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## 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/research/ongoing/report-on-government-services](http://www.pc.gov.au/research/ongoing/report-on-government-services).

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

Further information on the Report on Government Services including other reported service areas, the glossary and list of abbreviations is available at [www.pc.gov.au/research/ongoing/report-on-government-services](http://www.pc.gov.au/research/ongoing/report-on-government-services).

### 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 is compulsory for all children in all states and territories, although the child age entry requirements vary by jurisdiction (ABS 2018). In 2017, minimum starting

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ages generally restrict enrolment to children aged between four-and-a-half and five years (ABS 2018). (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, all young people must participate in schooling until they complete year 10; and if they have completed year 10, in full time education, training or employment (or combination of these) until 17 years of age (ABS 2018). Some State and Territory governments have extended these requirements for their jurisdiction.

### 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’) and are differentiated by the type and level of education they provide:

- *Primary schools* provide education from the first year of primary school — known as the ‘foundation year’ in the Australian Curriculum (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 2018).

### 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 and Independent schools, are owned and managed by non-government establishments.

### Roles and responsibilities

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

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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).<sup>1</sup> 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 4.7.

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 the Australian, State and Territory education ministers and the New Zealand education minister (as a non-decision-making member) — is the principal forum for developing national priorities and strategies for schooling.

## Funding

Nationally in 2016-17, government recurrent expenditure on school education was \$57.8 billion, a 2.6 per cent real increase from 2015-16 (table 4A.10). State and Territory governments provided the majority of funding (70.2 per cent) (figure 4.1).

Government schools accounted for \$43.7 billion (75.7 per cent), with State and Territory governments the major funding source (\$37.1 billion, or 84.9 per cent of government schools' funding). Non-government schools accounted for \$14.0 billion (24.3 per cent), with the Australian Government the major funding source (\$10.6 billion, or 75.7 per cent of non-government schools funding) (table 4A.10).

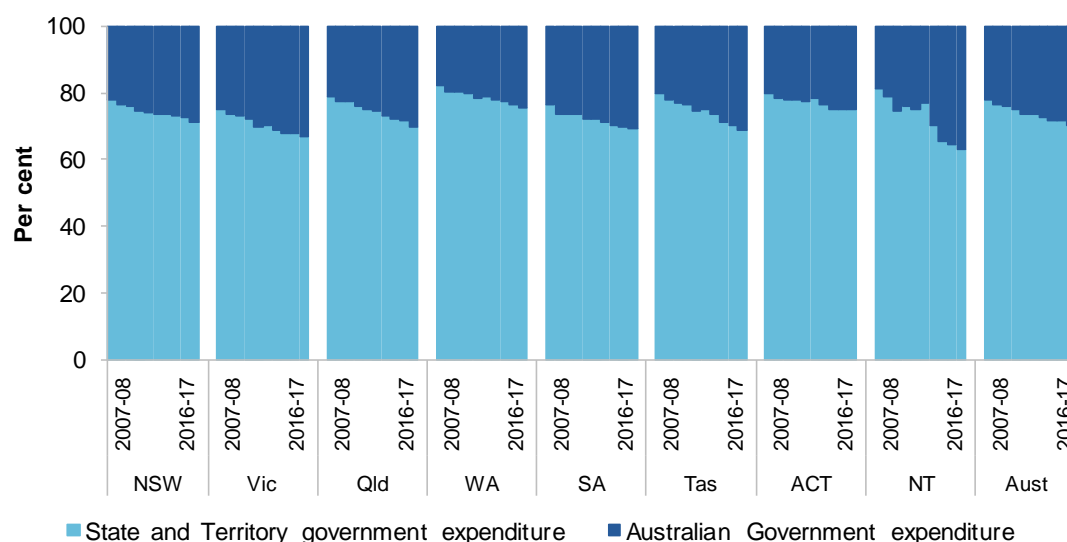
The share of government funding to government and non-government schools varies across jurisdictions and over time according to jurisdictional approaches to funding schools (see box 4.7) and is affected by the characteristics of school structures and the student body in each state and territory.

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 57.5 per cent of non-government school funding in 2017, with the remaining 42.5 per cent sourced from private fees and fund raising (Australian Government Department of Education and Training unpublished).

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<sup>1</sup> As part of the 2017-18 Budget, the Australian Government introduced a new needs-based funding model for schools known as Quality Schools funding. This model came into effect on 1 January 2018, replacing the Students First funding model.

Figure 4.1 Proportion of total school education government recurrent expenditure<sup>a</sup>



<sup>a</sup> See table 4A.10 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.10.

## Size and scope

### Schools

In 2017, there were 9444 schools in Australia (6228 primary schools, 1408 secondary schools, 1336 combined schools, and 472 special schools) (table 4A.1). The majority of schools were government owned and managed (70.3 per cent) (tables 4A.1).

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. Data on school size and level are in *Schools Australia, 2017* (ABS 2018).

### Student body

There were 3.8 million full time equivalent (FTE) students enrolled in school nationally in 2017 (table 4A.3). Whilst the majority of students are full time, there were 15 980 part time students in 2017 (predominantly in secondary schools) (ABS 2018).

- *Government schools* had 2.5 million FTE students enrolled (65.5 per cent of all FTE students). Over the past 10 years this proportion has ranged between 65.1 per cent (2012 to 2015) and 66.0 per cent (in 2008) (table 4A.3).

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- *Non-government schools* had 1.3 million FTE students enrolled (34.5 per cent of all FTE students).
  - The proportion of students enrolled in government schools is higher for primary schools than secondary schools (table 4A.3).

A higher proportion of FTE students were enrolled in primary schools (57.7 per cent) than in secondary schools (42.3 per cent) (table 4A.3). SA has the highest proportion of students enrolled in primary school education (62.1 per cent) as it is the only jurisdiction that still includes year 7 in primary school.

The enrolment rate is close to 100 per cent for Australian children aged 15 years (consistent with requirements under the NYPR), but decreases as ages increase. Nationally in 2017, 99.0 per cent of Australian children aged 15 years were enrolled at school, declining to 93.7 per cent of 16 year olds and 78.0 per cent of 17 year olds. Data are available for 15–19 year olds by single year of age and totals in table 4A.4.

### *Special needs groups*

Nationally in 2017, government schools had a higher proportion of students from selected special needs groups than non-government schools, including for:

- Aboriginal and Torres Strait Islander students — 7.2 per cent in government schools and 2.6 per cent in non-government schools (table 4A.5)
- students from a low socio-educational background — 30.4 per cent in government schools and 12.9 per cent in non-government schools (table 4A.6)
- geographically remote and very remote students — 2.4 per cent in government schools and 1.1 per cent in non-government schools (table 4A.8).

For students with disability, 19.1 per cent, 16.9 per cent, and 19.9 per cent of students at government, Catholic, and independent schools, respectively, required an education adjustment due to disability (table 4A.7). Data by level of adjustment are in table 4A.7.

### School and Vocational Education and Training (VET)

School-aged people may participate in VET by either participating in ‘VET in Schools’, or (see chapter 5) remain engaged in education through a Registered Training Organisation. Nationally in 2017, there were 242 100 VET in Schools students (NCVER 2018). Overall, 413 300 people aged 15–19 years successfully completed at least one unit of competency as part of a VET qualification at the Australian Qualifications Framework (AQF) Certificate II or above (at a school or Registered Training Organisation) (table 4A.9).

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## 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) and the National Education Agreement (COAG 2009). In addition, performance indicators in this chapter are aligned with school education indicators in the National Education Agreement, where relevant.

### Box 4.1 Objectives for School education

Australian schooling aims for all young Australians to become successful learners, confident and creative individuals, and active and informed citizens positioning them to live fulfilling, productive and responsible lives. It aims for students to excel by international standards, while reducing educational disadvantage.

To meet this vision, the school education system aims to:

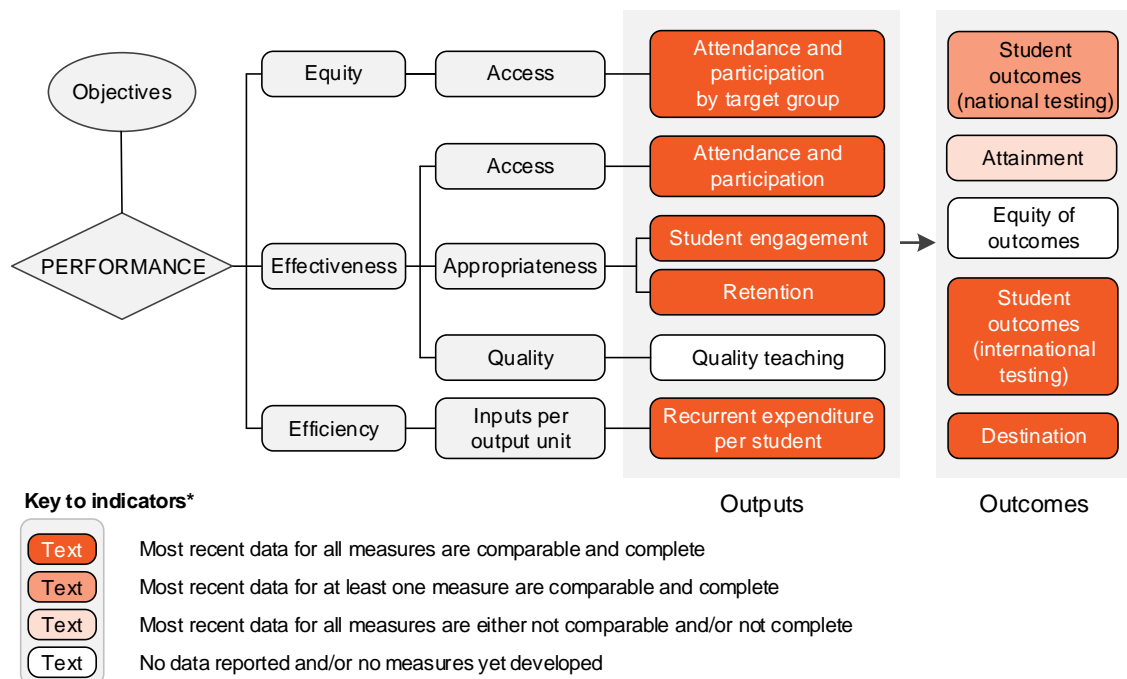
- engage all students and promote student participation
- deliver high quality teaching with a world-class curriculum.

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 framework also shows which data are complete and comparable in the 2019 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. 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. Chapters 1 and 2 are available from the website at [www.pc.gov.au/research/ongoing/report-on-government-services](http://www.pc.gov.au/research/ongoing/report-on-government-services).

Figure 4.2 School education performance indicator framework



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

Improvements to performance reporting for School education are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

The comparability of performance indicator results are shaded in indicator interpretation boxes, figures and chapter and attachment tables as follows:

- Data are comparable (subject to caveats) across jurisdictions and over time.
- Data are either not comparable (subject to caveats) within jurisdictions over time or are not comparable across jurisdictions or both.

The completeness of performance indicator results are shaded in indicator interpretation boxes, figures and chapter and attachment tables as follows:

- Data are complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions
- Data are incomplete for the current reporting period. At least some data were not available.

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## 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).

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#### Box 4.2 Attendance by target group

‘Attendance by target group’ compares the attendance rate of those in the target group (Aboriginal and Torres Strait Islander students, students in remote/very remote areas) with the attendance rate of those outside the target group (non-Indigenous students, students in major cities and regional areas).

Similar rates of attendance for those within and outside the target groups indicates equity of access.

The 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 this measure are:

■ not comparable across jurisdictions prior to 2018 and not comparable over time (data for 2018 are not comparable to earlier years). Data are comparable across jurisdictions (subject to caveats) for 2018

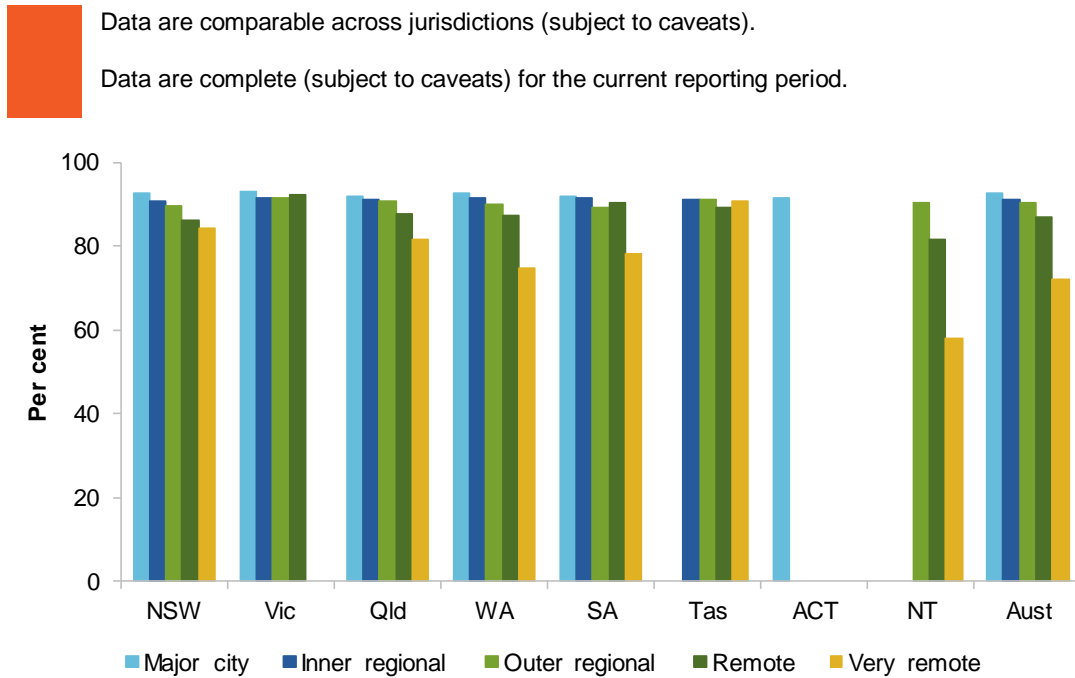
■ complete for the current reporting period (subject to caveats). All required 2018 data are available for all jurisdictions.

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Nationally in 2018, attendance rates across years 1–10 decreased as remoteness increased (figure 4.3), with the decrease greater for Aboriginal and Torres Strait Islander students than for non-Indigenous students. This pattern was similar for government and non-government schools (table 4A.21).



**Figure 4.3 Student attendance rate for years 1 to 10 combined, by remoteness, all schools, 2018<sup>a, b</sup>**

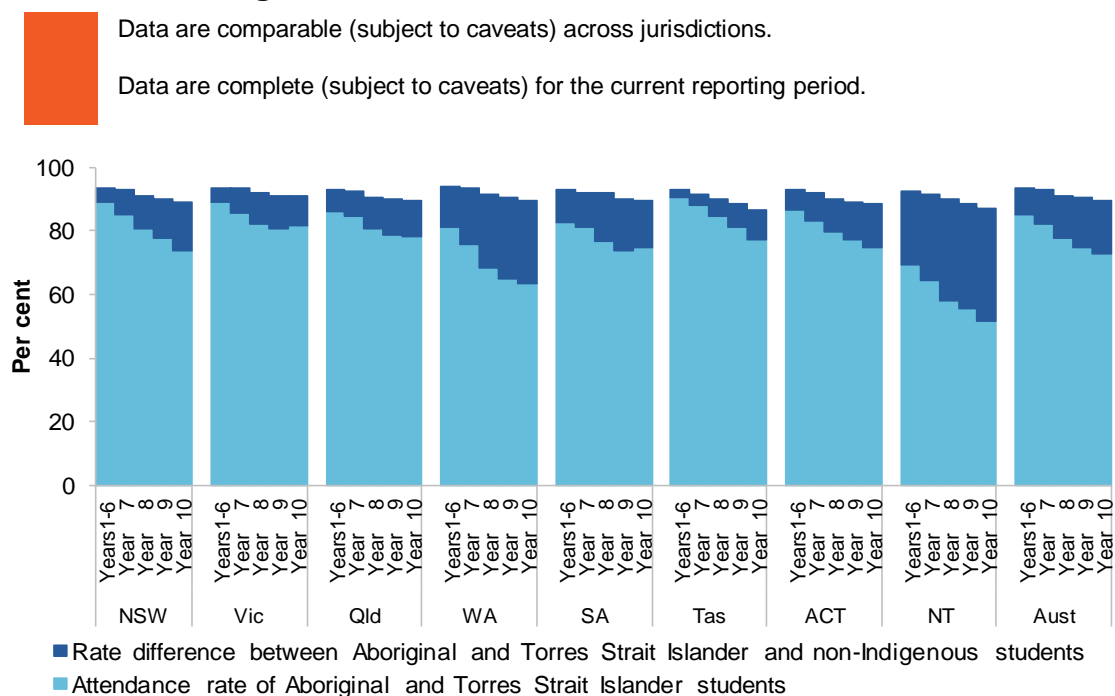


<sup>a</sup> See box 4.2 and table 4A.21 for detailed definitions, footnotes and caveats. <sup>b</sup> There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no data for inner regional areas in the ACT. There are no major cities or inner regional areas in the NT.

Source: Australian Curriculum and Assessment Reporting Authority (ACARA) (unpublished); table 4A.21.

Nationally in 2018, non-Indigenous students in all schools had higher attendance rates than Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions. This pattern was similar for government and non-government schools (figure 4.4 and tables 4A.18–20).

**Figure 4.4 Student attendance rate for years 1–6 to year 10, by Indigenous status, all schools, 2018<sup>a, b</sup>**



<sup>a</sup> The non-Indigenous attendance rates includes the total area shaded for each year level. <sup>b</sup> See box 4.2 and table 4A.20 for detailed definitions, footnotes and caveats.

Source: ACARA (unpublished); table 4A.20.

The 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. Analysis of the attendance level can highlight ‘at risk’ populations (where a large proportion of individuals have had low attendance over the school year). Data on the student attendance level by Indigenous status and remoteness are in tables 4A.22–24, with patterns consistent with the student attendance rate data.

## Effectiveness

### Access — Attendance

‘Attendance’ is an indicator of governments’ objective that school education services promotes student participation (box 4.3).

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### Box 4.3 Attendance

'Attendance' is defined by the student attendance rate — 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.

Higher or increasing rates of attendance are desirable. Poor attendance has been related to poor student outcomes, particularly once patterns of non-attendance are established (Hancock et al. 2013).

Data reported for this measure are:

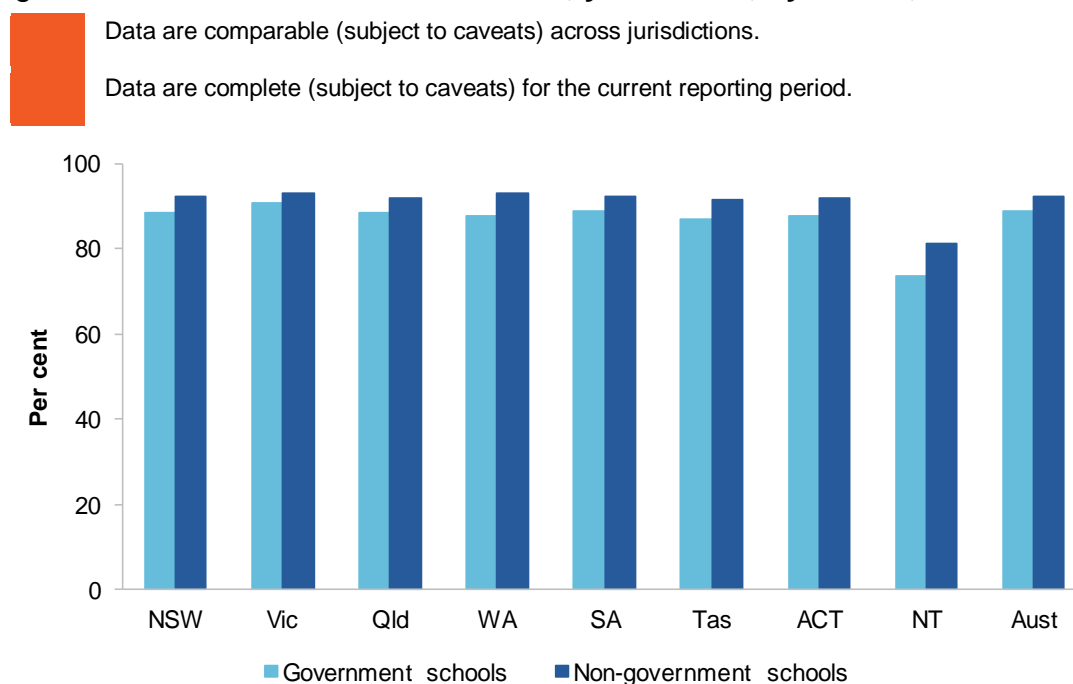
- not comparable across jurisdictions prior to 2018 and not comparable over time (data for 2018 are not comparable to earlier years). Data are comparable across jurisdictions (subject to caveats) for 2018
- complete for the current reporting period (subject to caveats). All required 2018 data are available for all jurisdictions.

Nationally in 2018, the attendance rate for all school students across year levels 1–6 was 93.0 per cent (table 4A.20). The year 1–6 attendance rates have remained steady since 2014 and are similar across most jurisdictions and within each state and territory over time.

Nationally in 2018, across all schools attendance rates decreased from year 7 to year 10 — from 92.5 per cent to 88.8 per cent (table 4A.20). For years 7–10 combined, attendance rates are higher at non-government schools (92.5 per cent) than government schools (88.9 per cent) (figure 4.5).

The 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. Analysis of the attendance level can highlight 'at risk' populations (where a large proportion of individuals have had low attendance over the school year). Data for the student attendance level are in tables 4A.22–24, with patterns consistent with the student attendance rate data.

**Figure 4.5 Student attendance rates, years 7–10, by sector, 2018<sup>a</sup>**



<sup>a</sup> See box 4.3 and tables 4A.18–19 for detailed definitions, footnotes and caveats.

Source: ACARA (unpublished); tables 4A.18–19.

## Appropriateness — Student engagement

‘Student engagement’ is an indicator of governments’ objective that school education services engage all students (box 4.4).

### Box 4.4 Student engagement

‘Student engagement’ is defined as encompassing the following three dimensions:

- *behavioural engagement* — which may be measured by identifiable behaviours of engagement, such as school attendance, attainment and retention
- *emotional engagement* — which may be measured by students’ attitudes to learning and school
- *cognitive engagement* — which may be measured by students’ perception of intellectual challenge, effort or interest and motivation (Fredricks, Blumenfeld, and Paris 2004).

It is measured using data from the Programme for International Student Assessment (PISA) — a triennial survey of 15-year-old students conducted by the Organisation for Economic Cooperation and Development (OECD). The PISA collects information on one aspect of *emotional engagement* — students’ sense of belonging at school. Students’ level of agreement to six statements are combined to construct a Sense of Belonging as School Index (table 4A.25).

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#### Box 4.4 (continued)

Higher or increasing scores on the Index illustrate a greater sense of belonging at school, which is desirable. (Scores are indexed to the OECD average in the 2003 PISA, with a negative score indicating a sense of belonging below 2003 and a positive score above 2003.)

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions (Index scores are only available for one year)
- complete for the current reporting period (subject to caveats). All required 2015 data are available for all jurisdictions.

These data should be interpreted with caution, as they are limited to one aspect of emotional engagement and captured for students at a single age (students aged 15 years).

National data are not available to report against behavioural or cognitive engagement. However contextual information is provided on State and Territory government student engagement surveys, where they have been conducted (table 4A.27). These surveys collect information from students across the behavioural, emotional, and cognitive domains of engagement. In addition, some aspects of behavioural engagement are captured via the attendance, retention and attainment indicators.

Nationally in 2015, the proportion of 15 year old students that agreed/disagreed with the following statements was:

- I make friends easily at school (agree) — 79.4 ( $\pm$  0.9) per cent
- I feel like I belong at school (agree) — 71.9 ( $\pm$  1.0) per cent
- Other students seem to like me (agree) — 87.6 ( $\pm$  0.6) per cent
- I feel like an outsider (or left out of things) at school (disagree) — 76.5 ( $\pm$  0.8) per cent
- I feel awkward and out of place at my school (disagree) — 78.1 ( $\pm$  0.8) per cent
- I feel lonely at school (disagree) — 83.5 ( $\pm$  0.7) per cent (table 4A.25).

From these responses, the Sense of Belonging at School Index for Australian students aged 15 years was -0.12 ( $\pm$  0.2). The score, which is below the 2015 OECD average, varied across jurisdictions (table 4.1 and table 4A.25). National data on the Sense of Belonging at School Index, by special needs group (sex, Indigenous status, geolocation, and socioeconomic background) are included in table 4A.26.

**Table 4.1 Sense of Belonging at School Index, 2015<sup>a, b</sup>**



Data are comparable (subject to caveats) across jurisdictions.

Data are complete (subject to caveats) for the current reporting period.

	<i>NSW</i>	<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>OECD</i>
Index	-0.11	-0.06	-0.17	-0.17	-0.17	-0.14	-0.21	-0.24	-0.12	0.02
	±0.04	±0.06	±0.04	±0.04	±0.06	±0.08	±0.08	±0.10	±0.02	±0.00

<sup>a</sup> The table includes the 95 per cent confidence interval associated with each point estimate (for example,  $-0.12 \pm 0.2$ ). <sup>b</sup> See box 4.4 and table 4A.25 for detailed definitions, footnotes and caveats.

Source: Australian Council for Educational Research (ACER) (2018), *PISA Australia in Focus: Number 1 – Sense of belonging at school*, ACER, Australia; table 4A.25.

Sense of belonging at school has been measured in three cycles of PISA: in 2003, 2012 and 2015. Nationally, over this 12-year period, students’ agreement/disagreement with the Sense of Belonging Index statements have declined (ACER 2018).

Table 4A.27 summarises school student engagement information from NSW, Victoria, SA, Tasmania, and the ACT.

### Appropriateness — Retention

‘Retention’ to the final years of schooling is an indicator of governments’ objective that the school education system aims to engage all students and promote student participation (box 4.5).

#### Box 4.5 Retention

‘Retention’ (apparent retention rate) is defined as the number of full time school students in year 10 that continue to year 12.

The term ‘apparent’ is used because the measures are derived from total numbers of students in each of year 10 and year 12, not by tracking the retention of individual students. Care needs be taken in interpreting the measures as they do 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.

This indicator does not include part time or ungraded students (which has implications for the interpretation of results for all jurisdictions) or provide information on students who pursue year 12 (or equivalent qualifications) through non-school pathways.

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**Box 4.5** (continued)

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.

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.

Data reported for this measure are:

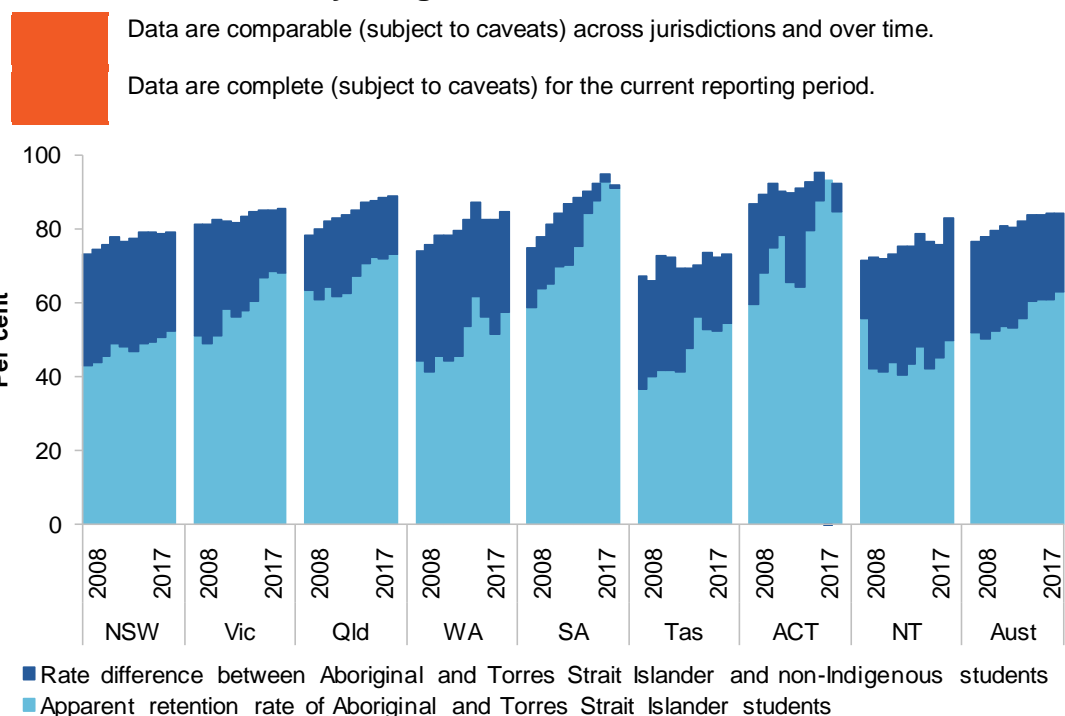
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2017 data are available for all jurisdictions.

Nationally in 2017, the apparent retention rate from year 10 to year 12 was 83.3 per cent, an increase from 75.6 per cent in 2008 (table 4A.28). From 2008 to 2017, the rate for government schools has increased from 70.1 per cent to 79.8 per cent and for non-government schools from 84.6 per cent to 88.5 per cent (tables 4A.29–30).

For the period 2008–2017, the apparent retention from year 10 to year 12 increased for Aboriginal and Torres Strait Islander students at a greater rate than for non-Indigenous students, albeit from a lower base. Nationally in 2017, the rate for Aboriginal and Torres Strait Islander students was 63.0 per cent (an increase of 11.3 percentage points from 2008) and for non-Indigenous students was 84.3 per cent (an increase of 7.8 percentage points from 2008) (figure 4.6).

Consistent with the NYPR mandatory requirement that all young people participate in schooling until they complete year 10, the apparent retention rate from the commencement of secondary school (at year 7 or 8) to year 10 has remained above 97 per cent in all jurisdictions (other than the NT) since 2008 (table 4A.28). The retention rate for Aboriginal and Torres Strait Islander students was also near to 100 per cent (97.8 per cent), but lower than that of non-Indigenous students, although this varies across jurisdictions (table 4A.28).

**Figure 4.6 Apparent retention rates from year 10 to year 12, full time students, by Indigenous status, 2008 to 2017<sup>a, b, c</sup>**



<sup>a</sup> The non-Indigenous retention rate is the total area shaded for each year. <sup>b</sup> In 2016, the ACT apparent retention rate for Aboriginal and Torres Strait Islander students was higher than for non-Indigenous students by 1 percentage point. <sup>c</sup> See box 4.5 and table 4A.28 for detailed definitions, footnotes and caveats.

Source: ABS (2018) *Schools Australia 2017*, Cat. no. 4221.0; table 4A.28.

Data on retention rates for all full time and part time students and for students from year 7 or 8 to year 12 are available in tables 4A.28–30.

### Quality — Quality teaching

‘Quality teaching’ is an indicator of governments’ objective that school education delivers high quality teaching with a world-class curriculum (box 4.6). A good quality curriculum provides the structure for the provision of quality learning (UNESCO-IBE 2016), while teachers are the single most important ‘in-school’ influence on student achievement (Hattie 2009). Teacher quality can influence student educational outcomes both directly and indirectly, by fostering a positive, inclusive and safe learning environment (Boon 2011).



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#### **Box 4.6      Quality teaching**

'Quality teaching' is defined in relation to the teaching environment, including the quality of the curriculum and the effectiveness of the teachers. Teachers are considered effective where they:

- create an environment where all students are expected to learn successfully
- have a deep understanding of the curriculum and subjects they teach
- have a repertoire of effective teaching strategies to meet student needs
- direct their teaching to student needs and readiness
- provide continuous feedback to students about their learning
- reflect on their own practice and strive for continuous improvement (PC 2012).

This indicator may be measured in future by student responses to survey questions on their perceptions of the teaching environment including the curriculum. High or increasing proportions of students indicating positive responses to the teaching environment are desirable.

Data are not yet available for reporting against this indicator.

### **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. Box 4.7 provides further information on the data used to report on the efficiency measures in this Report.

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#### **Box 4.7      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 NSSC, under the auspices of the Education Council.

- Each State and Territory government reports to the Education Council on its expenditure on government schools. 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 [UCC]); umbrella departmental costs; and other costs (including rent and utilities). The Education Council provides unpublished data on the UCC for government schools, imputed as 8 per cent of the written down value of assets (table 4A.13).

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## Box 4.7 (continued)

- 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 payments (table 4A.12).
- To avoid double counting, Australian Government allocations are subtracted from the State and Territory expenditure to identify ‘net’ State and Territory government expenditure (table 4A.10).

### 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 (table 4A.10).
- 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 National Partnership payments (see table 4A.12).

### Allocation of funding

#### *Students First funding — Australian Government*

From 2014 to 2017<sup>2</sup>, Australian Government recurrent funding for all schools was transitioning under the *Australian Education Act 2013* from levels under the previous funding arrangements towards the Schooling Resource Standard funding arrangement levels. Under Students First, funding is calculated with reference to a base amount plus loadings to target student and school disadvantage including 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.

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<sup>2</sup> Financial data in this Report cover the period up to 2016-17.

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Box 4.7 (continued)

**User cost of capital (UCC)**

The 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 provide services. 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.

UCC is only reported for government schools (*not* non-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 (2018); 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 4.8).

Box 4.8 **Recurrent expenditure per student**

‘Recurrent expenditure per student’ is defined as total government recurrent expenditure per FTE student, reported for government schools and for non-government schools. Government recurrent expenditure per FTE student includes estimates for UCC for government schools (box 4.7). UCC is not included for non-government schools.

FTE student numbers (table 4A.3) are drawn from the ABS publication *Schools Australia 2017* (ABS 2018) 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).

Data reported for this measure 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 the efficiency of government and non-government schools.)

■ complete for the current reporting period (subject to caveats). All required 2016-17 data are available for all jurisdictions.

Source: ACARA (2018); Australian Government Department of Education and Training (unpublished).

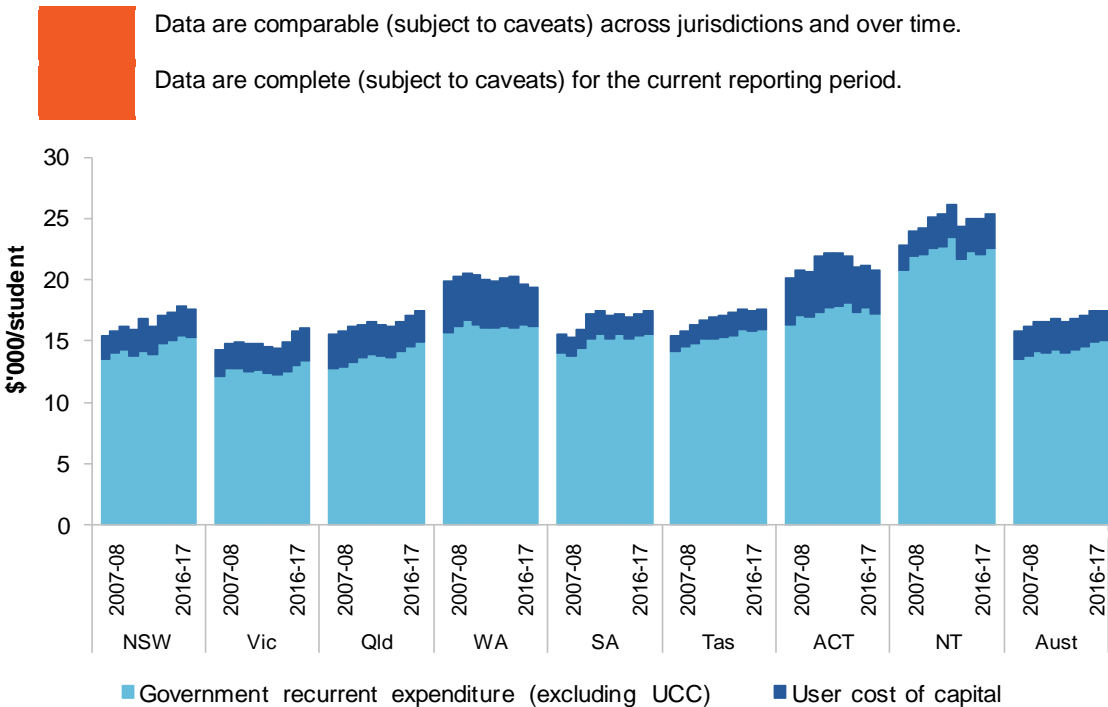
Nationally in 2016-17, government recurrent expenditure per FTE student in all schools was \$15 149. Between 2007-08 and 2016-17, real government expenditure per FTE student increased at an average rate of 1.5 per cent per year (table 4A.14).

*Government schools*

Nationally in 2016-17, government recurrent expenditure (including UCC) was \$17 531 per FTE student in government schools (excluding UCC this was \$15 020). Between 2007-08 and 2016-17, real government expenditure (including UCC) per FTE student increased at an average rate of 1.1 per cent per year (figure 4.7).

In-school expenditure per FTE student was higher for government secondary schools (\$19 076 per FTE student) compared to government primary schools (\$15 392 per FTE student). Out-of-school government expenditure per FTE student was substantially lower (\$724 per FTE student) (table 4A.15).

**Figure 4.7 Government real recurrent expenditure per FTE student (including UCC), government schools, 2007-08 to 2016-17 (2016-17 dollars)<sup>a</sup>**



<sup>a</sup> See box 4.8 and table 4A.15 for detailed definitions, footnotes and caveats.

Source: ABS (2018) *Schools Australia 2017*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.15.

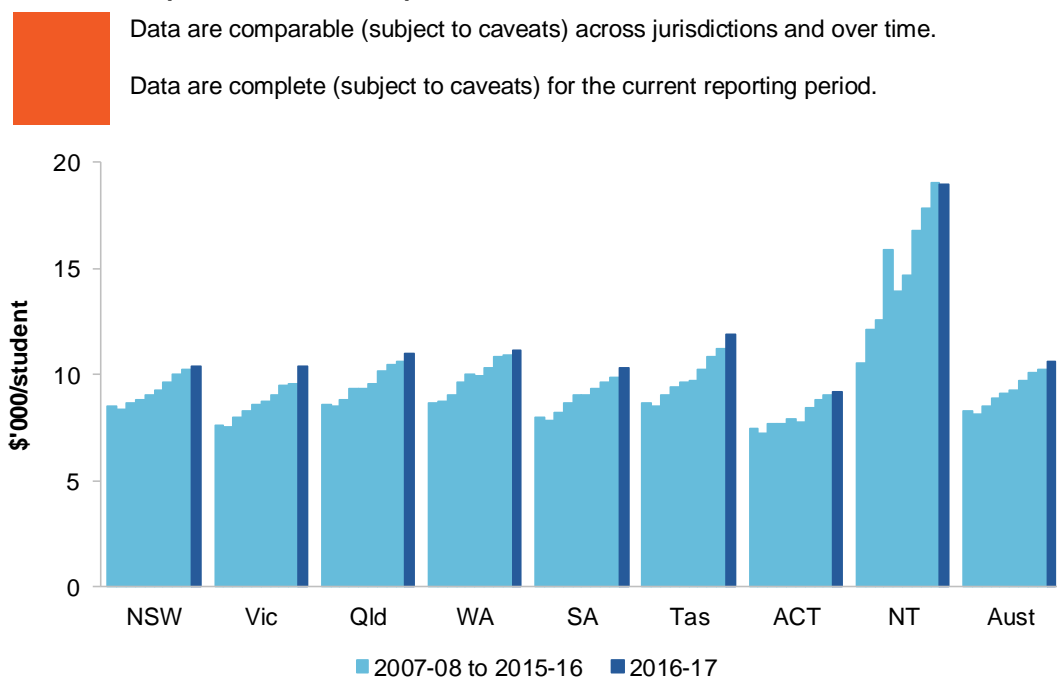
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### Non-government schools

Nationally in 2016-17, government recurrent expenditure per FTE student in non-government schools was \$10 644 (does not include UCC). Between 2007-08 and 2016-17, real government expenditure per FTE student increased at an average rate of 2.8 per cent per year (figure 4.8).

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Figure 4.8 **Government real recurrent expenditure per FTE student, non-government schools, 2007-08 to 2016-17 (2016-17 dollars)<sup>a</sup>**



<sup>a</sup> See box 4.8 and table 4A.14 for detailed definitions, footnotes and caveats.

Source: ABS (2018) *Schools Australia 2017*, Cat. no. 4221.0; Australian Government Department of Education and Training (unpublished); State and Territory governments (unpublished); table 4A.14.

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### 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. (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 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

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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 2017, the student-to-teacher ratio at government schools (primary and secondary combined) was 13.9 students per teacher; for non-government it was 13.1 (table 4A.17). The student-to-teacher ratio, for both government and non-government schools, is generally lower for secondary schools than primary schools.

Nationally in 2017, the student to non-teaching staff ratio at government schools (primary and secondary combined) was 33.5 students per staff member; for non-government schools it was 27.9 students per staff member (table 4A.16). Non-teaching staff (such as specialists, administrative and building operations staff) account for approximately 30 per cent of the FTE staff at schools (ABS 2018).

## 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 governments’ objective that Australian schooling aims for all young Australians to become successful learners, confident and creative individuals, and active and informed citizens (box 4.9).

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#### Box 4.9 **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.

All data are accompanied by confidence intervals. See section 4.4 for details on NAPLAN and NAP confidence intervals.

#### **National Assessment Program — Literacy and Numeracy (NAPLAN)**

NAPLAN testing is undertaken by students in years 3, 5, 7 and 9. Measures are reported for 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 (ACARA 2017). The mean scale score refers to a mean (average) score on a common national scale.

A high or increasing mean scale score or proportion of students achieving at or above the national minimum standard is desirable.

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**Box 4.9** (continued)

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time
- incomplete for the current reporting period. Data for 2018 are not available.

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

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

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the most recent reporting period (subject to caveats). All required data are available for all jurisdictions for: 2017 (for ICT literacy); 2016 (for civics and citizenship literacy), and 2015 (for science literacy).

The 2018 NAPLAN data were not available in time for inclusion in this Report. NAPLAN data for 2017 are available in tables 4A.31–42. Data for years 2008–2017 were included in previous editions of this Report.

*NAP Science literacy assessment*

Nationally in 2015, 55.1 ( $\pm 1.8$ ) per cent of year 6 students achieved at or above the proficient standard in science literacy performance (tables 4A.43–45).

*NAP Civics and citizenship literacy assessment*

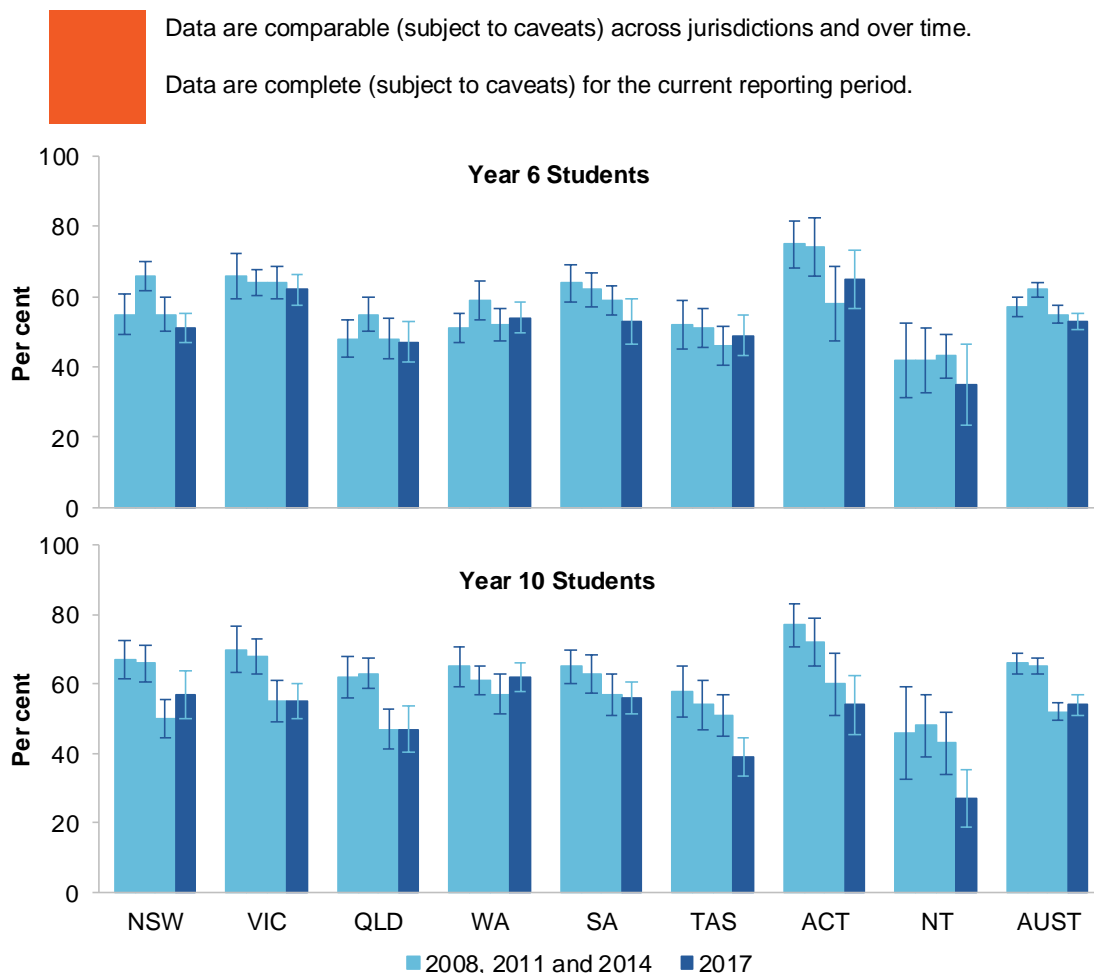
Nationally in 2016, the proportion of participating year 6 and year 10 students who achieved at or above the proficient standards in civics and citizenship literacy performance was 54.5 ( $\pm 2.4$ ) per cent and 38.3 ( $\pm 2.7$ ) per cent respectively (tables 4A.46–48).

## NAP ICT literacy assessment

Nationally in 2017, of year 6 students and year 10 students, 53 ( $\pm 2.4$ ) per cent and 54 ( $\pm 3.0$ ) per cent, respectively, achieved at or above the proficient standards in ICT literacy performance (figure 4.9). Nationally, the proportion of students that achieved the proficient standard or above was:

- for year 6 students — significantly lower than in 2011, but not significantly different to other years
- for year 10 students — significantly lower than in 2008 and 2011, but not significantly different to 2014 (table 4A.49).

**Figure 4.9 Proportion of students achieving at or above the proficient standard in ICT literacy<sup>a, b</sup>**



<sup>a</sup> Error bars represent the 95 per cent confidence interval associated with each NAP sample point estimate (see section 4.4). <sup>b</sup> See box 4.9 and table 4A.49 for detailed definitions, footnotes and caveats.

Source: ACARA (2018) *National Assessment Program — ICT Literacy Report 2017*, Sydney; table 4A.49.



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Mean scale scores for NAP ICT literacy are in table 4A.50. National data on the proportion of students achieving at or above the proficient standard, by special needs group (sex, Indigenous status, geolocation, and parental occupation) are included in table 4A.51.

## Attainment

‘Attainment’ is an indicator of governments’ objective that Australian schooling aims for all young Australians to become successful learners, confident and creative individuals, and active and informed citizens (box 4.10).

### Box 4.10 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 is desirable.

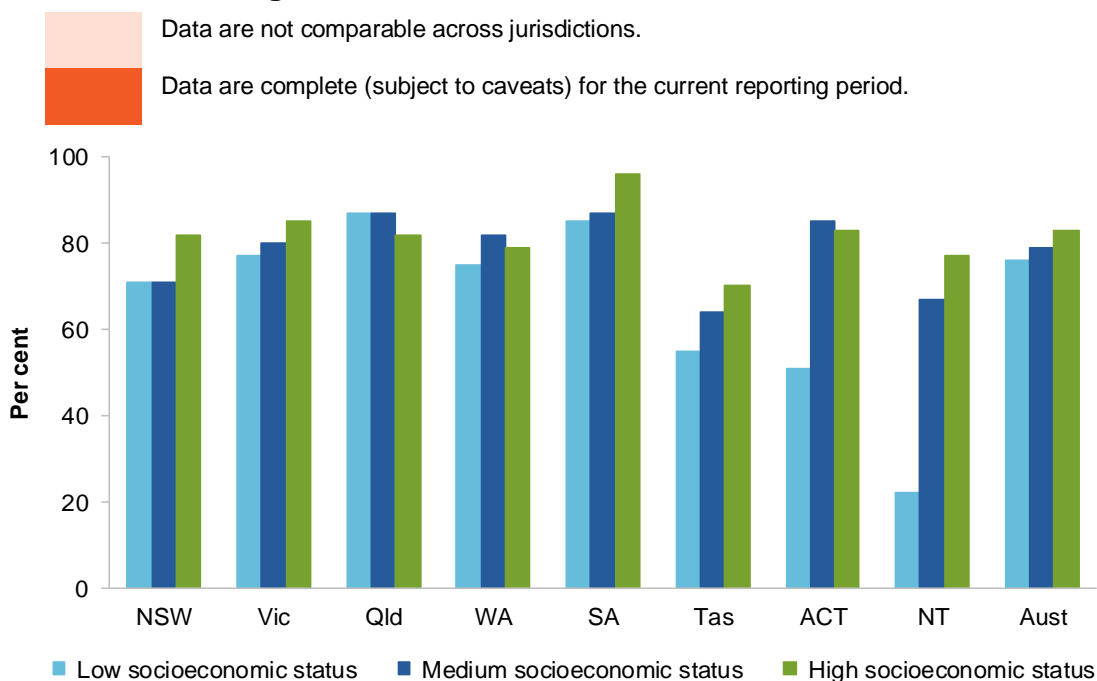
Data reported for this measure are:

-  not comparable across jurisdictions, but are comparable (subject to caveats) within some jurisdictions over time
-  complete for the current reporting period (subject to caveats). All required 2017 data are available for all jurisdictions.

Nationally in 2017, the year 12 certificate attainment rate for all students was 79 per cent (table 4A.58). The rates for students from low and medium socioeconomic backgrounds (76 per cent and 79 per cent, respectively) were below those for students from a high socioeconomic background (83 per cent) (figure 4.10). This pattern varied across jurisdictions.

Nationally in 2017, the attainment rate declined with remoteness, from 80 per cent in major cities to 74 per cent in remote areas. The rate was substantially lower in very remote areas (43 per cent) (table 4A.59). This pattern varied across jurisdictions.

**Figure 4.10 Year 12 certificate attainment rates, by socioeconomic background, 2017<sup>a</sup>**



<sup>a</sup> See box 4.10 and table 4A.58 for detailed definitions, footnotes and caveats.

Source: Australian Government Department of Education and Training (unpublished); table 4A.58.

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.9–10).

### Equity of outcomes

‘Equity of outcomes’ is an indicator of governments’ objective that Australian schooling reduces educational disadvantage (box 4.11).

#### Box 4.11 Equity of outcomes

‘Equity of outcomes’ is defined as the difference in the scores for students at the median and the lower end of national testing for literacy and numeracy.

The test score difference between students undertaking standardised tests (such as NAPLAN or Programme for International Student Assessment [PISA]) can be used to measure the relative performance gap between students at the median and the lower end of achievement. (For example, see Bruckauf, Zlata; Chzhen, Yekaterina (2016).)

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**Box 4.11** (continued)

A low or decreasing gap between poor performing students and the median performers (and median score not reducing over time) is desirable.

Data are not yet available for reporting against this indicator.

The Student outcomes (national testing) indicator (box 4.9) provides NAPLAN data on the proportion of students at or above the national minimum standard and mean scale score, by special needs group (Indigenous status, remoteness, parental education and parental occupation).

### Student outcomes (international testing)

‘Student outcomes (international testing)’ is an indicator of governments’ objective that Australian schooling aims for students to excel by international standards (box 4.12).

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**Box 4.12 Student outcomes (international testing)**

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

- Progress in International Reading Literacy Study (PIRLS) — conducted by the International Association for the Evaluation of Educational Achievement (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 for reading.
- Programme for International Student Assessment (PISA) — conducted by the 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 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 for mathematics and science.

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 these measures are:

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

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### *Progress in International Reading Literacy Study (PIRLS)*

Nationally in 2016, the proportion of year 4 students that achieved at or above the national proficient standard for reading literacy was 80.9 ( $\pm 2.0$ ) per cent, a significant increase from 2011 although results vary by jurisdiction (table 4A.57).

Of the countries that participated in the PIRLS assessment, Australian year 4 students:

- significantly outperformed students from 24 other countries
- were significantly outperformed by students from 13 other countries (ACER 2017).

### *Programme for International Student Assessment (PISA)*

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

- reading literacy was 60.6 ( $\pm 1.4$ ) per cent (table 4A.52)
- mathematical literacy was 55.4 ( $\pm 1.6$ ) per cent (table 4A.53)
- scientific literacy was 60.8 ( $\pm 1.2$ ) per cent (table 4A.54).

Across the three testing domains, the proportions of Australian 15 year old students who achieved at or above the national proficient standard in 2015 were significantly lower than the proportions achieved in the last major domain cycle (2009 for reading, 2012 for mathematics, and 2006 for science) (tables 4A.52–54).

### *Trends in International Mathematics and Science Study (TIMSS)*

Nationally in 2015, the proportion of students that achieved at or above the national proficient standard for the TIMSS:

- mathematics assessment was 70.2 ( $\pm 2.6$ ) per cent for year 4 students and 64.4 ( $\pm 3.1$ ) per cent for year 8 students (table 4A.55)
- science assessment was 75.4 ( $\pm 2.7$ ) per cent for year 4 students and 68.8 ( $\pm 2.6$ ) per cent for year 8 students (table 4A.56).

Nationally in 2015, a similar proportion of students achieved at or above the intermediate international benchmark in 2015 compared to previous assessments, other than for the year 4 science assessment, where a significantly higher the proportion of students achieved the benchmark compared to 2011. Results varied across jurisdictions (tables 4A.55–56).

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## Destination

‘Destination’ is an indicator of governments’ objective that Australian schooling aims for all young Australians to become active and informed citizens positioning them to live fulfilling, productive and responsible lives (box 4.13).

### Box 4.13 Destination

‘Destination’ is defined as the proportion of school leavers aged 15–24 years who left school in the previous year, who are participating in further education, training and/or employment. Data are reported for school leavers whose highest level of school completed was year 12, or year 11 and below.

A higher or increasing proportion of school leavers participating in further education, training and/or employment is desirable.

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

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period. All required 2018 data are available for all jurisdictions.

This Report includes information on the student destination surveys conducted by each State and Territory government, as context to this indicator (table 4A.61). These surveys collect information from a larger number of students within relevant jurisdictions, but the research methods and data collection instruments differ which do not enable comparative reporting.

