
4 School education

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '4A' prefix (for example, table 4A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available on the website at www.pc.gov.au/rogs/2016.

This chapter focuses on performance information 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 schools).

Most of the data in this chapter relate to the 2014 calendar year and the 2013-14 financial year. National Assessment Program – Literacy and Numeracy (NAPLAN) data and attendance data are included for 2015. Major improvements in reporting on school education this year include:

- inclusion of fully comparable data for two new measures of school attendance in the output indicator 'attendance and participation'
- inclusion of a new output indicator of 'student engagement'
- inclusion of a mini-case study on the SA Middle Years Development Initiative.

All abbreviations used in this Report are available in a complete list in volume A: Approach to performance reporting.

4.1 Profile of school education

Service overview

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

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

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 2015).

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 Australian Government provides funding to states and territories for school education. The major elements of Australian Government funding in 2013-14 were provided through the National Schools Specific Purpose Payment (SPP) (until 31 December 2013) and the Students First program (from 1 January 2014).¹ See box 4.6 for further information.

The Education Council — comprising Australian, State and Territory, and New Zealand education ministers — is the principal forum for developing national priorities and strategies for schooling.

Funding

Australian, State and Territory government recurrent expenditure on school education was \$50.4 billion in 2013-14 (table 4.1), with 76.3 per cent on government schools and 23.7 per cent on non-government schools.

In 2013-14, expenditure on government schools was \$38.5 billion. State and Territory governments provide 87.3 per cent of this funding, although these governments also contribute to the funding of non-government schools and provide services used by both government and non-government schools.

Government expenditure on non-government schools in 2013-14 was mainly provided by the Australian Government (74.0 per cent), with State and Territory governments providing 26.0 per cent (table 4.1).

Historical data are available in tables 4A.7–8, and disaggregation of Australian Government payments for 2013-14 are available in table 4A.9.

¹ From 1 January 2014, Australian Government funding for government and non-government schools is determined by the Australian Education Act 2013. Prior to this, Australian Government funding was determined under the Intergovernmental Agreement on Federal Financial Relations. The non-government schools funding component was determined by the Schools Assistance Act 2008.

Table 4.1 **Government recurrent expenditure on school education, 2013-14 (\$ million)^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									
Australian Government	1 537	1 118	1 034	496	370	134	72	138	4 900
State and Territory governments	10 957	6 676	6 963	4 497	2 426	812	706	557	33 593
Total	12 493	7 795	7 998	4 993	2 795	946	778	695	38 493
Non-government schools									
Australian Government	2 748	2 233	1 801	893	682	178	164	120	8 818
State and Territory governments	978	643	709	424	175	59	57	61	3 106
Total	3 726	2 877	2 509	1 317	856	237	221	181	11 924
All schools									
Australian Government	4 285	3 352	2 835	1 389	1 051	312	236	258	13 717
State and Territory governments	11 935	7 320	7 672	4 921	2 600	870	763	617	36 699
Total	16 219	10 672	10 507	6 310	3 652	1 183	999	875	50 417

^a See table 4A.7 for detailed footnotes and caveats.

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

Caution should be taken when comparing expenditure data for 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 2014, with the remaining 42.8 per cent sourced from private fees and fundraising (Australian Government Department of Education and Training, unpublished).

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. 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. Most

children commence full time schooling in the year preceding Year 1 (pre-year 1) (figure 4.1).

Figure 4.1 Structure of primary and secondary schooling, 2014

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

Source: Adapted from ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0.

In 2014, 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. Children may commence school at an age younger than the statutory age at which they are required to attend school. 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 level. In SA, children commence school at the start of the year in which they turn five. In Tasmania, children commence school at the start of the year in which they turn six (ABS 2015).

The National Youth Participation Requirement (NYPR), which commenced 1 January 2010, 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 2015).

Schools

At the beginning of August 2014, there were 9389 schools in Australia (6250 primary schools, 1379 secondary schools, 1325 combined schools and 435 special schools). The majority of schools were government owned and managed (70.8 per cent) (table 4.2).

Table 4.2 Summary of school characteristics, August 2014^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>
Government schools										
Primary	no.	1 619	1 127	915	523	365	127	55	68	4 799
Secondary	no.	370	238	182	98	65	36	19	14	1 022
Combined	no.	65	80	89	90	77	25	8	66	500
Special schools	no.	111	79	46	64	18	4	4	4	330
Total	no.	2 165	1 524	1 232	775	525	192	86	152	6 651
Non-government schools										
Primary	no.	491	422	225	150	99	29	24	11	1 451
Secondary	no.	144	97	72	7	18	5	5	9	357
Combined	no.	237	154	164	133	76	30	14	17	825
Special schools	no.	46	20	22	11	3	1	1	1	105
Total	no.	918	693	483	301	196	65	44	38	2 738
All schools										
Primary	no.	2 110	1 549	1 140	673	464	156	79	79	6 250
Secondary	no.	514	335	254	105	83	41	24	23	1 379
Combined	no.	302	234	253	223	153	55	22	83	1 325
Special schools	no.	157	99	68	75	21	5	5	5	435
Total	no.	3 083	2 217	1 715	1 076	721	257	130	190	9 389
Proportion of schools that are government schools										
Primary	%	76.7	72.8	80.3	77.7	78.7	81.4	69.6	86.1	76.8
Secondary	%	72.0	71.0	71.7	93.3	78.3	87.8	79.2	60.9	74.1
Combined	%	21.5	34.2	35.2	40.4	50.3	45.5	36.4	79.5	37.7
Special schools	%	70.7	79.8	67.6	85.3	85.7	80.0	80.0	80.0	75.9
All schools	%	70.2	68.7	71.8	72.0	72.8	74.7	66.2	80.0	70.8
Proportion of schools that are primary schools										
Government	%	74.8	74.0	74.3	67.5	69.5	66.1	64.0	44.7	72.2
Non-government	%	53.5	60.9	46.6	49.8	50.5	44.6	54.5	28.9	53.0
All schools	%	68.4	69.9	66.5	62.5	64.4	60.7	60.8	41.6	66.6

^a See tables 4A.1–3 for detailed footnotes and caveats.

Source: ABS (2015 and unpublished) *Schools Australia 2014*, Cat. no. 4221.0; tables 4A.1–3.

Settlement patterns (population dispersion), the age distribution of the population and educational policy influence the distribution of schools by size and level in different jurisdictions. Nationally in 2014, 63.6 per cent of secondary schools had enrolments exceeding 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.

Student body

There were 3.7 million full time equivalent (FTE) student enrolments in primary and secondary schools in August 2014 (see section 4.5 for a definition of FTE student). Nationally, 48.8 per cent of FTE students in all schools were female (table 4.3).

A higher proportion of FTE students was enrolled in primary schools (58.8 per cent) than in secondary schools (41.2 per cent) (table 4.3). Differences in schooling structures influence enrolment patterns (see figure 4.1). The proportion of students enrolled in primary school education can be expected to be higher in jurisdictions that include year 7 in primary school (ie, Queensland, WA and SA).

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 (69.1 per cent) than at secondary level (59.3 per cent) (table 4.3).

Table 4.3 FTE student enrolments, August 2014^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 FTE student enrolments at level of education										
Primary schools	('000)	658.8	503.0	483.3	256.3	159.5	44.2	35.1	24.5	2164.6
Secondary schools	('000)	509.5	395.6	292.8	136.1	101.5	36.5	29.5	16.3	1517.7
All schools	('000)	1168.3	898.5	776.0	392.4	261.0	80.7	64.5	40.7	3682.3
Proportion of FTE students who were enrolled in government schools										
Primary schools	%	69.5	67.5	70.2	70.2	65.9	73.1	61.0	77.4	69.1
Secondary schools	%	60.0	57.0	61.1	58.2	60.1	66.6	53.9	64.8	59.3
All schools	%	65.4	62.9	66.8	66.0	63.7	70.2	57.8	72.4	65.1
Proportion of FTE students who were female (all schools)										
Primary schools	%	48.6	48.6	48.3	48.7	48.7	48.7	48.5	49.1	48.6
Secondary schools	%	49.2	49.3	49.3	48.8	49.6	49.4	49.6	48.9	49.2
All schools	%	48.9	48.9	48.7	48.7	49.0	49.0	49.0	49.0	48.8
Proportion of FTE students who were enrolled in primary education, by sector										
Government schools	%	60.0	60.1	65.5	69.4	63.3	57.1	57.4	64.2	62.4
Non-government schools	%	49.6	49.0	55.8	57.3	57.3	49.4	50.2	49.1	52.1
All schools	%	56.4	56.0	62.3	65.3	61.1	54.8	54.3	60.0	58.8

^a See table 4A.1–4 for detailed footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; tables 4A.1–4.

Full time school students represented 15.6 per cent of the Australian population in 2014 (table 4A.5). Over the period 2010 to 2014, full time student enrolments increased by an average of 1.3 per cent annually, with this proportion higher for non-government schools (1.7 per cent annually) compared to government schools (1.1 per cent annually) (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 2 282 357 in 2010 to 2 387 529 in 2014. The number of full time students in non-government schools increased from 1 204 522 in 2010 to 1 286 236 in 2014 (table 4A.27).

Part time students form a significant proportion of secondary school enrolments in some jurisdictions, though these proportions have decreased in recent years (table 4.4). The proportion of secondary school students who were enrolled part time in 2014 varied considerably across jurisdictions, partly because jurisdictions' education authorities have different policy and organisational arrangements for part time study, different definitions of what constitutes part time study, and variance in the number of part time courses available.

Table 4.4 Part time secondary school students in government schools^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>
Part time secondary school students in government schools										
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
2014	no.	2 383	2 313	4 077	1 545	2 197	1 171	88	176	13 950
Proportion of full time and part time secondary school students in government schools who were part time students										
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
2014	%	0.8	1.0	2.2	1.9	3.5	4.7	0.6	1.7	1.5

^a See table 4A.1 for detailed footnotes and caveats. – Nil or rounded to zero.

Source: ABS (2015 and unpublished) *Schools Australia 2014*, 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.

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 6.7 per cent in government schools and 2.4 per cent in non-government schools in 2014 (table 4.5).

Table 4.5 Full time students who identify as Aboriginal and Torres Strait Islander, 2014^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>
Government schools	%	6.8	2.0	9.2	8.2	5.9	9.2	3.5	45.1	6.7
Non-government schools	%	2.3	0.6	3.5	3.0	1.3	4.7	1.4	28.3	2.4
All schools	%	5.2	1.4	7.3	6.4	4.2	7.8	2.6	40.5	5.2

^a See table 4A.29 for detailed footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.29.

Students from language backgrounds other than English

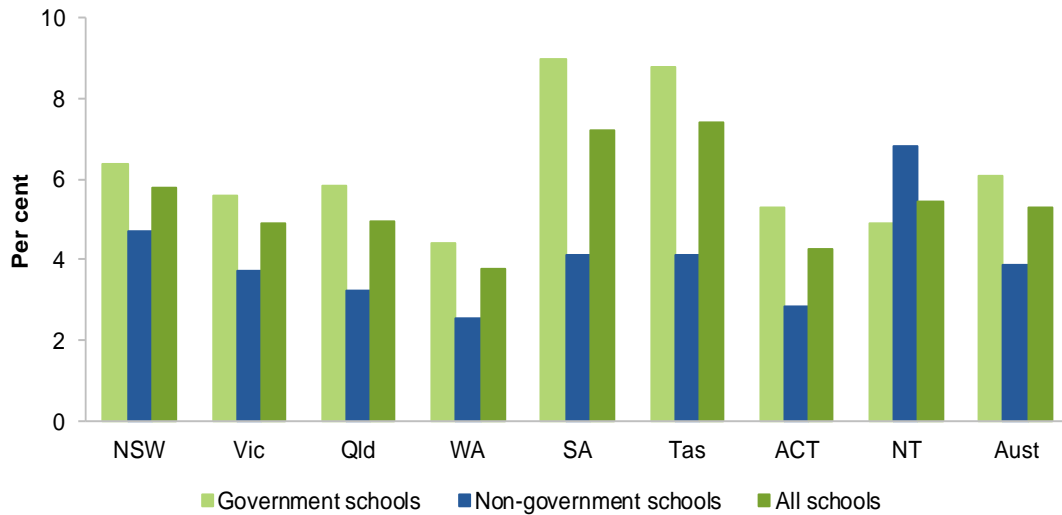
The proportion of LBOTE students is based on data from the Australian Bureau of Statistics (ABS) Census of Population and Housing (Australian Government Department of Education and Training, unpublished). Students are counted as having a LBOTE if their home language is not English or if they (or at least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

The most recent available data are for 2011. The proportion of students with a LBOTE in government and non-government schools varied across jurisdictions in 2011 (table 4A.30).

Students with disability

Students with disability are educated in both mainstream and special schools. Nationally in 2014, the proportion of students with disability for all schools was 5.3 per cent, and significantly higher in government schools (6.1 per cent) than in non-government schools (3.9 per cent) (figure 4.2).

Figure 4.2 **Funded students with disability as a proportion of all students, 2014^a**



^a See table 4A.31 for detailed footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.31.

Geographically remote students

Identification of geographically remote students is based on the school location according to the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) agreed classification (see section 4.5 for a definition of the MCEECDYA geographic classification). The proportion of students enrolled in schools in remote and very remote areas varies greatly across jurisdictions (table 4.6).

Table 4.6 **Students enrolled in schools in remote and very remote areas as a proportion of all students, 2014 (per cent)^a**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Remote areas									
Government schools	0.5	0.1	1.8	5.4	3.4	0.8	..	16.2	1.6
Non-government schools	0.2	–	0.8	1.9	1.5	0.4	..	27.8	0.8
All schools	0.4	0.1	1.5	4.2	2.7	0.7	..	19.4	1.3
Very remote areas									
Government schools	0.1	..	1.5	2.9	1.2	0.4	..	29.7	1.1
Non-government schools	–	..	0.3	1.2	0.1	–	..	12.8	0.3
All schools	0.1	..	1.1	2.3	0.8	0.3	..	25.0	0.8

^a See table 4A.35 for detailed footnotes and caveats. .. Not applicable. – Nil or rounded to zero.

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

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.

Students from families of low socio-economic status

Measures of learning outcomes by socio-economic status (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

Box 4.1 describes the educational goals for young Australians, agreed by education Ministers in the Melbourne Declaration. Commitments to action by governments in eight inter-related areas are also included in the Melbourne Declaration (MCEETYA 2008). These goals form the objectives which underpin the performance indicator framework. This framework is also aligned with the National Education Agreement (NEA), which covers the area of school education. Performance indicators in this chapter are aligned with school education indicators in the NEA, where relevant.

Box 4.1 National goals for schooling in the 21st century

In December 2008, the Ministerial Council on Education, Employment, Training and Youth Affairs (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.

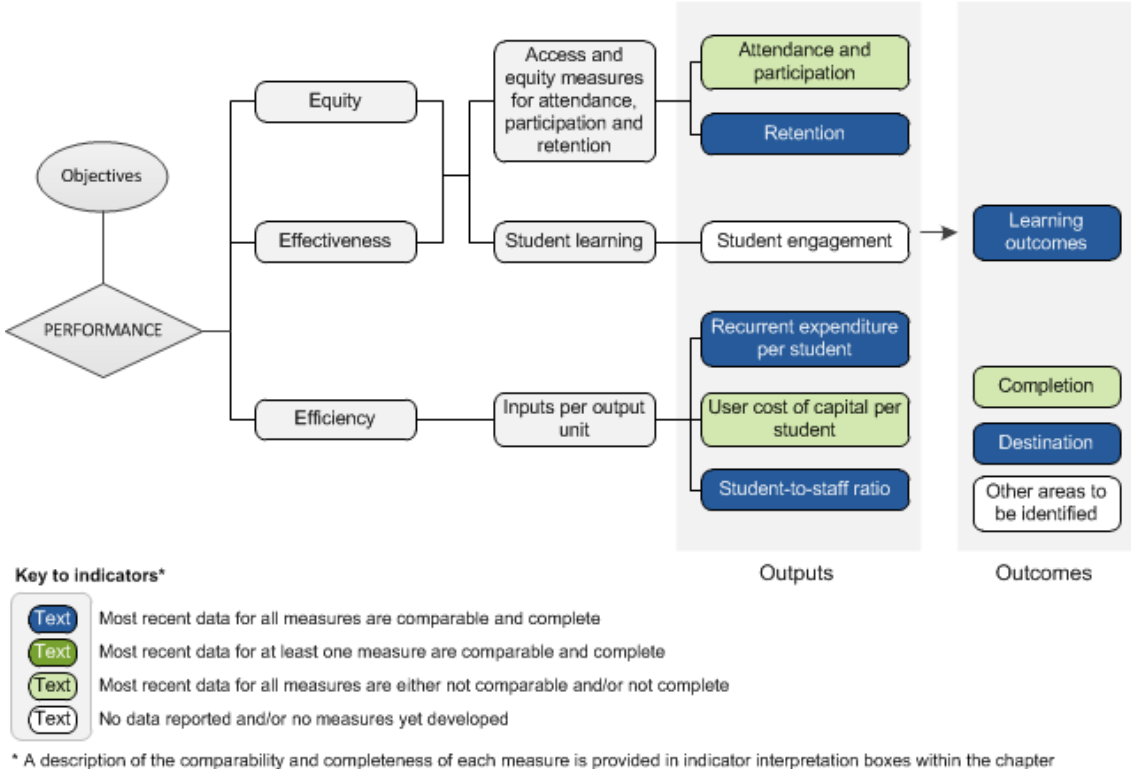
Source: Adapted from MCEETYA (2008).

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

outcomes of School education (figure 4.3). The performance indicator framework shows which data are complete and comparable in the 2016 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 (section 1.6).

In addition to section 4.1, the Report’s Statistical context chapter contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics (chapter 2).

Figure 4.3 School education performance indicator framework



4.3 Key performance indicator results

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).

Data Quality Information (DQI) is included where available for performance indicators in this 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. All DQI for the 2016 Report can be found at www.pc.gov.au/rogs/2016.

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). Output information is also critical for equitable, efficient and effective management of government services.

Equity and effectiveness

Access and equity — Attendance and participation

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

Box 4.2 Attendance and participation

Attendance and participation' is defined by five measures.

Attendance

- Student attendance rate, defined as the number of actual full time equivalent student days attended by full time students in Years 1 to 10 as a percentage of the total number of possible student days attended over the period, by Indigenous status and remoteness (for aggregated year levels).
- Student attendance level, defined as the proportion of full time students in Years 1 to 10 whose attendance rate is greater than or equal to 90 per cent over the period, by Indigenous status and remoteness (for aggregated year levels).

A high or increasing student attendance rate and student attendance level is desirable.

The attendance rate measure has been substantially revised since previous reports. The attendance level measure is reported for the first time in this report. Data are collected for semester 1 of each year and results may not be representative of the entire school year.

Data reported for these measures are:

- not fully comparable across jurisdictions for the attendance rate (NSW government school data are not yet collected on a comparable basis to other states and territories) nor across sectors for the attendance level (data for non-government schools have been collected on a different basis to the nationally agreed standard for which data for government schools have been collected, and results should not be compared across the two sectors)
- complete for the current reporting period (subject to caveats) for the attendance rate. All required 2015 data are available for all jurisdictions providing the service (2014 data are also available). Data are incomplete for the current reporting period for the attendance level. All required 2015 government school data were not available for NSW.

Participation

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

A higher or increasing participation rate for these first two measures above suggests an improvement in educational outcomes through greater access to or participation in school education. However, these measures need to be interpreted with care as:

- rates are influenced by jurisdictional differences in age/grade structures, and the participation rate is an age-based rate
- an overestimation of enrolment in some states and territories (for example, where enrolment rates exceed 100 per cent) may occur due to students: moving interstate during a school year, multiple enrolments by individual students or students residing in one jurisdiction enrolling in schools in another jurisdiction (as the measures are based on enrolled population as a proportion of the resident population). In particular, enrolment rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT. This is referred to as cross-border enrolment.

(continued next page)

Box 4.2 (continued)

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

These three 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 a VET course. 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 2013 and 2014 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/2016

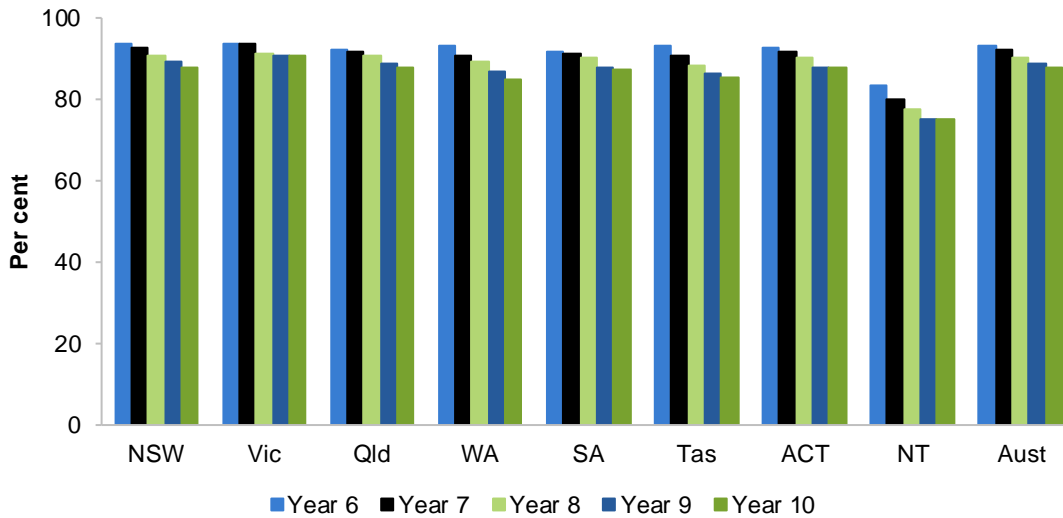
Attendance rate

For all students in 2015, the attendance rates were similar nationally and within each state and territory across years 1–6. In general, attendance gradually decreased from year 7 to year 10 (tables 4A.131–133).

For government schools, the total student attendance rate for 2015 ranged from 75.0 per cent to 94.1 per cent across year levels (1–10) and jurisdictions (figure 4.4 and table 4A.131). Data for 2015 student attendance rates for non-government schools and all schools show similar trends (tables 4A.132 and 4A.133).

Non-Indigenous students in government schools had higher attendance rates than Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions in 2015 (figure 4.5 and table 4A.131). The differences varied across states and territories. A similar pattern was observed for non-government schools and all schools (tables 4A.132 and 4A.133).

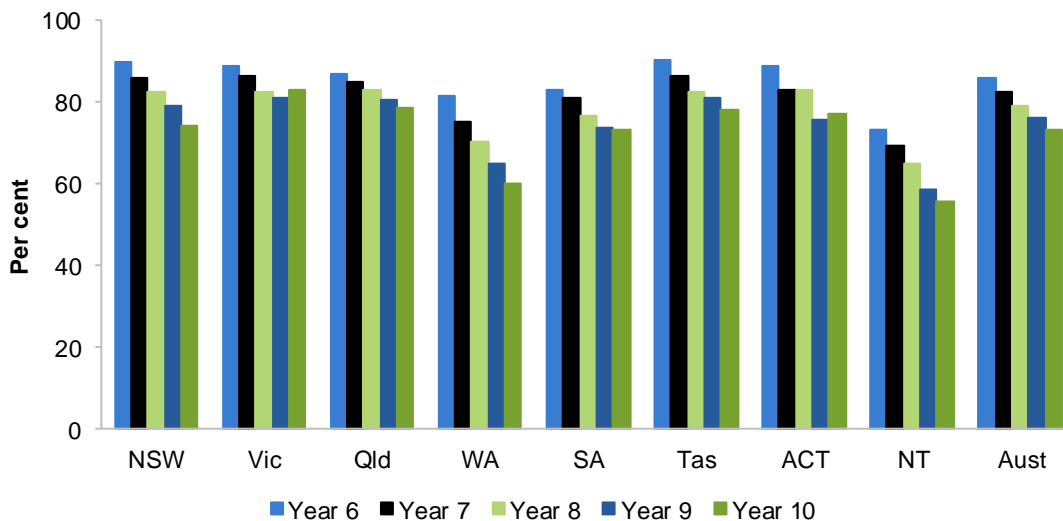
Figure 4.4 Student attendance rate, all students, government schools, 2015 (per cent)^a



^a See box 4.2 and table 4A.131 for detailed definitions, footnotes and caveats.

Source: Australian Curriculum and Assessment Reporting Authority (ACARA) (unpublished); table 4A.131.

Figure 4.5 Student attendance rate, Aboriginal and Torres Strait Islander students, government schools, 2015 (per cent)^a



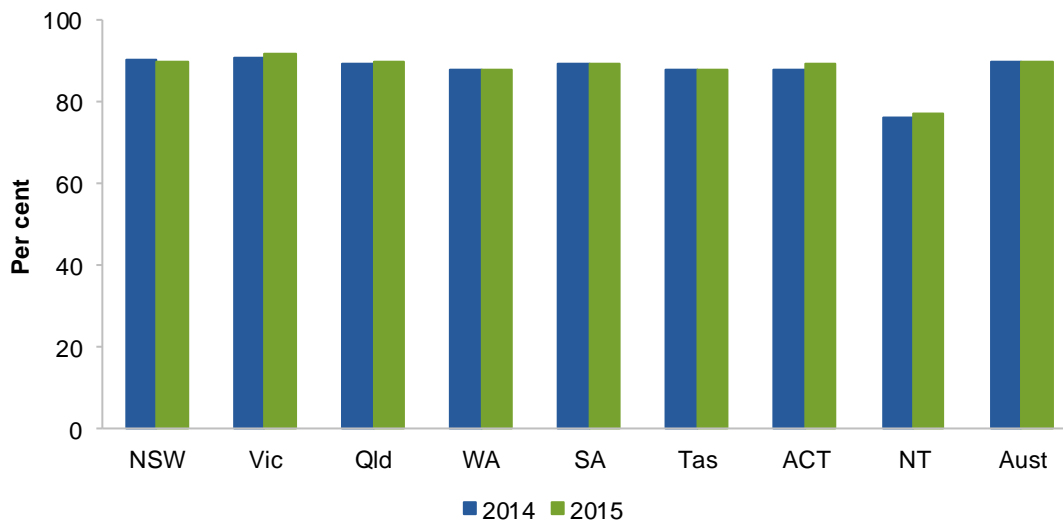
^a See box 4.2 and table 4A.131 for detailed definitions, footnotes and caveats.

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

Data for years 1–6 combined, 7–10 combined and 1–10 combined by geolocation and Indigenous status for 2015 are included in tables 4A.131–133. In general, for both Aboriginal and Torres Strait Islander students and non-Indigenous students, attendance rates decline with increasing remoteness, but the decline is greater for Aboriginal and Torres Strait Islander students.

There has not been a significant change in attendance rates from 2014 to 2015, for years 7–10 combined for government schools (figure 4.6). Similar patterns can be observed for non-government and all schools (tables 4A.132–133 and 4A.135–136). Attendance rate data for 2014 for years 1–6 and 1–10 are in tables 4A.134–136.

Figure 4.6 Student attendance rates, government schools, years 7–10, (per cent)^a



^a See box 4.2 and tables 4A.131 and 4A.134 for detailed definitions, footnotes and caveats.

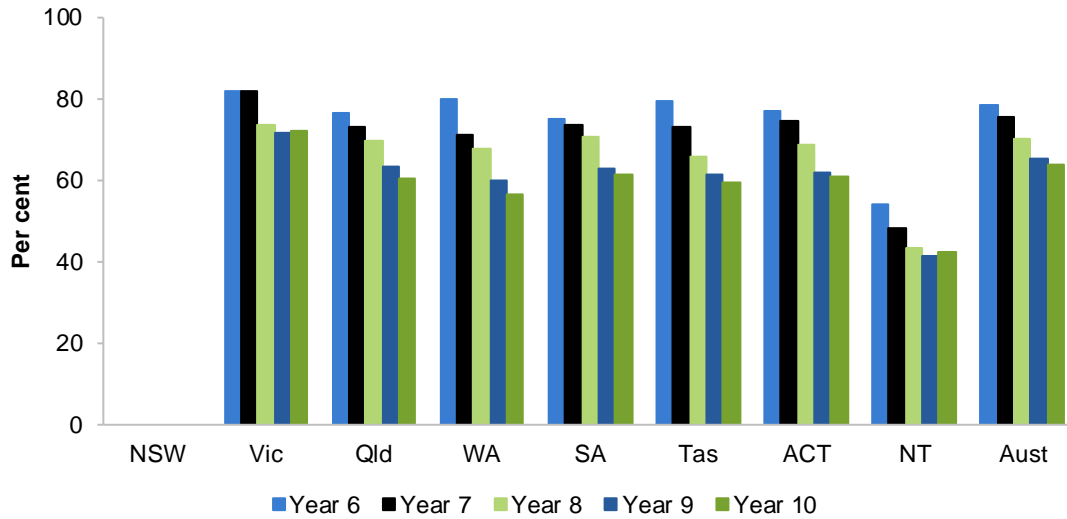
Source: ACARA (unpublished); tables 4A.131 and 4A.134.

Attendance level

For all students in 2015, the attendance level (the proportion of students whose attendance rate was 90 per cent or greater) were similar nationally and within each state and territory across years 1–6. In general, the attendance level gradually decreased from year 7 to year 10 (table 4A.137).

For government schools, the total student attendance level ranged from 41.6 per cent to 83.0 per cent across year levels (1–10) and jurisdictions (figure 4.7 and table 4A.137). Non-Indigenous students in government schools had higher attendance levels than Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions in 2015 (figure 4.8 and table 4A.137). The differences varied across states and territories.

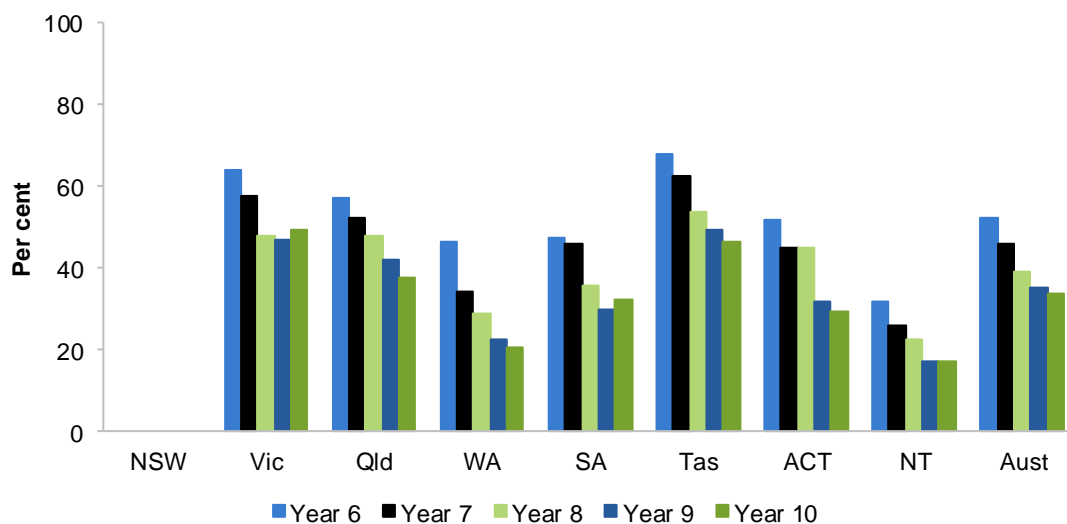
Figure 4.7 Student attendance level, all students, government schools, 2015 (per cent)^{a, b}



^a See box 4.2 and table 4A.137 for detailed definitions, footnotes and caveats. ^b Data for NSW are not available. The Australian total excludes NSW.

Source: ACARA (unpublished); table 4A.137

Figure 4.8 Student attendance level, Aboriginal and Torres Strait Islander students, government schools, 2015 (per cent)^{a, b}



^a See box 4.2 and table 4A.137 for detailed definitions, footnotes and caveats. ^b Data for NSW are not available. The Australian total excludes NSW.

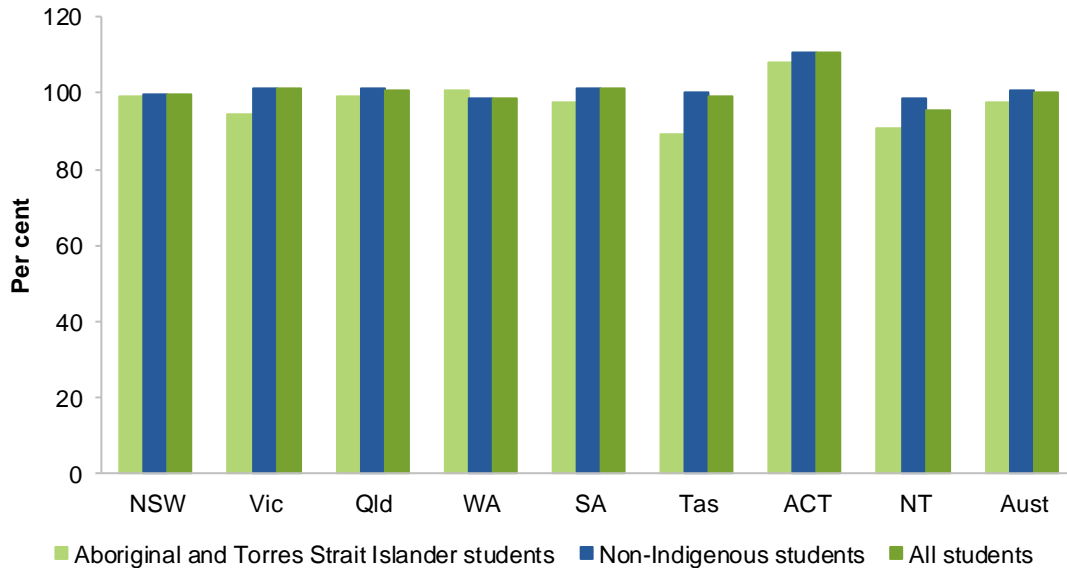
Source: ACARA (unpublished); table 4A.137.

Data for years 1–6 combined, 7–10 combined and 1–10 combined by geolocation and Indigenous status for government schools in 2015 are included in table 4A.137. In general, for both Aboriginal and Torres Strait Islander and non-Indigenous students, the attendance level declined with increasing remoteness, but the decline was greater for Aboriginal and Torres Strait Islander students. Data for non-government schools, collected on a different basis to data for government schools, are included in table 4A.138.

Participation — proportion of 6–15 year olds enrolled in school

Nationally in 2014, 100.4 per cent of children aged 6–15 years were enrolled (either full or part time) in school (figure 4.9). (See box 4.2 for an explanation of rates above 100 per cent). The proportion of 6–15 year old Aboriginal and Torres Strait Islander students enrolled was 97.8 per cent and 100.6 per cent of non-Indigenous 6–15 year old students were enrolled. These proportions were similar to those reported for 2013. The proportion of Aboriginal and Torres Strait Islander students aged 6–15 enrolled has increased from 84.1 per cent in 2008 (table 4A.116).

Figure 4.9 Proportion of children aged 6–15 years enrolled in school, 2014 (per cent)^a



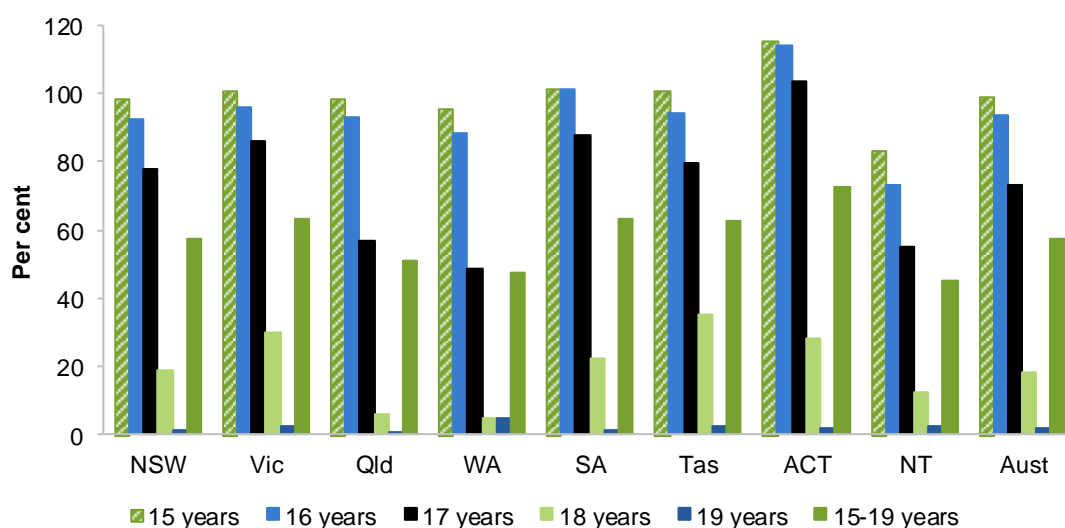
^a See box 4.2 and table 4A.116 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia, 2014*, Cat. no. 4221.0; ABS (2014) *Population by Age and Sex, Australian States and Territories, June 2014*, Cat. no. 3101.0; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 4A.116.

Participation — proportion of 15–19 year olds enrolled in school

Nationally, 57.1 per cent of 15–19 year olds were enrolled in schools in 2014 (figure 4.10). School participation rates declined as students exceeded the maximum compulsory school age and varied by jurisdiction, age and sex (figure 4.10 and table 4A.117). School participation rates for females (57.5 per cent) were slightly higher than those for males (56.8 per cent) (table 4A.117). Single year of age data for 15–19 year olds from 2009 to 2014 are included in table 4A.118.

Figure 4.10 School participation rate of people aged 15–19 years in school education, all schools, 2014 (per cent)^a



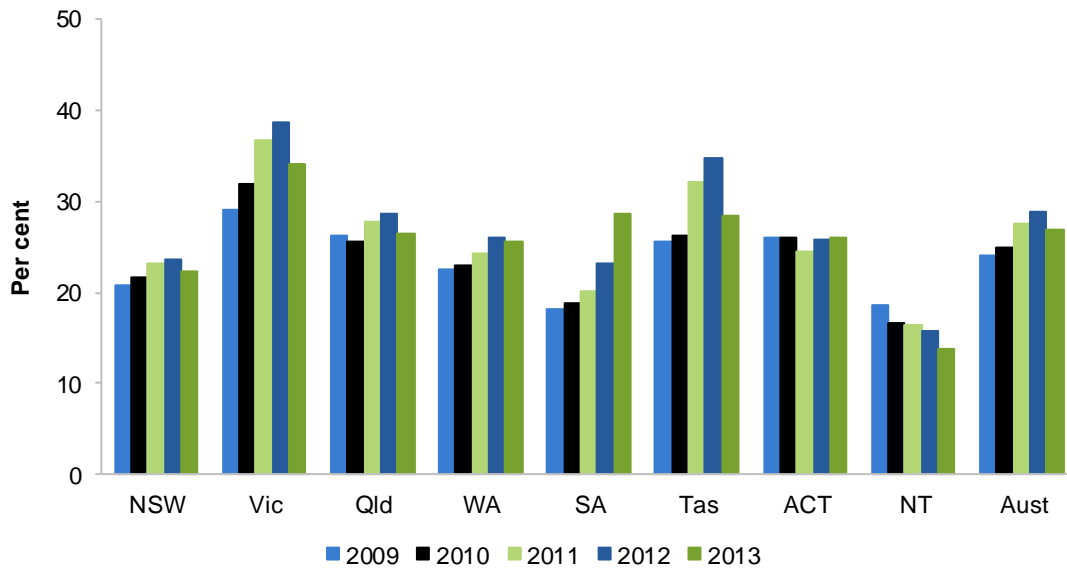
^a See box 4.2 and table 4A.117 for detailed definitions, footnotes and caveats.

Source: ABS (2015 and unpublished) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.117.

Participation — achievement of VET competencies

In 2013, 453 400 young people were undertaking VET in Schools programs (NCVER 2014). The proportion of 15–19 year olds who had successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above was 27.0 per cent nationally in 2013 (figure 4.11). This proportion has increased steadily since 2009 but decreased from 2012 to 2013 (table 4A.130). It includes both VET in Schools students and school-aged students who have left school but are still engaged in education through a campus of technical and further education (TAFE) or other VET Registered Training Organisation (RTO).

Figure 4.11 **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 (per cent)^a**



^a See box 4.2 and table 4A.130 for detailed definitions, footnotes and caveats.

Source: National Centre for Vocational Education Research (NCVER), *National VET Provider Collection* (various years); NCVER, *National VET in Schools Collection* (various years); ABS *Australian Demographic Statistics*, (various years) (Cat. no. 3101.0); table 4A.130.

Access and equity — Retention

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

Box 4.3 **Retention**

'Retention' (apparent retention rate) is defined as the number of full time school students in a designated level/year of education as a percentage of their respective cohort group (either at the commencement of their secondary schooling at year 7 or 8 (figure 4.1 shows the starting year across jurisdictions), 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 and by Indigenous status, 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 (which has implications for the interpretation of results for all jurisdictions — see tables 4A.1–3) or provide information on students who pursue year 12 (or equivalent qualifications) through non-school pathways. Ungraded students are not included in the calculation of apparent retention rates.

The term 'apparent' is used because the measure 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 interpreting this measure as it 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.

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.

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 2014 data are available for all jurisdictions providing the service.

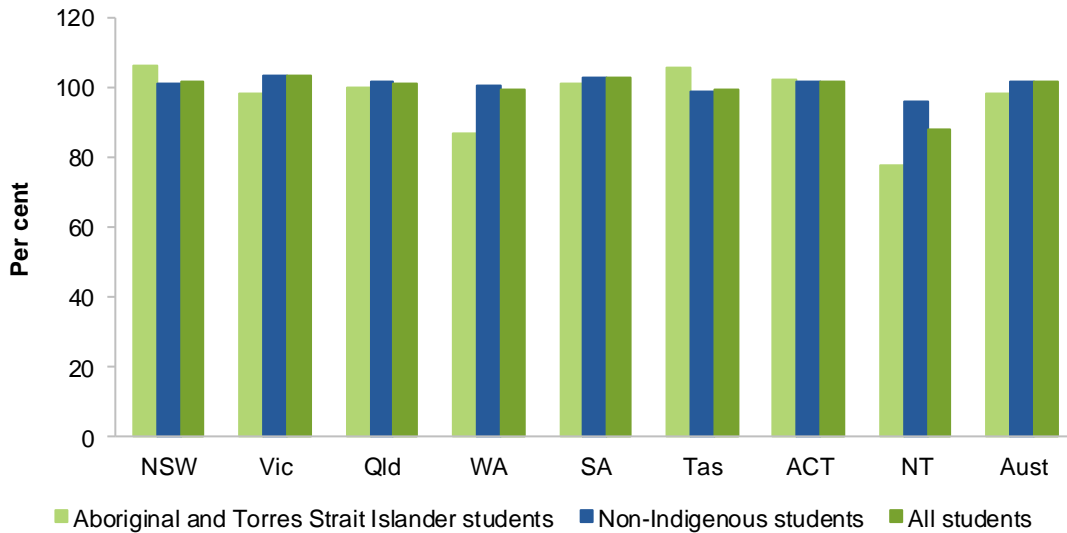
Information about data quality for this indicator is at www.pc.gov.au/rogs/2016.

Year 7 or 8 to year 10

In most jurisdictions in 2014, apparent retention rates from the commencement of secondary school at year 7 or 8 to year 10, were above 98 per cent, with a national rate of 101.7 per cent (figure 4.12).

Nationally, the retention rate to year 10 for Aboriginal and Torres Strait Islander students was lower than that for non-Indigenous students (98.2 per cent compared to 101.9 per cent), but this varied across jurisdictions (figure 4.12).

Figure 4.12 **Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2014^a**

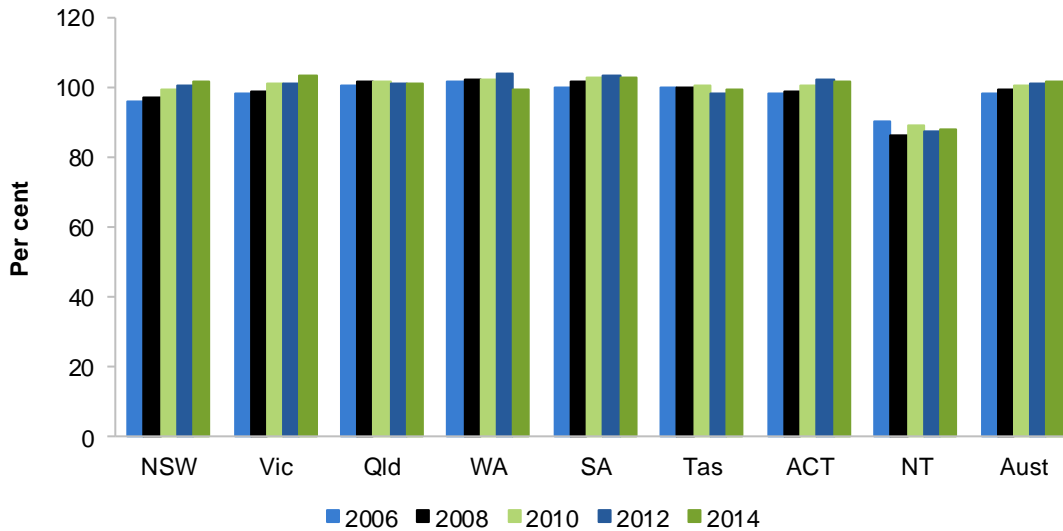


^a See box 4.3 and table 4A.119 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.119.

Since 2006, the national apparent retention rate from the commencement of secondary schooling at year 7 or year 8 to year 10 for all full time students has increased — from 98.6 per cent in 2006 to 101.7 per cent in 2014 (figure 4.13). Data for intervening years and by Indigenous status are in table 4A.121. Data for government schools and non-government schools are in tables 4A.122 and 4A.123.

Figure 4.13 **Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools^a**



^a See box 4.3 and table 4A.121 for detailed definitions, footnotes and caveats.

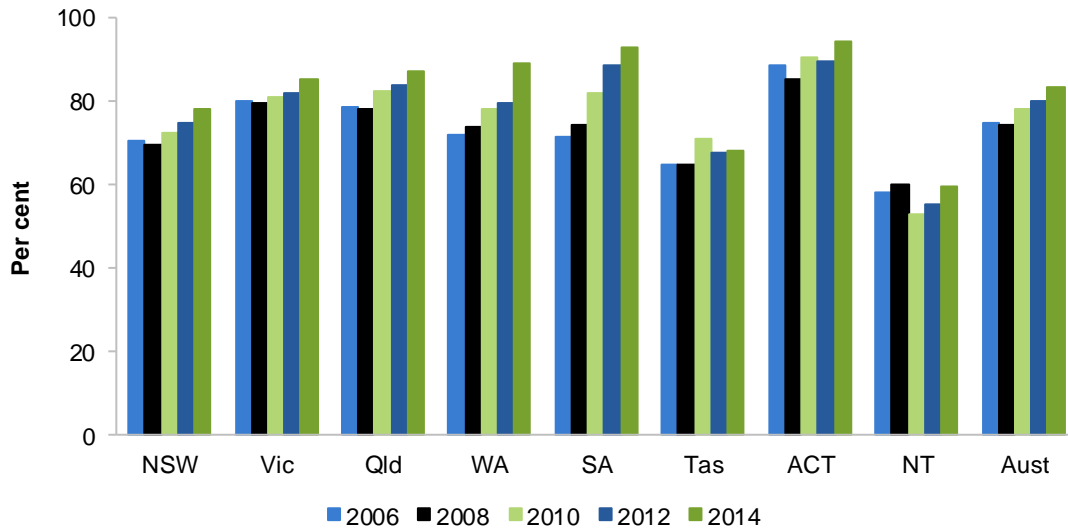
Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.121.

Year 7 or 8 to year 12

The national apparent retention rate, from the commencement of secondary school at year 7 or 8 to year 12, for all full time students was 74.7 per cent in 2006, rising to 83.6 per cent in 2014 (figure 4.14). Data for intervening years and by Indigenous status are in table 4A.121. Data for government schools and non-government schools are in tables 4A.122 and 4A.123.

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 in all jurisdictions in 2014, with a national retention rate for Aboriginal and Torres Strait Islander students of 59.4 per cent, 25.4 percentage points lower than that for non-Indigenous students (84.8 per cent) (table 4A.121).

Figure 4.14 **Apparent retention rate from year 7 or 8 to year 12, full time secondary students, all schools^a**



^a See box 4.3 and table 4A.121 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.121.

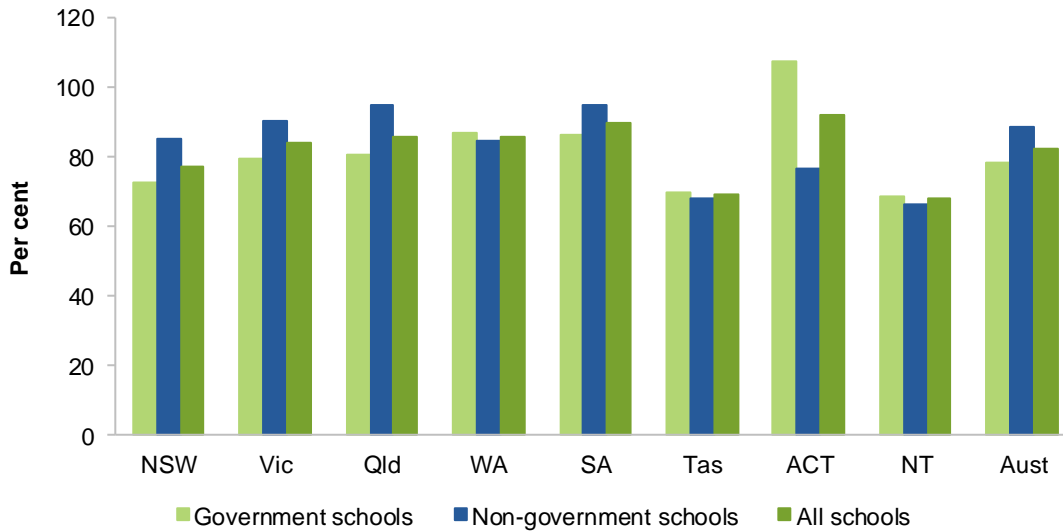
Year 10 to year 12

The apparent rate of retention from year 10 to year 12 expresses the number of full time school students enrolled in year 12 in 2014 as a proportion of the number of full time school students enrolled in year 10 in 2012.

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 (see box 4.3).

Nationally, the apparent retention rate from year 10 to year 12 for all schools was 82.5 per cent in 2014. The rate for government schools was 78.6 per cent, and for non-government schools was 88.6 per cent. The apparent retention rates for both government schools and non-government schools varied across jurisdictions (figure 4.15).

Figure 4.15 **Apparent retention rate from year 10 to year 12, full time secondary students, 2014^a**



^a See box 4.3 and table 4A.120 for detailed definitions, footnotes and caveats.

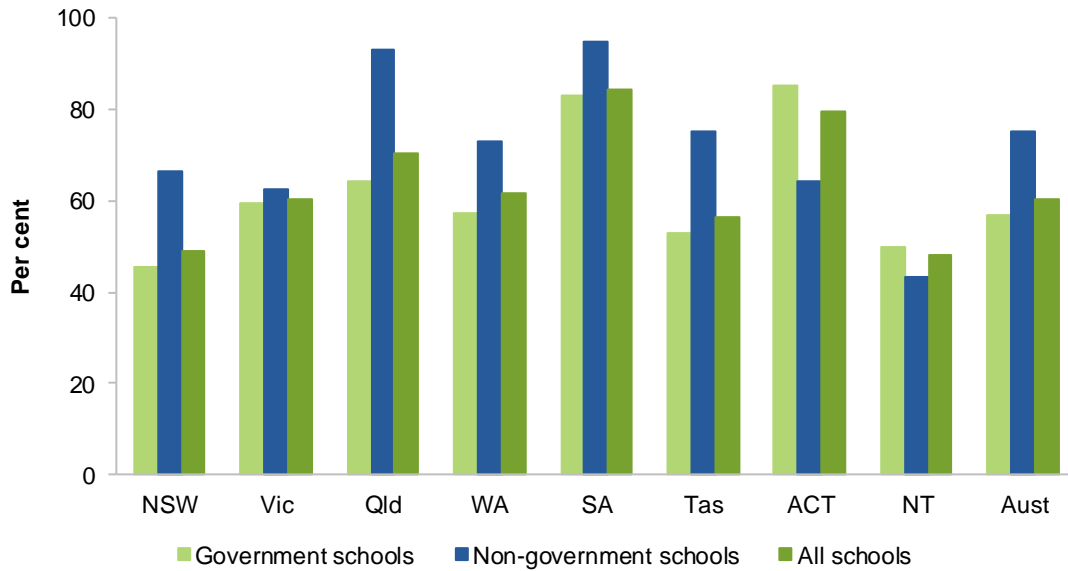
Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.120.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Aboriginal and Torres Strait Islander students in 2014 were generally lower than rates for all students but varied across jurisdictions. Nationally in 2014, Aboriginal and Torres Strait Islander retention from year 10 to year 12 for all schools was 60.4 per cent (figure 4.16), compared with 83.6 per cent for non-Indigenous students (table 4A.121). However, Aboriginal and Torres Strait Islander retention from year 10 to year 12 for all schools has risen from 46.8 per cent in 2006, with the gap between Aboriginal and Torres Strait Islander students and non-Indigenous students decreasing from 30.3 percentage points in 2006 to 23.2 percentage points in 2014 (table 4A.121).

In interpreting Aboriginal and Torres Strait Islander apparent retention rates, it should be noted that, nationally, 1.8 per cent of Aboriginal and Torres Strait Islander students left school before year 10 (figure 4.12 and table 4A.121), 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 6.7 per cent of all students in government schools compared with 2.4 per cent in non-government schools and some jurisdictions have very low numbers of Aboriginal and Torres Strait Islander students (table 4.5).

Nationally, apparent rates of retention for all full time students from year 10 to year 12 increased from 76.2 per cent in 2006 to 82.5 per cent in 2014 (figure 4.17). Data for intervening years and by Indigenous status are in table 4A.121. Data for government schools and non-government schools are in tables 4A.122 and 4A.123.

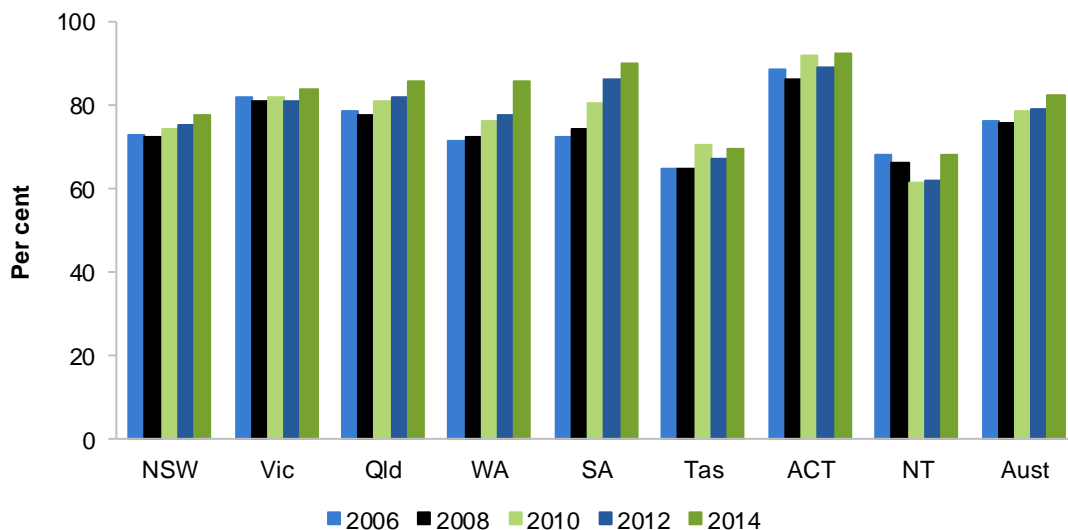
Figure 4.16 **Apparent retention rates from year 10 to year 12, Aboriginal and Torres Strait Islander full time secondary students, 2014^a**



^a See box 4.3 and tables 4A.121–123 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; tables 4A.121–123.

Figure 4.17 **Apparent retention rates from year 10 to year 12, full time secondary students, all schools^a**



^a See box 4.3 and table 4A.121 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.121.

Student learning — Student engagement

‘Student engagement’ is an indicator of governments’ objective that all students are able to improve educational outcomes through high or increasing levels of behavioural, emotional and cognitive engagement with schooling (box 4.4).

Box 4.4 Student engagement

'Student engagement' is yet to be defined and this indicator is under development. Further research into the drivers and outcomes of student engagement will continue to inform this area.

Student engagement is regarded as relevant to student outcomes, and is closely connected to learning. There are also important links with student wellbeing, although the Australian evidence base on this is inconclusive.

Attendance has sometimes been regarded as a proxy for student engagement and there is evidence of the relationship between poor attendance and poor student outcomes, particularly once patterns of non-attendance are established (Hancock et al. 2013). However, measurement of attendance alone is not an adequate proxy for engagement with learning. The performance of students with poor engagement may be affected in such a way that they may not reach the end of compulsory schooling satisfactorily, or who may not reach their potential.

Engagement may be considered more broadly, covering behavioural, emotional and cognitive engagement. Behavioural engagement may be measured by identifiable behaviours and by attendance, attainment and retention. Emotional engagement may be analysed by seeking students' attitude to learning and school. Cognitive engagement has been less frequently measured in a classroom setting, but research studies have used measures such as inattention, distraction and off-task behaviour.

The report on the 2012 PISA survey (see also box 4.13) includes the results of the student questionnaire, collected from the sample of 15 year-old students. A range of measures is presented in the general area of 'school climate', which relates to the concept of emotional engagement. Students were asked to assess their sense of belonging at school by responding to the following statements (percentages are the national response and relate to the proportion of students who "agree"/"strongly agree" or "disagree"/"strongly disagree" — these data are also published at state and territory level in the 2012 survey report).

- I feel like an outsider (or left out of things) at school — 15 per cent agree
- I make friends easily at school — 85 per cent agree
- I feel like I belong at school— 78 per cent agree
- I feel awkward and out of place at my school— 15 per cent agree
- Other students seem to like me — 92 per cent agree
- I feel lonely at school— 12 per cent agree
- I feel happy at school — 80 per cent agree
- Things are ideal at my school — 69 per cent agree
- I am satisfied with my school— 79 per cent agree

An index of sense of belonging (OECD average = 0) is also reported. Australia measures -0.15, indicating a lesser sense of belonging compared to the OECD average.

Some items from the National School Survey developed by ACARA are also used by some states and territories to collect information on student engagement.

Source: Hancock, Shepherd, Lawrence and Zubrick, (2013); Australian Council for Educational Research (ACER 2013).

Mini-case study: Measuring student wellbeing to improve learning and life outcomes

In 2013, the SA Government commenced its Middle Years Development Instrument (MDI), to improve the evidence available to the education system and the broader community concerning the developmental health and wellbeing of South Australian middle years students. This initiative and results of the initial evaluation are described in box 4.5.

Box 4.5 South Australia's Middle Years Development Instrument

Students' wellbeing is critical to ensuring that they attend school, engage in their learning and transition into adulthood successfully. The South Australian Department for Education and Child Development (SA DECD) has undertaken a program of work with the aim of improving the evidence available to the education system and the broader community concerning the developmental health and wellbeing of South Australian middle years students. It was predicted that a common wellbeing measure which could be used across the middle years student population would provide a means of better understanding the needs of students and improve the evidence base concerning policies, programs and services which aim to improve wellbeing.

The MDI survey was undertaken in South Australian government and non-government schools as a research study in 2013 and as an implementation trial in 2014. In 2015, the survey was made available to all schools on a voluntary basis. Primary school students in Years 6 and 7 and secondary school students in Years 8 and 9 were invited to participate.

Background on the wellbeing survey

The MDI is one of the first surveys to be used in Australia to collect information across a whole education system about young people's social and emotional development as well as their activities and perceptions of life, both inside and outside the school environment. The MDI is a validated, robust survey that was developed in Canada for use as a population measure which captures both positive and negative aspects of wellbeing and has been extensively validated for use with students aged between 9 and 14 years.

The survey includes 80 questions and focuses on five areas of development: social and emotional development; connectedness (with parents, adults in and out of school); school experiences; physical health and wellbeing; constructive use of after school time.

Students complete the survey via an online portal. Data are analysed and compiled into customised school, community and school partnership reports.

Participation

In 2013, the research trial focused mainly on Year 6 students and the survey was undertaken by 5379 students across 167 South Australian schools. In 2014, the scope of the survey was expanded to Year 6–9 students, with 17 620 students across 189 schools participating. In 2015, 29 510 students in Year 6–9 across 368 schools participated. Participation rates among students are high. In schools which chose to proceed with the collection, in excess of 95 per cent of students at school on the day of the survey chose to participate.

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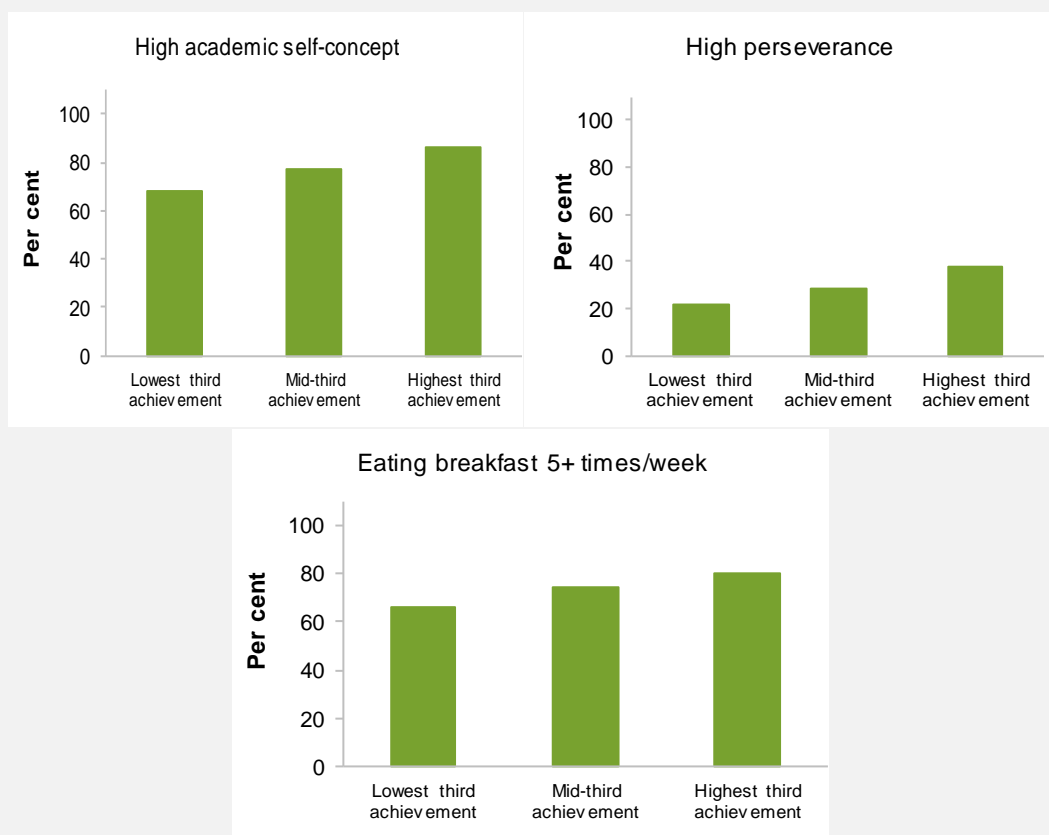
Box 4.5 (continued)

Outcomes to date

An internal evaluation of the project has been conducted by the SA DECD. The implementation of the survey has demonstrated that this model of data collection can deliver cost-effective wellbeing data at scale across the schooling system. The marginal cost per student in 2014 for collecting the MDI was less than \$5 per student. The marginal cost of collecting wellbeing information from middle years students in 2015, 2016 and 2017 has been estimated at \$2.00 to \$2.50 per student. The cost of data collection is lower on a per student basis than other whole-population collections such as the National Assessment Program – Literacy and Numeracy (NAPLAN) and the Australian Early Development Census (AEDC).

Preliminary work has been undertaken to demonstrate the value of linking the wellbeing data at an individual level with other datasets relevant to learning and participation. The analysis of linked academic achievement and wellbeing data indicates that students who had higher levels of achievement in NAPLAN Year 7 Reading in 2014 were more likely to have high perseverance skills, to have high academic self-concept, and to eat breakfast regularly (figure 4.18).

Figure 4.18 Relationship of selected wellbeing domains (2014 wellbeing data) with Year 7 government school students mean scale scores in NAPLAN reading, SA.



(continued next page)

Box 4.5 (continued)

This evidence will be built upon by linking the wellbeing data to other administrative data collections, including outcomes in senior secondary school. Once further data collections have been undertaken, it will be possible to link MDI data to AEDC data collected in 2009 to better understand the young people's developmental trajectories between the start of formal schooling and the middle years.

Requests for access to the data and related reports for research and statistical purposes can be made through SA DECD's research application process.

Source: SA Government Department for Education and Child Development.

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

Governments 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 4.6 **School expenditure data reported in this chapter**

Efficiency indicators in this chapter 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 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 NSSC, 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 Partnership (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 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).

Government recurrent expenditure on non-government schools does not include user cost of capital. 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 4.19–22). The numbers of FTE students (table 4A.6) are drawn from the ABS publication *Schools Australia 2014* (ABS 2015) and averaged over two calendar years to match the financial year expenditure data.

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Box 4.6 (continued)

Legislative framework

In 2009, the Council of Australian Governments (COAG) agreed to a new framework for federal financial relations. Australian Government funding to 31 December 2013 was provided through the National Schools Specific Purpose Payment (SPP) under the Intergovernmental Agreement on Federal Financial Relations, and State and Territory governments had 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 was determined by the *Schools Assistance Act 2008*. States and territories funded school education under their own legislation.

Australian Government funding for government and non-government schools from 1 January 2014 is determined by the *Australian Education Act 2013*. This funding is provided through the Students First funding arrangements, which replaced the National Schools SPP. States and territories continue to fund school education under their own legislation.

Annual changes in recurrent expenditure to 31 December 2013 — Australian Government

Average Government School Recurrent Costs (AGSRC) was the benchmark for Australian Government recurrent funding levels for both government and non-government schools until 1 January 2014, when funding under the Students First programme commenced (see below).

The primary and secondary AGSRC amounts were 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 were excluded from AGSRC, and accrual expenses were also adjusted to a cash basis. These AGSRC amounts were changed annually to reflect movements in the data.

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

For non-government schools, Australian Government recurrent payments were 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 were included in the National Schools SPP and were paid to non-government schools and systems through the states and territories.

For both government and non-government schools, Australian Government NP allocations were also used to calculate expenditure in this Report. These payments fluctuated annually in line with funding arrangements. Some schools-related NP allocations ceased on 31 December 2013 and funding was instead provided through the Students First programme.

The base amounts may be discounted by the anticipated ability of a school community to contribute towards their school's costs. This discount does not apply to government schools, special schools, special assistance schools, sole provider schools and majority Aboriginal and Torres Strait Islander schools. All loadings to target student disadvantage are fully publicly funded regardless of a school community's anticipated capacity to contribute.

(continued next page)

Box 4.6 (continued)

Students First funding from 1 January 2014 — Australian Government

The Students First funding arrangements are determined by the *Australian Education Act 2013* (the Act). The Schooling Resource Standard (SRS) funding model, administered under the Act and subsidiary legislation, bases funding for all schools (government and non-government) with reference to a benchmark (the SRS) for the amount of recurrent funding required to meet the educational needs of students at a school. Included in the calculation of the benchmark is a base amount of funding for each student (the primary and secondary base per student amounts are specified in the Act and indexed annually), plus loadings for each school. These loadings are based on certain types of student and school disadvantage, including low socio-economic status, students with disability, Aboriginal and Torres Strait Islander students, low English proficiency, location of the school and size of the school. Full time equivalent enrolments are used to determine a school's SRS.

The Commonwealth share of the recurrent funding for each school is calculated as a proportion of the benchmark. Transition arrangements apply to schools which received Commonwealth recurrent funding prior to 1 January 2014, and which continue to receive recurrent funding with the introduction of the SRS funding model. The approved authorities for these schools receive Commonwealth recurrent funding calculated with reference to their funding levels under the previous funding arrangements and an indexation arrangement which will see them transition to their entitlement under Students First arrangements over time.

Commonwealth recurrent funding is provided to approved authorities of government and non-government schools for the purpose of providing school education. Although calculated to reflect the need of each student and school, the approved authority for the school is not required to spend that funding on any particular student or group of students; approved authorities have the flexibility to allocate the funding for the purpose of providing school education that best meets the needs of their students, taking into account other revenue sources and budgetary restrictions.

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 (2014a); Australian Government Department of Education and Training (unpublished).

Inputs per output unit — 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 4.7).

Box 4.7 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 (see section 4.5 for definitions); 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 4.8). User cost of capital is not included for non-government schools.

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
- 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, but not comparable between government and non-government sectors, as government sector data includes the user cost of capital
- complete for the current reporting period (subject to caveats). All required 2013-14 data are available for all jurisdictions providing the service.

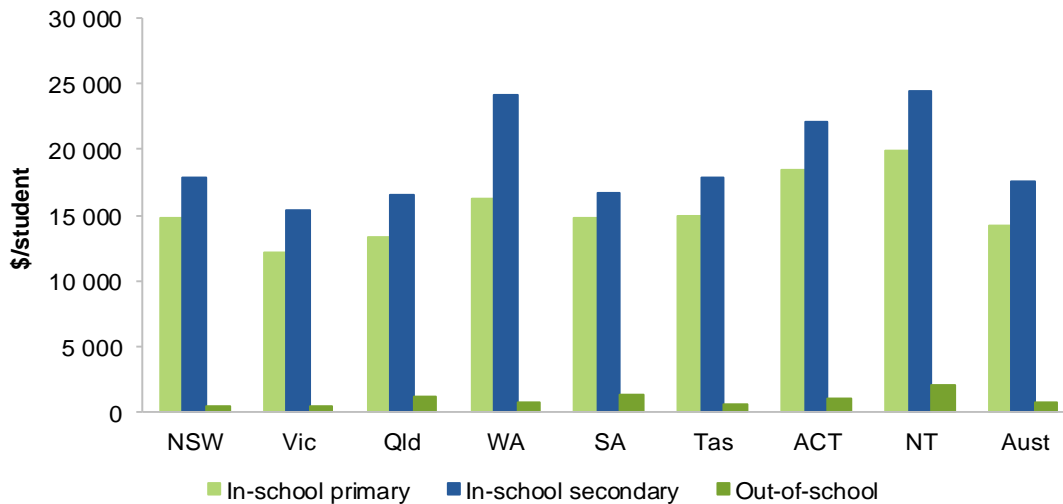
Information about data quality for this indicator is at www.pc.gov.au/rogs/2016.

Government recurrent expenditure per FTE student

Nationally in 2013-14, in-school government expenditure per FTE student was \$14 148 in government primary schools and \$17 607 in government secondary schools. Out-of-school government expenditure per FTE student in all government schools was \$720 (figure 4.19).

Between 2009-10 and 2013-14, total government expenditure per FTE student in all government schools increased on average by 0.6 per cent annually (figure 4.20).

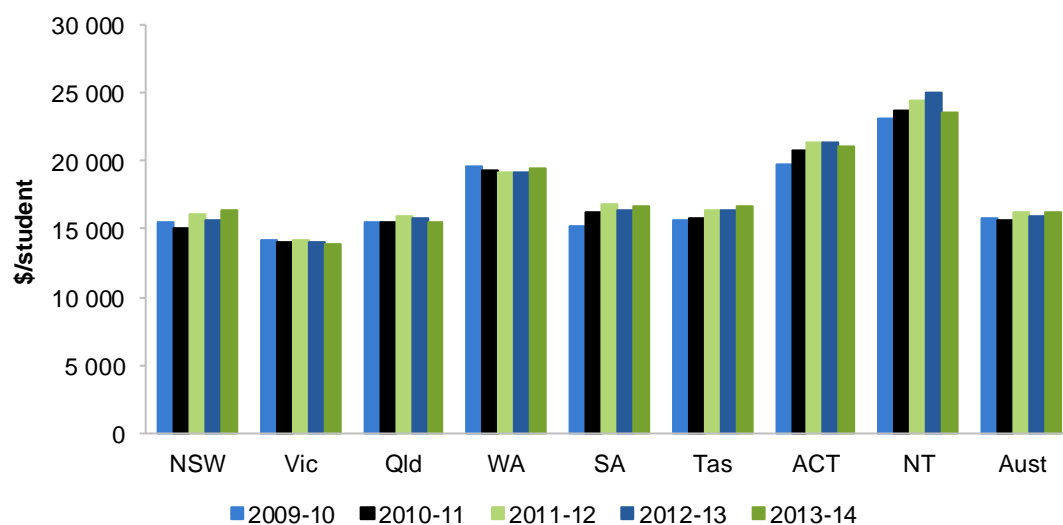
Figure 4.19 **Government recurrent expenditure per FTE student (including the user cost of capital), government schools, 2013-14^a**



^a See box 4.7 and table 4A.14 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.14.

Figure 4.20 **Government real recurrent expenditure per FTE student (including the user cost of capital), government schools, (2013-14 dollars)^a**

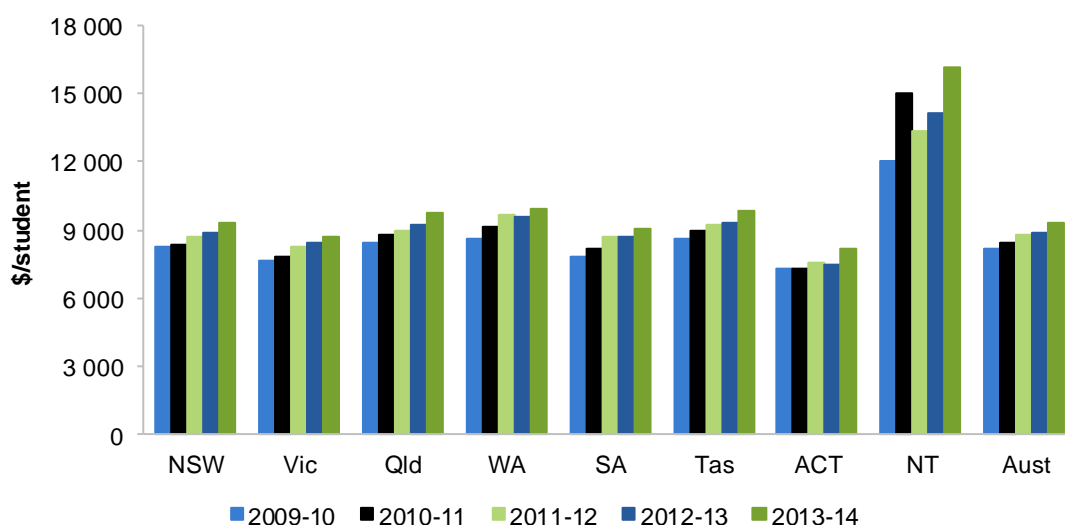


^a See box 4.7 and table 4A.12 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; Education Council (unpublished) NSSC; tables 4A.12 and 4A.139.

Nationally in 2013-14, government expenditure per FTE student in all non-government schools was \$9327. It increased in average annual real terms between 2009-10 and 2013-14 by 3.4 per cent per year (figure 4.21).

Figure 4.21 Government real recurrent expenditure per FTE student, non-government schools (2013-14 dollars)^a



^a See box 4.7 and table 4A.15 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; Australian Government Department of Education and Training (unpublished); State and Territory governments (unpublished); tables 4A.15 and 4A.139.

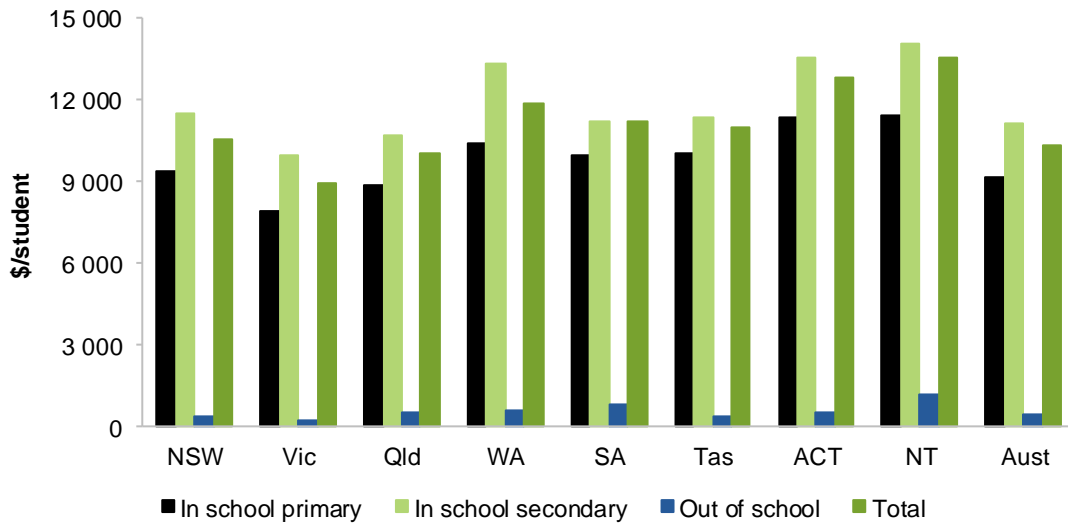
Nationally in 2013-14, government recurrent expenditure per FTE student in all schools (government plus non-government) was \$13 783. It increased in average annual real terms between 2009-10 and 2013-14 by 1.2 per cent per year (table 4A.17).

Historical data are available in tables 4A.12–18.

Government recurrent staff expenditure per FTE student in government schools

Government recurrent expenditure on staff in government schools accounted for \$24.6 billion (63.9 per cent) of total recurrent expenditure in government schools in 2013-14 (table 4A.10). Nationally, expenditure on staff per FTE student was \$9153 for in-school primary, \$11 156 for in-school secondary and \$426 for out-of-school (figure 4.22).

Figure 4.22 **Government recurrent expenditure on staff in government schools, per FTE student, 2013-14^a**



^a See box 4.7 and table 4A.14 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.14.

Inputs per output unit — User cost of capital per student

‘User cost of capital (UCC) per student’ is an indicator of governments’ efficient use of capital assets to provide education (box 4.8).

Box 4.8 **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).

User cost of capital is only reported for government schools.

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.

Differences between jurisdictions in the treatment of asset values (see table 4A.21) may affect UCC across jurisdictions and within jurisdictions over time (see table 4A.19).

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 2013-14 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2016.

Nationally, the notional UCC per FTE government school student in 2013-14 averaged \$2386 (table 4A.20).

Inputs per output unit — Student-to-staff ratio

'Student-to-staff ratio' is an indicator of governments' objective to provide education in an efficient manner (box 4.9).

Box 4.9 **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 main measure for student-to-staff ratio is 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:

- 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:

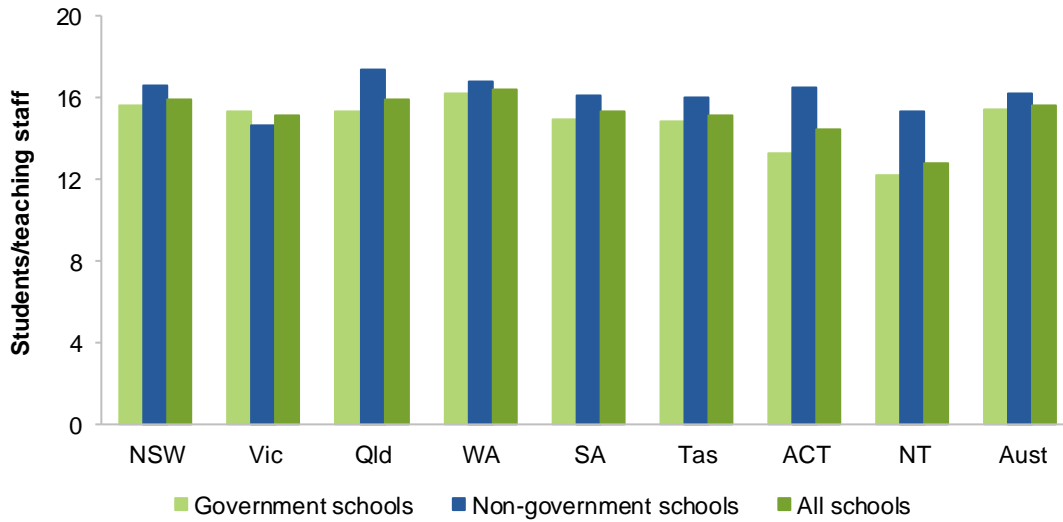
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2016.

Nationally in 2014, the student-to-teacher ratio for government primary schools was 15.4 and for non-government primary schools was 16.2. For all primary schools, the student-to-teacher ratio was 15.6 (figure 4.23).

The student-to-teacher ratio was 12.5 for government secondary schools and 11.5 per cent for non-government secondary schools. For all secondary schools, the student-to-teacher ratio was 12.1 (figure 4.24).

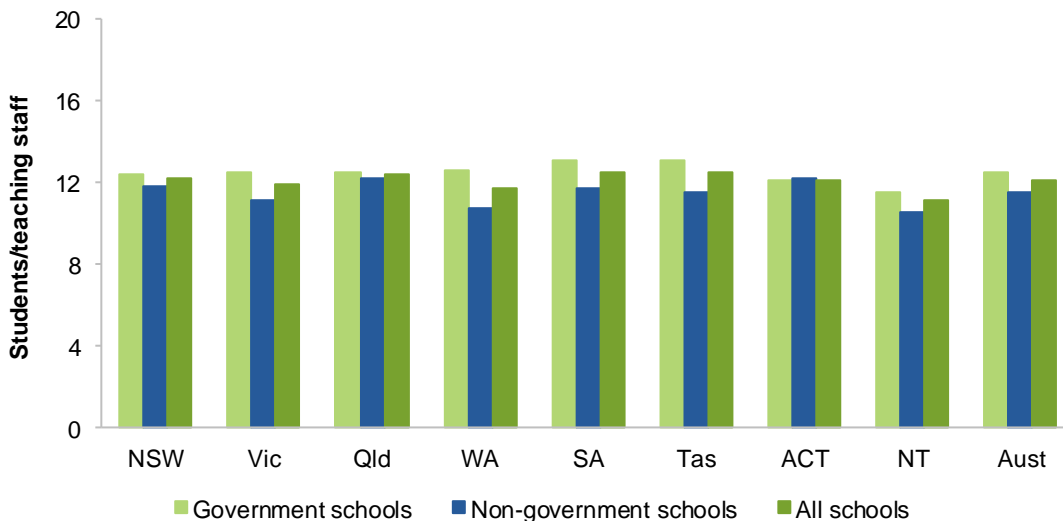
Figure 4.23 Ratio of FTE students to FTE teaching staff, primary schools, 2014^a



^a See box 4.9 and table 4A.22 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.22.

Figure 4.24 Ratio of FTE students to FTE teaching staff, secondary schools, 2014^a



^a See box 4.9 and table 4A.22 for detailed definitions, footnotes and caveats.

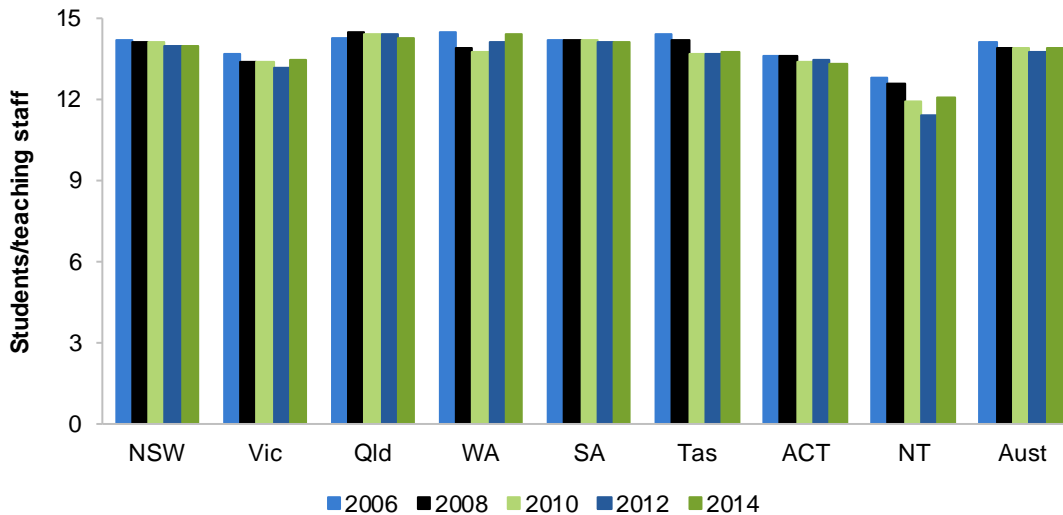
Source: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.22.

Nationally in 2014, the student-to-teacher ratio for all government schools was 14.2 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 2014, including those for non-teaching school staff, all school staff, for all jurisdictions.

From 2006 to 2014, the student-to-teacher ratio for all schools (government and non-government primary and secondary combined) has decreased from 14.1 to 13.9 (figure 4.25). Data for intervening years and for government and non-government schools separately are in table 4A.23.

Figure 4.25 **Ratio of FTE students to FTE teaching staff, all schools^{a, b}**



^a Includes primary and secondary schools. ^b See box 4.9 and table 4A.23 for detailed definitions, footnotes and caveats.

Source: ABS (2015) *Schools Australia 2014* Cat. no. 4221.0; table 4A.23.

Outcomes

Outcomes are the impact of services on the status of an individual or group (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 National Assessment Program (NAP) sample assessments. These are Education Council endorsed tests developed to measure student performance in relation to the Melbourne Declaration on Educational Goals for Young Australians
- 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 the Evaluation of Educational Achievement (IEA) 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 (NMS), and mean scale score learning outcomes, for reading and numeracy performance in 2015, including by Indigenous status and geolocation. Data comparing a range of time series outcomes from 2008–2015 and 2014–2015 for reading and numeracy are also included in the chapter. Data for persuasive writing for 2011 to 2015 are included in the attachment tables only (tables 4A50–63).²

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 2015a).

The full suite of NAPLAN data, including data by sex, language background and cohort gain are available in the NAPLAN national report, in addition to the domains of spelling and grammar and punctuation.

The NAP also undertakes triennial national sample assessments on a rotating basis. For this Report, the latest available data are for year 6 and year 10 information and communication technologies literacy performance for 2014. The attachment tables include historical data on year 6 and year 10 information and communication technologies literacy performance (tables 4A.88–91); year 6 science literacy performance (tables 4A.78–82); and year 6 and year 10 civics and citizenship literacy performance (tables 4A.83–87).

