AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Submission to the Senate Education, Employment and Workplace Relations Committee

Inquiry into the administration and reporting of NAPLAN testing

INDEX

1. ACARA

1.1 ESTABLISHMENT

In October 2008, the Council of Australian Governments (COAG) agreed to establish a new national education authority that would bring together, for the first time, the functions of curriculum, assessment and reporting at the national level. The decision was the result of COAG negotiations in relation to the new National Education Agreement and National Partnerships.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) was established to improve the quality and consistency of school education in Australia through a national curriculum, national assessment, data collection and performance reporting.

Section 5 of the Commonwealth *Australian Curriculum, Assessment and Reporting Authority Act 2008* (ACARA Act) established the body in December 2008. On 28 May 2009, ACARA's Board members were appointed by the Commonwealth Minister for Education, at which point ACARA effectively became operational. At that time, ACARA superseded the Interim National Curriculum Board, which was established in April 2008 and had begun work on the national curriculum in specified areas. It also took over work on the National Assessment Program (NAP), including the National Assessment Program: Literacy and Numeracy (NAPLAN), which had been managed since 2007 by a federal, state and territory steering committee.

Finally, ACARA began work to develop a national school data and reporting system which later became the *My School* website, and other work related to its functions of assessment, curriculum and reporting.

1.2 LEGISLATIVE MANDATE

The ACARA Act prescribes the following functions for the Authority:

- to develop and administer a national school curriculum, including content of the curriculum and achievement standards, for school subjects specified in the Ministerial Council on Education, Employment, Training and Youth Affairs' (MCEETYA) Charter for ACARA;
- to develop and administer national assessments;
- to collect, manage and analyse student assessment data and other data relating to schools and comparative school performance;
- to facilitate information sharing arrangements between Australian government bodies in relation to the collection, management and analysis of school data;
- to publish information relating to school education, including information relating to comparative school performance;
- to provide school curriculum resource services, educational research services and other related services; and
- to provide information, resources, support and guidance to the teaching profession.

1.3 CHARTER AND DIRECTIONS

Subsection 7 (3) of the ACARA Act states that the Authority must perform its functions and exercise its powers in accordance with the Charter set by MCEETYA and any other written instructions from the Council. MCEETYA has since become the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

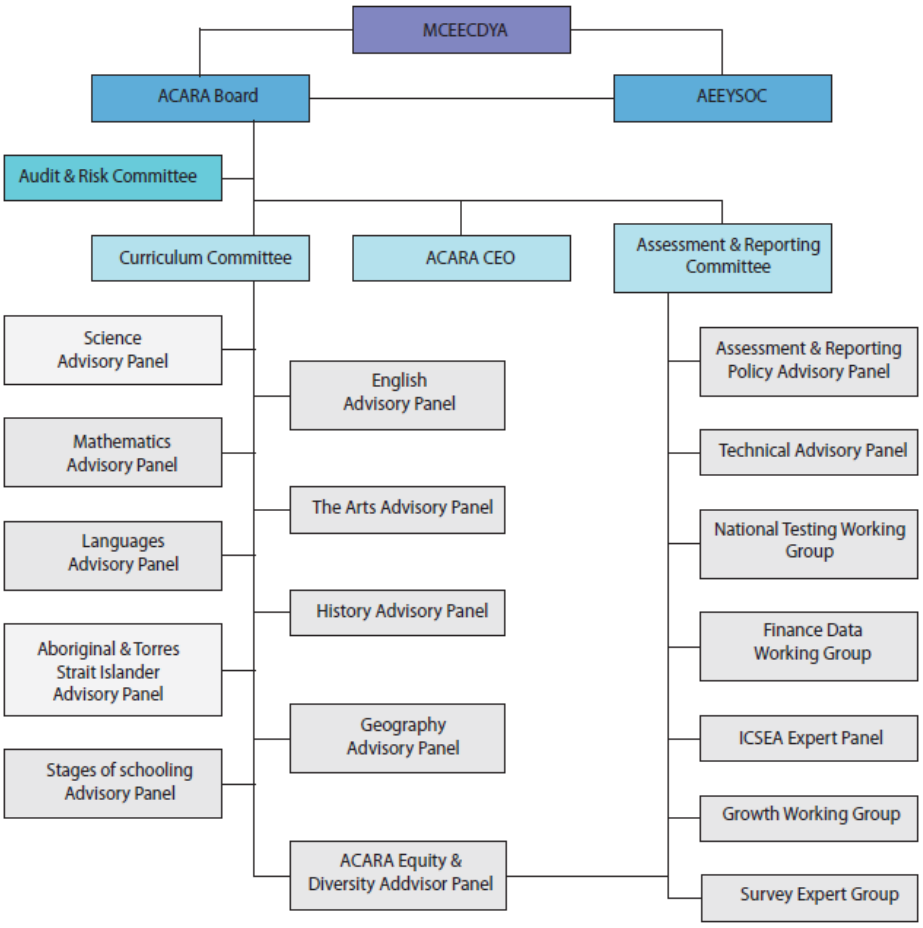
The current charter outlines ACARA's responsibility for developing and implementing a single national school curriculum, administering national assessment, and developing and maintaining a system of reporting on school progress and benchmarking.

The other key document that guides ACARA's work is the *Melbourne Declaration on the Educational Goals for Young Australians* (Appendix 1) which was released by MCEETYA in December 2008.

1.4 GOVERNANCE

ACARA is a co-operative enterprise between state and federal jurisdictions and its activities are jointly funded by Commonwealth, state and territory governments. The ACARA Board comprises members nominated by Commonwealth, state and territory education ministers, as well as the Catholic Education Commission and Independent Schools Council of Australia.

The following diagram sets out some of the main reporting and advisory relationships.



2. NAPLAN

2.1 INTRODUCTION

Literacy and numeracy are the foundations on which further learning depends. It is therefore important that literacy and numeracy capabilities are developed early. The foundations for literacy are built primarily in English and the foundation for numeracy primarily in mathematics, but both literacy and numeracy are reinforced and strengthened through teaching of other learning areas. Literacy and numeracy need to keep developing across the school years as the curriculum areas put them to work in increasingly distinct and complex ways.

One of ACARA's key responsibilities is to assess the literacy and numeracy capabilities of Australia's student population, and consequently, ACARA manages NAPLAN, which has been in place since 2008. NAPLAN is one aspect of the broader NAP which is described in Appendix 2.

Prior to the introduction of NAPLAN, each state and territory had conducted its own regime of numeracy and literacy testing for primary and secondary school students. This commenced with the Basic Skills Tests in New South Wales in 1989. In Victoria, an annual common test known as the Achievement Improvement Monitor testing was conducted by the Victorian Curriculum and Assessment Authority and undertaken by students at year levels 3, 5, 7 and 9. Similar testing was also undertaken in other states and territories. Although the state and territory-based testing regimes differed in certain respects, national comparative data was prepared annually from 1999 through a process called equating.

In July 2003, MCEETYA agreed to enhance the consistency and timeliness of reporting and agreed to pursue enhancements to the collection of literacy and numeracy outcome data.

In 2004, the *Schools Assistance (Learning Together – Achievement through Choice and Opportunity) Act* prescribed the implementation of common national tests before 1 January 2008. MCEETYA agreed in July 2006 that national literacy and numeracy testing for all students in years 3, 5, 7 and 9 would commence in 2008.

In December 2007, MCEETYA, through the Australian Education Systems Officials Committee (AESOC), directed Curriculum Corporation (a ministerial company now merged with education.au to form Education Services Australia) to project manage the NAPLAN tests in 2008 and 2009.

In May 2008, the first of the NAPLAN tests were implemented. Every year, Australian students in years 3, 5, 7 and 9 are assessed on the same days using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. These tests replaced the previous state and territory-based assessments and have the support of all education ministers.

In the second half of 2009, responsibility for NAPLAN was moved to the newly formed ACARA. By this point in the planning and development cycle the tests for NAPLAN 2010 had been fully developed.

2.2 ANNUAL DEVELOPMENT CYCLE

The process for developing the tests is comprehensive and involves input from experts from around the country. The development model includes central management of the project by ACARA (and formerly the AESOC NAPLAN Steering Group) working with expert organisations providing services under contract and supported by expert review and recommendations from all state and territory officials.

The development cycle for the NAPLAN tests is approximately 12 months and proceeds in phases. These phases are described below, with a more detailed technical explanation of NAPLAN test development and analysis located at Appendix 3.

2.2.1 Phase One

The first phase involves the engagement of specialist writers to develop test questions (items) that meet nationally endorsed test specifications. These include specifications for the types of test items that can be used, test item content (curriculum content), length of tests and the spread of difficulty across items.

NAPLAN is developed to ensure age appropriate assessment and takes into consideration curriculum content and frameworks. Currently this is achieved by referencing the National Statements of Learning in English and Mathematics, and state and territory curriculum and learning frameworks. In future, NAPLAN will be references against an Assessment Framework based on the new national curriculum once that curriculum is implemented.

2.2.2 Phase Two

In the second phase, panels of experts review proposed items from a range of perspectives. Initially the test development contractor will undertake in-house panelling to determine the suitability and quality of items. The items are then presented to panels from all state and territory test authorities for review by experts in curriculum and measurement, practising teachers and specialist officers in areas such as indigenous education, English as a second language, and students with special needs. Only those items that meet the stringent criteria of the panels proceed to trialling.

Once the test questions are agreed, they are constructed into ‘trial test forms’ that are then sat by a scientifically chosen sample of students within Australia, to obtain critical item performance data. The performance of each question, including for example how well it is able to discriminate high-performing and low-performing students, or whether there is any bias, is determined by psychometric analysis of the data, conducted after the trial.

The final selection of items for inclusion in tests is then based on a set of quality assurances including: (i) the psychometric data collected through trialling (ii) professional judgments from educational measurement, test construction and curriculum experts from all jurisdictions and

(iii) the requirement to have the final test forms comply with the detailed NAPLAN test specifications.

The final review process also includes consideration of the items by experts in indigenous education, education for students from language backgrounds other than English, students who have a visual impairment and other experts in teaching and learning for students with disabilities. The purpose of this process of review is to make sure that the final set of test items that are printed and delivered to schools are appropriate to the widest possible number of students.

2.2.3 Phase Three

An Expert Advisory Group (EAG) consisting of five pre-eminent educational measurement experts provides advice and endorsement on aspects relating to technical methodology and specification, equating of tests and quality assurance. The final test specifications are reviewed by the EAG to ensure there is an acceptable level of compliance between the target NAPLAN test specifications and the achieved specifications in the tests.

2.3 EQUATING THE TESTS

In order to be able to compare the performance of students on different tests conducted across different years, an 'equating' process is completed to determine any variation in the difficulty of the tests so that the difficulty of one set of tests can be aligned to the level of difficulty of the second set of tests. This process enables tests to be located on a common scale and valid comparisons made between the performances of students on different tests.

In the case of NAPLAN, it is important to be able to equate tests in subsequent years so that comparisons can be made between student performances, comparisons that are valid because they are not affected by the variations in the relative difficulty of the tests.

In 2009, equating tests were developed so that future NAPLAN tests could be located on the same scale (the NAPLAN scale). The 2009 equating process used both 'on-shore' and 'off-shore' testing. Students in New Zealand participated in the testing and sat the 2008 NAPLAN tests and the equating tests. In Australia another sample population of students sat the 2009 NAPLAN tests and also the equating tests. Using a combination of equating methods, the 2008 and 2009 tests were able to be placed on the same scale through the process of the common equating tests.

From 2010 a sample of students from each year, drawing from all states and territories and school sectors, will sit the secure equating tests as well as the current year's NAPLAN tests. The equating tests will be administered by specially trained independent test administrators. This ensures that the security of the equating tests can be preserved.

The equating process for NAPLAN was informed by advice from the EAG. Care is taken to provide a high level of assurance as to the reliability of comparisons between years. The equating process provides confidence that any test difference has been taken into account before reporting any differences in student performance between years.

Finally, ACARA signs off the tests and endorses them as satisfying the specifications.

2.4 TEST CONTENT

The content of each test is informed by the National Statements of Learning in English and Mathematics (Appendices 4 and 5) which underpin state and territory learning frameworks and existing state and territory curriculums. The National Statements are available from the Educational Services Australia website at www.esa.edu.au.

Test questions cover aspects of literacy (Reading, Writing, Spelling, Grammar and Punctuation) and numeracy. Questions are either multiple-choice or require a short written response. The writing task requires students to write an extended piece in response to a provided prompt drawn from a specified genre (such as narrative or persuasive) which is set by MCEECDYA and communicated to schools early. NAPLAN tests are designed to test key literacy and numeracy skills. The best preparation schools can provide for students is teaching the curriculum, as the tests reflect core elements of state and territory curricula. In future, the NAPLAN tests will be aligned with the Australian Curriculum. Currently the first four learning areas of the Australian Curriculum (English, mathematics, science and history) are in draft form with consultation underway for the senior years and analysis being undertaken of feedback received on the Kindergarten to Year 10 curriculum .

Test practice should involve students completing examples of previous tests or sample tests for the purpose of familiarising them with test instructions and common forms of questions. Teachers routinely prepare students for testing including, as appropriate, practice on sample tests. Adequate preparation ensures that students feel comfortable in the testing environment and are able to confidently demonstrate what they know and can do.

2.5 TEST ADMINISTRATION

State and territory Test Administration Authorities (TAAs) are responsible for the implementation and administration of the NAPLAN tests in their jurisdictions. These authorities manage the printing and distribution of test materials, coordinate the testing program within their jurisdictions and administer special provisions to assist eligible students with particular needs to participate in testing.

The NAPLAN tests are conducted at schools and administered by classroom teachers, school deputies or the principal.

The TAAs for NAPLAN are:

- ACT - Department of Education and Training
- NSW - Department of Education and Training
- NT - Department of Education and Training
- QLD - Queensland Studies Authority
- SA - Department of Education and Children's Services
- TAS - Department of Education
- VIC - Victorian Curriculum and Assessment Authority
- WA - Department of Education

ACARA has nationally agreed protocols for the administration of NAPLAN testing that are used by all TAAs. The *National Protocols for Test Administration* (Appendix 6) form the basis for test administration manuals (see Appendices 7 and 8), and ensure the integrity and consistency of the testing process. The National Protocols also include detailed requirements for the management of test security.

The security of the NAPLAN tests is achieved through contractual obligations on commercial service providers and strict instructions for the handling of materials in schools. Contractors responsible for the printing, packing and delivery of NAPLAN test materials must comply with stringent quality assurance and security requirements. For example, there are specific requirements for the secure packaging of materials, highly restricted access for staff to areas where test materials are produced and secured and agreed protocols for the delivery of materials to schools.

Once students have sat the tests and they are collected, the test administration authority in each state and territory manages the marking of the tests and the capture of answer data through an electronic scanning process. Tests for Reading, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy are scored using optical mark recognition software for multiple-choice items. Writing tasks are professionally marked using quality assured procedures for maintaining marker accuracy and consistency.

TAAs submit de-identified student data from all tests to a contractor, appointed to undertake the analysis of the test data on behalf of ACARA and the states and territories. The national contractor performs a range of analyses on the data for purposes of individual, school, jurisdiction and national reporting.

2.6 FORMS OF REPORTING

NAPLAN results are reported nationally through the *NAPLAN National Summary* (September release) (Appendix 9) and *NAPLAN National Report (*December release) (Appendices 10 and 11) and at the student level in the form of reports to parents. Results are available for use by education systems, schools and parents.

Individual student reports, provided to parents/carers, show student results against the national average and the middle 60 per cent of students nationally. These reports contain a description of what was assessed in each of the tests and provide information about what students can typically do.

NAPLAN results are reported using five national achievement scales, one for each of the NAPLAN assessment domains of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Each scale consists of ten bands, which represent the increasing complexity of the skills and understandings assessed by NAPLAN from Years 3 to 9. Six of these bands are used for reporting student performance in each year level.

The NAPLAN reporting scales are constructed so that any given scale score represents the same level of achievement over time. For example, a score of 700 in Reading in one year is equivalent to the same score in other testing years.

After the first year of NAPLAN testing and reporting in 2008, MCEETYA commissioned Colmar Brunton Research to evaluate the NAPLAN reports and how they were received and understood by parents (Appendix 12). The evaluation concluded:

> *The 2008 NAPLAN student report issued is considered to have received a consistent and positive evaluation. NAPLAN student results were valued, considered important and were able to be understood by the majority of parents who received them. There were no major issues raised during the evaluation which would indicate that significant changes are required for subsequent years.*
>
> *The core messages received from the NAPLAN student reports is the comparison of their child/ren to the national average and an ability to assess their child/ren's performance. The achievement bands and the national average were the most important comparison points so that parents can assess their child/ren to be higher or lower than average. This is more important than understanding the national minimum average.* (p38)

The study also made some significant findings about parents' perceptions of the national literacy and numeracy testing more broadly.

> *Australian parents place significant importance on national literacy and numeracy testing for their child/ren. Nearly nine in ten parents (87%) consider national assessment to be either very important or important.* (p11)

States and territories also make extensive use of NAPLAN data to improve the teaching and learning programs in schools. Some states and territories provide highly sophisticated analytical packages for the use of teachers, principals, their supervisors and for use by a whole system to identify areas of strength and areas for development.

2.7 FUTURE DIRECTIONS

The most immediate issue for ACARA to address will be the redesign of NAPLAN to reflect the new Australian Curriculum. While the curricula for K-10 English and mathematics will be approved in 2010, it is not clear at this stage whether all schools will have implemented them by 2012, which is realistically the first year in which it would be theoretically possible to have newly designed tests in place. Other issues and opportunities for consideration include:

- the possibility of assessing a broader range of outcomes through the use of multiple test forms and perhaps even a component of moderated teacher assessment;
- exploring potential benefits available to large scale assessments from new and innovative technologies;
- the potential for online and computer adaptive testing in the future; and
- enhanced provisions for students with special needs to participate in testing through assistive technologies and test delivery platforms.

3. MY SCHOOL

3.1 POLICY CONTEXT

An overarching objective set by the Ministerial Council is to provide greater transparency and accountability for the performance of schools to ensure that every Australian child receives the highest-quality education and the opportunity to achieve through participation in employment and society.

On 22 August 2008 MCEETYA agreed that an Expert Working Group (EWG) would be convened by the Australian Government to provide a report to Ministers on relevant measures to guide school evaluation, accountability and resource allocation. (Note that the EWG was renamed the School Reporting Working Group (SRWG) on 13 February 2009). This was agreed by COAG in the context of the development of the new Commonwealth-State financial arrangements (National Education Agreement) and the desire for improved school accountability and transparency including the publication and provision of data to create an accountability framework to assist in building an evidence base for improving outcomes.

COAG determined that the public should be provided with information on each school in Australia. It was agreed at COAG's 24th meeting held on 29 November 2008 that:

> *...the new Australian Curriculum, Assessment and Reporting Authority will be supplied with the information necessary to enable it to publish relevant, nationally-comparable information on all schools to support accountability, school evaluation, collaborative policy development and resource allocation. The Authority will provide the public with information on each school in Australia that includes data on each school's performance, including national testing results and school attainment rates, the indicators relevant to the needs of the student population and the school's capacity including the numbers and qualifications of its teaching staff and its resources. The publication of this information will allow comparison of like schools (that is, schools with similar student populations across the nation) and comparison of a school with other schools in their local community.* (COAG Meeting Outcomes).

The key aspect of this decision was that school performance data should only be published publicly in a contextualised manner so that performance data is provided with a range of information about a school's student and teaching population and its resources.

In late 2008, the EWG commissioned the Australian Council for Educational Research (ACER) to provide advice on national schools data collection and reporting for school evaluation, accountability and resource allocation. Amongst their many recommendations, ACER recommended that:

> *For the purpose of providing public information about schools, a common national website should be used to provide parents/caregivers and the public with access to*

rich information about individual schools.(viii)

This report also recommended the use of NAPLAN as the basis for the comparative performance of schools.

> *The best available nationally comparable student outcome measures at the present time are provided by NAPLAN.* (p13)

Importantly, the study found that NAPLAN was an effective way to assess whether a school was making a difference in a student's numeracy and literacy skills by measuring improvement across the years.

> *NAPLAN provides a basis for evaluating each primary school's effectiveness in promoting literacy and numeracy gains between Year 3 and Year 5. In those states in which Year 7 is in the primary school years, NAPLAN also provides a basis for evaluating each primary school's effectiveness in promoting gains between Year 5 and Year 7. In other states, gains from Year 5 to Year 7 occur across the primary secondary transition and so are more difficult to attribute to a single school (except in K-10 or K-12 schools). In most Australian states and territories, NAPLAN provides a basis for evaluating the effectiveness of secondary schools in promoting literacy and numeracy gains between Year 7 and Year 9.* (p17)

ACER also considered the basis on which the results of schools could be compared.

> *Research consistently shows a correlation between students' socio-economic backgrounds and their levels of school attainment. For this reason, the socioeconomic backgrounds of a school's student intake also must be taken into consideration in any evaluation of the school's performance.*
>
> *The socio-economic backgrounds of students in a school can be measured either at the level of the school (eg, using data from the ABS census collection districts for the home addresses of the students attending the school) or by aggregating information about the SES backgrounds of individual students in the school.* (pp23-24)

This report was tabled before MCEETYA in April 2009 (Appendix 13). At this meeting, it was agreed that 2008 and 2009 NAPLAN data would be included on the website and a like-school model developed to enable comparisons between schools with similar student intake characteristics.

3.2 POLICY CONSIDERATIONS

It is important to focus on the performance of schools since they provide the context in which students learn. It is important too to reveal the variation in performance of schools with students of similar social backgrounds since the higher performing schools can raise the expectations of the others and become sources of information about practices that could raise the performance levels of the lower performing schools.

It is important to examine the whole distribution of student performances and not to focus only on the mean or only on the proportion of students whose performance lies below the minimum acceptable level for their year level. The *My School* site, therefore, presents the distributions of results in a school as well as the means. Furthermore, the distributions are presented using the bands on the NAPLAN scales where the lowest band represents performances below the minimum acceptable level.

In some other countries, the focus is on the proportions above and below the minimum acceptable level. That encourages schools to focus on students close to that criterion level, to ensure those just above do not slip below and to try to shift as many as possible of those just below over the line to improve the school's performance measure. That can cause schools to ignore both high performing and very low performing students.

3.3 INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE

The best way to compare the performance of schools in the NAPLAN tests would be to find groups of schools with students of similar abilities on commencing school. Currently, no such measures of starting abilities are available nationally. Instead, attention focused on students' social backgrounds for which the typical measures are parents' education and occupation. Most states and territories do not presently collect this information for students, so an indirect estimate was needed. The approach adopted was one long used in Australia for allocating funds to non-government schools and also in some state departments of education for identifying schools enrolling students from similar social backgrounds. The approach uses Australian Bureau of Statistics (ABS) census data.

Research was undertaken by ACARA to find a set of variables that best predicted student performance on the NAPLAN tests on reading and numeracy, and to use these to create an index that could be used to group schools that are 'statistically similar' in terms of their student populations. As noted above, the ACER Report of December 2008 had stated that there are clear links between students' socio-economic backgrounds and their future educational outcomes. ACARA therefore decided to use socio-economic indices as a starting point to build a comparative tool for student populations, in line with the ACER recommendations.

The ABS produces four indices of socio-economic status, the Socio-Economic Indicators for Areas (SEIFA). These indices correlate positively with student achievement, but none of them was specifically designed to best predict the educational attainment of Australia's schools. A new index was thus developed, namely the Index of Community Socio-Educational Advantage (ICSEA).

ICSEA uses the SEIFA variables and school data to create an index that best predicts schools' average performance on NAPLAN tests. The variables that make up ICSEA include socio-economic characteristics of the small areas where students live (in this case an ABS census collection district (CCD)), as well as an index of remoteness, and the proportion of Indigenous students enrolled at the school.

After establishing a methodology, the following steps were taken to calculate an ICSEA value for each school. Firstly, residential addresses for each student in Australia were gathered (without student names or 'de-identified') as well as data about each school's:

- proportion of Indigenous students; and
- remoteness (based on an agreed Australian Bureau of Statistics (ABS) system which identifies localities on a scale from metropolitan through to provincial, remote, and very remote).

For government schools, information was gathered from state and territory education departments. For non-government schools, information was gathered from the federal Department of Education, Employment and Workplace Relations.

Next, each address was matched to its CCD. A CCD is a geographical area (much smaller than a postcode or suburb) which contains on average about 220 households. Student residential addresses were matched to their CCD by a process known as geo-coding, where the address is located to a point on the earth's surface (a specific latitude and longitude). The CCD in which the address is located was then identified and the address was linked with the CCD's unique identifying number.

Third, the relevant socio-economic status (SES) characteristics of the CCD in which each student at a school lives (known from ABS household census data) were aggregated to the school level. For example, for a school with 100 students living in five different CCDs, the relevant variables from SES data for each of those CCDs were aggregated, proportionally, up to the school level, so that the averages for each SES variable at the school level were known.
A regression model was then fitted to these data and to data on remoteness and indigeneity.

Finally, an ICSEA value was calculated using the regression weights from the regression model. ICSEA places schools on a numerical scale and with a mean of 1000 and standard deviation of 100 for all Australian schools. For example:
- a school in a regional town with a student population drawn largely from relatively disadvantaged households might have an ICSEA value of about 850;
- a school in a metropolitan area which draws its students from relatively advantaged households might have an ICSEA value of about 1150; and
- a school in a remote Indigenous community might have an ICSEA value of about 540.

ICSEA values are calculated for schools irrespective of the proximity of students' homes to the school, so schools that draw students from a wide geographic area will still have an ICSEA value. Some schools, however, will not have an ICSEA value because of the nature of their student population. An example could be a school for children with intellectual disabilities.

In a small proportion of cases, ICSEA may provide an inappropriate measure of the socio-educational level of the school. This can occur in instances where there is a mismatch between students' actual levels of socio-educational advantage and that of the CCD values associated with their addresses. An example would be remote schools where the ICSEA values are inflated where a mining community is located in an otherwise disadvantaged remote community.

The initial ICSEA values for all schools were checked with school authorities. On the basis of this checking, ICSEA values of around seven percent of schools were revised. An expert panel was convened to review the changes and ensure consistency in the criteria used to make them.

In September 2009, MCEECDYA endorsed the use of the new ICSEA index on the new website.

3.4 WEBSITE DEVELOPMENT AND LAUNCH

While ICSEA forms the basis of the comparison of schools' NAPLAN performance data, ACARA was required to publish further contextual information on schools. Education ministers agreed to a set of rules to support meaningful and comparable reporting of school data and responsible use of this information. These are contained in the *Principles and Protocols for Reporting on Schooling in Australia* at Appendix 14. These rules include the following principles:

- the protection of individual student privacy;
- not publishing comparative data without contextual information; and
- the publication of error margins, caveats and explanatory notes to ensure accurate interpretation.

ACARA joined the SRWG on 5 August 2009 and took over the role of Chair. From this point, ACARA led the broader development of the *My School* website, however substantial work had already been undertaken to determine what data should be reported on the site. ACARA went on to test the proposed site with focus groups to assess the site's layout and changes were made to reflect this feedback.

The final design of the website was endorsed by MCEECDYA in September 2009. The *My School* website (www.myschool.edu.au) was launched on 28 January 2010 and provides profiles of almost 10,000 Australian schools that can be searched by the school's location, sector or name. The website provides contextual information, as well as NAPLAN results that can be compared with results from statistically similar schools across Australia and the average of all Australian schools.

3.5 WEBSITE CONTENT

The information included on the *My School* website comes from a number of different sources. School information and student results should be considered within their State or Territory, sector and school context. Some schools do not, for instance, provide data on senior secondary outcomes in terms of vocational education and training or other pathways achieved following students' completion of high school.

3.5.1 Website Pages

The front page of the *My School* website allows users to search the site and find a particular school. Users can search using a school name or postcode, and can search by sector for government or non-government schools. It is also possible to can also search by school type, based on the standard categories used by the Australian Bureau of Statistics, which are:

- primary;

- secondary; and
- combined primary and secondary.

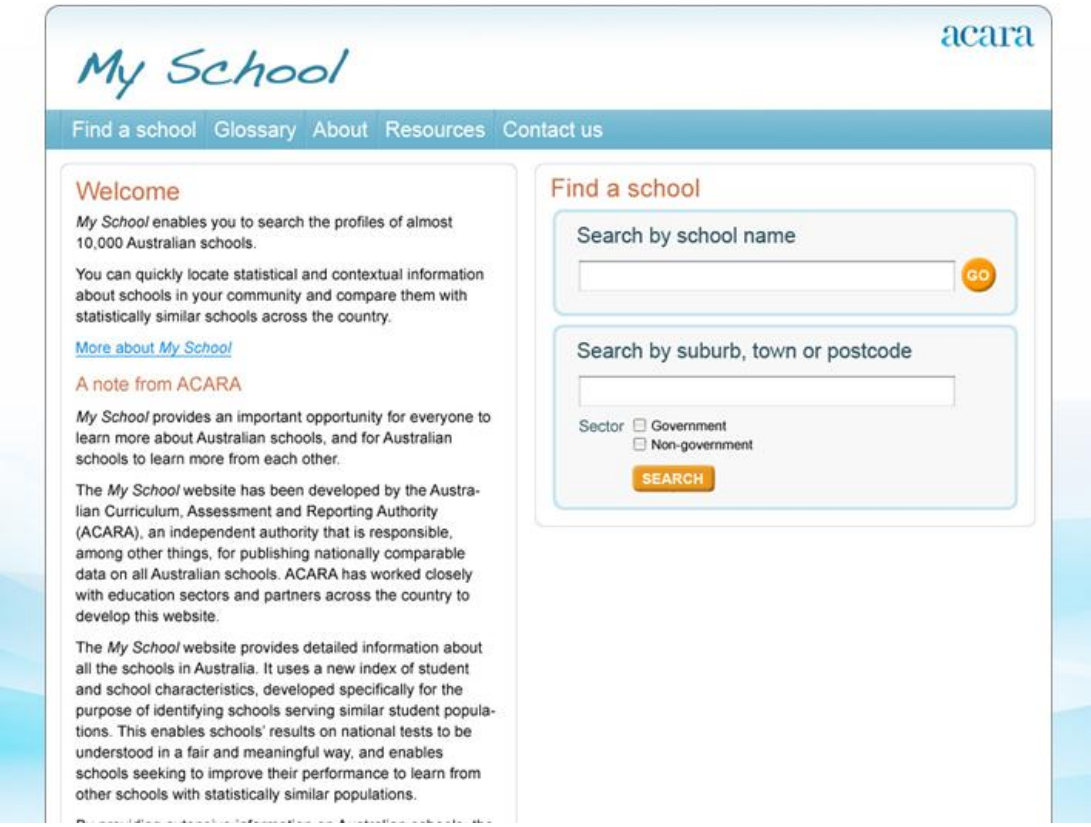


FIGURE 1: Front page of *My School* website

Once the school in question has been located, users will come to the homepage for that school. For the purposed of this paper, the fictitious 'Elsewhere Primary School' has been used as an example.

The website has four key elements, each with a dedicated webpage. They are shown here on the sidebar menu on the *My School* homepage. As shown on the sidebar menu, the elements are:

- School profile — an overview of key information about the school as well as comparative data on average results for NAPLAN tests in 2008 and 2009.
- Results in bands — detailed analysis of the collective results of students in bands. It provides more detail on where the range of student achievement lies in a school in comparison with the information on the homepage.
- Statistically similar schools — average NAPLAN scores of the selected school compared with those of up to 60 statistically similar schools, displayed in alphabetical order.
- Local schools — a list of up to 20 schools closest geographically to the school selected.

3.5.2 School Profile

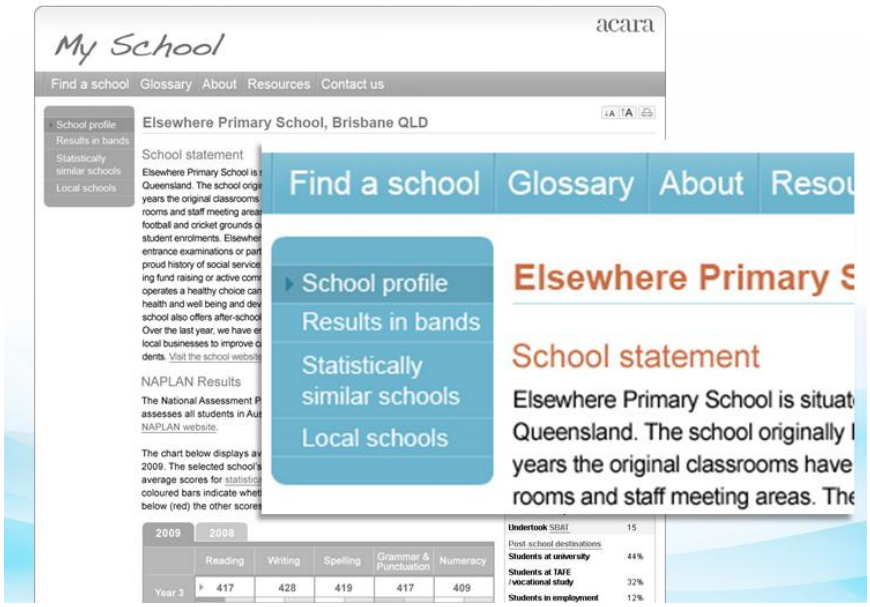


FIGURE 2: School profile on *My School* website

The first element of the profile page is the school statement text, which is an important part of the overall school profile. The statement description has been provided by schools, or by education systems on behalf of schools, and is the first thing that users see at the top of the page. The statement is an opportunity for schools to tell people about their context, including the community they are part of, and the core values they hold. Importantly, where schools have a website of their own, it includes a link to that website. By leaving the *My School* website and to the school's own website, users can find out more detailed information about that school and the types of programs they offer.

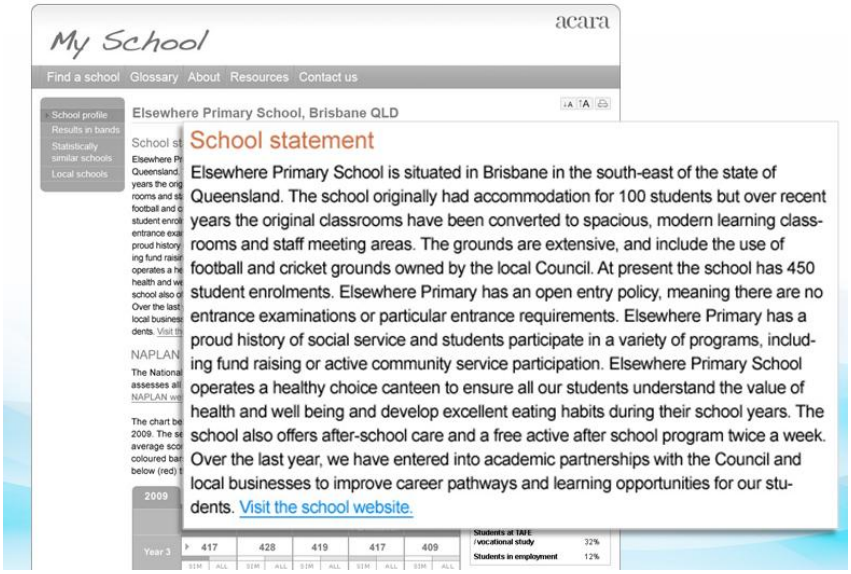


FIGURE 3: School statement on *My School* website

Next are the ‘School Facts’ and ‘Student Background’ sections of the school profile page. This contains important indicators about how many students are enrolled, how many teachers there are, and the socio-educational profile of the school.

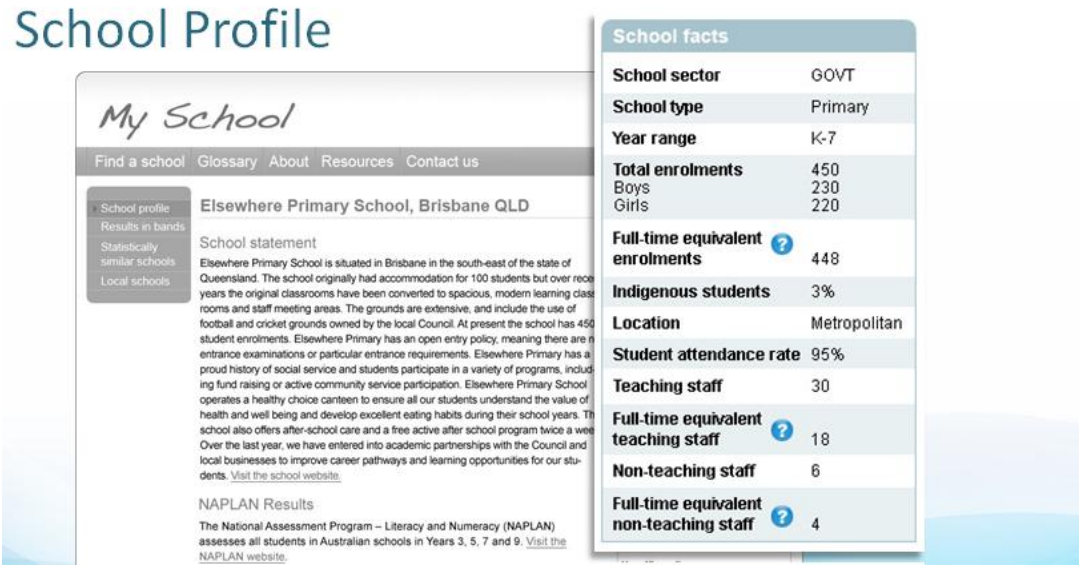


FIGURE 4: School facts on *My School* website

School sector

Australia’s education system is comprised of government and non-government schools. The ‘School facts’ section does not provide additional information on the type of non-government school. This information is only available in the overview (‘School statement’) that was provided by the school.

School type

In line with ABS practices, ACARA lists secondary schools, and combined schools (combining the primary and secondary school) as the school type. There are also a range of special purpose schools. Where these schools have been identified as being for a special purpose by the States and Territories, they have been given the school type ‘Special’ on the *My School* website. Special purpose schools include different school types, such as juvenile justice schools. In the first release of the *My School* website, academically selective schools have not been listed as a school type.

Year range offered by the school

The schooling years on the *My School* website include Year 1 to Year 12 and the various provisions for education prior to Year 1 which are part of the schooling system in each State and Territory. The abbreviations for school years used on the *My School* website are consistent with the abbreviations used by the school education systems. For example, K is kindergarten; P is preparatory. The ages that children start school are not currently reported on the *My School* website. This varies across States and Territories.

Total enrolments

Enrolments are counted in two ways: firstly, through a head count of students and secondly, through fulltime equivalent enrolments of students. The total enrolment figure uses the head count method and includes both full-time and part-time enrolments.

Full-time equivalent enrolments

A full-time student is one who undertakes a workload equivalent to, or greater than, that prescribed for a full-time student of that year level. This may vary between States and Territories and from year to year. A full-time equivalent enrolment is registered as 1.

A smaller enrolment is represented as a proportion of the full-time enrolment. For example a half-time enrolment is 0.5.

Percentage of Indigenous Australian students

A student is considered to be an Indigenous Australian if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. The term 'origin' is considered to relate to people's Australian Aboriginal or Torres Strait Islander descent and for some, but not all, their cultural identity.

Location

There are four categories of geographic location commonly used to describe school locations: metropolitan, provincial, remote or very remote. 'Metropolitan' is an area in each state or territory within close proximity of its capital city. 'Provincial' is an administration division within a country or state. 'Remote' is an area considered spatially distant from the capital city of that state or territory. 'Very remote' is an area considered spatially very distant from the capital city. More specific definitions are provided by the Australian Bureau of Statistics.

Student attendance rate

The student attendance rate is collected by schools and supplied for an agreed comparative period during the 2009 school year. It refers to the number of actual student days attended during the period as a percentage of the number of possible student days attended during the period. It includes the total (aggregated) attendance across year levels 1 to 10 for the relevant school. It does not include pre-Year 1 attendance, except in government schools in Victoria. In Victoria, this attendance data includes Prep and covers the 2008 year, but does not include the 2009 attendance rates.

School staff

Numbers of school staff cited are provided by the school sector or system. Some school sector/systems only provide numbers of staff employed by the sector/system. In these situations, staff employed directly by the school are additional to the figure stated.

Teaching staff

The head count of full-time and part-time teaching staff employed by and assigned to schools.

Full-time equivalent teaching staff

This is the same data provided under teaching staff numbers with full-time staff counted as 1.0, and part-time staff represented as a proportion of the full-time load. For example a staff member who teaches halftime is counted as 0.5.

Non-teaching staff

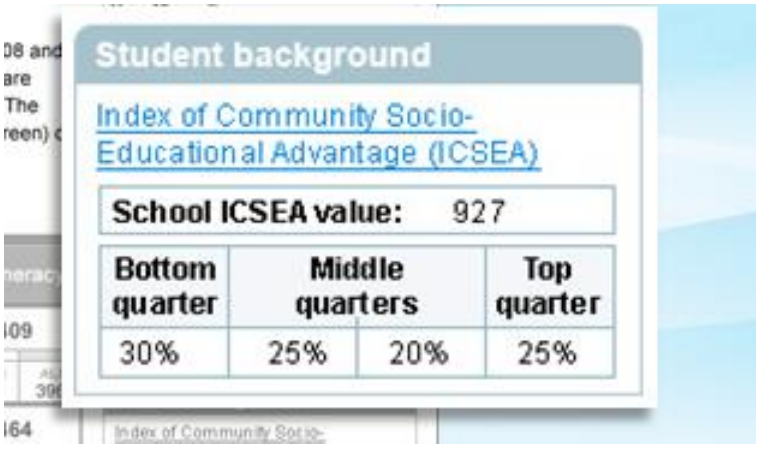
The head count of full-time and part-time staff employed at the school who are not included in the teaching staff category.

Full-time equivalent non-teaching staff

This is the same data provided under non-teaching staff numbers, with full-time staff counted as 1.0, and part-time staff represented as a proportion of the fulltime load. For example a staff member who works half-time in a non-teaching capacity is counted as 0.5.

This page also shows a school's ICSEA value. ICSEA quarters for each school are displayed in percentages. This gives contextual information about the socio-educational composition of the student population. If students at a school were drawn proportionally from the broad spectrum of the community, then theoretically there would be 25% in each quarter.

FIGURE 5: Student background on *My School* website



For schools with students in the senior secondary years, the website includes information about:

- Year 12 results;
- vocational education and training participation and achievement; and
- education and employment pathways of secondary students after they have left school.

Senior secondary outcomes

On the bottom right hand corner of the page are details about the school's senior secondary outcomes. This data has been provided by the Australasian Curriculum, Assessment and Certification Authorities. As different jurisdictions use different definitions for these data, data is not currently comparable between jurisdictions. Definitions for some of the terminology used are provided below.

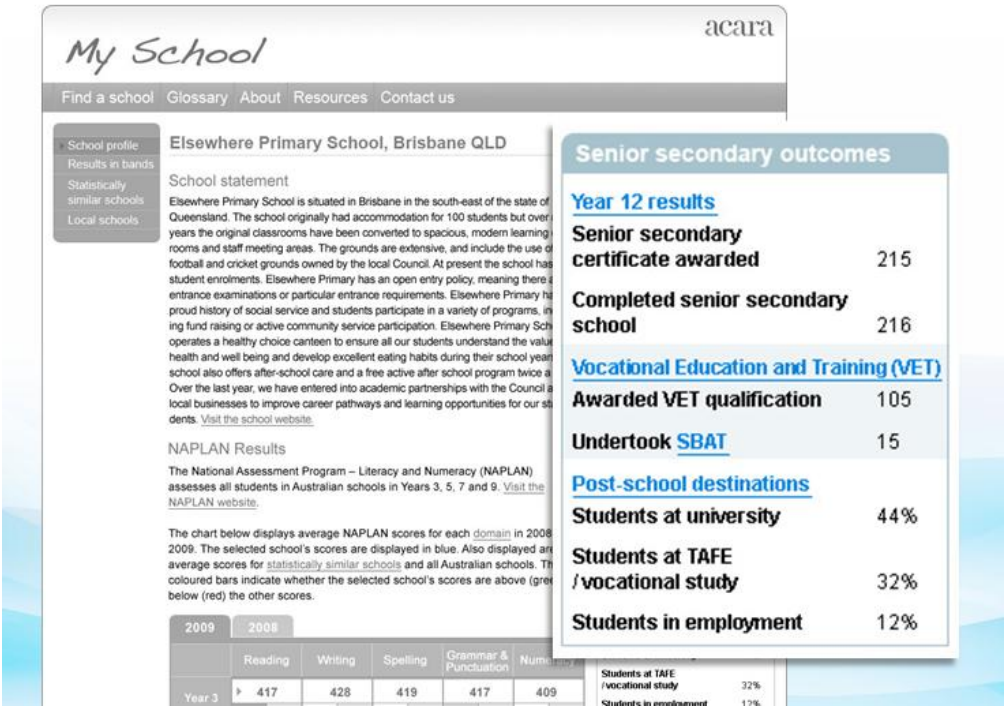


FIGURE 6: Senior secondary outcomes on *My School* website

SBAT is the name that is given to two programs: School-based Apprenticeships and School-based Traineeships. These programs provide the opportunity for students to combine paid part-time employment, and study towards a nationally credentialed program, while continuing at school and completing their high school certification. Depending on the pattern of study, an Australian Tertiary Admission Rank can be achieved.

Vocational Education and Training (VET) is education and training that focuses on providing skills for work. VET provides many skills for people in a vocational environment. VET courses are offered in schools and colleges, community centres, TAFE institutes and other registered training organisations. In these organisations VET may be provided off-the- job and/or in a workplace environment. For example, workplace training is a significant part of all apprenticeships and traineeships.

The last set of information on this school profile page is summary information about NAPLAN outcomes for the students in a school. NAPLAN results from 2009 and 2008 can be viewed. This section will appear only if the school has year 3, 5, 7 or 9 students. The fictitious Elsewhere Primary School is a K–7 school in Queensland, so it has year 3, 5 and 7 NAPLAN results shown.

This section provides the mean scores of the school's students on the achievement scale. Each scale has an average score of 500, with around 68 percent of schools with average scores within the range 400 to 600 in each of the NAPLAN domains of reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

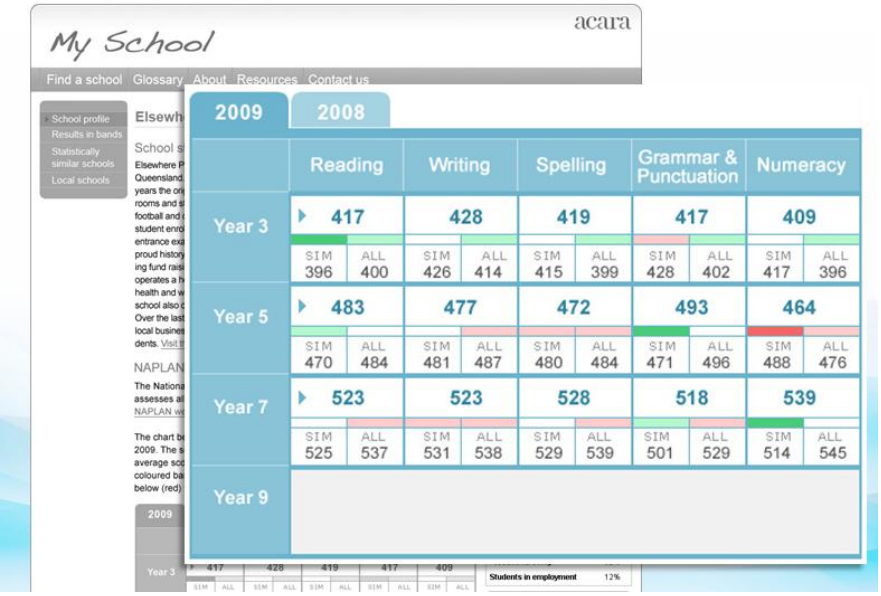


FIGURE 7: Summary NAPLAN outcomes on *My School* website

The example above of Year 5 Reading in 2009 shows Elsewhere Primary School's students had a mean score of 483. Underneath that score there are two other mean scores.

- The mean Year 5 Reading score for students of all schools in the statistically similar group (that is, those schools that have a similar ICSEA index — in this case the mean score for students from statistically similar schools is 470).
- The mean score for students from all schools in Australia — in this case it's 484.

This allows the performance of students of a particular school to be located relative to students in the rest of Australia, as well as relative to students of schools of a similar type that serve similar cohorts of students.

The other feature that helps with this comparison is colour coding. Colour coding gives a quick reference guide to locate the performance of students from a school against students from the rest of Australia and students from statistically similar schools.

Green indicates that the performance of students in a school is above the average, and red indicates that it is below average. Brighter shades of each colour indicate that the students in a school are substantially above or below the average. No shading — white — indicates that the mean performance of students in a school is close to the average of students from statistically similar schools or to students from all schools.

In the example above of Year 5 Reading, where there is a score of 483, the students of Elsewhere School are above the average of those from statistically similar schools, as shown by light green shading, but close to the average of those from all Australian schools, as shown by no shading.

Across the data for Year 5 Numeracy, it can be seen that Elsewhere School's students have a mean score of 464, which is significantly below the average for the students of its statistically similar school group, as shown by the bright red shading, and below the average for students in all schools, as shown by the lighter red shading.

3.5.3 Results in bands

The next page for each school's is the 'Results in bands' page. This page goes deeper into the NAPLAN results for a school's students and illustrates the spread of achievement by showing the proportion of students in each of the NAPLAN bands.

Results from NAPLAN tests are shown in bands of achievement, from a bottom band, which indicates performance which is below the national minimum standard, to a top band, indicating achievement at that level or higher. For any given year level, for example Year 7 Reading, there are six achievement bands. These bands fit into a single scale of 10 achievement bands that span all the NAPLAN tests a student will undertake in their schooling years (over Years 3, 5, 7 and 9). This single scale allows students, teachers and parents to monitor progress across the years and compare results to those in previous years as students advance through school.

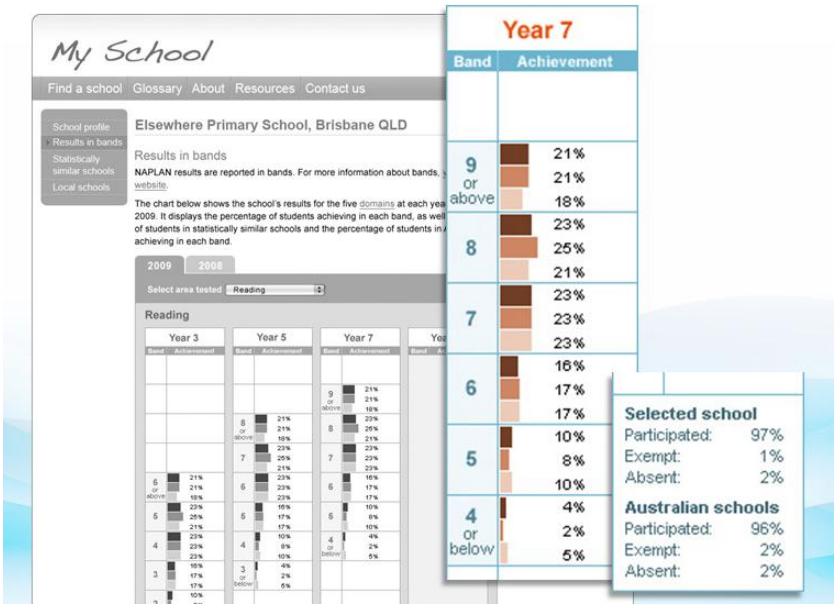


FIGURE 8: NAPLAN Results in bands on *My School* website

This page shows information about the distribution of students' scores at each year level by NAPLAN domain, compared with students in the statistically similar schools, and also those in all schools across Australia.

This page also gives details about the school's student participation rate in NAPLAN, as well as the percentage of students who were exempt and absent from the test.

Participation, absentee and exemption rates for NAPLAN tests

The proportion of students who participated in the NAPLAN tests is displayed at the bottom of the chart which shows NAPLAN results in bands. Also displayed are absentee rates and exemption rates (where students have received an exemption from the test because they have a language background other than English and have arrived from overseas less than a year before the tests, or because they have significant intellectual disabilities). These rates are compared for the selected school and nationally. Participation rates do not include exempt students.

Schools and classes with small populations

In the case of individual schools, the larger the number of students taking the tests, the greater the confidence one can have in the accuracy of the school mean scores as true measures of student performance. For this reason, indicative confidence intervals are reported for schools with varying numbers of students, and no mean scores are reported where there were fewer than five students participating in a test for a particular NAPLAN year.

3.5.4 Statistically similar schools

The third key feature on the website is the webpage link to 'Statistically similar schools'. Here you can see a list of up to 60 schools that have a similar student population to Elsewhere Primary School. These 60 schools have ICSEA values that are closest to the value of Elsewhere Primary School, making them a group of statistically similar schools.

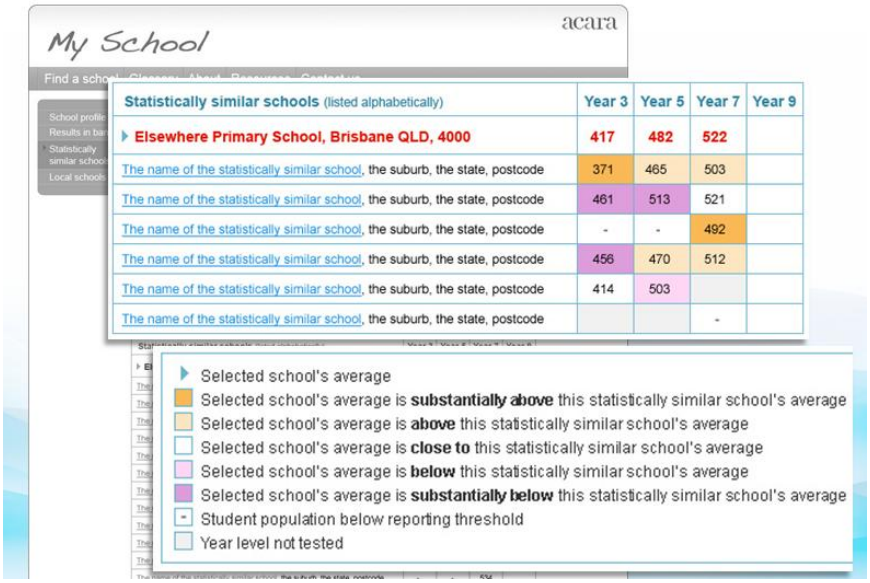


FIGURE 9: Statistically similar schools on *My School* website

This list of statistically similar schools allows you to compare average student results on NAPLAN tests with those of students attending other schools in a similar group. The schools in the group could be from all over Australia.

This is the only comparison of individual schools that is shown on the website. In the example of Elsewhere School, it is shown on the first line of the list. All the other schools will be listed alphabetically, not in order of students' results on NAPLAN tests.
Colour coding is again used to indicate where student results are substantially above or below those of students in the selected school. This colour coding is different to the red and green colour coding used on the profile page.

Schools with students achieving higher average results are shown in purple, and those with student results below those of the selected school are in orange. The brighter shades represent schools where average student results were significantly above or below those of the selected school.

Looking at Year 3 reading for example, it can be seen that the second, unnamed school is showing bright purple, which means its students' average score is substantially above that achieved by students at Elsewhere School. Schools shaded purple are those where students are doing better on average than those at the selected school. It is then possible to find out more about those schools by clicking on the name of the school, and this will take you to that school's profile homepage.

3.5.5 Local Schools

The final page provides a list of all schools — government and non-government — that are the closest geographically to the selected school. It shows a list of up to 20 schools closest to the selected school. In a city, these schools could be quite close together. In remote and rural areas, the 20 closest schools may be separated by great distances. If the distance is deemed excessive, the list may be shorter than 20 schools. From this list, clicking on the school name will take the user to the profile school page for that school. This page does not allow any online comparison of schools.

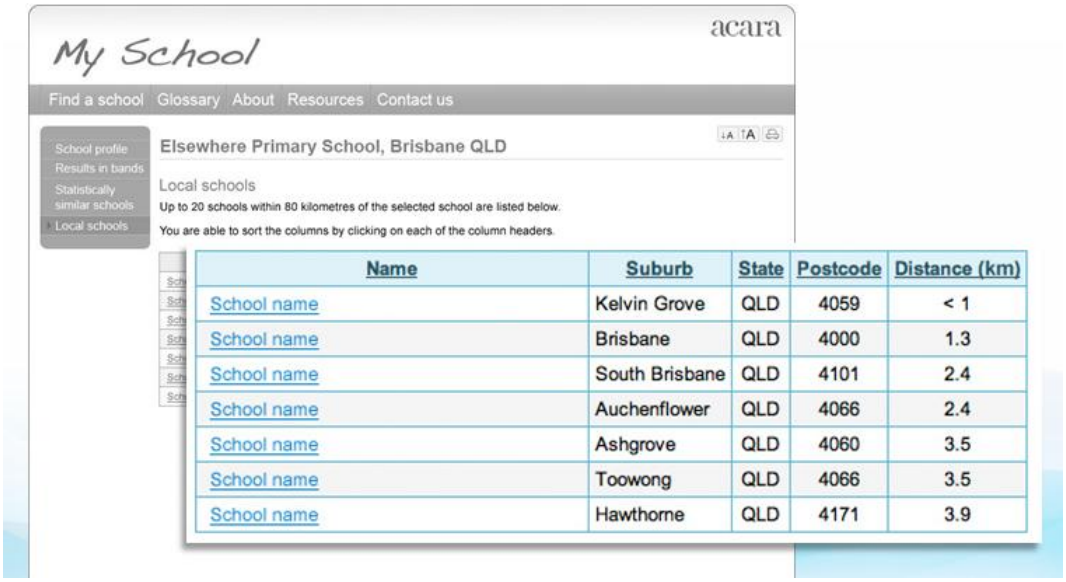


FIGURE 10: Local schools on *My School* website

By 25 June 2010, the *My School* website had received 2,445,308 visitors and 3,368,847 visits.

3.6 NEXT STEPS

The original plans for the *My School* website envisaged staged development, with some elements that could not be completed for the first version added in the second in 2010 and third in 2011. In meetings over the past 13 months, ministers of education have asked the ACARA to investigate additional proposals for enhancing the *My School* website. The following is a brief summary of the proposals now under consideration.

3.6.1 School financial data

Ministers have agreed that financial data for each school will be published in the second 2010 iteration of the website. This is intended to include 2009 recurrent income, disaggregated by source of funding (federal government; state and territory governments; school-initiated fees, charges and voluntary contributions, and; other sources). It is also likely to include capital expenditure in 2009, also broken down by source of funding. Deloitte is assisting with the collection and validation of the data to ensure that they are accurate and comparable across states and territories and across government and non-government schools.

3.6.2 Nationally comparable senior secondary information

Currently limited data are displayed on the *My School* website and these are comparable only within individual states or territories. Work is underway to obtain more nationally consistent data, especially indicators of senior secondary outcomes and including information relating to Year 12 attainment and tertiary entrance scores.

3.6.3 Satisfaction with schooling

ACARA has been requested to investigate the feasibility of a national satisfaction survey of parents, teachers and students to enable nationally comparable satisfaction information to be published on the website in future. It is hoped that this will be available for inclusion in the 2011 version of the *My School* website.

3.6.4 Student population indicators

ACARA will expand the reporting of contextual information about schools by publishing the percentages of students with disabilities (as indicated by those in receipt of special provisions) and of students with a language background other than English.

3.6.5 Growth data on literacy and numeracy achievement

Ministers have asked ACARA to provide advice on ways of reporting the growth in learning of students who took NAPLAN in 2008 and 2010. In the absence of unique student identifiers, the analysis will be restricted in the 2010 *My School* release to students who were in the same school in both years. For primary schools, an indication of growth between

Years 3 and 5 should be available later this year and, for Queensland, Western Australia and South Australia, also between Years 5 and 7. For secondary schools in NSW, Victoria, Tasmania, ACT and the Northern Territory, a measure of growth between Years 7 and 9 will be available in most cases.

3.6.6 Teaching staff levels of expertise

New national certification/registration standards for teachers are being developed. It is intended that once they have been implemented, information on proportion of teachers at each level of expertise will be published. These data will not be available for the 2010 version of the *My School* website.

3.6.7 Using student-level data to compute ICSEA

For the first release of the *My School* website, ICSEA was developed from the characteristics of the ABS CCDs in which students' home addresses were located. Ministers have asked ACARA to investigate the feasibility and appropriateness of making use of student-level SES) such as information on their parents' or carers' education and occupation. Some states and territories have this information but it was not used for the initial *My School* website because others did not. Two approaches are being considered. One is to obtain the family information in all jurisdictions. The other is to use it for those jurisdictions that have it and to continue to use home addresses and CCD data for the others.

3.6.8 Other enhancements to ICSEA

Ministers have endorsed ACARA's proposals to investigate:

- obtaining updated and comprehensive home address data for all students to improve the accuracy of ICSEA in cases where Census Collection District Data are used;
- including within the ICSEA formula a variable to take account of the effect of language background other than English;
- improving the process for quality assuring ICSEA values for individual schools and, for those for which Census Collection District data are used, identifying instances where the initial estimate is inappropriate.

3.6.9 Reporting of results

Ministers have endorsed ACARA's proposals to investigate:

- allowing users to refine their search for like and statistically similar schools;
- providing a facility for users to view NAPLAN results for all students in the school, or for all students excluding students attracting special provisions;
- providing a facility for schools to provide a commentary on their NAPLAN results;
- and displaying more prominently information about student absences, withdrawals and exclusions from NAPLAN testing.

3.6.10 Action to minimise misuse of My School data

Ministers have endorsed ACARA's proposals to investigate:

- a 'click-wrap' requiring users to indicate their agreement up-front to terms and conditions of use of *My School* data;
- ways of deterring or preventing automatic scraping of data from the website.

ACARA will report on the progress of each of these measures to meetings of the Ministerial Council in August and October 2010.

In addition, Professor Barry McGaw is the chair of an important group of stakeholders who will provide advice to the ACARA Board's Assessment and Reporting Committee on these matters. The Working Party is made up of educational experts including literacy and numeracy specialists, principal organisations and representatives of the Australian Education Union and the Independent Education Union of Australia, and will provide further professional advice on the use of student performance data and other indicators of school effectiveness as ACARA develops additional improvements to the *My School* website. The My School Working Party held their first meeting on 17 June 2010 and under its terms of reference (Appendix 15) is due to provide final advice to ACARA by Friday 27 August 2010.

APPENDICES

APPENDIX 1	MCEETYA, *Melbourne Declaration*, December 2008
APPENDIX 2	MCEETYA, *Measurement Framework for National Key Performance Measures*, 2008
APPENDIX 3	NAPLAN Technical Paper
APPENDIX 4	National Statements of Learning for English
APPENDIX 5	National Statements of Learning for Mathematics
APPENDIX6	National Protocols for Test Administration
APPENDIX 7	Test Administration Guide 2009
APPENDIX 8	Test Preparation Handbook 2009
APPENDIX 9	NAPLAN Summary Report 2009
APPENDIX 10	NAPLAN National Report 2008
APPENDIX 11	NAPLAN National Report 2009
APPENDIX 12	Colmar Brunton Research, *National Assessment Program – Literacy and Numeracy 2008: Assessment of Parent Perceptions of the NAPLAN Student Report*, 2009
APPENDIX 13	MCEETYA Communiqué, April 2009
APPENDIX 14	Principles and Protocols of Reporting on Schools in Australia, 2009
APPENDIX 15	My School Working Party Terms of Reference

Melbourne Declaration on Educational Goals for Young Australians

December 2008

MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

This Declaration is made by all Australian Education Ministers:

Mr Andrew Barr MLA
Minister for Education and Training,
Minister for Children and Young People
(Australian Capital Territory)

The Hon. Julia Gillard MP
Deputy Prime Minister and Minister for Education, Minister for Employment and Workplace Relations, Minister for Social Inclusion (Australian Government)

The Hon. Verity Firth MP
Minister for Education and Training
(New South Wales)

The Hon. Marion Scrymgour MLA
Minister for Education and Training
(Northern Territory)

The Hon. Rod Welford MP
Minister for Education, Training
and the Arts (Queensland)

The Hon. Dr Jane Lomax-Smith MP
Minister for Education (South Australia)

The Hon. David Bartlett MP
Premier and Minister for Education
and Skills (Tasmania)
Chair, Ministerial Council on Education,
Employment, Training and Youth Affairs

The Hon. Bronwyn Pike
Minister for Education (Victoria)

The Hon. Dr Elizabeth Constable MLA
Minister for Education (Western Australia)

Ministers would like to acknowledge the members of the Working Group responsible for developing this Declaration, and thank them for their valuable contribution.

Contents

Preamble

As a nation Australia values the central role of education in building a democratic, equitable and just society—a society that is prosperous, cohesive and culturally diverse, and that values Australia's Indigenous cultures as a key part of the nation's history, present and future.

In the 21st century Australia's capacity to provide a high quality of life for all will depend on the ability to compete in the global economy on knowledge and innovation. Education equips young people with the knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of this era with confidence.

Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion. Schools share this responsibility with students, parents, carers, families, the community, business and other education and training providers. In recognition of this collective responsibility, this declaration, in contrast to earlier declarations on schooling, has a broader frame and sets out educational goals for young Australians.

In the 1989 Hobart Declaration and the 1999 Adelaide Declaration, the State, Territory and Commonwealth Education Ministers committed to working together to ensure high-quality schooling for all young Australians. The Melbourne Declaration acknowledges major changes in the world that are placing new demands on Australian education:

- Global integration and international mobility have increased rapidly in the past decade. As a consequence, new and exciting opportunities for Australians are emerging. This heightens the need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship.
- India, China and other Asian nations are growing and their influence on the world is increasing. Australians need to become 'Asia literate', engaging and building strong relationships with Asia.
- Globalisation and technological change are placing greater demands on education and skill development in Australia and the nature of jobs available to young Australians is changing faster than ever. Skilled jobs now dominate jobs growth and people with university or vocational education and training qualifications fare much better in the employment market than early school leavers. To maximise their opportunities for healthy, productive and rewarding futures, Australia's young people must be encouraged not only to complete secondary education, but also to proceed into further training or education.

– Complex environmental, social and economic pressures such as climate change that extend beyond national borders pose unprecedented challenges, requiring countries to work together in new ways. To meet these challenges, Australians must be able to engage with scientific concepts and principles, and approach problem-solving in new and creative ways.

– Rapid and continuing advances in information and communication technologies (ICT) are changing the ways people share, use, develop and process information and technology. In this digital age, young people need to be highly skilled in the use of ICT. While schools already employ these technologies in learning, there is a need to increase their effectiveness significantly over the next decade.

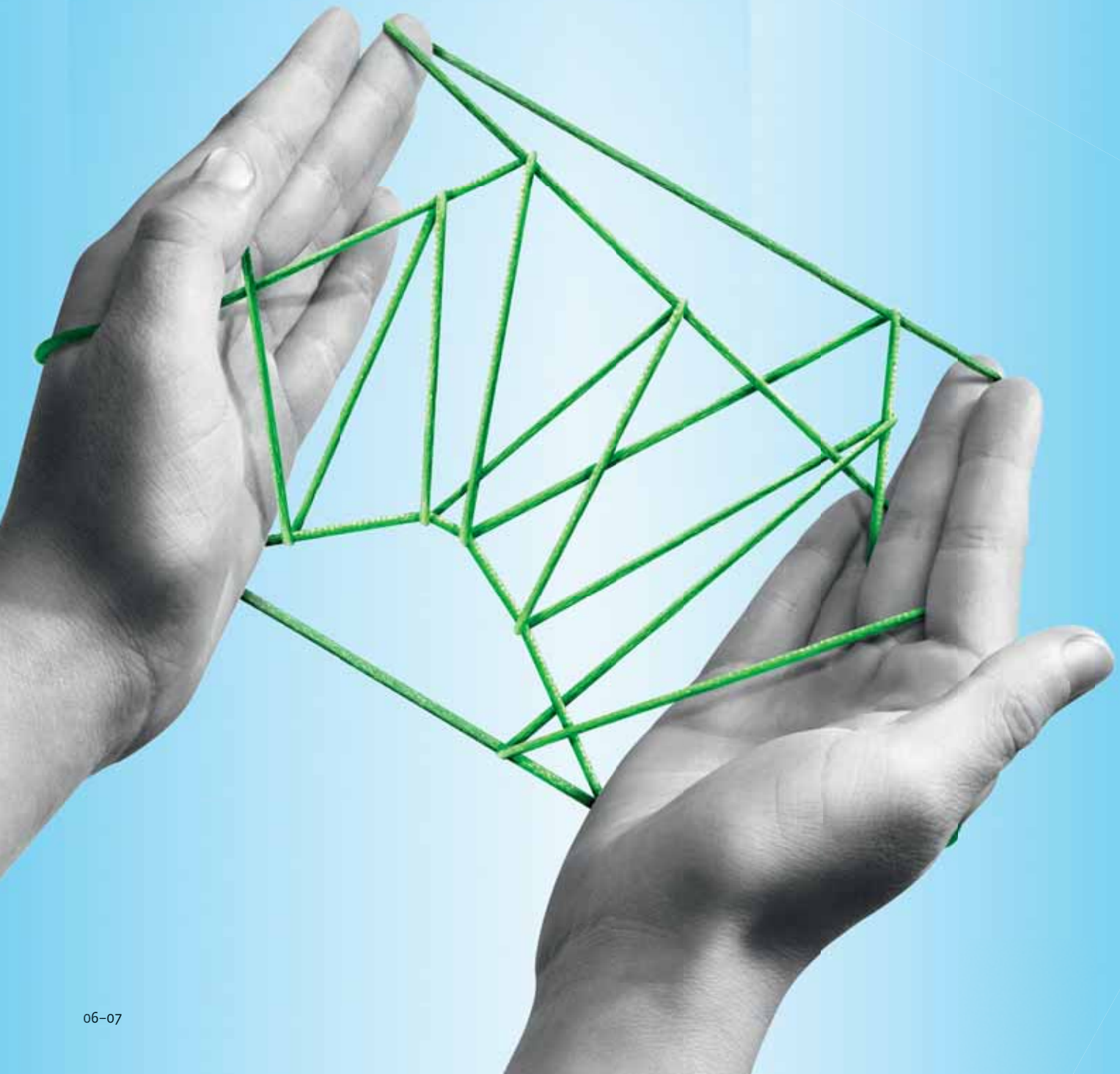
Australia has developed a high-quality, world-class schooling system, which performs strongly against other countries of the Organisation for Economic Cooperation and Development (OECD). In international benchmarking of educational outcomes for 15-year-olds in the 2006 OECD Programme for International Student Assessment, Australia ranked among the top 10 countries across all three education domains assessed. Over the next decade Australia should aspire to improve outcomes for all young Australians to become second to none amongst the world's best school systems.

In striving for both equity and excellence, there are several areas in which Australian school education needs to make significant improvement. First, Australia has failed to improve educational outcomes for many Indigenous Australians and addressing this issue must be a key priority over the next decade. Second, by comparison with the world's highest performing school systems, Australian students from low socioeconomic backgrounds are under-represented among high achievers and over-represented among low achievers. Third, there is room for improvement in Australia's rate of Year 12 completion or equivalent.

Literacy and numeracy and knowledge of key disciplines remain the cornerstone of schooling for young Australians. Schooling should also support the development of skills in areas such as social interaction, cross-disciplinary thinking and the use of digital media, which are essential in all 21st century occupations. As well as knowledge and skills, a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others.

As signatories to the Melbourne Declaration, Australian Education Ministers seek to achieve the highest possible level of collaboration with the government, Catholic and independent school sectors and across and between all levels of government. Australian Education Ministers also seek to achieve new levels of engagement with all stakeholders in the education of young Australians.

The Educational Goals for Young Australians



Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.

Young Australians are therefore placed at the centre of the Melbourne Declaration on Educational Goals.

These goals are:

Goal 1:
Australian schooling promotes equity and excellence

Goal 2:
All young Australians become:

– successful learners

– confident and creative individuals

– active and informed citizens

Achieving these educational goals is the collective responsibility of governments, school sectors and individual schools as well as parents and carers, young Australians, families, other education and training providers, business and the broader community.

Goal 1: Australian schooling promotes equity and excellence

Australian governments, in collaboration with all school sectors, commit to promoting equity and excellence in Australian schooling.

This means that all Australian governments and all school sectors must:

- provide all students with access to high-quality schooling that is free from discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socioeconomic background or geographic location
- ensure that schools build on local cultural knowledge and experience of Indigenous students as a foundation for learning, and work in partnership with local communities on all aspects of the schooling process, including to promote high expectations for the learning outcomes of Indigenous students
- ensure that the learning outcomes of Indigenous students improve to match those of other students
- ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes
- reduce the effect of other sources of disadvantage, such as disability, homelessness, refugee status and remoteness
- ensure that schooling contributes to a socially cohesive society that respects and appreciates cultural, social and religious diversity
- encourage parents, carers, families, the broader community and young people themselves to hold high expectations for their educational outcomes
- promote a culture of excellence in all schools, by supporting them to provide challenging, and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents
- promote personalised learning that aims to fulfil the diverse capabilities of each young Australian.

The Educational Goals for Young Australians

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens

Australian governments commit to working in collaboration with all school sectors to support all young Australians to become:

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

Successful learners...

- develop their capacity to learn and play an active role in their own learning
- have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas
- are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines
- are able to plan activities independently, collaborate, work in teams and communicate ideas
- are able to make sense of their world and think about how things have become the way they are
- are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives
- are motivated to reach their full potential.

Confident and creative individuals...

- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing
- have a sense of optimism about their lives and the future
- are enterprising, show initiative and use their creative abilities
- develop personal values and attributes such as honesty, resilience, empathy and respect for others
- have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- have the confidence and capability to pursue university or post-secondary vocational qualifications leading to rewarding and productive employment
- relate well to others and form and maintain healthy relationships
- are well prepared for their potential life roles as family, community and workforce members
- embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.

Active and informed citizens...

- act with moral and ethical integrity
- appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture
- understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians
- are committed to national values of democracy, equity and justice, and participate in Australia's civic life
- are able to relate to and communicate across cultures, especially the cultures and countries of Asia
- work for the common good, in particular sustaining and improving natural and social environments
- are responsible global and local citizens.

A Commitment to Action

Together, all Australian governments commit to working with all school sectors and the broader community to achieve the educational goals for young Australians.

This commitment will be supported by action in eight inter-related areas:

- developing stronger partnerships
- supporting quality teaching and school leadership
- strengthening early childhood education
- enhancing middle years development
- supporting senior years of schooling and youth transitions
- promoting world-class curriculum and assessment
- improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds
- strengthening accountability and transparency.

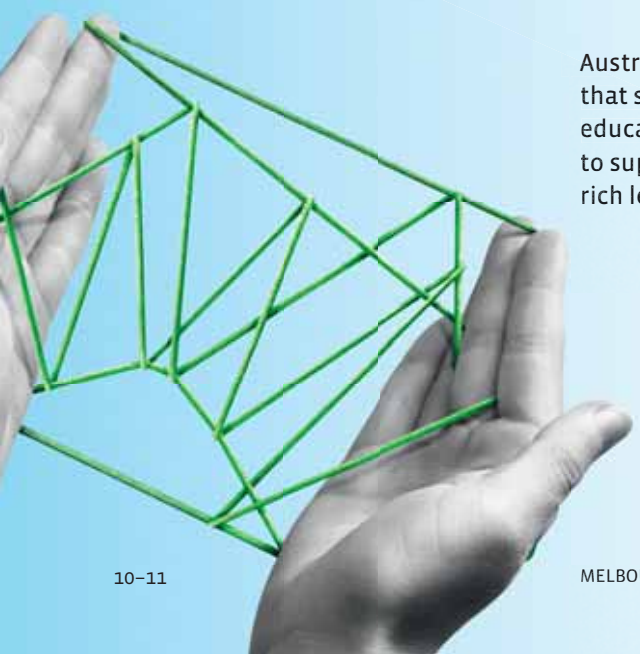
Developing stronger partnerships

Parents, carers and families are the first and most important influence in a child's life, instilling the attitudes and values that will support young people to participate in schooling and contribute to broader local and global communities.

Partnerships between students, parents, carers and families, the broader community, business, schools and other education and training providers bring mutual benefits and maximise student engagement and achievement. Partnerships engender support for the development and wellbeing of young people and their families and can provide opportunities for young Australians to connect with their communities, participate in civic life and develop a sense of responsible citizenship.

In particular, the development of partnerships between schools and Indigenous communities, based on cross-cultural respect, is the main way of achieving highly effective schooling for Indigenous students.

Australian governments commit to working with all school sectors to ensure that schools engage young Australians, parents, carers, families, other education and training providers, business and the broader community to support students' progress through schooling, and to provide them with rich learning, personal development and citizenship opportunities.



Supporting quality teaching and school leadership

The teachers and leaders who work in Australia's schools and educate young people are of fundamental importance to achieving these educational goals for young Australians. Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens. They provide an additional source of encouragement, advice and support for students outside the home, shaping teaching around the ways different students learn and nurturing the unique talents of every student.

School principals and other school leaders play a critical role in supporting and fostering quality teaching through coaching and mentoring teachers to find the best ways to facilitate learning, and by promoting a culture of high expectations in schools. School leaders are responsible for creating and sustaining the learning environment and the conditions under which quality teaching and learning take place.

All Australian governments, universities, school sectors and individual schools have a responsibility to work together to support high-quality teaching and school leadership, including by enhancing pre-service teacher education.

Australian governments commit to working with all school sectors to attract, develop, support and retain a high-quality teaching and school leadership workforce in Australian schools.

Strengthening early childhood education

Governments have important roles to play in ensuring that children receive quality early childhood education and care. The period from birth through to eight years, especially the first three years, sets the foundation for every child's social, physical, emotional and cognitive development. Early childhood education and care provides a basis for life and learning, both within and beyond the home, and is supported by healthy, safe and stimulating environments.

Children who participate in quality early childhood education are more likely to make a successful transition to school, stay longer in school, continue on to further education and fully participate in employment and community life as adults. Support for Indigenous children in the early years before school is particularly important to ensure a successful transition to schooling, which may involve a culturally different learning environment.

Australian governments commit to supporting the development and strengthening of early childhood education, to provide every child with the opportunity for the best start in life.

A Commitment to Action

Enhancing middle years development

The middle years are an important period of learning, in which knowledge of fundamental disciplines is developed, yet this is also a time when students are at the greatest risk of disengagement from learning. Student motivation and engagement in these years is critical, and can be influenced by tailoring approaches to teaching, with learning activities and learning environments that specifically consider the needs of middle years students. Focusing on student engagement and converting this into learning can have a significant impact on student outcomes. Effective transitions between primary and secondary schools are an important aspect of ensuring student engagement.

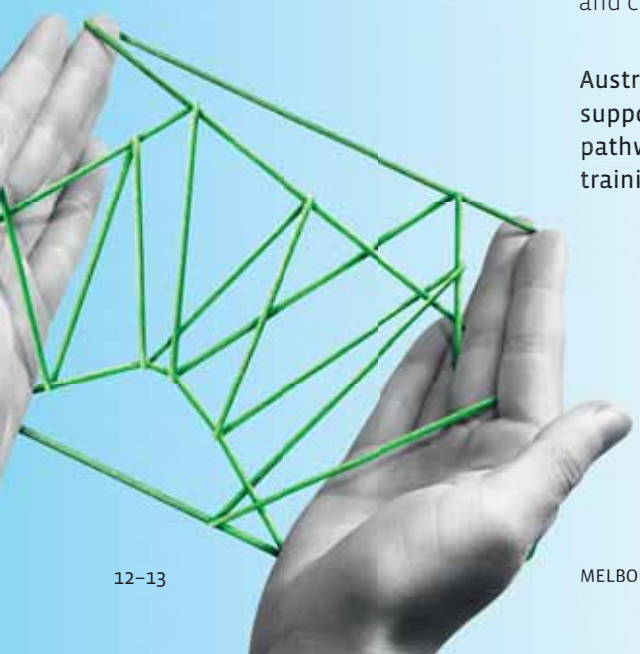
Australian governments commit to working with all school sectors to ensure that schools provide programs that are responsive to students' developmental and learning needs in the middle years, and which are challenging, engaging and rewarding.

Supporting senior years of schooling and youth transitions

The senior years of schooling should provide all students with the high-quality education necessary to complete their secondary school education and make the transition to further education, training or employment. Schooling should offer a range of pathways to meet the diverse needs and aspirations of all young Australians, encouraging them to pursue university or post-secondary vocational qualifications that increase their opportunities for rewarding and productive employment. This requires effective partnerships with other education and training providers, employers and communities.

Schools need to provide information, advice and options to students so that they can make informed choices about their future. All governments and school sectors need to support young people's transition from schooling into further study, training or employment and enable them to acquire the skills that support this, including an appetite for lifelong learning. Support may also be needed for young people returning to education and training after a period of employment.

Australian governments commit to working with all school sectors to support the senior years of schooling and the provision of high-quality pathways to facilitate effective transitions between further study, training and employment.



Promoting world-class curriculum and assessment

Curriculum

Curriculum will be designed to develop successful learners, confident and creative individuals and active and informed citizens.

State, Territory and Commonwealth governments will work together with all school sectors to ensure world-class curriculum in Australia. Together the national curriculum and curriculum specified at the State, Territory and local levels will enable every student to develop:

A solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built

The curriculum will include a strong focus on literacy and numeracy skills. It will also enable students to build social and emotional intelligence, and nurture student wellbeing through health and physical education in particular. The curriculum will support students to relate well to others and foster an understanding of Australian society, citizenship and national values, including through the study of civics and citizenship. As a foundation for further learning and adult life the curriculum will include practical knowledge and skills development in areas such as ICT and design and technology, which are central to Australia's skilled economy and provide crucial pathways to post-school success.

Deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications

The curriculum will enable students to develop knowledge in the disciplines of English, mathematics, science, languages, humanities and the arts; to understand the spiritual, moral and aesthetic dimensions of life; and open up new ways of thinking. It will also support the development of deep knowledge within a discipline, which provides the foundation for inter-disciplinary approaches to innovation and complex problem-solving.

General capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise

The curriculum will support young people to develop a range of generic and employability skills that have particular application to the world of work and further education and training, such as planning and organising, the ability to think flexibly, to communicate well and to work in teams. Young people also need to develop the capacity to think creatively, innovate, solve problems and engage with new disciplines.

A Commitment to Action

Promoting world-class curriculum and assessment

Learning areas

The learning areas below will be incorporated into the curriculum with breadth, balance and depth of learning appropriate to students' phases of development. Schools and school systems are responsible for delivering curriculum programs that reflect these learning areas, with appropriate flexibility to determine how this can best be achieved in a local context.

The learning areas are not of equal importance at all year levels. English and mathematics are of fundamental importance in all years of schooling and are the primary focus of learning in the early years. However, humanities and social sciences, for example, take on greater scope and increasing specialisation as students move through the years of schooling. Each learning area has a specific discipline base and each has application across the curriculum. In addition, a focus on environmental sustainability will be integrated across the curriculum and all students will have the opportunity to access Indigenous content where relevant.

- **English**
- **Mathematics**
- **Sciences (including physics, chemistry, biology)**
- **Humanities and social sciences (including history, geography, economics, business, civics and citizenship)**
- **The arts (performing and visual)**
- **Languages (especially Asian languages)**
- **Health and physical education**
- **Information and Communication Technology and design and technology**

Assessment

Assessment of student progress will be rigorous and comprehensive. It needs to reflect the curriculum, and draw on a combination of the professional judgement of teachers and testing, including national testing.

To ensure that student achievement is measured in meaningful ways, State, Territory and Commonwealth governments will work with all school sectors to develop and enhance national and school-level assessment that focuses on:

- assessment for learning—enabling teachers to use information about student progress to inform their teaching
- assessment as learning—enabling students to reflect on and monitor their own progress to inform their future learning goals
- assessment of learning—assisting teachers to use evidence of student learning to assess student achievement against goals and standards.

Australian governments commit to working together with all school sectors to ensure world-class curriculum and assessment for Australia at national and local levels.

Improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds

For Australian schooling to promote equity and excellence, governments and all school sectors must improve educational outcomes for Indigenous youth and disadvantaged young Australians and encourage them, their families and their communities to hold high expectations for their education.

Educational outcomes for Indigenous children and young people are substantially behind those of other students in key areas of enrolment, attendance, participation, literacy, numeracy, retention and completion. Meeting the needs of young Indigenous Australians and promoting high expectations for their educational performance requires strategic investment. Australian schooling needs to engage Indigenous students, their families and communities in all aspects of schooling; increase Indigenous participation in the education workforce at all levels; and support coordinated community services for students and their families that can increase productive participation in schooling.

Students from low socioeconomic backgrounds, those from remote areas, refugees, homeless young people, and students with disabilities often experience educational disadvantage. Targeted support can help disadvantaged young Australians to achieve better educational outcomes.

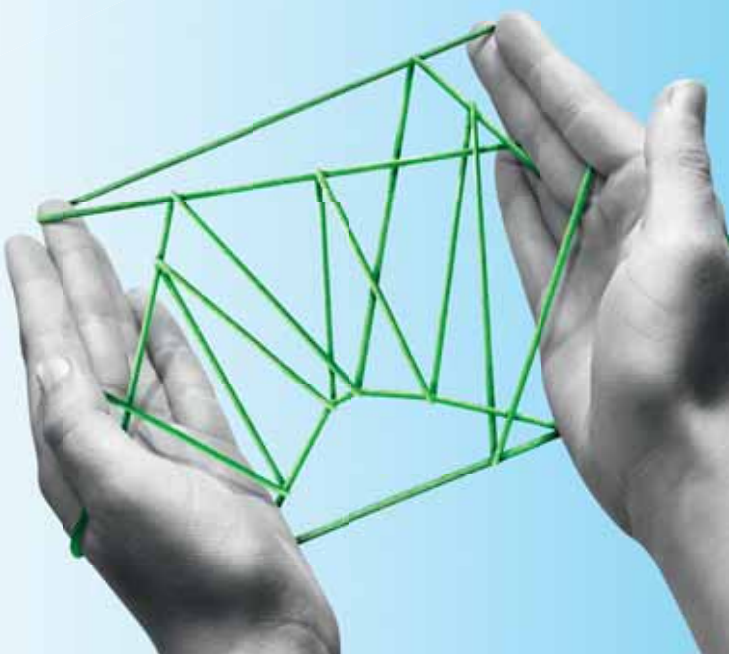
Australian governments must support all young Australians to achieve not only equality of opportunity but also more equitable outcomes.

Australian governments commit to working with all school sectors to:

–'close the gap' for young Indigenous Australians

– provide targeted support to disadvantaged students

– focus on school improvement in low socioeconomic communities.



A Commitment to Action

Strengthening accountability and transparency

Good-quality information on schooling is important for schools and their students, for parents and families, for the community and for governments.

For schools and their students

Schools need reliable, rich data on the performance of their students because they have the primary accountability for improving student outcomes.

Good quality data supports each school to improve outcomes for all of their students. It supports effective diagnosis of student progress and the design of high-quality learning programs. It also informs schools' approaches to provision of programs, school policies, pursuit and allocation of resources, relationships with parents and partnerships with community and business.

For parents and families

Information about the performance of individuals, schools and systems helps parents and families make informed choices and engage with their children's education and the school community.

Parents and families should have access to:

- data on student outcomes
- data that allows them to assess a school's performance overall and in improving student outcomes
- contextual information about the philosophy and educational approach of schools, and their facilities, programs and extra-curricular activities
- information about a school's enrolment profile.

For the community

The community should have access to information that enables an understanding of the decisions taken by governments and the status and performance of schooling in Australia, to ensure schools are accountable for the results they achieve with the public funding they receive, and governments are accountable for the decisions they take. The provision of school information to the community should enhance community engagement and understanding of the educational enterprise. This includes access to national reporting on the performance of all schools, contextual information and information about individual schools' enrolment profile.

Parents, families and the community should have access to information about the performance of their school compared to schools with similar characteristics. Australian governments will work together to achieve nationally comparable reporting about schools.

In providing information on schooling, governments will ensure that school-based information is published responsibly, so that any public comparisons of schools will be fair, contain accurate and verified data, contextual information and a range of indicators. Governments will not themselves devise simplistic league tables or rankings and privacy will be protected.

For governments

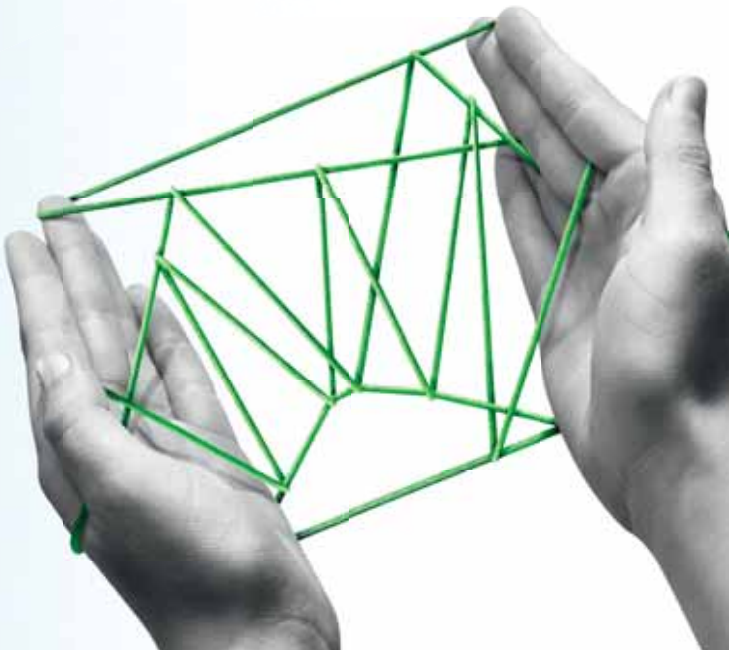
Governments need sound information on school performance to support ongoing improvement for students, schools and school sectors.

Good quality data enables governments to:

- analyse how well schools are performing
- identify schools with particular needs
- determine where resources are most needed to lift attainment
- identify best practice and innovation
- conduct national and international comparisons of approaches and performance
- develop a substantive evidence base on what works.

Australian governments commit to working with all school sectors to ensure that public reporting:

- **focuses on improving performance and student outcomes**
- **is both locally and nationally relevant**
- **is timely, consistent and comparable.**



Achieving the Educational Goals for Young Australians

Action Plan

The Melbourne Declaration will be supported by a series of action plans, commencing with an action plan for 2009–12. The action plans will outline the strategies and initiatives that Australian governments will undertake, in collaboration with all school sectors, to support the achievement of the Educational Goals for Young Australians.

The action plans will be supported by and based on a renewed commitment to federalism that encourages best practice in education and enables governments to share and apply their knowledge. With such an approach all governments will share the costs and benefits of reforms to give every young Australian a real chance of becoming a successful learner, a confident and creative individual and an active and informed citizen.

Biennial Forum

There are many innovative educational reforms developed in individual schools and sectors, and there is potential for the best of these to be adapted and shared across the nation. All Australian governments will jointly convene a biennial national forum to support the achievement of the educational goals and to showcase best practice across Australian States and Territories, the Commonwealth and government, Catholic and independent school sectors.

With commitment and hard work—from children and young people and their parents, carers and families, from schools, teachers, communities, business and all Australian governments—all young Australians will be provided with the opportunity to reach their full potential.

Acknowledgements

Ministers would like to acknowledge the members of the Working Group responsible for developing this Declaration, and thank them for their valuable contribution:

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Professor Peter Dawkins
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Professor Barry McGaw AO, Mr Tony Mackay, National Curriculum Board

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Ms Lisa Paul, Department of Education, Employment and Workplace Relations (Australian Government)

Mr Christopher Robinson, Department of Education and Children's Services (South Australia)

Mr John Smyth, Department of Education (Tasmania)

The Working Group also received significant contributions from:

Mr Bill Burmester (Australian Government), Ms Norma Jeffrey (Western Australia) and Ms Leslie Loble (New South Wales).

The development of the Melbourne Declaration was supported by a Secretariat and Project Team based in the Victorian Department of Education and Early Childhood Development.

The goals were informed by extensive national and jurisdictional consultation over two stages. Initial input and feedback based on the *Future of Schooling in Australia* report helped shape the first draft of the new Declaration, which was then the basis for a second round of targeted consultations and public submissions. All feedback was considered in developing the final document.

The Working Group also drew on a range of international literature and particularly benefited from the United Kingdom Qualifications and Curriculum Authority's *Futures in action: Building a 21st century curriculum*, which informed the drafting of Goal No. 2.

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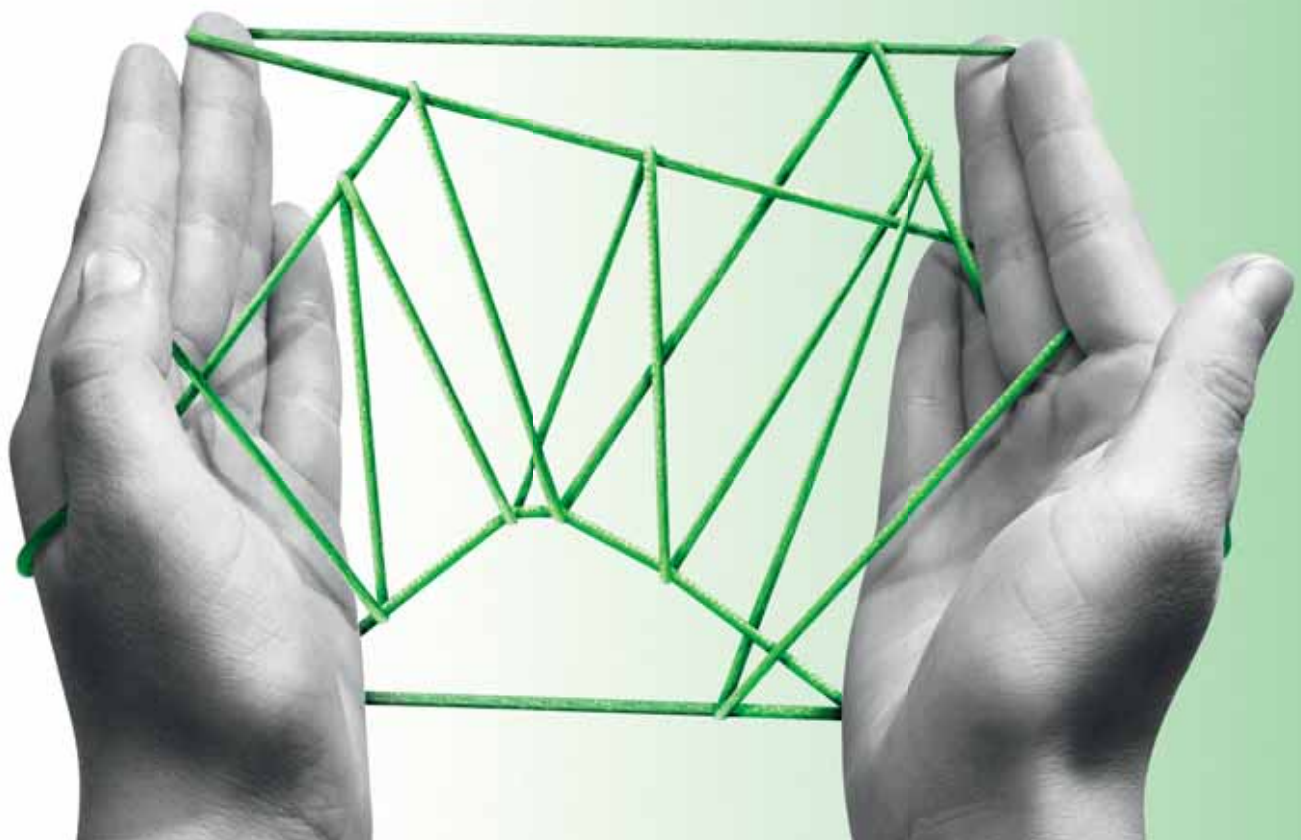

MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS
Performance Measurement and Reporting Taskforce

Measurement Framework for National Key Performance Measures

August 2008

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Introduction

In 1999, Ministers responsible for school education agreed to the new set of *National Goals for Schooling in the Twenty-First Century*, with the aim of providing high quality schooling in Australia which would secure for students the necessary knowledge, understanding, skills and values for a productive and rewarding life. As a consequence, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) set in train a process to enable nationally comparable reporting of progress against the *National Goals*.

The *Measurement Framework for National Key Performance Measures* takes account of all MCEETYA decisions related to measuring performance against the *National Goals* agreed to in 1999.

It sets out a basis for reporting progress towards the achievement of the National Goals by Australian school students by drawing on the agreed definitions of Key Performance Measures. The core of the Framework is a schedule setting out the Key Performance Measures and an agreed assessment and reporting cycle for the period 2006–2014.

A new set of National Goals is currently being developed for consideration by Ministers in late 2008. The Council of Australian Governments (COAG) will also finalise a set of national measures to monitor implementation of the national participation and productivity reforms. The 2009 Measurement Framework will be informed by the new goals and COAG measures and targets that relate to school education.

With the aim of driving school improvement and enhanced outcomes for students, Ministers responsible for school education have agreed to report on progress towards the achievement of the National Goals in the following priority areas, comparable by State and Territory, and using Key Performance Measures as the basis for reporting:

- literacy
- numeracy
- science
- civics and citizenship education
- information and communication technologies
- vocational education and training in schools
- participation and attainment.

Ministers noted the need to investigate the development of indicators of performance in enterprise education, and to develop an approach to reporting the outcomes for students with disabilities, but have since agreed that work in these areas should cease for the time being.

Following extensive work by the Performance Measurement and Reporting Taskforce (PMRT), Ministers agreed that it was not feasible to develop key performance measures in enterprise education or a definition encompassing all students with disabilities, that could be used for the purposes of nationally comparable reporting.

Definitions of student characteristics have been agreed by MCEETYA. Student outcomes will be reported for the student cohorts disaggregated by:

- sex
- Indigenous status
- language background
- geographic location
- socio-economic background.

In 2004, MCEETYA endorsed the following enhancements to national reporting and accountability systems:

- introducing benchmarking against international comparisons
- ensuring that reporting is reliable and nationally comparable for Years 3, 5 and 7
- collecting financial data that allows for comparable reporting
- developing plain English reporting
- using data collections to improve Australian education policy.

In December 2004, the Federal Parliament passed the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*. The Act and the Regulations supporting it required PMRT to undertake further work in relation to developing and reporting against common instruments for literacy and numeracy, developing nationally comparable measures for attendance, and to incorporate the Trends in International Mathematics and Science Study (TIMSS) within the Measurement Framework. As a result, literacy and numeracy measures based on Programme of International Student Assessment (PISA) and TIMSS have been incorporated into the Measurement Framework, as has a national measure of attendance.

PMRT is responsible for developing and implementing a management strategy for the work outlined in the Framework. The resources to support PMRT's work are provided by the Australian Government and the States and Territories according to the MCEETYA funding formula.

Key Performance Measures

National Key Performance Measures (KPMs) have been developed for each priority area within the National Goals to ensure that key indicators of the outcomes of schooling in Australia are publicly available. In March 2000, Ministers endorsed the definition of national KPMs as:

> *a set of measures limited in number and strategic in orientation, which provides nationally comparable data on aspects of performance critical to monitoring progress against the National Goals for Schooling in the Twenty-First* Century*.*

Within that context, a KPM quantifies a dimension of student participation, attainment or achievement and enables progress to be monitored against the National Goals. KPMs are expressed as a percentage or proportion of students achieving a performance standard, or the number or proportion of students participating in or successfully completing programs of a particular duration, and/or standard.

KPMs reflect good assessment practice, support open transparent reporting and are published in a manner that facilitates access by the public. They are policy relevant, cost effective and practical to collect, and of interest to the public.

As a set, the national KPMs are balanced in coverage across the priority areas, and provide nationally comparable data.

The following principles underpin the development of KPMs:

i. Information on student outcomes is the focus of the reporting agenda.

ii. KPMs take account of State and Territory curriculum and assessment frameworks.

iii. Assessment techniques are innovative and model good assessment practice and, wherever possible, assessment materials developed for national sample assessments are available for use by systems and schools. Collection and use of

data for national purposes will in all respects conform to the guidelines provided in the document, *Principles and Protocols for the Collection and National Reporting of MCEETYA Key Performance Measures for Schooling in Australia*.

iv. Access to PMRT data collections will be available to interested parties subject to privacy and confidentiality considerations, the provisions of the *Census and Statistics Act 1905,* and agreed MCEETYA and PMRT processes and protocols. PMRT data will only be made available to researchers or other external agencies in a form that does not identify individual students, schools or education sectors.

v. Where performance across different student age cohorts in a particular domain is the focus of measurement, a single scale should underpin the measurement of student achievement.

vi. The KPMs enable the range of student achievement in each assessed area to be reported.

Prior to 2008, measures of literacy and numeracy performance based on national benchmarks did not meet all of these principles. However, a number of enhancements were introduced in parallel with the introduction of common national literacy and numeracy tests commencing in May 2008 to enable reporting of student performance in each of the assessed curriculum areas at a national minimum standard, across a range of achievement levels, and on a single scale.

Ministers expect that new areas will be proposed for measurement at the national level, as policies and priorities change. The process for establishing new measures, including those directly requested by MCEETYA or referred from COAG through MCEETYA involves, in the first instance, discussion and evaluation by PMRT and development of possible measures. This is followed by the provision of written advice to MCEETYA which would include an indication of the likely resource demand of establishing the measure and the timeline for implementation.

Benchmarks and Standards

MCEETYA has advised PMRT that it requires student performance to be reported across the range of achievement levels. Prior to 2008, the approach in literacy and numeracy was restricted to reporting performance at or above the minimum standard which was described by the national benchmarks. However, implementation of the enhanced literacy and numeracy assessment processes in 2008 will ensure that the range of student performance can be reported. The Australian Education System Officials Committee (AESOC) recommended that where comparative data is required for national reporting, student achievement data should be aggregated to the State and Territory level, and by the agreed student sub-groups, and reported in relation to the 'national minimum standard'. In addition, data on the performance of students across all achievement bands at each of the Year levels 3, 5, 7 and 9 will also be prepared and made available.

MCEETYA has agreed that national standards for measures in all of the national and international sample assessments should be set at a 'proficient' standard, rather than a 'minimum' standard. This includes measures in science literacy, civics and citizenship and information and communication technologies (ICT) literacy, measures of the performance of 15 year old students based on PISA, and the Year 4 and Year 8 measures based on TIMSS. In addition, data on the performance of students across all achievement bands will also be prepared and made available.

1 The definition and application of the term 'nationally comparable' and further information about data management is discussed in MCEETYA's *Principles and Protocols for the Collection and National Reporting of MCEETYA Key Performance Measures for Schooling in Australia* , available from http://www.mceetya.edu.au/mceetya/.

2 The PMRT Secretariat will advise jurisdictions through PMRT members of requests for data by external researchers.

At its March 2003 meeting, PMRT established a national standard setting process. Standards have been set and reported in:

- science literacy (Year 6)
- ICT literacy (Years 6 and 10)
- civics and citizenship (Years 6 and 10), and
- reading and mathematics literacy for 15 year old students.

During 2008, PMRT will complete work on standard setting for scientific literacy for 15 year old students, and for mathematics and science as measured using the Trends in International Mathematics and Science Study (TIMSS) for students in Years 4 and 8.

Target Setting

MCEETYA has endorsed target setting as a means of expressing aspirations and providing motivation, guidance, support and monitoring for continuous school and system improvement.

The agreed definition of a national target is,*a measurable level of performance expected to be attained within a specified time*.

National targets are developed with two purposes in mind: to drive improvement in school and student outcomes, and to provide an indication of how the States and Territories are performing in relation to the relevant National Goals.

To date, Ministers have agreed to national targets in the areas of reading, writing, spelling and numeracy for Years 3, 5 and 7. The treatment of these targets in the reporting of the 2008 national test results will be revised in the context of the method announced by MCEETYA for incorporating national minimum standards in the new NAPLAN reporting framework.

Ministers have also agreed to consider establishing further national targets where KPMs are developed for other national goals. However, each national goal has different characteristics, which has implications for developing meaningful KPMs.

Review of the Key Performance Measures

The set of KPMs outlined in this Measurement Framework will be reviewed from time to time in the context of MCEETYA's expectation that the measures will be few in number and strategic in orientation, the need to ensure appropriate coverage of the priority areas outlined in the National Goals, and to investigate implementation of additional measures required by MCEETYA and COAG. Following such reviews, written advice will be provided to MCEETYA proposing additional measures or reframing or removing existing measures.

During 2008, work is being undertaken by PMRT to review the two measures in civics and citizenship education.

Changes to the Measurement Framework in 2008

The 2008 version of the Measurement Framework schedule has been updated to encompass the period 2006-2014. There have been some minor changes in the text to reflect the implementation of the NAP – Literacy and Numeracy tests (NAPLAN) and implications for the current national targets.

Measures 1a, 1c and 1d, and Measure 2a have been amended within the schedule to reflect AESOC decisions about the nomenclature for national literacy and numeracy standards.

Measure 1(d) Spelling has been further amended within the schedule to reflect the new Language Conventions component of the new NAPLAN tests.

Measure 2(b) in relation to achievement by 15 year old students against the PISA numeracy standard has been amended within the schedule to reflect PMRT's agreement that Band 3 be the proficient standard for PISA Mathematical Literacy.

Managing the Reporting Demands on Schools

Managing the data collection demands on jurisdictions and schools has been an important consideration in developing the national KPMs. There are currently nine areas covered by national KPMs. Thirteen KPMs involve testing students, including the national literacy and numeracy tests.

PMRT's focus on managing the reporting demands on schools and jurisdictions is evident in the rolling triennial cycle for the assessment of science literacy, civics and citizenship and ICT literacy using a sample of students, and using data from TIMSS to provide information about the performance of Year 4 and Year 8 students in mathematics and science. PISA data is used to measure literacy, numeracy and science outcomes for 15 year old students.

In addition, the number of KPMs in the Vocational Education and Training (VET) area has been limited to one participation measure and one attainment measure to minimise the workload on jurisdictions.

Nevertheless, it is recognised that some schools may perceive national and international assessments to have a lower priority than other programs within the school, and that whatever the benefits of such assessments, there will be disruption and additional workload demands at the school level. This is particularly evident in smaller jurisdictions where schools are approached more frequently to participate in assessment programs. In some regions the literacy level of parents may be lower, and this presents challenges for the collection of student background data.

Whenever the Measurement Framework is reviewed, and where new measures are proposed, the impact on schools and smaller jurisdictions will be carefully weighed in reaching decisions about the scope of the proposed measures and the feasibility of introducing them.

The National Assessment Program

The National Assessment Program (NAP) which has been agreed by MCEETYA, and outlined in the *Measurement Framework for National Key Performance Measures* has both national and international elements. It encompasses all of the MCEETYA endorsed tests which are developed nationally to measure student performance in relation to the *National Goals for Schooling,* and also Australia's participation in the international tests, the OECD's Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS).

The term NAP is used within the titles of the nationally developed assessment programs to identify them as part of this suite of assessments. To avoid confusion, however, while

3 See Key Performance Measures 1–5 in the table on pages 7–9.

Australia's participation in PISA and TIMSS is characterised as part of the NAP, the titles of these international assessments remain unchanged.

National elements

The assessments assist educators to interpret the performance of their own schools by providing nationally comparable information about the achievements of students in other States and Territories.

The common national literacy and numeracy test (NAPLAN) is a full cohort assessment of students in Years 3, 5, 7 and 9 that was implemented for the first time in May 2008, with the aim of improving literacy and numeracy achievement nationally. Student test results will be reported to parents and schools.

Each of the national sample assessment programs in science literacy, civics and citizenship and ICT literacy has, wherever possible, been designed to provide a set of items that any Australian school can use to measure its students' performance against national standards. In addition, the detailed reports prepared following each assessment cycle provide useful information to schools and jurisdictions and inform planning for improved student learning in these key curriculum areas.

International elements

The results from Australia's participation in international assessment programs, specifically PISA and TIMSS, are used to provide data on the progress of Australian school students towards achieving the *National Goals*.

It should be noted that data collection for both national and international assessment programs will be expedited through jurisdictional approval processes. Jurisdictions and sectors have agreed that as these assessment programs are endorsed by Ministers and are part of the National Assessment Program, and that since agencies managing such programs are themselves bound by the highest ethical standards, approval processes applied to general research programs and 'one-off' studies do not apply.

PMRT will develop a process for evaluating future invitations to participate in international assessment programs to ensure that an appropriate cost-benefit analysis is undertaken.

Assessment Cycle

A table summarising the agreed national Key Performance Measures and the assessment cycle is included on the following pages.

4 See http://www.mceetya.edu.au/mceetya/ for benefits of participating in national assessments.

5 See http://www.mceetya.edu.au/mceetya/ for benefits of participating in international assessments.

Current Key Performance Measures and Agreed Assessment and Data Collection Cycle

	Measure	Year Level	Cycle	Type/Source	2006	2007	2008	2009	2010	2011	2012	2013	2014
Literacy													
1a	% achieving at or above the national minimum standard for reading[6]	Years 3, 5, 7 & 9[7]	Annual	State and Territory full cohort literacy test to 2007; common tests from 2008	✔	✔	✔	✔	✔	✔	✔	✔	✔
1b	% achieving at or above the proficient standard on the OECD PISA combined reading scale[8]	15 year olds	Triennial	International test – national sample of students	PISA			PISA			PISA		
1c	% achieving at or above the national minimum standard for writing[6]	Years 3, 5, 7 & 9	Annual	State and Territory full cohort literacy test to 2007; common tests from 2008	✔	✔	✔	✔	✔	✔	✔	✔	✔
1d	Language conventions: % achieving at or above the national minimum standard for spelling [9] and % achieving at or above the national minimum standard for grammar and punctuation	Years 3, 5, 7 & 9[6]	Annual	National test from 2008			✔	✔	✔	✔	✔	✔	✔

6 Common national tests for NAPLAN (Years 3, 5, 7 and 9) were introduced in 2008.

7 National assessments in Year 9 (reading, writing, language conventions and numeracy) commenced in 2008.

8 For the PISA Reading scale, the proficient standard is agreed to be Level 3.

9 National assessment of language conventions commenced in 2008.

	Measure	Year Level	Cycle	Type/Source	2006	2007	2008	2009	2010	2011	2012	2013	2014
Numeracy													
2a	% achieving at or above the national minimum standard for numeracy[6]	Years 3, 5, 7 & 9	Annual	State and Territory full cohort numeracy test to 2007; common tests from 2008	✔	✔	✔	✔	✔	✔	✔	✔	✔
2b	% achieving at or above the proficient standard on the OECD PISA combined mathematics scale[10]	15 year olds	Triennial	International test – national sample of students	PISA			PISA			PISA		
2c	% achieving at or above the proficient standard on the TIMSS mathematics scale[11]	Years 4 & 8	Quad-rennial	International test – national sample of students	TIMSS				TIMSS				TIMSS
Science Literacy													
3a	% achieving at or above the proficient standard in science literacy[12]	Year 6	Triennial	National Assessment Program (NAP) – national sample of students	✔			✔			✔		
3b	Interim measure – % achieving at or above the OECD mean score[13]	15 year olds	Triennial	International test – national sample of students	PISA			PISA			PISA		
3c	% achieving at or above the proficient standard on the TIMSS science scale[14]	Years 4 & 8	Quad-rennial	International test – national sample of students	TIMSS				TIMSS				TIMSS

10 For the PISA combined mathematics scale, the proficient standard is agreed to be Level 3.

11 National standard under consideration.

12 For Year 6 science literacy, the proficient standard is set at Band 3.2 within the National Assessment Program.

13 Standard to be based on the 2006 PISA results.

14 National standard under consideration.

	Measure	Year Level	Cycle	Type/Source	2006	2007	2008	2009	2010	2011	2012	2013	2014
Civics and Citizenship													
4a	% achieving at or above the proficient standard in civic knowledge and understanding[15]	Years 6 & 10	Triennial	National Assessment Program (NAP) – national sample of students		✔			✔			✔	
4b	% achieving at or above the proficient standard in citizenship participation skills and civic values [15]	Years 6 & 10	Triennial	National Assessment Program (NAP) – national sample of students		✔			✔			✔	
Information and Communication Technologies (ICT) Literacy													
5	% achieving at or above the proficient standard in ICT[16]	Years 6 & 10	Triennial	National Assessment Program (NAP) – national sample of students			✔			✔			✔
VET in Schools													
6a	**Participation** – School students undertaking VET (with New Apprenticeships and Traineeships disaggregated) as part of their senior secondary school certificate in a calendar year as a proportion of all school students undertaking a senior secondary school certificate in that year	Senior secondary	Annual	Up to 2004 – State and Territory certification data. From 2005 – NCVER	✔	✔	✔	✔	✔	✔	✔	✔	✔

15 For Year 6 civics and citizenship, the proficient standard is set at Level 2, and for Year 10 at Level 3, within the National Assessment Program. Refer to the report MCEETYA National Assessment Program – Civics and Citizenship Years 6 & 10, pp 42 and 43 (http://www.mceetya.edu.au/mceetya/).

16 For Year 6 ICT literacy the proficient standard is set at Level 2, and for Year 10 at Level 3. Refer to the report MCEETYA National Assessment Program – ICT Literacy Years 6 and 10, 2005, pp 46 and 47 (http://www.mceetya.edu.au/mceetya/).

	Measure	Year Level	Cycle	Type/Source	2006	2007	2008	2009	2010	2011	2012	2013	2014
6b	**Attainment** – School students enrolled in a senior secondary certificate in a calendar year who have completed at least one VET unit of competency/module as a proportion of all school students undertaking the senior secondary certificate in that year	Senior secondary	Annual	Up to 2004 – State and Territory certification data. From 2005 – NCVER	✔	✔	✔	✔	✔	✔	✔	✔	✔
Student Participation													
7a	The proportion of 15–19 year olds, by single year of age, in full-time education or training, in full-time work, or both in part-time work and part-time education or training		Annual	ABS *Survey of Education & Work*	✔	✔	✔	✔	✔	✔	✔	✔	✔
7b	The proportion of 20–24 year olds by single year of age, in full-time education or training, in full-time work, or both in part-time work and part-time education or training		Annual	ABS *Survey of Education & Work*	✔	✔	✔	✔	✔	✔	✔	✔	✔
Student Attainment													
8a	The proportion of 20–24 year olds who have completed Year 12 or equivalent or gained a qualification at AQF Level 2 or above[17]		Annual	ABS *Survey of Education & Work*	✔	✔	✔	✔	✔	✔	✔	✔	✔

17 The Australian Standard Classification of Education (ASCED) is a national standard classification which includes all sectors of the Australian education system. ABS introduced this new standard for reporting of the 2007 Survey of Education and Work released in Dec 2007. The new ASCED standard replaces the previous ABSCQ classification used by the ABS.

	Measure	Year Level	Cycle	Type/Source	2006	2007	2008	2009	2010	2011	2012	2013	2014
8b	The proportion of 25–29 year olds who have gained a post-secondary qualification at AQF Level 3 or above[17]		Annual	ABS *Survey of Education & Work*	✔	✔	✔	✔	✔	✔	✔	✔	✔
Student Attendance													
9	The number of actual full-time equivalent 'student days' attended[18] as a percentage of the total number of possible student days attended over the period	Years 1 to 10[19]	Annual	Jurisdiction and sector data		✔	✔	✔	✔	✔	✔	✔	✔

18 The period will be the first semester as defined by each State and Territory's school calendar, although in the transitional phase the collection period will vary between States, Territories and sectors but must include at least the last 20 days in May.

19 Year 1 being the first year of compulsory schooling.

NAPLAN TECHNICAL SUMMARY

I. INTRODUCTION

The following is a high level and technical summary of the key processes and stages associated with the development, administration, scoring, analysis and reporting of the NAPLAN tests. It is intended to provide a more detailed specification of the NAPLAN processes than is included in the main submission, but is not itself a technical manual. The information included in this summary has drawn upon information from the following documents:

1. *2008 and 2009 Draft NAPLAN Central Analysis Technical Reports*
2. *Audit of the NAPLAN Item and Test Development Processes 2009 and 2009 (Report)*
3. *NAPLAN Writing 2009 (Report)*
4. *2010 National Assessment Program – Literacy and Numeracy (NAPLAN) – Development of Testing and Trial Invitation to Offer EDUC-100453*
5. *2010 National Assessment Program – Literacy and Numeracy (NAPLAN) – central Data Analysis and Reporting Invitation to Offer EDUC-100534*
6. *(Draft) OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes – Australian Country Background Report March 2010*

II. NAPLAN QUALITY, VALIDITY AND RELIABILITY

An examination of the specifications, processes, quality controls and audits at each stage of the NAPLAN program confirms the quality, validity and reliability of the tests and the test results data.
There are five main stages of NAPLAN testing including:

i. test development;
ii. test administration;
iii. marking and data capture;
iv. data analysis and
v. reporting.

Each stage is extensively quality assured through highly specified and rigorously applied processes, continuous quality control and auditing. Wherever appropriate, these processes draw on expert advice and are informed by national and international best practice, such as processes associated with the Programme for International Student Assessment (PISA).

A summary of each of these stages is provided below, together with relevant information on quality management and control.

III. NAPLAN TEST DEVELOPMENT

The test development process for NAPLAN is comprehensive, rigorous and draws on the best available expertise within Australia and national and international best practice.

The development model includes central management of the project by ACARA working with expert organisations providing services under contract and supported by expert review and recommendations from officials from all states and territories.

The development cycle for the NAPLAN tests is approximately 12 months and proceeds in phases.

Phase One - Test Design

NAPLAN has four tests that are administered at each of Years 3, 5, 7 and 9. The four tests are Reading, Writing, Language Conventions (Spelling, and Grammar and Punctuation) and Numeracy. The test results are reported in five domains: Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

In Reading, Language Conventions and Numeracy, there is a mix of multiple-choice items and short-answer items. The multiple-choice items (MC) are of standard multiple-choice format with a number of possible answers (usually four) from which students are required to select the best answer. The short-answer items are closed-constructed response items (CR) that generally require a numeric answer, a word or a short phrase. All MC and CR items are dichotomously scored (correct or incorrect).

Each of the Year 7 and Year 9 Numeracy tests consist of two test forms. The use of calculators is permitted in the first form (calculator form) and is not permitted in the second form (non-calculator form). Each form typically consists of 32 items. The Year 7 and Year 9 numeracy tests each consist of 64 items with the two forms combined. Year 3 and Year 5 Numeracy tests are non-calculator forms.

For Writing, all students in Years 3, 5, 7 and 9 are required to write a response to the same writing prompt or writing task. There is a range of genres from which to select the task, including narrative and persuasive writing. The scripts are rated (scored) based on the same ten criteria (Criteria 1 to 10) across all four year levels.

Detailed and nationally endorsed specifications govern the development of items and the final tests forms.

Phase Two – Item Development and Test Construction

This phase involves the engagement of specialist writers to develop test questions (items) that meet the nationally agreed specifications. These include specifications for the types of test items that can be used, test item content (curriculum content), length of tests and the spread of difficulty across items. The distribution of item difficulty in each of the learning areas should be 20%, 30%, 30% 20% across the four equal logit quarters scale of students' proficiency. Item development contractors must adhere to these specifications and also comply with very detailed formatting and layout requirements as specified in the NAPLAN Style Guide.

NAPLAN is developed to ensure curriculum coverage appropriate to the relevant year levels. Currently this is achieved by referencing the *National Statements of Learning* in English and Mathematics, and state and territory curriculum and learning frameworks. In future years,

NAPLAN will be specified against an Assessment Framework based on the new national curriculum once that curriculum is implemented.

Development of innovative assessment items that permit students to demonstrate the variety of skills and understandings described in the *National Statements of Learning* is required.

Items must show a relevance to classroom teaching practice and school assessment of the outcomes, as well as having the capacity to fulfil diagnostic and measurement requirements.

Consideration is given to possible dependencies between items to address data distribution issues that may impact on reporting.

The developers are required to interact with students when developing items to improve the quality of the items and the functioning of the distractors proposed for trialling. Multiple-choice distractors must provide diagnostic information on students' misconceptions.

Developers are further expected to utilise cognitive laboratory interviews where a small number of carefully selected students are interviewed while they are taking the trial test or shortly after they have completed a set of items. The interviews will provide an in-depth understanding of how the items are working and are especially useful when information is needed about particular item formats and the functioning of distracters. While not all items need to be workshopped in this way, the development contractor will be expected to provide a rationale for the items selected for student interviews and indicate the anticipated proportion chosen from the total.

For all assessment items that are developed, the following information must be provided:

i. links to the *Statements of Learning*;

ii. the level of difficulty of each in terms of quartiles of the anticipated student distribution and NAPLAN bands; and

iii. the marking keys (correct responses).

Full marking keys and guides are developed and, where appropriate, exemplified.

All assessments should give valid and reliable measurements of student ability at the individual student, state and national levels.

Phase Three – Item Review

Panels of experts review proposed items from a range of perspectives. Initially the test development contractor will undertake in-house panelling to determine the suitability and quality of items. The items are then presented to panels from all state and territory test authorities for review by experts in curriculum and measurement, practising teachers and specialist officers in areas such as Indigenous education, English as a Second Language, and students with special needs.

Item and distractor descriptors must be provided for all items submitted for the panels to be able to assess the appropriateness of the item. The distractor descriptors indicate the misconception or errors leading to students selecting distractors for all multiple choice items. The test development contractor is required to conduct research into students thought processes and reasoning to assist in the development of accurate descriptors to be considered for inclusion in final forms.

Only those items that meet the stringent criteria of the panels proceed to trialling.

Phase Four – Item Trialling, Data Analysis and Final Selection

Once the test questions are agreed, they are constructed into 'trial test forms' that are then sat by a scientifically chosen sample of students within Australia, to obtain critical item performance data. The performance of each question, including for example how well it is able to discriminate high-performing and low-performing students, or whether there is any bias, is determined by psychometric analysis of the data, conducted after the trial.

The development contractor designs the trialling regime using expert advice and experience. The design must take into account the curriculum imperatives of each learning area, psychometric requirements and equating needs (see below).

Trials are fully invigilated to ensure the secure return of all test materials.

The trial tests are returned after the trial testing period and marking and data capture of student responses is undertaken. There are detailed quality assurance processes in place to ensure the accuracy and consistency of these data. The data are collected, managed and stored in accordance with strict protocols in relation to cleaning, auditing, transmission, storage, access and usage of data.

The final selection of items for inclusion in tests is based on a set of quality assurances including: (i) the psychometric data collected through trialling (ii) professional judgments from educational measurement, test construction and curriculum experts from all jurisdictions and (iii) the requirement to have the final test forms comply with the detailed NAPLAN test specifications. Relevant data to inform this decision making includes the following.

i. Summary statistics (overall fit, person separation, etc.)
ii. Category frequencies/proportions
iii. Item difficulties
iv. Item fit statistics
v. Item Characteristic Curves (ICCs)
vi. Differential Item functioning information (DIF)
vii. Multiple Choice Distractor Analysis
viii. Category Probability Curves and Threshold Probability Curves for polytomous items
ix. Statistics attesting to the quality and performance of link items
x. Person-item maps

Phase Five – Construction of Final Test Forms and the NAPLAN Common Scale

After analysis of the trial data, the project manager and review panels (comprising nominated jurisdictional staff with expertise in data interpretation and assessment task evaluation) determine items that will be flagged for selection for the final test forms. Prior to meeting with the panels the development contractor will make available to jurisdictional nominees data from the trial and the proposed final forms.

Items in each domain for all year groups will be calibrated on the same scale through the use of link items embedded in the trial tests.

NAPLAN results are able to be reported using five scales, one for each of the following domains: Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. Each of the

NAPLAN reporting scales describe the development of student achievement in a domain from Year 3 through to Year 9 along a ten-band scale. Students in year 3 are reported against bands 1 - 6, in year 5 bands 3 – 8, in year 7 bands 4 – 9 and in year 9 bands 5-10. At each year level the second achievement or 'proficiency' band is designated as the national minimum standard for that year level.

The use of a common scale provides significant information about the performance of, and growth in, individual student achievement which can be monitored over time and add a longitudinal dimension to the data. Through the use of these common scales, it is possible to gauge the achievement of the most able group of students and, at the same time, to pay attention to the group of students who have yet to reach the agreed national minimum standard.

An Expert Advisory Group (EAG) consisting of five pre-eminent educational measurement experts provides advice on all relevant aspects relating to technical methodology and specification, equating of tests and quality assurance. The final test specifications are reviewed by the EAG to ensure there is an acceptable level of compliance between the target NAPLAN test specifications and the achieved specifications in the tests.

IV. TEST ADMINISTRATION

State and territory Test Administration Authorities (TAAs) are responsible for the implementation and administration of the NAPLAN tests in their jurisdictions. These authorities manage the printing and distribution of test materials, coordinate the testing program within their jurisdictions and administer special provisions to assist eligible students with particular needs to participate in testing

The NAPLAN tests are conducted at schools and administered by classroom teachers, school deputies or the principal.

The test administration authorities for NAPLAN are:

- ACT - Department of Education and Training
- NSW - Department of Education and Training
- NT - Department of Education and Training
- QLD - Queensland Studies Authority
- SA - Department of Education and Children's Services
- TAS - Department of Education
- VIC - Victorian Curriculum and Assessment Authority
- WA - Department of Education

ACARA has nationally agreed protocols for the administration of NAPLAN testing that are used by all test administration authorities. The *National Protocols for Test Administration* forms the basis for the principals' handbook and test administration manuals to ensure the integrity and consistency of the testing process. The National Protocols also include detailed requirements for the management of test security.

The security of the NAPLAN tests is also strengthened through contractual obligations on commercial service providers together with strict instructions for the handling of materials in schools. Contractors responsible for the printing, packing and delivery of NAPLAN test

materials must comply with strict quality assurance and security requirements. For example, there are specific requirements for the secure packaging of materials, highly restricted access for staff to areas where test materials are produced and secured and agreed protocols for the delivery of materials to schools.

Once students have sat the tests, those tests are collected and the TAA in each state and territory manages the marking of the tests and the capture of answer data through an electronic scanning process. Tests for Reading, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy are scored using optical mark recognition software for multiple-choice items.

V. MARKING WRITING

Writing tasks are professionally marked using quality assured procedures for maintaining marker accuracy and consistency. There are agreed marking standards and quality assurance processes for achieving consistency and reliability within and between marking centres. TAAs are responsible for the marking of student scripts, including adherence to agreed marking standards and processes. All NAPLAN writing tasks are marked online, onscreen by markers in approximately 15 marking centres nationally.

There is consistent training for all marking staff and common training materials. The Chief Assessor for marking nationally is responsible for training Centre Leaders who then train all markers in their respective marking centres. There is common terminology used to name various types of writing scripts used for training, monitoring and support of markers.

Control scripts (common pre-marked scripts) are used to monitor marker accuracy. The national requirement for the use of control scripts is to have control scripts delivered electronically every day that marking is conducted and completed by every person involved in marking student scripts. The national Marking Quality Team has refined the common guidelines for national consistency in marking centres.

All marking centres also follow agreed protocols for monitoring and remediating markers, with the majority implementing additional measures such as: exceeding the agreed parameters for re-marking scripts where there was evidence of discrepant marking by a marker, group of markers or whole centre; check marking of all markers above the recommended 10% rate; and re-training and supporting markers, particularly those who are less experienced.

The provision daily of de-identified marker data by TAAs enables the Chief Assessor to produce jurisdiction and national summaries of control script data by total score by day, control script data by criterion by day and consolidated control script data over time. An analysis and commentary on the day's marking performance is provided as feedback to marking centres on a 24-hour turnaround basis.

The analysis of both the 2008 and 2009 marking of writing confirmed markers were marking consistently and within acceptable levels of variation. Anomalous marking will invariably be detected through the quality assurance processes.

The marking 'rubric' (marking scheme) is the basis for marker judgement and decision making. It comprises ten criteria. The analysis of the performance of the marking rubric in both 2008 and 2009 showed that results for each year level, based on the national calibration sample, indicated that the rubric was applied consistently across year levels. Analysis of the results by jurisdiction, also based on the national calibration sample,

concluded that the rubric was applied consistently across the jurisdictions, in that students with similar ability estimates achieved a similar score on each criterion.

VI. DATA ANALYSIS

TAAs submit de-identified student data from all tests to a contractor appointed to undertake the analysis of the test data on behalf of ACARA and the states and territories. The national contractor performs a range of analyses across the data for purposes of individual, school, jurisdiction and national reporting.

A summary of the key features of the central analysis of NAPLAN data follows.

National Calibration (or Scientific) Sample

Over 1 million students participate in the NAPLAN testing program, producing over 4 million tests for scoring. In order to be able to commence the analysis of the data as soon as possible, a sample population of students from within the total test population is drawn and used for the initial stages of analysis. The 'calibration' sample is scientifically designed to ensure it is representative of the total population ('the school sampling frame'). The calibration sample size is approximately 75,000 students.

This sample is used to estimate item parameters, perform common-item vertical equating, evaluate the psychometric characteristics of the tests, and establish score-equivalence tables after equating.

The school sampling frame used for 2008, 2009 and 2010 was the Australian Council for Educational Research (ACER) Sampling Frame, a comprehensive list of all schools in Australia, developed by ACER by coordinating information from multiple sources, including the Australian Bureau of Statistics and the Commonwealth, State and Territory education departments.

The sample design developed for the project is a stratified cluster sample. Prior to sampling, the schools are explicitly stratified by jurisdiction and sector. That is, the sampling frame is divided into twenty four separate parts representing each jurisdiction by sector combination. Within each of these strata, the frame is sorted by geographic location (the MCEECDYA geolocation code), a school-postcode-based measure of socio-economic status (the ABS SEIFA index of Education and Occupation), and school size.

Data Analysis Approaches and Methodology

The findings of the central analysis of NAPLAN data inform student, school, jurisdiction and national reporting. This data is also central to the information provided about school performance on the *My School* website. The accuracy and validity of the analysis of data is therefore critical. This section of the submission summarises key features of the processes and methodologies used in the central analysis of NAPLAN data.

The psychometrics and scaling methods used are proven methods that have been widely utilised in other large scale assessment programs and in survey research.

Data collection is undertaken by the TAAs in jurisdictions and there are a total of three deliveries of data. With each round of data delivery, the datasets are cleaned and recoded in preparation for analysis. Each TAA is required to prepare its jurisdiction data according to the common codebook provided. All data files are checked for invalid codes and inconsistencies. Data is cleaned and recoded by the contractor and any concerns about data are communicated to the TAA and rectified as necessary. Recoded data files are generated and verified in preparation for data analysis.

The Reading, Spelling, Grammar and Punctuation, and Numeracy tests are calibrated separately by domain and year level, resulting in 16 separate calibrations.

Test calibration and scaling is performed based on the Rasch model.

For data cleaning and data analysis for reporting, the statistical software packages SPSS and SAS are used. For the Rasch scaling analysis, the software ACER ConQuest (Wu, Adams and Wilson, 1997) is used. This software provides tools for the estimation of a variety of different item response models and regression models.

Analyses are undertaken in the following order:

- Item and test analyses based on cleaned and recoded calibration sample data (treating 'not reached' items as 'not administered' to obtain appropriate estimates of item difficulty). Senate weights are used for case weights
- Checking of item and test characteristics, distractor analysis, and DIF analysis
- Vertical equating based on common items in tests of adjacent year levels (Year 3 and Year 5, Year 5 and Year 7, Year 7 and Year 9)
- Horizontal equating using the off-shore and on-shore equating data
- Combining results of the horizontal and vertical equating to construct the NAPLAN domain scales
- Generation of student weighted likelihood estimates (WLE) to obtain score equivalence tables
- Generation of plausible values for the calibration sample. Student weights were used in the calculations of preliminary statistics.
- Transformation of logit scores into NAPLAN scale scores
- Analysis to obtain preliminary results based on the sample data
- Calculation of equating errors

The statistical information regarding item characteristics provided includes:

- Item facility, expressed as percentage correct for each relevant year level
- The item location on individual year level scales
- Test targeting and item spread
- Information about the fit of the item to the Rasch model specified
- Plots for assessing potential differential item functioning (DIF)
- Information on the consistency of the functioning of link items between adjacent year levels

Rasch estimates are used for reporting proficiencies in the five domains. The weighted likelihood estimates (WLEs) are used for reporting to individual students and to schools.

The plausible value methodology is used with the background variables being gender, LBOTE status, ATSI status, school geolocation, and school Reading WLE average score. In addition, parental education and occupation have been added to the set of conditioning variables as the quality of data and response rates of these variables has improved significantly.

The five sets of plausible values are used to calculate means, standard deviations, percentiles and percentages of students within proficiency bands, for each domain and each year level at the jurisdictional and national level.

Estimates of sampling and measurement errors are combined to obtain final standard errors for the performance statistics reported for the census data. The standard errors are used to determine statistical significance in mean differences and percentage differences in NAPLAN performance in the Reports. Equating errors are also taken into consideration, in addition to sampling and measurement errors, in the estimation of standard errors for the determination of statistical significance in the comparisons of means and percentages between years.

Equating Tests

In order to be able to compare the performance of students on different tests conducted across different years, an 'equating' process is completed to determine any variation in the difficulty of the tests so that the difficulty of one set of tests can be aligned to the level of difficulty of the second set of tests. This process enables tests to be located on a common scale and valid comparisons made between the performances of students on different tests.

In the case of NAPLAN, it is important to be able to equate tests in subsequent years so that comparisons can be made between student performances, comparisons that are valid because they are not affected by the variations in the relative difficulty of the tests.

In 2009, equating tests were developed so that future NAPLAN tests could be located on the same scale (the NAPLAN scale). The 2009 equating process used both 'on-shore' and 'off-shore' testing. Students in New Zealand participated in the testing and sat the 2008 NAPLAN tests and the equating tests. In Australia another sample population of students sat the 2009 NAPLAN tests and also the equating tests. Using a combination of equating methods, the 2008 and 2009 tests were able to be placed on the same scale through the process of the common equating tests.

From 2010 a sample of students from each year, drawing from all states and territories and school sectors, will sit the secure equating tests as well as the current year's NAPLAN tests. The equating tests will be administered by specially trained independent test administrators. This ensures that the security of the equating tests can be preserved.

The equating process for NAPLAN was informed by advice from the EAG. Care is taken to provide a high level of assurance as to the reliability of comparisons between years. The equating process provides confidence that any test difference has been taken into account before reporting any differences in student performance between years.

VII. REPORTING

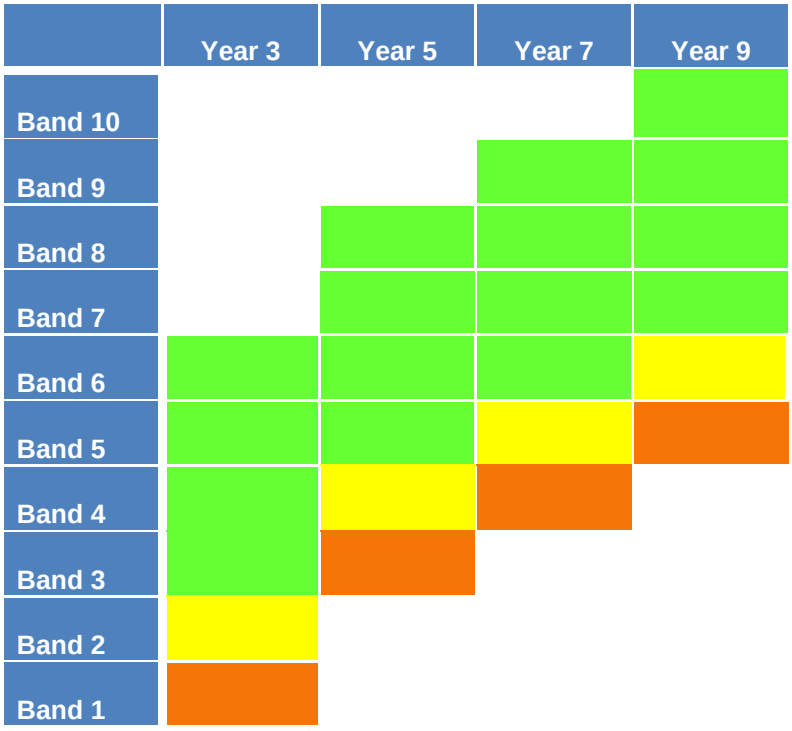
NAPLAN results are reported using five national achievement scales, one for each of the NAPLAN assessment domains of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Each scale consists of ten bands, which represent the increasing complexity

of the skills and understandings assessed by NAPLAN from Years 3 to 9. Six of these bands are used for reporting student performance in each year level.

The NAPLAN reporting scales are constructed so that any given scale score represents the same level of achievement over time. For example, a score of 700 in Reading in one year is equivalent to the same score in other testing years.

The ten proficiency bands on the NAPLAN reporting scales have the cut-points set at equal intervals apart. Year 3 results are reported against Band 1 to Band 6, Year 5 results reported against Band 3 to Band 8, Year 7 results reported against Band 4 to Band 9, and Year 9 results reported against Band 5 to Band 10.

Students were deemed to have performed above national minimum standard if their scores fell in the green bands at their respective year level and below national minimum standard if their scores fell in the orange band



NAPLAN results are reported nationally through the Summary (September release) and National Reports (December release) and at the school and student level in the form of reports to parents.

The Summary Report, released in September, provides national level data and a picture of how each State and Territory compares against a common assessment scale.

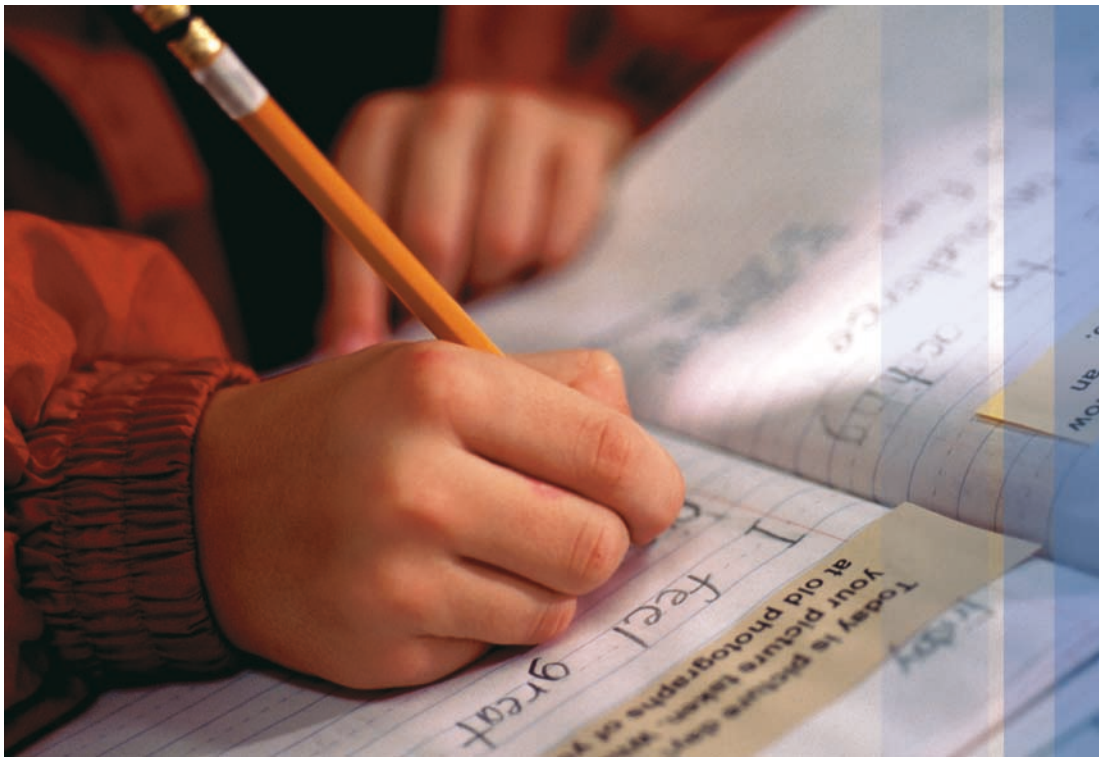
The National Report, released in December is a more detailed report which shows results at national and State and Territory levels by achievement levels and/or mean scores as well as by gender, Indigenous status, language background other than English status, parental occupation and parental education, and geographical location (metropolitan, provincial, remote and very remote) at each year level and for each domain of the test.

As part of NAPLAN, all schools are provided with a detailed report on their (individual) students' results. Detailed results for the school on the full range of NAPLAN achievement

are provided, including the number of students in each band at each year level. Principals and teachers can use this information to monitor student progress and identify students in need of additional support. The information can be used for diagnostic purposes and can assist them in their planning to cater for the individual needs of each student.

Parents of students taking the tests also receive a report showing their child's results along with common national key information about his or her performance, such as the national average. For example the parents of a Year 3 student will receive a report that shows the national average, the range for the middle 60 per cent of students, the national minimum standard and how their child is performing.

Some States and Territories will also provide the school average as well as the items the student successfully responded to and those they didn't. With this information parents can see if their child is performing at a satisfactory standard compared to other students in Australia, or if they need specialised intervention. As the child progresses through the years of schooling they can compare their child's position on the scale with previous years and monitor the improvement over time.



Statements of Learning for English

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Foreword

At the July 2003 MCEETYA meeting, Ministers agreed to the development of Statements of Learning for English that 'define and deliver common curriculum outcomes to be used by jurisdictions to inform their own curriculum development'. The development of the Statements is a response to concerns about the lack of consistency that exists in curriculums across the nation and the impact this is having on an increasingly mobile student population.

The Statements of Learning for English have been developed collaboratively by State, Territory and Australian education authorities. They provide a description of knowledge, skills, understandings and capacities that all students in Australia should have the opportunity to learn. The development of the Statements has involved identification of what is common amongst State and Territory curriculums as well as what is essential for all students to learn.

For the many students and their families who move school within or across jurisdictions, greater consistency in learning opportunities for children at particular stages of schooling will assist in alleviating the educational and emotional impacts associated with such moves.

In line with impacts being felt across all areas of Australian society, our students are increasingly operating in a national and global society and economy. It makes sense that education jurisdictions across Australia have worked collaboratively to identify the body of knowledge, skills, understanding and capacities which are essential for that context. Jurisdictions will need to consider how they integrate these elements into their own curriculums in a manner which suits the diversity of students' needs and schools across the country.

These statements represent significant collaboration between education authorities at a State, Territory and National level, and will inform future decisions by Education Ministers on the further work to be undertaken on English, Mathematics, Science, Civics and Citizenship, and Information and Communication Technologies.

Ken Smith
Chair, National Consistency of Curriculum Outcomes Steering Committee
Australian Education Systems Officials Committee

Statements of Learning for English

Introduction

This document, Statements of Learning for English, is the result of collaborative work by Australian education jurisdictions to achieve greater consistency in curriculum. It sets out the knowledge, skills, understandings and capacities that students in Australia should have the opportunity to learn and develop in the English domain.

Statements of Learning for English is not a curriculum in itself. Instead, it contains a series of statements about essential opportunities to learn in this particular domain which education jurisdictions have agreed to implement in their own curriculum documents. As such, this document is primarily intended for curriculum developers. It is not the express intent that the document is promoted directly with teachers or the general community.

Statements of Learning for English is not a list of all possible opportunities to learn within the English domain. It contains only those opportunities which all education jurisdictions agree should be consistent across Australia. Jurisdictions' own individual curriculum documents will likely include additional aspects of English.

Statements of Learning for English contains two critical elements: the Statements themselves and their professional elaborations, which work together as a package, with the Statements also represented in expanded form in the professional elaborations. The Statements are written in a plain English form which allows them to be engaged with by a broad audience if required. As the name suggests, the professional elaborations use the professional language of the English curriculum domain.

Underpinning the Statements and professional elaborations package within the *Statements of Learning for English* is the idea of an opportunity to learn. The opportunities to learn set out in this document are those opportunities seen as reasonable, challenging and appropriate. 'Reasonable' means it is realistic to expect that most students will have actually achieved the learning within a reasonable period of their first having the opportunity to learn. Up to two years can be considered reasonable for students. 'Challenging' means that the opportunities will be a stretch and thus they represent somewhat more than a proficient student could be expected to learn initially. 'Appropriate' means that the opportunities are suitable for the majority of young Australians to experience.

The opportunities to learn in the Statements and professional elaborations sections have been developed for four year junctures – the end of years 3, 5, 7 and 9. Most of the curriculum documents of Australian education jurisdictions are organised in bands, levels or stages rather than in year junctures and so the opportunities to learn in this document will most likely be included in jurisdictions' curriculum documents in the band, level or stage where the year juncture falls.

The opportunities to learn in the Statements and professional elaborations sections are also structured around broadly defined aspects of English, known as conceptual organisers. They provide coherence and structure for this document. In implementing the opportunities to learn, jurisdictions will use whatever organisers suit their curriculum documents best.

English curriculums in Australia

The *Statements of Learning for English* have been written in the context of the following aims of English curriculums in Australia which seek that students develop:

- the capacity to speak, listen, read, view and write to make meaning with purpose, effect and confidence in a wide range of contexts
- knowledge of the ways texts and language vary according to context, purpose, audience and content, and the ability to apply this knowledge
- the capacity to critically interpret and construct spoken, written, visual and multimodal texts in a broad range of mediums
- the capacity to use critical, analytical and imaginative abilities when interpreting, constructing, evaluating, discussing and using language and texts
- a sound grasp of language forms and features and textual structures, and the capacity to apply these to the interpretation and construction of texts
- a broad knowledge of a range of literature and other texts, including multimodal texts:
  – from the past and present
  – from Australia, including texts that give insights into Aboriginal experiences, Torres Strait Islander experiences and multicultural experiences in Australia
  – from Asia, in English or translated into English
  – from other English-speaking cultures
  – in English and translated into English from cultures where English is not the dominant language
  – from youth and popular cultures
- knowledge of the ways in which texts may be interpreted and constructed according to cultural, social and personal backgrounds and contexts
- knowledge of the qualities of language and ideas that contribute to the enjoyment of increasingly complex texts
- the capacity to use information and communication technologies in the construction of texts and the capacity to interpret and critically analyse texts created and published through information and communication technologies
- the capacity to use texts to make sense of one's world, to broaden and promote shared cultural understandings, to exercise judgement and responsibility in matters of morality, ethics and social justice, and to prepare one for lifelong learning.

Features of Statements of Learning for English and the professional elaborations

The *Statements of Learning for English* describe the knowledge, skills, understandings and capacities that all young Australians should have the opportunity to learn and develop.

The professional elaborations build on the Statements of Learning by providing more specific detail, by subdividing the Reading and viewing and Writing Statements into two categories relating to imaginative texts and to information and argument texts, and by making use of the professional language related to English.

As systems over time will integrate *Statements of Learning for English* within their own curriculum documents, teachers' application of them will be through their own State and Territory curriculums.

Each Statement is organised by year level and mode to describe three aspects of an English curriculum that are essential and common. They are:

- Reading and viewing
- Writing
- Speaking and listening.

Each professional elaboration further divides the Statement to describe five aspects of an English curriculum that represents what is essential and common. They are:

- Reading, viewing and interpreting imaginative texts
- Reading, viewing and interpreting information and argument texts
- Writing information and argument texts
- Writing imaginative texts
- Speaking and listening.

The Statements of Learning and their professional elaborations have been designed to be challenging but accessible to students at years 3, 5, 7 and 9. They differ from the *Literacy Benchmarks Years 3, 5 & 7*, which represent minimum standards of achievement.

Texts

Three broad categories of texts are used within the *Statements of Learning for English*. These are imaginative texts, information texts and argument texts. There is no agreed terminology across the States and Territories to refer to the categories of different types of texts. The categories of texts used for the Statements of Learning for English and their professional elaborations are not definitive, and are used for convenience to avoid the need for constantly listing all the types of texts to which one may wish to refer. A text may include aspects, or the intentions, of texts in other categories. All categories include texts that are print and electronic and they may be found, for example, in books, films, television programs, CD-ROMs and websites.

Imaginative texts: texts that involve the use of language to represent, recreate, shape and explore human experiences in real and imagined worlds. They include, for example, fairytales, anecdotes, novels, plays, poetry, personal letters and illustrated books.

Information texts: texts that involve the use of language to represent ideas and information related to people, places, events, things, concepts and issues. They include, for example, recounts, reports, descriptions, biographies, explanations, transactional texts, news articles and features.

Argument texts: texts that systematically present a point of view or seek to persuade an audience. They include, for example, arguments, formal essays, letters to the editor, advertisements, documentaries, interviews and reviews.

General skills

The following skills have been identified as essential in English. As these skills sometimes cross more than one mode and more than one year level, they are listed here rather than within the body of the text. They are listed as essential at years 3, 5, 7 and 9 and the degree of complexity of their use will relate to the complexity of the texts and language at each year level.

Students:

- plan, draft, edit and proofread texts
- skim and scan to locate and synthesise information
- research and take notes using print and electronic media
- use a metalanguage to explain their knowledge and use of texts and language
- use dictionaries, spell checks and/or thesauruses to decode and spell unfamiliar words
- use word processing skills.

Reading the Statements of Learning

The *Statements of Learning for English* have been designed to describe progressions of learning that are accessible and challenging at four year junctures of years 3, 5, 7 and 9.

Each Statement of Learning and professional elaboration subsumes the knowledge, skills, understanding and capacities of the Statements and professional elaborations that precede it. It is important for curriculum writers to consider the Statements of Learning and the professional elaborations as a whole, in conjunction with the Introduction.

Where a concept has been included under one heading, eg *Writing information and argument texts*, it is not generally repeated under another heading, eg *Writing imaginative texts* or *Reading, viewing and interpreting imaginative texts*, other than where it is especially applicable.

In a number of instances examples have been incorporated to assist curriculum writers to clearly identify the intended depth and breadth. Whenever examples are included, they are for the purpose of clarification only and should not be taken as prescriptive.

Year 3 Statements of Learning for English

Year 3 Reading and viewing

Students read and view simple texts that entertain, move, report, explain and give opinions. They read and view imaginative texts such as children's stories, rhymed verses, fairytales and fables. They also read and view information texts such as reports, transactions and explanations. The texts they read and view contain ideas and information related to their real and imagined worlds, with illustrations that clarify meaning. The texts may be in illustrated books, school newsletters, local newspapers, children's magazines, advertisements, films, and on television programs, CD-ROMs and websites.

Students understand that imaginative texts can entertain, move and teach important things; are produced for particular audiences; and have plots, settings and characters. They understand that information texts can report and explain information and events and also give opinions. They also understand that texts can be produced for different audiences and that the interests of the intended readers and viewers can be reflected in the text.

When students read and view texts, they identify the main topic or key information, some directly-stated supporting information, and the order of events. They can draw inferences from directly-stated descriptions and actions (eg *infer a character's feelings*) and talk about how people, characters and events could have been portrayed differently (eg *more fairly*). They relate their interpretations to their own experiences.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know:

- the typical generic structure of texts (eg *setting and a storyline with a problem and a solution in stories, an introduction and a description of features or events in reports*)
- that stanzas, rhyme and rhythm are features of rhymed verses
- the function of statements, questions, commands and exclamations
- that adjectives can be chosen to portray people, places, events and things in particular ways
- the function of visual language (eg *clothing*, *facial expressions*, *appearance*)
- that voice tone, volume and sound effects, and visual language can be used to portray people in particular ways
- how to decode new and familiar words using common letter/sound relationships (eg *long vowels*, *consonant digraphs*, *consonant blends*), common visual letter patterns, simple tense and plural endings, and a base word.

Year 3 Writing

Students write texts on familiar topics for known readers to entertain, describe and express their opinions in print and electronic mediums. They write imaginative and information texts that may include simple stories, recounts, descriptions and explanations. In their writing they use other texts they have read and heard as models.

Students understand that stories can entertain or inform an audience; have characters, a setting and a plot; and that they have a structure. Students understand that information texts can describe people and events, and give an opinion that may be positive or negative.

When students write stories, they introduce characters and provide a brief description of setting. They formulate a storyline of a few sequenced events that create a problem. They include brief descriptions of familiar characters, places and things, and attempt an ending that resolves the problem. When students write recounts or descriptions, they order information or sequence events using some detail and/or supporting illustrative material. They also formulate an opinion on a topic and support the opinion with at least one or two reasons or a simple explanation based on personal judgement.

Students have the opportunity to draw on their knowledge of texts and language to use:

- simple sentences in appropriate grammatical order for statements
- story markers (eg *once upon a time*, *a long time ago*)
- adjectives, adverbs and prepositional phrases to elaborate ideas (eg *The old man rode his bike slowly on the bumpy road*.)
- vocabulary and word forms appropriate to the subject matter of the text
- some specific or technical vocabulary where appropriate
- thinking, feeling and doing verbs to give reasons and express opinions
- cohesive devices (eg *then*, *next*) to guide readers through a series of events
- conjunctions (eg *and*, *but*, *because*) to combine clauses for adding ideas and information and giving reasons
- patterns of repetition to emphasise or link actions or ideas
- pronouns that agree with the words to which they are referring
- basic punctation marks, including full stops, commas between items in a list, exclamation marks and questions marks
- sound, visual and meaning patterns to spell accurately high-frequency words, monosyllabic words and some words with two syllables with common spelling patterns.

Year 3 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations in small and large groups, which are usually informal. They recount events and describe and report on people, places and things related to their own experiences.

Students understand that speaking and listening provide opportunities to exchange information, to share and explore ideas, and to express opinions and listen to the opinions of others.

When students engage in discussions and conversations, they identify opinions provided by members of the group, agreeing or disagreeing with reference to their personal opinion. When making oral presentations of personal recounts or simple reports, students understand the topic and provide some relevant ideas and information, including events in sequence and brief descriptions. They listen attentively, showing interest in a speaker's presentation, and speak audibly, with some sense of addressing an audience and the needs of the listeners.

Students have the opportunity to draw on their knowledge of texts and language to use:

- statements, questions and commands
- adjectives to portray people, places, events and things in particular ways
- body language (eg *facing the speaker*), gestures (eg *shrugging*) and facial expressions to emphasise and clarify meaning
- variation in voice tone and volume to add interest.

Year 5 Statements of Learning for English

Year 5 Reading and viewing

Students read and view texts that entertain, move, report, present opinions and persuade. They read and view imaginative texts such as children's and young adolescents' stories, Dreaming stories, ballads and/or lyrics. These texts contain characters, settings and plots developed in some detail, and may contain topics and issues that extend beyond the immediate plot. They also read and view information and argument texts such as reports, news articles, features and arguments. These texts contain information and ideas extending beyond their immediate experience. The texts they read and view may be in books, newspapers, magazines, advertisements, films, and on television, CD-ROMs and websites.

Students understand that the main ideas in imaginative texts are developed through interconnecting plot, character and setting. They understand that information texts aim to inform, persuade and/or entertain, and that these texts usually have a point of view. They understand that creators of text choose subject matter that may have been influenced by their audience and their purpose, and that a particular perspective may be heightened by including or excluding information.

When students read and view texts, they recognise main ideas by identifying who, what, where, when and why, and locate supporting details and background events. They infer characters' qualities, motives and actions. They identify differences and similarities in information in different texts on the same topic. They identify ideas and information that have been omitted and suggest why. They identify how language is used to portray characters, people and events in particular ways (eg *to create a positive or negative perspective*).

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know:

- the function of the different stages of imaginative texts (eg *in stories an orientation sets the scene and introduces and describes characters, a sequence of events can build up complications and resolutions to create tension and suspense*)
- the generic structure and layout of reports and arguments (eg *a general statement or introduction for the topic; a main contention* [for arguments]; *a point, reason or piece of evidence elaborated in each following paragraph; and a conclusion*)
- that parts of a sentence can indicate what is happening (*verbs*), who and what is taking part (*nouns*) and the circumstances surrounding the action (*prepositional phrases and adverbs*)
- that figurative language (eg *simple similes*) conveys images of settings and characters
- that visual (eg *shot types*, *graphic layout*, *links*), non-verbal (eg *facial expressions*), spoken (eg *volume*), and auditory techniques (eg *sound effects*) develop the subject matter and focus a viewer's attention
- that music, sound effects and hyperlinks can be used to link ideas
- that sound, visual and meaning patterns can be used to decode words.

Year 5 Writing

Students write texts for known readers to entertain, inform and persuade in print and electronic mediums. They write imaginative texts that may include stories, simple poems and scripts. They write information texts that may include descriptions, reports, explanations and simple arguments. In their writing, they draw on their own experiences and write on some unfamiliar ideas or information by researching topics.

Students understand that writers consider their purpose for writing (eg *to entertain*, *to inform*, *to persuade*) and the interests of their intended readers when selecting subject matter within a chosen topic. They understand that writers can explore their own ideas and feelings through the characters and situations they create in imaginative texts. They also understand that writers can influence others' opinions and portray people, characters and events in particular ways by including or omitting information and making particular language choices (eg *to create a positive or negative perspective*).

When students write imaginative texts, they describe characters and settings and use dialogue. They develop a storyline of sequenced events with a problem and a resolution and include details relevant to the storyline. They create an ending that draws together elements of the storyline, sometimes in a resolution. When students write information texts, they provide a general statement or introduction to the topic, and develop the topic with a few supporting ideas, explanations, opinions and/or descriptions. When students write arguments, they make a personal judgement and support it with a few points or arguments.

Students have the opportunity to draw on their knowledge of texts and language to use:

- the generic structures of different types of texts (eg *a setting*, *a problem and a resolution for stories*) to organise and structure their ideas and information
- paragraphs for separate points
- compound and complex sentences to elaborate ideas
- adjectives, verbs and visual techniques to present people, places, events and things in a chosen way (eg *in a positive and negative way*)
- time connectives (eg *yesterday*, *afterwards*, *late*) and tense to locate characters and actions in time
- linking words (eg *firstly*, *secondly*, *or*, *so*, *when*) to structure their texts, link ideas and give reasons
- referring words (eg *this*, *those*, *there*) to link ideas
- commas to mark a clause, apostrophes in contractions and to show ownership, and speech marks for direct speech
- sound, visual and meaning patterns to spell words.

Year 5 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations in informal and formal contexts. They provide explanations and formulate simple arguments to explore information, ideas and issues that extend beyond their immediate experience.

Students understand that speaking and listening provides opportunities to clarify ideas and understandings on a topic, to give simple arguments and to seek the opinions of others. They understand that people, places, events and things can be portrayed in particular ways.

When students engage in discussions and conversations, they identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner. In small group discussions or when making presentations on a topic or issue, students refer to main ideas, give possible explanations and solutions, and support these with a few reasons. When describing a process, or explaining a phenomenon, students provide a logical sequence of events. They listen constructively, provide positive and encouraging feedback and speak with clarity.

Students have the opportunity to draw on their knowledge of texts and language to use:

- statements, questions and commands to generate and maintain discussions and conversations
- thinking and feeling verbs to give opinions
- adjectives and verbs to present people, places, events and things in a chosen way (eg *in positive or negative ways*)
- facial expressions, movements, gestures and modulation of volume to enhance their expression of ideas.

Year 7 Statements of Learning for English

Year 7 Reading and viewing

Students read and view texts that entertain, move, evaluate, argue and persuade. They read and view imaginative texts, such as young adolescent fiction, adventure stories, fantasy stories, short stories and long narrative poems. These texts contain subject matter related to real and imaginary worlds, sometimes with movement between both worlds. They also read and view information and argument texts such as articles, features, letters to the editor, documentaries and interviews. These texts explore, among other things, information and ideas related to significant events and issues that may be of interest to the students, particularly young adolescent issues and identities. The texts they read and view may be in books, newspapers, magazines, advertisements, films, and on television programs, CD-ROMs and websites.

