						
At or above NMS	%	92.2 ± 2.0	89.9 ± 2.2	94.4 ± 1.8	■	△
Male students						
At or above NMS	%	92.5 ± 1.2	91.5 ± 1.3	94.6 ± 1.0	△	△
Female students						
At or above NMS	%	92.1 ± 1.2	90.1 ± 1.4	94.9 ± 0.9	△	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.119 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Western Australia (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.120 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, South Australia (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	388.8 ± 2.7	379.9 ± 2.8	385.4 ± 3.0	■	■
At or above NMS	%	93.8 ± 0.9	94.4 ± 0.7	93.2 ± 0.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	330.7 ± 6.5	319.8 ± 8.8	316.4 ± 9.0	■	■
At or above NMS	%	79.2 ± 4.5	76.5 ± 5.1	71.7 ± 5.1	■	■
Non-Indigenous students						
Mean scale score	no.	391.7 ± 2.5	382.8 ± 2.7	388.9 ± 2.8	■	■
At or above NMS	%	94.6 ± 0.8	95.3 ± 0.6	94.3 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	89.1 ± 4.1	92.0 ± 2.3	87.5 ± 2.8	■	▽
Male students						
At or above NMS	%	93.1 ± 1.0	93.4 ± 0.9	92.8 ± 1.0	■	■
Female students						
At or above NMS	%	94.4 ± 0.8	95.4 ± 0.7	93.6 ± 0.9	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	460.4 ± 2.8	467.4 ± 2.9	470.9 ± 2.9	■	■
At or above NMS	%	90.5 ± 1.0	92.0 ± 0.9	91.8 ± 0.9	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	409.1 ± 6.8	406.4 ± 7.1	407.5 ± 8.0	■	■
At or above NMS	%	68.5 ± 5.3	69.1 ± 5.9	66.9 ± 5.4	■	■
Non-Indigenous students						
Mean scale score	no.	462.9 ± 2.7	470.2 ± 2.8	473.6 ± 2.8	■	■
At or above NMS	%	91.7 ± 0.9	93.0 ± 0.8	93.1 ± 0.8	■	■
LBOTE students (d)						
At or above NMS	%	84.9 ± 3.9	90.0 ± 2.2	87.1 ± 2.8	■	■
Male students						
At or above NMS	%	91.1 ± 1.1	92.2 ± 1.0	91.9 ± 1.0	■	■
Female students						
At or above NMS	%	89.9 ± 1.1	91.7 ± 1.0	91.7 ± 1.0	■	■

Table 4A.120 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, South Australia (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	536.2 ± 3.3	530.8 ± 3.2	533.9 ± 3.1	■	■
At or above NMS	%	94.5 ± 0.8	94.6 ± 0.7	94.8 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	468.7 ± 7.0	472.4 ± 6.3	472.9 ± 7.3	■	■
At or above NMS	%	75.9 ± 5.2	78.3 ± 4.1	80.3 ± 4.5	■	■
Non-Indigenous students						
Mean scale score	no.	539.2 ± 3.1	533.5 ± 3.2	536.5 ± 3.1	■	■
At or above NMS	%	95.4 ± 0.7	95.4 ± 0.7	95.5 ± 0.6	■	■
LBOTE students (d)						
At or above NMS	%	88.7 ± 3.3	92.6 ± 1.9	91.3 ± 2.4	■	■
Male students						
At or above NMS	%	94.7 ± 0.9	94.2 ± 0.9	94.4 ± 0.9	■	■
Female students						
At or above NMS	%	94.4 ± 0.8	95.1 ± 0.8	95.2 ± 0.8	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	571.1 ± 5.4	571.7 ± 6.2	573.6 ± 5.3	■	■
At or above NMS	%	92.0 ± 1.8	90.1 ± 1.6	92.6 ± 1.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	508.8 ± 8.2	512.1 ± 7.5	513.8 ± 5.9	■	■
At or above NMS	%	68.7 ± 6.0	67.6 ± 6.2	73.2 ± 4.0	■	■
Non-Indigenous students						
Mean scale score	no.	574.6 ± 5.1	574.2 ± 6.0	576.3 ± 5.0	■	■
At or above NMS	%	93.7 ± 1.1	91.1 ± 1.5	93.6 ± 1.4	■	△
LBOTE students (d)						
At or above NMS	%	88.0 ± 4.5	88.0 ± 4.2	87.1 ± 7.0	■	■
Male students						
At or above NMS	%	92.4 ± 1.8	90.8 ± 1.6	92.6 ± 1.6	■	■
Female students						
At or above NMS	%	91.6 ± 1.8	89.4 ± 1.8	92.6 ± 1.4	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.120 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, South Australia (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.121 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Tasmania (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	399.9 ± 4.2	390.2 ± 4.8	396.3 ± 5.4	■	■
At or above NMS	%	96.7 ± 0.6	95.4 ± 0.9	94.5 ± 0.8	▽	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	377.1 ± 8.2	358.5 ± 7.3	365.2 ± 6.8	■	■
At or above NMS	%	94.5 ± 2.8	90.6 ± 3.3	92.5 ± 3.0	■	■
Non-Indigenous students						
Mean scale score	no.	401.6 ± 4.5	391.6 ± 4.6	398.2 ± 5.2	■	■
At or above NMS	%	96.8 ± 0.6	95.8 ± 0.8	94.6 ± 0.8	▽	■
LBOTE students (d)						
At or above NMS	%	90.3 ± 4.5	94.2 ± 3.4	88.4 ± 4.3	■	▽
Male students						
At or above NMS	%	96.6 ± 0.8	94.6 ± 1.1	94.6 ± 1.0	▽	■
Female students						
At or above NMS	%	96.8 ± 0.8	96.2 ± 0.9	94.4 ± 1.0	▽	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	464.6 ± 4.4	471.0 ± 4.5	477.3 ± 4.8	△	■
At or above NMS	%	92.1 ± 1.2	92.4 ± 1.1	92.6 ± 1.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	447.4 ± 7.6	436.9 ± 6.9	441.3 ± 7.6	■	■
At or above NMS	%	87.8 ± 3.9	82.9 ± 5.0	84.7 ± 4.9	■	■
Non-Indigenous students						
Mean scale score	no.	467.5 ± 4.5	473.2 ± 4.5	479.6 ± 4.8	■	■
At or above NMS	%	92.9 ± 1.1	93.2 ± 1.1	93.3 ± 1.2	■	■
LBOTE students (d)						
At or above NMS	%	83.9 ± 6.8	91.6 ± 3.7	88.0 ± 4.4	■	■
Male students						
At or above NMS	%	91.8 ± 1.4	92.4 ± 1.5	92.3 ± 1.3	■	■
Female students						
At or above NMS	%	92.4 ± 1.3	92.4 ± 1.4	92.9 ± 1.5	■	■

Table 4A.121 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Tasmania (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	533.8 ± 7.3	527.7 ± 6.4	533.1 ± 6.7	■	■
At or above NMS	%	95.2 ± 1.3	94.5 ± 1.3	94.8 ± 1.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	512.3 ± 7.6	494.4 ± 6.7	498.1 ± 7.4	▽	■
At or above NMS	%	92.4 ± 2.7	86.3 ± 3.8	88.9 ± 3.9	■	■
Non-Indigenous students						
Mean scale score	no.	536.9 ± 7.5	530.1 ± 6.1	536.1 ± 6.7	■	■
At or above NMS	%	95.5 ± 1.2	95.3 ± 1.3	95.3 ± 1.1	■	■
LBOTE students (d)						
At or above NMS	%	93.5 ± 4.6	91.1 ± 5.2	91.5 ± 4.4	■	■
Male students						
At or above NMS	%	94.6 ± 1.6	94.2 ± 1.7	94.8 ± 1.5	■	■
Female students						
At or above NMS	%	95.9 ± 1.4	94.9 ± 1.3	94.9 ± 1.4	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	568.0 ± 7.2	565.5 ± 7.4	572.8 ± 7.0	■	■
At or above NMS	%	92.3 ± 1.8	88.0 ± 2.1	93.5 ± 1.4	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	551.0 ± 9.5	526.5 ± 8.9	541.2 ± 7.1	■	△
At or above NMS	%	88.5 ± 3.7	76.4 ± 4.6	86.2 ± 3.6	■	△
Non-Indigenous students						
Mean scale score	no.	570.2 ± 7.2	570.7 ± 6.9	575.0 ± 6.8	■	■
At or above NMS	%	93.1 ± 1.5	89.5 ± 1.8	94.3 ± 1.3	■	△
LBOTE students (d)						
At or above NMS	%	90.8 ± 5.3	86.0 ± 6.0	87.7 ± 6.8	■	■
Male students						
At or above NMS	%	92.6 ± 2.0	88.2 ± 2.4	93.6 ± 1.6	■	△
Female students						
At or above NMS	%	92.0 ± 1.8	87.8 ± 2.2	93.3 ± 1.6	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.121 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Tasmania (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.122 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	411.5 ± 5.1	413.2 ± 6.0	413.9 ± 5.0	■	■
At or above NMS	%	96.4 ± 1.2	96.6 ± 1.1	96.5 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	355.1 ± 16.2	362.9 ± 13.4	356.1 ± 13.9	■	■
At or above NMS	%	88.4 ± 9.3	91.4 ± 4.9	88.1 ± 5.9	■	■
Non-Indigenous students						
Mean scale score	no.	413.1 ± 5.0	414.7 ± 5.9	415.2 ± 4.9	■	■
At or above NMS	%	96.7 ± 1.1	96.7 ± 1.0	96.7 ± 0.9	■	■
LBOTE students (d)						
At or above NMS	%	90.4 ± 6.4	93.6 ± 2.7	93.8 ± 2.3	■	■
Male students						
At or above NMS	%	95.4 ± 1.7	96.0 ± 1.4	96.3 ± 1.3	■	■
Female students						
At or above NMS	%	97.3 ± 1.0	97.2 ± 1.1	96.6 ± 1.0	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	483.8 ± 5.8	497.9 ± 7.0	497.4 ± 5.0	△	■
At or above NMS	%	94.9 ± 1.2	95.0 ± 1.3	95.9 ± 0.9	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	428.5 ± 14.0	447.2 ± 14.0	442.7 ± 11.6	■	■
At or above NMS	%	82.3 ± 8.5	87.1 ± 8.5	84.4 ± 7.1	■	■
Non-Indigenous students						
Mean scale score	no.	485.3 ± 5.6	499.3 ± 7.0	499.1 ± 5.0	△	■
At or above NMS	%	95.3 ± 1.1	95.2 ± 1.2	96.3 ± 0.9	■	■
LBOTE students (d)						
At or above NMS	%	90.3 ± 5.7	93.1 ± 2.5	93.6 ± 2.4	■	■
Male students						
At or above NMS	%	94.6 ± 1.4	94.7 ± 1.7	95.6 ± 1.5	■	■
Female students						
At or above NMS	%	95.2 ± 1.4	95.3 ± 1.5	96.1 ± 1.2	■	■

Table 4A.122 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	556.2 ± 10.1	549.7 ± 9.6	556.6 ± 9.6	■	■
At or above NMS	%	97.1 ± 1.2	95.8 ± 1.4	96.3 ± 1.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	504.7 ± 14.3	502.1 ± 15.7	504.0 ± 16.9	■	■
At or above NMS	%	90.3 ± 7.6	90.0 ± 7.4	85.1 ± 9.0	■	■
Non-Indigenous students						
Mean scale score	no.	557.5 ± 10.1	551.2 ± 9.6	558.3 ± 9.3	■	■
At or above NMS	%	97.3 ± 1.1	96.0 ± 1.4	96.6 ± 1.4	■	■
LBOTE students (d)						
At or above NMS	%	97.3 ± 1.9	95.2 ± 2.6	94.9 ± 2.5	■	■
Male students						
At or above NMS	%	96.9 ± 1.4	95.2 ± 2.0	95.8 ± 2.0	■	■
Female students						
At or above NMS	%	97.4 ± 1.3	96.5 ± 1.4	96.7 ± 1.4	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	594.9 ± 10.3	596.9 ± 12.3	594.4 ± 9.7	■	■
At or above NMS	%	96.6 ± 1.2	92.9 ± 2.4	94.9 ± 1.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	546.5 ± 14.6	526.2 ± 16.7	535.6 ± 12.4	■	■
At or above NMS	%	83.8 ± 11.1	70.9 ± 11.3	82.8 ± 8.5	■	■
Non-Indigenous students						
Mean scale score	no.	596.0 ± 10.2	598.9 ± 12.0	596.2 ± 9.6	■	■
At or above NMS	%	96.9 ± 1.1	93.6 ± 2.1	95.3 ± 1.6	■	■
LBOTE students (d)						
At or above NMS	%	97.6 ± 2.5	92.0 ± 3.6	93.5 ± 3.2	▼	■
Male students						
At or above NMS	%	96.6 ± 1.7	93.5 ± 2.8	94.6 ± 2.2	■	■
Female students						
At or above NMS	%	96.6 ± 1.3	92.3 ± 2.7	95.2 ± 1.8	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.122 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.123 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Northern Territory (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	338.4 ± 12.4	332.0 ± 12.7	338.1 ± 15.5	■	■
At or above NMS	%	77.0 ± 5.6	75.7 ± 5.6	73.0 ± 6.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	275.0 ± 11.0	271.1 ± 10.4	260.8 ± 13.7	■	■
At or above NMS	%	52.4 ± 6.9	50.4 ± 6.0	43.0 ± 6.8	■	■
Non-Indigenous students						
Mean scale score	no.	386.9 ± 5.9	380.1 ± 6.6	388.4 ± 6.2	■	■
At or above NMS	%	96.5 ± 1.3	95.8 ± 1.7	93.2 ± 3.1	■	■
LBOTE students (d)						
At or above NMS	%	51.2 ± 8.0	55.2 ± 7.5	48.3 ± 9.2	■	■
Male students						
At or above NMS	%	76.8 ± 5.8	74.0 ± 6.2	73.2 ± 6.2	■	■
Female students						
At or above NMS	%	77.1 ± 5.6	77.6 ± 5.4	72.8 ± 6.7	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	416.3 ± 11.0	421.9 ± 14.4	422.7 ± 13.4	■	■
At or above NMS	%	69.1 ± 5.9	69.7 ± 7.1	68.2 ± 6.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	355.9 ± 10.0	360.8 ± 11.6	357.4 ± 11.0	■	■
At or above NMS	%	38.3 ± 6.3	40.0 ± 6.9	36.2 ± 6.4	■	■
Non-Indigenous students						
Mean scale score	no.	459.4 ± 5.4	471.3 ± 7.7	469.9 ± 5.7	■	■
At or above NMS	%	91.6 ± 2.2	93.6 ± 2.6	92.3 ± 2.8	■	■
LBOTE students (d)						
At or above NMS	%	40.5 ± 7.7	45.3 ± 8.8	40.4 ± 7.9	■	■
Male students						
At or above NMS	%	70.2 ± 5.7	69.3 ± 7.6	66.9 ± 6.8	■	■
Female students						
At or above NMS	%	67.9 ± 6.3	70.1 ± 6.9	69.6 ± 6.7	■	■

Table 4A.123 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Northern Territory (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	488.1 ± 15.8	476.5 ± 16.5	484.4 ± 18.6	■	■
At or above NMS	%	75.9 ± 7.2	72.3 ± 8.0	74.4 ± 7.9	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	428.3 ± 11.3	417.4 ± 13.5	422.5 ± 13.2	■	■
At or above NMS	%	50.2 ± 7.4	45.2 ± 7.9	47.7 ± 7.9	■	■
Non-Indigenous students						
Mean scale score	no.	534.2 ± 9.3	524.0 ± 10.3	527.8 ± 11.8	■	■
At or above NMS	%	95.6 ± 2.0	94.2 ± 2.5	95.2 ± 2.1	■	■
LBOTE students (d)						
At or above NMS	%	54.2 ± 10.9	48.6 ± 11.0	49.4 ± 10.8	■	■
Male students						
At or above NMS	%	76.1 ± 7.0	70.8 ± 8.2	72.9 ± 8.4	■	■
Female students						
At or above NMS	%	75.7 ± 7.7	74.0 ± 8.3	76.1 ± 7.8	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	532.6 ± 17.2	523.3 ± 17.8	532.0 ± 17.2	■	■
At or above NMS	%	74.1 ± 7.5	68.2 ± 8.1	74.2 ± 7.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	470.5 ± 15.9	451.6 ± 15.0	467.6 ± 13.8	■	■
At or above NMS	%	46.1 ± 9.3	35.8 ± 7.6	44.1 ± 8.5	■	■
Non-Indigenous students						
Mean scale score	no.	575.4 ± 10.6	571.0 ± 12.4	569.2 ± 11.5	■	■
At or above NMS	%	93.6 ± 2.6	90.0 ± 3.7	93.1 ± 3.5	■	■
LBOTE students (d)						
At or above NMS	%	56.6 ± 13.4	44.1 ± 12.1	48.7 ± 12.5	■	■
Male students						
At or above NMS	%	74.5 ± 7.6	68.6 ± 8.4	73.6 ± 8.4	■	■
Female students						
At or above NMS	%	73.6 ± 8.0	67.7 ± 8.5	74.8 ± 7.7	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.123 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Northern Territory (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.124 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australia (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	396.9 ± 1.0	396.9 ± 0.9	401.8 ± 1.0	■	■
At or above NMS	%	95.0 ± 0.2	95.7 ± 0.2	94.6 ± 0.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	327.6 ± 3.3	332.3 ± 2.6	331.5 ± 2.9	■	■
At or above NMS	%	78.6 ± 1.7	81.6 ± 1.5	78.2 ± 1.4	■	■
Non-Indigenous students						
Mean scale score	no.	400.5 ± 1.0	400.6 ± 0.9	405.9 ± 0.9	■	■
At or above NMS	%	96.0 ± 0.2	96.6 ± 0.1	95.7 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	93.0 ± 0.6	94.2 ± 0.4	92.7 ± 0.5	■	■
Male students						
At or above NMS	%	94.6 ± 0.2	95.0 ± 0.2	94.2 ± 0.2	■	■
Female students						
At or above NMS	%	95.5 ± 0.2	96.5 ± 0.2	95.1 ± 0.2	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	475.9 ± 1.1	485.8 ± 1.1	487.6 ± 1.0	■	■
At or above NMS	%	92.7 ± 0.2	93.4 ± 0.2	93.5 ± 0.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	408.0 ± 2.8	417.4 ± 2.9	417.9 ± 2.6	■	■
At or above NMS	%	69.2 ± 1.7	73.0 ± 1.7	71.1 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	479.5 ± 1.0	489.8 ± 1.0	491.5 ± 0.9	■	■
At or above NMS	%	94.0 ± 0.2	94.6 ± 0.2	94.8 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	90.7 ± 0.7	91.7 ± 0.6	91.6 ± 0.5	■	■
Male students						
At or above NMS	%	92.8 ± 0.3	93.3 ± 0.3	93.1 ± 0.3	■	■
Female students						
At or above NMS	%	92.5 ± 0.3	93.4 ± 0.3	93.8 ± 0.2	■	■

Table 4A.124 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australia (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	545.0 ± 1.6	542.1 ± 1.6	545.9 ± 1.7	■	■
At or above NMS	%	95.4 ± 0.2	95.0 ± 0.2	95.1 ± 0.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	476.2 ± 3.4	475.7 ± 2.7	478.5 ± 2.8	■	■
At or above NMS	%	78.6 ± 1.7	78.1 ± 1.6	79.5 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	548.6 ± 1.6	545.8 ± 1.6	549.7 ± 1.7	■	■
At or above NMS	%	96.4 ± 0.2	96.0 ± 0.2	96.1 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	93.6 ± 0.6	93.6 ± 0.6	93.9 ± 0.6	■	■
Male students						
At or above NMS	%	95.4 ± 0.2	94.7 ± 0.3	94.8 ± 0.3	■	■
Female students						
At or above NMS	%	95.3 ± 0.2	95.3 ± 0.2	95.5 ± 0.2	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	582.2 ± 1.8	583.6 ± 2.2	587.8 ± 1.9	■	■
At or above NMS	%	93.6 ± 0.3	90.6 ± 0.4	94.1 ± 0.3	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	515.1 ± 4.0	507.9 ± 2.8	522.8 ± 2.5	■	△
At or above NMS	%	72.5 ± 2.0	65.7 ± 1.6	76.2 ± 1.5	■	△
Non-Indigenous students						
Mean scale score	no.	585.7 ± 1.8	587.8 ± 2.2	591.4 ± 1.9	■	■
At or above NMS	%	94.8 ± 0.3	92.0 ± 0.3	95.2 ± 0.3	■	△
LBOTE students (d)						
At or above NMS	%	93.0 ± 0.7	89.8 ± 0.8	93.2 ± 0.7	■	△
Male students						
At or above NMS	%	93.7 ± 0.4	90.9 ± 0.4	94.0 ± 0.3	■	△
Female students						
At or above NMS	%	93.6 ± 0.4	90.1 ± 0.4	94.3 ± 0.3	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.124 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australia (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.125

Table 4A.125 Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (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 - Year 9									
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
2014 Year 9	594.3 ± 3.8	592.3 ± 3.8	579.8 ± 3.4	591.1 ± 5.5	573.6 ± 5.3	572.8 ± 7.0	594.4 ± 9.7	532.0 ± 17.2	587.8 ± 1.9
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
Gain 2012-2014	50.9 ± 6.7	48.0 ± 6.3	47.8 ± 5.6	56.2 ± 7.6	44.5 ± 7.3	46.8 ± 10.8	48.5 ± 14.3	57.3 ± 25.5	49.7 ± 4.7
Aboriginal and Torres Strait Islander 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
2014 Year 9	531.5 ± 3.2	538.3 ± 4.5	525.6 ± 3.9	518.0 ± 7.4	513.8 ± 5.9	541.2 ± 7.1	535.6 ± 12.4	467.6 ± 13.8	522.8 ± 2.5
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
Gain 2012-2014	54.1 ± 6.0	43.7 ± 7.9	49.7 ± 6.7	57.0 ± 9.8	49.0 ± 9.5	50.2 ± 10.9	42.5 ± 17.8	57.5 ± 20.8	53.4 ± 5.4
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
2014 Year 9	598.0 ± 3.9	593.2 ± 3.8	583.7 ± 3.3	596.5 ± 5.4	576.3 ± 5.0	575.0 ± 6.8	596.2 ± 9.6	569.2 ± 11.5	591.4 ± 1.9
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
Gain 2012-2014	51.4 ± 6.7	47.9 ± 6.3	47.6 ± 5.5	56.2 ± 7.4	44.5 ± 7.1	46.4 ± 10.3	49.0 ± 14.2	46.5 ± 17.9	49.6 ± 4.7

TABLE 4A.125

Table 4A.125 Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (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									
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
2014 Year 7	550.3 ± 3.8	548.6 ± 3.0	543.6 ± 2.5	545.5 ± 3.7	533.9 ± 3.1	533.1 ± 6.7	556.6 ± 9.6	484.4 ± 18.6	545.9 ± 1.7
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
Gain 2012-2014	52.6 ± 6.7	51.0 ± 6.3	67.5 ± 6.2	68.0 ± 7.0	62.0 ± 6.7	52.7 ± 9.7	52.2 ± 12.8	66.8 ± 25.2	57.2 ± 5.6
Aboriginal and Torres Strait Islander 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
2014 Year 7	489.2 ± 3.1	490.6 ± 5.2	487.8 ± 4.1	469.0 ± 5.0	472.9 ± 7.3	498.1 ± 7.4	504.0 ± 16.9	422.5 ± 13.2	478.5 ± 2.8
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
Gain 2012-2014	52.4 ± 6.9	45.2 ± 8.8	73.5 ± 8.2	74.0 ± 9.1	65.5 ± 10.9	51.2 ± 11.8	56.8 ± 24.6	73.3 ± 21.1	64.5 ± 7.0
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
2014 Year 7	553.6 ± 3.8	549.6 ± 3.0	547.8 ± 2.4	551.9 ± 3.6	536.5 ± 3.1	536.1 ± 6.7	558.3 ± 9.3	527.8 ± 11.8	549.7 ± 1.7
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
Gain 2012-2014	52.9 ± 6.7	51.2 ± 6.2	67.1 ± 6.1	67.8 ± 6.9	62.0 ± 6.7	53.7 ± 9.6	52.7 ± 12.6	54.4 ± 15.0	57.1 ± 5.6
Year 3 - Year 5									
All students									
2012 Year 3	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
2014 Year 5	493.4 ± 1.9	496.6 ± 1.7	481.7 ± 2.1	480.6 ± 2.8	470.9 ± 2.9	477.3 ± 4.8	497.4 ± 5.0	422.7 ± 13.4	487.6 ± 1.0
Gain 2012-2014	88.4 ± 7.6	87.7 ± 7.5	100.8 ± 7.8	96.7 ± 8.2	93.5 ± 8.3	85.8 ± 10.1	87.3 ± 10.0	99.5 ± 21.5	92.1 ± 7.3
Aboriginal and Torres Strait Islander students (d)									

Table 4A.125 Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (score points) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2012 Year 3	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
2014 Year 5	433.0 ± 3.0	452.0 ± 4.8	422.3 ± 3.9	397.3 ± 5.4	407.5 ± 8.0	441.3 ± 7.6	442.7 ± 11.6	357.4 ± 11.0	417.9 ± 2.6
Gain 2012-2014	90.8 ± 8.6	92.4 ± 10.4	102.2 ± 9.3	98.9 ± 10.2	97.5 ± 12.9	89.4 ± 13.3	92.1 ± 19.3	105.6 ± 19.5	97.8 ± 8.3
Non-Indigenous students									
2012 Year 3	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
2014 Year 5	496.6 ± 1.8	497.3 ± 1.6	486.2 ± 1.9	486.9 ± 2.5	473.6 ± 2.8	479.6 ± 4.8	499.1 ± 5.0	469.9 ± 5.7	491.5 ± 0.9
Gain 2012-2014	88.5 ± 7.6	87.8 ± 7.5	100.7 ± 7.7	96.7 ± 8.0	93.4 ± 8.3	86.4 ± 9.9	87.4 ± 9.9	92.9 ± 11.6	92.0 ± 7.3

- (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, 2012 and 2014 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). Data for 2011-2013 are in table 4A.143. 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 'Aboriginal and Torres Strait Islander' 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 (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.126

Table 4A.126 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 10 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	96.4 ± 0.3	96.2 ± 0.4	95.8 ± 0.4	95.4 ± 0.5	94.4 ± 0.7	95.4 ± 0.9	96.6 ± 1.1	75.7 ± 5.6	95.7 ± 0.2
Aboriginal and Torres Strait Islander students (e)	88.5 ± 1.5	88.7 ± 2.9	84.6 ± 2.2	76.9 ± 3.2	76.5 ± 5.1	90.6 ± 3.3	91.4 ± 4.9	50.4 ± 6.0	81.6 ± 1.5
Non-Indigenous students	96.9 ± 0.2	96.5 ± 0.3	96.7 ± 0.3	96.8 ± 0.4	95.3 ± 0.6	95.8 ± 0.8	96.7 ± 1.0	95.8 ± 1.7	96.6 ± 0.1
LBOTE students (f)	96.1 ± 0.4	95.4 ± 0.6	92.4 ± 1.5	93.6 ± 1.3	92.0 ± 2.3	94.2 ± 3.4	93.6 ± 2.7	55.2 ± 7.5	94.2 ± 0.4
Male students	95.7 ± 0.3	95.2 ± 0.5	95.2 ± 0.5	94.9 ± 0.7	93.4 ± 0.9	94.6 ± 1.1	96.0 ± 1.4	74.0 ± 6.2	95.0 ± 0.2
Female students	97.1 ± 0.3	97.2 ± 0.3	96.5 ± 0.4	95.9 ± 0.5	95.4 ± 0.7	96.2 ± 0.9	97.2 ± 1.1	77.6 ± 5.4	96.5 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 5 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	93.9 ± 0.4	94.4 ± 0.4	93.6 ± 0.5	92.7 ± 0.7	92.0 ± 0.9	92.4 ± 1.1	95.0 ± 1.3	69.7 ± 7.1	93.4 ± 0.2
Aboriginal and Torres Strait Islander students (e)	81.0 ± 1.7	85.6 ± 2.5	76.7 ± 2.3	65.3 ± 4.1	69.1 ± 5.9	82.9 ± 5.0	87.1 ± 8.5	40.0 ± 6.9	73.0 ± 1.7
Non-Indigenous students	94.6 ± 0.3	94.7 ± 0.4	95.0 ± 0.4	94.9 ± 0.5	93.0 ± 0.8	93.2 ± 1.1	95.2 ± 1.2	93.6 ± 2.6	94.6 ± 0.2
LBOTE students (f)	93.8 ± 0.6	93.2 ± 0.7	89.3 ± 1.9	91.9 ± 1.4	90.0 ± 2.2	91.6 ± 3.7	93.1 ± 2.5	45.3 ± 8.8	91.7 ± 0.6
Male students	93.6 ± 0.4	94.2 ± 0.5	93.7 ± 0.6	93.0 ± 0.8	92.2 ± 1.0	92.4 ± 1.5	94.7 ± 1.7	69.3 ± 7.6	93.3 ± 0.3
Female students	94.1 ± 0.4	94.6 ± 0.4	93.5 ± 0.5	92.5 ± 0.8	91.7 ± 1.0	92.4 ± 1.4	95.3 ± 1.5	70.1 ± 6.9	93.4 ± 0.3
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	95.1 ± 0.4	95.7 ± 0.5	95.4 ± 0.4	95.1 ± 0.6	94.6 ± 0.7	94.5 ± 1.3	95.8 ± 1.4	72.3 ± 8.0	95.0 ± 0.2

TABLE 4A.126

Table 4A.126 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students (e)	83.2 ± 1.6	86.1 ± 4.0	83.2 ± 2.0	74.0 ± 3.4	78.3 ± 4.1	86.3 ± 3.8	90.0 ± 7.4	45.2 ± 7.9	78.1 ± 1.6
Non-Indigenous students	95.8 ± 0.4	96.0 ± 0.5	96.3 ± 0.3	96.7 ± 0.4	95.4 ± 0.7	95.3 ± 1.3	96.0 ± 1.4	94.2 ± 2.5	96.0 ± 0.2
LBOTE students (f)	95.4 ± 0.7	95.1 ± 0.8	92.0 ± 1.7	93.9 ± 1.3	92.6 ± 1.9	91.1 ± 5.2	95.2 ± 2.6	48.6 ± 11.0	93.6 ± 0.6
Male students	95.0 ± 0.5	95.3 ± 0.7	95.1 ± 0.5	95.0 ± 0.7	94.2 ± 0.9	94.2 ± 1.7	95.2 ± 2.0	70.8 ± 8.2	94.7 ± 0.3
Female students	95.3 ± 0.5	96.2 ± 0.4	95.7 ± 0.4	95.2 ± 0.7	95.1 ± 0.8	94.9 ± 1.3	96.5 ± 1.4	74.0 ± 8.3	95.3 ± 0.2
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 5 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	90.4 ± 0.7	92.2 ± 0.7	90.1 ± 0.9	90.8 ± 1.2	90.1 ± 1.6	88.0 ± 2.1	92.9 ± 2.4	68.2 ± 8.1	90.6 ± 0.4
Aboriginal and Torres Strait Islander students (e)	69.5 ± 2.3	75.8 ± 3.8	68.2 ± 2.9	60.6 ± 4.5	67.6 ± 6.2	76.4 ± 4.6	70.9 ± 11.3	35.8 ± 7.6	65.7 ± 1.6
Non-Indigenous students	91.7 ± 0.6	92.6 ± 0.6	91.7 ± 0.7	93.0 ± 0.9	91.1 ± 1.5	89.5 ± 1.8	93.6 ± 2.1	90.0 ± 3.7	92.0 ± 0.3
LBOTE students (f)	92.0 ± 1.1	91.0 ± 1.3	85.7 ± 3.2	89.9 ± 2.2	88.0 ± 4.2	86.0 ± 6.0	92.0 ± 3.6	44.1 ± 12.1	89.8 ± 0.8
Male students	90.8 ± 0.8	92.6 ± 0.8	90.4 ± 1.0	91.5 ± 1.3	90.8 ± 1.6	88.2 ± 2.4	93.5 ± 2.8	68.6 ± 8.4	90.9 ± 0.4
Female students	90.1 ± 0.8	91.7 ± 0.7	89.8 ± 1.0	90.1 ± 1.4	89.4 ± 1.8	87.8 ± 2.2	92.3 ± 2.7	67.7 ± 8.5	90.1 ± 0.4

TABLE 4A.126

Table 4A.126 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2013 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	Proportion	96.4 ± 0.3	96.2 ± 0.4	95.8 ± 0.4	95.4 ± 0.5	94.4 ± 0.7	95.4 ± 0.9	96.6 ± 1.1	75.7 ± 5.6	95.7 ± 0.2
	Compared to									
<i>NSW</i>	96.4 ± 0.3	..	■	■	■	Δ	■	■	▲	■
<i>Vic</i>	96.2 ± 0.4	■	..	■	■	Δ	■	■	▲	■
<i>Qld</i>	95.8 ± 0.4	■	■	..	■	■	■	■	▲	■
<i>WA</i>	95.4 ± 0.5	■	■	■	..	■	■	■	▲	■
<i>SA</i>	94.4 ± 0.7	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	95.4 ± 0.9	■	■	■	■	■	..	■	▲	■
<i>ACT</i>	96.6 ± 1.1	■	■	■	■	Δ	■	..	▲	■
<i>NT</i>	75.7 ± 5.6	▽	▽	▽	▽	▽	▽	▽	..	▽
<i>Aust</i>	95.7 ± 0.2	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 5										
	Proportion	93.9 ± 0.4	94.4 ± 0.4	93.6 ± 0.5	92.7 ± 0.7	92.0 ± 0.9	92.4 ± 1.1	95.0 ± 1.3	69.7 ± 7.1	93.4 ± 0.2
	Compared to									
<i>NSW</i>	93.9 ± 0.4	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	94.4 ± 0.4	■	..	■	■	Δ	■	■	▲	■
<i>Qld</i>	93.6 ± 0.5	■	■	..	■	■	■	■	▲	■
<i>WA</i>	92.7 ± 0.7	■	■	■	..	■	■	▽	▲	■
<i>SA</i>	92.0 ± 0.9	■	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	92.4 ± 1.1	■	■	■	■	■	..	▽	▲	■
<i>ACT</i>	95.0 ± 1.3	■	■	■	Δ	Δ	Δ	..	▲	■
<i>NT</i>	69.7 ± 7.1	▽	▽	▽	▽	▽	▽	▽	..	▽
<i>Aust</i>	93.4 ± 0.2	■	■	■	■	■	■	■	▲	..

TABLE 4A.126

Table 4A.126 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2013 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	Proportion	95.1 ± 0.4	95.7 ± 0.5	95.4 ± 0.4	95.1 ± 0.6	94.6 ± 0.7	94.5 ± 1.3	95.8 ± 1.4	72.3 ± 8.0	95.0 ± 0.2
	Compared to									
<i>NSW</i>	95.1 ± 0.4	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	95.7 ± 0.5	■	..	■	■	■	■	■	▲	■
<i>Qld</i>	95.4 ± 0.4	■	■	..	■	■	■	■	▲	■
<i>WA</i>	95.1 ± 0.6	■	■	■	..	■	■	■	▲	■
<i>SA</i>	94.6 ± 0.7	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	94.5 ± 1.3	■	■	■	■	■	..	■	▲	■
<i>ACT</i>	95.8 ± 1.4	■	■	■	■	■	■	..	▲	■
<i>NT</i>	72.3 ± 8.0	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	95.0 ± 0.2	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 9										
	Proportion	90.4 ± 0.7	92.2 ± 0.7	90.1 ± 0.9	90.8 ± 1.2	90.1 ± 1.6	88.0 ± 2.1	92.9 ± 2.4	68.2 ± 8.1	90.6 ± 0.4
	Compared to									
<i>NSW</i>	90.4 ± 0.7	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	92.2 ± 0.7	■	..	■	■	■	△	■	▲	■
<i>Qld</i>	90.1 ± 0.9	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	90.8 ± 1.2	■	■	■	..	■	■	■	▲	■
<i>SA</i>	90.1 ± 1.6	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	88.0 ± 2.1	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	92.9 ± 2.4	■	■	△	■	■	△	..	▲	■
<i>NT</i>	68.2 ± 8.1	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	90.6 ± 0.4	■	■	■	■	■	■	■	▲	..