² A change in the writing test from narrative to persuasive writing created a break in series in writing results. Narrative writing data for 2008 to 2010 are included in 2010, 2011 and 2012 Reports.

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 2015 NAPLAN tests, by Indigenous status, for reading, persuasive writing and numeracy are included in tables 4A.40, 4A.54 and 4A.68 respectively. The proportion of assessed, exempt, absent and withdrawn students in years 3, 5, 7 and 9 for reading, persuasive writing and numeracy in 2015 are also included in these tables. 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.

Student learning — 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 4.10).

Box 4.10 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, socio-economic status and MCEECDYA categories of geolocation. Significance of difference across states and territories for all students is also identified.
- 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 testing 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.
- 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). The proficient standards, which vary across the tests, are challenging but reasonable levels of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching them. National data from the triennial NAP 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.

Data for these measures include 95 per cent confidence intervals (in the form of error bars in figures and percentages in tables).

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 2014 and 2015 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2016.

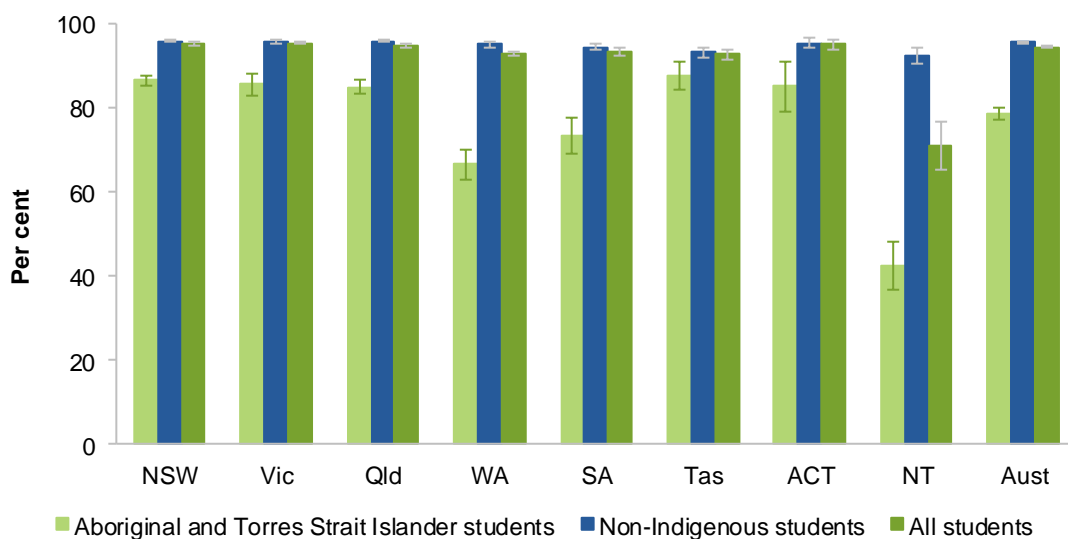
NAPLAN Reading

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 geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.36–49.

Year 3 reading

The proportion of year 3 students who achieved at or above the reading national minimum standard in 2015 was 94.4–94.8 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (77.4–80.0 per cent) was significantly lower than for non-Indigenous students (95.4–95.8 per cent) (figure 4.26). These proportions varied across jurisdictions.

Figure 4.26 **Proportion of year 3 students achieving at or above the reading national minimum standard, 2015^a**



^a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; 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 2015 are provided in table 4A.36.

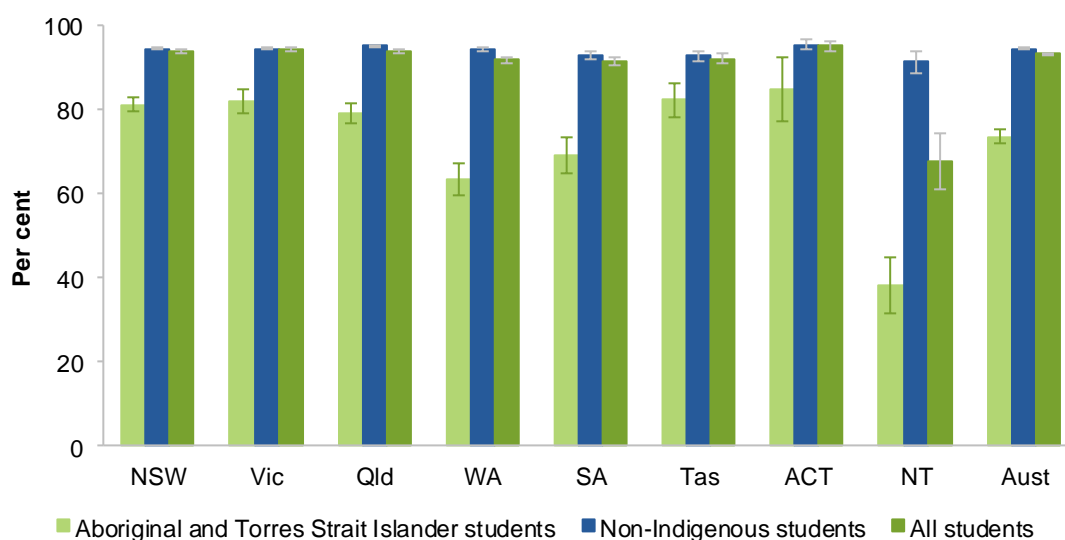
The mean scale score for year 3 reading in 2015 for all students was 424.4–426.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (340.0–346.8) was significantly lower than for non-Indigenous students (429.6–431.8).

Mean scale scores varied across jurisdictions (table 4A.38). Table 4A.38 also identifies statistical significance of differences between mean scale scores for year 3 reading outcomes across states and territories in 2015.

Year 5 reading

The proportion of year 5 students who achieved at or above the reading national minimum standard in 2015 was 93.1–93.5 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (72.0–75.2 per cent) was significantly lower than for non-Indigenous students (94.3–94.7 per cent) (figure 4.27). These proportions varied across jurisdictions.

Figure 4.27 Proportion of year 5 students achieving at or above the reading national minimum standard, 2015^a



^a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.36.

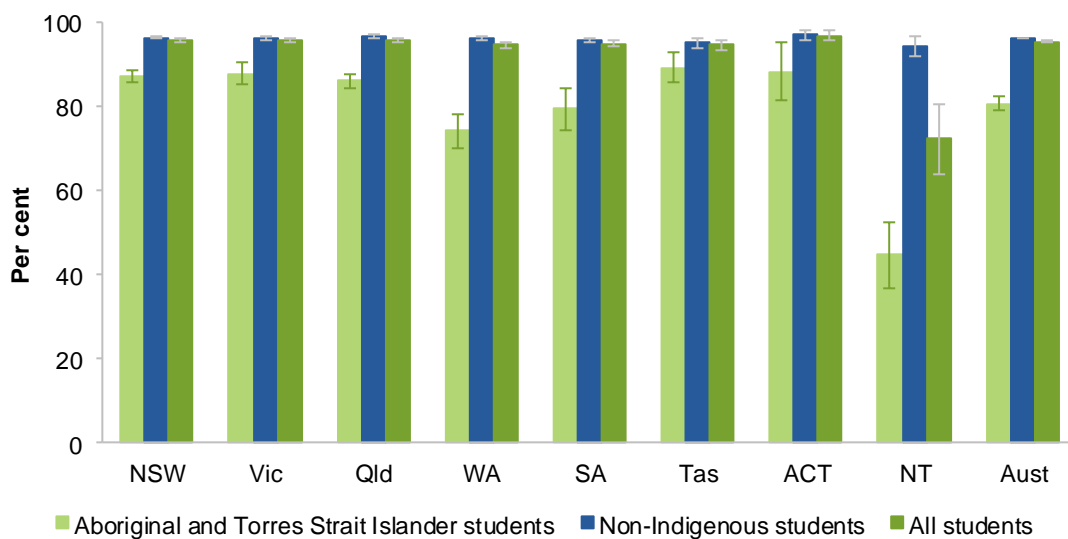
Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for reading in 2015 are provided in table 4A.36.

The mean scale score for year 5 reading in 2015 for all students was 497.4–499.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (421.8–428.4) was significantly lower than for non-Indigenous students (501.9–503.9). Mean scale scores varied across jurisdictions (table 4A.38). Table 4A.38 also identifies statistical significance of differences between mean scale scores for year 5 reading outcomes across states and territories in 2015.

Year 7 reading

The proportion of year 7 students who achieved at or above the reading national minimum standard in 2015 was 95.1–95.7 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (79.1–82.5 per cent) was significantly lower than for non-Indigenous students (96.1–96.5 per cent) (figure 4.28). These proportions varied across jurisdictions.

Figure 4.28 Proportion of year 7 students achieving at or above the reading national minimum standard, 2015^a



^a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.36.

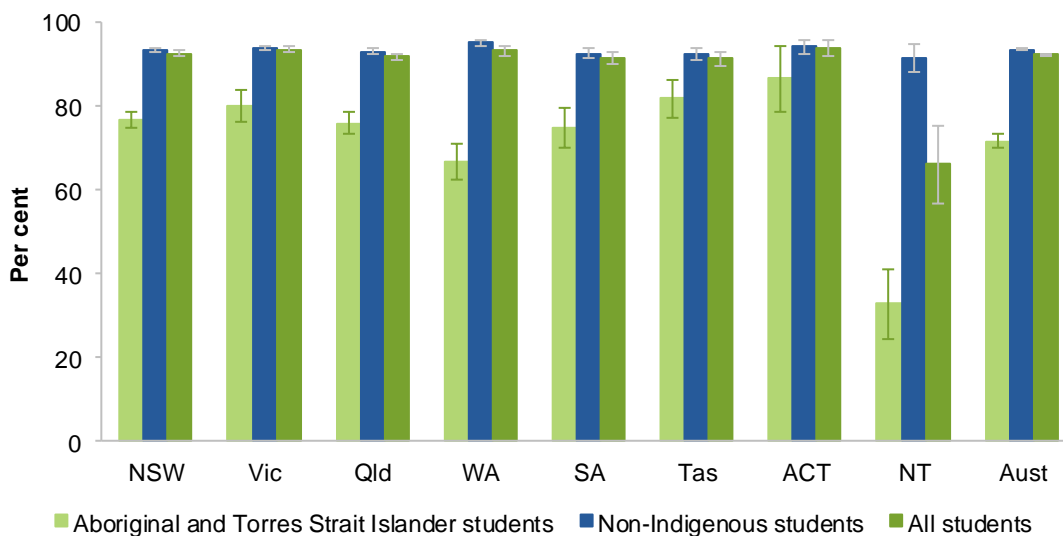
Statistical significance of differences across states and territories between proportions of year 7 students who achieved at or above the national minimum standard for reading in 2015 are provided in table 4A.36.

The mean scale score for year 7 reading in 2015 for all students was 544.5–547.5 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (480.7–487.3) was significantly lower than for non-Indigenous students (548.2–551.0). Mean scale scores varied across jurisdictions (table 4A.38). Table 4A.38 also identifies statistical significance of differences between mean scale scores for year 7 reading outcomes across states and territories in 2015.

Year 9 reading

The proportion of year 9 students who achieved at or above the reading national minimum standard in 2015 was 92.0–92.6 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (70.0–73.4 per cent) was significantly lower than for non-Indigenous students (93.3–93.9 per cent) (figure 4.29). These proportions varied across jurisdictions.

Figure 4.29 Proportion of year 9 students achieving at or above the reading national minimum standard, 2015^a



^a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; 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 2015 are provided in table 4A.36.

The mean scale score for year 9 reading in 2015 for all students was 578.6–581.8 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (515.3–521.3) was significantly lower than for non-Indigenous students (582.3–585.3). Mean scale scores varied across jurisdictions (table 4A.38). Table 4A.38 also identifies statistical significance of differences between mean scale scores for year 9 reading outcomes across states and territories in 2015.

Geolocation

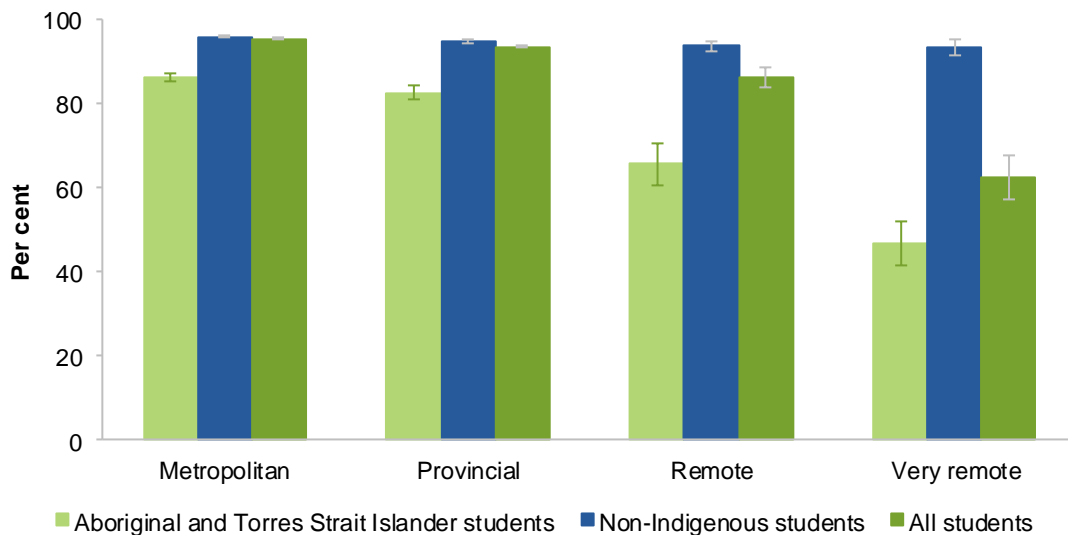
Nationally in 2015, reading outcomes tended to decline with remoteness. In year 3, for example, 95.3–95.7 per cent of students in metropolitan areas achieved at or above the

reading national minimum standard, significantly higher than the proportions of provincial students (93.3–93.9 per cent), remote students (84.0–88.8 per cent) and very remote students (57.5–67.5 per cent) (figure 4.30).

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.36. 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.38.

Figure 4.30 National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2015^a



^a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.36.

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 2015 are included in tables 4A.37 and

4A.39. In general, outcomes were lower for students with lower levels of parental education and parental occupation. Data for 2010–2014 were included in the earlier Reports.

Time series analysis of NAPLAN reading outcomes — Statistical significance of differences between years

This chapter reports the difference between two given years for a level (for example, year 5 reading from 2014 to 2015), for both the proportion at and above the national minimum standard and mean scale scores.

Table 4.7 provides a summary of differences in achievement at year 5 for mean scale score and proportions at and above national minimum standard for reading, by Indigenous status, on a national basis, across various years. Data for states and territories are in tables 4A.41–48. 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 2015, and the mean scale score, was close to or not statistically significantly different from 2008 and 2014
- the proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in 2015, and the mean scale score for Aboriginal and Torres Strait Islander students in 2015 was higher than and was statistically significantly different from 2008, but close to or not statistically significantly different from 2014
- the proportion of non-Indigenous students achieving at or above the national minimum standard in 2015, and the mean scale score, was close to or not statistically significantly different from 2008 and 2014 (table 4.7).

Table 4.7 Mean scale scores and proportion of students who achieved at or above the national minimum standard (NMS) for year 5 reading, and nature of the differences based on the effect size, 2008 and 2014 to 2015, Australia^{a, b}

		2008	2014	2015	Nature of the differences	
					2008 to 2015	2014 to 2015
Aboriginal and Torres Strait Islander students						
Mean scale score	no.	403.4 ± 4.1	422.1 ± 3.4	425.1 ± 3.3	Δ	■
At or above NMS	%	63.4 ± 1.8	70.3 ± 1.6	73.6 ± 1.6	Δ	■
Non-Indigenous students						
Mean scale score	no.	488.7 ± 1.0	505.0 ± 1.0	502.9 ± 1.1	■	■
At or above NMS	%	92.6 ± 0.2	94.2 ± 0.2	94.5 ± 0.2	■	■
All students						
Mean scale score	no.	484.4 ± 1.1	500.6 ± 1.0	498.5 ± 1.1	■	■
At or above NMS	%	91.0 ± 0.3	92.9 ± 0.2	93.3 ± 0.2	■	■

NMS=National Minimum Standard

For comparison of mean scale scores: Δ 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).

For comparison of percentage of students at or above national minimum standard: Δ 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).

^a Effect size is a measure for quantifying the difference between two groups or the same group over time. Effect size measures complement statistical tests (which examine whether the difference is statistically probable) and focus on the magnitude of the difference. ^b See box 4.10 and table 4A.49 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015* ACARA, Sydney; table 4A.49.

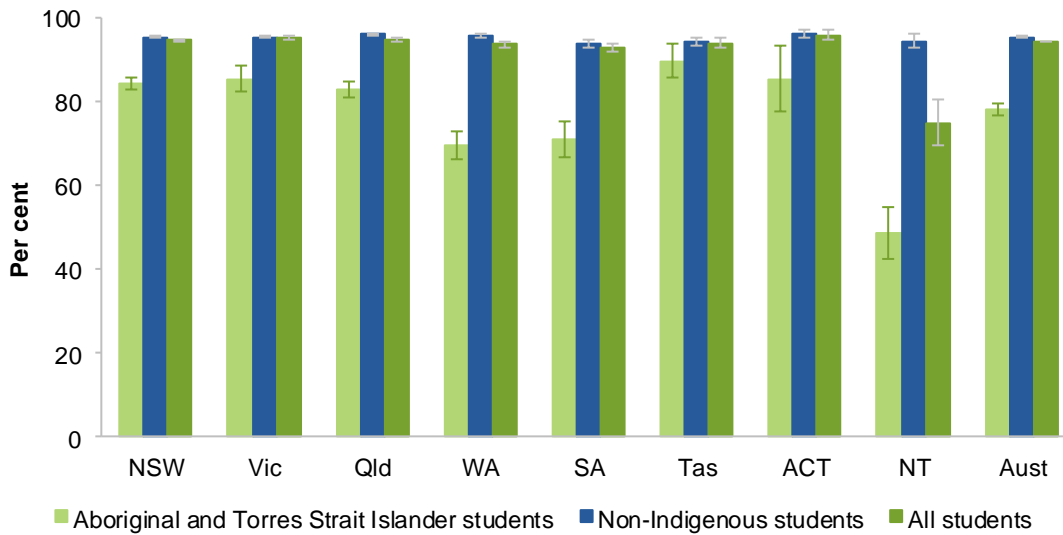
NAPLAN Numeracy

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 geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.64–77.

Year 3 numeracy

The proportion of year 3 students who achieved at or above the numeracy national minimum standard in 2015 was 94.2–94.6 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (76.9–79.5 per cent) was significantly lower than for non-Indigenous students (95.3–95.7 per cent) (figure 4.31). These proportions varied across jurisdictions.

Figure 4.31 **Proportion of year 3 students achieving at or above the numeracy national minimum standard, 2015^a**



^a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64.

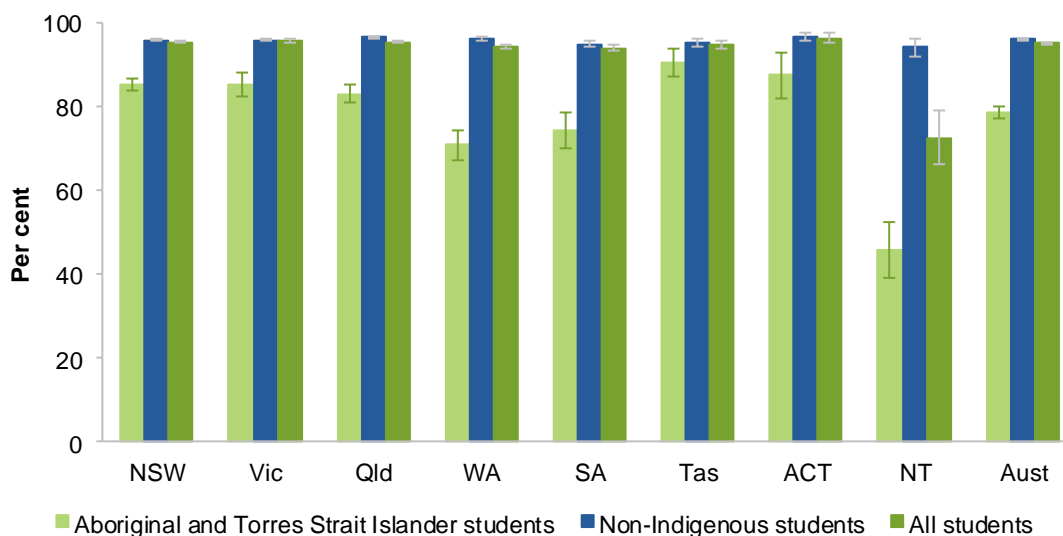
Statistical significance of differences across states and territories between proportions of year 3 students who achieved at or above the national minimum standard for numeracy in 2015 are provided in table 4A.64.

The mean scale score for year 3 numeracy in 2015 for all students was 396.8–398.8 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (327.5–332.5) was significantly lower than for non-Indigenous students (401.1–402.9). Mean scale scores varied across jurisdictions (table 4A.66). Table 4A.66 also identifies statistical significance of differences between mean scale scores for year 3 numeracy outcomes across states and territories in 2015.

Year 5 numeracy

The proportion of year 5 students who achieved at or above the numeracy national minimum standard in 2015 was 94.9–95.3 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (77.1–80.1 per cent) was significantly lower than for non-Indigenous students (95.9–96.3 per cent) (figure 4.32). These proportions varied across jurisdictions.

Figure 4.32 **Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2015^a**



^a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64.

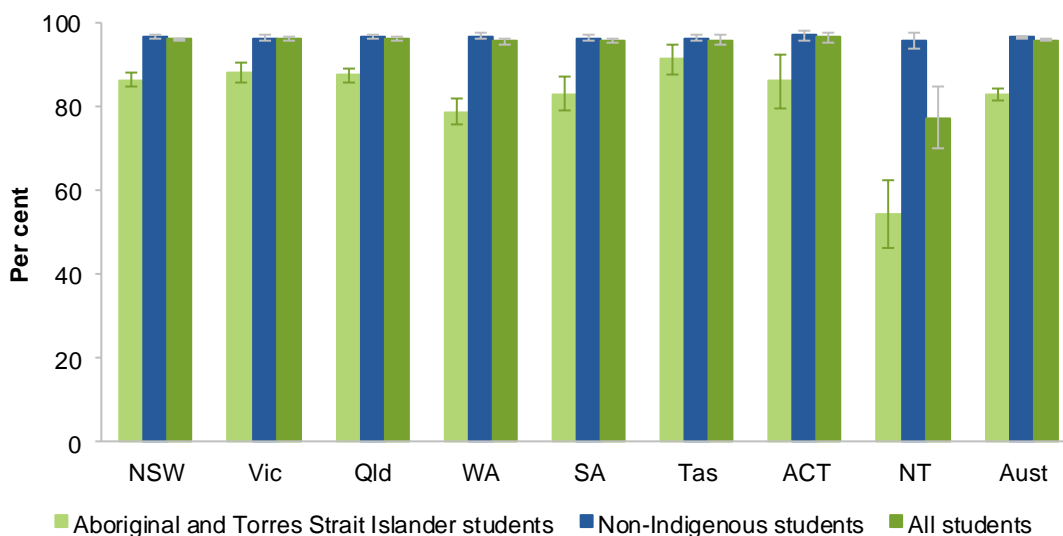
Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for numeracy in 2015 are provided in table 4A.64.

The mean scale score for year 5 numeracy in 2015 for all students was 491.5–493.5 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (425.5–430.5) was significantly lower than for non-Indigenous students (495.5–497.5). Mean scale scores varied across jurisdictions (table 4A.66). Table 4A.66 also identifies statistical significance of differences between mean scale scores for year 5 numeracy outcomes across states and territories in 2015.

Year 7 numeracy

The proportion of year 7 students who achieved at or above the numeracy national minimum standard in 2015 was 95.7–96.1 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (81.3–84.3 per cent) was significantly lower than for non-Indigenous students (96.5–96.9 per cent) (figure 4.33). These proportions varied across jurisdictions.

Figure 4.33 **Proportion of year 7 students achieving at or above the numeracy national minimum standard, 2015^a**



^a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64.

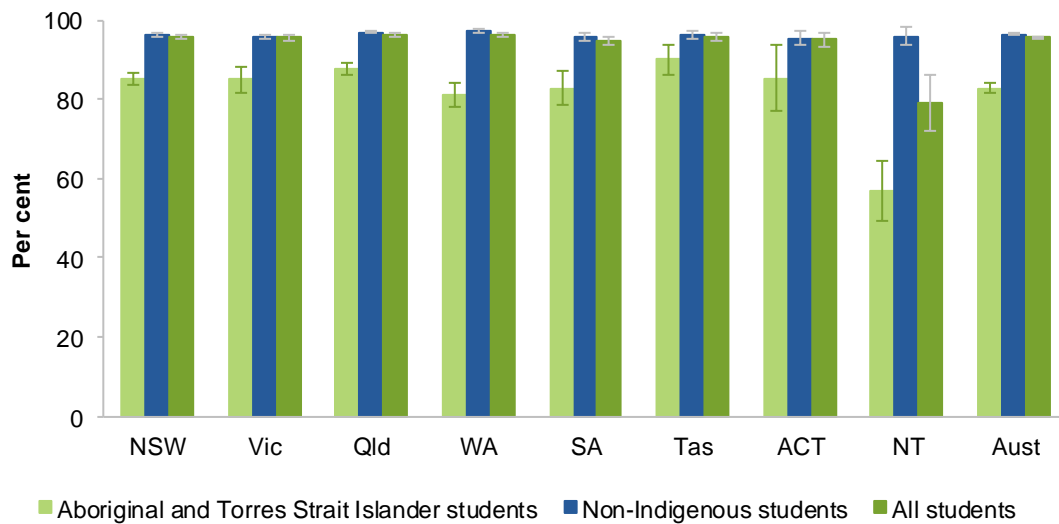
Statistical significance of differences across states and territories between proportions of year 7 students who achieved at or above the national minimum standard for numeracy in 2015 are provided in table 4A.64.

The mean scale score for year 7 numeracy in 2015 for all students was 540.8–544.2 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (477.8–483.2) was significantly lower than for non-Indigenous students (544.5–547.9). Mean scale scores varied across jurisdictions (table 4A.66). Table 4A.66 also identifies statistical significance of differences between mean scale scores for year 7 numeracy outcomes across states and territories in 2015.

Year 9 numeracy

The proportion of year 9 students who achieved at or above the numeracy national minimum standard in 2015 was 95.5–95.9 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (81.5–84.1 per cent) was significantly lower than for non-Indigenous students (96.2–96.6 per cent) (figure 4.34). These proportions varied across jurisdictions.

Figure 4.34 **Proportion of year 9 students achieving at or above the numeracy national minimum standard, 2015^a**



^a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64.

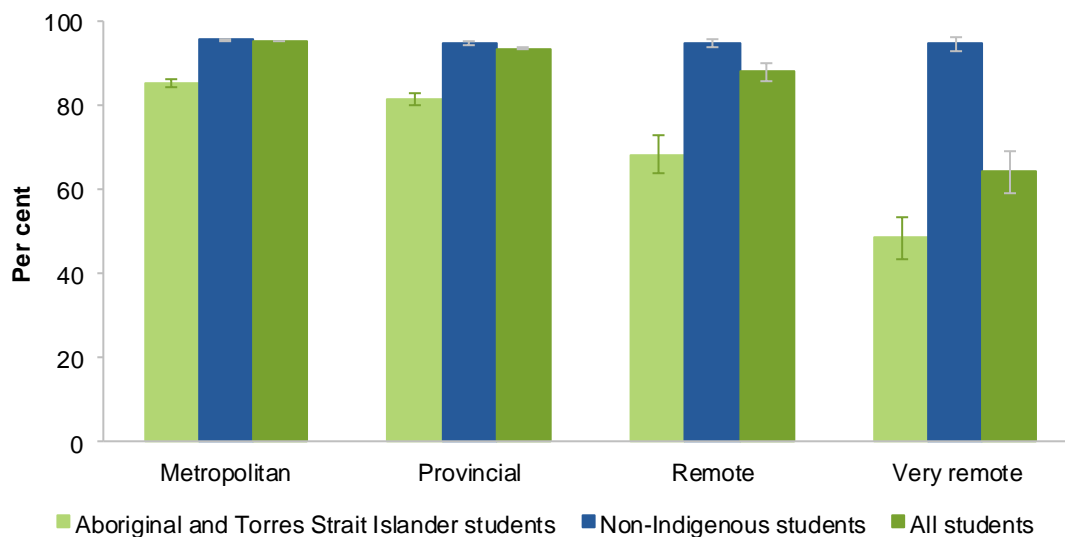
Statistical significance of differences across states and territories between proportions of year 9 students who achieved at or above the national minimum standard for numeracy in 2015 are provided in table 4A.64.

The mean scale score for year 9 numeracy in 2015 for all students was 589.8–593.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (529.6–534.2) was significantly lower than for non-Indigenous students (593.3–597.1). Mean scale scores varied across jurisdictions (table 4A.66). Table 4A.66 also identifies statistical significance of differences between mean scale scores for year 9 numeracy outcomes across states and territories in 2015.

Geolocation

Across all year levels, numeracy outcomes tended to decline with remoteness. For year 3, for example, 95.1–95.5 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students (93.2–94.0 per cent), remote students (85.8–90.2 per cent) and very remote students (59.4–69.0 per cent) (figure 4.35).

Figure 4.35 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2015^a



^a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64.

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.64. 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.66.

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 2015 are included in tables 4A.65 and 4A.67. In general, outcomes were lower for students with lower levels of parental education and parental occupation. Data for 2010–2014 were included in the earlier Reports.

Time series analysis of NAPLAN numeracy outcomes — Statistical significance of differences between years

This chapter reports the difference between two given years for a level (for example, year 5 numeracy from 2014 to 2015), for both the proportion at and above the national minimum standard and mean scale scores.

Table 4.8 provides a summary of differences in achievement at year 5 for mean scale score and proportions at and above national minimum standard for numeracy, by Indigenous status, on a national basis, across various years. Data for states and territories are in tables 4A.69–77. 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 2015, and the mean scale scores, were close to or not statistically significantly different from 2014 but higher and statistically significantly different from 2008
- the percentage of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in 2015, were higher than and statistically significantly different to both 2014 and 2008. The mean scale score for Aboriginal and Torres Strait Islander students were close to or not statistically significantly different from 2014 but higher and statistically significantly different from 2008
- the percentage of non-Indigenous students achieving at or above the national minimum standard in 2015, and the mean scale scores, were close to or not statistically significantly different from 2014 but higher and statistically significantly different from 2008 (table 4.8).

Table 4.8 Mean scale scores and proportion of students who achieved at or above the national minimum standard (NMS) for year 5 numeracy, 2008 and 2014 to 2015, and nature of the differences based on the effect size, Australia^{a, b}

					<i>Nature of the difference</i>	
		<i>2008</i>	<i>2014</i>	<i>2015</i>	<i>2008 to 2015</i>	<i>2014 to 2015</i>
Aboriginal and Torres Strait Islander students						
Mean scale score	no.	408.0 ± 2.8	417.9 ± 2.6	428.0 ± 2.5	Δ	■
At or above NMS	%	69.2 ± 1.7	71.1 ± 1.6	78.6 ± 1.5	Δ	Δ
Non-Indigenous students						
Mean scale score	no.	479.5 ± 1.0	491.5 ± 0.9	496.5 ± 1.0	Δ	■
At or above NMS	%	94.0 ± 0.2	94.8 ± 0.2	96.1 ± 0.2	Δ	■
All students						
Mean scale score	no.	475.9 ± 1.1	487.6 ± 1.0	492.5 ± 1.0	Δ	■
At or above NMS	%	92.7 ± 0.2	93.5 ± 0.2	95.1 ± 0.2	Δ	■

For comparison of mean scale scores: Δ 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).

For comparison of percentage of students at or above national minimum standard: Δ 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).

^a Effect size is a measure for quantifying the difference between two groups or the same group over time. Effect size measures complement statistical tests (which examine whether the difference is statistically probable) and focus on the magnitude of the difference. ^b See box 4.10 and table 4A.77 for detailed definitions, footnotes and caveats.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney; table 4A.77.

NAPLAN Persuasive writing

Outcomes for the persuasive writing for 2015 are included for proportions of year 3, 5, 7 and 9 students achieving at or above the national minimum standard in 2015 (tables 4A.50-51) (including by Indigenous status, geolocation and parental education and occupation). Similar data providing mean scale scores are included in tables 4A.52-53. Data comparing outcomes from 2011 and 2014 to 2015 by Indigenous status, for both proportions at and above the national minimum standard and mean scale scores are included for each state and territory, and nationally in tables 4A.55–63.

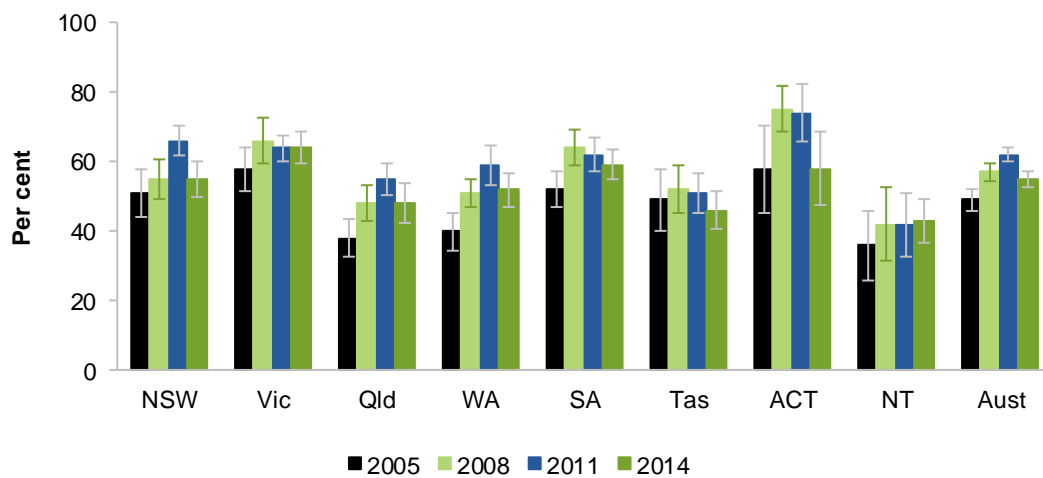
NAP — ICT performance

In 2014, 5622 year 6 students and 4940 year 10 students from 649 government and non-government schools from all states and territories participated in the Information and communications technology (ICT) literacy assessment (ACARA 2015b).

Year 6 ICT literacy performance

Nationally in 2014, the proportion of participating year 6 students who achieved at or above the proficient standard in ICT literacy performance was 52.5–57.5 per cent, lower than for 2011 but not significantly different from 2005 or 2008. These proportions varied across jurisdictions (figure 4.36).

Figure 4.36 Proportion of year 6 students achieving at or above the proficient standard, ICT literacy performance^a



^a See box 4.10 and table 4A.88 for detailed definitions, footnotes and caveats.

Source: ACARA (2015), *National Assessment Program ICT Years 6 and 10 Report 2014*, Sydney; table 4A.88.

Nationally in 2014, 13.9–30.1 per cent of Aboriginal and Torres Strait Islander year 6 students achieved at the proficient standard or above in ICT literacy performance, significantly lower than the proportion for non-Indigenous students (54.5–59.5 per cent) (table 4A.89). Data by achievement level, sex, geolocation and for students who speak languages other than English at home are included in table 4A.89.

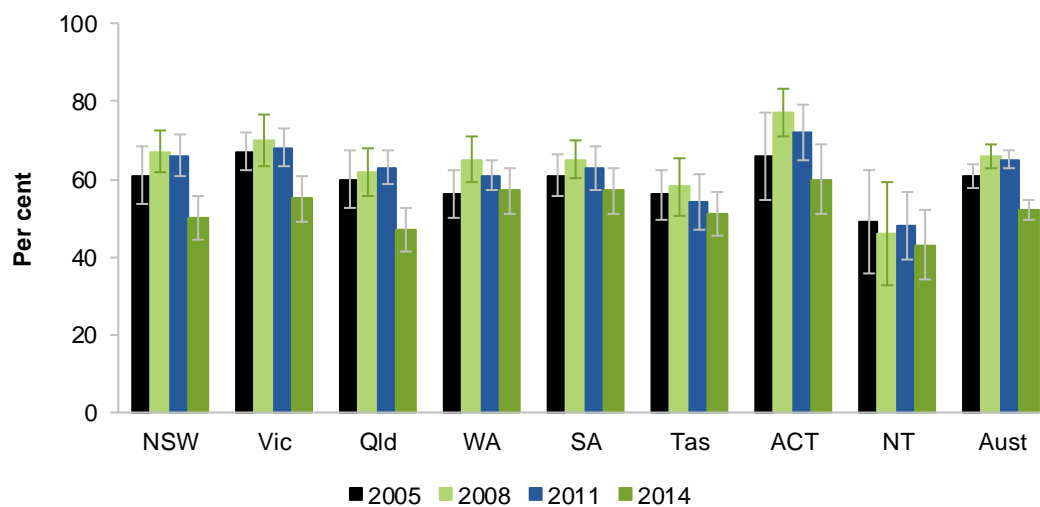
In 2014, the mean scale score for year 6 students in ICT literacy performance was 407.3–418.7, lower than 2011 but not significantly different from 2005 and 2008 (table 4A.90). Mean scale scores varied across jurisdictions.

Statistical significance of differences across states and territories between mean scale scores for year 6 students in ICT literacy performance are provided in table 4A.91.

Year 10 ICT literacy performance

Nationally in 2014, the proportion of participating year 10 students who achieved at or above the proficient standard in ICT literacy performance was 49.5–54.5 per cent, significantly lower than 2005, 2008 and 2011. These proportions varied across jurisdictions (figure 4.37).

Figure 4.37 Proportion of year 10 students achieving at or above the proficient standard, ICT literacy performance^a



^a See box 4.10 and table 4A.88 for detailed definitions, footnotes and caveats.

Source: ACARA (2015), *National Assessment Program ICT Years 6 and 10 Report 2014*, Sydney; table 4A.88.

Nationally in 2014, 11.2–28.8 per cent of Aboriginal and Torres Strait Islander year 10 students achieved at the proficient standard or above in ICT literacy performance, significantly lower than the proportion for non-Indigenous students (50.4–55.6 per cent) (table 4A.89). Data by achievement level, sex, geolocation and for students who speak languages other than English at home are included in tables 4A.89-90.

In 2014, the mean scale score for year 10 students in ICT literacy performance was 513.3–526.7, significantly lower than 2005, 2008 or 2011 (table 4A.90). Mean scale scores varied across jurisdictions. Statistical significance of differences across states and territories between mean scale scores for year 10 students in ICT literacy performance are provided in table 4A.91.

Further details, including data by country of birth, and mean scores for all categories are reported in ACARA (2015b).

National Assessment Program — Civics and citizenship performance

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, with the proportion for year 10 students 41.4–46.6 per cent. For both year 6 and year 10 students these results were not significantly different from 2004, 2007 or 2010 (table 4A.83). Detailed outcomes of the 2013 assessment were included in the 2015 Report. Relevant data are reported in tables 4A.83–87.

National Assessment Program — Science literacy performance

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.78). Detailed outcomes of the 2012 assessment were included in the 2014 Report. Relevant data are reported in tables 4A.78–82.

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.

The 2013 ICILS was the first time that ICILS was conducted internationally (ACER 2014). 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. Australian students achieved an average score of 542 points on the ICILS scale. Only one country—the Czech Republic—achieved significantly higher than Australia. Unlike other international and national tests, including the NAP — ICT performance assessment of years 6 and 10, there is no national proficiency level set for ICILS testing at this time.

Source: ACER (2014).

Detailed outcomes of the 2013 ICILS assessment were included in the 2015 Report. Relevant data are reported in tables 4A.114-115.

Developments in ICT/Computer literacy

Box 4.12 summarises some trends in Information and Communications/Computer literacy that have been observed through national tests.

Box 4.12 Information and Communications / Computer literacy

Information and Communication Technology (ICT) skills are embedded in the Australian Curriculum. ICT skills enable students to participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future.

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. Examples include: using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning (ACARA 2014b).

This report includes data from the triennial year 6 and 10 NAP ICT sample assessments, which have been conducted in 2005, 2008, 2011 and 2014 (tables 4A.88–91).

PISA assessment

PISA is a sample assessment undertaken every three years (box 4.13). Detailed data from PISA 2012 were included in the 2014 Report.

Box 4.13 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: ACER (2013).

The attachment tables contain detailed results for PISA 2012 and summary data from earlier PISA rounds (tables 4A.92–106). Detailed results from earlier PISA rounds were included in earlier reports. PISA 2015 data are anticipated to be included in the 2017 Report.

PISA reading literacy

Reading literacy was the major domain tested in the 2000 and 2009 cycles. Reading literacy results from subsequent cycles may be compared with the 2000 cycle. In 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.92).

PISA mathematical literacy

Mathematical literacy was the major domain tested in the 2003 and 2012 cycles. Mathematical literacy results from subsequent cycles may be compared with the 2003 cycle. In 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.97).

PISA scientific literacy

Scientific literacy was the major domain tested in the 2006 cycle. Scientific literacy results from subsequent cycles may be compared with the 2006 cycle. In 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.102).

PIRLS assessment

The PIRLS assessments are undertaken every five years (box 4.14). 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.112-113).

In 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.112). This was a lower proportion than 26 of the 44 other participating countries or economies.

Box 4.14 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).

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: ACER (2012).

TIMSS assessment

The TIMSS assessments are conducted every four years (box 4.15) and provide learning outcomes data for students in year 4 and year 8 in mathematics and science.

Box 4.15 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.

Further information on TIMSS is available at the TIMSS website: <http://www.acer.edu.au/timss>.

Source: ACER (2012).

Detailed data from the 2011 TIMSS were included in the 2013 Report. Tables 4A.107–111 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.

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 4.16).

Box 4.16 **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 (based on the MCEECDYA classification) and sex.

This indicator should be interpreted with caution as:

- assessment, reporting and criteria for obtaining a year 12 or equivalent certificate varies across jurisdictions
- students completing their secondary education in TAFE institutes are included in reporting for some jurisdictions and not in others
- 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. WA data for 2014 reflect a change to the pre-year one entry age in 2002 resulting in approximately half the normal intake of students for that year level.
- complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions providing the service.

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

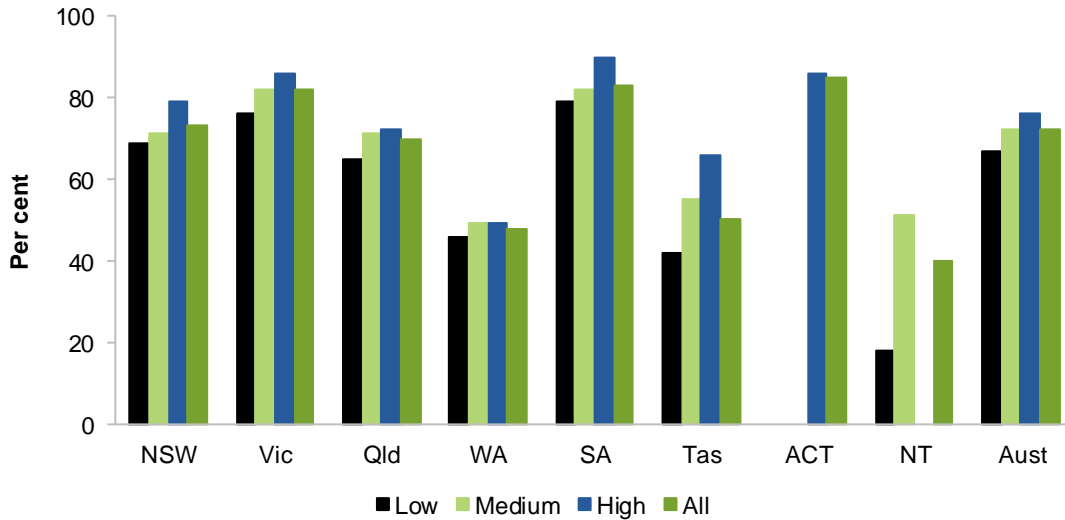
Information about data quality for this indicator is at www.pc.gov.au/rogs/2016.

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.

Nationally in 2014, the year 12 completion rate for all students was 72 per cent (table 4A.124). The rates for students from low (67 per cent) and medium (72 per cent) socio-economic backgrounds were below those for students from a high socio-economic background (76 per cent) (figure 4.38), with rates decreasing as remoteness increased (74 per cent in metropolitan areas compared to 38 per cent in very remote areas) (figure 4.39).

Nationally, completion rates were higher for female students than for male students in all socio-economic categories (table 4A.124), and higher for females students compared to male students in all geographic zones (table 4A.125). Time series data on national completion rates are reported in tables 4A.124-125.

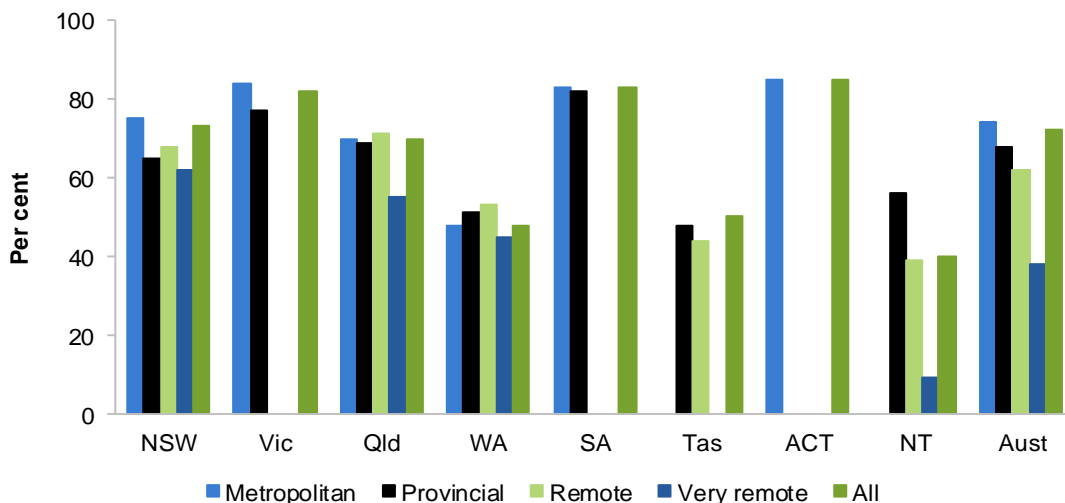
Figure 4.38 **Completion rates, year 12, by socio-economic background, 2014^{a, b}**



^a Data for 'low' and 'medium' in the ACT and 'high' in the NT are not published due to small numbers. ^b See box 4.16 and table 4A.124 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); table 4A.124.

Figure 4.39 **Completion rates, year 12, by geolocation, 2014 (per cent)^{a, b, c}**



^a There are no metropolitan areas in the NT, no very remote areas in Victoria and only metropolitan areas in the ACT. ^b Remote data for Victoria, remote and very remote data for SA and very remote data for Tasmania are not presented due to small numbers. ^c See box 4.16 and table 4A.125 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); table 4A.125.

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 or above (that is school and non-school education and training to year 12 or equivalent or above); 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 or above (tables BA.29–33).

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 (box 4.17).

Box 4.17 Destination

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

- 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.
- 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. Data for this measure includes 95 per cent confidence intervals (in the form of error bars in figures).
- 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 data reported for this indicator relate to the jurisdiction in which the young person was resident the year of the survey/census and not necessarily the jurisdiction in which they attended school.

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and within jurisdictions over time
- complete for the current reporting period. All required 2011 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/2016.

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 aged 15–24 years who left school in 2013 who were working either full or part time in 2014 was 51.8 per cent, and the proportion studying either full or part time was 59.1 per cent (some school leavers were undertaking both work and study and some were undertaking neither).

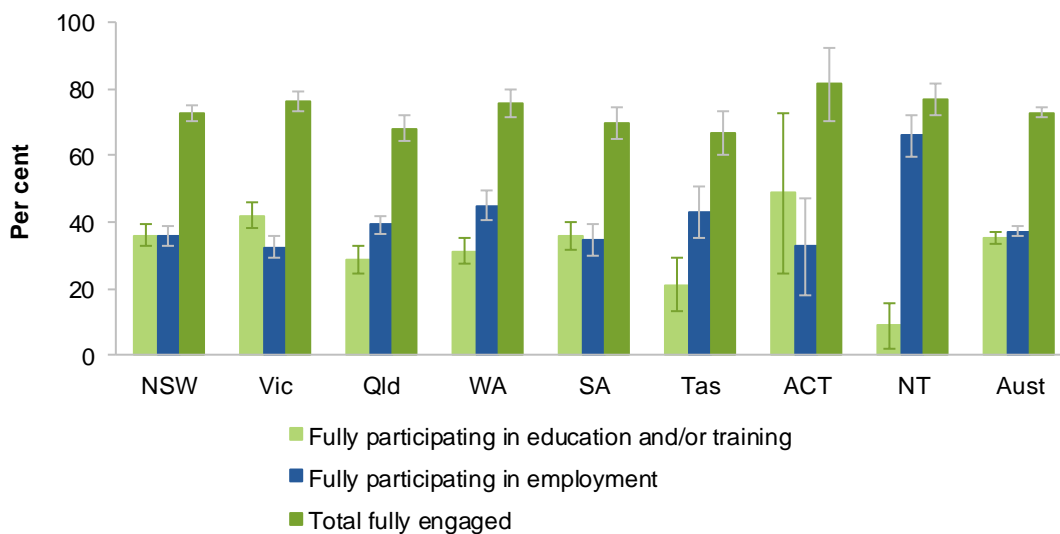
Amongst these school leavers, 43.8 per cent were year 12 completers who were subsequently working in 2014, 51.4 per cent were year 12 completers who were subsequently studying in 2014, 8.5 per cent were year 11 or below completers who were subsequently working in 2014 and 7.1 per cent were year 11 and below completers who were subsequently studying in 2014 (table 4A.129).

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 2014, 73.0 per cent of all school leavers aged 15–24 were fully engaged in education and/or training, or employment, or a combination. The proportion fully participating in education and/or training was 35.2 per cent and the proportion fully participating in employment was 37.2 per cent (figure 4.40). 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 78.2 per cent nationally. Amongst year 11 school leavers, this proportion was 57.6 per cent (table 4A.127). Table 4A.127 also provides the proportions participating in bachelor degrees and above, and certificate, diploma and advanced diplomas.

Figure 4.40 **School leaver destination (15–24 year olds), 2014 (per cent)^a**



^a See box 4.17 and table 4A.127 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished, TableBuilder) *Education and Work, 2014*, cat. no. 6227.0; table 4A.127.

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 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 both working and studying) (table 4A.128).

In 2011, 26.9 per cent of 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 both working and studying). These proportions varied across jurisdictions (table 4A.128). Table 4A.128 provides data by highest level of qualification.

Box 4.18 summarises school leaver destination survey results from six jurisdictions. Each jurisdiction uses different research methods and data collection instruments, and the surveys are not designed for comparative national reporting. These data provide supplementary information to the measures above.

National data on the study and work outcomes (numbers and proportions of people aged 15–19 who left school in the previous year), by highest year of completed schooling, in 2014 are in table 4A.126.

Box 4.18 School leaver destination survey results**New South Wales**

Surveys of post-school destinations for students from government, Catholic and independent schools commenced in 2010 and have been conducted annually since 2013 using telephone and online surveys. The surveys identify the aspirations and expectations for post-school pathways and student destinations. In 2015, the samples comprised 3490 year 12 completers and 3135 early leavers, as well as a longitudinal follow up of early leavers, year 12 completers and year 10 students from the 2014 surveys.

In 2015, 75.2 per cent of year 12 completers were undertaking some form of education and training. The majority were studying a Bachelor degree (53.2 per cent). A further 22.0 per cent of year 12 completers were studying a VET program: 8.9 per cent in Certificate IV, Diploma or Advanced Diploma, compared with 4.8 per cent in Certificates I, II and III, 4.7 per cent in apprenticeships and 3.6 per cent in traineeships. While 22.7 per cent of the year 12 completers were employed or looking for work, 2.1 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 or online survey early in the year after they leave school.

The 2015 On Track Survey contacted 35 227 (63.5 per cent) of the eligible 2014 year 12 or equivalent cohort from 566 schools, both government and non-government, as well as TAFE and Adult Community Education providers. Of these students, 77.0 per cent were in further education and training (53.2 per cent were enrolled at university, 16.3 per cent were TAFE enrolled and 7.5 per cent had taken up apprenticeships or traineeships). Of the 22.9 per cent who were not in further education and training, 9.6 per cent were in full or part time employment, 9.1 per cent had deferred a tertiary place and 3.6 per cent were looking for work.

Queensland

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

The 2015 Next Step survey collected responses from 40 157 year 12 completers, an 80.2 per cent response rate. The results showed that 61.7 per cent were in some recognised form of education or training in the year after completing year 12. This comprised 40.6 per cent undertaking a Bachelor Degree, 12.8 per cent undertaking campus-based vocational education and training (VET), with 7.5 per cent studying at Certificate IV level or higher. A further 8.4 per cent were in employment-based VET, either as an apprentice (5.9 per cent) or trainee (2.4 per cent). The remaining 38.3 per cent did not enter post-school education or training and were either employed (25.3 per cent), seeking work (10.7 per cent), or not in the labour force, education or training (2.2 per cent). In 2015, the survey also found that 19.7 per cent of year 12 completers were undertaking a gap year.

(continued next page)

Box 4.18 (continued)

Western Australia

The WA School Leaver Destinations survey has been conducted annually since 1996. Until 2015 this had been a telephone survey which was combined with University and TAFE enrolment data to determine Year 12 destinations. In 2015, an email rather than telephone survey of 4400 government school Year 12 students, to complement University and TAFE enrolment data, was undertaken. Insufficient responses were received from the email survey to provide reliable destination data. Consequently, WA is unable to report destination data for 2014 Year 12 students.

Tasmania

Since 2007, all year 10 students are required to lodge a participation plan describing their study intentions for the next year. Under the department's Year 11 and 12 *Attendance and Participation in Tasmanian Government Schools Procedure* schools are required to follow up and re-engage students who do not enrol in year 11. Schools are required to track year 11 and 12 early leavers, recording reasons for early leaving and employing re-engagement strategies.

For longer-term tracking of post-school destinations of Year 12 completers and early leavers, Tasmania has undertaken data linkage supported by the Australian Bureau of Statistics. Findings of this process included:

- about a quarter of early school leavers are enrolled in further study
- one year out from school, about three quarters of those not continuing study were employed
- Five years out from school, 45 per cent of Year 12 graduates had completed a non-school qualification and a further 23 per cent were studying towards one.

Further details are available at

<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4261.6Main+Features12006-2013?OpenDocument> (ABS Catalogue Number 4261.6 - Educational outcomes, experimental estimates, Tasmania, 2006-2013).

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 young people six months after completion of year 12 and satisfaction with their experience in years 11 and 12. In 2015, responses were received from 69 per cent of the 2014 year 12 graduates who were contacted. The 2015 survey found that 92 per cent of 2014 year 12 graduates were employed or studying in 2015 and overall 96 per cent found years 11 and 12 worthwhile. Of the 61 per cent of 2014 graduates studying in 2015, 68 per cent reported that they were studying at a Bachelor level or higher and 15 per cent at Certificate III level. Of the 39 per cent of graduates who were not studying in 2015, 76 per cent intended to start some study in the next two years. Year 12 graduates who speak a language other than English at home were more likely to be studying (75 per cent) than those who did not (58 per cent).

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 the ongoing Education Council review of its 2015 Key Performance Measurement Framework relating to the Melbourne Declaration and COAG agreed measures. The Steering Committee will consider any further implications of this review for future reports.

Attendance rates, students with disability and completion rates

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

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.

4.5 Definitions of key terms

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.
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 apparent 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.

	<ul style="list-style-type: none"> • Provincial City Statistical Districts (25 000–49 999 population): Bunbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie–Boulder, Lismore, Mandurah, Mildura, Nowra–Bomaderry, Port Macquarie, Tamworth, Warrnambool. • Other provincial areas (CD ARIA Plus score ≤ 5.92) <ul style="list-style-type: none"> • Inner provincial areas (CD ARIA Plus score ≤ 2.4) • Outer provincial areas (CD ARIA Plus score > 2.4 and ≤ 5.92)
	C. Remote zone <ul style="list-style-type: none"> • Remote zone (CD ARIA Plus score > 5.92) <ul style="list-style-type: none"> • Remote areas (CD ARIA Plus score > 5.92 and ≤ 10.53) • Very remote areas (CD ARIA Plus score > 10.53)
Government recurrent expenditure per full time equivalent student	Total government recurrent expenditure divided by the total number of FTE students. Expenditure is based on the National School Statistics Collection (SCSEEC unpublished), with adjustments for notional UCC charges and payroll tax. Notional UCC is included for all jurisdictions and payroll tax estimates are included for those jurisdictions not subject to it (WA and the ACT). Expenditure figures are in financial years and student numbers are in calendar years, so the total number of students is taken as the average of the two years spanned by the calendar year. When calculating the 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).
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	In 2014: 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	In 2014: 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 and Training. The definitions of students with disabilities are based on individual State and Territory criteria, so data are not comparable across jurisdictions.
Teaching staff	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.

4.6 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 website (www.pc.gov.au/rogs/2016).

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4A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.5 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

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

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

This file is available in Adobe PDF format on the Review web page (www.pc.gov.au/rogs/2016).

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TABLE 4A.1

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	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 (d) (e)	no.	110	76	46	67	19	5	4	5	332
Total	no.	2 176	1 548	1 235	768	579	202	83	152	6 743
Schools										
Primary	%	74.9	74.5	74.5	66.3	71.5	67.3	66.3	40.8	72.4
Secondary	%	17.0	16.0	14.5	12.9	12.3	17.8	20.5	9.2	15.3

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	4.6	7.3	12.1	13.0	12.4	8.4	46.7	7.4
Special (d) (e)	%	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
Combined (c)	no.	66	76	91	91	76	26	9	69	504
Special (d) (e)	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

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	74.2	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 (d) (e)	%	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
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

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	79	92	90	76	26	9	73	511
Special (d) (e)	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 (d) (e)	%	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
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

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.	1 618	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 (d) (e)	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 (d) (e)	%	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
2014										
Students										
Primary — full time	no.	458 130	339 318	338 071	179 948	105 182	32 345	21 367	18 918	1 493 279
Primary — part time	no.	—	441	4 425	—	26	7	70	47	5 016
Primary — FTE of part time students	no.	—	219	1 136	—	6	4	33	21	1 419
Primary — FTE total	no.	458 130	339 537	339 207	179 948	105 188	32 349	21 400	18 939	1 494 698
Secondary — full time	no.	304 114	224 231	177 430	78 679	59 962	23 519	15 838	10 477	894 250
Secondary — part time	no.	2 383	2 313	4 077	1 545	2 197	1 171	88	176	13 950
Secondary — FTE of part time students	no.	1 454	1 096	1 442	555	1 042	766	58	78	6 491
Secondary — FTE total	no.	305 568	225 327	178 872	79 234	61 004	24 285	15 896	10 555	900 741
Primary and secondary — full time total	no.	762 244	563 549	515 501	258 627	165 144	55 864	37 205	29 395	2 387 529
Primary and secondary — FTE total	no.	763 698	564 863	518 080	259 182	166 191	56 634	37 297	29 494	2 395 439
Staff (b)										
Primary	no.	38 782	30 498	32 637	18 019	10 351	3 194	2 111	2 334	137 925

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.	31 476	24 735	19 699	9 689	6 624	2 682	1 802	1 332	98 039
Total active in schools	no.	70 257	55 233	52 336	27 708	16 975	5 876	3 913	3 667	235 964
Not active in schools	no.	2 015	1 438	2 836	1 218	1 151	284	278	483	9 703
Schools										
Primary	no.	1 619	1 127	915	523	365	127	55	68	4 799
Secondary	no.	370	238	182	98	65	36	19	14	1 022
Combined (c)	no.	65	80	89	90	77	25	8	66	500
Special (d) (e)	no.	111	79	46	64	18	4	4	4	330
Total	no.	2 165	1 524	1 232	775	525	192	86	152	6 651
Schools										
Primary	%	74.8	74.0	74.3	67.5	69.5	66.1	64.0	44.7	72.2
Secondary	%	17.1	15.6	14.8	12.6	12.4	18.8	22.1	9.2	15.4
Combined (c)	%	3.0	5.2	7.2	11.6	14.7	13.0	9.3	43.4	7.5
Special (d) (e)	%	5.1	5.2	3.7	8.3	3.4	2.1	4.7	2.6	5.0
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.
- (d) A special school satisfies the definition of a school and requires one or more of the following characteristics to be exhibited by the student before enrolment is allowed: mental or physical disability or impairment; slow learning ability; social or emotional problems; in custody, on remand or in hospital. Special schools include Special Assistance Schools, as defined under the *Australian Education Act 2013*. These are non-government schools that are: (a) likely to be recognised by the State Minister as a special assistance school, and (b) primarily established to cater for students with social, emotional or behavioural difficulties.

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>
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(e) Students enrolled in special schools of primary school age and/or year level are included in the primary figures and those of secondary school age and/or year level included in the secondary figures.

– Nil or rounded to zero.

Source: ABS 2015, *Schools Australia 2014*, 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>
2010										
Students										
Primary – full time	no.	189 220	148 976	131 443	69 667	52 613	11 413	12 594	5 138	621 064
Primary – part time	no.	55	302	189	295	59	43	72	–	1 015
Primary – FTE of part time students	no.	31	160	89	191	45	17	58	–	591
Primary – FTE total	no.	189 251	149 136	131 532	69 858	52 658	11 430	12 652	5 138	621 655
Secondary – full time	no.	188 808	162 405	107 715	54 863	39 244	12 097	13 217	5 109	583 458
Secondary – part time	no.	335	155	156	9	356	41	12	15	1 079
Secondary – FTE of part time students	no.	230	84	85	4	230	15	6	3	657
Secondary – FTE total	no.	189 038	162 489	107 800	54 867	39 474	12 112	13 223	5 112	584 115
Primary and secondary — full time total	no.	378 028	311 381	239 158	124 530	91 857	23 510	25 811	10 247	1 204 522
Primary and secondary — FTE total	no.	378 289	311 625	239 332	124 725	92 133	23 543	25 874	10 250	1 205 769
Staff (b)										
Primary	no.	15 151	13 164	11 429	6 423	4 519	1 056	951	563	53 256
Secondary	no.	21 656	20 460	13 370	7 264	4 804	1 520	1 417	784	71 274
Total active in schools	no.	36 807	33 624	24 800	13 687	9 323	2 576	2 368	1 347	124 531
Not active in schools	no.	1 026	567	803	235	217	62	90	61	3 061
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 (d) (e)	no.	35	21	14	9	3	–	–	–	82
Total	no.	916	703	467	297	196	66	44	36	2 725
Schools										
Primary	%	54.5	60.7	49.3	50.5	54.1	43.9	59.1	30.6	54.2
Secondary	%	16.5	14.4	15.6	3.7	9.7	9.1	13.6	25.0	13.8

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)	%	25.2	21.9	32.1	42.8	34.7	47.0	27.3	44.4	29.0
Special (d) (e)	%	3.8	3.0	3.0	3.0	1.5	–	–	–	3.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Students										
Primary — full time	no.	191 665	152 225	135 099	72 140	53 156	11 478	12 824	5 138	633 725
Primary — part time	no.	71	243	199	268	83	52	70	–	986
Primary — FTE of part time students	no.	41	121	103	158	58	24	45	–	550
Primary — FTE total	no.	191 706	152 346	135 202	72 298	53 214	11 502	12 869	5 138	634 275
Secondary — full time	no.	192 260	164 044	109 035	55 191	39 640	12 180	13 386	5 113	590 849
Secondary — part time	no.	353	139	166	14	263	48	9	4	996
Secondary — FTE of part time students	no.	243	70	97	5	169	24	3	2	613
Secondary — FTE total	no.	192 503	164 114	109 132	55 196	39 809	12 204	13 389	5 115	591 462
Primary and secondary — full time total		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
Combined (c)	no.	235	155	152	130	69	32	13	16	802
Special (d) (e)	no.	39	20	16	11	3	–	–	–	89
Total	no.	920	698	471	301	195	65	44	36	2 730

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	%	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 (d) (e)	%	4.2	2.9	3.4	3.7	1.5	0.0	0.0	–	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
Schools										
Primary	no.	490	425	232	149	103	28	25	11	1 463
Secondary	no.	145	98	73	9	19	5	5	9	363

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.	237	156	154	132	70	31	13	17	810
Special (d) (e)	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 (d) (e)	%	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
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

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.	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 (d) (e)	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 (d) (e)	%	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
2014										
Students										
Primary — full time	no.	200 666	163 321	143 992	76 292	54 307	11 881	13 671	5 529	669 659
Primary — part time	no.	47	220	119	135	14	35	7	—	577
Primary — FTE of part time students	no.	23	105	58	59	8	14	4	—	270
Primary — FTE total	no.	200 689	163 426	144 050	76 351	54 315	11 895	13 675	5 529	669 929
Secondary — full time	no.	203 831	170 165	113 816	56 891	40 432	12 153	13 566	5 723	616 577
Secondary — part time	no.	200	176	173	15	172	42	7	8	793
Secondary — FTE of part time students	no.	103	94	88	9	85	19	3	3	404
Secondary — FTE total	no.	203 934	170 259	113 904	56 900	40 517	12 172	13 569	5 726	616 981
Primary and secondary — full time total	no.	404 497	333 486	257 808	133 183	94 739	24 034	27 237	11 252	1 286 236
Primary and secondary — FTE total	no.	404 623	333 685	257 954	133 251	94 832	24 067	27 244	11 255	1 286 910
Staff (b)										
Primary	no.	16 549	15 114	12 935	7 365	4 816	1 161	1 082	667	59 689

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.	23 830	22 212	14 626	7 923	5 023	1 581	1 580	873	77 648
Total active in schools	no.	40 379	37 327	27 560	15 289	9 839	2 742	2 662	1 540	137 337
Not active in schools	no.	na	na	na	na	na	na	na	na	na
Schools										
Primary	no.	491	422	225	150	99	29	24	11	1 451
Secondary	no.	144	97	72	7	18	5	5	9	357
Combined (c)	no.	237	154	164	133	76	30	14	17	825
Special (d) (e)	no.	46	20	22	11	3	1	1	1	105
Total	no.	918	693	483	301	196	65	44	38	2 738
Schools										
Primary	%	53.5	60.9	46.6	49.8	50.5	44.6	54.5	28.9	53.0
Secondary	%	15.7	14.0	14.9	2.3	9.2	7.7	11.4	23.7	13.0
Combined (c)	%	25.8	22.2	34.0	44.2	38.8	46.2	31.8	44.7	30.1
Special (d) (e)	%	5.0	2.9	4.6	3.7	1.5	1.5	2.3	2.6	3.8
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.
- (d) A special school satisfies the definition of a school and requires one or more of the following characteristics to be exhibited by the student before enrolment is allowed: mental or physical disability or impairment; slow learning ability; social or emotional problems; in custody, on remand or in hospital. Special schools include Special Assistance Schools, as defined under the *Australian Education Act 2013*. These are non-government schools that are: (a) likely to be recognised by the State Minister as a special assistance school, and (b) primarily established to cater for students with social, emotional or behavioural difficulties.

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>
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(e) Students enrolled in special schools of primary school age and/or year level are included in the primary figures and those of secondary school age and/or year level included in the secondary figures.

– Nil or rounded to zero.

Source: ABS 2015, *Schools Australia 2014*, 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>
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 (d) (e)	no.	145	97	60	76	22	5	4	5	414
Total	no.	3 092	2 251	1 702	1 065	775	268	127	188	9 468
Schools										
Primary	%	68.9	70.2	67.6	61.9	67.1	61.6	63.8	38.8	67.1

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	%	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 (d) (e)	%	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
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 (d) (e)	no.	149	96	62	78	21	5	4	5	420

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.	3 097	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 (d) (e)	%	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
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

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.	515	342	253	105	87	43	23	24	1 392
Combined (c)	no.	303	235	246	222	146	57	22	90	1 321
Special (d) (e)	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 (d) (e)	%	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)										
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

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.	3 131	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 (d) (e)	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 (d) (e)	%	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
2014										
Students										
Primary — full time	no.	658 796	502 639	482 063	256 240	159 489	44 226	35 038	24 447	2 162 938
Primary — part time	no.	47	661	4 544	135	40	42	77	47	5 593
Primary — FTE of part time students	no.	23	324	1 194	59	14	18	37	21	1 689
Primary — FTE total	no.	658 819	502 963	483 257	256 299	159 503	44 244	35 075	24 468	2 164 627
Secondary — full time	no.	507 945	394 396	291 246	135 570	100 394	35 672	29 404	16 200	1 510 827
Secondary — part time	no.	2 583	2 489	4 250	1 560	2 369	1 213	95	184	14 743
Secondary — FTE of part time students	no.	1 557	1 189	1 531	564	1 126	785	62	81	6 895
Secondary — FTE total	no.	509 502	395 585	292 777	136 134	101 520	36 457	29 466	16 281	1 517 722
Primary and secondary — full time total	no.	1 166 741	897 035	773 309	391 810	259 883	79 898	64 442	40 647	3 673 765
Primary and secondary — FTE total	no.	1 168 321	898 548	776 034	392 433	261 023	80 701	64 541	40 749	3 682 349
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.	55 331	45 612	45 571	25 384	15 166	4 354	3 193	3 002	197 615
Secondary	no.	55 306	46 947	34 325	17 612	11 648	4 263	3 382	2 205	175 686
Total active in schools	no.	110 637	92 559	79 896	42 997	26 814	8 617	6 575	5 207	373 301
Not active in schools	no.	na	na	na	na	na	na	na	na	na
Schools										
Primary	no.	2 110	1 549	1 140	673	464	156	79	79	6 250
Secondary	no.	514	335	254	105	83	41	24	23	1 379
Combined (c)	no.	302	234	253	223	153	55	22	83	1 325
Special (d) (e)	no.	157	99	68	75	21	5	5	5	435
Total	no.	3 083	2 217	1 715	1 076	721	257	130	190	9 389
Schools										
Primary	%	68.4	69.9	66.5	62.5	64.4	60.7	60.8	41.6	66.6
Secondary	%	16.7	15.1	14.8	9.8	11.5	16.0	18.5	12.1	14.7
Combined (c)	%	9.8	10.6	14.8	20.7	21.2	21.4	16.9	43.7	14.1
Special (d) (e)	%	5.1	4.5	4.0	7.0	2.9	1.9	3.8	2.6	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.
- (d) A special school satisfies the definition of a school and requires one or more of the following characteristics to be exhibited by the student before enrolment is allowed: mental or physical disability or impairment; slow learning ability; social or emotional problems; in custody, on remand or in hospital. Special schools include Special Assistance Schools, as defined under the *Australian Education Act 2013*. These are non-government schools that are: (a) likely to be recognised by the State Minister as a special assistance school, and (b) primarily established to cater for students with social, emotional or behavioural difficulties.

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>
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(e) Students enrolled in special schools of primary school age and/or year level are included in the primary figures and those of secondary school age and/or year level included in the secondary figures.

Source: ABS 2015, *Schools Australia 2014*, 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>
2010										
Students — male										
Primary — full time	no.	319 466	236 483	227 925	117 943	80 037	22 545	16 158	12 066	1 032 623
Primary — part time	no.	35	537	2 365	164	53	39	44	–	3 237
Primary — FTE of part time students	no.	19	268	809	106	37	19	35	–	1 294
Primary — FTE total	no.	319 485	236 751	228 734	118 049	80 074	22 564	16 193	12 066	1 033 917
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

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.	50	494	2 412	169	61	40	40	48	3 314
Primary — FTE of part time students	no.	29	245	804	96	40	19	26	24	1 283
Primary — FTE total	no.	322 804	239 931	232 837	120 455	80 635	22 533	16 404	12 007	1 047 606
Secondary — full time	no.	253 153	196 181	143 280	65 672	50 328	18 606	14 460	8 151	749 831
Secondary — part time	no.	1 034	995	1 686	828	1 580	1 168	27	128	7 446
Secondary — FTE of part time students	no.	664	458	620	365	758	648	12	44	3 569
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

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.	254 234	196 846	144 107	67 060	50 657	18 560	14 727	8 158	754 349
Secondary — part time	no.	1 252	1 072	1 828	755	1 264	1 110	37	95	7 413
Secondary — FTE of part time students	no.	780	466	659	313	629	599	14	35	3 494
Secondary — FTE total	no.	255 014	197 312	144 766	67 373	51 286	19 159	14 741	8 193	757 843
Primary and secondary — full time total	no.	581 034	441 889	382 502	191 516	131 923	40 924	31 674	20 390	1 821 852
Primary and secondary — FTE total	no.	581 836	442 588	384 046	191 901	132 587	41 543	31 698	20 437	1 826 635
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

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.	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
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
2014										
Students — male										
Primary — full time	no.	338 410	258 109	248 936	131 518	81 867	22 679	18 056	12 454	1 112 029
Primary — part time	no.	34	431	2 814	100	29	24	47	25	3 504
Primary — FTE of part time students	no.	16	209	757	40	12	11	22	11	1 079
Primary — FTE total	no.	338 426	258 318	249 693	131 558	81 879	22 690	18 078	12 465	1 113 108
Secondary — full time	no.	258 054	200 187	147 777	69 429	50 672	18 088	14 832	8 268	767 307
Secondary — part time	no.	1 145	1 042	2 008	655	1 016	544	39	113	6 562
Secondary — FTE of part time students	no.	710	496	738	283	496	357	21	50	3 151
Secondary — FTE total	no.	258 764	200 683	148 515	69 712	51 168	18 445	14 853	8 318	770 458
Primary and secondary — full time total	no.	596 464	458 296	396 713	200 947	132 539	40 767	32 888	20 722	1 879 336
Primary and secondary — FTE total	no.	597 190	459 001	398 208	201 270	133 048	41 135	32 931	20 783	1 883 566

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.	320 386	244 530	233 127	124 722	77 622	21 547	16 982	11 993	1 050 909
Primary — part time	no.	13	230	1 730	35	11	18	30	22	2 089
Primary — FTE of part time students	no.	7	114	437	18	1	8	15	10	611
Primary — FTE total	no.	320 393	244 644	233 564	124 740	77 623	21 555	16 997	12 003	1 051 520
Secondary — full time	no.	249 891	194 209	143 469	66 141	49 722	17 584	14 572	7 932	743 520
Secondary — part time	no.	1 438	1 447	2 242	905	1 353	669	56	71	8 181
Secondary — FTE of part time students	no.	847	693	793	281	630	427	41	31	3 744
Secondary — FTE total	no.	250 738	194 902	144 262	66 422	50 352	18 011	14 613	7 963	747 264
Primary and secondary — full time total	no.	570 277	438 739	376 596	190 863	127 344	39 131	31 554	19 925	1 794 429
Primary and secondary — FTE total	no.	571 131	439 547	377 826	191 163	127 975	39 566	31 610	19 966	1 798 783

FTE = Full time equivalent.

– Nil or rounded to zero.

Source: ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0.

TABLE 4A.5

Table 4A.5 **Students as a proportion of the population, 2014 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary students as a proportion of the population									
Government schools	6.1	5.8	7.2	7.0	6.2	6.3	5.5	7.7	6.4
Non-government schools	2.7	2.8	3.0	3.0	3.2	2.3	3.5	2.3	2.9
All schools	8.8	8.6	10.2	10.0	9.5	8.6	9.1	10.0	9.2
Secondary students as a proportion of the population									
Government schools	4.0	3.8	3.8	3.1	3.6	4.6	4.1	4.3	3.8
Non-government schools	2.7	2.9	2.4	2.2	2.4	2.4	3.5	2.3	2.6
All schools	6.8	6.8	6.2	5.3	6.0	6.9	7.6	6.6	6.4
All students as a proportion of the population									
Government schools	10.1	9.6	10.9	10.1	9.8	10.9	9.6	12.0	10.2
Non-government schools	5.4	5.7	5.5	5.2	5.6	4.7	7.1	4.6	5.5
All schools	15.5	15.4	16.4	15.2	15.4	15.5	16.7	16.6	15.6

(a) Full time students as a proportion of the total population. Population is as at 30 June 2014, using preliminary ERP.

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

Source: ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0; ABS 2015, *Australian Demographic Statistics*, June 2014, 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.)									
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
2013-14	759 522	559 823	513 875	256 568	166 903	56 562	36 840	29 468	2 379 560
Average FTE student population in non-government schools (no.)									
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
2013-14	401 718	330 799	256 294	132 521	94 764	23 991	27 097	11 150	1 278 334
Average FTE student population in all schools (no.)									
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
2013-14	1 161 240	890 622	770 169	389 088	261 667	80 553	63 937	40 617	3 657 894

(a) FTE students by financial year are derived by averaging the FTE students numbers for the two associated calendar years. Data for years 2010 to 2014 are in tables 4A.1-3.

Source: ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0.

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2013-14 dollars) (\$'000) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (d)	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i> (e)	<i>Aust</i>
Government schools (including user cost of capital)									
Australian government specific purpose payments (excluding capital grants) (f), (g), (h), (i)									
2004-05	925 089	655 179	570 265	265 967	211 712	79 474	41 567	50 489	2 799 741
2005-06	952 726	634 562	574 620	310 361	206 698	76 571	40 003	66 481	2 862 021
2006-07	962 572	644 553	584 105	297 324	215 940	75 361	40 901	69 749	2 890 504
2007-08	946 433	657 922	613 487	286 075	217 519	76 110	39 191	73 980	2 910 717
2008-09	1 261 134	910 169	778 026	390 118	292 732	102 272	59 424	85 245	3 879 120
2009-10	1 306 886	880 938	753 285	384 456	301 090	109 103	55 602	113 808	3 905 168
2010-11	1 363 689	902 974	818 152	395 353	313 152	113 350	57 629	115 505	4 079 805
2011-12	1 556 275	1 055 041	941 701	463 849	355 766	134 832	66 094	127 345	4 700 903
2012-13	1 500 861	1 023 893	926 974	452 004	346 238	125 055	63 718	115 541	4 554 284
2013-14	1 536 912	1 118 462	1 034 244	496 108	369 560	134 371	71 736	138 238	4 899 631
State and territory government recurrent expenditure (j)									
2004-05	9 806 059	6 249 238	5 672 816	3 393 472	2 183 709	776 958	539 286	532 539	29 154 076
2005-06	9 599 681	6 396 979	5 765 278	3 325 352	2 192 623	802 711	546 141	542 863	29 171 628
2006-07	9 627 062	6 369 725	6 199 858	3 648 570	2 182 754	795 649	547 842	531 770	29 903 231
2007-08	9 691 791	6 534 049	6 389 803	3 998 681	2 205 618	785 462	606 567	551 576	30 763 547
2008-09	9 744 292	6 593 635	6 446 985	4 063 059	2 099 659	778 123	612 507	569 835	30 908 095
2009-10	10 143 435	6 802 097	6 808 123	4 199 947	2 226 194	806 327	623 699	553 418	32 163 241
2010-11	9 842 934	6 673 035	6 769 960	4 152 821	2 382 710	809 815	658 345	574 921	31 864 543
2011-12	10 496 307	6 649 554	6 967 928	4 176 808	2 429 412	814 858	683 973	588 366	32 807 205
2012-13	10 233 273	6 666 557	7 025 414	4 323 755	2 394 049	812 946	704 570	623 352	32 783 915
2013-14	10 956 586	6 676 453	6 963 264	4 497 124	2 425 912	811 591	706 014	556 549	33 593 493
Australian, State and Territory government recurrent expenditure									
2004-05	10 731 148	6 904 417	6 243 081	3 659 439	2 395 420	856 431	580 853	583 028	31 953 817
2005-06	10 552 407	7 031 541	6 339 898	3 635 713	2 399 321	879 282	586 144	609 344	32 033 649

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2013-14 dollars) (\$'000) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (e)</i>	<i>Aust</i>
2006-07	10 589 634	7 014 278	6 783 963	3 945 894	2 398 695	871 009	588 744	601 519	32 793 735
2007-08	10 638 224	7 191 971	7 003 290	4 284 756	2 423 137	861 572	645 758	625 556	33 674 263
2008-09	11 005 426	7 503 804	7 225 011	4 453 177	2 392 391	880 395	671 931	655 079	34 787 215
2009-10	11 450 321	7 683 035	7 561 408	4 584 403	2 527 284	915 430	679 301	667 226	36 068 409
2010-11	11 206 624	7 576 009	7 588 113	4 548 174	2 695 862	923 166	715 974	690 425	35 944 348
2011-12	12 052 582	7 704 595	7 909 629	4 640 657	2 785 178	949 690	750 068	715 710	37 508 109
2012-13	11 734 134	7 690 450	7 952 388	4 775 759	2 740 287	938 001	768 289	738 893	37 338 199
2013-14	12 493 498	7 794 915	7 997 508	4 993 232	2 795 472	945 962	777 750	694 787	38 493 124
Non-government schools (excluding user cost of capital)									
Australian government specific purpose payments (excluding capital grants) (f), (g), (h), (i)									
2004-05	2 116 694	1 652 896	1 189 984	619 369	505 099	130 015	121 824	55 746	6 391 628
2005-06	2 045 744	1 644 907	1 222 313	632 808	493 547	131 538	124 442	66 701	6 361 999
2006-07	2 094 667	1 654 759	1 252 080	630 973	509 559	132 745	127 764	52 910	6 455 458
2007-08	2 057 817	1 677 149	1 262 012	646 801	509 796	136 156	125 025	61 900	6 476 656
2008-09	2 055 263	1 641 007	1 291 638	682 269	515 567	136 172	122 950	78 988	6 523 855
2009-10	2 212 974	1 842 461	1 421 951	730 680	557 977	150 557	135 148	86 059	7 137 806
2010-11	2 303 372	1 901 780	1 505 425	755 314	594 266	155 282	140 765	86 140	7 442 344
2011-12	2 447 654	2 049 857	1 609 847	807 811	642 564	163 585	149 778	86 815	7 957 912
2012-13	2 554 191	2 100 395	1 671 847	829 563	647 819	165 606	145 372	88 321	8 203 114
2013-14	2 747 719	2 233 496	1 800 572	892 695	681 605	178 076	163 769	119 807	8 817 739
State and territory government recurrent expenditure									
2004-05	883 940	423 394	520 655	266 856	137 003	47 667	48 671	38 412	2 366 597
2005-06	880 241	422 702	620 857	268 647	138 043	46 723	50 031	41 324	2 468 569
2006-07	896 084	442 600	529 490	281 695	148 452	49 569	48 383	57 956	2 454 229
2007-08	909 025	466 074	538 191	300 172	153 378	50 827	50 428	33 529	2 501 624
2008-09	898 887	530 055	560 191	313 790	153 725	51 820	50 113	34 847	2 593 429

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2013-14 dollars) (\$'000) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (e)</i>	<i>Aust</i>
2009-10	890 882	521 290	567 320	336 905	157 836	52 391	52 736	35 759	2 615 119
2010-11	889 005	566 451	625 313	399 265	164 160	55 768	49 753	67 763	2 817 478
2011-12	923 137	595 685	616 001	428 823	168 931	55 857	50 756	51 884	2 891 072
2012-13	947 466	639 623	646 157	421 492	172 458	56 052	53 851	64 018	3 001 117
2013-14	978 044	643 410	708 588	424 120	174 531	58 890	57 425	60 878	3 105 886
Australian, State and Territory government recurrent expenditure									
2004-05	3 000 635	2 076 290	1 710 639	886 225	642 102	177 681	170 495	94 158	8 758 225
2005-06	2 925 985	2 067 609	1 843 171	901 455	631 590	178 261	174 473	108 025	8 830 568
2006-07	2 990 752	2 097 359	1 781 571	912 668	658 011	182 314	176 146	110 865	8 909 687
2007-08	2 966 842	2 143 222	1 800 203	946 973	663 174	186 983	175 453	95 429	8 978 280
2008-09	2 954 150	2 171 062	1 851 829	996 060	669 292	187 992	173 064	113 834	9 117 284
2009-10	3 103 855	2 363 751	1 989 270	1 067 585	715 813	202 948	187 884	121 819	9 752 925
2010-11	3 192 377	2 468 231	2 130 738	1 154 579	758 425	211 050	190 519	153 903	10 259 822
2011-12	3 370 791	2 645 542	2 225 848	1 236 634	811 494	219 442	200 535	138 699	10 848 984
2012-13	3 501 658	2 740 018	2 318 004	1 251 055	820 277	221 658	199 223	152 339	11 204 231
2013-14	3 725 763	2 876 906	2 509 160	1 316 815	856 136	236 966	221 194	180 685	11 923 625
All schools (including UCC for government schools)									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (f), (g), (h), (i)									
2004-05	3 041 783	2 308 074	1 760 249	885 336	716 811	209 488	163 392	106 235	9 191 369
2005-06	2 998 470	2 279 468	1 796 933	943 169	700 245	208 109	164 444	133 182	9 224 020
2006-07	3 057 240	2 299 312	1 836 185	928 297	725 499	208 106	168 665	122 659	9 345 962
2007-08	3 004 251	2 335 070	1 875 499	932 876	727 315	212 266	164 215	135 881	9 387 372
2008-09	3 316 397	2 551 176	2 069 664	1 072 388	808 299	238 444	182 374	164 232	10 402 974
2009-10	3 519 860	2 723 398	2 175 236	1 115 136	859 067	259 660	190 750	199 867	11 042 974
2010-11	3 667 062	2 804 754	2 323 578	1 150 667	907 418	268 632	198 394	201 644	11 522 149
2011-12	4 003 929	3 104 898	2 551 548	1 271 660	998 330	298 417	215 873	214 160	12 658 815

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2013-14 dollars) (\$'000) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (e)</i>	<i>Aust</i>
2012-13	4 055 053	3 124 288	2 598 821	1 281 567	994 057	290 661	209 090	203 862	12 757 398
2013-14	4 284 631	3 351 958	2 834 816	1 388 803	1 051 165	312 447	235 505	258 045	13 717 370
State and territory government recurrent expenditure									
2004-05	10 690 000	6 672 632	6 193 471	3 660 328	2 320 711	824 624	587 956	570 950	31 520 673
2005-06	10 479 922	6 819 681	6 386 135	3 594 000	2 330 666	849 434	596 173	584 187	31 640 197
2006-07	10 523 146	6 812 325	6 729 348	3 930 265	2 331 206	845 217	596 225	589 725	32 357 459
2007-08	10 600 815	7 000 123	6 927 994	4 298 853	2 358 996	836 289	656 995	585 104	33 265 171
2008-09	10 643 179	7 123 690	7 007 177	4 376 849	2 253 384	829 943	662 620	604 681	33 501 524
2009-10	11 034 317	7 323 387	7 375 443	4 536 852	2 384 030	858 718	676 435	589 178	34 778 360
2010-11	10 731 939	7 239 486	7 395 273	4 552 086	2 546 870	865 583	708 099	642 684	34 682 022
2011-12	11 419 444	7 245 239	7 583 929	4 605 631	2 598 342	870 715	734 730	640 249	35 698 277
2012-13	11 180 739	7 306 181	7 671 572	4 745 247	2 566 507	868 998	758 421	687 369	35 785 031
2013-14	11 934 630	7 319 863	7 671 852	4 921 244	2 600 443	870 481	763 439	617 427	36 699 379
Australian, State and Territory government recurrent expenditure									
2004-05	13 731 783	8 980 706	7 953 720	4 545 664	3 037 522	1 034 112	751 348	677 186	40 712 042
2005-06	13 478 391	9 099 149	8 183 068	4 537 169	3 030 911	1 057 543	760 617	717 369	40 864 217
2006-07	13 580 386	9 111 637	8 565 533	4 858 562	3 056 706	1 053 323	764 890	712 384	41 703 422
2007-08	13 605 066	9 335 193	8 803 493	5 231 729	3 086 311	1 048 555	821 211	720 985	42 652 543
2008-09	13 959 576	9 674 866	9 076 841	5 449 237	3 061 683	1 068 387	844 995	768 914	43 904 498
2009-10	14 554 177	10 046 785	9 550 679	5 651 988	3 243 097	1 118 378	867 185	789 045	45 821 334
2010-11	14 399 001	10 044 240	9 718 851	5 702 753	3 454 288	1 134 215	906 493	844 329	46 204 171
2011-12	15 423 373	10 350 137	10 135 477	5 877 291	3 596 672	1 169 132	950 602	854 409	48 357 093
2012-13	15 235 791	10 430 468	10 270 392	6 026 814	3 560 564	1 159 659	967 511	891 231	48 542 430
2013-14	16 219 261	10 671 821	10 506 668	6 310 047	3 651 608	1 182 928	998 944	875 472	50 416 749

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2013-14 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (e)</i>	<i>Aust</i>
(a)	This table integrates information from tables 4A.9 and 4A.10, and State and Territory data. Based on accrual accounting. 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 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 4A.139). See table 2A.48 and chapter 2 (sections 2.5-6) for more information.								
(d)	2013-14 expenditure for Queensland for non-government schools includes ANSE Capital (\$5.4m), Flying Start Capital Assist (\$57.8m) and Build Queensland Future Schools Fund (\$18.8m).								
(e)	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 since 2010-11. 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 since 2011-12. These were \$7.9 m in 2013-14. 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. The decrease in recurrent expenditure on non-government schools in 2013-14 is attributed to a new Corporate and Governance Output, which has reallocated some corporate expenditure previously attributed to the non-government output.								
(f)	The National Schools specific purpose payment (reported from 1 January 2009 to 31 December 2013) and Student First funding (reported from 1 January 2014) do not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments and Students First 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.								
(g)	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.								

