
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) and are available from the website www.pc.gov.au/rogs/2017.

This chapter focuses on performance information for government-funded school education in Australia.

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 structure of school education varies across states and territories.

Compulsory school education

Entry to school education was compulsory in all states and territories for any child of 5 years of age or older at the start of the 2015 (ABS 2016). Generally, minimum starting ages restrict enrolment to children aged between four and a half and five years (ABS 2016). (See chapter 3, table 3A.1, for more details.)

National mandatory requirements for schooling — as agreed in the National Youth Participation Requirement (NYPR) — came into effect through relevant State and Territory government legislation in 2010. Under the NYPR, there is a mandatory requirement for all young people to participate in schooling until they complete year 10, and if they have completed year 10, in full time in education, training or employment, or a combination of these activities, until 17 years of age (ABS 2016).

Type and level of school education

Schools are the institutions within which organised school education takes place (see section 4.4 for a definition of ‘school’). Schools are differentiated by the type and level of education they provide, which for 2015 are categorised as the following.

- *Primary schools* provide education from the school level ‘pre-year 1’ (the first year of primary school — see section 4.4 for the naming conventions used in each state and territory). Primary school education extends to year 6 (year 7 in SA). (Prior to 2015, primary school education also extended to year 7 in Queensland and WA.)
- *Secondary schools* provide education from the end of primary school to year 12.
- *Special schools* provide education for students that exhibit one or more of the following characteristics before enrolment: mental or physical disability or impairment; slow learning ability; social or emotional problems; or in custody, on remand or in hospital (ABS 2016).

Affiliation, ownership and management

Schools can also be differentiated by their affiliation, ownership and management, which are presented for two broad categories.

- *Government schools* are owned and managed by State and Territory governments.
- *Non-government schools*, including Catholic or Independent schools, are owned and managed by non-government establishments and are often affiliated with religious or philosophical beliefs and values.

Roles and responsibilities

Under constitutional arrangements, State and Territory governments are responsible for ensuring the delivery and regulation of schooling to all children of school age in their jurisdiction. State and Territory governments provide most of the school education funding in Australia, which is administered under their own legislation. They determine curricula, register schools, regulate school activities and are directly responsible for the administration of government schools. They also provide support services used by both government and non-government schools. Non-government schools operate under conditions determined by State and Territory government registration authorities.

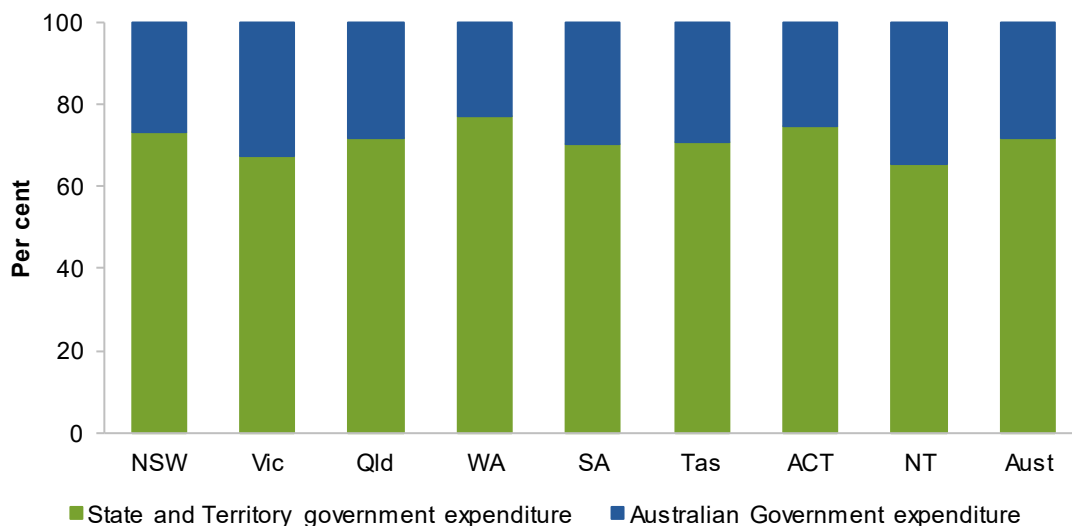
From 1 January 2014, Australian Government funding for government and non-government schools was through the Students First funding arrangements, as determined by the *Australian Education Act 2013* (the Act). Prior to 1 January 2014, Australian Government funding was provided through the National Schools Specific Purpose Payment. State and Territory governments have discretion as to how to apply the funding to achieve the agreed outcomes. Detailed information on these funding arrangements can be found in box 4.6.

The Australian Government and State and Territory governments work together to progress and implement national policy priorities, such as: a national curriculum; national statistics and reporting; national testing; and, teaching standards (PM&C 2014). 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

Nationally in 2014-15, Australian, State and Territory government recurrent expenditure on school education was \$53.0 billion, a 4.1 per cent real increase from 2013-14. State and Territory governments provided the majority of funding (71.9 per cent), which varies across jurisdictions (figure 4.1).

Figure 4.1 **Proportion of total school education government recurrent expenditure, 2014-15^a**



^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.

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- *Government schools* accounted for \$40.3 billion (75.9 per cent). State and Territory governments were the major funding source for government schools (\$34.9 billion, or 86.6 per cent of government schools funding).
 - *Non-government schools* accounted for \$12.8 billion (24.1 per cent). The Australian Government was the major funding source for non-government schools (\$9.5 billion, or 74.5 per cent of non-government schools funding) (table 4A.7).

The share of government funding to government and non-government schools varies across jurisdictions and over time according to jurisdictional approaches to funding schools (see box 4.6) and is affected by the characteristics of school structures and the student body in each state and territory (see below).

Nationally in 2014-15, of Australian, State and Territory government recurrent expenditure on *government* schools: 53.9 per cent was on in-school primary (\$21.7 billion); 41.9 per cent was on in-school secondary (\$16.9 billion); and, 4.2 per cent was on out-of-school (\$1.7 billion) (table 4A.10). Data on government recurrent expenditure to *non-government* schools cannot be disaggregated between primary and secondary education.

This Report presents expenditure related to government funding only, not to the full cost to the community of providing school education. Caution should be taken when comparing expenditure data for government and non-government schools, because governments provide only part of school funding. Governments provided 57.1 per cent of non-government school funding in 2015, with the remaining 42.9 per cent sourced from private fees and fundraising (Australian Government Department of Education and Training, unpublished).

Historical data on government recurrent expenditure are available in tables 4A.7–8.

Size and scope

Schools

In 2015, there were 9404 schools in Australia (6224 primary schools, 1409 secondary schools, 1323 combined schools, and 448 special schools) (table 4A.3). The majority of schools were government owned and managed (70.6 per cent) (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.

Detailed data on school size and level can be found in *Schools Australia, 2015* (ABS Cat. no. 4221.0).

Student body

Full time and full time equivalent students

Nationally in 2015, there were 3.7 million full time students (table 4A.3), which represents 15.7 per cent of the Australian population (table 4A.5).

While the majority of students undertake schooling full time, there were 20 279 part time students in 2015 (predominantly in secondary schools), which equated to 8148 full time equivalent (FTE) student enrolments (see section 4.4 for a definition of FTE student) (table 4A.4). The prevalence of part time students varies across jurisdictions due to different policy and organisational arrangements for part time study, and different definitions of what constitutes part time study.

Nationally in 2015, there were 3.7 million FTE students (table 4A.3).

- *Government schools* had 2.4 million FTE students enrolled. The proportion of FTE students that were enrolled in a government school was 65.1 per cent in 2015. This proportion has remained steady since 2013, following a decrease from 67.8 per cent in 2006 (table 4A.6).
- *Non-government schools* had 1.3 million FTE students enrolled. The proportion of FTE students that were enrolled in non-government schools increased from 30.5 per cent at primary level to 40.8 per cent at secondary level (tables 4A.2).

A higher proportion of FTE students were enrolled in primary schools (57.1 per cent) than in secondary schools (42.9 per cent) (table 4A.3). SA has the highest proportion of students enrolled in primary school education (61.4 per cent) as it is the only jurisdiction that still includes year 7 in primary school.

Special needs groups

Given that the NYPR mandates that schooling is compulsory to year 10, all equity groups are represented in the student body. However, some groups of students in school education have been identified as having special needs. The number and proportion of full time students who are from these special needs groups can vary across jurisdiction and school sector (that is, government or non-government) (tables 4A.26–28). Government schools have a higher proportion of students from selected special needs groups than non-government schools, including for:

- *Aboriginal and Torres Strait Islander students* — in 2015, 6.9 per cent in government schools and 2.4 per cent in non-government schools (table 4A.23)
- *students with disability* — in 2015, 6.1 per cent in government schools and 4.0 per cent in non-government schools (table 4A.25)
- *geographically remote and very remote students* — in 2015, 1.6 per cent in government schools and 0.8 per cent in non-government schools for remote students, and

1.1 per cent in government schools and 0.3 per cent in non-government schools for very remote students (table 4A.29).

Conversely, non-government schools have a higher proportion of students that are:

- *students with a language background other than English* — in 2011, 20.4 per cent in government schools and 24.1 per cent in non-government schools (table 4A.24).

Another special needs group which is a focus of this Report is:

- *low socioeconomic background students* — data by parental education/employment status is presented as a proxy for socioeconomic status.

4.2 Framework of performance indicators

Box 4.1 describes the vision and objectives for the school education system. The vision and objectives align with the educational goals for young Australians in the Melbourne Declaration (MCEETYA 2008), the National Education Agreement (NEA) (COAG 2009). In addition, performance indicators in this chapter are aligned with school education indicators in the NEA, where relevant.

Box 4.1 Objectives 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. The goals for school education are that: 1) Australian schooling promotes equity and excellence; and 2) all young Australians become successful learners, confident and creative individuals, and active and informed citizens.

Australia's governments aim to have a school education system:

- that benefits all young Australians, providing them with essential literacy and numeracy skills, a solid foundation in knowledge and understanding linked with complex skills that underpin problem solving, critical thinking and creativity, so they can reach their full potential
- where Australian students excel by international standards
- that reduces the educational disadvantage of children
- that enables young people to make a successful transition from school to work and/or further study.

For these goals to be achieved, the school education system aims to provide all young Australians with access to high-quality schooling that:

- engages all students and promotes student participation, attendance and successful transitions through schooling
- has a focus on quality teaching and world-class curriculum and assessment.

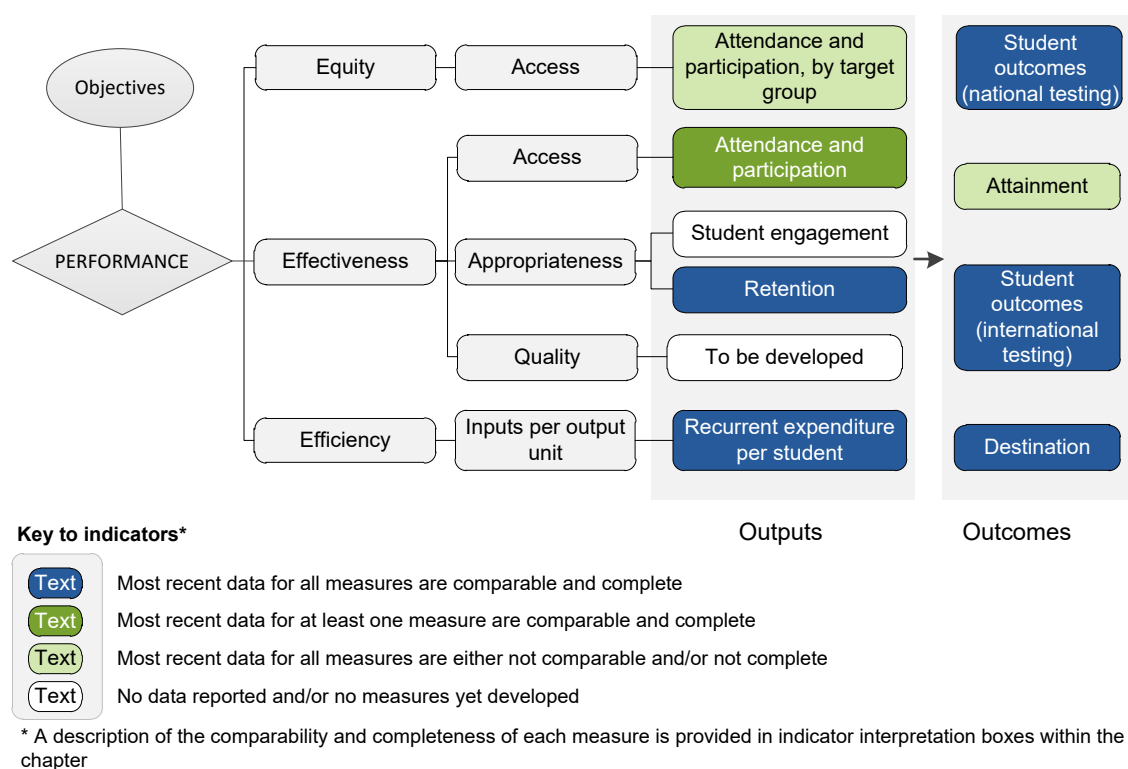
Governments aim for school education services to meet these objectives in an equitable and efficient manner.

The performance indicator framework provides information on equity, effectiveness and efficiency and distinguishes the outputs and outcomes of school education services (figure 4.2).

The performance indicator framework shows which data are complete and comparable in the 2017 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability, data completeness and information on data quality from a Report-wide perspective (chapter 1). In addition to section 4.1, the Report’s Statistical context chapter (chapter 2) contains data that may assist in interpreting the performance indicators presented in this chapter.

Improvements to performance reporting for School education are ongoing and will include identifying indicators to fill gaps in reporting against key objectives, improving the comparability and completeness of data and reviewing proxy indicators to see if more direct measures can be developed.

Figure 4.2 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.

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

Equity

Access — Attendance by target group

‘Attendance by target group’ is an indicator of governments’ objective for school education services to be provided in an equitable manner (box 4.2).

Box 4.2 Attendance by target group

‘Attendance by target group’ is defined by two attendance measures.

- ‘Student attendance rate, by target group’ — compares the attendance rate of those in the target group (for example, Aboriginal and Torres Strait Islander students) with the attendance rate of those outside the target group (non-Indigenous). Student attendance rate is the number of actual full time equivalent student days attended by full time students as a percentage of the total number of possible student attendance days attended over the period.

Data reported for the attendance rate are:

- not comparable across jurisdictions — NSW government school data are not yet collected on a comparable basis to other states and territories
- complete for the current reporting period (subject to caveats). All required 2016 data are available for all jurisdictions.

- ‘Student attendance level, by target group’ — compares the attendance level of those in the target group (for example, Aboriginal and Torres Strait Islander people) with the attendance level of those outside the target group (non-Indigenous people). Student attendance level is the proportion of full time students whose attendance rate is greater than or equal to 90 per cent over the period.

Data are collected for semester 1 of each year and results may not be representative of the entire school year.

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

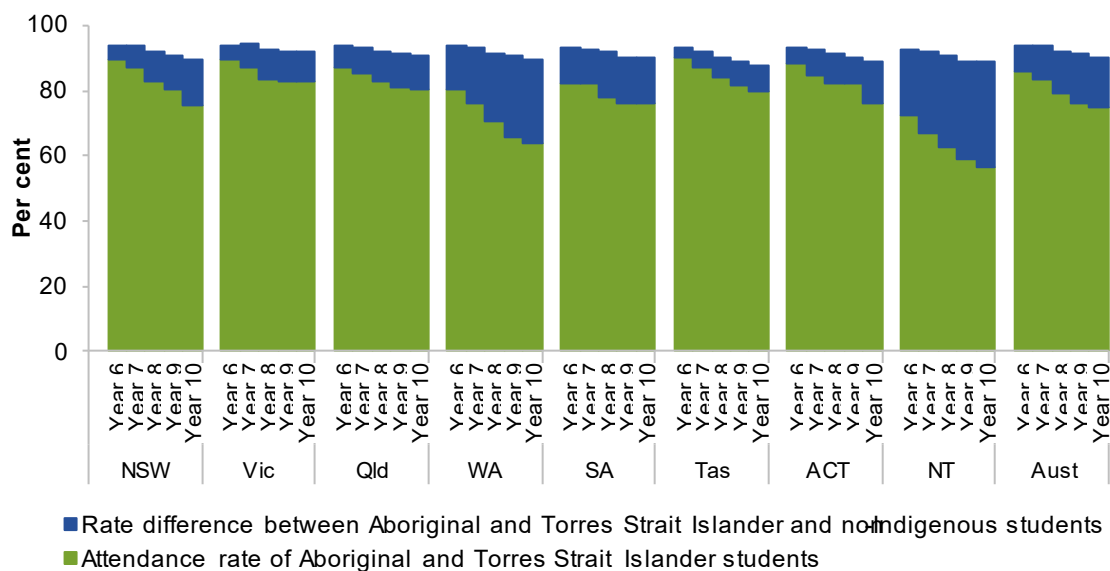
Data reported for the attendance level are:

- comparable (subject to caveats) across jurisdictions for 2016. Prior to 2016, data for non-government schools were collected on a different basis to the nationally agreed standard for which data for government schools have been collected, and comparisons across the two sectors should be made with caution
- incomplete for the current reporting period. Required 2016 data were not available for all NSW government schools.

Student attendance rate

Nationally in 2016, the attendance rate for Aboriginal and Torres Strait Islander students across all schools was similar across year 1 to year 6 (and was 86.2 per cent for years 1–6 combined) (tables 4A.33 and 4A.37). From year 7, attendance rates decreased as the year level increased (table 4A.33). However, attendance rates for Aboriginal and Torres Strait Islander students were lower and decreased further than for non-Indigenous students (figure 4.3). This pattern was observed for both government and non-government schools (table 4A.33).

Figure 4.3 **Student attendance rate for year 6 to year 10, by Indigenous status, all schools, 2016 (per cent)^{a, b}**



^a The non-Indigenous attendance rate includes the total area shaded for each year level. ^b See box 4.2 and table 4A.33 for detailed definitions, footnotes and caveats.

Source: ACARA (unpublished); table 4A.33.

For years 1–6 combined, 7–10 combined and 1–10 combined (tables 4A.35–37), attendance rates generally declined as remoteness increased, with the decline greater for Aboriginal and Torres Strait Islander students than for non-Indigenous students.

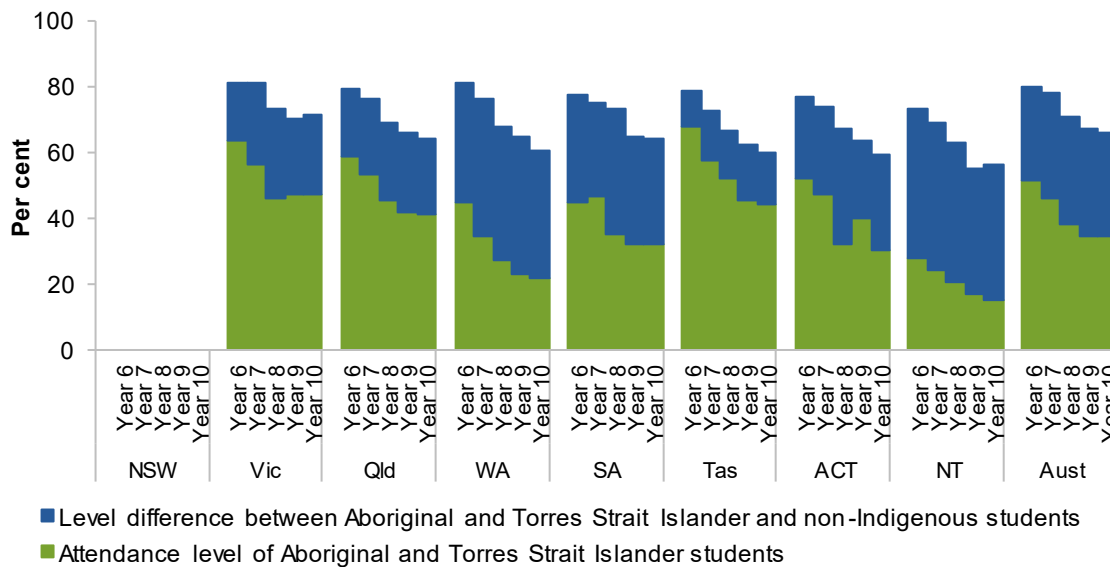
Student attendance level (proportion of full time students whose attendance rate is greater than or equal to 90 per cent over the period)

Nationally in 2016, the attendance level for Aboriginal and Torres Strait Islander students in years 1–6 was 50.7 per cent per cent at government schools and 63.3 per cent at non-government schools (tables 4A.40–41). Consistent with the student attendance rate, the attendance level was steady for years 1–6 and decreased from year 7 to year 10.

Non-Indigenous students in government and non-government schools had higher attendance levels than Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions (figure 4.4 and table 4A.38).

For years 1–6 combined and 7–10 combined (and therefore 1–10 combined), the attendance level generally declined as remoteness increased, with the decline greater for Aboriginal and Torres Strait Islander students than non-Indigenous students (tables 4A.40–41).

Figure 4.4 Student attendance level, by Indigenous status, government schools, 2016 (per cent)^{a, b, c}



^a The non-Indigenous attendance level includes the total area shaded for each year level. ^b See box 4.2 and table 4A.38 for detailed definitions, footnotes and caveats. ^c Data for NSW are not available. The Australian total excludes NSW.

Source: ACARA (unpublished); table 4A.38.

Effectiveness

Access — Attendance and participation

‘Attendance and participation’ is an indicator of governments’ objective that school education services engages all students and promotes student participation, attendance and successful transitions through schooling (box 4.17).

Box 4.3 Attendance and participation

Attendance and participation' is defined by separate attendance and participation measures.

Student attendance

- 'Student attendance rate'
- 'Student attendance level'.

See box 4.2 for indicator interpretation information on student attendance.

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

Student participation

- 'Proportion of 15–19 year olds enrolled in school' — the number of school students of a particular age expressed as a proportion of the estimated resident population of the same age.
- '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' — the number VET unit completers aged 15–19 years expressed as a proportion of the estimated resident population of the same age.

A higher or increasing participation rate 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 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 are affected in the ACT due to NSW residents from surrounding areas enrolling in ACT. This is referred to as cross-border enrolment.

The participation measures *do not* provide information on young people who develop their talents and capacities through other education and training options — 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 measures are:

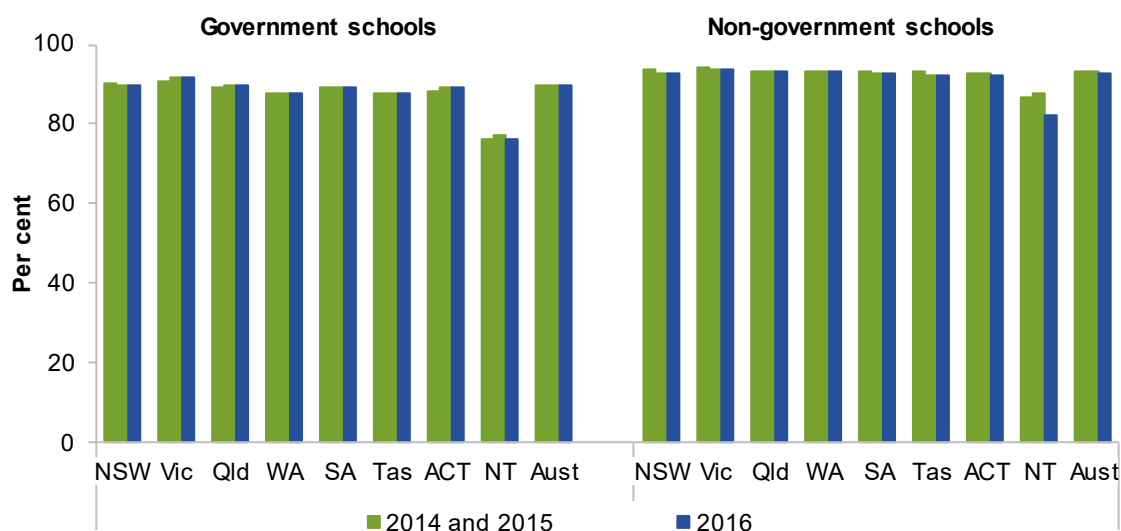
- comparable (subject to caveats) across jurisdictions and over time.
- complete for the current reporting period (subject to caveats). All required 2015 and 2016 data are available for all jurisdictions.

Student attendance — Attendance rate

In 2016, the attendance rate for all school students across year levels 1–6 was 93.5 per cent (table 4A.37). The year 1–6 attendance rates have remained steady since 2014 and are similar across jurisdictions and within each state and territory over time.

Nationally in 2016, attendance rates decreased from year 7 to year 10 — from 93.1 per cent to 89.6 per cent (table 4A.33). Across most jurisdictions, there has not been a substantial change in attendance rates from 2014 to 2016 for government and non-government schools (figure 4.5).

Figure 4.5 **Student attendance rates, years 7–10, by sector (per cent)^a**



^a See box 4.3 and tables 4A.35–36 for detailed definitions, footnotes and caveats.

Source: ACARA (unpublished); tables 4A.35–36.

Student attendance — Attendance level (proportion of full time students whose attendance rate is greater than or equal to 90 per cent over the period)

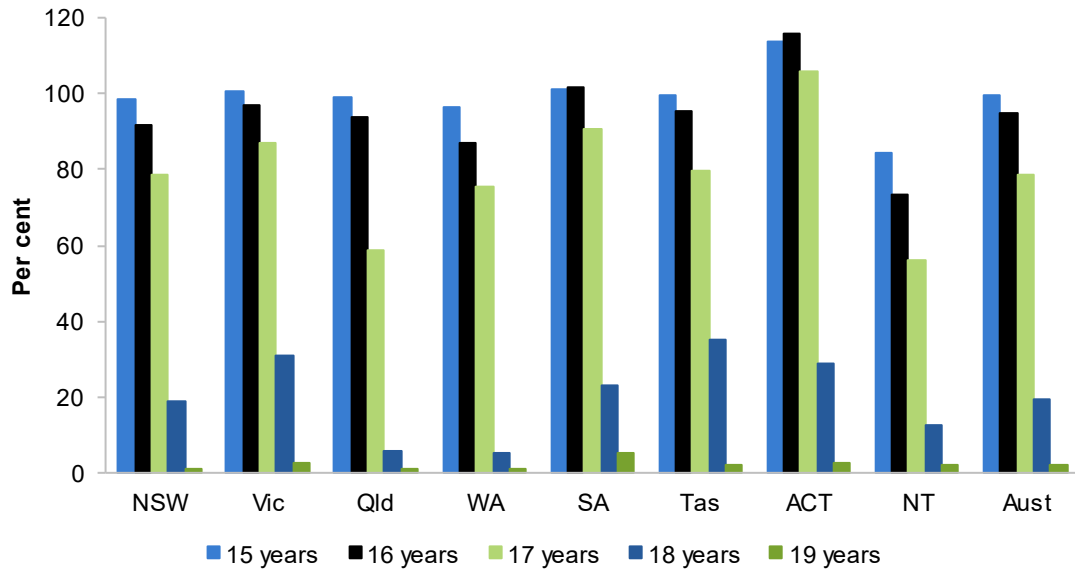
Results for the student attendance level follow a similar pattern to those for the student attendance rate (table 4A.38).

For government schools, the attendance level for year 1–6 was 78.3 per cent (table 4A.40). The attendance level decreased from 75.5 per cent in year 7 to 63.7 per cent in year 10 (table 4A.38). Attendance level data for government and non-government schools are in tables 4A.38–41.

Student participation — Proportion of 15–19 year olds enrolled in school

Nationally in 2015, 57.6 per cent of 15–19 year olds were enrolled in school (table 4A.30), with the rate slightly higher for females (58.1 per cent) than males (57.1 per cent). School participation rates declined as students exceeded the maximum compulsory school age and varied by jurisdiction, age and sex (figure 4.6 and tables 4A.30–31).

Figure 4.6 **School participation rate for 15–19 year olds, all schools, 2015 (per cent)^a**



^a See box 4.3 and table 4A.31 for detailed definitions, footnotes and caveats.

Source: ABS (2016 and unpublished) *Schools Australia 2015*, Cat. no. 4221.0; table 4A.31.

Student participation — Achievement of VET competencies

School-aged people may participate in VET by either:

- participating in ‘VET in Schools’, which allows school students to undertake VET as a part of their senior secondary certificate. Nationally in 2015, there were 257 100 VET in Schools students (NCVER 2016)
- remaining engaged in education through a Registered Training Organisation.

Nationally in 2015, 476 400 people aged 15 to 19 years successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above (at a school or Registered Training Organisation), representing 32.3 per cent of the 15 to 19 year old population (figure 4.7 and table 4A.32).

Figure 4.7 Proportion of 15–19 year olds who successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above, 2015 (per cent)^a



^a See box 4.3 and table 4A.32 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.32.

Appropriateness — Student engagement

‘Student engagement’ is an indicator of governments’ objective that the school education system aims to provide all young Australians with access to high-quality schooling that engages all students (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 is sometimes seen as a proxy for student engagement with 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 student engagement. The performance of students with poor engagement may be affected so they may not reach the end of compulsory schooling satisfactorily, or their potential.

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Box 4.4 (continued)

Student engagement covers a number of areas, including:

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

The Programme for International Student Assessment (PISA) 2015 includes a range of questions for students to assess their sense of belonging at school, which relates to the concept of emotional engagement. A selection of results are provided in table 4A.96.

Some items from the National School Survey developed by the Australian Curriculum and Assessment Reporting Authority (ACARA) are also used by some State and Territory governments to collect information on student engagement.

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

Appropriateness — Retention

'Retention' to the final years of schooling is an indicator of governments' objective that engages all students and promotes student participation, attendance and successful transitions through schooling (box 4.5).

Box 4.5 **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 'commencing' cohort group. 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 government/non-government schools.

A higher or increasing rate is desirable as it suggests that a larger proportion of students are continuing in school, which may result in improved educational outcomes.

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Box 4.5 (continued)

This indicator does not include part time or ungraded 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.

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 these measures are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2015 data are available for all jurisdictions.

Retention — year 7 or 8 to year 10

The retention rate from the commencement of secondary school at year 7 or 8 to year 10 was above 99 per cent in most jurisdictions in 2015 (the national rate was 101.8 per cent) (table 4A.42). The retention rate for Aboriginal and Torres Strait Islander students was also near to 100 per cent (98.9 per cent), but lower than that of non-Indigenous students (102.0 per cent), although this varies across jurisdictions (table 4A.42).

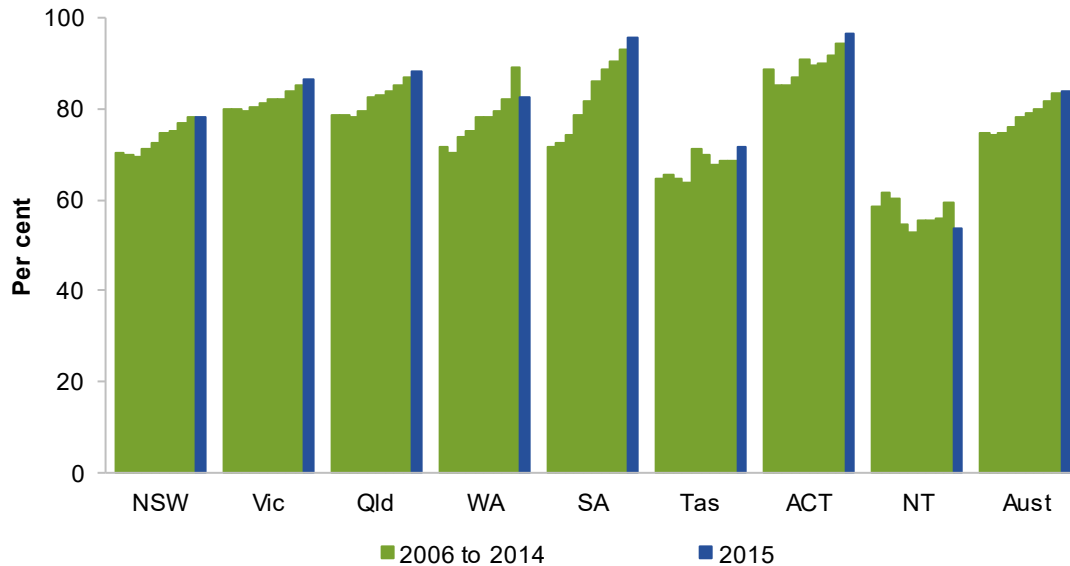
Retention — year 7 or 8 to year 12

The retention rate from the commencement of secondary school (at year 7 or 8) to year 12 was 84.0 per cent in 2015, an increase of 9.3 percentage points from 2006 (figure 4.8).

From 2006 to 2015, the retention rate for students in:

- *government schools* increased 13.3 percentage points to 81.8 per cent in 2015 (table 4A.45)
- *non-government schools* showed less growth, but remained higher than government schools across the period and was 87.2 per cent in 2015 (table 4A.46).

Figure 4.8 **Apparent retention rate from year 7/8 to year 12, full time secondary students, 2006 to 2015^a**



^a See box 4.3 and table 4A.44 for detailed definitions, footnotes and caveats.

Source: ABS (2016) *Schools Australia 2015*, Cat. no. 4221.0; table 4A.44.

Retention rates from year 7/8 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 2015 (table 4A.44).

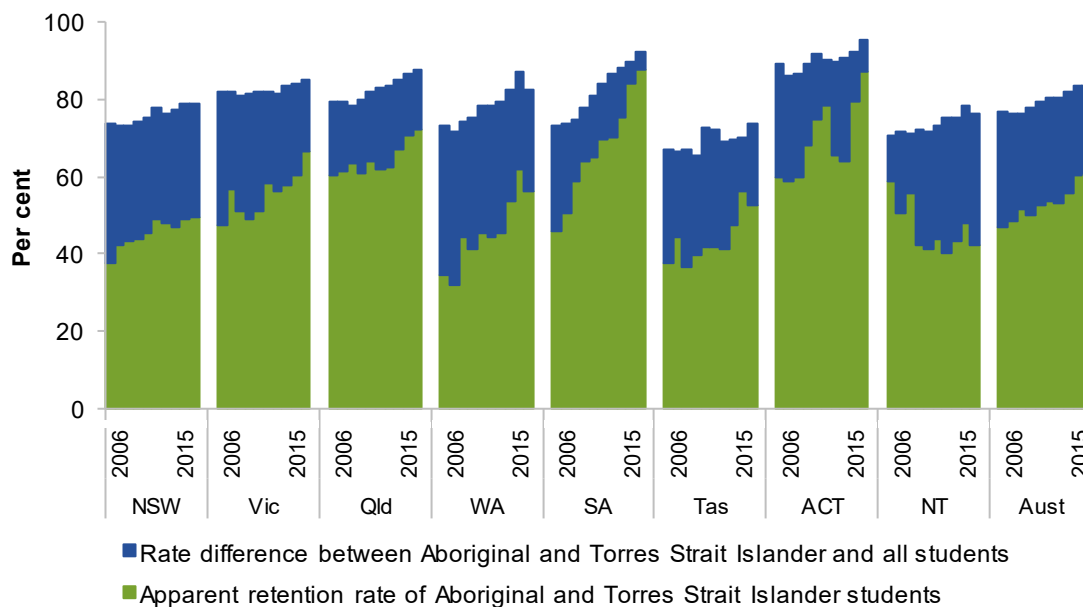
Retention — year 10 to year 12

Nationally in 2015, the apparent rate of all full time students from year 10 to year 12 was 82.7 per cent, an increase from 76.2 per cent in 2006 (table 4A.44). The rate for government schools was 79.2 per cent and for non-government schools was 88.0 per cent (tables 4A.45–46).

For the period 2006–2015, the retention from year 10 to year 12 has grown for Aboriginal and Torres Strait Islander and non-Indigenous students. Nationally in 2015, the rate for:

- *Aboriginal and Torres Strait Islander* students was 60.6 per cent, an increase of 13.8 percentage points from 2006
- *non-Indigenous* students was 83.8 per cent, an increase of 6.7 percentage points from 2006 (figure 4.9).

Figure 4.9 **Apparent retention rates from year 10 to year 12, full time students, by Indigenous status, 2006 to 2015^{a, b}**



^a The non-Indigenous retention rate is the total area shaded for each year. ^b See box 4.3 and table 4A.44 for detailed definitions, footnotes and caveats.

Source: ABS (2016) *Schools Australia 2015*, Cat. no. 4221.0; table 4A.44.

Appropriateness — Quality

An ‘Appropriateness — Quality’ indicator for school education has not yet been developed, but will relate to governments’ objective that the school education system aims provides all young Australians with access to high-quality schooling that has a focus on quality teaching and world-class curriculum and assessment.

Efficiency

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. This chapter does not report on non-government sources of funding, and so does not compare the efficiency of government and non-government schools.

For information on the expenditure estimates see:

- box 4.6 for information on the identification and allocation of funding
- box 4.7 and attachment table footnotes for information on the comparability of the source expenditure data for government schools and non-government schools
- table 4A.20 for the treatment of assets by school education agencies.

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 Students First funding cannot be separated into capital and recurrent expenditure, these payments are treated as recurrent expenditure in this chapter. Expenditure relating to funding sources other than government (such as parent contributions and fees) are excluded.

Sources of data — government recurrent expenditure on government schools

Total recurrent expenditure on government schools is unpublished data sourced from the *National Schools Statistics Collection* (NSSC), under the auspices of the Education Council.

- Each State and Territory government reports to the Education Council on its expenditure on government schools (table 4A.10). Expenditure on government schools comprises: employee costs (including salaries, superannuation, workers compensation, payroll tax, termination and long service leave, sick leave); capital costs (depreciation and user cost of capital); umbrella departmental costs; and other costs (including rent and utilities).
- The Australian Government reports its allocation to each State and Territory for government schools, consistent with Treasury Final Budget Outcomes — including the Students First funding and a range of National Partnership (NP) payments (table 4A.9).
- To avoid double counting, Australian Government allocations are subtracted from the State and Territory expenditure to identify 'net' State and Territory government expenditure (tables 4A.7-8).

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 State and Territory governments, and comprises the following.

- 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 Students First funding and NP payments see (table 4A.9).

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.

Allocation of funding

Students First funding — Australian Government

From 2014 to 2017, Commonwealth recurrent funding for all schools is transitioning under the *Australian Education Act 2013* from levels under the previous funding arrangements towards the Schooling Resource Standard funding arrangement levels. Funding is calculated with reference to a base amount plus loadings to target student and school disadvantage including

(continued next page)

Box 4.6 (continued)

students from lower socioeconomic backgrounds, students with disability, Aboriginal and Torres Strait Islander students, students with low English proficiency, and school size and location. For most non-government schools, the base amount is discounted by the anticipated capacity of their school community to financially contribute towards the school's operating costs.

Commonwealth recurrent funding is provided to approved authorities 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.

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.

User cost of capital

The User Cost of Capital (UCC) 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 government funds to own assets for the provision of services rather than investing elsewhere or retiring debt.

User cost of capital is only reported for government schools. It is estimated at 8 per cent of the value of non-current physical assets, which are re-valued over time.

Source: ACARA (2016b); 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 provide school education services 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 for non-government schools. Government recurrent expenditure per FTE student includes estimates for user cost of capital for government schools (box 4.6). User cost of capital is not included for non-government schools
- government recurrent staff expenditure per FTE student in government schools.

FTE student numbers (table 4A.6) are drawn from the ABS publication *Schools Australia 2015* (ABS 2016) and averaged over two calendar years to match the financial year expenditure data.

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
- 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 students with special needs, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion)
- 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 these measures are:

- comparable (subject to caveats) across jurisdictions and over time. (Note that as non-government schools data do not account for UCC nor non-government sources of funding, the data are *not comparable* for comparing government and non-government schools.)
- complete for the current reporting period (subject to caveats). All required 2014-15 data are available for all jurisdictions.

Source: ACARA (2016b); Australian Government Department of Education and Training (unpublished).

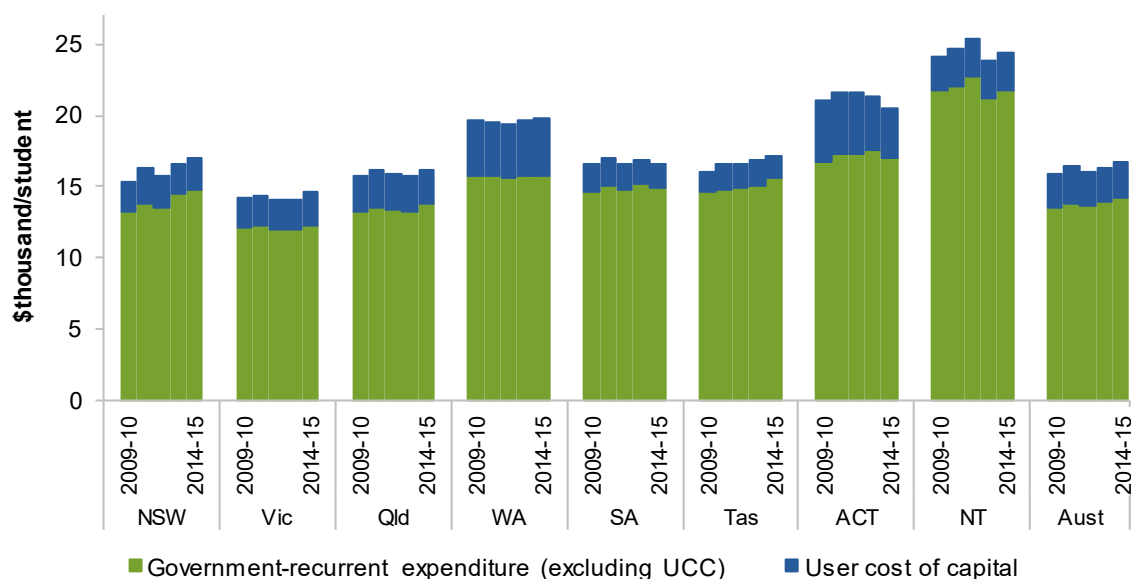
Recurrent expenditure per student — Government recurrent expenditure per FTE student

Government schools

Nationally in 2014-15, government recurrent expenditure was \$16 670 per FTE student in government schools, with UCC representing 14.8 per cent of this expenditure (tables 4A.11 and 4A.19). Between 2010-11 and 2014-15, real government expenditure per FTE student increased at an average rate of 1.1 per cent per year (figure 4.10).

Nationally in 2014-15, in-school expenditure per FTE student was higher for government secondary schools (\$18 262 per FTE student) compared to government primary schools (\$14 551 per FTE student). Out-of-school government expenditure per FTE student was substantially lower (\$698 per FTE student) (table 4A.11).

Figure 4.10 **Government real recurrent expenditure per FTE student (including UCC), government schools, 2009-10 to 2014-15 (2014-15 dollars)^a**



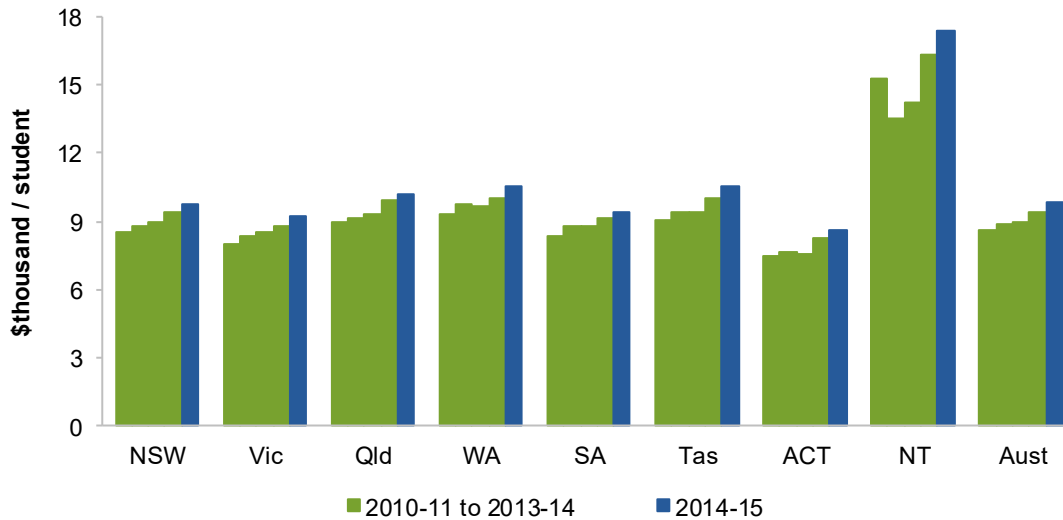
^a See box 4.7 and table 4A.11 and 4A.19 for detailed definitions, footnotes and caveats.

Source: ABS (2016) *Schools Australia 2015*, Cat. no. 4221.0; Education Council (unpublished) NSSC; tables 4A.11, 4A.19 and 2A.48.

Non-government schools

Nationally in 2014-15, government recurrent expenditure per FTE student in non-government schools was \$9843 — resulting in an average annual increase in real terms of 3.5 per cent since 2010-11 (figure 4.11).

Figure 4.11 **Government real recurrent expenditure per FTE student, non-government schools (2014-15 dollars)^a**



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

Source: ABS (2016) *Schools Australia 2015*, Cat. no. 4221.0; Australian Government Department of Education and Training (unpublished); State and Territory governments (unpublished); tables 4A.14 and 2A.48.

All schools

Nationally in 2014-15, government recurrent expenditure per FTE student in all schools was \$14 286 — resulting in an annual average increase in real terms of 1.6 per cent since 2010-11 (table 4A.16).

Recurrent expenditure per student — Government recurrent staff expenditure per FTE student in government schools

Nationally in 2014-15, 63.6 per cent of government recurrent expenditure in government schools was on staff (table 4A.10). Government recurrent staff expenditure per FTE student in government schools was \$10 607, which varied across jurisdictions (figure 4.12).

Figure 4.12 **Government recurrent staff expenditure per FTE student, government schools, 2014-15^a**



^a See box 4.7 and table 4A.13 for detailed definitions, footnotes and caveats.

Source: ABS (2016) *Schools Australia 2015*, Cat. no. 4221.0; Australian Government Department of Education and Training (unpublished); State and Territory governments (unpublished); tables 4A.13 and 2A.48.

Student-to-staff ratio

The student-to-staff ratio is the number of FTE students per FTE staff, for all staff and for teaching staff (see section 4.4 for definitions). (Note that the student-to-teacher ratio is not a measure of class size.)

Differences in the 'student-to-staff ratio' can provide some context to differences in the government recurrent staff expenditure per FTE student as a low or decreasing student-to-teacher ratio may lead to higher staff expenditure per student. However, additional teaching staff expenditure may also reflect differences in teacher salaries, the degree to which administrative work is undertaken by people classified as teachers (such as principals, deputy principals and senior teachers), or the level of other inputs to school education (for example, non-teaching staff, computers, books and laboratory equipment).

Nationally in 2015, the *student-to-teacher* ratio at government schools (primary and secondary combined) was 14.2, which is unchanged from 2014 and similar to the ratio in 2006 (table 4A.22). For non-government schools, the student-to-teacher ratio was 13.4 in 2015 (table 4A.22). The student-to-teacher ratio, for both government and non-government schools, is generally lower for secondary schools than primary schools.

Nationally in 2015, the *student to non-teaching staff ratio* at non-government schools was 29.4, which is lower than government schools (which was 35.2) (table 4A.21).

Non-teaching staff (such as specialists, administrative and building operations staff) account for approximately 30 per cent of the FTE staff at schools (ABS 2016).

Outcomes

Outcomes are the impact of services on the status of an individual or group (see chapter 1).

Student outcomes (national testing)

‘Student outcomes (national testing)’ is an indicator of two of governments’ objectives, that the school education system:

- benefits all young Australians, providing them with essential literacy and numeracy skills, a solid foundation in knowledge and understanding linked with complex skills that underpin problem solving, critical thinking and creativity, so they can reach their full potential
- reduces the educational disadvantage of children (box 4.8).

Box 4.8 Student outcomes (national testing)

‘Student outcomes (national testing)’ is defined by measures drawn from the National Assessment Program — Literacy and Numeracy (NAPLAN) and National Assessment Program (NAP) sample assessments.

National Assessment Program — Literacy and Numeracy (NAPLAN)

NAPLAN testing is undertaken by students in years 3, 5, 7 and 9. Measure are reported for:

- NAPLAN participation — assessed and exempt students as a percentage of the total number of students reported by schools.
- NAPLAN achievement — the proportion of students at or above the national minimum standard in NAPLAN testing and mean scale score for reading, numeracy and writing.

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 2016a). The mean scale score refers to a mean (average) score on a common national scale.

Data comparing a range of time series outcomes are provided for 2008, 2015 and 2016 for reading and numeracy and for 2011, 2015 and 2016 for writing.¹

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¹ A change in the writing test from narrative to persuasive writing created a break in series in writing results in 2011. From 2016, both text types (narrative writing and persuasive writing) are assessed, but NAPLAN scores for writing remain comparable from 2011.

Box 4.8 (continued)

A high or increasing: proportion of students participating in NAPLAN testing; mean scale score; or, proportion of students achieving at or above the national minimum standard, 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 2016 data are available for all jurisdictions.

NAP Sample assessments

NAP national sample assessments are undertaken by students in year 6 and 10, on a triennial, rotating basis. Measures are reported for the proportion of students at or above the proficient standard in NAP assessments and mean scale score for:

- NAP Science literacy (testing undertaken by year 6 students only)
- NAP information and communication technologies (ICT) literacy
- NAP civics and citizenship literacy

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.

Time series data are provided for the years in which NAP assessments have been undertaken.

A high or increasing: mean scale score; or, proportion of students achieving at or above the proficiency standard, is desirable.

Data reported for all measures in this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the most recent reporting period (subject to caveats). All required data from the latest available NAP assessments are available for all jurisdictions. The latest available data for NAP sample assessment data are for 2014 (for NAP ICT), 2013 (for NAP civics and citizenship), and 2012 (for NAP science literacy).

Student outcomes (national testing) — 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.

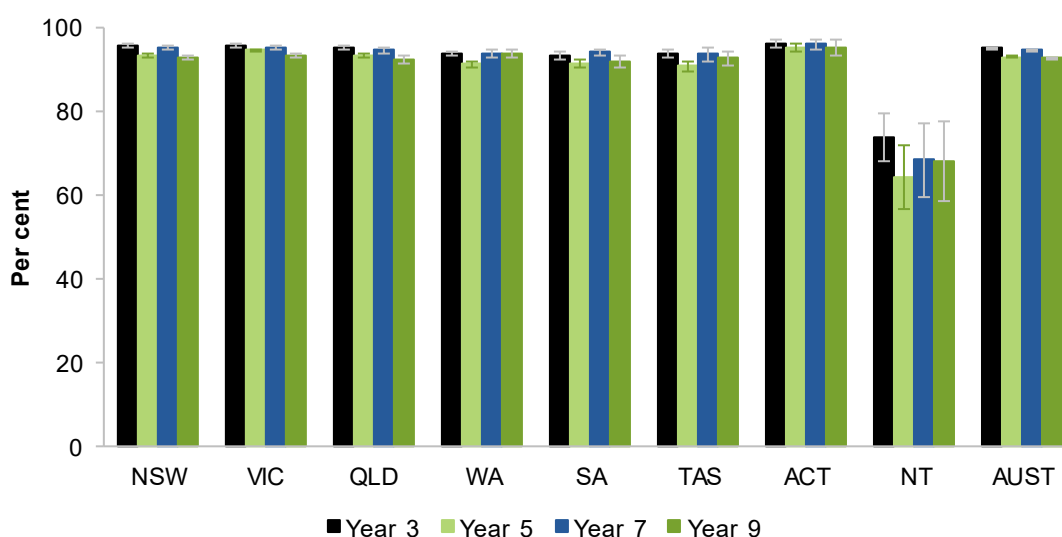
In 2016, participation rates were at or above 90 per cent for most jurisdictions across testing domains and year levels. In all domains and year levels, a lower proportion of Aboriginal and Torres Strait Islander students than non-Indigenous students participated in NAPLAN testing (table 4A.47).

Student outcomes (national testing) — NAPLAN reading

Nationally in 2016, the proportion of students who achieved at or above the reading national minimum standard was:

- 95.1 (± 0.2) for year 3 students
- 93.0 (± 0.2) for year 5 students
- 94.6 (± 0.3) for year 7 students
- 92.8 (± 0.3) for year 9 students (figure 4.13)

Figure 4.13 Proportion of students achieving at or above the reading national minimum standard, 2016^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.8 and table 4A.48 for detailed definitions, footnotes and caveats.

Source: ACARA (2016 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*; table 4A.48.

These results varied across jurisdictions, but generally were above 90 per cent for all year levels (figure 4.13). The statistical significance of the difference in the proportion of students who achieved at or above the national minimum standard for reading in 2016, across states and territories, is provided in table 4A.48.

Nationally in 2016, the mean scale score for reading was:

- 425.6 (± 1.1) for year 3 students
- 501.5 (± 1.0) for year 5 students
- 540.8 (± 1.5) for year 7 students
- 580.8 (± 1.5) for year 9 students (table 4A.49).

Table 4A.49 also identifies statistical significance of differences between mean scale scores reading outcomes across states and territories in 2016.

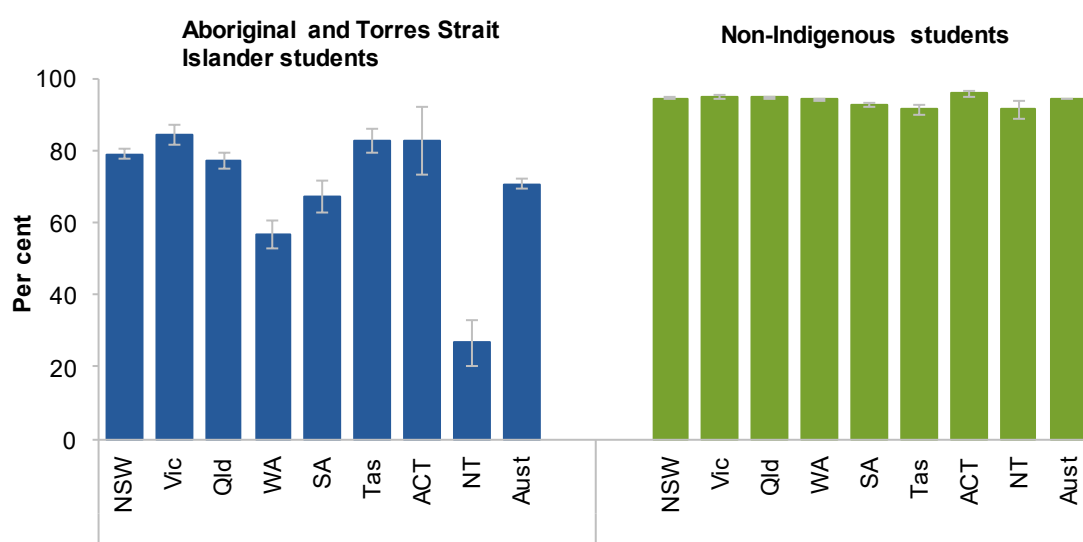
Nationally for year 3 and year 5 students, the mean scale score for reading in 2016 is statistically significantly above the score in 2008 but, there was no significant difference for years 7 or 9 (tables 4A.52–4A.60).

Aboriginal and Torres Strait Islander students

In 2016, the proportion of Aboriginal and Torres Strait Islander students who achieved at or above the national minimum standard for reading, and the mean scale score was statistically significantly above 2008 for year levels 3 and 5, but not statistically significantly different from 2015.

Nationally in 2016, for all year levels, the proportion of Aboriginal and Torres Strait Islander students that achieved the national minimum standard for reading (and the mean scale score) was significantly lower than for non-Indigenous students, although results varied across jurisdictions (tables 4A.48-49). Figure 4.14 compares the 2016 NAPLAN reading results for year 5 students — the proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard was 70.8 (±1.6) per cent, significantly lower than for non-Indigenous students [94.4 (±0.2) per cent].

Figure 4.14 Proportion of year 5 students achieving at or above the reading national minimum standard, 2016^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.8 and table 4A.48 for detailed definitions, footnotes and caveats.

Source: ACARA (2016 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*; table 4A.48.

Geolocation

Nationally in 2016, reading outcomes declined with remoteness. For example, in year 3 the proportion of students who achieved at or above the national minimum standard decreased from 96.0 (± 0.2) per cent in major city areas to 62.9 (± 5.6) per cent in very remote areas (table 4A.48). For Aboriginal and Torres Strait Islander students the decline is steeper, resulting in a widening of the gap in reading outcomes as remoteness increased.

Socioeconomic 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.50–51. In general, outcomes were lower for students with lower levels of parental education and parental occupation. Data for 2011–2015 were included in previous reports.

Student outcomes (national testing) — NAPLAN Numeracy

Nationally in 2016, the proportion of students who achieved at or above the numeracy national minimum standard was:

- 95.5 (± 0.2) for *year 3 students*
- 94.3 (± 0.2) for *year 5 students*
- 95.5 (± 0.2) for *year 7 students*
- 95.2 (± 0.3) for *year 9 students* (figure 4.15)

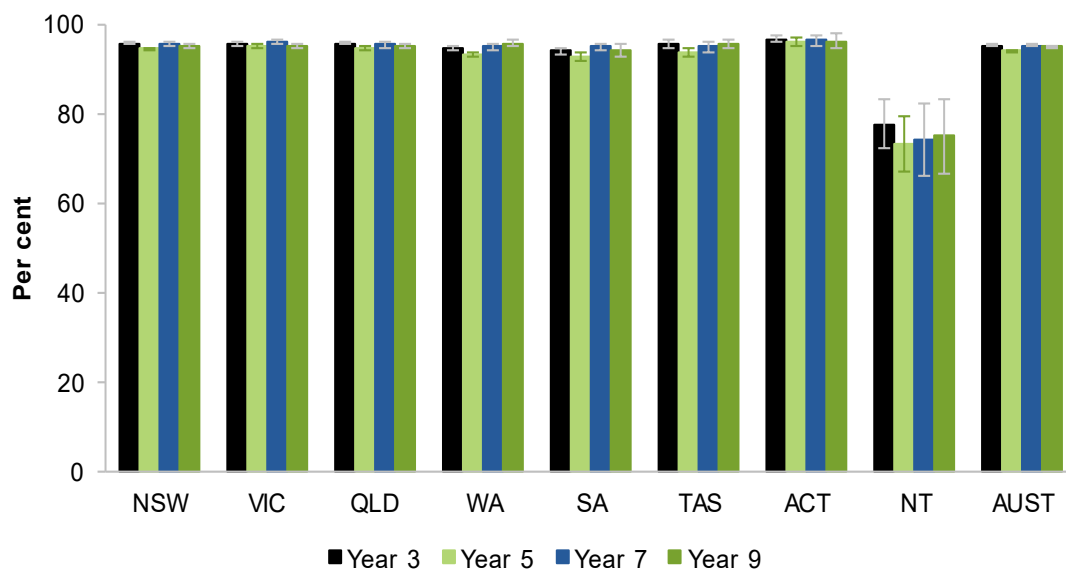
These results varied across jurisdictions, but generally were above 92 per cent for all year levels (figure 4.15). The statistical significance of the difference in the proportion of students who achieved at or above the national minimum standard for reading in 2016, across states and territories, is provided in table 4A.74.

Nationally in 2016, the mean scale score for numeracy was:

- 402.0 (± 1.0) for *year 3 students*
- 493.1 (± 1.0) for *year 5 students*
- 549.7 (± 1.7) for *year 7 students*
- 588.9 (± 1.9) for *year 9 students* (table 4A.75).

Table 4A.75 also identifies statistical significance of differences between mean scale scores reading outcomes across states and territories in 2015.

Figure 4.15 Proportion of students achieving at or above the numeracy national minimum standard, 2016^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.8 and table 4A.74 for detailed definitions, footnotes and caveats.

Source: ACARA (2016 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.74.

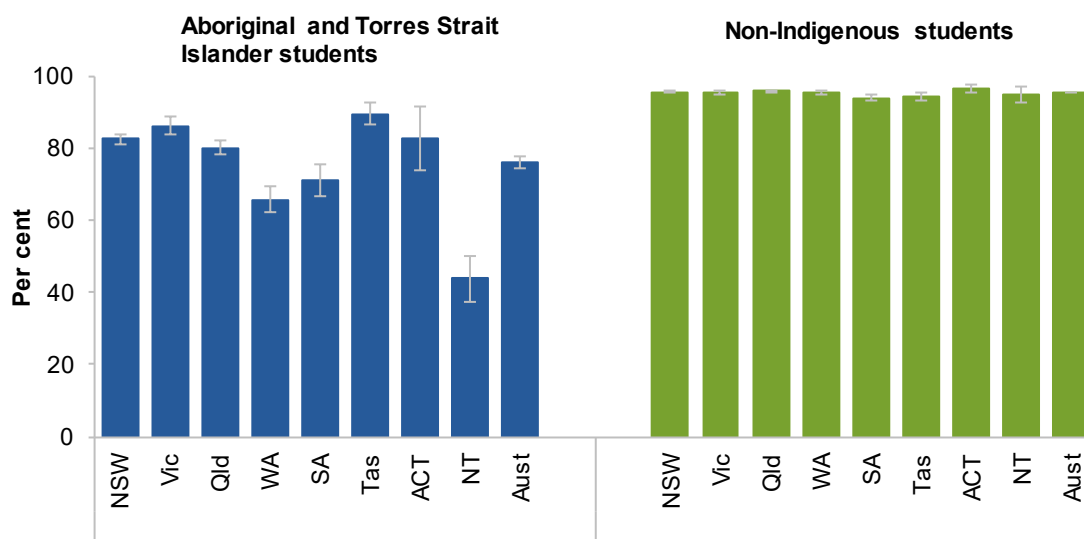
Nationally for year 5 students, the mean scale score for numeracy in 2016 was statistically significantly above the mean scale score for numeracy in 2008, but there was no significant difference for years 3, 7 and 9 (tables 4A.78–4A.86).

Aboriginal and Torres Strait Islander students

In 2016, the proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in numeracy was statistically above 2008 for year levels 5 and 9, but there was no significant change for years 3 and 7 (tables 4A.78–4A.86).

Nationally in 2016, for all year levels, the proportion for Aboriginal and Torres Strait Islander students who achieved the national minimum standard (and mean scale score) was significantly lower than for non-Indigenous students, although results varied across jurisdictions (tables 4A.78–4A.86). Figure 4.14 compares the 2016 NAPLAN numeracy results for year 5 students — the proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard was 76.1 (± 1.4) per cent, significantly lower than for non-Indigenous students, which was 95.5 (± 0.2) per cent.

Figure 4.16 **Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2016^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.8 and table 4A.74 for detailed definitions, footnotes and caveats.

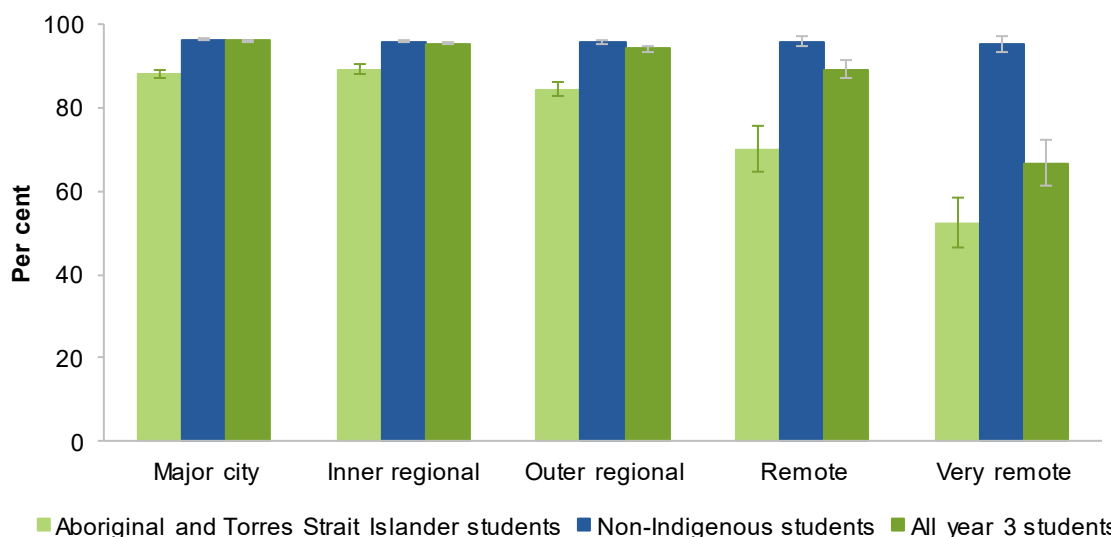
Source: ACARA (2016 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*; table 4A.74.

Geolocation

Nationally in 2016, numeracy outcomes declined with remoteness. For example, in year 3 the proportion of students who achieved at or above the national minimum standard decreased from 96.2 (± 0.2) per cent in major cities to 66.8 (± 5.4) per cent in very remote areas (table 4A.74).

Nationally, for all geolocation categories across years 3, 5, 7 and 9, numeracy outcomes followed a similar pattern to those for reading outcomes (see NAPLAN reading section above) (tables 4A.74–75). Figure 4.17 shows the results for year 3 numeracy outcomes by geolocation.

Figure 4.17 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2016^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.8 and table 4A.74 for detailed definitions, footnotes and caveats.

Source: ACARA (2016 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.74.

Socioeconomic 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 2016 are included in tables 4A.76-77. Similar to NAPLAN reading outcomes, numeracy outcomes were generally lower for students with lower levels of parental education and parental occupation. Data for 2011–2015 were included in the earlier Reports.

Student outcomes (national testing) — NAPLAN writing

Tables 4A.61–64 provide data on the mean scale scores and the proportions of year 3, 5, 7 and 9 students achieving at or above the national minimum standard for writing (including by Indigenous status, geolocation and parental education and occupation). Data comparing outcomes from 2011 and 2015 to 2016 by Indigenous status, for mean scale scores and for the proportion at and above the national minimum standard are included for each state and territory, and nationally in tables 4A.65–73.

Student outcomes (national testing) — NAP ICT literacy assessment

Nationally in 2014, the proportion of participating year 6 and year 10 students who achieved at or above the proficient standards in ICT literacy performance was 55 (± 2.5) per cent and 52 (± 2.5) per cent, respectively (tables 4A.93–95).

Detailed outcomes of the 2014 assessment were included in the 2016 Report.

Student outcomes (national testing) — NAP Civics and citizenship literacy assessment

Nationally in 2013, the proportion of participating students who achieved at or above the proficient standard in civics and citizenship literacy performance was 52 (± 2.4) per cent for year 6 students and 44 (± 2.6) per cent for year 10 students (tables 4A.90–92).

Detailed outcomes of the 2013 assessment were included in the 2015 Report.

Student outcomes (national testing) — NAP Science literacy assessment

Nationally in 2012, the proportion of participating year 6 students who achieved at or above the proficient standards in science literacy was 51.4 (± 2.0) per cent (tables 4A.87–89).

Detailed outcomes of the 2012 assessment were included in the 2014 Report.

Attainment

‘Attainment’ is an indicator of two of governments’ objectives — that the school education system:

- benefits all young Australians, providing them with essential literacy and numeracy skills, a solid foundation in knowledge and understanding linked with complex skills that underpin problem solving, critical thinking and creativity, so they can reach their full potential
- reduces the educational disadvantage of children (box 4.9).

Box 4.9 **Attainment**

'Attainment' (attainment 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.

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 technical and further education institutes are included in reporting for some jurisdictions and not in others
- the aggregation of all postcode locations into three socioeconomic status categories (as a disaggregation for socioeconomic status) — 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.

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

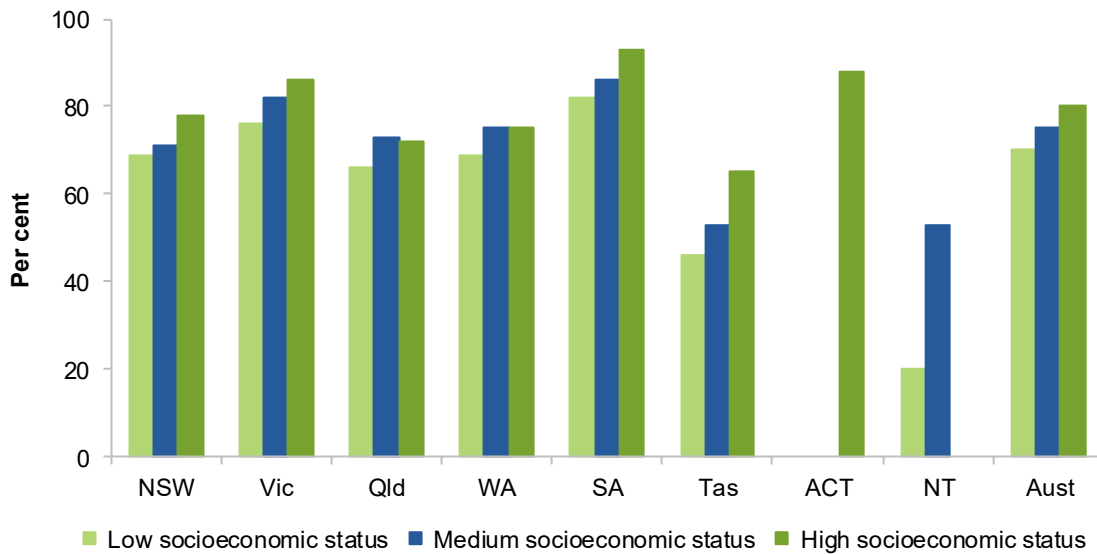
Data reported for this measure are:

- 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 1 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 2015 data are available for all jurisdictions.

Attainment 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 socioeconomic background or geographic location.

Nationally in 2015, the year 12 certificate attainment rate for all students was 75 per cent (table 4A.108). The rates for students from low (70 per cent) and medium (75 per cent) socioeconomic backgrounds were below those for students from a high socioeconomic background (80 per cent) (figure 4.18). The attainment rate decreased as remoteness increased (77 per cent in metropolitan areas compared to 44 per cent in very remote areas) (table 4A.109).

Figure 4.18 **Year 12 certificate attainment rates, by socioeconomic background, 2015^{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 4.9 and table 4A.108 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); table 4A.108.

Nationally, attainment rates were higher for female students than for male students in all socioeconomic categories (table 4A.108) and higher for females students compared to male students in all geographic zones (table 4A.109). Time series data on national year 12 certificate attainment rates are reported in tables 4A.108-109.

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 above) (tables BA.29–33).

Student outcomes (international testing)

'Student outcomes (international testing)' is an indicator of governments' aim to have a school education system where Australian students excel by international standards (box 4.10).

Box 4.10 Student outcomes (international testing)

'Student outcomes (international testing)' is defined by Australia's participation in three international tests:

- Programme for International Student Assessment (PISA) — conducted by the Organisation for Economic Co-operation and Development (OECD) as a triennial international assessment — measures the proportion of sampled 15 year old students achieving at or above the national proficient standard (set to level 3) on the OECD PISA combined scales for reading, mathematical and scientific literacy.
- Trends in International Mathematics and Science Study (TIMSS) — conducted by the International Association for the Evaluation of Educational Achievement (IEA) as a quadrennial international assessment — measures the proportion of sampled year 4 and year 8 students achieving at or above the IEA intermediate international benchmark, the national proficient standard in Australia
- Progress in International Reading Literacy Study (PIRLS) — conducted by the IEA as a quinquennial international assessment — measures the proportion of sampled year 4 students achieving at or above the IEA intermediate international benchmark, the national proficient standard in Australia.

A high or increasing proportion of students achieving at or above the national proficient standard, or a high or increasing mean scale score 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.

Programme for International Student Assessment (PISA)

Nationally in 2015, Australian 15 year old students achieved a mean score of 503 (± 3.3), 494 (± 3.1) and 510 (± 3.0) for the PISA reading, mathematical, and scientific literacy assessments, respectively. These results were above the OECD average mean score.

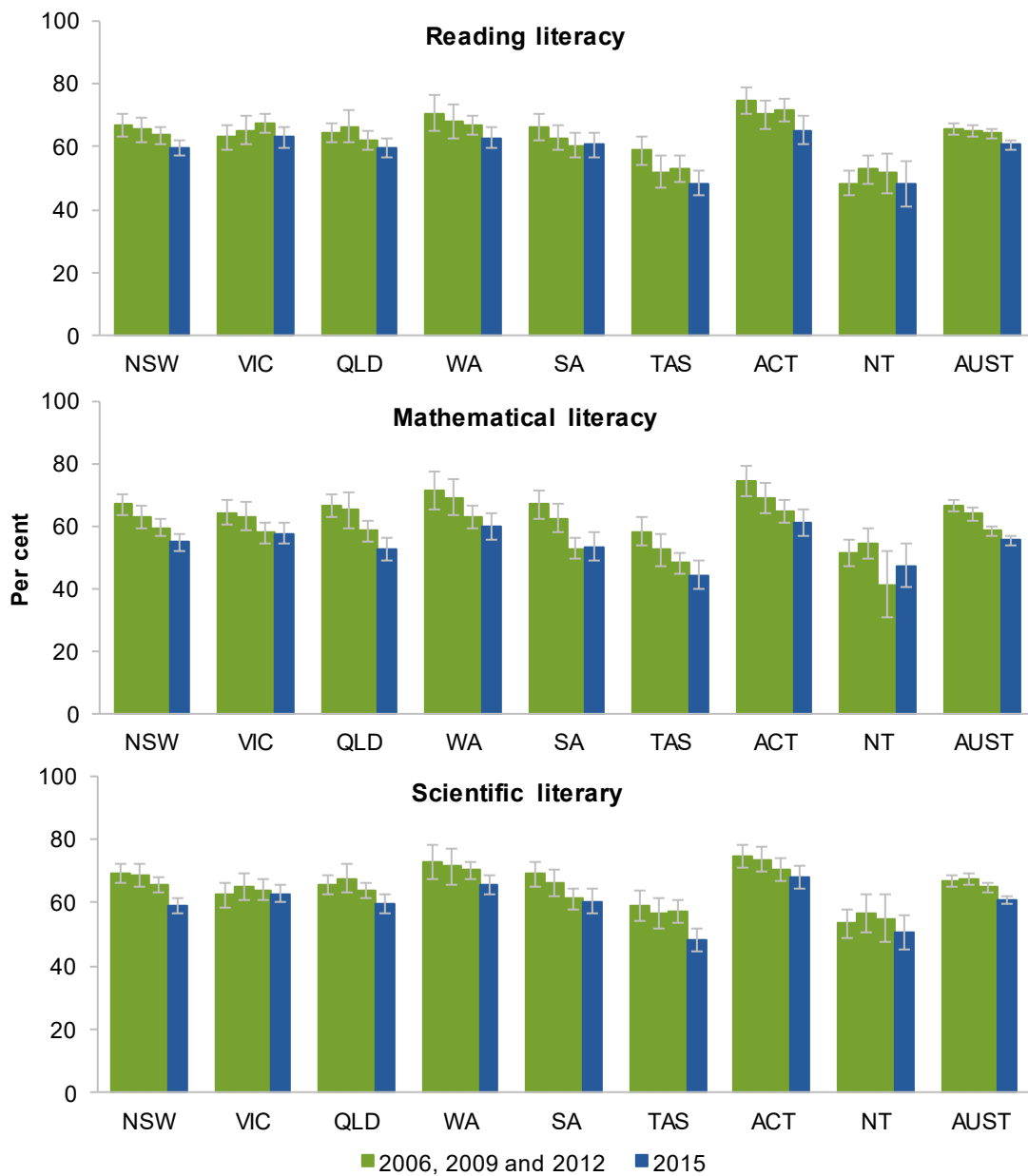
The most reliable way to establish a trend for an assessment domain is to compare results to when the assessment domain was the major domain. Nationally in 2015, the mean scores for PISA reading, mathematical, and scientific literacy assessments were significantly lower than the mean scores achieved in PISA testing in the last major domain cycle (2009 for reading, 2012 for mathematics, and 2006 for science), although results varied by jurisdiction (tables 4A.98, 4A.100 and 4A.102).

Nationally in 2015, the proportion of Australian 15 year old students who achieved at or above the national proficient standard in:

- *reading literacy* was 60.6 (± 1.4) per cent (table 4A.97)
- *mathematical literacy* was 55.4 (± 1.6) per cent (table 4A.99)
- *scientific literacy* was 60.8 (± 1.2) per cent (table 4A.101).

Nationally in 2015, across the three testing domains, the proportions of Australian 15 year old students who achieved at or above the national proficient standard were significantly lower than the proportions achieved in the last major domain cycle (2009 for reading, 2012 for mathematics, and 2006 for science) (figure 4.19).

Figure 4.19 Proportion of year 15 year old students achieving at or above the national proficient standard, PISA, 2006, 2009, 2012 and 2015^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.10 and tables 4A.97, 4A.99 and 4A.101 for detailed definitions, footnotes and caveats.

Source: ACER (2016 and unpublished) *PISA 2015: A first look at Australia's results*, Melbourne; tables 4A.97, 4A.99 and 4A.101.

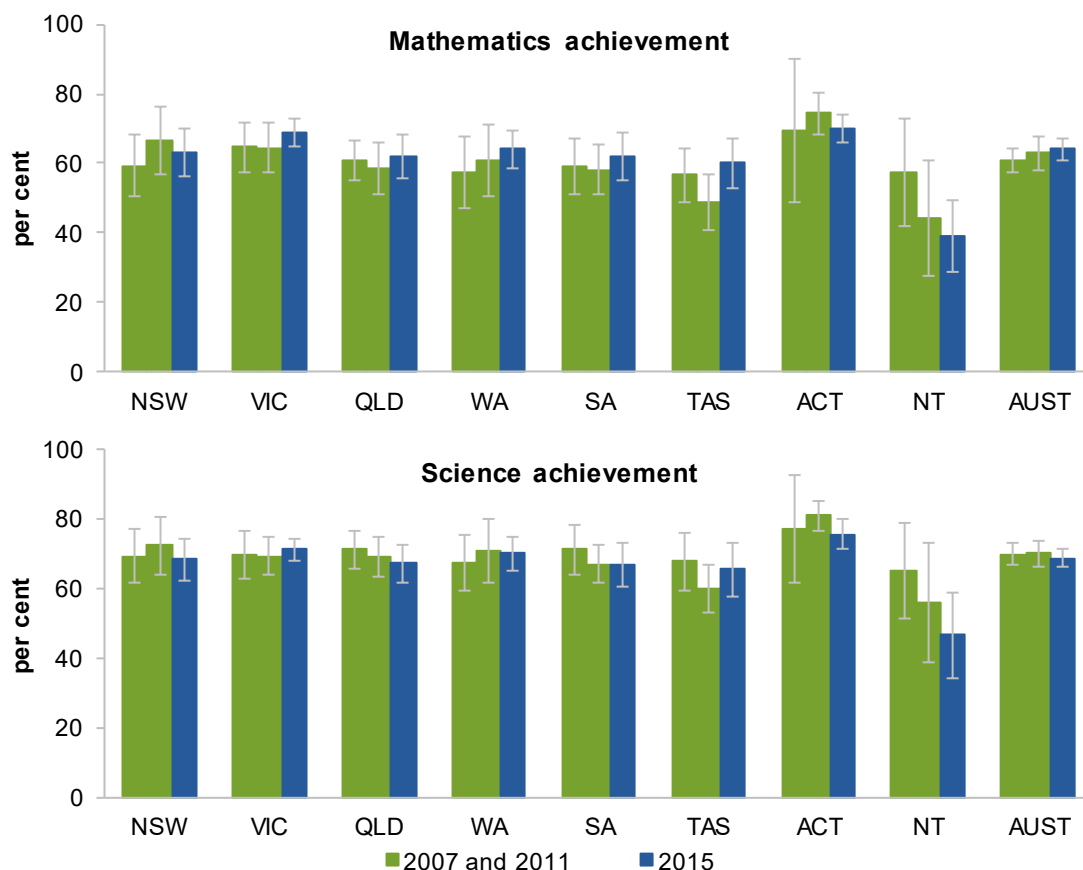
Trends in International Mathematics and Science Study (TIMSS)

Nationally in 2015, students achieved similar results for mathematics and science assessments to the results for the 2011 and 2007 assessments, although results varied across jurisdictions (tables 4A.103-106).

The proportion of students that achieved at or above the intermediate international benchmark (the national proficient standard for Australia) for the TIMSS:

- *mathematics assessment* was 70.2 (± 2.6) per cent for year 4 students and 64.4 (± 3.1) per cent for year 8 students (figure 4.20 and table 4A.103)
- *science assessment* was 75.4 (± 2.7) per cent for year 4 students and 68.8 (± 2.6) per cent for year 8 students (figure 4.20 and table 4A.105).

Figure 4.20 **Proportion of year 8 students achieving at or above the intermediate international benchmark in TIMSS assessments, 2007, 2011 and 2015^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 4.10 and tables 4A.103 and 4A.105 for detailed definitions, footnotes and caveats.

Source: ACER (2016 and unpublished) *TIMSS 2015: A first look at Australia's results*, ACER, Melbourne; tables 4A.103 and 4A.105.

Nationally in 2015, Australian students achieved mean scores of: 517 (± 6.0) (year 4 students) and 505 (± 6.0) (year 8 students) in the TIMSS mathematics assessment; and, 524 (± 5.6) (year 4 students) and 512 (± 5.2) (year 8 students) in the TIMSS science assessment (table 4A.104 and 4A.106). Of the countries that participated in the TIMSS:

- *mathematics assessment*, Australian year 4 and year 8 students:
 - significantly outperformed students from 20 and 12 other countries, respectively
 - were significantly outperformed by students from 21 and eight other countries, respectively (ACER 2016).
- *science assessment*, Australian year 4 and year 8 students
 - significantly outperformed students from 17 and 20 other countries, respectively
 - were significantly outperformed by students from 17 and 14 other countries, respectively (ACER 2016).

Progress in International Reading Literacy Study (PIRLS)

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.107). Data for the 2016 PIRLS are anticipated to be available in late 2017.

Destination

‘Destination’ is an indicator of governments’ objective that the Australian school system enables young people to make a successful transition from school to work and/or further study (box 4.11).

Box 4.11 Destination

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

- The proportion of school leavers aged 15–24 years 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, or year 11 and below. Data are sourced from the Survey of Education and Work.
- The proportion of school leavers aged 15–24 years 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, or year 11 and below. Data are sourced from the Survey of Education and Work.
- 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.

(continued next page)

Box 4.11 (continued)

A higher or increasing proportion of school leavers participating in further education, training or 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 2015 data are available for all jurisdictions.

The proportion of school leavers aged 15–24 years 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 2014 who were participating in work or study was 67.1 per cent — the proportion working either full or part time in 2015 was 58.7 per cent, and the proportion studying either full or part time was 57.8 per cent (some school leavers were undertaking both work and study and some were undertaking neither) (table 4A.113).

Year 12 completers reported a higher proportion fully engaged in study or work in 2015 (71.0 per cent), compared to those who completed year 11 or below (49.9 per cent) (table 4A.113).

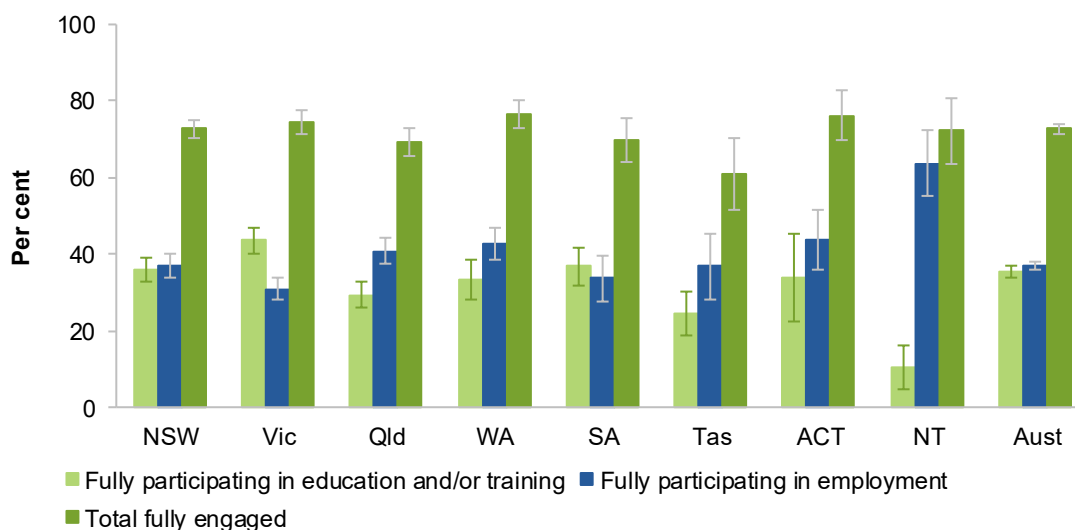
The proportion of school leavers aged between 15–24 years who left school at any time, who are fully participating in education and/or training, or employment

Nationally in 2015, 72.7 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 35.5 per cent and the proportion fully participating in employment was 37.2 per cent (figure 4.21).

Amongst year 12 school leavers, the proportion fully engaged in education and/or training, or employment was 77.1 per cent nationally. Amongst year 11 school leavers, this proportion was 56.3 per cent (table 4A.111).

Tables 4A.110–111 provides data on the proportions participating in education by level of qualification and level of engagement.

Figure 4.21 **School leaver destination (15–24 year olds), 2015 (per cent)^a**



^a See box 4.11 and table 4A.111 for detailed definitions, footnotes and caveats.

Source: ABS (unpublished, TableBuilder) *Education and Work, 2015*, cat. no. 6227.0; table 4A.111.

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 (table 4A.112):

- of 15–19 year olds who were not undertaking school education, 37.9 per cent were participating in full time study, 27.4 per cent were participating in part time employment, 21.4 per cent were participating in full time employment, and 10.2 per cent were participating in part time study (individuals may be both working and studying)
- of 20–24 year olds who were not undertaking school education, 38.3 per cent were participating in full time employment, 26.9 per cent were participating in full time study, 24.2 per cent were participating in part time employment, and 8.7 per cent were participating in part time study (individuals may be both working and studying).

Table 4A.112 provides data by highest level of qualification.

Table 4A.114 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.