Students understand that imaginative texts can entertain and evoke emotion. They understand that characters and plot are developed using dialogue and written and visual language that describe appearance and actions. They understand that information texts can be constructed for more than one purpose (eg *to report*, *to present a point of view*, *to create a market for more readers and viewers*). They understand that argument texts require a position supported by a line of reasoning. They also understand that creators of texts use their personal assumptions about groups of readers and viewers to engage the readers' interest, and influence their views through the selection of aspects of subject matter. Students understand that readers' and viewers' interpretations of texts are influenced by the knowledge and values of the groups to which they belong, and by their own experiences.

When students read and view imaginative texts, they infer meanings and messages developed through the storyline, and identify how construction of characters contributes to plot development. They draw conclusions about possible reasons for characters' behaviours and feelings, and consider ethical choices made by various characters. They identify causes and effects in information texts, the position in an argument and the key points and evidence supporting the argument. They compare information and ideas in different texts to identify the different emphases, and the influence of these on their own perceptions. They identify how creators of texts include and omit ideas and information to portray characters, people, places and events in particular ways. They explore how their own membership of groups influences their interpretation of texts.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know that:

- the layout of print and web-based texts influences meaning
- verbs and adjectives express opinions about people, places, events and things
- figurative language, including similes, metaphors and personification, can be used to develop imagery and humour
- cohesive devices (eg *then*, *finally*, *meanwhile*, *so*, *though*, *but*, *however*) signal relationships between ideas, within and between sentences
- visual (eg *camera angles*, *shot types*), non-verbal (eg *gestures*, *facial expressions*), spoken (eg *voice qualities*) and auditory language (eg *music*) can be used to add to meaning, interest, immediacy and authority to multimedia texts

- particular written, visual, spoken and auditory language are chosen to portray characters, places and events in particular ways and to appeal to different groups
- word origins and sound and visual patterns, syntax and semantics in a multi-strategy approach can be used to decode unfamiliar words.

Year 7 Writing

Students write texts to entertain, inform and persuade in print and electronic mediums for unknown or specified audiences. They write imaginative texts that may include simple adventure, fantasy, horror and ghost stories, myths, legends, ballads and play scripts. They write information and argument texts that may include reports, personal recounts, autobiographies and arguments. In their writing they develop ideas and information dealing with their personal views of the world, explore some challenging ideas and/or argue a point of view.

Students understand that writers can draw on their own knowledge, experiences, thoughts and feelings, and on the subject matter and forms of texts they have heard, read and viewed. They understand that arguments systematically use a formal, logical structure to argue a case. They understand that ideas and information can be selected to support the position or purpose of the writer and to appeal to, or suit, different audiences.

When students write imaginative texts, they use ideas, details and events that are relevant to the storyline. They develop characters through descriptions, actions and dialogue, and give them feelings and personalities beyond traditional characters. They include some evaluative comments on the significance of an event (eg *it was like a bad dream*) and can use humour to entertain their audience. They experiment with writing poetry in various specified forms (eg *haiku and form poetry*). When students write information texts, they provide an introduction that outlines the scope of the topic, and to develop the topic with ideas, descriptions, opinions and/or explanations that are logically organised. When students write arguments, they provide an introduction that states their position, logical supporting arguments that may include some details or evidence, and a conclusion. They choose aspects of subject matter to portray people, places, events and things in ways that appeal to certain groups, and consider the social justice implications of the ways these are portrayed.

Students have the opportunity to draw on their knowledge of texts and language to use:

- graphic elements and/or headings and subheadings to organise presentations, research or other information
- paragraphs to order and sequence their arguments
- topic sentences to emphasise the point or argument in each paragraph and focus the reader's attention
- dependent and independent clauses to extend and elaborate ideas and information, including direct and indirect speech
- extended groups of nouns, adjectives and adverbs to develop characters, setting and plot
- particular adjectives and verbs to express opinions, give an evaluation of ideas and information, portray people, places, events and things in ways that appeal to certain groups, and present an issue in a way to persuade a particular audience
- cohesive devices to express cause and effect relationships (eg *since*, *in order to*) and to compare and contrast (eg *although*, *while*, *even*, *if*)
- correct tenses, and subject–verb and noun–pronoun agreement
- word origins and sound and visual patterns, syntax and semantics in a multi-strategy approach for spelling unfamiliar words.

Year 7 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations including prepared and spontaneous discussions, meetings, debates and group discussions. They examine ideas and information and present arguments that are drawn from topics of interest to them and that may need to be researched.

Students understand that speaking and listening provides opportunities to explore and consider ideas and issues, advance opinions, and influence and persuade others to a point of view. They understand that speakers use their assumptions about the characteristics of listeners to engage their interest and attention. They understand that language can be adjusted to show or acknowledge power and to indicate closeness or distance in relationships. They also understand that some contexts require more formality of language than others.

When students engage in discussions or presentations, they identify main issues of the topic and provide arguments, which may include some supporting details and evidence. They sustain a point of view through the discussion or presentation. They provide succinct accounts of important personal experiences or events and reflect on their significance. They engage others by projecting a sense of commitment, interest and authority on a topic.

Students have the opportunity to draw on their knowledge of texts and language to use:

- evaluative nouns, verbs and adjectives to express opinions and to portray people, places, events and things in ways that appeal to certain groups
- words to indicate degrees of certainty (eg *must*, *should*, *may*)
- non-verbal techniques (eg *facial expressions*, *gestures*, *movement*) and spoken techniques (eg *pace*, *volume*, *pronunciation*) to emphasise meaning and to appeal to different audiences.

Year 9 Statements of Learning for English

Year 9 Reading and viewing

Students read and view texts that entertain, move, parody, investigate, analyse, argue and persuade. They read and view imaginative texts such as adolescent, contemporary and classical texts. These texts explore personal, social, cultural and political issues of significance to the students' own lives. They also read and view information and argument texts such as current affairs and news articles, features, editorials, documentaries and reviews. These texts contain accessible but challenging issues that deal with local, national and international events and current issues that develop over time. The texts they read and view may be in books, films, and on television programs, CD-ROMs and websites.

Students understand that imaginative texts can be created for multiple purposes (eg *move*, *parody*, *persuade*). They understand that imaginative texts have particular features of settings, characters and plots associated with different genres (eg *horror*, *adventure*, *romance*). They understand ideas are explored through the interplay of setting, plot and character, and through the actions, speech, thoughts and feelings of characters. They understand that readers' and viewers' responses to characters and situations may vary at different points within a text. They understand that readers and viewers may be positioned to view characters and ideas in particular ways, and that these views may reflect cultural values and be questioned. They understand that experiences created in texts can help readers and viewers understand themselves and others, their own world and the wider world. They understand that information texts can analyse, evaluate and use humour. They understand that argument texts can advance opinions, justify positions, and make judgements in order to persuade others. They understand that creators of texts select language to represent ideas, information and concepts in particular ways. They understand that readers and viewers may need to develop knowledge about particular events, issues and contexts to interpret texts. They also understand that readers' and viewers' interpretations are influenced by their knowledge, values and practices.

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When students read and view imaginative texts, they draw conclusions about characters and major ideas using reference to particular moments and incidents. They identify techniques used to construct plot and create emotional responses (eg *comparison*, *contrast*, *exaggeration*, *juxtaposition*, *the changing of chronological order*, *or the expansion and compression of time*). They identify uses of references to other texts and how these contribute to meaning. When students read and view information and argument texts, they draw conclusions about the main idea or position and identify and evaluate the quality of the supporting information, explanation or evidence. They identify ways an event or issue is portrayed, discuss possible consequences and compare the ways language is used to portray an event or issue in different texts.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know:

- some techniques used in poetry (eg *onomatopoeia*, *alliteration*)
- how adjectives and adverbs express attitudes, evoke emotions and express judgements
- how word choices and symbols may have different connotations
- that imagery is used to establish mood and make feelings or ideas more concrete and powerful
- that certain information can be emphasised by varying the patterns at the beginnings of sentences
- how degrees of certainty, probability or obligation can be conveyed (eg *might*, *perhaps*)
- that passive voice can hide responsibility (eg *Hundreds of people were injured.*)

- that turning verbs into nouns can be used to tightly compress ideas, information and concepts, and to add formality to the argument (eg '*Advertising influences people'* to *'The influence of advertising'*)
- how camera angles and shot types are used to position readers and viewers
- how sound fades, dissolves, cuts and hyperlinks establish cohesion in texts
- how visual, nonverbal and auditory language are combined to position an audience.

Year 9 Writing

Students write extended or sustained texts that entertain, move, inform and persuade in print and electronic mediums. They write imaginative texts that contain personal, social and cultural ideas and issues related to their own lives and communities and their views of their expanding world. The imaginative texts they write may include short stories, anecdotes, plays, poetry, personal letters and advertisements. They also write information or argument texts which deal with ideas and issues where they would like to effect change, to persuade a general or particular audience to change their point of view, and/or to take action. The information and argument texts they write may include biographies, advertisements, news articles, features, letters to the editor and reviews.

Students understand that writers want readers to empathise with the ideas and emotions expressed or implied in their writing. Students understand that imaginative texts can move and persuade, and that ideas and issues can extend beyond the immediate plot. They understand that main ideas are developed through the interconnections of plot, settings and characters. They understand that writers can express views and values other than their own. They understand that information and argument texts require explanations, details and evidence, which may require research. Students understand that writers select subject matter and language to try to position readers to accept particular views of people, characters, events, ideas and information.

Students develop sustained imaginative texts with attention to time order, characterisation, consistent narrative point of view and development of a resolution. They use dialogue to construct relationships between characters and to further the narrative. They create characters and situations which explore ethical dilemmas, and which move beyond stereotypes or expectations. They use references to other texts and parody to extend meaning and create humour. When students write information or argument texts, they make appropriate selections of information from a few sources and attempt to synthesise and organise these in a logical way. When introducing information or argument texts, they state their own position or the major perspectives/concerns of the issue and preview the arguments or the structure of the information to follow. They structure these texts to provide a major point to each paragraph with some elaboration, and conclude with a restatement of their position or a summary of the main arguments, issues or recommendations.

Students have the opportunity to draw on their knowledge of texts and language to use:
- ordering of paragraphs to best support and sustain an argument and to organise and convey information clearly
- different sentence and clause structures to expand ideas or foreground certain information
- concrete, technical, abstract and emotive words to argue and persuade or convey information
- emotive, evocative, formal and impersonal language to create tone, mood and atmosphere
- hyperlinks, flashbacks and other time variants that work together in written and multimodal texts
- semicolons and colons in extended lists.

Year 9 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations including meetings, extended presentations, formal and parliamentary-style debates, and group discussions. They analyse and investigate challenging ideas and issues and advance and refute arguments.

Students understand that speaking and listening provides opportunities to examine issues, evaluate opinions, argue points and make judgements in order to persuade others, and convince listeners by using reasoning and evidence. They understand that speakers use their assumptions about listeners to try to position them to accept their point of view, and that humour and drama are used as devices to persuade listeners and to entertain.

When students engage in discussions or presentations they compare ideas, build on others' ideas, provide other points of view and reach conclusions that take account of aspects of an issue. They identify and comment on omissions in information, and identify and explore moral and ethical dimensions of an issue. They anticipate responses from others and respond to questions and comments by clarifying, paraphrasing, and integrating those ideas that are relevant to a line of reasoning.

Students have the opportunity to draw on their knowledge of texts and language to use:

- structures of formal presentations including introduction to an issue, arguments for and against, elaborations and conclusions
- formal and informal language adjusted to the size and nature of a group and their relationship with the listener
- evaluative words and phrases to influence listeners' viewpoints
- text connectives to sequence (eg *firstly*, *to sum up*), contrast (eg *on the other hand*, *however*), clarify (eg *in other words*, *for example*), show cause (eg therefore, as a result), add information (eg *in addition*, *moreover*)
- use words and phrases to convey probability and authority (eg *It's obvious that*, *It's probable that*), and to position listeners
- varying pace, pitch, phrasing, intonation, pronunciation, facial expression, gesture, sound and silence to influence an audience.

Year 3 Statements of Learning for English – Professional Elaborations

Year 3 Reading, viewing and interpreting imaginative texts

Students read, view and interpret simple imaginative texts in illustrated books and films, and on television programs, CD-ROMs and websites. These texts may include children's stories, rhymed verses, fairytales and fables. The texts contain ideas and information related to their real and imagined worlds, with illustrations that clarify meaning.

Students have the opportunity to understand that stories:
- can entertain, move (eg *feel sad*), and teach important things
- are produced for particular audiences
- have plots, settings and characters.

When students interpret these texts, they have the opportunity to:
- identify the main topic of a story
- retell a sequence of events
- draw inferences from directly-stated descriptions and actions (eg *infer a character's feelings*)
- talk about how people, characters and events could have been represented differently (eg *more fairly*).

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know:
- the typical generic structure of imaginative texts (eg *orientation*, *complication*, *resolution*)
- that stanzas, rhyme and rhythm are features of rhymed verses
- the function of statements, questions, commands and exclamations
- the function of visual language (eg *clothing*, *facial expressions*, *appearance*)
- how to decode new and familiar words using common letter/sound relationships (eg *long vowels*, *consonant digraphs*, *consonant blends*), common visual letter patterns, simple tense and plural endings, and a base word.

Year 3 Reading, viewing and interpreting information and avrgument texts

Students read, view and interpret simple information texts that entertain, report, explain and give opinions. The texts may be in school newsletters, local newspapers, children's magazines, advertisements, and on television programs, CD-ROMs and websites. The texts contain ideas and information related to their own experiences.

Students have the opportunity to understand that:
- information texts can report and explain information and events, report recent newsworthy events, and give opinions

- information texts can be produced for different audiences
- the interests of the intended readers and viewers can be reflected in the text.

When students interpret these texts, they have the opportunity to:
- identify key events
- identify the order of events
- identify some directly-stated supporting information
- relate their interpretations of texts to their own experiences.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know:
- some of the typical features of texts in print and electronic forms (eg *headlines*, *introduction or lead*, *still and moving images*)
- that adjectives can be chosen to represent people, places, events and things in particular ways
- the function of visual language (eg *clothing*, *facial expressions*, *appearance*)
- that voice tone, volume and sound effects, and visual resources (eg *clothing*, *facial expressions*, *appearance*) represent people in particular ways.

Year 3 Writing imaginative texts

Students write simple stories in print and electronic mediums, using those they have read and heard as models.

Students have the opportunity to understand that stories:
- have purposes to entertain or inform an audience
- have characters, a setting and a plot
- have a structure.

When students write stories, they have the opportunity to:
- introduce characters and provide a brief description of setting
- formulate a storyline of a few sequenced events and create a complication
- include brief descriptions of familiar characters, places and things
- attempt an ending, often as a resolution.

Students have the opportunity to draw on their knowledge of texts and language to use:
- story markers (eg *once upon a time*, *a long time ago*)
- adjectives, adverbs and prepositional phrases to elaborate ideas (eg *The old man rode his bike slowly on the bumpy road.*)
- cohesive devices (eg *then*, *next*) to guide readers through a series of events
- conjunctions (eg *and*, *but*) to form compound sentences
- patterns of repetition to emphasise or link actions or ideas
- pronouns that agree with the words to which they are referring.

Year 3 Writing information and argument texts

Students write simple recounts, descriptions and explanations in print and electronic mediums on familiar topics for known readers.

Students have the opportunity to understand that:
- information texts can describe people and events and give an opinion
- an opinion may be positive or negative.

When students write these texts, they have the opportunity to:
- order information or sequence events using some detail and/or supporting illustrative material
- formulate an opinion on a topic
- support the opinion with at least one or two reasons, or a simple explanation based on personal judgement.

Students have the opportunity to draw on their knowledge of texts and language to use:
- simple sentences in appropriate grammatical order for statements
- vocabulary and word forms appropriate to the subject matter of the text
- some specific or technical vocabulary where appropriate
- thinking, feeling and doing verbs to express opinions and give reasons
- conjunctions (eg *because*) to combine clauses for giving reasons
- basic punctation marks, including full stops, commas between items in a list, exclamation marks and question marks
- sound, visual and meaning patterns to spell accurately high-frequency words, monosyllabic words and some words with two syllables with common spelling patterns.

Year 3 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations in small and large groups, which are usually informal. They recount events and describe and report on people, places and things related to their own experiences.

Students have the opportunity to understand that:
- speaking and listening provide opportunities to exchange information, to share and explore ideas, and to express opinions and listen to the opinions of others
- they can adopt different roles in discussions and conversations, and that these can support cooperation within the group.

When students speak and listen, they have the opportunity to:
- identify opinions provided by members of the group in discussions and conversations, agreeing or disagreeing with reference to their personal opinion
- make oral presentations of personal recounts or reports, understand the topic, provide some relevant ideas and information, and include events in sequence and brief descriptions
- listen attentively, showing interest in a speaker's turn or presentation
- speak audibly, with some sense of addressing an audience and the needs of the listeners.

Students have the opportunity to draw on their knowledge of texts and language to use:

- statements, questions and commands
- adjectives to represent people, places, events and things in particular ways
- body language (eg *facing the speaker*), gestures (eg *shrugging*) and facial expressions to emphasise and clarify meaning
- variation in voice tone and volume to add interest.

Year 5 Statements of Learning for English – Professional Elaborations

Year 5 Reading, viewing and interpreting imaginative texts

Students read, view and interpret imaginative texts in books, films, and on television, CD-ROMs and websites. These texts may include children's and young adolescent stories, myths, legends, Dreaming stories, ballads and/or lyrics. The texts contain characters, settings and plots developed in some detail, and may contain topics and issues that extend beyond the immediate plot.

Students have the opportunity to understand that:
- audience and purpose influence the text creator's selection of subject matter within their chosen topic
- main ideas are developed through the interconnection of plot, character and setting.

When students interpret these texts, they have the opportunity to:
- make connections from directly-stated information to identify main ideas
- infer characters' qualities, motives and actions
- identify aspects of subject matter that have been omitted and suggest why
- identify how language has been used to construct characters and events in particular ways (eg *positive or negative perspectives*).

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know:
- the function of the different stages of imaginative texts (eg *an orientation sets the scene and introduces and describes characters*)
- that a sequence of events can build up complications and resolutions to create tension and suspense
- that a clause can represent what is happening (*verbs*), who and what is taking part (nouns) and the circumstances surrounding the action (*prepositional phrases and adverbs*)
- that figurative language (eg *simple similes*) expresses images of settings and characters
- that music, sound effects and hyperlinks can be used to link ideas
- that sound, visual and meaning patterns can be used to decode words.

Year 5 Reading, viewing and interpreting information and argument texts

Students read, view and interpret information and argument texts that entertain, report, present opinions and persuade. These texts may include reports, news articles, features and arguments in books, newspapers, magazines, advertisements and films, and on television, CD-ROMs and websites. These texts contain information and ideas extending beyond their immediate experience.

Students have the opportunity to understand that:
- texts usually have a point of view
- aspects of subject matter can be included or omitted to create a particular perspective or to heighten newsworthiness.

When students interpret these texts, they have the opportunity to:
- recognise main ideas by identifying who, what, where, when and why
- locate supporting details and background events
- identify differences and similarities in information in different texts on the same topic
- identify how a person or event is represented in a particular way (eg *as a hero or a villain*, *positively or negatively*)
- identify aspects of subject matter that have been omitted and suggest why.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know:
- the generic structure and layout of reports and arguments (eg *a general statement or introduction for the topic*; *a main contention* [for arguments]; *a point, reason or piece of evidence elaborated in each following paragraph*; *and a conclusion*)
- that visual resources (eg *shot types*, *colour*, *graphic layout*, *links*), non-verbal resources (eg *facial expressions*), spoken resources (eg *volume*), and auditory resources (eg *sound effects*) develop the subject matter and focus a viewer's attention.

Year 5 Writing imaginative texts

Students write imaginative texts, in print and electronic mediums, that largely draw on their own direct experience of the world. These texts may include stories, simple poems and scripts.

Students have the opportunity to understand that writers:
- consider their purpose for writing (eg *to entertain*, *to inform*, *to persuade*)
- consider the interests of the audience when selecting subject matter within a chosen topic
- can explore their own ideas and feelings through the characters and situations they create
- can represent characters and events in particular ways by including or omitting information and making particular language choices (eg *to create a positive or negative perspective*).

When students write these texts, they have the opportunity to:
- provide a description of a setting and characters
- develop a storyline of sequenced events involving complications and resolutions with relevant details
- create an ending which draws together elements of the storyline, sometimes in a resolution
- use dialogue.

Students have the opportunity to draw on their knowledge of texts and language to use:
- the generic structure of imaginative texts (eg *orientation*, *complications*, *resolutions*, *evaluations*)
- compound and complex sentences to elaborate ideas
- adjectives, verbs and visual techniques to represent people, places, events and things in a chosen way (eg *in a positive or negative way*)
- time connectives (eg *yesterday*, *afterwards*, *later*) and tense to locate characters or action in time.

Year 5 Writing information and argument texts

Students write information texts that may include descriptions, reports, explanations, and simple arguments in print and electronic mediums. They write for known audiences, draw on their own experiences and write on some unfamiliar ideas or information by researching topics.

Students have the opportunity to understand that:
- these writers can influence others' opinions
- influencing others can be accomplished by including or omitting information and making particular language choices (eg *to create a positive or negative perspective*).

When students write these texts, they have the opportunity to:
- provide a general statement or introduction to the topic
- develop the topic with a few supporting ideas, explanations, opinions and/or descriptions
- (*for argument texts*) make a personal judgement
- support the judgement with a few points or arguments.

Students have the opportunity to draw on their knowledge of texts and language to use:
- paragraphs for separate points
- particular adjectives and verbs to express ideas and information positively or negatively
- linking words (eg *firstly*, *secondly*, *or*, *so*, *when*) to structure their text, link ideas and give reasons
- referring words (eg *this*, *those*, *these*) to link ideas
- commas to mark a clause, apostrophes in contractions and to show ownership, and speech marks for direct speech
- sound, visual and meaning patterns to spell words.

Year 5 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations in informal and formal contexts. They provide explanations and formulate simple arguments to explore information, ideas and issues that extend beyond their immediate experience.

Students have the opportunity to understand that:
- speaking and listening provides opportunities to clarify ideas and understandings on a topic, to give simple arguments and to seek the opinions of others
- people, places, events and things can be represented in particular ways
- negotiation of roles and tasks are key elements of group discussions.

When students speak and listen, they have the opportunity to:
- identify opinions offered by others in discussions and conversations, propose other relevant viewpoints, or extend ideas in a constructive manner
- refer to main ideas, give possible explanations and solutions, and support these with a few reasons in small group discussions or when making presentations on a topic or issue
- provide a logical sequence of events when describing a process or explaining a phenomenon
- listen constructively, and provide positive and encouraging feedback
- speak with clarity.

Students have the opportunity to draw on their knowledge of texts and language to use:

- statements, questions and commands to generate and maintain discussions and conversations
- thinking and feeling verbs to give opinions
- adjectives and verbs to represent people, places, events and things in a chosen way (eg *in positive or negative ways*)
- facial expressions, movements, gestures and modulation of volume to enhance their expression of ideas.

Year 7 Statements of Learning for English – Professional Elaborations

Year 7 Reading, viewing and interpreting imaginative texts

Students read, view and interpret imaginative texts in books, films, and on television programs, CD-ROMs and websites. These texts may include young adolescent fiction, adventure stories, fantasy stories, short stories and long narrative poems. The texts contain subject matter related to real and imaginary worlds, sometimes with movement between both worlds. They explore, among other things, young adolescent issues and identities.

Students have the opportunity to understand that:

- imaginative texts can entertain and evoke emotion (eg *feel impatient*)
- subject matter is selected to appeal to different audiences
- characters and plot are developed using dialogue and written and visual resources that describe appearance and actions
- readers' and viewers' interpretations of texts are influenced by the knowledge and values of the groups to which they belong, and by their own experiences.

When students interpret these texts, they have the opportunity to:

- infer meanings and messages developed through the storyline
- identify how construction of characters contributes to plot development
- draw conclusions about possible reasons for characters' behaviours and feelings
- consider ethical choices made by various characters
- identify how aspects of subject matter used in the text contribute to representations of characters, places and events.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know that:

- verbs and adjectives express opinions about characters, places, events and things
- figurative language, including similes, metaphors and personification, can be used to develop imagery and humour
- cohesive devices (eg then, *finally*, *meanwhile*, *so*, *though*, *but*, *however*) signal relationships between ideas, within and between sentences
- shot types, camera angles, facial expressions and gestures contribute to the representations of characters, places and events
- word origins, sound and visual patterns, and syntax and semantics in a multi-strategy approach can be used to decode unfamiliar words.

Year 7 Reading, viewing and interpreting information and argument texts

Students read, view and interpret texts that entertain, evaluate, argue and persuade. These texts may include articles, features, letters to the editor, documentaries and interviews in books, newspapers, magazines, advertisements, films, and on television programs, CD-ROMs and websites. The texts contain information and ideas related to significant events and issues that may be of interest to the students.

Students have the opportunity to understand that:
- texts can be constructed for more than one purpose (eg *to report*, *to present a point of view*, *to create a market for more readers and viewers*)
- argument texts require a position supported by a line of reasoning
- creators of texts use their assumptions about readers and viewers to engage their interest and attention
- aspects of subject matter are selected to appeal to, and to influence, different groups of readers and viewers.

When students interpret these texts, they have the opportunity to:
- identify causes and effects in information texts
- identify the position in an argument and the key points and evidence supporting the argument
- establish why an event or issue is newsworthy in a news report
- compare information and ideas in different texts to identify the different emphases, and the influence of these on their own perceptions
- explore how their own membership of groups influences their interpretations of texts.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know that:
- the layout of print and web-based texts influences meaning
- visual resources (eg *camera angles*, *shot types*), non-verbal resources (eg *gestures*, *facial expressions*), spoken resources (eg *voice qualities*) and auditory resources (eg *music*) can be used to add meaning, interest, immediacy and authority to multimedia texts
- particular written, visual, spoken and auditory resources are chosen to appeal to different groups.

Year 7 Writing imaginative texts

Students write imaginative texts, in print and electronic mediums, that contain ideas and information dealing with their personal views of the world. These texts may include simple adventure, fantasy, horror and ghost stories, myths, legends, ballads and play scripts.

Students have the opportunity to understand that writers:
- select subject matter within a chosen topic according to purpose and audience
- can draw on their own knowledge, experiences, thoughts and feelings
- can draw on the subject matter and forms of texts they have heard, read and viewed.

When students write these texts, they have the opportunity to:
- use ideas, details and events that are relevant to the storyline
- develop characterisation through descriptions, actions and dialogue
- create characters with feelings and personalities beyond traditional characters
- include some evaluative comments on the significance of an event (eg *it was like a bad dream*)
- experiment with writing poetry in various specified forms (eg *haiku*, *form poems*)
- can use humour to entertain their audience
- choose aspects of subject matter to represent people, places, events and things in ways that appeal to certain groups
- consider the social justice implications of the ways they have represented people, places, events and things.

Students have the opportunity to draw on their knowledge of texts and language to use:
- dependent and independent clauses to extend and elaborate ideas and information, including direct and indirect speech
- extended noun groups and adjectival and adverbial phrases to develop characterisation, setting and plot
- particular textual resources (eg *evaluative verbs and adjectives*, *simple similes and metaphors*) to represent people, places, events and things in ways that appeal to certain groups.

Year 7 Writing information and argument texts

Students write reports, personal recounts, autobiographies and arguments, in print and electronic mediums, for unknown or specified audiences. They explore some challenging ideas and/or argue a point of view.

Students have the opportunity to understand that:
- ideas and information can be selected to support the position or purpose of the writer and appeal to, or suit, different audiences
- arguments systematically use a formal, logical structure to argue a case.

When students write these texts, they have the opportunity to:
- (*for information texts*) provide an introduction that outlines the scope of the topic, and then develop the topic with ideas, descriptions, opinions and/or explanations that are logically organised
- (*for argument texts*) provide an introduction that states their position, logical supporting arguments that may include some details or evidence, and a conclusion
- (*for argument texts*) conclude the text with a restatement of their position.

Students have the opportunity to draw on their knowledge of texts and language to use:
- graphic elements and/or headings and subheadings to organise presentations, research or other information
- paragraphs to order and sequence their arguments
- topic sentences to foreground the point or argument in each paragraph, and to focus the reader's attention

- particular adjectives and verbs to express opinions, give an evaluation of ideas and information, and construct representations of an issue to persuade a chosen audience
- cohesive devices to express cause and effect relationships (eg *since*, *in order to*) and to compare and contrast (eg *although*, *while*, *even*, *if*)
- correct tenses, and subject–verb and noun–pronoun agreement
- word origins and sound and visual patterns, and syntax and semantics in a multi-strategy approach for spelling unfamiliar words.

Year 7 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations including prepared and spontaneous discussions, meetings, debates and group discussions. Students examine ideas and information and present arguments that are drawn from topics of interest to them and that may need to be researched.

Students have the opportunity to understand that:
- speaking and listening provides opportunities to explore and consider ideas and issues, advance opinions, and influence and persuade others to a point of view
- speakers use their assumptions about the characteristics of listeners to engage their interest and attention
- language can be adjusted to show or acknowledge power, and to indicate closeness or distance in relationships
- some contexts require more formality of language than others.

When students speak and listen, they have the opportunity to:
- identify main issues of the topic and provide arguments, which may include some supporting details and evidence
- sustain a point of view
- provide succinct accounts of important personal experiences or events and reflect on their significance
- engage others by projecting a sense of commitment, interest and authority on a topic.

Students have the opportunity to draw on their knowledge of texts and language to use:
- evaluative nouns, verbs and adjectives to express opinions and to represent people, places, events and things in ways that appeal to certain groups
- words to indicate degrees of certainty (eg *must*, *should*, *may*)
- non-verbal resources (eg *facial expressions*, *gestures*, *movement*) and spoken resources (eg *pace*, *volume*, *pronunciation*) to emphasise meaning and to appeal to different audiences.

Year 9 Statements of Learning for English – Professional Elaborations

Year 9 Reading, viewing and interpreting imaginative texts

Students read, view and interpret imaginative texts in books and films, and on television programs, CD-ROMs and websites. These texts may include adolescent, contemporary and classical texts in a variety of forms and styles. The texts explore personal, social, cultural and political issues of significance to the students' own lives and communities.

Students have the opportunity to understand that:

- imaginative texts can be created for multiple purposes (eg *to move*, *to parody*, *to persuade*, *to explore ideas*, *issues and human relationships*)
- particular features of settings, characters and plots associated with different forms and styles of imaginative texts (eg *horror*, *adventure*, *romance*)
- readers' and viewers' responses to characters and situations may vary at different points within a text
- ideas are explored through the interplay of setting, plot and character, and the actions, speech, thoughts and feelings of characters
- readers and viewers may be positioned to view characters and ideas in particular ways, and that these views may reflect cultural values and be questioned
- experiences created in texts can help readers and viewers understand themselves and others, their own world and the wider world.

When students interpret these texts, they have the opportunity to:

- draw conclusions about characters and major ideas using reference to particular moments and incidents
- identify techniques used to construct plot and create emotional responses (eg comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time)
- identify uses of references to other texts and how these contribute to meaning.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know:

- some techniques used in poetry (eg *onomatopoeia*, *alliteration*)
- how adjectives and adverbs express attitudes or evoke emotions
- how word choices and symbols may have different connotations
- that imagery is used to establish mood and make feelings or ideas more concrete and powerful
- how visual, nonverbal and auditory resources are combined to position readers and viewers
- how sound fades, dissolves, cuts and hyperlinks establish cohesion in texts.

Year 9 Reading, viewing and interpreting information and argument texts

Students read, view and interpret information and argument texts that entertain, investigate, analyse, argue and persuade. These texts may include current affairs and news articles, features, editorials, documentaries and reviews. The texts contain accessible but challenging issues that deal with local, national and international events and current issues that develop over time.

Students have the opportunity to understand that:
- information and argument texts can analyse, evaluate and use humour
- argument texts can advance opinions, justify positions, and make judgements in order to persuade others
- readers and viewers may need to develop knowledge about particular events, issues and contexts to interpret the subject matter of texts
- creators of texts select language to represent ideas, information and concepts in particular ways
- readers' and viewers' interpretations of texts are influenced by their own knowledge, values and practices.

When students interpret these texts, they have the opportunity to:
- draw conclusions about the main idea, contention or viewpoint
- identify and evaluate the quality of the evidence used to support main ideas
- analyse how an issue is represented, and discuss implications and possible impacts
- compare representations of an event or issue in different texts.

Students have the opportunity to draw on their knowledge of texts and language to clarify meaning. They know:
- how adjectives and adverbs express attitudes and judgements
- that certain information can be emphasised by varying the patterns at the beginnings of sentences
- that modality can convey degrees of certainty, probability or obligation (eg *might*, *perhaps*, *possibly*)
- that passive voice can hide responsibility (eg *Hundreds of people were injured.*)
- that nominalisation (*turning verbs into nouns*) can be used to tightly compress ideas, information and concepts, and to add formality to the argument (eg *'Advertising influences people'* to *'The influence of advertising'*)
- how camera angles and shot types are used to position readers and viewers.

Year 9 Writing imaginative texts

Students write imaginative texts, in print and electronic mediums, that contain personal, social and cultural ideas and issues related to their own lives and communities, and their views of their expanding world. These texts may include short stories, anecdotes, plays, poetry, and personal letters.

Students have the opportunity to understand that:
- imaginative texts can move and persuade
- ideas and issues can extend beyond the immediate plot with main ideas developed through the interconnections of plot, settings and characters
- writers can express views and values other than their own.

When students write these texts, they have the opportunity to:
- develop sustained texts with attention to time order, characterisation, consistent narrative point of view and development of a resolution
- use dialogue to construct relationships between characters and to further the narrative
- create characters and situations which explore ethical dilemmas, and which move beyond stereotypes or expectations
- use references to other texts and parody to extend meaning and create humour.

Students have the opportunity to draw on their knowledge of texts and language to use:
- different sentence and clause structures to expand ideas or foreground certain information
- emotive, evocative, formal and impersonal language to create tone, mood and atmosphere
- hyperlinks, flashbacks and other time variants that work together in written and multimodal texts.

Year 9 Writing information and argument texts

Students write information and arguments texts, in print and electronic mediums, which deal with ideas and issues about which they would like to effect change. These texts may include biographies, advertisements, news articles, features, letters to the editor and reviews. They write these texts to persuade a general or particular audience to change their point of view, and/or to take action.

Students have the opportunity to understand that:
- information and argument texts require explanations, details and evidence, which may require research
- writers want readers to empathise with the ideas and emotions expressed or implied in their writing
- writers select subject matter and language to try to position readers to accept representations of people, events, ideas and information.

When students write these texts, they have the opportunity to:
- make appropriate selections of information from a few sources, and attempt to synthesise and organise this in logical way
- provide a statement of their own position or the major perspectives/concerns of the issue and preview the arguments or the structure of the information to follow
- structure texts to provide a major point to each paragraph with some elaboration
- conclude with a restatement of their position or a summary of the main arguments, issues or recommendations.

Students have the opportunity to draw on their knowledge of texts and language to use:
- ordering of paragraphs to best support and sustain an argument and to organise and convey information clearly
- concrete, technical, abstract and emotive words to argue and persuade and convey information
- semicolons and colons in extended lists.

Year 9 Speaking and listening

Students speak and listen through discussions, conversations and oral presentations that include meetings, extended presentations, formal and parliamentary-style debates, and group discussions. They analyse and investigate challenging ideas and issues and advance and refute arguments.

Students have the opportunity to understand that:

- speaking and listening provides opportunities to examine issues, evaluate opinions, argue points, make judgements in order to persuade others and convince listeners by using reasoning and evidence
- speakers use their assumptions about listeners to try to position them to accept their point of view
- humour and drama are used as devices to persuade listeners and to entertain.

When students speak and listen, they have the opportunity to:

- compare ideas, build on others' ideas, provide other points of view and reach conclusions that take account of aspects of an issue
- identify and comment on omissions in information
- identify and explore moral and ethical dimensions of an issue
- anticipate responses from others and respond to questions and comments by clarifying, paraphrasing, and integrating those ideas that are relevant to a line of reasoning.

Students have the opportunity to draw on their knowledge of texts and language to use:

- structures of formal presentations including introduction to an issue, arguments for and against, elaborations and conclusions
- formal and informal language adjusted to the size and nature of the group and their relationship with the listener
- evaluative words and phrases to influence listeners viewpoints
- text connectives to sequence (eg *firstly*, *to sum up*), contrast (eg *on the other hand*, *however*), clarify (eg *in other words*, *for example*), show cause (eg *therefore*, *as a result*), and add information (eg *in addition*, *moreover*)
- use words and phrases to convey probability and authority (eg *It's obvious that*, *It's probable that*) and to position listeners
- varying pace, pitch, phrasing, intonation, pronunciation, facial expression, gesture, sound and silence to influence an audience.

Statements of Learning for Mathematics

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Foreword

At the July 2003 MCEETYA meeting, Ministers agreed to the development of Statements of Learning for Mathematics that 'define and deliver common curriculum outcomes to be used by jurisdictions to inform their own curriculum development'. The development of the Statements is a response to concerns about the lack of consistency that exists in curriculums across the nation and the impact this is having on an increasingly mobile student population.

The Statements of Learning for Mathematics have been developed collaboratively by State, Territory and Australian education authorities. They provide a description of knowledge, skills, understandings and capacities that all students in Australia should have the opportunity to learn. The development of the Statements has involved identification of what is common amongst State and Territory curriculums as well as what is essential for all students to learn.

For the many students and their families who move school within or across jurisdictions, greater consistency in learning opportunities for children at particular stages of schooling will assist in alleviating the educational and emotional impacts associated with such moves.

In line with impacts being felt across all areas of Australian society, our students are increasingly operating in a national and global society and economy. It makes sense that education jurisdictions across Australia have worked collaboratively to identify the body of knowledge, skills, understanding and capacities which are essential for that context. Jurisdictions will need to consider how they integrate these elements into their own curriculums in a manner which suits the diversity of students' needs and schools across the country.

These statements represent significant collaboration between education authorities at a State, Territory and National level, and will inform future decisions by Education Ministers on the further work to be undertaken on English, Mathematics, Science, Civics and Citizenship, and Information and Communication Technologies.

Ken Smith
Chair, National Consistency of Curriculum Outcomes Steering Committee
Australian Education Systems Officials Committee

Statements of Learning for Mathematics

Introduction

This document, *Statements of Learning for Mathematics*, is the result of collaborative work by Australian education jurisdictions to achieve greater consistency in curriculum. It sets out the knowledge, skills, understandings and capacities that students in Australia should have the opportunity to learn and develop in the Mathematics domain.

Statements of Learning for Mathematics is not a curriculum in itself. Instead, it contains a series of statements about essential opportunities to learn in this particular domain which education jurisdictions have agreed to implement in their own curriculum documents. As such, this document is primarily intended for curriculum developers. It is not the express intent that the document is promoted directly with teachers or the general community.

Statements of Learning for Mathematics is not a list of all possible opportunities to learn within the Mathematics domain. It contains only those opportunities which all education jurisdictions agree should be consistent across Australia. Jurisdictions' own individual curriculum documents will likely include additional aspects of Mathematics.

Statements of Learning for Mathematics contains two critical elements: the Statements themselves and their professional elaborations, which work together as a package, with the Statements also represented in expanded form in the professional elaborations. The Statements are written in a plain English form which allows them to be engaged with by a broad audience if required. As the name suggests, the professional elaborations use the professional language of the Mathematics curriculum domain.

Underpinning the Statements and professional elaborations package within the *Statements of Learning for Mathematics* is the idea of an opportunity to learn. The opportunities to learn set out in this document are those opportunities seen as reasonable, challenging and appropriate. 'Reasonable' means it is realistic to expect that most students will have actually achieved the learning within a reasonable period of their first having the opportunity to learn. Up to two years can be considered reasonable for students. 'Challenging' means that the opportunities will be a stretch and thus they represent somewhat more than a proficient student could be expected to learn initially. 'Appropriate' means that the opportunities are suitable for the majority of young Australians to experience.

The opportunities to learn in the Statements and professional elaborations sections have been developed for four year junctures – the end of years 3, 5, 7 and 9. Most of the curriculum documents of Australian education jurisdictions are organised in bands, levels or stages rather than in year junctures and so the opportunities to learn in this document will most likely be included in jurisdictions' curriculum documents in the band, level or stage where the year juncture falls.

The opportunities to learn in the Statements and professional elaborations sections are also structured around broadly defined aspects of Mathematics, known as organisers. They provide coherence and structure for this document. In implementing the opportunities to learn, jurisdictions will use whatever organisers suit their curriculum documents best.

School mathematics

Mathematics educators acknowledge that there are different perspectives on the philosophy of mathematics and mathematics education and that these underpin the relationship between mathematics, the domain of *school mathematics* and the mathematics curriculum of any school system. While States and Territories have expressed a range of views on mathematics and mathematics education, with corresponding diverse interpretation and representation in curriculum design, a review of principal curriculum documents reveals significant alignment across the following broad underlying themes.

Mathematics is dynamic

Mathematical knowledge has developed across cultures throughout history and continues to develop today. Mathematics education responds to social change, developments in mathematics, new technologies and new approaches to mathematical inquiry.

Mathematics is an integral part of a general education

Mathematics is part of our cultural heritage. All students have a right to learn mathematics and the language of mathematics, to make sense of mathematics, to be confident in their use of mathematics and to see how it can help them make sense of their world and the worlds of others. High expectations for achievement, conceptual understanding and the opportunity to learn reasonable and challenging mathematics are fundamental to equity and social justice.

Mathematics contributes to individual and collective development

Mathematics and the capacity to be numerate, that is, the ability to effectively apply mathematics in everyday, recreational, work and civic life, is vital to the quality of participation in society.

Mathematics connects with other curriculum areas

Mathematics is a domain that supports learning and application in other curriculum areas and also draws on them for learning contexts.

Mathematics curriculums in Australia

The Statements of Learning and their professional elaborations draw upon the following aims which are a synthesis of those from Mathematics curriculums across Australia. They are intended to provide students with the opportunity to develop:

- knowledge and understanding of concepts and ideas, and facility with mathematical skills and processes across key areas of mathematics with
  - mental and written computation and numerical reasoning
  - function and pattern, generalisation, logical and algebraic reasoning
  - the identification and measurement of attributes or characteristics of shapes, objects, data and chance events
  - geometric reasoning and the visualisation, representation, location and transformation of shapes and objects in space

- the capacity and disposition to deploy mathematical knowledge, understanding, skills and processes in a range of situations through
  - using and building on prior knowledge, generalising to other contexts, making conjectures and incorporating new information into existing structures
  - posing and solving problems, mathematical modelling, developing proofs and conducting investigations
  - thinking creatively, generating alternatives when solving problems, and working individually and cooperatively
  - reflecting upon and discussing mathematical ideas, problems and processes, to formulate and test their own solutions, and have these tested by others
  - evaluating representations of mathematical information and challenging mathematical ideas by considering purpose and point of view

- the capacity to communicate effectively through
  - the use of informal and formal mathematical language to convey, logically and clearly, their mathematical understandings, thinking and reasoning in oral, electronic and written media
  - representation of their mathematical ideas and reasoning in different ways which reflect their conceptual understandings for various audiences and purposes
  - the selection and effective use of a range of mathematical strategies, models, information and communication technologies and related critical literacies

- enjoyment of mathematics and confidence in the use of mathematics in everyday situations through appreciation of
  - its relevance as part of their personal and working lives
  - its nature as a dynamic, diverse and complex domain with interwoven and interconnected concepts
  - the nature of mathematical thinking and its historical and cultural roles.

Features of Statements of Learning for Mathematics and the professional elaborations

The *Statements of Learning for Mathematics* describe the knowledge, skills, understandings and capacities that all young Australians should have the opportunity to learn and develop in Mathematics.

The professional elaborations build on the Statements of Learning by providing more specific detail and by making use of the technical language related to Mathematics.

As systems over time will integrate the *Statements of Learning for Mathematics* into their curriculum documents, teachers' application of them will be through their own State or Territory curriculums.

The Statements of Learning for Mathematics are organised by year level and are structured around five broadly defined and inter-related aspects of Mathematics curriculums that are considered essential and common.

Working mathematically involves mathematical inquiry and its practical and theoretical application. This includes problem posing and solving, representation and modelling, investigating, conjecturing, reasoning and proof and estimating and checking the reasonableness of results or outcomes. Key aspects of working mathematically, individually and with others, are formulation, solution, interpretation and communication.

The processes of working mathematically draw upon and make connections between the knowledge, skills and understandings acquired in Number, Algebra, function and pattern, Measurement, chance and data, and Space. It is noted that not all jurisdictions use a separate organiser such as Working mathematically in their curriculum documentation. For these jurisdictions, Working mathematically is understood to be integrated across the other curriculum organisers.

Number involves the study of representation and models for number, counting, magnitude, order and computation. This includes number systems, their properties, and exact or approximate calculation with number carried out mentally, by hand using written algorithms and using technology.

Algebra, function and pattern involves the study of general relationships between objects and their representation by the informal or formal use of variables. This includes working with functions and relations applied to everyday and mathematical objects, patterns in number and space, and general forms (rules, formulas, tables, graphs, equations and equivalences) expressed using words, symbols or diagrams.

Measurement, chance and data involves the study of unit, measure and error, events and likelihood, and data and inference. This includes length, area, volume, angle, mass, time, temperature, probability and statistics. A key aspect of measurement is the use of formulas or technology for indirect measurement and the calculation of rates.

Space involves the study of shape and location. Shape includes identification, classification and representation (by hand and using instruments or technology) of two-dimensional and three-dimensional shapes and objects, and investigation of their geometric properties. Location includes consideration of ways in which the position of an object can be described in terms of features in a given context, distance and orientation, and how shapes can be moved in space by transformations.

Reading the Statements of Learning and the professional elaborations

The *Statements of Learning for Mathematics* have been designed to describe progressions of learning that are accessible and challenging at four year junctures of years 3, 5, 7 and 9.

Each Statement of Learning and professional elaboration subsumes the knowledge, skills, understanding and capacities of the Statements and professional elaborations that precede it. It is important for curriculum writers to consider the Statements of Learning and the professional elaborations as a whole, in conjunction with the Introduction.

In a number of instances examples, including various mathematical expressions and formulas, have been incorporated to assist curriculum writers to clearly identify the intended depth and breadth. Whenever examples are included, they are for the purpose of clarification only and should not be taken as prescriptive.

As noted above, the professional elaborations expand upon and provide more specific detail that clarifies the intent of the Statements of Learning and makes use of the technical language of Mathematics.

The *Statements of Learning for Mathematics* do not attempt to address pedagogical issues. Learning experiences may include a variety of strategies to support the learners.

Year 3 Statements of Learning for Mathematics

Year 3 Working mathematically

Students actively investigate everyday situations as they identify and explore mathematics. They experiment with different ways of changing numbers and shapes, and try to predict the effects of those changes as they search for patterns and relationships they can describe. They use simple strategies such as searching for similarity, difference and repetition and use these to make sense of the mathematics they are learning.

Students interpret situations where mathematics is involved. They choose and use concrete materials, drawings, lists, tables and some mathematical symbols to represent these situations and describe them in their own words. They interpret these different representations of mathematical situations and see the connections between them.

Students interpret and work through different mathematical situations, make and test conjectures and predictions, and solve a variety of mathematical problems. They use suitable approaches and check their reasoning, describe the solutions or findings, and attempt to convince others about their reasonableness.

Students identify different types of mathematical situations, and describe the important aspects of those situations in their own words or in other ways such as diagrams. They talk freely about their observations, ideas and approaches, why particular approaches might be used, explaining which facts, strategies and procedures they expect will assist in the solution.

Year 3 Number

Students recognise and match different representations of whole numbers at least to three digits. They use place value to compare and order these numbers, and can position them accurately on a number line. They make whole numbers larger or smaller by adding or subtracting 1, 10 or 100 and count collections fluently by 1s, 2s, 5s and 10s. They recognise different representations of halves and quarters, and also mixed numbers involving these fractions.

Students recall addition and subtraction facts or use efficient strategies for working them out. They can apply those strategies to calculate mentally with larger numbers. They use mental and written methods to add and subtract any two-digit numbers. They recognise simple multiplication and division situations, and work them out using suitable strategies including the use of arrays, skip counting and sharing with appropriate concrete materials. They use technology to assist in the exploration, development and refinement of these strategies and also for calculations beyond the scope of these strategies and capabilities.

Students interpret and distinguish mathematical situations and problems that involve any one of the four arithmetic operations: addition, subtraction, multiplication and division. They create problems based around a particular operation and use concrete materials, sketches and diagrams to model and solve number problems. They explain the approaches they use, compare them with other approaches and check the reasonableness of their calculations.

Year 3 Algebra, function and pattern

Students begin to recognise and describe simple relationships, including those related to order, sequence and arrangement. They describe relationships in their own words and create and follow step-by-step guidelines and instructions about simple procedures where order, or the sequence of actions, is important.

Students identify and represent relationships, including inverse and equivalence, and describe them in their own words. They make use of concrete materials, drawings and measuring equipment such as balance scales to explore and represent equivalence. They are aware of how inverse operations enable them to work out related number facts and solve for unknowns in simple equations involving addition and subtraction, and that other inverse relationships exist.

Students recognise and describe patterns and sequences, and identify whether they involve repetition, or regular increases or decreases. They analyse patterns, determine and describe the rules that apply and continue them, work out elements by considering their place in the pattern, or create similar patterns.

Year 3 Measurement, chance and data

Students identify, distinguish and name the attributes of shapes and objects with respect to length, area, volume and mass. They directly compare or measure these attributes using informal units. They use appropriate language when comparing and ordering several objects in relation to the same attribute.

Students identify and use a limited range of metric units (metre, centimetre, litre and kilogram) and select appropriate instruments for measuring. They make reasonable estimates using these units and use various strategies to judge whether a measure is less, about the same as, or more than a given unit.

Students read all times on digital clocks and times to the hour, half-hour and quarter-hour on analogue clocks. They interpret basic calendars, locate specific days and dates, and use effective strategies to work out the details about earlier or future dates.

Students know that some questions and issues, including statements and questions they have created themselves, can best be answered by collecting data. They work out suitable ways to do this, including the use of technology to access existing data, and explore the best ways of organising it. They present the data in ways that assist its interpretation. They make simple statements, including predictions about likelihood, what is possible and what is not, whether variation exists within the set of data or with existing data, and decide whether additional data should be collected.

Year 3 Space

Students recognise common two-dimensional shapes and three-dimensional objects, describing them using both everyday language and geometric names. They sort and group them using common characteristics, draw sketches and construct reasonable models using a range of materials, drawing tools and other technology. They recognise angles both as parts of shapes and objects, and in turns.

Students distinguish when shapes and designs are symmetrical or not and use strategies such as folding or using mirrors to confirm this. They explore how flips, slides and turns change common shapes and use them to complete simple visual puzzles, to make patterns, and in exploring the characteristics of those shapes.

Students interpret simple maps and plans and identify the most obvious features that have been marked. They make reasonable sketches of familiar local environments such as the school grounds or a particular room. They interpret the language of turns (half, full, quarter, three-quarter) as they follow and give directions for moving around these environments or for locating specific features.

Year 5 Statements of Learning for Mathematics

Year 5 Working mathematically

Students actively engage in mathematical inquiry as they explore new mathematics and begin to link this with their existing knowledge. They look for pattern and repetition and try to generalise about various situations. They restate problems or investigations in their own words to ensure they understand what is required or break a task into simpler steps. They select and use strategies and approaches that suit each new situation.

Students identify and interpret some of the symbols and conventions used to represent mathematical situations. They choose and use concrete materials, sketches, diagrams, physical models and a range of mathematical symbols when interpreting and representing these situations, including some simple inequalities. They see the links between different representations of the same situation and use those which make most sense to them.

Students make and test straightforward statements, propositions and conjectures as they explore and attempt to explain patterns and relationships. They reflect on their approaches and conclusions, and describe and generalise about them using specific instances they have observed.

Students identify and describe the mathematical nature of various problems and investigations, and specify the significant aspects of those situations. They communicate about their ideas, findings and approaches, including how they may have used technology. They make judgements about whether they were successful, and compare them with the ways other students dealt with the same situations.

Year 5 Number

Students recognise and represent whole numbers at least to thousands and decimal fractions at least to hundredths, and use them in familiar contexts such as in measurements. They apply their knowledge of place value to compare and order numbers and place them on number lines. They use concrete materials and technology to represent and explore numbers, and describe the place value changes as numbers (including decimal fractions) are multiplied and divided by 10 and 100.

Students represent and describe simple common fractions and mixed numbers involving denominators to tenths. They use collections of objects, lines and areas of shapes to provide examples of these fractions and to solve practical problems involving fractions. They use reference points such as 0, $\frac{1}{2}$ and 1 to decide where to locate fractions on a number line. They use a variety of concrete models to compare and order fractions, to recognise when they are equivalent, and to assist mental calculations for fractions with the same or easily related denominators.

Students recall addition and subtraction facts, and recall or use suitable strategies to work out multiplication and related division facts. They add and subtract whole numbers to thousands and decimal fractions to hundredths in familiar contexts, and multiply and divide whole numbers by whole numbers to 10. They explore whole numbers by listing all of their factors and identify prime numbers because they have two distinct factors. They apply number properties to modify computations so that they can more easily be carried out, and use inverse operations to solve relevant problems. They choose when to use mental or written methods or technology, and they form quick estimates to check any calculations.

Year 5 Algebra, function and pattern

Students recognise and describe relationships and represent them using concrete and pictorial materials, lists, tables or graphs. They analyse simple relationships such as that between the length, width and perimeter of a rectangle, and make predictions based on the information they have. They create their own relationships in relevant situations, and make up their own rules or criteria for sorting, ordering and arranging data and objects.

Students make generalisations associated with the four operations that are built upon properties (commutative, associative and distributive) and inverse operations. They use these to illustrate links between related number facts, to extend their range of mental computations, and to simplify some written computations.

Students interpret problems and other relevant mathematical situations based around a single operation and write equations (number sentences) or make models that represent them. They use various strategies to solve them including the use of measuring equipment to illustrate the concept of equivalence or balance. They use technology where appropriate to assist their reasoning and apply this reasoning to more complicated situations.

Students represent and interpret patterns in number and space. They use materials to model and continue spatial patterns such as those based around triangles, squares and letter patterns. They analyse these and other patterns, describe the rules that describe the pattern, and work out further elements. They are aware of the role that position, such as the 20th term, plays in patterns and attempt to work out ways of predicting terms in given positions.

Year 5 Measurement, chance and data

Students measure, compare and order lengths, areas, volumes, angles and masses by selecting and using suitable informal or formal units (millimetres, centimetres, metres, square centimetres, square metres, millilitres, litres, degrees, grams, kilograms). They select appropriate instruments and measure to the nearest whole unit. They arrange a set of measurements of the same attribute in order of magnitude. They make reasonable estimates by applying strategies that suit the situations and the objects concerned.

Students recognise and link the different ways of recording the same measurement such as using metres, centimetres or millimetres. They interpret and read the graduated scales on a range of measuring instruments with respect to the units involved. They understand and use the relationship between the lengths of the sides and the perimeters of irregular and regular polygons.

Students tell the time of the day to the nearest minute using a range of analogue and digital timepieces, and recognise and use a.m. and p.m. to provide greater detail. They are aware that durations can be calculated if starting and finishing times or dates are available, and they use efficient methods when estimating or calculating them. They use their knowledge about times, calendars and timetables (including electronic and digital formats), and timelines to seek specific information or to schedule and sequence events.

Students identify and describe all of the possible outcomes for familiar events involving chance. They make judgments about their likelihood, predict whether some are more likely than others using suitable language including most unlikely, never, probably. They may collect data from experiments or

observations to justify or adjust these predictions. They distinguish situations that involve equally-likely events from those that do not.

Students know that data they collect can be used to answer questions or respond to issues that have been raised. They use a range of ways of collecting data including surveys, observations and experiments, depending on the circumstances. They choose suitable tables or graphs including technology-generated graphs to present the information. They use these to support statements or predictions they have made, or to convince them that additional data is required. They look for and describe expected or unexpected variation within the sets of data they use.

Year 5 Space

Students recognise and name a range of two-dimensional shapes and three-dimensional shapes and objects, and sort them into broad groups according to their main features. They identify and give more specific names to some of the shapes and objects within those groups, such as 'isosceles triangle', because of their particular features. They use appropriate spatial language including parallel, perpendicular, vertex, edge, base, acute, right, obtuse and reflex angles when describing these features.

Students make reasonably accurate representations of known two-dimensional shapes and three-dimensional shapes and objects. They are accurate in terms of the essential features such as the number of lines and edges, sizes of angles and whether lines are parallel or not. They sketch representations of objects from different viewpoints and know that the same two-dimensional shapes can be drawn in different orientations. They construct skeletal models of three-dimensional objects using straws or sticks, and solid shapes using clay, play-dough or similar materials. They recognise and construct nets of common three-dimensional objects.

Students identify shapes and designs that are symmetrical (or not), explore basic transformations (flips, slides and turns) of shapes and describe the changes that occur. They experiment with multiple copies of shapes to create patterns and designs, and to identify whether they tessellate. They identify and create two-dimensional shapes that have one or more lines of symmetry.

Students recognise and interpret the symbols and conventions used on different maps, plans and grids to locate key features and landmarks. They use the North symbol, the symbols within the legend and alpha-numeric grids to plan movement around those environments. They understand the relationship between the four major compass points and the amount of turn (quarter, half, three-quarter and full turns) and how these can be used when giving directions. They use simple scales to estimate distances on maps and plans.

Year 7 Statements of Learning for Mathematics

Year 7 Working mathematically

Students extend their use of mathematical inquiry and employ a range of investigative, modelling and problem solving strategies and processes, including the use of technology. They develop models, investigate and test propositions, hypotheses and conjectures, and identify key assumptions and conditions that apply to working mathematically in different contexts.

Students pose questions and formulate statements amenable to straightforward mathematical analysis. They choose and use words, mathematical symbols and conventions, diagrams, tables and graphs to develop suitable representations of concepts and relationships and to apply skills and processes in mathematical inquiry. They interpret and evaluate symbols used to represent variables in simple algebraic expressions and formulas. They are aware that representations in mathematics have evolved over time and are familiar with common variations in their use.

Students apply a range of mathematical skills, processes and strategies to make judgments about whether statements are true or false, for particular cases, or in general. They systematically check reasoning in context, follow simple deductions, and use technologies as appropriate to assist them to explore the possible truth of statements. They make generalisations in cases where there appear to be no counter-examples and develop informal arguments to justify generalisations.

Students communicate about their own or collaborative work, informally and formally in verbal or written forms. They present problems, describe the background, ideas and approaches, and report on progress, outcomes or results. They use technology as appropriate to assist mathematical inquiry and in presentation of their work.

Year 7 Number

Students use their knowledge of the base 10 number system and its number properties to compare and order sets of positive and negative numbers, and decimal fractions. They use mental, written and technology-assisted methods for addition, subtraction, multiplication including small whole number powers, and division using one- and two-digit whole number divisors. They apply their understanding of the meaning and order of operations when carrying out more complicated calculations, in particular when using technology to assist with computation. They interpret and solve practical problems, using an appropriate sequence of operations and suitable methods when dealing with integers, decimals and percentages.

Students represent and order common fractions and identify families of equivalent fractions, including those expressed in simplest form and as decimals and percentages. They use mental, written and technology-assisted methods to carry out related computations involving addition and subtraction where a common denominator is readily identifiable, and computations involving multiplication and simple division.

Students read and interpret problems that involve simple percentages, proportions, ratios and rates in practical situations including money, time and other measurements. They solve them by choosing and

using a range of strategies and approaches, including the use of technology and their knowledge of the relationships between whole numbers, decimal fractions, percentages and common fractions.

Students form estimates for calculations involving whole numbers, decimal fractions and common fractions using their knowledge of number systems and single digit mental calculation. They make estimates about the magnitude of answers based on powers of ten, and rounding when carrying out numerical approximations in a range of practical situations.

Year 7 Algebra, function and pattern

Students use words, diagrams, materials and symbols to represent variables and to write expressions and relationships including formulas and equations. They read and interpret representations of practical and other situations such as simple formulas, describe them with the assistance of suitable materials and diagrams, and evaluate expressions for whole number and simple fraction values.

Students use a variety of approaches, including words, materials, diagrams and symbols, to represent, manipulate and re-arrange simple algebraic expressions that involve the operations of addition, subtraction and multiplication. They explore general number properties and apply these to computation, and identify and establish equivalences between linear expressions.

Students determine when linear and other simple algebraic equations involving the operations of addition, subtraction and multiplication are satisfied or not for a given set of values. They use a variety of approaches to solve these equations including the use of materials, flow charts, tables, graphs, inverse operations and algebra, and explain their reasoning.

Students construct tables of values for functions defined by simple rules, using whole number values as inputs, and plot the corresponding set of ordered pairs, including the use of technology. They interpret simple functions, the set of input values used and the set of output values obtained, in context.

Year 7 Measurement, chance and data

Students choose and use metric units and are familiar with International System (SI) units and the relationships between units. They select appropriate instruments and other technology when measuring, including those involving scales where not all of the graduations are numbered. They use these to measure and compare the magnitudes of lengths, areas, volumes, masses, angles, times, including those on 24-hour clocks, schedules, timelines and time elapsed, and temperatures as applicable to various objects and events.

Students understand that all measurement involves error, and describe a reasonable range of values for a given measurement. They make estimates of quantities with respect to common everyday measures within a given range.

Students develop and use simple formulas to calculate perimeter, area, surface area and volume of common regular shapes from the relevant measured linear dimensions, and apply these to practical problems. They make judgments about the reasonableness of results obtained using formulas. They carry out calculations that involve 12-hour and 24-hour time cycles, duration of events and schedules in practical situations, and take into account time zones.

Students comprehend that many events, in familiar situations, have different likelihoods of occurrence, and make and interpret empirical estimates of probabilities related to these events. They compare experimental data for simple chance events with theoretical probability obtained from proportions expressed as percentages, fractions or decimals between 0 and 1, based on counting or area. They distinguish events that are equally likely from those that are not.

Students identify data as discrete or continuous, and use a variety of representations including two-way tables to summarise sample data obtained from a given population. They use frequency, relative frequency and choose suitable measures of location (mean, median, mode) as summary statistics to describe the distribution of sample data from a given context.

Students analyse and comment on data related to a particular situation, issue or topic of interest. They identify and interpret variation in the available data, calculate and compare the measures of location, and make informal inferences, noting possible causes of bias.

Year 7 Space

Students identify, describe and classify common two-dimensional and three-dimensional objects and geometric shapes with respect to properties involving line, length, angle and surface using everyday language and geometric conventions. They identify and describe the properties of part and composite shapes.

Students sketch by hand representations of common two-dimensional shapes and three-dimensional shapes and objects with attention to their geometric properties. They use drawing instruments and software to construct accurate representations of two-dimensional shapes according to specification. They construct three-dimensional objects from plans, nets and isometric diagrams.

Students recognise congruence of shapes where one shape can be superimposed on another through a sequence of transformations (reflections, rotations and translations), and similarity of shapes, where one shape is an enlargement or reduction of another. They identify points, lines and planes of symmetry in shapes and objects, and relate these to transformations and tessellations of suitable shapes in the plane.

Students use grids and simple coordinate systems, major and intermediate compass points, and the corresponding degrees of turn, straightforward scales, distance, and annotations such as arrows, to interpret and construct simple maps and plans to specify location. They provide and follow instructions for moving from one location to another based on maps or plans, and use the scale to estimate or calculate distances between locations.

Year 9 Statements of Learning for Mathematics

Year 9 Working mathematically

Students develop the breadth and depth of their mathematical inquiry in familiar and unfamiliar situations, and choose and use a broad range of strategies and processes, including technology. They identify and describe key features of a context or situation for investigation, plan and carry out inquiries, stating key assumptions and conditions. They compare different models for a given context, make predictions, solve problems and reflect on solution methods, carry out mathematical investigations, and interpret their work in the original context.

Students pose questions and formulate propositions, conjecture and hypotheses amenable to mathematical analysis. They choose and use appropriate mathematical symbols and notations, diagrams, tables, graphs, variables, relations, and equations, to represent concepts and relationships, to apply skills and processes, and to clarify, modify and refine statements. They understand that mathematics has been refined over its historical development across cultures and explore different approaches to problems.

Students apply a broad range of mathematical and logical skills, processes and strategies as they make deductions, and verify and generalise their reasoning. They seek counter-examples or explore proofs to verify the truth, or otherwise, of various mathematical propositions, conjectures and hypotheses. They use technology to explore pattern and structure and hence develop generalisations for further consideration.

Students communicate about their own and collaborative work, informally and formally in verbal and written form. They attend to the nature, purpose and scope of the communication, and describe background, ideas and approaches used as they report on progress, outcomes or results. They use technology as appropriate to assist mathematical inquiry and in presentation and discussion of their work.

Year 9 Number

Students work with fractions, decimal numbers and percentages. They are familiar with different representations of numbers, including the identification of prime factors and the use of scientific notation for very large or very small numbers in practical situations. They readily recognise and use the most suitable equivalent form when comparing and ordering rational numbers.

Students work with irrational numbers related to lengths arising in space and measurement problems. They locate integers, rational numbers and decimal approximations to some irrational numbers, on the real number line.

Students apply a range of number facts, properties and strategies to carry out computations involving integers and rational numbers for the four arithmetic operations. They use mental and written methods when dealing with simple powers and square roots, and use technology as appropriate. They apply the relevant operations, with attention to the meaning and order of the operations involved, in practical and theoretical situations.

Students are familiar with rational numbers in different forms and use these to formulate and solve ratio, proportion, percentage and rate problems, using mental, written and technology-assisted methods. They interpret irrational numbers arising in space and measurement contexts geometrically, and calculate with these numbers using decimal approximations and technology.

Students use a range of strategies to form estimates for computations involving rational and some irrational numbers. They form upper and lower bounds for estimates, and round values correct to a suitable level of accuracy with respect to the context for computation.

Year 9 Algebra, function and pattern

Students use words and symbols to represent variables and constants when writing expressions for algebraic relations and functions, including linear functions, involving arithmetic and other mathematical operations. They use technology as appropriate to evaluate these expressions which include simple inequalities, using integer, decimal and fraction values of variables. They model and interpret the expressions and relationships in context, and use known relationships such as formulas to develop new relationships.

Students construct tables of values for linear and some simple non-linear functions using integer, decimal and fraction values of variables. They draw graphs of these functions in all four quadrants using technology as required. They interpret and apply variables and functions in context and make related predictions.

Students select and apply the identity, inverse, associative, commutative and distributive properties to manipulate and re-arrange algebraic expressions that involve the four arithmetic operations, reciprocals, whole number powers and square roots. They use a variety of approaches such as concrete materials, technology, algebra, diagrams, flow charts and backtracking to identify and establish equivalences between linear expressions and between simple non-linear expressions.

Students determine when equations and inequalities are satisfied or not for a given set of values. They construct and solve linear equations including simple simultaneous linear equations, and some non-linear equations using tables, graphs, algebra and technology.

Students draw graphs for families of linear and some simple non-linear functions generated by changing constants used to define the rule of the function. They use technology to explore and describe the effects of varying these constants and interpret the shape of a graph and its key features in context.

Year 9 Measurement, chance and data

Students work routinely with International System (SI) and other units with respect to both everyday and technical measurement contexts, including derived measures, and choose units appropriate to the order of magnitude involved. They use instruments, technologies, strategies and formulas to estimate or calculate (as appropriate) various measures including mass, duration, temperature, angle, and simple derived measures such as rates. They recognise equivalent forms of the same measure, making conversions as required, and apply Pythagoras' theorem, scale and rates in appropriate situations to work out measures.

Students record a measurement as a value that lies within a given interval of measurement error and make judgments about acceptable or reasonable error in a measurement context. They estimate values that lie between marked graduations on scales of measuring instruments. They understand that error can be compounded by repetition and calculation.

Students use a variety of sources, including samples and surveys, published data, data-bases, experiments and simulations to estimate probabilities associated with events. They assign, or make estimates of, probabilities based on personal experiences.

Students specify sample (event) spaces for single and straightforward compound events using a variety of suitable representations. They determine corresponding probabilities using counting, measure and symmetry. They are familiar with the notion of equally likely events, and the use of random, or nearly-random, event generators, including technology.

Students choose and use a variety of suitable representations and descriptive statistics to summarise (with the assistance of technology for larger data sets) and interpret discrete and continuous data obtained by random sample from a population. They explore how bias can arise, and determine the effect of outliers on the measures of location.

Students use proportions, simple measures of spread and centre (location), and informal consideration of the distribution of data to make informal inferences in response to their own and others' questions and hypotheses. They critically analyse articles in the media that make use of statistics in an attempt to support a case or argument.

Year 9 Space

Students identify, describe and classify a broad range of two-dimensional shapes and three-dimensional shapes and objects and composite shapes, including those with curved surfaces, with respect to properties involving line, length, angle and surface using everyday language and geometric conventions.

Students draw by hand representations of common two-dimensional shapes and three-dimensional shapes and objects (and their cross-sections) with attention to their geometric properties and scale. They use drawing instruments and software to construct accurate representations of two-dimensional shapes and three-dimensional shapes and objects according to specification. They construct three-dimensional objects from plans, cross-sections, nets, isometric and perspective diagrams.

Students use congruence, similarity and sequences of transformations to analyse the geometric properties of shapes and patterns. They make deductions about the geometric properties of shapes and objects, and follow simple geometric proofs including those related to angle properties associated with parallel, perpendicular and transversal lines, and polygons. They relate symmetry to transformations, and tessellate suitable regular shapes and composite shapes, in the plane and on surfaces.

Students interpret, construct and use maps, diagrams and plans to specify location, represent relationships spatially, and to move from one location to another. They use grids, coordinate systems, bearings, scale, distance, angle and various keys, references and annotations as applicable to the context, to interpret and construct these maps, diagrams and plans.

Year 3 Professional Elaborations – Opportunities to Learn for Mathematics

Year 3 Working mathematically

Students engage in simple mathematical inquiry and see the mathematics in everyday situations. They conduct experiments and seek additional information to assist their inquiries. They use simple strategies to identify relationships, change and pattern in a variety of situations where mathematics is involved.

Students have the opportunity to:

- recognise and describe simple relationships and change (eg *properties for classifying shapes, a sequence of shapes being rotated through a quarter turn, a set of numbers that has been doubled*)
- experiment with ways of changing numbers or shapes (eg *adding or subtracting* 10 *from whole numbers, using materials to make one angle in a triangle larger and larger*), recognise the effect of the change, predict further changes and make suggestions that lead to further experimentation
- use simple strategies such as recognition of similarity, difference and repetition, to identify and describe regularity and pattern (eg *explore the symmetry of triangles using paper folding or computer software, and notice that only those with two or three equal sides are symmetrical*).

Students interpret and use some of the different representations associated with mathematics, including concrete materials, words, with drawings and diagrams, and a basic collection of mathematical symbols. They pose and respond to questions related to these representations.

Students have the opportunity to:

- interpret problem situations and express them mathematically by drawing simple diagrams, writing number sentences, making sets of things, lists, tables, geometric constructions and by using concrete materials that assist with the solution (eg *How many teams of eight can we make from the children in our class? Which pet is most common? How can we arrange the desks to create a bigger mat area?*)
- interpret various ways of representing problem situations and investigations (eg *interpret a representation such as* $\Diamond + \Delta = 20$ *by asking 'how many ways can you make* 20 *using addition?'*) and pose related questions (eg *what if the representation becomes a subtraction situation such as* $\Diamond - \Delta = 20$?)
- interpret number sentences and describe them using their own words (eg *describe number sentences like* $\square \div 2 = 12$ *by saying 'what number do I halve to get* 12?' *Write a word problem that can be represented by* $45 - 17 = \square$).

Students attempt to explain and justify their reasoning to others as they work on problems using a range of approaches. They reflect on their findings or solutions, and describe some solutions more generally. They check their reasoning and the results of their work with respect to the original situation.

Students have the opportunity to:

- analyse simple mathematical statements, and choose methods of testing them including the use of technology (eg *use a calculator or spreadsheet to support their reasoning about the pattern of adding* 9 *to any two-digit number*)

- check their reasoning and work by ensuring the reasonableness of the results with respect to the original problem (eg *check mental or written calculations by doing them again, by making estimates or by using an inverse operation*)
- make simple predictions or conjectures, think through and choose ways to test them, and attempt to convince themselves and others about whether they are true (eg *the length of a person's shadow changes most quickly later in the day*).

Students discuss the mathematical nature of problems by locating relevant information and expressing this mathematically. They talk about their work, describe what they are doing and how they are approaching it.

Students have the opportunity to:
- describe the relevant mathematics in problems and express it in ways that assist with solution (eg *describe and demonstrate with materials, a general process or rule that works out any odd number such as the* 50*th odd number*)
- explain why a particular approach has been taken (eg *make an organised list to find all of the pairs of whole numbers that add to a given number, using technology where appropriate*) when responding to mathematical questions
- describe their interpretations of problem situations and investigations in their own words and identify strategies (eg *guess and check, draw a diagram, solve a simpler problem*) that could be used to solve those situations.

Year 3 Number

Students recognise, represent, count and order whole numbers at least to three digits and recognise different representations of some simple common fractions in everyday life.

Students have the opportunity to:
- represent numbers in various ways (eg *using symbols, concrete materials, calculators and number expanders*)
- use place value to explain why one number is larger or smaller than another, and arrange up to four numbers in order of size (eg *use materials to show that any four-digit whole number must be larger than any three-digit whole number*)
- count collections by 1s, 2s, 5s and 10s and make given numbers larger or smaller by 1, by 10 or by 100
- recognise and link symbolic representations of the same number (eg 317 *is three hundred and seventeen or* 300 + 10 + 7; *nine hundred and nine is* 909 *or* 9 *hundreds*, 0 *tens*, 9 *ones*)
- place numbers, including 0, on a number line and explain their reasoning (eg *say why* 70 *is placed on the number line between* 50 *and* 100 *but closer to* 50)
- recognise and represent halves and quarters using collections (eg *counters or toys*)
- identify when partitions of linear and area models show halves and quarters and name the common fractions or mixed numbers shown (eg *identify half- and quarter-hour segments on clock faces*).

Students recall or use strategies to work out and extend the addition and subtraction facts. They represent and solve simple multiplication and division situations and problems.

Students have the opportunity to:

- recall single digit addition facts and the related subtraction facts, or use efficient strategies such as doubles, think of addition or count back to work them out (eg *work out the subtraction facts related to a given addition fact* 6 + 2 = 8, 8 – 2 = 6, 8 – 6 = 2)
- use known strategies and results to assist mental computation involving the addition and subtraction of one- and two-digit numbers (eg solve 60 – 23 *mentally by first taking away* 20 *to get* 40 *then taking away* 3 *to get* 37, *knowing that* 26 + 9 = 35 *work out related examples such as* 26 + 19, 26 + 29)
- choose between mental and written methods, including the students' own written recordings, when adding and subtracting one- and two-digit numbers and make estimates to check these calculations
- use arrays and other grouping strategies to represent and solve multiplication situations, involving single digit numbers, and show how these also relate to division
- skip count by 2s, 5s and 10s, use technology and materials such as hundreds boards to support skip counting by other numbers and show how skip counting relates to multiplication
- model and solve both sharing and grouping division situations and problems involving single digit divisors using concrete materials
- use technology to assist in the exploration and development of mental computation strategies and for single operations involving two-digit or three-digit numbers.

Students identify and distinguish situations and problems that require addition, subtraction, multiplication and division.

Students have the opportunity to:

- interpret problems based around a single operation, decide which operation is required and represent it using concrete materials, sketches, technology or a combination of these (eg *recognise that a problem involves aspects such as difference, equal groups or sharing, link it to the relevant operation and use appropriate materials to represent it*)
- create problems based around a selected operation and identify similar problems based on the same operation
- explain their methods for solving problems, and compare and discuss other methods for solving the same problems.

Year 3 Algebra, function and pattern

Students recognise, describe and use simple relationships.

Students have the opportunity to:

- establish simple correspondences between sets (eg students in the class and their favourite colour)
- order sets and lists of things and explain reasoning used (eg arrange a list of names of students in a class in alphabetical order, use place value to order a set of three-digit numbers)
- create and follow sequences of actions and instructions (eg follow a set of instructions and use the constant addition function on a calculator or other technology, follow a tourist guide around a precinct, create 'think of a number' problems or the rules for a simple dice game).

Students identify and describe relationships such as inverse and equivalence in a variety of ways.

Students have the opportunity to:

- express simple relationships in their own words (eg *'whatever number you say, I'm going to double it'*)
- record data in tables and on graphs, notice simple relationships and make appropriate comments (eg *plot the hourly temperature during the day on a simple scale and observe that it rises between* 8 *in the morning and* 12 *midday, then stays the same until school finishes for the day*)
- use visual images to identify and describe some attributes of equivalence in measurement and spatial situations (eg *compare objects and decide whether they have the same mass or length regardless of shape, select shapes from a collection that have the same number of straight sides and name the families*)
- use materials such as arrays or balances to identify and describe equivalence in number situations (eg *show why* 14 + 8 *can be changed to* 12 + 10 *without affecting the equivalence, use coloured materials to show the equivalence of number expressions such as* 5 + 6, 9 + 2 and 3 + 4 + 4)
- explore situations where inverse operations can be applied and describe how inverse relationships apply to other situations and problems (eg *interpret* 13 = Δ + 8 *as a subtraction situation, use a* 4 *by* 3 *array to work out related multiplication and division facts, observe that more small squares are needed to cover the same area as* 12 *large squares*).

Students identify and describe patterns and sequences that show increase, decrease and repetition, and create and continue patterns and sequences.

Students have the opportunity to:

- analyse spatial arrangements and patterns, and describe the repeating elements or changes between elements (eg *study a growing matchstick pattern and identify the change from one element to the next; state the rule for a pattern that is two squares after every three hexagons*)
- analyse, describe and create simple patterns and make general statements and predictions about them (eg {*red, green, green, red, green, green, red …*} *and say that if there are* 10 *green, there will be at least* 5 *reds, and that the* 12th *element will be green*)
- analyse number sequences, generalise about changes between elements and continue them (eg *constant increase* {2, 5, 8, 11 …}, *constant decrease* {91, 86, 81, 76 …}, *changing differences* {5, 6, 8, 11, 15 …}).

Year 3 Measurement, chance and data

Students identify and distinguish the attributes of shapes and objects with respect to length, area, volume and mass. They directly compare, measure using informal units, and order a set of objects according to a specified attribute.

Students have the opportunity to:

- use appropriate language to describe length, width and height attributes of objects, and the distance between two points, and measure this attribute using informal units such as paces, string and straws
- explore area as coverage of surfaces and use a range of informal units to measure the area of various surfaces (eg *measure the top of a desk with A*4 *sheets or cover a basketball with cupped hands*)
- use suitable strategies to measure how much a container holds including the use of informal units (eg *compare and order up to three containers according to their volume*)
- use appropriate language (eg *light, heavy*) to describe mass and use hefting and a range of informal units on simple balances when comparing the mass of different objects
- make direct comparisons between objects for a given attribute (eg *arrange a group of people from smallest to largest by visually comparing their heights*).

Students choose and use the metric units of metre, centimetre, litre and kilogram. They estimate measurements, compare measurements, and use appropriate instruments to measure to the nearest unit.

Students have the opportunity to:
- choose and use the appropriate unit and instrument to measure different lengths (eg *measure to the nearest centimetre using a ruler marked and numbered in centimetres and select a trundle wheel to measure length in metres*)
- choose appropriate instruments to measure and compare the mass of objects (eg *use balance scales to compare a range of objects with a* 2*-kilogram bag of rice*)
- decide whether containers hold less, about the same or more than a litre (eg *use a one-litre measuring jug to fill, calibrate and compare the volume of other containers*)
- make reasonable estimates of length, volume and mass using appropriate strategies (eg *three of my normal steps make* 2 *metres*).

Students read and say times and dates and apply these to events in their lives.

Students have the opportunity to:
- read o'clock, half and quarter hour times on a range of analogue clocks and read the time on digital clocks (eg *know that they will be picked up after school at about half past three or* 3:30)
- use calendars to identify specific information about days and dates (eg *identify the dates of every Tuesday in a month; identify the date that is a week later or earlier than a given date*).

Students collect and analyse data and present the data in different ways. They make a range of statements based on their experiences, observations and sets of data including events that are likely or unlikely, and decide whether additional data should be collected.

Students have the opportunity to:
- pose their own questions and raise issues of interest, and know that some questions are best answered and some issues explored by collecting appropriate data
- identify ways of collecting data and analyse, organise and present data using a suitable format for the context under consideration (eg *lists, tallies, tables and simple graphs such as pictographs*)
- use technology to access data and to assist them to record and present their data (eg *access CensusAtSchool data, bar graphs and spreadsheets*)
- make qualitative judgements about data obtained from observations or experiments, and explain whether it supports or disagrees with a particular view using the appropriate language of chance (eg *Do heavy black clouds on the horizon mean that it is likely to rain here today? Say which totals are more likely to occur when two dice are tossed and the numbers added*)
- identify and describe variation between and within sets of data especially as seen in graphs (eg *boys' and girls' views about sport, two packets of jelly beans having different numbers of black beans*).

Year 3 Space

Students recognise and describe familiar two-dimensional shapes and three-dimensional shapes and objects. They identify them within nature and the built environment, and represent them in various ways including with the assistance of technology.

Students have the opportunity to:
- identify and describe families of three-dimensional shapes and objects including prisms, pyramids, cones, cylinders and spheres, and make models and sketches of objects they can see or handle, illustrating their key features
- identify common two-dimensional shapes including squares, rectangles, triangles and circles, draw them using technology when appropriate, and distinguish the families by their characteristics
- identify and describe the differences between two-dimensional shapes and three-dimensional objects and also how they are linked (eg *two-dimensional shapes have two dimensions but no depth; three-dimensional objects have length, width and depth, and their surfaces are two-dimensional shapes which may be flat or curved*)
- recognise angle in shapes and objects and in turns (eg *a slice of pizza, corners of a box, opening and closing a book or a door*).

Students recognise line (reflection) symmetry in the environment and also where there is none. They use simple transformations to manipulate shapes.

Students have the opportunity to:
- use mirrors, folding and other techniques to explore and identify line symmetry in a variety of shapes
- explore and describe the effect of a single flip, slide or turn on a range of shapes
- use symmetry and/or transformations to create or continue patterns including tessellations.

Students use simple maps, grids and plans of familiar environments to identify pathways and specific locations.

Students have the opportunity to:
- identify the key features of simple maps, grids and plans (eg *describe the way roads, parks, buildings, doors and other features are marked or shown*), follow directions for moving around and find specific locations
- make sketches of and interpret maps of generally familiar environments, and give directions for moving from one point to another
- use and interpret the language of turns (eg *half, full, quarter, three-quarter, left, right, clockwise, anticlockwise*) when giving or following directions (eg *walk out the door and make a quarter turn to the right*).

Year 5 Professional Elaborations – Opportunities to Learn for Mathematics

Year 5 Working mathematically

Students engage in mathematical inquiry, and build new knowledge through exploring problems and investigations in familiar and some unfamiliar situations. They identify and use suitable strategies that assist their solution.

Students have the opportunity to:

- use different strategies such as looking for consistent change to identify and generalise about regularity and pattern (eg *use diagrams to explore whether* 0.27 *is less than* 0.5; *use the constant function on a calculator to multiply and divide whole numbers and numbers with decimal fractions by ten, and see whether a pattern results*)
- choose and apply strategies suited to the mathematical structure of various problems and investigations (eg *use a hundreds board to identify all whole numbers to* 100 *that have a remainder of* 1 *when divided by* 4,{1, 5, 9, 13, …, 97}), and use this knowledge to pose related problems
- recognise connections between mathematical ideas and use this knowledge to describe situations more simply, to break tasks down into more manageable steps, or to restate problems in their own words.

Students recognise and interpret some mathematical symbols and conventions, use these to represent a variety of situations, and pose and respond to questions arising from them. They use concrete materials, sketches, diagrams, pictures and physical models to represent appropriate mathematical concepts or to illustrate particular processes, including those related to combinations of operations and simple inequalities. They make links between different representations of the same situation and choose those which make the most sense to them and are best suited to current circumstances.

Students have the opportunity to:

- represent problem situations and investigations with appropriate materials and use them to justify their findings (eg *use grid paper to work out different rectangles that have the same perimeter and record the findings in a table*)
- interpret and explain a range of mathematical symbols associated with equality (eg $23 \times 10 = 230$ *also means that* $230 \div 10 = 23$), with unknowns (eg $200 - \square = 151$) and with simple inequalities (eg *identify whole numbers that fit* $12 \times 5 < \square$ or $15 + 14 > \square \times 4$ and investigate whether all solutions have been found)
- create mathematical situations or pose questions that match given number sentences (eg *interpret* $\square \div 7 = 14$ *by 'how many days would be equal to* 14 *weeks?'*), write number sentences to match given problems (eg *even if I save* \$12 *each week for the next year I won't have enough money to buy the bike I want or* $\$12 \times 52 <$ *cost of bike*) and pose similar questions of their own.

Students make and test a range of straightforward statements, propositions and conjectures as they engage with mathematical situations, including where they investigate and identify relationships, change and pattern. They attempt to explain and justify their observations and ideas, and make generalisations where these are appropriate.

Students have the opportunity to:

- make and test statements about relationships, using technology as appropriate, and explain why they are true or false or whether more examples need to be investigated to make a decision (eg *test the statement that any number can be divided by* 5 *by doubling it and dividing by* 10)
- make and test simple conjectures (eg *that every rectangle made using the same number of identical squares has the same perimeter*), and explain the approach taken and the conclusions reached (eg *say that the perimeter becomes smaller as the length and width become closer to each other in size*)
- generalise about mathematical situations with respect to key attributes and explain how the generalisation was reached (eg *classify shapes as prisms in terms of the defining features, solve logic problems based on combinations of attributes, identify whole numbers that satisfy certain properties such as primes or perfect numbers*)

Students describe the mathematical structure and requirements of problems and investigations. They experiment with different approaches including the use of technology, and compare their approaches with those of other students. They communicate and justify their findings in appropriate ways.

Students have the opportunity to:

- describe the structure of a problem, nominate other problems that have the same structure and explain why they are the same (eg *see the connection between a problem about a collection of* 25 *coins, all* 5- *and* 10-*cent pieces worth* $2, *a problem about a farmyard of sheep and chickens where there are* 20 *animals and a total of* 56 *legs, and a problem about using a* 3 *L and a* 5 *L container to make up various volumes such as* 22 *litres*)
- describe approaches used successfully within mathematical situations and compare these with other effective approaches (eg *investigate ways of reducing the complexity of computations such as* 505 – 198 *including by making both numbers larger by* 2 *to give* 507 – 200, *discuss other possibilities such as reducing both numbers by* 5 *and use an 'add on' strategy*)
- explain reasoning and the sequence of steps used to interpret and solve problems and how they have checked results (eg *there are* 22 *students in my class who play tennis and* 19 *who play basketball. This is more than the total of* 30 *students in the class, meaning some must play both sports, but some might play neither sport. I need more data and I'll experiment with using a diagram to present the information; explain a strategy for winning a game for two players which starts at* 50, *players elect whether to subtract* {1, 2, 3 or 4} *from the previous number in the sequence, the player who finishes on* 1 *wins the game*)
- communicate their ideas, suggestions and findings to others using informal reports, concrete materials, technology, diagrams and graphs.

Year 5 Number

Students recognise, represent, count and order whole numbers at least to thousands and decimal fractions at least to hundredths in familiar contexts.

Students have the opportunity to:

- use a variety of manipulatives and other materials to model and compare different representations of whole numbers and decimal fractions
- use place value to compare and order numbers and locate them, relative to zero, on a number line
- multiply and divide numbers by 10 and 100 mentally and using technology, and describe the changes using models such as a place value chart (eg *use technology to multiply* 1.5 *repeatedly by* 10, *record each change on a place value chart and describe the pattern of the changes*)

- recognise different representations of numbers involving decimal fractions (eg *recognise* 2.12 as $2 + \frac{12}{100}$, $2 + \frac{1}{10} + \frac{2}{100}$, 2 + 0.1 + 0.02, *two and twelve-hundredths*) and explore related contexts involving money and measures (eg \$2.12 *and* 2.12 *m*)
- illustrate and explain the connection between whole numbers and decimal fractions using relevant contexts (eg *use the scale on a tape measure to assist counting forwards by* 0.05 *m* (5 *cm*) *from a given length* {0.90 *m*, 0.95 *m*, 1.00 *m*, 1.05 *m*, 1.10 *m* …}) and use technology or other appropriate means to support reasoning.

Students represent and describe simple common fractions to tenths using a range of models and link fractions to practical situations.

Students have the opportunity to:
- identify equal partitions within models of fractions and name the fractions shown
- use number lines to identify suitable reference points including those for consecutive whole numbers and midpoints to locate numbers involving common fractions with reasonable accuracy (eg $\frac{3}{5}$, $\frac{4}{8}$, $\frac{7}{3}$, $3\frac{1}{4}$)
- interpret symbolic representations and use concrete representations to compare and order common fractions (eg *illustrate with diagrams and number lines why given fractions such as* $\frac{2}{5}$, $\frac{1}{3}$ *and* $\frac{5}{8}$ *are more or less than* $\frac{1}{2}$) including when fractions are equivalent
- use area, set and linear models such as fraction walls, arrays and number lines as well as simple equivalences to perform mental calculations with common fractions (eg *work out* $\frac{1}{4} + \frac{1}{2}$; $\frac{5}{8} - \frac{3}{8}$)
- recognise and use fractions in everyday and practical situations (eg *explain when the third quarter in a game of netball or football will occur, work out that if the third quarter goes for* 20 *minutes, the whole game should go for* 80 *minutes*).

Students recall addition and subtraction facts, work out multiplication and related division facts, and apply number properties and mental computation strategies to larger numbers. They add and subtract whole numbers to thousands and decimal fractions to hundredths in familiar contexts, and multiply and divide whole numbers by numbers up to 10.

Students have the opportunity to:
- recall or calculate mentally addition and multiplication for any pair of whole numbers to 10, and decide when to apply the corresponding inverse operation
- identify factors and multiples of some two- and three-digit numbers (eg *say that the factors of* 80 *are* {1, 2, 4, 5, 8, 10, 16, 20, 40, 80}, *say that the first six multiples of* 25 *are* 25, 50, 75, 100, 125 *and* 150)
- investigate prime numbers, determine that they have exactly two factors and identify the prime numbers at least to 20
- apply the commutative, associative and distributive properties to assist calculations and choose whether to use mental, written or technology-assisted methods or a combination of these (eg 47 + 95 + 13 = 47 + 13 + 95 = 60 + 95 = 155, *calculate* 4 *lengths of* 3.25 *metres as* 3.25 *m* × 4 *by writing* 3 *m* × 4 *makes* 12 *m and* 0.25 *m* × 4 *makes* 1 *m more, total* 13 *m*) and discuss the method used
- read and interpret practical problems, identify appropriate operations to use, express them mathematically and solve them (eg *recognise that a problem involves repeated subtraction, link it to division and use a suitable method to solve it*)
- form reasonable mental estimates to computations involving a single operation (eg 45.3 + 6.8 + 190 *is about* 50 + 200 or 250, 85 ÷ 8 *is about* 10).

Year 5 Algebra, function and pattern

Students recognise, represent, describe and use relationships in a variety of ways.

Students have the opportunity to:

- use lists, tables or graphs to represent, analyse and predict change (eg *analyse a table showing the price of petrol at a particular petrol station every morning this month and predict whether some days next month might have lower prices than other days*)
- explore, describe and contrast simple relationships using concrete and pictorial materials where appropriate (eg *describe changes in the perimeter of a square when the side length increases (or decreases) and contrast these with changes in the area*)
- order sets of things according to a given condition (eg *order of arrival of participants at an event*)
- identify or create criteria for arranging and sorting information, and use these to make decisions in practical contexts (eg *sorting data, refining a web search*).

Students make generalisations about arithmetic operations and expressions based on the inverse, commutative, associative and distributive properties.

Students have the opportunity to:

- use inverse operations to make links between multiplication and division facts and to check computations (eg *use* 23×7 *to check* $161 \div 7$)
- use known facts to work out extended calculations and check ideas, where appropriate, using technology (eg $14 - 8 = 6$ *to work out and explain* $44 - 8$ *and* $104 - 8$)
- use a range of strategies including the number properties to simplify, manipulate and calculate expressions (eg $7 \times 4 \times 5$ *is the same as* $4 \times 5 \times 7$ *and* $72 \div 3$ *is the same as* $60 \div 3$ *plus* $12 \div 3$ *or is the same as* $12 \times (6 \div 3)$)
- generalise about the operations and make changes to computations that maintain equivalence but reduce the complexity to enable mental computation (eg *change* $24 \div 5$ to $48 \div 10$, *change* $3000 - 1564$ *to* $2999 - 1563$, *change* 35×4 *to* $7 \times 5 \times 4$ *to give* 7×20, *develop and use rules for adding or subtracting numbers such as* 98 *or* 99 *mentally*).

Students write and solve simple equations (number sentences) arising from problem situations and from models, pictures and other materials.

Students have the opportunity to:

- interpret arrays and write equations that match them (eg *for* 20 *counters in a* 4×5 *array, write* $4 \times 5 = 20$ *and other interpretations such as two lots of* 2×5 *make* 20 *and* $(3 \times 5) + (1 \times 5) = 20$)
- use measuring equipment such as balance scales or other materials to demonstrate and explore equivalence (eg *use tape measures or arrays of counters to show that* $3 \times 12 = 6 \times 6 = 4 \times 9 = 36$)
- discuss strategies used to solve simple equations, including the use of technology to assist reasoning, and apply them to more complex situations (eg *reason that* $4 + \square = 7$ *can be solved using subtraction, and use the same reasoning with* $26 + \square = 70$)
- develop various strategies such as writing simple equations that can be used when solving problems and finding unknowns (eg *use division, known number facts or guess and check with multiplication to solve* $\square \times 4 = 120$, *think of a number, add* 7, *multiply by* 4 *and finish with* 60, *what number did we begin with?*).

Students represent, interpret and analyse numerical and spatial patterns.

Students have the opportunity to:
- use materials to represent number and spatial patterns (eg *use blocks to model and identify triangular and square numbers and use matchsticks to develop growth patterns such as those based around letters*)
- specify elements in a sequence or pattern in terms of their position (eg *for the sequence* {3, 6, 9, 12, 15 …} *the* 20th *term will be* 60 *as* 20 × 3 = 60)
- use simple strategies to analyse and/or continue patterns including the relationship with previous terms, alternating terms and repetition (eg {0, 1, 1, 2, 3, 5, 8 …}, {1, 3, 9, 27, 81 …}).

Year 5 Measurement, chance and data

Students estimate, measure, compare and order lengths, areas, volumes, angles and masses selecting and using suitable informal units and formal units (millimetres, centimetres, metres, square centimetres, square metres, millilitres, litres, degrees, grams, kilograms) and appropriate measuring instruments and scales.

Students have the opportunity to:
- choose the appropriate attribute when comparing objects or solving practical problems (eg *clarify what is meant by 'biggest' when asked to identify the biggest container*)
- measure and compare different lengths and identify the precision required for the context (eg *choose centimetres in preference to metres for measuring the height of a door frame and know that millimetres could be used if greater accuracy is necessary; read* 64 *mm on a ruler where the scale is marked in millimetres but numbered in centimetres*)
- measure and compare areas of surfaces using a range of units such as grids of square units, A4 sheets of paper, square centimetres and square metres (eg *making sure there is enough material to cover a library book, identifying which classroom needs the most carpet tiles*)
- measure and compare volumes of liquids using appropriate instruments and units (eg *measure doses of medication to the nearest* 10 *millilitres using a dropper or medicine glass with an appropriately graduated scale*)
- measure and compare the masses of different objects using appropriate instruments and units (eg *use a pan balance to measure different amounts of flour in grams to make several different recipes; read the mass shown on kitchen scales to the nearest* 100 *grams*)
- arrange recorded measurements in increasing or decreasing order of magnitude (eg *know that* 1.9 *kilograms is more than* 1700 *grams and less than* 2000 *grams*)
- estimate, measure and compare angles to the nearest 10 degrees
- use known measures to make reasonable estimates of length, area, mass and volume (eg *own height, pace and hand span, area covered by their hand, mass of a margarine container, volume of drink cans*).

Students recognise different ways of reading and recording metric measures, and understand and use the relationships between perimeters of polygons and the lengths of their sides.

Students have the opportunity to:
- identify and link different forms of recording metric measures (eg 2.5 *L* = 2500 *mL*, 1.5 *m* = 150 *cm* = 1500 *mm*, $3\frac{1}{4}$ kg = 3.25 *kg* = 3250 *g*)
- interpret and read measures from a variety of scales associated with measuring instruments (eg *identifies the measures shown by the marked graduations on a litre measuring jug*)

- investigate perimeter as a measure of boundary of a closed shape, determine the perimeters of polygons and identify special cases where shortcuts can be applied (eg *measure the length of one side of an equilateral triangle and multiply it by* 3 *to find the perimeter*).

Students identify the time of day to the nearest minute, and use efficient methods to calculate the duration of specific events. They use clocks, calendars, timetables and timelines to sequence events.

Students have the opportunity to:
- use a range of analogue and digital timepieces to tell the time to the nearest minute and recognise equivalent forms of saying and recording the time (eg 9:56 *a.m. is nine fifty-six or four minutes to ten in the morning*)
- interpret and use a range of calendars, timetables, including electronic and digital formats, and timelines to record and locate specific information (eg *dates occurring in eight weeks, locating information about past events, organising a schedule of forthcoming events, illustrating sequences of events over time*)
- use efficient strategies to identify and calculate durations of specific events including those lasting minutes, hours, days, weeks, months and years.

Students identify the set of all possible outcomes for familiar events involving chance, predict their comparative likelihood, and use experimental data to review predictions.

Students have the opportunity to:
- identify situations involving equally likely outcomes and distinguish them from situations where outcomes are not equally likely (eg *rolling a die compared to tossing a matchbox*)
- use descriptive chance language (eg *never, sometimes, most likely, highly unlikely, probably*) when making predictions and ordering events in terms of their likelihood
- design chance experiments to collect data and make predictions based on that data (eg *after* 100 *drawings, make predictions about the next* 20 *colours drawn from a jar of coloured counters*).

Students collect data in response to questions and issues, conduct trials, present data in appropriate forms, including with the use of technology, analyse data and make simple statements or predictions.

Students have the opportunity to:
- compare different data collection methods (eg *simple surveys, observations, experiments and simulations*) and select one suited to a given context
- decide whether collection and recording procedures need to be changed and whether new data should be collected as a consequence
- use a range of tabular and graphical displays with suitable scales including technology-generated graphs (eg *bar graphs, pie graphs, pictographs*) to represent the same data set and compare their effectiveness
- analyse data and make statements and predictions that respond to questions or issues, and use tabular and graphical displays to support those views (eg *predict, within a reasonable range, the shoe size of someone joining this class next week*)
- identify and describe variation within sets of data (eg *the difference in children's views of a popular television show*) and between sets of data (eg *children's views compared to adults' views on the same show*) and comment on whether the variation is consistent with their expectations.

Year 5 Space

Students identify families of two-dimensional shapes and three-dimensional shapes and objects, and describe their features using appropriate language and terms.

Students have the opportunity to:
- generalise about the features of families of shapes and objects (eg *all of the side (lateral) faces of pyramids are triangles*)
- identify the unique features of some shapes within those families (eg *a parallelogram is a quadrilateral with two pairs of parallel sides*)
- use appropriate spatial language including parallel, perpendicular, vertex, edge, base, acute, right, obtuse and reflex angles, when describing the features of shapes (eg  *this shape is an irregular quadrilateral – it has three acute angles and a reflex angle*).

Students represent shapes and objects in various ways that illustrate the essential features.

Students have the opportunity to:
- make drawings of two-dimensional shapes and drawings or models of three-dimensional shapes and objects that accurately reflect the size and significant features of those shapes (eg *use dotted lines to represent edges of prisms that are not in direct view, and show where lines are parallel or perpendicular*)
- represent and describe two-dimensional shapes in different orientations and three-dimensional shapes and objects from different perspectives, highlighting relevant features, using technology as appropriate
- use given features to identify or predict two-dimensional shapes, three-dimensional shapes and objects, or the family to which they belong
- visualise and construct nets of prisms and pyramids, and match given nets to the corresponding three-dimensional shapes and objects.

Students identify shapes and designs that are symmetrical as well as those that are not (asymmetrical). They use transformations to create patterns and arrangements including tessellations.

Students have the opportunity to:
- describe the result of combinations of transformations of a shape (eg *a slide then a rotation*) and create patterns and designs
- identify symmetrical shapes and designs, create some using transformations (eg *flips*) and explain why others are not symmetrical
- use multiple copies of different shapes to observe that some families of shapes will always tessellate (eg *triangles and quadrilaterals will tessellate but pentagons will not*).

Students understand the importance of symbols and conventions when making or reading maps, grids and plans.

Students have the opportunity to:

- interpret and use symbols (eg *the North symbol*, 

, *the key or legend*) and conventions (eg *alpha–numeric* grids) when planning directions or placement of key features on maps
- make links between the four major compass points and quarter, half, three-quarter and full turns when following or giving directions
- estimate lengths and distances on maps, grids and plans with respect to a straightforward scale (eg *use a scale of* 1 *cm* = 10 *m to estimate the length of a street*).

Year 7 Professional Elaborations – Opportunities to Learn for Mathematics

Year 7 Working mathematically

Students extend their use of mathematical inquiry and choose and use a range of strategies and processes, including technology. They carry out investigations, develop and compare models for given situations, and solve problems in contexts amenable to straightforward mathematical analysis.

Students have the opportunity to:

- make and test simple propositions related to a given context (eg *given any three whole numbers it is always possible to construct a triangle with sides corresponding to these lengths*)
- investigate propositions, hypotheses and conjectures (eg *converting to solar water heating is a practical proposition in a given capital city, no natural number has a square with the last digit* 2, *every natural number is the sum of two prime numbers*)
- develop a practical model, describing assumptions and conditions, and reflect on its usefulness (eg *a sport tipping strategy based on data from previous years and adjusted from time to time in terms of current season data*).

Students use a combination of everyday and mathematical terms, symbols, diagrams, materials and conventions to pose questions, represent and apply concepts, skills and processes, and are familiar with common variations in use.

Students have the opportunity to:

- choose and use sets of things, lists, tables, diagrams and graphs to represent, interpret and analyse data, relations and functions (eg *tree and other diagrams, statistical and coordinate graphs*)
- apply operation and relation symbols and brackets to write and evaluate numerical expressions, and use common alternative expressions (eg *relate a geometric diagram with suitable labelling to the area of a rectangle with length L and width W to the product of L and W and the expressions 'Area of a rectangle equals Length times Width', Area = Length × Width, A = L × W or A = LW*)
- choose, use and interpret symbols to represent variables in simple algebraic expressions and word problems, and formulas
- explore how different forms of representation are used in a given context and discuss their strengths and limitations (eg *different bases involved in counting and measuring such as with time*).

Students make generalisations, judge whether reasoning is convincing or not, and explore mathematical demonstrations.

Students have the opportunity to:

- systematically test and check the validity of propositions (eg *the proposition that it is likely that two students in a large class will have the same birthday, the apparent contradictions in dissection and 'missing area' problems*)
- follow deductions and reasoning used to establish the truth of a proposition or otherwise (eg *a visual demonstration that the angles of a triangle fit exactly around a point on a straight line, and see why a plane triangle cannot have two right angles; and show that the sum of two even numbers or the sum of two odd numbers is always an even number)*

- make generalisations based on systematic exploration of particular cases, recognise regularity, and attempt to develop general case arguments to support their truth or otherwise (eg *establish the conditions for a simple connected diagram such as* ⌧⌦ *to have a path where every edge is travelled only once, and explain why this is the case*)
- explore the possible truth of propositions using technology where appropriate (eg *use geometry software to observe that the angle bisectors of any triangle appear to coincide, investigate when the sum of two numbers is less than their product*).

Students communicate about their work informally and formally with the assistance of technology as appropriate.

Students have the opportunity to:
- present and discuss a problem, its formulation, possible solution strategies, and processes and results obtained (eg *an oral presentation on why square numbers have an odd number of factors*) with the assistance of technology as applicable (eg *to display a list of factors of whole numbers*)
- develop a report describing background, ideas and approaches, and report on progress and results (eg *a poster presentation or a written report on a model for seeding of athletes in a competition, investigation into the history of prime numbers including the search for large primes*).

Year 7 Number

Students identify and represent integers and decimal fractions, and compare and order them using a variety of methods and models. They calculate with the four operations, powers of 10 and small whole number powers of other numbers, by mental, written and technology-assisted methods.

Students have the opportunity to:
- order rational numbers on a suitably scaled part of the real number line
- identify and use factors of numbers including prime factors to assist mental computation, and to recognise number properties (eg $27 \times 3 = 9 \times 3 \times 3 = 9 \times 9 = 81$, *and* $72 = 6 \times 12 = 2 \times 3 \times 2 \times 6 = 2 \times 3 \times 2 \times 2 \times 3 = 2^3 \times 3^2$)
- mentally calculate simple problems given in terms of two numbers and a single operation (eg $89 + 27 = 90 + 26$, $152 - 86 = 156 - 90$, $1.1 \times 10^3 = 1.1 \times 1000 = 1100$, $20^2 = 2 \times 10 \times 2 \times 10 = 4 \times 100 = 400$ *and* $240 \div 6 = (24 \div 6) \times 10 = 40$) *and discuss the efficiency of the method used* (eg $40 \div 0.8$ *is the same as* $400 \div 8$ *which equals* 50)
- use a number line or materials to solve practical problems involving the interpretation of sums and differences of integers in context (eg *show that an overnight change in temperature from* 5°C *to* -7°C *is a drop of* 12°C, *find the difference, which could be positive, zero or negative, between the initial and final balance of a student's bank account after several deposit and withdrawal transactions*)
- apply effective written methods to carry out computations with decimals to at least thousandths (eg 2.852×12.3, $16.8347 \div 0.2$)
- use technology such as calculators or spreadsheets to carry out more complex or repetitive computations with attention to order of operation (eg *include GST and fixed packaging and postage costs for a list of items from a mail order catalogue to calculate total cost for several orders, calculate the area to be covered when painting a cube with side length* 9.7 *cm as* 6×9.7^2 *square cm)*
- interpret problem situations to select and use an appropriate sequence of operations, and apply suitable methods of computation (eg *realise that calculating a* 20% *discount involves multiplication and subtraction; know that multiplying a given number by a decimal number between* 0 *and* 1 *will produce a smaller number, such as* $60 \times 0.3 = 18$, *while dividing a given number by a decimal number between* 0 *and* 1 *will produce a larger number, such as* $60 \div 0.3 = 200$, *and apply this in practical situations such as finding the cost of* 0.3 *kg of meat at* $8.45 *per kilogram*).

Students represent and describe common fractions, including simplest form, and find their equivalent representations as decimals and percentages. They order them, and use mental and written methods with addition and subtraction (where a common denominator is readily identifiable), multiplication and simple division, and use technology for more complicated computations.

Students have the opportunity to:

- recognise fractions in both mixed number and numerator-denominator (improper fraction) form and their equivalence (eg $4\frac{2}{3} = \frac{14}{3}$)
- know decimal equivalents for $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{10}$ and use these to find and interpret decimal and percentage equivalents for fractions (eg $\frac{3}{8} = 0.375 = 37.5\%$, $\frac{5}{3} = 1.666 \ldots \approx 167\%$)
- use concrete materials, and mental or written methods, for addition and subtraction of same denominator fractions and fractions with readily identifiable common denominators, and explain their reasoning (eg $\frac{3}{4} + \frac{5}{8} = \frac{6}{8} + \frac{5}{8} = \frac{11}{8}$, $\frac{8}{9} - \frac{2}{9} = \frac{6}{9} = \frac{2}{3}$)
- use concrete materials, and mental or written methods, for multiplication and division of a whole number by common fractions (eg $\frac{2}{5} \times 40 = 16$, *the number of one-eighth slices in three pizzas is twenty-four*)
- use technology to carry out and check calculations involving rational numbers and represent answers in numerator-denominator, mixed number or decimal form as required (eg $4\frac{3}{4} - 2\frac{1}{3} = 2\frac{5}{12} = \frac{29}{12} = 2.41666 \ldots$) and discuss the suitability of each form in a given context for computation.

Students apply a range of strategies and approaches to calculate simple proportion, percentages and simple rates in practical situations involving money, time and measurements.

Students have the opportunity to:

- represent a set to set (part to part) relationship as a ratio (eg *the number of boys compared to the number of girls in a school*) or a subset to set (part to whole) relationship as a ratio (eg *the number of girls in a school to the total number of students in a school*), and express these in simplest form
- calculate proportions of a given ratio using multiplication and division by whole numbers (eg *convert a recipe for 4 people to a recipe for more or fewer people such as* 1, 2, 6, 8 or 12 *using the given quantity of ingredients for the original recipe; interpret a scale of* 1 *cm to* 100 *m to know that a length of* 3 *cm on a map corresponds to a distance of* 300 *m, and a length of* 5.5 *cm on the map corresponds to a distance of* 550 *m*)
- calculate with fractions and percentages based on multiples of 10% and 25% of a given unit or quantity (eg $\frac{3}{5}$ *or* 60% *of a bag of cherries, if a breakfast drink contains* 10% *mango juice*, 20% *pineapple juice*, 30% *orange juice and the rest is water, how much of each juice is there in a* 2*-litre container of the breakfast drink?*) using informal and formal methods
- calculate proportions and simple rates involving money and whole number quantities, using technology as appropriate (eg *compare two similar products such as the cost of a packet of breakfast cereal compared to the mass of cereal it contains to determine best value*).

Students use a variety of methods to form estimates and make approximations.

Students have the opportunity to:

- form estimates and make approximations arising from practical situations involving calculations with whole numbers, decimals and fractions, and interpret and justify their reasoning in context (eg *total of a shopping bill, the mean of a small set of numbers* {10.2, 6.8, 4.5, 8.3, 7.1}, *and simple proportions of a quantity such as* $\frac{3}{5}$ *of a* 44*-litre cooler*)
- choose and use the number line, rounding and powers of 10 to form estimates (eg 43.27×531.8 *is between* 20 000 *and* 30 000; $29\,643 \div 87$ *will be approximately* $30\,000 \div 100$ *or* $27\,000 \div 90$, *that is* around 300; $4\frac{3}{4} + 2\frac{1}{3}$ *is between* 6 *and* 8).

Year 7 Algebra, function and pattern

Students use words, diagrams, materials and symbols to represent variables and construct and interpret simple algebraic expressions and relationships. They evaluate these expressions for whole number and simple fraction values.

Students have the opportunity to:

- define variables, explore and interpret mathematical expressions (eg *the average of two numbers a and b is half their sum or* $\frac{a+b}{2}$*; if m is the unknown but fixed number of matches in a collection of identical matchboxes, then the number of matches in two matchboxes and three extra matches is* $2 \times m + 3$)
- read and interpret symbolic representations of practical situations (eg *the perimeter P of a square is four times its side length S, read* $P = 4 \times S$ *or* $P = 4S$) and explain their meaning using suitable diagrams and materials
- use variables and constants to represent formulas and simple algebraic relationships and interpret these in context (eg *represent 'the area of a triangle is half base times vertical height', or represent the relationship 'Mary is three years older than John' as* $M = J + 3$ *where M represents Mary's age and J represents John's age*)
- develop simple algebraic relationships for practical problems using suitable diagrams and materials, and evaluate them for various values of the variables involved (eg *relate the worded expression 'perimeter of a rectangle is equal to twice its length plus twice its width' to the corresponding diagram and the formulas perimeter* $= 2 \times$ *length* $+ 2 \times$ *width or* $p = 2 \times l + 2 \times w$ *or* $p = 2l + 2w$*, where l represents the length of the rectangle and w represents the width of the rectangle; find the perimeter of a rectangle with length* 8 *cm and width* $5\frac{1}{2}$ *cm*).

Students use words, materials, diagrams and symbols to assist in the representation and manipulation of simple algebraic expressions involving addition, subtraction and multiplication, and to establish equivalences between them.

Students have the opportunity to:

- apply commutative and associative properties to expressions to explore general mathematical properties of number (eg *show how* 6 *lots of* 15 000 *could be calculated as* 3 *lots of* 30 000, *and generalise this principle to a family of related calculations; explain why, in general, for two numbers m and n,* $m + (2 \times n) = (2 \times n) + m$ *but* $m + (2 \times n)$ *is not equal to* $n + (2 \times m)$ *and identify exceptions*)
- apply the distributive property to demonstrate equivalence (eg *use materials, diagrams and number examples to explain why* $(2 \times 6) + (3 \times 6) = 5 \times 6$ *generalises to* $(2 \times n) + (3 \times n) = 5 \times n$*; or why* 2 *lots of* $(\Delta + 5)$ *is equivalent to* $2 \times \Delta + 10$ *by interpreting the symbol as an unknown but fixed quantity in a given context*).

Students determine when simple equations involving the operations of addition, subtraction and multiplication are satisfied, and solve such equations using materials, inverse operations and algebra or flow charts and backtracking, tables and graphs.

Students have the opportunity to:

- identify when numbers satisfy a given equation or not (eg *the numbers four and six satisfy the equation 'the sum of two numbers is equal to ten' and also the equation 'two numbers multiplied together equal twenty-four' but not the equation 'the second number is twice the first number'*)

- use a variety of methods and approaches to solve simple equations and explain reasoning (eg *'multiply a number by itself, then add* 2. *The result is* 38, *what is the number?' 'Find the value of the number represented by "a" for which* $2 \times a - 3 = 11$ *is true'*).

Students construct tables of values for functions given by simple rules and input–output function machines and graph the corresponding set of ordered pairs, in the first quadrant of the cartesian plane. They interpret simple functions informally by considering the set of input values and the corresponding set of output values in context.

Students have the opportunity to:

- explore and interpret functions described graphically, and make predictions from these graphs (eg *describe the $AUD exchange rate with respect to the $US for a given month, observe its range of values and discuss what is likely to happen to this value for a short trip overseas at the beginning of the following month*)
- identify and continue number patterns, describing the patterns in words (eg {4, 6, 8, 10, 12 …}, {3, 6, 12, 24, 48 …}, {2, 5, 10, 17 …}, {2, 5, 7, 12 …})
- use whole number values to construct tables for functions (eg *the sum of two numbers m and n is twenty with rule expressed in the form* $m = 20 - n$; *a function machine where the output value is one-half of the input value; the area of a square A expressed in terms of its side length L as* $A = L \times L$) and draw corresponding graphs by plotting points and using technology
- specify rules of linear functions using words and symbols from tables of values, and use these to make predictions (eg *note the set of odd numbers can be specified by the rule 'double the number then subtract one' or* $\Delta = \lozenge \times 2 - 1$, *from the table*:

$\lozenge$	1	2	3	4	5
Δ	1	3	5	7	9

and then use this function to predict the value of the 20*th odd number*).

Year 7 Measurement, chance and data

Students are familiar with SI units, and use instruments and technology to measure and compare lengths, areas, surface areas, volumes, angles, masses, times and temperatures as applicable to various objects and events.

Students have the opportunity to:

- use SI units for measurement, and an appropriate instrument or other technology to measure a required attribute or characteristic
- choose and use other units (eg *kilometre, millimetre, tonne, gram, degree, hour, minute, kilolitre, megalitre and millilitre*) as more suitable in various contexts, and identify relationships between units (eg *the duration of a video is usually expressed in minutes rather than seconds, a small garden water tank has a capacity of* 2.75 *kL* = 2750 *L*)
- specify area and volume in terms of unit^2 and unit^3
- measure time elapsed to the nearest appropriate unit, angle in terms of fraction of a whole turn or in degrees using a protractor, and temperature to the nearest degree Celsius
- read and record measurements from calibrated scales in which intermediate graduations are not numbered (eg *a medicine measuring glass, a speedometer*)

Students understand that measurement involves error, estimate quantities with respect to common everyday measures, and describe a reasonable range for a given measurement.

Students have the opportunity to:
- record measurements and explain why a particular range of values is likely (eg *if several students use a stop-watch to time a* 100 *m race, the winner's time is only likely to be accurate to the nearest one-tenth of a second because of different reaction times*)
- estimate quantities to within a given range (eg *the amount of drink left in a partially full drink bottle to the nearest* 50 *mL, the weight of a school bag or back-pack to the nearest* 1 *kg*).

Students investigate situations from which they develop simple measurement formulas using words and symbols, and apply these to practical problems.

Students have the opportunity to:
- develop and apply formulas for the perimeter and area of triangles and parallelograms given the relevant linear dimensions
- investigate and use the relationship between the radius and diameter of a circle and its circumference and area
- calculate the surface area of shapes and objects, such as cubes and rectangular and triangular prisms, and make a judgment about the reasonableness of the result
- calculate the volume of cubes, rectangular and triangular prisms (eg *using base area* × *height*) and make a judgment about the reasonableness of the result
- calculate time elapsed (duration) in terms of hours, minutes and seconds from analogue and digital timepieces, for both 12- and 24-hour cycles (eg *time of travel during a flight across different time zones*).

Students make and interpret empirical estimates of probabilities in familiar situations. They compare experimental data with theoretical probability obtained from proportions based on counting or area.

Students have the opportunity to:
- identify events as more or less likely or equally likely (eg *although each card is equally likely to be drawn at random from a* 52*-card pack, an ace is less likely to be drawn than a red card*)
- determine empirical estimates of probability (eg *based on a previous season's performance a player may have a one-in-two or* 50% *chance of scoring on a single free shot during a basketball game*)
- compare experimental data from simple trials involving coins, various-sided dice, spinners, and other devices with theoretical probability
- describe probabilities in terms of a number between 0 (impossible) and 1 (certain).

Students represent and summarise sample data drawn from a given population.

Students have the opportunity to:
- distinguish between a sample drawn from a population and the population itself (eg *the ages of students in a Year* 7 *class compared to the ages of all Year* 7 *students in a state or territory*)
- identify data as discrete (eg *eye colour, movie rating such as* ☆☆☆) or continuous (eg *height, time elapsed*) and display the data by hand for small data sets and with the assistance of technology for larger data sets
- use two-way tables to represent categorical data (eg *the proportions of boys and girls with blue / not blue eyes*)
- calculate measures of location (mode, median and mean) and discuss their usefulness in context (eg *mode for shoe size, mean for a set of measures, median for a set of house prices*)
- describe variation in data in terms of relative frequency (eg *over* 80% *of students in the basketball team are taller than* 1.7 *m compared with less than* 20% *of students in a soccer team*).

Students use data to make informal inferences in response to questions and hypotheses.

Students have the opportunity to:
- use measures of location to make general statements about data sets (eg *the amount of maths homework done in different classes at Year* 7)
- interpret variation between data sets (eg *the age of members in different teams, years of experience of team members in a given sport*) and discuss possible effects of variation (eg *how the range in years of experience of a team might affect team performance*)
- make informal inferences about a population from a given sample, noting possible causes of bias (eg *location, age, gender or interest with respect to issues canvassed in an opinion poll*) and respond to questions and hypotheses (eg *taller teams do better in netball*).

Year 7 Space

Students identify, describe and classify common two-dimensional shapes and three-dimensional shapes and objects, and geometric shapes with respect to their properties including line, length, angle and surface.

Students have the opportunity to:
- describe and classify triangles and quadrilaterals in terms of side and angle (eg *isosceles triangles have two equal sides and two equal base angles, demonstrate that the sum of internal angles of a quadrilateral is* 360°)
- identify properties of squares, rectangles, parallelograms, trapezia, pentagons, hexagons, octagons and circles and describe part (eg *a semicircle, quarter circle, and other simple fractional sectors of a circle*) and composite shapes (eg *star shapes such as* ✦,★,✸) in terms of these properties
- identify prisms, pyramids, spheres and cylinders, and describe part and composite shapes and objects (eg *a six-person tent, a truncated pyramid*) in terms of their properties.

Students use sketches, diagrams, drawing tools and geometry software to represent and construct common two-dimensional and three-dimensional objects.

Students have the opportunity to:
- draw plane shapes according to specification of geometric properties (eg *use a compass and straight edge or geometry software to make a net for a kite in terms of its diagonals and their lengths, a tangram from a square*)
- use plans or nets to construct prisms, pyramids and cylinders, and represent composite shapes made from identical cubes using isometric grid drawings (eg *pentominoes, a model of a group of adjacent buildings in a city using multi-link cubes*)
- explore what is necessary and sufficient information to construct uniquely a given two-dimensional shape with the assistance of suitable technology (eg *use geometry software to construct a parallelogram of given side lengths*).

Students recognise symmetry and congruence, and relate these to transformations and patterns involving shapes in the plane.

Students have the opportunity to:

- identify points and lines of symmetry for two-dimensional shapes, and specify these in terms of mirror lines for reflection or a point of rotation and angle of rotation (eg *the web-shape* 🕸 *has a central point of rotation and symmetry by rotation through an angle of* 72° *about this point*) and test whether given shapes are symmetrical
- identify lines and planes of symmetry for common three-dimensional shapes and objects (eg *the plane containing the equator on a globe of the earth, the base-vertex perpendicular of a pyramid*), and test whether given shapes or objects are symmetrical
- apply symmetry to construct two-dimensional shapes or three-dimensional shapes and objects (eg *use paper folding, compass and ruler or technology to create shapes such as* 🪁 , ✯, ☯ *or origami designs such as a paper cup*)
- use and modify congruent two-dimensional shapes to produce tessellations of the plane (eg *brick or mosaic patterns*).

Students interpret and use maps and plans to specify location and to move from one location to another.

Students have the opportunity to:

- draw maps or plans that include scale in familiar contexts (eg *place a bus stop closer to a school than a nearby shop on a map with relative distances represented accurately using a straightforward scale, such as* 1 *cm represents* 100 *m; given that a* 20 *m wall of a house measures* 5 *cm on a plan, calculate the scale as* 1 *cm represents* 4 *m*)
- use distance, compass points, including NE, NW, SE, SW, fractions of a turn ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ and multiples of these), angles in degrees and grids and coordinates to read and follow simple maps
- provide and follow instructions for moving from one location to another based on plans or maps with reference to distance, left and right, and angles in degrees (eg *travelling from home to a school sports event*).

Year 9 Professional Elaborations – Opportunities to Learn for Mathematics

Year 9 Working mathematically

Students develop the breadth and depth of their mathematical inquiry, and choose and use a broad range of mathematical strategies and processes, including technology. They carry out investigations, develop, compare and refine models, and solve problems in familiar and unfamiliar contexts. They identify and describe key features of a context and state assumptions or conditions related to investigation, modelling and problem solving, and reflect on the effectiveness of their work.

Students have the opportunity to:

- plan and conduct inquiries that require them to pose questions and formulate propositions, hypotheses or conjectures related to a given context, and use a range of strategies (eg *consider the safety of surf conditions at a given location on a particular day and time in terms of wind and current strength and direction, and tide height*)
- discriminate between important and incidental features of a context or situation, and state related assumptions and/or conditions (eg *when analysing the repeated bounce of a ball from a given drop height, consider whether air resistance is significant or not when a table-tennis ball, super-ball or ball bearing is dropped from an initial height of* 2 *metres compared with an initial height of* 1 *metre*)
- vary assumptions or conditions in a context (eg *decide to calculate with decimal values correct to six decimal places rather than round to two decimal places when considering currency conversions for the exchange of large sums of money*) and respond to new results and data
- choose and use aspects of mathematics to carry out investigations, model situations and solve problems (eg *analyse data from a data logger or video to model the distance travelled by a falling rock in a given time*) and discuss any limitations
- use relationships to model key features of a context, and apply related mathematical techniques to analyse and explore the context, and make related predictions (eg *approximate the area of a wetland in a national park and describe the distribution of a rare species of bird known to exist in the wetland, compare car hire rates for an extended trip*).

Students routinely use a combination of words, symbols, materials, diagrams and conventions when they think and reason mathematically, and understand that mathematics has been refined over its historical development across cultures. They pose questions that are amenable to mathematical analysis and involve the use of a range of different representations, as applicable, to formulate and describe concepts and relationships.

Students have the opportunity to:

- represent, interpret and analyse measurements, shapes, data, relationships and functions, sets of things, tables, diagrams and graphs (eg *tell a story about several cars moving at constant speed along a section of road in both directions, including instances of overtaking, using tables, diagrams, graphs and functions*)
- extend the range of formal symbols used to include constants such as π, variables and commonly used mathematical notations such as square roots, cube roots, reciprocals and whole number powers, and employ new notations as required in context

- choose and use notations, conventions, symbols and words to pose questions, formulate mathematical propositions, express relationships, and modify and refine them (eg *the formula for the mean of a discrete set of data which may be grouped or ungrouped, describe and explain a rule for generating Pythagorean triples using numbers, diagrams and symbolic expressions*)
- explore developments in the representation of key ideas or approaches over time *(eg the evolution of different approaches to efficient arithmetic computation in terms of purpose, social context and culture)*.

Students make generalisations, verify reasoning, and explore mathematical proofs.

Students have the opportunity to:
- test and check the validity of propositions by identifying examples which satisfy the proposition, as well as seeking possible counter-examples (eg *the claim that all dice within a given set are unbiased, the proposition that all numbers of a particular form, such as* $4n + 1$*, where n is a whole number, are prime numbers*)
- make deductions and prove statements (eg *prove that if two numbers differing by* 2 *are multiplied and one added, then the result is always a perfect square, formulate the conjecture that 'the product of two numbers is always even unless both of them are odd' and use diagrams to show that this is the case*)
- make generalisations based on propositions that do not appear to have readily identifiable counter-examples, and explore supporting general case arguments to establish their truth or otherwise (eg *a possible rule for the number of diagonals in a polygon in relation to the number of sides*)
- use technology to explore pattern and structure, and general representations of these (eg *cycles in calendars, self-similarity in art and design such as in computer-generated geometric patterns, Escher-style prints or snowflakes*).

Students discuss their own work and that of others with attention to its nature, purpose and scope. They use technology as appropriate to assist in presentation and discussion of their work.

Students have the opportunity to:
- provide a clear account of the mathematical reasoning behind a particular result or application (eg *how a certain type of code works*)
- give an oral presentation of a mathematical result (eg *how a linear model could be used to relate the weight and height of a given cohort of people*)
- make a poster or develop a structured report on a group investigation (eg *how a seating plan for passengers might be devised to take account of the number of passengers with a given type of ticket and comfortable seat dimensions*)
- use technology to demonstrate working related to investigation of an aspect of mathematics (eg *the infinite nature of the set of prime numbers and the validity of some possible 'rules' for generating prime numbers*).

Year 9 Number

Students extend their familiarity with and use of different representations of rational numbers using fractions, decimals, percentages and scientific notation.

Students have the opportunity to:

- use prime numbers and factor trees to express any natural number as a product of powers of primes (eg *the factor tree for* $36\,000 = 2^5 \times 3^2 \times 5^3$*, investigation of factors of very large numbers and the existence of large prime numbers*)
- use scientific notation to interpret very large or very small numbers in practical situations, including results arising from the use of technology for computation (eg *where a total national debt of* \$234 *billion* $= 234\,000\,000\,000 = 2.34 \times 10^{11}$ *is represented as* 2.34 E11, *and the diameter of superfine* 11 *micron wool is* 11×10^{-6} *metre is represented as* 1.1 E-5)
- use equivalent fractional, decimal and percentage forms (eg $\frac{3}{8} = 0.375 = 37.5\%$, $12.3657 = 12 + \frac{3}{10} + \frac{6}{100} + \frac{5}{1000} + \frac{7}{10000} = 12\frac{3657}{10000}$ *and* $2\frac{4}{9} = 2.\overline{4} = 244\%$ *to the nearest whole percent*).

Students locate rational numbers and decimal approximations to some irrational numbers on the real number line, and use them in practical situations.

Students have the opportunity to:

- locate integers, decimals, fractions and decimal approximations to some irrational numbers on the real number line (eg $\{3.5, \frac{-2}{5}, 0, 1, \pi, 5.3, \sqrt{90}\}$)
- determine a decimal approximation to the side length of a square with a given area (eg *a square with area* 90 *square metres has a side length of* 9.49 *m, correct to the nearest cm*)
- determine a decimal approximation to the circumference and area of a circle with a given radius (eg *a circle of radius* 5.2 *metres has a circumference of* $10.4 \times \pi \approx 32.67$ *metres and an area of* $27.04 \times \pi \approx 84.95$ *square metres*).

Students use mental, written and technology-assisted methods to carry out computations and solve practical problems with attention to the type of numbers and operations involved, and order of operation.

Students have the opportunity to:

- apply number facts and properties to carry out mental calculations (eg *the GST on* \$156 *is* \$15.60 *which gives a total of* \$171.60; $29 \times 7 = (20 \times 7) + (9 \times 7) = 203$; $(30 \times 7) - 7 = 210 - 7 = 203$)
- calculate problems involving two integers and a single operation using effective written methods (eg *the amount left to be paid off at a given time on a house loan based on a recent statement from the bank;* 546×-389; 20 *billion divided by* 350 000)
- calculate simple powers and square roots mentally (eg $3^4 = 3 \times 3 \times 3 \times 3 = 9 \times 9 = 81$, $(\frac{1}{2})^3 = \frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} = \frac{1}{8}$, $0.6^2 = (6 \times 6) \div 100 = 0.36$, $\sqrt{\frac{16}{9}} = \frac{4}{3}$) and use technology for more difficult cases (eg $26.531^3 = 18\,675.010\,679\,291$, $11^5 = 161\,051$, $\sqrt{4509} = 67.15$ *rounded correct to two decimal places*)
- use technology to carry out efficient computation giving answers to a reasonable level of accuracy (eg $(67.43 + 104.512 - 89.99) \div 241$, $\sqrt{27.4^2 - 18.6^2}$, $\$4800 \times (1.05)^{10}$ *as a compound interest calculation*).

Students solve ratio, proportion, percentage and rate problems using mental, written and technology-based approaches. They interpret square roots and π geometrically, and know that practical computations involving these numbers require the use of suitable decimal approximations.

Students have the opportunity to:

- convert between different representations of rational numbers, and use these to solve practical problems (eg *if a computer file repair process is successful on average* 5 *out of* 7 *times, then it has a success rate of* $\frac{5}{7} = 0.\overline{714285} \approx 71.43\%$)
- determine corresponding proportions, percentages or rates given a ratio of two or more decimal numbers, and use these to solve a variety of problems (eg *mixture by proportion of weight or volume of ingredients to form a given weight or volume of concrete; if the exchange rate for one Australian dollar on a given day is* 0.7304 *US dollars, find how many US dollars $AUS*550 *obtains, and how many Australian dollars $US*200 *obtains*)
- carry out, with technology, computations involving decimal approximations to irrational numbers in measurement contexts (eg *the diagonal of a rectangle with length* 10 *m and breadth* 5 *m is* $\sqrt{125} \approx 11.2$ *m; a circle with a circumference of* 100 *m has a diameter of* $\frac{100}{\pi} \approx 31.8$ *m*).

Students form estimates for computations involving rational numbers, make approximations of some irrational numbers, and round results correct to a specified number of decimal places depending on the context.

Students have the opportunity to:

- find upper and lower estimates for calculations, form closer estimates within this interval for computation in a given context (eg *splitting a restaurant bill between several people*)
- form estimates for square roots (eg $\sqrt{500}$ *is between* 20 *and* 30) and for computations involving the constant π (eg $2 \times \pi \times 83.49 \approx 480$)
- choose a suitable level of accuracy for computation (eg *calculating the cost for a quantity of soil and mulch for a garden bed at a given cost per cubic metre and deliverable in half or full cubic metre quantities*).

Year 9 Algebra, function and pattern

Students use words and symbols to represent variables and constants, and interpret algebraic expressions for relationships developed in context. They construct expressions that involve the four arithmetic operations, simple reciprocals, whole number powers, and substitute into and evaluate these expressions with the assistance of technology as required.

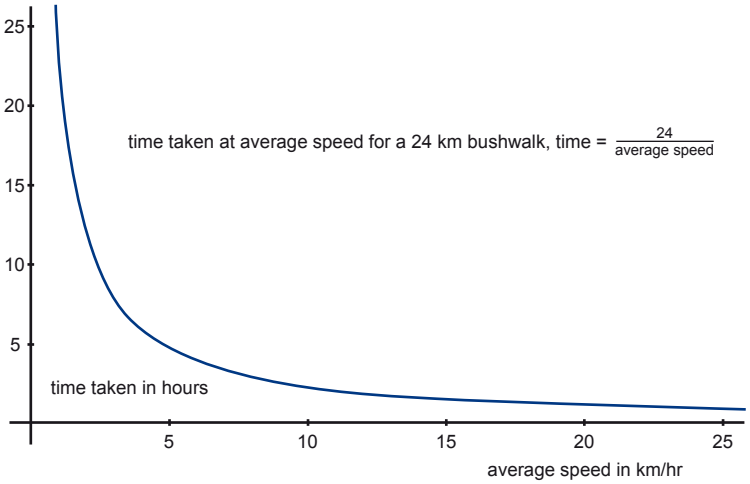
Students have the opportunity to:

- model, apply and interpret relationships, including simple inequalities, involving variables related to a given context (eg *calculate a human body mass index (BMI) as weight w kilograms divided by height h metres squared, or* $\frac{w}{h^2}$ *and compare with the healthy BMI range of* 20 *to* 25; *the area of a rectangle with breadth B cm and length L cm is less than* 100 cm^2)
- formulate linear functions to describe a situation involving constant rate of change given various data (eg *initial value and a constant rate of change, two values from the graph of a straight line*)
- use known formulas to develop, apply and interpret new relationships (eg *a cube of side length b cm has a surface area of* $6 \times b^2$ *square centimetres; the volume of a cylinder height h metres and radius r metres as circular base area* $\times$ *height* $= \pi r^2 \times h$ m^3).

Students construct tables of values and draw corresponding graphs for functions using these values or technology as necessary. They interpret these graphs with respect to the variables involved and the relationship between them, and solve related problems.

Students have the opportunity to:

- plot points for linear functions (eg *the temperature conversion between Celsius and Fahrenheit scales,* $F = 1.8C + 32$, $C = \frac{5}{9}(F - 32)$) and simple non-linear functions of a discrete or continuous variable (eg *the area of a circle in terms of its radius, number patterns generated by constant multiplication from a given starting value* {1, 15, 225, 3375 …}, {80, 40, 20, 10 …}) and use by-hand sketches, graphing aids and technology to generate graphs of these functions
- interpret the variables involved in using linear functions to model situations and make related predictions (eg *use a linear model developed from Year* 9 *student data to predict the height of a Year* 9 *student from their forearm length*)
- interpret the variables involved in using some simple non-linear functions to model situations and make related predictions (eg *use a constant ratio to generate a pattern for compound interest such as* {$10 000, $10 600, $11 236 …}, *the time taken to complete a* 24 *km bushwalk for various average speeds*).



Students use identity, inverse, associative, commutative and distributive properties, and a variety of approaches such as concrete materials, technology, algebra, diagrams, flow charts and backtracking to explore and manipulate algebraic expressions and establish equivalences.

Students have the opportunity to:

- re-arrange linear and some simple non-linear algebraic expressions (eg $p = 3q - 2$ t*o obtain* $q = \frac{p+2}{3}$; *given* $A = \pi r^2$ *and a specific value of A, find the corresponding value of r, and obtain the general case* $r = \sqrt{\frac{A}{\pi}}$ *noting that r must be positive in the related practical context*)
- explore and establish linear equivalences (eg $2(4x + 8) = 4(2x + 4) = 8(x + 2)$), and explore and establish simple non-linear equivalences (eg *generalise number patterns such as* $27^2 = (20 + 7)^2 = 20^2 + 2 \times 20 \times 7 + 7^2 = 400 + 280 + 49 = 729$:

20	+ 7	
400	140	20
140	49	+ 7

use a diagram to show $(a + 2) \times (a + 3) = a^2 + 5a + 6$ *and* $(2x)^2 = 4x^2$; *generalise from number examples such as* $4^3 \times 4^2 = 4^5$ *and* $4^5 \div 4^2 = 4^3$ *to show that* $x^3\, x^2 = x^5$ *and* $\frac{x^5}{x^2} = x^3$).

Students determine when an equation or inequality is satisfied for a given combination of values. They set up linear equations and solve them using graphs, tables and algebra. They solve some non-linear equations using tables, graphs or algebra.

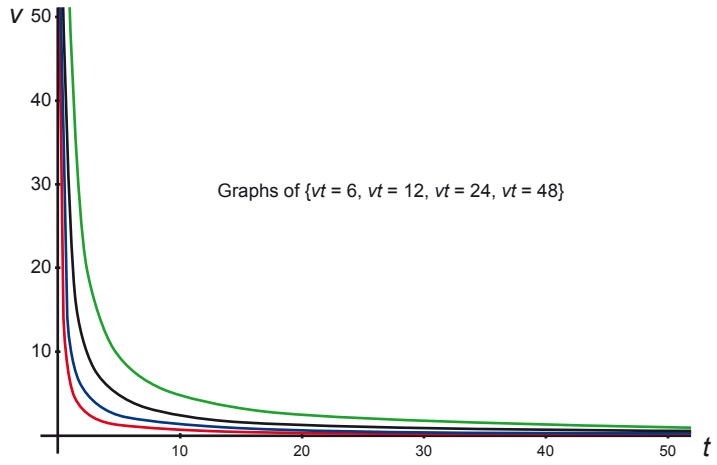
Students have the opportunity to:

- determine by substitution, with the assistance of technology for more complicated examples, whether a set of values satisfies an equation or inequality (eg '*when* $a = 3$ *and* $b = 2$ *does* $3a + 2b = 12$?' *or* '*does a square of side length* 3.5 *metres have an area less than* 10 *square metres?*')
- use a variety of methods including algebra to solve linear equations of the form $ax + b = c$ (eg *find the taxi charge in dollars per kilometre if a flag-fall is* \$2.80 *and a* 60 *km trip costs* \$100, *or solve* $3x + 7 = 22$) and graphs, tables or algebra to solve simple simultaneous linear equations involving expressions of the form $y = ax + b$ (eg *solve* $y = 4x - 3$ *and* $y = 2x + 5$ *simultaneously, or compare two different linear models for internet provider costs in terms of time taken to download a file, and find when the costs are the same*)
- use a variety of methods to solve simple non-linear equations (eg *find the time taken to travel* 300 *km at an average speed of* 85 *km/h, or find the value of x for which* $2x^2 + 3 = 53$, or *determine the approximate dimensions of a rectangle with area* 100 cm^2, *width w and length* 3 *cm greater than its width*).

Students draw graphs of functions, and identify the effect of changing constants used to specify the rule of a function on its graph.

Students have the opportunity to:

- sketch graphs and use technology to explore the effect of varying the values of a and b in the rule of a linear function $f(x) = ax + b$ on the corresponding graph, and describe these effects with reference to gradient and the y axis intercept (eg $y = x \rightarrow \{y = 2x, y = 3x, y = -2x, y = -3x\}$, $y = x \rightarrow \{y = x + 1, y = x + 2, y = x - 1, y = x + 1, y = x - 2\}$, $y = x \rightarrow \{y = 3x, y = -3x, y = -3x + 12\}$, *investigate rules for a set of four linear functions that create a shape between the points of intersection of their graphs which is a parallelogram, rectangle or rhombus, such as* $\{y = x, y = -x, y = 4 - x, y = x - 4\}$)
- draw graphs of some simple non-linear functions interpreted in a practical context (eg *graphs of* $\{vt = 6, vt = 12, vt = 24, vt = 48\}$ *where v is interpreted as average speed in km/h and t is interpreted as time of travel at a given average speed in hours*) and describe the effect of changing constants used to specify the rule of the function on the corresponding graphs.



Year 9 Measurement, chance and data

Students choose suitable informal, metric or SI units for the order of magnitude involved with measurement in a given context. They choose and use various instruments and technologies, strategies and formulas to estimate and calculate measures of shapes, objects and events including length, area, volume, mass, time, temperature, angle and rate.

Students have the opportunity to:
- use appropriate combinations of units and formulas to measure and calculate length, area and volume in a given context (eg *design and cost an automatic watering system for a garden*)
- convert between different units of measure for the same attribute (eg *express* 4.5 *ha in square metres, convert* 35.67 *tonnes to kilograms, calculate the number of seconds in* 3 *hours and* 25 *minutes, find the metric equivalent in mm of a* $\frac{1}{8}$ *inch drill bit*)
- use a variety of instruments for indirect measures of quantities (eg *stop-watch, theodolite or data-logger*)
- apply scale and similarity, Pythagoras' theorem or trigonometry as applicable to find lengths and angles in situations where they cannot be measured directly (eg *orienteering*)
- estimate length, area, volume, mass, time of day and duration, angle and temperature by comparison with experience, and with respect to known references (eg *estimate the time of day by referring to the position of sun*)
- calculate and apply rates in familiar contexts (eg *cordial mixtures mL per L to obtain desired sweetness, average speed in km/h to determine time needed to complete a journey*).

Students state a reasonable range for a measurement in a practical context. They understand that measurement error can be compounded by repetition and calculation.

Students have the opportunity to:
- identify the interval within which a measurement occurs (eg *the speedometer of a car typically provides a value which is accurate to* ± 3 *km per hour*)
- read scales and make reasonable estimates where measures fall between marked graduations
- make judgments about acceptable variation in estimation of quantities based on experience (eg *want* 250 *grams of olives from a deli, but will accept a quantity within the range of* 240 *grams to* 260 *grams*)
- observe how error can be accumulated when several related measurements are made (eg *three lengths of cloth measured and cut to an accuracy of* 3 *mm from a single piece of cloth may have a total error of up to* 9 *mm*).

Students use a variety of sources, including samples and surveys, published data, data-bases, experiments and simulations to estimate empirical probabilities associated with events. They assign and compare probabilities based on experience.

Students have the opportunity to:
- estimate probabilities for a range of events using materials and technology (eg *gender sequences in families or school performance in a sports competition*)
- explore the reasonableness of estimates of relative likelihood based on personal experience (eg *explain why a student might claim that they are twice as likely to finish a* 1500 *metre race ahead of their training partner than vice-versa*).

Students use a variety of approaches to determine and represent sample (event) spaces and calculate corresponding probabilities. They are familiar with the notion of random and equally-likely events.

Students have the opportunity to:
- use different representations to specify the sample (event) space for straightforward compound events (eg *a grid for the scores on a regular six-sided die and an octahedral die; a tree diagram for the combination of results obtained by spinning a six-coloured spinner and tossing a coin*)
- determine probabilities for straightforward compound events (eg *the probability of having an alternating gender sequence in a family of* 3 *children*)
- analyse situations involving random events and chance (eg *playing a game of snakes and ladders, decide whether it is more likely that a person lands on a snake, a ladder or misses both of these; simulation of the Monty Hall Game Show problem*).

Students use a range of representations for discrete and continuous data.

Students have the opportunity to:
- present and describe data collected from tables and data-bases using stem-and-leaf plots and histograms, as suits the nature of the data
- explore how bias can arise if random sampling is not used, and use simple random sampling in surveys
- interpret data and consider the impact of outliers on mean, median and mode, and the usefulness of range as a measure of spread (eg *house prices in a given location*)

Students use summary statistics and the distribution of data to respond to claims and questions.

Students have the opportunity to:
- make statements about proportions related to a population based on estimates formed from a random sample (eg *the proportion of people who think the leader of a political party is doing a poor, satisfactory, or good job in relation to age group*)
- use averages and features of a set of data, including graphical representation, such as clusters, the middle 50% and outliers to discuss the distribution of data in a sample, and analyse related claims and questions (eg *claims in the media about unemployment rates, questions about the fitness of a particular portion of the population*).

Year 9 Space

Students identify, describe and classify a broad range of two-dimensional and three-dimensional objects and geometric shapes, and simple composite shapes.

Students have the opportunity to:
- describe and classify quadrilaterals in terms of side, diagonal and angle (eg *the diagonals of a rhombus bisect each other at right angles*)
- identify polygons, circles and ellipses, and simple part and composite shapes made from these
- identify and classify different representations of three-dimensional shapes and objects including cylinders, cones, the platonic solids, packages and containers with references to faces and surfaces (eg *a tetrahedron-shaped package has a shape which consists of four equilateral triangles, any three of which are adjacent*).

Students use drawing tools, including geometry software, models and materials to represent and construct common two-dimensional shapes and three-dimensional shapes and objects, including composite shapes and objects.

Students have the opportunity to:
- show front, side and top (plan) views and cross-sections of three-dimensional shapes and objects including simple polyhedra, cylinders, spheres and cones, and composite shapes formed from these (eg *a drink bottle*)
- draw two-dimensional shapes to specification in terms of boundary, angle and scale (eg *a symbol such as ✪ is a regular five-pointed star inscribed within a circle of a given diameter*)
- use geometric shapes to construct accurate two-dimensional representations of three-dimensional objects (eg *an isometric drawing, front-side-top view or a single point perspective drawing of an hourglass ⌛, draw various cross-sections of a tooth-paste tube, draw a suitable net for constructing a cone of a given slant edge length with a lid from a sheet of paper*) and discuss which properties are preserved by the representation and which are not (eg *angle, length and area*)
- construct three-dimensional objects from nets and make models of three-dimensional objects from isometric diagrams (eg *a soccer-ball from the net of its stitching-pattern involving a tessellation of pentagons and hexagons*) and discuss their properties (eg *what is the difference between two tetrahedrons joined at their bases and an octahedron, and which one of these is a space filling shape?*).

Students apply symmetry, congruence and similarity of shapes and relate these to informal proofs, transformations and tessellations in the plane and on surfaces.

Students have the opportunity to:
- know and apply the angle properties related to parallel, perpendicular and transversal lines
- use congruent and similar triangles to solve geometric problems involving patterns and design
- make deductions related to geometric properties of shapes (eg *when two straight lines intersect, opposite angles are equal; the sum of the interior angles of a polygon with n sides*)
- explore demonstrations and informal proofs of general propositions (eg *the sum of angles in a plane triangle is always* 180°; *if corresponding angles are equal then alternate angles are equal; Pythagoras' theorem*).

Students interpret and construct various maps, diagrams and plans, and use these to specify location and to move from one location to another.

Students have the opportunity to:
- use grids and coordinates, scale, and true bearing to read, interpret and follow maps (eg *a bush walk, orienteering*)
- provide directions from one location to another on a variety of maps and plans with reference to key features, distance and orientation (eg *a family holiday through central Australia*)
- draw and use diagrams to represent and analyse relationships (eg *the shortest path for a tour around a zoo, a draw for a knockout competition*).

NATIONAL ASSESSMENT PROGRAM

LITERACY AND NUMERACY

NATIONAL PROTOCOLS

FOR

TEST ADMINISTRATION

2010

TABLE OF CONTENTS

DEFINITIONS CONCERNING STUDENT PARTICIPATION

1.1 Assessed students

National test results are based on the number of "assessed students". Assessed students include all students who attempt the test and are not otherwise treated as absent due to Sanctioned Abandonment – (see section 1.11) and students exempt from testing (see sections 1.2 and 1.3).

1.1.1 Students in each state and territory attending government and non-government schools who are in Years 3, 5,7 and 9 are expected to participate in the testing according to these protocols.

1.1.2 Students in ungraded classes who are equivalent in age to students in Years 3, 5. 7 and 9 are expected to attempt the relevant year level national tests.

1.2 Exempt students

Students may qualify for exemption because of their lack of proficiency in the English language or because of significant intellectual and/or functional disability. Students with disabilities should, however, be given the opportunity to participate in testing should their parent/caregiver prefer that they do so.

Students may be exempted from one or more of the tests (ie, language conventions, reading, writing or numeracy).

1.2.1 Parent/carer signed consent for exemptions
Principals must obtain signed parent/carer consent for all exempted students. Test Administration Authorities should include information for exemption in the relevant Test Administration Handbooks and provide the consent forms.

1.2.2 English language proficiency
Students with a language background other than English, who arrived from overseas less than a year before the test, should have the opportunity to be treated as exempt from testing.

1.2.3 Students with disabilities
Students with significant intellectual and/or functional disabilities may be exempted from sitting the national tests.

1.3 Treatment of exempt students

1.3.1 Exempt students are counted as part of the cohort of assessed students. In accordance with MCEETYA reporting protocols, students who qualify for exemption and do not submit a test attempted under test conditions are considered as assessed students and are counted in the below minimum standard calculations for reporting purposes.

1.3.2 Students who qualify for exemption but for whom the exemption is not enacted, and who complete the test under test conditions and formally submit the test, must be counted as assessed students with the score that they achieved. Test Administration Authorities should ensure there is no double counting.

1.3.3 Exempt students who were absent on the testing day will still be reported as exempt students, rather than absent students.

1.4 Student report text for exempted students

1.4.1 The text that will appear on the individual student reports for tests for which students are exempted will read: "Your child was exempt from this test and is considered not to have achieved the national minimum standard."

1.4.2 Where a student is exempted from all tests it is recommended that an individual student report not be issued.

1.5 Absent students

1.5.1 Absent students are students who did not sit the tests because they were not present at school when the test was administered or were unable to sit the test as a result of an accident or mishap, and are recorded as absent by the school.

1.5.2 Principals are encouraged to facilitate the participation in the tests of students who were absent on the day of the test but return to school within the week scheduled for NAPLAN testing.

1.6 Treatment of absent students

1.6.1 Absent students are not counted as part of the cohort of assessed students.

1.6.2 Students who are marked as absent but for whom a test is formally submitted must be counted as assessed. Testing Authorities should validate discrepancies, for example where a student was absent for a test, but then completed the test in a 'catch-up' session.

1.6.3 Students who were unable to sit the test as a result of an accident or mishap, but who are present at school, are to be recorded as absent unless a parent withdrawal form has been completed.

1.6.4 A student in years 7 or 9 who is absent for one of the two Numeracy tests (calculator-allowed and non-calculator) will be treated as an absent student only for that test.

1.6.5 Students who are present for the tests but who do not attempt any part of a test must be recorded as being present and considered as assessed students."

1.7 Student report text for absent students

1.7.1 The text that will appear on the individual student reports for tests for which students are absent will read: "Your child was absent from this test and no result has been recorded.

1.7.2 The text that will appear on the individual student report for Year 7 and 9 Numeracy where students have completed only one of the 2 test forms will read: "Your child was absent from one of the two numeracy tests. The result presented here is an estimate of the score your child would have received if both tests had been completed."

1.7.3 Where a student is absent from all tests it is recommended that an individual student report be issued.

1.8 Withdrawn students

1.8.1 Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents in consultation with their child's school. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing. A formal application must be received by the Principal prior to the testing.

1.9 Treatment of withdrawn students

1.9.1 In accordance with MCEETYA reporting protocols, students withdrawn by parent/carer students should not be counted as part of the cohort of assessed students and should be excluded from performance calculations for reporting purposes.

1.10 Student report text for withdrawn students

1.10.1 The text that will appear on the individual student reports for tests for which students are withdrawn will read: "Your child was withdrawn from this test."

1.10.2 Where a student is withdrawn from all tests it is recommended that an individual student report not be issued.

1.11 Sanctioned abandonment

1.11.1 Sanctioned abandonment of a test refers only to students who attempt one or more questions in a test but who do not complete the test session due to illness or misadventure (ie a sanctioned reason verified by the school).

1.12 Treatment of sanctioned abandonment

1.12.1 If students unexpectedly abandon the test due to illness or misadventure (ie a sanctioned reason verified by the school) and therefore do not complete the test session they should be recorded as absent.

1.12.2 Reasons for sanctioned abandonment must be recorded to avoid the student being considered assessed.

1.12.3 Students who do not complete the test but are present for the entire test session, or who choose to leave the session without a sanctioned reason that is verified by the school, must be counted as assessed students with the score that they achieve.

1.13 Student report text for sanctioned abandonment

1.13.1 The text that will appear on the individual student reports for tests which students have abandoned for sanctioned reasons will read: “Your child did not complete the test due to illness or misadventure.”

1.14 Non-attempts

1.14.1 Students in attendance for the entire testing session but who do not attempt any part of a test must be recorded as present and are considered assessed regardless of the reason for the non-attempt. (eg. by choice or through inability to access the test).

1.15 Treatment of non-attempts

1.15.1 Students who submit a blank booklet should not automatically be treated as absent. Students who are present for the entire test session but do not complete any part of the test must be counted as assessed students with a score of zero.

1.16 Student report text for non-attempts

1.16.1 The text that will appear on the individual student reports for tests where there is no evidence of participation will read: “Your child was present for this test but did not complete any part of the test paper.”

1.17 International fee-paying students

1.17.1 International fee-paying students are eligible to sit the tests.

1.18 Treatment of international fee-paying students

1.18.1 International fee-paying students are not to be included in jurisdiction data sets but will receive a student report.

2 SECURITY OF TEST MATERIALS

2.1 Responsibilities of Test Administration Authorities

2.1.1 Test Administration Authorities have ultimate responsibility for the security of test materials once they have received them from Curriculum Corporation. This applies until the test materials are sent to schools.

2.1.2 Electronic copies of test materials should be stored on highly secure networks available within Test Administration Authority premises, with access limited to the smallest number of officers practicable.

2.1.3 All access to test materials should be logged. There must a list of all personnel that are authorised to access test materials. There must also be a register kept of all personnel who have accessed test materials during and up to the end of the testing period, 21 May 2010.

2.1.4 Electronic copies should be transmitted only when appropriately encrypted and caution should be used in transmitting copies electronically.

2.1.5 Generally, all personnel who have signed non-disclosure agreements and/or relevant statutory declarations as part of their own employment agreements will not be required to do so again. It is up to the discretion of the Test Administration Authority or school as to whether they require from their staff, additional forms signed. All forms signed at schools should remain at the school.

2.1.6 Test Administration Authorities should develop a disaster recovery strategy in the event that material is mislaid or storage facilities (including electronic facilities) may have become compromised or accessed by unauthorised personnel.

2.2 Responsibilities of Test Administration Authorities—with contractors

2.2.1 Test Administration Authorities must ensure that contractors undertake to provide adequate and appropriate security consistent with the agreed Uniform Service Levels and Standards.

2.3 Responsibility of Test Administration Authorities—security of materials in the delivery to schools, storage at schools and protocols for distribution to teachers acting as test administrators

2.3.1 Test Administration Authorities must inform all parties involved that test materials must be secure through the whole process of delivery to schools, storage at schools and distribution during the testing program up to 21 May 2010

2.3.2 Where couriers cannot avoid making deliveries after school hours, the Principal or the Principal's delegate (someone who occupies a position of suitable responsibility, whom the Principal determines or nominates as an eligible person to accept test material delivery) must take delivery of the test material. It must not be left unattended at schools or other locations. In such circumstances, delivery contractors will be required to employ the method agreed between the Test Administration Authority and the contractor for managing materials unable to be delivered or received. The agreed method must include that no test material is to be left unattended or unreceipted.

2.3.3 Deliveries to out-of-school locations, such as for home-schoolers, must not be made before the Friday of the first week of testing, 7 May 2010.

2.3.4 Test Administration Authorities should publish the expectation that very secure storage facilities exist in schools undertaking the tests or in locations close to the schools.

2.3.5 Test Administration Handbooks (available to teachers) must not disclose any test content.

2.3.6 Test Administration Authorities or the employing agency, be it school authority/school owners/school boards, should be directly responsible for any disciplinary action in the schools in their jurisdiction that follows from inappropriate behaviour by school staff or students in relation to security of test material.

2.4 Responsibilities of the Principal

2.4.1 The Principal is responsible for the overall security and confidentiality of all test and test support materials from the time of receipt of those materials at the school through to and including the safe collection or dispatch of those materials on conclusion of the tests on 21 May 2010.

2.4.2 The Principal is to ensure that whoever receives the test material signs for it and legibly records their name and the time the material arrives at the school.

2.4.3 The Principal (or the Principal's delegate who signs for the material) must ensure the contents and quantities of deliveries are correct as soon as possible after the receipt of the material. In the event of incorrect/ incomplete delivery, the relevant Test Administration Authority must be notified immediately. The Service Level Agreements must specify how packaging is to be undertaken. They must include a requirement for a method of confirming secure delivery without opening materials. The test materials should be packed in such a way that tampering is evident.

2.4.4 The Principal is responsible for ensuring tests and test materials are sorted and prepared for distribution to classes in advance of the test period, but no earlier than is necessary for the effective administration of the tests. Up to a day earlier for the purpose of sorting materials, not to access test content, is reasonable. Schools which need greater flexibility should apply to their Test Administration Authority. Except in special circumstances, where the size of the school precludes this, any person/s acting as a delegate of the Principal and assisting the Principal in this task should not be a classroom teacher of any class sitting the tests.

2.4.5 The Principal should ensure that no test materials are made available to members of the wider community, including the media, unless permission is granted by the Test Administration Authority.

2.4.6 The Principal must ensure that Test Administrators involved in the testing are informed of test processes and are made familiar with information provided on test administration.

2.4.7 The Principal should ensure that all test materials, including stimulus material, are kept secure until the end of the test period, 21 May 2010

3 COMMUNICATIONS WITH SCHOOLS

3.1 National responsibility

3.1.1 A Communications Strategy exists which outlines clearly the respective roles that Curriculum Corporation and Test Administration Authorities play in the communication to schools.

3.1.2 A NAPLAN website is maintained with updates on all aspects of the national tests, including sample questions.

3.1.3 Common content for Test Administration Handbooks for Principals and Test Administrators, as well as information for brochures/pamphlets, will be provided to Test Administration Authorities.

3.2 Responsibilities of Test Administration Authorities

3.2.1 Test Administration Authorities will facilitate the distribution of common information to parents/school communities.

3.2.2 Test Administration Authorities will collect student background information from schools as agreed by Education Ministers. This is to enable nationally comparable reporting of students' outcomes against the National Goals of Schooling in the Twenty-first Century.

For further details, consult the current Data Implementation Manual on the MCEETYA website.

3.2.3 Test Administration Authorities will collect signed authorisation, in a manner that suits them, on the following:

- test exemptions;
- parental withdrawal;
- absences;
- students accessing special provisions;
- declaration for parents acting as supervisors for their own children.

3.2.4 Test Administration Authorities will establish procedures for the conduct of tests for visiting students from other Australian schools. These must include:

- The postal addresses of all the Test Administration Authorities in the Administrative Handbooks.
- Instructions in the Administrative Handbooks that schools with visiting students should post the books to the relevant home Test Administration Authorities interstate.
- Agreements with the contractor about how interstate books are to be treated and this information included in the Service Level Agreements.

3.2.5 Test Administration Authorities will establish procedures for testing students in International schools, both in Australia and overseas, who have links with Australian Education Authorities.

3.2.6 Test Administration Authorities will establish procedures for the collection of information on the demand/need for the production of test materials in alternative formats.

4 ACCOMMODATIONS

4.1 Disability Standards for Education

4.1.1 The ***Disability Standards for Education***, which came into effect in August 2005, set out the rights of students with disabilities in relation to education and the obligations of school education providers under the ***Disability Discrimination Act 1992***.

The Standards set out a process whereby education providers can meet this obligation. This includes an obligation to make reasonable adjustments (accommodations) where necessary to ensure the maximum participation of students with disabilities. The process includes:

- consultation with the student (or an associate of the student);
- consideration of whether an adjustment is necessary;
- if an adjustment is necessary, identification of a reasonable adjustment;
- making the reasonable adjustment.

The term 'reasonable adjustment' is described in the following manner: "An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students." (from Section 4.2).

Special provisions should allow students with various disabilities access to NAPLAN. This functional approach will provide special provisions which reflect the kind of support and assistance usually provided in the classroom in order for students to demonstrate what they know and can do. The functional approach utilised, however, must be within reason and must not compromise test conditions. For example, reading to a student during the Reading test (even if this is what the student has in their normal classroom) is not appropriate.