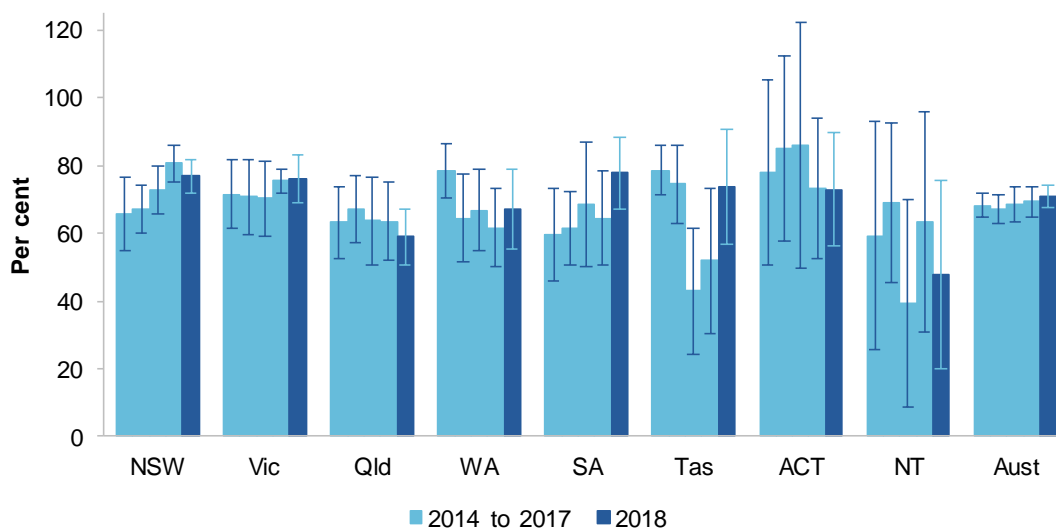
The proportion of all school leavers aged 15–24 years who left school in 2017 and who in 2018 were fully engaged in work or study was 70.9 ( $\pm 3.4$ ) per cent, similar to years 2014–2017 (figure 4.11). Proportions were higher for year 12 completers (73.9 [ $\pm 2.7$ ] per cent), compared to those who completed year 11 or below (60.9 [ $\pm 8.4$ ] per cent) (table 4A.60).

**Figure 4.11 Proportion of school leavers fully engaged in education or work (15–24 year olds)<sup>a, b</sup>**



Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete (subject to caveats) for the current reporting period.



<sup>a</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate. <sup>b</sup> See box 4.13 and table 4A.60 for detailed definitions, footnotes and caveats.

Source: ABS (2018) *Education and Work, 2018*, TableBuilder; table 4A.60.

The Child care, education and training sector overview includes additional data on the participation of school leavers aged 17–24 years in work and study, including data on the Indigenous status of school leavers (tables BA.2–4).

Table 4A.61 summarises school leaver destination survey results from six jurisdictions.

## 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.

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<b>Confidence interval</b>	A confidence interval is a specified interval, with the sample statistic at the centre, within which the corresponding population value can be said to lie with a given level of confidence (chapter 1).
<b>Confidence intervals (for NAPLAN and NAP sample)</b>	<p>The NAPLAN and NAP sample confidence intervals are calculated by ACARA and take into account two factors:</p> <ul style="list-style-type: none"> <li>• <i>Sampling error</i> — The sampling error accounts for adjustments for non-response and measures the variance across students.</li> <li>• <i>Measurement error</i> — The NAPLAN assessments can only sample a small part of the literacy or numeracy curriculum so as not to place too much burden on each students' time. Consequently, the result of the NAPLAN assessments will contain some uncertainty <i>for each student</i>. This uncertainty is referred to as measurement error.</li> </ul> <p>Estimates of sampling and measurement errors are combined to obtain final standard errors and confidence intervals to determine statistical significance of mean differences and percentage differences in NAPLAN and NAP sample performance <i>within a report year</i>.</p> <p>For analysing difference across years, a further source of error needs to be accounted for:</p> <ul style="list-style-type: none"> <li>• <i>Equating error</i> — The equating error measures the variance related to the impact of changes to the NAPLAN secure equating tests between years. That is, how closely the equating tests align between years.</li> </ul> <p>To evaluate statistical significance of mean and percentage differences between years, ACARA tests the change between years taking into account the equating, sampling and measurement errors. However, the equating error is not represented within the reported confidence interval.</p>
<b>Foundation year (pre-year 1)</b>	<p>The first year of primary school.</p> <p>Naming conventions for the foundation year differ between states and territories. Foundation year is known as:</p> <ul style="list-style-type: none"> <li>• Kindergarten in New South Wales and the Australian Capital Territory</li> <li>• Preparatory in Victoria, Queensland and Tasmania</li> <li>• Reception in South Australia</li> <li>• Pre-primary in Western Australia</li> <li>• Transition in the Northern Territory, and</li> <li>• Foundation year in the Australian Curriculum.</li> </ul>
<b>Full time equivalent student</b>	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.
<b>Full time student</b>	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.
<b>Geographic classification (ASGS)</b>	<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 &lt;<a href="http://www.abs.gov.au/websitedbs/d3310114.nsf/home/remoteness+structure">www.abs.gov.au/websitedbs/d3310114.nsf/home/remoteness+structure</a>&gt;.</p> <p>The remoteness categories are:</p> <ul style="list-style-type: none"> <li>• Major cities of Australia</li> <li>• Inner regional areas of Australia</li> <li>• Outer regional areas of Australia</li> <li>• Remote areas of Australia</li> <li>• Very remote areas of Australia.</li> </ul>

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<b>Geographic classification (ASGS) (continued)</b>	Geographic classifications prior to 2016 are based on the Ministerial Council for Education, Early Childhood Development and Youth Affairs (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 Australian Standard Geographic Classification).
<b>Geographic classification (MCEECDYA)</b>	<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).</p> <ul style="list-style-type: none"> <li>• <i>Metropolitan zone</i>: Mainland State capital city regions and Major urban Statistical Districts (100 000 or more population).</li> <li>• <i>Provincial zone</i>: Provincial city statistical districts and Darwin statistical division (25 000–99 999 population); and Other provincial areas (Collection District [CD] ARIA+ score <math>\leq</math> 5.92). <ul style="list-style-type: none"> <li>– Inner provincial areas (CD ARIA+ score <math>&lt;</math> 2.4)</li> <li>– Outer provincial areas (CD ARIA+ score <math>&gt;</math> 2.4 and <math>&lt;</math> 5.92)</li> </ul> </li> <li>• <i>Remote zone</i>: Remote zone (CD ARIA+ score <math>&gt;</math> 5.92) <ul style="list-style-type: none"> <li>– Remote areas (CD ARIA+ score <math>&gt;</math> 5.92 and <math>\leq</math> 10.53)</li> <li>– Very remote areas (CD ARIA+ score <math>&gt;</math> 10.53)</li> </ul> </li> </ul>
<b>In-school expenditure</b>	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.
<b>Low socio-educational background</b>	<p>Students in the lowest quartile of the index of socio-educational advantage.</p> <p>The index of socio-educational advantage is a student level score constructed by ACARA from information (obtained from school enrolment records) relating to parents': occupation; school education; and non-school education.</p>
<b>Out-of-school expenditure</b>	Costs relating indirectly to schools. (See in-school expenditure)
<b>Pre-year 1</b>	See 'foundation year'.
<b>Part time student</b>	A student undertaking a workload that is less than that specified as being full time in the jurisdiction.
<b>Real expenditure</b>	Nominal expenditure adjusted for changes in prices, using the General Government Final Consumption Expenditure chain price deflator and expressed in terms of final year prices.
<b>School</b>	<p>A school is an establishment which satisfies all of the following criteria.</p> <ul style="list-style-type: none"> <li>• Its major activity is the provision of full time day primary or secondary education or the provision of primary or secondary distance education.</li> <li>• It is headed by a principal (or equivalent) responsible for its internal operation.</li> <li>• It is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations.</li> </ul>
<b>Science literacy</b>	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.
<b>Socioeconomic status</b>	As identified in footnotes to specific tables.
<b>Socio-educational background</b>	See 'Low socio-educational background'.



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<b>Source of income</b>	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.
<b>Special school</b>	<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"> <li>• mental or physical disability or impairment</li> <li>• slow learning ability</li> <li>• social or emotional problems</li> <li>• in custody, on remand or in hospital (ABS 2018).</li> </ul>
<b>Student-to-staff ratios</b>	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.
<b>Student</b>	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.
<b>Students with disability</b>	<p>Students are counted in the Nationally Consistent Collection of Data on School Students with Disability where:</p> <ul style="list-style-type: none"> <li>• the student's impairment meets the <i>Disability Discrimination Act 1992</i> (DDA); AND</li> <li>• the functional impact of the student's disability results in the school actively addressing or supporting the student's specific individual education needs arising from their disability.</li> </ul> <p>The DDA provides a broad definition of disability. The DDA covers individuals with disability, associates of a person with a disability, people who do not have a disability but who may face disability discrimination in the future, people who are not in fact impaired in functioning but treated as impaired, and people with conditions such as obesity, mild allergies or physical sensitivities, and those who wear glasses.</p>
<b>Teaching 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. 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.
<b>Ungraded student</b>	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.
<b>VET in Schools</b>	VET in Schools refers to nationally recognised VET qualifications or accredited courses undertaken by school students as part of the senior secondary certificate. The training that students receive reflects specific industry competency standards and is delivered by an external Registered Training Organisation (RTO), the school or school sector as an RTO and/or the school in partnership with an RTO. VET courses may require structured work placements and may be undertaken as a school-based apprenticeship or traineeship.

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## 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 and Early Education and Care 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.

Information on the comparability and completeness of the data for the performance indicators and measures is in sections 4.2-3.

This file is available on the Review website at [www.pc.gov.au/research/ongoing/report-on-government-services](http://www.pc.gov.au/research/ongoing/report-on-government-services).

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# Profile



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<b>2017</b>									
<b>Government schools</b>									
Primary schools	1 607	1 124	912	523	354	126	56	67	4 769
Secondary schools	369	239	184	107	65	37	19	16	1 036
Combined schools (c)	65	82	92	89	76	25	8	65	502
Special schools (d), (e)	110	80	46	65	18	4	4	5	332
<b>Total</b>	<b>2 151</b>	<b>1 525</b>	<b>1 234</b>	<b>784</b>	<b>513</b>	<b>192</b>	<b>87</b>	<b>153</b>	<b>6 639</b>
<b>Non-Government schools</b>									
Primary schools	495	429	222	146	99	31	27	10	1 459
Secondary schools	141	94	73	29	15	6	6	8	372
Combined schools (c)	243	157	176	116	81	30	13	18	834
Special schools (d), (e)	57	28	32	13	6	2	1	1	140
<b>Total</b>	<b>936</b>	<b>708</b>	<b>503</b>	<b>304</b>	<b>201</b>	<b>69</b>	<b>47</b>	<b>37</b>	<b>2 805</b>
<b>All schools</b>									
Primary schools	2 102	1 553	1 134	669	453	157	83	77	6 228
Secondary schools	510	333	257	136	80	43	25	24	1 408
Combined schools (c)	308	239	268	205	157	55	21	83	1 336
Special schools (d), (e)	167	108	78	78	24	6	5	6	472
<b>Total</b>	<b>3 087</b>	<b>2 233</b>	<b>1 737</b>	<b>1 088</b>	<b>714</b>	<b>261</b>	<b>134</b>	<b>190</b>	<b>9 444</b>
<b>2016</b>									
<b>Government schools</b>									
Primary schools	1 609	1 122	915	518	359	126	56	75	4 780
Secondary schools	369	239	184	106	66	37	19	15	1 035
Combined schools (c)	65	81	89	90	75	25	8	57	490
Special schools (d), (e)	109	80	45	65	18	4	4	4	329
<b>Total</b>	<b>2 152</b>	<b>1 522</b>	<b>1 233</b>	<b>779</b>	<b>518</b>	<b>192</b>	<b>87</b>	<b>151</b>	<b>6 634</b>

TABLE 4A.1

Table 4A.1 Number of schools (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (b)	<i>WA</i> (b)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Non-Government schools</b>									
Primary schools	494	429	219	147	99	30	25	10	1 453
Secondary schools	142	94	71	29	15	5	5	8	369
Combined schools (c)	239	155	175	115	80	30	14	18	826
Special schools (d), (e)	54	25	31	13	5	2	1	1	132
<b>Total</b>	<b>929</b>	<b>703</b>	<b>496</b>	<b>304</b>	<b>199</b>	<b>67</b>	<b>45</b>	<b>37</b>	<b>2 780</b>
<b>All schools</b>									
Primary schools	2 103	1 551	1 134	665	458	156	81	85	6 233
Secondary schools	511	333	255	135	81	42	24	23	1 404
Combined schools (c)	304	236	264	205	155	55	22	75	1 316
Special schools (d), (e)	163	105	76	78	23	6	5	5	461
<b>Total</b>	<b>3 081</b>	<b>2 225</b>	<b>1 729</b>	<b>1 083</b>	<b>717</b>	<b>259</b>	<b>132</b>	<b>188</b>	<b>9 414</b>
<b>2015</b>									
<b>Government schools</b>									
Primary schools	1 607	1 127	916	509	363	126	55	71	4 774
Secondary schools	369	237	185	106	66	36	19	14	1 032
Combined schools (c)	65	82	88	99	75	25	8	62	504
Special schools (d), (e)	110	80	45	64	18	4	4	4	329
<b>Total</b>	<b>2 151</b>	<b>1 526</b>	<b>1 234</b>	<b>778</b>	<b>522</b>	<b>191</b>	<b>86</b>	<b>151</b>	<b>6 639</b>
<b>Non-Government schools</b>									
Primary schools	494	424	217	152	100	28	25	10	1 450
Secondary schools	143	97	72	31	16	5	5	8	377
Combined schools (c)	239	155	176	110	77	30	14	18	819
Special schools (d), (e)	52	21	26	13	4	1	1	1	119
<b>Total</b>	<b>928</b>	<b>697</b>	<b>491</b>	<b>306</b>	<b>197</b>	<b>64</b>	<b>45</b>	<b>37</b>	<b>2 765</b>

TABLE 4A.1

Table 4A.1 Number of schools (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (b)	<i>WA</i> (b)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>All schools</b>									
Primary schools	2 101	1 551	1 133	661	463	154	80	81	6 224
Secondary schools	512	334	257	137	82	41	24	22	1 409
Combined schools (c)	304	237	264	209	152	55	22	80	1 323
Special schools (d), (e)	162	101	71	77	22	5	5	5	448
<b>Total</b>	<b>3 079</b>	<b>2 223</b>	<b>1 725</b>	<b>1 084</b>	<b>719</b>	<b>255</b>	<b>131</b>	<b>188</b>	<b>9 404</b>
<b>2014</b>									
<b>Government schools</b>									
Primary schools	1 619	1 127	915	523	365	127	55	68	4 799
Secondary schools	370	238	182	98	65	36	19	14	1 022
Combined schools (c)	65	80	89	90	77	25	8	66	500
Special schools (d), (e)	111	79	46	64	18	4	4	4	330
<b>Total</b>	<b>2 165</b>	<b>1 524</b>	<b>1 232</b>	<b>775</b>	<b>525</b>	<b>192</b>	<b>86</b>	<b>152</b>	<b>6 651</b>
<b>Non-Government schools</b>									
Primary schools	491	422	225	150	99	29	24	11	1 451
Secondary schools	144	97	72	7	18	5	5	9	357
Combined schools (c)	237	154	164	133	76	30	14	17	825
Special schools (d), (e)	46	20	22	11	3	1	1	1	105
<b>Total</b>	<b>918</b>	<b>693</b>	<b>483</b>	<b>301</b>	<b>196</b>	<b>65</b>	<b>44</b>	<b>38</b>	<b>2 738</b>
<b>All schools</b>									
Primary schools	2 110	1 549	1 140	673	464	156	79	79	6 250
Secondary schools	514	335	254	105	83	41	24	23	1 379
Combined schools (c)	302	234	253	223	153	55	22	83	1 325
Special schools (d), (e)	157	99	68	75	21	5	5	5	435
<b>Total</b>	<b>3 083</b>	<b>2 217</b>	<b>1 715</b>	<b>1 076</b>	<b>721</b>	<b>257</b>	<b>130</b>	<b>190</b>	<b>9 389</b>

TABLE 4A.1

Table 4A.1 Number of schools (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (b)	<i>WA</i> (b)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
<b>Government schools</b>									
Primary schools	1 618	1 130	920	517	368	131	55	63	4 802
Secondary schools	370	239	182	97	66	38	18	15	1 025
Combined schools (c)	66	79	90	90	75	25	9	71	505
Special schools (d), (e)	110	78	46	64	18	4	4	5	329
<b>Total</b>	<b>2 164</b>	<b>1 526</b>	<b>1 238</b>	<b>768</b>	<b>527</b>	<b>198</b>	<b>86</b>	<b>154</b>	<b>6 661</b>
<b>Non-Government schools</b>									
Primary schools	489	422	230	149	100	28	25	11	1 454
Secondary schools	145	97	73	7	19	5	5	9	360
Combined schools (c)	238	154	158	132	73	31	13	17	816
Special schools (d), (e)	45	20	20	11	3	1	1	1	102
<b>Total</b>	<b>917</b>	<b>693</b>	<b>481</b>	<b>299</b>	<b>195</b>	<b>65</b>	<b>44</b>	<b>38</b>	<b>2 732</b>
<b>All schools</b>									
Primary schools	2 107	1 552	1 150	666	468	159	80	74	6 256
Secondary schools	515	336	255	104	85	43	23	24	1 385
Combined schools (c)	304	233	248	222	148	56	22	88	1 321
Special schools (d), (e)	155	98	66	75	21	5	5	6	431
<b>Total</b>	<b>3 081</b>	<b>2 219</b>	<b>1 719</b>	<b>1 067</b>	<b>722</b>	<b>263</b>	<b>130</b>	<b>192</b>	<b>9 393</b>
<b>2012</b>									
All Government schools	2 169	1 535	1 239	765	555	197	84	153	6 697
All non-Government schools	913	698	476	301	195	65	44	38	2 730
<b>All schools</b>	<b>3 082</b>	<b>2 233</b>	<b>1 715</b>	<b>1 066</b>	<b>750</b>	<b>262</b>	<b>128</b>	<b>191</b>	<b>9 427</b>

TABLE 4A.1

Table 4A.1 Number of schools (a)

	NSW	Vic	Qld (b)	WA (b)	SA	Tas	ACT	NT	Aust
<b>2011</b>									
All Government schools	2 177	1 536	1 237	770	557	190	84	154	6 705
All non-Government schools	920	698	471	301	195	65	44	36	2 730
<b>All schools</b>	<b>3 097</b>	<b>2 234</b>	<b>1 708</b>	<b>1 071</b>	<b>752</b>	<b>255</b>	<b>128</b>	<b>190</b>	<b>9 435</b>
<b>2010</b>									
All Government schools	2 176	1 548	1 235	768	579	202	83	152	6 743
All non-Government schools	916	703	467	297	196	66	44	36	2 725
<b>All schools</b>	<b>3 092</b>	<b>2 251</b>	<b>1 702</b>	<b>1 065</b>	<b>775</b>	<b>268</b>	<b>127</b>	<b>188</b>	<b>9 468</b>
<b>2009</b>									
All Government schools	2 181	1 575	1 245	771	588	207	83	152	6 802
All non-Government schools	916	704	465	296	199	67	44	36	2 727
<b>All schools</b>	<b>3 097</b>	<b>2 279</b>	<b>1 710</b>	<b>1 067</b>	<b>787</b>	<b>274</b>	<b>127</b>	<b>188</b>	<b>9 529</b>
<b>2008</b>									
All Government schools	2 189	1 585	1 250	768	596	210	84	151	6 833
All non-Government schools	920	703	463	297	199	67	44	36	2 729
<b>All schools</b>	<b>3 109</b>	<b>2 288</b>	<b>1 713</b>	<b>1 065</b>	<b>795</b>	<b>277</b>	<b>128</b>	<b>187</b>	<b>9 562</b>

- (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) Combined schools include both primary and secondary students.
- (d) A special school satisfies the definition of a school and requires one or more of the following characteristics to be exhibited by the student before enrolment is allowed: mental or physical disability or impairment; slow learning ability; social or emotional problems; in custody, on remand or in hospital. Special schools include Special Assistance Schools, as defined under the *Australian Education Act, 2013*. These are non-government schools that are: (a) likely to be recognised by the State Minister as a special assistance school, and (b) primarily established to cater for students with social, emotional or behavioural difficulties.
- (e) Students enrolled in special schools of primary school age and/or year level are included in the primary figures and those of secondary school age and/or year level included in the secondary figures.

Source: ABS 2018, *Schools, Australia, 2017*, Cat. no. 4221.0, Canberra.

TABLE 4A.2

Table 4A.2 School staff, Full Time Equivalent (FTE) (a)

	NSW	Vic	Qld (b)	WA (b)	SA	Tas	ACT	NT	Aust
<b>2017</b>									
<b>Government schools</b>									
Primary school staff	41 487	34 346	34 196	18 137	11 389	3 385	2 122	2 539	147 601
Secondary school staff	32 757	26 270	23 925	12 962	6 645	2 563	1 920	1 351	108 394
<b>Total staff active in schools (c)</b>	<b>74 244</b>	<b>60 616</b>	<b>58 122</b>	<b>31 100</b>	<b>18 034</b>	<b>5 948</b>	<b>4 043</b>	<b>3 890</b>	<b>255 995</b>
Staff not active in schools (d)	2 288	1 834	2 899	1 389	1 260	308	481	547	11 007
<b>Non-Government schools</b>									
Primary school staff	18 037	16 842	13 374	7 195	4 971	1 308	1 181	728	63 636
Secondary school staff	25 601	23 712	17 070	9 138	5 224	1 635	1 622	950	84 951
<b>Total staff active in schools (c)</b>	<b>43 637</b>	<b>40 555</b>	<b>30 443</b>	<b>16 333</b>	<b>10 195</b>	<b>2 942</b>	<b>2 803</b>	<b>1 678</b>	<b>148 586</b>
Staff not active in schools (d)	1 449	595	836	265	179	82	102	84	3 591
<b>All schools</b>									
Primary school staff	59 524	51 188	47 570	25 333	16 359	4 692	3 303	3 267	211 236
Secondary school staff	58 358	49 982	40 995	22 100	11 869	4 198	3 542	2 301	193 344
<b>Total staff active in schools (c)</b>	<b>117 881</b>	<b>101 171</b>	<b>88 565</b>	<b>47 433</b>	<b>28 228</b>	<b>8 890</b>	<b>6 846</b>	<b>5 568</b>	<b>404 581</b>
Staff not active in schools (d)	3 737	2 429	3 735	1 654	1 439	390	583	631	14 598
<b>2016</b>									
<b>Government schools</b>									
Primary school staff	40 939	33 384	33 526	17 755	10 984	3 288	2 147	2 352	144 376
Secondary school staff	31 234	25 487	23 221	12 346	6 633	2 572	1 954	1 269	104 717
<b>Total staff active in schools (c)</b>	<b>72 173</b>	<b>58 872</b>	<b>56 747</b>	<b>30 101</b>	<b>17 617</b>	<b>5 860</b>	<b>4 101</b>	<b>3 621</b>	<b>249 093</b>
Staff not active in schools (d)	2 092	1 620	2 930	1 152	1 223	258	344	519	10 138
<b>Non-Government schools</b>									
Primary school staff	17 557	16 351	12 983	7 058	4 921	1 252	1 151	730	62 004
Secondary school staff	25 116	23 197	16 863	9 107	5 180	1 617	1 592	994	83 666
<b>Total staff active in schools (c)</b>	<b>42 673</b>	<b>39 548</b>	<b>29 847</b>	<b>16 165</b>	<b>10 101</b>	<b>2 869</b>	<b>2 743</b>	<b>1 724</b>	<b>145 670</b>

TABLE 4A.2

Table 4A.2 School staff, Full Time Equivalent (FTE) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (b)	<i>WA</i> (b)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Staff not active in schools (d)	1 379	582	804	283	193	79	92	82	3 495
<b>All schools</b>									
Primary school staff	58 496	49 735	46 509	24 814	15 905	4 540	3 298	3 082	206 380
Secondary school staff	56 350	48 684	40 084	21 453	11 813	4 189	3 546	2 263	188 383
<b>Total staff active in schools (c)</b>	<b>114 847</b>	<b>98 419</b>	<b>86 594</b>	<b>46 267</b>	<b>27 718</b>	<b>8 729</b>	<b>6 844</b>	<b>5 346</b>	<b>394 763</b>
Staff not active in schools (d)	3 471	2 202	3 734	1 436	1 417	337	436	601	13 632
<b>2015</b>									
<b>Government schools</b>									
Primary school staff	39 718	31 356	31 986	17 005	10 673	3 117	2 040	2 217	138 111
Secondary school staff	31 434	24 881	22 592	11 487	6 610	2 582	1 903	1 282	102 771
<b>Total staff active in schools (c)</b>	<b>71 152</b>	<b>56 237</b>	<b>54 578</b>	<b>28 492</b>	<b>17 283</b>	<b>5 699</b>	<b>3 943</b>	<b>3 499</b>	<b>240 882</b>
Staff not active in schools (d)	2 230	1 476	2 861	1 242	1 171	252	369	555	10 156
<b>Non-Government schools</b>									
Primary school staff	17 082	15 602	12 670	6 970	4 872	1 190	1 123	696	60 205
Secondary school staff	24 406	22 706	16 274	8 938	5 139	1 598	1 568	972	81 601
<b>Total staff active in schools (c)</b>	<b>41 488</b>	<b>38 308</b>	<b>28 944</b>	<b>15 908</b>	<b>10 011</b>	<b>2 788</b>	<b>2 691</b>	<b>1 668</b>	<b>141 806</b>
Staff not active in schools (d)	1 334	585	778	262	201	76	95	87	3 419
<b>All schools</b>									
Primary school staff	56 800	46 958	44 656	23 975	15 544	4 307	3 162	2 913	198 316
Secondary school staff	55 840	47 588	38 866	20 425	11 749	4 180	3 471	2 253	184 372
<b>Total staff active in schools (c)</b>	<b>112 640</b>	<b>94 546</b>	<b>83 522</b>	<b>44 400</b>	<b>27 294</b>	<b>8 487</b>	<b>6 634</b>	<b>5 166</b>	<b>382 688</b>
Staff not active in schools (d)	3 564	2 061	3 639	1 504	1 372	329	464	642	13 575

TABLE 4A.2

Table 4A.2 **School staff, Full Time Equivalent (FTE) (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>
<b>2014</b>									
<b>Government schools</b>									
Primary school staff	38 782	30 498	32 637	18 019	10 351	3 194	2 111	2 334	137 925
Secondary school staff	31 476	24 735	19 699	9 689	6 624	2 682	1 802	1 332	98 039
<b>Total staff active in schools (c)</b>	<b>70 257</b>	<b>55 233</b>	<b>52 336</b>	<b>27 708</b>	<b>16 975</b>	<b>5 876</b>	<b>3 913</b>	<b>3 667</b>	<b>235 964</b>
Staff not active in schools (d)	2 015	1 438	2 836	1 218	1 151	284	278	483	9 703
<b>Non-Government schools</b>									
Primary school staff	16 549	15 114	12 935	7 365	4 816	1 161	1 082	667	59 689
Secondary school staff	23 830	22 212	14 626	7 923	5 023	1 581	1 580	873	77 648
<b>Total staff active in schools (c)</b>	<b>40 379</b>	<b>37 327</b>	<b>27 560</b>	<b>15 289</b>	<b>9 839</b>	<b>2 742</b>	<b>2 662</b>	<b>1 540</b>	<b>137 337</b>
Staff not active in schools (d)	na	na	na	na	na	na	na	na	na
<b>All schools</b>									
Primary school staff	55 331	45 612	45 571	25 384	15 166	4 354	3 193	3 002	197 615
Secondary school staff	55 306	46 947	34 325	17 612	11 648	4 263	3 382	2 205	175 686
<b>Total staff active in schools (c)</b>	<b>110 637</b>	<b>92 559</b>	<b>79 896</b>	<b>42 997</b>	<b>26 814</b>	<b>8 617</b>	<b>6 575</b>	<b>5 207</b>	<b>373 301</b>
Staff not active in schools (d)	na	na	na	na	na	na	na	na	na
<b>2013</b>									
<b>Government schools</b>									
Primary school staff	38 858	29 302	30 532	18 230	10 328	3 167	2 074	2 423	134 913
Secondary school staff	31 807	25 273	19 548	9 950	6 633	2 704	1 788	1 379	99 081
<b>Total staff active in schools (c)</b>	<b>70 665</b>	<b>54 574</b>	<b>50 080</b>	<b>28 180</b>	<b>16 960</b>	<b>5 871</b>	<b>3 862</b>	<b>3 802</b>	<b>233 994</b>
Staff not active in schools (d)	1 967	1 408	2 537	1 396	1 220	271	295	502	9 597
<b>Non-Government schools</b>									
Primary school staff	16 355	14 664	12 662	7 153	4 868	1 131	1 023	609	58 465
Secondary school staff	23 209	21 769	14 226	7 736	5 011	1 556	1 522	868	75 897
<b>Total staff active in schools (c)</b>	<b>39 564</b>	<b>36 433</b>	<b>26 888</b>	<b>14 888</b>	<b>9 880</b>	<b>2 687</b>	<b>2 545</b>	<b>1 476</b>	<b>134 361</b>



TABLE 4A.2

Table 4A.2 **School staff, Full Time Equivalent (FTE) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (b)	<i>WA</i> (b)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Staff not active in schools (d)	1 163	565	770	258	224	73	99	71	3 224
<b>All schools</b>									
Primary school staff	55 213	43 966	43 194	25 383	15 196	4 298	3 096	3 032	193 378
Secondary school staff	55 016	47 042	33 774	17 685	11 644	4 260	3 311	2 247	174 978
<b>Total staff active in schools (c)</b>	<b>110 229</b>	<b>91 008</b>	<b>76 968</b>	<b>43 068</b>	<b>26 840</b>	<b>8 558</b>	<b>6 407</b>	<b>5 279</b>	<b>368 356</b>
Staff not active in schools (d)	3 131	1 973	3 308	1 654	1 444	345	394	573	12 821
<b>2012</b>									
<b>Government schools</b>									
Total staff active in schools (c)	69 997	54 674	49 718	26 913	16 786	5 983	3 700	4 061	231 830
Staff not active in schools (d)	2 095	1 515	2 728	1 452	1 247	269	291	531	10 128
<b>Non-Government schools</b>									
Total staff active in schools (c)	38 652	35 570	26 189	14 417	9 742	2 702	2 471	1 439	131 182
Staff not active in schools (d)	1 109	565	763	257	240	65	97	69	3 164
<b>All schools</b>									
Total staff active in schools (c)	108 649	90 244	75 907	41 329	26 528	8 685	6 171	5 500	363 012
Staff not active in schools (d)	3 204	2 079	3 491	1 709	1 487	334	388	600	13 291
<b>2011</b>									
<b>Government schools</b>									
Total staff active in schools (c)	69 501	53 543	48 348	26 070	16 421	6 165	3 594	3 918	227 559
Staff not active in schools (d)	2 072	1 317	2 837	1 349	1 179	301	314	493	9 862
<b>Non-Government schools</b>									
Total staff active in schools (c)	37 660	34 551	25 435	14 110	9 529	2 667	2 413	1 357	127 721
Staff not active in schools (d)	1 057	549	813	267	236	63	85	65	3 134

TABLE 4A.2

Table 4A.2 **School staff, Full Time Equivalent (FTE) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (b)	<i>WA</i> (b)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>All schools</b>									
Total staff active in schools (c)	107 160	88 093	73 783	40 180	25 950	8 832	6 006	5 275	355 280
Staff not active in schools (d)	3 128	1 866	3 650	1 616	1 415	364	400	558	12 997
<b>2010</b>									
<b>Government schools</b>									
Total staff active in schools (c)	68 751	52 390	47 450	25 898	16 328	6 208	3 692	3 844	224 561
Staff not active in schools (d)	2 079	1 515	2 677	1 562	1 161	325	343	463	10 126
<b>Non-Government schools</b>									
Total staff active in schools (c)	36 807	33 624	24 800	13 687	9 323	2 576	2 368	1 347	124 531
Staff not active in schools (d)	1 026	567	803	235	217	62	90	61	3 061
<b>All schools</b>									
Total staff active in schools (c)	105 558	86 014	72 250	39 585	25 651	8 784	6 060	5 191	349 092
Staff not active in schools (d)	3 105	2 083	3 479	1 797	1 378	387	434	524	13 188
<b>2009</b>									
<b>Government schools</b>									
Total staff active in schools (c)	67 630	51 753	46 775	25 741	16 301	6 127	3 662	3 734	221 722
Staff not active in schools (d)	1 990	1 463	2 393	1 634	1 161	356	371	435	9 803
<b>Non-Government schools</b>									
Total staff active in schools (c)	36 467	33 050	23 964	13 178	9 080	2 513	2 328	1 336	121 914
Staff not active in schools (d)	1 050	510	754	231	189	59	54	53	2 900
<b>All schools</b>									
Total staff active in schools (c)	104 097	84 803	70 739	38 919	25 381	8 640	5 989	5 069	343 636
Staff not active in schools (d)	3 040	1 973	3 147	1 864	1 351	415	425	488	12 703

TABLE 4A.2

Table 4A.2 **School staff, Full Time Equivalent (FTE) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (b)	<i>WA</i> (b)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>									
<b>Government schools</b>									
Total staff active in schools (c)	67 558	50 678	45 883	24 994	16 318	5 988	3 412	3 557	218 387
Staff not active in schools (d)	1 913	1 274	2 269	1 138	2 015	377	374	297	9 656
<b>Non-Government schools</b>									
Total staff active in schools (c)	36 123	32 603	23 287	12 591	8 868	2 449	2 275	1 289	119 486
Staff not active in schools (d)	968	460	674	173	214	48	48	45	2 629
<b>All schools</b>									
Total staff active in schools (c)	103 681	83 281	69 170	37 585	25 187	8 437	5 688	4 846	337 873
Staff not active in schools (d)	2 881	1 734	2 943	1 311	2 229	425	422	342	12 285

(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) Staff active in Schools 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.

(d) Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools.

**na** Not available.

Source: ABS 2018, *Schools, Australia, 2017*, Cat. no. 4221.0, Canberra.

TABLE 4A.3

Table 4A.3 **Enrolled school students (a), (b), (c)**

	<i>NSW</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>2017</b>									
<b>Government schools</b>									
FTE Primary students	486 730	370 669	334 282	172 964	111 193	33 554	24 832	19 642	1 553 865
FTE Secondary students	304 310	234 402	208 597	103 322	61 341	22 953	16 983	10 706	962 613
<b>FTE Primary and secondary students</b>	<b>791 040</b>	<b>605 071</b>	<b>542 878</b>	<b>276 286</b>	<b>172 534</b>	<b>56 506</b>	<b>41 815</b>	<b>30 347</b>	<b>2 516 478</b>
Full time students only	789 833	603 389	541 171	275 910	171 748	56 174	41 722	30 235	2 510 182
<b>Non-Government schools</b>									
FTE Primary students	206 832	170 693	132 984	64 850	53 697	12 095	14 032	5 500	660 682
FTE Secondary students	210 599	177 299	132 544	71 902	39 397	12 208	13 467	5 675	663 089
<b>FTE Primary and secondary students</b>	<b>417 430</b>	<b>347 991</b>	<b>265 528</b>	<b>136 752</b>	<b>93 094</b>	<b>24 302</b>	<b>27 499</b>	<b>11 175</b>	<b>1 323 772</b>
Full time students only	417 232	347 815	265 384	136 695	92 989	24 283	27 494	11 171	1 323 063
<b>All schools</b>									
FTE Primary students	693 562	541 362	467 266	237 814	164 890	45 648	38 864	25 142	2 214 547
FTE Secondary students	514 908	411 701	341 141	175 224	100 739	35 160	30 450	16 381	1 625 703
<b>FTE Primary and secondary students</b>	<b>1 208 470</b>	<b>953 063</b>	<b>808 406</b>	<b>413 038</b>	<b>265 629</b>	<b>80 809</b>	<b>69 313</b>	<b>41 522</b>	<b>3 840 249</b>
Full time students only	1 207 065	951 204	806 555	412 605	264 737	80 457	69 216	41 406	3 833 245
<b>2016</b>									
<b>Government schools</b>									
FTE Primary students	477 098	359 289	328 893	169 701	109 176	33 012	23 681	19 159	1 520 008
FTE Secondary students	303 502	230 816	205 188	101 321	61 597	23 387	16 575	10 271	952 657
<b>FTE Primary and secondary students</b>	<b>780 600</b>	<b>590 105</b>	<b>534 081</b>	<b>271 022</b>	<b>170 773</b>	<b>56 399</b>	<b>40 255</b>	<b>29 430</b>	<b>2 472 665</b>
Full time students only	779 257	588 729	531 590	270 571	169 911	56 071	40 187	29 312	2 465 628
<b>Non-Government schools</b>									
FTE Primary students	204 511	168 189	132 080	64 840	54 227	11 984	13 855	5 730	655 416
FTE Secondary students	209 076	174 315	131 297	72 221	39 791	12 233	13 493	5 909	658 335
<b>FTE Primary and secondary students</b>	<b>413 588</b>	<b>342 503</b>	<b>263 377</b>	<b>137 061</b>	<b>94 019</b>	<b>24 217</b>	<b>27 348</b>	<b>11 639</b>	<b>1 313 752</b>

TABLE 4A.3

Table 4A.3 **Enrolled school students (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (d)	<i>WA</i> (d)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Full time students only	413 402	342 315	263 225	136 991	93 926	24 199	27 338	11 632	1 313 028
<b>All schools</b>									
FTE Primary students	681 609	527 477	460 973	234 541	163 403	44 996	37 536	24 889	2 175 424
FTE Secondary students	512 578	405 131	336 485	173 542	101 388	35 620	30 068	16 180	1 610 992
<b>FTE Primary and secondary students</b>	<b>1 194 188</b>	<b>932 608</b>	<b>797 458</b>	<b>408 083</b>	<b>264 791</b>	<b>80 616</b>	<b>67 603</b>	<b>41 069</b>	<b>3 786 416</b>
Full time students only	1 192 659	931 044	794 815	407 562	263 837	80 270	67 525	40 944	3 778 656
<b>2015</b>									
<b>Government schools</b>									
FTE Primary students	467 815	349 062	321 639	166 298	107 017	32 561	22 482	18 658	1 485 532
FTE Secondary students	304 163	227 771	203 324	101 116	61 422	23 934	16 224	10 224	948 177
<b>FTE Primary and secondary students</b>	<b>771 978</b>	<b>576 832</b>	<b>524 963</b>	<b>267 414</b>	<b>168 439</b>	<b>56 495</b>	<b>38 706</b>	<b>28 882</b>	<b>2 433 710</b>
Full time students only	770 574	575 481	522 345	266 903	167 508	56 080	38 628	28 741	2 426 260
<b>Non-Government schools</b>									
FTE Primary students	202 918	166 029	131 408	64 795	54 509	11 977	13 810	5 633	651 079
FTE Secondary students	206 709	172 256	130 624	72 450	40 315	12 134	13 529	6 038	654 054
<b>FTE Primary and secondary students</b>	<b>409 627</b>	<b>338 285</b>	<b>262 032</b>	<b>137 245</b>	<b>94 823</b>	<b>24 111</b>	<b>27 339</b>	<b>11 671</b>	<b>1 305 132</b>
Full time students only	409 467	338 081	261 879	137 193	94 725	24 092	27 326	11 671	1 304 434
<b>All schools</b>									
FTE Primary students	670 733	515 091	453 047	231 093	161 526	44 539	36 292	24 291	2 136 611
FTE Secondary students	510 873	400 026	333 948	173 566	101 736	36 068	29 753	16 262	1 602 231
<b>FTE Primary and secondary students</b>	<b>1 181 605</b>	<b>915 117</b>	<b>786 995</b>	<b>404 659</b>	<b>263 262</b>	<b>80 606</b>	<b>66 045</b>	<b>40 553</b>	<b>3 738 842</b>
Full time students only	1 180 041	913 562	784 224	404 096	262 233	80 172	65 954	40 412	3 730 694

TABLE 4A.3

Table 4A.3 Enrolled school students (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (d)	<i>WA</i> (d)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2014</b>									
<b>Government schools</b>									
FTE Primary students	458 130	339 537	339 207	179 948	105 188	32 349	21 400	18 939	1 494 698
FTE Secondary students	305 568	225 327	178 872	79 234	61 004	24 285	15 896	10 555	900 741
<b>FTE Primary and secondary students</b>	<b>763 698</b>	<b>564 863</b>	<b>518 080</b>	<b>259 182</b>	<b>166 191</b>	<b>56 634</b>	<b>37 297</b>	<b>29 494</b>	<b>2 395 439</b>
Full time students only	762 244	563 549	515 501	258 627	165 144	55 864	37 205	29 395	2 387 529
<b>Non-Government schools</b>									
FTE Primary students	200 689	163 426	144 050	76 351	54 315	11 895	13 675	5 529	669 929
FTE Secondary students	203 934	170 259	113 904	56 900	40 517	12 172	13 569	5 726	616 981
<b>FTE Primary and secondary students</b>	<b>404 623</b>	<b>333 685</b>	<b>257 954</b>	<b>133 251</b>	<b>94 832</b>	<b>24 067</b>	<b>27 244</b>	<b>11 255</b>	<b>1 286 910</b>
Full time students only	404 497	333 486	257 808	133 183	94 739	24 034	27 237	11 252	1 286 236
<b>All schools</b>									
FTE Primary students	658 819	502 963	483 257	256 299	159 503	44 244	35 075	24 468	2 164 627
FTE Secondary students	509 502	395 585	292 777	136 134	101 520	36 457	29 466	16 281	1 517 722
<b>FTE Primary and secondary students</b>	<b>1 168 321</b>	<b>898 548</b>	<b>776 034</b>	<b>392 433</b>	<b>261 023</b>	<b>80 701</b>	<b>64 541</b>	<b>40 749</b>	<b>3 682 349</b>
Full time students only	1 166 741	897 035	773 309	391 810	259 883	79 898	64 442	40 647	3 673 765
<b>2013</b>									
<b>Government schools</b>									
FTE Primary students	448 759	330 487	331 161	175 826	106 175	31 809	20 587	18 855	1 463 658
FTE Secondary students	306 587	224 295	178 511	78 127	61 439	24 682	15 797	10 586	900 023
<b>FTE Primary and secondary students</b>	<b>755 346</b>	<b>554 782</b>	<b>509 671</b>	<b>253 953</b>	<b>167 614</b>	<b>56 491</b>	<b>36 383</b>	<b>29 441</b>	<b>2 363 681</b>
Full time students only	753 994	553 442	506 944	253 383	166 544	55 757	36 281	29 370	2 355 715
<b>Non-Government schools</b>									
FTE Primary students	198 397	159 636	142 103	75 202	54 278	11 789	13 405	5 389	660 198
FTE Secondary students	200 416	168 278	112 530	56 589	40 419	12 127	13 545	5 656	609 560
<b>FTE Primary and secondary students</b>	<b>398 813</b>	<b>327 914</b>	<b>254 633</b>	<b>131 791</b>	<b>94 697</b>	<b>23 915</b>	<b>26 950</b>	<b>11 045</b>	<b>1 269 758</b>

TABLE 4A.3

Table 4A.3 **Enrolled school students (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (d)	<i>WA</i> (d)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Full time students only	398 557	327 708	254 467	131 712	94 604	23 875	26 928	11 039	1 268 890
<b>All schools</b>									
FTE Primary students	647 156	490 123	473 263	251 028	160 454	43 597	33 991	24 244	2 123 856
FTE Secondary students	507 003	392 574	291 041	134 716	101 858	36 809	29 341	16 242	1 509 583
<b>FTE Primary and secondary students</b>	<b>1 154 159</b>	<b>882 696</b>	<b>764 304</b>	<b>385 744</b>	<b>262 311</b>	<b>80 406</b>	<b>63 333</b>	<b>40 486</b>	<b>3 633 439</b>
Full time students only	1 152 551	881 150	761 411	385 095	261 148	79 632	63 209	40 409	3 624 605
<b>2012</b>									
<b>Government schools</b>									
FTE Primary and secondary students	748 234	546 311	500 626	245 505	166 479	57 703	35 612	29 446	2 329 915
Full time students only	746 874	545 006	498 013	244 874	165 127	56 393	35 584	29 346	2 321 217
<b>Non-Government schools</b>									
FTE Primary and secondary students	390 756	322 010	249 841	129 470	94 022	23 678	26 544	10 517	1 246 837
Full time students only	390 477	321 839	249 669	129 328	93 864	23 636	26 522	10 513	1 245 848
<b>All schools</b>									
FTE Primary and secondary students	1 138 990	868 320	750 467	374 975	260 501	81 381	62 156	39 963	3 576 753
Full time students only	1 137 351	866 845	747 682	374 202	258 991	80 029	62 106	39 859	3 567 065
<b>2011</b>									
<b>Government schools</b>									
FTE Primary and secondary students	745 540	541 212	491 780	237 118	165 899	58 451	34 616	29 165	2 303 782
Full time students only	744 392	539 929	489 518	236 387	164 032	57 065	34 586	29 049	2 294 958
<b>Non-Government schools</b>									
FTE Primary and secondary students	384 209	316 460	244 334	127 494	93 023	23 706	26 258	10 253	1 225 737
Full time students only	383 925	316 269	244 134	127 331	92 796	23 658	26 210	10 251	1 224 574

TABLE 4A.3

Table 4A.3 **Enrolled school students (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (d)	<i>WA</i> (d)	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>All schools</b>									
FTE Primary and secondary students	1 129 749	857 672	736 114	364 612	258 922	82 157	60 874	39 418	3 529 519
Full time students only	1 128 317	856 198	733 652	363 718	256 828	80 723	60 796	39 300	3 519 532
<b>2010</b>									
<b>Government schools</b>									
FTE Primary and secondary students	742 141	539 227	488 063	234 409	165 855	58 509	34 492	29 102	2 291 798
Full time students only	741 061	537 594	485 798	233 839	163 166	57 331	34 484	29 084	2 282 357
<b>Non-Government schools</b>									
FTE Primary and secondary students	378 289	311 625	239 332	124 725	92 133	23 543	25 874	10 250	1 205 769
Full time students only	378 028	311 381	239 158	124 530	91 857	23 510	25 811	10 247	1 204 522
<b>All schools</b>									
FTE Primary and secondary students	1 120 430	850 852	727 395	359 133	257 987	82 052	60 367	39 352	3 497 567
Full time students only	1 119 089	848 975	724 956	358 369	255 023	80 841	60 295	39 331	3 486 879
<b>2009</b>									
<b>Government schools</b>									
FTE Primary and secondary students	736 647	538 685	486 803	233 941	165 563	58 660	34 331	28 613	2 283 242
Full time students only	735 692	537 076	484 615	233 499	162 707	57 504	34 322	28 491	2 273 906
<b>Non-Government schools</b>									
FTE Primary and secondary students	375 522	307 250	233 569	122 579	91 226	23 433	25 546	10 020	1 189 143
Full time students only	375 247	306 993	233 373	122 355	90 721	23 403	25 477	9 998	1 187 567
<b>All schools</b>									
FTE Primary and secondary students	1 112 169	845 935	720 372	356 520	256 788	82 093	59 876	38 633	3 472 385
Full time students only	1 110 939	844 069	717 988	355 854	253 428	80 907	59 799	38 489	3 461 473



TABLE 4A.3

Table 4A.3 **Enrolled school students (a), (b), (c)**

	NSW	Vic	Qld (d)	WA (d)	SA	Tas	ACT	NT	Aust
<b>2008</b>									
<b>Government schools</b>									
FTE Primary and secondary students	735 779	536 445	481 800	231 438	165 305	59 138	34 031	29 318	2 273 252
Full time students only	734 642	535 159	479 850	230 947	162 473	58 280	34 028	29 175	2 264 554
<b>Non-Government schools</b>									
FTE Primary and secondary students	374 171	303 460	226 813	118 912	89 407	23 328	25 231	9 899	1 171 221
Full time students only	373 909	303 174	226 612	118 710	88 988	23 311	25 150	9 882	1 169 736
<b>All schools</b>									
FTE Primary and secondary students	1 109 950	839 905	708 613	350 350	254 711	82 466	59 262	39 217	3 444 474
Full time students only	1 108 551	838 333	706 462	349 657	251 461	81 591	59 178	39 057	3 434 290

**FTE** = Full Time Equivalent

- (a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data.
- (b) FTE students includes full time students and the FTE of students who are enrolled part time. Detailed data on part time students can be found in *Schools Australia, 2017* (ABS Cat. no. 4221.0).
- (c) 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.
- (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: ABS 2018, *Schools, Australia, 2017*, Cat. no. 4221.0, Canberra.

TABLE 4A.4

Table 4A.4 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>
<b>2017</b>									
<b>15–19 year olds</b>	<b>56.4</b>	<b>60.8</b>	<b>51.9</b>	<b>54.5</b>	<b>63.0</b>	<b>63.0</b>	<b>66.9</b>	<b>51.4</b>	<b>57.1</b>
15 year olds	98.4	99.1	98.9	97.8	102.1	100.0	116.5	88.5	99.0
16 year olds	91.3	95.7	93.2	90.3	100.7	95.1	114.5	82.2	93.7
17 year olds	78.2	87.0	61.0	79.9	89.6	81.6	102.7	64.6	78.0
18 year olds	19.5	31.4	6.2	6.6	24.7	37.3	28.1	14.9	19.3
19 year olds	1.0	2.0	0.8	1.1	4.8	1.6	1.3	2.3	1.5
<b>2016</b>									
<b>15–19 year olds</b>	<b>56.4</b>	<b>61.7</b>	<b>51.2</b>	<b>52.3</b>	<b>63.6</b>	<b>61.8</b>	<b>70.0</b>	<b>45.7</b>	<b>56.9</b>
15 year olds	97.9	100.0	97.7	94.3	101.2	97.8	114.0	80.8	98.2
16 year olds	91.7	97.1	94.2	87.5	101.0	94.0	112.2	74.1	93.9
17 year olds	77.8	87.5	59.4	76.0	91.1	80.9	105.0	55.8	77.3
18 year olds	19.2	31.4	6.0	5.7	25.2	36.6	29.9	12.7	18.9
19 year olds	1.0	2.2	0.8	0.9	4.9	1.6	1.2	1.9	1.5
<b>2015</b>									
<b>15–19 year olds</b>	<b>56.6</b>	<b>61.8</b>	<b>50.9</b>	<b>52.1</b>	<b>63.1</b>	<b>62.1</b>	<b>70.8</b>	<b>45.6</b>	<b>56.9</b>
15 year olds	98.5	100.9	99.2	96.3	101.2	99.4	113.7	84.3	99.3
16 year olds	92.0	96.9	93.6	86.8	101.5	95.5	115.7	73.5	93.9
17 year olds	78.5	86.9	58.5	75.7	90.7	79.9	106.0	56.3	77.0
18 year olds	19.0	30.9	5.8	5.0	23.2	35.3	29.0	12.3	18.4
19 year olds	1.1	2.4	0.9	1.0	5.0	2.0	2.4	2.1	1.7
<b>2014</b>									
<b>15–19 year olds</b>	<b>56.4</b>	<b>61.2</b>	<b>50.2</b>	<b>46.8</b>	<b>62.2</b>	<b>62.0</b>	<b>70.0</b>	<b>44.2</b>	<b>55.8</b>
15 year olds	98.4	101.0	98.9	95.5	101.5	101.0	115.6	83.3	99.2
16 year olds	92.3	96.1	93.0	88.5	101.3	94.6	114.3	73.2	93.7
17 year olds	78.1	86.1	57.1	48.9	87.8	79.7	103.8	54.8	73.3

TABLE 4A.4

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

	NSW	Vic	Qld	WA (f)	SA	Tas	ACT (d)	NT	Aust
18 year olds	18.5	30.0	5.7	4.5	22.2	35.1	28.3	12.4	17.9
19 year olds	1.1	2.1	0.7	1.2	5.0	2.6	2.4	1.7	1.6
<b>2013</b>									
<b>15–19 year olds</b>	<b>56.3</b>	<b>60.7</b>	<b>49.8</b>	<b>46.1</b>	<b>61.7</b>	<b>61.3</b>	<b>66.7</b>	<b>44.5</b>	<b>55.4</b>
15 year olds	98.9	100.1	98.8	96.7	102.2	99.4	114.6	84.3	99.2
16 year olds	91.3	95.3	91.3	85.7	100.0	93.5	112.9	74.1	92.4
17 year olds	76.6	84.4	55.9	47.1	85.3	77.4	98.6	52.9	71.6
18 year olds	18.3	29.5	5.6	4.7	21.7	33.5	26.9	12.9	17.6
19 year olds	1.2	2.3	0.8	1.2	4.7	3.4	1.9	2.0	1.7
<b>2012</b> 15–19 year olds	55.8	60.4	49.2	45.3	61.3	65.5	65.2	43.6	55.1
<b>2011</b> 15–19 year olds	54.0	58.9	47.4	44.4	59.0	63.7	64.5	42.4	53.4
<b>2010</b> 15–19 year olds	52.7	58.4	47.0	44.2	58.5	60.3	64.5	41.3	52.7
<b>2009</b> 15–19 year olds	52.2	59.1	46.9	44.9	58.2	58.4	67.5	41.6	52.7
<b>2008</b> 15–19 year olds	51.8	58.7	45.8	44.0	56.1	57.3	66.3	42.4	52.1

- (a) 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) Rates for 2017 have been calculated using estimated resident population (ERP) based on the *2016 Census of Population and Housing*. Rates for 2016 and prior were calculated using ERP based on the 2011 Census. For further information, see *Schools Australia, 2017* (ABS Cat. no. 4221.0), Explanatory Notes, paragraphs 33 to 34.
- (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. Enrolment rates above 100 per cent may occur in some states and territories 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.
- (e) Different school commencement ages across some state and territories may affect comparisons between jurisdictions.
- (f) In 2002, WA increased the Foundation year entry age by six months. This likely elevates the school participation rate for 15-19 year olds from 2015 due to an older age cohort still being at school.

Source: ABS 2018, *Schools, Australia, 2017*, Cat. no. 4221.0, Canberra.

TABLE 4A.5

Table 4A.5 **Aboriginal and Torres Strait Islander full time students (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>
<b>Total Aboriginal and Torres Strait Islander students (b)</b>										
<b>2017</b>										
Government schools	no.	59 101	12 773	53 559	22 482	11 014	5 624	1 547	13 412	179 512
Non-government schools	no.	10 941	2 438	10 467	4 197	1 415	1 341	472	3 201	34 472
All schools	no.	70 042	15 211	64 026	26 679	12 429	6 965	2 019	16 613	213 984
<b>Aboriginal and Torres Strait Islander students as a proportion of all full time students, by school sector</b>										
<b>2017</b>										
Government schools	%	7.5	2.1	9.9	8.1	6.4	10.0	3.7	44.4	7.2
Non-government schools	%	2.6	0.7	3.9	3.1	1.5	5.5	1.7	28.7	2.6
All schools	%	5.8	1.6	7.9	6.5	4.7	8.7	2.9	40.1	5.6
<b>2016</b>										
Government schools	%	7.2	2.1	9.7	8.1	6.3	9.9	3.8	44.6	7.0
Non-government schools	%	2.5	0.7	3.8	3.0	1.5	5.3	1.6	28.8	2.5
All schools	%	5.6	1.6	7.7	6.4	4.6	8.5	2.9	40.1	5.5
<b>2015</b>										
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
<b>2014</b>										
Government schools	%	6.8	2.0	9.2	8.2	5.9	9.2	3.5	45.1	6.7
Non-government schools	%	2.3	0.6	3.5	3.0	1.3	4.7	1.4	28.3	2.4
All schools	%	5.2	1.4	7.3	6.4	4.2	7.8	2.6	40.5	5.2
<b>2013</b>										
Government schools	%	6.5	1.9	8.9	8.2	5.7	8.8	3.3	44.7	6.5
Non-government schools	%	2.1	0.5	3.4	3.0	1.3	4.2	1.4	29.0	2.3
All schools	%	5.0	1.4	7.1	6.4	4.1	7.4	2.5	40.4	5.0

Table 4A.5 **Aboriginal and Torres Strait Islander full time students (a)**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Student numbers are full time students, not FTE 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 2018, *Schools, Australia, 2017*, Cat. no. 4221.0, Canberra.