Table 4A.126 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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LBOTE = Language Background Other Than English.

▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the comparison State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the comparison State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the comparison State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the comparison State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the comparison State/Territory.

- (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), for the single reporting year (2013). 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 years 2008-2012 were included in earlier Reports. Data for 2014 are at table 4A.108.
- (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 'Aboriginal and Torres Strait Islander' 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.

.. Not applicable.

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

TABLE 4A.127

Table 4A.127 **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, 2013 (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									
Aboriginal and Torres Strait Islander students									
Metropolitan	90.9 ± 1.6	89.0 ± 3.8	86.6 ± 2.3	84.2 ± 3.2	82.8 ± 5.0	91.9 ± 5.9	91.2 ± 5.0	..	87.9 ± 1.3
Provincial	87.3 ± 2.3	88.4 ± 3.7	88.9 ± 2.2	83.6 ± 4.3	77.0 ± 6.4	90.2 ± 4.3	np	82.6 ± 7.5	86.9 ± 1.5
Remote	74.6 ± 10.3	np	70.9 ± 12.7	73.2 ± 7.2	np	np	..	62.8 ± 9.8	70.5 ± 4.8
Very remote	86.8 ± 10.5	..	71.8 ± 9.6	61.3 ± 8.1	43.6 ± 21.0	np	..	34.3 ± 5.8	53.0 ± 5.4
Total	88.5 ± 1.5	88.7 ± 2.9	84.6 ± 2.2	76.9 ± 3.2	76.5 ± 5.1	90.6 ± 3.3	91.4 ± 4.9	50.4 ± 6.0	81.6 ± 1.5
Non-Indigenous students									
Metropolitan	97.0 ± 0.3	96.7 ± 0.4	96.9 ± 0.4	96.9 ± 0.5	95.6 ± 0.8	96.0 ± 1.3	96.7 ± 1.0	..	96.8 ± 0.2
Provincial	96.4 ± 0.4	96.0 ± 0.8	96.3 ± 0.5	96.5 ± 0.7	94.4 ± 1.2	95.6 ± 1.0	np	95.2 ± 2.2	96.1 ± 0.3
Remote	94.9 ± 2.8	99.5 ± 2.8	96.3 ± 1.8	96.5 ± 1.7	96.3 ± 1.8	92.7 ± 14.4	..	98.0 ± 1.9	96.4 ± 0.9
Very remote	96.9 ± 4.8	..	93.9 ± 3.7	96.2 ± 3.0	92.9 ± 7.2	np	..	96.3 ± 4.1	95.3 ± 2.0
Total	96.9 ± 0.2	96.5 ± 0.3	96.7 ± 0.3	96.8 ± 0.4	95.3 ± 0.6	95.8 ± 0.8	96.7 ± 1.0	95.8 ± 1.7	96.6 ± 0.1
All students									
Metropolitan	96.8 ± 0.3	96.4 ± 0.4	96.4 ± 0.4	96.4 ± 0.5	95.0 ± 0.8	95.9 ± 1.3	96.6 ± 1.1	..	96.4 ± 0.2
Provincial	95.3 ± 0.5	95.6 ± 0.8	95.6 ± 0.5	95.4 ± 0.9	93.3 ± 1.4	95.1 ± 1.1	np	92.8 ± 3.0	95.3 ± 0.3
Remote	86.9 ± 6.4	99.6 ± 2.8	90.1 ± 4.6	91.3 ± 3.2	95.7 ± 2.0	91.2 ± 15.8	..	82.1 ± 8.1	89.9 ± 2.1
Very remote	92.3 ± 6.5	..	80.3 ± 7.2	76.3 ± 6.9	68.0 ± 17.6	np	..	42.3 ± 9.6	66.9 ± 5.3
Total	96.4 ± 0.3	96.2 ± 0.4	95.8 ± 0.4	95.4 ± 0.5	94.4 ± 0.7	95.4 ± 0.9	96.6 ± 1.1	75.7 ± 5.6	95.7 ± 0.2
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	84.7 ± 2.2	85.9 ± 3.4	80.9 ± 2.4	74.7 ± 4.8	77.1 ± 5.9	80.1 ± 7.2	87.6 ± 8.9	..	81.8 ± 1.3
Provincial	78.7 ± 2.3	85.3 ± 3.6	79.2 ± 3.4	72.3 ± 6.7	68.5 ± 8.3	84.7 ± 6.1	np	74.5 ± 7.7	78.5 ± 1.6
Remote	69.9 ± 9.5	np	60.6 ± 10.6	56.3 ± 8.0	np	np	..	55.7 ± 9.8	59.6 ± 4.6

TABLE 4A.127

Table 4A.127 **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, 2013 (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	63.7 ± 17.2	..	59.3 ± 8.9	50.4 ± 8.3	42.5 ± 16.9	np	..	24.3 ± 6.3	40.3 ± 5.7
Total	81.0 ± 1.7	85.6 ± 2.5	76.7 ± 2.3	65.3 ± 4.1	69.1 ± 5.9	82.9 ± 5.0	87.1 ± 8.5	40.0 ± 6.9	73.0 ± 1.7
Non-Indigenous students									
Metropolitan	94.9 ± 0.4	94.9 ± 0.5	95.3 ± 0.5	95.4 ± 0.6	93.2 ± 1.1	93.2 ± 2.1	95.2 ± 1.2	..	94.9 ± 0.2
Provincial	93.7 ± 0.5	94.3 ± 0.6	94.3 ± 0.7	93.6 ± 1.1	92.5 ± 1.4	93.1 ± 1.2	np	92.8 ± 3.4	93.9 ± 0.3
Remote	91.0 ± 5.6	96.1 ± 5.8	93.5 ± 2.4	93.0 ± 2.4	93.2 ± 3.3	95.7 ± 5.8	..	95.5 ± 2.4	93.4 ± 1.3
Very remote	93.5 ± 7.1	..	91.0 ± 3.9	91.5 ± 4.0	92.6 ± 6.4	np	..	97.1 ± 3.8	92.3 ± 2.4
Total	94.6 ± 0.3	94.7 ± 0.4	95.0 ± 0.4	94.9 ± 0.5	93.0 ± 0.8	93.2 ± 1.1	95.2 ± 1.2	93.6 ± 2.6	94.6 ± 0.2
All students									
Metropolitan	94.5 ± 0.4	94.6 ± 0.5	94.5 ± 0.5	94.6 ± 0.6	92.7 ± 1.1	92.4 ± 2.1	95.0 ± 1.3	..	94.4 ± 0.2
Provincial	92.1 ± 0.7	93.9 ± 0.7	92.9 ± 0.8	91.7 ± 1.5	91.0 ± 1.7	92.4 ± 1.2	np	89.3 ± 3.8	92.5 ± 0.4
Remote	83.1 ± 5.0	96.1 ± 5.7	85.5 ± 4.7	83.8 ± 4.7	91.4 ± 3.6	94.5 ± 6.9	..	80.6 ± 7.5	85.1 ± 2.4
Very remote	77.8 ± 11.5	..	72.9 ± 6.6	67.5 ± 8.0	64.7 ± 16.7	np	..	31.5 ± 11.1	56.6 ± 6.3
Total	93.9 ± 0.4	94.4 ± 0.4	93.6 ± 0.5	92.7 ± 0.7	92.0 ± 0.9	92.4 ± 1.1	95.0 ± 1.3	69.7 ± 7.1	93.4 ± 0.2
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	86.5 ± 2.0	87.3 ± 6.8	86.4 ± 2.4	85.9 ± 4.5	83.6 ± 4.5	84.7 ± 6.5	90.0 ± 7.4	..	86.3 ± 1.3
Provincial	81.3 ± 2.7	84.8 ± 4.1	85.2 ± 3.1	81.3 ± 4.9	80.2 ± 6.4	87.1 ± 4.5	..	75.5 ± 6.9	82.5 ± 1.6
Remote	69.2 ± 11.2	np	68.9 ± 10.8	69.9 ± 6.6	np	np	..	53.9 ± 12.8	65.6 ± 5.7
Very remote	np	..	67.8 ± 9.5	53.6 ± 7.5	42.5 ± 19.1	np	..	29.4 ± 6.8	45.4 ± 5.6
Total	83.2 ± 1.6	86.1 ± 4.0	83.2 ± 2.0	74.0 ± 3.4	78.3 ± 4.1	86.3 ± 3.8	90.0 ± 7.4	45.2 ± 7.9	78.1 ± 1.6
Non-Indigenous students									
Metropolitan	96.0 ± 0.5	96.1 ± 0.6	96.5 ± 0.4	96.9 ± 0.5	95.4 ± 0.9	95.0 ± 2.1	96.0 ± 1.4	..	96.2 ± 0.2
Provincial	95.0 ± 0.6	95.6 ± 0.8	95.9 ± 0.5	95.9 ± 0.9	95.3 ± 1.0	95.6 ± 1.2	..	93.7 ± 3.1	95.5 ± 0.3

TABLE 4A.127

Table 4A.127 **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, 2013 (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	92.1 ± 5.6	94.6 ± 7.2	95.4 ± 1.9	96.5 ± 1.5	95.9 ± 2.2	88.5 ± 7.1	..	95.6 ± 3.8	95.6 ± 1.1
Very remote	98.1 ± 6.8	..	93.4 ± 3.0	95.6 ± 2.9	91.4 ± 6.5	np	..	96.8 ± 4.1	94.6 ± 2.0
Total	95.8 ± 0.4	96.0 ± 0.5	96.3 ± 0.3	96.7 ± 0.4	95.4 ± 0.7	95.3 ± 1.3	96.0 ± 1.4	94.2 ± 2.5	96.0 ± 0.2
All students									
Metropolitan	95.7 ± 0.5	95.9 ± 0.6	96.0 ± 0.5	96.5 ± 0.6	95.0 ± 0.9	94.2 ± 2.3	95.8 ± 1.4	..	95.8 ± 0.3
Provincial	93.5 ± 0.8	95.2 ± 0.8	94.9 ± 0.6	94.7 ± 1.1	94.5 ± 1.2	94.8 ± 1.3	..	90.0 ± 3.9	94.4 ± 0.4
Remote	82.0 ± 8.1	94.8 ± 6.9	89.6 ± 4.1	90.1 ± 3.3	95.3 ± 2.0	89.5 ± 8.0	..	77.5 ± 12.4	88.0 ± 2.8
Very remote	78.9 ± 22.6	..	78.8 ± 6.8	69.7 ± 8.2	67.7 ± 17.8	np	..	35.6 ± 9.8	60.8 ± 6.0
Total	95.1 ± 0.4	95.7 ± 0.5	95.4 ± 0.4	95.1 ± 0.6	94.6 ± 0.7	94.5 ± 1.3	95.8 ± 1.4	72.3 ± 8.0	95.0 ± 0.2
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	73.3 ± 3.0	77.5 ± 5.4	72.1 ± 4.1	69.0 ± 6.9	70.3 ± 7.4	73.6 ± 9.8	70.9 ± 11.3	..	72.4 ± 2.3
Provincial	68.0 ± 3.1	74.2 ± 4.9	71.0 ± 3.6	66.1 ± 6.8	68.5 ± 9.9	77.9 ± 4.9	..	58.7 ± 10.5	69.1 ± 2.0
Remote	48.6 ± 12.2	np	45.6 ± 14.1	55.4 ± 10.8	np	np	..	39.7 ± 11.3	48.3 ± 6.3
Very remote	np	..	36.8 ± 10.0	37.1 ± 10.4	np	np	..	17.1 ± 5.2	28.5 ± 5.4
Total	69.5 ± 2.3	75.8 ± 3.8	68.2 ± 2.9	60.6 ± 4.5	67.6 ± 6.2	76.4 ± 4.6	70.9 ± 11.3	35.8 ± 7.6	65.7 ± 1.6
Non-Indigenous students									
Metropolitan	92.4 ± 0.7	92.8 ± 0.8	92.3 ± 0.9	93.5 ± 1.1	91.2 ± 1.9	89.7 ± 3.1	93.6 ± 2.1	..	92.5 ± 0.4
Provincial	89.5 ± 1.0	91.8 ± 1.0	90.2 ± 1.2	91.8 ± 1.7	90.6 ± 2.1	89.3 ± 2.3	..	90.2 ± 4.2	90.5 ± 0.6
Remote	83.0 ± 5.9	97.6 ± 4.4	86.4 ± 4.0	91.2 ± 3.5	91.9 ± 5.1	np	..	90.0 ± 6.9	89.8 ± 2.1
Very remote	90.0 ± 9.8	..	82.2 ± 6.1	88.9 ± 6.4	93.6 ± 7.2	np	..	86.5 ± 6.8	87.2 ± 3.7
Total	91.7 ± 0.6	92.6 ± 0.6	91.7 ± 0.7	93.0 ± 0.9	91.1 ± 1.5	89.5 ± 1.8	93.6 ± 2.1	90.0 ± 3.7	92.0 ± 0.3
All students									
Metropolitan	91.7 ± 0.8	92.5 ± 0.8	91.3 ± 1.0	92.4 ± 1.3	90.5 ± 2.0	88.1 ± 3.8	92.9 ± 2.4	..	91.8 ± 0.5

Table 4A.127 **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, 2013 (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	87.1 ± 1.3	91.1 ± 1.1	88.5 ± 1.3	89.7 ± 2.2	89.4 ± 2.5	87.8 ± 2.4	..	83.3 ± 5.4	88.7 ± 0.7
Remote	66.4 ± 9.1	97.6 ± 4.4	74.9 ± 7.8	81.3 ± 7.1	90.1 ± 6.4	np	..	67.2 ± 13.5	77.8 ± 4.3
Very remote	62.8 ± 26.1	..	57.7 ± 11.3	56.0 ± 12.0	71.4 ± 15.3	np	..	22.6 ± 8.1	47.8 ± 7.0
Total	90.4 ± 0.7	92.2 ± 0.7	90.1 ± 0.9	90.8 ± 1.2	90.1 ± 1.6	88.0 ± 2.1	92.9 ± 2.4	68.2 ± 8.1	90.6 ± 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 (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the Education Council (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.133. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' 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 2008-2012 were included in earlier Reports. Data for 2014 are at table 4A.109.
- .. Not applicable. **np** Not published.

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

TABLE 4A.128

Table 4A.128 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (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	98.6 ± 0.2	98.1 ± 0.3	98.9 ± 0.2	98.5 ± 0.3	98.3 ± 0.6	99.3 ± 0.5	97.7 ± 1.3	98.0 ± 1.2	98.5 ± 0.1
Advanced diploma/diploma	97.3 ± 0.3	96.7 ± 0.5	97.6 ± 0.4	97.3 ± 0.6	96.7 ± 1.0	96.9 ± 1.9	97.0 ± 1.8	94.9 ± 3.0	97.2 ± 0.2
Certificate I to IV (e)	95.8 ± 0.4	95.8 ± 0.5	96.2 ± 0.5	96.2 ± 0.7	95.2 ± 0.9	95.6 ± 1.1	94.8 ± 2.2	90.3 ± 3.3	95.8 ± 0.2
Year 12 or equivalent	95.7 ± 0.7	95.4 ± 0.7	94.5 ± 0.7	95.3 ± 1.1	94.4 ± 1.4	95.3 ± 3.4	95.2 ± 2.6	94.0 ± 5.2	95.2 ± 0.4
Year 11 or equivalent or below	90.2 ± 0.8	90.5 ± 1.1	89.2 ± 1.3	89.7 ± 1.5	86.0 ± 1.8	89.5 ± 2.5	91.9 ± 5.1	58.7 ± 8.8	89.2 ± 0.6
Not stated (f)	93.4 ± 1.1	94.0 ± 1.6	92.1 ± 1.1	90.3 ± 1.8	88.3 ± 2.9	94.7 ± 2.8	95.5 ± 3.0	51.3 ± 9.5	90.2 ± 0.9
Parental occupation (g)									
Senior management and qualified professionals	98.8 ± 0.2	98.6 ± 0.3	98.8 ± 0.2	98.6 ± 0.4	98.5 ± 0.5	99.3 ± 0.5	97.8 ± 1.2	97.3 ± 1.4	98.7 ± 0.1
Other business managers and associate professionals	98.2 ± 0.2	97.9 ± 0.3	98.2 ± 0.3	98.0 ± 0.5	97.3 ± 0.6	97.8 ± 1.2	97.7 ± 1.0	95.0 ± 3.2	98.0 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.8 ± 0.4	96.9 ± 0.4	96.6 ± 0.5	97.0 ± 0.6	96.7 ± 0.8	96.3 ± 1.3	96.6 ± 1.9	91.9 ± 3.0	96.7 ± 0.2
Machine operators, hospitality staff, assistants, labourers	94.7 ± 0.6	94.3 ± 0.7	93.8 ± 0.8	93.8 ± 1.1	93.7 ± 1.2	93.8 ± 1.9	92.3 ± 4.7	75.5 ± 8.5	94.1 ± 0.3
Not in paid work in previous 12 months	90.7 ± 0.9	89.9 ± 1.1	88.9 ± 1.5	89.2 ± 2.2	87.8 ± 2.2	88.6 ± 3.3	91.2 ± 5.1	56.1 ± 9.3	89.3 ± 0.6
Not stated (h)	91.9 ± 0.8	93.8 ± 1.9	92.4 ± 0.9	91.3 ± 1.3	87.7 ± 2.0	93.3 ± 2.8	94.0 ± 2.8	50.2 ± 7.2	90.6 ± 0.7
Year 5									
Parental education (d)									
Bachelor degree or above	97.9 ± 0.3	97.5 ± 0.4	98.1 ± 0.3	98.0 ± 0.4	97.5 ± 0.7	97.9 ± 1.0	97.0 ± 1.2	95.7 ± 2.5	97.8 ± 0.2
Advanced diploma/diploma	95.9 ± 0.4	95.4 ± 0.6	96.3 ± 0.5	96.0 ± 0.8	94.8 ± 1.1	96.5 ± 1.6	95.1 ± 1.8	95.0 ± 3.1	95.8 ± 0.2
Certificate I to IV (e)	93.0 ± 0.5	93.7 ± 0.5	93.8 ± 0.6	93.4 ± 0.8	91.9 ± 1.1	93.4 ± 1.4	90.3 ± 2.9	86.6 ± 4.5	93.2 ± 0.3

TABLE 4A.128

Table 4A.128 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (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	92.3 ± 0.8	92.8 ± 0.9	92.5 ± 1.0	92.3 ± 1.4	92.2 ± 1.5	88.7 ± 3.8	95.8 ± 2.7	84.4 ± 8.5	92.4 ± 0.5
Year 11 or equivalent or below	84.4 ± 0.9	86.9 ± 1.2	84.6 ± 1.6	84.8 ± 1.9	83.3 ± 2.2	84.2 ± 2.6	82.7 ± 6.9	57.7 ± 7.7	84.6 ± 0.6
Not stated (f)	90.3 ± 1.1	93.0 ± 1.7	89.3 ± 1.4	85.7 ± 2.3	86.2 ± 2.7	91.3 ± 4.0	96.1 ± 2.2	43.6 ± 12.3	87.1 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	98.0 ± 0.3	98.0 ± 0.4	98.1 ± 0.3	98.1 ± 0.4	97.4 ± 0.7	97.9 ± 0.9	97.3 ± 1.1	95.2 ± 2.2	97.9 ± 0.2
Other business managers and associate professionals	96.6 ± 0.3	96.9 ± 0.4	97.1 ± 0.5	96.8 ± 0.6	95.8 ± 0.8	96.4 ± 1.4	95.7 ± 1.5	93.1 ± 4.9	96.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.4 ± 0.4	95.3 ± 0.5	95.1 ± 0.5	94.5 ± 0.8	93.9 ± 1.1	94.9 ± 1.5	94.0 ± 2.4	89.7 ± 3.7	94.7 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.1 ± 0.7	91.4 ± 0.8	89.1 ± 1.0	89.4 ± 1.5	89.5 ± 1.8	90.1 ± 2.0	88.8 ± 6.1	72.1 ± 8.4	90.4 ± 0.4
Not in paid work in previous 12 months	84.7 ± 1.1	85.8 ± 1.2	83.1 ± 1.7	83.5 ± 2.4	83.1 ± 2.9	79.6 ± 3.7	85.8 ± 5.9	52.9 ± 9.6	84.1 ± 0.7
Not stated (h)	88.6 ± 0.9	94.2 ± 1.5	89.2 ± 1.1	86.8 ± 1.8	85.5 ± 2.1	88.5 ± 3.7	93.6 ± 2.8	42.1 ± 9.5	87.1 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.3	98.4 ± 0.3	98.7 ± 0.2	98.7 ± 0.4	98.1 ± 0.6	98.3 ± 0.8	98.0 ± 0.9	94.8 ± 2.9	98.4 ± 0.1
Advanced diploma/diploma	96.9 ± 0.4	96.8 ± 0.5	97.3 ± 0.4	97.5 ± 0.6	96.8 ± 0.9	97.9 ± 1.1	96.6 ± 1.5	95.3 ± 3.6	97.0 ± 0.2
Certificate I to IV (e)	94.7 ± 0.5	95.0 ± 0.6	95.7 ± 0.5	96.2 ± 0.6	95.6 ± 1.0	95.0 ± 1.3	93.5 ± 2.9	88.7 ± 4.5	95.1 ± 0.2
Year 12 or equivalent	94.1 ± 0.8	95.3 ± 0.9	94.9 ± 0.8	94.9 ± 1.2	94.4 ± 1.2	91.8 ± 3.5	93.4 ± 3.5	83.8 ± 8.5	94.6 ± 0.4
Year 11 or equivalent or below	87.5 ± 1.1	89.2 ± 1.4	89.2 ± 1.2	88.8 ± 1.8	88.1 ± 1.7	88.7 ± 2.6	84.8 ± 8.1	65.3 ± 8.7	88.1 ± 0.6
Not stated (f)	92.1 ± 1.3	95.5 ± 1.5	91.8 ± 1.1	90.3 ± 1.8	91.8 ± 1.8	95.5 ± 2.3	94.7 ± 3.8	46.0 ± 13.1	90.5 ± 0.9
Parental occupation (g)									

TABLE 4A.128

Table 4A.128 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (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	98.5 ± 0.3	98.7 ± 0.3	98.7 ± 0.2	98.8 ± 0.4	98.5 ± 0.5	98.5 ± 0.8	98.3 ± 0.7	95.3 ± 2.4	98.6 ± 0.1
Other business managers and associate professionals	97.6 ± 0.3	97.8 ± 0.4	97.8 ± 0.4	97.8 ± 0.5	97.4 ± 0.8	97.7 ± 1.1	97.2 ± 1.1	94.5 ± 3.3	97.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.8 ± 0.4	96.5 ± 0.5	96.5 ± 0.4	97.0 ± 0.8	96.2 ± 0.9	95.2 ± 1.8	94.7 ± 1.9	90.5 ± 4.3	96.2 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.0 ± 0.7	93.6 ± 0.9	92.8 ± 0.8	93.2 ± 1.3	94.3 ± 1.4	92.7 ± 2.4	90.9 ± 4.9	72.4 ± 9.0	93.1 ± 0.5
Not in paid work in previous 12 months	86.3 ± 1.5	87.2 ± 1.6	86.7 ± 1.7	86.3 ± 2.4	86.2 ± 3.0	85.3 ± 4.7	85.7 ± 8.4	58.4 ± 11.3	86.3 ± 0.8
Not stated (h)	89.6 ± 1.3	96.3 ± 1.4	91.8 ± 1.0	90.5 ± 1.5	89.9 ± 1.6	93.9 ± 2.3	92.4 ± 4.4	43.9 ± 8.7	89.9 ± 0.8
Year 9									
Parental education (d)									
Bachelor degree or above	97.7 ± 0.3	97.4 ± 0.5	97.1 ± 0.5	97.6 ± 0.5	96.9 ± 0.8	96.6 ± 1.2	97.9 ± 1.1	93.2 ± 3.7	97.4 ± 0.2
Advanced diploma/diploma	94.1 ± 0.6	93.9 ± 0.8	93.5 ± 0.8	94.3 ± 1.0	94.3 ± 1.3	93.6 ± 2.0	93.3 ± 2.7	90.2 ± 4.2	93.9 ± 0.3
Certificate I to IV (e)	89.2 ± 0.8	90.9 ± 0.7	90.1 ± 0.8	92.1 ± 1.1	89.8 ± 1.6	89.1 ± 2.1	88.7 ± 3.8	81.7 ± 6.6	90.0 ± 0.4
Year 12 or equivalent	89.8 ± 1.3	91.1 ± 1.2	89.1 ± 1.2	90.8 ± 1.7	90.0 ± 2.5	86.8 ± 4.7	89.0 ± 4.1	79.9 ± 9.7	90.0 ± 0.7
Year 11 or equivalent or below	77.6 ± 1.4	82.7 ± 1.4	79.2 ± 1.6	80.0 ± 2.6	79.7 ± 2.5	76.5 ± 4.0	77.2 ± 8.7	54.6 ± 10.7	79.3 ± 0.8
Not stated (f)	84.1 ± 1.7	91.0 ± 2.2	85.4 ± 2.1	82.9 ± 3.5	85.3 ± 3.6	86.3 ± 5.4	88.0 ± 6.6	44.2 ± 15.4	84.2 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	97.3 ± 0.4	97.5 ± 0.5	97.0 ± 0.5	97.0 ± 0.6	97.0 ± 0.8	96.6 ± 1.3	97.2 ± 1.3	92.6 ± 3.9	97.2 ± 0.2
Other business managers and associate professionals	95.0 ± 0.5	95.6 ± 0.5	94.7 ± 0.6	95.3 ± 0.8	95.1 ± 1.0	92.9 ± 1.6	95.6 ± 2.0	88.4 ± 3.6	95.1 ± 0.3

Table 4A.128 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (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	91.4 ± 0.6	93.0 ± 0.7	90.7 ± 0.8	92.2 ± 1.1	91.9 ± 1.3	91.2 ± 2.2	91.1 ± 3.4	83.3 ± 5.2	91.7 ± 0.4
Machine operators, hospitality staff, assistants, labourers	85.6 ± 1.0	88.3 ± 1.0	84.5 ± 1.3	86.6 ± 2.1	86.4 ± 2.1	83.3 ± 2.8	84.6 ± 6.1	66.6 ± 10.1	86.2 ± 0.6
Not in paid work in previous 12 months	77.0 ± 2.0	80.1 ± 1.7	74.5 ± 3.0	73.4 ± 4.5	78.1 ± 4.2	70.1 ± 5.0	76.6 ± 11.1	47.8 ± 13.2	77.2 ± 1.1
Not stated (h)	82.2 ± 1.4	92.0 ± 2.3	84.9 ± 1.8	83.4 ± 2.8	81.5 ± 3.8	83.9 ± 5.0	85.5 ± 5.7	39.9 ± 9.7	83.1 ± 1.1

- (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 (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.133. Readers are urged to be cautious when comparing results.
- (c) Data for 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.110.
- (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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.129

Table 4A.129 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (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									
Aboriginal and Torres Strait Islander students	349.6 ± 2.8	363.6 ± 4.9	334.0 ± 3.8	315.7 ± 4.8	319.8 ± 8.8	358.5 ± 7.3	362.9 ± 13.4	271.1 ± 10.4	332.3 ± 2.6
Non-Indigenous students	406.5 ± 1.6	410.2 ± 1.6	390.4 ± 1.9	393.2 ± 2.4	382.8 ± 2.7	391.6 ± 4.6	414.7 ± 5.9	380.1 ± 6.6	400.6 ± 0.9
All students	403.6 ± 1.7	409.4 ± 1.6	386.2 ± 2.0	387.3 ± 2.5	379.9 ± 2.8	390.2 ± 4.8	413.2 ± 6.0	332.0 ± 12.7	396.9 ± 0.9
Year 5									
Aboriginal and Torres Strait Islander students	431.6 ± 3.0	446.8 ± 4.7	423.5 ± 3.7	401.0 ± 5.4	406.4 ± 7.1	436.9 ± 6.9	447.2 ± 14.0	360.8 ± 11.6	417.4 ± 2.9
Non-Indigenous students	496.4 ± 2.1	493.7 ± 1.8	485.7 ± 1.9	484.0 ± 2.7	470.2 ± 2.8	473.2 ± 4.5	499.3 ± 7.0	471.3 ± 7.7	489.8 ± 1.0
All students	493.1 ± 2.1	493.0 ± 1.8	481.1 ± 2.0	477.6 ± 2.9	467.4 ± 2.9	471.0 ± 4.5	497.9 ± 7.0	421.9 ± 14.4	485.8 ± 1.1
Year 7									
Aboriginal and Torres Strait Islander students	485.5 ± 3.1	493.3 ± 6.6	484.8 ± 3.5	465.1 ± 5.5	472.4 ± 6.3	494.4 ± 6.7	502.1 ± 15.7	417.4 ± 13.5	475.7 ± 2.7
Non-Indigenous students	550.7 ± 3.8	546.5 ± 3.0	542.4 ± 2.1	547.7 ± 3.5	533.5 ± 3.2	530.1 ± 6.1	551.2 ± 9.6	524.0 ± 10.3	545.8 ± 1.6
All students	547.5 ± 3.7	545.7 ± 3.0	538.5 ± 2.2	541.7 ± 3.6	530.8 ± 3.2	527.7 ± 6.4	549.7 ± 9.6	476.5 ± 16.5	542.1 ± 1.6
Year 9									
Aboriginal and Torres Strait Islander students	515.4 ± 3.8	527.2 ± 5.3	512.4 ± 4.8	497.9 ± 7.9	512.1 ± 7.5	526.5 ± 8.9	526.2 ± 16.7	451.6 ± 15.0	507.9 ± 2.8
Non-Indigenous students	596.3 ± 4.6	589.5 ± 4.2	577.5 ± 3.9	590.9 ± 6.3	574.2 ± 6.0	570.7 ± 6.9	598.9 ± 12.0	571.0 ± 12.4	587.8 ± 2.2
All students	591.9 ± 4.5	588.4 ± 4.2	573.2 ± 3.9	584.4 ± 6.5	571.7 ± 6.2	565.5 ± 7.4	596.9 ± 12.3	523.3 ± 17.8	583.6 ± 2.2

TABLE 4A.129

Table 4A.129 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 3									
Mean scale score	403.6 ± 1.7	409.4 ± 1.6	386.2 ± 2.0	387.3 ± 2.5	379.9 ± 2.8	390.2 ± 4.8	413.2 ± 6.0	332.0 ± 12.7	396.9 ± 0.9
Compared to									
NSW	403.6 ± 1.7	..	■	△	△	■	■	▲	■
Vic	409.4 ± 1.6	■	..	△	△	△	■	▲	■
Qld	386.2 ± 2.0	▽	▽	..	■	■	▽	▲	■
WA	387.3 ± 2.5	▽	▽	■	..	■	▽	▲	■
SA	379.9 ± 2.8	▽	▽	■	..	■	▼	▲	▽
Tas	390.2 ± 4.8	■	▽	■	■	..	▽	▲	■
ACT	413.2 ± 6.0	■	■	△	△	▲	△	..	▲
NT	332.0 ± 12.7	▼	▼	▼	▼	▼	▼	..	▼
Aust	396.9 ± 0.9	■	■	■	■	△	▽	▲	..
Statistical difference of mean scale scores, all students, year 5									
Mean scale score	493.1 ± 2.1	493.0 ± 1.8	481.1 ± 2.0	477.6 ± 2.9	467.4 ± 2.9	471.0 ± 4.5	497.9 ± 7.0	421.9 ± 14.4	485.8 ± 1.1
Compared to									
NSW	493.1 ± 2.1	..	■	△	△	△	■	▲	■
Vic	493.0 ± 1.8	■	..	■	△	△	■	▲	■
Qld	481.1 ± 2.0	■	■	..	■	△	▽	▲	■
WA	477.6 ± 2.9	▽	▽	■	..	■	▽	▲	■
SA	467.4 ± 2.9	▽	▽	▽	■	..	▽	▲	▽
Tas	471.0 ± 4.5	▽	▽	■	■	..	▽	▲	▽
ACT	497.9 ± 7.0	■	■	△	△	△	..	▲	■
NT	421.9 ± 14.4	▼	▼	▼	▼	▼	▼	..	▼
Aust	485.8 ± 1.1	■	■	■	■	△	■	▲	..

TABLE 4A.129

Table 4A.129 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 7									
Mean scale score	547.5 ± 3.7	545.7 ± 3.0	538.5 ± 2.2	541.7 ± 3.6	530.8 ± 3.2	527.7 ± 6.4	549.7 ± 9.6	476.5 ± 16.5	542.1 ± 1.6
Compared to									
NSW	547.5 ± 3.7	■	■	■	△	△	■	▲	■
Vic	545.7 ± 3.0	■	■	■	△	△	■	▲	■
Qld	538.5 ± 2.2	■	■	■	■	■	■	▲	■
WA	541.7 ± 3.6	■	■	■	■	△	■	▲	■
SA	530.8 ± 3.2	▽	▽	■	■	■	▽	▲	■
Tas	527.7 ± 6.4	▽	▽	■	▽	■	▽	▲	▽
ACT	549.7 ± 9.6	■	■	■	■	△	△	■	■
NT	476.5 ± 16.5	▼	▼	▼	▼	▼	▼	■	▼
Aust	542.1 ± 1.6	■	■	■	■	△	■	▲	■
Statistical difference of mean scale scores, all students, year 9									
Mean scale score	591.9 ± 4.5	588.4 ± 4.2	573.2 ± 3.9	584.4 ± 6.5	571.7 ± 6.2	565.5 ± 7.4	596.9 ± 12.3	523.3 ± 17.8	583.6 ± 2.2
Compared to									
NSW	591.9 ± 4.5	■	△	■	△	△	■	▲	■
Vic	588.4 ± 4.2	■	■	■	△	△	■	▲	■
Qld	573.2 ± 3.9	▽	■	■	■	■	▽	▲	■
WA	584.4 ± 6.5	■	■	■	■	△	■	▲	■
SA	571.7 ± 6.2	▽	▽	■	■	■	▽	▲	■
Tas	565.5 ± 7.4	▽	▽	■	▽	■	▽	▲	▽
ACT	596.9 ± 12.3	■	△	■	△	△	■	▲	■
NT	523.3 ± 17.8	▼	▼	▼	▼	▼	▼	■	▼
Aust	583.6 ± 2.2	■	■	■	■	△	■	▲	■

Table 4A.129 **Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (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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▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

- (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.133. Readers are urged to be cautious when comparing results.
- (b) A student is considered to be 'Aboriginal and Torres Strait Islander' 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 (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for years 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.111.