A student may have access to more than one special provision in any one test.

4.1.2 Reasonable adjustments or accommodations are provided to students with disabilities or special needs through a range of special provisions. Special provisions may be accessed by a student for all or part of the tests. (See Table 4.6)

4.2 Responsibilities of Test Administration Authorities

4.2.1 Each Test Administration Authority will:

- make known to schools in their jurisdiction, the requirements under the ***Disability Standards for Education 2005*** and the subsequent obligations of education providers under the ***Disability Discrimination Act 1992***;
- publish the examples of special provisions provided for inclusion in the Test Administration Handbooks;
- comply with a consistent approach across all States and Territories where students access any accommodations as set out in the Test Administration Handbooks for the NAPLAN;
- describe the protocols governing the use of the special provisions available, including a scribe (see 4.4) or computer (see 5.6.3);
- describe the protocols under which a student may access an accommodation due to a temporary disability as a result of a misadventure or accident; for example, by providing a scribe (see 4.5) for a broken arm;
- collate requests for alternative format papers and organise provision of the alternative formats within a given production timeframe.

4.3 Responsibility of the Principal

4.3.1 The Principal must:

- identify students who require access to special provisions;
- make arrangements at the local level to accommodate students accessing any special provision they require in order to participate in the NAPLAN;
- apply for alternative format papers to the relevant Test Administration Authority or other agency authorised to collect this information on its behalf, prior to the test;
- provide a list of special provisions to the Test Administration Authority or other agency authorised to collect this information on its behalf of the special provisions being offered by the school;
- ensure that the Test Administrator supervising the test has an understanding of the protocols related to special provisions and their administration.

4.4 Use of a Scribe

The NAPLAN is a diagnostic test that gives information about specific aspects of student performance. It is important, when providing support in the form of a scribe or a word processor, that a student is neither unfairly advantaged nor disadvantaged. Therefore, to ensure the final tests accurately reflect the student's own skills when measured against the marking criteria, it is essential that the test conditions be applied consistently for all.

4.4.1 When a scribe may be used

A scribe may be provided for a student who:

- has difficulty with writing due to a medical condition;
- experiences excessive fatigue of hands or upper limbs due to a medical condition;
- has processing difficulty due to a head injury;
- does not have fluency using alternative support, eg students in year 3 who lack fluency using Braille code.

A Scribe is there to provide access to the test, not to improve the child's performance.

4.4.2 Use of a scribe in the Writing Test

A trained scribe is permitted to assist a student to complete the ***Writing*** test **only where the student normally uses a trained scribe in the classroom, and prior written permission must be sought and given by the respective Test Administration Authority**.

All scribes must understand how they may assist the student by adhering to the following rules. These rules may be photocopied.

4.4.3 Scribe Rules for the Writing Test

The scribe may be either a teacher or a school student support person (not being a parent of the student) who has been briefed in the test administration procedures and the following conditions.

- An alternative test setting should be provided so that other students are not disturbed and additional time may be allocated if needed.
- Test instructions should be delivered exactly as outlined in the test administration scripts in the appendices.
- After allowing the student time to reflect and consider, the scribe will write as the student dictates and may not suggest ideas or words to use nor prompt in any other way.
- As the student dictates, the scribe will write word for word to represent the student's own language, printing **all words in lower case without any punctuation**.
- The scribe may need to read the text back throughout the writing process to help the student maintain continuity until the text is complete.
- A **spelling check** must be performed before the student can be given the scribed text to proofread and edit. The scribe will select four (4) easy words, four (4) average words and four (4) difficult words that have been used in the text and ask the student to orally spell each one. The scribe will record the student's oral spelling of each word in a space below the text.

When completed, cover the scribed text and show the student only the 12 spelling words. Ask the student to check these words and indicate any change that the scribe should make.

- When the test is over, the scribe will write the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
- **During the editing time**, give the scribed text to the student to proofread and to indicate where punctuation is wanted (the scribe will then mark the capitals, full stops, paragraphs etc. as directed).
- During this time the student may also indicate any changes or additions to the text, and the scribe will write these in.

4.5 Use of a scribe for temporary injuries

4.5.1 For the Writing Test

A student with a recent temporary injury, such as a broken arm, who is unable to complete the Writing test cannot use a scribe and should be marked absent from this test.

4.5.2 For the other tests

If necessary, a support person may record the student's responses for the other tests (ie shade bubbles indicated by the student, write short responses or answers dictated by the student).

4.6 Table: Accommodations

Types of Special Provisions provided

Using a Scribe	Writing Test	Temporary Disability- Other Tests	Temporary Disability –Writing Test
Scribes can only be used for the tests if this is the normal practice in the classroom.	√ Also see 4.4.3 above	√ Also see 4.5.2 above	X Also see 4.5.1 above
Reading to students	Permitted	Not permitted	
	To read: • test instructions • writing instructions	To read: • numbers or symbols • interpret diagrams or rephrase	

	• practice questions • writing stimulus • numeracy questions (not numbers or symbols)	questions • read questions, multiple choice distractors or stimulus material in the Reading or Language Conventions tests • paraphrase, interpret or give hints about questions or texts
Special Provisions Include:	Permitted	
Large print	√	
Braille	√	
Coloured overlays	√	
Assistive technology	√	
Oral sign support	√	
Separate supervision	√	
Extra time	√	
Rest breaks	√	
Screen reader		

	√

5 ADMINISTERING THE TESTS

5.1 Responsibilities of Test Administration Authorities

5.1.1 Test Administration Authorities will be responsible for:

- ensuring the supply of all test booklets, manuals and procedures to schools to facilitate the administration of the tests for all students in their jurisdictions;
- all registered students who undertake the test in approved locations other than schools, including home-schooling, in hospitals or elsewhere;
- the administration of arrangements for schools applying for and being granted variations to the test dates;
- the procedures for the return of test booklets completed by students after the published test dates;
- transcription of students' work in alternative formats for preparation for electronic marking.

5.1.2 Test Administration Authorities will be responsible for ensuring that registered home-educated students or those in non-school locations, such as a hospital, are provided with access to take part in the assessment in alternative locations such as:

- at either a central location managed by the relevant Test Administration Authority or;
- with the agreement of the Principal, students may complete tests along with students at a local school, or;
- where neither of the options above is a possibility, the student may undertake the test at home or in a hospital or other non-school location.

5.1.3 Test Administration Authorities may grant permission for parents to act in locum for the Principal and Test Administrator if this is the only way access to the test can be achieved for the child.

5.1.4 The same demands regarding security surrounding storage and dispatch of test materials are expected of parents acting as Test Administrators as they are of Principals and test Administrators (see section 2).

5.2 Responsibility of the Principal

5.2.1 Principals are responsible for the administration of tests within their school.

5.2.2 Principals are responsible for the administration of arrangements for students undertaking 'catch-up tests' and the conditions under which they are taken for 2010.

5.3 Time for testing

5.3.1 Schools should schedule tests on the dates agreed by AESOC.

5.3.2 In 2010, schools with compelling reasons will be able to request permission from their Test Administration Authority to participate in the tests in the week after testing to 22 May 2010. This option is only available to classes or groups and not individual students. The compelling reasons must be of a serious order and could, for example, include cases where a school has booked an overseas excursion where the dates cannot be changed, or where schools are expected to participate in State-based activities such as Showdays.

5.3.3 Schools should schedule tests so that they are undertaken in morning sessions on the agreed test dates.

5.3.4 Where there is more than one test scheduled for any day, a minimum of 20 minutes break time for students should be provided between the two test sessions.

5.3.5 The common standards also apply to the test 'catch-up day/s'. In 2010, individual students will not be able to undertake catch-up tests in the week following the national tests. They may undertake catch-up tests on the days in the test week, after the scheduled test.

5.3.6 Tests must not be conducted prior to the published test date under any circumstances.

5.4 Test preparation

5.4.1 Responsibilities of the Principal

5.4.1.1 The Principal will determine and appoint, if required, relevant persons to act as Test Administrators.

5.4.1.2 The Principal will ensure Test Administrators are provided with all relevant test administration instructional material and are familiar with the requirements of the role.

5.4.1.3 Principals will need to get permission from their Test Administration Authority and obtain written confirmation where laptops or other computers are to be used. If this is the case, the internet connection of the laptop or other computer must be disabled.

5.4.1.4 The Principal must ensure that:

- under no circumstances are any students to undertake a test before the test date;
- under no circumstances are students to undertake a test without supervision;
- during the test, students are not able to view material within the test area that could assist them to answer questions (such as multiplication tables, spelling lists, writing charts, etc.);
- where the calculator function of a laptop or other computer is used in the test, internet access is not available.

5.4.1.5 The Principal has the responsibility to adhere to and enforce the procedures outlined in the Test Administration Handbook.

5.5 Test supervision

5.5.1 Responsibilities of Test Administration Authorities

5.5.1.1 Test Administration Authorities are responsible for the inclusion of the relevant sections from the National Protocols for Test Administration as well as the common content on test administration, in relevant Test Administration Handbooks and guidelines.

5.6 Responsibilities of Test Administrators

5.6.1 Test Administrators are responsible for items that students may bring into the test area.

Test Administrators must ensure that students bring into the test area only the items permitted. On no account are students permitted to bring mobile phones into the test area.

The items permitted are:

- grey lead 2B or HB pencils;
- pencil sharpener;
- eraser;
- blue or black biros, ballpoint pens;
- one blank piece of paper for planning for the Writing test, which is to be collected by the Test Administrator at the end of the test;
- blank paper for working in the Numeracy tests;

- calculators for the Year 7 and 9 Numeracy calculator tests;
- where necessary, assistive technology as a special provision, which may include a laptop;
- laptops or computers where prior permission has been received from the Test Administration Authority.
- a book or material for some other quiet activity for students who finish early.* Please note that, in the Writing test, students must not have access to a reading book while still completing the test.

5.6.2 Test Administrators are responsible for the use of calculators in the Years 7 and 9 Numeracy tests.

- Students will be permitted to bring into the test the calculator that they currently use at school or with which they are most familiar.
- Schools should ensure that they have a sufficient reserve supply of calculators.
- Test Administrators will be responsible for ensuring that any calculator used during the test has been checked to ensure that no information that might advantage a student has been stored on the calculator.

5.6.3 Reading to students
(see also Table 4.6)

Test Administrators are permitted to read:

- test instructions;
- writing instructions;
- practice questions;
- writing stimulus;
- numeracy questions (not numbers or symbols).

Test administrators are NOT permitted to:

- read numbers or symbols in the **Numeracy** tests;
- interpret diagrams or rephrase questions;
- read questions, or stimulus material in the **Reading** or **Language Conventions** tests;
- paraphrase, interpret or give hints about questions or texts.

5.7 Time taken to complete tests

5.7.1 All students should complete the test within the time allocated for each test.

5.7.2 Variations from the allocated time should only be permitted in cases where students have been granted accommodations prior to the tests and should be recorded on the student's test booklet consistent with the procedures in the Test Administration Handbook.

5.8 Instructions by Test Administrators

5.8.1 Instructions outside the specified test administration running sheet should be minimal. Typically these instructions may be to:

- remind students of elapsed time;
- maintain test conditions for all students;
- remind students to check that they have completed all questions.

5.9 Collection of test materials

5.9.1 Test Administrators are to collect all test materials from the test area and keep them secure until returned to the contractor. All other material including stimulus and unused materials must also be collected from the test area and kept secure until the end of the testing period, 21 May 2010. No students, teachers (unless they are a Test Administrator) or any unauthorised person should remove any test material from the test area.

6 MARKING

6.1 National responsibilities

6.1.1 A common minimum set of quality assurance procedures and processes to ensure comparable marking standards across the country will be set at the national level.

6.1.2 Advice on the proposed quality assurance procedures for marking will be provided by the Expert Advisory Group of the AESOC Steering Group.

6.1.3 The procedures will include:

- a common set of marking criteria for the Writing test as well as any questions requiring judgment on the quality of a response. The three means for arriving at student scores include:
    1. expert marking *(marking requiring professional judgment on the value of the answer - includes all partial credit questions)*;
    2. professional scoring *(trained scorers who provide a score based on a defined set of acceptable responses)*;

3. editing *(recording student responses by keying from paper or from screen or via a suitable technology such as Optical Character Recognition (OCR) or Intelligent Character Recognition (ICR)*.

- common training procedures and materials; this will include common marker manuals, training scripts, and the training of a lead marker/s from each Test Administration Authority.
- two days of training for new markers in 2010. A common program providing at least one day of training will be developed and adopted for all markers. A second day for specific purposes, at the discretion of the TAA, will also be available. Guidelines for the circumstances when markers may access two days training will be discussed further.
- agreed common minimum procedures for quality assurance that will apply across all Test Administration Authorities.

6.2 Responsibilities of Test Administration Authorities

Test Administration Authorities include all State and Territory Education Departments or Test Authorities.

6.2.1 Test Administration Authorities may enhance quality assurance procedures over and above the procedures set out at the national level.

6.2.2 Test Administration Authorities will deliver the training to markers in their own jurisdictions.

6.2.3 Test Administration Authorities will take steps to ensure that all marking is completed to ensure data is delivered for centralised analysis by a common date to be agreed by all Test Administration Authorities. Further agreed quality control measures may be implemented following analysis of national marking consistency data.

6.2.4 Test Administration Authorities will take responsibility for the following:

- recruitment of markers;
- hours of marking;
- pay rates and conditions;
- employment and training of personnel for scoring responses not requiring judgments of quality (editors);
- providing the training to all three categories of markers.

MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

YEAR

3579

Test Administration Guide

2009 National Assessment Program
Literacy and Numeracy

Queensland Government

QSA Queensland Studies Authority
Partnership and innovation

Introduction

Thank you for administering the National Assessment Program — Literacy and Numeracy (NAPLAN) in 2009.

Your role in the administration of the tests is critical. All test administrators therefore must be familiar with all the procedures in this handbook. A calm, well-organised environment will help students to respond positively to these tests.

The handbook has clearly marked sections for each of the four tests. Please read the relevant section of the handbook before you administer each test.

Please note:

The *Language conventions* and *Writing* tests are contained in the same book and there is only one *Numeracy* testbook for each year level. For Years 7 and 9 the *Numeracy — calculator-allowed* test and *Numeracy — non-calculator* test are contained in the same testbook.

Test sequence and timing

The tests are scheduled for the morning of the days shown in the table below. All schools across Australia should complete the tests on the same days.

Test sequence for Year 9

Tuesday 12 May	Wednesday 13 May	Thursday 14 May
Language Conventions	Reading	Numeracy – calculator-allowed
Break (at least 20 minutes)		Break (at least 20 minutes)
Writing		Numeracy – non-calculator

Timing of the test sessions

Test administrators must keep to the specified time frames.

Only students who have been granted special consideration from the principal are allowed extra time to complete the tests. (See *2009 Test Preparation Handbook.*)

The specific timing for each of the tests is provided at the beginning of each section of this handbook.

Preparing for the test

In the weeks before the test, the school principal/delegate will have met with you to:

- determine where the test sessions will be held
- determine the duration and organisation of breaks
- discuss organisational procedures required during the tests
- review the handling of emergencies and problem situations
- explain the organisational arrangements for non-participating students
- establish the procedures for when the test is administered by a supply/relief teacher.

On test day

On the morning of each test, make sure you understand all procedures. Check that you have the correct named testbooks for your group, including some unnamed testbooks for

any student enrolled after the online data collection. Also check you have sufficent stimulus material and any other test requirements, e.g. scrap paper or calculators.

Arrange seating so that students cannot copy from each other.

Any posters, displays or teaching materials that might help students to answer questions should be covered, reversed or removed from the room during the test.

The following items **must not** be used as they will interfere with the validity of the test or the scanning of the testbooks. Please ensure that **none** of these is on any student's desk:

- dictionaries
- coloured pens or pencils
- mechanical lead pencils such as *Pacers* or pencils with a lighter grade than HB
- felt pens
- highlighters
- correction fluid such as *Wite-out*
- glue
- reusable adhesive such as *blu tack*
- mobile phones.

Distribution of materials

You should have ready for distribution the required number of:

- Type 1 testbooks (named) for students in your class
- Type 2 testbooks for students for whom there is no book overprinted with their name
- the relevant stimulus materials
- blank paper for the *Writing* test
- blank paper for *Numeracy* test(s).

Student materials

During the tests, each student will need to have:

- 2B or HB pencils
- blue or black biros (for *Writing* test only)
- an eraser
- a sharpener
- some quiet activity to go on with if they finish early. (For the *Writing* test, students should not have access to a reading book while completing the test.)

Supervising the testing session

As the person who delivers the national test, the test administrator is crucial to the ultimate validity and fairness of the national test. In supervising the tests, the test administrator should:

- deliver the instructions accurately
- encourage student participation
- monitor student conduct.

Assisting students

It is expected that professional and ethical behaviour will be demonstrated regarding all aspects of the test administration. Please remember that any help with answering questions for a student that advantages them in any way is cheating.

In all tests, you may assist a student by:

- reading and clarifying general instructions
- reminding students of the response types (e.g. shade a bubble)
- advising students to leave a question about which they are unsure and to move on to another question
- advising students to return to any unanswered questions if there is time at the end
- providing general encouragement to students to continue.

You must NOT provide the following assistance:

- give hints or examples
- explain, paraphrase or interpret questions
- indicate to students whether answers are correct or incorrect
- remind students about related work completed in class
- provide extra time.

During the *Language conventions* test, you must not:

- read **any** test items to the students — including the spelling items
- write any spelling words for students, on the board or elsewhere.

During the *Writing* test, you must not:

- discuss the writing test
- provide any structure or content, whether orally or in writing
- prompt or write for a student.

During the *Reading* test, you must not:

- read anything from the magazine
- read any test questions.

During the *Numeracy* tests, you must not:

- read the numbers or symbols
- explain the meaning of any symbols, numbers or mathematical terms
- interpret any graphs or diagrams.

However, in the *Numeracy* tests ONLY, you may assist a student by:

- reading the questions.

How to read the test administration script

As these are standardised tests, it is important that they are administered uniformly according to the timetables and instructions in this handbook.

Test administrators **MUST** read aloud to students all instructions in shaded boxes like this.

READ

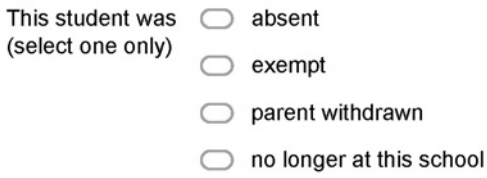
> Today you will be completing the *Writing* test. You will each have a *Writing* testbook in front of you.

Practice questions

The purpose of practice questions is to familiarise students with the different response types. This is not an opportunity for teaching. Move through these questions as quickly and efficiently as possible.

Recording test participation

If students are not present, are exempt, withdrawn from the test or no longer at your school, you **MUST** shade **ONE** of the bubbles on the front cover. See the following example.



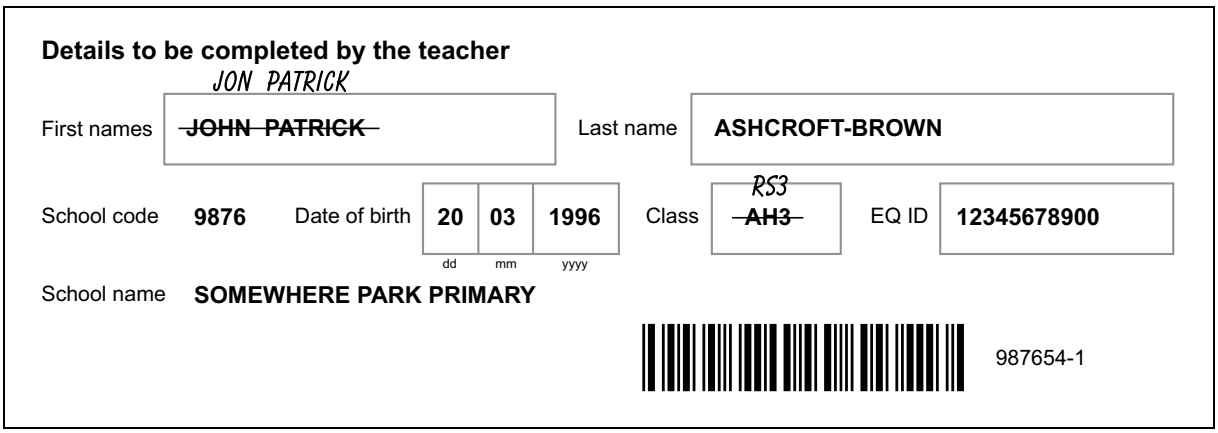
The bubbles on the front of the testbook provide the information about test participation. Please shade these bubbles at the end of the test session. Only shade the absent bubble after it is clear that a student will **not** be completing the test. If a student is yet to sit the paper in a "catch-up" session, do not shade a bubble.

It is important that these bubbles are shaded accurately, because they will determine whether or not a student will receive a report.

Correcting errors in Type 1 (named) books

During the tests students will be asked to check that they have the testbook that belongs to them and to check the accuracy of overprinted details. These details *should* be correct as they have been printed from enrolment data provided by your school.

If there is an error in the overprinting of details on the Type 1 testbooks, teachers are asked to rule a single line through the incorrect information and print the correct details neatly above. **However, teachers need to be sure that overprinted data is indeed wrong.**



"Catch-up" sessions for students absent on the test days

It is very important that a high level of student participation is reached in this national assessment. Every effort should be made to ensure all eligible students are assessed during the testing period (12–14 May 2009).

Where students are absent for one or more of the tests, arrangements should be made for those students to sit the tests on either the afternoons of the test days on which they are present or on Friday 15 May 2009.

Tuesday 12 May — Year 9 *Language conventions* test administration

This test is to be conducted in one session. It assesses a student's ability in spelling, grammar and punctuation.

Please note that the testbook contains two tests. One side has the *Language conventions* test and the other side contains the *Writing* test. Make sure that students use the same testbook for both tests.

Time allocation:

Introduction time: 10–15 minutes
Test time: 45 minutes

Preparation for the Language conventions test session

- Arrange the room so that students cannot copy from each other.
- Check that there is a *Year 9 Language conventions/Writing* testbook printed with the name of each student doing the test.
- Allocate Type 2 testbooks to those students who do not have a named testbook. Write student details on the front cover. If you don't have time to complete the whole teacher section, write student names on these testbooks, and complete this section after the test has been completed.
- Write start and finish times for the actual test time on the board.

Materials required

Each student should have	The test administrator should have
• a *Language conventions/Writing* testbook • 2B or HB pencils only • an eraser • a sharpener • some quiet activity to go on with if the student finishes early.	• a *Test administration handbook* • spare student testbooks • spare pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions.

Test administration script

READ

You should each have a *Year 9 Language conventions/Writing* testbook, a pencil and an eraser on your desk. Check to see that you have these things on your desk. If your testbook says *Year 9 Writing* turn it over to the other side.
Do not open your testbook until I tell you to.

Allow students time to check they have the required materials.

READ

Look at the front cover of your testbook. Your name and date of birth are printed on it. Please check that this is your testbook and that your name and date of birth are correct on the cover.

Allow students time to check their details. If there is an error in the printed details, note it and correct it later. (See page 4 of this handbook for guidance in making corrections.)

READ

Look at the two boxes at the bottom of the front cover. Write your first name or names in the top box and your last name in the bottom box.

Show students where to write and allow them time to complete the task.

READ

> In the section below where you have written your name, shade the bubble to show whether you are a boy or a girl.
> If you are an Aboriginal person or a Torres Strait Islander person, shade the bubble to show this.
> If you are an Aboriginal and Torres Strait Islander person, shade both bubbles.
> If you are neither of these, you do not need to shade a bubble on this line.

Make sure all students do this correctly.

READ

> Turn your testbook over so you can see the back cover. This is the cover for the *Writing* test. There are two boxes on this cover for your name as well. Write your first name or names in the top box and your last name in the bottom box. It is important that you write your names in these boxes exactly the same way that you wrote them on the *Language conventions* cover. Do that now.

Show students how to "flip" the book to see the back cover and where to write. Allow them time to complete the task.

READ

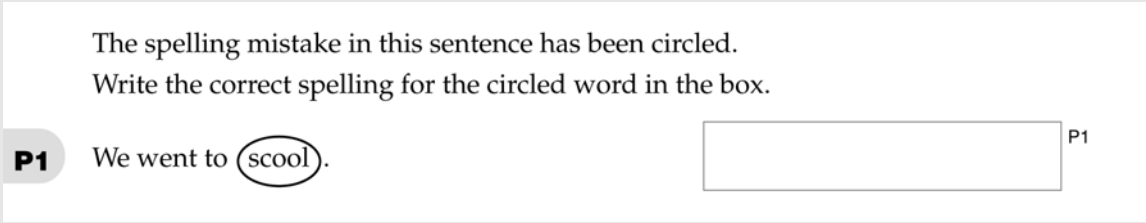
> Now turn your testbook over again so you are looking at the *Language Conventions* cover.

READ

> This is a test of your spelling, grammar and punctuation.
> We will start the session by working through the practice questions together. Turn to page 2 of your testbook. These are the practice questions. The test questions will be harder.

Show students page 2 of the *Language conventions* testbook.

READ

> There are different kinds of questions in this test. I am going to show you how to answer them. We will do these practice questions together. You will have to do the test questions on your own. They will be harder than these practice questions. For some questions, you have to write the correct answer in a box. Look at practice question one, while I read it.
>
> 
> The spelling mistake in this sentence has been circled.
> Write the correct spelling for the circled word in the box.
> **P1** We went to (scool). P1
>
> You have to write the word *school* correctly in the box. Do that now.

Allow students time to write the word.

READ

> You should have written *school.* If you did not write *school*, rub out the incorrect answer **completely** and write it now.

Demonstrate how to write the word in the box as you spell it out.
Allow students time to change their answers to the correct response.

READ

Read practice question two. Write your answer inside the box. Do that now.

This sentence has one word that is incorrect.
Write the correct spelling of the word in the box.

P2 We bought fresh bred. P2

Give the students time to read the question and write the word.

READ

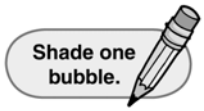
You had to find the one word that was incorrect and then write it correctly in the box. The word that was incorrect was *bred*. You should have written *bread*. You should have written inside the box. If you made a mistake, rub it out completely and write the correct answer.

Demonstrate how to write in the box. Give the students time to correct any errors.

READ (voice the missing word with a sound like mmm)

For some questions you have to shade a bubble. Look at the pencil icon at the side. This tells you how many bubbles to shade. Read practice question three and shade the correct bubble.

P3 Which word correctly completes the sentence?



Do you have ____ pet?

a	if	he	she
⬭	⬭	⬭	⬭

Give the students time to read the question and shade a bubble.

READ

The correct sentence would be *Do you have a pet*? You should have shaded the first bubble — under *a*. If you didn't, rub out your answer completely and shade the first bubble now.

Give the students time to erase and correct any errors.

READ

The pencil icon reminds you to shade **only** one bubble. An icon like this at the top of a page tells you what to do. (*Point to the icon*.) Remember to shade clearly.

READ

Look at practice question four. This question doesn't have an icon at the side. That is because the icon in practice question three tells you what to do in this question too.
Read practice question four and do it now.

Read the text *Cats and dogs*. The text has a gap.
Choose the correct word or words to fill the gap.

Cats and dogs

Some people like cats **P4** they like dogs.

- more
- more best
- more than
- more better

Give the students time to read the question and shade a bubble.

READ

You should have shaded the bubble beside the third bubble — *more than.* If you haven't shaded that bubble, rub out your answer completely and shade the third bubble.

Give students time to erase and correct any errors.

READ

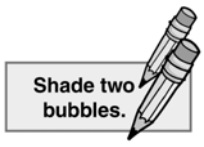
Some question may require two answers. These questions have a two-pencil icon, like this, at the side. Practice question five requires you to shade two bubbles to show where the full stops should go in the text.

READ

Read practice question five and shade the bubbles to show your answer.

P5 Where do the **two** missing full stops (.) go?

We are having a party It will be fun



Give the students time to read the question and shade two bubbles.

READ

You should have shaded both the third and fourth bubbles. If you haven't shaded those bubbles, rub out your answer completely and shade the third and fourth bubbles.

Give students time to correct the answer, rubbing out any errors completely.

READ

We have now finished the practice questions. Put down your pencils. We are going to begin the test now. You will have to work by yourself so listen carefully while I tell you what to do.

Make sure students are paying attention.

READ

> Open your testbook. Look at page 3. All of the questions on this page have a circle around the word that is incorrect. That is like our first practice question. You have to write the correct spelling in the boxes. You need to begin with these questions.

Hold up the book. Show the students.

READ

> When you have finished those questions move straight on to the others. Keep going until you have finished all 54 questions. In this test, you will have to write a word in the box or shade a bubble.
> Remember that an icon at the top of a page tells you how many bubbles to shade. (*Show page 6.*)
> Read the instructions carefully. If you have trouble with those, you can ask me. However, I cannot read the test questions to you.
> Are there any questions about what you have to do?

Answer any questions about what students have to do.

READ

> You have 45 minutes to finish the test. Write neatly so that your answers are easy to read. Shade the bubbles carefully.
> If you make a mistake, rub it out completely and try again.
> If a question is too hard, do the next one. You can come back to the ones you skipped, if you have time.
> You should work on your own at all times. You are not allowed to talk to other students.
> If you have any problems, please raise your hand and I will come to speak with you.
> I will let you know when you are half-way through the test and when you have 5 minutes left. If you finish before the time is up, check all your answers.
> Pick up your pencils. You may start now.

Supervise students closely to make sure they are on task and responding in the correct ways. Check they are writing with 2B or HB pencils and not with pacer-type pencils.

Remember you can help by reading the instructions. You may not read the test items. (See page 2 of this handbook for additional guidelines about assisting students.)

Tell students when half the test time has elapsed.

After 40 minutes, **READ**

> You have 5 minutes left. If you have already finished, take some time to check all your answers. When you have finished, close your testbook.

After a further 5 minutes, **READ**

> Thank you everyone. Please put your pencils down. The *Language conventions* test is now finished. Well done! Close your testbooks and stay seated.

After the test

- Students may leave testbooks closed on their desks while they go on a break.
- Secure the room during the break.
- The *Writing* test is printed on the reverse side of the *Language conventions* test.
- Ensure that students return to the desk where their testbook is situated.
- Check that students have their testbook before they begin the *Writing* test.

STUDENTS MUST HAVE A BREAK OF AT LEAST 20 MINUTES BEFORE BEGINNING THE *WRITING* TEST

Tuesday 12 May — Year 9 *Writing* test administration

After the break make sure students return to the same testbook that they used for the *Language conventions* test. Ask students to check that the testbook they have has their name printed on it. Ask them to turn it over so the *Writing* test is facing up.

This is an assessment of a student's ability to plan and write a narrative independently. There **must not** be any teacher input or assistance.
The test is to be conducted in one session after a break of at least 20 minutes.

Time allocation:

Introduction time: 10–15 minutes
Test time: 40 minutes

This is made up of:
Planning: 5 minutes
Writing: 30 minutes
Editing: 5 minutes

Preparation for the Writing test session

- Arrange the room so that students cannot copy from each other.
- Cover, reverse or remove any charts or spelling lists that may unfairly advantage the students.
- Check that students return to the desk where the *Year 9 Language conventions/Writing* testbook printed with their name is. The *Writing* test is printed on the other side to the *Language conventions* test.
- Check that students have printed their names correctly on the covers. Their names must be written in exactly the same way as they were on the *Language conventions* testbook.
- Allocate the same Type 2 testbooks to those students who used one for the *Language conventions* test.
- In the unusual instance where a student may have been absent for the *Language conventions* test but will sit the *Writing* test and does not have a named testbook, use a Type 2 (unnamed testbook), and fill in both covers and mark the student absent on the *Language conventions* test.
- **Ensure that no student uses a "pacer-type" pencil or a lighter grade of pencil than HB as it may create scanning problems when being marked or it may not be able to be read clearly by the marker.**
- Write start and finish times for the actual test time on the board.

Materials required

Each student should have	The test administrator should have
• a *Language conventions/Writing* testbook • the coloured, single page writing stimulus • a sheet of blank paper for planning • 2B or HB pencils (no "pacer-type" pencils)or blue or black biros • an eraser • a sharpener • some quiet activity to go on with if the student finishes early.	• a *Test administration handbook* • the coloured, single page writing stimulus • extra blank paper • spare student testbooks • spare pencils, erasers, sharpeners • a watch or clock for timing the test.

Test conditions

You must only read the words on the stimulus.

DO NOT:

- brainstorm with students
- allow students to discuss the topic
- give students ideas or pre-developed plans
- discuss the pictures on the stimulus
- write anything on the board other than the start and finish times for the writing and editing part of the test
- plan for the students
- allow students access to reading books while completing the *Writing* test.

Test administration script

READ

> Now you will do a *Writing* test. You should each have a *Year 9 Writing* testbook, the writing stimulus page (*show students*), a piece of blank paper, a 2B or HB pencil or blue or black biro and an eraser on your desk. Do not open your testbook until I tell you. Look at the cover that has *Writing* printed at the top. Please check that this is your testbook and your name is on both covers of the testbook.

Allow students time to check they have the required materials. Help students if needed. If there is an error in the printed details, note it and correct it later. (See page 4 of this handbook for guidance on corrections.)

READ

> Put your pencils down now. Do not do any more writing until I tell you to. Listen carefully now.

Hold up a copy of the writing stimulus page for students to see.

READ

> You will be using the information on this page to help you write your story.
> Follow carefully while I read it to you.

Point to the information you are going to read. Read **everything** on the writing stimulus page, from top to bottom to the students.

READ

> In this test you are going to write a narrative. Narratives are also called stories.
> You have to write a story about the topic — (*state topic from the stimulus*). You can use the ideas from this stimulus sheet or you can use your own ideas about this. Look at the pictures and the words to help you with your ideas.

READ

> Before you begin to write, I am going to give you time to do some planning. You can plan in different ways. For example, you could plan by writing some ideas, making a timeline, making an outline or by drawing pictures. You can also plan by quietly thinking or imagining your story. Choose the kind of planning that helps **you** to write a good story.
> You **can** use this blank sheet of paper for planning.

Show planning sheet.

READ

> Do not write in your book yet. It should still be closed. You have 5 minutes planning time. I will tell you when the planning time is finished. (*Pause.*) Please start your planning now. Use the blank paper to plan.

Supervise students to make sure they are planning their work independently but are not writing in their testbooks. If students have difficulties, encourage them to look at the stimulus sheet. **Do not help students to develop or structure their stories**.

After 5 minutes, **READ**

> That's all the time you have for planning. You now have 30 minutes to write your story. Put your planning sheet where you can see it. Open your *Writing* testbook. *(Indicate.)* You have three pages to write on. Only the writing you do on these pages will be marked. You should start writing on the first lined page. Make sure your writing is clear enough for someone else to read it easily.
> I will tell you when you are half-way through the test time and when you have 5 minutes left to finish your writing. After the writing time you will have another 5 minutes to edit your work. Please start writing your story now.

Supervise the students to make sure that they have begun writing. Check that they have begun writing on the first lined page of the testbook. Quietly speak to those students who are not working. Refer them to the stimulus for ideas **but do not help them to write their story**. (See page 2 of this handbook for additional guidelines about assisting students.)

Do not provide extra paper or an extra writing book, as these will not be marked.

Make sure that students are writing with 2B or HB pencils or black or blue biros and that their writing is large enough to be easily read. Students must not use *Pacers,* correction fluid, felt pens, red pens or coloured pencils as these create problems with the scanning equipment.

After 15 minutes, **READ**

> You have 15 minutes left to finish writing.

If students finish early, ask them to close their testbooks and leave them on their desks. Do not collect the testbooks yet.

After 25 minutes of writing time, **READ**

> You have 5 minutes left to finish writing. If you have already finished, use this time to start checking your work.

After a further 5 minutes, **READ**

> Your writing time is now finished. You now have 5 minutes to check and edit your work.
> You don't have time to make big changes. You can only make small changes to make your story clearer. You can edit by adding or changing words or sentences. You can correct any spelling or punctuation mistakes. You can add some ideas or sentences if you notice you have left something out.

Supervise students to make sure they are editing and completing their stories. Some students edit as they write and may need this time to complete their writing.

After the 5 minutes editing time, **READ**

> Your editing time is now finished. Finish what you are writing and put your pencils down.
> Close your testbooks. Do not put your planning pages or stimulus magazines in your testbooks — keep them separate.
> Stay seated until I have collected all the testbooks and other materials.

Thank students for their efforts.

After the test

Planning pages and stimulus materials must not be sent in with testbooks. Please collect them and keep them separate from the testbooks.

- Check that planning pages are **NOT** folded inside the testbooks.
- Collect **all** the testbooks and make sure that the number of testbooks collected is the same as the number of students who sat the test in that room. Use a class/group list to make sure that books for all exempt, withdrawn and absent students are collected.
- Where appropriate, mark the test participation bubbles on the front cover.
- Check that all other information is complete and correct.
- Return all testbooks to the principal/delegate as soon as possible for secure storage. Do not leave testbooks, whether complete or incomplete, in a classroom.
- Collect all stimulus materials and planning sheets for secure storage until after the "catch-up" days, when they can be returned to the students.
- Return all testbooks whole. Do not remove any pages.

Wednesday 13 May — Year 9 *Reading* test administration

This test is to be conducted in one session and assesses a student's ability in reading and locating information in a variety of text types.

Time allocation:

Introduction time: 10–15 minutes
Test time: 65 minutes

Preparation for the Reading test session

- Arrange the room so that students cannot copy from each other.
- Cover, reverse or remove any charts that may unfairly advantage the students.
- Check that there is a *Year 9 Reading* testbook printed with the name of each student doing the test.
- Allocate Type 2 testbooks to those students who do not have a named testbook.
  Write student details on the front cover. If you don't have time to complete the whole teacher section, write student names on these testbooks, and complete this section after the test has been completed.
- Write start and finish times for the actual test time on the board.

Materials required

Each student should have	The test administrator should have
• a *Reading* testbook • a *Reading* stimulus magazine • 2B or HB pencils only • an eraser • a sharpener • some quiet activity to go on with if the student finishes early.	• a *Test administration handbook* • spare student testbooks • spare *Reading* stimulus magazines • spare pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions.

Test administration script

READ

> Today you will do a *Reading* test. You should have your *Year 9 Reading* testbook, a stimulus magazine, a pencil and an eraser on your desk. Do not open your testbooks until I tell you to.

Allow students to check they have the required materials.

READ

> Look at the front cover of your testbook. Your name and date of birth are printed on it.
> Please check that this is your testbook and that your name and date of birth are correct on the cover.

Allow students time to check their details. If there is an error in the printed details, note it and correct it later. (See page 4 of this handbook for guidance in making corrections.)

READ

> Look at the bottom of the front cover. Write your first name or names in the top box and your last name in the bottom box. Write your name the same way you wrote it for the *Language conventions* and *Writing* tests

Show students where to write and allow them time to complete the task.

READ

In the section below where you have written your name, shade the bubble to show whether you are a boy or a girl.
If you are an Aboriginal person or a Torres Strait Islander person, shade the bubble to show this.
If you are an Aboriginal and Torres Strait Islander person, shade both bubbles.
If you are neither of these, you do not need to shade a bubble on this line.

Make sure all students do this correctly.

Hold up the stimulus magazine for students to see.

READ

In the *Reading* test, you will have to read a passage out of this magazine and then answer some questions about it. The questions are in your testbook. We will start by working through the practice questions together. Turn your testbook and your magazine over to their back pages.

Show students the back covers. Give them time to turn over and locate the questions.

(Test administrators need to determine the pace and emphasis required for the following practice questions. Work through these questions appropriately for your group of students.)

READ

In the *Reading* test, you will answer questions in different ways. These practice questions will show you how to do them. We will do these questions together but, remember, you will have to do the test questions by yourself. The test questions will be harder.
Look at the instructions in the coloured box at the top of the page.
It says "**Read** *Sun Catcher* **on the back cover of the magazine and answer questions P1 to P3**."
The passage that you have to read is on the back of the *Reading magazine.*
Read the text *Sun Catcher* by yourself.

Give students time to read *Sun Catcher.*

READ

To answer the first practice question, you must shade the bubble next to the correct answer. Most questions will be answered in this way.
The pencil icon on the side tells you how many bubbles to shade. It says *Shade one bubble.*
Read practice question one and completely shade the bubble beside the correct answer.

Give the students time to read the question and shade the bubble.

READ

The correct answer is *the foil*. If you did not shade the bubble under the answer *the foil*, rub out your answer completely and shade the correct one now. If you make an error in the test you may rub it out and then shade the correct answer. Make sure you rub out any mistakes completely.

Demonstrate the correct way to shade the bubble. Check that all the students now have the correct bubble shaded and that any incorrect answers have been properly erased. Make sure all students are using a 2B or HB pencil.

READ

Look at practice question two. The icon in question one still tells you how to answer this question. So, read the question and shade the bubble next to the text that correctly answers the question. Do this now.

P2 The pictures help to show you

- ⬭ safety information.
- ⬭ how to cut the foil.
- ⬭ different sun catchers.
- ⬭ how to make the sun catcher.

Give the students time to read the question and shade the bubble.

READ

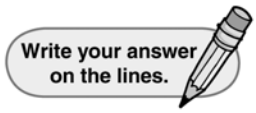
The correct answer is *how to make the sun catcher*. You should have shaded the last bubble.
If you haven't, rub it out completely and shade the second bubble now.

Give students time to erase and correct any errors.

READ

Look at practice question three. The icon still tells you how to answer this question. You need to write your answer on the lines. So, read the question and write your answer now. Remember to write clearly.

P3 Why are numbers included in this text?



_____

_____

READ

The correct answer is *to order or sequence the instructions*. You should have written something like this.
If you haven't, rub it out completely and write it in now.

Briefly discuss answers with students.

READ

That is the end of the practice questions. The questions in the *Reading* test will be answered in this way. You will have to shade a bubble to answer the questions. Are there any questions?

Answer any questions students have.

READ

Open your testbook. Before question one, there is a coloured box. (*Show the coloured box on page 2.*) The instructions in that box tell you which magazine page you need to read to answer the following set of questions. (*Show the related stimulus on page 2.*)
Every time you come to a coloured box you need to read another text from the magazine.
Make sure you read the right page from the magazine for each set of questions.

Answer any questions students have.

READ

> You have 65 minutes to complete the test. Keep going until you have done all 45 questions.
> Shade the bubbles carefully. If you make a mistake rub it out completely and try again.
> If a question is too hard, do the next one. You can come back to any questions you skipped if you have time. Because this is a test of how well you read, I cannot read or explain questions to you. I can only read the instructions in the coloured boxes. You are not allowed to talk to other students. If you have any problems, please put up your hand and I will come to speak with you. If you finish before the time is up, check all your answers.
> I will let you know when you are half-way through the test and when you have 5 minutes left. Pick up your pencils. You may start now.

Supervise students closely to make sure they are on task and responding in the correct ways. Check they are writing with 2B or HB pencils. Remember you can help by reading the instructions. You may not read the test items. (See page 2 of this handbook for additional guidelines about assisting students.)

Tell students when half the test time has elapsed.

After 60 minutes, **READ**

> You have 5 minutes left to finish your test. If you have already finished, take some time to check all your answers. When you have finished, close your testbook.

After a further 5 minutes, tell students to stop work and to put their pencils down.

Ask students to close their testbooks and stay seated while the testbooks and magazines are collected.

Thank students for their efforts.

After the test

- Collect **all** the testbooks and make sure that the number of testbooks collected is the same as the number of students who sat the test in that room. Use a class/group list to make sure that books for all exempt, withdrawn and absent students are collected.
- Where appropriate, mark the test participation bubbles on the front cover.
- Check that all other information is complete and correct.
- Return all testbooks to the principal/delegate as soon as possible for secure storage. Do not leave testbooks, whether complete or incomplete, in a classroom.
- Collect all stimulus materials and planning sheets for secure storage until after the "catch-up" days, when they can be returned to the students.
- Return all testbooks whole. Do not remove any pages.

Thursday 14 May — Year 9 *Numeracy — calculator allowed* test administration

This test is to be conducted in one session and assesses a student's ability in Number; Algebra, function and pattern: Space; Measurement, chance and data. In this test, students are able to access a calculator for assistance.

Please note that the testbook contains two tests. One side has the *calculator-allowed* test and the other side contains the *non-calculator* test. Make sure that students use the same testbook for both tests. The *non-calculator* test has the pages shaded to assist teachers to check that students are working on the correct test paper.

Time allocation:

Introduction time: 10–15 minutes
Test time: 40 minutes

Preparation for the Numeracy test session

- Arrange the room so that students cannot copy from each other.
- Cover, reverse or remove any charts that may unfairly advantage the students.
- **Make sure each student has a calculator.**
- Check that there is a *Year 9 Numeracy — calculator-allowed* testbook printed with the name of each student doing the test.
- Allocate Type 2 testbooks to those students who do not have a named testbook.
  Write student details on the front cover. If you don't have time to complete the whole teacher section, write student names on these testbooks, and complete this section after the test has been completed.
- Write start and finish times for the actual test time on the board.

Materials required

Each student should have	The test administrator should have
• a *Numeracy — calculator allowed* testbook • 2B or HB pencils only • an eraser • a sharpener • paper for working out • some quiet activity to go on with if the student finishes early.	• a *Test administration handbook* • spare student testbooks • spare working paper • spare pencils, erasers, sharpeners • a watch or clock for timing the test • a board to demonstrate practice questions.

Test administration script

READ

> Today you will do two numeracy tests with a 20 minute break in between. This morning you will do the *Numeracy — calculator-allowed* test. This is printed on one side of your testbook.
> You should each have your *Year 9 Numeracy — calculator-allowed* testbook, a calculator, working paper, a pencil and an eraser on your desk.
> Check to see that you have these things on your desk. If your testbook reads Year 9 *Numeracy — non-calculator test,* turn it over to the other side.

Allow students time to check they have the required materials.

READ

> Look at the front cover of your testbook. Your name and date of birth are printed on it. Please check that this is your testbook and that your name and date of birth are correct.

Allow students time to check their details. If there is an error in the printed details, note it and correct it later. (See page 4 of this handbook for guidance in making corrections.)

READ

> Look at the bottom of the front cover. Write your first name or names in the top box and your last name in the bottom box. Write your name the same way as you wrote it for the other tests.

Show students where to write and allow them time to complete the task.

READ

> In the section below where you have written your name, shade the bubble to show whether you are a boy or a girl.
> If you are an Aboriginal person or a Torres Strait Islander person, shade the bubble to show this.
> If you are an Aboriginal and Torres Strait Islander person, shade both bubbles.
> If you are neither of these, you do not need to shade a bubble on this line.

Make sure all students do this correctly.

READ

> Turn your testbook over so you can see the back cover. This is the cover for the *Numeracy — non-calculator* test. There are two boxes on this cover for your name as well. Write your first name or names in the top box and your last name in the bottom box. It is important that you write your names in these boxes exactly the same way that you wrote them on the front cover. Do that now.

Show students how to "flip" the book to see the back cover and where to write. Allow them time to complete the task.

READ

> Now turn your testbook over again so you are looking at the *Numeracy — calculator-allowed* cover.

READ

> You may use a calculator to answer any questions in this paper if you wish. You have 40 minutes to complete the test. There are 31 questions. Keep going until you have finished them all.

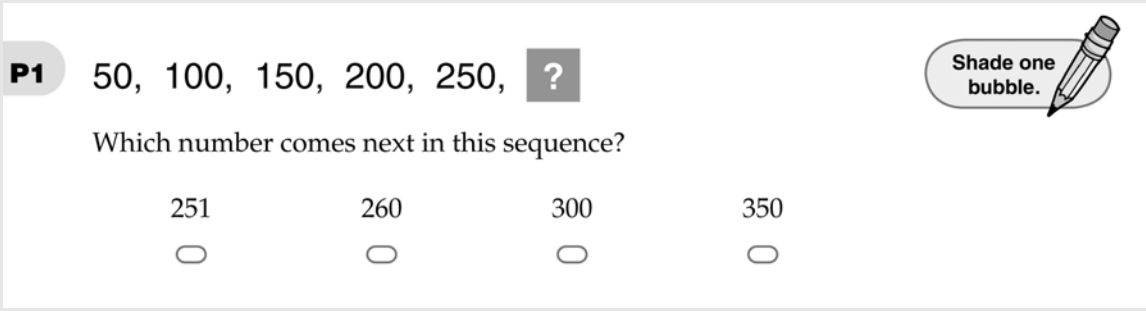
READ

> In the *Numeracy* tests, you will have to answer questions in different ways. Before you begin the first test, we will do the practice questions together so you know what to do. Turn to page 3 of your *Numeracy* testbook. The questions inside the testbook will be harder than these practice questions.

Allow students time to locate the questions.

READ

To answer most questions, you have to shade one bubble. This is what you have to do for this question. Look at the icon on the side. It tells you to shade one bubble. Read practice question one and completely shade the bubble to show the correct answer.



Give the students time to shade the bubble.

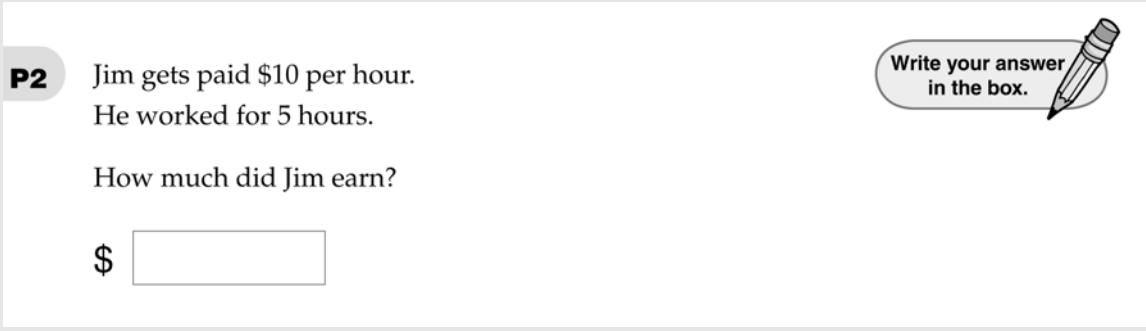
READ

The next number in the sequence is 300 so you should have shaded completely the bubble under the number 300. If you have not shaded that bubble, rub out your answer completely and shade the correct one.

Allow students time to correct any errors.

READ

To answer some questions you have to write a number in a box. Look at question two. The icon at the side says *Write your answer in the box.* Read the question and write your answer inside the box.



Give the students time to read the question and write the answer.

READ

The answer is *$50*. You should have written the number *50*. The dollar sign is already written for you outside the box, so you don't need to write the dollar sign. If you wrote *50.00* you would still be marked correct.
If you have not written *50*, rub out your answer completely and write it now.

Allow students time to correct any errors.

READ

For practice question three you still need to write your answer in a box as you did in the last question, however the box is part of the table. I will read practice question three and you can write your answer in the box on the table.

P3 $1 = 100 cents

Complete the table.

$	cents
1	100
2	200
5	

Give the students time to read the question and write the answer.

READ

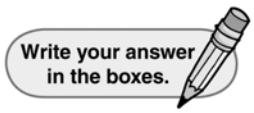
You should have written *500* inside the box. If you did not write *500*, rub it out completely and write it in.

If necessary, demonstrate the correct way to write the answer in the box.

READ

Practice question four requires the answer to be expressed as a fraction, therefore you need to provide a number in the top box and a number in the bottom box to show this fraction. Read practice question four and write your answers in the boxes.

P4 Write **one half** as a fraction.



Give the students time to read the question and write the answer. Answers will vary and test administrators will need to determine correct responses. Keep this brief, as it is important to move through the practice questions quickly.

READ

Make sure that you have written your answer as a fraction with a digit (numeral) in each box.

If necessary, demonstrate the correct way to write the answer in the boxes.

READ

That is the end of the practice questions. Open your testbook. You have 31 questions to do.
An icon like this, at the top of the page, tells you how to answer the questions. (*Show page 4*.)
When you have to answer in a different way, there will be a new icon. (*Show page 5*.)
Use your working paper to help you answer questions. You may write in your testbook, but **not** near the answer bubbles and boxes.
Are there any questions?

Answer any questions students have.

READ

In this test, I can read questions to you if you need help but I cannot read any numbers or mathematical symbols. I cannot explain the questions.
You have 40 minutes to complete the test. Do your best work. Shade the bubbles carefully. Write neatly. If you make a mistake, rub it out completely and try again.
Leave questions that you are having trouble answering. You can come back to any questions that you skipped if you have time. You should work on your own at all times. You are not allowed to talk to other students. If you finish before the time is up, check all your answers.
I will let you know when you are half-way through the test and when you have 5 minutes left.
You may start now.

Supervise students closely to make sure they are on task and responding in the appropriate ways. Remember you can read the questions and instructions but you cannot read numbers or symbols to students or paraphrase the questions.
(See page 2 of this handbook for additional guidelines about assisting students.)

Tell students when half the test time has elapsed.

After 35 minutes, **READ**

You have 5 minutes to finish the test. If you have already finished, use the time to check your answers. When you have finished, close your testbook.

After 5 minutes, ask students to stop work and to put their pencils down.

Tell students to close their testbooks and to keep their working pages separate from their testbooks.

Thank students for their efforts.

After the test

- **Collect all calculators**
- Students may leave testbooks closed on their desks while they go on a break.
- The room should be secured during the break
- The *Numeracy — non-calculator* test is printed on the reverse side of the *Numeracy — calculator-allowed* test.
- Ensure that students return to the desk where their testbook is situated.
- Check that students have their test book before they begin the next test.

STUDENTS MUST HAVE A BREAK OF AT LEAST 20 MINUTES BEFORE BEGINNING THE *NUMERACY NON-CALCULATOR* TEST.

Thursday 14 May — Year 9 *Numeracy — non-calculator* test administration

This test is to be conducted in one session and assesses a student's ability in Number; Algebra, function and pattern: Space; Measurement, chance and data.

Please note that the testbook contains two tests. One side has the *calculator-allowed* test and the other side contains the *non-calculator* test. Make sure that students use the same testbook for both tests.

The *non-calculator* test has the pages shaded so that teachers can tell if students are working on the correct test paper.

Time allocation:

Introduction time: 10–15 minutes
Test time: 40 minutes

Preparation for the Numeracy — non-calculator test session

- **Calculators must be removed from the room before this session. No calculators are to be available for this test.**
- Ensure that the same Type 2 testbooks are used by those students who used one for the *Numeracy — calculator-allowed* test.
- In the unusual instance where a student may have been absent for the *Numeracy — calculator-allowed* test but will sit the *Numeracy — non-calculator* test and does not have a named testbook, use a Type 2 (unnamed testbook). Fill in both covers and mark the student absent on the *Numeracy — calculator-allowed* test.
- Write start and finish times for the actual test time on the board.

Test administration script

As students have already completed the practice questions, no further practice questions are provided.

READ

> Now you will do the second Numeracy test. You should have your *Year 9 Numeracy — non-calculator* testbook facing upwards on your desk and working paper, a pencil and eraser. Check to see you have these things on your desk. You may NOT use a calculator for this test.
> For this test, the pages have been shaded so that I can see if you are working on the correct test paper. Check that you have all your materials.

Allow students time to check they have the required materials.

READ

> Look at the front cover of your testbook. Please check that this is your testbook and that you have written your name in exactly the same way on both covers of the testbook.

Allow students time to check their details. If there is an error in the printed details, note it and correct it later. (See page 4 of this handbook for guidance in making corrections.)

READ

> Open your testbook. You have 31 questions to do. At the top of each page there is an icon like this to tell you how to answer the question. (*Show page 2.*) When you have to answer in a different way, there will be a new icon. (*Show page 3.*)
> Are there any questions?

Answer any questions students have.

READ

> The conditions that applied to the first test also apply to this test.
> I can read questions to you if you need help but I cannot read any numbers or mathematical symbols. I cannot explain the questions.
> Do your best work. Shade the bubbles carefully.
> Write neatly. If you make a mistake, rub it out completely and try again.

READ

> Leave questions that you are having trouble answering.
> You can come back to them later if you have time. Make sure that you attempt all questions.
> You should work on your own at all times. You are not allowed to talk to other students.
> If you finish before the time is up, check all your answers.
> I will let you know when you are half-way through the test and when you have 5 minutes left.
> You may start now.

Supervise students closely to make sure they are on task and responding in the appropriate ways. Remember you can read the questions and instructions but you cannot read numbers or symbols to students or paraphrase the questions.
(See page 2 of this handbook for additional guidelines about assisting students.)

Tell students when half the test time has elapsed.

After 35 minutes, **READ**

> You have 5 minutes to finish the test. If you have already finished, use the time to check your answers. When you have finished, close your testbook.

After 5 minutes, ask students to stop work and put their pencils down. Tell them that the tests are now finished and thank them for their hard work.

Tell them to close their testbooks and wait quietly while they are collected.

After the test

- Collect **all** the testbooks and make sure that the number of testbooks collected is the same as the number of students who sat the test in that room. Use a class/group list to make sure that books for all exempt, withdrawn and absent students are collected.
- Where appropriate, mark the test participation bubbles on the front cover.
- Check that all other information is complete and correct.
- Return all testbooks to the principal/delegate as soon as possible for secure storage. Do not leave testbooks, whether complete or incomplete, in a classroom.
- Collect all stimulus materials and planning sheets for secure storage until after the "catch-up" days, when they can be returned to the students.
- Return all testbooks whole. Do not remove any pages.

Returning completed materials

The following materials need to be packed and dispatched as soon as they are completed and definitely no later than **Monday 18 May 2009**:

- used testbooks for all students who sat the test
- testbooks for those students who were absent, had a valid exemption, were withdrawn by parents or were no longer at the school[1]
- large-print testbooks in the envelope supplied (if applicable)
- Testbooks for any visiting Queensland students should be placed in a separate envelope (not supplied) and labelled *Visiting Student*s.
- Testbooks for students visiting from interstate should be sent to the Testing Authority of the relevant state or territory in an *Express Post* bag (see *2009 Test Preparation Handbook* for postal addresses).
- *Test participation lists* showing the names of all students in the following categories: absent, exempt, parent withdrawn, no longer at the school, received special provision/consideration, visiting student
- *Principal's declaration form*.

Do not return stimulus magazines, planning sheets or working sheets.

The return address labels **must** be used. The packaging itself should also be used where possible to return completed materials. The address on the label is:

Salmat BusinessForce
Reply Paid 8140 (QSA)
16 Archimedes Place
MURARRIE QLD 4172

The completed return parcels should then be sent through Australia Post.

Remote schools, where special arrangements have been made to return materials, will be informed about return arrangements independently.

Make sure you:

- **fill in** the front covers of all testbooks accurately
- **complete** all information on all sheets of the *Test participation lists*
- **photocopy** and keep a copy of each sheet for your own records
- **return** all completed materials
- **return** packages immediately — **no later than Monday 18 May**
- **have** the *Returned materials lodgement form* stamped at the post office
- **fax** the stamped *Returned materials lodgement form* to Salmat BusinessForce (Fax: 3395 8271).

1. This means that only unused Type 2 (unnamed) testbooks can be retained by schools.

MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

3579

Test Preparation Handbook

2009 National Assessment Program

Literacy and Numeracy

Queensland Government

Queensland Studies Authority
Partnership and innovation

Key contacts

Materials

Enquiries about:	Contact
• delivery of test preparation handbooks and test materials • number of copies of *2009 Test Preparation Handbooks* and test materials • delivery of reports and *2009 Test Reporting Handbooks*.	SALMAT Helpdesk SALMAT Tel: (07) 3275 4690 Fax: (07) 3395 8271 Email: naplan.qld@salmat.com.au

Note: Please return all completed testbooks, test participation lists and *Principal's declaration form* to:

SALMAT
Reply Paid 8140
C/- Manager
Underwood Business Centre
Australia Post
Dock 1 Underwood Mail Centre
UNDERWOOD QLD 4119

Administration

Enquiries about:	Contact
• special consideration and test exemption (but first refer to *2009 Test Preparation Handbook*) • test emergencies • contents of the reports for the 2009 tests.	NAPLAN Tests Queensland Studies Authority Tel: (07) 3864 0210 or (07) 3864 0442 Fax: (07) 3221 2553 Email: NAPLAN.tests@qsa.qld.edu.au

NAPLAN tests

For further information about the 2009 National Assessment Program — Literacy and Numeracy (NAPLAN) tests, refer to the NAPLAN website at <www.naplan.edu.au>.

Queensland Studies Authority
295 Ann Street, Brisbane
Queensland, Australia

PO Box 307
Spring Hill Qld 4004
Australia

Tel: (07) 3864 0299
Fax: (07) 3221 2553
Email: NAPLAN.tests@qsa.qld.edu.au
Website: www.qsa.qld.edu.au

Contents

Introduction

The purpose of this test preparation handbook is to make sure that principals and teachers understand what is required to administer the 2009 National Assessment Program — Literacy and Numeracy (NAPLAN) tests. All test administrators (class teachers and specialist teachers who will be administering the tests) should be given a copy of this handbook as soon as it is received by the school.

The NAPLAN tests will be conducted on 12–14 May 2009 for all students in Years 3, 5, 7 and 9 across Australia.

It is imperative that all administrators and teachers involved in the administration or supervision of the national tests read this handbook before the testing period. Test administrators should not assume that what they have done in the past complies with the testing requirements for this year's tests.

These national tests will provide information on how Australian students are performing in the content strands of numeracy, reading, writing, spelling, punctuation and grammar. They form a key part of the National Assessment Program endorsed by state Education Ministers.

Curriculum Corporation has been appointed as the project manager for the tests for 2009 and is responsible for:

- item development, trialling and test development
- development of agreed marking standards
- development of quality control standards and risk management
- monitoring and reporting project progress.

The Queensland Studies Authority (QSA) has responsibility for the provision and administration of the national tests for Queensland schools and will coordinate the administration, marking and reporting of the assessments.

In addition to this preparation handbook, *Test Administration Guides* that contain comprehensive instructions for the administration of each test will be sent to schools with the test materials. The relevant guide should be given to each of the test administrators as soon as possible after receipt by the school. Test administration guides will also be available online at<www.qsa.qld.edu.au> select Assessment > 2009 NAPLAN tests.

Schools will receive a short survey seeking feedback on all aspects of NAPLAN tests at the end of May.

Security

It is expected that professional and ethical behaviour will be demonstrated regarding all aspects of the test administration. Security must be maintained during all parts of the test administration. Principals and teachers must follow the security procedures outlined in this handbook and in each *2009 Test Administration Guide*.

Return of materials

Schools are requested to:

- retain the packaging materials in which the test materials were delivered and, where possible, use them to return the completed test materials
- lodge the test materials at their local post office no later than Monday 18 May 2009
- have the lodgement form stamped at their local post office as proof that the test materials were returned by the specified date and return the form to SALMAT by fax or mail.

Test materials received with postmarks after Monday 18 May 2009 will be processed at the discretion of the QSA and may incur an administration fee. It may not be possible to issue reports for schools that fail to return test materials on time.

Special arrangements will be made for remote schools where Express Post bags will be used to facilitate prompt return of materials.

Principal's checklist

Date	Task
February–March	❑ Advise parents/carers and the school community of the test dates. ❑ Decide on the venues for the tests (e.g. classrooms, hall), how students will be grouped and how staff will be organised to supervise the tests. ❑ Verify school data on the QSA NAPLAN Student Details website. This database provides the information used to print and package test materials and for reporting. ❑ Print a copy of the school data for use in the administration of the tests.
late March—early April	❑ Check that there are sufficient copies of the *2009 Test Preparation Handbook* for all test administrators (class teachers and specialist teachers administering the tests). ❑ Advise teachers of the practice test materials on the NAPLAN and QSA websites. ❑ Prepare a security plan for the handling of the test materials.
Friday 3 April	❑ Submit applications for variations to the 2009 test dates by this date.
April	❑ Distribute copies of the *2009 Test Preparation Handbook* to teachers, including specialist teachers. (The handbook is also available on the QSA website.) ❑ Initiate arrangements for students requiring special provision/consideration and/or test exemptions (see Appendix 2). ❑ Develop a school timetable for the testing period. ❑ Make arrangements for students not participating in the tests.
late April — early May (on receipt of test materials)	❑ Look at the labels on the tamper-evident bags to check the quantities of test materials received but do not open the tamper-evident bags. (If possible, keep all packaging for return of materials.) ❑ Access the SALMAT link on the QSA NAPLAN Student Details Website <https://naplan.qsa.qld.edu.au/naplan> to advise receipt of tests materials and of any shortages. ❑ Store test materials securely. ❑ Check that all test administrators have read the *2009 Test Preparation Handbook.* ❑ Distribute the relevant *2009 Test Administration Guide* to each test administrator.
Friday 1 May	❑ Written applications for permission for students to use a scribe or assistive technology to be submitted to the QSA by this date.
Tuesday 5 May	❑ Make sure that teachers have familiarised students with testing processes and have conducted test preparation sessions with their classes. ❑ Check that spare calculators are available for use by Year 7 and/or Year 9 students.
Friday 8 May	❑ Make sure each test administrator/class teacher has read the *2009 Test Administration Guide* for their year level and is familiar with their role. ❑ Finalise students' participation in the tests. ❑ Complete arrangements for students requiring test exemptions. ❑ Complete arrangements for all students requiring special provision/consideration.
Monday 11 May	❑ Provide each test administrator with a list of students in their class/group who are eligible to sit the tests. Indicate those who have valid test exemptions, require special provision/consideration, or been withdrawn by parents/carers. Teachers can use this list to record absentees and to check the covers of testbooks. ❑ Prepare classrooms for tests (e.g. rearrange furniture, remove charts from walls). ❑ Under no circumstances are tests to be opened and/or conducted on this day.

Tuesday 12 May	❑ Distribute Years 3, 5, 7 and 9 combined *Language conventions* and *Writing* testbooks to test administrators. ❑ Administer Years 3, 5, 7 and 9 *Language conventions* test. ❑ Distribute Years 3, 5, 7 and 9 *Writing* test stimulus to test administrators. ❑ Administer Years 3, 5, 7 and 9 *Writing* test. ❑ Collect and account for all testbooks and stimulus materials and store securely.
Wednesday 13 May	❑ Distribute Years 3, 5, 7 and 9 *Reading* test stimulus and testbooks to test administrators. ❑ Administer Years 3, 5, 7 and 9 *Reading* test. ❑ Collect, check and account for all testbooks and stimulus materials and store securely.
Thursday 14 May	❑ Distribute Years 3, 5, 7 and 9 *Numeracy* testbooks to test administrators. ❑ Administer Years 3 and 5 *Numeracy* tests and Years 7 and 9 *Numeracy* (*calculator allowed*) tests. ❑ Collect and account for all *Numeracy* testbooks for Years 3 and 5 and store securely. ❑ Administer Years 7 and 9 *Numeracy* (*non-calculator*) tests. ❑ Collect, check and account for all Years 7 and 9 *Numeracy* testbooks and store securely.
Friday 15 May	❑ "Catch-up" day: Manage the administration of the Years 3, 5, 7 and 9 tests for students absent on 12, 13 and 14 May. Check that the absent bubbles on the testbook covers for these students are **not** shaded. ❑ Collect and account for all testbooks and store securely. ❑ Make sure details on the covers of all testbooks have been completed correctly for all students eligible to sit for the tests. **Include testbooks for those who were absent, had a valid test exemption or were withdrawn by parents/carers.** If you have not completed the cover details of the testbooks accurately, your reports will not be accurate. ❑ Complete a *2009 Test participation list* for each year level and the *Principal's declaration form.*
By Monday 18 May	❑ **Post signed declaration form, completed** *Test participation lists* **and testbooks to SALMAT using the return address labels.** ❑ All testbooks **must** be lodged at the local post office on Monday 18 May 2009. Have the *Returned materials lodgement form* stamped then mail or fax it to SALMAT. Failure to post the testbooks by this date will mean that your school may incur costs for processing and marking.
By Friday 3 July	❑ Complete the 2009 school survey and return it to the QSA.
By Wednesday 30 September	❑ Check that the Years 3, 5, 7 and 9 student, class and school reports and the *2009 Test Reporting Handbook* have been received from SALMAT. Contact SALMAT **after** checking with your local post office if you have not received them.
By Friday 16 October	❑ Check that all reports are accurate. Contact the QSA regarding any perceived errors on reports. No requests for amendments to reports will be accepted after Friday 16 October 2009. ❑ Distribute one copy of the student report to parents/carers and file the second copy for future reference. ❑ Make arrangements to use the test results as suggested in the *2009 Test Reporting Handbook*.

1. About the NAPLAN tests

The NAPLAN is designed to test the skills of students in literacy and numeracy. The specific purposes of the 2009 NAPLAN are:

- to collect data from the population of Years 3, 5, 7 and 9 students for reporting to parents/carers and schools and for systemic reporting
- to accommodate the assessment of students against national standards.

In fulfilling these purposes, items selected for the tests comply with the following national documents:

- *Statements of Learning for English*
- *Statements of Learning for Mathematics.*

Student, class and school reports will provide objective performance information for parents/carers and schools that can be used to:

- monitor growth of individual student performance over time
- assist with future planning for individuals and schools.

National performance data will be reported publicly in the *National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2009.*

1.1 Literacy

There are three tests in Literacy:

- *Language conventions*
- *Writing*
- *Reading.*

There are no oral components to these tests. None of the items can be read to the students and discussion of the *Writing* test stimulus is not permitted.

The *Language conventions* test incorporates spelling, grammar (including English usage) and punctuation. The spelling is assessed through proofreading, which requires students to recognise misspelling.

The proofreading consists of two different tasks. The first requires students to rewrite identified misspelt words correctly. The second task requires students to first recognise the misspelt word in a sentence and then rewrite it correctly. Teachers must not read the sentences to students.

The grammar items require students to answer questions that relate to things such as subject-verb agreement, tense and parts of speech.

The punctuation items require students to recognise correct punctuation or to accurately insert punctuation.

The *Writing* test requires a response to a given stimulus. Students will be asked to write a narrative/story. As is normal assessment practice, students are required to demonstrate their knowledge and control of written language. The task is unscaffolded — a demand writing task — with no discussion of the stimulus. Test administrators will introduce the task by reading both the task and the stimulus to students. Students will then have five minutes planning time before writing their narrative followed by five minutes to edit their work. They are not able to refer to word lists, dictionaries or other prompts as they work through this task.

Students in Years 3, 5, 7 and 9 will all have the same *Writing* test stimulus and will all be required to write their narrative in a maximum of three pages.

The *Reading* test is organised in units with items based on a stimulus text contained in a colour magazine. Test items require students to answer multiple-choice questions and questions that require students to write an answer.

1.2 Numeracy

Students in all year levels will complete *Numeracy* tests that contains questions from the four numeracy strands:

- Number
- Algebra, function and pattern
- Space
- Measurement, chance and data.

Students in Years 3 and 5 will complete one numeracy test. Questions from the Algebra, function and pattern strand on these tests include no formal algebra. Students in Years 3 and 5 will not require a calculator to answer questions.

Students in Years 7 and 9 will complete two numeracy tests. In the first of these, the *Numeracy* (*calculator-allowed*) test, students are able to use a calculator for assistance — although it will not be necessary for all items. Students will be permitted to use the calculator that they currently use at school or with which they are most familiar. In the second test, the *Numeracy* (*non-calculator*) test, students will not be permitted to use a calculator.

1.3 Test response formats

Two response formats are used in both the literacy and numeracy tests: multiple-choice and constructed-response. Icons are used to guide students as to the types of responses required.

Multiple-choice items require students to shade a bubble or, in some instances, two bubbles. Constructed-response items require students to write their responses:

- in the box or boxes provided
- on lines
- by sequencing numbers in boxes.

Some constructed-response questions require more than one answer to be correct. The icons will direct the students to write responses in boxes. All responses need to be correct for the item to be scored as correct.

1.4 Test preparation materials

Test preparation materials for all tests are available on the NAPLAN website (www.naplan.edu.au). They are designed to help teachers and students understand and experience the types of responses required in the tests.

These materials may also be used to provide students with the opportunity to work under test conditions before the tests.

Students should be shown the sample questions. They should be told that these questions do not reflect the range of curriculum content or the level of difficulty of the actual tests. In general, the sample test items are easier.

For the sample test questions to be effective, they should be given to students close to the testing week. Teachers should take as much time as necessary for students to become familiar with the response formats.

In addition to the materials available on the NAPLAN website, there are useful test preparation materials on the QSA website. These include the 2008 NAPLAN test materials.

The QSA website also has other materials that can be used for test preparation. From the QSA homepage *<www.qsa.qld.edu.au>* select *Assessment > Years 3, 5, 7 and 9 tests >* select relevant year level.

The materials on this site are intended to support teachers in their everyday teaching and assessment practices. Those relevant to preparation for the *Writing* test are the paper, *Ideas for test preparation: Writing on demand*, and resources related to the teaching of narrative.

Teachers can access the Narrative Marking Guide on the QSA website *<www.qsa.qld.edu.au>* select *Assessment > Years 3, 5, 7 and 9 tests > Publications*. This document is also available on the NAPLAN website.

1.5 Times for testing

1.5.1 Test dates

The tests are scheduled for the mornings of **Tuesday 12 May, Wednesday 13 May and Thursday 14 May 2009.** These dates were agreed by the Australian Education Systems Officials Committee (AESOC).

Schools must schedule tests on the dates agreed by AESOC. Tests must not be conducted prior to the published test date under any circumstances.

Where there is more than one test scheduled for any day, a minimum of 20 minutes break time should be provided between the two test sessions.

1.5.2 "Catch-up" tests for individual students

In 2009, individual students will not be able to undertake "catch-up" tests in the week following the national tests. They may undertake "catch-up" tests on the days in the test week, after the scheduled test has been completed, and on Friday, 15 May.

Students absent for the three test days should not be expected to complete all tests on Friday 15 May. They should be marked absent for the tests that they are unable to complete.

1.5.3 "Catch-up" tests for groups of students

Schools with compelling reasons will be able to request permission from the QSA to participate in the tests in the week after testing to 22 May 2009. This option is available only to classes or groups of students and not individual students. The compelling reasons must be of a serious order and could, for example, include cases where a school has booked an overseas excursion and dates cannot be changed, or where schools are expected to participate in state-based activities such as showdays.

A *Variance Request Form* is available on the QSA website (*<www.qsa.qld.edu.au>* under *Assessment > Years 3, 5, 7 and 9 tests > Test dates*). Applications for variation to the 2009 test dates must be submitted by **Friday 3 April**.

1.5.4 Test timetable

Principals are responsible for making sure that there are minimal disruptions and changes to normal school and classroom practices. Some adjustments to the school timetable may be required, for example, to accommodate session breaks on days when two tests are scheduled.

While schools may choose the most appropriate starting time in the mornings for each test, **the order of the tests cannot be varied. The length of the sessions cannot be varied**, except for those students receiving special provision/consideration (see page 14).

The test times indicated in Table 1 are the *published* test times — that is, the time allowed to complete the test, excluding test introduction time.

The published test time is the *maximum* time allowed for completion of the test. It is expected that the majority of students will complete the tests well within the published test times.

When planning for the tests, approximately 15 minutes test introduction time should be added to the times stated for each of the tests. This introduction time is necessary for the distribution of papers, for checking and completion of student details on the front covers of testbooks, for checking equipment and for completion of the practice questions.

1.5.5 Small schools

Principals in small schools may need to adjust times for the administration of the tests to accommodate their needs and to make the best use of teacher support time. There are a number of ways small schools could vary the administration of the tests, such as by staggering the starting times of sessions.

Table 1: Timetable for National Assessment Program — Literacy and Numeracy 2009 for Years 3, 5, 7 and 9

Year level	Tuesday 12 May	Wednesday 13 May	Thursday 14 May
Year 3	Language conventions 40 minutes (46 questions) Writing 40 minutes	Reading 45 minutes (6 stimulus) (35 questions)	Numeracy 45 minutes (35 questions)
Year 5	Language conventions 40 minutes (50 questions) Writing 40 minutes	Reading 50 minutes (6 stimulus) (35 questions)	Numeracy 50 minutes (40 questions)
Year 7	Language conventions 45 minutes (57 questions) Writing 40 minutes	Reading 65 minutes (8 stimulus) (46 questions)	Numeracy 40 minutes x 2 (80 minutes total) (64 questions altogether) Calculator-allowed test first, followed by non-calculator test.
Year 9	Language conventions 45 minutes (54 questions) Writing 40 minutes	Reading 65 minutes (8 stimulus) (45 questions)	Numeracy 40 minutes x 2 (80 minutes total) (62 questions altogether) Calculator-allowed test first, followed by non-calculator test.
Add 10–15 minutes *test introduction* time to the times stated in this table.			

2. Security of test materials

For security purposes, testbooks and stimulus materials will be distributed to schools in tamper-evident packages.

Test materials must be kept secure through the whole process of delivery to schools, storage at schools and distribution during the testing period up to and including 22 May 2009.

Where couriers cannot avoid making deliveries after school hours, the principal or the principal's delegate (someone who occupies a position of suitable responsibility, whom the principal determines or nominates as an eligible person to accept test materials delivery) must take delivery of the test materials.They will not be left unattended at schools or other locations.

If the principal or the principal's delegate is unavailable to accept the materials, delivery contractors are required to return the packages to the post office. Australia Post will normally leave a card to advise that they were unable to deliver mail.

2.1 Responsibility of the principal

2.1.1 The principal is responsible for the overall security and confidentiality of all test and test support materials from the time of receipt of those materials at the school through to and including the safe collection or dispatch of those materials on conclusion of the tests.

2.1.2 The principal is to ensure that whoever receives the test materials checks that they have received the correct materials for their school They must then sign for them and legibly record their name and the time the materials arrived at the school.

2.1.3 The principal (or the principal's delegate who signs for the materials) must make sure that the contents and quantities of deliveries are correct as soon as possible after the receipt of the materials. In the event of incorrect/incomplete delivery, SALMAT must be notified immediately.

2.1.4 The principal is responsible for ensuring tests and test materials are sorted and prepared for distribution to classes in advance of the test period, but no earlier than is necessary for the effective administration of the tests. Where a school feels that it is necessary to sort materials earlier than the morning of a scheduled test, they may begin sorting on the afternoon of the previous day, but only after students have left for the day. Schools that need greater flexibility should apply to the QSA for permission to access materials earlier.

Except in special circumstances, where the size of the school precludes this, any person/s acting as a delegate of the principal and assisting the principal in this task should not be a classroom teacher of any class sitting the tests.

2.1.5 The principal must ensure that no test materials are made available to members of the wider community, including the media.

2.1.6 The principal must ensure that test administrators involved in the testing are informed of test processes and are made familiar with the information provided on test administration.

2.1.7 The principal should ensure that all test materials, including stimulus materials, are kept secure until the end of the testing period, 22 May 2009.

2.2 Professional and ethical behaviour

It is expected that professional and ethical behaviour will be demonstrated regarding all aspects of test administration. Any assistance that answers a question for a student or advantages them in any way will be considered cheating.

Cheating is an intentional action contrary to the rules of the test and includes, but is not confined to, the following:

a student

- taking unauthorised equipment or prohibited information into the test room
- communicating with any person other than an administrator during test introduction time, planning time or during the test
- looking at another student's work

a teacher or test administrator

- viewing testbooks before the morning of the test
- explaining, paraphrasing or interpreting questions
- giving verbal or physical hints to students about the accuracy of their responses
- reminding students about related work completed in class
- providing extra time for students to complete a test (this does not apply where a student has special provision/consideration and a documented procedure is being followed, or where a student has had a toilet break).
- informs individual students, or groups of students undertaking the tests in "catch-up" sessions, of test items or topics.

Schools and schooling authorities will be directly responsible for any disciplinary action that follows from inappropriate behaviour by school staff or students in relation to the security of the test materials.

2.3 Emergency arrangements

Planning for the tests must include the development of a school security plan. This plan should include provision for action to be taken in an emergency situation such as a loss of power to the school on the test days. The QSA must be advised of any emergency situations that arise as soon as possible. (See contact details inside the front cover.)

3. School security action plan

ACTIVITY	ACTION / NOTES
Test Preparation Handbook is distributed to all test administrators to inform them of test processes and security arrangements.	
Test materials are delivered to the school and signed for by an authorised staff member and placed in a secure area.	
Principal or delegate checks quantities of test materials, reseals boxes and places boxes back in the secure area. Access SALMAT weblink to advise of receipt of test materials and any shortages <https://naplan.qsa.qld.edu.au/naplan>.	
8 May — class teachers/test administrators are given a Test Administration Guide to inform them of test instructions.	
12–14 May — on each morning of the tests, testbooks are removed from secure storage and given to test administrators to administer the tests. Test administrators given a list of students sitting the test in their room.	
12–14 May — after each test, completed testbooks are checked and accounted for and packaged for return. All stimulus and unused test materials are stored securely until 22 May.	
15 May, “Catch-up” day — administer tests for students who were absent on 12, 13, 14 May.	
15 May — all completed testbooks (including absent, exempt and withdrawn), participation lists and *Principal’s declaration form* are packed and boxes sealed and labelled for return to SALMAT.	
15–18 May — boxes of testbooks delivered to the local post office – *Returned materials lodgement form* stamped by post office staff.	
15–18 May — *Returned materials lodgement form* mailed or faxed to SALMAT.	
15–18 May — advise QSA of any irregularities noted during the tests.	

4. Student participation in the tests

The Literacy and Numeracy tests are structured to be inclusive of all students, within budgetary and administrative limitations.

All eligible students in Years 3, 5, 7 and 9 must sit for the tests, unless they are exempt or withdrawn by parents/carers.

A Year 3, Year 5, Year 7 or Year 9 student is one who is:

- enrolled in Year 3, Year 5, Year 7 or Year 9 and recorded as such in the admission register, or
- recorded as ungraded but undertaking a Year 3, Year 5, Year 7 or Year 9 program, or
- of equivalent chronological age to a "typical" Year 3, 5, 7 or 9 student and involved in a special education facility or program.

It is desirable that all students attempt the tests. Every effort should be made to ensure all eligible students are assessed during the testing week (12–15 May 2009).

4.1 Assessed students

National test results are based on the number of "assessed students". Assessed students include all students who attempt the test and are not otherwise treated as absent due to Sanctioned Abandonment (see section 3.11) and students exempt from testing (see section 3.2).

4.2 Exempt students

Students may qualify for exemption because of their lack of proficiency in the English language or because of significant intellectual and/or functional disability. Students with disabilities should, however, be given the opportunity to participate in testing if their parent/carer prefers that they do so.

Students may be exempted from one or more of the tests (i.e. Language conventions, Writing, Reading or Numeracy).

4.2.1 Parent/carer signed consent for exemptions

Principals must obtain signed parent/carer consent for all exempted students. The *Application for variation to student participation form* (Appendix 2) is to be used for all students who meet the criteria for exemption.

A copy of the completed form should be given to the parents/carers and the original retained by the school.

4.2.2 English language proficiency

Students with a language background other than English who arrived from overseas less than a year before the tests, should have the opportunity to be treated as exempt from testing. Students should be exempted if they are unable to access the test/s within the guidelines for accommodation described in section 4 of this handbook.

4.2.3 Students with disabilities

Students with significant intellectual and/or functional disabilities may be exempted from sitting the national tests. Students should be exempted if they are unable to access the tests within the guidelines for accommodation described in section 4 of this handbook.

On all matters of exemption, the principal must consult with the parents/carers. The principal, in consultation with specialist and support staff and parents/carers, should use professional judgment when making decisions about a student's participation in the tests.

Students enrolled in special schools are not automatically exempt from the tests.

4.3 Treatment of exempt students

4.3.1 Exempt students are counted as part of the cohort of assessed students. In accordance with the reporting protocols developed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), students who qualify for exemption and do not submit a test attempted under test conditions are considered as assessed students and are counted in the below minimum standard calculations for reporting purposes.

4.3.2 Students who qualify for exemption but for whom the exemption is not enacted, and who complete the test under test conditions and formally submit the test, must be counted as assessed students with the score that they achieved.

4.3.3 Exempt students who were absent on the test day will still be reported as exempt students, rather than absent students.

4.4 Student report text for exempted students

The text that will appear on the individual student reports for tests for which students are exempted will read: "Your child was exempt from this test and is considered not to have achieved the national minimum standard."

4.5 Absent students

Absent students are students who did not sit a test because they were not present at school when the test was administered or were unable to sit the test as a result of an accident or mishap, and are recorded as absent by the school.

Principals are encouraged to facilitate the participation in the tests of students who were absent on the day of the test but return to school within the week scheduled for NAPLAN testing (refer to page 5).

4.6 Treatment of absent students

Absent students are not counted as part of the cohort of assessed students.

Students who were unable to sit the test as a result of an accident or mishap, but who are present at school, are to be recorded as absent unless a parent withdrawal form has been completed.

A student in Years 7 or 9 who is absent for one of the two *Numeracy* tests (*calculator-allowed* and *non-calculator*) will be treated as an absent student for that test only.

Students who are present for the tests but who do not attempt any part of a test must be recorded as being present and are considered to be assessed students.

4.7 Student report text for absent students

The text that will appear on the individual student reports for tests for which students are absent will read: "Your child was absent from this test and no result has been recorded."

The text that will appear on the individual student report for Year 7 and 9 Numeracy where students have completed only one of the two test forms will read: "Your child was absent from one of the two numeracy tests. The result presented here is an estimate of the score your child would have received if both tests had been completed."

Where a student is absent from all tests, an individual student report will be issued.

4.8 Withdrawn students

Students may be withdrawn from the testing program by their parents/carers. This is a matter for consideration by individual parents in consultation with their child's school. Withdrawals are intended to address concerns such as religious beliefs and philosophical objections to testing. A formal application must be received in writing by the principal prior to the testing.

4.9 Treatment of withdrawn students

In accordance with MCEETYA reporting protocols, students withdrawn by parents/carers will not be counted as part of the cohort of assessed students and will be excluded from performance calculations for reporting purposes.

4.10 Student report text for withdrawn students

The text that will appear on the individual student reports for tests for which students are withdrawn will read: "Your child was withdrawn from this test."

4.11 Sanctioned abandonment

Sanctioned abandonment of a test refers only to students who attempt one or more questions in a test but who do not complete the test session owing to illness or misadventure (i.e. a sanctioned reason verified by the school).

4.12 Treatment of sanctioned abandonment

If students unexpectedly abandon the test owing to illness or misadventure (i.e. a sanctioned reason verified by the school) and therefore do not complete the test session, they should be recorded as absent. The name of any student in this category should be recorded on the list of absentees.

Reasons for sanctioned abandonment must be recorded and retained on file in the school.

Students who do not complete the test but are present for the entire test session, or who choose to leave the session without a sanctioned reason that is verified by the school, must be counted as assessed students with the score that they achieve.

4.13 Non-attempts

Students in attendance for the entire testing session but who do not attempt any part of a test must be recorded as present and are considered assessed regardless of the reason for the non-attempt (e.g. by choice or through inability to access the test).

4.14 Treatment of non-attempts

Students who submit a blank testbook will not automatically be treated as absent. Students who are present for the entire test session but do not complete any part of the test will be counted as assessed students with a score of zero.

4.15 Student report text for non-attempts

The text that will appear on the individual student reports for tests where there is no evidence of participation will read: "Your child was present for this test but did not complete any part of the test paper."

4.16 International fee-paying students

International fee-paying students are eligible to sit the tests.

4.17 Treatment of international fee-paying students

International fee-paying students will not be included in the Queensland data sets but will receive a student report.

4.18 Repeating students

Students repeating a year level must sit the tests with their current cohort.

4.19 Excluded students

Students who have been excluded (or suspended) during the test week are to be marked absent.

4.20 Exchange students

Students on short exchanges from other countries should not sit the tests.

4.21 Students in special schools

Students in special schools are not automatically exempt from the tests. Principals of special schools are required to advise the QSA in writing of the names of students who will be participating in the testing program.

Special schools will receive testbooks overprinted with the names of these students only. Testbooks for exempt students will not be sent to the school.

The QSA will contact principals of special schools about these arrangements.

Principals of special schools must return Test participation lists with the names of students who are exempt or parent withdrawn.

4.22 Distance education students

Where students are unable to sit the tests at the school in which they are enrolled, arrangements should be made for them to attend their nearest school, where they will use testbooks supplied by the host school.

Alternative arrangements may be possible for students unable to access a test centre. These arrangements should be negotiated directly with the QSA. (Refer to the contact details inside the front cover.) Principals of schools of distance education will be aware of these options which have been negotiated with the QSA.

4.23 Test participation

By 8 May 2009, principals should have finalised student participation in the tests (e.g. exemptions, special consideration/provision).

4.24 Test participation lists

Test participation lists are included in the package of test materials. This form is also available from the QSA website.

The names of all students in the following categories must be included on this list using the participation codes indicated on the form:

- absent
- exempt
- parent withdrawn
- no longer at the school
- special consideration
- visiting student.

Details of only those students in these categories are to be listed on this form along with the code for the test/s for which the participation status applies.

Test participation lists are to be returned with the testbooks.

Schools that have no students in these categories must submit a nil return.

5. Special provisions/considerations

5.1 Legal context

5.1.1 All educators must make special provisions/considerations where these have been identified as necessary to comply with legislative requirements.

The *Disability Standards for Education (DDA)* — to be known as *Standards* — which came into effect in August 2005, set out the rights of students with disabilities in relation to education and the obligations of school education providers under the *Disability Discrimination Act 1992*.

Principals and test administrators should be aware that there are students who do not have a disability for whom special provision/consideration should be made using the same principles of equity and inclusivity.

The *Standards* set out a process whereby education providers can meet these obligations. This process includes making reasonable adjustments (accommodations) where necessary to ensure the maximum participation of students with disabilities. The process includes:

- consultation with the student (or an associate of the student)
- consideration of whether an adjustment is necessary
- if an adjustment is necessary, identification of a reasonable adjustment
- making a reasonable adjustment.

The term "reasonable adjustment" is described in the following manner: "An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students" (from *Section 4.2* of the Act).

5.2 Special provisions/considerations

Special provisions/considerations may be made to maximise student access to the NAPLAN tests. Special provisions/considerations reflect the specific educational support and assistance usually provided in the classroom in order for students to demonstrate what they know and can do. Special provisions/considerations do not adjust the standard of the criteria being assessed; they adjust the conditions under which the assessment is being implemented. For example, reading to a student during the *Reading* test (even if this is what the student has in their normal classroom) is not permitted. However, reading items in the numeracy test may be considered an appropriate accommodation.

A student may have access to more than one special provision/consideration in any one test.

5.3 Reasonable adjustments

Reasonable adjustments or accommodations are made for identified students through a range of special provisions/considerations. Special provisions/considerations may be accessed by a student for all or part of the tests. (See Table 5.10) .

5.4 Students with disabilities

Students with disabilities (as defined by the DDA) for whom special provisions/considerations are made in classroom instruction are also allowed special provisions/considerations to complete the tests.

5.5 Students with a language background other than English

Students with a language background other than English for whom special provisions/considerations are made in classroom instruction are also allowed special provisions/considerations to complete the tests.

5.6 Other students identified for special provisions/considerations

Students who do not have a disability or a language background other than English and who have been identified to receive special provisions/considerations in the classroom and for school-based assessment, are allowed special provisions/considerations to complete the NAPLAN tests.

5.7 Responsibility of the principal

5.7.1 The principal should identify students who require access to special provisions/considerations for the tests.

5.7.2 The principal must consult with the parents/carers, specialist and support staff when making decisions about special provisions/considerations. On all matters of special provision/consideration, leadership and professional judgment are paramount.

5.7.3 The principal should make arrangements at the local level to accommodate students accessing any special provisions/consideration they require in order to participate in the NAPLAN.

5.7.4 The principal should apply for alternative format papers (i.e. Braille and large print) through the Advisory Visiting Teacher who collects this information on behalf of the QSA prior to the tests.

5.7.5 The principal must apply in writing to the QSA for permission for a student to use a scribe or assistive technology (e.g. laptop computer). Applications are to be submitted by Friday 1 May.

5.7.6 The principal should ensure that the test administrator/teacher supervising the test has an understanding of the protocols related to special provisions/considerations and their administration. The teacher and/or support staff who assist students receiving special provision/consideration must be

appropriately briefed about what assistance can be given. Support staff could include:

- specialist and learning support teachers
- teacher aides
- Indigenous education workers
- advisory visiting teachers
- interpreters to help students with a language background other than English.

5.7.7 The principal should clarify arrangements for support teachers, such as ESL teachers, specialist teachers (learning difficulties) and/or advisory visiting teachers who may help a class teacher to cater for the special provision/consideration required by some students.

5.7.8 The principal should make arrangements for interpreters for those students for whom English is a second language.

5.8 Use of a scribe

The NAPLAN gives information about specific aspects of student performance. It is important, when providing support in the form of a scribe or a word processor, that a student is neither unfairly advantaged nor disadvantaged. Therefore, to ensure the final tests accurately reflect the student's own skills when measured against the marking criteria, it is essential that the test conditions be applied consistently for all.

5.8.1 When a scribe may be used

A scribe may be provided for a student who:

- has difficulty with writing due to a medical condition
- experiences excessive fatigue of hands or upper limbs due to a medical condition
- has processing difficulty due to a head injury
- does not have fluency using alternative support, for example students in Year 3 who lack fluency using Braille code.

A scribe is there to provide access to the test, not to improve the child's performance.

5.8.2 Use of a scribe in the *Writing* test

A trained scribe is permitted to assist a student to complete the *Writing* test only where the student normally uses a trained scribe in the classroom, and prior written permission has been sought from the QSA by 1 May.

All scribes must understand how they may assist the student by adhering to the following rules. (These rules may be photocopied).

5.8.3 Scribe rules for the *Writing* test

The scribe may be either a teacher or a school, student-support person (not being a parent of the student) who has been briefed in the test administration procedures and the following conditions:

- An alternative test setting should be provided so that other students are not disturbed and additional time may be allocated if needed.
- Test instructions should be delivered exactly as outlined in the test administration scripts.
- After allowing the student time to reflect and consider, the scribe will write as the student dictates and may not suggest ideas or words to use nor prompt in any other way.
- As the student dictates, the scribe will write word for word to represent the student's own language, printing all words in lower case without any punctuation.
- The scribe may need to read the text back throughout the writing process to help the student maintain continuity until the text is complete.
- A spelling check must be performed before the student can be given the scribed text to proofread and edit. The scribe will select four easy words, four average words and four difficult words that have been used in the text and ask the student to orally spell each one. The scribe will record the student's oral spelling of each word in a space below the text.

  When completed, cover the scribed text and show the student only the 12 spelling words. Ask the student to check these words and indicate any change that the scribe should make.

  When the test is over, the scribe will write the selected words in brackets next to each of the words spelt by the student to avoid any confusion during the marking process.
- During the editing time, give the scribed text to the student to proofread and to indicate where punctuation is wanted (the scribe will then mark the capitals, full stops, paragraphs etc. as directed).
- During the editing time, the student may also indicate any changes or additions to the text, and the scribe will write these in.

5.9 Use of a scribe for temporary injuries

5.9.1 For the *Writing* test

A student with a recent temporary injury, such as a broken arm, who is unable to complete the *Writing* test cannot use a scribe and should be marked absent from this test.

5.9.2 For the other tests

If necessary, a support person may record the student's responses for the other tests (i.e. shade bubbles indicated by the student, write short responses or answers dictated by the student).

5.10 Table: Accommodations — Types of special provisions/considerations

Using a scribe	*Writing* test	Temporary disability — Other tests	Temporary disability — *Writing* test
Scribes can be used for the tests only if this is the normal practice in the classroom.	✓ Also see 5.8.2	✓ Also see 5.9.2	✗ Also see 5.9.1
Reading to students	**Permitted**	**Not permitted**	
	To read: • test instructions • writing instructions • practice questions • writing stimulus • numeracy questions (not numbers or symbols)	To: • read numbers or symbols in *Numeracy* tests • interpret diagrams or rephrase questions • read questions, multiple choice distractors or stimulus material in the *Reading* or *Language conventions* tests • paraphrase, interpret or give hints about questions or texts.	
Special provisions/ considerations include:	**Permitted**	**Notes**	
Large print	✓	Large-print testbooks are provided only for students nominated by a specialist teacher, vision impairment. Principals do not need to contact QSA or SALMAT to arrange these materials as this is done on their behalf by the visiting advisory teacher.	
Braille	✓	Braille testbooks are provided only for students nominated by a specialist teacher, vision impairment. Principals do not need to contact QSA or SALMAT to arrange these materials as this is done on their behalf by the visiting advisory teacher.	
Coloured overlays or masking	✓	Coloured overlays or masking should be made accessible to students who use these daily in their classrooms.	
Assistive technology	✓	Permission for a student to use assistive technology must be obtained from the QSA. Assistive technology that is not acceptable includes: word prediction software and text-to-speech software (unless it is a screen reader for students with vision impairment).	
Oral or sign support	✓	Students with moderate/severe to profound hearing loss may access oral or sign support. The support person must be a skilled and familiar communication partner with the student and is permitted to read or sign the instructions in all tests. No Literacy questions may be read or signed to students. For the Numeracy tests, numbers and mathematical symbols must not be read or signed to any student.	
Separate supervision	✓	To avoid disruption, it is suggested that students who use assistive technology or who require extra time, additional rest breaks or support staff be seated in an area separate from other students sitting for the tests.	
Extra time	✓	Additional working time of up to 50 per cent of the published test time may be given to students receiving special provision/consideration.	
Rest breaks	✓	Additional rest breaks are permitted for students who may suffer fatigue as a result of a disability or medical condition (e.g. juvenile arthritis, muscular dystrophy, impaired motor skills, chronic fatigue syndrome).	

Special provisions/ considerations include:	Permitted	Notes
Screen reader	✓	A screen reader for students with vision impairment is permitted.
Interpreters	✓	In the *Writing* and *Reading* tests, neither the material in the stimulus magazine nor the test items may be interpreted. Only the instructions may be interpreted. For the *Numeracy* tests, general instructions may be interpreted. No other aspects of the numeracy items may be interpreted. The student may use a bilingual dictionary in the *Numeracy* test. Under no circumstances are students or family members to act as interpreters.

5.11 Use of communication devices

5.11.1 Personal computers or laptops (no spellcheck or speech-to-text software), assistive listening devices, specialised equipment or alternative communication devices may be used if these are used routinely as part of a student's curriculum plan and/or IEP.

5.11.2 Permission must be sought in writing from the QSA for a student with a disability to use assistive technology (e.g. laptop, Neo by Alpha Smart) for the *Writing* test (by 1 May).

5.11.3 Where permission is granted, the school name and code, the student's name, year level and EQ ID number (where applicable) are to be clearly printed on the top of each sheet of paper used for the *Writing* test. These pages are not to be glued, stapled or affixed to the testbook in any way — the loose pages must be inserted in the testbook bearing the student's name.

A copy of the student's work must also be faxed or emailed to the QSA (see details inside front cover).

5.12 Applications for, and approval of, special provision/consideration

Where a student's circumstances meet the criteria for special provision/consideration, the principal should photocopy the *Application for variation to student participation form* in this handbook (Appendix 2).

The parents/carers, the teacher and the principal should complete this form. Each application should be discussed with specialist personnel to determine the most equitable and appropriate provisions/ considerations to enable the student to participate in the tests.

One copy of the completed form should be given to the parents/carers and the other retained in the student's file. Schools need to keep a record of this information as they may be requested to provide this for audit purposes at a later date.

As well as shading the "special consideration" bubble on the testbooks, test administrators should make sure that the names of students receiving special provision/consideration are recorded on the *Test participation list.* This form is to be returned with the testbooks.

Please note: The *Application for variation to student participation form* is for school use only. Do not send it to the QSA or to SALMAT.

Permission for the use of a scribe or assistive technology must be granted by the QSA. **Applications for these special provisions/ considerations are to be submitted by Friday 1 May 2009.**

6. Preparing for the tests

The NAPLAN tests should be presented to students as one method by which teachers collect information about what students know and can do. Students should be aware that other methods of assessment are very important and will also form the basis of reports to parents/carers. Students should be encouraged to do the best they can in the tests, but told not to be too anxious or worried.

It is important that sitting for the tests is not a traumatic experience for students. Some items will be easy and others will be more difficult. It should be emphasised that all students are not expected to answer every item correctly.

6.1 Test rules and equipment

Teachers should tell students that the following rules will apply during the tests:

- All responses are to be written in English.
- 2B or HB pencils are to be used for completing the testbook covers and the test questions. This is so testbooks can be scanned accurately. Mechanical pencils (e.g. Pacers) must not be used because they produce writing that is often too feint to be easily read.
- Reusable adhesive (e.g. blu-tack), coloured pencils, sticky tape or other materials that would leave marks on the papers are not to be used.
- Students who have to leave the room for any reason will be given appropriate extra time to finish the test.
- Students who finish the tests early will need to have silent activities to go on with so that they do not disturb the other students.

Students will be permitted to take the following items into the test area:

- 2B or HB pencils
- eraser
- pencil sharpener
- blue or black biros (for Year 9 *Writing* test)
- one blank piece of paper for planning for the *Writing* test (to be collected by the test administrator at the end of the test)
- calculators for the Years 7 and 9 *Numeracy* (*calculator allowed*) test
- blank paper for working in the *Numeracy* tests (to be collected by the test administrator at the end of each test)
- where approved, assistive technology, which may include a laptop, as a special provision/ consideration
- some quiet activity for students to go on with if they finish early.

6.2 For the Literacy tests

The following suggestions may help teachers to prepare their students for the Literacy tests:

6.2.1 Language conventions

- Give students proofreading tasks with a range of spelling words, starting with easy words and progressing to more difficult ones.
- Make sure students know that they should write the spelling words in the spaces provided.
- Tell students that they must erase any errors carefully and completely so the scanner can clearly pick up the response they intended.

In *spelling*:

- Teach the whole system, i.e. how letters are used to represent the sound, the function and meaning links in language.
- Pay particular attention to the doubling conventions when adding inflected endings and in syllables.
- Teach conventions for adding suffixes (e.g. -able, -ible).
- Use strategies like vocabulary notebooks and wordsorts to help.
- Use the spelling scope and sequence from the QSA home page <www.qsa.qld.edu.au> select Learning P-12 > Essential learnings > English > Scope and sequence > Spelling.

In *grammar*:

- Teach the difference in the grammar of spoken and oral language (i.e. the difference between oral and written language).
- Use the grammar scope and sequence from the QSA home page <www.qsa.qld.edu.au> select Learning P-12 > Essential learnings > English > Scope and sequence > Grammar.

In *punctuation*:

- Teach the sentence boundary punctuation and insist on its use. Revisit this as the complexity of sentences develops.
- Teach apostrophes of possession and contraction.
- Use the punctuation of the grammar scope and sequence from the QSA website.
- See also the *Teacher's notes: Notes on grammar* under *Teaching ideas* on the Years 3, 5, 7 and 9 page of the Assessment section of the website.

6.2.2 Writing

- Provide students with opportunities to analyse a task and write a narrative/story from a stimulus. There is a sample task on the NAPLAN website (*www.naplan.edu.au*) and practice writing tasks on the QSA website (*www.qsa.qld.edu.au*).
- Inform students that no help will be available during the test.
- Tell students to write to the specific task demand, stimulus and topic word given on the test stimulus. It must be a story with an orientation, a complication and a resolution. They should get straight into their story.
- Discuss possible audiences for writing a narrative/story.

- Discuss the marking criteria for the *Writing* test as a means of focusing on the outcomes expected. These are available on the QSA website.
- Discuss and provide strategies to help students with written planning. Have students complete written planning before they begin a writing task.
- Engage students in short, uninterrupted, silent writing time to encourage them to get started quickly and to write without interruption. Students should develop a sense of how much they can write in 30 minutes.
- Encourage students to do a good first draft.
- Discuss the purpose of the proofreading and editing time at the end of the writing session.
- Encourage students to write legibly. Scripts that are too feint to read or that are written in very small font may not be marked.
- Tell students that the markers know they are assessing a first draft, and that there is no penalty for crossing out or using other drafting techniques.

In small and multi-aged classes, discussions about the *Writing* test could take place across year levels.

6.2.3 Reading

The types of items on the test papers will focus on the following reading purposes and processes:

- retrieval of explicitly stated information
- making straightforward inferences
- interpreting and integrating ideas and information
- examining, evaluating and responding to content, language and textual elements.

The purpose and meaning of the language commonly used in the item stems of multiple-choice items could be discussed to assist understanding of the item demands. For example, discuss the words *suggest*, *describe*, *imply*, *indicate*, *show*, *most likely*, *main purpose*.

In preparation for the *Reading* test, tell students to:

- Read the complete stimulus for a unit before attempting to answer the items for that unit.
- Read an item and try to answer it before reading the answer alternatives. By thinking of the response first, students are less likely to choose incorrectly.
- Reread the stimulus to confirm answers.
- Read all response alternatives carefully before shading the bubble in multiple-choice items.
- Avoid spending too much time on one item.
- Attempt to answer every item. If unsure of the correct response, students should choose the option that is the most likely.
- Check their answers if there is time.
- Change an answer only if there is a good reason to do so.

6.3 For the Numeracy tests

The following suggestions may help teachers to prepare students for the *Numeracy* test/s.

- Encourage students to read all of a question before attempting to answer it.
- Give students practice in identifying key words and phrases in questions.
- Provide opportunities for students to become familiar with multiple-choice questions.
- Encourage students to read a question and to try to estimate the answer before reading options provided. By thinking of the response first, students are less likely to choose incorrectly.
- Encourage students to read all the options in multiple-choice questions carefully before shading a bubble.
- Discuss strategies for checking the reasonableness of answers.
- Explore different problem-solving strategies with students.
- Advise students not to spend too much time on any one question.
- Encourage students to attempt to answer every item. If unsure of the correct response, students should choose the option that is the most likely.
- Make sure that students in Years 7 and 9 have a calculator with which they are familiar.
- Advise students to check all their answers to all questions if there is time.
- Suggest that students change an answer only if there is a good reason to do so.

6.3.1 Calculators for Years 7 and 9 tests

Students will be permitted to take into the test the calculator that they currently use at school or with which they are most familiar. Schools should make sure that they have a sufficient reserve supply of calculators.

Test administrators will be responsible for making sure that any calculator used during the test has been checked to see that no information that might advantage a student has been stored on the calculator.

6.4 Test preparation materials

Refer to page 5 of this handbook for information about test preparation materials.

6.5 Practice questions

There will be some simple practice questions in each testbook to remind students of the different ways they will have to show their answers.

When going through the practice questions with the students, it is important that test administrators follow exactly the script supplied. This ensures that all students nationally receive the same information and no one is advantaged or disadvantaged.

7. Receipt of 2009 test materials

7.1 Responsibility of the principal

7.1.1 The principal is to ensure that whoever receives the test materials signs for them and legibly records their name and the time the materials arrive at the school.

7.1.2 The principal (or the principal's delegate who signs for the materials) must make sure that the contents and quantities of deliveries are correct as soon as possible after the receipt of the materials. In the event of incorrect/ incomplete delivery, SALMAT must be notified immediately.

7.1.3 Once checked, the test materials must be stored in a **secure place immediately** and kept there until each of the test days.

7.2 Receiving test materials

7.2.1 The test materials will be packaged in tamper-evident bags according to the way in which a school has organised its student data on the QSA NAPLAN Student Details website (i.e. in classes, alphabetically in year level cohorts).

7.2.2 The tamper-evident bags should not be opened until the morning of the relevant test. Where a school feels that it is necessary to sort materials earlier than the morning of a scheduled test, they may begin sorting on the afternoon of the previous day, but only after students have left for the day. Schools that need greater flexibility should apply to the QSA for permission to access materials earlier.

If, at any stage prior to the tests, it is seen that the seals of these bags have been tampered with, the QSA must be notified immediately via email: <NAPLAN.tests@qsa.qld.edu.au>.

7.2.3. Year 9 test materials will be packaged separately from those of other year levels and will be delivered first. Materials for Years 3, 5 and 7 will be packaged and delivered together.

7.3 Number of testbooks

There will be three testbooks for each student — one for each day of the tests.

Day 1: The *Language Conventions* and *Writing* tests will be in the same testbook. There will also be a stimulus page for the *Writing* test.

Day 2: A testbook for the *Reading* test and a coloured stimulus magazine

Day 3: For Years 3 and 5, the testbook will contain one *Numeracy* test.

Day 3: For Years 7 and 9, both Numeracy tests — the *calculator-allowed* and the *non-calculator* — will be in the same testbook.

Test administration guides containing detailed instructions for the administration of the tests will be distributed with the test materials.

7.4 Types of testbooks

All testbooks sent to a school in the initial mailout will be overprinted with the school name and school code. The covers on these testbooks will be of two different types.

Type 1 (named) testbooks: These will have the students' details already printed on the covers — names, date of birth, class, EQ ID (where applicable). The enrolment data entered on the QSA NAPLAN Student Details website by schooling authorities and individual schools is used to overprint the information on these testbooks.

Type 2 (unnamed) testbooks: These will not carry any student details (but will have the school name and code printed on them) and are to be used for students:

- for whom there is no Type 1 testbook (e.g. a new enrolment)
- whose assigned testbook has been lost or damaged
- visiting from another school (e.g. distance education student or on holiday).

Test administrators will be required to insert a student's details in the vacant fields on Type 2 testbooks.

For most schools, Type 2 testbooks will be packaged separately from Type 1 testbooks. Where there is a small number of students in a year level, both types of testbooks will be packed in the same tamper-evident bag.

8. Administering the tests

8.1 Responsibility of the principal

8.1.1 The principal is responsible for the administration of tests within their school.

8.1.2 The principal is responsible for the administration of arrangements for students undertaking "catch-up tests" and the conditions under which they are taken for 2009.

8.1.3 The principal will determine and appoint, as required, relevant persons to act as test administrators.

8.1.4 The principal will ensure all test administrators, including any relief or supply teachers acting as test administrators, are provided with all relevant test administration instructional material and are familiar with the requirements of the role.

8.1.5 The principal must apply for and obtain written permission from the QSA for students to use scribes and laptops or other assistive technology. The internet connection of the laptop or other computer must be disabled.

8.1.6 The principal must ensure that:

- under no circumstances are any students to undertake a test before the test date
- under no circumstances are students to undertake a test without supervision
- during the test, students are not able to view material within the test area that could assist them to answer questions (such as multiplication tables, spelling lists, writing charts, etc.)
- where the calculator function of a laptop or other computer is used in the test, internet access is not available.

8.1.7 The principal has the responsibility to adhere to and enforce the procedures outlined in the test administration guides.

8.2 Time for testing

8.2.1 Schools should schedule tests on the dates agreed by AESOC (see page 6).

8.2.2 In 2009, schools with compelling reasons will be able to request permission from the QSA to participate in the tests in the week after testing to 22 May 2009. This option is only available to classes or groups and not individual students. The compelling reasons must be of a serious order and could, for example, include cases where a school has booked an overseas excursion where the dates cannot be changed, or where schools are expected to participate in state-based activities such as show holidays.

8.2.3 Schools must schedule tests so that they are undertaken in morning sessions on the agreed test dates.

8.2.4 Where there is more than one test scheduled for any day, a minimum of 20 minutes break time for students should be provided between the two test sessions.

8.2.5 The common standards also apply to the test "catch-up" day/s. In 2009, individual students will not be able to undertake "catch-up" tests in the week following the national tests. They may undertake "catch-up" tests on the days in the test week, after the scheduled test.

8.2.6 Tests must not be conducted prior to the published test date under any circumstances.

8.2.7 The scheduled order of the tests cannot be varied.

8.3 Distributing testbooks

8.3.1 Test administrators should distribute Type 1 (named) testbooks to the students whose names are printed on them.

8.3.2 Other students should be given a Type 2 (unnamed) testbook.

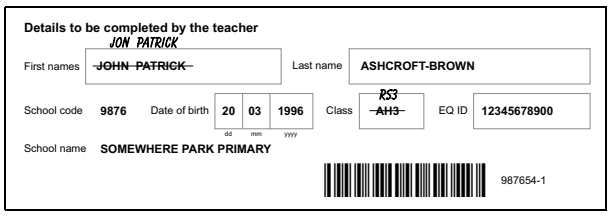
8.3.3 Testbooks should not be distributed to students who have a valid exemption or are withdrawn by parents/carers. These students should be given another activity to do.

8.4 Completing testbook covers

The information required on the covers of testbooks is the same for all year levels.

8.4.1 All information on the covers of the testbooks is to be entered using a 2B or HB pencil.

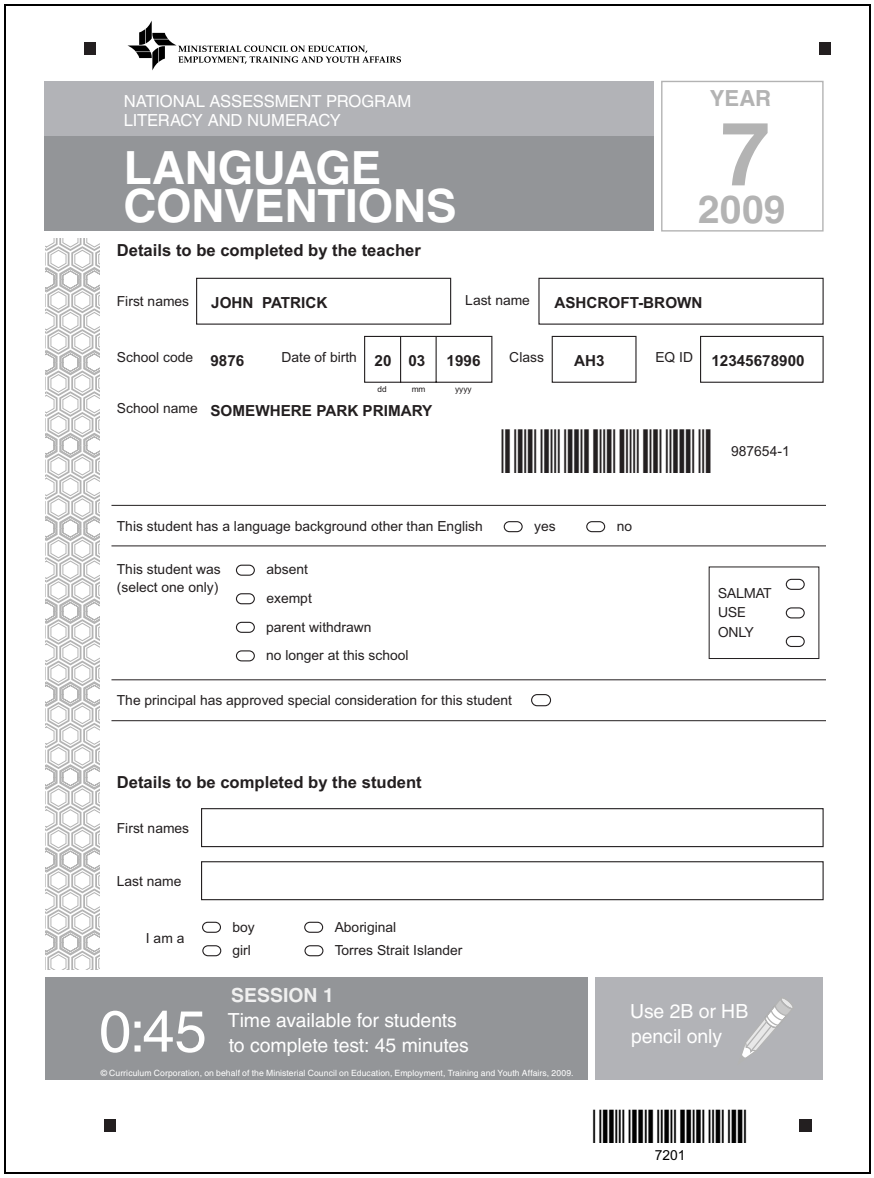
8.4.2 If there is an error in the student details printed on the testbook, the test administrator must rule a single line through the incorrect information and print the correct details neatly above (as shown below).



Where no class information is indicated on Type 1 testbooks, students should be told to leave this field blank.

8.4.3 Test administrators should instruct students to write their names in exactly the same way on both covers of dual testbooks — *Language conventions/ Writing* (Tuesday) and *Years 7 and 9 Numeracy* (Thursday) — at the beginning of the first test of the day.

Cover of Type 1 (named) testbook



MINISTERIAL COUNCIL ON EDUCATION, EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

NATIONAL ASSESSMENT PROGRAM
LITERACY AND NUMERACY

LANGUAGE CONVENTIONS

YEAR 7 2009

Details to be completed by the teacher

First names: JOHN PATRICK Last name: ASHCROFT-BROWN

School code: 9876 Date of birth: 20 (dd) 03 (mm) 1996 (yyyy) Class: AH3 EQ ID: 12345678900

School name: SOMEWHERE PARK PRIMARY

987654-1

This student has a language background other than English ○ yes ○ no

This student was (select one only) ○ absent ○ exempt ○ parent withdrawn ○ no longer at this school

SALMAT USE ONLY ○ ○ ○

The principal has approved special consideration for this student ○

Details to be completed by the student

First names

Last name

I am a ○ boy ○ girl ○ Aboriginal ○ Torres Strait Islander

SESSION 1
0:45 Time available for students to complete test: 45 minutes

Use 2B or HB pencil only

7201

The details in this section are already printed on the testbook.
Student to check name and date of birth.
Teacher to check other information and make any amendments (p.19).

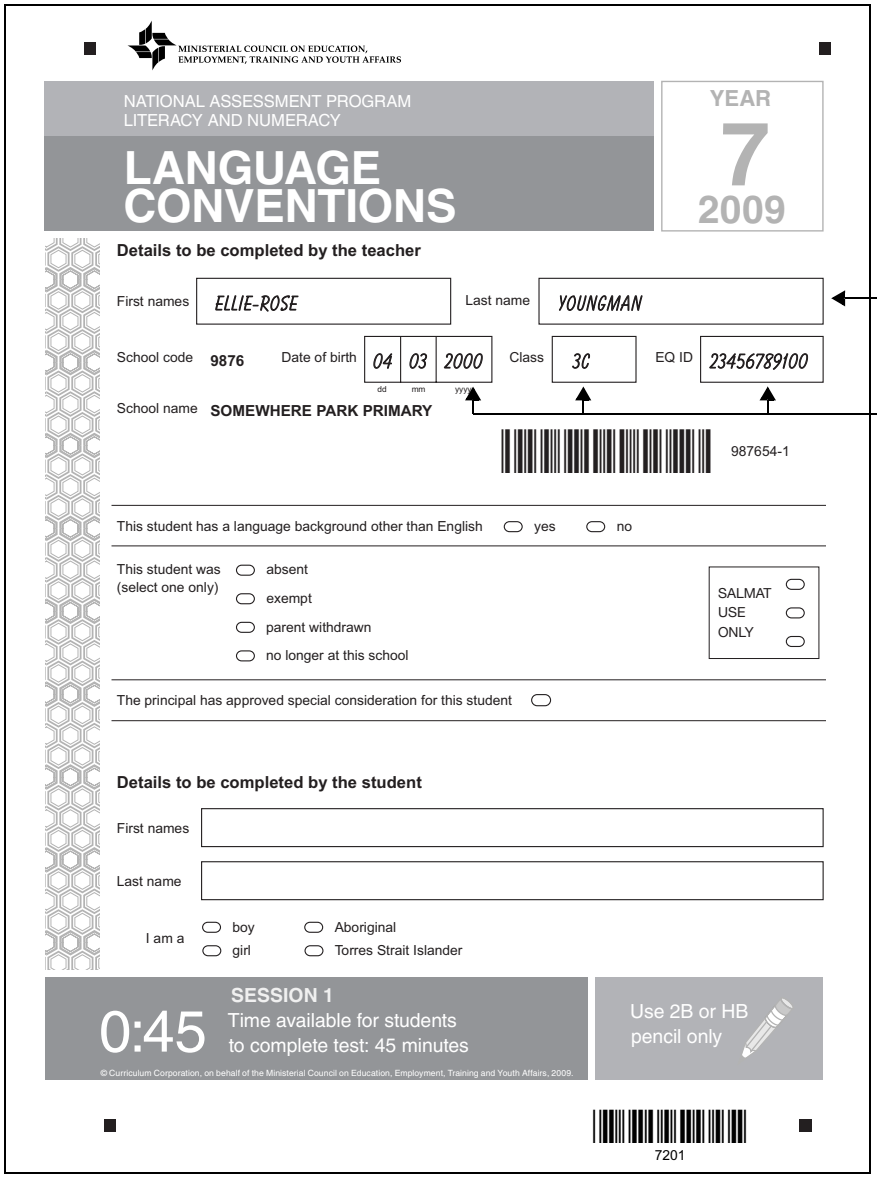
Teacher to shade a bubble according to school data.

Teacher to shade one bubble only to indicate student participation.*

Student to complete. Names to be written in same way on each testbook. Teacher to check accuracy.

* Special schools with large numbers of exempted students will be advised of alternative arrangements.

Cover of Type 2 (unnamed) testbook



Teacher to print the student's names in capitals and to enter student's date of birth, class and EQ ID number, if applicable.

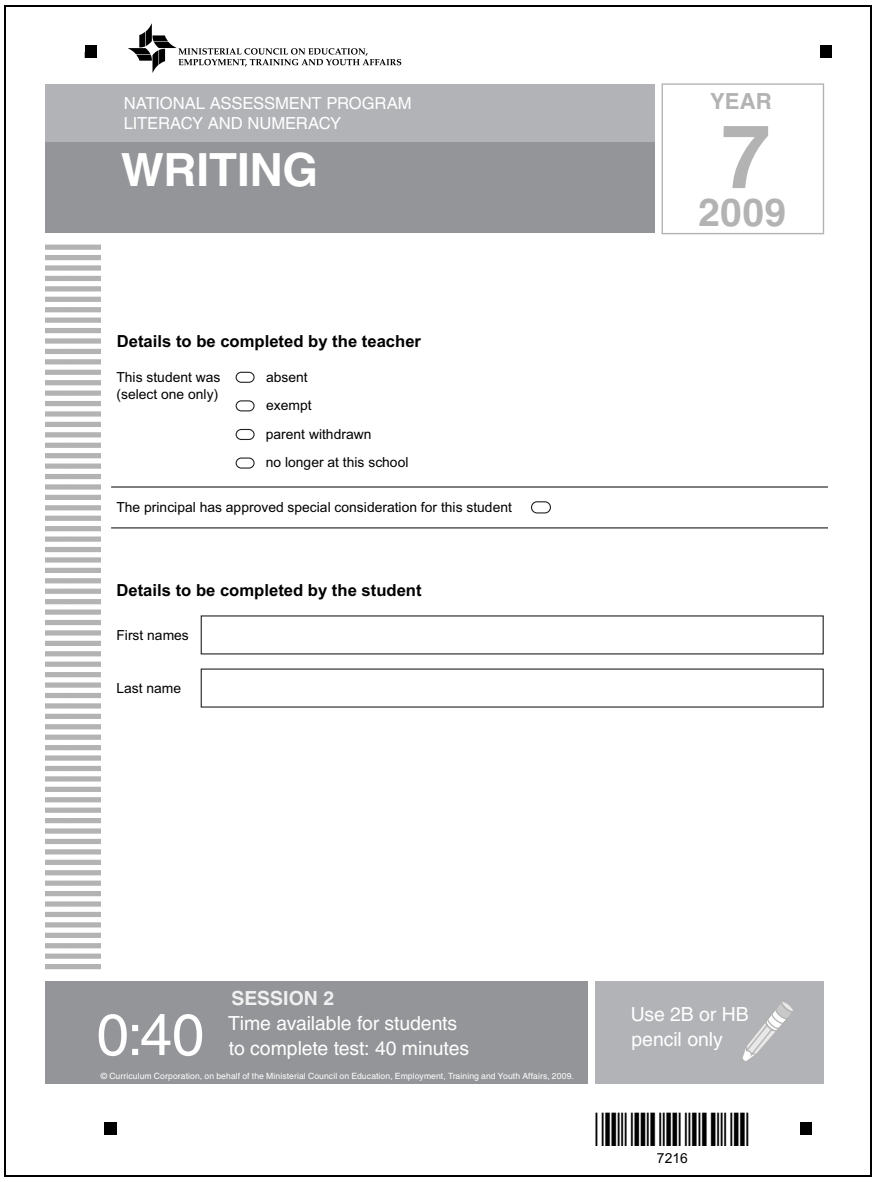
Teacher to shade a bubble according to school data.

Teacher to shade one bubble only to indicate student participation.*

Student to complete. Names to be written in same way on each testbook. Teacher to check accuracy.

* Special schools with large numbers of exempted students will be advised of alternative arrangements.

Cover of Type 1 and Type 2 testbooks for *Writing* and Years 7 and 9 *Numeracy (non-calculator)* tests



MINISTERIAL COUNCIL ON EDUCATION, EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

NATIONAL ASSESSMENT PROGRAM
LITERACY AND NUMERACY

WRITING

YEAR 7 2009

Details to be completed by the teacher

This student was (select one only)
- absent
- exempt
- parent withdrawn
- no longer at this school

The principal has approved special consideration for this student

Details to be completed by the student

First names

Last name

SESSION 2
0:40 Time available for students to complete test: 40 minutes

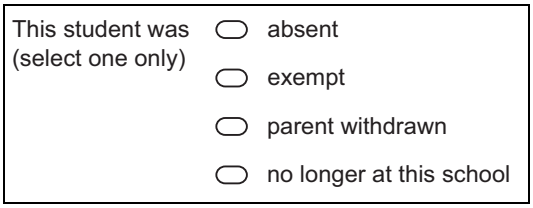
Use 2B or HB pencil only

7216

Teacher to shade one bubble only to indicate student participation.

Student to complete. Names to be written in same way on each testbook. Teacher to check accuracy.

8.4.4 Testbook covers must be completed for all students, including those who do not sit for a test. The reason for non-participation must be indicated in the appropriate section.



Shade only one bubble.

8.4.5 It is possible that an absent student could sit the test in a "catch-up" session. Do not shade the absent bubble until after it has become clear whether or not the student will be completing the test in a "catch-up" session.

8.4.6 Details to be provided by the teacher on testbooks — Type 1 and Type 2

Teachers will be required to shade bubbles on the covers of all testbooks to indicate whether a student:

- is absent
- is exempt
- has been withdrawn by parents
- is no longer at the school
- has received special consideration.

The covers of the testbooks are the records of attendance and participation.

Note that exemption overrides all other bubbles.

8.4.7 Details to be provided by the teacher on Type 2 (unnamed) testbooks only

Teachers will be required to enter all student details — first names, last name, date of birth, class, EQ ID (where applicable) — and to shade a bubble to indicate student participation on the covers of all Type 2 testbooks.

8.4.8 Details to be provided by the student on testbooks — Type 1 and Type 2.

Each student will receive three testbooks. They will be required to write their first names and last name clearly in the spaces provided on the covers of each of these testbooks.

Test administrators should tell students to write their names in exactly the same way on each testbook. For example, a student should not write Susan McDonald on one testbook and Sue McDonald or Susan Jane Mc Donald on other testbooks.

Students will also have to shade bubbles to indicate their sex and whether they are an Aboriginal or Torres Strait Islander.

Students should be told not to shade any of the bubbles in the section of the cover that is to be completed by the teacher.

8.4.9 Under no circumstances should covers or pages be removed from the testbooks.

8.4.10 Any school error in the data recorded on the cover of a testbook will result in incorrect information being provided on school, class and student reports. Reports will not be reprinted where incorrect data were provided by the school. It is imperative therefore that the covers of all testbooks are thoroughly checked.

8.4.11 Refer to pages 20 to 22 for annotated examples of the covers of testbooks.

8.5 Students completing the tests at other schools

On occasions, students may sit the tests at a school other than their own (i.e. a host school). Students may sit for the tests at another school if they are:

- attending a cultural or sporting event
- on holiday
- attending a School of Distance Education
- home-schooled.

The host school will be required to provide a set of Type 2 (unnamed) testbooks for visiting students. On these testbooks, a single line must be ruled through the name and code of the host school and the name and code of the student's school written clearly above them.

Where possible, a visiting student's details including the name and code of the school the student normally attends, should be given to the host school prior to the test week so the covers of testbooks for these students can be filled out correctly.

8.6 Test supervision

8.6.1 Responsibility of test administrators

As the person who delivers the national test, the test administrator is the critical link in the ultimate validity and fairness of the tests. Test administrators are responsible for monitoring the test sessions according to the specific scripts set out in the test administration guides and according to the instructions set out below.

In delivering the test, the test administrator should encourage student participation in the tests and supervise student conduct and engagement during the tests.

8.6.1.1 Test administrators are responsible for items that students may bring into the test area. Test administrators must ensure that students bring into the test area only the items permitted. On no account are students permitted to bring mobile phones into the test area.

The items permitted are:

- grey lead 2B or HB pencils
- pencil sharpener
- eraser
- blue or black biros, ballpoint pens (for Year 9 *Writing* test)
- one blank piece of paper for planning for the *Writing* test, which is to be collected by the test administrator at the end of the test
- blank paper for working in the *Numeracy* tests

- calculators for the Years 7 and 9 *Numeracy — calculator allowed* tests
- where necessary, assistive technology as a special provision/consideration, which may include a laptop
- laptops or computers where prior permission has been received from the QSA
- a book or material for some other quiet activity for students who finish early. Please note that, in the *Writing* test, students must not have access to a reading book while still completing the test.

8.6.1.2 Test administrators are responsible for the use of calculators in the Years 7 and 9 *Numeracy — calculator allowed* tests.

Students will be permitted to bring into the test the calculator that they currently use at school or with which they are most familiar.

- Schools should ensure that they have a sufficient reserve supply of calculators.
- Test administrators will be responsible for ensuring that any calculator used during the test has been checked to make sure that no information that might advantage a student has been stored on the calculator.

8.6.1.3 **Reading to students (see also Table 5.10)**

Test administrators are permitted to read:

- test instructions
- writing instructions
- practice questions
- writing stimulus
- numeracy questions (not numbers or symbols).

Test administrators are NOT permitted to:

- read numbers or symbols in the *Numeracy* tests
- interpret diagrams or rephrase questions
- read questions, or stimulus material in the *Reading* or *Language Conventions* tests
- paraphrase, interpret or give hints about questions or texts.

8.6.1.4 If a student arrives late, before the test session has begun, the test administrator should give the student his or her testbook. Once the actual test has begun (that is, once the students have opened their testbooks and the test administrator has begun reading the instructions), discretion should be used as to whether a late student is admitted.

8.6.1.5 Students who ask to leave a session may do so only if it is essential. In these cases, the test administrator should collect the test materials when the student leaves the room and record the times of departure and return. Materials are to be returned to the student when they re-enter the room and the student allowed to complete the test. The total time the student engages with the test should be uniform for all students.

8.6.1.6 Students should be supervised if they ask to leave the test area to make sure they do not take any prohibited items back into the test session.

8.6.1.7 If a student cannot complete a test session (e.g. because of illness), the student is to be marked absent. The reason for the sanctioned abandonment of the test should be recorded in the school records.

8.6.1.8 Students finishing early should be encouraged to review their work. Students who have completely finished a test may be permitted to read or complete a quiet activity.

8.6.2 Perceived errors

Test administrators should not make comments to students regarding what they believe is an error on a test paper. If you believe that there is an error on a paper, please contact the QSA on 3864 0210 after the test.

8.7 Teacher assistance

There are no teacher-led questions, oral components or discussions of stimulus materials in any of the tests.

8.7.1 Reading to students as a whole group

The only components of the test that test administrators may read to students as a whole group from the testbooks are:

- practice questions
- test instructions
- writing instructions.

8.7.2 Reading to individuals and small groups of students

In addition to the above, for individuals or small groups of students with identified high-support reading needs, test administrators may read instructions and questions for all numeracy material but must **not** read out numbers or symbols, interpret diagrams or rephrase questions. They also must **not** read questions or stimulus in the *Reading* test.

8.7.3 In all tests, test administrators may assist a student by:

- reading and clarifying general instructions
- reminding students of the response types (e.g. shade a bubble)
- advising students to move on from a question about which they are unsure and to return to it later
- advising students to attempt all questions on the test
- advising students to check that they have attempted every question
- providing general encouragement to students to continue.

8.7.4 During the ***Numeracy*** tests ONLY, test administrators may read words, phrases or questions but not numbers or mathematical symbols. They may NOT provide the following assistance:

- give hints or examples
- explain, paraphrase or interpret questions
- indicate to students whether answers are correct or incorrect
- remind students about related work completed in class
- provide extra time.

8.7.5 During the *Language conventions test*, test administrators may not:

- read the spelling items to the students
- write any spelling words on the board
- write any spelling words for students.

8.7.6 During the *Writing* test, test administrators may not:

- discuss the writing task
- provide any structure or content, either orally or in writing
- prompt or write for a student.

Test administrators may remind students that they should begin their writing on the first lined page and that they have three pages on which to write their narrative. No additional pages should be provided. Students should also be told to write within the box — not in the margins of the testbook.

8.7.7 During the *Reading* test, test administrators may not:

- read anything from the stimulus magazine
- read any test questions.

8.7.8 During the ***Numeracy*** **test, test administrators may not:**

- read the numbers or symbols
- explain the meaning of any symbols, numbers or mathematical terms
- interpret any graphs or diagrams.

8.8 Time taken to complete tests

8.8.1 All students should complete the test within the time allocated for each test.

8.8.2 Variations from the allocated time should be permitted only in cases where students have been granted special provision/consideration prior to the tests. This should be recorded on the student's testbook consistent with the procedures in the *Test Administration Guide* (i.e. special considerations bubble shaded).

8.9 Instructions by test administrators

8.9.1 Instructions outside those specified in the test administration guides should be minimal. Typically these instructions may be to:

- remind students of elapsed time
- encourage students to continue with the test
- maintain test conditions for all students
- remind students to check that they have completed all questions.

8.10 Collection of test materials

8.10.1 Test administrators are to collect all testbooks from the test area and return them to the secure storage area until returned to the contractor. All other materials, including stimulus materials and unused testbooks, must also be collected from the test area and kept secure until the end of the testing period, 22 May 2009.

8.10.2 No students, teachers (unless they are a test administrator) or any unauthorised person should remove any test material from the test room.

8.11 Professional and ethical behaviour

It is expected that professional and ethical behaviour will be demonstrated regarding all aspects of test administration. Any assistance that answers a question for a student or advantages them in any way will be considered cheating.

Cheating is an intentional action contrary to the rules of the test and includes, but is not confined to, the following:

a student

- taking unauthorised equipment or prohibited information into the test room
- communicating with any person other than an administrator during test introduction time, planning time or during the test
- looking at another student's work

a teacher or test administrator

- viewing testbooks before the morning of the test
- explaining, paraphrasing or interpreting questions
- giving verbal or physical hints to students about the accuracy of their responses
- reminding students about related work completed in class
- providing extra time for students to complete a test. (This does not apply where a student has been granted special provision/consideration and a documented procedure is being followed or where a student has had a toilet break.)
- informs individual students, or groups of students undertaking the tests in "catch-up" sessions, of test items or topics.

8.12 Emergency considerations

Teachers should attend immediately to a student who experiences some emergency during the administration of the tests. If this means that the administration of a test has to be temporarily suspended to assist the student, teachers should instruct the class to put their pencils down, close their testbooks and wait. After attending to the student, teachers should resume administration of the test. The finishing time for the test should be adjusted to take into account the lost time.

If a student has an accident with a testbook during a test (e.g. sick or tears) and the testbook is unable to be submitted or read, the school must contact the QSA for advice immediately.

9. After the tests

9.1 After each test

Test administrators should:

- collect all the test materials from the students
- separate testbooks from working pages and stimulus materials
- use a class list to make sure all testbooks have been returned and accounted for. Check that the number of testbooks collected is the same as the number of students who sat the test in that room
- make sure that there are testbooks for all absent, exempt and parent withdrawn students and for students who are no longer at the school
- keep testbooks for any visiting students separate from those of the class so they can be returned in the prescribed way
- check that the cover details on all testbooks are accurate
- ensure that students have written their names in the same way on both covers of dual testbooks
- return testbooks to the principal or their delegate for secure storage until dispatch
- return other test materials (e.g. stimulus materials) to the designated secure storage area to be held until the 22 May.

9.2 Checking materials

The principal should make sure that:

- testbooks for each student eligible to sit for the test, including those who were absent, had a valid exemption or were withdrawn by parents/carers, have been collected
- there are not two testbooks collected (Type 1 and Type 2) for any student
- all information on the covers of the testbooks, including on the covers of testbooks used by visiting students, is correct and provided in 2B or HB pencil.

9.3 After completion of all the tests

9.3.1 Delegation of authority

If the principal is absent during the test week, arrangements should be made for a staff member to return the test materials.

The absence of the principal is not an acceptable reason for the late return of test materials.

9.3.2 Return of test materials

Once all test sessions, including "catch-up" sessions, have been completed, the following materials must be returned to SALMAT:

- testbooks for each student who sat the tests, as well as testbooks for students who were absent from the tests, had a valid exemption, were withdrawn by parents/carers or were no longer at the school.

  This means all Type 1 testbooks and completed Type 2 testbooks must be returned. Any unused Type 2 (unnamed) testbooks may be retained by the school for reference.

  Testbooks for visiting Queensland students are to be returned with the testbooks for other students. These should be placed in an envelope clearly marked "Visiting students".

  The testbooks for visiting students from other Australian states or territories are to be mailed to the testing authority for that state in an Express Post bag (see page 30 for postal addresses).

  Schools hosting visiting students should keep a record of the name and details of the student for verification purposes.
- a *2009 Test participation list* for each year level
- the *Principal's declaration form* signed by the principal indicating that recommended procedures have been followed (Appendix 1). **Failure to return the signed declaration form with the test materials will mean that reports may not be issued.**

Do not return any other test materials.

Testbooks must be carefully packaged for return to avoid any damage. Damaged testbooks cannot be machine read and this will delay sending the reports to all schools.

Where possible, return the materials in the packaging in which they delivered.

Attach the new return address labels supplied by SALMAT and follow the instructions regarding the return of these materials.

Special arrangements will be made for remote schools to return their test materials. These schools will be contacted individually.

Return of materials will be by Australia Post.

All test papers must be lodged at the local post office no later than Monday 18 May 2009.

The lodgement form must be stamped as proof that the materials were returned by the specified date, then faxed or mailed to SALMAT.

Materials are to be returned to:
SALMAT
Reply Paid 8140
C/- Manager
Underwood Business Centre
Australia Post
Dock 1 Underwood Mail Centre
UNDERWOOD QLD 4119

The weight of individual cartons/boxes must not exceed 16 kg.

A survey form will be sent to schools in the last week of May to gather feedback on all phases of the testing program. Principals and teachers are asked to complete the survey and return it to the QSA by 3 July 2009.

10. Marking and reporting

10.1 Marking

The multiple-choice items for literacy and numeracy will be machine marked. All constructed-response items for literacy and numeracy will be manually marked.

The *Writing* test will be marked at a marking centre by Queensland teachers specifically trained for the task.

10.2 Reporting

Schools will receive a printed report for each student. Once all data have been finalised, class and school reports will be made available to schools in electronic formats on the secure section of the QSA website.

The *2009 Test Reporting Handbook* will provide information to help interpret the test results. It will be sent to schools with the report package in September and made available on the QSA website.

The NAPLAN tests should be considered tests that complement other effective classroom assessment and reporting practices.

10.2.1 Checking of reports

Principals should check that the information provided in the student, class and school reports is correct as soon as the reports are received by the school. Amended reports will be issued only if printing errors occur.

Reports will not be reprinted where incorrect information was provided by the school.

It is the responsibility of schools, not parents/carers, to check the data on student reports.

10.2.2 Distribution of reports

Student reports for parents/carers should be distributed as soon as possible. All queries regarding problems with reports must be sent to the QSA from the school in writing.

The closing date for queries about reports is Friday 16 October 2009.

Schools should not direct parents/carers to contact the QSA as we cannot give information to individuals whose identity we are unable to confirm.

10.3 Freedom of information exemption

Student assessment information collected by the QSA is exempted from being released under the *Freedom of Information Act* (1992). This Act provides protection of student assessment data in relation to the common national tests. Under the terms of the Act, the QSA does not provide individual or systemic information to unauthorised persons about the performance of students in a common national test. At no time will the QSA publicly report results that have the potential to identify individual student or school performance on the tests.

It is important that principals and teachers give consideration to confidentiality and security issues associated with the reports. Access to these reports should be limited to those who have a legitimate reason to do so.

Appendix 1 — Principal's declaration form

A copy of the principal's declaration form has been provided for your convenience. Another copy will be forwarded to you with the test materials

2009 National Assessment Program — Literacy and Numeracy
Principal's declaration form

The processes listed below, as outlined in the *2009 National Assessment Program Test Preparation Handbook* for the 2009 National Assessment Program — Literacy and Numeracy, have been adhered to (please tick):

- ❒ the school has an action plan to manage the security of the test materials
- ❒ all test materials were stored securely until the test days
- ❒ no school staff accessed the test materials until the test days
- ❒ test materials were provided to relevant teachers on the mornings of the tests
- ❒ correct student information is provided on the covers of testbooks
- ❒ names on all returned testbooks have been checked against class lists
- ❒ testbooks for all students who sat the tests have been returned, including absent, exempt and withdrawn students
- ❒ all instructions in the *2009 National Assessment Program Test Preparation Handbook* were followed.

Test materials were lodged at

_____ Post Office

by: _____ on _____ / _____ / 2009
Please print

❒ A copy of the lodgement receipt has been faxed to SALMAT.

SIGNED by:

Principal's name: _____ Signature:_____

on this _____ day of May 2009

School code: _____ School: _____

Please sign this form and post or fax to SALMAT by Monday 18 May 2009.

Reports will not be delivered to your school unless this form has been returned.

For further information:

SALMAT Helpdesk
SALMAT
Tel: (07) 3275 4690
Fax: (07) 3395 8271
Email: naplan.qld@salmat.com.au

Appendix 2 — Application for variation to student participation

2009 National Assessment Program — Literacy and Numeracy
Application for variation to student participation

To the principal:

I request: ❑ Exemption ❑ Special provision/consideration

for: Student's name: _____

School: _____

Year level: ❑ Year 3 ❑ Year 5 ❑ Year 7 ❑ Year 9

for the following 2009 National Assessment Program Literacy and Numeracy Tests:

❑ Language Conventions ❑ Writing ❑ Reading

❑ Numeracy (Non calculator — all year levels) ❑ Numeracy (Calculator — Years 7 & 9)

for the following reasons:

_____

_____

_____

_____ _____

(Parent/carer) (Teacher)

TO BE COMPLETED BY THE PRINCIPAL

Exemption: ❑ Approved ❑ Not approved

Special provision/consideration: ❑ Approved ❑ Not approved

Reason for special provision/consideration: _____

_____

_____

Special provision/consideration will be: _____

_____

_____

Principal's signature: _____ Date: _____/_____/2009

Printed name: _____

❑ Copy to parent/carer

Note: *One copy of this form must be forwarded to parents/carers; one copy must be retained in the student's file.*

NAPLAN Testing Administration Authorities — Addresses for return of testbooks for students from interstate

State or Territory	Address
Australian Capital Territory	Dianne Grantham Educational Performance and Reporting ACT Department of Education and Training GPO Box 158 CANBERRA ACT 2601
New South Wales	Kate O'Donnell EMSAD NSW Department of Education and Training 66-72 Rickard Road BANKSTOWN NSW 2200
Northern Territory	Gay West Numeracy Assessment Project Manager Department of Education and Training Northern Territory Government GPO Box 4821 DARWIN NT 0801
South Australia	NAPLAN Testing Attention: Data Management GPO Box 1152 ADELAIDE SA 5001
Tasmania	Jonathan Moritz Educational Performance Services Department of Education GPO Box 169 HOBART TAS 7001
Victoria	Attention: VCAA Project Manager VCAA Assessment Centre c/- Pearsons Research and Assessment 100 Station Street NUNAWADING VIC 3131
Western Australia	Attention: Marilyn McKee Educational Measurement Branch Department of Education and Training 161 Royal Street EAST PERTH WA 6004

2009

National Assessment Program

Literacy and Numeracy

NAPLAN
Summary Report

Achievement in Reading, Writing,
Language Conventions and Numeracy

2009 Years 3, 5, 7 and 9 National Results in Reading, Writing, Language Conventions and Numeracy

Introduction

The National Assessment Program—Literacy and Numeracy (NAPLAN) tests are conducted in May each year for all students across Australia in Years 3, 5, 7 and 9. All students in the same year level are assessed on the same test items in the assessment domains of Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

Each year, over one million students nationally sit the NAPLAN tests, providing students, parents, teachers, schools and school systems with important information about the literacy and numeracy achievements of students.

The NAPLAN Assessment Process

The NAPLAN tests are developed collaboratively by the States and Territories, the non-government education sectors and the Australian Government. The test administration authority in each State and Territory is responsible for printing the NAPLAN 2009 tests, and for test administration, data capture and delivery of reports.

The NAPLAN tests broadly reflect aspects of literacy and numeracy within the curriculum in all States and Territories, and the types of test questions and test formats are chosen so that they are familiar to teachers and students across Australia.

National Protocols for Test Administration ensure consistency in the administration of the tests by all test administration authorities and schools across Australia.

The test administration authority in each State and Territory manages the marking of the tests. Tests for Reading, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy are marked using optical mark recognition software to score multiple-choice items. Writing tasks are professionally marked using well established procedures for maintaining marker consistency.

Test administration authorities submit de-identified student data from all tests to a national data contractor, appointed to undertake the analysis of the test data on behalf of the States and Territories. Comparative data showing the performance of each State or Territory and the nation, and the test results are provided to each testing authority.

The national contractor performs a range of analyses across the data to indicate the national mean and the middle 60 per cent of achievement for each year level, for each domain.

These analyses also determine individual student scores across the national achievement scale and enable comparisons over time.

Student reports are produced by the test administration authorities, using a national common reporting format.

2008/2009 Comparison

NAPLAN tests were equated so that the 2009 results can be compared with those for 2008. Equating enables the results from NAPLAN tests in different years to be reported on the same achievement scale.

Equating one test with another is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009.

Student Achievement

NAPLAN results are reported nationally through the Summary and National Reports, and at the student level. Results are available for use by education systems, schools and parents.

Individual student reports, provided to parents/carers, show student results against the national average and the middle 60 per cent of students nationally. These reports contain a description of what was assessed in each of the tests and provide information about what students can typically do.

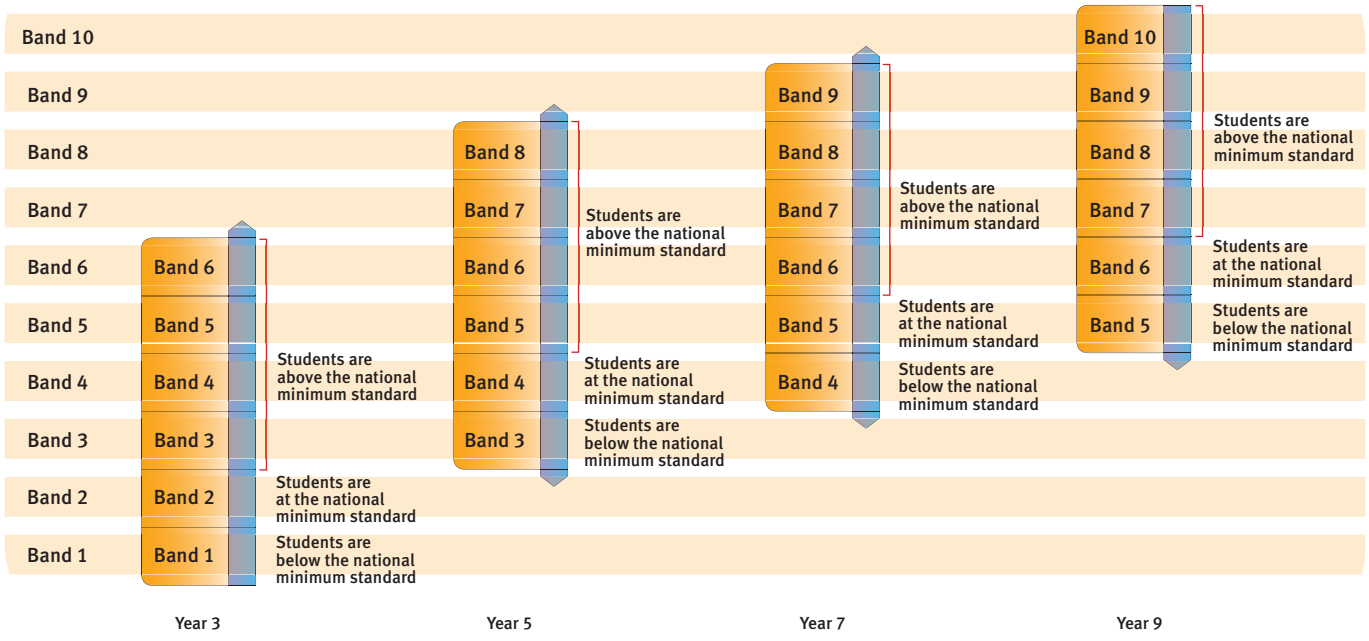
NAPLAN results are reported using five national achievement scales, one for each of the NAPLAN assessment domains of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Each scale consists of ten bands, which represent the increasing complexity of the skills and understandings assessed by NAPLAN from Years 3 to 9. Six of these bands are used for reporting student performance in each year level.

The NAPLAN reporting scales are constructed so that any given scale score represents the same level of achievement over time. For example, a score of 700 in Reading in one year will mean the same in future testing years.

National Minimum Standards

The second lowest band on the achievement scale represents the national minimum standard expected of students at each year level. Students whose results are in the minimum standard band have typically demonstrated only the basic elements of literacy and numeracy for the year level. Students whose results are in the lowest band for the year level have not achieved the national minimum standard for that year, and need focused intervention and additional support to help them achieve the skills they require to progress in schooling. For each year level, the national minimum standard is located on the common underlying scale at the following national achievement bands:

National Assessment Program—Literacy and Numeracy National Assessment Scale



Notes

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the tables have been rounded and may not sum to 100.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

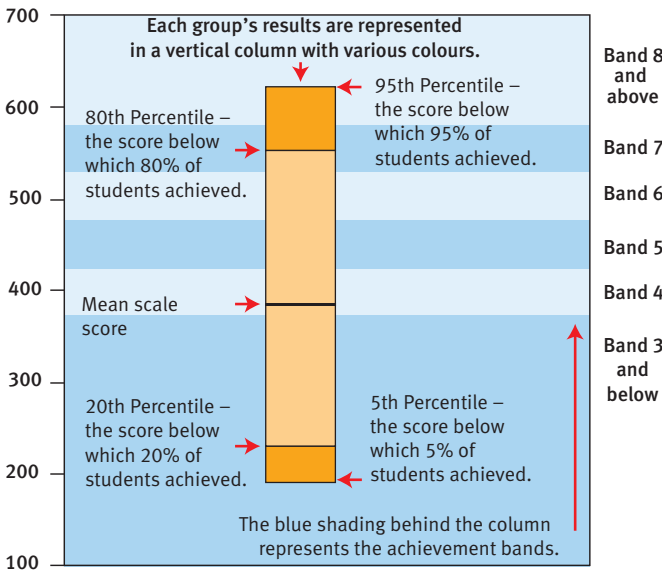
Participation rates are calculated as all assessed and exempt students as a percentage of the total number of students in the year level, as reported by schools, which includes those absent and withdrawn.

In the tables, Standard Deviation is abbreviated as S.D.

- ▲ Average achievement significantly higher, statistically, than in 2008 for this State/Territory
- ■ No significant difference, statistically, than in 2008 for this State/Territory
- ▼ Average achievement significantly lower, statistically, than in 2008 for this State/Territory

A variety of factors can affect statistical significance, such as the size of the standard deviation and size of population.