4.4 Definitions of key terms

Aboriginal and Torres Strait Islander students	Students are considered to be Aboriginal or Torres Strait Islander origin if they 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.
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 (ASGC)	<p>From 2016, Student remoteness is based on the Australian Statistical Geography Standard (ASGS) Remoteness Structure. The extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre, is the standard ABS-endorsed measure of remoteness on ABS postal areas. 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.abs.gov.au/websitedbs/d3310114.nsf/home/remoteness+structure>. The remoteness categories are:</p> <ul style="list-style-type: none">• Major cities of Australia• Inner regional areas of Australia• Outer regional areas of Australia• Remote areas of Australia• Very remote areas of Australia. <p>Geographic classifications prior to 2016 are based on the MCEECDYA standard. Data are not directly comparable. . (The exception is Census and survey data which were already using the ASGS, and prior to that the ASGC).</p>
Geographic classification (Ministerial Council for Education, Early Childhood Development and Youth Affairs [MCEECDYA])	<p>Prior to 2016, 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>

Geographic classification (MCEECDYA) (continued)	<p>A. Metropolitan zone</p> <ul style="list-style-type: none"> • Mainland State capital city regions (Statistical Divisions (SDs)): Sydney, Melbourne, Brisbane, Adelaide and Perth SDs. • Major urban Statistical Districts (100 000 or more population): ACT–Queanbeyan, Cairns, Gold Coast–Tweed, Geelong, Hobart, Newcastle, Sunshine Coast, Townsville, Wollongong. <p>B. Provincial zone (non-remote)</p> <ul style="list-style-type: none"> • Provincial city Statistical Districts plus Darwin SD. • Provincial city statistical districts and Darwin statistical division (50 000–99 999 population): Albury–Wodonga, Ballarat, Bathurst–Orange, Burnie–Devonport, Bundaberg, Bendigo, Darwin, Launceston, La Trobe Valley, Mackay, Rockhampton, Toowoomba, Wagga Wagga. • Provincial City Statistical Districts (25 000–49 999 population): Bunbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie–Boulder, Lismore, Mandurah, Mildura, Nowra–Bomaderry, Port Macquarie, Tamworth, Warrnambool. • Other provincial areas (CD ARIA Plus score \leq 5.92) <ul style="list-style-type: none"> – Inner provincial areas (CD ARIA Plus score $<$ 2.4) – Outer provincial areas (CD ARIA Plus score $>$ 2.4 and $<$ 5.92) <p>C. Remote zone</p> <ul style="list-style-type: none"> • Remote zone (CD ARIA Plus score $>$ 5.92) <ul style="list-style-type: none"> – Remote areas (CD ARIA Plus score $>$ 5.92 and \leq 10.53) – Very remote areas (CD ARIA Plus score $>$ 10.53)
In-school expenditure	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 student	A status that is determined by administrative processes that vary across jurisdictions. For NAPLAN data, a student is considered to have a ‘Language background other than English’ 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 expenditure	Costs relating indirectly to schools. (See in-school expenditure)
Pre-year 1	<p>The first year of primary school.</p> <p>Naming conventions for pre-year 1 differ between states and territories. Pre-year 1 is known as:</p> <ul style="list-style-type: none"> • Kindergarten in New South Wales and the Australian Capital Territory • Preparatory in Victoria, Queensland and Tasmania • Reception in South Australia • Pre-primary in Western Australia • Transition in the Northern Territory, and • Foundation year in the Australian Curriculum.
Part time student	A student undertaking a workload that is less than that specified as being full time in the jurisdiction.
Real expenditure	Nominal expenditure adjusted for changes in prices, using the GDP price deflator and expressed in terms of final year prices.

School	<p>A school is an establishment which satisfies all of the following criteria.</p> <ul style="list-style-type: none"> • 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.
Science literacy	<p>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.</p>
Socioeconomic status	<p>As identified in footnotes to specific tables.</p>
Source of income	<p>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.</p>
Special school	<p>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:</p> <ul style="list-style-type: none"> • mental or physical disability or impairment • slow learning ability • social or emotional problems • in custody, on remand or in hospital (ABS 2016).
Student-to-staff ratios	<p>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.</p>
Student	<p>A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age.</p>
Students with disability	<p>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.</p>
Teaching staff	<p>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.</p>
Ungraded student	<p>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.</p>
VET in Schools	<p>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.</p>

4.5 References

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- PM&C (Department of Prime Minister and Cabinet) 2014, *Roles and responsibilities in education, Part A: Early Childhood and Schools*, Reform of Federation White Issues Paper 4, Canberra.
- NCVER (National Centre for Vocational Education Research) 2016, *VET in Schools 2015*, Adelaide.

4A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.4 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 on the Review web page (www.pc.gov.au/rogs/2017).

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Table 4A.110	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, 2015
Table 4A.111	School leaver destination by highest level of school completed (15–24 year olds), 2015
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Table 4A.113	School leaver destination by highest level of school completed (15–24 year olds), 2015
Table 4A.114	School leaver destination survey results

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015										
Full time students										
Primary	no.	467 815	348 862	320 627	166 298	107 013	32 557	22 442	18 635	1 484 249
Secondary	no.	302 759	226 619	201 718	100 605	60 495	23 523	16 186	10 106	942 011
Primary and secondary	no.	770 574	575 481	522 345	266 903	167 508	56 080	38 628	28 741	2 426 260
<i>Change in number of full time students from 2011</i>										
- Overall change	%	3.5	6.6	6.7	12.9	2.1	-1.7	11.7	-1.1	5.7
- Average annual change	%	0.9	1.6	1.6	3.1	0.5	-0.4	2.8	-0.3	1.4
FTE students (c)										
Primary	no.	467 815	349 062	321 639	166 298	107 017	32 561	22 482	18 658	1 485 532
Secondary	no.	304 163	227 771	203 324	101 116	61 422	23 934	16 224	10 224	948 177
Primary and secondary	no.	771 978	576 832	524 963	267 414	168 439	56 495	38 706	28 882	2 433 710
Staff										
Primary	no.	39 718	31 356	31 986	17 005	10 673	3 117	2 040	2 217	138 111
Secondary	no.	31 434	24 881	22 592	11 487	6 610	2 582	1 903	1 282	102 771
Total active in schools (d)	no.	71 152	56 237	54 578	28 492	17 283	5 699	3 943	3 499	240 882
Not active in schools (e)	no.	2 437	1 557	2 978	1 389	1 302	332	390	569	10 954
Schools										
Primary	no.	1 607	1 127	916	509	363	126	55	71	4 774
Secondary	no.	369	237	185	106	66	36	19	14	1 032
Combined (f)	no.	65	82	88	99	75	25	8	62	504
Special (g) (h)	no.	110	80	45	64	18	4	4	4	329
Total	no.	2 151	1 526	1 234	778	522	191	86	151	6 639
<i>Change in number of schools from 2011</i>										
- Overall change	%	-1.2	-0.7	-0.2	1.0	-6.3	0.5	2.4	-1.9	-1.0

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
- Average annual change	%	-0.3	-0.2	-0.1	0.3	-1.6	0.1	0.6	-0.5	-0.2
Schools										
Primary	%	74.7	73.9	74.2	65.4	69.5	66.0	64.0	47.0	71.9
Secondary	%	17.2	15.5	15.0	13.6	12.6	18.8	22.1	9.3	15.5
Combined (f)	%	3.0	5.4	7.1	12.7	14.4	13.1	9.3	41.1	7.6
Special (g) (h)	%	5.1	5.2	3.6	8.2	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
2014										
Full time students										
Primary	no.	458 130	339 318	338 071	179 948	105 182	32 345	21 367	18 918	1 493 279
Secondary	no.	304 114	224 231	177 430	78 679	59 962	23 519	15 838	10 477	894 250
Primary and secondary	no.	762 244	563 549	515 501	258 627	165 144	55 864	37 205	29 395	2 387 529
FTE students (c)										
Primary	no.	458 130	339 537	339 207	179 948	105 188	32 349	21 400	18 939	1 494 698
Secondary	no.	305 568	225 327	178 872	79 234	61 004	24 285	15 896	10 555	900 741
Primary and secondary	no.	763 698	564 863	518 080	259 182	166 191	56 634	37 297	29 494	2 395 439
Staff										
Primary	no.	38 782	30 498	32 637	18 019	10 351	3 194	2 111	2 334	137 925
Secondary	no.	31 476	24 735	19 699	9 689	6 624	2 682	1 802	1 332	98 039
Total active in schools (d)	no.	70 257	55 233	52 336	27 708	16 975	5 876	3 913	3 667	235 964
Not active in schools (e)	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 (f)	no.	65	80	89	90	77	25	8	66	500

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Special (g) (h)	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 (f)	%	3.0	5.2	7.2	11.6	14.7	13.0	9.3	43.4	7.5
Special (g) (h)	%	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
2013										
Full time students										
Primary	no.	448 759	330 272	330 001	175 826	106 165	31 801	20 540	18 837	1 462 201
Secondary	no.	305 235	223 170	176 943	77 557	60 379	23 956	15 741	10 533	893 514
Primary and secondary	no.	753 994	553 442	506 944	253 383	166 544	55 757	36 281	29 370	2 355 715
FTE students (c)										
Primary	no.	448 759	330 487	331 161	175 826	106 175	31 809	20 587	18 855	1 463 658
Secondary	no.	306 587	224 295	178 511	78 127	61 439	24 682	15 797	10 586	900 023
Primary and secondary	no.	755 346	554 782	509 671	253 953	167 614	56 491	36 383	29 441	2 363 681
Staff										
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 (d)	no.	70 665	54 574	50 080	28 180	16 960	5 871	3 862	3 802	233 994
Not active in schools (e)	no.	1 967	1 408	2 537	1 396	1 220	271	295	502	9 597
Schools										
Primary	no.	1 618	1 130	920	517	368	131	55	63	4 802
Secondary	no.	370	239	182	97	66	38	18	15	1 025

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Combined (f)	no.	66	79	90	90	75	25	9	71	505
Special (g) (h)	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 (f)	%	3.0	5.2	7.3	11.7	14.2	12.6	10.5	46.1	7.6
Special (g) (h)	%	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
2012										
Full time students										
Primary	no.	440 549	321 752	323 014	169 443	104 917	31 863	19 963	18 768	1 430 269
Secondary	no.	306 325	223 254	174 999	75 431	60 210	24 530	15 621	10 578	890 948
Primary and secondary	no.	746 874	545 006	498 013	244 874	165 127	56 393	35 584	29 346	2 321 217
FTE students (c)										
Primary	no.	440 549	321 985	324 271	169 443	104 935	31 870	19 972	18 788	1 431 813
Secondary	no.	307 685	224 325	176 355	76 062	61 544	25 833	15 640	10 657	898 102
Primary and secondary	no.	748 234	546 311	500 626	245 505	166 479	57 703	35 612	29 446	2 329 915
Staff										
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 (d)	no.	69 997	54 674	49 718	26 913	16 786	5 983	3 700	4 061	231 830
Not active in schools (e)	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

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Secondary	no.	370	244	180	96	68	38	18	15	1 029
Combined (f)	no.	66	79	92	90	76	26	9	73	511
Special (g) (h)	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 (f)	%	3.0	5.1	7.4	11.8	13.7	13.2	10.7	47.7	7.6
Special (g) (h)	%	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
2011										
Full time students										
Primary	no.	435 749	315 707	315 253	162 856	103 859	32 316	19 154	18 529	1 403 423
Secondary	no.	308 643	224 222	174 265	73 531	60 173	24 749	15 432	10 520	891 535
Primary and secondary	no.	744 392	539 929	489 518	236 387	164 032	57 065	34 586	29 049	2 294 958
FTE students (c)										
Primary	no.	435 749	315 941	316 305	162 856	103 864	32 320	19 160	18 561	1 404 756
Secondary	no.	309 791	225 271	175 474	74 262	62 035	26 131	15 457	10 603	899 025
Primary and secondary	no.	745 540	541 212	491 780	237 118	165 899	58 451	34 616	29 165	2 303 782
Staff										
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 (d)	no.	69 501	53 543	48 348	26 070	16 421	6 165	3 594	3 918	227 559
Not active in schools (e)	no.	2 072	1 317	2 837	1 349	1 179	301	314	493	9 862

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 (f)	no.	66	76	91	91	76	26	9	69	504
Special (g) (h)	no.	110	76	46	67	18	5	4	5	331
Total	no.	2 177	1 536	1 237	770	557	190	84	154	6 705
Schools										
Primary	%	74.9	74.2	74.5	66.6	70.9	67.4	63.1	42.9	72.3
Secondary	%	17.0	15.9	14.5	12.9	12.2	16.3	21.4	9.1	15.3
Combined (f)	%	3.0	4.9	7.4	11.8	13.6	13.7	10.7	44.8	7.5
Special (g) (h)	%	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

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) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.
- (c) FTE students includes full time students and the FTE of students who are enrolled part-time. See Table 4A.4 for information on part-time students.
- (d) Staff active in Schools (FTE count) are primary and secondary 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). Totals may not add as a result of rounding.
- (e) Staff not active in schools (head count) are staff who usually spend the majority of their time engaged in duties outside schools.
- (f) Combined schools include both primary and secondary students.
- (g) 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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(h)	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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015										
Full time students										
Primary	no.	202 900	165 931	131 349	64 752	54 496	11 964	13 802	5 633	650 827
Secondary	no.	206 567	172 150	130 530	72 441	40 229	12 128	13 524	6 038	653 607
Primary and secondary	no.	409 467	338 081	261 879	137 193	94 725	24 092	27 326	11 671	1 304 434
<i>Change in number of full time students from 2011</i>										
- Overall change	%	6.7	6.9	7.3	7.7	2.1	1.8	4.3	13.9	6.5
- Average annual change	%	1.6	1.7	1.8	1.9	0.5	0.5	1.0	3.3	1.6
FTE students (c)										
Primary	no.	202 918	166 029	131 408	64 795	54 509	11 977	13 810	5 633	651 079
Secondary	no.	206 709	172 256	130 624	72 450	40 315	12 134	13 529	6 038	654 054
Primary and secondary	no.	409 627	338 285	262 032	137 245	94 823	24 111	27 339	11 671	1 305 132
Staff										
Primary	no.	17 082	15 602	12 670	6 970	4 872	1 190	1 123	696	60 205
Secondary	no.	24 406	22 706	16 274	8 938	5 139	1 598	1 568	972	81 601
Total active in schools (d)	no.	41 488	38 308	28 944	15 908	10 011	2 788	2 691	1 668	141 806
Not active in schools (e)	no.	1 459	652	844	294	231	84	184	92	3 840
Schools										
Primary	no.	494	424	217	152	100	28	25	10	1 450
Secondary	no.	143	97	72	31	16	5	5	8	377
Combined (f)	no.	239	155	176	110	77	30	14	18	819
Special (g) (h)	no.	52	21	26	13	4	1	1	1	119
Total	no.	928	697	491	306	197	64	45	37	2 765
<i>Change in number of schools from 2011</i>										
- Overall change	%	0.9	-0.1	4.2	1.7	1.0	-1.5	2.3	2.8	1.3

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
- Average annual change	%	0.2	–	1.0	0.4	0.3	-0.4	0.6	0.7	0.3
Schools										
Primary	%	53.2	60.8	44.2	49.7	50.8	43.8	55.6	27.0	52.4
Secondary	%	15.4	13.9	14.7	10.1	8.1	7.8	11.1	21.6	13.6
Combined (f)	%	25.8	22.2	35.8	35.9	39.1	46.9	31.1	48.6	29.6
Special (g) (h)	%	5.6	3.0	5.3	4.2	2.0	1.6	2.2	2.7	4.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2014										
Full time students										
Primary	no.	200 666	163 321	143 992	76 292	54 307	11 881	13 671	5 529	669 659
Secondary	no.	203 831	170 165	113 816	56 891	40 432	12 153	13 566	5 723	616 577
Primary and secondary	no.	404 497	333 486	257 808	133 183	94 739	24 034	27 237	11 252	1 286 236
FTE students (c)										
Primary	no.	200 689	163 426	144 050	76 351	54 315	11 895	13 675	5 529	669 929
Secondary	no.	203 934	170 259	113 904	56 900	40 517	12 172	13 569	5 726	616 981
Primary and secondary	no.	404 623	333 685	257 954	133 251	94 832	24 067	27 244	11 255	1 286 910
Staff										
Primary	no.	16 549	15 114	12 935	7 365	4 816	1 161	1 082	667	59 689
Secondary	no.	23 830	22 212	14 626	7 923	5 023	1 581	1 580	873	77 648
Total active in schools (d)	no.	40 379	37 327	27 560	15 289	9 839	2 742	2 662	1 540	137 337
Not active in schools (e)	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 (f)	no.	237	154	164	133	76	30	14	17	825

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Special (g) (h)	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 (f)	%	25.8	22.2	34.0	44.2	38.8	46.2	31.8	44.7	30.1
Special (g) (h)	%	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
2013										
Full time students										
Primary	no.	198 361	159 510	142 023	75 127	54 266	11 768	13 391	5 389	659 835
Secondary	no.	200 196	168 198	112 444	56 585	40 338	12 107	13 537	5 650	609 055
Primary and secondary	no.	398 557	327 708	254 467	131 712	94 604	23 875	26 928	11 039	1 268 890
FTE students (c)										
Primary	no.	198 397	159 636	142 103	75 202	54 278	11 789	13 405	5 389	660 198
Secondary	no.	200 416	168 278	112 530	56 589	40 419	12 127	13 545	5 656	609 560
Primary and secondary	no.	398 813	327 914	254 633	131 791	94 697	23 915	26 950	11 045	1 269 758
Staff										
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 (d)	no.	39 564	36 433	26 888	14 888	9 880	2 687	2 545	1 476	134 361
Not active in schools (e)	no.	1 163	565	770	258	224	73	99	71	3 224
Schools										
Primary	no.	489	422	230	149	100	28	25	11	1 454
Secondary	no.	145	97	73	7	19	5	5	9	360

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Combined (f)	no.	238	154	158	132	73	31	13	17	816
Special (g) (h)	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 (f)	%	26.0	22.2	32.8	44.1	37.4	47.7	29.5	44.7	29.9
Special (g) (h)	%	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
2012										
Full time students										
Primary	no.	194 596	155 938	139 105	73 552	53 618	11 514	13 103	5 283	646 709
Secondary	no.	195 881	165 901	110 564	55 776	40 246	12 122	13 419	5 230	599 139
Primary and secondary	no.	390 477	321 839	249 669	129 328	93 864	23 636	26 522	10 513	1 245 848
FTE students (c)										
Primary	no.	194 631	156 045	139 191	73 688	53 659	11 535	13 118	5 283	647 150
Secondary	no.	196 125	165 965	110 650	55 782	40 363	12 143	13 426	5 234	599 687
Primary and secondary	no.	390 756	322 010	249 841	129 470	94 022	23 678	26 544	10 517	1 246 837
Staff										
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 (d)	no.	38 652	35 570	26 189	14 417	9 742	2 702	2 471	1 439	131 182
Not active in schools (e)	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

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Secondary	no.	145	98	73	9	19	5	5	9	363
Combined (f)	no.	237	156	154	132	70	31	13	17	810
Special (g) (h)	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 (f)	%	26.0	22.3	32.4	43.9	35.9	47.7	29.5	44.7	29.7
Special (g) (h)	%	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
2011										
Full time students										
Primary	no.	191 665	152 225	135 099	72 140	53 156	11 478	12 824	5 138	633 725
Secondary	no.	192 260	164 044	109 035	55 191	39 640	12 180	13 386	5 113	590 849
Primary and secondary	no.	383 925	316 269	244 134	127 331	92 796	23 658	26 210	10 251	1 224 574
FTE students (c)										
Primary	no.	191 706	152 346	135 202	72 298	53 214	11 502	12 869	5 138	634 275
Secondary	no.	192 503	164 114	109 132	55 196	39 809	12 204	13 389	5 115	591 462
Primary and secondary	no.	384 209	316 460	244 334	127 494	93 023	23 706	26 258	10 253	1 225 737
Staff										
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 (d)	no.	37 660	34 551	25 435	14 110	9 529	2 667	2 413	1 357	127 721
Not active in schools (e)	no.	1 057	549	813	267	236	63	85	65	3 134

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 (f)	no.	235	155	152	130	69	32	13	16	802
Special (g) (h)	no.	39	20	16	11	3	–	–	–	89
Total	no.	920	698	471	301	195	65	44	36	2 730
Schools										
Primary	%	53.6	60.6	49.0	49.8	53.3	43.1	56.8	30.6	53.7
Secondary	%	16.6	14.3	15.3	3.3	9.7	7.7	13.6	25.0	13.7
Combined (f)	%	25.5	22.2	32.3	43.2	35.4	49.2	29.5	44.4	29.4
Special (g) (h)	%	4.2	2.9	3.4	3.7	1.5	–	–	–	3.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.
- (c) FTE students includes full time students and the FTE of students who are enrolled part-time. See Table 4A.4 for information on part-time students.
- (d) Staff active in Schools (FTE count) are primary and secondary 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). Totals may not add as a result of rounding.
- (e) Staff not active in schools (head count) are staff who usually spend the majority of their time engaged in duties outside schools.
- (f) Combined schools include both primary and secondary students.
- (g) 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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(h) 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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015										
Full time students										
Primary	no.	670 715	514 793	451 976	231 050	161 509	44 521	36 244	24 268	2 135 076
Secondary	no.	509 326	398 769	332 248	173 046	100 724	35 651	29 710	16 144	1 595 618
Primary and secondary	no.	1 180 041	913 562	784 224	404 096	262 233	80 172	65 954	40 412	3 730 694
<i>Change in number of full time students from 2011</i>										
- Overall change	%	4.6	6.7	6.9	11.1	2.1	-0.7	8.5	2.8	6.0
- Average annual change	%	1.1	1.6	1.7	2.7	0.5	-0.2	2.1	0.7	1.5
FTE students (c)										
Primary	no.	670 733	515 091	453 047	231 093	161 526	44 539	36 292	24 291	2 136 611
Secondary	no.	510 873	400 026	333 948	173 566	101 736	36 068	29 753	16 262	1 602 231
Primary and secondary	no.	1 181 605	915 117	786 995	404 659	263 262	80 606	66 045	40 553	3 738 842
Staff										
Primary	no.	56 800	46 958	44 656	23 975	15 544	4 307	3 162	2 913	198 316
Secondary	no.	55 840	47 588	38 866	20 425	11 749	4 180	3 471	2 253	184 372
Total active in schools (d)	no.	112 640	94 546	83 522	44 400	27 294	8 487	6 634	5 166	382 688
Not active in schools (e)	no.	3 896	2 209	3 822	1 683	1 533	416	574	661	14 794
Schools										
Primary	no.	2 101	1 551	1 133	661	463	154	80	81	6 224
Secondary	no.	512	334	257	137	82	41	24	22	1 409
Combined (f)	no.	304	237	264	209	152	55	22	80	1 323
Special (g) (h)	no.	162	101	71	77	22	5	5	5	448
Total	no.	3 079	2 223	1 725	1 084	719	255	131	188	9 404
<i>Change in number of schools from 2011</i>										
- Overall change	%	-0.6	-0.5	1.0	1.2	-4.4	-	2.3	-1.1	-0.3

TABLE 4A.3

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
- Average annual change	%	-0.1	-0.1	0.2	0.3	-1.1	-	0.6	-0.3	-0.1
Schools										
Primary	%	68.2	69.8	65.7	61.0	64.4	60.4	61.1	43.1	66.2
Secondary	%	16.6	15.0	14.9	12.6	11.4	16.1	18.3	11.7	15.0
Combined (f)	%	9.9	10.7	15.3	19.3	21.1	21.6	16.8	42.6	14.1
Special (g) (h)	%	5.3	4.5	4.1	7.1	3.1	2.0	3.8	2.7	4.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2014										
Full time students										
Primary	no.	658 796	502 639	482 063	256 240	159 489	44 226	35 038	24 447	2 162 938
Secondary	no.	507 945	394 396	291 246	135 570	100 394	35 672	29 404	16 200	1 510 827
Primary and secondary	no.	1 166 741	897 035	773 309	391 810	259 883	79 898	64 442	40 647	3 673 765
FTE students (c)										
Primary	no.	658 819	502 963	483 257	256 299	159 503	44 244	35 075	24 468	2 164 627
Secondary	no.	509 502	395 585	292 777	136 134	101 520	36 457	29 466	16 281	1 517 722
Primary and secondary	no.	1 168 321	898 548	776 034	392 433	261 023	80 701	64 541	40 749	3 682 349
Staff										
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 (d)	no.	110 637	92 559	79 896	42 997	26 814	8 617	6 575	5 207	373 301
Not active in schools (e)	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 (f)	no.	302	234	253	223	153	55	22	83	1 325

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Special (g) (h)	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 (f)	%	9.8	10.6	14.8	20.7	21.2	21.4	16.9	43.7	14.1
Special (g) (h)	%	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
2013										
Full time students										
Primary	no.	647 120	489 782	472 024	250 953	160 431	43 569	33 931	24 226	2 122 036
Secondary	no.	505 431	391 368	289 387	134 142	100 717	36 063	29 278	16 183	1 502 569
Primary and secondary	no.	1 152 551	881 150	761 411	385 095	261 148	79 632	63 209	40 409	3 624 605
FTE students (c)										
Primary	no.	647 156	490 123	473 263	251 028	160 454	43 597	33 991	24 244	2 123 856
Secondary	no.	507 003	392 574	291 041	134 716	101 858	36 809	29 341	16 242	1 509 583
Primary and secondary	no.	1 154 159	882 696	764 304	385 744	262 311	80 406	63 333	40 486	3 633 439
Staff										
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 (d)	no.	110 229	91 008	76 968	43 068	26 840	8 558	6 407	5 279	368 356
Not active in schools (e)	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

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Combined (f)	no.	304	233	248	222	148	56	22	88	1 321
Special (g) (h)	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 (f)	%	9.9	10.5	14.4	20.8	20.5	21.3	16.9	45.8	14.1
Special (g) (h)	%	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
2012										
Full time students										
Primary	no.	635 145	477 690	462 119	242 995	158 535	43 377	33 066	24 051	2 076 978
Secondary	no.	502 206	389 155	285 563	131 207	100 456	36 652	29 040	15 808	1 490 087
Primary and secondary	no.	1 137 351	866 845	747 682	374 202	258 991	80 029	62 106	39 859	3 567 065
FTE students (c)										
Primary	no.	635 180	478 030	463 462	243 131	158 594	43 405	33 090	24 071	2 078 963
Secondary	no.	503 810	390 290	287 005	131 844	101 907	37 976	29 066	15 892	1 497 789
Primary and secondary	no.	1 138 990	868 320	750 467	374 975	260 501	81 381	62 156	39 963	3 576 753
Staff										
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 (d)	no.	108 649	90 244	75 907	41 329	26 528	8 685	6 171	5 500	363 012
Not active in schools (e)	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 (b)</i>	<i>WA (b)</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 (f)	no.	303	235	246	222	146	57	22	90	1 321
Special (g) (h)	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 (f)	%	9.8	10.5	14.3	20.8	19.5	21.8	17.2	47.1	14.0
Special (g) (h)	%	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
2011										
Full time students										
Primary	no.	627 414	467 932	450 352	234 996	157 015	43 794	31 978	23 667	2 037 148
Secondary	no.	500 903	388 266	283 300	128 722	99 813	36 929	28 818	15 633	1 482 384
Primary and secondary	no.	1 128 317	856 198	733 652	363 718	256 828	80 723	60 796	39 300	3 519 532
FTE students (c)										
Primary	no.	627 455	468 287	451 507	235 154	157 079	43 822	32 029	23 699	2 039 031
Secondary	no.	502 294	389 385	284 607	129 459	101 844	38 336	28 846	15 719	1 490 488
Primary and secondary	no.	1 129 749	857 672	736 114	364 612	258 922	82 157	60 874	39 418	3 529 519
Staff										
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 (d)	no.	107 160	88 093	73 783	40 180	25 950	8 832	6 006	5 275	355 280
Not active in schools (e)	no.	3 128	1 866	3 650	1 616	1 415	364	400	558	12 997

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 (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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 (f)	no.	301	231	243	221	145	58	22	85	1 306
Special (g) (h)	no.	149	96	62	78	21	5	4	5	420
Total	no.	3 097	2 234	1 708	1 071	752	255	128	190	9 435
Schools										
Primary	%	68.6	70.0	67.4	61.9	66.4	61.2	60.9	40.5	66.9
Secondary	%	16.9	15.4	14.7	10.2	11.6	14.1	18.8	12.1	14.8
Combined (f)	%	9.7	10.3	14.2	20.6	19.3	22.7	17.2	44.7	13.8
Special (g) (h)	%	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

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) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.
- (c) FTE students includes full time students and the FTE of students who are enrolled part-time. See Table 4A.4 for information on part-time students.
- (d) Staff active in Schools (FTE count) are primary and secondary 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). Totals may not add as a result of rounding.
- (e) Staff not active in schools (head count) are staff who usually spend the majority of their time engaged in duties outside schools.
- (f) Combined schools include both primary and secondary students.
- (g) 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 **All schools: students, staff and school numbers (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(h)	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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.4

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015										
Students — male										
Primary — full time	no.	344 490	264 320	232 263	118 758	82 999	22 810	18 652	12 385	1 096 677
— part time	no.	29	398	2 818	90	34	32	57	32	3 490
— FTE of part time students	no.	14	190	703	30	14	13	26	16	1 007
— FTE total	no.	344 504	264 510	232 966	118 788	83 013	22 823	18 678	12 401	1 097 684
Secondary — full time	no.	258 811	202 416	170 119	88 014	50 837	18 116	14 945	8 250	811 508
— part time	no.	1 106	1 130	2 291	706	921	295	45	121	6 615
— FTE of part time students	no.	703	522	829	271	432	191	27	56	3 031
— FTE total	no.	259 514	202 938	170 948	88 285	51 269	18 307	14 972	8 306	814 539
Primary and secondary — full time total	no.	603 301	466 736	402 382	206 772	133 836	40 926	33 597	20 635	1 908 185
Primary and secondary — FTE total	no.	604 018	467 448	403 914	207 072	134 282	41 130	33 650	20 707	1 912 222
Students — female										
Primary — full time	no.	326 225	250 473	219 713	112 292	78 510	21 711	17 592	11 883	1 038 399
— part time	no.	9	240	1 635	41	14	12	39	15	2 005
— FTE of part time students	no.	4	108	368	13	3	5	22	7	528
— FTE total	no.	326 229	250 581	220 081	112 305	78 513	21 716	17 614	11 890	1 038 927
Secondary — full time	no.	250 515	196 353	162 129	85 032	49 887	17 535	14 765	7 894	784 110
— part time	no.	1 357	1 525	2 577	946	1 281	348	30	105	8 169
— FTE of part time students	no.	843	735	871	249	581	226	16	61	3 582
— FTE total	no.	251 358	197 088	163 000	85 281	50 468	17 761	14 781	7 955	787 692
Primary and secondary — full time total	no.	576 740	446 826	381 842	197 324	128 397	39 246	32 357	19 777	1 822 509
Primary and secondary — FTE total	no.	577 587	447 669	383 081	197 586	128 980	39 476	32 395	19 846	1 826 620

TABLE 4A.4

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
— part time	no.	34	431	2 814	100	29	24	47	25	3 504
— FTE of part time students	no.	16	209	757	40	12	11	22	11	1 079
— 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
— part time	no.	1 145	1 042	2 008	655	1 016	544	39	113	6 562
— FTE of part time students	no.	710	496	738	283	496	357	21	50	3 151
— 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
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
— part time	no.	13	230	1 730	35	11	18	30	22	2 089
— FTE of part time students	no.	7	114	437	18	1	8	15	10	611
— 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
— part time	no.	1 438	1 447	2 242	905	1 353	669	56	71	8 181
— FTE of part time students	no.	847	693	793	281	630	427	41	31	3 744
— 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

TABLE 4A.4

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
— part time	no.	40	447	2 922	108	37	48	67	21	3 690
— FTE of part time students	no.	22	224	831	51	16	23	32	10	1 209
— 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
— part time	no.	1 202	1 115	2 008	699	1 063	554	51	73	6 765
— FTE of part time students	no.	727	521	756	290	499	342	31	28	3 193
— 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
— part time	no.	27	233	1 606	42	18	11	51	16	2 004
— FTE of part time students	no.	14	117	408	23	7	5	28	8	610
— 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
— part time	no.	1 429	1 493	2 415	959	1 387	654	47	71	8 455
— FTE of part time students	no.	845	684	898	285	642	404	33	31	3 821
— 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

TABLE 4A.4

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
— part time	no.	41	471	3 079	140	55	40	17	24	3 867
— FTE of part time students	no.	22	233	885	72	35	20	10	12	1 289
— FTE total	no.	326 822	245 276	239 280	124 528	81 301	22 384	16 957	12 244	1 068 792
Secondary — full time	no.	254 234	196 846	144 107	67 060	50 657	18 560	14 727	8 158	754 349
— part time	no.	1 252	1 072	1 828	755	1 264	1 110	37	95	7 413
— FTE of part time students	no.	780	466	659	313	629	599	14	35	3 494
— 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
— part time	no.	24	218	1 846	95	31	18	24	18	2 274
— FTE of part time students	no.	14	107	458	64	24	8	14	8	696
— 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
— part time	no.	1 398	1 444	2 226	1 125	1 752	1 280	24	118	9 367
— FTE of part time students	no.	824	669	783	324	823	726	12	49	4 208
— 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

TABLE 4A.4

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
— part time	no.	50	494	2 412	169	61	40	40	48	3 314
— FTE of part time students	no.	29	245	804	96	40	19	26	24	1 283
— 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
— part time	no.	1 034	995	1 686	828	1 580	1 168	27	128	7 446
— FTE of part time students	no.	664	458	620	365	758	648	12	44	3 569
— 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
— part time	no.	21	225	1 159	99	35	20	42	18	1 619
— FTE of part time students	no.	13	110	351	61	24	8	25	8	600
— 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
— part time	no.	1 234	1 396	1 865	1 186	2 742	1 343	28	104	9 898
— FTE of part time students	no.	727	661	687	371	1 273	759	16	42	4 535
— 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

FTE = Full time equivalent.

TABLE 4A.4

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.									

– Nil or rounded to zero.

Source: ABS 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.5

Table 4A.5 **Students as a proportion of the population, 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>
Primary students as a proportion of the population									
Government schools	6.1	5.9	6.7	6.4	6.3	6.3	5.7	7.6	6.2
Non-government schools	2.7	2.8	2.7	2.5	3.2	2.3	3.5	2.3	2.7
All schools	8.8	8.7	9.5	8.9	9.5	8.6	9.3	9.9	9.0
Secondary students as a proportion of the population									
Government schools	4.0	3.8	4.2	3.9	3.6	4.6	4.1	4.1	4.0
Non-government schools	2.7	2.9	2.7	2.8	2.4	2.3	3.5	2.5	2.7
All schools	6.7	6.7	7.0	6.7	5.9	6.9	7.6	6.6	6.7
All students as a proportion of the population									
Government schools	10.1	9.7	10.9	10.3	9.9	10.9	9.9	11.8	10.2
Non-government schools	5.4	5.7	5.5	5.3	5.6	4.7	7.0	4.8	5.5
All schools	15.5	15.4	16.4	15.6	15.4	15.5	16.9	16.5	15.7

(a) Full time students as a proportion of the total population. Population is as at 30 June 2015, using preliminary ERP.

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

Source: ABS 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra; ABS 2015, *Australian Demographic Statistics*, June 2015, 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.)									
2014-15	767 838	570 848	521 521	263 298	167 315	56 565	38 001	29 188	2 414 574
2013-14	759 522	559 823	513 875	256 568	166 903	56 562	36 840	29 468	2 379 560
2012-13	751 790	550 546	505 149	249 729	167 047	57 097	35 998	29 443	2 346 798
2011-12	746 887	543 761	496 203	241 312	166 189	58 077	35 114	29 305	2 316 848
2010-11	743 841	540 220	489 921	235 764	165 877	58 480	34 554	29 133	2 297 790
2009-10	739 394	538 956	487 433	234 175	165 709	58 584	34 411	28 858	2 287 520
2008-09	736 213	537 565	484 301	232 689	165 434	58 899	34 181	28 966	2 278 247
2007-08	737 207	536 793	481 315	230 814	166 100	59 502	34 335	29 278	2 275 344
2006-07	739 525	537 394	468 784	230 524	166 859	60 421	34 874	29 100	2 267 481
2005-06	740 997	537 953	454 697	230 142	167 235	61 297	35 261	28 991	2 256 572
Average FTE student population in non-government schools (no.)									
2014-15	407 125	335 985	259 993	135 248	94 828	24 089	27 291	11 463	1 296 021
2013-14	401 718	330 799	256 294	132 521	94 764	23 991	27 097	11 150	1 278 334
2012-13	394 785	324 962	252 237	130 630	94 359	23 797	26 747	10 781	1 258 298
2011-12	387 483	319 235	247 088	128 482	93 522	23 692	26 401	10 385	1 236 287
2010-11	381 249	314 042	241 833	126 109	92 578	23 624	26 066	10 252	1 215 753
2009-10	376 905	309 437	236 450	123 652	91 679	23 488	25 710	10 135	1 197 456
2008-09	374 846	305 355	230 191	120 746	90 316	23 380	25 389	9 959	1 180 182
2007-08	372 996	300 859	223 002	117 078	88 652	23 137	25 041	9 636	1 160 401
2006-07	370 861	296 119	211 008	113 928	87 152	22 703	24 694	9 234	1 135 699
2005-06	368 688	291 782	199 606	111 192	85 704	22 187	24 458	8 963	1 112 581
Average FTE student population in all schools (no.)									
2014-15	1 174 963	906 833	781 514	398 546	262 143	80 654	65 293	40 651	3 710 596

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>
2013-14	1 161 240	890 622	770 169	389 088	261 667	80 553	63 937	40 617	3 657 894
2012-13	1 146 575	875 508	757 385	380 360	261 406	80 894	62 744	40 224	3 605 096
2011-12	1 134 370	862 996	743 290	369 794	259 712	81 769	61 515	39 690	3 553 136
2010-11	1 125 089	854 262	731 754	361 873	258 455	82 104	60 620	39 385	3 513 543
2009-10	1 116 299	848 393	723 883	357 826	257 388	82 072	60 121	38 993	3 484 976
2008-09	1 111 059	842 920	714 492	353 435	255 750	82 279	59 569	38 925	3 458 429
2007-08	1 110 204	837 652	704 316	347 891	254 752	82 639	59 377	38 913	3 435 745
2006-07	1 110 387	833 513	679 793	344 452	254 011	83 124	59 568	38 334	3 403 180
2005-06	1 109 685	829 736	654 303	341 334	252 939	83 484	59 719	37 954	3 369 153

(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2014-15 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)									
2014-15	1 644 501	1 255 082	1 161 125	520 055	385 499	159 753	78 724	182 858	5 387 597
2013-14	1 552 436	1 129 760	1 044 691	501 119	373 293	135 728	72 461	139 634	4 949 122
2012-13	1 516 223	1 034 373	936 462	456 631	349 782	126 335	64 371	116 724	4 600 899
2011-12	1 575 688	1 068 202	953 448	469 635	360 204	136 514	66 919	128 933	4 759 543
2010-11	1 388 299	919 270	832 917	402 488	318 804	115 396	58 669	117 589	4 153 432
2009-10	1 331 709	897 670	767 593	391 759	306 809	111 175	56 658	115 970	3 979 344
2008-09	1 284 301	926 889	792 318	397 285	298 109	104 150	60 515	86 811	3 950 378
2007-08	963 354	669 684	624 455	291 190	221 408	77 471	39 892	75 303	2 962 756
2006-07	980 486	656 548	594 975	302 857	219 959	76 763	41 663	71 047	2 944 298
2005-06	972 370	647 646	586 468	316 760	210 960	78 149	40 827	67 852	2 921 032
State and Territory government recurrent expenditure (j)									
2014-15	11 374 727	7 085 884	7 286 719	4 678 746	2 394 579	812 484	701 536	529 164	34 863 839
2013-14	11 067 259	6 743 892	7 033 600	4 542 549	2 450 416	819 789	713 145	562 171	33 932 821
2012-13	10 338 014	6 734 792	7 097 322	4 368 010	2 418 553	821 267	711 782	629 732	33 119 472
2011-12	10 627 238	6 732 501	7 054 846	4 228 910	2 459 716	825 023	692 505	595 705	33 216 443
2010-11	10 020 567	6 793 462	6 892 136	4 227 765	2 425 710	824 430	670 226	585 296	32 439 593
2009-10	10 336 104	6 931 299	6 937 440	4 279 722	2 268 479	821 643	635 546	563 930	32 774 163
2008-09	9 923 292	6 714 758	6 565 415	4 137 696	2 138 230	792 417	623 759	580 302	31 475 867
2007-08	9 865 065	6 650 867	6 504 043	4 070 171	2 245 051	799 505	617 411	561 437	31 313 550
2006-07	9 806 226	6 488 268	6 315 240	3 716 471	2 223 376	810 456	558 038	541 666	30 459 742
2005-06	9 797 612	6 528 875	5 884 149	3 393 916	2 237 832	819 262	557 402	554 056	29 773 105
Australian, State and Territory government recurrent expenditure									
2014-15	13 019 228	8 340 966	8 447 844	5 198 801	2 780 078	972 237	780 260	712 022	40 251 436

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2014-15 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>
2013-14	12 619 695	7 873 652	8 078 291	5 043 669	2 823 709	955 517	785 606	701 805	38 881 943
2012-13	11 854 237	7 769 165	8 033 784	4 824 641	2 768 335	947 602	776 153	746 455	37 720 371
2011-12	12 202 926	7 800 703	8 008 294	4 698 545	2 819 920	961 536	759 424	724 638	37 975 985
2010-11	11 408 866	7 712 731	7 725 053	4 630 254	2 744 514	939 826	728 895	702 885	36 593 025
2009-10	11 667 814	7 828 969	7 705 033	4 671 481	2 575 288	932 818	692 204	679 900	36 753 507
2008-09	11 207 592	7 641 646	7 357 733	4 534 980	2 436 339	896 568	684 274	667 113	35 426 245
2007-08	10 828 419	7 320 552	7 128 498	4 361 360	2 466 459	876 976	657 303	636 740	34 276 306
2006-07	10 786 712	7 144 817	6 910 215	4 019 328	2 443 335	887 219	599 700	612 713	33 404 040
2005-06	10 769 982	7 176 521	6 470 617	3 710 677	2 448 792	897 411	598 229	621 908	32 694 137
Non-government schools (excluding user cost of capital)									
Australian Government specific purpose payments (excluding capital grants) (f), (g), (h), (i)									
2014-15	2 933 268	2 445 646	1 942 914	979 792	704 636	196 142	175 969	131 617	9 509 984
2013-14	2 775 474	2 256 057	1 818 760	901 712	688 490	179 875	165 423	121 017	8 906 807
2012-13	2 580 335	2 121 894	1 688 959	838 054	654 449	167 301	146 860	89 225	8 287 077
2011-12	2 478 186	2 075 427	1 629 928	817 888	650 579	165 626	151 647	87 898	8 057 179
2010-11	2 344 941	1 936 101	1 532 593	768 945	604 990	158 084	143 306	87 694	7 576 654
2009-10	2 255 008	1 877 457	1 448 960	744 559	568 575	153 417	137 715	87 694	7 273 384
2008-09	2 093 017	1 671 152	1 315 365	694 803	525 038	138 674	125 209	80 439	6 643 696
2007-08	2 094 608	1 707 133	1 284 574	658 365	518 911	138 590	127 260	63 007	6 592 448
2006-07	2 133 650	1 685 555	1 275 382	642 716	519 042	135 216	130 141	53 895	6 575 597
2005-06	2 087 924	1 678 822	1 247 515	645 856	503 723	134 250	127 008	68 076	6 493 174
State and Territory government recurrent expenditure									
2014-15	1 052 299	662 499	715 083	447 682	184 552	58 107	59 361	67 536	3 247 119
2013-14	987 923	649 909	715 745	428 404	176 294	59 484	58 005	61 493	3 137 259
2012-13	957 164	646 170	652 771	425 806	174 223	56 625	54 402	64 673	3 031 834

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2014-15 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>
2011-12	934 652	603 115	623 685	434 172	171 038	56 553	51 390	52 531	2 927 135
2010-11	905 049	576 673	636 598	406 470	167 122	56 774	50 651	68 986	2 868 325
2009-10	907 803	531 192	578 095	343 305	160 834	53 386	53 738	36 439	2 664 792
2008-09	915 400	539 792	570 482	319 554	156 549	52 772	51 034	35 487	2 641 070
2007-08	925 277	474 406	547 813	305 539	156 120	51 736	51 330	34 128	2 546 349
2006-07	912 761	450 837	539 344	286 937	151 215	50 491	49 283	59 034	2 499 903
2005-06	898 390	431 418	633 659	274 186	140 889	47 686	51 063	42 176	2 519 468
Australian, State and Territory government recurrent expenditure									
2014-15	3 985 567	3 108 145	2 657 997	1 427 474	889 188	254 249	235 330	199 153	12 757 103
2013-14	3 763 397	2 905 966	2 534 505	1 330 116	864 784	239 359	223 429	182 510	12 044 066
2012-13	3 537 498	2 768 064	2 341 730	1 263 860	828 673	223 926	201 262	153 898	11 318 911
2011-12	3 412 838	2 678 542	2 253 613	1 252 060	821 617	222 179	203 036	140 429	10 984 314
2010-11	3 249 989	2 512 774	2 169 191	1 175 415	772 113	214 858	193 957	156 681	10 444 978
2009-10	3 162 811	2 408 649	2 027 055	1 087 863	729 410	206 803	191 453	124 132	9 938 176
2008-09	3 008 417	2 210 944	1 885 847	1 014 357	681 587	191 446	176 243	115 925	9 284 765
2007-08	3 019 884	2 181 540	1 832 388	963 904	675 031	190 326	178 590	97 135	9 138 798
2006-07	3 046 411	2 136 392	1 814 727	929 653	670 257	185 707	179 424	112 929	9 075 500
2005-06	2 986 314	2 110 240	1 881 174	920 042	644 612	181 936	178 071	110 252	9 012 642
All schools (including user cost of capital for government schools)									
Australian Government specific purpose payments, excluding joint programs (excluding capital grants) (f), (g), (h), (i)									
2014-15	4 577 769	3 700 728	3 104 039	1 499 847	1 090 135	355 895	254 693	314 475	14 897 581
2013-14	4 327 910	3 385 816	2 863 451	1 402 831	1 061 783	315 603	237 884	260 652	13 855 929
2012-13	4 096 558	3 156 266	2 625 421	1 294 685	1 004 231	293 636	211 230	205 949	12 887 975
2011-12	4 053 874	3 143 629	2 583 376	1 287 523	1 010 783	302 139	218 565	216 832	12 816 721
2010-11	3 733 240	2 855 370	2 365 511	1 171 433	923 794	273 480	201 975	205 283	11 730 086

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2014-15 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	3 586 717	2 775 127	2 216 553	1 136 317	875 384	264 592	194 373	203 664	11 252 728
2008-09	3 377 318	2 598 040	2 107 683	1 092 087	823 147	242 824	185 724	167 249	10 594 073
2007-08	3 057 962	2 376 818	1 909 030	949 554	740 318	216 061	167 151	138 310	9 555 204
2006-07	3 114 136	2 342 103	1 870 357	945 573	739 001	211 979	171 804	124 942	9 519 895
2005-06	3 060 294	2 326 468	1 833 983	962 616	714 683	212 399	167 835	135 928	9 414 206
State and Territory government recurrent expenditure									
2014-15	12 427 026	7 748 383	8 001 802	5 126 428	2 579 132	870 591	760 897	596 700	38 110 958
2013-14	12 055 182	7 393 801	7 749 345	4 970 954	2 626 710	879 273	771 151	623 663	37 070 080
2012-13	11 295 178	7 380 962	7 750 093	4 793 816	2 592 776	877 893	766 184	694 405	36 151 306
2011-12	11 561 890	7 335 616	7 678 531	4 663 081	2 630 754	881 576	743 895	648 236	36 143 578
2010-11	10 925 616	7 370 135	7 528 734	4 634 236	2 592 832	881 204	720 877	654 283	35 307 918
2009-10	11 243 907	7 462 491	7 515 535	4 623 027	2 429 313	875 029	689 284	600 369	35 438 955
2008-09	10 838 691	7 254 550	7 135 896	4 457 250	2 294 778	845 189	674 793	615 789	34 116 937
2007-08	10 790 341	7 125 274	7 051 856	4 375 710	2 401 171	851 241	668 741	595 565	33 859 900
2006-07	10 718 986	6 939 106	6 854 584	4 003 408	2 374 591	860 947	607 321	600 700	32 959 645
2005-06	10 696 003	6 960 293	6 517 808	3 668 103	2 378 721	866 948	608 465	596 232	32 292 572
Australian, State and Territory government recurrent expenditure									
2014-15	17 004 795	11 449 111	11 105 841	6 626 275	3 669 267	1 226 486	1 015 590	911 175	53 008 539
2013-14	16 383 092	10 779 617	10 612 796	6 373 785	3 688 493	1 194 876	1 009 035	884 315	50 926 009
2012-13	15 391 736	10 537 228	10 375 514	6 088 501	3 597 007	1 171 528	977 414	900 353	49 039 281
2011-12	15 615 764	10 479 245	10 261 907	5 950 604	3 641 537	1 183 716	962 460	865 067	48 960 299
2010-11	14 658 855	10 225 506	9 894 244	5 805 669	3 516 626	1 154 684	922 852	859 566	47 038 004
2009-10	14 830 625	10 237 618	9 732 088	5 759 344	3 304 698	1 139 621	883 657	804 033	46 691 683
2008-09	14 216 009	9 852 590	9 243 580	5 549 337	3 117 925	1 088 013	860 517	783 038	44 711 010
2007-08	13 848 303	9 502 092	8 960 886	5 325 264	3 141 490	1 067 302	835 893	733 875	43 415 104

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2014-15 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	13 833 123	9 281 209	8 724 942	4 948 982	3 113 592	1 072 926	779 125	725 642	42 479 540
2005-06	13 756 296	9 286 761	8 351 791	4 630 719	3 093 404	1 079 348	776 300	732 160	41 706 778

- (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 2014-15 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2014-15 = 100) (table 4A.139). See table 2A.48 and chapter 2 for more information.
- (d) 2014-15 expenditure for Queensland for non-government schools includes ANSE Capital (\$5.4m), Flying Start Capital Assist (\$35.3m) and Build Queensland Future Schools Fund (\$18.8m).
- (e) In relation to Northern Territory funding for non-government schools:
- In 2013-14, the decrease in recurrent expenditure on non-government schools is attributed to a new Corporate and Governance Output, which has reallocated some corporate expenditure previously attributed to the non-government output.
 - From 2011-12, school transport costs relating to non-government school students have been included. These were \$10.7m in 2014-15.
 - In 2010-11, the NT figures include an early payment of 2011 Semester 2 grants of \$9.7m.
 - From 2010-11, the costs associated with non-government schools utilising support services and the non-government share of corporate costs have been included.
 - In 2007-08, the reduction in expenditure is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007.
 - 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.

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2014-15 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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- 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.
- (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, these 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, targetted and Indigenous program expenditure, until 2008-09. From 2009-10 onwards, these categories are not reported but funds expended on these purposes are included in the total specific purpose payment provision.
- (h) For the purpose of the Report, Australian Government allocations to State and Territory governments (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. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment.
- (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 2A.48.

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)									
2014-15	1 644 501	1 255 082	1 161 125	520 055	385 499	159 753	78 724	182 858	5 387 597
2013-14	1 536 912	1 118 462	1 034 244	496 108	369 560	134 371	71 736	138 238	4 899 631
2012-13	1 481 350	1 010 582	914 923	446 128	341 737	123 429	62 890	114 039	4 495 078
2011-12	1 515 812	1 027 610	917 217	451 789	346 516	131 326	64 376	124 034	4 578 680
2010-11	1 307 778	865 952	784 608	379 144	300 313	108 703	55 266	110 769	3 912 533
2009-10	1 191 880	803 415	686 996	350 624	274 594	99 502	50 709	103 793	3 561 513
2008-09	1 118 626	807 320	690 109	346 035	259 653	90 715	52 709	75 612	3 440 779
2007-08	808 254	561 865	523 918	244 308	185 761	64 998	33 469	63 179	2 485 752
2006-07	790 272	529 178	479 550	244 103	177 287	61 871	33 580	57 264	2 373 104
2005-06	754 559	502 573	455 099	245 806	163 705	60 644	31 682	52 653	2 266 721
State and Territory government recurrent expenditure (i)									
2014-15	11 374 727	7 085 884	7 286 719	4 678 746	2 394 579	812 484	701 536	529 164	34 863 839
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
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
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
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
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
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
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
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
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
Australian, State and Territory government recurrent expenditure									
2014-15	13 019 228	8 340 966	8 447 844	5 198 801	2 780 078	972 237	780 260	712 022	40 251 436

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>
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
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
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
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
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
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
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
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
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
Non-government schools (excluding user cost of capital)									
Australian Government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
2014-15	2 933 268	2 445 646	1 942 914	979 792	704 636	196 142	175 969	131 617	9 509 984
2013-14	2 747 719	2 233 496	1 800 572	892 695	681 605	178 076	163 769	119 807	8 817 739
2012-13	2 520 987	2 073 090	1 650 113	818 779	639 397	163 453	143 482	87 173	8 096 474
2011-12	2 384 015	1 996 561	1 567 991	786 808	625 857	159 332	145 884	84 558	7 751 006
2010-11	2 208 934	1 823 807	1 443 703	724 346	569 901	148 915	134 994	82 608	7 137 208
2009-10	2 018 232	1 680 324	1 296 819	666 380	508 875	137 308	123 255	78 486	6 509 679
2008-09	1 823 018	1 455 573	1 145 683	605 173	457 308	120 785	109 057	70 062	5 786 659
2007-08	1 757 376	1 432 285	1 077 758	552 368	435 366	116 277	106 771	52 863	5 531 064
2006-07	1 719 722	1 358 557	1 027 958	518 029	418 348	108 984	104 894	43 439	5 299 931
2005-06	1 620 229	1 302 766	968 072	501 184	390 889	104 178	98 558	52 827	5 038 703
State and Territory government recurrent expenditure									
2014-15	1 052 299	662 499	715 083	447 682	184 552	58 107	59 361	67 536	3 247 119
2013-14	978 044	643 410	708 588	424 120	174 531	58 890	57 425	60 878	3 105 886
2012-13	935 149	631 308	637 757	416 012	170 216	55 323	53 151	63 185	2 962 102

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	899 135	580 197	599 985	417 673	164 538	54 404	49 437	50 535	2 815 904
2010-11	852 556	543 226	599 675	382 895	157 429	53 481	47 714	64 985	2 701 962
2009-10	812 484	475 417	517 395	307 258	143 947	47 780	48 095	32 613	2 384 989
2008-09	797 313	470 159	496 890	278 332	136 354	45 964	44 451	30 909	2 300 372
2007-08	776 307	398 027	459 615	256 347	130 985	43 406	43 066	28 634	2 136 387
2006-07	735 685	363 375	434 712	231 271	121 879	40 696	39 722	47 582	2 014 922
2005-06	697 151	334 780	491 719	212 769	109 330	37 005	39 625	32 729	1 955 107
Australian, State and Territory government recurrent expenditure									
2014-15	3 985 567	3 108 145	2 657 997	1 427 474	889 188	254 249	235 330	199 153	12 757 103
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
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
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
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
2009-10	2 830 716	2 155 741	1 814 214	973 638	652 822	185 088	171 350	111 099	8 894 668
2008-09	2 620 331	1 925 732	1 642 573	883 505	593 662	166 749	153 508	100 971	8 087 031
2007-08	2 533 683	1 830 312	1 537 373	808 715	566 351	159 683	149 837	81 497	7 667 451
2006-07	2 455 407	1 721 932	1 462 670	749 300	540 227	149 680	144 616	91 021	7 314 853
2005-06	2 317 380	1 637 546	1 459 791	713 953	500 219	141 183	138 183	85 556	6 993 810
All schools (including UCC for government schools)									
Australian Government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
2014-15	4 577 769	3 700 728	3 104 039	1 499 847	1 090 135	355 895	254 693	314 475	14 897 581
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
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
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
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>
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
2008-09	2 941 644	2 262 893	1 835 792	951 208	716 961	211 500	161 766	145 674	9 227 438
2007-08	2 565 630	1 994 150	1 601 676	796 676	621 127	181 275	140 240	116 042	8 016 816
2006-07	2 509 994	1 887 735	1 507 508	762 132	595 635	170 855	138 474	100 703	7 673 035
2005-06	2 374 788	1 805 339	1 423 171	746 990	554 594	164 822	130 240	105 480	7 305 424
State and Territory government recurrent expenditure									
2014-15	12 427 026	7 748 383	8 001 802	5 126 428	2 579 132	870 591	760 897	596 700	38 110 958
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
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
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
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
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
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
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
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
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
Australian, State and Territory government recurrent expenditure									
2014-15	17 004 795	11 449 111	11 105 841	6 626 275	3 669 267	1 226 486	1 015 590	911 175	53 008 539
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
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
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
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
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
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
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

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>
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
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

- (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) 2014-15 expenditure for Queensland for non-government schools includes ANSE Capital (\$5.4m), Flying Start Capital Assist (\$35.3m) and Build Queensland Future Schools Fund (\$18.8m).
- (d) In relation to Northern Territory funding for non-government schools:
- In 2013-14, the decrease in recurrent expenditure on non-government schools is attributed to a new Corporate and Governance Output, which has reallocated some corporate expenditure previously attributed to the non-government output.
 - From 2011-12, school transport costs relating to non-government school students have been included. These were \$10.7m in 2014-15.
 - In 2010-11, the NT figures include an early payment of 2011 Semester 2 grants of \$9.7m.
 - From 2010-11, the costs associated with non-government schools utilising support services and the non-government share of corporate costs have been included.
 - In 2007-08, the reduction in expenditure is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007.
 - 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 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.

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>
(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, these payments are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.								
(f)	Includes recurrent, targetted and Indigenous program expenditure, until 2008-09. From 2009-10 onwards, these categories are not reported but funds expended on these purposes are included in the total specific purpose payment provision.								
(g)	For the purpose of the Report, Australian Government allocations to State and Territory governments (see table 4A.9) are regarded as being expended in the year of allocation.								
(h)	Some National Partnership payments allocated as 'capital' and not included in this table may include a component of funding used for recurrent purposes. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment.								
(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 NSSC (unpublished); State and Territory governments (unpublished).

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2014-15 (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>
Government schools										
Recurrent expenditure										
Students First funding (c)	\$'000	1 613 533	1 235 299	1 130 323	506 739	374 452	156 422	76 998	140 003	5 233 769
National Partnership payments										
Independent Public Schools	\$'000	9 750	–	5 520	3 450	1 580	600	260	460	21 620
More support for students with disabilities	\$'000	14 498	11 089	10 031	4 599	3 600	1 157	802	581	46 357
National School Chaplaincy Programme (e)	\$'000	6 720	8 694	15 251	5 267	5 867	1 574	664	223	44 260
Stronger Futures in the Northern Territory (e)	\$'000	–	–	–	–	–	–	–	41 591	41 591
Total recurrent	\$'000	1 644 501	1 255 082	1 161 125	520 055	385 499	159 753	78 724	182 858	5 387 597
Capital expenditure (f)										
National Partnership payments										
Trade Training centres in schools	\$'000	21 717	8 300	18 694	5 332	649	1 774	2 881	10 594	69 941
Total capital	\$'000	21 717	8 300	18 694	5 332	649	1 774	2 881	10 594	69 941
Total recurrent and capital	\$'000	1 666 218	1 263 382	1 179 819	525 387	386 148	161 527	81 605	193 452	5 457 538
Non-government schools										
Recurrent expenditure										
National Schools SPP (c), (d)	\$'000	25	43	12	17	–	–	27	14	138
Students First funding (c)	\$'000	2 924 929	2 438 774	1 937 982	976 082	702 346	195 324	175 446	122 751	9 473 634
National Partnership payments										
More support for students with disabilities	\$'000	3 921	2 909	2 069	1 333	668	200	194	75	11 369
National School Chaplaincy Programme (e)	\$'000	4 393	3 920	2 851	2 360	1 622	618	302	260	16 326
Stronger Futures in the Northern Territory (e)	\$'000	–	–	–	–	–	–	–	8 517	8 517
Total recurrent	\$'000	2 933 268	2 445 646	1 942 914	979 792	704 636	196 142	175 969	131 617	9 509 984

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2014-15 (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>
Capital expenditure (f)										
National Partnership payments										
Trade Training centres in schools	\$'000	10 864	16 393	7 537	1 814	3 838	–	1 158	4 035	45 639
Total capital	\$'000	10 864	16 393	7 537	1 814	3 838	–	1 158	4 035	45 639
Total recurrent and capital	\$'000	2 944 132	2 462 039	1 950 451	981 606	708 474	196 142	177 127	135 652	9 555 623
All schools										
Total recurrent (g)	\$'000	4 577 769	3 700 728	3 104 039	1 499 847	1 090 135	355 895	254 693	314 475	14 897 581
Total recurrent and capital	\$'000	4 610 350	3 725 421	3 130 270	1 506 993	1 094 622	357 669	258 732	329 104	15 013 161

- (a) Includes payments provided under the following: *Australian Education Act 2013*; *Schools Assistance Act 2008*: National Education Agreement; *Federal Financial Relations Act 2009*; *Annual Appropriations Act Bill No.2*; Partnership Arrangements Between the Commonwealth and State and Territory governments. It is based on Australian Government Final Budget Outcomes with some additional information provided by States and Territory governments. Some additional Australian Government funding is provided through annual appropriations.
- (b) For the purpose of the Report, Australian Government allocations to State and Territory governments (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 (SPP) 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) Although National Schools SPP funding ceased in December 2013, payments were made during the 2014-15 financial year to reflect revisions to some States and Territories' entitlements from the 2013-14 financial year.
- (e) The allocation of *National School Chaplaincy Programme* and *Stronger Futures in the Northern Territory* funding between the government and non-government sectors for 2014-15 has been provided by State and Territory governments.
- (f) 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.
- (g) 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, 2014-15 (\$'000) (a), (b), (c), (d)**

	<i>NSW (e)</i>	<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>Total employee related expenditure</i>	8 292 167	5 263 280	5 501 568	3 111 901	1 897 795	653 346	484 630	406 324	25 611 011
Total expenditure	13 019 228	8 340 966	8 447 844	5 198 801	2 780 078	972 237	780 260	712 022	40 251 436
In-school primary									
<i>Total employee related expenditure</i>	4 372 608	2 834 879	3 002 974	1 849 663	1 086 076	340 152	245 218	220 854	13 952 424
Teachers	3 570 327	2 392 845	2 340 978	1 417 625	855 063	261 981	186 143	180 416	11 205 378
Other staff (f)	802 282	442 034	661 996	432 038	231 013	78 170	59 075	40 438	2 747 046
Other operating expenses (g)	1 355 738	647 461	523 340	378 137	234 767	90 188	46 665	103 261	3 379 557
User cost of capital (h)	975 621	767 590	761 586	538 756	187 714	44 406	67 513	48 268	3 391 453
Depreciation	286 770	160 827	238 854	148 288	55 190	21 489	28 155	19 737	959 310
Total	6 990 737	4 410 757	4 526 754	2 914 844	1 563 747	496 235	387 550	392 120	21 682 745
In-school secondary									
<i>Total employee related expenditure</i>	3 684 569	2 320 205	2 211 834	1 127 817	685 908	292 029	218 765	146 613	10 687 740
Teachers	3 109 409	1 942 529	1 777 321	863 194	550 099	219 754	166 062	118 791	8 747 159
Other staff (f)	575 160	377 676	434 513	264 623	135 809	72 275	52 703	27 822	1 940 581
Other operating expenses (g)	1 106 541	624 053	421 717	302 295	180 055	87 605	42 465	71 742	2 836 472
User cost of capital (h)	704 318	569 936	496 674	527 255	110 606	45 804	65 598	26 919	2 547 110
Depreciation	244 579	140 166	219 779	106 462	40 999	20 331	27 355	11 461	811 132
Total	5 740 007	3 654 360	3 350 004	2 063 829	1 017 567	445 769	354 182	256 735	16 882 454
Out of school									
<i>Total employee related expenditure</i>	234 990	108 196	286 760	134 421	125 811	21 166	20 647	38 857	970 847
Teachers	–	–	–	–	–	–	–	–	–
Other staff (f)	234 990	108 196	286 760	134 421	125 811	21 166	20 647	38 857	970 847
Other operating expenses (g)	17 490	142 012	276 733	83 577	66 806	7 409	14 839	24 120	632 987
User cost of capital (h)	24 474	8 886	3 292	1 610	5 139	717	2 146	–	46 264

Table 4A.10 **Australian, State and Territory government recurrent expenditure on government schools, 2014-15 (\$'000) (a), (b), (c), (d)**

	<i>NSW (e)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Depreciation	11 530	16 753	4 301	520	1 008	943	895	190	36 140
Total	288 484	275 848	571 086	220 128	198 764	30 234	38 528	63 167	1 686 238

(a) Accrual accounting figures used. Accounting treatments for the following items may differ between jurisdictions:

- A notional payroll tax is imputed for WA, Tasmania and the ACT, which are payroll tax exempt.
- Umbrella department costs are apportioned within each jurisdiction according student numbers and/or other cost drivers. Umbrella department costs are apportioned: per FTE student in NSW and Tasmania, per student in SA, and according to a formula in other jurisdictions [based on: cost drivers (mainly student numbers) in Queensland; activity-based costing in the ACT; cost drivers (mainly student numbers) in the NT].

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

(c) Expenditure 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; and staff allowances for accommodation.

(d) Expenditure 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.

(e) For NSW 2014-15 data, a change in methodology was applied from previous years to identify in-school and out-of-school employee related expenditure.

(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 2014-15.

– Nil or rounded to zero.

Source: Education Council NSSC (unpublished).

TABLE 4A.11

Table 4A.11 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2014-15 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (d)</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									
2014-15	2 142	2 199	2 226	1 975	2 304	2 824	2 072	6 265	2 231
2013-14	2 044	2 018	2 033	1 953	2 237	2 400	1 967	4 739	2 080
2012-13	2 017	1 879	1 854	1 829	2 094	2 213	1 788	3 964	1 961
2011-12	2 110	1 964	1 921	1 946	2 167	2 351	1 906	4 400	2 054
2010-11	1 866	1 702	1 700	1 707	1 922	1 973	1 698	4 036	1 808
2009-10	1 801	1 666	1 575	1 673	1 851	1 898	1 646	4 019	1 740
2008-09	1 744	1 724	1 636	1 707	1 802	1 768	1 770	2 997	1 734
2007-08	1 307	1 248	1 297	1 262	1 333	1 302	1 162	2 572	1 302
2006-07	1 326	1 222	1 269	1 314	1 318	1 270	1 195	2 441	1 298
2005-06	1 312	1 204	1 290	1 376	1 261	1 275	1 158	2 340	1 294
State and Territory government recurrent expenditure (including UCC) per FTE student									
2014-15	14 814	12 413	13 972	17 770	14 312	14 364	18 461	18 130	14 439
2013-14	14 571	12 046	13 687	17 705	14 682	14 494	19 358	19 078	14 260
2012-13	13 751	12 233	14 050	17 491	14 478	14 384	19 773	21 388	14 113
2011-12	14 229	12 381	14 218	17 525	14 801	14 206	19 722	20 328	14 337
2010-11	13 471	12 575	14 068	17 932	14 624	14 098	19 396	20 090	14 118
2009-10	13 979	12 861	14 233	18 276	13 690	14 025	18 469	19 542	14 327
2008-09	13 479	12 491	13 556	17 782	12 925	13 454	18 249	20 034	13 816
2007-08	13 382	12 390	13 513	17 634	13 516	13 437	17 982	19 176	13 762
2006-07	13 260	12 074	13 472	16 122	13 325	13 414	16 002	18 614	13 433
2005-06	13 222	12 137	12 941	14 747	13 381	13 366	15 808	19 112	13 194

TABLE 4A.11

Table 4A.11 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2014-15 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2014-15									
In-school primary	15 100	12 811	13 700	16 837	14 738	15 290	17 663	20 859	14 551
In-school secondary	18 828	16 131	17 530	22 887	16 623	18 489	22 054	24 711	18 262
Out-of-school	376	483	1 095	836	1 188	535	1 014	2 164	698
Total primary	15 475	13 294	14 795	17 673	15 926	15 824	18 677	23 023	15 249
Total secondary	19 204	16 614	18 625	23 723	17 811	19 024	23 067	26 876	18 960
Total	16 956	14 612	16 198	19 745	16 616	17 188	20 532	24 394	16 670
2013-14									
In-school primary	14 958	12 252	13 449	16 364	14 943	15 055	18 629	20 129	14 291
In-school secondary	18 009	15 572	16 711	24 457	16 862	18 029	22 382	24 738	17 785
Out-of-school	428	480	1 136	812	1 271	552	1 082	2 033	727
Total primary	15 386	12 731	14 586	17 177	16 215	15 605	19 711	22 163	15 018
Total secondary	18 437	16 052	17 847	25 270	18 132	18 581	23 464	26 773	18 512
Total	16 615	14 065	15 720	19 659	16 918	16 893	21 325	23 816	16 340
2012-13									
In-school primary	14 271	12 209	13 655	16 221	14 564	14 999	18 550	21 266	14 087
In-school secondary	16 731	15 523	16 846	23 507	16 417	17 389	22 450	26 719	17 249
Out-of-school	492	553	1 128	850	1 327	540	1 308	2 120	775
Total primary	14 764	12 762	14 783	17 071	15 890	15 539	19 858	23 385	14 862
Total secondary	17 223	16 076	17 974	24 356	17 743	17 929	23 758	28 838	18 023
Total	15 768	14 112	15 904	19 319	16 572	16 597	21 561	25 352	16 073
2011-12									
In-school primary	14 681	12 228	13 817	16 188	15 072	14 787	18 605	20 777	14 277

TABLE 4A.11

Table 4A.11 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2014-15 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school secondary	17 411	15 626	17 453	23 611	16 765	17 433	22 448	25 900	17 635
Out-of-school	529	713	1 033	971	1 267	585	1 312	2 093	812
Total primary	15 210	12 941	14 850	17 159	16 339	15 372	19 917	22 869	15 088
Total secondary	17 940	16 340	18 485	24 582	18 032	18 019	23 760	27 993	18 447
Total	16 339	14 346	16 139	19 471	16 968	16 556	21 620	24 728	16 391
2010-11									
In-school primary	13 837	12 123	13 774	16 540	14 883	14 269	18 531	19 939	13 982
In-school secondary	16 313	15 529	16 876	23 015	16 268	16 967	21 279	24 787	16 981
Out-of-school	469	729	882	1 058	1 143	599	1 321	2 421	769
Total primary	14 305	12 852	14 656	17 599	16 026	14 868	19 852	22 361	14 750
Total secondary	16 783	16 259	17 759	24 073	17 411	17 567	22 600	27 208	17 749
Total	15 338	14 277	15 768	19 639	16 546	16 071	21 086	24 126	15 926
2009-10									
In-school primary	14 011	12 328	13 960	16 455	13 639	14 224	17 456	19 386	13 991
In-school secondary	16 912	15 781	16 670	23 689	15 687	16 673	20 652	23 888	17 222
Out-of-school	561	747	872	1 084	1 137	617	1 217	2 532	802
Total primary	14 572	13 075	14 832	17 539	14 776	14 841	18 674	21 918	14 793
Total secondary	17 473	16 528	17 541	24 772	16 824	17 290	21 869	26 420	18 024
Total	15 780	14 526	15 807	19 949	15 541	15 923	20 116	23 560	16 067
2008-09									
In-school primary	13 308	12 052	13 471	16 162	12 735	13 226	17 475	18 598	13 456
In-school secondary	16 640	15 442	15 885	22 920	15 207	16 119	20 716	24 408	16 810
Out-of-school	531	739	855	971	1 083	734	1 076	2 300	770
Total primary	13 839	12 791	14 326	17 133	13 818	13 960	18 552	20 898	14 226

TABLE 4A.11

Table 4A.11 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2014-15 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total secondary	17 172	16 181	16 740	23 891	16 290	16 853	21 792	26 708	17 580
Total	15 223	14 215	15 192	19 489	14 727	15 222	20 019	23 031	15 550
2007-08									
In-school primary	12 780	11 475	13 060	16 103	12 804	12 753	16 950	17 448	13 034
In-school secondary	16 151	14 927	15 707	21 396	15 533	15 268	19 822	23 889	16 310
Out-of-school	508	713	806	952	1 053	894	886	2 138	741
Total primary	13 287	12 188	13 866	17 055	13 858	13 647	17 836	19 586	13 775
Total secondary	16 659	15 640	16 513	22 347	16 586	16 162	20 708	26 027	17 051
Total	14 688	13 638	14 810	18 896	14 849	14 739	19 144	21 748	15 064
2006-07									
In-school primary	12 684	11 259	13 089	15 123	12 784	12 480	15 130	16 896	12 813
In-school secondary	16 017	14 361	15 271	19 078	15 219	15 222	17 928	23 210	15 762
Out-of-school	521	737	862	933	980	1 021	796	2 222	758
Total primary	13 205	11 996	13 951	16 056	13 764	13 502	15 926	19 118	13 571
Total secondary	16 537	15 098	16 133	20 011	16 199	16 243	18 723	25 432	16 520
Total	14 586	13 295	14 741	17 436	14 643	14 684	17 196	21 056	14 732
2005-06									
In-school primary	12 589	11 297	12 640	13 768	12 543	12 255	14 050	16 581	12 499
In-school secondary	15 976	14 600	14 949	17 696	15 486	15 305	18 421	23 072	15 655
Out-of-school	549	668	745	984	1 043	1 082	939	2 842	748
Total primary	13 138	11 965	13 385	14 752	13 587	13 337	14 990	19 423	13 247
Total secondary	16 525	15 268	15 694	18 679	16 529	16 387	19 360	25 914	16 403
Total	14 534	13 340	14 231	16 123	14 643	14 641	16 966	21 452	14 488

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

Table 4A.11 Real Australian, State and Territory government recurrent expenditure per student, government schools (2014-15 dollars) (\$ per FTE student) (a), (b)

	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Time series financial data are adjusted to 2014-15 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2014-15 = 100) (table 2A.48). See chapter 2 for more information.									
(c) For NSW from 2014-15, a change in methodology was applied to identify in-school and out-of-school employee related expenditure.									
(d) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning years 8 to 12 to years 7 to 12.									

Source: Education Council NSSC (unpublished); tables 4A.6-7.

TABLE 4A.12

Table 4A.12 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</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									
2014-15	2 142	2 199	2 226	1 975	2 304	2 824	2 072	6 265	2 231
2013-14	2 024	1 998	2 013	1 934	2 214	2 376	1 947	4 691	2 059
2012-13	1 970	1 836	1 811	1 786	2 046	2 162	1 747	3 873	1 915
2011-12	2 030	1 890	1 848	1 872	2 085	2 261	1 833	4 232	1 976
2010-11	1 758	1 603	1 601	1 608	1 810	1 859	1 599	3 802	1 703
2009-10	1 612	1 491	1 409	1 497	1 657	1 698	1 474	3 597	1 557
2008-09	1 519	1 502	1 425	1 487	1 570	1 540	1 542	2 610	1 510
2007-08	1 096	1 047	1 089	1 058	1 118	1 092	975	2 158	1 092
2006-07	1 069	985	1 023	1 059	1 062	1 024	963	1 968	1 047
2005-06	1 018	934	1 001	1 068	979	989	898	1 816	1 004
State and Territory government recurrent expenditure (including UCC) per FTE student									
2014-15	14 814	12 413	13 972	17 770	14 312	14 364	18 461	18 130	14 439
2013-14	14 426	11 926	13 550	17 528	14 535	14 349	19 164	18 887	14 118
2012-13	13 435	11 952	13 727	17 089	14 145	14 053	19 318	20 896	13 788
2011-12	13 688	11 911	13 677	16 859	14 238	13 666	18 972	19 555	13 792
2010-11	12 690	11 846	13 252	16 892	13 775	13 280	18 271	18 925	13 299
2009-10	12 511	11 510	12 738	16 357	12 252	12 552	16 530	17 490	12 823
2008-09	11 740	10 880	11 808	15 488	11 258	11 718	15 895	17 450	12 034
2007-08	11 227	10 395	11 337	14 795	11 340	11 273	15 087	16 089	11 546
2006-07	10 688	9 731	10 858	12 994	10 740	10 811	12 897	15 003	10 827
2005-06	10 260	9 418	10 042	11 444	10 384	10 372	12 267	14 831	10 239

TABLE 4A.12

Table 4A.12 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2014-15									
In-school primary	15 100	12 811	13 700	16 837	14 738	15 290	17 663	20 859	14 551
In-school secondary	18 828	16 131	17 530	22 887	16 623	18 489	22 054	24 711	18 262
Out-of-school	376	483	1 095	836	1 188	535	1 014	2 164	698
Total primary	15 475	13 294	14 795	17 673	15 926	15 824	18 677	23 023	15 249
Total secondary	19 204	16 614	18 625	23 723	17 811	19 024	23 067	26 876	18 960
Total	16 956	14 612	16 198	19 745	16 616	17 188	20 532	24 394	16 670
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
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
2011-12									
In-school primary	14 123	11 763	13 292	15 573	14 499	14 225	17 898	19 987	13 734

TABLE 4A.12

Table 4A.12 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school secondary	16 749	15 032	16 790	22 714	16 128	16 771	21 595	24 916	16 965
Out-of-school	509	686	994	934	1 219	563	1 262	2 013	781
Total primary	14 632	12 449	14 286	16 507	15 718	14 788	19 160	22 000	14 515
Total secondary	17 258	15 719	17 783	23 648	17 347	17 334	22 857	26 929	17 746
Total	15 718	13 801	15 526	18 731	16 323	15 927	20 798	23 788	15 768
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
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
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

TABLE 4A.12

Table 4A.12 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
2007-08									
In-school primary	10 722	9 627	10 957	13 510	10 743	10 700	14 221	14 639	10 936
In-school secondary	13 551	12 524	13 178	17 951	13 032	12 810	16 631	20 043	13 684
Out-of-school	426	598	676	799	884	750	743	1 794	622
Total primary	11 148	10 225	11 633	14 309	11 627	11 450	14 964	16 432	11 557
Total secondary	13 977	13 122	13 855	18 749	13 916	13 560	17 374	21 837	14 306
Total	12 324	11 442	12 426	15 853	12 458	12 366	16 061	18 247	12 639
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
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

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

Table 4A.12 Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) For NSW from 2014-15 data onwards, a change in methodology was applied to identify in-school and out-of-school employee related expenditure.

(c) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning years 8 to 12 to years 7 to 12.

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

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure per student on government schools, 2014-15**
(\$ per FTE student) (a), (b), (c), (d), (e)

	NSW (f)	Vic	Qld (g)	WA (g)	SA	Tas	ACT	NT	Aust
<i>Total employee related expenditure</i>	10 799	9 220	10 549	11 819	11 343	11 550	12 753	13 921	10 607
Total expenditure	16 956	14 612	16 198	19 745	16 616	17 188	20 532	24 394	16 670
In-school primary									
<i>Total employee related expenditure</i>	9 445	8 234	9 088	10 684	10 236	10 481	11 176	11 748	9 363
Teachers	7 712	6 950	7 085	8 189	8 059	8 072	8 484	9 597	7 520
Other staff (h)	1 733	1 284	2 003	2 496	2 177	2 409	2 692	2 151	1 844
Other operating expenses (i)	2 928	1 881	1 584	2 184	2 213	2 779	2 127	5 493	2 268
User cost of capital (j)	2 107	2 229	2 305	3 112	1 769	1 368	3 077	2 568	2 276
Depreciation	619	467	723	857	520	662	1 283	1 050	644
Total	15 100	12 811	13 700	16 837	14 738	15 290	17 663	20 859	14 551
In-school secondary									
<i>Total employee related expenditure</i>	12 086	10 242	11 574	12 507	11 205	12 113	13 622	14 112	11 561
Teachers	10 199	8 574	9 301	9 572	8 987	9 115	10 340	11 434	9 462
Other staff (h)	1 887	1 667	2 274	2 935	2 219	2 998	3 282	2 678	2 099
Other operating expenses (i)	3 630	2 755	2 207	3 352	2 941	3 634	2 644	6 905	3 068
User cost of capital (j)	2 310	2 516	2 599	5 847	1 807	1 900	4 085	2 591	2 755
Depreciation	802	619	1 150	1 181	670	843	1 703	1 103	877
Total	18 828	16 131	17 530	22 887	16 623	18 489	22 054	24 711	18 262
Out of school									
<i>Total employee related expenditure</i>	306	190	550	511	752	374	543	1 331	402
Teachers	–	–	–	–	–	–	–	–	–
Other staff (h)	306	190	550	511	752	374	543	1 331	402
Other operating expenses (i)	23	249	531	317	399	131	391	826	262
User cost of capital (j)	32	16	6	6	31	13	56	–	19

Table 4A.13 Australian, State and Territory government recurrent expenditure per student on government schools, 2014-15 (\$ per FTE student) (a), (b), (c), (d), (e)

	<i>NSW (f)</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA (g)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Depreciation	15	29	8	2	6	17	24	7	15
Total	376	483	1 095	836	1 188	535	1 014	2 164	698

- (a) Accrual accounting figures used. Accounting treatments for the following items may differ between jurisdictions:
- A notional payroll tax is imputed for WA, Tasmania and the ACT, which are payroll tax exempt.
 - Umbrella department costs are apportioned within each jurisdiction according student numbers and/or other cost drivers. Umbrella department costs are apportioned: per FTE student in NSW and Tasmania, per student in SA, and according to a formula in other jurisdictions [based on: cost drivers (mainly student numbers) in Queensland; activity-based costing in the ACT; cost drivers (mainly student numbers) in the NT].
- (b) Expenditure on special schools is allocated to either primary or secondary schools.
- (c) Expenditure 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; and staff allowances for accommodation.
- (d) Expenditure 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.
- (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) For NSW from 2014-15, a change in methodology was applied to identify in-school and out-of-school employee related expenditure.
- (g) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning years 8 to 12 to years 7 to 12.
- (h) Includes redundancy payments.
- (i) Includes grants and subsidies.
- (j) 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 2014-15.
- Nil or rounded to zero.

Source: Education Council NSSC (unpublished); tables 4A.6 and 4A.10.

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2014-15 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									
2014-15	7 205	7 279	7 473	7 244	7 431	8 142	6 448	11 482	7 338
2013-14	6 909	6 820	7 096	6 804	7 265	7 498	6 105	10 854	6 968
2012-13	6 536	6 530	6 696	6 415	6 936	7 030	5 491	8 276	6 586
2011-12	6 396	6 501	6 597	6 366	6 956	6 991	5 744	8 464	6 517
2010-11	6 151	6 165	6 337	6 097	6 535	6 692	5 498	8 554	6 232
2009-10	5 983	6 067	6 128	6 021	6 202	6 532	5 356	8 653	6 074
2008-09	5 584	5 473	5 714	5 754	5 813	5 931	4 932	8 077	5 629
2007-08	5 616	5 674	5 760	5 623	5 853	5 990	5 082	6 539	5 681
2006-07	5 753	5 692	6 044	5 641	5 956	5 956	5 270	5 837	5 790
2005-06	5 663	5 754	6 250	5 808	5 877	6 051	5 193	7 595	5 836
State and territory government recurrent expenditure per FTE student									
2014-15	2 585	1 972	2 750	3 310	1 946	2 412	2 175	5 892	2 505
2013-14	2 459	1 965	2 793	3 233	1 860	2 479	2 141	5 515	2 454
2012-13	2 425	1 988	2 588	3 260	1 846	2 380	2 034	5 999	2 409
2011-12	2 412	1 889	2 524	3 379	1 829	2 387	1 946	5 058	2 368
2010-11	2 374	1 836	2 632	3 223	1 805	2 403	1 943	6 729	2 359
2009-10	2 409	1 717	2 445	2 776	1 754	2 273	2 090	3 595	2 225
2008-09	2 442	1 768	2 478	2 647	1 733	2 257	2 010	3 563	2 238
2007-08	2 481	1 577	2 457	2 610	1 761	2 236	2 050	3 542	2 194
2006-07	2 461	1 522	2 556	2 519	1 735	2 224	1 996	6 393	2 201
2005-06	2 437	1 479	3 175	2 466	1 644	2 149	2 088	4 705	2 265
Australian, State and Territory government recurrent expenditure per FTE student									
2014-15	9 790	9 251	10 223	10 555	9 377	10 555	8 623	17 373	9 843

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2014-15 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>
2013-14	9 368	8 785	9 889	10 037	9 126	9 977	8 246	16 369	9 422
2012-13	8 961	8 518	9 284	9 675	8 782	9 410	7 525	14 275	8 995
2011-12	8 808	8 391	9 121	9 745	8 785	9 378	7 690	13 522	8 885
2010-11	8 525	8 001	8 970	9 321	8 340	9 095	7 441	15 283	8 591
2009-10	8 392	7 784	8 573	8 798	7 956	8 805	7 447	12 248	8 299
2008-09	8 026	7 241	8 193	8 401	7 547	8 188	6 942	11 640	7 867
2007-08	8 096	7 251	8 217	8 233	7 614	8 226	7 132	10 081	7 876
2006-07	8 214	7 215	8 600	8 160	7 691	8 180	7 266	12 230	7 991
2005-06	8 100	7 232	9 424	8 274	7 521	8 200	7 281	12 301	8 101

- (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 (2014-15 = 100) (table 2A.48). See chapter 2 for more information.

Source: Tables 4A.6-7.