.. Not applicable

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

TABLE 4A.130

Table 4A.130 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2013 (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									
Aboriginal and Torres Strait Islander students									
Metropolitan	359.9 ± 3.5	367.6 ± 6.4	339.4 ± 4.5	331.3 ± 5.1	334.7 ± 8.1	361.2 ± 12.6	362.5 ± 13.3	..	348.1 ± 2.4
Provincial	342.8 ± 3.9	360.0 ± 6.9	342.4 ± 4.9	327.8 ± 7.6	321.3 ± 10.7	358.5 ± 9.4	np	326.4 ± 12.6	341.7 ± 2.5
Remote	320.0 ± 13.7	np	307.4 ± 17.1	306.7 ± 10.1	np	np	..	289.9 ± 11.3	304.8 ± 6.7
Very remote	316.1 ± 15.2	..	302.0 ± 13.9	285.6 ± 10.2	248.9 ± 38.6	np	..	244.9 ± 12.2	272.7 ± 8.8
Total	349.6 ± 2.8	363.6 ± 4.9	334.0 ± 3.8	315.7 ± 4.8	319.8 ± 8.8	358.5 ± 7.3	362.9 ± 13.4	271.1 ± 10.4	332.3 ± 2.6
Non-Indigenous students									
Metropolitan	410.7 ± 1.9	414.2 ± 1.9	394.1 ± 2.4	398.1 ± 2.9	386.3 ± 3.3	396.8 ± 7.8	414.7 ± 5.9	..	405.2 ± 1.1
Provincial	391.7 ± 2.0	397.0 ± 2.2	381.4 ± 2.3	379.6 ± 3.4	372.9 ± 3.8	387.8 ± 5.6	np	378.4 ± 8.3	387.7 ± 1.2
Remote	384.6 ± 14.3	389.4 ± 20.3	374.4 ± 6.0	376.0 ± 7.3	377.9 ± 8.9	365.1 ± 32.4	..	387.3 ± 11.4	377.7 ± 3.8
Very remote	389.5 ± 19.9	..	373.0 ± 10.3	377.4 ± 10.6	372.9 ± 20.1	np	..	377.9 ± 15.7	376.7 ± 6.3
Total	406.5 ± 1.6	410.2 ± 1.6	390.4 ± 1.9	393.2 ± 2.4	382.8 ± 2.7	391.6 ± 4.6	414.7 ± 5.9	380.1 ± 6.6	400.6 ± 0.9
All students									
Metropolitan	409.2 ± 2.0	413.6 ± 1.9	391.3 ± 2.5	395.1 ± 3.0	384.6 ± 3.4	395.1 ± 7.8	413.3 ± 6.0	..	403.4 ± 1.1
Provincial	386.0 ± 2.2	395.6 ± 2.3	377.8 ± 2.4	375.3 ± 3.7	369.3 ± 4.1	386.9 ± 6.2	np	369.0 ± 9.5	383.8 ± 1.2
Remote	360.1 ± 14.9	389.4 ± 20.0	358.0 ± 10.3	360.2 ± 9.5	375.3 ± 9.7	359.2 ± 36.3	..	343.4 ± 20.2	359.4 ± 5.4
Very remote	357.3 ± 23.7	..	329.1 ± 13.4	325.2 ± 14.4	310.7 ± 38.2	np	..	262.1 ± 20.2	307.1 ± 10.3
Total	403.6 ± 1.7	409.4 ± 1.6	386.2 ± 2.0	387.3 ± 2.5	379.9 ± 2.8	390.2 ± 4.8	413.2 ± 6.0	332.0 ± 12.7	396.9 ± 0.9
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	441.7 ± 3.9	453.0 ± 6.8	433.2 ± 4.9	417.4 ± 5.7	419.3 ± 6.9	430.5 ± 9.9	449.5 ± 13.9	..	435.0 ± 2.4
Provincial	425.0 ± 4.0	441.7 ± 6.0	426.4 ± 5.9	411.7 ± 8.2	406.6 ± 9.7	440.1 ± 9.1	np	414.3 ± 10.9	425.1 ± 2.6
Remote	407.3 ± 12.2	np	396.2 ± 14.7	387.1 ± 10.1	np	np	..	388.1 ± 10.9	393.7 ± 6.3

TABLE 4A.130

Table 4A.130 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2013 (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	381.2 ± 29.1	..	388.8 ± 10.5	376.0 ± 11.4	356.9 ± 22.4	np	..	336.9 ± 11.1	360.1 ± 8.9
Total	431.6 ± 3.0	446.8 ± 4.7	423.5 ± 3.7	401.0 ± 5.4	406.4 ± 7.1	436.9 ± 6.9	447.2 ± 14.0	360.8 ± 11.6	417.4 ± 2.9
Non-Indigenous students									
Metropolitan	501.9 ± 2.6	497.7 ± 2.1	489.7 ± 2.5	489.5 ± 3.3	473.5 ± 3.6	478.4 ± 7.7	499.3 ± 7.0	..	494.9 ± 1.3
Provincial	477.8 ± 2.1	481.0 ± 2.4	476.7 ± 2.2	467.9 ± 3.9	461.1 ± 3.6	468.9 ± 5.1	np	470.0 ± 10.0	475.8 ± 1.1
Remote	465.7 ± 16.0	484.0 ± 19.8	464.0 ± 4.7	467.5 ± 7.4	461.8 ± 7.6	466.2 ± 16.2	..	474.5 ± 10.8	466.6 ± 3.7
Very remote	472.0 ± 18.6	..	464.0 ± 11.2	460.3 ± 10.8	469.7 ± 21.7	np	..	476.5 ± 13.3	466.0 ± 7.2
Total	496.4 ± 2.1	493.7 ± 1.8	485.7 ± 1.9	484.0 ± 2.7	470.2 ± 2.8	473.2 ± 4.5	499.3 ± 7.0	471.3 ± 7.7	489.8 ± 1.0
All students									
Metropolitan	500.0 ± 2.6	497.3 ± 2.1	486.8 ± 2.6	486.4 ± 3.4	472.0 ± 3.6	475.6 ± 7.8	498.1 ± 7.0	..	493.0 ± 1.3
Provincial	472.1 ± 2.3	479.7 ± 2.4	472.1 ± 2.4	462.7 ± 4.2	457.8 ± 4.0	467.2 ± 5.3	np	459.6 ± 10.8	471.5 ± 1.2
Remote	444.2 ± 13.9	482.9 ± 19.7	447.7 ± 8.4	447.0 ± 10.2	459.3 ± 8.0	465.5 ± 20.6	..	442.6 ± 17.6	448.8 ± 5.1
Very remote	424.3 ± 30.3	..	420.5 ± 11.8	410.7 ± 14.6	409.4 ± 30.4	np	..	351.1 ± 20.7	393.2 ± 11.6
Total	493.1 ± 2.1	493.0 ± 1.8	481.1 ± 2.0	477.6 ± 2.9	467.4 ± 2.9	471.0 ± 4.5	497.9 ± 7.0	421.9 ± 14.4	485.8 ± 1.1
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	493.7 ± 3.8	499.3 ± 12.0	492.2 ± 4.8	484.8 ± 7.3	480.5 ± 6.4	490.0 ± 12.3	502.1 ± 15.7	..	491.8 ± 2.5
Provincial	480.7 ± 4.1	487.3 ± 6.8	487.8 ± 4.9	477.5 ± 7.2	476.9 ± 11.8	497.4 ± 7.5	..	464.5 ± 9.8	482.6 ± 2.6
Remote	450.5 ± 14.0	np	458.9 ± 13.5	456.8 ± 11.2	np	np	..	435.2 ± 23.2	451.2 ± 9.0
Very remote	np	..	451.8 ± 10.2	432.1 ± 11.1	417.9 ± 20.4	np	..	392.4 ± 13.6	417.9 ± 9.2
Total	485.5 ± 3.1	493.3 ± 6.6	484.8 ± 3.5	465.1 ± 5.5	472.4 ± 6.3	494.4 ± 6.7	502.1 ± 15.7	417.4 ± 13.5	475.7 ± 2.7
Non-Indigenous students									
Metropolitan	556.6 ± 4.7	550.9 ± 3.6	546.5 ± 2.7	552.7 ± 4.4	536.7 ± 4.1	532.2 ± 11.5	551.2 ± 9.6	..	550.9 ± 2.0
Provincial	530.9 ± 2.8	532.4 ± 3.5	533.7 ± 2.4	533.5 ± 4.2	525.0 ± 3.4	528.9 ± 6.2	..	521.4 ± 12.0	531.4 ± 1.4

TABLE 4A.130

Table 4A.130 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2013 (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	537.3 ± 19.7	520.4 ± 5.8	533.4 ± 7.1	524.5 ± 9.4	496.1 ± 4.8	..	531.3 ± 21.3	526.3 ± 4.8
Very remote	527.2 ± 44.0	..	513.2 ± 9.3	521.7 ± 7.3	510.0 ± 20.5	np	..	533.5 ± 20.4	518.8 ± 6.1
Total	550.7 ± 3.8	546.5 ± 3.0	542.4 ± 2.1	547.7 ± 3.5	533.5 ± 3.2	530.1 ± 6.1	551.2 ± 9.6	524.0 ± 10.3	545.8 ± 1.6
All students									
Metropolitan	554.7 ± 4.7	550.4 ± 3.6	543.9 ± 2.8	550.1 ± 4.4	534.9 ± 4.1	529.5 ± 11.9	549.7 ± 9.6	..	549.1 ± 2.0
Provincial	525.5 ± 3.1	531.1 ± 3.6	529.7 ± 2.5	528.4 ± 4.5	522.1 ± 3.7	526.7 ± 6.5	..	510.0 ± 12.5	527.5 ± 1.5
Remote	484.6 ± 14.2	535.9 ± 19.3	507.2 ± 8.7	514.5 ± 10.4	521.5 ± 9.5	492.8 ± 5.0	..	490.5 ± 32.9	507.4 ± 7.2
Very remote	481.4 ± 64.0	..	478.0 ± 11.4	466.7 ± 14.9	464.9 ± 26.5	np	..	405.4 ± 19.3	449.4 ± 11.0
Total	547.5 ± 3.7	545.7 ± 3.0	538.5 ± 2.2	541.7 ± 3.6	530.8 ± 3.2	527.7 ± 6.4	549.7 ± 9.6	476.5 ± 16.5	542.1 ± 1.6
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	523.2 ± 5.7	531.1 ± 7.4	519.7 ± 6.9	514.6 ± 11.7	516.3 ± 10.2	518.9 ± 18.1	526.2 ± 16.7	..	521.0 ± 3.6
Provincial	511.9 ± 4.8	523.6 ± 7.2	514.3 ± 5.3	506.9 ± 10.3	515.8 ± 12.5	530.9 ± 8.3	..	496.5 ± 15.4	513.3 ± 3.1
Remote	478.0 ± 17.8	np	474.9 ± 25.1	484.3 ± 21.9	np	np	..	461.4 ± 20.6	475.6 ± 11.7
Very remote	np	..	466.3 ± 13.9	457.4 ± 18.6	np	np	..	413.9 ± 17.0	440.6 ± 11.8
Total	515.4 ± 3.8	527.2 ± 5.3	512.4 ± 4.8	497.9 ± 7.9	512.1 ± 7.5	526.5 ± 8.9	526.2 ± 16.7	451.6 ± 15.0	507.9 ± 2.8
Non-Indigenous students									
Metropolitan	603.8 ± 5.7	593.7 ± 5.2	581.9 ± 5.0	596.1 ± 7.8	577.9 ± 7.8	575.7 ± 11.4	598.9 ± 12.0	..	593.6 ± 2.8
Provincial	571.5 ± 3.6	576.5 ± 4.6	566.4 ± 3.6	575.4 ± 6.7	564.4 ± 6.6	567.1 ± 8.4	..	570.1 ± 13.9	571.2 ± 2.1
Remote	550.2 ± 9.3	588.2 ± 28.8	545.4 ± 8.4	568.0 ± 8.1	564.4 ± 14.7	np	..	572.6 ± 29.7	562.2 ± 7.3
Very remote	572.2 ± 39.7	..	538.4 ± 11.2	567.3 ± 13.6	555.5 ± 12.6	np	..	584.1 ± 25.8	556.1 ± 9.5
Total	596.3 ± 4.6	589.5 ± 4.2	577.5 ± 3.9	590.9 ± 6.3	574.2 ± 6.0	570.7 ± 6.9	598.9 ± 12.0	571.0 ± 12.4	587.8 ± 2.2
All students									
Metropolitan	601.0 ± 5.6	593.0 ± 5.2	578.9 ± 5.1	592.7 ± 7.9	576.0 ± 8.1	569.1 ± 12.8	596.9 ± 12.3	..	591.2 ± 2.8

Table 4A.130 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2013 (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	564.8 ± 4.0	574.6 ± 4.6	561.8 ± 3.8	569.4 ± 7.8	561.6 ± 6.9	562.9 ± 8.5	..	554.5 ± 14.4	566.2 ± 2.2
Remote	515.8 ± 17.8	588.2 ± 28.8	526.0 ± 15.3	544.5 ± 15.9	561.4 ± 17.8	np	..	522.6 ± 35.5	537.6 ± 10.1
Very remote	509.2 ± 68.3	..	499.5 ± 18.3	497.1 ± 24.0	518.5 ± 23.7	np	..	427.4 ± 22.1	478.6 ± 14.3
Total	591.9 ± 4.5	588.4 ± 4.2	573.2 ± 3.9	584.4 ± 6.5	571.7 ± 6.2	565.5 ± 7.4	596.9 ± 12.3	523.3 ± 17.8	583.6 ± 2.2

- (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 (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) 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.133. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' 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 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.112.
- .. Not applicable. **np** Not published.

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

TABLE 4A.131

Table 4A.131 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2013 (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	437.3 ± 1.6	434.3 ± 1.7	419.3 ± 1.9	421.2 ± 2.5	413.0 ± 2.6	434.0 ± 4.9	433.5 ± 5.4	398.3 ± 6.9	429.8 ± 0.9
Advanced diploma/diploma	401.4 ± 1.6	403.7 ± 1.7	387.6 ± 1.9	390.1 ± 2.7	381.6 ± 3.0	394.8 ± 6.5	399.3 ± 6.1	373.2 ± 9.4	396.5 ± 0.9
Certificate I to IV (e)	383.0 ± 1.2	391.1 ± 1.5	374.9 ± 1.5	375.6 ± 2.3	370.5 ± 2.4	381.4 ± 3.8	380.7 ± 6.5	351.5 ± 7.4	381.0 ± 0.8
Year 12 or equivalent	385.5 ± 2.1	394.8 ± 2.8	371.0 ± 2.1	376.0 ± 3.1	368.5 ± 3.4	375.6 ± 7.5	382.9 ± 7.8	355.7 ± 10.1	381.3 ± 1.2
Year 11 or equivalent or below	355.0 ± 1.9	371.1 ± 2.4	347.1 ± 2.6	348.2 ± 3.3	341.4 ± 3.7	350.9 ± 5.4	362.7 ± 11.2	287.8 ± 13.7	354.1 ± 1.3
Not stated (f)	390.3 ± 4.7	416.6 ± 7.1	370.1 ± 4.9	366.4 ± 5.1	359.6 ± 5.2	390.1 ± 20.2	422.5 ± 11.1	282.0 ± 24.1	374.6 ± 3.2
Parental occupation (g)									
Senior management and qualified professionals	435.9 ± 1.8	436.6 ± 1.9	418.3 ± 2.2	419.5 ± 3.0	410.5 ± 3.0	431.5 ± 5.2	435.9 ± 6.0	391.2 ± 8.3	428.8 ± 1.0
Other business managers and associate professionals	414.7 ± 1.6	417.0 ± 1.7	398.0 ± 1.8	397.9 ± 2.6	392.6 ± 2.7	401.8 ± 5.1	410.8 ± 4.9	377.8 ± 9.7	408.6 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	392.6 ± 1.4	399.8 ± 1.7	379.6 ± 1.7	381.6 ± 2.4	375.9 ± 2.6	389.5 ± 4.4	394.5 ± 6.9	356.4 ± 7.3	388.9 ± 0.8
Machine operators, hospitality staff, assistants, labourers	378.1 ± 1.9	387.7 ± 1.7	362.8 ± 2.2	367.3 ± 2.8	365.3 ± 3.0	366.1 ± 5.0	366.4 ± 10.0	324.4 ± 14.9	375.3 ± 1.0
Not in paid work in previous 12 months	364.6 ± 2.3	379.6 ± 2.6	350.7 ± 3.2	352.6 ± 4.1	349.5 ± 4.6	350.1 ± 6.5	372.4 ± 12.5	283.2 ± 13.8	364.2 ± 1.5
Not stated (h)	376.7 ± 3.2	421.3 ± 8.1	368.5 ± 3.5	369.0 ± 3.9	355.8 ± 4.2	381.2 ± 16.3	400.5 ± 11.4	276.2 ± 14.7	370.8 ± 2.2
Year 5									
Parental education (d)									
Bachelor degree or above	532.9 ± 2.7	521.9 ± 1.9	516.4 ± 2.0	515.9 ± 3.2	502.8 ± 3.4	514.3 ± 5.4	521.9 ± 7.6	489.9 ± 7.8	522.6 ± 1.3
Advanced diploma/diploma	493.0 ± 1.9	488.2 ± 1.8	485.7 ± 2.0	482.1 ± 2.7	471.5 ± 2.9	482.3 ± 5.1	481.8 ± 6.1	460.9 ± 7.6	487.3 ± 1.0
Certificate I to IV (e)	470.8 ± 1.4	474.9 ± 1.5	469.4 ± 1.6	465.0 ± 2.4	456.3 ± 2.3	464.2 ± 3.6	459.2 ± 5.6	446.4 ± 7.6	469.4 ± 0.7

TABLE 4A.131

Table 4A.131 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2013 (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	476.7 ± 2.3	478.4 ± 2.8	468.3 ± 2.4	464.8 ± 3.2	459.1 ± 3.7	451.5 ± 7.9	478.8 ± 9.2	437.4 ± 10.9	471.7 ± 1.3
Year 11 or equivalent or below	443.1 ± 2.1	456.3 ± 2.2	441.7 ± 2.3	438.6 ± 3.4	433.0 ± 3.3	432.6 ± 4.2	436.6 ± 11.5	389.6 ± 11.0	443.4 ± 1.2
Not stated (f)	478.7 ± 4.3	500.3 ± 6.8	465.2 ± 4.0	454.6 ± 5.5	450.9 ± 4.6	473.5 ± 13.5	501.0 ± 9.5	375.6 ± 29.1	465.7 ± 3.1
Parental occupation (g)									
Senior management and qualified professionals	529.6 ± 2.7	523.0 ± 2.3	514.7 ± 2.2	514.0 ± 3.6	502.2 ± 3.9	510.7 ± 5.6	526.3 ± 8.5	483.4 ± 11.4	520.8 ± 1.3
Other business managers and associate professionals	505.5 ± 2.0	501.0 ± 1.8	494.1 ± 1.9	489.5 ± 2.7	477.2 ± 2.6	486.2 ± 4.8	494.0 ± 5.3	474.1 ± 8.9	498.0 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	480.1 ± 1.7	483.6 ± 1.6	475.4 ± 1.8	469.9 ± 2.4	462.4 ± 2.6	468.6 ± 4.2	471.6 ± 7.9	450.6 ± 8.0	477.2 ± 0.9
Machine operators, hospitality staff, assistants, labourers	468.1 ± 2.3	471.5 ± 1.9	456.5 ± 2.2	454.5 ± 3.3	448.6 ± 3.0	448.7 ± 4.4	451.0 ± 9.4	415.2 ± 11.9	463.3 ± 1.2
Not in paid work in previous 12 months	450.2 ± 2.5	462.9 ± 2.9	443.8 ± 3.5	443.2 ± 4.8	437.7 ± 5.9	426.6 ± 5.4	445.2 ± 11.7	383.3 ± 11.4	450.9 ± 1.5
Not stated (h)	469.8 ± 3.4	506.4 ± 7.4	461.5 ± 2.9	456.2 ± 4.3	448.2 ± 4.2	460.4 ± 12.4	488.0 ± 9.0	368.3 ± 18.0	462.0 ± 2.3
Year 7									
Parental education (d)									
Bachelor degree or above	590.2 ± 5.3	576.1 ± 3.5	575.1 ± 2.5	580.6 ± 4.2	567.4 ± 4.0	570.4 ± 6.5	572.9 ± 9.2	539.7 ± 10.0	580.3 ± 2.3
Advanced diploma/diploma	547.2 ± 2.8	541.9 ± 2.2	541.3 ± 2.0	545.2 ± 3.0	537.1 ± 3.3	542.2 ± 5.1	533.3 ± 7.2	520.9 ± 10.4	543.3 ± 1.3
Certificate I to IV (e)	523.6 ± 1.8	526.0 ± 1.8	527.2 ± 1.6	528.1 ± 2.6	519.5 ± 2.6	518.6 ± 4.4	520.0 ± 7.2	497.9 ± 7.8	524.7 ± 0.9
Year 12 or equivalent	533.3 ± 3.7	536.7 ± 6.2	527.8 ± 2.3	532.0 ± 4.2	521.5 ± 3.5	513.6 ± 8.0	523.0 ± 8.9	492.4 ± 11.8	530.8 ± 2.1
Year 11 or equivalent or below	498.9 ± 2.8	508.4 ± 2.9	502.0 ± 2.4	502.3 ± 3.7	496.6 ± 3.4	494.3 ± 5.8	492.3 ± 10.0	451.6 ± 12.9	501.1 ± 1.4
Not stated (f)	539.4 ± 7.1	561.3 ± 7.7	522.3 ± 3.1	520.7 ± 6.1	520.1 ± 4.7	531.3 ± 10.4	549.0 ± 11.1	427.2 ± 32.8	527.7 ± 3.2

TABLE 4A.131

Table 4A.131 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2013 (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	584.3 ± 4.7	575.6 ± 3.9	572.0 ± 2.7	576.4 ± 4.7	565.0 ± 4.5	566.3 ± 7.7	572.6 ± 9.2	535.0 ± 10.8	576.6 ± 2.1
Other business managers and associate professionals	557.9 ± 3.6	554.5 ± 2.9	549.8 ± 2.1	551.1 ± 3.2	542.6 ± 3.1	543.0 ± 5.3	544.3 ± 8.1	524.3 ± 9.8	553.0 ± 1.6
Tradespeople, clerks, skilled office, sales and service staff	535.1 ± 2.6	535.5 ± 2.2	532.2 ± 1.7	534.6 ± 2.8	525.7 ± 2.7	523.3 ± 4.7	525.9 ± 7.0	504.8 ± 7.6	533.3 ± 1.1
Machine operators, hospitality staff, assistants, labourers	522.2 ± 3.7	522.9 ± 2.9	513.3 ± 2.1	520.8 ± 4.1	513.1 ± 2.9	505.5 ± 5.3	514.0 ± 10.3	462.2 ± 11.4	518.9 ± 1.6
Not in paid work in previous 12 months	502.3 ± 3.7	514.5 ± 4.0	503.5 ± 3.6	504.8 ± 5.3	496.9 ± 4.8	489.2 ± 6.7	520.8 ± 21.5	441.7 ± 16.8	505.6 ± 2.0
Not stated (h)	525.8 ± 6.2	564.4 ± 8.1	520.5 ± 2.9	519.9 ± 5.0	512.2 ± 4.2	522.3 ± 10.4	537.6 ± 12.7	419.1 ± 17.5	522.6 ± 2.7
Year 9									
Parental education (d)									
Bachelor degree or above	645.5 ± 6.2	627.4 ± 5.9	614.8 ± 4.4	629.1 ± 8.1	614.1 ± 7.3	615.6 ± 5.8	629.3 ± 11.7	591.7 ± 16.2	630.2 ± 3.1
Advanced diploma/diploma	597.2 ± 3.8	586.3 ± 3.2	576.2 ± 2.6	587.0 ± 5.2	579.1 ± 4.4	582.3 ± 5.6	578.6 ± 9.3	564.6 ± 12.1	587.1 ± 1.8
Certificate I to IV (e)	566.5 ± 2.4	567.0 ± 2.3	560.8 ± 2.3	571.1 ± 3.8	559.1 ± 4.3	559.3 ± 5.3	562.4 ± 8.8	542.0 ± 10.8	564.9 ± 1.2
Year 12 or equivalent	580.0 ± 4.2	576.8 ± 6.0	561.4 ± 3.3	574.0 ± 5.4	560.2 ± 4.9	559.5 ± 9.9	565.3 ± 9.0	536.2 ± 19.6	571.7 ± 2.3
Year 11 or equivalent or below	536.5 ± 3.4	547.9 ± 2.9	533.0 ± 3.4	538.8 ± 5.6	534.4 ± 5.3	525.4 ± 6.1	537.9 ± 16.5	487.5 ± 18.7	537.9 ± 1.7
Not stated (f)	569.6 ± 6.1	601.1 ± 8.4	561.8 ± 10.5	564.9 ± 13.8	559.5 ± 8.6	556.7 ± 14.3	583.6 ± 15.1	476.2 ± 38.6	566.1 ± 4.8
Parental occupation (g)									
Senior management and qualified professionals	638.0 ± 5.4	625.2 ± 5.9	611.5 ± 4.8	622.2 ± 7.8	610.6 ± 7.3	611.9 ± 6.6	627.0 ± 12.6	586.4 ± 16.0	624.7 ± 2.8

TABLE 4A.131

Table 4A.131 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2013 (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 associate professionals	606.5 ± 4.4	599.0 ± 4.0	584.7 ± 3.0	594.3 ± 5.3	584.6 ± 4.5	581.8 ± 5.2	594.6 ± 8.5	563.5 ± 9.8	596.4 ± 2.0
Tradespeople, clerks, skilled office, sales and service staff	577.8 ± 3.2	577.5 ± 3.0	563.2 ± 2.4	573.4 ± 4.3	565.4 ± 4.2	567.2 ± 6.0	567.7 ± 8.1	545.1 ± 11.8	572.7 ± 1.5
Machine operators, hospitality staff, assistants, labourers	564.0 ± 4.8	562.6 ± 3.3	546.3 ± 3.2	558.3 ± 5.8	548.3 ± 5.1	537.8 ± 5.9	549.6 ± 12.3	512.6 ± 16.6	557.6 ± 2.1
Not in paid work in previous 12 months	542.8 ± 4.7	553.5 ± 4.9	531.3 ± 5.4	533.6 ± 10.6	532.3 ± 7.4	515.6 ± 6.4	540.5 ± 19.1	476.4 ± 21.2	542.6 ± 2.8
Not stated (h)	562.8 ± 5.5	608.7 ± 9.9	557.3 ± 8.7	561.6 ± 11.3	548.6 ± 8.6	549.6 ± 12.3	571.8 ± 14.0	462.3 ± 20.4	560.5 ± 4.1

- (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 (2013). 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.133. Readers are urged to be cautious when comparing results.
- (c) Data for 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.113.
- (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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.132

Table 4A.132 **Participation rate in numeracy assessment, 2013, 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									
Aboriginal and Torres Strait Islander students	94.3	87.4	89.6	84.1	82.3	95.1	81.1	76.6	88.6
Non-Indigenous students	97.1	94.5	94.2	95.7	93.8	96.6	93.4	94.4	95.4
All students	96.9	94.1	93.9	94.7	93.2	95.6	93.1	86.3	94.9
Year 5									
Aboriginal and Torres Strait Islander students	94.2	86.1	91.0	82.4	83.2	94.4	91.5	74.9	88.5
Non-Indigenous students	97.4	95.1	94.7	96.1	94.3	96.7	94.7	94.5	95.9
All students	97.2	94.8	94.5	95.0	93.8	95.7	94.6	85.5	95.4
Year 7									
Aboriginal and Torres Strait Islander students	89.8	84.9	90.6	81.8	83.8	92.2	81.9	72.9	86.6
Non-Indigenous students	96.9	94.9	94.8	96.3	94.3	95.1	94.2	95.2	95.6
All students	96.5	94.7	94.5	95.2	93.8	94.2	93.9	85.1	95.1
Year 9									
Aboriginal and Torres Strait Islander students	80.0	73.0	81.1	67.1	64.9	80.8	74.4	61.8	75.7
Non-Indigenous students	94.4	90.9	90.7	94.0	90.8	92.5	90.8	93.0	92.3
All students	93.6	90.5	90.0	92.0	89.7	90.6	90.3	80.3	91.4

(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 'Aboriginal and Torres Strait Islander' 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 Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.

(c) Data for 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.114.

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

Table 4A.133 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2013 (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									
Aboriginal and Torres Strait Islander students									
Exempt	2.8	7.0	2.3	1.6	4.4	1.7	2.3	1.6	2.7
Absent	4.2	6.7	6.8	14.5	10.3	3.9	8.3	22.5	8.7
Withdrawn	1.5	5.9	3.6	1.3	7.5	1.0	10.6	0.9	2.7
Assessed	91.5	80.4	87.3	82.6	77.8	93.4	78.8	75.0	85.9
Non-Indigenous students									
Exempt	1.5	2.5	1.4	1.2	2.0	1.5	2.2	1.8	1.7
Absent	1.9	3.2	2.6	2.6	2.9	2.6	2.5	2.8	2.5
Withdrawn	1.0	2.3	3.2	1.6	3.4	0.8	4.0	2.8	2.1
Assessed	95.6	92.0	92.8	94.6	91.7	95.1	91.3	92.6	93.7
All students									
Exempt	1.6	2.8	1.4	1.2	2.2	1.5	2.2	1.7	1.9
Absent	2.0	3.4	2.9	3.6	3.2	2.7	2.7	11.6	2.9
Withdrawn	1.1	2.6	3.2	1.7	3.6	1.8	4.2	2.1	2.2
Assessed	95.3	91.2	92.5	93.5	91.0	94.0	90.9	84.6	93.0
Year 5									
Aboriginal and Torres Strait Islander students									
Exempt	2.6	5.4	2.8	1.2	3.4	2.7	3.4	2.2	2.7
Absent	4.5	9.4	6.0	16.1	11.3	4.8	3.4	24.2	9.3
Withdrawn	1.3	4.5	3.0	1.5	5.5	0.8	5.1	0.9	2.2
Assessed	91.6	80.7	88.2	81.2	79.8	91.7	88.1	72.7	85.8
Non-Indigenous students									
Exempt	1.5	2.5	1.5	1.2	1.9	1.5	2.0	2.6	1.8
Absent	1.8	3.0	2.7	2.7	2.8	2.6	2.7	3.0	2.5
Withdrawn	0.8	1.8	2.6	1.2	2.9	0.6	2.6	2.5	1.6
Assessed	95.9	92.7	93.2	94.9	92.4	95.3	92.7	91.9	94.1
All students									
Exempt	1.5	2.8	1.6	1.2	2.0	1.6	2.0	2.4	1.9
Absent	2.0	3.3	2.9	3.8	3.2	2.8	2.7	12.6	2.9
Withdrawn	0.8	2.0	2.6	1.2	3.0	1.5	2.7	1.9	1.7
Assessed	95.7	91.9	92.9	93.8	91.8	94.1	92.6	83.1	93.5
Year 7									
Aboriginal and Torres Strait Islander students									
Exempt	2.9	3.5	3.0	1.7	3.1	3.3	2.6	3.0	2.8
Absent	9.4	13.2	6.8	16.8	11.3	7.1	11.2	26.2	11.7
Withdrawn	0.8	1.9	2.6	1.4	4.8	0.6	6.9	1.0	1.7
Assessed	86.9	81.4	87.6	80.1	80.8	89.0	79.3	69.8	83.8
Non-Indigenous students									

Table 4A.133 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2013 (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	1.3	1.9	1.5	1.2	1.6	1.1	2.3	2.2	1.5
Absent	2.7	4.0	2.8	2.7	3.4	4.6	3.2	3.8	3.2
Withdrawn	0.4	1.1	2.3	0.9	2.3	0.4	2.6	1.0	1.2
Assessed	95.6	93.0	93.4	95.2	92.7	93.9	91.9	93.0	94.1
All students									
Exempt	1.4	2.0	1.6	1.2	1.6	1.3	2.3	2.6	1.6
Absent	3.0	4.2	3.1	3.8	3.8	4.7	3.3	13.8	3.6
Withdrawn	0.5	1.1	2.4	1.0	2.4	1.0	2.8	1.0	1.3
Assessed	95.1	92.7	92.9	94.0	92.2	93.0	91.6	82.6	93.5
Year 9									
Aboriginal and Torres Strait Islander students									
Exempt	2.2	5.0	2.4	2.1	3.9	1.9	4.0	3.2	2.6
Absent	19.0	22.6	14.4	31.9	28.7	18.8	19.2	36.4	21.7
Withdrawn	1.1	4.4	4.5	1.0	6.5	0.4	6.4	1.8	2.7
Assessed	77.7	68.0	78.7	65.0	60.9	78.9	70.4	58.6	73.0
Non-Indigenous students									
Exempt	1.3	2.0	1.5	1.2	1.8	1.3	1.4	2.3	1.5
Absent	5.0	7.6	5.5	5.2	6.8	7.2	5.8	6.4	6.0
Withdrawn	0.6	1.5	3.8	0.8	2.4	0.4	3.4	0.7	1.7
Assessed	93.1	88.9	89.2	92.8	89.0	91.1	89.4	90.6	90.8
All students									
Exempt	1.3	2.1	1.5	1.3	1.9	1.5	1.5	2.6	1.6
Absent	5.8	7.9	6.1	7.1	7.7	8.3	6.2	18.6	6.9
Withdrawn	0.6	1.6	3.9	0.9	2.6	1.1	3.5	1.2	1.8
Assessed	92.3	88.4	88.5	90.7	87.8	89.1	88.8	77.6	89.7

- (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 'Aboriginal and Torres Strait Islander' 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 Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (d) Data for 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.115.