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2013-14 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (e)</i>	<i>Aust</i>
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(h) 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.

(i) 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 (h) in table 4A.9.

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

Source: Australian Government Department of Education and Training (unpublished); Education Council National Schools Statistics Collection (NSSC) (unpublished); State and Territory governments (unpublished); table 4A.139.

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 (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
Government schools (including user cost of capital)									
Australian government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
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
2013-14	1 536 912	1 118 462	1 034 244	496 108	369 560	134 371	71 736	138 238	4 899 631
State and territory government recurrent expenditure (including UCC) (i)									
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
2013-14	10 956 586	6 676 453	6 963 264	4 497 124	2 425 912	811 591	706 014	556 549	33 593 493
Australian, State and Territory government recurrent expenditure									
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

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 (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
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
2013-14	12 493 498	7 794 915	7 997 508	4 993 232	2 795 472	945 962	777 750	694 787	38 493 124
Non-government schools (excluding user cost of capital)									
Australian government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
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
2013-14	2 747 719	2 233 496	1 800 572	892 695	681 605	178 076	163 769	119 807	8 817 739
State and territory government recurrent expenditure									
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
2007-08	776 307	398 027	459 615	256 347	130 985	43 406	43 066	28 634	2 136 387

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 (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
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	416 012	170 216	55 323	53 151	63 185	2 962 102
2013-14	978 044	643 410	708 588	424 120	174 531	58 890	57 425	60 878	3 105 886
Australian, State and Territory government recurrent expenditure									
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	1 234 791	809 613	218 776	196 633	150 358	11 058 576
2013-14	3 725 763	2 876 906	2 509 160	1 316 815	856 136	236 966	221 194	180 685	11 923 625
All schools (including UCC for government schools)									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (e), (f), (g), (h)									
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
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

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 (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
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
2013-14	4 284 631	3 351 958	2 834 816	1 388 803	1 051 165	312 447	235 505	258 045	13 717 370
State and territory government recurrent expenditure (including UCC for government schools)									
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	4 683 558	2 533 142	857 701	748 562	678 433	35 319 826
2013-14	11 934 630	7 319 863	7 671 852	4 921 244	2 600 443	870 481	763 439	617 427	36 699 379
Australian, State and Territory government recurrent expenditure									
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	5 948 465	3 514 276	1 144 583	954 934	879 645	47 911 378
2013-14	16 219 261	10 671 821	10 506 668	6 310 047	3 651 608	1 182 928	998 944	875 472	50 416 749

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 (c)</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)	2013-14 expenditure for Queensland for non-government schools includes ANSE Capital (\$5.4m), Flying Start Capital Assist (\$57.8m) and Build Queensland Future Schools Fund (\$18.8m).								
(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 since 2010-11. 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 since 2011-12. These were \$7.9 m in 2013-14. 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. The decrease in recurrent expenditure on non-government schools in 2013-14 is attributed to a new Corporate and Governance Output, which has reallocated some corporate expenditure previously attributed to the non-government output.								
(e)	The National Schools specific purpose payment (reported from 1 January 2009 to 31 December 2013) and Student First funding (reported from 1 January 2014) do not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments and Students First 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, 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.								
(g)	For the purpose of the Report, Australian Government allocations to states and territories (see table 4A.9) are regarded as being expended in the year of allocation.								

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
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(h) Some National Partnership payments allocated as 'capital' and not included in this table may include a component of funding used for recurrent purposes. See footnote (h) in table 4A.9.

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

Source: Australian Government Department of Education and Training (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, 2013-14 (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), (d)	\$'000	671 731	486 904	440 657	219 996	149 818	51 276	31 668	28 292	2 080 342
Students First funding (e)	\$'000	731 019	540 042	523 000	245 000	184 428	71 378	36 168	64 000	2 395 035
Independent Public Schools	\$'000	–	2 270	–	–	790	300	130	230	3 720
National Partnership payments										
More support for students with disabilities	\$'000	19 221	14 812	13 255	6 139	4 788	1 551	1 072	781	61 619
Improving literacy and numeracy	\$'000	19 678	9 814	16 271	7 618	4 963	1 880	587	1 834	62 645
Smarter Schools National Partnership (f)										
<i>Improving teacher quality</i>	\$'000	36 664	44 148	23 775	11 353	8 314	2 971	1 888	1 637	130 750
<i>Low SES school communities</i>	\$'000	58 599	20 472	17 286	6 002	16 459	5 015	223	4 078	128 134
Stronger Futures in the Northern Territory (g)										
<i>Quality teaching</i>	\$'000	–	–	–	–	–	–	–	12 550	12 550
<i>Additional teachers</i>	\$'000	–	–	–	–	–	–	–	22 498	22 498
<i>Expansion of school enrolment and attendance measure</i>	\$'000	–	–	–	–	–	–	–	2 338	2 338
Total recurrent	\$'000	1 536 912	1 118 462	1 034 244	496 108	369 560	134 371	71 736	138 238	4 899 631
Capital expenditure (e)										
National Partnership payments										
Trade Training centres in schools	\$'000	1 135	37 818	5 105	8 513	3 794	789	5 131	6 831	69 116
Teacher Housing (NT only) (g)	\$'000	–	–	–	–	–	–	–	4 783	4 783
Total capital	\$'000	1 135	37 818	5 105	8 513	3 794	789	5 131	11 614	73 899
Total recurrent and capital	\$'000	1 538 047	1 156 280	1 039 349	504 621	373 354	135 160	76 867	149 852	4 973 530

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2013-14 (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>
Non-government schools										
Recurrent expenditure										
National Schools SPP (c), (d)	\$'000	1 352 346	1 112 755	889 614	436 857	338 482	87 163	77 111	47 105	4 341 433
Students First funding (e)	\$'000	1 356 155	1 111 818	891 315	444 562	334 498	88 788	84 793	59 300	4 371 229
National Partnership payments										
More support for students with disabilities	\$'000	6 929	5 028	3 657	2 287	1 172	340	334	123	19 870
Improving literacy and numeracy	\$'000	5 340	3 895	3 951	2 258	1 614	401	291	379	18 129
Smarter Schools National Partnership (f)										
<i>Improving teacher quality</i>	\$'000	19 364	–	10 762	5 537	4 476	1 183	1 240	500	43 062
<i>Low SES school communities</i>	\$'000	7 585	–	1 273	1 194	1 363	201	–	1 138	12 754
Stronger Futures in the Northern Territory (g)										
<i>Quality teaching</i>	\$'000	–	–	–	–	–	–	–	4 430	4 430
<i>Additional teachers</i>	\$'000	–	–	–	–	–	–	–	6 832	6 832
Total recurrent	\$'000	2 747 719	2 233 496	1 800 572	892 695	681 605	178 076	163 769	119 807	8 817 739
Capital expenditure (h)										
National Partnership payments										
Trade Training centres in schools	\$'000	269	699	46	223	335	–	–	–	1 572
Total capital	\$'000	269	699	46	223	335	–	–	–	1 572
Total recurrent and capital	\$'000	2 747 988	2 234 195	1 800 618	892 918	681 940	178 076	163 769	119 807	8 819 311
All schools										
Total recurrent (i)	\$'000	4 284 631	3 351 958	2 834 816	1 388 803	1 051 165	312 447	235 505	258 045	13 717 370
Total recurrent and capital	\$'000	4 286 035	3 390 475	2 839 967	1 397 539	1 055 294	313 236	240 636	269 659	13 792 841

Table 4A.9 **Australian Government specific purpose payments for schools, 2013-14 (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>
(a)	Includes payments provided under the following: <i>Australian Education Act 2013</i> ; <i>Schools Assistance Act 2008</i> : National Education Agreement; <i>Federal Financial Relations Act 2009</i> ; <i>Annual Appropriations Act</i> 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.									
(c)	The National Schools specific purpose payment and Students first funding does not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments and students First funding, including 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)	Reported for 1 July 2013 to 31 December 2013.									
(e)	Reported for 1 January 2014 to 30 June 2014.									
(f)	The allocation of Smarter Schools National Partnership funding between the government and non-government sectors for 2013-14 has been provided by state and territory governments.									
(g)	The allocation of Stronger Futures in the NT National Partnership funding and teacher housing funding between the government and non-government sectors for 2013-14 has been provided by the NT government.									
(h)	Some National Partnership payments allocated as 'capital' may include a component of funding used for recurrent purposes. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment.									
(i)	Includes total recurrent expenditure on government and non-government schools. – Nil or rounded to zero.									

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

TABLE 4A.10

Table 4A.10 **Australian, State and Territory government recurrent expenditure on government schools, 2013-14 (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>	8 029 939	5 002 987	5 157 311	3 039 139	1 873 896	622 012	472 325	399 773	24 597 382
Total expenditure	12 493 498	7 794 915	7 997 508	4 993 232	2 795 472	945 962	777 750	694 787	38 493 124
In-school primary									
Teachers	3 575 876	2 222 987	2 321 033	1 404 858	831 331	251 517	180 517	170 164	10 958 283
Other staff (f)	671 061	422 462	654 714	438 714	220 401	69 631	57 407	46 233	2 580 623
<i>Total employee related expenditure</i>	4 246 937	2 645 449	2 975 747	1 843 572	1 051 732	321 148	237 924	216 397	13 538 906
Other operating expenses (g)	1 248 778	594 747	475 309	369 883	273 102	87 702	50 214	93 794	3 193 528
User cost of capital (h)	921 192	672 448	781 947	522 902	183 002	50 006	68 307	47 486	3 247 291
Depreciation	297 598	150 570	229 934	145 465	55 643	19 232	30 726	18 898	948 066
Total	6 714 505	4 063 214	4 462 937	2 881 822	1 563 479	478 088	387 171	376 575	20 927 791
In-school secondary									
Teachers	3 022 203	1 877 211	1 543 663	803 415	547 650	215 994	163 030	115 731	8 288 897
Other staff (f)	496 661	368 891	362 795	243 686	136 845	62 030	51 846	33 223	1 755 977
<i>Total employee related expenditure</i>	3 518 864	2 246 103	1 906 457	1 047 101	684 494	278 024	214 876	148 954	10 044 874
Other operating expenses (g)	986 835	592 327	393 695	283 841	198 063	85 480	42 755	69 187	2 652 183
User cost of capital (h)	718 669	494 860	465 399	473 148	100 651	51 378	64 487	28 842	2 397 432
Depreciation	232 796	132 443	190 706	100 942	38 752	22 118	29 008	11 900	758 665
Total	5 457 163	3 465 732	2 956 258	1 905 032	1 021 960	437 000	351 126	258 884	15 853 154
Out of school									
Teachers	—	—	—	—	—	—	—	—	—
Other staff (f)	264 138	111 436	275 107	148 466	137 670	22 839	19 525	34 421	1 013 603
<i>Total employee related expenditure</i>	264 138	111 436	275 107	148 466	137 670	22 839	19 525	34 421	1 013 603
Other operating expenses (g)	43 065	129 239	296 211	55 593	65 954	6 763	15 710	24 729	637 264
User cost of capital (h)	10 407	8 509	2 929	1 739	5 516	110	2 910	—	32 120

Table 4A.10 **Australian, State and Territory government recurrent expenditure on government schools, 2013-14 (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	4 219	16 785	4 066	580	893	1 163	1 309	178	29 192
Total	321 830	265 969	578 313	206 378	210 033	30 874	39 454	59 329	1 712 179

- (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, Tasmania 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 2013-14.
- 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, 2013-14**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas (b)</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	✓ Imputed	✓
Basis of estimate	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, Tasmania 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 (2013-14 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									
2004-05	1 244	1 218	1 263	1 157	1 257	1 284	1 166	1 747	1 240
2005-06	1 286	1 180	1 264	1 349	1 236	1 249	1 134	2 293	1 268
2006-07	1 302	1 199	1 246	1 290	1 294	1 247	1 173	2 397	1 275
2007-08	1 284	1 226	1 275	1 239	1 310	1 279	1 141	2 527	1 279
2008-09	1 713	1 693	1 606	1 677	1 769	1 736	1 739	2 943	1 703
2009-10	1 768	1 635	1 545	1 642	1 817	1 862	1 616	3 944	1 707
2010-11	1 833	1 671	1 670	1 677	1 888	1 938	1 668	3 965	1 776
2011-12	2 084	1 940	1 898	1 922	2 141	2 322	1 882	4 345	2 029
2012-13	1 996	1 860	1 835	1 810	2 073	2 190	1 770	3 924	1 941
2013-14	2 024	1 998	2 013	1 934	2 214	2 376	1 947	4 691	2 059
State and territory government recurrent expenditure (including UCC) per FTE student									
2004-05	13 188	11 613	12 563	14 761	12 970	12 550	15 128	18 430	12 912
2005-06	12 955	11 891	12 679	14 449	13 111	13 096	15 488	18 725	12 927
2006-07	13 018	11 853	13 225	15 827	13 081	13 168	15 709	18 274	13 188
2007-08	13 147	12 172	13 276	17 324	13 279	13 201	17 666	18 840	13 520
2008-09	13 236	12 266	13 312	17 461	12 692	13 211	17 920	19 673	13 567
2009-10	13 719	12 621	13 967	17 935	13 434	13 763	18 125	19 177	14 060
2010-11	13 233	12 352	13 818	17 614	14 364	13 848	19 053	19 734	13 867
2011-12	14 053	12 229	14 043	17 309	14 618	14 031	19 479	20 077	14 160
2012-13	13 612	12 109	13 908	17 314	14 332	14 238	19 573	21 171	13 970
2013-14	14 426	11 926	13 550	17 528	14 535	14 349	19 164	18 887	14 118
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2004-05									
In-school primary	12 560	10 842	12 318	13 380	12 037	11 518	13 821	15 592	12 198

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2013-14 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	15 839	14 380	14 806	17 922	15 344	14 551	16 994	21 027	15 470
Out-of-school	527	526	604	958	1 009	1 028	1 047	2 889	674
Total primary	13 087	11 368	12 922	14 338	13 046	12 546	14 868	18 481	12 873
Total secondary	16 365	14 906	15 410	18 880	16 352	15 579	18 041	23 916	16 144
Total	14 433	12 831	13 825	15 918	14 228	13 833	16 294	20 177	14 152
2005-06									
In-school primary	12 335	11 069	12 385	13 490	12 290	12 007	13 766	16 246	12 247
In-school secondary	15 653	14 305	14 647	17 338	15 173	14 996	18 049	22 606	15 339
Out-of-school	538	655	730	964	1 022	1 060	920	2 785	733
Total primary	12 873	11 724	13 115	14 454	13 312	13 067	14 687	19 030	12 979
Total secondary	16 191	14 959	15 377	18 302	16 195	16 056	18 969	25 390	16 071
Total	14 241	13 071	13 943	15 798	14 347	14 345	16 623	21 018	14 196
2006-07									
In-school primary	12 452	11 054	12 850	14 847	12 550	12 252	14 854	16 587	12 579
In-school secondary	15 724	14 099	14 992	18 729	14 941	14 944	17 600	22 786	15 474
Out-of-school	511	723	846	916	962	1 003	781	2 182	744
Total primary	12 963	11 777	13 696	15 763	13 512	13 255	15 635	18 769	13 323
Total secondary	16 235	14 822	15 838	19 645	15 903	15 946	18 381	24 968	16 218
Total	14 320	13 052	14 471	17 117	14 376	14 416	16 882	20 671	14 463
2007-08									
In-school primary	12 555	11 273	12 830	15 820	12 579	12 529	16 652	17 141	12 805
In-school secondary	15 867	14 665	15 431	21 020	15 260	15 000	19 474	23 470	16 023
Out-of-school	499	700	792	935	1 035	878	870	2 101	728
Total primary	13 054	11 973	13 622	16 755	13 614	13 408	17 523	19 242	13 533
Total secondary	16 366	15 365	16 223	21 955	16 295	15 878	20 345	25 570	16 751

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2013-14 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	14 430	13 398	14 550	18 564	14 588	14 480	18 807	21 366	14 800
2008-09									
In-school primary	13 068	11 835	13 228	15 870	12 506	12 987	17 160	18 262	13 213
In-school secondary	16 340	15 163	15 598	22 506	14 933	15 828	20 342	23 967	16 507
Out-of-school	522	726	840	954	1 063	721	1 057	2 258	756
Total primary	13 589	12 560	14 068	16 824	13 569	13 708	18 217	20 521	13 969
Total secondary	16 862	15 889	16 438	23 460	15 996	16 549	21 399	26 226	17 263
Total	14 949	13 959	14 918	19 138	14 461	14 947	19 658	22 616	15 269
2009-10									
In-school primary	13 750	12 099	13 700	16 148	13 385	13 958	17 131	19 025	13 730
In-school secondary	16 596	15 487	16 359	23 247	15 394	16 362	20 267	23 443	16 901
Out-of-school	551	733	855	1 063	1 116	606	1 195	2 485	787
Total primary	14 301	12 832	14 555	17 212	14 501	14 564	18 325	21 510	14 517
Total secondary	17 147	16 220	17 214	24 311	16 510	16 968	21 462	25 928	17 688
Total	15 486	14 255	15 513	19 577	15 251	15 626	19 741	23 121	15 767
2010-11									
In-school primary	13 591	11 908	13 530	16 247	14 619	14 016	18 202	19 586	13 734
In-school secondary	16 024	15 253	16 577	22 607	15 979	16 666	20 902	24 347	16 680
Out-of-school	461	716	867	1 040	1 123	588	1 297	2 379	755
Total primary	14 052	12 624	14 396	17 287	15 742	14 604	19 500	21 964	14 489
Total secondary	16 485	15 971	17 444	23 646	17 102	17 255	22 200	26 725	17 435
Total	15 066	14 024	15 488	19 291	16 252	15 786	20 712	23 699	15 643
2011-12									
In-school primary	14 500	12 077	13 647	15 989	14 886	14 605	18 376	20 521	14 101
In-school secondary	17 196	15 433	17 238	23 320	16 559	17 219	22 171	25 581	17 418

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2013-14 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	523	704	1 021	959	1 252	578	1 296	2 067	802
Total primary	15 023	12 781	14 667	16 948	16 138	15 183	19 671	22 587	14 902
Total secondary	17 719	16 139	18 258	24 279	17 810	17 797	23 467	27 648	18 220
Total	16 138	14 169	15 940	19 231	16 759	16 352	21 353	24 423	16 189
2012-13									
In-school primary	14 127	12 085	13 517	16 057	14 416	14 847	18 362	21 051	13 944
In-school secondary	16 561	15 366	16 676	23 268	16 250	17 213	22 223	26 448	17 074
Out-of-school	487	547	1 117	841	1 313	535	1 295	2 098	767
Total primary	14 614	12 632	14 633	16 898	15 729	15 382	19 657	23 148	14 711
Total secondary	17 049	15 913	17 792	24 109	17 563	17 748	23 518	28 546	17 840
Total	15 608	13 969	15 743	19 124	16 404	16 429	21 342	25 095	15 910
2013-14									
In-school primary	14 808	12 129	13 315	16 200	14 794	14 904	18 443	19 928	14 148
In-school secondary	17 829	15 416	16 544	24 212	16 693	17 849	22 158	24 491	17 607
Out-of-school	424	475	1 125	804	1 258	546	1 071	2 013	720
Total primary	15 232	12 604	14 440	17 005	16 053	15 449	19 514	21 941	14 868
Total secondary	18 253	15 891	17 669	25 017	17 951	18 395	23 229	26 505	18 327
Total	16 449	13 924	15 563	19 462	16 749	16 724	21 112	23 578	16 177

(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 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 4A.139). See chapter 2 (sections 2.5-6) for more information.

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									
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
2013-14	2 024	1 998	2 013	1 934	2 214	2 376	1 947	4 691	2 059
State and territory government recurrent expenditure (including UCC) per FTE student									
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
2013-14	14 426	11 926	13 550	17 528	14 535	14 349	19 164	18 887	14 118
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2004-05									
In-school primary	9 495	8 196	9 312	10 115	9 100	8 708	10 449	11 787	9 222

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	11 974	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
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

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	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
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

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	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
2013-14									
In-school primary	14 808	12 129	13 315	16 200	14 794	14 904	18 443	19 928	14 148
In-school secondary	17 829	15 416	16 544	24 212	16 693	17 849	22 158	24 491	17 607
Out-of-school	424	475	1 125	804	1 258	546	1 071	2 013	720
Total primary	15 232	12 604	14 440	17 005	16 053	15 449	19 514	21 941	14 868
Total secondary	18 253	15 891	17 669	25 017	17 951	18 395	23 229	26 505	18 327
Total	16 449	13 924	15 563	19 462	16 749	16 724	21 112	23 578	16 177

(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 financial collection (unpublished).

TABLE 4A.14

Table 4A.14 **Australian, State and Territory government recurrent expenditure per student on government schools, 2013-14 (\$ 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>	10 572	8 937	10 036	11 845	11 227	10 997	12 821	13 567	10 337
Total expenditure	16 449	13 924	15 563	19 462	16 749	16 724	21 112	23 578	16 177
In-school primary									
Teachers (f)	7 886	6 636	6 925	7 897	7 866	7 841	8 599	9 005	7 408
Other staff (f), (g)	1 480	1 261	1 953	2 466	2 086	2 171	2 735	2 447	1 745
<i>Total employee related expenditure</i>	9 366	7 897	8 878	10 364	9 952	10 011	11 333	11 451	9 153
Other operating expenses (h)	2 754	1 775	1 418	2 079	2 584	2 734	2 392	4 963	2 159
User cost of capital (i)	2 032	2 007	2 333	2 940	1 732	1 559	3 254	2 513	2 195
Depreciation	656	449	686	818	527	600	1 464	1 000	641
Total	14 808	12 129	13 315	16 200	14 794	14 904	18 443	19 928	14 148
In-school secondary									
Teachers (f)	9 874	8 350	8 639	10 211	8 945	8 822	10 288	10 949	9 206
Other staff (f), (g)	1 623	1 641	2 030	3 097	2 235	2 534	3 272	3 143	1 950
<i>Total employee related expenditure</i>	11 497	9 991	10 669	13 308	11 181	11 356	13 560	14 092	11 156
Other operating expenses (h)	3 224	2 635	2 203	3 608	3 235	3 491	2 698	6 545	2 946
User cost of capital (i)	2 348	2 201	2 604	6 014	1 644	2 098	4 069	2 729	2 663
Depreciation	761	589	1 067	1 283	633	903	1 831	1 126	843
Total	17 829	15 416	16 544	24 212	16 693	17 849	22 158	24 491	17 607
Out of school									
Teachers	–	–	–	–	–	–	–	–	–
Other staff (f), (g)	348	199	535	579	825	404	530	1 168	426
<i>Total employee related expenditure</i>	348	199	535	579	825	404	530	1 168	426
Other operating expenses (h)	57	231	576	217	395	120	426	839	268
User cost of capital (i)	14	15	6	7	33	2	79	–	13

Table 4A.14 **Australian, State and Territory government recurrent expenditure per student on government schools, 2013-14**
(\$ 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	30	8	2	5	21	36	6	12
Total	424	475	1 125	804	1 258	546	1 071	2 013	720

- (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, Tasmania 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 2013-14.
- 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 (2013-14 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									
2004-05	5 795	5 740	6 155	5 723	6 014	5 977	5 033	6 355	5 845
2005-06	5 549	5 637	6 124	5 691	5 759	5 929	5 088	7 442	5 718
2006-07	5 648	5 588	5 934	5 538	5 847	5 847	5 174	5 730	5 684
2007-08	5 517	5 575	5 659	5 525	5 751	5 885	4 993	6 424	5 581
2008-09	5 483	5 374	5 611	5 650	5 708	5 824	4 843	7 931	5 528
2009-10	5 871	5 954	6 014	5 909	6 086	6 410	5 257	8 491	5 961
2010-11	6 042	6 056	6 225	5 989	6 419	6 573	5 400	8 403	6 122
2011-12	6 317	6 421	6 515	6 287	6 871	6 905	5 673	8 360	6 437
2012-13	6 470	6 464	6 628	6 350	6 865	6 959	5 435	8 192	6 519
2013-14	6 840	6 752	7 025	6 736	7 193	7 423	6 044	10 745	6 898
State and territory government recurrent expenditure per FTE student									
2004-05	2 420	1 470	2 693	2 466	1 631	2 191	2 011	4 379	2 164
2005-06	2 387	1 449	3 110	2 416	1 611	2 106	2 046	4 610	2 219
2006-07	2 416	1 495	2 509	2 473	1 703	2 183	1 959	6 276	2 161
2007-08	2 437	1 549	2 413	2 564	1 730	2 197	2 014	3 480	2 156
2008-09	2 398	1 736	2 434	2 599	1 702	2 216	1 974	3 499	2 197
2009-10	2 364	1 685	2 399	2 725	1 722	2 231	2 051	3 528	2 184
2010-11	2 332	1 804	2 586	3 166	1 773	2 361	1 909	6 610	2 317
2011-12	2 382	1 866	2 493	3 338	1 806	2 358	1 923	4 996	2 339
2012-13	2 400	1 968	2 562	3 227	1 828	2 355	2 013	5 938	2 385
2013-14	2 435	1 945	2 765	3 200	1 842	2 455	2 119	5 460	2 430
Australian, State and Territory government recurrent expenditure per FTE student									
2004-05	8 215	7 211	8 848	8 189	7 645	8 168	7 044	10 733	8 009
2005-06	7 936	7 086	9 234	8 107	7 369	8 035	7 134	12 052	7 937

Table 4A.15 **Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2013-14 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>
2006-07	8 064	7 083	8 443	8 011	7 550	8 030	7 133	12 006	7 845
2007-08	7 954	7 124	8 073	8 088	7 481	8 081	7 007	9 904	7 737
2008-09	7 881	7 110	8 045	8 249	7 411	8 041	6 817	11 430	7 725
2009-10	8 235	7 639	8 413	8 634	7 808	8 641	7 308	12 020	8 145
2010-11	8 373	7 860	8 811	9 155	8 192	8 934	7 309	15 013	8 439
2011-12	8 699	8 287	9 008	9 625	8 677	9 262	7 596	13 355	8 775
2012-13	8 870	8 432	9 190	9 577	8 693	9 315	7 449	14 130	8 904
2013-14	9 275	8 697	9 790	9 937	9 034	9 877	8 163	16 205	9 327

(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 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 4A.139). See chapter 2 (sections 2.5-6) for more information.

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									
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
2013-14	6 840	6 752	7 025	6 736	7 193	7 423	6 044	10 745	6 898
State and territory government recurrent expenditure per FTE student									
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	3 185	1 804	2 325	1 987	5 861	2 354
2013-14	2 435	1 945	2 765	3 200	1 842	2 455	2 119	5 460	2 430
Australian, State and Territory government recurrent expenditure per FTE student									
2004-05	6 210	5 451	6 689	6 191	5 780	6 175	5 325	8 114	6 055
2005-06	6 285	5 612	7 313	6 421	5 837	6 363	5 650	9 545	6 286

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>
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	9 453	8 580	9 194	7 352	13 947	8 789
2013-14	9 275	8 697	9 790	9 937	9 034	9 877	8 163	16 205	9 327

(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 (2013-14 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									
2004-05	2 743	2 794	2 730	2 618	2 841	2 504	2 730	2 820	2 743
2005-06	2 702	2 747	2 746	2 763	2 768	2 493	2 754	3 509	2 738
2006-07	2 753	2 759	2 701	2 695	2 856	2 504	2 831	3 200	2 746
2007-08	2 706	2 788	2 663	2 682	2 855	2 569	2 766	3 492	2 732
2008-09	2 985	3 027	2 897	3 034	3 161	2 898	3 062	4 219	3 008
2009-10	3 153	3 210	3 005	3 116	3 338	3 164	3 173	5 126	3 169
2010-11	3 259	3 283	3 175	3 180	3 511	3 272	3 273	5 120	3 279
2011-12	3 530	3 598	3 433	3 439	3 844	3 650	3 509	5 396	3 563
2012-13	3 537	3 569	3 431	3 369	3 803	3 593	3 332	5 068	3 539
2013-14	3 690	3 764	3 681	3 569	4 017	3 879	3 683	6 353	3 750
State and territory government recurrent expenditure (including UCC for government schools) per FTE student									
2004-05	9 641	8 078	9 604	10 826	9 196	9 857	9 823	15 158	9 405
2005-06	9 444	8 219	9 760	10 529	9 214	10 175	9 983	15 392	9 391
2006-07	9 477	8 173	9 899	11 410	9 178	10 168	10 009	15 384	9 508
2007-08	9 549	8 357	9 836	12 357	9 260	10 120	11 065	15 036	9 682
2008-09	9 579	8 451	9 807	12 384	8 811	10 087	11 124	15 535	9 687
2009-10	9 885	8 632	10 189	12 679	9 262	10 463	11 251	15 110	9 980
2010-11	9 539	8 475	10 106	12 579	9 854	10 542	11 681	16 318	9 871
2011-12	10 067	8 395	10 203	12 455	10 005	10 648	11 944	16 131	10 047
2012-13	9 751	8 345	10 129	12 476	9 818	10 742	12 088	17 088	9 926
2013-14	10 277	8 219	9 961	12 648	9 938	10 806	11 941	15 201	10 033
Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2004-05	12 384	10 872	12 333	13 444	12 037	12 360	12 553	17 978	12 148
2005-06	12 146	10 966	12 507	13 292	11 983	12 668	12 737	18 901	12 129

TABLE 4A.17

Table 4A.17 **Real Australian, State and Territory government recurrent expenditure per student, all schools (2013-14 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>
2006-07	12 230	10 932	12 600	14 105	12 034	12 672	12 841	18 584	12 254
2007-08	12 255	11 144	12 499	15 038	12 115	12 688	13 831	18 528	12 414
2008-09	12 564	11 478	12 704	15 418	11 971	12 985	14 185	19 754	12 695
2009-10	13 038	11 842	13 194	15 795	12 600	13 627	14 424	20 236	13 148
2010-11	12 798	11 758	13 282	15 759	13 365	13 814	14 954	21 438	13 150
2011-12	13 596	11 993	13 636	15 893	13 849	14 298	15 453	21 527	13 610
2012-13	13 288	11 914	13 560	15 845	13 621	14 336	15 420	22 157	13 465
2013-14	13 967	11 982	13 642	16 218	13 955	14 685	15 624	21 554	13 783

- (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 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 4A.139). See chapter 2 (sections 2.5-6) for more information.

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									
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
2013-14	3 690	3 764	3 681	3 569	4 017	3 879	3 683	6 353	3 750
State and territory government recurrent expenditure (including UCC for government schools) per FTE student									
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	12 314	9 690	10 603	11 930	16 866	9 797
2013-14	10 277	8 219	9 961	12 648	9 938	10 806	11 941	15 201	10 033
Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2004-05	9 362	8 219	9 324	10 164	9 100	9 345	9 490	13 591	9 184
2005-06	9 620	8 685	9 905	10 528	9 490	10 033	10 087	14 970	9 606

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>
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	15 639	13 444	14 149	15 219	21 869	13 290
2013-14	13 967	11 982	13 642	16 218	13 955	14 685	15 624	21 554	13 783

(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>
2004-05									
Total assets (gross)	20 534 941	9 737 163	13 625 606	5 828 465	3 825 957	698 503	657 074	798 841	55 706 550
Less accumulated depreciation	7 635 155	717 716	3 645 870	335 979	1 913 137	33 559	91 407	243 793	14 616 616
Total assets (WDV) (d)	12 815 019	9 019 447	9 979 736	5 492 486	1 912 820	664 944	565 667	555 048	41 005 167
Land (e)	5 618 412	4 109 432	3 854 131	1 521 311	728 200	250 919	87 196	37 945	16 207 546
Buildings, equipment and other (e)	7 196 607	4 910 016	6 125 605	3 971 175	1 184 620	414 025	478 471	517 104	24 797 623
User cost of capital (f)	1 025 202	721 556	798 379	439 399	153 026	53 196	45 253	44 404	3 280 413
Annual depreciation (g)	195 562	224 573	142 794	148 780	52 257	21 382	23 274	15 075	823 697
2005-06									
Total assets (gross)	20 910 383	10 000 921	14 834 810	5 916 945	3 902 806	745 444	622 927	808 215	57 742 451
Less accumulated depreciation	7 859 892	843 279	4 318 421	516 377	1 946 759	36 416	101 956	259 518	15 882 618
Total assets (WDV) (d)	12 968 563	9 157 642	10 516 389	5 400 568	1 956 047	709 028	520 971	548 697	41 777 905
Land (e)	5 638 663	4 486 507	3 313 866	1 795 036	790 415	270 828	42 209	37 802	16 375 326
Buildings, equipment and other (e)	7 411 828	4 671 135	7 202 523	3 605 532	1 165 631	438 200	478 762	510 895	25 484 506
User cost of capital (f)	1 037 485	732 611	841 311	432 045	156 484	56 722	41 678	43 896	3 342 232
Annual depreciation (g)	225 128	239 677	178 575	125 898	53 485	22 752	23 290	15 289	884 094
2006-07									
Total assets (gross)	23 382 641	9 952 233	17 135 301	7 973 294	4 357 660	788 459	829 511	679 183	65 098 282
Less accumulated depreciation	9 754 145	697 292	4 887 635	140 555	2 257 789	38 716	264 729	122 570	18 163 431
Total assets (WDV) (d)	13 521 923	9 254 941	12 247 666	7 832 739	2 099 871	749 743	564 782	556 613	46 828 278
Land (e)	5 873 581	4 544 916	4 101 746	2 600 728	860 788	286 252	37 877	39 394	18 345 282
Buildings, equipment and other (e)	7 648 342	4 710 025	8 145 920	5 232 011	1 239 083	463 491	526 905	517 219	28 482 996
User cost of capital (f)	1 081 754	740 395	979 813	626 619	167 990	59 979	45 183	44 529	3 746 262
Annual depreciation (g)	244 062	211 716	217 934	153 544	53 655	24 347	16 188	22 153	943 599
2007-08									
Total assets (gross)	23 825 535	11 960 166	18 689 863	9 773 851	5 234 925	826 452	1 322 466	878 305	72 511 563

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	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
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	20 063 760	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

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)	5 899 944	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	95 563 609
Less accumulated depreciation	13 638 891	1 144 628	5 452 555	113 046	3 307 367	76 328	90 146	606 636	24 429 598
Total assets (WDV) (d)	22 628 666	13 647 175	15 807 323	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	1 264 586	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	94 317 207
Less accumulated depreciation	12 860 447	604 540	5 961 871	141 475	3 334 661	115 586	146 016	632 356	23 796 952
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	69 995 964
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
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
2013-14									
Total assets (gross)	33 947 109	15 471 519	21 825 681	12 812 804	7 290 187	1 426 771	1 764 784	1 615 856	96 154 711
Less accumulated depreciation	13 315 353	773 797	5 959 934	340 445	3 675 588	158 098	68 489	661 759	24 953 463
Total assets (WDV) (d)	20 628 346	14 697 722	15 628 442	12 472 359	3 614 599	1 268 673	1 696 295	954 097	70 960 533
Land (e)	6 912 958	7 083 486	4 658 272	3 332 165	1 235 392	380 959	299 258	72 809	23 975 299
Buildings, equipment and other (e)	13 715 387	7 614 236	10 970 171	9 140 194	2 379 207	887 714	1 397 037	881 288	46 985 234

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)	1 650 268	1 175 818	1 250 275	997 789	289 168	101 494	135 704	76 328	5 676 843
Annual depreciation (g)	534 613	299 797	424 706	246 987	95 288	42 512	61 043	30 804	1 735 751

- (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>									
2004-05	1 379	1 341	1 768	1 911	909	859	1 269	1 537	1 453
2005-06	1 400	1 362	1 850	1 877	936	925	1 182	1 514	1 481
2006-07	1 463	1 378	2 090	2 718	1 007	993	1 296	1 530	1 652
2007-08	1 481	1 710	2 232	3 354	1 201	1 055	3 024	1 632	1 878
2008-09	1 519	1 710	2 449	3 441	1 232	1 096	3 149	1 710	1 953
2009-10	1 733	1 865	2 558	3 328	1 329	1 340	3 267	1 873	2 089
2010-11	1 962	2 061	2 431	3 633	1 759	1 418	4 149	2 242	2 265
2011-12	2 424	2 008	2 549	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
2013-14	2 173	2 100	2 433	3 889	1 733	1 794	3 684	2 590	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	5 000	10 000
levels (\$)	IT equipment	5 000	5 000	5 000	5 000	5 000	10 000	5 000	10 000
	Other assets (i)	5 000	5 000	5 000	5 000	5 000	10 000	5 000	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 assets 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, 2014 (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	15.6	15.3	15.3	16.2	14.9	14.8	13.3	12.2	15.4
Secondary schools	12.4	12.5	12.5	12.6	13.1	13.1	12.1	11.5	12.5
All schools	14.2	14.0	14.2	14.9	14.2	14.0	12.7	11.9	14.2
Non-teaching school staff (c), (d)									
Primary schools	48.2	41.1	32.5	26.0	32.1	31.9	42.7	24.2	36.8
Secondary schools	44.6	33.5	33.0	23.2	31.1	29.3	32.9	25.4	34.5
All schools	46.7	37.7	32.7	25.1	31.7	30.8	37.9	24.6	35.9
All school staff (e)									
Primary schools	11.8	11.1	10.4	10.0	10.2	10.2	10.2	8.2	10.8
Secondary schools	9.7	9.1	9.1	8.2	9.2	9.1	8.8	7.9	9.2
All schools	10.9	10.2	9.9	9.4	9.8	9.6	9.5	8.0	10.2
Non-government schools									
Teaching staff (b)									
Primary schools	16.6	14.6	17.4	16.8	16.1	16.0	16.5	15.3	16.2
Secondary schools	11.8	11.1	12.2	10.7	11.7	11.5	12.2	10.5	11.5
All schools	13.8	12.6	14.6	13.5	13.9	13.3	14.1	12.4	13.6
Non-teaching school staff (c), (d)									
Primary schools	45.2	41.4	30.8	27.1	37.8	28.5	53.8	18.1	36.6
Secondary schools	31.0	24.9	21.7	21.9	25.9	23.5	28.8	17.5	25.5
All schools	36.7	30.9	26.0	24.6	31.6	25.7	37.5	17.8	30.3
All school staff (e)									
Primary schools	12.1	10.8	11.1	10.4	11.3	10.2	12.6	8.3	11.2
Secondary schools	8.6	7.7	7.8	7.2	8.1	7.7	8.6	6.6	7.9
All schools	10.0	8.9	9.4	8.7	9.6	8.8	10.2	7.3	9.4
All schools									
Teaching staff (b)									
Primary schools	15.9	15.1	15.9	16.4	15.3	15.1	14.4	12.8	15.6
Secondary schools	12.2	11.9	12.4	11.7	12.5	12.5	12.1	11.1	12.1
All schools	14.0	13.5	14.3	14.4	14.1	13.8	13.3	12.1	13.9
Non-teaching school staff (c), (d)									
Primary schools	47.2	41.2	32.0	26.3	33.8	31.0	46.4	22.5	36.7
Secondary schools	37.9	29.1	27.4	22.6	28.8	27.1	30.9	21.9	30.2
All schools	42.7	34.9	30.1	24.9	31.7	29.1	37.7	22.3	33.7
All school staff (e)									
Primary schools	11.9	11.0	10.6	10.1	10.5	10.2	11.0	8.2	11.0
Secondary schools	9.2	8.4	8.5	7.7	8.7	8.6	8.7	7.4	8.6
All schools	10.6	9.7	9.7	9.1	9.7	9.4	9.8	7.8	9.9

FTE= Full time equivalent.

(a) FTE students and FTE staff.

Table 4A.22 **Students-to-staff ratios, 2014 (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 2015, *Schools Australia 2014*, 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										
	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
	2014	15.6	15.3	15.3	16.2	14.9	14.8	13.3	12.2	15.4
Non-government schools										
	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
	2014	16.6	14.6	17.4	16.8	16.1	16.0	16.5	15.3	16.2
All schools										
	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
	2014	15.9	15.1	15.9	16.4	15.3	15.1	14.4	12.8	15.6
Secondary schools										
Government schools										
	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
	2009	12.4	11.9	12.7	11.7	12.9	12.9	11.6	10.6	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>
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
2014	12.4	12.5	12.5	12.6	13.1	13.1	12.1	11.5	12.5
Non-government schools									
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
2014	11.8	11.1	12.2	10.7	11.7	11.5	12.2	10.5	11.5
All schools									
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
2014	12.2	11.9	12.4	11.7	12.5	12.5	12.1	11.1	12.1
All schools									
Government schools									
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
2014	14.2	14.0	14.2	14.9	14.2	14.0	12.7	11.9	14.2
Non-government schools									
2005	14.0	13.4	14.2	14.3	14.3	14.2	14.8	13.3	13.9

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>
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
2014	13.8	12.6	14.6	13.5	13.9	13.3	14.1	12.4	13.6
All schools									
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
2014	14.0	13.5	14.3	14.4	14.1	13.8	13.3	12.1	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 2015, *Schools Australia 2014*, Cat. no. 4221.0.

TABLE 4A.24

Table 4A.24 **Distribution of school sizes — government schools, 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>
Primary schools, by size									
1–35	16.4	13.9	20.1	9.9	11.8	4.7	–	32.4	15.2
36–100	14.1	13.3	16.0	9.0	17.3	18.1	10.9	5.9	13.9
101–200	13.0	17.4	9.1	13.6	16.2	20.5	9.1	11.8	13.7
201–400	30.0	28.7	17.5	36.7	33.2	47.2	54.5	36.8	29.1
401–600	15.9	18.1	14.4	22.2	15.6	9.4	25.5	11.8	16.7
601+	10.7	8.6	23.0	8.6	6.0	–	–	1.5	11.4
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	0.3	0.8	1.1	1.0	–	–	–	–	0.6
101–300	8.1	10.9	9.3	11.2	9.2	16.7	5.3	35.7	10.0
301–600	23.5	25.2	21.4	33.7	35.4	38.9	42.1	28.6	26.2
601–800	23.0	13.0	15.9	21.4	15.4	19.4	26.3	14.3	18.6
801–1000	20.3	16.8	17.0	13.3	23.1	13.9	15.8	14.3	18.0
1001+	24.9	33.2	35.2	19.4	16.9	11.1	10.5	7.1	26.6
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 (e)									
1–100	21.5	7.5	24.7	43.3	29.9	16.0	–	60.6	29.6
101–300	44.6	28.8	32.6	25.6	33.8	48.0	–	28.8	32.2
301–600	24.6	23.8	19.1	16.7	15.6	28.0	25.0	7.6	18.6
601–800	3.1	10.0	4.5	6.7	7.8	8.0	12.5	3.0	6.2
801–1000	1.5	7.5	2.2	2.2	18.6	–	25.0	–	2.6
1001+	4.6	22.5	16.9	5.6	13.0	–	37.5	–	10.8
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) Data may not add to totals due to rounding.

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

– Nil or rounded to zero.

Source: ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0.

Table 4A.25 **Distribution of school sizes — non-government schools, 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>
Primary schools, by size									
1–35	7.1	4.3	4.4	4.7	1.0	3.4	–	–	5.0
36–100	15.1	11.1	13.3	20.7	12.1	13.8	4.2	9.1	13.8
101–200	22.0	23.9	14.2	27.3	25.3	48.3	20.8	27.3	22.7
201–400	33.6	43.8	29.8	26.7	43.4	34.5	50.0	63.6	36.5
401–600	16.7	14.0	24.4	17.3	14.1	–	16.7	–	16.5
601+	5.5	2.8	13.8	3.3	4.0	–	8.3	–	5.6
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	4.9	5.2	4.2	28.6	–	–	–	33.3	5.6
101–300	5.6	6.2	15.3	14.3	27.8	–	–	22.2	9.2
301–600	18.1	16.5	26.4	28.6	33.3	20.0	–	33.3	20.4
601–800	19.4	10.3	29.2	–	16.7	20.0	–	11.1	17.9
801–1000	22.2	20.6	15.3	14.3	16.7	40.0	20.0	–	19.6
1001+	29.9	41.2	9.7	14.3	5.6	20.0	80.0	–	27.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (e)									
1–100	7.2	3.9	3.7	17.3	1.3	16.7	7.1	29.4	7.8
101–300	15.6	9.1	14.6	10.5	9.2	26.7	14.3	29.4	13.5
301–600	24.9	24.0	15.9	18.0	18.4	13.3	7.1	17.6	20.4
601–800	12.2	15.6	9.8	8.3	22.4	13.3	14.3	5.9	12.6
801–1000	14.8	13.0	15.2	12.0	15.8	23.3	–	5.9	14.1
1001+	25.3	34.4	40.9	33.8	32.9	6.7	57.1	11.8	31.8
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) Data may not add to totals due to rounding.

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

– Nil or rounded to zero.

Source: ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0.

TABLE 4A.26

Table 4A.26 **Distribution of school sizes — all schools, 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>
Primary schools, by size									
1–35	14.2	11.3	17.0	8.8	9.5	4.5	–	27.8	12.8
36–100	14.4	12.7	15.4	11.6	16.2	17.3	8.9	6.3	13.9
101–200	15.1	19.2	10.1	16.6	18.1	25.6	12.7	13.9	15.8
201–400	30.8	32.8	19.9	34.5	35.3	44.9	53.2	40.5	30.8
401–600	16.1	17.0	16.4	21.1	15.3	7.7	22.8	10.1	16.6
601+	9.5	7.0	21.1	7.4	5.6	–	2.5	1.3	10.1
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	1.6	2.1	2.0	2.9	–	–	–	13.0	1.9
101–300	7.4	9.6	11.0	11.4	13.3	14.6	4.2	30.4	9.8
301–600	22.0	22.7	22.8	33.3	34.9	36.6	33.3	30.4	24.7
601–800	22.0	12.2	19.7	20.0	15.7	19.5	20.8	13.0	18.4
801–1000	20.8	17.9	16.5	13.3	21.7	17.1	16.7	8.7	18.4
1001+	26.3	35.5	28.0	19.0	14.5	12.2	25.0	4.3	26.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (e)									
1–100	10.3	5.1	11.1	27.8	15.7	16.4	4.5	54.2	16.0
101–300	21.9	15.8	20.9	16.6	21.6	36.4	9.1	28.9	20.5
301–600	24.8	23.9	17.0	17.5	17.0	20.0	13.6	9.6	19.7
601–800	10.3	13.7	7.9	7.6	15.0	10.9	13.6	3.6	10.2
801–1000	11.9	11.1	10.7	8.1	7.8	12.7	9.1	1.2	9.7
1001+	20.9	30.3	32.4	22.4	22.9	3.6	50.0	2.4	23.8
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) Data may not add to totals due to rounding.

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

– Nil or rounded to zero.

Source: ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0.

TABLE 4A.27

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010 (August)									
Government schools									
Primary students	432 060	312 371	311 395	160 052	103 506	32 485	18 915	18 479	1 389 263
Secondary students	309 001	225 223	174 403	73 787	59 660	24 846	15 569	10 605	893 094
Total students	741 061	537 594	485 798	233 839	163 166	57 331	34 484	29 084	2 282 357
Primary schools	1 630	1 153	920	509	414	136	55	62	4 879
Secondary schools	370	248	179	99	71	36	17	14	1 034
Combined schools	66	71	90	93	75	25	7	71	498
Special schools	110	76	46	67	19	5	4	5	332
Total schools	2 176	1 548	1 235	768	579	202	83	152	6 743
Non-government schools									
Primary students	189 220	148 976	131 443	69 667	52 613	11 413	12 594	5 138	621 064
Secondary students	188 808	162 405	107 715	54 863	39 244	12 097	13 217	5 109	583 458
Total students	378 028	311 381	239 158	124 530	91 857	23 510	25 811	10 247	1 204 522
Primary schools	499	427	230	150	106	29	26	11	1 478
Secondary schools	151	101	73	11	19	6	6	9	376
Combined schools	231	154	150	127	68	31	12	16	789
Special schools	35	21	14	9	3	–	–	–	82
Total schools	916	703	467	297	196	66	44	36	2 725
All schools									
Primary students	621 280	461 347	442 838	229 719	156 119	43 898	31 509	23 617	2 010 327
Secondary students	497 809	387 628	282 118	128 650	98 904	36 943	28 786	15 714	1 476 552
Total students	1 119 089	848 975	724 956	358 369	255 023	80 841	60 295	39 331	3 486 879
Primary schools	2 129	1 580	1 150	659	520	165	81	73	6 357
Secondary schools	521	349	252	110	90	42	23	23	1 410
Combined schools	297	225	240	220	143	56	19	87	1 287

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	97	60	76	22	5	4	5	414
Total schools	3 092	2 251	1 702	1 065	775	268	127	188	9 468
2014 (August)									
Government schools									
Primary students	458 130	339 318	338 071	179 948	105 182	32 345	21 367	18 918	1 493 279
Secondary students	304 114	224 231	177 430	78 679	59 962	23 519	15 838	10 477	894 250
Total students	762 244	563 549	515 501	258 627	165 144	55 864	37 205	29 395	2 387 529
Primary schools	1 619	1 127	915	523	365	127	55	68	4 799
Secondary schools	370	238	182	98	65	36	19	14	1 022
Combined schools	65	80	89	90	77	25	8	66	500
Special schools	111	79	46	64	18	4	4	4	330
Total schools	2 165	1 524	1 232	775	525	192	86	152	6 651
Non-government schools									
Primary students	200 666	163 321	143 992	76 292	54 307	11 881	13 671	5 529	669 659
Secondary students	203 831	170 165	113 816	56 891	40 432	12 153	13 566	5 723	616 577
Total students	404 497	333 486	257 808	133 183	94 739	24 034	27 237	11 252	1 286 236
Primary schools	491	422	225	150	99	29	24	11	1 451
Secondary schools	144	97	72	7	18	5	5	9	357
Combined schools	237	154	164	133	76	30	14	17	825
Special schools	46	20	22	11	3	1	1	1	105
Total schools	918	693	483	301	196	65	44	38	2 738
All schools									
Primary students	658 796	502 639	482 063	256 240	159 489	44 226	35 038	24 447	2 162 938
Secondary students	507 945	394 396	291 246	135 570	100 394	35 672	29 404	16 200	1 510 827
Total students	1 166 741	897 035	773 309	391 810	259 883	79 898	64 442	40 647	3 673 765
Primary schools	2 110	1 549	1 140	673	464	156	79	79	6 250

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	514	335	254	105	83	41	24	23	1 379
Combined schools	302	234	253	223	153	55	22	83	1 325
Special schools	157	99	68	75	21	5	5	5	435
Total schools	3 083	2 217	1 715	1 076	721	257	130	190	9 389

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

– Nil or rounded to zero.

Source: ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra.

Table 4A.28 Change in number of schools and number of full time students, 2010–14 (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>
2010–14 overall change									
Schools									
Government schools	-0.5	-1.6	-0.2	0.9	-9.3	-5.0	3.6	–	-1.4
Non-government schools	0.2	-1.4	3.4	1.3	–	-1.5	–	5.6	0.5
All schools	-0.3	-1.5	0.8	1.0	-7.0	-4.1	2.4	1.1	-0.8
Students									
Government schools	2.9	4.8	6.1	10.6	1.2	-2.6	7.9	1.1	4.6
Non-government schools	7.0	7.1	7.8	6.9	3.1	2.2	5.5	9.8	6.8
All schools	4.3	5.7	6.7	9.3	1.9	-1.2	6.9	3.3	5.4
2010–14 average annual change									
Schools									
Government schools	-0.1	-0.4	-0.1	0.2	-2.4	-1.3	0.9	–	-0.3
Non-government schools	0.1	-0.4	0.8	0.3	–	-0.4	–	1.4	0.1
All schools	-0.1	-0.4	0.2	0.3	-1.8	-1.0	0.6	0.3	-0.2
Students									
Government schools	0.7	1.2	1.5	2.6	0.3	-0.6	1.9	0.3	1.1
Non-government schools	1.7	1.7	1.9	1.7	0.8	0.6	1.4	2.4	1.7
All schools	1.0	1.4	1.6	2.3	0.5	-0.3	1.7	0.8	1.3

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

– Nil or rounded to zero.

Source: Table 4A.27; ABS 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra.

TABLE 4A.29

Table 4A.29 **Aboriginal and Torres Strait Islander full time students, 2014 (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.	51 454	11 091	47 494	21 228	9 716	5 117	1 291	13 263	160 654
Non-government schools	no.	9 330	1 899	9 107	3 965	1 258	1 135	390	3 183	30 267
All schools	no.	60 784	12 990	56 601	25 193	10 974	6 252	1 681	16 446	190 921
Total students										
Government schools	no.	762 244	563 549	515 501	258 627	165 144	55 864	37 205	29 395	2 387 529
Non-government schools	no.	404 497	333 486	257 808	133 183	94 739	24 034	27 237	11 252	1 286 236
All schools	no.	1 166 741	897 035	773 309	391 810	259 883	79 898	64 442	40 647	3 673 765
Aboriginal and Torres Strait Islander students as a proportion of all students										
Government schools	%	6.8	2.0	9.2	8.2	5.9	9.2	3.5	45.1	6.7
Non-government schools	%	2.3	0.6	3.5	3.0	1.3	4.7	1.4	28.3	2.4
All schools	%	5.2	1.4	7.3	6.4	4.2	7.8	2.6	40.5	5.2

(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 2015, *Schools Australia 2014*, 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 and Training 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 and Training (unpublished) based on the ABS (2001, 2006, 2011) *Census of Population and Housing*.

TABLE 4A.31

Table 4A.31 **Funded students with disability, 2014 (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.	48 592	31 456	30 123	11 343	14 848	4 918	1 970	1 440	144 690
Non-government schools	no.	19 073	12 403	8 328	3 393	3 911	990	773	769	49 639
All schools	no.	67 665	43 859	38 451	14 736	18 759	5 907	2 743	2 209	194 329
Total students (d)										
Government schools	no.	762 244	563 549	515 501	258 627	165 144	55 864	37 205	29 395	2 387 529
Non-government schools	no.	404 497	333 486	257 808	133 183	94 739	24 034	27 237	11 252	1 286 236
All schools	no.	1 166 741	897 035	773 309	391 810	259 883	79 898	64 442	40 647	3 673 765
Students with disability as a proportion of all students										
Government schools	%	6.4	5.6	5.8	4.4	9.0	8.8	5.3	4.9	6.1
Non-government schools	%	4.7	3.7	3.2	2.5	4.1	4.1	2.8	6.8	3.9
All schools	%	5.8	4.9	5.0	3.8	7.2	7.4	4.3	5.4	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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (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>
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
2014									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	6.8	2.0	9.2	8.2	5.9	9.2	3.5	45.1	6.7
Students with disabilities (b)	6.4	5.6	5.8	4.4	9.0	8.8	5.3	4.9	6.1
Seniority profile (c)	11.4	12.0	12.6	10.1	14.2	12.2	15.9	9.6	11.9
Government students as % of all students (d)	65.3	62.8	66.7	66.0	63.5	69.9	57.7	72.3	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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (unpublished).

TABLE 4A.33

Table 4A.33 **Student body mix, non-government schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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	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
2014									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	2.3	0.6	3.5	3.0	1.3	4.7	1.4	28.3	2.4
Students with disabilities (b)	4.7	3.7	3.2	2.5	4.1	4.1	2.8	6.8	3.9
Seniority profile (c)	14.7	15.6	17.0	13.9	16.8	13.0	13.9	11.1	15.4
Non-government students as % of all students (d)	34.7	37.2	33.3	34.0	36.5	30.1	42.3	27.7	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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (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>
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
2014									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	5.2	1.4	7.3	6.4	4.2	7.8	2.6	40.5	5.2
Students with disabilities (b)	5.8	4.9	5.0	3.8	7.2	7.4	4.3	5.4	5.3
Seniority profile (c)	12.5	13.3	14.1	11.4	15.1	12.5	15.1	10.0	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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (unpublished).

TABLE 4A.35

Table 4A.35 **Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2014 (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	76.2	75.8	68.0	70.5	68.7	41.6	99.8	..	72.0
Non-government schools	77.7	78.0	74.2	76.3	78.5	54.5	100.0	..	76.3
All schools	77.0	76.5	69.5	72.2	72.0	45.1	99.9	..	73.0
Secondary									
Government schools	74.0	75.0	67.5	70.7	69.2	41.6	100.0	..	71.0
Non-government schools	80.7	78.7	77.0	81.0	82.3	55.7	100.0	..	78.7
All schools	76.7	76.5	71.0	75.2	74.5	46.3	100.0	..	74.2
All school levels									
Government schools	75.3	75.5	68.0	71.0	69.0	41.6	99.9	..	71.0
Non-government schools	79.2	78.3	75.3	78.5	80.0	55.1	100.0	..	77.5
All schools	76.7	76.5	70.0	73.3	73.0	45.6	99.9	..	73.5
Provincial zone									
Primary									
Government schools	23.3	24.1	28.6	20.6	26.5	56.9	0.2	51.3	25.3
Non-government schools	21.7	22.1	24.1	19.8	19.7	44.7	–	57.7	22.2
All schools	22.8	23.4	27.3	20.0	24.2	53.6	0.1	52.7	24.4
Secondary									
Government schools	25.5	25.0	30.1	22.5	26.6	57.6	–	59.2	26.9
Non-government schools	19.3	21.3	22.9	16.7	16.0	44.3	–	61.1	20.6
All schools	23.0	23.4	27.3	20.0	22.5	53.1	–	59.8	24.3
All school levels									
Government schools	24.2	24.4	29.1	21.2	26.5	57.2	0.1	54.1	25.9
Non-government schools	20.5	21.7	23.6	18.5	18.3	44.5	–	59.4	21.4
All schools	22.9	23.4	27.3	20.3	23.5	53.4	0.1	55.6	24.3
Remote zone									
Remote areas									
Primary									
Government schools	0.5	0.1	2.1	5.7	3.5	1.0	..	16.8	1.8
Non-government schools	0.5	–	1.1	2.2	1.7	0.8	..	26.5	1.0
All schools	0.5	0.1	1.8	4.7	2.9	1.0	..	19.0	1.6
Secondary									
Government schools	0.5	0.1	1.3	4.6	3.2	0.5	..	15.0	1.3
Non-government schools	–	–	0.5	1.4	1.2	–	..	29.1	0.6
All schools	0.3	0.1	1.0	3.3	2.4	0.3	..	20.0	1.0
All school levels									
Government schools	0.5	0.1	1.8	5.4	3.4	0.8	..	16.2	1.6
Non-government schools	0.2	–	0.8	1.9	1.5	0.4	..	27.8	0.8

Table 4A.35 Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2014 (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	1.5	4.2	2.7	0.7	..	19.4	1.3
Very remote areas									
Primary									
Government schools	0.1	..	1.7	3.2	1.3	0.5	..	31.9	1.3
Non-government schools	0.1	..	0.5	1.7	0.1	–	..	15.8	0.5
All schools	0.1	..	1.4	2.7	0.9	0.4	..	28.2	1.1
Secondary									
Government schools	0.1	..	1.1	2.2	1.0	0.3	..	25.8	0.8
Non-government schools	–	..	–	0.4	0.1	–	..	9.9	0.1
All schools	–	..	0.6	1.5	0.6	0.2	..	20.2	0.5
All school levels									
Government schools	0.1	..	1.5	2.9	1.2	0.4	..	29.7	1.1
Non-government schools	–	..	0.3	1.2	0.1	–	..	12.8	0.3
All schools	0.1	..	1.1	2.3	0.8	0.3	..	25.0	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: Australian Government Department of Education and Training (unpublished).

TABLE 4A.36

Table 4A.36 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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	<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	<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>
Aboriginal and Torres Strait Islander students									
Metropolitan	89.0 ± 1.6	87.9 ± 3.7	87.8 ± 1.8	77.5 ± 3.6	79.3 ± 5.0	86.9 ± 6.5	85.9 ± 6.0	..	86.3 ± 1.1
Provincial	85.0 ± 2.1	83.5 ± 3.6	86.8 ± 2.5	67.9 ± 6.7	72.5 ± 8.1	88.4 ± 4.4	np	71.5 ± 7.2	82.7 ± 1.5
Remote	78.6 ± 7.1	np	72.5 ± 10.9	63.2 ± 7.4	np	np	..	53.0 ± 11.5	65.7 ± 4.9
Very remote	83.7 ± 17.5	..	73.1 ± 6.6	48.9 ± 7.8	46.1 ± 14.7	np	..	27.4 ± 6.0	46.6 ± 5.2
Total	86.6 ± 1.3	85.6 ± 2.8	85.0 ± 1.8	66.6 ± 3.4	73.4 ± 4.4	87.7 ± 3.3	85.2 ± 5.9	42.5 ± 5.8	78.7 ± 1.3
Non-Indigenous students									
Metropolitan	96.2 ± 0.3	96.0 ± 0.4	96.3 ± 0.4	95.5 ± 0.5	94.7 ± 0.9	92.9 ± 2.0	95.5 ± 1.1	..	95.9 ± 0.2
Provincial	95.1 ± 0.5	95.3 ± 0.6	94.9 ± 0.6	93.9 ± 1.1	93.8 ± 1.2	93.8 ± 1.4	np	92.9 ± 2.2	94.8 ± 0.3
Remote	94.2 ± 3.0	96.8 ± 6.4	94.6 ± 2.1	93.8 ± 2.0	93.8 ± 2.6	94.5 ± 6.4	..	90.9 ± 4.3	93.8 ± 1.1
Very remote	99.1 ± 4.9	..	94.1 ± 3.2	93.8 ± 2.6	91.5 ± 6.0	np	..	90.3 ± 7.8	93.4 ± 1.8
Total	95.9 ± 0.3	95.8 ± 0.4	95.9 ± 0.3	95.1 ± 0.5	94.5 ± 0.7	93.4 ± 1.2	95.5 ± 1.1	92.4 ± 1.8	95.6 ± 0.2
All students									
Metropolitan	95.9 ± 0.3	95.8 ± 0.4	95.7 ± 0.4	94.8 ± 0.6	94.1 ± 1.0	92.4 ± 2.1	95.3 ± 1.2	..	95.5 ± 0.2
Provincial	93.8 ± 0.6	94.8 ± 0.6	94.0 ± 0.6	91.2 ± 1.7	92.4 ± 1.5	93.4 ± 1.4	np	88.9 ± 3.2	93.6 ± 0.3
Remote	87.4 ± 4.8	96.9 ± 6.2	89.5 ± 4.1	86.0 ± 4.0	92.9 ± 3.1	93.3 ± 8.7	..	74.5 ± 9.7	86.4 ± 2.4
Very remote	91.2 ± 10.0	..	81.7 ± 4.8	68.1 ± 7.8	68.2 ± 13.1	np	..	34.3 ± 7.8	62.5 ± 5.0
Total	95.3 ± 0.3	95.5 ± 0.4	95.0 ± 0.4	93.0 ± 0.6	93.4 ± 0.8	92.9 ± 1.2	95.2 ± 1.2	71.1 ± 5.7	94.6 ± 0.2
Year 5									
Average age	<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 10 m</i>	<i>10 y 8 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
Years of schooling	<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>
Aboriginal and Torres Strait Islander students									

TABLE 4A.36

Table 4A.36 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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	84.7 ± 2.1	84.7 ± 4.0	82.5 ± 2.6	76.2 ± 3.9	73.9 ± 5.0	82.4 ± 7.3	85.3 ± 7.5	..	82.1 ± 1.5
Provincial	79.1 ± 2.2	79.8 ± 4.0	83.1 ± 3.1	67.3 ± 6.1	73.4 ± 7.3	82.6 ± 5.0	np	71.8 ± 8.6	78.8 ± 1.5
Remote	65.2 ± 10.6	np	67.2 ± 9.6	58.2 ± 7.9	59.4 ± 22.8	np	..	53.7 ± 12.2	60.5 ± 5.1
Very remote	76.7 ± 12.4	..	59.3 ± 9.5	41.5 ± 7.6	29.6 ± 14.6	np	..	21.3 ± 5.8	37.8 ± 5.6
Total	81.2 ± 1.6	82.1 ± 2.9	79.2 ± 2.2	63.4 ± 3.7	69.1 ± 4.2	82.3 ± 4.1	84.9 ± 7.5	38.2 ± 6.8	73.6 ± 1.6
Non-Indigenous students									
Metropolitan	94.9 ± 0.4	94.8 ± 0.5	95.4 ± 0.5	94.5 ± 0.6	93.5 ± 1.0	93.6 ± 1.7	95.5 ± 1.3	..	94.9 ± 0.2
Provincial	93.6 ± 0.6	93.8 ± 0.8	94.2 ± 0.6	93.1 ± 1.1	91.1 ± 1.4	92.2 ± 1.5	np	90.5 ± 3.4	93.5 ± 0.3
Remote	92.6 ± 3.7	97.7 ± 5.9	93.6 ± 2.6	92.6 ± 2.4	91.9 ± 3.6	86.1 ± 14.2	..	94.9 ± 4.1	92.9 ± 1.6
Very remote	92.9 ± 11.0	..	92.5 ± 4.8	90.4 ± 4.6	92.5 ± 8.6	np	..	92.5 ± 7.0	91.9 ± 2.9
Total	94.6 ± 0.3	94.6 ± 0.4	95.1 ± 0.4	94.2 ± 0.5	92.9 ± 0.8	92.8 ± 1.1	95.5 ± 1.3	91.4 ± 2.6	94.5 ± 0.2
All students									
Metropolitan	94.5 ± 0.4	94.6 ± 0.5	94.7 ± 0.5	93.7 ± 0.7	92.7 ± 1.1	92.9 ± 1.8	95.2 ± 1.3	..	94.4 ± 0.2
Provincial	91.8 ± 0.7	93.3 ± 0.8	93.0 ± 0.7	90.7 ± 1.6	89.9 ± 1.7	91.5 ± 1.5	np	87.1 ± 4.1	92.1 ± 0.4
Remote	82.2 ± 6.9	97.7 ± 5.9	86.7 ± 4.9	84.3 ± 4.2	90.4 ± 4.4	84.2 ± 17.5	..	76.9 ± 10.4	84.6 ± 2.6
Very remote	84.6 ± 11.0	..	71.1 ± 7.7	61.2 ± 8.5	59.0 ± 19.3	np	..	27.8 ± 8.4	54.1 ± 5.8
Total	93.8 ± 0.4	94.3 ± 0.4	93.8 ± 0.5	91.9 ± 0.7	91.7 ± 0.9	92.1 ± 1.2	95.2 ± 1.3	67.7 ± 6.8	93.3 ± 0.2
Year 7									
Average age	12 y 7 m	12 y 9 m	12 y 5 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	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
Aboriginal and Torres Strait Islander students									
Metropolitan	89.6 ± 1.8	89.3 ± 3.3	88.6 ± 1.9	83.0 ± 5.3	86.6 ± 4.4	88.6 ± 5.9	88.3 ± 6.8	..	88.2 ± 1.2
Provincial	86.1 ± 2.0	86.5 ± 3.5	86.1 ± 2.7	80.7 ± 4.8	79.7 ± 7.9	90.2 ± 4.2	..	72.3 ± 8.4	84.9 ± 1.4
Remote	74.4 ± 8.0	np	76.1 ± 12.9	70.8 ± 6.5	85.2 ± 12.1	np	..	62.1 ± 12.9	70.8 ± 5.8
Very remote	np	..	73.9 ± 11.6	52.4 ± 11.0	44.0 ± 15.7	np	..	29.4 ± 5.6	43.8 ± 7.4

TABLE 4A.36

Table 4A.36 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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	87.3 ± 1.5	87.8 ± 2.6	86.1 ± 1.7	74.3 ± 4.1	79.5 ± 4.9	89.3 ± 3.6	88.3 ± 6.8	44.7 ± 7.8	80.8 ± 1.7
Non-Indigenous students									
Metropolitan	96.6 ± 0.4	96.3 ± 0.6	96.7 ± 0.6	96.4 ± 0.7	95.9 ± 0.8	95.6 ± 1.8	97.0 ± 1.2	..	96.5 ± 0.3
Provincial	96.0 ± 0.6	95.2 ± 0.9	96.4 ± 0.6	95.6 ± 1.3	95.3 ± 1.1	94.8 ± 1.4	..	93.9 ± 2.8	95.7 ± 0.3
Remote	93.0 ± 4.5	97.1 ± 4.5	94.6 ± 2.6	96.5 ± 1.8	96.2 ± 2.1	np	..	95.7 ± 2.8	95.7 ± 1.1
Very remote	np	..	94.5 ± 4.2	94.4 ± 4.6	95.0 ± 4.4	np	..	97.5 ± 4.3	95.1 ± 2.0
Total	96.5 ± 0.4	96.1 ± 0.5	96.6 ± 0.4	96.3 ± 0.6	95.8 ± 0.6	95.2 ± 1.1	97.0 ± 1.2	94.4 ± 2.3	96.3 ± 0.2
All students									
Metropolitan	96.4 ± 0.4	96.2 ± 0.6	96.3 ± 0.6	95.9 ± 0.8	95.6 ± 0.8	95.1 ± 1.9	96.8 ± 1.2	..	96.2 ± 0.3
Provincial	94.8 ± 0.7	94.9 ± 1.0	95.3 ± 0.7	94.0 ± 1.9	94.4 ± 1.3	94.4 ± 1.4	..	89.9 ± 4.2	94.7 ± 0.4
Remote	84.2 ± 6.7	97.2 ± 4.3	88.5 ± 5.4	89.3 ± 3.5	95.6 ± 2.4	90.0 ± 7.4	..	81.3 ± 11.5	88.4 ± 2.9
Very remote	75.6 ± 18.0	..	82.8 ± 7.2	67.3 ± 11.0	65.8 ± 16.6	np	..	34.2 ± 8.4	57.7 ± 7.5
Total	95.9 ± 0.4	95.9 ± 0.5	95.8 ± 0.5	94.7 ± 0.8	95.0 ± 0.7	94.7 ± 1.2	96.8 ± 1.2	72.4 ± 8.4	95.4 ± 0.3
Year 9									
Average age	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	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
Aboriginal and Torres Strait Islander students									
Metropolitan	79.6 ± 2.5	81.4 ± 6.1	79.8 ± 2.7	77.5 ± 4.6	77.7 ± 6.5	79.5 ± 8.9	86.6 ± 7.9	..	79.5 ± 1.6
Provincial	75.2 ± 2.7	79.3 ± 4.6	75.3 ± 4.1	73.1 ± 6.7	76.2 ± 6.5	83.4 ± 4.8	..	60.5 ± 11.8	75.1 ± 2.1
Remote	59.3 ± 16.0	np	63.4 ± 14.2	58.8 ± 7.7	np	np	..	46.8 ± 14.0	56.9 ± 6.1
Very remote	np	..	51.8 ± 12.1	39.9 ± 9.7	np	np	..	15.2 ± 5.1	29.5 ± 6.4
Total	76.7 ± 1.8	80.2 ± 3.8	76.0 ± 2.6	66.9 ± 4.2	75.0 ± 4.7	81.8 ± 4.4	86.6 ± 7.9	32.9 ± 8.3	71.7 ± 1.7

TABLE 4A.36

Table 4A.36 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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										
Metropolitan	93.9 ± 0.6	94.1 ± 0.7	93.6 ± 0.8	95.3 ± 0.9	92.7 ± 1.6	93.1 ± 2.3	94.2 ± 1.8	..	94.0 ± 0.4	
Provincial	92.0 ± 0.8	92.7 ± 1.2	91.9 ± 0.9	94.6 ± 1.3	91.7 ± 1.5	91.9 ± 1.9	..	90.7 ± 4.2	92.3 ± 0.5	
Remote	87.9 ± 6.5	99.2 ± 4.9	89.8 ± 3.9	92.7 ± 2.3	91.7 ± 5.3	89.4 ± 8.5	..	94.3 ± 2.8	91.9 ± 1.8	
Very remote	90.9 ± 19.3	..	89.6 ± 5.7	91.3 ± 5.5	88.2 ± 7.5	np	..	93.2 ± 5.0	90.2 ± 3.5	
Total	93.5 ± 0.5	93.8 ± 0.6	93.1 ± 0.7	95.1 ± 0.8	92.5 ± 1.2	92.4 ± 1.5	94.2 ± 1.8	91.5 ± 3.3	93.6 ± 0.3	
All students										
Metropolitan	93.4 ± 0.6	93.9 ± 0.8	92.8 ± 0.9	94.6 ± 1.0	92.2 ± 1.7	91.8 ± 3.0	94.0 ± 1.8	..	93.4 ± 0.4	
Provincial	90.0 ± 1.0	92.2 ± 1.3	90.1 ± 1.1	92.4 ± 2.1	90.8 ± 1.8	91.2 ± 2.0	..	84.5 ± 5.7	90.7 ± 0.6	
Remote	75.2 ± 12.0	99.2 ± 4.9	83.6 ± 7.1	82.5 ± 4.8	90.6 ± 5.5	87.0 ± 7.6	..	74.2 ± 13.9	82.2 ± 3.5	
Very remote	67.7 ± 34.6	..	69.0 ± 11.3	59.8 ± 13.3	69.8 ± 10.5	np	..	19.8 ± 7.1	47.5 ± 8.3	
Total	92.6 ± 0.6	93.5 ± 0.7	91.8 ± 0.7	93.2 ± 1.0	91.6 ± 1.3	91.4 ± 1.7	94.0 ± 1.8	66.2 ± 9.3	92.3 ± 0.3	
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	<i>NSW</i>	<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>Proportion</i>	95.3 ± 0.3	95.5 ± 0.4	95.0 ± 0.4	93.0 ± 0.6	93.4 ± 0.8	92.9 ± 1.2	95.2 ± 1.2	71.1 ± 5.7	94.6 ± 0.2	
Compared to										
<i>NSW</i>	95.3 ± 0.3	..	■	■	△	△	△	■	▲	■
<i>Vic</i>	95.5 ± 0.4	■	..	■	△	△	△	■	▲	■
<i>Qld</i>	95.0 ± 0.4	■	■	..	△	■	△	■	▲	■
<i>WA</i>	93.0 ± 0.6	▽	▽	▽	..	■	■	▽	▲	■
<i>SA</i>	93.4 ± 0.8	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	92.9 ± 1.2	▽	▽	▽	■	■	..	▽	▲	■
<i>ACT</i>	95.2 ± 1.2	■	■	■	△	△	△	..	▲	■
<i>NT</i>	71.1 ± 5.7	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	94.6 ± 0.2	■	■	■	■	■	■	■	▲	..

TABLE 4A.36

Table 4A.36 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<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 5										
	<i>Proportion</i>	93.8 ± 0.4	94.3 ± 0.4	93.8 ± 0.5	91.9 ± 0.7	91.7 ± 0.9	92.1 ± 1.2	95.2 ± 1.3	67.7 ± 6.8	93.3 ± 0.2
	Compared to									
<i>NSW</i>	93.8 ± 0.4	..	■	■	■	△	■	■	▲	■
<i>Vic</i>	94.3 ± 0.4	■	..	■	△	△	△	■	▲	■
<i>Qld</i>	93.8 ± 0.5	■	■	..	■	■	■	■	▲	■
<i>WA</i>	91.9 ± 0.7	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	91.7 ± 0.9	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	92.1 ± 1.2	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	95.2 ± 1.3	■	■	■	△	△	△	..	▲	△
<i>NT</i>	67.7 ± 6.8	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	93.3 ± 0.2	■	■	■	■	■	■	▽	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	95.9 ± 0.4	95.9 ± 0.5	95.8 ± 0.5	94.7 ± 0.8	95.0 ± 0.7	94.7 ± 1.2	96.8 ± 1.2	72.4 ± 8.4	95.4 ± 0.3
	Compared to									
<i>NSW</i>	95.9 ± 0.4	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	95.9 ± 0.5	■	..	■	■	■	■	■	▲	■
<i>Qld</i>	95.8 ± 0.5	■	■	..	■	■	■	■	▲	■
<i>WA</i>	94.7 ± 0.8	■	■	■	..	■	■	▽	▲	■
<i>SA</i>	95.0 ± 0.7	■	■	■	■	..	■	▽	▲	■
<i>Tas</i>	94.7 ± 1.2	■	■	■	■	■	..	▽	▲	■
<i>ACT</i>	96.8 ± 1.2	■	■	■	△	△	△	..	▲	△
<i>NT</i>	72.4 ± 8.4	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	95.4 ± 0.3	■	■	■	■	■	■	▽	▲	..

TABLE 4A.36

Table 4A.36 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<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 9										
	<i>Proportion</i>	92.6 ± 0.6	93.5 ± 0.7	91.8 ± 0.7	93.2 ± 1.0	91.6 ± 1.3	91.4 ± 1.7	94.0 ± 1.8	66.2 ± 9.3	92.3 ± 0.3
	Compared to									
<i>NSW</i>	92.6 ± 0.6	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	93.5 ± 0.7	■	..	■	■	■	■	■	▲	■
<i>Qld</i>	91.8 ± 0.7	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	93.2 ± 1.0	■	■	■	..	■	■	■	▲	■
<i>SA</i>	91.6 ± 1.3	■	■	■	■	..	■	▽	▲	■
<i>Tas</i>	91.4 ± 1.7	■	■	■	■	■	..	▽	▲	■
<i>ACT</i>	94.0 ± 1.8	■	■	△	■	△	△	..	▲	■
<i>NT</i>	66.2 ± 9.3	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	92.3 ± 0.3	■	■	■	■	■	■	■	▲	..

▲ 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 (2015). 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.40. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2014 were included in earlier Reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.36 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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) 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) 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.
- (g) Insufficient students in an area of geographic classification are tabulated as not published.