TABLE 4A.15

Table 4A.15 **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									
2014-15	7 205	7 279	7 473	7 244	7 431	8 142	6 448	11 482	7 338
2013-14	6 840	6 752	7 025	6 736	7 193	7 423	6 044	10 745	6 898
2012-13	6 386	6 379	6 542	6 268	6 776	6 869	5 364	8 086	6 434
2011-12	6 153	6 254	6 346	6 124	6 692	6 725	5 526	8 142	6 270
2010-11	5 794	5 808	5 970	5 744	6 156	6 303	5 179	8 058	5 871
2009-10	5 355	5 430	5 485	5 389	5 551	5 846	4 794	7 744	5 436
2008-09	4 863	4 767	4 977	5 012	5 063	5 166	4 296	7 035	4 903
2007-08	4 712	4 761	4 833	4 718	4 911	5 026	4 264	5 486	4 767
2006-07	4 637	4 588	4 872	4 547	4 800	4 800	4 248	4 704	4 667
2005-06	4 395	4 465	4 850	4 507	4 561	4 695	4 030	5 894	4 529
State and Territory government recurrent expenditure per FTE student									
2014-15	2 585	1 972	2 750	3 310	1 946	2 412	2 175	5 892	2 505
2013-14	2 435	1 945	2 765	3 200	1 842	2 455	2 119	5 460	2 430
2012-13	2 369	1 943	2 528	3 185	1 804	2 325	1 987	5 861	2 354
2011-12	2 320	1 817	2 428	3 251	1 759	2 296	1 873	4 866	2 278
2010-11	2 236	1 730	2 480	3 036	1 701	2 264	1 830	6 339	2 222
2009-10	2 156	1 536	2 188	2 485	1 570	2 034	1 871	3 218	1 992
2008-09	2 127	1 540	2 159	2 305	1 510	1 966	1 751	3 104	1 949
2007-08	2 081	1 323	2 061	2 190	1 478	1 876	1 720	2 972	1 841
2006-07	1 984	1 227	2 060	2 030	1 398	1 793	1 609	5 153	1 774
2005-06	1 891	1 147	2 463	1 914	1 276	1 668	1 620	3 651	1 757
Australian, State and Territory government recurrent expenditure per FTE student									
2014-15	9 790	9 251	10 223	10 555	9 377	10 555	8 623	17 373	9 843

TABLE 4A.15

Table 4A.15 **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>
2013-14	9 275	8 697	9 790	9 937	9 034	9 877	8 163	16 205	9 327
2012-13	8 754	8 322	9 070	9 453	8 580	9 194	7 352	13 947	8 789
2011-12	8 473	8 072	8 774	9 375	8 451	9 021	7 398	13 008	8 547
2010-11	8 030	7 537	8 450	8 780	7 856	8 567	7 009	14 397	8 093
2009-10	7 510	6 967	7 673	7 874	7 121	7 880	6 665	10 962	7 428
2008-09	6 990	6 307	7 136	7 317	6 573	7 132	6 046	10 139	6 852
2007-08	6 793	6 084	6 894	6 908	6 388	6 902	5 984	8 458	6 608
2006-07	6 621	5 815	6 932	6 577	6 199	6 593	5 856	9 857	6 441
2005-06	6 285	5 612	7 313	6 421	5 837	6 363	5 650	9 545	6 286

(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.16

Table 4A.16 **Real Australian, State and Territory government recurrent expenditure per student, all schools (2014-15 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									
2014-15	3 896	4 081	3 972	3 763	4 159	4 413	3 901	7 736	4 015
2013-14	3 727	3 802	3 718	3 605	4 058	3 918	3 721	6 417	3 788
2012-13	3 573	3 605	3 466	3 404	3 842	3 630	3 367	5 120	3 575
2011-12	3 574	3 643	3 476	3 482	3 892	3 695	3 553	5 463	3 607
2010-11	3 318	3 343	3 233	3 237	3 574	3 331	3 332	5 212	3 339
2009-10	3 213	3 271	3 062	3 176	3 401	3 224	3 233	5 223	3 229
2008-09	3 040	3 082	2 950	3 090	3 219	2 951	3 118	4 297	3 063
2007-08	2 754	2 837	2 710	2 729	2 906	2 615	2 815	3 554	2 781
2006-07	2 805	2 810	2 751	2 745	2 909	2 550	2 884	3 259	2 797
2005-06	2 758	2 804	2 803	2 820	2 826	2 544	2 810	3 581	2 794
State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2014-15	10 577	8 544	10 239	12 863	9 839	10 794	11 654	14 679	10 271
2013-14	10 381	8 302	10 062	12 776	10 038	10 915	12 061	15 355	10 134
2012-13	9 851	8 430	10 233	12 603	9 919	10 852	12 211	17 263	10 028
2011-12	10 192	8 500	10 330	12 610	10 130	10 781	12 093	16 332	10 172
2010-11	9 711	8 627	10 289	12 806	10 032	10 733	11 892	16 612	10 049
2009-10	10 072	8 796	10 382	12 920	9 438	10 662	11 465	15 397	10 169
2008-09	9 755	8 606	9 987	12 611	8 973	10 272	11 328	15 820	9 865
2007-08	9 719	8 506	10 012	12 578	9 426	10 301	11 263	15 305	9 855
2006-07	9 653	8 325	10 083	11 623	9 348	10 357	10 195	15 670	9 685
2005-06	9 639	8 389	9 961	10 746	9 404	10 385	10 189	15 709	9 585
Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2014-15	14 473	12 625	14 211	16 626	13 997	15 207	15 554	22 415	14 286

Table 4A.16 **Real Australian, State and Territory government recurrent expenditure per student, all schools (2014-15 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>
2013-14	14 108	12 103	13 780	16 381	14 096	14 833	15 782	21 772	13 922
2012-13	13 424	12 036	13 699	16 007	13 760	14 482	15 578	22 383	13 603
2011-12	13 766	12 143	13 806	16 092	14 021	14 476	15 646	21 795	13 779
2010-11	13 029	11 970	13 521	16 043	13 606	14 064	15 223	21 825	13 388
2009-10	13 286	12 067	13 444	16 095	12 839	13 886	14 698	20 620	13 398
2008-09	12 795	11 689	12 937	15 701	12 191	13 223	14 446	20 117	12 928
2007-08	12 474	11 344	12 723	15 307	12 332	12 915	14 078	18 859	12 636
2006-07	12 458	11 135	12 835	14 368	12 258	12 908	13 080	18 930	12 482
2005-06	12 397	11 192	12 764	13 567	12 230	12 929	12 999	19 291	12 379

- (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 (2014-15 = 100) (table 2A.48). See chapter 2 for more information.

Source: Tables 4A.6-7.

TABLE 4A.17

Table 4A.17 **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									
2014-15	3 896	4 081	3 972	3 763	4 159	4 413	3 901	7 736	4 015
2013-14	3 690	3 764	3 681	3 569	4 017	3 879	3 683	6 353	3 750
2012-13	3 491	3 522	3 387	3 326	3 753	3 546	3 289	5 002	3 493
2011-12	3 438	3 504	3 344	3 349	3 744	3 555	3 418	5 255	3 470
2010-11	3 126	3 149	3 045	3 049	3 367	3 138	3 139	4 910	3 145
2009-10	2 876	2 928	2 741	2 842	3 044	2 885	2 894	4 675	2 890
2008-09	2 648	2 685	2 569	2 691	2 803	2 571	2 716	3 742	2 668
2007-08	2 311	2 381	2 274	2 290	2 438	2 194	2 362	2 982	2 333
2006-07	2 260	2 265	2 218	2 213	2 345	2 055	2 325	2 627	2 255
2005-06	2 140	2 176	2 175	2 188	2 193	1 974	2 181	2 779	2 168
State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2014-15	10 577	8 544	10 239	12 863	9 839	10 794	11 654	14 679	10 271
2013-14	10 277	8 219	9 961	12 648	9 938	10 806	11 941	15 201	10 033
2012-13	9 625	8 237	9 997	12 314	9 690	10 603	11 930	16 866	9 797
2011-12	9 805	8 177	9 938	12 131	9 745	10 372	11 633	15 712	9 786
2010-11	9 148	8 127	9 692	12 063	9 450	10 110	11 202	15 649	9 466
2009-10	9 015	7 872	9 292	11 563	8 447	9 542	10 261	13 780	9 101
2008-09	8 497	7 496	8 699	10 984	7 815	8 947	9 867	13 779	8 592
2007-08	8 154	7 137	8 400	10 553	7 908	8 642	9 449	12 841	8 269
2006-07	7 781	6 710	8 127	9 368	7 535	8 348	8 218	12 630	7 806
2005-06	7 480	6 510	7 730	8 339	7 298	8 058	7 906	12 190	7 438
Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2014-15	14 473	12 625	14 211	16 626	13 997	15 207	15 554	22 415	14 286

TABLE 4A.17

Table 4A.17 **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>
2013-14	13 967	11 982	13 642	16 218	13 955	14 685	15 624	21 554	13 783
2012-13	13 115	11 759	13 384	15 639	13 444	14 149	15 219	21 869	13 290
2011-12	13 243	11 681	13 281	15 480	13 489	13 926	15 051	20 967	13 256
2010-11	12 273	11 276	12 737	15 113	12 817	13 248	14 340	20 559	12 611
2009-10	11 891	10 800	12 033	14 405	11 491	12 428	13 155	18 455	11 991
2008-09	11 144	10 181	11 268	13 676	10 619	11 518	12 582	17 522	11 260
2007-08	10 465	9 517	10 674	12 843	10 346	10 836	11 811	15 823	10 602
2006-07	10 041	8 975	10 345	11 580	9 880	10 404	10 542	15 257	10 061
2005-06	9 620	8 685	9 905	10 528	9 490	10 033	10 087	14 970	9 606

- (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.18

Table 4A.18 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>
2014-15									
Total assets (gross)	35 223 158	18 008 848	22 494 012	13 732 663	7 290 187	2 234 932	1 813 871	1 678 398	102 476 069
Less accumulated depreciation	13 872 116	1 178 697	6 435 340	387 395	3 675 588	1 098 341	123 168	738 559	27 509 204
Total assets (WDV) (d)	21 031 750	16 830 151	15 769 404	13 345 268	3 614 599	1 136 591	1 690 703	939 839	74 358 305
Land (e)	7 536 624	7 895 733	4 591 547	3 893 283	1 235 392	177 302	298 431	102 997	25 731 309
Buildings, equipment and other (e)	13 495 126	8 934 418	11 177 857	9 451 985	2 379 207	959 289	1 392 272	836 842	48 626 996
User cost of capital (f)	1 682 540	1 346 412	1 261 552	1 067 621	289 168	90 927	135 256	75 187	5 948 664
Annual depreciation (g)	537 636	317 747	462 934	255 270	95 288	42 762	56 405	31 204	1 799 246
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	320 594	299 258	72 809	23 914 934
Buildings, equipment and other (e)	13 715 387	7 614 236	10 970 171	9 140 194	2 379 207	899 709	1 397 037	881 288	46 997 229
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
2012-13									
Total assets (gross)	34 142 828	14 790 898	21 860 034	11 532 214	7 056 479	1 335 889	2 029 188	1 569 677	94 317 208
Less accumulated depreciation	12 860 447	604 540	5 961 871	141 475	3 334 661	115 586	146 016	632 356	23 796 951
Total assets (WDV) (d)	20 963 884	14 186 358	15 898 163	11 390 739	3 721 818	1 220 303	1 883 172	937 321	69 995 966
Land (e)	6 881 491	7 148 760	4 642 120	3 169 878	1 221 004	436 634	264 258	71 366	23 835 511
Buildings, equipment and other (e)	14 082 393	7 037 598	11 050 249	8 220 861	2 500 815	783 669	1 618 914	865 955	46 160 454
User cost of capital (f)	1 677 111	1 134 909	1 271 853	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
2011-12									

TABLE 4A.18

Table 4A.18 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>
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
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
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
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
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

TABLE 4A.18

Table 4A.18 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	10 354 718	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
2007-08									
Total assets (gross)	23 825 535	11 960 166	18 689 863	9 773 851	5 234 925	826 452	1 322 466	878 305	72 511 563
Less accumulated depreciation	10 051 402	487 974	5 258 311	96 363	2 740 412	42 018	24 382	281 197	18 982 059
Total assets (WDV) (d)	13 650 408	11 472 192	13 431 552	9 677 488	2 494 512	784 434	1 298 084	597 109	53 405 779
Land (e)	5 877 390	6 414 062	4 585 737	3 514 038	1 019 580	307 367	212 881	37 976	21 969 031
Buildings, equipment and other (e)	7 896 743	5 058 130	8 845 815	6 163 450	1 474 932	477 067	1 085 203	559 132	31 560 472
User cost of capital (f)	1 092 033	917 775	1 074 524	774 199	199 561	62 755	103 847	47 769	4 272 462
Annual depreciation (g)	308 781	216 848	240 595	157 556	57 017	26 437	26 235	17 550	1 051 019
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
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

Table 4A.18 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>
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

(a) Table 4A.20 contains information on the treatment of assets.

(b) The value of capital stock is consistent with the written down value treatment of capital assets.

(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.20).

(e) The value of land, plus the value of buildings, equipment and other = the total WDV of assets (plus Public Private Leaseholds for NSW 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.19

Table 4A.19 Notional user cost of capital per FTE student, government schools (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Nominal user cost of capital per FTE student, (\$ per FTE student)</i>									
2014-15	2 191	2 359	2 419	4 055	1 728	1 607	3 559	2 576	2 464
2013-14	2 173	2 100	2 433	3 889	1 733	1 794	3 684	2 590	2 386
2012-13	2 231	2 061	2 518	3 649	1 782	1 710	4 185	2 547	2 386
2011-12	2 424	2 008	2 549	3 643	1 788	1 765	4 143	2 598	2 439
2010-11	1 962	2 061	2 431	3 633	1 759	1 418	4 149	2 242	2 265
2009-10	1 733	1 865	2 558	3 328	1 329	1 340	3 267	1 873	2 089
2008-09	1 519	1 710	2 449	3 441	1 232	1 096	3 149	1 710	1 953
2007-08	1 481	1 710	2 232	3 354	1 201	1 055	3 024	1 632	1 878
2006-07	1 463	1 378	2 090	2 718	1 007	993	1 296	1 530	1 652
2005-06	1 400	1 362	1 850	1 877	936	925	1 182	1 514	1 481
<i>Real user cost of capital per FTE student, (\$ per FTE student) (d)</i>									
2014-15	2 191	2 359	2 419	4 055	1 728	1 607	3 559	2 576	2 464
2013-14	2 195	2 122	2 458	3 928	1 750	1 812	3 721	2 616	2 410
2012-13	2 283	2 110	2 577	3 735	1 824	1 750	4 284	2 607	2 442
2011-12	2 520	2 087	2 649	3 786	1 858	1 835	4 307	2 701	2 536
2010-11	2 082	2 188	2 581	3 857	1 867	1 505	4 405	2 380	2 404
2009-10	1 936	2 084	2 858	3 719	1 485	1 497	3 650	2 093	2 334
2008-09	1 744	1 963	2 812	3 951	1 415	1 258	3 616	1 963	2 243
2007-08	1 766	2 038	2 661	3 998	1 432	1 257	3 605	1 945	2 238
2006-07	1 815	1 709	2 593	3 373	1 249	1 232	1 607	1 899	2 050
2005-06	1 804	1 755	2 384	2 419	1 206	1 192	1 523	1 951	1 909

(a) This table integrates information from tables 4A.6 and 4A.18.

(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.18) and is applied to data for all jurisdictions.

Table 4A.19 **Notional user cost of capital 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>
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(c) The data in this table may be affected by the revaluation schedule of assets and the most recent year of revaluation (table 4A.20).

(d) Time series financial data are adjusted to 2014-15 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2014-15 = 100) (table 2A.48). See chapter 2 for more information.

Source: Tables 4A.6 and 4A.18.

TABLE 4A.20

Table 4A.20 Treatment of assets by school education agencies (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (b)</i>	<i>ACT</i>	<i>NT</i>
<i>Depreciation method</i>	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line
<i>Revaluation method</i>								
• <i>Land</i>	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value
• <i>Buildings</i>	Fair value	Fair value	Fair value	Fair value	Depreciated replacement cost	Fair value	Fair value	Fair value
• <i>Other assets</i>	Fair value	Fair value	Fair value/ historic cost	Cost	• Depreciated replacement cost; • Historical cost less accumulated depreciation (for IT, FF&E and Leasehold Improvements).	Historic cost	Cost	Historic cost
<i>Frequency of revaluations</i>								
• <i>Land, buildings</i>	5 years	5 years	5 years	Annual	Land annual/ buildings 3 years	5 years	3 years	5 years
• <i>Other assets</i>	Not revalued	5 years	na	As required	3 years	na	..	na
<i>Year of most recent revaluation (c)</i>								
	2013	2012-13	2009-10	2014-15	• 30 June 2013 - Land; • 30 June 2012 - Swim Pools/Buses; • 30 June 2011 - Buildings/paved areas	30 June 2015	2010-11	2010-11
<i>Useful asset lives</i>								
• <i>Buildings (d)</i>	50-80 years, longer in some cases	60 years	32-80 years	16-40 years	10-170 years	25-60 years	50 years	50 years
• <i>Specialist equipment</i>	3-30 years	na	5-20 years	8-12 years	na	na	5-20 years	na

Table 4A.20 Treatment of assets by school education agencies (a)

	NSW	Vic	Qld	WA	SA	Tas (b)	ACT	NT
• <i>IT equipment</i>	3-15 years	3-10 years	5 years	4 years	3-20 years	3-10 years	3-8 years	3-6 years
• <i>Other vehicles</i>	5-15 years	na	5-10 years	5-10 years	12-20 years	3-10 years	6 years	5 years
• <i>Office equipment (e)</i>	3-30 years	3-10 years	5-10 years	8-10 years	3-20 years	3-30 years	5-10 years	4-10 years
• <i>Other equipment (f)</i>	3-30 years	3-10 years	5-10 years	5 years	3-20 years	3-30 years	na	na
<i>Threshold capitalisation levels</i>								
• <i>Buildings</i>	\$ 5 000	\$ 5 000	\$ 10 000	\$ 5 000	\$ 5 000	\$ 150 000	\$ 5 000	\$ 10 000
• <i>IT equipment</i>	\$ 5 000	\$ 5 000	\$ 5 000	\$ 5 000	\$ 5 000	\$ 10 000	\$ 5 000	\$ 10 000
• <i>Other assets (g)</i>	\$ 5 000	\$ 5 000	\$ 5 000	\$ 5 000	\$ 5 000	\$ 10 000	\$ 5 000	\$ 10 000

(a) Asset lives for some assets have been grouped with other classifications.

(b) Tasmania takes into account consideration of current and maximum enrolments that can be accommodated and discounts the valuation by a factor based on this.

(c) Queensland has a rolling revaluation process. One quarter of assetst were revalued in 2009-10. NT assets are revalued on a rolling basis, therefore, not all assets were revalued in this year.

(d) In Victoria, the asset life for relocatable and other improvements on buildings is 40 years.

(e) For some jurisdictions, office equipment includes furniture and fittings.

(f) For some jurisdictions, other equipment includes information technology.

(g) 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.21

Table 4A.21 **Students-to-staff ratios, 2015 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools									
Teaching staff (c)									
Primary schools	15.8	15.3	14.8	15.7	14.9	15.4	14.6	13.0	15.3
Secondary schools	12.5	12.6	12.7	13.4	13.2	13.4	11.6	11.9	12.7
All schools	14.3	14.1	13.9	14.8	14.2	14.5	13.1	12.6	14.2
Non-teaching school staff (d), (e)									
Primary schools	46.4	40.6	31.5	25.8	30.9	32.3	45.4	23.9	36.2
Secondary schools	43.2	33.6	31.0	25.6	31.1	30.1	32.4	24.1	33.8
All schools	45.1	37.5	31.3	25.7	31.0	31.3	38.8	24.0	35.2
All school staff (f)									
Primary schools	11.8	11.1	10.1	9.8	10.0	10.4	11.0	8.4	10.8
Secondary schools	9.7	9.2	9.0	8.8	9.3	9.3	8.5	8.0	9.2
All schools	10.8	10.3	9.6	9.4	9.7	9.9	9.8	8.3	10.1
Non-government schools									
Teaching staff (c)									
Primary schools	16.3	14.5	16.5	15.5	16.2	15.5	16.1	15.5	15.7
Secondary schools	11.7	11.1	12.4	12.1	11.5	11.4	12.1	10.5	11.7
All schools	13.6	12.5	14.2	13.5	13.8	13.1	13.9	12.5	13.4
Non-teaching school staff (d), (e)									
Primary schools	43.9	39.9	28.0	23.1	36.4	28.6	52.1	16.9	34.7
Secondary schools	30.7	24.1	22.7	24.8	24.8	22.8	29.8	15.2	25.6
All schools	36.1	29.9	25.1	24.0	30.3	25.4	38.0	16.0	29.4
All school staff (f)									
Primary schools	11.9	10.6	10.4	9.3	11.2	10.1	12.3	8.1	10.8
Secondary schools	8.5	7.6	8.0	8.1	7.8	7.6	8.6	6.2	8.0

TABLE 4A.21

Table 4A.21 **Students-to-staff ratios, 2015 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools	9.9	8.8	9.1	8.6	9.5	8.6	10.2	7.0	9.2
All schools									
Teaching staff (c)									
Primary schools	15.9	15.1	15.2	15.7	15.3	15.5	15.1	13.5	15.4
Secondary schools	12.1	11.9	12.6	12.8	12.5	12.6	11.8	11.4	12.3
All schools	14.0	13.5	14.0	14.3	14.1	14.1	13.4	12.6	13.9
Non-teaching school staff (d), (e)									
Primary schools	45.6	40.4	30.4	25.0	32.5	31.2	47.7	21.8	35.7
Secondary schools	37.1	28.7	27.1	25.2	28.2	27.2	31.1	19.8	29.9
All schools	41.5	34.3	28.9	25.1	30.7	29.3	38.5	21.0	32.9
All school staff (f)									
Primary schools	11.8	11.0	10.1	9.6	10.4	10.3	11.5	8.3	10.8
Secondary schools	9.1	8.4	8.6	8.5	8.7	8.6	8.6	7.2	8.7
All schools	10.5	9.7	9.4	9.1	9.6	9.5	10.0	7.8	9.8

FTE= Full time equivalent.

(a) FTE students and FTE staff.

(b) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning years 8 to 12 to years 7 to 12.

(c) 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.

(d) 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).

Table 4A.21 **Students-to-staff ratios, 2015 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(e) The ratio of 'FTE students to FTE non-teaching in school staff' needs to be interpreted with care because it can be affected by:									
• 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.									
(f) 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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.22

Table 4A.22 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools									
Government schools									
2015	15.8	15.3	14.8	15.7	14.9	15.4	14.6	13.0	15.3
2014	15.6	15.3	15.3	16.2	14.9	14.8	13.3	12.2	15.4
2013	15.5	15.3	15.8	15.8	14.9	14.6	13.1	12.1	15.4
2012	15.5	15.0	15.4	15.9	14.9	14.5	13.8	11.5	15.2
2011	15.5	15.4	15.3	15.6	14.9	14.3	13.7	11.8	15.3
2010	15.7	15.6	15.4	15.4	15.3	14.3	13.5	12.2	15.4
2009	15.9	15.7	15.4	15.2	15.4	14.8	13.9	12.1	15.5
2008	15.9	15.7	15.5	15.3	15.4	15.5	13.6	12.2	15.6
2007	16.2	15.7	15.5	15.3	15.6	15.6	13.6	13.7	15.7
2006	16.2	15.9	15.5	16.2	15.7	15.8	13.8	13.3	15.8
Non-government schools									
2015	16.3	14.5	16.5	15.5	16.2	15.5	16.1	15.5	15.7
2014	16.6	14.6	17.4	16.8	16.1	16.0	16.5	15.3	16.2
2013	16.4	14.6	17.4	16.9	15.8	15.9	16.9	15.5	16.1
2012	16.5	14.8	17.4	17.1	15.9	15.6	17.0	15.7	16.2
2011	16.6	14.9	17.5	17.1	16.1	16.1	17.3	15.5	16.4
2010	16.7	15.0	17.5	17.4	16.3	16.3	17.1	15.8	16.5
2009	16.8	15.1	17.7	16.8	16.4	16.0	17.0	15.5	16.5
2008	16.8	15.0	17.4	17.0	16.2	16.5	17.3	15.5	16.4
2007	16.8	15.2	17.4	17.1	16.5	16.6	17.3	17.0	16.5
2006	16.9	15.7	15.9	17.0	16.4	17.0	17.5	17.4	16.4
All schools									
2015	15.9	15.1	15.2	15.7	15.3	15.5	15.1	13.5	15.4

TABLE 4A.22

Table 4A.22 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014	15.9	15.1	15.9	16.4	15.3	15.1	14.4	12.8	15.6
2013	15.7	15.1	16.2	16.1	15.2	14.9	14.4	12.7	15.6
2012	15.8	14.9	16.0	16.2	15.2	14.8	14.9	12.2	15.5
2011	15.9	15.2	15.9	16.0	15.3	14.7	15.0	12.4	15.6
2010	16.0	15.4	16.0	16.0	15.6	14.7	14.8	12.8	15.7
2009	16.1	15.5	16.0	15.7	15.7	15.1	15.0	12.8	15.8
2008	16.2	15.5	16.0	15.8	15.7	15.8	14.9	12.8	15.8
2007	16.4	15.6	16.0	15.8	15.9	15.8	14.8	14.3	15.9
2006	16.4	15.8	15.6	16.4	15.9	16.1	15.0	14.0	16.0
Secondary schools									
Government schools									
2015	12.5	12.6	12.7	13.4	13.2	13.4	11.6	11.9	12.7
2014	12.4	12.5	12.5	12.6	13.1	13.1	12.1	11.5	12.5
2013	12.3	12.2	12.6	12.0	13.2	13.2	11.9	11.0	12.4
2012	12.4	11.9	12.5	11.7	13.2	13.1	11.8	10.3	12.3
2011	12.5	11.7	12.5	11.4	13.4	13.0	11.8	10.5	12.2
2010	12.5	11.8	12.6	11.2	13.0	13.1	11.5	11.0	12.3
2009	12.4	11.9	12.7	11.7	12.9	12.9	11.6	10.6	12.3
2008	12.4	11.8	12.8	11.7	12.6	13.0	12.1	12.9	12.3
2007	12.5	11.8	12.9	11.7	12.7	13.1	12.2	10.9	12.3
2006	12.4	11.9	13.0	12.5	12.5	13.2	11.9	11.2	12.4
Non-government schools									
2015	11.7	11.1	12.4	12.1	11.5	11.4	12.1	10.5	11.7
2014	11.8	11.1	12.2	10.7	11.7	11.5	12.2	10.5	11.5
2013	11.8	11.1	12.2	10.7	11.6	11.5	12.6	10.9	11.5

TABLE 4A.22

Table 4A.22 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012	11.8	11.1	12.2	10.8	11.7	11.6	12.5	10.3	11.5
2011	11.8	11.1	12.2	10.9	11.7	11.5	12.7	10.5	11.6
2010	11.9	11.3	12.4	11.0	11.7	11.9	13.2	10.5	11.7
2009	11.8	11.2	12.2	11.7	11.7	11.9	13.0	10.5	11.7
2008	11.6	11.2	12.2	11.8	11.7	11.9	12.9	11.2	11.6
2007	11.7	11.3	12.2	12.0	11.7	12.1	12.8	10.6	11.7
2006	11.7	11.5	12.5	12.0	11.8	12.2	12.8	10.5	11.8
All schools									
2015	12.1	11.9	12.6	12.8	12.5	12.6	11.8	11.4	12.3
2014	12.2	11.9	12.4	11.7	12.5	12.5	12.1	11.1	12.1
2013	12.1	11.7	12.4	11.5	12.5	12.6	12.2	11.0	12.0
2012	12.2	11.5	12.4	11.3	12.6	12.6	12.1	10.3	12.0
2011	12.2	11.5	12.4	11.2	12.7	12.5	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
2009	12.2	11.6	12.5	11.7	12.4	12.6	12.2	10.5	12.0
2008	12.1	11.6	12.6	11.7	12.2	12.7	12.4	12.3	12.0
2007	12.2	11.6	12.7	11.8	12.3	12.8	12.5	10.8	12.1
2006	12.1	11.7	12.8	12.3	12.2	12.8	12.3	11.0	12.2
All schools									
Government schools									
2015	14.3	14.1	13.9	14.8	14.2	14.5	13.1	12.6	14.2
2014	14.2	14.0	14.2	14.9	14.2	14.0	12.7	11.9	14.2
2013	14.0	13.9	14.5	14.4	14.2	14.0	12.6	11.7	14.1
2012	14.1	13.5	14.2	14.3	14.2	13.9	12.9	11.0	13.9
2011	14.1	13.6	14.2	14.0	14.3	13.7	12.8	11.3	13.9

TABLE 4A.22

Table 4A.22 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010	14.2	13.8	14.3	13.8	14.4	13.7	12.5	11.7	14.0
2009	14.2	13.8	14.3	13.8	14.4	13.9	12.7	11.5	14.0
2008	14.3	13.8	14.4	13.8	14.3	14.3	12.9	12.4	14.1
2007	14.4	13.8	14.5	13.8	14.4	14.4	13.0	12.7	14.2
2006	14.4	13.9	14.4	14.7	14.3	14.6	12.8	12.5	14.3
Non-government schools									
2015	13.6	12.5	14.2	13.5	13.8	13.1	13.9	12.5	13.4
2014	13.8	12.6	14.6	13.5	13.9	13.3	14.1	12.4	13.6
2013	13.7	12.6	14.7	13.6	13.7	13.3	14.4	12.7	13.6
2012	13.7	12.6	14.6	13.7	13.8	13.2	14.4	12.4	13.6
2011	13.8	12.7	14.7	13.8	13.8	13.3	14.6	12.5	13.6
2010	13.9	12.8	14.8	13.8	13.9	13.7	14.9	12.6	13.7
2009	13.8	12.8	14.7	13.9	14.0	13.6	14.7	12.5	13.7
2008	13.7	12.7	14.6	14.0	13.9	13.8	14.7	13.0	13.7
2007	13.8	12.9	14.6	14.2	14.1	13.9	14.7	13.6	13.8
2006	13.8	13.2	14.0	14.2	14.1	14.1	14.7	13.7	13.8
All schools									
2015	14.0	13.5	14.0	14.3	14.1	14.1	13.4	12.6	13.9
2014	14.0	13.5	14.3	14.4	14.1	13.8	13.3	12.1	13.9
2013	13.9	13.4	14.5	14.1	14.0	13.8	13.3	12.0	13.9
2012	14.0	13.2	14.4	14.1	14.1	13.7	13.5	11.4	13.8
2011	14.0	13.3	14.4	13.9	14.1	13.6	13.5	11.6	13.8
2010	14.1	13.4	14.4	13.8	14.2	13.7	13.4	11.9	13.9
2009	14.1	13.4	14.4	13.8	14.2	13.8	13.5	11.8	13.9
2008	14.1	13.4	14.5	13.9	14.2	14.2	13.6	12.6	13.9

TABLE 4A.22

Table 4A.22 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007	14.2	13.4	14.5	14.0	14.3	14.3	13.6	12.9	14.0
2006	14.2	13.7	14.3	14.5	14.2	14.4	13.6	12.8	14.1

- (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.
- (c) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning years 8 to 12 to years 7 to 12.

Source: ABS 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

Table 4A.23 **Aboriginal and Torres Strait Islander full time students, 2015 (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.	53 990	11 801	49 323	21 683	10 342	5 367	1 385	12 961	166 852
Non-government schools	no.	9 865	2 048	9 588	4 102	1 326	1 224	420	3 374	31 947
All schools	no.	63 855	13 849	58 911	25 785	11 668	6 591	1 805	16 335	198 799
Total students										
Government schools	no.	770 574	575 481	522 345	266 903	167 508	56 080	38 628	28 741	2 426 260
Non-government schools	no.	409 467	338 081	261 879	137 193	94 725	24 092	27 326	11 671	1 304 434
All schools	no.	1 180 041	913 562	784 224	404 096	262 233	80 172	65 954	40 412	3 730 694
Aboriginal and Torres Strait Islander students as a proportion of all students										
Government schools	%	7.0	2.1	9.4	8.1	6.2	9.6	3.6	45.1	6.9
Non-government schools	%	2.4	0.6	3.7	3.0	1.4	5.1	1.5	28.9	2.4
All schools	%	5.4	1.5	7.5	6.4	4.4	8.2	2.7	40.4	5.3

(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

Table 4A.24 **Students from language backgrounds other than English (LBOTE) 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>	<i>Aust</i>
Government schools									
2011	25.3	23.8	13.2	17.7	14.3	5.5	23.6	34.5	20.4
2006	23.6	21.3	11.7	14.1	12.7	4.7	19.7	26.1	18.3
2001	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1	na
Non-government schools									
2011	28.2	29.0	15.3	23.1	19.2	10.4	19.6	30.8	24.1
2006	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9	23.8
2001	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5	na
All schools									
2011	26.3	25.7	13.9	19.6	16.1	6.9	21.9	33.6	21.7
2006	25.0	23.9	12.7	16.5	14.6	6.0	19.2	25.8	20.1
2001	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8	na

- (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 LBOTE students 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.

Table 4A.24 **Students from language backgrounds other than English (LBOTE) 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>	<i>Aust</i>
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(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 Aboriginal and Torres Strait Islander students whose main language spoken at home is not English.

na Not available.

Source: Department of Education and Training (unpublished) based on the ABS (2001, 2006, 2011) *Census of Population and Housing*.

TABLE 4A.25

Table 4A.25 **Funded students with disability, 2015 (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.	50 447	32 577	29 500	11 490	15 147	4 692	2 099	1 698	147 650
Non-government schools	no.	20 068	13 058	8 926	3 611	4 092	1 112	821	830	52 518
All schools	no.	70 515	45 635	38 426	15 101	19 239	5 804	2 920	2 528	200 168
Total students (d)										
Government schools	no.	770 574	575 481	522 345	266 903	167 508	56 080	38 628	28 741	2 426 260
Non-government schools	no.	409 467	338 081	261 879	137 193	94 725	24 092	27 326	11 671	1 304 434
All schools	no.	1 180 041	913 562	784 224	404 096	262 233	80 172	65 954	40 412	3 730 694
Students with disability as a proportion of all students										
Government schools	%	6.5	5.7	5.6	4.3	9.0	8.4	5.4	5.9	6.1
Non-government schools	%	4.9	3.9	3.4	2.6	4.3	4.6	3.0	7.1	4.0
All schools	%	6.0	5.0	4.9	3.7	7.3	7.2	4.4	6.3	5.4

- (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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (unpublished).

TABLE 4A.26

Table 4A.26 **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>
2015									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	7.0	2.1	9.4	8.1	6.2	9.6	3.6	45.1	6.9
Students with disabilities (b)	6.5	5.7	5.6	4.3	9.0	8.4	5.4	5.9	6.1
Seniority profile (c)	11.2	11.9	12.6	11.5	14.3	12.6	15.9	9.1	12.0
Government students as % of all students (d)	65.3	63.0	66.6	66.0	63.9	69.9	58.6	71.1	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
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
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

TABLE 4A.26

Table 4A.26 **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>
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

(a) Refer to footnotes for table 4A.24. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.25.

(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (unpublished).

TABLE 4A.27

Table 4A.27 **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>
2015									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	2.4	0.6	3.7	3.0	1.4	5.1	1.5	28.9	2.4
Students with disabilities (b)	4.9	3.9	3.4	2.6	4.3	4.6	3.0	7.1	4.0
Seniority profile (c)	14.7	15.6	17.0	16.0	16.7	13.0	13.9	11.6	15.6
Non-government students as % of all students	34.7	37.0	33.4	34.0	36.1	30.1	41.4	28.9	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	34.7	37.2	33.3	34.0	36.5	30.1	42.3	27.7	35.0
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	34.6	37.2	33.4	34.2	36.2	30.0	42.6	27.3	35.0
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	34.3	37.1	33.4	34.6	36.2	29.5	42.7	26.4	34.9

TABLE 4A.27

Table 4A.27 **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>
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	34.0	36.9	33.3	35.0	36.1	29.3	43.1	26.1	34.8

(a) Refer to footnotes for table 4A.24. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.25.

(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (unpublished).

TABLE 4A.28

Table 4A.28 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>
2015									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	5.4	1.5	7.5	6.4	4.4	8.2	2.7	40.4	5.3
Students with disabilities (b)	6.0	5.0	4.9	3.7	7.3	7.2	4.4	6.3	5.4
Seniority profile (c)	12.4	13.3	14.1	13.0	15.2	12.7	15.0	9.9	13.3
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
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
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
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

Table 4A.28 **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>
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(a) Refer to footnotes for table 4A.24. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.25.

(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra; Australian Government Department of Education and Training (unpublished).

TABLE 4A.29

Table 4A.29 **Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2015 (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Metropolitan zone									
Primary									
Government schools	76.4	76.3	68.1	71.3	69.2	42.2	99.8	..	72.1
Non-government schools	77.8	77.9	74.2	75.8	78.7	54.2	100.0	..	76.3
All schools	76.8	76.8	69.9	72.6	72.4	45.5	99.9	..	73.4
Secondary									
Government schools	74.3	75.3	67.9	70.7	69.3	41.5	100.0	..	71.3
Non-government schools	80.9	78.9	76.8	81.4	82.5	56.4	100.0	..	78.9
All schools	77.0	76.9	71.4	75.2	74.5	46.5	100.0	..	74.4
All school levels									
Government schools	75.6	75.9	68.0	71.1	69.2	41.9	99.9	..	71.8
Non-government schools	79.3	78.4	75.5	78.8	80.3	55.3	100.0	..	77.6
All schools	76.9	76.9	70.5	73.7	73.2	45.9	99.9	..	73.8
Provincial zone									
Primary									
Government schools	23.1	23.6	28.1	20.3	26.1	56.3	0.2	51.9	24.9
Non-government schools	21.7	22.1	24.2	20.1	19.5	44.9	..	59.3	22.3
All schools	22.7	23.1	27.0	20.3	23.9	53.3	0.1	53.6	24.1
Secondary									
Government schools	25.2	24.5	29.7	22.2	26.6	57.6	..	60.8	26.5
Non-government schools	19.1	21.1	22.7	16.7	16.2	43.6	..	60.1	20.3
All schools	22.7	23.1	27.0	19.9	22.5	52.9	..	60.5	24.0
All school levels									
Government schools	23.9	24.0	28.7	21.0	26.3	56.9	0.1	55.0	25.6

TABLE 4A.29

Table 4A.29 **Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2015 (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-government schools	20.4	21.6	23.5	18.3	18.1	44.3	..	59.7	21.3
All schools	22.7	23.1	27.0	20.1	23.4	53.1	0.1	56.4	24.1
Remote zone									
Remote areas									
Primary									
Government schools	0.4	0.1	2.1	5.4	3.4	0.9	..	17.6	1.7
Non-government schools	0.4	..	1.1	2.4	1.7	0.9	..	24.6	1.0
All schools	0.4	0.1	1.8	4.6	2.8	0.9	..	19.2	1.5
Secondary									
Government schools	0.5	0.1	1.3	4.7	3.1	0.6	..	14.6	1.3
Non-government schools	..	..	0.5	1.4	1.2	–	..	29.2	0.6
All schools	0.3	0.1	1.0	3.4	2.4	0.4	..	20.0	1.0
All school levels									
Government schools	0.4	0.1	1.8	5.2	3.3	0.8	..	16.5	1.6
Non-government schools	0.2	..	0.8	1.9	1.5	0.4	..	27.0	0.8
All schools	0.4	0.1	1.5	4.1	2.7	0.7	..	19.5	1.3
Very remote areas									
Primary									
Government schools	0.1	..	1.7	2.9	1.3	0.5	..	30.6	1.2
Non-government schools	0.1	..	0.5	1.7	0.1	..	..	16.1	0.4
All schools	0.1	..	1.3	2.6	0.9	0.3	..	27.2	1.0
Secondary									
Government schools	0.1	..	1.1	2.3	0.9	0.3	..	24.6	0.8
Non-government schools	..	..	..	0.5	0.1	..	..	10.7	0.2

Table 4A.29 **Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2015 (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (f)	<i>WA</i> (f)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools	..	..	0.7	1.6	0.6	0.2	..	19.4	0.6
All school levels									
Government schools	0.1	..	1.5	2.7	1.2	0.4	..	28.5	1.1
Non-government schools	..	..	0.3	1.0	0.1	..	..	13.3	0.3
All schools	0.1	..	1.1	2.1	0.8	0.3	..	24.1	0.8

- (a) Geographic categorisation for this table is based on the agreed MCEEDYA Geographic Location Classification. Geographic categorisation from the 2016 year are reported on the ARIA+ remoteness classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 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.
- (f) From 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning years 8 to 12 to years 7 to 12.
- .. Not applicable. – Nil or rounded to zero.

Source: Australian Government Department of Education and Training (unpublished).

TABLE 4A.30

Table 4A.30 School participation rates by age and sex of students, all schools, 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 (d)</i>	<i>NT</i>	<i>Aust</i>
15–19 year olds									
Male	56.0	61.4	51.1	51.4	62.9	60.7	70.9	43.4	57.1
Female	57.2	62.2	50.8	53.0	63.3	63.6	70.6	48.1	58.1
All students	56.6	61.8	50.9	52.1	63.1	62.1	70.8	45.6	57.6
14 year olds									
Male	98.7	101.0	98.8	97.7	99.8	97.9	116.9	85.3	99.5
Female	98.5	101.3	100.7	95.7	100.9	97.3	112.7	85.1	99.7
All students	98.6	101.1	99.7	96.8	100.3	97.6	114.8	85.2	99.6
15 year olds									
Male	98.3	100.8	99.1	96.8	101.5	99.0	115.3	82.8	99.6
Female	98.8	101.1	99.4	95.8	100.8	99.9	112.1	86.0	99.8
All students	98.5	100.9	99.2	96.3	101.2	99.4	113.7	84.3	99.7
16 year olds									
Male	90.8	95.9	92.3	85.9	101.5	94.3	114.6	73.0	93.6
Female	93.4	98.0	94.9	87.8	101.5	96.8	116.7	74.1	96.2
All students	92.0	96.9	93.6	86.8	101.5	95.5	115.7	73.5	94.9
17 year olds									
Male	75.9	84.3	59.6	73.6	88.2	75.7	103.7	52.5	76.5
Female	81.2	89.7	57.3	78.0	93.2	84.3	108.2	60.9	80.5
All students	78.5	86.9	58.5	75.7	90.7	79.9	106.0	56.3	78.4
18 year olds									
Male	20.5	32.7	6.5	5.5	24.7	35.4	31.0	11.5	20.4
Female	17.4	29.1	5.1	4.4	21.6	35.2	26.9	13.2	17.8
All students	19.0	30.9	5.8	5.0	23.2	35.3	29.0	12.3	19.1

Table 4A.30 **School participation rates by age and sex of students, all schools, 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 (d)</i>	<i>NT</i>	<i>Aust</i>
19 year olds									
Male	1.1	2.6	0.9	1.1	5.2	1.8	2.5	1.7	1.9
Female	1.0	2.1	0.8	0.9	4.8	2.3	2.3	2.6	1.7
All students	1.1	2.4	0.9	1.0	5.0	2.0	2.4	2.1	1.8

- (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 2015. 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) Age at 1 July.
- (c) Different school commencement ages across some state and territories may affect comparisons between jurisdictions.
- (d) 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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.31

Table 4A.31 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 (d)</i>	<i>NT</i>	<i>Aust</i>
2015									
15–19 year olds	56.6	61.8	50.9	52.1	63.1	62.1	70.8	45.6	57.6
14 year olds	98.6	101.1	99.7	96.8	100.3	97.6	114.8	85.2	99.6
15 year olds	98.5	100.9	99.2	96.3	101.2	99.4	113.7	84.3	99.7
16 year olds	92.0	96.9	93.6	86.8	101.5	95.5	115.7	73.5	94.9
17 year olds	78.5	86.9	58.5	75.7	90.7	79.9	106.0	56.3	78.4
18 year olds	19.0	30.9	5.8	5.0	23.2	35.3	29.0	12.3	19.1
19 year olds	1.1	2.4	0.9	1.0	5.0	2.0	2.4	2.1	1.8
2014									
15–19 year olds	56.4	61.1	50.2	47.1	62.2	62.0	69.9	44.5	55.9
14 year olds	99.1	101.4	101.0	98.1	100.4	99.0	113.5	90.2	100.2
15 year olds	98.5	100.9	98.9	95.9	101.6	100.9	115.6	83.5	99.2
16 year olds	92.3	96.0	93.0	88.9	101.4	94.7	114.2	73.8	93.8
17 year olds	78.2	86.0	57.2	49.2	87.6	79.7	103.6	54.9	73.4
18 year olds	18.5	30.0	5.7	4.5	22.2	35.0	28.2	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
2013									
15–19 year olds	56.2	60.7	49.8	46.1	61.7	61.0	68.4	44.0	55.4
14 year olds	99.2	101.6	100.8	98.5	100.8	100.9	115.9	90.6	100.3
15 year olds	98.9	100.1	98.8	96.9	102.3	99.2	115.4	84.0	99.2
16 year olds	91.2	95.1	91.2	85.6	100.1	93.4	113.6	72.6	92.3
17 year olds	76.7	84.4	56.0	46.9	85.2	77.1	100.0	51.4	71.6
18 year olds	18.2	29.5	5.6	4.6	21.6	33.3	28.2	12.7	17.5
19 year olds	1.2	2.3	0.8	1.2	4.7	3.3	2.0	2.1	1.7

TABLE 4A.31

Table 4A.31 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 (d)</i>	<i>NT</i>	<i>Aust</i>
2012									
15–19 year olds	55.8	60.5	49.3	45.2	61.4	65.4	65.8	43.8	55.1
14 year olds	99.6	101.3	101.2	99.3	101.7	98.9	114.5	90.4	100.5
15 year olds	98.0	99.9	97.3	94.7	101.5	99.8	115.0	84.0	98.3
16 year olds	90.0	94.2	89.8	83.1	99.3	94.9	108.4	70.7	91.1
17 year olds	74.9	83.3	54.6	45.7	84.5	81.1	98.2	51.3	70.4
18 year olds	18.0	28.8	5.6	4.4	21.0	40.8	28.4	11.7	17.5
19 year olds	1.3	2.3	0.9	1.3	4.7	8.1	2.4	2.0	1.9
2011									
15–19 year olds	55.7	60.2	49.1	45.3	59.9	65.0	62.0	43.8	54.8
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
2010									
15–19 year olds	54.6	59.7	48.8	45.1	59.4	61.6	61.3	42.2	54.1
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

TABLE 4A.31

Table 4A.31 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 (d)</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
2008									
15–19 year olds	51.8	58.7	45.8	44.0	56.1	57.3	66.3	42.4	52.1
14 year olds	97.8	99.6	98.3	98.7	100.3	99.7	113.5	88.9	98.8
15 year olds	93.9	97.2	93.0	93.9	98.7	100.2	111.0	78.6	95.1
16 year olds	79.8	89.4	82.1	80.4	90.6	88.5	103.4	70.0	83.9
17 year olds	67.9	78.5	48.0	41.8	71.8	65.0	91.3	48.3	64.1
18 year olds	16.0	25.8	5.2	3.4	15.2	29.0	23.2	11.7	15.3
19 year olds	1.6	2.6	0.9	0.7	4.2	3.7	2.5	3.4	1.9
2007									
15–19 year olds	51.7	58.2	46.0	43.7	55.5	57.3	65.8	44.1	51.8
14 year olds	97.8	99.4	97.7	98.0	99.3	99.6	113.1	85.9	98.4
15 year olds	93.1	96.3	92.8	94.1	97.5	100.8	109.4	83.9	94.5
16 year olds	79.9	90.0	82.8	79.5	90.5	86.6	104.0	71.6	84.1
17 year olds	68.0	79.3	48.6	40.5	70.8	67.5	90.7	48.8	64.3
18 year olds	15.9	23.0	5.1	3.5	14.5	28.1	23.0	13.5	14.5
19 year olds	1.6	2.3	0.8	0.8	4.0	3.7	1.6	2.7	1.8

TABLE 4A.31

Table 4A.31 **School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (f)	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (d)	<i>NT</i>	<i>Aust</i>
2006									
15–19 year olds	51.9	57.9	46.1	44.3	54.6	57.2	65.9	45.1	51.9
14 year olds	97.0	98.8	97.1	98.4	98.6	100.4	110.9	90.1	97.9
15 year olds	93.3	96.1	92.3	95.3	96.2	98.6	109.8	84.5	94.5
16 year olds	80.0	89.9	82.3	80.1	88.3	87.3	102.4	72.6	83.9
17 year olds	68.6	78.7	49.5	41.5	70.3	67.9	91.5	51.3	64.7
18 year olds	15.8	22.8	5.3	4.0	14.5	28.1	23.5	13.0	14.5
19 year olds	1.8	2.2	0.9	0.9	3.6	3.9	2.1	4.0	1.9

- (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) Age at 1 July.
- (d) 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.
- (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.

Source: ABS 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.32

Table 4A.32 **15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above (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 (c)</i>
2015										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	118.8	137.2	108.6	66.6	27.4	7.3	6.9	2.7	476.4
15 to 19-year-old population	('000)	469.1	360.6	309.4	160.3	104.4	33.5	23.1	16.0	1 476.5
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	25.3	38.0	35.1	41.6	26.2	21.8	29.9	16.8	32.3
2014										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	134.2	147.5	106.4	57.3	28.8	7.0	7.3	2.7	491.9
15 to 19-year-old population	('000)	467.4	357.9	309.8	161.3	104.8	33.8	23.0	16.4	1 474.5
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	28.7	41.2	34.4	35.5	27.5	20.7	31.8	16.4	33.4
2013										
Number of 15 to 19-year-olds that successfully completed 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 that successfully completed 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
2012										
Number of 15 to 19-year-olds that successfully completed 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 that successfully completed 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

TABLE 4A.32

Table 4A.32 **15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above (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 (c)</i>
2011										
Number of 15 to 19-year-olds that successfully completed 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 that successfully completed 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

- (a) From 2014, this table provides data on on 'total VET activity', which includes all activity government VET providers (TAFEs and other government providers), community education providers, and other registered providers. For 2013 and prior years, the table reflects government funded activity only (which excludes the fee-for-service activity of Community education providers and other registered providers).
- (b) This table presents the number of units of competency completed annually from 2011 to 2015. The 2015 data are preliminary and will be revised following the annual data submission to the 2016 National VET Provider Collection. Final figures will be released by NCVET in July 2017.
- (c) From 2014, the Australia total includes unit of competency data where the state or territory is recorded as 'not known' or 'multiple states'.

Source: Source: NCVET, National VET Provider Collection (various years); NCVET, National VET in Schools Collection (various years); ABS 2016, *Australian Demographic Statistics, December 2015*, Cat. no. 3101.0, Canberra.

TABLE 4A.33

Table 4A.33 Student attendance rates, by year level and Indigenous status, 2016 (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>
Government schools									
All students									
Year 1	93.9	93.5	92.5	92.4	92.0	92.9	93.0	81.7	93.0
Year 2	94.1	93.8	92.7	92.7	92.0	93.2	93.2	83.7	93.2
Year 3	94.2	93.9	92.9	93.0	92.3	93.4	93.5	84.4	93.4
Year 4	93.9	93.8	92.8	92.9	92.0	93.1	93.2	84.1	93.2
Year 5	93.9	93.7	92.8	92.9	92.0	93.2	93.3	83.9	93.2
Year 6	93.4	93.5	92.5	92.6	91.8	92.6	92.5	82.2	92.9
Year 7	92.8	93.6	91.8	91.0	91.4	90.7	91.4	79.7	92.2
Year 8	90.5	91.4	89.7	88.1	90.3	88.2	89.5	76.5	90.0
Year 9	89.1	90.6	88.6	86.6	88.0	86.6	88.3	74.2	88.8
Year 10	87.6	90.8	88.2	85.5	87.8	85.1	87.0	74.7	88.1
Primary ungraded	90.2	84.9	na	na	89.3	na	na	na	88.0
Secondary ungraded	83.3	86.5	94.2	96.4	88.1	na	na	91.4	85.2
Aboriginal and Torres Strait Islander students									
Year 1	90.1	89.4	86.1	80.0	82.4	90.4	86.1	69.3	85.3
Year 2	90.2	89.6	86.5	81.0	82.9	90.5	87.6	73.3	86.0
Year 3	90.5	89.8	87.0	81.3	82.5	91.8	88.4	73.7	86.4
Year 4	90.1	89.2	87.2	81.5	82.6	90.7	85.1	74.9	86.2
Year 5	90.0	89.3	87.4	82.0	81.8	91.7	87.6	73.2	86.2
Year 6	89.7	89.4	86.7	80.7	81.5	89.6	86.7	72.2	85.5
Year 7	86.6	87.0	84.8	75.0	81.8	86.5	83.5	67.7	82.8

TABLE 4A.33

Table 4A.33 Student attendance rates, by year level and Indigenous status, 2016 (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 8	81.8	83.2	81.7	68.6	76.7	82.8	78.6	63.2	78.3
Year 9	79.2	82.8	79.1	63.4	74.3	79.3	80.5	58.5	75.2
Year 10	74.9	82.0	79.1	61.7	74.7	78.4	76.0	55.8	73.8
Primary ungraded	87.9	82.0	na	na	81.1	na	na	na	86.0
Secondary ungraded	76.4	77.0	na	na	77.9	na	na	na	76.6
Non-Indigenous students									
Year 1	94.2	93.6	93.2	93.5	92.7	93.2	93.2	92.2	93.6
Year 2	94.4	93.8	93.4	93.8	92.7	93.5	93.4	92.8	93.8
Year 3	94.4	94.0	93.6	94.0	93.0	93.6	93.7	92.6	94.0
Year 4	94.2	93.9	93.4	93.9	92.6	93.4	93.5	92.5	93.8
Year 5	94.2	93.8	93.3	93.9	92.7	93.3	93.6	93.1	93.8
Year 6	93.7	93.6	93.2	93.8	92.5	93.0	92.8	92.5	93.5
Year 7	93.3	93.7	92.6	92.5	92.0	91.1	91.8	91.7	93.0
Year 8	91.2	91.6	90.6	90.2	91.3	88.8	89.9	89.7	91.0
Year 9	90.0	90.8	89.7	89.0	88.9	87.4	88.7	87.8	89.8
Year 10	88.6	90.9	89.1	87.7	88.7	85.8	87.5	87.8	89.1
Primary ungraded	90.6	85.0	na	na	90.0	na	na	na	88.2
Secondary ungraded	84.7	86.9	94.2	96.4	88.8	na	na	92.2	86.3
Non-government schools									
All students									
Year 1	94.3	94.1	94.2	93.1	93.4	94.2	94.2	87.4	94.0
Year 2	94.4	94.4	94.4	93.4	93.7	94.4	94.7	87.9	94.2

TABLE 4A.33

Table 4A.33 Student attendance rates, by year level and Indigenous status, 2016 (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 3	94.6	94.5	94.6	93.9	94.0	94.7	94.5	89.4	94.4
Year 4	94.4	94.5	94.5	93.9	94.0	94.7	94.6	87.7	94.3
Year 5	94.4	94.5	94.5	93.9	93.9	94.4	94.4	87.2	94.3
Year 6	94.1	94.4	94.5	93.9	93.9	94.2	94.1	88.6	94.2
Year 7	94.5	94.8	94.6	94.5	93.7	93.7	93.8	83.8	94.4
Year 8	93.1	93.6	93.5	93.2	93.4	92.6	92.2	81.9	93.2
Year 9	92.3	93.2	93.0	92.7	92.4	92.1	91.7	81.4	92.6
Year 10	91.2	92.8	92.4	91.9	92.0	91.5	90.8	80.3	91.9
Primary ungraded	93.2	92.7	93.1	na	90.5	92.3	na	na	92.5
Secondary ungraded	92.7	72.4	65.8	27.9	91.1	95.9	na	na	69.8
Aboriginal and Torres Strait Islander students									
Year 1	91.3	91.8	89.7	79.3	86.4	93.0	88.6	69.6	87.6
Year 2	91.2	89.9	91.1	80.0	88.1	90.8	93.7	71.5	88.0
Year 3	91.7	90.2	90.7	80.7	89.6	92.8	92.2	73.3	88.8
Year 4	91.2	91.3	90.7	79.8	89.9	90.6	93.9	68.3	88.1
Year 5	90.9	90.6	89.8	79.6	87.4	93.6	90.0	70.4	87.2
Year 6	90.6	90.8	91.2	78.0	90.6	91.6	91.8	73.6	88.0
Year 7	90.3	89.9	88.2	82.6	86.6	90.8	87.8	65.9	85.5
Year 8	88.6	85.0	88.0	80.0	88.0	89.3	88.1	60.1	83.6
Year 9	84.0	82.8	86.2	76.7	85.8	90.6	87.2	59.6	80.9
Year 10	79.3	86.3	84.5	73.3	83.3	87.5	77.4	59.6	79.0

TABLE 4A.33

Table 4A.33 Student attendance rates, by year level and Indigenous status, 2016 (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 ungraded	na	na	na	na	na	na	na	na	na
Secondary ungraded	na	55.8	52.9	23.3	na	na	na	na	37.4
Non-Indigenous students									
Year 1	94.4	94.1	94.4	93.5	93.5	94.3	94.3	92.5	94.1
Year 2	94.5	94.4	94.6	93.8	93.8	94.7	94.7	93.3	94.4
Year 3	94.7	94.5	94.7	94.3	94.0	94.9	94.6	93.3	94.6
Year 4	94.5	94.5	94.7	94.3	94.1	94.9	94.6	93.2	94.5
Year 5	94.5	94.6	94.7	94.3	94.0	94.5	94.4	93.1	94.5
Year 6	94.2	94.4	94.6	94.4	93.9	94.3	94.1	92.9	94.3
Year 7	94.6	94.8	94.9	94.8	93.8	93.8	93.9	92.0	94.6
Year 8	93.2	93.6	93.7	93.6	93.5	92.8	92.3	91.5	93.4
Year 9	92.5	93.3	93.3	93.2	92.5	92.1	91.8	91.2	92.9
Year 10	91.5	92.8	92.7	92.6	92.2	91.7	91.0	90.4	92.2
Primary ungraded	93.3	92.9	93.8	na	90.4	92.3	na	na	92.7
Secondary ungraded	92.7	73.1	67.0	30.3	91.1	95.9	na	na	72.4
All schools									
All students									
Year 1	94.0	93.7	93.0	92.5	92.5	93.2	93.4	82.9	93.3
Year 2	94.2	93.9	93.2	92.9	92.5	93.5	93.7	84.6	93.5
Year 3	94.3	94.1	93.4	93.2	92.9	93.8	93.9	85.5	93.7
Year 4	94.1	94.0	93.3	93.1	92.7	93.5	93.7	84.8	93.6
Year 5	94.1	94.0	93.3	93.2	92.6	93.5	93.7	84.6	93.6

TABLE 4A.33

Table 4A.33 Student attendance rates, by year level and Indigenous status, 2016 (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 6	93.6	93.8	93.1	93.0	92.5	93.1	93.2	83.7	93.3
Year 7	93.5	94.1	92.8	92.4	92.3	91.7	92.6	81.2	93.1
Year 8	91.6	92.3	91.1	90.1	91.6	89.6	90.8	78.5	91.3
Year 9	90.4	91.6	90.4	89.0	89.8	88.4	90.0	76.8	90.3
Year 10	89.0	91.6	89.8	88.1	89.5	87.1	88.8	76.4	89.6
Primary ungraded	90.2	85.0	93.1	na	89.4	92.3	na	na	88.1
Secondary ungraded	83.3	85.7	87.7	64.3	88.3	95.9	na	91.4	84.6
Aboriginal and Torres Strait Islander students									
Year 1	90.3	89.6	86.5	79.9	82.8	90.8	86.4	69.3	85.6
Year 2	90.4	89.6	87.1	80.9	83.4	90.5	88.4	73.0	86.2
Year 3	90.7	89.8	87.4	81.3	83.2	92.0	89.2	73.7	86.7
Year 4	90.2	89.4	87.6	81.3	83.3	90.7	87.0	74.2	86.4
Year 5	90.2	89.4	87.7	81.8	82.4	92.1	88.1	72.8	86.4
Year 6	89.8	89.5	87.2	80.3	82.5	90.0	88.1	72.4	85.8
Year 7	87.2	87.4	85.5	76.3	82.3	87.4	84.4	67.2	83.3
Year 8	83.1	83.5	82.9	70.5	78.2	84.0	82.1	62.4	79.3
Year 9	80.1	82.8	80.7	65.7	75.9	81.7	82.2	58.8	76.3
Year 10	75.7	82.8	80.3	64.0	75.9	79.6	76.3	56.8	74.8
Primary ungraded	87.9	82.0	na	na	81.1	na	na	na	86.0
Secondary ungraded	76.4	76.0	57.2	23.3	77.9	na	na	na	75.5

TABLE 4A.33

Table 4A.33 Student attendance rates, by year level and Indigenous status, 2016 (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>
Non-Indigenous students									
Year 1	94.3	93.7	93.6	93.5	92.9	93.4	93.6	92.3	93.8
Year 2	94.4	94.0	93.7	93.8	93.0	93.8	93.9	92.9	94.0
Year 3	94.5	94.2	93.9	94.1	93.3	93.9	94.0	92.8	94.1
Year 4	94.3	94.1	93.8	94.0	93.1	93.8	94.0	92.7	94.0
Year 5	94.3	94.1	93.7	94.0	93.1	93.7	93.9	93.1	94.0
Year 6	93.9	93.9	93.6	94.0	93.0	93.4	93.3	92.6	93.7
Year 7	93.9	94.2	93.5	93.5	92.7	92.1	92.8	91.8	93.7
Year 8	92.1	92.4	91.8	91.6	92.2	90.2	91.1	90.5	92.0
Year 9	91.0	91.8	91.2	90.7	90.4	89.0	90.2	89.2	91.1
Year 10	89.8	91.7	90.5	89.7	90.1	87.8	89.1	88.7	90.4
Primary ungraded	90.6	85.1	93.8	na	90.0	92.3	na	na	88.3
Secondary ungraded	84.8	86.2	88.3	72.2	88.9	95.9	na	92.2	85.7

(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) NSW government schools data are not collected on a comparable basis with other jurisdictions. Comparisons of government school attendance rates across jurisdictions should be made with caution.

na Not available.

Source: ACARA (unpublished).

TABLE 4A.34

Table 4A.34 Student attendance rates, by year level and Indigenous status, 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>
Government schools									
All students									
Year 1	93.8	93.6	92.2	92.5	91.7	92.6	93.3	82.6	92.9
Year 2	94.0	93.9	92.5	92.8	92.1	93.2	93.5	84.4	93.3
Year 3	94.1	94.1	92.7	93.1	92.3	93.4	93.7	84.7	93.4
Year 4	94.0	94.0	92.7	93.1	92.1	93.4	93.7	84.0	93.3
Year 5	94.0	94.0	92.6	93.0	92.1	93.4	93.4	83.0	93.3
Year 6	93.5	93.8	92.5	93.0	91.9	93.0	92.8	83.3	93.0
Year 7	92.7	93.6	91.6	90.6	91.4	90.9	91.7	80.0	92.1
Year 8	90.6	91.4	90.8	89.3	90.2	88.5	90.2	77.4	90.4
Year 9	89.3	90.7	89.0	86.7	88.1	86.5	87.7	75.0	89.0
Year 10	87.7	90.8	87.8	85.1	87.6	85.3	87.7	75.3	88.0
Primary ungraded	90.5	89.9	na	na	89.9	na	na	na	90.2
Secondary ungraded	83.5	87.8	94.3	96.3	88.8	na	na	94.3	86.1
Aboriginal and Torres Strait Islander students									
Year 1	90.2	89.1	86.0	80.5	83.5	90.3	86.7	71.5	85.6
Year 2	90.6	89.9	86.5	81.2	82.6	91.5	88.4	73.6	86.3
Year 3	90.4	89.5	87.1	82.0	83.9	91.3	88.0	75.2	86.4
Year 4	90.4	89.3	87.2	82.9	83.3	92.8	88.9	73.7	86.5
Year 5	90.2	89.5	86.8	81.9	82.8	91.7	88.1	73.2	86.0
Year 6	89.9	89.0	86.7	81.4	82.9	90.4	88.7	73.1	85.8
Year 7	86.0	86.2	84.9	75.1	80.9	86.4	83.1	69.1	82.5

TABLE 4A.34

Table 4A.34 Student attendance rates, by year level and Indigenous status, 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 8	82.6	82.3	82.9	70.5	76.8	82.6	83.2	64.8	78.9
Year 9	79.2	81.1	80.6	64.7	73.5	81.0	75.7	58.8	76.0
Year 10	74.4	83.0	78.4	60.3	73.3	78.0	77.3	55.9	73.4
Primary ungraded	87.8	84.4	na	na	83.2	na	na	na	86.7
Secondary ungraded	75.2	79.9	na	na	79.4	na	na	na	76.2
Non-Indigenous students									
Year 1	94.1	93.7	92.9	93.6	92.3	92.8	93.5	92.0	93.5
Year 2	94.3	94.0	93.2	93.8	92.8	93.4	93.7	92.5	93.8
Year 3	94.4	94.2	93.3	94.1	92.8	93.6	93.9	93.3	93.9
Year 4	94.3	94.1	93.3	94.1	92.6	93.5	93.9	93.1	93.8
Year 5	94.3	94.1	93.2	94.0	92.7	93.5	93.6	92.7	93.8
Year 6	93.8	93.9	93.1	94.1	92.4	93.2	93.0	92.9	93.6
Year 7	93.3	93.8	92.4	92.3	92.1	91.5	92.0	92.5	93.0
Year 8	91.3	91.6	91.7	91.3	91.1	89.2	90.5	89.9	91.4
Year 9	90.1	90.9	89.8	88.8	89.1	87.1	88.2	89.8	89.9
Year 10	88.7	91.0	88.7	87.3	88.6	86.1	88.1	88.2	89.1
Primary ungraded	91.0	90.2	na	na	90.3	na	na	na	90.5
Secondary ungraded	85.2	88.1	94.3	96.3	89.3	na	na	94.3	87.2
Non-government schools									
All students									
Year 1	93.9	94.1	93.9	93.1	93.6	94.0	94.6	88.5	93.8
Year 2	94.3	94.4	94.2	93.7	94.0	94.5	94.2	90.2	94.2

TABLE 4A.34

Table 4A.34 Student attendance rates, by year level and Indigenous status, 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 3	94.5	94.6	94.3	93.8	94.2	94.7	94.8	88.8	94.4
Year 4	94.3	94.5	94.4	94.0	93.9	94.5	94.4	88.7	94.2
Year 5	94.3	94.6	94.4	93.9	94.2	94.4	94.6	89.2	94.3
Year 6	93.9	94.4	94.3	94.0	93.9	94.1	93.9	87.9	94.1
Year 7	94.4	95.1	94.5	94.4	93.6	93.8	93.9	89.7	94.5
Year 8	93.1	93.8	93.9	93.4	93.6	92.6	93.4	87.7	93.4
Year 9	92.4	93.6	93.0	92.9	92.7	92.0	92.2	87.7	92.8
Year 10	91.5	93.3	92.2	91.8	92.2	91.6	91.9	86.4	92.1
Primary ungraded	92.5	92.0	na	na	93.1	85.2	na	na	92.4
Secondary ungraded	93.5	90.7	49.2	na	95.9	85.1	na	na	90.3
Aboriginal and Torres Strait Islander students									
Year 1	90.6	92.6	90.5	76.1	89.4	92.9	90.8	73.2	87.7
Year 2	90.8	93.5	89.9	80.0	90.4	92.6	93.8	77.2	88.8
Year 3	91.3	93.3	91.0	76.8	89.7	93.9	93.2	71.3	88.4
Year 4	90.4	93.0	90.7	79.3	91.1	93.7	92.3	74.1	88.2
Year 5	89.9	93.4	91.1	79.6	91.6	93.7	90.8	75.5	88.3
Year 6	90.8	92.7	90.4	79.2	89.6	92.9	93.7	75.5	88.2
Year 7	90.5	93.0	91.3	83.3	90.5	91.2	91.5	77.2	88.7
Year 8	88.5	88.8	88.6	81.1	88.2	90.2	88.0	75.0	85.8
Year 9	87.3	90.1	87.1	78.8	85.2	87.6	87.0	76.8	85.1
Year 10	84.9	88.4	85.8	71.8	84.8	89.7	86.2	75.3	82.7

TABLE 4A.34

Table 4A.34 Student attendance rates, by year level and Indigenous status, 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>
Primary ungraded	91.0	na	na	na	na	na	na	na	90.9
Secondary ungraded	na	na	na	na	na	na	na	na	68.7
Non-Indigenous students									
Year 1	93.9	94.1	94.1	93.6	93.6	94.0	94.6	93.8	94.0
Year 2	94.4	94.4	94.3	94.1	94.1	94.6	94.2	93.5	94.3
Year 3	94.6	94.6	94.4	94.4	94.2	94.8	94.8	94.0	94.5
Year 4	94.4	94.5	94.5	94.4	93.9	94.6	94.4	93.8	94.4
Year 5	94.4	94.7	94.5	94.4	94.2	94.4	94.7	93.9	94.5
Year 6	94.0	94.4	94.5	94.4	94.0	94.2	93.9	92.1	94.2
Year 7	94.5	95.1	94.6	94.7	93.7	93.9	93.9	93.6	94.6
Year 8	93.2	93.9	94.1	93.7	93.6	92.7	93.5	92.8	93.6
Year 9	92.5	93.6	93.2	93.3	92.8	92.2	92.2	91.5	93.0
Year 10	91.6	93.3	92.4	92.5	92.3	91.7	92.1	91.2	92.4
Primary ungraded	92.6	92.1	na	na	93.2	85.2	na	na	92.4
Secondary ungraded	93.5	90.9	45.8	na	95.9	85.1	na	na	90.7
All schools									
All students									
Year 1	93.8	93.8	92.7	92.6	92.3	92.9	93.7	84.0	93.2
Year 2	94.1	94.1	93.0	93.0	92.7	93.5	93.8	85.6	93.5
Year 3	94.2	94.2	93.1	93.3	92.9	93.8	94.1	85.5	93.7
Year 4	94.1	94.1	93.2	93.3	92.7	93.7	94.0	85.1	93.6
Year 5	94.1	94.2	93.1	93.2	92.8	93.6	93.9	84.4	93.6

TABLE 4A.34

Table 4A.34 Student attendance rates, by year level and Indigenous status, 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 6	93.7	94.0	93.1	93.3	92.6	93.3	93.3	84.4	93.4
Year 7	93.4	94.2	92.7	92.2	92.2	91.9	92.8	83.6	93.1
Year 8	91.6	92.5	92.0	91.0	91.6	89.9	91.8	81.4	91.7
Year 9	90.5	91.9	90.5	89.2	90.0	88.2	89.9	80.0	90.5
Year 10	89.2	91.8	89.4	87.8	89.5	87.2	89.7	78.9	89.6
Primary ungraded	90.7	89.9	na	na	89.9	85.2	na	na	90.3
Secondary ungraded	83.7	87.8	92.2	96.3	89.0	85.1	na	94.3	86.1
Aboriginal and Torres Strait Islander students									
Year 1	90.3	89.8	86.6	80.0	84.0	90.7	87.4	71.8	85.9
Year 2	90.6	90.6	86.9	81.1	83.2	91.7	89.5	74.0	86.6
Year 3	90.5	90.3	87.5	81.4	84.4	91.7	89.2	74.7	86.7
Year 4	90.4	90.1	87.6	82.4	84.1	93.0	89.6	73.7	86.7
Year 5	90.1	90.3	87.4	81.6	83.6	92.1	88.8	73.5	86.3
Year 6	90.1	89.8	87.2	81.1	83.5	90.9	89.7	73.4	86.2
Year 7	86.9	87.1	86.0	76.4	81.9	87.2	86.0	70.8	83.5
Year 8	83.6	83.4	84.0	72.3	78.1	84.2	84.6	67.5	80.2
Year 9	80.6	82.5	82.0	67.2	75.0	81.9	78.5	63.4	77.7
Year 10	76.2	83.8	79.9	62.8	74.7	80.0	80.2	61.0	75.1
Primary ungraded	87.8	84.4	na	na	83.3	na	na	na	86.7
Secondary ungraded	75.2	79.8	na	na	79.4	na	na	na	76.2

TABLE 4A.34

Table 4A.34 Student attendance rates, by year level and Indigenous status, 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>
Non-Indigenous students									
Year 1	94.0	93.8	93.2	93.6	92.7	93.1	93.9	92.5	93.7
Year 2	94.3	94.1	93.5	93.9	93.2	93.7	93.9	92.7	93.9
Year 3	94.4	94.3	93.6	94.2	93.3	93.9	94.3	93.5	94.1
Year 4	94.3	94.2	93.6	94.2	93.1	93.8	94.1	93.3	94.0
Year 5	94.3	94.3	93.6	94.1	93.3	93.8	94.0	93.1	94.0
Year 6	93.9	94.0	93.5	94.2	93.0	93.5	93.4	92.6	93.8
Year 7	93.8	94.4	93.3	93.3	92.7	92.3	93.0	93.0	93.6
Year 8	92.1	92.6	92.7	92.4	92.2	90.4	92.0	91.3	92.3
Year 9	91.1	92.1	91.2	90.7	90.7	88.8	90.2	90.6	91.2
Year 10	89.9	91.9	90.1	89.5	90.2	87.9	90.0	89.3	90.4
Primary ungraded	91.2	90.2	na	na	90.4	85.2	na	na	90.6
Secondary ungraded	85.3	88.2	92.5	96.3	89.5	85.1	na	94.3	87.2

(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) NSW data are not collected on a comparable basis with other jurisdictions. Therefore comparisons with other jurisdictions should be made with caution.

na Not available.

Source: ACARA (unpublished).

TABLE 4A.35

Table 4A.35 Student attendance rates, government schools, by Indigenous status and remoteness (per cent) (a), (b)

	NSW (c)	Vic (d)	Qld	WA	SA	Tas (d)	ACT (d)	NT (d)	Aust
Years 1-6									
All students									
2016	93.9	93.7	92.7	92.7	92.0	93.1	93.1	83.3	93.2
Major city	94.3	93.8	93.2	93.7	92.4	..	93.1	..	93.7
Inner regional	93.1	93.4	92.7	92.6	92.3	93.2	..	..	93.0
Outer regional	92.3	93.1	91.8	91.2	90.9	92.9	..	91.5	92.0
Remote	89.9	92.3	89.7	88.6	91.8	92.3	..	85.3	89.0
Very remote	88.1	..	84.2	79.8	79.7	92.0	..	67.6	77.4
2015	93.9	93.9	92.5	92.9	92.0	93.2	93.4	83.7	93.2
2014	94.8	93.2	92.4	92.4	92.3	93.3	93.3	82.2	93.2
Aboriginal and Torres Strait Islander students									
2016	90.1	89.4	86.8	81.1	82.3	90.8	86.8	72.7	85.9
Major city	90.8	89.7	88.8	85.5	83.9	..	86.7	..	88.6
Inner regional	90.2	90.1	89.3	87.7	87.5	90.3	..	..	89.7
Outer regional	89.0	87.4	86.0	83.1	81.7	91.5	..	86.3	86.5
Remote	87.3	..	82.7	76.2	85.5	90.4	..	78.7	80.1
Very remote	86.3	..	80.2	68.3	67.8	89.2	..	65.0	71.0
2015	90.3	89.4	86.7	81.6	83.2	91.3	88.1	73.4	86.1
2014	91.0	88.7	86.3	81.2	82.2	91.3	87.5	72.3	85.8
Non-Indigenous students									
2016	94.2	93.8	93.4	93.8	92.7	93.3	93.4	92.6	93.7
Major city	94.4	93.9	93.5	94.1	92.8	..	93.4	..	93.9
Inner regional	93.6	93.5	93.1	93.0	92.5	93.4	..	..	93.3
Outer regional	93.1	93.6	93.3	92.8	92.1	93.1	..	92.9	93.1

TABLE 4A.35

Table 4A.35 Student attendance rates, government schools, by Indigenous status and remoteness (per cent) (a), (b)

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Remote	92.1	92.2	92.8	93.2	92.4	92.6	..	92.0	92.7
Very remote	93.3	..	92.1	91.2	90.7	92.3	..	90.9	91.5
2015	94.2	94.0	93.2	93.9	92.6	93.4	93.6	92.7	93.7
2014	95.0	93.3	93.1	93.5	92.9	93.4	93.5	91.0	93.8
Years 7-10									
All students									
2016	90.0	91.6	89.7	87.8	89.4	87.6	89.1	76.3	89.8
Major city	90.9	92.2	90.5	89.3	89.9	..	89.1	..	90.9
Inner regional	87.8	89.7	89.0	87.7	89.8	87.1	..	..	88.6
Outer regional	86.9	90.6	88.8	85.0	88.2	88.4	..	87.3	88.1
Remote	83.4	90.6	84.4	80.9	88.2	83.5	..	77.6	82.9
Very remote	76.7	..	78.8	68.6	76.0	94.3	..	54.4	67.3
2015	90.0	91.6	89.7	87.9	89.3	87.7	89.3	77.0	89.8
2014	90.5	90.6	89.4	87.8	89.3	87.8	88.1	76.3	89.6
Aboriginal and Torres Strait Islander students									
2016	80.7	83.8	81.5	67.3	76.9	81.6	79.9	61.7	77.7
Major city	82.5	84.3	84.1	71.6	79.4	..	79.9	..	81.2
Inner regional	80.0	84.1	83.3	76.8	82.0	79.2	..	..	81.2
Outer regional	78.2	81.9	80.7	69.5	76.1	84.6	..	79.4	78.9
Remote	76.9	..	73.0	63.3	70.1	80.4	..	69.7	68.6
Very remote	73.6	..	71.1	53.2	61.5	0.0	..	51.8	57.7
2015	80.6	83.3	81.7	68.0	76.1	82.0	79.8	62.9	77.8
2014	81.3	82.2	81.2	69.3	76.6	82.0	76.6	63.8	77.9

TABLE 4A.35

Table 4A.35 Student attendance rates, government schools, by Indigenous status and remoteness (per cent) (a), (b)

	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Non-Indigenous students									
2016	90.8	91.8	90.6	89.9	90.3	88.2	89.5	89.2	90.8
Major city	91.4	92.3	90.8	90.2	90.4	..	89.5	..	91.3
Inner regional	89.0	89.9	89.7	88.6	90.2	87.9	..	..	89.3
Outer regional	89.1	91.3	90.7	88.1	89.6	89.0	..	89.4	89.9
Remote	88.8	90.6	90.3	89.9	89.7	84.0	..	87.8	89.6
Very remote	91.2	..	90.1	90.0	89.6	94.7	..	89.6	90.1
2015	90.8	91.8	90.5	89.9	90.2	88.4	89.6	90.1	90.8
2014	91.2	90.8	90.2	89.6	90.2	88.4	88.6	87.8	90.5
Years 1-10									
All students									
2016	92.4	92.8	91.7	91.1	91.0	91.1	91.7	81.1	91.9
Major city	93.0	93.1	92.4	92.3	91.4	..	91.8	..	92.7
Inner regional	91.1	92.0	91.4	90.9	91.4	91.0	..	..	91.4
Outer regional	90.2	91.9	90.8	89.0	89.8	91.3	..	90.1	90.5
Remote	86.9	91.5	88.4	86.1	90.3	89.2	..	83.2	87.1
Very remote	84.0	..	82.7	76.3	78.4	92.7	..	63.4	74.4
2015	92.4	93.0	91.6	91.2	91.0	91.1	92.0	81.6	92.0
2014	93.1	92.2	91.4	90.9	91.2	91.2	91.5	80.3	91.9
Aboriginal and Torres Strait Islander students									
2016	86.5	87.0	85.1	76.4	80.3	87.5	84.4	69.2	83.1
Major city	87.5	87.3	87.2	81.1	82.2	..	84.2	..	86.0
Inner regional	86.3	87.6	87.3	83.7	85.5	86.4	..	..	86.6
Outer regional	84.9	84.8	84.2	78.5	79.7	88.9	..	84.1	83.8

Table 4A.35 Student attendance rates, government schools, by Indigenous status and remoteness (per cent) (a), (b)

	NSW (c)	Vic (d)	Qld	WA	SA	Tas (d)	ACT (d)	NT (d)	Aust
Remote	82.5	..	80.3	71.4	79.9	86.8	..	76.0	76.3
Very remote	81.4	..	78.0	63.1	65.5	89.2	..	60.7	66.9
2015	86.5	86.9	85.1	76.9	80.6	87.7	85.2	70.0	83.2
2014	87.1	86.2	84.6	77.0	80.1	87.6	83.6	69.5	83.0
Non-Indigenous students									
2016	92.9	92.9	92.5	92.5	91.7	91.5	92.0	91.5	92.6
Major city	93.3	93.2	92.6	92.9	91.9	..	92.0	..	93.0
Inner regional	91.8	92.2	92.0	91.5	91.6	91.5	..	..	91.9
Outer regional	91.5	92.5	92.4	91.2	91.1	91.6	..	91.7	91.9
Remote	90.8	91.5	92.3	92.2	91.3	89.6	..	90.9	91.8
Very remote	92.8	..	91.5	90.8	90.3	93.0	..	90.5	91.1
2015	92.9	93.1	92.3	92.6	91.7	91.5	92.2	91.9	92.7
2014	93.6	92.4	92.1	92.2	91.9	91.6	91.8	90.0	92.6

- (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) Student remoteness for this table is based on the Access/Remoteness Index of Australia (ARIA+). ARIA+ is the standard ABS-endorsed measure of remoteness. From 2016, Student remoteness is determined according to ARIA+ remoteness regions. Geographic categorisation prior the 2016 year are reported on the MCEEDYA remoteness classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.
- (c) NSW government schools data are not collected on a comparable basis with other jurisdictions. Comparisons of government school attendance rates across jurisdictions should be made with caution.
- (d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or inner regional areas in the NT.

.. Not applicable

Source: ACARA (unpublished).

TABLE 4A.36

Table 4A.36 Student attendance rates, non-government schools, by Indigenous status and remoteness (per cent) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
Years 1–6									
All students									
2016	94.4	94.4	94.5	93.7	93.8	94.4	94.4	88.0	94.2
Major city	94.6	94.6	94.7	94.3	94.0	..	94.4	..	94.5
Inner regional	93.7	93.9	94.2	93.3	93.4	94.7	..	..	93.9
Outer regional	94.0	93.2	94.2	92.9	93.3	93.5	..	92.6	93.7
Remote	91.7	96.3	91.2	89.4	91.1	93.4	..	88.9	90.4
Very remote	87.6	..	90.9	71.5	76.2	..	..	61.8	76.1
2015	94.2	94.4	94.2	93.8	94.0	94.4	94.4	88.9	94.2
2014	95.1	94.5	94.4	93.6	94.2	95.2	94.0	88.8	94.5
Aboriginal and Torres Strait Islander students									
2016	91.1	90.7	90.5	79.5	88.6	92.1	91.9	71.1	87.9
Major city	91.7	91.3	91.9	91.0	90.4	..	91.9	..	91.6
Inner regional	90.8	91.6	92.0	89.9	89.7	91.4	..	..	91.2
Outer regional	92.0	87.2	89.4	87.5	86.9	92.8	..	87.8	89.9
Remote	88.3	..	86.1	78.6	0.0	91.7	..	79.9	82.1
Very remote	84.8	..	87.4	68.9	74.6	0.0	..	52.9	67.7
2015	90.7	93.1	90.6	78.5	90.3	93.2	92.5	74.5	88.3
2014	91.7	92.2	90.0	79.5	89.5	93.4	92.8	73.7	88.2
Non-Indigenous students									
2016	94.5	94.4	94.6	94.1	93.9	94.6	94.4	93.0	94.4
Major city	94.6	94.6	94.7	94.3	94.1	..	94.4	..	94.5
Inner regional	93.9	93.9	94.3	93.3	93.5	94.9	..	..	94.0
Outer regional	94.1	93.4	94.6	93.2	93.5	93.7	..	93.0	94.0

TABLE 4A.36

Table 4A.36 Student attendance rates, non-government schools, by Indigenous status and remoteness (per cent) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
Remote	92.7	96.3	92.4	93.2	91.2	93.5	..	93.1	92.6
Very remote	90.8	..	92.5	89.2	..	..	..	93.1	92.0
2015	94.3	94.4	94.4	94.2	94.0	94.4	94.5	93.5	94.3
2014	95.2	94.5	94.6	94.1	94.3	95.3	94.1	93.3	94.7
Years 7–10									
All students									
2016	92.8	93.6	93.4	93.1	92.9	92.5	92.1	82.0	93.0
Major city	93.1	93.9	93.7	93.4	93.0	..	92.2	..	93.4
Inner regional	91.4	92.5	93.2	93.4	92.9	92.6	..	..	92.3
Outer regional	92.0	92.4	92.6	92.1	91.9	91.6	..	90.0	92.1
Remote	..	..	86.7	89.8	92.2	..	..	77.7	83.9
Very remote	..	..	87.3	62.8	75.1	..	..	51.5	57.4
2015	92.8	94.0	93.3	93.1	93.0	92.5	92.9	88.0	93.2
2014	93.7	94.1	93.5	93.1	93.1	93.1	92.9	86.9	93.5
Aboriginal and Torres Strait Islander students									
2016	85.5	85.9	86.7	78.0	85.8	89.8	85.6	61.5	82.3
Major city	85.6	86.1	88.5	83.4	86.4	..	87.1	..	86.1
Inner regional	84.7	85.4	89.6	90.3	88.2	88.5	..	..	86.6
Outer regional	89.0	87.5	84.4	77.5	84.6	91.6	..	84.2	84.9
Remote	..	..	80.1	79.8	..	..	..	55.9	65.3
Very remote	..	..	..	61.5	74.8	..	..	46.7	53.8
2015	87.9	90.0	88.1	78.3	86.9	89.8	88.3	76.1	85.5
2014	88.1	88.7	87.1	79.9	87.3	91.3	88.1	74.3	85.2

TABLE 4A.36

Table 4A.36 Student attendance rates, non-government schools, by Indigenous status and remoteness (per cent) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
Non-Indigenous students									
2016	93.0	93.6	93.7	93.6	93.0	92.6	92.3	91.4	93.3
Major city	93.3	94.0	93.8	93.6	93.1	..	92.3	..	93.5
Inner regional	91.8	92.6	93.4	93.5	92.9	92.8	..	..	92.5
Outer regional	92.3	92.5	93.7	92.8	92.1	91.6	..	91.1	92.8
Remote	..	..	91.1	91.9	92.2	..	..	92.1	91.9
Very remote	..	..	..	..	..	..	..	90.1	90.1
2015	93.0	94.0	93.6	93.6	93.1	92.6	92.9	92.4	93.4
2014	93.8	94.1	93.7	93.5	93.1	93.2	92.9	92.2	93.7
Years 1–10									
All students									
2016	93.7	94.0	94.0	93.4	93.4	93.6	93.4	85.1	93.7
Major city	93.9	94.2	94.2	93.8	93.5	..	93.4	..	94.0
Inner regional	92.7	93.3	93.8	93.4	93.2	93.8	57.7	..	93.2
Outer regional	93.4	92.9	93.6	92.5	92.8	92.9	..	91.4	93.1
Remote	91.7	96.3	89.5	89.6	91.5	93.4	..	82.9	87.9
Very remote	87.6	..	90.8	68.8	75.7	..	..	57.1	70.9
2015	93.6	94.2	93.9	93.5	93.5	93.6	93.7	88.5	93.7
2014	94.4	94.3	94.0	93.4	93.7	94.2	93.5	87.8	94.1
Aboriginal and Torres Strait Islander students									
2016	88.7	87.8	88.7	78.3	87.4	91.3	89.1	65.7	85.2
Major city	88.6	87.4	90.3	84.5	88.5	..	89.8	..	88.5
Inner regional	88.3	88.3	90.7	90.1	89.1	90.2	..	..	89.1
Outer regional	91.2	87.3	87.1	83.0	86.4	92.4	..	85.6	87.7

TABLE 4A.36

Table 4A.36 **Student attendance rates, non-government schools, by Indigenous status and remoteness (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
Remote	88.3	..	82.7	78.9	..	91.7	..	65.7	74.1
Very remote	84.8	..	87.4	66.5	74.6	0.0	..	49.9	62.8
2015	89.5	92.2	89.4	78.4	88.8	92.0	90.6	75.3	87.1
2014	90.2	90.5	88.6	79.7	88.5	92.6	90.7	73.9	86.8
Non-Indigenous students									
2016	93.8	94.0	94.2	93.8	93.5	93.7	93.5	92.3	93.9
Major city	94.0	94.3	94.3	94.0	93.6	..	93.5	..	94.1
Inner regional	93.0	93.3	93.9	93.4	93.3	93.9	59.0	..	93.4
Outer regional	93.6	93.0	94.2	93.0	93.0	92.9	..	92.2	93.5
Remote	92.7	96.3	92.0	92.7	91.5	93.5	..	92.6	92.3
Very remote	90.8	..	92.5	89.2	..	..	..	92.3	91.9
2015	93.7	94.2	94.0	93.9	93.6	93.6	93.8	93.0	93.9
2014	94.6	94.3	94.2	93.8	93.8	94.3	93.6	92.8	94.3

(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) Student remoteness for this table is based on the Access/Remoteness Index of Australia (ARIA+). ARIA+ is the standard ABS-endorsed measure of remoteness. From 2016, Student remoteness is determined according to ARIA+ remoteness regions. Geographic categorisation prior the 2016 year are reported on the MCEEDYA remoteness classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.

(c) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or inner regional areas in the NT.