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

Table 4A.134 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	408.9 ± 1.6	405.0 ± 1.7	403.6 ± 1.7	■	■
At or above NMS	%	96.9 ± 0.2	95.1 ± 0.3	96.4 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	350.3 ± 3.1	342.2 ± 3.5	349.6 ± 2.8	■	■
At or above NMS	%	88.6 ± 1.4	82.9 ± 1.9	88.5 ± 1.5	■	△
Non-Indigenous students						
Mean scale score	no.	411.3 ± 1.6	408.1 ± 1.7	406.5 ± 1.6	■	■
At or above NMS	%	97.3 ± 0.2	95.7 ± 0.3	96.9 ± 0.2	■	△
LBOTE students (d)						
At or above NMS	%	96.4 ± 0.5	95.0 ± 0.5	96.1 ± 0.4	■	■
Male students						
At or above NMS	%	96.7 ± 0.3	94.3 ± 0.4	95.7 ± 0.3	■	■
Female students						
At or above NMS	%	97.1 ± 0.3	95.8 ± 0.3	97.1 ± 0.3	■	△
<i>Year 5</i>						
All students						
Mean scale score	no.	487.8 ± 2.0	497.7 ± 1.9	493.1 ± 2.1	■	■
At or above NMS	%	94.4 ± 0.3	94.5 ± 0.3	93.9 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	424.9 ± 3.2	436.8 ± 3.2	431.6 ± 3.0	■	■
At or above NMS	%	78.9 ± 1.9	80.8 ± 1.7	81.0 ± 1.7	■	■
Non-Indigenous students						
Mean scale score	no.	490.5 ± 1.9	500.7 ± 1.9	496.4 ± 2.1	■	■
At or above NMS	%	95.2 ± 0.3	95.2 ± 0.3	94.6 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	94.4 ± 0.7	94.4 ± 0.5	93.8 ± 0.6	■	■
Male students						
At or above NMS	%	94.6 ± 0.4	93.8 ± 0.4	93.6 ± 0.4	■	■
Female students						
At or above NMS	%	94.2 ± 0.4	95.2 ± 0.4	94.1 ± 0.4	■	■

TABLE 4A.134

Table 4A.134 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

		2008	2012	2013	Nature of differences	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	551.3 ± 3.7	543.4 ± 3.8	547.5 ± 3.7	■	■
At or above NMS	%	96.0 ± 0.4	93.8 ± 0.5	95.1 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	485.6 ± 3.5	477.4 ± 3.2	485.5 ± 3.1	■	■
At or above NMS	%	84.5 ± 2.1	77.6 ± 1.8	83.2 ± 1.6	■	△
Non-Indigenous students						
Mean scale score	no.	554.1 ± 3.7	546.6 ± 3.8	550.7 ± 3.8	■	■
At or above NMS	%	96.6 ± 0.3	94.6 ± 0.4	95.8 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	96.0 ± 0.8	94.4 ± 0.8	95.4 ± 0.7	■	■
Male students						
At or above NMS	%	96.1 ± 0.4	93.5 ± 0.6	95.0 ± 0.5	■	■
Female students						
At or above NMS	%	95.9 ± 0.4	94.1 ± 0.5	95.3 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	591.4 ± 3.5	591.1 ± 3.9	591.9 ± 4.5	■	■
At or above NMS	%	94.7 ± 0.4	93.7 ± 0.5	90.4 ± 0.7	▽	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	528.3 ± 3.5	525.5 ± 3.4	515.4 ± 3.8	■	■
At or above NMS	%	80.3 ± 2.1	78.1 ± 2.1	69.5 ± 2.3	▽	▽
Non-Indigenous students						
Mean scale score	no.	594.3 ± 3.5	594.5 ± 3.9	596.3 ± 4.6	■	■
At or above NMS	%	95.4 ± 0.4	94.5 ± 0.5	91.7 ± 0.6	▽	▽
LBOTE students (d)						
At or above NMS	%	95.2 ± 0.8	94.5 ± 0.9	92.0 ± 1.1	▽	▽
Male students						
At or above NMS	%	94.7 ± 0.5	94.1 ± 0.6	90.8 ± 0.8	▽	▽
Female students						
At or above NMS	%	94.6 ± 0.5	93.4 ± 0.6	90.1 ± 0.8	▽	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.134 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.135 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	416.9 ± 1.4	408.9 ± 1.6	409.4 ± 1.6	■	■
At or above NMS	%	96.5 ± 0.2	95.6 ± 0.4	96.2 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	376.9 ± 5.5	359.6 ± 5.8	363.6 ± 4.9	▽	■
At or above NMS	%	93.0 ± 2.2	85.9 ± 3.1	88.7 ± 2.9	▽	■
Non-Indigenous students						
Mean scale score	no.	417.5 ± 1.4	409.5 ± 1.6	410.2 ± 1.6	■	■
At or above NMS	%	96.8 ± 0.3	95.9 ± 0.3	96.5 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	95.4 ± 0.6	94.1 ± 0.6	95.4 ± 0.6	■	■
Male students						
At or above NMS	%	95.8 ± 0.5	94.8 ± 0.5	95.2 ± 0.5	■	■
Female students						
At or above NMS	%	97.2 ± 0.3	96.4 ± 0.3	97.2 ± 0.3	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	489.7 ± 1.7	497.6 ± 1.7	493.0 ± 1.8	■	■
At or above NMS	%	94.6 ± 0.3	95.0 ± 0.4	94.4 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	440.6 ± 5.4	445.4 ± 4.9	446.8 ± 4.7	■	■
At or above NMS	%	83.3 ± 3.5	83.2 ± 2.8	85.6 ± 2.5	■	■
Non-Indigenous students						
Mean scale score	no.	490.3 ± 1.6	498.4 ± 1.6	493.7 ± 1.8	■	■
At or above NMS	%	95.0 ± 0.3	95.3 ± 0.4	94.7 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	93.5 ± 0.6	93.8 ± 0.6	93.2 ± 0.7	■	■
Male students						
At or above NMS	%	94.5 ± 0.5	94.2 ± 0.5	94.2 ± 0.5	■	■
Female students						
At or above NMS	%	94.8 ± 0.5	95.8 ± 0.3	94.6 ± 0.4	■	■

Table 4A.135 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	552.3 ± 3.1	544.3 ± 3.1	545.7 ± 3.0	■	■
At or above NMS	%	96.5 ± 0.3	95.0 ± 0.5	95.7 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	492.9 ± 5.7	494.6 ± 5.2	493.3 ± 6.6	■	■
At or above NMS	%	87.9 ± 3.1	85.7 ± 2.9	86.1 ± 4.0	■	■
Non-Indigenous students						
Mean scale score	no.	553.2 ± 3.0	545.3 ± 3.1	546.5 ± 3.0	■	■
At or above NMS	%	96.8 ± 0.4	95.3 ± 0.5	96.0 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	95.8 ± 0.7	94.3 ± 0.9	95.1 ± 0.8	■	■
Male students						
At or above NMS	%	96.5 ± 0.5	94.6 ± 0.7	95.3 ± 0.7	■	■
Female students						
At or above NMS	%	96.5 ± 0.4	95.4 ± 0.5	96.2 ± 0.4	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	590.7 ± 3.7	590.7 ± 3.8	588.4 ± 4.2	■	■
At or above NMS	%	95.2 ± 0.4	95.0 ± 0.5	92.2 ± 0.7	▽	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	530.2 ± 6.1	535.5 ± 5.5	527.2 ± 5.3	■	■
At or above NMS	%	78.4 ± 4.5	83.1 ± 3.1	75.8 ± 3.8	■	▽
Non-Indigenous students						
Mean scale score	no.	591.5 ± 3.6	591.4 ± 3.8	589.5 ± 4.2	■	■
At or above NMS	%	95.5 ± 0.5	95.2 ± 0.5	92.6 ± 0.6	▽	▽
LBOTE students (d)						
At or above NMS	%	94.8 ± 0.9	94.4 ± 0.9	91.0 ± 1.3	▽	▽
Male students						
At or above NMS	%	95.1 ± 0.6	95.0 ± 0.7	92.6 ± 0.8	▽	▽
Female students						
At or above NMS	%	95.2 ± 0.6	95.0 ± 0.5	91.7 ± 0.7	▽	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.135 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.136 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	367.9 ± 2.2	380.9 ± 2.1	386.2 ± 2.0	△	■
At or above NMS	%	92.0 ± 0.6	92.7 ± 0.5	95.8 ± 0.4	▲	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	316.2 ± 6.4	320.1 ± 4.4	334.0 ± 3.8	△	△
At or above NMS	%	75.5 ± 3.2	74.1 ± 2.6	84.6 ± 2.2	△	△
Non-Indigenous students						
Mean scale score	no.	371.9 ± 2.1	385.5 ± 2.0	390.4 ± 1.9	△	■
At or above NMS	%	93.3 ± 0.5	94.2 ± 0.4	96.7 ± 0.3	△	△
LBOTE students (d)						
At or above NMS	%	83.2 ± 2.7	87.7 ± 2.3	92.4 ± 1.5	▲	△
Male students						
At or above NMS	%	91.5 ± 0.7	92.2 ± 0.7	95.2 ± 0.5	△	△
Female students						
At or above NMS	%	92.5 ± 0.6	93.2 ± 0.5	96.5 ± 0.4	△	△
<i>Year 5</i>						
All students						
Mean scale score	no.	458.2 ± 2.1	476.1 ± 2.1	481.1 ± 2.0	△	■
At or above NMS	%	90.4 ± 0.6	91.7 ± 0.6	93.6 ± 0.5	△	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	406.8 ± 5.2	414.3 ± 4.8	423.5 ± 3.7	△	■
At or above NMS	%	69.5 ± 3.1	69.5 ± 3.1	76.7 ± 2.3	△	△
Non-Indigenous students						
Mean scale score	no.	462.3 ± 1.9	480.7 ± 2.0	485.7 ± 1.9	△	■
At or above NMS	%	92.0 ± 0.5	93.4 ± 0.5	95.0 ± 0.4	△	■
LBOTE students (d)						
At or above NMS	%	81.0 ± 3.1	85.2 ± 3.0	89.3 ± 1.9	△	△
Male students						
At or above NMS	%	90.7 ± 0.6	91.2 ± 0.8	93.7 ± 0.6	△	△
Female students						
At or above NMS	%	90.1 ± 0.7	92.3 ± 0.7	93.5 ± 0.5	△	■

Table 4A.136 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	539.0 ± 2.3	532.0 ± 2.1	538.5 ± 2.2	■	■
At or above NMS	%	94.9 ± 0.4	93.8 ± 0.5	95.4 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	483.2 ± 7.6	475.9 ± 3.7	484.8 ± 3.5	■	■
At or above NMS	%	81.8 ± 2.7	78.7 ± 2.4	83.2 ± 2.0	■	■
Non-Indigenous students						
Mean scale score	no.	543.2 ± 2.2	536.1 ± 2.0	542.4 ± 2.1	■	■
At or above NMS	%	95.9 ± 0.3	94.9 ± 0.4	96.3 ± 0.3	■	△
LBOTE students (d)						
At or above NMS	%	88.6 ± 2.2	88.7 ± 2.3	92.0 ± 1.7	△	△
Male students						
At or above NMS	%	94.9 ± 0.4	93.5 ± 0.6	95.1 ± 0.5	■	■
Female students						
At or above NMS	%	94.8 ± 0.5	94.1 ± 0.5	95.7 ± 0.4	■	△
<i>Year 9</i>						
All students						
Mean scale score	no.	570.7 ± 3.5	574.6 ± 3.3	573.2 ± 3.9	■	■
At or above NMS	%	92.4 ± 0.8	93.7 ± 0.6	90.1 ± 0.9	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	515.9 ± 9.1	522.6 ± 3.8	512.4 ± 4.8	■	■
At or above NMS	%	73.2 ± 3.6	78.1 ± 2.6	68.2 ± 2.9	■	▽
Non-Indigenous students						
Mean scale score	no.	574.7 ± 3.3	578.4 ± 3.3	577.5 ± 3.9	■	■
At or above NMS	%	93.8 ± 0.7	94.8 ± 0.5	91.7 ± 0.7	■	▽
LBOTE students (d)						
At or above NMS	%	86.9 ± 3.3	88.5 ± 3.2	85.7 ± 3.2	■	■
Male students						
At or above NMS	%	92.3 ± 0.9	93.7 ± 0.7	90.4 ± 1.0	■	▽
Female students						
At or above NMS	%	92.5 ± 0.8	93.7 ± 0.7	89.8 ± 1.0	▽	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.136 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.137 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	381.9 ± 2.4	383.9 ± 2.8	387.3 ± 2.5	■	■
At or above NMS	%	94.5 ± 0.6	92.5 ± 0.7	95.4 ± 0.5	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	313.9 ± 5.1	298.4 ± 4.9	315.7 ± 4.8	■	△
At or above NMS	%	75.5 ± 3.4	63.9 ± 3.2	76.9 ± 3.2	■	△
Non-Indigenous students						
Mean scale score	no.	387.4 ± 2.2	390.2 ± 2.5	393.2 ± 2.4	■	■
At or above NMS	%	96.1 ± 0.6	94.5 ± 0.6	96.8 ± 0.4	■	△
LBOTE students (d)						
At or above NMS	%	93.0 ± 1.7	91.1 ± 1.5	93.6 ± 1.3	■	△
Male students						
At or above NMS	%	94.0 ± 0.8	92.2 ± 0.9	94.9 ± 0.7	■	△
Female students						
At or above NMS	%	94.9 ± 0.6	92.7 ± 0.8	95.9 ± 0.5	■	△
<i>Year 5</i>						
All students						
Mean scale score	no.	460.7 ± 2.5	477.5 ± 2.8	477.6 ± 2.9	△	■
At or above NMS	%	91.1 ± 0.8	91.7 ± 0.8	92.7 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	393.0 ± 4.6	395.0 ± 5.6	401.0 ± 5.4	■	■
At or above NMS	%	61.6 ± 3.4	60.4 ± 4.0	65.3 ± 4.1	■	■
Non-Indigenous students						
Mean scale score	no.	466.5 ± 2.3	484.1 ± 2.6	484.0 ± 2.7	△	■
At or above NMS	%	93.7 ± 0.6	94.1 ± 0.5	94.9 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	89.7 ± 2.0	89.6 ± 1.7	91.9 ± 1.4	■	■
Male students						
At or above NMS	%	91.5 ± 0.9	91.3 ± 0.9	93.0 ± 0.8	■	■
Female students						
At or above NMS	%	90.7 ± 0.9	92.1 ± 0.8	92.5 ± 0.8	■	■

Table 4A.137 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	533.7 ± 3.0	534.9 ± 3.3	541.7 ± 3.6	■	■
At or above NMS	%	94.7 ± 0.6	93.9 ± 0.6	95.1 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	463.2 ± 5.2	461.0 ± 5.0	465.1 ± 5.5	■	■
At or above NMS	%	74.2 ± 3.9	70.9 ± 3.6	74.0 ± 3.4	■	■
Non-Indigenous students						
Mean scale score	no.	539.5 ± 2.8	540.3 ± 3.2	547.7 ± 3.5	■	■
At or above NMS	%	96.5 ± 0.4	95.5 ± 0.5	96.7 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	93.3 ± 1.7	92.8 ± 1.3	93.9 ± 1.3	■	■
Male students						
At or above NMS	%	95.0 ± 0.7	93.6 ± 0.7	95.0 ± 0.7	■	■
Female students						
At or above NMS	%	94.5 ± 0.7	94.3 ± 0.8	95.2 ± 0.7	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	570.7 ± 5.2	582.0 ± 5.5	584.4 ± 6.5	■	■
At or above NMS	%	92.3 ± 1.1	93.1 ± 1.0	90.8 ± 1.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	500.6 ± 5.3	507.9 ± 6.8	497.9 ± 7.9	■	■
At or above NMS	%	66.2 ± 3.7	67.7 ± 4.3	60.6 ± 4.5	■	■
Non-Indigenous students						
Mean scale score	no.	576.4 ± 5.1	586.5 ± 5.2	590.9 ± 6.3	△	■
At or above NMS	%	94.3 ± 0.9	94.7 ± 0.8	93.0 ± 0.9	■	■
LBOTE students (d)						
At or above NMS	%	92.2 ± 2.0	92.8 ± 1.7	89.9 ± 2.2	■	■
Male students						
At or above NMS	%	92.5 ± 1.2	93.3 ± 1.1	91.5 ± 1.3	■	■
Female students						
At or above NMS	%	92.1 ± 1.2	92.9 ± 1.1	90.1 ± 1.4	■	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.137 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.138 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	388.8 ± 2.7	377.4 ± 3.0	379.9 ± 2.8	■	■
At or above NMS	%	93.8 ± 0.9	91.9 ± 0.9	94.4 ± 0.7	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	330.7 ± 6.5	310.0 ± 7.2	319.8 ± 8.8	■	■
At or above NMS	%	79.2 ± 4.5	66.7 ± 5.0	76.5 ± 5.1	■	△
Non-Indigenous students						
Mean scale score	no.	391.7 ± 2.5	380.2 ± 2.9	382.8 ± 2.7	■	■
At or above NMS	%	94.6 ± 0.8	93.0 ± 0.8	95.3 ± 0.6	■	△
LBOTE students (d)						
At or above NMS	%	89.1 ± 4.1	87.4 ± 2.7	92.0 ± 2.3	■	△
Male students						
At or above NMS	%	93.1 ± 1.0	91.3 ± 1.2	93.4 ± 0.9	■	■
Female students						
At or above NMS	%	94.4 ± 0.8	92.5 ± 0.9	95.4 ± 0.7	■	△
<i>Year 5</i>						
All students						
Mean scale score	no.	460.4 ± 2.8	471.9 ± 2.9	467.4 ± 2.9	■	■
At or above NMS	%	90.5 ± 1.0	91.7 ± 0.9	92.0 ± 0.9	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	409.1 ± 6.8	407.4 ± 6.2	406.4 ± 7.1	■	■
At or above NMS	%	68.5 ± 5.3	66.8 ± 4.5	69.1 ± 5.9	■	■
Non-Indigenous students						
Mean scale score	no.	462.9 ± 2.7	474.5 ± 2.8	470.2 ± 2.8	■	■
At or above NMS	%	91.7 ± 0.9	92.7 ± 0.8	93.0 ± 0.8	■	■
LBOTE students (d)						
At or above NMS	%	84.9 ± 3.9	87.2 ± 2.4	90.0 ± 2.2	△	■
Male students						
At or above NMS	%	91.1 ± 1.1	90.8 ± 1.1	92.2 ± 1.0	■	■
Female students						
At or above NMS	%	89.9 ± 1.1	92.7 ± 1.0	91.7 ± 1.0	■	■

Table 4A.138 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	536.2 ± 3.3	529.1 ± 3.1	530.8 ± 3.2	■	■
At or above NMS	%	94.5 ± 0.8	93.5 ± 0.8	94.6 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	468.7 ± 7.0	464.8 ± 6.3	472.4 ± 6.3	■	■
At or above NMS	%	75.9 ± 5.2	74.1 ± 4.4	78.3 ± 4.1	■	■
Non-Indigenous students						
Mean scale score	no.	539.2 ± 3.1	531.8 ± 3.1	533.5 ± 3.2	■	■
At or above NMS	%	95.4 ± 0.7	94.3 ± 0.7	95.4 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	88.7 ± 3.3	90.4 ± 2.0	92.6 ± 1.9	■	■
Male students						
At or above NMS	%	94.7 ± 0.9	93.5 ± 0.9	94.2 ± 0.9	■	■
Female students						
At or above NMS	%	94.4 ± 0.8	93.5 ± 0.9	95.1 ± 0.8	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	571.1 ± 5.4	573.3 ± 5.7	571.7 ± 6.2	■	■
At or above NMS	%	92.0 ± 1.8	92.9 ± 1.2	90.1 ± 1.6	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	508.8 ± 8.2	513.4 ± 6.7	512.1 ± 7.5	■	■
At or above NMS	%	68.7 ± 6.0	72.0 ± 4.7	67.6 ± 6.2	■	■
Non-Indigenous students						
Mean scale score	no.	574.6 ± 5.1	575.4 ± 5.4	574.2 ± 6.0	■	■
At or above NMS	%	93.7 ± 1.1	93.8 ± 1.2	91.1 ± 1.5	▽	▽
LBOTE students (d)						
At or above NMS	%	88.0 ± 4.5	89.4 ± 3.6	88.0 ± 4.2	■	■
Male students						
At or above NMS	%	92.4 ± 1.8	93.4 ± 1.3	90.8 ± 1.6	■	▽
Female students						
At or above NMS	%	91.6 ± 1.8	92.4 ± 1.5	89.4 ± 1.8	■	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.138 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.139 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Tasmania (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	399.9 ± 4.2	391.5 ± 5.3	390.2 ± 4.8	■	■
At or above NMS	%	96.7 ± 0.6	93.9 ± 1.0	95.4 ± 0.9	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	377.1 ± 8.2	351.9 ± 8.3	358.5 ± 7.3	▽	■
At or above NMS	%	94.5 ± 2.8	86.0 ± 3.6	90.6 ± 3.3	■	■
Non-Indigenous students						
Mean scale score	no.	401.6 ± 4.5	393.2 ± 4.8	391.6 ± 4.6	■	■
At or above NMS	%	96.8 ± 0.6	94.5 ± 1.0	95.8 ± 0.8	■	■
LBOTE students (d)						
At or above NMS	%	90.3 ± 4.5	93.4 ± 3.7	94.2 ± 3.4	■	■
Male students						
At or above NMS	%	96.6 ± 0.8	93.1 ± 1.3	94.6 ± 1.1	▽	■
Female students						
At or above NMS	%	96.8 ± 0.8	94.7 ± 1.2	96.2 ± 0.9	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	464.6 ± 4.4	480.4 ± 4.7	471.0 ± 4.5	■	■
At or above NMS	%	92.1 ± 1.2	92.6 ± 1.2	92.4 ± 1.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	447.4 ± 7.6	446.9 ± 7.5	436.9 ± 6.9	■	■
At or above NMS	%	87.8 ± 3.9	85.3 ± 3.8	82.9 ± 5.0	■	■
Non-Indigenous students						
Mean scale score	no.	467.5 ± 4.5	482.4 ± 4.5	473.2 ± 4.5	■	■
At or above NMS	%	92.9 ± 1.1	93.1 ± 1.1	93.2 ± 1.1	■	■
LBOTE students (d)						
At or above NMS	%	83.9 ± 6.8	91.3 ± 4.4	91.6 ± 3.7	■	■
Male students						
At or above NMS	%	91.8 ± 1.4	92.2 ± 1.5	92.4 ± 1.5	■	■
Female students						
At or above NMS	%	92.4 ± 1.3	93.1 ± 1.3	92.4 ± 1.4	■	■

Table 4A.139 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Tasmania (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	533.8 ± 7.3	526.0 ± 7.1	527.7 ± 6.4	■	■
At or above NMS	%	95.2 ± 1.3	93.2 ± 1.5	94.5 ± 1.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	512.3 ± 7.6	491.0 ± 7.3	494.4 ± 6.7	▽	■
At or above NMS	%	92.4 ± 2.7	87.8 ± 3.6	86.3 ± 3.8	▽	■
Non-Indigenous students						
Mean scale score	no.	536.9 ± 7.5	528.6 ± 6.6	530.1 ± 6.1	■	■
At or above NMS	%	95.5 ± 1.2	93.9 ± 1.4	95.3 ± 1.3	■	■
LBOTE students (d)						
At or above NMS	%	93.5 ± 4.6	87.6 ± 7.5	91.1 ± 5.2	■	■
Male students						
At or above NMS	%	94.6 ± 1.6	92.8 ± 1.8	94.2 ± 1.7	■	■
Female students						
At or above NMS	%	95.9 ± 1.4	93.6 ± 1.7	94.9 ± 1.3	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	568.0 ± 7.2	567.5 ± 7.0	565.5 ± 7.4	■	■
At or above NMS	%	92.3 ± 1.8	92.4 ± 1.8	88.0 ± 2.1	▽	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	551.0 ± 9.5	535.8 ± 8.1	526.5 ± 8.9	▽	■
At or above NMS	%	88.5 ± 3.7	84.3 ± 4.6	76.4 ± 4.6	▼	▽
Non-Indigenous students						
Mean scale score	no.	570.2 ± 7.2	570.0 ± 6.6	570.7 ± 6.9	■	■
At or above NMS	%	93.1 ± 1.5	93.3 ± 1.6	89.5 ± 1.8	▽	▽
LBOTE students (d)						
At or above NMS	%	90.8 ± 5.3	82.6 ± 7.9	86.0 ± 6.0	■	■
Male students						
At or above NMS	%	92.6 ± 2.0	93.0 ± 2.0	88.2 ± 2.4	▽	▽
Female students						
At or above NMS	%	92.0 ± 1.8	91.7 ± 2.0	87.8 ± 2.2	▽	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.139 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Tasmania (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.140 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	411.5 ± 5.1	410.1 ± 4.8	413.2 ± 6.0	■	■
At or above NMS	%	96.4 ± 1.2	96.5 ± 0.8	96.6 ± 1.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	355.1 ± 16.2	350.6 ± 13.6	362.9 ± 13.4	■	■
At or above NMS	%	88.4 ± 9.3	84.0 ± 7.6	91.4 ± 4.9	■	■
Non-Indigenous students						
Mean scale score	no.	413.1 ± 5.0	411.7 ± 4.7	414.7 ± 5.9	■	■
At or above NMS	%	96.7 ± 1.1	96.8 ± 0.8	96.7 ± 1.0	■	■
LBOTE students (d)						
At or above NMS	%	90.4 ± 6.4	95.1 ± 1.9	93.6 ± 2.7	■	■
Male students						
At or above NMS	%	95.4 ± 1.7	96.2 ± 1.1	96.0 ± 1.4	■	■
Female students						
At or above NMS	%	97.3 ± 1.0	96.8 ± 1.0	97.2 ± 1.1	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	483.8 ± 5.8	504.4 ± 6.7	497.9 ± 7.0	△	■
At or above NMS	%	94.9 ± 1.2	95.8 ± 1.2	95.0 ± 1.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	428.5 ± 14.0	447.2 ± 17.0	447.2 ± 14.0	■	■
At or above NMS	%	82.3 ± 8.5	81.5 ± 8.9	87.1 ± 8.5	■	■
Non-Indigenous students						
Mean scale score	no.	485.3 ± 5.6	505.6 ± 6.6	499.3 ± 7.0	△	■
At or above NMS	%	95.3 ± 1.1	96.2 ± 1.1	95.2 ± 1.2	■	■
LBOTE students (d)						
At or above NMS	%	90.3 ± 5.7	93.1 ± 2.5	93.1 ± 2.5	■	■
Male students						
At or above NMS	%	94.6 ± 1.4	95.4 ± 1.5	94.7 ± 1.7	■	■
Female students						
At or above NMS	%	95.2 ± 1.4	96.2 ± 1.3	95.3 ± 1.5	■	■

Table 4A.140 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	556.2 ± 10.1	545.9 ± 9.7	549.7 ± 9.6	■	■
At or above NMS	%	97.1 ± 1.2	95.0 ± 1.6	95.8 ± 1.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	504.7 ± 14.3	493.1 ± 12.2	502.1 ± 15.7	■	■
At or above NMS	%	90.3 ± 7.6	81.9 ± 9.2	90.0 ± 7.4	■	■
Non-Indigenous students						
Mean scale score	no.	557.5 ± 10.1	547.2 ± 9.7	551.2 ± 9.6	■	■
At or above NMS	%	97.3 ± 1.1	95.4 ± 1.5	96.0 ± 1.4	■	■
LBOTE students (d)						
At or above NMS	%	97.3 ± 1.9	93.0 ± 3.0	95.2 ± 2.6	■	■
Male students						
At or above NMS	%	96.9 ± 1.4	94.8 ± 2.0	95.2 ± 2.0	■	■
Female students						
At or above NMS	%	97.4 ± 1.3	95.3 ± 1.8	96.5 ± 1.4	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	594.9 ± 10.3	596.5 ± 9.7	596.9 ± 12.3	■	■
At or above NMS	%	96.6 ± 1.2	95.5 ± 1.4	92.9 ± 2.4	▽	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	546.5 ± 14.6	543.9 ± 13.0	526.2 ± 16.7	■	■
At or above NMS	%	83.8 ± 11.1	86.8 ± 7.0	70.9 ± 11.3	■	▼
Non-Indigenous students						
Mean scale score	no.	596.0 ± 10.2	597.8 ± 9.8	598.9 ± 12.0	■	■
At or above NMS	%	96.9 ± 1.1	95.7 ± 1.3	93.6 ± 2.1	▽	■
LBOTE students (d)						
At or above NMS	%	97.6 ± 2.5	94.4 ± 2.4	92.0 ± 3.6	▼	■
Male students						
At or above NMS	%	96.6 ± 1.7	95.5 ± 1.8	93.5 ± 2.8	■	■
Female students						
At or above NMS	%	96.6 ± 1.3	95.5 ± 1.4	92.3 ± 2.7	▼	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.140 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.141 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	338.4 ± 12.4	323.2 ± 15.2	332.0 ± 12.7	■	■
At or above NMS	%	77.0 ± 5.6	70.0 ± 6.4	75.7 ± 5.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	275.0 ± 11.0	251.8 ± 14.4	271.1 ± 10.4	■	△
At or above NMS	%	52.4 ± 6.9	39.5 ± 6.8	50.4 ± 6.0	■	△
Non-Indigenous students						
Mean scale score	no.	386.9 ± 5.9	377.0 ± 7.1	380.1 ± 6.6	■	■
At or above NMS	%	96.5 ± 1.3	92.9 ± 2.5	95.8 ± 1.7	■	■
LBOTE students (d)						
At or above NMS	%	51.2 ± 8.0	45.7 ± 7.9	55.2 ± 7.5	■	■
Male students						
At or above NMS	%	76.8 ± 5.8	67.5 ± 6.8	74.0 ± 6.2	■	■
Female students						
At or above NMS	%	77.1 ± 5.6	72.4 ± 6.5	77.6 ± 5.4	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	416.3 ± 11.0	417.6 ± 16.1	421.9 ± 14.4	■	■
At or above NMS	%	69.1 ± 5.9	66.5 ± 6.9	69.7 ± 7.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	355.9 ± 10.0	349.2 ± 15.6	360.8 ± 11.6	■	■
At or above NMS	%	38.3 ± 6.3	34.9 ± 6.5	40.0 ± 6.9	■	■
Non-Indigenous students						
Mean scale score	no.	459.4 ± 5.4	473.4 ± 7.6	471.3 ± 7.7	■	■
At or above NMS	%	91.6 ± 2.2	92.3 ± 2.3	93.6 ± 2.6	■	■
LBOTE students (d)						
At or above NMS	%	40.5 ± 7.7	40.9 ± 8.0	45.3 ± 8.8	■	■
Male students						
At or above NMS	%	70.2 ± 5.7	64.8 ± 7.4	69.3 ± 7.6	■	■
Female students						
At or above NMS	%	67.9 ± 6.3	68.4 ± 7.0	70.1 ± 6.9	■	■

Table 4A.141 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	488.1 ± 15.8	474.7 ± 18.4	476.5 ± 16.5	■	■
At or above NMS	%	75.9 ± 7.2	70.5 ± 8.4	72.3 ± 8.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	428.3 ± 11.3	410.1 ± 15.0	417.4 ± 13.5	■	■
At or above NMS	%	50.2 ± 7.4	41.8 ± 8.5	45.2 ± 7.9	■	■
Non-Indigenous students						
Mean scale score	no.	534.2 ± 9.3	522.7 ± 13.2	524.0 ± 10.3	■	■
At or above NMS	%	95.6 ± 2.0	91.6 ± 3.3	94.2 ± 2.5	■	■
LBOTE students (d)						
At or above NMS	%	54.2 ± 10.9	47.0 ± 11.2	48.6 ± 11.0	■	■
Male students						
At or above NMS	%	76.1 ± 7.0	69.9 ± 8.6	70.8 ± 8.2	■	■
Female students						
At or above NMS	%	75.7 ± 7.7	71.2 ± 8.7	74.0 ± 8.3	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	532.6 ± 17.2	532.1 ± 15.1	523.3 ± 17.8	■	■
At or above NMS	%	74.1 ± 7.5	74.0 ± 7.1	68.2 ± 8.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	470.5 ± 15.9	471.3 ± 10.9	451.6 ± 15.0	■	▽
At or above NMS	%	46.1 ± 9.3	44.7 ± 7.8	35.8 ± 7.6	■	■
Non-Indigenous students						
Mean scale score	no.	575.4 ± 10.6	569.6 ± 13.2	571.0 ± 12.4	■	■
At or above NMS	%	93.6 ± 2.6	92.2 ± 4.0	90.0 ± 3.7	■	■
LBOTE students (d)						
At or above NMS	%	56.6 ± 13.4	53.2 ± 11.3	44.1 ± 12.1	■	■
Male students						
At or above NMS	%	74.5 ± 7.6	74.6 ± 7.0	68.6 ± 8.4	■	■
Female students						
At or above NMS	%	73.6 ± 8.0	73.4 ± 7.8	67.7 ± 8.5	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.141 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.142

Table 4A.142 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	396.9 ± 1.0	395.5 ± 1.0	396.9 ± 0.9	■	■
At or above NMS	%	95.0 ± 0.2	93.9 ± 0.2	95.7 ± 0.2	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	327.6 ± 3.3	320.1 ± 3.2	332.3 ± 2.6	■	■
At or above NMS	%	78.6 ± 1.7	72.7 ± 1.6	81.6 ± 1.5	■	△
Non-Indigenous students						
Mean scale score	no.	400.5 ± 1.0	399.5 ± 0.9	400.6 ± 0.9	■	■
At or above NMS	%	96.0 ± 0.2	95.1 ± 0.2	96.6 ± 0.1	■	△
LBOTE students (d)						
At or above NMS	%	93.0 ± 0.6	92.2 ± 0.5	94.2 ± 0.4	■	■
Male students						
At or above NMS	%	94.6 ± 0.2	93.3 ± 0.3	95.0 ± 0.2	■	■
Female students						
At or above NMS	%	95.5 ± 0.2	94.6 ± 0.2	96.5 ± 0.2	■	△
<i>Year 5</i>						
All students						
Mean scale score	no.	475.9 ± 1.1	488.7 ± 1.0	485.8 ± 1.1	■	■
At or above NMS	%	92.7 ± 0.2	93.3 ± 0.2	93.4 ± 0.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	408.0 ± 2.8	414.0 ± 3.7	417.4 ± 2.9	■	■
At or above NMS	%	69.2 ± 1.7	69.2 ± 1.9	73.0 ± 1.7	■	■
Non-Indigenous students						
Mean scale score	no.	479.5 ± 1.0	492.6 ± 1.0	489.8 ± 1.0	■	■
At or above NMS	%	94.0 ± 0.2	94.6 ± 0.2	94.6 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	90.7 ± 0.7	91.4 ± 0.6	91.7 ± 0.6	■	■
Male students						
At or above NMS	%	92.8 ± 0.3	92.6 ± 0.3	93.3 ± 0.3	■	■
Female students						
At or above NMS	%	92.5 ± 0.3	94.0 ± 0.2	93.4 ± 0.3	■	■

TABLE 4A.142

Table 4A.142 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

		2008	2012	2013	Nature of differences	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	545.0 ± 1.6	538.1 ± 1.6	542.1 ± 1.6	■	■
At or above NMS	%	95.4 ± 0.2	93.8 ± 0.3	95.0 ± 0.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	476.2 ± 3.4	469.4 ± 2.6	475.7 ± 2.7	■	■
At or above NMS	%	78.6 ± 1.7	74.4 ± 1.5	78.1 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	548.6 ± 1.6	541.8 ± 1.6	545.8 ± 1.6	■	■
At or above NMS	%	96.4 ± 0.2	94.9 ± 0.2	96.0 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	93.6 ± 0.6	92.4 ± 0.6	93.6 ± 0.6	■	■
Male students						
At or above NMS	%	95.4 ± 0.2	93.5 ± 0.3	94.7 ± 0.3	■	■
Female students						
At or above NMS	%	95.3 ± 0.2	94.1 ± 0.3	95.3 ± 0.2	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	582.2 ± 1.8	584.2 ± 1.9	583.6 ± 2.2	■	■
At or above NMS	%	93.6 ± 0.3	93.7 ± 0.3	90.6 ± 0.4	▽	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	515.1 ± 4.0	518.2 ± 2.4	507.9 ± 2.8	■	■
At or above NMS	%	72.5 ± 2.0	74.2 ± 1.6	65.7 ± 1.6	■	▽
Non-Indigenous students						
Mean scale score	no.	585.7 ± 1.8	587.5 ± 1.9	587.8 ± 2.2	■	■
At or above NMS	%	94.8 ± 0.3	94.7 ± 0.3	92.0 ± 0.3	▽	▽
LBOTE students (d)						
At or above NMS	%	93.0 ± 0.7	92.8 ± 0.7	89.8 ± 0.8	▽	▽
Male students						
At or above NMS	%	93.7 ± 0.4	93.9 ± 0.3	90.9 ± 0.4	▽	▽
Female students						
At or above NMS	%	93.6 ± 0.4	93.5 ± 0.3	90.1 ± 0.4	▽	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.142 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.143