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

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.37

Table 4A.37 **Proportion of students who achieved at or above the national minimum standard for NAPLAN reading, by State and Territory, by parental education and parental occupation, 2015 (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	97.9 ± 0.2	97.9 ± 0.3	98.3 ± 0.3	97.7 ± 0.4	97.4 ± 0.7	97.5 ± 1.2	97.8 ± 0.9	95.8 ± 1.8	97.9 ± 0.1
Advanced diploma/diploma	96.5 ± 0.4	96.3 ± 0.5	96.5 ± 0.5	95.4 ± 0.8	95.6 ± 0.9	96.8 ± 1.4	95.2 ± 2.5	90.9 ± 3.6	96.2 ± 0.2
Certificate I to IV (e)	94.5 ± 0.4	94.8 ± 0.6	94.7 ± 0.5	93.5 ± 0.7	93.8 ± 1.0	92.0 ± 1.6	92.6 ± 2.3	79.9 ± 5.0	94.2 ± 0.2
Year 12 or equivalent	93.7 ± 0.7	93.6 ± 0.9	93.7 ± 0.8	91.7 ± 1.4	92.8 ± 1.5	90.2 ± 3.8	92.7 ± 3.4	81.1 ± 6.5	93.2 ± 0.5
Year 11 or equivalent or below	87.3 ± 0.9	87.4 ± 1.2	86.5 ± 1.3	82.1 ± 2.0	83.9 ± 2.3	86.6 ± 2.6	84.8 ± 9.1	45.7 ± 7.7	85.5 ± 0.6
Not stated (f)	92.1 ± 1.3	92.9 ± 1.8	91.2 ± 1.3	85.5 ± 2.4	87.4 ± 2.8	91.9 ± 3.4	91.6 ± 3.6	51.4 ± 11.3	88.2 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	98.4 ± 0.2	98.6 ± 0.2	98.4 ± 0.3	97.9 ± 0.4	97.9 ± 0.6	97.7 ± 1.0	97.4 ± 1.0	93.2 ± 2.4	98.3 ± 0.1
Other business managers and associate professionals	97.4 ± 0.3	97.6 ± 0.3	97.5 ± 0.4	96.3 ± 0.6	96.5 ± 0.7	96.4 ± 1.5	96.6 ± 1.6	92.2 ± 3.5	97.3 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.6 ± 0.5	96.4 ± 0.5	95.6 ± 0.4	94.3 ± 0.7	95.3 ± 0.9	94.4 ± 1.5	95.1 ± 2.1	84.7 ± 4.1	95.5 ± 0.3
Machine operators, hospitality staff, assistants, labourers	93.0 ± 0.5	93.4 ± 0.7	92.3 ± 0.8	90.9 ± 1.3	92.1 ± 1.4	90.2 ± 2.4	86.2 ± 5.2	68.7 ± 8.1	92.4 ± 0.3
Not in paid work in previous 12 months	86.7 ± 1.1	86.8 ± 1.2	86.7 ± 1.6	82.3 ± 2.5	86.8 ± 2.2	83.0 ± 4.1	89.6 ± 6.0	42.5 ± 8.1	85.6 ± 0.7
Not stated (h)	92.0 ± 1.0	91.8 ± 2.0	91.3 ± 1.0	86.5 ± 1.7	86.2 ± 2.3	90.5 ± 3.1	91.9 ± 2.9	51.5 ± 10.7	88.7 ± 0.7
Year 5									
Parental education (d)									
Bachelor degree or above	98.0 ± 0.2	97.6 ± 0.3	98.3 ± 0.3	97.6 ± 0.5	97.7 ± 0.5	98.4 ± 0.8	97.4 ± 1.1	94.9 ± 2.5	97.9 ± 0.1
Advanced diploma/diploma	95.3 ± 0.5	95.3 ± 0.6	96.0 ± 0.6	94.7 ± 0.8	94.4 ± 1.8	95.3 ± 2.4	95.2 ± 2.2	88.9 ± 5.1	95.3 ± 0.3
Certificate I to IV (e)	92.1 ± 0.5	93.2 ± 0.6	93.4 ± 0.6	91.9 ± 0.9	91.2 ± 1.2	92.6 ± 1.5	93.2 ± 2.8	80.9 ± 5.9	92.5 ± 0.3

TABLE 4A.37

Table 4A.37 **Proportion of students who achieved at or above the national minimum standard for NAPLAN reading, by State and Territory, by parental education and parental occupation, 2015 (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	92.1 ± 0.9	92.3 ± 0.9	91.5 ± 1.0	90.9 ± 1.3	90.4 ± 2.4	90.7 ± 3.3	92.8 ± 3.6	79.3 ± 8.6	91.6 ± 0.4
Year 11 or equivalent or below	82.4 ± 1.1	84.6 ± 1.6	84.0 ± 1.4	80.9 ± 2.0	80.3 ± 2.2	81.7 ± 2.8	89.3 ± 7.9	49.2 ± 6.9	82.3 ± 0.7
Not stated (f)	91.7 ± 1.5	92.7 ± 1.7	88.9 ± 1.5	83.8 ± 2.7	85.2 ± 3.0	90.1 ± 4.3	91.8 ± 3.1	44.9 ± 13.7	86.5 ± 1.3
Parental occupation (g)									
Senior management and qualified professionals	98.2 ± 0.2	98.3 ± 0.3	98.2 ± 0.3	97.6 ± 0.5	97.4 ± 0.7	98.2 ± 0.9	97.5 ± 1.3	92.4 ± 3.4	98.0 ± 0.1
Other business managers and associate professionals	96.7 ± 0.4	97.0 ± 0.4	97.2 ± 0.4	95.9 ± 0.7	95.7 ± 0.9	96.2 ± 1.4	97.5 ± 1.3	91.1 ± 3.7	96.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	93.7 ± 0.5	95.2 ± 0.5	94.5 ± 0.5	93.2 ± 0.9	93.4 ± 1.3	93.3 ± 1.9	94.2 ± 2.3	82.7 ± 5.2	94.1 ± 0.3
Machine operators, hospitality staff, assistants, labourers	89.7 ± 0.8	90.9 ± 0.8	89.7 ± 0.9	88.3 ± 1.4	89.6 ± 1.4	89.8 ± 2.2	88.0 ± 6.1	62.1 ± 9.6	89.7 ± 0.4
Not in paid work in previous 12 months	83.1 ± 1.2	84.1 ± 1.4	83.4 ± 1.7	79.6 ± 2.6	83.6 ± 2.7	79.1 ± 3.8	88.1 ± 7.2	46.3 ± 8.3	82.6 ± 0.7
Not stated (h)	90.2 ± 1.2	92.2 ± 1.9	88.7 ± 1.4	85.3 ± 2.0	83.2 ± 2.5	88.2 ± 4.0	91.9 ± 2.8	46.2 ± 13.0	86.5 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	98.6 ± 0.3	98.4 ± 0.3	98.7 ± 0.3	98.4 ± 0.5	98.6 ± 0.4	98.8 ± 0.8	98.5 ± 0.7	94.9 ± 4.0	98.5 ± 0.2
Advanced diploma/diploma	97.3 ± 0.4	96.7 ± 0.6	97.2 ± 0.5	97.0 ± 0.8	96.9 ± 0.8	97.6 ± 1.2	97.1 ± 1.7	93.5 ± 3.5	97.0 ± 0.3
Certificate I to IV (e)	95.2 ± 0.4	95.0 ± 0.6	95.8 ± 0.6	95.2 ± 0.8	95.5 ± 0.9	94.8 ± 1.2	94.3 ± 2.5	87.0 ± 4.5	95.2 ± 0.3
Year 12 or equivalent	94.6 ± 0.8	94.5 ± 0.9	94.6 ± 0.9	93.2 ± 1.4	94.3 ± 1.3	94.2 ± 2.8	96.6 ± 2.5	86.0 ± 8.4	94.4 ± 0.4
Year 11 or equivalent or below	88.1 ± 1.2	88.7 ± 1.3	89.2 ± 1.6	86.5 ± 2.2	88.7 ± 2.1	89.1 ± 2.8	92.1 ± 7.6	59.2 ± 10.3	87.9 ± 0.6
Not stated (f)	95.2 ± 1.1	96.5 ± 1.0	92.9 ± 1.4	89.2 ± 3.7	91.0 ± 2.2	92.6 ± 3.9	93.8 ± 4.5	54.1 ± 15.1	90.9 ± 1.3
Parental occupation (g)									

TABLE 4A.37

Table 4A.37 **Proportion of students who achieved at or above the national minimum standard for NAPLAN reading, by State and Territory, by parental education and parental occupation, 2015 (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	98.7 ± 0.2	98.8 ± 0.3	98.5 ± 0.3	98.6 ± 0.5	98.4 ± 0.6	98.4 ± 0.9	98.4 ± 0.8	95.6 ± 3.4	98.6 ± 0.1
Other business managers and associate professionals	98.0 ± 0.3	97.9 ± 0.4	98.0 ± 0.4	97.4 ± 0.6	97.6 ± 0.6	97.5 ± 1.0	97.2 ± 1.5	91.8 ± 4.3	97.8 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.0 ± 0.4	96.3 ± 0.5	96.6 ± 0.5	95.6 ± 0.8	96.4 ± 0.7	96.0 ± 1.2	96.9 ± 2.0	89.4 ± 3.6	96.2 ± 0.3
Machine operators, hospitality staff, assistants, labourers	93.6 ± 0.7	93.4 ± 0.9	92.9 ± 0.9	91.8 ± 1.4	93.8 ± 1.2	92.9 ± 1.8	94.1 ± 4.1	73.1 ± 9.9	93.1 ± 0.4
Not in paid work in previous 12 months	87.0 ± 1.3	86.8 ± 1.5	87.7 ± 1.8	83.7 ± 3.1	89.1 ± 2.3	87.3 ± 3.6	88.1 ± 6.1	55.0 ± 10.9	86.6 ± 0.8
Not stated (h)	94.3 ± 1.0	96.6 ± 0.9	92.5 ± 1.2	88.8 ± 3.1	90.1 ± 1.8	91.6 ± 3.0	94.5 ± 3.1	55.0 ± 14.3	90.7 ± 1.0
Year 9									
Parental education (d)									
Bachelor degree or above	97.7 ± 0.3	97.7 ± 0.4	97.6 ± 0.5	98.0 ± 0.6	97.2 ± 0.7	97.6 ± 1.1	97.4 ± 1.1	94.4 ± 3.3	97.7 ± 0.2
Advanced diploma/diploma	95.1 ± 0.6	95.2 ± 0.8	94.0 ± 0.7	96.0 ± 0.9	94.3 ± 1.2	97.0 ± 1.6	95.3 ± 1.8	91.6 ± 4.7	94.9 ± 0.3
Certificate I to IV (e)	91.3 ± 0.6	92.3 ± 0.8	91.1 ± 0.7	93.7 ± 0.8	92.0 ± 1.2	91.6 ± 1.4	90.1 ± 2.7	84.6 ± 6.0	91.7 ± 0.3
Year 12 or equivalent	89.8 ± 1.2	92.3 ± 1.1	89.7 ± 1.3	93.4 ± 1.6	90.6 ± 2.1	88.3 ± 4.3	89.7 ± 4.2	83.9 ± 8.6	90.8 ± 0.6
Year 11 or equivalent or below	80.7 ± 1.3	83.7 ± 1.5	81.3 ± 1.7	83.7 ± 2.4	81.5 ± 2.7	83.6 ± 3.1	85.2 ± 8.6	54.4 ± 10.3	81.8 ± 0.8
Not stated (f)	89.4 ± 1.6	92.0 ± 2.1	86.8 ± 2.0	86.1 ± 3.8	86.7 ± 4.3	88.7 ± 5.3	90.2 ± 4.7	45.0 ± 15.7	85.9 ± 1.5
Parental occupation (g)									
Senior management and qualified professionals	97.8 ± 0.3	98.2 ± 0.4	97.6 ± 0.4	98.1 ± 0.5	97.4 ± 0.7	97.7 ± 1.1	97.3 ± 1.0	92.9 ± 3.2	97.8 ± 0.2
Other business managers and associate professionals	96.2 ± 0.4	96.5 ± 0.5	95.1 ± 0.6	96.8 ± 0.7	95.5 ± 0.9	96.6 ± 1.2	96.1 ± 1.4	92.9 ± 4.6	96.1 ± 0.2

TABLE 4A.37

Table 4A.37 **Proportion of students who achieved at or above the national minimum standard for NAPLAN reading, by State and Territory, by parental education and parental occupation, 2015 (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	92.6 ± 0.5	94.4 ± 0.7	92.2 ± 0.8	94.3 ± 1.0	93.7 ± 1.2	92.4 ± 2.1	92.7 ± 2.5	85.1 ± 5.7	93.1 ± 0.3
Machine operators, hospitality staff, assistants, labourers	88.0 ± 1.0	89.7 ± 1.0	86.7 ± 1.2	88.8 ± 1.6	89.4 ± 1.4	86.8 ± 2.7	87.8 ± 5.5	64.8 ± 11.8	88.2 ± 0.5
Not in paid work in previous 12 months	79.4 ± 1.7	81.3 ± 1.9	78.7 ± 2.5	79.9 ± 3.7	80.3 ± 3.2	80.1 ± 3.9	80.5 ± 10.2	46.0 ± 12.0	79.7 ± 1.0
Not stated (h)	88.5 ± 1.4	91.7 ± 2.3	86.2 ± 1.7	86.3 ± 3.0	83.0 ± 3.6	88.8 ± 4.4	88.8 ± 5.2	46.6 ± 15.0	85.4 ± 1.2

(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.40. Readers are urged to be cautious when comparing results.

(c) Data for years 2010-2014 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 (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.38

Table 4A.38 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (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 ± 3.8	387.6 ± 8.9	367.8 ± 5.2	338.9 ± 7.8	348.0 ± 9.8	371.7 ± 14.8	372.4 ± 14.7	..	366.6 ± 2.6
Provincial	354.6 ± 4.6	372.6 ± 8.3	364.2 ± 5.8	308.1 ± 13.8	326.6 ± 16.8	373.4 ± 10.5	np	329.3 ± 14.9	353.0 ± 3.5
Remote	332.4 ± 12.3	np	324.0 ± 18.5	300.1 ± 14.6	np	np	..	276.5 ± 22.5	305.8 ± 9.8
Very remote	341.0 ± 34.3	..	316.2 ± 12.0	263.6 ± 24.3	262.7 ± 27.2	np	..	207.2 ± 17.4	255.1 ± 13.0
Total	362.5 ± 3.2	379.8 ± 6.1	358.6 ± 4.3	308.7 ± 8.4	330.6 ± 9.2	372.5 ± 8.7	371.1 ± 14.2	247.9 ± 14.7	343.4 ± 3.4
Non-Indigenous students									
Metropolitan	438.7 ± 2.4	444.8 ± 2.4	428.9 ± 2.8	426.4 ± 3.5	423.6 ± 4.5	429.2 ± 10.4	444.7 ± 6.3	..	436.0 ± 1.3
Provincial	415.1 ± 2.6	425.5 ± 2.9	412.2 ± 2.9	401.7 ± 5.1	405.8 ± 4.6	415.2 ± 7.1	np	406.1 ± 10.7	415.2 ± 1.5
Remote	406.4 ± 16.4	428.3 ± 33.0	404.7 ± 7.6	400.6 ± 6.6	409.8 ± 13.5	421.4 ± 30.9	..	388.6 ± 18.5	402.8 ± 4.4
Very remote	419.3 ± 23.0	..	407.2 ± 15.5	393.8 ± 11.6	388.8 ± 18.8	np	..	379.9 ± 14.5	397.3 ± 8.3
Total	433.6 ± 2.0	440.3 ± 2.0	424.0 ± 2.2	421.0 ± 3.0	418.9 ± 3.6	421.5 ± 6.1	444.6 ± 6.3	401.4 ± 9.2	430.7 ± 1.1
All students									
Metropolitan	436.5 ± 2.5	444.2 ± 2.5	425.1 ± 3.0	422.6 ± 3.6	421.0 ± 4.6	424.7 ± 10.7	442.9 ± 6.3	..	433.5 ± 1.3
Provincial	407.3 ± 2.9	423.6 ± 3.0	406.6 ± 3.0	391.9 ± 6.3	400.7 ± 5.4	413.8 ± 8.4	np	392.4 ± 12.0	409.3 ± 1.6
Remote	375.7 ± 17.5	429.7 ± 32.3	385.9 ± 11.3	374.5 ± 11.4	405.0 ± 14.3	417.4 ± 31.8	..	341.3 ± 26.6	377.4 ± 7.1
Very remote	375.8 ± 29.9	..	354.7 ± 14.9	319.7 ± 23.7	323.8 ± 30.5	np	..	226.6 ± 21.4	303.7 ± 13.7
Total	429.5 ± 2.1	439.3 ± 2.0	418.4 ± 2.3	412.5 ± 3.4	414.8 ± 3.7	418.5 ± 6.6	442.7 ± 6.3	336.6 ± 17.3	425.5 ± 1.1
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	450.5 ± 3.9	466.5 ± 7.4	443.6 ± 5.5	425.4 ± 5.3	428.6 ± 8.6	448.8 ± 14.0	456.5 ± 15.8	..	444.7 ± 2.6
Provincial	433.9 ± 3.9	447.2 ± 7.0	444.2 ± 6.1	410.1 ± 10.7	414.3 ± 11.9	448.4 ± 8.9	np	426.6 ± 13.6	435.2 ± 2.8
Remote	406.5 ± 16.3	np	409.6 ± 15.6	392.4 ± 11.1	397.4 ± 28.4	np	..	379.8 ± 22.3	395.9 ± 8.6

TABLE 4A.38

Table 4A.38 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (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	405.1 ± 18.0	..	391.0 ± 13.7	359.4 ± 15.5	342.7 ± 32.7	np	..	313.4 ± 17.6	348.2 ± 12.5
Total	440.5 ± 2.8	456.1 ± 5.2	435.9 ± 4.7	401.6 ± 6.6	414.3 ± 7.8	447.9 ± 7.7	455.6 ± 15.6	349.5 ± 16.4	425.1 ± 3.3
Non-Indigenous students									
Metropolitan	508.9 ± 2.5	513.4 ± 2.3	503.8 ± 2.7	499.7 ± 3.2	496.7 ± 4.0	504.6 ± 9.2	522.3 ± 6.9	..	507.5 ± 1.2
Provincial	489.1 ± 2.5	494.7 ± 2.6	490.0 ± 2.5	483.9 ± 4.2	477.3 ± 4.3	489.0 ± 5.9	np	485.4 ± 11.6	489.4 ± 1.3
Remote	480.7 ± 13.3	497.5 ± 16.7	481.4 ± 6.9	478.5 ± 7.4	476.9 ± 11.2	474.2 ± 23.4	..	497.1 ± 13.5	481.4 ± 4.5
Very remote	486.3 ± 36.4	..	487.8 ± 15.6	470.8 ± 11.0	485.8 ± 29.1	np	..	490.2 ± 25.9	481.4 ± 8.5
Total	504.6 ± 2.1	509.1 ± 1.9	499.7 ± 2.1	496.0 ± 2.7	491.5 ± 3.3	496.0 ± 5.3	522.3 ± 6.9	487.9 ± 9.2	502.9 ± 1.0
All students									
Metropolitan	507.0 ± 2.5	512.9 ± 2.3	500.3 ± 2.8	496.5 ± 3.3	494.4 ± 4.1	500.7 ± 9.5	520.8 ± 6.9	..	505.3 ± 1.3
Provincial	482.3 ± 2.7	493.0 ± 2.6	484.9 ± 2.6	476.8 ± 5.1	473.0 ± 4.8	488.4 ± 8.0	np	475.1 ± 12.4	484.5 ± 1.4
Remote	453.2 ± 14.9	497.5 ± 16.7	462.5 ± 10.9	458.1 ± 10.9	472.5 ± 11.7	466.6 ± 28.7	..	446.0 ± 27.4	459.4 ± 6.5
Very remote	445.0 ± 33.6	..	426.2 ± 16.4	404.2 ± 18.7	411.4 ± 41.9	np	..	329.4 ± 22.9	388.5 ± 13.7
Total	501.0 ± 2.1	508.3 ± 1.9	494.5 ± 2.2	488.9 ± 3.0	487.9 ± 3.5	493.6 ± 6.1	520.8 ± 6.9	426.3 ± 18.1	498.5 ± 1.1
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	506.1 ± 4.0	509.7 ± 6.0	500.5 ± 5.2	485.5 ± 7.3	496.2 ± 7.0	501.0 ± 11.7	519.3 ± 12.3	..	501.5 ± 2.6
Provincial	490.1 ± 4.2	498.0 ± 6.5	491.8 ± 5.6	475.9 ± 10.3	481.9 ± 10.2	507.0 ± 6.8	..	469.8 ± 16.1	489.6 ± 3.1
Remote	466.6 ± 15.3	np	472.7 ± 17.8	462.7 ± 11.1	485.2 ± 21.6	np	..	445.5 ± 20.9	462.2 ± 8.8
Very remote	np	..	459.1 ± 12.9	431.0 ± 11.4	414.5 ± 22.6	np	..	382.0 ± 13.0	409.7 ± 12.4
Total	496.8 ± 3.2	503.5 ± 4.6	493.2 ± 3.9	468.4 ± 5.6	481.7 ± 7.2	504.7 ± 6.2	519.3 ± 12.3	412.2 ± 15.6	484.0 ± 3.3
Non-Indigenous students									
Metropolitan	554.6 ± 3.6	555.5 ± 3.1	551.3 ± 3.9	549.8 ± 5.5	547.9 ± 3.5	549.1 ± 12.0	566.8 ± 8.2	..	553.4 ± 1.8
Provincial	538.4 ± 2.9	539.8 ± 3.5	537.8 ± 2.8	535.6 ± 6.6	533.7 ± 3.7	537.6 ± 7.1	..	537.0 ± 12.2	538.0 ± 1.6

TABLE 4A.38

Table 4A.38 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (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	514.4 ± 13.1	547.6 ± 22.2	523.7 ± 7.6	534.2 ± 6.6	535.4 ± 7.5	np	..	548.0 ± 13.8	533.4 ± 5.3
Very remote	np	..	523.9 ± 8.5	519.7 ± 19.9	531.7 ± 17.5	np	..	543.2 ± 17.9	526.2 ± 8.6
Total	551.0 ± 2.9	551.9 ± 2.6	547.4 ± 3.0	547.0 ± 4.6	544.1 ± 2.8	542.8 ± 6.8	566.8 ± 8.2	539.4 ± 10.1	549.6 ± 1.4
All students									
Metropolitan	553.1 ± 3.6	555.0 ± 3.1	548.3 ± 4.0	547.2 ± 5.6	546.2 ± 3.6	546.2 ± 12.7	566.1 ± 8.2	..	551.7 ± 1.8
Provincial	532.8 ± 3.2	538.3 ± 3.5	532.7 ± 3.0	528.8 ± 8.3	530.7 ± 4.0	535.8 ± 7.3	..	524.6 ± 14.2	533.6 ± 1.7
Remote	491.6 ± 14.0	546.0 ± 22.6	507.6 ± 12.8	514.1 ± 9.5	531.9 ± 8.4	522.7 ± 7.9	..	505.0 ± 33.4	512.8 ± 7.7
Very remote	469.3 ± 27.8	..	485.8 ± 16.2	462.1 ± 17.6	463.9 ± 34.6	np	..	393.7 ± 19.3	440.7 ± 14.7
Total	548.2 ± 2.9	551.1 ± 2.6	543.0 ± 3.1	541.2 ± 4.9	541.2 ± 2.9	540.4 ± 7.0	566.1 ± 8.2	483.4 ± 20.3	546.0 ± 1.5
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	534.9 ± 4.2	547.1 ± 10.1	532.9 ± 5.6	525.2 ± 7.6	528.2 ± 10.1	534.3 ± 13.8	551.6 ± 13.9	..	533.7 ± 2.8
Provincial	522.2 ± 4.0	540.0 ± 6.1	521.3 ± 5.4	517.2 ± 11.8	522.5 ± 10.6	543.7 ± 9.3	..	500.3 ± 18.8	523.1 ± 3.1
Remote	492.8 ± 16.2	np	504.2 ± 18.9	493.7 ± 10.1	np	np	..	483.1 ± 24.7	493.7 ± 8.8
Very remote	np	..	483.2 ± 15.5	467.4 ± 12.6	np	np	..	414.5 ± 13.0	442.8 ± 12.4
Total	526.9 ± 3.1	543.3 ± 5.7	524.7 ± 4.1	508.0 ± 6.2	522.7 ± 7.1	540.0 ± 7.9	551.6 ± 13.9	448.7 ± 16.4	518.3 ± 3.0
Non-Indigenous students									
Metropolitan	589.3 ± 3.7	590.5 ± 3.6	580.3 ± 4.1	594.2 ± 5.6	580.3 ± 5.8	582.5 ± 12.3	599.5 ± 8.6	..	587.9 ± 1.9
Provincial	571.6 ± 2.9	575.3 ± 4.0	566.1 ± 3.3	578.6 ± 6.4	565.5 ± 4.7	571.5 ± 7.3	..	569.5 ± 12.4	571.3 ± 1.8
Remote	556.4 ± 12.0	590.9 ± 20.9	557.7 ± 10.0	572.0 ± 8.0	564.0 ± 9.6	547.1 ± 5.8	..	584.9 ± 16.7	568.5 ± 5.8
Very remote	586.2 ± 48.9	..	552.2 ± 11.8	561.5 ± 12.1	553.8 ± 11.0	np	..	573.1 ± 23.4	559.8 ± 8.3
Total	585.3 ± 3.0	586.9 ± 2.9	576.2 ± 3.2	591.0 ± 4.7	576.3 ± 4.6	576.4 ± 6.9	599.5 ± 8.6	572.7 ± 10.6	583.8 ± 1.5
All students									
Metropolitan	587.3 ± 3.7	590.0 ± 3.6	577.5 ± 4.2	591.4 ± 5.7	578.6 ± 6.1	579.4 ± 13.1	598.7 ± 8.6	..	586.0 ± 1.9

TABLE 4A.38

Table 4A.38 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (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	565.9 ± 3.3	574.1 ± 4.0	561.1 ± 3.3	572.0 ± 8.1	563.0 ± 5.3	569.1 ± 7.3	..	555.6 ± 13.9	566.9 ± 1.9
Remote	527.6 ± 16.8	590.9 ± 20.9	544.2 ± 14.0	548.2 ± 12.1	561.1 ± 11.1	543.5 ± 5.9	..	543.6 ± 32.7	547.5 ± 8.1
Very remote	526.2 ± 81.1	..	513.7 ± 20.0	502.5 ± 21.9	520.4 ± 18.2	np	..	423.7 ± 17.0	476.8 ± 16.1
Total	582.1 ± 3.0	586.2 ± 3.0	572.2 ± 3.2	585.1 ± 5.0	574.0 ± 4.8	573.6 ± 7.1	598.7 ± 8.6	519.6 ± 19.5	580.2 ± 1.6

Statistical difference of mean scale scores, all students, year 3

	<i>NSW</i>	<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>Proportion</i>	429.5 ± 2.1	439.3 ± 2.0	418.4 ± 2.3	412.5 ± 3.4	414.8 ± 3.7	418.5 ± 6.6	442.7 ± 6.3	336.6 ± 17.3	425.5 ± 1.1	
Compared to										
<i>NSW</i>	429.5 ± 2.1	..	■	■	△	■	■	■	▲	■
<i>Vic</i>	439.3 ± 2.0	■	..	△	△	△	△	■	▲	■
<i>Qld</i>	418.4 ± 2.3	■	▽	..	■	■	■	▽	▲	■
<i>WA</i>	412.5 ± 3.4	▽	▽	■	..	■	■	▽	▲	■
<i>SA</i>	414.8 ± 3.7	■	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	418.5 ± 6.6	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	442.7 ± 6.3	■	■	△	△	△	△	..	▲	△
<i>NT</i>	336.6 ± 17.3	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	425.5 ± 1.1	■	■	■	■	■	■	▽	▲	..

TABLE 4A.38

Table 4A.38 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (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>
Statistical difference of mean scale scores, all students, year 5										
	<i>Proportion</i>	501.0 ± 2.1	508.3 ± 1.9	494.5 ± 2.2	488.9 ± 3.0	487.9 ± 3.5	493.6 ± 6.1	520.8 ± 6.9	426.3 ± 18.1	498.5 ± 1.1
	Compared to									
<i>NSW</i>	501.0 ± 2.1	..	■	■	■	■	■	▽	▲	■
<i>Vic</i>	508.3 ± 1.9	■	..	■	△	△	■	■	▲	■
<i>Qld</i>	494.5 ± 2.2	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	488.9 ± 3.0	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	487.9 ± 3.5	■	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	493.6 ± 6.1	■	■	■	■	■	..	▽	▲	■
<i>ACT</i>	520.8 ± 6.9	△	■	△	△	△	△	..	▲	△
<i>NT</i>	426.3 ± 18.1	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	498.5 ± 1.1	■	■	■	■	■	■	▽	▲	..
Statistical difference of mean scale scores, all students, year 7										
	<i>Proportion</i>	548.2 ± 2.9	551.1 ± 2.6	543.0 ± 3.1	541.2 ± 4.9	541.2 ± 2.9	540.4 ± 7.0	566.1 ± 8.2	483.4 ± 20.3	546.0 ± 1.5
	Compared to									
<i>NSW</i>	548.2 ± 2.9	..	■	■	■	■	■	▽	▲	■
<i>Vic</i>	551.1 ± 2.6	■	..	■	■	■	■	▽	▲	■
<i>Qld</i>	543.0 ± 3.1	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	541.2 ± 4.9	■	■	■	..	■	■	▽	▲	■
<i>SA</i>	541.2 ± 2.9	■	■	■	■	..	■	▽	▲	■
<i>Tas</i>	540.4 ± 7.0	■	■	■	■	■	..	▽	▲	■
<i>ACT</i>	566.1 ± 8.2	△	△	△	△	△	△	..	▲	△
<i>NT</i>	483.4 ± 20.3	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	546.0 ± 1.5	■	■	■	■	■	■	▽	▲	..

TABLE 4A.38

Table 4A.38 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (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>
Statistical difference of mean scale scores, all students, year 9										
	<i>Proportion</i>	582.1 ± 3.0	586.2 ± 3.0	572.2 ± 3.2	585.1 ± 5.0	574.0 ± 4.8	573.6 ± 7.1	598.7 ± 8.6	519.6 ± 19.5	580.2 ± 1.6
	Compared to									
<i>NSW</i>	582.1 ± 3.0	..	■	■	■	■	■	▽	▲	■
<i>Vic</i>	586.2 ± 3.0	■	..	△	■	■	■	■	▲	■
<i>Qld</i>	572.2 ± 3.2	■	▽	..	▽	■	■	▽	▲	■
<i>WA</i>	585.1 ± 5.0	■	■	△	..	■	■	▽	▲	■
<i>SA</i>	574.0 ± 4.8	■	■	■	■	..	■	▽	▲	■
<i>Tas</i>	573.6 ± 7.1	■	■	■	■	■	..	▽	▲	■
<i>ACT</i>	598.7 ± 8.6	△	■	△	△	△	△	..	▲	△
<i>NT</i>	519.6 ± 19.5	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	580.2 ± 1.6	■	■	■	■	■	■	▽	▲	..

▲ 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 (2015). 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.40. Readers are urged to be cautious when comparing results.

Table 4A.38 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (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>
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(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 2010-2014 were included in earlier Reports.

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

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.39

Table 4A.39 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2015 (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	470.1 ± 1.9	471.1 ± 1.9	459.7 ± 2.2	455.4 ± 3.0	453.6 ± 3.6	468.8 ± 6.8	467.5 ± 5.0	424.6 ± 9.5	465.6 ± 1.0
Advanced diploma/diploma	424.6 ± 1.8	431.1 ± 2.2	417.4 ± 2.2	413.7 ± 3.2	416.5 ± 4.0	432.7 ± 7.8	420.1 ± 8.5	383.7 ± 11.2	422.9 ± 1.0
Certificate I to IV (e)	401.2 ± 1.6	414.2 ± 1.9	402.4 ± 1.9	395.4 ± 2.8	399.9 ± 3.3	401.8 ± 5.3	401.8 ± 8.2	355.2 ± 11.8	403.3 ± 0.9
Year 12 or equivalent	401.5 ± 2.7	416.4 ± 3.5	397.5 ± 2.8	393.7 ± 4.1	400.7 ± 5.3	392.2 ± 10.8	412.7 ± 10.5	356.7 ± 16.9	402.7 ± 1.5
Year 11 or equivalent or below	365.9 ± 2.3	384.0 ± 2.8	363.5 ± 3.0	350.9 ± 4.4	361.6 ± 5.4	365.4 ± 6.8	405.6 ± 59.6	254.0 ± 17.9	365.4 ± 1.6
Not stated (f)	417.0 ± 7.3	440.9 ± 7.9	397.5 ± 4.9	379.7 ± 8.9	391.0 ± 7.0	429.9 ± 24.6	429.7 ± 11.9	282.2 ± 38.4	398.1 ± 4.2
Parental occupation (g)									
Senior management and qualified professionals	471.9 ± 2.0	476.9 ± 2.0	459.2 ± 2.4	454.4 ± 3.5	455.0 ± 4.0	468.7 ± 7.1	467.9 ± 7.4	416.5 ± 10.9	467.0 ± 1.1
Other business managers and associate professionals	443.2 ± 1.8	450.7 ± 2.0	432.8 ± 2.1	425.2 ± 3.2	429.7 ± 3.6	431.5 ± 7.1	447.2 ± 6.8	391.1 ± 10.2	440.1 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	413.2 ± 1.8	427.2 ± 1.9	409.2 ± 2.0	403.1 ± 2.7	408.5 ± 3.7	415.5 ± 5.9	418.9 ± 8.2	364.9 ± 10.0	414.1 ± 1.0
Machine operators, hospitality staff, assistants, labourers	393.4 ± 2.1	408.7 ± 2.3	389.0 ± 2.5	384.3 ± 3.9	393.5 ± 4.1	385.9 ± 6.9	388.7 ± 13.2	319.4 ± 20.4	395.1 ± 1.2
Not in paid work in previous 12 months	372.3 ± 2.5	391.6 ± 2.7	369.2 ± 3.8	362.0 ± 6.7	377.8 ± 6.5	360.2 ± 9.0	397.1 ± 14.9	252.4 ± 19.0	375.3 ± 1.7
Not stated (h)	409.2 ± 5.3	436.2 ± 7.8	395.2 ± 3.4	382.6 ± 6.2	382.7 ± 5.9	414.8 ± 21.5	421.1 ± 9.4	281.7 ± 36.8	394.1 ± 2.8
Year 5									
Parental education (d)									
Bachelor degree or above	540.8 ± 2.2	539.7 ± 1.8	533.8 ± 2.1	528.3 ± 2.7	527.3 ± 3.3	547.2 ± 5.3	544.9 ± 6.1	511.4 ± 10.1	537.2 ± 1.1
Advanced diploma/diploma	497.0 ± 1.7	501.7 ± 1.9	495.4 ± 2.0	492.1 ± 2.7	490.1 ± 3.9	498.0 ± 6.8	503.6 ± 6.7	477.0 ± 10.4	496.9 ± 1.0
Certificate I to IV (e)	474.6 ± 1.4	484.2 ± 1.5	479.0 ± 1.6	472.7 ± 2.4	472.2 ± 2.8	479.3 ± 4.1	486.7 ± 7.7	447.1 ± 12.1	477.4 ± 0.8

TABLE 4A.39

Table 4A.39 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2015 (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	477.5 ± 2.3	487.6 ± 3.6	474.4 ± 2.8	472.5 ± 3.6	471.1 ± 4.0	475.2 ± 8.8	486.8 ± 9.1	441.7 ± 16.8	478.0 ± 1.4
Year 11 or equivalent or below	442.9 ± 2.1	460.2 ± 2.7	447.5 ± 2.9	438.6 ± 3.9	442.8 ± 4.1	442.7 ± 5.8	488.3 ± 44.6	375.5 ± 13.3	446.4 ± 1.4
Not stated (f)	492.0 ± 6.8	517.4 ± 6.1	475.8 ± 4.9	464.2 ± 8.3	468.4 ± 7.9	502.0 ± 29.1	510.3 ± 13.8	371.5 ± 40.5	477.2 ± 4.1
Parental occupation (g)									
Senior management and qualified professionals	540.9 ± 2.4	544.9 ± 2.1	532.7 ± 2.4	527.0 ± 3.1	526.2 ± 3.8	543.8 ± 5.9	545.6 ± 7.6	498.5 ± 10.9	537.6 ± 1.2
Other business managers and associate professionals	513.4 ± 1.9	517.9 ± 1.8	507.8 ± 1.9	499.9 ± 2.5	501.7 ± 3.3	507.8 ± 5.5	521.3 ± 5.7	488.4 ± 10.7	511.2 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	485.1 ± 1.7	496.1 ± 1.7	485.2 ± 1.8	480.0 ± 2.5	480.3 ± 3.2	486.6 ± 5.0	500.5 ± 8.4	452.8 ± 11.3	486.9 ± 0.9
Machine operators, hospitality staff, assistants, labourers	466.3 ± 2.1	478.2 ± 2.1	464.0 ± 2.4	462.7 ± 3.1	466.5 ± 3.4	464.5 ± 5.4	472.8 ± 13.0	405.7 ± 17.7	468.4 ± 1.2
Not in paid work in previous 12 months	451.1 ± 2.5	467.5 ± 2.5	452.4 ± 4.1	442.3 ± 5.3	453.7 ± 5.5	436.7 ± 6.9	476.7 ± 13.6	368.8 ± 16.0	454.6 ± 1.6
Not stated (h)	483.5 ± 4.9	516.4 ± 6.3	472.2 ± 3.4	466.3 ± 5.7	459.3 ± 6.0	488.5 ± 25.2	503.5 ± 11.6	374.2 ± 38.1	472.7 ± 2.9
Year 7									
Parental education (d)									
Bachelor degree or above	583.3 ± 3.5	579.5 ± 2.5	577.2 ± 3.4	575.4 ± 5.5	574.4 ± 3.2	584.0 ± 7.2	587.2 ± 6.8	556.4 ± 13.0	579.8 ± 1.7
Advanced diploma/diploma	545.9 ± 2.0	545.9 ± 2.0	542.4 ± 2.1	541.0 ± 3.5	546.2 ± 2.9	553.3 ± 6.3	550.5 ± 4.5	525.1 ± 9.0	544.7 ± 1.0
Certificate I to IV (e)	525.7 ± 1.6	531.2 ± 1.6	529.4 ± 1.8	527.5 ± 2.7	530.5 ± 2.2	529.0 ± 3.8	531.5 ± 5.2	504.4 ± 9.7	528.3 ± 0.8
Year 12 or equivalent	529.1 ± 3.0	534.4 ± 5.1	527.3 ± 2.7	521.9 ± 4.0	529.1 ± 3.7	521.6 ± 7.8	540.2 ± 8.9	503.3 ± 23.1	529.2 ± 1.8
Year 11 or equivalent or below	499.9 ± 2.4	509.5 ± 2.6	503.7 ± 2.6	495.0 ± 4.3	506.9 ± 3.4	501.9 ± 5.5	547.1 ± 47.5	441.9 ± 18.7	502.4 ± 1.5
Not stated (f)	548.3 ± 6.7	566.2 ± 6.6	531.9 ± 6.6	527.6 ± 13.7	525.2 ± 6.4	544.0 ± 14.9	561.4 ± 17.2	443.1 ± 39.5	535.0 ± 4.5

TABLE 4A.39

Table 4A.39 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2015 (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	582.9 ± 3.5	583.6 ± 2.8	576.1 ± 3.7	574.0 ± 6.1	574.9 ± 3.5	578.4 ± 9.1	586.5 ± 9.1	553.9 ± 13.8	580.0 ± 1.7
Other business managers and associate professionals	557.7 ± 2.5	558.7 ± 2.1	551.6 ± 2.3	547.9 ± 3.2	550.4 ± 2.5	554.1 ± 5.6	563.4 ± 6.1	531.1 ± 9.5	555.1 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	534.0 ± 2.0	539.4 ± 1.8	534.1 ± 1.8	530.4 ± 3.1	535.7 ± 2.3	534.1 ± 4.9	544.5 ± 7.1	511.3 ± 10.1	535.1 ± 1.0
Machine operators, hospitality staff, assistants, labourers	519.4 ± 2.5	524.0 ± 2.1	518.4 ± 2.4	512.7 ± 3.8	523.8 ± 2.6	516.0 ± 5.0	523.2 ± 12.8	468.9 ± 18.3	519.7 ± 1.2
Not in paid work in previous 12 months	502.7 ± 2.8	511.5 ± 2.6	504.4 ± 3.9	493.6 ± 5.7	511.0 ± 4.5	500.9 ± 6.3	516.3 ± 12.8	440.0 ± 19.2	504.9 ± 1.6
Not stated (h)	540.3 ± 5.7	560.5 ± 6.4	525.1 ± 4.5	521.8 ± 11.9	520.7 ± 5.3	534.5 ± 13.1	556.7 ± 12.5	443.2 ± 37.5	528.4 ± 3.5
Year 9									
Parental education (d)									
Bachelor degree or above	620.1 ± 3.6	616.7 ± 3.2	607.8 ± 3.8	620.4 ± 5.5	607.2 ± 4.9	621.6 ± 7.6	623.6 ± 7.0	587.1 ± 8.7	616.1 ± 1.8
Advanced diploma/diploma	582.9 ± 2.2	583.9 ± 2.2	574.1 ± 2.3	588.2 ± 3.4	578.1 ± 3.5	589.7 ± 5.0	583.3 ± 5.2	567.4 ± 10.6	581.6 ± 1.2
Certificate I to IV (e)	561.5 ± 1.7	567.7 ± 1.8	558.7 ± 1.9	571.1 ± 2.8	563.2 ± 3.2	560.7 ± 4.0	566.5 ± 6.3	544.5 ± 10.1	563.3 ± 0.9
Year 12 or equivalent	565.6 ± 3.0	573.3 ± 5.5	557.7 ± 2.7	573.3 ± 4.6	560.3 ± 4.3	559.6 ± 9.1	572.5 ± 9.1	546.3 ± 14.9	566.0 ± 2.0
Year 11 or equivalent or below	535.9 ± 2.3	548.6 ± 2.5	534.2 ± 2.6	540.8 ± 4.7	539.2 ± 4.9	539.2 ± 5.1	567.5 ± 34.3	492.1 ± 17.9	539.4 ± 1.3
Not stated (f)	573.2 ± 6.3	592.4 ± 7.1	558.2 ± 5.9	568.6 ± 12.5	564.4 ± 8.4	569.5 ± 11.6	586.8 ± 15.8	480.7 ± 38.6	565.4 ± 4.2
Parental occupation (g)									
Senior management and qualified professionals	617.9 ± 3.4	619.8 ± 3.2	606.5 ± 3.8	618.1 ± 5.6	605.8 ± 5.2	617.6 ± 7.9	620.9 ± 8.2	577.4 ± 10.2	615.1 ± 1.8

Table 4A.39 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2015 (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	593.2 ± 2.6	594.8 ± 2.6	581.2 ± 2.6	593.2 ± 3.4	582.4 ± 3.7	589.7 ± 6.6	594.9 ± 7.2	572.2 ± 12.4	590.2 ± 1.3
Tradespeople, clerks, skilled office, sales and service staff	569.4 ± 2.2	576.1 ± 2.2	563.7 ± 2.0	575.2 ± 3.2	570.2 ± 3.4	567.3 ± 4.4	576.7 ± 9.3	549.1 ± 9.9	570.4 ± 1.1
Machine operators, hospitality staff, assistants, labourers	554.7 ± 2.8	561.2 ± 2.6	545.1 ± 2.6	556.7 ± 3.9	556.6 ± 3.7	545.4 ± 4.3	569.0 ± 10.6	506.3 ± 18.0	554.5 ± 1.4
Not in paid work in previous 12 months	538.5 ± 3.1	549.7 ± 3.3	535.2 ± 4.1	539.0 ± 6.3	540.7 ± 5.8	537.9 ± 7.9	567.6 ± 17.6	480.2 ± 18.5	541.4 ± 1.8
Not stated (h)	567.9 ± 5.2	590.0 ± 6.9	553.3 ± 4.0	564.6 ± 10.6	551.1 ± 7.6	561.6 ± 10.2	582.6 ± 14.5	483.2 ± 36.8	559.9 ± 3.4

(a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2015). 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.40. Readers are urged to be cautious when comparing results.

(c) Data for years 2010-2014 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 (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.40 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN reading assessment, by Indigenous status, 2015 (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 (e)									
Exempt	2.4	7.3	2.6	1.1	3.9	1.6	3.8	2.6	2.7
Absent	4.1	5.6	5.5	11.6	10.5	4.5	7.0	20.0	7.4
Withdrawn	1.7	5.3	5.9	1.3	6.6	1.5	11.5	2.0	3.5
Assessed	91.8	81.8	86.0	86.0	79.0	92.4	77.7	75.4	86.4
Participation rate	94.2	89.1	88.6	87.1	83.0	94.0	81.5	78.0	89.1
Non-Indigenous students									
Exempt	1.6	2.6	1.3	1.1	2.1	1.7	1.9	1.4	1.8
Absent	1.6	2.6	2.0	2.1	2.6	2.6	1.9	2.8	2.1
Withdrawn	1.2	2.7	4.1	1.7	4.0	1.3	4.6	2.2	2.5
Assessed	95.6	92.1	92.6	95.1	91.3	94.4	91.6	93.6	93.6
Participation rate	97.2	94.7	93.9	96.2	93.4	96.1	93.6	95.0	95.4
All students									
Exempt	1.6	2.8	1.4	1.2	2.3	1.7	2.0	1.9	1.9
Absent	1.8	2.7	2.3	3.0	3.1	2.8	2.0	10.1	2.4
Withdrawn	1.3	2.8	4.5	1.8	4.2	2.3	4.7	2.3	2.7
Assessed	95.3	91.7	91.8	94.0	90.4	93.2	91.3	85.7	93.0
Participation rate	97.0	94.5	93.2	95.3	92.8	94.9	93.2	87.6	94.9
Year 5									
Aboriginal and Torres Strait Islander students (e)									
Exempt	3.2	7.3	2.6	1.7	4.3	1.5	2.1	2.0	3.0
Absent	4.1	5.6	5.5	12.3	9.0	3.5	6.4	21.1	7.6
Withdrawn	1.8	6.4	5.9	1.2	5.4	1.0	10.0	1.6	3.4
Assessed	90.9	80.7	86.0	84.8	81.3	94.0	81.5	75.3	86.0
Participation rate	94.1	88.0	88.6	86.5	85.6	95.4	83.6	77.3	89.0
Non-Indigenous students									
Exempt	1.5	2.7	1.2	1.1	2.1	1.4	2.0	2.0	1.8
Absent	1.6	2.5	1.9	2.2	2.7	2.1	2.0	3.1	2.0
Withdrawn	0.8	2.1	3.7	1.1	3.0	1.0	2.9	2.3	2.0
Assessed	96.1	92.7	93.2	95.6	92.2	95.5	93.1	92.6	94.2
Participation rate	97.6	95.4	94.4	96.7	94.3	96.9	95.1	94.6	96.0
All students									
Exempt	1.6	2.9	1.4	1.2	2.2	1.4	2.0	2.0	1.9
Absent	1.7	2.5	2.2	3.0	3.1	2.2	2.1	11.1	2.4
Withdrawn	0.9	2.2	4.0	1.1	3.1	2.2	3.1	2.1	2.1
Assessed	95.8	92.4	92.4	94.7	91.6	94.2	92.8	84.8	93.6
Participation rate	97.4	95.2	93.8	95.8	93.8	95.7	94.8	86.8	95.5

Table 4A.40 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN reading assessment, by Indigenous status, 2015 (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 7									
Aboriginal and Torres Strait Islander students (e)									
Exempt	2.9	4.5	2.4	1.3	3.8	2.1	5.5	2.8	2.7
Absent	8.9	12.2	9.3	19.2	12.8	10.2	9.4	28.5	12.8
Withdrawn	1.0	2.7	6.3	0.4	4.4	0.4	3.9	0.5	2.7
Assessed	87.2	80.6	82.0	79.1	79.0	87.3	81.2	68.2	81.8
Participation rate	90.1	85.1	84.4	80.4	82.7	89.4	86.7	71.0	84.6
Non-Indigenous students									
Exempt	1.3	2.1	1.5	1.2	1.8	1.3	1.6	2.1	1.6
Absent	2.4	3.7	3.2	2.9	3.2	3.8	2.8	4.2	3.1
Withdrawn	0.7	1.5	4.1	0.4	2.6	0.5	2.3	0.9	1.7
Assessed	95.6	92.7	91.2	95.5	92.4	94.4	93.3	92.8	93.6
Participation rate	96.9	94.8	92.7	96.7	94.2	95.8	95.0	94.9	95.2
All students									
Exempt	1.4	2.2	1.6	1.3	1.9	1.4	1.7	2.4	1.7
Absent	2.8	3.8	3.8	4.1	3.7	4.3	2.9	14.9	3.6
Withdrawn	0.8	1.5	4.3	0.4	2.7	1.5	2.4	0.8	1.8
Assessed	95.0	92.5	90.3	94.2	91.7	92.8	93.0	81.9	92.9
Participation rate	96.5	94.6	91.9	95.5	93.5	94.2	94.7	84.3	94.5
Year 9									
Aboriginal and Torres Strait Islander students (e)									
Exempt	3.0	6.0	2.3	1.3	2.7	2.3	3.9	3.1	2.8
Absent	17.7	22.6	14.0	27.4	26.2	15.0	19.5	40.3	20.7
Withdrawn	1.6	4.1	7.3	0.4	7.7	1.0	12.5	3.2	3.8
Assessed	77.7	67.3	76.4	70.9	63.4	81.7	64.1	53.4	72.7
Participation rate	80.7	73.3	78.7	72.2	66.1	84.0	68.0	56.5	75.5
Non-Indigenous students									
Exempt	1.5	2.4	1.5	1.2	2.0	1.1	2.5	1.5	1.7
Absent	4.5	6.8	4.9	3.9	6.6	7.2	5.7	5.5	5.3
Withdrawn	0.9	2.2	5.3	0.3	3.2	0.6	3.9	2.6	2.3
Assessed	93.1	88.6	88.3	94.6	88.2	91.1	87.9	90.4	90.7
Participation rate	94.6	91.0	89.8	95.9	90.2	92.2	90.4	91.9	92.4
All students									
Exempt	1.5	2.5	1.5	1.2	2.0	1.3	2.6	2.2	1.8
Absent	5.3	7.1	5.7	5.6	7.5	7.8	6.0	20.5	6.2
Withdrawn	1.0	2.2	5.5	0.3	3.4	1.3	4.2	2.9	2.4
Assessed	92.2	88.2	87.3	92.9	87.1	89.6	87.2	74.4	89.6
Participation rate	93.8	90.7	88.8	94.1	89.1	90.9	89.8	76.6	91.4

Table 4A.40 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN reading assessment, by Indigenous status, 2015 (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>
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- (a) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) 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.
- (c) 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.
- (d) Data for 2010-2014 were included in earlier Reports.
- (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. 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.

Source: ACARA (2015) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.41 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, NSW (a), (b)**

		2008	2014	2015	<i>Nature of differences</i>	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	83.5 ± 1.8	83.2 ± 1.5	86.6 ± 1.3	■	■
Mean scale score	no.	347.5 ± 3.6	355.2 ± 3.4	362.5 ± 3.2	■	■
Non-Indigenous students						
At or above NMS	%	95.7 ± 0.2	95.4 ± 0.3	95.9 ± 0.3	■	■
Mean scale score	no.	414.9 ± 1.7	426.6 ± 1.9	433.6 ± 2.0	△	■
All students						
At or above NMS	%	95.1 ± 0.3	94.7 ± 0.3	95.3 ± 0.3	■	■
Mean scale score	no.	412.3 ± 1.8	422.9 ± 2.0	429.5 ± 2.1	△	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	77.6 ± 2.0	79.0 ± 1.8	81.2 ± 1.6	■	■
Mean scale score	no.	432.8 ± 3.5	440.4 ± 3.3	440.5 ± 2.8	■	■
Non-Indigenous students						
At or above NMS	%	94.4 ± 0.3	94.5 ± 0.3	94.6 ± 0.3	■	■
Mean scale score	no.	497.4 ± 1.8	507.3 ± 1.9	504.6 ± 2.1	■	■
All students						
At or above NMS	%	93.5 ± 0.4	93.7 ± 0.4	93.8 ± 0.4	■	■
Mean scale score	no.	494.7 ± 1.9	504.0 ± 2.0	501.0 ± 2.1	■	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	82.4 ± 1.8	86.1 ± 1.4	87.3 ± 1.5	△	■
Mean scale score	no.	486.5 ± 3.5	495.4 ± 3.0	496.8 ± 3.2	■	■
Non-Indigenous students						
At or above NMS	%	96.1 ± 0.4	95.9 ± 0.4	96.5 ± 0.4	■	■
Mean scale score	no.	544.9 ± 2.9	551.1 ± 3.0	551.0 ± 2.9	■	■
All students						
At or above NMS	%	95.4 ± 0.4	95.4 ± 0.4	95.9 ± 0.4	■	■
Mean scale score	no.	542.5 ± 3.0	548.3 ± 3.0	548.2 ± 2.9	■	■

Table 4A.41 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, NSW (a), (b)

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	82.3 ± 2.2	77.3 ± 1.9	76.7 ± 1.8	▽	■
Mean scale score	no.	531.7 ± 3.6	529.2 ± 3.1	526.9 ± 3.1	■	■
Non-Indigenous students						
At or above NMS	%	95.1 ± 0.4	93.5 ± 0.5	93.5 ± 0.5	■	■
Mean scale score	no.	585.5 ± 2.8	587.5 ± 3.0	585.3 ± 3.0	■	■
All students						
At or above NMS	%	94.4 ± 0.5	92.6 ± 0.6	92.6 ± 0.6	■	■
Mean scale score	no.	583.1 ± 2.8	584.3 ± 2.9	582.1 ± 3.0	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.42 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Victoria (a), (b)**

		2008	2014	2015	<i>Nature of differences</i>	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	88.1 ± 2.8	85.3 ± 2.7	85.6 ± 2.8	■	■
Mean scale score	no.	368.9 ± 6.3	371.4 ± 6.5	379.8 ± 6.1	■	■
Non-Indigenous students						
At or above NMS	%	95.6 ± 0.3	95.0 ± 0.4	95.8 ± 0.4	■	■
Mean scale score	no.	420.6 ± 1.6	432.8 ± 1.9	440.3 ± 2.0	△	■
All students						
At or above NMS	%	95.2 ± 0.2	94.6 ± 0.4	95.5 ± 0.4	■	■
Mean scale score	no.	419.9 ± 1.6	431.7 ± 1.9	439.3 ± 2.0	△	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	83.0 ± 3.3	82.9 ± 2.9	82.1 ± 2.9	■	■
Mean scale score	no.	449.7 ± 6.3	460.4 ± 5.7	456.1 ± 5.2	■	■
Non-Indigenous students						
At or above NMS	%	94.0 ± 0.4	94.6 ± 0.5	94.6 ± 0.4	■	■
Mean scale score	no.	497.3 ± 1.6	510.6 ± 1.8	509.1 ± 1.9	■	■
All students						
At or above NMS	%	93.7 ± 0.3	94.2 ± 0.5	94.3 ± 0.4	■	■
Mean scale score	no.	496.7 ± 1.6	509.8 ± 1.8	508.3 ± 1.9	■	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	85.5 ± 3.2	84.3 ± 2.9	87.8 ± 2.6	■	■
Mean scale score	no.	488.8 ± 5.5	496.7 ± 5.4	503.5 ± 4.6	△	■
Non-Indigenous students						
At or above NMS	%	96.1 ± 0.4	95.9 ± 0.5	96.1 ± 0.5	■	■
Mean scale score	no.	543.9 ± 2.6	551.3 ± 2.6	551.9 ± 2.6	■	■
All students						
At or above NMS	%	95.8 ± 0.3	95.6 ± 0.5	95.9 ± 0.5	■	■
Mean scale score	no.	543.0 ± 2.6	550.3 ± 2.6	551.1 ± 2.6	■	■

Table 4A.42 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Victoria (a), (b)**

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	79.9 ± 4.1	81.8 ± 3.2	80.2 ± 3.8	■	■
Mean scale score	no.	536.0 ± 6.0	540.3 ± 4.9	543.3 ± 5.7	■	■
Non-Indigenous students						
At or above NMS	%	95.0 ± 0.5	93.5 ± 0.6	93.8 ± 0.6	■	■
Mean scale score	no.	585.2 ± 2.9	586.3 ± 2.9	586.9 ± 2.9	■	■
All students						
At or above NMS	%	94.7 ± 0.4	93.3 ± 0.6	93.5 ± 0.7	■	■
Mean scale score	no.	584.6 ± 3.0	585.5 ± 2.9	586.2 ± 3.0	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.43

Table 4A.43 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Queensland (a), (b)**

		2008	2014	2015	<i>Nature of differences</i>	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	66.2 ± 3.3	80.3 ± 2.0	85.0 ± 1.8	▲	△
Mean scale score	no.	309.5 ± 7.6	343.5 ± 4.3	358.6 ± 4.3	▲	■
Non-Indigenous students						
At or above NMS	%	88.7 ± 0.6	94.5 ± 0.4	95.9 ± 0.3	▲	■
Mean scale score	no.	375.9 ± 2.4	414.7 ± 2.3	424.0 ± 2.2	▲	■
All students						
At or above NMS	%	87.1 ± 0.7	93.4 ± 0.5	95.0 ± 0.4	▲	■
Mean scale score	no.	371.1 ± 2.6	409.4 ± 2.4	418.4 ± 2.3	▲	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	62.9 ± 3.2	74.9 ± 2.4	79.2 ± 2.2	△	■
Mean scale score	no.	404.4 ± 6.4	431.3 ± 4.5	435.9 ± 4.7	△	■
Non-Indigenous students						
At or above NMS	%	88.8 ± 0.6	94.3 ± 0.4	95.1 ± 0.4	▲	■
Mean scale score	no.	470.9 ± 2.2	501.0 ± 2.0	499.7 ± 2.1	△	■
All students						
At or above NMS	%	86.9 ± 0.7	92.8 ± 0.5	93.8 ± 0.5	△	■
Mean scale score	no.	466.1 ± 2.3	496.1 ± 2.2	494.5 ± 2.2	△	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	74.8 ± 3.2	80.2 ± 2.4	86.1 ± 1.7	△	△
Mean scale score	no.	472.4 ± 7.6	486.1 ± 4.3	493.2 ± 3.9	△	■
Non-Indigenous students						
At or above NMS	%	94.3 ± 0.4	95.5 ± 0.4	96.6 ± 0.4	△	■
Mean scale score	no.	532.3 ± 2.0	545.7 ± 2.1	547.4 ± 3.0	△	■
All students						
At or above NMS	%	92.9 ± 0.5	94.4 ± 0.5	95.8 ± 0.5	△	■
Mean scale score	no.	528.1 ± 2.1	541.6 ± 2.2	543.0 ± 3.1	△	■

Table 4A.43 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Queensland (a), (b)

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	70.0 ± 4.0	72.7 ± 2.8	76.0 ± 2.6	■	■
Mean scale score	no.	514.2 ± 9.3	521.3 ± 4.3	524.7 ± 4.1	■	■
Non-Indigenous students						
At or above NMS	%	92.0 ± 0.8	92.7 ± 0.7	93.1 ± 0.7	■	■
Mean scale score	no.	572.2 ± 3.1	575.4 ± 3.0	576.2 ± 3.2	■	■
All students						
At or above NMS	%	90.5 ± 0.9	91.3 ± 0.8	91.8 ± 0.7	■	■
Mean scale score	no.	568.2 ± 3.3	571.6 ± 3.1	572.2 ± 3.2	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.44

Table 4A.44 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Western Australia (a), (b)

		2008	2014	2015	<i>Nature of differences</i>	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	57.3 ± 3.7	63.1 ± 3.5	66.6 ± 3.4	Δ	■
Mean scale score	no.	292.7 ± 7.1	303.5 ± 7.3	308.7 ± 8.4	■	■
Non-Indigenous students						
At or above NMS	%	92.1 ± 0.6	94.0 ± 0.5	95.1 ± 0.5	Δ	■
Mean scale score	no.	394.5 ± 2.7	414.3 ± 2.9	421.0 ± 3.0	Δ	■
All students						
At or above NMS	%	89.4 ± 0.8	91.8 ± 0.7	93.0 ± 0.6	Δ	■
Mean scale score	no.	386.7 ± 3.1	406.3 ± 3.3	412.5 ± 3.4	Δ	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	51.8 ± 3.4	59.3 ± 3.7	63.4 ± 3.7	Δ	■
Mean scale score	no.	381.3 ± 5.8	395.6 ± 6.6	401.6 ± 6.6	Δ	■
Non-Indigenous students						
At or above NMS	%	92.2 ± 0.6	93.6 ± 0.6	94.2 ± 0.5	■	■
Mean scale score	no.	481.4 ± 2.4	498.9 ± 2.8	496.0 ± 2.7	Δ	■
All students						
At or above NMS	%	89.1 ± 0.9	91.2 ± 0.8	91.9 ± 0.7	Δ	■
Mean scale score	no.	473.6 ± 2.8	491.7 ± 3.1	488.9 ± 3.0	Δ	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	63.4 ± 3.7	71.6 ± 3.5	74.3 ± 4.1	Δ	■
Mean scale score	no.	450.0 ± 5.7	466.1 ± 5.4	468.4 ± 5.6	Δ	■
Non-Indigenous students						
At or above NMS	%	95.0 ± 0.5	96.6 ± 0.5	96.3 ± 0.6	■	■
Mean scale score	no.	533.2 ± 2.6	550.5 ± 3.1	547.0 ± 4.6	Δ	■
All students						
At or above NMS	%	92.7 ± 0.8	94.8 ± 0.7	94.7 ± 0.8	Δ	■
Mean scale score	no.	527.0 ± 2.8	544.1 ± 3.4	541.2 ± 4.9	Δ	■

Table 4A.44 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Western Australia (a), (b)

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	62.8 ± 3.9	65.9 ± 4.5	66.9 ± 4.2	■	■
Mean scale score	no.	498.3 ± 5.7	508.4 ± 7.6	508.0 ± 6.2	■	■
Non-Indigenous students						
At or above NMS	%	94.0 ± 0.9	95.0 ± 0.7	95.1 ± 0.8	■	■
Mean scale score	no.	575.6 ± 4.4	590.0 ± 4.5	591.0 ± 4.7	△	■
All students						
At or above NMS	%	91.8 ± 1.1	92.9 ± 1.0	93.2 ± 1.0	■	■
Mean scale score	no.	569.8 ± 4.6	584.4 ± 4.8	585.1 ± 5.0	△	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.45 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, South Australia (a), (b)**

			2008	2014	2015	<i>Nature of differences</i>	
						2008 to 2015	2014 to 2015
<i>Year 3</i>							
Aboriginal and Torres Strait Islander students (c)							
At or above NMS	%		71.5 ± 4.4	69.6 ± 4.5	73.4 ± 4.4	■	■
Mean scale score	no.		329.7 ± 8.7	321.7 ± 10.5	330.6 ± 9.2	■	■
Non-Indigenous students							
At or above NMS	%		92.5 ± 0.9	93.0 ± 0.8	94.5 ± 0.7	△	■
Mean scale score	no.		403.9 ± 3.1	411.5 ± 3.5	418.9 ± 3.6	■	■
All students							
At or above NMS	%		91.5 ± 1.0	91.8 ± 0.9	93.4 ± 0.8	■	■
Mean scale score	no.		400.5 ± 3.3	407.3 ± 3.7	414.8 ± 3.7	■	■
<i>Year 5</i>							
Aboriginal and Torres Strait Islander students (c)							
At or above NMS	%		60.6 ± 5.9	65.6 ± 5.4	69.1 ± 4.2	■	■
Mean scale score	no.		405.9 ± 9.8	412.0 ± 9.7	414.3 ± 7.8	■	■
Non-Indigenous students							
At or above NMS	%		91.3 ± 1.0	92.9 ± 0.8	92.9 ± 0.8	■	■
Mean scale score	no.		481.0 ± 2.8	493.0 ± 3.1	491.5 ± 3.3	■	■
All students							
At or above NMS	%		89.9 ± 1.1	91.6 ± 0.9	91.7 ± 0.9	■	■
Mean scale score	no.		477.9 ± 3.0	489.6 ± 3.3	487.9 ± 3.5	■	■
<i>Year 7</i>							
Aboriginal and Torres Strait Islander students (c)							
At or above NMS	%		69.6 ± 5.9	80.3 ± 4.7	79.5 ± 4.9	△	■
Mean scale score	no.		464.9 ± 8.7	480.6 ± 8.3	481.7 ± 7.2	△	■
Non-Indigenous students							
At or above NMS	%		94.4 ± 0.7	95.8 ± 0.6	95.8 ± 0.6	■	■
Mean scale score	no.		536.4 ± 2.7	543.7 ± 2.7	544.1 ± 2.8	■	■
All students							
At or above NMS	%		93.4 ± 0.8	95.0 ± 0.7	95.0 ± 0.7	■	■
Mean scale score	no.		533.5 ± 2.9	541.1 ± 2.8	541.2 ± 2.9	■	■

Table 4A.45 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, South Australia (a), (b)

					<i>Nature of differences</i>	
		<i>2008</i>	<i>2014</i>	<i>2015</i>	<i>2008 to 2015</i>	<i>2014 to 2015</i>
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	62.5 ± 6.5	70.9 ± 4.3	75.0 ± 4.7	△	■
Mean scale score	no.	506.3 ± 10.1	516.7 ± 6.7	522.7 ± 7.1	△	■
Non-Indigenous students						
At or above NMS	%	93.5 ± 1.1	91.3 ± 1.5	92.5 ± 1.2	■	■
Mean scale score	no.	578.5 ± 4.6	575.5 ± 4.7	576.3 ± 4.6	■	■
All students						
At or above NMS	%	91.7 ± 1.8	90.3 ± 1.6	91.6 ± 1.3	■	■
Mean scale score	no.	574.9 ± 5.0	573.0 ± 5.0	574.0 ± 4.8	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.46 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Tasmania (a), (b)**

		2008	2014	2015	<i>Nature of differences</i>	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	88.4 ± 4.1	88.1 ± 3.5	87.7 ± 3.3	■	■
Mean scale score	no.	376.6 ± 9.4	375.6 ± 9.2	372.5 ± 8.7	■	■
Non-Indigenous students						
At or above NMS	%	93.0 ± 1.0	92.4 ± 1.1	93.4 ± 1.2	■	■
Mean scale score	no.	403.4 ± 5.2	418.2 ± 6.6	421.5 ± 6.1	△	■
All students						
At or above NMS	%	92.8 ± 1.0	92.1 ± 1.1	92.9 ± 1.2	■	■
Mean scale score	no.	401.2 ± 4.9	415.7 ± 6.8	418.5 ± 6.6	△	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	84.5 ± 4.5	82.0 ± 5.1	82.3 ± 4.1	■	■
Mean scale score	no.	456.6 ± 9.8	449.2 ± 9.7	447.9 ± 7.7	■	■
Non-Indigenous students						
At or above NMS	%	90.7 ± 1.3	92.0 ± 1.2	92.8 ± 1.1	■	■
Mean scale score	no.	480.1 ± 4.9	500.4 ± 6.0	496.0 ± 5.3	△	■
All students						
At or above NMS	%	89.7 ± 1.4	91.3 ± 1.3	92.1 ± 1.2	■	■
Mean scale score	no.	476.4 ± 4.9	497.9 ± 6.5	493.6 ± 6.1	△	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	89.0 ± 3.5	89.1 ± 3.7	89.3 ± 3.6	■	■
Mean scale score	no.	513.8 ± 8.3	508.4 ± 6.7	504.7 ± 6.2	■	■
Non-Indigenous students						
At or above NMS	%	94.4 ± 1.4	95.1 ± 1.2	95.2 ± 1.1	■	■
Mean scale score	no.	536.6 ± 7.5	545.4 ± 6.7	542.8 ± 6.8	■	■
All students						
At or above NMS	%	93.9 ± 1.5	94.7 ± 1.3	94.7 ± 1.2	■	■
Mean scale score	no.	534.2 ± 7.2	542.9 ± 6.8	540.4 ± 7.0	■	■

Table 4A.46 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Tasmania (a), (b)**

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	90.7 ± 3.7	82.5 ± 3.7	81.8 ± 4.4	▽	■
Mean scale score	no.	564.9 ± 9.4	539.7 ± 7.5	540.0 ± 7.9	▽	■
Non-Indigenous students						
At or above NMS	%	93.5 ± 1.4	91.4 ± 1.8	92.4 ± 1.5	■	■
Mean scale score	no.	580.9 ± 7.4	575.8 ± 7.1	576.4 ± 6.9	■	■
All students						
At or above NMS	%	93.0 ± 1.7	90.5 ± 1.8	91.4 ± 1.7	■	■
Mean scale score	no.	578.8 ± 7.3	573.4 ± 7.4	573.6 ± 7.1	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.47 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Australian Capital Territory (a), (b)

		2008	2014	2015	<i>Nature of differences</i>	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	84.9 ± 8.1	83.4 ± 6.7	85.2 ± 5.9	■	■
Mean scale score	no.	359.5 ± 17.6	359.1 ± 17.0	371.1 ± 14.2	■	■
Non-Indigenous students						
At or above NMS	%	94.8 ± 1.4	95.8 ± 1.1	95.5 ± 1.1	■	■
Mean scale score	no.	422.8 ± 5.7	440.6 ± 6.1	444.6 ± 6.3	△	■
All students						
At or above NMS	%	94.4 ± 1.5	95.4 ± 1.1	95.2 ± 1.2	■	■
Mean scale score	no.	421.0 ± 5.9	438.7 ± 6.3	442.7 ± 6.3	△	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	81.1 ± 8.0	83.1 ± 7.9	84.9 ± 7.5	■	■
Mean scale score	no.	441.9 ± 16.7	461.4 ± 15.2	455.6 ± 15.6	■	■
Non-Indigenous students						
At or above NMS	%	95.2 ± 1.1	96.1 ± 0.9	95.5 ± 1.3	■	■
Mean scale score	no.	504.9 ± 5.5	524.1 ± 6.0	522.3 ± 6.9	△	■
All students						
At or above NMS	%	94.8 ± 1.2	95.6 ± 1.0	95.2 ± 1.3	■	■
Mean scale score	no.	503.3 ± 5.6	522.0 ± 6.0	520.8 ± 6.9	△	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	94.3 ± 4.8	83.1 ± 9.4	88.3 ± 6.8	■	■
Mean scale score	no.	519.4 ± 16.5	516.2 ± 17.4	519.3 ± 12.3	■	■
Non-Indigenous students						
At or above NMS	%	96.4 ± 1.4	96.8 ± 1.4	97.0 ± 1.2	■	■
Mean scale score	no.	559.2 ± 10.2	568.9 ± 8.5	566.8 ± 8.2	■	■
All students						
At or above NMS	%	96.3 ± 1.4	96.5 ± 1.5	96.8 ± 1.2	■	■
Mean scale score	no.	558.2 ± 10.1	567.3 ± 8.7	566.1 ± 8.2	■	■

Table 4A.47 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Australian Capital Territory (a), (b)

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	84.2 ± 9.0	79.4 ± 8.3	86.6 ± 7.9	■	■
Mean scale score	no.	552.8 ± 17.7	540.3 ± 14.4	551.6 ± 13.9	■	■
Non-Indigenous students						
At or above NMS	%	96.9 ± 1.1	94.3 ± 1.8	94.2 ± 1.8	▽	■
Mean scale score	no.	603.1 ± 9.8	599.1 ± 8.5	599.5 ± 8.6	■	■
All students						
At or above NMS	%	96.6 ± 1.3	93.9 ± 1.9	94.0 ± 1.8	▽	■
Mean scale score	no.	601.9 ± 10.0	597.3 ± 8.6	598.7 ± 8.6	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.48 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Northern Territory (a), (b)

		2008	2014	2015	<i>Nature of differences</i>	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	30.4 ± 6.0	34.1 ± 6.6	42.5 ± 5.8	Δ	■
Mean scale score	no.	208.1 ± 19.5	226.1 ± 22.2	247.9 ± 14.7	Δ	■
Non-Indigenous students						
At or above NMS	%	88.2 ± 2.8	89.1 ± 3.5	92.4 ± 1.8	Δ	■
Mean scale score	no.	382.5 ± 8.1	401.6 ± 8.7	401.4 ± 9.2	Δ	■
All students						
At or above NMS	%	62.7 ± 6.5	67.0 ± 6.6	71.1 ± 5.7	■	■
Mean scale score	no.	306.6 ± 19.9	332.0 ± 21.8	336.6 ± 17.3	Δ	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	25.8 ± 5.7	32.0 ± 6.7	38.2 ± 6.8	Δ	■
Mean scale score	no.	307.3 ± 17.7	339.4 ± 16.4	349.5 ± 16.4	Δ	■
Non-Indigenous students						
At or above NMS	%	88.9 ± 2.5	92.3 ± 2.7	91.4 ± 2.6	■	■
Mean scale score	no.	474.5 ± 6.9	489.1 ± 6.7	487.9 ± 9.2	■	■
All students						
At or above NMS	%	62.5 ± 6.6	66.4 ± 7.0	67.7 ± 6.8	■	■
Mean scale score	no.	405.1 ± 18.0	425.5 ± 17.5	426.3 ± 18.1	■	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	32.4 ± 8.6	37.1 ± 8.7	44.7 ± 7.8	■	■
Mean scale score	no.	386.1 ± 17.6	401.2 ± 19.9	412.2 ± 15.6	Δ	■
Non-Indigenous students						
At or above NMS	%	93.5 ± 2.8	93.9 ± 2.8	94.4 ± 2.3	■	■
Mean scale score	no.	531.0 ± 10.8	535.5 ± 12.8	539.4 ± 10.1	■	■
All students						
At or above NMS	%	67.1 ± 9.4	69.1 ± 9.2	72.4 ± 8.4	■	■
Mean scale score	no.	468.4 ± 21.9	478.5 ± 22.6	483.4 ± 20.3	■	■

Table 4A.48 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Northern Territory (a), (b)

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	37.9 ± 9.6	33.7 ± 9.7	32.9 ± 8.3	■	■
Mean scale score	no.	446.5 ± 23.3	437.8 ± 22.9	448.7 ± 16.4	■	■
Non-Indigenous students						
At or above NMS	%	92.2 ± 2.3	90.9 ± 3.8	91.5 ± 3.3	■	■
Mean scale score	no.	578.1 ± 9.7	572.4 ± 12.0	572.7 ± 10.6	■	■
All students						
At or above NMS	%	69.9 ± 8.3	68.8 ± 9.1	66.2 ± 9.3	■	■
Mean scale score	no.	524.2 ± 21.6	521.7 ± 22.2	519.6 ± 19.5	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.49 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Australia (a), (b)**

		2008	2014	2015	<i>Nature of differences</i>	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	68.3 ± 2.0	74.7 ± 1.6	78.7 ± 1.3	Δ	■
Mean scale score	no.	313.7 ± 4.9	332.9 ± 4.0	343.4 ± 3.4	Δ	■
Non-Indigenous students						
At or above NMS	%	93.5 ± 0.2	94.7 ± 0.2	95.6 ± 0.2	Δ	■
Mean scale score	no.	405.0 ± 1.1	423.2 ± 1.0	430.7 ± 1.1	Δ	■
All students						
At or above NMS	%	92.1 ± 0.3	93.5 ± 0.2	94.6 ± 0.2	Δ	■
Mean scale score	no.	400.5 ± 1.2	418.3 ± 1.1	425.5 ± 1.1	Δ	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	63.4 ± 1.8	70.3 ± 1.6	73.6 ± 1.6	Δ	■
Mean scale score	no.	403.4 ± 4.1	422.1 ± 3.4	425.1 ± 3.3	Δ	■
Non-Indigenous students						
At or above NMS	%	92.6 ± 0.2	94.2 ± 0.2	94.5 ± 0.2	■	■
Mean scale score	no.	488.7 ± 1.0	505.0 ± 1.0	502.9 ± 1.0	■	■
All students						
At or above NMS	%	91.0 ± 0.3	92.9 ± 0.2	93.3 ± 0.2	■	■
Mean scale score	no.	484.4 ± 1.1	500.6 ± 1.0	498.5 ± 1.1	■	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	71.9 ± 2.0	77.1 ± 1.8	80.8 ± 1.7	Δ	■
Mean scale score	no.	466.5 ± 4.2	479.0 ± 3.7	484.0 ± 3.3	Δ	■
Non-Indigenous students						
At or above NMS	%	95.4 ± 0.2	95.9 ± 0.2	96.3 ± 0.2	■	■
Mean scale score	no.	540.2 ± 1.3	549.8 ± 1.4	549.6 ± 1.4	■	■
All students						
At or above NMS	%	94.2 ± 0.3	94.9 ± 0.3	95.4 ± 0.3	■	■
Mean scale score	no.	536.5 ± 1.4	546.1 ± 1.4	546.0 ± 1.5	■	■

Table 4A.49 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN reading, and nature of differences, 2008 and 2014 to 2015, Australia (a), (b)

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	70.7 ± 2.1	71.2 ± 1.6	71.7 ± 1.7	■	■
Mean scale score	no.	513.8 ± 4.6	517.4 ± 3.2	518.3 ± 3.0	■	■
Non-Indigenous students						
At or above NMS	%	94.2 ± 0.3	93.3 ± 0.3	93.6 ± 0.3	■	■
Mean scale score	no.	581.3 ± 1.5	583.9 ± 1.5	583.8 ± 1.5	■	■
All students						
At or above NMS	%	92.9 ± 0.4	92.1 ± 0.4	92.3 ± 0.3	■	■
Mean scale score	no.	578.0 ± 1.5	580.4 ± 1.5	580.2 ± 1.6	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.50

Table 4A.50 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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	<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	<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>
Aboriginal and Torres Strait Islander students									
Metropolitan	91.7 ± 1.2	90.2 ± 3.2	88.2 ± 1.8	83.8 ± 2.8	82.3 ± 4.2	90.5 ± 4.9	85.9 ± 8.0	..	88.6 ± 0.9
Provincial	88.1 ± 1.8	88.3 ± 3.1	87.0 ± 2.4	75.3 ± 5.7	77.5 ± 7.7	90.6 ± 3.8	np	74.0 ± 8.0	85.6 ± 1.3
Remote	82.5 ± 8.4	np	76.1 ± 11.0	66.5 ± 7.8	np	np	..	58.4 ± 10.2	69.3 ± 4.7
Very remote	86.4 ± 20.6	..	75.9 ± 9.7	52.9 ± 8.8	42.8 ± 19.5	np	..	25.8 ± 6.7	47.6 ± 6.6
Total	89.5 ± 1.2	89.2 ± 2.2	85.8 ± 1.9	72.2 ± 3.4	76.0 ± 4.4	90.5 ± 3.0	85.9 ± 7.6	43.2 ± 6.9	81.2 ± 1.4
Non-Indigenous students									
Metropolitan	97.1 ± 0.3	96.8 ± 0.4	96.3 ± 0.4	96.6 ± 0.4	95.1 ± 0.8	95.7 ± 1.2	96.1 ± 1.1	..	96.6 ± 0.2
Provincial	96.0 ± 0.5	96.5 ± 0.6	95.4 ± 0.6	95.7 ± 1.0	94.3 ± 1.3	96.2 ± 1.1	np	94.3 ± 2.0	95.8 ± 0.3
Remote	96.5 ± 2.8	96.8 ± 6.1	95.9 ± 1.5	95.1 ± 1.9	95.7 ± 2.2	98.2 ± 3.4	..	94.4 ± 3.3	95.5 ± 1.0
Very remote	100.0	..	95.2 ± 3.1	93.9 ± 3.1	95.8 ± 5.4	np	..	93.6 ± 6.3	94.8 ± 1.7
Total	96.8 ± 0.2	96.7 ± 0.3	96.0 ± 0.3	96.4 ± 0.4	94.9 ± 0.7	96.0 ± 0.8	96.1 ± 1.1	94.3 ± 1.7	96.4 ± 0.1
All students									
Metropolitan	96.8 ± 0.3	96.6 ± 0.4	95.7 ± 0.4	96.1 ± 0.5	94.6 ± 0.9	95.3 ± 1.3	95.9 ± 1.2	..	96.3 ± 0.2
Provincial	95.0 ± 0.5	96.1 ± 0.6	94.5 ± 0.6	93.5 ± 1.4	93.2 ± 1.5	95.6 ± 1.1	np	90.4 ± 3.1	94.8 ± 0.3
Remote	90.6 ± 4.6	96.9 ± 6.0	91.2 ± 3.7	87.8 ± 4.0	93.8 ± 2.7	97.0 ± 5.6	..	79.0 ± 8.4	88.6 ± 2.2
Very remote	93.0 ± 10.6	..	83.6 ± 6.3	70.5 ± 7.8	69.4 ± 16.3	np	..	33.5 ± 9.1	63.7 ± 5.8
Total	96.4 ± 0.2	96.5 ± 0.3	95.1 ± 0.4	94.6 ± 0.6	94.0 ± 0.8	95.4 ± 0.9	95.9 ± 1.2	72.5 ± 6.2	95.5 ± 0.2
Year 5									
Average age	<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 10 m</i>	<i>10 y 8 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
Years of schooling	<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>

TABLE 4A.50

Table 4A.50 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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									
Metropolitan	82.8 ± 2.0	83.0 ± 4.1	75.8 ± 2.5	70.9 ± 4.4	69.6 ± 6.1	80.1 ± 7.7	77.5 ± 7.4	..	77.9 ± 1.4
Provincial	76.4 ± 2.5	81.3 ± 3.8	77.6 ± 3.2	67.1 ± 6.6	58.5 ± 8.0	79.7 ± 6.1	np	62.0 ± 9.5	74.9 ± 1.7
Remote	53.0 ± 13.7	np	56.9 ± 11.9	52.8 ± 9.5	60.6 ± 23.3	np	..	41.8 ± 13.2	51.4 ± 5.8
Very remote	68.8 ± 15.7	..	45.5 ± 10.3	30.3 ± 7.0	22.7 ± 14.2	np	..	8.6 ± 3.1	25.5 ± 4.8
Total	78.5 ± 1.7	82.1 ± 2.7	71.9 ± 2.7	57.9 ± 4.1	61.1 ± 5.0	79.5 ± 4.6	76.4 ± 8.1	26.2 ± 5.9	68.2 ± 1.7
Non-Indigenous students									
Metropolitan	95.2 ± 0.4	95.3 ± 0.5	92.8 ± 0.7	94.3 ± 0.6	92.2 ± 1.1	92.6 ± 2.1	94.3 ± 1.5	..	94.4 ± 0.3
Provincial	92.4 ± 0.7	93.9 ± 0.8	91.0 ± 0.8	92.3 ± 1.3	88.5 ± 1.8	90.9 ± 1.5	np	86.7 ± 4.2	92.0 ± 0.4
Remote	92.3 ± 3.8	99.5 ± 3.1	91.8 ± 3.0	90.6 ± 2.5	89.6 ± 4.8	85.7 ± 13.7	..	87.3 ± 6.6	90.6 ± 1.9
Very remote	94.6 ± 7.3	..	90.6 ± 7.3	86.4 ± 5.8	87.8 ± 8.1	np	..	83.5 ± 10.8	88.4 ± 3.8
Total	94.6 ± 0.3	95.0 ± 0.4	92.3 ± 0.6	93.8 ± 0.5	91.2 ± 0.9	91.7 ± 1.3	94.3 ± 1.5	86.6 ± 3.3	93.8 ± 0.2
All students									
Metropolitan	94.7 ± 0.4	95.1 ± 0.5	91.8 ± 0.8	93.3 ± 0.7	91.3 ± 1.2	91.7 ± 2.2	93.8 ± 1.5	..	93.8 ± 0.3
Provincial	90.4 ± 0.9	93.5 ± 0.8	89.5 ± 0.9	89.9 ± 1.7	86.5 ± 2.1	90.0 ± 1.7	np	82.0 ± 5.2	90.3 ± 0.5
Remote	77.2 ± 9.6	99.5 ± 3.1	82.7 ± 5.9	81.5 ± 4.8	88.0 ± 5.3	81.8 ± 17.8	..	67.5 ± 12.6	80.5 ± 3.2
Very remote	81.6 ± 13.0	..	61.9 ± 10.0	52.9 ± 9.4	53.0 ± 19.7	np	..	15.3 ± 6.8	44.5 ± 6.1
Total	93.6 ± 0.4	94.7 ± 0.4	90.6 ± 0.6	91.1 ± 0.8	89.7 ± 1.1	90.7 ± 1.4	93.8 ± 1.5	59.6 ± 7.4	92.3 ± 0.3
Year 7									
Average age	12 y 7 m	12 y 9 m	12 y 5 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	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
Aboriginal and Torres Strait Islander students									
Metropolitan	69.7 ± 2.9	77.5 ± 3.9	64.9 ± 3.8	55.8 ± 6.1	67.9 ± 5.2	66.9 ± 9.9	73.8 ± 8.8	..	66.9 ± 2.0
Provincial	56.1 ± 3.6	66.5 ± 4.8	58.4 ± 4.6	49.1 ± 8.4	56.3 ± 9.4	70.8 ± 5.9	..	41.8 ± 11.3	57.1 ± 2.4

TABLE 4A.50

Table 4A.50 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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	44.4 ± 15.8	np	48.6 ± 12.9	39.2 ± 9.4	52.3 ± 17.8	np	..	27.4 ± 11.6	39.6 ± 7.2
Very remote	np	..	40.1 ± 10.3	21.6 ± 7.1	14.0 ± 12.7	np	..	3.4 ± 2.6	15.1 ± 5.2
Total	62.1 ± 2.6	71.7 ± 3.2	60.0 ± 2.8	44.6 ± 4.2	57.5 ± 5.3	69.3 ± 5.3	73.8 ± 8.8	16.2 ± 6.0	55.6 ± 1.9
Non-Indigenous students									
Metropolitan	90.6 ± 0.8	92.3 ± 0.8	88.3 ± 1.3	89.9 ± 1.4	90.4 ± 1.2	88.0 ± 3.6	90.9 ± 2.4	..	90.5 ± 0.5
Provincial	84.5 ± 1.3	87.8 ± 1.6	84.8 ± 1.4	86.0 ± 2.7	85.7 ± 2.0	85.1 ± 3.0	..	78.7 ± 4.5	85.5 ± 0.7
Remote	70.0 ± 8.0	86.9 ± 11.4	81.4 ± 6.0	86.5 ± 3.3	85.8 ± 4.8	np	..	83.2 ± 8.2	83.9 ± 2.5
Very remote	np	..	81.3 ± 6.2	82.0 ± 7.4	81.8 ± 10.7	np	..	78.5 ± 10.6	81.9 ± 3.8
Total	89.2 ± 0.7	91.3 ± 0.7	87.3 ± 1.0	89.2 ± 1.2	89.1 ± 1.0	86.5 ± 2.3	90.9 ± 2.4	79.6 ± 4.0	89.2 ± 0.4
All students									
Metropolitan	89.8 ± 0.9	92.1 ± 0.8	86.9 ± 1.4	88.7 ± 1.6	89.6 ± 1.3	86.5 ± 4.1	90.5 ± 2.5	..	89.6 ± 0.5
Provincial	81.2 ± 1.7	87.0 ± 1.7	81.8 ± 1.7	82.0 ± 4.1	84.0 ± 2.2	83.6 ± 3.0	..	71.8 ± 6.9	82.8 ± 0.9
Remote	57.8 ± 11.3	87.4 ± 11.1	71.1 ± 8.6	73.4 ± 6.4	83.9 ± 5.5	86.3 ± 4.7	..	59.5 ± 18.8	71.2 ± 4.7
Very remote	54.2 ± 20.4	..	56.8 ± 11.6	43.2 ± 12.1	42.0 ± 18.9	np	..	8.8 ± 7.4	32.9 ± 7.6
Total	87.7 ± 0.9	90.9 ± 0.7	85.1 ± 1.2	86.0 ± 1.6	87.6 ± 1.1	84.9 ± 2.5	90.5 ± 2.5	51.6 ± 9.8	87.3 ± 0.5
Year 9									
Average age	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	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
Aboriginal and Torres Strait Islander students									
Metropolitan	53.9 ± 3.1	63.1 ± 6.6	55.8 ± 4.0	50.1 ± 6.4	52.2 ± 7.2	52.2 ± 9.5	57.8 ± 10.7	..	54.6 ± 2.0
Provincial	45.0 ± 3.5	54.5 ± 5.7	48.4 ± 4.2	45.5 ± 8.0	40.0 ± 10.8	62.9 ± 6.6	..	30.4 ± 8.3	46.7 ± 2.4
Remote	28.8 ± 11.8	np	38.5 ± 15.9	32.7 ± 6.4	np	np	..	21.3 ± 11.0	30.3 ± 5.7
Very remote	np	..	28.0 ± 11.1	17.9 ± 8.9	np	np	..	3.2 ± 2.3	13.0 ± 3.9
Total	48.7 ± 2.3	58.4 ± 4.1	50.8 ± 2.9	40.6 ± 4.2	46.3 ± 6.1	58.9 ± 5.7	57.8 ± 10.7	13.7 ± 4.9	46.1 ± 1.7

TABLE 4A.50

Table 4A.50 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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									
Metropolitan	83.6 ± 1.3	87.3 ± 1.1	81.9 ± 1.7	87.2 ± 1.8	81.9 ± 2.9	81.1 ± 4.6	84.1 ± 3.4	..	84.5 ± 0.7
Provincial	73.5 ± 1.9	81.0 ± 1.9	75.0 ± 2.1	81.9 ± 3.2	74.7 ± 3.6	79.7 ± 2.8	..	68.0 ± 7.7	76.7 ± 1.1
Remote	63.6 ± 12.0	90.0 ± 10.6	71.3 ± 9.9	80.3 ± 4.6	71.5 ± 9.7	70.6 ± 4.5	..	72.7 ± 10.2	74.5 ± 4.0
Very remote	87.9 ± 21.6	..	69.3 ± 8.8	73.7 ± 7.9	71.3 ± 12.9	np	..	70.5 ± 11.4	72.7 ± 5.2
Total	81.4 ± 1.1	85.8 ± 1.0	80.0 ± 1.4	86.1 ± 1.6	79.9 ± 2.4	80.2 ± 2.6	84.1 ± 3.4	69.0 ± 6.2	82.6 ± 0.6
All students									
Metropolitan	82.6 ± 1.3	87.0 ± 1.1	80.4 ± 1.8	85.8 ± 2.0	80.8 ± 3.1	78.9 ± 5.3	83.5 ± 3.6	..	83.5 ± 0.7
Provincial	70.2 ± 2.2	80.0 ± 2.0	72.1 ± 2.3	78.2 ± 4.5	72.7 ± 4.1	78.1 ± 2.8	..	60.3 ± 8.4	73.9 ± 1.2
Remote	47.8 ± 13.4	90.0 ± 10.6	63.4 ± 12.1	65.8 ± 6.9	69.1 ± 11.3	70.3 ± 0.0	..	51.1 ± 17.3	62.1 ± 5.1
Very remote	63.9 ± 36.3	..	46.2 ± 13.7	38.4 ± 13.3	54.5 ± 12.1	np	..	7.3 ± 5.2	30.4 ± 7.2
Total	79.6 ± 1.2	85.3 ± 1.0	77.7 ± 1.5	83.0 ± 1.9	78.4 ± 2.6	78.4 ± 2.8	83.5 ± 3.6	45.2 ± 8.7	80.5 ± 0.7

Statistical difference of proportions at and above national minimum standard, all students, year 3

	<i>NSW</i>	<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>Proportion</i>	96.4 ± 0.2	96.5 ± 0.3	95.1 ± 0.4	94.6 ± 0.6	94.0 ± 0.8	95.4 ± 0.9	95.9 ± 1.2	72.5 ± 6.2	95.5 ± 0.2
Compared to									
<i>NSW</i>	96.4 ± 0.2	..	■	△	△	■	■	▲	■
<i>Vic</i>	96.5 ± 0.3	■	..	△	△	■	■	▲	■
<i>Qld</i>	95.1 ± 0.4	■	▽	..	■	■	■	▲	■
<i>WA</i>	94.6 ± 0.6	▽	▽	■	..	■	■	▲	■
<i>SA</i>	94.0 ± 0.8	▽	▽	■	■	..	▽	▲	■
<i>Tas</i>	95.4 ± 0.9	■	■	■	■	..	■	▲	■
<i>ACT</i>	95.9 ± 1.2	■	■	■	■	△	..	▲	■
<i>NT</i>	72.5 ± 6.2	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	95.5 ± 0.2	■	■	■	■	■	■	▲	..