TABLE 4A.6

Table 4A.6 **Enrolled students with low Socio-Educational Advantage (SEA) status (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Enrolled students with low SEA status as a proportion of all enrolled students, by school sector</b>										
<b>2017</b>										
Government schools	%	31.4	28.0	31.1	28.4	31.3	42.1	13.2	49.4	30.4
Non-government schools	%	12.5	13.3	11.6	13.2	14.0	20.3	4.9	29.5	12.9
All schools	%	25.6	23.1	25.5	24.0	26.1	35.8	9.9	44.6	25.0
<b>2016</b>										
Government schools	%	31.5	27.8	30.5	27.7	30.5	42.3	12.5	49.6	30.1
Non-government schools	%	12.4	13.2	11.7	12.4	13.9	19.0	4.7	31.5	12.7
All schools	%	25.7	22.9	25.1	24.1	25.4	35.7	9.4	45.2	24.8
<b>2015</b>										
Government schools	%	31.4	28.5	30.6	28.2	30.8	42.4	12.5	50.1	30.4
Non-government schools	%	12.8	13.3	11.4	12.5	13.4	18.3	4.7	27.9	12.7
All schools	%	25.7	23.3	25.1	24.5	25.5	35.6	9.4	44.8	25.0
<b>2014</b>										
Government schools	%	30.8	28.5	30.8	27.6	30.7	42.4	12.6	51.9	30.2
Non-government schools	%	12.6	13.4	11.6	12.1	13.7	17.9	4.4	29.7	12.7
All schools	%	25.2	23.3	25.3	23.9	25.4	35.9	9.2	46.8	24.9
<b>2013</b>										
Government schools	%	29.7	28.9	31.2	28.1	30.3	42.9	12.0	50.7	30.1
Non-government schools	%	12.6	13.3	13.0	12.8	14.3	19.1	4.6	28.8	13.2
All schools	%	24.5	23.6	26.0	24.5	23.6	36.3	8.9	45.7	24.8

(a) The SEA is a student level score of socio-educational advantage constructed from information (obtained from school enrolment records) relating to parents occupation, school education and non-school education. Further information on the calculation of SEA is available at: [www.myschool.edu.au/media/1641/guide\\_to\\_understanding\\_icsea\\_values-2018.pdf](http://www.myschool.edu.au/media/1641/guide_to_understanding_icsea_values-2018.pdf).

(b) Low SEA status is defined as students in the bottom SEA quartile for Australia.

(c) Includes full time and part time students.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) (unpublished).

TABLE 4A.7

Table 4A.7 **Students who received an educational adjustment due to disability, by level of adjustment, 2017 (a), (b), (c)****Students with disability as a proportion of all students, all schools, by State and Territory**

	<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>
Extensive (d)	%	1.4	1.9	1.4	0.8	1.4	0.8	1.0	2.8	1.5
Substantial (d)	%	2.8	3.1	3.3	2.5	3.1	2.5	2.5	6.6	3.0
Supplementary (d)	%	10.8	6.6	6.1	8.3	9.2	5.0	6.6	10.7	8.2
Support with QDTP (d)	%	4.3	7.5	6.1	8.9	7.4	4.4	3.7	6.6	6.2
<b>All adjustments</b>	<b>%</b>	<b>19.2</b>	<b>19.1</b>	<b>16.8</b>	<b>20.5</b>	<b>21.0</b>	<b>12.7</b>	<b>13.7</b>	<b>26.8</b>	<b>18.8</b>

**Students with disability as a proportion of all students, by school sector, Australian total**

	<i>Unit</i>	<i>Government schools</i>	<i>Catholic schools (e)</i>	<i>Independent schools (e)</i>	<i>Aust</i>
Extensive (d)	%	1.9	0.5	0.7	1.5
Substantial (d)	%	3.3	2.3	2.5	3.0
Supplementary (d)	%	7.8	9.9	7.7	8.2
Support with QDTP (d)	%	6.2	4.2	9.0	6.2
<b>All adjustments</b>	<b>%</b>	<b>19.1</b>	<b>16.9</b>	<b>19.9</b>	<b>18.8</b>

- (a) Data are sourced from the Nationally Consistent Collection of Data on School Students with Disability (NCCD). Students are counted in the NCCD where:
1. the student's impairment meets the *Disability Discrimination Act 1992*; AND
  2. the functional impact of the student's disability results in the school actively addressing or supporting the student's specific individual education needs arising from their disability.
- (b) The 2017 NCCD was the third year of the universal collection of data for all schools. The results show variability across states, territories and sectors. Until the quality of the data improves, the data cannot be directly compared across jurisdictions or school sectors.
- (c) Care should be taken when comparing data in this table with the funded students with disability data published in previous reports. The definition of disability in the NCCD uses a broad approach to recognising students with disability and is not comparable to previous reports.
- (d) The level of adjustment that students with disability are being provided:
- Extensive adjustments — essential specific measures are required at all times to address the individual nature and acute impact of the student's disability and the associated barriers to their learning and participation.

**Table 4A.7 Students who received an educational adjustment due to disability, by level of adjustment, 2017 (a), (b), (c)**

- Substantial adjustments — address the specific nature and significant impact of the student’s disability. These adjustments are designed to address the more significant barriers to their engagement, learning, participation and achievement.
- Supplementary adjustments — are provided when there is an assessed need at specific times to complement the strategies and resources already available (for all students) within the school.
- Support within quality differentiated teaching practice (QDTP) — Some students with disability may not need educational adjustments beyond those that are reasonably expected as part of quality teaching or school practice to address disability related needs.

Further information on determining the level of adjustment that each student is being provided is available at: [www.schooldisabilitydatapl.edu.au/data-collection-steps/step-2---what-is-the-category-of-adjustment](http://www.schooldisabilitydatapl.edu.au/data-collection-steps/step-2---what-is-the-category-of-adjustment)

- (e) For the NCCD, non-government schools have been subcategorised based on the self-reported religious or philosophical beliefs and values maintained by the school. Non-government schools are reported as either Catholic (systemic and non-systemic) or Independent (Anglican schools and other schools which have associations with religious or secular bodies, or are entirely independent).

Source: Education Council 2018, *2017 data on students in Australian schools receiving adjustments for disability*, <[www.educationcouncil.edu.au/site/DefaultSite/filesystem/documents/Reports and publications/Publications/Glossy 2017 NCCD Public Report FINAL.pdf](http://www.educationcouncil.edu.au/site/DefaultSite/filesystem/documents/Reports%20and%20publications/Publications/Glossy%202017%20NCCD%20Public%20Report%20FINAL.pdf)>.



TABLE 4A.8

Table 4A.8 **Enrolled students by remoteness area (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>
<b>Number of FTE students in remote and very remote areas, by school sector</b>										
<b>2017</b>										
Government schools	no.	4 130	559	15 191	20 307	7 418	798	..	13 258	61 661
Non-government schools	no.	933	29	2 981	3 698	1 479	163	..	4 502	13 785
All schools	no.	5 063	588	18 172	24 005	8 898	960	..	17 760	75 446
<b>FTE students in remote and very remote areas as a proportion of all FTE students, by school sector</b>										
<b>2017</b>										
Government schools	%	0.5	0.1	2.8	7.4	4.2	1.5	..	43.7	2.4
Non-government schools	%	0.2	–	1.1	3.7	1.6	0.7	..	40.3	1.1
All schools	%	0.4	–	2.2	6.2	3.3	1.2	..	42.8	2.0
<b>2016</b>										
Government schools	%	0.5	0.1	2.9	7.6	4.4	1.4	..	44.2	2.5
Non-government schools	%	0.2	–	1.1	2.9	1.5	0.7	..	40.2	1.1
All schools	%	0.4	0.1	2.3	6.0	3.4	1.2	..	43.0	2.0
<b>Prior to 2016, remoteness classification were based on MCEECDYA (now Education Council) Geographic Location Classification (a).</b>										
<b>2015</b>										
Government schools	%	0.5	0.1	3.3	7.9	4.5	1.2	..	45.0	2.7
Non-government schools	%	0.2	–	1.1	2.9	1.6	0.4	..	40.3	1.1
All schools	%	0.5	0.1	2.6	6.2	3.5	1.0	..	43.6	2.1
<b>2014</b>										
Government schools	%	0.6	0.1	3.3	8.3	4.6	1.2	..	45.9	2.7
Non-government schools	%	0.2	–	1.1	3.1	1.6	0.4	..	40.6	1.1
All schools	%	0.5	0.1	2.6	6.5	3.5	1.0	..	44.4	2.1
<b>2013</b>										
Government schools	%	0.6	0.1	3.5	8.3	4.6	1.2	..	45.5	2.7
Non-government schools	%	0.2	–	1.1	3.1	1.5	0.4	..	41.0	1.1
All schools	%	0.5	0.1	2.7	6.5	3.5	1.0	..	44.2	2.2

TABLE 4A.8

Table 4A.8 **Enrolled students by remoteness area (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>
<b>FTE students by remoteness area, as a proportion of all FTE students, by school sector, by school level, 2017 (c)</b>										
<b>Students enrolled at schools in major cities</b>										
Primary										
Government schools	%	74.9	76.0	62.3	79.0	74.3	..	99.8	..	71.0
Non-government schools	%	74.9	73.3	62.1	80.1	83.5	..	100.0	..	72.2
All schools	%	74.9	75.3	62.3	79.2	76.2	..	99.8	..	71.2
Secondary										
Government schools	%	72.3	75.7	60.1	69.0	63.7	..	100.0	..	67.2
Non-government schools	%	77.4	78.8	67.8	83.5	82.0	..	100.0	..	74.9
All schools	%	74.8	77.1	63.6	75.9	72.4	..	100.0	..	70.8
All school levels										
Government schools	%	73.9	75.9	61.4	74.8	69.7	..	99.9	..	69.4
Non-government schools	%	76.6	77.0	66.3	82.7	82.4	..	100.0	..	74.1
All schools	%	74.8	76.3	63.0	77.4	74.2	..	99.9	..	71.0
<b>Students enrolled at schools in inner regional and outer regional areas</b>										
Primary										
Government schools	%	24.8	24.0	35.9	15.5	24.1	99.1	0.2	71.4	27.5
Non-government schools	%	24.4	26.7	35.4	16.1	16.2	97.3	–	69.0	26.6
All schools	%	24.7	24.7	35.8	15.6	22.4	98.8	0.2	71.1	27.3
Secondary										
Government schools	%	26.8	24.1	35.7	20.9	28.5	98.0	–	42.1	29.0
Non-government schools	%	22.6	21.2	31.6	12.9	16.0	100.0	–	57.5	24.0
All schools	%	24.8	22.8	33.8	17.1	22.5	98.8	–	47.7	26.7
All school levels										
Government schools	%	25.6	24.0	35.8	17.7	26.0	98.6	0.1	56.3	28.2
Non-government schools	%	23.1	23.0	32.6	13.7	16.0	99.3	–	59.7	24.8
All schools	%	24.7	23.7	34.8	16.4	22.5	98.8	0.1	57.2	27.0

TABLE 4A.8

Table 4A.8 **Enrolled students by remoteness area (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>
<b>Students enrolled at schools in remote areas</b>										
Primary										
Government schools	%	0.3	–	1.3	4.4	1.5	0.9	..	20.9	1.2
Non-government schools	%	0.6	–	1.4	2.2	0.3	2.7	..	31.0	0.9
All schools	%	0.4	–	1.3	4.0	1.3	1.2	..	22.1	1.1
Secondary										
Government schools	%	0.7	0.2	1.5	4.9	5.3	1.0	..	14.0	1.7
Non-government schools	%	–	–	0.6	1.2	1.9	–	..	26.8	0.7
All schools	%	0.3	0.1	1.1	3.2	3.7	0.6	..	18.7	1.2
All school levels										
Government schools	%	0.4	0.1	1.4	4.6	3.1	1.0	..	17.3	1.4
Non-government schools	%	0.2	–	0.8	1.5	1.5	0.7	..	27.6	0.7
All schools	%	0.3	–	1.2	3.6	2.5	0.9	..	20.1	1.2
<b>Students enrolled at schools in very remote areas</b>										
Primary										
Government schools	%	–	..	0.4	1.1	0.1	–	..	7.7	0.3
Non-government schools	%	0.1	..	1.0	1.6	–	–	..	–	0.3
All schools	%	–	..	0.5	1.2	0.1	–	..	6.7	0.3
Secondary										
Government schools	%	0.2	..	2.7	5.2	2.5	1.0	..	43.9	2.0
Non-government schools	%	–	..	–	2.3	0.2	–	..	15.7	0.4
All schools	%	0.1	..	1.5	3.8	1.4	0.6	..	33.6	1.3
All school levels										
Government schools	%	0.1	..	1.4	2.8	1.1	0.5	..	26.4	1.0
Non-government schools	%	–	..	0.3	2.2	0.1	–	..	12.7	0.4
All schools	%	0.1	..	1.0	2.6	0.8	0.3	..	22.7	0.8

TABLE 4A.8

Table 4A.8 **Enrolled students by remoteness area (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>
(a)	Geolocation data are based on the Access/Remoteness Index of Australia (ARIA+) remoteness classification, as defined by <i>Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure, July 2011</i> (ABS Cat. no. 1270.0.55.005). ARIA+ is the standard ABS-endorsed measure of remoteness. 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 remote or very remote areas), divided by the total number of students enrolled in that type of school.								
(c)	Data presented by school level 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 for the school, 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 are no very remote areas in Victoria. There is no major cities areas in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities areas or inner regional areas in the NT.								
	.. Not applicable. – Nil or rounded to zero.								

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

TABLE 4A.9

Table 4A.9 **15 to 19-year-olds successfully completing at least one unit of competency at the Australian Qualifications Framework (AQF) certificate II or above (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 (e)</i>
<b>2017</b>										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	100.3	120.0	95.8	49.1	17.8	5.2	5.1	2.4	413.3
15 to 19-year-old population	('000)	468.6	374.1	310.6	154.2	103.4	31.8	24.6	15.1	1 482.6
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	21.4	32.1	30.8	31.9	17.2	16.5	20.7	15.9	27.9
<b>2016</b>										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	98.6	120.7	94.1	49.7	21.8	5.9	5.3	2.4	414.7
15 to 19-year-old population	('000)	465.5	371.8	307.3	154.8	103.9	31.8	24.9	14.9	1 475.2
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	21.2	32.5	30.6	32.1	21.0	18.4	21.2	15.8	28.1
<b>2015</b>										
Number of 15 to 19-year-olds that successfully completed at least one unit of competency at AQF II or above	('000)	105.8	129.8	98.1	49.5	25.0	6.2	6.1	2.4	438.1
15 to 19-year-old population	('000)	463.6	369.5	306.1	155.8	104.9	32.3	25.4	15.0	1 472.8
Proportion of 15–19-year-olds that successfully completed at least one unit of competency at AQF II or above	%	22.8	35.1	32.1	31.8	23.9	19.1	24.2	15.6	29.7
<b>2014</b>										
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

TABLE 4A.9

Table 4A.9 **15 to 19-year-olds successfully completing at least one unit of competency at the Australian Qualifications Framework (AQF) certificate II or above (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 (e)</i>
<b>2013</b>										
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

(a) From 2014 onwards the National Vocational Education and Training (VET) Provider Collection includes fee-for-service training activity reported by private training organisations, also known as 'total VET activity'.

(b) The completions data presented from 2015 onwards is based on de-duplicated student counts. For further information, please refer to the fact sheet: De-duplication of training activity and student counts in 'total VET activity' located on the NCVET Portal <[https://www.ncver.edu.au/\\_data/assets/pdf\\_file/0029/58079/TVA-fact-sheet.pdf](https://www.ncver.edu.au/_data/assets/pdf_file/0029/58079/TVA-fact-sheet.pdf)>.

(c) From 2014, state or territory refers to the location in which the training was delivered. In 2013, state or territory refers to the State or Territory government that administered the funding of the training.

(d) This table presents the estimated number of students who have completed units of competency annually from 2013 to 2017. The 2017 data are preliminary and will be revised following the annual data submission to the 2018 National VET Provider Collection.

(e) From 2014, the sum of individual states and territories does not equal the Australian total as there is some activity that was reported with state or territory of delivery 'unknown' as well as instances where a student received training in more than one state or territory.

*Source:* NCVET, National VET Provider Collection, 2013-2017; NCVET, National VET in Schools Collection 2013-2017. Population aged 15 to 19 years is based on ABS *Australian Demographic Statistics, December 2013-2017*, Cat. no. 3101.0, Canberra.

TABLE 4A.10

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2016-17 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (i)</i>	<i>Qld (i)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Aust</i>
<b>Government schools (including user cost of capital)</b>									
Australian Government payments for school education services (excluding capital grants) (d), (e), (f), (g)									
2016-17	2 050 219	1 511 777	1 499 190	606 155	439 372	178 645	88 498	223 307	6 597 163
2015-16	1 790 932	1 389 753	1 312 518	570 967	415 652	168 221	83 067	186 063	5 917 172
2014-15	1 686 668	1 287 264	1 190 897	533 390	395 384	163 849	80 743	187 547	5 525 741
2013-14	1 595 963	1 161 435	1 073 981	515 169	383 759	139 534	74 492	143 549	5 087 883
2012-13	1 562 605	1 066 015	965 109	470 599	360 482	130 199	66 340	120 294	4 741 643
2011-12	1 619 457	1 097 874	979 933	482 681	370 209	140 306	68 778	132 515	4 891 752
2010-11	1 441 872	954 743	865 058	418 020	331 106	119 849	60 933	122 127	4 313 708
2009-10	1 369 977	923 466	789 651	403 016	315 625	114 370	58 286	119 302	4 093 693
2008-09	1 334 876	963 389	823 519	412 930	309 848	108 252	62 899	90 229	4 105 942
2007-08	1 011 582	703 210	655 717	305 767	232 492	81 349	41 889	79 073	3 111 079
State and Territory government recurrent expenditure (h)									
2016-17	11 768 435	8 130 123	7 877 937	4 687 836	2 552 347	817 932	762 968	536 842	37 134 420
2015-16	12 045 168	7 846 887	7 718 186	4 710 911	2 497 924	820 302	753 646	541 025	36 934 049
2014-15	11 666 387	7 267 573	7 473 558	4 798 714	2 435 573	833 317	719 524	542 732	35 737 378
2013-14	11 377 556	6 932 973	7 230 804	4 669 911	2 497 470	842 774	733 140	575 727	34 860 354
2012-13	10 654 262	6 940 814	7 314 435	4 501 631	2 492 538	846 390	733 556	648 996	34 132 620
2011-12	10 922 439	6 919 515	7 250 814	4 346 379	2 528 042	847 940	711 741	612 252	34 139 122
2010-11	10 407 248	7 055 613	7 158 095	4 390 910	2 519 315	856 244	696 089	607 882	33 691 397
2009-10	10 633 119	7 130 474	7 136 791	4 402 703	2 333 665	845 253	653 809	580 135	33 715 949
2008-09	10 314 066	6 979 181	6 823 957	4 300 636	2 222 432	823 622	648 322	603 154	32 715 370
2007-08	10 358 935	6 983 827	6 829 652	4 273 934	2 357 444	839 530	648 321	589 544	32 881 187
<b>Australian, State and Territory government recurrent expenditure</b>									
<b>2016-17</b>	<b>13 818 654</b>	<b>9 641 900</b>	<b>9 377 127</b>	<b>5 293 991</b>	<b>2 991 719</b>	<b>996 577</b>	<b>851 466</b>	<b>760 149</b>	<b>43 731 583</b>
<b>2015-16</b>	<b>13 836 100</b>	<b>9 236 640</b>	<b>9 030 704</b>	<b>5 281 878</b>	<b>2 913 576</b>	<b>988 523</b>	<b>836 713</b>	<b>727 088</b>	<b>42 851 221</b>

TABLE 4A.10

Table 4A.10 Real Australian, State and Territory government recurrent expenditure (2016-17 dollars) (\$'000) (a), (b), (c)

	<i>NSW</i>	<i>Vic (i)</i>	<i>Qld (i)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Aust</i>
<b>2014-15</b>	<b>13 353 054</b>	<b>8 554 837</b>	<b>8 664 455</b>	<b>5 332 104</b>	<b>2 830 957</b>	<b>997 167</b>	<b>800 267</b>	<b>730 279</b>	<b>41 263 119</b>
<b>2013-14</b>	<b>12 973 518</b>	<b>8 094 408</b>	<b>8 304 785</b>	<b>5 185 080</b>	<b>2 881 229</b>	<b>982 307</b>	<b>807 632</b>	<b>719 276</b>	<b>39 948 237</b>
<b>2012-13</b>	<b>12 216 867</b>	<b>8 006 829</b>	<b>8 279 543</b>	<b>4 972 230</b>	<b>2 853 020</b>	<b>976 590</b>	<b>799 896</b>	<b>769 290</b>	<b>38 874 264</b>
<b>2011-12</b>	<b>12 541 896</b>	<b>8 017 389</b>	<b>8 230 747</b>	<b>4 829 060</b>	<b>2 898 251</b>	<b>988 246</b>	<b>780 519</b>	<b>744 767</b>	<b>39 030 874</b>
<b>2010-11</b>	<b>11 849 120</b>	<b>8 010 356</b>	<b>8 023 153</b>	<b>4 808 929</b>	<b>2 850 421</b>	<b>976 093</b>	<b>757 022</b>	<b>730 009</b>	<b>38 005 105</b>
<b>2009-10</b>	<b>12 003 096</b>	<b>8 053 940</b>	<b>7 926 442</b>	<b>4 805 719</b>	<b>2 649 290</b>	<b>959 623</b>	<b>712 095</b>	<b>699 437</b>	<b>37 809 642</b>
<b>2008-09</b>	<b>11 648 941</b>	<b>7 942 570</b>	<b>7 647 476</b>	<b>4 713 566</b>	<b>2 532 280</b>	<b>931 874</b>	<b>711 221</b>	<b>693 383</b>	<b>36 821 312</b>
<b>2007-08</b>	<b>11 370 517</b>	<b>7 687 037</b>	<b>7 485 369</b>	<b>4 579 701</b>	<b>2 589 936</b>	<b>920 879</b>	<b>690 209</b>	<b>668 617</b>	<b>35 992 266</b>
<b>Non-government schools (excluding user cost of capital)</b>									
Australian Government payments for school education services (excluding capital grants) (d), (e), (f), (g)									
2016-17	3 160 336	2 892 491	2 186 777	1 065 426	770 218	221 336	187 769	136 183	10 620 536
2015-16	3 105 203	2 603 059	2 061 871	1 039 626	738 411	208 570	185 268	150 923	10 092 930
2014-15	3 008 480	2 508 355	1 992 732	1 004 915	722 704	201 171	180 481	134 992	9 753 829
2013-14	2 853 291	2 319 310	1 869 753	926 994	707 793	184 918	170 061	124 410	9 156 531
2012-13	2 659 269	2 186 804	1 740 626	863 691	674 469	172 419	151 352	91 955	8 540 584
2011-12	2 547 025	2 133 078	1 675 204	840 607	668 651	170 226	155 859	90 340	8 280 989
2010-11	2 435 429	2 010 813	1 591 734	798 617	628 336	164 184	148 836	91 078	7 869 028
2009-10	2 319 807	1 931 407	1 490 597	765 954	584 914	157 825	141 672	90 214	7 482 390
2008-09	2 175 439	1 736 961	1 367 163	722 163	545 714	144 135	130 140	83 606	6 905 321
2007-08	2 199 469	1 792 597	1 348 884	691 324	544 889	145 528	133 631	66 161	6 922 483
State and Territory government recurrent expenditure									
2016-17	1 145 491	692 701	716 209	456 625	193 574	67 063	64 334	80 392	3 416 388
2015-16	1 107 498	663 181	730 428	454 694	190 584	62 254	61 760	71 504	3 341 903
2014-15	1 079 281	679 486	733 418	459 162	189 284	59 597	60 883	69 268	3 330 379
2013-14	1 015 622	668 131	735 813	440 416	181 237	61 152	59 632	63 217	3 225 219
2012-13	986 444	665 937	672 740	438 832	179 553	58 358	56 066	66 651	3 124 580



TABLE 4A.10

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2016-17 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (i)</i>	<i>Qld (i)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Aust</i>
2011-12	960 614	619 868	641 009	446 232	175 789	58 124	52 817	53 990	3 008 445
2010-11	939 973	598 927	661 163	422 156	173 571	58 965	52 606	71 648	2 979 010
2009-10	933 890	546 456	594 707	353 170	165 456	54 920	55 282	37 486	2 741 366
2008-09	951 447	561 049	592 947	332 138	162 714	54 850	53 044	36 884	2 745 074
2007-08	971 598	498 156	575 238	320 835	163 936	54 326	53 900	35 837	2 673 826
<b>Australian, State and Territory government recurrent expenditure</b>									
<b>2016-17</b>	<b>4 305 827</b>	<b>3 585 192</b>	<b>2 902 986</b>	<b>1 522 051</b>	<b>963 792</b>	<b>288 399</b>	<b>252 103</b>	<b>216 575</b>	<b>14 036 924</b>
<b>2015-16</b>	<b>4 212 702</b>	<b>3 266 239</b>	<b>2 792 299</b>	<b>1 494 319</b>	<b>928 995</b>	<b>270 824</b>	<b>247 028</b>	<b>222 428</b>	<b>13 434 833</b>
<b>2014-15</b>	<b>4 087 761</b>	<b>3 187 841</b>	<b>2 726 150</b>	<b>1 464 076</b>	<b>911 988</b>	<b>260 768</b>	<b>241 364</b>	<b>204 260</b>	<b>13 084 207</b>
<b>2013-14</b>	<b>3 868 913</b>	<b>2 987 441</b>	<b>2 605 566</b>	<b>1 367 409</b>	<b>889 030</b>	<b>246 070</b>	<b>229 693</b>	<b>187 627</b>	<b>12 381 750</b>
<b>2012-13</b>	<b>3 645 713</b>	<b>2 852 741</b>	<b>2 413 365</b>	<b>1 302 522</b>	<b>854 022</b>	<b>230 776</b>	<b>207 418</b>	<b>158 606</b>	<b>11 665 165</b>
<b>2011-12</b>	<b>3 507 639</b>	<b>2 752 946</b>	<b>2 316 214</b>	<b>1 286 839</b>	<b>844 439</b>	<b>228 351</b>	<b>208 676</b>	<b>144 330</b>	<b>11 289 434</b>
<b>2010-11</b>	<b>3 375 402</b>	<b>2 609 739</b>	<b>2 252 898</b>	<b>1 220 773</b>	<b>801 907</b>	<b>223 149</b>	<b>201 442</b>	<b>162 727</b>	<b>10 848 037</b>
<b>2009-10</b>	<b>3 253 697</b>	<b>2 477 863</b>	<b>2 085 304</b>	<b>1 119 124</b>	<b>750 370</b>	<b>212 745</b>	<b>196 954</b>	<b>127 700</b>	<b>10 223 756</b>
<b>2008-09</b>	<b>3 126 887</b>	<b>2 298 010</b>	<b>1 960 111</b>	<b>1 054 302</b>	<b>708 427</b>	<b>198 985</b>	<b>183 183</b>	<b>120 491</b>	<b>9 650 395</b>
<b>2007-08</b>	<b>3 171 068</b>	<b>2 290 753</b>	<b>1 924 122</b>	<b>1 012 159</b>	<b>708 825</b>	<b>199 854</b>	<b>187 530</b>	<b>101 998</b>	<b>9 596 309</b>
<b>All schools (including user cost of capital for government schools)</b>									
Australian Government payments for school education services (excluding capital grants) (d), (e), (f), (g)									
2016-17	5 210 555	4 404 268	3 685 967	1 671 581	1 209 590	399 981	276 267	359 490	17 217 699
2015-16	4 896 135	3 992 812	3 374 388	1 610 593	1 154 063	376 791	268 335	336 986	16 010 102
2014-15	4 695 148	3 795 618	3 183 630	1 538 305	1 118 087	365 021	261 224	322 538	15 279 569
2013-14	4 449 253	3 480 746	2 943 734	1 442 163	1 091 552	324 452	244 553	267 960	14 244 413
2012-13	4 221 874	3 252 819	2 705 734	1 334 290	1 034 951	302 618	217 692	212 249	13 282 228
2011-12	4 166 482	3 230 952	2 655 137	1 323 287	1 038 860	310 532	224 637	222 855	13 172 741
2010-11	3 877 301	2 965 556	2 456 793	1 216 637	959 442	284 033	209 768	213 205	12 182 735
2009-10	3 689 784	2 854 872	2 280 247	1 168 970	900 539	272 195	199 959	209 516	11 576 083

TABLE 4A.10

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2016-17 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (i)</i>	<i>Qld (i)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Aust</i>
2008-09	3 510 315	2 700 350	2 190 683	1 135 093	855 562	252 387	193 038	173 835	11 011 263
2007-08	3 211 051	2 495 807	2 004 601	997 091	777 380	226 877	175 519	145 234	10 033 562
State and Territory government recurrent expenditure									
2016-17	12 913 926	8 822 824	8 594 146	5 144 461	2 745 921	884 995	827 302	617 234	40 550 808
2015-16	13 152 667	8 510 067	8 448 614	5 165 605	2 688 508	882 556	815 406	612 530	40 275 952
2014-15	12 745 668	7 947 059	8 206 976	5 257 875	2 624 858	892 914	780 407	612 000	39 067 757
2013-14	12 393 178	7 601 104	7 966 617	5 110 326	2 678 707	903 926	792 772	638 944	38 085 573
2012-13	11 640 706	7 606 751	7 987 174	4 940 462	2 672 091	904 748	789 622	715 647	37 257 200
2011-12	11 883 053	7 539 383	7 891 824	4 792 611	2 703 830	906 064	764 558	666 242	37 147 566
2010-11	11 347 221	7 654 540	7 819 258	4 813 065	2 692 886	915 209	748 695	679 530	36 670 407
2009-10	11 567 008	7 676 930	7 731 499	4 755 872	2 499 121	900 173	709 091	617 621	36 457 315
2008-09	11 265 513	7 540 230	7 416 904	4 632 774	2 385 146	878 472	701 366	640 039	35 460 444
2007-08	11 330 534	7 481 984	7 404 890	4 594 769	2 521 380	893 856	702 220	625 381	35 555 014
<b>Australian, State and Territory government recurrent expenditure</b>									
<b>2016-17</b>	<b>18 124 481</b>	<b>13 227 092</b>	<b>12 280 113</b>	<b>6 816 042</b>	<b>3 955 511</b>	<b>1 284 976</b>	<b>1 103 569</b>	<b>976 724</b>	<b>57 768 507</b>
<b>2015-16</b>	<b>18 048 802</b>	<b>12 502 879</b>	<b>11 823 002</b>	<b>6 776 197</b>	<b>3 842 571</b>	<b>1 259 347</b>	<b>1 083 740</b>	<b>949 516</b>	<b>56 286 054</b>
<b>2014-15</b>	<b>17 440 815</b>	<b>11 742 678</b>	<b>11 390 606</b>	<b>6 796 180</b>	<b>3 742 945</b>	<b>1 257 935</b>	<b>1 041 631</b>	<b>934 538</b>	<b>54 347 326</b>
<b>2013-14</b>	<b>16 842 431</b>	<b>11 081 849</b>	<b>10 910 351</b>	<b>6 552 489</b>	<b>3 770 260</b>	<b>1 228 378</b>	<b>1 037 325</b>	<b>906 903</b>	<b>52 329 987</b>
<b>2012-13</b>	<b>15 862 580</b>	<b>10 859 570</b>	<b>10 692 908</b>	<b>6 274 752</b>	<b>3 707 042</b>	<b>1 207 366</b>	<b>1 007 314</b>	<b>927 896</b>	<b>50 539 428</b>
<b>2011-12</b>	<b>16 049 535</b>	<b>10 770 335</b>	<b>10 546 960</b>	<b>6 115 899</b>	<b>3 742 691</b>	<b>1 216 597</b>	<b>989 195</b>	<b>889 097</b>	<b>50 320 308</b>
<b>2010-11</b>	<b>15 224 522</b>	<b>10 620 095</b>	<b>10 276 051</b>	<b>6 029 702</b>	<b>3 652 329</b>	<b>1 199 242</b>	<b>958 464</b>	<b>892 736</b>	<b>48 853 142</b>
<b>2009-10</b>	<b>15 256 792</b>	<b>10 531 803</b>	<b>10 011 746</b>	<b>5 924 842</b>	<b>3 399 660</b>	<b>1 172 368</b>	<b>909 049</b>	<b>827 137</b>	<b>48 033 398</b>
<b>2008-09</b>	<b>14 775 828</b>	<b>10 240 580</b>	<b>9 607 587</b>	<b>5 767 867</b>	<b>3 240 708</b>	<b>1 130 859</b>	<b>894 404</b>	<b>813 874</b>	<b>46 471 706</b>
<b>2007-08</b>	<b>14 541 585</b>	<b>9 977 791</b>	<b>9 409 491</b>	<b>5 591 860</b>	<b>3 298 761</b>	<b>1 120 733</b>	<b>877 740</b>	<b>770 615</b>	<b>45 588 576</b>

(a) Time series financial data are adjusted to 2016-17 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2016-17 = 100). See table 2A.50 and chapter 2 for more information.

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2016-17 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (i)</i>	<i>Qld (i)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Aust</i>
(b)	This table integrates information from tables 4A.12 and 4A.13. Based on accrual accounting. Some data include capital amounts and exclude user cost of capital, 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 only includes payments to State and Territory governments for school education services.								
(c)	Includes Australian, State and Territory government expenditure on government schools and payments to non-government schools. Funding from sources other than government is not included.								
(d)	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.								
(e)	Includes recurrent, targeted and Indigenous program expenditure, until 2008-09. From 2009-10 onwards, these categories are not reported but funds expended on these purposes are included in the total specific purpose payment provision.								
(f)	For the purpose of the Report, Australian Government allocations to State and Territory governments (see table 4A.12) are regarded as being expended in the year of allocation.								
(g)	Some National Partnership payments allocated as 'capital' and not included in this table may include a component of funding used for recurrent purposes. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment.								
(h)	Derived by subtracting Australian Government specific purpose payments for government schools from Australian, State and Territory government expenditure on government schools.								
(i)	Jurisdiction notes:								
	Vic: 2014-15 non-government expenditure is affected by a change in payment schedule in 2015, increasing the amount of government funding for the financial year.								
	Qld: 2016-17 expenditure for non-government schools includes Assistance to Non-State Education Capital grants (\$5.4m), and School Transport (\$5.9m).								
	SA: 2013-14 and 2014-15 government recurrent expenditure data, for government schools and all schools, have been revised from previous reports.								
	NT: In relation to NT funding for non-government schools:								
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 2013-14 government recurrent expenditure data, for government schools and all schools, have been revised from previous reports.</li> </ul>								

Table 4A.10 **Real Australian, State and Territory government recurrent expenditure (2016-17 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (i)</i>	<i>Qld (i)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (i)</i>	<i>Aust</i>
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- From 2011-12, school transport costs relating to non-government school students have been included. These were \$7.1m in 2015-16.
- 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.
- 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 NT 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 NT Government retained some of the non-government allocation to support cross-sectoral initiatives to benefit all sectors.

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

TABLE 4A.11

Table 4A.11 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Government schools (including user cost of capital)</b>									
Australian Government payments for school education services (excluding capital grants)									
2016-17	2 050 219	1 511 777	1 499 190	606 155	439 372	178 645	88 498	223 307	6 597 163
2015-16	1 771 232	1 374 466	1 298 080	564 686	411 080	166 371	82 153	184 016	5 852 083
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
State and Territory government recurrent expenditure									
2016-17	11 768 435	8 130 123	7 877 937	4 687 836	2 552 347	817 932	762 968	536 842	37 134 420
2015-16	11 912 671	7 760 571	7 633 286	4 659 091	2 470 447	811 278	745 356	535 074	36 527 775
2014-15	11 374 727	7 085 884	7 286 719	4 678 746	2 374 684	812 484	701 536	529 164	34 843 944
2013-14	10 956 586	6 676 453	6 963 264	4 497 124	2 405 064	811 591	706 014	554 425	33 570 521
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
<b>Australian, State and Territory government recurrent expenditure</b>									
<b>2016-17</b>	<b>13 818 654</b>	<b>9 641 900</b>	<b>9 377 127</b>	<b>5 293 991</b>	<b>2 991 719</b>	<b>996 577</b>	<b>851 466</b>	<b>760 149</b>	<b>43 731 583</b>
<b>2015-16</b>	<b>13 683 903</b>	<b>9 135 037</b>	<b>8 931 366</b>	<b>5 223 777</b>	<b>2 881 527</b>	<b>977 649</b>	<b>827 509</b>	<b>719 090</b>	<b>42 379 858</b>

TABLE 4A.11

Table 4A.11 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2014-15</b>	<b>13 019 228</b>	<b>8 340 966</b>	<b>8 447 844</b>	<b>5 198 801</b>	<b>2 760 183</b>	<b>972 237</b>	<b>780 260</b>	<b>712 022</b>	<b>40 231 541</b>
<b>2013-14</b>	<b>12 493 498</b>	<b>7 794 915</b>	<b>7 997 508</b>	<b>4 993 232</b>	<b>2 774 624</b>	<b>945 962</b>	<b>777 750</b>	<b>692 663</b>	<b>38 470 152</b>
<b>2012-13</b>	<b>11 581 590</b>	<b>7 590 474</b>	<b>7 849 007</b>	<b>4 713 674</b>	<b>2 704 663</b>	<b>925 807</b>	<b>758 301</b>	<b>729 287</b>	<b>36 852 802</b>
<b>2011-12</b>	<b>11 739 215</b>	<b>7 504 276</b>	<b>7 703 979</b>	<b>4 520 000</b>	<b>2 712 763</b>	<b>924 998</b>	<b>730 566</b>	<b>697 102</b>	<b>36 532 898</b>
<b>2010-11</b>	<b>10 747 152</b>	<b>7 265 393</b>	<b>7 277 000</b>	<b>4 361 699</b>	<b>2 585 332</b>	<b>885 316</b>	<b>686 619</b>	<b>662 118</b>	<b>34 470 630</b>
<b>2009-10</b>	<b>10 442 693</b>	<b>7 006 928</b>	<b>6 896 004</b>	<b>4 180 975</b>	<b>2 304 883</b>	<b>834 872</b>	<b>619 523</b>	<b>608 511</b>	<b>32 894 389</b>
<b>2008-09</b>	<b>9 761 813</b>	<b>6 655 874</b>	<b>6 408 585</b>	<b>3 949 968</b>	<b>2 122 051</b>	<b>780 910</b>	<b>596 003</b>	<b>581 055</b>	<b>30 856 259</b>
<b>2007-08</b>	<b>9 085 043</b>	<b>6 141 943</b>	<b>5 980 810</b>	<b>3 659 181</b>	<b>2 069 359</b>	<b>735 783</b>	<b>551 477</b>	<b>534 225</b>	<b>28 757 821</b>
<b>Non-government schools (excluding user cost of capital)</b>									
Australian Government payments for school education services (excluding capital grants)									
2016-17	3 160 336	2 892 491	2 186 777	1 065 426	770 218	221 336	187 769	136 183	10 620 536
2015-16	3 071 046	2 574 425	2 039 190	1 028 190	730 288	206 275	183 230	149 263	9 981 908
2014-15	2 933 268	2 445 646	1 942 914	979 792	704 636	196 142	175 969	131 617	9 509 983
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
State and Territory government recurrent expenditure									
2016-17	1 145 491	692 701	716 209	456 625	193 574	67 063	64 334	80 392	3 416 388
2015-16	1 095 316	655 886	722 393	449 692	188 488	61 569	61 080	70 718	3 305 142
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.11

Table 4A.11 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</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
<b>Australian, State and Territory government recurrent expenditure</b>									
<b>2016-17</b>	<b>4 305 827</b>	<b>3 585 192</b>	<b>2 902 986</b>	<b>1 522 051</b>	<b>963 792</b>	<b>288 399</b>	<b>252 103</b>	<b>216 575</b>	<b>14 036 924</b>
<b>2015-16</b>	<b>4 166 362</b>	<b>3 230 311</b>	<b>2 761 583</b>	<b>1 477 882</b>	<b>918 776</b>	<b>267 845</b>	<b>244 310</b>	<b>219 981</b>	<b>13 287 050</b>
<b>2014-15</b>	<b>3 985 567</b>	<b>3 108 145</b>	<b>2 657 997</b>	<b>1 427 474</b>	<b>889 188</b>	<b>254 249</b>	<b>235 330</b>	<b>199 153</b>	<b>12 757 102</b>
<b>2013-14</b>	<b>3 725 763</b>	<b>2 876 906</b>	<b>2 509 160</b>	<b>1 316 815</b>	<b>856 136</b>	<b>236 966</b>	<b>221 194</b>	<b>180 685</b>	<b>11 923 625</b>
<b>2012-13</b>	<b>3 456 136</b>	<b>2 704 398</b>	<b>2 287 870</b>	<b>1 234 791</b>	<b>809 613</b>	<b>218 776</b>	<b>196 633</b>	<b>150 358</b>	<b>11 058 576</b>
<b>2011-12</b>	<b>3 283 150</b>	<b>2 576 758</b>	<b>2 167 976</b>	<b>1 204 481</b>	<b>790 395</b>	<b>213 736</b>	<b>195 321</b>	<b>135 093</b>	<b>10 566 910</b>
<b>2010-11</b>	<b>3 061 490</b>	<b>2 367 033</b>	<b>2 043 378</b>	<b>1 107 241</b>	<b>727 330</b>	<b>202 396</b>	<b>182 708</b>	<b>147 593</b>	<b>9 839 170</b>
<b>2009-10</b>	<b>2 830 716</b>	<b>2 155 741</b>	<b>1 814 214</b>	<b>973 638</b>	<b>652 822</b>	<b>185 088</b>	<b>171 350</b>	<b>111 099</b>	<b>8 894 668</b>
<b>2008-09</b>	<b>2 620 331</b>	<b>1 925 732</b>	<b>1 642 573</b>	<b>883 505</b>	<b>593 662</b>	<b>166 749</b>	<b>153 508</b>	<b>100 971</b>	<b>8 087 031</b>
<b>2007-08</b>	<b>2 533 683</b>	<b>1 830 312</b>	<b>1 537 373</b>	<b>808 715</b>	<b>566 351</b>	<b>159 683</b>	<b>149 837</b>	<b>81 497</b>	<b>7 667 451</b>
<b>All schools (including user cost of capital for government schools)</b>									
Australian Government payments for school education services (excluding capital grants)									
2016-17	5 210 555	4 404 268	3 685 967	1 671 581	1 209 590	399 981	276 267	359 490	17 217 699
2015-16	4 842 278	3 948 891	3 337 270	1 592 876	1 141 368	372 646	265 383	333 279	15 833 991
2014-15	4 577 769	3 700 728	3 104 039	1 499 847	1 090 135	355 895	254 693	314 475	14 897 580
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
2009-10	3 210 112	2 483 739	1 983 815	1 017 004	783 469	236 810	173 964	182 279	10 071 192

TABLE 4A.11

Table 4A.11 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
State and Territory government recurrent expenditure									
2016-17	12 913 926	8 822 824	8 594 146	5 144 461	2 745 921	884 995	827 302	617 234	40 550 808
2015-16	13 007 987	8 416 457	8 355 679	5 108 783	2 658 935	872 848	806 436	605 792	39 832 917
2014-15	12 427 026	7 748 383	8 001 802	5 126 428	2 559 236	870 591	760 897	596 700	38 091 063
2013-14	11 934 630	7 319 863	7 671 852	4 921 244	2 579 595	870 481	763 439	615 303	36 676 407
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
<b>Australian, State and Territory government recurrent expenditure</b>									
<b>2016-17</b>	<b>18 124 481</b>	<b>13 227 092</b>	<b>12 280 113</b>	<b>6 816 042</b>	<b>3 955 511</b>	<b>1 284 976</b>	<b>1 103 569</b>	<b>976 724</b>	<b>57 768 507</b>
<b>2015-16</b>	<b>17 850 265</b>	<b>12 365 348</b>	<b>11 692 949</b>	<b>6 701 659</b>	<b>3 800 303</b>	<b>1 245 494</b>	<b>1 071 819</b>	<b>939 071</b>	<b>55 666 908</b>
<b>2014-15</b>	<b>17 004 795</b>	<b>11 449 111</b>	<b>11 105 841</b>	<b>6 626 275</b>	<b>3 649 371</b>	<b>1 226 486</b>	<b>1 015 590</b>	<b>911 175</b>	<b>52 988 643</b>
<b>2013-14</b>	<b>16 219 261</b>	<b>10 671 821</b>	<b>10 506 668</b>	<b>6 310 047</b>	<b>3 630 760</b>	<b>1 182 928</b>	<b>998 944</b>	<b>873 348</b>	<b>50 393 777</b>
<b>2012-13</b>	<b>15 037 726</b>	<b>10 294 872</b>	<b>10 136 877</b>	<b>5 948 465</b>	<b>3 514 276</b>	<b>1 144 583</b>	<b>954 934</b>	<b>879 645</b>	<b>47 911 378</b>
<b>2011-12</b>	<b>15 022 365</b>	<b>10 081 034</b>	<b>9 871 955</b>	<b>5 724 481</b>	<b>3 503 158</b>	<b>1 138 734</b>	<b>925 887</b>	<b>832 195</b>	<b>47 099 808</b>
<b>2010-11</b>	<b>13 808 642</b>	<b>9 632 426</b>	<b>9 320 378</b>	<b>5 468 940</b>	<b>3 312 662</b>	<b>1 087 712</b>	<b>869 327</b>	<b>809 711</b>	<b>44 309 800</b>
<b>2009-10</b>	<b>13 273 409</b>	<b>9 162 668</b>	<b>8 710 219</b>	<b>5 154 613</b>	<b>2 957 704</b>	<b>1 019 961</b>	<b>790 873</b>	<b>719 609</b>	<b>41 789 056</b>
<b>2008-09</b>	<b>12 382 144</b>	<b>8 581 606</b>	<b>8 051 158</b>	<b>4 833 473</b>	<b>2 715 713</b>	<b>947 660</b>	<b>749 510</b>	<b>682 026</b>	<b>38 943 290</b>
<b>2007-08</b>	<b>11 618 726</b>	<b>7 972 255</b>	<b>7 518 183</b>	<b>4 467 896</b>	<b>2 635 710</b>	<b>895 466</b>	<b>701 314</b>	<b>615 721</b>	<b>36 425 272</b>

(a) Time series financial data in this table are presented in 'nominal' terms and have not been adjusted for inflation.

(b) This table integrates information from tables 4A.12 and 4A.13. See table 4A.10, footnotes (b)-(i) for details and caveats.

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



TABLE 4A.12

Table 4A.12 **Australian Government payments to State and Territory governments for school education services, 2016-17 (\$million) (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>
<b>Government schools</b>									
<b>Recurrent expenditure</b>									
Students First funding (c)	2 037.0	1 498.6	1 480.4	596.4	431.8	176.3	87.7	186.8	6 495.0
National Partnership payments									
Independent Public Schools	6.5	4.5	3.7	4.6	1.6	0.6	0.3	0.5	22.2
National School Chaplaincy Programme (d)	6.7	8.7	14.8	4.9	5.9	1.7	0.6	0.2	43.4
NT remote Aboriginal investment (d)	..	..	..	..	..	..	..	35.9	35.9
Online safety programs in schools	–	–	0.3	0.2	0.1	–	–	–	0.6
<b>Total recurrent</b>	<b>2 050.2</b>	<b>1 511.8</b>	<b>1 499.2</b>	<b>606.2</b>	<b>439.4</b>	<b>178.6</b>	<b>88.5</b>	<b>223.3</b>	<b>6 597.2</b>
<b>Capital expenditure (e)</b>									
National Partnership payments									
Trade Training centres in schools	–	–	–	–	–	–	0.7	–	0.7
Schools Security Programme	1.1	–	0.3	–	–	–	–	0.1	1.6
<b>Total capital</b>	<b>1.1</b>	<b>–</b>	<b>0.3</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>0.7</b>	<b>0.1</b>	<b>2.3</b>
<b>Total recurrent and capital</b>	<b>2 051.3</b>	<b>1 511.8</b>	<b>1 499.5</b>	<b>606.2</b>	<b>439.4</b>	<b>178.6</b>	<b>89.2</b>	<b>223.4</b>	<b>6 599.5</b>
<b>Non-government schools</b>									
<b>Recurrent expenditure</b>									
Students First funding (c)	3 155.9	2 888.6	2 183.3	1 062.8	768.6	220.8	187.5	128.2	10 595.7
National Partnership payments									
Independent Public Schools	0.1	–	0.1	0.1	–	–	–	–	0.3
National School Chaplaincy Programme (d)	4.4	3.9	3.3	2.6	1.6	0.5	0.3	0.3	16.9
NT remote Aboriginal investment (d)	..	..	..	..	..	..	..	7.6	7.6
<b>Total recurrent</b>	<b>3 160.3</b>	<b>2 892.5</b>	<b>2 186.8</b>	<b>1 065.4</b>	<b>770.2</b>	<b>221.3</b>	<b>187.8</b>	<b>136.2</b>	<b>10 620.5</b>

TABLE 4A.12

Table 4A.12 **Australian Government payments to State and Territory governments for school education services, 2016-17 (\$million) (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>
<b>Capital expenditure (e)</b>									
National Partnership payments									
Schools Security Programme	3.8	2.4	–	0.6	0.1	–	–	–	6.8
<b>Total capital</b>	<b>3.8</b>	<b>2.4</b>	<b>–</b>	<b>0.6</b>	<b>0.1</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>6.8</b>
<b>Total recurrent and capital</b>	<b>3 164.1</b>	<b>2 894.9</b>	<b>2 186.8</b>	<b>1 066.0</b>	<b>770.3</b>	<b>221.3</b>	<b>187.8</b>	<b>136.2</b>	<b>10 627.3</b>
<b>All schools</b>									
<b>Total recurrent</b>	<b>5 210.6</b>	<b>4 404.3</b>	<b>3 686.0</b>	<b>1 671.6</b>	<b>1 209.6</b>	<b>400.0</b>	<b>276.3</b>	<b>359.5</b>	<b>17 217.7</b>
<b>Total recurrent and capital</b>	<b>5 215.5</b>	<b>4 406.7</b>	<b>3 686.3</b>	<b>1 672.2</b>	<b>1 209.7</b>	<b>400.0</b>	<b>277.0</b>	<b>359.6</b>	<b>17 226.8</b>

- (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 table 4A.10 and table 4A.11) are regarded as being expended in the year of allocation.
- (c) The Students First funding does not distinguish between capital and recurrent purposes. For this Report, all Students First funding, including for the non-government sector, are regarded as recurrent expenditure.
- (d) The allocation of *National School Chaplaincy Programme* and the *Northern Territory remote Aboriginal investment* funding between the government and non-government sectors has been provided by State and Territory governments.
- (e) Some National Partnership payments allocated as 'capital' may include a component of funding used for recurrent purposes. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment.

.. Not applicable. – Nil or rounded to zero.