Table 4A.143 Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2009-2011-2013 (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									
2009 Year 3	405.3 ± 1.7	410.8 ± 1.6	372.4 ± 1.9	379.7 ± 2.6	379.2 ± 2.9	390.0 ± 4.4	408.0 ± 5.5	322.4 ± 15.1	393.9 ± 1.0
2011 Year 5	499.3 ± 2.0	499.2 ± 1.6	470.3 ± 1.9	479.2 ± 2.7	470.9 ± 2.8	478.2 ± 4.6	502.0 ± 5.7	423.6 ± 12.2	487.8 ± 1.1
2013 Year 7	547.5 ± 3.7	545.7 ± 3.0	538.5 ± 2.2	541.7 ± 3.6	530.8 ± 3.2	527.7 ± 6.4	549.7 ± 9.6	476.5 ± 16.5	542.1 ± 1.6
Gain 2009-2011	94.0 ± 6.8	88.4 ± 6.6	97.9 ± 6.8	99.5 ± 7.3	91.7 ± 7.4	88.2 ± 8.9	94.0 ± 10.1	101.2 ± 20.3	93.9 ± 6.4
Gain 2011-2013	48.2 ± 6.7	46.5 ± 6.2	68.2 ± 5.9	62.5 ± 6.9	59.9 ± 6.7	49.5 ± 9.4	47.7 ± 12.3	52.9 ± 21.1	54.3 ± 5.5
Aboriginal and Torres Strait Islander students (d)									
2009 Year 3	344.4 ± 3.4	369.1 ± 6.1	317.2 ± 4.3	304.1 ± 5.3	312.4 ± 7.6	358.6 ± 8.5	344.9 ± 14.2	251.7 ± 16.3	320.5 ± 3.6
2011 Year 5	439.8 ± 3.2	455.1 ± 5.0	421.8 ± 3.2	402.7 ± 4.9	415.5 ± 6.0	447.9 ± 6.2	448.1 ± 14.0	366.5 ± 11.2	421.1 ± 2.7
2013 Year 7	485.5 ± 3.1	493.3 ± 6.6	484.8 ± 3.5	465.1 ± 5.5	472.4 ± 6.3	494.4 ± 6.7	502.1 ± 15.7	417.4 ± 13.5	475.7 ± 2.7
Gain 2009-2011	95.4 ± 7.8	86.0 ± 10.0	104.6 ± 8.2	98.6 ± 9.5	103.1 ± 11.5	89.3 ± 12.2	103.2 ± 20.9	114.8 ± 20.7	100.6 ± 7.7
Gain 2011-2013	45.7 ± 6.8	38.2 ± 9.7	63.0 ± 7.0	62.4 ± 9.0	56.9 ± 10.1	46.5 ± 10.5	54.0 ± 21.6	50.9 ± 18.3	54.6 ± 6.4
Non-Indigenous students									
2009 Year 3	407.7 ± 1.7	411.3 ± 1.6	376.4 ± 1.8	386.6 ± 2.4	381.8 ± 2.8	393.8 ± 4.8	409.8 ± 5.5	374.4 ± 5.7	397.7 ± 1.0
2011 Year 5	501.8 ± 2.0	499.8 ± 1.6	474.4 ± 1.7	485.1 ± 2.5	473.0 ± 2.7	480.2 ± 4.4	502.9 ± 5.5	470.1 ± 5.0	491.3 ± 1.0
2013 Year 7	550.7 ± 3.8	546.5 ± 3.0	542.4 ± 2.1	547.7 ± 3.5	533.5 ± 3.2	530.1 ± 6.1	551.2 ± 9.6	524.0 ± 10.3	545.8 ± 1.6
Gain 2009-2011	94.1 ± 6.7	88.5 ± 6.6	98.0 ± 6.7	98.5 ± 7.1	91.2 ± 7.3	86.4 ± 9.0	93.1 ± 10.0	95.7 ± 9.8	93.6 ± 6.4
Gain 2011-2013	48.9 ± 6.7	46.7 ± 6.2	68.0 ± 5.8	62.6 ± 6.7	60.5 ± 6.6	49.9 ± 9.1	48.3 ± 12.2	53.9 ± 12.6	54.5 ± 5.5
Year 5 - Year 7 - Year 9									
All students									
2009 Year 5	501.3 ± 2.0	496.1 ± 1.5	470.4 ± 1.8	472.9 ± 2.4	470.4 ± 2.6	472.8 ± 4.5	495.8 ± 5.6	429.6 ± 11.8	486.8 ± 1.0
2011 Year 7	548.6 ± 3.8	550.9 ± 3.0	538.7 ± 2.2	544.6 ± 3.4	534.9 ± 3.3	532.2 ± 7.3	555.5 ± 10.2	481.3 ± 17.6	544.6 ± 1.6
2013 Year 9	591.9 ± 4.5	588.4 ± 4.2	573.2 ± 3.9	584.4 ± 6.5	571.7 ± 6.2	565.5 ± 7.4	596.9 ± 12.3	523.3 ± 17.8	583.6 ± 2.2
Gain 2009-2011	47.3 ± 8.1	54.8 ± 7.7	68.3 ± 7.4	71.7 ± 8.0	64.5 ± 8.0	59.4 ± 11.0	59.7 ± 13.5	51.7 ± 22.3	57.8 ± 7.1

TABLE 4A.143

Table 4A.143 Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2009-2011-2013 (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 2011-2013	43.3 ± 7.4	37.5 ± 6.8	34.5 ± 6.3	39.8 ± 8.6	36.8 ± 8.3	33.3 ± 11.3	41.4 ± 16.6	42.0 ± 25.4	39.0 ± 5.2
Aboriginal and Torres Strait Islander students (d)									
2009 Year 5	439.5 ± 3.6	453.0 ± 5.5	417.0 ± 4.4	403.7 ± 4.8	415.6 ± 6.9	440.2 ± 7.1	443.2 ± 13.1	367.5 ± 11.1	420.5 ± 2.7
2011 Year 7	481.8 ± 3.3	494.4 ± 5.4	481.8 ± 3.8	465.1 ± 5.2	475.2 ± 6.7	493.6 ± 8.1	494.6 ± 17.2	416.0 ± 13.6	474.8 ± 2.4
2013 Year 9	515.4 ± 3.8	527.2 ± 5.3	512.4 ± 4.8	497.9 ± 7.9	512.1 ± 7.5	526.5 ± 8.9	526.2 ± 16.7	451.6 ± 15.0	507.9 ± 2.8
Gain 2009-2011	42.3 ± 8.4	41.4 ± 10.4	64.8 ± 9.0	61.4 ± 9.9	59.6 ± 11.8	53.4 ± 12.7	51.4 ± 22.7	48.5 ± 18.8	54.3 ± 7.8
Gain 2011-2013	33.6 ± 6.7	32.8 ± 8.8	30.6 ± 7.5	32.8 ± 10.4	36.9 ± 11.0	32.9 ± 12.8	31.6 ± 24.4	35.6 ± 20.7	33.1 ± 5.8
Non-Indigenous students									
2009 Year 5	503.9 ± 2.0	496.6 ± 1.5	474.1 ± 1.7	479.4 ± 2.2	472.4 ± 2.5	477.4 ± 4.4	497.1 ± 5.5	471.4 ± 6.2	490.3 ± 1.0
2011 Year 7	551.7 ± 3.8	551.8 ± 3.0	543.2 ± 2.1	550.6 ± 3.2	537.3 ± 3.2	537.4 ± 6.6	557.2 ± 10.0	532.3 ± 11.7	548.5 ± 1.6
2013 Year 9	596.3 ± 4.6	589.5 ± 4.2	577.5 ± 3.9	590.9 ± 6.3	574.2 ± 6.0	570.7 ± 6.9	598.9 ± 12.0	571.0 ± 12.4	587.8 ± 2.2
Gain 2009-2011	47.8 ± 8.1	55.2 ± 7.7	69.1 ± 7.4	71.2 ± 7.9	64.9 ± 8.0	60.0 ± 10.5	60.1 ± 13.3	60.9 ± 14.9	58.2 ± 7.1
Gain 2011-2013	44.6 ± 7.4	37.7 ± 6.8	34.3 ± 6.2	40.3 ± 8.4	36.9 ± 8.2	33.3 ± 10.5	41.7 ± 16.2	38.7 ± 17.6	39.3 ± 5.2
Year 3 - Year 5									
All students									
2011 Year 3	405.5 ± 1.7	412.8 ± 1.6	384.6 ± 1.9	386.6 ± 2.5	379.4 ± 2.7	392.3 ± 4.8	414.4 ± 5.8	337.8 ± 11.8	398.1 ± 0.9
2013 Year 5	493.1 ± 2.1	493.0 ± 1.8	481.1 ± 2.0	477.6 ± 2.9	467.4 ± 2.9	471.0 ± 4.5	497.9 ± 7.0	421.9 ± 14.4	485.8 ± 1.1
Gain 2011-2013	87.6 ± 7.0	80.2 ± 6.9	96.5 ± 7.0	91.0 ± 7.5	88.0 ± 7.6	78.7 ± 9.2	83.5 ± 11.1	84.1 ± 19.7	87.7 ± 6.6
Aboriginal and Torres Strait Islander students (d)									
2011 Year 3	350.5 ± 3.1	365.3 ± 5.3	336.7 ± 2.9	318.9 ± 4.1	322.5 ± 7.6	356.2 ± 8.8	361.0 ± 18.1	282.5 ± 9.2	334.4 ± 2.4
2013 Year 5	431.6 ± 3.0	446.8 ± 4.7	423.5 ± 3.7	401.0 ± 5.4	406.4 ± 7.1	436.9 ± 6.9	447.2 ± 14.0	360.8 ± 11.6	417.4 ± 2.9
Gain 2011-2013	81.1 ± 7.7	81.5 ± 9.6	86.8 ± 8.0	82.1 ± 9.3	83.9 ± 12.2	80.7 ± 12.9	86.2 ± 23.8	78.3 ± 16.1	83.0 ± 7.5
Non-Indigenous students									
2011 Year 3	408.0 ± 1.6	413.5 ± 1.6	388.9 ± 1.8	392.0 ± 2.3	381.9 ± 2.7	394.8 ± 4.7	415.5 ± 5.7	381.3 ± 7.5	401.7 ± 0.9
2013 Year 5	496.4 ± 2.1	493.7 ± 1.8	485.7 ± 1.9	484.0 ± 2.7	470.2 ± 2.8	473.2 ± 4.5	499.3 ± 7.0	471.3 ± 7.7	489.8 ± 1.0

Table 4A.143 **Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2009-2011-2013 (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 2011-2013	88.4 ± 7.0	80.2 ± 6.8	96.8 ± 6.9	92.0 ± 7.4	88.3 ± 7.5	78.4 ± 9.1	83.8 ± 11.1	90.0 ± 12.5	88.1 ± 6.6

- (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 2009, 2011 and 2013 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 2009 to 2011 of 23.1 ± 2.7). Data for 2008-2010-2012-2014 are in table 4A.125. 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 'Aboriginal and Torres Strait Islander' 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 (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.144 **Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program (per cent) and statistical significance of differences between testing years (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>
2006									
<i>Proficient standard or above (c)</i>	57.4 ± 4.3	58.3 ± 5.0	49.2 ± 3.8	46.6 ± 4.7	51.6 ± 4.7	57.4 ± 5.5	62.0 ± 5.6	38.4 ± 6.5	54.3 ± 2.1
2009									
<i>Proficient standard or above (c)</i>	53.0 ± 5.0	54.6 ± 4.6	48.8 ± 3.8	53.3 ± 4.5	46.5 ± 5.0	49.8 ± 6.0	61.2 ± 4.8	33.6 ± 7.5	51.9 ± 2.2
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 (c)</i>	50.9 ± 4.3	51.3 ± 4.7	49.9 ± 3.3	56.4 ± 4.2	51.1 ± 3.9	51.3 ± 5.4	65.3 ± 5.3	31.0 ± 7.6	51.4 ± 2.0

- (a) 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.
- (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) 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
- Source: ACARA (2013), *National Assessment Program - Science Literacy Year 6, 2012*, Sydney.

Table 4A.145 **Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program, by geolocation, Australia (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.146 **Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	<i>Aust</i>
2006	
Male students	54.9 ± 2.5
Female students	53.7 ± 2.3
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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.147

Table 4A.147 **Average performance of year 6 students in science literacy domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time (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 6 mean scores									
2006	418 ± 15.4	417 ± 10.9	371 ± 13.3	371 ± 13.2	381 ± 16.6	393 ± 15.1	423 ± 11.3	371 ± 17.1	400 ± 5.4
2009	432 ± 11.0	418 ± 10.1	376 ± 13.5	369 ± 10.9	385 ± 15.1	401 ± 17.7	425 ± 20.5	266 ± 32.8	292 ± 5.1
2012	395 ± 9.9	393 ± 9.7	392 ± 6.4	406 ± 9.5	392 ± 7.9	395 ± 12.3	429 ± 13.2	319 ± 31.1	394 ± 4.4
Statistical significance of the difference mean scores, year 6									
Nature of the difference 2006-2012	•	•	•	↑	•	•	•	•	•
Nature of the difference 2009-2012	•	•	•	•	•	•	•	•	•

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) The mean scores reported in this table include 95 per cent confidence intervals (for example, 500.0 per cent ± 12.7) 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; ACARA (2010), National Assessment Program - Science Literacy Year 6, 2009, Sydney.

TABLE 4A.148

Table 4A.148 **Average performance of year 6 students in science literacy in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (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>
2006								
Mean score	411 ± 12.5	408 ± 10.2	387 ± 8.6	381 ± 10.0	392 ± 10.0	406 ± 12.1	418 ± 14.3	325 ± 33.7
<i>NSW</i> 411 ± 12.5	..	●	↑	↑	↑	●	●	↑
<i>Vic</i> 408 ± 10.2	●	..	↑	↑	↑	●	●	↑
<i>Qld</i> 387 ± 8.6	↓	↓	..	●	●	↓	↓	↑
<i>WA</i> 381 ± 10.0	↓	↓	●	..	●	↓	↓	↑
<i>SA</i> 392 ± 10.0	↓	↓	●	●	..	●	↓	↑
<i>Tas</i> 406 ± 12.1	●	●	↑	↑	●	..	●	↑
<i>ACT</i> 418 ± 14.3	●	●	↑	↑	↑	●	..	↑
<i>NT</i> 325 ± 33.7	↓	↓	↓	↓	↓	↓	↓	..
2009								
Mean score	396 ± 12.1	398 ± 9.2	385 ± 8.9	393 ± 9.6	380 ± 10.4	386 ± 13.5	415 ± 10.6	326 ± 28.6
<i>NSW</i> 396 ± 12.1	..	●	●	●	●	●	↓	↑
<i>Vic</i> 398 ± 9.2	●	..	●	●	●	●	↓	↑
<i>Qld</i> 385 ± 8.9	●	↓	..	●	●	●	↓	↑
<i>WA</i> 393 ± 9.6	●	●	●	..	●	●	↓	↑
<i>SA</i> 380 ± 10.4	●	●	●	●	..	●	↓	↑
<i>Tas</i> 386 ± 13.5	●	●	●	●	●	..	↓	↑
<i>ACT</i> 415 ± 10.6	●	●	↑	↑	↑	↑	..	↑
<i>NT</i> 326 ± 28.6	↓	↓	↓	↓	↓	↓	↓	..

Table 4A.148 **Average performance of year 6 students in science literacy in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (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>	
2012										
Year 6	Mean score									
	<i>NSW</i>	395 ± 9.9	..	•	•	•	•	•	↓	↑
	<i>Vic</i>	393 ± 9.7	•	..	•	•	•	•	↓	↑
	<i>Qld</i>	392 ± 6.4	•	•	..	•	•	•	↓	↑
	<i>WA</i>	406 ± 9.5	•	•	•	..	•	•	•	↑
	<i>SA</i>	392 ± 7.9	•	•	•	•	..	•	↓	↑
	<i>Tas</i>	395 ± 12.3	•	•	•	•	•	..	↓	↑
	<i>ACT</i>	429 ± 13.2	↑	↑	↑	•	↑	↑	..	↑
	<i>NT</i>	319 ± 31.1	↓	↓	↓	↓	↓	↓	↓	..

↑= 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, 200.0 per cent ± 22.7) for the reporting year. 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; ACARA (2010), National Assessment Program - Science Literacy Year 6, 2009, Sydney.

TABLE 4A.149

Table 4A.149

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) and statistical significance of differences between testing years (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

TABLE 4A.149

Table 4A.149

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) and statistical significance of differences between testing years (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 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
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
2013									
Year 6									

TABLE 4A.149

Table 4A.149

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) and statistical significance of differences between testing years (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 or above	56 ± 4.8	58 ± 5.5	45 ± 4.8	44 ± 5.8	43 ± 6.0	46 ± 5.5	64 ± 6.0	26 ± 8.4	52 ± 2.4
Below level 1	15 ± 3.0	10 ± 2.6	19 ± 3.4	19 ± 4.7	19 ± 3.9	19 ± 3.4	08 ± 3.6	37 ± 9.3	15 ± 1.5
Level 1	29 ± 4.2	31 ± 5.2	37 ± 3.6	37 ± 4.1	38 ± 4.7	36 ± 4.7	28 ± 4.9	37 ± 6.5	33 ± 2.3
Level 2	37 ± 4.4	43 ± 4.4	35 ± 3.8	34 ± 5.8	35 ± 5.1	38 ± 4.3	47 ± 5.4	22 ± 7.1	38 ± 1.9
Level 3	17 ± 3.5	14 ± 4.2	9 ± 2.9	10 ± 3.6	8 ± 3.0	8 ± 3.6	15 ± 3.7	4 ± 2.2	13 ± 1.6
Level 4 or above	2 ± 0.9	1 ± 0.7	0 ± 0.7	0 ± 0.6	0 ± 0.7	0 ± 0.8	1 ± 1.5	0 ± 0.3	1 ± 0.4
Year 10									
Level 3 or above	51 ± 5.7	48 ± 6.2	35 ± 4.1	44 ± 6.0	35 ± 5.7	32 ± 6.0	48 ± 6.9	20 ± 7.0	44 ± 2.6
Below level 1	2 ± 1.1	2 ± 1.7	4 ± 2.1	4 ± 1.8	5 ± 2.2	8 ± 4.0	3 ± 2.0	17 ± 5.2	3 ± 0.8
Level 1	12 ± 3.8	14 ± 3.3	20 ± 3.9	15 ± 3.8	19 ± 5.0	21 ± 4.3	11 ± 4.7	22 ± 7.3	16 ± 1.6
Level 2	35 ± 5.3	36 ± 6.0	41 ± 4.2	37 ± 4.7	40 ± 6.3	39 ± 4.9	38 ± 5.7	41 ± 6.4	37 ± 2.3
Level 3	39 ± 5.8	38 ± 5.2	30 ± 3.8	36 ± 5.1	29 ± 4.8	28 ± 4.9	36 ± 6.7	18 ± 6.8	35 ± 2.4
Level 4	11 ± 3.6	10 ± 3.7	5 ± 1.6	8 ± 2.9	6 ± 2.9	4 ± 2.0	11 ± 3.1	2 ± 1.9	9 ± 1.5
Level 5	1 ± 1.3	1 ± 1.1	0 ± 0.4	0 ± 0.6	0 ± 0.5	0 ± 0.3	1 ± 1.3	0 ± 0.0	1 ± 0.4
Year 6 Proficient standard or above (level 2 or above)									
2004	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
2007	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
2010	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
2013	56 ± 4.8	58 ± 5.5	45 ± 4.8	44 ± 5.8	43 ± 6.0	46 ± 5.5	64 ± 6.0	26 ± 8.4	52 ± 2.4
Statistical significance of the difference in proficient or above, year 6									
Nature of the difference 2004-2013	•	•	•	•	•	•	•	↓	•
Nature of the difference 2007-2013	•	•	•	•	•	•	•	•	•
Nature of the difference 2010-2013	•	•	•	•	•	•	•	•	•

Table 4A.149 **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) and statistical significance of differences between testing years (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>
Year 10 Proficient standard or above (level 3 or above)									
2004	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
2007	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
2010	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
2013	51 ± 5.7	48 ± 6.2	35 ± 4.1	44 ± 6.0	35 ± 5.7	32 ± 6.0	48 ± 6.9	20 ± 7.0	44 ± 2.6
Statistical significance of the difference in proficient or above, year 10									
Nature of the difference 2004-2013	•	•	•	•	•	•	•	•	•
Nature of the difference 2007-2013	•	↑	•	↑	•	•	•	•	•
Nature of the difference 2010-2013	↓	•	•	•	•	•	•	↓	•

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (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.

– 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; ACARA (2014) *National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.150

Table 4A.150 **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.150

Table 4A.150 **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>
2013							
Year 6							
Metropolitan	14 ± 1.5	31 ± 2.2	39 ± 2.1	15 ± 1.9	1 ± 0.5	..	55 ± 2.7
Provincial	19 ± 3.9	38 ± 5.1	35 ± 4.7	7 ± 2.3	0 ± 0.5	..	43 ± 5.5
Remote	39 ± 21.2	30 ± 18.3	25 ± 14.2	6 ± 9.6	0 ± 0.3	..	31 ± 19.2
All locations	15 ± 1.5	33 ± 2.3	38 ± 1.9	13 ± 1.6	1 ± 0.4	..	52 ± 2.4
Year 10							
Metropolitan	3 ± 1.0	14 ± 1.8	36 ± 2.8	37 ± 2.7	10 ± 1.7	1 ± 0.5	48 ± 3.1
Provincial	3 ± 1.3	19 ± 3.8	42 ± 4.4	29 ± 4.3	6 ± 2.7	1 ± 0.9	36 ± 4.8
Remote	18 ± 12.1	23 ± 15.1	36 ± 11.0	21 ± 8.9	2 ± 3.3	0 ± 0.6	23 ± 9.9
All locations	3 ± 0.8	16 ± 1.6	37 ± 2.3	35 ± 2.4	9 ± 1.5	1 ± 0.4	44 ± 2.6

- (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) 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; ACARA (2014) *National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.151

Table 4A.151 **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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander students	48 ± 11.2	36 ± 11.8	14 ± 6.9	2 ± 2.7	0 ± 0.1	..	16 ± 7.8

TABLE 4A.151

Table 4A.151 **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>
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							
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
Aboriginal and Torres Strait Islander 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
2013							
Year 6							
Male students	19 ± 2.0	33 ± 3.0	35 ± 2.9	12 ± 2.2	1 ± 0.7	..	48 ± 3.4
Female students	12 ± 2.0	33 ± 2.7	41 ± 2.6	14 ± 2.3	1 ± 0.6	..	55 ± 2.7
Aboriginal and Torres Strait Islander students	38 ± 8.2	40 ± 9.4	19 ± 8.6	2 ± 3.5	na	..	22 ± 8.1
Non-Indigenous students	15 ± 1.7	34 ± 2.3	38 ± 2.1	12 ± 1.5	1 ± 0.3	..	51 ± 2.6
Language other than English	16 ± 4.4	33 ± 6.3	36 ± 5.1	14 ± 3.8	1 ± 0.8	..	50 ± 6.9
All students	15 ± 1.5	33 ± 2.3	38 ± 1.9	13 ± 1.6	1 ± 0.4	..	52 ± 2.4
Year 10							
Male students	4 ± 1.2	17 ± 2.5	37 ± 3.5	33 ± 3.1	8 ± 1.6	1 ± 1.4	42 ± 3.7
Female students	2 ± 0.9	14 ± 2.1	37 ± 3.3	37 ± 3.5	9 ± 2.5	1 ± 0.9	46 ± 4.0
Aboriginal and Torres Strait Islander students	13 ± 5.5	29 ± 10.7	41 ± 10.8	17 ± 10.3	0 ± 0.5	na	17 ± 10.4

Table 4A.151 **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>
Non-Indigenous students	3 ± 0.9	15 ± 1.8	37 ± 2.7	36 ± 2.7	9 ± 1.6	1 ± 0.5	45 ± 3.1
Language other than English	5 ± 2.2	16 ± 4.5	34 ± 6.3	35 ± 6.1	9 ± 4.6	1 ± 1.5	45 ± 8.2
All students	3 + 0.8	16 + 1.6	37 + 2.3	35 + 2.4	9 + 1.5	1 ± 0.4	44 + 2.6

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; ACARA (2014) *National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.152

Table 4A.152 **Average performance of years 6 and 10 students in Civics and citizenship domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time (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>
Mean scores - year 6									
2004	418 ± 15.4	417 ± 10.9	371 ± 13.3	371 ± 13.2	381 ± 16.6	393 ± 15.1	423 ± 11.3	371 ± 17.1	400 ± 6.7
2007	432 ± 11.0	418 ± 10.1	376 ± 13.5	369 ± 10.9	385 ± 15.1	401 ± 17.7	425 ± 20.5	266 ± 32.8	405 ± 5.5
2010	426 ± 13.0	422 ± 14.2	374 ± 16.8	402 ± 14.9	396 ± 12.7	411 ± 14.5	442 ± 16.4	316 ± 31.1	408 ± 6.7
2013	418 ± 14.0	421 ± 10.6	384 ± 13.0	383 ± 16.2	379 ± 14.3	383 ± 13.1	433 ± 14.5	314 ± 26.9	403 ± 6.1
Statistical significance of mean scores, year 6									
Nature of the difference 2004-2013	•	•	•	•	•	•	•	↓	•
Nature of the difference 2007-2013	•	•	•	•	•	•	•	↑	•
Nature of the difference 2010-2013	•	•	•	•	•	↓	•	•	•
Mean scores - year 10									
2004	521 ± 10.6	494 ± 19.0	469 ± 17.6	486 ± 17.5	465 ± 16.2	489 ± 16.6	518 ± 21.5	490 ± 33.2	496 ± 7.0
2007	529 ± 17.0	494 ± 17.1	481 ± 13.9	478 ± 22.6	505 ± 23.4	485 ± 16.0	523 ± 19.6	464 ± 38.1	502 ± 8.6
2010	558 ± 23.7	514 ± 19.2	482 ± 28.4	509 ± 21.1	487 ± 18.3	492 ± 15.2	523 ± 24.1	483 ± 32.3	519 ± 11.3
2013	535 ± 14.9	521 ± 14.3	484 ± 11.9	510 ± 14.5	486 ± 16.5	466 ± 20.7	525 ± 13.8	418 ± 24.2	511 ± 6.8
Statistical significance of mean scores, year 10									
Nature of the difference 2004-2013	•	↑	•	•	•	•	•	↓	•
Nature of the difference 2007-2013	•	↑	•	↑	•	•	•	•	•
Nature of the difference 2010-2013	•	•	•	•	•	•	•	↓	•

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The mean scores reported in this table include 95 per cent confidence intervals (for example, 200.0 per cent ± 22.7) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.152 **Average performance of years 6 and 10 students in Civics and citizenship domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time (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>
Source:	MCEETYA (2006), <i>National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004</i> , Melbourne; MCEETYA (2009), <i>National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007</i> , Melbourne; ACARA (2011) <i>2010 National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2010</i> , Sydney; ACARA (2014) <i>National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2013</i> , Sydney.								

Table 4A.153 **Average performance of year 6 and 10 students in Civics and citizenship in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (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>
2004									
Year 6	Mean score	418 ± 15.4	417 ± 10.9	371 ± 13.3	371 ± 13.2	381 ± 16.6	393 ± 15.1	423 ± 11.3	371 ± 17.1
	<i>NSW</i> 418 ± 15.4	..	●	●	●	●	●	●	●
	<i>Vic</i> 417 ± 10.9		●	↑	↑	●	●	●	●
	<i>Qld</i> 371 ± 13.3	↓	↓	..	●	●	●	↓	●
	<i>WA</i> 371 ± 13.2		↓	●	..	●	●	↓	●
	<i>SA</i> 381 ± 16.6		●	●	●	..	●	●	●
	<i>Tas</i> 393 ± 15.1		●	●	●	●	..	●	●
	<i>ACT</i> 423 ± 11.3		●	↑	↑	●	●	..	↑
	<i>NT</i> 371 ± 17.1		●	●	●	●	●	↓	..
Year 10	Mean score	521 ± 10.6	494 ± 19.0	469 ± 17.6	486 ± 17.5	465 ± 16.2	489 ± 16.6	518 ± 21.5	490 ± 33.2
	<i>NSW</i> 521 ± 10.6	..	●	↑	●	↑	●	●	●
	<i>Vic</i> 494 ± 19.0	●	..	●	●	●	●	●	●
	<i>Qld</i> 469 ± 17.6	↓	●	..	●	●	●	●	●
	<i>WA</i> 486 ± 17.5	●	●	●	..	●	●	●	●
	<i>SA</i> 465 ± 16.2	↓	●	●	●	..	●	●	●
	<i>Tas</i> 489 ± 16.6	●	●	●	●	●	..	●	●
	<i>ACT</i> 518 ± 21.5	●	●	●	●	●	●	..	●
	<i>NT</i> 490 ± 33.2	●	●	●	●	●	●	●	..

Table 4A.153 **Average performance of year 6 and 10 students in Civics and citizenship in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (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>
2007									
Year 6	Mean score	432 ± 11.0	418 ± 10.1	376 ± 13.5	369 ± 10.9	385 ± 15.1	401 ± 17.7	425 ± 20.5	266 ± 32.8
	<i>NSW</i> 432 ± 11.0	..	●	↑	↑	↑	↑	●	↑
	<i>Vic</i> 418 ± 10.1	●	..	↑	↑	↑	●	●	↑
	<i>Qld</i> 376 ± 13.5	↓	↓	..	●	●	●	↓	↑
	<i>WA</i> 369 ± 10.9	↓	↓	●	..	●		↓	↑
	<i>SA</i> 385 ± 15.1	↓	↓	●	●	..	●	↓	↑
	<i>Tas</i> 401 ± 17.7	↓	●	●	↑	●	..	●	↑
	<i>ACT</i> 425 ± 20.5	●	●	↑	↑	↑	●	..	↑
	<i>NT</i> 266 ± 32.8	↓	↓	↓	↓	↓	↓	↓	..
Year 10	Mean score	529 ± 17.0	494 ± 17.1	481 ± 13.9	478 ± 22.6	505 ± 23.4	485 ± 16.0	523 ± 19.6	464 ± 38.1
	<i>NSW</i> 529 ± 17.0	..	↑	↑	↑	●	↑	●	↑
	<i>Vic</i> 494 ± 17.1	↓	..	●	●	●	●	●	●
	<i>Qld</i> 481 ± 13.9	↓	●	..	●	●	●	↓	●
	<i>WA</i> 478 ± 22.6	↓	●	●	..	●	●	↓	●
	<i>SA</i> 505 ± 23.4	●	●	●	●	..	●	●	●
	<i>Tas</i> 485 ± 16.0	↓	●	●	●	●	..	↓	●
	<i>ACT</i> 523 ± 19.6	●	●	↑	↑	●	↑	..	↑
	<i>NT</i> 464 ± 38.1	↓	●	●	●	●	●	↓	..

Table 4A.153 **Average performance of year 6 and 10 students in Civics and citizenship in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (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>
2010									
Year 6	Mean score	426 ± 13.0	422 ± 14.2	374 ± 16.8	402 ± 14.9	396 ± 12.7	411 ± 14.5	442 ± 16.4	316 ± 31.1
	<i>NSW</i> 426 ± 13.0	..	●	↑	↑	↑	●	●	↑
	<i>Vic</i> 422 ± 14.2	●	..	↑	●	↑	●	●	↑
	<i>Qld</i> 374 ± 16.8	↓	↓	..	↓	↓	↓	↓	↑
	<i>WA</i> 402 ± 14.9	↓	●	↑	..	●	●	↓	↑
	<i>SA</i> 396 ± 12.7	↓	↓	↑	●	..	●	↓	↑
	<i>Tas</i> 411 ± 14.5	●	●	↑	●	●	..	↓	↑
	<i>ACT</i> 442 ± 16.4	●	●	↑	↑	↑	↑	..	↑
	<i>NT</i> 316 ± 31.1	↓	↓	↓	↓	↓	↓	↓	..
Year 10	Mean score	558 ± 23.7	514 ± 19.2	482 ± 28.4	509 ± 21.1	487 ± 18.3	492 ± 15.2	523 ± 24.1	483 ± 32.3
	<i>NSW</i> 558 ± 23.7	..	↑	↑	↑	↑	↑	↑	↑
	<i>Vic</i> 514 ± 19.2	↓	..	●	●	↑	●		●
	<i>Qld</i> 482 ± 28.4	↓	●	..	●	●	●	↓	●
	<i>WA</i> 509 ± 21.1	↓	●	●	..	●	●		●
	<i>SA</i> 487 ± 18.3	↓	↓	●	●	..	●	↓	●
	<i>Tas</i> 492 ± 15.2	↓	●	●	●	●	..	↓	●
	<i>ACT</i> 523 ± 24.1	↓	●	↑	●	↑	↑	..	●
	<i>NT</i> 483 ± 32.3	↓	●	●	●	●	●	●	..

Table 4A.153 **Average performance of year 6 and 10 students in Civics and citizenship in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (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>
2013									
Year 6	Mean score	418 ± 14.0	421 ± 10.6	384 ± 13.0	383 ± 16.2	379 ± 14.3	383 ± 13.1	433 ± 14.5	314 ± 26.9
	<i>NSW</i> 418 ± 14.0	..	●	↑	↑	↑	↑	●	↑
	<i>Vic</i> 421 ± 10.6		..	↑	↑	↑	↑	●	↑
	<i>Qld</i> 384 ± 13.0	↓	↓	..	●	●	●	↓	↑
	<i>WA</i> 383 ± 16.2	↓	↓	●	..	●	●	↓	↑
	<i>SA</i> 379 ± 14.3	↓	↓	●	●	..	●	↓	↑
	<i>Tas</i> 383 ± 13.1	↓	↓	●	●	●	..	↓	↑
	<i>ACT</i> 433 ± 14.5	●	●	↑	↑	↑	↑	..	↑
	<i>NT</i> 314 ± 26.9	↓	↓	↓	↓	↓	↓	↓	..
Year 10	Mean score	535 ± 14.9	521 ± 14.3	484 ± 11.9	510 ± 14.5	486 ± 16.5	466 ± 20.7	525 ± 13.8	418 ± 24.2
	<i>NSW</i> 535 ± 14.9	..	●	↑	↑	↑	↑	●	↑
	<i>Vic</i> 521 ± 14.3	●	..	↑	●	↑	↑	●	↑
	<i>Qld</i> 484 ± 11.9	↓	↓	..	↓	●	●	↓	↑
	<i>WA</i> 510 ± 14.5	↓	●	↑	..	↑	↑	●	↑
	<i>SA</i> 486 ± 16.5	↓	↓	●	↓	..		↓	↑
	<i>Tas</i> 466 ± 20.7	↓	↓	●	↓		..	↓	↑
	<i>ACT</i> 525 ± 13.8	●	●	↑	●	↑	↑	..	↑
	<i>NT</i> 418 ± 24.2	↓	↓	↓	↓	↓	↓	↓	..

▲ Mean scale score is significantly higher than in the comparison State/Territory. ■ Mean scale score is not significantly higher or lower than the comparison State/Territory. ▼ Mean scale score is significantly lower than in the comparison State/Territory.

Table 4A.153 **Average performance of year 6 and 10 students in Civics and citizenship in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (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>
(a)	The achievement mean scores reported in this table include 95 per cent confidence intervals (for example, 420 ± 2.7) 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: 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. ACARA (2014) *National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.154

Table 4A.154 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program (per cent) and statistical significance of differences between testing years (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.154 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program (per cent) and statistical significance of differences between testing years (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.154 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program (per cent) and statistical significance of differences between testing years (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.155 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program, by geolocation, Australia (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
Aboriginal and Torres Strait Islander 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 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.156

Table 4A.156 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies 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>
2005							
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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
2008							
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
Aboriginal and Torres Strait Islander students	48 ± 11.2	36 ± 11.8	14 ± 6.9	2 ± 2.7	0 ± 0.1	..	16 ± 7.8

TABLE 4A.156

Table 4A.156 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies 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>
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							
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
Aboriginal and Torres Strait Islander 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
2011							
Year 6							
Male students	19 ± 2.0	33 ± 3.0	35 ± 2.9	12 ± 2.2	1 ± 0.7	..	48 ± 3.4
Female students	12 ± 2.0	33 ± 2.7	41 ± 2.6	14 ± 2.3	1 ± 0.6	..	55 ± 2.7
Aboriginal and Torres Strait Islander 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							
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
Aboriginal and Torres Strait Islander 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

Table 4A.156 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies 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>
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 ICT performance. The standard for ICT 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: ACARA (2012), *National Assessment Program ICT Literacy Years 6 and 10 Report 2011*, Sydney.