How to read the graphs



2009 NAPLAN results

NAPLAN Year 3 Reading

Figure 1a: Achievement of Year 3 Students in Reading, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	422.5 (85.3)	430.6 (81.7)	385.8 (79.3)	395.4 (88.9)	399.0 (80.1)	404.8 (85.8)	433.8 (84.8)	323.3 (118.0)	410.9 (86.1)

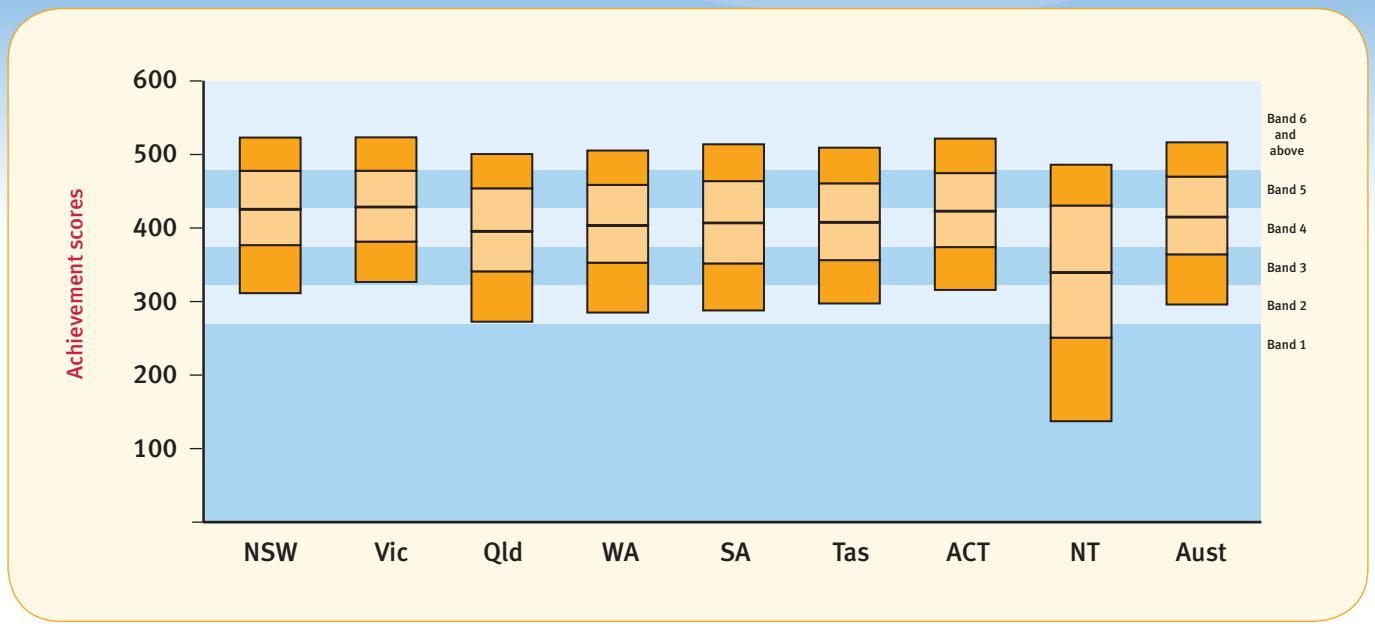
Table 1a: Achievement of Year 3 Students in Reading, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	8yrs 7mths 3yrs 4mths	97.1	1.3	3.1	9.3	16.7	22.4	21.3	26.0	95.6
Vic	8yrs 9mths 3yrs 4mths	95.0	3.0	1.8	7.1	15.7	22.8	22.3	27.4	95.2
Qld	8yrs 1mth 2yrs 4mths	97.1	1.8	6.1	16.4	22.4	23.3	17.2	12.9	92.0
WA	8yrs 5mths 3yrs 4mths	96.3	1.3	7.5	14.1	19.0	21.6	18.4	18.1	91.2
SA	8yrs 7mths 3yrs 4mths	94.8	1.7	4.7	12.9	20.5	24.1	19.7	16.6	93.6
Tas	8yrs 11mths 3yrs 4mths	97.6	1.4	5.4	12.3	18.6	22.4	19.8	20.2	93.3
ACT	8yrs 8mths 3yrs 4mths	95.4	2.9	2.4	7.2	13.8	21.6	22.3	29.8	94.7
NT	8yrs 6mths 3yrs 4mths	93.6	1.7	29.7	17.4	17.0	15.2	10.7	8.3	68.6
Aust	8yrs 6mths 3yrs 1mth	96.3	1.9	4.4	11.1	18.1	22.6	20.1	21.8	93.8

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 3 Writing

Figure 1b: Achievement of Year 3 Students in Writing, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	424.7 (64.1)	427.7 (59.7)	394.6 (72.5)	402.6 (68.1)	405.9 (69.0)	406.9 (64.8)	422.0 (62.6)	338.1 (107.1)	414.0 (68.3)

Table 1b: Achievement of Year 3 Students in Writing, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	8yrs 7mths 3yrs 4mths	97.7	1.3	1.5	5.0	12.6	28.7	31.6	19.3	97.1
Vic	8yrs 9mths 3yrs 4mths	94.9	3.0	0.7	3.7	12.3	29.8	31.5	19.0	96.3
Qld	8yrs 1mth 2yrs 4mths	97.3	1.6	4.8	9.6	19.4	30.3	24.2	10.1	93.6
WA	8yrs 5mths 3yrs 4mths	96.3	1.3	3.5	7.7	18.2	31.9	25.7	11.7	95.1
SA	8yrs 7mths 3yrs 4mths	94.6	1.7	3.1	8.2	18.4	29.6	25.3	13.8	95.2
Tas	8yrs 11mths 3yrs 4mths	97.7	1.3	2.1	7.7	18.4	31.7	26.3	12.5	96.6
ACT	8yrs 8mths 3yrs 4mths	95.4	3.0	1.2	4.7	14.0	30.2	29.6	17.4	95.9
NT	8yrs 6mths 3yrs 4mths	94.6	1.7	23.9	13.4	17.5	22.3	15.2	6.0	74.4
Aust	8yrs 6mths 3yrs 1mth	96.5	1.8	2.6	6.3	15.1	29.7	28.6	15.8	95.6

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 3 Spelling

Figure 1c: Achievement of Year 3 Students in Spelling, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	423.7 (83.8)	419.6 (77.4)	375.6 (76.7)	389.7 (81.8)	394.9 (85.2)	393.7 (85.0)	411.2 (80.7)	305.7 (124.6)	404.8 (84.4)

Table 1c: Achievement of Year 3 Students in Spelling, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	8yrs 7mths 3yrs 4mths	97.3	1.3	3.8	7.2	15.6	24.1	22.5	25.4	94.9
Vic	8yrs 9mths 3yrs 4mths	95.0	3.0	2.6	7.2	17.3	25.7	22.3	21.9	94.5
Qld	8yrs 1mth 2yrs 4mths	97.2	1.8	9.4	14.0	23.8	26.1	16.3	8.7	88.8
WA	8yrs 5mths 3yrs 4mths	96.5	1.3	8.2	11.0	20.7	26.6	18.8	13.3	90.5
SA	8yrs 7mths 3yrs 4mths	95.1	1.7	7.8	11.1	19.8	24.2	19.1	16.3	90.5
Tas	8yrs 11mths 3yrs 4mths	98.0	1.3	8.2	10.7	20.2	25.3	18.7	15.7	90.5
ACT	8yrs 8mths 3yrs 4mths	95.6	3.0	4.2	8.0	19.0	25.6	19.7	20.3	92.7
NT	8yrs 6mths 3yrs 4mths	94.8	1.7	36.3	13.1	17.2	15.7	9.5	6.5	62.0
Aust	8yrs 6mths 3yrs 1mth	96.5	1.9	5.9	9.4	18.7	25.1	20.2	18.7	92.2

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 3 Grammar and Punctuation

Figure 1d: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	432.2 (88.2)	440.2 (82.2)	394.3 (88.4)	403.9 (99.7)	408.7 (86.0)	412.3 (92.5)	440.5 (83.8)	317.0 (138.9)	419.9 (91.4)

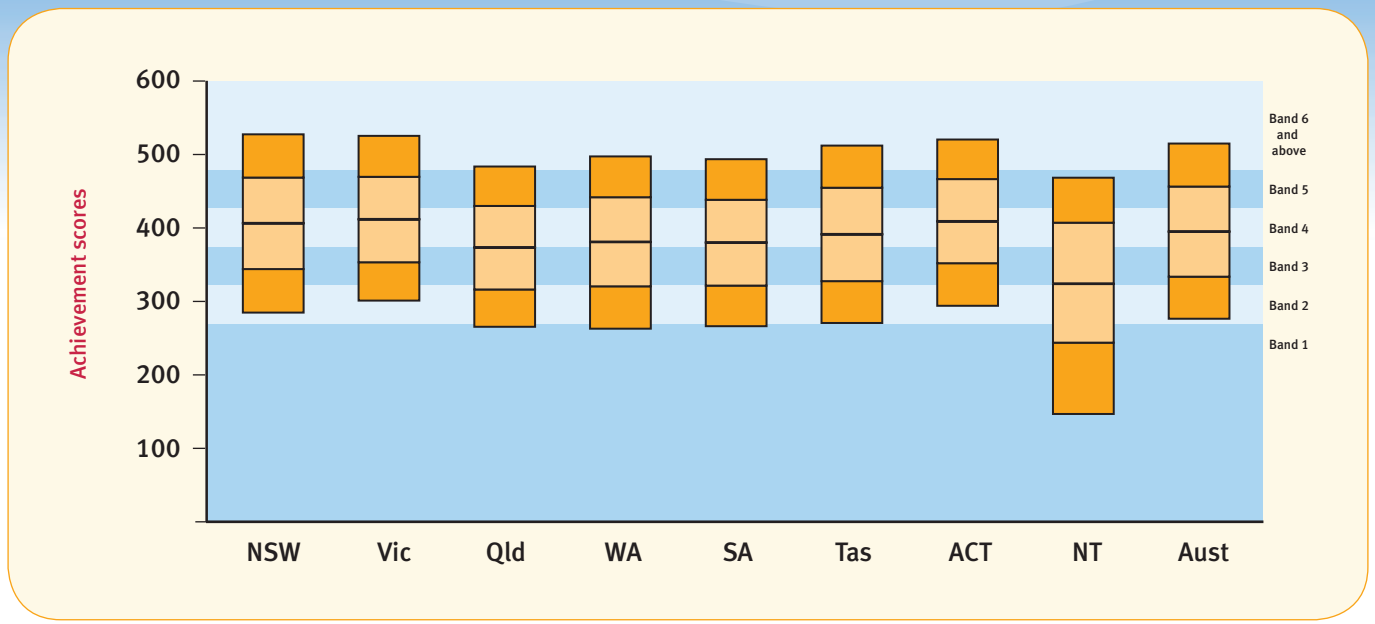
Table 1d: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	8yrs 7mths 3yrs 4mths	97.3	1.3	3.8	7.6	12.9	20.9	23.8	29.7	94.9
Vic	8yrs 9mths 3yrs 4mths	95.0	3.0	2.0	5.7	12.3	21.1	25.0	30.9	95.0
Qld	8yrs 1mth 2yrs 4mths	97.2	1.8	8.7	13.4	17.1	22.3	20.0	16.6	89.4
WA	8yrs 5mths 3yrs 4mths	96.5	1.3	10.2	10.8	14.5	20.3	20.7	22.3	88.5
SA	8yrs 7mths 3yrs 4mths	95.1	1.7	6.1	10.4	15.6	23.6	22.6	20.1	92.2
Tas	8yrs 11mths 3yrs 4mths	98.0	1.3	7.4	9.7	14.6	22.0	21.8	23.1	91.3
ACT	8yrs 8mths 3yrs 4mths	95.6	3.0	2.7	5.7	11.1	20.6	25.1	31.7	94.3
NT	8yrs 6mths 3yrs 4mths	94.8	1.7	35.3	13.4	12.1	14.2	12.1	11.2	63.0
Aust	8yrs 6mths 3yrs 1mth	96.5	1.9	5.7	9.0	14.0	21.3	22.7	25.5	92.5

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 3 Numeracy

Figure 1e: Achievement of Year 3 Students in Numeracy, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	405.5 (73.5)	411.0 (68.3)	372.4 (66.7)	379.9 (71.4)	379.1 (68.9)	390.3 (73.5)	408.2 (68.9)	322.5 (98.7)	394.1 (72.8)

Table 1e: Achievement of Year 3 Students in Numeracy, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	8yrs 7mths 3yrs 4mths	96.8	1.3	3.2	9.9	20.3	26.8	22.4	16.2	95.6
Vic	8yrs 9mths 3yrs 4mths	94.4	2.9	1.4	8.0	19.8	28.1	23.6	16.1	95.6
Qld	8yrs 1mth 2yrs 4mths	96.6	1.7	6.0	16.7	27.8	26.7	15.4	5.7	92.3
WA	8yrs 5mths 3yrs 4mths	96.0	1.2	6.4	14.5	25.3	26.5	17.5	8.5	92.4
SA	8yrs 7mths 3yrs 4mths	94.7	1.6	5.7	14.7	25.9	27.3	17.1	7.6	92.6
Tas	8yrs 11mths 3yrs 4mths	97.1	1.3	5.0	13.2	22.9	26.1	19.4	12.1	93.7
ACT	8yrs 8mths 3yrs 4mths	95.0	2.9	2.4	8.1	19.7	28.0	24.1	14.9	94.7
NT	8yrs 6mths 3yrs 4mths	92.2	1.6	27.8	17.2	21.1	18.9	9.4	3.9	70.6
Aust	8yrs 6mths 3yrs 1mth	95.9	1.8	4.2	11.8	22.7	27.0	20.1	12.3	94.0

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 5 Reading

Figure 2a: Achievement of Year 5 Students in Reading, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	503.3 (77.7)	506.4 (71.3)	477.8 (76.9)	482.3 (80.7)	484.2 (74.9)	487.2 (80.1)	513.1 (75.1)	421.9 (113.2)	494.0 (78.0)

Table 2a: Achievement of Year 5 Students in Reading, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	10yrs 7mths 5yrs 4mths	97.3	1.1	5.3	11.6	19.4	25.0	22.2	15.4	93.6
Vic	10yrs 9mths 5yrs 4mths	95.3	2.6	3.1	10.4	20.0	26.9	22.8	14.2	94.3
Qld	10yrs 1mth 4yrs 4mths	97.3	1.8	9.3	16.5	22.5	24.1	17.4	8.4	89.0
WA	10yrs 5mths 5yrs 4mths	97.1	1.3	9.7	14.5	21.3	24.3	18.5	10.2	89.0
SA	10yrs 7mths 5yrs 4mths	95.8	1.7	7.2	14.6	23.4	25.6	18.1	9.3	91.1
Tas	10yrs 11mths 5yrs 4mths	97.4	1.3	8.2	14.9	20.9	23.7	19.1	11.8	90.4
ACT	10yrs 8mths 5yrs 4mths	96.6	2.2	3.6	9.1	18.1	25.5	23.7	17.9	94.2
NT	10yrs 6mths 5yrs 4mths	95.4	2.1	32.1	14.9	16.9	16.8	11.6	5.6	65.8
Aust	10yrs 6mths 5yrs 1mth	96.7	1.7	6.5	12.9	20.7	25.1	20.5	12.5	91.7

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 5 Writing

Figure 2b: Achievement of Year 5 Students in Writing, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	492.6 (65.9)	497.6 (63.5)	465.9 (71.5)	478.7 (71.4)	481.3 (70.4)	473.7 (68.6)	489.3 (63.9)	409.8 (111.6)	484.5 (69.7)

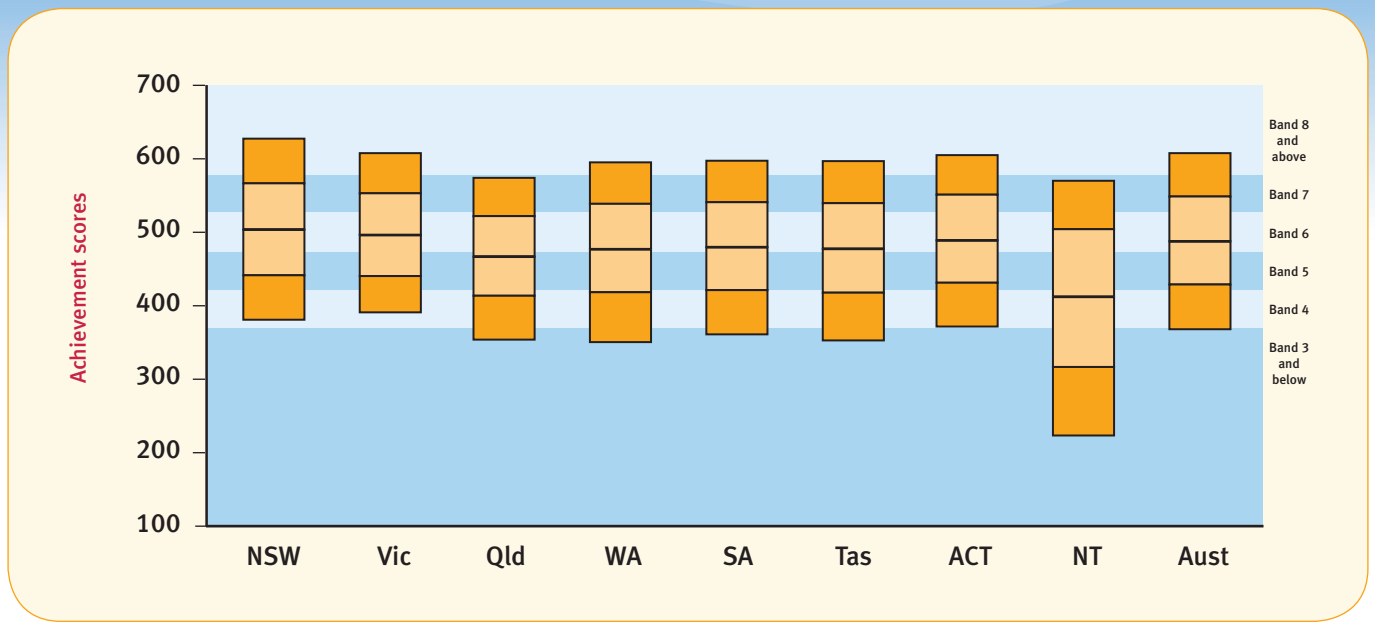
Table 2b: Achievement of Year 5 Students in Writing, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	10yrs 7mths 5yrs 4mths	98.0	1.2	3.9	9.8	25.7	32.6	19.1	7.9	94.9
Vic	10yrs 9mths 5yrs 4mths	95.1	2.6	2.6	9.0	24.7	32.6	19.7	8.7	94.8
Qld	10yrs 1mth 4yrs 4mths	97.4	1.5	8.7	15.7	29.9	28.0	12.4	3.9	89.8
WA	10yrs 5mths 5yrs 4mths	97.0	1.3	7.0	13.1	26.5	30.0	16.2	6.0	91.7
SA	10yrs 7mths 5yrs 4mths	95.4	1.7	6.3	13.2	26.7	28.7	16.6	6.8	92.0
Tas	10yrs 11mths 5yrs 4mths	97.5	1.3	7.1	14.9	29.2	28.4	14.0	5.1	91.6
ACT	10yrs 8mths 5yrs 4mths	96.8	2.2	4.0	10.6	25.9	32.6	18.2	6.5	93.7
NT	10yrs 6mths 5yrs 4mths	95.9	2.1	31.3	15.2	22.0	18.1	8.8	2.5	66.6
Aust	10yrs 6mths 5yrs 1mth	96.8	1.7	5.5	11.6	26.5	30.8	17.1	6.8	92.8

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 5 Spelling

Figure 2c: Achievement of Year 5 Students in Spelling, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	503.1 (75.3)	495.7 (66.7)	466.1 (66.2)	476.3 (73.9)	479.1 (72.1)	476.8 (73.7)	488.4 (71.1)	411.1 (109.2)	487.1 (73.4)

Table 2c: Achievement of Year 5 Students in Spelling, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	10yrs 7mths 5yrs 4mths	97.5	1.2	4.3	10.3	22.4	26.4	20.8	14.7	94.6
Vic	10yrs 9mths 5yrs 4mths	95.3	2.6	2.9	11.0	26.1	28.1	19.3	10.0	94.5
Qld	10yrs 1mth 4yrs 4mths	97.4	1.8	8.3	17.5	30.6	25.5	12.5	3.8	89.9
WA	10yrs 5mths 5yrs 4mths	97.3	1.3	8.4	14.6	27.1	25.6	15.8	7.2	90.3
SA	10yrs 7mths 5yrs 4mths	95.9	1.7	7.1	14.9	27.4	25.2	16.2	7.5	91.2
Tas	10yrs 11mths 5yrs 4mths	97.6	1.3	8.3	15.1	27.1	24.6	16.2	7.4	90.4
ACT	10yrs 8mths 5yrs 4mths	97.0	2.2	5.3	12.5	26.5	25.5	18.4	9.4	92.4
NT	10yrs 6mths 5yrs 4mths	96.0	2.1	32.4	16.8	20.7	15.7	8.8	3.6	65.5
Aust	10yrs 6mths 5yrs 1mth	96.8	1.7	5.8	13.0	26.0	26.3	17.6	9.6	92.4

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 5 Grammar and Punctuation

Figure 2d: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	510.8 (81.4)	511.1 (69.6)	485.6 (79.8)	486.5 (85.0)	489.9 (77.1)	488.5 (81.6)	516.9 (74.8)	416.0 (134.0)	500.0 (80.6)

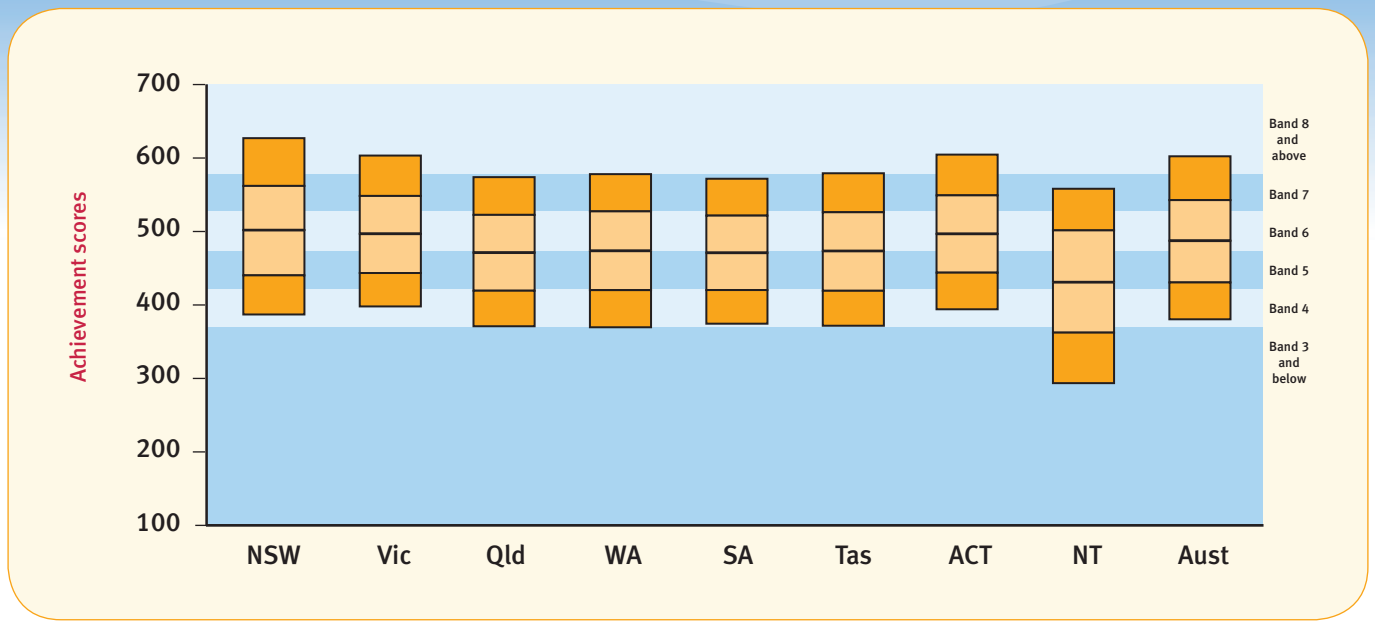
Table 2d: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	10yrs 7mths 5yrs 4mths	97.5	1.2	5.1	9.8	18.1	24.8	22.4	18.6	93.7
Vic	10yrs 9mths 5yrs 4mths	95.3	2.6	2.5	8.5	19.3	28.4	23.9	14.7	94.9
Qld	10yrs 1mth 4yrs 4mths	97.4	1.8	8.7	13.5	21.6	25.4	18.3	10.7	89.6
WA	10yrs 5mths 5yrs 4mths	97.3	1.3	9.7	12.7	20.2	25.1	19.2	11.8	88.9
SA	10yrs 7mths 5yrs 4mths	95.9	1.7	7.0	12.4	22.4	26.3	19.0	11.1	91.3
Tas	10yrs 11mths 5yrs 4mths	97.6	1.3	8.8	13.0	20.9	24.9	19.0	12.1	89.9
ACT	10yrs 8mths 5yrs 4mths	97.0	2.2	3.4	7.7	17.2	26.4	24.7	18.4	94.4
NT	10yrs 6mths 5yrs 4mths	96.0	2.1	34.4	11.7	15.2	16.3	12.2	8.1	63.5
Aust	10yrs 6mths 5yrs 1mth	96.8	1.7	6.3	10.8	19.7	25.9	21.2	14.5	92.0

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 5 Numeracy

Figure 2e: Achievement of Year 5 Students in Numeracy, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	501.3 (72.8)	496.3 (62.6)	470.4 (61.8)	473.0 (63.9)	470.3 (60.5)	472.9 (63.2)	496.2 (63.6)	430.4 (82.6)	486.8 (67.9)

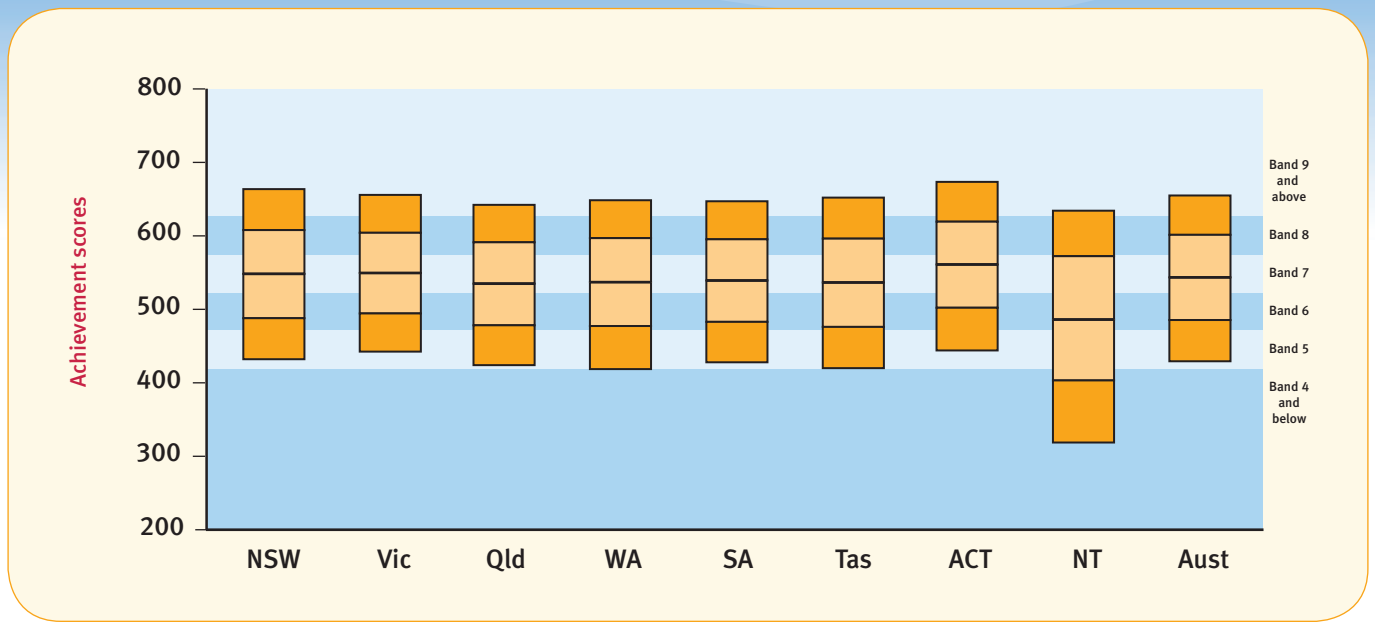
Table 2e: Achievement of Year 5 Students in Numeracy, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	10yrs 7mths 5yrs 4mths	96.8	1.1	3.3	11.3	23.7	27.6	19.4	13.5	95.5
Vic	10yrs 9mths 5yrs 4mths	94.8	2.6	1.8	10.8	26.2	30.9	19.1	8.8	95.6
Qld	10yrs 1mth 4yrs 4mths	96.9	1.6	5.7	17.5	31.3	27.5	12.5	3.8	92.7
WA	10yrs 5mths 5yrs 4mths	96.7	1.3	5.9	16.8	30.0	27.6	14.1	4.3	92.8
SA	10yrs 7mths 5yrs 4mths	95.5	1.7	5.1	17.8	32.2	27.4	12.4	3.5	93.3
Tas	10yrs 11mths 5yrs 4mths	96.9	1.3	5.6	17.5	30.0	27.8	13.3	4.6	93.1
ACT	10yrs 8mths 5yrs 4mths	95.7	2.1	2.4	10.5	25.5	31.1	19.1	9.2	95.4
NT	10yrs 6mths 5yrs 4mths	94.2	2.0	24.3	20.2	24.4	18.9	7.9	2.3	73.7
Aust	10yrs 6mths 5yrs 1mth	96.2	1.7	4.1	13.7	27.4	28.3	16.5	8.2	94.2

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 7 Reading

Figure 3a: Achievement of Year 7 Students in Reading, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	546.0 (70.3)	547.2 (64.7)	532.6 (66.4)	534.7 (70.0)	536.9 (66.7)	534.3 (70.6)	558.8 (69.3)	483.4 (97.8)	541.2 (68.8)

Table 3a: Achievement of Year 7 Students in Reading, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	12yrs 7mths 7yrs 4mths	97.1	0.7	4.5	12.8	23.4	28.2	20.0	10.6	94.8
Vic	12yrs 9mths 7yrs 4mths	94.9	1.6	3.0	11.4	24.5	30.2	20.4	8.9	95.3
Qld	12yrs 1mth 6yrs 4mths	97.2	1.5	5.7	14.9	26.2	28.6	16.9	6.1	92.7
WA	12yrs 2mths 7yrs 4mths	96.6	1.3	6.6	14.4	24.4	27.9	18.1	7.3	92.1
SA	12yrs 6mths 7yrs 4mths	96.0	1.4	5.1	13.9	25.8	29.1	17.8	7.1	93.6
Tas	12yrs 10mths 7yrs 4mths	95.3	1.0	6.5	15.2	25.0	27.3	17.1	7.8	92.5
ACT	12yrs 8mths 7yrs 4mths	95.0	1.5	3.0	9.6	20.5	27.9	23.8	13.7	95.5
NT	12yrs 5mths 7yrs 4mths	92.5	1.2	28.0	17.3	18.9	18.5	11.5	4.5	70.8
Aust	12yrs 6mths 7yrs 0mths	96.3	1.2	4.9	13.1	24.5	28.7	19.0	8.6	93.9

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 7 Writing

Figure 3b: Achievement of Year 7 Students in Writing, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	532.7 (70.2)	541.4 (71.3)	525.1 (74.6)	531.2 (75.2)	539.3 (75.4)	517.0 (77.5)	539.0 (72.0)	458.6 (115.3)	532.5 (73.7)

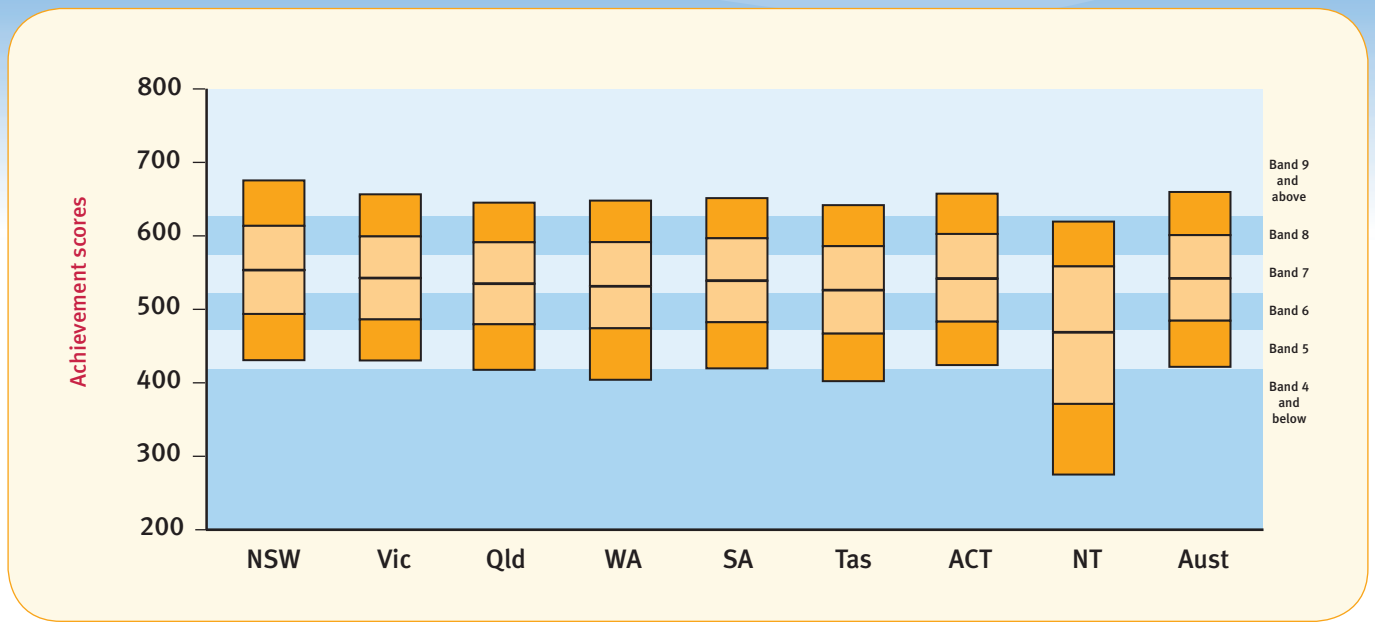
Table 3b: Achievement of Year 7 Students in Writing, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	12yrs 7mths 7yrs 4mths	97.4	0.7	5.6	13.9	29.1	28.5	14.9	7.2	93.7
Vic	12yrs 9mths 7yrs 4mths	94.8	1.7	4.6	12.5	26.8	27.6	17.3	9.6	93.7
Qld	12yrs 1mth 6yrs 4mths	97.1	1.4	7.5	15.4	29.0	26.2	14.0	6.4	91.1
WA	12yrs 2mths 7yrs 4mths	96.7	1.3	7.4	13.8	26.7	27.2	16.1	7.5	91.3
SA	12yrs 6mths 7yrs 4mths	95.8	1.4	6.0	12.8	25.4	27.5	17.0	9.9	92.7
Tas	12yrs 10mths 7yrs 4mths	95.7	1.0	10.4	19.1	28.3	22.3	12.2	6.8	88.6
ACT	12yrs 8mths 7yrs 4mths	95.4	1.5	5.3	12.7	26.3	28.1	17.2	8.8	93.2
NT	12yrs 5mths 7yrs 4mths	93.6	1.2	32.4	16.8	21.8	15.7	8.6	3.4	66.3
Aust	12yrs 6mths 7yrs 0mths	96.4	1.2	6.3	13.9	27.9	27.3	15.4	7.8	92.5

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 7 Spelling

Figure 3c: Achievement of Year 7 Students in Spelling, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	551.2 (74.0)	540.4 (68.7)	532.5 (68.8)	529.1 (73.4)	536.7 (70.1)	523.8 (72.2)	539.6 (71.4)	465.7 (107.2)	540.0 (72.5)

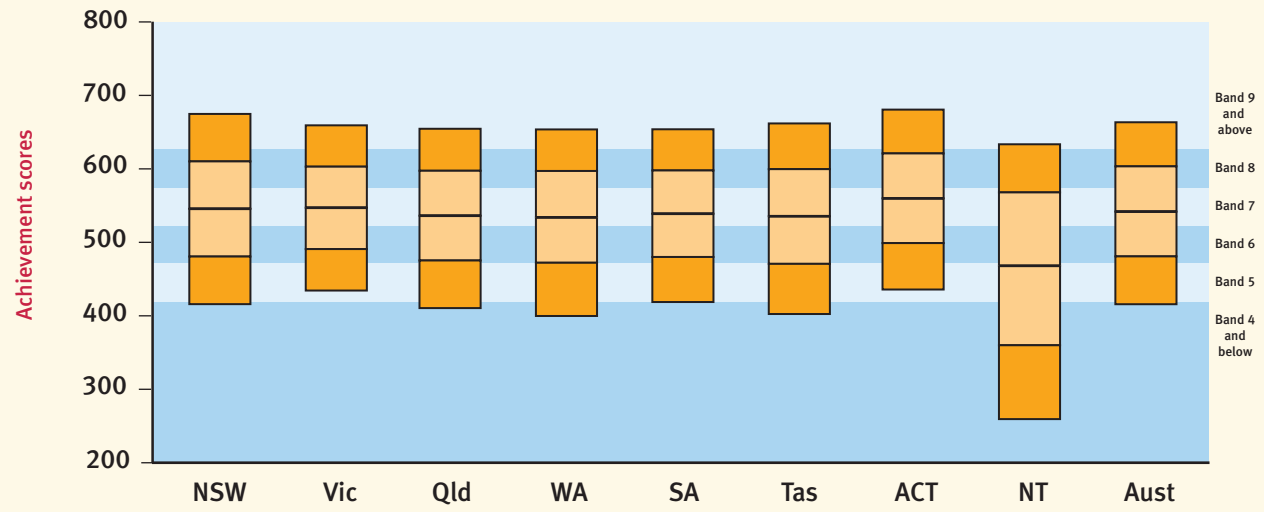
Table 3c: Achievement of Year 7 Students in Spelling, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	12yrs 7mths 7yrs 4mths	97.1	0.7	4.7	10.6	22.4	28.7	20.1	12.8	94.6
Vic	12yrs 9mths 7yrs 4mths	95.0	1.7	4.7	12.8	25.8	28.8	17.6	8.7	93.6
Qld	12yrs 1mth 6yrs 4mths	97.3	1.6	6.6	13.5	26.6	28.8	16.4	6.5	91.9
WA	12yrs 2mths 7yrs 4mths	97.0	1.3	8.4	13.7	26.2	27.6	15.8	6.9	90.2
SA	12yrs 6mths 7yrs 4mths	96.2	1.4	6.3	12.8	25.1	29.2	17.5	7.7	92.4
Tas	12yrs 10mths 7yrs 4mths	95.8	1.0	9.0	16.4	26.6	26.3	14.6	5.9	89.9
ACT	12yrs 8mths 7yrs 4mths	95.4	1.5	5.4	13.4	25.2	27.3	17.5	9.6	93.1
NT	12yrs 5mths 7yrs 4mths	93.9	1.2	30.8	16.2	21.6	18.4	8.6	3.1	67.9
Aust	12yrs 6mths 7yrs 0mths	96.4	1.2	5.9	12.4	24.8	28.5	17.9	9.2	92.9

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 7 Grammar and Punctuation

Figure 3d: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	543.4 (78.2)	544.8 (68.2)	533.9 (74.0)	531.6 (77.2)	536.7 (71.5)	533.3 (77.9)	557.5 (73.9)	465.0 (116.6)	539.5 (75.4)

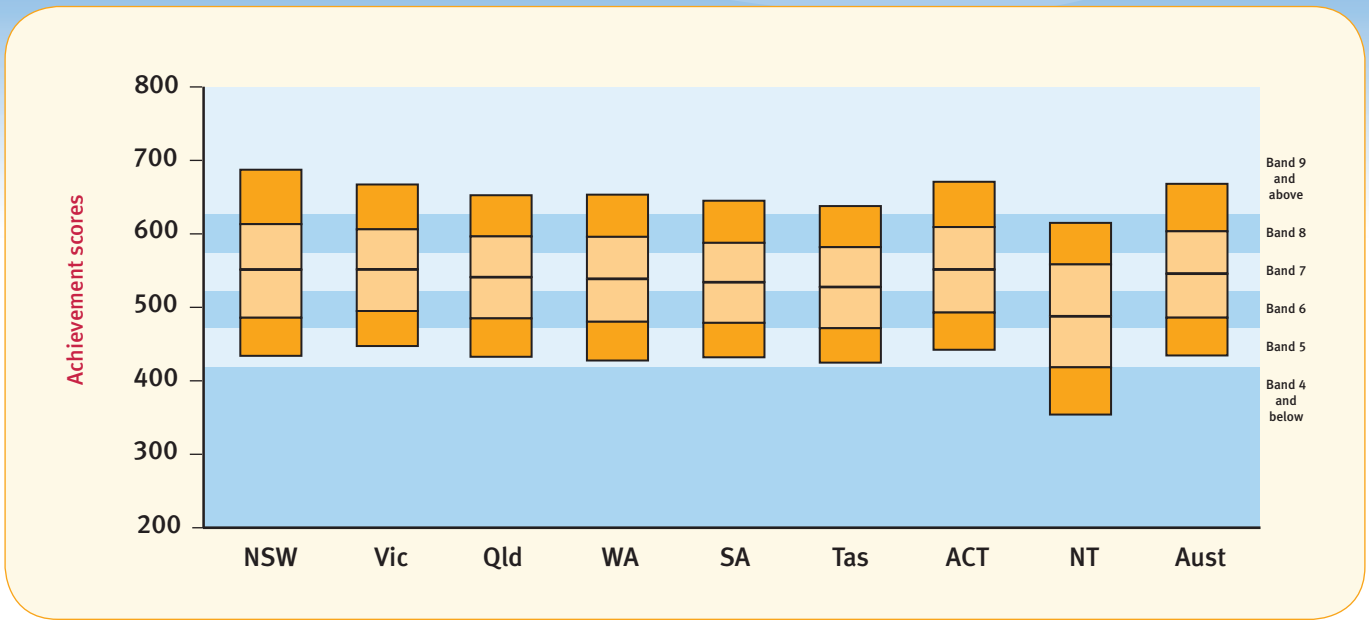
Table 3d: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	12yrs 7mths 7yrs 4mths	97.1	0.7	6.8	13.0	22.6	26.4	18.3	12.1	92.5
Vic	12yrs 9mths 7yrs 4mths	95.0	1.7	4.1	11.8	24.5	29.7	18.9	9.3	94.2
Qld	12yrs 1mth 6yrs 4mths	97.3	1.6	7.7	13.9	24.3	27.4	17.0	8.2	90.8
WA	12yrs 2mths 7yrs 4mths	97.0	1.3	9.0	13.6	23.7	27.2	17.0	8.2	89.6
SA	12yrs 6mths 7yrs 4mths	96.2	1.4	6.4	13.5	24.6	28.7	17.4	8.1	92.2
Tas	12yrs 10mths 7yrs 4mths	95.8	1.0	8.9	14.4	23.4	26.3	16.8	9.3	90.1
ACT	12yrs 8mths 7yrs 4mths	95.4	1.5	4.2	9.4	20.7	27.6	22.0	14.6	94.3
NT	12yrs 5mths 7yrs 4mths	93.9	1.2	33.2	14.0	19.1	18.1	10.0	4.4	65.5
Aust	12yrs 6mths 7yrs 0mths	96.4	1.2	6.7	12.9	23.6	27.6	17.9	9.9	92.0

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 7 Numeracy

Figure 3e: Achievement of Year 7 Students in Numeracy, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	549.1 (77.1)	549.4 (66.7)	538.8 (67.0)	536.4 (69.0)	531.9 (65.0)	525.3 (65.3)	549.4 (69.4)	485.4 (80.7)	543.5 (71.2)

Table 3e: Achievement of Year 7 Students in Numeracy, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	12yrs 7mths 7yrs 4mths	96.4	0.7	4.2	13.6	24.2	26.1	17.7	13.5	95.1
Vic	12yrs 9mths 7yrs 4mths	94.6	1.6	2.3	11.6	25.5	29.6	18.7	10.7	96.1
Qld	12yrs 1mth 6yrs 4mths	97.0	1.2	4.4	13.6	26.6	29.0	17.3	7.9	94.5
WA	12yrs 2mths 7yrs 4mths	96.2	1.2	5.2	14.7	26.4	27.7	16.8	8.0	93.6
SA	12yrs 6mths 7yrs 4mths	95.6	1.3	4.4	16.1	29.0	28.0	15.0	6.3	94.2
Tas	12yrs 10mths 7yrs 4mths	95.2	1.0	5.9	18.1	29.2	26.9	13.6	5.3	93.1
ACT	12yrs 8mths 7yrs 4mths	94.7	1.5	3.1	12.0	24.5	28.7	18.8	11.5	95.4
NT	12yrs 5mths 7yrs 4mths	92.1	1.2	23.7	21.3	23.5	18.9	8.8	2.6	75.1
Aust	12yrs 6mths 7yrs 0mths	95.9	1.1	4.1	13.5	25.7	27.8	17.4	10.3	94.8

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 9 Reading

Figure 4a: Achievement of Year 9 Students in Reading, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	585.5 (66.5)	587.9 (62.0)	570.0 (66.0)	573.0 (67.6)	577.5 (63.5)	578.1 (68.1)	598.4 (65.5)	526.3 (108.1)	580.4 (66.4)

Table 4a: Achievement of Year 9 Students in Reading, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	94.1	0.7	5.8	14.8	26.1	28.9	17.6	6.2	93.5
Vic	14yrs 9mths 9yrs 4mths	91.7	1.7	4.0	13.7	27.1	30.6	17.5	5.4	94.3
Qld	14yrs 1mth 8yrs 4mths	94.8	1.6	8.6	18.0	28.3	26.9	13.3	3.3	89.8
WA	14yrs 0mths 8yrs 4mths	94.7	1.5	8.6	17.0	27.2	27.5	14.2	4.1	89.9
SA	14yrs 6mths 9yrs 4mths	92.0	1.4	6.4	16.0	28.4	29.1	14.8	3.9	92.2
Tas	14yrs 10mths 9yrs 4mths	91.9	0.9	7.8	16.2	26.1	28.4	15.5	5.0	91.2
ACT	14yrs 8mths 9yrs 4mths	91.6	2.0	4.1	10.9	22.8	30.0	22.1	8.1	94.0
NT	14yrs 5mths 9yrs 4mths	87.1	2.0	28.9	15.7	19.7	19.3	10.7	3.7	69.1
Aust	14yrs 5mths 9yrs 0mths	93.4	1.3	6.5	15.5	27.0	28.7	16.0	5.0	92.2

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 9 Writing

Figure 4b: Achievement of Year 9 Students in Writing, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	568.4 (77.3)	582.0 (77.8)	557.8 (83.0)	565.8 (81.9)	575.7 (83.2)	559.7 (85.1)	578.4 (77.9)	505.6 (125.3)	569.0 (81.1)

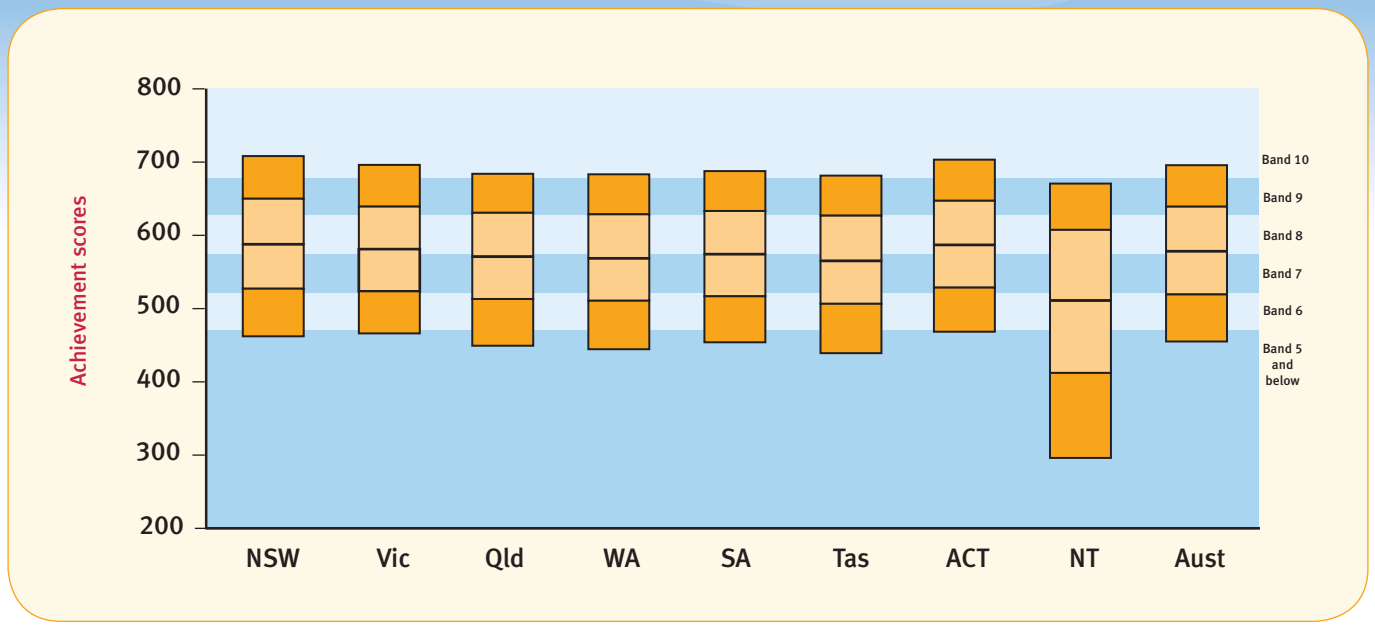
Table 4b: Achievement of Year 9 Students in Writing, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	95.5	0.7	10.3	19.9	28.4	22.0	11.8	6.9	89.0
Vic	14yrs 9mths 9yrs 4mths	91.9	1.7	8.0	16.7	25.7	23.7	14.8	9.4	90.3
Qld	14yrs 1mth 8yrs 4mths	95.0	1.3	13.6	20.9	26.8	20.7	11.1	5.5	85.0
WA	14yrs 0mths 8yrs 4mths	94.9	1.4	12.4	18.8	26.1	22.0	12.4	6.9	86.2
SA	14yrs 6mths 9yrs 4mths	91.9	1.4	10.8	16.7	24.7	23.1	14.4	8.9	87.8
Tas	14yrs 10mths 9yrs 4mths	92.0	0.9	15.5	21.1	24.6	18.7	11.6	7.5	83.6
ACT	14yrs 8mths 9yrs 4mths	92.8	2.0	8.4	16.7	26.3	24.0	14.0	8.5	89.6
NT	14yrs 5mths 9yrs 4mths	89.1	1.9	34.7	16.8	18.2	14.7	8.9	4.8	63.4
Aust	14yrs 5mths 9yrs 0mths	94.0	1.3	11.0	18.9	26.7	22.1	12.6	7.4	87.7

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 9 Spelling

Figure 4c: Achievement of Year 9 Students in Spelling, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	585.8 (74.8)	579.1 (70.1)	568.6 (71.3)	566.5 (72.4)	572.2 (70.9)	562.9 (73.4)	584.9 (71.6)	508.8 (116.8)	576.2 (73.6)

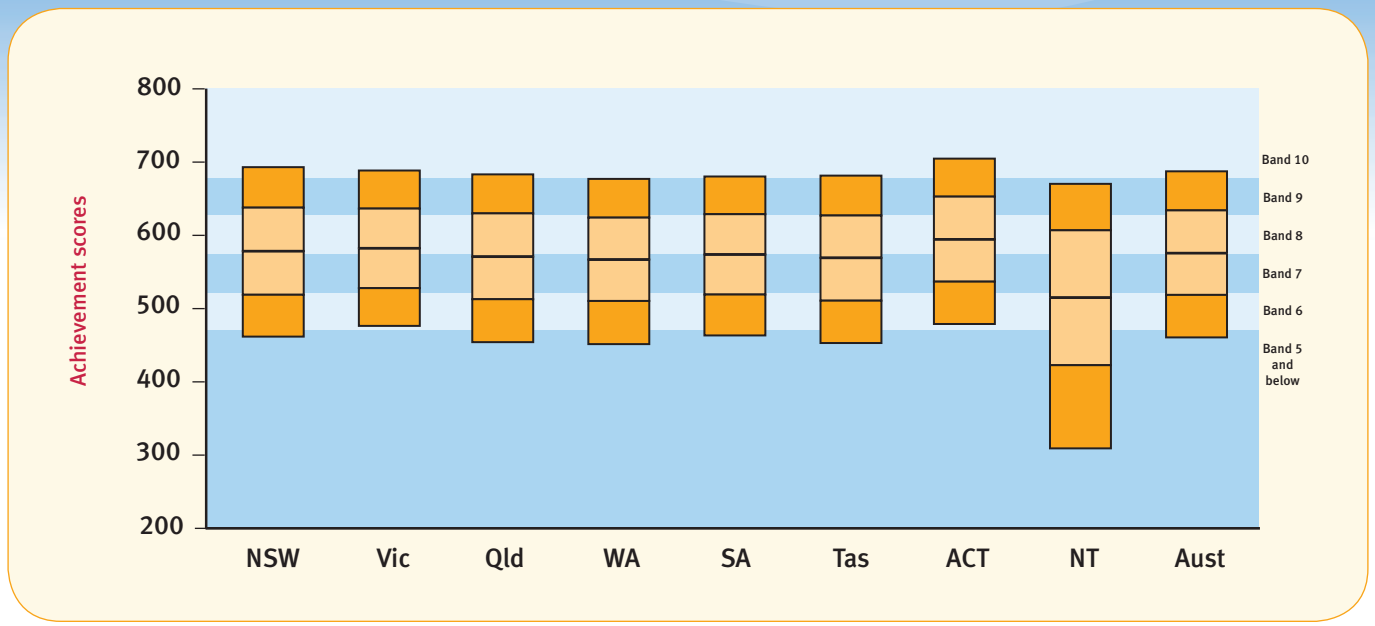
Table 4c: Achievement of Year 9 Students in Spelling, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	95.2	0.7	7.7	14.2	25.1	26.5	17.2	8.6	91.6
Vic	14yrs 9mths 9yrs 4mths	92.1	1.7	7.3	16.0	27.5	26.4	14.9	6.2	90.9
Qld	14yrs 1mth 8yrs 4mths	95.1	1.6	10.2	17.5	27.9	25.0	13.4	4.3	88.2
WA	14yrs 0mths 8yrs 4mths	95.3	1.5	11.0	17.8	28.0	24.7	12.7	4.3	87.5
SA	14yrs 6mths 9yrs 4mths	92.6	1.4	9.4	16.7	28.1	25.7	13.9	4.9	89.3
Tas	14yrs 10mths 9yrs 4mths	92.6	0.9	12.2	19.1	28.0	23.3	12.3	4.1	86.8
ACT	14yrs 8mths 9yrs 4mths	92.9	2.1	6.8	14.3	25.8	26.5	17.0	7.4	91.1
NT	14yrs 5mths 9yrs 4mths	89.8	1.9	33.2	15.8	20.4	17.5	8.1	3.1	64.8
Aust	14yrs 5mths 9yrs 0mths	94.1	1.3	9.0	16.0	26.8	25.7	14.9	6.2	89.7

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 9 Grammar and Punctuation

Figure 4d: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	576.3 (70.5)	580.3 (64.6)	568.7 (70.1)	564.7 (68.5)	571.6 (65.8)	567.1 (69.5)	592.5 (69.3)	512.8 (112.2)	573.6 (69.5)

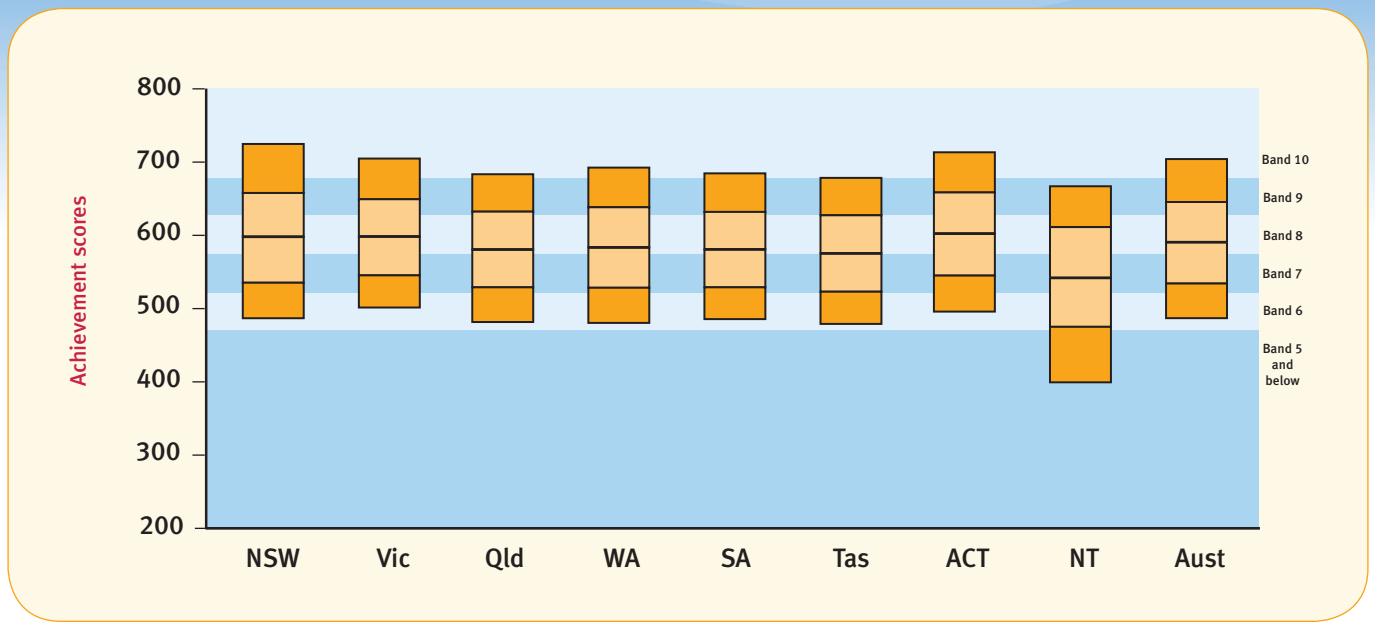
Table 4d: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	95.2	0.7	8.3	17.2	26.9	26.1	14.9	5.8	91.0
Vic	14yrs 9mths 9yrs 4mths	92.1	1.7	5.6	16.1	28.5	28.0	15.1	5.0	92.7
Qld	14yrs 1mth 8yrs 4mths	95.1	1.6	9.8	18.3	27.9	24.9	13.2	4.3	88.6
WA	14yrs 0mths 8yrs 4mths	95.3	1.5	10.4	18.9	29.1	24.8	11.9	3.3	88.1
SA	14yrs 6mths 9yrs 4mths	92.6	1.4	7.9	17.7	29.4	26.6	13.2	3.8	90.7
Tas	14yrs 10mths 9yrs 4mths	92.6	0.9	10.4	18.3	28.6	25.3	12.5	4.0	88.7
ACT	14yrs 8mths 9yrs 4mths	92.9	2.1	5.1	12.9	24.2	28.3	19.2	8.2	92.8
NT	14yrs 5mths 9yrs 4mths	89.8	1.9	32.4	15.8	21.5	16.8	8.4	3.1	65.7
Aust	14yrs 5mths 9yrs 0mths	94.1	1.3	8.4	17.3	27.9	26.1	14.1	4.9	90.3

Refer to page 3 for explanatory notes and how to read the graph.

NAPLAN Year 9 Numeracy

Figure 4e: Achievement of Year 9 Students in Numeracy, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.)	596.0 (73.2)	596.3 (62.2)	578.5 (61.9)	581.4 (65.6)	578.7 (61.1)	573.2 (61.1)	600.3 (66.9)	539.9 (83.0)	588.5 (67.1)

Table 4e: Achievement of Year 9 Students in Numeracy, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	94.0	0.7	3.9	14.6	25.8	26.3	17.6	11.0	95.4
Vic	14yrs 9mths 9yrs 4mths	91.4	1.7	2.0	11.8	27.8	30.9	18.0	7.8	96.3
Qld	14yrs 1mth 8yrs 4mths	94.4	1.2	4.7	16.5	31.0	28.3	13.9	4.3	94.1
WA	14yrs 0mths 8yrs 4mths	94.7	1.5	4.9	16.5	29.0	27.4	15.0	5.7	93.6
SA	14yrs 6mths 9yrs 4mths	91.5	1.4	4.0	17.3	31.8	27.5	13.5	4.5	94.6
Tas	14yrs 10mths 9yrs 4mths	91.7	0.9	5.3	19.2	31.7	26.7	12.6	3.7	93.8
ACT	14yrs 8mths 9yrs 4mths	92.3	2.1	2.6	11.8	24.6	29.0	19.8	10.1	95.3
NT	14yrs 5mths 9yrs 4mths	87.1	2.0	21.6	20.1	25.4	19.0	9.1	2.7	76.4
Aust	14yrs 5mths 9yrs 0mths	93.2	1.2	3.9	14.9	28.3	28.0	16.2	7.5	94.9

Refer to page 3 for explanatory notes and how to read the graph.

Achievement in Reading, Writing, Language Conventions and Numeracy, 2008–2009

NAPLAN Year 3 Reading, Writing

Figure 5a: Achievement of Year 3 Students in Reading, by State and Territory, 2008–2009.

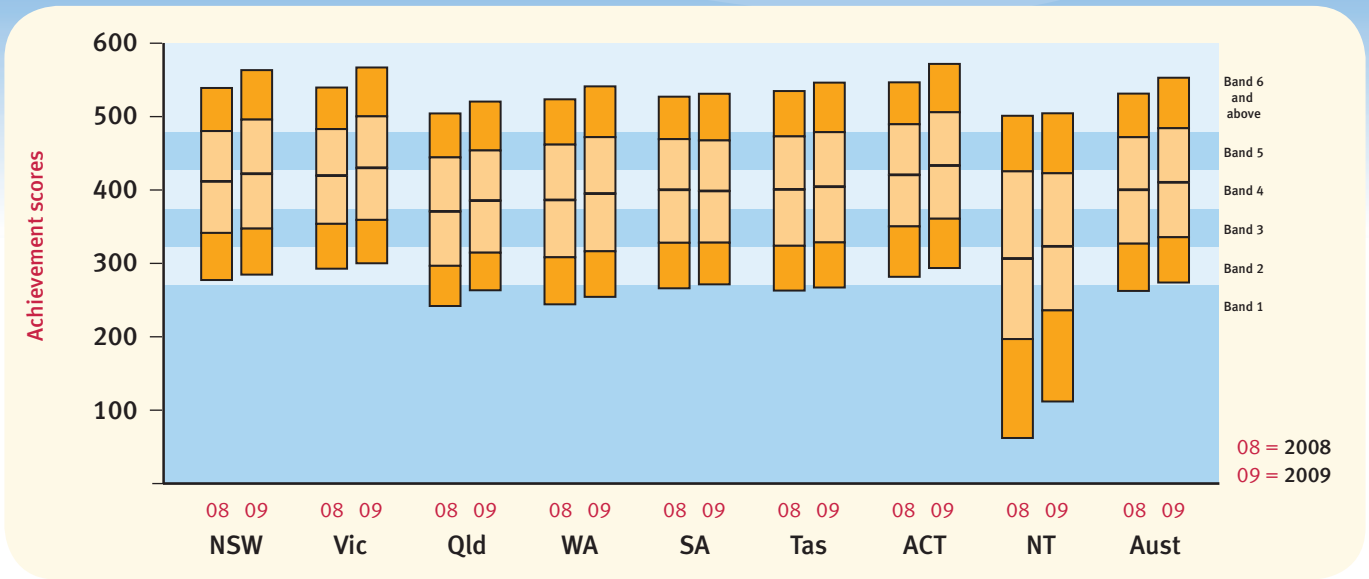


Table 5a: Achievement of Year 3 Students in Reading, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	412.3 (80.1)	419.9 (74.9)	371.1 (84.9)	386.7 (87.7)	400.5 (80.5)	401.2 (84.2)	421.0 (81.5)	306.6 (134.1)	400.5 (84.5)
Mean scale score/(S.D.) 2009	422.5 (85.3)	430.6 (81.7)	385.8 (79.3)	395.4 (88.9)	399.0 (80.1)	404.8 (85.8)	433.8 (84.8)	323.3 (118.0)	410.9 (86.1)
Significance of difference	▲	▲	▲	■	■	■	▲	■	▲

Figure 5b: Achievement of Year 3 Students in Writing, by State and Territory, 2008–2009.

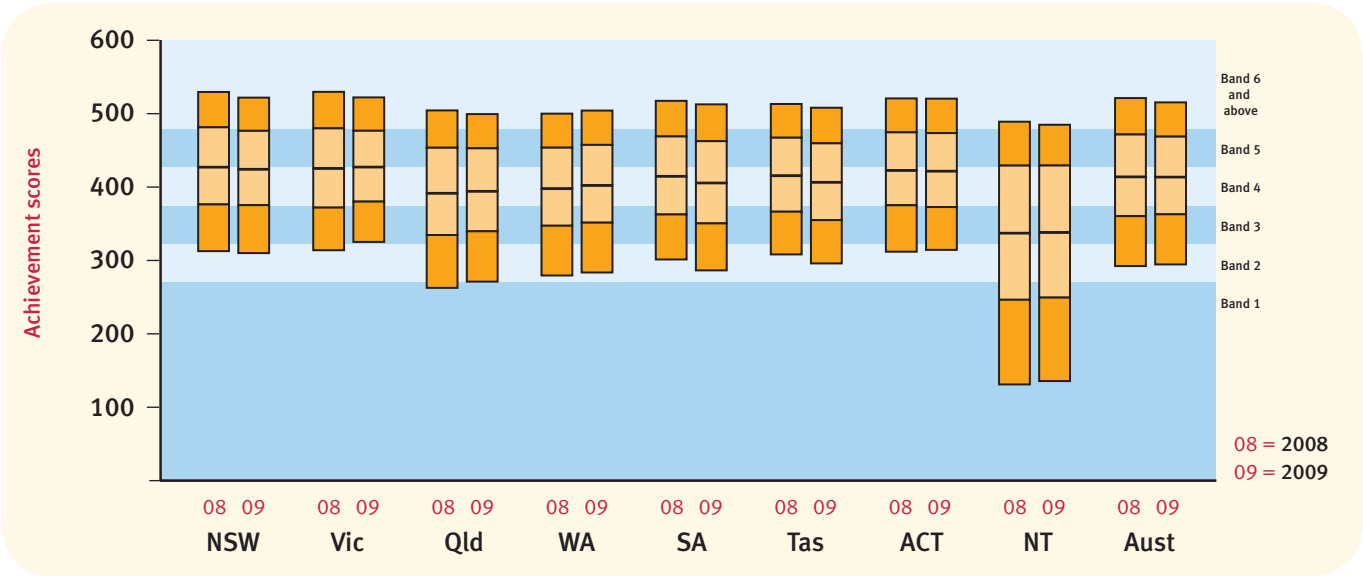


Table 5b: Achievement of Year 3 Students in Writing, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	427.6 (66.4)	425.8 (65.7)	391.8 (77.1)	398.1 (69.6)	415.1 (65.4)	415.7 (64.1)	423.2 (64.1)	337.4 (108.7)	414.2 (71.6)
Mean scale score/(S.D.) 2009	424.7 (64.1)	427.7 (59.7)	394.6 (72.5)	402.6 (68.1)	405.9 (69.0)	406.9 (64.8)	422.0 (62.6)	338.1 (107.1)	414.0 (68.3)
Significance of difference	▼	▲	■	▲	▼	▼	■	■	■

NAPLAN Year 3 Spelling, Grammar and Punctuation

Figure 5c: Achievement of Year 3 Students in Spelling, by State and Territory, 2008–2009.

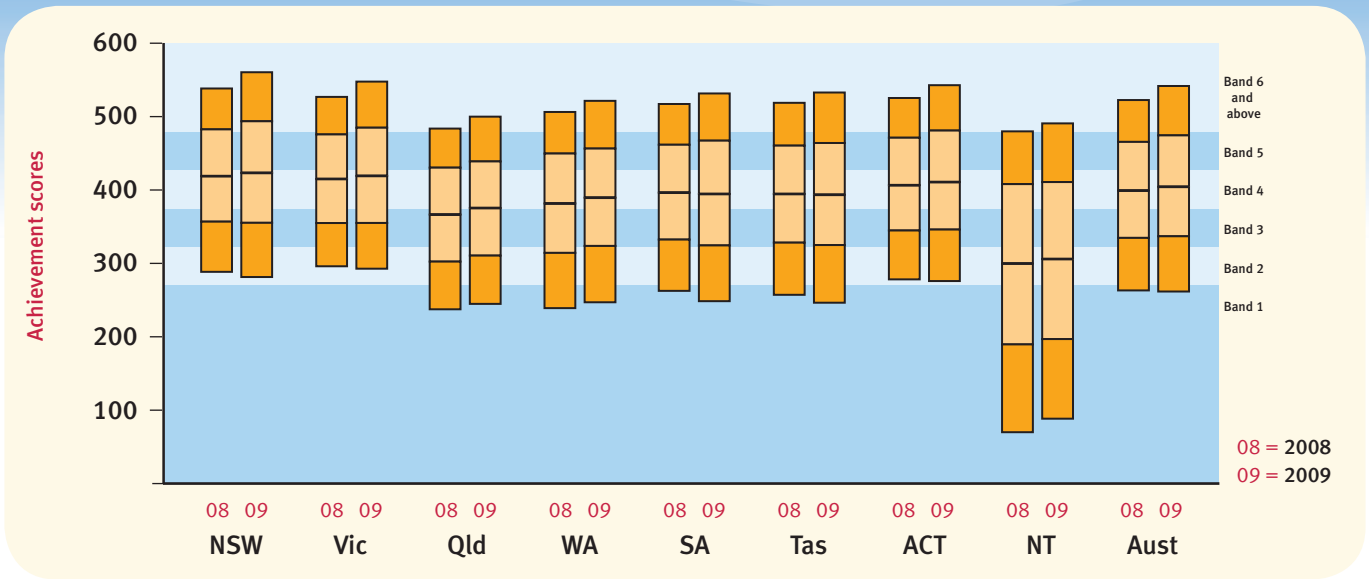


Table 5c: Achievement of Year 3 Students in Spelling, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	419.2 (75.4)	415.3 (70.5)	366.7 (76.2)	381.8 (81.3)	396.7 (76.9)	394.9 (78.7)	406.9 (75.3)	299.8 (125.6)	399.5 (79.8)
Mean scale score/(S.D.) 2009	423.7 (83.8)	419.6 (77.4)	375.6 (76.7)	389.7 (81.8)	394.9 (85.2)	393.7 (85.0)	411.2 (80.7)	305.7 (124.6)	404.8 (84.4)
Significance of difference	■	■	▲	▲	■	■	■	■	■

Figure 5d: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2008–2009.

Table 5d: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	417.2 (80.8)	428.4 (76.9)	370.4 (86.9)	383.2 (91.4)	396.7 (79.9)	402.7 (88.5)	419.6 (83.1)	291.0 (150.1)	403.2 (87.5)
Mean scale score/(S.D.) 2009	432.2 (88.2)	440.2 (82.2)	394.3 (88.4)	403.9 (99.7)	408.7 (86.0)	412.3 (92.5)	440.5 (83.8)	317.0 (138.9)	419.9 (91.4)
Significance of difference	▲	▲	▲	▲	▲	■	▲	■	▲

NAPLAN Year 3 Numeracy

Figure 5e: Achievement of Year 3 Students in Numeracy, by State and Territory, 2008–2009.

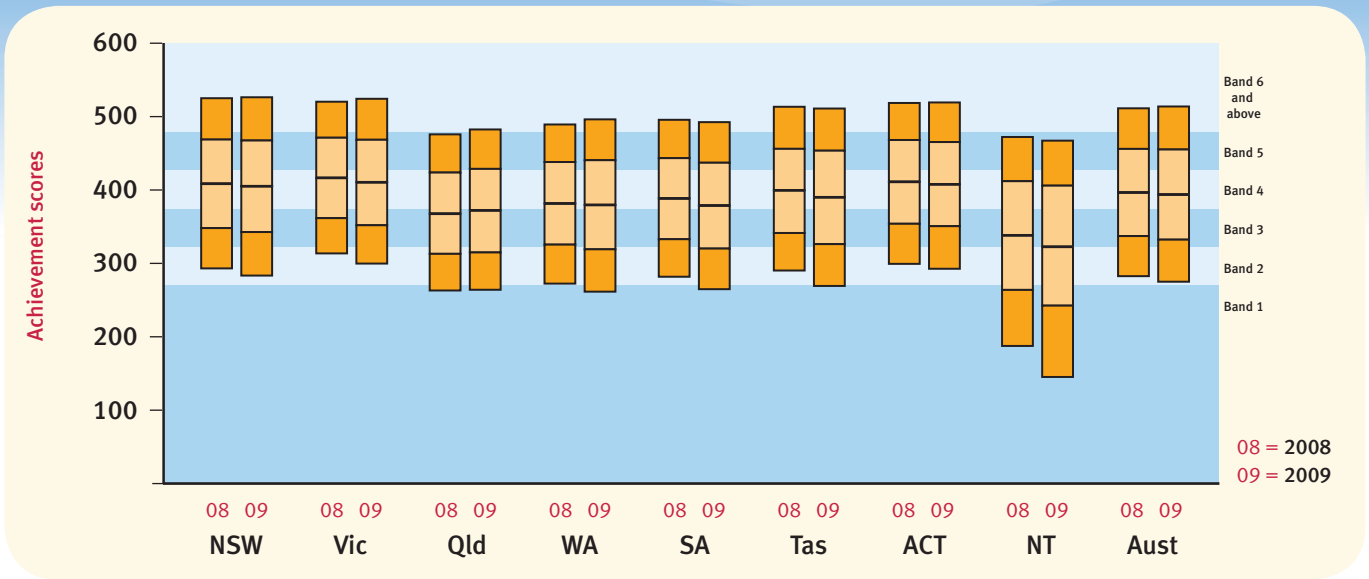


Table 5e: Achievement of Year 3 Students in Numeracy, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	408.9 (70.6)	416.9 (63.8)	367.9 (67.0)	381.9 (66.4)	388.8 (64.9)	399.9 (67.7)	411.5 (66.8)	338.4 (86.3)	396.9 (70.4)
Mean scale score/(S.D.) 2009	405.5 (73.5)	411.0 (68.3)	372.4 (66.7)	379.9 (71.4)	379.1 (68.9)	390.3 (73.5)	408.2 (68.9)	322.5 (98.7)	394.1 (72.8)
Significance of difference	■	■	■	■	■	■	■	■	■

NAPLAN Year 5 Reading, Writing

Figure 6a: Achievement of Year 5 Students in Reading, by State and Territory, 2008–2009.

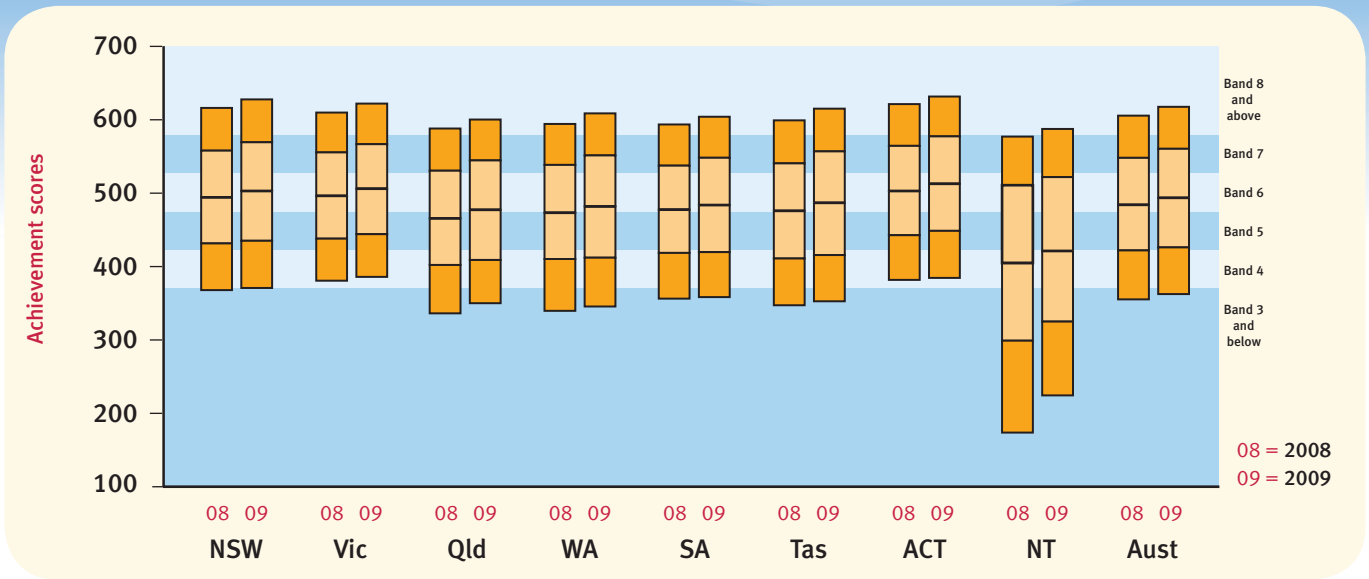


Table 6a: Achievement of Year 5 Students in Reading, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	494.7 (74.9)	496.7 (69.3)	466.1 (77.5)	473.6 (77.2)	477.9 (71.3)	476.4 (75.8)	503.3 (72.2)	405.1 (123.3)	484.4 (76.5)
Mean scale score/(S.D.) 2009	503.3 (77.7)	506.4 (71.3)	477.8 (76.9)	482.3 (80.7)	484.2 (74.9)	487.2 (80.1)	513.1 (75.1)	421.9 (113.2)	494.0 (78.0)
Significance of difference	▲	▲	▲	▲	■	▲	■	■	▲

Figure 6b: Achievement of Year 5 Students in Writing, by State and Territory, 2008–2009.

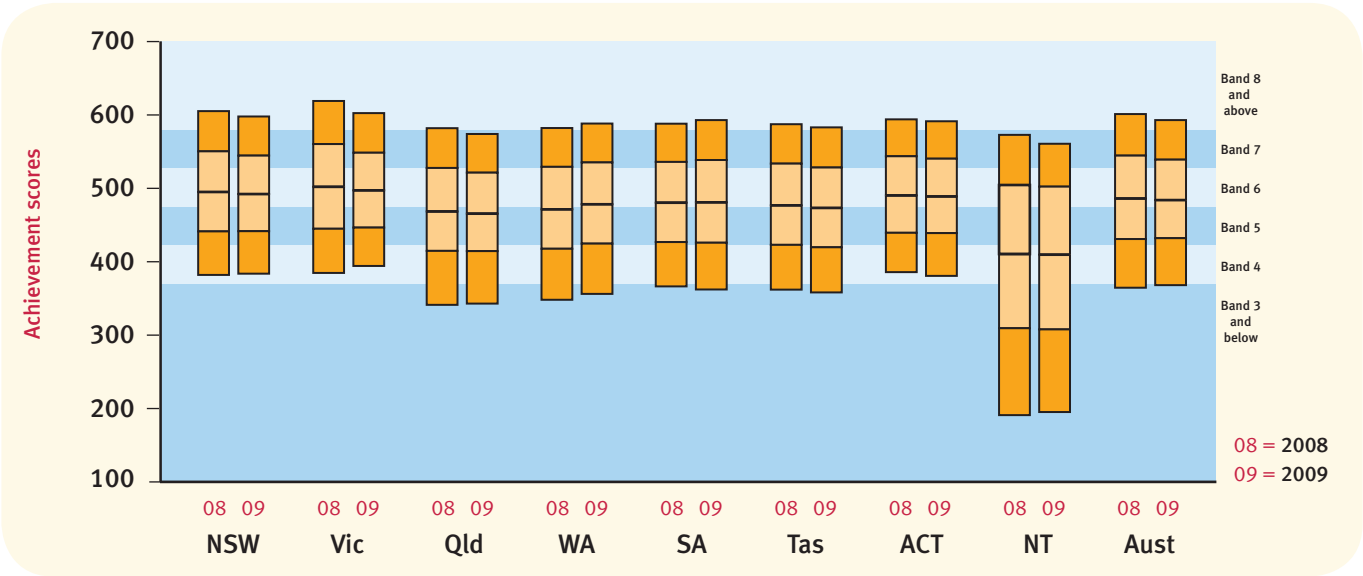


Table 6b: Achievement of Year 5 Students in Writing, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	495.4 (69.1)	502.4 (71.4)	468.9 (75.3)	471.7 (72.6)	480.8 (67.8)	477.3 (69.8)	490.7 (64.4)	410.9 (114.5)	486.5 (73.6)
Mean scale score/(S.D.) 2009	492.6 (65.9)	497.6 (63.5)	465.9 (71.5)	478.7 (71.4)	481.3 (70.4)	473.7 (68.6)	489.3 (63.9)	409.8 (111.6)	484.5 (69.7)
Significance of difference	▼	▼	▼	▲	■	■	■	■	▼

NAPLAN Year 5 Spelling, Grammar and Punctuation

Figure 6c: Achievement of Year 5 Students in Spelling, by State and Territory, 2008–2009.

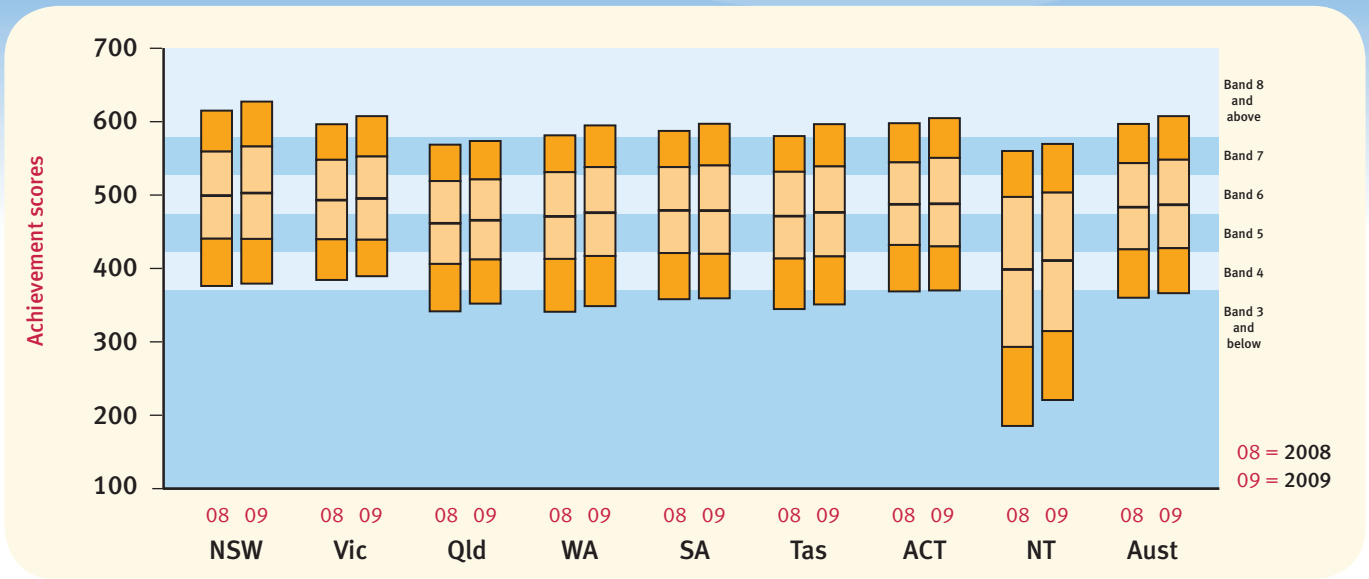


Table 6c: Achievement of Year 5 Students in Spelling, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	499.4 (72.7)	493.5 (64.8)	462.0 (68.9)	471.3 (72.5)	479.5 (69.9)	471.7 (70.8)	487.8 (68.7)	399.1 (115.7)	483.8 (72.7)
Mean scale score/(S.D.) 2009	503.1 (75.3)	495.7 (66.7)	466.1 (66.2)	476.3 (73.9)	479.1 (72.1)	476.8 (73.7)	488.4 (71.1)	411.1 (109.2)	487.1 (73.4)
Significance of difference	■	■	■	■	■	■	■	■	■

Figure 6d: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2008–2009.

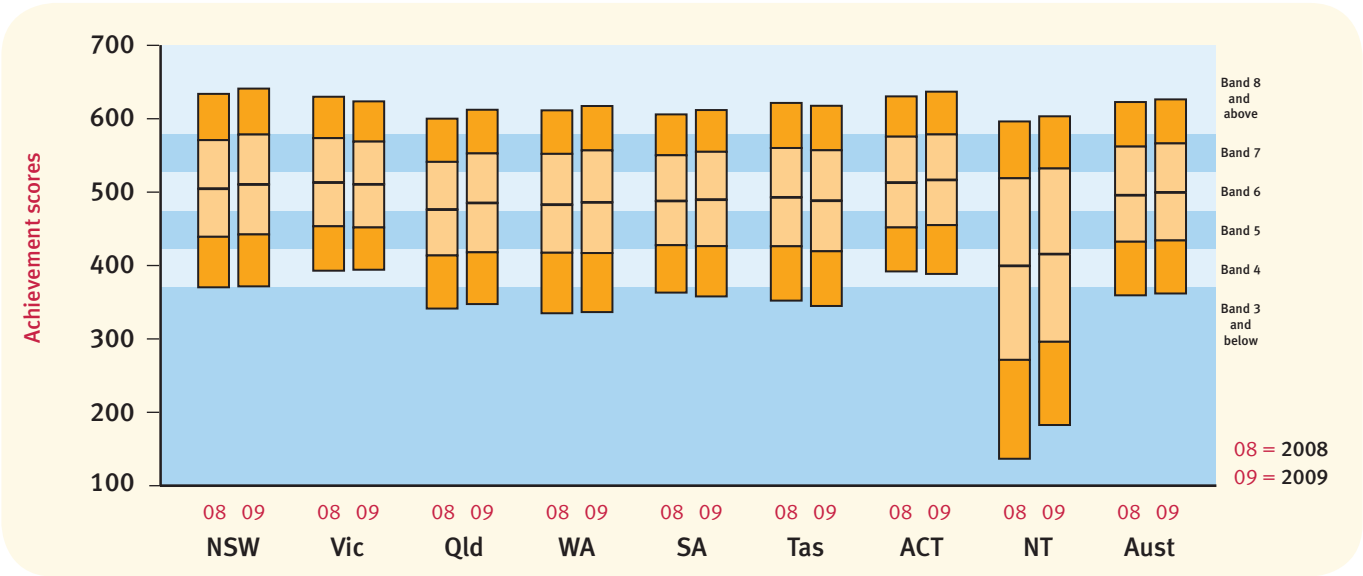


Table 6d: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	504.9 (79.5)	513.4 (71.8)	476.6 (78.9)	483.2 (83.5)	488.3 (73.5)	493.4 (80.8)	513.2 (72.5)	400.0 (142.0)	496.2 (80.6)
Mean scale score/(S.D.) 2009	510.8 (81.4)	511.1 (69.6)	485.6 (79.8)	486.5 (85.0)	489.9 (77.1)	488.5 (81.6)	516.9 (74.8)	416.0 (134.0)	500.0 (80.6)
Significance of difference	■	■	■	■	■	■	■	■	■

NAPLAN Year 5 Numeracy

Figure 6e: Achievement of Year 5 Students in Numeracy, by State and Territory, 2008–2009.

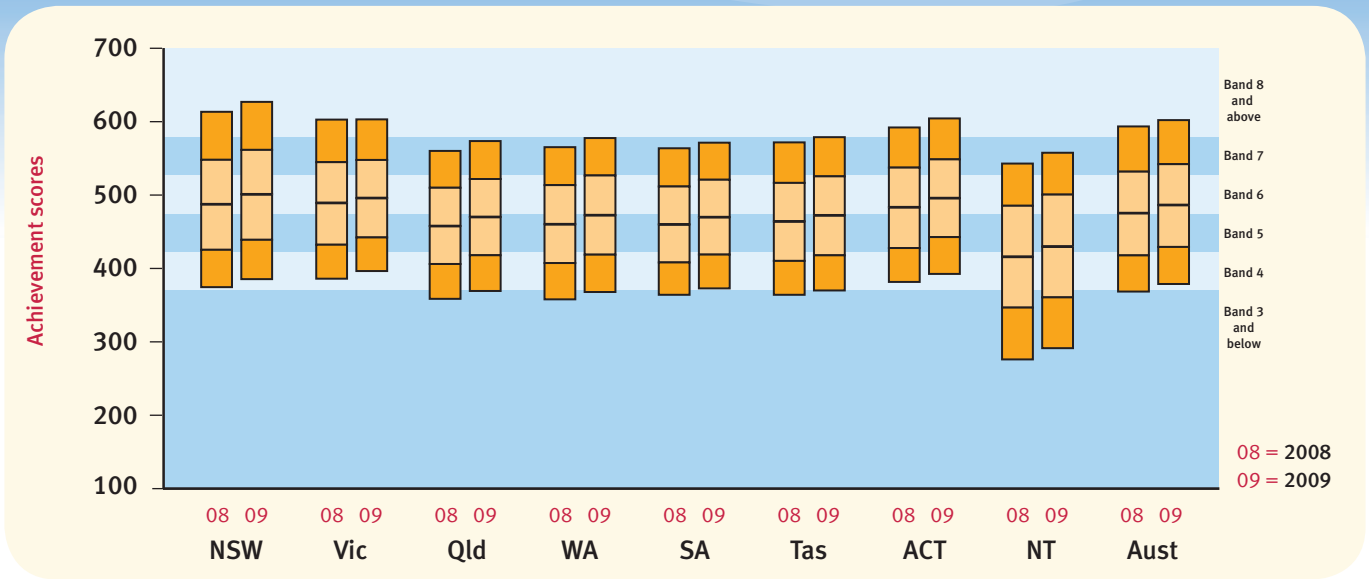


Table 6e: Achievement of Year 5 Students in Numeracy, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	487.8 (72.4)	489.7 (65.8)	458.2 (62.7)	460.7 (63.4)	460.4 (60.7)	464.6 (62.9)	483.8 (64.1)	416.3 (81.0)	475.9 (68.8)
Mean scale score/(S.D.) 2009	501.3 (72.8)	496.3 (62.6)	470.4 (61.8)	473.0 (63.9)	470.3 (60.5)	472.9 (63.2)	496.2 (63.6)	430.4 (82.6)	486.8 (67.9)
Significance of difference	▲	■	▲	▲	▲	■	▲	■	▲

NAPLAN Year 7 Reading, Writing

Figure 7a: Achievement of Year 7 Students in Reading, by State and Territory, 2008–2009.

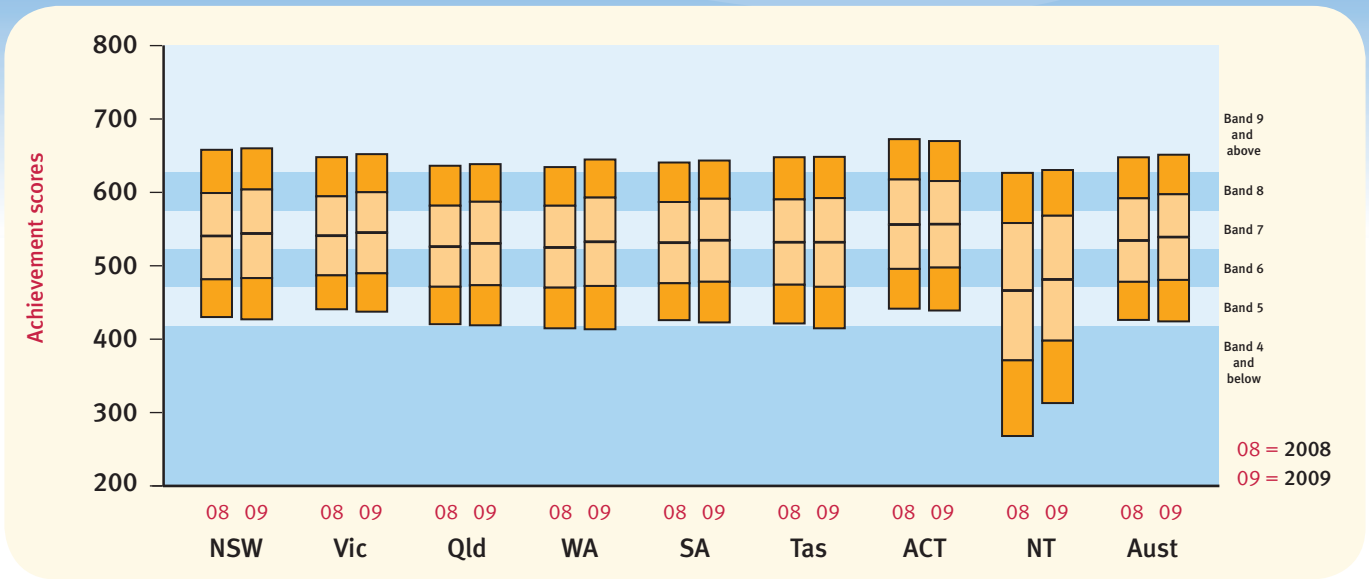


Table 7a: Achievement of Year 7 Students in Reading, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	542.5 (69.0)	543.0 (63.1)	528.1 (67.1)	527.0 (67.0)	533.5 (65.2)	534.2 (68.5)	558.2 (70.2)	468.4 (107.7)	536.5 (68.2)
Mean scale score/(S.D.) 2009	546.0 (70.3)	547.2 (64.7)	532.6 (66.4)	534.7 (70.0)	536.9 (66.7)	534.3 (70.6)	558.8 (69.3)	483.4 (97.8)	541.2 (68.8)
Significance of difference	■	■	■	■	■	■	■	■	■

Figure 7b: Achievement of Year 7 Students in Writing, by State and Territory, 2008–2009.

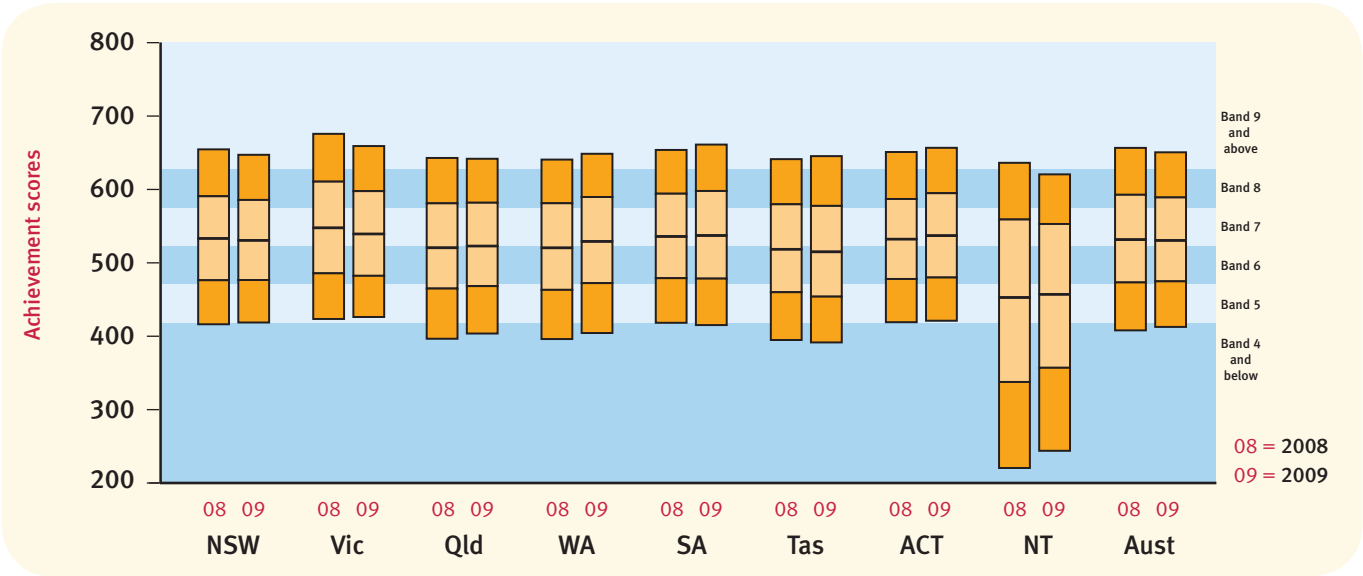


Table 7b: Achievement of Year 7 Students in Writing, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	535.3 (74.1)	549.7 (77.1)	522.7 (78.8)	522.5 (76.1)	538.1 (72.1)	520.6 (76.3)	534.3 (70.7)	455.0 (126.7)	533.7 (77.9)
Mean scale score/(S.D.) 2009	532.7 (70.2)	541.4 (71.3)	525.1 (74.6)	531.2 (75.2)	539.3 (75.4)	517.0 (77.5)	539.0 (72.0)	458.6 (115.3)	532.5 (73.7)
Significance of difference	■	▼	■	▲	■	■	■	■	■

NAPLAN Year 7 Spelling, Grammar and Punctuation

Figure 7c: Achievement of Year 7 Students in Spelling, by State and Territory, 2008–2009.

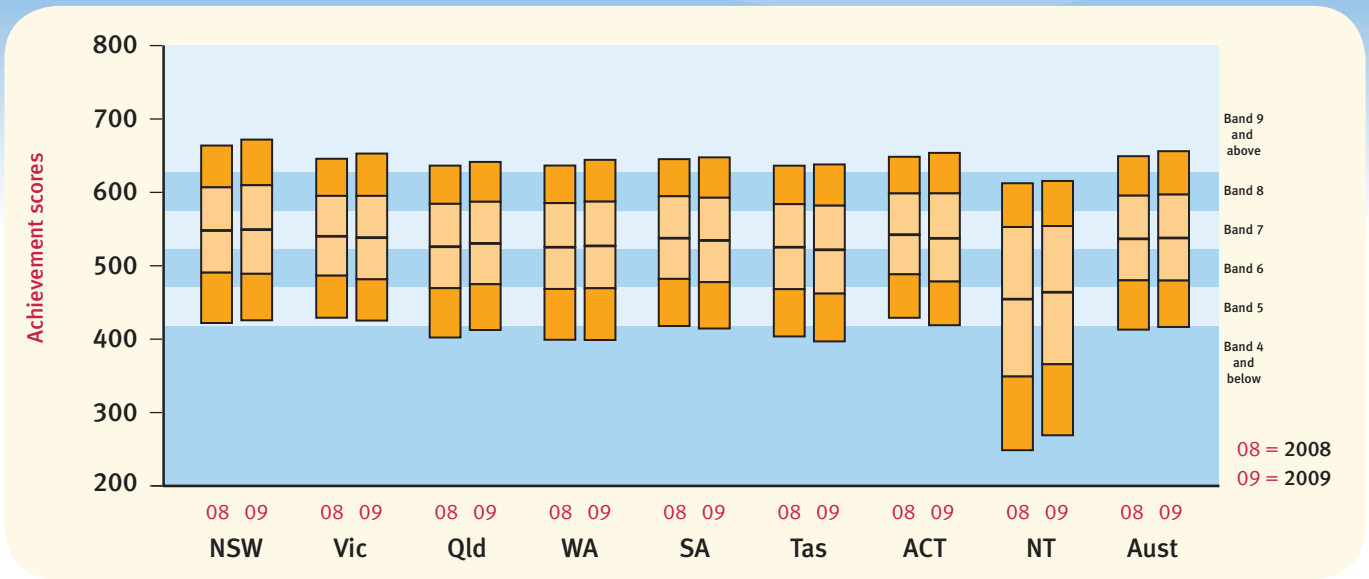


Table 7c: Achievement of Year 7 Students in Spelling, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	550.1 (72.1)	542.3 (65.9)	528.0 (71.1)	527.4 (72.0)	539.7 (68.8)	527.4 (70.5)	544.3 (66.9)	456.8 (113.2)	538.7 (71.9)
Mean scale score/(S.D.) 2009	551.2 (74.0)	540.4 (68.7)	532.5 (68.8)	529.1 (73.4)	536.7 (70.1)	523.8 (72.2)	539.6 (71.4)	465.7 (107.2)	540.0 (72.5)
Significance of difference	■	■	■	■	■	■	■	■	■

Figure 7d: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2008–2009.

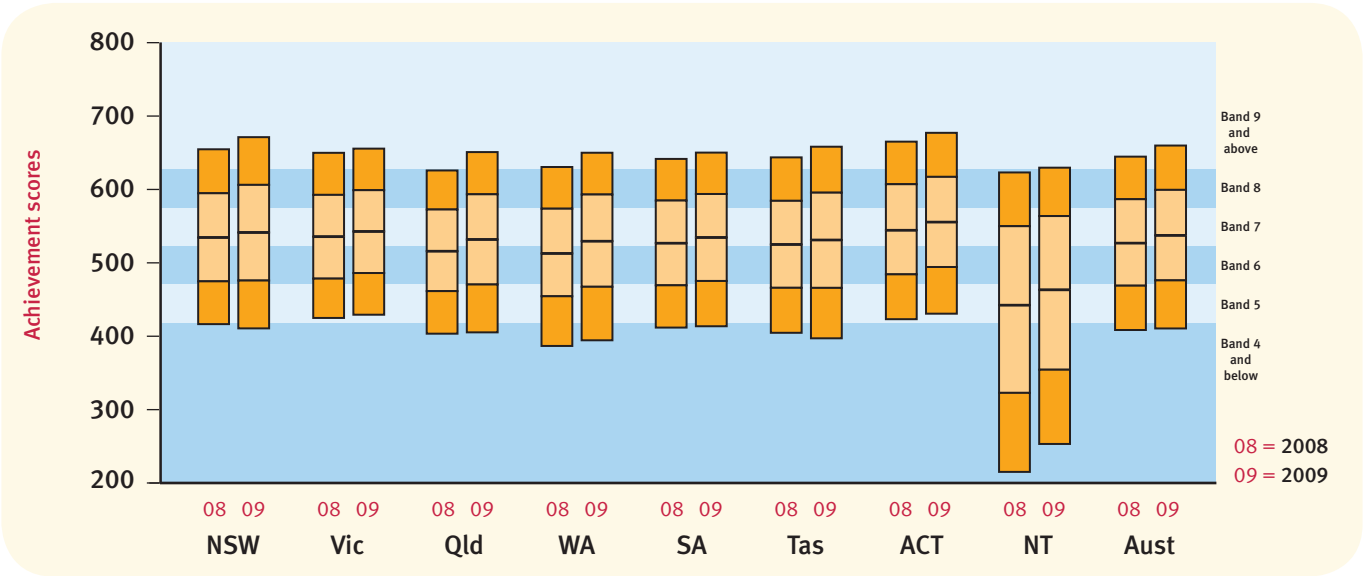


Table 7d: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	536.6 (72.3)	537.7 (68.2)	518.0 (68.7)	514.9 (74.0)	528.8 (69.9)	527.1 (72.1)	546.6 (73.1)	444.5 (126.1)	529.0 (72.7)
Mean scale score/(S.D.) 2009	543.4 (78.2)	544.8 (68.2)	533.9 (74.0)	531.6 (77.2)	536.7 (71.5)	533.3 (77.9)	557.5 (73.9)	465.0 (116.6)	539.5 (75.4)
Significance of difference	■	■	▲	▲	■	■	■	■	■

NAPLAN Year 7 Numeracy

Figure 7e: Achievement of Year 7 Students in Numeracy, by State and Territory, 2008–2009.

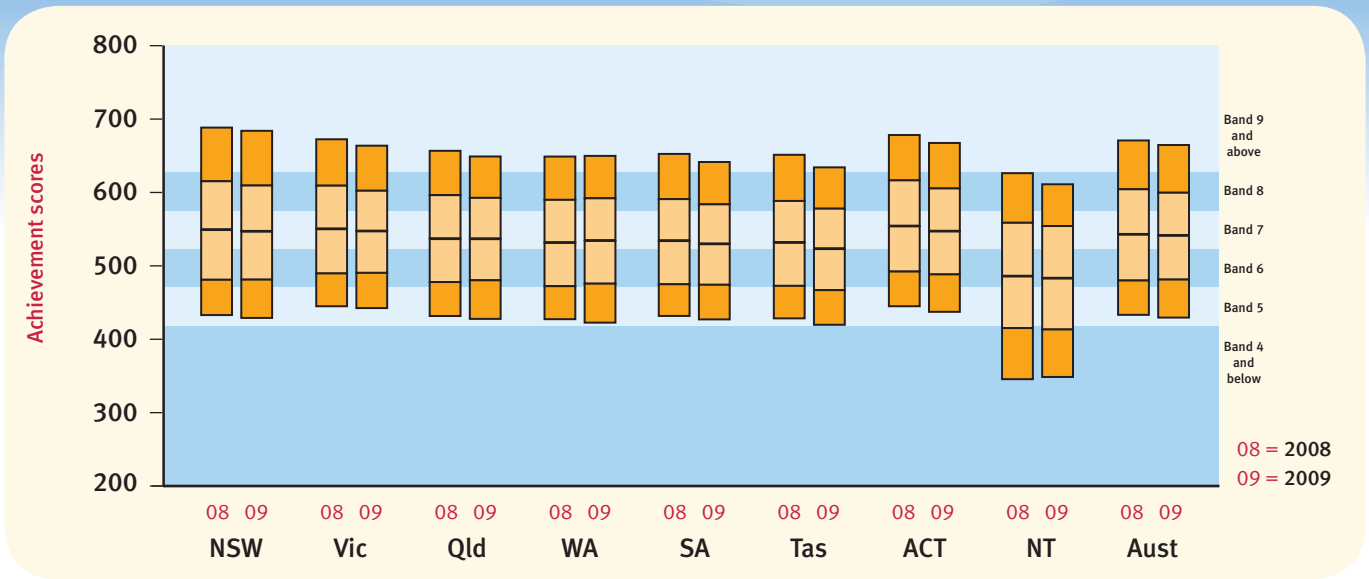


Table 7e: Achievement of Year 7 Students in Numeracy, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	551.3 (78.3)	552.3 (69.4)	539.0 (70.4)	533.7 (68.7)	536.2 (67.7)	533.8 (67.5)	556.2 (71.0)	488.1 (84.0)	545.0 (73.2)
Mean scale score/(S.D.) 2009	549.1 (77.1)	549.4 (66.7)	538.8 (67.0)	536.4 (69.0)	531.9 (65.0)	525.3 (65.3)	549.4 (69.4)	485.4 (80.7)	543.5 (71.2)
Significance of difference	■	■	■	■	■	■	■	■	■

NAPLAN Year 9 Reading, Writing

Figure 8a: Achievement of Year 9 Students in Reading, by State and Territory, 2008–2009.

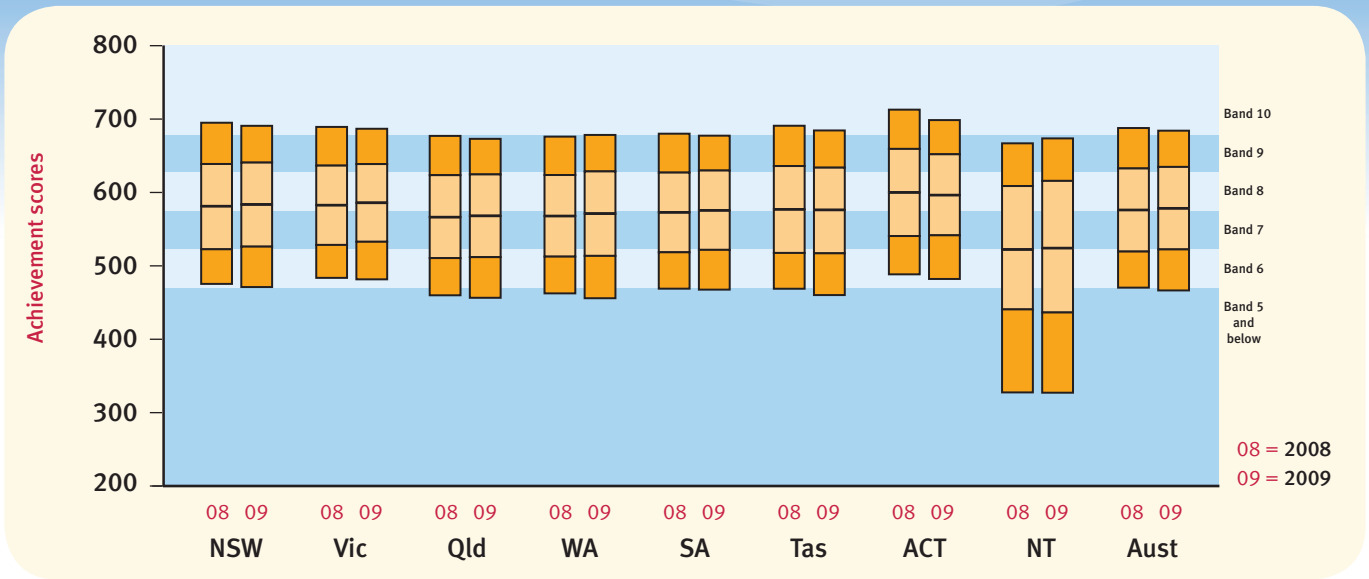


Table 8a: Achievement of Year 9 Students in Reading, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	583.1 (66.9)	584.6 (62.6)	568.2 (68.0)	569.8 (65.6)	574.9 (64.1)	578.8 (67.9)	601.9 (68.4)	524.2 (101.8)	578.0 (67.0)
Mean scale score/(S.D.) 2009	585.5 (66.5)	587.9 (62.0)	570.0 (66.0)	573.0 (67.6)	577.5 (63.5)	578.1 (68.1)	598.4 (65.5)	526.3 (108.1)	580.4 (66.4)
Significance of difference	■	■	■	■	■	■	■	■	■

Figure 8b: Achievement of Year 9 Students in Writing, by State and Territory, 2008–2009.

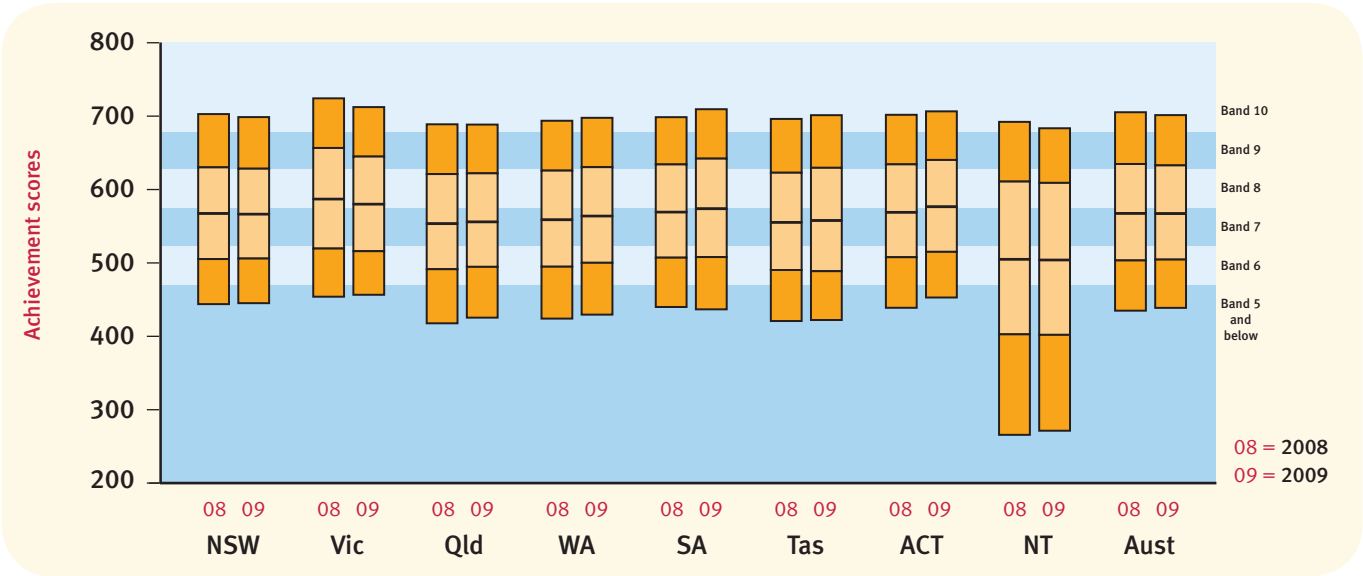


Table 8b: Achievement of Year 9 Students in Writing, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	569.4 (79.6)	588.9 (83.4)	555.3 (85.9)	560.8 (83.0)	571.2 (78.9)	557.2 (83.8)	571.0 (81.8)	506.9 (127.1)	569.4 (84.1)
Mean scale score/(S.D.) 2009	568.4 (77.3)	582.0 (77.8)	557.8 (83.0)	565.8 (81.9)	575.7 (83.2)	559.7 (85.1)	578.4 (77.9)	505.6 (125.3)	569.0 (81.1)
Significance of difference	■	▼	■	■	■	■	■	■	■

NAPLAN Year 9 Spelling, Grammar and Punctuation

Figure 8c: Achievement of Year 9 Students in Spelling, by State and Territory, 2008–2009.

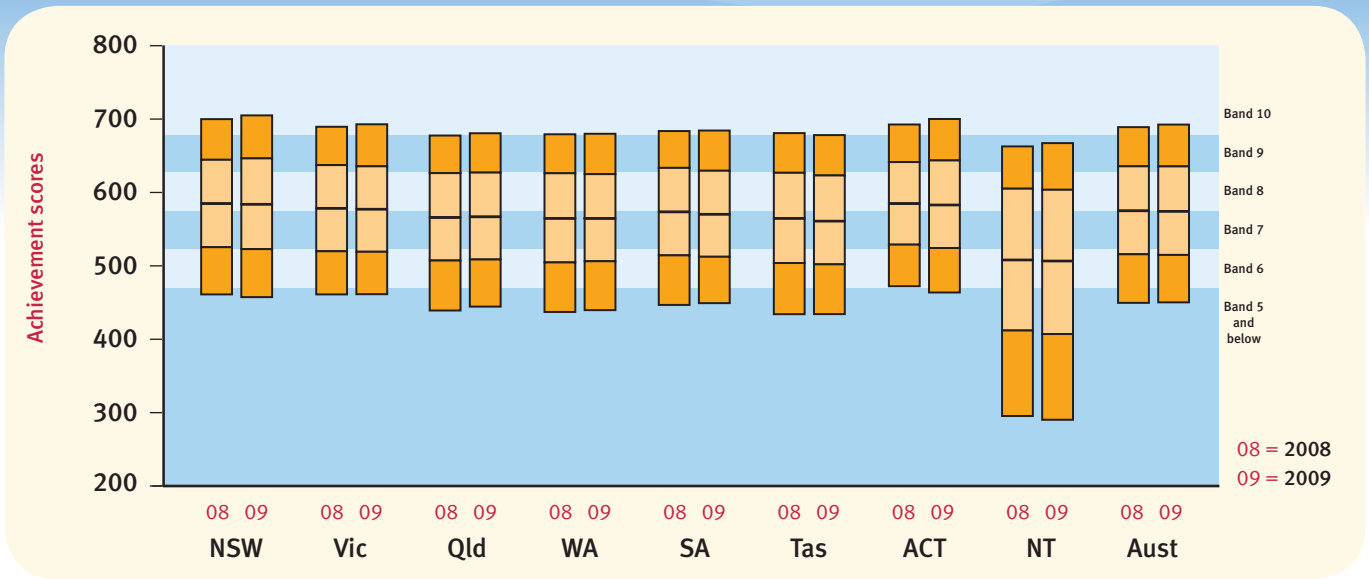


Table 8c: Achievement of Year 9 Students in Spelling, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	586.6 (71.7)	580.3 (69.7)	567.8 (72.6)	566.5 (73.3)	575.4 (71.4)	566.6 (74.3)	586.7 (66.6)	510.0 (112.9)	576.9 (72.9)
Mean scale score/(S.D.) 2009	585.8 (74.8)	579.1 (70.1)	568.6 (71.3)	566.5 (72.4)	572.2 (70.9)	562.9 (73.4)	584.9 (71.6)	508.8 (116.8)	576.2 (73.6)
Significance of difference	■	■	■	■	■	■	■	■	■

Figure 8d: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2008–2009.

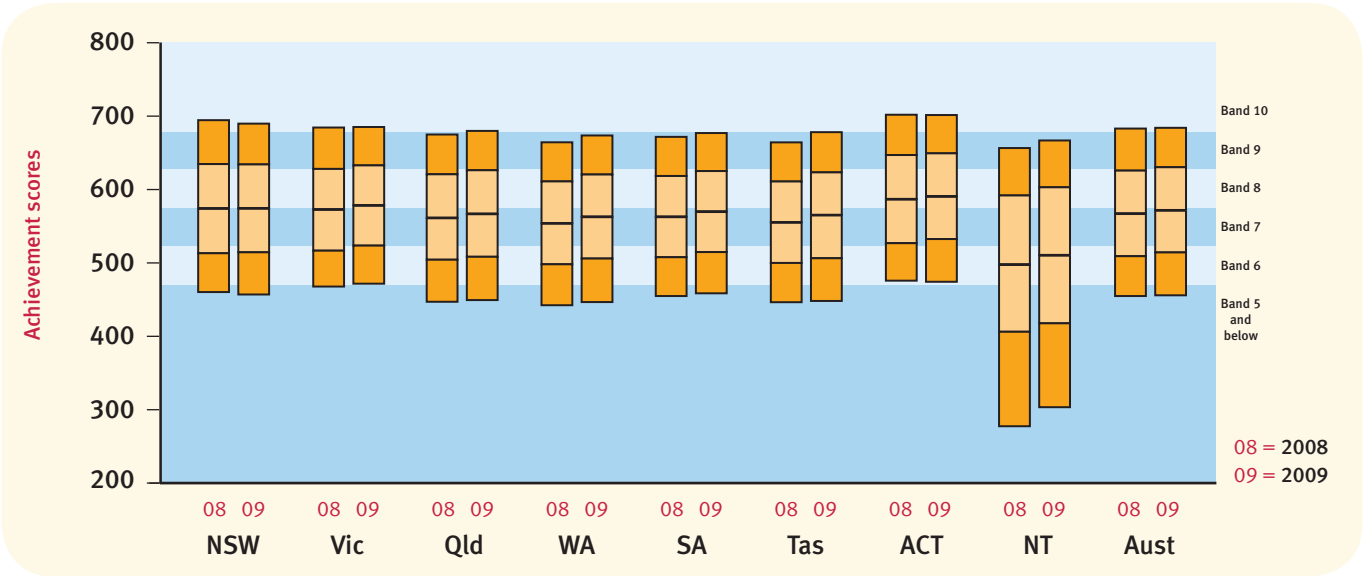


Table 8d: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	576.1 (71.4)	574.7 (65.6)	563.2 (71.0)	555.9 (67.7)	564.7 (65.8)	557.2 (65.5)	588.7 (69.0)	499.6 (113.8)	569.1 (70.4)
Mean scale score/(S.D.) 2009	576.3 (70.5)	580.3 (64.6)	568.7 (70.1)	564.7 (68.5)	571.6 (65.8)	567.1 (69.5)	592.5 (69.3)	512.8 (112.2)	573.6 (69.5)
Significance of difference	■	■	■	■	■	■	■	■	■

NAPLAN Year 9 Numeracy

Figure 8e: Achievement of Year 9 Students in Numeracy, by State and Territory, 2008–2009.

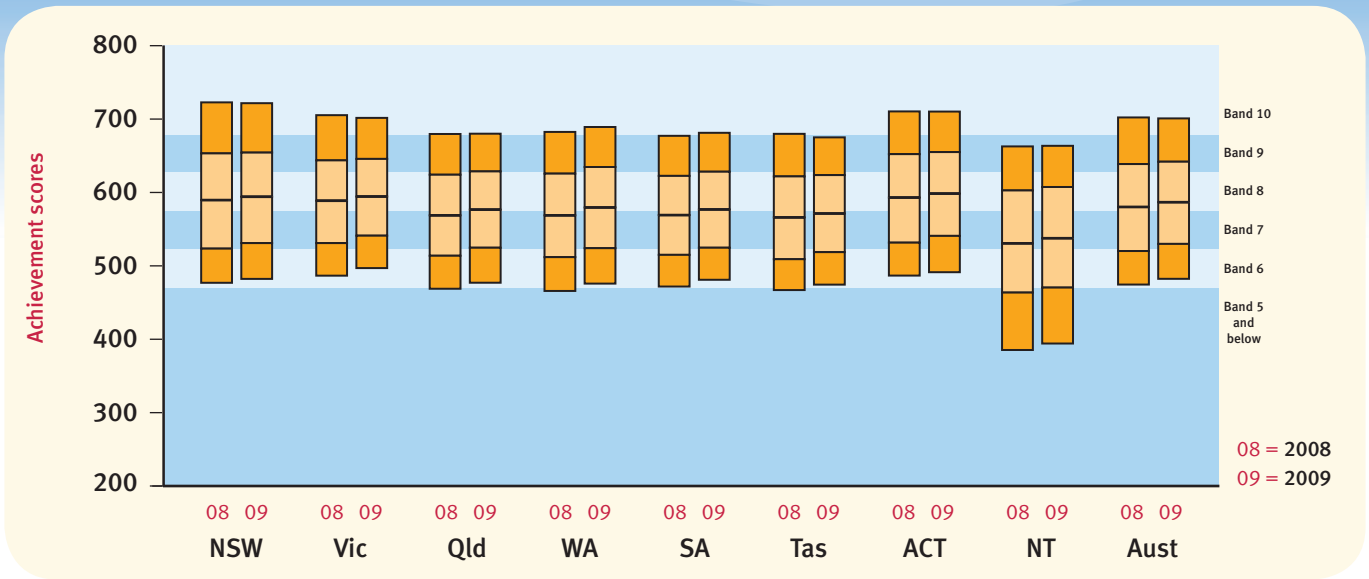


Table 8e: Achievement of Year 9 Students in Numeracy, by State and Territory, 2008–2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score/(S.D.) 2008	591.4 (75.1)	590.7 (66.6)	570.7 (66.2)	570.7 (66.6)	571.1 (62.8)	568.0 (65.1)	594.9 (68.0)	532.6 (83.5)	582.2 (70.2)
Mean scale score/(S.D.) 2009	596.0 (73.2)	596.3 (62.2)	578.5 (61.9)	581.4 (65.6)	578.7 (61.1)	573.2 (61.1)	600.3 (66.9)	539.9 (83.0)	588.5 (67.1)
Significance of difference	■	■	■	▲	■	■	■	■	■

Table 9: Percentage of Years 3, 5, 7 and 9 Students at or above the National Minimum Standard in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, by State and Territory, 2008–2009.

Year Level	Domain	2008 2009	NSW %	Vic %	Qld %	WA %	SA %	Tas %	ACT %	NT %	Aust %
3	Reading	2008	95.1	95.2	87.1	89.4	91.5	92.8	94.4	62.7	92.1
		2009	95.6	95.2	92.0	91.2	93.6	93.3	94.7	68.6	93.8
	Writing	2008	97.5	96.2	92.4	95.0	95.0	97.1	96.3	73.7	95.4
		2009	97.1	96.3	93.6	95.1	95.2	96.6	95.9	74.4	95.6
	Spelling	2008	96.1	95.4	87.4	89.4	91.1	92.4	93.7	61.4	92.5
		2009	94.9	94.5	88.8	90.5	90.5	90.5	92.7	62.0	92.2
	Grammar and Punctuation	2008	95.2	95.3	86.5	87.7	90.8	91.7	93.6	60.1	91.7
		2009	94.9	95.0	89.4	88.5	92.2	91.3	94.3	63.0	92.5
	Numeracy	2008	96.9	96.5	92.0	94.5	93.8	96.7	96.4	77.0	95.0
		2009	95.6	95.6	92.3	92.4	92.6	93.7	94.7	70.6	94.0
5	Reading	2008	93.5	93.7	86.9	89.1	89.9	89.7	94.8	62.5	91.0
		2009	93.6	94.3	89.0	89.0	91.1	90.4	94.2	65.8	91.7
	Writing	2008	95.1	93.9	89.5	91.0	91.7	92.6	94.9	66.3	92.6
		2009	94.9	94.8	89.8	91.7	92.0	91.6	93.7	66.6	92.8
	Spelling	2008	94.5	94.1	88.2	89.6	90.1	89.8	92.8	62.1	91.7
		2009	94.6	94.5	89.9	90.3	91.2	90.4	92.4	65.5	92.4
	Grammar and Punctuation	2008	93.9	94.7	88.8	89.3	91.1	91.4	95.5	61.5	91.9
		2009	93.7	94.9	89.6	88.9	91.3	89.9	94.4	63.5	92.0
	Numeracy	2008	94.4	94.6	90.4	91.1	90.5	92.1	94.9	69.1	92.7
		2009	95.5	95.6	92.7	92.8	93.3	93.1	95.4	73.7	94.2
7	Reading	2008	95.4	95.8	92.9	92.7	93.4	93.9	96.3	67.1	94.2
		2009	94.8	95.3	92.7	92.1	93.6	92.5	95.5	70.8	93.9
	Writing	2008	93.5	93.4	89.9	90.1	92.4	90.0	93.4	63.6	91.8
		2009	93.7	93.7	91.1	91.3	92.7	88.6	93.2	66.3	92.5
	Spelling	2008	94.2	94.2	90.2	90.7	92.4	91.3	94.8	63.6	92.5
		2009	94.6	93.6	91.9	90.2	92.4	89.9	93.1	67.9	92.9
	Grammar and Punctuation	2008	93.4	93.6	90.0	88.2	91.2	91.3	94.0	60.3	91.6
		2009	92.5	94.2	90.8	89.6	92.2	90.1	94.3	65.5	92.0
	Numeracy	2008	96.0	96.5	94.9	94.7	94.5	95.2	97.1	75.9	95.4
		2009	95.1	96.1	94.5	93.6	94.2	93.1	95.4	75.1	94.8
9	Reading	2008	94.4	94.7	90.5	91.8	91.7	93.0	96.6	69.9	92.9
		2009	93.5	94.3	89.8	89.9	92.2	91.2	94.0	69.1	92.2
	Writing	2008	88.9	90.1	83.7	85.5	87.2	84.1	88.9	63.3	87.2
		2009	89.0	90.3	85.0	86.2	87.8	83.6	89.6	63.4	87.7
	Spelling	2008	92.2	90.9	87.5	87.7	88.2	87.2	94.1	64.6	89.8
		2009	91.6	90.9	88.2	87.5	89.3	86.8	91.1	64.8	89.7
	Grammar and Punctuation	2008	91.4	91.8	88.1	87.4	88.8	87.7	94.6	63.3	89.9
		2009	91.0	92.7	88.6	88.1	90.7	88.7	92.8	65.7	90.3
	Numeracy	2008	94.7	95.2	92.4	92.3	92.0	92.3	96.6	74.1	93.6
		2009	95.4	96.3	94.1	93.6	94.6	93.8	95.3	76.4	94.9

2008

National Assessment Program

Literacy and Numeracy

Achievement in Reading, Writing, Language Conventions and Numeracy

2008 Years 3, 5, 7 and 9 National Results in Reading, Writing, Language Conventions and Numeracy

Introduction

In July 2003, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) decided to improve the comparability and diagnostic potential of national literacy and numeracy data through the development of common national tests.

The first National Assessment Program—Literacy and Numeracy (NAPLAN) tests were conducted in May 2008 for all Years 3, 5, 7 and 9 students in government and non-government schools. For the first time, all students in the same year level were assessed on the same test items in the domains of Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. Prior to 2008, students had undertaken different tests in each State and Territory.

The NAPLAN tests were developed collaboratively by the States and Territories, the non-government education sectors and the Australian Government, with Curriculum Corporation as project managers. The tests broadly reflect the curriculum content across all States and Territories, and the types of test questions and test formats were chosen so that they would be familiar to teachers and students.

NAPLAN is an important innovation in national literacy and numeracy assessment in Australia. It reports the full range of student achievement against a common scale and uses a common set of tests to resolve the technical difficulties associated with equating State and Territory based tests.

For each of the assessed aspects of literacy and for numeracy, there is now a single continuous scale of student achievement across ten national achievement bands spanning Years 3, 5, 7 and 9. Each year level is reported against six of these bands.

As students progress through their years of schooling, it will now be possible to monitor how much progress they have made in literacy and numeracy. Individual student reports also show their results against the national average and the middle 60 per cent of students nationally.

Individual student reports contain plain English descriptors of what was assessed in each of the tests. This provides parents, in particular, with valuable information on what a student can typically do.

Importantly, NAPLAN can be used by teachers for diagnostic purposes. At the national level, teachers can refer to this information to gauge the achievement of the most able students, as well as focus on students who have yet to reach the national minimum standard and who may need further support.

The NAPLAN Assessment Process

On 13, 14 and 15 May 2008, over one million students in Years 3, 5, 7 and 9 sat the same NAPLAN tests.

The test administration authorities in each State and Territory were responsible for printing the NAPLAN 2008 tests, and for test administration, data capture and delivery of reports. Curriculum Corporation managed these processes for non-government schools that did not elect to use the State or Territory service.

National Protocols for Test Administration ensured consistency in the administration of the tests by all test administration authorities across Australia. The Test Administration Manuals, which were provided to all schools and supervising teachers, ensured that all students sat the tests under similar conditions.

Tests for Reading, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy used optical mark recognition to score multiple choice items and optical character recognition and professional officers to score constructed response items.

Writing was marked by professional officers using online marking technology to assist the process. Test administration authorities in each State and Territory managed the marking of student writing, with ongoing monitoring of marking consistency across all marking centres. The same training was provided to all markers to ensure the consistent application of the common marking rubric.

Test administration authorities submitted de-identified student data from all tests to a national data contractor, appointed to undertake the analysis of the test data on

behalf of the States and Territories. The national contractor undertook two separate and parallel analyses of the data. Comparative data showing the performance of each State or Territory and the nation were fed back to each testing authority.

The national central data analysis was used to determine the national achievement bands, the national mean and the middle 60 per cent of achievement for each year level, for each domain.

Student reports were produced by the test administration authorities, using a common reporting format agreed by MCEETYA. During September 2008, individual student reports were delivered to parents, and schools received their school reports. The *NAPLAN Summary National Report* was released on 12 September, by MCEETYA.

Student Achievement

NAPLAN results are reported using five national achievement scales, one for each of the assessed aspects of literacy— Reading, Writing, Spelling, Grammar and Punctuation— and one for Numeracy. The national achievement scales each span Years 3, 5, 7 and 9. The skills and understandings assessed in each domain from Year 3 through to Year 9 are mapped onto achievement scales with scores that range from 0 to 1000. By locating all students on a single national scale, which maps the skills and understandings assessed, each scale provides significantly more information about the literacy and numeracy achievement of students than was previously available.

The use of a common scale that spans Years 3, 5, 7 and 9 for each domain, allows both the status of, and growth in, student achievement to be monitored and reported throughout a student's years of schooling.

These reporting scales are constructed so that any given scaled score represents the same level of achievement over time. For example, a score of 700 in Reading will have the same meaning in 2010 as it has in 2008. A key feature of these scales is that they enable changes in literacy and numeracy achievement for all students to be monitored.

Each scale consists of 10 bands to cover the full range of student achievement demonstrated by the tests across Year 3 to Year 9. The national achievement bands are provided to map the increasing complexity of the skills and understandings assessed by NAPLAN. Six of these bands are used for reporting student performance in each year level:

Year 3	Year 5	Year 7	Year 9
Bands 1-6	Bands 3-8	Bands 4-9	Bands 5-10

For each year level, the national minimum standard is located on the common underlying scale at the following national achievement bands:

- Year 3 – Band 2
- Year 5 – Band 4
- Year 7 – Band 5
- Year 9 – Band 6

The national minimum standards at Years 3, 5, 7 and 9 represent increasingly challenging skills and understandings and require progressively higher scores on the NAPLAN scale across the years of schooling.

Students whose results are in the minimum standard band have typically demonstrated the basic elements of literacy and numeracy for the year level.

Students whose results are in the lowest band for the year level have not achieved the national minimum standard for that year, and need focused intervention and additional support to help them achieve the skills they require to progress in schooling.

National Assessment Program

Literacy and Numeracy

Contents

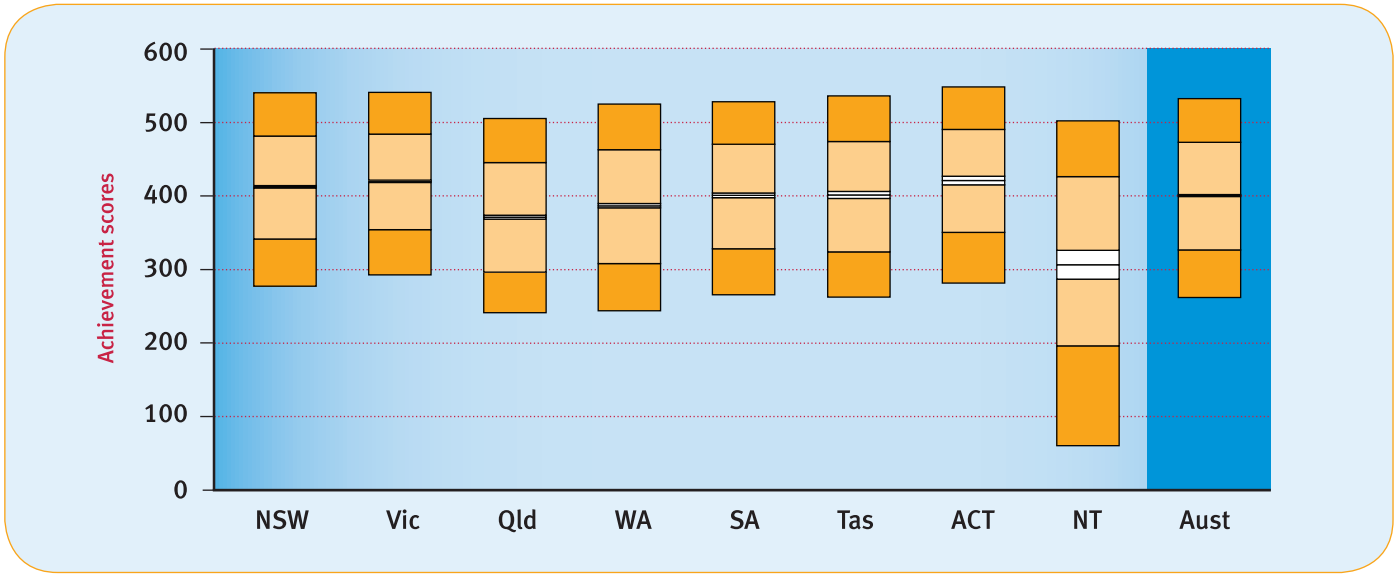
NAPLAN Year 3

NAPLAN Year 3

Table 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*8yrs 7mths* *3yrs 4mths*	**412.3** ± 1.8 **80.1**	**97.2**	**0.9**	**4.0** ± 0.2	**10.2** ± 0.4	**16.9** ± 0.4	**23.7** ± 0.5	**23.4** ± 0.4	**20.9** ± 0.7	**95.1** ± 0.3
VIC	*8yrs 9mths* *3yrs 4mths*	**419.9** ± 1.6 **74.9**	**96.0**	**2.7**	**2.1** ± 0.2	**8.0** ± 0.4	**16.4** ± 0.5	**23.9** ± 0.4	**25.0** ± 0.4	**21.9** ± 0.7	**95.2** ± 0.2
Qld	*8yrs 1mth* *2yrs 4mths*	**371.1** ± 2.6 **84.9**	**97.6**	**1.9**	**11.0** ± 0.7	**17.9** ± 0.6	**20.6** ± 0.4	**21.9** ± 0.6	**17.0** ± 0.6	**9.8** ± 0.6	**87.1** ± 0.7
WA	*8yrs 5mths* *3yrs 4mths*	**386.7** ± 3.1 **87.7**	**95.2**	**1.0**	**9.6** ± 0.8	**14.4** ± 0.7	**18.4** ± 0.6	**22.0** ± 0.7	**20.0** ± 0.8	**14.6** ± 0.9	**89.4** ± 0.8
SA	*8yrs 7mths* *3yrs 4mths*	**400.5** ± 3.3 **80.5**	**96.9**	**3.1**	**5.4** ± 0.6	**12.1** ± 0.8	**17.5** ± 0.8	**23.7** ± 0.9	**21.6** ± 0.9	**16.5** ± 1.2	**91.5** ± 1.0
Tas	*8yrs 11mths* *3yrs 4mths*	**401.2** ± 4.9 **84.2**	**96.8**	**1.0**	**6.2** ± 1.0	**13.0** ± 1.3	**17.5** ± 1.3	**22.4** ± 1.3	**21.5** ± 1.3	**18.4** ± 1.9	**92.8** ± 1.0
ACT	*8yrs 8mths* *3yrs 4mths*	**421.0** ± 5.9 **81.5**	**95.6**	**2.1**	**3.6** ± 1.0	**8.7** ± 1.4	**14.3** ± 1.6	**22.2** ± 1.8	**24.7** ± 1.9	**24.4** ± 2.6	**94.4** ± 1.5
NT	*8yrs 6mths* *3yrs 4mths*	**306.6** ± 19.9 **134.1**	**82.7**	**1.6**	**35.6** ± 6.6	**15.0** ± 2.1	**14.1** ± 2.0	**14.0** ± 2.2	**11.2** ± 2.0	**8.5** ± 1.9	**62.7** ± 6.5
Aust	*8yrs 6mths* *3yrs 1mth*	**400.5** ± 1.2 **84.5**	**96.6**	**1.7**	**6.1** ± 0.2	**12.0** ± 0.3	**17.7** ± 0.2	**23.0** ± 0.2	**21.8** ± 0.3	**17.7** ± 0.4	**92.1** ± 0.3

Figure 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

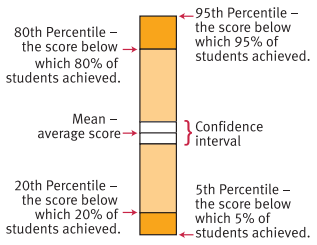
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 3 students reported by schools which includes those absent and withdrawn.

Reading the graph

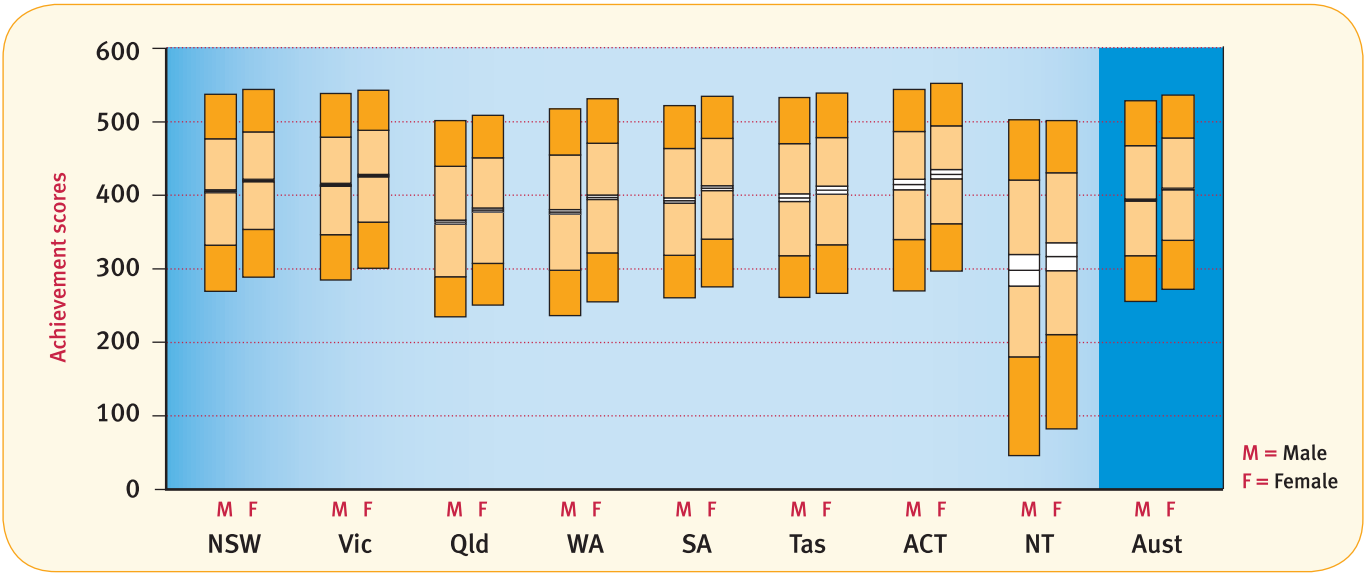


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Male*	405.2 ± 2.0	1.1	5.1 ± 0.3	11.8 ± 0.5	17.8 ± 0.5	23.1 ± 0.5	21.9 ± 0.6	19.1 ± 0.8	93.8 ± 0.4
	Female	419.7 ± 1.8	0.8	2.8 ± 0.3	8.5 ± 0.4	15.9 ± 0.5	24.3 ± 0.6	24.9 ± 0.5	22.8 ± 0.8	96.5 ± 0.3
VIC	*Male*	413.9 ± 1.8	3.6	2.7 ± 0.3	9.2 ± 0.5	17.6 ± 0.5	23.5 ± 0.6	23.8 ± 0.6	19.7 ± 0.8	93.8 ± 0.5
	Female	426.0 ± 1.7	1.8	1.4 ± 0.2	6.7 ± 0.4	15.3 ± 0.6	24.4 ± 0.6	26.3 ± 0.6	24.1 ± 0.8	96.8 ± 0.3
Qld	*Male*	363.1 ± 2.8	2.6	13.1 ± 0.8	19.4 ± 0.7	20.6 ± 0.6	20.4 ± 0.9	15.2 ± 0.8	8.7 ± 0.6	84.4 ± 0.9
	Female	379.5 ± 2.5	1.2	8.8 ± 0.6	16.2 ± 0.7	20.5 ± 0.6	23.5 ± 0.6	18.9 ± 0.8	10.9 ± 0.7	90.0 ± 0.7
WA	*Male*	377.0 ± 3.3	1.3	11.7 ± 1.0	16.0 ± 0.8	18.9 ± 0.9	21.3 ± 0.9	18.5 ± 0.9	12.3 ± 0.9	87.0 ± 1.0
	Female	396.8 ± 3.2	0.7	7.4 ± 0.8	12.8 ± 0.9	17.8 ± 0.8	22.7 ± 0.9	21.6 ± 1.0	17.1 ± 1.1	91.9 ± 0.8
SA	*Male*	392.2 ± 3.6	3.9	6.6 ± 0.9	13.9 ± 1.0	18.4 ± 1.0	23.2 ± 1.2	19.9 ± 1.1	14.2 ± 1.2	89.6 ± 1.3
	Female	409.2 ± 3.4	2.3	4.3 ± 0.6	10.2 ± 1.0	16.6 ± 1.0	24.2 ± 1.1	23.4 ± 1.1	19.0 ± 1.4	93.5 ± 0.9
Tas	*Male*	396.0 ± 5.3	1.2	6.8 ± 1.3	14.5 ± 1.9	18.0 ± 1.6	21.7 ± 1.7	20.7 ± 1.8	17.0 ± 1.9	92.0 ± 1.4
	Female	406.5 ± 5.5	0.7	5.6 ± 1.2	11.4 ± 1.6	17.0 ± 1.7	23.2 ± 2.0	22.3 ± 1.8	19.9 ± 2.3	93.7 ± 1.2
ACT	*Male*	414.1 ± 7.0	2.9	4.9 ± 1.4	10.2 ± 1.9	14.1 ± 1.9	21.5 ± 2.1	23.7 ± 2.5	22.6 ± 3.0	92.2 ± 2.1
	Female	428.0 ± 6.4	1.2	2.2 ± 0.9	7.2 ± 1.5	14.5 ± 2.2	22.9 ± 2.5	25.8 ± 2.4	26.2 ± 3.4	96.6 ± 1.1
NT	*Male*	297.4 ± 21.4	1.8	38.2 ± 6.9	15.1 ± 2.7	13.7 ± 2.6	13.0 ± 2.5	10.2 ± 2.3	8.1 ± 2.2	60.1 ± 6.8
	Female	316.0 ± 19.0	1.5	33.0 ± 6.6	15.0 ± 2.5	14.6 ± 2.8	15.0 ± 2.8	12.1 ± 2.8	8.8 ± 2.5	65.5 ± 6.5
Aust	*Male*	393.1 ± 1.3	2.3	7.4 ± 0.3	13.5 ± 0.3	18.4 ± 0.3	22.3 ± 0.3	20.3 ± 0.3	15.9 ± 0.4	90.3 ± 0.3
	Female	408.2 ± 1.1	1.2	4.7 ± 0.2	10.4 ± 0.3	16.9 ± 0.3	23.8 ± 0.3	23.3 ± 0.3	19.6 ± 0.4	94.1 ± 0.2

Figure 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

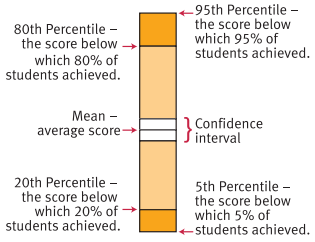
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

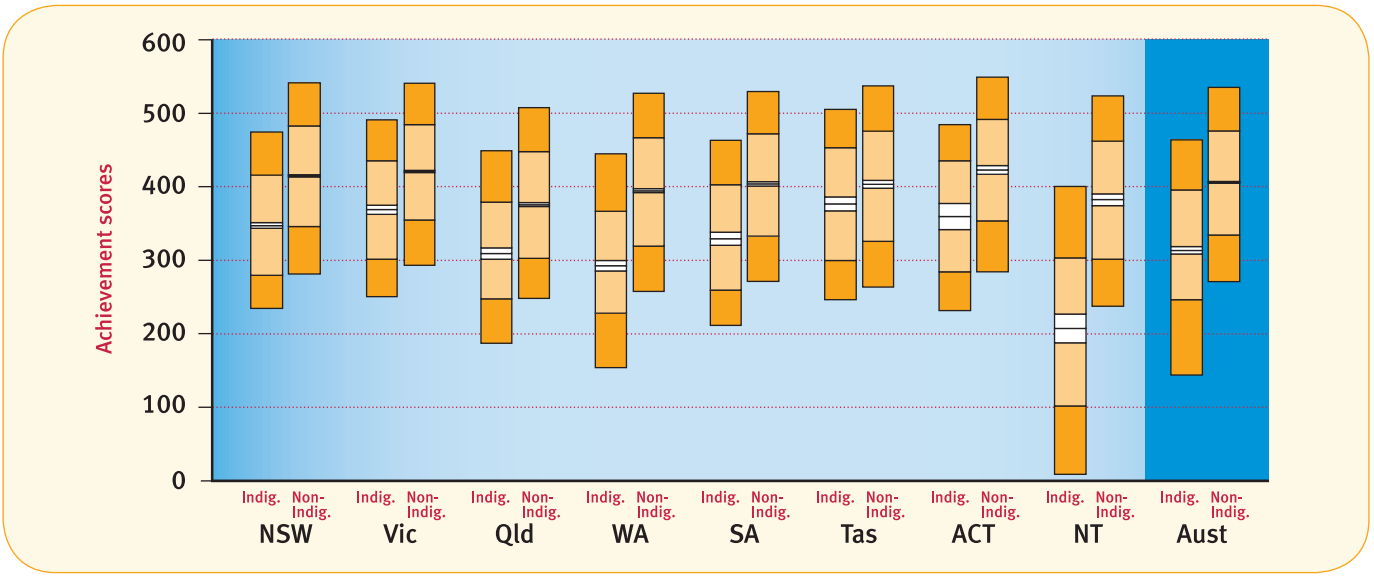


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.R3: Achievement of Year 3 Students in Reading, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Indigenous*	347.5 ± 3.6	1.3	15.2 ± 1.8	24.3 ± 1.6	23.3 ± 1.8	19.5 ± 1.6	11.9 ± 1.4	4.4 ± 0.8	83.5 ± 1.8
	Non-Indigenous	414.9 ± 1.7	0.8	3.5 ± 0.2	9.6 ± 0.4	16.7 ± 0.4	24.0 ± 0.5	23.9 ± 0.4	21.6 ± 0.7	95.7 ± 0.2
VIC	*Indigenous*	368.9 ± 6.3	3.6	8.3 ± 2.5	19.8 ± 3.6	23.7 ± 3.9	21.7 ± 3.4	16.3 ± 2.9	6.8 ± 2.2	88.1 ± 2.8
	Non-Indigenous	420.6 ± 1.6	2.4	2.0 ± 0.2	7.9 ± 0.4	16.4 ± 0.5	24.0 ± 0.4	25.2 ± 0.4	22.1 ± 0.7	95.6 ± 0.3
Qld	*Indigenous*	309.5 ± 7.6	2.8	31.0 ± 3.3	26.6 ± 2.1	18.6 ± 1.8	12.8 ± 1.5	6.1 ± 1.4	2.1 ± 0.8	66.2 ± 3.3
	Non-Indigenous	375.9 ± 2.4	1.8	9.4 ± 0.6	17.2 ± 0.6	20.7 ± 0.4	22.6 ± 0.6	17.8 ± 0.6	10.4 ± 0.6	88.7 ± 0.6
WA	*Indigenous*	292.7 ± 7.1	0.9	41.8 ± 3.7	24.3 ± 2.4	14.9 ± 2.0	10.3 ± 1.9	5.9 ± 1.3	1.8 ± 0.7	57.3 ± 3.7
	Non-Indigenous	394.5 ± 2.7	0.9	7.0 ± 0.6	13.6 ± 0.7	18.6 ± 0.7	22.9 ± 0.9	21.2 ± 0.8	15.8 ± 0.9	92.1 ± 0.6
SA	*Indigenous*	329.7 ± 8.7	5.2	23.4 ± 4.3	23.5 ± 4.2	18.8 ± 3.7	17.4 ± 3.1	9.0 ± 3.1	2.8 ± 1.4	71.5 ± 4.4
	Non-Indigenous	403.9 ± 3.1	2.8	4.6 ± 0.5	11.5 ± 0.8	17.4 ± 0.8	24.0 ± 1.0	22.3 ± 0.9	17.2 ± 1.1	92.5 ± 0.9
Tas	*Indigenous*	376.6 ± 9.4	0.7	10.9 ± 4.1	16.5 ± 5.0	20.9 ± 4.2	21.1 ± 4.3	18.7 ± 3.8	11.2 ± 3.9	88.4 ± 4.1
	Non-Indigenous	403.4 ± 5.2	1.0	6.0 ± 1.0	12.6 ± 1.4	16.8 ± 1.5	22.7 ± 1.7	21.9 ± 1.5	19.1 ± 2.0	93.0 ± 1.0
ACT	*Indigenous*	359.5 ± 17.6	0.9	14.2 ± 7.8	18.9 ± 9.8	23.9 ± 10.4	18.3 ± 9.2	17.2 ± 7.7	6.5 ± 5.5	84.9 ± 8.1
	Non-Indigenous	422.8 ± 5.7	1.9	3.3 ± 0.9	8.4 ± 1.3	14.1 ± 1.5	22.4 ± 1.9	25.0 ± 1.9	25.0 ± 2.6	94.8 ± 1.4
NT	*Indigenous*	208.1 ± 19.5	1.0	68.5 ± 6.2	14.5 ± 3.1	7.8 ± 2.4	5.5 ± 1.9	2.1 ± 0.9	0.6 ± 0.5	30.4 ± 6.0
	Non-Indigenous	382.5 ± 8.1	1.0	10.8 ± 2.8	15.6 ± 3.2	18.8 ± 2.5	20.7 ± 2.6	18.5 ± 2.4	14.6 ± 2.8	88.2 ± 2.8
Aust	*Indigenous*	313.7 ± 4.9	2.0	29.7 ± 2.0	23.3 ± 1.1	18.6 ± 1.1	14.6 ± 0.8	8.5 ± 0.7	3.2 ± 0.4	68.3 ± 2.0
	Non-Indigenous	405.0 ± 1.1	1.6	4.9 ± 0.2	11.4 ± 0.2	17.7 ± 0.3	23.5 ± 0.2	22.5 ± 0.3	18.4 ± 0.4	93.5 ± 0.2

Figure 3.R3: Achievement of Year 3 Students in Reading, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

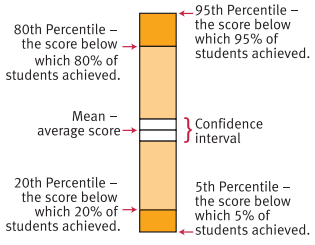
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

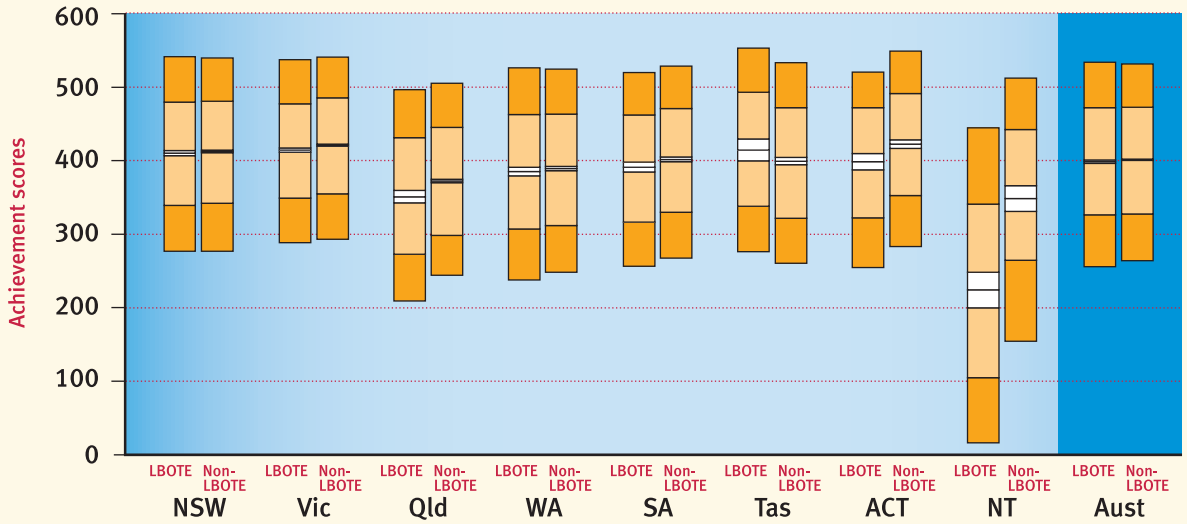


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.R4: Achievement of Year 3 Students in Reading, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*LBOTE*	410.8 ± 3.4	1.6	3.9 ± 0.5	10.4 ± 0.8	17.7 ± 1.0	23.7 ± 1.0	22.2 ± 0.9	20.4 ± 1.3	94.5 ± 0.6
	Non-LBOTE	412.9 ± 1.8	0.7	3.9 ± 0.3	10.1 ± 0.4	16.7 ± 0.4	23.8 ± 0.5	23.7 ± 0.5	21.2 ± 0.7	95.4 ± 0.3
VIC	*LBOTE*	414.9 ± 2.7	3.6	2.2 ± 0.3	8.8 ± 0.7	17.2 ± 0.9	25.2 ± 0.8	23.7 ± 0.8	19.3 ± 1.1	94.2 ± 0.6
	Non-LBOTE	421.7 ± 1.6	2.4	2.0 ± 0.2	7.7 ± 0.4	16.2 ± 0.5	23.5 ± 0.5	25.5 ± 0.5	22.8 ± 0.7	95.6 ± 0.4
Qld	*LBOTE*	351.7 ± 8.4	4.9	17.8 ± 3.2	18.2 ± 2.3	19.7 ± 2.2	18.4 ± 1.6	13.5 ± 1.6	7.5 ± 1.4	77.2 ± 3.2
	Non-LBOTE	372.9 ± 2.5	1.6	10.3 ± 0.6	17.8 ± 0.6	20.6 ± 0.5	22.2 ± 0.6	17.3 ± 0.6	10.0 ± 0.6	88.1 ± 0.7
WA	*LBOTE*	385.8 ± 5.8	2.0	9.9 ± 1.8	13.7 ± 1.7	18.5 ± 1.7	21.9 ± 1.4	19.1 ± 1.6	14.8 ± 1.8	88.0 ± 2.1
	Non-LBOTE	390.0 ± 3.1	0.7	8.7 ± 0.9	14.1 ± 0.8	18.4 ± 0.8	22.3 ± 0.9	20.8 ± 0.9	15.1 ± 0.9	90.6 ± 0.9
SA	*LBOTE*	391.7 ± 6.7	7.5	7.0 ± 1.9	13.0 ± 1.9	17.2 ± 2.2	22.6 ± 2.6	19.3 ± 3.2	13.5 ± 2.1	85.5 ± 4.3
	Non-LBOTE	402.2 ± 3.2	2.4	5.1 ± 0.6	11.9 ± 0.8	17.5 ± 0.8	23.9 ± 1.0	22.1 ± 0.9	17.1 ± 1.2	92.5 ± 0.8
Tas	*LBOTE*	415.2 ± 14.7	7.4	3.7 ± 3.7	10.2 ± 5.2	16.1 ± 8.0	19.9 ± 6.9	20.1 ± 6.6	22.6 ± 7.6	88.9 ± 5.4
	Non-LBOTE	399.9 ± 4.9	0.7	6.5 ± 1.0	13.2 ± 1.4	17.7 ± 1.2	22.3 ± 1.2	21.5 ± 1.3	18.1 ± 1.9	92.8 ± 1.0
ACT	*LBOTE*	399.1 ± 10.9	6.2	6.0 ± 2.7	12.2 ± 3.8	15.3 ± 4.5	22.1 ± 5.9	21.6 ± 6.3	16.5 ± 4.7	87.8 ± 6.4
	Non-LBOTE	422.8 ± 5.8	1.6	3.3 ± 1.0	8.4 ± 1.4	14.2 ± 1.6	22.4 ± 2.0	25.1 ± 1.9	25.0 ± 2.6	95.1 ± 1.4
NT	*LBOTE*	224.9 ± 23.9	2.4	61.9 ± 8.6	13.1 ± 3.6	9.1 ± 3.2	6.9 ± 2.8	4.3 ± 2.1	2.3 ± 1.3	35.7 ± 7.7
	Non-LBOTE	349.2 ± 17.3	0.9	21.2 ± 5.8	16.7 ± 3.7	17.8 ± 3.1	18.8 ± 2.7	13.4 ± 3.0	11.2 ± 3.1	77.9 ± 5.9
Aust	*LBOTE*	399.3 ± 2.4	3.0	6.6 ± 0.6	11.2 ± 0.5	17.6 ± 0.5	23.1 ± 0.5	21.1 ± 0.5	17.5 ± 0.7	90.4 ± 0.7
	Non-LBOTE	401.8 ± 1.1	1.4	5.7 ± 0.2	12.0 ± 0.3	17.7 ± 0.2	23.1 ± 0.2	22.1 ± 0.3	17.9 ± 0.4	92.9 ± 0.2

Figure 3.R4: Achievement of Year 3 Students in Reading, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

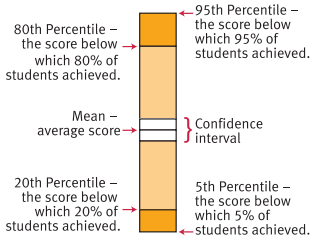
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.R5: Achievement of Year 3 Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	417.0 ± 2.1	1.0	3.4 ± 0.3	9.2 ± 0.4	16.2 ± 0.5	23.7 ± 0.6	24.0 ± 0.5	22.5 ± 0.9	95.6 ± 0.3
	Provincial	398.6 ± 2.4	0.8	5.6 ± 0.5	13.0 ± 0.7	18.8 ± 0.7	23.7 ± 0.7	21.7 ± 0.8	16.4 ± 0.8	93.6 ± 0.6
	Remote	368.3 ± 17.7	1.9	11.5 ± 5.3	21.7 ± 5.3	19.9 ± 4.5	18.0 ± 4.4	16.4 ± 5.6	10.7 ± 4.3	86.7 ± 5.9
	Very Remote	359.6 ± 24.3	0.9	15.9 ± 9.9	20.7 ± 9.3	15.3 ± 9.4	24.3 ± 10.1	15.5 ± 9.9	7.3 ± 6.5	83.2 ± 9.9
VIC	*Metro*	423.2 ± 1.9	2.8	1.8 ± 0.2	7.3 ± 0.4	15.9 ± 0.5	23.9 ± 0.5	25.3 ± 0.5	23.0 ± 0.9	95.4 ± 0.4
	Provincial	410.4 ± 2.4	2.4	2.9 ± 0.4	10.2 ± 0.7	18.0 ± 0.8	24.1 ± 0.8	24.0 ± 0.8	18.5 ± 1.0	94.7 ± 0.6
	Remote	427.5 ± 24.9	1.8	1.8 ± 5.0	6.9 ± 7.6	12.7 ± 13.7	24.7 ± 14.5	26.9 ± 10.6	25.1 ± 14.0	96.4 ± 6.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	378.4 ± 2.9	1.9	9.3 ± 0.7	16.5 ± 0.7	20.5 ± 0.6	22.6 ± 0.8	18.3 ± 0.8	11.0 ± 0.8	88.9 ± 0.8
	Provincial	362.7 ± 3.1	2.1	12.2 ± 1.0	20.4 ± 1.0	21.3 ± 0.8	21.3 ± 0.9	15.1 ± 1.0	7.7 ± 0.7	85.7 ± 1.1
	Remote	338.0 ± 12.7	1.6	22.2 ± 5.7	23.3 ± 3.5	19.4 ± 3.0	17.8 ± 3.1	10.6 ± 2.5	5.2 ± 2.0	76.3 ± 5.8
	Very Remote	295.8 ± 20.1	2.0	39.3 ± 8.9	24.0 ± 4.2	14.7 ± 3.8	10.7 ± 3.0	6.1 ± 2.9	3.2 ± 2.0	58.7 ± 9.0
WA	*Metro*	396.5 ± 3.3	1.1	7.0 ± 0.7	12.9 ± 0.9	18.3 ± 0.8	22.7 ± 0.9	21.5 ± 0.9	16.6 ± 1.1	91.9 ± 0.8
	Provincial	373.4 ± 5.2	0.9	11.5 ± 1.6	17.8 ± 1.3	19.7 ± 1.3	21.6 ± 1.4	18.0 ± 1.5	10.6 ± 1.3	87.6 ± 1.6
	Remote	356.4 ± 12.8	0.3	19.7 ± 4.6	19.0 ± 2.6	17.2 ± 3.0	19.0 ± 2.5	14.2 ± 3.2	10.7 ± 2.8	80.0 ± 4.5
	Very Remote	312.7 ± 21.2	0.7	37.2 ± 8.3	19.0 ± 3.5	12.9 ± 3.1	13.3 ± 3.7	10.4 ± 3.3	6.5 ± 3.1	62.1 ± 8.3
SA	*Metro*	406.2 ± 3.9	3.4	4.5 ± 0.7	10.8 ± 0.9	16.9 ± 1.0	23.9 ± 1.0	22.4 ± 1.0	18.0 ± 1.4	92.1 ± 1.3
	Provincial	389.8 ± 5.1	2.4	6.9 ± 1.2	14.5 ± 1.4	19.0 ± 1.5	23.6 ± 1.5	20.1 ± 1.6	13.5 ± 1.6	90.7 ± 1.4
	Remote	378.0 ± 12.6	3.1	8.2 ± 3.6	17.7 ± 5.1	19.7 ± 3.7	23.6 ± 4.2	17.8 ± 4.0	9.9 ± 3.9	88.7 ± 4.0
	Very Remote	338.2 ± 27.3	0.5	24.4 ± 11.6	21.2 ± 8.2	18.7 ± 7.4	15.0 ± 9.5	10.9 ± 6.8	9.3 ± 6.6	75.1 ± 11.4
Tas	*Metro*	411.6 ± 8.1	1.2	4.7 ± 1.4	12.0 ± 2.3	16.4 ± 2.3	21.1 ± 1.8	22.2 ± 2.0	22.4 ± 3.0	94.1 ± 1.4
	Provincial	394.1 ± 5.4	0.8	7.2 ± 1.3	13.5 ± 1.6	18.5 ± 1.4	23.3 ± 1.7	21.0 ± 1.6	15.7 ± 2.0	91.9 ± 1.3
	Remote	378.9 ± 14.0	0.0	10.1 ± 8.1	21.6 ± 8.1	12.6 ± 8.2	23.4 ± 14.7	22.2 ± 11.4	10.1 ± 8.1	89.9 ± 8.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	421.2 ± 5.8	2.1	3.5 ± 1.0	8.7 ± 1.3	14.3 ± 1.6	22.2 ± 1.8	24.7 ± 1.8	24.5 ± 2.5	94.4 ± 1.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	366.5 ± 11.1	2.5	14.7 ± 3.7	17.2 ± 2.8	19.6 ± 2.6	19.5 ± 2.3	15.3 ± 2.8	11.1 ± 2.8	82.8 ± 4.3
	Remote	329.6 ± 28.5	1.3	28.8 ± 9.5	16.8 ± 3.6	14.8 ± 3.6	15.9 ± 4.2	12.7 ± 3.4	9.7 ± 4.1	69.9 ± 9.7
	Very Remote	195.9 ± 35.3	0.4	74.3 ± 10.9	10.3 ± 3.8	4.8 ± 2.8	3.6 ± 2.5	3.4 ± 2.5	3.3 ± 2.6	25.4 ± 10.7
Aust	*Metro*	408.0 ± 1.3	1.8	4.6 ± 0.2	10.7 ± 0.3	17.2 ± 0.3	23.4 ± 0.3	22.8 ± 0.3	19.5 ± 0.5	93.6 ± 0.3
	Provincial	389.3 ± 1.7	1.6	7.4 ± 0.4	14.7 ± 0.4	19.3 ± 0.4	22.9 ± 0.4	20.1 ± 0.5	14.0 ± 0.5	91.0 ± 0.4
	Remote	352.5 ± 7.7	1.3	19.0 ± 2.9	19.8 ± 1.7	17.9 ± 1.4	18.9 ± 1.6	14.0 ± 1.5	9.1 ± 1.3	79.6 ± 2.9
	Very Remote	274.2 ± 16.8	1.0	47.8 ± 5.9	17.9 ± 2.4	11.3 ± 1.9	10.1 ± 1.8	7.2 ± 1.7	4.7 ± 1.4	51.1 ± 5.8

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.R6: Achievement of Year 3 Indigenous Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	358.2 ± 5.1	1.4	13.2 ± 2.4	20.9 ± 3.0	22.5 ± 3.1	21.4 ± 2.9	14.8 ± 2.0	5.7 ± 1.5	85.4 ± 2.4
	Provincial	342.1 ± 5.0	1.1	16.0 ± 2.8	26.2 ± 2.4	24.2 ± 2.2	18.7 ± 2.6	10.1 ± 2.1	3.7 ± 1.0	82.9 ± 2.8
	Remote	321.4 ± 19.1	3.2	21.3 ± 9.6	30.4 ± 8.0	23.8 ± 7.9	11.8 ± 8.2	7.3 ± 5.3	2.2 ± 2.6	75.5 ± 9.9
	Very Remote	308.9 ± 19.4	0.0	32.7 ± 13.7	30.5 ± 18.7	13.2 ± 12.3	17.3 ± 11.9	5.5 ± 5.6	0.9 ± 3.2	67.3 ± 13.7
Vic	*Metro*	379.3 ± 8.3	3.9	7.0 ± 3.5	16.0 ± 3.9	22.2 ± 5.0	23.4 ± 5.6	19.9 ± 5.2	7.5 ± 3.6	89.1 ± 4.3
	Provincial	360.1 ± 9.0	3.3	9.4 ± 3.7	22.9 ± 5.7	24.9 ± 5.4	20.2 ± 5.3	13.1 ± 4.0	6.2 ± 2.5	87.3 ± 4.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	328.0 ± 10.9	3.0	23.3 ± 3.8	25.1 ± 3.0	21.3 ± 2.3	15.7 ± 2.1	8.1 ± 2.6	3.5 ± 1.6	73.6 ± 3.8
	Provincial	314.5 ± 9.1	3.0	27.2 ± 4.9	28.0 ± 3.2	20.2 ± 3.1	13.9 ± 2.8	6.2 ± 1.6	1.6 ± 0.8	69.8 ± 4.7
	Remote	279.0 ± 16.3	2.2	46.5 ± 10.7	29.2 ± 6.6	13.0 ± 4.9	6.4 ± 4.2	2.5 ± 2.2	0.1 ± 0.6	51.3 ± 10.5
	Very Remote	251.5 ± 18.3	1.7	58.0 ± 9.0	26.6 ± 6.3	8.7 ± 3.7	3.6 ± 2.2	1.2 ± 1.4	0.2 ± 0.3	40.3 ± 9.0
WA	*Metro*	320.7 ± 8.3	1.2	29.7 ± 4.1	23.4 ± 4.4	18.2 ± 4.0	15.2 ± 3.2	9.5 ± 2.6	2.8 ± 1.5	69.1 ± 4.1
	Provincial	302.0 ± 10.8	0.9	36.9 ± 6.5	27.3 ± 4.5	16.6 ± 5.3	10.8 ± 4.1	5.8 ± 2.4	1.8 ± 1.4	62.3 ± 6.4
	Remote	282.5 ± 13.2	0.3	47.9 ± 7.6	23.8 ± 6.0	14.1 ± 5.1	7.5 ± 3.6	4.7 ± 3.2	1.6 ± 1.6	51.8 ± 7.5
	Very Remote	250.5 ± 15.2	1.1	59.6 ± 8.1	22.9 ± 4.7	9.1 ± 3.4	5.0 ± 2.6	1.8 ± 1.5	0.5 ± 0.7	39.3 ± 8.1
SA	*Metro*	345.5 ± 10.3	7.5	16.8 ± 5.8	21.7 ± 6.9	18.9 ± 6.1	19.8 ± 4.8	12.0 ± 4.0	3.2 ± 2.2	75.7 ± 6.4
	Provincial	323.2 ± 14.3	3.8	26.9 ± 7.9	24.1 ± 7.8	18.9 ± 7.3	16.8 ± 5.3	6.5 ± 4.1	3.1 ± 2.8	69.3 ± 8.1
	Remote	331.0 ± 35.7	2.7	26.5 ± 14.5	25.4 ± 19.0	14.1 ± 12.1	15.7 ± 16.5	11.9 ± 14.2	3.8 ± 8.6	70.8 ± 14.9
	Very Remote	284.0 ± 33.9	0.0	39.8 ± 22.2	28.5 ± 12.2	20.0 ± 12.1	9.5 ± 8.7	2.3 ± 4.0	0.0 ± 0.0	60.3 ± 22.2
Tas	*Metro*	379.4 ± 15.1	1.3	9.3 ± 7.0	18.4 ± 8.3	20.8 ± 10.5	20.0 ± 9.1	18.7 ± 6.8	11.6 ± 6.0	89.4 ± 7.0
	Provincial	376.0 ± 12.0	0.4	11.7 ± 4.8	14.9 ± 6.4	21.3 ± 6.4	21.5 ± 5.9	18.8 ± 5.0	11.3 ± 4.8	87.9 ± 4.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	362.9 ± 17.2	1.0	13.2 ± 7.6	17.9 ± 9.6	24.3 ± 10.4	19.0 ± 9.4	17.9 ± 7.9	6.8 ± 5.7	85.8 ± 7.9
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	306.4 ± 15.4	2.9	33.6 ± 7.3	23.0 ± 5.1	19.2 ± 6.6	13.2 ± 5.1	6.2 ± 3.5	1.9 ± 1.6	63.5 ± 7.1
	Remote	246.8 ± 27.1	1.9	54.7 ± 10.8	20.7 ± 8.3	10.4 ± 5.2	8.9 ± 4.3	2.5 ± 2.4	0.9 ± 1.7	43.4 ± 10.7
	Very Remote	161.6 ± 22.4	0.1	85.6 ± 5.3	9.4 ± 3.9	2.9 ± 1.9	1.6 ± 1.3	0.5 ± 0.5	0.0 ± 0.1	14.3 ± 5.3
Aust	*Metro*	343.4 ± 4.8	2.6	18.8 ± 1.9	22.4 ± 1.8	21.2 ± 1.5	18.4 ± 1.5	12.0 ± 1.2	4.7 ± 0.9	78.6 ± 1.9
	Provincial	331.0 ± 4.2	2.0	21.8 ± 2.1	25.7 ± 1.5	21.7 ± 1.7	16.5 ± 1.6	8.9 ± 1.0	3.4 ± 0.6	76.2 ± 2.1
	Remote	280.4 ± 11.1	1.7	44.4 ± 5.7	25.6 ± 3.5	14.3 ± 3.2	8.6 ± 2.4	4.2 ± 1.5	1.2 ± 0.9	53.9 ± 5.5
	Very Remote	215.4 ± 15.1	0.8	68.8 ± 5.0	18.5 ± 3.2	6.9 ± 1.8	3.6 ± 1.3	1.2 ± 0.6	0.2 ± 0.2	30.5 ± 5.0

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.R7: Achievement of Year 3 Students in Reading, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	436.0 ± 1.4	1.5	2.0 ± 0.2	5.8 ± 0.3	12.3 ± 0.4	21.7 ± 0.5	27.0 ± 0.7	29.6 ± 0.8	96.5 ± 0.2
Advanced diploma/ diploma	405.6 ± 1.4	1.6	4.3 ± 0.4	10.4 ± 0.6	17.7 ± 0.6	25.1 ± 0.7	23.9 ± 0.8	16.9 ± 0.6	94.1 ± 0.4
Cert I to IV	386.4 ± 1.3	1.8	7.0 ± 0.3	14.6 ± 0.5	20.2 ± 0.5	24.7 ± 0.5	19.9 ± 0.5	11.7 ± 0.4	91.2 ± 0.4
Year 12 or equivalent	390.2 ± 1.9	2.2	6.6 ± 0.5	13.7 ± 0.8	19.7 ± 0.8	24.0 ± 0.7	20.7 ± 0.8	13.0 ± 0.7	91.2 ± 0.6
Year 11 or equivalent or below	358.7 ± 1.8	4.0	12.9 ± 0.7	20.2 ± 0.7	21.9 ± 0.7	20.6 ± 0.6	13.6 ± 0.7	6.8 ± 0.4	83.1 ± 0.8
Not stated	401.5 ± 1.6	1.3	6.2 ± 0.4	11.6 ± 0.3	17.6 ± 0.3	22.8 ± 0.3	21.9 ± 0.4	18.5 ± 0.5	92.5 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 3 students with parental education 'not stated' is 45%.