.. Not applicable

Source: ACARA (unpublished).

TABLE 4A.37

Table 4A.37 Student attendance rates, all schools, by Indigenous status and remoteness (per cent) (a), (b)

	NSW (c)	Vic (d)	Qld	WA	SA	Tas (d)	ACT (d)	NT (d)	Aust
Years 1–6									
All students									
2016	94.0	93.9	93.2	93.0	92.6	93.4	93.6	84.4	93.5
Major city	94.4	94.1	93.7	93.9	93.0	..	93.6	..	94.0
Inner regional	93.3	93.5	93.1	92.8	92.6	93.6	..	..	93.3
Outer regional	92.7	93.1	92.5	91.6	91.5	93.0	..	91.7	92.4
Remote	90.5	92.5	89.9	88.7	91.6	92.6	..	86.4	89.3
Very remote	88.0	..	85.0	78.5	79.6	92.0	..	67.0	77.3
2015	94.0	94.1	93.0	93.1	92.7	93.5	93.8	84.8	93.5
2014	94.9	93.7	93.0	92.8	92.9	93.8	93.6	83.6	93.6
Aboriginal and Torres Strait Islander students									
2016	90.3	89.6	87.2	80.9	83.0	91.0	87.8	72.5	86.2
Major city	90.9	89.8	89.2	85.9	84.7	..	87.8	..	89.0
Inner regional	90.2	90.3	89.6	87.7	87.8	90.5	..	..	89.9
Outer regional	89.4	87.4	86.4	83.5	82.2	91.8	..	86.5	86.9
Remote	87.5	..	83.1	76.5	85.5	90.6	..	79.0	80.4
Very remote	86.0	..	80.7	68.4	68.2	89.2	..	63.9	70.6
2015	90.3	90.2	87.2	81.3	83.8	91.7	89.1	73.5	86.4
2014	91.1	89.1	86.7	81.0	83.0	91.7	88.6	72.5	86.1
Non-Indigenous students									
2016	94.3	94.0	93.7	93.9	93.1	93.7	93.8	92.7	93.9
Major city	94.5	94.1	93.9	94.2	93.3	..	93.8	..	94.1
Inner regional	93.7	93.6	93.4	93.1	92.8	93.9	..	..	93.6
Outer regional	93.4	93.5	93.7	92.9	92.5	93.2	..	92.9	93.3

TABLE 4A.37

Table 4A.37 Student attendance rates, all schools, by Indigenous status and remoteness (per cent) (a), (b)

	<i>NSW</i> (c)	<i>Vic</i> (d)	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (d)	<i>ACT</i> (d)	<i>NT</i> (d)	<i>Aust</i>
Remote	92.3	92.4	92.7	93.2	92.1	92.9	..	92.4	92.7
Very remote	92.4	..	92.2	91.1	90.7	92.3	..	91.3	91.5
2015	94.2	94.1	93.5	94.0	93.1	93.6	93.9	93.0	93.9
2014	95.1	93.7	93.5	93.6	93.4	94.0	93.7	91.7	94.1
Years 7–10									
All students									
2016	91.1	92.4	91.1	89.9	90.8	89.2	90.5	78.3	91.1
Major city	91.9	92.9	91.8	91.1	91.3	..	90.6	..	92.0
Inner regional	89.2	90.8	90.5	89.2	90.6	89.3	57.7	..	90.0
Outer regional	87.8	91.0	90.0	87.3	89.0	89.0	..	88.3	89.2
Remote	83.4	90.6	85.1	82.1	88.9	83.5	..	77.7	83.2
Very remote	76.7	..	78.9	67.7	76.0	94.3	..	54.0	66.2
2015	91.2	92.6	91.1	90.0	90.8	89.3	91.0	81.1	91.2
2014	91.8	92.2	90.9	89.9	90.8	89.6	90.4	80.0	91.2
Aboriginal and Torres Strait Islander students									
2016	81.6	84.2	82.5	69.2	78.0	83.1	81.4	61.7	78.6
Major city	83.2	84.6	85.1	74.5	80.6	..	81.7	..	82.3
Inner regional	80.9	84.4	84.6	77.4	82.8	81.1	..	..	82.2
Outer regional	79.0	82.3	81.5	70.5	76.5	85.8	..	80.9	79.9
Remote	76.9	..	75.4	64.6	70.1	80.4	..	63.1	67.8
Very remote	73.6	..	71.1	55.2	62.7	..	..	51.0	57.2
2015	81.9	84.3	82.9	69.8	77.4	83.3	82.3	66.2	79.2
2014	82.5	83.4	82.3	71.2	78.0	83.7	79.7	66.5	79.3

TABLE 4A.37

Table 4A.37 Student attendance rates, all schools, by Indigenous status and remoteness (per cent) (a), (b)

	NSW (c)	Vic (d)	Qld	WA	SA	Tas (d)	ACT (d)	NT (d)	Aust
Non-Indigenous students									
2016	91.7	92.5	91.8	91.4	91.4	89.7	90.8	90.1	91.8
Major city	92.2	93.0	92.0	91.8	91.6	..	90.8	..	92.2
Inner regional	90.1	91.0	91.0	90.0	90.9	89.9	59.0	..	90.6
Outer regional	89.7	91.6	91.7	89.8	90.2	89.4	..	90.0	90.7
Remote	88.8	90.6	90.5	90.3	90.2	84.0	..	90.6	90.2
Very remote	91.2	..	90.1	90.0	89.6	94.7	..	89.7	90.1
2015	91.7	92.7	91.7	91.5	91.4	89.8	91.3	91.1	91.9
2014	92.3	92.3	91.6	91.2	91.4	90.1	90.6	89.6	91.9
Years 1–10									
All students									
2016	92.8	93.2	92.4	91.8	91.8	91.8	92.4	82.2	92.5
Major city	93.4	93.5	93.0	92.8	92.3	..	92.5	..	93.2
Inner regional	91.6	92.4	92.1	91.5	91.8	92.0	57.7	..	92.0
Outer regional	90.8	92.1	91.6	90.0	90.5	91.6	..	90.5	91.2
Remote	88.0	91.7	88.6	86.6	90.6	90.2	..	83.1	87.2
Very remote	84.6	..	83.5	75.2	78.3	92.7	..	62.7	74.0
2015	92.8	93.4	92.3	92.0	91.9	91.8	92.7	83.5	92.6
2014	93.6	93.0	92.2	91.7	92.1	92.1	92.3	82.3	92.7
Aboriginal and Torres Strait Islander students									
2016	86.8	87.1	85.6	76.6	81.1	88.2	85.4	68.6	83.4
Major city	87.7	87.4	87.7	81.5	83.0	..	85.5	..	86.3
Inner regional	86.6	87.7	87.8	83.9	85.9	87.1	..	..	86.9
Outer regional	85.5	84.9	84.7	78.9	80.2	89.6	..	84.4	84.3

Table 4A.37 Student attendance rates, all schools, by Indigenous status and remoteness (per cent) (a), (b)

	NSW (c)	Vic (d)	Qld	WA	SA	Tas (d)	ACT (d)	NT (d)	Aust
Remote	83.3	..	80.7	72.1	79.9	87.2	..	72.8	75.9
Very remote	81.8	..	78.5	63.9	66.2	89.2	..	59.5	66.4
2015	86.9	87.8	85.7	77.1	81.4	88.5	86.5	70.9	83.7
2014	87.5	86.8	85.2	77.4	81.1	88.5	85.2	70.2	83.5
Non-Indigenous students									
2016	93.2	93.3	93.0	92.9	92.4	92.2	92.6	91.8	93.1
Major city	93.6	93.5	93.2	93.2	92.6	..	92.7	..	93.4
Inner regional	92.2	92.6	92.6	92.0	92.1	92.3	59.0	..	92.4
Outer regional	92.0	92.7	93.0	91.7	91.6	91.8	..	91.8	92.3
Remote	91.3	91.6	92.2	92.3	91.4	90.5	..	91.7	91.9
Very remote	92.2	..	91.6	90.8	90.3	93.0	..	90.9	91.1
2015	93.2	93.5	92.9	93.1	92.4	92.1	92.9	92.3	93.1
2014	93.9	93.1	92.8	92.7	92.6	92.4	92.5	90.9	93.2

- (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) Student remoteness for this table is based on the Access/Remoteness Index of Australia (ARIA+). ARIA+ is the standard ABS-endorsed measure of remoteness. From 2016, Student remoteness is determined according to ARIA+ remoteness regions. Geographic categorisation prior the 2016 year are reported on the MCEEDYA remoteness classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.
- (c) NSW government schools data are not collected on a comparable basis with other jurisdictions. Comparisons of all school attendance rates across jurisdictions should be made with caution.
- (d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or inner regional areas in the NT.

.. Not applicable

Source: ACARA (unpublished).

TABLE 4A.38

Table 4A.38 Student attendance level, by school level and Indigenous status, 2016 (per cent) (a), (b)

	<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>
Government schools — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
Year 1	na	80.1	76.6	76.6	75.5	79.2	77.8	49.4	77.3
Year 2	na	81.4	77.4	77.6	76.0	80.3	78.9	51.7	78.3
Year 3	na	82.1	78.3	79.2	77.2	81.0	80.4	54.4	79.3
Year 4	na	81.4	77.6	78.5	75.8	79.9	78.9	51.7	78.5
Year 5	na	81.4	77.5	78.6	75.8	79.9	79.6	53.7	78.5
Year 6	na	80.6	77.1	78.2	75.5	78.0	76.0	50.2	77.8
Year 7	na	80.8	74.3	72.6	73.5	71.3	73.0	46.4	75.5
Year 8	na	72.6	66.6	63.9	70.6	65.2	66.1	42.0	68.1
Year 9	na	69.9	63.6	60.7	62.6	60.7	62.4	37.5	64.8
Year 10	na	70.8	62.0	57.4	61.9	58.2	58.4	39.3	63.7
Primary ungraded	na	65.0	na	na	66.8	na	na	na	65.6
Secondary ungraded	na	63.1	85.6	92.0	65.4	na	na	69.6	64.6
Aboriginal and Torres Strait Islander students									
Year 1	na	62.6	53.0	41.0	45.0	69.4	55.8	23.7	48.3
Year 2	na	64.0	54.3	43.1	47.3	69.6	58.9	26.2	49.9
Year 3	na	65.8	55.9	44.0	46.7	73.8	54.5	28.8	51.5
Year 4	na	62.8	57.2	44.5	48.1	71.1	48.6	28.8	51.3
Year 5	na	62.1	58.3	46.5	41.4	74.0	54.5	28.2	51.8
Year 6	na	63.5	58.5	44.8	44.5	68.1	52.3	27.6	51.5
Year 7	na	56.2	53.0	34.2	46.6	57.8	47.0	24.0	46.0

TABLE 4A.38

Table 4A.38 Student attendance level, by school level and Indigenous status, 2016 (per cent) (a), (b)

	<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 8	na	46.2	45.4	27.2	35.3	51.8	32.2	20.8	38.2
Year 9	na	47.5	41.6	23.2	31.8	45.3	40.2	17.0	34.2
Year 10	na	47.1	41.3	21.8	32.2	44.0	30.4	15.1	34.6
Primary ungraded	na	53.2	na	na	45.0	na	na	na	49.6
Secondary ungraded	na	44.3	na	na	41.9	na	na	na	44.0
Non-Indigenous students									
Year 1	na	80.5	79.2	79.7	77.5	80.4	78.6	71.0	79.5
Year 2	na	81.8	80.0	80.8	78.1	81.6	79.6	74.0	80.6
Year 3	na	82.5	80.8	82.4	79.2	81.8	81.4	73.9	81.5
Year 4	na	81.7	79.8	81.7	77.7	80.8	80.2	72.7	80.6
Year 5	na	81.8	79.6	81.6	78.0	80.5	80.5	76.0	80.6
Year 6	na	80.9	79.2	81.4	77.6	79.0	77.0	73.3	79.9
Year 7	na	81.3	76.6	76.4	75.2	72.8	74.2	68.8	77.9
Year 8	na	73.2	69.0	67.8	73.2	66.8	67.4	62.9	70.6
Year 9	na	70.4	66.0	64.6	64.7	62.5	63.3	55.4	67.0
Year 10	na	71.2	64.0	60.6	63.9	59.8	59.5	56.1	65.8
Primary ungraded	na	65.6	na	na	68.5	na	na	na	66.5
Secondary ungraded	na	64.1	85.5	92.0	66.9	na	na	72.7	65.7
Non-government schools — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
Year 1	84.1	83.3	84.3	79.1	79.0	82.4	83.6	66.2	82.9
Year 2	84.7	84.4	84.8	80.7	80.1	83.2	86.5	68.2	83.8

TABLE 4A.38

Table 4A.38 Student attendance level, by school level and Indigenous status, 2016 (per cent) (a), (b)

	<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 3	85.4	85.2	85.6	82.9	81.9	84.4	83.6	69.4	84.7
Year 4	84.4	85.1	85.4	82.9	82.1	85.4	85.6	68.1	84.4
Year 5	84.2	85.6	85.0	82.8	81.4	83.4	83.7	64.2	84.2
Year 6	83.0	84.7	84.8	83.0	81.1	82.0	82.7	66.0	83.5
Year 7	85.0	86.7	85.5	86.0	80.9	81.1	82.3	59.1	84.9
Year 8	78.5	81.1	81.1	80.8	79.8	74.8	74.2	56.6	79.6
Year 9	75.3	80.1	78.9	78.4	75.5	73.6	71.9	55.2	77.1
Year 10	71.7	78.7	77.1	76.2	75.5	71.2	69.3	53.0	75.0
Primary ungraded	80.2	72.9	79.2	na	64.8	66.5	na	na	74.6
Secondary ungraded	78.3	40.8	22.4	1.0	71.5	76.3	na	na	39.9
Aboriginal and Torres Strait Islander students									
Year 1	71.3	73.9	64.3	46.1	48.2	78.9	60.0	31.3	62.4
Year 2	69.7	65.4	71.3	45.6	58.6	62.2	85.0	32.1	63.2
Year 3	71.8	70.1	69.5	47.6	62.0	79.8	78.0	32.1	65.7
Year 4	69.6	71.5	71.2	45.8	60.4	64.7	84.0	30.9	64.2
Year 5	67.4	66.6	69.2	45.9	56.9	80.6	61.2	29.5	61.7
Year 6	66.2	58.4	72.7	45.2	69.2	67.4	70.9	29.9	62.7
Year 7	67.5	69.6	64.7	51.2	44.3	70.7	62.4	29.7	59.4
Year 8	60.0	57.4	64.2	44.1	60.6	55.8	54.5	25.9	54.8
Year 9	49.8	53.7	60.3	41.0	52.2	66.6	55.3	23.4	49.1
Year 10	44.8	56.6	56.0	37.4	45.3	50.4	34.4	21.4	45.8

TABLE 4A.38

Table 4A.38 Student attendance level, by school level and Indigenous status, 2016 (per cent) (a), (b)

	<i>NSW</i> (c)	<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 ungraded	na	na	na	na	na	na	na	na	na
Secondary ungraded	na	na	na	1.3	na	na	na	na	0.7
Non-Indigenous students									
Year 1	84.4	83.3	85.0	80.1	79.5	82.6	83.8	76.1	83.4
Year 2	85.1	84.5	85.3	81.8	80.5	84.8	86.5	79.9	84.3
Year 3	85.8	85.3	86.2	83.9	82.2	84.8	83.7	78.5	85.2
Year 4	84.8	85.2	85.9	84.0	82.4	86.5	85.6	78.6	84.9
Year 5	84.7	85.7	85.6	83.9	81.8	83.6	84.1	76.4	84.7
Year 6	83.4	84.8	85.2	84.2	81.2	82.9	82.9	76.3	84.0
Year 7	85.4	86.8	86.4	87.0	81.4	81.7	82.5	72.5	85.6
Year 8	79.0	81.2	81.8	81.9	80.0	75.7	74.7	70.3	80.2
Year 9	76.0	80.3	79.7	79.5	75.9	74.0	72.1	69.5	77.9
Year 10	72.5	78.9	78.0	77.5	75.9	72.0	69.7	68.5	75.8
Primary ungraded	81.2	73.6	79.8	na	64.1	66.5	na	na	75.0
Secondary ungraded	77.5	42.6	24.5	0.8	71.5	76.3	na	na	43.0

- (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) Attendance level data are based on a full-time equivalent student method, which is dependent on the sum of "possible schools days" for students. Prior to 2016, non-government school attendance level data were calculated according to a different method (based on 'headcounts' of students attending more than 90 per cent of the time) and comparisons should be made with caution.
- (c) For government schools, NSW data are not available for for this measure. Australian totals for government schools do not include NSW. For non-government schools, NSW data are available on a comparable basis. Australian totals for non-government schools include NSW.

na Not available.

Source: ACARA (unpublished).

TABLE 4A.39

Table 4A.39 Student attendance level, by school level and Indigenous status, 2015 (per cent) (a), (b)

	<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>
Government schools — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
Year 1	na	81.2	74.9	76.7	74.5	77.0	79.5	51.0	77.1
Year 2	na	82.3	76.3	78.4	77.0	79.7	80.7	53.7	78.6
Year 3	na	83.0	77.0	79.5	76.3	80.6	81.8	56.4	79.3
Year 4	na	82.4	76.9	79.6	76.1	80.8	81.1	55.4	79.0
Year 5	na	82.7	76.7	79.2	76.7	80.2	80.1	52.9	78.9
Year 6	na	81.8	76.4	79.8	75.2	79.5	77.1	54.2	78.4
Year 7	na	81.9	73.0	71.1	73.9	73.0	74.5	48.2	75.4
Year 8	na	73.6	70.0	67.8	70.7	65.8	68.7	43.4	70.3
Year 9	na	71.5	63.4	59.9	63.1	61.3	61.8	41.6	65.2
Year 10	na	72.2	60.3	56.6	61.7	59.3	61.0	42.6	63.7
Primary ungraded	na	67.6	..	..	68.3	..	..	..	67.8
Secondary ungraded	na	64.6	83.0	92.5	66.8	..	..	79.9	66.1
Aboriginal and Torres Strait Islander students									
Year 1	na	63.7	52.1	41.1	46.7	66.6	55.8	26.6	48.5
Year 2	na	66.2	53.1	42.9	46.8	70.1	63.9	27.9	50.0
Year 3	na	64.1	55.3	44.3	48.9	70.3	59.4	32.6	51.2
Year 4	na	64.1	56.4	46.9	46.8	77.1	55.7	30.4	52.2
Year 5	na	65.4	55.6	46.0	45.5	74.4	55.7	31.0	51.4
Year 6	na	64.2	57.3	46.4	47.4	67.8	51.7	31.7	52.2
Year 7	na	57.5	52.2	34.4	46.0	62.5	44.7	25.9	46.0

TABLE 4A.39

Table 4A.39 Student attendance level, by school level and Indigenous status, 2015 (per cent) (a), (b)

	<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 8	na	48.1	48.1	28.7	35.9	53.5	44.8	22.6	39.3
Year 9	na	46.9	42.2	22.3	29.7	49.1	31.7	17.2	35.1
Year 10	na	49.4	37.6	20.7	32.3	46.6	29.3	16.9	33.7
Primary ungraded	na	52.2	..	..	52.2	..	..	..	52.2
Secondary ungraded	na	45.9	..	..	46.9	..	..	..	46.1
Non-Indigenous students									
Year 1	na	81.6	77.5	80.0	76.5	78.3	80.3	72.0	79.3
Year 2	na	82.7	78.9	81.6	79.0	80.7	81.3	73.3	80.8
Year 3	na	83.4	79.3	82.7	78.1	81.7	82.6	78.0	81.4
Year 4	na	82.8	79.0	82.7	78.0	81.2	82.1	77.4	81.0
Year 5	na	83.0	79.0	82.3	78.8	80.8	81.0	74.5	81.0
Year 6	na	82.1	78.4	82.9	76.9	80.6	78.3	75.3	80.3
Year 7	na	82.5	75.4	75.0	75.8	74.2	75.6	73.7	77.9
Year 8	na	74.2	72.4	72.0	73.0	67.2	69.7	64.1	72.8
Year 9	na	72.0	65.6	63.6	65.5	62.6	63.1	64.1	67.4
Year 10	na	72.6	62.5	59.9	63.7	60.7	62.1	59.6	65.8
Primary ungraded	na	68.3	..	..	69.3	..	..	..	68.6
Secondary ungraded	na	65.4	83.0	92.5	68.0	..	..	80.2	67.0
Non-government schools — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
Year 1	82.3	82.8	82.3	78.7	79.4	83.0	84.7	66.7	81.8
Year 2	83.4	84.2	83.3	80.9	81.9	84.9	84.3	69.2	83.2

TABLE 4A.39

Table 4A.39 Student attendance level, by school level and Indigenous status, 2015 (per cent) (a), (b)

	<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 3	84.1	84.7	84.2	82.4	82.5	85.6	86.2	69.3	83.9
Year 4	83.4	84.5	84.1	82.1	81.4	83.0	84.1	67.3	83.4
Year 5	83.3	85.4	84.3	82.8	82.6	82.2	85.3	66.5	83.8
Year 6	82.0	84.6	83.8	83.3	81.8	83.4	82.3	62.2	83.0
Year 7	84.0	87.8	84.9	84.7	80.6	81.3	82.3	67.7	84.7
Year 8	78.1	82.2	82.2	80.7	80.4	75.1	78.3	60.6	80.1
Year 9	75.1	81.4	78.5	79.1	75.9	73.8	71.8	58.8	77.6
Year 10	72.0	80.4	75.7	75.9	74.5	69.4	69.9	54.1	75.2
Primary ungraded	74.1	68.7	..	..	75.1	88.9	..	..	73.9
Secondary ungraded	75.0	76.1	19.0	..	85.3	83.3	..	..	74.3
Aboriginal and Torres Strait Islander students									
Year 1	65.3	77.8	66.3	36.9	65.6	76.7	69.2	32.6	61.5
Year 2	65.0	79.3	62.8	42.1	65.8	79.8	81.2	35.2	62.3
Year 3	68.8	81.3	66.2	41.5	61.4	81.2	74.4	28.6	63.8
Year 4	63.6	77.2	66.5	40.8	63.3	73.3	84.8	33.4	61.3
Year 5	61.8	77.4	67.3	48.2	65.9	74.7	74.7	29.0	61.4
Year 6	65.7	80.1	64.3	47.4	53.0	74.7	80.7	30.0	61.5
Year 7	66.7	74.0	68.3	49.5	61.3	67.4	67.5	39.1	62.4
Year 8	56.0	57.0	62.7	43.1	58.1	73.6	63.2	32.2	53.7
Year 9	54.3	69.3	58.3	42.5	55.3	51.4	51.4	34.7	52.8
Year 10	48.7	64.4	57.2	34.4	41.4	65.3	51.2	32.0	48.8

TABLE 4A.39

Table 4A.39 Student attendance level, by school level and Indigenous status, 2015 (per cent) (a), (b)

	<i>NSW</i> (c)	<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 ungraded	55.6	..	..	..	..	..	..	..	55.1
Secondary ungraded	..	..	..	..	..	..	..	..	45.4
Non-Indigenous students									
Year 1	82.8	82.8	82.9	80.1	79.6	83.4	84.9	79.1	82.4
Year 2	83.9	84.2	84.1	82.2	82.1	85.3	84.4	79.4	83.7
Year 3	84.6	84.7	84.8	83.8	82.8	85.8	86.5	82.2	84.5
Year 4	83.9	84.6	84.6	83.5	81.7	83.6	84.1	79.5	84.0
Year 5	83.9	85.5	84.9	84.0	82.8	82.6	85.5	80.4	84.4
Year 6	82.4	84.6	84.4	84.4	82.2	84.0	82.3	74.2	83.5
Year 7	84.4	87.8	85.5	85.8	80.9	82.0	82.6	78.4	85.3
Year 8	78.7	82.4	83.0	81.9	80.7	75.2	78.6	74.2	80.8
Year 9	75.7	81.5	79.4	80.3	76.2	74.7	72.1	69.4	78.3
Year 10	72.6	80.4	76.5	77.5	75.0	69.7	70.3	66.5	76.0
Primary ungraded	74.4	69.7	..	..	74.3	88.9	..	..	74.2
Secondary ungraded	74.6	76.6	17.6	..	85.3	83.3	..	..	74.9

- (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) In 2015, government school attendance level data are based on a full-time equivalent student method, which is dependent on the sum of "possible schools days" for students. Non-government school attendance level data were calculated according to a different method (based on 'headcounts' of students attending more than 90 per cent of the time) and comparisons should be made with caution.
- (c) For government schools, NSW data are not available for for this measure. Australian totals for government schools do not include NSW. For non-government schools, NSW data are available on a comparable basis. Australian totals for non-government schools include NSW.

na Not available. .. Not applicable

Source: ACARA (unpublished).

TABLE 4A.40

Table 4A.40 Student attendance level, government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)

	<i>NSW</i> (d)	<i>Vic</i> (e)	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (e)	<i>ACT</i> (e)	<i>NT</i> (e)	<i>Aust</i>
Years 1–6 — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
2016	na	81.1	77.4	78.1	76.0	79.8	78.6	51.9	78.3
Major city	na	81.6	79.5	81.3	77.3	..	78.7	..	80.4
Inner regional	na	79.8	76.5	76.2	77.0	80.3	..	..	78.2
Outer regional	na	79.1	74.4	71.4	71.5	78.7	..	69.7	74.3
Remote	na	76.2	66.3	66.5	74.8	76.0	..	52.6	65.9
Very remote	na	..	53.2	43.3	45.2	81.9	..	19.4	38.7
2015	na	82.2	76.3	78.8	76.0	79.6	80.1	53.9	78.5
Aboriginal and Torres Strait Islander students									
2016	na	63.5	56.1	44.0	45.6	71.0	54.1	27.2	50.7
Major city	na	64.1	61.4	53.6	48.6	..	54.2	..	57.8
Inner regional	na	66.0	61.6	57.5	55.7	69.9	..	..	62.9
Outer regional	na	56.1	53.9	45.1	44.3	72.7	..	51.8	53.3
Remote	na	..	44.0	34.3	57.2	67.9	..	35.0	38.6
Very remote	na	..	43.8	19.1	15.8	59.3	..	14.1	24.4
2015	na	64.6	54.9	44.5	47.0	70.9	57.0	30.0	50.8
Non-Indigenous students									
2016	na	81.5	79.8	81.3	78.0	80.7	79.6	73.4	80.4
Major city	na	81.9	80.5	82.7	78.7	..	79.6	..	81.2
Inner regional	na	80.3	78.3	77.6	78.0	81.3	..	..	79.4
Outer regional	na	81.2	79.6	76.8	75.1	79.6	..	74.5	78.5
Remote	na	75.8	76.5	78.3	76.6	77.3	..	70.8	76.7
Very remote	na	..	72.1	67.0	72.5	83.9	..	65.8	69.7

TABLE 4A.40

Table 4A.40 Student attendance level, government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)

	<i>NSW</i> (d)	<i>Vic</i> (e)	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (e)	<i>ACT</i> (e)	<i>NT</i> (e)	<i>Aust</i>
2015	na	82.6	78.7	82.0	77.9	80.5	81.0	75.0	80.6
Years 7–10 — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
2016	na	73.5	66.9	63.7	67.2	63.7	65.0	41.4	68.1
Major city	na	75.6	69.0	67.2	68.3	..	65.0	..	71.1
Inner regional	na	66.6	63.8	61.0	68.2	62.2	..	..	64.7
Outer regional	na	70.5	66.3	55.9	64.1	66.3	..	56.5	64.6
Remote	na	69.1	53.9	49.6	63.2	51.9	..	41.1	52.6
Very remote	na	..	45.6	32.7	43.4	90.6	..	12.5	30.2
2015	na	74.7	66.3	63.8	67.3	64.7	66.4	44.1	68.5
Aboriginal and Torres Strait Islander students									
2016	na	49.4	45.8	26.7	36.4	49.5	38.0	19.6	38.5
Major city	na	50.7	49.8	32.0	38.7	..	38.0	..	43.6
Inner regional	na	48.6	47.4	36.9	44.9	45.2	..	..	46.2
Outer regional	na	47.2	46.0	26.8	36.1	55.3	..	38.5	42.7
Remote	na	..	32.0	22.4	30.0	33.1	..	28.4	26.3
Very remote	na	..	33.2	12.4	17.6	..	..	8.8	15.7
2015	na	50.7	44.9	26.8	35.9	52.9	37.6	21.2	38.7
Non-Indigenous students									
2016	na	74.0	69.2	67.4	69.3	65.3	66.1	60.7	70.4
Major city	na	75.9	70.0	69.0	69.9	..	66.1	..	72.1
Inner regional	na	67.3	65.9	63.1	69.3	63.9	..	..	66.2
Outer regional	na	72.3	71.0	61.7	67.4	67.9	..	61.2	68.6
Remote	na	69.0	65.5	63.5	66.1	55.1	..	57.3	64.1

TABLE 4A.40

Table 4A.40 Student attendance level, government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)

	<i>NSW</i> (d)	<i>Vic</i> (e)	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (e)	<i>ACT</i> (e)	<i>NT</i> (e)	<i>Aust</i>
Very remote	na	..	64.0	61.0	67.4	93.2	..	60.3	64.0
2015	na	75.3	68.5	67.5	69.5	66.0	67.5	65.2	70.8
Years 1–10 — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
2016	na	78.2	74.0	73.4	72.6	74.0	74.0	48.6	74.8
Major city	na	79.2	76.1	76.7	73.9	..	74.0	..	77.1
Inner regional	na	75.1	72.3	70.9	73.7	74.0	..	..	73.5
Outer regional	na	75.3	71.6	66.0	68.4	74.1	..	65.3	70.8
Remote	na	73.1	63.4	61.1	70.3	67.7	..	49.4	61.8
Very remote	na	..	51.2	40.0	44.5	84.7	..	17.2	36.1
2015	na	79.3	73.0	73.9	72.7	74.1	75.3	50.9	75.0
Aboriginal and Torres Strait Islander students									
2016	na	57.9	52.8	38.0	42.3	63.3	48.4	24.7	46.6
Major city	na	58.8	57.5	46.7	45.0	..	48.3	..	52.9
Inner regional	na	59.5	56.9	49.9	52.1	61.2	..	..	57.1
Outer regional	na	51.9	51.3	38.9	41.0	66.3	..	47.5	49.6
Remote	na	..	41.0	29.9	47.5	55.1	..	33.0	34.6
Very remote	na	..	41.2	16.8	16.6	59.2	..	12.4	21.7
2015	na	58.9	51.6	38.3	43.1	64.0	50.2	27.2	46.7
Non-Indigenous students									
2016	na	78.6	76.3	76.7	74.7	75.2	75.0	69.4	76.9
Major city	na	79.5	77.1	78.2	75.3	..	75.0	..	78.0
Inner regional	na	75.7	74.2	72.6	74.7	75.2	..	..	74.8
Outer regional	na	77.4	76.6	71.5	71.9	75.3	..	70.1	74.8

Table 4A.40 **Student attendance level, government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)**

	<i>NSW</i> (d)	<i>Vic</i> (e)	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (e)	<i>ACT</i> (e)	<i>NT</i> (e)	<i>Aust</i>
Remote	na	72.8	74.0	73.9	72.5	69.7	..	67.4	72.8
Very remote	na	..	69.6	65.4	70.6	86.9	..	64.4	68.0
2015	na	79.7	75.3	77.2	74.6	75.2	76.3	72.0	77.2

- (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) Government school attendance level data are based on a full-time equivalent student method, which is dependent on the sum of "possible schools days" for students. Prior to 2016, non-government school attendance level data were calculated according to a different method (based on 'headcounts' of students attending more than 90 per cent of the time) and comparisons should be made with caution.
- (c) Student remoteness for this table is based on the Access/Remoteness Index of Australia (ARIA+). ARIA+ is the standard ABS-endorsed measure of remoteness. From 2016, Student remoteness is determined according to ARIA+ remoteness regions. Geographic categorisation prior the 2016 year are reported on the MCEEDYA remoteness classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.
- (d) For government schools, NSW data are not available for for this measure. Australian totals for government schools do not include NSW.
- (e) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or inner regional areas in the NT.

na Not available. .. Not applicable

Source: ACARA (unpublished).

TABLE 4A.41

Table 4A.41 Student attendance level, non-government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Years 1–6 — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
2016	84.3	84.7	85.0	81.9	80.9	83.5	84.3	67.0	83.9
Major city	85.1	85.6	86.0	83.9	81.6	..	84.3	..	84.9
Inner regional	81.9	82.2	83.9	78.8	80.1	84.4	..	..	82.4
Outer regional	82.6	79.6	83.9	77.2	79.0	80.2	..	75.8	81.4
Remote	72.0	100.0	69.5	69.2	68.0	84.7	..	65.2	69.0
Very remote	63.8	..	67.5	31.1	29.8	..	..	23.7	42.6
2015	83.1	84.4	83.7	81.7	81.6	83.7	84.5	66.8	83.2
Aboriginal and Torres Strait Islander students									
2016	69.4	67.5	69.7	46.0	58.9	72.6	73.8	30.9	63.3
Major city	69.9	67.3	72.9	68.1	63.8	..	73.8	..	70.1
Inner regional	68.7	72.1	74.1	64.6	66.3	69.6	..	..	70.3
Outer regional	74.8	57.2	68.4	53.3	49.6	75.5	..	55.0	67.1
Remote	59.0	..	54.3	44.5	..	83.3	..	37.7	46.2
Very remote	52.7	..	55.3	27.4	26.3	..	..	10.1	27.6
2015	65.1	78.8	65.6	42.8	62.7	76.8	77.6	31.4	62.0
Non-Indigenous students									
2016	84.7	84.8	85.5	83.0	81.3	84.2	84.4	77.6	84.4
Major city	85.3	85.6	86.2	84.0	81.8	..	84.4	..	85.1
Inner regional	82.7	82.4	84.3	78.9	80.4	85.0	..	..	82.8
Outer regional	83.3	80.3	85.2	78.4	80.0	81.0	..	77.8	82.5
Remote	75.8	100.0	73.4	77.7	68.2	85.8	..	77.9	75.1

TABLE 4A.41

Table 4A.41 Student attendance level, non-government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Very remote	76.4	..	73.3	56.1	..	..	..	72.2	71.3
2015	83.6	84.4	84.3	83.0	81.9	84.1	84.6	79.0	83.8
Years 7–10 — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
2016	77.7	81.6	80.8	80.4	77.8	75.2	74.5	56.2	79.2
Major city	79.1	82.9	81.6	81.2	78.3	..	74.7	..	80.5
Inner regional	72.7	77.5	79.6	80.7	77.8	75.9	7.4	..	76.1
Outer regional	72.6	77.1	79.7	77.6	73.2	71.8	..	65.0	75.9
Remote	..	..	59.0	67.7	74.6	..	..	53.6	60.4
Very remote	..	..	43.6	26.2	25.2	..	..	16.3	20.9
2015	77.4	83.0	80.1	80.1	77.7	74.9	75.6	60.8	79.4
Aboriginal and Torres Strait Islander students									
2016	55.5	59.1	61.3	43.2	50.8	62.2	52.2	25.4	52.3
Major city	56.1	63.1	64.1	49.2	52.5	..	53.7	..	57.1
Inner regional	53.6	56.9	64.3	62.2	57.0	56.8	..	..	57.4
Outer regional	61.2	50.2	59.5	45.8	45.0	69.8	..	45.6	56.4
Remote	..	..	48.0	41.5	..	..	..	22.1	31.4
Very remote	..	..	..	23.7	26.1	..	..	9.9	16.1
2015	56.7	65.7	61.4	41.9	53.5	65.5	58.8	34.5	54.4
Non-Indigenous students									
2016	78.3	81.8	81.6	81.5	78.2	75.9	74.8	70.3	79.9
Major city	79.5	83.0	81.9	81.8	78.6	..	75.0	..	80.9
Inner regional	73.7	77.8	80.4	80.9	78.2	76.5	5.1	..	76.9

TABLE 4A.41

Table 4A.41 Student attendance level, non-government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Outer regional	73.5	77.6	82.2	79.3	74.0	72.1	..	68.7	77.8
Remote	..	..	65.7	73.4	74.4	..	..	74.4	72.7
Very remote	..	..	..	..	..	..	..	68.0	68.0
2015	77.9	83.1	80.9	81.4	78.1	75.4	75.9	72.7	80.1
Years 1–10 — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent									
All students									
2016	81.3	83.3	83.2	81.1	79.6	79.9	79.9	61.8	81.8
Major city	82.3	84.4	84.0	82.5	80.1	..	80.0	..	82.9
Inner regional	77.9	80.1	82.0	79.5	79.3	80.5	7.4	..	79.7
Outer regional	79.6	78.6	82.3	77.4	76.9	77.2	..	70.9	79.3
Remote	72.0	100.0	65.5	68.7	70.4	84.7	..	59.0	65.7
Very remote	63.8	..	66.9	29.6	27.8	..	..	20.4	36.6
2015	80.5	83.7	82.2	80.9	79.9	79.9	80.5	63.8	81.5
Aboriginal and Torres Strait Islander students									
2016	63.4	62.4	65.7	44.3	55.4	68.8	64.1	27.8	58.1
Major city	62.9	63.1	68.7	54.2	58.4	..	64.9	..	63.1
Inner regional	62.5	64.0	69.2	63.4	62.5	64.4	..	..	64.6
Outer regional	71.2	55.0	64.3	49.9	48.6	73.5	..	49.3	62.5
Remote	59.0	..	50.7	43.7	..	83.3	..	28.5	39.2
Very remote	52.7	..	55.3	26.2	26.2	..	..	10.0	23.6
2015	61.5	75.0	63.6	42.4	58.6	72.6	69.1	33.0	58.7
Non-Indigenous students									
2016	81.8	83.5	83.9	82.3	80.0	80.6	80.2	74.3	82.4

TABLE 4A.41

Table 4A.41 **Student attendance level, non-government schools, by Indigenous status and remoteness (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Major city	82.6	84.4	84.3	82.9	80.4	..	80.3	..	83.2
Inner regional	78.8	80.4	82.6	79.7	79.6	81.1	5.1	..	80.3
Outer regional	80.4	79.2	84.1	78.8	77.8	77.8	..	73.8	80.7
Remote	75.8	100.0	71.0	76.0	70.5	85.8	..	76.1	74.2
Very remote	76.4	..	73.3	56.1	..	..	..	71.0	71.1
2015	81.0	83.8	82.9	82.2	80.2	80.3	80.7	76.0	82.1

- (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) From 2016, non-government school attendance level data are based on a full-time equivalent student method, which is dependent on the sum of “possible schools days” for students. Prior to 2016, non-government school attendance level data were calculated according to a different method (based on 'headcounts' of students attending more than 90 per cent of the time) and comparisons should be made with caution.
- (c) Student remoteness for this table is based on the ARIA+. ARIA+ is the standard ABS-endorsed measure of remoteness. From 2016, Student remoteness is determined according to ARIA+ remoteness regions. Geographic categorisation prior the 2016 year are reported on the MCEEDYA remoteness classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.
- (d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or inner regional areas in the NT.

.. Not applicable

Source: ACARA (unpublished).

TABLE 4A.42

Table 4A.42 **Apparent retention rates of full time secondary students from year 7/8, 2015 (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	103.6	107.9	103.6	101.3	105.3	101.4	108.6	83.2	104.2
To year 11	92.2	101.5	97.3	99.0	114.2	92.7	136.6	75.5	98.2
To year 12 (total)	74.1	84.8	84.8	83.3	96.2	74.1	118.6	52.9	81.8
To year 12 (male)	69.7	80.1	82.3	78.9	90.8	70.6	108.6	47.2	77.7
To year 12 (female)	78.7	90.0	87.5	88.3	101.9	77.8	129.1	59.2	86.3
All schools									
To year 10	101.8	103.8	101.6	99.0	103.3	100.0	102.9	83.4	101.8
To year 11	91.5	98.5	97.9	94.5	108.6	84.9	108.0	73.5	96.0
To year 12 (total)	78.2	86.4	88.4	82.8	95.7	71.7	96.6	53.7	84.0
To year 12 (male)	74.6	82.4	87.0	79.4	91.6	68.0	94.0	50.2	80.7
To year 12 (female)	82.1	90.6	89.9	86.5	99.9	75.5	99.2	57.6	87.4
Aboriginal and Torres Strait Islander students (e), (f)									
Government schools									
To year 10	103.4	103.7	100.1	87.5	102.2	105.4	107.6	64.9	96.9
To year 11	76.6	88.0	81.8	63.5	111.2	80.5	144.3	47.9	77.2
To year 12 (total)	46.5	66.9	64.9	44.0	87.2	52.0	89.5	30.0	54.3
To year 12 (male)	41.1	58.1	61.0	42.2	76.8	48.1	74.0	22.8	48.9
To year 12 (female)	52.2	75.2	69.1	46.2	97.1	56.3	111.1	37.8	60.1
All schools									
To year 10	106.9	103.8	100.9	89.3	100.8	106.0	112.5	73.6	98.9
To year 11	79.2	91.0	87.6	69.5	110.4	78.8	129.0	53.4	80.8
To year 12 (total)	52.1	69.7	72.7	50.4	85.9	54.0	88.2	31.6	59.4
To year 12 (male)	46.7	65.1	70.0	48.8	76.8	48.8	77.6	27.0	54.9

Table 4A.42 **Apparent retention rates of full time secondary students from year 7/8, 2015 (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>
To year 12 (female)	57.8	73.8	75.4	52.3	94.4	59.6	100.0	36.6	64.1
Non-Indigenous students (f)									
Government schools									
To year 10	103.6	108.0	103.9	102.7	105.5	100.9	108.7	100.2	104.8
To year 11	93.3	101.8	98.8	102.6	114.4	94.0	136.3	101.5	99.8
To year 12 (total)	76.0	85.1	86.8	87.2	96.7	76.4	119.7	74.4	83.8
To year 12 (male)	71.7	80.4	84.4	82.7	91.6	73.0	110.0	69.6	79.7
To year 12 (female)	80.5	90.3	89.3	92.2	102.3	80.1	129.7	79.9	88.2
All schools									
To year 10	101.6	103.8	101.6	99.7	103.4	99.5	102.7	90.9	102.0
To year 11	92.1	98.6	98.6	96.3	108.6	85.4	107.5	88.2	96.8
To year 12 (total)	79.5	86.6	89.6	84.9	96.1	73.1	96.8	69.7	85.2
To year 12 (male)	75.9	82.6	88.2	81.5	92.2	69.6	94.4	66.9	82.0
To year 12 (female)	83.2	90.8	91.0	88.7	100.1	76.7	99.1	72.8	88.6

- (a) The apparent retention rate from year 7/8 is the percentage of full time students who remained in school at years 10, 11 and 12 from respective cohort groups at the commencement of their secondary schooling. The commencement of secondary school is calculated as:
- year 7 for all jurisdictions other than SA
 - year 8 in SA.

Prior to 2015, apparent retention rates for Queensland and WA were calculated from the commencement of year 8. In 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.

- (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.

Table 4A.42 **Apparent retention rates of full time secondary students from year 7/8, 2015 (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>
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(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.43

Table 4A.43 **Apparent retention rates of secondary students from year 10 to year 12 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d) (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015									
Full time secondary students									
Government schools	72.6	81.2	82.1	79.0	91.1	73.8	111.3	62.5	79.2
Non-government schools	85.0	89.7	94.1	83.8	93.8	68.7	77.5	66.3	88.0
All schools	77.5	84.8	86.7	81.0	92.2	72.1	95.1	63.8	82.7
Full time and part time secondary students									
Government schools	75.3	84.1	84.3	80.5	100.0	82.2	113.2	64.0	82.3
Non-government schools	85.2	89.9	94.5	83.8	95.4	68.6	77.5	66.3	88.3
All schools	79.1	86.5	88.2	81.9	98.1	77.7	96.1	64.8	84.7
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
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

TABLE 4A.43

Table 4A.43 **Apparent retention rates of secondary students from year 10 to year 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>
Non-government schools	83.6	89.3	93.4	83.3	95.2	66.8	77.6	56.4	87.1
All schools	77.3	84.8	85.6	81.7	93.4	76.9	91.5	62.6	82.6
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
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
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

TABLE 4A.43

Table 4A.43 Apparent retention rates of secondary students from year 10 to year 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>
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
2009									
Full time secondary students									
Government schools	68.9	75.5	72.4	67.9	68.9	62.2	100.4	68.6	71.4
Non-government schools	81.1	89.4	90.0	81.9	91.3	68.1	75.9	48.7	85.2
All schools	73.5	81.2	78.8	73.5	77.5	64.1	88.8	62.3	76.7
Full time and part time secondary students									
Government schools	71.0	78.7	73.8	69.9	88.4	91.9	100.4	66.6	75.6
Non-government schools	81.4	89.6	90.3	81.9	96.1	68.3	75.9	52.8	85.8
All schools	74.9	83.2	79.7	74.7	91.4	84.5	88.8	62.4	79.5
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
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

TABLE 4A.43

Table 4A.43 **Apparent retention rates of secondary students from year 10 to year 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>
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
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

- (a) The apparent rate is the percentage of full time students who remained in school at 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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.44

Table 4A.44 **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 7/8 to year 10									
All students									
2015	101.8	103.8	101.6	99.0	103.3	100.0	102.9	83.4	101.8
2014	101.6	103.3	101.5	99.7	103.2	99.3	101.9	88.3	101.7
2013	101.0	101.9	102.0	102.2	103.8	99.4	101.5	84.2	101.5
2012	100.8	101.3	101.4	104.0	103.5	98.6	102.5	87.4	101.3
2011	101.1	100.7	101.4	101.5	103.2	101.3	101.3	88.7	101.1
2010	99.3	101.2	101.8	102.2	102.9	100.7	100.5	89.4	100.8
2009	97.2	100.0	101.4	102.5	102.8	99.7	99.3	88.0	99.8
2008	97.3	98.8	101.8	102.3	101.6	100.4	98.9	86.3	99.4
2007	97.0	98.7	101.1	102.0	101.2	99.6	97.9	88.0	99.1
2006	96.4	98.2	100.7	102.0	100.1	99.9	98.6	90.4	98.6
Aboriginal and Torres Strait Islander students									
2015	106.9	103.9	100.9	89.3	100.7	106.0	112.1	73.6	98.9
2014	106.6	98.5	100.0	86.9	101.3	105.7	102.6	78.1	98.2
2013	105.6	104.3	100.4	89.8	98.1	102.6	100.9	74.9	98.1
2012	106.6	100.2	97.9	90.9	101.1	101.1	96.3	75.9	98.4
2011	106.1	95.0	97.5	92.4	102.0	115.2	106.7	83.3	98.7
2010	98.0	90.7	99.6	90.7	99.2	110.8	96.4	81.0	95.8
2009	87.6	80.4	97.8	91.2	98.0	107.3	97.4	75.0	90.9
2008	85.1	81.7	97.3	94.5	95.6	103.5	78.4	71.9	89.8
2007	84.0	88.3	95.8	96.2	87.6	99.8	102.4	81.8	90.5
2006	83.7	91.1	96.9	96.6	82.0	100.7	88.9	89.4	91.3

TABLE 4A.44

Table 4A.44 **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>
Non-Indigenous students									
2015	101.5	103.8	101.6	99.7	103.4	99.5	102.7	90.9	101.9
2014	101.3	103.4	101.6	100.6	103.2	98.9	101.9	95.9	101.9
2013	100.8	101.9	102.1	103.0	104.0	99.2	101.5	91.0	101.7
2012	100.5	101.3	101.7	104.8	103.6	98.5	102.6	94.8	101.4
2011	100.9	100.8	101.6	102.2	103.2	100.3	101.2	92.5	101.3
2010	99.4	101.3	102.0	103.0	103.0	100.0	100.6	95.2	101.0
2009	97.6	100.2	101.7	103.3	103.0	99.2	99.3	97.1	100.1
2008	97.8	99.0	102.1	102.9	101.8	100.1	99.3	96.3	99.9
2007	97.4	98.8	101.4	102.4	101.7	99.6	97.8	91.4	99.4
2006	96.8	98.3	100.9	102.4	100.6	99.8	98.8	90.9	98.9
Year 7/8 to year 12									
All students									
2015	78.2	86.4	88.4	82.8	95.7	71.7	96.6	53.7	84.0
2014	78.1	85.2	87.1	89.3	93.0	68.4	94.6	59.6	83.6
2013	76.7	83.7	85.2	82.2	90.6	68.7	91.6	55.8	81.6
2012	75.0	82.2	83.7	79.5	88.8	67.6	89.8	55.6	79.9
2011	74.6	82.0	83.0	78.4	86.3	69.8	89.4	55.3	79.3
2010	72.5	81.1	82.5	78.3	81.9	71.0	90.8	53.0	78.0
2009	71.3	80.2	79.6	75.0	78.5	63.8	86.9	54.8	76.0
2008	69.6	79.4	78.1	73.8	74.4	64.8	85.2	60.1	74.6
2007	69.7	80.1	78.5	70.3	72.7	65.4	85.2	61.7	74.3
2006	70.5	79.9	78.8	71.8	71.5	64.8	88.7	58.4	74.7

TABLE 4A.44

Table 4A.44 **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									
2015	52.1	69.7	72.7	50.4	85.9	54.0	88.2	31.6	59.4
2014	52.1	60.5	69.0	56.1	85.1	57.0	76.6	36.4	59.4
2013	49.5	55.1	65.3	49.5	76.9	54.7	68.5	36.1	55.1
2012	47.2	51.1	62.1	41.2	69.4	45.7	63.1	32.7	51.1
2011	42.9	46.9	60.5	40.3	68.4	44.7	76.3	32.9	48.7
2010	38.6	41.8	62.3	42.9	62.1	43.4	58.8	29.8	47.2
2009	36.7	43.4	58.0	39.7	56.0	39.7	69.5	34.5	45.4
2008	36.1	46.4	61.3	42.7	48.2	36.7	53.1	49.7	47.2
2007	34.0	46.1	56.5	29.5	43.9	45.5	59.8	45.9	42.9
2006	30.6	38.4	54.3	31.3	37.5	40.1	59.1	40.5	40.1
Non-Indigenous students									
2015	79.5	86.6	89.6	84.9	96.1	73.1	96.8	69.7	85.2
2014	79.3	85.5	88.5	91.4	93.3	69.2	95.0	74.5	84.8
2013	77.9	84.0	86.6	84.4	91.1	69.6	92.0	69.6	82.9
2012	76.2	82.5	85.2	82.1	89.5	69.2	90.4	71.5	81.3
2011	75.9	82.4	84.5	81.0	86.9	71.6	89.6	71.0	80.7
2010	73.9	81.5	83.8	80.7	82.6	73.0	91.4	69.3	79.4
2009	72.6	80.5	81.0	77.3	79.3	65.4	87.2	66.2	77.3
2008	70.8	79.7	79.1	75.8	75.2	66.8	85.8	64.8	75.6
2007	70.9	80.4	79.8	72.9	73.6	66.7	85.6	68.3	75.6
2006	71.8	80.2	80.2	74.2	72.4	66.3	89.2	66.0	76.0

TABLE 4A.44

Table 4A.44 **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 10 to year 12									
All students									
2015	77.5	84.8	86.7	81.0	92.2	72.1	95.1	63.8	82.7
2014	77.5	84.1	85.9	85.9	89.9	69.4	92.4	68.1	82.5
2013	75.8	83.1	84.0	81.0	87.8	67.8	90.4	62.9	80.7
2012	75.5	81.2	82.2	77.8	86.3	67.1	89.3	62.1	79.3
2011	76.7	82.0	81.8	76.4	83.9	70.0	90.0	62.9	79.5
2010	74.5	82.1	81.0	76.5	80.6	70.7	91.8	61.4	78.5
2009	73.5	81.2	78.8	73.5	77.5	64.1	88.8	62.3	76.7
2008	72.3	80.9	77.6	72.3	74.3	64.9	86.4	66.5	75.6
2007	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
2006	73.0	82.1	78.6	71.4	72.7	65.0	88.9	68.0	76.2
Aboriginal and Torres Strait Islander students									
2015	49.3	66.8	72.4	56.1	87.6	52.6	87.4	42.1	60.6
2014	48.9	60.3	70.5	61.7	84.2	56.3	79.6	48.0	60.4
2013	46.7	58.0	67.0	53.5	75.4	47.5	64.2	43.4	55.8
2012	48.1	56.3	62.4	45.4	70.0	41.2	65.4	40.3	53.3
2011	49.0	58.3	61.8	44.2	69.8	41.6	78.4	43.8	53.5
2010	45.3	51.2	64.0	45.4	64.9	41.9	75.0	41.4	52.5
2009	43.7	49.1	60.6	41.3	63.9	39.8	67.9	42.2	50.1
2008	43.1	50.9	63.3	44.2	58.8	36.4	59.7	55.6	51.7
2007	42.4	56.7	61.5	31.8	50.6	44.1	59.0	50.3	48.5
2006	37.7	47.4	60.2	34.6	45.7	37.5	60.0	58.8	46.8

Table 4A.44 **Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)**

	NSW	Vic	Qld	WA (d)	SA	Tas (e)	ACT	NT	Aust
Non-Indigenous students									
2015	78.9	85.0	87.7	82.5	92.4	73.7	95.3	76.6	83.8
2014	78.9	84.4	87.0	87.2	90.1	70.3	92.6	78.5	83.6
2013	77.2	83.4	85.2	82.6	88.3	69.4	90.9	75.3	81.9
2012	76.6	81.5	83.6	79.7	86.9	69.2	89.8	75.1	80.4
2011	77.7	82.2	83.1	78.4	84.3	72.2	90.2	73.1	80.6
2010	75.5	82.3	82.0	78.4	81.1	72.9	92.1	71.9	79.5
2009	74.5	81.4	79.8	75.5	77.9	65.7	89.2	72.4	77.7
2008	73.1	81.1	78.4	74.1	74.7	67.0	86.8	71.3	76.5
2007	73.3	82.0	79.5	71.8	73.9	66.7	86.4	71.5	76.6
2006	73.9	82.3	79.5	73.4	73.4	66.9	89.3	70.9	77.1

(a) The *apparent retention rate from year 7/8 to year 10* and *apparent retention rate from year 7/8 to year 12* is the percentage of full time students who remained in school at year 10 and 12, respectively, from respective cohort groups at the commencement of their secondary schooling. The commencement of secondary school is calculated as:

- year 7 for all jurisdictions other than SA
- year 8 in SA.

Prior to 2015, apparent retention rates from year 7/8 for Queensland and WA were calculated from the commencement of year 8. In 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.

The *apparent retention rate from year 10 to year 12* is the percentage of full time students who continued to year 12 from the respective cohort group 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. Apparent retention rates may also be affected by changes in net interstate and overseas migration, and movements between government and non-government school sectors.

Table 4A.44 **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>
(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.45

Table 4A.45 **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 7/8 to year 10									
All students									
2015	103.6	107.9	103.5	101.3	105.3	101.4	108.6	83.1	104.2
2014	103.1	106.9	103.1	102.2	104.6	101.0	106.2	89.0	103.8
2013	102.0	104.3	103.3	105.5	105.5	100.4	106.5	84.6	103.2
2012	102.1	103.4	102.8	110.2	104.9	98.8	104.6	89.0	103.1
2011	102.3	101.9	101.9	103.6	104.2	102.2	101.6	84.4	102.1
2010	99.8	101.9	102.4	102.7	102.4	101.0	104.0	91.1	101.3
2009	96.5	99.4	102.1	103.5	102.5	98.9	98.6	95.1	99.6
2008	96.6	97.3	101.2	102.0	100.7	99.9	98.9	88.6	98.6
2007	96.3	97.0	100.5	101.9	100.4	98.5	99.1	89.2	98.3
2006	95.5	96.8	99.4	100.9	98.0	99.3	99.4	90.6	97.5
Aboriginal and Torres Strait Islander students									
2015	103.4	103.8	100.1	87.5	102.1	105.4	104.9	64.7	96.9
2014	103.7	97.2	97.7	84.9	99.6	103.9	103.7	71.6	95.8
2013	103.7	101.9	97.4	85.7	99.6	102.0	97.7	66.8	95.4
2012	106.3	93.8	96.9	85.7	100.8	100.8	94.9	67.2	96.5
2011	104.5	85.5	94.2	90.9	102.9	118.8	101.4	66.2	95.0
2010	95.2	86.0	96.5	86.7	98.6	114.5	104.1	73.2	92.8
2009	84.1	80.3	94.1	90.6	93.2	105.5	91.5	75.3	88.5
2008	81.4	76.6	93.7	94.3	95.7	103.0	69.9	70.0	87.3
2007	80.5	82.1	93.9	96.3	87.0	98.4	84.1	82.7	88.4
2006	80.0	85.6	95.5	92.4	80.3	99.8	87.9	85.1	88.1

TABLE 4A.45

Table 4A.45 **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>
Non-Indigenous students									
2015	103.6	108.0	103.9	102.7	105.5	101.0	108.7	100.2	104.7
2014	103.1	107.1	103.6	104.0	104.9	100.7	106.3	105.3	104.4
2013	101.9	104.4	103.9	107.4	105.9	100.3	106.8	101.3	103.8
2012	101.8	103.6	103.4	112.5	105.1	98.6	105.0	107.6	103.5
2011	102.2	102.2	102.6	104.8	104.3	100.7	101.7	102.2	102.6
2010	100.1	102.2	103.0	104.3	102.6	99.8	104.0	105.9	101.9
2009	97.2	99.7	102.8	104.8	102.9	98.2	98.8	111.9	100.3
2008	97.5	97.6	101.9	102.8	100.9	99.6	99.7	103.8	99.3
2007	97.2	97.2	101.0	102.4	101.1	98.5	99.4	93.2	98.8
2006	96.3	97.0	99.7	101.7	98.8	99.2	99.7	93.7	98.0
Year 7/8 to year 12									
All students									
2015	74.1	84.8	84.8	83.3	96.2	74.1	118.6	52.9	81.8
2014	74.0	82.5	82.9	95.8	90.9	69.2	112.6	61.3	81.0
2013	72.7	80.4	80.2	82.1	87.4	69.8	104.4	56.5	78.3
2012	70.5	77.2	78.5	77.1	84.2	67.8	104.7	62.1	75.8
2011	70.5	76.6	76.4	74.8	81.3	69.6	100.6	63.7	74.7
2010	68.4	74.7	75.8	73.5	75.2	72.9	107.2	60.0	73.1
2009	66.3	73.2	72.8	69.2	69.1	61.3	99.5	61.2	70.1
2008	64.6	71.9	70.3	68.2	64.7	61.3	95.9	67.6	68.3
2007	64.5	73.9	71.1	63.1	64.0	63.3	96.6	69.4	68.3
2006	65.1	72.6	71.6	65.1	61.9	63.2	103.2	72.3	68.5

TABLE 4A.45

Table 4A.45 **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									
2015	46.5	66.9	64.9	44.0	87.2	52.0	89.5	30.0	54.3
2014	48.4	56.0	62.3	49.2	83.5	53.5	81.0	33.6	54.8
2013	45.4	49.8	56.5	43.9	75.6	53.9	65.2	33.7	49.7
2012	43.0	44.9	54.9	34.6	67.4	44.4	78.4	35.3	46.6
2011	39.2	44.8	52.2	36.7	64.2	42.2	81.4	36.8	44.6
2010	35.1	39.0	54.4	39.3	59.7	42.8	65.8	33.6	43.4
2009	33.1	38.4	52.9	37.6	50.8	39.7	71.4	37.1	41.9
2008	32.2	41.0	55.6	40.2	43.9	35.0	45.5	47.1	42.7
2007	30.9	40.9	52.1	25.5	40.9	44.8	64.6	45.1	39.1
2006	28.7	35.1	50.0	28.5	34.3	38.9	71.4	48.1	37.5
Non-Indigenous students									
2015	76.0	85.1	86.8	87.2	96.7	76.4	119.7	74.4	83.8
2014	75.7	83.0	84.9	100.4	91.3	70.7	113.7	84.9	82.7
2013	74.5	80.9	82.3	85.9	88.1	71.2	105.5	78.8	80.3
2012	72.2	77.7	80.6	81.3	85.1	69.8	105.5	84.4	77.7
2011	72.2	77.1	78.5	78.6	82.1	72.2	101.0	86.5	76.6
2010	70.4	75.2	77.6	76.8	76.0	75.7	108.4	81.4	74.9
2009	68.2	73.7	74.4	72.2	70.1	63.2	100.2	76.3	71.8
2008	66.2	72.2	71.4	70.8	65.7	63.8	97.2	79.1	69.7
2007	66.2	74.3	72.6	66.4	65.0	64.8	97.4	81.3	69.9
2006	66.8	73.0	73.2	68.1	63.0	65.2	103.8	83.2	70.1

TABLE 4A.45

Table 4A.45 **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 10 to year 12									
All students									
2015	72.6	81.2	82.1	79.0	91.1	73.8	111.3	62.5	79.2
2014	72.5	79.8	80.6	87.0	86.6	70.1	107.6	68.8	78.6
2013	71.1	78.9	78.7	79.3	83.8	68.4	102.7	67.0	76.7
2012	70.7	75.7	76.6	75.0	82.2	67.1	100.7	68.2	74.8
2011	73.0	77.0	74.8	72.3	79.3	70.4	102.0	66.9	75.0
2010	70.8	76.7	74.9	72.1	74.7	73.0	108.5	67.7	74.1
2009	68.9	75.5	72.4	67.9	68.9	62.2	100.4	68.6	71.4
2008	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
2007	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
2006	68.2	75.8	72.2	66.0	64.6	64.4	101.1	79.0	70.8
Aboriginal and Torres Strait Islander students									
2015	44.9	65.7	66.7	51.4	87.6	51.0	91.7	44.8	56.9
2014	45.6	59.7	64.3	57.4	82.9	53.1	85.3	49.9	56.8
2013	43.4	58.2	60.0	48.3	73.4	45.3	64.3	50.9	52.3
2012	45.2	52.2	56.9	39.9	68.4	38.8	75.3	48.2	50.2
2011	46.7	55.8	55.4	40.6	68.8	40.0	88.9	48.9	50.4
2010	43.1	50.9	58.1	41.6	62.3	41.5	94.1	48.0	49.7
2009	41.1	46.7	56.3	39.0	58.4	40.3	84.9	44.8	47.5
2008	40.2	48.0	58.2	43.5	54.7	35.0	51.7	55.3	48.4
2007	39.8	53.0	57.5	28.8	47.4	44.4	64.6	55.5	46.0
2006	35.9	45.0	57.3	32.7	43.1	37.4	66.0	56.1	44.3

Table 4A.45 **Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)**

	NSW	Vic	Qld	WA (d)	SA	Tas (e)	ACT	NT	Aust
Non-Indigenous students									
2015	74.6	81.5	83.5	81.2	91.3	76.2	112.0	73.4	80.7
2014	74.3	80.1	82.1	89.2	86.9	71.7	108.3	78.9	79.9
2013	72.9	79.2	80.2	82.0	84.4	70.7	103.8	77.2	78.2
2012	72.2	76.1	78.3	77.9	82.9	70.0	101.5	79.7	76.2
2011	74.3	77.3	76.4	75.0	79.7	73.5	102.3	77.2	76.4
2010	72.2	77.1	76.2	74.8	75.3	76.0	108.8	78.4	75.4
2009	70.2	75.8	73.7	70.5	69.4	64.2	100.7	81.8	72.7
2008	68.7	74.5	71.6	69.7	66.4	64.3	97.6	84.4	71.1
2007	68.9	76.5	73.3	66.4	66.4	65.3	97.4	84.0	71.6
2006	69.5	76.1	73.1	68.4	65.3	66.9	101.8	88.4	72.0

(a) The *apparent retention rate from year 7/8 to year 10* and *apparent retention rate from year 7/8 to year 12* is the percentage of full time students who remained in school at year 10 and 12, respectively, from respective cohort groups at the commencement of their secondary schooling. The commencement of secondary school is calculated as:

- year 7 for all jurisdictions other than SA
- year 8 in SA.

Prior to 2015, apparent retention rates from year 7/8 for Queensland and WA were calculated from the commencement of year 8. In 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.

The *apparent retention rate from year 10 to year 12* is the percentage of full time students who continued to year 12 from the respective cohort group 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. Apparent retention rates may also be affected by changes in net interstate and overseas migration, and movements between government and non-government school sectors.

Table 4A.45 **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>
(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.46

Table 4A.46 **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 7/8 to year 10									
All students									
2015	99.3	98.7	98.5	96.1	100.5	97.3	97.2	84.1	98.5
2014	99.3	98.8	99.1	96.3	101.2	96.3	97.6	87.0	98.7
2013	99.5	98.8	100.0	98.0	101.2	97.4	96.6	83.6	99.1
2012	98.7	98.4	99.2	97.3	101.5	98.4	100.3	84.1	98.7
2011	99.2	99.1	100.5	98.9	101.6	99.5	101.0	97.7	99.6
2010	98.6	100.2	100.8	101.5	103.6	100.0	96.9	86.1	100.0
2009	98.5	100.9	100.3	101.2	103.4	101.6	100.1	75.1	100.0
2008	98.5	101.0	102.9	102.8	103.0	101.5	98.9	81.7	100.7
2007	98.0	101.3	102.1	102.3	102.6	102.3	96.6	85.5	100.4
2006	97.8	100.3	102.9	103.8	103.5	101.3	97.8	90.1	100.5
Aboriginal and Torres Strait Islander students									
2015	124.1	104.5	103.9	96.3	92.7	108.8	129.4	97.8	107.1
2014	122.5	103.8	108.6	96.3	112.7	116.7	100.0	97.0	108.8
2013	116.4	115.7	112.6	108.1	89.7	106.2	112.5	100.6	110.2
2012	108.3	135.2	101.8	108.0	104.0	103.2	100.0	109.2	107.0
2011	117.1	165.1	111.4	99.1	95.7	97.2	125.0	157.5	117.2
2010	118.7	127.7	112.3	111.8	104.1	92.4	81.1	102.1	110.9
2009	113.8	81.0	115.1	94.4	135.3	122.4	117.6	74.2	103.4
2008	116.3	119.8	113.1	95.2	95.1	106.6	104.2	76.8	103.6
2007	114.7	156.3	104.0	95.8	93.0	111.6	163.2	79.6	102.3
2006	117.9	140.7	103.5	119.1	96.8	108.2	93.3	104.9	110.5

TABLE 4A.46

Table 4A.46 **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>
Non-Indigenous students									
2015	98.8	98.7	98.3	96.1	100.7	96.8	96.8	77.3	98.3
2014	98.8	98.8	98.7	96.3	101.0	95.7	97.6	82.5	98.5
2013	99.1	98.7	99.5	97.7	101.4	97.1	96.4	76.6	98.8
2012	98.6	98.2	99.1	97.0	101.4	98.2	100.3	75.6	98.6
2011	98.9	98.9	100.1	98.9	101.7	99.6	100.8	79.1	99.3
2010	98.3	100.1	100.4	101.2	103.5	100.3	97.1	78.4	99.8
2009	98.3	101.0	99.8	101.4	103.1	101.1	100.0	75.5	99.9
2008	98.4	101.0	102.6	103.0	103.1	101.3	98.8	84.3	100.7
2007	97.9	101.2	102.0	102.4	102.7	102.1	96.0	88.1	100.4
2006	97.6	100.2	102.9	103.4	103.6	101.1	97.8	86.1	100.3
Year 7/8 to year 12									
All students									
2015	84.6	88.6	94.1	82.1	95.0	66.9	74.9	55.5	87.2
2014	84.4	88.8	93.9	82.3	96.1	66.8	77.2	56.0	87.5
2013	83.0	88.3	93.6	82.3	95.4	66.3	78.3	54.4	86.6
2012	82.3	89.3	92.7	82.9	95.9	67.3	74.0	42.8	86.4
2011	81.5	90.0	94.6	83.4	94.2	70.2	77.7	40.1	86.7
2010	79.4	90.6	94.3	85.3	92.7	66.9	73.1	39.5	86.0
2009	79.5	90.6	91.9	83.7	93.7	69.6	73.3	41.7	85.5
2008	78.2	90.9	92.7	82.6	90.7	72.7	73.0	44.3	85.0
2007	78.6	89.5	92.5	82.1	88.0	70.4	71.7	44.7	84.4
2006	79.8	91.4	92.3	83.1	88.9	68.7	72.6	31.8	85.3

TABLE 4A.46

Table 4A.46 **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									
2015	83.1	82.8	103.5	78.7	78.6	66.2	83.3	36.6	82.4
2014	72.1	84.8	94.5	78.8	98.7	77.8	64.3	47.5	80.3
2013	78.1	94.2	101.8	74.0	85.9	59.2	80.0	46.7	82.6
2012	77.0	100.0	91.9	75.8	86.5	51.9	32.4	25.5	73.3
2011	70.3	57.8	99.1	58.2	101.5	65.3	58.8	22.5	69.9
2010	68.0	63.0	97.0	61.9	85.2	47.5	37.5	20.3	67.5
2009	68.8	97.9	81.2	50.0	100.0	39.5	63.2	28.1	64.4
2008	72.4	94.4	87.9	56.2	85.7	51.0	86.7	59.0	74.3
2007	62.6	92.3	75.4	49.3	70.7	52.5	41.2	48.3	64.2
2006	50.0	78.9	72.6	45.6	68.0	54.8	23.5	23.6	55.0
Non-Indigenous students									
2015	84.6	88.6	93.8	82.2	95.2	67.0	74.8	63.2	87.3
2014	84.6	88.8	93.9	82.4	96.1	66.5	77.3	58.8	87.6
2013	83.1	88.3	93.3	82.5	95.5	66.6	78.3	56.8	86.7
2012	82.4	89.3	92.7	83.1	96.0	67.8	74.7	51.1	86.6
2011	81.7	90.1	94.4	84.0	94.1	70.3	77.8	48.4	87.0
2010	79.5	90.7	94.2	85.9	92.7	67.4	73.4	49.6	86.3
2009	79.6	90.6	92.2	84.7	93.6	70.3	73.4	47.7	85.9
2008	78.2	90.9	92.9	83.2	90.8	73.2	72.9	40.4	85.2
2007	78.7	89.5	93.0	83.0	88.1	70.8	71.9	43.7	84.8
2006	80.0	91.4	92.9	84.0	89.0	68.9	72.9	34.9	85.8

TABLE 4A.46

Table 4A.46 **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 10 to year 12									
All students									
2015	85.0	89.7	94.1	83.8	93.8	68.7	77.5	66.3	88.0
2014	85.5	90.2	94.7	84.5	94.7	67.9	76.9	66.6	88.6
2013	83.7	89.1	93.1	83.2	93.9	66.7	77.6	55.7	87.0
2012	83.5	89.1	91.9	81.7	92.6	67.3	76.4	49.7	86.4
2011	82.8	89.2	94.3	82.4	91.1	69.1	77.6	53.4	86.7
2010	80.6	89.7	91.6	83.1	90.0	65.9	73.9	48.3	85.4
2009	81.1	89.4	90.0	81.9	91.3	68.1	75.9	48.7	85.2
2008	79.9	90.6	90.1	79.6	87.7	71.8	74.7	49.2	84.6
2007	80.0	90.0	90.1	78.8	86.0	69.0	73.0	44.7	84.1
2006	80.9	91.5	90.2	80.1	86.6	66.5	74.6	42.4	85.0
Aboriginal and Torres Strait Islander students									
2015	71.4	71.6	91.9	72.9	87.6	62.3	74.1	36.4	74.8
2014	66.6	62.7	92.9	73.0	94.9	75.4	64.3	43.5	75.1
2013	66.7	57.0	91.3	74.6	89.8	60.9	64.0	29.6	70.5
2012	64.9	78.3	81.8	67.8	83.1	56.2	40.0	25.0	66.1
2011	61.8	71.3	86.0	61.7	75.0	53.3	50.0	30.3	67.6
2010	58.5	52.6	85.8	65.1	89.7	44.6	36.0	26.4	65.2
2009	59.9	62.7	78.0	52.2	107.6	35.4	38.7	35.2	63.0
2008	61.4	67.1	84.9	47.2	88.5	47.2	92.9	56.3	67.2
2007	59.9	78.7	77.5	43.5	77.4	42.0	38.9	39.0	60.4
2006	52.9	66.7	70.5	42.6	65.4	38.6	33.3	74.3	59.8

Table 4A.46 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	NSW	Vic	Qld	WA (d)	SA	Tas (e)	ACT	NT	Aust
Non-Indigenous students									
2015	85.3	89.8	94.2	84.1	93.9	68.9	77.6	82.4	88.3
2014	85.9	90.4	94.7	84.9	94.7	67.7	77.1	77.8	88.9
2013	84.0	89.3	93.2	83.5	93.9	66.8	77.7	71.9	87.3
2012	83.8	89.2	92.3	82.1	92.7	67.6	76.9	65.3	86.8
2011	83.1	89.2	94.6	82.9	91.3	69.5	77.8	64.1	87.0
2010	80.9	89.8	91.8	83.5	90.0	66.5	74.3	58.9	85.8
2009	81.3	89.5	90.4	82.6	91.1	68.8	76.4	54.2	85.6
2008	80.1	90.7	90.2	80.5	87.6	72.4	74.5	46.9	84.9
2007	80.2	90.0	90.5	79.9	86.1	69.7	73.3	46.9	84.5
2006	81.1	91.5	90.8	81.1	86.7	67.1	74.8	38.2	85.4

(a) The *apparent retention rate from year 7/8 to year 10* and *apparent retention rate from year 7/8 to year 12* is the percentage of full time students who remained in school at year 10 and 12, respectively, from respective cohort groups at the commencement of their secondary schooling. The commencement of secondary school is calculated as:

- year 7 for all jurisdictions other than SA
- year 8 in SA.

Prior to 2015, apparent retention rates from year 7/8 for Queensland and WA were calculated from the commencement of year 8. In 2015, primary school in Queensland and WA changed from spanning years pre-year 1 to year 7 to pre-year 1 to year 6, secondary changed from spanning Years 8 to 12 to Years 7 to 12.

The *apparent retention rate from year 10 to year 12* is the percentage of full time students who continued to year 12 from the respective cohort group 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. Apparent retention rates may also be affected by changes in net interstate and overseas migration, and movements between government and non-government school sectors.

Table 4A.46 **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>
(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 2016, *Schools Australia 2015*, Cat. no. 4221.0, Canberra.

TABLE 4A.47

Table 4A.47 Participation rate in NAPLAN assessment, by Indigenous status, 2016 (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									
Reading									
Aboriginal and Torres Strait Islander students	94.8	87.8	87.7	84.2	84.7	93.0	84.5	80.4	88.9
Non-Indigenous students	97.2	94.8	93.9	96.3	93.7	95.9	94.1	95.7	95.5
All year 3 students	97.0	94.6	93.2	95.3	93.3	94.5	93.1	89.8	95.0
Writing									
Aboriginal and Torres Strait Islander students	94.6	87.0	87.5	85.9	83.7	92.9	83.8	83.4	89.1
Non-Indigenous students	97.2	94.5	93.7	96.3	93.6	96.0	93.8	96.1	95.3
All year 3 students	96.9	94.3	93.0	95.4	93.1	94.5	92.8	91.1	94.9
Numeracy									
Aboriginal and Torres Strait Islander students	93.8	86.5	86.8	82.7	83.7	93.5	83.1	79.7	87.9
Non-Indigenous students	97.0	94.6	93.7	96.0	93.7	95.7	94.1	95.4	95.3
All year 3 students	96.7	94.4	93.0	94.9	93.2	94.4	93.0	89.3	94.7
Year 5									
Reading									
Aboriginal and Torres Strait Islander students	93.9	88.3	87.7	86.0	81.2	95.9	83.7	79.9	88.7
Non-Indigenous students	97.5	95.5	93.9	96.8	94.6	96.6	94.7	96.5	95.9
All year 5 students	97.2	95.3	93.3	95.8	93.9	95.4	94.2	89.6	95.4
Writing									
Aboriginal and Torres Strait Islander students	93.9	87.4	87.5	86.2	80.4	96.2	82.2	80.0	88.6
Non-Indigenous students	97.5	95.2	93.8	96.7	94.5	96.2	94.6	96.5	95.7
All year 5 students	97.2	95.0	93.2	95.8	93.9	95.2	94.1	89.6	95.2
Numeracy									
Aboriginal and Torres Strait Islander students	93.0	87.8	86.7	84.0	79.7	95.3	81.5	77.8	87.5

TABLE 4A.47

Table 4A.47 Participation rate in NAPLAN assessment, by Indigenous status, 2016 (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>
Non-Indigenous students	97.2	95.2	93.6	96.3	94.2	95.6	94.4	96.4	95.5
All year 5 students	96.9	95.0	92.9	95.2	93.5	94.5	93.9	88.6	95.0
Year 7									
Reading									
Aboriginal and Torres Strait Islander students	90.8	86.0	83.5	79.0	82.5	90.9	83.8	75.8	85.0
Non-Indigenous students	97.0	95.0	92.1	96.7	94.6	95.6	94.5	95.8	95.2
All year 7 students	96.6	94.7	91.4	95.5	94.0	94.2	94.0	87.0	94.5
Writing									
Aboriginal and Torres Strait Islander students	91.1	87.2	84.2	78.9	82.4	92.6	84.5	71.8	85.0
Non-Indigenous students	97.1	95.1	92.3	96.9	94.5	95.8	94.8	96.0	95.3
All year 7 students	96.7	94.8	91.6	95.7	93.9	94.5	94.2	85.4	94.6
Numeracy									
Aboriginal and Torres Strait Islander students	89.7	86.4	83.6	78.2	81.4	91.5	83.8	69.1	83.9
Non-Indigenous students	96.4	94.8	91.8	96.3	94.4	95.3	94.4	95.0	94.8
All year 7 students	96.0	94.6	91.1	95.1	93.8	93.9	93.9	83.7	94.1
Year 9									
Reading									
Aboriginal and Torres Strait Islander students	80.8	73.5	75.2	68.2	70.6	82.9	78.4	62.5	74.9
Non-Indigenous students	94.4	91.0	88.3	95.8	90.5	91.9	91.4	93.3	92.2
All year 9 students	93.5	90.6	87.2	93.7	89.5	90.5	90.9	80.6	91.2
Writing									
Aboriginal and Torres Strait Islander students	81.4	75.0	75.7	69.1	71.7	83.7	76.3	65.7	75.9
Non-Indigenous students	94.6	91.3	88.5	96.1	91.0	92.5	92.0	94.8	92.5
All year 9 students	93.8	90.9	87.4	94.0	90.1	91.0	91.5	82.8	91.5

TABLE 4A.47

Table 4A.47 Participation rate in NAPLAN assessment, by Indigenous status, 2016 (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>
Numeracy									
Aboriginal and Torres Strait Islander students	79.5	74.9	74.3	67.7	68.7	81.5	77.0	62.1	74.1
Non-Indigenous students	93.6	90.8	87.8	95.6	89.9	91.5	91.3	93.4	91.8
All year 9 students	92.8	90.4	86.7	93.4	88.9	89.9	90.8	80.4	90.7

- (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 2010–2015 were included in earlier Reports.

Source: ACARA 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

NAPLAN Reading

TABLE 4A.48

Table 4A.48 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Year 3									
<i>Average age</i>	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 11 m</i>	<i>8 y 7 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
<i>Years of schooling</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>	<i>3 y 4 m</i>
Aboriginal and Torres Strait Islander students									
Major cities	90.2 ± 1.4	88.3 ± 3.0	89.1 ± 2.1	82.0 ± 3.8	79.5 ± 4.7	..	84.0 ±10.7	..	87.5 ± 1.0
Inner Regional	87.8 ± 1.8	87.7 ± 3.6	89.6 ± 2.2	80.7 ± 9.2	84.0 ±12.9	91.9 ± 3.6	np	..	88.2 ± 1.3
Outer Regional	83.0 ± 4.1	83.5 ± 8.4	85.0 ± 3.2	77.0 ± 6.7	72.5 ± 9.9	90.2 ± 4.2	..	72.2 ± 8.9	82.2 ± 2.1
Remote	75.7 ±10.6	np	73.4 ± 8.1	62.3 ± 7.0	73.1 ±18.1	np	..	49.7 ±12.8	64.0 ± 5.0
Very remote	76.2 ± 9.4	..	69.7 ±11.3	48.8 ± 7.2	42.6 ±20.1	..	..	26.2 ± 6.5	46.9 ± 6.2
Total	87.6 ± 1.2	87.3 ± 2.4	85.2 ± 1.9	71.3 ± 3.1	74.7 ± 4.5	91.1 ± 2.9	84.2 ±10.5	42.2 ± 6.7	80.6 ± 1.3
Non-Indigenous students									
Major cities	96.6 ± 0.3	96.2 ± 0.4	96.6 ± 0.4	95.8 ± 0.5	94.8 ± 0.8	..	96.7 ± 0.9	..	96.3 ± 0.2
Inner Regional	95.7 ± 0.5	95.6 ± 0.7	95.5 ± 0.7	94.8 ± 1.3	94.8 ± 1.6	94.6 ± 1.1	np	..	95.5 ± 0.3
Outer Regional	95.2 ± 0.8	95.8 ± 1.1	96.1 ± 0.7	94.2 ± 1.5	92.4 ± 1.7	93.3 ± 1.9	..	93.1 ± 2.3	94.9 ± 0.5
Remote	93.3 ± 4.7	96.7 ± 5.4	96.4 ± 2.0	94.5 ± 2.0	94.0 ± 3.5	90.4 ± 7.2	..	95.1 ± 3.4	94.8 ± 1.1
Very remote	91.9 ± 8.5	..	94.8 ± 2.7	95.9 ± 2.8	93.0 ± 7.4	..	..	92.6 ± 7.1	94.5 ± 1.9
Total	96.4 ± 0.2	96.0 ± 0.3	96.3 ± 0.3	95.5 ± 0.4	94.5 ± 0.7	94.2 ± 1.0	96.7 ± 0.9	93.4 ± 1.9	96.0 ± 0.1
All year 3 students									
Major cities	96.4 ± 0.3	96.0 ± 0.4	96.3 ± 0.4	95.2 ± 0.5	94.1 ± 0.9	..	96.3 ± 0.9	..	96.0 ± 0.2
Inner Regional	94.8 ± 0.6	95.4 ± 0.7	94.9 ± 0.7	94.0 ± 1.5	94.4 ± 1.6	94.6 ± 1.2	np	..	94.9 ± 0.3
Outer Regional	93.0 ± 1.1	94.8 ± 1.5	94.3 ± 1.0	91.7 ± 2.1	90.3 ± 2.4	92.9 ± 1.7	..	89.7 ± 3.3	93.1 ± 0.7
Remote	86.7 ± 7.6	96.8 ± 5.4	90.2 ± 4.0	86.2 ± 3.9	92.9 ± 3.9	90.2 ± 7.4	..	76.4 ±10.2	86.7 ± 2.5
Very remote	83.9 ± 7.1	..	79.5 ± 8.0	68.5 ± 7.8	68.8 ±18.6	..	..	34.7 ±10.4	62.9 ± 5.6
Total	95.8 ± 0.3	95.8 ± 0.4	95.4 ± 0.4	93.8 ± 0.6	93.4 ± 0.8	94.0 ± 1.0	96.3 ± 0.9	73.8 ± 5.7	95.1 ± 0.2

TABLE 4A.48

Table 4A.48 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Statistical significance of the proportion students at and above the national minimum standard, all year 3 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	■	■	↑	↑	↑	■	▲	
	■	..	■	↑	↑	↑	■	▲	
	■	■	..	■	↑	■	■	▲	
	↓	↓	■	..	■	■	↓	▲	
	↓	↓	↓	■	..	■	↓	▲	
	↓	↓	■	■	■	..	↓	▲	
	■	■	■	↑	↑	↑	..	▲	
	▼	▼	▼	▼	▼	▼	▼	..	