TABLE 4A.157

Table 4A.157 **Average performance of years 6 and 10 students in information and communication technologies domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time (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>
Mean scores - year 6									
2005	405 ± 12.9	424 ± 13.7	370 ± 12.3	370 ± 10.8	412 ± 11.4	404 ± 19.4	428 ± 22.1	346 ± 53.7	400 ± 6.3
2008	413 ± 13.5	447 ± 15.1	392 ± 11.8	403 ± 11.5	439 ± 12.5	408 ± 16.4	472 ± 13.9	364 ± 49.8	410 ± 6.9
2011	445 ± 12.5	448 ± 9.3	515 ± 14.0	424 ± 13.5	436 ± 10.3	405 ± 12.4	466 ± 22.8	367 ± 37.5	435 ± 5.7
Statistical significance of mean scores, year 6									
Nature of the difference 2005-2011	↑	↑	↑	↑	↑	•	↑	•	↑
Nature of the difference 2008-2011	↑	•	↑	•	•	•	•	•	↑
Mean scores - year 10									
2005	551 ± 13.1	565 ± 9.8	547 ± 11.6	535 ± 11.8	547 ± 11.0	538 ± 11.8	572 ± 17.8	515 ± 28.2	551 ± 5.7
2008	564 ± 13.7	569 ± 18.1	549 ± 14.0	559 ± 12.1	560 ± 11.5	539 ± 16.3	598 ± 14.5	466 ± 71.5	560 ± 7.1
2011	565 ± 12.8	568 ± 12.5	553 ± 9.5	548 ± 10.8	552 ± 14.8	534 ± 15.5	582 ± 16.1	490 ± 49.5	559 ± 5.7
Statistical significance of mean scores, year 10									
Nature of the difference 2005-2011	•	•	•	•	•	•	•	•	•
Nature of the difference 2008-2011	•	•	•	•	•	•	•	•	•

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The mean scores reported in this table include 95 per cent confidence intervals (for example, 200.0 per cent ± 22.7) for the reporting year. 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.158

Table 4A.158 **Average performance of year 6 and 10 students in information and communication technologies in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (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>
2005									
Year 6	Mean score	405 ± 12.9	424 ± 13.7	370 ± 12.3	370 ± 10.8	412 ± 11.4	404 ± 19.4	428 ± 22.1	346 ± 53.7
	<i>NSW</i> 405 ± 12.9	..	●	▲	▲	●	●	●	●
	<i>Vic</i> 424 ± 13.7	●	..	▲	▲	●	●	●	▲
	<i>Qld</i> 370 ± 12.3	▼	▼	..	●	▼	▼	▼	●
	<i>WA</i> 370 ± 10.8	▼	▼	●	..	▼	●	▼	●
	<i>SA</i> 412 ± 11.4	●	●	▲	▲	..	●	●	●
	<i>Tas</i> 404 ± 19.4	●	●	▲	●	●	..	●	●
	<i>ACT</i> 428 ± 22.1	●	●	▲	▲	●	●	..	▲
	<i>NT</i> 346 ± 53.7	●	▼	●	●	▼	●	▼	..
Year 10	Mean score	551 ± 13.1	565 ± 9.8	547 ± 11.6	535 ± 11.8	547 ± 11.0	538 ± 11.8	572 ± 17.8	515 ± 28.2
	<i>NSW</i> 551 ± 13.1	..	●	●	●	●	●	●	●
	<i>Vic</i> 565 ± 9.8	●	..	●	▲	●	▲	●	▲
	<i>Qld</i> 547 ± 11.6	●	●	..	●	●	●	●	●
	<i>WA</i> 535 ± 11.8	●	▼	●	..	●	●	▼	●
	<i>SA</i> 547 ± 11.0	●	●	●	●	..	●	●	●
	<i>Tas</i> 538 ± 11.8	●	▼	●	●	●	..	▼	●
	<i>ACT</i> 572 ± 17.8	●	●	●	▲	●	▲	..	▲
	<i>NT</i> 515 ± 28.2	●	▼	●	●	●	●	▼	..

TABLE 4A.158

Table 4A.158 **Average performance of year 6 and 10 students in information and communication technologies in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (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>
2008									
Year 6	Mean score	413 ± 13.5	447 ± 15.1	392 ± 11.8	403 ± 11.5	439 ± 12.5	408 ± 16.4	472 ± 13.9	364 ± 49.8
	<i>NSW</i> 413 ± 13.5	..	▼	▲	●	▼	●	▼	●
	<i>Vic</i> 447 ± 15.1	▲	..	▲	▲	●	▲	●	▲
	<i>Qld</i> 392 ± 11.8	▼	▼	..	●	▼	●	▼	●
	<i>WA</i> 403 ± 11.5	●	▼	●	..	▼	●	▼	●
	<i>SA</i> 439 ± 12.5	▲	●	▲	▲	..	▲	●	▲
	<i>Tas</i> 408 ± 16.4	●	▼	●	●	▼	..	▼	●
	<i>ACT</i> 472 ± 13.9	▲	●	▲	▲	▲	▲	..	▲
	<i>NT</i> 364 ± 49.8	●	▼	●	●	▼	●	▼	..
Year 10	Mean score	564 ± 13.7	569 ± 18.1	549 ± 14.0	559 ± 12.1	560 ± 11.5	539 ± 16.3	598 ± 14.5	466 ± 71.5
	<i>NSW</i> 564 ± 13.7	..	●	●	●	●	▲	▼	▲
	<i>Vic</i> 569 ± 18.1	●	..	●	●	●	▲	▼	▲
	<i>Qld</i> 549 ± 14.0	●	●	..	●	●	●	▼	▲
	<i>WA</i> 559 ± 12.1	●	●	●	..	●	●	▼	▲
	<i>SA</i> 560 ± 11.5	●	●	●	●	..	▲	▼	▲
	<i>Tas</i> 539 ± 16.3	▼	▼	●	●	▼	..	▼	●
	<i>ACT</i> 598 ± 14.5	▲	▲	▲	▲	▲	▲	..	▲
	<i>NT</i> 466 ± 71.5	▼	▼	▼	▼	▼	●	●	..

Table 4A.158 **Average performance of year 6 and 10 students in information and communication technologies in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (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>
2011									
Year 6	Mean score	445 ± 12.5	448 ± 9.3	515 ± 14.0	424 ± 13.5	436 ± 10.3	405 ± 12.4	466 ± 22.8	367 ± 37.5
	<i>NSW</i> 445 ± 12.5	..	●	▲	▲	●	▲	●	▲
	<i>Vic</i> 448 ± 9.3	●	..	▲	▲	●	▲	●	▲
	<i>Qld</i> 515 ± 14.0	▼	▼	..	●	▼	●	▼	▲
	<i>WA</i> 424 ± 13.5	▼	▼	●	..		▲	▼	▲
	<i>SA</i> 436 ± 10.3	●	●	▲	●	..	▲	▼	▲
	<i>Tas</i> 405 ± 12.4	▼	▼	●	▼	▼	..	▼	●
	<i>ACT</i> 466 ± 22.8	●	●	▲	▲	▲	▲	..	▲
	<i>NT</i> 367 ± 37.5	▼	▼	▼	▼	▼	▼	▼	..
Year 10	Mean score	565 ± 12.8	568 ± 12.5	553 ± 9.5	548 ± 10.8	552 ± 14.8	534 ± 15.5	582 ± 16.1	490 ± 49.5
	<i>NSW</i> 565 ± 12.8	..	●	●	●	●	▲	●	▲
	<i>Vic</i> 568 ± 12.5	●	..	●	▲	●	▲	●	▲
	<i>Qld</i> 553 ± 9.5	●	●	..		●	▲	▼	▲
	<i>WA</i> 548 ± 10.8	●	▼	●	..	●	●	▼	▲
	<i>SA</i> 552 ± 14.8	●	●	●	●	..	●	▼	▲
	<i>Tas</i> 534 ± 15.5	▼	▼	▼	●	●	..	▼	●
	<i>ACT</i> 582 ± 16.1	●	●	▲	▲	▲	▲	..	▲
	<i>NT</i> 490 ± 49.5	▼	▼	▼	▼	▼	●	▼	..

▲ = Average achievement significantly higher, statistically ● = No significant difference, statistically. ▼ = Average achievement significantly lower, statistically.

(a) The mean scores reported in this table include 95 per cent confidence intervals (for example, 200.0 per cent ± 22.7) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.158 **Average performance of year 6 and 10 students in information and communication technologies in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (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>
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Source: ACARA (2012), *National Assessment Program ICT Literacy Years 6 and 10 Report 2011*, Sydney.

Table 4A.159 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.160 **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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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.160 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
Aboriginal and Torres Strait Islander 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.161 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.162

Table 4A.162 **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.162 **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.163 **Mean scores for reading literacy and statistical significance of differences between PISA surveys (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>
2000									
All students	539	516	521	538	537	514	552	489	528
2003									
All students	530	514	517	546	532	508	549	496	525
2006									
All students	519	504	509	524	514	496	535	460	513
2009									
All students	516	513	519	522	506	483	531	481	515
2012									
All students	513	517	508	519	500	485	525	466	512

Statistical significance of the difference in Proportion of 15 year old students achieving level 3 or above

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Nature of the difference 2000-2012	↓	•	•	•	↓	↓	↓	↓	↓

↑= 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>.

Source: ACER (2013) *PISA 2012: How Australia measures up - The PISA 2012 assessment of students' mathematical, scientific and reading literacy*, Melbourne.

Table 4A.164 **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

↑ = 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. 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.165 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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander students	23.2 ± 3.1
Non-Indigenous students (e)	59.7 ± 1.5
Geographically remote students (f)	37.5 ± 14.1

Table 4A.165 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.166 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.167

Table 4A.167 **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:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Compared to:	<i>NSW</i>	..	●	●	●	↓	↓	●	↓	..
	<i>Vic</i>	●	..	●	↑	↓	↓	↑	↓	..
	<i>Qld</i>	●	●	..	↑	↓	↓	↑	↓	..
	<i>WA</i>	●	↓	↓	..	↓	↓	●	↓	..
	<i>SA</i>	↑	↑	↑	↑	..	↓	↑	↓	..
	<i>Tas</i>	↑	↑	↑	↑	↑	..	↑	↓	..
	<i>ACT</i>	●	↓	↓	●	↓	↓	..	↓	..
	<i>NT</i>	↑	↑	↑	↑	↑	↑	↑	..	..

Table 4A.167 **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.168 **Mean scores for mathematical literacy and statistical significance of differences between PISA surveys (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>
2003									
All students	526	511	520	548	535	507	548	496	524
2006									
All students	523	513	519	531	520	502	539	481	
2009									
All students	512	512	518	529	509	487	528	487	
2012									
All students	509	501	503	516	489	478	518	452	504
Statistical significance of the difference in Proportion of 15 year old students achieving level 3 or above									
	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Nature of the difference 2003-2012	↓	•	↓	↓	↓	↓	↓	↓	↓

↑= 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>.

Source: ACER (2013) *PISA 2012: How Australia measures up - The PISA 2012 assessment of students' mathematical, scientific and reading literacy*, Melbourne.

Table 4A.169 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.170 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
Aboriginal and Torres Strait Islander 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
Aboriginal and Torres Strait Islander students	37.8 ± 5.5
Level 5 and Level 6	2.9 ± 1.4
Level 1 and below	35.1 ± 5.3
Non-Indigenous students (e)	68.5 ± 1.7
Level 5 and Level 6	14.9 ± 1.7
Level 1 and below	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
Aboriginal and Torres Strait Islander 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.170 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)

Aust

- (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.171 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.172

Table 4A.172 **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
At or above level 3	%	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
Levels 5 and 6	%	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
Level 1 and below	%	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.172 **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.173 **Mean scores for scientific literacy and statistical significance of differences between PISA surveys (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>
2006									
All students	535	513	522	543	532	507	549	490	527
2009									
All students	531	521	530	539	519	497	546	492	527
2012									
All students	526	518	519	535	513	500	534	483	521
Statistical significance of the difference in Proportion of 15 year old students achieving level 3 or above									
	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Nature of the difference 2006-2012	•	•	•	•	↓	•	↓	•	•

↑= 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>.

Source: ACER (2013) *PISA 2012: How Australia measures up - The PISA 2012 assessment of students' mathematical, scientific and reading literacy*, Melbourne.

TABLE 4A.174

Table 4A.174 Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark 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

TABLE 4A.174

Table 4A.174 Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark 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>
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
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Statistical significance of difference									
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	•	•	•	•	•	•	•	•	•
Proportion of students achieving at or above intermediate									
TIMSS 2011	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
TIMSS 2007	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
TIMSS 2003	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

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

- (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.

Table 4A.174 Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark 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>
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(c) 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.

(d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.

Source: ACER (2012) and unpublished: *Monitoring Australian Year 4 student achievement internationally*: TIMSS 2011, Melbourne. Trends in International Mathematics and Science Study (TIMSS).

TABLE 4A.175

Table 4A.175 **Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark 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	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

TABLE 4A.175

Table 4A.175 **Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark 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>
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
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
Statistical significance of difference									
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	•	•	•	↓	↓	•	•	•	•
Proportion of students achieving at or above intermediate									
TIMSS 2011	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
TIMSS 2007	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
TIMSS 2003	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

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(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>.

Table 4A.175 Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark 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>
(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 \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.									
(d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.									

Source: ACER (2012) and unpublished: *Monitoring Australian Year 8 student achievement internationally: TIMSS 2011*, Melbourne. Trends in International Mathematics and Science Study (TIMSS).

TABLE 4A.176

Table 4A.176 **Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science 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	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

TABLE 4A.176

Table 4A.176 Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science 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>
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
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
Statistical significance of difference									
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
TIMSS 1995	522	529	503	527	519	523	557	512	521
Statistical significance of difference									
TIMSS 2007 - 2011	↓	•	•	•	•	•	↑	•	•
TIMSS 2003 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 1995 - 2011	•	•	•	•	•	•	•	•	•
Proportion of students achieving at or above intermediate									
TIMSS 2011	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
TIMSS 2007	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
TIMSS 2003	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

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

Table 4A.176 Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science 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>
(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 \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.									
(d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.									

Source: ACER (2012) and unpublished: *Monitoring Australian Year 4 student achievement internationally: TIMSS and PIRLS 2011*; Trends in International Mathematics and Science Study (TIMSS).

TABLE 4A.177

Table 4A.177 **Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science 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	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

TABLE 4A.177

Table 4A.177 Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science 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>
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
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
Statistical significance of difference									
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	•	•	•	•	•	•	•	•	•
Proportion of students achieving at or above intermediate									
TIMSS 2011	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
TIMSS 2007	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
TIMSS 2003	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

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

Table 4A.177 Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science 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>
(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 \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.									
(d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.									

Source: ACER (2012) and unpublished: *Monitoring Australian Year 8 student achievement internationally: TIMSS 2011*, Melbourne. Trends in International Mathematics and Science Study (TIMSS).

Table 4A.178 **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				
Aboriginal and Torres Strait Islander 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				
Aboriginal and Torres Strait Islander 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.178 **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.179

Table 4A.179 **Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 PIRLS reading 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>
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 and mean scores 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.180 **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		
Aboriginal and Torres Strait Islander 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 Education Council 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.181 **Proportion of year 8 students achieving at various levels (per cent) and mean scores for 2013 IEA International Computer and Information Literacy Study assessment (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 4	5.5 ± 2.5	4.5 ± 1.8	2.7 ± 1.8	2.1 ± 1.0	4.3 ± 2.0	4.1 ± 1.8	3.6 ± 3.5	2.3 ± 3.1	4.1 ± 1.0
Level 3	30.9 ± 5.1	35.4 ± 4.3	23.7 ± 4.9	30.6 ± 3.7	32.4 ± 4.7	26.4 ± 4.7	33.6 ± 6.7	28.7 ± 6.1	30.4 ± 2.4
Level 2	40.8 ± 4.9	41.7 ± 3.5	42.8 ± 5.1	47.3 ± 3.9	42.2 ± 4.3	40.9 ± 6.9	43.3 ± 5.7	40.7 ± 7.4	42.3 ± 2.2
Level 1	18.0 ± 3.9	14.6 ± 3.3	22.1 ± 4.7	17.3 ± 2.9	16.5 ± 4.1	19.1 ± 4.9	15.6 ± 4.9	20.7 ± 6.9	17.9 ± 2.0
Below level 1	4.9 ± 1.8	3.8 ± 2.0	8.6 ± 3.7	2.7 ± 1.6	4.6 ± 2.5	9.6 ± 4.3	3.9 ± 3.1	7.7 ± 3.3	5.3 ± 1.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean score	545.6 ± 9.0	552.9 ± 8.0	522.8 ± 11.6	543.5 ± 6.9	545.2 ± 9.4	529.2 ± 12.7	548.6 ± 11.0	530.8 ± 11.4	541.6 ± 4.5

- (a) The achievement percentages and mean scores reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). See section 2.6 of the statistical appendix for more information on confidence intervals.
- (b) Estimates in italics have relative standard errors greater than 25 per cent.
- (c) Levels are categorised as: Below Level 1 (less than 407 score points); Level 1 (from 407 to 492 score points); Level 2 (from 492 to 576 score points); Level 3 (from 576 to 661 score points); Level 4 (661 score points and above).

Source: ACER 2013 (and unpublished) *ICILS 2013: Australian students' readiness for study, work and life in the digital age*; Melbourne.

Table 4A.182 **Mean scores of year 8 students for 2013 IEA International Computer and Information Literacy Study assessment, by equity group (a)**

	<i>Mean score</i>
All students	541.6 ± 4.5
By sex	
Male students	529.4 ± 5.5
Female students	553.5 ± 6.5
By Indigenous status	
Aboriginal and Torres Strait Islander students	479.8 ± 15.9
Non-Indigenous students (b)	545.9 ± 4.5
Geographically remote students	497.1 ± 40.0
By socioeconomic status (INSBI) (c)	
Highest quartile	580.2 ± 5.9
Third quartile	555.4 ± 5.7
Second quartile	534.1 ± 5.5
Lowest quartile	498.7 ± 7.1

- (a) The mean scores reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). 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 ICILS National Socioeconomic Background Index (INSBI) is a composite measure derived from the highest parental occupation, the highest parental education and the number of books in the home.

Source: ACER 2013 (and unpublished) *IEA International Computer and Information Literacy Study (ICILS) assessment*, Melbourne.

TABLE 4A.183

Table 4A.183 **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</i>	<i>NT</i>	<i>Aust</i>
2008										
Aboriginal and Torres Strait Islander students										
Number of children aged 6–15 years enrolled in school (b)	no.	37 640	7 460	37 214	19 157	7 037	4 236	1 001	13 189	128 942
Total 6–15 year old population (c)	no.	49 283	10 602	43 756	19 827	8 201	5 634	1 393	15 997	153 343
Proportion of 6–15 year old population enrolled in school	%	76.4	70.4	85.0	96.6	85.8	75.2	71.9	82.4	84.1
Non-Indigenous students										
Number of children aged 6–15 years enrolled in school (b)	no.	843 913	651 622	536 323	265 885	189 789	61 721	44 593	18 425	2 614 279
Total 6–15 year old population (c)	no.	837 550	644 560	526 745	265 988	188 027	60 267	40 940	17 627	2 583 459
Proportion of 6–15 year old population enrolled in school	%	100.8	101.1	101.8	100.0	100.9	102.4	108.9	104.5	101.2
All students										
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	2 741 213
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	100.2
2009										
Aboriginal and Torres Strait Islander students										
Number of children aged 6–15 years enrolled in school (b)	no.	39 000	7 740	38 386	19 152	7 232	4 537	1 053	12 853	131 962
Total 6–15 year old population (c)	no.	49 451	10 686	44 419	20 005	8 307	5 601	1 340	16 081	154 561
Proportion of 6–15 year old population enrolled in school	%	78.9	72.4	86.4	95.7	87.1	81.0	78.6	79.9	85.4

TABLE 4A.183

Table 4A.183 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</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Number of children aged 6–15 years enrolled in school (b)	no.	841 550	653 940	541 098	269 193	188 742	60 797	44 789	18 674	2 620 792
Total 6–15 year old population (c)	no.	837 752	645 954	531 563	269 624	186 964	59 917	40 875	17 824	2 592 205
Proportion of 6–15 year old population enrolled in school	%	100.5	101.2	101.8	99.8	101.0	101.5	109.6	104.8	101.1
All students										
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	2 750 745
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										
Aboriginal and Torres Strait Islander students										
Number of children aged 6–15 years enrolled in school (b)	no.	40 858	8 245	39 353	18 998	7 490	4 572	1 114	13 360	136 000
Total 6–15 year old population (c)	no.	49 470	10 854	45 009	20 041	8 420	5 595	1 330	16 185	155 584
Proportion of 6–15 year old population enrolled in school	%	82.6	76.0	87.4	94.8	89.0	81.7	83.8	82.5	87.4
Non-Indigenous students										
Number of children aged 6–15 years enrolled in school (b)	no.	841 853	654 803	543 096	270 115	188 340	60 134	44 908	18 654	2 623 913
Total 6–15 year old population (c)	no.	838 920	647 395	535 087	271 885	186 625	59 407	40 824	17 658	2 599 518
Proportion of 6–15 year old population enrolled in school	%	100.3	101.1	101.5	99.3	100.9	101.2	110.0	105.6	100.9
All students										

TABLE 4A.183

Table 4A.183 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</i>	<i>NT</i>	<i>Aust</i>
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	2 757 903
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	100.1
2011										
Aboriginal and Torres Strait Islander students										
Number of children aged 6–15 years enrolled in school (b)	no.	42 680	8 720	40 502	19 282	7 709	4 572	1 102	13 469	140 047
Total 6–15 year old population (c)	no.	49 487	10 885	45 613	20 143	8 511	5 582	1 286	16 297	156 377
Proportion of 6–15 year old population enrolled in school	%	86.2	80.1	88.8	95.7	90.6	81.9	85.7	82.6	89.6
Non-Indigenous students										
Number of children aged 6–15 years enrolled in school (b)	no.	842 594	657 423	546 799	272 994	187 361	59 452	45 063	18 455	2 632 152
Total 6–15 year old population (c)	no.	841 398	650 257	540 476	275 924	185 793	58 894	41 064	17 335	2 612 934
Proportion of 6–15 year old population enrolled in school	%	100.1	101.1	101.2	98.9	100.8	100.9	109.7	106.5	100.7
All students										
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	2 770 188
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										
Aboriginal and Torres Strait Islander students										

TABLE 4A.183

Table 4A.183 **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</i>	<i>NT</i>	<i>Aust</i>
Number of children aged 6–15 years enrolled in school (b)	no.	44 525	9 351	42 394	19 806	7 932	4 661	1 208	13 579	145 468
Total 6–15 year old population (c)	no.	49 620	10 992	46 017	20 393	8 655	5 660	1 287	16 443	157 740
Proportion of 6–15 year old population enrolled in school	%	89.7	85.1	92.1	97.1	91.6	82.3	93.9	82.6	92.2
Non-Indigenous students										
Number of children aged 6–15 years enrolled in school (b)	no.	846 231	663 669	557 306	279 880	187 650	58 568	46 150	18 841	2 660 307
Total 6–15 year old population (c)	no.	848 274	657 843	550 226	283 332	186 144	58 318	42 019	17 579	2 645 426
Proportion of 6–15 year old population enrolled in school	%	99.8	100.9	101.3	98.8	100.8	100.4	109.8	107.2	100.6
All students										
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	2 803 763
Total 6–15 year old population (c)	no.	897 894	668 835	596 243	303 725	194 799	63 978	43 306	34 022	2 803 166
Proportion of 6–15 year old population enrolled in school	%	99.2	100.6	100.6	98.7	100.4	98.8	109.4	95.3	100.0
2013										
Aboriginal and Torres Strait Islander students										
Number of children aged 6–15 years enrolled in school (b)	no.	46 934	9 907	44 052	20 385	8 251	4 828	1 259	13 796	151 425
Total 6–15 year old population (c)	no.	49 868	11 072	46 351	20 591	8 651	5 672	1 262	16 550	158 679
Proportion of 6–15 year old population enrolled in school	%	94.1	89.5	95.0	99.0	95.4	85.1	99.8	83.4	95.4
Non-Indigenous students										

Table 4A.183 **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</i>	<i>NT</i>	<i>Aust</i>
Number of children aged 6–15 years enrolled in school (b)	no.	855 188	674 320	565 920	287 287	188 609	58 258	47 082	18 907	2 697 584
Total 6–15 year old population (c)	no.	855 664	666 507	558 957	290 986	186 628	58 014	42 674	17 886	2 679 003
Proportion of 6–15 year old population enrolled in school	%	99.9	101.2	101.2	98.7	101.1	100.4	110.3	105.7	100.7
All students										
Number of children aged 6–15 years enrolled in school (b)	no.	902 122	684 227	609 972	307 672	196 860	63 086	48 341	32 703	2 846 996
Total 6–15 year old population (c)	no.	905 532	677 579	605 308	311 577	195 279	63 686	43 936	34 436	2 837 682
Proportion of 6–15 year old population enrolled in school	%	99.6	101.0	100.8	98.7	100.8	99.1	110.0	95.0	100.3

(a) 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. Proportions that exceed 100 per cent may reflect disparities between the sources of data for students and the residential population, multiple enrolments by individual students or students residing in one jurisdiction enrolling in schools in another jurisdiction. In particular, enrolment rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT. As a result of the relative sizes of the populations this has a larger effect on the ACT rates than the NSW rates. This is referred to as cross-border enrolment.

(b) School data includes children enrolled full time or part time in 2008-2013. Data also include students who cross State and Territory boundaries to attend school. 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) and from ABS (2013) Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026, Cat. no. 3238.0. 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 (2014) *Schools Australia*, 2013, Cat. no. 4221.0; ABS (2013) *Population by Age and Sex, Australian States and Territories, June 2013*, Cat. no. 3101.0; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0;

Table 4A.184 School participation rates by age and sex of students, all schools, 2013 (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	62.6	66.9	57.7	54.6	67.8	66.0	73.7	50.8	62.2
Female	63.9	67.5	58.5	54.8	68.2	69.9	74.6	54.0	63.1
All students	63.2	67.2	58.1	54.7	68.0	67.9	74.1	52.3	62.7
14 year olds									
Male	99.0	102.0	100.7	99.0	101.5	100.2	114.9	92.5	100.4
Female	99.7	101.4	100.9	97.8	100.2	101.9	115.4	91.0	100.4
All students	99.3	101.7	100.8	98.4	100.9	101.0	115.1	91.8	100.4
15 year olds									
Male	98.7	99.8	98.0	97.8	101.9	98.3	112.3	83.3	98.9
Female	99.1	100.4	99.7	95.6	102.5	100.5	117.0	85.4	99.5
All students	98.9	100.1	98.8	96.7	102.2	99.4	114.6	84.3	99.2
16 year olds									
Male	90.0	94.2	89.5	84.3	99.7	91.6	110.9	71.5	91.1
Female	92.6	96.6	93.1	87.1	100.4	95.5	115.1	76.9	93.8
All students	91.3	95.3	91.3	85.7	100.0	93.5	112.9	74.1	92.4
17 year olds									
Male	73.4	81.9	56.3	46.7	83.2	74.3	98.3	48.1	69.7
Female	80.0	87.0	55.5	47.5	87.4	80.7	98.8	58.6	73.6
All students	76.6	84.4	55.9	47.1	85.3	77.4	98.6	52.9	71.6
18 year olds									
Male	19.4	30.5	6.2	5.0	23.2	32.4	29.3	13.2	18.5
Female	17.0	28.3	5.0	4.3	20.1	34.6	24.4	12.5	16.6
All students	18.3	29.5	5.6	4.7	21.7	33.5	26.9	12.9	17.6
19 year olds									
Male	1.3	2.4	0.9	1.3	4.9	3.1	1.6	1.9	1.8
Female	1.1	2.2	0.7	1.1	4.4	3.7	2.2	2.1	1.6
All students	1.2	2.3	0.8	1.2	4.7	3.4	1.9	2.0	1.7

(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.

(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.

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

Table 4A.185 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>
2004									
14–19 year olds	59.0	63.0	54.5	52.2	57.5	61.8	68.0	50.7	58.4
14 year olds	97.3	98.8	98.0	98.3	97.7	99.3	108.5	92.0	98.1
15 year olds	92.7	94.4	92.1	92.1	95.5	99.1	104.4	86.5	93.4
16 year olds	79.8	88.5	83.4	78.0	87.3	89.0	100.2	75.4	83.5
17 year olds	68.6	78.8	51.5	41.6	67.8	69.9	89.7	54.8	65.1
18 year olds	15.9	21.7	6.3	4.9	14.2	18.8	21.7	16.9	14.3
19 year olds	2.2	2.8	1.3	1.3	4.0	4.4	2.5	4.0	2.3
2005									
14–19 year olds	59.3	63.0	54.4	52.4	58.3	62.7	69.1	50.0	58.6
14 year olds	97.4	98.6	97.7	99.1	98.2	98.3	111.2	89.4	98.1
15 year olds	93.5	96.0	91.9	92.2	96.3	99.5	107.0	86.6	94.1
16 year olds	79.1	88.1	82.4	77.7	87.4	87.2	101.0	73.8	82.9
17 year olds	68.5	77.3	50.1	42.5	68.9	67.4	89.4	51.5	64.5
18 year olds	15.6	21.6	5.7	4.3	13.5	25.7	24.5	14.2	14.2
19 year olds	2.1	2.4	1.1	1.2	3.7	3.8	2.1	4.4	2.1
2006									
14–19 year olds	59.5	63.6	54.7	52.9	59.2	63.6	69.6	49.9	59.0
14 year olds	97.0	98.8	97.1	98.4	98.6	100.4	110.9	90.1	97.9
15 year olds	93.3	96.1	92.3	95.3	96.2	98.6	109.8	84.5	94.5
16 year olds	80.0	89.9	82.3	80.1	88.3	87.3	102.4	72.6	83.9
17 year olds	68.6	78.7	49.5	41.5	70.3	67.9	91.5	51.3	64.7
18 year olds	15.8	22.8	5.3	4.0	14.5	28.1	23.5	13.0	14.5
19 year olds	1.8	2.2	0.9	0.9	3.6	3.9	2.1	4.0	1.9
2007									
14–19 year olds	59.3	63.7	54.7	52.1	59.9	63.5	69.4	48.8	58.9
14 year olds	97.8	99.4	97.7	98.0	99.3	99.6	113.1	85.9	98.4
15 year olds	93.1	96.3	92.8	94.1	97.5	100.8	109.4	83.9	94.5
16 year olds	79.9	90.0	82.8	79.5	90.5	86.6	104.0	71.6	84.1
17 year olds	68.0	79.3	48.6	40.5	70.8	67.5	90.7	48.8	64.3
18 year olds	15.9	23.0	5.1	3.5	14.5	28.1	23.0	13.5	14.5
19 year olds	1.6	2.3	0.8	0.8	4.0	3.7	1.6	2.7	1.8
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

Table 4A.185 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>
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
2013									
14–19 year olds	63.2	67.2	58.1	54.7	68.0	67.9	74.1	52.3	62.7
14 year olds	99.3	101.7	100.8	98.4	100.9	101.0	115.1	91.8	100.4
15 year olds	98.9	100.1	98.8	96.7	102.2	99.4	114.6	84.3	99.2
16 year olds	91.3	95.3	91.3	85.7	100.0	93.5	112.9	74.1	92.4
17 year olds	76.6	84.4	55.9	47.1	85.3	77.4	98.6	52.9	71.6
18 year olds	18.3	29.5	5.6	4.7	21.7	33.5	26.9	12.9	17.6
19 year olds	1.2	2.3	0.8	1.2	4.7	3.4	1.9	2.0	1.7

Table 4A.185 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, 2012 and 2013 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.								

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

Table 4A.186 Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 2013 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (d)	(e)	<i>ACT</i> (e)	<i>NT</i>	<i>Aust</i>
All students (f)										
Government schools										
To year 10	102.0	104.3	103.3	105.5	105.5	100.4	106.5	84.6	103.2	
To year 11	90.3	96.2	96.0	124.2	110.8	86.2	138.6	81.2	97.1	
To year 12 (total)	72.7	80.4	80.2	82.1	87.4	69.8	104.4	56.5	78.3	
To year 12 (male)	67.7	75.9	76.1	78.1	81.8	65.9	100.8	50.9	73.8	
To year 12 (female)	77.9	85.2	84.7	86.7	93.5	74.1	108.2	62.9	83.2	
All schools										
To year 10	101.0	101.9	102.0	102.2	103.8	99.4	101.5	84.2	101.5	
To year 11	90.3	95.6	96.7	108.2	107.2	82.0	109.6	76.7	95.5	
To year 12 (total)	76.7	83.7	85.2	82.2	90.6	68.7	91.6	55.8	81.6	
To year 12 (male)	72.4	79.6	82.3	78.6	86.7	65.8	89.7	51.5	77.8	
To year 12 (female)	81.2	88.0	88.2	86.0	94.7	71.7	93.5	60.8	85.6	
Aboriginal and Torres Strait Islander students (e), (f)										
Government schools										
To year 10	103.7	101.9	97.4	85.7	99.6	102.0	97.7	66.8	95.4	
To year 11	76.5	77.9	80.2	83.2	100.6	73.9	116.5	52.1	77.9	
To year 12 (total)	45.4	49.8	56.5	43.9	75.6	53.9	65.2	33.7	49.7	
To year 12 (male)	40.4	43.3	54.2	43.2	69.4	51.0	69.2	30.9	46.2	
To year 12 (female)	50.4	56.0	58.8	44.6	81.9	57.5	60.0	36.9	53.3	
All schools										
To year 10	105.6	104.3	100.4	89.8	98.1	102.6	100.9	74.9	98.1	
To year 11	77.6	83.1	85.1	90.4	101.6	75.8	118.7	56.4	81.3	
To year 12 (total)	49.5	55.1	65.3	49.5	76.9	54.7	68.5	36.1	55.1	
To year 12 (male)	44.2	50.0	64.2	50.2	70.6	49.2	70.6	33.2	52.0	
To year 12 (female)	54.9	60.0	66.4	48.7	83.5	61.8	65.8	39.5	58.2	
Non-Indigenous students (f)										
Government schools										
To year 10	101.9	104.4	103.9	107.4	105.9	100.3	106.8	101.3	103.8	
To year 11	91.2	96.6	97.5	128.2	111.3	87.3	139.4	105.8	98.4	
To year 12 (total)	74.5	80.9	82.3	85.9	88.1	71.2	105.5	78.8	80.3	
To year 12 (male)	69.5	76.5	78.0	81.4	82.5	67.3	101.8	70.9	75.6	
To year 12 (female)	79.7	85.7	87.1	91.0	94.2	75.5	109.4	87.6	85.3	
All schools										
To year 10	100.8	101.9	102.1	103.0	104.0	99.2	101.5	91.0	101.7	
To year 11	90.9	95.7	97.5	109.4	107.4	82.5	109.3	89.8	96.2	
To year 12 (total)	77.9	84.0	86.6	84.4	91.1	69.6	92.0	69.6	82.9	
To year 12 (male)	73.6	80.0	83.6	80.5	87.3	67.1	90.2	64.4	79.1	
To year 12 (female)	82.4	88.3	89.7	88.5	95.1	72.3	94.0	75.5	86.9	

Table 4A.186 Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 2013 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<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 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 not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions.											

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0, Canberra.