Table 3.R8: Achievement of Year 3 Students in Reading, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Senior management and qualified professionals	432.7 ± 1.4	1.1	2.3 ± 0.2	6.4 ± 0.4	12.9 ± 0.5	22.0 ± 0.5	26.8 ± 0.5	28.5 ± 0.7	96.6 ± 0.2
Other business managers and associate professionals	410.4 ± 1.3	1.5	3.7 ± 0.3	9.6 ± 0.4	17.2 ± 0.5	24.8 ± 0.5	24.4 ± 0.6	18.8 ± 0.7	94.8 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	391.2 ± 1.3	1.7	6.0 ± 0.3	13.6 ± 0.4	20.0 ± 0.5	25.1 ± 0.7	20.9 ± 0.6	12.7 ± 0.4	92.3 ± 0.4
Machine operators, hospitality staff, assistants, labourers	375.0 ± 1.9	3.0	9.6 ± 0.5	17.4 ± 0.6	20.7 ± 0.7	22.3 ± 0.7	17.0 ± 0.6	10.1 ± 0.6	87.4 ± 0.6
Not in paid work in the previous 12 months	357.8 ± 2.4	6.9	13.8 ± 1.0	19.8 ± 1.2	20.0 ± 1.0	19.0 ± 1.0	12.9 ± 1.0	7.5 ± 0.7	79.3 ± 1.1
Not stated	399.3 ± 1.6	1.3	6.6 ± 0.3	12.1 ± 0.3	17.8 ± 0.3	22.7 ± 0.3	21.5 ± 0.4	18.0 ± 0.5	92.1 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

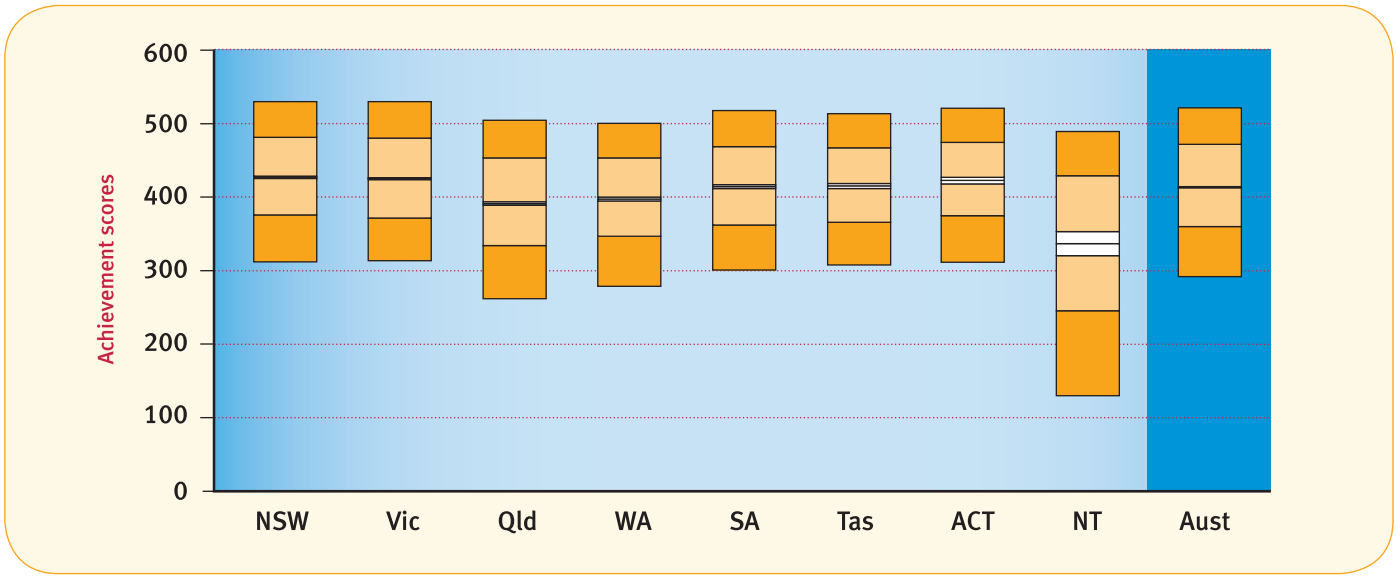
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 3 students with parental occupation 'not stated' is 47%.

Table 3.W1: Achievement of Year 3 Students in Writing, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*8yrs 7mths* *3yrs 4mths*	427.6 ± 1.5 66.4	97.2	0.9	1.5 ± 0.1	4.6 ± 0.3	12.6 ± 0.5	27.8 ± 0.5	30.8 ± 0.5	21.6 ± 0.7	97.5 ± 0.2
VIC	*8yrs 9mths* *3yrs 4mths*	425.8 ± 1.4 65.7	95.7	2.7	1.1 ± 0.1	5.0 ± 0.3	14.1 ± 0.5	27.8 ± 0.5	28.7 ± 0.7	20.6 ± 0.7	96.2 ± 0.2
Qld	*8yrs 1mth* *2yrs 4mths*	391.8 ± 2.4 77.1	97.4	1.9	5.7 ± 0.6	10.2 ± 0.5	19.8 ± 0.6	29.1 ± 0.5	22.4 ± 0.6	10.9 ± 0.6	92.4 ± 0.6
WA	*8yrs 5mths* *3yrs 4mths*	398.1 ± 2.5 69.6	95.3	1.0	3.9 ± 0.5	8.2 ± 0.6	19.7 ± 0.8	32.0 ± 0.9	24.7 ± 0.9	10.4 ± 0.7	95.0 ± 0.6
SA	*8yrs 7mths* *3yrs 4mths*	415.1 ± 2.7 65.4	96.3	3.1	1.9 ± 0.4	6.2 ± 0.6	15.9 ± 1.0	29.6 ± 1.0	27.5 ± 1.3	15.8 ± 1.1	95.0 ± 0.8
Tas	*8yrs 11mths* *3yrs 4mths*	415.7 ± 3.5 64.1	96.8	1.0	1.9 ± 0.5	5.0 ± 0.8	15.9 ± 1.3	31.8 ± 1.7	29.3 ± 1.7	15.1 ± 1.7	97.1 ± 0.5
ACT	*8yrs 8mths* *3yrs 4mths*	423.2 ± 4.6 64.1	95.5	2.1	1.6 ± 0.6	4.5 ± 1.0	12.7 ± 1.6	30.0 ± 1.9	30.8 ± 2.2	18.3 ± 2.0	96.3 ± 1.2
NT	*8yrs 6mths* *3yrs 4mths*	337.4 ± 16.5 108.7	81.9	1.7	24.6 ± 6.3	13.4 ± 2.0	17.9 ± 2.1	21.4 ± 3.0	14.2 ± 2.6	6.8 ± 1.7	73.7 ± 6.1
Aust	*8yrs 6mths* *3yrs 1mth*	414.2 ± 1.0 71.6	96.4	1.8	2.9 ± 0.2	6.5 ± 0.2	15.6 ± 0.3	28.7 ± 0.3	27.4 ± 0.3	17.2 ± 0.4	95.4 ± 0.2

Figure 3.W1: Achievement of Year 3 Students in Writing, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

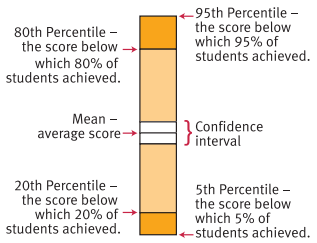
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 3 students reported by schools which includes those absent and withdrawn.

Reading the graph

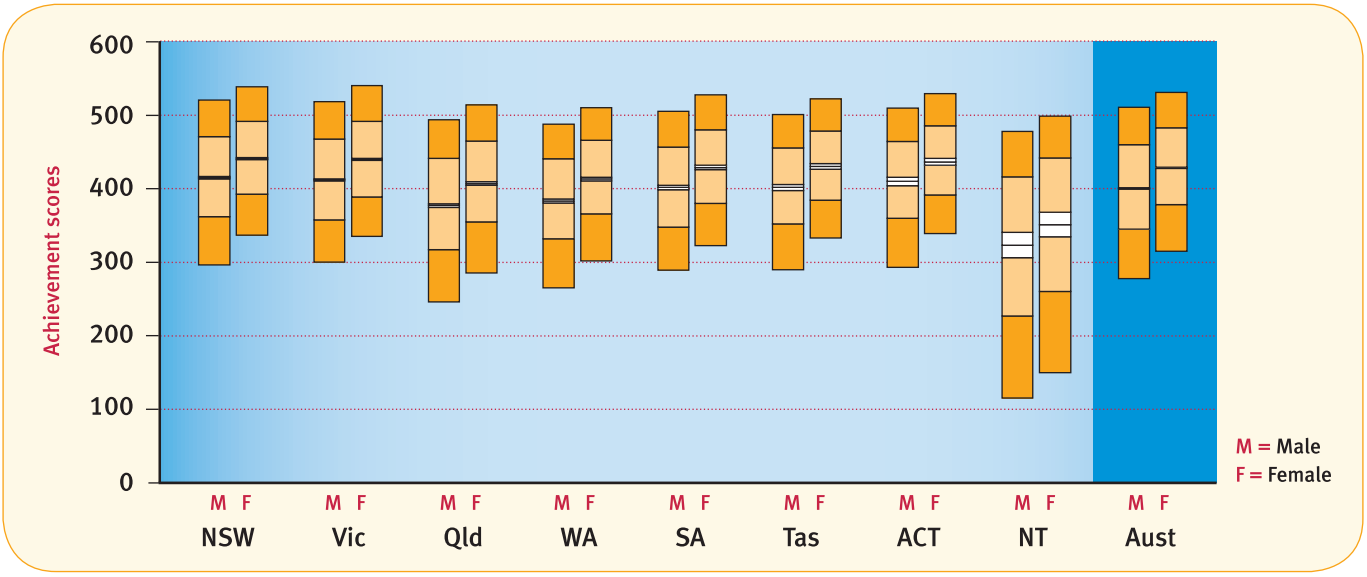


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.W2: Achievement of Year 3 Students in Writing, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Male*	414.9 ± 1.7	1.1	2.4 ± 0.2	6.5 ± 0.4	15.7 ± 0.5	29.7 ± 0.6	27.9 ± 0.6	16.7 ± 0.7	96.5 ± 0.3
	Female	440.8 ± 1.4	0.8	0.6 ± 0.1	2.7 ± 0.3	9.5 ± 0.6	25.9 ± 0.7	33.9 ± 0.8	26.7 ± 0.9	98.6 ± 0.2
VIC	*Male*	412.1 ± 1.6	3.6	1.7 ± 0.2	7.0 ± 0.5	17.5 ± 0.7	29.5 ± 0.6	25.5 ± 0.8	15.2 ± 0.7	94.8 ± 0.5
	Female	439.7 ± 1.4	1.8	0.4 ± 0.1	2.8 ± 0.3	10.5 ± 0.5	26.1 ± 0.8	32.1 ± 0.9	26.2 ± 0.9	97.8 ± 0.3
Qld	*Male*	377.3 ± 2.6	2.6	7.7 ± 0.7	13.2 ± 0.7	22.3 ± 0.9	28.1 ± 0.7	18.4 ± 0.7	7.7 ± 0.6	89.7 ± 0.7
	Female	407.1 ± 2.4	1.3	3.5 ± 0.5	7.1 ± 0.5	17.0 ± 0.7	30.1 ± 0.7	26.6 ± 0.8	14.3 ± 0.8	95.2 ± 0.6
WA	*Male*	383.6 ± 2.7	1.3	5.5 ± 0.7	10.9 ± 0.9	23.5 ± 1.0	31.8 ± 1.3	20.2 ± 1.2	6.8 ± 0.6	93.3 ± 0.8
	Female	413.2 ± 2.5	0.7	2.4 ± 0.5	5.4 ± 0.6	15.8 ± 1.0	32.3 ± 1.0	29.3 ± 1.1	14.2 ± 1.0	96.9 ± 0.5
SA	*Male*	401.9 ± 2.9	3.9	2.7 ± 0.5	8.5 ± 0.9	19.3 ± 1.2	30.6 ± 1.3	23.7 ± 1.9	11.3 ± 1.2	93.4 ± 1.0
	Female	429.0 ± 2.8	2.3	1.1 ± 0.4	3.6 ± 0.6	12.2 ± 1.3	28.6 ± 1.6	31.6 ± 1.3	20.5 ± 1.5	96.6 ± 0.7
Tas	*Male*	401.7 ± 4.0	1.2	3.0 ± 0.8	7.1 ± 1.5	20.0 ± 2.1	33.2 ± 2.2	25.0 ± 1.8	10.6 ± 1.6	95.8 ± 0.9
	Female	430.2 ± 3.8	0.7	0.8 ± 0.4	2.8 ± 0.8	11.7 ± 1.7	30.3 ± 2.5	33.8 ± 2.4	19.9 ± 2.2	98.5 ± 0.5
ACT	*Male*	409.9 ± 5.9	2.9	2.7 ± 1.1	6.3 ± 1.6	16.2 ± 2.1	30.4 ± 2.4	27.8 ± 3.2	13.6 ± 2.2	94.4 ± 1.8
	Female	436.6 ± 4.6	1.3	0.4 ± 0.3	2.6 ± 0.9	9.2 ± 1.7	29.6 ± 2.7	33.8 ± 2.5	23.2 ± 2.6	98.3 ± 0.7
NT	*Male*	323.7 ± 17.0	1.9	27.7 ± 6.6	14.3 ± 2.5	19.1 ± 2.9	20.6 ± 3.6	11.6 ± 2.5	4.8 ± 1.6	70.4 ± 6.6
	Female	351.5 ± 16.7	1.5	21.5 ± 6.2	12.5 ± 2.6	16.8 ± 2.5	22.1 ± 3.6	16.9 ± 3.3	8.8 ± 2.4	77.0 ± 6.1
Aust	*Male*	400.6 ± 1.1	2.3	4.0 ± 0.2	8.7 ± 0.3	18.8 ± 0.3	29.6 ± 0.3	24.0 ± 0.4	12.7 ± 0.4	93.7 ± 0.3
	Female	428.4 ± 1.0	1.2	1.7 ± 0.2	4.1 ± 0.2	12.3 ± 0.3	27.8 ± 0.4	31.1 ± 0.4	21.8 ± 0.5	97.1 ± 0.2

Figure 3.W2: Achievement of Year 3 Students in Writing, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

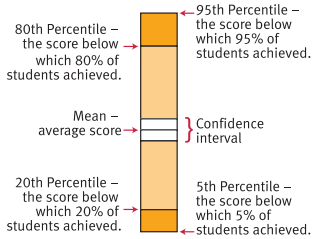
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

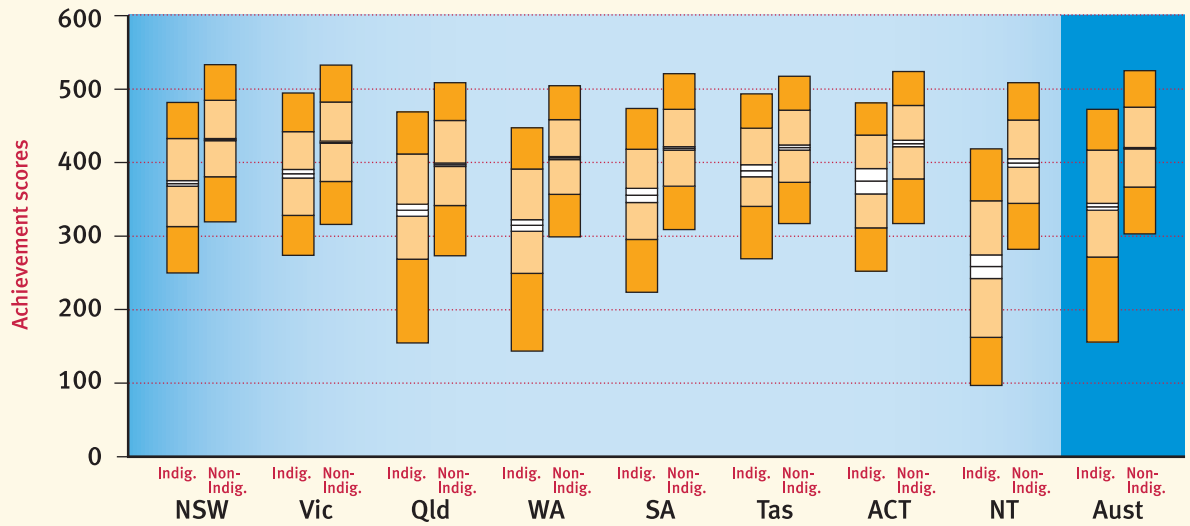


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.W3: Achievement of Year 3 Students in Writing, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Indigenous*	370.6 ± 3.7	1.4	7.7 ± 1.3	15.2 ± 1.7	25.1 ± 2.1	28.0 ± 2.4	17.1 ± 2.0	5.4 ± 1.4	90.9 ± 1.3
	Non-Indigenous	430.1 ± 1.4	0.8	1.2 ± 0.1	4.1 ± 0.3	12.1 ± 0.4	27.9 ± 0.6	31.5 ± 0.5	22.3 ± 0.7	97.9 ± 0.2
VIC	*Indigenous*	383.9 ± 5.9	3.6	4.3 ± 1.8	12.9 ± 2.7	25.0 ± 3.7	28.4 ± 4.8	18.2 ± 4.1	7.5 ± 2.3	92.1 ± 2.3
	Non-Indigenous	426.4 ± 1.4	2.4	1.0 ± 0.1	4.9 ± 0.3	14.0 ± 0.5	27.9 ± 0.5	29.0 ± 0.7	20.9 ± 0.6	96.6 ± 0.3
Qld	*Indigenous*	334.6 ± 8.2	2.9	19.9 ± 3.0	19.8 ± 1.9	22.7 ± 1.9	20.5 ± 1.9	10.6 ± 1.5	3.6 ± 1.4	77.2 ± 3.0
	Non-Indigenous	396.2 ± 2.2	1.9	4.6 ± 0.5	9.5 ± 0.5	19.5 ± 0.6	29.8 ± 0.5	23.3 ± 0.6	11.5 ± 0.6	93.6 ± 0.5
WA	*Indigenous*	314.0 ± 7.9	1.0	27.0 ± 3.5	23.1 ± 2.4	22.5 ± 2.1	17.5 ± 2.5	7.7 ± 1.6	1.2 ± 0.6	72.0 ± 3.5
	Non-Indigenous	405.2 ± 2.1	0.9	2.1 ± 0.3	7.0 ± 0.6	19.4 ± 0.9	33.2 ± 0.8	26.1 ± 0.9	11.2 ± 0.8	97.0 ± 0.4
SA	*Indigenous*	354.7 ± 9.7	5.2	12.3 ± 4.7	17.8 ± 4.7	25.0 ± 3.9	24.1 ± 3.7	11.5 ± 3.4	4.2 ± 1.6	82.5 ± 4.9
	Non-Indigenous	418.2 ± 2.5	2.9	1.4 ± 0.3	5.6 ± 0.6	15.3 ± 1.0	29.9 ± 1.0	28.5 ± 1.3	16.4 ± 1.1	95.7 ± 0.7
Tas	*Indigenous*	388.1 ± 8.3	0.7	5.1 ± 2.4	9.0 ± 3.8	22.6 ± 4.8	33.3 ± 5.4	21.6 ± 4.5	7.7 ± 3.2	94.2 ± 2.5
	Non-Indigenous	419.5 ± 3.5	1.0	1.5 ± 0.5	4.2 ± 0.8	14.8 ± 1.4	32.1 ± 1.9	30.3 ± 2.0	16.0 ± 1.9	97.5 ± 0.6
ACT	*Indigenous*	374.0 ± 17.1	0.9	9.5 ± 6.6	14.6 ± 12.1	19.6 ± 9.4	30.7 ± 12.7	18.7 ± 9.4	6.0 ± 5.5	89.5 ± 6.6
	Non-Indigenous	424.7 ± 4.5	2.0	1.4 ± 0.5	4.2 ± 0.8	12.5 ± 1.6	29.9 ± 2.0	31.2 ± 2.3	18.8 ± 2.0	96.6 ± 1.1
NT	*Indigenous*	258.2 ± 16.1	1.1	52.3 ± 7.6	19.2 ± 3.7	14.5 ± 3.4	9.1 ± 2.6	2.9 ± 1.4	1.0 ± 0.6	46.6 ± 7.4
	Non-Indigenous	398.3 ± 5.8	1.1	3.7 ± 1.2	9.2 ± 1.9	20.5 ± 2.2	31.0 ± 3.2	23.2 ± 2.7	11.4 ± 2.5	95.2 ± 1.4
Aust	*Indigenous*	339.3 ± 4.5	2.1	19.2 ± 1.8	18.0 ± 0.9	22.7 ± 0.9	22.1 ± 1.1	12.1 ± 1.1	3.9 ± 0.6	78.8 ± 1.8
	Non-Indigenous	418.2 ± 0.9	1.6	2.0 ± 0.1	5.9 ± 0.2	15.2 ± 0.3	29.1 ± 0.3	28.3 ± 0.3	17.9 ± 0.4	96.4 ± 0.2

Figure 3.W3: Achievement of Year 3 Students in Writing, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

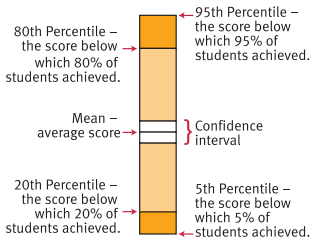
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

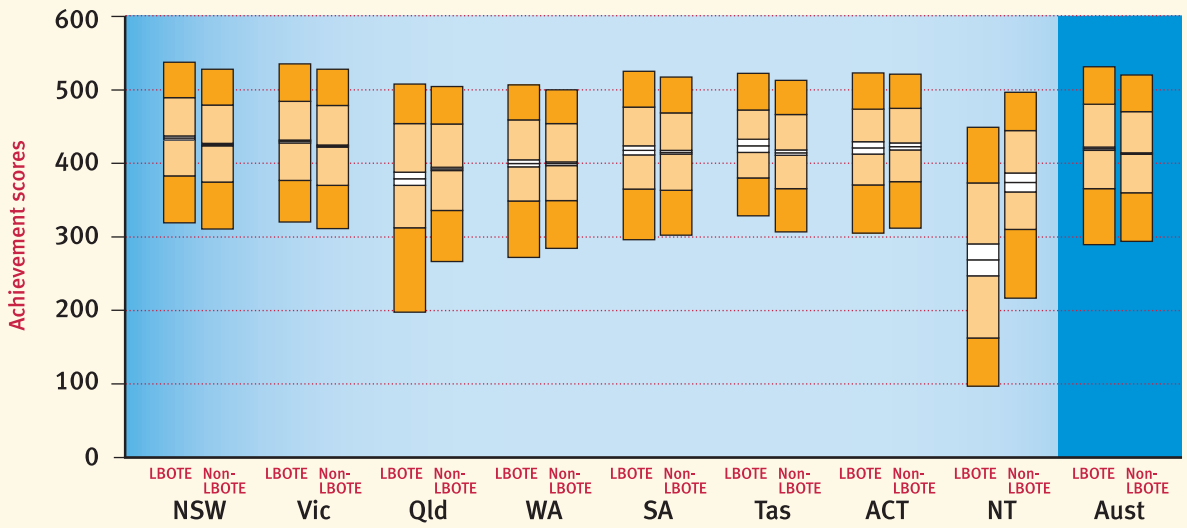


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.W4: Achievement of Year 3 Students in Writing, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*LBOTE*	435.1 ± 2.7	1.6	1.2 ± 0.2	3.9 ± 0.5	11.0 ± 1.1	25.5 ± 1.0	31.4 ± 1.0	25.3 ± 1.4	97.2 ± 0.4
	Non-LBOTE	426.0 ± 1.5	0.7	1.6 ± 0.1	4.7 ± 0.3	13.0 ± 0.5	28.4 ± 0.5	30.8 ± 0.6	20.8 ± 0.7	97.8 ± 0.2
VIC	*LBOTE*	430.3 ± 2.1	3.6	0.8 ± 0.2	4.1 ± 0.7	13.1 ± 0.8	27.3 ± 1.0	28.7 ± 1.2	22.4 ± 1.1	95.6 ± 0.6
	Non-LBOTE	424.2 ± 1.4	2.3	1.2 ± 0.1	5.3 ± 0.3	14.4 ± 0.5	28.0 ± 0.6	28.7 ± 0.7	20.0 ± 0.7	96.5 ± 0.3
Qld	*LBOTE*	379.9 ± 9.0	5.1	10.3 ± 2.7	11.1 ± 1.6	18.2 ± 2.1	24.3 ± 1.9	19.9 ± 2.1	11.2 ± 1.6	84.6 ± 2.8
	Non-LBOTE	393.0 ± 2.2	1.6	5.2 ± 0.5	10.1 ± 0.5	19.9 ± 0.7	29.6 ± 0.5	22.6 ± 0.6	10.9 ± 0.6	93.2 ± 0.5
WA	*LBOTE*	400.6 ± 4.9	2.0	4.6 ± 1.4	7.1 ± 1.0	18.6 ± 2.1	30.4 ± 2.6	25.0 ± 1.8	12.2 ± 1.5	93.3 ± 1.7
	Non-LBOTE	400.2 ± 2.5	0.7	3.3 ± 0.5	8.0 ± 0.7	19.7 ± 0.9	32.6 ± 0.9	25.3 ± 1.1	10.5 ± 0.8	96.0 ± 0.5
SA	*LBOTE*	418.2 ± 6.0	7.5	2.5 ± 1.0	5.6 ± 1.3	13.6 ± 2.2	27.0 ± 2.8	26.0 ± 3.1	17.9 ± 3.0	90.0 ± 4.0
	Non-LBOTE	415.6 ± 2.6	2.4	1.8 ± 0.3	6.1 ± 0.6	15.9 ± 1.0	30.0 ± 1.0	28.1 ± 1.2	15.7 ± 1.1	95.8 ± 0.6
Tas	*LBOTE*	424.4 ± 9.2	7.4	0.9 ± 1.9	3.1 ± 2.8	11.2 ± 5.6	32.8 ± 8.2	28.2 ± 8.5	16.5 ± 6.2	91.7 ± 4.3
	Non-LBOTE	415.2 ± 3.6	0.7	2.0 ± 0.5	5.0 ± 0.8	16.0 ± 1.4	32.0 ± 1.8	29.3 ± 1.8	14.9 ± 1.8	97.3 ± 0.5
ACT	*LBOTE*	421.8 ± 8.4	6.7	1.8 ± 1.5	4.3 ± 2.3	13.4 ± 3.9	27.0 ± 5.3	29.3 ± 5.5	17.6 ± 4.6	91.6 ± 6.1
	Non-LBOTE	423.5 ± 4.7	1.6	1.6 ± 0.6	4.5 ± 1.0	12.7 ± 1.7	30.2 ± 2.0	30.9 ± 2.5	18.5 ± 2.1	96.8 ± 1.0
NT	*LBOTE*	268.7 ± 21.8	2.4	50.0 ± 9.5	15.0 ± 3.5	13.2 ± 3.7	11.1 ± 3.8	6.3 ± 2.5	2.0 ± 1.1	47.6 ± 8.7
	Non-LBOTE	374.4 ± 12.9	0.9	10.0 ± 4.3	13.4 ± 2.7	20.9 ± 2.8	27.5 ± 4.2	18.2 ± 3.2	9.0 ± 3.1	89.0 ± 4.4
Aust	*LBOTE*	420.4 ± 2.1	3.1	3.4 ± 0.5	5.3 ± 0.4	13.4 ± 0.6	26.3 ± 0.5	27.9 ± 0.6	20.7 ± 0.7	93.6 ± 0.6
	Non-LBOTE	414.0 ± 0.9	1.4	2.6 ± 0.2	6.6 ± 0.2	15.9 ± 0.3	29.2 ± 0.3	27.6 ± 0.3	16.7 ± 0.4	96.0 ± 0.2

Figure 3.W4: Achievement of Year 3 Students in Writing, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

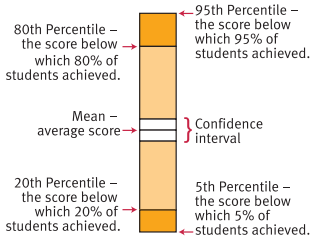
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.W5: Achievement of Year 3 Students in Writing, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	432.9 ± 1.7	1.0	1.3 ± 0.1	3.9 ± 0.3	11.4 ± 0.5	26.8 ± 0.6	31.8 ± 0.6	23.9 ± 0.9	97.8 ± 0.2
	Provincial	412.0 ± 2.2	0.8	2.2 ± 0.3	6.6 ± 0.6	16.4 ± 0.9	31.2 ± 0.9	28.0 ± 1.0	14.8 ± 0.9	97.0 ± 0.4
	Remote	380.7 ± 16.2	1.9	6.3 ± 4.6	13.9 ± 4.0	23.7 ± 4.9	26.8 ± 6.0	19.0 ± 7.0	8.5 ± 4.8	91.8 ± 5.2
	Very Remote	394.3 ± 22.9	0.9	3.2 ± 4.1	11.8 ± 7.9	20.7 ± 10.3	29.3 ± 10.9	26.7 ± 12.8	7.3 ± 6.1	95.9 ± 4.4
VIC	*Metro*	429.0 ± 1.7	2.8	0.9 ± 0.1	4.6 ± 0.4	13.4 ± 0.5	27.1 ± 0.7	29.1 ± 0.8	22.1 ± 0.8	96.3 ± 0.4
	Provincial	416.5 ± 2.1	2.4	1.4 ± 0.3	6.1 ± 0.6	16.2 ± 0.9	29.9 ± 0.7	27.6 ± 0.9	16.4 ± 0.9	96.2 ± 0.6
	Remote	431.7 ± 19.6	1.8	1.1 ± 3.5	5.8 ± 7.6	8.0 ± 8.2	24.7 ± 9.9	38.2 ± 15.5	20.4 ± 12.5	97.1 ± 4.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	397.6 ± 2.9	1.9	4.8 ± 0.6	9.2 ± 0.6	18.9 ± 0.7	29.3 ± 0.6	23.6 ± 0.8	12.3 ± 0.8	93.4 ± 0.7
	Provincial	385.5 ± 3.0	2.1	5.8 ± 0.7	11.7 ± 0.9	21.6 ± 0.9	29.5 ± 0.9	20.7 ± 1.0	8.5 ± 0.8	92.1 ± 0.8
	Remote	361.9 ± 14.4	1.7	13.3 ± 5.3	15.4 ± 3.7	21.2 ± 2.5	25.1 ± 3.5	16.6 ± 3.3	6.7 ± 2.0	84.9 ± 5.3
	Very Remote	323.9 ± 20.6	1.9	24.1 ± 7.9	20.0 ± 4.2	22.3 ± 4.0	18.2 ± 4.7	9.8 ± 3.6	3.7 ± 1.6	74.0 ± 8.0
WA	*Metro*	405.9 ± 2.6	1.1	2.3 ± 0.3	6.9 ± 0.6	18.8 ± 0.9	32.7 ± 1.1	26.4 ± 1.1	11.8 ± 0.9	96.6 ± 0.5
	Provincial	391.9 ± 4.2	0.8	4.0 ± 0.9	9.5 ± 1.1	21.9 ± 1.9	32.7 ± 1.5	23.1 ± 1.7	7.9 ± 1.2	95.2 ± 1.0
	Remote	369.6 ± 12.0	0.3	9.5 ± 3.7	14.3 ± 2.9	23.9 ± 2.8	29.0 ± 4.5	16.8 ± 3.6	6.2 ± 2.1	90.2 ± 3.7
	Very Remote	320.7 ± 20.8	0.7	28.6 ± 7.6	17.9 ± 3.7	18.8 ± 2.8	19.5 ± 5.2	11.2 ± 4.1	3.3 ± 2.0	70.6 ± 7.7
SA	*Metro*	420.1 ± 3.2	3.4	1.5 ± 0.4	5.4 ± 0.7	14.5 ± 1.1	29.3 ± 1.3	28.4 ± 1.7	17.5 ± 1.4	95.1 ± 1.0
	Provincial	406.6 ± 4.0	2.4	2.2 ± 0.5	7.6 ± 1.1	18.6 ± 1.7	30.8 ± 1.7	26.0 ± 1.6	12.4 ± 1.5	95.4 ± 0.9
	Remote	396.5 ± 11.3	3.1	2.4 ± 2.0	8.6 ± 3.6	23.3 ± 4.8	30.4 ± 4.4	23.8 ± 6.9	8.3 ± 4.3	94.4 ± 2.5
	Very Remote	342.4 ± 32.4	0.5	23.9 ± 16.5	13.7 ± 6.6	19.0 ± 9.9	25.3 ± 9.1	13.2 ± 7.6	4.4 ± 3.8	75.6 ± 16.4
Tas	*Metro*	420.9 ± 5.6	1.2	1.5 ± 0.6	4.3 ± 1.2	15.2 ± 2.0	30.6 ± 2.4	30.0 ± 2.6	17.3 ± 2.6	97.4 ± 0.7
	Provincial	412.3 ± 4.3	0.8	2.2 ± 0.7	5.3 ± 1.2	16.4 ± 1.9	32.6 ± 2.2	29.0 ± 2.5	13.6 ± 1.8	97.0 ± 0.7
	Remote	399.3 ± 23.6	0.0	4.5 ± 8.7	8.5 ± 9.6	17.1 ± 9.4	34.2 ± 14.9	24.5 ± 11.5	11.2 ± 8.2	95.5 ± 8.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	423.3 ± 4.6	2.1	1.6 ± 0.6	4.5 ± 0.9	12.7 ± 1.6	30.0 ± 1.9	30.8 ± 2.2	18.4 ± 2.0	96.3 ± 1.2
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	387.3 ± 8.2	2.7	5.5 ± 1.9	11.8 ± 2.5	22.1 ± 3.4	28.6 ± 3.0	20.0 ± 3.7	9.5 ± 2.6	91.9 ± 2.8
	Remote	358.1 ± 21.6	1.3	16.2 ± 7.9	13.8 ± 4.5	20.5 ± 3.7	25.1 ± 5.3	15.3 ± 4.1	7.8 ± 3.3	82.5 ± 7.9
	Very Remote	244.3 ± 28.3	0.4	61.6 ± 11.5	15.8 ± 4.1	9.5 ± 4.6	7.1 ± 4.7	4.1 ± 3.3	1.7 ± 1.6	38.0 ± 11.3
Aust	*Metro*	420.9 ± 1.1	1.8	2.0 ± 0.2	5.6 ± 0.2	14.4 ± 0.3	28.3 ± 0.3	28.7 ± 0.3	19.3 ± 0.4	96.2 ± 0.2
	Provincial	404.3 ± 1.4	1.6	3.1 ± 0.2	8.0 ± 0.4	18.3 ± 0.4	30.6 ± 0.4	25.5 ± 0.5	12.8 ± 0.5	95.3 ± 0.3
	Remote	371.6 ± 6.9	1.4	10.1 ± 2.3	13.5 ± 1.7	22.2 ± 1.4	27.4 ± 2.0	18.0 ± 1.8	7.3 ± 1.2	88.5 ± 2.4
	Very Remote	301.7 ± 14.4	1.0	36.3 ± 5.8	17.4 ± 2.2	17.0 ± 2.6	16.0 ± 3.1	9.2 ± 2.1	3.1 ± 0.9	62.7 ± 5.7

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.W6: Achievement of Year 3 Indigenous Students in Writing, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	380.4 ± 4.7	1.4	5.9 ± 1.5	13.0 ± 2.2	23.7 ± 2.5	29.4 ± 2.5	19.3 ± 2.3	7.1 ± 1.7	92.6 ± 1.6
	Provincial	365.4 ± 5.4	1.2	8.8 ± 2.0	16.3 ± 2.5	25.7 ± 4.0	27.7 ± 4.1	16.0 ± 2.9	4.3 ± 1.5	90.0 ± 2.0
	Remote	342.9 ± 23.1	3.2	13.1 ± 10.0	22.2 ± 6.7	29.9 ± 8.5	19.6 ± 7.3	8.8 ± 6.1	3.2 ± 3.3	83.7 ± 10.6
	Very Remote	361.8 ± 19.9	0.0	6.4 ± 6.7	20.5 ± 13.3	31.4 ± 17.2	25.9 ± 15.0	15.0 ± 9.7	0.9 ± 3.9	93.6 ± 6.7
Vic	*Metro*	392.3 ± 8.6	3.9	3.5 ± 2.4	11.5 ± 4.2	23.1 ± 4.7	28.2 ± 5.8	19.3 ± 5.5	10.6 ± 3.5	92.6 ± 3.5
	Provincial	376.8 ± 7.8	3.3	5.0 ± 3.2	14.1 ± 4.3	26.6 ± 5.8	28.6 ± 6.0	17.3 ± 4.8	5.0 ± 2.5	91.7 ± 3.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	350.5 ± 10.7	2.8	15.0 ± 2.6	17.9 ± 2.9	23.2 ± 3.5	23.1 ± 2.8	12.8 ± 2.6	5.2 ± 2.7	82.2 ± 2.7
	Provincial	342.1 ± 11.8	3.4	16.5 ± 5.4	19.5 ± 2.4	23.3 ± 2.9	22.8 ± 3.0	11.6 ± 2.3	3.1 ± 1.4	80.1 ± 5.2
	Remote	296.7 ± 26.2	2.9	34.3 ± 12.4	21.9 ± 5.0	20.6 ± 6.2	13.1 ± 6.0	6.2 ± 3.6	1.0 ± 1.6	62.8 ± 11.8
	Very Remote	283.4 ± 21.7	1.7	37.2 ± 10.3	26.2 ± 5.7	20.9 ± 5.8	9.8 ± 4.2	3.5 ± 2.8	0.7 ± 0.9	61.2 ± 10.5
WA	*Metro*	339.9 ± 8.4	1.3	16.9 ± 3.7	20.7 ± 3.6	24.0 ± 4.0	23.5 ± 4.0	11.5 ± 2.7	2.1 ± 1.2	81.7 ± 3.8
	Provincial	334.5 ± 11.0	0.9	18.3 ± 5.2	23.6 ± 5.2	24.6 ± 5.5	21.5 ± 7.2	10.0 ± 4.2	1.2 ± 1.2	80.9 ± 5.2
	Remote	301.4 ± 18.7	0.3	30.2 ± 10.1	26.3 ± 6.5	24.0 ± 7.4	13.6 ± 5.2	5.0 ± 2.9	0.6 ± 1.1	69.4 ± 10.0
	Very Remote	265.2 ± 15.6	1.1	47.9 ± 7.3	23.9 ± 5.1	17.2 ± 4.0	7.6 ± 3.3	1.8 ± 1.6	0.4 ± 0.7	51.0 ± 7.1
SA	*Metro*	369.1 ± 10.8	7.5	6.6 ± 3.8	16.6 ± 7.0	24.6 ± 5.0	25.7 ± 5.7	13.2 ± 5.5	5.7 ± 2.5	85.9 ± 4.9
	Provincial	360.5 ± 10.2	3.8	8.3 ± 5.2	19.1 ± 6.7	27.8 ± 7.2	25.9 ± 6.0	11.8 ± 5.0	3.3 ± 2.9	87.9 ± 6.3
	Remote	353.6 ± 31.9	2.7	11.9 ± 16.1	20.5 ± 22.8	28.6 ± 18.5	22.2 ± 17.0	12.4 ± 13.0	1.6 ± 4.7	85.4 ± 16.5
	Very Remote	281.4 ± 43.1	0.0	49.3 ± 29.6	17.8 ± 12.6	16.5 ± 17.2	12.8 ± 11.2	2.5 ± 5.4	1.3 ± 4.4	50.8 ± 29.6
Tas	*Metro*	392.5 ± 12.6	1.3	3.1 ± 2.9	7.3 ± 5.0	23.6 ± 8.0	37.5 ± 11.9	19.0 ± 9.7	8.2 ± 6.1	95.6 ± 3.3
	Provincial	386.0 ± 11.0	0.4	6.1 ± 3.6	9.6 ± 4.7	22.0 ± 7.7	31.2 ± 6.7	23.2 ± 7.3	7.6 ± 4.0	93.5 ± 3.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	376.5 ± 16.7	1.0	9.7 ± 7.0	13.0 ± 10.8	18.8 ± 9.6	31.8 ± 13.0	19.4 ± 9.7	6.2 ± 5.6	89.3 ± 7.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	340.5 ± 14.2	3.2	14.0 ± 6.5	22.0 ± 7.5	29.0 ± 6.8	21.7 ± 6.7	7.5 ± 4.7	2.6 ± 2.9	82.8 ± 6.6
	Remote	296.6 ± 23.5	1.9	34.1 ± 12.3	22.3 ± 6.6	21.4 ± 7.5	14.8 ± 5.4	4.1 ± 3.2	1.5 ± 1.6	64.1 ± 12.0
	Very Remote	217.4 ± 15.3	0.1	71.9 ± 7.3	17.1 ± 4.5	7.2 ± 3.8	2.7 ± 1.8	0.8 ± 0.8	0.2 ± 0.4	28.0 ± 7.3
Aust	*Metro*	364.3 ± 4.7	2.5	10.6 ± 1.3	15.8 ± 1.5	23.5 ± 1.8	26.2 ± 1.4	15.4 ± 1.4	5.9 ± 1.1	86.9 ± 1.3
	Provincial	356.4 ± 4.5	2.2	11.6 ± 1.9	17.8 ± 1.3	25.1 ± 2.1	25.5 ± 2.1	14.0 ± 1.7	3.7 ± 0.8	86.2 ± 1.9
	Remote	307.0 ± 12.2	1.9	29.1 ± 6.0	23.2 ± 2.9	23.5 ± 3.7	15.1 ± 3.0	5.9 ± 1.8	1.4 ± 0.8	69.0 ± 5.8
	Very Remote	252.7 ± 12.2	0.8	54.3 ± 5.8	21.3 ± 2.9	14.2 ± 2.8	6.8 ± 1.9	2.3 ± 1.2	0.5 ± 0.4	45.0 ± 5.7

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.W7: Achievement of Year 3 Students in Writing, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	438.2 ± 1.3	1.6	1.0 ± 0.2	2.9 ± 0.2	10.4 ± 0.5	26.0 ± 0.6	32.0 ± 0.5	26.2 ± 0.7	97.5 ± 0.3
Advanced diploma/ diploma	420.2 ± 1.3	1.6	1.7 ± 0.3	5.1 ± 0.4	14.4 ± 0.6	29.7 ± 0.8	29.6 ± 0.7	17.8 ± 0.7	96.6 ± 0.3
Cert I to IV	406.6 ± 1.1	1.8	2.7 ± 0.2	7.4 ± 0.4	17.8 ± 0.6	31.0 ± 0.5	26.3 ± 0.6	13.0 ± 0.5	95.5 ± 0.3
Year 12 or equivalent	409.6 ± 1.7	2.3	2.7 ± 0.4	6.9 ± 0.6	17.0 ± 1.1	29.5 ± 0.9	27.1 ± 0.8	14.4 ± 0.7	95.0 ± 0.5
Year 11 or equivalent or below	385.5 ± 1.8	4.0	5.8 ± 0.4	11.6 ± 0.5	21.0 ± 0.8	28.8 ± 0.9	20.4 ± 0.8	8.4 ± 0.5	90.2 ± 0.5
Not stated	413.5 ± 1.3	1.3	3.2 ± 0.3	6.6 ± 0.2	15.6 ± 0.4	28.5 ± 0.3	27.3 ± 0.5	17.5 ± 0.5	95.4 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 3 students with parental education 'not stated' is 45%.

Table 3.W8: Achievement of Year 3 Students in Writing, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Senior management and qualified professionals	435.6 ± 1.3	1.1	1.0 ± 0.2	3.2 ± 0.3	11.0 ± 0.5	26.7 ± 0.7	31.9 ± 0.5	25.0 ± 0.7	97.8 ± 0.2
Other business managers and associate professionals	423.4 ± 1.1	1.5	1.3 ± 0.2	4.6 ± 0.3	14.0 ± 0.5	29.5 ± 0.6	30.2 ± 0.6	18.8 ± 0.6	97.1 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	410.3 ± 1.2	1.7	2.4 ± 0.2	6.7 ± 0.3	17.0 ± 0.7	30.7 ± 0.7	27.4 ± 0.7	14.1 ± 0.5	95.9 ± 0.3
Machine operators, hospitality staff, assistants, labourers	399.4 ± 1.7	3.1	3.9 ± 0.4	9.1 ± 0.6	18.9 ± 0.6	29.4 ± 0.7	23.7 ± 0.9	11.9 ± 0.7	93.0 ± 0.5
Not in paid work in the previous 12 months	382.9 ± 2.3	6.9	6.6 ± 0.6	11.7 ± 0.7	20.5 ± 1.0	26.7 ± 1.3	19.0 ± 1.0	8.7 ± 0.7	86.5 ± 0.9
Not stated	411.9 ± 1.3	1.3	3.4 ± 0.3	6.9 ± 0.2	15.9 ± 0.4	28.6 ± 0.3	26.8 ± 0.4	17.0 ± 0.5	95.3 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 3 students with parental occupation 'not stated' is 47%.

Table 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*8yrs 7mths* *3yrs 4mths*	419.2 ± 1.6 75.4	97.3	0.9	3.0 ± 0.2	7.4 ± 0.3	15.8 ± 0.4	25.8 ± 0.5	25.3 ± 0.4	21.8 ± 0.7	96.1 ± 0.2
VIC	*8yrs 9mths* *3yrs 4mths*	415.3 ± 1.4 70.5	96.0	2.7	1.9 ± 0.2	7.5 ± 0.4	17.5 ± 0.5	26.9 ± 0.5	24.7 ± 0.5	18.8 ± 0.6	95.4 ± 0.2
Qld	*8yrs 1mth* *2yrs 4mths*	366.7 ± 2.2 76.2	97.7	1.8	10.7 ± 0.7	15.7 ± 0.6	24.2 ± 0.6	25.8 ± 0.6	15.9 ± 0.6	5.9 ± 0.4	87.4 ± 0.7
WA	*8yrs 5mths* *3yrs 4mths*	381.8 ± 2.8 81.3	95.4	1.0	9.6 ± 0.8	12.4 ± 0.6	21.1 ± 0.8	25.7 ± 0.7	19.3 ± 0.7	10.8 ± 0.7	89.4 ± 0.8
SA	*8yrs 7mths* *3yrs 4mths*	396.7 ± 3.0 76.9	97.0	3.1	5.8 ± 0.7	10.3 ± 0.9	19.9 ± 1.0	25.5 ± 0.9	21.5 ± 0.9	13.9 ± 0.9	91.1 ± 1.0
Tas	*8yrs 11mths* *3yrs 4mths*	394.9 ± 4.3 78.7	96.9	0.9	6.7 ± 1.0	11.0 ± 1.2	19.7 ± 1.3	26.0 ± 1.3	21.6 ± 1.5	14.0 ± 1.5	92.4 ± 1.0
ACT	*8yrs 8mths* *3yrs 4mths*	406.9 ± 4.9 75.3	95.6	2.2	4.1 ± 1.1	8.6 ± 1.5	19.0 ± 1.5	26.4 ± 2.0	22.5 ± 1.8	17.2 ± 1.8	93.7 ± 1.5
NT	*8yrs 6mths* *3yrs 4mths*	299.8 ± 18.7 125.6	82.3	1.7	37.0 ± 6.8	13.6 ± 1.7	16.8 ± 2.8	15.8 ± 2.8	9.9 ± 1.7	5.2 ± 1.3	61.4 ± 6.7
Aust	*8yrs 6mths* *3yrs 1mth*	399.5 ± 1.1 79.8	96.6	1.7	5.8 ± 0.2	10.1 ± 0.2	19.0 ± 0.3	25.9 ± 0.2	21.9 ± 0.3	15.6 ± 0.4	92.5 ± 0.3

Figure 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2008.

Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

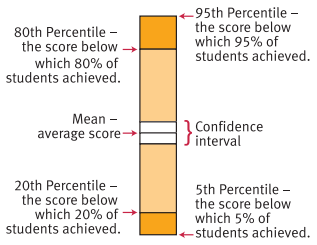
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 3 students reported by schools which includes those absent and withdrawn.

Reading the graph

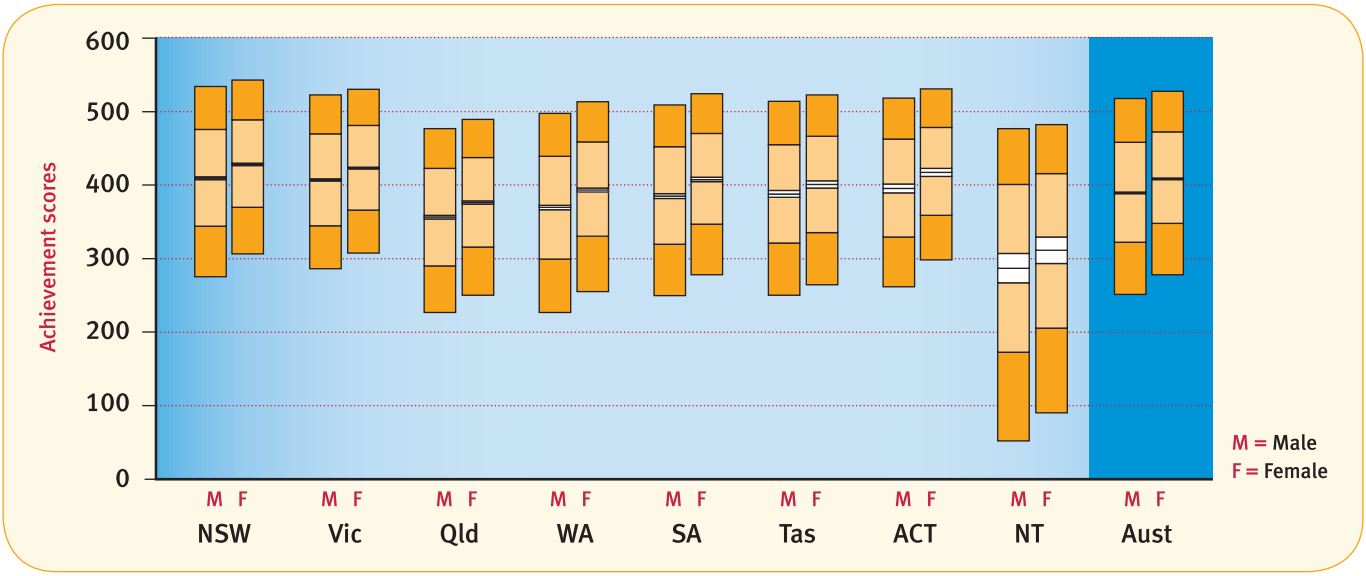


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.S2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Male*	410.1 ± 1.8	1.1	4.2 ± 0.3	9.2 ± 0.4	17.5 ± 0.5	25.6 ± 0.6	23.2 ± 0.6	19.2 ± 0.8	94.7 ± 0.3
	Female	428.8 ± 1.6	0.8	1.6 ± 0.2	5.5 ± 0.3	14.1 ± 0.5	26.1 ± 0.6	27.4 ± 0.5	24.5 ± 0.8	97.6 ± 0.2
VIC	*Male*	407.2 ± 1.6	3.5	2.7 ± 0.2	9.1 ± 0.5	19.3 ± 0.7	26.3 ± 0.6	22.5 ± 0.6	16.5 ± 0.7	93.8 ± 0.5
	Female	423.6 ± 1.4	1.8	1.2 ± 0.1	5.8 ± 0.4	15.6 ± 0.6	27.6 ± 0.6	26.9 ± 0.6	21.2 ± 0.7	97.0 ± 0.3
Qld	*Male*	357.0 ± 2.3	2.5	13.5 ± 0.8	17.5 ± 0.7	24.3 ± 0.7	23.7 ± 0.7	13.7 ± 0.6	4.8 ± 0.4	84.1 ± 0.9
	Female	376.8 ± 2.1	1.2	7.8 ± 0.6	13.8 ± 0.6	24.0 ± 0.7	28.0 ± 0.7	18.1 ± 0.8	7.0 ± 0.5	91.0 ± 0.6
WA	*Male*	370.3 ± 3.0	1.3	12.4 ± 1.0	14.2 ± 0.9	22.1 ± 1.1	24.7 ± 0.9	16.9 ± 0.9	8.5 ± 0.7	86.4 ± 1.1
	Female	393.8 ± 2.8	0.7	6.7 ± 0.7	10.5 ± 0.7	20.1 ± 1.1	26.8 ± 1.0	21.9 ± 1.0	13.3 ± 0.9	92.6 ± 0.7
SA	*Male*	385.7 ± 3.4	3.9	7.5 ± 0.9	12.2 ± 1.0	21.7 ± 1.0	24.4 ± 1.4	19.0 ± 1.3	11.3 ± 1.0	88.6 ± 1.2
	Female	408.2 ± 3.1	2.3	3.9 ± 0.7	8.3 ± 1.2	17.9 ± 1.5	26.6 ± 1.3	24.2 ± 1.3	16.8 ± 1.2	93.8 ± 1.0
Tas	*Male*	388.6 ± 4.6	1.2	7.8 ± 1.3	11.9 ± 1.4	20.6 ± 1.7	26.1 ± 1.8	20.3 ± 1.9	12.1 ± 1.8	91.1 ± 1.3
	Female	401.3 ± 5.0	0.7	5.6 ± 1.1	10.1 ± 1.4	18.8 ± 1.6	26.0 ± 1.9	22.9 ± 2.0	16.0 ± 1.8	93.7 ± 1.1
ACT	*Male*	396.0 ± 6.2	3.0	6.0 ± 1.8	10.6 ± 2.3	20.4 ± 1.9	25.1 ± 2.4	20.5 ± 2.2	14.5 ± 1.8	91.0 ± 2.3
	Female	417.9 ± 5.4	1.3	2.2 ± 0.8	6.7 ± 1.6	17.5 ± 2.3	27.8 ± 2.9	24.6 ± 2.5	20.0 ± 2.6	96.5 ± 1.1
NT	*Male*	287.7 ± 20.1	1.8	40.5 ± 6.9	13.9 ± 2.3	16.2 ± 3.0	14.3 ± 2.7	8.5 ± 2.3	4.8 ± 1.7	57.7 ± 6.8
	Female	312.2 ± 18.0	1.5	33.3 ± 6.9	13.4 ± 2.1	17.5 ± 3.5	17.4 ± 3.5	11.2 ± 2.4	5.6 ± 1.5	65.2 ± 6.8
Aust	*Male*	390.1 ± 1.2	2.2	7.4 ± 0.3	11.8 ± 0.3	20.2 ± 0.3	25.1 ± 0.3	19.8 ± 0.3	13.4 ± 0.4	90.3 ± 0.3
	Female	409.3 ± 1.1	1.2	4.0 ± 0.2	8.3 ± 0.2	17.6 ± 0.3	26.9 ± 0.3	24.2 ± 0.3	17.8 ± 0.4	94.8 ± 0.2

Figure 3.S2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

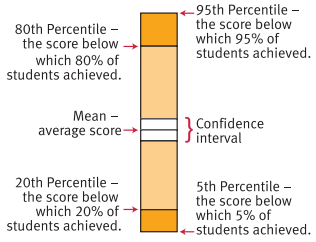
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

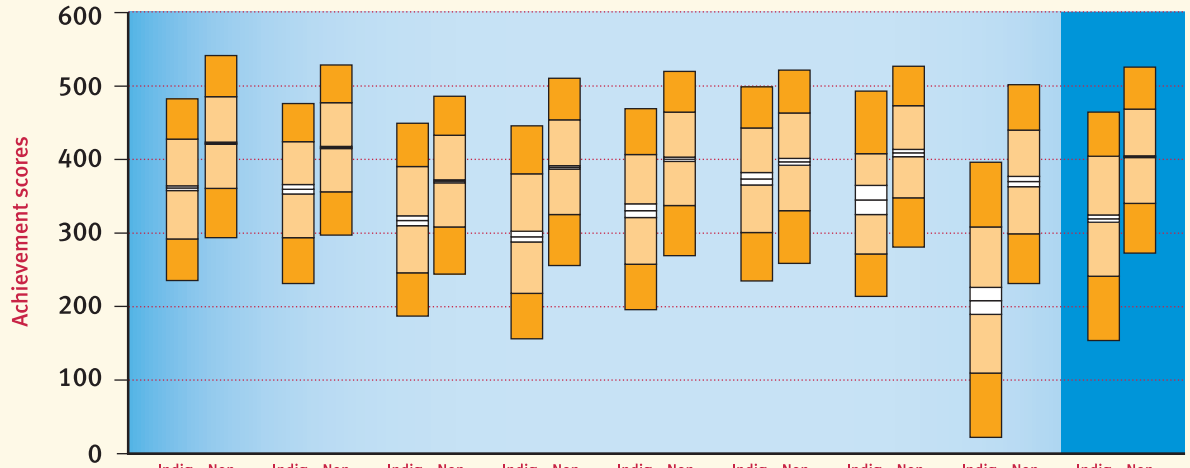


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.S3: Achievement of Year 3 Students in Spelling, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Indigenous*	361.2 ± 3.2	1.4	12.5 ± 1.5	18.1 ± 1.7	23.7 ± 1.7	23.9 ± 1.9	15.0 ± 2.0	5.4 ± 1.0	86.1 ± 1.5
	Non-Indigenous	421.9 ± 1.5	0.8	2.5 ± 0.2	6.9 ± 0.3	15.5 ± 0.5	25.9 ± 0.5	25.8 ± 0.4	22.5 ± 0.7	96.7 ± 0.2
VIC	*Indigenous*	359.4 ± 6.3	3.6	12.1 ± 3.0	17.8 ± 3.9	23.1 ± 3.7	25.2 ± 3.7	13.8 ± 3.8	4.3 ± 1.7	84.3 ± 3.3
	Non-Indigenous	416.1 ± 1.3	2.4	1.8 ± 0.1	7.4 ± 0.4	17.4 ± 0.6	27.0 ± 0.5	24.9 ± 0.5	19.1 ± 0.6	95.8 ± 0.3
Qld	*Indigenous*	317.0 ± 6.7	2.6	29.0 ± 3.1	22.7 ± 1.6	20.5 ± 1.8	16.0 ± 1.9	7.5 ± 1.4	1.8 ± 0.7	68.4 ± 3.1
	Non-Indigenous	370.5 ± 2.0	1.8	9.3 ± 0.6	15.1 ± 0.6	24.5 ± 0.6	26.6 ± 0.6	16.5 ± 0.6	6.2 ± 0.4	88.9 ± 0.6
WA	*Indigenous*	295.3 ± 7.4	1.0	42.2 ± 4.2	19.9 ± 3.1	15.4 ± 2.4	13.6 ± 1.8	6.1 ± 1.3	1.8 ± 0.7	56.8 ± 4.2
	Non-Indigenous	389.1 ± 2.4	0.9	6.9 ± 0.6	11.8 ± 0.7	21.5 ± 0.8	26.7 ± 0.7	20.5 ± 0.7	11.6 ± 0.7	92.2 ± 0.6
SA	*Indigenous*	330.6 ± 9.2	5.2	23.0 ± 4.7	21.4 ± 4.6	21.3 ± 3.4	15.6 ± 3.1	10.0 ± 3.1	3.5 ± 1.6	71.8 ± 4.7
	Non-Indigenous	400.3 ± 2.8	2.8	4.9 ± 0.6	9.7 ± 0.8	19.6 ± 0.9	26.1 ± 0.9	22.2 ± 0.9	14.6 ± 0.9	92.2 ± 0.9
Tas	*Indigenous*	373.7 ± 8.6	0.7	11.9 ± 3.6	14.9 ± 4.1	19.7 ± 4.0	25.3 ± 4.9	18.5 ± 5.3	9.0 ± 3.4	87.4 ± 3.7
	Non-Indigenous	396.9 ± 4.6	0.9	6.4 ± 1.0	10.7 ± 1.3	19.3 ± 1.4	26.1 ± 1.7	22.0 ± 1.8	14.6 ± 1.6	92.7 ± 1.1
ACT	*Indigenous*	344.9 ± 19.9	0.9	19.8 ± 11.4	17.8 ± 10.3	25.2 ± 9.3	21.5 ± 10.2	7.9 ± 5.5	6.9 ± 6.0	79.3 ± 11.5
	Non-Indigenous	408.6 ± 4.8	2.1	3.7 ± 0.9	8.4 ± 1.4	18.7 ± 1.5	26.6 ± 2.0	22.9 ± 1.8	17.6 ± 1.8	94.2 ± 1.4
NT	*Indigenous*	208.4 ± 18.4	1.0	70.1 ± 6.6	11.7 ± 2.8	9.1 ± 2.8	5.9 ± 2.1	1.7 ± 0.9	0.5 ± 0.5	28.8 ± 6.4
	Non-Indigenous	370.0 ± 7.0	1.1	11.9 ± 2.3	15.3 ± 2.4	22.7 ± 3.6	24.0 ± 3.3	16.3 ± 2.2	8.7 ± 2.1	87.0 ± 2.5
Aust	*Indigenous*	319.6 ± 4.9	2.0	28.8 ± 1.9	19.2 ± 0.9	19.6 ± 1.0	17.6 ± 1.1	9.6 ± 0.8	3.2 ± 0.4	69.2 ± 1.9
	Non-Indigenous	403.8 ± 1.0	1.6	4.5 ± 0.2	9.6 ± 0.2	18.9 ± 0.3	26.4 ± 0.2	22.6 ± 0.2	16.2 ± 0.4	93.9 ± 0.2

Figure 3.S3: Achievement of Year 3 Students in Spelling, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

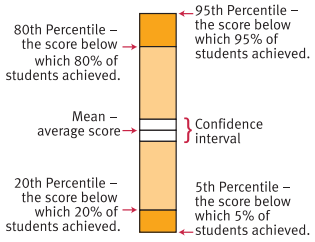
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

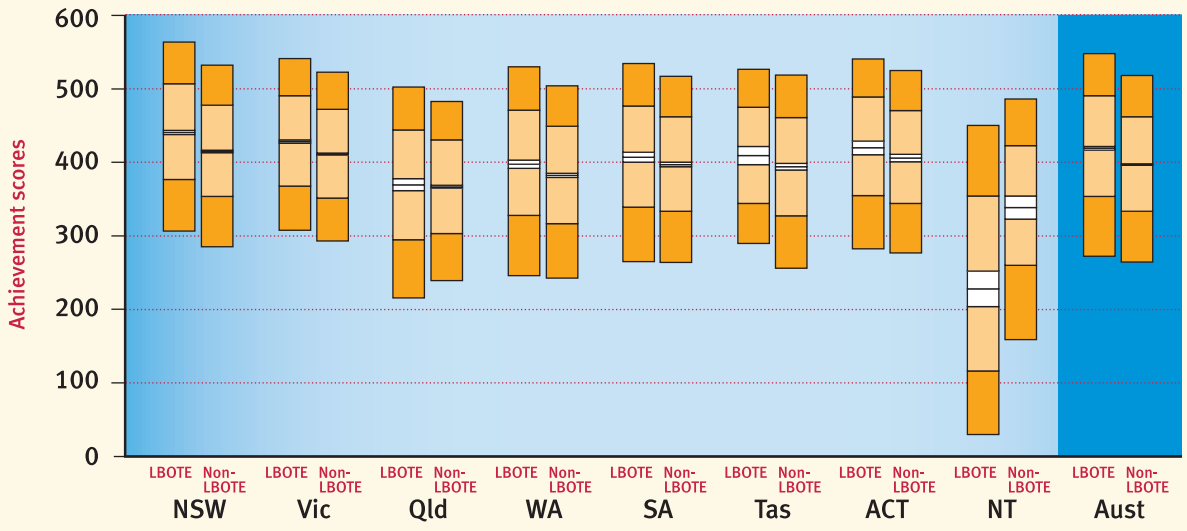


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*LBOTE*	440.2 ± 2.9	1.6	1.6 ± 0.3	5.4 ± 0.6	12.0 ± 0.8	22.0 ± 1.1	25.7 ± 0.8	31.6 ± 1.5	96.7 ± 0.4
	Non-LBOTE	414.4 ± 1.5	0.7	3.2 ± 0.2	7.8 ± 0.3	16.8 ± 0.4	26.8 ± 0.4	25.2 ± 0.5	19.4 ± 0.6	96.1 ± 0.3
VIC	*LBOTE*	427.9 ± 2.2	3.6	1.2 ± 0.2	5.8 ± 0.5	14.6 ± 0.9	25.5 ± 1.1	25.6 ± 1.0	23.8 ± 1.2	95.2 ± 0.6
	Non-LBOTE	410.9 ± 1.4	2.3	2.2 ± 0.2	8.1 ± 0.4	18.5 ± 0.6	27.5 ± 0.5	24.3 ± 0.5	17.0 ± 0.6	95.5 ± 0.4
Qld	*LBOTE*	369.3 ± 8.3	4.7	13.4 ± 2.9	13.1 ± 1.3	20.2 ± 1.8	22.9 ± 1.7	16.5 ± 1.8	9.1 ± 1.4	81.9 ± 2.9
	Non-LBOTE	366.4 ± 2.0	1.6	10.5 ± 0.6	15.9 ± 0.6	24.6 ± 0.6	26.1 ± 0.6	15.8 ± 0.6	5.6 ± 0.4	88.0 ± 0.7
WA	*LBOTE*	396.9 ± 5.6	2.0	7.6 ± 1.6	10.5 ± 1.3	18.4 ± 1.8	23.7 ± 2.0	20.9 ± 1.6	16.8 ± 1.8	90.4 ± 1.9
	Non-LBOTE	381.9 ± 2.8	0.7	9.0 ± 0.9	12.4 ± 0.7	21.6 ± 0.8	26.6 ± 0.8	19.6 ± 0.9	10.1 ± 0.7	90.3 ± 0.9
SA	*LBOTE*	406.6 ± 6.6	7.5	5.3 ± 1.8	8.6 ± 2.2	16.1 ± 2.2	23.5 ± 3.2	21.4 ± 2.4	17.7 ± 2.5	87.2 ± 4.2
	Non-LBOTE	396.7 ± 2.9	2.4	5.6 ± 0.7	10.4 ± 0.9	20.1 ± 0.9	25.9 ± 0.9	21.8 ± 0.9	13.8 ± 0.9	92.0 ± 0.9
Tas	*LBOTE*	409.0 ± 12.3	7.4	2.4 ± 2.3	9.4 ± 5.5	17.8 ± 6.8	24.9 ± 7.7	20.4 ± 7.4	17.7 ± 7.0	90.2 ± 4.4
	Non-LBOTE	393.7 ± 4.3	0.7	6.9 ± 1.0	11.3 ± 1.2	19.9 ± 1.3	26.0 ± 1.3	21.6 ± 1.5	13.6 ± 1.5	92.4 ± 1.0
ACT	*LBOTE*	419.2 ± 9.3	6.9	3.5 ± 2.1	6.9 ± 3.1	16.7 ± 4.5	20.8 ± 5.8	22.6 ± 4.9	22.6 ± 4.6	89.6 ± 6.5
	Non-LBOTE	405.2 ± 5.0	1.7	4.2 ± 1.1	8.9 ± 1.6	19.2 ± 1.7	27.1 ± 2.0	22.4 ± 1.8	16.5 ± 1.8	94.1 ± 1.4
NT	*LBOTE*	228.2 ± 23.9	2.4	63.4 ± 9.2	9.6 ± 3.1	8.6 ± 3.2	8.5 ± 3.5	5.1 ± 2.4	2.4 ± 1.3	34.2 ± 8.4
	Non-LBOTE	338.4 ± 15.6	0.9	22.4 ± 5.3	16.8 ± 2.5	21.7 ± 4.0	19.7 ± 4.1	12.4 ± 2.6	6.0 ± 1.6	76.6 ± 5.4
Aust	*LBOTE*	418.6 ± 2.3	3.1	4.7 ± 0.6	7.0 ± 0.4	14.5 ± 0.5	23.3 ± 0.6	23.6 ± 0.6	23.8 ± 0.9	92.3 ± 0.7
	Non-LBOTE	396.7 ± 1.0	1.4	5.7 ± 0.2	10.6 ± 0.2	19.9 ± 0.3	26.6 ± 0.3	21.8 ± 0.3	14.0 ± 0.3	92.9 ± 0.2

Figure 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

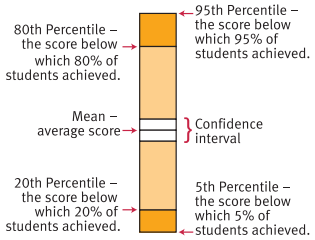
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.S5: Achievement of Year 3 Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	426.7 ± 1.8	1.0	2.2 ± 0.2	6.3 ± 0.3	14.4 ± 0.5	25.2 ± 0.6	26.3 ± 0.4	24.6 ± 0.8	96.8 ± 0.3
	Provincial	397.2 ± 2.1	0.8	5.0 ± 0.5	10.7 ± 0.6	20.0 ± 0.7	27.8 ± 0.7	22.5 ± 0.9	13.2 ± 0.7	94.2 ± 0.5
	Remote	367.3 ± 14.9	1.6	12.1 ± 4.7	16.6 ± 5.0	22.5 ± 4.1	24.5 ± 5.7	14.3 ± 3.9	8.4 ± 4.4	86.2 ± 5.0
	Very Remote	368.7 ± 18.7	0.9	11.2 ± 6.7	16.4 ± 7.1	23.6 ± 9.0	23.6 ± 11.7	18.5 ± 11.7	5.8 ± 4.6	87.9 ± 6.9
VIC	*Metro*	421.0 ± 1.5	2.8	1.5 ± 0.2	6.4 ± 0.4	16.3 ± 0.5	26.8 ± 0.5	25.5 ± 0.6	20.8 ± 0.7	95.7 ± 0.4
	Provincial	398.6 ± 2.0	2.4	3.3 ± 0.4	10.8 ± 0.8	21.1 ± 1.0	27.3 ± 0.9	22.0 ± 0.8	13.1 ± 0.7	94.3 ± 0.6
	Remote	402.9 ± 13.3	1.8	1.8 ± 5.0	7.6 ± 6.6	17.8 ± 12.8	34.5 ± 16.7	27.3 ± 13.8	9.1 ± 10.8	96.4 ± 6.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	373.1 ± 2.5	1.8	9.1 ± 0.7	14.6 ± 0.6	23.9 ± 0.6	26.7 ± 0.6	17.2 ± 0.7	6.8 ± 0.5	89.1 ± 0.7
	Provincial	358.8 ± 2.7	2.0	12.1 ± 1.1	17.6 ± 1.0	25.5 ± 0.9	24.9 ± 1.0	13.8 ± 0.9	4.2 ± 0.4	85.9 ± 1.1
	Remote	337.7 ± 12.0	1.3	21.5 ± 5.8	20.6 ± 4.0	21.7 ± 3.4	20.8 ± 3.9	10.3 ± 2.9	3.7 ± 1.3	77.2 ± 5.9
	Very Remote	303.8 ± 17.7	1.9	34.1 ± 8.1	22.7 ± 3.9	19.5 ± 3.7	14.5 ± 4.3	5.9 ± 2.2	1.4 ± 1.0	64.0 ± 8.1
WA	*Metro*	392.3 ± 2.9	1.1	6.7 ± 0.7	11.2 ± 0.8	20.3 ± 0.8	26.9 ± 0.8	21.2 ± 0.8	12.6 ± 0.9	92.2 ± 0.8
	Provincial	367.5 ± 4.7	0.9	11.8 ± 1.6	15.0 ± 1.4	24.4 ± 1.4	24.6 ± 1.5	16.3 ± 1.4	7.0 ± 1.0	87.4 ± 1.6
	Remote	350.8 ± 11.3	0.3	20.1 ± 4.6	16.3 ± 2.8	21.7 ± 2.7	21.5 ± 2.6	13.0 ± 2.8	7.2 ± 2.3	79.6 ± 4.6
	Very Remote	301.8 ± 19.2	0.7	41.0 ± 8.7	15.9 ± 3.1	15.5 ± 4.8	14.3 ± 4.3	8.6 ± 2.8	3.9 ± 2.0	58.2 ± 8.8
SA	*Metro*	402.9 ± 3.5	3.4	4.7 ± 0.7	9.2 ± 1.0	18.8 ± 1.0	26.0 ± 1.1	22.5 ± 1.2	15.4 ± 1.1	91.9 ± 1.2
	Provincial	385.6 ± 5.1	2.4	7.3 ± 1.3	12.6 ± 1.4	22.3 ± 1.6	24.8 ± 1.6	19.6 ± 1.6	11.0 ± 1.3	90.3 ± 1.5
	Remote	375.0 ± 13.4	3.1	8.4 ± 4.8	14.9 ± 4.6	24.0 ± 4.9	24.2 ± 3.8	18.3 ± 3.8	7.2 ± 3.1	88.5 ± 4.9
	Very Remote	314.2 ± 27.1	0.5	35.0 ± 13.3	18.3 ± 8.4	18.3 ± 8.2	15.4 ± 7.4	8.2 ± 5.6	4.3 ± 4.7	64.5 ± 13.2
Tas	*Metro*	401.3 ± 7.0	1.1	5.4 ± 1.3	10.4 ± 1.8	19.6 ± 2.2	25.3 ± 1.8	21.9 ± 2.5	16.4 ± 2.4	93.6 ± 1.4
	Provincial	390.7 ± 5.2	0.8	7.6 ± 1.5	11.4 ± 1.6	19.7 ± 1.8	26.6 ± 2.0	21.5 ± 2.1	12.4 ± 1.9	91.6 ± 1.5
	Remote	373.1 ± 19.3	0.0	11.5 ± 11.7	14.8 ± 10.3	22.2 ± 8.5	24.9 ± 14.0	18.4 ± 12.7	8.1 ± 6.0	88.5 ± 11.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	407.0 ± 4.9	2.2	4.0 ± 1.0	8.6 ± 1.5	19.0 ± 1.5	26.4 ± 2.0	22.5 ± 1.7	17.3 ± 1.7	93.8 ± 1.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	356.8 ± 9.3	2.6	15.6 ± 3.4	16.5 ± 2.3	23.0 ± 3.3	22.2 ± 3.4	13.4 ± 2.3	6.7 ± 1.9	81.8 ± 4.2
	Remote	333.2 ± 23.8	1.3	26.3 ± 8.8	16.0 ± 3.8	19.5 ± 3.6	17.7 ± 5.3	12.1 ± 3.8	7.2 ± 3.3	72.4 ± 9.0
	Very Remote	186.7 ± 30.2	0.4	78.9 ± 10.1	7.5 ± 2.7	5.0 ± 3.2	4.2 ± 2.8	2.6 ± 2.2	1.4 ± 1.1	20.7 ± 9.8
Aust	*Metro*	408.7 ± 1.3	1.8	4.1 ± 0.2	8.8 ± 0.2	17.9 ± 0.3	26.2 ± 0.3	23.4 ± 0.3	18.0 ± 0.5	94.1 ± 0.3
	Provincial	384.0 ± 1.5	1.6	7.4 ± 0.4	13.0 ± 0.4	22.1 ± 0.4	26.3 ± 0.4	19.4 ± 0.5	10.2 ± 0.4	91.0 ± 0.4
	Remote	350.3 ± 6.7	1.3	18.7 ± 2.7	17.1 ± 1.6	21.7 ± 1.7	21.6 ± 1.8	13.2 ± 1.4	6.4 ± 1.1	80.0 ± 2.7
	Very Remote	269.4 ± 15.7	1.0	49.3 ± 5.8	15.4 ± 1.9	13.8 ± 2.2	11.7 ± 2.2	6.3 ± 1.5	2.5 ± 0.8	49.7 ± 5.7

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.S6: Achievement of Year 3 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	371.7 ± 4.6	1.5	10.2 ± 2.0	16.4 ± 2.2	22.2 ± 2.5	25.1 ± 3.7	17.2 ± 2.9	7.5 ± 1.9	88.3 ± 2.1
	Provincial	355.6 ± 4.4	1.1	13.4 ± 2.1	19.0 ± 2.7	25.1 ± 3.1	23.7 ± 2.1	13.7 ± 2.2	4.1 ± 1.1	85.5 ± 2.1
	Remote	334.4 ± 17.4	3.2	21.8 ± 8.8	22.9 ± 6.9	20.6 ± 6.1	18.0 ± 8.5	10.3 ± 5.2	3.2 ± 3.6	75.0 ± 8.6
	Very Remote	343.1 ± 23.4	0.0	20.0 ± 11.0	20.9 ± 14.1	24.1 ± 13.7	15.5 ± 15.2	17.3 ± 18.1	2.3 ± 4.8	80.0 ± 11.0
Vic	*Metro*	367.7 ± 7.9	3.9	9.7 ± 4.3	14.1 ± 4.4	25.0 ± 5.1	28.2 ± 5.2	14.5 ± 5.0	4.6 ± 2.7	86.4 ± 4.9
	Provincial	352.3 ± 9.4	3.3	14.2 ± 3.9	21.0 ± 5.2	21.5 ± 5.3	22.7 ± 5.7	13.3 ± 5.8	4.1 ± 2.5	82.5 ± 4.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	332.4 ± 8.9	2.7	22.2 ± 3.7	22.1 ± 3.3	21.9 ± 2.5	19.1 ± 2.4	9.4 ± 2.2	2.5 ± 1.3	75.1 ± 3.7
	Provincial	321.4 ± 8.7	3.1	26.6 ± 5.0	22.8 ± 2.9	21.7 ± 3.7	16.5 ± 3.4	8.0 ± 1.9	1.4 ± 0.9	70.4 ± 4.8
	Remote	288.3 ± 18.7	1.9	44.2 ± 10.8	24.3 ± 5.6	14.8 ± 5.9	9.7 ± 5.2	3.5 ± 2.5	1.5 ± 1.7	53.9 ± 10.7
	Very Remote	270.2 ± 18.9	1.5	49.5 ± 9.4	23.7 ± 4.6	15.6 ± 5.0	7.3 ± 4.1	2.3 ± 2.1	0.1 ± 0.3	49.1 ± 9.5
WA	*Metro*	328.2 ± 8.7	1.3	28.4 ± 4.6	19.7 ± 4.8	16.5 ± 3.2	20.0 ± 3.9	11.1 ± 3.3	3.0 ± 1.6	70.2 ± 4.6
	Provincial	305.5 ± 11.3	0.9	36.4 ± 7.1	21.6 ± 4.5	19.2 ± 5.4	14.7 ± 4.1	5.5 ± 2.6	1.8 ± 1.4	62.7 ± 7.0
	Remote	285.4 ± 14.7	0.3	47.1 ± 9.2	21.2 ± 6.6	14.8 ± 4.0	11.7 ± 4.1	3.3 ± 2.8	1.7 ± 1.6	52.6 ± 9.2
	Very Remote	245.0 ± 12.4	1.1	64.3 ± 7.7	17.6 ± 4.1	10.6 ± 4.6	4.7 ± 2.5	1.4 ± 1.3	0.3 ± 0.6	34.7 ± 7.7
SA	*Metro*	348.2 ± 10.1	7.5	15.7 ± 4.6	18.6 ± 5.8	23.7 ± 5.3	17.7 ± 4.6	13.0 ± 4.8	3.8 ± 2.8	76.8 ± 5.3
	Provincial	330.6 ± 14.7	3.8	22.2 ± 6.5	25.1 ± 6.2	20.3 ± 6.5	15.5 ± 6.6	8.7 ± 5.4	4.4 ± 3.8	74.0 ± 6.6
	Remote	313.5 ± 31.2	2.7	26.5 ± 19.0	29.2 ± 23.0	21.6 ± 22.1	11.4 ± 9.3	5.4 ± 9.0	3.2 ± 6.8	70.8 ± 19.5
	Very Remote	267.8 ± 35.6	0.0	55.5 ± 23.3	18.8 ± 12.7	14.3 ± 12.9	9.0 ± 8.8	2.5 ± 3.4	0.0 ± 0.0	44.5 ± 23.3
Tas	*Metro*	379.2 ± 13.9	1.3	8.8 ± 6.0	16.0 ± 6.7	20.3 ± 8.7	25.9 ± 9.7	17.1 ± 6.8	10.7 ± 5.8	89.9 ± 6.4
	Provincial	371.7 ± 11.2	0.4	13.3 ± 4.4	14.0 ± 4.3	19.6 ± 5.2	25.3 ± 5.9	19.0 ± 6.9	8.4 ± 4.1	86.3 ± 4.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	348.7 ± 19.3	1.0	17.9 ± 11.3	17.9 ± 11.1	25.6 ± 10.0	22.3 ± 10.5	8.2 ± 5.7	7.2 ± 6.2	81.2 ± 11.4
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	304.0 ± 14.3	2.9	34.0 ± 8.6	21.4 ± 5.4	21.6 ± 6.2	14.8 ± 4.9	4.3 ± 3.4	1.0 ± 1.1	63.0 ± 8.3
	Remote	267.7 ± 22.3	1.9	49.4 ± 10.7	18.6 ± 7.3	15.2 ± 5.2	10.3 ± 4.8	3.3 ± 2.5	1.3 ± 1.9	48.8 ± 10.6
	Very Remote	156.4 ± 17.2	0.1	89.7 ± 4.2	6.1 ± 2.6	2.6 ± 1.8	1.2 ± 1.2	0.3 ± 0.5	0.0 ± 0.2	10.2 ± 4.2
Aust	*Metro*	349.2 ± 4.1	2.5	17.5 ± 1.7	19.0 ± 1.6	21.6 ± 1.8	21.9 ± 1.9	12.8 ± 1.3	4.7 ± 0.8	80.0 ± 1.7
	Provincial	337.8 ± 4.2	2.0	21.0 ± 2.2	20.6 ± 1.6	22.5 ± 1.8	19.9 ± 1.6	10.8 ± 1.3	3.2 ± 0.6	77.0 ± 2.2
	Remote	290.1 ± 10.2	1.6	42.3 ± 5.5	22.0 ± 3.1	16.0 ± 2.8	11.7 ± 2.7	4.5 ± 1.6	1.8 ± 0.9	56.0 ± 5.4
	Very Remote	217.1 ± 15.1	0.7	69.7 ± 5.3	14.4 ± 2.5	9.0 ± 2.4	4.4 ± 1.6	1.6 ± 1.0	0.2 ± 0.2	29.6 ± 5.2

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.S7: Achievement of Year 3 Students in Spelling, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	427.8 ± 1.4	1.5	1.9 ± 0.2	5.2 ± 0.3	14.5 ± 0.5	25.8 ± 0.6	26.7 ± 0.6	24.3 ± 0.8	96.6 ± 0.3
Advanced diploma/ diploma	403.9 ± 1.5	1.6	3.8 ± 0.3	9.1 ± 0.6	19.8 ± 0.9	27.4 ± 0.8	23.0 ± 0.8	15.3 ± 0.7	94.6 ± 0.4
Cert I to IV	387.8 ± 1.3	1.8	6.5 ± 0.4	12.2 ± 0.4	21.6 ± 0.4	27.3 ± 0.5	20.0 ± 0.6	10.7 ± 0.4	91.7 ± 0.4
Year 12 or equivalent	393.3 ± 1.8	2.2	6.0 ± 0.5	11.2 ± 0.6	20.5 ± 0.7	26.2 ± 0.8	21.4 ± 0.7	12.6 ± 0.6	91.8 ± 0.5
Year 11 or equivalent or below	365.2 ± 1.9	3.9	12.4 ± 0.6	16.2 ± 0.6	21.9 ± 0.6	23.3 ± 0.7	14.9 ± 0.7	7.3 ± 0.5	83.7 ± 0.7
Not stated	400.3 ± 1.5	1.3	5.9 ± 0.3	9.9 ± 0.3	18.7 ± 0.4	25.7 ± 0.3	22.2 ± 0.4	16.3 ± 0.5	92.8 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 3 students with parental education 'not stated' is 45%.

Table 3.S8: Achievement of Year 3 Students in Spelling, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Senior management and qualified professionals	423.0 ± 1.4	1.1	2.3 ± 0.2	5.9 ± 0.3	15.6 ± 0.6	26.6 ± 0.6	26.4 ± 0.7	22.2 ± 0.7	96.7 ± 0.3
Other business managers and associate professionals	407.0 ± 1.3	1.5	3.5 ± 0.3	8.5 ± 0.4	19.2 ± 0.5	27.5 ± 0.5	23.7 ± 0.6	16.2 ± 0.6	95.0 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	392.4 ± 1.4	1.7	5.7 ± 0.3	11.3 ± 0.6	21.2 ± 0.6	27.6 ± 0.6	20.7 ± 0.6	12.0 ± 0.5	92.7 ± 0.4
Machine operators, hospitality staff, assistants, labourers	381.8 ± 2.0	3.0	9.0 ± 0.5	13.6 ± 0.6	20.8 ± 0.7	24.4 ± 0.7	18.0 ± 0.7	11.1 ± 0.7	88.0 ± 0.6
Not in paid work in the previous 12 months	365.9 ± 2.4	6.9	12.6 ± 1.0	16.0 ± 0.8	20.4 ± 0.9	20.9 ± 0.9	14.9 ± 1.0	8.3 ± 0.6	80.5 ± 1.1
Not stated	398.7 ± 1.5	1.3	6.2 ± 0.3	10.2 ± 0.3	18.8 ± 0.4	25.6 ± 0.3	21.9 ± 0.4	16.0 ± 0.5	92.5 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

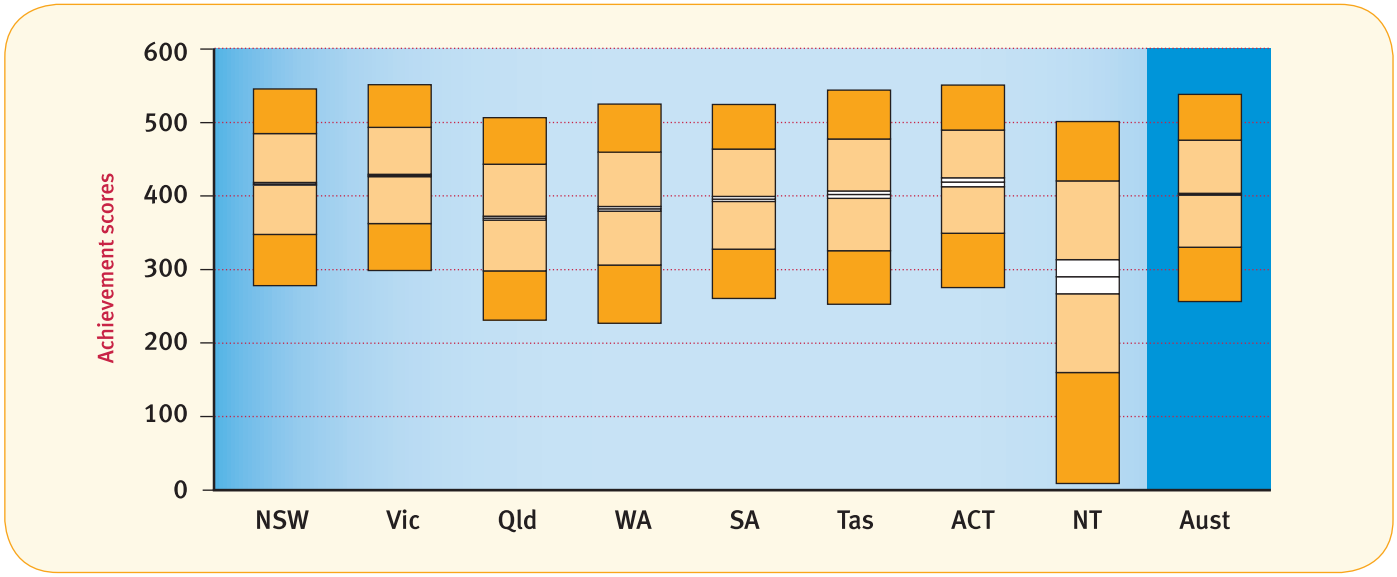
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 3 students with parental occupation 'not stated' is 47%.

Table 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*8yrs 7mths* *3yrs 4mths*	417.2 ± 1.9 80.8	97.3	0.9	3.9 ± 0.3	8.8 ± 0.4	15.9 ± 0.4	24.0 ± 0.4	23.7 ± 0.4	22.7 ± 0.8	95.2 ± 0.3
VIC	*8yrs 9mths* *3yrs 4mths*	428.4 ± 1.6 76.9	96.0	2.7	2.0 ± 0.2	6.8 ± 0.4	14.2 ± 0.6	23.9 ± 0.5	24.6 ± 0.4	25.8 ± 0.7	95.3 ± 0.2
Qld	*8yrs 1mth* *2yrs 4mths*	370.4 ± 2.7 86.9	97.7	1.8	11.7 ± 0.7	16.1 ± 0.6	21.9 ± 0.5	22.3 ± 0.5	16.1 ± 0.6	10.1 ± 0.6	86.5 ± 0.8
WA	*8yrs 5mths* *3yrs 4mths*	383.2 ± 3.3 91.4	95.4	1.0	11.2 ± 0.9	13.0 ± 0.6	19.1 ± 0.6	22.8 ± 0.7	18.2 ± 0.7	14.6 ± 0.9	87.7 ± 0.9
SA	*8yrs 7mths* *3yrs 4mths*	396.7 ± 3.4 79.9	97.0	3.1	6.1 ± 0.7	11.5 ± 0.8	18.8 ± 0.9	24.7 ± 0.8	21.0 ± 1.0	14.8 ± 1.1	90.8 ± 1.0
Tas	*8yrs 11mths* *3yrs 4mths*	402.7 ± 5.2 88.5	96.9	0.9	7.4 ± 1.0	11.2 ± 1.2	17.9 ± 1.3	22.2 ± 1.5	20.5 ± 1.4	19.9 ± 1.9	91.7 ± 1.0
ACT	*8yrs 8mths* *3yrs 4mths*	419.6 ± 6.2 83.1	95.6	2.2	4.2 ± 0.9	8.3 ± 1.4	14.8 ± 1.9	23.2 ± 1.8	23.2 ± 1.6	24.1 ± 2.5	93.6 ± 1.4
NT	*8yrs 6mths* *3yrs 4mths*	291.0 ± 23.5 150.1	82.3	1.7	38.2 ± 7.0	13.7 ± 1.8	14.2 ± 2.0	13.8 ± 2.8	10.3 ± 2.3	8.2 ± 1.9	60.1 ± 6.9
Aust	*8yrs 6mths* *3yrs 1mth*	403.2 ± 1.3 87.5	96.6	1.7	6.5 ± 0.3	10.6 ± 0.2	17.3 ± 0.2	23.4 ± 0.2	21.3 ± 0.3	19.2 ± 0.4	91.7 ± 0.3

Figure 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

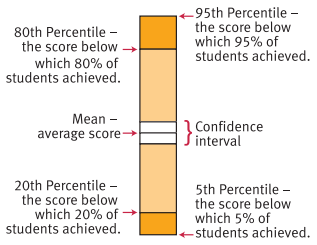
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 3 students reported by schools which includes those absent and withdrawn.

Reading the graph

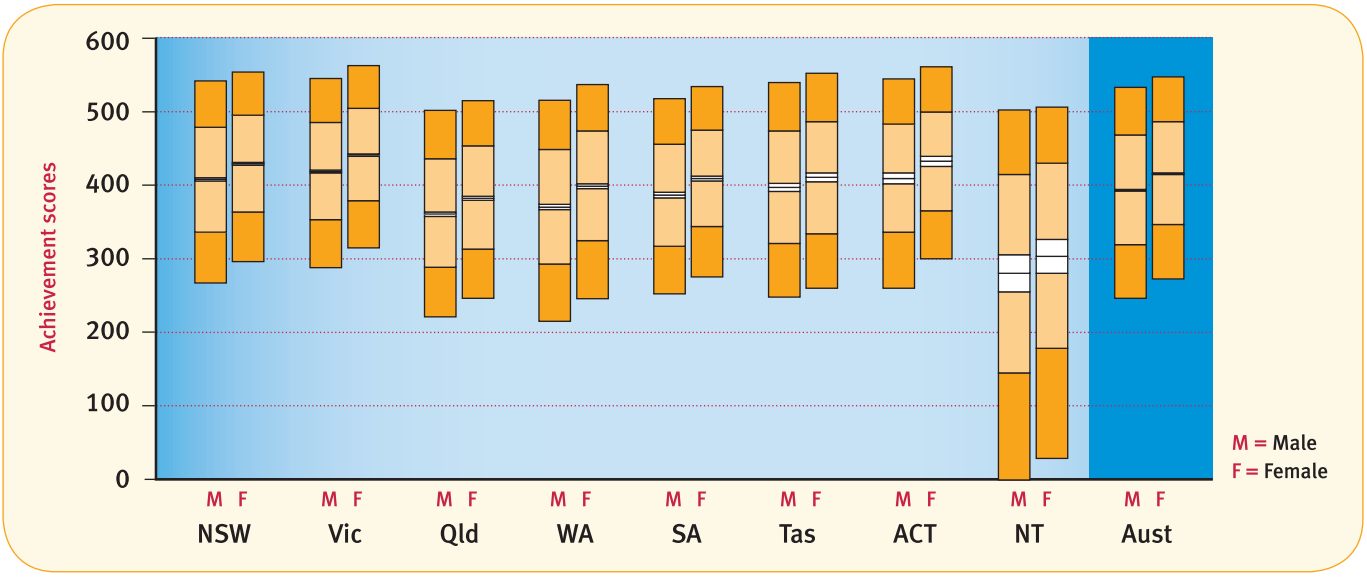


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.G2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Male*	406.7 ± 2.1	1.1	5.4 ± 0.4	10.6 ± 0.5	17.4 ± 0.6	24.3 ± 0.8	21.7 ± 0.5	19.6 ± 0.8	93.5 ± 0.4
	Female	428.1 ± 1.9	0.8	2.4 ± 0.2	7.0 ± 0.4	14.3 ± 0.6	23.7 ± 0.6	25.9 ± 0.6	26.1 ± 0.9	96.9 ± 0.3
VIC	*Male*	417.4 ± 1.8	3.5	2.7 ± 0.2	8.7 ± 0.5	16.2 ± 0.7	24.7 ± 0.6	22.8 ± 0.7	21.5 ± 0.8	93.8 ± 0.5
	Female	439.7 ± 1.7	1.8	1.4 ± 0.2	4.8 ± 0.3	12.2 ± 0.6	23.0 ± 0.6	26.4 ± 0.6	30.4 ± 1.0	96.8 ± 0.3
Qld	*Male*	359.9 ± 2.9	2.5	14.3 ± 0.9	17.8 ± 0.8	22.3 ± 0.6	20.8 ± 0.6	14.0 ± 0.6	8.3 ± 0.6	83.2 ± 0.9
	Female	381.5 ± 2.7	1.2	8.9 ± 0.7	14.3 ± 0.6	21.4 ± 0.6	24.0 ± 0.6	18.2 ± 0.8	12.0 ± 0.7	89.9 ± 0.7
WA	*Male*	369.4 ± 3.5	1.3	14.2 ± 1.1	14.7 ± 0.8	20.6 ± 0.8	21.9 ± 0.8	15.9 ± 0.8	11.4 ± 0.9	84.5 ± 1.1
	Female	397.5 ± 3.4	0.7	8.2 ± 0.8	11.2 ± 0.8	17.6 ± 0.8	23.8 ± 1.0	20.7 ± 1.1	17.9 ± 1.3	91.1 ± 0.8
SA	*Male*	385.8 ± 3.7	3.9	7.8 ± 0.9	13.4 ± 1.0	20.1 ± 1.2	24.2 ± 1.1	18.7 ± 1.1	11.9 ± 1.1	88.3 ± 1.3
	Female	408.2 ± 3.4	2.3	4.3 ± 0.6	9.5 ± 1.0	17.4 ± 1.2	25.3 ± 1.3	23.5 ± 1.4	17.8 ± 1.4	93.5 ± 0.9
Tas	*Male*	396.0 ± 5.5	1.2	8.2 ± 1.4	12.1 ± 1.7	19.1 ± 1.6	22.2 ± 2.1	19.6 ± 1.9	17.7 ± 2.1	90.6 ± 1.4
	Female	409.6 ± 6.1	0.7	6.4 ± 1.2	10.2 ± 1.4	16.7 ± 1.8	22.2 ± 2.0	21.6 ± 2.5	22.2 ± 2.5	92.9 ± 1.2
ACT	*Male*	408.2 ± 7.3	3.0	6.1 ± 1.5	10.0 ± 2.0	15.3 ± 2.2	23.3 ± 2.2	21.8 ± 2.1	20.5 ± 2.8	90.8 ± 2.2
	Female	431.2 ± 6.9	1.3	2.2 ± 0.9	6.5 ± 1.4	14.1 ± 2.4	23.2 ± 2.7	24.7 ± 2.4	27.9 ± 3.5	96.5 ± 1.1
NT	*Male*	279.6 ± 25.1	1.8	41.0 ± 7.1	13.9 ± 2.3	13.8 ± 2.6	12.8 ± 3.3	9.4 ± 3.0	7.2 ± 2.0	57.2 ± 7.1
	Female	302.7 ± 22.8	1.5	35.3 ± 7.2	13.4 ± 2.3	14.7 ± 2.7	14.7 ± 3.0	11.3 ± 2.3	9.1 ± 2.3	63.2 ± 7.1
Aust	*Male*	392.2 ± 1.3	2.2	8.2 ± 0.3	12.4 ± 0.3	18.6 ± 0.3	23.2 ± 0.4	19.3 ± 0.3	16.1 ± 0.4	89.5 ± 0.3
	Female	414.6 ± 1.3	1.2	4.7 ± 0.2	8.7 ± 0.2	15.9 ± 0.3	23.6 ± 0.3	23.4 ± 0.4	22.4 ± 0.5	94.0 ± 0.3

Figure 3.G2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

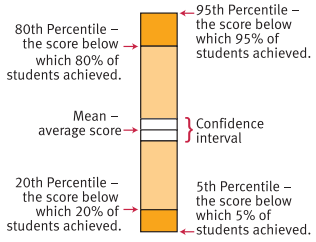
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

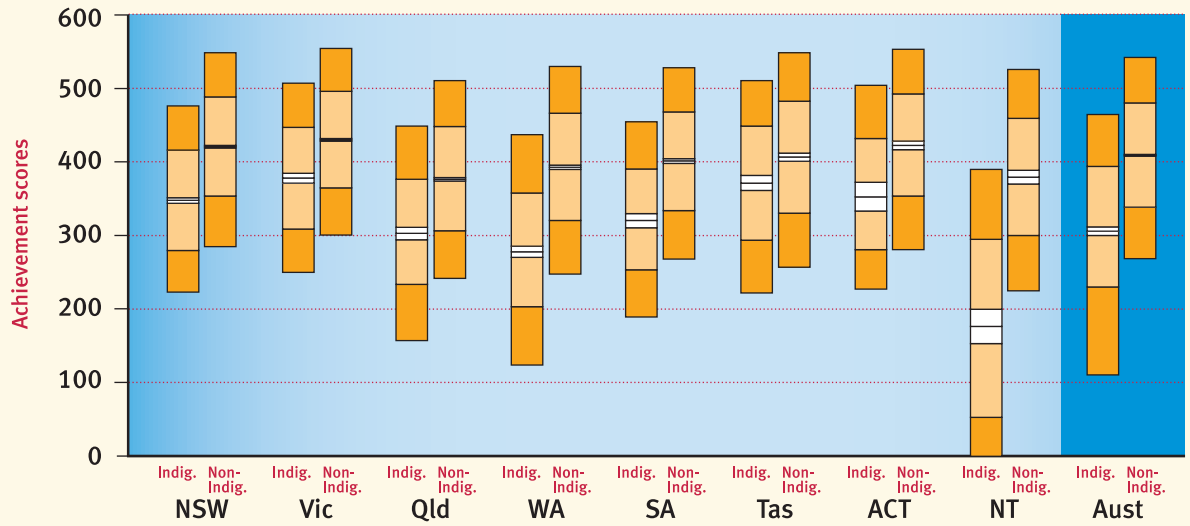


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.G3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Indigenous*	347.1 ± 3.6	1.4	16.4 ± 1.6	21.5 ± 1.6	24.5 ± 1.8	19.9 ± 1.8	11.7 ± 1.3	4.6 ± 0.8	82.2 ± 1.6
	Non-Indigenous	420.2 ± 1.8	0.8	3.3 ± 0.2	8.2 ± 0.4	15.5 ± 0.4	24.3 ± 0.4	24.3 ± 0.4	23.5 ± 0.8	95.8 ± 0.3
VIC	*Indigenous*	377.5 ± 6.7	3.6	8.7 ± 2.6	15.6 ± 3.6	21.7 ± 4.1	24.2 ± 3.8	16.1 ± 3.0	10.0 ± 2.8	87.7 ± 3.0
	Non-Indigenous	429.2 ± 1.6	2.4	2.0 ± 0.2	6.7 ± 0.3	14.2 ± 0.5	23.9 ± 0.5	24.7 ± 0.5	26.1 ± 0.7	95.6 ± 0.3
Qld	*Indigenous*	302.3 ± 8.4	2.6	34.5 ± 3.7	23.7 ± 2.6	19.1 ± 1.8	12.1 ± 1.6	5.8 ± 1.2	2.1 ± 0.9	62.9 ± 3.7
	Non-Indigenous	375.7 ± 2.5	1.8	9.9 ± 0.6	15.5 ± 0.5	22.1 ± 0.5	23.1 ± 0.5	16.8 ± 0.6	10.7 ± 0.6	88.3 ± 0.6
WA	*Indigenous*	277.7 ± 7.7	1.0	47.6 ± 3.5	21.2 ± 2.2	14.1 ± 2.2	9.9 ± 1.8	4.9 ± 1.1	1.2 ± 0.7	51.4 ± 3.5
	Non-Indigenous	392.3 ± 2.9	0.9	8.3 ± 0.6	12.3 ± 0.6	19.3 ± 0.6	23.9 ± 0.7	19.5 ± 0.7	15.8 ± 0.9	90.8 ± 0.7
SA	*Indigenous*	319.9 ± 9.6	5.2	25.2 ± 4.6	24.6 ± 3.8	20.7 ± 3.5	14.9 ± 3.6	7.0 ± 3.1	2.5 ± 1.4	69.7 ± 4.8
	Non-Indigenous	400.5 ± 3.2	2.8	5.2 ± 0.6	10.8 ± 0.7	18.7 ± 0.9	25.3 ± 0.9	21.8 ± 0.9	15.4 ± 1.1	92.0 ± 0.9
Tas	*Indigenous*	370.7 ± 10.0	0.7	14.0 ± 3.8	15.3 ± 5.5	20.2 ± 4.4	21.9 ± 4.0	16.9 ± 4.2	11.0 ± 3.9	85.3 ± 3.8
	Non-Indigenous	405.9 ± 5.5	0.9	6.9 ± 1.0	10.7 ± 1.2	17.5 ± 1.4	21.9 ± 1.5	21.1 ± 1.7	21.0 ± 2.1	92.2 ± 1.1
ACT	*Indigenous*	352.2 ± 19.7	0.9	17.8 ± 11.5	20.4 ± 11.2	23.4 ± 10.2	16.4 ± 11.4	13.3 ± 7.8	7.9 ± 5.4	81.3 ± 11.6
	Non-Indigenous	421.6 ± 6.0	2.1	3.8 ± 0.8	8.0 ± 1.4	14.5 ± 1.8	23.5 ± 1.8	23.6 ± 1.6	24.7 ± 2.5	94.1 ± 1.3
NT	*Indigenous*	176.7 ± 23.3	1.0	73.2 ± 6.1	11.5 ± 2.8	7.6 ± 2.4	4.5 ± 1.8	1.6 ± 0.8	0.6 ± 0.5	25.8 ± 5.9
	Non-Indigenous	378.6 ± 9.1	1.1	11.8 ± 2.7	15.3 ± 1.9	19.4 ± 2.5	21.2 ± 4.1	17.3 ± 3.0	13.9 ± 2.8	87.1 ± 2.9
Aust	*Indigenous*	305.5 ± 5.8	2.0	32.7 ± 2.1	20.7 ± 1.1	19.0 ± 0.9	14.4 ± 0.9	8.0 ± 0.7	3.3 ± 0.5	65.3 ± 2.0
	Non-Indigenous	408.4 ± 1.1	1.6	5.1 ± 0.2	10.1 ± 0.2	17.2 ± 0.2	23.9 ± 0.2	22.1 ± 0.3	20.0 ± 0.4	93.3 ± 0.2

Figure 3.G3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

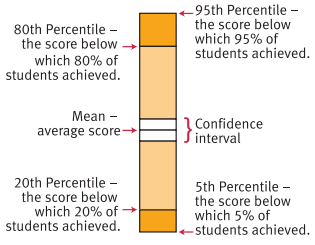
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

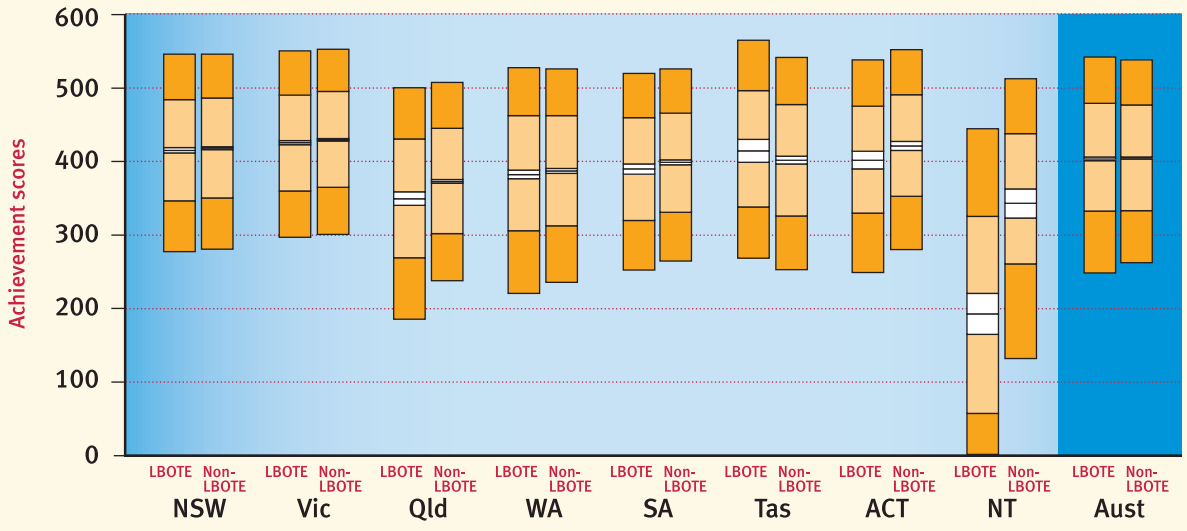


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.G4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*LBOTE*	415.2 ± 3.6	1.6	4.1 ± 0.5	9.1 ± 0.8	16.1 ± 1.0	24.1 ± 1.0	23.0 ± 1.0	21.8 ± 1.4	94.2 ± 0.6
	Non-LBOTE	418.0 ± 1.9	0.7	3.8 ± 0.3	8.7 ± 0.4	15.8 ± 0.4	24.0 ± 0.5	24.0 ± 0.4	23.1 ± 0.8	95.5 ± 0.3
VIC	*LBOTE*	4 25.4 ± 2.6	3.6	2.2 ± 0.4	7.2 ± 0.6	14.5 ± 0.7	24.0 ± 1.2	24.3 ± 1.1	24.1 ± 1.2	94.2 ± 0.6
	Non-LBOTE	429.5 ± 1.6	2.3	2.0 ± 0.2	6.6 ± 0.4	14.1 ± 0.6	23.8 ± 0.5	24.7 ± 0.5	26.4 ± 0.8	95.7 ± 0.4
Qld	*LBOTE*	349.1 ± 9.4	4.7	19.4 ± 3.6	16.1 ± 1.6	19.9 ± 1.8	19.5 ± 1.6	12.4 ± 1.7	8.1 ± 1.4	75.9 ± 3.6
	Non-LBOTE	372.5 ± 2.6	1.6	10.9 ± 0.6	16.1 ± 0.6	22.0 ± 0.5	22.6 ± 0.5	16.4 ± 0.7	10.3 ± 0.6	87.5 ± 0.7
WA	*LBOTE*	382.1 ± 6.1	2.0	11.9 ± 1.9	12.4 ± 1.3	18.7 ± 1.4	22.1 ± 1.8	18.1 ± 1.6	14.7 ± 1.6	86.0 ± 2.1
	Non-LBOTE	386.9 ± 3.4	0.7	10.1 ± 0.9	12.8 ± 0.7	19.0 ± 0.7	23.4 ± 0.8	19.0 ± 0.8	15.1 ± 1.0	89.2 ± 0.9
SA	*LBOTE*	389.5 ± 7.0	7.5	7.3 ± 1.9	12.1 ± 2.3	18.5 ± 2.5	23.0 ± 2.8	18.9 ± 2.6	12.6 ± 2.5	85.2 ± 4.3
	Non-LBOTE	398.5 ± 3.3	2.4	5.7 ± 0.6	11.3 ± 0.8	18.8 ± 1.0	25.1 ± 0.9	21.5 ± 1.0	15.2 ± 1.2	91.8 ± 0.8
Tas	*LBOTE*	414.3 ± 15.7	7.4	4.8 ± 3.3	10.0 ± 5.5	16.2 ± 6.2	21.3 ± 9.1	16.5 ± 9.4	23.9 ± 6.6	87.8 ± 5.2
	Non-LBOTE	401.7 ± 5.2	0.7	7.6 ± 1.1	11.4 ± 1.2	18.0 ± 1.3	21.9 ± 1.5	20.9 ± 1.4	19.6 ± 1.9	91.7 ± 1.1
ACT	*LBOTE*	401.7 ± 12.0	6.9	7.0 ± 3.1	9.7 ± 3.1	15.1 ± 4.9	23.1 ± 4.7	20.6 ± 5.2	17.5 ± 4.9	86.1 ± 6.6
	Non-LBOTE	421.2 ± 6.2	1.7	3.9 ± 0.9	8.2 ± 1.5	14.6 ± 2.0	23.3 ± 1.9	23.7 ± 1.6	24.6 ± 2.5	94.4 ± 1.3
NT	*LBOTE*	191.8 ± 27.9	2.4	67.8 ± 9.0	9.7 ± 3.0	7.8 ± 2.9	5.7 ± 3.0	4.2 ± 2.3	2.3 ± 1.3	29.9 ± 7.9
	Non-LBOTE	342.6 ± 19.9	0.9	22.3 ± 5.7	16.2 ± 2.6	18.8 ± 2.6	18.4 ± 3.6	12.9 ± 2.9	10.4 ± 2.4	76.8 ± 5.8
Aust	*LBOTE*	403.4 ± 2.6	3.1	7.2 ± 0.7	9.6 ± 0.4	16.1 ± 0.5	23.0 ± 0.7	21.3 ± 0.7	19.8 ± 0.8	89.8 ± 0.7
	Non-LBOTE	404.5 ± 1.2	1.4	6.0 ± 0.2	10.7 ± 0.2	17.5 ± 0.3	23.6 ± 0.2	21.5 ± 0.3	19.3 ± 0.4	92.6 ± 0.3

Figure 3.G4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

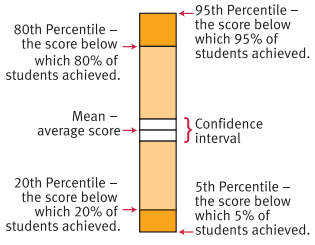
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.G5: Achievement of Year 3 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	422.6 ± 2.2	1.0	3.3 ± 0.3	7.9 ± 0.4	15.1 ± 0.5	23.7 ± 0.5	24.4 ± 0.5	24.6 ± 0.9	95.7 ± 0.3
	Provincial	401.5 ± 2.6	0.8	5.6 ± 0.6	11.6 ± 0.6	18.3 ± 0.8	24.8 ± 0.8	21.8 ± 0.8	17.2 ± 0.9	93.7 ± 0.6
	Remote	372.4 ± 18.7	1.6	12.0 ± 5.4	18.8 ± 5.1	18.1 ± 4.7	22.1 ± 4.7	15.5 ± 5.4	11.9 ± 5.0	86.4 ± 6.0
	Very Remote	364.4 ± 28.7	0.9	14.2 ± 9.1	19.8 ± 13.6	18.7 ± 9.7	22.1 ± 12.5	14.0 ± 7.5	10.3 ± 9.5	84.9 ± 9.2
VIC	*Metro*	431.4 ± 1.9	2.8	1.8 ± 0.2	6.2 ± 0.4	13.7 ± 0.6	23.7 ± 0.6	25.0 ± 0.5	26.8 ± 0.9	95.4 ± 0.4
	Provincial	419.8 ± 2.4	2.4	2.6 ± 0.4	8.7 ± 0.7	15.8 ± 0.8	24.5 ± 0.9	23.2 ± 1.0	22.8 ± 1.1	95.0 ± 0.6
	Remote	437.5 ± 20.3	1.8	1.8 ± 5.0	3.6 ± 9.1	12.7 ± 14.0	22.2 ± 12.0	26.9 ± 12.2	30.9 ± 12.8	96.4 ± 6.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	377.6 ± 3.0	1.8	10.0 ± 0.8	15.1 ± 0.7	21.6 ± 0.6	23.1 ± 0.6	17.2 ± 0.8	11.3 ± 0.8	88.2 ± 0.8
	Provincial	362.9 ± 3.3	2.0	12.7 ± 1.0	18.1 ± 0.9	23.0 ± 0.8	21.6 ± 0.9	14.5 ± 0.9	8.1 ± 0.7	85.3 ± 1.1
	Remote	336.3 ± 14.3	1.3	23.3 ± 6.8	20.8 ± 3.7	20.8 ± 3.9	18.0 ± 3.6	10.1 ± 2.4	5.8 ± 1.9	75.4 ± 6.8
	Very Remote	286.7 ± 22.1	1.9	42.9 ± 9.2	19.1 ± 3.7	16.6 ± 3.7	11.3 ± 3.7	5.4 ± 2.1	2.8 ± 1.7	55.2 ± 9.3
WA	*Metro*	393.7 ± 3.5	1.1	8.3 ± 0.8	11.8 ± 0.7	18.8 ± 0.8	23.8 ± 0.8	19.7 ± 0.8	16.5 ± 1.1	90.6 ± 0.9
	Provincial	370.3 ± 5.6	0.9	13.0 ± 1.8	15.8 ± 1.4	21.1 ± 1.2	22.3 ± 1.4	16.2 ± 1.4	10.7 ± 1.3	86.1 ± 1.8
	Remote	350.0 ± 14.4	0.3	22.4 ± 5.2	16.4 ± 2.6	18.8 ± 2.4	17.9 ± 2.9	13.4 ± 2.7	10.7 ± 2.4	77.2 ± 5.2
	Very Remote	296.6 ± 22.6	0.7	44.2 ± 8.9	15.1 ± 3.3	12.3 ± 3.1	13.7 ± 3.6	8.2 ± 3.1	5.7 ± 3.1	55.0 ± 9.0
SA	*Metro*	402.2 ± 4.0	3.4	5.1 ± 0.8	10.4 ± 0.8	18.1 ± 1.1	25.1 ± 1.0	22.0 ± 1.2	15.9 ± 1.4	91.5 ± 1.3
	Provincial	387.2 ± 5.4	2.4	7.5 ± 1.3	13.6 ± 1.6	20.3 ± 1.3	24.4 ± 1.4	19.3 ± 1.7	12.5 ± 1.4	90.1 ± 1.5
	Remote	375.9 ± 13.6	3.1	8.6 ± 4.3	15.6 ± 4.1	22.9 ± 4.2	23.7 ± 4.9	16.3 ± 4.7	9.8 ± 3.9	88.2 ± 4.6
	Very Remote	320.9 ± 29.4	0.5	28.8 ± 13.2	23.5 ± 8.7	19.0 ± 8.3	10.9 ± 6.0	10.4 ± 6.1	6.8 ± 5.5	70.7 ± 13.1
Tas	*Metro*	412.4 ± 8.7	1.1	5.8 ± 1.4	10.1 ± 1.8	17.5 ± 2.2	21.3 ± 2.4	20.9 ± 2.2	23.3 ± 3.2	93.1 ± 1.5
	Provincial	396.1 ± 5.9	0.8	8.4 ± 1.4	11.9 ± 1.5	18.2 ± 1.5	22.9 ± 2.0	20.3 ± 1.9	17.6 ± 2.1	90.8 ± 1.5
	Remote	386.4 ± 17.1	0.0	9.0 ± 8.5	16.9 ± 8.9	18.4 ± 10.5	19.1 ± 10.4	21.8 ± 8.1	14.8 ± 7.6	91.0 ± 8.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	419.8 ± 6.1	2.2	4.1 ± 0.9	8.3 ± 1.4	14.8 ± 1.8	23.2 ± 1.7	23.3 ± 1.6	24.2 ± 2.5	93.7 ± 1.4
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	361.5 ± 12.3	2.6	15.8 ± 3.7	17.6 ± 2.1	19.7 ± 2.5	19.4 ± 3.5	14.2 ± 2.9	10.6 ± 2.8	81.6 ± 4.3
	Remote	326.6 ± 32.5	1.3	30.5 ± 10.9	14.8 ± 3.1	15.4 ± 3.4	15.0 ± 4.4	12.2 ± 4.6	10.8 ± 4.0	68.2 ± 11.0
	Very Remote	155.1 ± 39.7	0.4	79.9 ± 10.6	6.5 ± 3.0	4.5 ± 2.7	3.7 ± 2.8	2.7 ± 2.5	2.3 ± 2.0	19.7 ± 10.3
Aust	*Metro*	411.2 ± 1.4	1.8	5.0 ± 0.2	9.5 ± 0.3	16.6 ± 0.3	23.6 ± 0.3	22.4 ± 0.3	21.1 ± 0.5	93.2 ± 0.3
	Provincial	392.0 ± 1.8	1.6	7.7 ± 0.4	13.1 ± 0.4	19.2 ± 0.4	23.5 ± 0.4	19.5 ± 0.4	15.4 ± 0.5	90.7 ± 0.5
	Remote	349.9 ± 8.5	1.3	20.6 ± 3.2	17.3 ± 1.4	19.2 ± 1.7	18.7 ± 1.6	13.2 ± 1.6	9.7 ± 1.4	78.2 ± 3.2
	Very Remote	253.0 ± 19.3	1.0	52.9 ± 6.0	14.2 ± 2.0	11.8 ± 1.9	10.0 ± 2.2	6.0 ± 1.5	4.0 ± 1.4	46.1 ± 6.0

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.G6: Achievement of Year 3 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	357.7 ± 5.1	1.5	14.2 ± 2.2	18.9 ± 2.4	23.4 ± 2.3	21.6 ± 2.6	14.2 ± 2.2	6.1 ± 1.5	84.3 ± 2.2
	Provincial	341.5 ± 5.0	1.1	17.3 ± 2.2	22.7 ± 2.3	25.9 ± 3.1	19.0 ± 2.3	10.2 ± 1.6	3.7 ± 1.1	81.6 ± 2.2
	Remote	322.4 ± 20.6	3.2	23.3 ± 10.3	28.4 ± 9.7	20.0 ± 7.7	14.9 ± 6.4	7.8 ± 6.5	2.4 ± 3.1	73.5 ± 10.4
	Very Remote	310.8 ± 22.7	0.0	28.6 ± 14.6	31.4 ± 21.4	18.6 ± 16.1	14.1 ± 12.9	6.8 ± 8.4	0.5 ± 2.5	71.4 ± 14.6
Vic	*Metro*	385.9 ± 8.5	3.9	8.2 ± 4.2	12.7 ± 4.1	18.8 ± 4.6	26.5 ± 5.7	18.6 ± 5.4	11.2 ± 4.0	87.9 ± 4.8
	Provincial	370.4 ± 9.5	3.3	9.1 ± 3.3	18.1 ± 4.9	24.3 ± 5.9	22.2 ± 5.4	14.0 ± 4.4	9.0 ± 3.5	87.6 ± 3.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	322.4 ± 11.4	2.7	25.7 ± 4.3	24.0 ± 3.5	21.7 ± 2.6	14.7 ± 2.2	8.0 ± 2.2	3.3 ± 1.7	71.7 ± 4.4
	Provincial	308.7 ± 10.5	3.1	30.9 ± 5.5	24.7 ± 3.3	20.6 ± 2.9	13.1 ± 2.9	5.9 ± 1.6	1.6 ± 1.0	66.0 ± 5.3
	Remote	269.0 ± 20.0	1.9	52.9 ± 11.1	22.5 ± 5.8	12.9 ± 6.3	7.4 ± 4.2	1.7 ± 2.1	0.6 ± 1.1	45.2 ± 10.7
	Very Remote	237.3 ± 21.1	1.5	63.3 ± 9.2	20.8 ± 5.0	10.3 ± 4.4	3.6 ± 2.0	0.6 ± 0.8	0.1 ± 0.3	35.3 ± 9.2
WA	*Metro*	308.9 ± 9.3	1.3	34.2 ± 4.9	21.2 ± 3.9	17.8 ± 5.1	15.4 ± 3.6	8.1 ± 2.5	2.0 ± 1.2	64.5 ± 4.9
	Provincial	290.0 ± 12.0	0.9	41.2 ± 7.7	25.1 ± 4.5	17.0 ± 4.2	10.1 ± 3.6	4.6 ± 2.3	1.1 ± 1.4	58.0 ± 7.6
	Remote	266.2 ± 15.3	0.3	53.4 ± 7.4	21.7 ± 4.8	12.4 ± 4.3	7.2 ± 4.0	3.9 ± 2.8	1.0 ± 1.7	46.3 ± 7.4
	Very Remote	229.3 ± 15.6	1.1	69.3 ± 7.7	16.9 ± 4.8	7.2 ± 3.4	3.9 ± 2.5	1.2 ± 1.4	0.4 ± 0.6	29.6 ± 7.7
SA	*Metro*	336.2 ± 10.8	7.5	17.9 ± 5.3	21.4 ± 5.3	23.9 ± 5.5	17.9 ± 5.0	8.6 ± 3.9	2.7 ± 2.1	74.6 ± 5.9
	Provincial	316.7 ± 15.3	3.8	27.4 ± 7.4	27.4 ± 5.8	18.3 ± 6.5	13.4 ± 5.9	7.0 ± 4.8	2.6 ± 2.4	68.8 ± 7.7
	Remote	317.7 ± 30.1	2.7	28.1 ± 18.2	26.5 ± 13.9	17.8 ± 16.8	15.1 ± 19.1	5.4 ± 9.6	4.3 ± 7.7	69.2 ± 18.5
	Very Remote	264.7 ± 37.2	0.0	48.5 ± 23.8	29.8 ± 15.6	15.0 ± 13.1	5.8 ± 6.8	1.0 ± 3.1	0.0 ± 0.0	51.5 ± 23.8
Tas	*Metro*	377.1 ± 16.1	1.3	10.2 ± 6.2	17.2 ± 6.5	21.6 ± 6.6	21.8 ± 7.0	16.2 ± 6.6	11.7 ± 6.3	88.6 ± 6.3
	Provincial	368.3 ± 12.9	0.4	16.0 ± 4.9	13.9 ± 7.5	19.2 ± 5.9	22.1 ± 5.3	17.3 ± 5.9	11.2 ± 5.0	83.6 ± 4.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	355.9 ± 18.9	1.0	15.5 ± 10.5	20.2 ± 11.3	24.3 ± 10.5	17.1 ± 11.8	13.8 ± 8.0	8.2 ± 5.6	83.5 ± 10.7
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	294.3 ± 16.6	2.9	35.9 ± 7.6	24.3 ± 4.6	18.6 ± 4.5	12.6 ± 4.4	4.5 ± 2.8	1.2 ± 1.4	61.2 ± 7.1
	Remote	235.9 ± 31.6	1.9	58.4 ± 12.1	17.2 ± 6.9	12.4 ± 6.4	6.3 ± 4.2	2.5 ± 2.4	1.3 ± 1.6	39.8 ± 11.7
	Very Remote	116.9 ± 24.9	0.1	91.3 ± 3.8	5.1 ± 2.8	2.2 ± 1.5	0.9 ± 0.9	0.2 ± 0.4	0.1 ± 0.3	8.5 ± 3.8
Aust	*Metro*	339.2 ± 5.0	2.5	20.9 ± 2.1	20.8 ± 1.8	21.7 ± 1.6	18.2 ± 1.3	11.1 ± 1.4	4.9 ± 0.9	76.7 ± 2.1
	Provincial	327.5 ± 4.7	2.0	24.2 ± 2.2	23.0 ± 1.4	22.3 ± 1.5	16.3 ± 1.4	8.7 ± 0.9	3.5 ± 0.6	73.8 ± 2.2
	Remote	269.8 ± 12.8	1.6	49.1 ± 6.2	22.0 ± 3.5	13.9 ± 2.7	8.6 ± 2.3	3.6 ± 1.6	1.3 ± 0.8	49.3 ± 6.0
	Very Remote	186.7 ± 18.0	0.7	75.2 ± 4.8	13.7 ± 2.7	6.5 ± 1.8	2.9 ± 1.0	0.8 ± 0.5	0.2 ± 0.2	24.1 ± 4.8

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.G7: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	438.4 ± 1.5	1.5	2.2 ± 0.2	5.2 ± 0.3	12.1 ± 0.4	21.9 ± 0.7	26.1 ± 0.6	31.0 ± 0.8	96.3 ± 0.3
Advanced diploma/ diploma	407.7 ± 1.5	1.6	4.4 ± 0.4	9.5 ± 0.6	17.6 ± 0.7	25.3 ± 0.7	23.2 ± 0.7	18.3 ± 0.7	93.9 ± 0.4
Cert I to IV	388.5 ± 1.4	1.8	7.4 ± 0.4	12.9 ± 0.4	20.4 ± 0.5	25.0 ± 0.5	19.7 ± 0.5	12.8 ± 0.5	90.8 ± 0.4
Year 12 or equivalent	392.2 ± 1.9	2.2	7.0 ± 0.5	12.4 ± 0.6	19.5 ± 0.7	24.7 ± 0.9	20.1 ± 1.0	14.1 ± 0.7	90.8 ± 0.6
Year 11 or equivalent or below	359.0 ± 2.0	3.9	14.1 ± 0.7	18.1 ± 0.6	21.9 ± 0.7	21.1 ± 0.6	13.5 ± 0.6	7.4 ± 0.5	82.0 ± 0.8
Not stated	405.1 ± 1.7	1.3	6.6 ± 0.4	10.2 ± 0.3	16.7 ± 0.3	23.2 ± 0.4	21.5 ± 0.3	20.5 ± 0.5	92.1 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 3 students with parental education 'not stated' is 45%.

Table 3.G8: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Senior management and qualified professionals	434.7 ± 1.5	1.1	2.5 ± 0.2	5.8 ± 0.4	12.9 ± 0.5	22.3 ± 0.6	25.7 ± 0.6	29.7 ± 0.8	96.4 ± 0.3
Other business managers and associate professionals	413.1 ± 1.3	1.5	3.9 ± 0.2	8.6 ± 0.4	16.7 ± 0.5	25.2 ± 0.6	24.0 ± 0.5	20.1 ± 0.6	94.6 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	393.4 ± 1.5	1.7	6.4 ± 0.4	12.0 ± 0.6	20.0 ± 0.5	25.4 ± 0.6	20.5 ± 0.5	14.0 ± 0.5	92.0 ± 0.4
Machine operators, hospitality staff, assistants, labourers	376.7 ± 2.1	3.0	10.3 ± 0.6	15.3 ± 0.6	21.0 ± 0.9	22.6 ± 0.7	16.7 ± 0.8	11.1 ± 0.7	86.7 ± 0.7
Not in paid work in the previous 12 months	357.6 ± 2.6	6.9	15.0 ± 0.9	17.8 ± 1.0	20.3 ± 1.0	19.2 ± 0.9	12.7 ± 0.8	8.2 ± 0.6	78.1 ± 1.1
Not stated	402.7 ± 1.7	1.3	7.0 ± 0.4	10.6 ± 0.3	17.0 ± 0.3	23.1 ± 0.3	21.1 ± 0.3	19.8 ± 0.5	91.7 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 3 students with parental occupation 'not stated' is 47%.

Table 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa-tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*8yrs 7mths* *3yrs 4mths*	408.9 ± 1.6 70.6	96.9	0.9	2.2 ± 0.2	8.8 ± 0.4	20.5 ± 0.5	27.6 ± 0.5	23.4 ± 0.5	16.6 ± 0.7	96.9 ± 0.2
VIC	*8yrs 9mths* *3yrs 4mths*	416.9 ± 1.4 63.8	95.8	2.7	0.8 ± 0.1	5.8 ± 0.3	18.6 ± 0.6	29.5 ± 0.6	25.6 ± 0.6	17.0 ± 0.7	96.5 ± 0.2
Qld	*8yrs 1mth* *2yrs 4mths*	367.9 ± 2.2 67.0	97.1	1.8	6.2 ± 0.5	17.6 ± 0.7	29.4 ± 0.6	25.9 ± 0.6	14.3 ± 0.6	4.7 ± 0.4	92.0 ± 0.6
WA	*8yrs 5mths* *3yrs 4mths*	381.9 ± 2.4 66.4	95.1	1.0	4.6 ± 0.6	13.7 ± 0.9	26.8 ± 0.9	28.5 ± 0.7	18.3 ± 0.8	7.2 ± 0.6	94.5 ± 0.6
SA	*8yrs 7mths* *3yrs 4mths*	388.8 ± 2.7 64.9	96.8	3.1	3.1 ± 0.4	11.9 ± 0.8	25.0 ± 0.9	29.2 ± 1.0	19.3 ± 1.1	8.4 ± 0.8	93.8 ± 0.9
Tas	*8yrs 11mths* *3yrs 4mths*	399.9 ± 4.2 67.7	96.5	1.0	2.3 ± 0.5	10.2 ± 1.3	23.2 ± 1.8	29.1 ± 1.9	21.7 ± 1.7	12.6 ± 1.6	96.7 ± 0.6
ACT	*8yrs 8mths* *3yrs 4mths*	411.5 ± 5.1 66.8	95.0	2.1	1.5 ± 0.6	7.7 ± 1.5	19.2 ± 2.3	28.5 ± 1.7	25.3 ± 2.1	15.8 ± 2.1	96.4 ± 1.2
NT	*8yrs 6mths* *3yrs 4mths*	338.4 ± 12.4 86.3	83.1	1.6	21.4 ± 5.6	18.4 ± 2.3	22.8 ± 3.1	20.2 ± 3.3	11.3 ± 2.1	4.2 ± 1.3	77.0 ± 5.6
Aust	*8yrs 6mths* *3yrs 1mth*	396.9 ± 1.0 70.4	96.3	1.7	3.3 ± 0.2	10.8 ± 0.3	23.0 ± 0.3	27.9 ± 0.3	21.1 ± 0.3	12.4 ± 0.4	95.0 ± 0.2

Figure 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2008.

Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

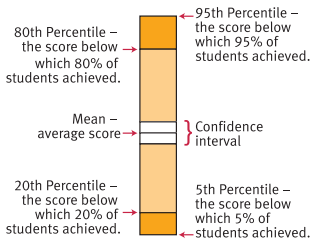
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 3 students reported by schools which includes those absent and withdrawn.

Reading the graph

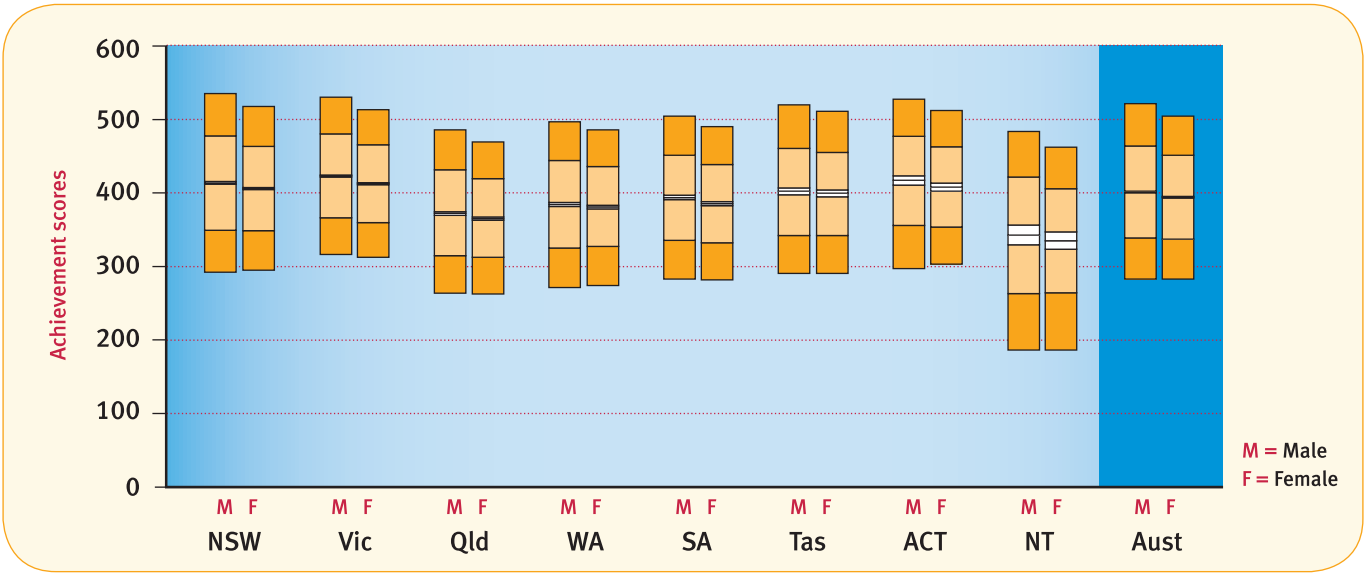


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Male*	412.6 ± 1.9	1.1	2.3 ± 0.2	8.8 ± 0.5	19.5 ± 0.6	25.9 ± 0.5	23.3 ± 0.7	19.1 ± 0.9	96.7 ± 0.3
	Female	405.0 ± 1.6	0.7	2.2 ± 0.2	8.6 ± 0.4	21.7 ± 0.6	29.3 ± 0.6	23.5 ± 0.6	14.0 ± 0.7	97.1 ± 0.3
VIC	*Male*	421.9 ± 1.6	3.5	0.7 ± 0.1	5.2 ± 0.4	17.6 ± 0.7	27.8 ± 0.7	25.4 ± 0.7	19.7 ± 0.8	95.8 ± 0.5
	Female	411.7 ± 1.4	1.8	1.1 ± 0.2	6.3 ± 0.4	19.6 ± 0.6	31.3 ± 0.6	25.8 ± 0.7	14.2 ± 0.7	97.2 ± 0.3
Qld	*Male*	371.3 ± 2.4	2.4	6.1 ± 0.6	16.9 ± 0.8	28.2 ± 0.7	25.1 ± 0.9	15.5 ± 0.8	5.8 ± 0.5	91.5 ± 0.7
	Female	364.4 ± 2.1	1.2	6.3 ± 0.6	18.4 ± 0.8	30.7 ± 0.8	26.8 ± 0.7	13.1 ± 0.7	3.5 ± 0.4	92.5 ± 0.6
WA	*Male*	383.5 ± 2.7	1.2	4.8 ± 0.7	13.8 ± 1.1	25.7 ± 1.0	27.4 ± 1.0	18.8 ± 1.0	8.3 ± 0.8	94.0 ± 0.8
	Female	380.1 ± 2.4	0.7	4.4 ± 0.6	13.5 ± 0.9	27.9 ± 1.0	29.7 ± 1.1	17.8 ± 0.9	6.0 ± 0.6	94.9 ± 0.6
SA	*Male*	392.8 ± 3.0	3.9	3.0 ± 0.5	11.3 ± 1.1	23.4 ± 1.1	28.3 ± 1.2	20.3 ± 1.3	9.9 ± 1.0	93.1 ± 1.0
	Female	384.6 ± 2.7	2.3	3.3 ± 0.5	12.4 ± 1.0	26.7 ± 1.1	30.2 ± 1.3	18.3 ± 1.2	6.8 ± 0.8	94.4 ± 0.8
Tas	*Male*	401.3 ± 4.7	1.2	2.3 ± 0.7	10.4 ± 1.5	22.7 ± 2.2	28.5 ± 2.8	21.5 ± 2.1	13.5 ± 2.0	96.6 ± 0.8
	Female	398.5 ± 4.4	0.7	2.5 ± 0.7	9.8 ± 1.4	23.7 ± 1.9	29.7 ± 2.0	22.0 ± 2.0	11.6 ± 1.7	96.8 ± 0.8
ACT	*Male*	416.0 ± 6.3	2.9	1.6 ± 0.8	7.9 ± 2.0	16.9 ± 2.7	26.2 ± 2.1	26.0 ± 2.6	18.4 ± 2.9	95.4 ± 1.7
	Female	407.0 ± 5.5	1.2	1.5 ± 0.7	7.4 ± 2.2	21.5 ± 3.1	30.8 ± 2.7	24.5 ± 2.3	13.2 ± 2.7	97.3 ± 1.0
NT	*Male*	342.2 ± 13.5	1.8	21.4 ± 5.8	17.8 ± 2.8	21.1 ± 3.9	19.9 ± 3.8	12.7 ± 2.6	5.5 ± 1.8	76.8 ± 5.8
	Female	334.5 ± 11.7	1.5	21.4 ± 5.7	19.1 ± 2.5	24.5 ± 3.6	20.6 ± 3.6	10.0 ± 2.2	2.9 ± 1.1	77.1 ± 5.6
Aust	*Male*	400.6 ± 1.1	2.2	3.2 ± 0.2	10.5 ± 0.3	21.9 ± 0.3	26.5 ± 0.3	21.4 ± 0.4	14.3 ± 0.5	94.6 ± 0.2
	Female	393.1 ± 1.0	1.2	3.3 ± 0.2	11.0 ± 0.3	24.1 ± 0.3	29.3 ± 0.4	20.7 ± 0.4	10.3 ± 0.3	95.5 ± 0.2

Figure 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

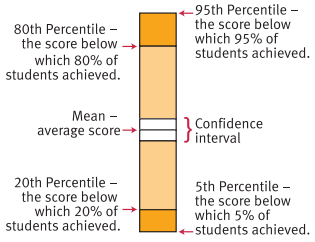
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

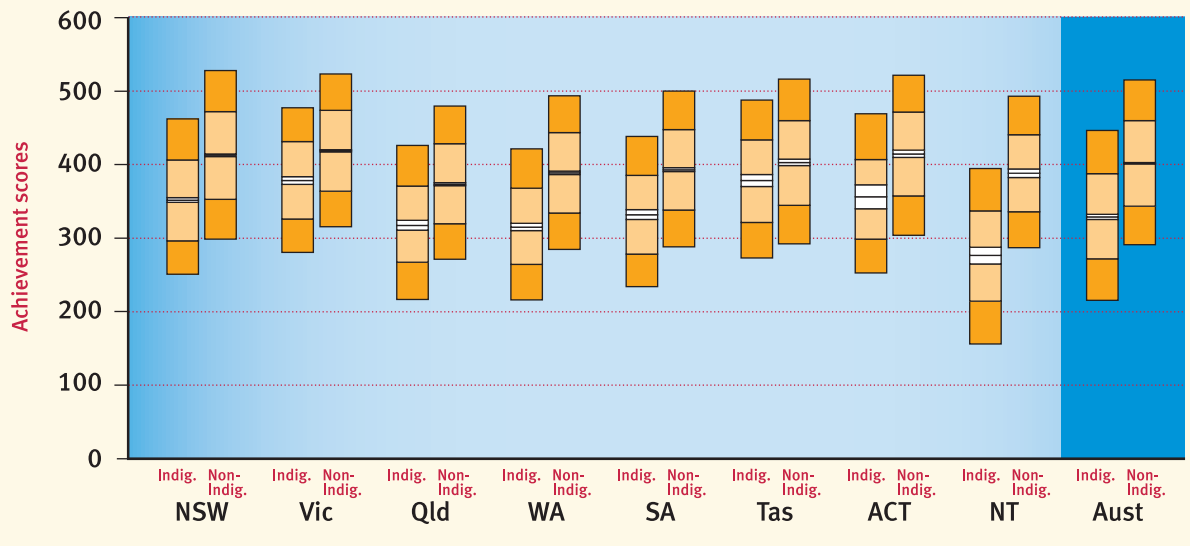


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Indigenous*	350.3 ± 3.1	1.3	10.1 ± 1.4	23.9 ± 2.0	30.7 ± 1.8	21.5 ± 1.8	9.4 ± 1.2	3.1 ± 0.8	88.6 ± 1.4
	Non-Indigenous	411.3 ± 1.6	0.8	1.9 ± 0.2	8.1 ± 0.4	20.2 ± 0.5	27.9 ± 0.5	24.1 ± 0.5	17.1 ± 0.7	97.3 ± 0.2
VIC	*Indigenous*	376.9 ± 5.5	3.6	3.4 ± 1.7	14.7 ± 3.3	30.1 ± 3.8	27.2 ± 4.0	16.6 ± 4.1	4.4 ± 1.7	93.0 ± 2.2
	Non-Indigenous	417.5 ± 1.4	2.4	0.8 ± 0.1	5.6 ± 0.3	18.5 ± 0.5	29.6 ± 0.6	25.8 ± 0.6	17.2 ± 0.7	96.8 ± 0.3
Qld	*Indigenous*	316.2 ± 6.4	2.8	21.8 ± 3.2	32.2 ± 2.2	25.8 ± 2.4	12.9 ± 1.5	3.8 ± 1.3	0.9 ± 0.6	75.5 ± 3.2
	Non-Indigenous	371.9 ± 2.1	1.7	5.0 ± 0.4	16.5 ± 0.7	29.7 ± 0.6	27.0 ± 0.6	15.2 ± 0.6	5.0 ± 0.4	93.3 ± 0.5
WA	*Indigenous*	313.9 ± 5.1	0.9	23.6 ± 3.4	32.7 ± 2.9	25.6 ± 3.4	13.0 ± 2.0	3.5 ± 1.0	0.7 ± 0.4	75.5 ± 3.4
	Non-Indigenous	387.4 ± 2.2	0.9	3.0 ± 0.5	12.2 ± 0.8	26.9 ± 0.8	29.7 ± 0.7	19.6 ± 0.8	7.7 ± 0.7	96.1 ± 0.6
SA	*Indigenous*	330.7 ± 6.5	5.2	15.7 ± 4.2	28.2 ± 4.6	27.9 ± 4.7	16.5 ± 3.1	5.6 ± 2.1	1.0 ± 0.9	79.2 ± 4.5
	Non-Indigenous	391.7 ± 2.5	2.8	2.5 ± 0.4	11.1 ± 0.8	24.8 ± 1.0	29.9 ± 1.0	20.1 ± 1.1	8.8 ± 0.8	94.6 ± 0.8
Tas	*Indigenous*	377.1 ± 8.2	0.7	4.8 ± 2.8	15.8 ± 3.9	28.1 ± 5.1	28.0 ± 5.1	16.2 ± 4.5	6.5 ± 3.3	94.5 ± 2.8
	Non-Indigenous	401.6 ± 4.5	1.0	2.2 ± 0.5	9.8 ± 1.3	22.6 ± 2.1	29.1 ± 2.5	22.4 ± 2.0	13.0 ± 2.0	96.8 ± 0.6
ACT	*Indigenous*	355.1 ± 16.2	1.9	9.7 ± 9.2	22.2 ± 11.8	27.1 ± 13.9	27.5 ± 10.5	8.0 ± 5.5	3.6 ± 5.0	88.4 ± 9.3
	Non-Indigenous	413.1 ± 5.0	2.0	1.3 ± 0.6	7.2 ± 1.5	19.0 ± 2.2	28.6 ± 1.7	25.7 ± 2.0	16.1 ± 2.1	96.7 ± 1.1
NT	*Indigenous*	275.0 ± 11.0	1.0	46.5 ± 7.1	26.7 ± 3.9	17.4 ± 3.5	6.7 ± 2.1	1.4 ± 0.8	0.3 ± 0.5	52.4 ± 6.9
	Non-Indigenous	386.9 ± 5.9	1.0	2.5 ± 1.0	12.3 ± 2.6	27.1 ± 4.5	30.7 ± 3.3	18.9 ± 2.9	7.4 ± 2.2	96.5 ± 1.3
Aust	*Indigenous*	327.6 ± 3.3	2.0	19.4 ± 1.7	27.5 ± 1.0	26.7 ± 1.2	16.3 ± 0.9	6.4 ± 0.7	1.8 ± 0.4	78.6 ± 1.7
	Non-Indigenous	400.5 ± 1.0	1.6	2.4 ± 0.1	9.9 ± 0.2	22.8 ± 0.3	28.5 ± 0.3	21.9 ± 0.3	12.9 ± 0.4	96.0 ± 0.2

Figure 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

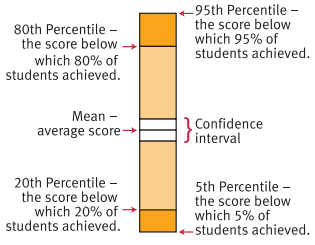
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

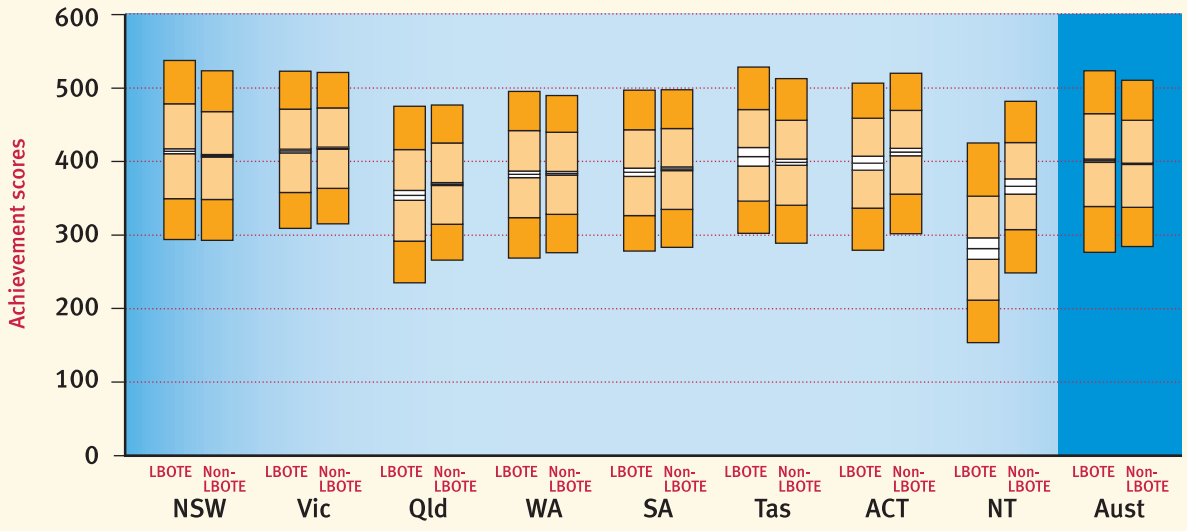


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.N4: Achievement of Year 3 Students in Numeracy, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*LBOTE*	413.9 ± 3.3	1.5	2.1 ± 0.4	8.6 ± 0.8	19.4 ± 1.0	25.8 ± 1.0	22.8 ± 0.9	19.7 ± 1.5	96.4 ± 0.5
	Non-LBOTE	407.8 ± 1.6	0.6	2.2 ± 0.2	8.7 ± 0.4	20.8 ± 0.5	28.1 ± 0.5	23.6 ± 0.5	15.9 ± 0.6	97.1 ± 0.2
VIC	*LBOTE*	414.2 ± 2.4	3.6	1.1 ± 0.3	6.5 ± 0.6	19.4 ± 1.0	28.9 ± 1.1	24.3 ± 1.2	16.3 ± 1.1	95.4 ± 0.6
	Non-LBOTE	417.8 ± 1.4	2.3	0.8 ± 0.1	5.5 ± 0.3	18.3 ± 0.5	29.7 ± 0.6	26.1 ± 0.6	17.2 ± 0.7	96.9 ± 0.3
Qld	*LBOTE*	353.9 ± 6.9	4.7	12.2 ± 2.7	19.6 ± 1.9	26.2 ± 1.8	21.5 ± 2.1	11.6 ± 1.6	4.4 ± 0.8	83.2 ± 2.7
	Non-LBOTE	369.3 ± 2.1	1.5	5.6 ± 0.5	17.4 ± 0.7	29.7 ± 0.6	26.4 ± 0.6	14.6 ± 0.6	4.7 ± 0.4	92.9 ± 0.5
WA	*LBOTE*	382.7 ± 4.6	1.9	5.1 ± 1.4	13.8 ± 1.6	25.1 ± 1.7	27.5 ± 1.9	18.6 ± 1.7	8.0 ± 1.3	93.0 ± 1.7
	Non-LBOTE	383.7 ± 2.5	0.7	4.0 ± 0.6	13.1 ± 1.0	27.0 ± 0.9	29.1 ± 0.9	18.9 ± 0.9	7.2 ± 0.7	95.3 ± 0.6
SA	*LBOTE*	385.1 ± 5.7	7.5	3.4 ± 1.2	13.5 ± 2.3	24.2 ± 2.8	26.2 ± 2.8	17.5 ± 2.7	7.7 ± 1.6	89.1 ± 4.1
	Non-LBOTE	389.9 ± 2.6	2.4	3.0 ± 0.4	11.5 ± 0.8	25.0 ± 1.0	29.7 ± 1.0	19.8 ± 1.1	8.6 ± 0.8	94.6 ± 0.6
Tas	*LBOTE*	406.4 ± 12.6	7.4	2.3 ± 2.1	6.6 ± 4.3	22.8 ± 7.7	27.5 ± 6.8	17.7 ± 5.5	15.8 ± 5.3	90.3 ± 4.5
	Non-LBOTE	398.8 ± 4.3	0.7	2.4 ± 0.6	10.4 ± 1.3	23.4 ± 2.0	29.0 ± 2.2	21.8 ± 1.8	12.2 ± 1.8	96.9 ± 0.6
ACT	*LBOTE*	397.7 ± 9.3	6.4	3.2 ± 2.1	11.6 ± 4.3	18.9 ± 5.0	26.4 ± 5.0	22.9 ± 5.7	10.6 ± 4.1	90.4 ± 6.4
	Non-LBOTE	412.5 ± 5.1	1.7	1.4 ± 0.6	7.3 ± 1.5	19.3 ± 2.3	28.8 ± 1.8	25.5 ± 2.0	16.1 ± 2.2	97.0 ± 1.1
NT	*LBOTE*	281.9 ± 14.5	2.4	46.4 ± 8.8	20.9 ± 3.6	16.7 ± 4.2	8.9 ± 3.8	3.8 ± 1.8	0.9 ± 0.9	51.2 ± 8.0
	Non-LBOTE	366.0 ± 10.5	0.9	7.8 ± 4.4	17.9 ± 3.8	27.4 ± 4.5	26.3 ± 3.8	14.2 ± 2.8	5.5 ± 1.9	91.3 ± 4.5
Aust	*LBOTE*	401.0 ± 2.1	2.9	4.0 ± 0.5	10.0 ± 0.5	20.8 ± 0.6	26.3 ± 0.6	21.1 ± 0.7	14.8 ± 0.8	93.0 ± 0.6
	Non-LBOTE	396.8 ± 1.0	1.4	3.0 ± 0.2	10.8 ± 0.3	23.4 ± 0.3	28.3 ± 0.3	21.2 ± 0.3	12.0 ± 0.3	95.6 ± 0.2

Figure 3.N4: Achievement of Year 3 Students in Numeracy, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

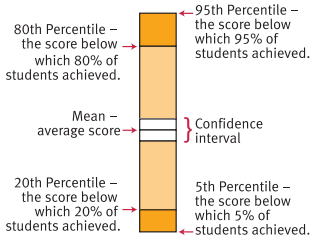
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.N5: Achievement of Year 3 Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	413.0 ± 2.0	0.9	1.9 ± 0.2	8.0 ± 0.4	19.6 ± 0.6	27.3 ± 0.5	24.0 ± 0.6	18.2 ± 0.9	97.1 ± 0.3
	Provincial	396.9 ± 2.1	0.8	3.1 ± 0.4	10.9 ± 0.7	23.3 ± 0.8	28.4 ± 0.8	21.8 ± 1.0	11.8 ± 0.7	96.1 ± 0.4
	Remote	372.1 ± 17.1	1.6	7.4 ± 4.3	17.7 ± 4.9	26.4 ± 5.9	24.7 ± 5.4	13.9 ± 4.7	8.3 ± 4.2	91.0 ± 5.1
	Very Remote	365.2 ± 21.5	0.9	8.8 ± 8.7	20.4 ± 12.3	26.9 ± 13.0	22.6 ± 8.5	13.1 ± 6.9	7.3 ± 7.7	90.3 ± 8.7
VIC	*Metro*	418.8 ± 1.7	2.7	0.8 ± 0.1	5.4 ± 0.3	17.9 ± 0.7	29.4 ± 0.7	26.0 ± 0.7	17.8 ± 0.8	96.4 ± 0.4
	Provincial	411.0 ± 2.1	2.4	1.0 ± 0.2	6.8 ± 0.6	20.6 ± 0.9	29.9 ± 0.9	24.6 ± 1.1	14.7 ± 1.0	96.6 ± 0.5
	Remote	427.4 ± 19.9	1.8	0.0 ± 0.0	4.4 ± 7.8	15.6 ± 13.5	28.0 ± 15.5	31.3 ± 16.5	18.9 ± 12.9	98.2 ± 3.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	373.2 ± 2.5	1.8	5.1 ± 0.5	16.3 ± 0.9	29.1 ± 0.7	26.8 ± 0.8	15.7 ± 0.9	5.3 ± 0.5	93.1 ± 0.6
	Provincial	362.7 ± 2.6	2.0	6.3 ± 0.7	19.7 ± 1.1	30.9 ± 1.0	25.2 ± 1.1	12.3 ± 0.9	3.5 ± 0.4	91.7 ± 0.8
	Remote	341.9 ± 11.3	1.6	14.6 ± 5.4	25.2 ± 3.6	27.1 ± 3.6	20.6 ± 3.4	8.5 ± 2.6	2.4 ± 1.4	83.8 ± 5.4
	Very Remote	307.8 ± 16.3	1.9	29.9 ± 8.7	27.1 ± 4.3	22.2 ± 5.2	13.0 ± 4.3	4.7 ± 2.1	1.2 ± 0.9	68.2 ± 8.9
WA	*Metro*	389.1 ± 2.7	1.1	3.1 ± 0.6	11.8 ± 1.0	26.0 ± 1.0	29.6 ± 0.8	20.2 ± 1.0	8.3 ± 0.8	95.8 ± 0.7
	Provincial	371.0 ± 4.1	0.8	5.3 ± 1.1	16.5 ± 1.9	30.2 ± 1.5	27.8 ± 1.8	14.8 ± 1.5	4.6 ± 0.7	93.9 ± 1.2
	Remote	363.9 ± 10.4	0.3	8.8 ± 3.0	19.8 ± 3.6	27.5 ± 3.4	24.1 ± 4.0	14.0 ± 3.3	5.6 ± 1.8	90.9 ± 3.0
	Very Remote	329.0 ± 16.2	0.7	24.0 ± 6.6	25.7 ± 4.8	20.3 ± 3.9	16.7 ± 4.1	8.9 ± 3.3	3.8 ± 2.2	75.3 ± 6.7
SA	*Metro*	392.9 ± 3.3	3.4	2.6 ± 0.5	10.8 ± 1.0	24.2 ± 1.1	29.3 ± 1.1	20.5 ± 1.2	9.2 ± 1.0	94.0 ± 1.1
	Provincial	380.9 ± 4.0	2.4	3.8 ± 0.9	14.0 ± 1.6	27.0 ± 2.0	29.2 ± 2.1	16.9 ± 1.7	6.6 ± 1.0	93.7 ± 1.2
	Remote	377.2 ± 10.8	3.1	4.1 ± 2.4	15.7 ± 5.0	26.2 ± 4.2	29.7 ± 4.7	15.3 ± 4.5	5.8 ± 2.8	92.8 ± 3.1
	Very Remote	336.0 ± 21.5	0.5	19.5 ± 11.4	23.4 ± 8.3	26.6 ± 9.2	17.4 ± 7.7	8.1 ± 4.0	4.4 ± 4.1	80.0 ± 11.3
Tas	*Metro*	407.0 ± 7.1	1.1	1.9 ± 0.8	9.1 ± 2.0	21.6 ± 2.6	27.9 ± 2.7	23.2 ± 2.7	15.3 ± 2.6	97.0 ± 0.9
	Provincial	394.9 ± 4.8	0.8	2.7 ± 0.7	10.9 ± 1.6	24.4 ± 2.0	29.9 ± 2.1	20.7 ± 1.9	10.6 ± 1.8	96.5 ± 0.8
	Remote	392.6 ± 15.2	0.0	3.6 ± 5.6	11.0 ± 8.6	23.8 ± 10.5	29.7 ± 15.3	20.0 ± 10.5	11.9 ± 8.5	96.4 ± 5.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	411.7 ± 5.0	2.1	1.5 ± 0.6	7.6 ± 1.5	19.2 ± 2.3	28.5 ± 1.7	25.3 ± 2.0	15.8 ± 2.1	96.4 ± 1.2
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	375.1 ± 7.7	2.5	4.0 ± 1.6	16.6 ± 3.1	28.4 ± 3.9	27.5 ± 4.1	15.4 ± 3.2	5.6 ± 2.0	93.5 ± 2.8
	Remote	352.9 ± 17.6	1.3	13.4 ± 6.8	19.0 ± 4.7	26.2 ± 4.9	22.8 ± 6.0	13.0 ± 3.9	4.3 ± 2.5	85.3 ± 6.8
	Very Remote	270.3 ± 21.6	0.4	55.1 ± 10.4	21.2 ± 4.1	11.3 ± 3.5	6.5 ± 3.7	3.6 ± 2.8	1.8 ± 1.8	44.5 ± 10.2
Aust	*Metro*	402.6 ± 1.2	1.8	2.5 ± 0.1	9.6 ± 0.3	22.1 ± 0.4	28.1 ± 0.3	22.2 ± 0.4	13.8 ± 0.4	95.8 ± 0.2
	Provincial	388.3 ± 1.5	1.6	3.6 ± 0.3	12.8 ± 0.5	25.4 ± 0.5	28.1 ± 0.5	19.1 ± 0.5	9.4 ± 0.4	94.8 ± 0.3
	Remote	360.0 ± 6.1	1.3	10.1 ± 2.2	20.1 ± 2.0	26.7 ± 1.7	23.9 ± 2.3	12.8 ± 1.8	5.1 ± 1.1	88.5 ± 2.2
	Very Remote	306.2 ± 10.7	1.0	34.6 ± 5.2	24.2 ± 2.6	18.7 ± 2.3	12.8 ± 2.3	6.1 ± 1.6	2.6 ± 0.9	64.4 ± 5.2

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.N6: Achievement of Year 3 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	358.1 ± 4.3	1.2	9.3 ± 1.7	20.9 ± 2.6	29.4 ± 2.6	23.7 ± 3.5	11.2 ± 1.8	4.2 ± 1.2	89.5 ± 1.7
	Provincial	346.6 ± 4.2	1.1	10.2 ± 1.9	25.5 ± 3.3	31.9 ± 3.1	20.4 ± 2.2	8.5 ± 2.2	2.3 ± 1.0	88.7 ± 2.0
	Remote	329.1 ± 18.4	3.2	15.9 ± 8.4	29.6 ± 8.7	29.4 ± 9.2	14.5 ± 7.3	5.5 ± 4.3	1.9 ± 2.3	80.9 ± 9.3
	Very Remote	323.0 ± 21.0	0.0	16.4 ± 13.6	36.8 ± 20.0	25.0 ± 14.4	17.3 ± 15.1	4.1 ± 6.0	0.5 ± 2.5	83.6 ± 13.6
Vic	*Metro*	382.9 ± 6.6	3.9	2.6 ± 2.0	12.6 ± 4.9	26.4 ± 6.0	30.8 ± 5.4	19.3 ± 5.1	4.4 ± 3.0	93.5 ± 3.1
	Provincial	371.9 ± 8.5	3.3	4.0 ± 2.8	16.5 ± 4.5	33.3 ± 5.0	24.1 ± 5.5	14.3 ± 4.9	4.5 ± 2.6	92.6 ± 3.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	330.1 ± 9.4	2.8	15.3 ± 3.3	31.0 ± 3.7	28.3 ± 2.8	15.5 ± 2.4	5.6 ± 2.6	1.5 ± 1.2	82.0 ± 3.4
	Provincial	321.7 ± 7.6	3.3	17.1 ± 4.7	32.9 ± 3.0	28.7 ± 4.1	14.2 ± 2.7	3.3 ± 1.2	0.7 ± 0.5	79.6 ± 4.5
	Remote	289.7 ± 14.9	2.5	37.6 ± 12.0	35.0 ± 8.5	17.1 ± 7.5	6.6 ± 4.4	1.1 ± 1.7	0.0 ± 0.0	59.8 ± 11.6
	Very Remote	271.0 ± 14.8	1.5	47.1 ± 9.8	32.5 ± 5.8	14.5 ± 5.5	4.0 ± 3.0	0.5 ± 0.8	0.0 ± 0.2	51.4 ± 10.0
WA	*Metro*	332.8 ± 6.2	1.2	15.0 ± 3.3	29.0 ± 3.9	29.0 ± 4.9	19.3 ± 3.8	5.5 ± 2.1	1.0 ± 1.0	83.8 ± 3.4
	Provincial	320.2 ± 7.9	0.9	18.5 ± 6.7	33.4 ± 8.0	30.6 ± 9.4	13.6 ± 5.2	2.4 ± 2.0	0.6 ± 1.0	80.7 ± 6.7
	Remote	310.4 ± 10.1	0.3	24.4 ± 7.8	35.5 ± 6.2	26.4 ± 6.8	9.4 ± 3.9	3.4 ± 2.8	0.5 ± 1.2	75.3 ± 7.8
	Very Remote	282.9 ± 11.3	1.1	40.5 ± 7.4	35.5 ± 5.6	15.2 ± 4.6	5.9 ± 3.1	1.6 ± 1.3	0.3 ± 0.6	58.5 ± 7.5
SA	*Metro*	343.1 ± 7.9	7.5	10.7 ± 5.8	23.7 ± 6.8	30.6 ± 5.7	18.6 ± 4.5	7.4 ± 3.0	1.4 ± 1.6	81.7 ± 6.5
	Provincial	324.5 ± 9.8	3.8	17.6 ± 6.2	32.3 ± 6.8	26.3 ± 7.4	14.9 ± 5.7	4.5 ± 4.1	0.5 ± 1.0	78.6 ± 6.5
	Remote	334.8 ± 27.6	2.7	14.6 ± 15.4	32.4 ± 27.7	22.2 ± 16.5	20.0 ± 20.7	5.9 ± 11.1	2.2 ± 5.8	82.7 ± 16.3
	Very Remote	296.7 ± 28.4	0.0	31.8 ± 22.3	33.5 ± 14.3	23.8 ± 14.3	10.5 ± 8.3	0.5 ± 2.9	0.0 ± 0.0	68.3 ± 22.3
Tas	*Metro*	377.1 ± 13.3	1.3	4.0 ± 5.3	16.6 ± 6.5	28.6 ± 8.7	28.3 ± 9.5	14.3 ± 7.2	6.9 ± 5.1	94.7 ± 5.4
	Provincial	378.4 ± 10.6	0.4	5.1 ± 3.0	15.0 ± 5.0	27.6 ± 6.3	27.7 ± 5.7	17.7 ± 5.4	6.5 ± 4.2	94.6 ± 3.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	358.3 ± 15.3	1.9	8.2 ± 8.4	21.4 ± 11.9	28.0 ± 13.8	28.5 ± 10.7	8.3 ± 5.7	3.7 ± 5.2	89.9 ± 8.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	332.4 ± 8.2	2.9	10.4 ± 4.3	33.5 ± 8.1	32.4 ± 5.9	15.7 ± 4.8	3.9 ± 2.8	1.1 ± 1.8	86.7 ± 5.0
	Remote	299.6 ± 17.1	1.9	29.9 ± 11.2	29.9 ± 7.5	25.9 ± 7.7	10.0 ± 4.9	1.9 ± 1.6	0.6 ± 1.3	68.3 ± 10.9
	Very Remote	247.2 ± 10.7	0.1	64.9 ± 7.0	23.2 ± 4.9	9.3 ± 3.4	2.3 ± 1.2	0.2 ± 0.4	0.0 ± 0.0	35.0 ± 7.0
Aust	*Metro*	345.7 ± 4.1	2.4	11.7 ± 1.6	25.2 ± 1.7	28.7 ± 1.5	20.5 ± 1.6	8.7 ± 1.3	2.7 ± 0.7	85.9 ± 1.6
	Provincial	339.2 ± 3.4	2.1	12.5 ± 1.7	27.8 ± 2.1	30.5 ± 1.9	18.2 ± 1.7	7.0 ± 1.3	2.0 ± 0.6	85.5 ± 1.7
	Remote	305.7 ± 8.1	1.8	27.8 ± 5.6	32.9 ± 3.9	24.0 ± 3.9	10.0 ± 2.5	2.8 ± 1.4	0.6 ± 0.7	70.4 ± 5.5
	Very Remote	265.9 ± 7.9	0.7	51.8 ± 5.2	29.3 ± 3.4	13.1 ± 2.4	4.3 ± 1.5	0.7 ± 0.4	0.1 ± 0.2	47.5 ± 5.2

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.N7: Achievement of Year 3 Students in Numeracy, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	425.1 ± 1.3	1.5	1.0 ± 0.1	4.7 ± 0.3	16.0 ± 0.6	28.0 ± 0.5	28.2 ± 0.6	20.7 ± 0.7	97.6 ± 0.2
Advanced diploma/ diploma	398.9 ± 1.3	1.6	2.0 ± 0.3	9.5 ± 0.5	23.5 ± 0.9	30.4 ± 1.2	22.0 ± 0.9	11.0 ± 0.6	96.4 ± 0.3
Cert I to IV	383.0 ± 1.1	1.8	3.6 ± 0.3	13.3 ± 0.5	27.5 ± 0.7	29.3 ± 0.6	17.6 ± 0.5	7.0 ± 0.3	94.6 ± 0.3
Year 12 or equivalent	385.7 ± 1.6	2.1	3.5 ± 0.3	12.9 ± 0.7	26.4 ± 0.8	28.7 ± 1.0	18.3 ± 0.7	8.1 ± 0.6	94.4 ± 0.4
Year 11 or equivalent or below	360.8 ± 1.5	3.9	7.4 ± 0.5	20.0 ± 0.7	29.4 ± 0.7	23.7 ± 0.6	11.5 ± 0.5	4.0 ± 0.3	88.7 ± 0.6
Not stated	399.9 ± 1.4	1.3	3.4 ± 0.3	10.1 ± 0.3	22.0 ± 0.4	27.5 ± 0.3	21.9 ± 0.5	13.8 ± 0.5	95.3 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 3 students with parental education 'not stated' is 45%.