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

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2016-17 dollars)**  
(\$'000) (a), (b), (c), (d), (e)

	<i>NSW (f)</i>	<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>2016-17</b>									
<b>Recurrent expenditure on government schools</b>									
<b>In-school primary</b>									
Employee related expenditure									
Teachers	3 838 712	2 684 960	2 658 554	1 500 351	899 404	283 437	203 376	188 847	12 257 641
Other Staff (g)	850 374	554 403	761 882	463 551	279 343	88 844	71 781	37 365	3 107 543
<b>Total</b>	<b>4 689 086</b>	<b>3 239 363</b>	<b>3 420 436</b>	<b>1 963 902</b>	<b>1 178 747</b>	<b>372 281</b>	<b>275 157</b>	<b>226 212</b>	<b>15 365 184</b>
Other operating expenses (h)	1 369 103	788 142	583 602	410 822	279 711	84 966	52 945	112 397	3 681 688
Depreciation	290 303	195 014	252 942	96 075	53 543	17 607	29 565	21 166	956 215
User cost of capital (i)	1 028 494	936 143	826 245	482 562	206 763	45 395	73 701	54 753	3 654 056
<b>Total</b>	<b>7 376 986</b>	<b>5 158 662</b>	<b>5 083 225</b>	<b>2 953 361</b>	<b>1 718 764</b>	<b>520 249</b>	<b>431 368</b>	<b>414 528</b>	<b>23 657 143</b>
<b>In-school secondary</b>									
Employee related expenditure									
Teachers	3 339 641	2 040 204	1 986 883	1 068 917	560 589	221 364	178 313	121 449	9 517 360
Other Staff (g)	636 322	467 679	504 538	342 643	134 807	64 888	62 933	26 359	2 240 169
<b>Total</b>	<b>3 975 963</b>	<b>2 507 883</b>	<b>2 491 421</b>	<b>1 411 560</b>	<b>695 396</b>	<b>286 252</b>	<b>241 246</b>	<b>147 808</b>	<b>11 757 529</b>
Other operating expenses (h)	1 182 752	758 827	494 794	312 540	196 461	87 774	46 848	69 816	3 149 812
Depreciation	249 126	151 607	233 821	73 916	39 988	19 888	27 725	12 605	808 676
User cost of capital (i)	728 059	683 100	527 992	353 225	112 354	46 433	69 115	31 259	2 551 537
<b>Total</b>	<b>6 135 900</b>	<b>4 101 417</b>	<b>3 748 028</b>	<b>2 151 241</b>	<b>1 044 199</b>	<b>440 347</b>	<b>384 934</b>	<b>261 488</b>	<b>18 267 554</b>
<b>Out of school</b>									
Employee related expenditure —									
Other staff (g)	219 969	129 908	311 808	128 018	141 584	27 127	25 925	50 727	1 035 066
Other operating expenses (h)	35 954	229 906	226 875	34 833	79 978	7 634	6 490	33 159	654 829
Depreciation	30 636	9 771	4 537	10 912	1 081	432	787	247	58 403

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2016-17 dollars)**  
**(\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
User cost of capital (i)	19 209	12 236	2 654	15 626	6 113	788	1 962	–	58 588
<b>Total</b>	<b>305 768</b>	<b>381 821</b>	<b>545 874</b>	<b>189 389</b>	<b>228 756</b>	<b>35 981</b>	<b>35 164</b>	<b>84 133</b>	<b>1 806 886</b>
<b>All schools (in-school plus out of school)</b>									
Employee related expenditure									
Teachers	7 178 353	4 725 164	4 645 437	2 569 268	1 459 993	504 801	381 689	310 296	21 775 001
Other Staff (g)	1 706 665	1 151 990	1 578 228	934 212	555 734	180 859	160 639	114 451	6 382 778
<b>Total</b>	<b>8 885 018</b>	<b>5 877 154</b>	<b>6 223 665</b>	<b>3 503 480</b>	<b>2 015 727</b>	<b>685 660</b>	<b>542 328</b>	<b>424 747</b>	<b>28 157 779</b>
Other operating expenses (h)	2 587 809	1 776 875	1 305 271	758 195	556 150	180 374	106 283	215 372	7 486 329
Depreciation	570 065	356 392	491 300	180 903	94 612	37 927	58 077	34 018	1 823 294
Total recurrent expenditure <i>excluding</i> user cost of capital	12 042 892	8 010 421	8 020 236	4 442 578	2 666 489	903 961	706 688	674 137	37 467 402
User cost of capital (i)	1 775 762	1 631 479	1 356 891	851 413	325 230	92 616	144 778	86 012	6 264 181
<b>Total recurrent expenditure <i>including</i> user cost of capital</b>	<b>13 818 654</b>	<b>9 641 900</b>	<b>9 377 127</b>	<b>5 293 991</b>	<b>2 991 719</b>	<b>996 577</b>	<b>851 466</b>	<b>760 149</b>	<b>43 731 583</b>
<b>Total assets (Written Down Value [WDV]) — government schools (in-school plus out of school)</b>									
Land	7 480 955	9 409 600	5 058 369	3 727 112	1 351 124	171 681	339 338	113 494	27 651 673
Buildings, equipment and other	14 716 056	10 983 900	11 902 768	6 915 565	2 714 258	986 019	1 470 398	961 654	50 650 618
<b>Total</b>	<b>22 197 011</b>	<b>20 393 500</b>	<b>16 961 137</b>	<b>10 642 677</b>	<b>4 065 382</b>	<b>1 157 700</b>	<b>1 809 736</b>	<b>1 075 148</b>	<b>78 302 291</b>
<b>2015-16</b>									
<b>Recurrent expenditure on government schools</b>									
Employee related expenditure									
Teachers	7 206 689	4 682 441	4 448 789	2 433 993	1 446 545	490 337	385 038	302 649	21 396 480
Other Staff (g)	1 709 556	983 971	1 506 129	884 055	536 621	167 869	152 840	110 422	6 051 462
<b>Total</b>	<b>8 916 245</b>	<b>5 666 412</b>	<b>5 954 918</b>	<b>3 318 048</b>	<b>1 983 166</b>	<b>658 205</b>	<b>537 879</b>	<b>413 071</b>	<b>27 447 942</b>
Other operating expenses (h)	2 564 768	1 648 107	1 281 601	897 778	547 259	197 813	103 593	199 359	7 440 277

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2016-17 dollars) (\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</i>	<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	546 243	314 850	478 386	182 128	96 546	40 100	57 292	30 951	1 746 497
Total recurrent expenditure <i>excluding</i> user cost of capital	12 027 256	7 629 369	7 714 905	4 397 953	2 626 971	896 118	698 763	643 381	36 634 717
User cost of capital (i)	1 808 844	1 607 271	1 315 799	883 924	286 606	92 404	137 949	83 707	6 216 505
<b>Total recurrent expenditure <i>including</i> user cost of capital</b>	<b>13 836 100</b>	<b>9 236 640</b>	<b>9 030 704</b>	<b>5 281 878</b>	<b>2 913 576</b>	<b>988 523</b>	<b>836 713</b>	<b>727 088</b>	<b>42 851 221</b>
Comprising:									
In-school primary expenditure	7 442 168	4 929 293	4 891 130	2 947 108	1 654 291	511 354	424 097	390 674	23 190 116
In-school secondary expenditure	6 100 733	3 971 047	3 592 776	2 117 976	1 049 052	444 755	380 426	263 428	17 920 191
Out of school expenditure	293 199	336 300	546 798	216 794	210 234	32 414	32 190	72 986	1 740 914
<b>Total assets (WDV) — government schools (in-school plus out of school)</b>									
Land	7 569 847	9 471 790	4 904 185	4 035 363	1 292 526	177 951	301 750	111 509	27 864 921
Buildings, equipment and other	15 040 711	10 619 110	11 543 303	7 013 696	2 290 053	977 104	1 422 619	934 828	49 841 424
<b>Total</b>	<b>22 610 558</b>	<b>20 090 900</b>	<b>16 447 488</b>	<b>11 049 059</b>	<b>3 582 578</b>	<b>1 155 056</b>	<b>1 724 369</b>	<b>1 046 337</b>	<b>77 706 345</b>

**2014-15****Recurrent expenditure on government schools**

## Employee related expenditure

Teachers	6 851 011	4 446 537	4 223 896	2 339 302	1 441 192	494 087	361 235	306 879	20 464 140
Other Staff (g)	1 653 776	951 699	1 418 737	852 392	505 264	176 011	135 821	109 864	5 803 563
<b>Total</b>	<b>8 504 787</b>	<b>5 398 236</b>	<b>5 642 634</b>	<b>3 191 693</b>	<b>1 946 456</b>	<b>670 098</b>	<b>497 056</b>	<b>416 743</b>	<b>26 267 703</b>
Other operating expenses (h)	2 543 352	1 449 770	1 253 118	783 599	493 977	189 951	106 635	204 229	7 024 632
Depreciation	556 800	325 894	474 804	261 815	96 055	43 859	57 851	32 193	1 849 272
Total recurrent expenditure <i>excluding</i> user cost of capital	11 604 939	7 173 901	7 370 556	4 237 108	2 536 489	903 908	661 542	653 164	35 141 607
User cost of capital (i)	1 748 115	1 380 936	1 293 899	1 094 996	294 469	93 259	138 724	77 115	6 121 513

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2016-17 dollars)**  
(\$'000) (a), (b), (c), (d), (e)

	NSW (f)	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Total recurrent expenditure including user cost of capital</b>	<b>13 353 054</b>	<b>8 554 837</b>	<b>8 664 455</b>	<b>5 332 104</b>	<b>2 830 957</b>	<b>997 167</b>	<b>800 267</b>	<b>730 279</b>	<b>41 263 119</b>
Comprising:									
In-school primary expenditure	7 169 987	4 523 854	4 642 825	2 989 584	1 594 262	508 959	397 487	402 174	22 229 131
In-school secondary expenditure	5 887 187	3 748 062	3 435 902	2 116 748	1 032 815	457 199	363 264	263 318	17 304 493
Out of school expenditure	295 881	282 921	585 729	225 772	203 879	31 009	39 515	64 786	1 729 493
<b>Total assets (WDV) — government schools (in-school plus out of school)</b>									
Land	7 729 871	8 098 188	4 709 279	3 993 111	1 283 311	181 848	306 083	105 638	26 407 328
Buildings, equipment and other	13 841 155	9 163 506	11 464 469	9 694 344	2 397 549	983 886	1 427 971	858 299	49 831 178
<b>Total</b>	<b>21 571 026</b>	<b>17 261 693</b>	<b>16 173 748</b>	<b>13 687 454</b>	<b>3 680 859</b>	<b>1 165 734</b>	<b>1 734 054</b>	<b>963 937</b>	<b>76 238 507</b>

**2013-14****Recurrent expenditure on government schools**

## Employee related expenditure

Teachers	6 851 587	4 257 734	4 013 184	2 293 118	1 431 963	485 474	356 747	305 440	19 995 248
Other Staff (g)	1 486 875	937 475	1 342 280	862 789	513 932	160 436	133 725	109 694	5 547 206
<b>Total</b>	<b>8 338 462</b>	<b>5 195 210</b>	<b>5 355 463</b>	<b>3 155 908</b>	<b>1 945 894</b>	<b>645 911</b>	<b>490 472</b>	<b>415 134</b>	<b>25 542 454</b>

Other operating expenses (h)	2 366 229	1 366 888	1 209 984	736 570	557 756	186 858	112 854	192 715	6 729 856
Depreciation	555 154	311 316	441 024	256 477	93 530	44 145	63 388	32 167	1 797 200

Total recurrent expenditure excluding user cost of capital	11 259 845	6 873 414	7 006 471	4 148 954	2 597 179	876 914	666 715	640 017	34 069 510
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User cost of capital (i)	1 713 674	1 220 994	1 298 313	1 036 126	284 050	105 394	140 918	79 261	5 878 729
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<b>Total recurrent expenditure including user cost of capital</b>	<b>12 973 518</b>	<b>8 094 408</b>	<b>8 304 785</b>	<b>5 185 080</b>	<b>2 881 229</b>	<b>982 307</b>	<b>807 632</b>	<b>719 276</b>	<b>39 948 237</b>
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## Comprising:

In-school primary expenditure	6 972 487	4 219 329	4 634 410	2 992 546	1 613 036	496 457	402 047	391 252	21 721 565
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TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2016-17 dollars) (\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school secondary expenditure	5 666 836	3 598 891	3 069 842	1 978 226	1 050 090	453 790	364 617	268 359	16 450 652
Out of school expenditure	334 195	276 188	600 533	214 307	218 103	32 060	40 970	59 666	1 776 022
<b>Total assets (WDV) — government schools (in-school plus out of school)</b>									
Land	7 178 565	7 355 645	4 837 250	3 460 192	1 282 858	395 596	310 756	75 606	24 896 468
Buildings, equipment and other	14 242 354	7 906 787	11 391 663	9 491 375	2 267 763	921 821	1 450 713	915 148	48 587 625
<b>Total</b>	<b>21 420 920</b>	<b>15 262 432</b>	<b>16 228 912</b>	<b>12 951 567</b>	<b>3 550 621</b>	<b>1 317 417</b>	<b>1 761 469</b>	<b>990 755</b>	<b>73 484 093</b>
<b>2012-13</b>									
<b>Recurrent expenditure on government schools</b>									
Employee related expenditure									
Teachers	6 491 804	4 164 332	3 882 275	2 222 972	1 346 911	468 700	360 604	324 522	19 262 120
Other Staff (g)	1 453 177	950 713	1 338 549	831 958	519 071	141 525	106 506	120 268	5 461 768
<b>Total</b>	<b>7 944 981</b>	<b>5 115 045</b>	<b>5 220 824</b>	<b>3 054 929</b>	<b>1 865 982</b>	<b>610 226</b>	<b>467 111</b>	<b>444 791</b>	<b>24 723 889</b>
Other operating expenses (h)	1 952 751	1 391 539	1 286 914	738 483	574 965	221 974	104 995	214 188	6 485 809
Depreciation	550 031	303 083	447 555	217 574	97 994	41 411	68 873	31 198	1 757 719
Total recurrent expenditure <i>excluding</i> user cost of capital	10 447 763	6 809 668	6 955 292	4 010 986	2 538 941	873 611	640 979	690 177	32 967 418
User cost of capital (i)	1 769 104	1 197 161	1 324 251	961 244	314 077	102 979	158 918	79 099	5 906 832
<b>Total recurrent expenditure <i>including</i> user cost of capital</b>	<b>12 216 867</b>	<b>8 006 829</b>	<b>8 279 543</b>	<b>4 972 230</b>	<b>2 853 020</b>	<b>976 590</b>	<b>799 896</b>	<b>769 290</b>	<b>38 874 264</b>
Comprising:									
In-school primary expenditure	6 539 777	4 104 657	4 611 717	2 885 940	1 584 348	492 156	387 690	412 501	21 018 786
In-school secondary expenditure	5 295 699	3 588 448	3 080 635	1 867 678	1 040 384	452 636	363 684	292 482	15 981 647
Out of school expenditure	381 389	313 724	587 191	218 612	228 288	31 797	48 523	64 307	1 873 832
<b>Total assets (WDV) — government schools (in-school plus out of school)</b>									
Land	7 258 957	7 540 886	4 896 751	3 343 753	1 287 979	338 179	278 753	75 281	25 142 944

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2016-17 dollars) (\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Buildings, equipment and other	14 854 845	7 423 627	11 656 381	8 671 794	2 637 991	949 060	1 707 715	913 455	48 692 462
<b>Total</b>	<b>22 113 802</b>	<b>14 964 513</b>	<b>16 770 214</b>	<b>12 015 547</b>	<b>3 925 968</b>	<b>1 287 239</b>	<b>1 986 468</b>	<b>988 735</b>	<b>73 835 407</b>

**2011-12****Recurrent expenditure on government schools**

Employee related expenditure	8 228 045	5 137 641	5 139 480	2 925 377	1 890 112	594 509	461 363	431 932	24 808 458
Other operating expenses (h)	1 941 416	1 439 551	1 318 847	730 249	590 260	244 802	105 713	201 560	6 572 397
Depreciation	438 362	273 772	437 722	234 330	100 483	39 425	58 017	29 925	1 612 036
User cost of capital (i)	1 934 074	1 166 425	1 334 698	939 104	317 395	109 510	155 425	81 349	6 037 982
<b>Total recurrent expenditure including user cost of capital</b>	<b>12 541 896</b>	<b>8 017 389</b>	<b>8 230 747</b>	<b>4 829 060</b>	<b>2 898 251</b>	<b>988 246</b>	<b>780 519</b>	<b>744 767</b>	<b>39 030 874</b>
Comprising:									
In-school primary expenditure	6 611 176	4 008 479	4 548 505	2 764 283	1 617 153	487 752	374 191	398 771	20 810 311
In-school secondary expenditure	5 524 688	3 610 312	3 155 484	1 823 943	1 064 666	465 552	358 968	282 973	16 286 587
Out of school expenditure	406 032	398 599	526 757	240 833	216 432	34 941	47 360	63 021	1 933 976

**2010-11****Recurrent expenditure on government schools**

Employee related expenditure	7 857 050	5 029 281	4 969 681	2 892 006	1 771 028	615 009	434 535	419 189	23 987 777
Other operating expenses (h)	1 970 938	1 510 240	1 344 279	767 976	674 521	243 667	115 358	212 154	6 839 131
Depreciation	412 352	243 424	395 893	204 480	83 269	25 985	49 055	26 668	1 441 125
User cost of capital (i)	1 608 782	1 227 410	1 313 300	944 469	321 604	91 432	158 074	71 999	5 737 071
<b>Total recurrent expenditure including user cost of capital</b>	<b>11 849 120</b>	<b>8 010 356</b>	<b>8 023 153</b>	<b>4 808 929</b>	<b>2 850 421</b>	<b>976 093</b>	<b>757 022</b>	<b>730 009</b>	<b>38 005 105</b>
Comprising:									
In-school primary expenditure	6 235 169	3 956 779	4 497 061	2 773 591	1 602 827	480 224	366 498	383 539	20 295 687



TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2016-17 dollars) (\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school secondary expenditure	5 251 248	3 644 203	3 077 080	1 776 236	1 050 666	459 475	343 101	273 204	15 875 213
Out of school expenditure	362 705	409 375	449 012	259 103	196 928	36 394	47 422	73 266	1 834 205
<b>2009-10</b>									
<b>Recurrent expenditure on government schools</b>									
Employee related expenditure	7 976 128	5 060 996	4 802 716	2 841 872	1 781 578	610 729	433 378	417 263	23 924 660
Other operating expenses (h)	2 183 276	1 596 852	1 311 500	843 054	540 263	230 102	101 782	195 945	7 002 774
Depreciation	371 011	240 892	378 890	224 903	74 294	28 544	47 714	24 092	1 390 340
User cost of capital (i)	1 472 680	1 155 200	1 433 336	895 890	253 156	90 248	129 222	62 138	5 491 869
<b>Total recurrent expenditure including user cost of capital</b>	<b>12 003 096</b>	<b>8 053 940</b>	<b>7 926 442</b>	<b>4 805 719</b>	<b>2 649 290</b>	<b>959 623</b>	<b>712 095</b>	<b>699 437</b>	<b>37 809 642</b>
Comprising:									
In-school primary expenditure	6 218 702	3 963 098	4 479 276	2 643 457	1 456 700	478 649	339 117	365 612	19 944 610
In-school secondary expenditure	5 357 689	3 676 759	3 010 121	1 901 210	998 775	443 763	329 887	258 651	15 976 856
Out of school expenditure	426 704	414 083	437 045	261 052	193 815	37 211	43 091	75 175	1 888 176
<b>2008-09</b>									
<b>Recurrent expenditure on government schools</b>									
Employee related expenditure	8 039 311	5 016 073	4 685 186	2 747 228	1 743 805	636 652	439 238	412 741	23 720 233
Other operating expenses (h)	1 892 198	1 572 788	1 240 540	799 193	468 939	184 129	97 973	198 555	6 454 314
Depreciation	382 539	256 699	306 205	211 640	76 291	34 057	45 551	22 980	1 335 962
User cost of capital (i)	1 334 893	1 097 010	1 415 546	955 505	243 246	77 036	128 459	59 108	5 310 803
<b>Total recurrent expenditure including user cost of capital</b>	<b>11 648 941</b>	<b>7 942 570</b>	<b>7 647 476</b>	<b>4 713 566</b>	<b>2 532 280</b>	<b>931 874</b>	<b>711 221</b>	<b>693 383</b>	<b>36 821 312</b>
Comprising:									
In-school primary expenditure	5 953 655	3 904 422	4 348 047	2 545 814	1 384 609	456 447	339 627	354 308	19 286 929

TABLE 4A.13

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2016-17 dollars) (\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school secondary expenditure	5 288 603	3 625 243	2 869 000	1 932 833	961 515	430 492	333 359	269 838	15 710 882
Out of school expenditure	406 683	412 905	430 430	234 919	186 157	44 935	38 234	69 238	1 823 500
<b>2007-08</b>									
<b>Recurrent expenditure on government schools</b>									
Employee related expenditure	7 767 005	4 760 195	4 637 324	2 576 922	1 795 522	615 353	426 861	408 334	22 987 516
Other operating expenses (h)	1 850 304	1 506 788	1 202 089	836 628	473 291	193 897	100 542	178 532	6 342 071
Depreciation	386 459	271 399	301 120	197 192	71 360	33 088	32 835	21 965	1 315 418
User cost of capital (i)	1 366 749	1 148 655	1 344 836	968 960	249 763	78 542	129 971	59 786	5 347 262
<b>Total recurrent expenditure including user cost of capital</b>	<b>11 370 517</b>	<b>7 687 037</b>	<b>7 485 369</b>	<b>4 579 701</b>	<b>2 589 936</b>	<b>920 879</b>	<b>690 209</b>	<b>668 617</b>	<b>35 992 266</b>
Comprising:									
In-school primary expenditure	5 781 547	3 751 432	4 245 441	2 545 417	1 421 740	451 050	332 941	356 311	18 885 878
In-school secondary expenditure	5 195 926	3 533 876	2 832 448	1 803 612	984 457	413 963	325 326	246 573	15 336 181
Out of school expenditure	393 044	401 730	407 481	230 672	183 739	55 866	31 942	65 733	1 770 207

(a) Time series financial data are adjusted to 2016-17 dollars using the GGFC chain price deflator (2016-17 = 100) (table 2A.50). See chapter 2 for more information.

(b) Accrual accounting figures used. Accounting treatments include:

- 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].
- The written down value (WDV) of capital assets = gross value of capital assets less accumulated depreciation (less Public Private Leaseholds for NSW, Queensland and SA). The WDV of capital assets may be affected by the revaluation schedule and most recent year of revaluation.
- Depreciation costs align with Education Council treatment.

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

Table 4A.13 **Australian, State and Territory government recurrent expenditure on government schools (2016-17 dollars)**  
**(\$'000) (a), (b), (c), (d), (e)**

	<i>NSW (f)</i>	<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) 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.									
(e) 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.									
(f) 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.									
(g) Includes redundancy payments.									
(h) Includes grants and subsidies and depreciation.									
(i) A notional user cost of capital based on 8 per cent of total written down value of capital assets as at 30 June is applied to data for all jurisdictions. – Nil or rounded to zero.									

Source: Education Council NSSC (unpublished).

# Efficiency

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2016-17 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Government schools (including user cost of capital)</b>									
Australian Government payments for school education services (excluding capital grants)									
2016-17	2 609	2 530	2 784	2 215	2 560	3 165	2 157	7 471	2 645
2015-16	2 307	2 382	2 479	2 121	2 451	2 980	2 104	6 382	2 412
2014-15	2 197	2 255	2 284	2 026	2 363	2 897	2 125	6 425	2 288
2013-14	2 101	2 075	2 090	2 008	2 299	2 467	2 022	4 871	2 138
2012-13	2 079	1 936	1 911	1 884	2 158	2 280	1 843	4 086	2 020
2011-12	2 168	2 019	1 975	2 000	2 228	2 416	1 959	4 522	2 111
2010-11	1 938	1 767	1 766	1 773	1 996	2 049	1 763	4 192	1 877
2009-10	1 853	1 713	1 620	1 721	1 905	1 952	1 694	4 134	1 790
2008-09	1 813	1 792	1 700	1 775	1 873	1 838	1 840	3 115	1 802
2007-08	1 372	1 310	1 362	1 325	1 400	1 367	1 220	2 701	1 367
State and Territory government recurrent expenditure									
2016-17	14 976	13 605	14 630	17 131	14 869	14 489	18 593	17 961	14 886
2015-16	15 516	13 449	14 576	17 498	14 728	14 532	19 089	18 556	15 056
2014-15	15 194	12 731	14 330	18 225	14 557	14 732	18 934	18 594	14 801
2013-14	14 980	12 384	14 071	18 201	14 964	14 900	19 901	19 538	14 650
2012-13	14 171	12 607	14 480	18 026	14 921	14 824	20 378	22 042	14 544
2011-12	14 624	12 726	14 613	18 012	15 211	14 600	20 261	20 893	14 735
2010-11	13 991	13 061	14 610	18 624	15 188	14 642	20 136	20 865	14 663
2009-10	14 381	13 230	14 642	18 801	14 083	14 428	19 000	20 103	14 739
2008-09	14 010	12 983	14 090	18 482	13 434	13 984	18 968	20 823	14 360
2007-08	14 052	13 010	14 190	18 517	14 193	14 109	18 882	20 136	14 451

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2016-17 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Australian, State and Territory government recurrent expenditure</b>									
2016-17	17 585	16 135	17 414	19 346	17 429	17 653	20 750	25 433	17 531
2015-16	17 823	15 831	17 054	19 619	17 179	17 512	21 193	24 938	17 468
2014-15	17 390	14 986	16 614	20 251	16 920	17 629	21 059	25 020	17 089
2013-14	17 081	14 459	16 161	20 209	17 263	17 367	21 923	24 409	16 788
2012-13	16 250	14 543	16 390	19 910	17 079	17 104	22 220	26 128	16 564
2011-12	16 793	14 745	16 588	20 012	17 439	17 016	22 220	25 415	16 846
2010-11	15 929	14 828	16 376	20 397	17 184	16 691	21 900	25 057	16 540
2009-10	16 234	14 944	16 262	20 522	15 988	16 380	20 694	24 237	16 529
2008-09	15 823	14 775	15 791	20 257	15 307	15 822	20 808	23 938	16 162
2007-08	15 424	14 320	15 552	19 842	15 593	15 476	20 102	22 837	15 818
<b>Non-government schools (excluding user cost of capital)</b>									
Australian Government payments for school education services (excluding capital grants)									
2016-17	7 606	8 378	8 269	7 782	8 233	9 124	6 847	11 939	8 053
2015-16	7 544	7 647	7 849	7 580	7 820	8 631	6 776	12 949	7 708
2014-15	7 390	7 466	7 665	7 430	7 621	8 351	6 613	11 776	7 526
2013-14	7 103	7 011	7 295	6 995	7 469	7 708	6 276	11 158	7 163
2012-13	6 736	6 729	6 901	6 612	7 148	7 246	5 659	8 529	6 787
2011-12	6 573	6 682	6 780	6 543	7 150	7 185	5 904	8 699	6 698
2010-11	6 388	6 403	6 582	6 333	6 787	6 950	5 710	8 884	6 473
2009-10	6 155	6 242	6 304	6 194	6 380	6 719	5 510	8 901	6 249
2008-09	5 804	5 688	5 939	5 981	6 042	6 165	5 126	8 395	5 851
2007-08	5 897	5 958	6 049	5 905	6 146	6 290	5 336	6 866	5 966

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2016-17 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
State and Territory government recurrent expenditure									
2016-17	2 757	2 006	2 708	3 335	2 069	2 764	2 346	7 048	2 591
2015-16	2 691	1 948	2 780	3 315	2 018	2 576	2 259	6 135	2 552
2014-15	2 651	2 022	2 821	3 395	1 996	2 474	2 231	6 043	2 570
2013-14	2 528	2 020	2 871	3 323	1 912	2 549	2 201	5 670	2 523
2012-13	2 499	2 049	2 667	3 359	1 903	2 452	2 096	6 182	2 483
2011-12	2 479	1 942	2 594	3 473	1 880	2 453	2 001	5 199	2 433
2010-11	2 466	1 907	2 734	3 348	1 875	2 496	2 018	6 989	2 450
2009-10	2 478	1 766	2 515	2 856	1 805	2 338	2 150	3 699	2 289
2008-09	2 538	1 837	2 576	2 751	1 802	2 346	2 089	3 704	2 326
2007-08	2 605	1 656	2 580	2 740	1 849	2 348	2 152	3 719	2 304
<b>Australian, State and Territory government recurrent expenditure</b>									
<b>2016-17</b>	<b>10 363</b>	<b>10 384</b>	<b>10 977</b>	<b>11 117</b>	<b>10 302</b>	<b>11 888</b>	<b>9 193</b>	<b>18 986</b>	<b>10 644</b>
<b>2015-16</b>	<b>10 235</b>	<b>9 595</b>	<b>10 629</b>	<b>10 895</b>	<b>9 839</b>	<b>11 208</b>	<b>9 034</b>	<b>19 084</b>	<b>10 260</b>
<b>2014-15</b>	<b>10 041</b>	<b>9 488</b>	<b>10 485</b>	<b>10 825</b>	<b>9 617</b>	<b>10 825</b>	<b>8 844</b>	<b>17 819</b>	<b>10 096</b>
<b>2013-14</b>	<b>9 631</b>	<b>9 031</b>	<b>10 166</b>	<b>10 318</b>	<b>9 381</b>	<b>10 257</b>	<b>8 477</b>	<b>16 828</b>	<b>9 686</b>
<b>2012-13</b>	<b>9 235</b>	<b>8 779</b>	<b>9 568</b>	<b>9 971</b>	<b>9 051</b>	<b>9 698</b>	<b>7 755</b>	<b>14 712</b>	<b>9 271</b>
<b>2011-12</b>	<b>9 052</b>	<b>8 624</b>	<b>9 374</b>	<b>10 016</b>	<b>9 029</b>	<b>9 638</b>	<b>7 904</b>	<b>13 898</b>	<b>9 132</b>
<b>2010-11</b>	<b>8 854</b>	<b>8 310</b>	<b>9 316</b>	<b>9 680</b>	<b>8 662</b>	<b>9 446</b>	<b>7 728</b>	<b>15 873</b>	<b>8 923</b>
<b>2009-10</b>	<b>8 633</b>	<b>8 008</b>	<b>8 819</b>	<b>9 051</b>	<b>8 185</b>	<b>9 058</b>	<b>7 661</b>	<b>12 600</b>	<b>8 538</b>
<b>2008-09</b>	<b>8 342</b>	<b>7 526</b>	<b>8 515</b>	<b>8 732</b>	<b>7 844</b>	<b>8 511</b>	<b>7 215</b>	<b>12 099</b>	<b>8 177</b>
<b>2007-08</b>	<b>8 502</b>	<b>7 614</b>	<b>8 628</b>	<b>8 645</b>	<b>7 996</b>	<b>8 638</b>	<b>7 489</b>	<b>10 585</b>	<b>8 270</b>

TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2016-17 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>All schools (including user cost of capital for government schools)</b>									
Australian Government payments for school education services (excluding capital grants)									
2016-17	4 337	4 671	4 591	4 071	4 561	4 956	4 036	8 705	4 515
2015-16	4 122	4 322	4 259	3 963	4 371	4 674	4 016	8 257	4 255
2014-15	3 996	4 186	4 074	3 860	4 265	4 526	4 001	7 934	4 118
2013-14	3 831	3 908	3 822	3 707	4 172	4 028	3 825	6 597	3 894
2012-13	3 682	3 715	3 572	3 508	3 959	3 741	3 470	5 277	3 684
2011-12	3 673	3 744	3 572	3 578	4 000	3 798	3 652	5 615	3 707
2010-11	3 446	3 471	3 357	3 362	3 712	3 459	3 460	5 413	3 467
2009-10	3 305	3 365	3 150	3 267	3 499	3 317	3 326	5 373	3 322
2008-09	3 159	3 204	3 066	3 212	3 345	3 067	3 241	4 466	3 184
2007-08	2 892	2 980	2 846	2 866	3 052	2 745	2 956	3 732	2 920
State and Territory government recurrent expenditure									
2016-17	10 750	9 358	10 703	12 530	10 354	10 965	12 085	14 947	10 634
2015-16	11 072	9 211	10 664	12 712	10 183	10 948	12 202	15 009	10 704
2014-15	10 848	8 764	10 501	13 193	10 013	11 071	11 952	15 055	10 529
2013-14	10 672	8 535	10 344	13 134	10 237	11 221	12 399	15 731	10 412
2012-13	10 153	8 688	10 546	12 989	10 222	11 184	12 585	17 791	10 335
2011-12	10 475	8 736	10 617	12 960	10 411	11 081	12 429	16 786	10 455
2010-11	10 086	8 960	10 686	13 300	10 419	11 147	12 351	17 253	10 437
2009-10	10 362	9 049	10 681	13 291	9 710	10 968	11 794	15 839	10 461
2008-09	10 139	8 945	10 381	13 108	9 326	10 677	11 774	16 443	10 253
2007-08	10 206	8 932	10 514	13 207	9 897	10 816	11 827	16 071	10 349



TABLE 4A.14

Table 4A.14 **Real Australian, State and Territory government recurrent expenditure per student, (2016-17 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Australian, State and Territory government recurrent expenditure</b>									
<b>2016-17</b>	<b>15 087</b>	<b>14 029</b>	<b>15 294</b>	<b>16 602</b>	<b>14 915</b>	<b>15 920</b>	<b>16 120</b>	<b>23 652</b>	<b>15 149</b>
<b>2015-16</b>	<b>15 194</b>	<b>13 533</b>	<b>14 924</b>	<b>16 675</b>	<b>14 554</b>	<b>15 622</b>	<b>16 218</b>	<b>23 266</b>	<b>14 959</b>
<b>2014-15</b>	<b>14 844</b>	<b>12 949</b>	<b>14 575</b>	<b>17 052</b>	<b>14 278</b>	<b>15 597</b>	<b>15 953</b>	<b>22 989</b>	<b>14 647</b>
<b>2013-14</b>	<b>14 504</b>	<b>12 443</b>	<b>14 166</b>	<b>16 841</b>	<b>14 409</b>	<b>15 249</b>	<b>16 224</b>	<b>22 328</b>	<b>14 306</b>
<b>2012-13</b>	<b>13 835</b>	<b>12 404</b>	<b>14 118</b>	<b>16 497</b>	<b>14 181</b>	<b>14 925</b>	<b>16 054</b>	<b>23 068</b>	<b>14 019</b>
<b>2011-12</b>	<b>14 148</b>	<b>12 480</b>	<b>14 190</b>	<b>16 539</b>	<b>14 411</b>	<b>14 878</b>	<b>16 081</b>	<b>22 401</b>	<b>14 162</b>
<b>2010-11</b>	<b>13 532</b>	<b>12 432</b>	<b>14 043</b>	<b>16 662</b>	<b>14 131</b>	<b>14 606</b>	<b>15 811</b>	<b>22 667</b>	<b>13 904</b>
<b>2009-10</b>	<b>13 667</b>	<b>12 414</b>	<b>13 831</b>	<b>16 558</b>	<b>13 208</b>	<b>14 285</b>	<b>15 120</b>	<b>21 213</b>	<b>13 783</b>
<b>2008-09</b>	<b>13 299</b>	<b>12 149</b>	<b>13 447</b>	<b>16 319</b>	<b>12 671</b>	<b>13 744</b>	<b>15 015</b>	<b>20 909</b>	<b>13 437</b>
<b>2007-08</b>	<b>13 098</b>	<b>11 912</b>	<b>13 360</b>	<b>16 074</b>	<b>12 949</b>	<b>13 562</b>	<b>14 783</b>	<b>19 803</b>	<b>13 269</b>

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

(a) This table integrates information from tables 4A.3 and 4A.10. See table 4A.10 for detailed footnotes on government recurrent expenditure.

(b) Time series financial data are adjusted to 2016-17 dollars using the GGFCE chain price deflator (2016-17 = 100) (table 2A.50). See chapter 2 for more information.

Source: Education Council NSSC (unpublished); ABS 2018, *Schools, Australia, 2017*, Cat. no. 4221.0, Canberra; tables 4A.3 and 4A.10.

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2016-17 dollars) (\$ per FTE student) (a), (b)**

	<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>
<b>2016-17</b>									
<b>In-school primary</b>									
Employee related expenditure									
Teachers	7 966	7 356	8 018	8 757	8 163	8 516	8 385	9 734	7 975
Other Staff (c)	1 765	1 519	2 298	2 706	2 535	2 669	2 959	1 926	2 022
<b>Total</b>	<b>9 730</b>	<b>8 875</b>	<b>10 315</b>	<b>11 463</b>	<b>10 698</b>	<b>11 185</b>	<b>11 344</b>	<b>11 660</b>	<b>9 997</b>
Other operating expenses (d)	2 841	2 159	1 760	2 398	2 539	2 553	2 183	5 794	2 395
Depreciation	602	534	763	561	486	529	1 219	1 091	622
User cost of capital (e)	2 134	2 565	2 492	2 817	1 877	1 364	3 038	2 822	2 377
<b>Total</b>	<b>15 308</b>	<b>14 134</b>	<b>15 330</b>	<b>17 238</b>	<b>15 599</b>	<b>15 631</b>	<b>17 784</b>	<b>21 367</b>	<b>15 392</b>
<b>In-school secondary</b>									
Employee related expenditure									
Teachers	10 989	8 771	9 603	10 447	9 120	9 554	10 627	11 579	9 938
Other Staff (c)	2 094	2 011	2 439	3 349	2 193	2 801	3 751	2 513	2 339
<b>Total</b>	<b>13 083</b>	<b>10 782</b>	<b>12 042</b>	<b>13 795</b>	<b>11 313</b>	<b>12 354</b>	<b>14 378</b>	<b>14 093</b>	<b>12 278</b>
Other operating expenses (d)	3 892	3 262	2 392	3 054	3 196	3 788	2 792	6 657	3 289
Depreciation	820	652	1 130	722	651	858	1 652	1 202	844
User cost of capital (e)	2 396	2 937	2 552	3 452	1 828	2 004	4 119	2 980	2 664
<b>Total</b>	<b>20 190</b>	<b>17 632</b>	<b>18 116</b>	<b>21 024</b>	<b>16 987</b>	<b>19 005</b>	<b>22 942</b>	<b>24 931</b>	<b>19 076</b>
<b>Out of school</b>									
Employee related expenditure —									
Other staff (c)	280	217	579	468	825	481	632	1 697	415
Other operating expenses (d)	46	385	421	127	466	135	158	1 109	263
Depreciation	39	16	8	40	6	8	19	8	23
User cost of capital (e)	24	20	5	57	36	14	48	—	23
<b>Total</b>	<b>389</b>	<b>639</b>	<b>1 014</b>	<b>692</b>	<b>1 333</b>	<b>637</b>	<b>857</b>	<b>2 815</b>	<b>724</b>

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2016-17 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i> (e)	<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>All schools (in-school plus out of school)</b>									
Employee related expenditure									
Teachers	9 135	7 907	8 627	9 389	8 505	8 942	9 302	10 382	8 729
Other Staff (c)	2 172	1 928	2 931	3 414	3 238	3 204	3 915	3 829	2 559
<b>Total</b>	<b>11 307</b>	<b>9 835</b>	<b>11 558</b>	<b>12 803</b>	<b>11 743</b>	<b>12 146</b>	<b>13 216</b>	<b>14 211</b>	<b>11 288</b>
Other operating expenses (d)	3 293	2 973	2 424	2 771	3 240	3 195	2 590	7 206	3 001
Depreciation	725	596	912	661	551	672	1 415	1 138	731
Total recurrent expenditure <i>excluding</i> user cost of capital	15 325	13 405	14 894	16 234	15 534	16 013	17 222	22 555	15 020
User cost of capital (e)	2 260	2 730	2 520	3 111	1 895	1 641	3 528	2 878	2 511
<b>Total recurrent expenditure     including user cost of capital</b>	<b>17 585</b>	<b>16 135</b>	<b>17 414</b>	<b>19 346</b>	<b>17 429</b>	<b>17 653</b>	<b>20 750</b>	<b>25 433</b>	<b>17 531</b>
<b>2015-16</b>									
<b>All schools (in-school plus out of school)</b>									
Employee related expenditure									
Teachers	9 284	8 025	8 402	9 041	8 529	8 687	9 753	10 380	8 722
Other Staff (c)	2 202	1 686	2 844	3 284	3 164	2 974	3 871	3 787	2 467
<b>Total</b>	<b>11 486</b>	<b>9 712</b>	<b>11 246</b>	<b>12 325</b>	<b>11 693</b>	<b>11 661</b>	<b>13 624</b>	<b>14 168</b>	<b>11 189</b>
Other operating expenses (d)	3 304	2 825	2 420	3 335	3 227	3 504	2 624	6 838	3 033
Depreciation	704	540	903	677	569	710	1 451	1 062	712
Total recurrent expenditure <i>excluding</i> user cost of capital	15 493	13 076	14 570	16 336	15 489	15 875	17 699	22 067	14 934
User cost of capital (e)	2 330	2 755	2 485	3 283	1 690	1 637	3 494	2 871	2 534
<b>Total recurrent expenditure     including user cost of capital</b>	<b>17 823</b>	<b>15 831</b>	<b>17 054</b>	<b>19 619</b>	<b>17 179</b>	<b>17 512</b>	<b>21 193</b>	<b>24 938</b>	<b>17 468</b>

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2016-17 dollars) (\$ per FTE student) (a), (b)**

	<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>
Comprising:									
In-school primary expenditure	15 752	13 918	15 037	17 542	15 304	15 597	18 374	20 661	15 432
In-school secondary expenditure	20 079	17 319	17 590	20 925	17 055	18 797	23 198	25 707	18 855
Out of school expenditure	378	576	1 033	805	1 240	574	815	2 503	710
<b>2014-15</b>									
<b>All schools (in-school plus out of school)</b>									
Employee related expenditure									
Teachers	8 922	7 789	8 099	8 885	8 614	8 735	9 506	10 514	8 475
Other Staff (f)	2 154	1 667	2 720	3 237	3 020	3 112	3 574	3 764	2 404
<b>Total</b>	<b>11 076</b>	<b>9 457</b>	<b>10 820</b>	<b>12 122</b>	<b>11 633</b>	<b>11 847</b>	<b>13 080</b>	<b>14 278</b>	<b>10 879</b>
Other operating expenses (g)	3 312	2 540	2 403	2 976	2 952	3 358	2 806	6 997	2 909
Depreciation	725	571	910	994	574	775	1 522	1 103	766
Total recurrent expenditure <i>excluding</i> user cost of capital	15 114	12 567	14 133	16 092	15 160	15 980	17 408	22 378	14 554
User cost of capital (h)	2 277	2 419	2 481	4 159	1 760	1 649	3 651	2 642	2 535
<b>Total recurrent expenditure including user cost of capital</b>	<b>17 390</b>	<b>14 986</b>	<b>16 614</b>	<b>20 251</b>	<b>16 920</b>	<b>17 629</b>	<b>21 059</b>	<b>25 020</b>	<b>17 089</b>
Comprising:									
In-school primary expenditure	15 487	13 139	14 051	17 269	15 026	15 682	18 116	21 394	14 918
In-school secondary expenditure	19 311	16 544	17 980	23 474	16 873	18 963	22 619	25 345	18 719
Out of school expenditure	385	496	1 123	857	1 219	548	1 040	2 220	716
<b>2013-14</b>									
<b>All schools (in-school plus out of school)</b>									
Employee related expenditure									
Teachers	9 021	7 606	7 810	8 938	8 580	8 583	9 684	10 365	8 403
Other Staff (c)	1 958	1 675	2 612	3 363	3 079	2 836	3 630	3 723	2 331

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2016-17 dollars) (\$ per FTE student) (a), (b)**

	<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>
<b>Total</b>	<b>10 979</b>	<b>9 280</b>	<b>10 422</b>	<b>12 300</b>	<b>11 659</b>	<b>11 419</b>	<b>13 314</b>	<b>14 088</b>	<b>10 734</b>
Other operating expenses (d)	3 115	2 442	2 355	2 871	3 342	3 304	3 063	6 540	2 828
Depreciation	731	556	858	1 000	560	780	1 721	1 092	755
Total recurrent expenditure <i>excluding</i> user cost of capital	14 825	12 278	13 635	16 171	15 561	15 504	18 098	21 719	14 318
User cost of capital (e)	2 256	2 181	2 527	4 038	1 702	1 863	3 825	2 690	2 471
<b>Total recurrent expenditure including user cost of capital</b>	<b>17 081</b>	<b>14 459</b>	<b>16 161</b>	<b>20 209</b>	<b>17 263</b>	<b>17 367</b>	<b>21 923</b>	<b>24 409</b>	<b>16 788</b>
Comprising:									
In-school primary expenditure	15 377	12 595	13 826	16 823	15 263	15 476	19 151	20 704	14 685
In-school secondary expenditure	18 514	16 009	17 180	25 142	17 152	18 535	23 009	25 388	18 271
Out of school expenditure	440	493	1 169	835	1 307	567	1 112	2 025	746
<b>2012-13</b>									
<b>All schools (in-school plus out of school)</b>									
Employee related expenditure									
Teachers	8 635	7 564	7 685	8 902	8 063	8 209	10 017	11 022	8 208
Other Staff (c)	1 933	1 727	2 650	3 331	3 107	2 479	2 959	4 085	2 327
<b>Total</b>	<b>10 569</b>	<b>9 291</b>	<b>10 335</b>	<b>12 233</b>	<b>11 171</b>	<b>10 688</b>	<b>12 976</b>	<b>15 107</b>	<b>10 535</b>
Other operating expenses (d)	2 597	2 528	2 548	2 957	3 442	3 888	2 917	7 275	2 764
Depreciation	732	551	886	871	587	725	1 913	1 060	749
Total recurrent expenditure <i>excluding</i> user cost of capital	13 898	12 369	13 769	16 061	15 199	15 301	17 806	23 441	14 047
User cost of capital (e)	2 353	2 174	2 622	3 849	1 880	1 804	4 415	2 686	2 517
<b>Total recurrent expenditure including user cost of capital</b>	<b>16 250</b>	<b>14 543</b>	<b>16 390</b>	<b>19 910</b>	<b>17 079</b>	<b>17 104</b>	<b>22 220</b>	<b>26 128</b>	<b>16 564</b>
Comprising:									

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2016-17 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i> (e)	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school primary expenditure	14 708	12 582	14 073	16 717	15 009	15 458	19 117	21 917	14 518
In-school secondary expenditure	17 243	15 998	17 362	24 226	16 919	17 921	23 137	27 536	17 776
Out of school expenditure	507	570	1 162	876	1 367	557	1 348	2 185	799
<b>2011-12</b>									
<b>All schools (in-school plus out of school)</b>									
Employee related expenditure	11 016	9 449	10 358	12 123	11 373	10 236	13 134	14 739	10 707
Other operating expenses (d)	2 599	2 647	2 658	3 026	3 552	4 215	3 011	6 878	2 837
Depreciation	587	503	882	971	605	679	1 652	1 021	696
User cost of capital (e)	2 590	2 145	2 690	3 892	1 910	1 886	4 426	2 776	2 606
<b>Total recurrent expenditure including user cost of capital</b>	<b>16 793</b>	<b>14 745</b>	<b>16 588</b>	<b>20 012</b>	<b>17 439</b>	<b>17 016</b>	<b>22 220</b>	<b>25 415</b>	<b>16 846</b>
Comprising:									
In-school primary expenditure	15 089	12 567	14 201	16 638	15 490	15 198	19 122	21 354	14 673
In-school secondary expenditure	17 894	16 060	17 938	24 267	17 231	17 918	23 072	26 620	18 125
Out of school expenditure	544	733	1 062	998	1 302	601	1 348	2 151	834
<b>2010-11</b>									
<b>All schools (in-school plus out of school)</b>									
Employee related expenditure	10 562	9 310	10 143	12 267	10 677	10 517	12 571	14 388	10 440
Other operating expenses (d)	2 650	2 796	2 744	3 257	4 066	4 167	3 338	7 282	2 976
Depreciation	554	451	808	867	502	444	1 420	915	627
User cost of capital (e)	2 163	2 272	2 681	4 006	1 939	1 563	4 575	2 471	2 497
<b>Total recurrent expenditure including user cost of capital</b>	<b>15 929</b>	<b>14 828</b>	<b>16 376</b>	<b>20 397</b>	<b>17 184</b>	<b>16 691</b>	<b>21 900</b>	<b>25 057</b>	<b>16 540</b>
Comprising:									
In-school primary expenditure	14 370	12 591	14 305	17 179	15 458	14 819	19 246	20 709	14 521

TABLE 4A.15

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2016-17 dollars) (\$ per FTE student) (a), (b)**

	<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>
In-school secondary expenditure	16 943	16 128	17 527	23 903	16 895	17 622	22 100	25 743	17 636
Out of school expenditure	487	757	916	1 099	1 187	622	1 372	2 515	798
<b>2009-10</b>									
<b>All schools (in-school plus out of school)</b>									
Employee related expenditure	10 787	9 390	9 853	12 136	10 751	10 425	12 594	14 459	10 459
Other operating expenses (d)	2 953	2 963	2 691	3 600	3 260	3 928	2 958	6 790	3 061
Depreciation	502	447	777	960	448	487	1 387	835	608
User cost of capital (e)	1 992	2 143	2 941	3 826	1 528	1 540	3 755	2 153	2 401
<b>Total recurrent expenditure including user cost of capital</b>	<b>16 234</b>	<b>14 944</b>	<b>16 262</b>	<b>20 522</b>	<b>15 988</b>	<b>16 380</b>	<b>20 694</b>	<b>24 237</b>	<b>16 529</b>
Comprising:									
In-school primary expenditure	14 414	12 683	14 361	16 928	14 031	14 632	17 958	19 943	14 393
In-school secondary expenditure	17 398	16 235	17 149	24 369	16 138	17 152	21 246	24 575	17 717
Out of school expenditure	577	768	897	1 115	1 170	635	1 252	2 605	825
<b>2008-09</b>									
<b>All schools (in-school plus out of school)</b>									
Employee related expenditure	10 920	9 331	9 674	11 806	10 541	10 809	12 851	14 249	10 412
Other operating expenses (d)	2 570	2 926	2 562	3 435	2 835	3 126	2 866	6 855	2 833
Depreciation	520	478	632	910	461	578	1 333	793	586
User cost of capital (e)	1 813	2 041	2 923	4 106	1 470	1 308	3 758	2 041	2 331
<b>Total recurrent expenditure including user cost of capital</b>	<b>15 823</b>	<b>14 775</b>	<b>15 791</b>	<b>20 257</b>	<b>15 307</b>	<b>15 822</b>	<b>20 808</b>	<b>23 938</b>	<b>16 162</b>
Comprising:									
In-school primary expenditure	13 832	12 527	14 002	16 798	13 237	13 747	18 164	19 330	13 986
In-school secondary expenditure	17 296	16 050	16 510	23 822	15 806	16 754	21 532	25 369	17 472

Table 4A.15 **Australian, State and Territory government recurrent expenditure per student on government schools, (2016-17 dollars) (\$ per FTE student) (a), (b)**

	<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>
Out of school expenditure	552	768	889	1 010	1 125	763	1 119	2 390	800
<b>2007-08</b>									
<b>All schools (in-school plus out of school)</b>									
Employee related expenditure	10 536	8 868	9 635	11 165	10 810	10 342	12 432	13 947	10 103
Other operating expenses (d)	2 510	2 807	2 498	3 625	2 849	3 259	2 928	6 098	2 787
Depreciation	524	506	626	854	430	556	956	750	578
User cost of capital (e)	1 854	2 140	2 794	4 198	1 504	1 320	3 785	2 042	2 350
<b>Total recurrent expenditure including user cost of capital</b>	<b>15 424</b>	<b>14 320</b>	<b>15 552</b>	<b>19 842</b>	<b>15 593</b>	<b>15 476</b>	<b>20 102</b>	<b>22 837</b>	<b>15 818</b>
Comprising:									
In-school primary expenditure	13 419	12 049	13 713	16 909	13 445	13 392	17 799	18 321	13 687
In-school secondary expenditure	16 960	15 675	16 493	22 467	16 310	16 033	20 815	25 085	17 126
Out of school expenditure	533	748	847	999	1 106	939	930	2 245	778

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

- (a) This table integrates information from tables 4A.3 and 4A.13. See table 4A.13 for detailed footnotes on government recurrent expenditure.
- (b) Time series financial data are adjusted to 2016-17 dollars using the GGFCE chain price deflator (2016-17 = 100) (table 2A.50). See chapter 2 for more information.
- (c) Includes redundancy payments.
- (d) Includes grants and subsidies and depreciation.
- (e) 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.
- Nil or rounded to zero.

Source: Education Council NSSC (unpublished).



TABLE 4A.16

Table 4A.16 **Students-to-staff ratios, 2017 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Government schools</b>									
Teaching staff (b)									
Primary schools	15.8	14.8	14.4	15.6	14.6	14.8	15.6	12.3	15.0
Secondary schools	12.4	12.3	12.4	12.4	12.9	13.1	12.3	12.4	12.4
All schools	14.2	13.7	13.6	14.2	14.0	14.1	14.1	12.3	13.9
Non-teaching school staff (c), (d)									
Primary schools	46.0	39.7	30.3	24.6	29.4	30.0	46.9	20.8	35.0
Secondary schools	37.5	32.5	29.4	22.4	32.2	28.5	31.5	22.1	31.3
All schools	42.3	36.6	29.9	23.7	30.3	29.3	39.1	21.2	33.5
All school staff (e)									
Primary schools	11.7	10.8	9.8	9.5	9.8	9.9	11.7	7.7	10.5
Secondary schools	9.3	8.9	8.7	8.0	9.2	9.0	8.8	7.9	8.9
All schools	10.7	10.0	9.3	8.9	9.6	9.5	10.3	7.8	9.8
<b>Non-government schools</b>									
Teaching staff (b)									
Primary schools	15.8	14.1	16.0	15.1	15.9	15.1	16.0	14.6	15.3
Secondary schools	11.4	11.0	12.1	11.8	11.2	11.2	12.0	10.5	11.4
All schools	13.2	12.3	13.8	13.2	13.5	12.8	13.8	12.2	13.1
Non-teaching school staff (c), (d)									
Primary schools	41.6	35.9	26.1	22.3	33.9	23.8	46.2	15.7	32.3
Secondary schools	29.5	23.4	21.6	23.5	23.3	22.6	26.8	13.8	24.5
All schools	34.5	28.2	23.7	22.9	28.4	23.2	34.1	14.7	27.9
All school staff (e)									
Primary schools	11.5	10.1	9.9	9.0	10.8	9.3	11.9	7.6	10.4
Secondary schools	8.2	7.5	7.8	7.9	7.5	7.5	8.3	6.0	7.8
All schools	9.6	8.6	8.7	8.4	9.1	8.3	9.8	6.7	8.9

Table 4A.16 **Students-to-staff ratios, 2017 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>All schools</b>									
Teaching staff (b)									
Primary schools	15.8	14.6	14.9	15.4	15.0	14.9	15.7	12.7	15.1
Secondary schools	11.9	11.7	12.3	12.1	12.2	12.3	12.2	11.6	12.0
All schools	13.9	13.2	13.6	13.8	13.8	13.7	13.9	12.3	13.6
Non-teaching school staff (c), (d)									
Primary schools	44.6	38.4	29.0	24.0	30.7	28.0	46.6	19.4	34.2
Secondary schools	33.7	27.9	25.8	22.8	28.0	26.1	29.2	18.3	28.1
All schools	39.2	33.0	27.6	23.5	29.6	27.2	37.0	19.0	31.3
All school staff (e)									
Primary schools	11.7	10.6	9.8	9.4	10.1	9.7	11.8	7.7	10.5
Secondary schools	8.8	8.2	8.3	7.9	8.5	8.4	8.6	7.1	8.4
All schools	10.3	9.4	9.1	8.7	9.4	9.1	10.1	7.5	9.5

(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 NT, Assistant Teachers in Homeland Learning Centres and community schools are included as teaching staff.

(c) Non-teaching staff generally perform their duties in one or more schools/Australian educational establishments as specialist support staff; administrative and clerical staff (including teacher aides and assistants) mainly performing general administrative and clerical duties; and building operations, general maintenance and other staff (including staff providing associated technical services and janitorial staff).

(d) The ratio of 'students to non-teaching school staff' is derived as the number of FTE students divided by the number of FTE non-teaching staff. These data need 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)

Table 4A.16 **Students-to-staff ratios, 2017 (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>
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- the extent to which technology is applied to teaching, learning and school administration
- the extent to which there are support staff in the classroom setting and whether these staff are classified as teaching or non-teaching
- the degree to which schools contract out services.

(e) All 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 2018, *Schools, Australia, 2017*, Cat. no. 4221.0, Canberra.