Table 4A.187 Apparent retention rates of secondary students from years 10–12 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (d) (e)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Full time secondary students									
Government schools	68.5	77.0	72.7	66.3	64.4	67.2	99.5	76.2	71.3
Non-government schools	81.3	90.2	91.2	82.3	86.2	69.2	74.5	54.2	85.4
All schools	73.2	82.2	79.3	72.2	72.1	67.8	88.1	69.5	76.5
Full time and part time secondary students									
Government schools	71.1	80.5	74.7	67.7	85.0	102.2	100.8	84.4	76.1
Non-government schools	81.7	90.4	91.4	82.4	91.0	69.3	75.6	54.8	86.0
All schools	75.0	84.4	80.6	73.1	87.2	92.4	89.3	75.5	79.8
2006									
Full time secondary students									
Government schools	68.2	75.8	72.2	66.0	64.6	64.4	101.1	79.0	70.8
Non-government schools	80.9	91.5	90.2	80.1	86.6	66.5	74.6	42.4	85.0
All schools	73.0	82.1	78.6	71.4	72.7	65.0	88.9	68.0	76.2
Full time and part time secondary students									
Government schools	70.7	79.0	74.1	68.2	84.5	94.3	101.2	87.8	75.4
Non-government schools	81.2	91.7	89.6	80.1	91.4	66.4	75.0	42.9	85.4
All schools	74.6	84.0	79.5	72.7	87.0	85.8	89.2	74.7	79.2
2007									
Full time secondary students									
Government schools	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
Non-government schools	80.0	90.0	90.1	78.8	86.0	69.0	73.0	44.7	84.1
All schools	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
Full time and part time secondary students									
Government schools	70.1	78.9	73.7	65.2	85.0	91.0	96.7	79.8	74.5
Non-government schools	80.4	90.1	90.4	78.9	91.3	69.0	73.6	47.2	84.8
All schools	74.0	83.4	79.5	70.5	87.4	84.4	86.2	69.3	78.4
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

Table 4A.187 Apparent retention rates of secondary students from years 10–12 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (d) (e)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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									
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
2013									
Full time secondary students									
Government schools	71.1	78.9	78.7	79.3	83.8	68.4	102.7	67.0	76.7
Non-government schools	83.7	89.1	93.1	83.2	93.9	66.7	77.6	55.7	87.0
All schools	75.8	83.1	84.0	81.0	87.8	67.8	90.4	62.9	80.7
Full time and part time secondary students									
Government schools	73.4	81.6	81.1	80.6	92.3	81.6	104.8	65.9	79.7
Non-government schools	83.6	89.3	93.4	83.3	95.2	66.8	77.6	56.4	87.1

Table 4A.187 Apparent retention rates of secondary students from years 10–12 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (d) (e)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools	77.3	84.8	85.6	81.7	93.4	76.9	91.5	62.6	82.6

- (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 Tasmania.
- (e) Inclusion of part time students in the calculation of apparent retention rates increases the apparent retention rates in Tasmania due to a significant number of part-time adult learners 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.188 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</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
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
2013	101.0	101.9	102.0	102.2	103.8	99.4	101.5	84.2	101.5
Aboriginal and Torres Strait Islander students									
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
2013	105.6	104.3	100.4	89.8	98.1	102.6	100.9	74.9	98.1
Non-Indigenous students									
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
2013	100.8	101.9	102.1	103.0	104.0	99.2	101.5	91.0	101.7
Year 7 or 8 to year 12									
All students									
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
2007	69.7	80.1	78.5	70.3	72.7	65.4	85.2	61.7	74.3

Table 4A.188 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</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
2013	76.7	83.7	85.2	82.2	90.6	68.7	91.6	55.8	81.6
Aboriginal and Torres Strait Islander students									
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
2013	49.5	55.1	65.3	49.5	76.9	54.7	68.5	36.1	55.1
Non-Indigenous students									
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
2013	77.9	84.0	86.6	84.4	91.1	69.6	92.0	69.6	82.9
Year 10 to year 12									
All students									
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
2013	75.8	83.1	84.0	81.0	87.8	67.8	90.4	62.9	80.7

Table 4A.188 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</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
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
2013	46.7	58.0	67.0	53.5	75.4	47.5	64.2	43.4	55.8
Non-Indigenous students									
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
2013	77.2	83.4	85.2	82.6	88.3	69.4	90.9	75.3	81.9

- (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 not included in the figures for 'Non-Indigenous students'. However, 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 Tasmania.

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

Table 4A.189 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</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
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
2013	102.0	104.3	103.3	105.5	105.5	100.4	106.5	84.6	103.2
Aboriginal and Torres Strait Islander students									
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
2013	103.7	101.9	97.4	85.7	99.6	102.0	97.7	66.8	95.4
Non-Indigenous students									
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
2013	101.9	104.4	103.9	107.4	105.9	100.3	106.8	101.3	103.8
Year 7 or 8 to year 12									
All students									
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
2007	64.5	73.9	71.1	63.1	64.0	63.3	96.6	69.4	68.3

Table 4A.189 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</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
2013	72.7	80.4	80.2	82.1	87.4	69.8	104.4	56.5	78.3
Aboriginal and Torres Strait Islander students									
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
2013	45.4	49.8	56.5	43.9	75.6	53.9	65.2	33.7	49.7
Non-Indigenous students									
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
2013	74.5	80.9	82.3	85.9	88.1	71.2	105.5	78.8	80.3
Year 10 to year 12									
All students									
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
2013	71.1	78.9	78.7	79.3	83.8	68.4	102.7	67.0	76.7

Table 4A.189 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</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
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
2013	43.4	58.2	60.0	48.3	73.4	45.3	64.3	50.9	52.3
Non-Indigenous students									
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
2013	72.9	79.2	80.2	82.0	84.4	70.7	103.8	77.2	78.2

- (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 not included in the figures for 'Non-Indigenous students'. However, 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 Tasmania.

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

Table 4A.190 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</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
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
2013	99.5	98.8	100.0	98.0	101.2	97.4	96.6	83.6	99.1
Aboriginal and Torres Strait Islander students									
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
2013	116.4	115.7	112.6	108.1	89.7	106.2	112.5	100.6	110.2
Non-Indigenous students									
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
2013	99.1	98.7	99.5	97.7	101.4	97.1	96.4	76.6	98.8
Year 7 or 8 to year 12									
All students									
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
2007	78.6	89.5	92.5	82.1	88.0	70.4	71.7	44.7	84.4

Table 4A.190 **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</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
2013	83.0	88.3	93.6	82.3	95.4	66.3	78.3	54.4	86.6
Aboriginal and Torres Strait Islander students									
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
2013	78.1	94.2	101.8	74.0	85.9	59.2	80.0	46.7	82.6
Non-Indigenous students									
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
2013	83.1	88.3	93.3	82.5	95.5	66.6	78.3	56.8	86.7
Year 10 to year 12									
All students									
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
2013	83.7	89.1	93.1	83.2	93.9	66.7	77.6	55.7	87.0

Table 4A.190 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</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
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
2013	66.7	57.0	91.3	74.6	89.8	60.9	64.0	29.6	70.5
Non-Indigenous students									
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
2013	84.0	89.3	93.2	83.5	93.9	66.8	77.7	71.9	87.3

- (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 not included in the figures for 'Non-Indigenous students'. However, 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 Tasmania.

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

Table 4A.191 Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas (g)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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									
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									

Table 4A.191 Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas (g)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
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
2013									
Low socioeconomic status deciles									
Male students	62	71	60	63	74	33	np	16	63
Female students	75	79	69	68	85	46	np	20	73
All students	68	75	64	65	79	39	np	18	68
Medium socioeconomic status deciles									
Male students	64	76	67	72	76	43	np	41	69
Female students	75	84	76	81	88	59	np	58	78
All students	69	80	71	76	82	51	np	49	74
High socioeconomic status deciles									
Male students	76	84	68	71	86	62	81	np	77
Female students	82	87	75	77	91	67	87	np	82

Table 4A.191 Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas (g)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	79	85	72	74	88	64	84	np	79
Total									
Male students	67	78	65	70	77	41	80	34	69
Female students	77	84	74	77	88	54	85	44	78
All students	72	81	69	73	82	47	82	39	74

- (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.192 Completion rates, year 12, by locality and sex, all schools (per cent)
(a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d) (e)</i>	<i>Tas (d) (f)</i>	<i>ACT (d) (g)</i>	<i>NT (g)</i>	<i>Aust</i>
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
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

**Table 4A.192 Completion rates, year 12, by locality and sex, all schools (per cent)
(a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d) (e)</i>	<i>Tas (d) (f)</i>	<i>ACT (d) (g)</i>	<i>NT (g)</i>	<i>Aust</i>
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
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

**Table 4A.192 Completion rates, year 12, by locality and sex, all schools (per cent)
(a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d) (e)</i>	<i>Tas (d) (f)</i>	<i>ACT (d) (g)</i>	<i>NT (g)</i>	<i>Aust</i>
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
2013									
Metropolitan zone									
Male students	70	80	66	69	80	47	80	..	72
Female students	78	84	74	76	87	58	85	..	79
All students	74	82	70	72	83	52	82	..	76
Provincial zone									
Male students	56	70	63	76	69	36	..	48	62
Female students	71	83	74	82	89	51	..	61	75
All students	64	76	69	79	79	43	..	54	68
Remote									
Male students	63	..	55	76	np	29	..	30	59
Female students	85	..	78	83	np	39	..	44	77
All students	74	..	65	79	np	33	..	37	68
Very remote									
Male students	64	..	46	55	np	..	..	9	37
Female students	76	..	60	67	np	..	..	11	46
All students	70	..	52	61	np	..	..	10	41
Total									
Male students	67	78	65	70	77	41	80	34	69
Female students	77	84	74	77	88	54	85	44	78
All students	72	81	69	73	82	47	82	39	74

- (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.192 **Completion rates, year 12, by locality and sex, all schools (per cent)**
(a), (b), (c)

	<i>NSW</i>	<i>Vic</i> (d)	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d) (e)	<i>Tas</i> (d) (f)	<i>ACT</i> (d) (g)	<i>NT</i> (g)	<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.193

Table 4A.193 **School leaver destination by highest level of school completed (15-24 year olds), 2013 (a), (b), (c), (d)**

	<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 12										
Fully participating in education and/or training	%	43.0 ± 3.2	46.3 ± 4.1	34.9 ± 4.9	41.6 ± 6.9	41.1 ± 5.8	45.1 ± 9.8	38.9 ± 10.4	22.1 ± 10.3	41.6 ± 1.6
Fully participating in employment	%	35.7 ± 3.2	30.8 ± 2.8	37.6 ± 4.5	35.3 ± 5.0	38.4 ± 4.1	24.9 ± 8.4	42.7 ± 8.1	61.9 ± 14.3	35.1 ± 1.3
Total fully engaged (e)	%	80.2 ± 2.8	77.8 ± 3.0	72.4 ± 3.5	77.8 ± 5.3	82.9 ± 4.4	71.1 ± 11.4	83.0 ± 7.1	88.5 ± 8.8	77.8 ± 0.9
Participating in Higher Education (f)	%	40.2 ± 3.1	42.4 ± 4.1	32.0 ± 4.6	40.8 ± 7.3	39.9 ± 5.6	42.1 ± 10.0	47.7 ± 10.7	33.6 ± 13.2	39.1 ± 2.0
Participating in TAFE (f)	%	11.3 ± 2.4	10.8 ± 2.3	9.5 ± 2.3	6.5 ± 2.7	11.0 ± 4.1	7.7 ± 4.9	6.4 ± 3.7	np	10.1 ± 1.1
Year 11 and below										
Fully participating in education and/or training	%	7.2 ± 3.0	7.9 ± 3.9	6.3 ± 3.6	5.9 ± 3.1	11.1 ± 4.7	11.0 ± 7.0	np	15.9 ± 11.2	7.3 ± 1.4
Fully participating in employment	%	48.2 ± 5.8	49.4 ± 5.5	46.8 ± 5.8	59.6 ± 5.9	48.9 ± 9.3	40.7 ± 13.8	69.0 ± 21.0	52.4 ± 12.0	49.5 ± 2.6
Total fully engaged (e)	%	54.8 ± 6.0	57.2 ± 5.4	54.8 ± 4.5	63.4 ± 4.8	60.4 ± 8.7	50.0 ± 10.0	np	59.8 ± 12.0	56.7 ± 1.9
Participating in Higher Education (f)	%	np	np	np	np	np	np	np	np	2.5 ± 0.9
Participating in TAFE (f)	%	18.9 ± 5.0	16.5 ± 4.3	12.1 ± 4.2	12.0 ± 5.3	16.4 ± 6.5	22.1 ± 7.3	np	np	16.1 ± 2.2
All school leavers										
Fully participating in education and/or training	%	33.7 ± 2.6	38.8 ± 3.4	27.8 ± 4.1	31.1 ± 5.3	31.8 ± 4.3	29.8 ± 7.6	35.9 ± 9.6	19.0 ± 6.8	33.1 ± 1.4
Fully participating in employment	%	38.7 ± 2.7	34.2 ± 2.5	40.0 ± 4.0	42.5 ± 3.9	41.4 ± 4.8	30.7 ± 8.1	44.3 ± 8.5	63.0 ± 9.8	38.7 ± 1.3
Total fully engaged (e)	%	73.8 ± 1.8	73.6 ± 2.3	68.1 ± 3.0	74.2 ± 3.7	75.1 ± 4.1	62.4 ± 8.0	79.0 ± 7.3	76.7 ± 11.9	72.6 ± 1.0

Table 4A.193 **School leaver destination by highest level of school completed (15-24 year olds), 2013 (a), (b), (c), (d)**

	<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>
Participating in Higher Education (f)	%	30.5 ± 2.6	34.8 ± 3.5	24.3 ± 3.7	29.0 ± 5.3	29.2 ± 4.2	26.3 ± 7.2	41.8 ± 9.8	21.7 ± 10.2	29.9 ± 1.6
Participating in TAFE (f)	%	13.2 ± 1.9	12.1 ± 1.9	9.5 ± 1.9	9.1 ± 1.9	13.9 ± 1.9	12.9 ± 1.9	6.1 ± 1.9	np	11.5 ± 1.9
Year 12										
All school leavers	'000	535.4	453.1	383.3	190.9	111.4	27.3	34.2	11.3	1744.9
Fully participating in education and/or training	'000	230.3	209.7	133.8	79.4	45.8	12.3	13.3	2.5	725.5
Fully participating in employment	'000	191.3	139.4	144.0	67.3	42.8	6.8	14.6	7.0	612.2
Total fully engaged (e)	'000	429.3	352.4	277.6	148.5	92.3	19.4	28.4	10.0	1 357.6
Participating in Higher Education (f)	'000	215.2	192.3	122.8	77.8	44.4	11.5	16.3	3.8	681.7
Participating in TAFE (f)	'000	60.3	49.0	36.4	12.5	12.3	2.1	2.2	np	175.6
Year 11 and below										
All school leavers	'000	182.7	115.8	123.5	79.3	45.0	17.2	4.2	8.2	573.5
Fully participating in education and/or training	'000	13.2	9.1	7.8	4.7	5.0	1.9	–	1.3	41.6
Fully participating in employment	'000	88.0	57.2	57.8	47.3	22.0	7.0	2.9	4.3	283.9
Total fully engaged (e)	'000	100.1	66.2	67.7	50.3	27.2	8.6	3.5	4.9	325.3
Participating in Higher Education (f)	'000	np	np	np	np	np	np	–	np	14.4
Participating in TAFE (f)	'000	34.6	19.1	14.9	9.5	7.4	3.8	–	–	92.5

Table 4A.193 **School leaver destination by highest level of school completed (15-24 year olds), 2013 (a), (b), (c), (d)**

	<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>
All school leavers										
All school leavers	'000	718.1	565.4	505.8	269.4	156.4	44.9	39.5	18.9	2317.5
Fully participating in education and/or training	'000	242.2	219.3	140.5	83.8	49.7	13.4	14.2	3.6	768.2
Fully participating in employment	'000	278.1	193.2	202.3	114.6	64.8	13.8	17.5	11.9	897.8
Total fully engaged (e)	'000	530.1	416.2	344.3	199.9	117.4	28	31.2	14.5	1683.4
Participating in Higher Education (f)	'000	219.2	196.6	122.7	78.2	45.6	11.8	16.5	4.1	693.2
Participating in TAFE (f)	'000	94.9	68.6	48.2	24.5	21.8	5.8	2.4	np	266.4

(a) Includes all people aged 15-24 years who are no longer in school.

(b) Estimates in italics have relative standard errors greater than 25 per cent and should be used with caution. 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) Data are not published (np) for some items due to small sample sizes, but these data are included in Australia totals.

(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 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.

(e) Total fully engaged includes people primarily engaged in full time formal study, people primarily engaged in full time employment, people engaged in full time formal study and full time employment, and people engaged in part time formal study and part time employment.

(f) Participating in Higher Education and participating in TAFE include both full time and part time enrolled students.

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

Source: ABS (unpublished, TableBuilder) *Education and Work, 2013*, cat. no. 6227.0, Canberra.

TABLE 4A.194

Table 4A.194 **Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(i)</i>
15-19 year olds not in school education										
Highest level of qualification is post school higher education (i)	no.	534	366	327	136	86	11	31	14	1505
Participating in full time study	%	53.4	53.0	51.4	50.7	50.0	–	61.3	28.6	52.2
Participating in part time study	%	7.7	5.2	4.3	5.9	4.7	36.4	0.0	-21.4	5.8
Participating in full time employment	%	22.8	23.2	22.6	22.8	31.4	72.7	45.2	28.6	24.3
Participating in part time employment	%	24.2	24.9	30.9	41.2	20.9	–	16.1	–	26.6
Unemployed	%	7.1	8.5	10.7	7.4	4.7	–	12.9	–	8.1
Not participating in the labour force or study	%	3.6	3.8	6.7	3.7	4.7	–	–	21.4	4.5
Highest level of qualification is post school TAFE (j)	no.	22 505	17 175	24 024	12 367	5 481	2 176	1 025	783	85 549
Participating in full time study	%	22.5	27.0	20.2	20.7	19.0	16.6	33.7	8.3	22.1
Participating in part time study	%	15.5	13.2	9.5	9.9	12.6	12.5	14.3	13.8	12.3
Participating in full time employment	%	38.1	34.2	36.8	42.8	33.1	42.0	43.4	57.1	37.7
Participating in part time employment	%	26.9	28.3	31.4	26.9	32.6	26.3	30.4	17.6	28.7
Unemployed		13.2	14.3	14.2	10.5	14.6	13.1	6.8	7.7	13.3

TABLE 4A.194

Table 4A.194 **Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(i)</i>
Not participating in the labour force or study	%	5.7	6.2	5.6	5.2	6.5	5.0	4.6	8.7	5.8
Highest level of qualification is Year 12 or equivalent	no.	93 286	72 808	76 713	39 236	22 379	4 920	6 694	1 872	317 944
Participating in full time study	%	60.7	70.7	52.9	59.6	58.6	55.2	66.8	24.3	62.0
Participating in part time study	%	10.8	7.9	8.6	9.0	8.8	8.6	8.6	10.5	9.1
Participating in full time employment	%	18.2	15.4	27.9	24.6	19.3	20.0	27.9	52.4	21.2
Participating in part time employment	%	37.5	40.5	40.5	42.7	43.4	38.2	39.8	25.1	40.0
Unemployed	%	10.2	10.2	10.9	8.6	9.3	9.5	8.6	7.1	10.0
Not participating in the labour force or study	%	3.8	3.4	4.6	4.0	3.6	4.7	2.1	9.2	3.9
Highest level of qualification is Year 11 or below (k)	no.	66 820	43 202	38 518	23 673	14 445	8 853	2 484	3 986	201 993
Participating in full time study	%	22.1	26.8	11.3	18.6	18.8	37.2	25.2	9.2	20.9
Participating in part time study	%	18.6	16.7	9.1	14.0	12.3	12.3	14.9	5.9	14.8
Participating in full time employment	%	28.0	27.4	27.2	34.3	26.3	23.1	29.1	22.6	28.0

TABLE 4A.194

Table 4A.194 **Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(i)</i>
Participating in part time employment	%	15.7	12.3	15.7	15.6	17.4	21.1	18.8	9.5	15.2
Unemployed	%	14.1	12.0	17.3	12.3	14.4	11.9	12.4	11.0	13.9
Not participating in the labour force or study	%	15.6	15.4	20.4	15.9	17.4	12.5	13.1	38.6	16.9
All 15-19 year olds not in school education	no.	208 056	153 605	160 055	85 367	48 164	17 696	11 520	8 750	693 322
Participating in full time study	%	39.1	45.4	31.5	35.3	36.8	37.4	46.9	13.2	37.9
Participating in part time study	%	12.7	10.2	7.9	9.6	9.5	10.3	9.5	6.5	10.2
Participating in full time employment	%	20.6	18.3	23.4	25.4	19.9	21.8	24.5	24.6	21.4
Participating in part time employment	%	25.4	27.3	29.4	28.6	30.6	25.4	31.0	12.4	27.4
Unemployed	%	10.8	10.1	11.9	9.1	10.7	10.5	8.5	7.7	10.6
Not participating in the labour force or study	%	7.6	7.0	8.3	7.3	8.1	8.6	4.8	22.1	7.8
20-24 year olds not in school education										
Highest level of qualification is post school higher education (i)	no.	64 746	59 471	36 266	20 836	13 136	2 739	6 102	1 200	204 512
Participating in full time study	%	25.5	27.2	22.2	19.7	28.1	27.9	31.0	11.6	25.1

TABLE 4A.194

Table 4A.194 **Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(i)</i>
Participating in part time study	%	8.6	6.7	7.1	7.3	7.0	7.2	10.2	7.5	7.6
Participating in full time employment	%	51.9	48.7	53.8	57.5	47.3	46.5	55.6	64.8	51.7
Participating in part time employment	%	23.2	25.2	24.4	23.2	27.7	27.2	20.7	17.3	24.2
Unemployed	%	6.2	6.3	5.2	4.8	5.8	6.4	4.4	3.5	5.8
Not participating in the labour force or study	%	3.4	3.4	2.9	3.1	2.8	3.2	2.0	4.5	3.2
Highest level of qualification is post school TAFE (j)	no.	117 589	97 068	81 907	45 152	27 601	8 765	6 138	3 925	388 177
Participating in full time study	%	16.4	18.8	12.4	13.2	14.3	9.6	19.4	5.2	15.4
Participating in part time study	%	11.4	9.0	8.1	6.9	8.8	8.0	13.9	8.9	9.3
Participating in full time employment	%	53.7	51.6	56.0	58.7	51.8	56.3	61.8	67.6	54.4
Participating in part time employment	%	21.5	23.7	20.5	19.3	23.7	19.8	20.9	12.6	21.6
Unemployed	%	6.9	6.7	7.1	5.1	7.5	6.9	3.9	4.0	6.6
Not participating in the labour force or study	%	6.0	5.6	6.5	6.2	6.0	6.8	3.5	7.1	6.0
Highest level of qualification is Year 12 or equivalent	no.	170 337	151 282	111 663	54 722	40 580	10 016	13 844	4 141	556 628
Participating in full time study	%	50.4	53.1	36.7	43.1	47.6	45.3	56.5	14.3	47.3

TABLE 4A.194

Table 4A.194 **Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(i)</i>
Participating in part time study	%	12.1	10.1	9.6	9.3	9.8	9.6	10.7	11.3	10.5
Participating in full time employment	%	26.0	25.5	35.5	33.8	27.5	25.9	32.9	53.7	29.0
Participating in part time employment	%	33.3	34.8	30.9	32.9	35.3	33.4	34.8	17.9	33.3
Unemployed	%	7.5	7.1	7.5	6.0	7.2	8.2	5.8	4.6	7.2
Not participating in the labour force or study	%	5.9	4.7	6.9	5.6	5.0	6.6	3.0	10.1	5.6
Highest level of qualification is Year 11 or below (k)	no.	62 988	41 370	41 359	24 325	17 590	6 355	2 562	5 152	201 727
Participating in full time study	%	5.6	7.1	4.3	5.4	5.7	4.5	7.5	1.9	5.5
Participating in part time study	%	9.0	9.4	4.9	5.7	6.3	6.2	10.7	4.5	7.4
Participating in full time employment	%	36.5	38.3	36.8	41.2	35.1	34.8	45.7	27.4	37.2
Participating in part time employment	%	14.6	14.4	14.8	14.8	17.2	16.8	15.7	11.7	14.9
Unemployed	%	13.2	11.9	13.7	10.4	12.6	12.9	8.9	10.1	12.5
Not participating in the labour force or study	%	24.0	22.7	25.0	22.8	24.3	26.0	18.4	40.2	24.3
All 20-24 year olds not in school education	no.	447 943	373 725	293 193	158 528	104 912	29 483	30 684	16 767	1 455 507
Participating in full time study	%	28.4	32.1	21.1	22.4	27.1	22.2	36.4	6.4	26.9

Table 4A.194 **Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(i)</i>
Participating in part time study	%	10.2	8.7	7.5	7.1	8.1	7.7	10.6	6.9	8.7
Participating in full time employment	%	36.9	36.0	41.3	42.6	36.4	37.6	42.3	42.5	38.3
Participating in part time employment	%	23.9	26.1	22.8	22.4	26.5	23.6	25.5	12.5	24.2
Unemployed	%	7.5	7.1	7.5	5.9	7.7	8.3	5.0	5.6	7.2
Not participating in the labour force or study	%	8.0	6.8	8.6	7.9	8.3	10.5	4.1	18.1	7.9

- (a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).
- (b) The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education.
- (c) People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.
- (d) People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.
- (e) People who did not state their labour force status and did not state their student status are excluded.
- (f) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (g) The categories for employment and enrolment are not exclusive. That is, for example, people enrolled may also be employed.
- (h) Australia includes 'Other territories'.
- (i) Post school higher education qualification includes postgraduate degree, graduate diploma and graduate certificate and bachelor degree.
- (j) Post school TAFE qualification includes advanced diploma and diploma level, and certificate level.

Table 4A.194 **Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(i)</i>
(k)	Highest school year completed of year 11 or below does not include people who did not go to school or not stated or not applicable highest school year completed.									

Source: ABS (unpublished TableBuilder) *Census of Population and Housing, 2011*, Canberra.

TABLE 4A.195

Table 4A.195 **School leaver destination by highest level of school completed (15-24 year olds), 2013 (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</i>	<i>Aust</i>
Year 12										
Working	%	40.7 ± 5.9	38.4 ± 6.8	42.6 ± 7.7	53.5 ± 8.5	37.9 ± 10.4	47.4 ± 19.6	53.8 ± 18.5	52.0 ± 33.8	42.2 ± 3.2
Studying	%	55.3 ± 5.3	50.1 ± 6.1	40.4 ± 6.9	50.4 ± 8.3	42.0 ± 16.8	45.6 ± 18.5	53.8 ± 16.7	44.0 ± 27.2	49.5 ± 2.2
Year 11 and below										
Working	%	13.2 ± 6.6	16.4 ± 5.9	12.9 ± 5.6	14.7 ± 8.2	16.0 ± 10.0	np	17.3 ± 12.3	32.0 ± 26.0	13.7 ± 2.7
Studying	%	6.4 ± 4.6	10.2 ± 4.9	11.1 ± 6.0	9.9 ± 6.2	14.2 ± 9.5	np	np	np	9.4 ± 2.2
All school leavers										
Working	%	50.0 ± 7.1	53.6 ± 7.8	55.5 ± 7.1	70.0 ± 9.7	56.8 ± 12.2	66.7 ± 16.5	61.5 ± 17.0	np	56.4 ± 3.7
Studying	%	60.4 ± 4.8	61.3 ± 8.7	50.9 ± 7.0	62.9 ± 8.6	55.0 ± 16.3	54.4 ± 17.1	55.8 ± 13.7	48.0 ± 29.6	59.0 ± 2.2
Year 12										
Working	'000	40.9	32.4	30.7	18.9	6.4	2.7	2.8	1.3	134.9
Studying	'000	55.6	42.3	29.1	17.8	7.1	2.6	2.8	1.1	158.1
Year 11 and below										
Working	'000	13.3	13.8	9.3	5.2	2.7	np	0.9	0.8	43.8
Studying	'000	6.4	8.6	8.0	3.5	2.4	np	–	np	30.0
All school leavers										
Working	'000	50.3	45.2	40.0	24.7	9.6	3.8	3.2	2.4	180.3
Studying	'000	60.7	51.7	36.7	22.2	9.3	3.1	2.9	1.2	188.5
Total school leavers	'000	100.5	84.4	72.1	35.3	16.9	5.7	5.2	2.5	319.4

(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. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is also reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of the statistical context

(c) Data are not published (np) for some items due to small sample sizes, but these data are included in Australia totals.

(d) The categories for working and studying are not exclusive. That is, for example, people studying may also be working.

Table 4A.195 **School leaver destination by highest level of school completed (15-24 year olds), 2013 (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</i>	<i>Aust</i>
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(e) Proportions are determined using the number of people who have left school and currently attending an educational institution full time or part time; or working full time or part time, divided by the total number of school leavers.

(f) The ABS Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander 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 Aboriginal and Torres Strait Islander communities in very remote areas account for around 15 per cent of the NT population aged 15-74 years. See also table 4A.35 for the proportions of students attending schools in remote and very remote areas.

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

Source: ABS (unpublished, TableBuilder) *Education and Work, 2013*, cat. no. 6227.0, Canberra.

Table 4A.196 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
2012										
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above	('000)	109.3	137.3	87.1	40.8	24.4	11.7	6.2	2.6	419.4
15 to 19-year-old population	('000)	462.5	355.1	304.9	156.6	105.1	33.8	24.1	16.2	1 458.5
Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above	%	23.6	38.7	28.6	26.0	23.2	34.7	25.9	15.8	28.8

Source: Source: NCVET, National VET Provider Collection (various years); NCVET, National VET in Schools Collection (various years); ABS Australian Demographic Statistics, (various years) (Cat. no. 3101.0).

TABLE 4A.197

Table 4A.197 Student attendance rates, government schools, by sex, 2013 (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	95	95	94	94	93	91	89	88	91	84
Female	94	95	95	95	95	94	94	91	89	88	91	84
Total	95	95	95	95	95	94	93	91	89	88	91	84
Vic												
Male	93	93	93	93	93	93	93	91	90	90	89	86
Female	93	93	94	94	93	93	93	91	89	89	88	87
Total	93	93	93	93	93	93	93	91	90	90	89	86
Qld												
Male	92	92	92	92	92	91	91	90	88	87	na	92
Female	92	92	93	93	93	92	92	91	88	87	na	93
Total	92	92	92	92	92	92	92	91	88	87	na	92
WA												
Male	93	93	93	93	93	92	92	89	87	86	na	96
Female	92	93	93	93	93	93	92	90	86	84	na	95
Total	92	93	93	93	93	93	92	90	87	85	na	95
SA												
Male	92	92	92	93	92	92	91	90	88	87	90	89
Female	92	93	93	93	93	92	92	90	87	86	91	91
Total	92	92	93	93	93	92	92	90	88	87	91	90
Tas												
Male	93	94	94	94	93	93	92	90	89	87	na	na
Female	93	94	94	94	94	94	92	89	88	86	na	na
Total	93	94	94	94	94	94	92	90	88	87	na	na

Table 4A.197 **Student attendance rates, government schools, by sex, 2013 (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	94	94	93	94	93	92	90	89	89	na	na
Female	93	94	94	94	93	93	93	90	88	88	na	na
Total	93	94	94	94	94	93	92	90	88	88	na	na
NT												
Male	82	83	82	82	81	81	78	76	75	75	na	89
Female	82	82	83	85	83	83	81	77	74	74	na	93
Total	82	83	83	83	82	82	79	77	74	74	na	91

(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.198

Table 4A.198 Student attendance rates, government schools, by Indigenous status, 2013 (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												
Aboriginal and Torres Strait Islander students	90	91	91	91	90	90	87	82	79	75	88	75
Non-Indigenous students	95	95	95	95	95	94	94	92	90	89	92	86
Total	95	95	95	95	95	94	93	91	89	88	91	84
Vic												
Aboriginal and Torres Strait Islander students	89	89	89	89	88	88	86	84	80	79	85	81
Non-Indigenous students	93	93	94	93	93	93	93	91	90	90	89	87
Total	93	93	93	93	93	93	93	91	90	90	89	86
Qld												
Aboriginal and Torres Strait Islander students	84	86	86	86	86	85	85	83	78	76	na	na
Non-Indigenous students	92	93	93	93	93	93	92	92	89	88	na	92
Total	92	92	92	92	92	92	92	91	88	87	na	92
WA												
Aboriginal and Torres Strait Islander students	80	82	82	82	82	80	79	72	64	63	na	na
Non-Indigenous students	94	94	94	94	94	94	93	91	89	87	na	95
Total	92	93	93	93	93	93	92	90	87	85	na	95
SA												
Aboriginal and Torres Strait Islander students	81	82	82	84	82	82	81	76	74	72	83	81
Non-Indigenous students	93	93	93	93	93	93	92	91	88	88	91	90
Total	92	92	93	93	93	92	92	90	88	87	91	90

Table 4A.198 **Student attendance rates, government schools, by Indigenous status, 2013 (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
Tas												
Aboriginal and Torres Strait Islander students	92	93	93	92	91	92	89	85	82	81	na	na
Non-Indigenous students	93	94	94	94	94	94	92	90	89	87	na	na
Total	93	94	94	94	94	94	92	90	88	87	na	na
ACT												
Aboriginal and Torres Strait Islander students	90	87	89	87	88	87	84	82	76	77	na	na
Non-Indigenous students	94	94	94	94	94	93	92	91	89	89	na	na
Total	93	94	94	94	94	93	92	90	88	88	na	na
NT												
Aboriginal and Torres Strait Islander students	71	71	72	72	72	72	68	63	57	56	na	na
Non-Indigenous students	92	93	93	93	93	93	92	89	89	87	na	92
Total	82	83	83	83	82	82	79	77	74	74	na	91

(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.199

Table 4A.199 Student attendance rates, independent schools, by sex, 2013 (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	95	95	95	95	95	94	94	93	93	90
Female	95	95	95	95	95	95	95	94	93	92	92	89
Total	95	95	95	95	95	95	95	94	94	93	92	90
Vic												
Male	95	95	95	95	95	95	96	95	95	94	94	90
Female	95	95	95	95	95	95	95	94	94	93	96	89
Total	95	95	95	95	95	95	96	95	94	94	95	90
Qld												
Male	95	95	95	95	95	95	95	94	94	94	96	80
Female	95	95	95	95	95	95	95	95	94	93	99	94
Total	95	95	95	95	95	95	95	95	94	93	97	85
WA												
Male	94	94	95	95	95	95	95	94	94	93	na	41
Female	94	94	94	94	95	95	95	94	93	92	100	29
Total	94	94	94	95	95	95	95	94	93	92	100	36
SA												
Male	95	95	95	96	95	95	94	94	94	93	91	95
Female	95	95	95	95	95	95	95	94	93	93	93	91
Total	95	95	95	95	95	95	94	94	94	93	92	94
Tas												
Male	94	95	96	96	95	95	95	94	94	94	84	91
Female	94	95	94	95	95	95	95	94	93	93	97	na
Total	94	95	95	95	95	95	95	94	94	93	85	91

Table 4A.199 **Student attendance rates, independent schools, by sex, 2013 (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	94	95	94	95	94	94	93	92	92	na	na
Female	94	95	96	95	94	94	94	93	92	90	na	na
Total	94	95	95	95	95	94	94	93	92	91	na	na
NT												
Male	92	92	90	90	92	91	88	89	87	87	na	27
Female	89	90	90	91	91	92	89	87	88	86	na	21
Total	90	91	90	90	91	91	89	88	88	87	na	23

(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.200

Table 4A.200 Student attendance rates, independent schools, by Indigenous status, 2013 (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												
Aboriginal and Torres Strait Islander students	92	91	90	90	92	90	92	90	86	83	79	89
Non-Indigenous students	95	95	95	95	95	95	95	94	94	93	93	90
Total	95	95	95	95	95	95	95	94	94	93	92	90
Vic												
Aboriginal and Torres Strait Islander students	94	95	94	95	94	94	91	88	90	88	64	87
Non-Indigenous students	95	95	95	95	95	95	96	95	94	94	95	90
Total	95	95	95	95	95	95	96	95	94	94	95	90
Qld												
Aboriginal and Torres Strait Islander students	87	88	90	89	88	88	90	86	84	84	85	83
Non-Indigenous students	95	95	95	95	95	95	95	95	94	94	97	85
Total	95	95	95	95	95	95	95	95	94	93	97	85
WA												
Aboriginal and Torres Strait Islander students	80	83	81	87	88	85	87	84	77	70	na	27
Non-Indigenous students	94	94	95	95	95	95	95	94	94	93	100	45
Total	94	94	94	95	95	95	95	94	93	92	100	36
SA												
Aboriginal and Torres Strait Islander students	90	88	90	90	88	89	88	86	86	89	89	na
Non-Indigenous students	95	95	95	95	95	95	94	94	94	93	92	94
Total	95	95	95	95	95	95	94	94	94	93	92	94

TABLE 4A.200

Table 4A.200 **Student attendance rates, independent schools, by Indigenous status, 2013 (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
Tas												
Aboriginal and Torres Strait Islander students	92	95	93	95	94	93	94	92	92	85	na	na
Non-Indigenous students	94	95	95	95	95	95	95	94	94	94	85	91
Total	94	95	95	95	95	95	95	94	94	93	85	91
ACT												
Aboriginal and Torres Strait Islander students	86	89	89	93	94	91	91	92	86	85	na	na
Non-Indigenous students	94	95	95	95	95	94	94	93	92	91	na	na
Total	94	95	95	95	95	94	94	93	92	91	na	na
NT												
Aboriginal and Torres Strait Islander students	69	75	65	70	74	78	74	75	75	73	na	15
Non-Indigenous students	94	93	94	94	94	94	94	93	92	92	na	81
Total	90	91	90	90	91	91	89	88	88	87	na	23