Table 3.N8: Achievement of Year 3 Students in Numeracy, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Senior management and qualified professionals	421.4 ± 1.4	1.1	1.1 ± 0.1	5.4 ± 0.3	17.1 ± 0.5	28.5 ± 0.7	27.4 ± 0.8	19.4 ± 0.7	97.9 ± 0.2
Other business managers and associate professionals	403.6 ± 1.1	1.4	1.7 ± 0.2	8.2 ± 0.4	22.4 ± 0.7	30.5 ± 0.8	23.4 ± 0.5	12.3 ± 0.5	96.8 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	386.5 ± 1.2	1.6	3.0 ± 0.2	12.4 ± 0.5	27.0 ± 0.7	29.8 ± 0.6	18.3 ± 0.5	7.8 ± 0.4	95.4 ± 0.3
Machine operators, hospitality staff, assistants, labourers	373.9 ± 1.7	3.0	5.3 ± 0.4	16.7 ± 0.7	27.8 ± 0.7	26.1 ± 0.7	14.7 ± 0.6	6.4 ± 0.5	91.7 ± 0.5
Not in paid work in the previous 12 months	360.5 ± 2.0	6.8	8.2 ± 0.8	20.0 ± 1.1	27.3 ± 1.1	21.4 ± 1.0	11.3 ± 0.8	4.9 ± 0.5	85.0 ± 1.0
Not stated	398.2 ± 1.4	1.3	3.6 ± 0.3	10.6 ± 0.3	22.4 ± 0.4	27.3 ± 0.3	21.4 ± 0.4	13.4 ± 0.5	95.1 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 3 students with parental occupation 'not stated' is 47%.

Table 3.A1: Year 3 Student Participation in Assessment, by State and Territory, 2008.

State/Territory Average Age/ Years of Schooling		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW 8yrs 7mths 3yrs 4mths	*Number participated* *Participation rate (%)*	85682 97.2	85684 97.2	85778 97.3	85778 97.3	85364 96.9
VIC 8yrs 9mths 3yrs 4mths	*Number participated* *Participation rate (%)*	62230 96.0	62071 95.7	62209 96.0	62209 96.0	62133 95.8
Qld 8yrs 1mth 2yrs 4mths	*Number participated* *Participation rate (%)*	55770 97.6	55671 97.4	55861 97.7	55861 97.7	55507 97.1
WA 8yrs 5mths 3yrs 4mths	*Number participated* *Participation rate (%)*	26635 95.2	26668 95.3	26697 95.4	26697 95.4	26591 95.1
SA 8yrs 7mths 3yrs 4mths	*Number participated* *Participation rate (%)*	18717 96.9	18607 96.3	18734 97.0	18734 97.0	18698 96.8
Tas 8yrs 11mths 3yrs 4mths	*Number participated* *Participation rate (%)*	6377 96.8	6380 96.8	6385 96.9	6385 96.9	6356 96.5
ACT 8yrs 8mths 3yrs 4mths	*Number participated* *Participation rate (%)*	4174 95.6	4168 95.5	4175 95.6	4175 95.6	4148 95.0
NT 8yrs 6mths 3yrs 4mths	*Number participated* *Participation rate (%)*	2787 82.7	2761 81.9	2773 82.3	2773 82.3	2800 83.1
Aust 8yrs 6mths 3yrs 1mth	*Number participated* *Participation rate (%)*	262372 96.6	262010 96.4	262612 96.6	262612 96.6	261597 96.3

Notes:

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 3 students reported by schools which includes those absent and withdrawn.

The *Spelling* and *Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

The average age and years of schooling are determined as at the time of testing.

Table 3.A2: Year 3 Indigenous Student Participation in Assessment, by State and Territory, 2008.

State/Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	*Number participated*	3432	3437	3440	3440	3384
	Participation rate (%)	93.6	93.7	93.8	93.8	92.3
VIC	*Number participated*	699	700	705	705	694
	Participation rate (%)	89.7	89.9	90.5	90.5	89.1
Qld	*Number participated*	3921	3887	3928	3928	3859
	Participation rate (%)	95.0	94.2	95.2	95.2	93.5
WA	*Number participated*	1635	1656	1658	1658	1625
	Participation rate (%)	84.6	85.7	85.8	85.8	84.1
SA	*Number participated*	666	650	675	675	674
	Participation rate (%)	95.6	93.3	96.8	96.8	96.7
Tas	*Number participated*	430	430	435	435	425
	Participation rate (%)	96.6	96.6	97.8	97.8	95.5
ACT	*Number participated*	96	95	95	95	94
	Participation rate (%)	89.7	88.8	88.8	88.8	87.9
NT	*Number participated*	1016	1004	1010	1010	1027
	Participation rate (%)	71.0	70.2	70.6	70.6	71.8
Aust	*Number participated*	11895	11859	11946	11946	11782
	Participation rate (%)	90.2	89.9	90.6	90.6	89.4

Notes:

Participation rates are calculated on the basis of all assessed and exempt Indigenous students as a percentage of the total number of Year 3 Indigenous students reported by schools which includes those absent and withdrawn.

The *Spelling* and *Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 3.A3: Percentage of Year 3 Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	3	3	3	3	3
	Assessed	96	96	96	96	96
Vic	*Exempt*	3	3	3	3	3
	Absent/Withdrawn	4	4	4	4	4
	Assessed	93	93	93	93	93
Qld	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	2	3	2	2	3
	Assessed	96	95	96	96	95
WA	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	5	5	5	5	5
	Assessed	94	94	94	94	94
SA	*Exempt*	3	3	3	3	3
	Absent/Withdrawn	3	4	3	3	3
	Assessed	94	93	94	94	94
Tas	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	3	3	3	3	4
	Assessed	96	96	96	96	96
ACT	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	4	5	4	4	5
	Assessed	94	93	93	93	93
NT	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	17	18	18	18	17
	Assessed	81	80	81	81	81
Aust	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	3	4	3	3	4
	Assessed	95	95	95	95	95

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling* and *Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 3.A4: Percentage of Year 3 Indigenous Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	6	6	6	6	8
	Assessed	92	92	92	92	91
Vic	*Exempt*	4	4	4	4	4
	Absent/Withdrawn	10	10	9	9	11
	Assessed	86	86	87	87	85
Qld	*Exempt*	3	3	3	3	3
	Absent/Withdrawn	5	6	5	5	6
	Assessed	92	91	93	93	91
WA	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	15	14	14	14	16
	Assessed	84	85	85	85	83
SA	*Exempt*	5	5	5	5	5
	Absent/Withdrawn	4	7	3	3	3
	Assessed	90	88	92	92	92
Tas	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	3	3	2	2	4
	Assessed	96	96	97	97	95
ACT	*Exempt*	1	1	1	1	2
	Absent/Withdrawn	10	11	11	11	12
	Assessed	89	88	88	88	86
NT	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	29	30	29	29	28
	Assessed	70	69	70	70	71
Aust	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	10	10	9	9	11
	Assessed	88	88	89	89	87

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling* and *Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 3.A5: Percentage of Year 3 LBOTE Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Exempt*	2	2	2	2	1
	Absent/Withdrawn	3	2	2	2	3
	Assessed	96	96	96	96	96
Vic	*Exempt*	4	4	4	4	4
	Absent/Withdrawn	4	5	4	4	4
	Assessed	92	92	92	92	92
Qld	*Exempt*	5	5	5	5	5
	Absent/Withdrawn	3	3	3	3	4
	Assessed	92	91	92	92	91
WA	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	5	5	5	5	5
	Assessed	93	93	93	93	93
SA	*Exempt*	8	8	8	8	8
	Absent/Withdrawn	1	2	1	1	2
	Assessed	91	91	91	91	91
Tas	*Exempt*	7	7	7	7	7
	Absent/Withdrawn	3	3	4	4	4
	Assessed	90	89	89	89	89
ACT	*Exempt*	6	7	7	7	6
	Absent/Withdrawn	5	5	5	5	5
	Assessed	89	88	88	88	88
NT	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	21	22	21	21	21
	Assessed	77	76	76	76	77
Aust	*Exempt*	3	3	3	3	3
	Absent/Withdrawn	4	4	4	4	4
	Assessed	93	93	93	93	93

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling* and *Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 3.A6: Year 3 Indigenous and LBOTE students as proportions of Year 3 students by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Indigenous*	4	4	4	4	4
	LBOTE	30	30	30	30	30
Vic	*Indigenous*	1	1	1	1	1
	LBOTE	25	25	25	25	25
Qld	*Indigenous*	7	7	7	7	7
	LBOTE	9	9	9	9	9
WA	*Indigenous*	6	6	6	6	6
	LBOTE	14	14	14	14	14
SA	*Indigenous*	3	3	3	3	3
	LBOTE	10	10	10	10	10
Tas	*Indigenous*	7	7	7	7	6
	LBOTE	3	3	3	3	3
ACT	*Indigenous*	2	2	2	2	2
	LBOTE	9	9	9	9	9
NT	*Indigenous*	30	30	30	30	30
	LBOTE	22	21	22	22	22
Aust	*Indigenous*	4	4	4	4	4
	LBOTE	20	20	20	20	20

Notes:

Proportions are calculated on the basis of all assessed and exempt Indigenous or LBOTE students as a percentage of the total number of Year 3 students reported by schools which includes those absent and withdrawn.

The *Spelling* and *Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Year 3

Overall National and Jurisdiction Results

Tables 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1 show the percentage of Year 3 students estimated to be in achievement bands 1 to 6 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall. Tables 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1 also give the mean scores and the participation rates. Figures 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall.

The percentage of students located in each band represents assessed students. This includes students who sat the test and students who were formally exempt from participating. Exempt students are deemed as being below the national minimum standard. Exempt students have not been included in the computation of the means or standard deviations and they are not included in Figures 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1.

For each domain, in excess of 90 per cent of Australian students are estimated to be working at or above the national minimum standard, with more than 95 per cent of students attaining this standard in Writing and Numeracy. The results for the Northern Territory differ markedly from those for other jurisdictions, with 60 per cent of students estimated to be working at or above the national minimum standard for Grammar and Punctuation through to 77 per cent of students estimated to be working at or above the national minimum standard for Numeracy. The Northern Territory is also distinctive in that the achievement distribution has a considerably larger variance than do the distributions for the other jurisdictions.

In general terms, it appears that more students are working at or above the national minimum standard in Writing and Numeracy than for Reading, Spelling and Grammar and Punctuation.

Sex

Tables 3.R2, 3.W2, 3.S2, 3.G2 and 3.N2 show the percentage of Year 3 male and female students estimated to be in achievement bands 1 to 6 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall.

In every jurisdiction and every domain, the percentage of students estimated to be working at or above the national minimum standard is greater for females than it is for males. The differences are largest for Spelling and Grammar and Punctuation (4.5 percentage points for Australia overall), and smallest for Numeracy (0.9 percentage points for Australia overall). The magnitude of the differences is not consistent across jurisdictions. With the exception of Writing, the smallest differences are in Tasmania, and on average the largest differences are in the Northern Territory, Queensland, Western Australia and the Australian Capital Territory.

The greater number of female students than male students working at or above the national minimum standard in Numeracy can be accounted for by the different numbers of male and female students who are deemed to be below the minimum standard due to their exempt status. Across Australia, the exemption rate for male students is about 1 percentage point higher than the exemption rate for female students. In Numeracy, this accounts for the gender difference in the percentages estimated to be working at or above the national minimum standard. For the other domains it accounts for about one-quarter of the gender difference in percentages estimated to be working at or above the national minimum standard.

The mean scores, which do not include exempt students, show that the Numeracy means are higher for male students in every jurisdiction, whereas for all other areas the mean scores of the female students exceed those of the male students. As with the percentages estimated to be working at or above the national minimum standard, the gender differences in the means are smallest for Tasmania and are largest for Western Australia, the Northern Territory, South Australia, Queensland, and the Australian Capital Territory.

Indigenous

Tables 3.R3, 3.W3, 3.S3, 3.G3 and 3.N3 show the percentage of Year 3 Indigenous and non-Indigenous students estimated to be in achievement bands 1 to 6 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are

provided for each jurisdiction and for Australia overall.

The percentage of students estimated to be working at or above the national minimum standard is markedly lower for Indigenous students than non-Indigenous students in all jurisdictions. Similarly, the mean score for Indigenous students is substantially lower than that of non-Indigenous students.

Language background other than English (LBOTE)

Tables 3.R4, 3.W4, 3.S4, 3.G4 and 3.N4 show the percentage of Year 3 LBOTE and non-LBOTE students estimated to be in achievement bands 1 to 6 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall.

With the exception of Spelling in New South Wales and Western Australia, LBOTE students are less likely to be working at or above the national minimum standard. The difference does, however, vary across jurisdictions and domains. The smallest differences are in Victoria and New South Wales, whilst the largest differences are in the Northern Territory and Queensland. It should be noted, however, that many Indigenous students in remote communities in the Northern Territory are also considered to be LBOTE students. This is also true, but to a lesser extent, for Queensland, South Australia and Western Australia.

The differences between LBOTE and non-LBOTE students estimated to be working at or above the national minimum standard are largely accounted for by the greater exemption rate for LBOTE students, typically about 2 percentage points.

The mean score of LBOTE students in Australia exceeds the mean score of non-LBOTE students for Writing, Spelling and Numeracy. This is most clearly the case for Spelling, where LBOTE students' achievement is higher than non-LBOTE students in all jurisdictions, with the exception of Northern Territory.

Also noteworthy is the large difference in the exemptions in Tasmania and South Australia. Both of these jurisdictions, however, have relatively smaller numbers of LBOTE students compared to other jurisdictions.

Geolocation

Tables 3.R5, 3.W5, 3.S5, 3.G5 and 3.N5 show the percentage of Year 3 students, by geographic location, estimated to be in achievement bands 1 to 6 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall. Tables 3.R6, 3.W6, 3.S6, 3.G6 and 3.N6 show the corresponding information for Indigenous students only.

Across Australia, Year 3 students in metropolitan areas are estimated to be working at or above the national minimum standard at slightly higher rates than students in provincial and remote areas. Similarly, the mean scores for students in metropolitan areas are higher than those for students in provincial areas, which are in turn higher than for those in remote areas. Students in very remote areas have the lowest means and the fewest students estimated to be working at or above the national minimum standards. These results hold for each of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, and for all jurisdictions, with the exception of Victoria. As the proportion of remote students in Victoria is small, the observation may be unique to this state.

The achievement patterns by geographic location are similar for Indigenous students and for all students.

Student Achievement and Parental Education and Parental Occupation

Tables 3.R7, 3.W7, 3.S7, 3.G7, 3.N7, 3.R8, 3.W8, 3.S8, 3.G8 and 3.N8 illustrate the relationships between parental occupation and parental education, and student achievement. For each domain, mean scores are higher for students whose parents have higher levels of education. The relationships between the mean scores of students with parents from different occupation categories are consistent with those found in previous research and statewide assessments.

It is important to note that these results are indicative only, as parental education and occupation data were only available for 50-60 per cent of students nationally, as noted in the table footnotes.

In terms of estimated percentages of students working at or above the national minimum standard, the differences

can be quite large. Students whose parents have a degree are between 8 (Writing) and 17 (Grammar and Punctuation) per cent more likely to be at or above the national minimum standard than students whose parents have a Year 11 equivalent or below. Similarly, students whose parents are from the occupational category *Senior management and qualified professionals* are between 13 (Writing) and 23 (Grammar and Punctuation) per cent more likely to be at or above the national minimum standard than students whose parents have not been in paid employment for the past 12 months.

Participation

Tables 3.A1 to 3.A6 describe the participating populations and the rates of exemptions and absences by jurisdiction.

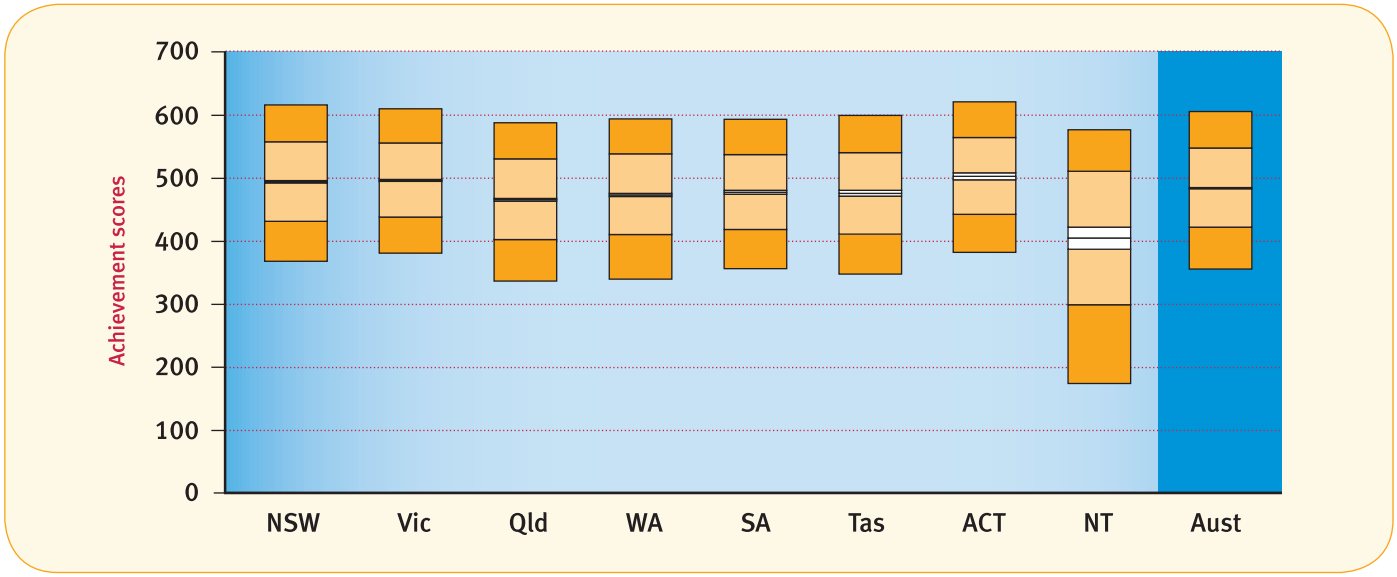
NAPLAN Year 5

NAPLAN Year 5

Table 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*10yrs 7mths* *5yrs 4mths*	494.7 ± 1.9 74.9	97.5	0.8	5.7 ± 0.4	12.1 ± 0.4	22.9 ± 0.5	26.5 ± 0.5	20.1 ± 0.5	12.0 ± 0.7	93.5 ± 0.4
VIC	*10yrs 9mths* *5yrs 4mths*	496.7 ± 1.6 69.3	96.3	2.4	3.9 ± 0.3	11.2 ± 0.5	23.7 ± 0.5	27.6 ± 0.5	20.6 ± 0.6	10.6 ± 0.5	93.7 ± 0.3
Qld	*10yrs 1mth* *4yrs 4mths*	466.1 ± 2.3 77.5	97.8	1.6	11.5 ± 0.7	17.2 ± 0.6	25.3 ± 0.6	24.3 ± 0.6	14.3 ± 0.6	5.8 ± 0.4	86.9 ± 0.7
WA	*10yrs 4mths* *5yrs 4mths*	473.6 ± 2.8 77.2	95.6	0.8	10.1 ± 0.8	15.3 ± 0.7	24.7 ± 0.7	25.7 ± 0.7	16.4 ± 0.8	7.0 ± 0.6	89.1 ± 0.9
SA	*10yrs 7mths* *5yrs 4mths*	477.9 ± 3.0 71.3	97.1	2.6	7.4 ± 0.8	14.7 ± 0.9	26.0 ± 1.1	26.5 ± 0.9	16.0 ± 1.0	6.7 ± 0.7	89.9 ± 1.1
Tas	*10yrs 11mths* *5yrs 4mths*	476.4 ± 4.9 75.8	96.8	1.0	9.4 ± 1.3	15.5 ± 1.5	24.4 ± 1.4	25.4 ± 1.5	16.5 ± 1.6	7.8 ± 1.2	89.7 ± 1.4
ACT	*10yrs 8mths* *5yrs 4mths*	503.3 ± 5.6 72.2	96.4	1.4	3.8 ± 0.9	10.0 ± 1.4	21.5 ± 2.2	28.0 ± 1.5	21.6 ± 2.1	13.8 ± 2.1	94.8 ± 1.2
NT	*10yrs 6mths* *5yrs 4mths*	405.1 ± 18.0 123.3	84.9	1.4	36.1 ± 6.6	13.6 ± 1.9	17.3 ± 2.3	17.4 ± 2.5	10.0 ± 1.8	4.3 ± 1.2	62.5 ± 6.6
Aust	*10yrs 6mths* *5yrs 1mth*	484.4 ± 1.1 76.5	96.8	1.5	7.5 ± 0.2	13.5 ± 0.2	23.9 ± 0.3	26.1 ± 0.3	18.1 ± 0.3	9.3 ± 0.3	91.0 ± 0.3

Figure 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

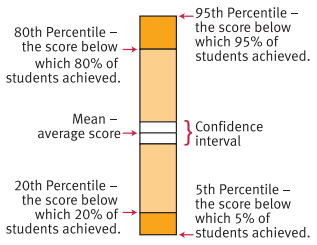
Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 5 students reported by schools which includes those absent and withdrawn.

Reading the graph

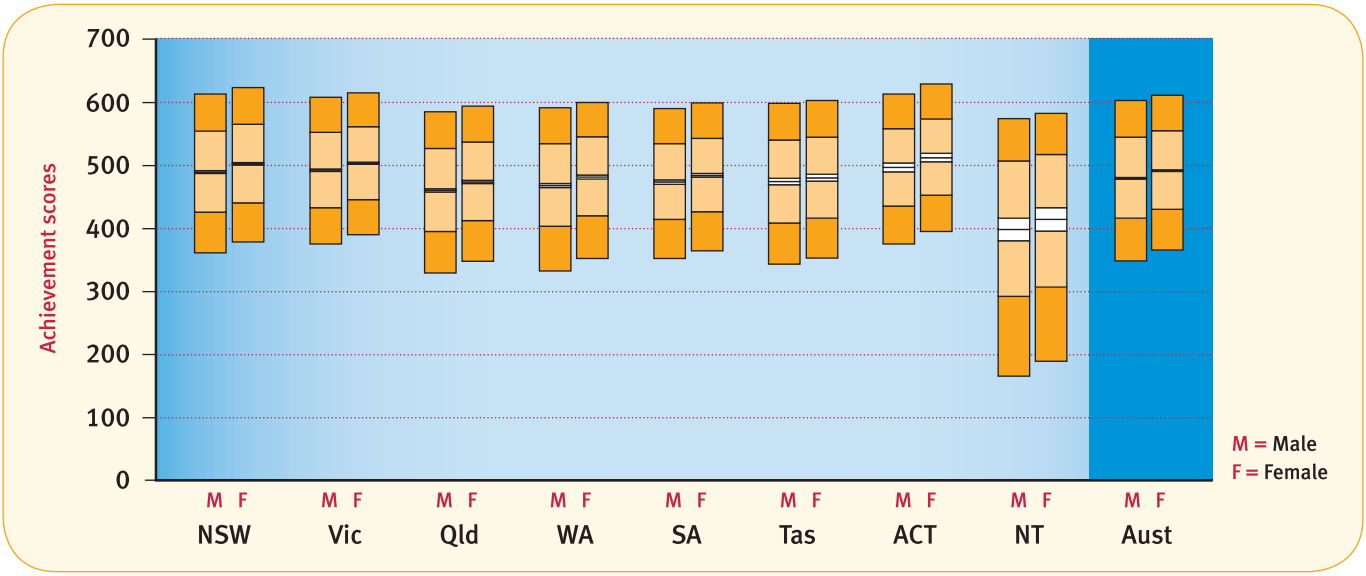


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Male*	488.3 ± 2.1	0.9	6.9 ± 0.5	13.4 ± 0.5	23.6 ± 0.6	25.8 ± 0.7	18.6 ± 0.6	10.7 ± 0.7	92.1 ± 0.5
	Female	501.3 ± 2.0	0.6	4.4 ± 0.3	10.8 ± 0.5	22.1 ± 0.6	27.1 ± 0.6	21.5 ± 0.7	13.4 ± 0.8	95.0 ± 0.4
VIC	*Male*	491.3 ± 1.8	3.1	4.7 ± 0.4	12.4 ± 0.6	24.5 ± 0.7	26.8 ± 0.6	19.1 ± 0.6	9.4 ± 0.6	92.2 ± 0.5
	Female	502.3 ± 1.7	1.7	3.0 ± 0.3	9.9 ± 0.5	22.8 ± 0.7	28.5 ± 0.7	22.2 ± 0.8	11.8 ± 0.7	95.2 ± 0.4
Qld	*Male*	459.6 ± 2.5	2.1	13.6 ± 0.8	18.2 ± 0.7	25.0 ± 0.7	23.2 ± 0.8	12.8 ± 0.7	5.1 ± 0.4	84.3 ± 0.9
	Female	472.7 ± 2.5	1.1	9.3 ± 0.7	16.2 ± 0.7	25.7 ± 0.7	25.4 ± 0.7	15.7 ± 0.7	6.6 ± 0.5	89.6 ± 0.7
WA	*Male*	467.2 ± 3.0	0.9	11.9 ± 1.0	16.3 ± 0.8	25.0 ± 1.0	24.8 ± 1.0	14.9 ± 0.9	6.2 ± 0.6	87.1 ± 1.0
	Female	480.5 ± 3.0	0.7	8.2 ± 0.9	14.3 ± 1.0	24.2 ± 1.1	26.7 ± 1.1	18.0 ± 1.0	7.9 ± 0.8	91.1 ± 0.9
SA	*Male*	472.5 ± 3.5	3.3	8.5 ± 1.0	16.0 ± 1.1	26.5 ± 1.3	25.0 ± 1.1	15.0 ± 1.3	5.7 ± 0.8	88.2 ± 1.4
	Female	483.2 ± 3.1	1.9	6.4 ± 0.9	13.5 ± 1.1	25.4 ± 1.5	28.1 ± 1.1	17.0 ± 1.2	7.7 ± 0.9	91.7 ± 1.1
Tas	*Male*	473.4 ± 5.1	1.0	10.4 ± 1.8	15.9 ± 1.7	24.4 ± 2.0	25.2 ± 2.0	15.8 ± 1.8	7.4 ± 1.4	88.7 ± 1.9
	Female	479.5 ± 5.5	1.0	8.3 ± 1.5	15.2 ± 1.8	24.4 ± 1.8	25.5 ± 1.8	17.3 ± 2.0	8.3 ± 1.6	90.7 ± 1.5
ACT	*Male*	495.5 ± 7.0	1.7	4.8 ± 1.3	11.8 ± 2.0	22.5 ± 2.7	27.4 ± 2.1	20.5 ± 2.6	11.3 ± 2.3	93.5 ± 1.7
	Female	511.2 ± 6.7	1.2	2.8 ± 0.8	8.2 ± 1.8	20.4 ± 2.7	28.5 ± 2.2	22.7 ± 2.6	16.2 ± 2.8	96.0 ± 1.2
NT	*Male*	397.6 ± 17.8	1.4	38.4 ± 6.4	14.1 ± 2.6	16.9 ± 2.8	16.2 ± 2.7	9.1 ± 2.0	3.9 ± 1.3	60.2 ± 6.4
	Female	413.6 ± 18.7	1.5	33.4 ± 7.0	13.0 ± 2.5	17.6 ± 2.8	18.8 ± 3.1	10.9 ± 2.2	4.8 ± 1.5	65.1 ± 7.0
Aust	*Male*	478.4 ± 1.2	1.9	8.8 ± 0.3	14.7 ± 0.3	24.4 ± 0.3	25.2 ± 0.3	16.7 ± 0.3	8.2 ± 0.3	89.3 ± 0.3
	Female	490.7 ± 1.1	1.1	6.1 ± 0.2	12.3 ± 0.3	23.5 ± 0.3	27.0 ± 0.4	19.6 ± 0.4	10.4 ± 0.4	92.8 ± 0.3

Figure 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

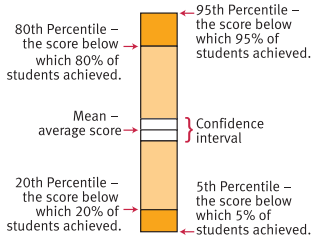
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

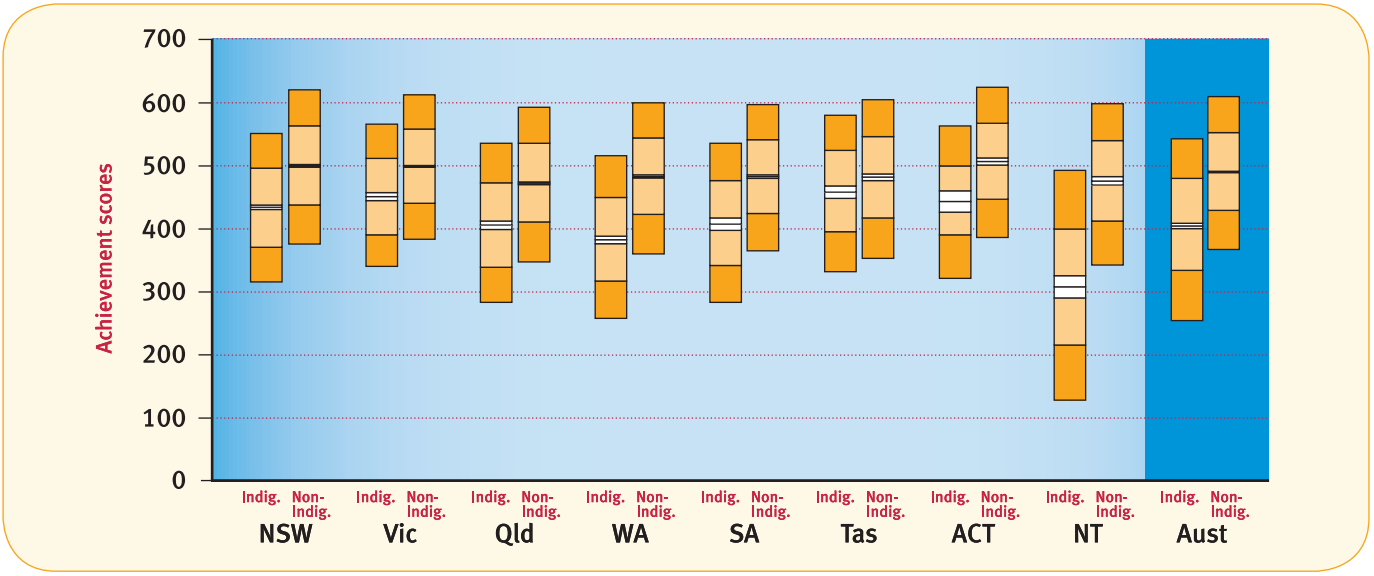


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.R3: Achievement of Year 5 Students in Reading, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Indigenous*	432.8 ± 3.5	1.0	21.4 ± 2.0	23.8 ± 1.9	27.0 ± 1.6	18.2 ± 1.4	7.0 ± 1.3	1.6 ± 0.5	77.6 ± 2.0
	Non-Indigenous	497.4 ± 1.8	0.7	5.0 ± 0.3	11.6 ± 0.4	22.8 ± 0.5	26.9 ± 0.6	20.6 ± 0.5	12.4 ± 0.7	94.4 ± 0.3
VIC	*Indigenous*	449.7 ± 6.3	3.6	13.4 ± 3.1	23.3 ± 4.6	27.3 ± 3.7	19.5 ± 4.0	10.2 ± 3.2	2.6 ± 1.2	83.0 ± 3.3
	Non-Indigenous	497.3 ± 1.6	2.2	3.8 ± 0.3	11.0 ± 0.5	23.7 ± 0.5	27.8 ± 0.5	20.8 ± 0.6	10.7 ± 0.5	94.0 ± 0.4
Qld	*Indigenous*	404.4 ± 6.4	2.0	35.1 ± 3.3	24.9 ± 1.9	20.6 ± 2.0	12.1 ± 1.6	4.3 ± 1.0	1.1 ± 0.5	62.9 ± 3.2
	Non-Indigenous	470.9 ± 2.2	1.6	9.6 ± 0.5	16.6 ± 0.6	25.7 ± 0.6	25.2 ± 0.6	15.0 ± 0.6	6.2 ± 0.4	88.8 ± 0.6
WA	*Indigenous*	381.3 ± 5.8	1.0	47.2 ± 3.4	24.1 ± 2.8	16.3 ± 2.7	7.9 ± 2.0	2.8 ± 1.0	0.7 ± 0.5	51.8 ± 3.4
	Non-Indigenous	481.4 ± 2.4	0.7	7.1 ± 0.6	14.5 ± 0.7	25.3 ± 0.7	27.2 ± 0.7	17.6 ± 0.8	7.6 ± 0.6	92.2 ± 0.6
SA	*Indigenous*	405.9 ± 9.8	5.4	34.0 ± 6.0	22.8 ± 4.7	19.7 ± 3.9	12.7 ± 4.2	4.7 ± 2.5	0.7 ± 0.8	60.6 ± 5.9
	Non-Indigenous	481.0 ± 2.8	2.3	6.4 ± 0.7	14.3 ± 0.9	26.2 ± 1.1	27.2 ± 0.9	16.6 ± 1.1	7.0 ± 0.8	91.3 ± 1.0
Tas	*Indigenous*	456.6 ± 9.8	1.4	14.1 ± 4.4	18.4 ± 5.2	27.1 ± 4.9	22.0 ± 5.6	12.7 ± 4.1	4.2 ± 2.3	84.5 ± 4.5
	Non-Indigenous	480.1 ± 4.9	0.9	8.4 ± 1.2	15.0 ± 1.4	24.1 ± 1.7	26.0 ± 1.7	17.2 ± 1.6	8.5 ± 1.4	90.7 ± 1.3
ACT	*Indigenous*	441.9 ± 16.7	4.8	14.1 ± 7.7	23.8 ± 11.3	30.1 ± 10.7	18.5 ± 8.2	6.1 ± 5.4	2.7 ± 3.8	81.1 ± 8.0
	Non-Indigenous	504.9 ± 5.5	1.3	3.5 ± 0.8	9.6 ± 1.3	21.2 ± 2.1	28.3 ± 1.5	22.0 ± 2.1	14.1 ± 2.1	95.2 ± 1.1
NT	*Indigenous*	307.3 ± 17.7	1.1	73.1 ± 5.9	11.5 ± 2.8	7.9 ± 2.4	4.6 ± 1.6	1.6 ± 0.9	0.2 ± 0.2	25.8 ± 5.7
	Non-Indigenous	474.5 ± 6.9	1.2	10.0 ± 2.2	15.4 ± 2.7	24.0 ± 2.4	26.3 ± 2.4	16.0 ± 2.1	7.2 ± 1.8	88.9 ± 2.5
Aust	*Indigenous*	403.4 ± 4.1	1.7	34.8 ± 1.8	22.6 ± 1.1	21.1 ± 1.1	13.3 ± 1.0	5.2 ± 0.5	1.3 ± 0.3	63.4 ± 1.8
	Non-Indigenous	488.7 ± 1.0	1.4	6.0 ± 0.2	13.0 ± 0.2	24.1 ± 0.3	26.8 ± 0.3	18.9 ± 0.3	9.7 ± 0.3	92.6 ± 0.2

Figure 5.R3: Achievement of Year 5 Students in Reading, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

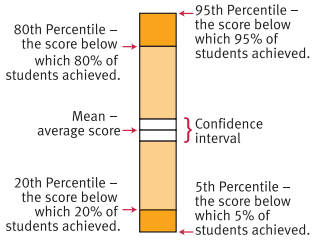
Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

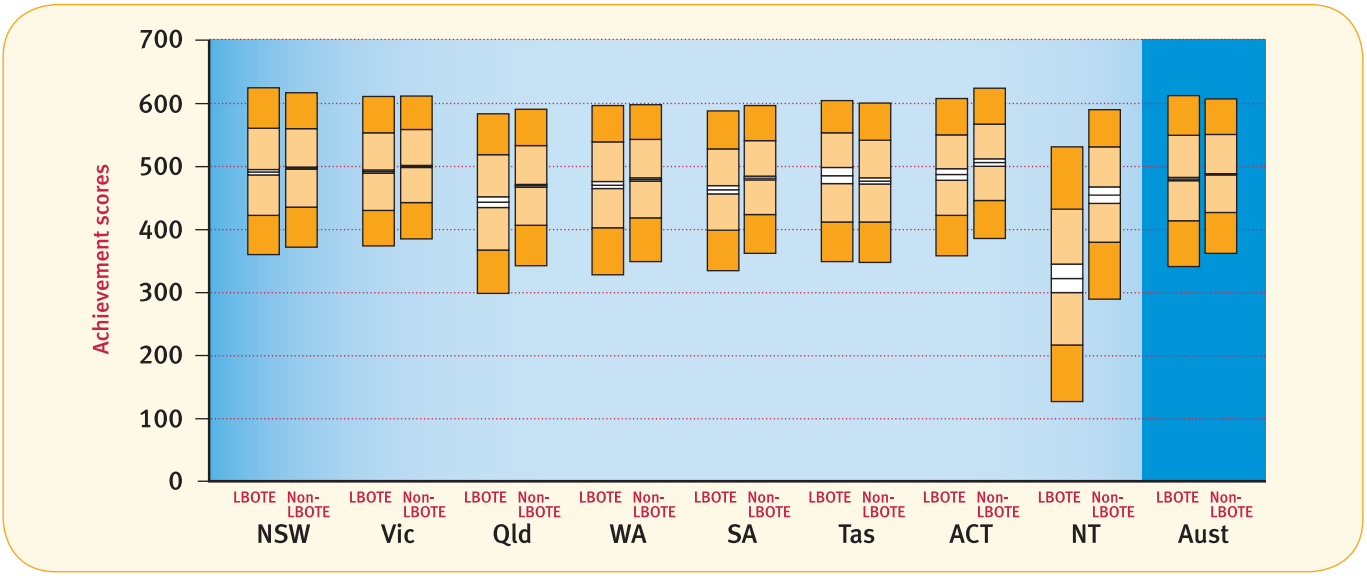


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.R4: Achievement of Year 5 Students in Reading, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*LBOTE*	489.9 ± 4.3	1.5	7.3 ± 0.8	14.2 ± 1.1	22.9 ± 1.0	23.6 ± 1.0	17.7 ± 1.1	12.8 ± 1.6	91.2 ± 0.9
	Non-LBOTE	496.1 ± 1.8	0.5	5.3 ± 0.3	11.6 ± 0.5	22.9 ± 0.5	27.2 ± 0.6	20.7 ± 0.5	11.9 ± 0.6	94.2 ± 0.4
VIC	*LBOTE*	490.6 ± 2.7	3.2	4.9 ± 0.5	13.2 ± 0.9	24.6 ± 1.0	25.6 ± 0.8	18.6 ± 0.8	10.0 ± 0.8	91.9 ± 0.7
	Non-LBOTE	498.8 ± 1.6	2.2	3.5 ± 0.3	10.5 ± 0.5	23.4 ± 0.6	28.4 ± 0.5	21.3 ± 0.6	10.8 ± 0.5	94.3 ± 0.4
Qld	*LBOTE*	442.6 ± 8.4	4.5	21.3 ± 3.4	18.2 ± 2.3	22.1 ± 2.1	18.7 ± 1.8	10.5 ± 1.6	4.7 ± 1.2	74.2 ± 3.4
	Non-LBOTE	468.2 ± 2.2	1.4	10.6 ± 0.6	17.1 ± 0.6	25.6 ± 0.5	24.8 ± 0.6	14.6 ± 0.6	5.9 ± 0.4	88.0 ± 0.6
WA	*LBOTE*	469.1 ± 5.5	1.7	12.2 ± 1.9	15.7 ± 1.5	23.2 ± 1.7	24.3 ± 2.0	15.7 ± 2.0	7.2 ± 1.2	86.1 ± 2.1
	Non-LBOTE	478.3 ± 2.8	0.5	8.7 ± 0.8	14.5 ± 0.8	24.9 ± 0.8	26.6 ± 0.9	17.4 ± 1.0	7.5 ± 0.7	90.8 ± 0.8
SA	*LBOTE*	462.2 ± 6.5	6.6	12.1 ± 2.5	16.7 ± 2.8	25.1 ± 2.7	22.3 ± 3.1	11.9 ± 2.2	5.2 ± 1.2	81.3 ± 4.1
	Non-LBOTE	480.4 ± 2.9	2.0	6.7 ± 0.8	14.4 ± 0.9	26.0 ± 1.1	27.2 ± 0.9	16.7 ± 1.1	7.0 ± 0.8	91.3 ± 0.9
Tas	*LBOTE*	484.4 ± 12.5	7.7	8.5 ± 4.4	14.1 ± 5.1	18.2 ± 5.9	21.8 ± 7.7	20.7 ± 8.0	9.0 ± 4.3	83.8 ± 6.0
	Non-LBOTE	475.7 ± 4.9	0.8	9.5 ± 1.4	15.7 ± 1.5	24.7 ± 1.4	25.5 ± 1.6	16.2 ± 1.6	7.7 ± 1.2	89.7 ± 1.4
ACT	*LBOTE*	486.0 ± 9.4	4.6	6.6 ± 3.2	13.7 ± 4.8	21.7 ± 5.3	27.1 ± 5.4	17.4 ± 6.5	9.0 ± 3.4	88.8 ± 5.6
	Non-LBOTE	505.0 ± 5.7	1.1	3.5 ± 0.9	9.7 ± 1.5	21.6 ± 2.3	28.0 ± 1.7	22.0 ± 2.1	14.3 ± 2.2	95.5 ± 1.0
NT	*LBOTE*	321.8 ± 22.7	2.1	66.6 ± 8.6	10.9 ± 3.5	8.4 ± 2.8	7.2 ± 2.9	3.4 ± 1.8	1.4 ± 1.1	31.3 ± 8.1
	Non-LBOTE	453.5 ± 13.0	1.1	18.6 ± 4.6	15.3 ± 2.6	21.6 ± 3.1	23.9 ± 3.0	13.7 ± 2.6	5.9 ± 1.8	80.3 ± 4.7
Aust	*LBOTE*	478.7 ± 2.4	2.7	9.7 ± 0.7	14.4 ± 0.6	23.2 ± 0.7	23.5 ± 0.6	16.6 ± 0.6	9.8 ± 0.7	87.5 ± 0.7
	Non-LBOTE	486.6 ± 1.0	1.2	6.7 ± 0.2	13.2 ± 0.3	24.1 ± 0.3	26.8 ± 0.3	18.6 ± 0.3	9.3 ± 0.3	92.1 ± 0.2

Figure 5.R4: Achievement of Year 5 Students in Reading, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

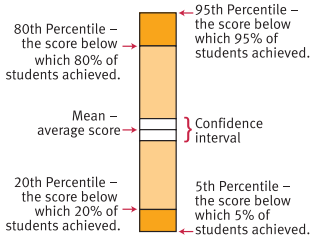
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.R5: Achievement of Year 5 Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	498.3 ± 2.4	0.9	5.2 ± 0.4	11.6 ± 0.6	22.2 ± 0.6	26.3 ± 0.6	20.6 ± 0.6	13.2 ± 0.8	93.9 ± 0.5
	Provincial	485.3 ± 2.3	0.6	6.9 ± 0.7	13.4 ± 0.8	24.8 ± 0.8	26.9 ± 0.7	18.7 ± 0.8	8.7 ± 0.6	92.6 ± 0.7
	Remote	452.1 ± 16.9	0.9	17.8 ± 6.7	19.1 ± 5.2	24.1 ± 6.5	20.4 ± 7.3	12.4 ± 4.8	5.3 ± 2.9	81.3 ± 7.0
	Very Remote	445.4 ± 38.3	0.8	22.5 ± 17.4	14.6 ± 7.2	23.0 ± 10.2	23.2 ± 14.4	13.5 ± 10.5	2.4 ± 2.7	76.7 ± 18.4
VIC	*Metro*	499.0 ± 2.0	2.5	3.6 ± 0.3	10.8 ± 0.6	23.3 ± 0.6	27.6 ± 0.6	21.1 ± 0.7	11.2 ± 0.6	94.0 ± 0.5
	Provincial	490.0 ± 2.3	2.3	4.9 ± 0.5	12.3 ± 0.8	24.9 ± 0.8	27.7 ± 0.8	19.3 ± 0.9	8.6 ± 0.7	92.8 ± 0.7
	Remote	519.1 ± 31.1	0.0	4.0 ± 8.1	6.2 ± 8.7	15.3 ± 11.9	34.5 ± 13.0	19.6 ± 16.6	20.4 ± 12.1	96.0 ± 8.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	471.6 ± 2.8	1.6	9.9 ± 0.8	16.3 ± 0.8	25.4 ± 0.7	25.0 ± 0.7	15.3 ± 0.8	6.5 ± 0.6	88.5 ± 0.8
	Provincial	460.7 ± 2.9	1.9	12.4 ± 1.0	18.7 ± 0.8	25.9 ± 0.9	23.8 ± 0.9	12.8 ± 0.9	4.6 ± 0.6	85.8 ± 1.0
	Remote	433.2 ± 11.6	1.2	24.1 ± 5.7	22.3 ± 3.4	22.2 ± 3.2	17.3 ± 2.7	9.7 ± 2.5	3.3 ± 1.3	74.8 ± 5.9
	Very Remote	399.0 ± 19.7	0.7	41.7 ± 10.1	20.4 ± 3.4	17.2 ± 4.8	11.9 ± 3.7	5.8 ± 2.4	2.3 ± 1.8	57.6 ± 10.1
WA	*Metro*	481.1 ± 3.1	0.9	7.7 ± 0.8	14.4 ± 0.9	24.7 ± 0.9	26.6 ± 0.8	17.7 ± 0.9	8.0 ± 0.7	91.4 ± 0.9
	Provincial	465.6 ± 4.8	0.6	11.4 ± 1.7	17.4 ± 1.6	25.9 ± 1.6	25.5 ± 1.6	14.3 ± 1.7	4.9 ± 0.9	88.0 ± 1.7
	Remote	453.2 ± 11.6	0.3	17.6 ± 4.9	17.7 ± 3.3	23.8 ± 3.2	22.3 ± 3.1	13.0 ± 3.2	5.3 ± 2.2	82.0 ± 4.9
	Very Remote	396.8 ± 18.7	0.4	43.1 ± 9.1	17.2 ± 4.4	16.9 ± 4.7	14.0 ± 3.9	6.1 ± 2.5	2.3 ± 1.3	56.5 ± 9.2
SA	*Metro*	482.7 ± 3.7	3.0	6.2 ± 0.9	13.9 ± 1.1	25.6 ± 1.4	26.9 ± 1.1	16.9 ± 1.3	7.5 ± 0.9	90.8 ± 1.3
	Provincial	469.4 ± 4.2	1.7	9.2 ± 1.5	16.9 ± 1.5	26.9 ± 1.5	26.1 ± 1.8	14.2 ± 1.4	5.0 ± 0.8	89.0 ± 1.7
	Remote	468.1 ± 9.3	1.8	9.0 ± 3.7	15.9 ± 3.6	28.4 ± 4.8	27.2 ± 4.2	13.4 ± 4.8	4.3 ± 2.3	89.2 ± 4.2
	Very Remote	390.5 ± 39.2	0.5	45.4 ± 17.9	17.4 ± 8.2	16.6 ± 7.2	12.0 ± 8.2	5.8 ± 5.5	2.2 ± 2.6	54.1 ± 17.3
Tas	*Metro*	484.0 ± 7.8	1.1	7.9 ± 2.0	14.0 ± 2.1	23.0 ± 2.7	26.2 ± 2.7	18.4 ± 2.5	9.4 ± 2.3	91.0 ± 2.1
	Provincial	471.2 ± 5.7	0.9	10.4 ± 1.6	16.7 ± 1.9	25.3 ± 1.8	24.8 ± 1.7	15.2 ± 1.9	6.8 ± 1.3	88.7 ± 1.7
	Remote	465.2 ± 30.6	0.0	13.8 ± 9.7	14.4 ± 10.3	26.4 ± 10.7	23.8 ± 12.0	16.0 ± 10.5	5.6 ± 7.3	86.2 ± 9.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	503.4 ± 5.5	1.4	3.8 ± 0.9	10.0 ± 1.4	21.5 ± 2.1	28.0 ± 1.5	21.6 ± 2.1	13.8 ± 2.1	94.8 ± 1.2
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	458.2 ± 9.9	2.0	16.0 ± 3.6	16.9 ± 2.5	22.8 ± 2.8	23.7 ± 3.0	13.2 ± 3.0	5.5 ± 1.9	82.1 ± 4.0
	Remote	436.1 ± 26.9	1.4	26.1 ± 9.9	15.4 ± 3.6	19.3 ± 3.9	19.8 ± 5.0	11.9 ± 4.3	6.1 ± 3.3	72.5 ± 10.0
	Very Remote	286.3 ± 33.2	0.5	80.4 ± 11.5	6.1 ± 2.9	5.6 ± 4.1	4.1 ± 3.0	2.5 ± 2.2	0.8 ± 0.8	19.1 ± 11.5
Aust	*Metro*	490.2 ± 1.3	1.6	6.0 ± 0.3	12.8 ± 0.3	23.6 ± 0.4	26.5 ± 0.3	19.1 ± 0.4	10.4 ± 0.4	92.4 ± 0.3
	Provincial	476.7 ± 1.4	1.4	8.6 ± 0.4	15.2 ± 0.4	25.3 ± 0.4	26.0 ± 0.4	16.5 ± 0.5	7.0 ± 0.3	90.0 ± 0.4
	Remote	448.1 ± 6.9	1.0	19.3 ± 2.9	18.3 ± 1.6	23.2 ± 1.8	21.2 ± 1.6	12.1 ± 2.1	4.9 ± 1.3	79.7 ± 2.9
	Very Remote	365.0 ± 15.3	0.6	53.4 ± 6.1	14.6 ± 2.5	13.9 ± 2.7	10.6 ± 2.0	5.2 ± 1.4	1.8 ± 0.7	46.1 ± 6.1

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.R6: Achievement of Year 5 Indigenous Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	441.0 ± 4.3	1.0	18.0 ± 2.5	22.9 ± 3.4	27.6 ± 3.1	20.3 ± 2.6	8.1 ± 2.0	2.0 ± 0.7	81.0 ± 2.5
	Provincial	430.8 ± 4.9	1.0	21.8 ± 2.8	24.2 ± 2.2	27.4 ± 2.4	17.6 ± 2.4	6.5 ± 1.6	1.5 ± 0.8	77.2 ± 2.8
	Remote	389.3 ± 21.1	0.7	42.5 ± 11.3	26.7 ± 11.6	19.6 ± 12.3	8.0 ± 4.8	2.4 ± 3.3	0.1 ± 1.0	56.7 ± 11.1
	Very Remote	374.0 ± 30.8	2.1	52.9 ± 18.2	23.8 ± 12.0	12.1 ± 16.2	5.8 ± 8.4	3.3 ± 5.3	0.0 ± 0.0	45.0 ± 20.8
VIC	*Metro*	462.0 ± 9.1	3.7	9.3 ± 4.2	20.7 ± 6.2	27.5 ± 5.8	22.8 ± 6.4	12.4 ± 4.9	3.6 ± 2.4	87.0 ± 4.5
	Provincial	438.0 ± 8.3	3.5	17.3 ± 4.4	25.9 ± 6.3	26.9 ± 7.8	16.4 ± 6.4	8.2 ± 4.3	1.7 ± 1.4	79.1 ± 4.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	419.3 ± 8.8	1.9	27.6 ± 3.7	25.1 ± 3.1	23.5 ± 3.5	14.7 ± 2.1	5.7 ± 1.9	1.6 ± 0.9	70.5 ± 3.7
	Provincial	409.8 ± 7.8	2.5	31.5 ± 4.9	26.7 ± 2.6	21.6 ± 3.0	12.7 ± 2.2	4.1 ± 1.2	0.9 ± 0.6	66.0 ± 4.7
	Remote	366.1 ± 19.6	2.8	54.3 ± 11.3	22.1 ± 7.7	14.3 ± 6.2	5.2 ± 4.5	1.3 ± 1.3	0.0 ± 0.0	43.0 ± 10.9
	Very Remote	350.8 ± 14.0	0.4	65.0 ± 9.0	20.3 ± 5.5	9.9 ± 5.3	3.6 ± 2.6	0.8 ± 1.1	0.0 ± 0.3	34.5 ± 9.0
WA	*Metro*	400.8 ± 7.1	1.4	37.0 ± 4.3	25.8 ± 4.3	19.7 ± 3.8	11.0 ± 3.0	3.9 ± 2.4	1.2 ± 1.1	61.6 ± 4.3
	Provincial	393.7 ± 9.6	0.9	40.4 ± 6.9	27.4 ± 5.0	19.2 ± 5.5	8.2 ± 3.5	3.3 ± 2.7	0.5 ± 0.8	58.6 ± 6.9
	Remote	378.2 ± 13.8	0.7	47.4 ± 8.2	25.8 ± 6.8	16.9 ± 6.5	6.4 ± 4.0	2.3 ± 1.9	0.5 ± 1.2	51.9 ± 8.2
	Very Remote	343.0 ± 13.4	0.7	68.5 ± 7.7	17.3 ± 6.6	7.9 ± 3.7	4.2 ± 3.0	1.0 ± 1.3	0.3 ± 0.8	30.9 ± 7.7
SA	*Metro*	432.2 ± 9.8	6.5	20.4 ± 5.7	23.5 ± 5.8	24.3 ± 5.4	17.6 ± 5.4	6.4 ± 3.6	1.3 ± 1.5	73.1 ± 5.9
	Provincial	401.7 ± 13.1	6.3	36.8 ± 8.7	23.7 ± 7.6	18.2 ± 6.5	10.6 ± 7.4	4.2 ± 4.6	0.2 ± 0.8	56.9 ± 9.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	322.3 ± 29.3	0.0	80.3 ± 14.8	14.0 ± 13.2	4.4 ± 6.3	1.4 ± 2.8	0.0 ± 0.0	0.0 ± 0.0	19.7 ± 14.8
Tas	*Metro*	452.5 ± 18.1	2.1	17.3 ± 7.7	15.7 ± 8.2	24.8 ± 9.5	25.0 ± 9.3	11.1 ± 7.7	4.0 ± 3.5	80.6 ± 7.7
	Provincial	459.2 ± 11.2	1.1	12.5 ± 4.7	19.4 ± 5.2	28.0 ± 6.2	21.3 ± 6.5	13.5 ± 4.5	4.2 ± 2.9	86.4 ± 4.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	445.0 ± 15.7	4.9	12.4 ± 7.1	24.3 ± 11.5	30.7 ± 10.8	18.8 ± 8.3	6.2 ± 5.5	2.7 ± 3.9	82.7 ± 7.6
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	395.7 ± 14.2	1.3	40.3 ± 8.0	22.5 ± 5.4	18.7 ± 6.1	13.3 ± 5.1	3.2 ± 2.2	0.6 ± 1.0	58.4 ± 7.9
	Remote	355.8 ± 25.7	2.2	55.9 ± 11.3	19.6 ± 7.2	12.8 ± 5.2	6.6 ± 3.1	2.8 ± 2.4	0.1 ± 0.5	41.9 ± 10.6
	Very Remote	257.4 ± 19.6	0.6	91.5 ± 4.6	4.6 ± 2.3	2.1 ± 1.6	0.6 ± 0.8	0.5 ± 0.8	0.0 ± 0.0	7.9 ± 4.2
Aust	*Metro*	428.7 ± 4.0	2.1	23.6 ± 1.9	23.8 ± 1.3	24.7 ± 1.5	17.0 ± 1.5	6.9 ± 1.3	1.9 ± 0.5	74.4 ± 1.9
	Provincial	420.3 ± 3.6	1.8	27.2 ± 2.2	24.9 ± 1.5	24.1 ± 1.6	15.0 ± 1.8	5.7 ± 1.1	1.3 ± 0.5	71.0 ± 2.2
	Remote	371.3 ± 10.5	1.6	50.5 ± 5.3	23.4 ± 3.5	15.7 ± 3.7	6.3 ± 2.3	2.3 ± 1.1	0.3 ± 0.4	47.8 ± 5.2
	Very Remote	307.6 ± 12.9	0.6	77.7 ± 4.2	12.6 ± 2.8	5.9 ± 1.9	2.4 ± 1.2	0.8 ± 0.7	0.1 ± 0.2	21.7 ± 4.2

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.R7: Achievement of Year 5 Students in Reading, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	520.5 ± 1.5	1.2	2.2 ± 0.2	6.6 ± 0.3	17.5 ± 0.7	27.6 ± 0.6	26.5 ± 0.7	18.4 ± 0.8	96.6 ± 0.2
Advanced diploma/ diploma	491.6 ± 1.4	1.4	4.9 ± 0.3	11.6 ± 0.6	24.2 ± 0.9	29.1 ± 0.7	19.8 ± 0.9	8.9 ± 0.6	93.7 ± 0.4
Cert I to IV	473.6 ± 1.0	1.4	7.8 ± 0.3	15.9 ± 0.4	27.5 ± 0.5	26.8 ± 0.7	15.4 ± 0.5	5.3 ± 0.3	90.8 ± 0.4
Year 12 or equivalent	475.7 ± 1.7	2.1	8.4 ± 0.7	15.0 ± 0.7	25.8 ± 0.8	26.4 ± 1.0	16.0 ± 0.8	6.3 ± 0.5	89.5 ± 0.7
Year 11 or equivalent or below	445.6 ± 1.7	3.7	16.1 ± 0.7	21.1 ± 0.6	26.8 ± 0.7	20.3 ± 0.7	9.3 ± 0.6	2.7 ± 0.3	80.2 ± 0.8
Not stated	483.0 ± 1.4	1.2	7.9 ± 0.3	13.8 ± 0.3	24.0 ± 0.4	25.9 ± 0.4	17.9 ± 0.4	9.3 ± 0.4	90.9 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 5 students with parental education 'not stated' is 47%.

Table 5.R8: Achievement of Year 5 Students in Reading, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	516.2 ± 1.4	1.0	2.6 ± 0.2	7.2 ± 0.4	18.5 ± 0.6	28.0 ± 0.6	25.6 ± 0.6	17.1 ± 0.7	96.4 ± 0.3
Other business managers and associate professionals	495.5 ± 1.2	1.1	4.2 ± 0.3	11.1 ± 0.5	23.8 ± 0.5	29.1 ± 0.6	20.9 ± 0.6	9.9 ± 0.5	94.7 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	477.7 ± 1.2	1.6	6.9 ± 0.4	14.7 ± 0.6	27.2 ± 0.6	27.3 ± 0.6	16.2 ± 0.6	6.1 ± 0.3	91.5 ± 0.4
Machine operators, hospitality staff, assistants, labourers	460.9 ± 1.7	2.4	11.9 ± 0.6	18.9 ± 0.7	26.6 ± 0.7	23.4 ± 0.8	12.2 ± 0.6	4.7 ± 0.5	85.8 ± 0.7
Not in paid work in the previous 12 months	444.5 ± 2.3	7.5	17.4 ± 1.1	19.9 ± 1.0	23.9 ± 1.1	18.0 ± 1.1	9.7 ± 0.8	3.5 ± 0.4	75.1 ± 1.3
Not stated	481.5 ± 1.4	1.2	8.3 ± 0.3	14.1 ± 0.3	24.1 ± 0.4	25.6 ± 0.4	17.6 ± 0.4	9.1 ± 0.4	90.6 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 5 students with parental occupation 'not stated' is 49%.

Table 5.W1: Achievement of Year 5 Students in Writing, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*10yrs 7mths 5yrs 4mths*	495.4 ± 1.6 69.1	97.5	0.8	4.0 ± 0.3	9.9 ± 0.4	24.4 ± 0.5	31.2 ± 0.4	20.2 ± 0.5	9.4 ± 0.6	95.1 ± 0.3
VIC	*10yrs 9mths 5yrs 4mths*	502.4 ± 1.5 71.4	96.1	2.5	3.6 ± 0.3	9.3 ± 0.4	22.1 ± 0.5	29.3 ± 0.4	20.8 ± 0.6	12.5 ± 0.5	93.9 ± 0.3
Qld	*10yrs 1mth 4yrs 4mths*	468.9 ± 2.1 75.3	97.7	1.7	8.9 ± 0.6	15.1 ± 0.5	28.1 ± 0.6	27.4 ± 0.6	13.9 ± 0.6	4.9 ± 0.4	89.5 ± 0.6
WA	*10yrs 4mths 5yrs 4mths*	471.7 ± 2.5 72.6	95.7	0.8	8.2 ± 0.7	14.8 ± 0.7	28.4 ± 0.7	28.2 ± 0.9	14.6 ± 0.8	5.0 ± 0.5	91.0 ± 0.7
SA	*10yrs 7mths 5yrs 4mths*	480.8 ± 2.9 67.8	96.8	2.6	5.7 ± 0.6	13.2 ± 1.0	27.0 ± 1.1	29.3 ± 1.1	16.3 ± 1.0	5.9 ± 0.6	91.7 ± 0.9
Tas	*10yrs 11mths 5yrs 4mths*	477.3 ± 4.4 69.8	96.6	1.0	6.4 ± 1.0	14.4 ± 1.6	28.4 ± 1.5	28.3 ± 1.6	15.7 ± 1.6	5.7 ± 1.0	92.6 ± 1.1
ACT	*10yrs 8mths 5yrs 4mths*	490.7 ± 4.7 64.4	96.4	1.5	3.6 ± 0.9	10.7 ± 1.5	26.5 ± 1.9	31.5 ± 1.9	19.2 ± 2.0	7.0 ± 1.3	94.9 ± 1.3
NT	*10yrs 6mths 5yrs 4mths*	410.9 ± 16.7 114.5	84.3	1.5	32.3 ± 6.3	15.4 ± 2.2	20.1 ± 2.7	18.5 ± 3.1	8.2 ± 2.0	4.0 ± 1.3	66.3 ± 6.2
Aust	*10yrs 6mths 5yrs 1mth*	486.5 ± 1.0 73.6	96.7	1.5	5.9 ± 0.2	11.8 ± 0.2	25.3 ± 0.3	29.3 ± 0.3	17.9 ± 0.3	8.3 ± 0.3	92.6 ± 0.2

Figure 5.W1: Achievement of Year 5 Students in Writing, by State and Territory, 2008.

Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

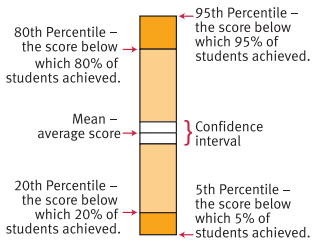
Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 5 students reported by schools which includes those absent and withdrawn.

Reading the graph

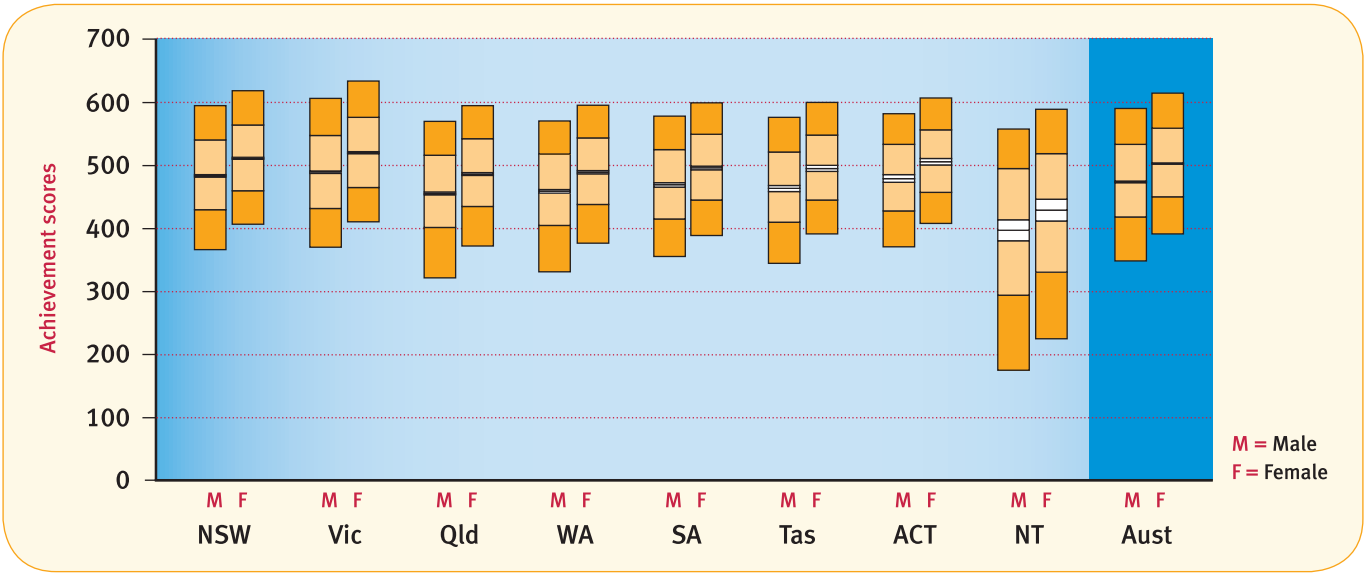


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.W2: Achievement of Year 5 Students in Writing, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Male*	482.0 ± 1.9	1.0	5.9 ± 0.4	12.9 ± 0.5	27.3 ± 0.6	29.6 ± 0.5	16.7 ± 0.6	6.7 ± 0.5	93.1 ± 0.4
	Female	509.4 ± 1.6	0.7	2.0 ± 0.2	6.9 ± 0.4	21.3 ± 0.7	32.9 ± 0.6	24.0 ± 0.6	12.2 ± 0.7	97.3 ± 0.2
VIC	*Male*	487.4 ± 1.8	3.1	5.4 ± 0.5	12.3 ± 0.6	25.0 ± 0.7	28.3 ± 0.7	17.2 ± 0.7	8.6 ± 0.5	91.4 ± 0.6
	Female	518.1 ± 1.6	1.7	1.7 ± 0.2	6.1 ± 0.4	18.9 ± 0.7	30.4 ± 0.6	24.6 ± 0.6	16.6 ± 0.7	96.6 ± 0.3
Qld	*Male*	454.0 ± 2.3	2.2	12.3 ± 0.8	18.5 ± 0.7	29.1 ± 0.7	24.3 ± 0.7	10.5 ± 0.6	3.2 ± 0.3	85.5 ± 0.8
	Female	484.4 ± 2.2	1.1	5.3 ± 0.5	11.6 ± 0.6	27.0 ± 0.8	30.6 ± 0.7	17.6 ± 0.7	6.7 ± 0.5	93.6 ± 0.5
WA	*Male*	457.3 ± 2.8	0.9	11.3 ± 1.0	18.2 ± 0.9	29.8 ± 0.9	25.3 ± 1.0	11.3 ± 0.9	3.2 ± 0.4	87.8 ± 1.0
	Female	487.2 ± 2.6	0.7	4.8 ± 0.6	11.1 ± 0.9	26.9 ± 1.1	31.4 ± 1.1	18.2 ± 1.0	7.0 ± 0.7	94.5 ± 0.7
SA	*Male*	467.4 ± 3.3	3.3	7.9 ± 0.8	16.8 ± 1.1	28.9 ± 1.2	26.6 ± 1.3	12.6 ± 1.1	4.0 ± 0.6	88.8 ± 1.2
	Female	494.3 ± 2.9	1.9	3.5 ± 0.6	9.5 ± 1.0	25.0 ± 1.6	32.0 ± 1.6	20.1 ± 1.3	7.9 ± 0.8	94.6 ± 0.9
Tas	*Male*	461.8 ± 4.9	1.0	9.6 ± 1.5	18.6 ± 2.1	30.4 ± 2.5	24.6 ± 1.9	12.0 ± 1.8	3.8 ± 1.1	89.5 ± 1.6
	Female	493.5 ± 4.6	1.0	3.2 ± 0.8	10.0 ± 1.5	26.4 ± 2.3	32.1 ± 2.2	19.6 ± 2.2	7.7 ± 1.4	95.9 ± 0.9
ACT	*Male*	477.4 ± 6.1	1.8	5.5 ± 1.6	13.9 ± 2.0	29.3 ± 2.6	29.1 ± 2.9	15.7 ± 2.2	4.5 ± 1.4	92.7 ± 2.0
	Female	504.1 ± 5.0	1.2	1.7 ± 0.7	7.3 ± 1.6	23.7 ± 2.6	33.8 ± 2.4	22.7 ± 2.7	9.6 ± 1.7	97.1 ± 1.1
NT	*Male*	396.0 ± 16.5	1.4	36.3 ± 6.5	17.1 ± 2.7	19.4 ± 3.4	16.6 ± 3.5	6.6 ± 2.1	2.6 ± 1.2	62.4 ± 6.4
	Female	427.6 ± 17.1	1.6	27.8 ± 6.4	13.6 ± 2.5	20.9 ± 3.2	20.6 ± 3.5	10.0 ± 2.4	5.5 ± 1.7	70.6 ± 6.4
Aust	*Male*	472.2 ± 1.1	1.9	8.3 ± 0.3	14.9 ± 0.3	27.5 ± 0.3	27.2 ± 0.3	14.4 ± 0.3	5.7 ± 0.2	89.8 ± 0.3
	Female	501.4 ± 1.0	1.1	3.4 ± 0.2	8.5 ± 0.2	22.9 ± 0.4	31.4 ± 0.4	21.6 ± 0.3	11.0 ± 0.3	95.5 ± 0.2

Figure 5.W2: Achievement of Year 5 Students in Writing, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

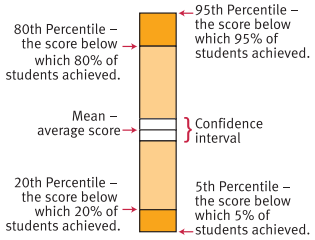
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

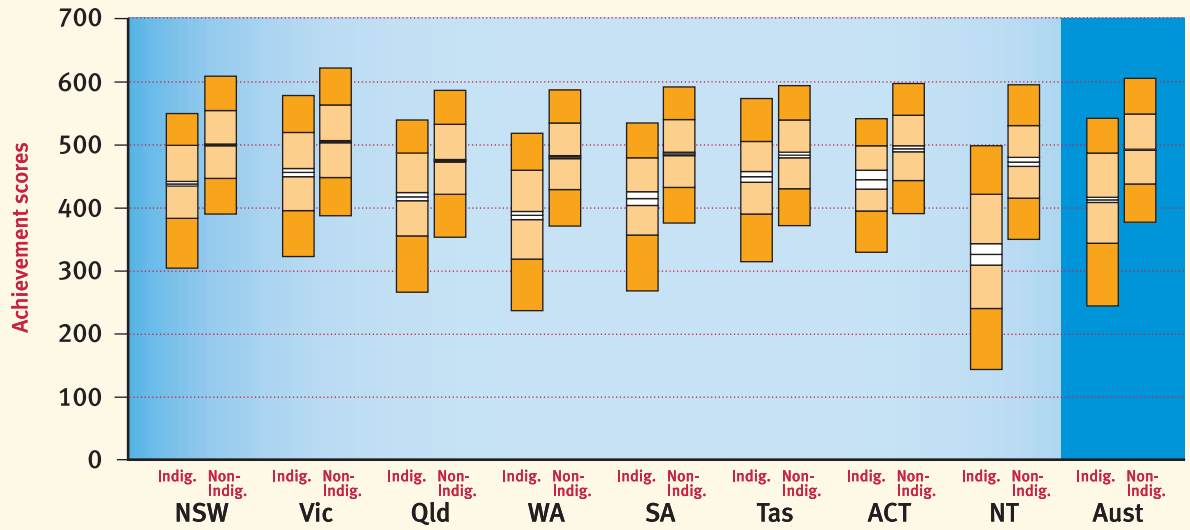


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.W3: Achievement of Year 5 Students in Writing, by Indigenous status, by State and Territory, 2008..

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Indigenous*	436.4 ± 3.7	1.1	17.2 ± 1.9	23.1 ± 2.0	29.5 ± 1.9	20.8 ± 1.7	7.0 ± 0.9	1.3 ± 0.5	81.7 ± 1.9
	Non-Indigenous	498.0 ± 1.5	0.7	3.4 ± 0.2	9.4 ± 0.4	24.2 ± 0.5	31.7 ± 0.4	20.8 ± 0.5	9.7 ± 0.6	95.9 ± 0.3
VIC	*Indigenous*	454.4 ± 6.4	3.9	13.4 ± 2.7	18.4 ± 2.9	26.7 ± 3.8	22.7 ± 3.2	10.9 ± 3.0	3.9 ± 1.8	82.7 ± 2.9
	Non-Indigenous	503.1 ± 1.5	2.2	3.5 ± 0.3	9.2 ± 0.4	22.1 ± 0.5	29.5 ± 0.4	21.0 ± 0.5	12.6 ± 0.5	94.3 ± 0.4
Qld	*Indigenous*	416.2 ± 6.5	2.1	25.9 ± 2.8	23.8 ± 1.9	25.8 ± 2.1	16.1 ± 2.0	5.3 ± 1.2	1.0 ± 0.5	72.0 ± 2.8
	Non-Indigenous	473.1 ± 1.9	1.7	7.5 ± 0.5	14.4 ± 0.6	28.2 ± 0.5	28.3 ± 0.5	14.6 ± 0.6	5.2 ± 0.4	90.8 ± 0.5
WA	*Indigenous*	386.7 ± 6.5	1.0	39.9 ± 3.4	25.4 ± 3.0	20.8 ± 3.1	9.6 ± 1.7	2.7 ± 1.0	0.6 ± 0.4	59.2 ± 3.3
	Non-Indigenous	478.9 ± 2.1	0.7	5.5 ± 0.5	13.8 ± 0.7	28.9 ± 0.9	30.0 ± 0.9	15.7 ± 0.8	5.4 ± 0.6	93.7 ± 0.5
SA	*Indigenous*	413.4 ± 10.7	5.4	25.6 ± 5.1	23.7 ± 4.3	26.7 ± 4.2	13.6 ± 3.0	4.1 ± 2.7	0.9 ± 0.8	69.0 ± 5.2
	Non-Indigenous	483.9 ± 2.7	2.3	4.8 ± 0.5	12.7 ± 0.9	27.0 ± 1.1	30.0 ± 1.1	17.0 ± 1.1	6.1 ± 0.6	92.8 ± 0.8
Tas	*Indigenous*	447.7 ± 8.5	1.4	14.8 ± 3.5	20.4 ± 5.0	29.1 ± 5.7	22.8 ± 4.7	8.2 ± 3.9	3.4 ± 2.3	83.8 ± 3.5
	Non-Indigenous	481.9 ± 4.3	0.9	5.3 ± 0.9	13.4 ± 1.7	28.1 ± 2.0	29.3 ± 1.8	16.6 ± 1.7	6.3 ± 1.2	93.8 ± 1.0
ACT	*Indigenous*	442.9 ± 14.9	4.8	13.1 ± 8.6	22.9 ± 10.4	31.2 ± 14.9	20.8 ± 10.1	6.9 ± 7.2	0.4 ± 1.6	82.1 ± 8.7
	Non-Indigenous	492.0 ± 4.6	1.4	3.3 ± 0.9	10.3 ± 1.5	26.5 ± 1.9	31.7 ± 1.9	19.5 ± 2.0	7.2 ± 1.4	95.3 ± 1.2
NT	*Indigenous*	325.4 ± 17.0	1.1	66.2 ± 6.3	14.4 ± 3.0	10.4 ± 2.7	6.1 ± 2.4	1.5 ± 1.2	0.4 ± 0.4	32.8 ± 6.1
	Non-Indigenous	471.2 ± 7.3	1.2	8.5 ± 2.0	16.3 ± 2.8	27.4 ± 3.3	27.3 ± 3.4	12.7 ± 2.7	6.6 ± 1.8	90.2 ± 2.2
Aust	*Indigenous*	411.2 ± 4.1	1.8	28.5 ± 1.7	22.4 ± 1.0	24.8 ± 1.4	16.0 ± 0.9	5.4 ± 0.6	1.2 ± 0.2	69.7 ± 1.7
	Non-Indigenous	490.6 ± 0.9	1.4	4.7 ± 0.2	11.2 ± 0.2	25.3 ± 0.3	30.1 ± 0.3	18.6 ± 0.3	8.7 ± 0.3	93.9 ± 0.2

Figure 5.W3: Achievement of Year 5 Students in Writing, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

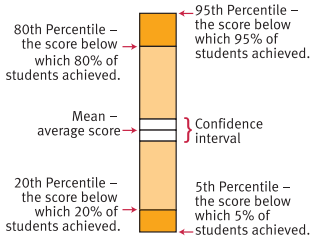
Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

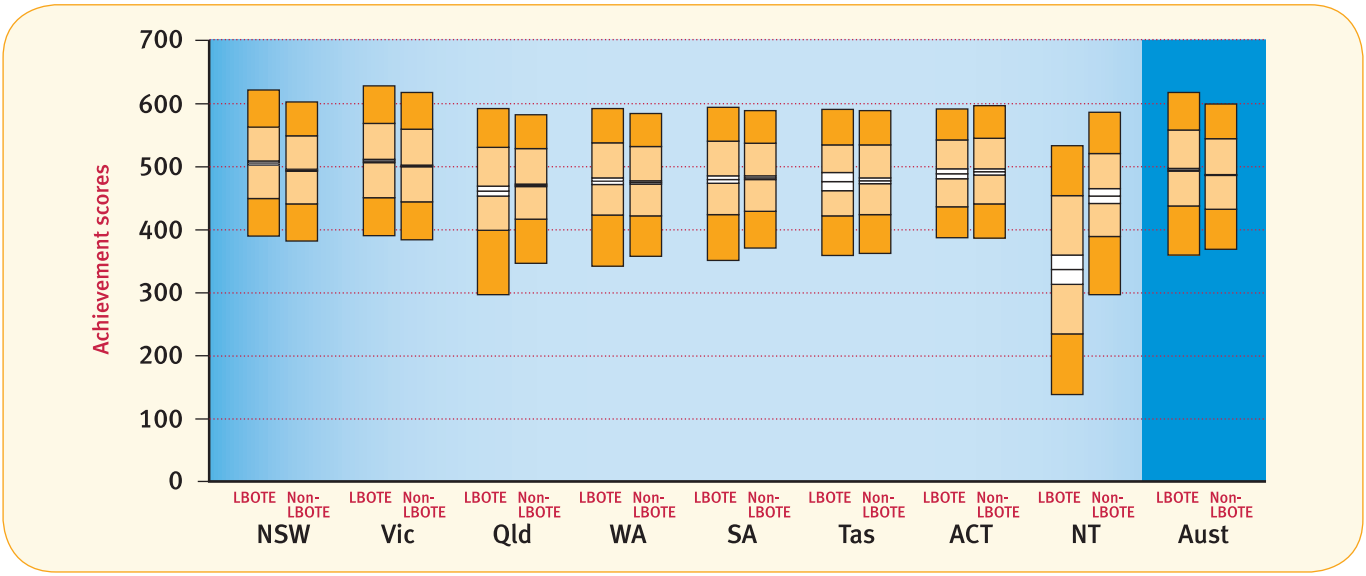


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.W4: Achievement of Year 5 Students in Writing, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*LBOTE*	504.7 ± 3.2	1.5	3.4 ± 0.4	8.5 ± 0.8	21.8 ± 1.0	30.1 ± 1.0	22.0 ± 0.9	12.6 ± 1.3	95.1 ± 0.5
	Non-LBOTE	493.4 ± 1.6	0.6	4.2 ± 0.3	10.3 ± 0.4	25.0 ± 0.5	31.5 ± 0.5	19.9 ± 0.5	8.7 ± 0.5	95.3 ± 0.3
VIC	*LBOTE*	508.2 ± 2.4	3.2	3.2 ± 0.4	8.4 ± 0.6	20.5 ± 0.9	28.8 ± 0.8	21.6 ± 0.9	14.4 ± 1.0	93.6 ± 0.6
	Non-LBOTE	500.4 ± 1.6	2.2	3.8 ± 0.3	9.6 ± 0.5	22.7 ± 0.6	29.5 ± 0.5	20.5 ± 0.6	11.8 ± 0.5	94.0 ± 0.4
Qld	*LBOTE*	460.8 ± 7.9	4.5	13.3 ± 2.6	14.5 ± 1.5	24.4 ± 1.9	24.2 ± 2.0	13.0 ± 1.7	6.0 ± 1.3	82.2 ± 2.7
	Non-LBOTE	469.7 ± 2.0	1.4	8.4 ± 0.5	15.2 ± 0.5	28.4 ± 0.5	27.7 ± 0.6	14.0 ± 0.5	4.8 ± 0.3	90.1 ± 0.6
WA	*LBOTE*	476.3 ± 5.0	1.7	8.4 ± 1.6	12.6 ± 1.4	26.3 ± 1.7	28.3 ± 1.9	16.3 ± 1.7	6.5 ± 1.3	89.9 ± 1.8
	Non-LBOTE	474.5 ± 2.5	0.5	7.2 ± 0.7	14.4 ± 0.8	28.7 ± 1.0	28.9 ± 1.2	15.2 ± 0.9	5.1 ± 0.6	92.3 ± 0.7
SA	*LBOTE*	479.1 ± 5.9	6.6	7.2 ± 1.8	12.4 ± 2.4	24.1 ± 2.3	27.3 ± 2.8	15.9 ± 2.4	6.4 ± 1.5	86.2 ± 3.9
	Non-LBOTE	481.8 ± 2.8	2.0	5.3 ± 0.6	13.2 ± 1.1	27.3 ± 1.1	29.7 ± 1.1	16.6 ± 1.0	5.9 ± 0.6	92.7 ± 0.7
Tas	*LBOTE*	475.8 ± 14.4	8.2	5.9 ± 3.4	14.5 ± 6.0	25.8 ± 6.9	25.7 ± 7.0	14.2 ± 6.3	5.7 ± 4.6	85.9 ± 5.2
	Non-LBOTE	477.0 ± 4.4	0.8	6.5 ± 1.0	14.5 ± 1.6	28.6 ± 1.6	28.3 ± 1.7	15.7 ± 1.6	5.7 ± 1.1	92.7 ± 1.1
ACT	*LBOTE*	488.1 ± 7.7	4.8	3.5 ± 1.8	11.9 ± 4.0	24.9 ± 4.8	30.6 ± 5.3	18.4 ± 5.2	6.0 ± 2.5	91.7 ± 5.3
	Non-LBOTE	491.0 ± 4.8	1.2	3.6 ± 1.0	10.6 ± 1.6	26.7 ± 2.1	31.6 ± 1.9	19.2 ± 2.1	7.2 ± 1.4	95.3 ± 1.2
NT	*LBOTE*	336.5 ± 23.0	2.1	60.3 ± 8.6	12.4 ± 3.2	10.9 ± 3.6	9.3 ± 3.1	3.5 ± 1.8	1.5 ± 1.1	37.6 ± 8.1
	Non-LBOTE	452.7 ± 11.5	1.1	16.1 ± 4.3	17.1 ± 3.2	25.6 ± 2.9	23.7 ± 3.1	11.0 ± 2.7	5.4 ± 2.1	82.8 ± 4.4
Aust	*LBOTE*	494.2 ± 2.1	2.8	6.1 ± 0.5	9.7 ± 0.5	21.9 ± 0.5	28.3 ± 0.5	19.7 ± 0.6	11.5 ± 0.6	91.1 ± 0.6
	Non-LBOTE	486.0 ± 0.9	1.3	5.6 ± 0.2	12.0 ± 0.3	25.9 ± 0.3	29.6 ± 0.3	17.8 ± 0.3	7.8 ± 0.2	93.2 ± 0.2

Figure 5.W4: Achievement of Year 5 Students in Writing, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

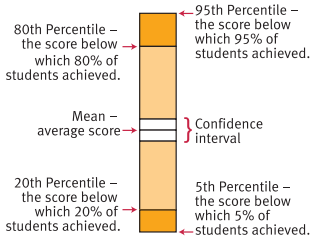
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.W5: Achievement by Year 5 Students in Writing, of Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	501.4 ± 1.9	0.9	3.3 ± 0.3	8.8 ± 0.4	23.0 ± 0.6	31.5 ± 0.5	21.7 ± 0.5	10.9 ± 0.7	95.8 ± 0.3
	Provincial	479.2 ± 2.2	0.6	5.9 ± 0.6	13.2 ± 0.8	28.4 ± 0.8	30.6 ± 0.8	16.1 ± 0.8	5.2 ± 0.5	93.6 ± 0.6
	Remote	449.6 ± 16.9	0.4	14.2 ± 6.8	19.8 ± 4.7	29.4 ± 6.5	22.5 ± 7.1	10.8 ± 4.6	2.8 ± 1.7	85.3 ± 6.7
	Very Remote	443.0 ± 54.4	0.8	18.4 ± 17.7	19.0 ± 13.0	21.6 ± 10.5	24.9 ± 15.1	12.1 ± 12.0	3.2 ± 4.1	80.8 ± 18.8
VIC	*Metro*	506.9 ± 1.8	2.5	3.2 ± 0.3	8.5 ± 0.4	21.0 ± 0.6	29.2 ± 0.5	21.7 ± 0.6	13.9 ± 0.7	94.3 ± 0.5
	Provincial	489.7 ± 2.3	2.3	4.9 ± 0.5	11.4 ± 0.9	25.2 ± 0.8	29.7 ± 0.9	18.1 ± 0.9	8.4 ± 0.6	92.8 ± 0.6
	Remote	502.5 ± 26.6	0.0	4.7 ± 7.0	9.1 ± 11.2	19.3 ± 15.1	31.6 ± 15.4	25.1 ± 12.9	10.2 ± 10.7	95.3 ± 7.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	474.4 ± 2.5	1.6	7.5 ± 0.6	14.1 ± 0.7	27.8 ± 0.6	28.3 ± 0.7	15.0 ± 0.7	5.6 ± 0.5	90.8 ± 0.7
	Provincial	462.7 ± 2.8	1.9	9.8 ± 0.9	16.8 ± 0.9	29.1 ± 1.1	26.4 ± 0.9	12.3 ± 0.8	3.6 ± 0.4	88.3 ± 1.0
	Remote	441.8 ± 12.5	1.1	17.6 ± 5.2	20.0 ± 3.7	27.0 ± 5.1	22.1 ± 3.8	9.3 ± 3.0	2.9 ± 1.7	81.4 ± 5.4
	Very Remote	407.7 ± 18.3	1.2	31.6 ± 7.6	21.2 ± 3.4	22.7 ± 4.3	15.3 ± 3.7	6.6 ± 3.4	1.5 ± 1.3	67.2 ± 7.9
WA	*Metro*	479.1 ± 2.8	0.9	6.1 ± 0.6	13.5 ± 0.8	28.1 ± 0.9	29.3 ± 1.0	16.2 ± 0.9	5.8 ± 0.7	92.9 ± 0.7
	Provincial	464.0 ± 4.1	0.6	8.9 ± 1.3	17.3 ± 1.7	30.4 ± 1.7	27.4 ± 1.7	12.1 ± 1.4	3.4 ± 0.8	90.5 ± 1.3
	Remote	448.9 ± 10.0	0.3	15.0 ± 4.2	18.8 ± 3.2	28.5 ± 3.2	24.6 ± 3.3	10.0 ± 2.5	2.8 ± 1.2	84.6 ± 4.2
	Very Remote	398.3 ± 17.3	0.4	36.7 ± 8.2	20.2 ± 3.3	21.4 ± 3.9	15.9 ± 4.1	4.4 ± 2.0	1.0 ± 0.9	62.9 ± 8.3
SA	*Metro*	486.4 ± 3.4	3.0	4.7 ± 0.6	12.0 ± 1.0	26.1 ± 1.3	29.8 ± 1.2	17.6 ± 1.2	6.8 ± 0.8	92.3 ± 1.2
	Provincial	470.2 ± 4.5	1.7	7.4 ± 1.3	15.9 ± 1.7	29.1 ± 1.9	28.3 ± 2.2	13.7 ± 1.6	3.9 ± 0.8	90.9 ± 1.5
	Remote	470.1 ± 7.3	1.8	6.8 ± 3.1	15.1 ± 3.7	31.4 ± 5.4	29.1 ± 6.3	12.5 ± 4.3	3.2 ± 1.7	91.3 ± 3.7
	Very Remote	394.2 ± 45.0	0.5	36.1 ± 20.1	18.9 ± 9.3	23.1 ± 9.7	13.5 ± 6.8	7.0 ± 6.2	0.8 ± 1.5	63.4 ± 19.7
Tas	*Metro*	481.3 ± 7.2	1.2	6.0 ± 1.5	13.1 ± 2.2	27.7 ± 2.4	28.1 ± 2.2	17.4 ± 2.6	6.5 ± 1.7	92.8 ± 1.7
	Provincial	474.7 ± 5.5	0.9	6.6 ± 1.3	15.3 ± 1.9	29.0 ± 2.2	28.6 ± 2.3	14.5 ± 1.8	5.1 ± 1.3	92.5 ± 1.4
	Remote	466.9 ± 29.9	0.0	10.2 ± 8.8	18.0 ± 11.1	27.6 ± 11.4	24.7 ± 13.2	14.7 ± 10.2	4.9 ± 5.5	89.8 ± 8.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	490.8 ± 4.7	1.5	3.5 ± 0.9	10.7 ± 1.5	26.6 ± 1.9	31.5 ± 1.9	19.2 ± 2.0	7.0 ± 1.3	95.0 ± 1.2
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	456.9 ± 9.3	2.0	13.1 ± 3.2	18.1 ± 2.9	26.8 ± 2.8	24.9 ± 3.8	10.0 ± 2.5	5.1 ± 1.6	84.9 ± 3.5
	Remote	443.7 ± 24.5	1.4	21.6 ± 8.5	16.6 ± 4.6	21.6 ± 5.6	21.5 ± 5.0	11.8 ± 4.8	5.6 ± 3.8	77.0 ± 8.5
	Very Remote	303.7 ± 29.2	0.5	75.3 ± 11.0	9.6 ± 3.3	6.9 ± 3.9	4.7 ± 3.8	2.2 ± 1.9	0.8 ± 0.9	24.1 ± 11.0
Aust	*Metro*	493.5 ± 1.1	1.6	4.6 ± 0.2	10.6 ± 0.3	24.3 ± 0.3	29.9 ± 0.3	19.4 ± 0.3	9.6 ± 0.3	93.8 ± 0.2
	Provincial	475.2 ± 1.3	1.4	7.1 ± 0.4	14.3 ± 0.4	28.0 ± 0.5	28.8 ± 0.5	15.0 ± 0.4	5.4 ± 0.3	91.5 ± 0.4
	Remote	450.0 ± 6.4	0.9	15.4 ± 2.5	18.2 ± 1.8	27.4 ± 2.0	23.9 ± 1.9	10.8 ± 1.4	3.4 ± 0.8	83.7 ± 2.6
	Very Remote	373.4 ± 14.2	0.7	46.4 ± 5.7	17.0 ± 1.8	17.5 ± 2.5	12.5 ± 2.2	4.8 ± 1.4	1.2 ± 0.6	52.9 ± 5.8

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.W6: Achievement of Year 5 Indigenous Students in Writing, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	447.1 ± 4.7	1.1	13.3 ± 2.4	21.5 ± 2.9	29.9 ± 2.6	23.5 ± 3.0	8.5 ± 1.6	2.1 ± 1.0	85.6 ± 2.4
	Provincial	432.4 ± 5.2	1.0	18.6 ± 2.9	23.8 ± 2.3	29.7 ± 2.7	19.8 ± 2.2	6.1 ± 1.3	0.8 ± 0.5	80.3 ± 2.9
	Remote	396.3 ± 24.2	0.7	33.3 ± 13.7	26.5 ± 10.9	25.9 ± 9.0	10.1 ± 8.9	3.1 ± 3.8	0.3 ± 1.2	65.9 ± 13.1
	Very Remote	365.9 ± 49.7	2.1	42.5 ± 24.7	31.3 ± 19.6	17.9 ± 13.8	5.4 ± 9.6	0.8 ± 3.0	0.0 ± 0.0	55.4 ± 27.8
VIC	*Metro*	465.8 ± 8.4	4.0	10.7 ± 3.4	17.0 ± 4.5	25.6 ± 5.8	24.1 ± 5.7	13.1 ± 5.3	5.5 ± 3.0	85.4 ± 3.8
	Provincial	443.6 ± 8.5	3.8	16.1 ± 4.3	19.8 ± 5.4	27.6 ± 4.9	21.4 ± 5.2	8.9 ± 3.2	2.3 ± 1.8	80.1 ± 4.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	429.5 ± 8.8	2.0	19.8 ± 3.0	23.0 ± 2.8	28.6 ± 2.2	18.8 ± 2.6	6.4 ± 2.5	1.4 ± 0.9	78.2 ± 3.1
	Provincial	420.9 ± 7.8	2.5	24.1 ± 4.3	24.3 ± 3.1	26.7 ± 4.1	16.0 ± 2.7	5.5 ± 1.8	1.0 ± 0.6	73.4 ± 4.3
	Remote	383.3 ± 26.8	2.1	39.2 ± 13.8	26.9 ± 7.0	17.3 ± 8.2	11.9 ± 7.3	2.3 ± 2.2	0.2 ± 0.9	58.7 ± 13.8
	Very Remote	367.3 ± 19.4	1.3	48.5 ± 8.6	23.4 ± 5.1	16.9 ± 4.7	8.0 ± 4.1	1.9 ± 2.2	0.1 ± 0.4	50.2 ± 9.0
WA	*Metro*	403.8 ± 8.4	1.4	31.9 ± 4.3	25.3 ± 4.4	23.9 ± 4.4	12.0 ± 2.9	4.7 ± 2.0	0.7 ± 0.7	66.7 ± 4.3
	Provincial	400.8 ± 9.1	0.9	31.4 ± 6.1	31.0 ± 9.0	23.8 ± 7.5	9.7 ± 3.8	2.4 ± 2.1	0.7 ± 0.9	67.6 ± 6.1
	Remote	383.6 ± 15.4	0.7	41.9 ± 9.0	25.1 ± 5.8	20.2 ± 6.6	9.3 ± 3.5	2.0 ± 1.9	0.8 ± 1.1	57.4 ± 9.0
	Very Remote	350.6 ± 15.5	0.7	58.2 ± 7.4	20.5 ± 5.9	13.9 ± 4.9	6.1 ± 3.8	0.6 ± 0.8	0.0 ± 0.3	41.1 ± 7.4
SA	*Metro*	435.6 ± 9.8	6.5	14.9 ± 4.2	23.2 ± 5.8	32.4 ± 6.4	16.7 ± 5.3	5.5 ± 3.4	0.8 ± 1.0	78.6 ± 4.7
	Provincial	412.1 ± 12.1	6.3	27.7 ± 7.3	25.8 ± 5.8	23.2 ± 7.7	12.3 ± 5.4	3.4 ± 3.5	1.4 ± 1.7	66.0 ± 8.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	326.7 ± 48.0	0.0	64.9 ± 21.7	15.9 ± 12.8	13.2 ± 13.5	4.9 ± 7.3	1.1 ± 3.5	0.0 ± 0.0	35.1 ± 21.7
Tas	*Metro*	440.3 ± 13.4	2.1	16.2 ± 6.6	20.3 ± 7.3	29.1 ± 9.6	23.7 ± 8.7	7.7 ± 5.7	1.0 ± 2.8	81.7 ± 7.0
	Provincial	451.3 ± 10.9	1.1	14.2 ± 4.6	20.6 ± 5.6	29.0 ± 6.6	22.0 ± 5.7	8.4 ± 4.5	4.8 ± 3.0	84.8 ± 4.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	445.9 ± 14.1	4.9	11.5 ± 8.0	23.3 ± 10.5	31.8 ± 15.1	21.2 ± 10.3	7.0 ± 7.3	0.4 ± 1.7	83.7 ± 8.3
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	405.9 ± 14.5	1.3	32.9 ± 7.5	22.9 ± 6.0	24.1 ± 5.3	15.0 ± 5.9	3.2 ± 3.1	0.6 ± 0.9	65.8 ± 7.1
	Remote	376.9 ± 21.0	2.2	45.9 ± 10.4	22.2 ± 5.8	15.1 ± 6.3	10.2 ± 5.2	3.5 ± 3.1	0.9 ± 1.4	51.9 ± 9.7
	Very Remote	277.5 ± 16.6	0.6	85.8 ± 4.9	8.4 ± 2.9	3.6 ± 2.4	1.2 ± 1.3	0.2 ± 0.7	0.1 ± 0.2	13.6 ± 4.6
Aust	*Metro*	435.1 ± 4.0	2.1	18.2 ± 1.6	22.4 ± 1.7	28.5 ± 1.6	19.8 ± 1.4	7.3 ± 1.1	1.7 ± 0.5	79.7 ± 1.6
	Provincial	425.8 ± 3.6	1.9	22.2 ± 2.0	24.1 ± 1.3	27.5 ± 2.2	17.5 ± 1.5	5.7 ± 0.9	1.2 ± 0.3	76.0 ± 2.0
	Remote	385.1 ± 11.2	1.4	40.4 ± 5.9	25.1 ± 3.8	19.0 ± 3.9	10.7 ± 3.0	2.8 ± 1.2	0.6 ± 0.5	58.1 ± 5.8
	Very Remote	322.3 ± 12.9	0.8	67.6 ± 4.8	16.0 ± 2.6	10.3 ± 2.4	4.4 ± 1.4	0.8 ± 0.6	0.1 ± 0.1	31.6 ± 4.7

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.W7: Achievement of Year 5 Students in Writing, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	514.4 ± 1.4	1.2	2.0 ± 0.2	6.5 ± 0.3	19.7 ± 0.5	30.7 ± 0.7	24.8 ± 0.6	15.0 ± 0.6	96.7 ± 0.2
Advanced diploma/ diploma	493.1 ± 1.3	1.4	3.9 ± 0.3	10.4 ± 0.5	25.2 ± 0.7	31.3 ± 0.9	19.5 ± 0.8	8.4 ± 0.5	94.7 ± 0.4
Cert I to IV	478.9 ± 1.0	1.4	5.7 ± 0.3	13.1 ± 0.5	28.6 ± 0.5	30.3 ± 0.5	15.7 ± 0.5	5.1 ± 0.3	92.9 ± 0.4
Year 12 or equivalent	481.5 ± 1.7	2.1	6.0 ± 0.4	12.6 ± 0.9	26.8 ± 1.2	30.0 ± 0.9	16.3 ± 0.8	6.2 ± 0.6	91.9 ± 0.5
Year 11 or equivalent or below	456.3 ± 1.6	3.8	11.4 ± 0.6	18.1 ± 0.6	28.8 ± 0.7	24.3 ± 0.9	10.6 ± 0.7	3.1 ± 0.3	84.9 ± 0.7
Not stated	484.8 ± 1.3	1.2	6.5 ± 0.3	12.0 ± 0.4	25.2 ± 0.4	29.0 ± 0.3	17.7 ± 0.3	8.3 ± 0.3	92.2 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 5 students with parental education 'not stated' is 47%.

Table 5.W8: Achievement of Year 5 Students in Writing, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	510.5 ± 1.4	1.0	2.4 ± 0.2	7.1 ± 0.3	20.7 ± 0.6	30.9 ± 0.7	24.0 ± 0.7	13.8 ± 0.6	96.5 ± 0.3
Other business managers and associate professionals	495.8 ± 1.1	1.1	3.3 ± 0.2	9.7 ± 0.4	25.0 ± 0.5	32.0 ± 0.6	20.2 ± 0.5	8.8 ± 0.4	95.6 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	482.8 ± 1.2	1.6	4.9 ± 0.3	12.7 ± 0.5	27.8 ± 0.8	30.5 ± 0.6	16.5 ± 0.5	6.0 ± 0.4	93.5 ± 0.4
Machine operators, hospitality staff, assistants, labourers	469.9 ± 1.7	2.4	8.4 ± 0.5	15.5 ± 0.6	28.3 ± 0.7	27.0 ± 0.7	13.4 ± 0.6	5.0 ± 0.4	89.2 ± 0.6
Not in paid work in the previous 12 months	454.2 ± 2.2	7.6	12.6 ± 0.8	17.5 ± 1.1	26.3 ± 1.1	22.0 ± 1.0	10.3 ± 0.8	3.6 ± 0.4	79.8 ± 1.1
Not stated	483.7 ± 1.3	1.2	6.8 ± 0.3	12.3 ± 0.4	25.3 ± 0.4	28.8 ± 0.3	17.5 ± 0.3	8.2 ± 0.3	92.0 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 5 students with parental occupation 'not stated' is 49%.

Table 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*10yrs 7mths 5yrs 4mths*	499.4 ± 1.6 72.7	97.6	0.8	4.6 ± 0.3	10.1 ± 0.4	22.0 ± 0.5	28.7 ± 0.5	21.7 ± 0.4	12.0 ± 0.6	94.5 ± 0.3
VIC	*10yrs 9mths 5yrs 4mths*	493.5 ± 1.3 64.8	96.3	2.5	3.4 ± 0.2	10.8 ± 0.4	24.6 ± 0.6	30.2 ± 0.5	20.7 ± 0.4	7.8 ± 0.4	94.1 ± 0.3
Qld	*10yrs 1mth 4yrs 4mths*	462.0 ± 1.7 68.9	97.9	1.7	10.1 ± 0.6	17.6 ± 0.5	29.2 ± 0.6	25.9 ± 0.6	12.4 ± 0.5	3.1 ± 0.3	88.2 ± 0.6
WA	*10yrs 4mths 5yrs 4mths*	471.3 ± 2.3 72.5	95.8	0.8	9.6 ± 0.7	14.9 ± 0.7	26.5 ± 0.7	27.7 ± 0.7	15.6 ± 0.7	4.9 ± 0.4	89.6 ± 0.8
SA	*10yrs 7mths 5yrs 4mths*	479.5 ± 2.5 69.9	97.2	2.6	7.3 ± 0.7	13.8 ± 0.7	24.7 ± 0.8	28.3 ± 0.9	17.5 ± 0.9	5.8 ± 0.5	90.1 ± 1.0
Tas	*10yrs 11mths 5yrs 4mths*	471.7 ± 3.7 70.8	97.0	1.0	9.3 ± 1.4	15.0 ± 1.7	26.8 ± 1.7	27.1 ± 1.6	16.2 ± 1.3	4.7 ± 0.9	89.8 ± 1.4
ACT	*10yrs 8mths 5yrs 4mths*	487.8 ± 4.2 68.7	96.5	1.5	5.7 ± 1.1	11.9 ± 1.3	24.8 ± 1.7	29.1 ± 1.7	19.3 ± 1.6	7.8 ± 1.2	92.8 ± 1.3
NT	*10yrs 6mths 5yrs 4mths*	399.1 ± 16.4 115.7	84.6	1.5	36.4 ± 6.2	14.8 ± 1.8	20.4 ± 2.8	16.4 ± 2.3	8.1 ± 1.7	2.5 ± 0.8	62.1 ± 6.2
Aust	*10yrs 6mths 5yrs 1mth*	483.8 ± 0.9 72.7	96.9	1.5	6.7 ± 0.2	12.8 ± 0.2	24.9 ± 0.3	28.2 ± 0.3	18.2 ± 0.3	7.6 ± 0.3	91.7 ± 0.2

Figure 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2008.

Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

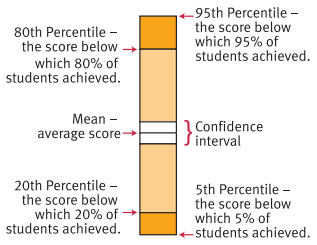
Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 5 students reported by schools which includes those absent and withdrawn.

Reading the graph

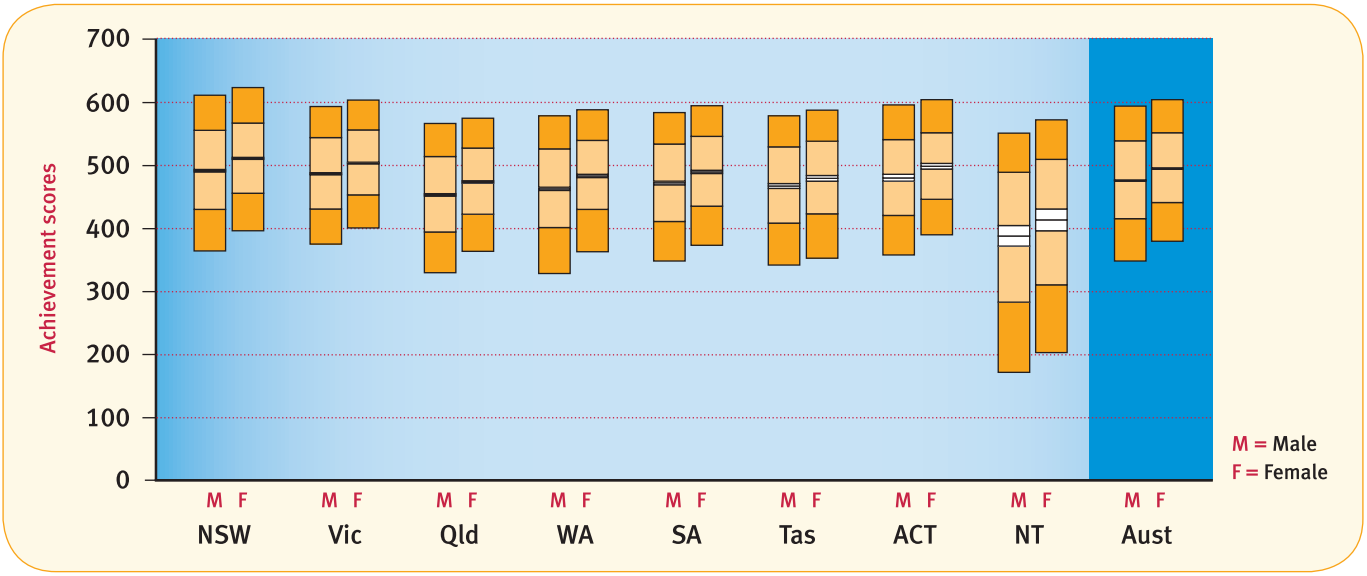


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.S2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Male*	490.0 ± 1.9	1.0	6.5 ± 0.4	12.3 ± 0.5	23.4 ± 0.6	26.8 ± 0.6	19.7 ± 0.6	10.3 ± 0.7	92.6 ± 0.4
	Female	509.2 ± 1.6	0.7	2.7 ± 0.2	7.8 ± 0.4	20.6 ± 0.6	30.7 ± 0.7	23.8 ± 0.6	13.7 ± 0.7	96.6 ± 0.2
VIC	*Male*	485.1 ± 1.5	3.1	4.8 ± 0.4	13.1 ± 0.6	26.0 ± 0.8	28.0 ± 0.8	18.4 ± 0.6	6.5 ± 0.4	92.0 ± 0.5
	Female	502.3 ± 1.3	1.7	2.0 ± 0.2	8.4 ± 0.5	23.1 ± 0.6	32.6 ± 0.6	23.1 ± 0.6	9.2 ± 0.5	96.3 ± 0.3
Qld	*Male*	451.9 ± 2.0	2.2	13.5 ± 0.8	20.0 ± 0.8	28.5 ± 0.7	22.7 ± 0.7	10.5 ± 0.6	2.7 ± 0.3	84.3 ± 0.8
	Female	472.3 ± 1.8	1.1	6.6 ± 0.6	15.1 ± 0.8	29.9 ± 0.8	29.3 ± 0.8	14.4 ± 0.6	3.5 ± 0.3	92.2 ± 0.6
WA	*Male*	461.3 ± 2.6	0.9	12.6 ± 1.0	17.0 ± 1.1	26.5 ± 0.9	25.4 ± 0.8	13.5 ± 0.9	4.1 ± 0.4	86.5 ± 1.0
	Female	481.9 ± 2.4	0.7	6.4 ± 0.7	12.5 ± 0.7	26.5 ± 1.0	30.3 ± 1.0	18.0 ± 0.9	5.7 ± 0.6	93.0 ± 0.7
SA	*Male*	470.7 ± 3.0	3.3	9.4 ± 1.0	16.0 ± 1.2	25.1 ± 1.0	25.9 ± 1.1	15.6 ± 1.1	4.7 ± 0.6	87.3 ± 1.3
	Female	488.3 ± 2.5	1.9	5.1 ± 0.8	11.6 ± 1.0	24.4 ± 1.0	30.7 ± 1.1	19.4 ± 1.1	6.9 ± 0.7	93.0 ± 1.0
Tas	*Male*	465.9 ± 4.1	1.0	10.6 ± 1.6	16.7 ± 2.0	27.4 ± 2.1	25.6 ± 1.9	14.8 ± 1.6	3.9 ± 1.3	88.5 ± 1.7
	Female	477.9 ± 4.5	1.0	8.0 ± 1.7	13.2 ± 2.0	26.1 ± 2.2	28.6 ± 2.0	17.6 ± 1.8	5.5 ± 1.1	91.1 ± 1.7
ACT	*Male*	478.8 ± 5.6	1.9	8.2 ± 1.8	13.9 ± 1.9	25.1 ± 2.2	26.9 ± 3.1	17.3 ± 2.1	6.7 ± 1.4	89.9 ± 2.1
	Female	497.0 ± 4.5	1.1	3.1 ± 1.0	9.8 ± 1.5	24.5 ± 2.4	31.3 ± 2.4	21.3 ± 2.3	8.9 ± 1.6	95.8 ± 1.4
NT	*Male*	387.1 ± 16.2	1.4	40.1 ± 6.5	15.5 ± 3.1	19.7 ± 3.3	14.9 ± 2.4	6.8 ± 1.7	1.7 ± 0.8	58.5 ± 6.4
	Female	412.5 ± 17.0	1.6	32.3 ± 6.7	13.9 ± 2.9	21.2 ± 2.9	18.1 ± 3.1	9.6 ± 2.2	3.4 ± 1.3	66.2 ± 6.7
Aust	*Male*	474.5 ± 1.0	1.9	8.9 ± 0.3	15.0 ± 0.3	25.6 ± 0.3	25.8 ± 0.4	16.2 ± 0.4	6.5 ± 0.3	89.1 ± 0.3
	Female	493.4 ± 1.0	1.1	4.4 ± 0.2	10.5 ± 0.3	24.2 ± 0.4	30.6 ± 0.4	20.4 ± 0.3	8.8 ± 0.3	94.5 ± 0.2

Figure 5.S2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

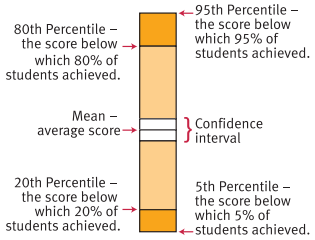
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

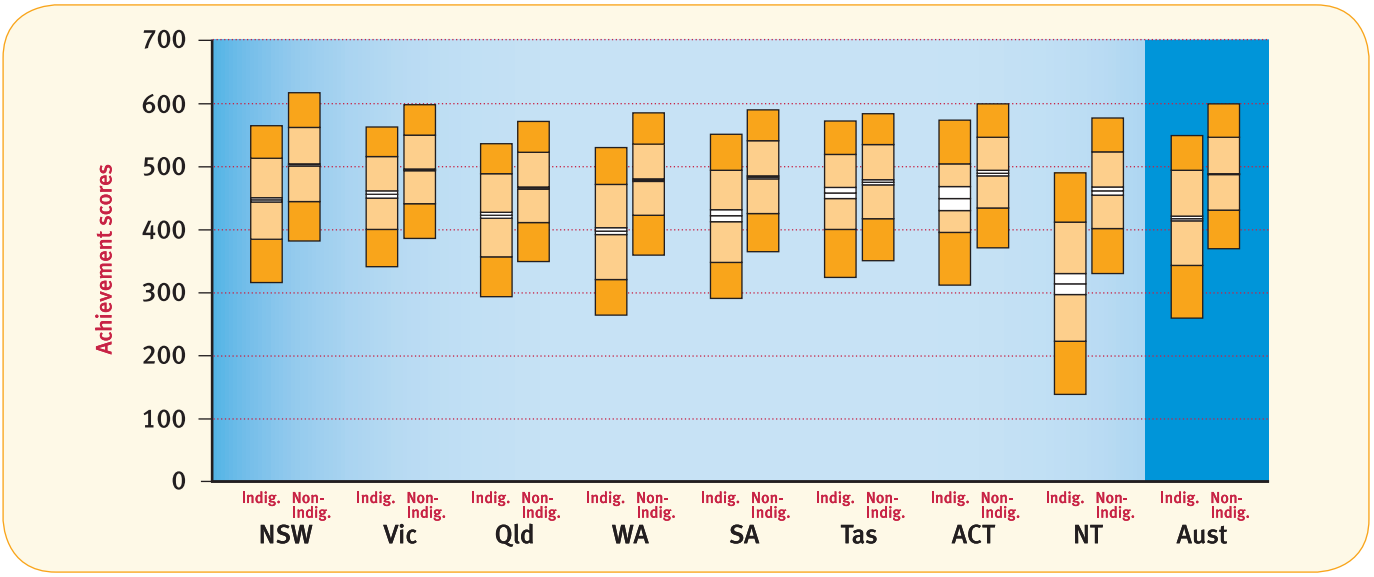


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Indigenous*	446.8 ± 3.4	1.0	16.9 ± 1.8	19.7 ± 1.7	27.1 ± 2.1	22.4 ± 1.7	10.5 ± 1.4	2.5 ± 0.5	82.1 ± 1.8
	Non-Indigenous	501.8 ± 1.5	0.7	4.1 ± 0.2	9.7 ± 0.3	21.9 ± 0.5	29.1 ± 0.5	22.2 ± 0.4	12.4 ± 0.7	95.2 ± 0.3
VIC	*Indigenous*	455.2 ± 5.7	3.7	11.3 ± 2.6	20.2 ± 4.0	27.3 ± 4.7	24.7 ± 3.8	11.1 ± 2.8	1.8 ± 1.3	85.0 ± 2.9
	Non-Indigenous	494.0 ± 1.2	2.2	3.4 ± 0.2	10.7 ± 0.4	24.6 ± 0.6	30.4 ± 0.5	20.8 ± 0.4	7.9 ± 0.4	94.4 ± 0.3
Qld	*Indigenous*	422.1 ± 4.9	2.0	25.4 ± 2.4	23.3 ± 1.6	25.7 ± 1.6	17.6 ± 1.6	5.1 ± 1.0	0.8 ± 0.4	72.6 ± 2.4
	Non-Indigenous	465.1 ± 1.6	1.6	8.9 ± 0.5	17.1 ± 0.5	29.4 ± 0.6	26.6 ± 0.6	13.0 ± 0.5	3.3 ± 0.3	89.4 ± 0.5
WA	*Indigenous*	397.2 ± 5.5	1.0	38.9 ± 3.0	22.1 ± 2.8	20.8 ± 3.2	12.4 ± 2.0	3.9 ± 1.2	0.9 ± 0.7	60.1 ± 3.0
	Non-Indigenous	477.6 ± 2.0	0.7	7.1 ± 0.6	14.1 ± 0.8	26.9 ± 0.7	29.1 ± 0.7	16.7 ± 0.7	5.3 ± 0.4	92.2 ± 0.6
SA	*Indigenous*	421.5 ± 9.3	5.4	28.4 ± 5.2	19.8 ± 3.5	21.7 ± 4.1	15.6 ± 4.1	7.4 ± 2.5	1.6 ± 1.0	66.2 ± 5.1
	Non-Indigenous	482.2 ± 2.4	2.3	6.3 ± 0.6	13.5 ± 0.7	24.8 ± 0.8	28.9 ± 0.8	18.1 ± 0.8	6.0 ± 0.5	91.3 ± 0.9
Tas	*Indigenous*	457.5 ± 8.6	1.4	13.3 ± 4.4	16.8 ± 5.2	28.8 ± 5.0	23.8 ± 5.1	12.5 ± 4.4	3.4 ± 2.9	85.4 ± 4.5
	Non-Indigenous	474.4 ± 3.9	0.9	8.6 ± 1.4	14.6 ± 1.7	26.6 ± 2.0	27.4 ± 1.7	16.9 ± 1.3	5.0 ± 0.9	90.5 ± 1.4
ACT	*Indigenous*	448.6 ± 18.9	4.8	13.3 ± 7.8	20.8 ± 8.6	28.2 ± 10.0	20.8 ± 9.3	8.0 ± 5.9	4.2 ± 4.0	81.9 ± 8.0
	Non-Indigenous	488.9 ± 4.1	1.4	5.5 ± 1.1	11.6 ± 1.2	24.8 ± 1.8	29.3 ± 1.7	19.6 ± 1.6	7.9 ± 1.2	93.1 ± 1.3
NT	*Indigenous*	313.5 ± 16.9	1.1	70.1 ± 6.3	12.1 ± 2.7	10.1 ± 3.2	4.8 ± 1.8	1.4 ± 0.8	0.4 ± 0.4	28.8 ± 6.1
	Non-Indigenous	460.7 ± 6.5	1.2	12.3 ± 2.2	16.9 ± 2.0	27.9 ± 2.8	24.7 ± 2.5	13.2 ± 2.3	3.9 ± 1.2	86.5 ± 2.5
Aust	*Indigenous*	417.1 ± 4.0	1.8	28.5 ± 1.7	20.3 ± 0.9	23.8 ± 1.0	17.4 ± 0.8	6.8 ± 0.6	1.5 ± 0.2	69.7 ± 1.7
	Non-Indigenous	487.4 ± 0.9	1.4	5.5 ± 0.2	12.4 ± 0.2	25.0 ± 0.3	28.8 ± 0.3	18.9 ± 0.2	7.9 ± 0.3	93.0 ± 0.2

Figure 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

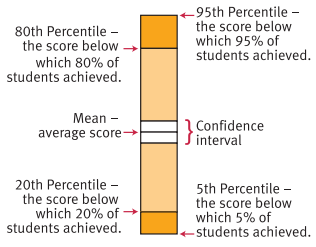
Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

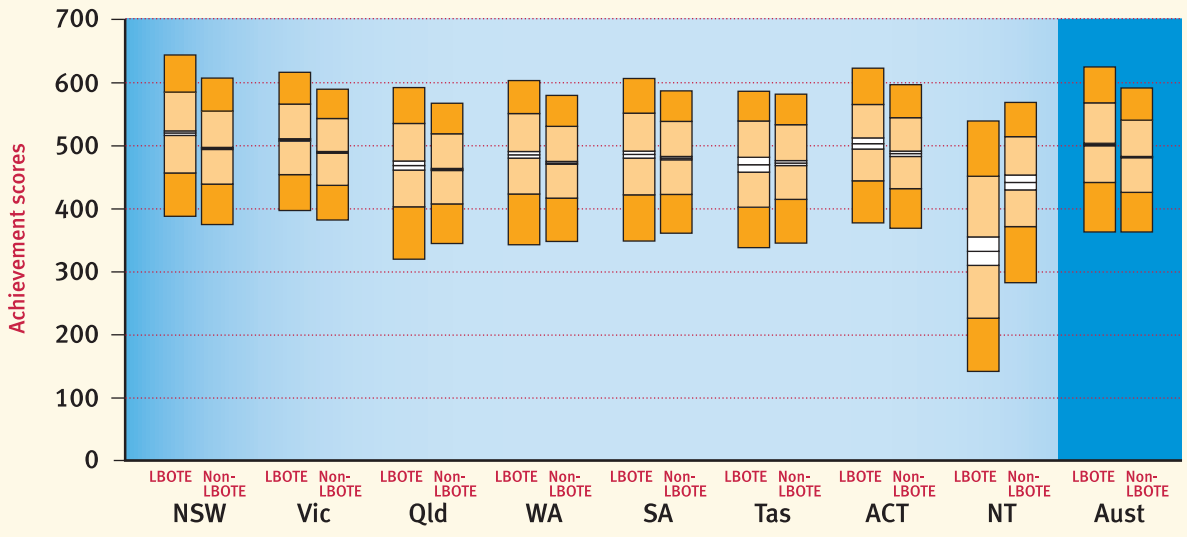


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.S4: Achievement of Year 5 Students in Spelling, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*LBOTE*	519.1 ± 3.4	1.5	3.5 ± 0.5	7.7 ± 0.7	17.0 ± 1.0	25.8 ± 0.9	24.0 ± 0.8	20.5 ± 1.6	94.9 ± 0.6
	Non-LBOTE	494.9 ± 1.4	0.5	4.9 ± 0.3	10.7 ± 0.4	23.2 ± 0.5	29.5 ± 0.5	21.2 ± 0.5	10.0 ± 0.5	94.6 ± 0.3
VIC	*LBOTE*	508.1 ± 2.0	3.2	2.3 ± 0.4	8.3 ± 0.6	20.2 ± 0.9	29.4 ± 1.0	23.7 ± 0.9	12.8 ± 0.9	94.4 ± 0.6
	Non-LBOTE	488.4 ± 1.2	2.2	3.8 ± 0.3	11.7 ± 0.5	26.2 ± 0.6	30.5 ± 0.6	19.6 ± 0.5	6.0 ± 0.3	94.0 ± 0.4
Qld	*LBOTE*	467.8 ± 7.1	4.5	12.8 ± 2.4	13.6 ± 1.4	23.1 ± 1.5	25.0 ± 2.2	14.8 ± 1.7	6.2 ± 1.4	82.7 ± 2.5
	Non-LBOTE	461.5 ± 1.6	1.4	9.9 ± 0.5	18.0 ± 0.6	29.7 ± 0.7	26.0 ± 0.6	12.2 ± 0.5	2.8 ± 0.2	88.7 ± 0.6
WA	*LBOTE*	484.8 ± 5.0	1.7	8.8 ± 1.6	11.8 ± 1.8	22.0 ± 1.8	27.3 ± 1.7	19.3 ± 1.7	9.1 ± 1.3	89.4 ± 1.8
	Non-LBOTE	471.9 ± 2.2	0.5	8.7 ± 0.7	14.9 ± 0.8	27.5 ± 0.8	28.5 ± 0.9	15.5 ± 0.8	4.4 ± 0.4	90.8 ± 0.7
SA	*LBOTE*	485.2 ± 5.7	6.6	8.4 ± 2.0	11.8 ± 2.0	20.9 ± 2.6	25.1 ± 2.4	18.6 ± 2.2	8.7 ± 1.6	85.0 ± 3.9
	Non-LBOTE	479.6 ± 2.4	2.0	7.0 ± 0.7	13.9 ± 0.8	25.2 ± 0.8	28.8 ± 0.9	17.6 ± 0.9	5.5 ± 0.5	91.1 ± 0.8
Tas	*LBOTE*	468.9 ± 11.8	7.7	10.2 ± 5.0	17.5 ± 7.0	20.4 ± 9.2	22.7 ± 7.2	16.9 ± 6.2	4.5 ± 3.0	82.1 ± 6.5
	Non-LBOTE	471.8 ± 3.8	0.8	9.4 ± 1.4	14.9 ± 1.8	26.9 ± 1.8	27.0 ± 1.7	16.3 ± 1.4	4.7 ± 0.9	89.9 ± 1.4
ACT	*LBOTE*	502.6 ± 9.0	4.8	4.4 ± 2.3	9.3 ± 3.9	20.8 ± 4.0	25.6 ± 4.7	22.2 ± 4.8	12.9 ± 4.1	90.8 ± 5.5
	Non-LBOTE	486.5 ± 4.3	1.1	5.8 ± 1.1	12.1 ± 1.4	25.3 ± 1.8	29.4 ± 1.6	19.0 ± 1.7	7.4 ± 1.2	93.1 ± 1.3
NT	*LBOTE*	332.2 ± 22.6	2.1	62.5 ± 8.6	10.3 ± 3.2	10.8 ± 3.2	8.5 ± 2.9	4.3 ± 2.0	1.4 ± 1.2	35.3 ± 8.1
	Non-LBOTE	440.9 ± 11.6	1.1	20.7 ± 4.6	17.0 ± 3.3	25.3 ± 3.8	22.1 ± 3.5	11.1 ± 2.8	2.8 ± 1.3	78.2 ± 4.8
Aust	*LBOTE*	501.1 ± 2.1	2.8	6.0 ± 0.5	9.2 ± 0.4	19.3 ± 0.5	26.8 ± 0.6	21.8 ± 0.6	14.1 ± 0.8	91.2 ± 0.6
	Non-LBOTE	481.2 ± 0.8	1.2	6.6 ± 0.2	13.4 ± 0.2	26.1 ± 0.3	28.6 ± 0.3	17.7 ± 0.3	6.3 ± 0.2	92.2 ± 0.2

Figure 5.S4: Achievement of Year 5 Students in Spelling, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

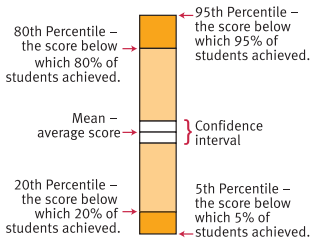
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.S5: Achievement of Year 5 Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	506.9 ± 1.8	0.9	3.7 ± 0.3	8.8 ± 0.4	20.4 ± 0.5	28.9 ± 0.6	23.2 ± 0.5	14.1 ± 0.8	95.4 ± 0.3
	Provincial	478.8 ± 1.8	0.5	7.1 ± 0.6	14.1 ± 0.7	26.6 ± 0.7	28.5 ± 0.7	17.4 ± 0.7	5.8 ± 0.4	92.4 ± 0.6
	Remote	450.4 ± 14.1	0.9	17.8 ± 6.2	17.9 ± 4.4	25.2 ± 6.0	22.2 ± 6.3	13.1 ± 4.4	3.0 ± 2.1	81.3 ± 6.7
	Very Remote	439.3 ± 27.1	0.8	21.0 ± 14.5	16.2 ± 6.7	28.9 ± 9.8	22.5 ± 7.7	9.2 ± 5.3	1.4 ± 3.0	78.3 ± 15.5
VIC	*Metro*	499.0 ± 1.4	2.5	2.6 ± 0.2	9.6 ± 0.5	23.3 ± 0.6	31.0 ± 0.5	22.1 ± 0.5	9.0 ± 0.4	94.9 ± 0.4
	Provincial	477.9 ± 1.8	2.3	5.7 ± 0.5	14.3 ± 0.9	28.3 ± 1.2	28.1 ± 0.9	16.7 ± 0.8	4.5 ± 0.5	91.9 ± 0.6
	Remote	478.3 ± 25.5	0.0	6.9 ± 8.1	14.2 ± 12.6	26.9 ± 9.8	27.6 ± 19.6	16.4 ± 13.1	8.0 ± 6.6	93.1 ± 8.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	467.6 ± 2.0	1.6	8.6 ± 0.6	16.4 ± 0.7	29.1 ± 0.8	27.1 ± 0.8	13.6 ± 0.6	3.6 ± 0.3	89.8 ± 0.7
	Provincial	454.7 ± 2.2	1.9	11.6 ± 0.8	19.8 ± 0.8	29.8 ± 0.8	24.5 ± 0.9	10.4 ± 0.7	2.1 ± 0.3	86.5 ± 0.9
	Remote	432.1 ± 8.9	1.2	21.3 ± 4.5	23.1 ± 3.3	26.9 ± 3.1	19.1 ± 2.8	7.0 ± 1.7	1.5 ± 0.8	77.6 ± 4.7
	Very Remote	413.8 ± 14.6	0.9	30.5 ± 7.9	21.8 ± 3.1	25.5 ± 5.2	16.2 ± 4.4	4.3 ± 2.0	0.8 ± 0.7	68.6 ± 8.0
WA	*Metro*	479.7 ± 2.4	0.9	7.1 ± 0.7	13.5 ± 0.8	26.0 ± 0.7	29.0 ± 0.9	17.6 ± 0.8	5.8 ± 0.6	92.0 ± 0.7
	Provincial	459.4 ± 3.8	0.6	11.4 ± 1.5	17.7 ± 1.3	29.3 ± 1.6	26.2 ± 1.5	12.0 ± 1.2	2.8 ± 0.6	88.0 ± 1.5
	Remote	448.1 ± 9.2	0.3	17.5 ± 3.9	18.6 ± 2.6	25.3 ± 2.6	24.8 ± 3.3	10.3 ± 2.1	3.2 ± 1.3	82.1 ± 3.9
	Very Remote	401.1 ± 14.7	0.4	39.3 ± 7.6	19.1 ± 2.8	20.4 ± 3.9	14.6 ± 3.9	4.9 ± 2.1	1.3 ± 0.9	60.3 ± 7.7
SA	*Metro*	485.5 ± 2.9	3.0	5.9 ± 0.8	12.5 ± 0.9	24.0 ± 1.1	29.1 ± 1.0	19.0 ± 1.0	6.5 ± 0.6	91.1 ± 1.2
	Provincial	468.0 ± 3.9	1.7	9.4 ± 1.3	17.1 ± 1.6	26.7 ± 2.0	26.3 ± 1.5	14.3 ± 1.5	4.4 ± 0.8	88.9 ± 1.4
	Remote	464.5 ± 8.3	1.8	9.9 ± 3.7	16.5 ± 3.6	27.1 ± 4.4	29.6 ± 5.3	11.8 ± 4.1	3.2 ± 2.0	88.2 ± 4.1
	Very Remote	403.6 ± 32.9	0.5	40.4 ± 17.0	14.5 ± 5.1	21.8 ± 9.0	14.5 ± 7.1	6.4 ± 6.3	1.8 ± 2.8	59.0 ± 16.5
Tas	*Metro*	476.7 ± 5.7	1.2	8.0 ± 1.8	14.2 ± 2.0	26.5 ± 2.3	27.1 ± 2.5	17.7 ± 2.1	5.3 ± 1.6	90.9 ± 1.9
	Provincial	468.7 ± 4.7	0.8	10.1 ± 1.7	15.5 ± 2.2	26.8 ± 1.9	27.2 ± 2.0	15.2 ± 1.8	4.4 ± 1.1	89.0 ± 1.8
	Remote	452.3 ± 19.4	0.0	14.9 ± 12.0	14.4 ± 12.1	31.8 ± 10.9	26.0 ± 12.3	12.2 ± 7.5	0.7 ± 2.6	85.1 ± 12.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	488.1 ± 4.1	1.5	5.6 ± 1.0	11.9 ± 1.3	24.8 ± 1.7	29.1 ± 1.7	19.3 ± 1.6	7.8 ± 1.1	92.9 ± 1.3
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	445.4 ± 8.2	2.0	18.0 ± 3.5	18.1 ± 2.4	27.2 ± 3.3	21.6 ± 2.7	10.1 ± 2.0	3.0 ± 1.2	80.0 ± 4.0
	Remote	433.6 ± 23.0	1.4	24.7 ± 8.3	16.4 ± 3.5	22.9 ± 4.8	19.6 ± 4.6	11.1 ± 4.0	3.9 ± 2.5	73.9 ± 8.4
	Very Remote	289.8 ± 31.2	0.5	78.9 ± 11.1	7.4 ± 2.6	6.0 ± 3.7	4.5 ± 3.9	2.3 ± 2.5	0.4 ± 0.5	20.5 ± 11.1
Aust	*Metro*	492.0 ± 1.1	1.6	5.0 ± 0.2	11.4 ± 0.3	23.9 ± 0.3	29.0 ± 0.3	20.0 ± 0.3	9.1 ± 0.3	93.4 ± 0.2
	Provincial	469.4 ± 1.1	1.4	8.7 ± 0.4	16.1 ± 0.4	28.0 ± 0.5	26.9 ± 0.5	14.7 ± 0.4	4.2 ± 0.2	89.9 ± 0.4
	Remote	444.4 ± 5.6	1.0	18.5 ± 2.3	19.0 ± 1.5	25.7 ± 1.7	22.9 ± 2.1	10.1 ± 1.2	2.8 ± 0.6	80.5 ± 2.4
	Very Remote	371.9 ± 14.3	0.6	48.3 ± 5.8	15.9 ± 1.8	17.9 ± 2.5	12.2 ± 2.2	4.2 ± 1.2	0.9 ± 0.5	51.1 ± 5.9

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.S6: Achievement of Year 5 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	456.3 ± 4.6	1.2	13.4 ± 2.0	18.9 ± 2.3	26.7 ± 3.3	23.9 ± 2.6	12.6 ± 2.6	3.4 ± 1.2	85.4 ± 2.0
	Provincial	443.6 ± 4.4	0.9	17.5 ± 2.5	20.3 ± 2.4	27.8 ± 2.3	22.0 ± 2.0	9.4 ± 1.5	2.0 ± 0.9	81.6 ± 2.5
	Remote	405.9 ± 20.4	0.7	36.1 ± 11.9	21.6 ± 9.4	23.0 ± 10.5	13.8 ± 8.1	3.9 ± 3.4	0.9 ± 1.7	63.1 ± 11.2
	Very Remote	389.0 ± 32.9	2.1	47.1 ± 15.9	14.2 ± 7.9	21.7 ± 12.9	12.1 ± 12.1	2.9 ± 5.2	0.0 ± 0.0	50.8 ± 18.3
Vic	*Metro*	468.3 ± 7.1	3.7	7.1 ± 3.0	16.6 ± 5.2	29.3 ± 7.0	27.1 ± 6.6	13.4 ± 4.8	2.7 ± 2.4	89.2 ± 3.5
	Provincial	442.8 ± 7.7	3.8	15.3 ± 4.1	23.5 ± 5.0	25.3 ± 5.3	22.4 ± 4.5	8.9 ± 3.1	0.9 ± 1.3	80.9 ± 4.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	434.2 ± 6.4	1.9	19.7 ± 2.5	22.7 ± 2.3	27.6 ± 2.0	19.8 ± 2.4	6.9 ± 1.8	1.3 ± 0.7	78.3 ± 2.6
	Provincial	425.6 ± 6.1	2.5	22.8 ± 3.4	24.6 ± 2.8	25.8 ± 2.7	19.0 ± 2.5	4.7 ± 1.3	0.6 ± 0.5	74.6 ± 3.3
	Remote	385.4 ± 15.7	2.4	43.9 ± 9.9	21.5 ± 5.1	21.1 ± 6.2	9.2 ± 3.8	1.6 ± 2.1	0.2 ± 0.7	53.7 ± 9.7
	Very Remote	384.2 ± 13.7	0.8	45.2 ± 8.4	22.6 ± 4.0	20.7 ± 5.0	9.3 ± 3.6	1.3 ± 1.3	0.0 ± 0.3	53.9 ± 8.6
WA	*Metro*	415.5 ± 7.4	1.4	30.0 ± 4.1	22.7 ± 5.4	22.7 ± 4.8	15.8 ± 3.3	6.0 ± 2.5	1.4 ± 1.4	68.6 ± 4.2
	Provincial	410.9 ± 9.8	0.9	31.2 ± 5.6	23.8 ± 4.3	25.4 ± 5.0	14.3 ± 4.0	4.0 ± 2.8	0.4 ± 0.9	67.9 ± 5.7
	Remote	394.3 ± 12.8	0.7	40.1 ± 6.4	21.6 ± 7.1	20.4 ± 7.2	12.9 ± 5.8	3.3 ± 2.2	0.9 ± 1.3	59.2 ± 6.4
	Very Remote	359.4 ± 11.5	0.7	58.6 ± 6.7	19.9 ± 4.7	14.0 ± 5.3	5.3 ± 2.6	1.2 ± 1.1	0.4 ± 0.6	40.7 ± 6.7
SA	*Metro*	443.9 ± 9.4	6.5	18.2 ± 4.8	19.1 ± 5.0	24.8 ± 5.5	19.2 ± 6.0	9.8 ± 3.7	2.4 ± 2.0	75.3 ± 5.0
	Provincial	420.8 ± 11.8	6.3	27.1 ± 8.0	22.2 ± 6.6	21.5 ± 7.5	15.1 ± 6.0	6.4 ± 4.0	1.4 ± 1.8	66.6 ± 8.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	344.7 ± 27.6	0.0	71.8 ± 17.0	12.1 ± 8.1	9.6 ± 10.1	4.9 ± 6.2	1.6 ± 3.9	0.0 ± 0.0	28.2 ± 17.0
Tas	*Metro*	452.3 ± 15.5	2.1	15.3 ± 7.5	18.0 ± 9.9	28.2 ± 8.0	20.3 ± 11.9	12.6 ± 8.0	3.4 ± 4.4	82.6 ± 7.7
	Provincial	461.8 ± 10.4	1.1	11.3 ± 5.4	16.3 ± 5.7	29.2 ± 5.9	25.8 ± 6.2	12.7 ± 5.4	3.7 ± 3.2	87.6 ± 5.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	453.7 ± 16.6	4.9	11.7 ± 7.2	21.2 ± 8.7	28.7 ± 10.1	21.2 ± 9.5	8.2 ± 6.0	4.3 ± 4.1	83.5 ± 7.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	396.0 ± 13.4	1.3	40.2 ± 7.4	20.6 ± 5.6	22.1 ± 5.7	11.5 ± 4.1	2.8 ± 2.3	1.5 ± 1.4	58.5 ± 7.2
	Remote	370.7 ± 23.7	2.2	47.6 ± 11.1	18.5 ± 6.0	18.5 ± 6.6	9.0 ± 4.6	3.7 ± 3.2	0.4 ± 1.1	50.1 ± 10.4
	Very Remote	262.9 ± 16.3	0.6	89.3 ± 4.7	6.6 ± 2.6	2.6 ± 2.3	0.8 ± 0.9	0.2 ± 0.6	0.0 ± 0.0	10.1 ± 4.4
Aust	*Metro*	442.3 ± 3.2	2.1	17.9 ± 1.4	20.7 ± 1.4	26.7 ± 1.6	21.0 ± 1.4	9.4 ± 1.2	2.2 ± 0.5	80.0 ± 1.4
	Provincial	432.6 ± 3.2	1.9	21.6 ± 1.7	21.9 ± 1.2	26.2 ± 1.5	19.8 ± 1.3	7.2 ± 0.9	1.4 ± 0.4	76.6 ± 1.7
	Remote	387.4 ± 9.3	1.5	42.6 ± 4.9	20.9 ± 3.2	20.5 ± 3.4	10.8 ± 2.5	3.1 ± 1.3	0.5 ± 0.5	55.9 ± 4.8
	Very Remote	323.7 ± 13.7	0.7	68.8 ± 5.1	14.3 ± 2.4	10.7 ± 2.6	4.5 ± 1.4	0.9 ± 0.5	0.1 ± 0.1	30.5 ± 5.0

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.S7: Achievement of Year 5 Students in Spelling, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	510.9 ± 1.5	1.2	2.3 ± 0.2	7.4 ± 0.3	20.2 ± 0.5	30.6 ± 0.7	24.8 ± 0.6	13.5 ± 0.8	96.4 ± 0.2
Advanced diploma/ diploma	489.4 ± 1.3	1.4	4.5 ± 0.4	11.7 ± 0.7	25.6 ± 0.8	29.8 ± 0.9	19.3 ± 0.6	7.5 ± 0.5	94.0 ± 0.4
Cert I to IV	475.0 ± 1.0	1.4	7.0 ± 0.3	15.0 ± 0.4	28.0 ± 0.5	28.3 ± 0.5	15.6 ± 0.4	4.8 ± 0.3	91.6 ± 0.4
Year 12 or equivalent	480.7 ± 1.6	2.1	6.8 ± 0.5	13.7 ± 0.7	25.6 ± 0.8	28.0 ± 1.0	17.3 ± 0.8	6.5 ± 0.5	91.1 ± 0.5
Year 11 or equivalent or below	454.2 ± 1.6	3.8	13.7 ± 0.6	18.5 ± 0.6	26.8 ± 0.8	22.7 ± 0.8	11.3 ± 0.7	3.2 ± 0.4	82.6 ± 0.7
Not stated	482.6 ± 1.2	1.2	7.2 ± 0.3	12.9 ± 0.3	24.9 ± 0.4	28.1 ± 0.4	18.2 ± 0.4	7.6 ± 0.3	91.6 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 5 students with parental education 'not stated' is 47%.

Table 5.S8: Achievement of Year 5 Students in Spelling, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	505.3 ± 1.4	1.0	2.7 ± 0.2	8.4 ± 0.4	21.6 ± 0.6	31.1 ± 0.6	23.7 ± 0.6	11.5 ± 0.6	96.3 ± 0.2
Other business managers and associate professionals	491.1 ± 1.2	1.1	4.2 ± 0.3	11.5 ± 0.4	25.6 ± 0.6	29.9 ± 0.7	19.8 ± 0.5	8.0 ± 0.5	94.7 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	479.4 ± 1.2	1.6	6.3 ± 0.4	14.1 ± 0.5	27.1 ± 0.7	28.7 ± 0.7	16.6 ± 0.6	5.7 ± 0.4	92.2 ± 0.4
Machine operators, hospitality staff, assistants, labourers	469.5 ± 1.7	2.4	10.0 ± 0.5	16.1 ± 0.8	26.3 ± 0.8	25.4 ± 0.7	14.3 ± 0.6	5.6 ± 0.5	87.7 ± 0.6
Not in paid work in the previous 12 months	455.0 ± 2.2	7.6	14.2 ± 1.0	16.9 ± 1.0	24.5 ± 0.9	21.4 ± 0.9	11.5 ± 0.7	4.0 ± 0.4	78.2 ± 1.2
Not stated	481.7 ± 1.2	1.2	7.4 ± 0.3	13.1 ± 0.3	24.9 ± 0.3	27.8 ± 0.3	18.0 ± 0.4	7.5 ± 0.3	91.4 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

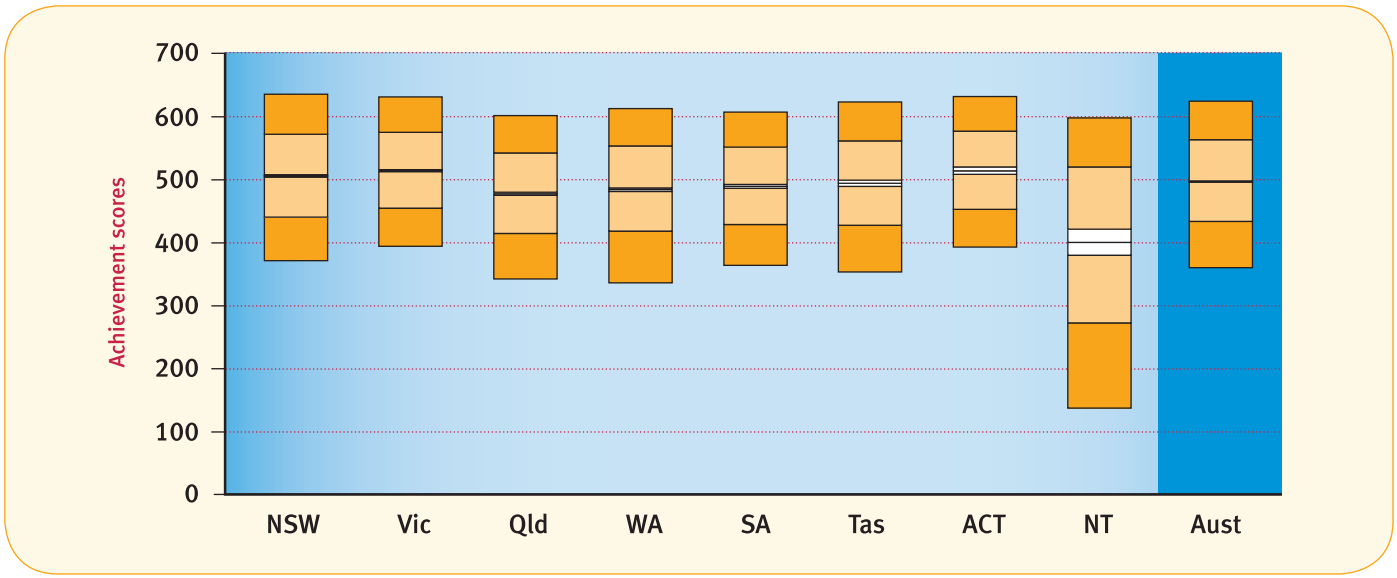
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 5 students with parental occupation 'not stated' is 49%.

Table 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*10yrs 7mths 5yrs 4mths*	504.9 ± 2.0 79.5	97.6	0.8	5.3 ± 0.3	10.3 ± 0.4	20.3 ± 0.5	26.0 ± 0.4	21.0 ± 0.5	16.3 ± 0.8	93.9 ± 0.4
VIC	*10yrs 9mths 5yrs 4mths*	513.4 ± 1.7 71.8	96.3	2.5	2.8 ± 0.2	8.1 ± 0.4	19.1 ± 0.6	27.7 ± 0.6	23.3 ± 0.5	16.6 ± 0.6	94.7 ± 0.2
Qld	*10yrs 1mth 4yrs 4mths*	476.6 ± 2.4 78.9	97.9	1.7	9.5 ± 0.6	14.2 ± 0.6	24.5 ± 0.6	26.0 ± 0.7	16.0 ± 0.6	8.1 ± 0.5	88.8 ± 0.7
WA	*10yrs 4mths 5yrs 4mths*	483.2 ± 3.0 83.5	95.8	0.8	9.9 ± 0.9	12.5 ± 0.6	22.2 ± 0.7	25.8 ± 0.7	18.0 ± 0.8	10.8 ± 0.8	89.3 ± 0.9
SA	*10yrs 7mths 5yrs 4mths*	488.3 ± 3.1 73.5	97.2	2.6	6.2 ± 0.7	12.5 ± 0.8	23.5 ± 0.9	27.2 ± 0.9	18.2 ± 1.0	9.7 ± 0.9	91.1 ± 1.0
Tas	*10yrs 11mths 5yrs 4mths*	493.4 ± 4.9 80.8	97.0	1.0	7.7 ± 1.2	11.9 ± 1.2	20.9 ± 1.6	25.7 ± 1.6	19.9 ± 1.5	13.0 ± 1.6	91.4 ± 1.2
ACT	*10yrs 8mths 5yrs 4mths*	513.2 ± 5.8 72.5	96.5	1.5	3.0 ± 0.8	8.4 ± 1.4	19.2 ± 2.2	27.4 ± 1.9	23.2 ± 1.8	17.3 ± 2.4	95.5 ± 1.1
NT	*10yrs 6mths 5yrs 4mths*	400.0 ± 21.0 142.0	84.6	1.5	37.0 ± 6.6	11.6 ± 1.9	16.7 ± 2.3	16.5 ± 2.6	10.2 ± 1.8	6.6 ± 1.7	61.5 ± 6.6
Aust	*10yrs 6mths 5yrs 1mth*	496.2 ± 1.1 80.6	96.9	1.5	6.5 ± 0.2	11.0 ± 0.2	21.3 ± 0.3	26.4 ± 0.2	19.9 ± 0.3	13.4 ± 0.4	91.9 ± 0.3

Figure 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

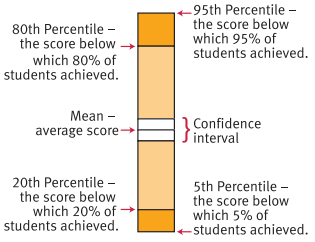
Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 5 students reported by schools which includes those absent and withdrawn.