TABLE 4A.17

Table 4A.17 **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>
<b>Primary schools</b>									
<b>Government schools</b>									
<b>2017</b>	<b>15.8</b>	<b>14.8</b>	<b>14.4</b>	<b>15.6</b>	<b>14.6</b>	<b>14.8</b>	<b>15.6</b>	<b>12.3</b>	<b>15.0</b>
2016	15.6	14.8	14.5	15.4	14.9	15.0	14.7	12.6	15.0
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
<b>Non-government schools</b>									
<b>2017</b>	<b>15.8</b>	<b>14.1</b>	<b>16.0</b>	<b>15.1</b>	<b>15.9</b>	<b>15.1</b>	<b>16.0</b>	<b>14.6</b>	<b>15.3</b>
2016	16.1	14.2	16.4	15.3	16.0	15.3	16.0	14.7	15.5
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
<b>All schools</b>									
<b>2017</b>	<b>15.8</b>	<b>14.6</b>	<b>14.9</b>	<b>15.4</b>	<b>15.0</b>	<b>14.9</b>	<b>15.7</b>	<b>12.7</b>	<b>15.1</b>
2016	15.8	14.6	15.0	15.4	15.3	15.1	15.1	13.0	15.2

TABLE 4A.17

Table 4A.17 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>
2015	15.9	15.1	15.2	15.7	15.3	15.5	15.1	13.5	15.4
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
<b>Secondary schools</b>									
<b>Government schools</b>									
<b>2017</b>	<b>12.4</b>	<b>12.3</b>	<b>12.4</b>	<b>12.4</b>	<b>12.9</b>	<b>13.1</b>	<b>12.3</b>	<b>12.4</b>	<b>12.4</b>
2016	12.5	12.5	12.5	12.6	13.3	13.2	11.8	11.9	12.6
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
<b>Non-government schools</b>									
<b>2017</b>	<b>11.4</b>	<b>11.0</b>	<b>12.1</b>	<b>11.8</b>	<b>11.2</b>	<b>11.2</b>	<b>12.0</b>	<b>10.5</b>	<b>11.4</b>
2016	11.5	11.0	12.2	11.9	11.3	11.4	12.1	10.3	11.5
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.17

Table 4A.17 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
<b>All schools</b>									
<b>2017</b>	<b>11.9</b>	<b>11.7</b>	<b>12.3</b>	<b>12.1</b>	<b>12.2</b>	<b>12.3</b>	<b>12.2</b>	<b>11.6</b>	<b>12.0</b>
2016	12.1	11.8	12.4	12.3	12.5	12.5	11.9	11.2	12.1
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
<b>All schools</b>									
<b>Government schools</b>									
<b>2017</b>	<b>14.2</b>	<b>13.7</b>	<b>13.6</b>	<b>14.2</b>	<b>14.0</b>	<b>14.1</b>	<b>14.1</b>	<b>12.3</b>	<b>13.9</b>
2016	14.3	13.8	13.6	14.3	14.3	14.2	13.3	12.3	14.0
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
2010	14.2	13.8	14.3	13.8	14.4	13.7	12.5	11.7	14.0

TABLE 4A.17

Table 4A.17 **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>
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
<b>Non-government schools</b>									
<b>2017</b>	<b>13.2</b>	<b>12.3</b>	<b>13.8</b>	<b>13.2</b>	<b>13.5</b>	<b>12.8</b>	<b>13.8</b>	<b>12.2</b>	<b>13.1</b>
2016	13.4	12.3	14.0	13.3	13.6	13.0	13.8	12.1	13.2
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
<b>All schools</b>									
<b>2017</b>	<b>13.9</b>	<b>13.2</b>	<b>13.6</b>	<b>13.8</b>	<b>13.8</b>	<b>13.7</b>	<b>13.9</b>	<b>12.3</b>	<b>13.6</b>
2016	14.0	13.2	13.8	13.9	14.1	13.8	13.5	12.2	13.7
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

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

Table 4A.17 **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>
(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 2018, *Schools, Australia, 2017*, Cat. no. 4221.0, Canberra.



# Attendance

TABLE 4A.18

Table 4A.18 Student attendance rates, government schools, by Indigenous status (per cent) (a)

	<i>NSW</i> (b)	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (c)	<i>NT</i>	<i>Aust</i>
<b>All students</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>93.3</b>	<b>93.2</b>	<b>92.2</b>	<b>92.7</b>	<b>91.9</b>	<b>92.6</b>	<b>92.0</b>	<b>82.3</b>	<b>92.7</b>
2017	93.8	93.4	92.6	92.9	91.9	93.0	92.9	83.0	93.0
2016	93.9	93.7	92.7	92.7	92.0	93.1	93.1	83.3	93.2
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
<b>Years 7–10</b>									
<b>2018</b>	<b>88.7</b>	<b>90.9</b>	<b>88.7</b>	<b>87.7</b>	<b>89.1</b>	<b>87.0</b>	<b>87.9</b>	<b>73.8</b>	<b>88.9</b>
2017	89.9	91.2	89.6	87.9	89.2	87.5	89.0	73.8	89.6
2016	90.0	91.6	89.7	87.8	89.4	87.6	89.1	76.3	89.8
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
<b>Years 1–10</b>									
<b>2018</b>	<b>91.6</b>	<b>92.2</b>	<b>91.0</b>	<b>91.1</b>	<b>90.8</b>	<b>90.6</b>	<b>90.6</b>	<b>79.6</b>	<b>91.3</b>
2017	92.4	92.5	91.6	91.3	90.9	91.1	91.6	80.2	91.8
2016	92.4	92.8	91.7	91.1	91.0	91.1	91.7	81.1	91.9
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
<b>By year level, 2018</b>									
Year 6	92.5	92.9	91.8	92.6	91.3	92.3	91.2	81.9	92.2
Year 7	91.8	92.9	90.9	90.6	90.8	90.2	90.7	78.3	91.4
Year 8	89.3	90.8	88.6	87.8	90.0	88.0	87.9	73.9	89.2
Year 9	87.7	89.8	87.6	86.7	88.1	85.6	86.8	72.1	87.9
Year 10	86.1	90.0	87.2	85.4	87.3	83.9	85.9	70.2	87.1

TABLE 4A.18

Table 4A.18 Student attendance rates, government schools, by Indigenous status (per cent) (a)

	<i>NSW</i> (b)	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (c)	<i>NT</i>	<i>Aust</i>
<b>Aboriginal and Torres Strait Islander students</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>89.0</b>	<b>88.8</b>	<b>86.0</b>	<b>81.1</b>	<b>82.4</b>	<b>90.2</b>	<b>85.3</b>	<b>69.6</b>	<b>85.2</b>
2017	90.1	89.1	86.7	81.6	82.2	91.0	86.7	71.3	85.9
2016	90.1	89.4	86.8	81.1	82.3	90.8	86.8	72.7	85.9
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
<b>Years 7–10</b>									
<b>2018</b>	<b>78.3</b>	<b>82.2</b>	<b>79.6</b>	<b>66.7</b>	<b>75.5</b>	<b>81.7</b>	<b>76.0</b>	<b>57.1</b>	<b>76.0</b>
2017	80.9	82.8	81.0	67.2	75.9	81.3	78.3	57.8	77.3
2016	80.7	83.8	81.5	67.3	76.9	81.6	79.9	61.7	77.7
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
<b>Years 1–10</b>									
<b>2018</b>	<b>84.9</b>	<b>86.2</b>	<b>83.9</b>	<b>76.1</b>	<b>79.7</b>	<b>87.2</b>	<b>82.0</b>	<b>65.6</b>	<b>81.9</b>
2017	86.5	86.5	84.9	76.7	79.8	87.6	83.8	67.0	82.9
2016	86.5	87.0	85.1	76.4	80.3	87.5	84.4	69.2	83.1
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
<b>By year level, 2018</b>									
Year 6	87.7	88.1	86.2	81.1	81.6	89.9	85.4	70.2	84.7
Year 7	84.2	85.6	83.5	74.7	80.6	87.5	80.6	64.5	81.3
Year 8	79.8	81.3	79.5	66.4	75.0	82.8	76.3	57.7	76.4
Year 9	76.2	80.1	77.6	62.5	72.3	79.6	74.5	54.7	73.7
Year 10	71.9	81.2	77.2	61.6	73.4	76.0	72.3	50.1	71.6

TABLE 4A.18

Table 4A.18 Student attendance rates, government schools, by Indigenous status (per cent) (a)

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
<b>Non-Indigenous students</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>93.6</b>	<b>93.3</b>	<b>92.9</b>	<b>93.8</b>	<b>92.6</b>	<b>92.9</b>	<b>92.3</b>	<b>92.7</b>	<b>93.3</b>
2017	94.1	93.5	93.3	93.9	92.6	93.2	93.2	92.9	93.6
2016	94.2	93.8	93.4	93.8	92.7	93.3	93.4	92.6	93.7
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
<b>Years 7–10</b>									
<b>2018</b>	<b>89.7</b>	<b>91.1</b>	<b>89.7</b>	<b>89.8</b>	<b>90.0</b>	<b>87.6</b>	<b>88.4</b>	<b>88.4</b>	<b>90.0</b>
2017	90.7	91.4	90.6	90.0	90.1	88.2	89.4	88.6	90.6
2016	90.8	91.8	90.6	89.9	90.3	88.2	89.5	89.2	90.8
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
<b>Years 1–10</b>									
<b>2018</b>	<b>92.2</b>	<b>92.4</b>	<b>91.8</b>	<b>92.5</b>	<b>91.5</b>	<b>91.1</b>	<b>90.9</b>	<b>91.3</b>	<b>92.1</b>
2017	92.9	92.6	92.4	92.6	91.6	91.5	91.9	91.6	92.5
2016	92.9	92.9	92.5	92.5	91.7	91.5	92.0	91.5	92.6
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
<b>By year level, 2018</b>									
Year 6	92.9	93.0	92.5	93.8	92.0	92.5	91.4	92.8	92.8
Year 7	92.5	93.1	91.8	92.3	91.5	90.6	91.1	91.1	92.3
Year 8	90.1	91.0	89.7	90.0	91.1	88.7	88.4	89.4	90.2
Year 9	88.7	90.0	88.7	89.0	89.1	86.2	87.3	87.0	89.0
Year 10	87.3	90.1	88.3	87.7	88.3	84.8	86.5	85.8	88.3

Table 4A.18 **Student attendance rates, government schools, by Indigenous status (per cent) (a)**

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
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Data are not comparable across jurisdictions prior to 2018 and not comparable over time (data for 2018 are not comparable to earlier years). Data are comparable across jurisdictions (subject to caveats) for 2018.

Data are complete for the current reporting period (subject to caveats).

- (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) From 2018, attendance data for NSW government schools has been collected and compiled consistently with the National Standards. Prior to 2018, NSW government schools data were not collected on a comparable basis with other jurisdictions. From 2014 to 2017, for government school attendance rates for NSW, comparisons across jurisdictions and with 2018 for should be made with caution.
- (c) ACT government school data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

*Source:* Australian Curriculum, Assessment and Reporting Authority (ACARA) (unpublished).

TABLE 4A.19

Table 4A.19 Student attendance rates, non-government schools, by Indigenous status (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>All students</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>94.1</b>	<b>93.8</b>	<b>93.1</b>	<b>93.9</b>	<b>93.7</b>	<b>93.9</b>	<b>94.2</b>	<b>87.4</b>	<b>93.7</b>
2017	94.3	94.1	94.4	93.9	93.8	94.3	94.4	86.1	94.1
2016	94.4	94.4	94.5	93.7	93.8	94.4	94.4	88.0	94.2
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
<b>Years 7–10</b>									
<b>2018</b>	<b>92.4</b>	<b>93.2</b>	<b>92.1</b>	<b>93.0</b>	<b>92.5</b>	<b>91.5</b>	<b>92.0</b>	<b>81.2</b>	<b>92.5</b>
2017	92.7	93.4	93.4	93.2	92.7	92.4	91.5	81.4	92.9
2016	92.8	93.6	93.4	93.1	92.9	92.5	92.1	82.0	93.0
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
<b>Years 1–10</b>									
<b>2018</b>	<b>93.3</b>	<b>93.5</b>	<b>92.7</b>	<b>93.5</b>	<b>93.2</b>	<b>92.8</b>	<b>93.2</b>	<b>84.4</b>	<b>93.2</b>
2017	93.6	93.8	93.9	93.6	93.3	93.4	93.1	83.8	93.6
2016	93.7	94.0	94.0	93.4	93.4	93.6	93.4	85.1	93.7
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
<b>By year level, 2018</b>									
Year 6	93.7	93.7	93.3	94.1	93.4	93.7	93.9	87.5	93.6
Year 7	94.2	94.4	93.7	94.5	93.4	93.3	93.3	84.2	94.0
Year 8	92.6	93.1	92.3	92.8	93.3	91.8	92.4	81.5	92.6
Year 9	91.8	92.8	91.4	92.7	91.9	91.4	91.4	79.9	92.0
Year 10	90.9	92.3	90.8	91.9	91.5	89.4	90.6	79.0	91.2

TABLE 4A.19

Table 4A.19 Student attendance rates, non-government schools, by Indigenous status (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Aboriginal and Torres Strait Islander students</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>90.7</b>	<b>89.6</b>	<b>88.8</b>	<b>80.4</b>	<b>87.2</b>	<b>92.3</b>	<b>92.6</b>	<b>67.5</b>	<b>87.2</b>
2017	91.2	89.7	90.6	79.3	87.6	92.1	93.2	65.7	87.2
2016	91.1	90.7	90.5	79.5	88.6	92.1	91.9	71.1	87.9
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
<b>Years 7–10</b>									
<b>2018</b>	<b>85.3</b>	<b>84.8</b>	<b>85.3</b>	<b>76.8</b>	<b>86.9</b>	<b>87.9</b>	<b>85.8</b>	<b>59.4</b>	<b>81.8</b>
2017	86.7	87.0	87.2	76.9	85.8	89.3	87.0	60.6	82.7
2016	85.5	85.9	86.7	78.0	85.8	89.8	85.6	61.5	82.3
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
<b>Years 1–10</b>									
<b>2018</b>	<b>88.3</b>	<b>87.0</b>	<b>87.1</b>	<b>78.6</b>	<b>87.1</b>	<b>90.5</b>	<b>89.6</b>	<b>63.0</b>	<b>84.6</b>
2017	89.2	88.1	88.7	78.2	86.8	91.0	90.4	62.9	85.0
2016	88.7	87.8	88.7	78.3	87.4	91.3	89.1	65.7	85.2
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
<b>By year level, 2018</b>									
Year 6	90.0	90.6	89.3	80.5	87.5	91.2	92.2	67.0	87.2
Year 7	90.1	86.5	89.1	82.2	86.9	90.1	87.9	64.2	85.9
Year 8	85.5	85.0	86.4	78.0	89.4	90.3	87.9	59.4	82.6
Year 9	83.9	84.4	83.9	76.1	86.0	87.7	86.3	57.0	80.3
Year 10	81.6	83.1	81.7	70.7	85.4	82.2	80.5	56.8	78.3

TABLE 4A.19

Table 4A.19 Student attendance rates, non-government schools, by Indigenous status (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Non-Indigenous students</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>94.2</b>	<b>93.8</b>	<b>93.3</b>	<b>94.3</b>	<b>93.8</b>	<b>94.0</b>	<b>94.2</b>	<b>93.2</b>	<b>93.9</b>
2017	94.3	94.1	94.5	94.3	93.9	94.4	94.4	92.9	94.3
2016	94.5	94.4	94.6	94.1	93.9	94.6	94.4	93.0	94.4
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
<b>Years 7–10</b>									
<b>2018</b>	<b>92.6</b>	<b>93.2</b>	<b>92.4</b>	<b>93.5</b>	<b>92.6</b>	<b>91.7</b>	<b>92.1</b>	<b>90.8</b>	<b>92.8</b>
2017	92.9	93.5	93.7	93.8	92.8	92.5	91.6	91.4	93.2
2016	93.0	93.6	93.7	93.6	93.0	92.6	92.3	91.4	93.3
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
<b>Years 1–10</b>									
<b>2018</b>	<b>93.5</b>	<b>93.5</b>	<b>92.9</b>	<b>93.9</b>	<b>93.3</b>	<b>92.9</b>	<b>93.3</b>	<b>92.1</b>	<b>93.4</b>
2017	93.7	93.8	94.2	94.1	93.4	93.5	93.1	92.2	93.8
2016	93.8	94.0	94.2	93.8	93.5	93.7	93.5	92.3	93.9
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
<b>By year level, 2018</b>									
Year 6	93.8	93.7	93.4	94.5	93.4	93.9	94.0	93.2	93.7
Year 7	94.3	94.5	93.9	94.9	93.5	93.5	93.5	92.5	94.2
Year 8	92.8	93.1	92.5	93.3	93.3	91.8	92.5	90.8	92.9
Year 9	92.0	92.8	91.8	93.2	92.0	91.6	91.5	90.5	92.3
Year 10	91.2	92.3	91.3	92.6	91.6	89.8	90.8	89.1	91.6

Data are comparable (subject to caveats) across jurisdictions and over time.



Table 4A.19 **Student attendance rates, non-government schools, by Indigenous status (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Data are complete for the current reporting period (subject to caveats).

(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.

Source: ACARA (unpublished).

TABLE 4A.20

Table 4A.20 Student attendance rates, all schools, by Indigenous status (per cent) (a)

	<i>NSW</i> (b)	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (c)	<i>NT</i>	<i>Aust</i>
<b>All students</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>93.5</b>	<b>93.4</b>	<b>92.4</b>	<b>93.1</b>	<b>92.5</b>	<b>93.0</b>	<b>92.8</b>	<b>83.3</b>	<b>93.0</b>
2017	94.0	93.6	93.1	93.1	92.5	93.3	93.4	83.7	93.4
2016	94.0	93.9	93.2	93.0	92.6	93.4	93.6	84.4	93.5
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
<b>Years 7–10</b>									
<b>2018</b>	<b>90.3</b>	<b>91.8</b>	<b>89.9</b>	<b>89.8</b>	<b>90.4</b>	<b>88.7</b>	<b>89.8</b>	<b>76.4</b>	<b>90.4</b>
2017	91.1	92.2	91.0	90.1	90.5	89.3	90.2	76.6	91.0
2016	91.1	92.4	91.1	89.9	90.8	89.2	90.5	78.3	91.1
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
<b>Years 1–10</b>									
<b>2018</b>	<b>92.2</b>	<b>92.7</b>	<b>91.5</b>	<b>91.8</b>	<b>91.6</b>	<b>91.3</b>	<b>91.6</b>	<b>80.8</b>	<b>91.9</b>
2017	92.8	92.9	92.4	92.0	91.7	91.8	92.2	81.2	92.4
2016	92.8	93.2	92.4	91.8	91.8	91.8	92.4	82.2	92.5
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
<b>By year level, 2018</b>									
Year 6	92.9	93.2	92.3	93.1	92.0	92.7	92.3	83.0	92.7
Year 7	92.8	93.5	91.9	92.1	91.7	91.4	91.9	80.3	92.5
Year 8	90.7	91.8	90.0	89.8	91.3	89.4	90.0	76.7	90.5
Year 9	89.5	91.1	89.0	89.1	89.6	87.8	88.9	75.0	89.5
Year 10	88.1	90.9	88.6	88.0	89.0	85.9	88.1	73.0	88.8

TABLE 4A.20

Table 4A.20 Student attendance rates, all schools, by Indigenous status (per cent) (a)

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
<b>Aboriginal and Torres Strait Islander students</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>89.2</b>	<b>88.9</b>	<b>86.4</b>	<b>81.0</b>	<b>82.9</b>	<b>90.5</b>	<b>86.9</b>	<b>69.4</b>	<b>85.4</b>
2017	90.2	89.1	87.1	81.3	82.7	91.2	88.1	70.6	86.0
2016	90.3	89.6	87.2	80.9	83.0	91.0	87.8	72.5	86.2
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
<b>Years 7–10</b>									
<b>2018</b>	<b>79.6</b>	<b>82.6</b>	<b>80.8</b>	<b>68.6</b>	<b>76.8</b>	<b>83.0</b>	<b>78.8</b>	<b>57.7</b>	<b>77.1</b>
2017	82.0	83.7	82.3	69.0	77.1	83.1	80.8	58.6	78.3
2016	81.6	84.2	82.5	69.2	78.0	83.1	81.4	61.7	78.6
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
<b>Years 1–10</b>									
<b>2018</b>	<b>85.4</b>	<b>86.3</b>	<b>84.4</b>	<b>76.5</b>	<b>80.5</b>	<b>87.8</b>	<b>83.9</b>	<b>65.1</b>	<b>82.3</b>
2017	86.9	86.7	85.4	76.9	80.5	88.3	85.4	66.2	83.2
2016	86.8	87.1	85.6	76.6	81.1	88.2	85.4	68.6	83.4
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
<b>By year level, 2018</b>									
Year 6	88.1	88.4	86.5	81.0	82.2	90.1	87.1	69.8	85.0
Year 7	85.2	85.8	84.6	76.0	81.3	88.1	83.0	64.4	82.2
Year 8	80.9	82.1	80.8	68.6	76.6	84.5	79.6	58.1	77.6
Year 9	77.7	80.9	78.9	64.9	73.7	81.4	77.2	55.4	75.0
Year 10	73.9	81.6	78.2	63.4	74.9	77.2	74.9	51.7	73.0

TABLE 4A.20

Table 4A.20 Student attendance rates, all schools, by Indigenous status (per cent) (a)

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
<b>Non-Indigenous students</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>93.8</b>	<b>93.5</b>	<b>93.0</b>	<b>94.0</b>	<b>93.0</b>	<b>93.2</b>	<b>93.0</b>	<b>92.8</b>	<b>93.5</b>
2017	94.2	93.7	93.6	94.0	93.0	93.6	93.6	92.9	93.8
2016	94.3	94.0	93.7	93.9	93.1	93.7	93.8	92.7	93.9
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
<b>Years 7–10</b>									
<b>2018</b>	<b>91.0</b>	<b>92.0</b>	<b>90.7</b>	<b>91.3</b>	<b>91.0</b>	<b>89.2</b>	<b>90.1</b>	<b>89.4</b>	<b>91.2</b>
2017	91.6	92.3	91.8	91.6	91.2	89.9	90.4	89.8	91.7
2016	91.7	92.5	91.8	91.4	91.4	89.7	90.8	90.1	91.8
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
<b>Years 1–10</b>									
<b>2018</b>	<b>92.7</b>	<b>92.8</b>	<b>92.1</b>	<b>93.0</b>	<b>92.1</b>	<b>91.7</b>	<b>91.9</b>	<b>91.6</b>	<b>92.5</b>
2017	93.2	93.0	93.0	93.1	92.2	92.2	92.4	91.8	93.0
2016	93.2	93.3	93.0	92.9	92.4	92.2	92.6	91.8	93.1
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
<b>By year level, 2018</b>									
Year 6	93.2	93.2	92.8	94.0	92.5	92.9	92.4	92.9	93.1
Year 7	93.3	93.7	92.6	93.4	92.2	91.7	92.2	91.7	93.1
Year 8	91.3	91.9	90.8	91.4	92.0	89.9	90.3	90.0	91.3
Year 9	90.2	91.2	89.9	90.8	90.3	88.4	89.3	88.5	90.4
Year 10	89.0	91.0	89.4	89.7	89.7	86.7	88.5	87.0	89.7

Table 4A.20 **Student attendance rates, all schools, by Indigenous status (per cent) (a)**

	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
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Data are not comparable across jurisdictions prior to 2018 and not comparable over time (data for 2018 are not comparable to earlier years). Data are comparable across jurisdictions (subject to caveats) for 2018.

Data are complete for the current reporting period (subject to caveats).

- (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) From 2018, attendance data for NSW government schools has been collected and compiled consistently with the National Standards. Prior to 2018, NSW government schools data were not collected on a comparable basis with other jurisdictions. From 2014 to 2017, for government school attendance rates for NSW, comparisons across jurisdictions and with 2018 for should be made with caution.
- (c) ACT government school data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Source: ACARA (unpublished).

TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2018 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
<b>Government schools</b>									
<b>All students</b>									
<b>Years 1–6</b>									
Major city	93.7	93.3	92.7	93.6	92.3	..	92.0	..	93.3
Inner regional	92.4	92.8	92.1	92.5	92.3	92.5	..	..	92.4
Outer regional	91.4	92.7	91.2	91.3	90.5	92.8	..	91.5	91.5
Remote	88.3	91.9	88.9	89.5	91.4	91.8	..	84.5	88.9
Very remote	88.3	..	83.6	79.5	81.3	91.3	..	63.0	76.1
<b>Years 7–10</b>									
Major city	89.9	91.5	89.6	89.2	89.8	..	87.9	..	90.1
Inner regional	86.0	88.9	87.9	87.3	89.1	86.4	..	..	87.4
Outer regional	85.2	89.6	87.6	85.5	86.9	88.1	..	86.1	87.1
Remote	80.2	92.6	84.2	82.3	87.8	81.2	..	71.4	82.4
Very remote	78.3	..	73.7	65.6	73.1	89.3	..	49.4	63.9
<b>Years 1–10</b>									
Major city	92.3	92.5	91.6	92.2	91.3	..	90.6	..	92.1
Inner regional	90.0	91.3	90.6	90.7	91.0	90.5	..	..	90.6
Outer regional	89.0	91.3	89.9	89.3	88.9	91.1	..	89.7	89.8
Remote	84.8	92.2	87.7	87.2	90.0	88.3	..	81.2	86.8
Very remote	84.4	..	80.7	75.0	78.2	90.7	..	58.6	72.2
<b>Aboriginal and Torres Strait Islander students</b>									
<b>Years 1–6</b>									
Major city	89.8	88.9	87.6	85.5	83.5	..	85.3	..	87.8
Inner regional	89.0	89.3	88.3	86.2	88.3	89.2	..	..	88.7
Outer regional	87.6	87.5	85.1	83.1	80.9	91.5	..	85.7	85.7
Remote	85.3	..	82.4	78.3	85.4	89.2	..	76.4	80.2

TABLE 4A.21

Table 4A.21 Student attendance rates, by Indigenous status and remoteness, 2018 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
Very remote	84.3	..	79.9	68.3	69.7	90.6	..	60.0	68.9
<b>Years 7–10</b>									
Major city	80.0	82.2	82.5	72.0	78.3	..	76.0	..	79.5
Inner regional	77.8	82.4	81.6	74.6	81.4	79.2	..	..	79.5
Outer regional	76.0	81.6	78.9	69.7	72.7	84.7	..	76.9	77.4
Remote	72.8	..	74.0	64.6	74.9	79.7	..	62.6	68.0
Very remote	69.0	..	65.2	50.4	58.7	88.7	..	45.7	53.1
<b>Years 1–10</b>									
Major city	86.0	86.1	85.9	81.0	81.4	..	81.9	..	84.8
Inner regional	84.7	86.8	86.0	81.8	85.7	85.9	..	..	85.3
Outer regional	83.3	84.9	82.9	78.7	77.5	88.9	..	82.7	82.7
Remote	80.0	..	80.2	73.6	81.8	85.7	..	72.1	76.3
Very remote	78.2	..	75.9	61.8	65.4	90.0	..	55.4	63.8
<b>Non-Indigenous students</b>									
<b>Years 1–6</b>									
Major city	93.9	93.4	93.0	94.1	92.8	..	92.3	..	93.5
Inner regional	93.0	92.9	92.6	93.0	92.5	92.9	..	..	92.9
Outer regional	92.4	93.2	92.8	93.1	91.8	92.9	..	93.1	92.7
Remote	90.9	91.9	92.4	93.2	92.0	92.3	..	92.0	92.5
Very remote	92.9	..	92.0	91.4	90.3	91.4	..	89.1	91.3
<b>Years 7–10</b>									
Major city	90.4	91.6	90.0	90.2	90.5	..	88.4	..	90.6
Inner regional	87.4	89.1	88.8	88.5	89.5	87.1	..	..	88.4
Outer regional	87.7	90.3	89.8	88.5	88.8	88.7	..	88.7	89.1
Remote	86.9	92.6	89.6	89.1	89.0	81.5	..	86.0	88.8
Very remote	90.6	..	88.7	88.4	86.8	89.3	..	86.6	88.3

TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2018 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
<b>Years 1–10</b>									
Major city	92.6	92.6	92.0	92.8	91.8	..	90.9	..	92.4
Inner regional	90.9	91.5	91.3	91.5	91.3	90.9	..	..	91.2
Outer regional	90.6	92.0	91.7	91.5	90.5	91.4	..	91.6	91.4
Remote	89.3	92.2	91.7	92.0	90.8	88.8	..	90.8	91.3
Very remote	92.2	..	90.9	90.6	89.1	90.8	..	88.4	90.4
<b>Non-Government schools</b>									
<b>All students</b>									
<b>Years 1–6</b>									
Major city	94.4	94.1	93.2	94.5	93.9	..	94.2	..	94.0
Inner regional	93.1	92.9	93.3	93.9	93.5	94.0	..	..	93.2
Outer regional	92.7	92.7	92.9	93.1	92.3	93.6	..	93.0	92.9
Remote	92.1	..	91.4	89.8	90.8	92.9	..	87.4	90.1
Very remote	86.9	..	89.7	75.8	79.3	..	..	58.1	76.4
<b>Years 7–10</b>									
Major city	92.7	93.4	92.3	93.4	92.7	..	92.0	..	92.9
Inner regional	91.1	92.0	92.2	93.0	92.5	91.5	..	..	91.7
Outer regional	91.2	93.0	91.5	91.0	90.2	91.5	..	89.6	91.3
Remote	..	..	84.6	88.3	91.3	..	..	77.5	83.1
Very remote	66.1	..	89.5	64.7	75.2	..	..	45.8	56.1
<b>Years 1–10</b>									
Major city	93.6	93.8	92.8	94.0	93.3	..	93.2	..	93.5
Inner regional	92.2	92.5	92.8	93.4	93.1	92.8	..	..	92.5
Outer regional	92.2	92.8	92.4	92.2	91.7	92.7	..	91.4	92.3
Remote	92.1	..	88.7	89.3	91.0	92.9	..	82.1	87.4
Very remote	83.5	..	89.7	72.9	77.9	..	..	52.6	71.0



TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2018 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
<b>Aboriginal and Torres Strait Islander students</b>									
<b>Years 1–6</b>									
Major city	91.2	91.8	89.2	92.0	89.8	..	92.6	..	90.6
Inner regional	90.3	88.8	90.9	90.6	88.4	92.1	..	..	90.4
Outer regional	90.5	88.0	87.5	88.5	84.6	92.7	..	89.2	88.6
Remote	90.2	..	86.8	82.2	..	..	..	75.2	81.6
Very remote	87.6	..	87.2	68.6	75.8	..	..	47.8	66.1
<b>Years 7–10</b>									
Major city	85.4	85.6	85.8	82.8	88.7	..	85.8	..	85.3
Inner regional	85.1	83.5	88.0	81.3	89.0	86.6	..	..	86.0
Outer regional	86.9	86.8	84.6	79.8	84.7	90.0	..	82.6	84.4
Remote	..	..	77.4	69.8	..	..	..	55.9	65.2
Very remote	66.1	..	89.9	56.9	74.6	..	..	42.6	50.1
<b>Years 1–10</b>									
Major city	88.2	87.8	87.5	86.0	89.3	..	89.6	..	87.8
Inner regional	88.1	86.1	89.4	85.0	88.6	89.8	..	..	88.4
Outer regional	89.6	87.7	86.2	83.5	84.6	91.7	..	85.3	86.7
Remote	90.2	..	81.0	78.6	..	..	..	63.9	73.4
Very remote	82.4	..	87.3	65.2	75.4	..	..	45.2	60.5
<b>Non-Indigenous students</b>									
<b>Years 1–6</b>									
Major city	94.4	94.1	93.3	94.5	93.9	..	94.2	..	94.1
Inner regional	93.2	92.9	93.4	93.9	93.7	94.1	..	..	93.3
Outer regional	92.9	92.9	93.4	93.4	92.7	93.7	..	93.3	93.2
Remote	92.6	..	92.6	92.3	91.1	93.0	..	92.8	92.3
Very remote	..	..	90.8	90.8	..	..	..	92.5	91.0

TABLE 4A.21

Table 4A.21 Student attendance rates, by Indigenous status and remoteness, 2018 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
<b>Years 7–10</b>									
Major city	92.9	93.5	92.4	93.7	92.7	..	92.1	..	93.0
Inner regional	91.4	92.1	92.4	93.2	92.6	91.7	..	..	92.0
Outer regional	91.5	93.1	92.4	91.9	90.5	91.7	..	90.9	92.0
Remote	..	..	90.3	92.4	91.5	..	..	90.6	91.1
Very remote	..	..	94.8	91.7	..	..	..	91.4	91.9
<b>Years 1–10</b>									
Major city	93.7	93.8	92.9	94.1	93.4	..	93.3	..	93.6
Inner regional	92.4	92.6	93.0	93.5	93.2	93.0	..	..	92.7
Outer regional	92.5	93.0	93.0	92.7	92.0	92.9	..	92.2	92.8
Remote	92.6	..	91.9	92.3	91.2	93.0	..	91.7	91.9
Very remote	..	..	90.9	91.0	..	..	..	92.3	91.1
<b>All schools</b>									
<b>All students</b>									
<b>Years 1–6</b>									
Major city	93.9	93.6	92.9	93.9	92.9	..	92.8	..	93.5
Inner regional	92.6	92.8	92.4	92.9	92.6	93.0	..	..	92.7
Outer regional	91.6	92.7	91.7	91.8	90.8	92.9	..	91.8	91.8
Remote	89.4	91.9	89.4	89.5	91.3	92.2	..	85.3	89.1
Very remote	88.2	..	84.5	78.9	81.1	91.3	..	62.5	76.1
<b>Years 7–10</b>									
Major city	91.2	92.3	90.6	91.0	91.1	..	89.8	..	91.3
Inner regional	87.9	90.1	89.4	89.0	90.2	88.7	..	..	89.1
Outer regional	86.2	90.4	88.8	87.3	87.4	88.7	..	87.3	88.2
Remote	80.2	92.6	84.3	83.1	88.5	81.2	..	74.8	82.6
Very remote	77.9	..	73.9	65.4	73.2	89.3	..	48.8	63.0

TABLE 4A.21

Table 4A.21 Student attendance rates, by Indigenous status and remoteness, 2018 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
<b>Years 1–10</b>									
Major city	92.8	93.0	92.0	92.8	92.0	..	91.6	..	92.6
Inner regional	90.7	91.7	91.3	91.4	91.6	91.3	..	..	91.2
Outer regional	89.6	91.7	90.6	90.1	89.4	91.3	..	90.2	90.4
Remote	86.2	92.2	87.9	87.5	90.2	89.3	..	81.5	86.9
Very remote	84.3	..	81.7	74.6	78.2	90.7	..	57.9	72.0
<b>Aboriginal and Torres Strait Islander students</b>									
<b>Years 1–6</b>									
Major city	90.0	89.1	87.8	86.0	84.2	..	87.0	..	88.1
Inner regional	89.2	89.3	88.6	86.3	88.4	89.7	..	..	88.9
Outer regional	87.9	87.6	85.4	83.5	81.2	91.7	..	86.1	86.1
Remote	86.1	..	82.8	78.8	85.4	89.2	..	76.2	80.4
Very remote	84.6	..	80.4	68.3	70.4	90.6	..	58.9	68.6
<b>Years 7–10</b>									
Major city	81.2	82.9	83.2	74.4	79.8	..	78.8	..	80.8
Inner regional	79.2	82.7	82.9	75.0	82.2	81.0	..	..	80.7
Outer regional	76.7	81.9	80.1	71.7	73.3	85.6	..	78.4	78.6
Remote	72.8	..	75.2	65.1	74.9	79.7	..	59.7	67.3
Very remote	68.8	..	65.3	51.5	60.4	88.7	..	45.2	52.7
<b>Years 1–10</b>									
Major city	86.4	86.3	86.1	81.6	82.3	..	83.8	..	85.2
Inner regional	85.3	86.7	86.5	81.9	86.1	86.7	..	..	85.8
Outer regional	83.8	85.2	83.4	79.2	78.0	89.4	..	83.2	83.2
Remote	81.0	..	80.3	74.1	81.8	85.7	..	69.7	75.8
Very remote	78.5	..	76.5	62.5	66.5	90.0	..	54.2	63.4

TABLE 4A.21

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2018 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
<b>Non-Indigenous students</b>									
<b>Years 1–6</b>									
Major city	94.1	93.6	93.1	94.2	93.2	..	93.0	..	93.7
Inner regional	93.1	92.9	92.9	93.3	92.8	93.3	..	..	93.0
Outer regional	92.5	93.1	93.0	93.1	92.0	93.1	..	93.2	92.9
Remote	91.6	91.9	92.4	93.1	91.8	92.5	..	92.2	92.5
Very remote	92.9	..	91.7	91.3	90.3	91.4	..	89.8	91.2
<b>Years 7–10</b>									
Major city	91.5	92.4	90.9	91.7	91.5	..	90.1	..	91.6
Inner regional	89.0	90.4	90.1	90.0	90.5	89.3	..	..	89.8
Outer regional	88.4	91.0	90.7	89.7	89.0	89.2	..	89.5	89.9
Remote	86.9	92.6	89.8	89.7	89.5	81.5	..	89.1	89.4
Very remote	90.6	..	88.7	88.7	86.8	89.3	..	87.2	88.4
<b>Years 1–10</b>									
Major city	93.0	93.0	92.3	93.2	92.4	..	91.9	..	92.8
Inner regional	91.5	91.9	91.8	92.0	91.9	91.7	..	..	91.7
Outer regional	91.0	92.2	92.1	91.9	90.8	91.6	..	91.8	91.7
Remote	90.2	92.2	91.7	92.0	90.9	89.7	..	91.2	91.4
Very remote	92.2	..	90.9	90.6	89.1	90.8	..	89.1	90.5

Data are comparable (subject to caveats) across jurisdictions.

Data are complete for the current reporting period (subject to caveats).

- (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) Geolocation data are based on the ARIA+ remoteness classification, as defined by *ASGS: Volume 5 - Remoteness Structure, July 2011* (ABS Cat. no. 1270.0.55.005). ARIA+ is the standard ABS-endorsed measure of remoteness. 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.

Table 4A.21 **Student attendance rates, by Indigenous status and remoteness, 2018 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
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(c) ACT government school data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

.. Not applicable

Source: ACARA (unpublished).

TABLE 4A.22

Table 4A.22 **Student attendance level, government schools, by Indigenous status (per cent) (a), (b), (c)**

	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
<b>All students — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>79.4</b>	<b>78.6</b>	<b>75.3</b>	<b>78.5</b>	<b>75.3</b>	<b>78.2</b>	<b>73.9</b>	<b>52.6</b>	<b>77.5</b>
2017	na	79.5	76.4	78.3	75.0	79.0	77.6	53.9	77.4
2016	na	81.1	77.4	78.1	76.0	79.8	78.6	51.9	78.3
2015	na	82.2	76.3	78.8	76.0	79.6	80.1	53.9	78.5
<b>Years 7–10</b>									
<b>2018</b>	<b>64.5</b>	<b>71.1</b>	<b>63.2</b>	<b>64.1</b>	<b>66.6</b>	<b>62.7</b>	<b>59.0</b>	<b>39.2</b>	<b>65.5</b>
2017	na	72.0	66.3	64.2	66.4	63.4	63.7	40.1	67.4
2016	na	73.5	66.9	63.7	67.2	63.7	65.0	41.4	68.1
2015	na	74.7	66.3	63.8	67.3	64.7	66.4	44.1	68.5
<b>Years 1–10</b>									
<b>2018</b>	<b>74.0</b>	<b>75.7</b>	<b>71.1</b>	<b>73.7</b>	<b>71.7</b>	<b>72.8</b>	<b>68.8</b>	<b>48.4</b>	<b>73.1</b>
2017	na	76.6	73.1	73.7	71.7	73.7	72.9	49.7	73.9
2016	na	78.2	74.0	73.4	72.6	74.0	74.0	48.6	74.8
2015	na	79.3	73.0	73.9	72.7	74.1	75.3	50.9	75.0
<b>By year level, 2018</b>									
Year 6	76.0	77.5	74.0	78.0	73.2	77.1	71.2	51.2	75.6
Year 7	73.6	78.0	71.2	72.3	71.4	69.7	69.5	44.4	73.3
Year 8	64.8	70.1	62.9	63.7	69.7	64.6	59.0	40.1	65.4
Year 9	60.9	67.4	59.5	61.7	63.6	58.8	54.9	37.6	62.0
Year 10	58.4	68.6	58.4	58.0	61.2	57.3	51.8	34.3	60.7
<b>Aboriginal and Torres Strait Islander students — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>61.5</b>	<b>61.2</b>	<b>53.7</b>	<b>44.6</b>	<b>45.7</b>	<b>68.7</b>	<b>48.6</b>	<b>25.8</b>	<b>53.3</b>
2017	na	62.7	55.8	45.1	45.2	70.9	53.2	28.3	51.0

TABLE 4A.22

Table 4A.22 Student attendance level, government schools, by Indigenous status (per cent) (a), (b), (c)

	<i>NSW</i> (c)	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (d)	<i>NT</i>	<i>Aust</i>
2016	na	63.5	56.1	44.0	45.6	71.0	54.1	27.2	50.7
2015	na	64.6	54.9	44.5	47.0	70.9	57.0	30.0	50.8
<b>Years 7–10</b>									
<b>2018</b>	<b>38.3</b>	<b>46.2</b>	<b>41.5</b>	<b>27.5</b>	<b>35.8</b>	<b>50.5</b>	<b>30.2</b>	<b>16.6</b>	<b>37.2</b>
2017	na	46.8	44.9	26.6	34.9	49.8	36.0	17.5	37.6
2016	na	49.4	45.8	26.7	36.4	49.5	38.0	19.6	38.5
2015	na	50.7	44.9	26.8	35.9	52.9	37.6	21.2	38.7
<b>Years 1–10</b>									
<b>2018</b>	<b>52.7</b>	<b>55.6</b>	<b>49.6</b>	<b>38.7</b>	<b>41.8</b>	<b>62.2</b>	<b>42.0</b>	<b>22.8</b>	<b>47.6</b>
2017	na	56.7	52.3	38.9	41.2	63.6	47.2	24.8	46.5
2016	na	57.9	52.8	38.0	42.3	63.3	48.4	24.7	46.6
2015	na	58.9	51.6	38.3	43.1	64.0	50.2	27.2	46.7
<b>By year level, 2018</b>									
Year 6	58.1	58.9	55.4	46.4	44.1	67.9	43.0	26.0	52.5
Year 7	48.4	53.0	48.4	36.2	44.5	60.1	33.5	21.1	45.2
Year 8	37.5	43.7	40.4	26.7	35.0	51.6	31.4	16.3	36.3
Year 9	34.7	42.4	38.5	23.6	28.4	44.4	29.2	14.6	33.5
Year 10	31.3	45.0	37.5	21.5	34.1	44.2	26.4	13.5	32.3
<b>Non-Indigenous students — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>80.8</b>	<b>79.0</b>	<b>77.9</b>	<b>81.6</b>	<b>77.3</b>	<b>79.4</b>	<b>74.9</b>	<b>74.8</b>	<b>79.4</b>
2017	na	79.8	78.8	81.4	77.1	80.0	78.6	75.7	79.4
2016	na	81.5	79.8	81.3	78.0	80.7	79.6	73.4	80.4
2015	na	82.6	78.7	82.0	77.9	80.5	81.0	75.0	80.6
<b>Years 7–10</b>									
<b>2018</b>	<b>66.8</b>	<b>71.7</b>	<b>65.7</b>	<b>67.8</b>	<b>68.7</b>	<b>64.2</b>	<b>60.2</b>	<b>59.1</b>	<b>67.8</b>

TABLE 4A.22

Table 4A.22 **Student attendance level, government schools, by Indigenous status (per cent) (a), (b), (c)**

	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
2017	na	72.6	68.7	67.9	68.6	65.1	64.8	60.9	69.7
2016	na	74.0	69.2	67.4	69.3	65.3	66.1	60.7	70.4
2015	na	75.3	68.5	67.5	69.5	66.0	67.5	65.2	70.8
<b>Years 1–10</b>									
<b>2018</b>	<b>75.8</b>	<b>76.1</b>	<b>73.6</b>	<b>77.1</b>	<b>73.8</b>	<b>74.1</b>	<b>69.9</b>	<b>69.9</b>	<b>75.2</b>
2017	na	77.0	75.5	77.0	73.8	74.8	74.0	71.2	76.0
2016	na	78.6	76.3	76.7	74.7	75.2	75.0	69.4	76.9
2015	na	79.7	75.3	77.2	74.6	75.2	76.3	72.0	77.2
<b>By year level, 2018</b>									
Year 6	77.4	77.9	76.2	81.1	75.1	78.2	72.3	74.8	77.4
Year 7	75.9	78.6	73.8	76.2	73.3	71.0	70.9	66.2	75.7
Year 8	67.3	70.8	65.5	67.5	72.2	66.2	60.3	62.8	67.9
Year 9	63.1	68.0	61.8	65.4	65.9	60.5	56.1	57.3	64.3
Year 10	60.7	69.1	60.6	61.4	63.1	58.8	52.7	50.4	62.9

- (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) 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) From 2018, attendance data for NSW government schools has been collected and compiled consistently with the National standards. Prior to 2018, NSW data are not available for this measure.
- (d) ACT government school data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

**na** Not available.

Source: ACARA (unpublished).



TABLE 4A.23

Table 4A.23 Student attendance level, non-government schools, by Indigenous status (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>
<b>All students — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>82.8</b>	<b>81.8</b>	<b>78.1</b>	<b>82.9</b>	<b>81.0</b>	<b>81.7</b>	<b>83.6</b>	<b>66.8</b>	<b>81.3</b>
2017	83.5	83.0	84.7	83.0	81.3	83.2	84.4	64.1	83.2
2016	84.3	84.7	85.0	81.9	80.9	83.5	84.3	67.0	83.9
2015	83.1	84.4	83.7	81.7	81.6	83.7	84.5	66.8	83.2
<b>Years 7–10</b>									
<b>2018</b>	<b>75.6</b>	<b>80.1</b>	<b>74.3</b>	<b>80.6</b>	<b>76.3</b>	<b>73.1</b>	<b>73.0</b>	<b>53.1</b>	<b>76.7</b>
2017	77.4	81.0	80.6	81.5	77.1	76.0	71.6	56.6	79.0
2016	77.7	81.6	80.8	80.4	77.8	75.2	74.5	56.2	79.2
2015	77.4	83.0	80.1	80.1	77.7	74.9	75.6	60.8	79.4
<b>Years 1–10</b>									
<b>2018</b>	<b>79.5</b>	<b>81.0</b>	<b>76.4</b>	<b>81.8</b>	<b>79.0</b>	<b>77.7</b>	<b>78.9</b>	<b>60.2</b>	<b>79.2</b>
2017	80.7	82.1	82.9	82.3	79.5	79.9	78.7	60.5	81.3
2016	81.3	83.3	83.2	81.1	79.6	79.9	79.9	61.8	81.8
2015	80.5	83.7	82.2	80.9	79.9	79.9	80.5	63.8	81.5
<b>By year level, 2018</b>									
Year 6	81.1	81.4	78.6	83.7	81.8	79.9	82.0	67.4	80.8
Year 7	83.5	85.2	81.0	85.6	79.4	79.5	77.5	58.9	82.9
Year 8	76.1	79.6	74.9	80.2	79.6	74.1	75.3	53.0	77.1
Year 9	72.6	78.2	71.3	78.7	74.0	73.4	70.8	49.4	74.2
Year 10	69.8	77.1	69.4	77.7	72.2	65.0	68.1	50.5	72.2
<b>Aboriginal and Torres Strait Islander students — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>67.4</b>	<b>62.4</b>	<b>59.6</b>	<b>48.6</b>	<b>56.6</b>	<b>74.0</b>	<b>76.0</b>	<b>30.3</b>	<b>59.9</b>
2017	69.1	66.2	68.2	45.1	58.8	73.9	79.2	26.6	62.0

TABLE 4A.23

Table 4A.23 Student attendance level, non-government schools, by Indigenous status (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>
2016	69.4	67.5	69.7	46.0	58.9	72.6	73.8	30.9	63.3
2015	65.1	78.8	65.6	42.8	62.7	76.8	77.6	31.4	62.0
<b>Years 7–10</b>									
<b>2018</b>	<b>51.7</b>	<b>58.7</b>	<b>54.4</b>	<b>43.7</b>	<b>54.9</b>	<b>58.9</b>	<b>54.1</b>	<b>18.9</b>	<b>49.2</b>
2017	55.9	62.2	60.9	42.3	56.6	62.8	57.2	23.7	52.7
2016	55.5	59.1	61.3	43.2	50.8	62.2	52.2	25.4	52.3
2015	56.7	65.7	61.4	41.9	53.5	65.5	58.8	34.5	54.4
<b>Years 1–10</b>									
<b>2018</b>	<b>60.3</b>	<b>60.4</b>	<b>57.1</b>	<b>46.2</b>	<b>56.0</b>	<b>67.8</b>	<b>66.4</b>	<b>24.0</b>	<b>54.8</b>
2017	63.3	63.9	64.4	43.8	57.9	69.3	69.3	25.0	57.6
2016	63.4	62.4	65.7	44.3	55.4	68.8	64.1	27.8	58.1
2015	61.5	75.0	63.6	42.4	58.6	72.6	69.1	33.0	58.7
<b>By year level, 2018</b>									
Year 6	65.1	63.9	62.2	50.4	54.5	63.9	76.1	34.8	60.2
Year 7	65.1	66.4	63.6	52.6	60.1	65.1	55.0	21.9	58.5
Year 8	49.9	56.7	58.2	41.4	63.1	66.4	64.3	19.8	50.3
Year 9	46.9	57.6	49.5	43.0	50.2	59.9	50.5	14.4	45.0
Year 10	44.6	54.1	45.9	37.5	46.2	40.8	45.3	19.8	42.5
<b>Non-Indigenous students — Proportion of full-time students whose attendance rate is greater than or equal to 90 per cent</b>									
<b>Years 1–6</b>									
<b>2018</b>	<b>83.3</b>	<b>81.9</b>	<b>78.8</b>	<b>83.9</b>	<b>81.5</b>	<b>82.2</b>	<b>83.7</b>	<b>77.6</b>	<b>81.9</b>
2017	83.9	83.1	85.3	84.2	81.6	83.8	84.5	76.5	83.8
2016	84.7	84.8	85.5	83.0	81.3	84.2	84.4	77.6	84.4
2015	83.6	84.4	84.3	83.0	81.9	84.1	84.6	79.0	83.8
<b>Years 7–10</b>									
<b>2018</b>	<b>76.2</b>	<b>80.2</b>	<b>75.2</b>	<b>81.8</b>	<b>76.6</b>	<b>73.9</b>	<b>73.4</b>	<b>68.1</b>	<b>77.5</b>

TABLE 4A.23

Table 4A.23 **Student attendance level, non-government schools, by Indigenous status (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>
2017	78.0	81.2	81.5	82.8	77.4	76.7	71.9	72.5	79.7
2016	78.3	81.8	81.6	81.5	78.2	75.9	74.8	70.3	79.9
2015	77.9	83.1	80.9	81.4	78.1	75.4	75.9	72.7	80.1
<b>Years 1–10</b>									
<b>2018</b>	<b>80.0</b>	<b>81.1</b>	<b>77.2</b>	<b>82.9</b>	<b>79.3</b>	<b>78.3</b>	<b>79.2</b>	<b>73.3</b>	<b>79.9</b>
2017	81.2	82.3	83.7	83.6	79.8	80.5	78.9	74.7	82.0
2016	81.8	83.5	83.9	82.3	80.0	80.6	80.2	74.3	82.4
2015	81.0	83.8	82.9	82.2	80.2	80.3	80.7	76.0	82.1
<b>By year level, 2018</b>									
Year 6	81.5	81.4	79.2	84.5	82.2	80.8	82.1	76.5	81.3
Year 7	84.0	85.3	81.8	86.7	79.7	80.4	78.0	74.3	83.6
Year 8	76.8	79.8	75.7	81.5	79.8	74.5	75.5	67.1	77.9
Year 9	73.2	78.3	72.3	79.7	74.3	74.1	71.1	65.6	75.0
Year 10	70.5	77.3	70.4	79.1	72.6	66.1	68.6	64.6	73.1

- (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.

Source: ACARA (unpublished).