TABLE 4A.50

Table 4A.50 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<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 5										
	<i>Proportion</i>	93.6 ± 0.4	94.7 ± 0.4	90.6 ± 0.6	91.1 ± 0.8	89.7 ± 1.1	90.7 ± 1.4	93.8 ± 1.5	59.6 ± 7.4	92.3 ± 0.3
	Compared to									
<i>NSW</i>	93.6 ± 0.4	..	■	△	△	△	△	■	▲	■
<i>Vic</i>	94.7 ± 0.4	■	..	△	△	△	△	■	▲	△
<i>Qld</i>	90.6 ± 0.6	▽	▽	..	■	■	■	▽	▲	■
<i>WA</i>	91.1 ± 0.8	▽	▽	■	..	■	■	▽	▲	■
<i>SA</i>	89.7 ± 1.1	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	90.7 ± 1.4	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	93.8 ± 1.5	■	■	△	△	△	△	..	▲	■
<i>NT</i>	59.6 ± 7.4	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	92.3 ± 0.3	■	▽	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	87.7 ± 0.9	90.9 ± 0.7	85.1 ± 1.2	86.0 ± 1.6	87.6 ± 1.1	84.9 ± 2.5	90.5 ± 2.5	51.6 ± 9.8	87.3 ± 0.5
	Compared to									
<i>NSW</i>	87.7 ± 0.9	..	▽	■	■	■	■	■	▲	■
<i>Vic</i>	90.9 ± 0.7	△	..	△	△	△	△	■	▲	△
<i>Qld</i>	85.1 ± 1.2	■	▽	..	■	■	■	▽	▲	■
<i>WA</i>	86.0 ± 1.6	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	87.6 ± 1.1	■	▽	■	■	..	■	■	▲	■
<i>Tas</i>	84.9 ± 2.5	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	90.5 ± 2.5	■	■	△	△	■	△	..	▲	△
<i>NT</i>	51.6 ± 9.8	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	87.3 ± 0.5	■	▽	■	■	■	■	▽	▲	..

TABLE 4A.50

Table 4A.50 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<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 9										
	<i>Proportion</i>	79.6 ± 1.2	85.3 ± 1.0	77.7 ± 1.5	83.0 ± 1.9	78.4 ± 2.6	78.4 ± 2.8	83.5 ± 3.6	45.2 ± 8.7	80.5 ± 0.7
	Compared to									
<i>NSW</i>	79.6 ± 1.2	..	▽	■	■	■	■	■	▲	■
<i>Vic</i>	85.3 ± 1.0	△	..	△	■	△	△	■	▲	△
<i>Qld</i>	77.7 ± 1.5	■	▽	..	▽	■	■	▽	▲	■
<i>WA</i>	83.0 ± 1.9	■	■	△	..	■	■	■	▲	■
<i>SA</i>	78.4 ± 2.6	■	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	78.4 ± 2.8	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	83.5 ± 3.6	■	■	△	■	△	△	..	▲	■
<i>NT</i>	45.2 ± 8.7	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	80.5 ± 0.7	■	▽	■	■	■	■	■	▲	..

▲ 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 (2015). 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.54. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2010 (narrative writing) and 2011-2014 (persuasive writing) were included in earlier Reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.50 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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) 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) 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.

(g) Insufficient students in an area of geographic classification are tabulated as not published.

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

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.51

Table 4A.51 **Proportion of students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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	98.2 ± 0.2	98.1 ± 0.3	98.2 ± 0.3	98.4 ± 0.3	97.6 ± 0.7	98.1 ± 0.7	97.5 ± 0.9	96.6 ± 1.7	98.1 ± 0.1
Advanced diploma/diploma	97.4 ± 0.3	97.1 ± 0.4	96.5 ± 0.5	96.7 ± 0.7	96.6 ± 0.8	98.2 ± 1.1	95.1 ± 2.3	92.4 ± 3.5	97.0 ± 0.2
Certificate I to IV (e)	95.9 ± 0.3	96.1 ± 0.5	95.2 ± 0.5	94.9 ± 0.7	94.1 ± 0.9	95.5 ± 1.2	94.6 ± 2.4	84.6 ± 4.6	95.4 ± 0.2
Year 12 or equivalent	95.6 ± 0.6	95.4 ± 0.7	93.8 ± 0.7	94.6 ± 1.1	93.4 ± 1.6	94.9 ± 2.4	95.1 ± 2.6	83.9 ± 6.8	94.7 ± 0.4
Year 11 or equivalent or below	90.3 ± 0.8	90.5 ± 1.1	87.2 ± 1.2	86.5 ± 1.7	85.9 ± 2.2	90.5 ± 2.2	89.2 ± 7.1	51.7 ± 7.5	88.2 ± 0.6
Not stated (f)	93.3 ± 1.3	93.6 ± 1.7	91.1 ± 1.3	87.0 ± 2.4	87.9 ± 2.9	94.1 ± 2.7	93.4 ± 3.6	47.6 ± 13.2	88.8 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.5 ± 0.2	98.6 ± 0.2	98.2 ± 0.3	98.4 ± 0.3	98.0 ± 0.5	98.1 ± 0.8	97.3 ± 1.0	95.4 ± 2.3	98.4 ± 0.1
Other business managers and associate professionals	98.0 ± 0.2	98.0 ± 0.3	97.8 ± 0.3	97.6 ± 0.5	96.9 ± 0.7	98.6 ± 0.8	96.7 ± 1.5	93.4 ± 3.2	97.8 ± 0.1
Tradespeople, clerks, skilled office, sales and service staff	96.8 ± 0.3	97.3 ± 0.4	95.9 ± 0.4	96.0 ± 0.7	95.7 ± 0.9	97.0 ± 1.1	96.5 ± 1.5	89.0 ± 3.2	96.5 ± 0.2
Machine operators, hospitality staff, assistants, labourers	95.1 ± 0.5	95.2 ± 0.6	92.6 ± 0.7	93.1 ± 1.0	93.1 ± 1.2	94.2 ± 1.7	90.2 ± 4.8	73.8 ± 7.5	94.1 ± 0.3
Not in paid work in previous 12 months	89.3 ± 0.9	89.7 ± 1.1	87.1 ± 1.6	85.8 ± 2.2	87.1 ± 2.3	87.8 ± 3.0	87.5 ± 6.7	46.8 ± 8.1	88.0 ± 0.6
Not stated (h)	93.5 ± 0.9	92.6 ± 1.9	91.4 ± 1.0	88.7 ± 1.7	87.6 ± 2.1	93.1 ± 2.3	93.9 ± 2.6	48.2 ± 12.3	89.7 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	97.6 ± 0.2	97.4 ± 0.3	96.8 ± 0.4	97.0 ± 0.5	97.0 ± 0.5	98.0 ± 0.9	96.8 ± 1.2	91.3 ± 3.4	97.3 ± 0.2
Advanced diploma/diploma	95.3 ± 0.5	95.8 ± 0.5	93.4 ± 0.7	94.6 ± 0.8	93.6 ± 1.5	94.8 ± 2.2	93.9 ± 2.4	83.3 ± 5.8	94.7 ± 0.3
Certificate I to IV (e)	92.2 ± 0.5	93.6 ± 0.6	89.8 ± 0.8	91.7 ± 0.9	89.3 ± 1.2	90.7 ± 1.6	91.4 ± 3.2	72.0 ± 6.2	91.5 ± 0.4

TABLE 4A.51

Table 4A.51 **Proportion of students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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	92.5 ± 0.8	93.4 ± 0.9	88.2 ± 1.2	89.9 ± 1.4	88.9 ± 1.9	86.6 ± 4.6	90.6 ± 3.2	74.5 ± 8.9	90.8 ± 0.5
Year 11 or equivalent or below	82.0 ± 1.1	86.5 ± 1.3	77.7 ± 2.0	78.8 ± 2.1	74.4 ± 2.7	80.6 ± 3.3	84.5 ± 9.9	37.3 ± 8.6	80.4 ± 0.8
Not stated (f)	90.6 ± 1.6	93.0 ± 1.7	84.2 ± 1.7	81.9 ± 3.0	81.9 ± 3.1	88.4 ± 4.0	89.2 ± 4.0	35.5 ± 14.3	83.6 ± 1.4
Parental occupation (g)									
Senior management and qualified professionals	97.7 ± 0.3	98.0 ± 0.3	96.7 ± 0.4	97.1 ± 0.5	96.4 ± 0.7	97.2 ± 1.0	97.2 ± 1.2	88.8 ± 4.1	97.3 ± 0.2
Other business managers and associate professionals	96.6 ± 0.4	97.0 ± 0.3	94.9 ± 0.5	95.5 ± 0.7	95.0 ± 0.9	94.8 ± 1.7	96.0 ± 1.4	86.4 ± 4.7	96.0 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.0 ± 0.4	95.7 ± 0.4	91.3 ± 0.7	93.0 ± 0.9	92.4 ± 1.2	93.3 ± 1.7	92.8 ± 2.7	75.1 ± 5.8	93.4 ± 0.3
Machine operators, hospitality staff, assistants, labourers	90.2 ± 0.7	92.2 ± 0.8	85.7 ± 1.3	87.5 ± 1.5	87.1 ± 1.7	86.8 ± 2.9	84.8 ± 7.9	53.7 ± 10.6	89.0 ± 0.6
Not in paid work in previous 12 months	82.1 ± 1.2	85.4 ± 1.3	76.9 ± 2.0	77.2 ± 2.9	77.7 ± 3.3	76.6 ± 4.6	84.1 ± 6.4	29.5 ± 8.4	81.0 ± 0.8
Not stated (h)	89.4 ± 1.3	91.9 ± 1.8	83.9 ± 1.4	83.9 ± 2.2	79.4 ± 2.6	87.0 ± 3.7	89.2 ± 3.7	37.0 ± 13.6	83.7 ± 1.0
Year 7									
Parental education (d)									
Bachelor degree or above	95.5 ± 0.4	96.2 ± 0.5	94.3 ± 0.7	94.9 ± 0.9	95.7 ± 0.8	95.5 ± 1.6	95.2 ± 1.3	82.2 ± 5.5	95.3 ± 0.3
Advanced diploma/diploma	90.6 ± 0.8	92.2 ± 0.8	87.9 ± 1.1	89.9 ± 1.4	91.2 ± 1.4	90.2 ± 3.2	89.4 ± 3.6	78.5 ± 6.3	90.3 ± 0.4
Certificate I to IV (e)	83.7 ± 1.0	88.2 ± 0.9	83.1 ± 1.2	85.0 ± 1.6	87.0 ± 1.4	84.4 ± 2.3	85.0 ± 4.0	65.5 ± 6.5	84.9 ± 0.5
Year 12 or equivalent	84.8 ± 1.5	88.4 ± 1.4	81.7 ± 1.6	83.5 ± 2.2	87.7 ± 2.0	83.0 ± 5.3	88.5 ± 5.3	66.7 ± 12.5	85.0 ± 0.8
Year 11 or equivalent or below	69.0 ± 1.8	77.6 ± 1.9	68.4 ± 2.1	67.9 ± 3.2	74.1 ± 2.6	72.2 ± 3.8	78.3 ± 16.7	29.6 ± 9.7	70.8 ± 1.0
Not stated (f)	86.4 ± 2.5	92.6 ± 1.7	78.8 ± 2.8	77.1 ± 5.8	80.2 ± 3.3	81.9 ± 7.0	84.0 ± 6.5	31.4 ± 18.5	79.8 ± 1.9
Parental occupation (g)									

TABLE 4A.51

Table 4A.51 **Proportion of students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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	95.5 ± 0.4	97.0 ± 0.4	94.1 ± 0.8	94.5 ± 1.0	95.5 ± 0.8	95.0 ± 2.0	94.6 ± 1.7	82.7 ± 5.9	95.3 ± 0.3
Other business managers and associate professionals	92.6 ± 0.7	94.3 ± 0.6	90.7 ± 0.9	91.4 ± 1.2	92.9 ± 1.0	90.2 ± 2.4	92.3 ± 2.7	75.4 ± 6.8	92.4 ± 0.4
Tradespeople, clerks, skilled office, sales and service staff	87.0 ± 0.9	91.2 ± 0.8	85.5 ± 1.1	86.7 ± 1.6	89.9 ± 1.5	87.8 ± 2.4	87.9 ± 4.5	70.5 ± 6.1	87.7 ± 0.5
Machine operators, hospitality staff, assistants, labourers	80.2 ± 1.3	85.5 ± 1.1	76.5 ± 1.6	79.0 ± 2.2	83.6 ± 2.0	80.6 ± 3.9	81.2 ± 8.2	48.7 ± 11.7	80.9 ± 0.7
Not in paid work in previous 12 months	67.7 ± 1.9	74.9 ± 1.9	64.5 ± 2.8	63.7 ± 4.2	74.0 ± 3.1	67.6 ± 5.2	75.1 ± 8.6	26.4 ± 10.0	69.2 ± 1.2
Not stated (h)	84.1 ± 2.1	92.1 ± 1.6	76.8 ± 2.2	75.3 ± 5.1	78.6 ± 2.7	78.9 ± 5.4	85.6 ± 5.0	31.3 ± 17.5	78.2 ± 1.5
Year 9									
Parental education (d)									
Bachelor degree or above	92.1 ± 0.7	93.9 ± 0.6	90.7 ± 1.0	93.6 ± 1.1	90.7 ± 1.5	91.7 ± 2.2	91.2 ± 2.0	75.9 ± 5.9	92.3 ± 0.4
Advanced diploma/diploma	83.7 ± 1.1	87.0 ± 1.0	81.9 ± 1.3	87.5 ± 1.6	84.6 ± 2.5	85.7 ± 3.0	83.5 ± 3.5	67.8 ± 8.2	84.6 ± 0.6
Certificate I to IV (e)	73.7 ± 1.3	81.5 ± 1.2	74.2 ± 1.5	81.6 ± 1.8	75.7 ± 2.5	77.6 ± 2.4	74.8 ± 5.7	58.2 ± 6.6	76.5 ± 0.7
Year 12 or equivalent	76.0 ± 1.9	83.3 ± 1.6	73.8 ± 2.1	81.3 ± 2.9	75.5 ± 3.6	72.1 ± 5.8	72.5 ± 6.6	52.2 ± 12.7	77.7 ± 1.0
Year 11 or equivalent or below	57.1 ± 2.0	69.3 ± 2.0	57.6 ± 2.2	63.8 ± 3.6	60.5 ± 3.8	65.0 ± 4.4	73.5 ± 13.6	30.1 ± 7.2	61.4 ± 1.1
Not stated (f)	75.1 ± 2.8	84.9 ± 2.9	69.5 ± 3.3	73.4 ± 5.6	71.0 ± 5.3	74.7 ± 7.8	74.2 ± 7.1	28.2 ± 16.1	71.7 ± 2.0
Parental occupation (g)									
Senior management and qualified professionals	91.7 ± 0.8	94.7 ± 0.6	90.8 ± 1.1	93.2 ± 1.1	90.9 ± 1.6	91.9 ± 2.3	90.8 ± 2.3	72.3 ± 7.7	92.2 ± 0.4
Other business managers and associate professionals	86.2 ± 0.9	90.4 ± 0.9	84.0 ± 1.2	89.1 ± 1.3	85.8 ± 2.2	86.4 ± 2.5	85.8 ± 3.4	69.4 ± 8.0	87.0 ± 0.5

TABLE 4A.51

Table 4A.51 **Proportion of students who achieved at or above the national minimum standard for NAPLAN persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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	77.7 ± 1.2	85.3 ± 1.0	76.5 ± 1.4	83.0 ± 1.9	79.1 ± 2.3	79.5 ± 2.7	79.0 ± 6.7	59.4 ± 7.5	79.9 ± 0.7
Machine operators, hospitality staff, assistants, labourers	69.2 ± 1.7	77.8 ± 1.4	66.4 ± 1.8	73.8 ± 2.8	72.8 ± 2.9	70.6 ± 3.5	72.4 ± 7.5	39.0 ± 8.8	71.6 ± 0.9
Not in paid work in previous 12 months	55.6 ± 2.3	66.2 ± 2.2	55.3 ± 2.9	58.4 ± 4.4	58.3 ± 4.8	58.0 ± 5.7	68.6 ± 11.6	21.4 ± 8.9	59.3 ± 1.3
Not stated (h)	73.1 ± 2.5	83.8 ± 3.1	67.4 ± 2.7	72.1 ± 4.7	64.0 ± 4.7	73.0 ± 6.8	73.3 ± 7.7	29.2 ± 15.3	69.3 ± 1.7

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (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.54. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2010 (narrative writing) and 2011-2014 (persuasive 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 (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.52

Table 4A.52 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2015 (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	380.8 ± 3.5	395.7 ± 6.4	363.8 ± 4.8	349.4 ± 7.3	343.8 ± 9.5	374.1 ± 13.4	368.3 ± 14.3	..	369.3 ± 2.6
Provincial	363.8 ± 4.6	380.2 ± 6.6	362.9 ± 6.5	320.0 ± 12.7	325.7 ± 16.4	376.4 ± 10.0	np	324.0 ± 17.6	358.1 ± 3.5
Remote	335.8 ± 14.6	np	328.9 ± 22.8	300.4 ± 18.3	np	np	..	278.6 ± 25.5	307.6 ± 11.3
Very remote	349.7 ± 52.4	..	323.9 ± 20.3	266.1 ± 20.6	252.8 ± 34.7	np	..	194.0 ± 19.7	251.8 ± 16.7
Total	370.5 ± 3.0	387.6 ± 4.6	357.3 ± 4.4	316.1 ± 8.4	326.8 ± 9.5	375.1 ± 7.9	367.9 ± 13.8	239.3 ± 18.7	346.3 ± 3.9
Non-Indigenous students									
Metropolitan	430.9 ± 1.7	436.1 ± 1.7	414.4 ± 2.5	419.9 ± 2.7	406.3 ± 3.8	413.5 ± 7.0	421.3 ± 5.3	..	425.7 ± 1.0
Provincial	406.7 ± 2.2	417.5 ± 2.3	400.9 ± 2.9	399.5 ± 4.8	391.5 ± 4.6	408.2 ± 6.2	np	395.0 ± 10.1	406.3 ± 1.3
Remote	404.5 ± 15.4	416.0 ± 31.6	399.6 ± 7.2	397.5 ± 7.7	394.2 ± 8.7	406.4 ± 13.6	..	387.6 ± 14.9	397.4 ± 4.2
Very remote	416.1 ± 12.4	..	395.7 ± 13.4	392.6 ± 12.7	394.2 ± 17.8	np	..	372.8 ± 19.6	392.6 ± 7.7
Total	425.7 ± 1.5	431.7 ± 1.4	410.5 ± 2.0	415.4 ± 2.4	402.5 ± 3.1	410.5 ± 4.6	421.3 ± 5.3	392.4 ± 8.3	420.8 ± 0.9
All students									
Metropolitan	429.2 ± 1.7	435.6 ± 1.7	411.1 ± 2.6	417.0 ± 2.8	404.1 ± 3.9	410.3 ± 7.3	419.8 ± 5.3	..	423.6 ± 1.1
Provincial	401.2 ± 2.4	416.2 ± 2.4	396.2 ± 3.0	391.3 ± 5.9	387.2 ± 5.1	405.6 ± 6.1	np	381.6 ± 11.5	401.6 ± 1.4
Remote	376.0 ± 17.2	415.5 ± 30.8	382.9 ± 11.2	372.5 ± 12.5	389.5 ± 9.6	400.3 ± 16.2	..	341.7 ± 25.6	373.9 ± 7.1
Very remote	380.2 ± 29.7	..	353.5 ± 16.7	320.7 ± 22.9	322.0 ± 36.9	np	..	214.4 ± 25.3	300.0 ± 16.3
Total	422.5 ± 1.6	431.0 ± 1.5	405.8 ± 2.1	408.1 ± 2.8	398.9 ± 3.2	407.6 ± 4.7	419.7 ± 5.3	327.5 ± 18.6	416.3 ± 1.0
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	440.0 ± 3.8	453.4 ± 7.1	425.4 ± 5.0	411.8 ± 6.0	409.7 ± 9.7	430.5 ± 13.0	430.5 ± 13.2	..	430.0 ± 2.6
Provincial	422.7 ± 4.6	441.2 ± 5.7	429.1 ± 6.0	399.8 ± 11.2	386.7 ± 14.9	431.5 ± 11.9	np	391.9 ± 19.9	421.2 ± 3.2
Remote	390.0 ± 22.8	np	388.8 ± 21.9	366.8 ± 19.2	390.2 ± 24.9	np	..	345.0 ± 29.6	370.9 ± 12.1

TABLE 4A.52

Table 4A.52 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2015 (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	402.8 ± 28.5	..	366.7 ± 19.1	321.5 ± 17.8	289.2 ± 56.0	np	..	253.9 ± 17.7	304.7 ± 15.6
Total	429.6 ± 3.1	446.8 ± 4.4	417.9 ± 5.1	381.2 ± 8.1	389.7 ± 11.1	430.2 ± 9.0	428.7 ± 13.2	299.7 ± 18.9	406.2 ± 4.2
Non-Indigenous students									
Metropolitan	491.4 ± 1.7	495.9 ± 1.5	479.0 ± 2.5	482.3 ± 2.5	471.7 ± 3.4	476.7 ± 7.0	487.1 ± 5.5	..	487.5 ± 1.0
Provincial	467.7 ± 2.1	476.1 ± 2.0	465.2 ± 2.6	466.5 ± 3.7	453.6 ± 4.6	467.6 ± 5.2	np	456.2 ± 11.6	467.9 ± 1.2
Remote	459.6 ± 11.5	477.5 ± 17.6	464.0 ± 7.2	457.7 ± 7.9	451.1 ± 13.5	450.3 ± 18.3	..	457.9 ± 17.7	458.5 ± 4.7
Very remote	470.5 ± 27.1	..	464.4 ± 16.3	451.2 ± 15.4	465.1 ± 29.4	np	..	448.8 ± 26.2	458.5 ± 9.4
Total	486.2 ± 1.5	491.4 ± 1.3	475.1 ± 1.9	478.4 ± 2.2	466.8 ± 2.9	471.6 ± 4.2	487.1 ± 5.5	456.2 ± 9.5	482.6 ± 0.8
All students									
Metropolitan	489.7 ± 1.7	495.5 ± 1.5	475.8 ± 2.6	479.1 ± 2.7	469.6 ± 3.6	473.4 ± 7.2	485.6 ± 5.6	..	485.5 ± 1.0
Provincial	462.1 ± 2.4	474.9 ± 2.0	460.9 ± 2.7	460.0 ± 4.6	449.0 ± 5.0	464.9 ± 5.3	np	444.1 ± 13.1	463.4 ± 1.3
Remote	433.2 ± 17.6	477.5 ± 17.6	444.2 ± 13.0	436.2 ± 12.4	448.3 ± 13.7	440.8 ± 27.8	..	408.8 ± 30.3	436.1 ± 7.4
Very remote	436.1 ± 27.9	..	401.7 ± 20.4	373.8 ± 22.6	372.8 ± 58.7	np	..	271.5 ± 23.8	351.2 ± 17.0
Total	483.0 ± 1.6	490.7 ± 1.3	470.2 ± 2.1	471.1 ± 2.6	463.2 ± 3.1	468.5 ± 4.3	485.5 ± 5.6	386.2 ± 20.4	478.1 ± 0.9
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	462.4 ± 5.3	478.7 ± 7.1	452.7 ± 8.2	434.6 ± 10.7	456.4 ± 11.1	459.7 ± 16.1	472.9 ± 15.5	..	456.8 ± 3.9
Provincial	433.5 ± 6.6	457.6 ± 8.6	439.3 ± 9.0	421.0 ± 15.9	428.7 ± 21.5	458.9 ± 9.4	..	402.0 ± 26.6	435.8 ± 4.8
Remote	390.8 ± 46.9	np	417.7 ± 28.9	387.9 ± 20.7	433.4 ± 26.7	np	..	351.3 ± 40.0	387.4 ± 18.0
Very remote	np	..	400.2 ± 29.7	356.8 ± 18.9	294.7 ± 42.8	np	..	259.4 ± 21.6	311.0 ± 23.9
Total	445.8 ± 4.7	467.6 ± 6.0	442.6 ± 6.2	407.9 ± 8.7	427.8 ± 14.0	459.3 ± 8.6	472.9 ± 15.5	306.4 ± 27.2	427.8 ± 5.6
Non-Indigenous students									
Metropolitan	520.9 ± 3.3	529.0 ± 3.0	515.2 ± 4.3	517.2 ± 5.4	519.4 ± 4.0	510.5 ± 12.1	522.8 ± 8.8	..	521.3 ± 1.7
Provincial	493.1 ± 3.4	504.7 ± 3.9	496.8 ± 3.8	498.4 ± 7.1	498.5 ± 5.2	501.6 ± 8.7	..	487.5 ± 12.4	498.0 ± 1.9

TABLE 4A.52

Table 4A.52 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2015 (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	459.4 ± 13.8	498.1 ± 24.3	485.3 ± 13.0	497.7 ± 8.1	495.8 ± 12.0	np	..	500.5 ± 19.3	493.1 ± 6.4
Very remote	np	..	489.7 ± 15.4	487.5 ± 23.6	488.8 ± 28.6	np	..	481.9 ± 23.3	489.0 ± 10.6
Total	514.7 ± 2.8	523.4 ± 2.6	510.0 ± 3.4	513.5 ± 4.7	513.6 ± 3.4	505.8 ± 7.2	522.8 ± 8.8	489.8 ± 10.9	515.6 ± 1.5
All students									
Metropolitan	519.1 ± 3.4	528.4 ± 3.0	511.6 ± 4.6	514.1 ± 5.7	517.2 ± 4.1	507.5 ± 13.2	521.9 ± 8.8	..	519.2 ± 1.8
Provincial	486.1 ± 4.0	503.0 ± 4.0	490.3 ± 4.1	489.9 ± 9.6	494.5 ± 5.7	497.0 ± 8.6	..	471.8 ± 15.7	492.1 ± 2.2
Remote	426.7 ± 30.8	497.5 ± 24.0	464.4 ± 16.6	467.3 ± 14.8	491.8 ± 12.8	500.9 ± 7.1	..	437.7 ± 50.1	463.0 ± 11.2
Very remote	426.6 ± 42.3	..	436.1 ± 28.6	403.7 ± 28.5	373.9 ± 58.1	np	..	275.5 ± 30.9	358.5 ± 26.2
Total	511.1 ± 2.9	522.5 ± 2.6	504.6 ± 3.6	506.0 ± 5.2	509.5 ± 3.6	501.7 ± 7.6	521.9 ± 8.8	409.1 ± 30.5	510.6 ± 1.6
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	480.6 ± 6.5	506.9 ± 13.7	486.0 ± 8.3	474.0 ± 12.5	475.9 ± 14.4	485.3 ± 16.6	496.0 ± 22.3	..	483.6 ± 4.2
Provincial	461.6 ± 7.2	491.8 ± 8.3	467.7 ± 9.2	462.9 ± 18.6	450.6 ± 25.0	502.0 ± 12.0	..	414.2 ± 34.5	465.1 ± 5.4
Remote	411.8 ± 44.4	np	442.6 ± 29.1	426.4 ± 18.9	np	np	..	387.5 ± 43.2	418.3 ± 18.1
Very remote	np	..	427.5 ± 19.9	375.0 ± 25.7	np	np	..	280.7 ± 24.5	337.8 ± 23.9
Total	468.9 ± 5.1	498.9 ± 7.8	474.3 ± 6.1	446.4 ± 10.6	463.9 ± 12.6	495.8 ± 10.3	496.0 ± 22.3	333.9 ± 26.8	458.2 ± 5.2
Non-Indigenous students									
Metropolitan	556.0 ± 4.0	567.1 ± 3.7	549.1 ± 4.9	565.5 ± 6.1	551.4 ± 7.9	545.4 ± 13.0	560.4 ± 10.2	..	558.3 ± 2.1
Provincial	523.3 ± 4.3	542.0 ± 5.0	527.6 ± 4.9	543.0 ± 8.0	525.2 ± 8.3	537.7 ± 7.5	..	515.0 ± 18.9	531.2 ± 2.5
Remote	505.4 ± 16.9	568.4 ± 14.8	520.9 ± 18.9	539.3 ± 10.5	520.3 ± 18.2	522.0 ± 11.4	..	531.0 ± 27.7	528.6 ± 8.6
Very remote	554.0 ± 39.7	..	514.0 ± 15.9	522.6 ± 12.5	522.3 ± 19.8	np	..	524.7 ± 20.4	521.7 ± 9.2
Total	548.7 ± 3.4	561.2 ± 3.2	543.0 ± 4.0	561.0 ± 5.3	544.5 ± 6.4	541.1 ± 7.1	560.4 ± 10.2	518.4 ± 16.1	551.6 ± 1.8
All students									
Metropolitan	553.4 ± 4.1	566.5 ± 3.8	545.3 ± 5.1	561.9 ± 6.5	549.0 ± 8.3	541.8 ± 14.1	559.0 ± 10.3	..	555.6 ± 2.2

TABLE 4A.52

Table 4A.52 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2015 (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	516.3 ± 4.7	540.3 ± 5.1	520.9 ± 5.1	534.7 ± 10.6	520.9 ± 9.6	534.5 ± 7.5	..	495.1 ± 21.7	525.2 ± 2.8
Remote	463.0 ± 34.3	568.4 ± 14.8	500.9 ± 23.9	505.1 ± 16.0	515.2 ± 20.7	519.8 ± 10.0	..	473.1 ± 50.5	497.8 ± 12.5
Very remote	487.6 ± 87.9	..	464.1 ± 26.7	430.1 ± 35.9	481.4 ± 26.7	np	..	295.2 ± 29.7	391.4 ± 27.6
Total	544.5 ± 3.5	560.2 ± 3.3	537.6 ± 4.1	553.0 ± 5.9	541.0 ± 6.8	537.6 ± 7.5	559.0 ± 10.3	439.8 ± 29.8	546.5 ± 1.9

Statistical difference of mean scale scores, all students, year 3

	<i>NSW</i>	<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>Proportion</i>	422.5 ± 1.6	431.0 ± 1.5	405.8 ± 2.1	408.1 ± 2.8	398.9 ± 3.2	407.6 ± 4.7	419.7 ± 5.3	327.5 ± 18.6	416.3 ± 1.0	
Compared to										
<i>NSW</i>	422.5 ± 1.6	..	■	△	△	△	△	■	▲	■
<i>Vic</i>	431.0 ± 1.5	■	..	△	△	▲	△	△	▲	△
<i>Qld</i>	405.8 ± 2.1	▽	▽	..	■	■	■	▽	▲	■
<i>WA</i>	408.1 ± 2.8	▽	▽	■	..	■	■	■	▲	■
<i>SA</i>	398.9 ± 3.2	▽	▼	■	■	..	■	▽	▲	▽
<i>Tas</i>	407.6 ± 4.7	▽	▽	■	■	■	..	■	▲	■
<i>ACT</i>	419.7 ± 5.3	■	▽	△	■	△	■	..	▲	■
<i>NT</i>	327.5 ± 18.6	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	416.3 ± 1.0	■	▽	■	■	△	■	■	▲	..

TABLE 4A.52

Table 4A.52 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2015 (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>
Statistical difference of mean scale scores, all students, year 5										
	<i>Proportion</i>	483.0 ± 1.6	490.7 ± 1.3	470.2 ± 2.1	471.1 ± 2.6	463.2 ± 3.1	468.5 ± 4.3	485.5 ± 5.6	386.2 ± 20.4	478.1 ± 0.9
	Compared to									
<i>NSW</i>	483.0 ± 1.6	..	■	△	■	△	△	■	▲	■
<i>Vic</i>	490.7 ± 1.3	■	..	△	△	△	△	■	▲	△
<i>Qld</i>	470.2 ± 2.1	▽	▽	..	■	■	■	▽	▲	■
<i>WA</i>	471.1 ± 2.6	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	463.2 ± 3.1	▽	▽	■	■	..	■	▽	▲	▽
<i>Tas</i>	468.5 ± 4.3	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	485.5 ± 5.6	■	■	△	△	△	△	..	▲	■
<i>NT</i>	386.2 ± 20.4	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	478.1 ± 0.9	■	▽	■	■	△	■	■	▲	..
Statistical difference of mean scale scores, all students, year 7										
	<i>Proportion</i>	511.1 ± 2.9	522.5 ± 2.6	504.6 ± 3.6	506.0 ± 5.2	509.5 ± 3.6	501.7 ± 7.6	521.9 ± 8.8	409.1 ± 30.5	510.6 ± 1.6
	Compared to									
<i>NSW</i>	511.1 ± 2.9	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	522.5 ± 2.6	■	..	△	△	■	△	■	▲	■
<i>Qld</i>	504.6 ± 3.6	■	▽	..	■	■	■	▽	▲	■
<i>WA</i>	506.0 ± 5.2	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	509.5 ± 3.6	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	501.7 ± 7.6	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	521.9 ± 8.8	■	■	△	△	■	△	..	▲	■
<i>NT</i>	409.1 ± 30.5	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	510.6 ± 1.6	■	■	■	■	■	■	■	▲	..

Table 4A.52 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2015 (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>
Statistical difference of mean scale scores, all students, year 9										
	<i>Proportion</i>	544.5 ± 3.5	560.2 ± 3.3	537.6 ± 4.1	553.0 ± 5.9	541.0 ± 6.8	537.6 ± 7.5	559.0 ± 10.3	439.8 ± 29.8	546.5 ± 1.9
	Compared to									
<i>NSW</i>	544.5 ± 3.5	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	560.2 ± 3.3	■	..	△	■	△	△	■	▲	■
<i>Qld</i>	537.6 ± 4.1	■	▽	..	■	■	■	▽	▲	■
<i>WA</i>	553.0 ± 5.9	■	■	■	..	■	■	■	▲	■
<i>SA</i>	541.0 ± 6.8	■	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	537.6 ± 7.5	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	559.0 ± 10.3	■	■	△	■	△	△	..	▲	■
<i>NT</i>	439.8 ± 29.8	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	546.5 ± 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) 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 (2015). 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.54. 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.

Table 4A.52 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2015 (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>
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(f) Data for years 2008-2010 (narrative writing) and 2011-2014 (persuasive writing) were included in earlier Reports.

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

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.53

Table 4A.53 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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	446.9 ± 1.4	448.4 ± 1.4	435.0 ± 1.9	437.7 ± 2.2	426.4 ± 3.1	435.7 ± 5.1	433.0 ± 4.4	406.7 ± 8.4	442.2 ± 0.8
Advanced diploma/diploma	423.3 ± 1.6	427.6 ± 1.7	408.7 ± 2.1	413.4 ± 2.7	404.9 ± 3.7	421.4 ± 6.5	408.6 ± 7.8	378.1 ± 10.9	418.7 ± 0.9
Certificate I to IV (e)	405.3 ± 1.4	416.7 ± 1.6	395.2 ± 1.9	397.8 ± 2.6	387.6 ± 3.2	400.6 ± 4.5	398.5 ± 8.2	357.0 ± 11.1	402.8 ± 0.9
Year 12 or equivalent	409.4 ± 2.3	422.1 ± 2.4	391.4 ± 2.6	398.1 ± 3.4	390.8 ± 4.8	394.3 ± 7.7	406.0 ± 9.1	353.1 ± 17.8	404.4 ± 1.3
Year 11 or equivalent or below	377.9 ± 2.4	397.7 ± 2.6	361.2 ± 3.2	360.5 ± 4.6	358.1 ± 5.2	371.2 ± 6.0	400.3 ± 43.8	262.0 ± 16.6	373.0 ± 1.7
Not stated (f)	412.3 ± 7.7	429.7 ± 6.6	388.3 ± 4.8	379.0 ± 8.0	379.9 ± 6.6	410.4 ± 8.4	408.7 ± 9.2	258.9 ± 43.6	389.7 ± 4.3
Parental occupation (g)									
Senior management and qualified professionals	447.2 ± 1.4	450.6 ± 1.5	434.3 ± 2.0	435.8 ± 2.6	426.2 ± 3.4	436.0 ± 5.0	432.6 ± 5.8	399.7 ± 9.4	441.9 ± 0.9
Other business managers and associate professionals	432.7 ± 1.4	438.1 ± 1.5	419.3 ± 1.9	420.8 ± 2.5	411.0 ± 3.2	420.1 ± 5.2	425.2 ± 6.0	387.4 ± 11.2	428.4 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	415.0 ± 1.5	426.1 ± 1.6	402.0 ± 2.0	405.0 ± 2.5	396.5 ± 3.2	408.1 ± 4.5	409.0 ± 7.6	363.8 ± 9.4	411.9 ± 0.9
Machine operators, hospitality staff, assistants, labourers	401.6 ± 2.1	414.7 ± 2.0	383.7 ± 2.4	388.2 ± 3.8	384.5 ± 4.3	388.9 ± 6.2	389.0 ± 10.9	328.0 ± 16.9	398.3 ± 1.2
Not in paid work in previous 12 months	380.1 ± 2.5	401.4 ± 2.7	362.3 ± 3.8	366.0 ± 6.7	367.0 ± 5.9	366.5 ± 7.2	380.2 ± 15.8	253.3 ± 19.0	379.9 ± 1.8
Not stated (h)	409.5 ± 5.3	428.9 ± 6.3	386.2 ± 3.2	384.3 ± 5.6	375.5 ± 5.3	402.4 ± 8.8	407.0 ± 8.4	260.1 ± 40.8	388.9 ± 2.8
Year 5									
Parental education (d)									
Bachelor degree or above	508.3 ± 1.5	508.8 ± 1.3	499.7 ± 1.8	499.9 ± 2.2	491.5 ± 2.7	503.2 ± 4.2	501.0 ± 4.5	473.2 ± 9.0	504.5 ± 0.8
Advanced diploma/diploma	483.9 ± 1.4	488.5 ± 1.5	474.2 ± 2.0	477.5 ± 2.6	469.1 ± 3.5	478.7 ± 6.0	480.0 ± 6.8	445.6 ± 12.1	481.1 ± 0.8

TABLE 4A.53

Table 4A.53 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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>
Certificate I to IV (e)	466.2 ± 1.4	476.2 ± 1.4	459.7 ± 1.8	463.2 ± 2.4	453.8 ± 3.1	460.8 ± 4.0	463.5 ± 8.2	415.3 ± 13.7	465.1 ± 0.8
Year 12 or equivalent	471.1 ± 2.2	481.7 ± 2.8	456.9 ± 2.7	461.7 ± 3.1	455.5 ± 4.0	454.9 ± 8.1	465.1 ± 8.4	423.9 ± 17.2	467.2 ± 1.3
Year 11 or equivalent or below	439.4 ± 2.3	460.3 ± 2.3	428.2 ± 3.2	428.3 ± 4.6	423.1 ± 5.0	432.2 ± 5.6	465.5 ± 44.6	333.7 ± 19.0	437.4 ± 1.7
Not stated (f)	475.3 ± 6.7	492.6 ± 4.1	452.8 ± 4.4	444.5 ± 7.5	443.3 ± 7.7	467.4 ± 9.9	472.1 ± 9.2	320.0 ± 44.7	453.5 ± 4.2
Parental occupation (g)									
Senior management and qualified professionals	507.8 ± 1.6	510.7 ± 1.5	498.9 ± 2.0	498.7 ± 2.5	490.1 ± 3.1	501.4 ± 4.4	501.5 ± 6.2	464.1 ± 10.9	504.0 ± 0.9
Other business managers and associate professionals	492.1 ± 1.4	497.0 ± 1.4	482.7 ± 1.8	483.0 ± 2.2	475.8 ± 2.8	480.8 ± 5.2	487.3 ± 5.0	453.5 ± 12.6	489.1 ± 0.8
Tradespeople, clerks, skilled office, sales and service staff	475.6 ± 1.4	485.8 ± 1.4	465.2 ± 2.0	468.4 ± 2.4	461.9 ± 3.0	468.0 ± 4.1	475.0 ± 8.0	424.7 ± 12.1	473.4 ± 0.9
Machine operators, hospitality staff, assistants, labourers	462.0 ± 2.0	474.4 ± 1.7	448.0 ± 2.6	452.8 ± 3.2	449.6 ± 3.8	448.5 ± 5.9	455.8 ± 15.2	377.8 ± 20.0	460.0 ± 1.2
Not in paid work in previous 12 months	443.5 ± 2.4	462.6 ± 2.2	429.6 ± 4.0	429.4 ± 5.9	429.7 ± 5.9	424.5 ± 6.5	453.9 ± 12.7	314.8 ± 20.2	443.3 ± 1.7
Not stated (h)	469.8 ± 4.8	493.2 ± 4.7	450.2 ± 3.2	449.3 ± 5.3	438.1 ± 5.7	460.8 ± 9.5	471.8 ± 10.8	323.3 ± 42.4	452.1 ± 2.9
Year 7									
Parental education (d)									
Bachelor degree or above	543.0 ± 3.0	547.2 ± 2.4	538.6 ± 3.8	539.7 ± 5.1	542.5 ± 3.8	542.5 ± 7.7	540.1 ± 7.4	502.6 ± 12.9	542.6 ± 1.5
Advanced diploma/diploma	512.9 ± 2.3	519.1 ± 2.2	506.6 ± 2.7	509.7 ± 3.9	516.7 ± 3.7	512.9 ± 8.3	509.2 ± 6.6	478.4 ± 14.1	512.8 ± 1.2
Certificate I to IV (e)	490.4 ± 2.2	504.6 ± 2.2	491.3 ± 2.7	494.9 ± 3.6	499.9 ± 3.0	492.6 ± 5.3	497.8 ± 7.2	451.4 ± 13.7	494.8 ± 1.2
Year 12 or equivalent	498.4 ± 3.2	511.2 ± 5.4	491.4 ± 3.7	491.1 ± 5.4	503.1 ± 4.3	490.3 ± 9.8	499.6 ± 10.1	447.4 ± 31.9	499.3 ± 2.2
Year 11 or equivalent or below	459.9 ± 3.5	483.9 ± 3.3	460.7 ± 3.9	453.7 ± 6.5	472.4 ± 4.7	465.1 ± 7.2	502.8 ± 53.8	358.4 ± 28.4	464.9 ± 2.1

TABLE 4A.53

Table 4A.53 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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>
Not stated (f)	510.3 ± 7.1	533.6 ± 6.1	491.4 ± 8.3	486.6 ± 15.4	487.4 ± 9.0	500.0 ± 17.1	508.4 ± 19.7	344.9 ± 59.2	492.7 ± 5.9
Parental occupation (g)									
Senior management and qualified professionals	541.5 ± 3.0	549.8 ± 2.7	538.3 ± 4.0	536.7 ± 5.6	542.2 ± 4.2	540.1 ± 9.1	537.4 ± 9.6	500.5 ± 13.9	541.9 ± 1.6
Other business managers and associate professionals	522.0 ± 2.5	530.1 ± 2.3	516.5 ± 2.8	516.6 ± 3.9	521.4 ± 3.2	515.0 ± 6.7	524.7 ± 8.1	477.5 ± 13.9	522.1 ± 1.3
Tradespeople, clerks, skilled office, sales and service staff	500.7 ± 2.4	514.5 ± 2.3	497.8 ± 2.5	498.7 ± 3.6	509.4 ± 3.1	500.4 ± 6.1	507.7 ± 11.5	462.3 ± 11.9	503.6 ± 1.3
Machine operators, hospitality staff, assistants, labourers	485.7 ± 3.1	499.7 ± 2.7	477.8 ± 3.3	481.1 ± 4.8	492.8 ± 3.8	482.6 ± 6.2	490.8 ± 13.1	410.2 ± 28.9	487.5 ± 1.6
Not in paid work in previous 12 months	460.4 ± 3.9	482.3 ± 3.2	456.3 ± 5.3	448.8 ± 8.3	470.9 ± 6.2	455.2 ± 7.4	476.6 ± 14.3	351.3 ± 34.8	465.2 ± 2.3
Not stated (h)	503.3 ± 6.3	529.8 ± 6.3	482.8 ± 6.0	481.1 ± 13.5	484.3 ± 7.1	490.0 ± 11.4	507.7 ± 13.0	345.2 ± 56.0	486.7 ± 4.6
Year 9									
Parental education (d)									
Bachelor degree or above	584.5 ± 3.6	591.0 ± 3.2	576.4 ± 4.3	590.8 ± 5.6	578.8 ± 5.9	582.9 ± 8.9	584.4 ± 7.8	537.8 ± 13.0	584.7 ± 1.9
Advanced diploma/diploma	549.0 ± 2.8	558.9 ± 2.7	542.8 ± 3.2	558.7 ± 4.3	549.9 ± 5.7	553.1 ± 6.6	547.2 ± 8.4	512.3 ± 19.1	551.1 ± 1.5
Certificate I to IV (e)	522.1 ± 2.8	541.0 ± 2.5	523.4 ± 3.1	540.6 ± 4.2	527.6 ± 5.4	528.2 ± 4.6	527.1 ± 10.8	479.7 ± 17.0	528.9 ± 1.5
Year 12 or equivalent	531.6 ± 3.8	550.8 ± 6.0	524.0 ± 3.7	540.7 ± 5.8	530.3 ± 7.7	524.6 ± 12.0	528.9 ± 13.7	480.4 ± 24.4	535.2 ± 2.5
Year 11 or equivalent or below	488.9 ± 4.1	519.3 ± 3.5	490.6 ± 4.4	501.2 ± 7.1	496.4 ± 8.2	501.9 ± 6.6	535.2 ± 42.3	405.5 ± 23.9	498.6 ± 2.2
Not stated (f)	535.6 ± 8.6	566.5 ± 7.6	519.8 ± 8.2	532.1 ± 16.5	528.4 ± 11.8	531.1 ± 14.6	539.1 ± 17.8	378.9 ± 57.9	525.8 ± 5.9
Parental occupation (g)									
Senior management and qualified professionals	581.9 ± 3.6	593.8 ± 3.3	575.9 ± 4.3	587.9 ± 5.8	577.5 ± 6.3	579.5 ± 10.1	582.1 ± 8.9	520.8 ± 19.8	583.4 ± 1.9

TABLE 4A.53

Table 4A.53 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2015 (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	557.9 ± 2.9	570.5 ± 2.9	550.4 ± 3.3	564.9 ± 4.2	554.6 ± 5.5	553.5 ± 6.5	558.0 ± 9.3	514.8 ± 18.5	559.7 ± 1.6
Tradespeople, clerks, skilled office, sales and service staff	533.2 ± 2.9	552.1 ± 2.7	529.8 ± 3.1	545.0 ± 4.5	538.1 ± 5.5	535.3 ± 5.6	542.3 ± 15.5	493.0 ± 17.6	538.6 ± 1.6
Machine operators, hospitality staff, assistants, labourers	516.0 ± 3.9	534.0 ± 3.2	507.2 ± 3.7	524.2 ± 5.7	521.3 ± 6.2	514.2 ± 5.1	528.6 ± 13.9	432.1 ± 23.3	520.0 ± 2.0
Not in paid work in previous 12 months	487.5 ± 4.8	517.3 ± 3.7	488.0 ± 5.6	493.8 ± 8.7	492.6 ± 10.4	491.8 ± 9.1	531.6 ± 22.2	377.5 ± 26.5	497.4 ± 2.6
Not stated (h)	530.0 ± 7.1	564.0 ± 8.4	512.7 ± 5.7	526.8 ± 13.9	510.8 ± 10.7	525.4 ± 12.0	533.3 ± 17.4	383.4 ± 55.4	519.0 ± 4.8

(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 (2015). 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 2008-2010 (narrative writing) and 2011-2014 (persuasive 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 (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.54 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN persuasive writing assessment, by Indigenous status, 2015 (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	2.4	7.4	2.6	1.1	3.9	1.6	3.8	2.6	2.7
Absent	3.9	6.6	5.3	11.1	8.8	5.1	7.6	17.6	7.1
Withdrawn	1.7	5.0	6.0	1.2	6.7	1.5	11.5	2.0	3.4
Assessed	92.0	81.0	86.1	86.6	80.6	91.8	77.1	77.8	86.8
Participation rate	94.4	88.4	88.7	87.7	84.5	93.5	80.9	80.4	89.5
Non-Indigenous students									
Exempt	1.6	2.6	1.3	1.1	2.1	1.7	2.0	1.4	1.8
Absent	1.6	2.8	2.0	2.2	2.6	3.3	2.4	2.5	2.2
Withdrawn	1.2	2.8	4.2	1.7	4.1	1.3	4.6	2.1	2.5
Assessed	95.6	91.8	92.5	95.0	91.2	93.7	91.0	94.0	93.5
Participation rate	97.2	94.4	93.8	96.1	93.3	95.4	93.1	95.4	95.3
All students									
Exempt	1.7	2.8	1.4	1.2	2.3	1.7	2.0	1.9	1.9
Absent	1.8	2.9	2.3	3.0	3.0	3.5	2.5	9.0	2.5
Withdrawn	1.3	2.9	4.5	1.8	4.3	2.3	4.7	2.3	2.7
Assessed	95.2	91.4	91.8	94.0	90.4	92.5	90.8	86.8	92.9
Participation rate	96.9	94.3	93.1	95.3	92.7	94.2	92.7	88.7	94.8
Year 5									
Aboriginal and Torres Strait Islander students									
Exempt	3.2	7.3	2.6	1.7	4.3	1.5	2.1	2.0	3.0
Absent	4.2	5.8	5.3	12.9	9.0	4.6	7.9	18.4	7.5
Withdrawn	1.7	6.6	6.0	1.2	5.5	1.0	9.3	1.6	3.5
Assessed	90.9	80.3	86.1	84.2	81.2	92.9	80.7	78.0	86.0
Participation rate	94.0	87.7	88.7	85.9	85.5	94.4	82.9	80.0	89.1
Non-Indigenous students									
Exempt	1.5	2.7	1.3	1.2	2.1	1.4	2.0	2.0	1.8
Absent	1.6	2.6	1.9	2.2	2.8	2.3	2.5	3.0	2.1
Withdrawn	0.8	2.3	3.8	1.2	3.1	0.9	2.9	2.2	2.0
Assessed	96.1	92.4	93.0	95.4	92.0	95.4	92.6	92.8	94.1
Participation rate	97.6	95.2	94.3	96.6	94.2	96.7	94.6	94.8	95.9
All students									
Exempt	1.6	2.9	1.4	1.2	2.2	1.4	2.0	2.0	1.9
Absent	1.7	2.6	2.3	3.1	3.1	2.5	2.6	9.8	2.4
Withdrawn	0.9	2.3	4.1	1.2	3.2	2.1	3.1	2.0	2.2
Assessed	95.8	92.2	92.2	94.5	91.5	94.0	92.3	86.2	93.5
Participation rate	97.3	95.0	93.6	95.7	93.7	95.4	94.3	88.2	95.4

Table 4A.54 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN persuasive writing assessment, by Indigenous status, 2015 (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									
Aboriginal and Torres Strait Islander students									
Exempt	2.9	4.5	2.5	1.3	3.8	2.1	5.5	3.0	2.7
Absent	8.3	12.9	8.4	19.7	11.5	8.1	7.0	25.1	11.9
Withdrawn	0.9	2.5	6.0	0.4	4.5	0.4	3.9	0.4	2.5
Assessed	87.9	80.1	83.1	78.6	80.2	89.4	83.6	71.5	82.9
Participation rate	90.8	84.6	85.5	79.9	84.0	91.5	89.1	74.5	85.5
Non-Indigenous students									
Exempt	1.3	2.1	1.5	1.2	1.8	1.3	1.6	2.1	1.6
Absent	2.3	3.7	3.0	2.5	3.1	4.2	2.2	3.8	2.9
Withdrawn	0.7	1.5	4.1	0.4	2.6	0.5	2.2	0.9	1.7
Assessed	95.7	92.7	91.4	95.9	92.5	94.0	94.0	93.2	93.8
Participation rate	97.1	94.8	93.0	97.1	94.3	95.3	95.6	95.2	95.4
All students									
Exempt	1.4	2.2	1.6	1.3	1.9	1.5	1.8	2.5	1.7
Absent	2.6	3.8	3.5	3.8	3.6	4.6	2.3	13.3	3.4
Withdrawn	0.7	1.5	4.3	0.4	2.7	1.5	2.3	0.8	1.8
Assessed	95.3	92.5	90.6	94.5	91.8	92.4	93.6	83.4	93.1
Participation rate	96.7	94.7	92.2	95.8	93.7	93.9	95.4	85.9	94.7
Year 9									
Aboriginal and Torres Strait Islander students									
Exempt	3.0	6.0	2.3	1.3	2.7	2.5	3.9	3.2	2.8
Absent	17.1	21.5	13.1	27.2	25.7	16.7	12.5	37.2	19.9
Withdrawn	1.4	3.8	7.0	0.4	7.6	1.2	12.5	3.0	3.6
Assessed	78.4	68.7	77.6	71.1	64.0	79.6	71.1	56.6	73.7
Participation rate	81.4	74.7	79.9	72.4	66.7	82.1	75.0	59.8	76.5
Non-Indigenous students									
Exempt	1.5	2.4	1.5	1.2	2.0	1.1	2.5	1.5	1.7
Absent	4.3	6.6	4.6	3.6	6.3	7.5	5.0	5.1	5.1
Withdrawn	0.9	2.1	5.2	0.3	3.2	0.7	4.0	2.5	2.2
Assessed	93.3	88.9	88.7	94.9	88.5	90.7	88.5	90.9	91.0
Participation rate	94.8	91.3	90.2	96.1	90.6	91.8	91.0	92.4	92.7
All students									
Exempt	1.5	2.5	1.5	1.2	2.0	1.3	2.6	2.2	1.8
Absent	5.0	6.9	5.4	5.4	7.2	8.3	5.1	18.8	6.0
Withdrawn	0.9	2.1	5.4	0.3	3.3	1.4	4.3	2.8	2.3
Assessed	92.6	88.5	87.7	93.1	87.5	89.0	88.0	76.2	89.9
Participation rate	94.0	91.0	89.3	94.3	89.4	90.4	90.6	78.4	91.7

Table 4A.54 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN persuasive writing assessment, by Indigenous status, 2015 (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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- (a) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) 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.
- (c) 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.
- (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. 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.
- (e) Data for years 2008-2010 (narrative writing) and 2011-2014 (persuasive writing) were included in earlier Reports.

Source: ACARA (2015) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.55 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, NSW (a), (b)**

		2011	2014	2015	Nature of differences	
					2011 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	88.1 ± 1.3	83.6 ± 1.6	89.5 ± 1.2	■	△
Mean scale score	no.	370.6 ± 4.0	349.5 ± 3.5	370.5 ± 3.0	■	△
Non-Indigenous students						
At or above NMS	%	96.9 ± 0.2	95.5 ± 0.3	96.8 ± 0.2	■	△
Mean scale score	no.	432.1 ± 1.4	411.9 ± 1.6	425.7 ± 1.5	■	△
All students						
At or above NMS	%	96.5 ± 0.3	94.8 ± 0.3	96.4 ± 0.2	■	△
Mean scale score	no.	429.2 ± 1.5	408.6 ± 1.7	422.5 ± 1.6	■	△
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	81.8 ± 1.7	72.2 ± 2.1	78.5 ± 1.7	■	△
Mean scale score	no.	436.2 ± 3.5	414.6 ± 3.9	429.6 ± 3.1	■	△
Non-Indigenous students						
At or above NMS	%	95.7 ± 0.3	92.8 ± 0.4	94.6 ± 0.3	■	■
Mean scale score	no.	495.1 ± 1.5	476.9 ± 1.5	486.2 ± 1.5	■	■
All students						
At or above NMS	%	95.0 ± 0.3	91.7 ± 0.4	93.6 ± 0.4	■	■
Mean scale score	no.	492.6 ± 1.5	473.7 ± 1.6	483.0 ± 1.6	■	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	72.5 ± 2.3	66.9 ± 2.1	62.1 ± 2.6	▽	■
Mean scale score	no.	464.0 ± 4.0	450.6 ± 4.5	445.8 ± 4.7	▽	■
Non-Indigenous students						
At or above NMS	%	93.0 ± 0.5	90.3 ± 0.7	89.2 ± 0.7	▽	■
Mean scale score	no.	530.4 ± 2.9	515.8 ± 2.7	514.7 ± 2.8	▽	■
All students						
At or above NMS	%	92.1 ± 0.6	89.0 ± 0.7	87.7 ± 0.9	▽	■
Mean scale score	no.	527.5 ± 3.0	512.4 ± 2.9	511.1 ± 2.9	▽	■

Table 4A.55 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, NSW (a), (b)**

		2011	2014	2015	Nature of differences	
					2011 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	55.9 ± 2.5	50.5 ± 2.6	48.7 ± 2.3	■	■
Mean scale score	no.	487.6 ± 4.6	470.5 ± 5.5	468.9 ± 5.1	▽	■
Non-Indigenous students						
At or above NMS	%	86.3 ± 0.9	82.5 ± 1.1	81.4 ± 1.1	▽	■
Mean scale score	no.	566.3 ± 3.5	552.6 ± 3.5	548.7 ± 3.4	▽	■
All students						
At or above NMS	%	84.9 ± 1.0	80.8 ± 1.2	79.6 ± 1.2	▽	■
Mean scale score	no.	562.8 ± 3.6	548.1 ± 3.6	544.5 ± 3.5	▽	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.56 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Victoria (a), (b)

		2011	2014	2015	<i>Nature of differences</i>	
					2011 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	91.3 ± 2.3	88.4 ± 2.4	89.2 ± 2.2	■	■
Mean scale score	no.	380.0 ± 5.5	370.7 ± 5.3	387.6 ± 4.6	■	△
Non-Indigenous students						
At or above NMS	%	96.6 ± 0.3	95.5 ± 0.4	96.7 ± 0.3	■	△
Mean scale score	no.	424.5 ± 1.4	417.3 ± 1.5	431.7 ± 1.4	■	△
All students						
At or above NMS	%	96.2 ± 0.3	95.2 ± 0.4	96.5 ± 0.3	■	△
Mean scale score	no.	423.6 ± 1.4	416.3 ± 1.5	431.0 ± 1.5	■	△
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	83.3 ± 3.1	79.3 ± 3.0	82.1 ± 2.7	■	■
Mean scale score	no.	448.4 ± 5.5	440.4 ± 5.4	446.8 ± 4.4	■	■
Non-Indigenous students						
At or above NMS	%	94.7 ± 0.4	93.7 ± 0.5	95.0 ± 0.4	■	■
Mean scale score	no.	493.6 ± 1.5	481.5 ± 1.3	491.4 ± 1.3	■	■
All students						
At or above NMS	%	94.4 ± 0.4	93.2 ± 0.5	94.7 ± 0.4	■	■
Mean scale score	no.	492.8 ± 1.5	480.8 ± 1.3	490.7 ± 1.3	■	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	74.0 ± 3.7	68.9 ± 3.9	71.7 ± 3.2	■	■
Mean scale score	no.	474.1 ± 7.2	461.1 ± 7.1	467.6 ± 6.0	■	■
Non-Indigenous students						
At or above NMS	%	92.1 ± 0.7	91.0 ± 0.7	91.3 ± 0.7	■	■
Mean scale score	no.	534.3 ± 3.0	519.4 ± 2.6	523.4 ± 2.6	■	■
All students						
At or above NMS	%	91.6 ± 0.7	90.5 ± 0.8	90.9 ± 0.7	■	■
Mean scale score	no.	533.3 ± 3.1	518.4 ± 2.7	522.5 ± 2.6	■	■

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Victoria (a), (b)**

		2011	2014	2015	Nature of differences	
					2011 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	66.7 ± 4.6	62.1 ± 4.1	58.4 ± 4.1	▽	■
Mean scale score	no.	512.2 ± 7.0	502.3 ± 7.2	498.9 ± 7.8	■	■
Non-Indigenous students						
At or above NMS	%	88.0 ± 0.9	85.8 ± 1.0	85.8 ± 1.0	■	■
Mean scale score	no.	579.7 ± 3.8	560.8 ± 3.3	561.2 ± 3.2	▽	■
All students						
At or above NMS	%	87.5 ± 0.9	85.4 ± 1.0	85.3 ± 1.0	■	■
Mean scale score	no.	578.5 ± 3.9	559.8 ± 3.3	560.2 ± 3.3	▽	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.57 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Queensland (a), (b)

		2011	2014	2015	<i>Nature of differences</i>	
					2011 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	84.0 ± 1.8	80.6 ± 2.0	85.8 ± 1.9	■	△
Mean scale score	no.	349.9 ± 4.6	338.4 ± 4.7	357.3 ± 4.4	■	△
Non-Indigenous students						
At or above NMS	%	95.3 ± 0.4	94.1 ± 0.4	96.0 ± 0.3	■	△
Mean scale score	no.	408.9 ± 1.9	394.6 ± 2.0	410.5 ± 2.0	■	△
All students						
At or above NMS	%	94.3 ± 0.4	93.1 ± 0.5	95.1 ± 0.4	■	△
Mean scale score	no.	404.1 ± 2.1	390.4 ± 2.1	405.8 ± 2.1	■	△
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	72.1 ± 2.3	66.4 ± 2.6	71.9 ± 2.7	■	■
Mean scale score	no.	416.5 ± 4.9	401.7 ± 5.2	417.9 ± 5.1	■	△
Non-Indigenous students						
At or above NMS	%	91.7 ± 0.5	89.1 ± 0.6	92.3 ± 0.6	■	△
Mean scale score	no.	475.6 ± 1.9	461.7 ± 1.9	475.1 ± 1.9	■	△
All students						
At or above NMS	%	90.2 ± 0.6	87.4 ± 0.7	90.6 ± 0.6	■	△
Mean scale score	no.	470.9 ± 2.0	457.3 ± 2.1	470.2 ± 2.1	■	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	74.0 ± 2.5	62.8 ± 3.0	60.0 ± 2.8	▽	■
Mean scale score	no.	474.1 ± 5.5	446.4 ± 6.6	442.6 ± 6.2	▽	■
Non-Indigenous students						
At or above NMS	%	93.0 ± 0.4	87.7 ± 0.8	87.3 ± 1.0	▽	■
Mean scale score	no.	537.6 ± 2.0	510.0 ± 2.3	510.0 ± 3.4	▽	■
All students						
At or above NMS	%	91.6 ± 0.5	85.8 ± 0.9	85.1 ± 1.2	▽	■
Mean scale score	no.	532.9 ± 2.2	505.4 ± 2.5	504.6 ± 3.6	▽	■

Table 4A.57 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Queensland (a), (b)

		2011	2014	2015	Nature of differences	
					2011 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	60.8 ± 3.1	52.3 ± 3.2	50.8 ± 2.9	▽	■
Mean scale score	no.	498.2 ± 6.8	479.3 ± 6.8	474.3 ± 6.1	▽	■
Non-Indigenous students						
At or above NMS	%	86.9 ± 1.0	81.5 ± 1.2	80.0 ± 1.4	▽	■
Mean scale score	no.	569.5 ± 3.7	548.6 ± 3.5	543.0 ± 4.0	▽	■
All students						
At or above NMS	%	85.0 ± 1.1	79.4 ± 1.3	77.7 ± 1.5	▽	■
Mean scale score	no.	564.4 ± 3.9	543.8 ± 3.7	537.6 ± 4.1	▽	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.58 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Western Australia (a), (b)

			2011	2014	2015	<i>Nature of differences</i>	
						2011 to 2015	2014 to 2015
<i>Year 3</i>							
Aboriginal and Torres Strait Islander students (c)							
At or above NMS	%		74.6 ± 3.4	66.0 ± 3.9	72.2 ± 3.4	■	■
Mean scale score	no.		321.9 ± 7.4	302.2 ± 8.9	316.1 ± 8.4	■	■
Non-Indigenous students							
At or above NMS	%		96.3 ± 0.4	95.3 ± 0.5	96.4 ± 0.4	■	■
Mean scale score	no.		410.3 ± 2.2	405.0 ± 2.4	415.4 ± 2.4	■	■
All students							
At or above NMS	%		94.8 ± 0.6	93.2 ± 0.7	94.6 ± 0.6	■	■
Mean scale score	no.		403.9 ± 2.5	397.4 ± 2.9	408.1 ± 2.8	■	■
<i>Year 5</i>							
Aboriginal and Torres Strait Islander students (c)							
At or above NMS	%		56.4 ± 4.0	53.6 ± 3.7	57.9 ± 4.1	■	■
Mean scale score	no.		379.8 ± 7.9	367.8 ± 8.6	381.2 ± 8.1	■	■
Non-Indigenous students							
At or above NMS	%		93.0 ± 0.6	92.5 ± 0.6	93.8 ± 0.5	■	■
Mean scale score	no.		479.3 ± 2.4	471.8 ± 2.2	478.4 ± 2.2	■	■
All students							
At or above NMS	%		90.5 ± 0.8	89.8 ± 0.9	91.1 ± 0.8	■	■
Mean scale score	no.		472.2 ± 2.8	464.4 ± 2.7	471.1 ± 2.6	■	■
<i>Year 7</i>							
Aboriginal and Torres Strait Islander students (c)							
At or above NMS	%		60.7 ± 4.1	54.8 ± 4.2	44.6 ± 4.2	▽	▽
Mean scale score	no.		442.6 ± 8.1	420.5 ± 10.6	407.9 ± 8.7	▽	■
Non-Indigenous students							
At or above NMS	%		93.5 ± 0.6	92.4 ± 0.7	89.2 ± 1.2	▽	▽
Mean scale score	no.		535.9 ± 3.0	521.9 ± 3.1	513.5 ± 4.7	▽	■
All students							
At or above NMS	%		91.3 ± 0.9	89.5 ± 1.0	86.0 ± 1.6	▽	▽
Mean scale score	no.		529.5 ± 3.3	514.1 ± 3.5	506.0 ± 5.2	▽	■

Table 4A.58 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Western Australia (a), (b)

		2011	2014	2015	Nature of differences	
					2011 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	47.4 ± 5.2	48.2 ± 4.4	40.6 ± 4.2	■	■
Mean scale score	no.	465.2 ± 12.1	463.6 ± 10.9	446.4 ± 10.6	■	■
Non-Indigenous students						
At or above NMS	%	85.4 ± 1.7	88.3 ± 1.3	86.1 ± 1.6	■	■
Mean scale score	no.	568.0 ± 6.1	567.8 ± 4.9	561.0 ± 5.3	■	■
All students						
At or above NMS	%	83.1 ± 2.0	85.4 ± 1.6	83.0 ± 1.9	■	■
Mean scale score	no.	561.8 ± 6.6	560.6 ± 5.4	553.0 ± 5.9	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.59 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, South Australia (a), (b)

		2011	2014	2015	<i>Nature of differences</i>	
					2011 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	77.5 ± 5.5	70.7 ± 5.0	76.0 ± 4.4	■	■
Mean scale score	no.	335.3 ± 10.5	307.7 ± 11.3	326.8 ± 9.5	■	△
Non-Indigenous students						
At or above NMS	%	94.9 ± 0.7	92.9 ± 0.8	94.9 ± 0.7	■	△
Mean scale score	no.	402.6 ± 2.7	388.5 ± 3.2	402.5 ± 3.1	■	△
All students						
At or above NMS	%	94.1 ± 0.7	91.8 ± 0.9	94.0 ± 0.8	■	△
Mean scale score	no.	400.1 ± 2.9	384.6 ± 3.3	398.9 ± 3.2	■	△
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	65.5 ± 5.5	58.2 ± 5.3	61.1 ± 5.0	■	■
Mean scale score	no.	399.2 ± 9.6	380.0 ± 12.9	389.7 ± 11.1	■	■
Non-Indigenous students						
At or above NMS	%	91.4 ± 0.9	88.5 ± 1.1	91.2 ± 0.9	■	■
Mean scale score	no.	472.2 ± 3.1	458.8 ± 3.0	466.8 ± 2.9	■	■
All students						
At or above NMS	%	90.3 ± 1.0	87.1 ± 1.2	89.7 ± 1.1	■	■
Mean scale score	no.	469.7 ± 3.2	455.4 ± 3.1	463.2 ± 3.1	■	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	64.3 ± 5.5	60.4 ± 5.0	57.5 ± 5.3	■	■
Mean scale score	no.	450.7 ± 11.9	435.8 ± 10.6	427.8 ± 14.0	▽	■
Non-Indigenous students						
At or above NMS	%	92.4 ± 0.8	89.4 ± 1.0	89.1 ± 1.0	▽	■
Mean scale score	no.	531.6 ± 3.4	512.5 ± 3.2	513.6 ± 3.4	▽	■
All students						
At or above NMS	%	91.2 ± 0.9	88.1 ± 1.1	87.6 ± 1.1	▽	■
Mean scale score	no.	528.8 ± 3.6	509.2 ± 3.4	509.5 ± 3.6	▽	■

Table 4A.59 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, South Australia (a), (b)**

		2011	2014	2015	Nature of differences	
					2011 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	48.7 ± 6.1	46.8 ± 4.7	46.3 ± 6.1	■	■
Mean scale score	no.	472.6 ± 11.4	460.7 ± 11.1	463.9 ± 12.6	■	■
Non-Indigenous students						
At or above NMS	%	83.3 ± 2.2	81.3 ± 2.4	79.9 ± 2.4	■	■
Mean scale score	no.	562.7 ± 6.9	549.2 ± 6.2	544.5 ± 6.4	▽	■
All students						
At or above NMS	%	82.2 ± 2.4	79.7 ± 2.5	78.4 ± 2.6	■	■
Mean scale score	no.	560.3 ± 7.1	545.3 ± 6.6	541.0 ± 6.8	▽	■

NMS = National Minimum Standard.

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 ± 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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.60 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Tasmania (a), (b)

		2011	2014	2015	Nature of differences	
					2011 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	90.4 ± 3.7	91.1 ± 2.7	90.5 ± 3.0	■	■
Mean scale score	no.	366.7 ± 9.7	371.3 ± 7.5	375.1 ± 7.9	■	■
Non-Indigenous students						
At or above NMS	%	95.6 ± 0.8	93.5 ± 1.0	96.0 ± 0.8	■	△
Mean scale score	no.	403.6 ± 4.5	396.4 ± 4.6	410.5 ± 4.6	■	△
All students						
At or above NMS	%	95.2 ± 0.8	93.4 ± 0.9	95.4 ± 0.9	■	△
Mean scale score	no.	400.7 ± 4.5	394.7 ± 4.6	407.6 ± 4.7	■	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	79.6 ± 4.3	76.8 ± 5.2	79.5 ± 4.6	■	■
Mean scale score	no.	433.6 ± 6.4	423.3 ± 8.6	430.2 ± 9.0	■	■
Non-Indigenous students						
At or above NMS	%	91.1 ± 1.4	90.1 ± 1.4	91.7 ± 1.3	■	■
Mean scale score	no.	468.1 ± 4.9	464.1 ± 4.8	471.6 ± 4.2	■	■
All students						
At or above NMS	%	90.3 ± 1.4	89.0 ± 1.4	90.7 ± 1.4	■	■
Mean scale score	no.	465.2 ± 4.8	461.0 ± 4.8	468.5 ± 4.3	■	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	69.5 ± 6.3	73.6 ± 5.1	69.3 ± 5.3	■	■
Mean scale score	no.	464.6 ± 11.8	466.7 ± 9.3	459.3 ± 8.6	■	■
Non-Indigenous students						
At or above NMS	%	86.1 ± 2.6	87.8 ± 2.0	86.5 ± 2.3	■	■
Mean scale score	no.	512.7 ± 8.3	505.8 ± 6.7	505.8 ± 7.2	■	■
All students						
At or above NMS	%	84.3 ± 3.0	86.8 ± 2.1	84.9 ± 2.5	■	■
Mean scale score	no.	507.5 ± 9.0	502.8 ± 6.7	501.7 ± 7.6	■	■

Table 4A.60 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Tasmania (a), (b)**

		2011	2014	2015	Nature of differences	
					2011 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	60.0 ± 6.8	66.7 ± 5.3	58.9 ± 5.7	■	■
Mean scale score	no.	499.7 ± 12.3	508.3 ± 8.8	495.8 ± 10.3	■	■
Non-Indigenous students						
At or above NMS	%	79.5 ± 3.5	80.6 ± 2.9	80.2 ± 2.6	■	■
Mean scale score	no.	552.0 ± 10.3	542.5 ± 7.8	541.1 ± 7.1	■	■
All students						
At or above NMS	%	77.0 ± 3.9	79.2 ± 2.9	78.4 ± 2.8	■	■
Mean scale score	no.	545.8 ± 11.0	539.4 ± 7.8	537.6 ± 7.5	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.61 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Australian Capital Territory (a), (b)

		2011	2014	2015	<i>Nature of differences</i>	
					2011 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	90.5 ± 5.3	86.7 ± 7.2	85.9 ± 7.6	■	■
Mean scale score	no.	366.1 ± 17.7	357.4 ± 15.2	367.9 ± 13.8	■	■
Non-Indigenous students						
At or above NMS	%	96.3 ± 1.1	95.1 ± 1.2	96.1 ± 1.1	■	■
Mean scale score	no.	420.9 ± 4.9	404.6 ± 5.1	421.3 ± 5.3	■	△
All students						
At or above NMS	%	96.2 ± 1.1	94.9 ± 1.2	95.9 ± 1.2	■	■
Mean scale score	no.	419.7 ± 5.0	403.5 ± 5.1	419.7 ± 5.3	■	△
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	87.0 ± 7.3	73.5 ± 7.9	76.4 ± 8.1	■	■
Mean scale score	no.	448.9 ± 17.0	424.1 ± 12.8	428.7 ± 13.2	■	■
Non-Indigenous students						
At or above NMS	%	93.9 ± 1.3	93.5 ± 1.4	94.3 ± 1.5	■	■
Mean scale score	no.	496.0 ± 5.6	474.8 ± 5.1	487.1 ± 5.5	■	■
All students						
At or above NMS	%	93.7 ± 1.4	92.8 ± 1.5	93.8 ± 1.5	■	■
Mean scale score	no.	495.0 ± 5.5	473.0 ± 5.2	485.5 ± 5.6	■	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	69.3 ± 11.6	66.9 ± 12.5	73.8 ± 8.8	■	■
Mean scale score	no.	478.9 ± 21.8	472.6 ± 19.8	472.9 ± 15.5	■	■
Non-Indigenous students						
At or above NMS	%	92.4 ± 2.4	91.4 ± 2.3	90.9 ± 2.4	■	■
Mean scale score	no.	537.0 ± 9.8	524.8 ± 7.8	522.8 ± 8.8	■	■
All students						
At or above NMS	%	91.8 ± 2.5	90.7 ± 2.5	90.5 ± 2.5	■	■
Mean scale score	no.	535.7 ± 10.0	523.1 ± 8.1	521.9 ± 8.8	■	■

Table 4A.61 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Australian Capital Territory (a), (b)**

		2011	2014	2015	Nature of differences	
					2011 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	62.7 ± 13.4	57.5 ± 11.5	57.8 ± 10.7	■	■
Mean scale score	no.	500.4 ± 25.0	489.8 ± 20.3	496.0 ± 22.3	■	■
Non-Indigenous students						
At or above NMS	%	86.1 ± 3.3	84.7 ± 3.3	84.1 ± 3.4	■	■
Mean scale score	no.	576.9 ± 12.2	561.3 ± 9.7	560.4 ± 10.2	■	■
All students						
At or above NMS	%	85.5 ± 3.4	83.8 ± 3.5	83.5 ± 3.6	■	■
Mean scale score	no.	574.9 ± 12.5	558.7 ± 9.9	559.0 ± 10.3	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.62 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Northern Territory (a), (b)

				<i>Nature of differences</i>		
				<i>2011 to 2015</i>	<i>2014 to 2015</i>	
		<i>2011</i>	<i>2014</i>	<i>2015</i>		
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	42.0 ± 6.5	33.9 ± 6.2	43.2 ± 6.9	■	■
Mean scale score	no.	250.9 ± 14.2	219.1 ± 17.5	239.3 ± 18.7	■	■
Non-Indigenous students						
At or above NMS	%	92.6 ± 2.2	90.4 ± 3.5	94.3 ± 1.7	■	■
Mean scale score	no.	393.4 ± 8.1	383.8 ± 8.1	392.4 ± 8.3	■	■
All students						
At or above NMS	%	70.4 ± 6.2	67.7 ± 6.7	72.5 ± 6.2	■	■
Mean scale score	no.	330.0 ± 17.2	317.5 ± 19.7	327.5 ± 18.6	■	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	29.1 ± 6.2	24.8 ± 5.9	26.2 ± 5.9	■	■
Mean scale score	no.	314.3 ± 16.0	281.6 ± 20.0	299.7 ± 18.9	■	■
Non-Indigenous students						
At or above NMS	%	88.7 ± 2.7	86.1 ± 3.0	86.6 ± 3.3	■	■
Mean scale score	no.	464.8 ± 6.6	452.3 ± 6.1	456.2 ± 9.5	■	■
All students						
At or above NMS	%	61.7 ± 7.2	59.9 ± 6.9	59.6 ± 7.4	■	■
Mean scale score	no.	396.5 ± 18.2	379.5 ± 20.5	386.2 ± 20.4	■	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	26.0 ± 7.5	19.9 ± 6.3	16.2 ± 6.0	▽	■
Mean scale score	no.	350.6 ± 21.5	307.4 ± 26.8	306.4 ± 27.2	▽	■
Non-Indigenous students						
At or above NMS	%	84.8 ± 5.0	83.7 ± 4.4	79.6 ± 4.0	■	■
Mean scale score	no.	520.9 ± 16.2	495.3 ± 11.9	489.8 ± 10.9	▽	■
All students						
At or above NMS	%	59.2 ± 9.4	56.2 ± 9.8	51.6 ± 9.8	■	■
Mean scale score	no.	446.3 ± 27.5	415.5 ± 31.4	409.1 ± 30.5	■	■

Table 4A.62 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Northern Territory (a), (b)**

		2011	2014	2015	Nature of differences	
					2011 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	22.5 ± 6.7	17.8 ± 5.9	13.7 ± 4.9	▽	■
Mean scale score	no.	384.5 ± 24.6	344.6 ± 28.4	333.9 ± 26.8	▽	■
Non-Indigenous students						
At or above NMS	%	79.6 ± 5.8	75.0 ± 6.4	69.0 ± 6.2	▽	■
Mean scale score	no.	561.5 ± 11.3	534.9 ± 18.2	518.4 ± 16.1	▽	■
All students						
At or above NMS	%	57.5 ± 8.5	53.3 ± 9.3	45.2 ± 8.7	■	■
Mean scale score	no.	491.9 ± 24.9	463.1 ± 31.5	439.8 ± 29.8	▽	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.63 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Australia (a), (b)

		2011	2014	2015	<i>Nature of differences</i>	
					2011 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	79.9 ± 1.6	75.8 ± 1.6	81.2 ± 1.4	■	■
Mean scale score	no.	343.5 ± 4.0	327.9 ± 4.0	346.3 ± 3.9	■	△
Non-Indigenous students						
At or above NMS	%	96.2 ± 0.2	94.9 ± 0.2	96.4 ± 0.1	■	△
Mean scale score	no.	420.1 ± 0.8	406.6 ± 0.9	420.8 ± 0.9	■	△
All students						
At or above NMS	%	95.3 ± 0.2	93.8 ± 0.2	95.5 ± 0.2	■	△
Mean scale score	no.	415.9 ± 0.9	402.2 ± 1.0	416.3 ± 1.0	■	△
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	68.9 ± 1.8	63.3 ± 1.6	68.2 ± 1.7	■	■
Mean scale score	no.	408.1 ± 4.0	391.8 ± 4.3	406.2 ± 4.2	■	■
Non-Indigenous students						
At or above NMS	%	93.9 ± 0.2	91.9 ± 0.3	93.8 ± 0.2	■	■
Mean scale score	no.	486.7 ± 0.9	472.7 ± 0.8	482.6 ± 0.8	■	■
All students						
At or above NMS	%	92.5 ± 0.3	90.2 ± 0.3	92.3 ± 0.3	■	■
Mean scale score	no.	482.6 ± 1.0	468.3 ± 0.9	478.1 ± 0.9	■	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	66.9 ± 1.6	59.3 ± 1.8	55.6 ± 1.9	▽	■
Mean scale score	no.	454.5 ± 3.9	431.0 ± 5.5	427.8 ± 5.6	▽	■
Non-Indigenous students						
At or above NMS	%	92.6 ± 0.3	90.2 ± 0.4	89.2 ± 0.4	▽	■
Mean scale score	no.	533.2 ± 1.4	516.2 ± 1.3	515.6 ± 1.5	▽	■
All students						
At or above NMS	%	91.1 ± 0.3	88.5 ± 0.4	87.3 ± 0.5	▽	■
Mean scale score	no.	529.1 ± 1.4	511.6 ± 1.4	510.6 ± 1.6	▽	■

Table 4A.63 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN persuasive writing, and nature of differences, 2011 and 2014 to 2015, Australia (a), (b)

		2011	2014	2015	Nature of differences	
					2011 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	55.0 ± 1.7	49.4 ± 1.7	46.1 ± 1.7	▽	■
Mean scale score	no.	483.0 ± 4.0	465.5 ± 4.6	458.2 ± 5.2	▽	■
Non-Indigenous students						
At or above NMS	%	86.4 ± 0.5	83.6 ± 0.6	82.6 ± 0.6	■	■
Mean scale score	no.	570.2 ± 1.9	555.0 ± 1.8	551.6 ± 1.8	▽	■
All students						
At or above NMS	%	84.8 ± 0.6	81.8 ± 0.6	80.5 ± 0.7	■	■
Mean scale score	no.	565.9 ± 2.0	550.3 ± 1.8	546.5 ± 1.9	▽	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.64

Table 4A.64 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN numeracy, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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	8 y 7 m	8 y 9 m	8 y 5 m	8 y 5 m	8 y 7 m	8 y 10 m	8 y 8 m	8 y 6 m	8 y 7 m
Years of schooling	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m
Aboriginal and Torres Strait Islander students									
Metropolitan	87.0 ± 1.6	87.8 ± 4.8	85.6 ± 2.3	81.3 ± 3.5	77.5 ± 4.8	89.0 ± 6.9	85.9 ± 7.8	..	85.3 ± 1.1
Provincial	82.4 ± 2.0	83.3 ± 3.4	85.4 ± 2.9	69.4 ± 7.0	67.7 ± 8.1	90.3 ± 4.0	np	77.9 ± 6.3	81.6 ± 1.5
Remote	81.9 ± 6.9	np	71.7 ± 10.3	66.4 ± 7.7	np	np	..	57.7 ± 10.8	68.3 ± 4.6
Very remote	74.6 ± 23.9	..	67.8 ± 7.2	51.2 ± 7.5	48.5 ± 17.1	np	..	33.9 ± 6.4	48.5 ± 4.8
Total	84.4 ± 1.3	85.4 ± 3.1	82.9 ± 1.9	69.5 ± 3.3	71.1 ± 4.4	89.7 ± 4.0	85.4 ± 7.8	48.6 ± 6.3	78.2 ± 1.3
Non-Indigenous students									
Metropolitan	95.6 ± 0.3	95.7 ± 0.4	96.3 ± 0.4	95.8 ± 0.5	94.0 ± 1.0	93.6 ± 1.9	96.3 ± 1.0	..	95.7 ± 0.2
Provincial	94.7 ± 0.5	94.9 ± 0.7	95.4 ± 0.7	94.9 ± 1.0	93.7 ± 1.1	95.1 ± 1.3	np	94.6 ± 1.8	94.9 ± 0.3
Remote	94.6 ± 3.6	94.2 ± 7.2	95.9 ± 1.5	95.2 ± 1.9	93.7 ± 2.8	91.3 ± 7.5	..	94.1 ± 3.1	94.9 ± 1.0
Very remote	96.6 ± 7.0	..	95.4 ± 3.1	94.1 ± 3.2	93.9 ± 3.9	np	..	94.3 ± 5.8	94.7 ± 1.7
Total	95.4 ± 0.3	95.5 ± 0.4	96.1 ± 0.3	95.6 ± 0.5	93.9 ± 0.8	94.4 ± 1.1	96.3 ± 1.0	94.5 ± 1.6	95.5 ± 0.2
All students									
Metropolitan	95.2 ± 0.3	95.5 ± 0.5	95.7 ± 0.5	95.2 ± 0.6	93.3 ± 1.1	93.2 ± 2.1	96.0 ± 1.0	..	95.3 ± 0.2
Provincial	93.1 ± 0.6	94.5 ± 0.7	94.3 ± 0.7	92.2 ± 1.6	92.0 ± 1.5	94.7 ± 1.3	np	91.4 ± 2.5	93.6 ± 0.4
Remote	89.2 ± 4.3	94.4 ± 7.0	90.3 ± 3.9	87.8 ± 4.0	92.6 ± 3.1	90.9 ± 9.0	..	78.6 ± 8.2	88.0 ± 2.2
Very remote	85.3 ± 13.5	..	79.4 ± 5.5	69.3 ± 7.4	70.3 ± 13.4	np	..	40.7 ± 8.0	64.2 ± 4.8
Total	94.7 ± 0.3	95.3 ± 0.4	95.0 ± 0.4	93.7 ± 0.6	92.8 ± 0.9	94.0 ± 1.2	96.0 ± 1.0	75.0 ± 5.4	94.4 ± 0.2
Year 5									
Average age	10 y 7 m	10 y 9 m	10 y 5 m	10 y 5 m	10 y 7 m	10 y 10 m	10 y 8 m	10 y 6 m	10 y 7 m
Years of schooling	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m
Aboriginal and Torres Strait Islander students									

TABLE 4A.64

Table 4A.64 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN numeracy, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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	88.3 ± 2.0	87.0 ± 4.3	86.7 ± 2.3	82.6 ± 3.0	78.9 ± 4.5	91.2 ± 5.6	87.8 ± 5.5	..	86.4 ± 1.3
Provincial	83.4 ± 2.2	83.8 ± 3.9	87.0 ± 2.8	76.4 ± 5.7	76.5 ± 7.0	90.6 ± 4.2	np	77.7 ± 8.0	83.5 ± 1.3
Remote	73.7 ± 8.6	np	68.6 ± 9.4	67.1 ± 8.2	75.0 ± 17.3	np	..	57.2 ± 14.0	66.3 ± 5.3
Very remote	82.5 ± 10.3	..	63.2 ± 9.5	48.5 ± 8.7	41.3 ± 15.7	np	..	31.1 ± 6.5	45.3 ± 5.4
Total	85.4 ± 1.5	85.3 ± 3.0	83.1 ± 2.1	71.0 ± 3.6	74.5 ± 4.4	90.5 ± 3.2	87.6 ± 5.5	45.9 ± 6.7	78.6 ± 1.5
Non-Indigenous students									
Metropolitan	96.2 ± 0.3	96.1 ± 0.5	96.8 ± 0.4	96.4 ± 0.5	95.1 ± 0.9	95.9 ± 1.4	96.8 ± 1.1	..	96.3 ± 0.2
Provincial	95.3 ± 0.6	95.7 ± 0.7	96.2 ± 0.5	95.6 ± 0.9	94.4 ± 1.3	94.8 ± 1.1	np	94.0 ± 2.6	95.5 ± 0.3
Remote	96.3 ± 2.7	99.5 ± 3.0	96.4 ± 1.8	95.7 ± 2.3	96.4 ± 3.1	92.9 ± 11.8	..	95.7 ± 2.8	96.0 ± 0.9
Very remote	95.4 ± 7.3	..	94.9 ± 3.8	92.9 ± 3.7	95.0 ± 6.1	np	..	93.6 ± 5.2	94.2 ± 2.3
Total	96.0 ± 0.3	96.0 ± 0.4	96.6 ± 0.3	96.2 ± 0.4	95.0 ± 0.7	95.3 ± 0.8	96.8 ± 1.1	94.3 ± 2.1	96.1 ± 0.2
All students									
Metropolitan	95.9 ± 0.3	95.9 ± 0.5	96.2 ± 0.4	95.7 ± 0.6	94.5 ± 0.9	95.5 ± 1.5	96.5 ± 1.1	..	95.9 ± 0.2
Provincial	93.8 ± 0.6	95.2 ± 0.7	95.1 ± 0.6	93.7 ± 1.4	93.3 ± 1.5	94.5 ± 1.1	np	90.9 ± 3.6	94.4 ± 0.3
Remote	87.6 ± 5.5	99.5 ± 3.0	89.3 ± 4.5	88.9 ± 4.3	95.3 ± 3.2	89.9 ± 16.2	..	78.9 ± 10.3	88.4 ± 2.5
Very remote	88.5 ± 8.6	..	74.5 ± 7.9	66.1 ± 8.4	66.4 ± 16.8	np	..	36.7 ± 8.3	59.9 ± 5.6
Total	95.4 ± 0.3	95.8 ± 0.4	95.5 ± 0.4	94.3 ± 0.6	94.0 ± 0.8	94.9 ± 0.9	96.5 ± 1.1	72.7 ± 6.3	95.1 ± 0.2
Year 7									
Average age	12 y 7 m	12 y 9 m	12 y 5 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	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
Aboriginal and Torres Strait Islander students									
Metropolitan	89.1 ± 1.6	89.9 ± 3.1	90.4 ± 1.9	85.4 ± 3.5	88.0 ± 3.6	89.5 ± 6.2	86.1 ± 6.6	..	89.0 ± 1.2
Provincial	84.6 ± 2.5	86.6 ± 3.7	86.8 ± 3.4	83.2 ± 4.8	83.1 ± 6.1	92.4 ± 4.3	..	81.4 ± 7.8	85.5 ± 1.5
Remote	78.2 ± 8.3	np	81.0 ± 11.0	73.8 ± 7.7	np	np	..	71.5 ± 8.2	75.9 ± 4.4
Very remote	np	..	75.1 ± 11.6	64.1 ± 9.5	58.4 ± 16.7	np	..	39.0 ± 6.5	52.7 ± 6.8

TABLE 4A.64

Table 4A.64 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN numeracy, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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	86.5 ± 1.5	88.2 ± 2.4	87.6 ± 1.7	78.7 ± 3.1	83.0 ± 4.0	91.3 ± 3.7	86.1 ± 6.6	54.2 ± 8.1	82.8 ± 1.5
Non-Indigenous students									
Metropolitan	96.9 ± 0.4	96.7 ± 0.5	97.0 ± 0.5	97.0 ± 0.6	96.4 ± 0.7	96.4 ± 1.6	97.0 ± 1.2	..	96.8 ± 0.2
Provincial	95.9 ± 0.6	95.7 ± 0.9	96.8 ± 0.6	96.2 ± 1.2	96.4 ± 0.9	96.5 ± 1.2	..	95.5 ± 2.6	96.1 ± 0.3
Remote	94.2 ± 4.9	98.5 ± 3.5	95.2 ± 2.7	97.7 ± 1.5	96.7 ± 2.3	np	..	96.6 ± 3.0	96.6 ± 1.1
Very remote	np	..	95.1 ± 3.4	96.3 ± 3.1	97.3 ± 3.1	np	..	98.5 ± 4.1	96.5 ± 1.7
Total	96.7 ± 0.3	96.5 ± 0.5	96.9 ± 0.4	96.9 ± 0.6	96.4 ± 0.6	96.5 ± 0.9	97.0 ± 1.2	95.8 ± 2.1	96.7 ± 0.2
All students									
Metropolitan	96.6 ± 0.4	96.6 ± 0.5	96.7 ± 0.6	96.6 ± 0.7	96.1 ± 0.7	95.8 ± 1.8	96.7 ± 1.2	..	96.6 ± 0.3
Provincial	94.6 ± 0.7	95.3 ± 0.9	95.7 ± 0.8	94.7 ± 1.8	95.6 ± 1.0	96.2 ± 1.2	..	92.8 ± 3.3	95.1 ± 0.4
Remote	86.2 ± 5.9	98.6 ± 3.4	90.6 ± 4.7	91.0 ± 3.7	96.1 ± 2.8	92.6 ± 4.7	..	85.7 ± 8.6	90.5 ± 2.3
Very remote	78.6 ± 15.4	..	83.5 ± 7.8	75.2 ± 9.2	74.9 ± 14.6	np	..	43.2 ± 8.4	64.4 ± 6.9
Total	96.1 ± 0.4	96.3 ± 0.5	96.2 ± 0.5	95.6 ± 0.7	95.8 ± 0.6	96.0 ± 1.0	96.7 ± 1.2	77.4 ± 7.5	95.9 ± 0.2
Year 9									
Average age	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	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
Aboriginal and Torres Strait Islander students									
Metropolitan	86.3 ± 1.9	86.0 ± 4.9	89.7 ± 2.0	86.3 ± 4.2	83.8 ± 5.8	86.6 ± 7.6	85.3 ± 8.4	..	87.2 ± 1.2
Provincial	84.7 ± 2.2	84.2 ± 4.4	88.2 ± 2.4	87.3 ± 4.7	83.6 ± 6.0	92.0 ± 3.2	..	76.9 ± 11.1	85.7 ± 1.4
Remote	75.5 ± 11.9	np	78.5 ± 10.0	78.1 ± 7.6	np	np	..	68.8 ± 9.0	75.7 ± 4.9
Very remote	np	..	73.1 ± 11.6	63.8 ± 9.2	np	np	..	43.5 ± 7.4	54.7 ± 6.5
Total	85.0 ± 1.5	85.0 ± 3.3	87.8 ± 1.6	81.3 ± 3.1	82.9 ± 4.5	90.0 ± 3.9	85.3 ± 8.4	56.9 ± 7.6	82.8 ± 1.3

TABLE 4A.64

Table 4A.64 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN numeracy, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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										
Metropolitan	96.6 ± 0.4	96.0 ± 0.6	97.1 ± 0.5	97.5 ± 0.6	95.6 ± 1.2	96.0 ± 1.6	95.5 ± 1.6	..	96.5 ± 0.3	
Provincial	95.7 ± 0.6	95.1 ± 1.0	96.8 ± 0.6	97.6 ± 0.9	95.7 ± 1.1	96.6 ± 1.0	..	95.6 ± 2.8	96.0 ± 0.4	
Remote	94.0 ± 5.9	98.3 ± 5.1	96.0 ± 2.2	97.3 ± 1.3	94.6 ± 4.5	98.8 ± 3.5	..	97.6 ± 2.1	96.4 ± 1.4	
Very remote	np	..	96.2 ± 3.3	98.1 ± 2.9	93.0 ± 6.4	np	..	95.9 ± 6.1	96.5 ± 2.2	
Total	96.4 ± 0.4	95.8 ± 0.5	97.0 ± 0.4	97.5 ± 0.5	95.6 ± 1.0	96.4 ± 0.9	95.5 ± 1.6	96.0 ± 2.2	96.4 ± 0.2	
All students										
Metropolitan	96.3 ± 0.5	95.8 ± 0.7	96.6 ± 0.6	97.0 ± 0.7	95.2 ± 1.3	95.2 ± 2.0	95.2 ± 1.7	..	96.2 ± 0.3	
Provincial	94.5 ± 0.7	94.7 ± 1.1	95.9 ± 0.7	96.5 ± 1.3	95.0 ± 1.3	96.2 ± 1.1	..	91.7 ± 4.4	95.1 ± 0.4	
Remote	85.6 ± 8.7	98.3 ± 5.1	92.0 ± 3.8	91.4 ± 3.6	94.3 ± 4.9	98.9 ± 3.2	..	85.4 ± 8.5	90.6 ± 2.3	
Very remote	74.2 ± 29.8	..	83.4 ± 8.5	76.9 ± 9.7	83.2 ± 7.4	np	..	46.5 ± 8.1	67.0 ± 6.8	
Total	95.8 ± 0.4	95.6 ± 0.6	96.3 ± 0.5	96.4 ± 0.6	95.0 ± 1.0	95.8 ± 1.1	95.2 ± 1.7	79.1 ± 6.9	95.7 ± 0.2	
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	<i>NSW</i>	<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>Proportion</i>	94.7 ± 0.3	95.3 ± 0.4	95.0 ± 0.4	93.7 ± 0.6	92.8 ± 0.9	94.0 ± 1.2	96.0 ± 1.0	75.0 ± 5.4	94.4 ± 0.2	
Compared to										
<i>NSW</i>	94.7 ± 0.3	..	■	■	■	△	■	■	▲	■
<i>Vic</i>	95.3 ± 0.4	■	..	■	■	△	■	■	▲	■
<i>Qld</i>	95.0 ± 0.4	■	■	..	■	△	■	■	▲	■
<i>WA</i>	93.7 ± 0.6	■	■	■	..	■	■	▽	▲	■
<i>SA</i>	92.8 ± 0.9	▽	▽	▽	■	..	■	▽	▲	■
<i>Tas</i>	94.0 ± 1.2	■	■	■	■	■	..	▽	▲	■
<i>ACT</i>	96.0 ± 1.0	■	■	■	△	△	△	..	▲	△
<i>NT</i>	75.0 ± 5.4	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	94.4 ± 0.2	■	■	■	■	■	■	▽	▲	..