Reading the graph

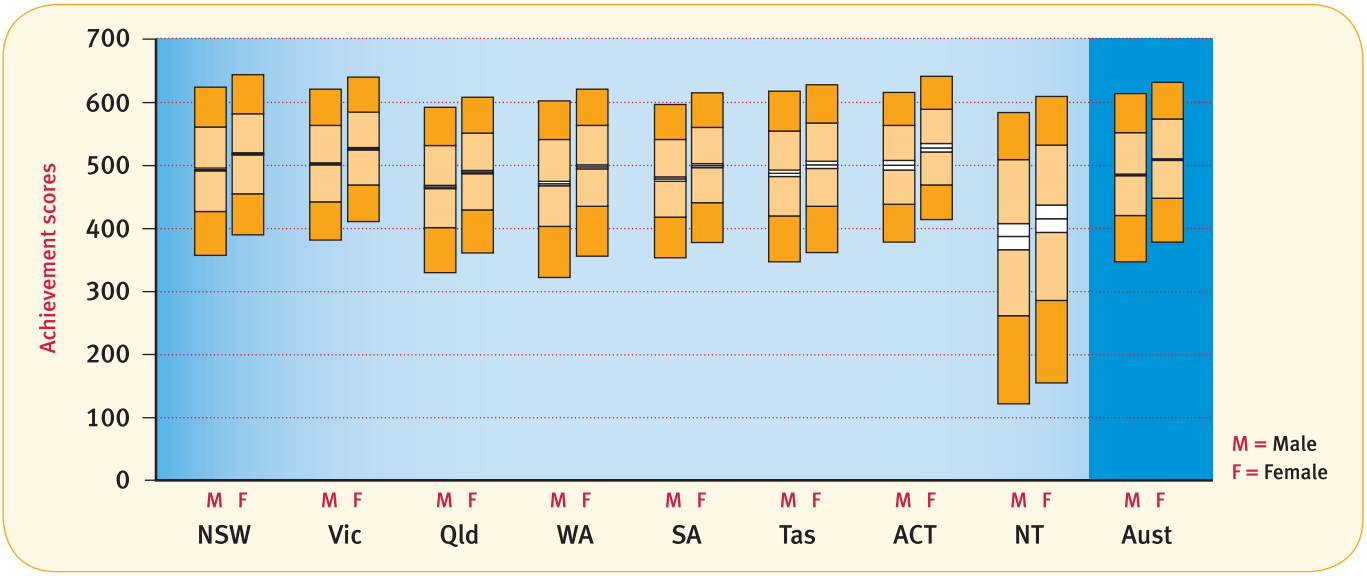


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.G2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Male*	492.8 ± 2.3	1.0	7.1 ± 0.5	12.5 ± 0.5	22.3 ± 0.6	25.5 ± 0.5	18.7 ± 0.6	13.0 ± 0.8	91.9 ± 0.5
	Female	517.4 ± 2.1	0.7	3.4 ± 0.3	8.0 ± 0.4	18.3 ± 0.7	26.6 ± 0.7	23.4 ± 0.6	19.7 ± 1.0	95.9 ± 0.3
VIC	*Male*	501.8 ± 1.9	3.1	3.9 ± 0.3	10.2 ± 0.6	21.7 ± 0.8	27.5 ± 0.6	20.6 ± 0.6	13.0 ± 0.7	93.0 ± 0.5
	Female	525.7 ± 1.7	1.7	1.6 ± 0.2	5.8 ± 0.4	16.3 ± 0.6	28.0 ± 0.9	26.1 ± 0.8	20.5 ± 0.8	96.6 ± 0.3
Qld	*Male*	465.1 ± 2.6	2.2	12.3 ± 0.8	16.3 ± 0.7	25.6 ± 0.9	23.9 ± 1.0	13.5 ± 0.7	6.3 ± 0.5	85.6 ± 0.8
	Female	488.5 ± 2.5	1.1	6.6 ± 0.6	12.0 ± 0.8	23.4 ± 0.8	28.2 ± 0.7	18.6 ± 0.7	10.0 ± 0.7	92.2 ± 0.7
WA	*Male*	470.5 ± 3.3	0.9	12.7 ± 1.2	14.6 ± 0.8	23.7 ± 0.9	24.3 ± 1.1	15.4 ± 0.9	8.3 ± 0.8	86.4 ± 1.2
	Female	496.9 ± 3.2	0.7	6.8 ± 0.8	10.3 ± 0.7	20.6 ± 1.1	27.4 ± 1.0	20.9 ± 1.0	13.4 ± 1.0	92.5 ± 0.8
SA	*Male*	477.7 ± 3.5	3.3	8.0 ± 1.0	14.5 ± 1.1	25.3 ± 1.1	25.8 ± 1.0	15.7 ± 1.1	7.4 ± 0.9	88.7 ± 1.3
	Female	498.9 ± 3.2	1.9	4.5 ± 0.7	10.4 ± 0.9	21.7 ± 1.0	28.7 ± 1.3	20.7 ± 1.2	12.1 ± 1.2	93.6 ± 0.9
Tas	*Male*	486.8 ± 5.2	1.0	8.8 ± 1.5	13.0 ± 1.5	21.7 ± 1.9	25.7 ± 2.2	18.5 ± 2.2	11.3 ± 1.7	90.2 ± 1.6
	Female	500.2 ± 5.8	1.0	6.5 ± 1.4	10.7 ± 1.8	20.1 ± 2.1	25.7 ± 1.9	21.3 ± 1.9	14.7 ± 2.1	92.6 ± 1.4
ACT	*Male*	499.5 ± 7.4	1.9	4.3 ± 1.3	11.4 ± 2.1	21.0 ± 3.0	27.5 ± 2.6	21.3 ± 2.6	12.6 ± 2.6	93.8 ± 1.7
	Female	527.1 ± 6.7	1.1	1.6 ± 0.7	5.3 ± 1.5	17.2 ± 2.8	27.4 ± 2.6	25.1 ± 2.2	22.2 ± 3.4	97.3 ± 1.1
NT	*Male*	386.8 ± 20.6	1.4	40.0 ± 6.6	12.6 ± 2.5	17.4 ± 2.8	14.7 ± 3.1	8.9 ± 1.7	5.0 ± 1.6	58.6 ± 6.5
	Female	414.8 ± 21.9	1.6	33.6 ± 6.9	10.5 ± 2.3	15.8 ± 2.5	18.5 ± 3.0	11.7 ± 2.4	8.3 ± 2.3	64.8 ± 7.0
Aust	*Male*	484.4 ± 1.2	1.9	8.5 ± 0.3	13.1 ± 0.3	23.1 ± 0.3	25.4 ± 0.3	17.4 ± 0.4	10.6 ± 0.4	89.6 ± 0.3
	Female	508.4 ± 1.2	1.1	4.5 ± 0.2	8.8 ± 0.2	19.4 ± 0.3	27.4 ± 0.4	22.4 ± 0.3	16.5 ± 0.5	94.4 ± 0.2

Figure 5.G2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

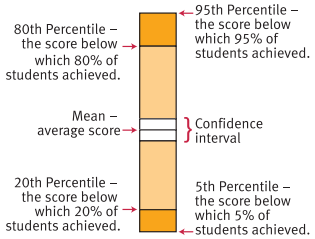
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

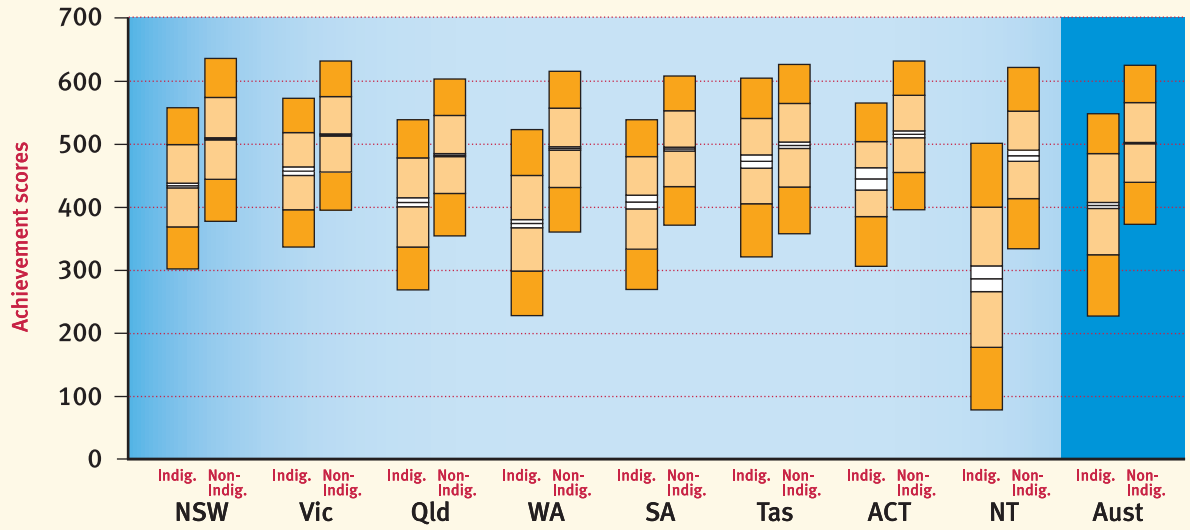


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Indigenous*	434.0 ± 3.8	1.0	21.4 ± 2.0	22.7 ± 1.9	26.4 ± 2.0	18.4 ± 1.7	7.7 ± 1.1	2.4 ± 0.6	77.6 ± 2.0
	Non-Indigenous	508.0 ± 1.9	0.7	4.5 ± 0.3	9.7 ± 0.4	20.1 ± 0.5	26.4 ± 0.5	21.6 ± 0.5	16.9 ± 0.8	94.7 ± 0.3
VIC	*Indigenous*	456.4 ± 6.8	3.7	12.1 ± 3.3	20.3 ± 3.4	26.4 ± 4.4	22.1 ± 4.5	11.5 ± 2.5	3.7 ± 1.6	84.1 ± 3.5
	Non-Indigenous	514.2 ± 1.6	2.2	2.7 ± 0.2	7.9 ± 0.4	19.0 ± 0.6	27.9 ± 0.5	23.5 ± 0.5	16.8 ± 0.6	95.1 ± 0.3
Qld	*Indigenous*	407.6 ± 7.1	2.0	32.2 ± 3.3	24.3 ± 2.0	21.8 ± 1.8	13.4 ± 1.7	4.7 ± 1.1	1.4 ± 0.7	65.7 ± 3.3
	Non-Indigenous	482.0 ± 2.2	1.6	7.7 ± 0.5	13.4 ± 0.6	24.7 ± 0.6	27.0 ± 0.7	16.8 ± 0.6	8.7 ± 0.5	90.6 ± 0.6
WA	*Indigenous*	373.8 ± 6.4	1.0	49.7 ± 3.6	21.6 ± 3.4	15.5 ± 2.2	8.1 ± 1.7	3.4 ± 1.0	0.8 ± 0.5	49.3 ± 3.6
	Non-Indigenous	492.5 ± 2.5	0.7	6.6 ± 0.6	11.7 ± 0.6	22.6 ± 0.7	27.3 ± 0.8	19.4 ± 0.8	11.7 ± 0.8	92.6 ± 0.6
SA	*Indigenous*	407.9 ± 10.7	5.4	31.7 ± 5.9	22.4 ± 4.2	20.8 ± 5.1	13.5 ± 3.1	4.7 ± 2.1	1.4 ± 1.3	62.9 ± 5.8
	Non-Indigenous	491.8 ± 2.9	2.3	5.2 ± 0.6	12.0 ± 0.8	23.6 ± 0.9	27.8 ± 0.9	18.9 ± 0.9	10.2 ± 0.9	92.5 ± 0.9
Tas	*Indigenous*	472.1 ± 10.6	1.4	12.2 ± 4.0	13.8 ± 4.2	24.5 ± 9.2	25.0 ± 8.0	14.7 ± 5.2	8.3 ± 4.5	86.4 ± 4.1
	Non-Indigenous	497.6 ± 5.1	0.9	6.9 ± 1.2	11.3 ± 1.3	20.4 ± 1.5	25.7 ± 1.6	20.8 ± 1.8	14.0 ± 1.8	92.2 ± 1.2
ACT	*Indigenous*	444.5 ± 17.3	4.8	15.6 ± 10.0	19.2 ± 11.9	30.1 ± 11.3	20.4 ± 9.1	6.9 ± 5.1	3.0 ± 4.3	79.6 ± 10.4
	Non-Indigenous	514.9 ± 5.6	1.4	2.7 ± 0.7	8.1 ± 1.4	19.0 ± 2.2	27.5 ± 1.9	23.6 ± 1.7	17.7 ± 2.4	96.0 ± 1.0
NT	*Indigenous*	286.4 ± 20.3	1.1	74.4 ± 6.0	9.4 ± 3.0	7.8 ± 2.3	5.1 ± 1.7	1.9 ± 1.1	0.3 ± 0.3	24.5 ± 5.8
	Non-Indigenous	481.2 ± 8.7	1.2	10.5 ± 2.4	13.5 ± 2.5	23.1 ± 2.9	24.5 ± 2.7	16.3 ± 2.0	11.1 ± 2.6	88.3 ± 2.6
Aust	*Indigenous*	402.4 ± 4.8	1.8	34.2 ± 1.9	21.2 ± 1.1	21.1 ± 1.1	14.1 ± 0.9	5.8 ± 0.5	1.9 ± 0.4	64.1 ± 1.9
	Non-Indigenous	501.2 ± 1.0	1.4	5.0 ± 0.2	10.4 ± 0.2	21.3 ± 0.3	27.1 ± 0.2	20.7 ± 0.3	14.1 ± 0.4	93.5 ± 0.2

Figure 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

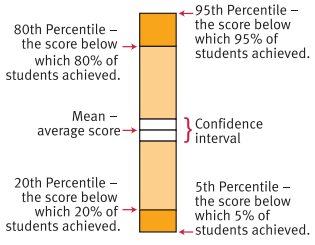
Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

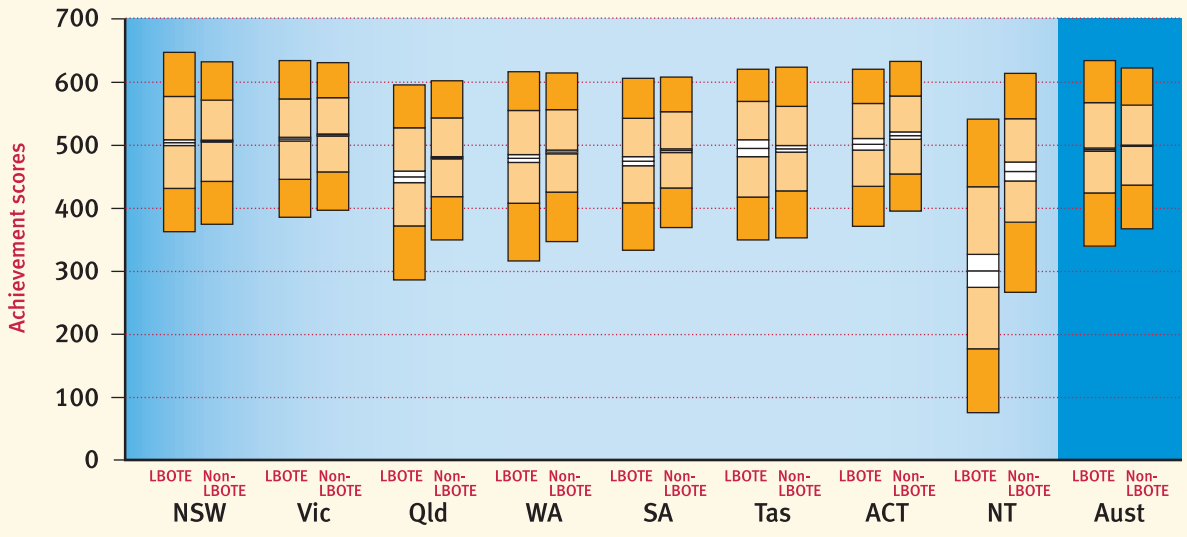


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*LBOTE*	503.4 ± 4.5	1.5	6.5 ± 0.8	11.6 ± 0.9	20.1 ± 0.9	23.4 ± 1.0	18.8 ± 0.9	18.0 ± 1.8	92.0 ± 0.9
	Non-LBOTE	505.5 ± 1.9	0.5	5.0 ± 0.3	9.9 ± 0.4	20.3 ± 0.5	26.7 ± 0.5	21.6 ± 0.5	16.0 ± 0.7	94.5 ± 0.3
VIC	*LBOTE*	508.7 ± 2.7	3.2	3.5 ± 0.4	9.5 ± 0.7	20.3 ± 0.9	26.2 ± 0.8	21.2 ± 1.0	16.1 ± 1.1	93.3 ± 0.6
	Non-LBOTE	515.1 ± 1.6	2.2	2.5 ± 0.2	7.6 ± 0.4	18.6 ± 0.6	28.3 ± 0.6	24.0 ± 0.6	16.8 ± 0.7	95.3 ± 0.4
Qld	*LBOTE*	449.0 ± 9.3	4.5	19.7 ± 3.3	16.3 ± 1.7	21.7 ± 1.8	20.0 ± 2.3	11.3 ± 1.6	6.5 ± 1.6	75.8 ± 3.4
	Non-LBOTE	479.1 ± 2.2	1.4	8.6 ± 0.5	14.0 ± 0.6	24.8 ± 0.6	26.6 ± 0.6	16.4 ± 0.6	8.3 ± 0.5	90.0 ± 0.6
WA	*LBOTE*	478.2 ± 6.1	1.7	12.1 ± 1.9	13.0 ± 1.2	21.1 ± 1.9	23.7 ± 1.9	17.1 ± 1.7	11.2 ± 1.6	86.1 ± 2.1
	Non-LBOTE	488.3 ± 3.0	0.5	8.3 ± 0.8	12.0 ± 0.7	22.0 ± 0.9	26.8 ± 0.9	19.0 ± 0.9	11.4 ± 0.8	91.1 ± 0.8
SA	*LBOTE*	473.8 ± 7.2	6.6	10.8 ± 2.5	13.9 ± 2.2	22.8 ± 2.1	23.6 ± 2.5	14.1 ± 2.0	8.3 ± 1.8	82.6 ± 4.1
	Non-LBOTE	490.7 ± 3.0	2.0	5.5 ± 0.7	12.2 ± 0.8	23.6 ± 0.9	27.8 ± 0.9	18.9 ± 1.0	10.0 ± 0.9	92.5 ± 0.8
Tas	*LBOTE*	494.1 ± 13.3	7.7	8.1 ± 4.4	12.5 ± 4.8	16.2 ± 6.1	21.2 ± 7.1	21.0 ± 8.3	13.2 ± 5.7	84.1 ± 6.1
	Non-LBOTE	493.3 ± 5.0	0.8	7.7 ± 1.2	11.9 ± 1.2	21.0 ± 1.5	25.8 ± 1.7	19.8 ± 1.6	13.1 ± 1.6	91.5 ± 1.3
ACT	*LBOTE*	500.5 ± 9.3	4.8	5.1 ± 2.8	11.0 ± 3.9	18.9 ± 5.0	25.2 ± 4.5	21.5 ± 4.7	13.4 ± 4.6	90.1 ± 5.6
	Non-LBOTE	514.3 ± 5.9	1.1	2.8 ± 0.8	8.2 ± 1.4	19.4 ± 2.2	27.6 ± 2.0	23.2 ± 1.8	17.8 ± 2.6	96.1 ± 0.9
NT	*LBOTE*	300.3 ± 26.3	2.1	67.9 ± 8.4	9.0 ± 2.9	8.5 ± 3.0	6.6 ± 2.6	3.5 ± 1.9	2.3 ± 1.4	29.9 ± 7.9
	Non-LBOTE	457.5 ± 15.1	1.1	19.2 ± 4.7	13.1 ± 3.0	21.3 ± 3.4	22.3 ± 3.3	13.6 ± 2.3	9.4 ± 2.8	79.7 ± 4.8
Aust	*LBOTE*	492.0 ± 2.6	2.8	8.7 ± 0.7	11.5 ± 0.5	20.3 ± 0.6	23.7 ± 0.6	18.3 ± 0.6	14.7 ± 0.8	88.5 ± 0.7
	Non-LBOTE	498.2 ± 1.0	1.2	5.7 ± 0.2	10.8 ± 0.2	21.4 ± 0.3	27.1 ± 0.2	20.4 ± 0.3	13.4 ± 0.4	93.0 ± 0.2

Figure 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

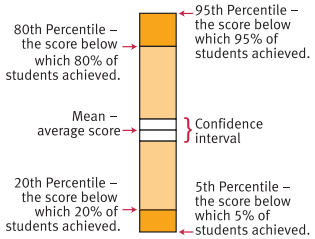
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.G5: Achievement of Year 5 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	509.6 ± 2.5	0.9	4.7 ± 0.4	9.6 ± 0.5	19.5 ± 0.6	25.8 ± 0.5	21.5 ± 0.6	18.0 ± 1.0	94.3 ± 0.4
	Provincial	492.2 ± 2.4	0.5	6.6 ± 0.6	12.0 ± 0.7	22.7 ± 0.7	26.9 ± 0.8	19.7 ± 0.8	11.6 ± 0.8	92.9 ± 0.6
	Remote	462.3 ± 18.5	0.9	16.6 ± 7.0	16.6 ± 5.2	22.0 ± 4.6	21.6 ± 6.0	13.5 ± 6.4	8.9 ± 3.8	82.5 ± 7.3
	Very Remote	444.2 ± 40.3	0.8	23.5 ± 16.6	16.2 ± 6.8	18.4 ± 8.8	21.9 ± 9.8	14.6 ± 10.1	4.6 ± 4.7	75.7 ± 17.6
VIC	*Metro*	516.7 ± 2.0	2.5	2.4 ± 0.2	7.6 ± 0.4	18.4 ± 0.6	27.4 ± 0.6	23.8 ± 0.6	17.8 ± 0.8	95.1 ± 0.4
	Provincial	504.0 ± 2.3	2.3	3.8 ± 0.5	9.4 ± 0.8	20.9 ± 0.9	28.6 ± 0.9	21.8 ± 1.1	13.2 ± 0.9	93.8 ± 0.6
	Remote	528.2 ± 31.4	0.0	4.7 ± 6.1	3.6 ± 7.4	12.4 ± 11.1	28.4 ± 16.1	27.3 ± 11.5	23.6 ± 12.1	95.3 ± 6.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	482.0 ± 2.8	1.6	8.1 ± 0.7	13.5 ± 0.7	24.3 ± 0.7	26.8 ± 0.8	16.8 ± 0.7	9.0 ± 0.7	90.3 ± 0.8
	Provincial	472.4 ± 3.0	1.9	9.9 ± 0.9	15.4 ± 0.8	25.5 ± 1.0	25.5 ± 1.0	15.0 ± 0.9	6.8 ± 0.7	88.2 ± 1.0
	Remote	438.9 ± 13.6	1.2	22.0 ± 5.8	19.0 ± 3.4	24.1 ± 5.1	19.0 ± 4.7	10.6 ± 2.8	4.2 ± 1.8	76.8 ± 5.9
	Very Remote	396.5 ± 22.0	0.9	40.9 ± 10.1	18.8 ± 3.1	18.1 ± 4.4	13.3 ± 4.4	5.6 ± 2.3	2.3 ± 1.9	58.2 ± 10.2
WA	*Metro*	492.0 ± 3.3	0.9	7.3 ± 0.8	11.8 ± 0.8	21.8 ± 0.9	26.6 ± 0.8	19.3 ± 0.9	12.2 ± 1.0	91.8 ± 0.8
	Provincial	475.2 ± 5.1	0.6	10.9 ± 1.7	13.8 ± 1.3	24.2 ± 1.7	26.0 ± 1.9	16.5 ± 2.1	8.0 ± 1.3	88.5 ± 1.7
	Remote	455.4 ± 12.8	0.3	18.3 ± 4.8	15.2 ± 3.2	22.8 ± 3.6	22.5 ± 3.5	13.8 ± 2.6	7.0 ± 2.0	81.3 ± 4.8
	Very Remote	390.1 ± 20.6	0.4	45.2 ± 9.2	14.9 ± 3.1	16.8 ± 3.9	13.2 ± 3.9	6.7 ± 2.5	2.7 ± 1.7	54.3 ± 9.3
SA	*Metro*	493.2 ± 3.8	3.0	5.2 ± 0.8	11.8 ± 0.9	22.7 ± 1.1	27.6 ± 1.3	18.9 ± 1.3	10.8 ± 1.1	91.8 ± 1.2
	Provincial	479.4 ± 4.6	1.7	7.6 ± 1.4	14.4 ± 1.5	25.6 ± 1.5	26.5 ± 1.7	16.7 ± 1.5	7.4 ± 1.0	90.6 ± 1.5
	Remote	480.2 ± 10.0	1.8	7.0 ± 3.6	12.8 ± 4.4	26.3 ± 3.8	28.9 ± 4.2	16.5 ± 4.0	6.6 ± 2.4	91.2 ± 4.1
	Very Remote	397.4 ± 42.2	0.5	42.5 ± 17.5	14.7 ± 6.6	18.2 ± 8.3	13.8 ± 9.2	6.2 ± 6.6	4.1 ± 5.0	57.0 ± 16.9
Tas	*Metro*	499.8 ± 8.0	1.2	6.6 ± 1.8	10.9 ± 2.0	19.6 ± 2.0	25.5 ± 2.2	21.6 ± 2.5	14.7 ± 2.7	92.2 ± 1.9
	Provincial	488.9 ± 6.0	0.8	8.4 ± 1.5	12.6 ± 1.6	21.9 ± 2.3	25.7 ± 2.1	18.6 ± 2.1	11.9 ± 1.9	90.8 ± 1.5
	Remote	477.2 ± 30.6	0.0	12.7 ± 11.4	12.4 ± 7.6	20.2 ± 9.8	27.1 ± 12.2	19.3 ± 9.9	8.2 ± 7.2	87.3 ± 11.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	513.4 ± 5.7	1.5	2.9 ± 0.8	8.4 ± 1.3	19.2 ± 2.2	27.5 ± 1.9	23.2 ± 1.7	17.3 ± 2.4	95.6 ± 1.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	460.2 ± 11.4	2.0	16.9 ± 3.9	15.0 ± 2.7	22.5 ± 3.0	22.3 ± 3.2	13.7 ± 2.1	7.6 ± 2.2	81.0 ± 4.3
	Remote	443.7 ± 31.7	1.4	25.8 ± 9.8	12.7 ± 3.0	18.0 ± 4.2	18.6 ± 5.5	12.5 ± 4.1	11.0 ± 4.9	72.8 ± 9.9
	Very Remote	258.9 ± 37.7	0.5	82.2 ± 11.1	4.5 ± 2.9	5.0 ± 3.6	4.2 ± 3.3	2.1 ± 1.9	1.4 ± 1.5	17.3 ± 11.0
Aust	*Metro*	502.9 ± 1.3	1.6	5.1 ± 0.2	10.2 ± 0.3	20.6 ± 0.3	26.6 ± 0.3	20.8 ± 0.3	15.0 ± 0.5	93.3 ± 0.3
	Provincial	487.2 ± 1.4	1.4	7.5 ± 0.4	12.6 ± 0.4	23.2 ± 0.5	26.7 ± 0.4	18.4 ± 0.5	10.2 ± 0.5	91.1 ± 0.4
	Remote	454.4 ± 7.9	1.0	18.6 ± 2.9	15.5 ± 1.9	22.6 ± 2.0	21.9 ± 1.9	13.3 ± 1.5	7.3 ± 1.3	80.5 ± 2.9
	Very Remote	354.4 ± 17.5	0.6	54.2 ± 6.1	12.8 ± 2.0	13.6 ± 2.2	11.0 ± 2.3	5.3 ± 1.5	2.4 ± 0.9	45.2 ± 6.2

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.G6: Achievement of Year 5 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	443.5 ± 4.7	1.2	18.0 ± 2.4	21.4 ± 2.5	26.7 ± 2.6	20.7 ± 2.5	9.2 ± 1.6	2.8 ± 0.9	80.8 ± 2.4
	Provincial	431.0 ± 5.3	0.9	21.9 ± 2.7	23.3 ± 2.4	27.2 ± 2.6	17.4 ± 2.5	7.0 ± 1.5	2.2 ± 0.8	77.1 ± 2.7
	Remote	392.3 ± 23.1	0.7	39.9 ± 14.4	28.6 ± 9.8	18.2 ± 7.4	8.9 ± 5.4	2.5 ± 4.2	1.2 ± 2.0	59.4 ± 13.9
	Very Remote	366.8 ± 39.2	2.1	54.6 ± 18.2	22.5 ± 10.2	11.3 ± 14.0	6.7 ± 8.2	1.3 ± 3.3	1.7 ± 3.2	43.3 ± 20.4
Vic	*Metro*	471.5 ± 9.1	3.7	7.8 ± 3.7	17.2 ± 4.4	26.3 ± 7.0	25.0 ± 6.3	15.0 ± 4.6	5.0 ± 2.8	88.5 ± 4.1
	Provincial	442.0 ± 8.1	3.8	16.3 ± 4.6	23.4 ± 5.0	26.6 ± 4.7	19.1 ± 5.3	8.2 ± 3.6	2.5 ± 1.8	79.9 ± 4.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	423.9 ± 9.3	1.9	24.9 ± 3.5	24.6 ± 2.7	24.2 ± 2.5	16.2 ± 2.4	6.2 ± 1.9	2.0 ± 1.4	73.2 ± 3.5
	Provincial	416.6 ± 8.7	2.5	27.1 ± 4.9	26.2 ± 3.0	24.0 ± 2.9	14.1 ± 2.7	4.7 ± 1.5	1.3 ± 0.7	70.4 ± 4.8
	Remote	361.5 ± 24.6	2.4	53.6 ± 12.7	20.9 ± 9.3	14.9 ± 7.1	6.6 ± 3.3	1.6 ± 2.0	0.1 ± 0.5	44.0 ± 12.4
	Very Remote	341.7 ± 15.6	0.8	65.3 ± 8.3	19.7 ± 5.3	9.5 ± 4.2	4.3 ± 2.5	0.4 ± 0.8	0.0 ± 0.0	33.9 ± 8.4
WA	*Metro*	396.8 ± 7.9	1.4	39.2 ± 4.6	24.2 ± 4.1	17.8 ± 3.6	11.2 ± 3.0	4.9 ± 2.0	1.3 ± 1.0	59.5 ± 4.6
	Provincial	391.5 ± 10.8	0.9	41.6 ± 6.5	24.8 ± 5.9	19.4 ± 4.9	9.2 ± 3.0	3.4 ± 2.4	0.6 ± 1.1	57.5 ± 6.5
	Remote	366.6 ± 13.9	0.7	51.0 ± 7.2	22.5 ± 7.0	15.9 ± 6.6	6.7 ± 3.5	2.9 ± 1.9	0.4 ± 0.9	48.4 ± 7.2
	Very Remote	328.0 ± 14.7	0.7	72.3 ± 7.1	14.1 ± 5.3	8.2 ± 3.0	3.2 ± 2.7	1.3 ± 1.7	0.3 ± 0.7	27.1 ± 7.2
SA	*Metro*	434.5 ± 10.1	6.5	19.6 ± 5.7	22.5 ± 8.1	24.6 ± 8.6	17.6 ± 4.4	6.6 ± 3.5	2.5 ± 2.2	73.9 ± 5.9
	Provincial	403.5 ± 13.9	6.3	33.6 ± 7.9	23.8 ± 7.1	19.6 ± 6.8	12.1 ± 5.6	4.1 ± 3.5	0.5 ± 1.3	60.1 ± 8.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	319.4 ± 31.4	0.0	77.0 ± 15.4	13.4 ± 10.4	6.8 ± 8.9	2.7 ± 4.9	0.0 ± 0.0	0.0 ± 0.0	23.0 ± 15.4
Tas	*Metro*	467.0 ± 18.3	2.1	15.2 ± 8.1	13.0 ± 7.0	22.8 ± 7.8	25.1 ± 11.0	14.3 ± 8.8	7.4 ± 6.2	82.7 ± 8.3
	Provincial	475.2 ± 12.6	1.1	10.4 ± 4.3	13.5 ± 6.7	26.0 ± 11.7	25.6 ± 8.2	14.9 ± 5.0	8.6 ± 5.3	88.6 ± 4.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	448.3 ± 16.1	4.9	14.0 ± 9.7	19.6 ± 12.1	30.7 ± 11.4	20.8 ± 9.3	7.0 ± 5.2	3.1 ± 4.4	81.2 ± 10.2
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	388.8 ± 15.1	1.3	43.4 ± 8.4	19.0 ± 5.2	18.5 ± 4.8	12.4 ± 4.2	5.0 ± 3.0	0.4 ± 1.2	55.4 ± 8.3
	Remote	351.5 ± 29.6	2.2	54.0 ± 11.2	17.3 ± 5.5	14.0 ± 5.5	8.4 ± 3.5	3.3 ± 3.3	0.8 ± 1.3	43.8 ± 10.3
	Very Remote	225.7 ± 21.1	0.6	93.2 ± 4.4	3.0 ± 2.8	1.6 ± 1.3	1.2 ± 1.4	0.3 ± 0.7	0.1 ± 0.3	6.2 ± 4.1
Aust	*Metro*	432.0 ± 4.3	2.1	22.6 ± 1.8	22.5 ± 1.7	24.4 ± 1.7	18.0 ± 1.4	7.8 ± 0.9	2.6 ± 0.7	75.3 ± 1.8
	Provincial	423.0 ± 4.0	1.9	25.9 ± 2.1	23.5 ± 1.3	24.6 ± 1.6	15.8 ± 1.4	6.3 ± 0.9	2.0 ± 0.5	72.2 ± 2.1
	Remote	366.3 ± 11.9	1.5	50.3 ± 5.7	21.8 ± 4.7	15.5 ± 4.0	7.5 ± 2.0	2.6 ± 1.5	0.6 ± 0.7	48.2 ± 5.5
	Very Remote	287.6 ± 14.7	0.7	79.3 ± 4.1	10.9 ± 2.8	5.7 ± 1.6	2.7 ± 1.3	0.6 ± 0.6	0.2 ± 0.3	20.0 ± 4.1

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.G7: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	533.4 ± 1.6	1.2	1.9 ± 0.2	5.1 ± 0.3	14.3 ± 0.5	25.8 ± 0.7	26.7 ± 0.9	24.9 ± 0.9	96.9 ± 0.2
Advanced diploma/ diploma	503.6 ± 1.4	1.4	4.1 ± 0.4	9.2 ± 0.5	21.2 ± 0.6	28.9 ± 0.7	21.9 ± 0.7	13.3 ± 0.6	94.5 ± 0.4
Cert I to IV	484.9 ± 1.1	1.4	6.5 ± 0.3	13.0 ± 0.4	24.7 ± 0.5	28.2 ± 0.5	17.7 ± 0.6	8.4 ± 0.4	92.0 ± 0.4
Year 12 or equivalent	487.7 ± 1.9	2.1	7.0 ± 0.5	12.5 ± 0.6	23.3 ± 0.8	26.6 ± 0.8	18.4 ± 1.0	10.1 ± 0.7	90.9 ± 0.6
Year 11 or equivalent or below	455.4 ± 1.8	3.8	14.3 ± 0.7	18.1 ± 0.6	25.7 ± 0.8	22.0 ± 0.7	11.4 ± 0.6	4.6 ± 0.4	81.9 ± 0.8
Not stated	494.8 ± 1.5	1.2	7.0 ± 0.3	11.0 ± 0.3	21.3 ± 0.4	26.3 ± 0.4	19.7 ± 0.3	13.5 ± 0.4	91.8 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 5 students with parental education 'not stated' is 47%.

Table 5.G8: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	528.8 ± 1.6	1.0	2.2 ± 0.2	5.7 ± 0.3	15.3 ± 0.7	26.5 ± 0.8	26.1 ± 0.8	23.1 ± 0.9	96.8 ± 0.3
Other business managers and associate professionals	507.6 ± 1.2	1.1	3.4 ± 0.2	8.9 ± 0.5	20.5 ± 0.6	28.8 ± 0.6	22.8 ± 0.5	14.5 ± 0.5	95.5 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	489.5 ± 1.3	1.6	5.7 ± 0.3	11.9 ± 0.5	24.4 ± 0.5	28.3 ± 0.6	18.6 ± 0.6	9.4 ± 0.5	92.7 ± 0.4
Machine operators, hospitality staff, assistants, labourers	472.3 ± 1.8	2.4	10.3 ± 0.6	15.7 ± 0.6	25.0 ± 0.6	24.7 ± 0.8	14.4 ± 0.8	7.4 ± 0.5	87.3 ± 0.6
Not in paid work in the previous 12 months	453.3 ± 2.5	7.6	15.7 ± 1.1	17.6 ± 0.9	23.1 ± 1.1	19.4 ± 1.0	11.0 ± 0.8	5.6 ± 0.6	76.7 ± 1.3
Not stated	493.2 ± 1.5	1.2	7.3 ± 0.3	11.4 ± 0.3	21.5 ± 0.4	26.1 ± 0.3	19.3 ± 0.3	13.2 ± 0.4	91.5 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

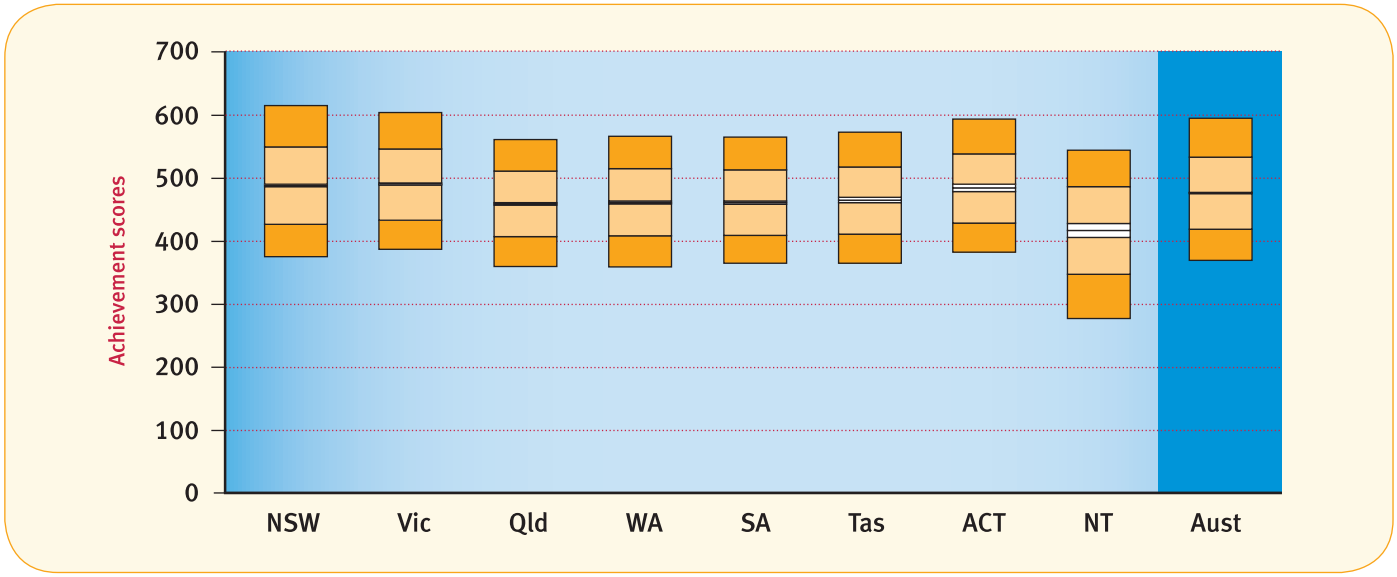
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 5 students with parental occupation 'not stated' is 49%.

Table 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*10yrs 7mths* *5yrs 4mths*	487.8 ± 2.0 72.4	97.2	0.8	4.8 ± 0.3	15.0 ± 0.6	26.5 ± 0.6	25.9 ± 0.5	16.7 ± 0.5	10.3 ± 0.7	94.4 ± 0.3
VIC	*10yrs 9mths* *5yrs 4mths*	489.7 ± 1.7 65.8	96.2	2.4	3.0 ± 0.2	13.6 ± 0.5	27.1 ± 0.6	28.1 ± 0.5	17.2 ± 0.6	8.6 ± 0.5	94.6 ± 0.3
Qld	*10yrs 1mth* *4yrs 4mths*	458.2 ± 2.1 62.7	97.5	1.5	8.1 ± 0.6	21.7 ± 0.7	32.3 ± 0.5	24.3 ± 0.7	9.8 ± 0.6	2.4 ± 0.3	90.4 ± 0.6
WA	*10yrs 4mths* *5yrs 4mths*	460.7 ± 2.5 63.4	95.5	0.8	8.1 ± 0.8	20.9 ± 1.0	32.0 ± 0.9	24.6 ± 1.1	10.8 ± 0.8	3.0 ± 0.4	91.1 ± 0.8
SA	*10yrs 7mths* *5yrs 4mths*	460.4 ± 2.8 60.7	97.1	2.6	6.9 ± 0.7	21.8 ± 1.2	32.1 ± 1.1	23.8 ± 1.1	10.2 ± 0.9	2.5 ± 0.4	90.5 ± 1.0
Tas	*10yrs 11mths* *5yrs 4mths*	464.6 ± 4.4 62.9	96.3	0.9	7.0 ± 1.1	20.6 ± 1.9	31.5 ± 1.7	25.0 ± 2.0	11.3 ± 1.5	3.7 ± 0.9	92.1 ± 1.2
ACT	*10yrs 8mths* *5yrs 4mths*	483.8 ± 5.8 64.1	95.8	1.4	3.6 ± 0.8	15.0 ± 1.9	28.8 ± 2.1	28.0 ± 1.7	16.2 ± 2.0	7.0 ± 1.8	94.9 ± 1.2
NT	*10yrs 6mths* *5yrs 4mths*	416.3 ± 11.0 81.0	85.0	1.5	29.4 ± 5.9	22.5 ± 2.7	23.8 ± 3.3	15.5 ± 2.5	5.7 ± 1.5	1.5 ± 0.6	69.1 ± 5.9
Aust	*10yrs 6mths* *5yrs 1mth*	475.9 ± 1.1 68.8	96.6	1.5	5.9 ± 0.2	17.4 ± 0.3	28.9 ± 0.3	25.7 ± 0.3	14.0 ± 0.3	6.6 ± 0.3	92.7 ± 0.2

Figure 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

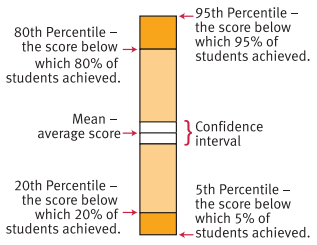
Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 5 students reported by schools which includes those absent and withdrawn.

Reading the graph

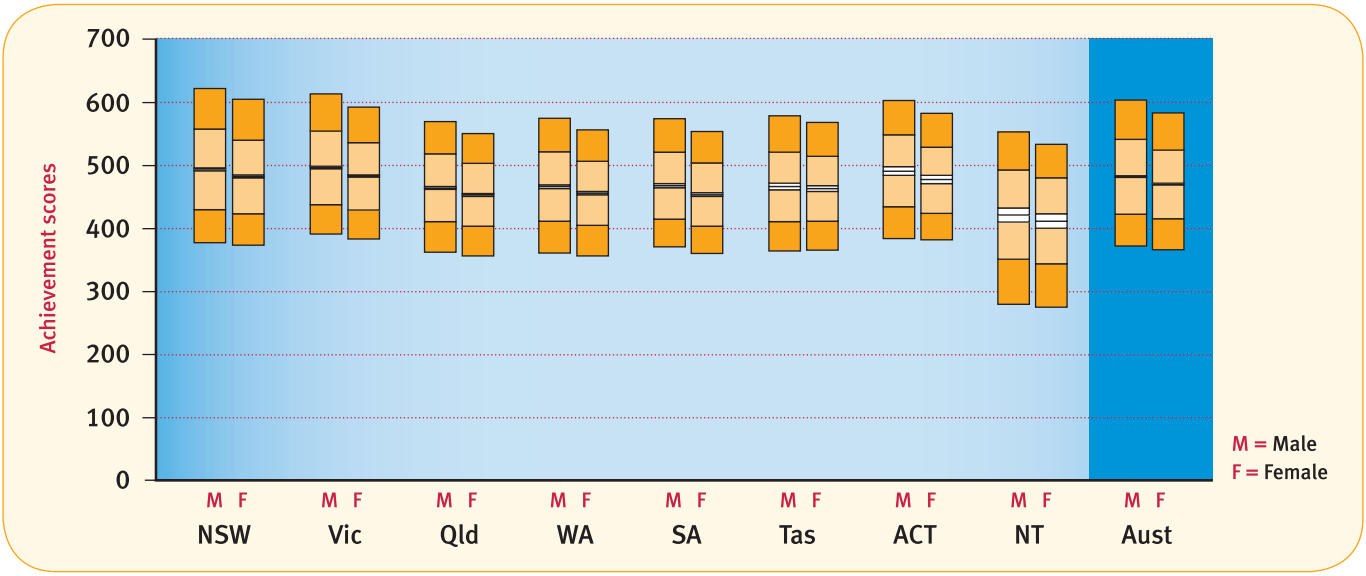


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Male*	493.4 ± 2.2	0.9	4.5 ± 0.3	14.0 ± 0.7	25.0 ± 0.6	25.4 ± 0.6	18.0 ± 0.6	12.3 ± 0.9	94.6 ± 0.4
	Female	482.0 ± 2.1	0.6	5.2 ± 0.3	16.1 ± 0.6	28.1 ± 0.7	26.5 ± 0.7	15.3 ± 0.6	8.3 ± 0.7	94.2 ± 0.4
VIC	*Male*	496.2 ± 1.9	3.1	2.4 ± 0.3	12.3 ± 0.6	25.1 ± 0.7	27.7 ± 0.6	18.7 ± 0.7	10.6 ± 0.7	94.5 ± 0.5
	Female	482.8 ± 1.8	1.7	3.5 ± 0.4	14.9 ± 0.7	29.2 ± 0.8	28.6 ± 0.6	15.7 ± 0.7	6.4 ± 0.5	94.8 ± 0.5
Qld	*Male*	463.6 ± 2.2	2.0	7.3 ± 0.6	20.2 ± 0.8	30.8 ± 0.8	24.9 ± 1.0	11.5 ± 0.7	3.3 ± 0.4	90.7 ± 0.6
	Female	452.7 ± 2.1	1.1	8.8 ± 0.7	23.2 ± 0.9	33.8 ± 0.7	23.6 ± 0.8	8.0 ± 0.6	1.5 ± 0.2	90.1 ± 0.7
WA	*Male*	465.7 ± 2.8	0.9	7.6 ± 0.8	19.5 ± 1.2	30.3 ± 1.3	25.3 ± 1.2	12.5 ± 1.0	3.9 ± 0.5	91.5 ± 0.9
	Female	455.3 ± 2.6	0.7	8.6 ± 0.9	22.4 ± 1.1	33.7 ± 1.1	23.8 ± 1.2	8.9 ± 0.9	2.0 ± 0.4	90.7 ± 0.9
SA	*Male*	467.6 ± 3.2	3.3	5.6 ± 0.7	19.5 ± 1.3	31.2 ± 1.2	24.8 ± 1.4	12.1 ± 1.3	3.6 ± 0.6	91.1 ± 1.1
	Female	453.2 ± 2.8	1.9	8.2 ± 0.9	24.2 ± 1.4	33.1 ± 1.4	22.9 ± 1.4	8.3 ± 0.9	1.5 ± 0.4	89.9 ± 1.1
Tas	*Male*	466.1 ± 5.0	0.9	7.2 ± 1.3	20.4 ± 2.2	30.2 ± 2.3	25.1 ± 2.3	11.7 ± 1.7	4.4 ± 1.2	91.8 ± 1.4
	Female	463.0 ± 4.5	1.0	6.7 ± 1.3	20.9 ± 2.2	32.8 ± 2.1	24.8 ± 2.2	10.8 ± 1.7	3.0 ± 0.9	92.4 ± 1.3
ACT	*Male*	490.5 ± 7.0	1.8	3.6 ± 1.0	12.7 ± 2.2	27.3 ± 3.1	27.3 ± 2.2	18.3 ± 3.2	9.0 ± 2.7	94.6 ± 1.4
	Female	477.0 ± 6.5	1.1	3.7 ± 1.1	17.3 ± 2.8	30.3 ± 2.7	28.7 ± 2.3	14.1 ± 2.3	4.9 ± 1.9	95.2 ± 1.4
NT	*Male*	420.6 ± 11.1	1.4	28.5 ± 5.8	21.6 ± 3.3	23.7 ± 3.7	16.1 ± 2.8	6.8 ± 1.9	2.0 ± 0.9	70.2 ± 5.7
	Female	411.4 ± 11.4	1.6	30.5 ± 6.3	23.5 ± 2.9	24.0 ± 3.5	14.9 ± 2.7	4.5 ± 1.4	1.0 ± 0.6	67.9 ± 6.3
Aust	*Male*	481.6 ± 1.2	1.8	5.3 ± 0.2	16.1 ± 0.3	27.4 ± 0.4	25.7 ± 0.4	15.6 ± 0.3	8.1 ± 0.4	92.8 ± 0.3
	Female	469.9 ± 1.1	1.1	6.4 ± 0.3	18.7 ± 0.4	30.6 ± 0.4	25.7 ± 0.4	12.4 ± 0.3	5.0 ± 0.3	92.5 ± 0.3

Figure 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

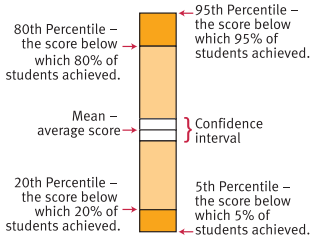
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

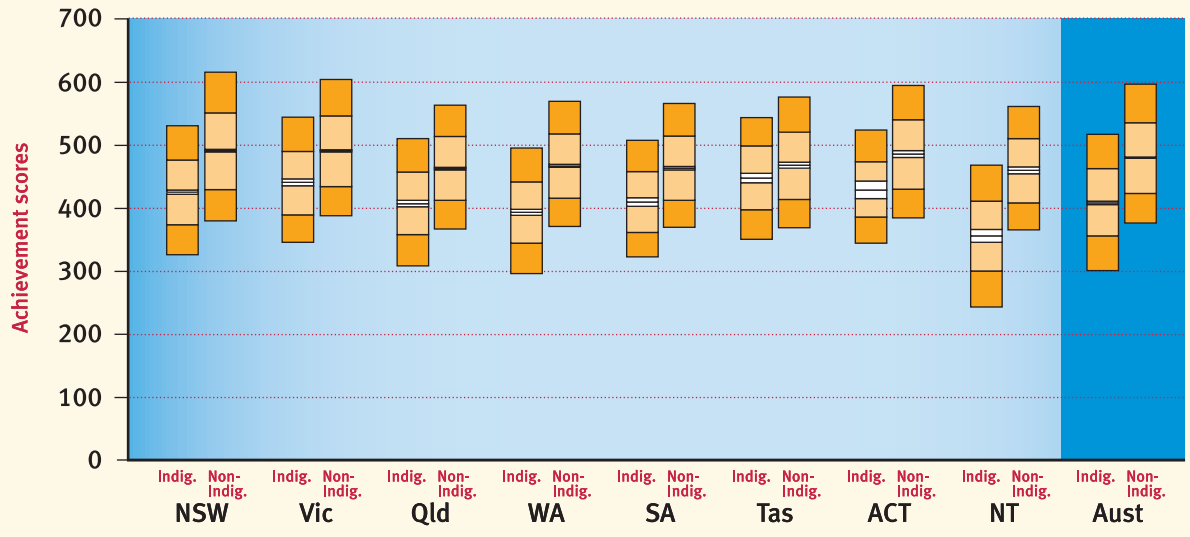


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)			At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Indigenous*	424.9 ± 3.2	1.0	20.1 ± 1.9	31.6 ± 2.2	28.4 ± 1.8	13.8 ± 1.5	4.1 ± 0.8	0.9 ± 0.4	78.9 ± 1.9
	Non-Indigenous	490.5 ± 1.9	0.7	4.1 ± 0.3	14.3 ± 0.6	26.5 ± 0.6	26.6 ± 0.5	17.2 ± 0.5	10.6 ± 0.7	95.2 ± 0.3
VIC	*Indigenous*	440.6 ± 5.4	3.6	13.1 ± 3.4	27.7 ± 5.1	30.6 ± 5.1	17.9 ± 3.9	5.4 ± 2.2	1.7 ± 1.1	83.3 ± 3.5
	Non-Indigenous	490.3 ± 1.6	2.2	2.8 ± 0.2	13.4 ± 0.5	27.1 ± 0.6	28.3 ± 0.5	17.4 ± 0.6	8.7 ± 0.5	95.0 ± 0.3
Qld	*Indigenous*	406.8 ± 5.2	2.0	28.5 ± 3.1	34.0 ± 2.0	23.7 ± 1.8	9.3 ± 1.5	2.2 ± 0.7	0.4 ± 0.3	69.5 ± 3.1
	Non-Indigenous	462.3 ± 1.9	1.5	6.4 ± 0.5	20.7 ± 0.7	33.0 ± 0.5	25.4 ± 0.7	10.4 ± 0.6	2.6 ± 0.3	92.0 ± 0.5
WA	*Indigenous*	393.0 ± 4.6	0.9	37.4 ± 3.4	34.1 ± 2.9	19.2 ± 2.9	6.7 ± 1.4	1.5 ± 0.7	0.2 ± 0.2	61.6 ± 3.4
	Non-Indigenous	466.5 ± 2.3	0.7	5.7 ± 0.6	19.8 ± 1.1	32.9 ± 0.9	26.1 ± 1.1	11.6 ± 0.8	3.2 ± 0.4	93.7 ± 0.6
SA	*Indigenous*	409.1 ± 6.8	5.4	26.1 ± 5.2	33.8 ± 5.5	23.4 ± 3.9	9.1 ± 2.6	1.8 ± 1.2	0.3 ± 0.6	68.5 ± 5.3
	Non-Indigenous	462.9 ± 2.7	2.3	5.9 ± 0.6	21.2 ± 1.2	32.6 ± 1.0	24.5 ± 1.0	10.7 ± 0.9	2.7 ± 0.4	91.7 ± 0.9
Tas	*Indigenous*	447.4 ± 7.6	1.4	10.8 ± 3.9	23.7 ± 5.5	34.6 ± 5.5	21.4 ± 4.7	6.9 ± 2.5	1.3 ± 1.7	87.8 ± 3.9
	Non-Indigenous	467.5 ± 4.5	0.8	6.2 ± 1.1	19.8 ± 1.9	31.2 ± 1.7	26.0 ± 1.9	11.9 ± 1.6	4.0 ± 1.0	92.9 ± 1.1
ACT	*Indigenous*	428.5 ± 14.0	4.8	13.0 ± 8.0	38.5 ± 9.5	26.7 ± 10.0	13.5 ± 7.8	3.0 ± 4.3	0.6 ± 2.3	82.3 ± 8.5
	Non-Indigenous	485.3 ± 5.6	1.3	3.4 ± 0.8	14.4 ± 1.9	28.7 ± 2.1	28.4 ± 1.7	16.6 ± 2.1	7.2 ± 1.9	95.3 ± 1.1
NT	*Indigenous*	355.9 ± 10.0	1.1	60.6 ± 6.5	23.4 ± 4.3	11.4 ± 3.1	3.0 ± 1.4	0.4 ± 0.5	0.0 ± 0.0	38.3 ± 6.3
	Non-Indigenous	459.4 ± 5.4	1.2	7.2 ± 2.0	22.1 ± 2.9	32.9 ± 3.5	24.8 ± 3.2	9.3 ± 2.3	2.6 ± 1.0	91.6 ± 2.2
Aust	*Indigenous*	408.0 ± 2.8	1.7	29.1 ± 1.7	31.5 ± 1.1	23.9 ± 1.0	10.5 ± 0.9	2.8 ± 0.4	0.6 ± 0.2	69.2 ± 1.7
	Non-Indigenous	479.5 ± 1.0	1.4	4.6 ± 0.2	16.6 ± 0.3	29.2 ± 0.3	26.6 ± 0.3	14.7 ± 0.3	6.9 ± 0.3	94.0 ± 0.2

Figure 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

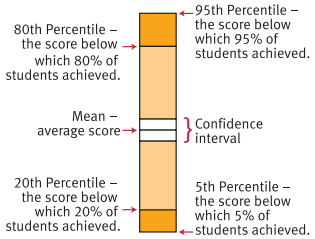
Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

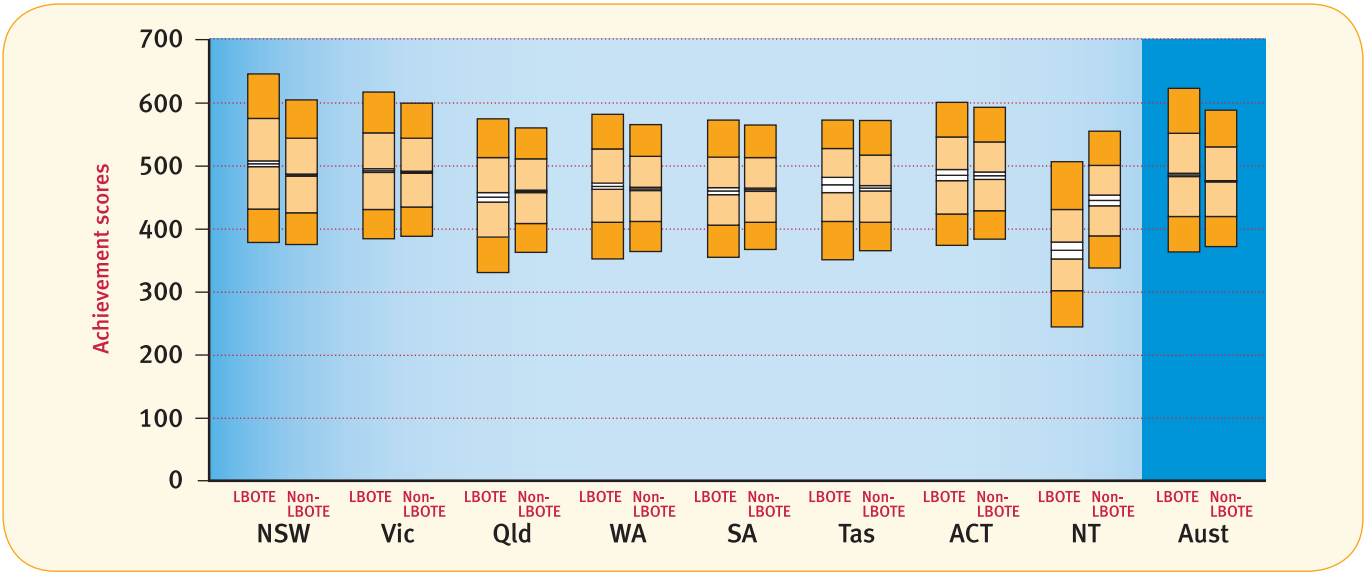


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*LBOTE*	502.4 ± 4.6	1.4	4.2 ± 0.6	13.5 ± 1.1	23.2 ± 1.2	22.7 ± 1.1	17.3 ± 1.0	17.6 ± 1.9	94.4 ± 0.7
	Non-LBOTE	484.5 ± 1.8	0.5	4.9 ± 0.3	15.4 ± 0.6	27.3 ± 0.6	26.8 ± 0.5	16.6 ± 0.5	8.6 ± 0.6	94.6 ± 0.4
VIC	*LBOTE*	491.6 ± 2.9	3.2	3.3 ± 0.4	14.3 ± 0.9	26.0 ± 1.1	25.6 ± 1.0	16.9 ± 0.9	10.7 ± 1.0	93.5 ± 0.6
	Non-LBOTE	489.0 ± 1.6	2.2	2.8 ± 0.3	13.3 ± 0.5	27.5 ± 0.6	29.0 ± 0.5	17.3 ± 0.6	7.8 ± 0.5	95.0 ± 0.4
Qld	*LBOTE*	449.4 ± 7.6	4.1	14.9 ± 3.1	21.8 ± 2.5	25.9 ± 2.2	20.0 ± 2.4	9.5 ± 1.8	3.9 ± 1.1	81.0 ± 3.1
	Non-LBOTE	459.0 ± 1.9	1.3	7.4 ± 0.5	21.6 ± 0.7	32.9 ± 0.6	24.7 ± 0.7	9.8 ± 0.6	2.3 ± 0.2	91.3 ± 0.5
WA	*LBOTE*	466.9 ± 4.9	1.6	8.7 ± 1.8	17.9 ± 2.0	29.3 ± 2.2	24.3 ± 2.0	13.5 ± 1.8	4.7 ± 0.9	89.7 ± 2.0
	Non-LBOTE	462.7 ± 2.5	0.5	7.1 ± 0.9	20.4 ± 1.1	32.5 ± 1.0	25.7 ± 1.1	10.9 ± 0.9	2.8 ± 0.4	92.4 ± 0.9
SA	*LBOTE*	459.3 ± 5.5	6.6	8.5 ± 1.8	19.9 ± 2.7	30.3 ± 2.6	22.0 ± 2.6	9.4 ± 1.9	3.3 ± 1.1	84.9 ± 3.9
	Non-LBOTE	461.3 ± 2.7	2.0	6.4 ± 0.7	21.8 ± 1.1	32.5 ± 1.0	24.3 ± 1.0	10.5 ± 0.9	2.5 ± 0.4	91.6 ± 0.8
Tas	*LBOTE*	469.1 ± 12.3	7.2	8.9 ± 5.1	15.4 ± 5.9	23.9 ± 6.5	27.3 ± 8.5	14.6 ± 7.1	2.7 ± 3.9	83.9 ± 6.8
	Non-LBOTE	463.8 ± 4.4	0.8	7.0 ± 1.1	21.0 ± 1.9	31.8 ± 1.8	24.7 ± 1.9	11.0 ± 1.5	3.7 ± 0.9	92.3 ± 1.2
ACT	*LBOTE*	484.5 ± 8.9	4.8	4.9 ± 3.2	15.7 ± 5.2	25.4 ± 5.7	23.7 ± 6.2	17.6 ± 5.3	7.9 ± 3.4	90.3 ± 5.7
	Non-LBOTE	483.5 ± 5.7	1.1	3.5 ± 0.8	15.0 ± 2.0	29.3 ± 2.3	28.2 ± 2.0	16.1 ± 2.1	6.9 ± 1.8	95.4 ± 1.0
NT	*LBOTE*	365.4 ± 13.6	2.1	57.4 ± 8.0	19.7 ± 3.8	12.1 ± 3.8	6.1 ± 2.3	2.0 ± 1.3	0.5 ± 0.7	40.5 ± 7.7
	Non-LBOTE	444.8 ± 8.5	1.1	13.7 ± 4.0	24.1 ± 4.0	31.1 ± 3.6	19.9 ± 3.7	7.9 ± 2.1	2.2 ± 1.0	85.1 ± 4.2
Aust	*LBOTE*	484.9 ± 2.5	2.6	6.7 ± 0.6	15.5 ± 0.7	25.1 ± 0.6	23.3 ± 0.6	15.4 ± 0.6	11.4 ± 0.9	90.7 ± 0.7
	Non-LBOTE	474.9 ± 1.0	1.2	5.4 ± 0.2	17.6 ± 0.3	29.7 ± 0.3	26.4 ± 0.3	14.0 ± 0.3	5.7 ± 0.2	93.4 ± 0.2

Figure 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

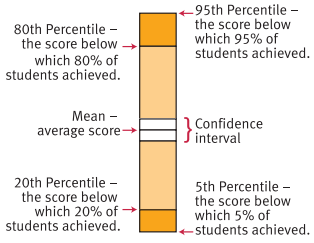
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.N5: Achievement of Year 5 Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	493.5 ± 2.5	0.8	4.1 ± 0.3	13.9 ± 0.7	25.3 ± 0.7	25.9 ± 0.6	17.7 ± 0.6	12.1 ± 0.9	95.0 ± 0.4
	Provincial	472.4 ± 2.2	0.5	6.4 ± 0.6	17.9 ± 0.9	29.9 ± 0.8	26.1 ± 0.9	13.8 ± 0.7	5.4 ± 0.5	93.1 ± 0.6
	Remote	443.2 ± 15.2	0.9	16.2 ± 7.2	24.8 ± 5.6	26.3 ± 5.7	20.3 ± 5.8	10.2 ± 4.3	1.4 ± 1.5	82.9 ± 7.4
	Very Remote	437.3 ± 33.4	0.8	19.4 ± 16.0	21.6 ± 11.0	29.0 ± 10.7	18.9 ± 13.3	8.1 ± 8.6	2.2 ± 2.6	79.8 ± 17.1
VIC	*Metro*	492.9 ± 2.1	2.5	2.7 ± 0.3	13.0 ± 0.6	26.2 ± 0.7	28.1 ± 0.6	18.0 ± 0.7	9.6 ± 0.6	94.8 ± 0.4
	Provincial	480.4 ± 2.1	2.3	3.7 ± 0.5	15.4 ± 0.8	29.7 ± 0.9	28.2 ± 0.9	15.1 ± 0.9	5.6 ± 0.6	94.0 ± 0.6
	Remote	505.5 ± 19.5	0.0	0.0 ± 0.0	6.9 ± 9.6	28.7 ± 13.7	30.9 ± 13.9	24.0 ± 11.5	9.5 ± 8.6	100.0 ± 0.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	462.3 ± 2.5	1.5	7.0 ± 0.6	20.6 ± 1.0	32.3 ± 0.7	25.2 ± 0.9	10.6 ± 0.8	2.8 ± 0.4	91.5 ± 0.7
	Provincial	455.1 ± 2.5	1.8	8.0 ± 0.9	23.3 ± 1.0	33.0 ± 1.0	23.6 ± 1.1	8.5 ± 0.7	1.8 ± 0.3	90.2 ± 1.0
	Remote	431.3 ± 9.7	1.1	18.1 ± 5.5	28.8 ± 3.3	29.3 ± 3.9	16.1 ± 3.1	5.5 ± 1.7	1.2 ± 0.8	80.8 ± 5.6
	Very Remote	401.9 ± 15.6	0.8	34.4 ± 9.7	28.7 ± 4.2	22.3 ± 5.9	10.3 ± 3.9	2.9 ± 1.7	0.6 ± 0.7	64.8 ± 9.9
WA	*Metro*	468.1 ± 2.9	0.9	5.8 ± 0.7	19.2 ± 1.2	31.8 ± 1.2	26.2 ± 1.2	12.5 ± 1.0	3.6 ± 0.5	93.3 ± 0.8
	Provincial	450.3 ± 4.1	0.6	9.2 ± 1.6	24.8 ± 1.9	34.2 ± 2.1	22.4 ± 1.9	7.2 ± 1.3	1.6 ± 0.5	90.2 ± 1.6
	Remote	440.8 ± 9.0	0.3	15.2 ± 4.1	24.9 ± 3.6	31.4 ± 3.4	20.1 ± 3.4	6.6 ± 2.1	1.4 ± 0.7	84.4 ± 4.1
	Very Remote	399.5 ± 13.8	0.3	37.5 ± 8.6	26.4 ± 4.1	21.3 ± 5.0	10.6 ± 3.2	3.1 ± 1.7	0.7 ± 0.7	62.2 ± 8.7
SA	*Metro*	464.8 ± 3.4	3.0	5.9 ± 0.8	20.5 ± 1.5	31.6 ± 1.4	24.7 ± 1.2	11.2 ± 1.1	3.0 ± 0.6	91.1 ± 1.3
	Provincial	451.5 ± 3.8	1.7	8.4 ± 1.4	25.0 ± 1.9	33.5 ± 1.7	21.9 ± 1.9	8.0 ± 1.2	1.4 ± 0.4	89.8 ± 1.6
	Remote	452.0 ± 9.2	1.8	7.8 ± 3.6	23.8 ± 4.7	35.3 ± 7.2	22.4 ± 4.8	7.4 ± 3.9	1.4 ± 1.3	90.3 ± 4.0
	Very Remote	409.8 ± 31.2	0.5	30.8 ± 14.2	29.4 ± 12.6	21.6 ± 9.4	11.9 ± 9.8	5.2 ± 6.6	0.5 ± 1.8	68.6 ± 13.7
Tas	*Metro*	470.4 ± 7.2	1.1	6.2 ± 1.9	18.5 ± 2.9	30.3 ± 2.8	26.6 ± 2.7	12.9 ± 2.4	4.4 ± 1.7	92.7 ± 2.0
	Provincial	460.7 ± 5.2	0.8	7.5 ± 1.4	22.1 ± 2.2	32.3 ± 2.0	23.8 ± 2.7	10.2 ± 1.8	3.3 ± 1.0	91.7 ± 1.5
	Remote	449.0 ± 26.2	0.0	10.9 ± 11.6	26.0 ± 13.6	29.6 ± 15.0	23.8 ± 14.8	9.6 ± 8.0	0.2 ± 1.5	89.1 ± 11.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	483.9 ± 5.7	1.4	3.6 ± 0.8	15.0 ± 1.9	28.8 ± 2.1	28.0 ± 1.7	16.2 ± 2.0	7.0 ± 1.8	95.0 ± 1.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	448.3 ± 7.6	2.0	11.3 ± 3.2	25.2 ± 3.8	30.9 ± 3.8	20.7 ± 3.2	7.9 ± 2.5	1.9 ± 1.0	86.7 ± 3.7
	Remote	432.1 ± 17.6	1.4	20.6 ± 8.6	24.1 ± 4.8	28.4 ± 7.3	17.3 ± 5.5	5.8 ± 3.1	2.3 ± 1.6	78.0 ± 8.8
	Very Remote	346.8 ± 19.3	0.5	69.3 ± 10.9	16.4 ± 4.4	7.4 ± 5.1	4.6 ± 3.2	1.6 ± 1.3	0.2 ± 0.5	30.2 ± 10.9
Aust	*Metro*	482.0 ± 1.3	1.6	4.7 ± 0.2	16.1 ± 0.4	28.2 ± 0.4	26.3 ± 0.4	15.3 ± 0.3	7.9 ± 0.4	93.8 ± 0.3
	Provincial	465.9 ± 1.3	1.4	6.7 ± 0.4	20.0 ± 0.5	31.3 ± 0.5	25.2 ± 0.5	11.6 ± 0.4	3.8 ± 0.2	91.9 ± 0.4
	Remote	439.5 ± 5.2	0.9	15.7 ± 2.6	25.5 ± 1.8	30.3 ± 2.2	19.1 ± 1.9	6.9 ± 1.5	1.6 ± 0.5	83.4 ± 2.6
	Very Remote	386.3 ± 9.6	0.6	45.1 ± 5.6	23.9 ± 2.2	17.8 ± 3.0	9.1 ± 2.0	2.9 ± 1.1	0.6 ± 0.4	54.3 ± 5.6

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.N6: Achievement of Year 5 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	432.9 ± 4.0	1.1	16.1 ± 2.6	30.7 ± 2.9	30.3 ± 2.9	15.4 ± 2.5	5.2 ± 1.4	1.2 ± 0.7	82.8 ± 2.7
	Provincial	422.2 ± 4.3	0.9	21.2 ± 2.5	32.0 ± 2.9	28.2 ± 2.4	13.3 ± 2.0	3.6 ± 1.0	0.7 ± 0.5	77.8 ± 2.5
	Remote	388.3 ± 18.0	0.7	40.4 ± 14.2	34.7 ± 11.0	16.4 ± 9.6	7.0 ± 7.1	0.7 ± 1.8	0.0 ± 0.0	58.8 ± 13.7
	Very Remote	378.9 ± 31.7	2.1	45.8 ± 22.4	32.9 ± 17.2	13.3 ± 9.5	5.4 ± 9.3	0.4 ± 2.9	0.0 ± 0.0	52.1 ± 25.5
Vic	*Metro*	451.2 ± 7.8	3.7	9.8 ± 3.9	25.2 ± 6.2	30.4 ± 6.3	21.4 ± 6.9	7.0 ± 4.2	2.5 ± 1.9	86.5 ± 4.3
	Provincial	430.5 ± 6.5	3.5	16.2 ± 4.3	30.2 ± 6.5	30.8 ± 6.1	14.4 ± 4.0	4.0 ± 2.2	0.9 ± 1.1	80.3 ± 4.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	417.2 ± 7.5	1.9	22.9 ± 3.7	33.3 ± 2.7	26.9 ± 2.5	11.6 ± 2.5	2.9 ± 1.4	0.5 ± 0.5	75.2 ± 3.7
	Provincial	412.8 ± 6.3	2.4	23.6 ± 5.0	36.5 ± 3.7	25.2 ± 3.2	9.7 ± 2.0	2.2 ± 0.9	0.4 ± 0.4	74.0 ± 4.9
	Remote	377.1 ± 16.9	2.1	46.3 ± 12.1	32.4 ± 7.5	15.3 ± 6.4	3.9 ± 3.7	0.0 ± 0.0	0.0 ± 0.0	51.7 ± 11.8
	Very Remote	364.1 ± 11.7	0.6	56.1 ± 9.1	30.0 ± 6.4	11.2 ± 4.6	1.6 ± 1.6	0.4 ± 0.7	0.0 ± 0.0	43.3 ± 9.4
WA	*Metro*	410.6 ± 5.8	1.4	26.0 ± 4.0	35.2 ± 5.0	24.9 ± 4.7	9.9 ± 2.7	2.2 ± 1.5	0.4 ± 0.8	72.7 ± 4.1
	Provincial	401.1 ± 7.8	0.9	30.1 ± 7.1	40.4 ± 5.9	20.2 ± 6.2	6.7 ± 2.9	1.6 ± 1.4	0.0 ± 0.0	69.0 ± 7.1
	Remote	388.7 ± 9.3	0.7	39.8 ± 8.1	35.5 ± 6.9	18.1 ± 5.9	5.2 ± 2.4	0.7 ± 1.1	0.0 ± 0.0	59.5 ± 8.1
	Very Remote	362.6 ± 11.3	0.5	59.8 ± 8.2	25.4 ± 5.7	10.5 ± 4.2	3.0 ± 2.3	0.6 ± 1.1	0.2 ± 0.6	39.8 ± 8.2
SA	*Metro*	424.8 ± 7.3	6.5	16.5 ± 5.2	32.9 ± 7.2	29.4 ± 5.8	11.3 ± 3.5	2.8 ± 2.2	0.6 ± 1.2	77.0 ± 5.7
	Provincial	404.0 ± 10.3	6.3	29.8 ± 8.5	33.9 ± 8.8	19.4 ± 6.7	9.5 ± 5.2	1.2 ± 1.7	0.0 ± 0.0	63.9 ± 8.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	369.1 ± 24.2	0.0	50.7 ± 19.6	36.2 ± 16.5	11.2 ± 11.7	1.6 ± 4.0	0.3 ± 1.8	0.0 ± 0.0	49.3 ± 19.6
Tas	*Metro*	441.6 ± 13.4	2.1	13.2 ± 8.2	25.0 ± 8.2	34.9 ± 8.2	17.9 ± 7.6	6.7 ± 4.5	0.3 ± 1.2	84.7 ± 8.2
	Provincial	450.6 ± 9.5	1.1	9.7 ± 4.2	22.2 ± 6.6	35.0 ± 7.7	23.4 ± 6.4	6.8 ± 3.0	1.8 ± 2.4	89.2 ± 4.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	429.8 ± 14.3	4.9	11.8 ± 8.0	38.6 ± 9.8	27.2 ± 10.1	13.8 ± 8.0	3.1 ± 4.4	0.6 ± 2.4	83.3 ± 8.6
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	405.0 ± 8.5	1.3	28.2 ± 6.9	36.4 ± 10.9	25.6 ± 8.9	7.6 ± 5.2	1.0 ± 1.4	0.0 ± 0.0	70.6 ± 6.8
	Remote	380.6 ± 16.7	2.2	42.9 ± 12.4	31.7 ± 8.2	18.2 ± 8.5	4.8 ± 3.1	0.1 ± 0.6	0.0 ± 0.0	54.9 ± 12.0
	Very Remote	328.9 ± 10.6	0.6	79.1 ± 5.7	15.7 ± 4.7	3.6 ± 2.9	0.7 ± 1.0	0.3 ± 0.5	0.0 ± 0.0	20.3 ± 5.5
Aust	*Metro*	424.9 ± 3.4	2.1	19.4 ± 1.7	32.1 ± 1.6	28.3 ± 1.6	13.4 ± 1.6	3.9 ± 0.8	0.8 ± 0.4	78.5 ± 1.7
	Provincial	418.1 ± 2.9	1.8	22.5 ± 2.1	33.7 ± 1.8	26.7 ± 1.5	11.8 ± 1.1	3.0 ± 0.6	0.6 ± 0.3	75.7 ± 2.1
	Remote	383.8 ± 7.9	1.4	42.3 ± 5.9	33.7 ± 3.8	17.2 ± 3.6	5.0 ± 1.8	0.4 ± 0.4	0.0 ± 0.0	56.3 ± 5.8
	Very Remote	349.1 ± 7.0	0.6	66.5 ± 4.3	22.9 ± 3.0	7.9 ± 2.1	1.7 ± 0.9	0.4 ± 0.4	0.0 ± 0.1	32.9 ± 4.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.N7: Achievement of Year 5 Students in Numeracy, by Parental Education, Australia, 2008..

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	508.7 ± 1.7	1.2	1.6 ± 0.1	8.2 ± 0.4	23.1 ± 0.8	30.3 ± 0.6	22.1 ± 0.5	13.5 ± 0.8	97.2 ± 0.2
Advanced diploma/ diploma	480.2 ± 1.3	1.3	3.6 ± 0.3	15.5 ± 0.6	30.6 ± 0.8	28.8 ± 0.7	14.4 ± 0.6	5.7 ± 0.5	95.1 ± 0.3
Cert I to IV	462.9 ± 0.9	1.4	6.0 ± 0.3	21.0 ± 0.5	33.5 ± 0.7	25.2 ± 0.7	10.0 ± 0.4	2.9 ± 0.3	92.6 ± 0.4
Year 12 or equivalent	466.7 ± 1.6	2.1	6.1 ± 0.4	19.7 ± 0.9	31.6 ± 0.8	25.4 ± 1.1	11.2 ± 0.6	3.9 ± 0.4	91.9 ± 0.5
Year 11 or equivalent or below	440.4 ± 1.4	3.7	12.9 ± 0.7	27.7 ± 0.8	30.8 ± 0.7	17.3 ± 0.7	6.0 ± 0.5	1.6 ± 0.2	83.4 ± 0.7
Not stated	476.1 ± 1.4	1.2	6.3 ± 0.3	17.3 ± 0.4	28.4 ± 0.4	25.4 ± 0.5	14.5 ± 0.4	7.0 ± 0.4	92.5 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 5 students with parental education 'not stated' is 47%.

Table 5.N8: Achievement of Year 5 Students in Numeracy, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	503.0 ± 1.5	0.9	2.0 ± 0.2	9.4 ± 0.4	24.5 ± 0.9	30.3 ± 0.6	21.2 ± 0.6	11.7 ± 0.7	97.1 ± 0.2
Other business managers and associate professionals	483.4 ± 1.2	1.1	3.1 ± 0.2	14.7 ± 0.6	30.2 ± 0.8	29.4 ± 0.6	15.3 ± 0.5	6.3 ± 0.5	95.9 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	467.1 ± 1.1	1.5	5.2 ± 0.3	19.8 ± 0.6	33.2 ± 0.7	25.9 ± 0.8	10.7 ± 0.6	3.7 ± 0.4	93.3 ± 0.4
Machine operators, hospitality staff, assistants, labourers	454.4 ± 1.6	2.3	9.1 ± 0.5	24.7 ± 0.7	31.5 ± 0.7	20.7 ± 0.7	8.3 ± 0.6	3.4 ± 0.4	88.6 ± 0.6
Not in paid work in the previous 12 months	440.9 ± 1.9	7.5	13.9 ± 0.9	26.3 ± 1.0	27.2 ± 1.0	16.3 ± 0.9	6.4 ± 0.6	2.4 ± 0.4	78.6 ± 1.1
Not stated	474.9 ± 1.4	1.1	6.6 ± 0.3	17.7 ± 0.4	28.4 ± 0.4	25.0 ± 0.4	14.2 ± 0.4	7.0 ± 0.4	92.2 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 5 students with parental occupation 'not stated' is 49%.

Table 5.A1: Year 5 Student Participation in Assessment, by State and Territory, 2008.

State/Territory Average Age/ Years of Schooling		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW 10yrs 7mths 5yrs 4mths	*Number participated*	85775	85765	85868	85868	85496
	Participation rate (%)	97.5	97.5	97.6	97.6	97.2
VIC 10yrs 9mths 5yrs 4mths	*Number participated*	62954	62825	62952	62952	62906
	Participation rate (%)	96.3	96.1	96.3	96.3	96.2
Qld 10yrs 1mth 4yrs 4mths	*Number participated*	55459	55400	55535	55535	55284
	Participation rate (%)	97.8	97.7	97.9	97.9	97.5
WA 10yrs 4mths 5yrs 4mths	*Number participated*	26630	26645	26697	26697	26594
	Participation rate (%)	95.6	95.7	95.8	95.8	95.5
SA 10yrs 7mths 5yrs 4mths	*Number participated*	18664	18605	18677	18677	18654
	Participation rate (%)	97.1	96.8	97.2	97.2	97.1
Tas 10yrs 11mths 5yrs 4mths	*Number participated*	6158	6149	6173	6173	6126
	Participation rate (%)	96.8	96.6	97.0	97.0	96.3
ACT 10yrs 8mths 5yrs 4mths	*Number participated*	4341	4339	4343	4343	4313
	Participation rate (%)	96.4	96.4	96.5	96.5	95.8
NT 10yrs 6mths 5yrs 4mths	*Number participated*	2891	2872	2881	2881	2895
	Participation rate (%)	84.9	84.3	84.6	84.6	85.0
Aust 10yrs 6mths 5yrs 1mth	*Number participated*	262872	262600	263126	263126	262268
	Participation rate (%)	96.8	96.7	96.9	96.9	96.6

Notes:

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 5 students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

The average age and years of schooling are determined as at the time of testing.

Table 5.A2: Year 5 Indigenous Student Participation in Assessment, by State and Territory, 2008.

State/Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	*Number participated*	3429	3439	3454	3454	3392
	Participation rate (%)	92.7	92.9	93.4	93.4	91.7
VIC	*Number participated*	650	657	655	655	639
	Participation rate (%)	90.2	91.1	90.8	90.8	88.6
Qld	*Number participated*	3940	3928	3953	3953	3897
	Participation rate (%)	94.9	94.6	95.2	95.2	93.8
WA	*Number participated*	1530	1539	1554	1554	1521
	Participation rate (%)	84.1	84.6	85.4	85.4	83.6
SA	*Number participated*	625	614	635	635	625
	Participation rate (%)	96.7	95.0	98.3	98.3	96.7
Tas	*Number participated*	428	428	427	427	421
	Participation rate (%)	97.1	97.1	96.8	96.8	95.5
ACT	*Number participated*	96	97	97	97	97
	Participation rate (%)	91.4	92.4	92.4	92.4	92.4
NT	*Number participated*	999	984	992	992	1004
	Participation rate (%)	71.5	70.4	71.0	71.0	71.8
Aust	*Number participated*	11697	11686	11767	11767	11596
	Participation rate (%)	90.1	90.0	90.6	90.6	89.3

Notes:

Participation rates are calculated on the basis of all assessed and exempt Indigenous students as a percentage of the total number of Year 5 Indigenous students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 5.A3: Percentage of Year 5 Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	3	3	2	2	3
	Assessed	97	97	97	97	96
Vic	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	4	4	4	4	4
	Assessed	94	94	94	94	94
Qld	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	2	2	2	2	2
	Assessed	96	96	96	96	96
WA	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	4	4	4	4	5
	Assessed	95	95	95	95	95
SA	*Exempt*	3	3	3	3	3
	Absent/Withdrawn	3	3	3	3	3
	Assessed	95	94	95	95	94
Tas	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	3	3	3	3	4
	Assessed	96	96	96	96	95
ACT	*Exempt*	1	2	2	2	1
	Absent/Withdrawn	4	4	4	4	4
	Assessed	95	95	95	95	94
NT	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	15	16	15	15	15
	Assessed	83	83	83	83	84
Aust	*Exempt*	2	2	2	2	1
	Absent/Withdrawn	3	3	3	3	3
	Assessed	95	95	95	95	95

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 5.A4: Percentage of Year 5 Indigenous Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	7	7	7	7	8
	Assessed	92	92	92	92	91
Vic	*Exempt*	4	4	4	4	4
	Absent/Withdrawn	10	9	9	9	11
	Assessed	87	87	87	87	85
Qld	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	5	5	5	5	6
	Assessed	93	92	93	93	92
WA	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	16	15	15	15	16
	Assessed	83	84	84	84	83
SA	*Exempt*	5	5	5	5	5
	Absent/Withdrawn	3	5	2	2	3
	Assessed	91	90	93	93	91
Tas	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	3	3	3	3	5
	Assessed	96	96	95	95	94
ACT	*Exempt*	5	5	5	5	5
	Absent/Withdrawn	9	8	8	8	8
	Assessed	87	88	88	88	88
NT	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	29	30	29	29	28
	Assessed	70	69	70	70	71
Aust	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	10	10	9	9	11
	Assessed	88	88	89	89	88

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 5.A5: Percentage of Year 5 LBOTE Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Exempt*	2	2	2	2	1
	Absent/Withdrawn	2	2	2	2	2
	Assessed	96	96	96	96	96
Vic	*Exempt*	3	3	3	3	3
	Absent/Withdrawn	3	4	3	3	3
	Assessed	93	93	93	93	93
Qld	*Exempt*	4	4	4	4	4
	Absent/Withdrawn	3	3	3	3	3
	Assessed	92	93	93	93	93
WA	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	5	5	4	4	5
	Assessed	94	94	94	94	94
SA	*Exempt*	7	7	7	7	7
	Absent/Withdrawn	1	2	1	1	1
	Assessed	93	92	93	93	93
Tas	*Exempt*	8	8	8	8	7
	Absent/Withdrawn	3	3	3	3	3
	Assessed	90	89	89	89	90
ACT	*Exempt*	5	5	5	5	5
	Absent/Withdrawn	3	3	4	4	5
	Assessed	92	92	91	91	91
NT	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	21	21	20	20	20
	Assessed	76	77	78	78	78
Aust	*Exempt*	3	3	3	3	3
	Absent/Withdrawn	3	3	3	3	3
	Assessed	94	94	94	94	94

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 5.A6: Year 5 Indigenous and LBOTE students as proportions of Year 5 students by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Indigenous*	4	4	4	4	4
	LBOTE	29	29	29	29	29
Vic	*Indigenous*	1	1	1	1	1
	LBOTE	25	25	25	25	25
Qld	*Indigenous*	7	7	7	7	7
	LBOTE	8	8	8	8	8
WA	*Indigenous*	5	6	6	6	5
	LBOTE	14	14	14	14	14
SA	*Indigenous*	3	3	3	3	3
	LBOTE	10	10	10	10	10
Tas	*Indigenous*	7	7	7	7	7
	LBOTE	3	3	3	3	3
ACT	*Indigenous*	2	2	2	2	2
	LBOTE	9	9	9	9	9
NT	*Indigenous*	29	29	29	29	29
	LBOTE	23	23	23	23	23
Aust	*Indigenous*	4	4	4	4	4
	LBOTE	20	20	20	20	20

Notes:

Proportions are calculated on the basis of all assessed and exempt Indigenous or LBOTE students as a percentage of the total number of Year 5 students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Year 5

Overall National and Jurisdiction Results

Tables 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1 show the percentage of Year 5 students estimated to be in achievement bands 3 (and below) to 8 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall. Tables 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1 also report the mean scores and the participation rates. Figures 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall.

The percentage of students located in each band represents assessed students. This includes students who sat the test and students who were formally exempt from participating. Exempt students are deemed as being below the national minimum standard. Exempt students have not been included in the computation of the means or standard deviations and they are not included in Figures 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1.

For each domain, in excess of 90 per cent of Australian students are estimated to be working at or above the national minimum standard. As was the case for Year 3, the percentage of students estimated to be working at or above the national minimum standard is greatest for Victoria, New South Wales and the Australian Capital Territory, and smallest for the Northern Territory. The results for the Northern Territory differ markedly from those for other jurisdictions, with 62 per cent of students estimated to be working at or above the national minimum standard for Grammar and Punctuation, through to 69 per cent for Numeracy. The Northern Territory is also distinctive in that the achievement distribution has a considerably larger variance than do the distributions for the other jurisdictions.

For Australia overall, the mean scores for Year 5 students range from 476 in Numeracy to 496 in Grammar and Punctuation. These mean scores are between 72 and 93 points higher than the mean scores for Year 3 students. The extent to which achievement in the Northern Territory is below that of other jurisdictions is shown by Northern Territory Year 5 students' mean scores being, broadly speaking, equivalent to the national mean scores for Year 3 students.

Sex

Tables 5.R2, 5.W2, 5.S2, 5.G2 and 5.N2 show the percentage of Year 5 male and female students estimated to be in achievement bands 3 (and below) to 8 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall.

In every jurisdiction and for each literacy domain, the percentage of students estimated to be working at or above the national minimum standard is greater for females than it is for males. The largest difference is in Writing, with a difference of 5.7 per cent for Australia overall. For Numeracy, the results are similar. The magnitude of the differences is somewhat more consistent across jurisdictions than it is for Year 3, and shows a similar pattern. That is, with the exception of Writing, the smallest differences are in Tasmania, and on average the largest differences are in the Northern Territory, Queensland, and Western Australia.

Across Australia, the exemption rate for male students is about 1 percentage point higher than the exemption rate for female students. The difference in the exemption rate varies across jurisdictions. In Victoria and South Australia, the difference is about 1.4 percentage points, in the Australian Capital Territory and Queensland the difference is about 1 percentage point, whereas in New South Wales, Western Australia, the Northern Territory and Tasmania it is 0.5 percentage points or less.

The mean scores, which do not include exempt students, show that the Numeracy means are higher for male students in every jurisdiction, whereas for all other areas the mean scores of female students exceed those of male students. As with the percentages estimated to be working at or above the national minimum standard, the gender differences in the means are smallest for Tasmania, and largest for Western Australia, the Northern Territory, and the Australian Capital Territory. These patterns are consistent with those reported for Year 3.

The national gender differences in the means – 12 points higher for female students for Reading, 29 points higher for female students for Writing, 19 points higher for female students for Spelling, 24 points higher for female students for Grammar and Punctuation, and 12 points higher for

male students for Numeracy – are consistent with the Year 3 results. The magnitude of these differences can be contextualised by comparing them to the differences between the Year 3 and Year 5 means. For example, the Year 5 gender difference in Writing of 29 points is 40 per cent of the difference of the 72 points between Year 3 and Year 5 means.

Indigenous

Tables 5.R3, 5.W3, 5.S3, 5.G3 and 5.N3 show the percentage of Year 5 Indigenous and non-Indigenous students estimated to be in achievement bands 3 (and below) to 8 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall.

The percentage of students estimated to be working at or above the national minimum standard is markedly lower for Indigenous students than non-Indigenous students in all jurisdictions. In the Northern Territory, Indigenous students are one-quarter to one-third as likely to be achieving at or above national minimum standards compared to non-Indigenous students. Across Australia a smaller proportion of Indigenous students is likely to be achieving at or above the national minimum standard than non-Indigenous students. The difference ranges from 25 to 30 percentage points.

Similarly, the mean scores for Indigenous students are substantially lower than that for non-Indigenous students. In Reading, for example, the difference in the mean scores in Australia overall is 85 points, the difference in the Northern Territory is 167 points and in Western Australia it is 100 points.

Language Background Other Than English (LBOTE)

Tables 5.R4, 5.W4, 5.S4, 5.G4 and 5.N4 show the percentage of Year 5 LBOTE and non-LBOTE students estimated to be in achievement bands 3 (and below) to 8 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall.

With the exception of Spelling in New South Wales and Victoria, LBOTE students are less likely to be working at or above the national minimum standard. The difference varies across jurisdictions and domains. The smallest differences are in Victoria and New South Wales, whilst the largest differences are in the Northern Territory and Queensland. Note, however, that many Indigenous students in remote communities in the Northern Territory are also LBOTE students. This is also true, but to a lesser extent, for Queensland, South Australia and Western Australia.

The difference between the proportions of LBOTE and non-LBOTE students estimated to be working at or above the national minimum standard can be explained in part by the greater exemption rate for LBOTE students, typically about 1.5 percentage points.

Although there is marked variation between jurisdictions, overall mean scores of LBOTE students exceed the mean scores of non-LBOTE students in Writing, Spelling and Numeracy.

Also of note are the large differences in the exemption rates in Tasmania, the Australian Capital Territory, South Australia and Queensland. Tasmania, it should be noted, has smaller numbers of LBOTE students compared to other jurisdictions.

Geolocation

Tables 5.R5, 5.W5, 5.S5, 5.G5 and 5.N5 show the percentage of Year 5 students, by geographic location, estimated to be in achievement bands 3 (and below) to 8 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. Tables 5.R6, 5.W6, 5.S6, 5.G6 and 5.N6 show the corresponding information for Indigenous students only.

Across Australia, Year 5 students in metropolitan areas are estimated to be working at or above the national minimum standards at slightly higher rates than students in provincial and remote areas. Similarly, the mean scores for students in metropolitan areas are higher than those for students in provincial areas, which are in turn higher than for those in remote areas. Students in very remote areas have the lowest means and the fewest students estimated to be working at or above the national minimum standards. These results hold for each of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, and for all jurisdictions with the exception of Victoria. As the proportion of remote students in Victoria is small, the observation may be unique to

this state.

The achievement patterns by geographic location are similar for Indigenous students and for all students.

Student Achievement and Parental Education and Parental Occupation

Tables 5.R7, 5.W7, 5.S7, 5.G7, 5.N7, 5.R8, 5.W8, 5.S8, 5.G8 and 5.N8 illustrate the relationships between parental occupation and parental education, and student achievement. For each domain, the student mean scores are higher for students whose parents have higher levels of education. The relationships between the mean scores of students with parents from different occupation categories are consistent with those found in previous research and statewide assessments. The differences for Year 5 are larger than those reported for Year 3.

It is important to note that these results are indicative only, as parental education and occupation data were only available for 50-60 per cent of students nationally, as noted in the table footnotes.

In terms of estimated percentages of students working at or above the national minimum standard the differences can be quite large. For example, students whose parents have a degree are between 14 (Writing) and 20 (Reading) per cent more likely to be at or above the national minimum standard than students whose parents have a Year 11 equivalent or below. Similarly, students whose parents are from the occupational category *Senior management and qualified professionals* are between 21 (Writing) and 28 (Reading) per cent more likely to be at or above the national minimum standard than students whose parents have not been in paid employment for the past 12 months.

Participation

Tables 5.A1 to 5.A6 describe the participating populations and the rates of exemptions and absences by jurisdiction.

NAPLAN Year 7

NAPLAN Year 7

Table 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*12yrs 7mths* *7yrs 4mths*	542.5 ± 3.0 69.0	96.6	0.6	4.0 ± 0.4	13.5 ± 0.7	26.3 ± 0.8	27.8 ± 0.7	18.1 ± 0.7	9.7 ± 1.2	95.4 ± 0.4
VIC	*12yrs 9mths* *7yrs 4mths*	543.0 ± 2.6 63.1	95.7	1.6	2.6 ± 0.3	12.2 ± 0.8	27.8 ± 0.9	29.5 ± 0.7	18.4 ± 0.9	7.9 ± 0.7	95.8 ± 0.3
Qld	*12yrs 1mth* *6yrs 4mths*	528.1 ± 2.1 67.1	97.7	1.6	5.5 ± 0.5	16.1 ± 0.6	29.2 ± 0.6	27.2 ± 0.6	14.7 ± 0.6	5.6 ± 0.4	92.9 ± 0.5
WA	*12yrs 0mths* *6yrs 4mths*	527.0 ± 2.8 67.0	95.7	1.0	6.3 ± 0.7	16.0 ± 1.0	29.2 ± 0.8	27.1 ± 0.9	15.1 ± 0.9	5.3 ± 0.5	92.7 ± 0.8
SA	*12yrs 6mths* *7yrs 4mths*	533.5 ± 2.9 65.2	96.8	2.0	4.6 ± 0.6	14.8 ± 1.0	28.3 ± 1.1	27.9 ± 0.9	16.1 ± 1.0	6.3 ± 0.7	93.4 ± 0.8
Tas	*12yrs 10mths* *7yrs 4mths*	534.2 ± 7.2 68.5	95.6	0.7	5.3 ± 1.5	15.2 ± 2.2	27.8 ± 1.9	27.1 ± 1.9	16.1 ± 2.0	7.8 ± 1.7	93.9 ± 1.5
ACT	*12yrs 8mths* *7yrs 4mths*	558.2 ± 10.1 70.2	95.0	0.9	2.8 ± 1.1	9.8 ± 2.4	22.4 ± 3.1	27.5 ± 2.4	21.9 ± 2.4	14.6 ± 4.0	96.3 ± 1.4
NT	*12yrs 6mths* *7yrs 4mths*	468.4 ± 21.9 107.7	79.5	1.3	31.6 ± 9.4	16.0 ± 2.7	20.5 ± 3.5	16.6 ± 3.3	9.7 ± 2.8	4.3 ± 1.6	67.1 ± 9.4
Aust	*12yrs 5mths* *7yrs 0mths*	536.5 ± 1.4 68.2	96.3	1.2	4.6 ± 0.2	14.1 ± 0.4	27.6 ± 0.4	27.8 ± 0.3	16.9 ± 0.4	7.7 ± 0.4	94.2 ± 0.3

Figure 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2008.

Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

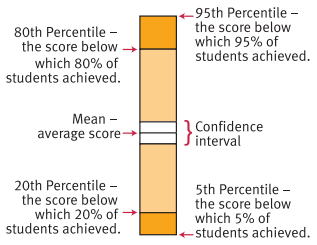
Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 7 students reported by schools which includes those absent and withdrawn.

Reading the graph

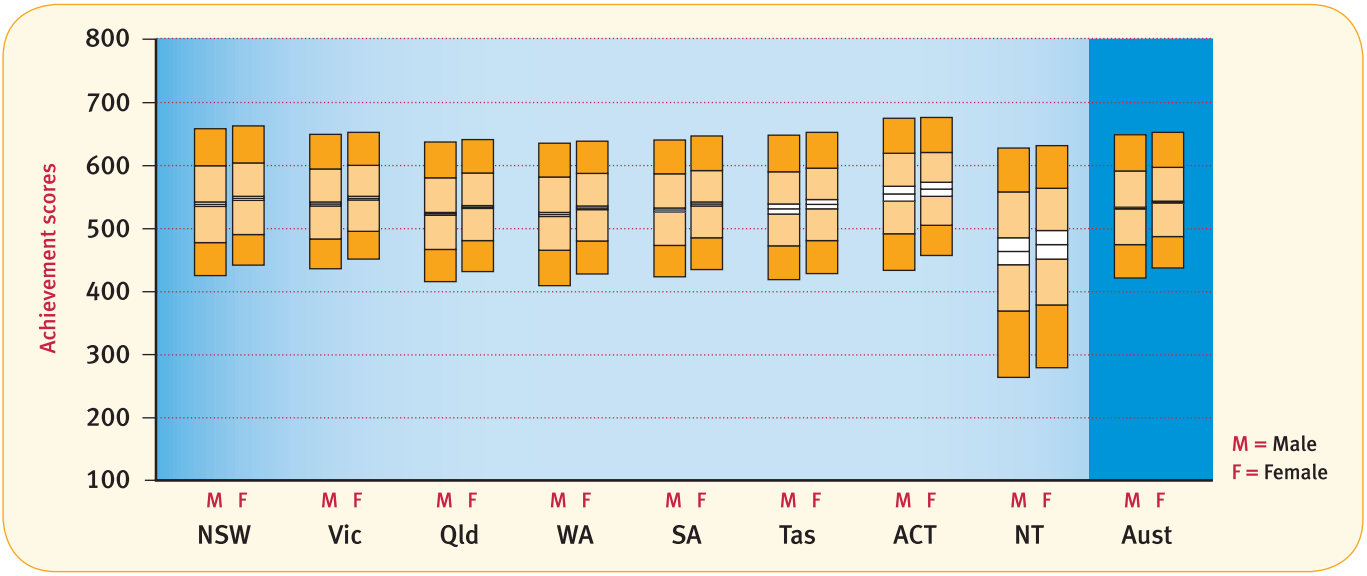


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Male*	538.1 ± 3.7	0.7	5.1 ± 0.5	14.9 ± 0.9	26.4 ± 1.0	26.3 ± 0.8	17.3 ± 0.9	9.2 ± 1.4	94.2 ± 0.5
	Female	547.1 ± 3.3	0.5	2.8 ± 0.3	12.0 ± 0.8	26.3 ± 1.0	29.3 ± 0.8	18.9 ± 0.9	10.3 ± 1.4	96.7 ± 0.4
VIC	*Male*	538.6 ± 3.1	2.0	3.4 ± 0.4	13.8 ± 1.0	28.2 ± 1.1	28.0 ± 0.8	17.2 ± 1.0	7.4 ± 0.9	94.7 ± 0.6
	Female	547.6 ± 2.8	1.3	1.7 ± 0.3	10.5 ± 0.8	27.5 ± 1.1	31.0 ± 0.9	19.7 ± 1.0	8.3 ± 0.8	97.0 ± 0.4
Qld	*Male*	522.9 ± 2.4	1.9	6.8 ± 0.6	17.9 ± 0.9	29.0 ± 0.8	25.6 ± 0.7	13.5 ± 0.8	5.2 ± 0.5	91.2 ± 0.6
	Female	533.5 ± 2.1	1.3	4.1 ± 0.5	14.3 ± 0.8	29.4 ± 0.9	28.9 ± 0.8	16.0 ± 0.7	6.0 ± 0.5	94.6 ± 0.6
WA	*Male*	521.9 ± 3.1	1.1	7.9 ± 0.9	17.7 ± 1.1	28.9 ± 1.0	25.3 ± 1.0	14.2 ± 0.9	5.0 ± 0.6	91.0 ± 0.9
	Female	532.4 ± 2.9	0.9	4.7 ± 0.6	14.2 ± 1.0	29.6 ± 1.1	28.9 ± 1.2	16.1 ± 1.2	5.6 ± 0.7	94.5 ± 0.7
SA	*Male*	528.8 ± 3.3	2.6	5.4 ± 0.7	16.5 ± 1.4	28.8 ± 1.6	25.8 ± 1.3	15.3 ± 1.4	5.7 ± 0.8	92.0 ± 1.0
	Female	538.2 ± 3.1	1.5	3.7 ± 0.6	13.0 ± 1.2	27.9 ± 1.5	30.0 ± 1.2	16.9 ± 1.1	6.9 ± 0.9	94.8 ± 0.8
Tas	*Male*	530.5 ± 7.8	0.9	6.1 ± 1.8	16.2 ± 2.5	28.1 ± 2.3	26.1 ± 2.2	15.3 ± 2.4	7.2 ± 1.9	93.0 ± 1.8
	Female	538.1 ± 7.4	0.5	4.5 ± 1.5	14.1 ± 2.8	27.4 ± 2.5	28.2 ± 2.7	16.9 ± 2.3	8.4 ± 2.0	95.0 ± 1.5
ACT	*Male*	554.6 ± 11.9	1.0	4.0 ± 1.7	11.4 ± 3.0	21.8 ± 3.5	25.6 ± 3.0	21.7 ± 2.9	14.6 ± 4.6	95.0 ± 2.0
	Female	561.9 ± 11.2	0.8	1.5 ± 0.8	8.3 ± 2.5	23.0 ± 4.0	29.4 ± 2.9	22.2 ± 2.9	14.7 ± 4.7	97.6 ± 1.1
NT	*Male*	463.6 ± 21.4	1.2	33.3 ± 9.1	16.6 ± 2.8	19.5 ± 3.6	15.8 ± 3.2	9.7 ± 2.9	3.9 ± 1.7	65.5 ± 9.0
	Female	473.9 ± 22.4	1.3	29.6 ± 9.9	15.3 ± 3.8	21.7 ± 4.0	17.6 ± 3.9	9.7 ± 3.1	4.7 ± 2.0	69.0 ± 9.9
Aust	*Male*	531.9 ± 1.7	1.5	5.7 ± 0.3	15.7 ± 0.4	27.7 ± 0.5	26.3 ± 0.4	16.0 ± 0.4	7.2 ± 0.5	92.8 ± 0.3
	Female	541.4 ± 1.5	1.0	3.4 ± 0.2	12.5 ± 0.4	27.6 ± 0.5	29.5 ± 0.5	17.9 ± 0.4	8.1 ± 0.5	95.6 ± 0.2

Figure 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

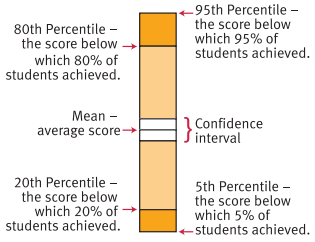
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

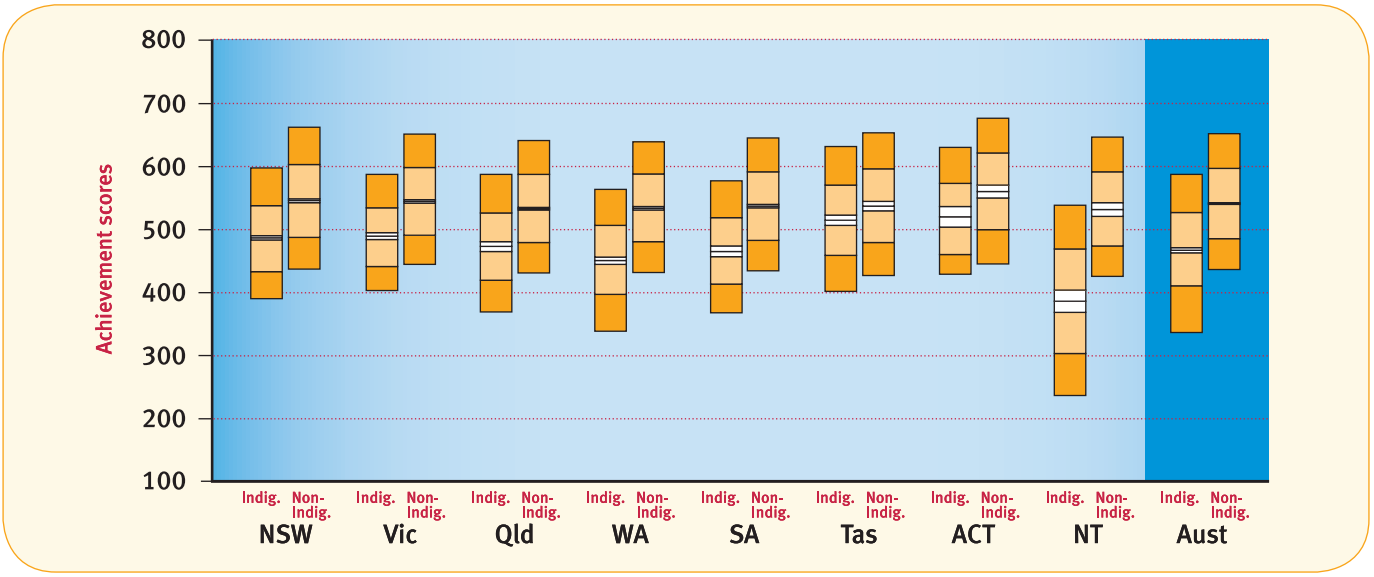


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.R3: Achievement of Year 7 Students in Reading, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Indigenous*	486.5 ± 3.5	0.7	16.8 ± 1.7	28.9 ± 2.0	30.4 ± 1.9	16.0 ± 1.5	5.6 ± 1.0	1.5 ± 0.6	82.4 ± 1.8
	Non-Indigenous	544.9 ± 2.9	0.6	3.3 ± 0.3	12.8 ± 0.7	26.3 ± 0.8	28.4 ± 0.7	18.5 ± 0.7	10.0 ± 1.2	96.1 ± 0.4
VIC	*Indigenous*	488.8 ± 5.5	2.7	11.9 ± 3.0	31.2 ± 3.6	33.1 ± 3.9	15.6 ± 2.8	4.6 ± 1.8	0.9 ± 0.9	85.5 ± 3.2
	Non-Indigenous	543.9 ± 2.6	1.4	2.4 ± 0.3	12.0 ± 0.8	27.8 ± 0.9	29.7 ± 0.7	18.6 ± 0.9	8.0 ± 0.7	96.1 ± 0.4
Qld	*Indigenous*	472.4 ± 7.6	2.4	22.8 ± 3.2	29.9 ± 2.2	27.2 ± 2.1	12.3 ± 1.7	4.2 ± 1.5	1.2 ± 0.9	74.8 ± 3.2
	Non-Indigenous	532.3 ± 2.0	1.6	4.2 ± 0.3	15.1 ± 0.6	29.4 ± 0.6	28.3 ± 0.6	15.5 ± 0.6	5.9 ± 0.4	94.3 ± 0.4
WA	*Indigenous*	450.0 ± 5.7	1.1	35.5 ± 3.7	30.4 ± 2.5	21.4 ± 2.4	8.8 ± 1.6	2.3 ± 1.1	0.5 ± 0.5	63.4 ± 3.7
	Non-Indigenous	533.2 ± 2.6	0.8	4.1 ± 0.5	14.8 ± 1.0	29.8 ± 0.9	28.4 ± 0.9	16.3 ± 0.9	5.7 ± 0.6	95.0 ± 0.5
SA	*Indigenous*	464.9 ± 8.7	4.0	26.4 ± 5.9	30.6 ± 4.7	24.3 ± 3.9	10.8 ± 2.8	3.0 ± 1.5	0.9 ± 0.8	69.6 ± 5.9
	Non-Indigenous	536.4 ± 2.7	1.9	3.7 ± 0.5	14.1 ± 1.0	28.5 ± 1.1	28.5 ± 0.9	16.7 ± 1.0	6.6 ± 0.7	94.4 ± 0.7
Tas	*Indigenous*	513.8 ± 8.3	0.2	10.8 ± 3.5	18.3 ± 4.5	30.8 ± 6.6	24.7 ± 6.3	10.6 ± 3.7	4.7 ± 2.2	89.0 ± 3.5
	Non-Indigenous	536.6 ± 7.5	0.7	4.9 ± 1.4	14.8 ± 2.2	27.4 ± 2.3	27.2 ± 2.0	16.6 ± 2.2	8.5 ± 1.9	94.4 ± 1.4
ACT	*Indigenous*	519.4 ± 16.5	1.1	4.6 ± 4.4	23.0 ± 10.9	30.6 ± 13.8	24.8 ± 14.4	11.0 ± 7.3	4.8 ± 6.1	94.3 ± 4.8
	Non-Indigenous	559.2 ± 10.2	0.9	2.7 ± 1.1	9.5 ± 2.3	22.2 ± 3.1	27.5 ± 2.3	22.2 ± 2.4	14.9 ± 4.1	96.4 ± 1.4
NT	*Indigenous*	386.1 ± 17.6	0.8	66.7 ± 8.7	14.8 ± 3.8	11.2 ± 3.9	4.5 ± 2.2	1.7 ± 1.1	0.2 ± 0.3	32.4 ± 8.6
	Non-Indigenous	531.0 ± 10.8	1.4	5.1 ± 1.9	16.9 ± 3.3	27.7 ± 3.0	25.8 ± 3.1	15.7 ± 3.4	7.4 ± 2.5	93.5 ± 2.8
Aust	*Indigenous*	466.5 ± 4.2	1.6	26.5 ± 2.0	27.7 ± 1.1	26.0 ± 1.1	12.7 ± 0.9	4.3 ± 0.7	1.2 ± 0.3	71.9 ± 2.0
	Non-Indigenous	540.2 ± 1.3	1.1	3.4 ± 0.2	13.4 ± 0.3	27.8 ± 0.4	28.7 ± 0.3	17.6 ± 0.4	8.0 ± 0.5	95.4 ± 0.2

Figure 7.R3: Achievement of Year 7 Students in Reading, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

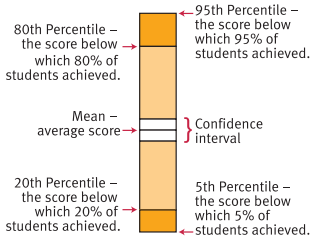
Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

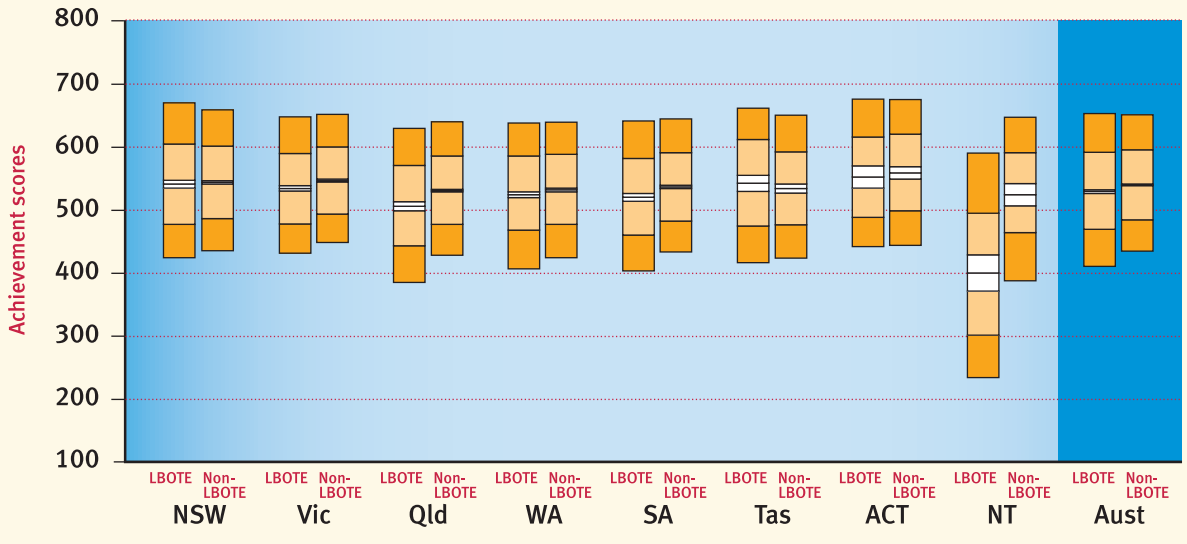


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.R4: Achievement of Year 7 Students in Reading, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*LBOTE*	540.4 ± 6.1	0.7	5.3 ± 0.9	15.0 ± 1.4	25.7 ± 1.5	25.3 ± 1.4	16.9 ± 1.5	11.2 ± 2.5	94.0 ± 1.0
	Non-LBOTE	543.2 ± 2.7	0.5	3.6 ± 0.3	13.1 ± 0.7	26.5 ± 0.8	28.5 ± 0.6	18.4 ± 0.8	9.4 ± 1.0	95.9 ± 0.4
VIC	*LBOTE*	533.5 ± 4.2	1.8	4.1 ± 0.7	15.7 ± 1.4	29.0 ± 1.3	27.2 ± 1.1	15.2 ± 1.3	7.0 ± 1.1	94.1 ± 0.8
	Non-LBOTE	546.1 ± 2.5	1.6	2.1 ± 0.2	11.1 ± 0.7	27.4 ± 1.0	30.2 ± 0.8	19.4 ± 0.9	8.2 ± 0.7	96.3 ± 0.4
Qld	*LBOTE*	505.3 ± 6.9	3.7	13.8 ± 2.7	20.8 ± 1.8	26.0 ± 1.7	20.2 ± 1.7	11.3 ± 1.5	4.2 ± 1.0	82.4 ± 2.8
	Non-LBOTE	530.3 ± 2.0	1.4	4.6 ± 0.4	15.7 ± 0.6	29.5 ± 0.6	27.9 ± 0.6	15.1 ± 0.6	5.7 ± 0.4	94.0 ± 0.4
WA	*LBOTE*	523.7 ± 4.8	1.6	8.1 ± 1.6	16.3 ± 1.8	28.1 ± 1.8	25.3 ± 1.8	15.1 ± 1.5	5.5 ± 1.0	90.3 ± 2.0
	Non-LBOTE	531.2 ± 2.8	0.7	5.3 ± 0.7	14.9 ± 1.0	29.1 ± 0.9	28.0 ± 1.0	16.2 ± 1.0	5.8 ± 0.6	94.0 ± 0.7
SA	*LBOTE*	519.5 ± 6.2	5.6	9.1 ± 2.3	17.2 ± 3.1	26.8 ± 2.4	22.7 ± 2.6	12.9 ± 2.0	5.6 ± 1.3	85.3 ± 3.5
	Non-LBOTE	535.9 ± 2.8	1.5	3.8 ± 0.5	14.3 ± 1.0	28.6 ± 1.1	28.6 ± 1.0	16.7 ± 1.1	6.5 ± 0.7	94.7 ± 0.6
Tas	*LBOTE*	541.8 ± 12.8	3.4	5.9 ± 3.6	15.0 ± 5.5	22.6 ± 7.0	22.0 ± 9.6	20.6 ± 6.6	10.4 ± 5.6	90.7 ± 4.9
	Non-LBOTE	533.6 ± 7.3	0.6	5.4 ± 1.5	15.2 ± 2.2	28.0 ± 1.8	27.3 ± 2.0	15.8 ± 2.0	7.6 ± 1.7	94.0 ± 1.5
ACT	*LBOTE*	551.6 ± 17.8	2.1	2.6 ± 3.1	12.9 ± 6.1	25.1 ± 7.9	23.3 ± 5.2	20.6 ± 6.8	13.2 ± 7.8	95.2 ± 3.3
	Non-LBOTE	558.1 ± 9.9	0.8	2.8 ± 1.0	9.8 ± 2.3	22.4 ± 3.0	27.8 ± 2.5	21.8 ± 2.2	14.6 ± 4.0	96.4 ± 1.4
NT	*LBOTE*	399.8 ± 28.5	0.8	61.0 ± 13.3	14.4 ± 4.8	10.6 ± 5.0	7.4 ± 3.2	4.0 ± 2.7	1.8 ± 1.4	38.2 ± 13.1
	Non-LBOTE	523.9 ± 17.5	0.7	9.2 ± 5.8	16.0 ± 4.2	26.6 ± 3.7	24.4 ± 4.4	15.6 ± 3.7	7.5 ± 2.9	90.1 ± 6.0
Aust	*LBOTE*	528.6 ± 3.0	1.8	7.4 ± 0.7	16.2 ± 0.7	26.9 ± 0.8	24.9 ± 0.7	15.0 ± 0.8	7.8 ± 1.0	90.8 ± 0.8
	Non-LBOTE	539.2 ± 1.3	1.1	3.7 ± 0.2	13.5 ± 0.3	27.8 ± 0.4	28.6 ± 0.3	17.5 ± 0.4	7.8 ± 0.4	95.2 ± 0.2

Figure 7.R4: Achievement of Year 7 Students in Reading, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

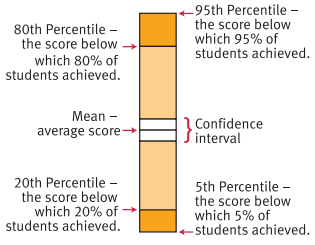
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.R5: Achievement of Year 7 Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	545.8 ± 3.7	0.6	3.6 ± 0.4	12.9 ± 0.9	25.7 ± 1.0	27.6 ± 0.8	18.7 ± 0.9	10.9 ± 1.5	95.8 ± 0.5
	Provincial	533.9 ± 3.1	0.6	4.7 ± 0.6	15.0 ± 1.0	28.1 ± 1.0	28.5 ± 1.0	16.6 ± 0.9	6.5 ± 0.7	94.7 ± 0.6
	Remote	485.8 ± 19.4	1.6	18.2 ± 11.4	25.2 ± 5.3	30.8 ± 7.0	16.5 ± 7.2	6.2 ± 3.9	1.3 ± 1.2	80.1 ± 10.8
	Very Remote	476.5 ± 57.4	1.3	26.6 ± 23.4	26.8 ± 12.2	18.7 ± 16.9	16.7 ± 20.7	7.3 ± 11.3	2.5 ± 4.9	72.2 ± 23.1
VIC	*Metro*	545.9 ± 3.2	1.6	2.4 ± 0.3	11.6 ± 0.9	26.8 ± 1.1	29.5 ± 0.9	19.2 ± 1.0	8.7 ± 0.9	96.0 ± 0.5
	Provincial	534.8 ± 3.1	1.7	3.0 ± 0.6	13.9 ± 1.2	30.8 ± 1.3	29.2 ± 1.2	16.0 ± 1.2	5.4 ± 0.7	95.3 ± 0.8
	Remote	569.9 ± 20.7	2.1	0.0 ± 0.0	4.7 ± 9.5	19.6 ± 17.9	34.0 ± 20.5	24.7 ± 15.8	14.9 ± 15.5	97.9 ± 3.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	532.5 ± 2.6	1.6	4.5 ± 0.5	15.2 ± 0.8	28.9 ± 0.7	27.9 ± 0.8	15.7 ± 0.9	6.2 ± 0.6	93.9 ± 0.5
	Provincial	524.5 ± 2.5	1.8	5.5 ± 0.7	17.4 ± 0.9	30.3 ± 1.0	26.9 ± 1.0	13.6 ± 0.8	4.5 ± 0.5	92.7 ± 0.8
	Remote	496.4 ± 9.7	1.2	15.0 ± 5.6	23.0 ± 3.5	31.2 ± 3.8	19.8 ± 4.0	7.7 ± 2.2	2.1 ± 1.3	83.9 ± 5.7
	Very Remote	456.1 ± 21.0	1.5	35.6 ± 10.4	25.0 ± 5.5	19.3 ± 5.2	11.1 ± 3.9	5.4 ± 2.7	2.2 ± 1.6	62.9 ± 10.4
WA	*Metro*	533.7 ± 3.3	1.1	4.4 ± 0.7	14.7 ± 1.2	28.9 ± 1.0	28.4 ± 1.0	16.4 ± 1.1	6.1 ± 0.7	94.5 ± 0.8
	Provincial	520.5 ± 4.1	0.6	6.8 ± 1.2	18.4 ± 1.6	31.2 ± 1.5	25.8 ± 1.8	13.3 ± 1.7	3.9 ± 0.7	92.6 ± 1.2
	Remote	501.4 ± 9.8	0.5	14.4 ± 4.2	20.8 ± 3.3	30.6 ± 3.0	21.0 ± 2.8	10.3 ± 2.6	2.3 ± 1.2	85.1 ± 4.2
	Very Remote	453.0 ± 15.7	0.4	38.1 ± 8.3	22.1 ± 4.0	21.1 ± 4.8	12.0 ± 3.5	5.0 ± 2.3	1.3 ± 0.9	61.6 ± 8.3
SA	*Metro*	538.5 ± 3.5	2.2	3.6 ± 0.6	13.8 ± 1.2	27.5 ± 1.2	28.2 ± 1.0	17.5 ± 1.3	7.3 ± 0.9	94.2 ± 1.0
	Provincial	524.4 ± 3.9	1.9	5.4 ± 1.1	17.1 ± 1.5	30.7 ± 1.8	27.5 ± 1.8	13.3 ± 1.6	4.1 ± 0.8	92.7 ± 1.3
	Remote	518.1 ± 8.4	1.0	7.5 ± 3.2	17.8 ± 4.5	31.1 ± 4.7	28.0 ± 6.0	11.4 ± 4.0	3.2 ± 1.5	91.5 ± 3.2
	Very Remote	441.4 ± 36.7	1.2	47.2 ± 17.3	17.3 ± 8.3	16.6 ± 8.9	12.3 ± 8.5	3.7 ± 4.3	1.8 ± 3.1	51.6 ± 17.2
Tas	*Metro*	541.6 ± 11.3	1.1	4.3 ± 1.8	13.7 ± 3.5	25.6 ± 3.1	27.9 ± 2.7	17.7 ± 3.2	9.7 ± 2.9	94.6 ± 1.9
	Provincial	529.3 ± 9.0	0.5	6.1 ± 2.1	16.0 ± 2.8	29.2 ± 2.1	26.7 ± 2.3	15.1 ± 2.6	6.5 ± 2.0	93.5 ± 2.2
	Remote	502.6 ± 5.0	1.8	9.8 ± 5.9	22.5 ± 8.1	38.2 ± 16.8	20.0 ± 13.8	5.5 ± 3.9	2.2 ± 1.7	88.4 ± 5.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	558.2 ± 10.0	0.9	2.8 ± 1.1	9.8 ± 2.4	22.4 ± 3.0	27.5 ± 2.3	21.9 ± 2.4	14.6 ± 4.0	96.3 ± 1.4
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	517.4 ± 13.9	2.3	9.3 ± 3.5	18.4 ± 3.7	27.8 ± 3.4	22.9 ± 4.0	13.5 ± 3.8	5.8 ± 2.5	88.4 ± 4.9
	Remote	488.7 ± 40.4	0.1	24.7 ± 16.3	16.8 ± 6.3	22.6 ± 5.4	19.1 ± 6.4	11.0 ± 6.7	5.7 ± 4.2	75.2 ± 16.4
	Very Remote	368.3 ± 25.6	0.3	76.2 ± 11.7	11.0 ± 3.5	6.1 ± 4.5	3.7 ± 3.4	2.0 ± 2.0	0.6 ± 0.6	23.5 ± 11.7
Aust	*Metro*	541.7 ± 1.7	1.2	3.6 ± 0.2	13.2 ± 0.4	27.0 ± 0.5	28.3 ± 0.4	17.9 ± 0.5	8.7 ± 0.6	95.2 ± 0.3
	Provincial	529.6 ± 1.6	1.2	4.9 ± 0.3	15.8 ± 0.5	29.7 ± 0.7	27.8 ± 0.6	15.1 ± 0.5	5.4 ± 0.4	93.9 ± 0.4
	Remote	500.1 ± 7.9	0.8	15.3 ± 3.4	20.5 ± 1.8	29.5 ± 2.1	21.2 ± 2.2	9.7 ± 1.6	3.0 ± 1.0	83.9 ± 3.4
	Very Remote	425.8 ± 13.8	0.7	50.1 ± 6.4	19.1 ± 2.6	15.4 ± 3.0	9.2 ± 2.2	4.1 ± 1.3	1.4 ± 0.6	49.2 ± 6.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.R6: Achievement of Year 7 Indigenous Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	491.8 ± 4.8	0.6	14.7 ± 2.2	27.8 ± 2.9	31.0 ± 2.8	17.6 ± 2.7	6.4 ± 1.5	1.9 ± 0.9	84.7 ± 2.2
	Provincial	485.1 ± 4.7	0.8	17.2 ± 2.5	29.5 ± 2.7	30.5 ± 2.4	15.3 ± 2.2	5.3 ± 1.3	1.3 ± 0.6	82.0 ± 2.6
	Remote	459.6 ± 21.9	0.7	28.6 ± 15.8	30.9 ± 10.1	28.3 ± 12.3	9.6 ± 7.3	1.9 ± 2.6	0.1 ± 1.0	70.7 ± 15.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	493.6 ± 6.4	2.6	10.1 ± 4.0	29.5 ± 5.8	34.2 ± 5.5	17.4 ± 4.0	5.2 ± 2.7	1.0 ± 1.6	87.3 ± 4.2
	Provincial	484.2 ± 8.0	2.7	13.5 ± 4.2	32.9 ± 6.0	32.0 ± 7.2	14.0 ± 3.8	4.1 ± 2.9	0.7 ± 1.0	83.7 ± 4.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	487.5 ± 11.0	1.8	15.8 ± 3.2	29.4 ± 3.6	29.6 ± 2.8	15.7 ± 3.1	5.8 ± 2.8	2.0 ± 1.7	82.5 ± 3.2
	Provincial	476.4 ± 6.3	3.6	18.6 ± 4.2	31.5 ± 3.6	30.3 ± 3.8	11.7 ± 2.2	3.5 ± 1.2	0.7 ± 0.7	77.8 ± 4.3
	Remote	446.4 ± 18.8	1.3	41.1 ± 13.6	26.3 ± 7.0	21.5 ± 8.5	7.8 ± 5.0	2.1 ± 2.5	0.0 ± 0.0	57.7 ± 13.7
	Very Remote	413.8 ± 19.2	1.7	54.1 ± 10.9	29.1 ± 8.2	11.7 ± 4.9	2.7 ± 2.2	0.5 ± 1.0	0.1 ± 0.4	44.2 ± 10.9
WA	*Metro*	471.1 ± 6.3	1.5	22.4 ± 4.4	32.5 ± 5.3	28.3 ± 4.7	10.8 ± 2.9	3.3 ± 2.0	1.0 ± 1.0	76.1 ± 4.4
	Provincial	464.5 ± 8.6	1.2	27.2 ± 6.2	34.4 ± 5.7	22.8 ± 5.0	10.8 ± 3.5	3.3 ± 1.7	0.5 ± 0.9	71.7 ± 6.1
	Remote	443.8 ± 12.8	0.6	39.9 ± 8.7	29.8 ± 8.1	19.1 ± 5.2	8.8 ± 4.1	1.6 ± 1.9	0.1 ± 0.4	59.4 ± 8.7
	Very Remote	405.2 ± 13.7	0.7	62.4 ± 7.5	23.0 ± 6.1	10.1 ± 4.7	3.4 ± 2.4	0.2 ± 0.8	0.0 ± 0.3	36.9 ± 7.4
SA	*Metro*	486.1 ± 8.2	4.5	13.7 ± 5.9	32.1 ± 6.9	29.2 ± 5.9	15.0 ± 4.7	4.2 ± 2.6	1.3 ± 1.6	81.8 ± 6.3
	Provincial	468.5 ± 10.2	4.7	21.7 ± 7.9	34.4 ± 7.6	26.6 ± 6.3	9.7 ± 4.7	2.3 ± 2.7	0.6 ± 1.3	73.6 ± 8.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	385.1 ± 25.5	1.3	80.8 ± 13.1	13.6 ± 10.0	2.9 ± 4.1	0.8 ± 2.7	0.5 ± 2.3	0.0 ± 0.0	17.9 ± 12.5
Tas	*Metro*	513.2 ± 16.8	0.6	11.3 ± 5.8	18.9 ± 9.2	29.7 ± 11.8	23.8 ± 9.5	10.2 ± 6.9	5.6 ± 4.3	88.1 ± 5.7
	Provincial	514.2 ± 9.5	0.0	10.4 ± 4.8	18.2 ± 5.3	31.0 ± 6.1	25.4 ± 6.8	11.0 ± 4.0	4.0 ± 2.3	89.6 ± 4.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	519.4 ± 16.5	1.1	4.6 ± 4.4	23.0 ± 10.9	30.6 ± 13.8	24.8 ± 14.4	11.0 ± 7.3	4.8 ± 6.1	94.3 ± 4.8
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	466.6 ± 17.8	2.6	25.9 ± 8.5	24.1 ± 5.8	28.1 ± 8.0	13.0 ± 7.3	6.0 ± 4.3	0.3 ± 1.1	71.5 ± 8.5
	Remote	415.6 ± 32.3	0.3	54.2 ± 20.2	20.3 ± 10.1	17.8 ± 8.8	5.2 ± 4.2	1.8 ± 2.3	0.3 ± 0.9	45.5 ± 20.2
	Very Remote	347.3 ± 11.6	0.4	85.9 ± 4.4	9.5 ± 3.1	2.8 ± 1.7	1.2 ± 1.2	0.1 ± 0.3	0.1 ± 0.2	13.7 ± 4.5
Aust	*Metro*	488.5 ± 4.6	1.5	15.4 ± 1.6	29.0 ± 1.8	30.2 ± 2.0	16.1 ± 1.8	5.8 ± 1.3	1.9 ± 0.7	83.0 ± 1.6
	Provincial	480.9 ± 3.2	2.0	18.4 ± 1.8	30.0 ± 1.6	29.6 ± 1.7	14.0 ± 1.3	4.8 ± 0.8	1.1 ± 0.4	79.6 ± 1.8
	Remote	439.0 ± 12.4	0.7	42.7 ± 7.8	26.3 ± 4.3	20.5 ± 4.5	7.6 ± 2.3	1.9 ± 1.1	0.2 ± 0.5	56.6 ± 7.7
	Very Remote	381.0 ± 10.7	0.8	71.2 ± 4.8	18.3 ± 3.3	7.0 ± 2.1	2.2 ± 1.0	0.3 ± 0.4	0.1 ± 0.1	28.0 ± 4.8

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.R7: Achievement of Year 7 Students in Reading, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	573.3 ± 2.1	0.9	1.1 ± 0.1	5.6 ± 0.3	18.2 ± 0.6	30.0 ± 0.7	27.1 ± 0.7	17.1 ± 1.2	98.0 ± 0.2
Advanced diploma/ diploma	545.2 ± 1.4	0.9	2.3 ± 0.3	10.9 ± 0.5	27.2 ± 0.7	31.9 ± 0.8	19.2 ± 0.7	7.5 ± 0.6	96.8 ± 0.3
Cert I to IV	528.3 ± 1.0	1.1	4.0 ± 0.3	15.6 ± 0.5	31.9 ± 0.6	29.3 ± 0.5	13.8 ± 0.4	4.3 ± 0.3	95.0 ± 0.3
Year 12 or equivalent	532.1 ± 2.0	1.4	4.0 ± 0.4	14.9 ± 0.8	29.8 ± 1.2	29.1 ± 1.0	15.4 ± 0.8	5.3 ± 0.6	94.6 ± 0.5
Year 11 or equivalent or below	504.8 ± 1.5	2.5	9.5 ± 0.6	23.2 ± 0.7	32.4 ± 0.6	21.9 ± 0.6	8.2 ± 0.5	2.3 ± 0.3	88.0 ± 0.6
Not stated	532.2 ± 2.0	1.1	5.6 ± 0.4	15.1 ± 0.5	28.0 ± 0.6	26.7 ± 0.5	16.2 ± 0.6	7.2 ± 0.6	93.2 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 7 students with parental education 'not stated' is 40%.

Table 7.R8: Achievement of Year 7 Students in Reading, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	568.9 ± 1.9	0.8	1.3 ± 0.2	6.3 ± 0.4	19.6 ± 0.7	30.3 ± 0.7	26.1 ± 0.6	15.6 ± 1.0	97.9 ± 0.2
Other business managers and associate professionals	548.6 ± 1.4	0.8	1.9 ± 0.2	10.2 ± 0.5	26.7 ± 0.7	31.9 ± 0.6	20.0 ± 0.5	8.6 ± 0.7	97.3 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	532.0 ± 1.2	1.2	3.3 ± 0.3	14.6 ± 0.5	31.5 ± 0.6	29.9 ± 0.6	14.7 ± 0.6	4.9 ± 0.4	95.6 ± 0.3
Machine operators, hospitality staff, assistants, labourers	516.5 ± 1.7	1.7	6.5 ± 0.5	20.1 ± 0.8	32.4 ± 0.9	24.7 ± 0.7	10.9 ± 0.6	3.7 ± 0.5	91.8 ± 0.5
Not in paid work in the previous 12 months	501.0 ± 2.0	5.1	11.6 ± 0.8	23.6 ± 1.1	29.4 ± 1.1	19.5 ± 0.9	8.2 ± 0.6	2.6 ± 0.4	83.3 ± 1.1
Not stated	530.4 ± 2.0	1.1	6.0 ± 0.4	15.7 ± 0.5	28.2 ± 0.6	26.4 ± 0.5	15.7 ± 0.6	7.0 ± 0.5	92.9 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 7 students with parental occupation 'not stated' is 42%.

Table 7.W1: Achievement of Year 7 Students in Writing, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*12yrs 7mths* *7yrs 4mths*	535.3 ± 2.9 74.1	96.7	0.6	5.9 ± 0.5	13.8 ± 0.7	27.3 ± 0.7	28.2 ± 0.6	15.8 ± 0.8	8.4 ± 0.9	93.5 ± 0.5
VIC	*12yrs 9mths* *7yrs 4mths*	549.7 ± 3.0 77.1	95.5	1.6	4.9 ± 0.4	11.1 ± 0.6	23.1 ± 0.7	26.8 ± 0.6	19.3 ± 0.7	13.0 ± 0.9	93.4 ± 0.5
Qld	*12yrs 1mth* *6yrs 4mths*	522.7 ± 2.3 78.8	97.7	1.7	8.5 ± 0.6	15.7 ± 0.6	28.2 ± 0.5	25.8 ± 0.6	13.6 ± 0.5	6.5 ± 0.4	89.9 ± 0.6
WA	*12yrs 0mths* *6yrs 4mths*	522.5 ± 3.1 76.1	95.7	1.0	8.9 ± 0.9	16.2 ± 0.8	28.2 ± 0.8	25.5 ± 1.2	14.0 ± 0.9	6.3 ± 0.6	90.1 ± 0.9
SA	*12yrs 6mths* *7yrs 4mths*	538.1 ± 3.2 72.1	96.5	2.0	5.6 ± 0.6	12.6 ± 1.0	25.9 ± 1.0	28.2 ± 1.1	17.0 ± 0.9	8.5 ± 0.8	92.4 ± 0.8
Tas	*12yrs 10mths* *7yrs 4mths*	520.6 ± 7.8 76.3	95.1	0.7	9.3 ± 2.0	17.4 ± 2.3	27.8 ± 1.6	25.1 ± 1.9	13.4 ± 1.9	6.3 ± 1.4	90.0 ± 2.0
ACT	*12yrs 8mths* *7yrs 4mths*	534.3 ± 9.4 70.7	94.9	1.0	5.6 ± 1.9	13.3 ± 2.6	28.3 ± 2.7	29.1 ± 2.5	15.2 ± 2.6	7.6 ± 2.1	93.4 ± 2.1
NT	*12yrs 6mths* *7yrs 4mths*	455.0 ± 26.2 126.7	78.8	1.3	35.1 ± 9.4	15.1 ± 3.0	19.0 ± 3.5	15.1 ± 3.2	9.0 ± 2.4	5.5 ± 2.0	63.6 ± 9.3
Aust	*12yrs 5mths* *7yrs 0mths*	533.7 ± 1.5 77.9	96.2	1.2	6.9 ± 0.3	13.8 ± 0.3	26.4 ± 0.3	26.9 ± 0.3	15.9 ± 0.3	8.8 ± 0.4	91.8 ± 0.3

Figure 7.W1: Achievement of Year 7 Students in Writing, by State and Territory, 2008.

Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

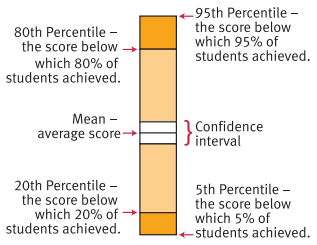
Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 7 students reported by schools which includes those absent and withdrawn.

Reading the graph

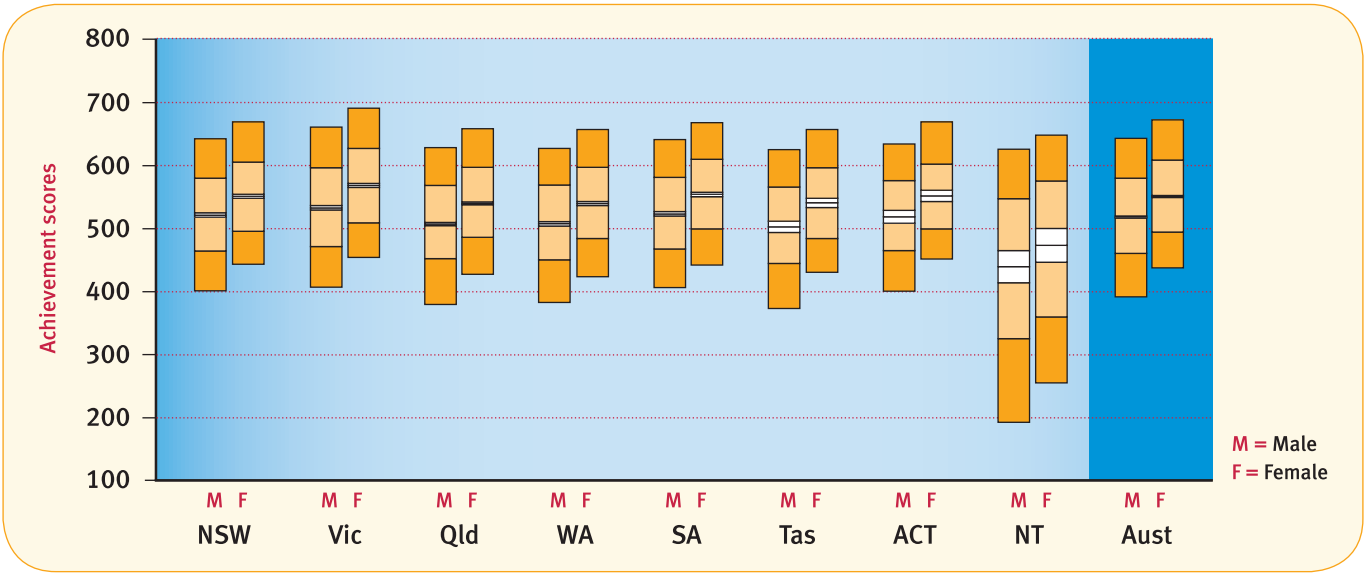


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.W2: Achievement of Year 7 Students in Writing, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Male*	520.8 ± 3.5	0.7	8.7 ± 0.7	17.2 ± 0.9	29.1 ± 0.9	25.4 ± 0.8	12.7 ± 0.8	6.1 ± 1.0	90.6 ± 0.7
	Female	550.6 ± 3.2	0.4	3.0 ± 0.3	10.1 ± 0.7	25.4 ± 0.9	31.1 ± 0.9	19.1 ± 1.0	10.8 ± 1.2	96.5 ± 0.3
VIC	*Male*	532.3 ± 3.6	2.0	7.6 ± 0.7	14.8 ± 0.9	25.9 ± 0.8	25.0 ± 0.8	15.7 ± 0.9	9.1 ± 0.9	90.4 ± 0.8
	Female	567.8 ± 3.0	1.3	2.2 ± 0.3	7.3 ± 0.6	20.2 ± 0.9	28.7 ± 0.7	23.1 ± 0.9	17.2 ± 1.1	96.5 ± 0.4
Qld	*Male*	506.6 ± 2.6	2.0	11.9 ± 0.8	19.5 ± 0.9	29.4 ± 0.6	22.7 ± 0.8	10.2 ± 0.6	4.2 ± 0.4	86.0 ± 0.8
	Female	539.4 ± 2.4	1.3	4.8 ± 0.5	11.8 ± 0.6	27.0 ± 0.8	29.1 ± 0.9	17.1 ± 0.7	8.9 ± 0.6	93.9 ± 0.6
WA	*Male*	507.1 ± 3.3	1.1	12.3 ± 1.2	20.0 ± 1.0	29.3 ± 0.9	22.4 ± 1.1	10.8 ± 0.9	4.0 ± 0.5	86.6 ± 1.2
	Female	538.9 ± 3.2	0.8	5.2 ± 0.7	12.2 ± 1.0	27.0 ± 1.3	28.8 ± 1.6	17.3 ± 1.1	8.7 ± 0.9	93.9 ± 0.8
SA	*Male*	522.8 ± 3.5	2.6	7.9 ± 0.8	16.3 ± 1.4	28.7 ± 1.2	25.9 ± 1.5	13.0 ± 1.0	5.6 ± 0.8	89.6 ± 1.1
	Female	553.6 ± 3.4	1.5	3.3 ± 0.6	8.9 ± 0.9	23.1 ± 1.3	30.6 ± 1.1	21.1 ± 1.1	11.5 ± 1.1	95.2 ± 0.7
Tas	*Male*	502.1 ± 8.9	0.9	13.9 ± 3.1	21.3 ± 2.6	28.5 ± 2.2	21.3 ± 2.3	10.1 ± 2.0	3.9 ± 1.2	85.2 ± 3.1
	Female	540.2 ± 7.2	0.6	4.3 ± 1.2	13.2 ± 2.4	27.1 ± 2.3	29.0 ± 2.1	16.9 ± 2.2	8.9 ± 2.2	95.1 ± 1.2
ACT	*Male*	518.0 ± 10.1	1.1	8.7 ± 2.9	17.4 ± 3.4	30.3 ± 2.9	25.4 ± 3.7	12.2 ± 2.8	4.9 ± 1.6	90.2 ± 3.1
	Female	551.4 ± 9.0	0.9	2.3 ± 1.0	9.0 ± 2.4	26.1 ± 3.5	32.9 ± 3.0	18.3 ± 3.1	10.4 ± 2.9	96.8 ± 1.4
NT	*Male*	439.4 ± 25.6	1.3	39.4 ± 9.1	16.8 ± 3.7	18.1 ± 3.3	13.1 ± 3.0	7.3 ± 2.4	4.1 ± 1.7	59.3 ± 9.1
	Female	473.0 ± 26.5	1.3	30.3 ± 9.9	13.1 ± 3.4	20.0 ± 4.8	17.4 ± 4.0	10.8 ± 2.9	7.0 ± 2.6	68.4 ± 9.8
Aust	*Male*	517.8 ± 1.7	1.5	10.0 ± 0.4	17.4 ± 0.4	28.3 ± 0.4	24.2 ± 0.4	12.6 ± 0.4	6.1 ± 0.4	88.6 ± 0.4
	Female	550.3 ± 1.6	1.0	3.8 ± 0.2	10.0 ± 0.4	24.5 ± 0.5	29.7 ± 0.4	19.4 ± 0.4	11.7 ± 0.5	95.3 ± 0.2

Figure 7.W2: Achievement of Year 7 Students in Writing, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

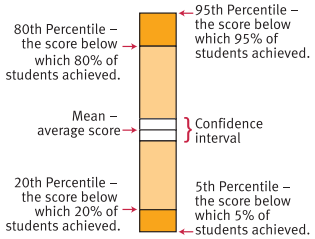
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

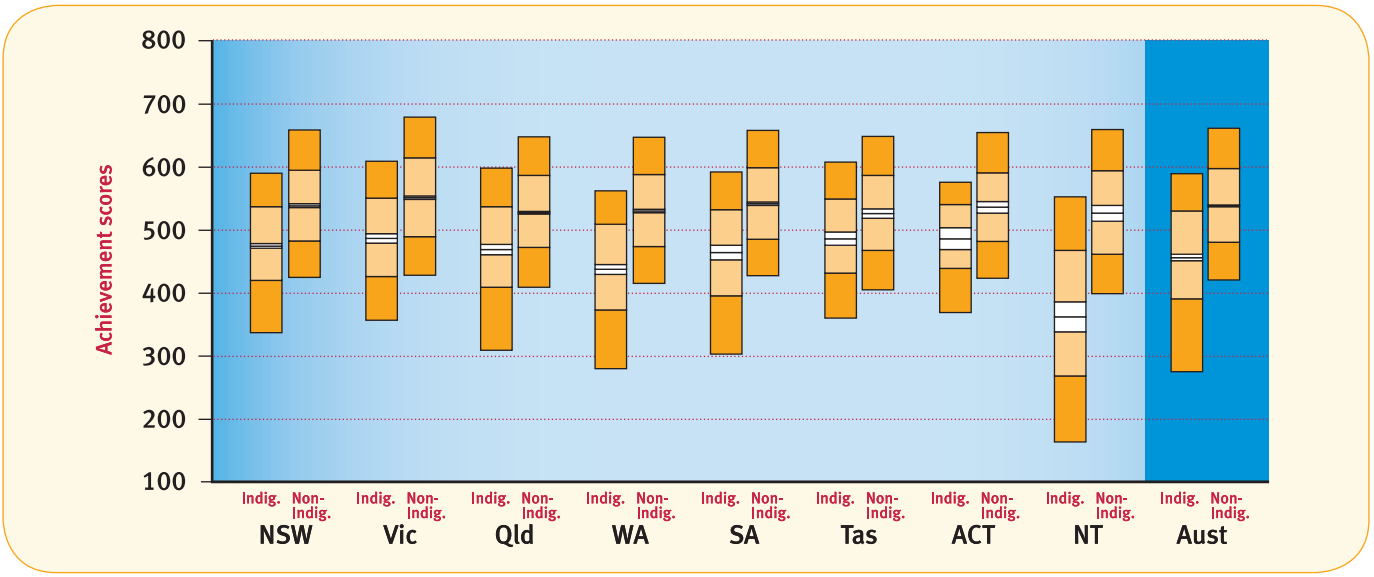


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.W3: Achievement of Year 7 Students in Writing, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Indigenous*	474.4 ± 3.9	0.8	22.2 ± 2.0	27.5 ± 1.9	27.1 ± 2.1	16.2 ± 1.5	4.9 ± 0.9	1.3 ± 0.4	76.9 ± 2.0
	Non-Indigenous	538.1 ± 2.8	0.5	5.2 ± 0.4	13.1 ± 0.6	27.4 ± 0.8	28.8 ± 0.6	16.2 ± 0.8	8.7 ± 0.9	94.3 ± 0.4
VIC	*Indigenous*	486.6 ± 7.4	2.8	19.6 ± 3.6	22.6 ± 3.7	27.3 ± 4.3	18.2 ± 3.5	7.3 ± 2.4	2.2 ± 1.1	77.6 ± 3.6
	Non-Indigenous	550.7 ± 2.9	1.4	4.7 ± 0.4	10.9 ± 0.6	23.1 ± 0.7	27.0 ± 0.6	19.5 ± 0.7	13.3 ± 0.9	93.8 ± 0.5
Qld	*Indigenous*	468.6 ± 8.2	2.4	25.3 ± 3.0	24.3 ± 2.3	26.0 ± 2.0	14.8 ± 1.7	5.4 ± 1.4	1.8 ± 0.8	72.3 ± 3.0
	Non-Indigenous	526.8 ± 2.2	1.6	7.2 ± 0.5	15.1 ± 0.6	28.4 ± 0.5	26.7 ± 0.6	14.2 ± 0.5	6.8 ± 0.4	91.2 ± 0.5
WA	*Indigenous*	437.2 ± 7.5	1.1	39.0 ± 3.8	27.0 ± 2.8	21.0 ± 2.8	9.7 ± 1.7	1.9 ± 0.9	0.5 ± 0.4	59.9 ± 3.8
	Non-Indigenous	529.4 ± 2.8	0.8	6.6 ± 0.7	15.3 ± 0.8	28.6 ± 0.9	26.8 ± 1.1	15.0 ± 0.9	6.8 ± 0.6	92.6 ± 0.7
SA	*Indigenous*	464.1 ± 11.4	4.0	28.5 ± 5.6	22.3 ± 4.8	25.7 ± 4.6	13.3 ± 3.2	4.3 ± 2.1	1.9 ± 1.1	67.5 ± 5.6
	Non-Indigenous	541.1 ± 3.0	1.9	4.7 ± 0.5	12.2 ± 0.9	26.0 ± 1.0	28.8 ± 1.1	17.6 ± 0.9	8.8 ± 0.8	93.4 ± 0.7
Tas	*Indigenous*	485.7 ± 10.6	0.2	17.8 ± 4.6	27.3 ± 5.4	28.0 ± 4.5	17.4 ± 4.2	7.1 ± 3.2	2.1 ± 1.5	81.9 ± 4.6
	Non-Indigenous	525.3 ± 7.6	0.8	8.0 ± 1.7	16.3 ± 2.0	27.9 ± 1.8	25.9 ± 1.9	14.1 ± 1.9	7.0 ± 1.6	91.2 ± 1.7
ACT	*Indigenous*	485.8 ± 17.2	1.1	14.7 ± 9.8	25.5 ± 20.4	33.8 ± 17.5	21.1 ± 11.2	3.2 ± 5.1	0.5 ± 1.9	84.1 ± 9.5
	Non-Indigenous	535.5 ± 9.3	1.0	5.4 ± 1.9	13.0 ± 2.6	28.2 ± 2.6	29.2 ± 2.4	15.5 ± 2.6	7.8 ± 2.2	93.6 ± 2.1
NT	*Indigenous*	362.2 ± 24.0	0.8	69.2 ± 8.8	12.7 ± 4.0	9.8 ± 3.7	5.2 ± 2.1	1.8 ± 1.2	0.6 ± 0.5	29.9 ± 8.7
	Non-Indigenous	526.1 ± 12.5	1.5	9.4 ± 2.6	16.9 ± 3.6	25.9 ± 3.1	22.6 ± 3.2	14.5 ± 3.0	9.3 ± 3.0	89.2 ± 3.3
Aust	*Indigenous*	455.9 ± 5.0	1.6	30.5 ± 2.0	24.3 ± 1.2	24.1 ± 1.1	13.7 ± 0.9	4.5 ± 0.6	1.4 ± 0.3	67.9 ± 2.0
	Non-Indigenous	537.9 ± 1.4	1.1	5.7 ± 0.2	13.2 ± 0.3	26.5 ± 0.4	27.6 ± 0.3	16.6 ± 0.3	9.3 ± 0.4	93.2 ± 0.2

Figure 7.W3: Achievement of Year 7 Students in Writing, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

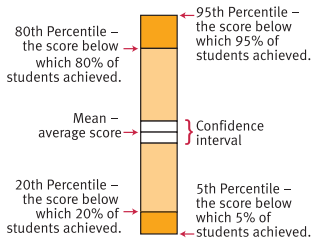
Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

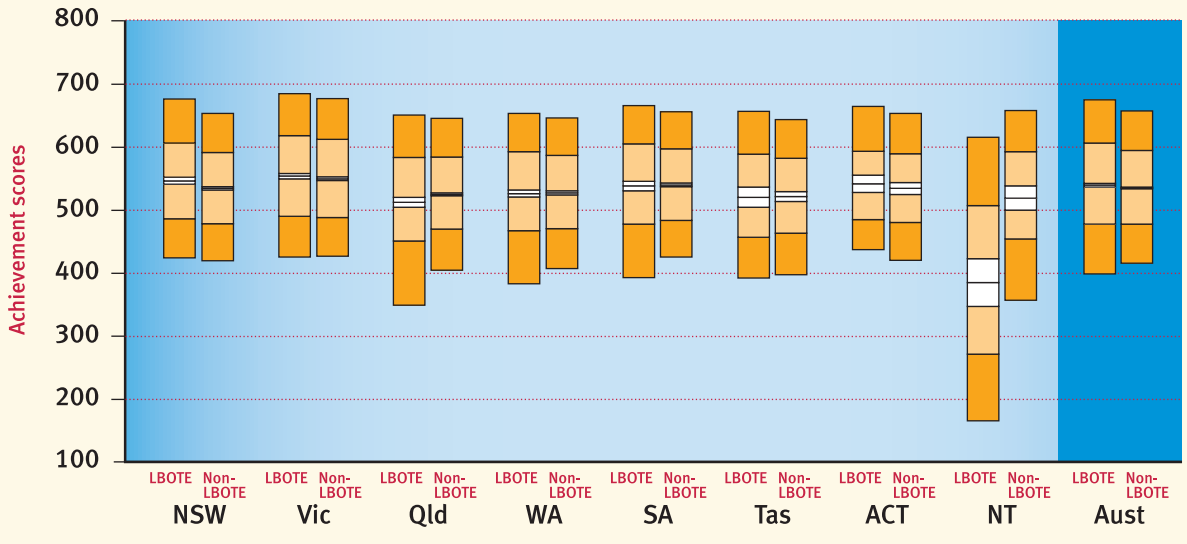


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.W4: Achievement by Year 7 Students in Writing, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*LBOTE*	545.2 ± 5.5	0.6	5.3 ± 0.9	11.9 ± 1.1	24.9 ± 1.3	28.0 ± 1.3	17.7 ± 1.2	11.6 ± 2.0	94.0 ± 0.9
	Non-LBOTE	533.6 ± 2.7	0.5	6.0 ± 0.5	14.1 ± 0.7	27.8 ± 0.7	28.4 ± 0.6	15.5 ± 0.8	7.7 ± 0.8	93.5 ± 0.5
VIC	*LBOTE*	552.7 ± 4.4	1.8	5.0 ± 0.7	10.7 ± 1.0	21.9 ± 1.2	26.6 ± 1.0	19.7 ± 1.2	14.3 ± 1.5	93.2 ± 0.9
	Non-LBOTE	548.7 ± 3.0	1.6	4.9 ± 0.5	11.3 ± 0.6	23.5 ± 0.8	26.9 ± 0.6	19.2 ± 0.7	12.6 ± 0.9	93.5 ± 0.6
Qld	*LBOTE*	511.6 ± 7.9	3.8	13.5 ± 2.6	15.6 ± 1.4	25.1 ± 1.5	22.8 ± 1.9	12.3 ± 1.6	6.9 ± 1.1	82.7 ± 2.7
	Non-LBOTE	523.8 ± 2.1	1.5	7.9 ± 0.5	15.8 ± 0.7	28.6 ± 0.5	26.1 ± 0.6	13.7 ± 0.5	6.4 ± 0.4	90.6 ± 0.6
WA	*LBOTE*	525.3 ± 5.3	1.6	9.8 ± 1.8	14.3 ± 1.5	25.8 ± 2.1	25.3 ± 1.6	15.3 ± 1.6	7.9 ± 1.2	88.5 ± 2.2
	Non-LBOTE	526.2 ± 3.1	0.7	7.8 ± 0.8	15.7 ± 0.9	28.3 ± 0.9	26.2 ± 1.2	14.6 ± 1.0	6.6 ± 0.7	91.5 ± 0.8
SA	*LBOTE*	537.1 ± 7.5	5.6	8.4 ± 2.1	11.0 ± 2.2	22.0 ± 2.3	25.5 ± 3.0	17.4 ± 2.2	10.1 ± 1.9	86.1 ± 3.4
	Non-LBOTE	538.9 ± 3.0	1.5	5.1 ± 0.5	12.7 ± 0.9	26.4 ± 1.0	28.7 ± 1.0	17.2 ± 0.9	8.4 ± 0.8	93.4 ± 0.7
Tas	*LBOTE*	519.2 ± 15.9	4.4	10.2 ± 5.1	19.4 ± 6.9	26.2 ± 8.7	18.9 ± 8.2	13.2 ± 7.3	7.6 ± 5.3	85.4 ± 5.7
	Non-LBOTE	520.3 ± 7.9	0.6	9.3 ± 2.0	17.4 ± 2.2	28.0 ± 1.6	25.3 ± 1.9	13.3 ± 2.0	6.1 ± 1.4	90.1 ± 2.1
ACT	*LBOTE*	540.6 ± 13.8	2.4	3.7 ± 2.5	13.0 ± 4.7	27.1 ± 6.8	29.9 ± 6.0	15.0 ± 5.9	9.0 ± 4.7	93.9 ± 3.0
	Non-LBOTE	533.2 ± 9.5	0.9	5.9 ± 1.9	13.5 ± 2.6	28.5 ± 2.7	28.8 ± 2.5	15.0 ± 2.8	7.5 ± 2.1	93.2 ± 2.2
NT	*LBOTE*	384.2 ± 37.8	0.8	61.3 ± 13.4	12.3 ± 5.5	10.5 ± 5.0	6.8 ± 3.8	4.6 ± 2.4	3.8 ± 2.0	37.9 ± 13.2
	Non-LBOTE	518.1 ± 19.3	0.7	12.8 ± 5.7	16.1 ± 4.6	25.1 ± 5.0	22.4 ± 4.7	13.7 ± 3.5	9.1 ± 3.2	86.4 ± 5.9
Aust	*LBOTE*	538.4 ± 3.1	1.8	7.9 ± 0.7	12.1 ± 0.6	23.5 ± 0.7	26.1 ± 0.7	17.2 ± 0.7	11.4 ± 0.9	90.3 ± 0.8
	Non-LBOTE	534.0 ± 1.3	1.1	6.4 ± 0.2	14.0 ± 0.3	27.0 ± 0.3	27.2 ± 0.3	15.9 ± 0.3	8.5 ± 0.4	92.5 ± 0.3

Figure 7.W4: Achievement of Year 7 Students in Writing, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

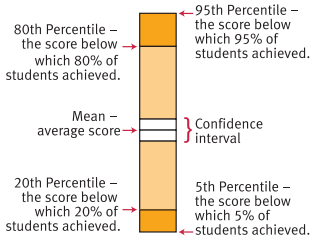
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.W5: Achievement of Year 7 Students in Writing, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	541.0 ± 3.5	0.6	5.1 ± 0.5	12.6 ± 0.8	26.3 ± 0.9	28.7 ± 0.7	17.0 ± 1.0	9.7 ± 1.2	94.4 ± 0.5
	Provincial	519.8 ± 3.3	0.6	8.2 ± 0.8	16.9 ± 1.1	30.1 ± 1.2	26.9 ± 1.1	12.5 ± 0.9	4.7 ± 0.6	91.2 ± 0.9
	Remote	472.1 ± 25.2	1.6	24.4 ± 11.1	23.0 ± 4.5	26.7 ± 7.4	16.9 ± 6.2	6.1 ± 3.6	1.2 ± 1.2	73.9 ± 10.5
	Very Remote	477.3 ± 67.4	1.3	32.4 ± 26.7	17.0 ± 11.4	18.2 ± 9.2	16.7 ± 14.9	10.6 ± 14.7	3.8 ± 7.8	66.3 ± 26.6
VIC	*Metro*	555.8 ± 3.5	1.6	4.2 ± 0.5	10.0 ± 0.7	21.9 ± 0.9	27.0 ± 0.7	20.4 ± 0.8	14.8 ± 1.1	94.2 ± 0.6
	Provincial	532.3 ± 3.8	1.7	7.0 ± 0.9	14.4 ± 1.0	26.5 ± 1.0	26.1 ± 1.0	16.3 ± 1.0	8.0 ± 0.9	91.3 ± 1.0
	Remote	569.7 ± 30.0	2.1	0.0 ± 0.0	6.8 ± 8.9	23.0 ± 19.1	35.7 ± 20.5	12.3 ± 12.2	20.0 ± 14.0	97.9 ± 3.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	527.4 ± 2.8	1.6	7.4 ± 0.6	14.9 ± 0.7	28.0 ± 0.7	26.4 ± 0.7	14.3 ± 0.7	7.3 ± 0.6	91.0 ± 0.7
	Provincial	518.5 ± 2.8	1.8	8.8 ± 0.8	17.2 ± 1.0	29.2 ± 0.9	25.4 ± 1.3	12.7 ± 1.0	5.0 ± 0.6	89.4 ± 0.9
	Remote	488.0 ± 14.9	1.0	17.9 ± 6.0	19.5 ± 3.1	29.2 ± 3.7	21.7 ± 3.6	8.4 ± 2.5	2.4 ± 1.4	81.1 ± 6.1
	Very Remote	447.5 ± 23.4	1.4	34.5 ± 8.8	21.0 ± 5.0	22.0 ± 5.0	14.0 ± 4.7	5.5 ± 2.7	1.8 ± 1.7	64.2 ± 8.8
WA	*Metro*	530.4 ± 3.6	1.1	6.7 ± 0.9	14.8 ± 1.0	28.2 ± 0.9	26.6 ± 1.2	15.3 ± 1.0	7.2 ± 0.8	92.2 ± 1.0
	Provincial	514.6 ± 4.4	0.6	10.1 ± 1.4	18.7 ± 1.5	29.3 ± 1.5	24.9 ± 1.7	12.0 ± 1.5	4.4 ± 0.8	89.4 ± 1.4
	Remote	491.2 ± 11.1	0.5	17.7 ± 4.0	23.7 ± 3.1	27.8 ± 4.0	18.7 ± 3.1	8.3 ± 2.3	3.3 ± 1.8	81.8 ± 4.0
	Very Remote	440.4 ± 20.7	0.5	39.7 ± 9.1	19.0 ± 3.7	20.5 ± 4.4	13.0 ± 3.6	5.3 ± 2.2	2.1 ± 1.3	59.8 ± 9.2
SA	*Metro*	545.3 ± 3.7	2.2	4.6 ± 0.7	11.2 ± 1.0	24.2 ± 1.1	28.8 ± 1.1	18.9 ± 1.1	10.1 ± 1.0	93.2 ± 1.0
	Provincial	524.2 ± 4.2	1.9	6.7 ± 1.3	16.0 ± 1.8	30.1 ± 1.6	27.3 ± 2.1	12.9 ± 1.4	5.1 ± 1.0	91.4 ± 1.4
	Remote	517.1 ± 8.2	1.0	7.8 ± 2.2	17.0 ± 4.2	32.6 ± 4.4	26.1 ± 4.2	12.2 ± 3.5	3.2 ± 2.1	91.2 ± 2.2
	Very Remote	434.3 ± 44.1	1.2	44.5 ± 18.0	14.6 ± 8.6	18.7 ± 7.8	13.7 ± 9.7	5.3 ± 5.6	2.0 ± 2.6	54.3 ± 17.9
Tas	*Metro*	529.1 ± 11.6	1.1	7.5 ± 2.6	15.6 ± 3.5	27.0 ± 2.1	25.9 ± 3.0	14.9 ± 3.1	8.1 ± 2.4	91.4 ± 2.6
	Provincial	515.1 ± 9.9	0.4	10.4 ± 2.8	18.6 ± 2.7	28.5 ± 2.2	24.6 ± 2.5	12.5 ± 2.5	5.1 ± 1.5	89.1 ± 2.8
	Remote	479.1 ± 9.2	1.8	19.3 ± 4.5	25.8 ± 5.1	28.7 ± 5.1	17.5 ± 8.1	5.5 ± 4.8	1.5 ± 1.7	78.9 ± 4.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	534.3 ± 9.3	1.0	5.6 ± 1.8	13.3 ± 2.6	28.3 ± 2.7	29.1 ± 2.4	15.2 ± 2.6	7.6 ± 2.1	93.4 ± 2.1
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	510.6 ± 15.3	2.3	13.8 ± 4.1	18.3 ± 3.7	25.4 ± 3.4	21.1 ± 3.5	11.9 ± 3.3	7.2 ± 2.9	83.8 ± 5.5
	Remote	480.4 ± 50.4	0.1	27.5 ± 16.5	15.8 ± 6.9	21.1 ± 4.9	16.6 ± 6.2	11.2 ± 6.6	7.6 ± 5.7	72.3 ± 16.5
	Very Remote	339.6 ± 31.4	0.3	78.5 ± 11.0	8.7 ± 4.2	6.1 ± 4.5	3.4 ± 2.8	2.1 ± 1.9	0.9 ± 1.0	21.1 ± 11.1
Aust	*Metro*	540.9 ± 1.8	1.2	5.5 ± 0.3	12.6 ± 0.4	25.6 ± 0.5	27.6 ± 0.4	17.2 ± 0.4	10.2 ± 0.5	93.3 ± 0.3
	Provincial	521.9 ± 1.8	1.3	8.3 ± 0.5	16.6 ± 0.5	28.8 ± 0.5	26.0 ± 0.5	13.4 ± 0.5	5.6 ± 0.4	90.4 ± 0.5
	Remote	491.7 ± 10.0	0.8	18.2 ± 3.5	20.1 ± 1.8	27.7 ± 2.0	20.3 ± 1.9	9.2 ± 1.7	3.7 ± 1.3	81.0 ± 3.5
	Very Remote	409.5 ± 17.1	0.7	51.2 ± 6.5	15.8 ± 3.0	16.0 ± 2.8	10.2 ± 2.2	4.4 ± 1.2	1.6 ± 0.8	48.1 ± 6.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.W6: Achievement of Year 7 Indigenous Students in Writing, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	482.9 ± 5.4	0.8	18.9 ± 2.4	26.1 ± 2.7	28.4 ± 2.7	17.9 ± 2.9	6.0 ± 1.7	1.8 ± 0.8	80.2 ± 2.6
	Provincial	471.0 ± 5.1	0.9	23.2 ± 2.8	28.7 ± 2.8	26.7 ± 2.9	15.4 ± 2.2	4.2 ± 0.9	0.9 ± 0.5	75.9 ± 2.8
	Remote	437.7 ± 30.9	0.7	36.8 ± 15.3	26.7 ± 8.1	23.5 ± 8.8	10.0 ± 6.4	2.2 ± 2.7	0.1 ± 0.9	62.5 ± 15.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	496.9 ± 9.6	2.8	15.4 ± 4.8	22.6 ± 6.2	28.2 ± 6.7	18.8 ± 5.5	8.7 ± 3.4	3.5 ± 2.1	81.8 ± 4.9
	Provincial	476.5 ± 10.3	2.7	23.6 ± 5.5	22.5 ± 4.3	26.4 ± 5.0	17.8 ± 4.8	6.0 ± 2.7	0.9 ± 1.2	73.7 ± 5.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	485.5 ± 10.4	1.9	19.0 ± 3.3	23.7 ± 3.1	28.4 ± 2.9	17.8 ± 2.4	6.7 ± 2.6	2.5 ± 1.5	79.0 ± 3.3
	Provincial	472.7 ± 7.3	3.8	22.7 ± 3.6	25.7 ± 2.8	27.3 ± 3.1	14.0 ± 2.5	5.0 ± 1.8	1.5 ± 0.8	73.5 ± 3.7
	Remote	428.5 ± 34.6	1.3	43.0 ± 15.6	23.3 ± 8.4	17.0 ± 7.2	11.0 ± 6.0	3.8 ± 3.6	0.8 ± 1.7	55.8 ± 15.7
	Very Remote	409.7 ± 26.9	1.2	49.0 ± 10.5	23.0 ± 6.7	17.2 ± 6.0	7.3 ± 4.1	1.9 ± 2.5	0.5 ± 0.7	49.8 ± 10.6
WA	*Metro*	460.9 ± 8.3	1.5	27.6 ± 4.8	28.6 ± 4.1	26.3 ± 4.5	13.1 ± 3.1	2.3 ± 1.9	0.6 ± 0.7	70.9 ± 4.8
	Provincial	456.2 ± 9.9	1.2	30.8 ± 5.1	31.4 ± 6.1	23.0 ± 7.2	10.7 ± 3.8	2.3 ± 1.9	0.6 ± 1.0	68.1 ± 5.1
	Remote	432.6 ± 15.5	0.6	41.4 ± 8.7	28.6 ± 5.6	19.7 ± 6.6	7.9 ± 4.2	1.5 ± 1.9	0.3 ± 0.8	57.9 ± 8.7
	Very Remote	381.9 ± 17.9	0.7	64.6 ± 8.6	18.3 ± 6.1	10.9 ± 4.0	4.3 ± 2.6	0.9 ± 1.2	0.2 ± 0.6	34.7 ± 8.6
SA	*Metro*	491.2 ± 10.3	4.5	17.1 ± 5.0	22.7 ± 8.1	28.0 ± 7.8	17.5 ± 5.1	7.5 ± 3.6	2.7 ± 2.0	78.4 ± 5.3
	Provincial	465.6 ± 12.7	4.7	26.4 ± 7.7	24.5 ± 9.0	29.4 ± 7.4	11.8 ± 5.3	1.6 ± 2.5	1.7 ± 2.1	69.0 ± 8.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	368.4 ± 40.9	1.3	72.8 ± 18.7	12.3 ± 10.0	8.5 ± 10.7	4.0 ± 6.9	0.5 ± 2.3	0.5 ± 2.3	25.9 ± 18.4
Tas	*Metro*	484.8 ± 20.6	0.6	17.2 ± 8.1	24.8 ± 9.4	29.9 ± 8.5	18.4 ± 10.2	7.0 ± 5.6	1.9 ± 2.4	82.2 ± 8.0
	Provincial	486.2 ± 12.2	0.0	18.3 ± 5.9	28.6 ± 6.5	26.7 ± 6.2	17.2 ± 6.9	7.0 ± 4.8	2.2 ± 1.9	81.7 ± 5.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	485.8 ± 17.2	1.1	14.7 ± 9.8	25.5 ± 20.4	33.8 ± 17.5	21.1 ± 11.2	3.2 ± 5.1	0.5 ± 1.9	84.1 ± 9.5
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	460.1 ± 18.0	2.6	32.0 ± 8.7	20.1 ± 7.4	21.8 ± 5.0	15.5 ± 5.3	5.7 ± 4.0	2.3 ± 2.3	65.4 ± 8.5
	Remote	393.8 ± 51.1	0.3	56.4 ± 20.0	19.3 ± 9.9	15.6 ± 9.4	6.6 ± 5.1	1.5 ± 2.1	0.2 ± 0.8	43.3 ± 20.0
	Very Remote	316.4 ± 18.6	0.4	87.2 ± 5.7	7.7 ± 4.2	3.4 ± 2.4	1.0 ± 1.3	0.4 ± 0.6	0.0 ± 0.2	12.4 ± 5.7
Aust	*Metro*	482.7 ± 4.6	1.7	19.6 ± 1.7	25.0 ± 1.7	28.2 ± 1.4	17.3 ± 1.3	6.1 ± 1.1	2.1 ± 0.7	78.7 ± 1.7
	Provincial	470.7 ± 3.4	2.1	24.1 ± 1.9	26.9 ± 1.5	26.4 ± 1.7	14.8 ± 1.2	4.5 ± 0.9	1.2 ± 0.4	73.8 ± 1.9
	Remote	421.8 ± 18.4	0.7	45.3 ± 7.8	24.5 ± 4.0	18.5 ± 3.8	8.5 ± 2.9	2.2 ± 1.1	0.4 ± 0.6	54.0 ± 7.8
	Very Remote	360.0 ± 15.7	0.7	70.7 ± 5.9	14.6 ± 4.1	9.1 ± 2.4	3.6 ± 1.4	1.0 ± 0.7	0.2 ± 0.4	28.5 ± 5.9

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.W7: Achievement of Year 7 Students in Writing, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	567.0 ± 2.2	0.9	2.3 ± 0.2	7.4 ± 0.4	20.3 ± 0.7	29.2 ± 0.6	22.9 ± 0.6	16.9 ± 1.0	96.8 ± 0.3
Advanced diploma/ diploma	542.9 ± 1.6	0.9	4.1 ± 0.3	11.5 ± 0.5	26.4 ± 0.9	30.0 ± 0.6	18.1 ± 0.6	8.9 ± 0.6	94.9 ± 0.3
Cert I to IV	526.3 ± 1.3	1.1	6.4 ± 0.4	15.7 ± 0.6	29.7 ± 0.6	27.7 ± 0.5	14.0 ± 0.6	5.6 ± 0.4	92.5 ± 0.4
Year 12 or equivalent	532.6 ± 2.1	1.4	6.1 ± 0.5	14.1 ± 0.9	27.6 ± 1.0	27.8 ± 1.1	15.4 ± 0.7	7.5 ± 0.6	92.5 ± 0.6
Year 11 or equivalent or below	503.9 ± 1.8	2.5	12.4 ± 0.6	20.1 ± 0.6	29.9 ± 0.7	22.5 ± 0.6	9.4 ± 0.5	3.3 ± 0.3	85.1 ± 0.7
Not stated	529.2 ± 2.1	1.1	8.4 ± 0.5	14.4 ± 0.5	26.3 ± 0.5	25.9 ± 0.4	15.3 ± 0.5	8.6 ± 0.6	90.5 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 7 students with parental education 'not stated' is 40%.