Year 5

<i>Average age</i>	<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 7 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
<i>Years of schooling</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>	<i>5 y 4 m</i>

Aboriginal and Torres Strait Islander students

Major cities	82.5 ± 2.1	87.1 ± 3.7	86.3 ± 2.6	69.4 ± 3.5	74.2 ± 4.7	..	81.9 ± 10.0	..	81.2 ± 1.4
Inner Regional	78.9 ± 2.4	84.7 ± 4.1	82.3 ± 3.4	71.4 ± 10.2	79.7 ± 9.3	83.1 ± 4.7	np	..	80.4 ± 1.7
Outer Regional	74.1 ± 4.0	77.7 ± 7.9	76.8 ± 3.6	63.3 ± 7.8	62.6 ± 8.3	82.3 ± 5.5	..	59.5 ± 11.4	72.9 ± 2.4
Remote	64.5 ± 9.3	np	56.8 ± 10.7	50.9 ± 9.0	78.4 ± 13.6	np	..	38.3 ± 14.5	52.0 ± 6.3
Very remote	55.6 ± 15.3	..	50.9 ± 8.6	24.4 ± 6.6	28.5 ± 17.2	..	..	8.9 ± 3.5	26.1 ± 4.9
Total	79.1 ± 1.5	84.5 ± 2.7	77.2 ± 2.3	56.5 ± 3.9	67.2 ± 4.6	82.8 ± 3.5	82.5 ± 9.4	26.7 ± 6.2	70.8 ± 1.6

Non-Indigenous students

Major cities	94.9 ± 0.4	95.2 ± 0.5	95.2 ± 0.6	94.6 ± 0.6	93.3 ± 1.0	–	95.8 ± 1.0	..	94.9 ± 0.2
Inner Regional	93.5 ± 0.7	94.3 ± 0.8	93.9 ± 0.8	93.3 ± 1.5	92.8 ± 2.0	92.0 ± 1.6	np	..	93.7 ± 0.4

TABLE 4A.48

Table 4A.48 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Outer Regional	91.0 ± 1.5	93.4 ± 1.7	94.1 ± 0.9	91.6 ± 1.9	89.5 ± 1.9	90.0 ± 2.2	..	91.0 ± 3.1	92.2 ± 0.6
Remote	87.8 ± 5.0	93.7 ± 9.0	93.4 ± 1.9	92.2 ± 2.5	93.0 ± 3.0	91.6 ± 10.4	..	92.9 ± 4.0	92.4 ± 1.3
Very remote	np	..	89.5 ± 4.6	90.9 ± 3.6	91.4 ± 8.5	..	..	94.1 ± 5.6	90.7 ± 2.5
Total	94.4 ± 0.3	94.9 ± 0.4	94.7 ± 0.4	94.1 ± 0.5	92.7 ± 0.8	91.4 ± 1.3	95.8 ± 1.0	91.5 ± 2.5	94.4 ± 0.2
All year 5 students									
Major cities	94.5 ± 0.4	95.0 ± 0.5	94.9 ± 0.6	93.6 ± 0.7	92.6 ± 1.0	..	95.4 ± 1.1	..	94.5 ± 0.2
Inner Regional	91.9 ± 0.8	93.9 ± 0.9	92.9 ± 0.9	91.9 ± 1.8	92.3 ± 2.2	91.6 ± 1.7	np	..	92.7 ± 0.5
Outer Regional	88.1 ± 1.6	92.2 ± 2.1	91.5 ± 1.2	87.7 ± 2.9	87.1 ± 2.2	88.9 ± 2.2	..	85.2 ± 5.2	89.5 ± 0.8
Remote	79.2 ± 6.9	93.8 ± 8.7	83.0 ± 5.8	81.7 ± 5.2	92.0 ± 3.5	91.6 ± 10.6	..	69.3 ± 13.9	81.4 ± 3.4
Very remote	71.4 ± 12.7	..	66.1 ± 7.6	50.0 ± 11.6	52.6 ± 22.2	..	..	18.5 ± 10.3	46.0 ± 6.3
Total	93.5 ± 0.4	94.6 ± 0.4	93.4 ± 0.5	91.4 ± 0.8	91.5 ± 0.9	90.8 ± 1.3	95.4 ± 1.1	64.4 ± 7.5	93.0 ± 0.2

Statistical significance of the proportion students at and above the national minimum standard, all year 5 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	■	↑	↓	▲
<i>Vic</i>	■	..	■	↑	↑	↑	■	▲
<i>Qld</i>	■	■	..	■	■	↑	↓	▲
<i>WA</i>	■	↓	■	..	■	■	↓	▲
<i>SA</i>	■	↓	■	■	..	■	↓	▲
<i>Tas</i>	↓	↓	↓	■	■	..	↓	▲
<i>ACT</i>	↑	■	↑	↑	↑	↑	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

TABLE 4A.48

Table 4A.48 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Year 7									
<i>Average age</i>	<i>12 y 7 m</i>	<i>12 y 9 m</i>	<i>12 y 5 m</i>	<i>12 y 5 m</i>	<i>12 y 7 m</i>	<i>12 y 10 m</i>	<i>12 y 8 m</i>	<i>12 y 6 m</i>	<i>12 y 7 m</i>
<i>Years of schooling</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>
Aboriginal and Torres Strait Islander students									
Major cities	87.7 ± 1.8	86.0 ± 3.8	87.3 ± 2.3	79.6 ± 4.8	84.4 ± 4.6	..	90.0 ± 6.3	..	86.2 ± 1.3
Inner Regional	85.0 ± 2.9	85.0 ± 4.3	86.3 ± 3.1	76.5 ± 10.0	77.6 ± 12.8	85.4 ± 5.4	np	..	84.9 ± 1.7
Outer Regional	78.8 ± 4.3	80.4 ± 11.4	78.4 ± 3.3	72.0 ± 8.5	78.8 ± 6.9	86.6 ± 7.4	..	68.3 ± 8.2	77.5 ± 2.3
Remote	68.5 ± 12.3	np	65.5 ± 14.4	63.3 ± 7.7	np	np	..	37.3 ± 14.5	56.5 ± 8.1
Very remote	70.5 ± 18.1	..	60.0 ± 11.8	45.4 ± 9.9	46.5 ± 17.3	..	..	21.9 ± 5.8	37.7 ± 6.8
Total	84.9 ± 1.6	84.7 ± 3.5	81.6 ± 2.1	68.9 ± 3.9	78.7 ± 4.6	86.0 ± 4.4	90.0 ± 6.3	37.4 ± 8.0	77.4 ± 1.6
Non-Indigenous students									
Major cities	96.1 ± 0.5	95.7 ± 0.6	96.1 ± 0.7	96.0 ± 0.8	95.0 ± 0.9	–	96.4 ± 1.2	..	95.9 ± 0.3
Inner Regional	95.1 ± 0.7	95.3 ± 1.0	94.7 ± 1.0	94.8 ± 1.8	96.2 ± 1.3	94.4 ± 1.8	np	..	95.0 ± 0.5
Outer Regional	93.4 ± 1.3	94.3 ± 2.0	95.2 ± 1.1	93.6 ± 2.1	93.5 ± 1.7	93.7 ± 1.8	..	92.7 ± 3.1	94.2 ± 0.6
Remote	91.8 ± 5.5	99.2 ± 3.2	94.2 ± 2.3	95.1 ± 1.6	96.6 ± 2.3	np	..	92.6 ± 4.9	94.7 ± 1.3
Very remote	np	..	92.5 ± 3.9	94.1 ± 4.3	90.1 ± 6.2	..	..	94.6 ± 7.4	92.8 ± 2.6
Total	95.8 ± 0.4	95.6 ± 0.5	95.7 ± 0.5	95.7 ± 0.7	95.0 ± 0.7	94.2 ± 1.4	96.4 ± 1.2	92.7 ± 2.6	95.6 ± 0.2
All year 7 students									
Major cities	95.8 ± 0.5	95.5 ± 0.6	95.8 ± 0.7	95.4 ± 0.9	94.7 ± 0.9	..	96.2 ± 1.2	..	95.6 ± 0.3
Inner Regional	94.1 ± 0.8	95.0 ± 1.1	93.9 ± 1.1	93.5 ± 2.4	95.7 ± 1.4	94.1 ± 1.8	np	..	94.3 ± 0.5
Outer Regional	90.7 ± 1.7	93.3 ± 2.7	92.5 ± 1.5	90.9 ± 3.3	92.1 ± 2.0	92.6 ± 2.2	..	87.6 ± 4.8	91.7 ± 0.9
Remote	81.0 ± 8.9	98.8 ± 3.6	83.9 ± 7.8	85.1 ± 4.5	95.6 ± 2.7	87.6 ± 8.7	..	64.4 ± 16.1	82.2 ± 4.4
Very remote	81.1 ± 16.8	..	73.9 ± 9.8	63.1 ± 12.4	67.0 ± 16.3	..	..	28.5 ± 9.2	54.1 ± 7.6
Total	95.2 ± 0.4	95.3 ± 0.5	94.6 ± 0.6	93.8 ± 1.0	94.2 ± 0.7	93.7 ± 1.5	96.2 ± 1.2	68.4 ± 9.0	94.6 ± 0.3

TABLE 4A.48

Table 4A.48 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Statistical significance of the proportion students at and above the national minimum standard, all year 7 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	■	■	■	■	■	■	▲	
<i>Vic</i>	■	..	■	■	■	■	■	▲	
<i>Qld</i>	■	■	..	■	■	■	↓	▲	
<i>WA</i>	■	■	■	..	■	■	↓	▲	
<i>SA</i>	■	■	■	■	..	■	↓	▲	
<i>Tas</i>	■	■	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	↑	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 9

<i>Average age</i>	14 y 7 m	14 y 9 m	14 y 4 m	14 y 5 m	14 y 7 m	14 y 11 m	14 y 8 m	14 y 6 m	14 y 7 m
<i>Years of schooling</i>	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 4 m

Aboriginal and Torres Strait Islander students

Major cities	84.2 ± 2.1	80.1 ± 5.4	84.5 ± 3.5	77.8 ± 4.4	76.2 ± 6.0	..	81.4 ± 8.4	..	82.1 ± 1.4
Inner Regional	79.1 ± 3.1	84.1 ± 5.0	80.9 ± 4.6	79.4 ± 9.0	86.1 ± 9.1	86.7 ± 5.6	np	..	80.9 ± 2.1
Outer Regional	75.2 ± 4.4	79.7 ± 6.8	71.4 ± 4.4	72.5 ± 7.7	72.9 ± 6.1	85.7 ± 5.8	..	56.8 ± 10.6	72.3 ± 2.9
Remote	55.8 ± 18.2	np	54.7 ± 16.8	65.7 ± 8.3	np	np	..	39.6 ± 17.2	55.1 ± 8.8
Very remote	57.8 ± 21.0	..	50.8 ± 13.2	45.5 ± 12.4	np	..	..	17.4 ± 7.5	33.9 ± 7.4
Total	80.2 ± 1.6	81.6 ± 3.3	75.9 ± 3.0	69.4 ± 3.8	74.4 ± 4.2	86.4 ± 4.5	81.4 ± 8.4	34.2 ± 8.1	73.6 ± 1.7

Non-Indigenous students

Major cities	94.3 ± 0.6	93.8 ± 0.8	94.5 ± 0.9	96.2 ± 0.8	92.8 ± 1.9	–	95.5 ± 1.7	..	94.3 ± 0.4
Inner Regional	93.0 ± 1.0	93.2 ± 1.2	92.4 ± 1.3	95.8 ± 1.5	93.2 ± 2.4	93.6 ± 1.9	np	..	93.2 ± 0.6

TABLE 4A.48

Table 4A.48 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Outer Regional	91.7 ± 1.3	93.9 ± 2.2	92.4 ± 1.6	95.4 ± 1.9	92.2 ± 2.0	92.4 ± 2.1	..	92.0 ± 3.9	92.8 ± 0.8
Remote	88.8 ± 6.6	99.1 ± 2.8	92.0 ± 4.5	95.2 ± 2.7	93.8 ± 2.8	np	..	94.4 ± 5.4	94.3 ± 1.8
Very remote	np	..	88.7 ± 5.8	89.9 ± 7.2	95.7 ± 6.1	..	..	95.6 ± 9.0	91.1 ± 3.9
Total	94.0 ± 0.5	93.7 ± 0.6	93.8 ± 0.7	96.0 ± 0.6	92.8 ± 1.4	93.3 ± 1.6	95.5 ± 1.7	92.6 ± 3.3	94.0 ± 0.3
All year 9 students									
Major cities	93.9 ± 0.6	93.6 ± 0.8	94.1 ± 0.9	95.3 ± 0.9	92.2 ± 1.9	..	95.2 ± 1.8	..	93.9 ± 0.4
Inner Regional	91.6 ± 1.1	92.8 ± 1.3	91.4 ± 1.4	94.6 ± 1.9	92.8 ± 2.4	93.2 ± 2.0	np	..	92.3 ± 0.7
Outer Regional	88.6 ± 1.8	93.1 ± 2.4	88.9 ± 2.1	92.0 ± 3.0	90.6 ± 2.3	91.3 ± 2.3	..	84.5 ± 6.7	89.8 ± 1.1
Remote	72.2 ± 13.6	98.2 ± 4.6	79.0 ± 10.6	85.4 ± 5.4	92.4 ± 4.6	np	..	68.6 ± 19.1	82.0 ± 5.0
Very remote	71.7 ± 19.3	..	66.1 ± 11.4	61.1 ± 13.4	73.4 ± 15.2	..	..	23.6 ± 11.1	49.7 ± 8.7
Total	93.1 ± 0.5	93.4 ± 0.7	92.4 ± 0.8	94.0 ± 0.9	91.9 ± 1.5	92.7 ± 1.6	95.2 ± 1.8	68.3 ± 9.5	92.8 ± 0.3

Statistical significance of the proportion students at and above the national minimum standard, all year 9 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	■	■	↓	▲
<i>Vic</i>	■	..	■	■	■	■	■	▲
<i>Qld</i>	■	■	..	■	■	■	↓	▲
<i>WA</i>	■	■	■	..	■	■	■	▲
<i>SA</i>	■	■	■	■	..	■	↓	▲
<i>Tas</i>	■	■	■	■	■	..	■	▲
<i>ACT</i>	↑	■	↑	■	↑	■	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

Table 4A.48 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Nature of differences. Percentage of students at or above NMS is:									
▲	substantially higher than and is statistically significantly different from the comparison State/Territory								
↑	higher than and is statistically significantly different from the the comparison State/Territory								
■	is close to or not statistically different from the comparison State/Territory								
↓	is lower than and is statistically significantly different from the comparison State/Territory								
▼	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 (2016). See chapter 2 (Statistical context) 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)	Data for years 2008–2015 were included in earlier Reports.								
(d)	The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.								
(e)	A student is considered to be '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 extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(g)	Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.								
(h)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
..	Not applicable. np Not published.								

Source: ACARA 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.49

Table 4A.49 **NAPLAN reading: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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									
Aboriginal and Torres Strait Islander students									
Major cities	375.0 ± 4.0	388.8 ± 7.8	373.2 ± 5.9	346.6 ± 7.7	352.1 ±10.9	..	369.1 ±19.6	..	369.8 ± 2.8
Inner Regional	360.6 ± 5.1	378.9 ± 8.9	370.3 ± 5.8	339.9 ±18.0	364.1 ±29.2	375.0 ±11.2	np	..	365.6 ± 3.5
Outer Regional	348.4 ± 7.7	367.0 ±14.4	350.9 ± 6.4	327.9 ±14.2	329.7 ±19.8	374.0 ±10.9	..	329.1 ±17.7	347.2 ± 4.3
Remote	337.8 ±20.5	np	322.0 ±17.5	301.7 ±14.3	335.1 ±30.5	np	..	265.3 ±36.8	303.7 ±12.8
Very remote	317.1 ±14.1	..	303.4 ±26.8	267.6 ±14.7	240.7 ±35.0	..	..	197.5 ±24.5	251.7 ±16.3
Total	363.7 ± 3.1	381.8 ± 5.8	355.8 ± 5.1	319.9 ± 6.6	336.9 ±10.8	374.8 ± 7.8	368.6 ±18.7	242.6 ±20.6	346.5 ± 3.5
Non-Indigenous students									
Major cities	438.7 ± 2.4	442.9 ± 2.4	430.7 ± 3.3	429.0 ± 3.3	422.7 ± 4.3	..	442.8 ± 6.3	..	436.2 ± 1.3
Inner Regional	417.3 ± 2.8	426.3 ± 3.0	414.9 ± 3.9	404.1 ± 6.0	412.2 ± 6.6	423.6 ± 7.4	np	..	418.7 ± 1.7
Outer Regional	405.4 ± 4.2	424.5 ± 5.5	417.3 ± 4.3	403.1 ± 7.0	397.0 ± 5.6	403.0 ± 6.9	..	408.5 ±10.1	411.0 ± 2.4
Remote	403.0 ±17.0	418.8 ±16.9	411.5 ± 8.8	403.7 ± 6.2	401.4 ±14.6	394.3 ±16.5	..	415.9 ±18.3	406.7 ± 5.0
Very remote	417.2 ±39.2	..	406.7 ±12.9	392.4 ±10.6	425.7 ±35.3	..	..	404.3 ±27.5	403.2 ± 8.4
Total	433.0 ± 2.0	438.9 ± 1.9	425.3 ± 2.3	423.2 ± 2.9	417.9 ± 3.5	417.1 ± 5.7	442.8 ± 6.3	409.7 ± 8.6	430.5 ± 1.1
All year 3 students									
Major cities	436.4 ± 2.4	442.1 ± 2.4	428.5 ± 3.3	425.8 ± 3.5	420.5 ± 4.4	..	441.0 ± 6.4	..	434.2 ± 1.4
Inner Regional	411.0 ± 3.1	424.7 ± 3.1	410.8 ± 3.9	400.3 ± 6.5	410.2 ± 7.1	421.6 ± 7.9	np	..	414.6 ± 1.8
Outer Regional	395.7 ± 4.7	420.8 ± 5.8	406.9 ± 5.0	392.5 ± 8.4	389.8 ± 6.9	399.0 ± 6.7	..	395.8 ±11.8	401.9 ± 2.7
Remote	379.7 ±20.5	419.3 ±16.3	387.7 ±14.3	376.7 ±11.3	398.1 ±16.3	391.9 ±17.4	..	355.7 ±34.4	379.8 ± 8.0
Very remote	365.4 ±34.8	..	343.9 ±22.7	319.7 ±19.8	335.6 ±54.0	..	..	224.1 ±34.6	303.0 ±16.2
Total	428.8 ± 2.1	437.7 ± 2.0	419.8 ± 2.5	415.9 ± 3.1	414.1 ± 3.7	414.5 ± 6.0	440.8 ± 6.4	346.2 ±18.5	425.6 ± 1.1

TABLE 4A.49

Table 4A.49 **NAPLAN reading: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 significance of the mean scale scores, all year 3 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	■	■	■	■	■	■	▲	
<i>Vic</i>	■	..	↑	↑	↑	↑	■	▲	
<i>Qld</i>	■	↓	..	■	■	■	↓	▲	
<i>WA</i>	■	↓	■	..	■	■	↓	▲	
<i>SA</i>	■	↓	■	■	..	■	↓	▲	
<i>Tas</i>	■	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	↑	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 5**Aboriginal and Torres Strait Islander students**

Major cities	450.3 ± 4.2	469.9 ± 6.4	457.1 ± 4.7	417.9 ± 6.7	433.4 ± 8.9	..	466.5 ± 19.2	..	447.9 ± 2.7
Inner Regional	438.5 ± 4.9	458.3 ± 8.5	449.9 ± 5.7	420.6 ± 16.7	437.2 ± 19.1	454.1 ± 11.9	np	..	443.7 ± 3.3
Outer Regional	424.5 ± 6.7	444.0 ± 12.7	432.9 ± 6.9	400.4 ± 11.6	408.4 ± 13.7	457.1 ± 10.9	..	412.1 ± 22.3	426.9 ± 4.4
Remote	403.4 ± 14.2	np	395.4 ± 19.4	381.7 ± 18.0	426.7 ± 23.1	np	..	353.6 ± 30.6	382.4 ± 12.6
Very remote	385.7 ± 20.0	..	381.5 ± 12.9	325.5 ± 19.0	318.9 ± 40.4	..	..	258.8 ± 19.0	314.1 ± 14.7
Total	439.9 ± 3.0	461.0 ± 5.1	436.9 ± 4.4	390.6 ± 8.2	414.9 ± 10.3	455.3 ± 8.2	464.6 ± 18.4	312.4 ± 19.3	422.1 ± 3.9

Non-Indigenous students

Major cities	511.3 ± 2.4	515.8 ± 2.1	509.7 ± 2.8	506.2 ± 3.0	498.5 ± 3.9	..	515.1 ± 5.3	..	510.8 ± 1.2
Inner Regional	494.3 ± 2.6	501.0 ± 2.6	497.4 ± 3.2	490.8 ± 5.7	491.8 ± 5.9	504.3 ± 7.4	np	..	497.3 ± 1.5
Outer Regional	482.3 ± 4.4	497.6 ± 4.8	497.7 ± 3.6	483.4 ± 6.8	476.3 ± 5.7	484.8 ± 6.4	..	497.9 ± 11.5	490.3 ± 2.2
Remote	477.7 ± 17.2	473.8 ± 20.0	488.6 ± 6.5	483.6 ± 5.1	480.2 ± 8.2	484.4 ± 27.2	..	504.3 ± 15.6	486.3 ± 4.0

TABLE 4A.49

Table 4A.49 **NAPLAN reading: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Very remote	np	..	480.8 ±14.3	472.0 ± 8.4	484.1 ±23.6	..	..	491.3 ±20.4	479.8 ± 7.4
Total	506.5 ± 1.9	512.1 ± 1.7	505.1 ± 2.0	501.7 ± 2.6	494.4 ± 3.1	498.3 ± 5.7	515.1 ± 5.3	498.8 ± 9.3	506.2 ± 0.9
All year 5 students									
Major cities	509.3 ± 2.4	515.2 ± 2.1	507.8 ± 2.9	502.8 ± 3.2	496.3 ± 4.0	..	514.1 ± 5.4	..	509.0 ± 1.2
Inner Regional	488.5 ± 2.9	499.7 ± 2.7	493.4 ± 3.4	486.0 ± 6.1	489.7 ± 6.2	502.1 ± 7.9	np	..	493.4 ± 1.6
Outer Regional	472.5 ± 4.7	493.6 ± 5.4	488.0 ± 4.4	471.8 ± 8.4	470.2 ± 6.4	481.0 ± 6.3	..	482.8 ±14.9	481.5 ± 2.6
Remote	449.3 ±19.4	475.0 ±19.6	463.1 ±14.1	457.5 ±12.2	476.8 ± 9.5	481.7 ±25.2	..	440.2 ±35.5	458.4 ± 8.2
Very remote	434.7 ±28.3	..	420.8 ±16.1	381.8 ±27.5	383.7 ±55.7	..	..	285.4 ±32.5	365.5 ±17.2
Total	502.7 ± 2.0	511.1 ± 1.7	500.1 ± 2.2	493.7 ± 3.0	490.6 ± 3.3	495.5 ± 6.0	514.0 ± 5.4	421.5 ±22.1	501.5 ± 1.0

Statistical significance of the mean scale scores, all year 5 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	■	■	■	▲
<i>Vic</i>	■	..	■	↑	↑	↑	■	▲
<i>Qld</i>	■	■	..	■	■	■	■	▲
<i>WA</i>	■	↓	■	..	■	■	↓	▲
<i>SA</i>	■	↓	■	■	..	■	↓	▲
<i>Tas</i>	■	↓	■	■	■	..	↓	▲
<i>ACT</i>	■	■	■	↑	↑	↑	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

TABLE 4A.49

Table 4A.49 **NAPLAN reading: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 7									
Aboriginal and Torres Strait Islander students									
Major cities	498.2 ± 3.9	509.1 ± 8.6	500.4 ± 5.2	477.8 ± 7.6	491.8 ± 6.9	..	507.7 ±13.2	..	496.8 ± 2.7
Inner Regional	488.9 ± 4.7	497.8 ± 7.7	493.6 ± 5.5	471.9 ±14.9	482.1 ±14.5	495.4 ± 9.8	np	..	490.9 ± 3.2
Outer Regional	469.9 ± 6.3	488.8 ±17.2	474.8 ± 6.0	461.6 ±13.6	477.0 ± 8.8	491.6 ±14.5	..	465.0 ±14.6	473.5 ± 3.9
Remote	460.8 ±18.0	np	456.4 ±21.2	445.0 ±10.3	np	np	..	383.6 ±41.3	430.4 ±17.7
Very remote	454.8 ±16.6	..	439.6 ±19.8	416.5 ±21.2	416.8 ±21.4	..	..	363.7 ±15.7	396.6 ±13.3
Total	489.6 ± 2.9	501.5 ± 5.9	485.1 ± 4.1	457.4 ± 6.9	479.5 ± 6.6	493.3 ± 8.4	507.7 ±13.2	393.8 ±17.9	476.2 ± 3.2
Non-Indigenous students									
Major cities	549.2 ± 3.6	549.6 ± 3.1	547.8 ± 4.3	546.9 ± 5.6	544.1 ± 3.6	..	558.9 ± 8.2	..	548.7 ± 1.8
Inner Regional	533.7 ± 3.4	536.7 ± 3.9	533.2 ± 3.7	530.7 ± 8.7	538.5 ± 6.0	544.7 ± 9.6	np	..	535.3 ± 2.0
Outer Regional	522.3 ± 4.0	533.0 ± 5.3	534.5 ± 4.7	527.9 ± 9.3	525.0 ± 4.5	524.1 ± 8.4	..	534.1 ±13.9	529.9 ± 2.6
Remote	519.0 ±15.3	550.7 ±23.1	527.4 ± 9.6	527.6 ± 6.3	530.8 ± 5.4	np	..	533.1 ±22.7	528.7 ± 5.0
Very remote	np	..	516.6 ±13.0	523.8 ±14.6	506.7 ±17.9	..	..	535.8 ±16.4	520.0 ± 8.5
Total	545.2 ± 2.9	546.5 ± 2.6	542.8 ± 3.1	543.3 ± 4.7	540.5 ± 2.9	539.0 ± 7.8	558.9 ± 8.2	534.0 ±11.6	544.6 ± 1.4
All year 7 students									
Major cities	547.4 ± 3.6	549.0 ± 3.1	546.0 ± 4.4	544.7 ± 5.7	542.4 ± 3.7	..	557.9 ± 8.1	..	547.2 ± 1.8
Inner Regional	529.7 ± 3.7	535.4 ± 4.0	529.5 ± 3.8	527.1 ± 9.6	536.9 ± 6.2	544.8 ±10.3	–	..	532.5 ± 2.2
Outer Regional	512.7 ± 4.8	529.9 ± 6.3	525.0 ± 5.7	519.3 ±12.1	520.6 ± 4.9	520.1 ± 9.2	..	520.2 ±16.3	521.7 ± 3.1
Remote	492.1 ±16.3	548.7 ±23.9	502.0 ±17.6	502.0 ±10.2	527.8 ± 6.5	492.8 ±21.4	..	458.4 ±46.3	497.1 ±10.8
Very remote	485.1 ±35.3	..	473.2 ±20.2	455.7 ±27.5	459.3 ±26.3	..	..	379.6 ±22.2	433.8 ±16.1
Total	542.1 ± 2.9	545.6 ± 2.6	538.5 ± 3.2	537.6 ± 4.9	537.8 ± 3.0	538.0 ± 8.3	557.9 ± 8.1	472.9 ±22.7	540.8 ± 1.5

TABLE 4A.49

Table 4A.49 **NAPLAN reading: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 significance of the mean scale scores, all year 7 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	..	■	■	■	■	■	↓	▲
	<i>Vic</i>	■	..	■	■	■	■	■	▲
	<i>Qld</i>	■	■	..	■	■	■	↓	▲
	<i>WA</i>	■	■	■	..	■	■	↓	▲
	<i>SA</i>	■	■	■	■	..	■	↓	▲
	<i>Tas</i>	■	■	■	■	■	..	↓	▲
	<i>ACT</i>	↑	■	↑	↑	↑	↑	..	▲
	<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

Year 9**Aboriginal and Torres Strait Islander students**

Major cities	540.5 ± 3.6	542.1 ± 7.3	541.3 ± 5.5	525.9 ± 7.2	526.8 ± 8.0	..	552.3 ±15.1	..	537.7 ± 2.6
Inner Regional	530.8 ± 5.4	542.0 ± 7.8	532.2 ± 6.3	526.6 ±16.5	544.3 ±20.5	549.2 ±10.2	np	..	534.1 ± 3.7
Outer Regional	519.2 ± 6.5	528.6 ±10.0	514.3 ± 7.3	514.6 ±12.4	516.7 ± 9.6	545.9 ± 9.7	..	497.1 ±22.8	516.8 ± 5.0
Remote	496.6 ±22.6	np	491.3 ±20.1	505.0 ±11.2	np	np	..	440.7 ±60.8	482.4 ±22.7
Very remote	492.9 ±16.8	..	483.5 ±18.6	468.9 ±17.7	np	..	..	409.2 ±19.6	444.5 ±14.6
Total	532.7 ± 3.0	540.2 ± 5.0	524.5 ± 4.6	510.6 ± 5.8	521.8 ± 6.5	548.1 ± 7.1	552.3 ±15.1	441.4 ±21.3	520.2 ± 3.4

Non-Indigenous students

Major cities	588.6 ± 3.5	587.3 ± 3.5	585.4 ± 4.6	593.9 ± 5.4	579.9 ± 6.0	..	601.8 ± 8.4	..	588.1 ± 1.9
Inner Regional	575.4 ± 3.5	576.0 ± 3.9	569.9 ± 4.1	579.4 ± 8.9	573.5 ± 6.3	586.0 ± 8.1	np	..	575.7 ± 2.1
Outer Regional	563.4 ± 4.1	577.3 ± 8.1	569.4 ± 5.2	577.8 ± 9.0	566.9 ± 6.3	567.1 ± 6.9	..	572.3 ±12.5	570.2 ± 2.7
Remote	551.2 ±17.8	615.4 ±24.8	557.9 ±12.0	577.6 ± 6.8	567.8 ±12.0	np	..	591.1 ±24.6	575.4 ± 8.3

TABLE 4A.49

Table 4A.49 **NAPLAN reading: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Very remote	np	..	550.5 ±11.0	560.1 ±13.5	576.5 ±23.8	..	..	575.0 ±38.4	563.4 ±10.1
Total	585.0 ± 2.9	584.7 ± 2.8	579.9 ± 3.4	590.7 ± 4.6	577.2 ± 4.6	581.1 ± 6.5	601.8 ± 8.4	575.9 ±11.9	584.3 ± 1.5
All year 9 students									
Major cities	586.5 ± 3.5	586.8 ± 3.5	583.6 ± 4.6	591.3 ± 5.6	578.7 ± 6.3	..	600.8 ± 8.5	..	586.5 ± 1.9
Inner Regional	570.9 ± 3.7	574.9 ± 3.9	566.8 ± 4.2	575.7 ± 9.3	572.1 ± 6.8	584.0 ± 8.2	np	..	572.8 ± 2.2
Outer Regional	555.5 ± 4.7	574.6 ± 8.6	560.2 ± 6.0	568.8 ±10.9	562.9 ± 7.1	564.0 ± 7.1	..	556.8 ±16.0	562.6 ± 3.1
Remote	525.3 ±23.1	613.1 ±27.1	534.7 ±19.3	553.7 ±11.8	563.9 ±16.4	np	..	521.2 ±58.2	546.7 ±13.2
Very remote	521.4 ±26.2	..	510.9 ±17.7	500.0 ±22.1	529.1 ±32.1	..	..	422.5 ±25.2	477.0 ±17.0
Total	581.7 ± 2.8	583.9 ± 2.8	575.8 ± 3.4	584.9 ± 4.8	575.2 ± 4.9	578.6 ± 6.6	600.8 ± 8.5	520.5 ±22.2	580.8 ± 1.5

Statistical significance of the mean scale scores, all year 9 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	■	■	↓	▲
<i>Vic</i>	■	..	■	■	■	■	↓	▲
<i>Qld</i>	■	■	..	■	■	■	↓	▲
<i>WA</i>	■	■	■	..	■	■	↓	▲
<i>SA</i>	■	■	■	■	..	■	↓	▲
<i>Tas</i>	■	■	■	■	■	..	↓	▲
<i>ACT</i>	↑	↑	↑	↑	↑	↑	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

Table 4A.49 **NAPLAN reading: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Nature of differences. The mean scale score is:									
▲	substantially higher than and is statistically significantly different from the comparison State/Territory								
↑	higher than and is statistically significantly different from the the comparison State/Territory								
■	is close to or not statistically different from the comparison State/Territory								
↓	is lower than and is statistically significantly different from the comparison State/Territory								
▼	is substantially lower than 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 (2016). See chapter 2 (Statistical context) 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)	Data for years 2008–2015 were included in earlier Reports.								
(d)	A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.								
(e)	Geolocation data are based on the extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(f)	Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
	.. Not applicable. np Not published.								
Source :	ACARA 2016 and unpublished, <i>National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016</i> , ACARA, Sydney.								

TABLE 4A.50

Table 4A.50 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.2	97.8 ± 0.3	98.4 ± 0.2	97.8 ± 0.4	97.7 ± 0.5	98.0 ± 0.9	97.4 ± 0.8	94.7 ± 2.1	98.1 ± 0.1
Advanced diploma/diploma	97.0 ± 0.4	96.4 ± 0.4	97.0 ± 0.6	96.0 ± 0.6	95.4 ± 1.0	95.7 ± 1.8	96.4 ± 1.7	90.6 ± 3.6	96.5 ± 0.2
Certificate I to IV (e)	94.8 ± 0.4	94.9 ± 0.5	95.2 ± 0.5	93.9 ± 0.7	93.0 ± 1.1	94.1 ± 1.2	95.5 ± 2.4	84.3 ± 4.0	94.6 ± 0.2
Year 12 or equivalent	93.6 ± 0.8	94.5 ± 0.8	93.7 ± 0.8	92.5 ± 1.4	92.2 ± 1.8	92.5 ± 2.5	94.2 ± 4.4	78.6 ± 8.1	93.5 ± 0.4
Year 11 or equivalent or below	87.9 ± 0.9	88.4 ± 1.2	87.7 ± 1.4	83.1 ± 2.0	84.1 ± 2.5	86.7 ± 2.8	86.3 ± 7.1	47.0 ± 8.1	86.2 ± 0.7
Not stated (f)	92.7 ± 1.3	93.5 ± 1.5	90.2 ± 1.6	87.8 ± 2.1	87.1 ± 3.0	93.7 ± 2.5	94.5 ± 3.5	41.8 ± 13.4	88.7 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.4 ± 0.2	98.5 ± 0.3	98.5 ± 0.2	97.9 ± 0.4	97.6 ± 0.5	97.7 ± 1.0	97.4 ± 1.0	94.5 ± 2.2	98.3 ± 0.1
Other business managers and associate professionals	97.7 ± 0.3	97.5 ± 0.3	97.8 ± 0.4	96.8 ± 0.5	96.7 ± 0.7	96.6 ± 1.2	97.9 ± 1.0	93.3 ± 2.4	97.5 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.1 ± 0.3	96.5 ± 0.4	96.1 ± 0.4	94.8 ± 0.7	95.1 ± 0.9	95.2 ± 1.4	96.0 ± 1.8	86.6 ± 3.5	95.9 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.2 ± 0.6	93.7 ± 0.7	93.4 ± 0.8	91.2 ± 1.2	92.2 ± 1.4	92.3 ± 2.2	95.4 ± 3.5	68.1 ± 8.2	92.8 ± 0.3
Not in paid work in previous 12 months	88.2 ± 0.9	88.5 ± 1.2	86.9 ± 1.3	83.4 ± 2.5	85.5 ± 2.9	84.5 ± 3.6	87.4 ± 6.6	44.3 ± 9.8	86.8 ± 0.6
Not stated (h)	93.0 ± 1.0	92.8 ± 1.7	91.8 ± 1.0	88.9 ± 1.5	85.7 ± 2.4	92.7 ± 2.3	93.2 ± 2.6	39.3 ± 8.5	89.7 ± 0.7
Year 5									
Parental education (d)									
Bachelor degree or above	98.0 ± 0.2	97.8 ± 0.3	98.0 ± 0.3	97.7 ± 0.4	97.3 ± 0.5	97.9 ± 0.8	97.0 ± 0.9	92.0 ± 3.5	97.8 ± 0.1
Advanced diploma/diploma	95.3 ± 0.5	95.7 ± 0.5	95.8 ± 0.5	94.6 ± 0.8	95.2 ± 1.0	94.2 ± 2.1	95.7 ± 2.0	87.2 ± 4.1	95.4 ± 0.3

TABLE 4A.50

Table 4A.50 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (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)	91.8 ± 0.6	93.3 ± 0.6	93.0 ± 0.6	91.4 ± 1.0	91.3 ± 1.1	90.0 ± 1.6	92.6 ± 2.3	78.6 ± 5.5	92.2 ± 0.3
Year 12 or equivalent	90.2 ± 1.0	92.7 ± 0.9	91.6 ± 0.9	90.9 ± 1.4	90.0 ± 2.3	86.3 ± 4.5	92.3 ± 3.8	72.6 ± 8.6	91.1 ± 0.5
Year 11 or equivalent or below	80.4 ± 1.1	84.5 ± 1.5	82.0 ± 1.5	76.9 ± 2.3	79.4 ± 2.1	80.1 ± 3.5	86.3 ± 5.5	31.6 ± 8.2	80.2 ± 0.8
Not stated (f)	90.7 ± 1.7	92.6 ± 1.9	87.7 ± 1.7	81.9 ± 3.2	82.6 ± 3.3	90.3 ± 3.8	96.6 ± 2.6	32.4 ± 17.0	85.4 ± 1.4
Parental occupation (g)									
Senior management and qualified professionals	98.1 ± 0.3	98.5 ± 0.3	98.1 ± 0.3	97.7 ± 0.5	97.7 ± 0.6	97.2 ± 1.0	97.1 ± 1.0	92.6 ± 2.9	98.0 ± 0.1
Other business managers and associate professionals	96.8 ± 0.3	97.4 ± 0.3	96.7 ± 0.5	95.7 ± 0.8	96.1 ± 0.7	95.6 ± 1.5	96.5 ± 1.2	88.7 ± 4.6	96.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	93.6 ± 0.5	95.5 ± 0.5	94.7 ± 0.5	93.0 ± 0.8	93.7 ± 1.2	92.3 ± 1.7	94.8 ± 2.1	80.9 ± 4.9	94.1 ± 0.3
Machine operators, hospitality staff, assistants, labourers	88.9 ± 0.7	91.2 ± 0.8	89.2 ± 0.9	87.4 ± 1.7	88.5 ± 1.4	85.5 ± 2.7	89.7 ± 5.0	51.4 ± 10.4	89.0 ± 0.5
Not in paid work in previous 12 months	80.3 ± 1.3	84.4 ± 1.4	81.5 ± 1.7	75.0 ± 2.8	80.3 ± 2.8	77.5 ± 4.4	83.0 ± 6.1	29.8 ± 8.9	80.5 ± 0.8
Not stated (h)	90.8 ± 1.3	91.7 ± 2.1	88.3 ± 1.2	84.4 ± 2.2	82.0 ± 2.3	87.4 ± 4.1	95.2 ± 2.6	29.1 ± 10.1	86.2 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	98.4 ± 0.3	98.0 ± 0.4	98.4 ± 0.4	98.4 ± 0.4	98.2 ± 0.5	98.5 ± 0.8	98.1 ± 0.8	93.6 ± 3.0	98.2 ± 0.2
Advanced diploma/diploma	96.7 ± 0.4	96.3 ± 0.6	96.0 ± 0.6	96.3 ± 0.9	96.4 ± 1.1	95.8 ± 2.0	96.2 ± 1.9	86.8 ± 6.2	96.3 ± 0.3
Certificate I to IV (e)	93.7 ± 0.6	94.0 ± 0.8	94.4 ± 0.6	94.1 ± 0.9	94.3 ± 0.8	93.9 ± 1.5	93.8 ± 2.5	81.8 ± 5.8	93.9 ± 0.3
Year 12 or equivalent	93.6 ± 1.1	93.6 ± 1.1	93.1 ± 1.1	91.4 ± 1.7	94.5 ± 1.5	91.4 ± 4.2	93.8 ± 3.7	83.8 ± 9.4	93.2 ± 0.5
Year 11 or equivalent or below	85.7 ± 1.4	87.4 ± 1.4	85.7 ± 1.6	82.0 ± 2.7	87.0 ± 2.0	85.6 ± 3.1	86.1 ± 5.5	46.4 ± 11.7	85.0 ± 0.8
Not stated (f)	94.4 ± 1.2	95.6 ± 1.3	90.0 ± 1.8	88.7 ± 3.9	87.7 ± 2.6	93.7 ± 3.7	95.0 ± 4.6	38.1 ± 14.8	89.6 ± 1.3

TABLE 4A.50

Table 4A.50 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (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	98.5 ± 0.3	98.7 ± 0.3	98.6 ± 0.4	98.4 ± 0.4	98.3 ± 0.5	98.0 ± 1.2	97.9 ± 0.9	94.0 ± 2.7	98.5 ± 0.2
Other business managers and associate professionals	97.6 ± 0.3	97.5 ± 0.4	97.2 ± 0.4	97.1 ± 0.7	97.4 ± 0.6	97.0 ± 1.2	97.3 ± 1.2	90.8 ± 4.7	97.4 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.3 ± 0.5	96.0 ± 0.5	95.2 ± 0.6	95.0 ± 0.9	95.8 ± 0.9	94.0 ± 2.0	95.4 ± 2.1	84.6 ± 4.8	95.3 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.1 ± 0.7	92.4 ± 1.1	91.4 ± 1.0	90.1 ± 1.5	92.6 ± 1.3	89.6 ± 2.4	90.2 ± 6.3	59.5 ±12.2	91.2 ± 0.5
Not in paid work in previous 12 months	85.1 ± 1.4	85.2 ± 1.7	83.3 ± 2.1	78.4 ± 3.4	85.2 ± 2.8	85.4 ± 4.1	89.7 ± 4.1	40.9 ±14.8	83.7 ± 0.9
Not stated (h)	94.4 ± 1.0	95.0 ± 1.5	89.7 ± 1.4	87.6 ± 3.5	88.0 ± 1.9	93.0 ± 3.3	94.0 ± 3.8	35.6 ± 9.3	89.4 ± 1.0
Year 9									
Parental education (d)									
Bachelor degree or above	97.7 ± 0.3	97.4 ± 0.4	97.7 ± 0.5	98.6 ± 0.4	97.5 ± 0.7	98.6 ± 0.7	98.6 ± 0.8	95.4 ± 2.6	97.7 ± 0.2
Advanced diploma/diploma	95.3 ± 0.5	94.6 ± 0.7	95.1 ± 0.8	97.0 ± 0.7	94.5 ± 1.3	96.4 ± 2.1	94.8 ± 2.5	90.3 ± 4.5	95.2 ± 0.3
Certificate I to IV (e)	91.7 ± 0.6	92.5 ± 0.8	92.1 ± 0.8	94.8 ± 0.8	93.1 ± 1.2	92.7 ± 1.6	91.6 ± 2.8	81.1 ± 6.3	92.3 ± 0.4
Year 12 or equivalent	91.4 ± 1.1	91.2 ± 1.2	90.3 ± 1.5	92.9 ± 1.5	91.4 ± 2.0	90.0 ± 4.1	90.2 ± 4.7	82.2 ±11.2	91.2 ± 0.6
Year 11 or equivalent or below	81.4 ± 1.3	83.9 ± 1.6	80.4 ± 2.1	83.3 ± 2.2	81.4 ± 2.3	84.2 ± 3.1	79.8 ± 8.0	41.5 ±11.9	81.5 ± 0.8
Not stated (f)	89.6 ± 1.8	91.3 ± 2.4	87.4 ± 2.1	87.0 ± 4.4	83.3 ± 8.3	91.0 ± 4.3	93.1 ± 5.6	37.3 ±19.3	86.5 ± 1.7
Parental occupation (g)									
Senior management and qualified professionals	97.9 ± 0.3	98.0 ± 0.4	98.0 ± 0.5	98.5 ± 0.4	97.5 ± 0.7	98.5 ± 0.8	98.3 ± 0.9	94.6 ± 3.1	98.0 ± 0.2
Other business managers and associate professionals	96.3 ± 0.4	96.8 ± 0.4	96.0 ± 0.5	97.3 ± 0.6	95.9 ± 0.8	96.4 ± 1.3	97.7 ± 1.4	92.3 ± 4.7	96.5 ± 0.2

TABLE 4A.50

Table 4A.50 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Tradespeople, clerks, skilled office, sales and service staff	93.1 ± 0.6	94.4 ± 0.6	93.2 ± 0.8	95.7 ± 0.8	94.3 ± 1.0	93.8 ± 1.8	94.8 ± 2.9	83.5 ± 5.5	93.7 ± 0.3
Machine operators, hospitality staff, assistants, labourers	88.5 ± 0.8	89.5 ± 1.1	87.2 ± 1.4	90.6 ± 1.4	89.7 ± 1.6	88.6 ± 2.6	80.9 ± 6.7	59.4 ± 12.6	88.6 ± 0.6
Not in paid work in previous 12 months	80.6 ± 1.3	80.7 ± 1.8	77.5 ± 2.9	79.9 ± 3.5	82.7 ± 3.2	80.2 ± 4.8	84.2 ± 8.4	34.2 ± 11.9	79.7 ± 1.0
Not stated (h)	89.9 ± 1.5	90.4 ± 2.6	87.0 ± 1.7	86.9 ± 3.5	81.9 ± 5.4	90.8 ± 3.9	90.4 ± 5.6	34.0 ± 11.3	86.2 ± 1.4

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2016). See chapter 2 (Statistical context) 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) Data for years 2010–2015 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.51

Table 4A.51 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	467.0 ± 1.8	467.8 ± 1.8	460.1 ± 2.5	456.1 ± 2.6	452.1 ± 3.4	465.6 ± 5.7	459.6 ± 5.8	429.7 ± 8.7	463.5 ± 1.0
Advanced diploma/diploma	423.4 ± 1.8	427.5 ± 1.9	419.8 ± 2.2	416.5 ± 3.2	414.0 ± 3.8	420.3 ± 7.5	429.6 ± 6.6	386.0 ±12.2	422.1 ± 1.0
Certificate I to IV (e)	399.8 ± 1.6	412.0 ± 1.7	403.2 ± 1.9	397.0 ± 2.7	397.4 ± 3.1	399.7 ± 4.8	404.9 ± 7.5	365.2 ±10.8	402.5 ± 0.9
Year 12 or equivalent	400.5 ± 2.9	413.6 ± 2.6	394.8 ± 2.9	396.8 ± 4.0	397.1 ± 8.0	392.5 ± 9.1	406.5 ±10.6	344.8 ±21.9	400.9 ± 1.5
Year 11 or equivalent or below	363.2 ± 2.3	383.6 ± 2.9	365.6 ± 3.3	352.5 ± 5.1	360.4 ± 5.4	362.0 ± 6.4	364.3 ±16.2	256.1 ±23.7	364.5 ± 1.7
Not stated (f)	414.5 ± 5.4	443.6 ± 8.3	393.2 ± 6.1	390.5 ± 8.6	391.6 ± 8.2	419.0 ±17.8	441.4 ±29.2	252.0 ±49.5	399.1 ± 4.2
Parental occupation (g)									
Senior management and qualified professionals	467.9 ± 2.0	472.4 ± 1.9	460.5 ± 2.6	455.6 ± 3.0	451.6 ± 3.9	457.9 ± 6.2	462.0 ± 6.6	423.6 ± 9.7	464.4 ± 1.1
Other business managers and associate professionals	442.7 ± 1.8	448.1 ± 1.9	434.3 ± 2.3	428.6 ± 3.0	426.0 ± 3.5	430.3 ± 6.6	446.9 ± 6.5	404.3 ±11.5	439.7 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	413.6 ± 1.7	426.2 ± 1.8	410.9 ± 2.1	404.8 ± 3.0	407.9 ± 3.4	408.8 ± 5.8	415.7 ± 7.6	373.5 ±10.4	414.4 ± 1.0
Machine operators, hospitality staff, assistants, labourers	392.8 ± 2.3	407.7 ± 2.4	391.0 ± 2.6	388.3 ± 3.6	392.0 ± 3.9	386.3 ± 6.3	404.0 ±12.5	320.1 ±22.0	395.2 ± 1.3
Not in paid work in previous 12 months	370.9 ± 2.5	393.0 ± 2.9	368.9 ± 3.9	360.0 ± 5.8	377.8 ± 6.2	360.7 ± 7.1	375.9 ±16.4	249.7 ±29.9	375.1 ± 1.8
Not stated (h)	408.9 ± 4.1	443.8 ± 8.8	395.0 ± 3.8	392.5 ± 5.8	380.3 ± 5.9	408.8 ±16.0	417.6 ±10.5	239.1 ±30.3	395.7 ± 2.7
Year 5									
Parental education (d)									
Bachelor degree or above	539.6 ± 2.0	538.9 ± 1.7	536.3 ± 2.0	531.6 ± 2.4	525.2 ± 3.0	546.7 ± 5.1	534.2 ± 4.2	511.1 ± 9.2	536.9 ± 1.0
Advanced diploma/diploma	501.5 ± 1.6	504.6 ± 1.7	502.0 ± 1.9	494.7 ± 2.7	493.4 ± 3.4	504.5 ± 7.0	492.9 ± 5.6	478.9 ±11.5	500.9 ± 0.9

TABLE 4A.51

Table 4A.51 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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)	477.5 ± 1.5	490.0 ± 1.5	486.4 ± 1.7	478.9 ± 2.5	478.2 ± 2.5	479.2 ± 4.4	484.0 ± 6.6	454.5 ±11.7	482.5 ± 0.8
Year 12 or equivalent	475.2 ± 2.5	491.5 ± 2.4	480.8 ± 2.6	480.7 ± 3.5	479.5 ± 7.6	468.2 ± 9.3	483.3 ± 9.4	440.4 ±20.6	481.4 ± 1.4
Year 11 or equivalent or below	441.9 ± 2.2	463.0 ± 2.6	450.0 ± 3.0	436.9 ± 4.7	445.0 ± 4.2	443.8 ± 6.3	454.8 ±10.1	327.9 ±21.9	445.6 ± 1.6
Not stated (f)	493.9 ± 6.9	516.9 ± 6.5	477.0 ± 4.8	467.4 ±10.1	465.7 ± 8.8	502.1 ±20.7	513.8 ±14.1	330.5 ±59.0	478.0 ± 4.6
Parental occupation (g)									
Senior management and qualified professionals	539.9 ± 2.1	542.9 ± 1.8	535.8 ± 2.1	530.2 ± 2.7	528.6 ± 3.4	541.6 ± 5.6	534.8 ± 5.1	510.7 ±12.7	537.6 ± 1.0
Other business managers and associate professionals	516.2 ± 1.7	521.0 ± 1.6	513.5 ± 1.9	506.9 ± 2.5	503.2 ± 3.1	512.8 ± 6.1	516.3 ± 5.8	489.3 ±13.0	514.9 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	487.8 ± 1.5	500.9 ± 1.5	493.4 ± 1.8	485.2 ± 2.6	486.0 ± 2.8	489.9 ± 5.5	495.0 ± 6.0	461.3 ±12.5	491.9 ± 0.8
Machine operators, hospitality staff, assistants, labourers	469.1 ± 2.0	484.6 ± 1.9	471.6 ± 2.4	466.9 ± 3.6	470.0 ± 3.4	458.5 ± 5.8	462.1 ±10.5	383.9 ±23.4	472.5 ± 1.1
Not in paid work in previous 12 months	448.2 ± 2.5	471.1 ± 2.6	452.7 ± 3.9	439.4 ± 6.1	451.5 ± 4.9	442.6 ± 7.8	468.4 ±14.1	323.2 ±25.6	453.5 ± 1.8
Not stated (h)	489.7 ± 5.4	513.1 ± 6.9	476.9 ± 3.3	471.4 ± 6.7	459.3 ± 5.7	490.2 ±17.8	500.7 ± 8.4	316.9 ±34.7	475.6 ± 2.9
Year 7									
Parental education (d)									
Bachelor degree or above	576.1 ± 3.4	572.7 ± 2.4	572.4 ± 3.4	571.6 ± 5.5	569.9 ± 3.1	581.3 ± 7.6	579.0 ± 6.7	548.9 ±12.3	573.6 ± 1.6
Advanced diploma/diploma	539.3 ± 1.9	539.4 ± 1.9	537.5 ± 2.3	537.3 ± 3.1	540.2 ± 2.9	544.8 ± 5.7	536.9 ± 5.1	509.9 ±12.8	538.6 ± 1.0
Certificate I to IV (e)	518.2 ± 1.6	525.3 ± 1.6	524.7 ± 1.7	521.3 ± 2.7	525.1 ± 2.2	525.1 ± 4.3	524.7 ± 6.0	496.2 ±10.6	522.1 ± 0.9
Year 12 or equivalent	522.2 ± 2.8	526.6 ± 3.1	522.0 ± 2.8	518.0 ± 4.3	531.3 ± 6.5	517.2 ± 9.9	528.7 ± 8.0	491.8 ±21.1	523.5 ± 1.5
Year 11 or equivalent or below	492.8 ± 2.3	506.3 ± 2.6	496.3 ± 2.7	486.1 ± 4.6	500.5 ± 3.5	491.3 ± 6.3	496.9 ±11.3	411.0 ±24.6	494.8 ± 1.5
Not stated (f)	542.0 ± 6.2	555.0 ± 6.6	521.5 ± 6.8	528.6 ±13.3	519.0 ± 5.8	552.3 ±30.0	566.6 ±20.9	403.3 ±43.9	529.9 ± 4.5

TABLE 4A.51

Table 4A.51 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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	575.4 ± 3.3	575.9 ± 2.6	572.1 ± 3.6	570.0 ± 5.9	570.3 ± 3.6	578.3 ± 8.3	576.4 ± 8.4	547.5 ±13.8	573.8 ± 1.7
Other business managers and associate professionals	551.9 ± 2.4	552.9 ± 2.2	548.9 ± 2.4	546.1 ± 3.3	548.9 ± 2.5	550.1 ± 6.9	554.6 ± 6.7	527.2 ±12.4	550.6 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	527.9 ± 2.1	534.4 ± 1.9	528.3 ± 2.0	525.7 ± 3.3	531.2 ± 2.5	529.0 ± 5.2	535.3 ± 6.8	500.1 ± 8.7	529.4 ± 1.0
Machine operators, hospitality staff, assistants, labourers	510.2 ± 2.5	520.5 ± 2.2	511.5 ± 2.5	508.4 ± 3.7	518.6 ± 3.1	507.6 ± 5.3	514.4 ±11.5	449.5 ±21.7	513.1 ± 1.2
Not in paid work in previous 12 months	496.0 ± 2.6	506.2 ± 2.7	496.8 ± 3.6	484.5 ± 6.0	505.5 ± 4.6	490.7 ± 7.2	521.6 ±13.3	397.8 ±32.5	497.6 ± 1.7
Not stated (h)	539.9 ± 5.5	550.7 ± 7.3	518.2 ± 4.5	521.5 ±12.0	514.9 ± 4.9	541.2 ±21.9	550.9 ±12.5	391.6 ±25.0	524.6 ± 3.6
Year 9									
Parental education (d)									
Bachelor degree or above	616.8 ± 3.3	613.1 ± 3.1	610.3 ± 3.9	618.8 ± 5.2	606.2 ± 5.4	621.6 ± 4.7	623.1 ± 6.5	597.7 ±10.3	614.5 ± 1.7
Advanced diploma/diploma	582.0 ± 2.1	579.4 ± 2.0	578.1 ± 2.2	586.6 ± 3.3	576.7 ± 3.4	587.2 ± 5.2	583.5 ± 6.5	559.6 ±12.9	580.8 ± 1.1
Certificate I to IV (e)	561.7 ± 1.6	565.7 ± 1.7	562.1 ± 2.1	571.5 ± 2.8	565.3 ± 2.9	566.6 ± 4.2	568.3 ± 7.4	539.1 ±11.1	564.0 ± 0.9
Year 12 or equivalent	566.4 ± 2.9	567.8 ± 2.8	558.9 ± 3.3	568.4 ± 4.5	566.3 ± 7.6	561.7 ±10.4	571.3 ±11.3	539.4 ±14.2	565.4 ± 1.6
Year 11 or equivalent or below	535.8 ± 2.2	545.9 ± 2.7	534.5 ± 3.1	540.2 ± 3.9	538.1 ± 4.4	542.6 ± 4.4	543.0 ±12.9	461.8 ±24.9	538.0 ± 1.4
Not stated (f)	569.5 ± 6.0	591.6 ± 6.3	559.7 ± 7.5	571.2 ±13.6	565.5 ± 9.7	575.5 ±12.9	602.5 ±18.2	450.5 ±56.4	567.2 ± 4.6
Parental occupation (g)									
Senior management and qualified professionals	616.5 ± 3.2	615.8 ± 3.1	610.7 ± 3.9	616.6 ± 5.6	604.3 ± 5.5	613.8 ± 6.6	621.8 ± 8.3	591.7 ±12.2	614.5 ± 1.7

TABLE 4A.51

Table 4A.51 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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	592.2 ± 2.4	592.4 ± 2.4	586.3 ± 2.6	592.0 ± 3.4	584.8 ± 3.4	590.9 ± 5.9	600.0 ± 5.4	573.3 ±13.1	590.7 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	568.9 ± 2.0	573.6 ± 2.0	566.9 ± 2.3	575.3 ± 3.1	570.0 ± 3.3	573.5 ± 4.9	585.5 ± 9.6	544.2 ±10.9	570.6 ± 1.1
Machine operators, hospitality staff, assistants, labourers	553.7 ± 2.6	559.1 ± 2.5	548.8 ± 2.8	558.5 ± 3.9	556.6 ± 3.6	553.7 ± 4.4	546.2 ±11.0	497.4 ±23.6	554.8 ± 1.3
Not in paid work in previous 12 months	537.9 ± 2.8	546.8 ± 3.1	532.2 ± 4.5	536.6 ± 6.1	546.1 ± 5.2	538.3 ± 7.2	563.0 ±15.8	454.0 ±24.1	539.6 ± 1.8
Not stated (h)	568.4 ± 5.2	586.5 ± 6.1	553.7 ± 3.9	567.4 ±11.2	552.4 ± 8.5	571.6 ±10.4	583.7 ±16.0	434.3 ±32.5	561.3 ± 3.7

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2016). See chapter 2 (Statistical context) 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) Data for years 2010–2015 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.52

Table 4A.52 **NAPLAN reading, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	83.5 ± 1.8	86.6 ± 1.3	87.6 ± 1.2	↑	■
Mean scale score	no.	347.5 ± 3.6	362.5 ± 3.2	363.7 ± 3.1	↑	■
Non-Indigenous students						
At or above national minimum standard	%	95.7 ± 0.2	95.9 ± 0.3	96.4 ± 0.2	■	■
Mean scale score	no.	414.9 ± 1.7	433.6 ± 2.0	433.0 ± 2.0	↑	■
All students						
At or above national minimum standard	%	95.1 ± 0.3	95.3 ± 0.3	95.8 ± 0.3	■	■
Mean scale score	no.	412.3 ± 1.8	429.5 ± 2.1	428.8 ± 2.1	↑	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	77.6 ± 2.0	81.2 ± 1.6	79.1 ± 1.5	■	■
Mean scale score	no.	432.8 ± 3.5	440.5 ± 2.8	439.9 ± 3.0	■	■
Non-Indigenous students						
At or above national minimum standard	%	94.4 ± 0.3	94.6 ± 0.3	94.4 ± 0.3	■	■
Mean scale score	no.	497.4 ± 1.8	504.6 ± 2.1	506.5 ± 1.9	■	■
All students						
At or above national minimum standard	%	93.5 ± 0.4	93.8 ± 0.4	93.5 ± 0.4	■	■
Mean scale score	no.	494.7 ± 1.9	501.0 ± 2.1	502.7 ± 2.0	■	■

TABLE 4A.52

Table 4A.52 **NAPLAN reading, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	82.4 ± 1.8	87.3 ± 1.5	84.9 ± 1.6	■	■
Mean scale score	no.	486.5 ± 3.5	496.8 ± 3.2	489.6 ± 2.9	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.1 ± 0.4	96.5 ± 0.4	95.8 ± 0.4	■	■
Mean scale score	no.	544.9 ± 2.9	551.0 ± 2.9	545.2 ± 2.9	■	■
All students						
At or above national minimum standard	%	95.4 ± 0.4	95.9 ± 0.4	95.2 ± 0.4	■	■
Mean scale score	no.	542.5 ± 3.0	548.2 ± 2.9	542.1 ± 2.9	■	■
Year 9						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	82.3 ± 2.2	76.7 ± 1.8	80.2 ± 1.6	■	■
Mean scale score	no.	531.7 ± 3.6	526.9 ± 3.1	532.7 ± 3.0	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.1 ± 0.4	93.5 ± 0.5	94.0 ± 0.5	■	■
Mean scale score	no.	585.5 ± 2.8	585.3 ± 3.0	585.0 ± 2.9	■	■
All students						
At or above national minimum standard	%	94.4 ± 0.5	92.6 ± 0.6	93.1 ± 0.5	■	■
Mean scale score	no.	583.1 ± 2.8	582.1 ± 3.0	581.7 ± 2.8	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.52 **NAPLAN reading, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.53

Table 4A.53 **NAPLAN reading, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	88.1 ± 2.8	85.6 ± 2.8	87.3 ± 2.4	■	■
Mean scale score	no.	368.9 ± 6.3	379.8 ± 6.1	381.8 ± 5.8	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.6 ± 0.3	95.8 ± 0.4	96.0 ± 0.3	■	■
Mean scale score	no.	420.6 ± 1.6	440.3 ± 2.0	438.9 ± 1.9	↑	■
All students						
At or above national minimum standard	%	95.2 ± 0.2	95.5 ± 0.4	95.8 ± 0.4	■	■
Mean scale score	no.	419.9 ± 1.6	439.3 ± 2.0	437.7 ± 2.0	↑	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	83.0 ± 3.3	82.1 ± 2.9	84.5 ± 2.7	■	■
Mean scale score	no.	449.7 ± 6.3	456.1 ± 5.2	461.0 ± 5.1	■	■
Non-Indigenous students						
At or above national minimum standard	%	94.0 ± 0.4	94.6 ± 0.4	94.9 ± 0.4	■	■
Mean scale score	no.	497.3 ± 1.6	509.1 ± 1.9	512.1 ± 1.7	↑	■
All students						
At or above national minimum standard	%	93.7 ± 0.3	94.3 ± 0.4	94.6 ± 0.4	■	■
Mean scale score	no.	496.7 ± 1.6	508.3 ± 1.9	511.1 ± 1.7	↑	■

TABLE 4A.53

Table 4A.53 **NAPLAN reading, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		2008	2015	2016	<i>Nature of differences</i>	
					<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	85.5 ± 3.2	87.8 ± 2.6	84.7 ± 3.5	■	■
Mean scale score	no.	488.8 ± 5.5	503.5 ± 4.6	501.5 ± 5.9	↑	■
Non-Indigenous students						
At or above national minimum standard	%	96.1 ± 0.4	96.1 ± 0.5	95.6 ± 0.5	■	■
Mean scale score	no.	543.9 ± 2.6	551.9 ± 2.6	546.5 ± 2.6	■	■
All students						
At or above national minimum standard	%	95.8 ± 0.3	95.9 ± 0.5	95.3 ± 0.5	■	■
Mean scale score	no.	543.0 ± 2.6	551.1 ± 2.6	545.6 ± 2.6	■	■
Year 9						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	79.9 ± 4.1	80.2 ± 3.8	81.6 ± 3.3	■	■
Mean scale score	no.	536.0 ± 6.0	543.3 ± 5.7	540.2 ± 5.0	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.0 ± 0.5	93.8 ± 0.6	93.7 ± 0.6	■	■
Mean scale score	no.	585.2 ± 2.9	586.9 ± 2.9	584.7 ± 2.8	■	■
All students						
At or above national minimum standard	%	94.7 ± 0.4	93.5 ± 0.7	93.4 ± 0.7	■	■
Mean scale score	no.	584.6 ± 3.0	586.2 ± 3.0	583.9 ± 2.8	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.53 **NAPLAN reading, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.54

Table 4A.54 **NAPLAN reading, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			2008	2015	2016	2008 to 2016	2015 to 2016
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		66.2 ± 3.3	85.0 ± 1.8	85.2 ± 1.9	▲	■
Mean scale score	no.		309.5 ± 7.6	358.6 ± 4.3	355.8 ± 5.1	▲	■
Non-Indigenous students							
At or above national minimum standard	%		88.7 ± 0.6	95.9 ± 0.3	96.3 ± 0.3	▲	■
Mean scale score	no.		375.9 ± 2.4	424.0 ± 2.2	425.3 ± 2.3	▲	■
All students							
At or above national minimum standard	%		87.1 ± 0.7	95.0 ± 0.4	95.4 ± 0.4	▲	■
Mean scale score	no.		371.1 ± 2.6	418.4 ± 2.3	419.8 ± 2.5	▲	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		62.9 ± 3.2	79.2 ± 2.2	77.2 ± 2.3	↑	■
Mean scale score	no.		404.4 ± 6.4	435.9 ± 4.7	436.9 ± 4.4	↑	■
Non-Indigenous students							
At or above national minimum standard	%		88.8 ± 0.6	95.1 ± 0.4	94.7 ± 0.4	↑	■
Mean scale score	no.		470.9 ± 2.2	499.7 ± 2.1	505.1 ± 2.0	↑	■
All students							
At or above national minimum standard	%		86.9 ± 0.7	93.8 ± 0.5	93.4 ± 0.5	↑	■
Mean scale score	no.		466.1 ± 2.3	494.5 ± 2.2	500.1 ± 2.2	↑	■

TABLE 4A.54

Table 4A.54 **NAPLAN reading, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		74.8 ± 3.2	86.1 ± 1.7	81.6 ± 2.1	↑	↓
Mean scale score	no.		472.4 ± 7.6	493.2 ± 3.9	485.1 ± 4.1	■	■
Non-Indigenous students							
At or above national minimum standard	%		94.3 ± 0.4	96.6 ± 0.4	95.7 ± 0.5	■	■
Mean scale score	no.		532.3 ± 2.0	547.4 ± 3.0	542.8 ± 3.1	■	■
All students							
At or above national minimum standard	%		92.9 ± 0.5	95.8 ± 0.5	94.6 ± 0.6	■	■
Mean scale score	no.		528.1 ± 2.1	543.0 ± 3.1	538.5 ± 3.2	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		70.0 ± 4.0	76.0 ± 2.6	75.9 ± 3.0	■	■
Mean scale score	no.		514.2 ± 9.3	524.7 ± 4.1	524.5 ± 4.6	■	■
Non-Indigenous students							
At or above national minimum standard	%		92.0 ± 0.8	93.1 ± 0.7	93.8 ± 0.7	■	■
Mean scale score	no.		572.2 ± 3.1	576.2 ± 3.2	579.9 ± 3.4	■	■
All students							
At or above national minimum standard	%		90.5 ± 0.9	91.8 ± 0.7	92.4 ± 0.8	■	■
Mean scale score	no.		568.2 ± 3.3	572.2 ± 3.2	575.8 ± 3.4	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.54 **NAPLAN reading, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.55

Table 4A.55 **NAPLAN reading, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	57.3 ± 3.7	66.6 ± 3.4	71.3 ± 3.1	↑	■
Mean scale score	no.	292.7 ± 7.1	308.7 ± 8.4	319.9 ± 6.6	↑	■
Non-Indigenous students						
At or above national minimum standard	%	92.1 ± 0.6	95.1 ± 0.5	95.5 ± 0.4	↑	■
Mean scale score	no.	394.5 ± 2.7	421.0 ± 3.0	423.2 ± 2.9	↑	■
All students						
At or above national minimum standard	%	89.4 ± 0.8	93.0 ± 0.6	93.8 ± 0.6	↑	■
Mean scale score	no.	386.7 ± 3.1	412.5 ± 3.4	415.9 ± 3.1	↑	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	51.8 ± 3.4	63.4 ± 3.7	56.5 ± 3.9	■	■
Mean scale score	no.	381.3 ± 5.8	401.6 ± 6.6	390.6 ± 8.2	■	■
Non-Indigenous students						
At or above national minimum standard	%	92.2 ± 0.6	94.2 ± 0.5	94.1 ± 0.5	■	■
Mean scale score	no.	481.4 ± 2.4	496.0 ± 2.7	501.7 ± 2.6	↑	■
All students						
At or above national minimum standard	%	89.1 ± 0.9	91.9 ± 0.7	91.4 ± 0.8	■	■
Mean scale score	no.	473.6 ± 2.8	488.9 ± 3.0	493.7 ± 3.0	↑	■

TABLE 4A.55

Table 4A.55 **NAPLAN reading, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		63.4 ± 3.7	74.3 ± 4.1	68.9 ± 3.9	■	■
Mean scale score	no.		450.0 ± 5.7	468.4 ± 5.6	457.4 ± 6.9	■	■
Non-Indigenous students							
At or above national minimum standard	%		95.0 ± 0.5	96.3 ± 0.6	95.7 ± 0.7	■	■
Mean scale score	no.		533.2 ± 2.6	547.0 ± 4.6	543.3 ± 4.7	■	■
All students							
At or above national minimum standard	%		92.7 ± 0.8	94.7 ± 0.8	93.8 ± 1.0	■	■
Mean scale score	no.		527.0 ± 2.8	541.2 ± 4.9	537.6 ± 4.9	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		62.8 ± 3.9	66.9 ± 4.2	69.4 ± 3.8	■	■
Mean scale score	no.		498.3 ± 5.7	508.0 ± 6.2	510.6 ± 5.8	■	■
Non-Indigenous students							
At or above national minimum standard	%		94.0 ± 0.9	95.1 ± 0.8	96.0 ± 0.6	↑	■
Mean scale score	no.		575.6 ± 4.4	591.0 ± 4.7	590.7 ± 4.6	↑	■
All students							
At or above national minimum standard	%		91.8 ± 1.1	93.2 ± 1.0	94.0 ± 0.9	↑	■
Mean scale score	no.		569.8 ± 4.6	585.1 ± 5.0	584.9 ± 4.8	↑	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.55 **NAPLAN reading, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.56

Table 4A.56 **NAPLAN reading, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	71.5 ± 4.4	73.4 ± 4.4	74.7 ± 4.5	■	■
Mean scale score	no.	329.7 ± 8.7	330.6 ± 9.2	336.9 ± 10.8	■	■
Non-Indigenous students						
At or above national minimum standard	%	92.5 ± 0.9	94.5 ± 0.7	94.5 ± 0.7	↑	■
Mean scale score	no.	403.9 ± 3.1	418.9 ± 3.6	417.9 ± 3.5	■	■
All students						
At or above national minimum standard	%	91.5 ± 1.0	93.4 ± 0.8	93.4 ± 0.8	■	■
Mean scale score	no.	400.5 ± 3.3	414.8 ± 3.7	414.1 ± 3.7	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	60.6 ± 5.9	69.1 ± 4.2	67.2 ± 4.6	■	■
Mean scale score	no.	405.9 ± 9.8	414.3 ± 7.8	414.9 ± 10.3	■	■
Non-Indigenous students						
At or above national minimum standard	%	91.3 ± 1.0	92.9 ± 0.8	92.7 ± 0.8	■	■
Mean scale score	no.	481.0 ± 2.8	491.5 ± 3.3	494.4 ± 3.1	■	■
All students						
At or above national minimum standard	%	89.9 ± 1.1	91.7 ± 0.9	91.5 ± 0.9	■	■
Mean scale score	no.	477.9 ± 3.0	487.9 ± 3.5	490.6 ± 3.3	■	■

TABLE 4A.56

Table 4A.56 **NAPLAN reading, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		69.6 ± 5.9	79.5 ± 4.9	78.7 ± 4.6	↑	■
Mean scale score	no.		464.9 ± 8.7	481.7 ± 7.2	479.5 ± 6.6	↑	■
Non-Indigenous students							
At or above national minimum standard	%		94.4 ± 0.7	95.8 ± 0.6	95.0 ± 0.7	■	■
Mean scale score	no.		536.4 ± 2.7	544.1 ± 2.8	540.5 ± 2.9	■	■
All students							
At or above national minimum standard	%		93.4 ± 0.8	95.0 ± 0.7	94.2 ± 0.7	■	■
Mean scale score	no.		533.5 ± 2.9	541.2 ± 2.9	537.8 ± 3.0	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		62.5 ± 6.5	75.0 ± 4.7	74.4 ± 4.2	↑	■
Mean scale score	no.		506.3 ± 10.1	522.7 ± 7.1	521.8 ± 6.5	↑	■
Non-Indigenous students							
At or above national minimum standard	%		93.5 ± 1.1	92.5 ± 1.2	92.8 ± 1.4	■	■
Mean scale score	no.		578.5 ± 4.6	576.3 ± 4.6	577.2 ± 4.6	■	■
All students							
At or above national minimum standard	%		91.7 ± 1.8	91.6 ± 1.3	91.9 ± 1.5	■	■
Mean scale score	no.		574.9 ± 5.0	574.0 ± 4.8	575.2 ± 4.9	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.56 **NAPLAN reading, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.57

Table 4A.57 **NAPLAN reading, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			2008	2015	2016	2008 to 2016	2015 to 2016
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		88.4 ± 4.1	87.7 ± 3.3	91.1 ± 2.9	■	■
Mean scale score	no.		376.6 ± 9.4	372.5 ± 8.7	374.8 ± 7.8	■	■
Non-Indigenous students							
At or above national minimum standard	%		93.0 ± 1.0	93.4 ± 1.2	94.2 ± 1.0	■	■
Mean scale score	no.		403.4 ± 5.2	421.5 ± 6.1	417.1 ± 5.7	■	■
All students							
At or above national minimum standard	%		92.8 ± 1.0	92.9 ± 1.2	94.0 ± 1.0	■	■
Mean scale score	no.		401.2 ± 4.9	418.5 ± 6.6	414.5 ± 6.0	■	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		84.5 ± 4.5	82.3 ± 4.1	82.8 ± 3.5	■	■
Mean scale score	no.		456.6 ± 9.8	447.9 ± 7.7	455.3 ± 8.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		90.7 ± 1.3	92.8 ± 1.1	91.4 ± 1.3	■	■
Mean scale score	no.		480.1 ± 4.9	496.0 ± 5.3	498.3 ± 5.7	↑	■
All students							
At or above national minimum standard	%		89.7 ± 1.4	92.1 ± 1.2	90.8 ± 1.3	■	■
Mean scale score	no.		476.4 ± 4.9	493.6 ± 6.1	495.5 ± 6.0	↑	■

TABLE 4A.57

Table 4A.57 **NAPLAN reading, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		89.0 ± 3.5	89.3 ± 3.6	86.0 ± 4.4	■	■
Mean scale score	no.		513.8 ± 8.3	504.7 ± 6.2	493.3 ± 8.4	↓	■
Non-Indigenous students							
At or above national minimum standard	%		94.4 ± 1.4	95.2 ± 1.1	94.2 ± 1.4	■	■
Mean scale score	no.		536.6 ± 7.5	542.8 ± 6.8	539.0 ± 7.8	■	■
All students							
At or above national minimum standard	%		93.9 ± 1.5	94.7 ± 1.2	93.7 ± 1.5	■	■
Mean scale score	no.		534.2 ± 7.2	540.4 ± 7.0	538.0 ± 8.3	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		90.7 ± 3.7	81.8 ± 4.4	86.4 ± 4.5	■	■
Mean scale score	no.		564.9 ± 9.4	540.0 ± 7.9	548.1 ± 7.1	↓	■
Non-Indigenous students							
At or above national minimum standard	%		93.5 ± 1.4	92.4 ± 1.5	93.3 ± 1.6	■	■
Mean scale score	no.		580.9 ± 7.4	576.4 ± 6.9	581.1 ± 6.5	■	■
All students							
At or above national minimum standard	%		93.0 ± 1.7	91.4 ± 1.7	92.7 ± 1.6	■	■
Mean scale score	no.		578.8 ± 7.3	573.6 ± 7.1	578.6 ± 6.6	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.57 **NAPLAN reading, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.58

Table 4A.58 **NAPLAN reading, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	84.9 ± 8.1	85.2 ± 5.9	84.2 ± 10.5	■	■
Mean scale score	no.	359.5 ± 17.6	371.1 ± 14.2	368.6 ± 18.7	■	■
Non-Indigenous students						
At or above national minimum standard	%	94.8 ± 1.4	95.5 ± 1.1	96.7 ± 0.9	↑	■
Mean scale score	no.	422.8 ± 5.7	444.6 ± 6.3	442.8 ± 6.3	↑	■
All students						
At or above national minimum standard	%	94.4 ± 1.5	95.2 ± 1.2	96.3 ± 0.9	↑	■
Mean scale score	no.	421.0 ± 5.9	442.7 ± 6.3	440.8 ± 6.4	↑	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	81.1 ± 8.0	84.9 ± 7.5	82.5 ± 9.4	■	■
Mean scale score	no.	441.9 ± 16.7	455.6 ± 15.6	464.6 ± 18.4	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.2 ± 1.1	95.5 ± 1.3	95.8 ± 1.0	■	■
Mean scale score	no.	504.9 ± 5.5	522.3 ± 6.9	515.1 ± 5.3	■	■
All students						
At or above national minimum standard	%	94.8 ± 1.2	95.2 ± 1.3	95.4 ± 1.1	■	■
Mean scale score	no.	503.3 ± 5.6	520.8 ± 6.9	514.0 ± 5.4	■	■

TABLE 4A.58

Table 4A.58 **NAPLAN reading, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		94.3 ± 4.8	88.3 ± 6.8	90.0 ± 6.3	■	■
Mean scale score	no.		519.4 ±16.5	519.3 ±12.3	507.7 ±13.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.4 ± 1.4	97.0 ± 1.2	96.4 ± 1.2	■	■
Mean scale score	no.		559.2 ±10.2	566.8 ± 8.2	558.9 ± 8.2	■	■
All students							
At or above national minimum standard	%		96.3 ± 1.4	96.8 ± 1.2	96.2 ± 1.2	■	■
Mean scale score	no.		558.2 ±10.1	566.1 ± 8.2	557.9 ± 8.1	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		84.2 ± 9.0	86.6 ± 7.9	81.4 ± 8.4	■	■
Mean scale score	no.		552.8 ±17.7	551.6 ±13.9	552.3 ±15.1	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.9 ± 1.1	94.2 ± 1.8	95.5 ± 1.7	■	■
Mean scale score	no.		603.1 ± 9.8	599.5 ± 8.6	601.8 ± 8.4	■	■
All students							
At or above national minimum standard	%		96.6 ± 1.3	94.0 ± 1.8	95.2 ± 1.8	■	■
Mean scale score	no.		601.9 ±10.0	598.7 ± 8.6	600.8 ± 8.5	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.58 **NAPLAN reading, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.59

Table 4A.59 **NAPLAN reading, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		30.4 ± 6.0	42.5 ± 5.8	42.2 ± 6.7	↑	■
Mean scale score	no.		208.1 ±19.5	247.9 ±14.7	242.6 ±20.6	↑	■
Non-Indigenous students							
At or above national minimum standard	%		88.2 ± 2.8	92.4 ± 1.8	93.4 ± 1.9	↑	■
Mean scale score	no.		382.5 ± 8.1	401.4 ± 9.2	409.7 ± 8.6	↑	■
All students							
At or above national minimum standard	%		62.7 ± 6.5	71.1 ± 5.7	73.8 ± 5.7	↑	■
Mean scale score	no.		306.6 ±19.9	336.6 ±17.3	346.2 ±18.5	↑	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		25.8 ± 5.7	38.2 ± 6.8	26.7 ± 6.2	■	↓
Mean scale score	no.		307.3 ±17.7	349.5 ±16.4	312.4 ±19.3	■	↓
Non-Indigenous students							
At or above national minimum standard	%		88.9 ± 2.5	91.4 ± 2.6	91.5 ± 2.5	■	■
Mean scale score	no.		474.5 ± 6.9	487.9 ± 9.2	498.8 ± 9.3	↑	■
All students							
At or above national minimum standard	%		62.5 ± 6.6	67.7 ± 6.8	64.4 ± 7.5	■	■
Mean scale score	no.		405.1 ±18.0	426.3 ±18.1	421.5 ±22.1	■	■

TABLE 4A.59

Table 4A.59 **NAPLAN reading, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		32.4 ± 8.6	44.7 ± 7.8	37.4 ± 8.0	■	■
Mean scale score	no.		386.1 ±17.6	412.2 ±15.6	393.8 ±17.9	■	■
Non-Indigenous students							
At or above national minimum standard	%		93.5 ± 2.8	94.4 ± 2.3	92.7 ± 2.6	■	■
Mean scale score	no.		531.0 ±10.8	539.4 ±10.1	534.0 ±11.6	■	■
All students							
At or above national minimum standard	%		67.1 ± 9.4	72.4 ± 8.4	68.4 ± 9.0	■	■
Mean scale score	no.		468.4 ±21.9	483.4 ±20.3	472.9 ±22.7	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		37.9 ± 9.6	32.9 ± 8.3	34.2 ± 8.1	■	■
Mean scale score	no.		446.5 ±23.3	448.7 ±16.4	441.4 ±21.3	■	■
Non-Indigenous students							
At or above national minimum standard	%		92.2 ± 2.3	91.5 ± 3.3	92.6 ± 3.3	■	■
Mean scale score	no.		578.1 ± 9.7	572.7 ±10.6	575.9 ±11.9	■	■
All students							
At or above national minimum standard	%		69.9 ± 8.3	66.2 ± 9.3	68.3 ± 9.5	■	■
Mean scale score	no.		524.2 ±21.6	519.6 ±19.5	520.5 ±22.2	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.59 **NAPLAN reading, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.60

Table 4A.60 **NAPLAN reading, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			2008	2015	2016	2008 to 2016	2015 to 2016
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		68.3 ± 2.0	78.7 ± 1.3	80.6 ± 1.3	↑	■
Mean scale score	no.		313.7 ± 4.9	343.4 ± 3.4	346.5 ± 3.5	↑	■
Non-Indigenous students							
At or above national minimum standard	%		93.5 ± 0.2	95.6 ± 0.2	96.0 ± 0.1	↑	■
Mean scale score	no.		405.0 ± 1.1	430.7 ± 1.1	430.5 ± 1.1	↑	■
All students							
At or above national minimum standard	%		92.1 ± 0.3	94.6 ± 0.2	95.1 ± 0.2	↑	■
Mean scale score	no.		400.5 ± 1.2	425.5 ± 1.1	425.6 ± 1.1	↑	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		63.4 ± 1.8	73.6 ± 1.6	70.8 ± 1.6	↑	■
Mean scale score	no.		403.4 ± 4.1	425.1 ± 3.3	422.1 ± 3.9	↑	■
Non-Indigenous students							
At or above national minimum standard	%		92.6 ± 0.2	94.5 ± 0.2	94.4 ± 0.2	■	■
Mean scale score	no.		488.7 ± 1.0	502.9 ± 1.0	506.2 ± 0.9	↑	■
All students							
At or above national minimum standard	%		91.0 ± 0.3	93.3 ± 0.2	93.0 ± 0.2	■	■
Mean scale score	no.		484.4 ± 1.1	498.5 ± 1.1	501.5 ± 1.0	↑	■

TABLE 4A.60

Table 4A.60 **NAPLAN reading, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		71.9 ± 2.0	80.8 ± 1.7	77.4 ± 1.6	■	■
Mean scale score	no.		466.5 ± 4.2	484.0 ± 3.3	476.2 ± 3.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		95.4 ± 0.2	96.3 ± 0.2	95.6 ± 0.2	■	■
Mean scale score	no.		540.2 ± 1.3	549.6 ± 1.4	544.6 ± 1.4	■	■
All students							
At or above national minimum standard	%		94.2 ± 0.3	95.4 ± 0.3	94.6 ± 0.3	■	■
Mean scale score	no.		536.5 ± 1.4	546.0 ± 1.5	540.8 ± 1.5	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		70.7 ± 2.1	71.7 ± 1.7	73.6 ± 1.7	■	■
Mean scale score	no.		513.8 ± 4.6	518.3 ± 3.0	520.2 ± 3.4	■	■
Non-Indigenous students							
At or above national minimum standard	%		94.2 ± 0.3	93.6 ± 0.3	94.0 ± 0.3	■	■
Mean scale score	no.		581.3 ± 1.5	583.8 ± 1.5	584.3 ± 1.5	■	■
All students							
At or above national minimum standard	%		92.9 ± 0.4	92.3 ± 0.3	92.8 ± 0.3	■	■
Mean scale score	no.		578.0 ± 1.5	580.2 ± 1.6	580.8 ± 1.5	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.60 **NAPLAN reading, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

NAPLAN Writing

TABLE 4A.61

Table 4A.61 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Year 3									
<i>Average age</i>	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 11 m</i>	<i>8 y 7 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
<i>Years of schooling</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>	<i>3 y 4 m</i>
Aboriginal and Torres Strait Islander students									
Major cities	92.6 ± 1.3	91.5 ± 2.5	91.3 ± 2.1	87.0 ± 2.8	84.4 ± 3.9	..	89.1 ± 6.6	..	90.6 ± 0.9
Inner Regional	92.4 ± 1.4	89.3 ± 3.6	92.4 ± 1.5	87.0 ± 4.6	90.1 ± 6.7	94.1 ± 3.0	np	..	91.9 ± 1.0
Outer Regional	90.6 ± 2.8	88.7 ± 7.7	90.0 ± 2.3	86.7 ± 4.4	83.9 ± 5.9	94.1 ± 3.5	..	78.6 ± 8.5	88.6 ± 1.5
Remote	85.6 ± 11.7	np	79.8 ± 7.5	71.5 ± 9.0	np	np	..	54.4 ± 15.1	71.9 ± 6.0
Very remote	90.5 ± 4.5	..	79.1 ± 12.6	57.6 ± 8.4	52.9 ± 22.4	..	..	25.0 ± 6.4	52.1 ± 6.7
Total	92.0 ± 1.0	90.2 ± 2.1	89.3 ± 1.8	78.6 ± 3.2	82.5 ± 3.6	93.9 ± 2.4	89.4 ± 6.5	44.1 ± 7.1	85.1 ± 1.3
Non-Indigenous students									
Major cities	97.6 ± 0.2	96.9 ± 0.4	97.1 ± 0.4	97.2 ± 0.4	96.2 ± 0.7	..	97.4 ± 0.7	..	97.2 ± 0.2
Inner Regional	97.1 ± 0.4	96.8 ± 0.6	96.4 ± 0.6	97.1 ± 0.9	95.6 ± 1.7	96.3 ± 0.9	np	..	96.8 ± 0.3
Outer Regional	97.3 ± 0.6	96.9 ± 1.1	97.0 ± 0.6	97.0 ± 1.2	95.1 ± 1.6	96.1 ± 1.7	..	95.6 ± 1.9	96.7 ± 0.4
Remote	96.6 ± 3.0	96.3 ± 4.9	97.7 ± 1.2	96.5 ± 1.4	96.1 ± 2.6	96.5 ± 3.5	..	97.2 ± 2.2	96.8 ± 0.8
Very remote	96.7 ± 5.5	..	95.5 ± 2.5	97.8 ± 2.1	94.4 ± 6.5	..	..	95.5 ± 4.0	96.2 ± 1.5
Total	97.5 ± 0.2	96.9 ± 0.3	97.0 ± 0.3	97.2 ± 0.4	96.0 ± 0.6	96.2 ± 0.8	97.4 ± 0.7	95.9 ± 1.6	97.1 ± 0.1
All year 3 students									
Major cities	97.4 ± 0.2	96.8 ± 0.4	96.9 ± 0.4	96.8 ± 0.5	95.7 ± 0.8	..	97.2 ± 0.7	..	96.9 ± 0.2
Inner Regional	96.6 ± 0.4	96.6 ± 0.6	96.0 ± 0.6	96.4 ± 1.1	95.4 ± 1.6	96.2 ± 0.9	np	..	96.4 ± 0.3
Outer Regional	96.2 ± 0.8	96.2 ± 1.4	95.9 ± 0.8	95.5 ± 1.4	93.8 ± 1.8	95.8 ± 1.6	..	92.8 ± 2.9	95.5 ± 0.5
Remote	92.7 ± 5.8	96.4 ± 4.9	92.9 ± 3.0	90.2 ± 3.7	96.0 ± 2.8	96.2 ± 4.7	..	79.6 ± 10.4	90.3 ± 2.3
Very remote	92.9 ± 3.8	..	85.5 ± 8.4	74.3 ± 8.1	73.3 ± 17.4	..	..	34.1 ± 10.4	66.9 ± 5.8
Total	97.1 ± 0.2	96.7 ± 0.3	96.4 ± 0.3	95.8 ± 0.5	95.2 ± 0.7	96.1 ± 0.8	97.2 ± 0.7	76.0 ± 5.8	96.3 ± 0.2

TABLE 4A.61

Table 4A.61 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Statistical significance of the proportion students at and above the national minimum standard, all year 3 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	■	■	↑	↑	■	■	▲	
<i>Vic</i>	■	..	■	■	↑	■	■	▲	
<i>Qld</i>	■	■	..	■	■	■	■	▲	
<i>WA</i>	↓	■	■	..	■	■	↓	▲	
<i>SA</i>	↓	↓	■	■	..	■	↓	▲	
<i>Tas</i>	■	■	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	■	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 5

<i>Average age</i>	<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 7 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
<i>Years of schooling</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>	<i>5 y 4 m</i>

Aboriginal and Torres Strait Islander students

Major cities	84.3 ± 1.9	87.7 ± 3.3	84.0 ± 2.4	74.8 ± 3.5	75.5 ± 5.8	..	79.4 ± 9.0	..	82.2 ± 1.2
Inner Regional	81.4 ± 2.5	85.9 ± 4.2	81.8 ± 2.9	76.0 ± 7.7	81.0 ± 10.6	85.0 ± 4.7	np	..	82.0 ± 1.7
Outer Regional	78.2 ± 4.0	80.9 ± 6.4	81.0 ± 2.8	71.0 ± 5.5	66.9 ± 9.0	87.3 ± 6.1	..	64.0 ± 10.0	77.4 ± 2.2
Remote	65.7 ± 10.6	np	58.6 ± 10.5	59.1 ± 7.7	77.3 ± 13.3	np	..	37.2 ± 13.0	55.1 ± 6.0
Very remote	65.8 ± 19.3	..	58.4 ± 10.1	32.6 ± 7.4	38.3 ± 16.4	..	..	11.9 ± 4.4	32.1 ± 5.6
Total	81.6 ± 1.7	85.8 ± 2.6	78.5 ± 2.1	63.2 ± 3.7	70.1 ± 4.7	86.2 ± 3.7	80.6 ± 8.7	29.2 ± 6.6	73.5 ± 1.6