TABLE 4A.64

Table 4A.64 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN numeracy, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<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 5										
	<i>Proportion</i>	95.4 ± 0.3	95.8 ± 0.4	95.5 ± 0.4	94.3 ± 0.6	94.0 ± 0.8	94.9 ± 0.9	96.5 ± 1.1	72.7 ± 6.3	95.1 ± 0.2
	Compared to									
<i>NSW</i>	95.4 ± 0.3	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	95.8 ± 0.4	■	..	■	■	△	■	■	▲	■
<i>Qld</i>	95.5 ± 0.4	■	■	..	■	■	■	■	▲	■
<i>WA</i>	94.3 ± 0.6	■	■	■	..	■	■	▽	▲	■
<i>SA</i>	94.0 ± 0.8	■	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	94.9 ± 0.9	■	■	■	■	■	..	▽	▲	■
<i>ACT</i>	96.5 ± 1.1	■	■	■	△	△	△	..	▲	△
<i>NT</i>	72.7 ± 6.3	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	95.1 ± 0.2	■	■	■	■	■	■	▽	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	96.1 ± 0.4	96.3 ± 0.5	96.2 ± 0.5	95.6 ± 0.7	95.8 ± 0.6	96.0 ± 1.0	96.7 ± 1.2	77.4 ± 7.5	95.9 ± 0.2
	Compared to									
<i>NSW</i>	96.1 ± 0.4	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	96.3 ± 0.5	■	..	■	■	■	■	■	▲	■
<i>Qld</i>	96.2 ± 0.5	■	■	..	■	■	■	■	▲	■
<i>WA</i>	95.6 ± 0.7	■	■	■	..	■	■	■	▲	■
<i>SA</i>	95.8 ± 0.6	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	96.0 ± 1.0	■	■	■	■	■	..	■	▲	■
<i>ACT</i>	96.7 ± 1.2	■	■	■	■	■	■	..	▲	■
<i>NT</i>	77.4 ± 7.5	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	95.9 ± 0.2	■	■	■	■	■	■	■	▲	..

Table 4A.64 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN numeracy, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<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 9										
	<i>Proportion</i>	95.8 ± 0.4	95.6 ± 0.6	96.3 ± 0.5	96.4 ± 0.6	95.0 ± 1.0	95.8 ± 1.1	95.2 ± 1.7	79.1 ± 6.9	95.7 ± 0.2
	Compared to									
<i>NSW</i>	95.8 ± 0.4	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	95.6 ± 0.6	■	..	■	■	■	■	■	▲	■
<i>Qld</i>	96.3 ± 0.5	■	■	..	■	■	■	■	▲	■
<i>WA</i>	96.4 ± 0.6	■	■	■	..	△	■	■	▲	■
<i>SA</i>	95.0 ± 1.0	■	■	■	▽	..	■	■	▲	■
<i>Tas</i>	95.8 ± 1.1	■	■	■	■	■	..	■	▲	■
<i>ACT</i>	95.2 ± 1.7	■	■	■	■	■	■	..	▲	■
<i>NT</i>	79.1 ± 6.9	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	95.7 ± 0.2	■	■	■	■	■	■	■	▲	..

▲ 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 (2015). 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.68. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2014 were included in earlier Reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.

Table 4A.64 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN numeracy, by Indigenous status and geolocation, 2015 (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<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) 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) 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.
- (g) Insufficient students in an area of geographic classification are tabulated as not published.
- .. Not applicable. **np** Not published.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.65

Table 4A.65 **Proportion of students who achieved at or above the national minimum standard for NAPLAN numeracy, by State and Territory, by parental education and parental occupation, 2015 (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	97.9 ± 0.3	98.5 ± 0.2	98.1 ± 0.4	97.5 ± 0.7	98.2 ± 0.7	97.9 ± 0.9	95.9 ± 2.0	98.0 ± 0.1
Advanced diploma/diploma	96.2 ± 0.4	95.8 ± 0.5	96.7 ± 0.5	96.0 ± 1.0	95.4 ± 1.0	97.4 ± 1.5	95.9 ± 2.0	92.8 ± 3.9	96.1 ± 0.3
Certificate I to IV (e)	93.6 ± 0.4	94.5 ± 0.6	95.0 ± 0.4	94.0 ± 0.8	93.3 ± 1.0	94.2 ± 1.5	94.8 ± 2.2	83.7 ± 4.3	94.1 ± 0.2
Year 12 or equivalent	92.6 ± 0.8	93.1 ± 0.8	93.3 ± 0.9	92.8 ± 1.4	91.6 ± 1.6	89.2 ± 4.7	94.0 ± 2.6	84.4 ± 6.9	92.8 ± 0.4
Year 11 or equivalent or below	84.9 ± 0.9	86.7 ± 1.3	85.6 ± 1.3	83.3 ± 1.8	81.1 ± 2.4	87.7 ± 3.0	87.8 ± 7.4	55.3 ± 7.8	84.5 ± 0.6
Not stated (f)	90.8 ± 1.5	92.6 ± 1.9	91.0 ± 1.4	86.5 ± 2.3	86.5 ± 2.9	93.2 ± 3.1	92.2 ± 3.3	55.6 ± 10.5	88.2 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.3 ± 0.2	98.5 ± 0.2	98.6 ± 0.3	98.3 ± 0.4	98.0 ± 0.6	98.2 ± 0.8	97.7 ± 1.0	94.8 ± 2.6	98.3 ± 0.1
Other business managers and associate professionals	97.3 ± 0.3	97.4 ± 0.3	97.7 ± 0.3	97.0 ± 0.5	96.5 ± 0.8	98.0 ± 1.1	97.4 ± 1.3	93.0 ± 3.3	97.3 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.3 ± 0.4	95.9 ± 0.5	95.8 ± 0.5	94.9 ± 0.9	94.5 ± 1.1	95.7 ± 1.5	96.4 ± 2.1	88.3 ± 3.6	95.4 ± 0.2
Machine operators, hospitality staff, assistants, labourers	91.7 ± 0.7	92.9 ± 0.8	91.9 ± 1.0	91.0 ± 1.3	91.3 ± 1.3	91.6 ± 2.5	88.7 ± 5.2	75.1 ± 9.1	91.8 ± 0.4
Not in paid work in previous 12 months	84.4 ± 1.0	86.3 ± 1.3	86.1 ± 1.8	83.2 ± 2.5	84.7 ± 3.0	83.5 ± 4.4	89.9 ± 5.6	52.7 ± 8.9	84.7 ± 0.7
Not stated (h)	90.4 ± 1.3	91.8 ± 2.1	91.3 ± 1.0	87.7 ± 1.7	85.0 ± 2.3	91.8 ± 2.9	92.9 ± 2.5	54.9 ± 10.1	88.6 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	98.4 ± 0.2	98.1 ± 0.3	98.8 ± 0.2	98.3 ± 0.4	98.4 ± 0.5	98.9 ± 0.6	98.1 ± 1.0	97.0 ± 1.9	98.4 ± 0.1
Advanced diploma/diploma	96.6 ± 0.4	96.5 ± 0.5	97.2 ± 0.5	96.4 ± 0.6	96.0 ± 1.2	97.5 ± 1.3	95.8 ± 2.0	91.6 ± 4.6	96.6 ± 0.3

TABLE 4A.65

Table 4A.65 **Proportion of students who achieved at or above the national minimum standard for NAPLAN numeracy, by State and Territory, by parental education and parental occupation, 2015 (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)	94.4 ± 0.4	95.2 ± 0.6	95.6 ± 0.5	95.3 ± 0.6	94.4 ± 0.8	95.9 ± 1.1	96.2 ± 2.1	84.9 ± 5.0	94.9 ± 0.2
Year 12 or equivalent	94.4 ± 0.7	94.5 ± 0.8	94.3 ± 0.9	94.1 ± 1.2	93.5 ± 1.6	92.4 ± 2.8	94.8 ± 4.6	84.0 ± 7.4	94.2 ± 0.4
Year 11 or equivalent or below	86.3 ± 1.1	88.5 ± 1.3	87.8 ± 1.3	85.8 ± 1.8	83.7 ± 2.4	88.3 ± 2.4	92.4 ± 5.6	59.4 ± 7.6	86.5 ± 0.7
Not stated (f)	93.3 ± 1.4	93.9 ± 1.6	91.5 ± 1.2	86.9 ± 2.7	89.2 ± 2.7	92.4 ± 3.5	93.5 ± 2.8	50.1 ± 12.8	89.0 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.5 ± 0.2	98.6 ± 0.3	98.7 ± 0.3	98.4 ± 0.5	98.0 ± 0.6	98.8 ± 0.7	98.2 ± 1.0	94.7 ± 3.2	98.5 ± 0.1
Other business managers and associate professionals	97.7 ± 0.3	97.7 ± 0.3	98.1 ± 0.3	97.5 ± 0.5	97.4 ± 0.8	97.7 ± 1.0	98.1 ± 0.9	93.9 ± 3.1	97.7 ± 0.1
Tradespeople, clerks, skilled office, sales and service staff	95.8 ± 0.4	96.8 ± 0.4	96.5 ± 0.5	95.8 ± 0.7	95.9 ± 0.8	96.1 ± 1.4	95.8 ± 1.9	87.7 ± 4.3	96.1 ± 0.2
Machine operators, hospitality staff, assistants, labourers	92.7 ± 0.6	93.6 ± 0.7	93.1 ± 0.8	91.9 ± 1.3	93.2 ± 1.2	94.4 ± 1.8	93.6 ± 4.7	68.9 ± 8.4	92.9 ± 0.4
Not in paid work in previous 12 months	86.0 ± 1.3	87.6 ± 1.3	86.4 ± 1.7	85.2 ± 2.2	86.2 ± 2.4	85.9 ± 4.0	89.9 ± 5.2	56.9 ± 8.3	86.2 ± 0.8
Not stated (h)	92.5 ± 1.0	93.5 ± 1.7	91.5 ± 1.0	88.7 ± 2.0	87.0 ± 2.2	91.3 ± 3.3	94.0 ± 2.7	51.0 ± 12.1	89.4 ± 0.8
Year 7									
Parental education (d)									
Bachelor degree or above	98.6 ± 0.3	98.5 ± 0.3	98.7 ± 0.3	98.7 ± 0.5	98.7 ± 0.4	99.0 ± 0.7	98.3 ± 0.8	95.6 ± 3.6	98.6 ± 0.1
Advanced diploma/diploma	97.2 ± 0.4	97.1 ± 0.5	97.5 ± 0.5	97.5 ± 0.8	97.2 ± 0.8	98.1 ± 1.1	96.8 ± 1.8	94.9 ± 4.0	97.3 ± 0.2
Certificate I to IV (e)	95.2 ± 0.5	95.4 ± 0.6	96.4 ± 0.5	96.2 ± 0.7	96.3 ± 0.7	96.4 ± 1.0	93.7 ± 2.5	91.4 ± 3.6	95.7 ± 0.3
Year 12 or equivalent	95.2 ± 0.8	95.3 ± 0.8	95.2 ± 0.8	94.9 ± 1.2	95.8 ± 1.1	94.5 ± 3.5	97.9 ± 1.8	88.5 ± 8.2	95.3 ± 0.4
Year 11 or equivalent or below	88.7 ± 1.2	90.0 ± 1.3	90.1 ± 1.5	88.6 ± 2.0	90.4 ± 1.9	92.0 ± 2.5	92.0 ± 7.6	67.6 ± 9.2	89.2 ± 0.6
Not stated (f)	95.5 ± 1.3	96.8 ± 1.1	93.4 ± 1.3	90.7 ± 3.3	92.3 ± 2.0	94.4 ± 3.4	94.4 ± 4.1	61.1 ± 13.6	92.0 ± 1.2

TABLE 4A.65

Table 4A.65 **Proportion of students who achieved at or above the national minimum standard for NAPLAN numeracy, by State and Territory, by parental education and parental occupation, 2015 (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	98.7 ± 0.2	98.9 ± 0.3	98.6 ± 0.3	98.7 ± 0.4	98.4 ± 0.5	98.9 ± 0.8	98.4 ± 0.8	96.0 ± 3.0	98.7 ± 0.1
Other business managers and associate professionals	98.1 ± 0.3	98.1 ± 0.4	98.3 ± 0.3	98.0 ± 0.6	97.9 ± 0.6	98.6 ± 0.9	97.0 ± 1.6	94.1 ± 3.6	98.0 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.2 ± 0.4	96.6 ± 0.5	97.0 ± 0.4	96.7 ± 0.7	97.1 ± 0.7	97.5 ± 1.3	96.4 ± 2.0	92.3 ± 3.9	96.6 ± 0.2
Machine operators, hospitality staff, assistants, labourers	94.1 ± 0.6	94.3 ± 0.9	93.9 ± 0.9	93.1 ± 1.1	94.9 ± 1.1	94.8 ± 1.9	92.7 ± 5.5	79.3 ± 8.7	94.0 ± 0.4
Not in paid work in previous 12 months	87.6 ± 1.3	87.9 ± 1.5	88.2 ± 2.0	85.7 ± 2.7	90.4 ± 2.3	89.0 ± 3.8	89.0 ± 6.5	68.1 ± 10.0	87.6 ± 0.8
Not stated (h)	94.2 ± 1.1	97.1 ± 0.9	93.2 ± 1.2	90.5 ± 2.8	92.0 ± 1.5	93.4 ± 2.5	94.7 ± 3.1	61.3 ± 13.1	91.8 ± 0.9
Year 9									
Parental education (d)									
Bachelor degree or above	98.6 ± 0.3	98.5 ± 0.3	98.9 ± 0.3	98.7 ± 0.5	98.5 ± 0.5	98.7 ± 0.7	97.7 ± 1.1	96.7 ± 3.3	98.6 ± 0.2
Advanced diploma/diploma	97.3 ± 0.4	96.6 ± 0.7	97.4 ± 0.5	97.9 ± 0.6	97.0 ± 1.0	98.2 ± 1.4	96.8 ± 1.6	96.2 ± 3.9	97.2 ± 0.3
Certificate I to IV (e)	95.2 ± 0.5	94.7 ± 0.7	96.4 ± 0.5	97.1 ± 0.6	95.6 ± 0.9	96.3 ± 1.1	92.0 ± 2.8	91.1 ± 4.8	95.5 ± 0.3
Year 12 or equivalent	94.9 ± 0.9	95.2 ± 0.9	95.3 ± 0.8	96.4 ± 1.3	94.5 ± 1.6	93.3 ± 3.8	92.5 ± 3.7	91.7 ± 5.5	95.1 ± 0.4
Year 11 or equivalent or below	88.7 ± 1.0	88.9 ± 1.5	91.1 ± 1.2	91.1 ± 1.7	88.3 ± 2.0	92.5 ± 1.8	86.5 ± 8.1	73.5 ± 8.3	89.4 ± 0.6
Not stated (f)	94.0 ± 1.2	94.3 ± 1.7	93.3 ± 1.3	92.2 ± 2.5	91.5 ± 4.0	93.0 ± 3.7	92.9 ± 4.6	64.5 ± 11.8	91.7 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	98.6 ± 0.2	98.7 ± 0.3	98.8 ± 0.3	98.9 ± 0.4	98.5 ± 0.6	98.9 ± 0.8	97.9 ± 0.9	95.4 ± 2.9	98.7 ± 0.2

Table 4A.65 **Proportion of students who achieved at or above the national minimum standard for NAPLAN numeracy, by State and Territory, by parental education and parental occupation, 2015 (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	97.8 ± 0.3	97.8 ± 0.4	98.3 ± 0.3	98.3 ± 0.5	97.9 ± 0.6	98.2 ± 1.1	97.4 ± 1.3	95.8 ± 3.7	97.9 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.1 ± 0.5	96.2 ± 0.6	96.7 ± 0.5	97.3 ± 0.6	96.7 ± 0.9	96.4 ± 1.3	93.8 ± 2.5	92.6 ± 4.5	96.4 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.8 ± 0.7	93.5 ± 0.9	94.4 ± 0.7	94.9 ± 1.2	93.9 ± 1.3	94.8 ± 1.6	89.9 ± 5.4	82.2 ± 9.0	93.8 ± 0.4
Not in paid work in previous 12 months	87.5 ± 1.3	86.4 ± 1.9	88.5 ± 1.7	88.1 ± 3.0	86.8 ± 2.7	89.0 ± 2.9	84.0 ± 8.3	68.3 ± 10.4	87.1 ± 0.9
Not stated (h)	93.2 ± 1.1	94.5 ± 1.7	93.2 ± 1.1	92.3 ± 2.0	89.3 ± 3.2	93.8 ± 2.8	91.1 ± 4.9	65.3 ± 11.4	91.5 ± 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 (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.68. Readers are urged to be cautious when comparing results.

(c) Data for years 2008-2014 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 (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.66

Table 4A.66 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2015 (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	351.7 ± 3.5	366.1 ± 7.3	344.9 ± 4.5	329.6 ± 6.0	326.6 ± 7.7	355.3 ± 11.8	350.5 ± 12.8	..	346.1 ± 2.3
Provincial	336.8 ± 4.1	357.8 ± 7.0	344.4 ± 5.6	304.2 ± 10.4	308.3 ± 12.6	362.2 ± 9.2	np	322.2 ± 10.1	337.0 ± 2.9
Remote	328.3 ± 10.6	np	312.3 ± 15.6	300.2 ± 11.5	np	np	..	286.8 ± 12.3	304.7 ± 7.1
Very remote	310.9 ± 33.6	..	300.1 ± 10.8	269.1 ± 16.9	267.2 ± 24.2	np	..	243.5 ± 10.2	267.1 ± 8.2
Total	343.0 ± 2.7	361.8 ± 4.9	338.1 ± 3.6	305.5 ± 6.4	313.4 ± 7.1	359.4 ± 7.4	349.2 ± 12.4	269.5 ± 9.5	330.0 ± 2.5
Non-Indigenous students									
Metropolitan	409.2 ± 2.2	414.5 ± 2.1	400.7 ± 2.5	399.8 ± 3.0	388.8 ± 3.8	395.3 ± 7.6	411.7 ± 4.9	..	406.4 ± 1.2
Provincial	388.8 ± 2.3	397.2 ± 2.5	388.6 ± 2.6	379.2 ± 4.0	376.4 ± 3.8	390.1 ± 5.8	np	379.9 ± 8.0	389.2 ± 1.3
Remote	388.6 ± 13.9	397.8 ± 27.1	385.2 ± 6.9	380.7 ± 5.9	374.0 ± 11.7	377.3 ± 23.5	..	370.9 ± 11.2	380.6 ± 3.9
Very remote	383.2 ± 22.8	..	382.7 ± 14.4	373.6 ± 11.0	377.8 ± 13.8	np	..	371.4 ± 11.4	377.8 ± 6.9
Total	404.8 ± 1.8	410.5 ± 1.8	397.2 ± 1.9	395.5 ± 2.6	385.5 ± 3.0	392.4 ± 4.6	411.7 ± 4.9	377.7 ± 6.5	402.0 ± 0.9
All students									
Metropolitan	407.3 ± 2.2	414.0 ± 2.2	397.3 ± 2.6	396.8 ± 3.1	386.7 ± 3.9	392.3 ± 7.9	410.1 ± 5.0	..	404.2 ± 1.2
Provincial	382.1 ± 2.5	395.8 ± 2.6	383.4 ± 2.7	371.4 ± 5.0	371.9 ± 4.4	390.8 ± 8.2	np	369.3 ± 8.7	384.3 ± 1.4
Remote	363.5 ± 14.4	398.9 ± 26.2	368.2 ± 10.0	360.0 ± 9.6	370.1 ± 11.8	379.6 ± 26.2	..	335.5 ± 17.3	360.8 ± 5.5
Very remote	343.6 ± 26.8	..	335.4 ± 13.5	313.8 ± 18.2	320.9 ± 25.0	np	..	258.2 ± 14.6	304.9 ± 9.8
Total	401.3 ± 1.9	409.7 ± 1.8	392.2 ± 2.0	388.6 ± 2.8	382.1 ± 3.1	391.3 ± 5.7	410.0 ± 5.0	332.0 ± 11.9	397.8 ± 1.0
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	449.4 ± 3.3	460.1 ± 6.7	442.1 ± 4.9	429.2 ± 4.5	424.9 ± 7.3	450.6 ± 11.4	447.9 ± 11.3	..	443.5 ± 2.2
Provincial	435.2 ± 3.4	446.3 ± 6.0	442.1 ± 5.1	419.4 ± 8.6	417.1 ± 10.2	453.9 ± 7.7	np	425.6 ± 9.7	436.3 ± 2.4
Remote	415.5 ± 14.3	np	409.5 ± 12.9	403.8 ± 10.3	405.4 ± 20.6	np	..	389.5 ± 16.3	403.5 ± 6.7

TABLE 4A.66

Table 4A.66 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2015 (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	414.9 ± 16.6	..	392.2 ± 11.4	374.3 ± 12.7	363.5 ± 26.2	np	..	344.7 ± 12.3	366.8 ± 8.7
Total	441.1 ± 2.4	452.7 ± 4.6	434.5 ± 3.9	410.3 ± 5.4	415.7 ± 7.2	452.3 ± 6.8	447.1 ± 11.1	370.0 ± 11.5	428.0 ± 2.5
Non-Indigenous students									
Metropolitan	505.7 ± 2.3	507.8 ± 2.0	494.4 ± 2.4	494.8 ± 3.0	484.9 ± 3.5	490.3 ± 7.1	503.5 ± 5.6	..	501.2 ± 1.2
Provincial	482.1 ± 2.1	489.7 ± 2.2	482.2 ± 2.3	477.7 ± 3.6	469.3 ± 3.6	479.7 ± 5.0	np	475.6 ± 9.4	482.6 ± 1.1
Remote	482.6 ± 10.5	498.5 ± 18.4	472.5 ± 5.1	475.6 ± 7.3	474.1 ± 12.9	461.8 ± 19.4	..	482.5 ± 10.4	476.0 ± 4.1
Very remote	472.0 ± 30.9	..	470.3 ± 13.3	465.5 ± 9.9	480.2 ± 21.6	np	..	479.9 ± 17.8	471.1 ± 6.7
Total	500.6 ± 2.0	503.7 ± 1.7	490.7 ± 1.9	490.9 ± 2.5	480.9 ± 2.9	484.4 ± 4.2	503.5 ± 5.6	477.1 ± 7.5	496.5 ± 1.0
All students									
Metropolitan	503.8 ± 2.4	507.3 ± 2.0	491.4 ± 2.5	491.8 ± 3.0	483.0 ± 3.6	487.4 ± 7.3	501.9 ± 5.6	..	499.1 ± 1.2
Provincial	476.2 ± 2.3	488.2 ± 2.3	477.6 ± 2.4	472.1 ± 4.3	465.8 ± 3.9	479.9 ± 6.8	np	466.5 ± 9.9	478.3 ± 1.2
Remote	457.3 ± 12.2	498.5 ± 18.4	456.0 ± 9.2	458.5 ± 10.1	469.7 ± 12.5	456.6 ± 24.1	..	441.9 ± 21.3	457.3 ± 5.6
Very remote	443.7 ± 26.7	..	420.3 ± 14.2	410.9 ± 15.3	419.2 ± 33.8	np	..	356.8 ± 16.6	398.2 ± 10.3
Total	497.2 ± 2.0	502.9 ± 1.7	486.0 ± 2.0	484.7 ± 2.7	477.9 ± 3.0	483.1 ± 4.9	501.8 ± 5.6	429.3 ± 13.6	492.5 ± 1.0
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	496.5 ± 3.9	504.0 ± 6.4	496.4 ± 4.9	482.2 ± 5.7	486.3 ± 5.7	490.0 ± 10.6	499.0 ± 12.7	..	494.5 ± 2.4
Provincial	481.2 ± 4.0	491.7 ± 6.3	487.3 ± 5.5	474.4 ± 9.0	477.0 ± 8.9	500.6 ± 5.6	..	473.8 ± 12.0	483.8 ± 2.7
Remote	464.0 ± 13.9	np	471.8 ± 16.9	462.7 ± 11.7	np	np	..	456.9 ± 14.5	464.7 ± 7.3
Very remote	np	..	459.0 ± 12.0	444.1 ± 10.5	438.1 ± 22.2	np	..	401.9 ± 11.4	424.6 ± 10.3
Total	487.8 ± 2.9	497.6 ± 4.7	489.4 ± 3.6	469.4 ± 4.6	477.7 ± 5.6	496.9 ± 5.8	499.0 ± 12.7	427.2 ± 13.1	480.5 ± 2.7
Non-Indigenous students									
Metropolitan	556.1 ± 4.6	554.0 ± 3.5	547.8 ± 4.1	547.2 ± 6.1	538.8 ± 3.9	534.9 ± 10.8	550.3 ± 9.1	..	551.4 ± 2.1
Provincial	528.7 ± 2.8	533.3 ± 3.6	531.9 ± 2.8	529.4 ± 6.8	526.0 ± 3.7	527.6 ± 6.0	..	527.8 ± 12.5	530.4 ± 1.6

TABLE 4A.66

Table 4A.66 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2015 (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	504.7 ± 7.6	543.6 ± 16.9	516.5 ± 8.2	531.0 ± 6.5	522.3 ± 7.8	np	..	537.9 ± 15.4	525.9 ± 5.3
Very remote	np	..	519.0 ± 10.0	523.0 ± 17.0	533.6 ± 20.7	np	..	529.7 ± 15.9	524.5 ± 7.2
Total	550.1 ± 3.7	549.2 ± 3.0	543.2 ± 3.2	543.9 ± 5.2	535.3 ± 3.1	530.9 ± 5.9	550.3 ± 9.1	529.9 ± 10.5	546.2 ± 1.7
All students									
Metropolitan	554.1 ± 4.5	553.4 ± 3.5	544.8 ± 4.3	544.6 ± 6.2	537.2 ± 3.9	532.2 ± 11.6	549.4 ± 9.1	..	549.5 ± 2.1
Provincial	523.1 ± 3.1	531.8 ± 3.6	527.0 ± 2.9	523.0 ± 8.2	523.2 ± 4.0	526.0 ± 6.3	..	517.9 ± 13.4	526.1 ± 1.7
Remote	485.2 ± 11.5	542.7 ± 17.7	502.4 ± 12.0	511.8 ± 9.2	520.1 ± 8.2	516.6 ± 6.4	..	504.0 ± 28.3	508.3 ± 6.8
Very remote	473.6 ± 29.2	..	483.6 ± 15.1	470.7 ± 15.8	477.3 ± 28.2	np	..	411.2 ± 16.2	450.9 ± 12.5
Total	546.7 ± 3.7	548.4 ± 3.0	538.9 ± 3.3	538.3 ± 5.3	532.7 ± 3.1	528.8 ± 6.2	549.4 ± 9.1	484.7 ± 17.1	542.5 ± 1.7
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	541.7 ± 3.8	552.2 ± 8.9	545.6 ± 5.2	538.0 ± 7.2	532.2 ± 8.6	539.0 ± 11.3	545.1 ± 12.7	..	542.6 ± 2.5
Provincial	532.4 ± 3.6	545.2 ± 6.7	536.3 ± 4.8	532.2 ± 9.4	526.2 ± 10.6	548.9 ± 8.0	..	518.9 ± 12.2	534.5 ± 2.5
Remote	512.1 ± 16.0	np	521.4 ± 16.2	516.7 ± 10.3	np	np	..	508.6 ± 15.7	515.4 ± 7.1
Very remote	np	..	505.0 ± 14.5	497.3 ± 12.4	np	np	..	466.0 ± 9.6	482.4 ± 8.4
Total	535.8 ± 2.7	548.5 ± 5.6	539.0 ± 3.7	526.1 ± 5.3	529.0 ± 6.5	545.1 ± 6.6	545.1 ± 12.7	487.2 ± 10.7	531.9 ± 2.3
Non-Indigenous students									
Metropolitan	605.6 ± 4.7	602.2 ± 4.7	592.6 ± 4.3	604.9 ± 6.4	585.2 ± 6.8	582.9 ± 11.9	600.5 ± 10.1	..	600.3 ± 2.4
Provincial	578.5 ± 2.9	583.3 ± 4.4	578.5 ± 3.1	588.3 ± 7.0	569.2 ± 4.9	577.2 ± 6.6	..	575.5 ± 12.3	579.7 ± 1.8
Remote	563.0 ± 11.8	585.8 ± 13.4	572.5 ± 8.9	580.5 ± 7.7	571.1 ± 13.1	572.9 ± 6.7	..	581.4 ± 18.1	576.0 ± 5.6
Very remote	np	..	561.0 ± 11.3	573.5 ± 9.1	559.4 ± 13.1	np	..	572.7 ± 17.6	568.4 ± 8.0
Total	599.6 ± 3.8	597.7 ± 3.8	588.5 ± 3.3	601.5 ± 5.4	581.0 ± 5.3	579.7 ± 6.5	600.5 ± 10.1	576.6 ± 10.4	595.2 ± 1.9

TABLE 4A.66

Table 4A.66 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2015 (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>	
All students										
Metropolitan	603.3 ± 4.7	601.7 ± 4.7	589.8 ± 4.3	602.2 ± 6.5	583.6 ± 7.1	580.2 ± 12.7	599.6 ± 10.0	..	598.3 ± 2.3	
Provincial	573.2 ± 3.2	582.0 ± 4.5	573.8 ± 3.2	582.1 ± 8.3	566.7 ± 5.4	575.0 ± 6.5	..	564.0 ± 12.8	575.6 ± 1.9	
Remote	539.5 ± 15.0	585.8 ± 13.4	559.4 ± 12.8	561.2 ± 11.3	568.6 ± 14.5	570.1 ± 5.1	..	551.8 ± 26.0	559.0 ± 7.1	
Very remote	538.3 ± 83.2	..	529.5 ± 16.7	525.7 ± 17.4	539.0 ± 13.4	np	..	472.1 ± 12.0	507.3 ± 11.5	
Total	596.0 ± 3.8	597.0 ± 3.8	584.7 ± 3.3	596.0 ± 5.6	578.9 ± 5.5	577.3 ± 6.7	599.6 ± 10.0	538.2 ± 14.5	591.7 ± 1.9	
Statistical difference of mean scale scores, all students, year 3										
	<i>NSW</i>	<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>Proportion</i>	401.3 ± 1.9	409.7 ± 1.8	392.2 ± 2.0	388.6 ± 2.8	382.1 ± 3.1	391.3 ± 5.7	410.0 ± 5.0	332.0 ± 11.9	397.8 ± 1.0	
Compared to										
<i>NSW</i>	401.3 ± 1.9	..	■	■	■	Δ	■	■	▲	■
<i>Vic</i>	409.7 ± 1.8	■	..	Δ	Δ	Δ	■	▲	■	■
<i>Qld</i>	392.2 ± 2.0	■	▽	..	■	■	▽	▲	■	■
<i>WA</i>	388.6 ± 2.8	■	▽	■	..	■	▽	▲	■	■
<i>SA</i>	382.1 ± 3.1	▽	▽	■	■	..	▽	▲	▽	▽
<i>Tas</i>	391.3 ± 5.7	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	410.0 ± 5.0	■	■	Δ	Δ	Δ	Δ	..	▲	■
<i>NT</i>	332.0 ± 11.9	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	397.8 ± 1.0	■	■	■	■	Δ	■	■	▲	..

TABLE 4A.66

Table 4A.66 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2015 (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>
Statistical difference of mean scale scores, all students, year 5										
	<i>Proportion</i>	497.2 ± 2.0	502.9 ± 1.7	486.0 ± 2.0	484.7 ± 2.7	477.9 ± 3.0	483.1 ± 4.9	501.8 ± 5.6	429.3 ± 13.6	492.5 ± 1.0
	Compared to									
<i>NSW</i>	497.2 ± 2.0	..	■	■	■	△	△	■	▲	■
<i>Vic</i>	502.9 ± 1.7	■	..	△	△	△	△	■	▲	■
<i>Qld</i>	486.0 ± 2.0	■	▽	..	■	■	■	▽	▲	■
<i>WA</i>	484.7 ± 2.7	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	477.9 ± 3.0	▽	▽	■	■	..	■	▽	▲	▽
<i>Tas</i>	483.1 ± 4.9	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	501.8 ± 5.6	■	■	△	△	△	△	..	▲	■
<i>NT</i>	429.3 ± 13.6	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	492.5 ± 1.0	■	■	■	■	△	■	■	▲	..
Statistical difference of mean scale scores, all students, year 7										
	<i>Proportion</i>	546.7 ± 3.7	548.4 ± 3.0	538.9 ± 3.3	538.3 ± 5.3	532.7 ± 3.1	528.8 ± 6.2	549.4 ± 9.1	484.7 ± 17.1	542.5 ± 1.7
	Compared to									
<i>NSW</i>	546.7 ± 3.7	..	■	■	■	■	△	■	▲	■
<i>Vic</i>	548.4 ± 3.0	■	..	■	■	△	△	■	▲	■
<i>Qld</i>	538.9 ± 3.3	■	■	..	■	■	■	■	▲	■
<i>WA</i>	538.3 ± 5.3	■	■	■	..	■	■	■	▲	■
<i>SA</i>	532.7 ± 3.1	■	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	528.8 ± 6.2	▽	▽	■	■	■	..	▽	▲	▽
<i>ACT</i>	549.4 ± 9.1	■	■	■	■	△	△	..	▲	■
<i>NT</i>	484.7 ± 17.1	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	542.5 ± 1.7	■	■	■	■	■	△	■	▲	..

TABLE 4A.66

Table 4A.66 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2015 (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>
Statistical difference of mean scale scores, all students, year 9										
	<i>Proportion</i>	596.0 ± 3.8	597.0 ± 3.8	584.7 ± 3.3	596.0 ± 5.6	578.9 ± 5.5	577.3 ± 6.7	599.6 ± 10.0	538.2 ± 14.5	591.7 ± 1.9
	Compared to									
<i>NSW</i>	596.0 ± 3.8	..	■	■	■	△	△	■	▲	■
<i>Vic</i>	597.0 ± 3.8	■	..	■	■	△	△	■	▲	■
<i>Qld</i>	584.7 ± 3.3	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	596.0 ± 5.6	■	■	■	..	△	△	■	▲	■
<i>SA</i>	578.9 ± 5.5	▽	▽	■	▽	..	■	▽	▲	■
<i>Tas</i>	577.3 ± 6.7	▽	▽	■	▽	■	..	▽	▲	▽
<i>ACT</i>	599.6 ± 10.0	■	■	△	■	△	△	..	▲	■
<i>NT</i>	538.2 ± 14.5	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	591.7 ± 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) 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 (2015). 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.68. 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.

Table 4A.66 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2015 (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>
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(f) Data for 2010-2014 were included in earlier Reports.

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

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.67

Table 4A.67 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2015 (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	437.4 ± 1.8	436.7 ± 1.8	426.9 ± 2.0	424.8 ± 2.6	415.2 ± 2.8	428.0 ± 4.8	428.4 ± 4.3	391.8 ± 7.6	432.1 ± 1.0
Advanced diploma/diploma	396.7 ± 1.6	401.2 ± 1.8	391.8 ± 1.9	389.1 ± 2.7	383.5 ± 3.6	402.0 ± 6.8	392.9 ± 7.1	365.6 ± 8.4	395.1 ± 0.9
Certificate I to IV (e)	376.1 ± 1.4	388.3 ± 1.6	378.9 ± 1.6	373.2 ± 2.4	370.0 ± 2.6	380.4 ± 4.5	381.3 ± 7.2	343.1 ± 7.6	378.6 ± 0.8
Year 12 or equivalent	376.9 ± 2.4	391.1 ± 3.0	374.1 ± 2.4	373.2 ± 3.3	369.3 ± 4.2	365.1 ± 7.9	384.7 ± 8.2	345.4 ± 11.7	378.3 ± 1.4
Year 11 or equivalent or below	345.1 ± 2.0	363.7 ± 2.6	345.3 ± 2.8	338.4 ± 3.5	335.6 ± 4.1	349.8 ± 6.1	379.1 ± 43.8	280.7 ± 11.8	346.9 ± 1.3
Not stated (f)	389.7 ± 6.5	411.8 ± 6.8	374.4 ± 4.2	362.1 ± 7.3	362.2 ± 5.7	404.1 ± 30.0	401.1 ± 10.0	292.7 ± 27.8	375.4 ± 3.5
Parental occupation (g)									
Senior management and qualified professionals	437.3 ± 1.9	440.2 ± 2.1	426.3 ± 2.2	422.7 ± 3.0	416.4 ± 3.1	427.9 ± 5.1	429.0 ± 5.9	385.8 ± 8.3	432.1 ± 1.1
Other business managers and associate professionals	414.0 ± 1.6	419.6 ± 1.7	404.7 ± 1.9	400.5 ± 2.6	396.3 ± 3.0	403.5 ± 5.4	415.3 ± 4.8	370.3 ± 7.7	410.9 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	388.5 ± 1.5	399.3 ± 1.9	384.9 ± 1.7	379.7 ± 2.4	375.1 ± 2.9	388.4 ± 5.1	392.8 ± 6.7	351.4 ± 6.6	388.3 ± 0.9
Machine operators, hospitality staff, assistants, labourers	369.2 ± 1.9	384.0 ± 2.0	366.9 ± 2.3	364.4 ± 3.0	363.3 ± 3.4	366.9 ± 5.7	366.4 ± 10.3	324.5 ± 13.5	371.5 ± 1.1
Not in paid work in previous 12 months	350.7 ± 2.2	371.4 ± 2.6	350.4 ± 3.7	346.3 ± 5.4	347.9 ± 4.8	343.2 ± 6.9	366.3 ± 12.9	278.2 ± 11.4	355.4 ± 1.4
Not stated (h)	382.8 ± 4.7	409.0 ± 6.1	372.3 ± 2.9	365.5 ± 5.0	356.0 ± 4.8	391.1 ± 24.6	393.0 ± 7.9	291.4 ± 26.7	371.8 ± 2.3
Year 5									
Parental education (d)									
Bachelor degree or above	533.3 ± 2.3	529.3 ± 1.8	518.9 ± 2.0	518.8 ± 2.7	510.5 ± 2.9	523.9 ± 3.9	522.0 ± 5.5	493.9 ± 8.2	526.1 ± 1.1
Advanced diploma/diploma	493.2 ± 1.6	495.6 ± 1.7	485.8 ± 1.7	486.1 ± 2.4	477.7 ± 3.4	487.3 ± 4.9	488.9 ± 6.2	465.3 ± 9.1	490.3 ± 0.9

TABLE 4A.67

Table 4A.67 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2015 (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>
Certificate I to IV (e)	472.6 ± 1.3	482.3 ± 1.4	474.2 ± 1.5	471.2 ± 2.1	466.0 ± 2.2	473.7 ± 3.4	475.6 ± 6.0	444.7 ± 8.9	474.4 ± 0.7
Year 12 or equivalent	478.1 ± 2.3	487.6 ± 3.1	470.3 ± 2.3	472.4 ± 3.2	465.1 ± 3.2	464.0 ± 7.5	470.6 ± 8.2	439.8 ± 13.4	476.2 ± 1.3
Year 11 or equivalent or below	445.0 ± 2.1	464.1 ± 2.3	445.5 ± 2.5	441.8 ± 3.4	438.2 ± 3.7	444.8 ± 5.1	473.5 ± 30.0	393.0 ± 10.1	447.9 ± 1.3
Not stated (f)	487.5 ± 6.2	510.3 ± 5.6	469.3 ± 4.5	462.3 ± 7.0	463.1 ± 7.1	485.6 ± 26.2	491.1 ± 9.8	387.5 ± 31.1	472.5 ± 3.5
Parental occupation (g)									
Senior management and qualified professionals	530.6 ± 2.3	531.7 ± 2.0	517.1 ± 2.3	517.0 ± 3.0	508.3 ± 3.4	520.2 ± 4.7	523.0 ± 6.3	483.4 ± 9.4	524.5 ± 1.2
Other business managers and associate professionals	507.8 ± 1.9	511.0 ± 1.7	497.9 ± 1.8	493.9 ± 2.3	488.5 ± 3.0	495.6 ± 4.6	501.0 ± 4.5	476.1 ± 8.8	503.6 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	484.3 ± 1.6	493.3 ± 1.5	479.0 ± 1.6	477.0 ± 2.3	471.7 ± 2.7	479.3 ± 3.9	483.1 ± 6.6	450.9 ± 8.0	483.3 ± 0.8
Machine operators, hospitality staff, assistants, labourers	469.9 ± 2.2	479.2 ± 1.8	461.9 ± 2.1	462.0 ± 3.0	462.4 ± 2.9	461.8 ± 4.5	466.9 ± 9.3	414.5 ± 13.5	469.0 ± 1.1
Not in paid work in previous 12 months	451.8 ± 2.4	469.0 ± 2.3	448.5 ± 3.4	445.5 ± 4.5	445.7 ± 4.6	437.7 ± 5.7	462.8 ± 10.7	386.4 ± 11.3	454.8 ± 1.4
Not stated (h)	481.1 ± 4.5	511.5 ± 5.1	466.8 ± 3.1	466.2 ± 5.0	456.4 ± 5.3	476.2 ± 21.9	488.4 ± 10.2	388.9 ± 29.4	469.6 ± 2.5
Year 7									
Parental education (d)									
Bachelor degree or above	585.4 ± 5.0	577.3 ± 3.3	572.6 ± 4.0	572.6 ± 6.7	566.6 ± 3.9	567.4 ± 6.2	570.3 ± 8.8	541.8 ± 12.3	577.5 ± 2.3
Advanced diploma/diploma	543.0 ± 2.5	540.6 ± 2.3	538.7 ± 2.3	536.2 ± 3.8	534.4 ± 3.0	537.0 ± 5.1	533.5 ± 5.2	513.3 ± 8.4	539.8 ± 1.2
Certificate I to IV (e)	520.4 ± 1.8	526.6 ± 1.8	525.5 ± 1.9	522.9 ± 2.7	520.8 ± 2.4	520.2 ± 3.6	513.9 ± 5.5	501.6 ± 8.3	523.0 ± 0.9
Year 12 or equivalent	530.4 ± 3.5	535.0 ± 5.9	523.8 ± 2.8	520.0 ± 4.2	521.5 ± 3.2	514.1 ± 8.1	527.7 ± 9.9	490.9 ± 14.8	527.6 ± 2.1
Year 11 or equivalent or below	496.8 ± 2.7	510.2 ± 2.9	500.4 ± 2.8	493.2 ± 4.3	500.7 ± 3.3	494.3 ± 4.6	528.7 ± 41.7	452.0 ± 14.9	500.0 ± 1.5

TABLE 4A.67

Table 4A.67 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2015 (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>
Not stated (f)	545.9 ± 7.9	565.1 ± 6.7	526.6 ± 6.5	528.4 ± 15.6	518.0 ± 5.9	530.7 ± 14.9	546.8 ± 17.1	454.7 ± 35.0	532.3 ± 4.6
Parental occupation (g)									
Senior management and qualified professionals	581.3 ± 4.7	579.1 ± 3.7	570.7 ± 4.2	569.0 ± 7.4	563.5 ± 4.3	562.7 ± 7.5	570.1 ± 10.2	540.2 ± 12.3	575.2 ± 2.2
Other business managers and associate professionals	556.6 ± 3.5	555.5 ± 2.6	548.7 ± 2.6	545.0 ± 3.7	541.6 ± 2.7	542.2 ± 4.8	545.7 ± 6.1	518.7 ± 7.7	551.9 ± 1.5
Tradespeople, clerks, skilled office, sales and service staff	531.3 ± 2.6	536.1 ± 2.1	530.2 ± 2.1	526.5 ± 3.1	526.9 ± 2.5	524.9 ± 4.4	524.0 ± 5.7	506.9 ± 9.9	531.1 ± 1.2
Machine operators, hospitality staff, assistants, labourers	520.3 ± 3.5	523.7 ± 2.8	514.7 ± 2.5	511.9 ± 4.3	515.9 ± 2.9	507.4 ± 4.0	508.0 ± 11.1	471.7 ± 13.9	518.3 ± 1.6
Not in paid work in previous 12 months	500.5 ± 3.2	510.3 ± 2.9	500.4 ± 3.8	490.7 ± 5.7	502.7 ± 4.4	491.0 ± 5.7	503.8 ± 13.1	452.8 ± 15.6	502.2 ± 1.7
Not stated (h)	537.6 ± 6.7	560.8 ± 6.3	520.5 ± 4.4	522.3 ± 13.3	515.4 ± 5.0	521.4 ± 12.6	543.4 ± 14.3	454.0 ± 33.5	525.7 ± 3.6
Year 9									
Parental education (d)									
Bachelor degree or above	637.9 ± 5.2	629.3 ± 5.0	618.2 ± 4.4	633.0 ± 7.0	612.2 ± 6.2	619.8 ± 6.8	624.2 ± 10.1	586.6 ± 7.8	629.0 ± 2.6
Advanced diploma/diploma	594.1 ± 2.8	592.9 ± 2.9	584.4 ± 2.2	595.5 ± 3.8	582.5 ± 3.8	590.1 ± 5.5	583.7 ± 6.1	572.0 ± 11.2	590.8 ± 1.4
Certificate I to IV (e)	571.3 ± 1.9	575.2 ± 2.1	571.9 ± 1.9	580.4 ± 3.2	565.5 ± 3.6	566.6 ± 3.9	567.1 ± 7.1	550.7 ± 10.6	572.5 ± 1.0
Year 12 or equivalent	582.9 ± 3.7	586.5 ± 6.7	572.2 ± 2.6	582.6 ± 4.2	568.7 ± 4.8	564.5 ± 7.6	574.8 ± 9.4	555.5 ± 10.5	579.5 ± 2.3
Year 11 or equivalent or below	550.2 ± 2.9	560.3 ± 3.0	550.3 ± 2.5	553.8 ± 4.4	545.1 ± 5.3	547.1 ± 4.7	564.9 ± 28.8	517.4 ± 11.6	552.3 ± 1.5
Not stated (f)	586.7 ± 6.0	607.0 ± 7.5	572.1 ± 5.7	582.4 ± 13.1	571.6 ± 9.0	573.0 ± 10.5	591.3 ± 16.3	513.1 ± 29.6	579.1 ± 4.0
Parental occupation (g)									

TABLE 4A.67

Table 4A.67 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2015 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Senior management and qualified professionals	632.2 ± 4.8	630.2 ± 4.8	616.4 ± 4.3	628.9 ± 7.0	609.4 ± 6.5	616.5 ± 7.0	621.1 ± 10.7	576.5 ± 10.0	625.7 ± 2.4
Other business managers and associate professionals	605.9 ± 3.7	605.8 ± 3.6	594.3 ± 2.8	602.5 ± 4.2	587.9 ± 4.1	590.5 ± 6.1	594.7 ± 7.7	573.0 ± 10.5	601.2 ± 1.8
Tradespeople, clerks, skilled office, sales and service staff	581.9 ± 2.7	585.2 ± 2.7	575.7 ± 2.0	585.0 ± 3.5	573.4 ± 3.9	571.6 ± 4.2	574.2 ± 7.5	558.4 ± 10.2	580.7 ± 1.3
Machine operators, hospitality staff, assistants, labourers	571.7 ± 3.9	573.1 ± 3.4	560.2 ± 2.4	569.8 ± 4.3	561.7 ± 4.3	554.6 ± 4.4	569.0 ± 10.4	530.6 ± 11.5	568.3 ± 1.8
Not in paid work in previous 12 months	552.9 ± 3.6	560.8 ± 3.9	549.8 ± 3.6	550.5 ± 6.4	543.8 ± 6.1	546.2 ± 7.3	569.4 ± 17.5	508.3 ± 12.1	553.9 ± 2.0
Not stated (h)	581.9 ± 5.1	606.1 ± 7.3	566.9 ± 3.8	577.9 ± 11.0	559.1 ± 8.3	565.2 ± 8.8	589.5 ± 17.3	514.2 ± 28.3	573.3 ± 3.3

- (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 (2015). 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.68. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2014 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 (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.68 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN numeracy assessment, by Indigenous status, 2015 (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	2.3	7.2	2.5	1.0	3.7	1.6	3.8	2.5	2.6
Absent	4.9	6.1	6.7	13.9	11.1	5.3	4.5	22.1	8.6
Withdrawn	1.7	4.6	5.8	1.2	5.9	1.1	10.2	2.0	3.3
Assessed	91.1	82.1	85.0	83.9	79.3	92.0	81.5	73.4	85.5
Participation rate	93.4	89.3	87.5	84.9	83.0	93.6	85.4	75.9	88.1
Non-Indigenous students									
Exempt	1.5	2.5	1.2	1.1	2.0	1.7	1.9	1.2	1.7
Absent	2.0	2.8	2.4	2.5	3.0	3.1	2.3	3.2	2.5
Withdrawn	1.1	2.6	3.9	1.6	3.8	1.1	4.3	2.1	2.4
Assessed	95.4	92.1	92.5	94.8	91.2	94.1	91.5	93.5	93.4
Participation rate	96.8	94.6	93.7	96.0	93.2	95.8	93.4	94.7	95.2
All students									
Exempt	1.6	2.7	1.3	1.1	2.2	1.7	1.9	1.7	1.8
Absent	2.2	2.9	2.8	3.4	3.5	3.3	2.4	11.2	2.8
Withdrawn	1.2	2.6	4.2	1.7	4.0	2.1	4.5	2.3	2.5
Assessed	95.0	91.8	91.7	93.8	90.3	92.9	91.2	84.8	92.9
Participation rate	96.6	94.5	93.0	94.9	92.6	94.6	93.2	86.5	94.6
Year 5									
Aboriginal and Torres Strait Islander students									
Exempt	3.2	7.4	2.4	1.7	4.1	1.7	2.1	2.0	2.9
Absent	4.9	6.6	7.4	14.9	10.0	5.0	6.4	23.1	9.1
Withdrawn	1.7	6.1	5.8	1.2	5.5	1.0	10.7	1.6	3.4
Assessed	90.2	79.9	84.4	82.2	80.4	92.3	80.8	73.3	84.6
Participation rate	93.4	87.3	86.8	83.9	84.5	93.9	82.9	75.3	87.5
Non-Indigenous students									
Exempt	1.5	2.7	1.2	1.1	2.0	1.4	1.9	2.0	1.7
Absent	1.9	2.7	2.4	2.5	3.3	2.7	2.5	3.2	2.4
Withdrawn	0.8	2.1	3.6	1.1	3.0	0.9	2.9	2.1	1.9
Assessed	95.8	92.5	92.8	95.3	91.7	95.0	92.7	92.7	94.0
Participation rate	97.3	95.2	94.0	96.4	93.7	96.4	94.7	94.6	95.7
All students									
Exempt	1.6	2.8	1.3	1.2	2.2	1.4	1.9	2.0	1.8
Absent	2.1	2.8	2.9	3.5	3.7	2.8	2.6	12.1	2.8
Withdrawn	0.9	2.1	3.9	1.1	3.1	2.1	3.1	2.0	2.1
Assessed	95.4	92.3	91.9	94.2	91.0	93.7	92.4	83.9	93.3
Participation rate	97.0	95.1	93.3	95.4	93.2	95.1	94.3	85.9	95.1

Table 4A.68 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN numeracy assessment, by Indigenous status, 2015 (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									
Aboriginal and Torres Strait Islander students									
Exempt	2.9	4.5	2.8	1.3	3.8	2.1	5.5	2.8	2.8
Absent	10.2	14.2	9.9	20.1	14.1	9.1	11.7	27.3	13.5
Withdrawn	1.0	2.7	6.2	0.5	4.4	0.4	3.9	0.5	2.6
Assessed	85.9	78.6	81.1	78.1	77.7	88.4	78.9	69.4	81.1
Participation rate	88.9	83.1	83.9	79.5	81.5	90.5	84.4	72.3	83.8
Non-Indigenous students									
Exempt	1.3	2.1	1.6	1.2	1.8	1.3	1.6	2.1	1.6
Absent	2.9	3.8	3.5	3.1	3.7	4.1	3.2	3.9	3.4
Withdrawn	0.7	1.5	4.0	0.4	2.7	0.5	2.2	0.9	1.7
Assessed	95.1	92.6	90.9	95.3	91.8	94.1	93.0	93.1	93.3
Participation rate	96.4	94.7	92.5	96.5	93.7	95.4	94.5	95.2	94.9
All students									
Exempt	1.4	2.2	1.7	1.2	1.9	1.4	1.8	2.4	1.7
Absent	3.3	4.0	4.0	4.4	4.3	4.6	3.4	14.3	4.0
Withdrawn	0.8	1.5	4.3	0.4	2.7	1.5	2.3	0.8	1.8
Assessed	94.5	92.3	90.0	94.0	91.1	92.5	92.5	82.5	92.5
Participation rate	95.9	94.5	91.7	95.2	93.0	93.9	94.2	84.9	94.2
Year 9									
Aboriginal and Torres Strait Islander students									
Exempt	3.0	6.0	2.6	1.3	2.7	2.3	3.9	3.1	2.9
Absent	19.6	22.2	14.8	27.6	28.5	16.0	21.1	41.6	21.9
Withdrawn	1.6	4.6	7.1	0.4	7.4	1.4	12.5	3.0	3.8
Assessed	75.8	67.2	75.5	70.7	61.4	80.3	62.5	52.3	71.4
Participation rate	78.8	73.2	78.1	72.0	64.0	82.7	66.4	55.3	74.4
Non-Indigenous students									
Exempt	1.5	2.3	1.5	1.2	2.0	1.0	2.5	1.5	1.7
Absent	5.2	6.8	5.4	4.1	7.1	7.6	5.8	5.9	5.7
Withdrawn	0.9	2.2	5.2	0.3	3.3	0.6	4.0	2.7	2.3
Assessed	92.4	88.7	87.9	94.4	87.6	90.8	87.7	89.9	90.3
Participation rate	93.9	90.9	89.4	95.6	89.7	91.9	90.2	91.4	92.0
All students									
Exempt	1.5	2.5	1.5	1.2	2.0	1.3	2.5	2.2	1.8
Absent	6.0	7.1	6.2	5.8	8.1	8.3	6.2	21.3	6.6
Withdrawn	1.0	2.3	5.4	0.3	3.4	1.3	4.3	2.9	2.4
Assessed	91.5	88.1	86.9	92.7	86.5	89.1	87.0	73.6	89.2
Participation rate	93.1	90.6	88.4	93.9	88.5	90.4	89.6	75.7	91.0

Table 4A.68 **Exempt, absent, withdrawn, and assessed students and participation rate in NAPLAN numeracy assessment, by Indigenous status, 2015 (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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- (a) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) 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.
- (c) 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.
- (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. 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.
- (e) Data for 2010-2014 were included in earlier Reports.

Source: ACARA (2015) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.69 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, NSW (a), (b)**

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	88.6 ± 1.4	84.8 ± 1.4	84.4 ± 1.3	■	■
Mean scale score	no.	350.3 ± 3.1	348.1 ± 3.1	343.0 ± 2.7	■	■
Non-Indigenous students						
At or above NMS	%	97.3 ± 0.2	96.0 ± 0.3	95.4 ± 0.3	▽	■
Mean scale score	no.	411.3 ± 1.6	410.6 ± 1.7	404.8 ± 1.8	■	■
All students						
At or above NMS	%	96.9 ± 0.2	95.4 ± 0.3	94.7 ± 0.3	▽	■
Mean scale score	no.	408.9 ± 1.6	407.3 ± 1.8	401.3 ± 1.9	■	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	78.9 ± 1.9	79.6 ± 1.9	85.4 ± 1.5	△	△
Mean scale score	no.	424.9 ± 3.2	433.0 ± 3.0	441.1 ± 2.4	△	■
Non-Indigenous students						
At or above NMS	%	95.2 ± 0.3	95.2 ± 0.3	96.0 ± 0.3	■	■
Mean scale score	no.	490.5 ± 1.9	496.6 ± 1.8	500.6 ± 2.0	■	■
All students						
At or above NMS	%	94.4 ± 0.3	94.3 ± 0.3	95.4 ± 0.3	■	■
Mean scale score	no.	487.8 ± 2.0	493.4 ± 1.9	497.2 ± 2.0	■	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	84.5 ± 2.1	85.3 ± 1.4	86.5 ± 1.5	■	■
Mean scale score	no.	485.6 ± 3.5	489.2 ± 3.1	487.8 ± 2.9	■	■
Non-Indigenous students						
At or above NMS	%	96.6 ± 0.3	96.1 ± 0.4	96.7 ± 0.3	■	■
Mean scale score	no.	554.1 ± 3.7	553.6 ± 3.8	550.1 ± 3.7	■	■
All students						
At or above NMS	%	96.0 ± 0.4	95.5 ± 0.4	96.1 ± 0.4	■	■
Mean scale score	no.	551.3 ± 3.7	550.3 ± 3.8	546.7 ± 3.7	■	■

Table 4A.69 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, NSW (a), (b)**

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	80.3 ± 2.1	81.1 ± 1.8	85.0 ± 1.5	△	■
Mean scale score	no.	528.3 ± 3.5	531.5 ± 3.2	535.8 ± 2.7	■	■
Non-Indigenous students						
At or above NMS	%	95.4 ± 0.4	95.3 ± 0.4	96.4 ± 0.4	■	■
Mean scale score	no.	594.3 ± 3.5	598.0 ± 3.9	599.6 ± 3.8	■	■
All students						
At or above NMS	%	94.7 ± 0.4	94.5 ± 0.5	95.8 ± 0.4	■	■
Mean scale score	no.	591.4 ± 3.5	594.3 ± 3.8	596.0 ± 3.8	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.70 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Victoria (a), (b)**

		2008	2014	2015	<i>Nature of differences</i>	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	93.0 ± 2.2	88.5 ± 3.0	85.4 ± 3.1	▽	■
Mean scale score	no.	376.9 ± 5.5	365.2 ± 5.0	361.8 ± 4.9	▽	■
Non-Indigenous students						
At or above NMS	%	96.8 ± 0.3	95.8 ± 0.4	95.5 ± 0.4	▽	■
Mean scale score	no.	417.5 ± 1.4	414.8 ± 1.7	410.5 ± 1.8	■	■
All students						
At or above NMS	%	96.5 ± 0.2	95.5 ± 0.4	95.3 ± 0.4	■	■
Mean scale score	no.	416.9 ± 1.4	413.9 ± 1.7	409.7 ± 1.8	■	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	83.3 ± 3.5	84.8 ± 2.6	85.3 ± 3.0	■	■
Mean scale score	no.	440.6 ± 5.4	452.0 ± 4.8	452.7 ± 4.6	△	■
Non-Indigenous students						
At or above NMS	%	95.0 ± 0.3	95.0 ± 0.4	96.0 ± 0.4	■	■
Mean scale score	no.	490.3 ± 1.6	497.3 ± 1.6	503.7 ± 1.7	△	■
All students						
At or above NMS	%	94.6 ± 0.3	94.7 ± 0.4	95.8 ± 0.4	■	■
Mean scale score	no.	489.7 ± 1.7	496.6 ± 1.7	502.9 ± 1.7	△	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	87.9 ± 3.1	83.6 ± 3.1	88.2 ± 2.4	■	△
Mean scale score	no.	492.9 ± 5.7	490.6 ± 5.2	497.6 ± 4.7	■	■
Non-Indigenous students						
At or above NMS	%	96.8 ± 0.4	95.8 ± 0.5	96.5 ± 0.5	■	■
Mean scale score	no.	553.2 ± 3.0	549.6 ± 3.0	549.2 ± 3.0	■	■
All students						
At or above NMS	%	96.5 ± 0.3	95.5 ± 0.5	96.3 ± 0.5	■	■
Mean scale score	no.	552.3 ± 3.1	548.6 ± 3.0	548.4 ± 3.0	■	■

Table 4A.70 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Victoria (a), (b)**

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	78.4 ± 4.5	83.3 ± 3.0	85.0 ± 3.3	△	■
Mean scale score	no.	530.2 ± 6.1	538.3 ± 4.5	548.5 ± 5.6	△	■
Non-Indigenous students						
At or above NMS	%	95.5 ± 0.5	95.0 ± 0.6	95.8 ± 0.5	■	■
Mean scale score	no.	591.5 ± 3.6	593.2 ± 3.8	597.7 ± 3.8	■	■
All students						
At or above NMS	%	95.2 ± 0.4	94.8 ± 0.6	95.6 ± 0.6	■	■
Mean scale score	no.	590.7 ± 3.7	592.3 ± 3.8	597.0 ± 3.8	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.71

Table 4A.71 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy writing, and nature of differences, 2008 and 2014 to 2015, Queensland (a), (b)

		2008	2014	2015	<i>Nature of differences</i>	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	75.5 ± 3.2	82.4 ± 2.1	82.9 ± 1.9	Δ	■
Mean scale score	no.	316.2 ± 6.4	336.0 ± 3.8	338.1 ± 3.6	Δ	■
Non-Indigenous students						
At or above NMS	%	93.3 ± 0.5	95.6 ± 0.4	96.1 ± 0.3	Δ	■
Mean scale score	no.	371.9 ± 2.1	398.1 ± 2.0	397.2 ± 1.9	Δ	■
All students						
At or above NMS	%	92.0 ± 0.6	94.6 ± 0.4	95.0 ± 0.4	Δ	■
Mean scale score	no.	367.9 ± 2.2	393.4 ± 2.1	392.2 ± 2.0	Δ	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	69.5 ± 3.1	73.9 ± 2.7	83.1 ± 2.1	Δ	Δ
Mean scale score	no.	406.8 ± 5.2	422.3 ± 3.9	434.5 ± 3.9	Δ	Δ
Non-Indigenous students						
At or above NMS	%	92.0 ± 0.5	94.7 ± 0.4	96.6 ± 0.3	▲	Δ
Mean scale score	no.	462.3 ± 1.9	486.2 ± 1.9	490.7 ± 1.9	Δ	■
All students						
At or above NMS	%	90.4 ± 0.6	93.1 ± 0.5	95.5 ± 0.4	Δ	Δ
Mean scale score	no.	458.2 ± 2.1	481.7 ± 2.1	486.0 ± 2.0	Δ	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	81.8 ± 2.7	83.8 ± 2.1	87.6 ± 1.7	Δ	■
Mean scale score	no.	483.2 ± 7.6	487.8 ± 4.1	489.4 ± 3.6	■	■
Non-Indigenous students						
At or above NMS	%	95.9 ± 0.3	96.2 ± 0.4	96.9 ± 0.4	■	■
Mean scale score	no.	543.2 ± 2.2	547.8 ± 2.4	543.2 ± 3.2	■	■
All students						
At or above NMS	%	94.9 ± 0.4	95.3 ± 0.5	96.2 ± 0.5	■	■
Mean scale score	no.	539.0 ± 2.3	543.6 ± 2.5	538.9 ± 3.3	■	■

Table 4A.71 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy writing, and nature of differences, 2008 and 2014 to 2015, Queensland (a), (b)

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	73.2 ± 3.6	77.8 ± 2.6	87.8 ± 1.6	▲	△
Mean scale score	no.	515.9 ± 9.1	525.6 ± 3.9	539.0 ± 3.7	△	△
Non-Indigenous students						
At or above NMS	%	93.8 ± 0.7	95.4 ± 0.5	97.0 ± 0.4	△	△
Mean scale score	no.	574.7 ± 3.3	583.7 ± 3.3	588.5 ± 3.3	△	■
All students						
At or above NMS	%	92.4 ± 0.8	94.2 ± 0.6	96.3 ± 0.5	△	△
Mean scale score	no.	570.7 ± 3.5	579.8 ± 3.4	584.7 ± 3.3	△	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.72

Table 4A.72 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Western Australia (a), (b)

		2008	2014	2015	<i>Nature of differences</i>	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	75.5 ± 3.4	70.5 ± 3.6	69.5 ± 3.3	■	■
Mean scale score	no.	313.9 ± 5.1	310.4 ± 5.9	305.5 ± 6.4	■	■
Non-Indigenous students						
At or above NMS	%	96.1 ± 0.6	95.6 ± 0.5	95.6 ± 0.5	■	■
Mean scale score	no.	387.4 ± 2.2	399.0 ± 2.5	395.5 ± 2.6	■	■
All students						
At or above NMS	%	94.5 ± 0.6	93.8 ± 0.6	93.7 ± 0.6	■	■
Mean scale score	no.	381.9 ± 2.4	392.5 ± 2.8	388.6 ± 2.8	■	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	61.6 ± 3.4	61.2 ± 3.5	71.0 ± 3.6	△	△
Mean scale score	no.	393.0 ± 4.6	397.3 ± 5.4	410.3 ± 5.4	△	△
Non-Indigenous students						
At or above NMS	%	93.7 ± 0.6	94.5 ± 0.5	96.2 ± 0.4	△	△
Mean scale score	no.	466.5 ± 2.3	486.9 ± 2.5	490.9 ± 2.5	△	■
All students						
At or above NMS	%	91.1 ± 0.8	92.2 ± 0.7	94.3 ± 0.6	△	△
Mean scale score	no.	460.7 ± 2.5	480.6 ± 2.8	484.7 ± 2.7	△	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	74.2 ± 3.9	77.2 ± 3.5	78.7 ± 3.1	■	■
Mean scale score	no.	463.2 ± 5.2	469.0 ± 5.0	469.4 ± 4.6	■	■
Non-Indigenous students						
At or above NMS	%	96.5 ± 0.4	96.9 ± 0.4	96.9 ± 0.6	■	■
Mean scale score	no.	539.5 ± 2.8	551.9 ± 3.6	543.9 ± 5.2	■	■
All students						
At or above NMS	%	94.7 ± 0.6	95.4 ± 0.6	95.6 ± 0.7	■	■
Mean scale score	no.	533.7 ± 3.0	545.5 ± 3.7	538.3 ± 5.3	■	■

Table 4A.72 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Western Australia (a), (b)**

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	66.2 ± 3.7	74.2 ± 4.4	81.3 ± 3.1	△	△
Mean scale score	no.	500.6 ± 5.3	518.0 ± 7.4	526.1 ± 5.3	△	■
Non-Indigenous students						
At or above NMS	%	94.3 ± 0.9	96.4 ± 0.6	97.5 ± 0.5	▲	△
Mean scale score	no.	576.4 ± 5.1	596.5 ± 5.4	601.5 ± 5.4	△	■
All students						
At or above NMS	%	92.3 ± 1.1	94.7 ± 0.9	96.4 ± 0.6	△	△
Mean scale score	no.	570.7 ± 5.2	591.1 ± 5.5	596.0 ± 5.6	△	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.73

Table 4A.73 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, South Australia (a), (b)

		2008	2014	2015	<i>Nature of differences</i>	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	79.2 ± 4.5	71.7 ± 5.1	71.1 ± 4.4	■	■
Mean scale score	no.	330.7 ± 6.5	316.4 ± 9.0	313.4 ± 7.1	▽	■
Non-Indigenous students						
At or above NMS	%	94.6 ± 0.8	94.3 ± 0.7	93.9 ± 0.8	■	■
Mean scale score	no.	391.7 ± 2.5	388.9 ± 2.8	385.5 ± 3.0	■	■
All students						
At or above NMS	%	93.8 ± 0.9	93.2 ± 0.8	92.8 ± 0.9	■	■
Mean scale score	no.	388.8 ± 2.7	385.4 ± 3.0	382.1 ± 3.1	■	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	68.5 ± 5.3	66.9 ± 5.4	74.5 ± 4.4	■	△
Mean scale score	no.	409.1 ± 6.8	407.5 ± 8.0	415.7 ± 7.2	■	■
Non-Indigenous students						
At or above NMS	%	91.7 ± 0.9	93.1 ± 0.8	95.0 ± 0.7	△	△
Mean scale score	no.	462.9 ± 2.7	473.6 ± 2.8	480.9 ± 2.9	△	■
All students						
At or above NMS	%	90.5 ± 1.0	91.8 ± 0.9	94.0 ± 0.8	△	△
Mean scale score	no.	460.4 ± 2.8	470.9 ± 2.9	477.9 ± 3.0	△	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	75.9 ± 5.2	80.3 ± 4.5	83.0 ± 4.0	■	■
Mean scale score	no.	468.7 ± 7.0	472.9 ± 7.3	477.7 ± 5.6	■	■
Non-Indigenous students						
At or above NMS	%	95.4 ± 0.7	95.5 ± 0.6	96.4 ± 0.6	■	■
Mean scale score	no.	539.2 ± 3.1	536.5 ± 3.1	535.3 ± 3.1	■	■
All students						
At or above NMS	%	94.5 ± 0.8	94.8 ± 0.7	95.8 ± 0.6	■	■
Mean scale score	no.	536.2 ± 3.3	533.9 ± 3.1	532.7 ± 3.1	■	■

Table 4A.73 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, South Australia (a), (b)

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	68.7 ± 6.0	73.2 ± 4.0	82.9 ± 4.5	△	△
Mean scale score	no.	508.8 ± 8.2	513.8 ± 5.9	529.0 ± 6.5	△	△
Non-Indigenous students						
At or above NMS	%	93.7 ± 1.1	93.6 ± 1.4	95.6 ± 1.0	△	△
Mean scale score	no.	574.6 ± 5.1	576.3 ± 5.0	581.0 ± 5.3	■	■
All students						
At or above NMS	%	92.0 ± 1.8	92.6 ± 1.4	95.0 ± 1.0	△	△
Mean scale score	no.	571.1 ± 5.4	573.6 ± 5.3	578.9 ± 5.5	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.74

Table 4A.74 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Tasmania (a), (b)**

		2008	2014	2015	<i>Nature of differences</i>	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	94.5 ± 2.8	92.5 ± 3.0	89.7 ± 4.0	■	■
Mean scale score	no.	377.1 ± 8.2	365.2 ± 6.8	359.4 ± 7.4	▽	■
Non-Indigenous students						
At or above NMS	%	96.8 ± 0.6	94.6 ± 0.8	94.4 ± 1.1	▽	■
Mean scale score	no.	401.6 ± 4.5	398.2 ± 5.2	392.4 ± 4.6	■	■
All students						
At or above NMS	%	96.7 ± 0.6	94.5 ± 0.8	94.0 ± 1.2	▽	■
Mean scale score	no.	399.9 ± 4.2	396.3 ± 5.4	391.3 ± 5.7	■	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	87.8 ± 3.9	84.7 ± 4.9	90.5 ± 3.2	■	■
Mean scale score	no.	447.4 ± 7.6	441.3 ± 7.6	452.3 ± 6.8	■	■
Non-Indigenous students						
At or above NMS	%	92.9 ± 1.1	93.3 ± 1.2	95.3 ± 0.8	△	△
Mean scale score	no.	467.5 ± 4.5	479.6 ± 4.8	484.4 ± 4.2	△	■
All students						
At or above NMS	%	92.1 ± 1.2	92.6 ± 1.2	94.9 ± 0.9	△	△
Mean scale score	no.	464.6 ± 4.4	477.3 ± 4.8	483.1 ± 4.9	△	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	92.4 ± 2.7	88.9 ± 3.9	91.3 ± 3.7	■	■
Mean scale score	no.	512.3 ± 7.6	498.1 ± 7.4	496.9 ± 5.8	▽	■
Non-Indigenous students						
At or above NMS	%	95.5 ± 1.2	95.3 ± 1.1	96.5 ± 0.9	■	■
Mean scale score	no.	536.9 ± 7.5	536.1 ± 6.7	530.9 ± 5.9	■	■
All students						
At or above NMS	%	95.2 ± 1.3	94.8 ± 1.2	96.0 ± 1.0	■	■
Mean scale score	no.	533.8 ± 7.3	533.1 ± 6.7	528.8 ± 6.2	■	■

Table 4A.74 **Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Tasmania (a), (b)**

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	88.5 ± 3.7	86.2 ± 3.6	90.0 ± 3.9	■	■
Mean scale score	no.	551.0 ± 9.5	541.2 ± 7.1	545.1 ± 6.6	■	■
Non-Indigenous students						
At or above NMS	%	93.1 ± 1.5	94.3 ± 1.3	96.4 ± 0.9	△	△
Mean scale score	no.	570.2 ± 7.2	575.0 ± 6.8	579.7 ± 6.5	■	■
All students						
At or above NMS	%	92.3 ± 1.8	93.5 ± 1.4	95.8 ± 1.1	△	△
Mean scale score	no.	568.0 ± 7.2	572.8 ± 7.0	577.3 ± 6.7	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.75

Table 4A.75 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Australian Capital Territory (a), (b)

		2008	2014	2015	<i>Nature of differences</i>	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	88.4 ± 9.3	88.1 ± 5.9	85.4 ± 7.8	■	■
Mean scale score	no.	355.1 ± 16.2	356.1 ± 13.9	349.2 ± 12.4	■	■
Non-Indigenous students						
At or above NMS	%	96.7 ± 1.1	96.7 ± 0.9	96.3 ± 1.0	■	■
Mean scale score	no.	413.1 ± 5.0	415.2 ± 4.9	411.7 ± 4.9	■	■
All students						
At or above NMS	%	96.4 ± 1.2	96.5 ± 1.0	96.0 ± 1.0	■	■
Mean scale score	no.	411.5 ± 5.1	413.9 ± 5.0	410.0 ± 5.0	■	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	82.3 ± 8.5	84.4 ± 7.1	87.6 ± 5.5	■	■
Mean scale score	no.	428.5 ± 14.0	442.7 ± 11.6	447.1 ± 11.1	■	■
Non-Indigenous students						
At or above NMS	%	95.3 ± 1.1	96.3 ± 0.9	96.8 ± 1.1	■	■
Mean scale score	no.	485.3 ± 5.6	499.1 ± 5.0	503.5 ± 5.6	△	■
All students						
At or above NMS	%	94.9 ± 1.2	95.9 ± 0.9	96.5 ± 1.1	■	■
Mean scale score	no.	483.8 ± 5.8	497.4 ± 5.0	501.8 ± 5.6	△	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	90.3 ± 7.6	85.1 ± 9.0	86.1 ± 6.6	■	■
Mean scale score	no.	504.7 ± 14.3	504.0 ± 16.9	499.0 ± 12.7	■	■
Non-Indigenous students						
At or above NMS	%	97.3 ± 1.1	96.6 ± 1.4	97.0 ± 1.2	■	■
Mean scale score	no.	557.5 ± 10.1	558.3 ± 9.3	550.3 ± 9.1	■	■
All students						
At or above NMS	%	97.1 ± 1.2	96.3 ± 1.5	96.7 ± 1.2	■	■
Mean scale score	no.	556.2 ± 10.1	556.6 ± 9.6	549.4 ± 9.1	■	■

Table 4A.75 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Australian Capital Territory (a), (b)

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	83.8 ± 11.1	82.8 ± 8.5	85.3 ± 8.4	■	■
Mean scale score	no.	546.5 ± 14.6	535.6 ± 12.4	545.1 ± 12.7	■	■
Non-Indigenous students						
At or above NMS	%	96.9 ± 1.1	95.3 ± 1.6	95.5 ± 1.6	■	■
Mean scale score	no.	596.0 ± 10.2	596.2 ± 9.6	600.5 ± 10.1	■	■
All students						
At or above NMS	%	96.6 ± 1.2	94.9 ± 1.7	95.2 ± 1.7	■	■
Mean scale score	no.	594.9 ± 10.3	594.4 ± 9.7	599.6 ± 10.0	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

Table 4A.76 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Northern Territory (a), (b)

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	52.4 ± 6.9	43.0 ± 6.8	48.6 ± 6.3	■	■
Mean scale score	no.	275.0 ± 11.0	260.8 ± 13.7	269.5 ± 9.5	■	■
Non-Indigenous students						
At or above NMS	%	96.5 ± 1.3	93.2 ± 3.1	94.5 ± 1.6	■	■
Mean scale score	no.	386.9 ± 5.9	388.4 ± 6.2	377.7 ± 6.5	■	■
All students						
At or above NMS	%	77.0 ± 5.6	73.0 ± 6.2	75.0 ± 5.4	■	■
Mean scale score	no.	338.4 ± 12.4	338.1 ± 15.5	332.0 ± 11.9	■	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	38.3 ± 6.3	36.2 ± 6.4	45.9 ± 6.7	■	■
Mean scale score	no.	355.9 ± 10.0	357.4 ± 11.0	370.0 ± 11.5	■	■
Non-Indigenous students						
At or above NMS	%	91.6 ± 2.2	92.3 ± 2.8	94.3 ± 2.1	■	■
Mean scale score	no.	459.4 ± 5.4	469.9 ± 5.7	477.1 ± 7.5	△	■
All students						
At or above NMS	%	69.1 ± 5.9	68.2 ± 6.6	72.7 ± 6.3	■	■
Mean scale score	no.	416.3 ± 11.0	422.7 ± 13.4	429.3 ± 13.6	■	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	50.2 ± 7.4	47.7 ± 7.9	54.2 ± 8.1	■	■
Mean scale score	no.	428.3 ± 11.3	422.5 ± 13.2	427.2 ± 13.1	■	■
Non-Indigenous students						
At or above NMS	%	95.6 ± 2.0	95.2 ± 2.1	95.8 ± 2.1	■	■
Mean scale score	no.	534.2 ± 9.3	527.8 ± 11.8	529.9 ± 10.5	■	■
All students						
At or above NMS	%	75.9 ± 7.2	74.4 ± 7.9	77.4 ± 7.5	■	■
Mean scale score	no.	488.1 ± 15.8	484.4 ± 18.6	484.7 ± 17.1	■	■

Table 4A.76 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Northern Territory (a), (b)

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	46.1 ± 9.3	44.1 ± 8.5	56.9 ± 7.6	■	△
Mean scale score	no.	470.5 ± 15.9	467.6 ± 13.8	487.2 ± 10.7	■	△
Non-Indigenous students						
At or above NMS	%	93.6 ± 2.6	93.1 ± 3.5	96.0 ± 2.2	■	■
Mean scale score	no.	575.4 ± 10.6	569.2 ± 11.5	576.6 ± 10.4	■	■
All students						
At or above NMS	%	74.1 ± 7.5	74.2 ± 7.8	79.1 ± 6.9	■	■
Mean scale score	no.	532.6 ± 17.2	532.0 ± 17.2	538.2 ± 14.5	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.77

Table 4A.77 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Australia (a), (b)

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 3</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	78.6 ± 1.7	78.2 ± 1.4	78.2 ± 1.3	■	■
Mean scale score	no.	327.6 ± 3.3	331.5 ± 2.9	330.0 ± 2.5	■	■
Non-Indigenous students						
At or above NMS	%	96.0 ± 0.2	95.7 ± 0.2	95.5 ± 0.2	■	■
Mean scale score	no.	400.5 ± 1.0	405.9 ± 0.9	402.0 ± 0.9	■	■
All students						
At or above NMS	%	95.0 ± 0.2	94.6 ± 0.2	94.4 ± 0.2	■	■
Mean scale score	no.	396.9 ± 1.0	401.8 ± 1.0	397.8 ± 1.0	■	■
<i>Year 5</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	69.2 ± 1.7	71.1 ± 1.6	78.6 ± 1.5	△	△
Mean scale score	no.	408.0 ± 2.8	417.9 ± 2.6	428.0 ± 2.5	△	■
Non-Indigenous students						
At or above NMS	%	94.0 ± 0.2	94.8 ± 0.2	96.1 ± 0.2	△	■
Mean scale score	no.	479.5 ± 1.0	491.5 ± 0.9	496.5 ± 1.0	△	■
All students						
At or above NMS	%	92.7 ± 0.2	93.5 ± 0.2	95.1 ± 0.2	△	■
Mean scale score	no.	475.9 ± 1.1	487.6 ± 1.0	492.5 ± 1.0	△	■
<i>Year 7</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	78.6 ± 1.7	79.5 ± 1.6	82.8 ± 1.5	■	■
Mean scale score	no.	476.2 ± 3.4	478.5 ± 2.8	480.5 ± 2.7	■	■
Non-Indigenous students						
At or above NMS	%	96.4 ± 0.2	96.1 ± 0.2	96.7 ± 0.2	■	■
Mean scale score	no.	548.6 ± 1.6	549.7 ± 1.7	546.2 ± 1.7	■	■
All students						
At or above NMS	%	95.4 ± 0.2	95.1 ± 0.2	95.9 ± 0.2	■	■
Mean scale score	no.	545.0 ± 1.6	545.9 ± 1.7	542.5 ± 1.7	■	■

Table 4A.77 Proportion of students who achieved at or above the national minimum standard and Mean scale scores for NAPLAN numeracy, and nature of differences, 2008 and 2014 to 2015, Australia (a), (b)

		2008	2014	2015	Nature of differences	
					2008 to 2015	2014 to 2015
<i>Year 9</i>						
Aboriginal and Torres Strait Islander students (c)						
At or above NMS	%	72.5 ± 2.0	76.2 ± 1.5	82.8 ± 1.3	△	△
Mean scale score	no.	515.1 ± 4.0	522.8 ± 2.5	531.9 ± 2.3	△	■
Non-Indigenous students						
At or above NMS	%	94.8 ± 0.3	95.2 ± 0.3	96.4 ± 0.2	△	■
Mean scale score	no.	585.7 ± 1.8	591.4 ± 1.9	595.2 ± 1.9	■	■
All students						
At or above NMS	%	93.6 ± 0.3	94.1 ± 0.3	95.7 ± 0.2	△	△
Mean scale score	no.	582.2 ± 1.8	587.8 ± 1.9	591.7 ± 1.9	■	■

NMS = National Minimum Standard.