TABLE 4A.24

Table 4A.24 **Student attendance level, by Indigenous status and remoteness, 2018 (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>
<b>Government schools</b>									
<b>All students</b>									
<b>Years 1–6</b>									
Major city	81.0	79.2	77.4	81.3	76.6	..	73.9	..	79.4
Inner regional	75.9	76.9	74.2	75.8	76.0	78.3	..	..	75.9
Outer regional	71.6	77.3	72.1	72.6	70.5	78.3	..	71.2	72.9
Remote	60.2	75.1	63.4	69.0	71.5	77.9	..	53.5	65.2
Very remote	65.1	..	52.3	45.4	47.2	65.5	..	16.1	39.3
<b>Years 7–10</b>									
Major city	67.8	73.3	65.6	67.6	68.5	..	59.0	..	68.6
Inner regional	56.1	63.9	60.2	60.3	65.6	61.8	..	..	60.2
Outer regional	55.4	66.3	60.9	56.5	61.8	64.8	..	55.2	60.2
Remote	43.3	77.3	53.8	50.7	61.2	47.3	..	30.5	50.7
Very remote	46.2	..	37.3	32.1	36.8	61.2	..	10.4	27.8
<b>Years 1–10</b>									
Major city	76.3	76.7	73.3	76.8	73.3	..	68.8	..	75.5
Inner regional	68.6	72.3	69.2	70.5	71.9	72.7	..	..	70.2
Outer regional	65.5	72.7	68.0	67.0	66.6	73.3	..	65.9	68.1
Remote	53.1	76.0	60.9	63.2	67.4	67.7	..	47.6	60.6
Very remote	57.5	..	47.9	41.0	43.3	64.2	..	14.3	35.6
<b>Aboriginal and Torres Strait Islander students</b>									
<b>Years 1–6</b>									
Major city	64.0	60.4	56.9	52.9	47.6	..	48.1	..	58.2
Inner regional	61.6	63.6	58.7	54.2	58.8	65.4	..	..	60.8
Outer regional	57.6	57.4	51.9	47.5	43.3	73.4	..	51.1	53.6
Remote	51.1	..	44.1	38.6	51.0	68.8	..	34.9	41.5

TABLE 4A.24

Table 4A.24 Student attendance level, by Indigenous status and remoteness, 2018 (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>
Very remote	53.1	..	43.4	21.6	19.1	63.1	..	11.1	24.7
<b>Years 7–10</b>									
Major city	40.5	47.8	45.4	32.4	39.9	..	30.2	..	41.0
Inner regional	37.8	45.2	44.7	34.5	44.2	46.1	..	..	41.2
Outer regional	36.1	44.4	40.0	30.0	31.1	55.7	..	35.7	38.6
Remote	30.3	..	33.7	22.7	41.1	51.6	..	18.1	26.3
Very remote	30.6	..	24.8	14.4	10.8	56.3	..	6.7	14.1
<b>Years 1–10</b>									
Major city	55.0	55.2	52.9	46.0	44.5	..	41.6	..	51.9
Inner regional	52.6	57.5	53.9	46.6	53.2	58.9	..	..	53.7
Outer regional	49.7	52.2	47.8	41.7	38.4	66.7	..	45.9	48.2
Remote	42.6	..	41.5	33.1	46.6	62.5	..	29.6	36.6
Very remote	43.9	..	38.3	19.0	16.0	61.0	..	9.7	21.3
<b>Non-Indigenous students</b>									
<b>Years 1–6</b>									
Major city	81.8	79.4	78.6	82.8	78.1	..	74.9	..	80.2
Inner regional	78.2	77.4	76.4	77.4	76.9	79.6	..	..	77.6
Outer regional	75.4	79.1	77.4	77.9	74.3	79.0	..	76.8	77.1
Remote	68.2	75.1	73.5	79.1	73.7	79.4	..	70.5	75.2
Very remote	78.7	..	72.8	70.4	69.3	65.8	..	59.5	70.2
<b>Years 7–10</b>									
Major city	69.2	73.6	66.7	69.5	70.0	..	60.2	..	69.8
Inner regional	59.3	64.7	62.3	62.7	66.8	63.4	..	..	62.4
Outer regional	60.6	68.3	66.2	61.7	65.8	66.3	..	60.6	64.7
Remote	55.1	77.3	64.4	61.6	63.1	46.4	..	51.1	61.5
Very remote	66.8	..	59.2	58.7	61.6	61.9	..	47.6	58.7

TABLE 4A.24

Table 4A.24 **Student attendance level, by Indigenous status and remoteness, 2018 (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>
<b>Years 1–10</b>									
Major city	77.3	77.0	74.5	78.4	74.8	..	69.9	..	76.5
Inner regional	71.3	73.0	71.4	72.4	72.9	74.1	..	..	72.1
Outer regional	69.8	74.6	73.3	72.2	70.6	74.4	..	71.3	72.4
Remote	63.0	76.0	71.1	73.7	69.6	68.6	..	66.6	70.9
Very remote	75.0	..	68.3	67.1	66.6	64.6	..	56.0	66.6
<b>Non-Government schools</b>									
<b>All students</b>									
<b>Years 1–6</b>									
Major city	84.1	83.0	78.1	84.5	82.0	..	83.6	..	82.6
Inner regional	78.7	77.8	79.5	82.3	80.7	81.8	..	..	79.1
Outer regional	76.4	77.2	77.9	79.7	74.9	81.0	..	76.9	77.6
Remote	72.6	..	70.6	66.8	66.9	80.6	..	62.2	67.7
Very remote	57.0	..	59.9	38.0	35.6	..	..	23.5	41.9
<b>Years 7–10</b>									
Major city	77.0	81.1	74.8	81.9	77.0	..	73.0	..	78.1
Inner regional	69.9	76.2	73.9	80.8	75.7	72.8	..	..	73.4
Outer regional	70.2	77.6	73.5	71.3	66.9	75.0	..	63.4	72.1
Remote	..	..	51.4	66.0	68.5	..	..	48.3	55.0
Very remote	33.4	..	63.0	31.3	31.5	..	..	10.2	21.3
<b>Years 1–10</b>									
Major city	80.8	82.1	76.6	83.3	79.8	..	78.9	..	80.5
Inner regional	74.8	77.1	77.0	81.5	78.6	77.5	..	..	76.6
Outer regional	74.4	77.4	76.2	75.9	72.4	78.3	..	70.7	75.5
Remote	72.6	..	62.8	66.5	67.5	80.6	..	54.8	62.7
Very remote	53.2	..	60.0	36.2	34.2	..	..	17.5	36.4

TABLE 4A.24

Table 4A.24 Student attendance level, by Indigenous status and remoteness, 2018 (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>
<b>Aboriginal and Torres Strait Islander students</b>									
<b>Years 1–6</b>									
Major city	70.0	70.3	60.3	76.8	63.9	..	76.0	..	67.6
Inner regional	66.3	59.5	66.8	72.9	60.6	73.1	..	..	66.4
Outer regional	62.7	56.7	56.4	61.5	46.4	75.0	..	61.6	59.5
Remote	61.5	..	50.8	52.2	..	..	..	32.8	45.8
Very remote	57.9	..	51.8	21.7	28.6	..	..	8.9	23.9
<b>Years 7–10</b>									
Major city	52.4	63.8	54.4	53.0	57.5	..	54.1	..	54.3
Inner regional	50.0	54.0	59.9	51.9	67.5	54.1	..	..	54.2
Outer regional	57.3	53.0	55.4	41.2	43.9	67.1	..	36.2	51.5
Remote	..	..	34.4	26.7	..	..	..	16.7	24.2
Very remote	35.3	..	74.2	20.5	36.2	..	..	5.8	13.7
<b>Years 1–10</b>									
Major city	61.0	66.1	57.4	61.3	61.2	..	66.4	..	60.6
Inner regional	59.4	56.6	63.3	60.3	62.6	65.2	..	..	60.9
Outer regional	61.4	55.9	55.9	49.7	45.7	71.8	..	46.7	56.0
Remote	61.5	..	40.7	44.8	..	..	..	23.4	34.9
Very remote	52.5	..	52.6	21.4	31.4	..	..	7.4	20.4
<b>Non-Indigenous students</b>									
<b>Years 1–6</b>									
Major city	84.3	83.0	78.4	84.6	82.2	..	83.7	..	82.8
Inner regional	79.4	78.0	80.1	82.4	81.2	82.3	..	..	79.6
Outer regional	78.0	77.9	79.7	80.6	76.1	82.0	..	78.4	79.1
Remote	75.8	..	75.6	71.4	67.8	80.4	..	75.4	73.4
Very remote	..	..	62.9	71.9	..	..	..	73.4	67.2

TABLE 4A.24

Table 4A.24 **Student attendance level, by Indigenous status and remoteness, 2018 (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>
<b>Years 7–10</b>									
Major city	77.4	81.2	75.3	82.5	77.2	..	73.4	..	78.5
Inner regional	71.0	76.5	74.8	81.1	75.9	73.5	..	..	74.2
Outer regional	71.2	78.2	75.8	73.8	67.8	76.3	..	68.3	74.2
Remote	..	..	64.9	75.0	68.7	..	..	67.5	68.8
Very remote	..	..	86.8	68.2	..	..	..	71.7	70.6
<b>Years 1–10</b>									
Major city	81.1	82.2	77.0	83.6	80.0	..	79.2	..	80.8
Inner regional	75.7	77.4	77.7	81.7	79.0	78.1	..	..	77.2
Outer regional	75.7	78.0	78.2	77.6	73.5	79.4	..	73.9	77.2
Remote	75.8	..	72.2	72.8	68.1	80.4	..	71.4	71.7
Very remote	..	..	63.3	71.2	..	..	..	73.1	67.6

- (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) Geolocation data are based on the ARIA+ remoteness classification, as defined by ASGS: *Volume 5 - Remoteness Structure, July 2011* (ABS Cat. no. 1270.0.55.005). ARIA+ is the standard ABS-endorsed measure of remoteness. 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.
- (c) ACT government school data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

.. Not applicable

Source: ACARA (unpublished).



# Student Engagement

TABLE 4A.25

Table 4A.25 Programme for International Student Assessment (PISA) Australian Sense of Belonging at School Index, 2015 (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	OECD (d)
<b>Proportion of 15 year old students that agree/disagree that:</b>										
I make friends easily at school (agree)	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	77.7 ±0.2
I feel like I belong at school (agree)	71.5 ±2.0	75.9 ±2.1	68.5 ±2.1	70.1 ±2.4	71.2 ±2.3	71.8 ±3.3	75.2 ±3.4	72.4 ±4.8	71.9 ±1.0	73.0 ±0.2
Other students seem to like me (agree)	86.4 ±1.4	88.5 ±1.4	87.6 ±1.5	89.5 ±1.5	87.3 ±1.8	85.5 ±2.1	87.0 ±2.8	85.6 ±3.1	87.6 ±0.6	82.1 ±0.2
I feel like an outsider (or left out of things) at school (disagree)	76.4 ±1.6	77.6 ±1.9	75.6 ±1.7	77.1 ±2.2	76.1 ±2.3	74.1 ±2.6	77.1 ±3.3	72.9 ±5.4	76.5 ±0.8	82.8 ±0.2
I feel awkward and out of place at my school (disagree)	78.4 ±1.9	79.0 ±1.6	77.6 ±2.1	77.4 ±2.0	77.0 ±1.9	77.3 ±2.2	76.8 ±3.6	76.1 ±5.0	78.1 ±0.8	80.9 ±0.2
I feel lonely at school (disagree)	82.1 ±1.6	84.8 ±1.5	83.8 ±1.6	85.5 ±1.8	83.0 ±2.3	80.8 ±2.6	81.6 ±3.2	81.1 ±4.7	83.5 ±0.7	85.2 ±0.2
<b>Sense of Belonging index (c)</b>										
Index	-0.11 ±0.04	-0.06 ±0.06	-0.17 ±0.04	-0.17 ±0.04	-0.17 ±0.06	-0.14 ±0.08	-0.21 ±0.08	-0.24 ±0.10	-0.12 ±0.02	0.02 ±0.00
Statistical significance across jurisdictions										
	Compared to:	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	OECD (d)
Performance of:	NSW	..	■	■	■	■	■	↑	↑	↓
	Vic	■	..	↑	↑	↑	■	↑	↑	↓
	Qld	■	↓	..	■	■	■	■	■	↓
	WA	■	↓	■	..	■	■	■	■	↓
	SA	■	↓	■	■	..	■	■	■	↓
	Tas	■	■	■	■	■	..	■	■	↓
	ACT	↓	↓	■	■	■	■	..	■	↓
	NT	↓	↓	■	■	■	■	■	..	↓

Nature of differences.

↑ higher than and is statistically significantly different from the comparison year or State/Territory

Table 4A.25 **Programme for International Student Assessment (PISA) Australian Sense of Belonging at School Index, 2015 (a), (b), (c)**

	<i>NSW</i>	<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>OECD (d)</i>
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■ is close to or not statistically different from the comparison year or State/Territory

↓ is lower than and is statistically significantly different from the comparison year or State/Territory

Data are comparable (subject to caveats) across jurisdictions.

Data are complete for the current reporting period (subject to caveats).

(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, 79.4 per cent  $\pm$  0.9 per cent) for the reporting year. See chapter 2 (Statistical context) for more information on confidence intervals.

(c) Students' responses to the six statements were combined to construct a 'Sense of Belonging' index. The index, when it was originally constructed in PISA 2003, was standardised to have a mean of 0 and a standard deviation of 1 across Organisation for Economic Cooperation and Development (OECD) countries. Higher scores on the index are illustrative of students feeling a greater sense of belonging at school.

(d) Refers to the average across the 35 OECD countries in PISA 2015.

.. Not applicable

Source: Australian Council for Educational Research (ACER) 2018 and unpublished, *PISA Australia in Focus: Number 1 – Sense of belonging at school*, ACER, Australia.

Table 4A.26 **PISA Sense of Belonging at School Index, by special needs group, Australia, 2015 (a), (b), (c)**

<b>Sex</b>	
Male students	-0.03 ±0.04
Female students	-0.22 ±0.02
<b>Indigenous status</b>	
Aboriginal and Torres Strait Islander students	-0.23 ±0.04
Non-Indigenous students	-0.12 ±0.02
<b>Geographic location (d)</b>	
Metropolitan areas	-0.08 ±0.02
Provincial areas	-0.24 ±0.04
Remote areas	-0.27 ±0.14
<b>Socioeconomic background</b>	
Lowest quartile	-0.29 ±0.04
Second quartile	-0.13 ±0.04
Third quartile	-0.08 ±0.04
Highest quartile	0.00 ±0.04
<b>All students</b>	<b>-0.12 ±0.02</b>

- (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) Students' responses to these six statements were combined to construct a 'Sense of Belonging' index. The index, when it was originally constructed in PISA 2003, was standardised to have a mean of 0 and a standard deviations of 1 across OECD countries. Higher scores on the index are illustrative of students feeling a greater sense of belonging at school.
- (d) Geographic categorisation for this table is based on the agreed MCEECDYA (now Education Council) Geographic Location Classification.

Source: ACER 2018, *PISA Australia in Focus: Number 1 – Sense of belonging at school*, ACER, Australia.

Table 4A.27 **School student engagement survey results**

<i>Jurisdiction</i>	<i>Summary</i>
<b>New South Wales</b>	<p><i>Key Features:</i> Student engagement data is collected from NSW government schools twice a year, in Term 1 and Term 3, for students in Years 4 to 6 (primary schools) and Year 7 to 12 (high schools). The surveys are available to all department schools that choose to participate, and all students within scope in participating schools.</p> <p><i>Domains:</i> Data are collected on the key domains of student engagement: behavioural, emotional and cognitive.</p> <p><i>Statistics:</i> Student engagement is multi-dimensional and differs across school years. As such, there is no single indicator of engagement. Longitudinal modelling conducted by the NSW Department of Education shows that students who demonstrate positive attitudes towards attendance and behaviour, and are academically motivated can be several months ahead in their learning compared with students who do not demonstrate these traits.</p> <p><i>Link:</i> More information, including results from longitudinal modelling, is available from the NSW Centre for Education Statistics and Evaluation (CESE) website: <a href="http://surveys.cese.nsw.gov.au/">http://surveys.cese.nsw.gov.au/</a></p>
<b>Victoria</b>	<p><i>Key Features:</i> The annual Attitudes to School Survey (AToSS) gathers data to support: (1) student wellbeing; (2) engagement; (3) school improvement; and (4) planning in Victorian government schools. The online survey captures the attitudes and experiences of students in Years 4 to 12 and is designed principally to inform improvement opportunities within government schools.</p> <p><i>Domains:</i> The AToSS measures aspects of students' emotional and cognitive engagement.</p> <p><i>Statistics:</i> Results for 2017 indicate that the majority of Victorian government school students feel connected to their schooling. On a five point likert scale, students in Year 5 to 6 record a mean score of 4.2 and students in Year 7 to 9 record a mean score of 3.5.</p> <p><i>Link:</i> <a href="https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/performsurveyat.aspx">https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/performsurveyat.aspx</a></p>
<b>Queensland</b>	..
<b>Western Australia</b>	..

Table 4A.27 **School student engagement survey results**

<i>Jurisdiction</i>	<i>Summary</i>																																								
<b>South Australia</b>	<p><i>Key Features:</i> Data sourced from the Wellbeing and Engagement Collection. The window for completion was July 30 to August 17, 2018. The data is collected annually.</p> <p>The purpose of the survey is to seek students' views about their wellbeing and engagement with school. Students in year levels 4 to 9 participated in the collection. The survey is voluntary at a school, student and question level 93% of all public schools participated.</p> <p>The survey asks students about their social and emotional wellbeing; school relationships and engagement and learning in school; and physical health and wellbeing and after school activities. Students' answers are kept confidential.</p> <p><i>Domains:</i> <i>Connectedness to school</i> — having at least one adult at school who provides support to a young person.  <i>Emotional engagement with teachers</i> — support and relationships with teachers.  <i>School climate</i> — overall tone of the school environment, including the way teachers and students interact and how students treat each other.  <i>School belonging</i> — the degree to which young people feel connected and valued at their school.  <i>Peer belonging</i> — feeling that they belong to a social group.  <i>Friendship intimacy</i> — quality of social support from peers.  <i>Perseverance</i> — having the tenacity to stick with things and pursue goals, despite challenges that arise.  <i>Cognitive engagement</i> — persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset.  <i>Academic self-concept</i> — perceptions of themselves as students and how interested and confident they feel at school.</p> <p><i>Statistics:</i> The proportion of students who reported low, medium and high levels of wellbeing.</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>High</th> <th>Medium</th> <th>Low</th> </tr> </thead> <tbody> <tr> <td>Connectedness to school</td> <td>60%</td> <td>30%</td> <td>10%</td> </tr> <tr> <td>Emotional engagement with teacher</td> <td>71%</td> <td>26%</td> <td>3%</td> </tr> <tr> <td>School climate</td> <td>37%</td> <td>42%</td> <td>21%</td> </tr> <tr> <td>School belonging</td> <td>46%</td> <td>33%</td> <td>21%</td> </tr> <tr> <td>Peer belonging</td> <td>57%</td> <td>29%</td> <td>14%</td> </tr> <tr> <td>Friendship intimacy</td> <td>71%</td> <td>19%</td> <td>10%</td> </tr> <tr> <td>Perseverance</td> <td>46%</td> <td>41%</td> <td>13%</td> </tr> <tr> <td>Cognitive engagement</td> <td>50%</td> <td>36%</td> <td>13%</td> </tr> <tr> <td>Academic self-concept</td> <td>64%</td> <td>27%</td> <td>9%</td> </tr> </tbody> </table>	Domain	High	Medium	Low	Connectedness to school	60%	30%	10%	Emotional engagement with teacher	71%	26%	3%	School climate	37%	42%	21%	School belonging	46%	33%	21%	Peer belonging	57%	29%	14%	Friendship intimacy	71%	19%	10%	Perseverance	46%	41%	13%	Cognitive engagement	50%	36%	13%	Academic self-concept	64%	27%	9%
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	<p><i>Link:</i> <a href="https://www.education.sa.gov.au/department/research-and-data/wellbeing-engagement-collection">https://www.education.sa.gov.au/department/research-and-data/wellbeing-engagement-collection</a></p>																																								

Table 4A.27 **School student engagement survey results**

<i>Jurisdiction</i>	<i>Summary</i>
<b>Tasmania</b>	<p>Tasmanian students' behavioural engagement is actively monitored in relation to attendance, attainment and retention. While system level measures are reported through RoGS, detailed reporting systems provide rich information to schools, based on administrative data updated on a daily basis.</p> <p>Tasmanian government schools conduct annual surveys of students, parents and staff, using questions consistent across all schools that include selected aspects of students' emotional and cognitive engagement.</p> <p>The <i>2018-2021 Department of Education Child and Student Wellbeing Strategy: Safe, Well and Positive Learners</i> was published on 28 June 2018. A key action over the life of the Child and Student Wellbeing Strategy will be to embed measures of child and student wellbeing to guide the department's effort to support safe, well and positive learners. The department is trialling a range of tools that measure student wellbeing and engagement.</p>
<b>Australian Capital Territory</b>	<p><i>Key Features:</i> The ACT conducts the Australian School Climate and School Identification Measurement Tool (ASCSIMT) survey in all public schools. All students in years 5-12, school staff and parents of all students in preschool to year 12 are invited to complete the survey. The ASCSIMT was developed in partnership with the Australian National University. Measuring elements that contribute to school climate (belonging), particularly those elements that most directly relate to student learning and well-being outcomes, allow school leaders to prioritise and monitor their school improvement efforts across these domains. This survey is conducted every August in conjunction with the School Satisfaction Surveys.</p> <p><i>Domains:</i> ASCSIMT provides reports at the school level to allow for localised policy and programs to support key aspects of the school social environment including:</p> <ul style="list-style-type: none"> <li>• Shared values and approach - sense of shared mission, rules, and processes</li> <li>• Academic emphasis – focusing on, supporting, and encouraging all students in their learning</li> <li>• Relations - being valued, respected and listened to</li> <li>• School Identification - sense of belonging and connection to the school</li> <li>• Emotional well-being and resilience.</li> </ul> <p><i>Statistics:</i> Statistics from this survey are not currently published publically. School Identity has been selected as a strategic indicator by the Directorate and results will be published in 2019 on the ACT Education Directorate Website.</p>
<b>Northern Territory</b>	..
	.. Not applicable.
	<i>Source:</i> State and Territory governments (unpublished).

# Retention



TABLE 4A.28

Table 4A.28 **Apparent retention rates of secondary students, all schools (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>
<b>Year 10 to year 12 (d)</b>									
<b>All full time students</b>									
<b>2017</b>	<b>77.5</b>	<b>85.3</b>	<b>87.8</b>	<b>83.1</b>	<b>91.7</b>	<b>71.5</b>	<b>92.1</b>	<b>70.2</b>	<b>83.3</b>
2016	77.2	85.0	87.3	80.5	94.5	70.8	92.2	64.2	82.9
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
<b>All full time and part time secondary students</b>									
<b>2017</b>	<b>79.1</b>	<b>87.0</b>	<b>88.9</b>	<b>83.7</b>	<b>97.5</b>	<b>75.6</b>	<b>94.3</b>	<b>70.5</b>	<b>85.1</b>
2016	79.0	86.6	88.6	81.2	100.6	75.1	93.9	65.9	84.8
2015	79.1	86.5	88.2	81.9	98.1	77.7	96.1	64.8	84.7
2014	79.3	85.7	87.5	87.3	96.1	79.5	93.6	68.6	84.7
2013	77.3	84.8	85.6	81.7	93.4	76.9	91.5	62.6	82.6
2012	76.9	82.5	83.5	79.1	93.2	85.4	90.0	63.1	81.4
2011	78.1	83.5	82.9	77.8	92.2	90.5	90.8	62.6	81.8
2010	76.1	83.9	82.1	77.5	93.0	93.8	91.8	61.0	81.2
2009	74.9	83.2	79.7	74.7	91.4	84.5	88.8	62.4	79.5
2008	74.0	82.5	78.2	72.8	88.9	80.8	86.5	68.9	78.2

TABLE 4A.28

Table 4A.28 **Apparent retention rates of secondary students, all schools (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>
<b>Aboriginal and Torres Strait Islander full time students</b>									
<b>2017</b>	<b>52.4</b>	<b>68.2</b>	<b>73.1</b>	<b>57.5</b>	<b>91.1</b>	<b>54.5</b>	<b>84.6</b>	<b>49.6</b>	<b>63.0</b>
2016	50.7	68.6	72.0	51.4	92.6	52.1	93.2	45.0	60.9
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
<b>Non-Indigenous full time students</b>									
<b>2017</b>	<b>78.9</b>	<b>85.6</b>	<b>88.9</b>	<b>84.6</b>	<b>91.7</b>	<b>73.0</b>	<b>92.3</b>	<b>82.8</b>	<b>84.3</b>
2016	78.6	85.2	88.4	82.3	94.6	72.4	92.2	75.6	84.0
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

TABLE 4A.28

Table 4A.28 **Apparent retention rates of secondary students, all schools (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>
<b>Year 7/8 to year 10 (e), (f)</b>									
<b>All full time students</b>									
<b>2017</b>	<b>101.7</b>	<b>104.9</b>	<b>103.6</b>	<b>97.7</b>	<b>104.8</b>	<b>101.6</b>	<b>104.7</b>	<b>84.7</b>	<b>102.4</b>
2016	102.0	104.7	101.6	98.0	104.1	101.2	103.2	80.6	102.0
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
<b>Aboriginal and Torres Strait Islander full time students</b>									
<b>2017</b>	<b>107.8</b>	<b>100.6</b>	<b>97.4</b>	<b>84.5</b>	<b>107.0</b>	<b>105.3</b>	<b>118.9</b>	<b>75.2</b>	<b>97.8</b>
2016	108.6	99.8	98.5	85.5	100.2	106.3	103.4	69.0	97.2
2015	106.9	103.8	100.9	89.3	100.8	106.0	112.5	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

TABLE 4A.28

Table 4A.28 **Apparent retention rates of secondary students, all schools (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>
<b>Non-Indigenous full time students</b>									
<b>2017</b>	<b>101.4</b>	<b>105.0</b>	<b>104.1</b>	<b>98.7</b>	<b>104.7</b>	<b>101.2</b>	<b>104.3</b>	<b>92.6</b>	<b>102.7</b>
2016	101.7	104.7	101.8	98.9	104.3	100.8	103.2	90.0	102.3
2015	101.6	103.8	101.6	99.7	103.4	99.5	102.7	90.9	102.0
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
<b>Year 7/8 to year 12 (e), (f)</b>									
<b>All full time students</b>									
<b>2017</b>	<b>78.9</b>	<b>88.5</b>	<b>89.1</b>	<b>82.3</b>	<b>94.7</b>	<b>71.5</b>	<b>94.8</b>	<b>58.6</b>	<b>84.8</b>
2016	78.4	87.9	88.6	80.3	97.5	70.4	94.0	56.7	84.3
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

TABLE 4A.28

Table 4A.28 **Apparent retention rates of secondary students, all schools (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>
<b>Aboriginal and Torres Strait Islander full time students</b>									
<b>2017</b>	<b>56.0</b>	<b>70.9</b>	<b>73.8</b>	<b>51.3</b>	<b>91.8</b>	<b>57.7</b>	<b>94.8</b>	<b>36.5</b>	<b>62.4</b>
2016	54.1	67.6	72.0	44.7	93.8	55.1	95.7	35.2	59.8
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
<b>Non-Indigenous full time students</b>									
<b>2017</b>	<b>80.1</b>	<b>88.8</b>	<b>90.3</b>	<b>84.4</b>	<b>94.9</b>	<b>72.6</b>	<b>94.8</b>	<b>75.3</b>	<b>86.0</b>
2016	79.6	88.1	89.9	82.8	97.6	71.6	94.0	72.5	85.5
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

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

Table 4A.28 **Apparent retention rates of secondary students, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	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.								
(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.								
(d)	The <i>apparent retention rate from year 10 to year 12</i> for: <ul style="list-style-type: none"> <li>• full time students is the percentage of full time students who continued to year 12 from the respective cohort group at year 10</li> <li>• full time and part time students is derived as the percentage of full time and part time students who continued to year 12 from the respective cohort group at year 10.</li> </ul>								
(e)	The <i>apparent retention rate from year 7/8 to year 10</i> and <i>apparent retention rate from year 7/8 to year 12</i> 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: <ul style="list-style-type: none"> <li>• year 7 for all jurisdictions other than SA</li> <li>• year 8 in SA.</li> </ul>								
(f)	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.								

Source: ABS 2018, *Schools, Australia, 2017*, Cat. no. 4221.0, Canberra.

TABLE 4A.29

Table 4A.29 **Apparent retention rates of secondary students, government schools (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>
<b>Year 10 to year 12 (d)</b>									
<b>All full time students</b>									
<b>2017</b>	<b>73.0</b>	<b>80.4</b>	<b>82.9</b>	<b>81.7</b>	<b>91.2</b>	<b>74.1</b>	<b>107.8</b>	<b>73.6</b>	<b>79.8</b>
2016	72.0	81.7	82.7	78.3	95.3	73.4	105.9	65.1	79.5
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
<b>All full time and part time secondary students</b>									
<b>2017</b>	<b>75.5</b>	<b>83.1</b>	<b>84.6</b>	<b>82.8</b>	<b>100.3</b>	<b>80.2</b>	<b>111.9</b>	<b>73.4</b>	<b>82.5</b>
2016	74.8	84.3	84.7	79.4	104.8	80.0	109.0	67.0	82.4
2015	75.3	84.1	84.3	80.5	100.0	82.2	113.2	64.0	82.3
2014	75.3	82.3	83.1	89.4	96.2	85.1	110.3	69.3	82.0
2013	73.4	81.6	81.1	80.6	92.3	81.6	104.8	65.9	79.7
2012	73.0	77.9	78.5	77.2	92.4	93.8	101.9	69.4	78.2
2011	75.1	79.4	76.5	74.5	91.2	100.7	103.6	66.4	78.5
2010	73.1	79.8	76.6	73.7	92.5	106.8	108.5	66.5	78.3
2009	71.0	78.7	73.8	69.9	88.4	91.9	100.4	66.6	75.6
2008	70.1	76.8	71.6	68.5	86.0	84.8	96.6	75.7	73.9

TABLE 4A.29

Table 4A.29 **Apparent retention rates of secondary students, government schools (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>
<b>Aboriginal and Torres Strait Islander full time students</b>									
<b>2017</b>	<b>48.4</b>	<b>63.4</b>	<b>68.2</b>	<b>51.8</b>	<b>91.5</b>	<b>55.1</b>	<b>107.0</b>	<b>55.2</b>	<b>59.9</b>
2016	47.7	65.6	67.5	46.2	94.9	53.8	95.2	46.3	58.0
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
<b>Non-Indigenous full time students</b>									
<b>2017</b>	<b>74.8</b>	<b>80.8</b>	<b>84.3</b>	<b>84.3</b>	<b>91.2</b>	<b>76.1</b>	<b>107.8</b>	<b>84.6</b>	<b>81.1</b>
2016	73.8	82.1	84.1	81.0	95.3	75.5	106.3	77.0	81.0
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



TABLE 4A.29

Table 4A.29 **Apparent retention rates of secondary students, government schools (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>
<b>Year 7/8 to year 10 (e), (f)</b>									
<b>All full time students</b>									
<b>2017</b>	<b>104.0</b>	<b>110.2</b>	<b>105.4</b>	<b>99.3</b>	<b>107.4</b>	<b>102.1</b>	<b>112.3</b>	<b>92.5</b>	<b>105.4</b>
2016	104.3	110.0	103.2	99.9	107.2	103.0	110.6	86.2	104.9
2015	103.6	107.9	103.6	101.3	105.3	101.4	108.6	83.2	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
<b>Aboriginal and Torres Strait Islander full time students</b>									
<b>2017</b>	<b>106.5</b>	<b>97.2</b>	<b>93.3</b>	<b>81.1</b>	<b>104.6</b>	<b>103.3</b>	<b>118.0</b>	<b>73.6</b>	<b>95.6</b>
2016	105.7	101.1	95.1	83.4	101.1	107.3	109.4	66.0	95.3
2015	103.4	103.7	100.1	87.5	102.2	105.4	107.6	64.9	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

TABLE 4A.29

Table 4A.29 **Apparent retention rates of secondary students, government schools (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>
<b>Non-Indigenous full time students</b>									
<b>2017</b>	<b>103.8</b>	<b>110.5</b>	<b>106.7</b>	<b>101.1</b>	<b>107.6</b>	<b>102.0</b>	<b>112.1</b>	<b>115.0</b>	<b>106.2</b>
2016	104.2	110.2	104.1	101.5	107.6	102.5	110.6	108.6	105.7
2015	103.6	108.0	103.9	102.7	105.5	100.9	108.7	100.2	104.8
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
<b>Year 7/8 to year 12 (e), (f)</b>									
<b>All full time students</b>									
<b>2017</b>	<b>75.6</b>	<b>86.8</b>	<b>85.8</b>	<b>82.7</b>	<b>96.0</b>	<b>75.1</b>	<b>117.0</b>	<b>61.1</b>	<b>83.1</b>
2016	74.3	87.4	85.3	80.0	99.7	74.1	112.5	57.9	82.5
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

TABLE 4A.29

Table 4A.29 **Apparent retention rates of secondary students, government schools (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>
<b>Aboriginal and Torres Strait Islander full time students</b>									
<b>2017</b>	<b>50.1</b>	<b>65.8</b>	<b>68.2</b>	<b>45.4</b>	<b>93.4</b>	<b>58.1</b>	<b>112.2</b>	<b>35.8</b>	<b>58.1</b>
2016	49.5	63.7	65.9	39.3	94.5	55.9	98.8	33.2	55.6
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
<b>Non-Indigenous full time students</b>									
<b>2017</b>	<b>77.5</b>	<b>87.2</b>	<b>87.6</b>	<b>86.5</b>	<b>96.2</b>	<b>76.9</b>	<b>117.2</b>	<b>84.8</b>	<b>85.0</b>
2016	76.1	87.9	87.2	84.2	100.0	76.0	113.0	81.1	84.5
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

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

Table 4A.29 **Apparent retention rates of secondary students, government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	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.								
(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.								
(d)	The <i>apparent retention rate from year 10 to year 12</i> for: <ul style="list-style-type: none"> <li>• full time students is the percentage of full time students who continued to year 12 from the respective cohort group at year 10</li> <li>• full time and part time students is derived as the percentage of full time and part time students who continued to year 12 from the respective cohort group at year 10.</li> </ul>								
(e)	The <i>apparent retention rate from year 7/8 to year 10</i> and <i>apparent retention rate from year 7/8 to year 12</i> 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: <ul style="list-style-type: none"> <li>• year 7 for all jurisdictions other than SA</li> <li>• year 8 in SA.</li> </ul>								
(f)	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.								

Source: ABS 2018, *Schools, Australia, 2017*, Cat. no. 4221.0, Canberra.

TABLE 4A.30

Table 4A.30 **Apparent retention rates of secondary students, non-government schools (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>
<b>Year 10 to year 12 (d)</b>									
<b>All full time students</b>									
<b>2017</b>	<b>84.1</b>	<b>91.9</b>	<b>95.8</b>	<b>84.9</b>	<b>92.4</b>	<b>66.4</b>	<b>74.7</b>	<b>63.9</b>	<b>88.5</b>
2016	85.0	89.5	94.8	83.7	93.3	66.1	77.6	62.4	87.9
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
<b>All full time and part time secondary students</b>									
<b>2017</b>	<b>84.4</b>	<b>92.2</b>	<b>96.1</b>	<b>85.0</b>	<b>93.5</b>	<b>66.4</b>	<b>74.7</b>	<b>64.9</b>	<b>88.8</b>
2016	85.4	89.7	95.2	83.8	94.6	66.0	77.6	63.7	88.2
2015	85.2	89.9	94.5	83.8	95.4	68.6	77.5	66.3	88.3
2014	85.6	90.6	94.9	84.7	96.0	68.6	76.7	67.1	88.9
2013	83.6	89.3	93.4	83.3	95.2	66.8	77.6	56.4	87.1
2012	83.5	89.3	92.1	81.7	94.5	67.3	76.4	50.2	86.6
2011	82.9	89.3	94.5	82.4	93.7	69.1	77.5	53.5	87.0
2010	80.9	89.8	91.9	83.1	93.7	66.1	74.0	49.2	85.9
2009	81.4	89.6	90.3	81.9	96.1	68.3	75.9	52.8	85.8
2008	80.3	90.8	90.3	79.6	93.6	72.0	74.8	53.9	85.2

TABLE 4A.30

Table 4A.30 **Apparent retention rates of secondary students, non-government schools (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>
<b>Aboriginal and Torres Strait Islander full time students</b>									
<b>2017</b>	<b>68.6</b>	<b>88.6</b>	<b>90.2</b>	<b>77.7</b>	<b>88.7</b>	<b>51.5</b>	<b>40.9</b>	<b>39.2</b>	<b>74.3</b>
2016	64.6	80.1	87.7	72.1	79.1	42.9	88.2	42.2	71.9
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
<b>Non-Indigenous full time students</b>									
<b>2017</b>	<b>84.5</b>	<b>91.9</b>	<b>96.0</b>	<b>85.2</b>	<b>92.5</b>	<b>67.1</b>	<b>75.3</b>	<b>79.4</b>	<b>88.9</b>
2016	85.5	89.5	95.1	84.1	93.5	66.9	77.5	73.1	88.3
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

TABLE 4A.30

Table 4A.30 **Apparent retention rates of secondary students, non-government schools (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>
<b>Year 7/8 to year 10 (e), (f)</b>									
<b>All full time students</b>									
<b>2017</b>	<b>98.6</b>	<b>98.7</b>	<b>101.0</b>	<b>95.6</b>	<b>101.2</b>	<b>100.6</b>	<b>97.3</b>	<b>72.4</b>	<b>98.5</b>
2016	98.8	98.3	99.1	95.4	100.0	97.9	96.0	71.4	98.1
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
<b>Aboriginal and Torres Strait Islander full time students</b>									
<b>2017</b>	<b>113.0</b>	<b>114.2</b>	<b>112.3</b>	<b>97.6</b>	<b>123.8</b>	<b>112.2</b>	<b>121.2</b>	<b>79.4</b>	<b>106.4</b>
2016	121.8	95.1	111.2	93.2	95.2	101.3	87.5	77.0	104.4
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

TABLE 4A.30

Table 4A.30 **Apparent retention rates of secondary students, non-government schools (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>
<b>Non-Indigenous full time students</b>									
<b>2017</b>	<b>98.2</b>	<b>98.6</b>	<b>100.5</b>	<b>95.6</b>	<b>100.9</b>	<b>100.0</b>	<b>97.0</b>	<b>69.3</b>	<b>98.3</b>
2016	98.3	98.3	98.6	95.5	100.0	97.7	96.1	68.7	97.9
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
<b>Year 7/8 to year 12 (e), (f)</b>									
<b>All full time students</b>									
<b>2017</b>	<b>83.5</b>	<b>90.7</b>	<b>94.3</b>	<b>81.6</b>	<b>92.9</b>	<b>64.5</b>	<b>72.6</b>	<b>53.8</b>	<b>87.1</b>
2016	84.4	88.4	93.9	80.6	94.4	63.6	75.8	54.3	86.7
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



TABLE 4A.30

Table 4A.30 **Apparent retention rates of secondary students, non-government schools (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>
<b>Aboriginal and Torres Strait Islander full time students</b>									
<b>2017</b>	<b>85.1</b>	<b>92.7</b>	<b>93.8</b>	<b>74.8</b>	<b>82.3</b>	<b>56.0</b>	<b>52.9</b>	<b>38.4</b>	<b>79.6</b>
2016	79.2	83.2	95.2	69.5	89.2	50.0	88.2	41.0	78.3
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
<b>Non-Indigenous full time students</b>									
<b>2017</b>	<b>83.5</b>	<b>90.7</b>	<b>94.3</b>	<b>81.8</b>	<b>93.1</b>	<b>64.9</b>	<b>72.9</b>	<b>61.4</b>	<b>87.3</b>
2016	84.5	88.5	93.9	81.0	94.4	64.0	75.6	60.3	86.9
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

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

Table 4A.30 **Apparent retention rates of secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	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.								
(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.								
(d)	The <i>apparent retention rate from year 10 to year 12</i> for: <ul style="list-style-type: none"> <li>• full time students is the percentage of full time students who continued to year 12 from the respective cohort group at year 10</li> <li>• full time and part time students is derived as the percentage of full time and part time students who continued to year 12 from the respective cohort group at year 10.</li> </ul>								
(e)	The <i>apparent retention rate from year 7/8 to year 10</i> and <i>apparent retention rate from year 7/8 to year 12</i> 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: <ul style="list-style-type: none"> <li>• year 7 for all jurisdictions other than SA</li> <li>• year 8 in SA.</li> </ul>								
(f)	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.								

Source: ABS 2018, *Schools, Australia, 2017*, Cat. no. 4221.0, Canberra.

# National Assessment Program — Literacy and Numeracy (NAPLAN) Reading

TABLE 4A.31

Table 4A.31 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>Year 3</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>88.0 ± 1.4</b>	<b>88.7 ± 2.6</b>	<b>86.1 ± 1.7</b>	<b>75.0 ± 3.2</b>	<b>75.5 ± 3.9</b>	<b>89.1 ± 2.9</b>	<b>87.1 ± 6.9</b>	<b>43.3 ± 7.4</b>	<b>81.6 ± 1.3</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>83.5 ± 1.8</b>	<b>88.1 ± 2.8</b>	<b>66.2 ± 3.3</b>	<b>57.3 ± 3.7</b>	<b>71.5 ± 4.4</b>	<b>88.4 ± 4.1</b>	<b>84.9 ± 8.1</b>	<b>30.4 ± 6.0</b>	<b>68.3 ± 2.0</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>96.0 ± 0.3</b>	<b>96.0 ± 0.4</b>	<b>96.4 ± 0.3</b>	<b>95.4 ± 0.5</b>	<b>93.9 ± 0.8</b>	<b>94.9 ± 1.0</b>	<b>95.8 ± 1.1</b>	<b>92.2 ± 2.2</b>	<b>95.8 ± 0.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>95.7 ± 0.2</b>	<b>95.6 ± 0.3</b>	<b>88.7 ± 0.6</b>	<b>92.1 ± 0.6</b>	<b>92.5 ± 0.9</b>	<b>93.0 ± 1.0</b>	<b>94.8 ± 1.4</b>	<b>88.2 ± 2.8</b>	<b>93.5 ± 0.2</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.31

Table 4A.31 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>All year 3 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>95.5 ± 0.3</b>	<b>95.8 ± 0.4</b>	<b>95.5 ± 0.4</b>	<b>93.9 ± 0.6</b>	<b>93.1 ± 0.8</b>	<b>94.4 ± 0.9</b>	<b>95.6 ± 1.1</b>	<b>71.9 ± 6.1</b>	<b>94.9 ± 0.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>95.1 ± 0.3</b>	<b>95.2 ± 0.2</b>	<b>87.1 ± 0.7</b>	<b>89.4 ± 0.8</b>	<b>91.5 ± 1.0</b>	<b>92.8 ± 1.0</b>	<b>94.4 ± 1.5</b>	<b>62.7 ± 6.5</b>	<b>92.1 ± 0.3</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 3 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	
<b>Year 3, average age, 2018</b>									
<i>Average age</i>	na	na	na	na	na	na	na	na	na
<i>Years of schooling</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.31

Table 4A.31 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>Year 5</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>82.7 ± 1.5</b>	<b>85.2 ± 2.4</b>	<b>80.3 ± 1.9</b>	<b>65.5 ± 3.6</b>	<b>70.7 ± 4.8</b>	<b>85.5 ± 3.1</b>	<b>85.9 ± 7.3</b>	<b>34.8 ± 6.4</b>	<b>75.5 ± 1.5</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>77.6 ± 2.0</b>	<b>83.0 ± 3.3</b>	<b>62.9 ± 3.2</b>	<b>51.8 ± 3.4</b>	<b>60.6 ± 5.9</b>	<b>84.5 ± 4.5</b>	<b>81.1 ± 8.0</b>	<b>25.8 ± 5.7</b>	<b>63.4 ± 1.8</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>95.0 ± 0.3</b>	<b>95.5 ± 0.4</b>	<b>95.5 ± 0.4</b>	<b>95.2 ± 0.5</b>	<b>93.1 ± 0.9</b>	<b>92.7 ± 1.3</b>	<b>95.9 ± 1.1</b>	<b>93.7 ± 1.5</b>	<b>95.1 ± 0.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>94.4 ± 0.3</b>	<b>94.0 ± 0.4</b>	<b>88.8 ± 0.6</b>	<b>92.2 ± 0.6</b>	<b>91.3 ± 1.0</b>	<b>90.7 ± 1.3</b>	<b>95.2 ± 1.1</b>	<b>88.9 ± 2.5</b>	<b>92.6 ± 0.2</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.31

Table 4A.31 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>All year 5 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>94.3 ± 0.3</b>	<b>95.2 ± 0.4</b>	<b>94.3 ± 0.4</b>	<b>93.0 ± 0.7</b>	<b>92.1 ± 0.9</b>	<b>92.3 ± 1.3</b>	<b>95.6 ± 1.1</b>	<b>68.6 ± 6.7</b>	<b>93.9 ± 0.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>93.5 ± 0.4</b>	<b>93.7 ± 0.3</b>	<b>86.9 ± 0.7</b>	<b>89.1 ± 0.9</b>	<b>89.9 ± 1.1</b>	<b>89.7 ± 1.4</b>	<b>94.8 ± 1.2</b>	<b>62.5 ± 6.6</b>	<b>91.0 ± 0.3</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 5 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	
<b>Year 5, average age, 2018</b>									
<i>Average age</i>	na	na	na	na	na	na	na	na	na
<i>Years of schooling</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.31

Table 4A.31 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>Year 7</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>82.0 ± 1.8</b>	<b>82.2 ± 3.3</b>	<b>78.2 ± 2.6</b>	<b>64.2 ± 4.1</b>	<b>73.3 ± 3.9</b>	<b>86.0 ± 3.7</b>	<b>87.5 ± 7.7</b>	<b>32.2 ± 9.4</b>	<b>74.4 ± 1.6</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>82.4 ± 1.8</b>	<b>85.5 ± 3.2</b>	<b>74.8 ± 3.2</b>	<b>63.4 ± 3.7</b>	<b>69.6 ± 5.9</b>	<b>89.0 ± 3.5</b>	<b>94.3 ± 4.8</b>	<b>32.4 ± 8.6</b>	<b>71.9 ± 2.0</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>95.3 ± 0.4</b>	<b>95.2 ± 0.6</b>	<b>95.3 ± 0.5</b>	<b>95.2 ± 0.7</b>	<b>94.7 ± 0.7</b>	<b>93.6 ± 1.4</b>	<b>96.4 ± 1.3</b>	<b>92.8 ± 2.7</b>	<b>95.2 ± 0.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>96.1 ± 0.4</b>	<b>96.1 ± 0.4</b>	<b>94.3 ± 0.4</b>	<b>95.0 ± 0.5</b>	<b>94.4 ± 0.7</b>	<b>94.4 ± 1.4</b>	<b>96.4 ± 1.4</b>	<b>93.5 ± 2.8</b>	<b>95.4 ± 0.2</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na



TABLE 4A.31

Table 4A.31 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>All year 7 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>94.5 ± 0.5</b>	<b>94.9 ± 0.6</b>	<b>93.9 ± 0.6</b>	<b>92.9 ± 1.0</b>	<b>93.7 ± 0.8</b>	<b>93.1 ± 1.5</b>	<b>96.2 ± 1.4</b>	<b>66.6 ± 10.0</b>	<b>94.0 ± 0.3</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>95.4 ± 0.4</b>	<b>95.8 ± 0.3</b>	<b>92.9 ± 0.5</b>	<b>92.7 ± 0.8</b>	<b>93.4 ± 0.8</b>	<b>93.9 ± 1.5</b>	<b>96.3 ± 1.4</b>	<b>67.1 ± 9.4</b>	<b>94.2 ± 0.3</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 7 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	
<b>Year 7, average age, 2018</b>									
<i>Average age</i>	na	na	na	na	na	na	na	na	na
<i>Years of schooling</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.31

Table 4A.31 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>Year 9</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>79.4 ± 1.6</b>	<b>80.6 ± 3.1</b>	<b>71.6 ± 2.7</b>	<b>63.9 ± 4.2</b>	<b>65.8 ± 5.4</b>	<b>77.3 ± 4.7</b>	<b>83.8 ± 8.6</b>	<b>31.3 ± 9.8</b>	<b>70.6 ± 1.7</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>82.3 ± 2.2</b>	<b>79.9 ± 4.1</b>	<b>70.0 ± 4.0</b>	<b>62.8 ± 3.9</b>	<b>62.5 ± 6.5</b>	<b>90.7 ± 3.7</b>	<b>84.2 ± 9.0</b>	<b>37.9 ± 9.6</b>	<b>70.7 ± 2.1</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>94.0 ± 0.6</b>	<b>92.3 ± 0.7</b>	<b>92.4 ± 0.7</b>	<b>94.9 ± 0.8</b>	<b>90.0 ± 2.2</b>	<b>89.7 ± 1.9</b>	<b>94.2 ± 1.6</b>	<b>90.1 ± 3.3</b>	<b>92.9 ± 0.4</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>95.1 ± 0.4</b>	<b>95.0 ± 0.5</b>	<b>92.0 ± 0.8</b>	<b>94.0 ± 0.9</b>	<b>93.5 ± 1.1</b>	<b>93.5 ± 1.4</b>	<b>96.9 ± 1.1</b>	<b>92.2 ± 2.3</b>	<b>94.2 ± 0.3</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.31

Table 4A.31 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>All year 9 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>93.2 ± 0.6</b>	<b>92.0 ± 0.7</b>	<b>90.8 ± 0.8</b>	<b>92.7 ± 1.1</b>	<b>89.1 ± 2.2</b>	<b>88.7 ± 2.0</b>	<b>93.9 ± 1.6</b>	<b>65.6 ± 9.9</b>	<b>91.7 ± 0.4</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>94.4 ± 0.5</b>	<b>94.7 ± 0.4</b>	<b>90.5 ± 0.9</b>	<b>91.8 ± 1.1</b>	<b>91.7 ± 1.8</b>	<b>93.0 ± 1.7</b>	<b>96.6 ± 1.3</b>	<b>69.9 ± 8.3</b>	<b>92.9 ± 0.4</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 9 students, 2018</b>									
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
<b>Year 9, average age, 2018</b>									
<i>Average age</i>	na	na	na	na	na	na	na	na	na
<i>Years of schooling</i>	na	na	na	na	na	na	na	na	na

Table 4A.31 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 the national minimum standard is:									
▲	substantially higher than and is statistically significantly different from the comparison year or State/Territory								
↑	higher than and is statistically significantly different from the comparison year or State/Territory								
■	is close to or not statistically different from the comparison year or State/Territory								
↓	is lower than and is statistically significantly different from the comparison year or State/Territory								
▼	is substantially lower than and is statistically significantly different from the comparison year or State/Territory.								
	Data are comparable (subject to caveats) across jurisdictions and over time.								
	Data are incomplete for the current reporting period. Data for 2018 are not available.								
(a)	The 2018 NAPLAN data were not available in time for inclusion in this Report.								
(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 single reporting year (2018). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.								
(c)	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.								
(d)	Data for years 2008–2017 were included in earlier Reports.								
(e)	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.								
(f)	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.								
(g)	Geolocation data are based on the ARIA+ remoteness classification, as defined by <i>ASGS: Volume 5 - Remoteness Structure, July 2011</i> (ABS Cat. no. 1270.0.55.005). 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.								
(h)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
..	Not applicable. <b>na</b> Not available.								

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (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>
<b>Year 3</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>371.2 ± 3.2</b>	<b>384.5 ± 5.9</b>	<b>362.6 ± 4.6</b>	<b>328.7 ± 8.5</b>	<b>342.9 ± 9.6</b>	<b>379.7 ± 7.8</b>	<b>377.1 ± 19.4</b>	<b>244.6 ± 21.5</b>	<b>352.8 ± 3.8</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>347.5 ± 3.6</b>	<b>368.9 ± 6.3</b>	<b>309.5 ± 7.6</b>	<b>292.7 ± 7.1</b>	<b>329.7 ± 8.7</b>	<b>376.6 ± 9.4</b>	<b>359.5 ± 17.6</b>	<b>208.1 ± 19.5</b>	<b>313.7 ± 4.9</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>439.2 ± 2.0</b>	<b>445.8 ± 2.1</b>	<b>430.5 ± 2.4</b>	<b>427.2 ± 2.9</b>	<b>420.8 ± 3.6</b>	<b>427.4 ± 5.4</b>	<b>445.6 ± 6.8</b>	<b>411.3 ± 9.4</b>	<b>436.3 ± 1.1</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>414.9 ± 1.7</b>	<b>420.6 ± 1.6</b>	<b>375.9 ± 2.4</b>	<b>394.5 ± 2.7</b>	<b>403.9 ± 3.1</b>	<b>403.4 ± 5.2</b>	<b>422.8 ± 5.7</b>	<b>382.5 ± 8.1</b>	<b>405.0 ± 1.1</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (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>
<b>All year 3 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>435.4 ± 2.1</b>	<b>444.5 ± 2.1</b>	<b>424.9 ± 2.5</b>	<b>419.8 ± 3.2</b>	<b>416.7 ± 3.6</b>	<b>424.1 ± 6.0</b>	<b>443.7 ± 6.8</b>	<b>342.5 ± 20.2</b>	<b>431.3 ± 1.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>412.3 ± 1.8</b>	<b>419.9 ± 1.6</b>	<b>371.1 ± 2.6</b>	<b>386.7 ± 3.1</b>	<b>400.5 ± 3.3</b>	<b>401.2 ± 4.9</b>	<b>421.0 ± 5.9</b>	<b>306.6 ± 19.9</b>	<b>400.5 ± 1.2</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 3 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (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>
<b>Year 5</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>446.4 ± 2.7</b>	<b>462.4 ± 5.9</b>	<b>443.6 ± 4.1</b>	<b>405.5 ± 6.9</b>	<b>424.6 ± 9.2</b>	<b>458.8 ± 8.0</b>	<b>464.6 ± 12.3</b>	<b>341.9 ± 14.9</b>	<b>432.1 ± 3.0</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>432.8 ± 3.5</b>	<b>449.7 ± 6.3</b>	<b>404.4 ± 6.4</b>	<b>381.3 ± 5.8</b>	<b>405.9 ± 9.8</b>	<b>456.6 ± 9.8</b>	<b>441.9 ± 16.7</b>	<b>307.3 ± 17.7</b>	<b>403.4 ± 4.1</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>511.6 ± 2.1</b>	<b>515.5 ± 1.7</b>	<b>507.8 ± 2.1</b>	<b>506.4 ± 2.7</b>	<b>497.9 ± 3.3</b>	<b>500.4 ± 5.5</b>	<b>521.7 ± 5.9</b>	<b>493.9 ± 7.3</b>	<b>510.2 ± 1.0</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>497.4 ± 1.8</b>	<b>497.3 ± 1.6</b>	<b>470.9 ± 2.2</b>	<b>481.4 ± 2.4</b>	<b>481.0 ± 2.8</b>	<b>480.1 ± 4.9</b>	<b>504.9 ± 5.5</b>	<b>474.5 ± 6.9</b>	<b>488.7 ± 1.0</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (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>
<b>All year 5 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>508.0 ± 2.1</b>	<b>514.6 ± 1.8</b>	<b>502.8 ± 2.2</b>	<b>498.9 ± 3.0</b>	<b>494.3 ± 3.4</b>	<b>499.1 ± 6.5</b>	<b>520.0 ± 6.0</b>	<b>429.9 ± 17.1</b>	<b>505.7 ± 1.1</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>494.7 ± 1.9</b>	<b>496.7 ± 1.6</b>	<b>466.1 ± 2.3</b>	<b>473.6 ± 2.8</b>	<b>477.9 ± 3.0</b>	<b>476.4 ± 4.9</b>	<b>503.3 ± 5.6</b>	<b>405.1 ± 18.0</b>	<b>484.4 ± 1.1</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 5 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	



TABLE 4A.32

Table 4A.32 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (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>
<b>Year 7</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>490.7 ± 3.1</b>	<b>496.8 ± 5.7</b>	<b>483.4 ± 4.8</b>	<b>455.4 ± 7.1</b>	<b>474.2 ± 6.7</b>	<b>503.1 ± 7.9</b>	<b>505.1 ±15.6</b>	<b>388.4 ±20.3</b>	<b>476.0 ± 3.3</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>486.5 ± 3.5</b>	<b>488.8 ± 5.5</b>	<b>472.4 ± 7.6</b>	<b>450.0 ± 5.7</b>	<b>464.9 ± 8.7</b>	<b>513.8 ± 8.3</b>	<b>519.4 ±16.5</b>	<b>386.1 ±17.6</b>	<b>466.5 ± 4.2</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>550.9 ± 3.0</b>	<b>551.7 ± 2.6</b>	<b>544.9 ± 3.3</b>	<b>545.1 ± 5.0</b>	<b>545.7 ± 3.1</b>	<b>541.9 ± 7.5</b>	<b>563.4 ± 8.5</b>	<b>537.0 ±12.0</b>	<b>548.9 ± 1.5</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>544.9 ± 2.9</b>	<b>543.9 ± 2.6</b>	<b>532.3 ± 2.0</b>	<b>533.2 ± 2.6</b>	<b>536.4 ± 2.7</b>	<b>536.6 ± 7.5</b>	<b>559.2 ±10.2</b>	<b>531.0 ±10.8</b>	<b>540.2 ± 1.3</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (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>
<b>All year 7 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>547.6 ± 3.0</b>	<b>550.7 ± 2.6</b>	<b>540.2 ± 3.4</b>	<b>538.6 ± 5.2</b>	<b>542.1 ± 3.2</b>	<b>540.7 ± 8.0</b>	<b>561.7 ± 8.6</b>	<b>472.9 ±23.9</b>	<b>544.7 ± 1.5</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>542.5 ± 3.0</b>	<b>543.0 ± 2.6</b>	<b>528.1 ± 2.1</b>	<b>527.0 ± 2.8</b>	<b>533.5 ± 2.9</b>	<b>534.2 ± 7.2</b>	<b>558.2 ±10.1</b>	<b>468.4 ±21.9</b>	<b>536.5 ± 1.4</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 7 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (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>
<b>Year 9</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>533.5 ± 3.1</b>	<b>540.1 ± 5.9</b>	<b>519.5 ± 4.3</b>	<b>504.2 ± 7.1</b>	<b>510.4 ± 7.6</b>	<b>533.3 ± 6.9</b>	<b>544.6 ±12.6</b>	<b>434.3 ±21.0</b>	<b>516.9 ± 3.4</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>531.7 ± 3.6</b>	<b>536.0 ± 6.0</b>	<b>514.2 ± 9.3</b>	<b>498.3 ± 5.7</b>	<b>506.3 ±10.1</b>	<b>564.9 ± 9.4</b>	<b>552.8 ±17.7</b>	<b>446.5 ±23.3</b>	<b>513.8 ± 4.6</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>590.5 ± 2.7</b>	<b>583.3 ± 2.8</b>	<b>579.3 ± 3.1</b>	<b>588.3 ± 4.6</b>	<b>573.6 ± 4.9</b>	<b>572.3 ± 6.9</b>	<b>597.5 ± 7.8</b>	<b>572.8 ±12.1</b>	<b>584.6 ± 1.5</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>585.5 ± 2.8</b>	<b>585.2 ± 2.9</b>	<b>572.2 ± 3.1</b>	<b>575.6 ± 4.4</b>	<b>578.5 ± 4.6</b>	<b>580.9 ± 7.4</b>	<b>603.1 ± 9.8</b>	<b>578.1 ± 9.7</b>	<b>581.3 ± 1.5</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.32

Table 4A.32 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (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>
<b>All year 9 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>587.5 ± 2.8</b>	<b>582.4 ± 2.8</b>	<b>574.9 ± 3.2</b>	<b>582.5 ± 4.8</b>	<b>570.9 ± 5.0</b>	<b>570.4 ± 7.3</b>	<b>595.9 ± 7.9</b>	<b>515.2 ±23.1</b>	<b>580.9 ± 1.5</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>583.1 ± 2.8</b>	<b>584.6 ± 3.0</b>	<b>568.2 ± 3.3</b>	<b>569.8 ± 4.6</b>	<b>574.9 ± 5.0</b>	<b>578.8 ± 7.3</b>	<b>601.9 ±10.0</b>	<b>524.2 ±21.6</b>	<b>578.0 ± 1.5</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 9 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	

Table 4A.32 **NAPLAN reading: Mean scores, by Indigenous status and geolocation (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. Percentage of students at or above the national minimum standard is:									
▲	substantially higher than and is statistically significantly different from the comparison year or State/Territory								
↑	higher than and is statistically significantly different from the comparison year or State/Territory								
■	is close to or not statistically different from the comparison year or State/Territory								
↓	is lower than and is statistically significantly different from the comparison year or State/Territory								
▼	is substantially lower than and is statistically significantly different from the comparison year or State/Territory.								
	Data are comparable (subject to caveats) across jurisdictions and over time.								
	Data are incomplete for the current reporting period. Data for 2018 are not available.								
(a)	The 2018 NAPLAN data were not available in time for inclusion in this Report.								
(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 single reporting year (2018). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.								
(c)	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.								
(d)	Data for years 2008–2017 were included in earlier Reports.								
(e)	A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.								
(f)	Geolocation data are based on the ARIA+ remoteness classification, as defined by ASGS: <i>Volume 5 - Remoteness Structure, July 2011</i> (ABS Cat. no. 1270.0.55.005). 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.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
	.. Not applicable. <b>na</b> Not available.								
Source:	ACARA 2017 and unpublished, <i>National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017</i> , ACARA, Sydney.								