Non-Indigenous students

Major cities	95.5 ± 0.4	95.6 ± 0.5	93.8 ± 0.6	95.7 ± 0.5	93.2 ± 1.0	..	94.6 ± 1.1	..	95.0 ± 0.2
Inner Regional	93.4 ± 0.6	94.2 ± 0.8	92.1 ± 0.9	93.9 ± 1.6	92.3 ± 2.0	93.4 ± 1.3	np	..	93.3 ± 0.4

TABLE 4A.61

Table 4A.61 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Outer Regional	92.1 ± 1.3	94.0 ± 1.6	92.7 ± 1.0	93.0 ± 1.4	90.7 ± 1.9	91.6 ± 1.9	..	90.6 ± 3.0	92.3 ± 0.6
Remote	88.4 ± 5.6	92.7 ± 9.3	91.7 ± 3.1	93.9 ± 1.8	94.6 ± 2.5	89.1 ± 9.3	..	90.9 ± 3.7	92.6 ± 1.2
Very remote	np	..	92.6 ± 3.8	90.6 ± 4.7	91.1 ± 9.1	..	..	91.1 ± 6.8	91.3 ± 2.8
Total	94.9 ± 0.3	95.2 ± 0.4	93.3 ± 0.5	95.2 ± 0.5	92.8 ± 0.8	92.8 ± 1.1	94.6 ± 1.1	90.7 ± 2.4	94.4 ± 0.2
All year 5 students									
Major cities	95.1 ± 0.4	95.4 ± 0.5	93.4 ± 0.6	94.9 ± 0.6	92.5 ± 1.0	..	94.2 ± 1.2	..	94.6 ± 0.2
Inner Regional	92.1 ± 0.7	93.9 ± 0.8	91.2 ± 1.0	92.8 ± 1.7	91.8 ± 2.1	93.0 ± 1.3	np	..	92.5 ± 0.4
Outer Regional	89.7 ± 1.4	93.0 ± 1.8	90.9 ± 1.2	89.9 ± 2.0	88.6 ± 2.2	90.9 ± 2.1	..	85.8 ± 4.6	90.2 ± 0.7
Remote	79.9 ± 7.6	92.9 ± 9.0	82.6 ± 5.9	84.7 ± 4.3	93.3 ± 3.1	90.4 ± 8.2	..	67.9 ± 13.1	82.4 ± 3.2
Very remote	78.1 ± 12.3	..	71.9 ± 7.8	54.9 ± 10.6	58.2 ± 19.7	..	..	20.7 ± 10.3	50.4 ± 6.4
Total	94.1 ± 0.4	95.0 ± 0.4	92.2 ± 0.5	92.9 ± 0.7	91.7 ± 0.9	92.3 ± 1.2	94.2 ± 1.2	65.0 ± 7.2	93.2 ± 0.2

Statistical significance of the proportion students at and above the national minimum standard, all year 5 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	↑	■	■	▲
<i>Vic</i>	■	..	↑	↑	↑	↑	■	▲
<i>Qld</i>	■	↓	..	■	■	■	↓	▲
<i>WA</i>	■	↓	■	..	■	■	■	▲
<i>SA</i>	↓	↓	■	■	..	■	↓	▲
<i>Tas</i>	■	↓	■	■	■	..	■	▲
<i>ACT</i>	■	■	↑	■	↑	■	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

TABLE 4A.61

Table 4A.61 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Year 7									
<i>Average age</i>	<i>12 y 7 m</i>	<i>12 y 9 m</i>	<i>12 y 5 m</i>	<i>12 y 5 m</i>	<i>12 y 7 m</i>	<i>12 y 10 m</i>	<i>12 y 8 m</i>	<i>12 y 6 m</i>	<i>12 y 7 m</i>
<i>Years of schooling</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>
Aboriginal and Torres Strait Islander students									
Major cities	75.7 ± 2.7	78.2 ± 4.2	75.0 ± 3.6	66.4 ± 5.3	75.2 ± 4.9	..	71.9 ± 8.2	..	74.4 ± 1.8
Inner Regional	70.9 ± 2.8	74.4 ± 5.3	72.1 ± 3.9	62.5 ± 10.4	73.6 ± 14.6	74.6 ± 7.3	np	..	71.6 ± 2.0
Outer Regional	61.2 ± 5.1	70.9 ± 10.6	60.8 ± 4.9	53.5 ± 10.4	61.9 ± 11.1	76.4 ± 8.5	..	54.8 ± 9.7	61.2 ± 3.0
Remote	45.4 ± 20.6	np	40.5 ± 11.5	50.1 ± 8.9	np	np	..	26.9 ± 12.7	40.3 ± 7.0
Very remote	57.5 ± 21.7	..	41.5 ± 12.2	29.4 ± 8.4	41.0 ± 19.2	..	..	5.8 ± 3.4	21.8 ± 5.9
Total	71.1 ± 1.9	75.6 ± 3.3	66.3 ± 2.8	54.3 ± 4.2	67.3 ± 4.6	75.5 ± 5.9	71.9 ± 8.2	23.3 ± 7.5	63.5 ± 1.8
Non-Indigenous students									
Major cities	92.5 ± 0.7	93.8 ± 0.7	90.4 ± 1.1	92.5 ± 1.1	91.7 ± 1.1	–	92.1 ± 1.8	..	92.4 ± 0.4
Inner Regional	88.1 ± 1.2	91.2 ± 1.4	85.7 ± 1.6	89.8 ± 2.5	90.6 ± 2.4	89.7 ± 2.5	np	..	88.7 ± 0.8
Outer Regional	85.3 ± 1.8	90.5 ± 2.5	87.4 ± 1.8	86.2 ± 3.6	88.5 ± 2.1	86.8 ± 3.5	..	84.9 ± 5.2	87.2 ± 1.0
Remote	82.4 ± 8.3	95.5 ± 6.6	80.7 ± 5.3	89.7 ± 3.2	90.2 ± 2.9	np	..	88.3 ± 6.7	87.6 ± 2.3
Very remote	np	..	84.7 ± 7.2	89.1 ± 5.4	84.2 ± 8.2	..	..	84.0 ± 12.5	85.9 ± 4.0
Total	91.4 ± 0.6	93.2 ± 0.6	89.0 ± 0.9	91.7 ± 1.0	91.1 ± 0.9	88.9 ± 2.1	92.1 ± 1.8	85.5 ± 4.3	91.3 ± 0.3
All year 7 students									
Major cities	91.9 ± 0.7	93.6 ± 0.7	89.9 ± 1.2	91.5 ± 1.3	91.2 ± 1.2	..	91.5 ± 2.0	..	91.8 ± 0.4
Inner Regional	86.5 ± 1.4	90.6 ± 1.5	84.5 ± 1.7	87.8 ± 3.3	90.1 ± 2.6	89.2 ± 2.6	np	..	87.5 ± 0.8
Outer Regional	80.9 ± 2.4	89.0 ± 3.3	83.0 ± 2.5	81.8 ± 5.4	86.2 ± 2.4	85.4 ± 3.7	..	78.7 ± 7.1	83.4 ± 1.4
Remote	65.4 ± 13.6	94.4 ± 7.5	66.0 ± 10.8	77.4 ± 5.0	87.7 ± 4.2	80.6 ± 6.4	..	57.0 ± 17.3	72.1 ± 5.0
Very remote	69.0 ± 22.7	..	60.0 ± 11.5	51.3 ± 14.8	60.5 ± 16.7	..	..	12.8 ± 8.8	40.9 ± 8.3
Total	90.2 ± 0.7	92.8 ± 0.6	87.3 ± 1.0	89.1 ± 1.3	90.1 ± 1.0	88.2 ± 2.2	91.5 ± 2.0	58.1 ± 10.2	89.7 ± 0.4

TABLE 4A.61

Table 4A.61 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Statistical significance of the proportion students at and above the national minimum standard, all year 7 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	↓	■	■	■	■	■	▲	
<i>Vic</i>	↑	..	↑	↑	↑	↑	■	▲	
<i>Qld</i>	■	↓	..	■	■	■	↓	▲	
<i>WA</i>	■	↓	■	..	■	■	■	▲	
<i>SA</i>	■	↓	■	■	..	■	■	▲	
<i>Tas</i>	■	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	↑	■	■	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 9

<i>Average age</i>	14 y 7 m	14 y 9 m	14 y 4 m	14 y 5 m	14 y 7 m	14 y 11 m	14 y 8 m	14 y 6 m	14 y 7 m
<i>Years of schooling</i>	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 4 m

Aboriginal and Torres Strait Islander students

Major cities	64.2 ± 2.6	68.2 ± 5.4	61.7 ± 4.5	59.8 ± 6.3	55.9 ± 6.4	..	65.6 ± 10.8	..	62.8 ± 2.1
Inner Regional	54.2 ± 3.8	69.2 ± 6.4	57.3 ± 5.1	57.8 ± 11.2	64.5 ± 16.8	68.6 ± 7.5	np	..	58.3 ± 2.7
Outer Regional	49.5 ± 5.7	66.2 ± 11.0	48.3 ± 6.7	46.9 ± 9.1	46.9 ± 9.3	70.3 ± 8.5	..	37.1 ± 10.4	49.6 ± 3.9
Remote	33.9 ± 11.4	np	26.3 ± 11.8	41.5 ± 12.2	np	np	..	21.9 ± 10.8	32.7 ± 7.4
Very remote	np	..	31.4 ± 12.4	23.4 ± 9.9	np	..	..	4.5 ± 3.8	16.6 ± 5.0
Total	57.6 ± 2.1	68.3 ± 3.8	52.8 ± 3.7	48.1 ± 4.5	52.1 ± 4.4	69.6 ± 5.2	65.6 ± 10.8	18.2 ± 6.0	52.7 ± 1.8

Non-Indigenous students

Major cities	85.7 ± 1.1	88.4 ± 1.0	83.0 ± 1.7	89.4 ± 1.4	84.0 ± 2.7	–	86.3 ± 3.4	..	86.4 ± 0.6
Inner Regional	78.4 ± 1.9	84.1 ± 1.9	76.8 ± 2.1	84.7 ± 3.8	80.2 ± 3.6	84.7 ± 3.0	np	..	80.8 ± 1.1

TABLE 4A.61

Table 4A.61 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Outer Regional	75.2 ± 3.0	86.5 ± 3.2	75.5 ± 2.9	82.2 ± 3.8	78.8 ± 3.7	79.6 ± 3.3	..	76.1 ± 7.1	78.7 ± 1.5
Remote	68.6 ±13.5	93.0 ±10.0	71.3 ± 9.0	82.3 ± 4.8	80.2 ± 6.7	np	..	76.9 ±13.1	79.3 ± 3.9
Very remote	np	..	61.8 ±11.7	78.7 ± 8.4	80.0 ±12.3	..	..	81.6 ±13.5	73.4 ± 6.2
Total	83.8 ± 0.9	87.5 ± 0.9	80.6 ± 1.3	88.2 ± 1.3	82.8 ± 2.1	83.3 ± 2.4	86.3 ± 3.4	76.4 ± 6.1	84.7 ± 0.5
All year 9 students									
Major cities	84.8 ± 1.1	88.1 ± 1.1	82.2 ± 1.8	88.1 ± 1.6	83.1 ± 2.8	..	85.7 ± 3.5	..	85.6 ± 0.7
Inner Regional	75.9 ± 2.1	83.6 ± 1.9	75.2 ± 2.2	82.8 ± 4.3	79.6 ± 4.0	84.0 ± 3.2	np	..	79.2 ± 1.2
Outer Regional	70.5 ± 2.9	85.3 ± 3.6	71.0 ± 3.5	77.1 ± 4.9	76.2 ± 4.2	78.3 ± 3.3	..	67.7 ± 8.8	74.5 ± 1.8
Remote	51.5 ±15.5	92.3 ±11.0	55.2 ±13.3	68.7 ± 8.6	78.4 ± 8.3	np	..	51.0 ±21.2	64.6 ± 6.4
Very remote	50.4 ±23.3	..	43.9 ±11.9	43.1 ±14.2	53.8 ±17.0	..	..	10.7 ± 8.9	32.5 ± 7.9
Total	82.2 ± 1.0	87.1 ± 0.9	78.6 ± 1.4	85.2 ± 1.6	81.5 ± 2.2	82.4 ± 2.6	85.7 ± 3.5	52.2 ± 9.8	82.9 ± 0.6

Statistical significance of the proportion students at and above the national minimum standard, all year 9 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	↓	■	■	■	■	■	▲
<i>Vic</i>	↑	..	↑	■	↑	↑	■	▲
<i>Qld</i>	■	↓	..	↓	■	■	↓	▲
<i>WA</i>	■	■	↑	..	■	■	■	▲
<i>SA</i>	■	↓	■	■	..	■	■	▲
<i>Tas</i>	■	↓	■	■	■	..	■	▲
<i>ACT</i>	■	■	↑	■	■	■	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

Table 4A.61 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Nature of differences. Percentage of students at or above NMS is:									
▲	substantially higher than and is statistically significantly different from the comparison State/Territory								
↑	higher than and is statistically significantly different from the the comparison State/Territory								
■	is close to or not statistically different from the comparison State/Territory								
↓	is lower than and is statistically significantly different from the comparison State/Territory								
▼	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 (2016). See chapter 2 (Statistical context) 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)	Data for years 2008–2015 were included in earlier Reports.								
(d)	The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.								
(e)	A student is considered to be '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 extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(g)	Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.								
(h)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
	.. Not applicable. np Not published.								

Source: ACARA 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.62

Table 4A.62 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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									
Aboriginal and Torres Strait Islander students									
Major cities	384.5 ± 3.4	401.5 ± 6.2	375.6 ± 4.8	361.3 ± 6.9	362.1 ± 8.8	..	366.9 ±14.3	..	378.2 ± 2.6
Inner Regional	376.0 ± 4.1	389.1 ± 7.0	376.1 ± 5.0	351.7 ±14.2	364.5 ±17.7	385.1 ±11.5	np	..	377.0 ± 2.9
Outer Regional	369.3 ± 6.6	390.1 ±13.5	365.8 ± 5.8	348.6 ±11.9	352.3 ±15.5	390.6 ± 9.0	..	337.6 ±16.7	364.5 ± 4.0
Remote	358.4 ±19.8	np	332.7 ±18.7	316.8 ±19.1	np	np	..	270.2 ±37.6	316.8 ±14.6
Very remote	347.5 ±14.6	..	327.2 ±27.6	276.7 ±15.0	270.6 ±41.7	..	..	197.0 ±15.6	262.7 ±15.5
Total	377.8 ± 2.5	395.1 ± 4.5	365.5 ± 4.7	334.3 ± 7.4	352.6 ± 8.5	386.7 ± 7.5	368.9 ±14.1	245.4 ±17.7	358.3 ± 3.4
Non-Indigenous students									
Major cities	431.4 ± 1.5	439.6 ± 1.5	417.0 ± 2.2	425.1 ± 2.2	419.3 ± 2.9	..	421.0 ± 3.9	..	429.1 ± 0.9
Inner Regional	413.6 ± 2.0	426.3 ± 2.1	405.8 ± 3.1	407.5 ± 4.5	407.6 ± 4.9	420.5 ± 5.0	np	..	415.3 ± 1.3
Outer Regional	407.7 ± 3.2	427.9 ± 4.0	410.6 ± 3.1	405.9 ± 5.0	400.2 ± 4.5	404.7 ± 5.4	..	406.2 ± 7.9	410.0 ± 1.7
Remote	407.1 ±14.3	408.2 ±19.3	403.2 ± 7.4	403.7 ± 5.9	402.5 ± 9.7	404.0 ±13.5	..	408.4 ±11.5	404.3 ± 3.8
Very remote	414.0 ±29.9	..	402.2 ± 9.1	397.9 ± 9.3	408.4 ±24.5	..	..	398.8 ±20.3	400.9 ± 5.9
Total	426.9 ± 1.3	436.5 ± 1.2	413.6 ± 1.6	420.8 ± 1.9	415.1 ± 2.4	415.5 ± 4.0	421.0 ± 3.9	406.2 ± 6.4	424.6 ± 0.7
All year 3 students									
Major cities	429.7 ± 1.5	439.1 ± 1.5	415.4 ± 2.3	422.6 ± 2.3	417.4 ± 3.1	..	419.9 ± 4.1	..	427.5 ± 0.9
Inner Regional	409.2 ± 2.2	425.0 ± 2.1	403.1 ± 3.1	404.0 ± 5.3	405.7 ± 5.3	418.6 ± 5.3	np	..	412.2 ± 1.4
Outer Regional	401.3 ± 3.4	425.4 ± 4.3	403.5 ± 3.6	397.7 ± 6.4	395.0 ± 5.6	402.5 ± 5.3	..	395.1 ± 9.5	403.4 ± 2.0
Remote	390.1 ±15.6	408.7 ±19.3	384.6 ±12.4	381.2 ±11.7	401.8 ± 9.5	400.7 ±14.4	..	353.1 ±31.7	381.7 ± 7.5
Very remote	380.8 ±24.8	..	356.5 ±21.0	327.5 ±20.7	340.2 ±44.1	..	..	223.1 ±28.8	309.6 ±15.3
Total	423.8 ± 1.3	435.7 ± 1.3	409.8 ± 1.7	414.7 ± 2.3	412.2 ± 2.6	413.4 ± 4.2	419.9 ± 4.0	345.0 ±17.1	420.7 ± 0.8

TABLE 4A.62

Table 4A.62 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 significance of the mean scale scores, all year 3 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	↓	↑	■	■	■	■	▲	
	↑	..	↑	↑	↑	↑	↑	▲	
	↓	↓	..	■	■	■	■	▲	
	■	↓	■	..	■	■	■	▲	
	■	↓	■	■	..	■	■	▲	
	■	↓	■	■	■	..	■	▲	
	■	↓	■	■	■	■	..	▲	
	▼	▼	▼	▼	▼	▼	▼	..	

Year 5**Aboriginal and Torres Strait Islander students**

Major cities	437.4 ± 3.5	457.7 ± 6.1	434.3 ± 4.4	414.6 ± 6.0	421.1 ± 9.1	..	434.4 ± 12.9	..	433.6 ± 2.3
Inner Regional	428.9 ± 4.3	445.5 ± 7.0	429.4 ± 4.8	414.1 ± 13.3	430.9 ± 19.3	442.8 ± 9.7	np	..	431.0 ± 2.8
Outer Regional	420.6 ± 6.6	438.7 ± 10.8	427.4 ± 5.7	402.3 ± 8.4	403.3 ± 13.4	439.9 ± 11.4	..	406.4 ± 16.2	421.7 ± 3.9
Remote	395.0 ± 19.6	np	386.4 ± 22.9	381.8 ± 14.9	411.4 ± 19.8	np	..	334.5 ± 42.1	373.8 ± 15.4
Very remote	396.0 ± 16.7	..	380.8 ± 18.1	324.1 ± 18.3	333.4 ± 30.4	..	..	260.2 ± 20.4	315.2 ± 16.4
Total	430.0 ± 2.7	449.8 ± 4.3	422.9 ± 4.1	388.8 ± 7.7	407.7 ± 8.4	441.3 ± 7.6	434.7 ± 12.2	308.1 ± 21.5	412.4 ± 3.9

Non-Indigenous students

Major cities	485.4 ± 1.5	495.7 ± 1.5	473.6 ± 2.2	480.5 ± 2.1	473.6 ± 3.1	..	475.5 ± 3.8	..	484.3 ± 0.9
Inner Regional	466.2 ± 2.0	478.4 ± 2.1	462.8 ± 2.7	465.8 ± 4.1	465.7 ± 4.5	478.8 ± 4.9	np	..	469.7 ± 1.2
Outer Regional	458.5 ± 3.2	478.3 ± 3.5	464.1 ± 2.9	461.5 ± 4.4	455.0 ± 4.6	463.3 ± 5.4	..	467.3 ± 9.2	463.7 ± 1.6
Remote	454.6 ± 15.7	458.4 ± 21.9	458.6 ± 7.3	462.2 ± 4.3	464.2 ± 7.4	442.8 ± 23.5	..	464.1 ± 9.1	460.9 ± 3.2
Very remote	np	..	455.9 ± 10.5	454.8 ± 9.6	446.3 ± 22.1	..	..	459.4 ± 20.0	454.9 ± 6.1

TABLE 4A.62

Table 4A.62 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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	480.3 ± 1.3	491.5 ± 1.3	469.8 ± 1.6	476.7 ± 1.8	470.0 ± 2.5	473.8 ± 4.0	475.5 ± 3.8	466.3 ± 7.4	479.5 ± 0.7
All year 5 students									
Major cities	483.7 ± 1.6	495.2 ± 1.5	472.1 ± 2.2	477.9 ± 2.2	471.8 ± 3.2	..	474.3 ± 3.8	..	482.7 ± 0.9
Inner Regional	462.2 ± 2.2	477.5 ± 2.1	459.9 ± 2.8	462.7 ± 4.4	464.0 ± 4.8	477.3 ± 5.3	np	..	466.8 ± 1.3
Outer Regional	452.1 ± 3.5	475.4 ± 3.9	458.6 ± 3.2	453.2 ± 5.5	450.5 ± 5.1	460.0 ± 5.6	..	456.6 ±10.9	457.8 ± 1.9
Remote	432.1 ±19.2	458.2 ±21.5	439.1 ±13.4	441.4 ± 9.8	460.4 ± 8.5	440.2 ±19.8	..	409.1 ±34.2	437.6 ± 7.6
Very remote	421.3 ±15.8	..	410.6 ±15.7	374.2 ±25.1	376.5 ±40.1	..	..	282.9 ±30.8	358.5 ±16.9
Total	477.3 ± 1.4	490.7 ± 1.3	466.3 ± 1.7	470.3 ± 2.2	467.0 ± 2.6	471.7 ± 4.3	474.3 ± 3.8	400.7 ±20.2	475.6 ± 0.8

Statistical significance of the mean scale scores, all year 5 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	↓	■	■	■	■	■	▲
<i>Vic</i>	↑	..	↑	↑	↑	↑	↑	▲
<i>Qld</i>	■	↓	..	■	■	■	■	▲
<i>WA</i>	■	↓	■	..	■	■	■	▲
<i>SA</i>	■	↓	■	■	..	■	■	▲
<i>Tas</i>	■	↓	■	■	■	..	■	▲
<i>ACT</i>	■	↓	■	■	■	■	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

TABLE 4A.62

Table 4A.62 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 7									
Aboriginal and Torres Strait Islander students									
Major cities	470.4 ± 5.1	489.3 ± 8.6	469.0 ± 6.8	451.5 ±10.4	474.5 ± 8.0	..	472.0 ±13.8	..	469.5 ± 3.3
Inner Regional	458.9 ± 5.2	474.0 ± 9.1	462.1 ± 5.7	437.9 ±22.4	468.8 ±16.5	472.4 ±14.3	np	..	461.6 ± 3.6
Outer Regional	435.7 ± 9.7	469.6 ±21.3	440.8 ± 8.4	422.5 ±17.5	447.6 ±11.8	471.4 ±15.1	..	433.1 ±19.7	441.1 ± 5.4
Remote	416.2 ±24.1	np	399.8 ±26.3	418.5 ±14.7	np	np	..	342.6 ±55.1	390.9 ±21.8
Very remote	427.8 ±31.7	..	406.0 ±28.7	368.4 ±22.6	377.8 ±45.5	..	..	269.4 ±20.8	330.0 ±23.0
Total	459.7 ± 3.6	480.3 ± 6.5	451.6 ± 5.1	424.3 ± 8.8	455.7 ± 8.7	472.1 ±10.2	472.0 ±13.8	328.0 ±28.9	442.7 ± 4.6
Non-Indigenous students									
Major cities	524.1 ± 2.9	535.2 ± 2.7	513.0 ± 3.8	522.9 ± 4.8	523.7 ± 3.5	..	520.5 ± 6.6	..	524.8 ± 1.6
Inner Regional	502.7 ± 3.4	516.8 ± 4.1	495.3 ± 4.0	505.4 ± 7.7	513.7 ± 7.6	520.5 ± 9.1	np	..	506.8 ± 2.3
Outer Regional	491.2 ± 4.4	515.7 ± 6.2	497.1 ± 4.9	497.1 ±10.3	502.0 ± 4.4	501.3 ± 9.5	..	505.8 ±13.3	499.9 ± 2.7
Remote	482.6 ±12.9	518.2 ±28.4	481.2 ± 9.6	503.4 ± 6.0	503.5 ± 7.5	np	..	507.9 ±24.2	499.0 ± 6.0
Very remote	np	..	485.0 ±12.5	498.3 ±11.1	492.9 ±20.1	..	..	495.4 ±26.1	492.4 ± 7.8
Total	518.7 ± 2.4	530.9 ± 2.3	507.0 ± 2.9	518.6 ± 4.1	519.2 ± 2.9	515.3 ± 7.4	520.5 ± 6.6	505.8 ±11.3	519.3 ± 1.3
All year 7 students									
Major cities	522.1 ± 2.9	534.6 ± 2.8	511.4 ± 3.9	520.5 ± 4.9	522.1 ± 3.5	..	519.4 ± 6.5	..	523.1 ± 1.6
Inner Regional	498.5 ± 3.6	515.4 ± 4.2	492.2 ± 4.1	500.8 ± 9.5	512.3 ± 7.7	519.8 ± 9.3	np	..	503.8 ± 2.4
Outer Regional	480.9 ± 5.5	512.5 ± 7.5	488.0 ± 5.8	487.1 ±13.6	497.4 ± 5.0	497.4 ±10.0	..	491.1 ±16.9	491.3 ± 3.3
Remote	453.0 ±16.5	516.4 ±28.9	451.6 ±21.3	477.4 ± 9.2	499.7 ± 9.4	470.9 ±12.6	..	425.2 ±55.1	464.4 ±12.7
Very remote	458.1 ±46.1	..	440.9 ±22.8	416.4 ±32.8	430.0 ±41.3	..	..	290.3 ±32.8	379.4 ±25.0
Total	515.2 ± 2.5	530.0 ± 2.4	502.9 ± 3.0	512.3 ± 4.6	516.3 ± 3.0	513.6 ± 7.7	519.4 ± 6.5	428.2 ±30.4	515.0 ± 1.4

TABLE 4A.62

Table 4A.62 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 significance of the mean scale scores, all year 7 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
<i>NSW</i>	..	↓	■	■	■	■	■	▲	
<i>Vic</i>	↑	..	↑	↑	↑	↑	■	▲	
<i>Qld</i>	■	↓	..	■	↓	■	↓	▲	
<i>WA</i>	■	↓	■	..	■	■	■	▲	
<i>SA</i>	■	↓	↑	■	..	■	■	▲	
<i>Tas</i>	■	↓	■	■	■	..	■	▲	
<i>ACT</i>	■	■	↑	■	■	■	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 9**Aboriginal and Torres Strait Islander students**

Major cities	503.2 ± 4.8	514.4 ± 9.6	499.9 ± 6.9	494.6 ± 10.6	487.1 ± 10.0	..	506.2 ± 16.6	..	501.1 ± 3.4
Inner Regional	481.2 ± 7.1	513.7 ± 10.9	491.2 ± 7.8	483.7 ± 22.2	506.5 ± 23.7	513.1 ± 10.9	np	..	490.6 ± 4.9
Outer Regional	470.8 ± 8.8	504.5 ± 14.5	470.8 ± 13.7	471.0 ± 14.4	471.8 ± 14.6	518.0 ± 13.5	..	440.6 ± 30.1	472.8 ± 7.8
Remote	451.4 ± 25.6	np	431.8 ± 27.5	453.4 ± 26.7	np	np	..	366.4 ± 72.7	423.7 ± 30.1
Very remote	np	..	431.0 ± 38.4	398.1 ± 30.5	np	..	..	296.4 ± 27.7	358.5 ± 25.1
Total	489.3 ± 3.9	512.8 ± 6.2	481.0 ± 6.9	465.8 ± 10.2	479.4 ± 8.2	515.5 ± 8.4	506.2 ± 16.6	353.6 ± 30.9	474.3 ± 5.2

Non-Indigenous students

Major cities	556.3 ± 3.3	568.8 ± 3.5	546.1 ± 4.4	565.9 ± 5.2	553.3 ± 6.4	..	558.3 ± 9.2	..	559.4 ± 1.9
Inner Regional	533.2 ± 4.3	549.1 ± 4.6	527.9 ± 4.5	545.4 ± 9.3	537.6 ± 7.5	555.1 ± 8.3	np	..	539.7 ± 2.6
Outer Regional	521.0 ± 5.2	553.3 ± 8.5	524.6 ± 5.9	540.8 ± 8.5	532.6 ± 8.7	536.4 ± 7.0	..	535.2 ± 16.6	532.9 ± 3.4
Remote	511.9 ± 23.9	595.1 ± 36.7	513.8 ± 14.8	543.9 ± 9.8	533.8 ± 14.4	np	..	545.3 ± 33.9	538.5 ± 10.2

TABLE 4A.62

Table 4A.62 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Very remote	np	..	496.4 ±13.8	531.1 ±17.7	535.5 ±29.0	..	..	557.0 ±60.1	524.4 ±14.4
Total	550.4 ± 2.8	564.3 ± 2.9	539.3 ± 3.3	561.3 ± 4.5	548.3 ± 5.1	550.0 ± 6.7	558.3 ± 9.2	537.8 ±14.9	553.5 ± 1.6
All year 9 students									
Major cities	553.9 ± 3.4	568.1 ± 3.5	544.1 ± 4.5	563.1 ± 5.4	551.4 ± 6.7	..	556.9 ± 9.3	..	557.4 ± 1.9
Inner Regional	528.0 ± 4.7	547.9 ± 4.6	524.8 ± 4.6	541.1 ±10.0	536.2 ± 8.0	553.5 ± 8.6	np	..	536.3 ± 2.8
Outer Regional	511.9 ± 5.5	550.5 ± 9.1	515.8 ± 7.1	531.0 ±10.8	527.8 ± 9.5	533.9 ± 7.2	..	515.6 ±22.0	524.4 ± 4.0
Remote	483.7 ±27.9	593.3 ±38.3	484.8 ±24.2	514.2 ±18.5	529.1 ±17.8	np	..	462.3 ±72.9	503.1 ±17.5
Very remote	483.9 ±29.1	..	457.8 ±29.9	444.8 ±35.5	479.0 ±39.4	..	..	317.4 ±39.6	404.5 ±27.8
Total	546.5 ± 2.9	563.3 ± 3.0	534.9 ± 3.5	554.4 ± 4.9	545.5 ± 5.4	548.0 ± 6.8	556.9 ± 9.3	461.9 ±31.9	549.1 ± 1.7

Statistical significance of the mean scale scores, all year 9 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	↓	■	■	■	■	■	▲
<i>Vic</i>	↑	..	↑	■	↑	↑	■	▲
<i>Qld</i>	■	↓	..	↓	■	■	↓	▲
<i>WA</i>	■	■	↑	..	■	■	■	▲
<i>SA</i>	■	↓	■	■	..	■	■	▲
<i>Tas</i>	■	↓	■	■	■	..	■	▲
<i>ACT</i>	■	■	↑	■	■	■	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

Table 4A.62 **NAPLAN writing: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Nature of differences. The mean scale score is:									
▲	substantially higher than and is statistically significantly different from the comparison State/Territory								
↑	higher than and is statistically significantly different from the the comparison State/Territory								
■	is close to or not statistically different from the comparison State/Territory								
↓	is lower than and is statistically significantly different from the comparison State/Territory								
▼	is substantially lower than 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 (2016). See chapter 2 (Statistical context) 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)	Data for years 2008–2015 were included in earlier Reports.								
(d)	A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.								
(e)	Geolocation data are based on the extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(f)	Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
	.. Not applicable. np Not published.								

Source: ACARA 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.63

Table 4A.63 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.2	98.0 ± 0.3	98.5 ± 0.2	98.3 ± 0.3	98.1 ± 0.5	98.5 ± 0.7	98.0 ± 0.8	95.3 ± 2.1	98.3 ± 0.1
Advanced diploma/diploma	97.8 ± 0.3	97.4 ± 0.4	97.5 ± 0.4	97.5 ± 0.5	96.5 ± 0.9	97.1 ± 1.5	96.8 ± 1.6	92.0 ± 3.6	97.5 ± 0.2
Certificate I to IV (e)	96.7 ± 0.3	96.3 ± 0.5	96.3 ± 0.4	96.5 ± 0.5	95.0 ± 0.9	96.5 ± 1.0	96.4 ± 1.7	89.5 ± 3.5	96.3 ± 0.2
Year 12 or equivalent	96.1 ± 0.6	95.6 ± 0.7	95.4 ± 0.7	95.1 ± 1.2	94.9 ± 1.5	94.4 ± 2.4	95.9 ± 2.2	82.9 ± 7.6	95.4 ± 0.4
Year 11 or equivalent or below	92.4 ± 0.8	91.2 ± 1.1	90.9 ± 1.1	88.8 ± 1.8	89.2 ± 1.9	92.3 ± 2.0	91.3 ± 6.3	49.8 ± 8.2	90.3 ± 0.6
Not stated (f)	94.6 ± 1.0	94.2 ± 1.4	92.1 ± 1.5	90.8 ± 2.0	89.9 ± 2.7	94.8 ± 2.4	96.2 ± 2.7	42.2 ± 13.6	90.7 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.6 ± 0.2	98.7 ± 0.2	98.7 ± 0.2	98.5 ± 0.3	98.2 ± 0.5	98.4 ± 0.7	97.8 ± 1.0	95.8 ± 1.8	98.6 ± 0.1
Other business managers and associate professionals	98.3 ± 0.2	98.1 ± 0.3	98.0 ± 0.3	98.2 ± 0.4	98.0 ± 0.6	97.7 ± 0.9	98.1 ± 0.8	95.2 ± 2.0	98.1 ± 0.1
Tradespeople, clerks, skilled office, sales and service staff	97.4 ± 0.3	97.4 ± 0.4	97.0 ± 0.4	97.1 ± 0.5	96.4 ± 0.8	97.0 ± 1.3	97.0 ± 1.5	90.1 ± 3.5	97.1 ± 0.2
Machine operators, hospitality staff, assistants, labourers	95.7 ± 0.4	95.3 ± 0.6	95.0 ± 0.6	94.9 ± 1.1	95.1 ± 1.0	96.0 ± 1.3	95.5 ± 3.3	73.7 ± 8.5	95.1 ± 0.3
Not in paid work in previous 12 months	92.0 ± 0.8	90.9 ± 1.0	90.5 ± 1.3	87.5 ± 2.2	87.9 ± 2.6	89.3 ± 2.7	89.7 ± 5.3	46.1 ± 8.9	90.0 ± 0.6
Not stated (h)	95.1 ± 0.9	93.4 ± 1.6	93.4 ± 0.9	91.8 ± 1.5	89.1 ± 1.9	94.7 ± 2.0	96.3 ± 2.0	40.1 ± 8.8	91.8 ± 0.6
Year 5									
Parental education (d)									
Bachelor degree or above	97.7 ± 0.2	97.7 ± 0.3	97.0 ± 0.4	97.8 ± 0.4	97.0 ± 0.5	97.7 ± 0.8	96.0 ± 1.0	91.1 ± 3.4	97.5 ± 0.1
Advanced diploma/diploma	95.5 ± 0.5	95.9 ± 0.5	94.1 ± 0.7	95.5 ± 0.9	95.1 ± 1.0	95.4 ± 1.9	94.6 ± 2.2	86.6 ± 4.9	95.2 ± 0.3

TABLE 4A.63

Table 4A.63 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate I to IV (e)	92.5 ± 0.5	93.6 ± 0.6	91.3 ± 0.7	93.2 ± 0.7	91.1 ± 1.1	91.5 ± 1.8	90.0 ± 2.6	78.1 ± 4.9	92.3 ± 0.3
Year 12 or equivalent	91.9 ± 0.9	93.0 ± 0.8	90.6 ± 1.0	92.8 ± 1.2	91.7 ± 1.7	91.2 ± 3.9	90.6 ± 4.5	74.7 ± 9.7	91.8 ± 0.5
Year 11 or equivalent or below	83.9 ± 1.4	86.8 ± 1.3	81.0 ± 1.6	81.0 ± 2.2	80.5 ± 2.4	83.9 ± 3.2	84.6 ± 5.4	36.1 ± 8.5	82.4 ± 0.9
Not stated (f)	91.1 ± 1.4	93.4 ± 1.8	86.6 ± 1.5	85.0 ± 2.9	83.4 ± 3.2	91.5 ± 3.5	97.1 ± 2.3	32.8 ± 16.8	86.0 ± 1.4
Parental occupation (g)									
Senior management and qualified professionals	97.8 ± 0.3	98.3 ± 0.3	97.1 ± 0.4	97.8 ± 0.4	97.1 ± 0.6	97.4 ± 1.0	96.0 ± 1.2	91.8 ± 3.2	97.6 ± 0.2
Other business managers and associate professionals	96.7 ± 0.3	97.3 ± 0.3	95.3 ± 0.5	96.6 ± 0.7	95.7 ± 0.7	96.0 ± 1.3	95.2 ± 1.5	87.6 ± 4.6	96.4 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.2 ± 0.5	95.7 ± 0.5	92.9 ± 0.7	94.3 ± 0.8	93.7 ± 1.1	94.1 ± 1.9	93.9 ± 2.6	81.5 ± 4.8	94.1 ± 0.3
Machine operators, hospitality staff, assistants, labourers	90.9 ± 0.7	92.4 ± 0.8	88.2 ± 1.0	89.9 ± 1.3	89.5 ± 1.7	88.2 ± 2.2	84.7 ± 5.3	54.2 ± 9.2	90.1 ± 0.5
Not in paid work in previous 12 months	83.0 ± 1.2	85.7 ± 1.3	81.6 ± 1.6	79.5 ± 2.5	80.6 ± 2.7	81.7 ± 4.3	82.2 ± 6.7	33.2 ± 9.1	82.4 ± 0.8
Not stated (h)	91.2 ± 1.2	92.4 ± 2.0	86.6 ± 1.2	87.0 ± 1.9	83.6 ± 2.2	89.3 ± 3.4	94.6 ± 2.2	29.7 ± 10.0	86.5 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	96.1 ± 0.4	96.7 ± 0.4	95.2 ± 0.6	96.4 ± 0.6	96.2 ± 0.7	96.6 ± 1.1	95.3 ± 1.1	87.1 ± 4.3	96.1 ± 0.2
Advanced diploma/diploma	92.3 ± 0.6	93.6 ± 0.6	89.2 ± 1.0	92.6 ± 1.0	92.9 ± 1.4	92.0 ± 2.4	90.0 ± 2.7	78.5 ± 7.4	91.9 ± 0.4
Certificate I to IV (e)	86.9 ± 0.8	90.4 ± 0.9	85.5 ± 1.0	88.3 ± 1.3	88.9 ± 1.2	87.5 ± 2.4	85.9 ± 3.8	75.1 ± 6.2	87.5 ± 0.4
Year 12 or equivalent	88.3 ± 1.2	90.9 ± 1.1	84.1 ± 1.6	85.9 ± 2.2	89.8 ± 2.0	85.2 ± 4.5	88.3 ± 4.2	70.2 ± 13.1	87.6 ± 0.7
Year 11 or equivalent or below	74.8 ± 1.6	82.8 ± 1.6	71.7 ± 2.0	71.4 ± 3.2	79.8 ± 2.5	74.7 ± 4.3	75.1 ± 7.8	30.8 ± 10.0	75.2 ± 1.0
Not stated (f)	88.8 ± 1.8	93.4 ± 1.7	80.4 ± 2.6	82.2 ± 5.3	83.4 ± 2.6	89.6 ± 4.0	89.7 ± 7.3	24.6 ± 16.5	83.3 ± 1.7

TABLE 4A.63

Table 4A.63 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental occupation (g)									
Senior management and qualified professionals	96.2 ± 0.4	97.4 ± 0.4	95.1 ± 0.6	96.1 ± 0.7	96.2 ± 0.8	95.9 ± 1.4	95.0 ± 1.4	88.0 ± 4.7	96.1 ± 0.2
Other business managers and associate professionals	93.9 ± 0.5	95.6 ± 0.5	91.7 ± 0.9	93.5 ± 0.9	94.3 ± 0.9	93.1 ± 1.6	93.0 ± 1.9	82.7 ± 4.9	93.8 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	89.8 ± 0.7	93.2 ± 0.6	86.9 ± 1.0	90.0 ± 1.3	91.6 ± 1.3	88.3 ± 2.2	88.5 ± 3.9	73.5 ± 6.1	89.9 ± 0.4
Machine operators, hospitality staff, assistants, labourers	83.9 ± 1.0	88.9 ± 1.0	81.0 ± 1.9	83.1 ± 2.0	87.1 ± 2.0	82.3 ± 3.9	80.3 ± 5.9	52.0 ±12.6	84.5 ± 0.7
Not in paid work in previous 12 months	73.5 ± 1.7	79.8 ± 1.7	69.9 ± 2.7	67.9 ± 3.9	78.4 ± 3.1	73.4 ± 4.5	78.5 ± 7.1	24.9 ±12.6	74.2 ± 1.1
Not stated (h)	88.8 ± 1.6	92.4 ± 1.9	79.4 ± 2.0	81.0 ± 4.6	82.0 ± 2.3	87.0 ± 4.1	88.9 ± 4.6	21.9 ± 9.2	82.2 ± 1.4
Year 9									
Parental education (d)									
Bachelor degree or above	92.4 ± 0.6	94.2 ± 0.6	90.0 ± 1.1	94.7 ± 0.8	91.8 ± 1.2	94.1 ± 1.8	92.6 ± 1.8	82.0 ± 5.1	92.7 ± 0.4
Advanced diploma/diploma	85.6 ± 1.0	88.0 ± 1.0	82.5 ± 1.4	88.8 ± 1.5	85.5 ± 1.9	88.3 ± 3.0	85.2 ± 3.5	72.7 ± 6.8	86.1 ± 0.5
Certificate I to IV (e)	77.2 ± 1.1	83.6 ± 1.1	75.6 ± 1.5	84.4 ± 1.5	80.6 ± 1.9	80.0 ± 2.8	75.2 ± 5.2	61.3 ± 8.1	79.4 ± 0.6
Year 12 or equivalent	79.6 ± 1.6	84.5 ± 1.5	73.7 ± 1.9	80.9 ± 2.6	80.7 ± 3.3	77.8 ± 5.7	78.5 ± 7.7	59.0 ± 9.3	79.9 ± 0.9
Year 11 or equivalent or below	62.3 ± 1.7	73.4 ± 1.9	58.2 ± 2.5	67.9 ± 2.9	64.2 ± 3.8	68.4 ± 3.2	60.8 ±11.7	25.6 ± 9.1	65.0 ± 1.1
Not stated (f)	77.0 ± 2.8	86.8 ± 2.9	71.1 ± 3.6	75.8 ± 6.2	71.5 ± 8.0	82.0 ± 6.0	83.4 ± 9.1	24.5 ±21.0	74.8 ± 2.2
Parental occupation (g)									
Senior management and qualified professionals	92.2 ± 0.7	95.1 ± 0.6	90.1 ± 1.2	94.2 ± 1.0	91.5 ± 1.3	92.6 ± 2.2	91.8 ± 2.3	79.0 ± 5.8	92.7 ± 0.4
Other business managers and associate professionals	88.1 ± 0.8	91.6 ± 0.7	84.9 ± 1.1	89.9 ± 1.2	87.7 ± 1.5	88.2 ± 2.7	89.0 ± 2.7	76.6 ± 7.2	88.6 ± 0.5

TABLE 4A.63

Table 4A.63 NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (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	80.1 ± 1.1	87.0 ± 0.9	77.6 ± 1.4	86.1 ± 1.5	83.7 ± 1.8	82.8 ± 2.8	81.4 ± 6.4	63.5 ± 6.9	82.3 ± 0.6
Machine operators, hospitality staff, assistants, labourers	73.5 ± 1.4	80.8 ± 1.4	67.7 ± 2.3	77.6 ± 2.3	76.0 ± 2.3	74.5 ± 3.9	63.4 ± 10.3	45.9 ± 13.0	75.2 ± 0.8
Not in paid work in previous 12 months	60.9 ± 2.0	69.9 ± 2.0	55.9 ± 3.2	63.5 ± 4.8	65.7 ± 4.4	63.9 ± 4.6	69.8 ± 9.9	17.9 ± 7.7	63.5 ± 1.4
Not stated (h)	76.7 ± 2.5	85.6 ± 3.1	69.3 ± 2.6	75.1 ± 5.0	67.7 ± 5.5	80.2 ± 5.3	79.3 ± 8.5	19.1 ± 10.0	72.9 ± 1.8

- (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 (2016). See chapter 2 (Statistical context) 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) Data for years 2010–2015 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.64

Table 4A.64 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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	445.7 ± 1.2	452.3 ± 1.1	434.4 ± 1.5	439.7 ± 1.8	435.5 ± 2.3	443.6 ± 3.9	430.3 ± 3.5	412.2 ± 7.0	443.6 ± 0.7
Advanced diploma/diploma	422.8 ± 1.3	431.5 ± 1.5	411.3 ± 1.9	418.4 ± 2.2	414.9 ± 2.9	419.4 ± 5.0	413.9 ± 5.9	390.5 ±10.2	421.2 ± 0.8
Certificate I to IV (e)	407.3 ± 1.2	420.6 ± 1.4	400.3 ± 1.5	405.1 ± 2.2	402.5 ± 2.4	406.8 ± 3.8	400.9 ± 5.9	371.7 ± 8.9	407.6 ± 0.7
Year 12 or equivalent	410.7 ± 2.1	424.4 ± 1.9	395.7 ± 2.4	404.8 ± 3.1	405.8 ± 5.2	398.8 ± 7.7	396.0 ± 8.3	356.0 ±20.3	408.1 ± 1.2
Year 11 or equivalent or below	381.5 ± 2.0	403.4 ± 2.4	372.5 ± 2.8	370.3 ± 4.6	373.8 ± 4.5	379.5 ± 5.7	376.9 ±13.2	261.4 ±20.0	380.0 ± 1.5
Not stated (f)	412.2 ± 3.5	439.2 ± 4.6	391.6 ± 4.7	392.3 ± 6.9	394.1 ± 6.7	413.2 ±11.1	423.5 ±18.0	252.7 ±47.0	397.7 ± 3.4
Parental occupation (g)									
Senior management and qualified professionals	445.0 ± 1.3	453.9 ± 1.3	434.1 ± 1.6	438.7 ± 2.0	435.8 ± 2.5	440.0 ± 4.3	431.3 ± 4.3	409.3 ± 7.8	443.0 ± 0.8
Other business managers and associate professionals	432.8 ± 1.2	442.6 ± 1.3	420.7 ± 1.6	424.9 ± 2.0	421.8 ± 2.5	424.8 ± 5.0	421.7 ± 4.2	401.4 ± 8.0	431.1 ± 0.7
Tradespeople, clerks, skilled office, sales and service staff	417.1 ± 1.3	430.1 ± 1.4	406.0 ± 1.6	411.4 ± 2.2	410.1 ± 2.4	412.5 ± 4.6	409.6 ± 6.2	379.0 ±10.2	416.2 ± 0.8
Machine operators, hospitality staff, assistants, labourers	405.0 ± 1.8	420.5 ± 1.7	391.6 ± 2.0	399.3 ± 2.9	400.2 ± 3.1	396.8 ± 4.8	394.3 ±10.1	329.5 ±20.6	404.8 ± 1.1
Not in paid work in previous 12 months	385.7 ± 2.2	407.1 ± 2.2	373.4 ± 3.3	372.6 ± 5.7	381.2 ± 5.4	376.3 ± 6.1	377.4 ±12.6	254.1 ±21.1	387.1 ± 1.6
Not stated (h)	410.9 ± 2.7	439.5 ± 4.7	393.3 ± 3.0	396.1 ± 4.8	387.8 ± 4.8	407.2 ±10.1	410.3 ± 7.1	241.3 ±27.6	396.6 ± 2.2
Year 5									
Parental education (d)									
Bachelor degree or above	501.1 ± 1.4	509.3 ± 1.3	491.5 ± 1.6	495.4 ± 1.8	490.8 ± 2.6	504.4 ± 3.8	486.2 ± 3.2	473.7 ± 7.8	499.8 ± 0.8
Advanced diploma/diploma	476.7 ± 1.2	486.8 ± 1.3	468.2 ± 1.9	472.7 ± 2.0	470.0 ± 2.7	479.5 ± 5.8	466.1 ± 4.7	453.0 ± 9.7	476.3 ± 0.8

TABLE 4A.64

Table 4A.64 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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)	460.8 ± 1.2	475.2 ± 1.3	456.4 ± 1.4	462.0 ± 1.8	458.0 ± 2.4	461.6 ± 3.5	450.4 ± 5.8	432.2 ± 9.0	462.5 ± 0.7
Year 12 or equivalent	462.9 ± 2.0	479.1 ± 1.7	455.3 ± 2.0	462.9 ± 3.1	462.7 ± 4.9	457.8 ± 7.9	461.4 ± 8.3	426.9 ± 18.7	464.5 ± 1.1
Year 11 or equivalent or below	437.3 ± 2.2	459.1 ± 2.4	430.7 ± 2.7	429.1 ± 4.2	433.3 ± 3.7	435.9 ± 6.1	438.7 ± 10.8	333.4 ± 19.0	437.3 ± 1.5
Not stated (f)	469.2 ± 4.7	498.1 ± 4.5	449.0 ± 3.9	449.9 ± 8.1	448.8 ± 6.7	474.2 ± 15.5	476.6 ± 10.9	308.9 ± 56.8	454.9 ± 4.1
Parental occupation (g)									
Senior management and qualified professionals	500.4 ± 1.5	511.3 ± 1.4	491.2 ± 1.7	493.8 ± 2.0	491.0 ± 2.9	501.2 ± 4.2	486.6 ± 4.0	473.0 ± 10.4	499.2 ± 0.8
Other business managers and associate professionals	486.2 ± 1.2	496.7 ± 1.3	475.7 ± 1.6	480.3 ± 1.9	477.5 ± 2.5	483.4 ± 4.3	474.1 ± 4.5	455.4 ± 11.2	485.2 ± 0.7
Tradespeople, clerks, skilled office, sales and service staff	468.9 ± 1.2	484.7 ± 1.2	461.9 ± 1.6	465.8 ± 1.9	464.9 ± 2.6	470.4 ± 3.9	465.3 ± 5.8	442.3 ± 9.9	470.3 ± 0.8
Machine operators, hospitality staff, assistants, labourers	458.1 ± 1.7	475.1 ± 1.6	447.8 ± 2.0	454.7 ± 3.0	454.1 ± 3.3	448.4 ± 4.9	435.7 ± 9.6	380.1 ± 19.0	459.0 ± 1.0
Not in paid work in previous 12 months	439.2 ± 2.1	461.5 ± 2.2	434.2 ± 3.1	430.5 ± 5.2	436.6 ± 4.7	434.6 ± 7.1	443.7 ± 11.7	323.7 ± 27.6	442.5 ± 1.6
Not stated (h)	467.4 ± 3.6	497.0 ± 5.2	448.3 ± 2.7	454.0 ± 5.2	445.2 ± 4.5	465.8 ± 13.5	469.9 ± 5.8	300.7 ± 33.5	453.5 ± 2.5
Year 7									
Parental education (d)									
Bachelor degree or above	543.2 ± 2.7	552.6 ± 2.3	531.6 ± 3.0	542.5 ± 4.4	543.4 ± 3.2	551.6 ± 7.6	535.6 ± 4.9	514.7 ± 13.1	543.1 ± 1.4
Advanced diploma/diploma	515.1 ± 2.0	524.7 ± 2.0	503.9 ± 2.5	515.5 ± 3.3	522.3 ± 3.5	522.1 ± 6.4	504.9 ± 5.4	483.8 ± 14.9	515.4 ± 1.1
Certificate I to IV (e)	496.0 ± 1.9	512.4 ± 2.0	491.3 ± 2.1	499.7 ± 3.1	505.0 ± 2.5	503.7 ± 5.3	491.3 ± 7.0	474.3 ± 13.1	499.5 ± 1.1
Year 12 or equivalent	502.5 ± 2.7	517.5 ± 2.6	490.6 ± 3.0	497.8 ± 4.9	512.3 ± 5.0	498.9 ± 12.0	501.4 ± 7.5	469.4 ± 27.2	503.5 ± 1.6
Year 11 or equivalent or below	468.5 ± 2.8	495.7 ± 3.0	462.8 ± 3.6	460.9 ± 6.1	482.2 ± 4.6	471.6 ± 9.6	473.1 ± 11.8	351.1 ± 32.0	471.7 ± 2.0
Not stated (f)	512.9 ± 6.1	538.1 ± 5.6	487.0 ± 6.3	498.6 ± 13.2	499.1 ± 5.9	519.7 ± 16.4	525.2 ± 19.5	327.6 ± 58.8	500.2 ± 4.9

TABLE 4A.64

Table 4A.64 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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	541.9 ± 2.7	553.8 ± 2.5	531.0 ± 3.3	540.5 ± 4.8	543.5 ± 3.4	549.2 ± 7.6	533.7 ± 6.6	514.1 ±14.0	542.1 ± 1.5
Other business managers and associate professionals	524.7 ± 2.2	536.9 ± 2.3	512.7 ± 2.4	521.6 ± 3.5	526.9 ± 2.8	526.1 ± 7.2	520.1 ± 5.6	498.4 ±13.1	525.0 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	505.3 ± 2.0	521.9 ± 2.0	495.5 ± 2.2	505.1 ± 3.2	512.9 ± 2.8	508.9 ± 5.9	503.2 ± 8.9	475.0 ±12.7	507.3 ± 1.2
Machine operators, hospitality staff, assistants, labourers	490.5 ± 2.6	510.4 ± 2.4	480.6 ± 2.9	488.4 ± 4.7	500.0 ± 3.4	486.4 ± 7.3	482.2 ± 9.6	411.0 ±29.4	493.6 ± 1.6
Not in paid work in previous 12 months	470.2 ± 3.2	493.4 ± 3.0	463.2 ± 4.5	456.4 ± 7.7	486.3 ± 6.0	471.7 ±10.1	483.8 ±12.0	330.4 ±45.9	474.3 ± 2.3
Not stated (h)	511.8 ± 5.4	535.7 ± 6.8	483.6 ± 4.6	493.5 ±11.6	494.7 ± 5.1	511.2 ±13.5	511.7 ± 7.2	319.7 ±35.0	495.3 ± 3.8
Year 9									
Parental education (d)									
Bachelor degree or above	579.4 ± 3.0	590.6 ± 3.1	566.5 ± 3.7	587.4 ± 5.1	575.5 ± 5.3	586.8 ± 5.7	576.7 ± 6.6	554.4 ±14.0	581.1 ± 1.7
Advanced diploma/diploma	549.3 ± 2.3	560.6 ± 2.4	539.0 ± 2.7	557.5 ± 3.7	550.1 ± 3.8	556.8 ± 5.6	545.3 ± 6.6	521.6 ±12.3	551.6 ± 1.3
Certificate I to IV (e)	527.3 ± 2.2	544.9 ± 2.4	522.6 ± 2.6	543.5 ± 3.2	535.9 ± 4.2	536.5 ± 5.6	525.3 ±11.9	494.8 ±18.2	533.1 ± 1.3
Year 12 or equivalent	535.8 ± 3.2	552.0 ± 3.0	521.9 ± 3.6	539.0 ± 5.2	540.2 ± 8.3	533.2 ±12.0	538.7 ±13.8	498.0 ±15.8	538.2 ± 1.9
Year 11 or equivalent or below	499.4 ± 3.1	526.5 ± 3.1	492.4 ± 4.2	508.0 ± 5.7	505.8 ± 6.1	512.9 ± 6.2	493.5 ±25.9	386.2 ±35.3	505.6 ± 2.1
Not stated (f)	533.4 ± 6.5	569.7 ± 6.4	518.9 ± 8.1	537.2 ±15.0	533.2 ±10.6	550.2 ±17.1	557.3 ±24.9	361.7 ±79.9	531.1 ± 5.6
Parental occupation (g)									
Senior management and qualified professionals	578.2 ± 3.1	592.6 ± 3.0	566.3 ± 3.9	585.0 ± 5.4	573.5 ± 5.5	581.4 ± 7.2	575.6 ± 8.7	547.6 ±15.9	580.2 ± 1.7

Table 4A.64 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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	558.0 ± 2.5	571.8 ± 2.7	546.5 ± 2.8	562.0 ± 3.7	556.6 ± 4.1	560.7 ± 5.7	558.4 ± 6.8	537.1 ±18.9	560.2 ± 1.4
Tradespeople, clerks, skilled office, sales and service staff	535.7 ± 2.4	555.0 ± 2.6	527.9 ± 2.7	548.0 ± 3.5	543.1 ± 4.5	542.8 ± 5.4	543.0 ±14.5	500.0 ±15.2	541.2 ± 1.4
Machine operators, hospitality staff, assistants, labourers	521.8 ± 3.1	541.3 ± 2.9	509.5 ± 3.5	530.2 ± 4.8	529.3 ± 4.7	525.7 ± 6.5	500.2 ±24.4	447.4 ±36.2	526.6 ± 1.8
Not in paid work in previous 12 months	499.2 ± 3.4	524.1 ± 3.6	490.7 ± 5.6	501.8 ± 9.1	510.9 ± 7.1	501.7 ± 8.3	515.2 ±20.7	366.9 ±33.8	505.8 ± 2.4
Not stated (h)	532.4 ± 5.6	566.1 ± 6.4	513.1 ± 4.7	533.8 ±12.2	519.4 ± 9.2	543.9 ±13.5	542.4 ±14.6	342.4 ±45.8	525.0 ± 4.4

- (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 (2016). See chapter 2 (Statistical context) 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) Data for years 2010–2015 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.65

Table 4A.65 **NAPLAN writing, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2011	2015	2016	2011 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	88.1 ± 1.3	89.5 ± 1.2	92.0 ± 1.0	↑	■
Mean scale score	no.	370.6 ± 4.0	370.5 ± 3.0	377.8 ± 2.5	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.9 ± 0.2	96.8 ± 0.2	97.5 ± 0.2	■	■
Mean scale score	no.	432.1 ± 1.4	425.7 ± 1.5	426.9 ± 1.3	■	■
All students						
At or above national minimum standard	%	96.5 ± 0.3	96.4 ± 0.2	97.1 ± 0.2	■	■
Mean scale score	no.	429.2 ± 1.5	422.5 ± 1.6	423.8 ± 1.3	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	81.8 ± 1.7	78.5 ± 1.7	81.6 ± 1.7	■	■
Mean scale score	no.	436.2 ± 3.5	429.6 ± 3.1	430.0 ± 2.7	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.7 ± 0.3	94.6 ± 0.3	94.9 ± 0.3	■	■
Mean scale score	no.	495.1 ± 1.5	486.2 ± 1.5	480.3 ± 1.3	↓	■
All students						
At or above national minimum standard	%	95.0 ± 0.3	93.6 ± 0.4	94.1 ± 0.4	■	■
Mean scale score	no.	492.6 ± 1.5	483.0 ± 1.6	477.3 ± 1.4	↓	■

TABLE 4A.65

Table 4A.65 **NAPLAN writing, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		72.5 ± 2.3	62.1 ± 2.6	71.1 ± 1.9	■	↑
Mean scale score	no.		464.0 ± 4.0	445.8 ± 4.7	459.7 ± 3.6	■	■
Non-Indigenous students							
At or above national minimum standard	%		93.0 ± 0.5	89.2 ± 0.7	91.4 ± 0.6	■	■
Mean scale score	no.		530.4 ± 2.9	514.7 ± 2.8	518.7 ± 2.4	■	■
All students							
At or above national minimum standard	%		92.1 ± 0.6	87.7 ± 0.9	90.2 ± 0.7	■	■
Mean scale score	no.		527.5 ± 3.0	511.1 ± 2.9	515.2 ± 2.5	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		55.9 ± 2.5	48.7 ± 2.3	57.6 ± 2.1	■	↑
Mean scale score	no.		487.6 ± 4.6	468.9 ± 5.1	489.3 ± 3.9	■	↑
Non-Indigenous students							
At or above national minimum standard	%		86.3 ± 0.9	81.4 ± 1.1	83.8 ± 0.9	■	■
Mean scale score	no.		566.3 ± 3.5	548.7 ± 3.4	550.4 ± 2.8	↓	■
All students							
At or above national minimum standard	%		84.9 ± 1.0	79.6 ± 1.2	82.2 ± 1.0	■	■
Mean scale score	no.		562.8 ± 3.6	544.5 ± 3.5	546.5 ± 2.9	↓	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.65 **NAPLAN writing, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, <i>National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016</i> , ACARA, Sydney.				

TABLE 4A.66

Table 4A.66 **NAPLAN writing, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

				<i>Nature of differences</i>	
				<i>2011 to 2016</i>	<i>2015 to 2016</i>
		<i>2011</i>	<i>2015</i>	<i>2016</i>	
Year 3					
Aboriginal and Torres Strait Islander students (c)					
At or above national minimum standard	%	91.3 ± 2.3	89.2 ± 2.2	90.2 ± 2.1	■
Mean scale score	no.	380.0 ± 5.5	387.6 ± 4.6	395.1 ± 4.5	↑
Non-Indigenous students					
At or above national minimum standard	%	96.6 ± 0.3	96.7 ± 0.3	96.9 ± 0.3	■
Mean scale score	no.	424.5 ± 1.4	431.7 ± 1.4	436.5 ± 1.2	↑
All students					
At or above national minimum standard	%	96.2 ± 0.3	96.5 ± 0.3	96.7 ± 0.3	■
Mean scale score	no.	423.6 ± 1.4	431.0 ± 1.5	435.7 ± 1.3	↑
Year 5					
Aboriginal and Torres Strait Islander students (c)					
At or above national minimum standard	%	83.3 ± 3.1	82.1 ± 2.7	85.8 ± 2.6	■
Mean scale score	no.	448.4 ± 5.5	446.8 ± 4.4	449.8 ± 4.3	■
Non-Indigenous students					
At or above national minimum standard	%	94.7 ± 0.4	95.0 ± 0.4	95.2 ± 0.4	■
Mean scale score	no.	493.6 ± 1.5	491.4 ± 1.3	491.5 ± 1.3	■
All students					
At or above national minimum standard	%	94.4 ± 0.4	94.7 ± 0.4	95.0 ± 0.4	■
Mean scale score	no.	492.8 ± 1.5	490.7 ± 1.3	490.7 ± 1.3	■

TABLE 4A.66

Table 4A.66 **NAPLAN writing, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		74.0 ± 3.7	71.7 ± 3.2	75.6 ± 3.3	■	■
Mean scale score	no.		474.1 ± 7.2	467.6 ± 6.0	480.3 ± 6.5	■	■
Non-Indigenous students							
At or above national minimum standard	%		92.1 ± 0.7	91.3 ± 0.7	93.2 ± 0.6	■	■
Mean scale score	no.		534.3 ± 3.0	523.4 ± 2.6	530.9 ± 2.3	■	■
All students							
At or above national minimum standard	%		91.6 ± 0.7	90.9 ± 0.7	92.8 ± 0.6	■	■
Mean scale score	no.		533.3 ± 3.1	522.5 ± 2.6	530.0 ± 2.4	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		66.7 ± 4.6	58.4 ± 4.1	68.3 ± 3.8	■	↑
Mean scale score	no.		512.2 ± 7.0	498.9 ± 7.8	512.8 ± 6.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		88.0 ± 0.9	85.8 ± 1.0	87.5 ± 0.9	■	■
Mean scale score	no.		579.7 ± 3.8	561.2 ± 3.2	564.3 ± 2.9	↓	■
All students							
At or above national minimum standard	%		87.5 ± 0.9	85.3 ± 1.0	87.1 ± 0.9	■	■
Mean scale score	no.		578.5 ± 3.9	560.2 ± 3.3	563.3 ± 3.0	↓	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.66 **NAPLAN writing, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	2011	2015	2016	Nature of differences	
				2011 to 2016	2015 to 2016
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data 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. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.67

Table 4A.67 **NAPLAN writing, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			2011	2015	2016	2011 to 2016	2015 to 2016
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		84.0 ± 1.8	85.8 ± 1.9	89.3 ± 1.8	↑	↑
Mean scale score	no.		349.9 ± 4.6	357.3 ± 4.4	365.5 ± 4.7	↑	■
Non-Indigenous students							
At or above national minimum standard	%		95.3 ± 0.4	96.0 ± 0.3	97.0 ± 0.3	↑	■
Mean scale score	no.		408.9 ± 1.9	410.5 ± 2.0	413.6 ± 1.6	■	■
All students							
At or above national minimum standard	%		94.3 ± 0.4	95.1 ± 0.4	96.4 ± 0.3	↑	↑
Mean scale score	no.		404.1 ± 2.1	405.8 ± 2.1	409.8 ± 1.7	■	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		72.1 ± 2.3	71.9 ± 2.7	78.5 ± 2.1	↑	↑
Mean scale score	no.		416.5 ± 4.9	417.9 ± 5.1	422.9 ± 4.1	■	■
Non-Indigenous students							
At or above national minimum standard	%		91.7 ± 0.5	92.3 ± 0.6	93.3 ± 0.5	■	■
Mean scale score	no.		475.6 ± 1.9	475.1 ± 1.9	469.8 ± 1.6	■	■
All students							
At or above national minimum standard	%		90.2 ± 0.6	90.6 ± 0.6	92.2 ± 0.5	■	■
Mean scale score	no.		470.9 ± 2.0	470.2 ± 2.1	466.3 ± 1.7	■	■

TABLE 4A.67

Table 4A.67 **NAPLAN writing, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		74.0 ± 2.5	60.0 ± 2.8	66.3 ± 2.8	↓	■
Mean scale score	no.		474.1 ± 5.5	442.6 ± 6.2	451.6 ± 5.1	↓	■
Non-Indigenous students							
At or above national minimum standard	%		93.0 ± 0.4	87.3 ± 1.0	89.0 ± 0.9	↓	■
Mean scale score	no.		537.6 ± 2.0	510.0 ± 3.4	507.0 ± 2.9	↓	■
All students							
At or above national minimum standard	%		91.6 ± 0.5	85.1 ± 1.2	87.3 ± 1.0	↓	■
Mean scale score	no.		532.9 ± 2.2	504.6 ± 3.6	502.9 ± 3.0	↓	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		60.8 ± 3.1	50.8 ± 2.9	52.8 ± 3.7	■	■
Mean scale score	no.		498.2 ± 6.8	474.3 ± 6.1	481.0 ± 6.9	↓	■
Non-Indigenous students							
At or above national minimum standard	%		86.9 ± 1.0	80.0 ± 1.4	80.6 ± 1.3	↓	■
Mean scale score	no.		569.5 ± 3.7	543.0 ± 4.0	539.3 ± 3.3	↓	■
All students							
At or above national minimum standard	%		85.0 ± 1.1	77.7 ± 1.5	78.6 ± 1.4	↓	■
Mean scale score	no.		564.4 ± 3.9	537.6 ± 4.1	534.9 ± 3.5	↓	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.67 **NAPLAN writing, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, <i>National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016</i> , ACARA, Sydney.				

TABLE 4A.68

Table 4A.68 **NAPLAN writing, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2011	2015	2016	2011 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	74.6 ± 3.4	72.2 ± 3.4	78.6 ± 3.2	■	↑
Mean scale score	no.	321.9 ± 7.4	316.1 ± 8.4	334.3 ± 7.4	■	↑
Non-Indigenous students						
At or above national minimum standard	%	96.3 ± 0.4	96.4 ± 0.4	97.2 ± 0.4	■	■
Mean scale score	no.	410.3 ± 2.2	415.4 ± 2.4	420.8 ± 1.9	■	■
All students						
At or above national minimum standard	%	94.8 ± 0.6	94.6 ± 0.6	95.8 ± 0.5	■	■
Mean scale score	no.	403.9 ± 2.5	408.1 ± 2.8	414.7 ± 2.3	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	56.4 ± 4.0	57.9 ± 4.1	63.2 ± 3.7	■	■
Mean scale score	no.	379.8 ± 7.9	381.2 ± 8.1	388.8 ± 7.7	■	■
Non-Indigenous students						
At or above national minimum standard	%	93.0 ± 0.6	93.8 ± 0.5	95.2 ± 0.5	↑	■
Mean scale score	no.	479.3 ± 2.4	478.4 ± 2.2	476.7 ± 1.8	■	■
All students						
At or above national minimum standard	%	90.5 ± 0.8	91.1 ± 0.8	92.9 ± 0.7	■	■
Mean scale score	no.	472.2 ± 2.8	471.1 ± 2.6	470.3 ± 2.2	■	■

TABLE 4A.68

Table 4A.68 **NAPLAN writing, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	60.7 ± 4.1	44.6 ± 4.2	54.3 ± 4.2	■	↑
Mean scale score	no.	442.6 ± 8.1	407.9 ± 8.7	424.3 ± 8.8	↓	■
Non-Indigenous students						
At or above national minimum standard	%	93.5 ± 0.6	89.2 ± 1.2	91.7 ± 1.0	■	■
Mean scale score	no.	535.9 ± 3.0	513.5 ± 4.7	518.6 ± 4.1	↓	■
All students						
At or above national minimum standard	%	91.3 ± 0.9	86.0 ± 1.6	89.1 ± 1.3	■	■
Mean scale score	no.	529.5 ± 3.3	506.0 ± 5.2	512.3 ± 4.6	↓	■
Year 9						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	47.4 ± 5.2	40.6 ± 4.2	48.1 ± 4.5	■	■
Mean scale score	no.	465.2 ± 12.1	446.4 ± 10.6	465.8 ± 10.2	■	↑
Non-Indigenous students						
At or above national minimum standard	%	85.4 ± 1.7	86.1 ± 1.6	88.2 ± 1.3	■	■
Mean scale score	no.	568.0 ± 6.1	561.0 ± 5.3	561.3 ± 4.5	■	■
All students						
At or above national minimum standard	%	83.1 ± 2.0	83.0 ± 1.9	85.2 ± 1.6	■	■
Mean scale score	no.	561.8 ± 6.6	553.0 ± 5.9	554.4 ± 4.9	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.68 **NAPLAN writing, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.69

Table 4A.69 **NAPLAN writing, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2011	2015	2016	2011 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	77.5 ± 5.5	76.0 ± 4.4	82.5 ± 3.6	■	↑
Mean scale score	no.	335.3 ± 10.5	326.8 ± 9.5	352.6 ± 8.5	■	↑
Non-Indigenous students						
At or above national minimum standard	%	94.9 ± 0.7	94.9 ± 0.7	96.0 ± 0.6	■	■
Mean scale score	no.	402.6 ± 2.7	402.5 ± 3.1	415.1 ± 2.4	↑	↑
All students						
At or above national minimum standard	%	94.1 ± 0.7	94.0 ± 0.8	95.2 ± 0.7	■	■
Mean scale score	no.	400.1 ± 2.9	398.9 ± 3.2	412.2 ± 2.6	■	↑
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	65.5 ± 5.5	61.1 ± 5.0	70.1 ± 4.7	■	↑
Mean scale score	no.	399.2 ± 9.6	389.7 ± 11.1	407.7 ± 8.4	■	↑
Non-Indigenous students						
At or above national minimum standard	%	91.4 ± 0.9	91.2 ± 0.9	92.8 ± 0.8	■	■
Mean scale score	no.	472.2 ± 3.1	466.8 ± 2.9	470.0 ± 2.5	■	■
All students						
At or above national minimum standard	%	90.3 ± 1.0	89.7 ± 1.1	91.7 ± 0.9	■	■
Mean scale score	no.	469.7 ± 3.2	463.2 ± 3.1	467.0 ± 2.6	■	■

TABLE 4A.69

Table 4A.69 **NAPLAN writing, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		64.3 ± 5.5	57.5 ± 5.3	67.3 ± 4.6	■	↑
Mean scale score	no.		450.7 ± 11.9	427.8 ± 14.0	455.7 ± 8.7	■	↑
Non-Indigenous students							
At or above national minimum standard	%		92.4 ± 0.8	89.1 ± 1.0	91.1 ± 0.9	■	■
Mean scale score	no.		531.6 ± 3.4	513.6 ± 3.4	519.2 ± 2.9	■	■
All students							
At or above national minimum standard	%		91.2 ± 0.9	87.6 ± 1.1	90.1 ± 1.0	■	■
Mean scale score	no.		528.8 ± 3.6	509.5 ± 3.6	516.3 ± 3.0	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		48.7 ± 6.1	46.3 ± 6.1	52.1 ± 4.4	■	■
Mean scale score	no.		472.6 ± 11.4	463.9 ± 12.6	479.4 ± 8.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		83.3 ± 2.2	79.9 ± 2.4	82.8 ± 2.1	■	■
Mean scale score	no.		562.7 ± 6.9	544.5 ± 6.4	548.3 ± 5.1	■	■
All students							
At or above national minimum standard	%		82.2 ± 2.4	78.4 ± 2.6	81.5 ± 2.2	■	■
Mean scale score	no.		560.3 ± 7.1	541.0 ± 6.8	545.5 ± 5.4	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.69 **NAPLAN writing, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.70

Table 4A.70 **NAPLAN writing, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		90.4 ± 3.7	90.5 ± 3.0	93.9 ± 2.4	■	■
Mean scale score	no.		366.7 ± 9.7	375.1 ± 7.9	386.7 ± 7.5	↑	■
Non-Indigenous students							
At or above national minimum standard	%		95.6 ± 0.8	96.0 ± 0.8	96.2 ± 0.8	■	■
Mean scale score	no.		403.6 ± 4.5	410.5 ± 4.6	415.5 ± 4.0	■	■
All students							
At or above national minimum standard	%		95.2 ± 0.8	95.4 ± 0.9	96.1 ± 0.8	■	■
Mean scale score	no.		400.7 ± 4.5	407.6 ± 4.7	413.4 ± 4.2	↑	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		79.6 ± 4.3	79.5 ± 4.6	86.2 ± 3.7	↑	↑
Mean scale score	no.		433.6 ± 6.4	430.2 ± 9.0	441.3 ± 7.6	■	■
Non-Indigenous students							
At or above national minimum standard	%		91.1 ± 1.4	91.7 ± 1.3	92.8 ± 1.1	■	■
Mean scale score	no.		468.1 ± 4.9	471.6 ± 4.2	473.8 ± 4.0	■	■
All students							
At or above national minimum standard	%		90.3 ± 1.4	90.7 ± 1.4	92.3 ± 1.2	■	■
Mean scale score	no.		465.2 ± 4.8	468.5 ± 4.3	471.7 ± 4.3	■	■

TABLE 4A.70

Table 4A.70 **NAPLAN writing, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		69.5 ± 6.3	69.3 ± 5.3	75.5 ± 5.9	■	■
Mean scale score	no.		464.6 ±11.8	459.3 ± 8.6	472.1 ±10.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		86.1 ± 2.6	86.5 ± 2.3	88.9 ± 2.1	■	■
Mean scale score	no.		512.7 ± 8.3	505.8 ± 7.2	515.3 ± 7.4	■	■
All students							
At or above national minimum standard	%		84.3 ± 3.0	84.9 ± 2.5	88.2 ± 2.2	■	■
Mean scale score	no.		507.5 ± 9.0	501.7 ± 7.6	513.6 ± 7.7	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		60.0 ± 6.8	58.9 ± 5.7	69.6 ± 5.2	■	↑
Mean scale score	no.		499.7 ±12.3	495.8 ±10.3	515.5 ± 8.4	■	↑
Non-Indigenous students							
At or above national minimum standard	%		79.5 ± 3.5	80.2 ± 2.6	83.3 ± 2.4	■	■
Mean scale score	no.		552.0 ±10.3	541.1 ± 7.1	550.0 ± 6.7	■	■
All students							
At or above national minimum standard	%		77.0 ± 3.9	78.4 ± 2.8	82.4 ± 2.6	■	■
Mean scale score	no.		545.8 ±11.0	537.6 ± 7.5	548.0 ± 6.8	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.70 **NAPLAN writing, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data 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. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.71

Table 4A.71 **NAPLAN writing, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2011	2015	2016	2011 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	90.5 ± 5.3	85.9 ± 7.6	89.4 ± 6.5	■	■
Mean scale score	no.	366.1 ±17.7	367.9 ±13.8	368.9 ±14.1	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.3 ± 1.1	96.1 ± 1.1	97.4 ± 0.7	■	■
Mean scale score	no.	420.9 ± 4.9	421.3 ± 5.3	421.0 ± 3.9	■	■
All students						
At or above national minimum standard	%	96.2 ± 1.1	95.9 ± 1.2	97.2 ± 0.7	■	■
Mean scale score	no.	419.7 ± 5.0	419.7 ± 5.3	419.9 ± 4.0	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	87.0 ± 7.3	76.4 ± 8.1	80.6 ± 8.7	■	■
Mean scale score	no.	448.9 ±17.0	428.7 ±13.2	434.7 ±12.2	■	■
Non-Indigenous students						
At or above national minimum standard	%	93.9 ± 1.3	94.3 ± 1.5	94.6 ± 1.1	■	■
Mean scale score	no.	496.0 ± 5.6	487.1 ± 5.5	475.5 ± 3.8	↓	■
All students						
At or above national minimum standard	%	93.7 ± 1.4	93.8 ± 1.5	94.2 ± 1.2	■	■
Mean scale score	no.	495.0 ± 5.5	485.5 ± 5.6	474.3 ± 3.8	↓	■

TABLE 4A.71

Table 4A.71 **NAPLAN writing, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		69.3 ±11.6	73.8 ± 8.8	71.9 ± 8.2	■	■
Mean scale score	no.		478.9 ±21.8	472.9 ±15.5	472.0 ±13.8	■	■
Non-Indigenous students							
At or above national minimum standard	%		92.4 ± 2.4	90.9 ± 2.4	92.1 ± 1.8	■	■
Mean scale score	no.		537.0 ± 9.8	522.8 ± 8.8	520.5 ± 6.6	↓	■
All students							
At or above national minimum standard	%		91.8 ± 2.5	90.5 ± 2.5	91.5 ± 2.0	■	■
Mean scale score	no.		535.7 ±10.0	521.9 ± 8.8	519.4 ± 6.5	↓	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		62.7 ±13.4	57.8 ±10.7	65.6 ±10.8	■	■
Mean scale score	no.		500.4 ±25.0	496.0 ±22.3	506.2 ±16.6	■	■
Non-Indigenous students							
At or above national minimum standard	%		86.1 ± 3.3	84.1 ± 3.4	86.3 ± 3.4	■	■
Mean scale score	no.		576.9 ±12.2	560.4 ±10.2	558.3 ± 9.2	■	■
All students							
At or above national minimum standard	%		85.5 ± 3.4	83.5 ± 3.6	85.7 ± 3.5	■	■
Mean scale score	no.		574.9 ±12.5	559.0 ±10.3	556.9 ± 9.3	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.71 **NAPLAN writing, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.72

Table 4A.72 **NAPLAN writing, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		42.0 ± 6.5	43.2 ± 6.9	44.1 ± 7.1	■	■
Mean scale score	no.		250.9 ±14.2	239.3 ±18.7	245.4 ±17.7	■	■
Non-Indigenous students							
At or above national minimum standard	%		92.6 ± 2.2	94.3 ± 1.7	95.9 ± 1.6	↑	■
Mean scale score	no.		393.4 ± 8.1	392.4 ± 8.3	406.2 ± 6.4	■	↑
All students							
At or above national minimum standard	%		70.4 ± 6.2	72.5 ± 6.2	76.0 ± 5.8	■	■
Mean scale score	no.		330.0 ±17.2	327.5 ±18.6	345.0 ±17.1	■	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		29.1 ± 6.2	26.2 ± 5.9	29.2 ± 6.6	■	■
Mean scale score	no.		314.3 ±16.0	299.7 ±18.9	308.1 ±21.5	■	■
Non-Indigenous students							
At or above national minimum standard	%		88.7 ± 2.7	86.6 ± 3.3	90.7 ± 2.4	■	■
Mean scale score	no.		464.8 ± 6.6	456.2 ± 9.5	466.3 ± 7.4	■	■
All students							
At or above national minimum standard	%		61.7 ± 7.2	59.6 ± 7.4	65.0 ± 7.2	■	■
Mean scale score	no.		396.5 ±18.2	386.2 ±20.4	400.7 ±20.2	■	■

TABLE 4A.72

Table 4A.72 **NAPLAN writing, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		26.0 ± 7.5	16.2 ± 6.0	23.3 ± 7.5	■	■
Mean scale score	no.		350.6 ±21.5	306.4 ±27.2	328.0 ±28.9	■	■
Non-Indigenous students							
At or above national minimum standard	%		84.8 ± 5.0	79.6 ± 4.0	85.5 ± 4.3	■	■
Mean scale score	no.		520.9 ±16.2	489.8 ±10.9	505.8 ±11.3	■	■
All students							
At or above national minimum standard	%		59.2 ± 9.4	51.6 ± 9.8	58.1 ±10.2	■	■
Mean scale score	no.		446.3 ±27.5	409.1 ±30.5	428.2 ±30.4	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		22.5 ± 6.7	13.7 ± 4.9	18.2 ± 6.0	■	■
Mean scale score	no.		384.5 ±24.6	333.9 ±26.8	353.6 ±30.9	■	■
Non-Indigenous students							
At or above national minimum standard	%		79.6 ± 5.8	69.0 ± 6.2	76.4 ± 6.1	■	■
Mean scale score	no.		561.5 ±11.3	518.4 ±16.1	537.8 ±14.9	↓	■
All students							
At or above national minimum standard	%		57.5 ± 8.5	45.2 ± 8.7	52.2 ± 9.8	■	■
Mean scale score	no.		491.9 ±24.9	439.8 ±29.8	461.9 ±31.9	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.72 **NAPLAN writing, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.73

Table 4A.73 **NAPLAN writing, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2011	2015	2016	2011 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	79.9 ± 1.6	81.2 ± 1.4	85.1 ± 1.3	↑	■
Mean scale score	no.	343.5 ± 4.0	346.3 ± 3.9	358.3 ± 3.4	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.2 ± 0.2	96.4 ± 0.1	97.1 ± 0.1	■	■
Mean scale score	no.	420.1 ± 0.8	420.8 ± 0.9	424.6 ± 0.7	■	■
All students						
At or above national minimum standard	%	95.3 ± 0.2	95.5 ± 0.2	96.3 ± 0.2	■	■
Mean scale score	no.	415.9 ± 0.9	416.3 ± 1.0	420.7 ± 0.8	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	68.9 ± 1.8	68.2 ± 1.7	73.5 ± 1.6	■	■
Mean scale score	no.	408.1 ± 4.0	406.2 ± 4.2	412.4 ± 3.9	■	■
Non-Indigenous students						
At or above national minimum standard	%	93.9 ± 0.2	93.8 ± 0.2	94.4 ± 0.2	■	■
Mean scale score	no.	486.7 ± 0.9	482.6 ± 0.8	479.5 ± 0.7	■	■
All students						
At or above national minimum standard	%	92.5 ± 0.3	92.3 ± 0.3	93.2 ± 0.2	■	■
Mean scale score	no.	482.6 ± 1.0	478.1 ± 0.9	475.6 ± 0.8	■	■

TABLE 4A.73

Table 4A.73 **NAPLAN writing, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		66.9 ± 1.6	55.6 ± 1.9	63.5 ± 1.8	■	↑
Mean scale score	no.		454.5 ± 3.9	427.8 ± 5.6	442.7 ± 4.6	■	■
Non-Indigenous students							
At or above national minimum standard	%		92.6 ± 0.3	89.2 ± 0.4	91.3 ± 0.3	■	■
Mean scale score	no.		533.2 ± 1.4	515.6 ± 1.5	519.3 ± 1.3	↓	■
All students							
At or above national minimum standard	%		91.1 ± 0.3	87.3 ± 0.5	89.7 ± 0.4	■	■
Mean scale score	no.		529.1 ± 1.4	510.6 ± 1.6	515.0 ± 1.4	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		55.0 ± 1.7	46.1 ± 1.7	52.7 ± 1.8	■	■
Mean scale score	no.		483.0 ± 4.0	458.2 ± 5.2	474.3 ± 5.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		86.4 ± 0.5	82.6 ± 0.6	84.7 ± 0.5	■	■
Mean scale score	no.		570.2 ± 1.9	551.6 ± 1.8	553.5 ± 1.6	↓	■
All students							
At or above national minimum standard	%		84.8 ± 0.6	80.5 ± 0.7	82.9 ± 0.6	■	■
Mean scale score	no.		565.9 ± 2.0	546.5 ± 1.9	549.1 ± 1.7	↓	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.73 **NAPLAN writing, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2011, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2011</i>	<i>2015</i>	<i>2016</i>	<i>2011 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

NAPLAN Numeracy

TABLE 4A.74

Table 4A.74 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Year 3									
<i>Average age</i>	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 11 m</i>	<i>8 y 7 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
<i>Years of schooling</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>	<i>3 y 4 m</i>
Aboriginal and Torres Strait Islander students									
Major cities	89.9 ± 1.5	88.6 ± 3.4	89.5 ± 2.0	84.5 ± 3.1	81.6 ± 4.0	..	87.2 ± 7.1	..	88.2 ± 1.0
Inner Regional	88.6 ± 2.1	88.5 ± 3.6	89.9 ± 1.9	84.8 ± 6.3	87.7 ± 8.7	95.2 ± 2.8	np	..	89.3 ± 1.2
Outer Regional	85.5 ± 4.0	83.0 ± 7.6	85.3 ± 2.5	81.7 ± 6.2	77.7 ± 7.0	92.2 ± 4.3	..	81.0 ± 6.3	84.5 ± 1.8
Remote	80.9 ± 9.1	np	75.7 ± 8.2	69.5 ± 7.9	80.6 ± 12.9	np	..	57.9 ± 13.5	70.1 ± 5.6
Very remote	84.6 ± 9.2	..	70.7 ± 12.6	57.0 ± 8.2	44.5 ± 19.6	..	..	33.5 ± 8.0	52.4 ± 6.1
Total	88.4 ± 1.2	87.7 ± 2.4	85.7 ± 2.0	76.2 ± 2.9	78.0 ± 4.1	94.0 ± 2.3	87.6 ± 6.8	50.0 ± 7.2	82.6 ± 1.2
Non-Indigenous students									
Major cities	96.6 ± 0.3	96.2 ± 0.4	97.1 ± 0.4	96.5 ± 0.5	95.3 ± 0.8	..	97.2 ± 0.8	..	96.5 ± 0.2
Inner Regional	95.7 ± 0.5	95.9 ± 0.7	96.5 ± 0.6	96.3 ± 1.1	95.6 ± 1.5	96.0 ± 1.1	np	..	96.0 ± 0.3
Outer Regional	96.0 ± 0.9	96.4 ± 1.1	96.5 ± 0.7	95.9 ± 1.6	93.8 ± 1.5	95.5 ± 1.6	..	95.1 ± 2.0	95.9 ± 0.4
Remote	96.5 ± 3.2	98.4 ± 4.8	96.8 ± 1.5	96.0 ± 1.6	94.7 ± 3.2	95.1 ± 4.5	..	96.0 ± 3.1	96.0 ± 1.1
Very remote	95.2 ± 5.8	..	96.4 ± 2.6	95.2 ± 2.7	93.3 ± 7.5	..	..	93.3 ± 7.7	95.3 ± 2.0
Total	96.4 ± 0.2	96.2 ± 0.3	96.9 ± 0.3	96.4 ± 0.4	95.1 ± 0.6	95.9 ± 1.0	97.2 ± 0.8	95.2 ± 1.8	96.4 ± 0.1
All year 3 students									
Major cities	96.4 ± 0.3	96.0 ± 0.4	96.8 ± 0.4	96.0 ± 0.5	94.7 ± 0.9	..	96.9 ± 0.8	..	96.2 ± 0.2
Inner Regional	94.9 ± 0.6	95.7 ± 0.7	95.9 ± 0.6	95.7 ± 1.2	95.3 ± 1.5	96.0 ± 1.0	np	..	95.5 ± 0.3
Outer Regional	94.2 ± 1.0	95.4 ± 1.5	94.7 ± 1.0	93.9 ± 1.8	92.1 ± 1.9	95.1 ± 1.6	..	92.8 ± 2.7	94.2 ± 0.6
Remote	90.7 ± 5.9	98.4 ± 4.7	91.2 ± 3.4	89.1 ± 3.3	93.8 ± 3.5	95.0 ± 5.5	..	80.4 ± 9.5	89.2 ± 2.2
Very remote	89.0 ± 6.1	..	80.7 ± 8.9	72.9 ± 7.1	69.7 ± 18.0	..	..	41.1 ± 10.8	66.8 ± 5.4
Total	95.9 ± 0.3	95.9 ± 0.4	96.0 ± 0.4	95.0 ± 0.5	94.2 ± 0.7	95.8 ± 0.9	96.9 ± 0.8	77.9 ± 5.4	95.5 ± 0.2