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.

Source: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney.

TABLE 4A.78

Table 4A.78 **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.79 **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.80 **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
Indigenous students	25.5 ± 10.0
Non-Indigenous students	54.7 ± 2.2
LBOTE students (d)	na
2009	
Male students	52.3 ± 2.6
Female students	51.7 ± 2.6
Indigenous students	19.6 ± 6.0
Non-Indigenous students	53.9 ± 2.3
LBOTE students	48.9 ± 4.9
2012	
Male students	51.7 ± 2.6
Female students	51.1 ± 2.2
Indigenous students	20.1 ± 5.8
Non-Indigenous students	52.8 ± 2.0
LBOTE students	47.6 ± 5.4

LBOTE = Language Background Other Than English.

- (a) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) Results for 2012 and 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) The proficiency of the LBOTE sub-group, even nationally, was not calculated for 2006 because of omissions and inconsistencies in the data.

na Not available.

Source: ACARA (2013), *National Assessment Program - Science Literacy Year 6, 2012*, Sydney.

TABLE 4A.81

Table 4A.81 **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	396 ± 12.1	398 ± 9.2	385 ± 8.9	393 ± 9.6	380 ± 10.4	386 ± 13.5	415 ± 10.6	326 ± 28.6	392 ± 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.82

Table 4A.82 **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.82 **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	395 ± 9.9	393 ± 9.7	392 ± 6.4	406 ± 9.5	392 ± 7.9	395 ± 12.3	429 ± 13.2	319 ± 31.1	
	<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.83

Table 4A.83 **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.83

Table 4A.83 **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	5.0 ± 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.83

Table 4A.83 **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	04 ± 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.83 **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) *2013 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.84

Table 4A.84 **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.84 **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) *2013 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.85

Table 4A.85 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (d)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
2007							
Year 6							
Male students	13.7 ± 1.9	36.4 ± 2.6	40.9 ± 3.1	8.7 ± 1.6	0.3 ± 0.3	..	49.9 ± 3.3
Female students	8.8 ± 1.6	34.0 ± 3.1	46.3 ± 3.1	10.7 ± 1.6	0.3 ± 0.3	..	57.2 ± 3.4
Indigenous students	37.0 ± 11.9	36.8 ± 11.1	23.4 ± 11.1	2.8 ± 4.5	–	..	26.2 ± 13.6
Non-Indigenous students	10.5 ± 1.4	35.8 ± 2.7	44.0 ± 2.7	9.4 ± 1.4	0.3 ± 0.2	..	53.7 ± 3.1
LBOTE students	13.7 ± 4.8	37.5 ± 6.1	40.2 ± 7.1	8.5 ± 3.6	0.1 ± 0.3	..	48.9 ± 7.8
All students	11.3 ± 1.3	35.2 ± 2.4	43.5 ± 2.6	9.7 ± 1.1	0.3 ± 0.2	..	53.4 ± 2.8
Year 10							
Male students	4.9 ± 1.8	18.5 ± 2.8	38.8 ± 3.1	32.2 ± 3.0	5.4 ± 1.7	0.2 ± 0.4	37.9 ± 3.7
Female students	2.7 ± 1.3	13.2 ± 2.5	39.0 ± 3.7	36.6 ± 2.9	8.3 ± 2.1	0.2 ± 0.3	45.1 ± 3.4
Indigenous students	14.1 ± 8.0	33.3 ± 10.6	34.1 ± 9.7	16.0 ± 8.8	2.5 ± 3.7	–	18.5 ± 8.1
Non-Indigenous students	3.3 ± 1.3	15.2 ± 2.1	39.1 ± 2.8	35.1 ± 2.1	7.0 ± 1.4	0.2 ± 0.2	42.3 ± 2.6
LBOTE students	6.3 ± 3.6	17.3 ± 4.3	37.0 ± 5.1	32.6 ± 4.4	6.5 ± 2.6	0.3 ± 0.6	39.4 ± 5.6
All students	3.8 ± 1.4	15.8 ± 2.2	38.9 ± 2.8	34.4 ± 2.1	6.9 ± 1.4	0.2 ± 0.2	41.5 ± 2.6
2010							
Year 6							
Male students	15 ± 2.2	36 ± 2.9	36 ± 3.4	12 ± 2.1	1 ± 0.7	..	49 ± 3.4
Female students	11 ± 1.9	34 ± 2.5	39 ± 2.5	14 ± 2.0	2 ± 0.8	..	55 ± 3.1
Indigenous students	48 ± 11.2	36 ± 11.8	14 ± 6.9	2 ± 2.7	0 ± 0.1	..	16 ± 7.8
Non-Indigenous students	12 ± 1.7	35 ± 2.0	39 ± 2.4	13 ± 1.5	1 ± 0.6	..	54 ± 2.6
All students	13 ± 1.7	35 ± 1.9	38 ± 2.3	13 ± 1.4	1 ± 0.6	..	52 ± 2.4
Year 10							

TABLE 4A.85

Table 4A.85 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (d)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
Male students	6 ± 1.9	16 ± 2.4	34 ± 2.9	33 ± 3.0	10 ± 2.4	1 ± 0.7	44 ± 4.5
Female students	4 ± 1.2	13 ± 2.5	30 ± 3.3	39 ± 3.2	14 ± 3.1	1 ± 0.5	53 ± 4.7
Indigenous students	19 ± 8.1	26 ± 9.3	38 ± 10.3	15 ± 7.5	2 ± 3.0	na	17 ± 7.7
Non-Indigenous students	4 ± 1.3	14 ± 2.0	32 ± 2.3	37 ± 2.5	12 ± 2.0	1 ± 0.4	50 ± 3.8
All students	5 ± 1.3	14 ± 2.0	32 ± 2.2	36 ± 2.5	12 ± 1.9	1 ± 0.4	49 ± 3.7
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
Indigenous students	38 ± 8.2	40 ± 9.4	19 ± 8.6	2 ± 3.5	na	..	16 ± 7.8
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
Indigenous students	13 ± 5.5	29 ± 10.7	41 ± 10.8	17 ± 10.3	0 ± 0.5	na	17 ± 10.4
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.

Table 4A.85 **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>
(a) National minimum standards such as those set for literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above), a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.							
(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.							
(c) 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) *2013 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.86

Table 4A.86 **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.86 **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>2013 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013</i> , Sydney;								

TABLE 4A.87

Table 4A.87 **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.87

Table 4A.87 **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.87

Table 4A.87 **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.87

Table 4A.87 **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	↓	↓	↓	↓	↓	↓	↓	..

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(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.

Table 4A.87

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>
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>2013 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013</i> , Sydney.							

TABLE 4A.88

Table 4A.88 **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.88

Table 4A.88 **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>
2014									
Year 6									
Level 1	13 ± 3.7	8 ± 2.1	18 ± 4.5	16 ± 4.4	13 ± 3.3	21 ± 5.2	10 ± 4.4	25 ± 8.0	14 ± 1.9
Level 2	31 ± 3.9	28 ± 4.0	34 ± 4.2	32 ± 4.7	29 ± 4.0	33 ± 3.6	32 ± 8.1	32 ± 5.8	31 ± 2.4

Table 4A.88 **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	42 ± 4.7	48 ± 4.1	38 ± 5.7	38 ± 4.0	43 ± 3.5	36 ± 5.2	41 ± 6.0	34 ± 7.3	42 ± 2.5
Level 4 and above	13 ± 2.4	17 ± 3.0	10 ± 2.7	14 ± 3.4	16 ± 3.3	9 ± 2.9	17 ± 8.4	9 ± 5.7	14 ± 1.2
<i>At or above the proficient standard</i>	<i>55 ± 4.9</i>	<i>64 ± 4.5</i>	<i>48 ± 5.8</i>	<i>52 ± 4.8</i>	<i>59 ± 4.3</i>	<i>46 ± 5.4</i>	<i>58 ± 10.6</i>	<i>43 ± 6.3</i>	<i>55 ± 2.5</i>
Year 10									
Level 2 and below	16 ± 4.0	12 ± 3.7	19 ± 6.0	9 ± 3.1	11 ± 3.6	18 ± 5.1	14 ± 7.3	17 ± 8.4	15 ± 2.0
Level 3	34 ± 4.4	33 ± 5.3	34 ± 5.3	34 ± 4.0	32 ± 4.7	32 ± 4.5	26 ± 7.1	40 ± 10.4	33 ± 2.1
Level 4	42 ± 5.3	43 ± 4.2	41 ± 5.1	48 ± 5.4	46 ± 5.0	41 ± 5.1	46 ± 7.3	37 ± 7.6	43 ± 2.0
Level 5 and above	8 ± 3.2	12 ± 3.4	6 ± 2.1	10 ± 2.9	11 ± 3.5	10 ± 3.3	14 ± 6.2	6 ± 6.1	9 ± 1.4
<i>At or above the proficient standard</i>	<i>50 ± 5.5</i>	<i>55 ± 5.9</i>	<i>47 ± 5.6</i>	<i>57 ± 5.8</i>	<i>57 ± 5.9</i>	<i>51 ± 5.8</i>	<i>60 ± 9.1</i>	<i>43 ± 9.1</i>	<i>52 ± 2.5</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.
- (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 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 (2015), *National Assessment Program ICT Literacy Years 6 and 10 Report 2014*, Sydney.

TABLE 4A.89

Table 4A.89 **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	2014	2005	2008	2011	2014
Male students	45 ± 4.9	52 ± 3.0	58 ± 2.7	51 ± 3.3	60 ± 4.2	63 ± 3.9	62 ± 2.7	47 ± 3.4
Female students	52 ± 4.1	62 ± 3.6	66 ± 2.5	60 ± 2.9	63 ± 3.5	70 ± 3.2	67 ± 3.3	58 ± 3.3
Indigenous students	30 ± 12.9	24 ± 6.1	31 ± 8.4	22 ± 8.1	35 ± 11.5	32 ± 11.7	36 ± 11.5	20 ± 8.8
Non-Indigenous students	50 ± 3.1	59 ± 2.8	64 ± 2.1	57 ± 2.5	62 ± 3.1	68 ± 2.7	66 ± 2.3	53 ± 2.6
LBOTE students	48.8 ± 6.2	58.9 ± 6.0	66 ± 4.8	58 ± 5.5	58.6 ± 5.6	64.0 ± 5.9	63 ± 5.1	51 ± 6.1
Geographic location:								
Metropolitan	52 ± 3.8	61 ± 3.3	66 ± 2.3	58 ± 2.9	63 ± 4.1	69 ± 3.3	67 ± 2.5	54 ± 3.0
Provincial	43 ± 5.5	48 ± 5.7	51 ± 3.2	48 ± 5.1	59 ± 5.7	62 ± 5.6	58 ± 4.9	47 ± 4.7
Remote	33 ± 18.9	38 ± 12.7	45 ± 20.9	35 ± 5.8	46 ± 9.7	45 ± 10.6	47 ± 15.7	32 ± 15.6
Parental occupation:								
Senior managers and professionals	68.0 ± 6.1	71.7 ± 3.6	79 ± 3.7	72 ± 4.0	75.4 ± 5.4	78.5 ± 3.6	78 ± 3.2	65 ± 4.5
Other managers, associate professionals	58.9 ± 4.8	66.2 ± 4.9	68 ± 3.8	63 ± 5.0	65.7 ± 4.0	70.7 ± 4.0	69 ± 4.2	56 ± 4.1
Skilled trades, clerical and sales	46.1 ± 4.5	54.0 ± 3.7	59 ± 4.2	52 ± 4.2	75.1 ± 5.8	62.6 ± 4.6	63 ± 4.5	50 ± 5.5
Unskilled manual, office and sales	32.1 ± 5.7	41.0 ± 4.7	43 ± 6.6	42 ± 4.9	48.8 ± 7.0	52.1 ± 6.0	57 ± 7.4	40 ± 6.0
All students	49 ± 3.0	57 ± 2.8	62 ± 2.0	55 ± 2.5	61 ± 3.1	66 ± 3.0	65 ± 2.3	52 ± 2.5

LBOTE = Language Background Other Than English (at least one language other than English spoken at home).

- (a) National minimum such as those set in literacy and numeracy have not been set for ICT literacy performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6). This is a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and the proficient standard.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Source: ACARA (2015), *National Assessment Program ICT Literacy Years 6 and 10 Report 2014*, Sydney.

TABLE 4A.90

Table 4A.90 **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
2014	412 ± 12.0	437 ± 9.6	393 ± 13.7	404 ± 13.2	421 ± 10.3	385 ± 15.1	429 ± 26.0	361 ± 20.5	413 ± 5.7
Statistical significance of mean scores, year 6									
Nature of the difference 2005-2014	•	•	•	↑	•	•	•	•	•
Nature of the difference 2008-2014	•	•	•	•	•	•	↓	•	•
Nature of the difference 2011-2014	↓	•	↓	•	•	•	↓	•	↓
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
2014	512 ± 13.7	532 ± 14.3	504 ± 16.8	539 ± 11.8	532 ± 15.8	514 ± 15.6	536 ± 26.2	501 ± 19.9	520 ± 6.7
Statistical significance of mean scores, year 10									
Nature of the difference 2005-2014	↓	↓	↓	•	•	•	↓	•	↓
Nature of the difference 2008-2014	↓	↓	↓	•	↓	•	↓	•	↓
Nature of the difference 2011-2014	↓	↓	↓	•	•	•	↓	•	↓

↑= 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 (2015), *National Assessment Program ICT Literacy Years 6 and 10 Report 2014*, Sydney.

TABLE 4A.91

Table 4A.91 **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.91

Table 4A.91 **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.91

Table 4A.91 **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	▼	▼	▼	▼	▼	●	▼	..
2014									
Year 6	Mean score	412 ± 12.0	437 ± 9.6	393 ± 13.7	404 ± 13.2	421 ± 10.3	385 ± 15.1	429 ± 26.0	361 ± 20.5
	<i>NSW</i> 412 ± 12.0	..	▼	▲	●	●	▲	●	▲
	<i>Vic</i> 437 ± 9.6	▲	..	▲	▲	▲	▲	●	▲

TABLE 4A.91

Table 4A.91 **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>
	<i>Qld</i> 393 ± 13.7	▼	▼	..	●	▼	●	▼	▲
	<i>WA</i> 404 ± 13.2	●	▼	●	..	▼	●	●	▲
	<i>SA</i> 421 ± 10.3	●	▼	▲	▲	..	▲	●	▲
	<i>Tas</i> 385 ± 15.1	▼	▼	●	●	▼	..	▼	●
	<i>ACT</i> 429 ± 26.0	●	●	▲	●	●	▲	..	▲
	<i>NT</i> 361 ± 20.5	▼	▼	▼	▼	▼	●	▼	..
Year 10	Mean score	512 ± 13.7	532 ± 14.3	504 ± 16.8	539 ± 11.8	532 ± 15.8	514 ± 15.6	536 ± 26.2	501 ± 19.9
	<i>NSW</i> 512 ± 13.7	..	▼	●	▼	●	●	●	●
	<i>Vic</i> 532 ± 14.3	▲	..	▲	●	●	●	●	▲
	<i>Qld</i> 504 ± 16.8	●	▼	..	▼	▼	●	▼	●
	<i>WA</i> 539 ± 11.8	▲		▲	..	●	▲	●	▲
	<i>SA</i> 532 ± 15.8	●	●	▲	●	..	●	●	▲
	<i>Tas</i> 514 ± 15.6	●	●	●	▼	●	..	●	●
	<i>ACT</i> 536 ± 26.2	●	●	▲	●		●	..	▲
	<i>NT</i> 501 ± 19.9	●	▼	●	▼	▼	●	▼	..

▲ = 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 (2015), National Assessment Program ICT Literacy Years 6 and 10 Report 2014, Sydney.

TABLE 4A.92

Table 4A.92 **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

↑ = 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) 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.93 **Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments, by equity group, (per cent) (a), (b), (c)**

	<i>Aust</i>
2000	
All students	69.0 ± 2.4
Male students	63.2 ± 3.3
Female students	75.8 ± 2.9
Students from low socioeconomic families (d)	54.3 ± 3.5
Indigenous students	38.0 ± 6.7
Non-Indigenous students (e)	69.9 ± 2.5
Geographically remote students (f)	47.9 ± 17.2
2003	
All students	69.9 ± 1.9
Male students	62.3 ± 2.5
Female students	77.8 ± 2.2
Students from low socioeconomic families (d)	56.2 ± 2.7
Indigenous students	38.1 ± 7.6
Non-Indigenous students (e)	70.6 ± 1.8
Geographically remote students (f)	53.5 ± 9.0
2006	
All students	65.6 ± 1.8
Male students	58.0 ± 2.4
Female students	73.5 ± 2.0
Students from low socioeconomic families (d)	47.8 ± 2.2
Indigenous students	33.5 ± 4.9
Non-Indigenous students (e)	66.5 ± 1.8
Geographically remote students (f)	48.9 ± 15.7
2009	
All students	65.3 ± 1.8
Male students	57.8 ± 2.3
Female students	72.5 ± 2.2
Students from low socioeconomic families (d)	46.9 ± 2.5
Indigenous students	34.7 ± 5.4
<i>Level 5 and Level 6</i>	2.4 ± 1.2
<i>Level 1 and below</i>	38.8 ± 5.2
Non-Indigenous students (e)	66.3 ± 1.7
<i>Level 5 and Level 6</i>	13.1 ± 1.6
<i>Level 1 and below</i>	13.4 ± 1.1
Geographically remote students (f)	48.6 ± 8.7
2012	
All students	64.2 ± 1.3
Male students	57.4 ± 1.8

Table 4A.93 Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments, by equity group, (per cent) (a), (b), (c)

	<i>Aust</i>
Female students	71.4 ± 1.7
Students from low socioeconomic families (d)	46.4 ± 2.5
Indigenous students	30.6 ± 3.3
Non-Indigenous students (e)	65.4 ± 1.3
Geographically remote students (f)	43.1 ± 12.1

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2000: 2.3 per cent; PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2000, PISA 2003 and PISA 2006, the PISA overall reading literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished).

Table 4A.94 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.95

Table 4A.95 **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.95 **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.96

Table 4A.96 **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 (unpublished).

TABLE 4A.97

Table 4A.97 **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.98 Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)

	<i>Aust</i>
2003	
All students	67.1 ± 1.8
Male students	67.3 ± 2.4
Female students	66.8 ± 2.5
Students from low socioeconomic families (d)	47.2 ± 3.7
Indigenous students	30.1 ± 6.3
Non-Indigenous students (e)	67.9 ± 1.8
Geographically remote students (f)	51.5 ± 12.7
2006	
All students	66.5 ± 1.8
Male students	68.6 ± 2.4
Female students	64.3 ± 2.2
Students from low socioeconomic families (d)	50.2 ± 2.4
Indigenous students	32.4 ± 5.1
Non-Indigenous students (e)	67.5 ± 1.8
Geographically remote students (f)	44.0 ± 11.4
2009	
All students	63.9 ± 1.9
Male students	65.5 ± 2.4
Female students	62.3 ± 2.4
Students from low socioeconomic families (d)	44.7 ± 2.5
Indigenous students	34.5 ± 5.1
<i>Level 5 and Level 6</i>	3.2 ± 1.5
<i>Level 1 and below</i>	40.4 ± 5.0
Non-Indigenous students (e)	64.8 ± 1.9
<i>Level 5 and Level 6</i>	16.9 ± 1.8
<i>Level 1 and below</i>	15.1 ± 1.3
Geographically remote students (f)	42.7 ± 14.7
2012	
All students	58.4 ± 1.5
Male students	60.2 ± 2.1
Female students	56.5 ± 2.0
Students from low socioeconomic families (d)	61.3 ± 1.7
Indigenous students	23.2 ± 3.1
Non-Indigenous students (e)	59.7 ± 1.5
Geographically remote students (f)	37.5 ± 14.1

Table 4A.98 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.99 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.100

Table 4A.100 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall mathematical literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 (a), (b), (c), (d)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportions at achievement levels										
Level 6	%	6.1 ± 1.8	3.2 ± 1.4	3.7 ± 1.1	4.6 ± 1.3	1.9 ± 0.8	2.0 ± 1.2	5.2 ± 2.0	1.5 ± 1.7	4.3 ± 0.7
Level 5	%	11.4 ± 1.6	8.9 ± 1.8	10.9 ± 2.1	12.8 ± 2.2	8.4 ± 1.9	7.1 ± 2.1	13.3 ± 3.2	5.0 ± 4.1	10.5 ± 0.8
Level 4	%	18.0 ± 1.7	19.6 ± 2.2	19.2 ± 2.1	22.6 ± 2.7	17.3 ± 2.8	14.6 ± 2.8	21.0 ± 3.3	11.0 ± 5.8	19.0 ± 1.0
Level 3	%	23.8 ± 2.2	26.1 ± 2.5	24.7 ± 2.8	22.8 ± 2.8	25.1 ± 2.8	24.4 ± 2.9	25.2 ± 3.4	23.7 ± 6.0	24.6 ± 1.3
Level 2	%	21.0 ± 2.4	22.8 ± 2.4	21.9 ± 2.5	21.0 ± 2.7	23.8 ± 3.1	25.3 ± 3.5	19.8 ± 3.4	22.8 ± 7.0	21.9 ± 1.5
Level 1	%	13.1 ± 1.8	13.7 ± 2.4	14.0 ± 1.6	11.7 ± 1.9	16.1 ± 2.3	16.4 ± 2.8	9.9 ± 2.6	17.8 ± 6.7	13.5 ± 1.1
Below level 1	%	6.5 ± 1.2	5.7 ± 1.6	5.7 ± 1.6	4.3 ± 1.3	7.2 ± 1.6	10.2 ± 2.0	5.6 ± 2.0	18.1 ± 4.5	6.1 ± 0.7
<i>At or above level 3</i>	%	59.4 ± 2.8	57.9 ± 3.2	58.4 ± 3.1	62.9 ± 3.4	52.8 ± 3.4	48.1 ± 3.4	64.7 ± 3.7	41.3 ± 10.7	58.4 ± 1.5
<i>Levels 5 and 6</i>	%	17.6 ± 2.8	12.2 ± 2.8	14.6 ± 2.1	17.4 ± 2.7	10.4 ± 2.1	9.1 ± 2.3	18.5 ± 3.2	6.6 ± 4.3	14.8 ± 1.3
<i>Level 1 and below</i>	%	19.6 ± 2.1	19.4 ± 2.4	19.7 ± 2.4	16.0 ± 2.3	23.4 ± 2.7	26.6 ± 3.2	15.5 ± 3.3	35.9 ± 8.3	19.7 ± 1.2
Mean score	no.	509.1 ± 7.1	500.8 ± 7.3	503.3 ± 5.7	516.3 ± 6.7	489.1 ± 6.5	477.8 ± 6.7	517.6 ± 7.1	451.7 ± 20.4	504.2 ± 3.1
Statistical difference of mean score performance										
Performance of:		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Compared to:	NSW	..	●	●	●	↓	↓	●	↓	..
	Vic	●	..	●	↑	↓	↓	↑	↓	..
	Qld	●	●	..	↑	↓	↓	↑	↓	..
	WA	●	↓	↓	..	↓	↓	●	↓	..
	SA	↑	↑	↑	↑	..	↓	↑	↓	..
	Tas	↑	↑	↑	↑	↑	..	↑	↓	..
	ACT	●	↓	↓	●	↓	↓	..	↓	..
	NT	↑	↑	↑	↑	↑	↑	↑	..	..

Table 4A.100 **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.101

Table 4A.101 **Mean scores for mathematical literacy and statistical significance of differences between PISA 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>
2003									
All students	526	511	520	548	535	507	548	496	524
2006									
All students	523	513	519	531	520	502	539	481	520
2009									
All students	512	512	518	529	509	487	528	487	514
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 (unpublished).

TABLE 4A.102

Table 4A.102 **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.103 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)

	<i>Aust</i>
2006	
All students	67.0 ± 1.7
Male students	66.5 ± 2.4
Female students	67.5 ± 2.0
Students from low socioeconomic families (d)	50.8 ± 2.3
Indigenous students	34.3 ± 5.6
Non-Indigenous students (e)	67.9 ± 1.7
Geographically remote students (f)	47.8 ± 12.9
2009	
All students	67.5 ± 1.7
Male students	66.6 ± 2.2
Female students	68.3 ± 2.1
Students from low socioeconomic families (d)	49.4 ± 2.5
Indigenous students	37.8 ± 5.5
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
Indigenous students	33.0 ± 3.4
Non-Indigenous students (e)	66.0 ± 1.4
Geographically remote students (f)	48.1 ± 15.4

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.

(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.103 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.104 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.105

Table 4A.105 **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.105 **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.106 **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 (unpublished).

TABLE 4A.107

Table 4A.107 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.107

Table 4A.107 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.107 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 and PIRLS 2011* Melbourne; Trends in International Mathematics and Science Study (TIMSS).

TABLE 4A.108

Table 4A.108 **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.108

Table 4A.108 **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.108 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>
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- (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.109

Table 4A.109 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.109

Table 4A.109 **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.109 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.110

Table 4A.110 **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.110

Table 4A.110 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.110 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.111 **Proportion of year 4 and year 8 students achieving at or above the intermediate international benchmark (per cent); and mean scores in mathematics achievement and science achievement in TIMSS 2011 assessments by equity group, Australia (per cent) (a), (b), (c)**

	<i>Proportion of achieving at or above the intermediate international benchmark</i>		<i>Mean scores</i>	
	<i>Mathematics achievement</i>	<i>Science achievement</i>	<i>Mathematics achievement</i>	<i>Science achievement</i>
Year 4				
All students	70.2 ± 2.7	71.6 ± 2.5	516 ± 5.7	516 ± 5.5
By sex				
Male students	71.6 ± 3.2	71.5 ± 3.1	519 ± 7.1	516 ± 7.3
Female students	69.4 ± 3.0	72.4 ± 3.0	513 ± 6.5	516 ± 6.1
By Indigenous status				
Indigenous students	45.7 ± 8.4	46.9 ± 8.1	458 ± 15.3	458 ± 15.1
Non-Indigenous students (d)	72.7 ± 2.5	74.3 ± 2.3	522 ± 5.3	522 ± 5.1
By language background				
Speaks English at home	71.9 ± 2.5	74.3 ± 2.3	520 ± 5.1	522 ± 5.1
Language other than English spoken at home	65.8 ± 6.1	63.4 ± 5.6	507 ± 12.2	498 ± 11.0
By geographic location of school (e)				
Metropolitan	72.2 ± 2.8	73.3 ± 2.9	521 ± 6.3	520 ± 6.1
Provincial	65.6 ± 6.3	67.5 ± 4.9	505 ± 11.0	507 ± 11.6
Remote	49.3 ± 7.8	52.0 ± 12.5	457 ± 15.3	459 ± 17.1
Year 8				
All students	62.9 ± 4.7	70.3 ± 3.9	505 ± 10.0	519 ± 9.4
By sex				
Male students	64.4 ± 6.1	73.0 ± 4.4	509 ± 14.3	527 ± 11.6
Female students	61.8 ± 4.9	68.0 ± 4.7	500 ± 9.2	511 ± 8.8
By Indigenous status				
Indigenous students	31.8 ± 6.3	42.2 ± 6.1	438 ± 9.4	459 ± 8.8
Non-Indigenous students (d)	65.1 ± 5.0	72.3 ± 4.0	509 ± 10.4	524 ± 9.8
By language background				
Speaks English at home	61.7 ± 5.1	71.3 ± 4.1	504 ± 9.8	521 ± 9.4
Language other than English spoken at home	69.1 ± 6.2	68.1 ± 5.7	521 ± 20.2	500 ± 18.0
By geographic location of school (e)				
Metropolitan	66.4 ± 5.2	71.9 ± 4.4	512 ± 11.4	523 ± 10.4
Provincial	54.5 ± 9.2	67.0 ± 7.5	487 ± 17.8	511 ± 16.9
Remote	40.3 ± 29.6	48.8 ± 32.1	448 ± 53.7	486 ± 63.7
By level of parental education				
Completed a University degree	86.2 ± 4.7	89.5 ± 3.7	569 ± 19.4	580 ± 16.3

Table 4A.111 **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.112

Table 4A.112 **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.113 Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 PIRLS reading assessments by equity group, Australia (a)

	<i>Proportion of achieving at or above the intermediate international benchmark</i>	<i>Mean score</i>
All students	75.6 ± 2.0	527 ± 4.3
By sex		
Male students	72.2 ± 2.6	519 ± 5.3
Female students	79.2 ± 2.4	536 ± 5.3
By Indigenous status		
Indigenous students	51.7 ± 7.7	475 ± 10.8
Non-Indigenous students (b)	77.9 ± 1.8	532 ± 4.3
By geographic location of school (c)		
Metropolitan	77.6 ± 2.3	532 ± 5.1
Provincial	71.4 ± 3.9	518 ± 8.8
Remote	47.9 ± 7.4	462 ± 34.1

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2011). See section 2.6 of the statistical appendix for more information on confidence intervals.

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

(c) The 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.114

Table 4A.114 **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), (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>
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.115 **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	
Indigenous 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.116

Table 4A.116 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	14 592	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	90.4	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	19 032	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	96.8	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	2 739 205
Total 6–15 year old population (c)	no.	886 833	655 162	570 501	285 815	196 228	65 901	42 333	33 624	2 736 802
Proportion of 6–15 year old population enrolled in school	%	99.4	100.6	100.5	99.7	100.3	100.1	107.7	94.0	100.1
2009										
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	14 692	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	87.5	85.4

TABLE 4A.116

Table 4A.116 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	19 213	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	97.2	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	2 748 736
Total 6–15 year old population (c)	no.	887 203	656 640	575 982	289 629	195 271	65 518	42 215	33 905	2 746 766
Proportion of 6–15 year old population enrolled in school	%	99.3	100.8	100.6	99.6	100.4	99.7	108.6	93.0	100.1
2010										
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	14 806	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	90.2	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	19 037	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	98.0	100.9
All students										

TABLE 4A.116

Table 4A.116 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	2 755 893
Total 6–15 year old population (c)	no.	888 390	658 249	580 096	291 926	195 045	65 002	42 154	33 843	2 755 102
Proportion of 6–15 year old population enrolled in school	%	99.4	100.7	100.4	99.0	100.4	99.5	109.2	94.6	100.0
2011										
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	14 921	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	90.3	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	18 711	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	98.6	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	2 768 177
Total 6–15 year old population (c)	no.	890 885	661 142	586 089	296 067	194 304	64 476	42 350	33 632	2 769 311
Proportion of 6–15 year old population enrolled in school	%	99.4	100.8	100.2	98.7	100.4	99.3	109.0	94.9	100.0

2012

Aboriginal and Torres Strait Islander students

TABLE 4A.116

Table 4A.116 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	15 055	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	90.2	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	18 967	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	99.3	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	2 801 751
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	99.9
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	15 156	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	91.0	95.4
Non-Indigenous students										

TABLE 4A.116

Table 4A.116 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.	855 595	666 448	558 784	290 757	186 610	58 008	42 582	19 345	2 678 421
Proportion of 6–15 year old population enrolled in school	%	100.0	101.2	101.3	98.8	101.1	100.4	110.6	97.7	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	2 844 983
Total 6–15 year old population (c)	no.	905 463	677 520	605 135	311 348	195 261	63 680	43 844	34 501	2 837 100
Proportion of 6–15 year old population enrolled in school	%	99.6	101.0	100.8	98.8	100.8	99.1	110.3	94.8	100.3
2014										
Aboriginal and Torres Strait Islander students										
Number of children aged 6–15 years enrolled in school (b)	no.	49 442	10 552	46 312	20 913	8 524	5 142	1 327	13 831	156 043
Total 6–15 year old population (c)	no.	49 858	11 200	46 809	20 729	8 741	5 773	1 229	15 206	159 604
Proportion of 6–15 year old population enrolled in school	%	99.2	94.2	98.9	100.9	97.5	89.1	108.0	91.0	97.8
Non-Indigenous students										
Number of children aged 6–15 years enrolled in school (b)	no.	865 058	687 214	573 430	292 275	189 944	58 301	47 951	19 076	2 733 249
Total 6–15 year old population (c)	no.	866 639	678 033	567 212	296 369	187 781	58 089	43 287	19 310	2 717 009
Proportion of 6–15 year old population enrolled in school	%	99.8	101.4	101.1	98.6	101.2	100.4	110.8	98.8	100.6
All students										

Table 4A.116 **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.	914 500	697 766	619 742	313 188	198 468	63 443	49 278	32 907	2 889 292
Total 6–15 year old population (c)	no.	916 497	689 233	614 021	317 098	196 522	63 862	44 516	34 516	2 876 613
Proportion of 6–15 year old population enrolled in school	%	99.8	101.2	100.9	98.8	101.0	99.3	110.7	95.3	100.4

(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 2008-2014. 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 2014) 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 (2015) *Schools Australia*, 2014, Cat. no. 4221.0; ABS (2014) *Population by Age and Sex, Australian States and Territories, June 2014*, Cat. no. 3101.0; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0;

Table 4A.117 School participation rates by age and sex of students, all schools, 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 (e)</i>	<i>NT</i>	<i>Aust</i>
15–19 year olds									
Male	57.2	62.6	51.0	47.9	63.2	60.9	72.7	43.3	56.8
Female	58.3	63.6	51.1	47.6	63.9	64.3	73.1	47.1	57.5
All students	57.7	63.1	51.1	47.7	63.6	62.6	72.9	45.1	57.1
14 year olds									
Male	99.1	101.6	101.3	98.8	101.2	98.5	114.7	89.7	100.4
Female	99.4	101.4	100.9	97.1	99.7	99.5	112.4	90.5	100.1
All students	99.2	101.5	101.1	98.0	100.5	99.0	113.6	90.1	100.2
15 year olds									
Male	98.1	100.9	98.7	96.1	101.8	99.5	115.5	83.7	99.0
Female	98.8	101.1	99.0	95.0	101.3	102.5	115.8	82.9	99.3
All students	98.4	101.0	98.9	95.5	101.5	101.0	115.6	83.3	99.2
16 year olds									
Male	91.1	94.6	91.3	88.2	100.3	92.3	112.2	69.6	92.4
Female	93.6	97.7	94.8	88.7	102.3	97.1	116.5	77.6	95.2
All students	92.3	96.1	93.0	88.5	101.3	94.6	114.3	73.2	93.7
17 year olds									
Male	75.4	83.8	57.9	48.8	85.5	75.3	101.3	49.9	71.7
Female	80.9	88.6	56.2	49.1	90.1	84.3	106.6	60.3	75.0
All students	78.1	86.1	57.1	48.9	87.8	79.7	103.8	54.8	73.3
18 year olds									
Male	20.0	31.4	6.4	5.0	23.5	34.8	32.2	11.4	19.0
Female	17.0	28.6	5.0	4.0	20.9	35.4	24.2	13.5	16.7
All students	18.5	30.0	5.7	4.5	22.2	35.1	28.3	12.4	17.9
19 year olds									
Male	1.2	2.3	0.7	1.2	4.9	2.8	2.4	1.9	1.7
Female	1.1	2.0	0.7	1.1	5.0	2.4	2.3	1.4	1.5
All students	1.1	2.1	0.7	1.2	5.0	2.6	2.4	1.7	1.6

(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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia 2014*.

TABLE 4A.118

Table 4A.118 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									
15–19 year olds	52.2	59.1	46.9	44.9	58.2	58.4	67.5	41.6	52.7
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									
15–19 year olds	56.2	61.4	49.4	45.9	60.8	64.3	68.0	43.6	55.5
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									
15–19 year olds	55.3	61.2	49.2	45.9	60.5	61.2	66.8	42.3	55.0
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									
15–19 year olds	56.4	61.7	49.7	46.0	62.2	65.1	70.3	44.2	55.9
14 year olds	99.6	101.7	100.8	98.4	100.8	100.9	115.9	90.7	100.4
15 year olds	98.0	100.0	98.8	96.7	102.2	99.2	115.3	83.8	99.2
16 year olds	90.0	95.1	91.2	85.5	100.1	93.4	113.5	72.7	92.3
17 year olds	74.9	84.4	56.0	46.9	85.2	77.2	99.9	51.9	71.6
18 year olds	18.0	29.4	5.6	4.6	21.6	33.3	28.0	12.6	17.5
19 year olds	1.3	2.3	0.8	1.2	4.7	3.3	2.0	2.0	1.7
2013									
15–19 year olds	57.3	62.3	50.5	47.1	62.8	61.4	71.0	45.2	56.5
14 year olds	99.2	101.7	100.8	98.4	100.8	100.9	115.9	90.7	100.4
15 year olds	98.9	100.0	98.8	96.7	102.2	99.2	115.3	83.8	99.2
16 year olds	91.2	95.1	91.2	85.5	100.1	93.4	113.5	72.7	92.3
17 year olds	76.8	84.4	56.0	46.9	85.2	77.2	99.9	51.9	71.6
18 year olds	18.2	29.4	5.6	4.6	21.6	33.3	28.0	12.6	17.5
19 year olds	1.2	2.3	0.8	1.2	4.7	3.3	2.0	2.0	1.7

Table 4A.118 **School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d), (e)**

	NSW	Vic	Qld	WA (f)	SA	Tas	ACT (g)	NT	Aust
2014									
15–19 year olds	57.7	63.1	51.1	47.7	63.6	62.6	72.9	45.1	57.1
14 year olds	99.2	101.5	101.1	98.0	100.5	99.0	113.6	90.1	100.2
15 year olds	98.4	101.0	98.9	95.5	101.5	101.0	115.6	83.3	99.2
16 year olds	92.3	96.1	93.0	88.5	101.3	94.6	114.3	73.2	93.7
17 year olds	78.1	86.1	57.1	48.9	87.8	79.7	103.8	54.8	73.3
18 year olds	18.5	30.0	5.7	4.5	22.2	35.1	28.3	12.4	17.9
19 year olds	1.1	2.1	0.7	1.2	5.0	2.6	2.4	1.7	1.6

- (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 2009 are based on the 2006 Census. ERP data for 2010 onwards 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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia* (various years).

Table 4A.119 Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 2014 (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	103.1	106.9	103.1	102.2	104.6	101.0	106.2	89.0	103.8	
To year 11	91.2	98.1	96.2	105.2	113.0	88.2	137.8	75.9	97.3	
To year 12 (total)	74.0	82.5	82.9	95.8	90.9	69.2	112.6	61.3	81.0	
To year 12 (male)	69.2	78.0	79.5	90.9	84.9	65.0	107.1	54.2	76.5	
To year 12 (female)	79.1	87.6	86.5	101.6	97.6	73.9	118.5	69.1	85.8	
All schools										
To year 10	101.6	103.3	101.5	99.7	103.2	99.3	101.9	88.3	101.7	
To year 11	91.0	96.6	97.2	98.4	108.5	83.3	108.7	72.2	95.6	
To year 12 (total)	78.1	85.2	87.1	89.3	93.0	68.4	94.6	59.6	83.6	
To year 12 (male)	74.1	81.1	84.9	85.9	88.0	65.7	94.1	54.1	80.0	
To year 12 (female)	82.2	89.6	89.4	93.1	98.4	71.2	95.2	65.3	87.4	
Aboriginal and Torres Strait Islander students (e), (f)										
Government schools										
To year 10	103.7	97.2	97.7	84.9	99.6	103.9	103.7	71.6	95.8	
To year 11	75.6	91.5	81.1	72.9	104.8	68.5	120.9	52.6	77.5	
To year 12 (total)	48.4	56.0	62.3	49.2	83.5	53.5	81.0	33.6	54.8	
To year 12 (male)	42.4	49.1	59.4	49.1	73.8	42.9	62.8	27.4	49.5	
To year 12 (female)	54.5	62.9	65.2	49.3	92.2	65.7	102.8	40.2	60.2	
All schools										
To year 10	106.6	98.5	100.0	86.9	101.3	105.7	102.6	78.1	98.2	
To year 11	78.6	93.6	88.6	78.2	103.0	69.0	121.8	52.7	81.3	
To year 12 (total)	52.1	60.5	69.0	56.1	85.1	57.0	76.6	36.4	59.4	
To year 12 (male)	46.4	53.3	66.3	57.6	77.7	50.7	72.2	30.8	55.1	
To year 12 (female)	57.8	67.7	71.6	54.4	91.7	63.3	81.1	42.3	63.8	
Non-Indigenous students (f)										
Government schools										
To year 10	103.1	107.1	103.6	104.0	104.9	100.7	106.3	105.3	104.4	
To year 11	92.2	98.3	97.7	108.4	113.5	90.3	138.5	97.8	98.7	
To year 12 (total)	75.7	83.0	84.9	100.4	91.3	70.7	113.7	84.9	82.7	
To year 12 (male)	70.9	78.5	81.4	95.0	85.5	67.1	108.7	76.8	78.3	
To year 12 (female)	80.7	88.1	88.6	106.6	97.9	74.7	119.1	93.7	87.6	
All schools										
To year 10	101.3	103.4	101.6	100.6	103.2	98.9	101.9	95.9	101.9	
To year 11	91.5	96.7	97.8	99.7	108.7	84.4	108.4	86.2	96.3	
To year 12 (total)	79.3	85.5	88.5	91.4	93.3	69.2	95.0	74.5	84.8	
To year 12 (male)	75.4	81.4	86.2	87.8	88.3	66.8	94.6	69.1	81.2	
To year 12 (female)	83.3	89.8	90.8	95.5	98.6	71.8	95.5	80.0	88.5	

Table 4A.119 Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 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>(d)</i>	<i>(e)</i>	<i>ACT</i>	<i>(e)</i>	<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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra.

Table 4A.120 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.120 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	73.1	79.8	76.6	73.7	92.5	106.8	108.5	66.5	78.3
Non-government schools	80.9	89.8	91.9	83.1	93.7	66.1	74.0	49.2	85.9
All schools	76.1	83.9	82.1	77.5	93.0	93.8	91.8	61.0	81.2
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.120 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
2014									
Full time secondary students									
Government schools	72.5	79.8	80.6	87.0	86.6	70.1	107.6	68.8	78.6
Non-government schools	85.5	90.2	94.7	84.5	94.7	67.9	76.9	66.6	88.6
All schools	77.5	84.1	85.9	85.9	89.9	69.4	92.4	68.1	82.5
Full time and part time secondary students									
Government schools	75.3	82.3	83.1	89.4	96.2	85.1	110.3	69.3	82.0
Non-government schools	85.6	90.6	94.9	84.7	96.0	68.6	76.7	67.1	88.9
All schools	79.3	85.7	87.5	87.3	96.1	79.5	93.6	68.6	84.7

- (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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia* (various years).

Table 4A.121 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									
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
2014	101.6	103.3	101.5	99.7	103.2	99.3	101.9	88.3	101.7
Aboriginal and Torres Strait Islander students									
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
2014	106.6	98.5	100.0	86.9	101.3	105.7	102.6	78.1	98.2
Non-Indigenous students									
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
2014	101.3	103.4	101.6	100.6	103.2	98.9	101.9	95.9	101.9
Year 7 or 8 to year 12									
All students									
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
2008	69.6	79.4	78.1	73.8	74.4	64.8	85.2	60.1	74.6

Table 4A.121 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>
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
2014	78.1	85.2	87.1	89.3	93.0	68.4	94.6	59.6	83.6
Aboriginal and Torres Strait Islander students									
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
2014	52.1	60.5	69.0	56.1	85.1	57.0	76.6	36.4	59.4
Non-Indigenous students									
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
2014	79.3	85.5	88.5	91.4	93.3	69.2	95.0	74.5	84.8
Year 10 to year 12									
All students									
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
2014	77.5	84.1	85.9	85.9	89.9	69.4	92.4	68.1	82.5

Table 4A.121 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									
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
2014	48.9	60.3	70.5	61.7	84.2	56.3	79.6	48.0	60.4
Non-Indigenous students									
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
2014	78.9	84.4	87.0	87.2	90.1	70.3	92.6	78.5	83.6

- (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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra.

Table 4A.122 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									
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
2014	103.1	106.9	103.1	102.2	104.6	101.0	106.2	89.0	103.8
Aboriginal and Torres Strait Islander students									
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
2014	103.7	97.2	97.7	84.9	99.6	103.9	103.7	71.6	95.8
Non-Indigenous students									
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
2014	103.1	107.1	103.6	104.0	104.9	100.7	106.3	105.3	104.4
Year 7 or 8 to year 12									
All students									
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
2008	64.6	71.9	70.3	68.2	64.7	61.3	95.9	67.6	68.3

Table 4A.122 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>
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
2014	74.0	82.5	82.9	95.8	90.9	69.2	112.6	61.3	81.0
Aboriginal and Torres Strait Islander students									
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
2014	48.4	56.0	62.3	49.2	83.5	53.5	81.0	33.6	54.8
Non-Indigenous students									
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
2014	75.7	83.0	84.9	100.4	91.3	70.7	113.7	84.9	82.7
Year 10 to year 12									
All students									
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
2014	72.5	79.8	80.6	87.0	86.6	70.1	107.6	68.8	78.6

Table 4A.122 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									
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
2014	45.6	59.7	64.3	57.4	82.9	53.1	85.3	49.9	56.8
Non-Indigenous students									
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
2014	74.3	80.1	82.1	89.2	86.9	71.7	108.3	78.9	79.9

- (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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra.

Table 4A.123 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									
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
2014	99.3	98.8	99.1	96.3	101.2	96.3	97.6	87.0	98.7
Aboriginal and Torres Strait Islander students									
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
2014	122.5	103.8	108.6	96.3	112.7	116.7	100.0	97.0	108.8
Non-Indigenous students									
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
2014	98.8	98.8	98.7	96.3	101.0	95.7	97.6	82.5	98.5
Year 7 or 8 to year 12									
All students									
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
2008	78.2	90.9	92.7	82.6	90.7	72.7	73.0	44.3	85.0

Table 4A.123 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>
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
2014	84.4	88.8	93.9	82.3	96.1	66.8	77.2	56.0	87.5
Aboriginal and Torres Strait Islander students									
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
2014	72.1	84.8	94.5	78.8	98.7	77.8	64.3	47.5	80.3
Non-Indigenous students									
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
2014	84.6	88.8	93.9	82.4	96.1	66.5	77.3	58.8	87.6
Year 10 to year 12									
All students									
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
2014	85.5	90.2	94.7	84.5	94.7	67.9	76.9	66.6	88.6

Table 4A.123 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									
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
2014	66.6	62.7	92.9	73.0	94.9	75.4	64.3	43.5	75.1
Non-Indigenous students									
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
2014	85.9	90.4	94.7	84.9	94.7	67.7	77.1	77.8	88.9

- (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 2015, *Schools Australia 2014*, Cat. no. 4221.0, Canberra.

Table 4A.124 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 (f)</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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									
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									

Table 4A.124 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 (f)</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
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
2014									
Low socioeconomic status deciles									
Male students	63	74	59	43	72	38	np	16	62
Female students	76	79	71	49	88	47	np	21	73
All students	69	76	65	46	79	42	np	18	67
Medium socioeconomic status deciles									
Male students	67	79	67	48	76	48	np	42	68
Female students	76	86	76	52	89	63	np	61	77
All students	71	82	71	49	82	55	np	51	72
High socioeconomic status deciles									
Male students	77	84	69	49	87	60	84	np	74
Female students	81	88	75	48	93	72	89	np	78

Table 4A.124 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 (f)</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	79	86	72	49	90	66	86	np	76
Total									
Male students	68	80	65	47	77	45	84	35	68
Female students	77	85	74	50	89	56	87	47	76
All students	73	82	70	48	83	50	85	40	72

- (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) WA changed the pre-year one entry age in 2002 resulting in approximately half the normal intake of students for that year level. Therefore in 2014, Year 12 had significantly lower enrolments when compared to the population of the year 12 age group. For this reason, WA data for 2014 should not be compared with earlier years.
- (g) 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.
- (h) 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: Australian Government Department of Education and Training (unpublished).

**Table 4A.125 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 (e)</i>	<i>SA (d) (f)</i>	<i>Tas (d) (g)</i>	<i>ACT (d) (h)</i>	<i>NT (h)</i>	<i>Aust</i>
2010									
Metropolitan zone									
Male students	68	74	65	68	60	42	74	..	68
Female students	76	83	72	75	75	51	77	..	77
All students	72	78	69	71	67	47	75	..	72
Provincial zone									
Male students	56	65	61	68	48	32	..	38	58
Female students	70	80	75	81	76	45	..	52	73
All students	63	72	68	74	62	39	..	45	65
Remote									
Male students	54	np	54	69	np	25	..	27	53
Female students	72	np	72	74	np	26	..	37	69
All students	62	np	62	72	np	26	..	32	60
Very remote									
Male students	54	..	41	46	np	np	..	7	31
Female students	55	..	63	50	np	np	..	10	41
All students	55	..	51	48	np	np	..	9	36
Total									
Male students	65	72	64	68	58	37	74	27	65
Female students	75	82	73	75	75	47	77	38	75
All students	70	77	68	71	66	42	75	32	70
2011									
Metropolitan zone									
Male students	69	77	67	68	72	44	70	..	71
Female students	79	83	73	76	83	52	82	..	78
All students	74	80	70	72	78	48	76	..	74
Provincial zone									
Male students	59	65	62	68	62	33	..	48	60
Female students	74	82	76	82	87	47	..	56	76
All students	66	73	69	75	74	39	..	51	68
Remote									
Male students	53	np	54	72	np	14	..	38	58
Female students	77	np	79	80	np	33	..	46	76
All students	64	np	65	75	np	22	..	42	66
Very remote									
Male students	32	..	44	45	np	np	..	6	31
Female students	56	..	61	54	np	np	..	9	42
All students	44	..	52	49	np	np	..	8	36
Total									
Male students	67	74	65	68	70	37	70	35	68

**Table 4A.125 Completion rates, year 12, by locality and sex, all schools (per cent)
(a), (b), (c)**

	NSW	Vic (d)	Qld	WA (e)	SA (d) (f)	Tas (d) (g)	ACT (d) (h)	NT (h)	Aust
Female students	78	83	73	76	85	49	82	41	77
All students	72	78	69	72	77	43	76	38	72
2012									
Metropolitan zone									
Male students	70	79	67	70	80	47	81	..	72
Female students	78	84	75	75	87	58	82	..	79
All students	74	81	71	72	83	52	82	..	76
Provincial zone									
Male students	58	69	61	70	70	38	..	46	61
Female students	72	80	76	81	93	50	..	59	75
All students	65	74	68	75	81	44	..	52	68
Remote									
Male students	55	np	54	76	np	21	..	34	59
Female students	76	np	75	83	np	40	..	49	75
All students	65	np	64	79	np	29	..	41	66
Very remote									
Male students	52	..	44	52	np	np	..	8	35
Female students	57	..	60	54	np	np	..	10	42
All students	55	..	51	53	np	np	..	9	38
Total									
Male students	67	76	65	70	77	42	81	34	69
Female students	77	83	75	76	89	53	82	44	78
All students	72	80	70	73	83	47	82	38	73
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

**Table 4A.125 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 (e)</i>	<i>SA (d) (f)</i>	<i>Tas (d) (g)</i>	<i>ACT (d) (h)</i>	<i>NT (h)</i>	<i>Aust</i>
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
2014									
Metropolitan zone									
Male students	71	82	67	47	78	..	84	..	71
Female students	79	85	74	49	88	..	87	..	77
All students	75	84	70	48	83	..	85	..	74
Provincial zone									
Male students	59	71	63	48	71	42	..	48	61
Female students	72	84	76	55	93	54	..	66	75
All students	65	77	69	51	82	48	..	56	68
Remote									
Male students	60	..	63	54	np	35	..	33	55
Female students	77	..	80	52	np	55	..	47	70
All students	68	..	71	53	np	44	..	39	62
Very remote									
Male students	57	..	47	46	np	..	..	8	33
Female students	68	..	65	44	np	..	..	10	42
All students	62	..	55	45	np	..	..	9	38
Total									
Male students	68	80	65	47	77	45	84	35	68
Female students	77	85	74	50	89	56	87	47	76
All students	73	82	70	48	83	50	85	40	72

- (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 Education Council) 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) WA changed the pre-year one entry age in 2002 resulting in approximately half the normal intake of students for that year level. Therefore in 2014, Year 12 had significantly lower enrolments when compared to the population of the year 12 age group. For this reason, WA data for 2014 should not be compared with earlier years.

**Table 4A.125 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> (e)	<i>SA</i> (d) (f)	<i>Tas</i> (d) (g)	<i>ACT</i> (d) (h)	<i>NT</i> (h)	<i>Aust</i>
(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.								
(h)	The ACT is included in the metropolitan zone. Darwin is included in the NT provincial zone.								
	.. Not applicable. np not published.								

Source: Australian Government Department of Education and Training (unpublished).

TABLE 4A.126

Table 4A.126 **Destination of 15-19 year old school leavers by highest level of schooling by level of non-school enrolment by engagement in study and/or employment, 2014 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>Certificate, diploma, advanced diploma or level not determined</i>	<i>Bachelor degree or above (f)</i>	<i>Not enrolled</i>	<i>Total</i>
Highest year of schooling: Year 12					
Engaged through full time study and full time employment	'000	–	–	–	–
Primarily engaged through full time study	'000	30.1	87.4	–	115.3
Primarily engaged through full time employment	'000	13.2	–	21.3	34.0
Engaged through part time study and part time employment	'000	5.4	np	–	6.4
Engaged through part time study only	'000	np	np	–	4.9
Engaged through part time employment only	'000	0.0	–	28.5	28.5
No study or employment	'000	–	–	27.1	27.1
Total	'000	49.9	90.0	77.3	218.1
Engaged through full time study and full time employment	%	–	–	–	–
Primarily engaged through full time study	%	60.3 ± 8.0	97.1 ± 5.8	–	52.9 ± 5.4
Primarily engaged through full time employment	%	26.5 ± 8.7	–	27.6 ± 8.5	15.6 ± 3.7
Engaged through part time study and part time employment	%	10.8 ± 7.3	np	–	2.9 ± 1.8
Engaged through part time study only	%	np	np	–	2.2 ± 1.5
Engaged through part time employment only	%	–	–	36.9 ± 8.4	13.1 ± 3.5
No study or employment	%	–	–	35.1 ± 4.9	12.4 ± 2.4
Total	%	100.0	100.0	100.0	100.0
Highest year of schooling: Year 11 or below					
Engaged through full time study and full time employment	'000	–	–	–	–
Primarily engaged through full time study	'000	7.7	np	–	9.5

Table 4A.126 **Destination of 15-19 year old school leavers by highest level of schooling by level of non-school enrolment by engagement in study and/or employment, 2014 (a), (b), (c), (d), (e)**

	Unit	Certificate, diploma, advanced diploma or level not determined	Bachelor degree or above (f)	Not enrolled	Total
Primarily engaged through full time employment	'000	6.8	–	6.4	13.2
Engaged through part time study and part time employment	'000	2.4	–	–	2.4
Engaged through part time study only	'000	np	–	–	np
Engaged through part time employment only	'000	–	–	4.8	4.8
No study or employment	'000	–	–	19.5	19.5
Total	'000	19.3	np	32.2	51.7
Engaged through full time study and full time employment	%	–	–	–	–
Primarily engaged through full time study	%	39.9 ± 19.5	100.0	–	18.4 ± 11.6
Primarily engaged through full time employment	%	35.2 ± 20.0	–	19.9 ± 10.8	25.5 ± 11.3
Engaged through part time study and part time employment	%	12.4 ± 10.8	–	–	4.6 ± 4.3
Engaged through part time study only	%	np	–	–	np
Engaged through part time employment only	%	–	–	14.9 ± 10.5	9.3 ± 6.5
No study or employment	%	–	–	60.6 ± 13.6	37.7 ± 7.5
Total	%	100.0	100.0	100.0	100.0
Total school leavers					
Engaged through full time study and full time employment	'000	–	–	–	–
Primarily engaged through full time study	'000	38.4	86.1	–	125.7
Primarily engaged through full time employment	'000	18.1	–	29.1	46.8
Engaged through part time study and part time employment	'000	6.9	np	–	9.2
Engaged through part time study only	'000	2.8	np	–	np

Table 4A.126 **Destination of 15-19 year old school leavers by highest level of schooling by level of non-school enrolment by engagement in study and/or employment, 2014 (a), (b), (c), (d), (e)**

	Unit	Certificate, diploma, advanced diploma or level not determined	Bachelor degree or above (f)	Not enrolled	Total
Engaged through part time employment only	'000	–	–	35.9	35.9
No study or employment	'000	–	–	47.2	47.2
Total	'000	68.9	90.9	110.9	269.4
Engaged through full time study and full time employment	%	–	–	–	–
Primarily engaged through full time study	%	55.7 ± 7.6	94.7 ± 5.9	–	46.7 ± 4.7
Primarily engaged through full time employment	%	26.3 ± 7.0	–	26.2 ± 5.3	17.4 ± 2.7
Engaged through part time study and part time employment	%	10.0 ± 5.4	np	–	3.4 ± 1.6
Engaged through part time study only	%	4.1 ± 3.8	np	–	np
Engaged through part time employment only	%	–	–	32.4 ± 6.3	13.3 ± 2.9
No study or employment	%	–	–	42.6 ± 6.0	17.5 ± 3.0
Total	%	100.0	100.0	100.0	100.0

- (a) Includes all people aged 15–19 years who left school in the previous year but not prior to May in the current year.
- (b) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published (np) here. These data are included in Australia totals.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) The Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander communities.
- (e) Proportions may not equal 100 per cent due to rounding or not published data.
- (f) Bachelor degree or above includes 'bachelor degree', 'graduate diploma and graduate certificate' and 'postgraduate degree'.
– Nil or rounded to zero. **np** Not published.

Source: ABS unpublished, *Microdata: Education and Work, May 2014*, Cat. no. 6227.0.30.001.

TABLE 4A.127

Table 4A.127 **School leaver destination by highest level of school completed (15–24 year olds), 2014 (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	%	46.8 ± 4.2	50.4 ± 4.0	33.7 ± 4.2	40.2 ± 4.5	47.4 ± 4.8	30.4 ± 11.8	53.2 ± 26.7	13.6 ± 10.9	43.8 ± 1.9
Fully participating in employment	%	31.8 ± 3.2	28.3 ± 3.1	39.3 ± 2.9	38.4 ± 6.1	31.0 ± 6.3	43.8 ± 10.7	29.6 ± 13.4	72.1 ± 8.2	33.7 ± 1.5
Total fully engaged (e)	%	79.6 ± 2.6	79.3 ± 3.0	74.2 ± 4.0	79.6 ± 4.1	77.3 ± 5.4	75.8 ± 6.8	85.2 ± 13.6	83.6 ± 2.1	78.2 ± 1.3
Participating in bachelor degree or above (f)	%	40.4 ± 3.7	42.6 ± 3.3	30.0 ± 4.0	33.8 ± 5.3	42.4 ± 5.2	24.2 ± 10.6	55.3 ± 26.5	11.4 ± 10.0	38.2 ± 1.7
Participating in certificate, diploma or advanced diploma (g)	%	16.0 ± 2.6	15.8 ± 2.6	13.3 ± 3.1	12.1 ± 3.8	12.2 ± 3.4	21.5 ± 6.6	4.8 ± 4.2	21.4 ± 10.8	14.4 ± 1.2
Year 11 and below										
Fully participating in education and/or training	%	7.6 ± 4.1	10.0 ± 5.4	10.7 ± 7.1	8.4 ± 5.1	12.5 ± 5.6	6.0 ± 5.0	–	–	9.1 ± 2.3
Fully participating in employment	%	49.0 ± 3.7	52.3 ± 5.2	40.4 ± 7.7	53.8 ± 12.7	42.2 ± 7.9	41.0 ± 9.8	np	54.9 ± 11.7	47.8 ± 2.5
Total fully engaged (e)	%	57.7 ± 3.6	63.4 ± 6.1	52.9 ± 10.0	63.6 ± 11.9	57.1 ± 7.6	51.2 ± 8.2	np	54.9 ± 11.7	57.6 ± 3.5
Participating in bachelor degree or above (f)	%	np	np	np	3.5 ± 3.3	3.8 ± 3.4	np	np	np	3.0 ± 1.3
Participating in certificate, diploma or advanced diploma (g)	%	23.6 ± 5.8	23.2 ± 4.9	18.2 ± 6.4	13.1 ± 7.1	15.4 ± 7.3	19.3 ± 7.4	np	14.6 ± 9.3	19.9 ± 3.4
All school leavers										
Fully participating in education and/or training	%	36.1 ± 3.2	42.0 ± 3.9	28.6 ± 4.0	31.3 ± 3.9	36.0 ± 4.2	21.2 ± 7.8	48.8 ± 24.1	8.8 ± 7.0	35.2 ± 1.7

TABLE 4A.127

Table 4A.127 **School leaver destination by highest level of school completed (15–24 year olds), 2014 (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>
Fully participating in employment	%	35.8 ± 2.9	32.5 ± 3.2	39.2 ± 2.6	44.8 ± 4.5	34.6 ± 4.9	43.1 ± 7.7	32.6 ± 14.6	65.9 ± 6.1	37.2 ± 1.3
Total fully engaged (e)	%	72.7 ± 2.6	76.4 ± 2.8	68.0 ± 3.9	75.7 ± 3.9	69.8 ± 4.7	66.9 ± 6.6	81.4 ± 11.0	77.0 ± 4.9	73.0 ± 1.4
Participating in bachelor degree or above (f)	%	30.3 ± 2.8	34.4 ± 3.2	23.8 ± 3.4	25.0 ± 3.9	30.8 ± 4.1	15.9 ± 6.9	52.4 ± 24.0	7.4 ± 6.5	29.4 ± 1.4
Participating in certificate, diploma or advanced diploma (g)	%	17.8 ± 2.7	16.7 ± 2.1	14.0 ± 2.8	12.9 ± 3.6	14.1 ± 3.1	21.2 ± 4.7	4.8 ± 4.4	17.5 ± 8.2	15.9 ± 1.2
Year 12										
All school leavers	'000	509.2	437.6	371.4	186.5	105.9	26.0	37.8	14.0	1691.5
Fully participating in education and/or training	'000	238.3	220.5	125.3	75.0	50.2	7.9	20.1	1.9	740.2
Fully participating in employment	'000	162.0	124.0	146.1	71.7	32.8	11.4	11.2	10.1	569.6
Total fully engaged (e)	'000	405.1	347.0	275.7	148.5	81.9	19.7	32.2	11.7	1 322.2
Participating in bachelor degree or above (f)	'000	205.6	186.5	111.4	63.0	44.9	6.3	20.9	1.6	645.7
Participating in certificate, diploma or advanced diploma (g)	'000	81.5	69.1	49.5	22.6	12.9	5.6	1.8	3.0	243.6
Year 11 and below										
All school leavers	'000	181.3	108.7	112.0	82.6	44.8	16.6	3.7	8.2	561.7
Fully participating in education and/or training	'000	13.8	10.9	12.0	6.9	5.6	1.0	–	–	51.3
Fully participating in employment	'000	88.8	56.8	45.2	44.4	18.9	6.8	np	4.5	268.7

Table 4A.127 **School leaver destination by highest level of school completed (15–24 year olds), 2014 (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>
Total fully engaged (e)	'000	104.7	68.9	59.2	52.5	25.6	8.5	np	4.5	323.7
Participating in bachelor degree or above (f)	'000	np	np	np	2.9	1.7	np	–	–	16.7
Participating in certificate, diploma or advanced diploma (g)	'000	42.7	25.2	20.4	10.8	6.9	3.2	np	1.2	112.0
All school leavers										
All school leavers	'000	695.9	546.4	485.5	268.6	152.2	42.9	42.0	21.7	2 251.8
Fully participating in education and/or training	'000	251.5	229.6	138.8	84.0	54.8	9.1	20.5	1.9	792.9
Fully participating in employment	'000	249.4	177.4	190.3	120.4	52.6	18.5	13.7	14.3	838.3
Total fully engaged (e)	'000	505.7	417.2	330.0	203.3	106.3	28.7	34.2	16.7	1 644.4
Participating in bachelor degree or above (f)	'000	210.6	188.0	115.4	67.1	46.9	6.8	22.0	1.6	661.9
Participating in certificate, diploma or advanced diploma (g)	'000	124.1	91.2	67.9	34.6	21.4	9.1	2.0	3.8	357.1

(a) Includes all people aged 15–24 years who are no longer in school.

(b) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published (np) here. These data are included in Australia totals.

(c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

(d) The Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander communities.

(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.

Table 4A.127 **School leaver destination by highest level of school completed (15–24 year olds), 2014 (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>
(f)	Participating in bachelor degree or above includes 'bachelor degree', 'graduate diploma and graduate certificate' and 'postgraduate degree'. Includes full time and part time enrolled students.									
(g)	Participating in certificate, diploma or advanced diploma includes 'certificate I and II', 'certificate III and IV', 'certificate n.f.d' and 'advanced diploma and diploma'. Includes full time and part time enrolled students.									

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

Source: ABS unpublished, *Microdata: Education and Work, May 2014*, Cat. no. 6227.0.30.001.

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 2011 (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 (d)</i>
15–19 year olds not in school education										
Highest level of qualification is bachelor degree or above (e)	no.	532	366	329	133	87	10	29	14	1 500
Participating in full time study	%	53.0	53.3	50.8	51.9	50.6	–	65.5	28.6	52.0
Participating in part time study	%	7.9	4.9	4.9	2.3	6.9	30.0	–	–	5.9
Participating in full time employment	%	22.7	21.6	22.5	23.3	29.9	40.0	48.3	50.0	23.7
Participating in part time employment	%	24.4	25.1	30.1	39.1	24.1	–	17.2	–	26.6
Participating in full time study, full time employment or a combination of both	%	77.4	74.9	74.2	75.2	80.5	40.0	100.0	78.6	76.3
Unemployed	%	7.1	8.7	10.9	7.5	4.6	30.0	–	–	8.2
Not participating in the labour force or study	%	3.6	3.6	6.7	4.5	3.4	30.0	–	21.4	4.6
Highest level of qualification is certificate, diploma or advanced diploma level (f)	no.	22 510	17 177	24 026	12 369	5 478	2 176	1 028	778	85 556
Participating in full time study	%	22.5	27.0	20.2	20.7	19.0	16.6	33.5	8.5	22.1
Participating in part time study	%	15.5	13.2	9.5	10.0	12.6	12.6	14.4	13.8	12.3
Participating in full time employment	%	38.1	34.2	36.8	42.8	33.2	42.0	43.5	56.7	37.7

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 2011 (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 (d)</i>
Participating in part time employment	%	26.8	28.3	31.3	26.9	32.6	26.4	30.0	18.5	28.7
Participating in full time study, full time employment or a combination of both	%	63.0	62.9	58.8	65.3	55.2	60.8	75.0	66.1	61.8
Unemployed	%	13.2	14.3	14.2	10.5	14.5	13.1	7.0	8.0	13.3
Not participating in the labour force or study	%	5.7	6.2	5.7	5.3	6.5	4.9	4.5	8.6	5.8
Highest level of qualification is Year 12 or equivalent	no.	93 666	73 228	77 394	39 390	22 522	4 948	6 708	1 885	319 775
Participating in full time study	%	60.9	65.2	46.9	54.7	54.6	50.7	61.7	21.8	56.9
Participating in part time study	%	10.7	7.8	8.5	9.0	8.8	8.7	8.6	10.7	9.1
Participating in full time employment	%	16.0	13.5	22.9	20.4	17.0	16.8	24.1	41.4	18.1
Participating in part time employment	%	37.5	40.6	40.6	42.7	43.4	38.1	39.8	25.3	40.0
Participating in full time study, full time employment or a combination of both	%	79.0	80.5	71.6	77.3	74.2	70.0	82.3	64.0	76.9
Unemployed	%	10.2	10.2	10.9	8.6	9.3	9.5	8.6	7.0	10.0
Not participating in the labour force or study	%	3.8	3.4	4.5	3.9	3.6	4.7	2.2	9.0	3.9

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 2011 (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 (d)</i>
Highest level of qualification is Year 11 or below (g)	no.	68 182	46 073	41 711	24 368	15 359	8 996	2 648	4 153	211 504
Participating in full time study	%	23.6	31.2	18.0	20.9	23.2	38.2	29.6	12.6	24.3
Participating in part time study	%	18.3	15.8	8.5	13.7	11.9	12.1	14.1	5.8	14.3
Participating in full time employment	%	27.5	25.8	25.2	33.4	24.8	22.8	27.3	21.8	26.8
Participating in part time employment	%	16.0	14.8	18.3	16.2	19.3	21.7	21.3	10.7	16.7
Participating in full time study, full time employment or a combination of both	%	52.7	58.2	44.1	55.2	49.3	62.3	58.6	34.5	52.3
Unemployed	%	13.9	11.7	16.6	12.1	14.1	11.8	12.0	11.0	13.6
Not participating in the labour force or study	%	15.3	14.4	18.9	15.4	16.4	12.3	12.3	37.1	16.2
All 15–19 year olds not in school education	no.	208 055	153 605	160 055	85 367	48 167	17 693	11 523	8 749	693 322
Participating in full time study	%	39.1	45.4	31.5	35.3	36.8	37.3	46.9	13.2	37.9
Participating in part time study	%	12.7	10.2	7.9	9.6	9.5	10.4	9.6	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

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 2011 (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 (d)</i>
Participating in part time employment	%	25.4	27.3	29.4	28.6	30.6	25.4	31.0	12.4	27.4
Participating in full time study, full time employment or a combination of both	%	61.5	65.1	56.4	62.3	58.7	60.8	69.5	38.1	60.8
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 bachelor degree or above (e)	no.	64 747	59 475	36 266	20 836	13 137	2 739	6 105	1 197	204 520
Participating in full time study	%	25.5	27.2	22.2	19.7	28.1	28.0	31.0	11.4	25.1
Participating in part time study	%	8.6	6.7	7.1	7.3	6.9	7.2	10.2	7.4	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	17.4	24.2
Participating in full time study, full time employment or a combination of both	%	78.1	76.8	76.3	77.9	76.1	75.5	84.7	76.4	77.4
Unemployed	%	6.2	6.3	5.2	4.8	5.8	6.4	4.4	3.6	5.8
Not participating in the labour force or study	%	3.4	3.4	2.9	3.1	2.8	3.2	1.9	4.2	3.2

TABLE 4A.128

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 2011 (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 (d)</i>
Highest level of qualification is certificate, diploma or advanced diploma (f)	no.	117 590	97 062	81 904	45 157	27 599	8 766	6 136	3 928	388 175
Participating in full time study	%	16.4	18.8	12.4	13.2	14.3	9.6	19.3	5.1	15.4
Participating in part time study	%	11.4	8.9	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	67.4	54.4
Participating in part time employment	%	21.5	23.7	20.5	19.3	23.7	19.7	20.8	12.6	21.6
Participating in full time study, full time employment or a combination of both	%	71.6	71.7	69.4	72.8	67.4	67.3	80.5	72.8	71.0
Unemployed	%	6.9	6.7	7.1	5.1	7.5	6.9	3.8	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.	170 451	151 398	111 707	54 740	40 617	10 026	13 847	4 143	556 972
Participating in full time study	%	50.4	53.1	36.7	43.1	47.6	45.2	56.5	14.4	47.3
Participating in part time study	%	12.1	10.1	9.6	9.3	9.8	9.6	10.8	11.2	10.5
Participating in full time employment	%	26.0	25.5	35.5	33.8	27.5	25.8	32.9	53.8	29.0

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 2011 (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 (d)</i>
Participating in part time employment	%	33.3	34.8	30.9	32.9	35.3	33.4	34.8	17.8	33.3
Participating in full time study, full time employment or a combination of both	%	78.1	80.1	73.1	78.2	77.1	72.9	86.6	68.6	77.6
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	10.2	5.6
Highest level of qualification is Year 11 or below (g)	no.	63 040	41 411	41 383	24 345	17 623	6 357	2 569	5 152	201 906
Participating in full time study	%	5.6	7.1	4.4	5.5	5.8	4.5	7.6	1.9	5.6
Participating in part time study	%	9.0	9.4	4.9	5.7	6.3	6.2	10.7	4.6	7.4
Participating in full time employment	%	36.5	38.3	36.7	41.2	35.0	34.8	45.7	27.4	37.2
Participating in part time employment	%	14.6	14.4	14.8	14.8	17.2	16.7	15.6	11.7	14.9
Participating in full time study, full time employment or a combination of both	%	42.9	46.2	41.7	47.1	41.4	39.9	54.0	29.6	43.4
Unemployed	%	13.2	11.9	13.7	10.5	12.6	12.9	8.8	10.1	12.5
Not participating in the labour force or study	%	24.0	22.7	25.0	22.8	24.2	26.0	18.4	40.2	24.2

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 2011 (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 (d)</i>
All 20–24 year olds not in school education	no.	447 948	373 724	293 195	158 534	104 910	29 482	30 677	16 766	1 455 506
Participating in full time study	%	28.4	32.1	21.1	22.4	27.1	22.2	36.4	6.3	26.9
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	12.4	24.2
Participating in full time study, full time employment or a combination of both	%	66.5	69.2	63.1	65.9	64.8	61.0	77.0	49.1	66.3
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) Persons reporting a non-school qualification: level of education of level of education inadequately described and level of education not stated are categorised only on the basis of highest year of school completed. This will include some people who have a completed non-school qualification which could not be categorised to Australian Standard Classification of Education (ASCED) 1-5.
- (b) 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.
- (c) The categories for study and employment are not exclusive. That is, for example, people enrolled in study may also be employed.
- (d) Australia includes 'Other territories'.
- (e) Bachelor degree or above includes bachelor degree level, graduate diploma and graduate certificate level and postgraduate degree level.
- (f) Certificate, diploma or advanced diploma includes certificate level and advanced diploma and diploma level.

Table 4A.128 **Study and employment destination for 15–19 and 20–24 year olds not in school education, by highest year of school completed and non-school qualification, 2011 (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 (d)</i>
(g)	Highest school year completed of year 11 or below includes year 11 or equivalent, year 10 or equivalent, year 9 or equivalent and year 8 or below. It does not include people who reported did not go to school, not stated or not applicable highest school year completed.									

Source: ABS unpublished, *Census of Population and Housing 2011 TableBuilder Pro*, Cat. no. 2073.0.

TABLE 4A.129

Table 4A.129 **School leaver destination by highest level of school completed (15–24 year olds), 2014 (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	%	31.6 ± 8.6	42.2 ± 7.4	55.6 ± 5.2	64.5 ± 12.8	43.2 ± 20.9	44.6 ± 16.1	42.4 ± 17.1	81.5 ± 28.8	43.8 ± 3.4
Studying	%	52.5 ± 11.0	54.8 ± 10.7	39.9 ± 9.4	49.7 ± 12.5	39.4 ± 13.6	42.9 ± 13.5	62.7 ± 30.5	np	51.4 ± 4.3
Fully engaged in study or work	%	55.7 ± 9.6	62.2 ± 13.0	57.2 ± 9.7	69.7 ± 9.4	47.7 ± 15.8	44.6 ± 13.2	78.0 ± 27.1	85.2 ± 24.5	58.7 ± 3.2
Year 11 and below										
Working	%	13.9 ± 7.3	8.0 ± 5.1	6.9 ± 4.1	np	12.3 ± 11.1	21.4 ± 14.3	np	np	8.5 ± 3.3
Studying	%	10.6 ± 7.0	8.0 ± 5.9	5.2 ± 4.8	np	np	16.1 ± 12.7	np	np	7.1 ± 3.0
Fully engaged in study or work	%	12.2 ± 7.2	np	6.3 ± 4.8	np	18.7 ± 10.5	21.4 ± 12.5	np	np	9.5 ± 3.9
All school leavers										
Working	%	42.7 ± 8.3	43.3 ± 8.5	60.5 ± 5.6	64.5 ± 12.8	54.2 ± 14.5	64.3 ± 18.4	35.6 ± 19.8	85.2 ± 17.8	51.8 ± 2.4
Studying	%	63.9 ± 10.9	63.7 ± 9.1	44.4 ± 9.6	60.5 ± 11.1	49.0 ± 13.5	73.2 ± 11.3	62.7 ± 30.5	25.9 ± 19.9	59.1 ± 4.8
Fully engaged in study or work	%	65.8 ± 10.9	71.5 ± 10.2	63.1 ± 10.7	78.3 ± 7.9	59.4 ± 13.6	78.6 ± 7.3	78.0 ± 27.1	59.3 ± 33.5	68.2 ± 3.6
Year 12										
Working	'000	26.4	28.6	36.5	19.6	6.7	2.5	2.5	2.2	121.0
Studying	'000	43.9	37.1	26.2	15.1	6.1	2.4	3.7	np	142.0
Fully engaged in study or work	'000	46.6	42.1	37.5	21.2	7.4	2.5	4.6	2.3	162.2
Year 11 and below										
Working	'000	11.6	5.4	4.5	np	1.9	1.2	–	np	23.6
Studying	'000	8.9	5.4	3.4	np	np	0.9	–	–	19.5
Fully engaged in study or work	'000	10.2	np	4.1	np	2.9	1.2	–	–	26.2

Table 4A.129 **School leaver destination by highest level of school completed (15–24 year olds), 2014 (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>
All school leavers										
Working	'000	35.7	29.3	39.7	19.6	8.4	3.6	2.1	2.3	143.1
Studying	'000	53.4	43.1	29.1	18.4	7.6	4.1	3.7	0.7	163.2
Fully engaged in study or work	'000	55.0	48.4	41.4	23.8	9.2	4.4	4.6	1.6	188.5
Total school leavers	'000	83.6	67.7	65.6	30.4	15.5	5.6	5.9	2.7	276.3

- (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) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published (np) here. These data are included in Australia totals.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) The categories for working and studying are not exclusive. That is, for example, people studying may also be working.
- (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 Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander communities.
– Nil or rounded to zero. **np** Not published.

Source: ABS unpublished, *Microdata: Education and Work, May 2014*, Cat. no. 6227.0.30.001.

Table 4A.130 **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
2013										
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above										
	('000)	104.3	121.5	81.3	41.0	30.0	9.6	6.0	2.3	395.9
15 to 19-year-old population										
	('000)	464.8	355.9	308.3	160.1	104.4	33.8	23.1	16.4	1 467.1
Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above										
	%	22.4	34.1	26.4	25.6	28.7	28.4	26.1	13.8	27.0

Source: Source: NCVET, National VET Provider Collection (various years); NCVET, National VET in Schools Collection (various years); ABS Australian Demographic Statistics, December 2013) (Cat. no. 3101.0).