TABLE 4A.33

Table 4A.33 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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>Year 3</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 5</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na

TABLE 4A.33

Table 4A.33 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 7</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na

TABLE 4A.33

Table 4A.33 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 9</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na



Table 4A.33 **NAPLAN reading: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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>
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are incomplete for the current reporting period. Data for 2018 are not available.

- (a) The 2018 NAPLAN data were not available in time for inclusion in this Report.
- (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 single reporting year (2018). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
- (c) 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.
- (d) Data for years 2008–2017 were included in earlier Reports.
- (e) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (f) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (g) Parental education may not have been stated on enrolment forms.
- (h) The higher occupational group of either parent/guardian is reported.
- (i) Parental occupation may not have been stated on enrolment forms.

**na** Not available.

TABLE 4A.34

Table 4A.34 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Year 3</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 5</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na

Table 4A.34 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 7</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na

Table 4A.34 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 9</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na

Table 4A.34 **NAPLAN reading: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are incomplete for the current reporting period. Data for 2018 are not available.

- (a) The 2018 NAPLAN data were not available in time for inclusion in this Report.
  - (b) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of  $400.0 \pm 2.7$ ), for the single reporting year (2018). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
  - (c) 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.
  - (d) Data for years 2008–2017 were included in earlier Reports.
  - (e) The higher level of school or non-school education that either parent/guardian has completed is reported.
  - (f) Certificate I to IV includes AQF trade certificates.
  - (g) Parental education may not have been stated on enrolment forms.
  - (h) The higher occupational group of either parent/guardian is reported.
  - (i) Parental occupation may not have been stated on enrolment forms.
- na** Not available.

# NAPLAN Writing

Table 4A.35 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>Year 3</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>90.4 ± 1.1</b>	<b>90.9 ± 2.1</b>	<b>86.0 ± 1.8</b>	<b>75.7 ± 3.5</b>	<b>75.3 ± 4.0</b>	<b>91.8 ± 2.4</b>	<b>87.5 ± 6.8</b>	<b>41.8 ± 7.2</b>	<b>82.6 ± 1.4</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>88.1 ± 1.3</b>	<b>91.3 ± 2.3</b>	<b>84.0 ± 1.8</b>	<b>74.6 ± 3.4</b>	<b>77.5 ± 5.5</b>	<b>90.4 ± 3.7</b>	<b>90.5 ± 5.3</b>	<b>42.0 ± 6.5</b>	<b>79.9 ± 1.6</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>96.9 ± 0.2</b>	<b>96.5 ± 0.3</b>	<b>96.4 ± 0.3</b>	<b>96.5 ± 0.4</b>	<b>93.9 ± 0.8</b>	<b>95.3 ± 0.9</b>	<b>96.2 ± 1.1</b>	<b>92.9 ± 2.1</b>	<b>96.4 ± 0.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>96.9 ± 0.2</b>	<b>96.6 ± 0.3</b>	<b>95.3 ± 0.4</b>	<b>96.3 ± 0.4</b>	<b>94.9 ± 0.7</b>	<b>95.6 ± 0.8</b>	<b>96.3 ± 1.1</b>	<b>92.6 ± 2.2</b>	<b>96.2 ± 0.2</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.35

Table 4A.35 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>All year 3 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>96.5 ± 0.2</b>	<b>96.3 ± 0.4</b>	<b>95.5 ± 0.4</b>	<b>94.9 ± 0.6</b>	<b>93.1 ± 0.9</b>	<b>95.1 ± 0.9</b>	<b>96.0 ± 1.1</b>	<b>71.7 ± 6.4</b>	<b>95.5 ± 0.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>96.5 ± 0.3</b>	<b>96.2 ± 0.3</b>	<b>94.3 ± 0.4</b>	<b>94.8 ± 0.6</b>	<b>94.1 ± 0.7</b>	<b>95.2 ± 0.8</b>	<b>96.2 ± 1.1</b>	<b>70.4 ± 6.2</b>	<b>95.3 ± 0.2</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 3 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	
<b>Year 3, average age, 2018</b>									
<i>Average age</i>	na	na	na	na	na	na	na	na	na
<i>Years of schooling</i>	na	na	na	na	na	na	na	na	na



TABLE 4A.35

Table 4A.35 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>Year 5</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>78.9 ± 1.4</b>	<b>81.3 ± 2.7</b>	<b>71.6 ± 2.1</b>	<b>59.1 ± 3.9</b>	<b>60.8 ± 5.2</b>	<b>81.9 ± 4.2</b>	<b>79.4 ± 7.8</b>	<b>27.9 ± 5.7</b>	<b>69.3 ± 1.4</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>81.8 ± 1.7</b>	<b>83.3 ± 3.1</b>	<b>72.1 ± 2.3</b>	<b>56.4 ± 4.0</b>	<b>65.5 ± 5.5</b>	<b>79.6 ± 4.3</b>	<b>87.0 ± 7.3</b>	<b>29.1 ± 6.2</b>	<b>68.9 ± 1.8</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>93.9 ± 0.3</b>	<b>94.5 ± 0.4</b>	<b>91.3 ± 0.5</b>	<b>94.0 ± 0.6</b>	<b>89.3 ± 1.1</b>	<b>90.1 ± 1.6</b>	<b>94.0 ± 1.3</b>	<b>88.2 ± 2.4</b>	<b>93.1 ± 0.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>95.7 ± 0.3</b>	<b>94.7 ± 0.4</b>	<b>91.7 ± 0.5</b>	<b>93.0 ± 0.6</b>	<b>91.4 ± 0.9</b>	<b>91.1 ± 1.4</b>	<b>93.9 ± 1.3</b>	<b>88.7 ± 2.7</b>	<b>93.9 ± 0.2</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.35

Table 4A.35 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>All year 5 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>93.0 ± 0.4</b>	<b>94.2 ± 0.4</b>	<b>89.7 ± 0.6</b>	<b>91.4 ± 0.8</b>	<b>88.0 ± 1.2</b>	<b>89.6 ± 1.6</b>	<b>93.6 ± 1.4</b>	<b>62.5 ± 6.8</b>	<b>91.7 ± 0.3</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>95.0 ± 0.3</b>	<b>94.4 ± 0.4</b>	<b>90.2 ± 0.6</b>	<b>90.5 ± 0.8</b>	<b>90.3 ± 1.0</b>	<b>90.3 ± 1.4</b>	<b>93.7 ± 1.4</b>	<b>61.7 ± 7.2</b>	<b>92.5 ± 0.3</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 5 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	
<b>Year 5, average age, 2018</b>									
<i>Average age</i>	na	na	na	na	na	na	na	na	na
<i>Years of schooling</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.35

Table 4A.35 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>Year 7</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>67.1 ± 1.9</b>	<b>69.2 ± 3.5</b>	<b>62.0 ± 3.0</b>	<b>50.1 ± 4.0</b>	<b>56.9 ± 4.7</b>	<b>73.6 ± 5.1</b>	<b>72.2 ± 11.5</b>	<b>21.0 ± 7.1</b>	<b>59.7 ± 1.6</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>72.5 ± 2.3</b>	<b>74.0 ± 3.7</b>	<b>74.0 ± 2.5</b>	<b>60.7 ± 4.1</b>	<b>64.3 ± 5.5</b>	<b>69.5 ± 6.3</b>	<b>69.3 ± 11.6</b>	<b>26.0 ± 7.5</b>	<b>66.9 ± 1.6</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>90.5 ± 0.7</b>	<b>91.2 ± 0.7</b>	<b>86.8 ± 1.0</b>	<b>90.2 ± 1.3</b>	<b>88.9 ± 1.1</b>	<b>86.7 ± 2.4</b>	<b>90.6 ± 2.4</b>	<b>82.3 ± 4.5</b>	<b>89.6 ± 0.4</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>93.0 ± 0.5</b>	<b>92.1 ± 0.7</b>	<b>93.0 ± 0.4</b>	<b>93.5 ± 0.6</b>	<b>92.4 ± 0.8</b>	<b>86.1 ± 2.6</b>	<b>92.4 ± 2.4</b>	<b>84.8 ± 5.0</b>	<b>92.6 ± 0.3</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.35

Table 4A.35 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>All year 7 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>89.2 ± 0.8</b>	<b>90.8 ± 0.7</b>	<b>84.8 ± 1.2</b>	<b>87.2 ± 1.6</b>	<b>87.4 ± 1.2</b>	<b>85.8 ± 2.4</b>	<b>90.2 ± 2.5</b>	<b>55.7 ± 10.0</b>	<b>87.9 ± 0.5</b>
<i>[Difference 2018 to 2017]</i>	■	■	■	■	■	■	■	■	■
<b>2011</b>	<b>92.1 ± 0.6</b>	<b>91.6 ± 0.7</b>	<b>91.6 ± 0.5</b>	<b>91.3 ± 0.9</b>	<b>91.2 ± 0.9</b>	<b>84.3 ± 3.0</b>	<b>91.8 ± 2.5</b>	<b>59.2 ± 9.4</b>	<b>91.1 ± 0.3</b>
<i>[Difference 2018 to 2008]</i>	↓	■	↓	↓	↓	■	■	■	↓
<b>Statistical significance across jurisdictions, all year 7 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	
<b>Year 7, average age, 2018</b>									
<i>Average age</i>	na	na	na	na	na	na	na	na	na
<i>Years of schooling</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.35

Table 4A.35 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>Year 9</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>55.7 ± 2.3</b>	<b>60.4 ± 4.0</b>	<b>49.4 ± 2.8</b>	<b>43.0 ± 3.9</b>	<b>43.0 ± 5.8</b>	<b>57.7 ± 5.3</b>	<b>63.1 ± 11.0</b>	<b>18.0 ± 5.8</b>	<b>49.0 ± 1.6</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>55.9 ± 2.5</b>	<b>66.7 ± 4.6</b>	<b>60.8 ± 3.1</b>	<b>47.4 ± 5.2</b>	<b>48.7 ± 6.1</b>	<b>60.0 ± 6.8</b>	<b>62.7 ± 13.4</b>	<b>22.5 ± 6.7</b>	<b>55.0 ± 1.7</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>85.4 ± 1.0</b>	<b>84.9 ± 1.1</b>	<b>79.5 ± 1.4</b>	<b>86.9 ± 1.6</b>	<b>78.7 ± 3.0</b>	<b>77.6 ± 3.2</b>	<b>85.3 ± 3.2</b>	<b>74.0 ± 6.7</b>	<b>83.5 ± 0.6</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>86.3 ± 0.9</b>	<b>88.0 ± 0.9</b>	<b>86.9 ± 1.0</b>	<b>85.4 ± 1.7</b>	<b>83.3 ± 2.2</b>	<b>79.5 ± 3.5</b>	<b>86.1 ± 3.3</b>	<b>79.6 ± 5.8</b>	<b>86.4 ± 0.5</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.35

Table 4A.35 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>All year 9 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>83.7 ± 1.1</b>	<b>84.4 ± 1.1</b>	<b>77.2 ± 1.5</b>	<b>83.8 ± 1.9</b>	<b>77.3 ± 3.0</b>	<b>75.9 ± 3.3</b>	<b>84.7 ± 3.4</b>	<b>50.6 ± 9.6</b>	<b>81.6 ± 0.7</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>84.9 ± 1.0</b>	<b>87.5 ± 0.9</b>	<b>85.0 ± 1.1</b>	<b>83.1 ± 2.0</b>	<b>82.2 ± 2.4</b>	<b>77.0 ± 3.9</b>	<b>85.5 ± 3.4</b>	<b>57.5 ± 8.5</b>	<b>84.8 ± 0.6</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 9 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	
<b>Year 9, average age, 2018</b>									
<i>Average age</i>	na	na	na	na	na	na	na	na	na
<i>Years of schooling</i>	na	na	na	na	na	na	na	na	na

Table 4A.35 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 the national minimum standard is:									
▲	substantially higher than and is statistically significantly different from the comparison year or State/Territory								
↑	higher than and is statistically significantly different from the comparison year or State/Territory								
■	is close to or not statistically different from the comparison year or State/Territory								
↓	is lower than and is statistically significantly different from the comparison year or State/Territory								
▼	is substantially lower than and is statistically significantly different from the comparison year or State/Territory.								
	Data are comparable (subject to caveats) across jurisdictions and over time.								
	Data are incomplete for the current reporting period. Data for 2018 are not available.								
(a)	The 2018 NAPLAN data were not available in time for inclusion in this Report.								
(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 single reporting year (2018). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.								
(c)	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.								
(d)	Data for years 2008–2017 were included in earlier Reports.								
(e)	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.								
(f)	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.								
(g)	Geolocation data are based on the ARIA+ remoteness classification, as defined by <i>ASGS: Volume 5 - Remoteness Structure, July 2011</i> (ABS Cat. no. 1270.0.55.005). 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.								
(h)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
..	Not applicable. <b>na</b> Not available.								

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

TABLE 4A.36

Table 4A.36 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (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>
<b>Year 3</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>372.6 ± 2.8</b>	<b>383.9 ± 4.8</b>	<b>353.9 ± 4.7</b>	<b>326.5 ± 8.3</b>	<b>326.5 ± 9.1</b>	<b>372.0 ± 7.2</b>	<b>365.2 ±15.9</b>	<b>236.9 ±18.7</b>	<b>348.4 ± 3.7</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>370.6 ± 4.0</b>	<b>380.0 ± 5.5</b>	<b>349.9 ± 4.6</b>	<b>321.9 ± 7.4</b>	<b>335.3 ±10.5</b>	<b>366.7 ± 9.7</b>	<b>366.1 ±17.7</b>	<b>250.9 ±14.2</b>	<b>343.5 ± 4.0</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>423.7 ± 1.5</b>	<b>427.8 ± 1.5</b>	<b>406.8 ± 1.9</b>	<b>416.3 ± 2.4</b>	<b>394.6 ± 3.2</b>	<b>407.5 ± 4.7</b>	<b>416.3 ± 5.3</b>	<b>386.3 ± 8.7</b>	<b>417.8 ± 0.9</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>432.1 ± 1.4</b>	<b>424.5 ± 1.4</b>	<b>408.9 ± 1.9</b>	<b>410.3 ± 2.2</b>	<b>402.6 ± 2.7</b>	<b>403.6 ± 4.5</b>	<b>420.9 ± 4.9</b>	<b>393.4 ± 8.1</b>	<b>420.1 ± 0.8</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na



TABLE 4A.36

Table 4A.36 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (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>
<b>All year 3 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>420.8 ± 1.5</b>	<b>426.9 ± 1.5</b>	<b>402.4 ± 2.0</b>	<b>409.4 ± 2.7</b>	<b>391.3 ± 3.2</b>	<b>404.6 ± 4.9</b>	<b>414.9 ± 5.4</b>	<b>324.5 ± 18.5</b>	<b>413.6 ± 1.0</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>429.2 ± 1.5</b>	<b>423.6 ± 1.4</b>	<b>404.1 ± 2.1</b>	<b>403.9 ± 2.5</b>	<b>400.1 ± 2.9</b>	<b>400.7 ± 4.5</b>	<b>419.7 ± 5.0</b>	<b>330.0 ± 17.2</b>	<b>415.9 ± 0.9</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 3 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	

TABLE 4A.36

Table 4A.36 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (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>
<b>Year 5</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>426.7 ± 2.6</b>	<b>442.9 ± 4.6</b>	<b>412.8 ± 4.1</b>	<b>383.1 ± 8.2</b>	<b>390.7 ± 11.3</b>	<b>435.4 ± 7.5</b>	<b>434.8 ± 10.8</b>	<b>308.8 ± 17.5</b>	<b>406.8 ± 3.3</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>436.2 ± 3.5</b>	<b>448.4 ± 5.5</b>	<b>416.5 ± 4.9</b>	<b>379.8 ± 7.9</b>	<b>399.2 ± 9.6</b>	<b>433.6 ± 6.4</b>	<b>448.9 ± 17.0</b>	<b>314.3 ± 16.0</b>	<b>408.1 ± 4.0</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>480.7 ± 1.5</b>	<b>486.4 ± 1.3</b>	<b>465.7 ± 1.8</b>	<b>475.5 ± 2.1</b>	<b>458.7 ± 2.9</b>	<b>466.8 ± 4.6</b>	<b>480.9 ± 4.8</b>	<b>458.5 ± 7.5</b>	<b>476.6 ± 0.8</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>495.1 ± 1.5</b>	<b>493.6 ± 1.5</b>	<b>475.6 ± 1.9</b>	<b>479.3 ± 2.4</b>	<b>472.2 ± 3.1</b>	<b>468.1 ± 4.9</b>	<b>496.0 ± 5.6</b>	<b>464.8 ± 6.6</b>	<b>486.7 ± 0.9</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.36

Table 4A.36 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (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>
<b>All year 5 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>477.6 ± 1.5</b>	<b>485.6 ± 1.4</b>	<b>461.5 ± 1.9</b>	<b>468.6 ± 2.5</b>	<b>455.5 ± 3.0</b>	<b>465.2 ± 5.0</b>	<b>479.4 ± 4.9</b>	<b>395.4 ± 17.9</b>	<b>472.5 ± 0.9</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>492.6 ± 1.5</b>	<b>492.8 ± 1.5</b>	<b>470.9 ± 2.0</b>	<b>472.2 ± 2.8</b>	<b>469.7 ± 3.2</b>	<b>465.2 ± 4.8</b>	<b>495.0 ± 5.5</b>	<b>396.5 ± 18.2</b>	<b>482.6 ± 1.0</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 5 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	

TABLE 4A.36

Table 4A.36 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (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>
<b>Year 7</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>454.9 ± 3.6</b>	<b>464.2 ± 6.8</b>	<b>444.6 ± 5.8</b>	<b>411.6 ±10.6</b>	<b>431.6 ±13.0</b>	<b>469.7 ± 9.9</b>	<b>465.8 ±21.6</b>	<b>316.6 ±27.2</b>	<b>435.4 ± 4.5</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>464.0 ± 4.0</b>	<b>474.1 ± 7.2</b>	<b>474.1 ± 5.5</b>	<b>442.6 ± 8.1</b>	<b>450.7 ±11.9</b>	<b>464.6 ±11.8</b>	<b>478.9 ±21.8</b>	<b>350.6 ±21.5</b>	<b>454.5 ± 3.9</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>520.4 ± 2.8</b>	<b>525.1 ± 2.6</b>	<b>507.2 ± 3.4</b>	<b>515.6 ± 5.1</b>	<b>514.0 ± 3.5</b>	<b>507.7 ± 7.9</b>	<b>523.9 ± 8.0</b>	<b>499.9 ±13.0</b>	<b>517.6 ± 1.5</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>530.4 ± 2.9</b>	<b>534.3 ± 3.0</b>	<b>537.6 ± 2.0</b>	<b>535.9 ± 3.0</b>	<b>531.6 ± 3.4</b>	<b>512.7 ± 8.3</b>	<b>537.0 ± 9.8</b>	<b>520.9 ±16.2</b>	<b>533.2 ± 1.4</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.36

Table 4A.36 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (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>
<b>All year 7 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>516.8 ± 2.9</b>	<b>524.0 ± 2.7</b>	<b>502.4 ± 3.6</b>	<b>508.2 ± 5.5</b>	<b>510.1 ± 3.7</b>	<b>505.7 ± 8.2</b>	<b>522.3 ± 8.3</b>	<b>420.8 ±30.7</b>	<b>512.9 ± 1.6</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>527.5 ± 3.0</b>	<b>533.3 ± 3.1</b>	<b>532.9 ± 2.2</b>	<b>529.5 ± 3.3</b>	<b>528.8 ± 3.6</b>	<b>507.5 ± 9.0</b>	<b>535.7 ±10.0</b>	<b>446.3 ±27.5</b>	<b>529.1 ± 1.4</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 7 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	

TABLE 4A.36

Table 4A.36 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (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>
<b>Year 9</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>486.3 ± 4.7</b>	<b>498.7 ± 7.7</b>	<b>472.1 ± 6.8</b>	<b>451.6 ± 9.6</b>	<b>451.7 ± 17.2</b>	<b>488.9 ± 10.3</b>	<b>504.1 ± 19.9</b>	<b>345.0 ± 30.7</b>	<b>465.4 ± 5.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>487.6 ± 4.6</b>	<b>512.2 ± 7.0</b>	<b>498.2 ± 6.8</b>	<b>465.2 ± 12.1</b>	<b>472.6 ± 11.4</b>	<b>499.7 ± 12.3</b>	<b>500.4 ± 25.0</b>	<b>384.5 ± 24.6</b>	<b>483.0 ± 4.0</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>562.8 ± 3.2</b>	<b>562.3 ± 3.5</b>	<b>544.0 ± 3.9</b>	<b>562.8 ± 5.6</b>	<b>544.1 ± 6.8</b>	<b>540.7 ± 8.9</b>	<b>566.4 ± 10.5</b>	<b>539.2 ± 20.3</b>	<b>557.0 ± 1.8</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>566.3 ± 3.5</b>	<b>579.7 ± 3.8</b>	<b>569.5 ± 3.7</b>	<b>568.0 ± 6.1</b>	<b>562.7 ± 6.9</b>	<b>552.0 ± 10.3</b>	<b>576.9 ± 12.2</b>	<b>561.5 ± 11.3</b>	<b>570.2 ± 1.9</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.36

Table 4A.36 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (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>
<b>All year 9 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>558.6 ± 3.4</b>	<b>561.0 ± 3.6</b>	<b>538.8 ± 4.1</b>	<b>555.3 ± 6.0</b>	<b>540.4 ± 7.1</b>	<b>536.8 ± 9.2</b>	<b>564.7 ±10.7</b>	<b>458.2 ±33.8</b>	<b>552.0 ± 1.9</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2011</b>	<b>562.8 ± 3.6</b>	<b>578.5 ± 3.9</b>	<b>564.4 ± 3.9</b>	<b>561.8 ± 6.6</b>	<b>560.3 ± 7.1</b>	<b>545.8 ±11.0</b>	<b>574.9 ±12.5</b>	<b>491.9 ±24.9</b>	<b>565.9 ± 2.0</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 9 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	

Table 4A.36 **NAPLAN writing: Mean scores, by Indigenous status and geolocation (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. Percentage of students at or above the national minimum standard is:									
▲	substantially higher than and is statistically significantly different from the comparison year or State/Territory								
↑	higher than and is statistically significantly different from the comparison year or State/Territory								
■	is close to or not statistically different from the comparison year or State/Territory								
↓	is lower than and is statistically significantly different from the comparison year or State/Territory								
▼	is substantially lower than and is statistically significantly different from the comparison year or State/Territory.								
	Data are comparable (subject to caveats) across jurisdictions and over time.								
	Data are incomplete for the current reporting period. Data for 2018 are not available.								
(a)	The 2018 NAPLAN data were not available in time for inclusion in this Report.								
(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 single reporting year (2018). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.								
(c)	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.								
(d)	Data for years 2008–2017 were included in earlier Reports.								
(e)	A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.								
(f)	Geolocation data are based on the ARIA+ remoteness classification, as defined by ASGS: <i>Volume 5 - Remoteness Structure, July 2011</i> (ABS Cat. no. 1270.0.55.005). 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.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
..	Not applicable. <b>na</b> Not available.								

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.



TABLE 4A.37

Table 4A.37 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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>Year 3</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 5</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na

TABLE 4A.37

Table 4A.37 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 7</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na

TABLE 4A.37

Table 4A.37 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 9</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na

Table 4A.37 **NAPLAN writing: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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>
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are incomplete for the current reporting period. Data for 2018 are not available.

- (a) The 2018 NAPLAN data were not available in time for inclusion in this Report.
  - (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 single reporting year (2018). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
  - (c) 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.
  - (d) Data for years 2008–2017 were included in earlier Reports.
  - (e) The higher level of school or non-school education that either parent/guardian has completed is reported.
  - (f) Certificate I to IV includes AQF trade certificates.
  - (g) Parental education may not have been stated on enrolment forms.
  - (h) The higher occupational group of either parent/guardian is reported.
  - (i) Parental occupation may not have been stated on enrolment forms.
- na** Not available.

TABLE 4A.38

Table 4A.38 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Year 3</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 5</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na

Table 4A.38 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 7</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na

TABLE 4A.38

Table 4A.38 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 9</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na

Table 4A.38 **NAPLAN writing: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are incomplete for the current reporting period. Data for 2018 are not available.

- (a) The 2018 NAPLAN data were not available in time for inclusion in this Report.
  - (b) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of  $400.0 \pm 2.7$ ), for the single reporting year (2018). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
  - (c) 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.
  - (d) Data for years 2008–2017 were included in earlier Reports.
  - (e) The higher level of school or non-school education that either parent/guardian has completed is reported.
  - (f) Certificate I to IV includes AQF trade certificates.
  - (g) Parental education may not have been stated on enrolment forms.
  - (h) The higher occupational group of either parent/guardian is reported.
  - (i) Parental occupation may not have been stated on enrolment forms.
- na** Not available.



# NAPLAN Numeracy

TABLE 4A.39

Table 4A.39 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>Year 3</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>88.6 ± 1.3</b>	<b>89.7 ± 2.2</b>	<b>84.3 ± 2.2</b>	<b>77.4 ± 3.3</b>	<b>72.8 ± 4.0</b>	<b>93.4 ± 2.7</b>	<b>87.3 ± 6.3</b>	<b>49.7 ± 7.3</b>	<b>82.2 ± 1.3</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>88.6 ± 1.4</b>	<b>93.0 ± 2.2</b>	<b>75.5 ± 3.2</b>	<b>75.5 ± 3.4</b>	<b>79.2 ± 4.5</b>	<b>94.5 ± 2.8</b>	<b>88.4 ± 9.3</b>	<b>52.4 ± 6.9</b>	<b>78.6 ± 1.7</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>96.5 ± 0.3</b>	<b>96.2 ± 0.4</b>	<b>96.7 ± 0.3</b>	<b>96.5 ± 0.4</b>	<b>94.1 ± 0.8</b>	<b>96.4 ± 0.7</b>	<b>96.9 ± 1.0</b>	<b>95.1 ± 1.5</b>	<b>96.3 ± 0.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>97.3 ± 0.2</b>	<b>96.8 ± 0.3</b>	<b>93.3 ± 0.5</b>	<b>96.1 ± 0.6</b>	<b>94.6 ± 0.8</b>	<b>96.8 ± 0.6</b>	<b>96.7 ± 1.1</b>	<b>96.5 ± 1.3</b>	<b>96.0 ± 0.2</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.39

Table 4A.39 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>All year 3 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>96.0 ± 0.3</b>	<b>96.0 ± 0.4</b>	<b>95.7 ± 0.4</b>	<b>95.1 ± 0.5</b>	<b>93.0 ± 0.8</b>	<b>96.2 ± 0.8</b>	<b>96.7 ± 1.0</b>	<b>76.3 ± 5.8</b>	<b>95.4 ± 0.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>96.9 ± 0.2</b>	<b>96.5 ± 0.2</b>	<b>92.0 ± 0.6</b>	<b>94.5 ± 0.6</b>	<b>93.8 ± 0.9</b>	<b>96.7 ± 0.6</b>	<b>96.4 ± 1.2</b>	<b>77.0 ± 5.6</b>	<b>95.0 ± 0.2</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 3 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	
<b>Year 3, average age, 2018</b>									
<i>Average age</i>	na	na	na	na	na	na	na	na	na
<i>Years of schooling</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.39

Table 4A.39 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>Year 5</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>86.7 ± 1.2</b>	<b>87.9 ± 2.1</b>	<b>84.4 ± 2.0</b>	<b>71.3 ± 3.7</b>	<b>74.6 ± 4.6</b>	<b>89.5 ± 3.5</b>	<b>87.2 ± 6.2</b>	<b>45.4 ± 6.4</b>	<b>80.2 ± 1.3</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>78.9 ± 1.9</b>	<b>83.3 ± 3.5</b>	<b>69.5 ± 3.1</b>	<b>61.6 ± 3.4</b>	<b>68.5 ± 5.3</b>	<b>87.8 ± 3.9</b>	<b>82.3 ± 8.5</b>	<b>38.3 ± 6.3</b>	<b>69.2 ± 1.7</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>96.4 ± 0.3</b>	<b>96.2 ± 0.4</b>	<b>96.9 ± 0.3</b>	<b>96.8 ± 0.4</b>	<b>94.2 ± 0.8</b>	<b>95.4 ± 1.0</b>	<b>96.6 ± 1.0</b>	<b>96.1 ± 1.3</b>	<b>96.3 ± 0.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>95.2 ± 0.3</b>	<b>95.0 ± 0.3</b>	<b>92.0 ± 0.5</b>	<b>93.7 ± 0.6</b>	<b>91.7 ± 0.9</b>	<b>92.9 ± 1.1</b>	<b>95.3 ± 1.1</b>	<b>91.6 ± 2.2</b>	<b>94.0 ± 0.2</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.39

Table 4A.39 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>All year 5 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>95.8 ± 0.3</b>	<b>96.0 ± 0.4</b>	<b>95.9 ± 0.4</b>	<b>95.0 ± 0.6</b>	<b>93.3 ± 0.8</b>	<b>95.0 ± 1.0</b>	<b>96.3 ± 1.0</b>	<b>74.5 ± 6.0</b>	<b>95.4 ± 0.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>94.4 ± 0.3</b>	<b>94.6 ± 0.3</b>	<b>90.4 ± 0.6</b>	<b>91.1 ± 0.8</b>	<b>90.5 ± 1.0</b>	<b>92.1 ± 1.2</b>	<b>94.9 ± 1.2</b>	<b>69.1 ± 5.9</b>	<b>92.7 ± 0.2</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 5 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	
<b>Year 5, average age, 2018</b>									
<i>Average age</i>	na	na	na	na	na	na	na	na	na
<i>Years of schooling</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.39

Table 4A.39 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>Year 7</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>85.7 ± 1.5</b>	<b>85.1 ± 3.1</b>	<b>82.8 ± 2.5</b>	<b>73.2 ± 3.5</b>	<b>78.0 ± 3.7</b>	<b>90.8 ± 2.9</b>	<b>89.6 ± 6.4</b>	<b>46.4 ± 8.8</b>	<b>79.9 ± 1.4</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>84.5 ± 2.1</b>	<b>87.9 ± 3.1</b>	<b>81.8 ± 2.7</b>	<b>74.2 ± 3.9</b>	<b>75.9 ± 5.2</b>	<b>92.4 ± 2.7</b>	<b>90.3 ± 7.6</b>	<b>50.2 ± 7.4</b>	<b>78.6 ± 1.7</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>96.4 ± 0.4</b>	<b>96.3 ± 0.5</b>	<b>96.5 ± 0.4</b>	<b>96.6 ± 0.6</b>	<b>95.7 ± 0.6</b>	<b>95.1 ± 1.1</b>	<b>97.1 ± 1.1</b>	<b>95.2 ± 2.3</b>	<b>96.3 ± 0.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>96.6 ± 0.3</b>	<b>96.8 ± 0.4</b>	<b>95.9 ± 0.3</b>	<b>96.5 ± 0.4</b>	<b>95.4 ± 0.7</b>	<b>95.5 ± 1.2</b>	<b>97.3 ± 1.1</b>	<b>95.6 ± 2.0</b>	<b>96.4 ± 0.2</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.39

Table 4A.39 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>All year 7 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>95.8 ± 0.4</b>	<b>96.0 ± 0.5</b>	<b>95.4 ± 0.5</b>	<b>94.9 ± 0.8</b>	<b>94.9 ± 0.7</b>	<b>94.9 ± 1.2</b>	<b>96.9 ± 1.2</b>	<b>74.1 ± 8.5</b>	<b>95.4 ± 0.3</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>96.0 ± 0.4</b>	<b>96.5 ± 0.3</b>	<b>94.9 ± 0.4</b>	<b>94.7 ± 0.6</b>	<b>94.5 ± 0.8</b>	<b>95.2 ± 1.3</b>	<b>97.1 ± 1.2</b>	<b>75.9 ± 7.2</b>	<b>95.4 ± 0.2</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 7 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	
<b>Year 7, average age, 2018</b>									
<i>Average age</i>	na	na	na	na	na	na	na	na	na
<i>Years of schooling</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.39

Table 4A.39 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>Year 9</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>88.1 ± 1.3</b>	<b>86.8 ± 2.9</b>	<b>86.5 ± 2.2</b>	<b>80.4 ± 3.9</b>	<b>80.0 ± 4.0</b>	<b>91.4 ± 3.3</b>	<b>89.5 ± 5.8</b>	<b>60.6 ± 8.6</b>	<b>84.0 ± 1.4</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>80.3 ± 2.1</b>	<b>78.4 ± 4.5</b>	<b>73.2 ± 3.6</b>	<b>66.2 ± 3.7</b>	<b>68.7 ± 6.0</b>	<b>88.5 ± 3.7</b>	<b>83.8 ± 11.1</b>	<b>46.1 ± 9.3</b>	<b>72.5 ± 2.0</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>96.9 ± 0.4</b>	<b>95.8 ± 0.6</b>	<b>96.9 ± 0.4</b>	<b>97.7 ± 0.5</b>	<b>94.9 ± 2.0</b>	<b>95.9 ± 1.1</b>	<b>96.3 ± 1.3</b>	<b>96.1 ± 2.1</b>	<b>96.5 ± 0.3</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>95.4 ± 0.4</b>	<b>95.5 ± 0.5</b>	<b>93.8 ± 0.7</b>	<b>94.3 ± 0.9</b>	<b>93.7 ± 1.1</b>	<b>93.1 ± 1.5</b>	<b>96.9 ± 1.1</b>	<b>93.6 ± 2.6</b>	<b>94.8 ± 0.3</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na





TABLE 4A.39

Table 4A.39 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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>
<b>All year 9 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>96.4 ± 0.4</b>	<b>95.5 ± 0.6</b>	<b>96.0 ± 0.5</b>	<b>96.4 ± 0.7</b>	<b>94.3 ± 1.9</b>	<b>95.4 ± 1.2</b>	<b>96.2 ± 1.3</b>	<b>81.2 ± 6.7</b>	<b>95.8 ± 0.3</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>94.7 ± 0.4</b>	<b>95.2 ± 0.4</b>	<b>92.4 ± 0.8</b>	<b>92.3 ± 1.1</b>	<b>92.0 ± 1.8</b>	<b>92.3 ± 1.8</b>	<b>96.6 ± 1.2</b>	<b>74.1 ± 7.5</b>	<b>93.6 ± 0.3</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 9 students, 2018</b>									
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
<b>Year 9, average age, 2018</b>									
<i>Average age</i>	na	na	na	na	na	na	na	na	na
<i>Years of schooling</i>	na	na	na	na	na	na	na	na	na

Table 4A.39 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by Indigenous status and geolocation (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 the national minimum standard is:									
▲	substantially higher than and is statistically significantly different from the comparison year or State/Territory								
↑	higher than and is statistically significantly different from the comparison year or State/Territory								
■	is close to or not statistically different from the comparison year or State/Territory								
↓	is lower than and is statistically significantly different from the comparison year or State/Territory								
▼	is substantially lower than and is statistically significantly different from the comparison year or State/Territory.								
	Data are comparable (subject to caveats) across jurisdictions and over time.								
	Data are incomplete for the current reporting period. Data for 2018 are not available.								
(a)	The 2018 NAPLAN data were not available in time for inclusion in this Report.								
(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 single reporting year (2018). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.								
(c)	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.								
(d)	Data for years 2008–2017 were included in earlier Reports.								
(e)	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.								
(f)	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.								
(g)	Geolocation data are based on the ARIA+ remoteness classification, as defined by <i>ASGS: Volume 5 - Remoteness Structure, July 2011</i> (ABS Cat. no. 1270.0.55.005). 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.								
(h)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
..	Not applicable. <b>na</b> Not available.								

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

TABLE 4A.40

Table 4A.40 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (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>
<b>Year 3</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>357.5 ± 2.7</b>	<b>368.8 ± 4.6</b>	<b>343.7 ± 4.1</b>	<b>324.2 ± 7.1</b>	<b>322.5 ± 7.7</b>	<b>368.9 ± 5.9</b>	<b>360.7 ± 14.7</b>	<b>271.6 ± 12.7</b>	<b>341.5 ± 2.7</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>350.3 ± 3.1</b>	<b>376.9 ± 5.5</b>	<b>316.2 ± 6.4</b>	<b>313.9 ± 5.1</b>	<b>330.7 ± 6.5</b>	<b>377.1 ± 8.2</b>	<b>355.1 ± 16.2</b>	<b>275.0 ± 11.0</b>	<b>327.6 ± 3.3</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>418.3 ± 1.8</b>	<b>421.2 ± 1.8</b>	<b>407.4 ± 2.1</b>	<b>408.7 ± 2.5</b>	<b>394.6 ± 3.2</b>	<b>404.1 ± 4.3</b>	<b>419.8 ± 5.8</b>	<b>390.5 ± 6.6</b>	<b>413.8 ± 1.0</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>411.3 ± 1.6</b>	<b>417.5 ± 1.4</b>	<b>371.9 ± 2.1</b>	<b>387.4 ± 2.2</b>	<b>391.7 ± 2.5</b>	<b>401.6 ± 4.5</b>	<b>413.1 ± 5.0</b>	<b>386.9 ± 5.9</b>	<b>400.5 ± 1.0</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.40

Table 4A.40 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (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>
<b>All year 3 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>414.9 ± 1.9</b>	<b>420.1 ± 1.9</b>	<b>402.2 ± 2.2</b>	<b>402.3 ± 2.7</b>	<b>390.7 ± 3.3</b>	<b>401.8 ± 4.7</b>	<b>418.1 ± 5.8</b>	<b>341.3 ±13.9</b>	<b>409.4 ± 1.0</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>408.9 ± 1.6</b>	<b>416.9 ± 1.4</b>	<b>367.9 ± 2.2</b>	<b>381.9 ± 2.4</b>	<b>388.8 ± 2.7</b>	<b>399.9 ± 4.2</b>	<b>411.5 ± 5.1</b>	<b>338.4 ±12.4</b>	<b>396.9 ± 1.0</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 3 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	

TABLE 4A.40

Table 4A.40 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (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>
<b>Year 5</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>442.1 ± 2.3</b>	<b>457.1 ± 4.2</b>	<b>439.0 ± 3.4</b>	<b>410.5 ± 5.5</b>	<b>419.6 ± 6.6</b>	<b>449.8 ± 5.4</b>	<b>449.3 ±11.0</b>	<b>371.1 ± 8.7</b>	<b>431.4 ± 2.2</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>424.9 ± 3.2</b>	<b>440.6 ± 5.4</b>	<b>406.8 ± 5.2</b>	<b>393.0 ± 4.6</b>	<b>409.1 ± 6.8</b>	<b>447.4 ± 7.6</b>	<b>428.5 ±14.0</b>	<b>355.9 ±10.0</b>	<b>408.0 ± 2.8</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>501.7 ± 1.9</b>	<b>502.4 ± 1.6</b>	<b>494.7 ± 1.9</b>	<b>494.9 ± 2.4</b>	<b>480.0 ± 2.8</b>	<b>482.3 ± 4.1</b>	<b>499.1 ± 4.8</b>	<b>476.5 ± 6.7</b>	<b>497.7 ± 0.9</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>490.5 ± 1.9</b>	<b>490.3 ± 1.6</b>	<b>462.3 ± 1.9</b>	<b>466.5 ± 2.3</b>	<b>462.9 ± 2.7</b>	<b>467.5 ± 4.5</b>	<b>485.3 ± 5.6</b>	<b>459.4 ± 5.4</b>	<b>479.5 ± 1.0</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.40

Table 4A.40 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (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>
<b>All year 5 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>498.3 ± 1.9</b>	<b>501.7 ± 1.6</b>	<b>490.4 ± 1.9</b>	<b>488.6 ± 2.7</b>	<b>477.0 ± 2.9</b>	<b>481.3 ± 5.2</b>	<b>497.5 ± 4.9</b>	<b>432.1 ±11.8</b>	<b>493.8 ± 1.0</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>487.8 ± 2.0</b>	<b>489.7 ± 1.7</b>	<b>458.2 ± 2.1</b>	<b>460.7 ± 2.5</b>	<b>460.4 ± 2.8</b>	<b>464.6 ± 4.4</b>	<b>483.8 ± 5.8</b>	<b>416.3 ±11.0</b>	<b>475.9 ± 1.1</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 5 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	

TABLE 4A.40

Table 4A.40 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (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>
<b>Year 7</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>495.2 ± 3.0</b>	<b>501.1 ± 5.1</b>	<b>490.8 ± 4.8</b>	<b>469.2 ± 6.7</b>	<b>479.3 ± 5.7</b>	<b>506.6 ± 7.1</b>	<b>503.4 ±13.5</b>	<b>420.1 ±15.0</b>	<b>484.7 ± 2.7</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>485.6 ± 3.5</b>	<b>492.9 ± 5.7</b>	<b>483.2 ± 7.6</b>	<b>463.2 ± 5.2</b>	<b>468.7 ± 7.0</b>	<b>512.3 ± 7.6</b>	<b>504.7 ±14.3</b>	<b>428.3 ±11.3</b>	<b>476.2 ± 3.4</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>562.1 ± 3.6</b>	<b>560.7 ± 3.0</b>	<b>554.0 ± 3.6</b>	<b>558.0 ± 5.6</b>	<b>547.4 ± 3.4</b>	<b>539.7 ± 6.9</b>	<b>560.4 ± 8.4</b>	<b>541.5 ±12.7</b>	<b>558.0 ± 1.7</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>554.1 ± 3.7</b>	<b>553.2 ± 3.0</b>	<b>543.2 ± 2.2</b>	<b>539.5 ± 2.8</b>	<b>539.2 ± 3.1</b>	<b>536.9 ± 7.5</b>	<b>557.5 ±10.1</b>	<b>534.2 ± 9.3</b>	<b>548.6 ± 1.6</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.40

Table 4A.40 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (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>
<b>All year 7 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>558.4 ± 3.6</b>	<b>559.7 ± 3.0</b>	<b>549.3 ± 3.6</b>	<b>551.3 ± 5.8</b>	<b>544.0 ± 3.5</b>	<b>538.9 ± 7.5</b>	<b>558.5 ± 8.5</b>	<b>489.0 ±19.9</b>	<b>553.9 ± 1.7</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>551.3 ± 3.7</b>	<b>552.3 ± 3.1</b>	<b>539.0 ± 2.3</b>	<b>533.7 ± 3.0</b>	<b>536.2 ± 3.3</b>	<b>533.8 ± 7.3</b>	<b>556.2 ±10.1</b>	<b>488.1 ±15.8</b>	<b>545.0 ± 1.6</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 7 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	



TABLE 4A.40

Table 4A.40 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (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>
<b>Year 9</b>									
<b>Aboriginal and Torres Strait Islander students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>542.2 ± 2.9</b>	<b>546.9 ± 5.6</b>	<b>537.1 ± 3.6</b>	<b>524.3 ± 6.4</b>	<b>523.8 ± 5.9</b>	<b>546.2 ± 5.2</b>	<b>550.3 ±11.3</b>	<b>489.9 ±11.1</b>	<b>533.7 ± 2.3</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>528.3 ± 3.5</b>	<b>530.2 ± 6.1</b>	<b>515.9 ± 9.1</b>	<b>500.6 ± 5.3</b>	<b>508.8 ± 8.2</b>	<b>551.0 ± 9.5</b>	<b>546.5 ±14.6</b>	<b>470.5 ±15.9</b>	<b>515.1 ± 4.0</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Non-Indigenous students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>603.3 ± 3.4</b>	<b>594.3 ± 3.3</b>	<b>588.7 ± 3.1</b>	<b>600.6 ± 5.1</b>	<b>580.5 ± 5.2</b>	<b>574.2 ± 6.2</b>	<b>597.3 ± 8.6</b>	<b>578.3 ±10.1</b>	<b>595.3 ± 1.7</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>594.3 ± 3.5</b>	<b>591.5 ± 3.6</b>	<b>574.7 ± 3.3</b>	<b>576.4 ± 5.1</b>	<b>574.6 ± 5.1</b>	<b>570.2 ± 7.2</b>	<b>596.0 ±10.2</b>	<b>575.4 ±10.6</b>	<b>585.7 ± 1.8</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na

TABLE 4A.40

Table 4A.40 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (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>
<b>All year 9 students</b>									
<b>2018</b>									
Major cities	na	na	na	na	na	na	na	..	na
Inner Regional	na	na	na	na	na	na	na	..	na
Outer Regional	na	na	na	na	na	na	..	na	na
Remote	na	na	na	na	na	na	..	na	na
Very remote	na	..	na	na	na	na	..	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>2017</b>	<b>600.0 ± 3.3</b>	<b>593.3 ± 3.3</b>	<b>585.0 ± 3.2</b>	<b>595.3 ± 5.2</b>	<b>578.2 ± 5.3</b>	<b>573.2 ± 6.6</b>	<b>595.9 ± 8.7</b>	<b>541.5 ±14.7</b>	<b>591.9 ± 1.7</b>
<i>[Difference 2018 to 2017]</i>	na	na	na	na	na	na	na	na	na
<b>2008</b>	<b>591.4 ± 3.5</b>	<b>590.7 ± 3.7</b>	<b>570.7 ± 3.5</b>	<b>570.7 ± 5.2</b>	<b>571.1 ± 5.4</b>	<b>568.0 ± 7.2</b>	<b>594.9 ±10.3</b>	<b>532.6 ±17.2</b>	<b>582.2 ± 1.8</b>
<i>[Difference 2018 to 2008]</i>	na	na	na	na	na	na	na	na	na
<b>Statistical significance across jurisdictions, all year 9 students, 2018</b>									
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	
<i>Vic</i>	na	..	na	na	na	na	na	na	
<i>Qld</i>	na	na	..	na	na	na	na	na	
<i>WA</i>	na	na	na	..	na	na	na	na	
<i>SA</i>	na	na	na	na	..	na	na	na	
<i>Tas</i>	na	na	na	na	na	..	na	na	
<i>ACT</i>	na	na	na	na	na	na	..	na	
<i>NT</i>	na	na	na	na	na	na	na	..	

Table 4A.40 **NAPLAN numeracy: Mean scores, by Indigenous status and geolocation (score points) (a), (b), (c), (d), (e), (f), (g)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Nature of differences. Percentage of students at or above the national minimum standard is:									
▲	substantially higher than and is statistically significantly different from the comparison year or State/Territory								
↑	higher than and is statistically significantly different from the comparison year or State/Territory								
■	is close to or not statistically different from the comparison year or State/Territory								
↓	is lower than and is statistically significantly different from the comparison year or State/Territory								
▼	is substantially lower than and is statistically significantly different from the comparison year or State/Territory.								
	Data are comparable (subject to caveats) across jurisdictions and over time.								
	Data are incomplete for the current reporting period. Data for 2018 are not available.								
(a)	The 2018 NAPLAN data were not available in time for inclusion in this Report.								
(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 single reporting year (2018). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.								
(c)	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.								
(d)	Data for years 2008–2017 were included in earlier Reports.								
(e)	A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.								
(f)	Geolocation data are based on the ARIA+ remoteness classification, as defined by ASGS: <i>Volume 5 - Remoteness Structure, July 2011</i> (ABS Cat. no. 1270.0.55.005). 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.								
(g)	Insufficient students in an area of geographic classification are tabulated as not published (np).								
..	Not applicable. <b>na</b> Not available.								

Source: ACARA 2017 and unpublished, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017*, ACARA, Sydney.

TABLE 4A.41

Table 4A.41 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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>Year 3</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 5</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na

TABLE 4A.41

Table 4A.41 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 7</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na

TABLE 4A.41

Table 4A.41 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 9</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na

Table 4A.41 **NAPLAN numeracy: Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation, 2018 (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>
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are incomplete for the current reporting period. Data for 2018 are not available.

- (a) The 2018 NAPLAN data were not available in time for inclusion in this Report.
- (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 single reporting year (2018). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
- (c) 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.
- (d) Data for years 2008–2017 were included in earlier Reports.
- (e) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (f) Certificate I to IV includes AQF trade certificates.
- (g) Parental education may not have been stated on enrolment forms.
- (h) The higher occupational group of either parent/guardian is reported.
- (i) Parental occupation may not have been stated on enrolment forms.
- na** Not available.

TABLE 4A.42

Table 4A.42 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (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>Year 3</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 5</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na



Table 4A.42 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (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 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 7</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na

Table 4A.42 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (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>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na
<b>Year 9</b>									
<b>Parental education (e)</b>									
Bachelor degree or above	na	na	na	na	na	na	na	na	na
Advanced diploma/diploma	na	na	na	na	na	na	na	na	na
Certificate I to IV (f)	na	na	na	na	na	na	na	na	na
Year 12 or equivalent	na	na	na	na	na	na	na	na	na
Year 11 or equivalent or below	na	na	na	na	na	na	na	na	na
Not stated (g)	na	na	na	na	na	na	na	na	na
<b>Parental occupation (h)</b>									
Senior management and qualified professionals	na	na	na	na	na	na	na	na	na
Other business managers and associate professionals	na	na	na	na	na	na	na	na	na

Table 4A.42 **NAPLAN numeracy: Mean scores, by State and Territory, by parental education and parental occupation, 2018 (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>
Tradespeople, clerks, skilled office, sales and service staff	na	na	na	na	na	na	na	na	na
Machine operators, hospitality staff, assistants, labourers	na	na	na	na	na	na	na	na	na
Not in paid work in previous 12 months	na	na	na	na	na	na	na	na	na
Not stated (i)	na	na	na	na	na	na	na	na	na

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are incomplete for the current reporting period. Data for 2018 are not available.

- (a) The 2018 NAPLAN data were not available in time for inclusion in this Report.
  - (b) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of  $400.0 \pm 2.7$ ), for the single reporting year (2018). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. See definitions of key terms (section 4.4) for more information.
  - (c) 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.
  - (d) Data for years 2008–2017 were included in earlier Reports.
  - (e) The higher level of school or non-school education that either parent/guardian has completed is reported.
  - (f) Certificate I to IV includes AQF trade certificates.
  - (g) Parental education may not have been stated on enrolment forms.
  - (h) The higher occupational group of either parent/guardian is reported.
  - (i) Parental occupation may not have been stated on enrolment forms.
- na** Not available.

# NAP Science

TABLE 4A.43

Table 4A.43 National Assessment Program, science literacy performance: achievement levels (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>
<b>Proportion of Year 6 students at achievement levels, 2015</b>									
Level 4 or above	1.0 ± 0.7	0.4 ± 0.5	0.3 ± 0.3	0.4 ± 0.4	0.3 ± 0.3	0.8 ± 1.0	0.4 ± 0.5	0.1 ± 0.2	0.6 ± 0.3
Level 3.3	13.3 ± 2.9	10.1 ± 2.4	11.3 ± 2.5	12.5 ± 2.4	9.6 ± 2.2	15.7 ± 3.7	13.8 ± 2.5	5.0 ± 2.2	11.7 ± 1.2
Level 3.2	43.0 ± 3.4	43.1 ± 3.0	42.8 ± 4.1	44.7 ± 3.0	40.8 ± 3.3	42.5 ± 4.1	46.3 ± 4.8	26.7 ± 5.3	42.9 ± 1.5
Level 3.1	34.5 ± 3.3	37.3 ± 3.3	34.6 ± 3.6	33.0 ± 3.1	38.3 ± 3.5	31.4 ± 4.1	31.5 ± 3.9	35.4 ± 6.5	35.2 ± 1.6
Level 2 and below	8.2 ± 1.7	9.1 ± 1.7	11.1 ± 3.2	9.3 ± 2.1	11.0 ± 2.4	9.6 ± 2.6	8.0 ± 3.5	32.8 ± 8.3	9.7 ± 1.0
<b>Proportion of year 6 students at or above the proficient standard (c)</b>									
2015	57.2 ± 3.6	53.6 ± 3.8	54.3 ± 4.6	57.7 ± 3.3	50.7 ± 3.9	59.1 ± 4.7	60.5 ± 5.1	31.8 ± 5.6	55.1 ± 1.8
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 in the proportion of students at or above the proficient standard from previous assessments									
2012–2015	■	■	■	■	■	■	■	■	■
2009–2015	■	■	■	■	■	■	■	■	■
2006–2015	■	■	■	↑	■	■	■	■	■

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

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

- (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 reporting year). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. To calculate statistical significance between years, a further source of error — the equating error — is accounted for. See definitions of key terms (section 4.4) for more information.
- (b) Estimates in italics have relative standard errors greater than 25 per cent.
- (c) Minimum standards like the those set for literacy and numeracy have not been set for science performance. The proficiency standard for science performance is set at the boundary of achievement levels 3.2 and 3.3 for year 6 students (of levels 1 to 4 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.

Source: ACARA 2017, *NAP sample assessment science literacy 2015: public report*, Sydney.

TABLE 4A.44

Table 4A.44 **National Assessment Program, science literacy performance: 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>
<b>National Assessment Program, Year 6 mean scores for science literacy</b>									
2015	411 ± 8.6	399 ± 8.9	398 ±10.6	408 ± 7.5	392 ± 8.8	414 ±11.7	414 ±12.1	320 ±25.6	403 ± 4.3
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>	..	■	■	■	■	■	■	↑
<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.

■ Data are comparable (subject to caveats) across jurisdictions and over time.

■ Data are complete for the current reporting period (subject to caveats).

(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. The confidence intervals are calculated by ACARA and take into account sampling and measurement error. They are not equated to other years in the table. See definitions of key terms (section 4.4) for more information.