TABLE 4A.74

Table 4A.74 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Statistical significance of the proportion students at and above the national minimum standard, all year 3 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	■	■	■	↑	■	■	▲	
<i>Vic</i>	■	..	■	■	↑	■	■	▲	
<i>Qld</i>	■	■	..	■	↑	■	■	▲	
<i>WA</i>	■	■	■	..	■	■	↓	▲	
<i>SA</i>	↓	↓	↓	■	..	↓	↓	▲	
<i>Tas</i>	■	■	■	■	↑	..	■	▲	
<i>ACT</i>	■	■	■	↑	↑	■	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 5

<i>Average age</i>	<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 7 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
<i>Years of schooling</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>	<i>5 y 4 m</i>

Aboriginal and Torres Strait Islander students

Major cities	85.7 ± 1.9	87.5 ± 3.4	87.7 ± 2.0	76.9 ± 3.4	77.0 ± 4.4	..	83.0 ± 8.7	..	84.3 ± 1.1
Inner Regional	81.8 ± 2.6	86.2 ± 3.8	85.9 ± 3.0	75.8 ± 8.8	79.7 ± 9.2	89.8 ± 4.0	np	..	83.6 ± 1.7
Outer Regional	78.1 ± 4.0	83.3 ± 6.7	79.4 ± 3.3	73.5 ± 6.1	66.8 ± 8.2	89.1 ± 5.2	..	71.6 ± 10.5	78.0 ± 2.1
Remote	72.8 ± 8.4	np	58.9 ± 9.6	59.0 ± 10.9	78.9 ± 15.2	np	..	51.6 ± 11.5	59.7 ± 5.9
Very remote	72.2 ± 19.7	..	59.7 ± 7.6	39.6 ± 7.3	40.4 ± 18.5	..	..	29.4 ± 6.0	41.7 ± 4.7
Total	82.6 ± 1.5	86.3 ± 2.3	80.2 ± 2.1	65.8 ± 3.7	71.0 ± 4.4	89.6 ± 3.0	82.7 ± 8.8	43.8 ± 6.2	76.1 ± 1.4

Non-Indigenous students

Major cities	95.9 ± 0.3	95.7 ± 0.5	96.1 ± 0.5	95.9 ± 0.6	94.1 ± 1.0	..	96.6 ± 0.9	..	95.8 ± 0.2
Inner Regional	94.7 ± 0.6	95.0 ± 0.8	95.3 ± 0.7	94.7 ± 1.4	94.3 ± 1.9	94.3 ± 1.4	np	..	94.9 ± 0.4

TABLE 4A.74

Table 4A.74 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Outer Regional	92.9 ± 1.2	95.1 ± 1.6	95.5 ± 0.8	93.9 ± 1.6	92.2 ± 1.7	94.4 ± 1.6	..	94.6 ± 2.8	94.3 ± 0.5
Remote	91.3 ± 5.1	96.1 ± 7.5	94.6 ± 2.2	94.0 ± 1.9	95.0 ± 2.6	93.3 ± 9.9	..	95.4 ± 2.9	94.3 ± 1.1
Very remote	np	..	93.7 ± 3.9	93.5 ± 3.1	96.7 ± 5.7	..	..	96.6 ± 4.5	94.2 ± 2.1
Total	95.5 ± 0.3	95.5 ± 0.4	95.8 ± 0.4	95.5 ± 0.5	93.9 ± 0.8	94.3 ± 1.0	96.6 ± 0.9	94.9 ± 2.1	95.5 ± 0.2
All year 5 students									
Major cities	95.5 ± 0.4	95.5 ± 0.5	95.8 ± 0.5	95.1 ± 0.6	93.4 ± 1.1	..	96.3 ± 1.0	..	95.4 ± 0.2
Inner Regional	93.3 ± 0.7	94.7 ± 0.8	94.5 ± 0.8	93.5 ± 1.6	93.8 ± 2.0	94.2 ± 1.3	np	..	94.0 ± 0.4
Outer Regional	90.4 ± 1.4	94.1 ± 1.8	93.1 ± 1.3	91.0 ± 2.2	90.0 ± 2.0	93.6 ± 1.7	..	90.4 ± 4.5	92.0 ± 0.7
Remote	84.4 ± 5.6	96.2 ± 7.2	84.6 ± 5.6	85.1 ± 5.0	93.9 ± 3.1	94.3 ± 8.4	..	76.6 ± 10.8	85.0 ± 3.0
Very remote	81.4 ± 12.5	..	73.2 ± 6.5	60.3 ± 10.1	63.2 ± 20.2	..	..	36.9 ± 9.8	57.9 ± 5.5
Total	94.7 ± 0.3	95.3 ± 0.4	94.7 ± 0.5	93.4 ± 0.7	92.8 ± 0.9	94.0 ± 1.0	96.3 ± 1.0	73.5 ± 6.2	94.3 ± 0.2

Statistical significance of the proportion students at and above the national minimum standard, all year 5 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	↑	■	↓	▲
<i>Vic</i>	■	..	■	↑	↑	■	■	▲
<i>Qld</i>	■	■	..	■	↑	■	↓	▲
<i>WA</i>	■	↓	■	..	■	■	↓	▲
<i>SA</i>	↓	↓	↓	■	..	■	↓	▲
<i>Tas</i>	■	■	■	■	■	..	↓	▲
<i>ACT</i>	↑	■	↑	↑	↑	↑	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

TABLE 4A.74

Table 4A.74 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Year 7									
<i>Average age</i>	<i>12 y 7 m</i>	<i>12 y 9 m</i>	<i>12 y 5 m</i>	<i>12 y 5 m</i>	<i>12 y 7 m</i>	<i>12 y 10 m</i>	<i>12 y 8 m</i>	<i>12 y 6 m</i>	<i>12 y 7 m</i>
<i>Years of schooling</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>
Aboriginal and Torres Strait Islander students									
Major cities	87.6 ± 1.9	86.0 ± 3.6	88.3 ± 2.3	83.5 ± 3.8	85.5 ± 4.0	..	87.3 ± 8.1	..	86.9 ± 1.3
Inner Regional	85.8 ± 2.2	82.9 ± 4.3	88.1 ± 2.7	79.3 ± 9.6	78.3 ± 11.6	88.0 ± 4.6	np	..	85.9 ± 1.6
Outer Regional	78.2 ± 4.4	82.6 ± 10.6	79.5 ± 3.8	74.0 ± 8.7	79.5 ± 7.4	90.6 ± 7.3	..	77.1 ± 8.1	79.3 ± 2.3
Remote	73.1 ± 13.7	np	60.8 ± 15.2	69.9 ± 7.9	np	np	..	45.9 ± 14.2	61.2 ± 7.2
Very remote	70.5 ± 20.1	..	66.1 ± 12.4	53.4 ± 11.1	50.1 ± 14.4	..	..	32.9 ± 6.7	46.3 ± 6.4
Total	85.1 ± 1.4	84.3 ± 3.0	82.9 ± 2.1	73.6 ± 3.9	79.9 ± 4.0	89.3 ± 3.3	87.3 ± 8.1	47.3 ± 7.8	79.4 ± 1.4
Non-Indigenous students									
Major cities	96.8 ± 0.4	96.6 ± 0.5	97.0 ± 0.6	96.9 ± 0.7	95.9 ± 0.8	..	96.9 ± 1.1	..	96.7 ± 0.2
Inner Regional	95.4 ± 0.7	96.0 ± 1.0	95.8 ± 0.9	96.3 ± 1.4	96.9 ± 1.1	95.7 ± 1.4	np	..	95.8 ± 0.4
Outer Regional	94.8 ± 1.4	95.1 ± 2.1	96.5 ± 0.9	95.2 ± 1.6	95.0 ± 1.3	96.0 ± 1.4	..	95.3 ± 2.8	95.6 ± 0.6
Remote	91.9 ± 4.2	95.9 ± 7.4	95.2 ± 2.0	96.8 ± 1.6	97.1 ± 1.9	np	..	95.3 ± 4.7	96.0 ± 1.1
Very remote	np	..	95.0 ± 3.8	95.3 ± 3.1	96.9 ± 5.2	..	..	98.0 ± 3.9	95.7 ± 2.2
Total	96.4 ± 0.3	96.4 ± 0.5	96.7 ± 0.5	96.7 ± 0.6	95.9 ± 0.6	95.8 ± 1.1	96.9 ± 1.1	95.4 ± 2.3	96.5 ± 0.2
All year 7 students									
Major cities	96.5 ± 0.4	96.4 ± 0.6	96.6 ± 0.6	96.3 ± 0.8	95.5 ± 0.8	..	96.7 ± 1.2	..	96.4 ± 0.3
Inner Regional	94.5 ± 0.8	95.5 ± 1.0	95.1 ± 1.0	95.1 ± 2.1	96.4 ± 1.3	95.4 ± 1.5	np	..	95.1 ± 0.5
Outer Regional	91.7 ± 1.8	94.2 ± 2.8	93.7 ± 1.4	92.6 ± 2.9	93.6 ± 1.6	95.2 ± 1.7	..	91.6 ± 4.1	93.2 ± 0.8
Remote	83.5 ± 9.2	96.0 ± 7.3	82.9 ± 9.0	88.4 ± 4.0	96.2 ± 2.5	94.1 ± 6.4	..	70.1 ± 14.4	84.7 ± 4.0
Very remote	80.5 ± 17.2	..	78.4 ± 9.1	68.7 ± 11.6	72.3 ± 16.3	..	..	38.9 ± 8.9	61.0 ± 6.9
Total	95.8 ± 0.4	96.1 ± 0.5	95.6 ± 0.6	95.1 ± 0.8	95.2 ± 0.7	95.3 ± 1.2	96.7 ± 1.2	74.3 ± 8.2	95.5 ± 0.2

TABLE 4A.74

Table 4A.74 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Statistical significance of the proportion students at and above the national minimum standard, all year 7 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	■	■	■	■	■	■	▲	
<i>Vic</i>	■	..	■	■	■	■	■	▲	
<i>Qld</i>	■	■	..	■	■	■	■	▲	
<i>WA</i>	■	■	■	..	■	■	↓	▲	
<i>SA</i>	■	■	■	■	..	■	↓	▲	
<i>Tas</i>	■	■	■	■	■	..	■	▲	
<i>ACT</i>	■	■	■	↑	↑	■	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 9

<i>Average age</i>	14 y 7 m	14 y 9 m	14 y 4 m	14 y 5 m	14 y 7 m	14 y 11 m	14 y 8 m	14 y 6 m	14 y 7 m
<i>Years of schooling</i>	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 4 m

Aboriginal and Torres Strait Islander students

Major cities	87.6 ± 2.1	83.9 ± 4.4	89.3 ± 3.2	84.3 ± 4.1	80.1 ± 5.7	..	84.3 ± 9.5	..	86.3 ± 1.6
Inner Regional	82.7 ± 2.7	86.0 ± 4.9	87.9 ± 4.1	86.3 ± 6.8	91.7 ± 8.8	90.3 ± 5.0	np	..	85.2 ± 2.0
Outer Regional	81.4 ± 4.3	83.6 ± 7.7	80.3 ± 5.0	80.6 ± 7.1	81.3 ± 6.6	91.8 ± 4.2	..	66.7 ± 10.5	80.1 ± 2.7
Remote	67.3 ± 16.3	np	63.8 ± 15.3	72.6 ± 7.3	np	np	..	49.8 ± 17.7	63.9 ± 8.1
Very remote	np	..	65.9 ± 14.7	59.5 ± 11.1	np	..	..	31.5 ± 9.4	47.8 ± 7.5
Total	84.4 ± 1.7	84.6 ± 3.0	83.4 ± 2.7	77.6 ± 3.4	80.1 ± 4.2	91.1 ± 3.5	84.3 ± 9.5	46.1 ± 8.3	79.7 ± 1.6

Non-Indigenous students

Major cities	96.6 ± 0.4	95.9 ± 0.7	96.8 ± 0.6	97.5 ± 0.6	95.0 ± 1.8	..	96.7 ± 1.5	..	96.4 ± 0.3
Inner Regional	94.6 ± 0.8	94.9 ± 1.1	95.2 ± 1.0	97.1 ± 1.3	94.8 ± 2.2	96.3 ± 1.2	np	..	95.1 ± 0.5

TABLE 4A.74

Table 4A.74 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Outer Regional	94.6 ± 1.2	95.8 ± 2.0	95.9 ± 1.0	97.4 ± 1.5	94.7 ± 1.9	95.9 ± 1.6	..	95.8 ± 2.9	95.7 ± 0.6
Remote	95.8 ± 3.9	99.8 ± 1.0	94.4 ± 3.8	97.7 ± 1.4	96.6 ± 2.1	np	..	96.2 ± 3.6	96.8 ± 1.1
Very remote	np	..	94.8 ± 5.1	95.8 ± 4.4	97.3 ± 3.4	..	..	98.4 ± 5.2	95.6 ± 2.5
Total	96.1 ± 0.4	95.7 ± 0.5	96.3 ± 0.5	97.4 ± 0.5	95.0 ± 1.3	96.2 ± 1.0	96.7 ± 1.5	96.0 ± 2.4	96.1 ± 0.2
All year 9 students									
Major cities	96.2 ± 0.5	95.7 ± 0.7	96.4 ± 0.7	96.8 ± 0.7	94.6 ± 1.8	..	96.4 ± 1.6	..	96.1 ± 0.3
Inner Regional	93.4 ± 1.0	94.5 ± 1.2	94.6 ± 1.1	96.3 ± 1.6	94.6 ± 2.2	95.9 ± 1.3	np	..	94.3 ± 0.6
Outer Regional	92.1 ± 1.5	95.1 ± 2.2	93.3 ± 1.5	94.9 ± 2.1	93.7 ± 2.1	95.4 ± 1.6	..	89.5 ± 5.5	93.4 ± 0.8
Remote	81.3 ± 12.3	99.8 ± 0.9	83.6 ± 9.2	89.3 ± 4.4	95.5 ± 3.2	np	..	74.2 ± 17.0	86.4 ± 4.3
Very remote	78.7 ± 15.7	..	77.6 ± 11.5	72.0 ± 11.1	80.2 ± 15.0	..	..	36.8 ± 11.4	61.0 ± 8.0
Total	95.4 ± 0.4	95.4 ± 0.6	95.3 ± 0.6	95.9 ± 0.7	94.4 ± 1.4	95.7 ± 1.1	96.4 ± 1.6	75.2 ± 8.4	95.2 ± 0.3

Statistical significance of the proportion students at and above the national minimum standard, all year 9 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	■	■	■	▲
<i>Vic</i>	■	..	■	■	■	■	■	▲
<i>Qld</i>	■	■	..	■	■	■	■	▲
<i>WA</i>	■	■	■	..	■	■	■	▲
<i>SA</i>	■	■	■	■	..	■	■	▲
<i>Tas</i>	■	■	■	■	■	..	■	▲
<i>ACT</i>	■	■	■	■	■	■	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

Table 4A.74 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation, 2016 (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>	<i>Aust</i>
Nature of differences. Percentage of students at or above NMS is:									
▲	substantially higher than and is statistically significantly different from the comparison State/Territory								
↑	higher than and is statistically significantly different from the the comparison State/Territory								
■	is close to or not statistically different from the comparison State/Territory								
↓	is lower than and is statistically significantly different from the comparison State/Territory								
▼	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 (2016). See chapter 2 (Statistical context) 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)	Data for years 2008–2015 were included in earlier Reports.								
(d)	The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.								
(e)	A student is considered to be '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 extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(g)	Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.								
(h)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
	.. Not applicable. np Not published.								

Source: ACARA 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.75

Table 4A.75 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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									
Aboriginal and Torres Strait Islander students									
Major cities	356.7 ± 3.5	371.4 ± 7.5	355.7 ± 4.8	339.0 ± 5.8	335.0 ± 7.7	..	348.4 ±14.1	..	353.4 ± 2.3
Inner Regional	346.7 ± 4.3	363.9 ± 7.5	353.4 ± 5.3	340.4 ±13.6	350.9 ±24.0	362.5 ± 8.2	np	..	351.5 ± 2.8
Outer Regional	340.7 ± 6.2	356.9 ±12.6	334.0 ± 5.4	326.5 ±11.9	322.8 ±13.4	365.5 ±10.5	..	330.0 ±12.7	336.8 ± 3.5
Remote	333.6 ±15.5	np	314.4 ±12.6	305.4 ±11.8	324.9 ±28.2	np	..	281.5 ±25.2	306.3 ± 9.3
Very remote	323.5 ±13.4	..	299.8 ±22.1	278.2 ±11.7	258.9 ±24.1	..	..	233.2 ±16.0	268.1 ±11.4
Total	349.4 ± 2.6	366.4 ± 5.0	340.6 ± 4.3	319.4 ± 5.4	326.2 ± 7.3	364.3 ± 6.3	348.4 ±13.1	266.0 ±14.2	336.8 ± 2.6
Non-Indigenous students									
Major cities	413.8 ± 2.3	418.0 ± 2.3	405.7 ± 2.9	405.2 ± 3.0	391.0 ± 3.6	..	413.3 ± 5.3	..	410.8 ± 1.2
Inner Regional	394.2 ± 2.5	403.0 ± 2.8	393.5 ± 3.3	386.9 ± 4.4	386.0 ± 5.1	401.4 ± 6.3	np	..	396.2 ± 1.5
Outer Regional	387.8 ± 3.7	405.4 ± 4.9	392.7 ± 3.8	384.4 ± 5.8	375.1 ± 4.6	385.7 ± 5.9	..	386.9 ± 8.6	389.9 ± 2.1
Remote	392.8 ±12.1	389.9 ±11.7	386.8 ± 6.9	385.8 ± 5.6	371.9 ±12.5	381.6 ±16.5	..	390.9 ±15.2	385.0 ± 4.3
Very remote	394.0 ±33.4	..	387.9 ±11.0	374.4 ± 8.5	400.6 ±26.3	..	..	378.0 ±19.5	383.5 ± 6.6
Total	408.8 ± 1.9	414.5 ± 1.9	401.1 ± 2.1	400.8 ± 2.5	388.1 ± 2.9	396.5 ± 4.9	413.3 ± 5.3	387.2 ± 7.2	406.1 ± 1.0
All year 3 students									
Major cities	411.8 ± 2.4	417.4 ± 2.3	403.7 ± 3.0	402.7 ± 3.1	389.2 ± 3.7	..	412.0 ± 5.4	..	409.1 ± 1.3
Inner Regional	388.9 ± 2.7	401.6 ± 2.8	389.8 ± 3.3	384.0 ± 4.8	384.5 ± 5.5	399.8 ± 6.7	np	..	392.8 ± 1.6
Outer Regional	379.7 ± 3.9	402.3 ± 5.1	383.4 ± 4.4	376.3 ± 6.9	369.6 ± 5.3	383.0 ± 5.9	..	377.8 ± 9.5	382.3 ± 2.3
Remote	371.4 ±15.6	389.2 ±11.4	367.5 ±10.7	364.7 ± 9.6	369.6 ±13.7	381.1 ±17.2	..	347.1 ±25.0	364.4 ± 6.2
Very remote	360.7 ±32.1	..	334.2 ±18.9	318.4 ±15.0	331.1 ±40.7	..	..	251.8 ±23.7	307.3 ±11.9
Total	405.2 ± 1.9	413.6 ± 1.9	396.3 ± 2.2	395.0 ± 2.7	385.2 ± 3.0	394.6 ± 5.1	411.9 ± 5.4	341.2 ±13.6	402.0 ± 1.0

TABLE 4A.75

Table 4A.75 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 significance of the mean scale scores, all year 3 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
<i>NSW</i>	..	■	■	■	↑	■	■	▲	
<i>Vic</i>	■	..	↑	↑	↑	↑	■	▲	
<i>Qld</i>	■	↓	..	■	■	■	↓	▲	
<i>WA</i>	■	↓	■	..	■	■	↓	▲	
<i>SA</i>	↓	↓	■	■	..	■	↓	▲	
<i>Tas</i>	■	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	↑	↑	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 5**Aboriginal and Torres Strait Islander students**

Major cities	447.1 ± 3.7	458.5 ± 6.1	449.7 ± 4.4	425.2 ± 5.6	425.8 ± 7.1	..	446.3 ± 16.4	..	443.7 ± 2.3
Inner Regional	435.6 ± 4.2	449.2 ± 6.6	443.9 ± 4.9	421.5 ± 14.5	426.7 ± 17.1	448.6 ± 8.8	np	..	439.2 ± 2.8
Outer Regional	425.9 ± 6.2	446.4 ± 8.9	427.7 ± 5.8	412.6 ± 10.0	407.7 ± 11.4	452.7 ± 8.4	..	420.6 ± 12.4	426.8 ± 3.4
Remote	411.8 ± 12.5	np	393.8 ± 14.8	393.3 ± 15.3	419.9 ± 21.3	np	..	382.3 ± 18.1	394.1 ± 8.6
Very remote	407.3 ± 20.9	..	392.4 ± 10.4	359.5 ± 14.8	355.0 ± 29.1	..	..	341.4 ± 10.7	361.9 ± 8.0
Total	438.1 ± 2.5	452.9 ± 4.3	432.7 ± 3.8	404.2 ± 6.3	413.6 ± 7.5	450.3 ± 6.0	443.6 ± 16.4	367.5 ± 10.4	426.0 ± 2.5

Non-Indigenous students

Major cities	507.9 ± 2.5	507.7 ± 2.2	497.3 ± 2.8	497.3 ± 2.9	482.6 ± 3.5	..	498.7 ± 5.1	..	502.6 ± 1.2
Inner Regional	483.6 ± 2.3	490.3 ± 2.6	485.2 ± 3.0	479.6 ± 5.2	476.0 ± 5.2	487.8 ± 6.1	np	..	485.6 ± 1.4
Outer Regional	475.6 ± 3.8	490.9 ± 4.5	484.3 ± 3.4	474.8 ± 5.6	465.5 ± 4.9	473.8 ± 5.0	..	483.8 ± 9.6	479.8 ± 2.0
Remote	477.8 ± 14.9	477.4 ± 13.3	475.4 ± 6.1	473.5 ± 4.7	471.2 ± 8.1	458.7 ± 21.2	..	483.8 ± 10.1	474.9 ± 3.3

TABLE 4A.75

Table 4A.75 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Very remote	–	..	473.6 ±12.2	469.3 ± 8.0	481.0 ±15.0	..	..	480.6 ±11.6	474.0 ± 6.2
Total	501.5 ± 2.0	503.5 ± 1.8	492.7 ± 2.0	492.6 ± 2.5	479.4 ± 2.8	483.4 ± 4.7	498.7 ± 5.1	483.6 ± 7.6	497.1 ± 1.0
All year 5 students									
Major cities	505.8 ± 2.5	507.0 ± 2.2	495.7 ± 2.8	494.4 ± 3.0	480.8 ± 3.6	..	497.3 ± 5.1	..	500.9 ± 1.3
Inner Regional	478.5 ± 2.6	489.0 ± 2.6	481.7 ± 3.1	475.7 ± 5.5	474.1 ± 5.4	486.3 ± 6.8	np	..	482.2 ± 1.5
Outer Regional	467.1 ± 4.1	487.5 ± 4.9	475.8 ± 4.1	466.0 ± 6.8	460.4 ± 5.4	470.8 ± 5.1	..	472.7 ±11.2	472.4 ± 2.2
Remote	452.7 ±17.4	477.0 ±13.0	453.0 ±11.8	453.0 ±10.0	467.8 ± 9.3	458.4 ±19.5	..	440.7 ±23.3	453.3 ± 6.2
Very remote	440.9 ±20.7	..	424.6 ±13.2	401.7 ±20.8	406.2 ±41.4	..	..	357.3 ±18.6	396.7 ±10.7
Total	497.8 ± 2.1	502.5 ± 1.8	488.3 ± 2.1	486.2 ± 2.8	476.3 ± 2.9	481.3 ± 5.1	497.2 ± 5.1	435.5 ±13.7	493.1 ± 1.0

Statistical significance of the mean scale scores, all year 5 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	↑	↑	■	▲
<i>Vic</i>	■	..	↑	↑	↑	↑	■	▲
<i>Qld</i>	■	↓	..	■	■	■	■	▲
<i>WA</i>	■	↓	■	..	■	■	■	▲
<i>SA</i>	↓	↓	■	■	..	■	↓	▲
<i>Tas</i>	↓	↓	■	■	■	..	↓	▲
<i>ACT</i>	■	■	■	■	↑	↑	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

TABLE 4A.75

Table 4A.75 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 7									
Aboriginal and Torres Strait Islander students									
Major cities	497.4 ± 4.0	508.3 ± 8.9	503.3 ± 5.3	482.6 ± 7.6	488.4 ± 7.3	..	499.9 ±12.5	..	497.4 ± 2.7
Inner Regional	487.3 ± 5.0	495.8 ± 7.9	497.2 ± 5.5	477.0 ±13.9	478.8 ±17.2	498.6 ± 9.6	np	..	491.3 ± 3.5
Outer Regional	469.0 ± 6.6	490.7 ±17.4	477.6 ± 6.2	465.6 ±13.3	474.8 ± 9.7	499.1 ±13.8	..	472.9 ±13.7	476.0 ± 4.1
Remote	461.9 ±19.3	np	455.1 ±20.4	455.2 ±11.5	np	np	..	407.5 ±34.4	441.7 ±14.4
Very remote	454.6 ±19.4	..	446.6 ±20.2	429.2 ±22.7	427.5 ±20.9	..	..	396.2 ±11.6	417.3 ±10.7
Total	488.5 ± 3.1	500.7 ± 5.9	488.3 ± 4.1	464.6 ± 6.7	478.1 ± 6.0	498.8 ± 7.8	499.9 ±12.5	418.1 ±14.0	479.8 ± 2.7
Non-Indigenous students									
Major cities	562.1 ± 4.3	561.5 ± 3.5	556.6 ± 4.9	558.7 ± 6.5	549.4 ± 4.1	..	557.0 ± 8.3	..	559.5 ± 2.1
Inner Regional	536.6 ± 3.6	541.6 ± 4.4	539.0 ± 4.1	540.0 ± 9.6	540.6 ± 6.4	545.9 ± 9.3	np	..	539.6 ± 2.2
Outer Regional	525.2 ± 4.2	543.0 ± 6.1	539.7 ± 5.2	534.2 ± 9.7	530.5 ± 4.7	528.7 ± 8.0	..	539.4 ±15.5	535.4 ± 2.8
Remote	527.3 ±10.8	560.9 ±23.1	530.0 ±10.7	532.9 ± 5.1	535.3 ± 8.2	np	..	534.6 ±21.6	533.3 ± 4.9
Very remote	np	..	524.1 ± 9.8	529.9 ±14.1	524.4 ±18.5	..	..	545.9 ±17.2	528.8 ± 7.7
Total	555.8 ± 3.5	557.0 ± 3.0	550.5 ± 3.5	554.2 ± 5.5	545.5 ± 3.3	541.2 ± 7.4	557.0 ± 8.3	538.8 ±12.7	553.7 ± 1.7
All year 7 students									
Major cities	559.8 ± 4.4	560.8 ± 3.6	554.7 ± 4.9	556.0 ± 6.6	547.5 ± 4.2	..	555.6 ± 8.3	..	557.7 ± 2.1
Inner Regional	532.2 ± 3.9	540.1 ± 4.5	535.2 ± 4.3	536.0 ±10.6	538.9 ± 6.7	545.0 ± 9.5	np	..	536.4 ± 2.3
Outer Regional	514.9 ± 5.2	539.4 ± 7.3	529.8 ± 6.1	525.2 ±12.5	525.5 ± 5.3	524.7 ± 8.5	..	525.9 ±17.2	526.8 ± 3.3
Remote	497.0 ±15.8	558.8 ±24.0	503.3 ±18.5	508.7 ± 9.3	532.4 ± 9.0	512.2 ±24.7	..	471.2 ±39.8	503.8 ± 9.6
Very remote	482.4 ±37.4	..	480.5 ±19.2	465.6 ±26.7	473.2 ±28.0	..	..	410.1 ±18.2	450.5 ±13.8
Total	552.0 ± 3.5	555.9 ± 3.0	545.9 ± 3.6	548.1 ± 5.7	542.6 ± 3.4	539.5 ± 7.6	555.6 ± 8.3	486.2 ±20.3	549.7 ± 1.7

TABLE 4A.75

Table 4A.75 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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 significance of the mean scale scores, all year 7 students, across jurisdictions, 2016									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
<i>NSW</i>	..	■	■	■	■	■	■	▲	
<i>Vic</i>	■	..	■	■	↑	↑	■	▲	
<i>Qld</i>	■	■	..	■	■	■	■	▲	
<i>WA</i>	■	■	■	..	■	■	■	▲	
<i>SA</i>	■	↓	■	■	..	■	↓	▲	
<i>Tas</i>	■	↓	■	■	■	..	↓	▲	
<i>ACT</i>	■	■	■	■	↑	↑	..	▲	
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..	

Year 9**Aboriginal and Torres Strait Islander students**

Major cities	542.9 ± 3.8	544.0 ± 7.1	547.1 ± 5.0	533.8 ± 7.6	527.2 ± 8.1	..	550.9 ± 14.4	..	541.3 ± 2.7
Inner Regional	531.2 ± 5.6	540.7 ± 7.7	538.5 ± 5.8	534.0 ± 13.8	537.2 ± 16.4	549.0 ± 8.9	np	..	535.6 ± 3.6
Outer Regional	523.9 ± 5.5	532.5 ± 9.8	522.3 ± 7.0	523.7 ± 10.8	521.3 ± 9.1	548.8 ± 9.8	..	506.2 ± 17.3	523.5 ± 4.3
Remote	506.4 ± 18.0	np	503.3 ± 17.6	509.9 ± 10.8	np	np	..	460.7 ± 47.6	493.5 ± 18.1
Very remote	np	..	498.7 ± 17.7	492.3 ± 17.9	np	..	..	447.6 ± 15.0	472.6 ± 11.5
Total	534.9 ± 3.0	541.1 ± 5.0	532.0 ± 4.1	520.7 ± 5.4	523.7 ± 5.7	549.1 ± 6.7	550.9 ± 14.4	467.2 ± 15.9	526.6 ± 2.8

Non-Indigenous students

Major cities	602.4 ± 4.5	599.0 ± 4.4	592.0 ± 4.8	605.0 ± 6.5	582.7 ± 6.8	..	598.5 ± 8.6	..	598.7 ± 2.4
Inner Regional	575.3 ± 3.5	576.4 ± 4.3	574.6 ± 3.9	586.0 ± 9.2	570.9 ± 7.4	582.9 ± 7.5	np	..	576.6 ± 2.1
Outer Regional	566.7 ± 4.1	585.4 ± 10.4	574.5 ± 5.1	583.4 ± 8.7	567.7 ± 6.9	566.5 ± 6.6	..	576.1 ± 13.3	574.4 ± 3.0
Remote	560.1 ± 15.2	609.8 ± 19.1	565.1 ± 13.2	576.1 ± 6.1	568.0 ± 12.7	np	..	583.2 ± 24.1	574.5 ± 7.3

TABLE 4A.75

Table 4A.75 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Very remote	np	..	549.3 ±10.0	573.5 ±15.0	579.9 ±10.9	..	..	577.6 ±24.8	568.1 ± 9.0
Total	595.6 ± 3.7	593.9 ± 3.6	585.9 ± 3.5	600.7 ± 5.5	579.1 ± 5.3	578.6 ± 6.1	598.5 ± 8.6	577.5 ±11.7	592.5 ± 1.9
All year 9 students									
Major cities	599.9 ± 4.5	598.3 ± 4.4	590.2 ± 4.8	602.3 ± 6.6	581.5 ± 7.1	..	597.3 ± 8.6	..	596.9 ± 2.4
Inner Regional	570.9 ± 3.7	575.1 ± 4.3	571.5 ± 3.9	582.6 ± 9.9	569.4 ± 7.7	581.2 ± 7.7	np	..	573.7 ± 2.2
Outer Regional	558.9 ± 4.6	582.5 ±10.7	565.8 ± 5.7	575.0 ±10.5	564.0 ± 7.7	563.8 ± 6.7	..	561.5 ±15.7	567.2 ± 3.3
Remote	534.8 ±21.6	607.5 ±21.5	543.5 ±18.5	554.3 ±11.1	564.6 ±16.1	np	..	526.1 ±48.1	549.5 ±11.2
Very remote	525.0 ±27.6	..	519.5 ±15.0	519.7 ±20.2	537.1 ±26.1	..	..	458.0 ±19.4	498.7 ±13.5
Total	591.9 ± 3.6	592.9 ± 3.6	581.9 ± 3.5	594.9 ± 5.6	577.2 ± 5.5	576.5 ± 6.1	597.3 ± 8.6	531.9 ±18.4	588.9 ± 1.9

Statistical significance of the mean scale scores, all year 9 students, across jurisdictions, 2016

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	↑	↑	■	▲
<i>Vic</i>	■	..	■	■	↑	↑	■	▲
<i>Qld</i>	■	■	..	↓	■	■	↓	▲
<i>WA</i>	■	■	↑	..	↑	↑	■	▲
<i>SA</i>	↓	↓	■	↓	..	■	↓	▲
<i>Tas</i>	↓	↓	■	↓	■	..	↓	▲
<i>ACT</i>	■	■	↑	■	↑	↑	..	▲
<i>NT</i>	▼	▼	▼	▼	▼	▼	▼	..

Table 4A.75 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation, 2016 (score points) (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>
Nature of differences. The mean scale score is:									
▲	substantially higher than and is statistically significantly different from the comparison State/Territory								
↑	higher than and is statistically significantly different from the the comparison State/Territory								
■	is close to or not statistically different from the comparison State/Territory								
↓	is lower than and is statistically significantly different from the comparison State/Territory								
▼	is substantially lower than 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 (2016). See chapter 2 (Statistical context) 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)	Data for years 2008–2015 were included in earlier Reports.								
(d)	A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.								
(e)	Geolocation data are based on the extended version of the Accessibility/Remoteness Index of Australia (ARIA+), developed by the University of Adelaide's Australian Population and Migration Research Centre (APMRC). ARIA+ is the standard ABS-endorsed measure of remoteness. There are: no major cities in Tasmania and the NT; no inner regional areas in the NT; no outer regional areas in the ACT; no remote areas in the ACT; and, no very remote areas in Victoria and the ACT. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(f)	Prior to 2017 Report, data were classified according to the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. NAPLAN data are not available by ARIA+ for years prior to 2016.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
	.. Not applicable. np Not published.								
Source :	ACARA 2016 and unpublished, <i>National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016</i> , ACARA, Sydney.								

TABLE 4A.76

Table 4A.76 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.2	98.0 ± 0.3	98.7 ± 0.2	98.2 ± 0.4	98.1 ± 0.5	98.5 ± 0.8	98.1 ± 0.8	95.5 ± 2.1	98.3 ± 0.1
Advanced diploma/diploma	96.9 ± 0.3	96.5 ± 0.4	97.5 ± 0.6	96.7 ± 0.6	95.7 ± 1.1	97.4 ± 1.6	96.5 ± 1.9	91.7 ± 4.0	96.8 ± 0.2
Certificate I to IV (e)	94.8 ± 0.4	95.0 ± 0.5	96.0 ± 0.5	95.3 ± 0.6	93.9 ± 1.0	96.3 ± 1.3	95.4 ± 1.9	89.1 ± 3.4	95.1 ± 0.2
Year 12 or equivalent	93.9 ± 0.7	94.5 ± 0.8	94.5 ± 0.9	93.7 ± 1.3	93.3 ± 1.5	93.6 ± 2.7	96.0 ± 2.5	83.2 ± 8.4	94.0 ± 0.4
Year 11 or equivalent or below	87.9 ± 0.9	88.7 ± 1.1	88.8 ± 1.3	86.4 ± 1.9	86.4 ± 2.2	90.3 ± 2.7	88.5 ± 7.0	54.9 ± 8.8	87.4 ± 0.6
Not stated (f)	92.9 ± 1.2	93.7 ± 1.5	91.0 ± 1.6	89.7 ± 2.0	87.3 ± 2.8	95.1 ± 2.1	95.4 ± 3.0	48.1 ± 13.0	89.7 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.6 ± 0.2	98.6 ± 0.2	98.8 ± 0.2	98.4 ± 0.3	98.1 ± 0.5	98.6 ± 0.6	97.8 ± 0.9	95.6 ± 2.2	98.5 ± 0.1
Other business managers and associate professionals	97.9 ± 0.2	97.8 ± 0.3	98.3 ± 0.3	97.5 ± 0.5	97.4 ± 0.6	97.9 ± 0.9	98.4 ± 0.8	95.3 ± 2.1	97.9 ± 0.1
Tradespeople, clerks, skilled office, sales and service staff	96.1 ± 0.3	96.5 ± 0.4	96.8 ± 0.4	95.9 ± 0.6	95.7 ± 0.9	97.0 ± 1.3	96.0 ± 1.7	90.8 ± 3.4	96.3 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.1 ± 0.6	93.8 ± 0.7	94.0 ± 0.7	92.8 ± 1.2	92.8 ± 1.3	94.5 ± 1.9	96.6 ± 4.4	73.6 ± 7.5	93.3 ± 0.3
Not in paid work in previous 12 months	88.0 ± 0.9	88.5 ± 1.1	87.9 ± 1.5	86.2 ± 2.1	87.1 ± 2.8	88.6 ± 2.9	89.4 ± 4.9	51.3 ± 9.9	87.4 ± 0.6
Not stated (h)	93.3 ± 1.0	93.0 ± 1.6	92.6 ± 0.9	90.7 ± 1.4	86.9 ± 2.0	94.1 ± 2.0	94.8 ± 2.4	46.4 ± 9.3	90.8 ± 0.6
Year 5									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.2	98.1 ± 0.3	98.4 ± 0.3	98.2 ± 0.4	97.5 ± 0.5	98.2 ± 0.7	97.7 ± 0.8	94.4 ± 3.1	98.1 ± 0.1
Advanced diploma/diploma	96.3 ± 0.4	96.0 ± 0.5	96.8 ± 0.5	96.1 ± 0.7	95.8 ± 1.3	96.4 ± 1.5	96.4 ± 2.1	92.2 ± 3.6	96.2 ± 0.2

TABLE 4A.76

Table 4A.76 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate I to IV (e)	93.3 ± 0.4	94.1 ± 0.6	94.5 ± 0.5	93.6 ± 0.9	93.0 ± 1.0	94.1 ± 1.4	93.8 ± 2.1	85.5 ± 4.3	93.7 ± 0.3
Year 12 or equivalent	92.2 ± 0.8	93.5 ± 0.8	93.2 ± 0.9	93.1 ± 1.2	92.1 ± 1.9	91.5 ± 2.8	94.3 ± 3.6	82.5 ± 7.5	92.8 ± 0.4
Year 11 or equivalent or below	84.2 ± 1.1	86.7 ± 1.3	85.0 ± 1.4	81.9 ± 2.2	81.0 ± 2.2	86.8 ± 3.0	85.7 ± 6.5	50.0 ± 7.7	83.8 ± 0.7
Not stated (f)	92.3 ± 1.3	93.5 ± 1.7	89.4 ± 1.4	85.3 ± 2.8	86.1 ± 3.0	92.7 ± 3.4	97.7 ± 2.4	45.5 ± 13.9	88.0 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.3 ± 0.2	98.6 ± 0.3	98.4 ± 0.3	98.2 ± 0.4	97.9 ± 0.5	98.2 ± 0.8	98.0 ± 0.8	95.5 ± 2.6	98.3 ± 0.1
Other business managers and associate professionals	97.5 ± 0.3	97.7 ± 0.3	97.7 ± 0.4	96.9 ± 0.6	96.7 ± 0.7	97.1 ± 1.5	97.3 ± 1.2	92.2 ± 3.9	97.4 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.9 ± 0.5	96.0 ± 0.4	95.9 ± 0.5	94.8 ± 0.8	95.0 ± 1.1	95.2 ± 1.5	95.4 ± 1.9	87.8 ± 4.4	95.4 ± 0.2
Machine operators, hospitality staff, assistants, labourers	91.4 ± 0.6	92.4 ± 0.9	91.0 ± 0.9	90.5 ± 1.5	90.9 ± 1.3	90.9 ± 2.4	92.1 ± 4.6	64.2 ± 9.4	91.2 ± 0.5
Not in paid work in previous 12 months	83.6 ± 1.1	86.4 ± 1.3	84.3 ± 1.6	80.5 ± 2.7	82.1 ± 3.2	86.7 ± 3.2	84.9 ± 6.0	49.9 ± 9.6	83.8 ± 0.7
Not stated (h)	92.3 ± 1.2	92.6 ± 1.9	90.0 ± 1.2	87.5 ± 2.0	84.5 ± 2.1	90.3 ± 3.5	95.7 ± 2.6	42.3 ± 8.9	88.4 ± 0.8
Year 7									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.3	98.3 ± 0.3	98.7 ± 0.3	98.7 ± 0.4	98.6 ± 0.4	98.6 ± 0.7	98.5 ± 0.7	95.3 ± 2.7	98.5 ± 0.1
Advanced diploma/diploma	97.2 ± 0.4	96.9 ± 0.5	96.9 ± 0.5	97.0 ± 0.7	96.9 ± 1.0	97.2 ± 1.6	96.8 ± 1.8	91.7 ± 4.5	97.0 ± 0.2
Certificate I to IV (e)	94.5 ± 0.6	95.0 ± 0.7	95.7 ± 0.6	95.9 ± 0.6	95.3 ± 0.8	95.9 ± 1.1	93.8 ± 2.7	87.5 ± 5.5	95.1 ± 0.3
Year 12 or equivalent	95.1 ± 0.8	95.0 ± 0.9	94.7 ± 0.9	93.9 ± 1.5	95.2 ± 1.2	93.9 ± 2.8	96.1 ± 2.5	88.3 ± 8.2	94.8 ± 0.4
Year 11 or equivalent or below	87.4 ± 1.2	89.5 ± 1.4	87.3 ± 1.6	84.8 ± 2.4	88.5 ± 1.9	88.8 ± 2.8	87.2 ± 5.6	53.8 ± 11.4	87.0 ± 0.8
Not stated (f)	95.0 ± 1.1	96.5 ± 1.1	91.7 ± 1.5	90.3 ± 3.6	90.2 ± 2.4	94.8 ± 3.2	94.5 ± 4.9	47.6 ± 12.9	91.3 ± 1.1

TABLE 4A.76

Table 4A.76 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (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	98.6 ± 0.2	98.9 ± 0.3	98.8 ± 0.3	98.8 ± 0.3	98.5 ± 0.5	98.5 ± 0.9	98.3 ± 0.8	97.1 ± 1.7	98.7 ± 0.1
Other business managers and associate professionals	97.9 ± 0.3	98.0 ± 0.3	97.9 ± 0.4	97.7 ± 0.6	98.0 ± 0.6	98.3 ± 1.0	97.1 ± 1.4	93.2 ± 3.8	97.9 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.0 ± 0.5	96.9 ± 0.5	96.6 ± 0.5	96.6 ± 0.7	96.8 ± 0.8	96.4 ± 1.4	96.4 ± 2.0	89.8 ± 4.0	96.4 ± 0.2
Machine operators, hospitality staff, assistants, labourers	92.8 ± 0.7	93.8 ± 1.0	93.2 ± 0.9	92.4 ± 1.4	93.8 ± 1.2	91.6 ± 2.2	93.1 ± 4.1	67.2 ± 11.2	92.9 ± 0.4
Not in paid work in previous 12 months	86.2 ± 1.3	87.1 ± 1.7	84.3 ± 2.6	81.2 ± 3.2	87.6 ± 2.4	88.2 ± 3.3	90.6 ± 4.4	49.3 ± 15.1	85.4 ± 1.0
Not stated (h)	95.0 ± 0.9	96.1 ± 1.2	91.3 ± 1.3	89.7 ± 3.1	89.7 ± 1.8	94.5 ± 2.7	94.1 ± 3.9	44.8 ± 8.6	91.0 ± 0.9
Year 9									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.3	98.1 ± 0.4	98.5 ± 0.4	99.0 ± 0.3	98.4 ± 0.5	98.9 ± 0.6	98.7 ± 0.7	96.9 ± 2.5	98.4 ± 0.2
Advanced diploma/diploma	97.0 ± 0.4	96.2 ± 0.6	97.0 ± 0.7	98.1 ± 0.5	96.5 ± 1.1	97.8 ± 1.4	96.7 ± 2.1	94.1 ± 3.7	96.9 ± 0.3
Certificate I to IV (e)	94.5 ± 0.5	94.7 ± 0.8	95.4 ± 0.7	96.9 ± 0.6	95.0 ± 1.1	96.2 ± 1.2	93.7 ± 2.6	86.5 ± 5.6	94.9 ± 0.3
Year 12 or equivalent	94.7 ± 0.9	94.2 ± 1.0	94.5 ± 1.0	95.4 ± 1.2	94.6 ± 1.6	93.4 ± 3.2	93.7 ± 3.6	89.2 ± 6.6	94.5 ± 0.4
Year 11 or equivalent or below	87.3 ± 1.1	89.2 ± 1.5	87.3 ± 1.9	88.5 ± 1.8	87.2 ± 2.2	90.4 ± 2.6	83.5 ± 6.1	52.6 ± 12.7	87.4 ± 0.7
Not stated (f)	93.2 ± 1.7	93.6 ± 2.0	92.0 ± 1.6	90.2 ± 3.9	87.0 ± 8.4	94.9 ± 3.0	95.2 ± 4.9	48.6 ± 16.8	90.3 ± 1.5
Parental occupation (g)									
Senior management and qualified professionals	98.5 ± 0.3	98.5 ± 0.3	98.5 ± 0.4	99.0 ± 0.3	98.2 ± 0.7	99.0 ± 0.6	98.4 ± 0.8	96.4 ± 2.6	98.5 ± 0.2
Other business managers and associate professionals	97.6 ± 0.3	97.8 ± 0.4	97.7 ± 0.4	98.2 ± 0.4	97.5 ± 0.7	97.7 ± 1.1	97.9 ± 1.4	95.4 ± 3.1	97.7 ± 0.2

TABLE 4A.76

Table 4A.76 NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2016 (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Tradespeople, clerks, skilled office, sales and service staff	95.7 ± 0.5	96.3 ± 0.5	96.2 ± 0.7	97.4 ± 0.6	96.5 ± 0.9	96.6 ± 1.3	96.6 ± 1.9	89.1 ± 4.6	96.1 ± 0.3
Machine operators, hospitality staff, assistants, labourers	92.7 ± 0.7	92.9 ± 1.0	92.0 ± 1.2	94.2 ± 1.2	93.1 ± 1.8	93.7 ± 1.9	88.4 ± 5.3	70.8 ± 12.9	92.7 ± 0.5
Not in paid work in previous 12 months	86.4 ± 1.2	86.1 ± 1.8	85.8 ± 2.2	85.7 ± 2.8	85.9 ± 2.8	88.1 ± 3.5	86.5 ± 6.3	45.1 ± 12.5	85.6 ± 0.9
Not stated (h)	92.9 ± 1.5	93.3 ± 2.1	91.8 ± 1.3	90.3 ± 3.0	86.9 ± 5.4	94.6 ± 3.0	93.1 ± 4.7	45.3 ± 10.8	90.2 ± 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 (2016). See chapter 2 (Statistical context) 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) Data for years 2010–2015 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.77

Table 4A.77 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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	440.9 ± 1.8	441.2 ± 1.8	431.6 ± 2.2	429.0 ± 2.5	417.0 ± 2.8	436.5 ± 5.3	428.8 ± 5.0	399.9 ± 6.7	436.0 ± 1.0
Advanced diploma/diploma	397.7 ± 1.5	402.8 ± 1.7	395.3 ± 1.9	393.2 ± 2.4	383.8 ± 3.1	400.7 ± 5.6	395.9 ± 6.1	368.4 ± 8.8	397.0 ± 0.9
Certificate I to IV (e)	378.3 ± 1.4	389.9 ± 1.5	381.7 ± 1.7	379.1 ± 2.2	370.5 ± 2.5	383.4 ± 3.8	380.5 ± 6.0	355.8 ± 8.1	381.1 ± 0.8
Year 12 or equivalent	379.8 ± 2.5	391.2 ± 2.3	374.3 ± 2.5	378.2 ± 3.2	372.0 ± 7.2	369.3 ± 6.5	382.2 ± 8.3	337.1 ±15.7	379.8 ± 1.3
Year 11 or equivalent or below	346.8 ± 2.0	366.6 ± 2.7	350.1 ± 2.8	344.5 ± 3.9	343.8 ± 3.8	354.3 ± 5.2	354.2 ±11.3	275.9 ±16.6	350.2 ± 1.5
Not stated (f)	393.2 ± 4.8	419.3 ± 8.5	373.5 ± 5.3	374.4 ± 7.1	365.3 ± 6.3	395.7 ±16.7	414.6 ±20.2	276.5 ±38.7	380.0 ± 3.5
Parental occupation (g)									
Senior management and qualified professionals	440.9 ± 2.0	445.2 ± 1.9	431.6 ± 2.4	428.6 ± 2.7	416.5 ± 3.3	432.9 ± 5.6	430.0 ± 5.6	396.4 ± 8.5	436.3 ± 1.1
Other business managers and associate professionals	417.8 ± 1.7	422.8 ± 1.8	409.0 ± 2.1	405.8 ± 2.6	395.0 ± 2.7	404.5 ± 5.4	415.2 ± 5.2	385.8 ± 9.1	414.3 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	390.9 ± 1.5	402.4 ± 1.8	388.8 ± 1.9	385.4 ± 2.5	379.1 ± 2.7	391.6 ± 4.6	391.5 ± 5.7	362.2 ± 7.9	391.7 ± 0.9
Machine operators, hospitality staff, assistants, labourers	372.6 ± 2.0	386.2 ± 1.9	370.6 ± 2.2	370.1 ± 2.9	366.5 ± 3.0	370.3 ± 5.1	379.3 ± 8.4	315.7 ±15.2	374.7 ± 1.1
Not in paid work in previous 12 months	353.5 ± 2.2	374.6 ± 2.5	351.0 ± 3.2	350.3 ± 4.8	354.9 ± 4.8	353.5 ± 5.8	360.3 ±10.9	269.5 ±20.2	358.5 ± 1.5
Not stated (h)	387.8 ± 3.7	418.3 ± 8.9	375.1 ± 3.3	375.6 ± 4.8	358.5 ± 4.6	387.5 ±14.6	393.5 ± 8.4	266.4 ±22.1	376.5 ± 2.3
Year 5									
Parental education (d)									
Bachelor degree or above	535.3 ± 2.3	530.2 ± 1.8	522.1 ± 2.1	520.9 ± 2.6	506.6 ± 2.8	521.8 ± 4.7	516.8 ± 4.3	496.9 ± 6.3	527.4 ± 1.1
Advanced diploma/diploma	493.8 ± 1.6	494.3 ± 1.8	488.3 ± 1.8	484.5 ± 2.4	478.6 ± 2.9	488.2 ± 5.2	476.4 ± 5.3	468.2 ± 7.7	490.3 ± 0.9

TABLE 4A.77

Table 4A.77 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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)	471.4 ± 1.3	480.3 ± 1.4	475.1 ± 1.6	471.8 ± 2.2	464.6 ± 2.4	469.7 ± 3.6	467.2 ± 5.8	446.7 ± 7.2	473.5 ± 0.7
Year 12 or equivalent	472.3 ± 2.4	483.7 ± 2.2	470.9 ± 2.5	472.6 ± 3.1	467.6 ± 6.9	458.0 ± 7.2	472.9 ± 7.8	450.4 ± 13.5	474.0 ± 1.3
Year 11 or equivalent or below	441.8 ± 2.1	459.1 ± 2.3	444.0 ± 2.5	438.9 ± 3.9	435.4 ± 3.4	440.3 ± 4.7	438.3 ± 8.7	378.4 ± 11.8	443.9 ± 1.3
Not stated (f)	488.4 ± 7.2	512.2 ± 6.8	467.6 ± 4.4	464.1 ± 8.5	457.5 ± 6.5	483.7 ± 24.3	495.5 ± 10.4	381.7 ± 39.9	473.2 ± 3.8
Parental occupation (g)									
Senior management and qualified professionals	533.0 ± 2.3	532.6 ± 2.0	521.3 ± 2.3	519.1 ± 2.9	508.9 ± 3.2	520.0 ± 4.8	517.6 ± 5.0	494.5 ± 10.3	526.6 ± 1.2
Other business managers and associate professionals	509.9 ± 1.9	511.3 ± 1.8	500.8 ± 1.8	496.5 ± 2.5	487.9 ± 2.7	493.6 ± 4.9	497.3 ± 4.8	474.9 ± 9.4	504.9 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	483.3 ± 1.6	491.8 ± 1.5	481.2 ± 1.7	477.0 ± 2.2	472.0 ± 2.6	476.5 ± 4.5	476.3 ± 5.8	458.5 ± 7.5	483.1 ± 0.8
Machine operators, hospitality staff, assistants, labourers	467.8 ± 2.1	478.5 ± 1.9	462.1 ± 2.2	461.8 ± 3.1	458.8 ± 2.8	453.1 ± 4.4	453.8 ± 9.1	409.6 ± 13.9	467.3 ± 1.1
Not in paid work in previous 12 months	447.2 ± 2.3	465.4 ± 2.3	446.0 ± 3.3	442.8 ± 5.2	441.6 ± 4.1	440.5 ± 5.5	455.0 ± 11.4	377.8 ± 14.1	450.8 ± 1.4
Not stated (h)	484.6 ± 5.5	510.5 ± 7.4	467.4 ± 2.9	467.6 ± 5.7	449.5 ± 4.7	474.0 ± 19.6	486.7 ± 10.1	369.1 ± 20.3	469.7 ± 2.6
Year 7									
Parental education (d)									
Bachelor degree or above	590.4 ± 4.5	585.3 ± 3.1	580.7 ± 4.2	584.6 ± 6.7	575.5 ± 3.7	580.3 ± 6.9	576.9 ± 6.8	551.8 ± 14.7	584.9 ± 2.1
Advanced diploma/diploma	547.9 ± 2.3	548.3 ± 2.2	544.6 ± 2.6	545.7 ± 3.7	544.1 ± 2.9	544.8 ± 5.6	535.8 ± 6.1	518.4 ± 12.6	546.4 ± 1.2
Certificate I to IV (e)	524.5 ± 1.9	532.4 ± 1.8	531.2 ± 2.1	530.7 ± 3.0	529.7 ± 2.4	529.6 ± 4.4	521.7 ± 6.6	503.5 ± 9.2	528.7 ± 1.0
Year 12 or equivalent	533.9 ± 3.2	539.2 ± 3.2	530.6 ± 3.1	529.0 ± 5.0	537.2 ± 8.5	520.7 ± 9.2	530.8 ± 7.0	504.9 ± 19.5	533.7 ± 1.8
Year 11 or equivalent or below	497.3 ± 2.7	514.5 ± 3.0	501.8 ± 3.2	493.1 ± 4.9	502.9 ± 3.5	496.9 ± 5.4	492.7 ± 9.8	431.0 ± 19.8	500.8 ± 1.6
Not stated (f)	550.8 ± 7.0	568.0 ± 6.7	529.4 ± 7.1	539.1 ± 16.2	524.8 ± 6.1	545.0 ± 22.6	560.2 ± 19.2	429.2 ± 39.0	539.0 ± 4.8

TABLE 4A.77

Table 4A.77 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (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	587.1 ± 4.3	586.5 ± 3.4	579.8 ± 4.2	581.7 ± 7.2	574.7 ± 4.3	578.6 ± 7.6	572.8 ± 8.0	551.3 ±15.9	583.2 ± 2.1
Other business managers and associate professionals	562.2 ± 3.2	563.8 ± 2.8	556.7 ± 2.9	556.0 ± 4.0	554.5 ± 2.7	552.8 ± 5.8	552.2 ± 7.2	528.3 ±13.1	559.8 ± 1.5
Tradespeople, clerks, skilled office, sales and service staff	537.3 ± 2.7	544.2 ± 2.1	536.2 ± 2.3	536.2 ± 3.6	536.9 ± 2.7	533.9 ± 4.9	531.6 ± 6.4	512.0 ± 8.5	538.2 ± 1.2
Machine operators, hospitality staff, assistants, labourers	521.0 ± 3.4	531.4 ± 2.8	518.3 ± 2.8	518.2 ± 4.5	523.7 ± 3.1	511.6 ± 4.7	518.8 ±13.2	465.1 ±19.5	522.5 ± 1.6
Not in paid work in previous 12 months	500.7 ± 3.1	513.0 ± 3.0	500.8 ± 4.1	491.2 ± 6.8	507.0 ± 4.7	492.5 ± 5.9	517.3 ±13.2	421.4 ±26.4	503.0 ± 1.9
Not stated (h)	548.2 ± 6.2	564.9 ± 7.5	525.4 ± 4.9	532.3 ±14.1	519.2 ± 5.2	536.1 ±16.7	553.2 ±16.2	417.3 ±20.8	533.0 ± 3.9
Year 9									
Parental education (d)									
Bachelor degree or above	631.3 ± 4.8	623.7 ± 4.8	615.3 ± 4.4	631.8 ± 7.1	608.2 ± 6.8	612.9 ± 6.0	618.9 ± 6.8	592.2 ± 8.9	624.5 ± 2.5
Advanced diploma/diploma	589.6 ± 2.8	586.5 ± 2.5	580.6 ± 2.3	593.5 ± 3.9	577.5 ± 3.8	581.6 ± 4.8	582.2 ± 7.3	564.9 ±10.6	586.5 ± 1.4
Certificate I to IV (e)	567.1 ± 1.9	571.2 ± 1.8	568.1 ± 2.1	578.7 ± 3.2	564.8 ± 3.5	567.1 ± 4.0	565.0 ± 7.2	541.4 ± 9.5	569.0 ± 1.0
Year 12 or equivalent	579.8 ± 3.5	579.1 ± 3.0	567.3 ± 2.9	579.9 ± 5.0	571.7 ±10.0	559.3 ± 8.2	571.7 ± 9.5	548.4 ±12.6	575.8 ± 1.8
Year 11 or equivalent or below	545.6 ± 2.9	557.9 ± 2.9	544.5 ± 2.9	549.3 ± 4.1	542.0 ± 4.3	545.1 ± 4.4	540.6 ±12.2	484.7 ±19.3	547.7 ± 1.6
Not stated (f)	581.0 ± 6.3	604.7 ± 7.1	568.9 ± 7.6	583.0 ±15.3	570.6 ±10.3	576.9 ±16.0	596.0 ±15.2	481.7 ±50.5	577.7 ± 4.8
Parental occupation (g)									
Senior management and qualified professionals	626.7 ± 4.4	624.0 ± 4.7	613.8 ± 4.5	627.2 ± 7.5	605.8 ± 6.6	607.7 ± 6.5	615.7 ± 8.4	586.0 ±13.1	621.6 ± 2.4

TABLE 4A.77

Table 4A.77 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2016 (per cent) (a), (b), (c)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Other business managers and associate professionals	601.9 ± 3.4	600.0 ± 3.3	592.2 ± 2.9	600.1 ± 4.2	585.9 ± 4.0	587.0 ± 5.5	592.2 ± 5.7	575.6 ±12.7	597.8 ± 1.7
Tradespeople, clerks, skilled office, sales and service staff	577.6 ± 2.6	581.1 ± 2.5	572.9 ± 2.4	583.8 ± 3.7	572.0 ± 3.7	572.8 ± 4.8	580.9 ± 8.3	550.9 ± 9.9	577.7 ± 1.3
Machine operators, hospitality staff, assistants, labourers	566.5 ± 3.8	570.7 ± 3.3	555.9 ± 2.6	570.2 ± 4.7	559.9 ± 4.2	554.2 ± 3.9	556.7 ±11.3	517.9 ±19.8	565.4 ± 1.8
Not in paid work in previous 12 months	547.9 ± 3.4	558.6 ± 3.4	543.4 ± 4.0	547.8 ± 6.7	543.7 ± 5.3	540.4 ± 5.6	561.6 ±15.9	473.9 ±17.8	549.6 ± 2.0
Not stated (h)	579.1 ± 5.6	602.7 ± 6.7	562.5 ± 3.8	579.1 ±12.5	557.0 ± 9.0	570.1 ±12.3	588.0 ±20.6	464.8 ±26.0	571.3 ± 4.0

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2016). See chapter 2 (Statistical context) 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) Data for years 2010–2015 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.78

Table 4A.78 **NAPLAN numeracy, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		2008	2015	2016	<i>Nature of differences</i>	
					2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	88.6 ± 1.4	84.4 ± 1.3	88.4 ± 1.2	■	↑
Mean scale score	no.	350.3 ± 3.1	343.0 ± 2.7	349.4 ± 2.6	■	■
Non-Indigenous students						
At or above national minimum standard	%	97.3 ± 0.2	95.4 ± 0.3	96.4 ± 0.2	■	■
Mean scale score	no.	411.3 ± 1.6	404.8 ± 1.8	408.8 ± 1.9	■	■
All students						
At or above national minimum standard	%	96.9 ± 0.2	94.7 ± 0.3	95.9 ± 0.3	■	■
Mean scale score	no.	408.9 ± 1.6	401.3 ± 1.9	405.2 ± 1.9	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	78.9 ± 1.9	85.4 ± 1.5	82.6 ± 1.5	■	■
Mean scale score	no.	424.9 ± 3.2	441.1 ± 2.4	438.1 ± 2.5	↑	■
Non-Indigenous students						
At or above national minimum standard	%	95.2 ± 0.3	96.0 ± 0.3	95.5 ± 0.3	■	■
Mean scale score	no.	490.5 ± 1.9	500.6 ± 2.0	501.5 ± 2.0	■	■
All students						
At or above national minimum standard	%	94.4 ± 0.3	95.4 ± 0.3	94.7 ± 0.3	■	■
Mean scale score	no.	487.8 ± 2.0	497.2 ± 2.0	497.8 ± 2.1	■	■

TABLE 4A.78

Table 4A.78 **NAPLAN numeracy, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 7						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	84.5 ± 2.1	86.5 ± 1.5	85.1 ± 1.4	■	■
Mean scale score	no.	485.6 ± 3.5	487.8 ± 2.9	488.5 ± 3.1	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.6 ± 0.3	96.7 ± 0.3	96.4 ± 0.3	■	■
Mean scale score	no.	554.1 ± 3.7	550.1 ± 3.7	555.8 ± 3.5	■	■
All students						
At or above national minimum standard	%	96.0 ± 0.4	96.1 ± 0.4	95.8 ± 0.4	■	■
Mean scale score	no.	551.3 ± 3.7	546.7 ± 3.7	552.0 ± 3.5	■	■
Year 9						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	80.3 ± 2.1	85.0 ± 1.5	84.4 ± 1.7	■	■
Mean scale score	no.	528.3 ± 3.5	535.8 ± 2.7	534.9 ± 3.0	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.4 ± 0.4	96.4 ± 0.4	96.1 ± 0.4	■	■
Mean scale score	no.	594.3 ± 3.5	599.6 ± 3.8	595.6 ± 3.7	■	■
All students						
At or above national minimum standard	%	94.7 ± 0.4	95.8 ± 0.4	95.4 ± 0.4	■	■
Mean scale score	no.	591.4 ± 3.5	596.0 ± 3.8	591.9 ± 3.6	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.78 **NAPLAN numeracy, NSW: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.79

Table 4A.79 NAPLAN numeracy, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	93.0 ± 2.2	85.4 ± 3.1	87.7 ± 2.4	↓	■
Mean scale score	no.	376.9 ± 5.5	361.8 ± 4.9	366.4 ± 5.0	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.8 ± 0.3	95.5 ± 0.4	96.2 ± 0.3	■	■
Mean scale score	no.	417.5 ± 1.4	410.5 ± 1.8	414.5 ± 1.9	■	■
All students						
At or above national minimum standard	%	96.5 ± 0.2	95.3 ± 0.4	95.9 ± 0.4	■	■
Mean scale score	no.	416.9 ± 1.4	409.7 ± 1.8	413.6 ± 1.9	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	83.3 ± 3.5	85.3 ± 3.0	86.3 ± 2.3	■	■
Mean scale score	no.	440.6 ± 5.4	452.7 ± 4.6	452.9 ± 4.3	↑	■
Non-Indigenous students						
At or above national minimum standard	%	95.0 ± 0.3	96.0 ± 0.4	95.5 ± 0.4	■	■
Mean scale score	no.	490.3 ± 1.6	503.7 ± 1.7	503.5 ± 1.8	↑	■
All students						
At or above national minimum standard	%	94.6 ± 0.3	95.8 ± 0.4	95.3 ± 0.4	■	■
Mean scale score	no.	489.7 ± 1.7	502.9 ± 1.7	502.5 ± 1.8	■	■

TABLE 4A.79

Table 4A.79 **NAPLAN numeracy, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		87.9 ± 3.1	88.2 ± 2.4	84.3 ± 3.0	■	■
Mean scale score	no.		492.9 ± 5.7	497.6 ± 4.7	500.7 ± 5.9	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.8 ± 0.4	96.5 ± 0.5	96.4 ± 0.5	■	■
Mean scale score	no.		553.2 ± 3.0	549.2 ± 3.0	557.0 ± 3.0	■	■
All students							
At or above national minimum standard	%		96.5 ± 0.3	96.3 ± 0.5	96.1 ± 0.5	■	■
Mean scale score	no.		552.3 ± 3.1	548.4 ± 3.0	555.9 ± 3.0	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		78.4 ± 4.5	85.0 ± 3.3	84.6 ± 3.0	↑	■
Mean scale score	no.		530.2 ± 6.1	548.5 ± 5.6	541.1 ± 5.0	■	■
Non-Indigenous students							
At or above national minimum standard	%		95.5 ± 0.5	95.8 ± 0.5	95.7 ± 0.5	■	■
Mean scale score	no.		591.5 ± 3.6	597.7 ± 3.8	593.9 ± 3.6	■	■
All students							
At or above national minimum standard	%		95.2 ± 0.4	95.6 ± 0.6	95.4 ± 0.6	■	■
Mean scale score	no.		590.7 ± 3.7	597.0 ± 3.8	592.9 ± 3.6	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

TABLE 4A.79

Table 4A.79 NAPLAN numeracy, Victoria: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.80

Table 4A.80 **NAPLAN numeracy, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		75.5 ± 3.2	82.9 ± 1.9	85.7 ± 2.0	↑	■
Mean scale score	no.		316.2 ± 6.4	338.1 ± 3.6	340.6 ± 4.3	↑	■
Non-Indigenous students							
At or above national minimum standard	%		93.3 ± 0.5	96.1 ± 0.3	96.9 ± 0.3	↑	■
Mean scale score	no.		371.9 ± 2.1	397.2 ± 1.9	401.1 ± 2.1	↑	■
All students							
At or above national minimum standard	%		92.0 ± 0.6	95.0 ± 0.4	96.0 ± 0.4	↑	■
Mean scale score	no.		367.9 ± 2.2	392.2 ± 2.0	396.3 ± 2.2	↑	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		69.5 ± 3.1	83.1 ± 2.1	80.2 ± 2.1	↑	■
Mean scale score	no.		406.8 ± 5.2	434.5 ± 3.9	432.7 ± 3.8	↑	■
Non-Indigenous students							
At or above national minimum standard	%		92.0 ± 0.5	96.6 ± 0.3	95.8 ± 0.4	↑	■
Mean scale score	no.		462.3 ± 1.9	490.7 ± 1.9	492.7 ± 2.0	↑	■
All students							
At or above national minimum standard	%		90.4 ± 0.6	95.5 ± 0.4	94.7 ± 0.5	↑	■
Mean scale score	no.		458.2 ± 2.1	486.0 ± 2.0	488.3 ± 2.1	↑	■

TABLE 4A.80

Table 4A.80 **NAPLAN numeracy, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		81.8 ± 2.7	87.6 ± 1.7	82.9 ± 2.1	■	↓
Mean scale score	no.		483.2 ± 7.6	489.4 ± 3.6	488.3 ± 4.1	■	■
Non-Indigenous students							
At or above national minimum standard	%		95.9 ± 0.3	96.9 ± 0.4	96.7 ± 0.5	■	■
Mean scale score	no.		543.2 ± 2.2	543.2 ± 3.2	550.5 ± 3.5	■	■
All students							
At or above national minimum standard	%		94.9 ± 0.4	96.2 ± 0.5	95.6 ± 0.6	■	■
Mean scale score	no.		539.0 ± 2.3	538.9 ± 3.3	545.9 ± 3.6	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		73.2 ± 3.6	87.8 ± 1.6	83.4 ± 2.7	↑	↓
Mean scale score	no.		515.9 ± 9.1	539.0 ± 3.7	532.0 ± 4.1	↑	■
Non-Indigenous students							
At or above national minimum standard	%		93.8 ± 0.7	97.0 ± 0.4	96.3 ± 0.5	↑	■
Mean scale score	no.		574.7 ± 3.3	588.5 ± 3.3	585.9 ± 3.5	■	■
All students							
At or above national minimum standard	%		92.4 ± 0.8	96.3 ± 0.5	95.3 ± 0.6	↑	■
Mean scale score	no.		570.7 ± 3.5	584.7 ± 3.3	581.9 ± 3.5	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.80 **NAPLAN numeracy, Queensland: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.81

Table 4A.81 **NAPLAN numeracy, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		75.5 ± 3.4	69.5 ± 3.3	76.2 ± 2.9	■	↑
Mean scale score	no.		313.9 ± 5.1	305.5 ± 6.4	319.4 ± 5.4	■	↑
Non-Indigenous students							
At or above national minimum standard	%		96.1 ± 0.6	95.6 ± 0.5	96.4 ± 0.4	■	■
Mean scale score	no.		387.4 ± 2.2	395.5 ± 2.6	400.8 ± 2.5	↑	■
All students							
At or above national minimum standard	%		94.5 ± 0.6	93.7 ± 0.6	95.0 ± 0.5	■	■
Mean scale score	no.		381.9 ± 2.4	388.6 ± 2.8	395.0 ± 2.7	■	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		61.6 ± 3.4	71.0 ± 3.6	65.8 ± 3.7	■	■
Mean scale score	no.		393.0 ± 4.6	410.3 ± 5.4	404.2 ± 6.3	■	■
Non-Indigenous students							
At or above national minimum standard	%		93.7 ± 0.6	96.2 ± 0.4	95.5 ± 0.5	↑	■
Mean scale score	no.		466.5 ± 2.3	490.9 ± 2.5	492.6 ± 2.5	↑	■
All students							
At or above national minimum standard	%		91.1 ± 0.8	94.3 ± 0.6	93.4 ± 0.7	↑	■
Mean scale score	no.		460.7 ± 2.5	484.7 ± 2.7	486.2 ± 2.8	↑	■

TABLE 4A.81

Table 4A.81 **NAPLAN numeracy, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		74.2 ± 3.9	78.7 ± 3.1	73.6 ± 3.9	■	■
Mean scale score	no.		463.2 ± 5.2	469.4 ± 4.6	464.6 ± 6.7	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.5 ± 0.4	96.9 ± 0.6	96.7 ± 0.6	■	■
Mean scale score	no.		539.5 ± 2.8	543.9 ± 5.2	554.2 ± 5.5	↑	■
All students							
At or above national minimum standard	%		94.7 ± 0.6	95.6 ± 0.7	95.1 ± 0.8	■	■
Mean scale score	no.		533.7 ± 3.0	538.3 ± 5.3	548.1 ± 5.7	↑	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		66.2 ± 3.7	81.3 ± 3.1	77.6 ± 3.4	↑	■
Mean scale score	no.		500.6 ± 5.3	526.1 ± 5.3	520.7 ± 5.4	↑	■
Non-Indigenous students							
At or above national minimum standard	%		94.3 ± 0.9	97.5 ± 0.5	97.4 ± 0.5	↑	■
Mean scale score	no.		576.4 ± 5.1	601.5 ± 5.4	600.7 ± 5.5	↑	■
All students							
At or above national minimum standard	%		92.3 ± 1.1	96.4 ± 0.6	95.9 ± 0.7	↑	■
Mean scale score	no.		570.7 ± 5.2	596.0 ± 5.6	594.9 ± 5.6	↑	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.81 **NAPLAN numeracy, WA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.82

Table 4A.82 **NAPLAN numeracy, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			2008	2015	2016	2008 to 2016	2015 to 2016
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		79.2 ± 4.5	71.1 ± 4.4	78.0 ± 4.1	■	↑
Mean scale score	no.		330.7 ± 6.5	313.4 ± 7.1	326.2 ± 7.3	■	■
Non-Indigenous students							
At or above national minimum standard	%		94.6 ± 0.8	93.9 ± 0.8	95.1 ± 0.6	■	■
Mean scale score	no.		391.7 ± 2.5	385.5 ± 3.0	388.1 ± 2.9	■	■
All students							
At or above national minimum standard	%		93.8 ± 0.9	92.8 ± 0.9	94.2 ± 0.7	■	■
Mean scale score	no.		388.8 ± 2.7	382.1 ± 3.1	385.2 ± 3.0	■	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		68.5 ± 5.3	74.5 ± 4.4	71.0 ± 4.4	■	■
Mean scale score	no.		409.1 ± 6.8	415.7 ± 7.2	413.6 ± 7.5	■	■
Non-Indigenous students							
At or above national minimum standard	%		91.7 ± 0.9	95.0 ± 0.7	93.9 ± 0.8	↑	■
Mean scale score	no.		462.9 ± 2.7	480.9 ± 2.9	479.4 ± 2.8	↑	■
All students							
At or above national minimum standard	%		90.5 ± 1.0	94.0 ± 0.8	92.8 ± 0.9	■	■
Mean scale score	no.		460.4 ± 2.8	477.9 ± 3.0	476.3 ± 2.9	↑	■

TABLE 4A.82

Table 4A.82 **NAPLAN numeracy, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

						<i>Nature of differences</i>	
		<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>	
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%	75.9 ± 5.2	83.0 ± 4.0	79.9 ± 4.0	■	■	
Mean scale score	no.	468.7 ± 7.0	477.7 ± 5.6	478.1 ± 6.0	■	■	
Non-Indigenous students							
At or above national minimum standard	%	95.4 ± 0.7	96.4 ± 0.6	95.9 ± 0.6	■	■	
Mean scale score	no.	539.2 ± 3.1	535.3 ± 3.1	545.5 ± 3.3	■	■	
All students							
At or above national minimum standard	%	94.5 ± 0.8	95.8 ± 0.6	95.2 ± 0.7	■	■	
Mean scale score	no.	536.2 ± 3.3	532.7 ± 3.1	542.6 ± 3.4	■	■	
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%	68.7 ± 6.0	82.9 ± 4.5	80.1 ± 4.2	↑	■	
Mean scale score	no.	508.8 ± 8.2	529.0 ± 6.5	523.7 ± 5.7	↑	■	
Non-Indigenous students							
At or above national minimum standard	%	93.7 ± 1.1	95.6 ± 1.0	95.0 ± 1.3	■	■	
Mean scale score	no.	574.6 ± 5.1	581.0 ± 5.3	579.1 ± 5.3	■	■	
All students							
At or above national minimum standard	%	92.0 ± 1.8	95.0 ± 1.0	94.4 ± 1.4	↑	■	
Mean scale score	no.	571.1 ± 5.4	578.9 ± 5.5	577.2 ± 5.5	■	■	

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.82 **NAPLAN numeracy, SA: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.83

Table 4A.83 **NAPLAN numeracy, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	94.5 ± 2.8	89.7 ± 4.0	94.0 ± 2.3	■	■
Mean scale score	no.	377.1 ± 8.2	359.4 ± 7.4	364.3 ± 6.3	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.8 ± 0.6	94.4 ± 1.1	95.9 ± 1.0	■	■
Mean scale score	no.	401.6 ± 4.5	392.4 ± 4.6	396.5 ± 4.9	■	■
All students						
At or above national minimum standard	%	96.7 ± 0.6	94.0 ± 1.2	95.8 ± 0.9	■	↑
Mean scale score	no.	399.9 ± 4.2	391.3 ± 5.7	394.6 ± 5.1	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	87.8 ± 3.9	90.5 ± 3.2	89.6 ± 3.0	■	■
Mean scale score	no.	447.4 ± 7.6	452.3 ± 6.8	450.3 ± 6.0	■	■
Non-Indigenous students						
At or above national minimum standard	%	92.9 ± 1.1	95.3 ± 0.8	94.3 ± 1.0	■	■
Mean scale score	no.	467.5 ± 4.5	484.4 ± 4.2	483.4 ± 4.7	↑	■
All students						
At or above national minimum standard	%	92.1 ± 1.2	94.9 ± 0.9	94.0 ± 1.0	■	■
Mean scale score	no.	464.6 ± 4.4	483.1 ± 4.9	481.3 ± 5.1	↑	■

TABLE 4A.83

Table 4A.83 **NAPLAN numeracy, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		92.4 ± 2.7	91.3 ± 3.7	89.3 ± 3.3	■	■
Mean scale score	no.		512.3 ± 7.6	496.9 ± 5.8	498.8 ± 7.8	↓	■
Non-Indigenous students							
At or above national minimum standard	%		95.5 ± 1.2	96.5 ± 0.9	95.8 ± 1.1	■	■
Mean scale score	no.		536.9 ± 7.5	530.9 ± 5.9	541.2 ± 7.4	■	■
All students							
At or above national minimum standard	%		95.2 ± 1.3	96.0 ± 1.0	95.3 ± 1.2	■	■
Mean scale score	no.		533.8 ± 7.3	528.8 ± 6.2	539.5 ± 7.6	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		88.5 ± 3.7	90.0 ± 3.9	91.1 ± 3.5	■	■
Mean scale score	no.		551.0 ± 9.5	545.1 ± 6.6	549.1 ± 6.7	■	■
Non-Indigenous students							
At or above national minimum standard	%		93.1 ± 1.5	96.4 ± 0.9	96.2 ± 1.0	↑	■
Mean scale score	no.		570.2 ± 7.2	579.7 ± 6.5	578.6 ± 6.1	■	■
All students							
At or above national minimum standard	%		92.3 ± 1.8	95.8 ± 1.1	95.7 ± 1.1	↑	■
Mean scale score	no.		568.0 ± 7.2	577.3 ± 6.7	576.5 ± 6.1	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.83 **NAPLAN numeracy, Tasmania: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.84

Table 4A.84 **NAPLAN numeracy, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	88.4 ± 9.3	85.4 ± 7.8	87.6 ± 6.8	■	■
Mean scale score	no.	355.1 ±16.2	349.2 ±12.4	348.4 ±13.1	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.7 ± 1.1	96.3 ± 1.0	97.2 ± 0.8	■	■
Mean scale score	no.	413.1 ± 5.0	411.7 ± 4.9	413.3 ± 5.3	■	■
All students						
At or above national minimum standard	%	96.4 ± 1.2	96.0 ± 1.0	96.9 ± 0.8	■	■
Mean scale score	no.	411.5 ± 5.1	410.0 ± 5.0	411.9 ± 5.4	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	82.3 ± 8.5	87.6 ± 5.5	82.7 ± 8.8	■	■
Mean scale score	no.	428.5 ±14.0	447.1 ±11.1	443.6 ±16.4	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.3 ± 1.1	96.8 ± 1.1	96.6 ± 0.9	■	■
Mean scale score	no.	485.3 ± 5.6	503.5 ± 5.6	498.7 ± 5.1	↑	■
All students						
At or above national minimum standard	%	94.9 ± 1.2	96.5 ± 1.1	96.3 ± 1.0	■	■
Mean scale score	no.	483.8 ± 5.8	501.8 ± 5.6	497.2 ± 5.1	↑	■

TABLE 4A.84

Table 4A.84 **NAPLAN numeracy, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		90.3 ± 7.6	86.1 ± 6.6	87.3 ± 8.1	■	■
Mean scale score	no.		504.7 ±14.3	499.0 ±12.7	499.9 ±12.5	■	■
Non-Indigenous students							
At or above national minimum standard	%		97.3 ± 1.1	97.0 ± 1.2	96.9 ± 1.1	■	■
Mean scale score	no.		557.5 ±10.1	550.3 ± 9.1	557.0 ± 8.3	■	■
All students							
At or above national minimum standard	%		97.1 ± 1.2	96.7 ± 1.2	96.7 ± 1.2	■	■
Mean scale score	no.		556.2 ±10.1	549.4 ± 9.1	555.6 ± 8.3	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		83.8 ±11.1	85.3 ± 8.4	84.3 ± 9.5	■	■
Mean scale score	no.		546.5 ±14.6	545.1 ±12.7	550.9 ±14.4	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.9 ± 1.1	95.5 ± 1.6	96.7 ± 1.5	■	■
Mean scale score	no.		596.0 ±10.2	600.5 ±10.1	598.5 ± 8.6	■	■
All students							
At or above national minimum standard	%		96.6 ± 1.2	95.2 ± 1.7	96.4 ± 1.6	■	■
Mean scale score	no.		594.9 ±10.3	599.6 ±10.0	597.3 ± 8.6	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.84 **NAPLAN numeracy, ACT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.85

Table 4A.85 **NAPLAN numeracy, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			2008	2015	2016	2008 to 2016	2015 to 2016
Year 3							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		52.4 ± 6.9	48.6 ± 6.3	50.0 ± 7.2	■	■
Mean scale score	no.		275.0 ±11.0	269.5 ± 9.5	266.0 ±14.2	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.5 ± 1.3	94.5 ± 1.6	95.2 ± 1.8	■	■
Mean scale score	no.		386.9 ± 5.9	377.7 ± 6.5	387.2 ± 7.2	■	■
All students							
At or above national minimum standard	%		77.0 ± 5.6	75.0 ± 5.4	77.9 ± 5.4	■	■
Mean scale score	no.		338.4 ±12.4	332.0 ±11.9	341.2 ±13.6	■	■
Year 5							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		38.3 ± 6.3	45.9 ± 6.7	43.8 ± 6.2	■	■
Mean scale score	no.		355.9 ±10.0	370.0 ±11.5	367.5 ±10.4	■	■
Non-Indigenous students							
At or above national minimum standard	%		91.6 ± 2.2	94.3 ± 2.1	94.9 ± 2.1	↑	■
Mean scale score	no.		459.4 ± 5.4	477.1 ± 7.5	483.6 ± 7.6	↑	■
All students							
At or above national minimum standard	%		69.1 ± 5.9	72.7 ± 6.3	73.5 ± 6.2	■	■
Mean scale score	no.		416.3 ±11.0	429.3 ±13.6	435.5 ±13.7	■	■

TABLE 4A.85

Table 4A.85 **NAPLAN numeracy, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

					<i>Nature of differences</i>	
		<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	50.2 ± 7.4	54.2 ± 8.1	47.3 ± 7.8	■	■
Mean scale score	no.	428.3 ±11.3	427.2 ±13.1	418.1 ±14.0	■	■
Non-Indigenous students						
At or above national minimum standard	%	95.6 ± 2.0	95.8 ± 2.1	95.4 ± 2.3	■	■
Mean scale score	no.	534.2 ± 9.3	529.9 ±10.5	538.8 ±12.7	■	■
All students						
At or above national minimum standard	%	75.9 ± 7.2	77.4 ± 7.5	74.3 ± 8.2	■	■
Mean scale score	no.	488.1 ±15.8	484.7 ±17.1	486.2 ±20.3	■	■
Year 9						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	46.1 ± 9.3	56.9 ± 7.6	46.1 ± 8.3	■	■
Mean scale score	no.	470.5 ±15.9	487.2 ±10.7	467.2 ±15.9	■	↓
Non-Indigenous students						
At or above national minimum standard	%	93.6 ± 2.6	96.0 ± 2.2	96.0 ± 2.4	■	■
Mean scale score	no.	575.4 ±10.6	576.6 ±10.4	577.5 ±11.7	■	■
All students						
At or above national minimum standard	%	74.1 ± 7.5	79.1 ± 6.9	75.2 ± 8.4	■	■
Mean scale score	no.	532.6 ±17.2	538.2 ±14.5	531.9 ±18.4	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.85 **NAPLAN numeracy, NT: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

TABLE 4A.86

Table 4A.86 **NAPLAN numeracy, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

		<i>Nature of differences</i>				
		2008	2015	2016	2008 to 2016	2015 to 2016
Year 3						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	78.6 ± 1.7	78.2 ± 1.3	82.6 ± 1.2	■	■
Mean scale score	no.	327.6 ± 3.3	330.0 ± 2.5	336.8 ± 2.6	■	■
Non-Indigenous students						
At or above national minimum standard	%	96.0 ± 0.2	95.5 ± 0.2	96.4 ± 0.1	■	■
Mean scale score	no.	400.5 ± 1.0	402.0 ± 0.9	406.1 ± 1.0	■	■
All students						
At or above national minimum standard	%	95.0 ± 0.2	94.4 ± 0.2	95.5 ± 0.2	■	■
Mean scale score	no.	396.9 ± 1.0	397.8 ± 1.0	402.0 ± 1.0	■	■
Year 5						
Aboriginal and Torres Strait Islander students (c)						
At or above national minimum standard	%	69.2 ± 1.7	78.6 ± 1.5	76.1 ± 1.4	↑	■
Mean scale score	no.	408.0 ± 2.8	428.0 ± 2.5	426.0 ± 2.5	↑	■
Non-Indigenous students						
At or above national minimum standard	%	94.0 ± 0.2	96.1 ± 0.2	95.5 ± 0.2	■	■
Mean scale score	no.	479.5 ± 1.0	496.5 ± 1.0	497.1 ± 1.0	↑	■
All students						
At or above national minimum standard	%	92.7 ± 0.2	95.1 ± 0.2	94.3 ± 0.2	■	■
Mean scale score	no.	475.9 ± 1.1	492.5 ± 1.0	493.1 ± 1.0	↑	■

TABLE 4A.86

Table 4A.86 **NAPLAN numeracy, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

			<i>Nature of differences</i>				
			<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
Year 7							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		78.6 ± 1.7	82.8 ± 1.5	79.4 ± 1.4	■	■
Mean scale score	no.		476.2 ± 3.4	480.5 ± 2.7	479.8 ± 2.7	■	■
Non-Indigenous students							
At or above national minimum standard	%		96.4 ± 0.2	96.7 ± 0.2	96.5 ± 0.2	■	■
Mean scale score	no.		548.6 ± 1.6	546.2 ± 1.7	553.7 ± 1.7	■	■
All students							
At or above national minimum standard	%		95.4 ± 0.2	95.9 ± 0.2	95.5 ± 0.2	■	■
Mean scale score	no.		545.0 ± 1.6	542.5 ± 1.7	549.7 ± 1.7	■	■
Year 9							
Aboriginal and Torres Strait Islander students (c)							
At or above national minimum standard	%		72.5 ± 2.0	82.8 ± 1.3	79.7 ± 1.6	↑	■
Mean scale score	no.		515.1 ± 4.0	531.9 ± 2.3	526.6 ± 2.8	■	■
Non-Indigenous students							
At or above national minimum standard	%		94.8 ± 0.3	96.4 ± 0.2	96.1 ± 0.2	■	■
Mean scale score	no.		585.7 ± 1.8	595.2 ± 1.9	592.5 ± 1.9	■	■
All students							
At or above national minimum standard	%		93.6 ± 0.3	95.7 ± 0.2	95.2 ± 0.3	■	■
Mean scale score	no.		582.2 ± 1.8	591.7 ± 1.9	588.9 ± 1.9	■	■

Nature of differences. For the *Percentage of students at or above the national minimum standard* or the for *Mean scale score* :

Table 4A.86 **NAPLAN numeracy, Australia: Proportion of students who achieved at or above the national minimum standard and Mean scale scores, 2008, 2015 and 2016 (a), (b)**

	<i>Nature of differences</i>				
	<i>2008</i>	<i>2015</i>	<i>2016</i>	<i>2008 to 2016</i>	<i>2015 to 2016</i>
▲	indicates data are substantially higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
↑	indicates data are higher than and are statistically significantly different from the base year (or previous year) for this State/Territory				
■	indicates data are equal to or not statistically different from the base year (or previous year) for this State/Territory				
↓	indicates data are lower than and are statistically significantly different from the base year (or previous year) for this State/Territory				
▼	indicates data are substantially lower than and are statistically significantly different from the base year (or previous year) for this State/Territory.				
(a)	The data reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. The confidence intervals are for the specific year and do not provide an indication of statistically significant difference between years. See chapter 2 (Statistical context) 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 2016 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016*, ACARA, Sydney.