(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.201

Table 4A.201 **Student attendance rates, Catholic schools, by sex, 2013 (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	95	95	95	94	95	93	93	92	na	na
Female	95	95	95	95	95	95	95	93	92	91	na	na
Total	95	95	95	95	95	95	95	93	92	92	na	na
Vic												
Male	94	94	94	94	94	94	95	94	94	93	na	na
Female	94	94	94	94	94	94	95	94	93	93	na	na
Total	94	94	94	94	94	94	95	94	93	93	na	na
Qld												
Male	94	94	94	94	94	94	94	94	93	92	na	67
Female	94	94	94	94	94	94	94	94	93	92	na	79
Total	94	94	94	94	94	94	94	94	93	92	na	71
WA												
Male	94	94	95	95	94	94	94	93	93	93	na	na
Female	94	94	94	94	94	94	94	93	92	91	na	na
Total	94	94	94	94	94	94	94	93	92	92	na	na
SA												
Male	94	94	95	94	94	94	94	94	93	93	94	93
Female	94	94	94	95	93	95	94	94	93	93	97	92
Total	94	94	94	94	93	94	94	94	93	93	95	93
Tas												
Male	95	95	95	95	95	95	93	92	92	91	na	na
Female	95	95	95	95	95	95	93	91	90	89	na	na
Total	95	95	95	95	95	95	93	92	91	90	na	na

Table 4A.201 **Student attendance rates, Catholic schools, by sex, 2013 (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	94	94	94	93	93	95	95	95	92	na	na
Female	94	94	94	94	94	94	95	93	94	91	na	na
Total	94	94	94	94	94	94	95	94	94	91	na	na
NT												
Male	82	84	84	82	84	84	85	82	82	81	na	na
Female	83	84	85	84	87	85	85	84	82	83	na	na
Total	83	84	84	83	86	84	85	83	82	82	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.202

Table 4A.202 Student attendance rates, Catholic schools, by Indigenous status, 2013 (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												
Aboriginal and Torres Strait Islander students	91	90	92	93	91	91	91	89	89	88	na	na
Non-Indigenous students	95	95	95	95	95	95	95	93	93	92	na	na
Total	95	95	95	95	95	95	95	93	92	92	na	na
Vic												
Aboriginal and Torres Strait Islander students	91	91	90	91	90	91	93	88	89	87	na	na
Non-Indigenous students	94	94	94	94	94	94	95	94	93	93	na	na
Total	94	94	94	94	94	94	95	94	93	93	na	na
Qld												
Aboriginal and Torres Strait Islander students	90	89	90	90	91	90	90	90	88	87	na	68
Non-Indigenous students	94	94	94	94	94	94	94	94	93	92	na	82
Total	94	94	94	94	94	94	94	94	93	92	na	71
WA												
Aboriginal and Torres Strait Islander students	80	82	85	83	79	84	79	81	73	78	na	na
Non-Indigenous students	94	95	95	95	95	95	95	94	93	92	na	na
Total	94	94	94	94	94	94	94	93	92	92	na	na
SA												
Aboriginal and Torres Strait Islander students	89	90	92	90	92	90	89	89	91	88	na	83
Non-Indigenous students	94	94	95	94	93	94	94	94	93	93	95	93
Total	94	94	94	94	93	94	94	94	93	93	95	93

TABLE 4A.202

Table 4A.202 **Student attendance rates, Catholic schools, by Indigenous status, 2013 (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
Tas												
Aboriginal and Torres Strait Islander students	93	94	94	92	93	95	91	92	92	89	na	na
Non-Indigenous students	95	95	95	95	95	95	93	92	91	90	na	na
Total	95	95	95	95	95	95	93	92	91	90	na	na
ACT												
Aboriginal and Torres Strait Islander students	90	92	90	93	91	93	94	92	92	86	na	na
Non-Indigenous students	94	94	94	94	94	94	95	94	94	91	na	na
Total	94	94	94	94	94	94	95	94	94	91	na	na
NT												
Aboriginal and Torres Strait Islander students	64	69	69	70	70	70	72	71	69	66	na	na
Non-Indigenous students	94	93	94	93	94	93	92	91	90	90	na	na
Total	83	84	84	83	86	84	85	83	82	82	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

Data quality information (DQI) provides information against the seven Australian Bureau of Statistics (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 Contents

Attendance	2
Participation (6–15 year old children enrolled in school)	5
Participation (participation of 14–19 year old students)	8
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)	10
Retention	15
Recurrent expenditure per student	18
Recurrent expenditure per student – staff expenditure per student	22
User cost of capital per student	25
Student-to-staff ratio	28
Learning outcomes – Reading performance, writing performance, numeracy performance (NAPLAN)	30
Learning outcomes – Science literacy performance - NAP	32
Learning outcomes – Civics and citizenship performance – NAP	35
Learning outcomes – ICT literacy performance – NAP	37
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).	39
Learning outcomes – The proportions of sampled students achieving at various proficiency levels, and mean scale scores on the ICILS.	42
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	2013 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>
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 2013 for each state / territory. Tasmania falls into this category for the first time as they now run on a 4 term year consistent with the rest of the nation.</p> <p>Note that actual dates of Semester 1 may vary between state / territory.</p> <p>Please note that the collection period for the non-government sector is now consistent with the government sector and is no longer 20 consecutive school days in May.</p>
Timeliness	<p>ACARA requests aggregate data, from data providers, in April of the year following the collection period, e.g. For the 2013 collection, the data were requested in April 2014.</p>

Accuracy

Attendance data are collected through various school management systems at the school, before then being collated into a central database by Departments of Education in each state / territory and by the Australian Government Department of Education for the government and non-government systems respectively.

In the data collection template design and data dictionary supplied to the individual data providers it was instructed the following for Indigenous/non Indigenous:

1. Aboriginal Indigenous
2. Torres Strait Islander Indigenous
3. Aboriginal and Torres Strait Islander Indigenous
4. Not Aboriginal & Torres Strait Islander – Non Indigenous
9. No response – Non Indigenous

Data have not been collected this year on the proportion of unstated/unknown as in previous years. This is to provide consistency across states and territories with the treatment of no responses.

Note that student attendance data are not always captured consistently by schools.

The below only relates to ACARA's activities in relation to the accuracy of collation. ACARA has taken necessary steps to ensure that the collated data are accurately based on the data provided. Data providers were requested to provide data in predefined templates.

- ACARA has undertaken rigorous internal quality assurance processes to ensure the collated data are accurately reflective of the source datasets.
- ACARA has derived the Rate_Percent (called Derived_Rate_Percent) using the provided data fields and compared to the supplied Rate_Percent
 - Actual_Day_Attendance
 - Possible_Day_Attendance
 - Rate_Percent.
- Whenever the Derived_Rate_Percent figure is not equal to the Rate_Percent figure (as supplied), ACARA will report the Derived_Rate_Percent figure.
- ACARA has computed sums of related fields to ensure they add up for consistency/integrity of data. E.g. The sum of male year sevens and female year sevens should equal the value enters for all of year seven.
- Whenever the computed sums do not equal ACARA notify the data provider applicable for feedback on what are the correct values.
- ACARA has consistently applied and adopted this treatment across the 2013 National Student Attendance Data Collection.
- ACARA has provided feedback to data providers and sought confirmation and approval on discrepancies in Derived_Rate_Percent and computed sums.

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 2013) within a state / territory and sector can be made. Since 2007, data have generally been collected consistently by each state / territory and sector except for NT where the data source changed in 2012, SA where the reporting period changed to Semester 1 in 2009 and Tasmania when the reporting period changed to Semester 1 in 2013 and the Non-Government sector when the reporting period changed to Semester 1 in 2013.

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 2013 report is not yet available, however the 2012, 2011 and 2010 reports may be used as there have been minor or no changes to methodologies and counting rules during this time period.

Accessibility

Data in this format are yet to be published by ACARA, however the data will be published in the 2013 National Report on Schooling in Australia.

Each state / territory and sector publishes variations of their data through their own websites / publications.

For further information please contact info@acara.edu.au.

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- 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. These improvements are expected for the 2014 and 2015 collections.

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)	<p><u>Definition</u> Proportion of children aged 6–15 years who are enrolled in school (and is expressed as a percentage),</p> <p><u>Numerator</u> total number of children aged 6–15 years and enrolled in school (full-time and part-time enrolments)</p> <p><u>Denominator</u> total population of children aged 6–15 years</p> <p><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. These data are disaggregated by Aboriginal and Torres Strait Islander and non-Indigenous peoples.</p>
Data source/s	<p><u>Numerator</u> National Schools Statistics Collection (NSSC) data.</p> <p><u>Denominator</u> ABS Estimated Resident Population (total population), based on the 2011 Census. Data are available annually and adjusted for change over time. .</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). This collection was established through the work of the then Australian Education Council, later the Ministerial Council on Education, Employment, Training and Youth Affairs (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>Students are classified by state/territory, level and Year of education, Aboriginal and Torres Strait Islander 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.</p> <p>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.</p> <p>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).</p>
Timeliness	<p>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.</p>
Accuracy	<p>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.</p> <p>For government data, each school provides and/or validates the information reflecting their enrolments to the relevant state education department. Each state and territory education department processes the data so that data forwarded to the ABS represents, or can be used to derive, student counts (a count of natural persons within a system of</p>

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.

Coherence

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 the Australian Government Department of Education 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.

The Australian Government Department of Education 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.

Projected and estimated Aboriginal and Torres Strait Islander population data are sourced from *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026* (Cat. no. 3238.0) (series B)

Non-indigenous population estimates are derived by subtracting the Aboriginal and Torres Strait Islander estimates and projections from the ERP.

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 Education Council 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
gaps/issues**

The Steering Committee notes the following 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 jurisdictions 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 2013 NSSC were released in March 2014.</p>
Accuracy	<p>Each school provides information on their enrolments to the relevant state 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</p>

	census.
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	<u>Schools, Australia</u> (cat. no. 4221.0) includes explanatory notes and a glossary available on the ABS website.
Interpretability	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.

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 overview'.
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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)	<p><u>Definition</u></p> <p>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</p> <p><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 2012.</p> <p><u>Denominator</u> – The 15 to 19-year-old population at June 2012.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above) for each jurisdiction.</p>
Data source/s	<p>NCVER, National VET Provider Collection 2012; NCVER, National VET in Schools Collection 2012 (numerator);</p> <p>ABS (2012) Population by Age and Sex, Australian States and Territories, June 2012 (cat. no. 3201.0) Canberra (denominator).</p>

Data Quality Framework Dimensions

Institutional environment	<p><u>Numerator:</u></p> <p>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 are 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 are used to estimate interstate migration. Records of overseas movements matched with passenger card, passport and visa data, provided by the Department of Immigration and Border Protection (DIBP) are used to calculate Net Overseas Migration (NOM). 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	<p>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.</p> <p>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.</p>

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 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 NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2013 data was released in early July 2014 in Students and Courses

The National VET in Schools Collection is an annual collection, which commenced from the 2005 year. Data are submitted to NCVER via state training authorities and/or the senior secondary assessment authorities by 31 March in the year following activity. A summary of 2013 data was released by NCVER in early December 2014 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 NCVER. Prior to submissions to NCVER, 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 NCVER 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 NCVER or via state/territory training authorities. Prior to submission to NCVER, 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>).

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, 2011 Census results were used to update quarterly population estimates between the 2006 and 2011 Census. The PES is conducted soon after the Census to estimate the number of residents not included in the Census. Factoring the PES results into determining the ERP is a critical step in arriving at the most accurate determination of ERP possible. For more information on rebasing see the feature article in the December quarter 2012 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: Further Improvements to Net Overseas Migration Estimation, Dec 2013 (cat. no. 3412.0.55.002).

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.

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 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,

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

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.

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 Definition

(computation)

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 the reporting year

Denominator (1) – number of full-time students in the base year (in year 7 three years previous to reporting year for NSW, Vic, Tas and ACT; in Year 8 two years previous to the reporting year for QLD, WA, SA and NT).

Numerator (2) – number of full-time students in Year 12 in reporting year

Denominator (2) – number of full-time students in the base year (in Year 7 five years previous to the reporting year for NSW, Vic, Tas and ACT; in Year 8 four years previous in Qld, WA, SA and NT).

Numerator (3)– number of full time students in Year 12 in reporting year

Denominator (3) – number of full-time students in the base year (in Year 10 two years previous to the reporting year).

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

Numerator and denominator – non-finance National Schools Statistics Collection.

Non-finance NSSC. Data are published in *Schools, Australia* (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>) (cat. no. 4221.0). Data are available annually

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 Education Council.

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 for each reporting year are released in March of the following year.

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 the Australian Government Department of Education.

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 ARRAs 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 ARRAs, see Explanatory Notes of *Schools, Australia* (<http://www8.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12009?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 ARRAs 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 2013, the denominator for NSW, Vic, Tas and ACT is sourced from NSSC 2010 (Year 7) and for Qld, WA, SA and NT is sourced from 2011 (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/DetailsPage/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 ARRAs for Indigenous students independently of changes in actual retention.

Care should be taken in the interpretation of ARRAs 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 <i>Schools, Australia</i> (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 <i>Schools, Australia</i> (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	<i>Schools, Australia</i> (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 gaps/issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • 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.
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Recurrent expenditure per student

Data quality information for this indicator has been drafted by the Education Council, 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 nine 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 Education Council 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 the Education Council as part of the NSSC; unpublished finance data from Australian and State and territory governments; Finance data are published in the Education Council National Report on Schooling; Data from the non-finance NSSC is disseminated by the ABS through <i>Schools, Australia, 2013</i>, cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1999-2013' data cube: Excel spreadsheet, cat. no. 4221.0, viewed 6 August 2014, <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02010?OpenDocument>.</p>
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Data Quality Framework Dimensions

Institutional environment	<p><u>Numerator:</u></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 (DoF). The Australian Government Department of Education and Department of Treasury (Treasury) both contribute financial information to the expenditure data that are collected. DoF 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 government.</p> <p><i>State and territory expenditure data (non-government schools):</i></p> <p>These data are collected and compiled by each of the eight state and territory governments, from their own records of budget allocations and expenditure.</p> <p><i>Overall government school expenditure data (provided by Education Council):</i></p> <p>The Education Council collects Government schools recurrent and capital expenditure data on behalf of Government schools for reporting purposes.</p> <p><u>Denominator:</u></p>
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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 Education Council)

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.

Overall government school expenditure data (provided by Education Council):

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 are made available between January and March the following year.

Accuracy

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 37 of

the FBO for the 2012-13 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 Education Council):

Data are derived from jurisdictions' audited annual accounts.

Denominator:

Data on government and non-government schools are collected from administrative school enrolment databases, collated by the ABS through the non-finance NSSC. 2012 and 2013 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 benchmark 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 ten 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 Education Council):

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 are 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 Education Council):

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 2012-13 financial year. The FBO report is produced in a PDF format. Contact details: Robyn Beutel (02) 6240 0993. DoF/Treasury released the 2013-14 FBO in September 2014.

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 Education Council):

Data are determined based on a derived nationally consistent basis and underpinning data are 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 the Education Council 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	Finance data are collected and quality assured by the Education Council 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 the Education Council 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, 2013</i> , cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1999-2013' data cube: Excel spreadsheet, cat. no. 4221.0, viewed 6 August 2014, < http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02010?OpenDocument

Data Quality Framework Dimensions

Institutional environment	<p><u>Numerator</u>:</p> <p>The Education Council 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 ABS Institutional Environment.</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 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><u>Numerator</u>:</p>

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:

Data on government and non-government schools are collected from administrative school enrolment databases, collated by the ABS through the non-finance NSSC. 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 benchmark 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 are 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 are 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

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- 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><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 ABS Institutional Environment.</p>
Relevance	<p><u>Numerator</u>:</p> <p>Data relate to major expenditure categories provided both as total expenditure and in terms of cost per student (FTE).</p> <p><u>Denominator</u>:</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 programs. The workload of such activities is included if the activity is undertaken as part of the student's school enrolment.</p>
Timeliness	<p><u>Numerator</u>:</p> <p>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><u>Denominator:</u></p> <p>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 made available between January and March the following year.</p>
Accuracy	<p><u>Numerator:</u></p> <p>Data are derived from jurisdictions' audited annual accounts.</p> <p><u>Denominator:</u></p> <p>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><u>Numerator:</u></p> <p>Data are specialised in terms of established data standards and instructions.</p> <p><u>Denominator:</u></p> <p>Each state and territory government and the Australian Curriculum Assessment & Reporting Authority (ACARA) reports on school students. ABS NSSC data are 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><u>Numerator:</u></p> <p>Data are nationally consistent and used for the National Report on Schooling.</p> <p><u>Denominator:</u></p> <p>Explanatory Notes and a Glossary accompany the data available on the ABS website, and include caveats and advice as appropriate.</p>
Accessibility	<p><u>Numerator:</u></p> <p>Data are determined based on a derived nationally consistent basis and underpinning data are not directly available.</p> <p><u>Denominator:</u></p> <p>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	<p>The Steering Committee notes the following issues:</p> <p>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:</p> <ul style="list-style-type: none"> • 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). <p>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.</p>
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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 Australian Education Council, later the Ministerial Council on Education, Employment and Youth Affairs, now the Education Council.</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 2013 NSSC were released in March 2014.</p>
Accuracy	<p>Each school provides information on their enrolments to the relevant state 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>

	The NSSC is based on information on each student enrolled at the time of the school census.
Coherence	<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 boarder 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 ABS Census of Population and Housing includes information on children attending school.</p>
Accessibility	<u><i>Schools, Australia</i></u> (cat. no. 4221.0) includes explanatory notes and a glossary available on the ABS website.
Interpretability	Published information is included in <u><i>Schools, Australia</i></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.

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • 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).
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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>The mean scale score is calculated as the average of the NAPLAN scale scores across all non-exempt students.</p> <p>The proportion of students at or above the minimum standard is also calculated using NAPLAN scale scores.</p> <p>Confidence intervals:</p> <ul style="list-style-type: none"> • <u>Reading CIs</u>: 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>Persuasive Writing CIs</u>: 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>Numeracy CIs</u>: 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	Student-level data includes NAPLAN test responses, some of which are scored by contractors, and student background variables which are provided by the schools. This data are collected at school-level and checked by Test Administration Authorities (TAAs). Student-level data are provided to ACARA by TAAs. A contractor uses this data to generate NAPLAN scale scores for all non-exempt students. That contractor performs the analyses for the National Report. .

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): ACARA's contractor</p>
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 the national report aggregated data provided by ACARA's contractor.</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>

	<i>Have standard classifications been used? Yes.</i>
Timeliness	Collection interval/s: The NAPLAN tests are conducted annually. Data available: The National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2014 was published by ACARA on 10 December 2014.
Accuracy	Method of Collection: Test Administration Authorities provide the data to ACARA. ACARA then provides the data to the National Report Contractor to generate the scale scores. Data Adjustments: Raw NAPLAN scores are converted to scaled scores Sample/Collection size: The collection size is a census of NAPLAN participating years (3,5,7,9) Known Issues: Confidence intervals should be considered when ranking jurisdictions. The confidence intervals used to compare jurisdictions within a calendar year are not the same confidence intervals used to compare across calendar years Year to year change: Caution should be exercised when using the data to measure small changes from year to year; 95 per cent confidence intervals have been provided to the Steering Committee Is the data being used attitudinal or data? - Data The abbreviation 'n.p.' indicates data not published as there were no students tested or the number of students tested was less than 30. The abbreviation '-' indicates that the geographic location code does not apply within this State/Territory or for this year level.
Coherence	Consistency over time: NAPLAN results are collected in a consistent manner annually The numerator and denominator are compiled from a single source, with the exception of the national report aggregated data provided by ACARA's contractor The data are consistent with data supplied in previous reporting rounds. Jurisdiction estimate calculation: Yes Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
Accessibility:	The data are available in PDF format at http://www.nap.edu.au/results-and-reports/national-reports.html .
Interpretability	Other Supporting information: FAQs on (http://www.nap.edu.au/information/faqs/faqs.html). Socioeconomic status derivation: NA Socioeconomic status quintiles derivation: NA The data are available in PDF format at (http://www.nap.edu.au/results-and-reports/national-reports.html).

Data Gaps/Issues Analysis

Key data gaps/issues	The Steering Committee notes the following issues: <ul style="list-style-type: none"> • Students are classified in four ways: present, exempt, absent, withdrawn. Exempt students are deemed not to have met the national minimum standard. • Published confidence intervals are used for student 'gain' from 2010-2012-2014.
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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 2003, 2006, 2009 and 2012, and by LBOTE status for 2003, 2009 and 2012. The proficient standard for performance in scientific literacy is set at proficiency level 3.2 (of Level 2 and below to Level 4 and above) for year 6.</p> <p><u>Numerator</u></p> <p>Number of year 6 students assessed achieving at or above proficiency level 3.2 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): The Contractor/Data Compiler collects data under a set of protocols from a sample of schools selected to participate in the test. 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 the national report aggregated data provided by ACARA's contractor.</p> <p>The original purpose for collecting the data are 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> <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</p>

	<p>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: Is collected at school level by ACARA's contractor, who then provides the data 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 check 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.</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	<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 are available in PDF format.</p>

Interpretability

Context: Yes, this is within the context of the NAP-SL 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

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 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)	Proportion of sample of year 6 and year 10 students achieving at or above the proficient standard for civics and citizenship by jurisdiction. These data are also reported by sex, Indigenous status, LBOTE status, country of birth, 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 below level 1 to level 5).

Numerator

Number of year 6 and year 10 students assessed achieving proficiency level 2 or above for year 6, and at level 3 or above for year 10 for civics and citizenship performance

Denominator

Number of year 6 and year 10 students assessed on civics and citizenship knowledge and understanding

Computation/s:

The proportion of assessed year 6 and year 10 students who achieve at or above proficiency level 2 for year 6, and at or above level 3 for year 10 for civics and citizenship performance

Data source/s Published report by ACARA (2014)

Data Quality Framework Dimensions

Institutional environment Data Collector(s): The Contractor/Data Compiler collects data under a set of protocols from a sample of schools selected to participate in the test.. 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.'

Collection authority: ACARA Act

Data Compiler(s): the contractor (in 2013, the contractor was the Australian Council for Educational Research, ACER)

Relevance Level of Geography: Data are available by National, State and Territory, and geo-location levels.

Data Completeness: data are complete

Indigenous Statistics: Data are available by Indigenous status by geo-location by state and territory.

Socioeconomic status data: Limited data are available by parental education and parental occupation, by State and Territory

Numerator/Denominator Source: The numerator and denominator are compiled from a single source, with the exception of the national report aggregated data provided by ACARA's contractor.

The original purpose for collecting the data are 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.

Have standard classifications been used? If not, why not? Yes they have been used.

Timeliness	<p>Collection interval/s: The Civics and Citizenship test is conducted every three years.</p> <p>Data available: (for most recent data – 2013) The 2013 NAP Civics and citizenship Year 6 and Year 10 Report and the 2013 NAP Civics and citizenship Technical Report were released by ACARA in (month) 2014.</p> <p>Updates to the data after its release are not likely.</p>
Accuracy	<p>Method of Collection: is collected at school-level by ACARA's contractor, who then provides the data to ACARA.</p> <p>Data Adjustments: Raw NAP CC 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> <p>Changes between cycles: Caution should be exercised when using the data to measure small changes from one cycle to the next.</p>
Coherence	<p>Consistency over time: NAP CC 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.</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 CC 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 are available in PDF format.</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 is a three yearly sample assessment and therefore may not necessarily represent the outcomes were all students 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 sample 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, country of birth, 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></p> <p>Number of year 6 and year 10 students assessed achieving proficiency level 3 or above for year 6, and at level 4 or above for year 10 on ICT literacy knowledge and understanding</p> <p><u>Denominator</u></p> <p>Number of year 6 and year 10 students assessed on the ICT literacy knowledge and understanding</p> <p><u>Computation/s:</u></p> <p>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 or above 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): The Contractor/Data Compiler collects data under a set of protocols from a sample of schools selected to participate in the test.. 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 the national report aggregated data provided by ACARA's contractor.</p> <p>The original purpose for collecting the data are to report against the national key performance measures 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	<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: Is collected at the school-level by ACARA's contractor who then provides the data 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> <p>Changes between cycles: Caution should be exercised when using the data to measure small changes from one cycle to the next.</p>
Coherence	<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.</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 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 are available in PDF format.</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 is a three yearly sample assessment and therefore may not necessarily represent the outcomes were all students tested. Confidence intervals are provided.
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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> <ul style="list-style-type: none"> • Numerator: number of students who achieved at or above the nationally agreed proficiency level <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) • 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</p> <ul style="list-style-type: none"> • Numerator top level: number of students who achieved: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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

Data Quality Framework Dimensions

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 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>

	Indigenous Statistics: Indigenous status is obtained from students
	Socioeconomic status data: Socioeconomic status is available at all data levels
	Numerator/Denominator Source: Yes
Timeliness	Collection interval/s: every 3 years (PISA); every 4 years (TIMSS); every 5 years (PIRLS).
	Data available: December 2013 (PISA 2012); December 2012 (TIMSS 2011; PIRLS 2011)
	Referenced Period: The data are collected during the 2012 school year (PISA 2012); 2010 school year (TIMSS 2011; PIRLS 2011)
	No revisions likely.
	Single data source only
	No other less frequent data sources that contain more detailed data can be used in other reporting years
Accuracy	Method of Collection: 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.
	Data Adjustments: data are weighted only.
	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 6 150 students at Year 4 and the TIMSS 2011 sample is about 7 500 students at Year 8.
	Response rate: Student response rate is about 95 per cent.
	Standard Errors: These vary but are included in tables where required.
	Data are test achievement data.
	There are no particular data tables for the performance indicator that require more detailed information or explanation.
	There are no external factors that may impact on the consistency of the data for the performance indicator.
	There are no revisions expected.
Coherence	The data are internally consistent.
	The numerator and denominator are compiled from a single source.
	The data are consistent with data supplied in previous reporting rounds.
	There have been no changes to the underlying data collection.
	No real world events have impacted on the data or its management.
	These data are not comparable with any other data sources.
Interpretability	All terms used in analysis are explained in the reports available from www.acer.edu.au/timss and from www.acer.edu.au/ozpisa
	There are no ambiguous terms.
Accessibility	Data are publicly available from www.acer.edu.au/timss and from www.acer.edu.au/ozpisa . Some unpublished data have been provided by ACER for this report.

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • 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
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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.

Learning outcomes – The proportions of sampled students achieving at various proficiency levels, and mean scale scores on the ICILS.

Data quality information for this indicator has been drafted by the School Education Working Group, with additional material supplied by ACER and Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Learning outcomes'
Measure	1. Proportion of students that achieved at each proficiency level (there is no nationally agreed proficiency level) Numerator: number of students who achieved at each proficiency level Denominator: total population of year 8 students participating in ICILS 2. the mean score for students
Data source	ICILS 2013

Data Quality Framework Dimensions

Institutional Environment	The data were collected by the Australian Council for Educational Research (ACER). ACER is an independent not for profit educational research company. Data are collected from students, teachers and schools directly by ACER. Statistical confidentiality is assured. Participation of selected schools is voluntary.
Relevance	Level of Geography: All students, geographically remote students Data Completeness: All data are available from this data source Indigenous Statistics: Indigenous status is obtained from students Socioeconomic status data: Socioeconomic status is available Numerator/Denominator Source: Yes
Timeliness	Collection interval/s: This is the first collection of ICILS data.. Data available: November 2014 Referenced Period: Australian data are collected in November 2013 No revisions likely. Single data source only No other less frequent data sources that contain more detailed data can be used in other reporting years
Accuracy	Method of Collection: The test and questionnaires are administered to selected classes in selected schools by external Test Administrators. The ICILS student assessment and questionnaire were administered solely on computer. Data Adjustments: data are weighted. Sample/Collection size: 5326 students in Year 8. Response rate: Student response rate is about 88 per cent. Standard Errors: These vary but are included in tables where required. Data are test achievement data. There are no particular data tables for the performance indicator that require more detailed information or explanation. There are no external factors that may impact on the consistency of the data for the performance indicator. There are no revisions expected.
Coherence	The data are internally consistent.

	<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 http://www.acer.edu.au/aus-icils/reports</p> <p>There are no ambiguous terms.</p>
Accessibility	<p>Data will be publicly available from February 2015 at http://www.acer.edu.au/aus-icils/data</p> <p>Some unpublished data have been provided by ACER for this report.</p>
<u>Data Gaps/Issues Analysis</u>	
Key data gaps/issues	<p>The Steering Committee notes the following issues:</p> <p>The sample for this data collection does not support disaggregation at the State and Territory level by Indigenous status.</p>

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>Australian Government Department of Education requests summary data at the postcode level. Significant errors picked up in subsequent report periods.</p>
Relevance	<p>Data topic: Students under 20 years of age, issued with Year 12 Certificates by sex and postcode. The certificates reported include:</p> <ul style="list-style-type: none">• 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 are 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, whilst South Australia has also changed its definition, as stated in the relevance section.

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

Indicator	Destination
Measure/s (computation)	<p><u>Definition</u></p> <ol style="list-style-type: none">1. The proportion of school leavers aged 15–24 who left school at any time, who are fully participating in education and/or training, or employment.2. The proportion of school leavers aged 15–24 who left school in the previous year, who are participating in work or study.3. The proportions of 15–19 and 20–24 year olds who are not in school, who are participating in full or part time study and full or part time work. Data are reported by highest level of qualification. <p><u>Numerator</u></p> <ol style="list-style-type: none">1. Number of 15-24 year olds who left school at any time and are participating in work or study.2. The number of school leavers aged 15–24 who left school in the previous year, who are participating in work or study.3. The number of 15–19 and 20–24 year olds who are not in school, who are participating in full or part time study and full or part time work. <p><u>Denominator</u></p> <ol style="list-style-type: none">1. Number of 15–24 year olds who have left school at any time.2. Number of 15–24 year olds who have left school in the last year3. The proportions of 15–19 and 20–24 year olds who are not in school, <p><u>Computation</u></p> <ol style="list-style-type: none">1. Numerator (1) divided by denominator (1). Data are reported for school leavers whose highest level of school completed was year 12, and year 11 and below2. Numerator (2) divided by denominator (2). Data are reported for school leavers whose highest level of school completed was year 12, and year 11 and below3. Numerator (3) divided by denominator (3). Data are reported by highest level of qualification.
Data source/s	<p><u>Numerator/Denominator</u></p> <p>(1) and (2): ABS (unpublished) <i>Education and Work, Australia, 2013</i>, Cat. no. 4402.0, Canberra.</p> <p>(3): ABS <i>Census of Population and Housing 2011</i></p>

Data Quality Framework Dimensions

Institutional environment	<p>The SEW and Census 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 on the ABS website.</p>
Relevance	<p>SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education. For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied directly by the selected respondent.</p>

The Australian Census of Population and Housing is the official count of population and dwellings and collects details of age, sex and other characteristics of the population.

The Census aims to measure the number and key characteristics of people in Australia on Census Night. All people in Australia on Census Night are in scope, except foreign diplomats and their families. Visitors to Australia are counted regardless of how long they have been in the country or how long they plan to stay. Australian residents not in the country on Census Night are out of scope of the Census.

Timeliness

The SEW is conducted annually in May as a supplement to the monthly LFS. The Census of Population and Housing is conducted every 5 years.

The *Census and Statistics Act 1905* requires the Australian Statistician to conduct a Census on a regular basis. Since 1961, a Census has been held every 5 years. The 2011 Census was the 16th national Census, and marked the centenary of national Censuses in Australia. It was held on 9 August 2011.

Accuracy

The SEW has a response rate of 95 per cent (39 500 completed interviews).

The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.

The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.

The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the SEW are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

The interval of two SEs about an estimate is referred to as the 95 per cent CI. Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator. The confidence interval should be considered when comparing the performance of states and territories.

Another measure of the likely difference between a sample estimate and the actual population result, is the RSE, which is obtained by expressing the SE as a percentage of the estimate. The RSE is a useful measure in that it provides an immediate indication of the percentage errors likely to have occurred due to sampling, and thus avoids the need to refer also to the size of the estimate.

$$RSE\% = \left(\frac{SE}{estimate} \right) \times 100$$

The smaller the estimate the higher is the RSE. Likewise, the smaller the underlying sample size on which an estimate is based, the higher the SE and therefore the higher the corresponding RSE. Very small estimates and those based on very small samples are subject to such high SEs (relative to the size of the estimate) as to detract seriously from their value for most reasonable uses. In general, the ABS considers that only estimates with RSEs less than 25 per cent are sufficiently reliable for most purposes. Estimates with larger RSEs, between 25 per cent and less than 50 per cent should be used with caution and estimates with RSEs of 50 per cent or more are considered unreliable for most purposes. In the attachment tables in this Report, estimates based on the SEW with RSEs between 25 per cent and less than 50 per cent are indicated in italics. Estimates of RSEs of 50 per cent or more are generally identified as 'np' (not published).

The sampling error associated with SEW and other survey estimates can be large, especially for the smaller jurisdictions and/or when focusing on small subpopulations, such as 20-24 year olds.

The ABS aims to produce high quality data from the Census. To achieve this, extensive effort is put into Census form design, collection procedures and processing. There are four principal sources of error in Census data which quality management aims to reduce as much as possible; they are respondent error, processing error, partial or non-response and undercount. For more detail, see *2011 Census Dictionary* (cat. no. 2901.0) entry Managing Census Quality.

The Census is self-enumerated, and respondents sometimes do not return a Census form or fail to answer every applicable question. Persons are imputed into dwellings for which no form was returned, together with some demographic characteristics for these people. These same demographic characteristics are imputed if not provided by respondents on a returned form. However, the majority of output classifications include a 'Not Stated' category to record the level of non-response for that data item. Data quality statements are produced for each Census data item and include the non-response rate for each variable and a brief outline of any known data quality problems, as well as a comparison with the non-response rate for the 2006 Census. These can be accessed through the Data quality statements.

Coherence

For measures (1) and (2) both the numerator and denominator come from the SEW. 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 NT population. From 2009 onwards the SEW has a wider scope. It includes people in very remote areas but excludes people in Aboriginal and Torres Strait Islander communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the NT where such persons account for about 15 per cent of the population.

For the 2013 SEW, a small number of households provided data via a web based collection instrument, rather than through telephone or personal interview. This is not expected to significantly impact of the coherence of the data between the current and previous collection cycles.

The Australian Standard Classification of Education (ASCED) (Cat. No. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

It is important for Census data to be comparable and compatible with previous Censuses and also with other data produced by the ABS and wider community. The ABS, and the Census, uses Australian standard classifications, where available and appropriate, to provide data comparability across statistical collections. These include, for example, standards for occupation and geographic areas. For more details regarding classifications used in the Census, see the *Census Dictionary, 2011* (cat. no. 2901.0) entry About Census Classifications, and the relevant entries for each classification.

The Census of Population and Housing and publication Learning and Work, Australia (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia.

Additional data are available at cost upon request through the NIRS.

Further data, including Census data, are available by the licensed Survey TableBuilder product.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes in Education and Work, Australia, (Cat. no. 6227.0); The Census provides a wealth of data about the Australian community through a suite of standard products, and data customised for individual requirements. The Census Dictionary, 2011 (cat. no. 2901.0) is a comprehensive reference guide designed to assist users to determine and specify their data requirements, and to understand the concepts underlying the data. It provides details of classifications used and a glossary

of definitions of Census terms..

Data Gaps/Issues Analysis

**Key data gaps
/issues**

The Steering Committee notes the following issues:

- 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 Survey of Education and Work data reported for this indicator relate to the jurisdiction in which the young person was resident the year of the survey and not necessarily the jurisdiction in which they attended school.