(b) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACARA 2017, *NAP sample assessment science literacy 2015: public report*, Sydney.

TABLE 4A.45

Table 4A.45 **National Assessment Program, proportion of Year 6 students at or above proficient standard in science achievement performance, by equity group, Australia (a), (b), (c)**

	Year 6 students			
	2006	2009	2012	2015
<b>Sex</b>				
Male students	54.9 ± 2.5	52.3 ± 2.6	51.7 ± 2.6	53.5 ± 2.1
Female students	53.7 ± 2.3	51.7 ± 2.6	51.1 ± 2.2	56.9 ± 2.3
<b>Indigenous status</b>				
Aboriginal and Torres Strait Islander students	25.5 ±10.0	19.6 ± 6.0	20.1 ± 5.8	23.4 ± 4.8
Non-Indigenous students	54.7 ± 2.2	53.9 ± 2.3	52.8 ± 2.0	57.0 ± 1.8
<b>Geographic location (d)</b>				
Metropolitan areas	55.4	53.4 ± 2.6	53.2 ± 2.3	57.3 ± 2.2
Provincial areas	53.4	49.5 ± 4.1	47.0 ± 4.4	50.6 ± 3.6
Remote areas	35.5	33.9 ± 8.2	41.7 ± 9.2	40.4 ±13.3
<b>All students</b>	<b>54.3 ± 2.1</b>	<b>51.9 ± 2.2</b>	<b>51.4 ± 2.0</b>	<b>55.1 ± 1.8</b>

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

- (a) Minimum standards like the those set for literacy and numeracy have not been set for science performance. The proficiency standard for science performance is set at the boundary of achievement levels 3.2 and 3.3 for year 6 students (of levels 1 to 4 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.
- (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 single reporting year. The confidence intervals are calculated by ACARA and take into account sampling and measurement error. They are not equated to other years in the table. See definitions of key terms (section 4.4) for more information.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.
- (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.

Source: ACARA 2017, *NAP sample assessment science literacy 2015: public report*, Sydney.

# NAP Civics



TABLE 4A.46

Table 4A.46 **National Assessment Program, civics and citizenship literacy performance: achievement levels (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>
<b>Year 6 students</b>									
<b>Proportion of Year 6 students at achievement levels, 2016</b>									
Level 4 or above	1.5 ± 1.2	0.8 ± 0.8	0.9 ± 0.9	1.5 ± 1.1	1.2 ± 0.9	1.2 ± 1.0	1.5 ± 1.7	0.3 ± 0.6	1.2 ± 0.5
Level 3	16.0 ± 3.8	14.8 ± 3.8	12.7 ± 3.6	13.1 ± 3.5	14.1 ± 4.1	11.8 ± 3.3	15.8 ± 5.0	6.5 ± 3.4	14.4 ± 1.7
Level 2	38.8 ± 5.1	40.3 ± 4.1	38.6 ± 4.0	37.7 ± 4.2	39.9 ± 5.4	39.8 ± 4.8	42.1 ± 5.4	27.4 ± 6.3	39.0 ± 2.0
Level 1	28.3 ± 5.2	31.1 ± 3.9	30.8 ± 4.0	30.6 ± 4.2	29.8 ± 5.0	29.6 ± 5.0	29.4 ± 5.5	26.2 ± 6.2	29.9 ± 1.9
Below level 1	15.4 ± 5.0	13.1 ± 4.0	17.0 ± 3.7	17.0 ± 4.2	15.1 ± 4.9	17.5 ± 4.5	11.2 ± 3.8	39.5 ± 8.9	15.6 ± 2.1
<b>Proportion of year 6 students at or above the proficient standard (level 2 or above) (c)</b>									
2016	56.3 ± 5.8	55.9 ± 5.3	52.2 ± 4.4	52.4 ± 5.3	55.2 ± 6.3	52.9 ± 5.6	59.5 ± 6.2	34.2 ± 8.0	54.5 ± 2.4
2013	56.3 ± 4.8	58.4 ± 5.5	44.5 ± 4.8	44.2 ± 5.8	43.2 ± 6.0	45.6 ± 5.5	63.6 ± 6.0	26.0 ± 8.4	51.6 ± 2.4
2010	57.3 ± 4.5	56.0 ± 5.9	41.5 ± 5.9	50.9 ± 5.8	47.9 ± 5.5	53.5 ± 4.7	63.7 ± 5.5	31.6 ± 6.2	52.0 ± 2.4
2007	64.2 ± 6.3	58.6 ± 5.5	41.2 ± 5.9	39.6 ± 4.3	43.4 ± 6.8	52.5 ± 6.9	59.9 ± 8.7	27.7 ± 6.6	53.4 ± 2.8
Statistical significance of the difference in the proportion of students at or above the proficient standard from previous assessments									
2013–2016	■	■	↑	■	↑	■	■	■	■
2010–2016	■	■	↑	■	■	■	■	■	■
2007–2016	■	■	↑	↑	↑	■	■	■	■
<b>Year 10 students</b>									
<b>Proportion of Year 10 students at achievement levels, 2016</b>									
Level 5 or above	0.8 ± 1.0	0.4 ± 0.6	0.2 ± 0.4	0.5 ± 0.8	0.2 ± 0.4	0.3 ± 0.6	0.6 ± 0.9	0.1 ± 0.4	0.5 ± 0.3
Level 4	9.8 ± 3.6	7.5 ± 2.7	5.0 ± 2.5	9.2 ± 3.4	5.4 ± 2.2	5.7 ± 2.4	12.6 ± 3.9	3.2 ± 3.6	7.7 ± 1.5
Level 3	31.9 ± 4.3	31.0 ± 5.2	26.6 ± 5.4	33.6 ± 5.0	28.0 ± 5.9	24.2 ± 5.3	33.3 ± 4.5	19.8 ± 9.3	30.1 ± 2.2
Level 2	37.5 ± 5.3	36.7 ± 4.8	39.8 ± 4.4	34.7 ± 4.5	41.7 ± 5.8	37.7 ± 6.1	35.0 ± 5.8	36.3 ± 10.2	37.8 ± 2.3
Level 1	16.1 ± 3.7	17.6 ± 4.3	21.4 ± 4.7	15.5 ± 4.1	17.3 ± 3.6	22.3 ± 4.9	14.8 ± 4.7	25.4 ± 6.4	17.9 ± 1.9
Below level 1	3.7 ± 1.7	6.8 ± 2.5	7.0 ± 3.5	6.5 ± 2.9	7.4 ± 3.0	9.8 ± 4.6	3.8 ± 2.8	15.3 ± 9.0	6.0 ± 1.3
<b>Proportion of year 10 students at or above the proficient standard (level 3 or above) (c)</b>									

TABLE 4A.46

Table 4A.46 **National Assessment Program, civics and citizenship literacy performance: achievement levels (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>
2016	42.6 ± 4.9	38.9 ± 6.1	31.8 ± 6.3	43.3 ± 6.8	33.6 ± 5.5	30.2 ± 5.6	46.4 ± 5.1	23.1 ± 9.6	38.3 ± 2.7
2013	51.1 ± 5.7	47.9 ± 6.2	34.9 ± 4.1	44.2 ± 6.0	35.4 ± 5.7	31.7 ± 6.0	47.6 ± 6.9	19.9 ± 7.0	44.1 ± 2.6
2010	61.2 ± 8.1	46.5 ± 6.7	39.7 ± 7.8	44.2 ± 7.4	35.1 ± 5.3	38.8 ± 5.2	49.9 ± 8.7	34.8 ± 7.5	48.7 ± 3.7
2007	52.2 ± 5.1	39.6 ± 4.8	30.4 ± 5.0	33.4 ± 6.9	42.9 ± 7.8	37.8 ± 5.8	50.1 ± 7.5	32.5 ± 10.9	41.5 ± 2.6
Statistical significance of the difference in the proportion of students at or above the proficient standard from previous assessments									
2013–2016	↓	■	■	■	■	■	■	■	↓
2010–2016	↓	■	■	■	■	↓	■	■	↓
2007–2016	↓	■	■	■	■	■	■	■	■

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

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

- (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 reporting year). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. To calculate statistical significance between years, a further source of error — the equating error — is accounted for. See definitions of key terms (section 4.4) for more information.
- (b) Estimates in italics have relative standard errors greater than 25 per cent.
- (c) Minimum standards like the those set for literacy and numeracy have not been set for civics and citizenship performance. The proficiency standard for civics and citizenship performance is set at the boundary of achievement levels 2 and 3 for year 6 students and at the boundary of achievement levels 3 and 4 for year 10 students (of levels 1 to 5 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.

Source: ACARA 2017, *NAP Civics and Citizenship Report 2016*, Sydney.

TABLE 4A.47

Table 4A.47 National Assessment Program, civics and citizenship literacy performance: mean scores (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Year 6 mean scores</b>									
2016	413.5 ±18.0	415.1 ±13.8	400.6 ±13.5	402.9 ±16.3	409.0 ±17.4	399.8 ±15.8	426.0 ±16.0	301.8 ±32.9	408.3 ± 7.6
2013	418.3 ±14.0	421.0 ±10.6	383.9 ±13.0	383.2 ±16.2	379.4 ±14.3	382.8 ±13.1	432.7 ±14.5	314.5 ±26.9	403.4 ± 6.1
2010	426.4 ±13.0	422.0 ±14.2	374.3 ±16.8	401.7 ±14.9	395.6 ±12.7	410.7 ±14.5	441.8 ±16.4	316.1 ±31.1	408.1 ± 6.7
2007	432.4 ±11.0	418.4 ±10.1	376.2 ±13.5	369.0 ±10.9	384.5 ±15.1	400.8 ±17.7	425.4 ±20.5	266.0 ±32.8	405.0 ± 5.5

Statistical significance of the mean score, 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 10 mean scores**

2016	509.2 ±12.6	489.3 ±14.6	471.3 ±19.5	500.7 ±20.5	476.2 ±15.5	462.9 ±20.8	517.8 ±15.8	427.5 ±28.1	491.0 ± 7.3
2013	534.7 ±14.9	521.0 ±14.3	484.0 ±11.9	509.8 ±14.5	486.2 ±16.5	466.0 ±20.7	525.0 ±13.8	417.9 ±24.2	511.4 ± 6.8
2010	558.2 ±23.7	514.0 ±19.2	482.3 ±28.4	509.4 ±21.1	487.3 ±18.3	491.8 ±15.2	523.1 ±24.1	483.3 ±32.3	519.0 ±11.3
2007	529.0 ±17.0	493.8 ±17.1	480.8 ±13.9	477.6 ±22.6	504.8 ±23.4	484.5 ±16.0	523.2 ±19.6	463.7 ±38.1	501.7 ± 8.6

TABLE 4A.47

Table 4A.47 National Assessment Program, civics and citizenship literacy performance: mean scores (a)

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical significance of the mean score, across jurisdictions, 2016										
Compared to:		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	
Performance of:	NSW	..	↑	↑	■	↑	↑	■	↑	
	Vic	↓	..	■	■	■	↑	↓	↑	
	Qld	↓	■	..	↓	■	■	↓	↑	
	WA	■	■	↑	..	■	↑	■	↑	
	SA	↓	■	■	■	..	■	↓	↑	
	Tas	↓	↓	■	↓	■	..	↓	↑	
	ACT	■	↑	↑	■	↑	↑	..	↑	
	NT	↓	↓	↓	↓	↓	↓	↓	..	

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

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

(a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of  $400.0 \pm 2.7$ ), for the single reporting year. The confidence intervals are calculated by ACARA and take into account sampling and measurement error. They are not equated to other years in the table. See definitions of key terms (section 4.4) for more information.

.. Not applicable.

Source: ACARA 2017, *NAP Civics and Citizenship Report 2016*, Sydney.

TABLE 4A.48

Table 4A.48 **National Assessment Program, proportion of students at or above proficient standard in civics and citizenship achievement performance, by equity group, Australia (a), (b), (c)**

	Year 6 students				Year 10 students			
	2007	2010	2013	2016	2007	2010	2013	2016
<b>Sex</b>								
Male students	49.9 ± 3.3	49.1 ± 3.4	48.1 ± 3.4	49.9 ± 3.4	37.9 ± 3.7	43.7 ± 4.5	42.2 ± 3.7	34.6 ± 3.4
Female students	57.2 ± 3.4	55.0 ± 3.1	55.2 ± 2.7	59.6 ± 2.9	45.1 ± 3.4	53.5 ± 4.7	46.2 ± 4.0	42.2 ± 3.9
<b>Indigenous status</b>								
Aboriginal and Torres Strait Islander students	26.2 ±13.6	16.0 ± 7.8	22.0 ± 8.1	19.9 ± 6.3	18.5 ± 8.1	17.0 ± 7.7	17.0 ±10.4	16.8 ± 9.3
Non-Indigenous students	53.7 ± 3.1	54.0 ± 2.6	51.0 ± 2.6	55.9 ± 2.5	42.3 ± 2.6	50.0 ± 3.8	45.0 ± 3.1	39.0 ± 2.7
<b>Geographic location (MCEECDYA Schools Geographic Location Classification) (d)</b>								
Metropolitan areas	56.6 ± 3.3	55.0 ± 2.8	55.0 ± 2.7	57.7 ± 2.8	43.3 ± 3.2	52.7 ± 4.0	47.5 ± 3.1	41.2 ± 3.3
Provincial areas	47.9 ± 5.9	46.3 ± 5.0	42.6 ± 5.5	46.7 ± 6.0	37.0 ± 7.1	38.5 ± 8.4	35.7 ± 4.8	30.3 ± 5.2
Remote areas	28.3 ±11.6	27.7 ± 7.6	31.1 ±19.2	29.8 ±15.3	23.5 ±12.1	27.9 ±12.5	23.2 ± 9.9	25.0 ±16.8
<b>Parental occupation (e)</b>								
Senior managers and professionals	na	na	67.0 ± 3.9	73.2 ± 4.0	na	na	63.0 ± 4.5	60.1 ± 4.3
Other managers, associate professionals	na	na	62.0 ± 3.8	61.6 ± 3.7	na	na	50.0 ± 4.3	41.4 ± 5.5
Skilled trades, clerical and sales	na	na	46.0 ± 4.9	47.4 ± 4.2	na	na	38.0 ± 4.8	31.0 ± 4.3
Unskilled manual, office and sales	na	na	34.0 ± 5.9	35.8 ± 4.9	na	na	32.0 ± 7.0	22.5 ± 4.0
Not in paid work in last 12 months	na	na	24.0 ± 8.1	29.8 ± 7.5	na	na	31.0 ±12.4	17.4 ± 6.7
<b>All students</b>	<b>53.4 ± 2.8</b>	<b>52.0 ± 2.4</b>	<b>51.6 ± 2.4</b>	<b>54.5 ± 2.4</b>	<b>41.5 ± 2.6</b>	<b>48.7 ± 3.7</b>	<b>44.1 ± 2.6</b>	<b>38.3 ± 2.7</b>

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

Table 4A.48 **National Assessment Program, proportion of students at or above proficient standard in civics and citizenship achievement performance, by equity group, Australia (a), (b), (c)**

	Year 6 students				Year 10 students			
	2007	2010	2013	2016	2007	2010	2013	2016

- (a) Minimum standards like the those set for literacy and numeracy have not been set for civics and citizenship performance. The proficiency standard for civics and citizenship performance is set at the boundary of achievement levels 2 and 3 for year 6 students and at the boundary of achievement levels 3 and 4 for year 10 students (of levels 1 to 5 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.
- (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 single reporting year. The confidence intervals are calculated by ACARA and take into account sampling and measurement error. They are not equated to other years in the table. See definitions of key terms (section 4.4) for more information.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.
- (d) Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location.
- (e) The achievement percentages are not available by parental occupation for 2007 and 2010.

**na** Not available.

Source: ACARA 2017, *NAP Civics and Citizenship Report 2016*, Sydney.

# NAP ICT

TABLE 4A.49

Table 4A.49 **National Assessment Program, information and communication technologies: achievement levels (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
<b>Year 6 students</b>									
<b>Proportion of Year 6 students at achievement levels, 2017</b>									
Level 4 or above	13 ± 2.4	17 ± 3.9	11 ± 3.4	10 ± 2.2	12 ± 3.2	10 ± 2.8	17 ± 6.7	5 ± 5.3	13 ± 1.5
Level 3	39 ± 3.5	45 ± 4.3	37 ± 4.6	44 ± 4.3	41 ± 5.8	39 ± 6.0	48 ± 6.9	30 ± 10.0	41 ± 1.9
Level 2	34 ± 3.7	30 ± 3.8	38 ± 5.2	32 ± 3.8	31 ± 6.0	32 ± 5.4	27 ± 8.2	30 ± 5.4	33 ± 2.2
Level 1	15 ± 3.6	8 ± 2.1	15 ± 4.0	14 ± 3.5	16 ± 4.2	19 ± 4.5	9 ± 3.5	35 ± 14.6	13 ± 1.6
<b>Proportion of year 6 students at or above the proficient standard (level 2 or above) (d)</b>									
2017	51 ± 4.2	62 ± 4.5	47 ± 5.8	54 ± 4.5	53 ± 6.5	49 ± 5.9	65 ± 8.4	35 ± 11.5	53 ± 2.4
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
Statistical significance of the difference in the proportion of students at or above the proficient standard from previous assessments									
2014–2017	■	■	■	■	■	■	■	■	■
2011–2017	↓	■	■	■	■	■	■	■	↓
2008–2017	■	■	■	■	↓	■	■	■	■
<b>Year 10 students</b>									
<b>Proportion of Year 10 students at achievement levels, 2017</b>									
Level 5 or above	11 ± 3.1	8 ± 3.2	5 ± 2.3	8 ± 2.8	7 ± 2.9	3 ± 1.6	13 ± 4.6	3 ± 3.5	8 ± 1.3
Level 4	46 ± 6.0	47 ± 4.2	42 ± 5.7	54 ± 3.8	49 ± 4.5	36 ± 5.3	41 ± 6.1	25 ± 9.5	46 ± 2.6
Level 3	30 ± 4.6	33 ± 4.4	36 ± 5.3	29 ± 3.1	31 ± 4.3	40 ± 4.5	33 ± 6.4	40 ± 7.9	33 ± 2.5
Level 2	10 ± 3.1	9 ± 2.4	12 ± 3.5	7 ± 2.2	11 ± 3.2	13 ± 2.9	8 ± 3.0	18 ± 8.5	10 ± 1.5
Level 1	3 ± 2.6	2 ± 1.1	5 ± 2.2	2 ± 1.4	3 ± 1.7	8 ± 3.1	4 ± 2.5	14 ± 7.6	3 ± 1.0



Table 4A.49 **National Assessment Program, information and communication technologies: achievement levels (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
<b>Proportion of year 10 students at or above the proficient standard (level 3 or above) (d)</b>									
2017	57 ± 6.8	55 ± 5.0	47 ± 6.6	62 ± 4.0	56 ± 4.6	39 ± 5.6	54 ± 8.4	27 ± 8.4	54 ± 3.0
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
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
Statistical significance of the difference in the proportion of students at or above the proficient standard from previous assessments									
2014–2017	■	■	■	■	■	↓	■	↓	■
2011–2017	■	↓	↓	■	■	↓	↓	↓	↓
2008–2017	■	↓	↓	■	↓	↓	↓	↓	↓

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

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

- (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 reporting year). The confidence intervals are calculated by ACARA and take into account sampling and measurement error. To calculate statistical significance between years, a further source of error — the equating error — is accounted for. See definitions of key terms (section 4.4) for more information.
- (b) Estimates in italics have relative standard errors greater than 25 per cent.
- (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) 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.

Source: ACARA 2018, *National Assessment Program — ICT Literacy Report 2017*, Sydney.

TABLE 4A.50

Table 4A.50 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>
<b>Year 6 mean scores</b>									
2017	404 ±11.9	432 ± 9.4	399 ±12.4	406 ±10.3	405 ±14.9	390 ±12.9	437 ±17.3	335 ±43.5	410 ± 5.4
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	415 ±14.0	424 ±13.5	436 ±10.3	405 ±12.4	466 ±22.8	367 ±37.5	435 ± 5.7
2008	413 ±14.5	447 ±15.1	392 ±11.8	403 ±11.5	439 ±12.5	408 ±16.4	472 ±13.9	364 ±49.8	410 ± 6.9

Statistical significance of the mean score, across jurisdictions, 2017

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 10 mean scores**

2017	531 ±16.4	530 ±10.6	505 ±13.1	539 ±10.4	524 ±11.0	480 ±13.0	530 ±21.2	447 ±30.3	523 ± 6.6
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

Table 4A.50 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, 2017										
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, statistically ■ = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

■ Data are comparable (subject to caveats) across jurisdictions and over time.

■ Data are complete for the current reporting period (subject to caveats).

(a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of  $400.0 \pm 2.7$ ), for the single reporting year. The confidence intervals are calculated by ACARA and take into account sampling and measurement error. They are not equated to other years in the table. See definitions of key terms (section 4.4) for more information.

.. Not applicable.

Source: ACARA 2018, *National Assessment Program — ICT Literacy Report 2017*, Sydney.

TABLE 4A.51

Table 4A.51 **National Assessment Program, information and communication technologies: proportion of students attaining the proficient standard, by equity group, Australia (a), (b), (c)**

	Year 6 students				Year 10 students			
	2008	2011	2014	2017	2008	2011	2014	2017
<b>Sex</b>								
Male students	52 ± 3.0	58 ± 2.7	51 ± 3.3	51 ± 2.8	63 ± 3.9	62 ± 2.7	47 ± 3.4	51 ± 3.6
Female students	62 ± 3.6	66 ± 2.5	60 ± 2.9	56 ± 3.5	70 ± 3.2	67 ± 3.3	58 ± 3.3	58 ± 4.1
<b>Indigenous status</b>								
Aboriginal and Torres Strait Islander students	24 ± 6.1	31 ± 8.4	22 ± 8.1	24 ± 7.0	32 ± 11.7	36 ± 11.5	20 ± 8.8	24 ± 9.5
Non-Indigenous students	59 ± 2.8	64 ± 2.1	57 ± 2.5	55 ± 2.4	68 ± 2.7	66 ± 2.3	53 ± 2.6	55 ± 3.1
<b>Geographic location (d)</b>								
Major cities	..	..	..	58 ± 2.8	..	..	..	57 ± 3.7
Inner and outer regional areas	..	..	..	43 ± 4.0	..	..	..	48 ± 4.7
Remote and very remote areas	..	..	..	35 ± 21.6	..	..	..	31 ± 14.5
Metropolitan areas	61 ± 3.3	66 ± 2.3	58 ± 2.9	..	69 ± 3.3	67 ± 2.5	54 ± 3.0	..
Provincial areas	48 ± 5.7	51 ± 3.2	48 ± 5.1	..	62 ± 5.6	58 ± 4.9	47 ± 4.7	..
Remote areas	38 ± 12.7	45 ± 20.9	35 ± 5.8	..	45 ± 10.6	47 ± 15.7	32 ± 15.6	..
<b>Parental occupation</b>								
Senior managers and professionals	72 ± 3.6	79 ± 3.7	72 ± 4.0	68 ± 3.3	79 ± 3.6	78 ± 3.2	65 ± 4.5	69 ± 3.8
Other managers, associate professionals	66 ± 4.9	68 ± 3.8	63 ± 5.0	61 ± 3.9	71 ± 4.0	69 ± 4.2	56 ± 4.1	61 ± 4.3
Skilled trades, clerical and sales	54 ± 3.7	59 ± 4.2	52 ± 4.2	48 ± 5.3	63 ± 4.6	63 ± 4.5	50 ± 5.5	46 ± 5.4
Unskilled manual, office and sales	41 ± 4.7	43 ± 6.6	42 ± 4.9	38 ± 5.1	52 ± 6.0	57 ± 7.4	40 ± 6.0	43 ± 6.0
Not in paid work in last 12 months	na	na	30 ± 7.4	33 ± 6.5	na	na	29 ± 6.1	29 ± 7.3
<b>All students</b>	<b>57 ± 2.8</b>	<b>62 ± 2.0</b>	<b>55 ± 2.5</b>	<b>53 ± 2.4</b>	<b>66 ± 3.0</b>	<b>65 ± 2.3</b>	<b>52 ± 2.5</b>	<b>54 ± 3.0</b>

Data are comparable (subject to caveats) across jurisdictions and over time.

Table 4A.51 **National Assessment Program, information and communication technologies: proportion of students attaining the proficient standard, by equity group, Australia (a), (b), (c)**

	Year 6 students				Year 10 students			
	2008	2011	2014	2017	2008	2011	2014	2017

- Data are complete for the current reporting period (subject to caveats).
- (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 single reporting year. The confidence intervals are calculated by ACARA and take into account sampling and measurement error. They are not equated to other years in the table. See definitions of key terms (section 4.4) for more information.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.
- (d) For 2017, geolocation data are reported on the ARIA+ remoteness classification, as defined by ASGS: *Volume 5 - Remoteness Structure, July 2011* (ABS Cat. no. 1270.0.55.005). For prior years, geolocation data for this table are based on the agreed MCEEDYA (now Education Council) Geographic Location Classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.
- na** Not available. ... Not applicable.

Source: ACARA 2018, *National Assessment Program — ICT Literacy Report 2017*, Sydney. ACARA 2015, *National Assessment Program ICT Literacy Years 6 and 10 Report 2014*, Sydney. ACARA 2012, *National Assessment Program ICT Literacy Years 6 and 10 Report 2011*, Sydney.

# International testing

TABLE 4A.52

Table 4A.52 Programme for International Student Assessment (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>Proportion of 15 year old students at achievement levels, 2015</b>										
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 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
<b>Proportion of 15 year old students achieving level 5 or above</b>										
2015	%	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
<b>Proportion of 15 year old students achieving level 3 or above</b>										
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 in the proportion at level 3 or above between PISA assessments										
2012–2015		↓	↓	■	■	■	■	↓	■	↓
2009–2015		↓	■	↓	■	■	■	■	■	↓
2006–2015		↓	■	↓	↓	↓	↓	↓	■	↓

↑ = Proportion achieving level 3 or above significantly higher in 2015 than earlier year, statistically. ■ = No significant difference, statistically. ↓ = Proportion achieving level 3 or above significantly lower in 2015 than earlier year, statistically.

■ Data are comparable (subject to caveats) across jurisdictions and over time.

■ Data are complete for the current reporting period (subject to caveats).

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

Table 4A.52 **Programme for International Student Assessment (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 <a href="https://www.acer.edu.au/documents/PISA-2015-Report.pdf">https://www.acer.edu.au/documents/PISA-2015-Report.pdf</a>									
<ul style="list-style-type: none"> <li>• Level 5 or 6 — Students are considered high performers in reading literacy.</li> <li>• 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.</li> <li>• 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.</li> </ul>									
(d) Estimates in italics have relative standard errors greater than 25 per cent.									

Source: Australian Council for Educational Research (ACER) 2017, *PISA 2015: Reporting Australia's results*, ACER, Melbourne.



TABLE 4A.53

Table 4A.53 **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>Proportion of 15 year old students at achievement levels, 2015</b>										
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 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
<b>Proportion of 15 year old students achieving level 5 or above</b>										
2015	%	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
<b>Proportion of 15 year old students achieving level 3 or above</b>										
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 in the proportion at level 3 or above between PISA assessments										
2012–2015		↓	■	↓	■	■	■	■	■	↓
2009–2015		↓	■	↓	↓	↓	↓	↓	■	↓
2006–2015		↓	↓	↓	↓	↓	↓	↓	■	↓

↑ = Proportion achieving level 3 or above significantly higher in 2015 than earlier year, statistically. ■ = No significant difference, statistically. ↓ = Proportion achieving level 3 or above significantly lower in 2015 than earlier year, statistically.

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

(a) These data are from PISA 2015. In 2015, PISA surveyed approximately 5.6 per cent of Australian 15 year old students.

Table 4A.53 **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 <a href="https://www.acer.edu.au/documents/PISA-2015-Report.pdf">https://www.acer.edu.au/documents/PISA-2015-Report.pdf</a>									
<ul style="list-style-type: none"> <li>• Level 5 or 6 — Students are considered high performers in mathematical literacy.</li> <li>• 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.</li> <li>• 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.</li> </ul>									
(d) Estimates in italics have relative standard errors greater than 25 per cent.									

Source: ACER 2017, *PISA 2015: Reporting Australia's results*, ACER, Melbourne.

TABLE 4A.54

Table 4A.54 **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>
<b>Proportion of 15 year old students at achievement levels, 2015</b>										
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 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
<b>Proportion of 15 year old students achieving level 5 or above</b>										
2015	%	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
<b>Proportion of 15 year old students achieving level 3 or above</b>										
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 in the proportion at level 3 or above between PISA assessments										
2012–2015		↓	■	↓	↓	■	■	■	■	↓
2009–2015		↓	■	↓	■	↓	↓	↓	■	↓
2006–2015		↓	■	↓	↓	↓	↓	↓	■	↓

↑ = Proportion achieving level 3 or above significantly higher in 2015 than earlier year, statistically ■ = No significant difference, statistically. ↓ = Proportion achieving level 3 or above significantly lower in 2015 than earlier year, statistically.

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

(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.

Table 4A.54 **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>
(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 <a href="https://www.acer.edu.au/documents/PISA-2015-Report.pdf">https://www.acer.edu.au/documents/PISA-2015-Report.pdf</a>									
• 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 2017, *PISA 2015: Reporting Australia's results*, ACER, Melbourne.

TABLE 4A.55

Table 4A.55 Trends in International Mathematics and Science Study (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>
<b>Year 4 students</b>										
<b>Proportion of year 4 students at TIMSS international benchmarks, 2015</b>										
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
<b>Proportion of year 4 students achieving at or above the intermediate international benchmark, the Australian national proficient standard</b>										
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 in the proportion at or above the benchmark between TIMSS assessments										
2011–2015		■	■	■	■	■	■	■	■	■
2007–2015		■	■	↑	■	■	■	↑	■	■
<b>Year 8 students</b>										
<b>Proportion of year 8 students at TIMSS international benchmarks, 2015</b>										
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
<b>Proportion of year 8 students achieving at or above the intermediate international benchmark, the Australian national proficient standard</b>										

Table 4A.55 **Trends in International Mathematics and Science Study (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>
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 in the proportion at or above the benchmark between TIMSS assessments										
2011–2015		■	■	■	■	■	↑	■	■	■
2007–2015		■	■	■	■	■	■	■	■	■

↑ = Proportion achieving intermediate benchmark or above significantly higher in 2015 than earlier year, statistically. ■ = No significant difference, statistically. ↓ = Proportion achieving intermediate benchmark or above significantly lower in 2015 than earlier year, statistically.

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

- (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 2017, *TIMSS 2015: Reporting Australia's results*, ACER, Melbourne.

TABLE 4A.56

Table 4A.56 **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>
<b>Year 4 students</b>										
<b>Proportion of year 4 students at TIMSS international benchmarks, 2015</b>										
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
<b>Proportion of year 4 students achieving at or above the intermediate international benchmark, the Australian national proficient standard</b>										
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 in the proportion at or above the benchmark between TIMSS assessments										
2011–2015		■	■	↑	■	■	■	■	■	↑
2007–2015		■	■	↑	■	■	■	■	■	■
<b>Year 8 students</b>										
<b>Proportion of year 8 students at TIMSS international benchmarks, 2015</b>										
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
<b>Proportion of year 8 students achieving at or above the intermediate international benchmark, the Australian national proficient standard</b>										

Table 4A.56 **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>
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 in the proportion at or above the benchmark between TIMSS assessments										
2011–2015		■	■	■	■	■	■	■	■	■
2007–2015		■	■	■	■	■	■	■	↓	■

↑ = Proportion achieving intermediate benchmark or above significantly higher in 2015 than earlier year, statistically. ■ = No significant difference, statistically. ↓ = Proportion achieving intermediate benchmark or above significantly lower in 2015 than earlier year, statistically.

Data are comparable (subject to caveats) across jurisdictions and over time.

Data are complete for the current reporting period (subject to caveats).

- (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 2017, *TIMSS 2015: Reporting Australia's results*, ACER, Melbourne.



TABLE 4A.57

Table 4A.57 **Progress in International Reading Literacy Study (PIRLS) reading assessment: Year 4 student achievement (a), (b), (c), (d)**

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Proportion of year 4 students at PIRLS achievement levels, 2016</b>										
Advanced	%	15.5 ± 4.5	19.2 ± 3.8	14.2 ± 3.7	15.9 ± 3.8	11.2 ± 3.4	15.5 ± 5.2	20.3 ± 4.6	14.1 ± 5.6	15.9 ± 2.0
High	%	33.9 ± 4.0	39.2 ± 4.1	34.0 ± 4.4	35.6 ± 4.3	33.6 ± 5.2	32.4 ± 7.1	35.1 ± 5.9	31.6 ± 9.0	35.3 ± 2.0
Intermediate	%	31.0 ± 4.2	27.6 ± 3.9	30.1 ± 3.6	29.5 ± 4.1	29.7 ± 4.2	29.8 ± 6.1	26.8 ± 5.2	29.0 ± 6.1	29.6 ± 2.1
At or less than low	%	19.6 ± 4.4	14.0 ± 3.1	21.8 ± 4.4	19.0 ± 4.3	25.5 ± 5.0	22.3 ± 6.2	17.9 ± 3.7	25.3 ± 11.1	19.2 ± 2.0
Low	%	14.3 ± 3.0	11.3 ± 3.2	14.5 ± 3.4	13.5 ± 3.3	16.7 ± 3.8	14.2 ± 4.0	11.3 ± 2.9	14.3 ± 6.1	13.6 ± 1.4
Below low	%	5.3 ± 2.2	2.7 ± 1.9	7.3 ± 2.3	5.6 ± 2.2	8.8 ± 3.6	8.1 ± 3.6	6.6 ± 2.5	11.0 ± 9.5	5.5 ± 1.1
<b>Proportion of year 4 students achieving at or above intermediate against the PIRLS reading proficiency benchmark</b>										
2016	%	80.4 ± 4.4	86.0 ± 3.1	78.3 ± 4.4	81.0 ± 4.3	74.5 ± 5.0	77.7 ± 6.2	82.0 ± 3.7	74.7 ± 11.1	80.9 ± 2.0
2011	%	77.9 ± 4.0	80.5 ± 3.6	69.8 ± 5.5	71.4 ± 4.5	73.5 ± 4.2	73.0 ± 5.7	87.0 ± 3.6	66.9 ± 8.6	75.6 ± 2.1
Statistical significance of the difference between PIRLS assessments										
2011–2016		■	↑	↑	↑	■	■	■	■	↑

↑ = Proportion achieving intermediate benchmark or above significantly higher in 2016 than earlier year, statistically. ■ = No significant difference, statistically. ↓ = Proportion achieving intermediate benchmark or above significantly lower in 2016 than earlier year, statistically.

■ Data are comparable (subject to caveats) across jurisdictions and over time.

■ Data are complete for the current reporting period (subject to caveats).

(a) These data are from assessments conducted for PIRLS. PIRLS 2016 involved a sample assessment of 6341 year 4 Australian school students from 286 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. At the intermediate international benchmark:

- When reading a mix of simpler and relatively complex literary texts, students can: independently locate, recognise, and reproduce explicitly stated actions, events and feelings; make straightforward inferences about the attributes, feelings and motivations of main characters; interpret obvious reasons and causes, recognise evidence and provide examples and begin to recognise language choices.
- When reading a mix of simpler and relatively complex informational texts, students can: locate and reproduce two or three pieces of information from the text; make straightforward inferences to provide factual explanations and begin to interpret and integrate information to order events.

Table 4A.57 **Progress in International Reading Literacy Study (PIRLS) reading assessment: Year 4 student achievement (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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At the low international benchmark:

- When reading predominantly simpler literary texts, students can: locate and retrieve explicitly stated information, actions or ideas; make straightforward inferences about events and reasons for actions and begin to interpret story events and central ideas.
- When reading predominantly simpler informational texts, students can: locate and reproduce explicitly stated information from text and other formats (e.g. charts, diagrams) and begin to make straightforward inferences about explanations, actions and descriptions.

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent  $\pm$  2.7 per cent) for the reporting year. They are not equated to other years in the table. See 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 unpublished, *PIRLS Australia*.

# Attainment

TABLE 4A.58

Table 4A.58 **Attainment rates, year 12, by socioeconomic status, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (f)	<i>WA</i> (f)	<i>SA</i> (f)	<i>Tas</i> (f)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2017</b>									
Low socioeconomic status	71	77	87	75	85	55	51	22	76
Medium socioeconomic status	71	80	87	82	87	64	85	67	79
High socioeconomic status	82	85	82	79	96	70	83	77	83
<b>Total</b>	<b>74</b>	<b>81</b>	<b>85</b>	<b>79</b>	<b>88</b>	<b>61</b>	<b>81</b>	<b>51</b>	<b>79</b>
<b>2016</b>									
Low socioeconomic status	71	76	69	73	94	54	65	24	73
Medium socioeconomic status	70	79	74	80	89	61	81	64	75
High socioeconomic status	79	84	71	78	95	76	82	73	80
<b>Total</b>	<b>73</b>	<b>80</b>	<b>72</b>	<b>77</b>	<b>92</b>	<b>60</b>	<b>79</b>	<b>50</b>	<b>76</b>
<b>2015</b>									
Low socioeconomic status	69	76	66	69	82	46	np	20	70
Medium socioeconomic status	71	82	73	75	86	53	np	53	75
High socioeconomic status	78	86	72	75	93	65	88	np	80
<b>Total</b>	<b>72</b>	<b>82</b>	<b>71</b>	<b>74</b>	<b>86</b>	<b>51</b>	<b>87</b>	<b>43</b>	<b>75</b>
<b>2014</b>									
Low socioeconomic status	69	76	65	46	79	42	np	18	67
Medium socioeconomic status	71	82	71	49	82	55	np	51	72
High socioeconomic status	79	86	72	49	90	66	86	np	76
<b>Total</b>	<b>73</b>	<b>82</b>	<b>70</b>	<b>48</b>	<b>83</b>	<b>50</b>	<b>85</b>	<b>40</b>	<b>72</b>
<b>2013</b>									
Low socioeconomic status	68	75	64	65	79	39	np	18	68
Medium socioeconomic status	69	80	71	76	82	51	np	49	74
High socioeconomic status	79	85	72	74	88	64	84	np	79
<b>Total</b>	<b>72</b>	<b>81</b>	<b>69</b>	<b>73</b>	<b>82</b>	<b>47</b>	<b>82</b>	<b>39</b>	<b>74</b>

TABLE 4A.58

Table 4A.58 **Attainment rates, year 12, by socioeconomic status, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (f)	<i>WA</i> (f)	<i>SA</i> (f)	<i>Tas</i> (f)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>									
Low socioeconomic status	68	72	65	64	78	40	np	18	67
Medium socioeconomic status	70	79	71	74	84	50	np	49	73
High socioeconomic status	80	86	73	75	90	64	82	np	80
<b>Total</b>	<b>72</b>	<b>80</b>	<b>70</b>	<b>73</b>	<b>83</b>	<b>47</b>	<b>82</b>	<b>38</b>	<b>73</b>
<b>2011</b>									
Low socioeconomic status	68	71	64	62	72	34	np	16	66
Medium socioeconomic status	70	77	71	73	78	48	np	49	72
High socioeconomic status	80	85	72	76	83	59	77	np	79
<b>Total</b>	<b>72</b>	<b>78</b>	<b>69</b>	<b>72</b>	<b>77</b>	<b>43</b>	<b>76</b>	<b>38</b>	<b>72</b>
<b>2010</b>									
Low socioeconomic status	65	69	63	60	58	34	np	15	62
Medium socioeconomic status	68	76	69	72	68	46	np	40	70
High socioeconomic status	78	84	71	75	77	56	76	np	78
<b>Total</b>	<b>70</b>	<b>77</b>	<b>68</b>	<b>71</b>	<b>66</b>	<b>42</b>	<b>75</b>	<b>32</b>	<b>70</b>
<b>2009</b>									
Low socioeconomic status	62	69	62	56	57	32	np	16	61
Medium socioeconomic status	66	75	67	65	68	42	np	40	68
High socioeconomic status	76	82	71	72	80	56	75	np	76
<b>Total</b>	<b>67</b>	<b>76</b>	<b>67</b>	<b>66</b>	<b>66</b>	<b>39</b>	<b>74</b>	<b>33</b>	<b>68</b>
<b>2008</b>									
Low socioeconomic status	64	67	60	55	54	51	np	15	61
Medium socioeconomic status	66	73	67	65	68	61	np	39	68
High socioeconomic status	77	85	70	71	79	72	76	np	77
<b>Total</b>	<b>68</b>	<b>75</b>	<b>66</b>	<b>66</b>	<b>65</b>	<b>58</b>	<b>74</b>	<b>33</b>	<b>69</b>

Data are not comparable across jurisdictions, but are comparable (subject to caveats) within some jurisdictions over time.

Table 4A.58 **Attainment rates, year 12, by socioeconomic status, all schools (per cent) (a), (b), (c), (d), (e)**

	NSW	Vic	Qld (f)	WA (f)	SA (f)	Tas (f)	ACT	NT	Aust
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Data are complete for the current reporting period (subject to caveats).

- (a) Attainment 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 ERP aged 15–19 years, as at 30 June, divided by five.
- (b) Attainment rates for 2017 have been calculated using ERP based on the *2016 Census of Population and Housing*. Rates for 2016 and prior are calculated using ERP based on the *2011 Census of Population and Housing*.
- (c) Socioeconomic status is calculated the basis of postcode of students' home addresses, based on the ABS Postal Area Index of Relative Socio-economic Disadvantage (*Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), Australia, 2011*, Cat no. 2033.0.55.001).
- (d) 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.
- (e) A common total for socioeconomic 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.

(f) Jurisdiction notes:

Qld: In 2017, reporting constraints based on subjects studied were removed. This constitutes a break in series for these data.

WA: 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.

SA: 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.

Tas: 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.59

Table 4A.59 **Attainment rates, year 12, by remoteness, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
<b>2017</b>									
Major cities	76	81	84	79	89	..	81	..	80
Inner and outer regional areas	69	80	88	82	87	61	16	72	78
Remote areas	73	..	80	82	83	58	..	49	74
Very remote areas	57	..	76	50	46	52	..	12	43
<b>Total</b>	<b>74</b>	<b>81</b>	<b>85</b>	<b>79</b>	<b>88</b>	<b>61</b>	<b>81</b>	<b>51</b>	<b>79</b>
<b>2016</b>									
Major cities	74	80	72	77	89	..	79	..	77
Inner and outer regional areas	69	79	73	82	np	60	..	69	74
Remote areas	87	..	61	80	np	37	..	53	78
Very remote areas	82	..	55	48	np	48	..	9	43
<b>Total</b>	<b>73</b>	<b>80</b>	<b>72</b>	<b>77</b>	<b>92</b>	<b>60</b>	<b>79</b>	<b>50</b>	<b>76</b>
<b>Prior to 2016, remoteness classification were based on MCEECDYA (now Education Council) Geographic Location Classification (c).</b>									
<b>2015</b>									
Metropolitan zone	74	83	71	73	87	57	87	..	77
Provincial zone	66	78	72	75	82	47	..	57	71
Remote	66	..	71	82	np	42	..	42	69
Very remote	55	..	57	71	np	np	..	10	44
<b>Total</b>	<b>72</b>	<b>82</b>	<b>71</b>	<b>74</b>	<b>86</b>	<b>51</b>	<b>87</b>	<b>43</b>	<b>75</b>
<b>2014</b>									
Metropolitan zone	75	84	70	48	83	54	85	..	74
Provincial zone	65	77	69	51	82	48	..	56	68
Remote	68	..	71	53	np	44	..	39	62
Very remote	62	..	55	45	np	..	..	9	38
<b>Total</b>	<b>73</b>	<b>82</b>	<b>70</b>	<b>48</b>	<b>83</b>	<b>50</b>	<b>85</b>	<b>40</b>	<b>72</b>

Table 4A.59 **Attainment rates, year 12, by remoteness, all schools (per cent) (a), (b), (c)**

	NSW	Vic (c)	Qld (d)	WA (d)	SA	Tas (c)	ACT (c)	NT (c)	Aust
<b>2013</b>									
Metropolitan zone	74	82	70	72	83	52	82	..	76
Provincial zone	64	76	69	79	79	43	..	54	68
Remote	74	..	65	79	np	33	..	37	68
Very remote	70	..	52	61	np	..	..	10	41
<b>Total</b>	<b>72</b>	<b>81</b>	<b>69</b>	<b>73</b>	<b>82</b>	<b>47</b>	<b>82</b>	<b>39</b>	<b>74</b>

Data are not comparable across jurisdictions, but are comparable (subject to caveats) within some jurisdictions over time.

Data are complete for the current reporting period (subject to caveats).

- (a) Attainment 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) Attainment rates for 2017 have been calculated using ERP based on the *2016 Census of Population and Housing*. Rates for 2016 and prior are calculated using ERP based on the *2011 Census of Population and Housing*.
- (c) Geolocation data from the 2016 year are based on the ARIA+ remoteness classification, as defined by *ASGS: Volume 5 - Remoteness Structure, July 2011* (ABS Cat. no. 1270.0.55.005). Prior to 2016, geolocation data for this table are based on the agreed MCEEDYA (now Education Council) Geographic Location Classification. MCEEDYA and ARIA+ classifications are not directly comparable. See section 4.4 of the School education chapter for definitions.
- Under the ARIA+ remoteness classification: There are no very remote areas in Victoria. There is no major city area in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major city or inner regional areas in the NT.
  - Under the MCEEDYA Geographic Location Classification: There are no remote and very remote areas in Victoria. There are no provincial, remote or very remote areas in the ACT. There is metropolitan zone in the NT.
- (d) Jurisdiction notes:

Qld: In 2017, reporting constraints based on subjects studied were removed. This constitutes a break in series for these data.

WA: 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.

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

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



# Destination

TABLE 4A.60

Table 4A.60 **School leaver destination (a), (b), (c), (d), (e), (f), (g)**

	<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>
<b>School leaver destination by highest level of school completed, 2018</b>										
<b>Year 12 school leavers</b>										
Number that left school (in 2017)	no.	71 600	61 200	53 000	25 100	13 100	3 400	6 400	1 500	234 800
Proportion that are (in 2018):										
Working	%	64.7 ± 8.0	57.8 ± 7.7	64.5 ± 9.1	68.9 ± 7.1	62.6 ±14.0	52.9 ±18.8	46.9 ±11.9	np	61.9 ± 6.3
Studying	%	64.1 ± 7.3	81.4 ±10.4	56.2 ± 9.0	63.7 ±18.7	59.5 ±16.0	79.4 ±15.5	85.9 ±21.0	np	66.1 ± 4.0
<b>Fully engaged (h)</b>	<b>%</b>	<b>76.5 ± 5.2</b>	<b>81.2 ±10.3</b>	<b>65.3 ± 8.2</b>	<b>69.7 ±15.3</b>	<b>74.8 ±14.1</b>	<b>70.6 ±22.0</b>	<b>85.9 ±16.7</b>	<b>53.3 ±34.1</b>	<b>73.9 ± 2.7</b>
<b>Year 11 and below school leavers</b>										
Number that left school (in 2017)	no.	22 300	18 100	11 500	5 200	7 200	1 600	np	np	66 000
Proportion that are (in 2018):										
Working	%	76.7 ±11.4	54.7 ±14.6	53.9 ±20.6	np	np	np	np	np	62.0 ± 8.7
Studying	%	54.7 ±12.3	47.5 ±16.4	np	np	np	np	np	np	48.5 ± 8.3
<b>Fully engaged (h)</b>	<b>%</b>	<b>78.5 ±10.7</b>	<b>60.2 ±10.1</b>	<b>30.4 ±22.3</b>	<b>np</b>	<b>43.1 ±35.9</b>	<b>np</b>	<b>np</b>	<b>np</b>	<b>60.9 ± 8.4</b>
<b>Total all school leavers</b>										
Number that left school (in 2017)	no.	97 700	80 300	63 600	30 700	19 300	5 300	7 400	2 300	302 400
Proportion that are (in 2018):										
Working	%	65.3 ± 9.2	57.5 ± 6.9	60.7 ± 6.8	63.2 ± 4.8	60.6 ±12.7	43.4 ±18.4	40.5 ±17.6	56.5 ±28.3	61.6 ± 5.3
Studying	%	60.4 ± 7.0	72.7 ±10.1	51.3 ± 9.1	56.0 ±15.2	57.0 ±11.6	62.3 ±17.5	68.9 ±18.6	np	62.5 ± 4.3
<b>Fully engaged (h)</b>	<b>%</b>	<b>76.8 ± 5.1</b>	<b>76.1 ± 7.2</b>	<b>59.0 ± 8.3</b>	<b>67.1 ±11.9</b>	<b>77.7 ±10.5</b>	<b>73.6 ±16.9</b>	<b>73.0 ±16.9</b>	<b>47.8 ±27.8</b>	<b>70.9 ± 3.4</b>
<b>Proportion of all school leavers who are fully engaged (h)</b>										
2018	%	76.8 ± 5.1	76.1 ± 7.2	59.0 ± 8.3	67.1 ±11.9	77.7 ±10.5	73.6 ±16.9	73.0 ±16.9	47.8 ±27.8	70.9 ± 3.4
2017	%	80.6 ± 5.4	75.5 ± 3.6	63.5 ±11.6	61.6 ±11.5	64.4 ±13.8	51.9 ±21.4	73.3 ±20.8	63.2 ±32.5	69.3 ± 4.5
2016	%	72.8 ± 7.0	70.3 ±11.0	63.6 ±13.0	66.8 ±11.9	68.6 ±18.3	42.9 ±18.5	86.0 ±36.4	39.4 ±30.6	68.4 ± 5.1
2015	%	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
2014	%	65.8 ±10.9	71.5 ±10.2	63.1 ±10.7	78.3 ± 7.9	59.4 ±13.6	78.6 ± 7.3	78.0 ±27.1	59.3 ±33.5	68.2 ± 3.6

Data are comparable (subject to caveats) across jurisdictions and over time.

Table 4A.60 **School leaver destination (a), (b), (c), (d), (e), (f), (g)**

	<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>
	Data are complete for the current reporting period (subject to caveats).									
(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 ± 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.									
(h)	'Fully engaged' includes: people who were employed full-time and/or in full time study, or employed part-time combined with part-time study									
	<b>np</b> Not published.									

Source: ABS 2018 (and previous issues), *Education and Work, May 2018*, TableBuilder.

Table 4A.61 **School leaver destination survey results**

<i>Jurisdiction</i>	<i>Summary</i>
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**New South Wales**

Surveys of post-school destinations for students from government, Catholic and independent schools commenced in 2010 and have been conducted annually since 2013 using telephone and online surveys. The surveys identify student destinations in the 12-18 months after leaving school. In 2018, the samples comprised 3529 year 12 completers and 4470 early leavers.

In 2018, 69.2 per cent of year 12 completers were undertaking some form of education and training. The majority were studying a Bachelor degree (50.6 per cent). A further 9.1 per cent of year 12 completers were studying a vocational education and training (VET) program: 5.5 per cent in Certificate IV, Diploma or Advanced Diploma, compared with 3.6 per cent in Certificates I, II and III, 5.7 per cent in apprenticeships and 3.8 per cent in traineeships. While 28.3 per cent of the year 12 completers were employed or looking for work, 2.5 per cent were not in the labour force, education or training.

Please refer to the Centre for Education Statistics and Evaluation (CESE) website, [www.cese.nsw.gov.au](http://www.cese.nsw.gov.au), for results from the NSW Survey of Secondary Student' Post-School Destinations, including destination outcomes for NSW school leavers.

**Victoria**

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

The 2017 On Track Survey surveyed 28 162 (49.8 per cent) of the eligible 2016 year 12 or equivalent cohort from 571 schools, both government and non-government, as well as TAFE and Adult Community Education providers. Of these students, 75 per cent were in further education and training (54 per cent were enrolled at university, 13 per cent were TAFE enrolled and 8 per cent had taken up apprenticeships or traineeships). Of the 25 per cent who were not in further education and training, 11 per cent were in full or part time employment, 10 per cent had deferred a tertiary place and 3 per cent were looking for work.

Summary reporting of On Track data is available via: <https://www.education.vic.gov.au/about/research/Pages/ontrack.aspx>

**Queensland**

The annual Queensland Next Step survey, first conducted in 2005, targets all students who completed year 12 in government and non-government schools approximately six months after the completion of year 12. The 2018 Next Step survey collected responses from 40 061 year 12 completers, a 75.5 per cent response rate.

The results showed that 86.3 per cent were engaged in education, training or employment in the year after completing year 12. A further 11.0 per cent are seeking work, while 2.7 per cent are not in the labour force, education or training.

**Western Australia**

Table 4A.61 **School leaver destination survey results**

<i>Jurisdiction</i>	<i>Summary</i>
	<p>The WA School Leaver Destinations Survey was conducted in 2018, providing destination information for 11 880 government school Year 12 students who left during or at the end of 2017. This represented 82.7 per cent of the total WA government school 2017 Semester 2 Year 12 student population.</p> <p>Of the responses, 74.7 per cent were in either education or training, with 34.7 per cent at university, 4.6 per cent studying an apprenticeship or a traineeship, 24.4 per cent studying another type of nationally accredited training qualification, 1.4 per cent repeating year 12 studies or engaged in non-accredited training and 9.6 per cent deferring their education or training. In addition, 4.1 per cent were engaged exclusively in full time employment, 11.1 per cent in part time employment, and 10.1 per cent were neither working nor studying.</p> <p><b>South Australia</b></p> <p>SA does not conduct a post school destination survey.</p> <p><b>Tasmania</b></p> <p>Recognising that continuing education equates to improved employment and life outcomes for students, on 10 July 2017, the Education Act 2016 (passed by Parliament in November 2016) commenced. The Act requires that from 2020:</p> <ul style="list-style-type: none"> <li>• All children and youths must be enrolled in school for thirteen years, from Prep to Year 12.</li> <li>• The education and training leaving requirements will be raised so that students must participate in education and training until they complete Year attain a Certificate III, or they turn 18 years of age (whichever occurs first).</li> <li>• The minimum work hours for exemption from the requirement to participate in education and training due to employment increases from 25 hours a week to 35 hours a week.</li> </ul> <p>Current policy requires that all students are tracked from Year 10 through to Year 12, to ensure that they are actively participating in education. Departmental student systems support school staff in this process.</p>

Table 4A.61 **School leaver destination survey results**

<i>Jurisdiction</i>	<i>Summary</i>
<b>Australian Capital Territory</b>	<p>Since 2007, the ACT has conducted a telephone-based survey of all 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 2018 this survey became multimodal with online self-completion and telephone interviews being utilised, responses were received from 43 per cent of the 2017 year 12 graduates who were sent a Primary Approach Letter.</p> <p>The 2018 survey found that 93 per cent of 2017 year 12 graduates were employed and/or studying in 2018 and overall 85 per cent found years 11 and 12 worthwhile. Of the 59 per cent of 2017 graduates studying in 2018, 68 per cent reported that they were studying at the higher education (advanced diploma or higher) level and 28 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 2018, 72 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 (72 per cent) than those who did not (56 per cent).</p>
<b>Northern Territory</b>	<p>NT does not conduct a post school destination survey.</p>

*Source:* State and Territory governments (unpublished).