NAP Science

Table 4A.87 **National Assessment Program, science literacy performance: achievement levels (a), (b), (c)**

	<i>NSW</i>	<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 Year 6 students at achievement levels, 2015									
Level 4 or above	na	na	na	na	na	na	na	na	na
Level 3.3	na	na	na	na	na	na	na	na	na
Level 3.2	na	na	na	na	na	na	na	na	na
Level 3.1	na	na	na	na	na	na	na	na	na
Level 2 and below	na	na	na	na	na	na	na	na	na
Proportion of year 6 students at or above the proficient standard (d)									
2015	na	na	na	na	na	na	na	na	na
2012	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
2009	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
2006	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
Statistical significance of the difference from previous assessments									
2012–2015	na	na	na	na	na	na	na	na	na
2009–2015	na	na	na	na	na	na	na	na	na
2006–2015	na	na	na	na	na	na	na	na	na

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

- (a) Results from the 2015 NAP science literacy study were not available in time for publication in this Report. 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 ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See chapter 2 (Statistical context) for more information on confidence intervals.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.

Table 4A.87 **National Assessment Program, science literacy performance: achievement levels (a), (b), (c)**

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

na Not available.

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

Table 4A.88 National Assessment Program, science literacy performance: mean scores (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
National Assessment Program, Year 6 mean scores for science literacy									
2015	na	na	na	na	na	na	na	na	na
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
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
2006	411 ±12.5	408 ±10.2	387 ± 8.6	381 ±10.0	392 ±10.0	406 ±12.1	418 ±14.3	325 ±33.7	400 ± 5.4
Statistical significance of the mean score, across jurisdictions, 2015									
Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
<i>NSW</i>	..	na	na	na	na	na	na	na	na
<i>Vic</i>	na	..	na	na	na	na	na	na	na
<i>Qld</i>	na	na	..	na	na	na	na	na	na
<i>WA</i>	na	na	na	..	na	na	na	na	na
<i>SA</i>	na	na	na	na	..	na	na	na	na
<i>Tas</i>	na	na	na	na	na	..	na	na	na
<i>ACT</i>	na	na	na	na	na	na	..	na	na
<i>NT</i>	na	na	na	na	na	na	na	..	na

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

- (a) Results from the 2015 NAP science literacy study were not available in time for publication in this Report. 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 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 reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.
- (d) 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.

Table 4A.88 **National Assessment Program, science literacy performance: mean scores (a), (b), (c)**

	<i>NSW</i>	<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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na Not available. .. Not applicable.

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

Table 4A.89 **National Assessment Program, proportion of Year 6 students at or above proficient standard in science achievement performance, by equity group, Australia (a), (b), (c), (d), (e)**

	Year 6 students			
	2006	2009	2012	2015
Sex				
Male students	54.9 ± 2.5	52.3 ± 2.6	51.7 ± 2.6	na
Female students	53.7 ± 2.3	51.7 ± 2.6	51.1 ± 2.2	na
Indigenous status				
Aboriginal and Torres Strait Islander students	25.5 ± 10.0	19.6 ± 6.0	20.1 ± 5.8	na
Non-Indigenous students	54.7 ± 2.2	53.9 ± 2.3	52.8 ± 2.0	na
Language Background Other Than English (LBOTE)				
LBOTE students	na	48.9 ± 2.6	47.6 ± 2.3	na
Geographic location				
Metropolitan areas	55.4	53.4 ± 2.6	53.2 ± 2.3	na
Provincial areas	53.4	49.5 ± 4.1	47.0 ± 4.4	na
Remote areas	35.5	33.9 ± 8.2	41.7 ± 9.2	na
All students	54.3 ± 2.1	51.9 ± 2.2	51.4 ± 2.0	na

- (a) Results from the 2015 NAP science literacy study were not available in time for publication in this Report. 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) 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.
- (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 chapter 2 (Statistical context) for more information on confidence intervals.
- (d) Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location. Confidence intervals are not available for achievement by geolocation data in 2006.

Table 4A.89 **National Assessment Program, proportion of Year 6 students at or above proficient standard in science achievement performance, by equity group, Australia (a), (b), (c), (d), (e)**

	<i>Year 6 students</i>			
	<i>2006</i>	<i>2009</i>	<i>2012</i>	<i>2015</i>

(e) Estimates in italics have relative standard errors greater than 25 per cent.

na Not available.

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

NAP Civics

TABLE 4A.90

Table 4A.90 **National Assessment Program, civics and citizenship literacy performance: achievement levels (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 6 students									
Proportion of Year 6 students at achievement levels, 2013									
Level 4 or above	2 ± 0.9	1 ± 0.7	– ± 0.7	– ± 0.6	– ± 0.7	– ± 0.8	1 ± 1.5	– ± 0.3	1 ± 0.4
Level 3	17 ± 3.5	14 ± 4.2	9 ± 2.9	10 ± 3.6	8 ± 3.0	8 ± 3.6	15 ± 3.7	4 ± 2.2	13 ± 1.6
Level 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 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
Below level 1	15 ± 3.0	10 ± 2.6	19 ± 3.4	19 ± 4.7	19 ± 3.9	19 ± 3.4	8 ± 3.6	37 ± 9.3	15 ± 1.5
Proportion of year 6 students at or above the proficient standard (level 2 or above)									
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
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
2007	64 ± 6.3	59 ± 5.5	41 ± 5.9	40 ± 4.3	43 ± 6.8	53 ± 6.9	60 ± 8.7	28 ± 6.6	53 ± 2.8
2004	57 ± 6.6	58 ± 5.3	37 ± 6.4	39 ± 5.7	43 ± 6.7	48 ± 6.6	61 ± 4.7	41 ± 7.1	50 ± 3.0
Statistical significance of the difference from previous assessments									
2010–2013	■	■	■	■	■	■	■	■	■
2007–2013	■	■	■	■	■	■	■	■	■
2004–2013	■	■	■	■	■	■	■	↓	■
Year 10 students									
Proportion of Year 6 students at achievement levels, 2013									
Level 5 or above	1 ± 1.3	1 ± 1.1	– ± 0.4	– ± 0.6	– ± 0.5	– ± 0.3	1 ± 1.3	–	1 ± 0.4
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 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 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 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

TABLE 4A.90

Table 4A.90 **National Assessment Program, civics and citizenship literacy performance: achievement levels (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Below 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
Proportion of year 6 students at or above the proficient standard (level 3 or above)									
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
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
2007	52 ± 5.1	40 ± 4.8	30 ± 5.0	33 ± 6.9	43 ± 7.8	38 ± 5.8	50 ± 7.5	33 ± 10.9	42 ± 2.6
2004	48 ± 4.9	40 ± 7.4	30 ± 5.5	36 ± 6.1	29 ± 4.8	37 ± 4.7	48 ± 7.6	36 ± 14.6	39 ± 2.8
Statistical significance of the difference from previous assessments									
2010–2013	↓	■	■	■	■	■	■	↓	■
2007–2013	■	↑	■	↑	■	■	■	■	■
2004–2013	■	■	■	■	■	■	■	■	■

↑ = 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 chapter 2 (Statistical context) for more information on confidence intervals.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.
– Nil or rounded to zero.

Source: MCEETYA 2006, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA 2011, *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney; ACARA 2014, *National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.91

Table 4A.91 National Assessment Program, civics and citizenship literacy performance: mean scores (a), (b), (c)

	<i>NSW</i>	<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									
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
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
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
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

Statistical significance of the mean score, across jurisdictions, 2013

Performance of:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	↓	↓	↓	↓	■	↓
<i>Vic</i>	■	..	↓	↓	↓	↓	■	↓
<i>Qld</i>	↑	↑	..	■	■	■	↑	↓
<i>WA</i>	↑	↑	■	..	■	■	↑	↓
<i>SA</i>	↑	↑	■	■	..	■	↑	↓
<i>Tas</i>	↑	↑	■	■	■	..	↑	↓
<i>ACT</i>	■	■	↓	↓	↓	↓	..	↓
<i>NT</i>	↑	↑	↑	↑	↑	↑	↑	..

Year 10 mean scores

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
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
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
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

TABLE 4A.91

Table 4A.91 National Assessment Program, civics and citizenship literacy performance: mean scores (a), (b), (c)

	<i>NSW</i>	<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 significance of the mean score, across jurisdictions, 2013									
Performance of:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Compared to:	<i>NSW</i>	..	■	↓	↓	↓	■	↓	
	<i>Vic</i>	■	..	↓	■	↓	■	↓	
	<i>Qld</i>	↑	↑	..	↑	■	↑	↓	
	<i>WA</i>	↑	■	↓	..	↓	■	↓	
	<i>SA</i>	↑	↑	■	↑	..	↑	↓	
	<i>Tas</i>	↑	↑	■	↑	■	..	↑	↓
	<i>ACT</i>	■	■	↓	■	↓	↓	..	↓
	<i>NT</i>	↑	↑	↑	↑	↑	↑	↑	..

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

(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 reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.

(b) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: MCEETYA 2006, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA 2011, *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney; ACARA 2014, *National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.92

Table 4A.92 **National Assessment Program, proportion of Year 6 students at or above proficient standard in civics and citizenship achievement performance, by equity group, Australia (a), (b), (c), (d)**

	Year 6 students			Year 10 students		
	2007	2010	2013	2007	2010	2013
Sex						
Male students	50 ± 3.3	49 ± 3.4	48 ± 3.4	38 ± 3.7	44 ± 4.5	42 ± 3.7
Female students	57 ± 3.4	55 ± 3.1	55 ± 2.7	45 ± 3.4	53 ± 4.7	46 ± 4.0
Indigenous status						
Aboriginal and Torres Strait Islander students	26 ±13.6	16 ± 7.8	22 ± 8.1	19 ± 8.1	17 ± 7.7	17 ±10.4
Non-Indigenous students	54 ± 3.1	54 ± 2.6	51 ± 2.6	42 ± 2.6	50 ± 3.8	45 ± 3.1
Language Background Other Than English (LBOTE)						
LBOTE students	49 ± 7.8	na	50 ± 6.9	39 ± 5.6	na	45 ± 8.2
Geographic location						
Metropolitan areas	57 ± 3.3	55 ± 2.8	55 ± 2.7	43 ± 3.2	53 ± 4.0	48 ± 3.1
Provincial areas	48 ± 5.9	46 ± 5.0	43 ± 5.5	37 ± 7.1	38 ± 8.4	36 ± 4.8
Remote areas	28 ±11.6	28 ± 7.6	31 ±19.2	24 ±12.1	28 ±12.5	23 ± 9.9
Parental occupation (e)						
Senior managers and professionals	na	na	67 ± 3.9	na	na	63 ± 4.5
Other managers, associate professionals	na	na	62 ± 3.8	na	na	50 ± 4.3
Skilled trades, clerical and sales	na	na	46 ± 4.9	na	na	38 ± 4.8
Unskilled manual, office and sales	na	na	34 ± 5.9	na	na	32 ± 7.0
Not in paid work in last 12 months	na	na	24 ± 8.1	na	na	31 ±12.4
All students	53 ± 2.8	52 ± 2.4	52 ± 2.4	42 ± 2.6	49 ± 3.7	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.

Table 4A.92 **National Assessment Program, proportion of Year 6 students at or above proficient standard in civics and citizenship achievement performance, by equity group, Australia (a), (b), (c), (d)**

	Year 6 students			Year 10 students		
	2007	2010	2013	2007	2010	2013

(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 chapter 2 (Statistical context) for more information on confidence intervals.

(c) Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location.

(d) Estimates in italics have relative standard errors greater than 25 per cent.

(e) The achievement percentages are not available by parental occupation for 2007 and 2010.

na Not available.

Source: MCEETYA 2006, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA 2011, *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney; ACARA 2014, *National Assessment Program - Civics and citizenship Year 6 and 10 Report 2013*, Sydney.

NAP ICT

TABLE 4A.93

Table 4A.93 National Assessment Program, information and communication technologies: achievement levels (a), (b), (c)

	<i>NSW</i>	<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 students									
Proportion of Year 6 students at achievement levels, 2014									
Level 4 or 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
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 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
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
Proportion of year 6 students at or above the proficient standard (level 2 or above) (d)									
2014	55 ± 4.9	64 ± 4.5	48 ± 5.8	52 ± 4.8	59 ± 4.3	46 ± 5.4	58 ± 10.6	43 ± 6.3	55 ± 2.5
2011	66 ± 4.1	64 ± 3.8	55 ± 4.8	59 ± 5.5	62 ± 4.9	51 ± 5.5	74 ± 8.3	42 ± 9.2	62 ± 2.0
2008	55 ± 5.7	66 ± 6.5	48 ± 5.3	51 ± 4.1	64 ± 5.3	52 ± 7.0	75 ± 6.6	42 ± 10.6	57 ± 2.8
2005	51 ± 6.6	58 ± 6.3	38 ± 5.3	40 ± 5.4	52 ± 5.0	49 ± 9.0	58 ± 12.5	36 ± 10.0	49 ± 3.0
Statistical significance of the difference from previous assessments									
2011–2014	↓	■	■	■	■	■	↓	■	↓
2008–2014	■	■	■	■	■	■	↓	■	■
2005–2014	■	■	↑	↑	■	■	■	■	■
Year 10 students									
Proportion of Year 6 students at achievement levels, 2014									
Level 5 or 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
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 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 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
Proportion of year 6 students at or above the proficient standard (level 3 or above) (d)									
2014	50 ± 5.5	55 ± 5.9	47 ± 5.6	57 ± 5.8	57 ± 5.9	51 ± 5.8	60 ± 9.1	43 ± 9.1	52 ± 2.5

TABLE 4A.93

Table 4A.93 **National Assessment Program, information and communication technologies: achievement levels (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011	66 ± 5.3	68 ± 4.9	63 ± 4.3	61 ± 4.0	63 ± 5.6	54 ± 7.1	72 ± 7.0	48 ± 8.8	65 ± 2.3
2008	67 ± 5.4	70 ± 6.7	62 ± 6.2	65 ± 5.9	65 ± 4.9	58 ± 7.4	77 ± 6.1	46 ± 13.4	66 ± 3.0
2005	61 ± 7.6	67 ± 4.8	60 ± 7.4	56 ± 6.1	61 ± 5.4	56 ± 6.4	66 ± 11.4	49 ± 13.2	61 ± 3.1
Statistical significance of the difference from previous assessments									
2011–2014	↓	↓	↓	■	■	■	↓	■	↓
2008–2014	↓	↓	↓	■	■	■	↓	■	↓
2005–2014	■	↓	↓	■	■	■	■	■	↓

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

- (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 chapter 2 (Statistical context) 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.
- (d) Estimates in italics have relative standard errors greater than 25 per cent.

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

TABLE 4A.94

Table 4A.94 National Assessment Program, information and communication technologies: mean scores (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 6 mean scores									
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
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
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
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

Statistical significance of the mean score, across jurisdictions, 2014

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</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>	↑	↑	↑	↑	↑	■	↑	..

Year 10 mean scores

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
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
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
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

Table 4A.94 National Assessment Program, information and communication technologies: mean scores (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>
Statistical significance of the mean score, across jurisdictions, 2014										
Performance of:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Compared to:	<i>NSW</i>	..	↑	↓	■	■	↓	■	↓	
	<i>Vic</i>	↓	..	↓	↓	↓	↓	■	↓	
	<i>Qld</i>	↑	↑	..	■	↑	■	↑	↓	
	<i>WA</i>	■	↑	■	..	↑	■	■	↓	
	<i>SA</i>	■	↑	↓	↓	..	↓	■	↓	
	<i>Tas</i>	↑	↑	■	■	↑	..	↑	■	
	<i>ACT</i>	■	■	↓	■	■	↓	..	↓	
	<i>NT</i>	↑	↑	↑	↑	↑	■	↑	..	

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

(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 reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.

(b) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

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

TABLE 4A.95

Table 4A.95 **National Assessment Program, information and communication technologies: proportion of students attaining the proficient standard, by equity group, Australia (per cent) (a), (b), (c), (d)**

	Year 6 students				Year 10 students			
	2005	2008	2011	2014	2005	2008	2011	2014
Sex								
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 status								
Aboriginal and Torres Strait Islander 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
Language Background Other Than English (LBOTE)								
LBOTE students	49 ± 6.2	59 ± 6.0	66 ± 4.8	58 ± 5.5	59 ± 5.6	64 ± 5.9	63 ± 5.1	51 ± 6.1
Geographic location								
Metropolitan areas	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 areas	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 areas	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 ± 6.1	72 ± 3.6	79 ± 3.7	72 ± 4.0	75 ± 5.4	79 ± 3.6	78 ± 3.2	65 ± 4.5
Other managers, associate professionals	59 ± 4.8	66 ± 4.9	68 ± 3.8	63 ± 5.0	66 ± 4.0	71 ± 4.0	69 ± 4.2	56 ± 4.1
Skilled trades, clerical and sales	46 ± 4.5	54 ± 3.7	59 ± 4.2	52 ± 4.2	75 ± 5.8	63 ± 4.6	63 ± 4.5	50 ± 5.5
Unskilled manual, office and sales	32 ± 5.7	41 ± 4.7	43 ± 6.6	42 ± 4.9	49 ± 7.0	52 ± 6.0	57 ± 7.4	40 ± 6.0
Not in paid work in last 12 months	na	na	na	30 ± 7.4	na	na	na	29 ± 6.1
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

Table 4A.95 **National Assessment Program, information and communication technologies: proportion of students attaining the proficient standard, by equity group, Australia (per cent) (a), (b), (c), (d)**

	<i>Year 6 students</i>				<i>Year 10 students</i>			
	<i>2005</i>	<i>2008</i>	<i>2011</i>	<i>2014</i>	<i>2005</i>	<i>2008</i>	<i>2011</i>	<i>2014</i>
(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, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See chapter 2 (Statistical context) for more information on confidence intervals.								
(c) Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location.								
(d) Estimates in italics have relative standard errors greater than 25 per cent.								

na Not available.

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

PISA

TABLE 4A.96

Table 4A.96 **Programme for International Student Assessment (PISA) Australian students feelings about school, 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 15 year old students that agree that:									
• I feel like an outsider (or left out of things) at school	23.6 ± 1.6	22.4 ± 1.9	24.4 ± 1.7	22.9 ± 2.1	23.9 ± 2.3	25.9 ± 2.6	22.9 ± 3.3	27.1 ± 5.4	23.5 ± 0.8
• I make friends easily at school	80.0 ± 1.6	80.8 ± 2.2	78.6 ± 1.9	78.0 ± 2.2	77.7 ± 2.7	76.6 ± 2.8	76.5 ± 3.5	75.9 ± 4.5	79.4 ± 0.9
• I feel like I belong at school	71.5 ± 2.0	75.9 ± 2.1	68.5 ± 2.1	70.1 ± 2.4	71.1 ± 2.3	71.8 ± 3.3	75.2 ± 3.4	72.3 ± 4.8	71.9 ± 1.0
• I feel awkward and out of place at my school	21.6 ± 1.9	21.0 ± 1.6	22.4 ± 2.1	22.6 ± 2.0	23.0 ± 1.9	22.7 ± 2.2	23.2 ± 3.6	23.9 ± 5.0	21.9 ± 0.8
• Other students seem to like me	86.4 ± 1.4	88.5 ± 1.4	87.6 ± 1.5	89.4 ± 1.5	87.3 ± 1.8	85.5 ± 2.1	87.0 ± 2.8	85.6 ± 3.1	87.6 ± 0.6
• I feel lonely at school	17.9 ± 1.6	15.2 ± 1.5	16.2 ± 1.6	14.5 ± 1.8	17.0 ± 2.3	19.2 ± 2.6	18.4 ± 3.2	18.9 ± 4.7	16.5 ± 0.7

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

(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 chapter 2 (Statistical context) for more information on confidence intervals.

(c) Estimates in italics have relative standard errors greater than 25 per cent.

Source: Australian Council for Educational Research (ACER) unpublished, *PISA Australia, 2015*.

TABLE 4A.97

Table 4A.97 **PISA reading literacy assessment: proportion of students by achievement level (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>
Proportion of 15 year old students at achievement levels, 2015									
Level 6	2.7 ± 0.9	1.5 ± 0.9	1.8 ± 0.7	1.9 ± 1.0	1.6 ± 1.2	1.0 ± 0.7	3.2 ± 1.6	1.3 ± 1.6	2.0 ± 0.4
Level 5	9.7 ± 1.6	9.0 ± 1.6	8.5 ± 2.0	8.7 ± 1.9	8.9 ± 2.0	6.4 ± 2.2	11.0 ± 3.0	6.4 ± 3.8	9.0 ± 0.9
Level 4	21.4 ± 2.2	23.1 ± 2.3	21.7 ± 2.4	23.2 ± 3.0	21.6 ± 3.1	18.0 ± 3.5	23.9 ± 5.0	17.9 ± 6.0	22.0 ± 1.1
Level 3	25.7 ± 2.1	29.4 ± 3.0	27.7 ± 2.4	29.0 ± 3.4	28.5 ± 3.8	23.0 ± 3.6	27.0 ± 4.8	22.7 ± 5.9	27.5 ± 1.1
Level 2	21.2 ± 2.4	21.2 ± 2.6	21.6 ± 2.9	20.6 ± 2.6	21.9 ± 3.4	25.4 ± 3.5	18.9 ± 4.2	23.4 ± 5.8	21.4 ± 1.2
Level 1a	12.3 ± 1.5	10.7 ± 2.1	12.4 ± 2.1	11.7 ± 2.1	12.3 ± 2.4	16.7 ± 2.8	10.8 ± 2.9	17.9 ± 5.6	12.0 ± 0.9
Level 1b	5.3 ± 1.0	4.1 ± 1.2	5.1 ± 1.5	4.0 ± 1.2	4.4 ± 1.4	7.7 ± 2.5	4.3 ± 1.7	8.8 ± 4.1	4.8 ± 0.5
Below level 1b	1.7 ± 0.7	0.9 ± 0.6	1.2 ± 0.7	0.9 ± 0.6	0.8 ± 0.7	1.9 ± 1.2	0.9 ± 1.0	1.7 ± 1.3	1.2 ± 0.3
Levels 5 and 6	12.4 ± 1.8	10.5 ± 1.9	10.3 ± 2.2	10.6 ± 2.4	10.5 ± 2.3	7.4 ± 2.3	14.2 ± 3.0	7.7 ± 4.3	11.0 ± 1.0
Level 1 and below	19.3 ± 2.1	15.8 ± 2.5	18.7 ± 2.6	16.6 ± 2.4	17.5 ± 2.8	26.2 ± 3.3	16.0 ± 3.3	28.4 ± 7.1	18.1 ± 1.1
Proportion of 15 year old students achieving level 3 or above									
2015	59.5 ± 2.5	63.0 ± 3.3	59.7 ± 3.1	62.8 ± 3.3	60.5 ± 3.7	48.5 ± 4.1	65.1 ± 4.5	48.2 ± 7.3	60.6 ± 1.4
2012	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
2009	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
2006	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
Statistical significance of the difference from previous PISA assessments									
2012–2015	↓	↓	■	■	■	■	↓	■	↓
2009–2015	↓	■	↓	■	■	■	■	■	↓
2006–2015	↓	■	↓	↓	↓	↓	↓	■	↓

↑ = Average achievement significantly higher in 2015 than earlier year, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower in 2015 than earlier year, statistically.

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

Table 4A.97 **PISA reading literacy assessment: proportion of students by achievement level (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>
(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. See chapter 2 (Statistical context) for more information on confidence intervals.								
(c)	The PISA 2015 reading literacy scale uses seven proficiency levels, with Level 6 as the highest and Level 1 as the lowest. Detailed descriptions of the proficiency levels for the PISA domains are available in https://www.acer.edu.au/documents/PISA-2015-Report.pdf								
	<ul style="list-style-type: none"> • Level 5 or 6 — Students are considered high performers in reading literacy. • Level 3 or above — (The national proficient standard). Students are considered to have performed at a “challenging but reasonable” level of achievement, which demonstrates more than minimal or elementary skills. • Level 1 or below — Students are considered low performers and their low levels of reading literacy skills and knowledge would limit them in participating fully in society. 								
(d)	Estimates in italics have relative standard errors greater than 25 per cent.								

Source: ACER 2016 and unpublished, *PISA 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.98

Table 4A.98 **PISA reading literacy assessment: mean scores (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
PISA mean scores for reading literacy									
2015	502 ± 5.9	507 ± 7.2	500 ± 7.3	507 ± 8.2	503 ± 7.5	476 ± 8.6	516 ± 8.9	474 ± 17.7	503 ± 3.3
2012	513 ± 6.5	517 ± 6.9	508 ± 6.7	519 ± 6.1	500 ± 7.8	485 ± 7.1	525 ± 7.1	466 ± 16.3	512 ± 3.1
2009	516 ± 11.0	513 ± 9.5	519 ± 13.5	522 ± 12.0	506 ± 9.5	483 ± 11.5	531 ± 11.5	481 ± 11.5	515 ± 4.5
2006	519 ± 7.6	504 ± 9.8	509 ± 10.0	524 ± 11.8	514 ± 11.6	496 ± 12.0	535 ± 12.0	460 ± 33.9	513 ± 4.3

Statistical significance of the mean score, across jurisdictions, 2015

Compared to:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>OECD average</i>
Performance of:	<i>NSW</i>	..	■	■	■	■	↑	↓	↑	↑
	<i>Vic</i>	■	..	■	■	■	↑	■	↑	↑
	<i>Qld</i>	■	■	..	■	■	↑	↓	↑	↑
	<i>WA</i>	■	■	■	..	■	↑	■	↑	↑
	<i>SA</i>	■	■	■	■	..	↑	↓	↑	↑
	<i>Tas</i>	↓	↓	↓	↓	↓	..	↓	■	↓
	<i>ACT</i>	↑	■	↑	■	↑	↑	..	↑	↑
	<i>NT</i>	↓	↓	↓	↓	↓	■	↓	..	↓
	<i>Aust</i>	..	..	..	..	..	..	..	..	↑

↑ = Average achievement significantly higher than comparison jurisdiction, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower than comparison jurisdiction, statistically.

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

(b) The mean scores reported in this table include 95 per cent confidence intervals (for example, 516 ± 5.5) for the reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.

(c) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER 2016 and unpublished, *PISA 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.99

Table 4A.99 **PISA mathematical literacy assessment: proportion of students by achievement level (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>
Proportion of 15 year old students at achievement levels, 2015									
Level 6	3.5 ± 1.1	2.5 ± 0.9	2.1 ± 1.0	3.0 ± 1.4	1.9 ± 1.1	1.1 ± 0.9	3.2 ± 1.6	2.4 ± 2.9	2.7 ± 0.5
Level 5	9.5 ± 1.5	8.6 ± 2.2	7.3 ± 1.6	9.5 ± 1.8	7.8 ± 2.1	6.4 ± 2.2	10.4 ± 2.5	8.7 ± 4.9	8.6 ± 0.9
Level 4	18.0 ± 2.0	20.0 ± 2.3	18.1 ± 2.3	20.1 ± 2.6	17.2 ± 2.7	15.1 ± 3.0	21.9 ± 4.5	14.1 ± 5.3	18.7 ± 1.1
Level 3	23.8 ± 2.2	26.6 ± 2.6	25.2 ± 3.6	27.5 ± 3.0	26.7 ± 3.4	21.7 ± 3.9	25.8 ± 5.1	22.2 ± 6.7	25.4 ± 1.2
Level 2	22.0 ± 2.3	23.0 ± 3.0	22.9 ± 2.4	22.3 ± 3.3	23.9 ± 4.3	23.6 ± 3.9	20.2 ± 3.5	24.7 ± 6.6	22.6 ± 1.4
Level 1	14.7 ± 1.7	13.3 ± 2.1	15.5 ± 2.1	12.4 ± 2.1	15.4 ± 2.7	19.3 ± 3.8	12.3 ± 2.5	16.1 ± 7.2	14.4 ± 0.9
Below level 1	8.4 ± 1.7	6.1 ± 1.5	8.8 ± 1.8	5.2 ± 1.4	7.2 ± 2.3	12.7 ± 3.4	6.2 ± 1.9	11.8 ± 3.3	7.6 ± 0.8
Levels 5 and 6	13.0 ± 2.2	11.0 ± 2.4	9.4 ± 1.9	12.4 ± 2.6	9.7 ± 2.3	7.6 ± 2.4	13.6 ± 2.7	11.1 ± 5.3	11.3 ± 1.2
Level 1 and below	23.2 ± 2.0	19.4 ± 2.5	24.3 ± 2.9	17.7 ± 2.6	22.6 ± 3.7	32.0 ± 3.9	18.5 ± 3.0	27.9 ± 7.7	22.0 ± 1.2
Proportion of 15 year old students achieving level 3 or above									
2015	54.8 ± 2.8	57.7 ± 3.4	52.8 ± 3.5	60.0 ± 4.1	53.5 ± 4.3	44.4 ± 4.3	61.3 ± 4.2	47.4 ± 6.8	55.4 ± 1.6
2012	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
2009	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
2006	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
Statistical significance of the difference from previous PISA assessments									
2012–2015	↓	■	↓	■	■	■	■	■	↓
2009–2015	↓	■	↓	↓	↓	↓	↓	■	↓
2006–2015	↓	↓	↓	↓	↓	↓	↓	■	↓

↑ = Average achievement significantly higher in 2015 than earlier year, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower in 2015 than earlier year, statistically.

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

Table 4A.99 **PISA mathematical literacy assessment: proportion of students by achievement level (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>
(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. See chapter 2 (Statistical context) for more information on confidence intervals.									
(c) The PISA 2015 mathematical literacy scale uses seven proficiency levels, with Level 6 as the highest and Level 1 as the lowest. Detailed descriptions of the proficiency levels for the PISA domains are available in https://www.acer.edu.au/documents/PISA-2015-Report.pdf									
<ul style="list-style-type: none"> • Level 5 or 6 — Students are considered high performers in mathematical literacy. • Level 3 or above — (The national proficient standard). Students are considered to have performed at a “challenging but reasonable” level of achievement, which demonstrates more than minimal or elementary skills. • Level 1 or below — Students are considered low performers and their low levels of mathematics literacy skills and knowledge would limit them in participating fully in society. 									
(d) Estimates in italics have relative standard errors greater than 25 per cent.									

Source: ACER 2016 and unpublished, *PISA 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.100

Table 4A.100 **PISA mathematical literacy assessment: mean scores (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
PISA mean scores for mathematical literacy										
2015	no.	494 ± 5.9	499 ± 6.0	486 ± 6.5	504 ± 7.6	489 ± 8.2	469 ± 8.1	505 ± 7.1	478 ±13.6	494 ± 3.1
2012	no.	509 ± 7.1	501 ± 7.3	503 ± 5.7	516 ± 6.7	489 ± 6.5	478 ± 6.7	518 ± 7.1	452 ±20.4	504 ± 3.1
2009	no.	512 ± 7.1	512 ± 7.3	518 ± 5.7	529 ± 6.7	509 ± 6.5	487 ± 6.7	528 ± 7.1	487 ±20.4	514 ± 3.1
2006	no.	523 ± 9.8	513 ± 7.8	519 ± 8.6	531 ±12.7	520 ± 8.4	502 ± 7.4	539 ±11.0	481 ±12.2	520 ± 4.3
Statistical significance of the mean score, across jurisdictions, 2015										
Compared to:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>OECD average</i>
Performance of:	<i>NSW</i>	..	↓	■	■	■	↑	↓	↑	■
	<i>Vic</i>	■	..	↑	■	■	↑	■	↑	↑
	<i>Qld</i>	■	↓	..	↓	■	↑	↓	■	■
	<i>WA</i>	■	■	↑	..	↑	↑	■	↑	↑
	<i>SA</i>	■	■	■	↓	..	↑	↓	■	■
	<i>Tas</i>	↓	↓	↓	↓	↓	..	↓	■	↓
	<i>ACT</i>	↑	■	↑	■	↑	↑	..	↑	↑
	<i>NT</i>	↓	↓	■	↓	■	■	↓	..	■
	<i>Aust</i>	..	..	..	..	..	..	..	..	↑

↑ = Average achievement significantly higher than comparison jurisdiction, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower than comparison jurisdiction, statistically.

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

(b) The mean scores reported in this table include 95 per cent confidence intervals (for example, 516 ± 5.5) for the reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.

(c) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER 2016 and unpublished, *PISA 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.101

Table 4A.101 **PISA scientific literacy assessment: proportion of students by achievement level (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>
Proportion of 15 year old students at achievement levels, 2015									
Level 6	2.5 ± 0.8	1.8 ± 0.9	1.7 ± 0.6	2.2 ± 1.1	1.6 ± 0.8	1.1 ± 0.9	2.7 ± 1.6	1.8 ± 1.9	2.0 ± 0.4
Level 5	9.9 ± 1.5	8.6 ± 1.5	8.6 ± 1.9	9.8 ± 2.0	8.5 ± 2.0	7.4 ± 2.3	11.6 ± 3.1	9.8 ± 4.9	9.2 ± 0.8
Level 4	20.7 ± 1.8	23.4 ± 2.4	22.5 ± 2.4	25.1 ± 2.7	21.8 ± 2.5	17.7 ± 3.5	26.1 ± 3.8	16.3 ± 6.2	22.3 ± 1.0
Level 3	26.0 ± 1.9	29.1 ± 2.6	26.8 ± 2.4	28.3 ± 3.4	28.5 ± 3.2	22.0 ± 3.7	27.5 ± 4.1	22.9 ± 5.8	27.3 ± 1.0
Level 2	21.8 ± 1.9	21.3 ± 2.5	22.1 ± 2.1	20.0 ± 2.6	22.2 ± 3.6	24.8 ± 3.4	17.8 ± 3.3	23.5 ± 5.8	21.6 ± 1.0
Level 1a	13.3 ± 1.6	11.7 ± 2.0	13.4 ± 1.7	11.4 ± 2.0	13.3 ± 2.8	18.8 ± 4.1	10.3 ± 2.6	18.0 ± 4.3	12.8 ± 0.9
Level 1b	5.0 ± 1.1	3.8 ± 1.1	4.3 ± 1.1	2.8 ± 1.3	3.8 ± 1.2	7.1 ± 2.2	3.7 ± 1.6	6.2 ± 2.3	4.3 ± 0.5
Below level 1b	0.8 ± 0.4	0.4 ± 0.5	0.6 ± 0.4	0.3 ± 0.3	0.3 ± 0.4	0.9 ± 0.9	0.3 ± 0.4	1.6 ± 1.5	0.6 ± 0.2
Levels 5 and 6	12.4 ± 1.8	10.4 ± 1.6	10.2 ± 2.0	12.1 ± 2.4	10.1 ± 2.1	8.5 ± 2.4	14.3 ± 3.2	11.6 ± 5.5	11.2 ± 0.9
Level 1 and below	19.0 ± 1.9	15.9 ± 2.4	18.3 ± 2.2	14.5 ± 2.3	17.4 ± 3.0	26.9 ± 4.0	14.3 ± 2.7	25.8 ± 4.6	17.6 ± 1.1
Proportion of 15 year old students achieving level 3 or above									
2015	59.2 ± 2.3	62.8 ± 2.8	59.6 ± 2.9	65.5 ± 3.0	60.4 ± 3.9	48.3 ± 3.5	67.9 ± 3.6	50.8 ± 5.4	60.8 ± 1.2
2012	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
2009	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
2006	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
Statistical significance of the difference between PISA assessments									
2012–2015	↓	■	↓	↓	■	■	■	■	↓
2009–2015	↓	■	↓	■	↓	↓	↓	■	↓
2006–2015	↓	■	↓	↓	↓	↓	↓	■	↓

↑ = Average achievement significantly higher in 2015 than earlier year, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower in 2015 than earlier year, statistically.

Table 4A.101 **PISA scientific literacy assessment: proportion of students by achievement level (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>
(a)	These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.								
(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. See chapter 2 (Statistical context) for more information on confidence intervals.								
(c)	The PISA 2015 scientific literacy scale uses seven proficiency levels, with Level 6 as the highest and Level 1 as the lowest. Detailed descriptions of the proficiency levels for the PISA domains are available in https://www.acer.edu.au/documents/PISA-2015-Report.pdf								
	<ul style="list-style-type: none"> • Level 5 or 6 — Students are considered high performers in scientific literacy. • Level 3 or above — (The national proficient standard). Students are considered to have performed at a “challenging but reasonable” level of achievement, which demonstrates more than minimal or elementary skills. • Level 1 or below — Students are considered low performers and their low levels of scientific literacy skills and knowledge would limit them in participating fully in society. 								
(d)	Estimates in italics have relative standard errors greater than 25 per cent.								

Source: ACER 2016 and unpublished, *PISA 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.102

Table 4A.102 **PISA scientific literacy assessment: mean scores (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
PISA mean scores for scientific literacy									
2015	508 ± 5.9	513 ± 6.4	507 ± 6.4	521 ± 7.2	508 ± 7.6	483 ± 7.7	527 ± 7.5	489 ±11.6	510 ± 3.0
2012	526 ± 7.1	518 ± 7.4	519 ± 6.1	535 ± 7.3	513 ± 7.3	500 ± 7.4	534 ± 7.6	483 ±20.0	522 ± 3.5
2009	531 ±10.2	521 ± 9.6	530 ±14.7	539 ±14.1	519 ±10.4	497 ±10.0	546 ±12.5	492 ± 9.6	527 ± 5.0
2006	535 ± 8.9	513 ± 9.5	522 ± 8.2	543 ±13.2	532 ± 9.6	507 ± 8.9	549 ± 9.7	490 ±12.9	527 ± 4.4

Statistical significance of the mean score, across jurisdictions, 2015

Compared to:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>OECD average</i>
Performance of:	<i>NSW</i>	..	■	■	↓	■	↑	↓	↑	↑
	<i>Vic</i>	■	..	■	■	■	↑	↓	↑	↑
	<i>Qld</i>	■	■	..	↓	■	↑	↓	↑	↑
	<i>WA</i>	↑	■	↑	..	↑	↑	■	↑	↑
	<i>SA</i>	■	■	■	↓	..	↑	↓	↑	↑
	<i>Tas</i>	↓	↓	↓	↓	↓	..	↓	■	↓
	<i>ACT</i>	↑	↑	↑	■	↑	↑	..	↑	↑
	<i>NT</i>	↓	↓	↓	↓	↓	■	↓	..	■
	<i>Aust</i>	..	..	..	..	..	..	..	..	↑

↑ = Average achievement significantly higher than comparison jurisdiction, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower than comparison jurisdiction, statistically.

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

(b) The mean scores reported in this table include 95 per cent confidence intervals (for example, 516 ± 5.5) for the reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.

(c) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER 2016 and unpublished, *PISA 2015: A first look at Australia's results*, ACER, Melbourne.

TIMSS

TABLE 4A.103

Table 4A.103 **TIMSS mathematics achievement assessment: proportion of students at international benchmarks (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 4 students									
Proportion of year 4 students at TIMSS international benchmarks, 2015									
Advanced	10.9 ± 3.8	9.5 ± 3.7	6.4 ± 2.9	10.4 ± 5.5	5.8 ± 3.1	7.8 ± 2.8	14.6 ± 6.8	4.2 ± 3.8	9.2 ± 1.7
High	24.9 ± 4.9	29.6 ± 5.1	28.1 ± 3.9	26.7 ± 6.8	25.2 ± 7.7	26.7 ± 6.7	33.6 ± 7.1	15.3 ± 8.0	27.0 ± 2.3
Intermediate	34.0 ± 4.2	35.0 ± 5.0	34.3 ± 3.4	29.7 ± 5.4	38.5 ± 7.7	33.5 ± 6.0	34.2 ± 5.9	29.2 ± 10.2	34.0 ± 2.3
At or less than low	30.1 ± 5.9	25.9 ± 4.3	31.2 ± 5.6	33.2 ± 7.0	30.5 ± 8.0	32.0 ± 10.2	17.7 ± 6.8	51.3 ± 13.8	29.8 ± 2.6
Low	21.9 ± 3.3	20.0 ± 3.2	21.5 ± 3.9	20.1 ± 5.2	22.0 ± 6.6	22.9 ± 6.4	14.2 ± 6.1	26.9 ± 9.2	21.1 ± 1.7
Below low	8.2 ± 4.3	6.0 ± 2.9	9.6 ± 3.2	13.0 ± 4.0	8.6 ± 3.8	9.1 ± 5.3	3.5 ± 2.5	24.4 ± 10.5	8.6 ± 1.8
Proportion of year 4 students achieving at or above the intermediate international benchmark, the Australian national proficient standard									
2015	69.9 ± 5.9	74.1 ± 4.3	68.8 ± 5.6	66.8 ± 7.0	69.5 ± 8.0	68.0 ± 10.2	82.3 ± 6.8	48.7 ± 13.8	70.2 ± 2.6
2011	73.8 ± 5.5	75.5 ± 4.7	64.3 ± 5.6	62.5 ± 6.2	65.2 ± 6.4	68.1 ± 7.3	81.4 ± 4.8	59.1 ± 12.3	70.2 ± 2.8
2007	76.3 ± 5.9	78.9 ± 7.6	58.8 ± 6.8	58.4 ± 6.5	61.5 ± 9.1	68.1 ± 6.9	67.8 ± 11.0	58.8 ± 12.2	70.5 ± 3.5
Statistical significance of the difference between TIMSS assessments									
2011–2015	■	■	■	■	■	■	■	■	■
2007–2015	■	■	↑	■	■	■	↑	■	■
Year 8 students									
Proportion of year 8 students at TIMSS international benchmarks, 2015									
Advanced	7.0 ± 3.1	9.3 ± 4.4	4.0 ± 2.2	7.9 ± 3.6	6.3 ± 4.3	4.4 ± 3.4	7.3 ± 3.0	0.5 ± 0.9	6.9 ± 1.6
High	23.9 ± 4.4	24.2 ± 3.8	22.3 ± 4.3	25.4 ± 4.9	21.6 ± 5.6	22.9 ± 5.9	27.8 ± 4.3	10.3 ± 6.5	23.6 ± 1.9
Intermediate	31.8 ± 4.5	36.3 ± 5.1	35.9 ± 4.9	31.3 ± 3.5	34.0 ± 4.5	33.4 ± 4.9	34.9 ± 4.8	28.9 ± 8.3	34.0 ± 2.2
At or less than low	37.3 ± 6.8	30.2 ± 4.1	37.7 ± 6.1	35.4 ± 5.3	38.1 ± 6.9	39.4 ± 7.3	30.1 ± 4.2	60.3 ± 10.2	35.6 ± 3.1
Low	25.0 ± 4.0	23.4 ± 4.0	27.2 ± 4.4	23.8 ± 3.8	24.6 ± 4.1	25.5 ± 6.0	23.4 ± 3.4	35.0 ± 7.4	25.0 ± 2.0
Below low	12.3 ± 4.4	6.8 ± 2.2	10.6 ± 4.1	11.6 ± 3.9	13.5 ± 5.0	13.8 ± 4.2	6.7 ± 2.9	25.3 ± 10.9	10.6 ± 2.0

Table 4A.103 **TIMSS mathematics achievement assessment: proportion of students at international benchmarks (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>
Proportion of year 8 students achieving at or above the intermediate international benchmark, the Australian national proficient standard									
2015	62.7 ± 6.8	69.8 ± 4.1	62.3 ± 6.1	64.6 ± 5.3	61.9 ± 6.9	60.6 ± 7.3	69.9 ± 4.2	39.7 ± 10.2	64.4 ± 3.1
2011	66.8 ± 9.7	64.4 ± 7.1	58.7 ± 7.4	60.8 ± 10.5	58.2 ± 7.3	49.0 ± 8.1	74.4 ± 6.1	44.1 ± 16.5	62.9 ± 4.6
2007	59.3 ± 8.8	64.6 ± 7.0	60.8 ± 5.7	57.6 ± 10.2	59.2 ± 8.2	56.6 ± 7.8	69.4 ± 20.5	57.4 ± 15.5	60.8 ± 3.5
Statistical significance of the difference between TIMSS assessments									
2011–2015	■	■	■	■	■	↑	■	■	■
2007–2015	■	■	■	■	■	■	■	■	■

↑ = Average achievement significantly higher in 2015 than earlier year, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower in 2015 than earlier year, statistically.

- (a) These data are from assessments conducted for TIMSS. TIMSS 2015 involved a sample assessment of 6057 year 4 Australian school students from 287 primary schools and 10 338 year 8 students from 285 secondary schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The TIMSS mathematics achievement scale summarises year 4 and year 8 students' performance against four international benchmarks (advanced, high, intermediate, and low):
- At the intermediate international benchmark students can apply basic mathematical knowledge in straightforward situations.
 - At the low international benchmark students have some basic mathematical knowledge.
- (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 chapter 2 (Statistical context) for more information on confidence intervals.
- (d) Estimates in italics have relative standard errors greater than 25 per cent.

Source: ACER 2016 and unpublished, *TIMSS 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.104

Table 4A.104 **TIMSS mathematics achievement assessment: mean scores (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 4 students									
TIMSS mean scores for mathematics achievement									
2015	519 ±14.7	525 ±10.8	511 ±10.9	512 ±17.8	510 ±15.5	513 ±18.8	544 ±15.5	467 ±26.1	517 ± 6.0
2011	525 ±11.8	531 ±11.2	499 ±11.0	499 ±12.3	502 ±10.5	517 ±15.6	545 ±11.2	489 ±24.8	516 ± 5.8
2007	534 ±12.1	532 ±15.9	485 ±13.3	493 ±11.3	493 ±17.9	510 ±11.4	513 ±17.1	484 ±19.1	516 ± 6.8

Statistical significance of the mean score, across jurisdictions, 2015

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	■	■	↓	↑
<i>Vic</i>	■	..	■	■	■	■	■	↑
<i>Qld</i>	■	■	..	■	■	■	↓	↑
<i>WA</i>	■	■	■	..	■	■	↓	↑
<i>SA</i>	■	■	■	■	..	■	↓	↑
<i>Tas</i>	■	■	■	■	■	..	↓	↑
<i>ACT</i>	↑	■	↑	↑	↑	↑	..	↑
<i>NT</i>	↓	↓	↓	↓	↓	↓	↓	..

Year 8 students**TIMSS mean scores for mathematics achievement**

2015	503 ±13.4	516 ± 9.9	498 ±11.3	508 ±11.7	498 ±17.9	493 ±16.5	516 ± 8.8	452 ±19.6	505 ± 6.0
2011	518 ±22.0	504 ±15.8	497 ±16.3	493 ±20.9	489 ±11.9	475 ±14.2	532 ±20.4	462 ±29.3	505 ±10.1
2007	500 ±19.2	503 ±15.8	491 ± 9.7	485 ±16.3	490 ±12.7	485 ±13.6	518 ±43.7	483 ±27.0	496 ± 7.4

TABLE 4A.104

Table 4A.104 **TIMSS mathematics achievement assessment: mean scores (a), (b), (c)**

		<i>NSW</i>	<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 significance of the mean score, across jurisdictions, 2015										
Compared to:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	..	■	■	■	■	■	■	■	↑
	<i>Vic</i>	■	..	↑	■	■	↑	■	■	↑
	<i>Qld</i>	■	↓	..	■	■	■	↓	■	↑
	<i>WA</i>	■	■	■	..	■	■	■	■	↑
	<i>SA</i>	■	■	■	■	..	■	■	■	↑
	<i>Tas</i>	■	↓	■	■	■	..	↓	■	↑
	<i>ACT</i>	■	■	↑	■	■	↑	..	■	↑
	<i>NT</i>	↓	↓	↓	↓	↓	↓	↓	↓	..

↑ = Average achievement significantly higher than comparison jurisdiction, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower than comparison jurisdiction, statistically.

- (a) These data are from assessments conducted for TIMSS. TIMSS 2015 involved a sample assessment of 6057 year 4 Australian school students from 287 primary schools and 10 338 year 8 students from 285 secondary schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The mean scores reported in this table include 95 per cent confidence intervals (for example, 516 ± 5.5) for the reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER 2016, *TIMSS 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.105

Table 4A.105 **TIMSS science achievement assessment: proportion of students at international benchmarks (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 4 students									
Proportion of year 4 students at TIMSS international benchmarks, 2015									
Advanced	8.2 ± 3.5	7.7 ± 2.9	7.0 ± 2.5	9.2 ± 3.7	6.6 ± 3.4	7.2 ± 3.3	13.8 ± 6.4	3.0 ± 3.8	7.9 ± 1.4
High	31.3 ± 4.7	30.5 ± 4.4	32.5 ± 5.3	27.8 ± 5.2	30.7 ± 6.2	33.1 ± 8.3	38.1 ± 5.0	18.1 ± 10.8	31.0 ± 2.4
Intermediate	35.7 ± 3.6	39.6 ± 4.9	36.1 ± 4.5	32.9 ± 5.1	39.6 ± 7.0	35.5 ± 6.5	32.8 ± 6.8	36.8 ± 10.3	36.6 ± 1.9
At or less than low	24.9 ± 5.5	22.3 ± 4.6	24.4 ± 4.9	30.0 ± 7.2	23.2 ± 7.2	24.3 ± 9.5	15.3 ± 5.6	42.2 ± 14.4	24.6 ± 2.7
Low	18.6 ± 3.6	18.3 ± 4.0	17.4 ± 3.6	20.3 ± 5.5	17.2 ± 5.2	18.3 ± 6.5	12.7 ± 5.4	23.2 ± 10.5	18.3 ± 1.8
Below low	6.3 ± 3.0	4.0 ± 2.5	6.9 ± 2.2	9.7 ± 3.5	5.9 ± 3.2	6.0 ± 4.4	2.7 ± 2.4	19.0 ± 10.0	6.3 ± 1.6
Proportion of year 4 students achieving at or above the intermediate international benchmark, the TIMSS Australian proficient standard									
2015	75.1 ± 5.5	77.7 ± 4.6	75.6 ± 4.9	70.0 ± 7.2	76.8 ± 7.2	75.7 ± 9.5	84.7 ± 5.6	57.8 ± 14.4	75.4 ± 2.7
2011	73.9 ± 5.0	76.7 ± 3.9	66.0 ± 6.3	66.4 ± 5.6	67.6 ± 6.5	71.7 ± 6.7	83.3 ± 5.0	60.6 ± 12.7	71.6 ± 2.7
2007	80.1 ± 5.8	84.7 ± 6.5	66.4 ± 6.7	67.2 ± 5.7	68.9 ± 9.4	76.3 ± 6.0	75.9 ± 9.9	64.5 ± 8.9	76.4 ± 3.3
Statistical significance of the difference between TIMSS assessments									
2011–2015	■	■	↑	■	■	■	■	■	↑
2007–2015	■	■	↑	■	■	■	■	■	■
Year 8 students									
Proportion of year 8 students at TIMSS international benchmarks, 2015									
Advanced	7.5 ± 2.2	8.6 ± 3.3	5.3 ± 2.1	9.6 ± 3.1	7.5 ± 4.1	6.3 ± 4.0	11.0 ± 3.1	1.4 ± 2.2	7.5 ± 1.2
High	26.9 ± 3.8	26.2 ± 3.3	24.6 ± 4.4	28.0 ± 4.2	24.2 ± 5.7	25.2 ± 5.5	30.2 ± 4.4	13.2 ± 5.5	26.1 ± 1.7
Intermediate	34.0 ± 3.6	36.5 ± 4.1	37.4 ± 4.4	32.8 ± 3.7	35.2 ± 5.3	34.1 ± 7.5	34.6 ± 6.0	32.2 ± 8.9	35.3 ± 1.8
At or less than low	31.6 ± 6.1	28.8 ± 3.2	32.7 ± 5.6	29.7 ± 4.9	33.1 ± 6.5	34.4 ± 7.9	24.2 ± 4.5	53.3 ± 12.4	31.2 ± 2.6
Low	20.6 ± 3.5	21.9 ± 3.5	24.0 ± 4.4	20.1 ± 3.4	21.8 ± 3.9	21.7 ± 7.5	17.6 ± 3.2	30.9 ± 7.3	21.8 ± 1.7
Below low	11.0 ± 3.8	6.9 ± 2.0	8.7 ± 3.2	9.5 ± 2.8	11.3 ± 4.4	12.7 ± 4.3	6.6 ± 2.4	22.4 ± 9.4	9.4 ± 1.6

Table 4A.105 **TIMSS science achievement assessment: proportion of students at international benchmarks (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>
Proportion of year 8 students achieving at or above the intermediate international benchmark, the TIMSS Australian proficient standard									
2015	68.4 ± 6.1	71.2 ± 3.2	67.3 ± 5.6	70.3 ± 4.9	66.9 ± 6.5	65.6 ± 7.9	75.8 ± 4.5	46.7 ± 12.4	68.8 ± 2.6
2011	72.6 ± 8.3	69.5 ± 5.6	69.2 ± 5.8	70.8 ± 9.1	67.2 ± 5.5	60.0 ± 6.7	81.1 ± 4.3	55.9 ± 17.2	70.3 ± 3.8
2007	69.5 ± 7.8	69.7 ± 6.9	71.3 ± 5.4	67.5 ± 8.2	71.3 ± 7.3	67.9 ± 8.2	77.1 ± 15.5	65.2 ± 13.5	69.9 ± 3.2
Statistical significance of the difference between TIMSS assessments									
2011–2015	■	■	■	■	■	■	■	■	■
2007–2015	■	■	■	■	■	■	■	↓	■

↑ = Average achievement significantly higher in 2015 than earlier year, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower in 2015 than earlier year, statistically.

- (a) These data are from assessments conducted for TIMSS. TIMSS 2015 involved a sample assessment of 6057 year 4 Australian school students from 287 primary schools and 10 338 year 8 students from 285 secondary schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The TIMSS science achievement scale summarises year 4 and year 8 students' performance against four international benchmarks (advanced, high, intermediate, and low):
- At the intermediate international benchmark students show basic knowledge and understanding of life, physical and Earth sciences. Students demonstrate and apply their knowledge of biology, chemistry, physics and Earth science in various contexts.
 - At the Low international benchmark students have some basic knowledge of life and physical sciences. Students show basic knowledge of biology, chemistry, physics and Earth science.
- (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 chapter 2 (Statistical context) for more information on confidence intervals.
- (d) Estimates in italics have relative standard errors greater than 25 per cent.

Source: ACER 2016, *TIMSS 2015: A first look at Australia's results*, ACER, Melbourne.

TABLE 4A.106

Table 4A.106 **TIMSS science achievement assessment: mean scores (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 4 students									
TIMSS mean scores for science achievement									
2015	524 ±12.6	527 ± 9.7	523 ±10.1	516 ±14.7	524 ±14.0	525 ±18.3	549 ±13.8	480 ±24.9	524 ± 5.6
2011	522 ±11.0	529 ± 9.9	501 ±11.9	502 ±11.4	506 ±10.5	518 ±13.9	547 ±10.2	491 ±25.9	516 ± 5.7
2007	538 ±11.5	544 ±16.0	501 ±12.2	512 ±10.5	512 ±19.8	533 ±11.8	527 ±17.1	503 ±19.7	527 ± 6.5

Statistical significance of the mean score, across jurisdictions, 2015

Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>NSW</i>	..	■	■	■	■	■	↓	↑
<i>Vic</i>	■	..	■	■	■	■	↓	↑
<i>Qld</i>	■	■	..	■	■	■	↓	↑
<i>WA</i>	■	■	■	..	■	■	↓	↑
<i>SA</i>	■	■	■	■	..	■	↓	↑
<i>Tas</i>	■	■	■	■	■	..	↓	↑
<i>ACT</i>	↑	↑	↑	↑	↑	↑	..	↑
<i>NT</i>	↓	↓	↓	↓	↓	↓	↓	..

Year 8 students**TIMSS mean scores for science achievement**

2015	511 ±11.9	518 ± 8.0	507 ±11.0	518 ±11.3	507 ±16.3	503 ±15.6	528 ± 9.0	463 ±23.3	512 ± 5.2
2011	532 ±20.2	513 ±13.7	516 ±14.4	514 ±18.9	506 ± 9.8	496 ±13.2	551 ±17.7	481 ±28.2	519 ± 9.3
2007	521 ±18.3	513 ±14.8	513 ± 8.9	506 ±16.3	512 ±12.3	507 ±14.0	538 ±38.5	502 ±21.5	515 ± 7.1

TABLE 4A.106

Table 4A.106 **TIMSS science achievement assessment: mean scores (a), (b), (c)**

		<i>NSW</i>	<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 significance of the mean score, across jurisdictions, 2015										
Compared to:		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	..	■	■	■	■	■	↓	↑	
	<i>Vic</i>	■	..	■	■	■	■	■	↑	
	<i>Qld</i>	■	■	..	■	■	■	↓	↑	
	<i>WA</i>	■	■	■	..	■	■	■	↑	
	<i>SA</i>	■	■	■	■	..	■	↓	↑	
	<i>Tas</i>	■	■	■	■	■	..	↓	↑	
	<i>ACT</i>	↑	■	↑	■	↑	↑	..	↑	
	<i>NT</i>	↓	↓	↓	↓	↓	↓	↓	..	

↑ = Average achievement significantly higher than comparison jurisdiction, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower than comparison jurisdiction, statistically.

- (a) These data are from assessments conducted for TIMSS. TIMSS 2015 involved a sample assessment of 6057 year 4 Australian school students from 287 primary schools and 10 338 year 8 students from 285 secondary schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The mean scores reported in this table include 95 per cent confidence intervals (for example, 516 ± 5.5) for the reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER 2016, *TIMSS 2015: A first look at Australia's results*, ACER, Melbourne.

PIRLS

TABLE 4A.107

Table 4A.107 PIRLS reading assessment: Year 4 student achievement, 2011 (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>
Proportion of year 4 students at PIRLS achievement levels, 2011										
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
Proportion of year 4 students achieving at or above intermediate against the PIRLS reading proficiency benchmark										
2011	%	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
PIRLS mean scores for reading proficiency										
2011	no.	535.0 ± 9.6	539.0 ± 7.8	511.0 ± 9.8	516.0 ± 8.8	518.0 ± 7.8	525.0 ± 14.7	558.0 ± 10.4	509.0 ± 20.2	527.0 ± 4.3
Statistical significance of the mean score, across jurisdictions, 2011										
	Compared to:	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
Performance of:	<i>NSW</i>	..	■	↑	↑	↑	■	↓	↑	
	<i>Vic</i>	■	..	↑	↑	↑	■	↓	↑	
	<i>Qld</i>	↓	↓	..	■	■	■	↓	■	
	<i>WA</i>	↓	↓	■	..	■	■	↓	■	
	<i>SA</i>	↓	↓	■	■	..	■	↓	■	
	<i>Tas</i>	■	■	■	■	■	..	↓	■	
	<i>ACT</i>	↑	↑	↑	↑	↑	↑	..	↑	
	<i>NT</i>	↓	↓	■	■	■	■	↓	..	

↑ = Average achievement significantly higher than comparison jurisdiction, statistically. ■ = No significant difference, statistically. ↓ = Average achievement significantly lower than comparison jurisdiction, statistically.

Table 4A.107 **PIRLS reading assessment: Year 4 student achievement, 2011 (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>
(a)	These data are from assessments conducted for PIRLS. PIRLS 2011 involved a sample assessment of 6126 year 4 Australian school students from 280 schools. For further information on PIRLS, see http://www.acer.edu.au/PIRLS .								
(b)	The PIRLS reading achievement scale summarises Year 4 students' performance against international benchmarks								
	<ul style="list-style-type: none"> At the intermediate international benchmark: When reading literary texts, students can retrieve and reproduce explicitly stated actions, events and feelings; make straightforward inferences; interpret obvious reasons; and begin to recognise language features and styles. When reading informational texts, students can locate and reproduce one or two pieces of information; and use subheadings, textboxes and illustrations to locate parts of the text. At the Low international benchmark: When reading literary texts, students can locate and retrieve an explicitly states detail. When reading information texts, students can locate and reproduce explicitly stated information that is at the beginning of the text. 								
(c)	The mean scores and 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 chapter 2 (Statistical context) for more information on confidence intervals.								
(d)	Estimates in italics have relative standard errors greater than 25 per cent.								
	.. Not applicable.								

Source: ACER 2012 and unpublished, *Monitoring Australian Year 4 student achievement internationally: TIMSS and PIRLS 2011*, Melbourne, ACER.

Attainment

TABLE 4A.108

Table 4A.108 **Attainment 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>
2015									
Low socioeconomic status deciles									
Male students	64	73	61	65	76	38	np	19	65
Female students	75	80	72	74	88	55	np	22	75
All students	69	76	66	69	82	46	np	20	70
Medium socioeconomic status deciles									
Male students	67	81	69	70	81	48	np	47	72
Female students	75	84	78	79	90	58	np	59	79
All students	71	82	73	75	86	53	np	53	75
High socioeconomic status deciles									
Male students	75	85	70	75	90	59	86	np	78
Female students	82	87	74	75	95	72	91	np	82
All students	78	86	72	75	93	65	88	np	80
Total									
Male students	68	80	67	71	81	45	86	39	72
Female students	77	84	75	77	90	58	88	48	79
All students	72	82	71	74	86	51	87	43	75
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

TABLE 4A.108

Table 4A.108 **Attainment rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (f)	<i>SA</i> (g)	<i>Tas</i> (h)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
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
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

TABLE 4A.108

Table 4A.108 **Attainment 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	72	81	69	73	82	47	82	39	74
2012									
Low socioeconomic status deciles									
Male students	62	68	59	60	71	34	np	15	61
Female students	74	77	71	69	85	47	np	21	73
All students	68	72	65	64	78	40	np	18	67
Medium socioeconomic status deciles									
Male students	65	75	66	70	79	45	np	42	69
Female students	74	83	77	79	89	56	np	57	78
All students	70	79	71	74	84	50	np	49	73
High socioeconomic status deciles									
Male students	76	84	71	73	86	60	81	np	77
Female students	83	88	75	77	93	69	84	np	82
All students	80	86	73	75	90	64	82	np	80
Total									
Male students	67	76	65	70	77	42	81	34	69
Female students	77	83	75	76	89	53	82	44	78
All students	72	80	70	73	83	47	82	38	73
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

Table 4A.108 **Attainment rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (f)	<i>SA</i> (g)	<i>Tas</i> (h)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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

- (a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 years divided by 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.

Table 4A.108 **Attainment rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (f)	<i>SA</i> (g)	<i>Tas</i> (h)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(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.109

Table 4A.109 **Attainment 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>
2015									
Metropolitan zone									
Male students	71	82	67	72	84	52	86	..	74
Female students	78	84	74	75	90	62	88	..	79
All students	74	83	71	73	87	57	87	..	77
Provincial zone									
Male students	61	73	67	69	73	40	..	52	65
Female students	72	82	78	81	93	55	..	63	77
All students	66	78	72	75	82	47	..	57	71
Remote									
Male students	54	..	63	76	np	25	..	37	61
Female students	78	..	81	88	np	65	..	49	79
All students	66	..	71	82	np	42	..	42	69
Very remote									
Male students	51	..	49	67	np	np	..	10	40
Female students	58	..	68	77	np	np	..	11	49
All students	55	..	57	71	np	np	..	10	44
Total									
Male students	68	80	67	71	81	45	86	39	72
Female students	77	84	75	77	90	58	88	48	79
All students	72	82	71	74	86	51	87	43	75
2014									
Metropolitan zone									
Male students	71	82	67	47	78	49	84	..	71
Female students	79	85	74	49	88	59	87	..	77

TABLE 4A.109

Table 4A.109 **Attainment 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>
All students	75	84	70	48	83	54	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
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

TABLE 4A.109

Table 4A.109 **Attainment 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>
All students	64	76	69	79	79	43	..	54	68
Remote									
Male students	63	..	55	76	np	29	..	30	59
Female students	85	..	78	83	np	39	..	44	77
All students	74	..	65	79	np	33	..	37	68
Very remote									
Male students	64	..	46	55	np	..	..	9	37
Female students	76	..	60	67	np	..	..	11	46
All students	70	..	52	61	np	..	..	10	41
Total									
Male students	67	78	65	70	77	41	80	34	69
Female students	77	84	74	77	88	54	85	44	78
All students	72	81	69	73	82	47	82	39	74
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

TABLE 4A.109

Table 4A.109 **Attainment 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>
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
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

Table 4A.109 **Attainment 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>
All students	44	..	52	49	np	np	..	8	36
Total									
Male students	67	74	65	68	70	37	70	35	68
Female students	78	83	73	76	85	49	82	41	77
All students	72	78	69	72	77	43	76	38	72

- (a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 years divided by 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.
- (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).

Destination

TABLE 4A.110

Table 4A.110 **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, 2015 (a), (b), (c), (d), (e), (f)**

	<i>Certificate, diploma, advanced diploma or level not determined</i>	<i>Bachelor degree or above (g)</i>	<i>Not enrolled</i>	<i>Total</i>
Highest year of schooling: Year 12	<i>Per cent</i>			
Fully engaged				
Engaged through full time study and full time employment	–	–	–	np
Primarily engaged through full time study	47.5 ±17.8	97.0 ± 2.9	–	48.8 ± 6.8
Primarily engaged through full time employment	18.4 ±16.0	–	33.2 ± 6.2	15.3 ± 4.0
Engaged through part time study and part time employment	22.8 ±11.1	np	–	4.6 ± 2.5
Not fully engaged				
Engaged through part time study only	11.3 ± 7.6	np	–	3.6 ± 1.8
Engaged through part time employment only	–	–	36.7 ± 9.5	13.6 ± 4.3
No study or employment	–	–	31.6 ± 7.8	11.7 ± 3.6
Highest year of schooling: Year 11 or below				
Fully engaged				
Engaged through full time study and full time employment	–	–	–	–
Primarily engaged through full time study	23.0 ±12.9	100.0	–	11.8 ± 5.3
Primarily engaged through full time employment	49.6 ±12.6	–	18.1 ±10.3	31.7 ± 8.2
Engaged through part time study and part time employment	19.9 ± 8.1	–	–	8.1 ± 3.8
Not fully engaged				
Engaged through part time study only	np	–	–	np
Engaged through part time employment only	–	–	21.3 ±11.0	12.2 ± 6.6
No study or employment	–	–	60.9 ±14.1	34.9 ±10.1

TABLE 4A.110

Table 4A.110 **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, 2015 (a), (b), (c), (d), (e), (f)**

	<i>Certificate, diploma, advanced diploma or level not determined</i>	<i>Bachelor degree or above (g)</i>	<i>Not enrolled</i>	<i>Total</i>
Total school leavers				
Fully engaged				
Engaged through full time study and full time employment	np	–	–	np
Primarily engaged through full time study	43.3 ± 12.7	95.0 ± 4.3	–	41.8 ± 5.2
Primarily engaged through full time employment	29.0 ± 9.1	–	28.3 ± 5.8	19.5 ± 3.5
Engaged through part time study and part time employment	16.1 ± 7.6	np	–	5.3 ± 2.0
Not fully engaged				
Engaged through part time study only	10.4 ± 6.2	np	–	3.0 ± 1.7
Engaged through part time employment only	–	–	34.2 ± 6.9	14.3 ± 3.5
No study or employment	–	–	39.6 ± 5.7	16.5 ± 3.3
Highest year of schooling: Year 12				
		<i>Number</i>		
Fully engaged				
Engaged through full time study and full time employment	–	–	–	np
Primarily engaged through full time study	20 600	81 200	–	101 500
Primarily engaged through full time employment	8 000	–	25 500	31 800
Engaged through part time study and part time employment	9 900	np	–	9 600
Not fully engaged				
Engaged through part time study only	4 900	np	–	7 500
Engaged through part time employment only	–	–	28 200	28 200
No study or employment	–	–	24 300	24 300
Total	43 400	83 700	76 800	207 800

Table 4A.110 **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, 2015 (a), (b), (c), (d), (e), (f)**

	<i>Certificate, diploma, advanced diploma or level not determined</i>	<i>Bachelor degree or above (g)</i>	<i>Not enrolled</i>	<i>Total</i>
Highest year of schooling: Year 11 or below				
Fully engaged				
Engaged through full time study and full time employment	–	–	–	–
Primarily engaged through full time study	5 200	1 500	–	6 600
Primarily engaged through full time employment	11 200	–	5 800	17 700
Engaged through part time study and part time employment	4 500	–	–	4 500
Not fully engaged				
Engaged through part time study only	np	–	–	np
Engaged through part time employment only	–	–	6 800	6 800
No study or employment	–	–	19 500	19 500
Total	22 600	1 500	32 000	55 900
Total school leavers				
Fully engaged				
Engaged through full time study and full time employment	np	–	–	np
Primarily engaged through full time study	28 800	80 100	–	109 700
Primarily engaged through full time employment	19 300	–	31 000	51 200
Engaged through part time study and part time employment	10 700	np	–	13 800
Not fully engaged				
Engaged through part time study only	6 900	np	–	7 900
Engaged through part time employment only	–	–	37 500	37 500
No study or employment	–	–	43 400	43 400
Total	66 500	84 300	109 600	262 400

Table 4A.110 **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, 2015 (a), (b), (c), (d), (e), (f)**

	<i>Certificate, diploma, advanced diploma or level not determined</i>	<i>Bachelor degree or above (g)</i>	<i>Not enrolled</i>	<i>Total</i>
(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)	Cells in this table have been randomly adjusted to avoid the release of confidential data. Discrepancies may occur between sums of the component items and totals.			
(c)	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.			
(d)	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 chapter 2 (Statistical context) for more information on confidence intervals and relative standard errors.			
(e)	The Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander communities.			
(f)	Proportions may not equal 100 per cent due to rounding or not published data.			
(g)	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, *TableBuilder: Education and Work, May 2015*, Cat. no. 6227.0

TABLE 4A.111

Table 4A.111 School leaver destination by highest level of school completed (15–24 year olds), 2015 (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	<i>Per cent</i>								
Year 12									
Fully engaged (f)									
Fully participating in education and/or training	43.7 ± 3.9	49.3 ± 3.8	34.9 ± 4.4	42.0 ± 7.0	44.1 ± 6.3	38.6 ± 9.1	40.4 ± 13.4	16.8 ± 7.6	42.6 ± 1.9
Fully participating in employment	33.8 ± 3.2	28.1 ± 3.4	39.8 ± 3.5	40.6 ± 5.9	30.1 ± 5.5	29.7 ± 9.8	42.6 ± 9.7	61.5 ± 14.8	34.6 ± 1.2
Total	78.3 ± 2.9	77.9 ± 3.2	73.6 ± 4.1	82.6 ± 5.7	74.0 ± 4.5	68.7 ± 10.3	83.0 ± 5.7	77.0 ± 11.9	77.1 ± 1.8
Participating in bachelor degree or above (g)	32.3 ± 2.9	35.5 ± 3.3	25.2 ± 2.7	28.2 ± 4.3	32.0 ± 4.3	19.2 ± 6.0	30.8 ± 8.6	15.4 ± 4.2	30.5 ± 1.2
Participating in certificate, diploma or advanced diploma (h)	10.9 ± 2.2	10.8 ± 2.7	12.4 ± 2.7	9.9 ± 3.1	9.9 ± 3.3	7.9 ± 3.6	11.7 ± 6.4	9.0 ± 4.4	10.7 ± 1.1
Year 11 and below									
Fully engaged (f)									
Fully participating in education and/or training	8.7 ± 3.1	16.7 ± 7.5	9.5 ± 5.5	6.4 ± 5.5	12.7 ± 6.7	8.1 ± 6.5	–	–	9.6 ± 2.2
Fully participating in employment	46.3 ± 5.7	41.6 ± 8.0	47.6 ± 8.4	52.2 ± 7.5	42.7 ± 11.4	50.5 ± 13.9	65.3 ± 25.6	67.6 ± 10.7	46.9 ± 1.9
Total	55.4 ± 5.8	63.0 ± 10.5	55.3 ± 8.9	57.7 ± 6.4	51.7 ± 12.5	56.5 ± 12.8	69.4 ± 22.1	63.5 ± 12.6	56.3 ± 3.2
Participating in bachelor degree or above (g)	1.1 ± 0.8	np	np	np	np	–	np	–	0.7 ± 0.3
Participating in certificate, diploma or advanced diploma (h)	5.4 ± 1.0	5.3 ± 0.7	2.9 ± 1.3	5.1 ± 1.8	3.9 ± 3.2	7.9 ± 3.7	2.9	np	4.6 ± 0.5
All school leavers									
Fully engaged (f)									
Fully participating in education and/or training	35.8 ± 3.1	43.6 ± 3.4	29.4 ± 3.4	33.2 ± 5.2	36.8 ± 5.1	24.6 ± 5.7	33.9 ± 11.5	10.3 ± 5.8	35.5 ± 1.5
Fully participating in employment	37.1 ± 3.2	30.9 ± 3.0	40.8 ± 3.4	42.6 ± 4.3	33.6 ± 6.2	36.8 ± 8.6	43.9 ± 7.8	63.7 ± 8.5	37.2 ± 1.1

TABLE 4A.111

Table 4A.111 School leaver destination by highest level of school completed (15–24 year olds), 2015 (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>
Total	72.7 ± 2.3	74.5 ± 3.0	69.4 ± 3.6	76.4 ± 3.8	69.7 ± 5.5	60.9 ± 9.3	76.2 ± 6.3	72.2 ± 8.5	72.7 ± 1.3
Participating in bachelor degree or above (g)	33.2 ± 3.0	35.8 ± 3.4	25.6 ± 2.9	28.6 ± 4.7	32.8 ± 4.5	19.4 ± 7.1	33.2 ± 8.8	15.4 ± 4.8	31.1 ± 1.3
Participating in certificate, diploma or advanced diploma (h)	16.0 ± 2.6	15.8 ± 3.1	15.0 ± 2.9	13.6 ± 3.7	14.4 ± 5.1	16.3 ± 5.3	14.9 ± 7.4	11.1 ± 5.0	15.3 ± 1.3
	<i>Number</i>								
Year 12									
Year 12 school leavers	539 700	451 900	386 800	194 400	118 700	24 900	31 700	16 100	1 768 600
Fully engaged (f)									
Fully participating in education and/or training	235 600	223 000	134 800	81 700	52 400	9 600	12 800	2 700	752 800
Fully participating in employment	182 400	127 100	153 800	79 000	35 700	7 400	13 500	9 900	611 100
Total	422 500	351 900	284 800	160 600	87 800	17 100	26 300	12 400	1 363 900
Participating in bachelor degree or above (g)	225 200	196 100	121 800	73 800	48 200	8 500	11 800	3 600	685 800
Participating in certificate, diploma or advanced diploma (h)	76 000	59 900	60 000	25 800	14 900	3 500	4 500	2 100	240 000
Year 11 and below									
Year 11 and below school leavers	156 900	99 200	95 500	65 300	32 300	18 600	4 900	7 400	483 800
Fully engaged (f)									
Fully participating in education and/or training	13 700	16 600	9 100	4 200	4 100	1 500	–	–	46 600
Fully participating in employment	72 700	41 300	45 500	34 100	13 800	9 400	3 200	5 000	227 000
Total	87 000	62 500	52 800	37 700	16 700	10 500	3 400	4 700	272 300
Participating in bachelor degree or above (g)	7 600	2 300	1 700	2 000	1 100	–	800	–	15 000

Table 4A.111 School leaver destination by highest level of school completed (15–24 year olds), 2015 (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>
Participating in certificate, diploma or advanced diploma (h)	37 800	29 300	13 900	13 300	5 800	3 500	1 100	600	102 400
All school leavers									
All school leavers Fully engaged (f)	697 200	552 300	483 900	261 500	150 400	44 300	38 300	23 400	2 250 100
Fully participating in education and/or training	249 500	240 800	142 100	86 800	55 300	10 900	13 000	2 400	799 400
Fully participating in employment	258 900	170 800	197 600	111 500	50 500	16 300	16 800	14 900	836 200
Total	507 100	411 600	335 900	199 800	104 900	27 000	29 200	16 900	1 634 700
Participating in bachelor degree or above (g)	231 300	197 900	124 000	74 800	49 400	8 600	12 700	3 600	700 800
Participating in certificate, diploma or advanced diploma (h)	111 300	87 500	72 800	35 600	21 600	7 200	5 700	2 600	344 300

(a) Includes all people aged 15–24 years who are no longer in school.

(b) Cells in this table have been randomly adjusted to avoid the release of confidential data. Discrepancies may occur between sums of the component items and totals.

(c) 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.

(d) 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 chapter 2 (Statistical context) for more information on confidence intervals and relative standard errors.

(e) The Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander communities.

(f) Total fully engaged includes people fully participating in:

- education and/or training: people primarily engaged in full time formal study and people engaged in part time formal study and part time employment
- employment: people primarily engaged in full time employment and people engaged in full time formal study and full time employment.

(g) 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.

Table 4A.111 **School leaver destination by highest level of school completed (15–24 year olds), 2015 (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>
(h) 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, *TableBuilder: Education and Work, May 2015*, Cat. no. 6227.0

TABLE 4A.112

Table 4A.112 **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
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

TABLE 4A.112

Table 4A.112 **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 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
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

TABLE 4A.112

Table 4A.112 **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 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
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.112

Table 4A.112 **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
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

TABLE 4A.112

Table 4A.112 **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.	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
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.

Table 4A.112 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>
(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.									
(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.									
	– Nil or rounded to zero.									

Source: ABS unpublished, *Census of Population and Housing 2011 TableBuilder Pro*, Cat. no. 2073.0.

TABLE 4A.113

Table 4A.113 **School leaver destination by highest level of school completed (15–24 year olds), 2015 (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>
<i>Per cent</i>									
Year 12									
Working	59.1 ± 9.6	54.4 ±11.2	58.7 ±11.8	50.7 ±16.6	57.6 ±17.6	65.1 ±21.2	62.5 ±24.6	63.6 ±33.7	59.0 ± 4.5
Studying	64.9 ±11.7	70.9 ±15.5	51.7 ±16.2	64.7 ±20.4	55.6 ±10.4	51.2 ±16.7	57.5 ±36.7	np	61.9 ± 7.5
Fully engaged in study or work	66.5 ±10.1	76.6 ±13.7	67.4 ±11.5	70.0 ±20.3	63.2 ±13.7	72.1 ± 7.7	90.0 ±23.5	68.2 ±34.3	71.0 ± 6.2
Year 11 and below									
Working	71.2 ±16.6	48.0 ±16.5	np	np	np	54.5 ±35.4	np	np	55.2 ±11.4
Studying	54.9 ±11.8	np	–	59.7 ±28.3	33.3 ±18.8	50.0 ±32.9	–	–	44.2 ± 9.6
Fully engaged in study or work	66.0 ± 6.4	54.0 ±14.1	np	61.0 ±28.1	37.8 ±28.6	77.3 ±20.7	–	np	49.9 ± 9.1
All school leavers									
Working	66.3 ± 6.4	55.0 ±10.0	58.4 ±11.1	51.8 ±14.4	58.2 ±13.4	61.9 ±20.2	72.5 ±19.8	np	58.7 ± 3.9
Studying	63.1 ± 9.6	61.6 ±13.2	48.4 ±14.4	63.4 ±15.2	54.3 ± 9.9	60.3 ±12.0	92.5 ±21.4	np	57.8 ± 5.9
Fully engaged in study or work	66.9 ± 7.0	70.8 ±11.1	67.0 ± 9.9	64.4 ±12.9	61.4 ±11.0	74.6 ±11.6	85.0 ±27.2	69.0 ±23.4	67.1 ± 4.3
<i>Number</i>									
Year 12									
Working	37 400	27 700	28 300	10 500	8 300	2 800	2 500	1 400	122 900
Studying	41 100	36 100	24 900	13 400	8 000	2 200	2 300	np	129 000
Fully engaged in study or work	42 100	39 000	32 500	14 500	9 100	3 100	3 600	1 500	147 900
Year 12 school leavers	63 300	50 900	48 200	20 700	14 400	4 300	4 000	2 200	208 400
Year 11 and below									
Working	15 300	4 800	np	np	np	1 200	np	800	31 100
Studying	11 800	7 100	–	4 600	1 500	1 100	–	–	24 900
Fully engaged in study or work	14 200	5 400	np	4 700	1 700	1 700	–	np	28 100
Year 11 and below school leavers	21 500	10 000	7 900	7 700	4 500	2 200	np	1 000	56 300

Table 4A.113 **School leaver destination by highest level of school completed (15–24 year olds), 2015 (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>
All school leavers									
Working	55 800	35 100	31 900	14 700	10 700	3 900	2 900	2 400	155 100
Studying	53 100	39 300	26 400	18 000	10 000	3 800	3 700	np	152 700
Fully engaged in study or work	56 300	45 200	36 600	18 300	11 300	4 700	3 400	2 000	177 200
Total all school leavers	84 100	63 800	54 600	28 400	18 400	6 300	4 000	2 900	264 200

- (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) Cells in this table have been randomly adjusted to avoid the release of confidential data. Discrepancies may occur between sums of the component items and totals.
- (c) 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.
- (d) 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 chapter 2 (Statistical context) for more information on confidence intervals and relative standard errors.
- (e) The categories for working and studying are not exclusive. That is, for example, people studying may also be working.
- (f) 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 (separately for year 12, year 11 and below, and all school leavers).
- (g) 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, *TableBuilder: Education and Work, May 2015*, Cat. no. 6227.0

Table 4A.114 **School leaver destination survey results**

<i>Jurisdiction</i>	<i>Summary</i>
New South Wales	<p>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 2016, the samples comprised 3,287 year 12 completers and 3,700 early leavers, as well as a longitudinal follow up of early leavers, year 12 completers and year 10 students from the 2014 surveys.</p> <p>In 2016, 70.2 per cent of year 12 completers were undertaking some form of education and training. The majority were studying a Bachelor degree (51.2 per cent). A further 19.0 per cent of year 12 completers were studying a vocational education and training (VET) program: 6.5 per cent in Certificate IV, Diploma or Advanced Diploma, compared with 2.7 per cent in Certificates I, II and III, 5.5 per cent in apprenticeships and 4.3 per cent in traineeships. While 27.0 per cent of the year 12 completers were employed or looking for work, 2.8 per cent were not in the labour force, education or training.</p>
Victoria	<p>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.</p> <p>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.</p>
Queensland	<p>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.</p> <p>The 2016 Next Step survey collected responses from 40 110 year 12 completers, a 78.7 per cent response rate. The results showed that 60.6 per cent were in some recognised form of education or training in the year after completing year 12. This comprised 39.7 per cent undertaking a Bachelor Degree, 12.2 per cent undertaking campus-based vocational education and training (VET), with 6.9 per cent studying at Certificate IV level or higher. A further 8.8 per cent were in employment-based VET, either as an apprentice (6.3 per cent) or trainee (2.5 per cent). The remaining 39.4 per cent did not enter post-school education or training and were either employed (26.2 per cent), seeking work (10.7 per cent), or not in the labour force, education or training (2.4 per cent). In 2016, the survey also found that 20.5 per cent of year 12 completers were undertaking a gap year.</p>

Table 4A.114 **School leaver destination survey results**

<i>Jurisdiction</i>	<i>Summary</i>
Western Australia	<p>The WA School Leaver Destinations survey has been conducted annually since 1996. Insufficient data were collected to reliably report the destinations of the 2014 Year 12 cohort in 2015. A new survey process will be implemented in late 2016. Information from this process will not be available until 2017.</p>
South Australia	..
Tasmania	<p>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 <i>Attendance and Participation in Tasmanian Government Schools Procedure</i> 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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Further details are available at:</p> <p>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).</p>

Table 4A.114 **School leaver destination survey results**

<i>Jurisdiction</i>	<i>Summary</i>
Australian Capital Territory	<p>Since 2007, the ACT has conducted a telephone-based survey of government and non government students who successfully completed an ACT Senior Secondary Certificate in the preceding year. The survey seeks information on the destinations of young people six months after completion of year 12 and on satisfaction with their experience in years 11 and 12. In 2016, responses were received from 68 per cent of the 2015 year 12 graduates who were sent a Primary Approach Letter. The 2016 survey found that 92 per cent of 2015 year 12 graduates were employed or studying in 2016 and overall 95 per cent found years 11 and 12 worthwhile. Of the 59 per cent of 2015 graduates studying in 2016, 67 per cent reported that they were studying at the higher education (advanced diploma or higher) level and 29 per cent at the Vocational Education and Training (Certificate I-IV and Diploma) level. Of the 41 per cent of graduates who were not studying in 2016, 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 (76 per cent) than those who did not (54 per cent).</p>
Northern Territory	..
	.. Not applicable.
<i>Source</i> : State and Territory governments (unpublished).	