Table 4A.131 **Student attendance rates, government schools, by Indigenous status and remoteness, 2015 (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 1									
Aboriginal and Torres Strait Islander students	90.2	89.1	86.0	80.5	83.5	90.3	86.7	71.5	85.6
Non-Indigenous students	94.1	93.7	92.9	93.6	92.3	92.8	93.5	92.0	93.5
All students	93.8	93.6	92.2	92.5	91.7	92.6	93.3	82.6	92.9
Year 2									
Aboriginal and Torres Strait Islander students	90.6	89.9	86.5	81.2	82.6	91.5	88.4	73.6	86.3
Non-Indigenous students	94.3	94.0	93.2	93.8	92.8	93.4	93.7	92.5	93.8
All students	94.0	93.9	92.5	92.8	92.1	93.2	93.5	84.4	93.3
Year 3									
Aboriginal and Torres Strait Islander students	90.4	89.5	87.1	82.0	83.9	91.3	88.0	75.2	86.4
Non-Indigenous students	94.4	94.2	93.3	94.1	92.8	93.6	93.9	93.3	93.9
All students	94.1	94.1	92.7	93.1	92.3	93.4	93.7	84.7	93.4
Year 4									
Aboriginal and Torres Strait Islander students	90.4	89.3	87.2	82.9	83.3	92.8	88.9	73.7	86.5
Non-Indigenous students	94.3	94.1	93.3	94.1	92.6	93.5	93.9	93.1	93.8
All students	94.0	94.0	92.7	93.1	92.1	93.4	93.7	84.0	93.3
Year 5									
Aboriginal and Torres Strait Islander students	90.2	89.5	86.8	81.9	82.8	91.7	88.1	73.2	86.0
Non-Indigenous students	94.3	94.1	93.2	94.0	92.7	93.5	93.6	92.7	93.8
All students	94.0	94.0	92.6	93.0	92.1	93.4	93.4	83.0	93.3
Year 6									
Aboriginal and Torres Strait Islander students	89.9	89.0	86.7	81.4	82.9	90.4	88.7	73.1	85.8
Non-Indigenous students	93.8	93.9	93.1	94.1	92.4	93.2	93.0	92.9	93.6
All students	93.5	93.8	92.5	93.0	91.9	93.0	92.8	83.3	93.0
Year 7									
Aboriginal and Torres Strait Islander students	86.0	86.2	84.9	75.1	80.9	86.4	83.1	69.1	82.5
Non-Indigenous students	93.3	93.8	92.4	92.3	92.1	91.5	92.0	92.5	93.0
All students	92.7	93.6	91.6	90.6	91.4	90.9	91.7	80.0	92.1
Year 8									
Aboriginal and Torres Strait Islander students	82.6	82.3	82.9	70.5	76.8	82.6	83.2	64.8	78.9
Non-Indigenous students	91.3	91.6	91.7	91.3	91.1	89.2	90.5	89.9	91.4
All students	90.6	91.4	90.8	89.3	90.2	88.5	90.2	77.4	90.4

Table 4A.131 **Student attendance rates, government schools, by Indigenous status and remoteness, 2015 (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 9									
Aboriginal and Torres Strait Islander students	79.2	81.1	80.6	64.7	73.5	81.0	75.7	58.8	76.0
Non-Indigenous students	90.1	90.9	89.8	88.8	89.1	87.1	88.2	89.8	89.9
All students	89.3	90.7	89.0	86.7	88.1	86.5	87.7	75.0	89.0
Year 10									
Aboriginal and Torres Strait Islander students	74.4	83.0	78.4	60.3	73.3	78.0	77.3	55.9	73.4
Non-Indigenous students	88.7	91.0	88.7	87.3	88.6	86.1	88.1	88.2	89.1
All students	87.7	90.8	87.8	85.1	87.6	85.3	87.7	75.3	88.0
Primary ungraded									
Aboriginal and Torres Strait Islander students	87.8	84.4	na	na	83.2	na	na	na	86.7
Non-Indigenous students	91.0	90.2	na	na	90.3	na	na	na	90.5
All students	90.5	89.9	na	na	89.9	na	na	na	90.2
Secondary ungraded									
Aboriginal and Torres Strait Islander students	75.2	79.9	na	na	79.4	na	na	na	76.2
Non-Indigenous students	85.2	88.1	94.3	96.3	89.3	na	na	94.3	87.2
All students	83.5	87.8	94.3	96.3	88.8	na	na	94.3	86.1
Years 1-6									
Aboriginal and Torres Strait Islander students									
Metropolitan	90.9	90.0	87.6	86.2	84.1	91.2	88.0	..	88.5
Provincial	89.9	88.9	87.8	84.8	84.3	91.4	89.1	87.5	88.4
Remote	88.0	np	84.1	77.9	86.9	92.0	..	79.8	81.7
Very remote	88.3	..	80.6	70.0	72.6	89.3	..	65.4	71.8
All students	90.3	89.4	86.7	81.6	83.2	91.3	88.1	73.4	86.1
Non-Indigenous students									
Metropolitan	94.3	94.1	93.2	94.3	92.8	93.2	93.6	..	93.9
Provincial	93.7	93.6	93.1	93.1	92.3	93.5	np	93.0	93.3
Remote	93.0	93.1	92.9	92.9	92.3	93.5	..	91.9	92.7
Very remote	93.8	..	92.7	91.9	91.8	92.6	..	91.2	92.1
All students	94.2	94.0	93.2	93.9	92.6	93.4	93.6	92.7	93.7
All students									
Metropolitan	94.2	94.1	92.8	93.9	92.4	93.0	93.4	..	93.7
Provincial	93.1	93.4	92.4	92.1	91.6	93.3	90.7	91.8	92.8
Remote	90.6	93.2	90.6	89.1	91.8	93.3	..	85.9	89.7
Very remote	89.8	..	84.5	81.0	82.4	92.4	..	68.0	78.4
All students	93.9	93.9	92.5	92.9	92.0	93.2	93.4	83.7	93.2

Table 4A.131 **Student attendance rates, government schools, by Indigenous status and remoteness, 2015 (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>
Years 7-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	82.4	84.0	83.7	71.5	78.5	79.3	79.8	..	81.2
Provincial	79.5	82.6	82.2	73.2	77.1	83.4	np	80.7	80.0
Remote	74.2	82.6	73.4	66.5	75.2	90.9	..	74.5	71.5
Very remote	71.2	..	71.6	54.0	58.8	88.0	..	52.3	57.9
All students	80.6	83.3	81.7	68.0	76.1	82.0	79.8	62.9	77.8
Non-Indigenous students									
Metropolitan	91.3	92.4	90.7	90.4	90.5	87.5	89.6	..	91.2
Provincial	89.3	90.3	90.1	88.3	89.7	89.0	np	90.1	89.7
Remote	89.5	89.0	91.0	89.5	90.4	85.4	..	89.5	89.9
Very remote	93.4	..	90.8	89.6	89.6	90.7	..	89.7	90.1
All students	90.8	91.8	90.5	89.9	90.2	88.4	89.6	90.1	90.8
All students									
Metropolitan	90.9	92.3	90.2	89.5	89.9	86.7	89.3	..	90.8
Provincial	87.9	90.0	89.1	86.6	88.7	88.4	np	88.2	88.6
Remote	82.1	88.7	85.6	82.5	89.0	86.2	..	80.7	84.6
Very remote	75.5	..	79.1	68.5	74.7	90.3	..	54.8	67.5
All students	90.0	91.6	89.7	87.9	89.3	87.7	89.3	77.0	89.8
Years 1-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	87.6	87.5	86.3	81.4	82.0	86.8	85.0	..	85.9
Provincial	85.8	86.4	85.9	80.7	81.5	88.3	89.1	85.2	85.3
Remote	82.0	83.2	80.9	73.7	82.4	91.6	..	78.2	78.1
Very remote	82.3	..	78.3	64.4	67.7	88.6	..	61.0	67.5
All students	86.5	86.9	85.1	76.9	80.6	87.7	85.2	70.0	83.2
Non-Indigenous students									
Metropolitan	93.2	93.4	92.4	93.0	91.9	91.2	92.2	..	92.9
Provincial	91.9	92.4	92.0	91.4	91.2	91.8	np	92.1	92.0
Remote	91.6	89.9	92.4	91.9	91.5	90.8	..	91.3	91.8
Very remote	93.6	..	92.1	91.3	91.0	92.0	..	90.8	91.5
All students	92.9	93.1	92.3	92.6	91.7	91.5	92.2	91.9	92.7
All students									
Metropolitan	93.0	93.3	92.0	92.5	91.4	90.8	92.0	..	92.6
Provincial	91.0	92.1	91.3	90.2	90.5	91.4	90.7	90.6	91.2
Remote	86.9	89.6	89.3	87.0	90.7	90.9	..	84.5	87.9
Very remote	85.1	..	83.0	77.1	79.6	91.6	..	63.7	75.0
All students	92.4	93.0	91.6	91.2	91.0	91.1	92.0	81.6	92.0

Table 4A.131 **Student attendance rates, government schools, by Indigenous status and remoteness, 2015 (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>
(a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.									
(b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT.									
(c) NSW data are not collected on a comparable basis with other states and territories. Therefore comparisons with other jurisdictions should be made with caution.									
na not available. .. Not applicable. np not published									

Source: ACARA (unpublished)

Table 4A.132 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2015 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 1									
Aboriginal and Torres Strait Islander students	90.6	92.6	90.5	76.1	89.4	92.9	90.8	73.2	87.7
Non-Indigenous students	93.9	94.1	94.1	93.6	93.6	94.0	94.6	93.8	94.0
All students	93.9	94.1	93.9	93.1	93.6	94.0	94.6	88.5	93.8
Year 2									
Aboriginal and Torres Strait Islander students	90.8	93.5	89.9	80.0	90.4	92.6	93.8	77.2	88.8
Non-Indigenous students	94.4	94.4	94.3	94.1	94.1	94.6	94.2	93.5	94.3
All students	94.3	94.4	94.2	93.7	94.0	94.5	94.2	90.2	94.2
Year 3									
Aboriginal and Torres Strait Islander students	91.3	93.3	91.0	76.8	89.7	93.9	93.2	71.3	88.4
Non-Indigenous students	94.6	94.6	94.4	94.4	94.2	94.8	94.8	94.0	94.5
All students	94.5	94.6	94.3	93.8	94.2	94.7	94.8	88.8	94.4
Year 4									
Aboriginal and Torres Strait Islander students	90.4	93.0	90.7	79.3	91.1	93.7	92.3	74.1	88.2
Non-Indigenous students	94.4	94.5	94.5	94.4	93.9	94.6	94.4	93.8	94.4
All students	94.3	94.5	94.4	94.0	93.9	94.5	94.4	88.7	94.2
Year 5									
Aboriginal and Torres Strait Islander students	89.9	93.4	91.1	79.6	91.6	93.7	90.8	75.5	88.3
Non-Indigenous students	94.4	94.7	94.5	94.4	94.2	94.4	94.7	93.9	94.5
All students	94.3	94.6	94.4	93.9	94.2	94.4	94.6	89.2	94.3
Year 6									
Aboriginal and Torres Strait Islander students	90.8	92.7	90.4	79.2	89.6	92.9	93.7	75.5	88.2
Non-Indigenous students	94.0	94.4	94.5	94.4	94.0	94.2	93.9	92.1	94.2
All students	93.9	94.4	94.3	94.0	93.9	94.1	93.9	87.9	94.1
Year 7									
Aboriginal and Torres Strait Islander students	90.5	93.0	91.3	83.3	90.5	91.2	91.5	77.2	88.7
Non-Indigenous students	94.5	95.1	94.6	94.7	93.7	93.9	93.9	93.6	94.6
All students	94.4	95.1	94.5	94.4	93.6	93.8	93.9	89.7	94.5
Year 8									
Aboriginal and Torres Strait Islander students	88.5	88.8	88.6	81.1	88.2	90.2	88.0	75.0	85.8
Non-Indigenous students	93.2	93.9	94.1	93.7	93.6	92.7	93.5	92.8	93.6
All students	93.1	93.8	93.9	93.4	93.6	92.6	93.4	87.7	93.4
Year 9									

Table 4A.132 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2015 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students	87.3	90.1	87.1	78.8	85.2	87.6	87.0	76.8	85.1
Non-Indigenous students	92.5	93.6	93.2	93.3	92.8	92.2	92.2	91.5	93.0
All students	92.4	93.6	93.0	92.9	92.7	92.0	92.2	87.7	92.8
Year 10									
Aboriginal and Torres Strait Islander students	84.9	88.4	85.8	71.8	84.8	89.7	86.2	75.3	82.7
Non-Indigenous students	91.6	93.3	92.4	92.5	92.3	91.7	92.1	91.2	92.4
All students	91.5	93.3	92.2	91.8	92.2	91.6	91.9	86.4	92.1
Primary ungraded									
Aboriginal and Torres Strait Islander students	91.0	na	na	na	na	na	na	na	90.9
Non-Indigenous students	92.6	92.1	na	na	93.2	85.2	na	na	92.4
All students	92.5	92.0	na	na	93.1	85.2	na	na	92.4
Secondary ungraded									
Aboriginal and Torres Strait Islander students	na	na	na	na	na	na	na	na	68.7
Non-Indigenous students	93.5	90.9	45.8	na	95.9	85.1	na	na	90.7
All students	93.5	90.7	49.2	na	95.9	85.1	na	na	90.3
Years 1-6									
Aboriginal and Torres Strait Islander students									
Metropolitan	91.3	94.0	90.8	90.4	91.1	91.9	92.5	..	91.6
Provincial	90.6	91.2	91.7	89.9	88.9	94.1	np	90.9	91.1
Remote	86.5	np	85.9	86.6	89.9	90.4	..	75.1	82.9
Very remote	84.0	..	87.0	65.6	np	np	..	66.8	69.3
All students	90.7	93.1	90.6	78.5	90.3	93.2	92.5	74.5	88.3
Non-Indigenous students									
Metropolitan	94.4	94.6	94.5	94.5	94.2	93.9	94.5	..	94.5
Provincial	94.0	93.9	93.9	93.5	93.6	95.0	np	93.8	93.9
Remote	91.9	95.8	92.9	92.6	92.0	94.0	..	92.2	92.5
Very remote	90.7	..	91.2	89.4	np	np	..	93.6	91.3
All students	94.3	94.4	94.4	94.2	94.0	94.4	94.5	93.5	94.3
All students									
Metropolitan	94.3	94.6	94.5	94.4	94.1	93.9	94.4	..	94.4
Provincial	93.8	93.9	93.8	93.5	93.5	94.9	np	93.6	93.8
Remote	90.6	95.8	91.5	91.5	92.0	93.6	..	86.9	90.6
Very remote	87.0	..	89.9	69.2	np	np	..	71.6	76.2
All students	94.2	94.4	94.2	93.8	94.0	94.4	94.4	88.9	94.2

Years 7-10

Table 4A.132 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2015 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
Metropolitan	86.9	91.4	87.7	82.6	86.4	87.7	88.3	..	86.9
Provincial	89.2	88.5	89.7	87.0	88.1	91.7	np	84.3	88.6
Remote	np	np	75.3	79.7	91.5	np	..	79.1	78.8
Very remote	np	..	90.3	56.8	np	np	..	63.4	61.2
All students	87.9	90.0	88.1	78.3	86.9	89.8	88.3	76.1	85.5
Non-Indigenous students									
Metropolitan	93.1	94.2	93.6	93.7	93.2	91.8	92.9	..	93.5
Provincial	92.5	93.3	93.5	93.0	92.5	94.2	np	92.1	93.0
Remote	np	np	91.9	92.6	92.3	np	..	93.0	92.6
Very remote	np	..	np	np	np	np	..	93.2	93.0
All students	93.0	94.0	93.6	93.6	93.1	92.6	92.9	92.4	93.4
All students									
Metropolitan	93.0	94.2	93.4	93.5	93.1	91.6	92.9	..	93.4
Provincial	92.3	93.2	93.2	92.8	92.4	94.0	np	90.7	92.8
Remote	np	np	88.5	90.2	92.3	np	..	89.6	90.0
Very remote	np	..	90.4	56.8	np	np	..	66.9	63.7
All students	92.8	94.0	93.3	93.1	93.0	92.5	92.9	88.0	93.2
Years 1-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	89.2	93.4	89.3	85.1	88.8	90.0	90.6	..	89.3
Provincial	90.0	90.2	90.6	88.6	88.7	93.3	np	86.5	90.0
Remote	86.5	np	82.9	84.0	90.6	90.4	..	77.1	81.5
Very remote	84.4	..	87.1	63.3	np	np	..	65.4	66.9
All students	89.5	92.2	89.4	78.4	88.8	92.0	90.6	75.3	87.1
Non-Indigenous students									
Metropolitan	93.8	94.4	94.1	94.1	93.7	92.9	93.8	..	94.0
Provincial	93.3	93.6	93.7	93.3	93.2	94.7	np	93.0	93.5
Remote	91.9	95.8	92.6	92.6	92.2	94.0	..	92.7	92.5
Very remote	90.7	..	91.2	89.4	np	np	..	93.5	91.4
All students	93.7	94.2	94.0	93.9	93.6	93.6	93.8	93.0	93.9
All students									
Metropolitan	93.7	94.4	94.0	94.0	93.7	92.8	93.7	..	94.0
Provincial	93.1	93.6	93.6	93.2	93.1	94.6	np	92.2	93.4
Remote	90.6	95.8	90.7	91.0	92.1	93.6	..	88.4	90.4
Very remote	87.2	..	89.9	66.3	np	np	..	69.8	73.2
All students	93.6	94.2	93.9	93.5	93.5	93.6	93.7	88.5	93.7

Table 4A.132 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2015 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.									
(b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT.									
na not available. ... Not applicable. np not published									

Source: ACARA (unpublished)

Table 4A.133 **Student attendance rates, all schools, by Indigenous status and remoteness, 2015 (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 1									
Aboriginal and Torres Strait Islander students	90.3	89.8	86.6	80.0	84.0	90.7	87.4	71.8	85.9
Non-Indigenous students	94.0	93.8	93.2	93.6	92.7	93.1	93.9	92.5	93.7
All students	93.8	93.8	92.7	92.6	92.3	92.9	93.7	84.0	93.2
Year 2									
Aboriginal and Torres Strait Islander students	90.6	90.6	86.9	81.1	83.2	91.7	89.5	74.0	86.6
Non-Indigenous students	94.3	94.1	93.5	93.9	93.2	93.7	93.9	92.7	93.9
All students	94.1	94.1	93.0	93.0	92.7	93.5	93.8	85.6	93.5
Year 3									
Aboriginal and Torres Strait Islander students	90.5	90.3	87.5	81.4	84.4	91.7	89.2	74.7	86.7
Non-Indigenous students	94.4	94.3	93.6	94.2	93.3	93.9	94.3	93.5	94.1
All students	94.2	94.2	93.1	93.3	92.9	93.8	94.1	85.5	93.7
Year 4									
Aboriginal and Torres Strait Islander students	90.4	90.1	87.6	82.4	84.1	93.0	89.6	73.7	86.7
Non-Indigenous students	94.3	94.2	93.6	94.2	93.1	93.8	94.1	93.3	94.0
All students	94.1	94.1	93.2	93.3	92.7	93.7	94.0	85.1	93.6
Year 5									
Aboriginal and Torres Strait Islander students	90.1	90.3	87.4	81.6	83.6	92.1	88.8	73.5	86.3
Non-Indigenous students	94.3	94.3	93.6	94.1	93.3	93.8	94.0	93.1	94.0
All students	94.1	94.2	93.1	93.2	92.8	93.6	93.9	84.4	93.6
Year 6									
Aboriginal and Torres Strait Islander students	90.1	89.8	87.2	81.1	83.5	90.9	89.7	73.4	86.2
Non-Indigenous students	93.9	94.0	93.5	94.2	93.0	93.5	93.4	92.6	93.8
All students	93.7	94.0	93.1	93.3	92.6	93.3	93.3	84.4	93.4
Year 7									
Aboriginal and Torres Strait Islander students	86.9	87.1	86.0	76.4	81.9	87.2	86.0	70.8	83.5
Non-Indigenous students	93.8	94.4	93.3	93.3	92.7	92.3	93.0	93.0	93.6
All students	93.4	94.2	92.7	92.2	92.2	91.9	92.8	83.6	93.1
Year 8									
Aboriginal and Torres Strait Islander students	83.6	83.4	84.0	72.3	78.1	84.2	84.6	67.5	80.2
Non-Indigenous students	92.1	92.6	92.7	92.4	92.2	90.4	92.0	91.3	92.3
All students	91.6	92.5	92.0	91.0	91.6	89.9	91.8	81.4	91.7

Table 4A.133 **Student attendance rates, all schools, by Indigenous status and remoteness, 2015 (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 9									
Aboriginal and Torres Strait Islander students	80.6	82.5	82.0	67.2	75.0	81.9	78.5	63.4	77.7
Non-Indigenous students	91.1	92.1	91.2	90.7	90.7	88.8	90.2	90.6	91.2
All students	90.5	91.9	90.5	89.2	90.0	88.2	89.9	80.0	90.5
Year 10									
Aboriginal and Torres Strait Islander students	76.2	83.8	79.9	62.8	74.7	80.0	80.2	61.0	75.1
Non-Indigenous students	89.9	91.9	90.1	89.5	90.2	87.9	90.0	89.3	90.4
All students	89.2	91.8	89.4	87.8	89.5	87.2	89.7	78.9	89.6
Primary ungraded									
Aboriginal and Torres Strait Islander students	87.8	84.4	na	na	83.3	na	na	na	86.7
Non-Indigenous students	91.2	90.2	na	na	90.4	85.2	na	na	90.6
All students	90.7	89.9	na	na	89.9	85.2	na	na	90.3
Secondary ungraded									
Aboriginal and Torres Strait Islander students	75.2	79.8	na	na	79.4	na	na	na	76.2
Non-Indigenous students	85.3	88.2	92.5	96.3	89.5	85.1	na	94.3	87.2
All students	83.7	87.8	92.2	96.3	89.0	85.1	na	94.3	86.1
Years 1-6									
Aboriginal and Torres Strait Islander students									
Metropolitan	90.9	91.2	88.1	86.6	84.8	91.3	89.0	..	89.0
Provincial	90.0	89.2	88.2	85.2	84.7	91.9	89.1	87.9	88.7
Remote	87.7	np	84.4	78.8	87.0	91.7	..	79.0	81.9
Very remote	87.4	..	81.0	68.9	72.6	89.3	..	65.5	71.5
All students	90.3	90.2	87.2	81.3	83.8	91.7	89.1	73.5	86.4
Non-Indigenous students									
Metropolitan	94.3	94.3	93.6	94.3	93.3	93.4	93.9	..	94.1
Provincial	93.8	93.7	93.3	93.2	92.6	93.8	np	93.3	93.5
Remote	92.6	93.3	92.9	92.9	92.2	93.7	..	92.0	92.7
Very remote	92.7	..	92.4	91.8	91.8	92.6	..	91.7	92.0
All students	94.2	94.1	93.5	94.0	93.1	93.6	93.9	93.0	93.9
All students									
Metropolitan	94.2	94.2	93.3	94.0	93.0	93.3	93.8	..	93.9
Provincial	93.3	93.5	92.8	92.5	92.1	93.6	90.7	92.3	93.1
Remote	90.6	93.4	90.8	89.5	91.8	93.4	..	86.1	89.9
Very remote	89.1	..	85.1	79.0	82.4	92.4	..	68.5	78.1
All students	94.0	94.1	93.0	93.1	92.7	93.5	93.8	84.8	93.5

Table 4A.133 **Student attendance rates, all schools, by Indigenous status and remoteness, 2015 (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>
Years 7-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	83.4	85.2	84.5	74.3	79.8	81.1	82.3	..	82.4
Provincial	80.9	83.4	83.7	74.7	78.0	84.6	np	82.0	81.5
Remote	74.2	82.6	73.6	67.9	76.0	90.9	..	76.0	72.6
Very remote	71.6	..	71.7	54.5	58.8	88.0	..	54.0	58.3
All students	81.9	84.3	82.9	69.8	77.4	83.3	82.3	66.2	79.2
Non-Indigenous students									
Metropolitan	92.0	93.2	91.9	91.9	91.7	89.4	91.3	..	92.2
Provincial	90.5	91.4	91.2	90.0	90.5	90.2	np	90.9	90.8
Remote	89.5	89.0	91.2	90.1	90.8	85.4	..	91.9	90.5
Very remote	93.3	..	90.8	89.6	89.6	90.7	..	90.6	90.2
All students	91.7	92.7	91.7	91.5	91.4	89.8	91.3	91.1	91.9
All students									
Metropolitan	91.8	93.1	91.5	91.3	91.3	88.8	91.0	..	91.9
Provincial	89.4	91.1	90.4	88.8	89.7	89.7	np	89.2	90.0
Remote	82.1	88.7	86.2	83.7	89.7	86.2	..	85.5	85.7
Very remote	75.8	..	79.2	67.2	74.7	90.3	..	56.8	67.2
All students	91.2	92.6	91.1	90.0	90.8	89.3	91.0	81.1	91.2
Years 1-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	87.8	88.9	86.8	81.9	82.9	87.4	86.4	..	86.5
Provincial	86.4	86.9	86.6	81.4	82.2	89.1	89.1	85.5	85.9
Remote	82.5	83.2	81.2	74.8	82.7	91.4	..	78.0	78.6
Very remote	82.6	..	78.7	64.1	67.7	88.6	..	61.6	67.4
All students	86.9	87.8	85.7	77.1	81.4	88.5	86.5	70.9	83.7
Non-Indigenous students									
Metropolitan	93.4	93.8	93.0	93.4	92.6	91.8	92.9	..	93.3
Provincial	92.4	92.8	92.5	92.0	91.8	92.4	np	92.4	92.4
Remote	91.7	90.0	92.4	92.0	91.7	91.4	..	92.0	91.9
Very remote	92.8	..	91.9	91.2	91.0	92.0	..	91.4	91.5
All students	93.2	93.5	92.9	93.1	92.4	92.1	92.9	92.3	93.1
All students									
Metropolitan	93.2	93.7	92.7	93.0	92.3	91.5	92.7	..	93.1
Provincial	91.7	92.5	91.9	91.1	91.1	92.1	90.7	91.1	91.8
Remote	87.7	89.7	89.6	87.6	91.0	91.4	..	85.9	88.4
Very remote	85.5	..	83.6	75.4	79.6	91.6	..	64.6	74.8
All students	92.8	93.4	92.3	92.0	91.9	91.8	92.7	83.5	92.6

Table 4A.133 **Student attendance rates, all schools, by Indigenous status and remoteness, 2015 (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>
(a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.									
(b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT.									
(c) NSW government school data are not collected on a comparable basis with other states and territories. Therefore comparisons with other jurisdictions should be made with caution.									

na not available. .. Not applicable. **np** not published

Source: ACARA (unpublished)

Table 4A.134 **Student attendance rates, government schools, by Indigenous status and remoteness, 2014 (per cent) (a), (b), (c)**

	<i>NSW (c)</i>	<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 1									
Aboriginal and Torres Strait Islander students	90.9	88.6	85.6	79.5	81.1	91.6	88.5	70.5	85.4
Non-Indigenous students	95.0	93.1	92.8	93.1	92.7	93.3	93.5	89.9	93.6
All students	94.7	93.0	92.1	92.0	92.0	93.1	93.3	81.7	93.0
Year 2									
Aboriginal and Torres Strait Islander students	91.2	89.4	86.3	81.6	82.5	91.6	87.9	72.4	86.1
Non-Indigenous students	95.2	93.4	93.1	93.5	93.0	93.7	93.7	91.0	93.9
All students	94.9	93.3	92.5	92.5	92.4	93.5	93.5	82.3	93.3
Year 3									
Aboriginal and Torres Strait Islander students	91.2	89.0	86.8	81.5	82.1	93.3	87.9	72.4	86.2
Non-Indigenous students	95.3	93.5	93.3	93.7	93.1	93.6	93.8	91.4	94.0
All students	95.0	93.4	92.7	92.6	92.4	93.6	93.6	82.7	93.4
Year 4									
Aboriginal and Torres Strait Islander students	91.3	89.5	86.5	81.6	83.0	91.1	86.9	72.8	86.1
Non-Indigenous students	95.1	93.4	93.3	93.5	93.1	93.5	93.7	91.1	93.9
All students	94.9	93.4	92.6	92.5	92.5	93.3	93.5	82.2	93.4
Year 5									
Aboriginal and Torres Strait Islander students	90.9	88.1	86.4	81.9	82.8	90.5	86.2	73.5	86.0
Non-Indigenous students	95.0	93.3	93.1	93.6	93.0	93.6	93.3	91.6	93.8
All students	94.8	93.2	92.5	92.6	92.4	93.4	93.0	83.1	93.3
Year 6									
Aboriginal and Torres Strait Islander students	90.2	87.8	86.1	81.1	82.1	89.6	87.6	72.2	85.2
Non-Indigenous students	94.5	93.2	92.9	93.4	92.7	93.0	93.0	91.4	93.5
All students	94.2	93.1	92.2	92.3	92.0	92.7	92.8	81.6	92.9
Year 7									
Aboriginal and Torres Strait Islander students	87.0	84.6	85.3	77.8	81.6	86.7	81.2	69.8	82.8
Non-Indigenous students	93.8	92.7	92.4	92.6	92.1	91.6	91.3	89.9	92.9
All students	93.3	92.5	91.7	91.1	91.5	91.1	90.9	78.7	92.1
Year 8									
Aboriginal and Torres Strait Islander students	82.8	82.1	83.8	71.8	77.6	83.8	77.9	65.2	79.7
Non-Indigenous students	91.8	91.0	91.7	90.9	91.2	88.9	89.3	88.2	91.3
All students	91.1	90.8	90.9	89.2	90.3	88.4	88.9	76.6	90.4

Table 4A.134 **Student attendance rates, government schools, by Indigenous status and remoteness, 2014 (per cent) (a), (b), (c)**

	NSW (c)	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Year 9									
Aboriginal and Torres Strait Islander students	79.1	81.5	80.1	64.8	72.6	81.3	73.7	60.9	75.9
Non-Indigenous students	90.5	89.9	89.4	88.3	89.2	87.2	87.5	87.6	89.6
All students	89.7	89.7	88.6	86.2	88.2	86.6	87.0	75.5	88.6
Year 10									
Aboriginal and Torres Strait Islander students	76.4	80.3	76.4	61.0	74.9	76.4	73.5	56.0	73.2
Non-Indigenous students	89.0	89.9	88.1	87.0	88.2	86.1	86.4	85.7	88.6
All students	88.1	89.7	87.1	84.9	87.4	85.2	86.0	73.9	87.5
Primary ungraded									
Aboriginal and Torres Strait Islander students	88.4	83.2	na	na	83.6	na	na	na	87.0
Non-Indigenous students	92.1	88.8	na	na	91.2	na	na	na	90.6
All students	91.5	88.5	na	na	90.8	na	na	na	90.3
Secondary ungraded									
Aboriginal and Torres Strait Islander students	75.3	81.6	na	na	79.7	na	na	na	76.5
Non-Indigenous students	86.2	86.6	94.7	93.9	89.4	na	na	93.2	87.0
All students	84.4	86.4	94.7	93.9	88.9	na	na	92.6	85.9
Years 1-6									
Aboriginal and Torres Strait Islander students									
Metropolitan	91.7	89.1	87.2	85.4	83.6	90.8	87.4	..	88.5
Provincial	90.5	88.4	87.2	84.5	84.0	91.6	np	85.2	88.3
Remote	88.0	np	84.0	78.5	84.8	91.4	..	79.1	81.6
Very remote	88.4	..	80.9	69.8	69.5	np	..	65.6	71.6
All students	91.0	88.7	86.3	81.2	82.2	91.3	87.5	72.3	85.8
Non-Indigenous students									
Metropolitan	95.3	93.4	93.2	93.8	93.1	93.3	93.5	..	94.0
Provincial	94.2	93.1	92.7	92.6	92.7	93.6	np	91.2	93.2
Remote	93.5	92.0	92.7	92.6	92.2	92.6	..	90.6	92.4
Very remote	94.6	..	92.8	91.0	91.8	94.4	..	90.1	91.7
All students	95.0	93.3	93.1	93.5	92.9	93.4	93.5	91.0	93.8
All students									
Metropolitan	95.1	93.4	92.8	93.4	92.7	93.1	93.3	..	93.8
Provincial	93.7	92.9	92.1	91.7	92.0	93.4	np	90.0	92.7
Remote	91.0	91.9	90.7	89.2	91.6	92.5	..	85.0	89.6
Very remote	89.9	..	85.1	80.7	80.5	94.0	..	68.5	78.3
All students	94.8	93.2	92.4	92.4	92.3	93.3	93.3	82.2	93.2

Table 4A.134 **Student attendance rates, government schools, by Indigenous status and remoteness, 2014 (per cent) (a), (b), (c)**

	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Years 7-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	83.3	83.2	83.3	73.5	79.0	80.4	76.6	..	81.5
Provincial	80.0	81.3	81.2	73.5	78.9	82.8	np	77.1	79.7
Remote	76.4	np	74.6	66.8	73.7	84.0	..	73.6	71.7
Very remote	69.9	..	73.1	56.3	55.1	92.2	..	55.7	60.2
All students	81.3	82.2	81.2	69.3	76.6	82.0	76.6	63.8	77.9
Non-Indigenous students									
Metropolitan	91.8	91.4	90.5	90.1	90.3	87.7	88.6	..	91.0
Provincial	89.5	89.4	89.6	88.5	89.9	88.8	np	87.6	89.4
Remote	90.5	91.6	90.6	89.4	89.3	82.5	..	88.3	89.6
Very remote	90.9	..	90.6	88.8	90.2	94.1	..	88.3	89.7
All students	91.2	90.8	90.2	89.6	90.2	88.4	88.6	87.8	90.5
All students									
Metropolitan	91.4	91.3	90.0	89.3	89.8	87.0	88.1	..	90.6
Provincial	88.1	89.1	88.6	86.8	89.1	88.2	np	85.5	88.3
Remote	83.9	91.5	86.2	82.6	87.9	83.0	..	79.7	84.3
Very remote	75.6	..	79.9	70.4	73.5	94.0	..	58.4	69.5
All students	90.5	90.6	89.4	87.8	89.3	87.8	88.1	76.3	89.6
Years 1-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	88.4	86.8	85.9	81.3	81.9	86.8	83.3	..	85.9
Provincial	86.2	85.8	85.1	80.5	82.0	88.1	np	82.4	85.0
Remote	82.9	np	81.1	74.1	80.2	89.4	..	77.2	78.0
Very remote	81.5	..	78.8	65.1	64.8	92.2	..	62.4	68.0
All students	87.1	86.2	84.6	77.0	80.1	87.6	83.6	69.5	83.0
Non-Indigenous students									
Metropolitan	94.0	92.6	92.3	92.6	92.0	91.3	91.8	..	92.9
Provincial	92.3	91.7	91.6	91.1	91.6	91.7	np	90.0	91.7
Remote	92.4	91.8	92.1	91.6	91.1	89.6	..	90.0	91.5
Very remote	93.1	..	92.2	90.4	91.2	94.3	..	89.6	91.1
All students	93.6	92.4	92.1	92.2	91.9	91.6	91.8	90.0	92.6
All students									
Metropolitan	93.8	92.5	91.9	92.1	91.6	90.9	91.5	..	92.6
Provincial	91.4	91.4	90.8	89.9	90.9	91.4	np	88.5	91.0
Remote	88.0	91.7	89.4	87.0	90.1	89.6	..	83.4	87.8
Very remote	84.5	..	83.7	77.5	78.1	94.0	..	65.3	75.6
All students	93.1	92.2	91.4	90.9	91.2	91.2	91.5	80.3	91.9

Table 4A.134 **Student attendance rates, government schools, by Indigenous status and remoteness, 2014 (per cent) (a), (b), (c)**

	<i>NSW (c)</i>	<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) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.									
(b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT.									
(c) NSW data are not collected on a comparable basis with other states and territories. Therefore comparisons with other jurisdictions should be made with caution.									
na not available. ... Not applicable. np not published									

Source: ACARA (unpublished)

Table 4A.135 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2014 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 1									
Aboriginal and Torres Strait Islander students	91.1	91.3	89.6	79.5	89.0	93.0	94.4	76.2	88.2
Non-Indigenous students	95.1	94.3	94.3	93.7	94.0	95.0	94.1	93.0	94.5
All students	95.0	94.3	94.2	93.2	93.9	94.9	94.2	89.5	94.3
Year 2									
Aboriginal and Torres Strait Islander students	91.7	91.8	90.4	79.6	89.8	93.7	94.6	70.5	88.3
Non-Indigenous students	95.2	94.5	94.5	93.9	94.2	95.4	93.9	92.6	94.6
All students	95.1	94.5	94.4	93.5	94.2	95.3	93.9	87.6	94.5
Year 3									
Aboriginal and Torres Strait Islander students	91.3	91.7	90.3	80.6	88.3	93.1	92.4	74.1	88.1
Non-Indigenous students	95.4	94.6	94.6	94.2	94.3	95.2	94.5	93.9	94.8
All students	95.3	94.6	94.5	93.7	94.2	95.1	94.4	89.4	94.6
Year 4									
Aboriginal and Torres Strait Islander students	91.8	93.6	90.5	80.5	90.4	92.9	91.5	75.4	88.8
Non-Indigenous students	95.2	94.5	94.7	94.2	94.7	95.5	94.2	93.8	94.8
All students	95.1	94.5	94.6	93.8	94.6	95.4	94.2	89.6	94.6
Year 5									
Aboriginal and Torres Strait Islander students	92.4	92.7	90.2	80.1	89.2	93.6	91.7	71.3	88.1
Non-Indigenous students	95.3	94.7	94.8	94.2	94.5	95.3	94.1	93.2	94.8
All students	95.2	94.7	94.7	93.8	94.4	95.2	94.1	86.8	94.7
Year 6									
Aboriginal and Torres Strait Islander students	91.8	91.8	89.1	76.9	90.4	94.2	92.3	75.8	87.8
Non-Indigenous students	94.9	94.5	94.5	94.3	94.2	95.1	93.6	93.5	94.6
All students	94.8	94.4	94.4	93.8	94.1	95.1	93.6	89.8	94.4
Year 7									
Aboriginal and Torres Strait Islander students	91.0	91.1	90.3	82.2	89.3	92.8	91.2	76.8	87.8
Non-Indigenous students	95.2	95.0	94.4	94.6	94.1	94.5	94.5	93.1	94.9
All students	95.1	95.0	94.3	94.3	94.0	94.4	94.5	88.8	94.7
Year 8									
Aboriginal and Torres Strait Islander students	89.6	88.2	89.3	80.6	88.2	91.3	90.3	74.7	86.4
Non-Indigenous students	93.9	94.2	94.4	93.7	93.8	93.4	93.4	92.3	94.0
All students	93.8	94.2	94.2	93.3	93.7	93.4	93.4	87.1	93.8

Table 4A.135 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2014 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 9									
Aboriginal and Torres Strait Islander students	86.6	88.0	85.9	80.6	83.3	91.9	88.2	73.6	84.3
Non-Indigenous students	93.4	93.7	93.5	93.1	92.7	92.9	92.6	92.3	93.4
All students	93.2	93.7	93.2	92.7	92.6	92.9	92.5	86.4	93.1
Year 10									
Aboriginal and Torres Strait Islander students	85.0	87.3	84.5	76.2	88.7	88.4	83.3	72.0	82.7
Non-Indigenous students	92.6	93.3	92.9	92.4	92.1	91.9	91.1	90.5	92.7
All students	92.4	93.3	92.6	92.0	92.1	91.8	91.0	84.5	92.5
Primary ungraded									
Aboriginal and Torres Strait Islander students	91.0	na	na	na	na	na	na	na	91.0
Non-Indigenous students	91.7	92.1	89.5	na	91.6	86.6	na	na	91.5
All students	91.7	91.7	89.2	na	91.6	86.6	na	na	91.5
Secondary ungraded									
Aboriginal and Torres Strait Islander students	na	na	65.8	na	na	na	na	40.1	58.4
Non-Indigenous students	90.7	85.2	79.5	na	93.0	93.8	na	na	88.7
All students	90.7	85.2	75.7	na	93.0	93.8	na	40.1	87.0
Years 1-6									
Aboriginal and Torres Strait Islander students									
Metropolitan	92.4	92.2	90.1	89.2	90.7	93.3	92.8	..	91.3
Provincial	91.4	92.1	91.4	88.9	89.3	93.6	np	90.2	91.4
Remote	87.9	np	85.0	83.1	np	np	..	83.1	84.5
Very remote	83.7	..	85.9	70.3	70.5	np	..	61.7	69.1
All students	91.7	92.2	90.0	79.5	89.5	93.4	92.8	73.7	88.2
Non-Indigenous students									
Metropolitan	95.5	94.6	94.8	94.3	94.4	95.3	94.1	..	94.9
Provincial	94.1	94.0	94.1	93.4	93.9	95.3	np	93.3	94.0
Remote	92.4	95.0	92.5	91.9	92.6	93.1	..	93.3	92.5
Very remote	90.9	..	91.9	91.1	np	np	..	94.3	92.1
All students	95.2	94.5	94.6	94.1	94.3	95.3	94.1	93.3	94.7
All students									
Metropolitan	95.4	94.6	94.7	94.3	94.4	95.2	94.0	..	94.8
Provincial	94.0	94.0	94.0	93.3	93.8	95.1	np	93.0	93.9
Remote	91.3	95.0	90.9	89.9	92.6	92.6	..	91.2	91.0
Very remote	88.3	..	90.5	73.5	70.5	np	..	68.1	77.0
All students	95.1	94.5	94.4	93.6	94.2	95.2	94.0	88.8	94.5

Table 4A.135 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2014 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Years 7-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	88.5	89.0	85.4	85.8	88.1	92.0	88.1	..	87.2
Provincial	87.6	88.3	90.6	83.4	88.9	90.9	np	84.6	88.1
Remote	np	np	75.9	74.1	np	np	..	76.6	75.7
Very remote	np	..	89.3	65.0	72.1	np	..	58.5	62.1
All students	88.1	88.7	87.1	79.9	87.3	91.3	88.1	74.3	85.2
Non-Indigenous students									
Metropolitan	94.0	94.3	93.7	93.6	93.2	93.3	92.9	..	93.9
Provincial	92.9	93.2	93.8	92.9	92.9	93.0	np	92.1	93.1
Remote	np	np	91.7	92.4	92.8	np	..	92.5	92.4
Very remote	np	..	92.4	91.6	np	np	..	92.9	92.6
All students	93.8	94.1	93.7	93.5	93.1	93.2	92.9	92.2	93.7
All students									
Metropolitan	93.9	94.3	93.5	93.5	93.2	93.3	92.9	..	93.8
Provincial	92.7	93.1	93.6	92.6	92.8	92.9	np	90.6	92.9
Remote	np	np	88.2	88.1	92.8	np	..	87.8	88.7
Very remote	np	..	91.6	66.1	72.1	np	..	62.7	66.1
All students	93.7	94.1	93.5	93.1	93.1	93.1	92.9	86.9	93.5
Years 1-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	90.5	90.3	87.8	86.9	89.5	92.8	90.7	..	89.2
Provincial	90.0	90.7	90.9	86.1	89.2	92.5	np	86.4	89.9
Remote	87.9	np	82.3	79.7	np	np	..	79.2	81.1
Very remote	83.7	..	86.3	69.0	71.6	np	..	60.2	66.7
All students	90.2	90.5	88.6	79.7	88.5	92.6	90.7	73.9	86.8
Non-Indigenous students									
Metropolitan	94.8	94.5	94.3	94.0	93.9	94.4	93.6	np	94.4
Provincial	93.6	93.7	94.0	93.2	93.4	94.2	np	92.7	93.6
Remote	92.4	95.0	92.2	92.1	92.7	93.1	..	92.9	92.5
Very remote	90.9	..	92.0	91.2	np	np	..	93.9	92.2
All students	94.6	94.3	94.2	93.8	93.8	94.3	93.6	92.8	94.3
All students									
Metropolitan	94.7	94.5	94.2	93.9	93.8	94.3	93.5	np	94.4
Provincial	93.4	93.6	93.8	93.0	93.4	94.1	np	91.8	93.5
Remote	91.3	95.0	90.2	89.2	92.7	92.6	..	89.5	90.2
Very remote	88.3	..	90.6	71.8	71.6	np	..	65.7	74.0
All students	94.4	94.3	94.0	93.4	93.7	94.2	93.5	87.8	94.1

Table 4A.135 **Student attendance rates, non-government schools, by Indigenous status and remoteness, 2014 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.									
(b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT.									
na not available. ... Not applicable. np not published									

Source: ACARA (unpublished)

Table 4A.136 **Student attendance rates, all schools, by Indigenous status and remoteness, 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 1									
Aboriginal and Torres Strait Islander students	90.9	88.8	86.1	79.5	81.8	91.9	89.6	71.1	85.7
Non-Indigenous students	95.0	93.5	93.3	93.3	93.1	93.7	93.7	90.7	93.9
All students	94.8	93.4	92.7	92.3	92.6	93.6	93.6	83.2	93.4
Year 2									
Aboriginal and Torres Strait Islander students	91.3	89.7	86.8	81.3	83.2	91.9	89.2	72.2	86.3
Non-Indigenous students	95.2	93.8	93.5	93.6	93.4	94.1	93.7	91.4	94.1
All students	95.0	93.7	93.0	92.7	93.0	93.9	93.6	83.4	93.7
Year 3									
Aboriginal and Torres Strait Islander students	91.2	89.3	87.2	81.4	82.8	93.3	88.6	72.6	86.4
Non-Indigenous students	95.3	93.9	93.7	93.8	93.5	94.0	94.1	92.1	94.2
All students	95.1	93.8	93.2	92.9	93.0	94.0	93.9	84.1	93.8
Year 4									
Aboriginal and Torres Strait Islander students	91.4	90.1	87.0	81.4	83.7	91.4	87.8	73.1	86.5
Non-Indigenous students	95.2	93.8	93.7	93.7	93.7	94.1	93.9	91.9	94.2
All students	95.0	93.8	93.2	92.9	93.2	93.9	93.7	83.7	93.8
Year 5									
Aboriginal and Torres Strait Islander students	91.1	88.7	86.9	81.7	83.5	91.2	87.3	73.2	86.3
Non-Indigenous students	95.1	93.8	93.7	93.8	93.5	94.1	93.7	92.0	94.2
All students	94.9	93.7	93.2	93.0	93.1	93.9	93.5	83.9	93.7
Year 6									
Aboriginal and Torres Strait Islander students	90.4	88.3	86.5	80.6	83.1	90.4	88.9	72.6	85.6
Non-Indigenous students	94.7	93.6	93.4	93.7	93.2	93.7	93.2	92.0	93.9
All students	94.4	93.6	92.9	92.8	92.8	93.4	93.1	83.4	93.4
Year 7									
Aboriginal and Torres Strait Islander students	87.8	85.8	86.0	78.5	82.5	88.0	83.8	71.3	83.7
Non-Indigenous students	94.4	93.8	93.1	93.4	92.9	92.7	92.9	91.5	93.7
All students	94.1	93.7	92.6	92.3	92.4	92.3	92.7	82.4	93.2
Year 8									
Aboriginal and Torres Strait Islander students	84.0	83.2	84.9	73.6	79.0	84.9	80.7	67.6	81.0
Non-Indigenous students	92.7	92.5	92.8	92.1	92.3	90.6	91.3	90.0	92.5
All students	92.2	92.4	92.2	90.9	91.7	90.1	91.0	80.5	91.8

Table 4A.136 **Student attendance rates, all schools, by Indigenous status and remoteness, 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 9									
Aboriginal and Torres Strait Islander students	80.4	82.6	81.3	67.8	74.0	83.3	78.0	64.3	77.5
Non-Indigenous students	91.7	91.6	91.0	90.3	90.7	89.2	89.9	89.5	91.2
All students	91.2	91.4	90.3	88.9	90.0	88.7	89.6	79.3	90.5
Year 10									
Aboriginal and Torres Strait Islander students	77.8	81.7	78.1	63.7	76.9	78.3	76.2	60.5	75.0
Non-Indigenous students	90.4	91.4	89.9	89.2	89.8	88.2	88.6	87.4	90.2
All students	89.8	91.2	89.1	87.7	89.3	87.5	88.3	77.3	89.5
Primary ungraded									
Aboriginal and Torres Strait Islander students	88.4	83.2	na	na	83.6	na	na	na	87.0
Non-Indigenous students	92.0	88.8	89.5	na	91.2	86.6	na	na	90.7
All students	91.5	88.6	89.2	na	90.8	86.6	na	na	90.4
Secondary ungraded									
Aboriginal and Torres Strait Islander students	75.3	81.6	65.8	na	79.7	na	na	40.1	76.2
Non-Indigenous students	86.3	86.6	92.9	93.9	89.7	93.8	na	93.2	87.0
All students	84.5	86.4	91.5	93.9	89.3	93.8	na	88.4	85.9
Years 1-6									
Aboriginal and Torres Strait Islander students									
Metropolitan	91.8	89.4	87.6	85.6	84.5	91.3	88.5	..	88.8
Provincial	90.7	88.9	87.7	84.8	84.5	92.0	np	85.9	88.7
Remote	88.0	np	84.1	79.1	84.8	91.4	..	79.7	82.1
Very remote	87.5	..	81.1	69.9	69.5	np	..	65.2	71.3
All students	91.1	89.1	86.7	81.0	83.0	91.7	88.6	72.5	86.1
Non-Indigenous students									
Metropolitan	95.3	93.9	93.7	94.0	93.6	94.0	93.7	..	94.3
Provincial	94.2	93.4	93.1	92.8	93.0	94.0	np	91.7	93.5
Remote	93.1	92.0	92.6	92.5	92.3	92.7	..	91.7	92.5
Very remote	93.1	..	92.7	91.0	91.8	94.4	..	90.8	91.8
All students	95.1	93.7	93.5	93.6	93.4	94.0	93.7	91.7	94.1
All students									
Metropolitan	95.2	93.8	93.4	93.7	93.3	93.8	93.6	..	94.1
Provincial	93.8	93.2	92.6	92.1	92.5	93.8	np	90.7	93.0
Remote	91.1	91.9	90.7	89.3	91.8	92.5	..	86.9	89.9
Very remote	89.5	..	85.7	79.5	80.3	94.0	..	68.4	78.2
All students	94.9	93.7	93.0	92.8	92.9	93.8	93.6	83.6	93.6

Table 4A.136 **Student attendance rates, all schools, by Indigenous status and remoteness, 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>
Years 7-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	84.5	84.5	83.7	76.3	80.5	82.6	79.7	..	82.7
Provincial	81.2	82.4	83.0	74.8	79.9	84.3	np	79.9	81.2
Remote	76.4	np	74.8	67.9	73.7	84.0	..	74.6	72.4
Very remote	69.9	..	73.2	57.8	56.8	92.2	..	56.1	60.5
All students	82.5	83.4	82.3	71.2	78.0	83.7	79.7	66.5	79.3
Non-Indigenous students									
Metropolitan	92.8	92.8	91.8	91.6	91.6	90.2	90.6	..	92.3
Provincial	90.8	90.9	90.9	90.1	90.8	90.1	np	89.3	90.7
Remote	90.5	91.6	90.8	90.0	90.1	82.5	..	91.0	90.3
Very remote	90.9	..	90.7	88.8	90.2	94.1	..	89.3	89.8
All students	92.3	92.3	91.6	91.2	91.4	90.1	90.6	89.6	91.9
All students									
Metropolitan	92.5	92.7	91.4	91.1	91.3	89.7	90.4	..	92.0
Provincial	89.7	90.6	90.1	88.8	90.2	89.6	np	87.4	89.9
Remote	83.9	91.5	86.6	83.6	88.9	83.0	..	83.8	85.3
Very remote	75.6	..	80.2	69.9	73.5	94.0	..	59.0	69.1
All students	91.8	92.2	90.9	89.9	90.8	89.6	90.4	80.0	91.2
Years 1-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	88.7	87.3	86.2	82.0	82.9	87.9	85.0	..	86.5
Provincial	86.8	86.4	85.9	81.0	82.7	88.9	np	83.4	85.7
Remote	83.5	np	81.3	74.9	80.2	89.4	..	77.7	78.5
Very remote	81.8	..	79.1	66.0	65.1	92.2	..	62.1	67.9
All students	87.5	86.8	85.2	77.4	81.1	88.5	85.2	70.2	83.5
Non-Indigenous students									
Metropolitan	94.3	93.4	93.0	93.1	92.8	92.5	92.5	..	93.5
Provincial	92.7	92.4	92.3	91.7	92.1	92.4	np	90.8	92.3
Remote	92.4	91.8	92.2	91.7	91.4	90.2	..	91.4	91.7
Very remote	92.5	..	92.1	90.4	91.2	94.3	..	90.4	91.2
All students	93.9	93.1	92.8	92.7	92.6	92.4	92.5	90.9	93.2
All students									
Metropolitan	94.1	93.3	92.7	92.7	92.4	92.2	92.3	..	93.3
Provincial	92.0	92.2	91.6	90.8	91.5	92.1	np	89.4	91.8
Remote	88.7	91.8	89.6	87.4	90.6	90.1	..	85.7	88.3
Very remote	85.3	..	84.3	76.6	77.9	94.0	..	65.3	75.4
All students	93.6	93.0	92.2	91.7	92.1	92.1	92.3	82.3	92.7

Table 4A.136 **Student attendance rates, all schools, by Indigenous status and remoteness, 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>
(a) Attendance rates are the number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.									
(b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT.									
(c) NSW government school data are not collected on a comparable basis with other states and territories. Therefore comparisons with other jurisdictions should be made with caution.									

na not available. .. Not applicable. **np** not published

Source: ACARA (unpublished)

Table 4A.137 Student attendance level, government schools, by Indigenous status and remoteness, 2015 (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>
Proportion of full-time students in Years 1-10 whose attendance rate is greater than or equal to 90 per cent									
Year 1									
Aboriginal and Torres Strait Islander students	na	63.7	52.1	41.1	46.7	66.6	55.8	26.6	48.5
Non-Indigenous students	na	81.6	77.5	80.0	76.5	78.3	80.3	72.0	79.3
All students	na	81.2	74.9	76.7	74.5	77.0	79.5	51.0	77.1
Year 2									
Aboriginal and Torres Strait Islander students	na	66.2	53.1	42.9	46.8	70.1	63.9	27.9	50.0
Non-Indigenous students	na	82.7	78.9	81.6	79.0	80.7	81.3	73.3	80.8
All students	na	82.3	76.3	78.4	77.0	79.7	80.7	53.7	78.6
Year 3									
Aboriginal and Torres Strait Islander students	na	64.1	55.3	44.3	48.9	70.3	59.4	32.6	51.2
Non-Indigenous students	na	83.4	79.3	82.7	78.1	81.7	82.6	78.0	81.4
All students	na	83.0	77.0	79.5	76.3	80.6	81.8	56.4	79.3
Year 4									
Aboriginal and Torres Strait Islander students	na	64.1	56.4	46.9	46.8	77.1	55.7	30.4	52.2
Non-Indigenous students	na	82.8	79.0	82.7	78.0	81.2	82.1	77.4	81.0
All students	na	82.4	76.9	79.6	76.1	80.8	81.1	55.4	79.0
Year 5									
Aboriginal and Torres Strait Islander students	na	65.4	55.6	46.0	45.5	74.4	55.7	31.0	51.4
Non-Indigenous students	na	83.0	79.0	82.3	78.8	80.8	81.0	74.5	81.0
All students	na	82.7	76.7	79.2	76.7	80.2	80.1	52.9	78.9
Year 6									
Aboriginal and Torres Strait Islander students	na	64.2	57.3	46.4	47.4	67.8	51.7	31.7	52.2
Non-Indigenous students	na	82.1	78.4	82.9	76.9	80.6	78.3	75.3	80.3
All students	na	81.8	76.4	79.8	75.2	79.5	77.1	54.2	78.4
Year 7									
Aboriginal and Torres Strait Islander students	na	57.5	52.2	34.4	46.0	62.5	44.7	25.9	46.0
Non-Indigenous students	na	82.5	75.4	75.0	75.8	74.2	75.6	73.7	77.9
All students	na	81.9	73.0	71.1	73.9	73.0	74.5	48.2	75.4
Year 8									
Aboriginal and Torres Strait Islander students	na	48.1	48.1	28.7	35.9	53.5	44.8	22.6	39.3
Non-Indigenous students	na	74.2	72.4	72.0	73.0	67.2	69.7	64.1	72.8
All students	na	73.6	70.0	67.8	70.7	65.8	68.7	43.4	70.3

Table 4A.137 **Student attendance level, government schools, by Indigenous status and remoteness, 2015 (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 9									
Aboriginal and Torres Strait Islander students	na	46.9	42.2	22.3	29.7	49.1	31.7	17.2	35.1
Non-Indigenous students	na	72.0	65.6	63.6	65.5	62.6	63.1	64.1	67.4
All students	na	71.5	63.4	59.9	63.1	61.3	61.8	41.6	65.2
Year 10									
Aboriginal and Torres Strait Islander students	na	49.4	37.6	20.7	32.3	46.6	29.3	16.9	33.7
Non-Indigenous students	na	72.6	62.5	59.9	63.7	60.7	62.1	59.6	65.8
All students	na	72.2	60.3	56.6	61.7	59.3	61.0	42.6	63.7
Primary ungraded									
Aboriginal and Torres Strait Islander students	na	52.2	na	na	52.2	na	na	na	52.2
Non-Indigenous students	na	68.3	na	na	69.3	na	na	na	68.6
All students	na	67.6	na	na	68.3	na	na	na	67.8
Secondary ungraded									
Aboriginal and Torres Strait Islander students	na	45.9	na	na	46.9	na	na	na	46.1
Non-Indigenous students	na	65.4	83.0	92.5	68.0	na	na	80.2	67.0
All students	na	64.6	83.0	92.5	66.8	na	na	79.9	66.1
Years 1-6									
Aboriginal and Torres Strait Islander students									
Metropolitan	na	67.0	57.3	54.3	49.3	70.7	56.4	..	57.4
Provincial	na	62.7	57.6	49.8	49.4	71.2	29.2	56.7	57.4
Remote	na	na	46.8	36.8	52.2	67.1	..	38.9	41.2
Very remote	na	..	42.0	21.9	23.5	44.3	..	16.0	25.7
All students	na	64.6	54.9	44.5	47.0	70.9	57.0	30.0	50.8
Non-Indigenous students									
Metropolitan	na	83.1	78.9	83.6	78.7	79.6	81.0	..	81.3
Provincial	na	81.1	78.4	78.0	76.2	81.2	na	76.6	79.2
Remote	na	78.0	76.5	76.8	74.5	83.8	..	70.8	75.9
Very remote	na	..	74.3	70.3	75.5	79.0	..	65.6	71.8
All students	na	82.6	78.7	82.0	77.9	80.5	81.0	75.0	80.6
All students									
Metropolitan	na	82.9	77.4	82.3	77.3	78.8	80.1	..	80.4
Provincial	na	80.3	75.8	74.9	74.0	80.2	40.3	72.3	77.1
Remote	na	78.2	68.8	66.7	72.4	81.4	..	54.8	66.8
Very remote	na	..	52.5	46.2	50.0	76.6	..	21.0	40.6
All students	na	82.2	76.3	78.8	76.0	79.6	80.1	53.9	78.5

Table 4A.137 **Student attendance level, government schools, by Indigenous status and remoteness, 2015 (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>
Years 7-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	na	51.6	48.4	31.0	37.1	45.3	37.6	..	43.9
Provincial	na	49.6	45.1	32.6	38.7	57.2	np	39.0	43.8
Remote	na	57.2	33.5	23.8	37.4	53.7	..	33.8	30.2
Very remote	na	..	31.7	12.1	16.7	80.0	..	10.3	16.1
All students	na	50.7	44.9	26.8	35.9	52.9	37.6	21.2	38.7
Non-Indigenous students									
Metropolitan	na	77.2	69.2	69.9	70.2	62.8	67.5	..	72.3
Provincial	na	69.6	67.1	60.7	67.8	68.3	np	65.2	67.3
Remote	na	68.7	68.5	63.3	68.8	47.2	..	64.8	66.2
Very remote	na	..	68.8	62.7	69.0	74.5	..	67.2	66.4
All students	na	75.3	68.5	67.5	69.5	66.0	67.5	65.2	70.8
All students									
Metropolitan	na	76.9	67.7	68.1	68.6	61.1	66.4	..	71.1
Provincial	na	68.7	64.4	57.5	65.5	67.2	np	59.7	65.1
Remote	na	68.1	57.8	51.2	66.0	48.2	..	46.7	56.5
Very remote	na	..	46.2	32.7	43.7	75.3	..	14.1	31.3
All students	na	74.7	66.3	63.8	67.3	64.7	66.4	44.1	68.5
Years 1-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	na	60.7	54.3	46.6	45.3	61.3	49.6	..	52.8
Provincial	na	57.5	53.3	43.6	45.2	65.8	29.2	50.9	52.6
Remote	na	58.9	42.8	32.0	46.3	62.6	..	37.3	37.5
Very remote	na	..	39.4	18.5	21.1	63.1	..	14.1	22.7
All students	na	58.9	51.6	38.3	43.1	64.0	50.2	27.2	46.7
Non-Indigenous students									
Metropolitan	na	80.7	75.7	79.2	75.5	73.7	76.3	..	78.2
Provincial	na	76.8	74.5	71.9	72.8	76.2	np	72.8	74.9
Remote	na	70.7	74.5	72.7	72.2	71.4	..	69.4	72.6
Very remote	na	..	72.6	68.2	73.0	77.5	..	66.0	70.2
All students	na	79.7	75.3	77.2	74.6	75.2	76.3	72.0	77.2
All students									
Metropolitan	na	80.5	74.3	77.7	74.1	72.5	75.3	..	77.1
Provincial	na	75.9	71.8	68.7	70.6	75.2	40.3	68.2	72.8
Remote	na	70.2	65.9	61.7	69.8	70.1	..	52.6	63.4
Very remote	na	..	50.8	42.0	47.7	76.1	..	18.8	37.7
All students	na	79.3	73.0	73.9	72.7	74.1	75.3	50.9	75.0

Table 4A.137 **Student attendance level, government schools, by Indigenous status and remoteness, 2015 (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>
(a) Student attendance level is the proportion of full-time students in Years 1-10 whose attendance rate is greater than or equal to 90 per cent over the period.									
(b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT.									
(c) NSW data are not available for this measure. Australian totals do not include NSW.									
(d) Government school data in this table are based on a full-time equivalent student measure, dependent on the sum of "possible schools days" for students. Non-Government Schools student level data (table 4A.138) are based on headcounts of students attending more than 90 per cent of the time and are not necessarily comparable with data in this table.									
na not available. ... Not applicable. np not published									

Source: ACARA (unpublished)

Table 4A.138 Student attendance level, non-government schools, by Indigenous status and remoteness, 2015 (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>
Proportion of full-time students in Years 1-10 whose attendance rate is greater than or equal to 90 per cent									
Year 1									
Aboriginal and Torres Strait Islander students	65.3	77.8	66.3	36.9	65.6	76.7	69.2	32.6	61.5
Non-Indigenous students	82.8	82.8	82.9	80.1	79.6	83.4	84.9	79.1	82.4
All students	82.3	82.8	82.3	78.7	79.4	83.0	84.7	66.7	81.8
Year 2									
Aboriginal and Torres Strait Islander students	65.0	79.3	62.8	42.1	65.8	79.8	81.2	35.2	62.3
Non-Indigenous students	83.9	84.2	84.1	82.2	82.1	85.3	84.4	79.4	83.7
All students	83.4	84.2	83.3	80.9	81.9	84.9	84.3	69.2	83.2
Year 3									
Aboriginal and Torres Strait Islander students	68.8	81.3	66.2	41.5	61.4	81.2	74.4	28.6	63.8
Non-Indigenous students	84.6	84.7	84.8	83.8	82.8	85.8	86.5	82.2	84.5
All students	84.1	84.7	84.2	82.4	82.5	85.6	86.2	69.3	83.9
Year 4									
Aboriginal and Torres Strait Islander students	63.6	77.2	66.5	40.8	63.3	73.3	84.8	33.4	61.3
Non-Indigenous students	83.9	84.6	84.6	83.5	81.7	83.6	84.1	79.5	84.0
All students	83.4	84.5	84.1	82.1	81.4	83.0	84.1	67.3	83.4
Year 5									
Aboriginal and Torres Strait Islander students	61.8	77.4	67.3	48.2	65.9	74.7	74.7	29.0	61.4
Non-Indigenous students	83.9	85.5	84.9	84.0	82.8	82.6	85.5	80.4	84.4
All students	83.3	85.4	84.3	82.8	82.6	82.2	85.3	66.5	83.8
Year 6									
Aboriginal and Torres Strait Islander students	65.7	80.1	64.3	47.4	53.0	74.7	80.7	30.0	61.5
Non-Indigenous students	82.4	84.6	84.4	84.4	82.2	84.0	82.3	74.2	83.5
All students	82.0	84.6	83.8	83.3	81.8	83.4	82.3	62.2	83.0
Year 7									
Aboriginal and Torres Strait Islander students	66.7	74.0	68.3	49.5	61.3	67.4	67.5	39.1	62.4
Non-Indigenous students	84.4	87.8	85.5	85.8	80.9	82.0	82.6	78.4	85.3
All students	84.0	87.8	84.9	84.7	80.6	81.3	82.3	67.7	84.7
Year 8									
Aboriginal and Torres Strait Islander students	56.0	57.0	62.7	43.1	58.1	73.6	63.2	32.2	53.7
Non-Indigenous students	78.7	82.4	83.0	81.9	80.7	75.2	78.6	74.2	80.8

Table 4A.138 **Student attendance level, non-government schools, by Indigenous status and remoteness, 2015 (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	78.1	82.2	82.2	80.7	80.4	75.1	78.3	60.6	80.1
Year 9									
Aboriginal and Torres Strait Islander students	54.3	69.3	58.3	42.5	55.3	51.4	51.4	34.7	52.8
Non-Indigenous students	75.7	81.5	79.4	80.3	76.2	74.7	72.1	69.4	78.3
All students	75.1	81.4	78.5	79.1	75.9	73.8	71.8	58.8	77.6
Year 10									
Aboriginal and Torres Strait Islander students	48.7	64.4	57.2	34.4	41.4	65.3	51.2	32.0	48.8
Non-Indigenous students	72.6	80.4	76.5	77.5	75.0	69.7	70.3	66.5	76.0
All students	72.0	80.4	75.7	75.9	74.5	69.4	69.9	54.1	75.2
Primary ungraded									
Aboriginal and Torres Strait Islander students	55.6	na	na	na	na	na	na	na	55.1
Non-Indigenous students	74.4	69.7	na	na	74.3	88.9	na	na	74.2
All students	74.1	68.7	na	na	75.1	88.9	na	na	73.9
Secondary ungraded									
Aboriginal and Torres Strait Islander students	na	na	na	na	na	na	na	na	45.4
Non-Indigenous students	74.6	76.6	17.6	na	85.3	83.3	na	na	74.9
All students	75.0	76.1	19.0	na	85.3	83.3	na	na	74.3
Years 1-6									
Aboriginal and Torres Strait Islander students									
Metropolitan	67.3	83.0	68.5	70.3	65.4	70.1	77.6	..	70.8
Provincial	64.7	70.8	68.5	56.8	59.4	80.7	np	61.9	66.6
Remote	55.3	np	44.4	56.9	43.4	66.7	..	31.9	45.7
Very remote	41.2	..	47.8	22.4	np	np	..	18.7	24.8
All students	65.1	78.8	65.6	42.8	62.7	76.8	77.6	31.4	62.0
Non-Indigenous students									
Metropolitan	84.0	85.5	85.0	84.2	82.5	81.8	84.6	..	84.5
Provincial	82.1	80.6	82.7	79.9	80.3	86.5	np	79.4	81.7
Remote	73.7	95.2	77.1	72.8	70.9	80.6	..	77.4	74.7
Very remote	54.8	..	70.8	56.7	np	np	..	79.4	68.7
All students	83.6	84.4	84.3	83.0	81.9	84.1	84.6	79.0	83.8
All students									
Metropolitan	83.8	85.5	84.6	84.1	82.3	81.3	84.5	..	84.3
Provincial	81.1	80.5	82.1	79.4	79.8	86.1	np	77.9	81.0
Remote	69.0	95.2	70.1	69.9	70.4	79.0	..	62.0	68.6
Very remote	48.0	..	63.4	27.2	np	np	..	29.2	38.4
All students	83.1	84.4	83.7	81.7	81.6	83.7	84.5	66.8	83.2

Table 4A.138 **Student attendance level, non-government schools, by Indigenous status and remoteness, 2015 (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>
Years 7-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	54.3	69.9	62.3	48.2	52.3	58.4	58.8	..	57.3
Provincial	59.8	61.0	62.5	49.3	56.4	72.3	np	44.5	58.7
Remote	np	np	36.6	39.2	63.6	np	..	38.1	38.5
Very remote	np	..	66.7	20.0	np	np	..	18.3	19.8
All students	56.7	65.7	61.4	41.9	53.5	65.5	58.8	34.5	54.4
Non-Indigenous students									
Metropolitan	78.1	83.9	81.3	82.3	78.5	72.4	75.9	..	80.6
Provincial	77.1	80.1	79.9	77.5	76.2	80.7	np	71.1	78.4
Remote	np	np	68.7	73.8	73.1	np	..	76.2	73.8
Very remote	np	..	np	np	np	np	..	76.7	75.8
All students	77.9	83.1	80.9	81.4	78.1	75.4	75.9	72.7	80.1
All students									
Metropolitan	77.7	83.8	80.7	81.6	78.2	71.9	75.6	..	80.2
Provincial	76.2	79.9	78.7	76.7	75.8	80.1	np	65.4	77.5
Remote	np	np	60.6	66.6	72.9	np	..	65.3	66.1
Very remote	np	..	63.6	20.0	np	np	..	24.2	23.6
All students	77.4	83.0	80.1	80.1	77.7	74.9	75.6	60.8	79.4
Years 1-10									
Aboriginal and Torres Strait Islander students									
Metropolitan	61.0	79.7	65.5	55.3	59.0	64.9	69.1	..	64.4
Provincial	62.8	67.3	65.4	53.4	58.4	78.0	np	50.3	63.1
Remote	55.3	np	42.2	50.2	52.2	66.7	..	34.9	43.1
Very remote	43.4	..	48.5	21.8	np	np	..	18.5	23.3
All students	61.5	75.0	63.6	42.4	58.6	72.6	69.1	33.0	58.7
Non-Indigenous students									
Metropolitan	81.3	84.8	83.4	83.3	80.7	77.2	80.7	..	82.7
Provincial	79.9	80.4	81.5	78.9	78.6	84.4	np	75.6	80.3
Remote	73.7	95.2	74.9	73.2	71.7	80.6	..	76.7	74.4
Very remote	55.6	..	70.7	56.7	np	np	..	78.6	69.2
All students	81.0	83.8	82.9	82.2	80.2	80.3	80.7	76.0	82.1
All students									
Metropolitan	81.0	84.7	82.9	82.9	80.5	76.7	80.5	..	82.4
Provincial	78.9	80.2	80.6	78.2	78.2	83.9	np	71.8	79.5
Remote	69.0	95.2	67.5	68.7	71.4	79.0	..	63.8	67.7
Very remote	49.5	..	63.4	25.6	np	np	..	27.2	34.8
All students	80.5	83.7	82.2	80.9	79.9	79.9	80.5	63.8	81.5

Table 4A.138 **Student attendance level, non-government schools, by Indigenous status and remoteness, 2015 (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>
(a) Student attendance level is the proportion of full-time students in Years 1-10 whose attendance rate is greater than or equal to 90 per cent over the period.									
(b) There are no metropolitan areas in NT, no remote areas in ACT and no very remote areas in Victoria and the ACT.									
(c) Government estimates (table 4A.137) are based on the nationally agreed measure of full-time equivalent students, dependent on the sum of "possible schools days" for students. Non-Government Schools student level data in this table are based on a different measure of headcounts of students attending more than 90 per cent of the time, and are not directly comparable with the government schools data.									

na not available. .. Not applicable. **np** not published

Source: ACARA (unpublished)

Table 4A.139 General Government Final Consumption Expenditure (GGFCE) chain price deflator (index)

Years	2013-14 = 100.0
2004-05	75.6
2005-06	79.2
2006-07	82.1
2007-08	85.4
2008-09	88.7
2009-10	91.2
2010-11	95.9
2011-12	97.4
2012-13	98.7
2013-14	100.0

Source: Review calculations based on ABS (2015) *Australian National Accounts: National Income, Expenditure and Product, June 2015*, Cat. no. 5206.0, Canberra; table 2A.48.

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.

Technical DQI has been supplied or agreed by relevant data providers. Additional Steering Committee commentary does not necessarily reflect the views of data providers.

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Attendance

Data quality information for this indicator has been drafted by the Secretariat in consultation with ACARA, with additional Steering Committee comments.

Indicator definition and description

Element	Equity — Access
Indicator	Attendance and Participation
Measure (computation)	<p><u>Measure 1 (attendance rate) definition</u></p> <p>The number of actual full time equivalent student days attended by full time students in Years 1 to 10 as a percentage of the total number of possible student days attended over the period</p> <p><u>Numerator</u> The number of actual full time equivalent student days attended by full time students in Years 1 to 10</p> <p><u>Denominator</u> sum of possible school days (the days each student is expected to attend) for all students in the collection period, for children in years 1–10 (children enrolled full time only)</p> <p><u>Computation/s:</u> The number of actual full time equivalent student days attended by full time students in Years 1 to 10 as a percentage of the total number of possible student days attended over the period. These data are disaggregated by Indigenous status for all year levels and by remoteness for combined year levels 1-6, 7-10 and 1-10.</p> <p><u>Measure 2 (attendance level) definition : Government schools</u></p> <p>The proportion of full-time students in Years 1-10 whose attendance rate is greater than or equal to 90 per cent over the period</p> <p><u>Numerator</u> sum of possible school days, for students attending more than or equal to 90 per cent of possible days in the collection period, for children in years 1–10 (children enrolled full time only)</p> <p><u>Denominator</u> sum of possible school days (the days each student is expected to attend) for all students in the collection period, for children in years 1–10 (children enrolled full time only)</p> <p><u>Computation/s:</u> Numerator divided by denominator, expressed as a percentage. These data are disaggregated by Indigenous status for all year levels and by remoteness for combined year levels 1-6, 7-10 and 1-10.</p> <p><u>Measure 2 (attendance level) for Non-government schools</u> Non-government schools student level data are based on a different measure of headcounts of students attending more than 90 per cent of the time, and are not directly comparable with data for government schools.</p>

Data source/s ACARA Annual StudentAttendance collection 2014 and 2015

Data Quality Framework Dimensions

Institutional environment	Data Collector(s): State and Territory Education departments and the Australian Government Department of Education and Training collect data from individual schools. Collection authority: ACARA Act 2008
Relevance	Data collection is directly relevant. Data represent student attendance rates and levels(per cent) for all schools in all sectors in Australia by Year level for Years 1 -10 and ungraded students, State and

	<p>Territory, Sex, and Indigenous status and by geolocation for years 1-6, 7-10 and 1-10.</p> <p>The collection period for the government sector was Semester 1 in 2014 and 2015 for each state / territory. Attendance level data are available for 2015 only</p> <p>Note that actual dates of Semester 1 may vary between state / territory.</p>
Timeliness	<p>Student Attendance data for national reporting are collected annually for the reporting period of Semester 1 (Terms 1 and 2). 2015 data were provided to ACARA during November 2015</p>
Accuracy	<p>Data reported to ACARA are validated by the data providers and then subjected to consistency checks:</p> <ul style="list-style-type: none"> - correct calculation of attendance rates and levels
Coherence	<p>Data for the attendance rate (measure 1) are collected according to the “National Standards for Student Attendance Data Reporting” and are consistent for 2014 and 2015, except for NSW data which are collected on a different basis.</p> <p>Data for the attendance level (measure 2) are collected according to “National Standards for Student Attendance Data Reporting” for government schools (except for NSW), but are collected using a different method for non-government schools. Therefore government and non-government school data for this measure cannot be compared.</p>
Interpretability	<p>Please refer to the National Standards for Student Attendance Data Reporting | ACARA</p>

Data Gaps/Issues Analysis

The Steering Committee notes the following issues:

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.

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	Attendance and 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 and Training.

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 and Training 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 Partnership on Youth Attainment and Transitions and the Report on Government Services.

The Australian Government Department of Education and Training 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 15–19 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	Attendance and 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 15–19 year olds.</p> <p><u>Numerator/s</u></p> <p>Number of full and part-time students of specific ages: 15, 16, 17, 18, 19 and 15–19.</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); Education Council 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 2014 NSSC were released in March 2015.</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 and Training.</p>

	The NSSC is based on information on each student enrolled at the time of the school 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 2013.</p> <p><u>Denominator</u> – The 15 to 19-year-old population at June 2013.</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 2013; NCVER, National VET in Schools Collection 2013 (numerator);</p> <p>ABS (2013) Population by Age and Sex, Australian States and Territories, June 2013 (cat. no. 3201.0) Canberra (denominator).</p>

Data Quality Framework Dimensions

Institutional environment	<p><u>Numerator:</u></p> <p>The 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 VET nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on 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
- any activity where revenue was earned from another registered training organisation in terms of subcontracted, auspicing, partnership or similar arrangements

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 submitted to NCVET on a quarterly basis and consists of data for January to March, January to June, January to September and January to December.

A summary of 2014 data was released on 30 June 2015 in Government-funded students and courses 2014.

The National VET in Schools Collection is an annual collection, which commenced from the 2005 year. Data are submitted to NCVET via state training authorities and/or the senior secondary assessment authorities by 31 March in the year following activity. A summary of 2014 data was released by NCVET in early December 2015 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.

The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the AVETMISS (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:

- Percentage of unknown data
- The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing
- Inappropriate training organisation delivery locations
- The number of qualifications/courses that do not match the NTIS listing
- The number of modules/units of competency that do not match the NTIS listing
- Duplicate client identification
- Duplicate qualifications completed
- Reporting scopes
- Funding sources

- Outcome identifiers

The National VET in Schools Collection is an administrative collection, sourced from the student enrolment records through the senior secondary assessment authority in each state or territory. The data are submitted at unit record level either directly to 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.
- From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases.
- From 2014, Release 7.0 came into effect.

For further information go to <http://www.ncver.edu.au/avetmiss/21055.html>.

In 2010, the invalid enrolment audit cycle changed, with States and Territories now being audited for invalid enrolments over a three-year cycle rather than annually.

The National VET in Schools collection is governed by the VET in Schools administrative arrangements that are used in conjunction with AVETMISS. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. Release 7.0 of the standard applies to training activity from 1 January 2014 and was published in April 2013. 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 is available free of charge in Students and Courses on NCVET's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVET on (08) 8230 8400 or vet_req@ncver.edu.au

A charge will be generally made by NCVET for more complex requests for information. See NCVET'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 NCVET 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 are 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 Equity — Access

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 and Training, 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	<p>School student data are available by state/territory and Indigenous status but are not currently available by socioeconomic status.</p> <p>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'.</p> <p>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.</p> <p>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.</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 for each reporting year are released in March of the following year..</p>
Accuracy	<p>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 and Training.</p> <p>The NSSC is based on information on each student enrolled at the time of the school census</p> <p>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 <i>Schools, Australia</i></p>
Coherence	<p>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</p> <p>The NSSC data items used to construct the ARRAs are consistent and comparable over time, and support assessment of annual change.</p> <p>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 2014, the denominator for NSW, Vic, Tas and ACT is sourced from NSSC 2011 (Year 7) and for Qld, WA, SA and NT is sourced from 2012 (Year 8).</p> <p>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/4221.02014?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.</p> <p>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 ARRAs, see Explanatory Notes of <i>Schools, Australia</i></p>

<http://www8.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12014?OpenDocument>
(cat. no. 4221.0).

Accessibility Predominantly national level information is published in *Schools, Australia* (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>) (cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on State/Territory level information, are available on the ABS website.

Interpretability *Schools, Australia* (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>) (cat. no. 4221.0) includes explanatory notes and glossary available on the ABS website.

Socioeconomic status is not yet available in the NSSC

Data Gaps/Issues Analysis

Key data The Steering Committee notes the following issues:

gaps/issues

- Data may not be reliable, for example the apparent retention rates are greater than 100 per cent in many cases. Work published by the ABS has noted the limitations of apparent retention rates as measures of engagement in senior secondary school (Rossiter and Duncan, 2006). The ABS has developed alternative measures of secondary school engagement (apparent continuation rates and apparent progression rates), but neither of these measures is currently available disaggregated by Indigenous status.

Recurrent expenditure per student

Data quality information for this indicator has been drafted by the 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 the Education Council).</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	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, 2014</i> , cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1999-2013' data cube: Excel spreadsheet, cat. no. 4221.0, < http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02014?OpenDocument >.

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 Training 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>
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State and territory expenditure data (non-government schools):

These data are collected and compiled by each of the eight state and territory governments, from their own records of budget allocations and expenditure.

Overall government school expenditure data (provided by Education Council):

The Education Council collects Government schools recurrent and capital expenditure data on behalf of Government schools for reporting purposes.

Denominator:

For information on the institutional environment of the ABS, including the legislative obligations of the ABS which cover this collection, please see ABS Institutional Environment.

Relevance

Numerator:

Australian Government expenditure data (government and non-government schools):

Australian Government payments for specific purposes to support state education services are split across states and territories. This reporting shows how Specific Purpose Payments expenditure is attributed across states and territories.

State and territory expenditure data for non-government schools:

These data identify the extent of state and territory funding to non-government schools. These data reflect expenditure by state and territory governments to the non-Government schools sector (both Independent and Catholic, not disaggregated between these sectors). Data are provided on a whole of state allocation and apply to a range of expenditure types agreed by the School Education Working Group, and included in an agreed data manual.

Overall government school expenditure data (provided by 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 2013-14 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 Training and the 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 38 of the FBO for the 2013-14 financial year. The Australian Government Department of Education and Training 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. 2013 and 2014 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 and Training for non-government schools who then provides this data to the ABS for the non-government contribution). The extent of over-reporting cannot be quantified, but the understanding of the extent that students might be legitimately enrolled in more than one school would suggest that the figure is small. Some revisions may occur year to year where providers resupply data post publication. The FTE values for students reported for this bench mark have a high degree of accuracy.

Coherence

Numerator:

Australian Government expenditure data (government and non-government schools):

The consistency of the Australian Government data for recurrent expenditure has changed from 2008-09 financial year with the introduction of the National Education Agreement (and associated National Schools SPP reported in the FBO), which commenced from 1 January 2009. A further change occurred with the introduction of the Students First funding model on 1 January 2014. 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 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 2013-14 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:

- Government school data do include the user cost of capital. Non-government school data do not include the user cost of capital.
- 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 Education Council's National Report on Schooling; Data from the non-finance NSSC is disseminated by the ABS through <i>Schools, Australia, 2014</i> , cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1999-2014' data cube: Excel spreadsheet, cat. no. 4221.0, < http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02014?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> <p>Data are collected annually on a financial year basis which accords with state and territory financial reporting processes.</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 published between January and March the following year.</p>
Accuracy	<p><u>Numerator:</u></p> <p>Data are derived from jurisdiction's audited annual accounts.</p> <p><u>Denominator:</u></p> <p>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 and Training 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.</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 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 Report on Government Services and the National Report on Schooling in Australia.</p>
Interpretability	<p><u>Numerator:</u></p> <p>Nationally consistent data that are 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

The Steering Committee notes the following issues:

Care should be taken in interpretation of efficiency data:

- data include the user cost of capital
- a number of factors beyond the control of governments, such as economies of scale, a

high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure (see Commonwealth Grants Commission reference in chapter 1, section 1.5 for further details). This Report does not make any cost adjustments based on these or other factors

- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Indigenous students and students from low socioeconomic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion)
- the 'staff expenditure per student' measure is partial in nature, as it does not reflect the full cost per student. While high or increasing government expenditure on staff per student may reflect lower efficiency, it may also reflect improvements in teacher quality.

User cost of capital per student

Data quality information for this indicator has been drafted by the 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	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, 2014</i> , cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1996-2014' data cube: Excel spreadsheet, cat. no. 4221.0, < http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02014?OpenDocument >.

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</p>

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:

Data are derived from jurisdictions' audited annual accounts.

Denominator:

The NSSC is an administrative by-product collection from data collected from enrolment forms. 2013 and 2014 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 and Training, 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.

Coherence

Numerator:

Data are specialised in terms of established data standards and instructions.

Denominator:

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.

Interpretability

Numerator:

Data are nationally consistent and 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:

The notional UCC makes explicit the opportunity cost of using the funds to provide services rather than investing elsewhere or retiring debt. When comparing the costs of government services, it is important to account for the notional UCC because it is:

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

Notional UCC reflects the annual UCC per FTE student, and is set at 8 per cent of the value of non-current physical assets (for example, land, buildings, plant and equipment) which are re-valued over time.

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

Efficiency data are difficult to interpret and this indicator in particular is only partial in

nature, as it does not reflect the full cost per student. While high or increasing UCC per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (broader curricula, enhanced facilities), or the characteristics of the education environment (such as population dispersion and/or rapid growth and more geographically remote students). Similarly, low or decreasing UCC per student may reflect improving efficiency or lower quality (less effective education) or fewer facilities or reduced capital maintenance. Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Student-to-staff ratio

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	Student-to-staff ratio
Measure (computation)	<p><u>Definition</u></p> <p>The FTE (full-time equivalent) of students per FTE of staff. Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff.</p> <p><u>Numerator/s</u></p> <p>The FTE of students</p> <p><u>Denominator/s</u></p> <p>The FTE of staff.</p> <p><u>Computation/s:</u></p> <p>The numerator (above) divided by the denominator (above) Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff, by jurisdiction</p>
Data source/s	<p><u>Numerator and Denominator</u></p> <p>Numerator: National Schools Statistics Collection (NSSC) data; and unpublished data from <i>Schools, Australia</i> (cat. no. 4221.0).</p> <p>The student to staff ratios for teaching staff are available directly from published data. The ratios for non-teaching staff and all staff are derived from a range of published NSSC data.</p> <p>All data are available annually.</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the National Schools Statistics Collection (NSSC) (non-finance) and are based on the annual School census. This collection was established through the work of the former 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 2014 NSSC were released in March 2015.</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 and Training.</p>

The NSSC is based on information on each student enrolled at the time of the school census.

Coherence

Data for jurisdictions are comparable and are collected in accordance with national standards. Before sending data to the ABS, each state and territory education department cleans the data and removes duplicate records so that students are only counted once. Due to the different enrolment systems, the ability to remove duplicates varies among jurisdictions and this may result in over-reporting of school students in some jurisdictions.

Cross border enrolments may affect consistency between the populations at the numerator and denominator.

Each state and territory government reports on school students. The Australian Curriculum Assessment & Reporting Authority (ACARA) also reports on school students and the five-yearly ABS Census of Population and Housing includes information on children attending school.

Accessibility

Schools, Australia (cat. no. 4221.0) includes explanatory notes and a glossary available on the ABS website.

Interpretability

Published information is included in *Schools, Australia* (cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.

Data Gaps/Issues Analysis

Key data gaps/issues

The Steering Committee notes the following issues:

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

Learning outcomes – Reading performance, writing performance, numeracy performance (NAPLAN)

Data quality information for this indicator has been drafted by the Secretariat in consultation with ACARA, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Learning outcomes' (reading performance, writing performance, numeracy performance)
Measure (computation)	<u>Definition</u> <u>Measures</u> <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) <u>Computation</u> <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	Data Collector(s): Individual schools send this data under a set of protocols to the Test Administration Authorities for the states and territories Collection authority: ACARA Act 2008 Data Compiler(s): ACARA's contractor
Relevance	<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. <i>Data completeness</i> : Yes. <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. <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.

	<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 2015 was published by ACARA on 3 December 2015.
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
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
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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)	<p>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).</p> <p><u>Numerator</u></p> <p>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</p> <p><u>Denominator</u></p> <p>Number of year 6 and year 10 students assessed on civics and citizenship 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 2 for year 6, and at or above level 3 for year 10 for civics and citizenship performance</p>
Data source/s	Published report by ACARA (2014)

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 2013, 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 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 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, 2011 and 2014.</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) ACARA (2012) and ACARA (2015)

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 – 2014) The 2014 NAP ICT Literacy Year 6 and Year 10 Report and the 2014 NAP ICT Literacy Technical Report were both released by ACARA in 2015.</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, (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	<p>The data are internally consistent.</p> <p>The numerator and denominator are compiled from a single source.</p> <p>The data are consistent with data supplied in previous reporting rounds.</p> <p>There have been no changes to the underlying data collection.</p> <p>No real world events have impacted on the data or its management.</p> <p>These data are not comparable with any other data sources.</p>
Interpretability	<p>All terms used in analysis are explained in the reports available from 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>

Data Gaps/Issues Analysis

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>
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Completion (year 12)

Data quality information for this indicator has been drafted by the Australian Government Department of Education and Training 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 and Training (unpublished) – sourced from states and territories qualification authorities.</p> <p><u>Denominator/s:</u></p> <p>Australian Government Department of Education and Training (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 Education Council and Steering Committee for the Review of Government Service Provision</p> <p>Data Compiler(s): Compiled by the Australian Government Department of Education and Training</p> <p>Australian Government Department of Education and Training 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 and Training.

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.

WA changed the pre-year one entry age in 2002 resulting in approximately half the normal intake of students for that year level. Therefore in 2014, Year 12 had significantly lower enrolments when compared to the population of the year 12 age group. For this reason, WA data for 2014 should not be compared with earlier years.

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, 2014</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.