Table 7.W8: Achievement of Year 7 Students in Writing, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	563.0 ± 2.0	0.8	2.7 ± 0.2	8.0 ± 0.4	21.4 ± 0.7	29.2 ± 0.6	22.3 ± 0.6	15.7 ± 0.8	96.6 ± 0.3
Other business managers and associate professionals	545.9 ± 1.6	0.8	3.6 ± 0.3	11.2 ± 0.5	26.1 ± 0.7	29.9 ± 0.6	18.5 ± 0.7	9.8 ± 0.6	95.6 ± 0.4
Tradespeople, clerks, skilled office, sales and service staff	530.6 ± 1.5	1.1	5.7 ± 0.4	14.5 ± 0.5	29.0 ± 0.6	28.3 ± 0.8	14.8 ± 0.7	6.4 ± 0.5	93.2 ± 0.4
Machine operators, hospitality staff, assistants, labourers	516.1 ± 1.9	1.6	9.0 ± 0.5	18.3 ± 0.6	29.9 ± 0.7	24.8 ± 0.8	11.6 ± 0.6	4.8 ± 0.5	89.3 ± 0.6
Not in paid work in the previous 12 months	498.4 ± 2.5	5.1	14.5 ± 0.9	20.3 ± 1.1	28.0 ± 1.0	20.4 ± 1.0	8.6 ± 0.7	3.2 ± 0.4	80.4 ± 1.1
Not stated	527.4 ± 2.1	1.1	8.8 ± 0.5	14.8 ± 0.5	26.5 ± 0.5	25.6 ± 0.4	14.9 ± 0.5	8.3 ± 0.5	90.1 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 7 students with parental occupation 'not stated' is 42%.

Table 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*12yrs 7mths* *7yrs 4mths*	550.1 ± 2.6 72.1	96.8	0.6	5.2 ± 0.4	10.0 ± 0.5	21.9 ± 0.7	29.6 ± 0.7	21.4 ± 0.7	11.3 ± 1.1	94.2 ± 0.4
VIC	*12yrs 9mths* *7yrs 4mths*	542.3 ± 2.3 65.9	95.7	1.6	4.2 ± 0.4	11.4 ± 0.6	25.4 ± 0.7	30.4 ± 0.5	19.4 ± 0.7	7.5 ± 0.6	94.2 ± 0.4
Qld	*12yrs 1mth* *6yrs 4mths*	528.0 ± 1.9 71.1	97.9	1.7	8.1 ± 0.5	14.0 ± 0.5	26.6 ± 0.5	28.1 ± 0.6	16.0 ± 0.6	5.6 ± 0.3	90.2 ± 0.5
WA	*12yrs 0mths* *6yrs 4mths*	527.4 ± 2.5 72.0	96.0	1.0	8.3 ± 0.7	14.3 ± 0.7	26.6 ± 0.7	27.8 ± 0.9	16.3 ± 0.8	5.7 ± 0.4	90.7 ± 0.8
SA	*12yrs 6mths* *7yrs 4mths*	539.7 ± 2.5 68.8	96.8	2.0	5.6 ± 0.6	11.8 ± 0.8	24.2 ± 0.8	29.8 ± 0.9	19.1 ± 1.1	7.4 ± 0.7	92.4 ± 0.8
Tas	*12yrs 10mths* *7yrs 4mths*	527.4 ± 5.1 70.5	95.6	0.7	7.9 ± 1.5	14.9 ± 1.5	26.8 ± 1.6	28.2 ± 1.4	15.8 ± 1.7	5.7 ± 1.0	91.3 ± 1.5
ACT	*12yrs 8mths* *7yrs 4mths*	544.3 ± 7.4 66.9	95.3	1.0	4.2 ± 1.3	10.8 ± 2.0	25.3 ± 2.5	30.1 ± 2.1	20.1 ± 2.5	8.4 ± 1.9	94.8 ± 1.6
NT	*12yrs 6mths* *7yrs 4mths*	456.8 ± 22.5 113.2	78.9	1.3	35.1 ± 8.9	15.1 ± 2.0	19.5 ± 3.2	17.3 ± 3.4	8.9 ± 2.1	2.7 ± 1.2	63.6 ± 8.9
Aust	*12yrs 5mths* *7yrs 0mths*	538.7 ± 1.2 71.9	96.4	1.2	6.3 ± 0.2	11.9 ± 0.3	24.5 ± 0.3	29.1 ± 0.3	18.8 ± 0.4	8.1 ± 0.4	92.5 ± 0.3

Figure 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2008.

Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

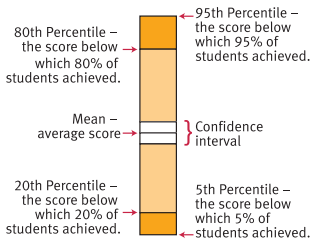
Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 7 students reported by schools which includes those absent and withdrawn.

Reading the graph

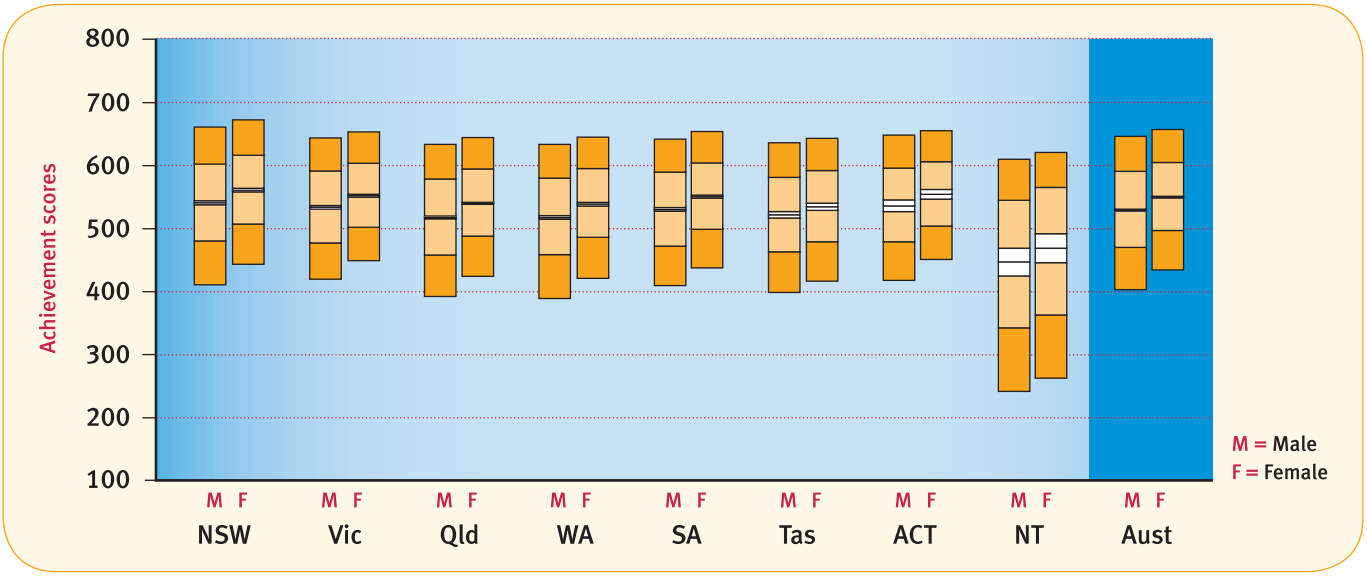


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.S2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Male*	540.3 ± 3.3	0.7	7.2 ± 0.6	12.0 ± 0.6	23.7 ± 0.8	27.9 ± 0.8	18.8 ± 0.8	9.7 ± 1.3	92.1 ± 0.6
	Female	560.4 ± 2.8	0.4	3.1 ± 0.3	7.9 ± 0.5	20.1 ± 0.8	31.4 ± 0.8	24.0 ± 0.7	13.1 ± 1.3	96.5 ± 0.4
VIC	*Male*	533.2 ± 2.8	2.0	5.8 ± 0.5	14.2 ± 0.8	26.8 ± 0.9	27.7 ± 0.7	17.0 ± 0.9	6.4 ± 0.7	92.2 ± 0.7
	Female	551.8 ± 2.3	1.3	2.5 ± 0.3	8.5 ± 0.6	24.0 ± 0.9	33.2 ± 0.7	22.0 ± 0.8	8.6 ± 0.7	96.3 ± 0.4
Qld	*Male*	517.0 ± 2.2	2.0	10.9 ± 0.6	16.8 ± 0.6	27.1 ± 0.7	25.3 ± 0.7	13.2 ± 0.6	4.7 ± 0.4	87.1 ± 0.7
	Female	539.4 ± 1.8	1.3	5.1 ± 0.4	11.0 ± 0.5	26.0 ± 0.9	31.0 ± 0.9	19.0 ± 0.7	6.6 ± 0.5	93.6 ± 0.5
WA	*Male*	517.1 ± 2.9	1.1	10.8 ± 1.0	17.0 ± 1.0	27.4 ± 1.0	25.0 ± 1.0	14.0 ± 0.9	4.7 ± 0.5	88.1 ± 1.0
	Female	538.3 ± 2.7	0.9	5.6 ± 0.7	11.6 ± 0.8	25.7 ± 1.0	30.7 ± 1.1	18.9 ± 1.1	6.7 ± 0.7	93.6 ± 0.8
SA	*Male*	529.6 ± 2.9	2.6	7.5 ± 0.9	14.5 ± 1.1	25.6 ± 1.0	27.5 ± 1.1	16.3 ± 1.1	6.0 ± 0.7	90.0 ± 1.1
	Female	549.8 ± 2.7	1.5	3.7 ± 0.6	9.1 ± 0.8	22.9 ± 1.1	32.1 ± 1.3	21.8 ± 1.5	8.9 ± 0.9	94.8 ± 0.7
Tas	*Male*	521.1 ± 5.1	0.9	9.4 ± 1.8	16.5 ± 1.9	27.2 ± 2.1	26.8 ± 1.7	14.1 ± 2.4	5.1 ± 1.2	89.7 ± 1.9
	Female	534.0 ± 6.0	0.5	6.4 ± 1.6	13.1 ± 2.0	26.4 ± 2.2	29.6 ± 2.0	17.7 ± 2.0	6.3 ± 1.4	93.0 ± 1.6
ACT	*Male*	535.4 ± 9.2	1.1	6.2 ± 2.0	13.4 ± 2.6	26.4 ± 2.9	27.6 ± 2.7	17.6 ± 3.4	7.7 ± 2.4	92.7 ± 2.4
	Female	553.7 ± 7.6	0.9	2.2 ± 0.9	8.1 ± 1.9	24.2 ± 3.1	32.6 ± 2.3	22.7 ± 3.3	9.3 ± 2.7	96.9 ± 1.2
NT	*Male*	446.7 ± 21.9	1.2	38.3 ± 8.7	16.1 ± 2.6	19.5 ± 3.7	15.1 ± 3.2	7.4 ± 2.0	2.4 ± 1.2	60.5 ± 8.7
	Female	468.5 ± 23.0	1.3	31.4 ± 9.3	13.9 ± 2.5	19.5 ± 3.2	20.0 ± 4.1	10.7 ± 2.8	3.1 ± 1.4	67.2 ± 9.3
Aust	*Male*	528.8 ± 1.5	1.5	8.5 ± 0.3	14.4 ± 0.4	25.8 ± 0.4	26.8 ± 0.4	16.2 ± 0.5	6.8 ± 0.5	90.1 ± 0.4
	Female	549.1 ± 1.3	1.0	4.1 ± 0.2	9.3 ± 0 .3	23.3 ± 0.4	31.6 ± 0.4	21.5 ± 0.4	9.3 ± 0.5	95.0 ± 0.2

Figure 7.S2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

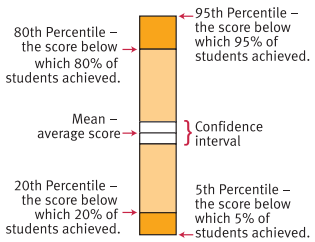
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

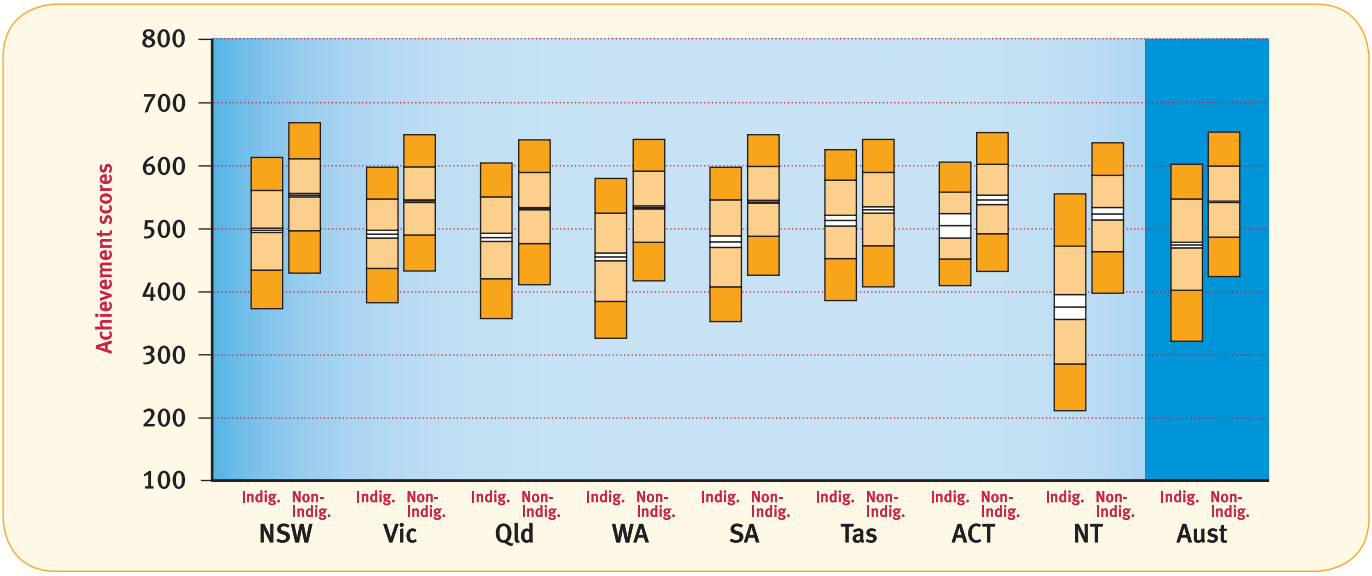


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Indigenous*	497.2 ± 3.3	0.8	17.3 ± 1.6	21.0 ± 1.6	26.7 ± 1.8	22.4 ± 2.0	9.7 ± 1.4	2.2 ± 0.7	82.0 ± 1.6
	Non-Indigenous	552.5 ± 2.6	0.6	4.6 ± 0.3	9.5 ± 0.4	21.8 ± 0.7	30.0 ± 0.8	21.9 ± 0.7	11.7 ± 1.1	94.9 ± 0.4
VIC	*Indigenous*	491.1 ± 6.2	2.8	15.5 ± 3.3	25.8 ± 3.4	28.9 ± 4.1	18.9 ± 3.4	6.6 ± 2.2	1.4 ± 0.9	81.7 ± 3.3
	Non-Indigenous	543.1 ± 2.2	1.4	4.0 ± 0.3	11.2 ± 0.6	25.4 ± 0.7	30.6 ± 0.5	19.7 ± 0.7	7.6 ± 0.6	94.6 ± 0.4
Qld	*Indigenous*	485.7 ± 6.4	2.6	21.2 ± 2.5	21.8 ± 2.0	25.8 ± 1.8	20.1 ± 1.8	6.7 ± 1.4	1.9 ± 0.7	76.2 ± 2.6
	Non-Indigenous	531.1 ± 1.7	1.6	7.1 ± 0.4	13.4 ± 0.5	26.6 ± 0.5	28.7 ± 0.6	16.7 ± 0.6	5.9 ± 0.3	91.3 ± 0.5
WA	*Indigenous*	455.3 ± 6.1	1.1	35.9 ± 3.5	22.3 ± 2.4	23.2 ± 2.5	12.9 ± 2.3	3.8 ± 1.1	0.7 ± 0.5	63.0 ± 3.4
	Non-Indigenous	533.3 ± 2.3	0.8	6.1 ± 0.5	13.6 ± 0.7	26.8 ± 0.8	29.0 ± 0.9	17.5 ± 0.8	6.1 ± 0.5	93.0 ± 0.6
SA	*Indigenous*	479.0 ± 9.2	4.0	24.3 ± 4.9	21.0 ± 3.5	25.0 ± 4.3	18.0 ± 4.5	6.3 ± 2.4	1.4 ± 1.0	71.7 ± 4.8
	Non-Indigenous	542.1 ± 2.4	1.9	4.9 ± 0.5	11.4 ± 0.8	24.2 ± 0.9	30.3 ± 0.9	19.6 ± 1.0	7.7 ± 0.7	93.2 ± 0.8
Tas	*Indigenous*	512.4 ± 8.4	0.2	12.4 ± 4.1	18.6 ± 4.7	26.5 ± 4.2	24.8 ± 5.2	13.7 ± 4.1	3.8 ± 2.5	87.4 ± 4.1
	Non-Indigenous	529.4 ± 5.3	0.8	7.6 ± 1.5	14.4 ± 1.5	26.6 ± 1.5	28.3 ± 1.5	16.4 ± 1.7	6.1 ± 1.1	91.7 ± 1.5
ACT	*Indigenous*	504.4 ± 19.3	1.1	8.5 ± 12.1	24.8 ± 16.1	32.0 ± 15.3	22.3 ± 11.0	9.9 ± 6.3	1.4 ± 3.2	90.3 ± 12.2
	Non-Indigenous	545.4 ± 7.5	1.0	4.1 ± 1.2	10.5 ± 1.9	25.2 ± 2.4	30.2 ± 2.1	20.3 ± 2.6	8.6 ± 2.0	94.9 ± 1.5
NT	*Indigenous*	375.9 ± 19.7	0.8	68.0 ± 8.3	12.6 ± 3.5	9.8 ± 3.1	6.4 ± 2.6	2.0 ± 1.1	0.3 ± 0.5	31.1 ± 8.1
	Non-Indigenous	519.1 ± 9.9	1.4	10.2 ± 2.4	16.8 ± 2.7	26.9 ± 2.4	25.8 ± 2.7	14.3 ± 2.5	4.6 ± 1.9	88.4 ± 3.2
Aust	*Indigenous*	474.0 ± 4.5	1.6	26.6 ± 1.9	20.7 ± 1.1	24.2 ± 1.1	18.3 ± 1.2	6.9 ± 0.7	1.7 ± 0.3	71.8 ± 1.9
	Non-Indigenous	542.2 ± 1.2	1.1	5.2 ± 0.2	11.5 ± 0.3	24.6 ± 0.3	29.8 ± 0.3	19.4 ± 0.4	8.4 ± 0.4	93.6 ± 0.2

Figure 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

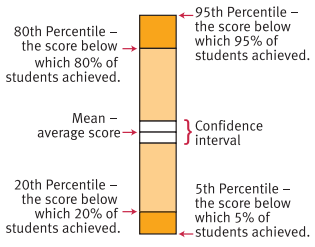
Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

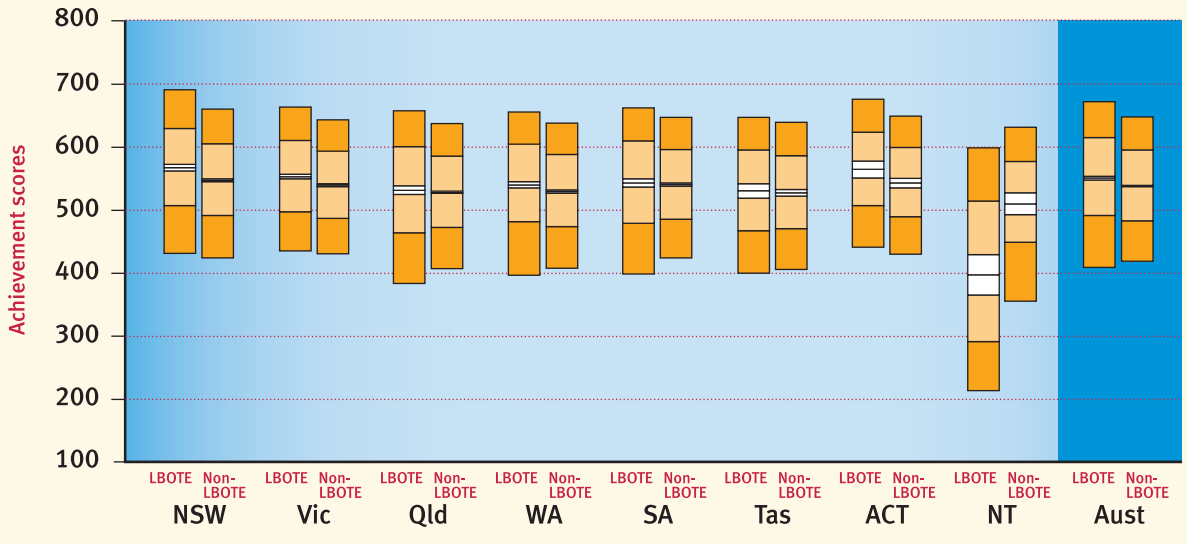


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.S4: Achievement of Year 7 Students in Spelling, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*LBOTE*	566.6 ± 5.1	0.7	4.4 ± 0.7	7.8 ± 0.8	17.0 ± 1.1	27.8 ± 1.3	24.5 ± 1.2	17.8 ± 2.5	95.0 ± 0.8
	Non-LBOTE	546.8 ± 2.3	0.5	5.3 ± 0.4	10.4 ± 0.5	23.0 ± 0.6	30.1 ± 0.7	20.8 ± 0.7	9.9 ± 0.8	94.2 ± 0.4
VIC	*LBOTE*	552.5 ± 3.7	1.8	3.9 ± 0.6	9.2 ± 0.9	22.2 ± 1.2	30.2 ± 1.0	22.0 ± 1.1	10.8 ± 1.2	94.3 ± 0.7
	Non-LBOTE	539.0 ± 2.1	1.6	4.3 ± 0.4	12.2 ± 0.7	26.5 ± 0.7	30.5 ± 0.6	18.6 ± 0.7	6.4 ± 0.5	94.1 ± 0.5
Qld	*LBOTE*	531.1 ± 6.8	3.9	11.1 ± 2.1	12.0 ± 1.3	21.6 ± 1.6	24.6 ± 1.7	18.1 ± 1.8	8.7 ± 1.4	85.0 ± 2.3
	Non-LBOTE	527.7 ± 1.7	1.4	7.8 ± 0.4	14.2 ± 0.4	27.1 ± 0.5	28.4 ± 0.6	15.8 ± 0.6	5.3 ± 0.3	90.8 ± 0.5
WA	*LBOTE*	539.6 ± 4.8	1.7	8.2 ± 1.6	10.4 ± 1.3	22.0 ± 1.8	28.1 ± 1.8	20.5 ± 1.8	9.2 ± 1.2	90.2 ± 1.9
	Non-LBOTE	529.0 ± 2.5	0.7	7.4 ± 0.8	14.1 ± 0.8	27.1 ± 0.9	28.5 ± 0.9	16.6 ± 0.9	5.5 ± 0.5	91.8 ± 0.8
SA	*LBOTE*	542.5 ± 6.5	5.6	8.1 ± 2.0	10.6 ± 1.6	19.4 ± 2.0	25.5 ± 2.6	20.7 ± 2.8	10.1 ± 1.8	86.3 ± 3.4
	Non-LBOTE	539.9 ± 2.4	1.5	5.1 ± 0.6	11.9 ± 0.8	24.8 ± 0.9	30.5 ± 1.0	19.0 ± 1.1	7.2 ± 0.7	93.3 ± 0.7
Tas	*LBOTE*	530.0 ± 11.3	3.9	9.1 ± 5.3	13.5 ± 7.2	23.9 ± 9.3	24.5 ± 9.4	18.0 ± 5.6	7.2 ± 4.2	87.0 ± 6.3
	Non-LBOTE	527.2 ± 5.2	0.6	8.0 ± 1.5	14.9 ± 1.5	27.0 ± 1.6	28.1 ± 1.5	15.6 ± 1.6	5.7 ± 1.0	91.4 ± 1.6
ACT	*LBOTE*	563.8 ± 13.5	2.7	3.5 ± 2.7	7.3 ± 3.9	18.3 ± 4.8	28.2 ± 6.5	25.5 ± 6.6	14.5 ± 5.1	93.8 ± 3.0
	Non-LBOTE	542.4 ± 7.4	0.9	4.4 ± 1.4	11.3 ± 2.1	25.9 ± 2.6	30.0 ± 2.2	19.5 ± 2.6	8.0 ± 1.9	94.8 ± 1.7
NT	*LBOTE*	397.2 ± 32.0	0.8	60.9 ± 12.6	11.0 ± 3.6	10.8 ± 4.2	9.2 ± 4.4	5.6 ± 2.7	1.8 ± 1.3	38.3 ± 12.4
	Non-LBOTE	509.5 ± 17.2	0.7	14.1 ± 6.3	16.3 ± 2.8	26.0 ± 3.4	25.5 ± 3.7	12.9 ± 3.4	4.4 ± 2.2	85.2 ± 6.5
Aust	*LBOTE*	550.1 ± 2.8	1.8	6.7 ± 0.6	9.3 ± 0.5	19.9 ± 0.6	27.8 ± 0.7	21.9 ± 0.7	12.6 ± 1.0	91.5 ± 0.7
	Non-LBOTE	537.7 ± 1.1	1.1	5.9 ± 0.2	12.3 ± 0.3	25.4 ± 0.3	29.6 ± 0.3	18.4 ± 0.4	7.3 ± 0.3	93.0 ± 0.2

Figure 7.S4: Achievement of Year 7 Students in Spelling, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

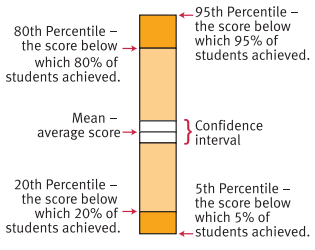
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.S5: Achievement of Year 7 Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	557.2 ± 3.1	0.6	4.1 ± 0.4	8.7 ± 0.5	20.5 ± 0.8	29.9 ± 0.8	23.0 ± 0.8	13.2 ± 1.4	95.4 ± 0.4
	Provincial	530.2 ± 2.5	0.6	8.2 ± 0.8	13.4 ± 0.8	26.0 ± 0.8	28.8 ± 1.1	16.9 ± 0.9	6.1 ± 0.5	91.2 ± 0.8
	Remote	488.1 ± 18.0	1.3	21.5 ± 8.4	19.4 ± 6.6	26.5 ± 6.5	21.4 ± 7.1	8.9 ± 5.2	1.0 ± 1.4	77.2 ± 7.9
	Very Remote	498.7 ± 47.7	1.3	17.5 ± 14.3	24.3 ± 16.6	21.8 ± 8.6	19.7 ± 14.7	10.6 ± 11.0	4.8 ± 7.2	81.3 ± 14.4
VIC	*Metro*	548.0 ± 2.6	1.6	3.4 ± 0.4	10.0 ± 0.7	24.2 ± 0.8	31.2 ± 0.6	21.0 ± 0.8	8.6 ± 0.7	95.0 ± 0.5
	Provincial	525.8 ± 2.7	1.7	6.5 ± 0.7	15.6 ± 1.0	28.8 ± 0.9	28.1 ± 0.9	15.1 ± 1.0	4.2 ± 0.6	91.8 ± 0.9
	Remote	544.0 ± 21.6	2.1	3.4 ± 6.4	13.2 ± 12.4	18.7 ± 11.3	37.4 ± 18.1	20.0 ± 16.4	5.1 ± 5.6	94.5 ± 6.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	533.3 ± 2.2	1.6	6.8 ± 0.5	12.8 ± 0.6	26.3 ± 0.6	29.1 ± 0.8	17.2 ± 0.7	6.2 ± 0.5	91.6 ± 0.6
	Provincial	521.7 ± 2.3	1.8	9.2 ± 0.8	15.9 ± 0.9	27.4 ± 0.9	26.8 ± 1.0	14.2 ± 0.8	4.7 ± 0.5	89.0 ± 0.9
	Remote	494.2 ± 8.2	1.2	18.2 ± 4.5	20.9 ± 2.6	27.3 ± 3.3	21.5 ± 3.6	9.0 ± 2.6	1.9 ± 1.1	80.6 ± 4.6
	Very Remote	467.1 ± 16.3	1.6	30.0 ± 7.5	21.7 ± 3.7	23.4 ± 4.6	16.1 ± 4.3	6.0 ± 2.1	1.3 ± 1.1	68.4 ± 7.8
WA	*Metro*	535.9 ± 2.8	1.2	5.8 ± 0.6	12.7 ± 0.8	26.3 ± 0.9	29.3 ± 0.9	18.1 ± 0.9	6.6 ± 0.6	93.0 ± 0.7
	Provincial	515.6 ± 3.8	0.6	10.8 ± 1.5	17.8 ± 1.6	27.8 ± 1.8	25.6 ± 1.8	13.5 ± 1.3	3.9 ± 0.7	88.6 ± 1.5
	Remote	497.6 ± 9.1	0.5	16.5 ± 3.9	19.9 ± 2.8	28.4 ± 2.8	23.0 ± 3.1	9.4 ± 2.1	2.4 ± 1.3	83.0 ± 3.9
	Very Remote	455.7 ± 15.1	0.4	37.0 ± 7.6	20.0 ± 3.2	21.2 ± 5.0	14.4 ± 4.1	5.9 ± 2.3	1.0 ± 0.7	62.6 ± 7.7
SA	*Metro*	546.0 ± 2.9	2.2	4.4 ± 0.7	10.5 ± 0.9	23.1 ± 1.0	30.6 ± 0.9	20.7 ± 1.2	8.6 ± 0.9	93.4 ± 1.0
	Provincial	528.0 ± 3.8	1.9	7.0 ± 1.1	14.9 ± 1.6	26.9 ± 1.8	28.8 ± 2.0	15.6 ± 1.7	5.0 ± 0.8	91.1 ± 1.2
	Remote	519.0 ± 6.0	1.0	9.9 ± 3.3	15.9 ± 3.5	30.0 ± 4.4	25.6 ± 5.1	13.1 ± 3.4	4.5 ± 1.6	89.1 ± 3.1
	Very Remote	442.6 ± 31.0	1.2	44.9 ± 15.2	15.7 ± 5.5	20.8 ± 9.3	12.9 ± 8.8	3.9 ± 4.8	0.6 ± 1.9	54.0 ± 15.1
Tas	*Metro*	532.1 ± 7.6	1.1	6.7 ± 2.1	13.6 ± 2.4	26.9 ± 2.8	28.9 ± 2.1	16.3 ± 2.5	6.4 ± 1.8	92.2 ± 2.2
	Provincial	524.6 ± 6.8	0.5	8.7 ± 2.0	15.5 ± 1.8	26.9 ± 2.1	27.6 ± 2.0	15.6 ± 1.9	5.2 ± 1.3	90.8 ± 2.1
	Remote	509.2 ± 4.7	1.8	8.4 ± 3.5	23.3 ± 8.9	25.1 ± 5.8	30.9 ± 2.8	8.7 ± 6.4	1.8 ± 2.8	89.8 ± 3.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	544.3 ± 7.4	1.0	4.2 ± 1.3	10.8 ± 2.0	25.3 ± 2.5	30.1 ± 2.1	20.1 ± 2.5	8.4 ± 1.9	94.8 ± 1.6
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	505.9 ± 12.9	2.3	14.9 ± 4.1	17.4 ± 2.7	26.1 ± 2.8	24.2 ± 3.6	11.6 ± 2.5	3.5 ± 1.9	82.8 ± 5.5
	Remote	480.2 ± 40.7	0.1	27.1 ± 15.5	17.5 ± 5.0	20.3 ± 4.9	19.1 ± 6.8	11.7 ± 5.9	4.1 ± 3.2	72.7 ± 15.6
	Very Remote	354.4 ± 27.7	0.3	76.9 ± 11.3	9.4 ± 3.8	7.0 ± 4.1	3.9 ± 3.2	2.1 ± 2.4	0.4 ± 0.5	22.8 ± 11.4
Aust	*Metro*	546.5 ± 1.4	1.2	4.7 ± 0.2	10.5 ± 0.3	23.6 ± 0.4	30.0 ± 0.3	20.5 ± 0.4	9.4 ± 0.5	94.1 ± 0.3
	Provincial	525.0 ± 1.3	1.2	8.3 ± 0.4	15.2 ± 0.5	27.3 ± 0.4	27.7 ± 0.4	15.3 ± 0.4	5.0 ± 0.3	90.4 ± 0.5
	Remote	497.0 ± 7.7	0.8	17.8 ± 3.1	19.1 ± 1.7	26.7 ± 1.7	22.5 ± 2.0	10.3 ± 1.5	2.8 ± 0.8	81.4 ± 3.1
	Very Remote	425.2 ± 14.9	0.8	48.2 ± 6.3	16.9 ± 2.4	17.0 ± 2.7	11.5 ± 2.4	4.6 ± 1.3	1.0 ± 0.4	51.0 ± 6.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.S6: Achievement of Year 7 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	508.4 ± 4.8	0.7	13.8 ± 2.4	18.0 ± 2.3	27.5 ± 3.1	25.2 ± 3.4	11.6 ± 2.1	3.1 ± 1.0	85.5 ± 2.4
	Provincial	491.4 ± 4.1	0.8	18.9 ± 2.2	22.7 ± 2.3	26.5 ± 2.2	21.0 ± 2.4	8.5 ± 2.1	1.6 ± 0.9	80.3 ± 2.2
	Remote	464.0 ± 16.9	0.7	31.0 ± 10.3	25.1 ± 7.5	22.6 ± 9.6	14.5 ± 8.2	5.8 ± 4.2	0.3 ± 1.2	68.3 ± 10.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	499.0 ± 7.8	2.8	12.5 ± 4.5	23.3 ± 6.9	29.6 ± 6.5	22.3 ± 4.5	8.1 ± 3.3	1.3 ± 1.7	84.7 ± 4.8
	Provincial	483.5 ± 8.7	2.7	18.5 ± 4.9	28.1 ± 5.9	28.3 ± 5.2	15.7 ± 4.8	5.2 ± 2.4	1.5 ± 1.5	78.8 ± 5.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	499.2 ± 8.8	2.0	15.7 ± 2.7	20.9 ± 3.2	26.9 ± 2.8	23.5 ± 2.7	8.3 ± 2.4	2.7 ± 1.2	82.3 ± 2.8
	Provincial	488.6 ± 6.0	3.8	19.0 ± 3.1	22.2 ± 2.6	26.7 ± 2.8	19.7 ± 2.9	6.8 ± 1.7	1.7 ± 0.9	77.2 ± 3.2
	Remote	456.4 ± 18.5	1.3	37.0 ± 10.2	22.2 ± 6.6	20.9 ± 6.6	14.6 ± 7.4	3.5 ± 2.9	0.6 ± 1.0	61.8 ± 10.4
	Very Remote	438.2 ± 18.0	1.9	41.6 ± 8.8	23.8 ± 4.5	20.8 ± 6.1	10.1 ± 4.0	1.7 ± 1.2	0.1 ± 0.4	56.5 ± 9.4
WA	*Metro*	479.7 ± 6.4	1.5	23.1 ± 3.5	23.1 ± 3.3	27.8 ± 4.2	17.7 ± 3.8	5.6 ± 2.0	1.2 ± 0.9	75.4 ± 3.5
	Provincial	463.9 ± 10.7	1.2	32.2 ± 6.1	23.7 ± 4.7	24.0 ± 4.7	12.7 ± 4.0	5.0 ± 2.6	1.1 ± 1.3	66.6 ± 6.1
	Remote	447.2 ± 10.9	0.6	38.7 ± 8.2	22.8 ± 7.6	24.0 ± 6.8	11.9 ± 4.5	1.8 ± 2.3	0.1 ± 0.7	60.6 ± 8.1
	Very Remote	412.9 ± 12.4	0.7	58.5 ± 7.3	19.0 ± 4.3	14.3 ± 5.3	6.2 ± 4.0	1.2 ± 1.5	0.0 ± 0.3	40.8 ± 7.2
SA	*Metro*	503.0 ± 8.2	4.5	12.4 ± 4.0	20.9 ± 6.4	28.5 ± 6.8	22.5 ± 7.4	9.2 ± 4.1	2.0 ± 1.7	83.1 ± 4.5
	Provincial	484.3 ± 11.5	4.7	19.8 ± 5.5	23.0 ± 6.1	27.3 ± 7.2	19.3 ± 7.3	5.2 ± 3.7	0.7 ± 1.4	75.5 ± 6.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	387.7 ± 17.1	1.3	73.3 ± 12.8	17.1 ± 12.5	6.7 ± 8.1	1.6 ± 4.1	0.0 ± 0.0	0.0 ± 0.0	25.3 ± 12.6
Tas	*Metro*	508.9 ± 16.2	0.6	14.3 ± 7.1	19.3 ± 8.3	25.1 ± 7.9	23.5 ± 9.9	13.9 ± 7.0	3.3 ± 3.7	85.1 ± 7.0
	Provincial	514.5 ± 9.5	0.0	11.2 ± 4.5	18.4 ± 5.5	27.3 ± 5.8	25.2 ± 5.3	13.7 ± 4.3	4.1 ± 2.9	88.8 ± 4.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	504.4 ± 19.3	1.1	8.5 ± 12.1	24.8 ± 16.1	32.0 ± 15.3	22.3 ± 11.0	9.9 ± 6.3	1.4 ± 3.2	90.3 ± 12.2
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	463.1 ± 19.0	2.6	31.4 ± 9.7	18.8 ± 5.0	21.8 ± 5.7	19.4 ± 6.5	5.5 ± 3.5	0.6 ± 1.2	66.0 ± 10.0
	Remote	410.1 ± 39.4	0.3	54.8 ± 18.1	19.0 ± 8.1	13.8 ± 7.3	8.6 ± 6.5	2.7 ± 3.3	0.7 ± 1.3	44.8 ± 18.1
	Very Remote	333.1 ± 13.0	0.4	85.9 ± 4.9	8.1 ± 3.8	4.0 ± 1.8	1.0 ± 0.8	0.6 ± 0.8	0.1 ± 0.3	13.7 ± 4.9
Aust	*Metro*	500.2 ± 3.9	1.7	15.5 ± 1.4	20.5 ± 1.4	27.5 ± 1.7	23.1 ± 1.7	9.2 ± 1.2	2.5 ± 0.6	82.9 ± 1.5
	Provincial	487.1 ± 3.2	2.1	20.3 ± 1.7	22.6 ± 1.5	26.3 ± 1.5	19.6 ± 1.7	7.5 ± 1.1	1.6 ± 0.5	77.6 ± 1.7
	Remote	441.5 ± 14.3	0.7	41.9 ± 6.8	21.7 ± 4.0	20.2 ± 3.5	12.0 ± 3.2	3.0 ± 1.5	0.5 ± 0.6	57.4 ± 6.7
	Very Remote	383.1 ± 13.7	0.9	66.4 ± 5.8	15.7 ± 2.9	11.1 ± 2.7	4.8 ± 2.0	1.1 ± 0.7	0.1 ± 0.2	32.7 ± 5.8

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.S7: Achievement of Year 7 Students in Spelling, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	569.9 ± 2.1	0.9	1.8 ± 0.2	6.1 ± 0.3	18.2 ± 0.6	30.8 ± 0.8	26.6 ± 0.6	15.7 ± 1.1	97.3 ± 0.2
Advanced diploma/ diploma	547.6 ± 1.4	0.9	3.9 ± 0.3	10.0 ± 0.6	23.8 ± 0.7	31.5 ± 0.7	21.3 ± 0.8	8.6 ± 0.6	95.1 ± 0.4
Cert I to IV	533.0 ± 1.0	1.1	6.1 ± 0.3	13.0 ± 0.4	27.0 ± 0.5	30.3 ± 0.5	16.9 ± 0.4	5.7 ± 0.3	92.8 ± 0.3
Year 12 or equivalent	540.5 ± 1.8	1.4	5.5 ± 0.5	11.3 ± 0.8	24.8 ± 0.9	30.3 ± 1.0	19.1 ± 1.1	7.5 ± 0.6	93.1 ± 0.5
Year 11 or equivalent or below	513.8 ± 1.5	2.5	11.6 ± 0.5	16.8 ± 0.6	27.6 ± 0.6	25.5 ± 0.7	12.4 ± 0.6	3.7 ± 0.3	85.9 ± 0.6
Not stated	532.8 ± 1.9	1.1	7.5 ± 0.4	13.1 ± 0.4	25.3 ± 0.5	28.2 ± 0.4	17.6 ± 0.5	7.1 ± 0.5	91.3 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 7 students with parental education 'not stated' is 40%.

Table 7.S8: Achievement of Year 7 Students in Spelling, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	564.2 ± 1.7	0.8	2.3 ± 0.2	6.9 ± 0.4	19.7 ± 0.6	31.4 ± 0.8	25.2 ± 0.7	13.7 ± 0.9	97.0 ± 0.2
Other business managers and associate professionals	549.7 ± 1.4	0.8	3.5 ± 0.2	9.7 ± 0.4	23.8 ± 0.6	31.4 ± 0.7	21.4 ± 0.8	9.4 ± 0.6	95.7 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	537.3 ± 1.2	1.1	5.5 ± 0.3	12.2 ± 0.5	26.2 ± 0.6	30.3 ± 0.6	18.1 ± 0.5	6.6 ± 0.4	93.4 ± 0.4
Machine operators, hospitality staff, assistants, labourers	526.8 ± 1.8	1.7	8.7 ± 0.5	14.5 ± 0.6	26.2 ± 0.6	27.5 ± 0.7	15.4 ± 0.6	6.0 ± 0.6	89.6 ± 0.5
Not in paid work in the previous 12 months	512.3 ± 2.1	5.1	13.1 ± 0.9	16.0 ± 1.0	25.1 ± 1.2	24.1 ± 0.9	12.1 ± 0.7	4.3 ± 0.5	81.8 ± 1.1
Not stated	531.6 ± 1.8	1.1	7.8 ± 0.4	13.4 ± 0.4	25.5 ± 0.5	27.9 ± 0.4	17.3 ± 0.5	7.0 ± 0.5	91.1 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 7 students with parental occupation 'not stated' is 42%.

Table 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*12yrs 7mths* *7yrs 4mths*	536.6 ± 3.2 72.3	96.8	0.6	6.1 ± 0.5	14.2 ± 0.7	26.5 ± 0.8	26.6 ± 0.7	17.1 ± 0.7	8.9 ± 1.2	93.4 ± 0.5
VIC	*12yrs 9mths* *7yrs 4mths*	537.7 ± 2.9 68.2	95.7	1.6	4.7 ± 0.5	13.8 ± 0.8	27.0 ± 0.9	27.7 ± 0.7	17.1 ± 0.8	8.0 ± 0.8	93.6 ± 0.5
Qld	*12yrs 1mth* *6yrs 4mths*	518.0 ± 2.2 68.7	97.9	1.7	8.3 ± 0.6	17.8 ± 0.7	29.8 ± 0.7	25.5 ± 0.7	12.9 ± 0.6	4.0 ± 0.4	90.0 ± 0.7
WA	*12yrs 0mths* *6yrs 4mths*	514.9 ± 3.0 74.0	96.0	1.0	10.8 ± 1.0	18.1 ± 0.9	28.2 ± 0.8	24.4 ± 0.9	12.8 ± 0.8	4.7 ± 0.5	88.2 ± 1.0
SA	*12yrs 6mths* *7yrs 4mths*	528.8 ± 3.2 69.9	96.8	2.0	6.8 ± 0.7	15.6 ± 0.9	27.4 ± 0.9	26.5 ± 1.0	15.3 ± 1.1	6.4 ± 0.7	91.2 ± 1.0
Tas	*12yrs 10mths* *7yrs 4mths*	527.1 ± 7.4 72.1	95.6	0.7	8.0 ± 1.9	16.0 ± 2.0	27.5 ± 1.8	26.0 ± 1.7	15.0 ± 1.8	6.8 ± 1.6	91.3 ± 1.9
ACT	*12yrs 8mths* *7yrs 4mths*	546.6 ± 9.9 73.1	95.3	1.0	5.0 ± 1.5	11.9 ± 2.3	24.0 ± 2.7	26.8 ± 2.0	19.6 ± 2.6	11.7 ± 3.2	94.0 ± 1.8
NT	*12yrs 6mths* *7yrs 4mths*	444.5 ± 26.5 126.1	78.9	1.3	38.5 ± 9.6	14.7 ± 2.8	18.7 ± 3.3	14.7 ± 3.2	8.2 ± 2.3	4.0 ± 1.7	60.3 ± 9.6
Aust	*12yrs 5mths* *7yrs 0mths*	529.0 ± 1.5 72.7	96.4	1.2	7.2 ± 0.3	15.4 ± 0.4	27.4 ± 0.4	26.3 ± 0.3	15.5 ± 0.4	7.0 ± 0.5	91.6 ± 0.3

Figure 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2008.

Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

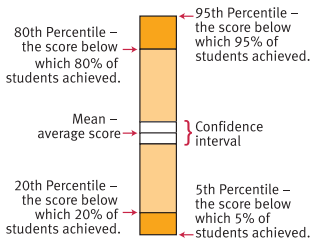
Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 7 students reported by schools which includes those absent and withdrawn.

Reading the graph

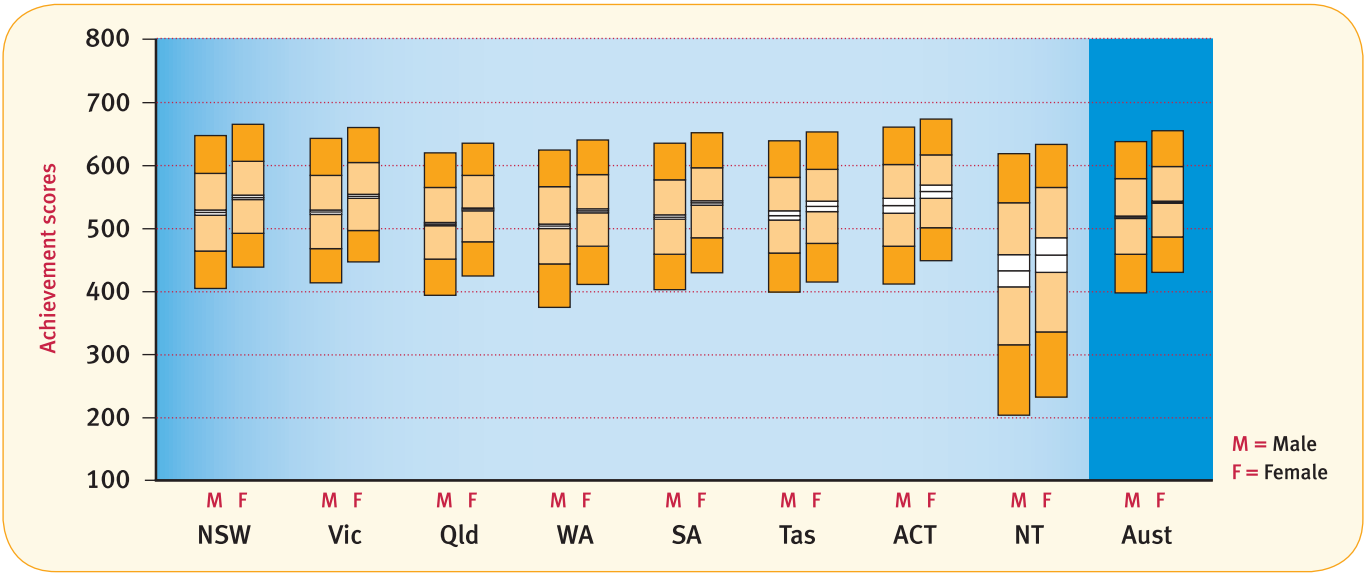


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Male*	524.8 ± 3.9	0.7	8.6 ± 0.7	17.2 ± 0.9	27.6 ± 1.0	24.2 ± 0.9	14.6 ± 0.9	7.0 ± 1.4	90.7 ± 0.8
	Female	548.9 ± 3.5	0.4	3.4 ± 0.4	11.0 ± 0.7	25.4 ± 1.0	29.2 ± 0.8	19.6 ± 0.9	10.9 ± 1.5	96.2 ± 0.4
VIC	*Male*	525.5 ± 3.5	2.0	6.9 ± 0.7	17.3 ± 1.0	28.5 ± 1.1	25.1 ± 0.9	14.1 ± 1.0	6.1 ± 0.8	91.1 ± 0.8
	Female	550.4 ± 3.1	1.3	2.4 ± 0.3	10.1 ± 0.8	25.5 ± 1.1	30.5 ± 0.8	20.3 ± 1.0	9.9 ± 1.1	96.3 ± 0.4
Qld	*Male*	506.6 ± 2.5	2.0	11.3 ± 0.8	21.2 ± 0.8	29.8 ± 0.8	22.2 ± 0.8	10.4 ± 0.6	3.0 ± 0.4	86.7 ± 0.9
	Female	530.0 ± 2.2	1.3	5.1 ± 0.5	14.3 ± 0.8	29.7 ± 0.9	28.9 ± 0.8	15.5 ± 0.8	5.0 ± 0.5	93.6 ± 0.6
WA	*Male*	503.1 ± 3.5	1.1	14.3 ± 1.3	20.8 ± 1.2	28.2 ± 1.1	21.4 ± 1.1	10.6 ± 1.0	3.7 ± 0.5	84.7 ± 1.3
	Female	527.3 ± 3.2	0.9	7.1 ± 0.9	15.2 ± 1.0	28.2 ± 1.1	27.5 ± 1.0	15.2 ± 0.9	5.9 ± 0.8	92.0 ± 1.0
SA	*Male*	517.6 ± 3.6	2.6	9.1 ± 1.0	18.5 ± 1.2	28.7 ± 1.1	23.7 ± 1.3	12.5 ± 1.3	4.9 ± 0.7	88.4 ± 1.3
	Female	540.2 ± 3.4	1.5	4.5 ± 0.7	12.5 ± 1.1	26.2 ± 1.2	29.3 ± 1.1	18.1 ± 1.2	7.9 ± 0.9	94.1 ± 0.9
Tas	*Male*	520.2 ± 7.4	0.9	9.4 ± 2.2	17.8 ± 2.1	28.1 ± 2.2	24.5 ± 2.4	13.7 ± 1.8	5.6 ± 1.5	89.7 ± 2.2
	Female	534.4 ± 8.2	0.5	6.5 ± 1.9	14.1 ± 2.4	26.9 ± 2.6	27.5 ± 2.3	16.4 ± 2.7	8.1 ± 2.1	93.0 ± 1.9
ACT	*Male*	535.7 ± 11.7	1.1	7.5 ± 2.4	14.7 ± 3.0	24.2 ± 3.2	25.1 ± 2.8	17.6 ± 2.9	9.8 ± 3.2	91.4 ± 2.7
	Female	557.9 ± 10.7	0.9	2.3 ± 1.0	9.0 ± 2.3	23.8 ± 3.7	28.6 ± 2.7	21.6 ± 3.0	13.8 ± 4.1	96.8 ± 1.3
NT	*Male*	433.0 ± 25.5	1.2	41.9 ± 9.2	15.5 ± 2.9	18.4 ± 3.6	12.9 ± 3.2	6.8 ± 2.0	3.2 ± 1.4	56.8 ± 9.3
	Female	457.8 ± 27.3	1.3	34.4 ± 10.1	13.8 ± 3.3	19.0 ± 3.6	16.7 ± 3.6	9.9 ± 3.3	4.9 ± 2.1	64.2 ± 10.1
Aust	*Male*	517.3 ± 1.8	1.5	9.8 ± 0.4	18.5 ± 0.5	28.3 ± 0.5	23.5 ± 0.4	13.0 ± 0.4	5.4 ± 0.5	88.7 ± 0.4
	Female	541.2 ± 1.6	1.0	4.4 ± 0.3	12.1 ± 0.4	26.6 ± 0.5	29.1 ± 0.4	18.2 ± 0.4	8.6 ± 0.6	94.6 ± 0.3

Figure 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

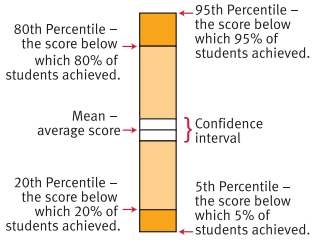
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

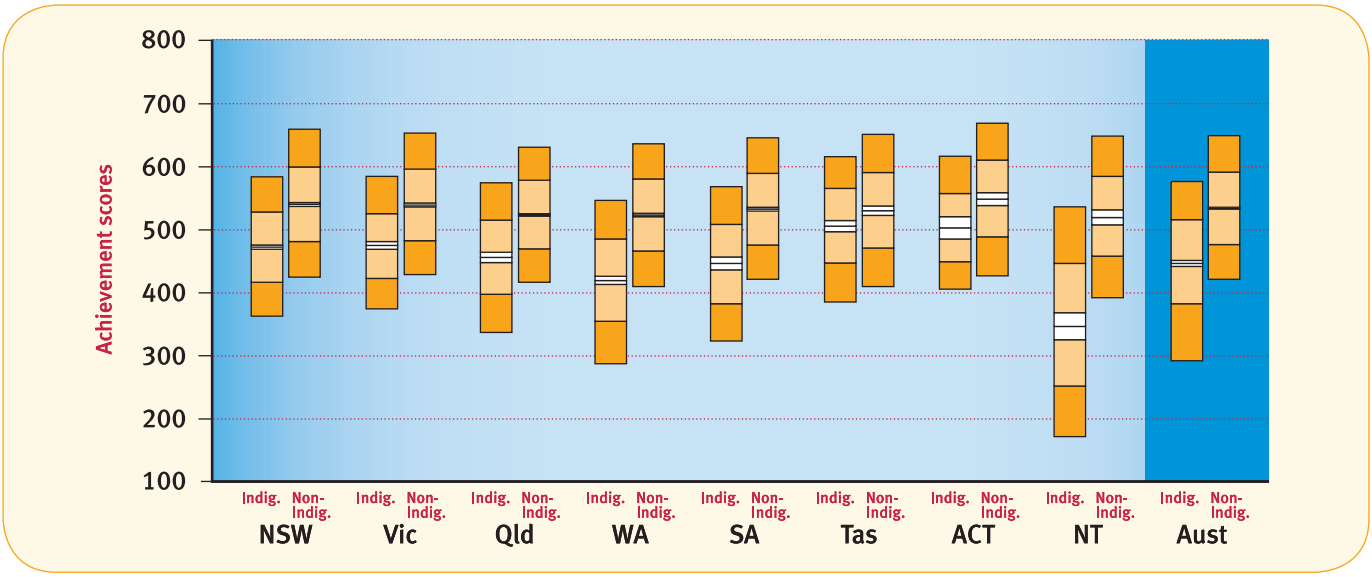


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.G3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Indigenous*	472.0 ± 3.6	0.8	24.2 ± 2.1	29.3 ± 1.6	26.9 ± 1.8	13.7 ± 1.4	4.3 ± 0.9	0.9 ± 0.4	75.0 ± 2.1
	Non-Indigenous	539.5 ± 3.1	0.6	5.2 ± 0.4	13.5 ± 0.7	26.6 ± 0.8	27.3 ± 0.7	17.6 ± 0.7	9.3 ± 1.2	94.3 ± 0.4
VIC	*Indigenous*	474.7 ± 5.9	2.8	21.1 ± 4.6	30.5 ± 4.0	28.3 ± 5.1	12.2 ± 2.8	4.3 ± 1.8	0.8 ± 0.9	76.1 ± 4.6
	Non-Indigenous	538.7 ± 2.9	1.4	4.5 ± 0.4	13.6 ± 0.8	27.1 ± 0.9	28.0 ± 0.6	17.4 ± 0.8	8.1 ± 0.8	94.1 ± 0.5
Qld	*Indigenous*	455.6 ± 8.0	2.6	31.5 ± 3.5	29.1 ± 2.2	23.3 ± 1.8	9.8 ± 1.8	3.2 ± 1.4	0.7 ± 0.6	65.9 ± 3.5
	Non-Indigenous	522.7 ± 2.0	1.6	6.5 ± 0.4	17.0 ± 0.7	30.3 ± 0.7	26.7 ± 0.6	13.7 ± 0.6	4.2 ± 0.4	91.9 ± 0.5
WA	*Indigenous*	419.4 ± 6.6	1.1	51.4 ± 3.7	25.2 ± 2.6	15.1 ± 2.5	5.4 ± 1.4	1.6 ± 0.8	0.2 ± 0.2	47.5 ± 3.7
	Non-Indigenous	522.6 ± 2.7	0.8	7.6 ± 0.7	17.4 ± 0.9	29.1 ± 0.9	25.9 ± 0.9	13.9 ± 0.8	5.2 ± 0.6	91.5 ± 0.8
SA	*Indigenous*	446.1 ± 10.1	4.0	36.2 ± 5.7	27.5 ± 4.7	20.8 ± 3.9	8.4 ± 2.7	2.3 ± 1.3	0.8 ± 0.8	59.9 ± 5.8
	Non-Indigenous	532.2 ± 3.0	1.9	5.6 ± 0.6	15.1 ± 0.9	27.7 ± 0.9	27.2 ± 0.9	15.8 ± 1.1	6.7 ± 0.7	92.5 ± 0.8
Tas	*Indigenous*	505.2 ± 8.8	0.2	14.0 ± 4.0	19.1 ± 4.2	29.1 ± 4.8	23.8 ± 4.6	10.6 ± 4.1	3.2 ± 1.9	85.8 ± 4.0
	Non-Indigenous	529.8 ± 7.5	0.8	7.5 ± 1.8	15.5 ± 2.0	27.2 ± 2.2	26.1 ± 1.8	15.5 ± 1.9	7.5 ± 1.8	91.7 ± 1.8
ACT	*Indigenous*	502.4 ± 17.4	1.1	11.5 ± 7.1	23.9 ± 12.4	32.6 ± 13.6	19.8 ± 12.0	8.3 ± 5.8	2.8 ± 6.0	87.4 ± 7.0
	Non-Indigenous	547.7 ± 10.0	1.0	4.8 ± 1.5	11.6 ± 2.2	23.8 ± 2.8	27.0 ± 2.0	19.9 ± 2.6	12.0 ± 3.2	94.2 ± 1.8
NT	*Indigenous*	346.8 ± 21.3	0.8	75.3 ± 7.6	10.2 ± 3.3	8.1 ± 3.1	4.1 ± 2.1	1.3 ± 0.9	0.2 ± 0.4	23.9 ± 7.4
	Non-Indigenous	519.0 ± 12.0	1.4	10.6 ± 2.8	18.2 ± 3.4	26.7 ± 2.1	22.7 ± 3.2	13.5 ± 2.9	6.9 ± 2.6	88.0 ± 3.8
Aust	*Indigenous*	446.3 ± 4.9	1.6	35.7 ± 2.1	26.2 ± 1.1	22.0 ± 1.1	10.3 ± 0.8	3.4 ± 0.6	0.7 ± 0.2	62.7 ± 2.1
	Non-Indigenous	533.4 ± 1.4	1.1	5.6 ± 0.2	14.8 ± 0.4	27.8 ± 0.4	27.1 ± 0.3	16.2 ± 0.4	7.3 ± 0.5	93.2 ± 0.3

Figure 7.G3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

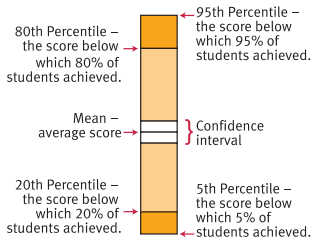
Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

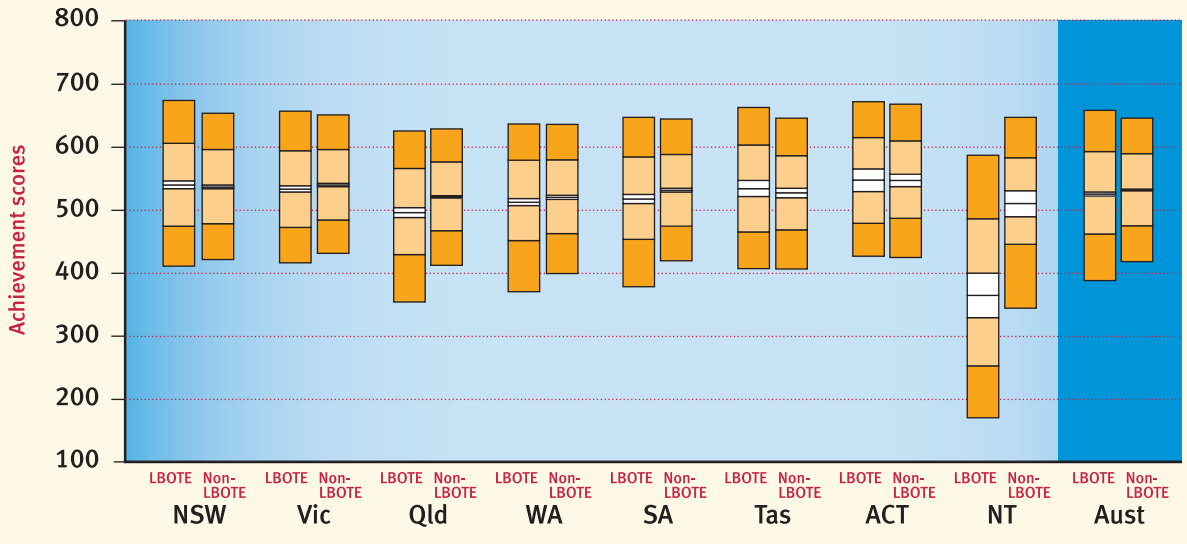


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*LBOTE*	539.6 ± 6.5	0.7	7.2 ± 1.2	14.1 ± 1.4	24.6 ± 1.5	24.6 ± 1.4	17.1 ± 1.4	11.8 ± 2.6	92.1 ± 1.2
	Non-LBOTE	536.3 ± 2.9	0.5	5.7 ± 0.4	14.1 ± 0.7	27.0 ± 0.8	27.2 ± 0.6	17.1 ± 0.7	8.3 ± 1.0	93.8 ± 0.5
VIC	*LBOTE*	532.9 ± 4.8	1.8	6.4 ± 0.9	15.7 ± 1.3	26.4 ± 1.3	25.6 ± 1.3	15.6 ± 1.3	8.4 ± 1.3	91.8 ± 1.0
	Non-LBOTE	539.2 ± 2.8	1.6	4.2 ± 0.4	13.2 ± 0.8	27.2 ± 0.9	28.4 ± 0.7	17.6 ± 0.8	7.8 ± 0.7	94.2 ± 0.5
Qld	*LBOTE*	495.4 ± 7.8	3.9	18.3 ± 3.1	20.2 ± 1.8	24.5 ± 2.1	19.1 ± 1.7	10.4 ± 1.5	3.7 ± 0.8	77.8 ± 3.2
	Non-LBOTE	520.3 ± 2.0	1.4	7.3 ± 0.5	17.6 ± 0.6	30.3 ± 0.7	26.1 ± 0.6	13.2 ± 0.6	4.0 ± 0.4	91.3 ± 0.5
WA	*LBOTE*	512.2 ± 5.5	1.7	12.7 ± 1.9	17.4 ± 1.6	25.7 ± 1.6	24.0 ± 1.8	13.3 ± 1.4	5.2 ± 1.1	85.6 ± 2.2
	Non-LBOTE	519.6 ± 3.1	0.7	9.2 ± 1.0	17.3 ± 1.0	28.6 ± 0.9	25.2 ± 1.0	13.8 ± 0.9	5.1 ± 0.6	90.0 ± 1.0
SA	*LBOTE*	517.0 ± 7.2	5.6	11.7 ± 2.4	16.5 ± 2.6	24.3 ± 3.0	22.4 ± 3.2	12.9 ± 2.3	6.7 ± 1.5	82.7 ± 3.6
	Non-LBOTE	531.0 ± 3.0	1.5	5.9 ± 0.7	15.4 ± 1.0	27.8 ± 1.0	27.1 ± 1.1	15.7 ± 1.1	6.5 ± 0.7	92.6 ± 0.8
Tas	*LBOTE*	533.5 ± 12.7	3.9	9.2 ± 4.7	15.8 ± 7.2	21.3 ± 8.4	21.3 ± 7.1	19.0 ± 5.9	9.6 ± 4.2	86.9 ± 5.6
	Non-LBOTE	526.6 ± 7.4	0.6	8.0 ± 1.9	16.1 ± 1.9	27.6 ± 1.6	26.2 ± 1.8	14.7 ± 1.8	6.7 ± 1.6	91.3 ± 2.0
ACT	*LBOTE*	546.8 ± 17.8	2.7	4.8 ± 3.8	14.5 ± 5.4	22.4 ± 6.1	22.4 ± 6.7	20.5 ± 8.0	12.7 ± 7.0	92.5 ± 4.1
	Non-LBOTE	546.3 ± 9.9	0.9	5.0 ± 1.6	11.9 ± 2.3	24.1 ± 2.7	27.0 ± 2.2	19.4 ± 2.5	11.7 ± 3.2	94.1 ± 1.9
NT	*LBOTE*	364.6 ± 35.0	0.8	68.4 ± 12.3	9.3 ± 4.1	9.5 ± 4.3	6.5 ± 3.4	3.6 ± 1.9	1.9 ± 1.5	30.8 ± 12.2
	Non-LBOTE	509.8 ± 20.7	0.7	14.5 ± 6.8	17.5 ± 4.0	25.2 ± 2.9	22.1 ± 4.3	13.3 ± 3.5	6.6 ± 2.6	84.7 ± 7.0
Aust	*LBOTE*	525.0 ± 3.4	1.8	10.2 ± 0.8	15.7 ± 0.7	25.0 ± 0.8	23.8 ± 0.7	15.0 ± 0.7	8.5 ± 1.0	88.0 ± 0.9
	Non-LBOTE	531.2 ± 1.3	1.1	6.1 ± 0.2	15.1 ± 0.4	28.0 ± 0.4	27.0 ± 0.3	15.9 ± 0.4	6.8 ± 0.4	92.8 ± 0.3

Figure 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

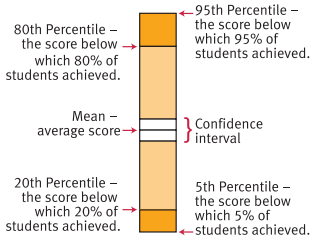
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.G5: Achievement of Year 7 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	541.6 ± 4.0	0.6	5.3 ± 0.6	13.3 ± 0.9	25.7 ± 1.0	26.8 ± 0.8	18.0 ± 0.9	10.4 ± 1.6	94.1 ± 0.6
	Provincial	523.2 ± 3.2	0.6	7.9 ± 0.8	16.6 ± 1.0	28.9 ± 0.8	26.5 ± 1.1	14.6 ± 0.9	4.9 ± 0.5	91.5 ± 0.8
	Remote	469.8 ± 22.7	1.3	26.0 ± 12.7	25.8 ± 6.3	26.4 ± 7.4	14.6 ± 6.0	5.6 ± 3.7	0.3 ± 0.6	72.7 ± 12.1
	Very Remote	468.4 ± 58.2	1.3	31.9 ± 26.1	24.6 ± 11.2	16.7 ± 14.0	17.2 ± 14.8	6.8 ± 9.3	1.5 ± 4.1	66.8 ± 25.8
VIC	*Metro*	542.8 ± 3.6	1.6	4.1 ± 0.5	12.7 ± 0.9	25.8 ± 1.0	28.1 ± 0.8	18.5 ± 1.0	9.2 ± 1.0	94.2 ± 0.6
	Provincial	523.0 ± 3.3	1.7	6.4 ± 0.9	17.0 ± 1.1	30.7 ± 1.1	26.5 ± 1.1	13.3 ± 1.0	4.4 ± 0.7	91.9 ± 1.0
	Remote	575.4 ± 20.6	2.1	0.0 ± 0.0	5.1 ± 8.0	20.9 ± 16.3	23.0 ± 23.7	35.3 ± 16.8	13.6 ± 14.9	97.9 ± 3.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	522.7 ± 2.6	1.6	7.0 ± 0.6	17.0 ± 0.8	29.8 ± 0.9	26.3 ± 0.8	13.8 ± 0.8	4.5 ± 0.5	91.4 ± 0.7
	Provincial	514.7 ± 2.6	1.8	8.6 ± 0.9	19.1 ± 1.1	30.6 ± 0.9	25.0 ± 0.9	11.8 ± 0.8	3.2 ± 0.4	89.6 ± 1.0
	Remote	480.0 ± 10.4	1.2	21.0 ± 5.9	25.6 ± 3.1	29.2 ± 3.8	15.9 ± 3.1	6.3 ± 1.8	0.8 ± 0.8	77.9 ± 6.0
	Very Remote	434.6 ± 22.3	1.6	44.6 ± 10.0	23.1 ± 4.6	15.7 ± 4.3	10.4 ± 4.1	3.7 ± 2.4	1.1 ± 1.2	53.8 ± 10.2
WA	*Metro*	523.5 ± 3.6	1.2	8.0 ± 1.0	16.9 ± 1.1	28.2 ± 1.0	26.0 ± 1.1	14.2 ± 1.0	5.5 ± 0.7	90.9 ± 1.1
	Provincial	506.3 ± 4.5	0.6	12.6 ± 1.7	20.6 ± 1.6	29.6 ± 1.8	22.6 ± 1.5	10.7 ± 1.3	3.3 ± 0.7	86.9 ± 1.7
	Remote	482.8 ± 11.3	0.5	21.5 ± 5.1	22.6 ± 3.0	27.8 ± 3.5	18.4 ± 3.3	7.3 ± 2.0	1.9 ± 1.1	78.0 ± 5.1
	Very Remote	420.5 ± 18.4	0.4	49.6 ± 9.4	20.7 ± 5.9	16.4 ± 5.0	8.8 ± 3.2	3.5 ± 1.4	0.6 ± 0.6	50.0 ± 9.4
SA	*Metro*	535.2 ± 3.7	2.2	5.5 ± 0.8	14.3 ± 1.1	26.6 ± 1.1	27.2 ± 1.0	16.9 ± 1.3	7.4 ± 0.9	92.3 ± 1.1
	Provincial	517.1 ± 4.2	1.9	8.4 ± 1.4	18.6 ± 1.6	29.6 ± 1.6	25.7 ± 2.4	11.8 ± 1.4	4.1 ± 0.8	89.7 ± 1.6
	Remote	511.2 ± 8.3	1.0	9.7 ± 3.5	19.2 ± 3.7	32.8 ± 4.2	23.1 ± 5.6	10.4 ± 3.5	3.9 ± 1.4	89.3 ± 3.4
	Very Remote	416.0 ± 40.8	1.2	53.7 ± 17.8	14.6 ± 8.9	16.7 ± 7.9	8.8 ± 6.6	4.1 ± 5.3	0.9 ± 2.0	45.1 ± 17.6
Tas	*Metro*	535.8 ± 11.3	1.1	6.5 ± 2.5	13.8 ± 3.1	26.1 ± 2.9	27.3 ± 2.9	16.7 ± 2.8	8.5 ± 2.8	92.4 ± 2.5
	Provincial	521.4 ± 9.2	0.5	9.0 ± 2.7	17.3 ± 2.3	28.5 ± 2.2	25.1 ± 2.1	14.0 ± 2.2	5.7 ± 1.7	90.5 ± 2.7
	Remote	490.3 ± 2.6	1.8	13.8 ± 8.6	26.2 ± 13.1	33.8 ± 12.5	19.3 ± 10.5	3.6 ± 5.5	1.5 ± 1.7	84.4 ± 8.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	546.6 ± 9.9	1.0	5.0 ± 1.5	11.9 ± 2.3	24.0 ± 2.7	26.8 ± 2.0	19.6 ± 2.5	11.7 ± 3.2	94.0 ± 1.8
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	505.0 ± 16.3	2.3	15.5 ± 4.6	18.7 ± 3.1	26.0 ± 2.6	20.4 ± 3.2	11.4 ± 3.1	5.7 ± 2.7	82.2 ± 6.2
	Remote	466.4 ± 48.1	0.1	32.8 ± 18.0	16.6 ± 5.3	19.8 ± 5.8	16.2 ± 7.0	9.8 ± 6.1	4.6 ± 4.1	67.1 ± 18.0
	Very Remote	323.2 ± 30.1	0.3	83.3 ± 10.9	6.1 ± 3.5	4.9 ± 3.7	3.4 ± 3.1	1.5 ± 1.8	0.5 ± 0.7	16.4 ± 11.0
Aust	*Metro*	535.9 ± 1.8	1.2	5.6 ± 0.3	14.3 ± 0.5	26.8 ± 0.5	27.0 ± 0.4	16.8 ± 0.5	8.2 ± 0.6	93.1 ± 0.3
	Provincial	518.9 ± 1.6	1.2	8.4 ± 0.5	17.8 ± 0.5	29.7 ± 0.5	25.5 ± 0.6	13.0 ± 0.5	4.3 ± 0.3	90.4 ± 0.5
	Remote	483.7 ± 9.3	0.8	21.5 ± 3.9	22.0 ± 2.1	27.5 ± 2.0	17.9 ± 1.9	8.0 ± 1.4	2.3 ± 0.9	77.7 ± 3.9
	Very Remote	393.3 ± 16.1	0.8	58.9 ± 6.3	16.4 ± 2.7	12.5 ± 2.4	7.8 ± 1.9	3.0 ± 1.0	0.7 ± 0.5	40.3 ± 6.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.G6: Achievement of Year 7 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	479.4 ± 5.0	0.7	20.6 ± 2.8	28.9 ± 3.2	28.3 ± 2.9	15.1 ± 2.2	5.1 ± 1.5	1.3 ± 0.7	78.7 ± 2.8
	Provincial	469.6 ± 4.7	0.8	25.2 ± 2.7	29.7 ± 2.5	26.5 ± 2.8	13.2 ± 1.8	4.0 ± 1.0	0.6 ± 0.4	73.9 ± 2.7
	Remote	436.2 ± 23.6	0.7	42.0 ± 15.6	28.3 ± 9.7	21.6 ± 8.8	6.5 ± 5.6	0.9 ± 1.9	0.0 ± 0.0	57.2 ± 15.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	481.9 ± 7.5	2.8	17.1 ± 4.9	30.3 ± 5.7	30.4 ± 7.0	13.1 ± 3.3	5.4 ± 3.0	0.9 ± 1.5	80.1 ± 5.1
	Provincial	467.9 ± 9.0	2.7	25.0 ± 7.0	30.7 ± 5.7	26.2 ± 7.2	11.3 ± 4.8	3.2 ± 2.4	0.8 ± 1.0	72.2 ± 6.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	471.5 ± 11.3	2.0	23.9 ± 4.0	30.0 ± 3.3	26.1 ± 2.4	12.4 ± 3.2	4.5 ± 2.6	1.1 ± 1.1	74.2 ± 4.0
	Provincial	462.1 ± 7.1	3.8	26.8 ± 4.7	30.9 ± 3.2	25.5 ± 3.3	9.8 ± 2.1	2.7 ± 1.1	0.3 ± 0.3	69.3 ± 4.7
	Remote	423.9 ± 21.7	1.3	51.3 ± 13.2	23.7 ± 7.9	17.4 ± 7.2	5.7 ± 3.6	0.7 ± 1.1	0.0 ± 0.0	47.4 ± 13.2
	Very Remote	388.7 ± 20.5	1.9	65.9 ± 8.4	22.3 ± 6.1	8.5 ± 3.5	1.2 ± 1.4	0.2 ± 0.5	0.0 ± 0.3	32.2 ± 8.8
WA	*Metro*	446.5 ± 6.5	1.5	37.7 ± 4.7	30.3 ± 3.9	20.3 ± 4.1	7.4 ± 2.3	2.4 ± 1.6	0.5 ± 0.7	60.8 ± 4.6
	Provincial	435.4 ± 9.9	1.2	45.5 ± 7.4	27.1 ± 5.1	17.0 ± 5.7	6.7 ± 2.8	2.4 ± 2.0	0.1 ± 0.4	53.3 ± 7.2
	Remote	413.3 ± 13.8	0.6	54.1 ± 8.8	25.4 ± 5.6	14.2 ± 5.8	5.1 ± 3.4	0.5 ± 1.0	0.0 ± 0.0	45.3 ± 8.8
	Very Remote	362.8 ± 15.1	0.7	78.1 ± 7.1	14.7 ± 5.9	5.1 ± 2.5	1.2 ± 1.6	0.2 ± 0.6	0.0 ± 0.0	21.2 ± 7.1
SA	*Metro*	472.4 ± 9.0	4.5	22.9 ± 6.7	29.5 ± 6.7	26.1 ± 5.6	12.6 ± 4.5	3.2 ± 2.4	1.2 ± 1.3	72.6 ± 7.0
	Provincial	449.9 ± 11.5	4.7	32.7 ± 7.2	32.2 ± 6.6	21.7 ± 6.6	6.4 ± 3.5	2.1 ± 2.9	0.3 ± 0.9	62.6 ± 8.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	347.4 ± 26.2	1.3	89.3 ± 9.5	6.7 ± 9.7	1.3 ± 5.6	1.3 ± 2.8	0.0 ± 0.0	0.0 ± 0.0	9.3 ± 9.0
Tas	*Metro*	505.4 ± 18.3	0.6	16.6 ± 8.1	16.5 ± 6.8	26.1 ± 7.6	25.3 ± 7.7	11.5 ± 5.6	3.4 ± 3.6	82.8 ± 8.0
	Provincial	505.4 ± 9.8	0.0	12.5 ± 4.6	20.3 ± 4.9	30.8 ± 6.0	23.1 ± 5.5	10.3 ± 5.7	3.0 ± 2.1	87.5 ± 4.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	502.4 ± 17.4	1.1	11.5 ± 7.1	23.9 ± 12.4	32.6 ± 13.6	19.8 ± 12.0	8.3 ± 5.8	2.8 ± 6.0	87.4 ± 7.0
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	448.2 ± 21.4	2.6	35.5 ± 9.0	22.4 ± 6.4	21.3 ± 7.7	13.2 ± 6.7	4.3 ± 3.6	0.7 ± 1.7	61.8 ± 9.2
	Remote	382.1 ± 39.0	0.3	66.4 ± 15.4	15.2 ± 7.8	12.0 ± 7.1	4.4 ± 3.6	1.3 ± 1.6	0.3 ± 0.7	33.3 ± 15.4
	Very Remote	298.6 ± 12.6	0.4	92.8 ± 3.3	4.0 ± 2.3	1.9 ± 1.4	0.7 ± 0.8	0.1 ± 0.4	0.0 ± 0.2	6.9 ± 3.3
Aust	*Metro*	473.3 ± 4.8	1.7	23.6 ± 1.9	29.2 ± 1.7	26.5 ± 1.5	13.2 ± 1.6	4.7 ± 1.2	1.2 ± 0.5	74.7 ± 1.9
	Provincial	464.6 ± 3.6	2.1	27.6 ± 2.1	29.0 ± 1.6	25.1 ± 1.7	11.9 ± 1.1	3.8 ± 0.6	0.6 ± 0.3	70.4 ± 2.1
	Remote	410.9 ± 14.7	0.7	55.1 ± 6.9	22.5 ± 4.2	15.4 ± 3.5	5.2 ± 1.8	0.9 ± 0.8	0.2 ± 0.4	44.2 ± 6.8
	Very Remote	341.1 ± 12.7	0.9	81.5 ± 4.0	11.8 ± 3.0	4.5 ± 1.4	1.1 ± 0.7	0.2 ± 0.3	0.0 ± 0.1	17.7 ± 4.0

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.G7: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	567.5 ± 2.4	0.9	1.8 ± 0.2	6.8 ± 0.4	19.8 ± 0.7	29.9 ± 0.7	25.2 ± 0.6	15.7 ± 1.3	97.3 ± 0.3
Advanced diploma/ diploma	538.7 ± 1.5	0.9	4.0 ± 0.4	12.6 ± 0.6	27.7 ± 0.8	30.2 ± 0.8	17.7 ± 0.7	6.9 ± 0.7	95.0 ± 0.4
Cert I to IV	520.9 ± 1.1	1.1	6.6 ± 0.3	17.2 ± 0.5	31.8 ± 0.5	26.9 ± 0.5	12.6 ± 0.4	3.7 ± 0.3	92.3 ± 0.4
Year 12 or equivalent	526.2 ± 2.1	1.4	6.4 ± 0.6	15.9 ± 0.8	29.6 ± 0.9	27.1 ± 0.9	14.4 ± 0.7	5.2 ± 0.6	92.2 ± 0.6
Year 11 or equivalent or below	496.3 ± 1.7	2.5	13.9 ± 0.7	23.5 ± 0.6	30.5 ± 0.7	19.8 ± 0.8	7.7 ± 0.6	2.0 ± 0.3	83.6 ± 0.7
Not stated	523.7 ± 2.2	1.1	8.7 ± 0.5	16.4 ± 0.5	27.4 ± 0.5	25.1 ± 0.4	14.7 ± 0.5	6.5 ± 0.6	90.2 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 7 students with parental education 'not stated' is 40%.

Table 7.G8: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	562.4 ± 2.1	0.8	2.2 ± 0.2	7.6 ± 0.4	21.2 ± 0.7	30.1 ± 0.7	23.9 ± 0.6	14.1 ± 1.0	97.0 ± 0.3
Other business managers and associate professionals	542.4 ± 1.5	0.8	3.5 ± 0.3	11.8 ± 0.4	27.5 ± 0.6	30.1 ± 0.6	18.5 ± 0.5	7.9 ± 0.6	95.8 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	525.1 ± 1.3	1.1	5.6 ± 0.3	16.5 ± 0.5	31.2 ± 0.6	27.6 ± 0.6	13.5 ± 0.5	4.5 ± 0.4	93.2 ± 0.4
Machine operators, hospitality staff, assistants, labourers	509.3 ± 1.9	1.7	10.1 ± 0.6	21.0 ± 0.7	30.8 ± 0.7	22.7 ± 0.8	10.2 ± 0.7	3.5 ± 0.5	88.2 ± 0.6
Not in paid work in the previous 12 months	492.1 ± 2.2	5.1	16.6 ± 1.1	22.8 ± 1.0	27.7 ± 1.0	17.8 ± 0.8	7.6 ± 0.6	2.3 ± 0.4	78.2 ± 1.2
Not stated	521.8 ± 2.2	1.1	9.1 ± 0.5	17.0 ± 0.5	27.6 ± 0.5	24.7 ± 0.4	14.3 ± 0.5	6.3 ± 0.5	89.8 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 7 students with parental occupation 'not stated' is 42%.

Table 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*12yrs 7mths 7yrs 4mths*	551.3 ± 3.7 78.3	96.3	0.6	3.4 ± 0.3	14.5 ± 0.8	24.4 ± 0.7	24.7 ± 0.6	17.3 ± 0.7	15.2 ± 1.5	96.0 ± 0.4
VIC	*12yrs 9mths 7yrs 4mths*	552.3 ± 3.1 69.4	95.8	1.7	1.8 ± 0.3	12.2 ± 0.8	25.3 ± 0.9	27.5 ± 0.7	18.9 ± 0.8	12.6 ± 1.1	96.5 ± 0.3
Qld	*12yrs 1mth 6yrs 4mths*	539.0 ± 2.3 70.4	97.5	1.5	3.6 ± 0.4	15.2 ± 0.7	27.1 ± 0.7	26.5 ± 0.6	16.8 ± 0.6	9.3 ± 0.7	94.9 ± 0.4
WA	*12yrs 0mths 6yrs 4mths*	533.7 ± 3.0 68.7	95.4	1.0	4.3 ± 0.5	17.2 ± 1.1	27.7 ± 0.9	26.2 ± 0.8	15.9 ± 0.9	7.7 ± 0.8	94.7 ± 0.6
SA	*12yrs 6mths 7yrs 4mths*	536.2 ± 3.3 67.7	96.5	2.0	3.5 ± 0.5	16.7 ± 1.1	27.6 ± 1.1	26.4 ± 1.0	15.7 ± 1.1	8.1 ± 0.9	94.5 ± 0.8
Tas	*12yrs 10mths 7yrs 4mths*	533.8 ± 7.3 67.5	95.2	0.7	4.1 ± 1.2	17.2 ± 2.5	28.4 ± 1.7	26.4 ± 1.8	15.4 ± 1.8	7.8 ± 1.8	95.2 ± 1.3
ACT	*12yrs 8mths 7yrs 4mths*	556.2 ± 10.1 71.0	94.9	1.0	1.9 ± 0.8	11.6 ± 2.4	24.3 ± 3.1	27.0 ± 1.8	19.6 ± 2.5	14.6 ± 3.7	97.1 ± 1.2
NT	*12yrs 6mths 7yrs 4mths*	488.1 ± 15.8 84.0	80.5	1.3	22.8 ± 7.3	22.0 ± 3.4	23.0 ± 3.4	17.3 ± 3.3	9.6 ± 2.5	4.0 ± 1.6	75.9 ± 7.2
Aust	*12yrs 5mths 7yrs 0mths*	545.0 ± 1.6 73.2	96.1	1.2	3.4 ± 0.2	14.6 ± 0.4	25.8 ± 0.4	26.0 ± 0.4	17.2 ± 0.4	11.7 ± 0.6	95.4 ± 0.2

Figure 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2008.

Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

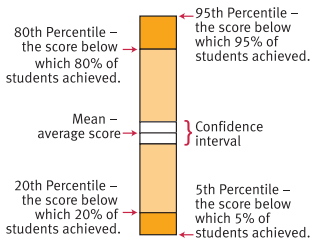
Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 7 students reported by schools which includes those absent and withdrawn.

Reading the graph

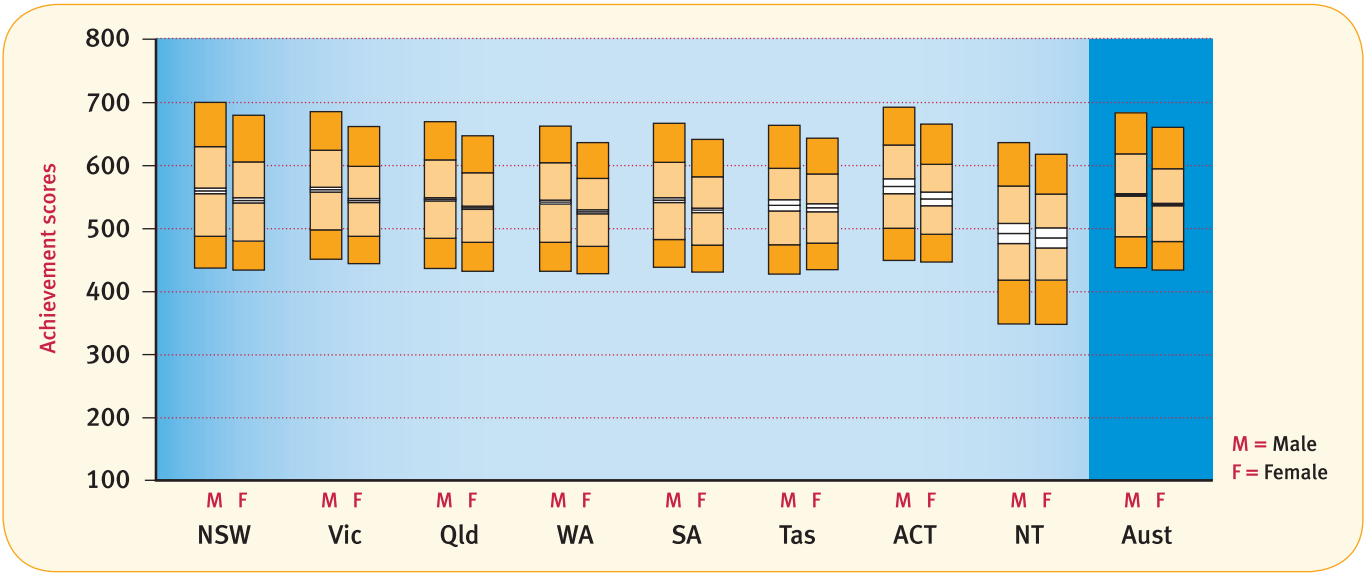


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.N2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Male*	558.7 ± 4.6	0.8	3.1 ± 0.4	13.3 ± 0.9	22.2 ± 0.9	23.9 ± 0.9	18.5 ± 0.9	18.1 ± 2.0	96.1 ± 0.4
	Female	543.6 ± 4.1	0.5	3.6 ± 0.4	15.6 ± 0.9	26.7 ± 0.9	25.5 ± 0.8	16.0 ± 0.8	12.1 ± 1.6	95.9 ± 0.4
VIC	*Male*	560.8 ± 3.7	2.0	1.5 ± 0.3	10.8 ± 0.8	22.6 ± 1.1	26.6 ± 1.0	20.7 ± 0.9	15.8 ± 1.5	96.5 ± 0.5
	Female	543.4 ± 3.2	1.3	2.2 ± 0.3	13.7 ± 1.0	28.1 ± 1.1	28.5 ± 0.8	17.0 ± 1.0	9.2 ± 1.1	96.5 ± 0.4
Qld	*Male*	545.5 ± 2.7	1.8	3.3 ± 0.4	14.3 ± 0.8	24.8 ± 0.8	25.9 ± 0.6	18.3 ± 0.7	11.7 ± 0.9	94.9 ± 0.4
	Female	532.1 ± 2.3	1.2	4.0 ± 0.5	16.2 ± 0.8	29.5 ± 0.9	27.1 ± 0.9	15.1 ± 0.8	6.8 ± 0.6	94.8 ± 0.5
WA	*Male*	541.1 ± 3.4	1.1	4.0 ± 0.6	16.0 ± 1.2	25.0 ± 1.0	25.5 ± 0.9	18.3 ± 1.0	10.1 ± 1.1	95.0 ± 0.7
	Female	525.8 ± 3.0	0.9	4.6 ± 0.6	18.6 ± 1.3	30.4 ± 1.2	26.9 ± 1.0	13.5 ± 0.9	5.1 ± 0.7	94.5 ± 0.7
SA	*Male*	544.3 ± 3.7	2.6	2.8 ± 0.5	15.1 ± 1.3	25.4 ± 1.2	25.9 ± 1.2	17.9 ± 1.3	10.5 ± 1.2	94.7 ± 0.9
	Female	528.1 ± 3.4	1.5	4.2 ± 0.6	18.2 ± 1.4	29.9 ± 1.5	26.9 ± 1.1	13.6 ± 1.3	5.7 ± 0.9	94.4 ± 0.8
Tas	*Male*	535.7 ± 8.9	0.9	4.6 ± 1.5	17.4 ± 3.2	26.8 ± 2.1	25.5 ± 2.2	15.7 ± 2.6	9.2 ± 2.4	94.6 ± 1.6
	Female	531.8 ± 6.4	0.5	3.6 ± 1.4	17.1 ± 2.6	30.1 ± 2.2	27.4 ± 2.1	15.1 ± 1.9	6.3 ± 1.6	95.9 ± 1.4
ACT	*Male*	565.9 ± 11.8	1.1	2.0 ± 0.9	10.3 ± 2.7	20.9 ± 3.4	25.2 ± 2.7	21.8 ± 2.9	18.7 ± 4.7	96.9 ± 1.4
	Female	546.1 ± 10.7	0.9	1.8 ± 1.0	12.9 ± 2.9	27.9 ± 3.9	29.0 ± 2.4	17.2 ± 3.3	10.3 ± 3.6	97.4 ± 1.3
NT	*Male*	491.3 ± 15.7	1.2	22.7 ± 7.0	21.5 ± 3.8	21.6 ± 3.5	17.6 ± 3.2	10.4 ± 2.6	5.0 ± 1.9	76.1 ± 7.0
	Female	484.5 ± 16.0	1.3	23.0 ± 7.7	22.7 ± 3.7	24.6 ± 4.3	16.9 ± 3.8	8.7 ± 2.7	2.8 ± 1.7	75.7 ± 7.7
Aust	*Male*	552.3 ± 2.0	1.5	3.1 ± 0.2	13.5 ± 0.4	23.5 ± 0.5	25.2 ± 0.5	18.8 ± 0.5	14.5 ± 0.8	95.4 ± 0.2
	Female	537.3 ± 1.7	1.0	3.7 ± 0.2	15.8 ± 0.5	28.3 ± 0.4	26.8 ± 0.4	15.5 ± 0.4	8.8 ± 0.6	95.3 ± 0.2

Figure 7.N2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

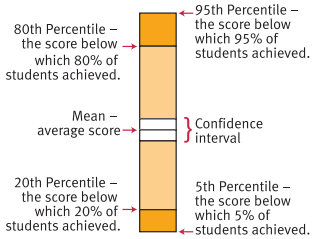
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

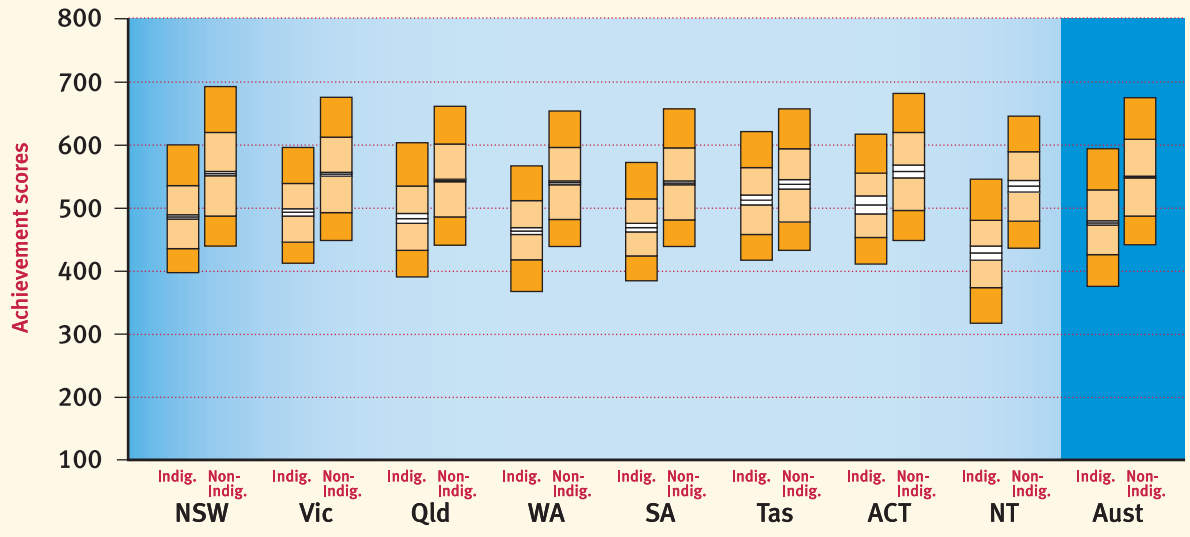


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.N3: Achievement of Year 7 Students in Numeracy, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Indigenous*	485.6 ± 3.5	0.8	14.7 ± 2.1	34.6 ± 2.2	27.8 ± 1.6	14.4 ± 1.4	5.9 ± 1.1	1.8 ± 0.5	84.5 ± 2.1
	Non-Indigenous	554.1 ± 3.7	0.6	2.8 ± 0.3	13.6 ± 0.7	24.4 ± 0.8	25.2 ± 0.6	17.7 ± 0.7	15.7 ± 1.6	96.6 ± 0.3
VIC	*Indigenous*	492.9 ± 5.7	2.9	9.1 ± 2.9	33.9 ± 4.5	30.7 ± 4.6	16.7 ± 3.4	4.6 ± 1.7	2.0 ± 1.0	87.9 ± 3.1
	Non-Indigenous	553.2 ± 3.0	1.5	1.7 ± 0.2	11.9 ± 0.8	25.3 ± 0.9	27.7 ± 0.7	19.1 ± 0.8	12.8 ± 1.1	96.8 ± 0.4
Qld	*Indigenous*	483.2 ± 7.6	2.3	15.9 ± 2.7	33.3 ± 2.9	27.0 ± 2.6	13.8 ± 1.6	5.6 ± 1.7	2.1 ± 1.2	81.8 ± 2.7
	Non-Indigenous	543.2 ± 2.2	1.4	2.7 ± 0.3	13.9 ± 0.7	27.1 ± 0.7	27.4 ± 0.6	17.6 ± 0.6	9.9 ± 0.7	95.9 ± 0.3
WA	*Indigenous*	463.2 ± 5.2	1.1	24.7 ± 3.9	36.9 ± 3.7	24.4 ± 2.4	9.6 ± 2.0	2.2 ± 0.8	1.0 ± 0.6	74.2 ± 3.9
	Non-Indigenous	539.5 ± 2.8	0.8	2.7 ± 0.4	15.6 ± 1.1	27.7 ± 0.9	27.6 ± 0.8	17.2 ± 0.9	8.3 ± 0.8	96.5 ± 0.4
SA	*Indigenous*	468.7 ± 7.0	4.0	20.1 ± 5.2	38.1 ± 4.7	23.7 ± 5.6	10.5 ± 3.3	3.3 ± 1.7	0.3 ± 0.6	75.9 ± 5.2
	Non-Indigenous	539.2 ± 3.1	1.9	2.7 ± 0.4	15.8 ± 1.1	27.8 ± 1.1	27.0 ± 1.0	16.3 ± 1.1	8.5 ± 0.9	95.4 ± 0.7
Tas	*Indigenous*	512.3 ± 7.6	0.2	7.4 ± 2.7	23.3 ± 5.5	32.9 ± 5.3	22.5 ± 5.0	10.1 ± 3.6	3.6 ± 2.0	92.4 ± 2.7
	Non-Indigenous	536.9 ± 7.5	0.7	3.8 ± 1.2	16.2 ± 2.5	27.7 ± 1.8	27.2 ± 1.8	16.0 ± 2.0	8.4 ± 2.1	95.5 ± 1.2
ACT	*Indigenous*	504.7 ± 14.3	1.1	8.5 ± 7.1	27.6 ± 9.9	31.3 ± 10.7	18.6 ± 11.5	9.9 ± 8.3	3.0 ± 5.1	90.3 ± 7.6
	Non-Indigenous	557.5 ± 10.1	1.0	1.7 ± 0.7	11.2 ± 2.4	24.1 ± 3.2	27.3 ± 1.9	19.8 ± 2.6	14.9 ± 3.7	97.3 ± 1.1
NT	*Indigenous*	428.3 ± 11.3	0.8	49.0 ± 7.5	29.5 ± 4.3	13.5 ± 3.8	5.2 ± 2.2	1.7 ± 0.9	0.2 ± 0.3	50.2 ± 7.4
	Non-Indigenous	534.2 ± 9.3	1.4	3.0 ± 1.1	16.5 ± 3.2	29.9 ± 2.8	26.3 ± 2.6	15.8 ± 3.1	7.0 ± 2.6	95.6 ± 2.0
Aust	*Indigenous*	476.2 ± 3.4	1.6	19.8 ± 1.7	33.7 ± 1.2	25.7 ± 1.1	12.8 ± 0.9	4.8 ± 0.7	1.6 ± 0.4	78.6 ± 1.7
	Non-Indigenous	548.6 ± 1.6	1.1	2.5 ± 0.1	13.6 ± 0.4	25.9 ± 0.4	26.8 ± 0.4	17.9 ± 0.4	12.2 ± 0.6	96.4 ± 0.2

Figure 7.N3: Achievement of Year 7 Students in Numeracy, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

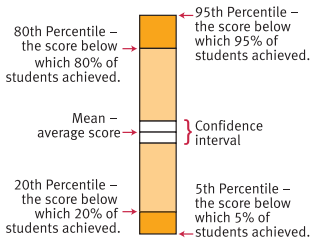
Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

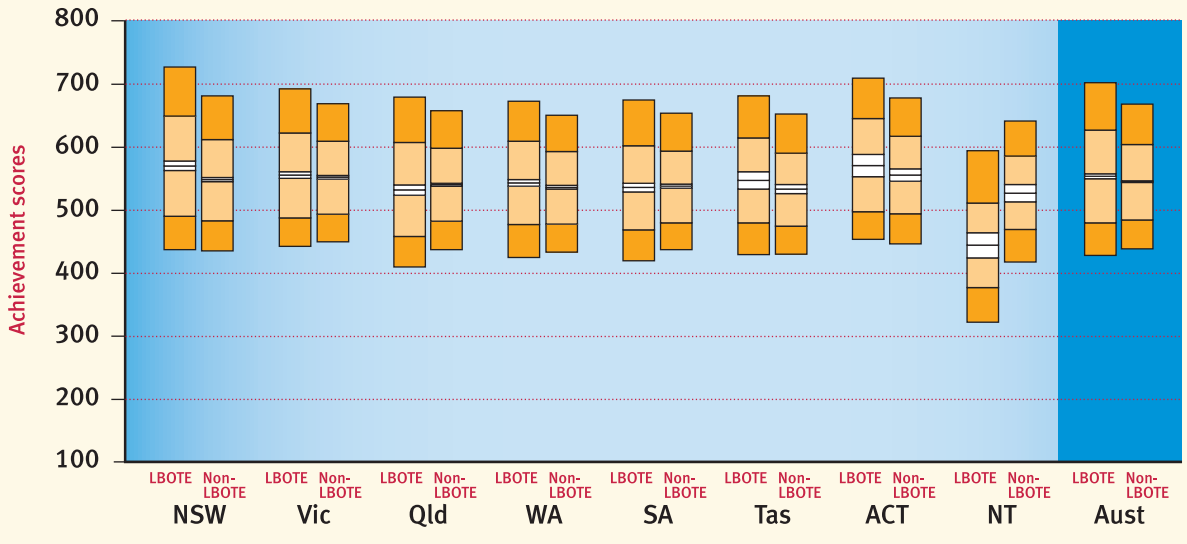


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.N4: Achievement of Year 7 Students in Numeracy, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*LBOTE*	569.4 ± 7.6	0.8	3.2 ± 0.6	12.6 ± 1.4	20.0 ± 1.4	21.8 ± 1.3	17.6 ± 1.3	23.9 ± 3.2	96.0 ± 0.8
	Non-LBOTE	547.6 ± 3.2	0.6	3.3 ± 0.3	14.7 ± 0.8	25.4 ± 0.7	25.4 ± 0.6	17.3 ± 0.7	13.3 ± 1.3	96.1 ± 0.4
VIC	*LBOTE*	555.0 ± 5.5	1.9	2.3 ± 0.5	13.5 ± 1.4	24.2 ± 1.5	24.7 ± 1.1	17.5 ± 1.3	15.9 ± 2.1	95.8 ± 0.7
	Non-LBOTE	551.5 ± 2.8	1.6	1.7 ± 0.2	11.8 ± 0.8	25.7 ± 0.9	28.4 ± 0.7	19.3 ± 0.8	11.5 ± 1.0	96.7 ± 0.4
Qld	*LBOTE*	531.3 ± 8.1	3.1	8.2 ± 2.1	19.8 ± 2.3	22.3 ± 1.9	19.9 ± 1.5	13.9 ± 1.6	12.8 ± 2.1	88.6 ± 2.2
	Non-LBOTE	539.7 ± 2.1	1.3	3.2 ± 0.3	14.8 ± 0.6	27.6 ± 0.7	27.1 ± 0.6	17.0 ± 0.6	9.0 ± 0.6	95.5 ± 0.4
WA	*LBOTE*	542.5 ± 5.3	1.5	5.2 ± 1.3	15.2 ± 1.7	23.8 ± 1.8	24.2 ± 1.7	18.2 ± 2.0	11.9 ± 1.8	93.3 ± 1.7
	Non-LBOTE	535.5 ± 3.0	0.7	3.7 ± 0.5	16.5 ± 1.1	27.9 ± 1.1	27.2 ± 0.9	16.5 ± 0.9	7.5 ± 0.8	95.6 ± 0.6
SA	*LBOTE*	535.3 ± 6.9	5.5	5.8 ± 1.9	17.5 ± 2.4	24.2 ± 2.8	22.0 ± 2.5	14.5 ± 2.4	10.5 ± 2.1	88.7 ± 3.3
	Non-LBOTE	537.2 ± 3.2	1.5	2.9 ± 0.4	16.4 ± 1.1	28.0 ± 1.1	27.1 ± 1.0	16.1 ± 1.2	8.0 ± 0.9	95.6 ± 0.6
Tas	*LBOTE*	546.6 ± 13.9	2.4	4.1 ± 3.3	15.1 ± 5.7	24.4 ± 7.6	24.1 ± 10.0	15.2 ± 6.9	14.6 ± 5.9	93.5 ± 4.6
	Non-LBOTE	533.0 ± 7.2	0.6	4.2 ± 1.3	17.5 ± 2.5	28.5 ± 1.7	26.4 ± 1.8	15.4 ± 1.9	7.5 ± 1.7	95.2 ± 1.3
ACT	*LBOTE*	570.0 ± 17.5	1.9	0.8 ± 1.1	11.6 ± 5.5	21.6 ± 6.3	23.3 ± 5.4	17.7 ± 6.2	23.1 ± 7.7	97.3 ± 1.9
	Non-LBOTE	554.8 ± 9.7	0.9	2.0 ± 0.8	11.8 ± 2.3	24.5 ± 3.1	27.3 ± 2.0	19.6 ± 2.5	13.9 ± 3.5	97.1 ± 1.3
NT	*LBOTE*	443.9 ± 20.1	0.8	45.0 ± 11.1	25.2 ± 4.4	13.5 ± 4.7	8.9 ± 4.2	4.6 ± 2.3	2.0 ± 1.7	54.2 ± 10.9
	Non-LBOTE	526.3 ± 14.0	0.7	6.3 ± 4.0	17.8 ± 5.3	29.1 ± 3.5	25.1 ± 4.1	14.6 ± 3.8	6.4 ± 2.8	93.0 ± 4.3
Aust	*LBOTE*	553.0 ± 3.7	1.8	4.6 ± 0.5	14.5 ± 0.8	22.2 ± 0.8	22.7 ± 0.7	16.8 ± 0.7	17.4 ± 1.4	93.6 ± 0.6
	Non-LBOTE	544.4 ± 1.4	1.1	2.9 ± 0.2	14.4 ± 0.4	26.5 ± 0.4	26.8 ± 0.4	17.5 ± 0.4	10.8 ± 0.5	96.0 ± 0.2

Figure 7.N4: Achievement of Year 7 Students in Numeracy, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

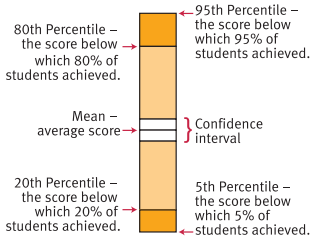
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.N5: Achievement of Year 7 Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	557.7 ± 4.7	0.6	2.9 ± 0.4	13.4 ± 0.9	23.3 ± 0.9	24.2 ± 0.8	17.9 ± 0.8	17.7 ± 2.0	96.4 ± 0.4
	Provincial	533.7 ± 3.2	0.7	4.4 ± 0.6	17.4 ± 1.1	27.6 ± 0.9	26.1 ± 0.9	15.6 ± 1.0	8.2 ± 0.8	95.0 ± 0.6
	Remote	489.8 ± 18.7	1.6	16.0 ± 9.3	29.3 ± 6.6	25.6 ± 6.4	17.6 ± 6.2	7.8 ± 4.3	2.1 ± 2.0	82.4 ± 8.9
	Very Remote	477.7 ± 61.5	1.3	24.1 ± 26.0	28.1 ± 23.0	22.0 ± 11.3	12.9 ± 14.3	9.4 ± 12.9	2.3 ± 4.5	74.7 ± 25.9
VIC	*Metro*	556.5 ± 3.8	1.7	1.7 ± 0.3	11.4 ± 1.0	24.3 ± 1.1	27.1 ± 0.8	19.6 ± 1.0	14.3 ± 1.4	96.7 ± 0.5
	Provincial	540.2 ± 3.3	1.8	2.2 ± 0.4	14.5 ± 1.1	28.3 ± 1.2	28.7 ± 1.1	16.7 ± 1.1	7.8 ± 0.9	96.1 ± 0.7
	Remote	575.6 ± 23.1	2.1	0.0 ± 0.0	8.5 ± 6.6	17.9 ± 17.6	24.7 ± 17.7	28.9 ± 15.1	17.9 ± 11.1	97.9 ± 3.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	543.6 ± 2.9	1.5	3.0 ± 0.4	14.2 ± 0.9	26.5 ± 1.0	27.0 ± 0.7	17.5 ± 0.7	10.4 ± 0.9	95.6 ± 0.4
	Provincial	535.0 ± 2.7	1.6	3.5 ± 0.5	16.4 ± 1.1	28.6 ± 1.2	26.2 ± 1.1	16.1 ± 1.0	7.6 ± 0.8	94.9 ± 0.6
	Remote	507.1 ± 9.5	1.1	9.9 ± 4.5	23.8 ± 3.7	30.2 ± 3.9	21.3 ± 3.7	10.8 ± 2.7	2.8 ± 1.4	89.0 ± 4.6
	Very Remote	468.0 ± 18.9	1.1	25.7 ± 8.6	32.6 ± 5.2	19.7 ± 5.1	13.0 ± 3.9	5.8 ± 2.7	2.0 ± 1.5	73.2 ± 8.6
WA	*Metro*	540.9 ± 3.7	1.1	2.9 ± 0.5	15.4 ± 1.3	26.9 ± 1.0	27.0 ± 0.9	17.6 ± 1.1	9.0 ± 1.0	96.0 ± 0.6
	Provincial	525.0 ± 4.0	0.6	4.4 ± 1.0	19.9 ± 1.8	30.3 ± 1.9	26.5 ± 1.5	13.1 ± 1.4	5.2 ± 0.8	95.0 ± 1.0
	Remote	505.1 ± 9.1	0.5	10.6 ± 3.8	24.7 ± 4.0	29.9 ± 3.6	21.5 ± 3.3	9.8 ± 2.2	3.0 ± 1.1	88.9 ± 3.8
	Very Remote	467.2 ± 13.7	0.5	27.7 ± 7.2	29.8 ± 5.8	22.6 ± 4.7	11.9 ± 4.2	5.0 ± 2.6	2.5 ± 1.4	71.9 ± 7.2
SA	*Metro*	540.9 ± 4.0	2.1	3.0 ± 0.5	15.6 ± 1.4	26.6 ± 1.3	26.5 ± 1.1	16.8 ± 1.3	9.4 ± 1.2	94.9 ± 0.9
	Provincial	527.7 ± 4.1	1.9	3.7 ± 0.9	18.5 ± 1.8	30.2 ± 1.7	26.7 ± 2.0	13.6 ± 1.8	5.3 ± 1.0	94.4 ± 1.1
	Remote	519.0 ± 9.9	1.0	5.1 ± 2.4	22.7 ± 5.0	30.9 ± 4.3	23.8 ± 4.4	12.4 ± 4.1	4.2 ± 1.9	93.9 ± 2.4
	Very Remote	462.7 ± 33.8	1.2	31.8 ± 15.9	27.0 ± 11.2	20.2 ± 11.1	12.7 ± 9.8	5.6 ± 5.7	1.5 ± 2.7	67.0 ± 15.8
Tas	*Metro*	539.5 ± 11.5	0.9	3.7 ± 1.6	15.5 ± 3.9	27.3 ± 3.2	26.5 ± 2.9	16.5 ± 2.8	9.5 ± 3.1	95.4 ± 1.7
	Provincial	530.2 ± 9.1	0.5	4.3 ± 1.7	18.3 ± 3.2	29.1 ± 2.0	26.4 ± 2.3	14.8 ± 2.3	6.6 ± 2.2	95.2 ± 1.8
	Remote	503.0 ± 5.1	1.8	8.0 ± 4.5	32.0 ± 8.1	24.7 ± 10.2	23.6 ± 6.2	7.3 ± 2.8	2.5 ± 2.1	90.2 ± 4.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	556.2 ± 10.0	1.0	1.9 ± 0.8	11.6 ± 2.4	24.3 ± 3.1	27.0 ± 1.8	19.6 ± 2.5	14.6 ± 3.6	97.1 ± 1.2
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	523.8 ± 11.9	2.3	5.8 ± 2.1	19.2 ± 4.0	29.8 ± 3.2	23.6 ± 3.3	13.4 ± 3.3	5.9 ± 2.9	91.9 ± 3.6
	Remote	499.5 ± 29.7	0.1	16.5 ± 11.6	24.3 ± 9.6	25.8 ± 5.3	18.5 ± 7.8	11.2 ± 6.7	3.6 ± 2.6	83.4 ± 11.7
	Very Remote	417.7 ± 18.8	0.3	57.7 ± 9.8	25.4 ± 4.8	8.9 ± 4.0	5.1 ± 3.8	1.7 ± 2.0	1.0 ± 1.2	42.0 ± 9.9
Aust	*Metro*	551.4 ± 2.0	1.2	2.6 ± 0.2	13.4 ± 0.5	24.9 ± 0.5	26.1 ± 0.4	18.2 ± 0.4	13.7 ± 0.8	96.2 ± 0.2
	Provincial	534.0 ± 1.6	1.2	3.6 ± 0.3	16.9 ± 0.6	28.5 ± 0.5	26.8 ± 0.6	15.5 ± 0.6	7.4 ± 0.4	95.1 ± 0.3
	Remote	506.4 ± 6.4	0.8	10.8 ± 2.7	24.4 ± 2.2	28.9 ± 2.0	21.1 ± 2.1	10.7 ± 1.7	3.3 ± 0.7	88.4 ± 2.7
	Very Remote	451.1 ± 10.3	0.7	37.1 ± 5.6	28.8 ± 3.1	17.3 ± 2.7	10.1 ± 2.2	4.2 ± 1.4	1.7 ± 0.7	62.2 ± 5.7

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.N6: Achievement of Year 7 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	493.0 ± 4.8	0.8	11.7 ± 3.1	32.6 ± 3.5	29.2 ± 2.4	16.8 ± 2.2	6.9 ± 1.5	2.1 ± 0.9	87.5 ± 3.2
	Provincial	482.5 ± 4.5	0.9	15.7 ± 2.8	36.2 ± 2.9	27.2 ± 2.2	13.0 ± 1.9	5.4 ± 1.4	1.7 ± 0.7	83.4 ± 2.9
	Remote	462.2 ± 20.4	0.7	26.1 ± 12.4	37.1 ± 9.1	23.2 ± 9.3	9.4 ± 7.3	3.3 ± 4.1	0.1 ± 0.9	73.2 ± 12.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	496.0 ± 7.2	3.1	8.0 ± 4.3	32.5 ± 5.6	31.8 ± 6.2	17.3 ± 5.1	5.2 ± 3.3	2.1 ± 1.6	88.9 ± 4.6
	Provincial	489.9 ± 7.6	2.7	10.3 ± 4.5	35.3 ± 7.0	29.7 ± 5.7	16.1 ± 4.3	3.9 ± 2.4	1.9 ± 1.6	87.0 ± 4.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	497.3 ± 11.8	1.9	10.8 ± 2.5	31.0 ± 4.6	28.7 ± 4.1	16.7 ± 2.4	7.4 ± 3.2	3.4 ± 2.4	87.3 ± 2.6
	Provincial	486.3 ± 6.1	3.5	12.4 ± 3.5	33.5 ± 3.5	30.0 ± 3.3	14.0 ± 2.1	5.2 ± 1.5	1.3 ± 0.7	84.1 ± 3.7
	Remote	456.4 ± 16.0	1.3	29.6 ± 12.6	36.8 ± 10.0	22.9 ± 8.7	7.0 ± 5.6	2.3 ± 2.2	0.1 ± 0.5	69.2 ± 12.7
	Very Remote	431.2 ± 18.6	1.2	39.7 ± 10.1	40.3 ± 6.5	13.2 ± 5.4	4.6 ± 2.6	0.7 ± 0.8	0.2 ± 0.4	59.0 ± 10.0
WA	*Metro*	480.6 ± 5.8	1.5	14.3 ± 3.5	36.0 ± 4.3	31.2 ± 4.1	13.1 ± 3.7	3.1 ± 1.7	0.8 ± 0.7	84.2 ± 3.6
	Provincial	476.0 ± 8.4	1.2	17.2 ± 6.4	39.4 ± 6.6	25.9 ± 4.7	11.1 ± 3.9	2.6 ± 2.0	2.6 ± 1.8	81.7 ± 6.3
	Remote	454.9 ± 13.2	0.6	30.4 ± 9.6	36.4 ± 7.4	22.1 ± 6.9	7.8 ± 4.5	2.2 ± 1.9	0.4 ± 0.8	68.9 ± 9.6
	Very Remote	427.5 ± 12.2	0.7	45.4 ± 8.5	35.8 ± 7.6	13.6 ± 4.3	3.8 ± 3.3	0.4 ± 1.1	0.2 ± 0.8	53.8 ± 8.6
SA	*Metro*	482.2 ± 7.2	4.5	12.9 ± 5.1	36.3 ± 7.5	29.1 ± 8.4	12.8 ± 5.2	3.9 ± 2.5	0.6 ± 1.1	82.6 ± 5.2
	Provincial	472.3 ± 10.6	4.7	16.9 ± 7.8	39.4 ± 7.6	23.3 ± 7.2	11.8 ± 5.3	3.8 ± 3.4	0.1 ± 0.6	78.4 ± 8.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	417.9 ± 21.8	1.3	50.7 ± 18.4	39.7 ± 16.9	7.5 ± 7.8	0.8 ± 2.7	0.0 ± 0.0	0.0 ± 0.0	48.0 ± 18.1
Tas	*Metro*	511.3 ± 15.6	0.6	9.2 ± 4.7	24.4 ± 11.5	30.4 ± 12.4	21.1 ± 8.5	8.8 ± 6.2	5.5 ± 4.7	90.2 ± 4.8
	Provincial	513.2 ± 8.5	0.0	6.5 ± 3.6	22.4 ± 6.9	34.0 ± 5.2	24.0 ± 5.7	10.8 ± 3.9	2.4 ± 1.9	93.5 ± 3.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	504.7 ± 14.3	1.1	8.5 ± 7.1	27.6 ± 9.9	31.3 ± 10.7	18.6 ± 11.5	9.9 ± 8.3	3.0 ± 5.1	90.3 ± 7.6
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	483.0 ± 12.0	2.6	17.2 ± 6.8	30.8 ± 8.4	27.2 ± 5.6	16.3 ± 7.5	5.5 ± 4.2	0.3 ± 0.8	80.2 ± 6.9
	Remote	446.2 ± 18.4	0.3	36.9 ± 15.0	36.8 ± 10.5	19.8 ± 9.2	4.1 ± 3.7	1.7 ± 2.2	0.3 ± 0.7	62.7 ± 15.0
	Very Remote	402.8 ± 7.8	0.4	64.7 ± 6.0	26.6 ± 4.7	6.3 ± 2.8	1.6 ± 1.6	0.3 ± 0.6	0.1 ± 0.3	34.9 ± 6.0
Aust	*Metro*	493.5 ± 4.9	1.7	11.3 ± 1.4	32.3 ± 2.0	29.5 ± 1.8	16.3 ± 1.3	6.4 ± 1.4	2.5 ± 1.0	87.0 ± 1.4
	Provincial	485.0 ± 2.9	2.0	14.1 ± 1.6	34.7 ± 1.7	28.3 ± 1.6	14.1 ± 1.4	5.2 ± 0.9	1.6 ± 0.5	83.9 ± 1.6
	Remote	453.9 ± 8.4	0.7	31.5 ± 6.7	36.9 ± 5.1	21.6 ± 4.0	6.6 ± 2.3	2.3 ± 1.3	0.3 ± 0.4	67.8 ± 6.7
	Very Remote	416.9 ± 7.4	0.7	52.9 ± 5.6	32.8 ± 3.7	10.1 ± 2.4	2.9 ± 1.3	0.5 ± 0.5	0.2 ± 0.3	46.4 ± 5.6

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.N7: Achievement of Year 7 Students in Numeracy, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	584.8 ± 2.9	0.9	0.8 ± 0.1	5.4 ± 0.3	16.7 ± 0.6	26.9 ± 0.8	25.1 ± 0.6	24.4 ± 1.5	98.4 ± 0.2
Advanced diploma/ diploma	552.7 ± 1.7	0.9	1.7 ± 0.3	11.1 ± 0.6	25.3 ± 0.9	29.7 ± 0.7	19.5 ± 0.7	11.7 ± 0.8	97.3 ± 0.3
Cert I to IV	533.5 ± 1.2	1.1	3.0 ± 0.2	16.6 ± 0.5	30.3 ± 0.5	27.5 ± 0.6	14.9 ± 0.5	6.7 ± 0.4	96.0 ± 0.3
Year 12 or equivalent	540.8 ± 2.4	1.4	3.0 ± 0.3	15.1 ± 0.9	27.5 ± 1.2	26.9 ± 1.0	16.7 ± 0.7	9.3 ± 1.0	95.6 ± 0.4
Year 11 or equivalent or below	510.6 ± 1.6	2.5	7.2 ± 0.5	25.0 ± 0.8	30.7 ± 0.7	21.0 ± 0.6	9.5 ± 0.4	4.1 ± 0.4	90.2 ± 0.6
Not stated	541.7 ± 2.3	1.1	4.1 ± 0.3	15.5 ± 0.6	26.1 ± 0.6	25.3 ± 0.5	16.6 ± 0.6	11.3 ± 0.8	94.8 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 7 students with parental education 'not stated' is 40%.

Table 7.N8: Achievement of Year 7 Students in Numeracy, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	578.0 ± 2.4	0.7	1.0 ± 0.1	6.5 ± 0.4	18.3 ± 0.7	27.5 ± 0.7	24.2 ± 0.6	21.7 ± 1.2	98.3 ± 0.2
Other business managers and associate professionals	556.6 ± 1.8	0.8	1.4 ± 0.2	10.3 ± 0.4	25.0 ± 0.6	29.3 ± 0.7	20.1 ± 0.6	13.1 ± 0.8	97.8 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	538.0 ± 1.3	1.1	2.4 ± 0.2	15.3 ± 0.5	29.7 ± 0.5	28.0 ± 0.7	15.7 ± 0.6	7.8 ± 0.5	96.4 ± 0.3
Machine operators, hospitality staff, assistants, labourers	524.0 ± 2.0	1.6	4.8 ± 0.4	21.3 ± 0.7	30.4 ± 0.7	23.3 ± 0.6	12.1 ± 0.6	6.6 ± 0.7	93.6 ± 0.4
Not in paid work in the previous 12 months	508.0 ± 2.2	5.1	9.0 ± 0.7	25.6 ± 1.0	27.7 ± 0.9	18.8 ± 0.8	9.2 ± 0.7	4.6 ± 0.5	85.9 ± 1.0
Not stated	539.9 ± 2.3	1.1	4.3 ± 0.3	16.2 ± 0.6	26.2 ± 0.6	25.0 ± 0.5	16.2 ± 0.6	11.0 ± 0.8	94.6 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 7 students with parental occupation 'not stated' is 42%.

Table 7.A1: Year 7 Student Participation in Assessment, by State and Territory, 2008.

State/Territory Average Age/ Years of Schooling		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW 12yrs 7mths 7yrs 4mths	*Number participated* *Participation rate (%)*	85350 96.6	85497 96.7	85600 96.8	85600 96.8	85110 96.3
VIC 12yrs 9mths 7yrs 4mths	*Number participated* *Participation rate (%)*	63760 95.7	63648 95.5	63790 95.7	63790 95.7	63880 95.8
Qld 12yrs 1mth 6yrs 4mths	*Number participated* *Participation rate (%)*	56296 97.7	56271 97.7	56389 97.9	56389 97.9	56191 97.5
WA 12yrs 0mths 6yrs 4mths	*Number participated* *Participation rate (%)*	27379 95.7	27367 95.7	27459 96.0	27459 96.0	27293 95.4
SA 12yrs 6mths 7yrs 4mths	*Number participated* *Participation rate (%)*	19222 96.8	19165 96.5	19225 96.8	19225 96.8	19171 96.5
Tas 12yrs 10mths 7yrs 4mths	*Number participated* *Participation rate (%)*	6422 95.6	6391 95.1	6424 95.6	6424 95.6	6401 95.2
ACT 12yrs 8mths 7yrs 4mths	*Number participated* *Participation rate (%)*	4527 95.0	4521 94.9	4544 95.3	4544 95.3	4523 94.9
NT 12yrs 6mths 7yrs 4mths	*Number participated* *Participation rate (%)*	2671 79.5	2647 78.8	2652 78.9	2652 78.9	2706 80.5
Aust 12yrs 5mths 7yrs 0mths	*Number participated* *Participation rate (%)*	265627 96.3	265507 96.2	266083 96.4	266083 96.4	265275 96.1

Notes:

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 7 students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

The average age and years of schooling are determined as at the time of testing.

Table 7.A2: Year 7 Indigenous Student Participation in Assessment, by State and Territory, 2008.

State/Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	*Number participated*	3432	3450	3458	3458	3387
	Participation rate (%)	89.5	90.0	90.2	90.2	88.3
VIC	*Number participated*	671	668	676	676	682
	Participation rate (%)	85.2	84.8	85.8	85.8	86.5
Qld	*Number participated*	3842	3835	3857	3857	3823
	Participation rate (%)	94.7	94.5	95.1	95.1	94.2
WA	*Number participated*	1559	1557	1570	1570	1515
	Participation rate (%)	86.3	86.2	86.9	86.9	83.8
SA	*Number participated*	581	573	591	591	569
	Participation rate (%)	95.7	94.4	97.4	97.4	93.7
Tas	*Number participated*	439	437	441	441	442
	Participation rate (%)	93.0	92.6	93.4	93.4	93.6
ACT	*Number participated*	70	70	69	69	72
	Participation rate (%)	80.5	80.5	79.3	79.3	82.8
NT	*Number participated*	900	873	883	883	933
	Participation rate (%)	63.2	61.3	62.0	62.0	65.5
Aust	*Number participated*	11494	11463	11545	11545	11423
	Participation rate (%)	87.9	87.7	88.3	88.3	87.4

Notes:

Participation rates are calculated on the basis of all assessed and exempt Indigenous students as a percentage of the total number of Year 7 Indigenous students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 7.A3: Percentage of Year 7 Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	3	3	3	3	4
	Assessed	96	96	96	96	96
Vic	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	4	5	4	4	4
	Assessed	94	94	94	94	94
Qld	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	2	2	2	2	2
	Assessed	96	96	96	96	96
WA	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	4	4	4	4	5
	Assessed	95	95	95	95	94
SA	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	3	4	3	3	4
	Assessed	95	94	95	95	94
Tas	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	4	5	4	4	5
	Assessed	95	94	95	95	95
ACT	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	5	5	5	5	5
	Assessed	94	94	94	94	94
NT	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	21	21	21	21	19
	Assessed	78	77	78	78	79
Aust	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	4	4	4	4	4
	Assessed	95	95	95	95	95

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 7.A4: Percentage of Year 7 Indigenous Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	10	10	10	10	12
	Assessed	89	89	89	89	88
Vic	*Exempt*	3	3	3	3	3
	Absent/Withdrawn	15	15	14	14	13
	Assessed	82	82	83	83	84
Qld	*Exempt*	2	2	3	3	2
	Absent/Withdrawn	5	5	5	5	6
	Assessed	92	92	93	93	92
WA	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	14	14	13	13	16
	Assessed	85	85	86	86	83
SA	*Exempt*	4	4	4	4	4
	Absent/Withdrawn	4	6	3	3	6
	Assessed	92	90	93	93	90
Tas	*Exempt*	0	0	0	0	0
	Absent/Withdrawn	7	7	7	7	6
	Assessed	93	92	93	93	93
ACT	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	20	20	21	21	17
	Assessed	79	79	78	78	82
NT	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	37	39	38	38	34
	Assessed	62	60	61	61	65
Aust	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	12	12	12	12	13
	Assessed	86	86	87	87	86

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 7.A5: Percentage of Year 7 LBOTE Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	2	2	2	2	2
	Assessed	97	97	97	97	97
Vic	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	4	4	4	4	3
	Assessed	95	95	95	95	95
Qld	*Exempt*	4	4	4	4	3
	Absent/Withdrawn	3	3	2	2	3
	Assessed	94	94	94	94	94
WA	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	4	4	4	4	4
	Assessed	94	95	95	95	94
SA	*Exempt*	6	6	6	6	5
	Absent/Withdrawn	2	2	2	2	2
	Assessed	93	92	93	93	92
Tas	*Exempt*	3	4	4	4	2
	Absent/Withdrawn	5	5	4	4	4
	Assessed	92	91	92	92	93
ACT	*Exempt*	2	2	3	3	2
	Absent/Withdrawn	4	3	3	3	3
	Assessed	94	94	94	94	95
NT	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	24	26	26	26	24
	Assessed	75	73	73	73	76
Aust	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	3	3	3	3	3
	Assessed	95	95	95	95	95

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 7.A6: Year 7 Indigenous and LBOTE students as proportions of Year 7 students by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Indigenous*	4	4	4	4	4
	LBOTE	27	27	27	27	27
Vic	*Indigenous*	1	1	1	1	1
	LBOTE	24	24	24	24	24
Qld	*Indigenous*	7	7	7	7	7
	LBOTE	9	9	9	9	9
WA	*Indigenous*	5	5	5	5	5
	LBOTE	14	14	14	14	14
SA	*Indigenous*	3	3	3	3	3
	LBOTE	10	10	11	11	10
Tas	*Indigenous*	7	7	7	7	7
	LBOTE	3	3	3	3	3
ACT	*Indigenous*	1	1	1	1	2
	LBOTE	7	8	8	8	8
NT	*Indigenous*	27	26	26	26	28
	LBOTE	20	20	20	20	20
Aust	*Indigenous*	4	4	4	4	4
	LBOTE	19	19	19	19	19

Notes:

Proportions are calculated on the basis of all assessed and exempt Indigenous or LBOTE students as a percentage of the total number of Year 7 students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Year 7

Overall National and Jurisdiction Results

Tables 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 show the percentage of Year 7 students estimated to be in achievement bands 4 (and below) to 9 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall. Tables 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 also give the mean scores and the participation rates. Figures 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall.

The percentage of students located in each band represents assessed students. This includes students who sat the test and students who were formally exempt from participating. Exempt students are deemed as being below the national minimum standard. Exempt students have not been included in the computation of the means or standard deviations and they are not included in Figures 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1.

For each domain, in excess of 90 per cent of Australian students are estimated to be working at or above the national minimum standard. In the case of Numeracy, over 95 per cent of Australian students are estimated to be working at or above the national minimum standard. As was the case for Years 3 and 5, the percentage of students estimated to be working at or above the national minimum standard is greatest for Victoria, New South Wales and the Australian Capital Territory. While for Year 3 and Year 5 the Queensland results showed a slightly smaller proportion of students estimated to be working at or above the national minimum standard, this was not the case at Year 7, where the Queensland results are broadly equivalent to those of Western Australia, South Australia and Tasmania. The results for the Northern Territory differ markedly from those for other jurisdictions, with 60 per cent of students estimated to be working at or above the national minimum standard for Grammar and Punctuation, through to 76 per cent of students estimated to be working at or above the national minimum standard for Numeracy. The Northern Territory is also distinctive in that the achievement distribution has a considerably larger variance than do the distributions for the other jurisdictions for all domains except Numeracy.

For Australia overall, the mean scores for Year 7 students range from 529 in Grammar and Punctuation to 545 in Numeracy. These mean scores are between 33 and 69 points higher than the mean scores for Year 5 students, and between 119 and 148 points higher than the mean scores for Year 3 students. The extent to which achievement in the Northern Territory is below that of other jurisdictions is highlighted by the finding that the mean scores for the Northern Territory Year 7 students lie midway between the national mean scores for Year 3 and Year 5 students, with the exception of Numeracy.

Sex

Tables 7.R2, 7.W2, 7.S2, 7.G2 and 7.N2 show the percentage of Year 7 male and female students estimated to be in achievement bands 4 (and below) to 9 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall.

In every jurisdiction and for each literacy domain, the percentage of students estimated to be working at or above the national minimum standard is greater for females than for males. The differences are largest for Writing, at 6.7 percentage points for Australia overall. For Numeracy, there was no difference in the percentages of male and female Year 7 students who achieved at or above the national minimum standard.

Across Australia, the exemption rate for male students is about 0.5 percentage points higher than the exemption rate for female students, which is smaller than the difference observed at Year 3 and Year 5. The difference in the exemption rate varies across jurisdictions. In South Australia, the difference is about 1.1 percentage points, in Victoria and Queensland about 0.7 percentage points, and smaller still in New South Wales, Western Australia, the Northern Territory and Tasmania at 0.5 percentage points or less.

The mean scores, which do not include exempted students, show that the numeracy means are higher for male students in every jurisdiction, whereas for all other areas the mean

scores of female students exceed those of male students. As with the percentages estimated to be working at or above the national minimum standard, the average of the gender differences in the means is smallest for Tasmania. For the remaining jurisdictions the differences are similar.

The national gender differences in the means – 10 points higher for female students for Reading, 33 points higher for female students for Writing, 20 points higher for female students for Spelling, 24 points higher for female students for Grammar and Punctuation, and 15 points higher for male students for Numeracy – are consistent with the Year 3 and Year 5 results. However, as growth from Year 3 to Year 5 on the NAPLAN scale is more than the growth from Year 5 to Year 7, these gender differences represent larger disparity, relative to years of schooling, than the differences noted at Year 5.

Indigenous

Tables 7.R3, 7.W3, 7.S3, 7.G3 and 7.N3 show the percentage of Year 7 Indigenous and non-Indigenous students estimated to be in achievement bands 4 (and below) to 9 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall.

The percentage of students estimated to be working at or above the national minimum standard is markedly lower for Indigenous students than for non-Indigenous students in all jurisdictions. In the Northern Territory, Indigenous students are one-quarter to one-third as likely to be achieving at or above national minimum standards in literacy domains and half as likely to be achieving at or above national minimum standard in Numeracy. Across Australia, a smaller proportion of Indigenous students is likely to be achieving at or above the national minimum standard compared to their non-Indigenous peers. The difference ranges from 18 percentage points in Numeracy to 30 percentage points in Grammar and Punctuation.

Similarly, the mean score for Indigenous students is substantially lower than that for non-Indigenous students, and is cause for major concern. In Reading, for example, the difference in the means across Australia is 74 points, the difference in the Northern Territory is 145 points and in Western Australia it is 83 points.

Language Background Other Than English (LBOTE)

Tables 7.R4, 7.W4, 7.S4, 7.G4 and 7.N4 show the percentage of Year 7 LBOTE and non-LBOTE students estimated to be in achievement bands 4 (and below) to 9 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall.

The difference between the percentage of Year 7 LBOTE and non-LBOTE students estimated to have achieved at or above the national minimum standard varies across jurisdictions and domains. The smallest differences are in Victoria, the Australian Capital Territory and New South Wales, whilst the largest differences are in the South Australia, Northern Territory and Queensland. It should be noted, however, that many Indigenous students in remote communities in the Northern Territory are also considered to be LBOTE students. This is also true for students in for Queensland, South Australia and Western Australia, although to a lesser extent.

The differences between LBOTE and non-LBOTE students estimated to be working at or above the national minimum standard can be explained in part by the greater exemption rate for LBOTE students, typically just under 1 percentage point.

Although there is marked variation between jurisdictions, for Australia overall mean scores of LBOTE students exceed the mean scores of non-LBOTE students in Writing, Spelling and Numeracy.

Also noteworthy are the large differences in the exemptions in Tasmania, South Australia and Queensland. Tasmania, it should be noted, has smaller numbers of LBOTE students compared to other jurisdictions.

Geolocation

Tables 7.R5, 7.W5, 7.S5, 7.G5 and 7.N5 show the percentage of Year 7 students, by geographic location, estimated to be in achievement bands 4 (and below) to 9 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. Tables 7.R6, 7.W6, 7.S6, 7.G6 and 7.N6 show the corresponding information for Indigenous students only.

Across Australia, Year 7 students in metropolitan areas are

estimated to be working at or above the national minimum standards at slightly higher rates than students in provincial and remote areas. Similarly, the mean scores for students in metropolitan areas are higher than for students in provincial areas, which are in turn higher than for those in remote areas. Students in very remote areas have the lowest means and the smallest proportion of students estimated to be working at or above the national minimum standards. These results hold for each of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, and for all jurisdictions with the exception of Victoria. As the proportion of remote students in Victoria is small, the observation may be unique to this state.

The achievement patterns by geographic location are similar for Indigenous students and for all students.

Student Achievement and Parental Education and Parental Occupation

Tables 7.R7, 7.W7, 7.S7, 7.G7, 7.N7, 7.R8, 7.W8, 7.S8, 7.G8 and 7.N8 illustrate the relationships between parental occupation and parental education, and student achievement. For each domain, the student mean scores are higher for students whose parents have higher levels of education. The relationships between the mean scores of students with parents from different occupation categories are consistent with those found in previous research and statewide assessments.

It is important to note that these results are indicative only, as parental education and occupation data were only available for 50-60 per cent of students nationally, as noted in the table footnotes.

In terms of estimated percentages of students working at or above the national minimum standard, the differences can be quite large. For example, students whose parents have a degree are between 9 (Numeracy) and 16 (Grammar and Punctuation) per cent more likely to be at or above the national minimum standard than students whose parents have a Year 11 equivalent or below. Similarly, students whose parents are from the occupational category *Senior management and qualified professionals* are between 14 (Numeracy) and 24 (Grammar and Punctuation) per cent more likely to be at or above the national minimum standard than students whose parents have not been in paid employment for the past 12 months.

Participation

Tables 7.A1 to 7.A6 describe the participating populations and the rates of exemptions and absences by jurisdiction.

NAPLAN Year 9

NAPLAN Year 9

Table 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score / Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*14yrs 7mths 9yrs 4mths*	583.1 ± 2.8 66.9	94.2	0.5	5.1 ± 0.4	17.2 ± 0.8	28.1 ± 0.7	26.6 ± 0.7	15.7 ± 0.8	6.8 ± 0.9	94.4 ± 0.5
VIC	*14yrs 9mths 9yrs 4mths*	584.6 ± 3.0 62.6	92.2	1.8	3.6 ± 0.4	15.7 ± 0.9	29.9 ± 0.9	27.6 ± 0.7	15.6 ± 0.9	5.8 ± 0.9	94.7 ± 0.4
Qld	*14yrs 1mth 8yrs 4mths*	568.2 ± 3.3 68.0	94.9	1.4	8.2 ± 0.8	19.7 ± 0.9	29.9 ± 0.8	24.5 ± 0.8	12.4 ± 0.9	3.9 ± 0.5	90.5 ± 0.9
WA	*14yrs 0mths 8yrs 4mths*	569.8 ± 4.6 65.6	93.1	0.6	7.6 ± 1.1	19.6 ± 1.6	30.2 ± 1.1	25.4 ± 1.3	12.7 ± 1.3	3.8 ± 0.8	91.8 ± 1.1
SA	*14yrs 6mths 9yrs 4mths*	574.9 ± 5.0 64.1	93.6	2.2	6.1 ± 1.1	17.8 ± 1.6	30.1 ± 1.3	26.3 ± 1.5	13.2 ± 1.4	4.3 ± 0.9	91.7 ± 1.8
Tas	*14yrs 10mths 9yrs 4mths*	578.8 ± 7.3 67.9	91.1	0.7	6.4 ± 1.7	17.8 ± 2.3	28.6 ± 2.2	25.3 ± 2.1	15.1 ± 2.2	6.1 ± 1.5	93.0 ± 1.7
ACT	*14yrs 8mths 9yrs 4mths*	601.9 ± 10.0 68.4	92.4	0.3	3.1 ± 1.2	12.3 ± 2.5	23.8 ± 3.2	28.3 ± 2.1	20.6 ± 3.0	11.6 ± 3.3	96.6 ± 1.3
NT	*14yrs 5mths 9yrs 4mths*	524.2 ± 21.6 101.8	79.9	1.9	28.2 ± 8.7	17.7 ± 3.0	21.9 ± 3.5	17.9 ± 3.5	9.5 ± 2.6	2.9 ± 1.5	69.9 ± 8.3
Aust	*14yrs 5mths 9yrs 0mths*	578.0 ± 1.5 67.0	93.5	1.2	5.9 ± 0.3	17.6 ± 0.5	29.1 ± 0.4	26.2 ± 0.4	14.5 ± 0.4	5.5 ± 0.4	92.9 ± 0.4

Figure 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2008.

Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

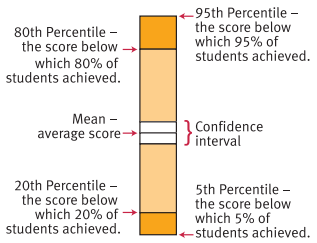
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 9 students reported by schools which includes those absent and withdrawn.

Reading the graph

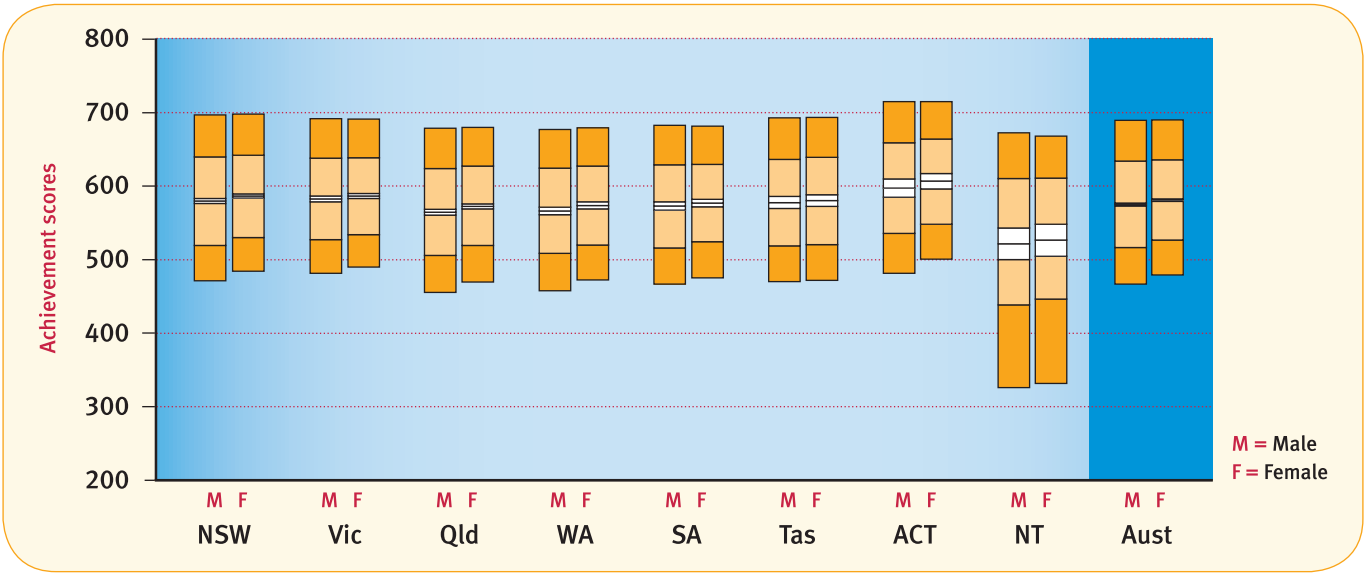


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Male*	579.9 ± 3.4	0.7	6.3 ± 0.6	18.3 ± 1.1	27.4 ± 0.9	25.4 ± 0.8	15.2 ± 1.0	6.7 ± 1.1	93.1 ± 0.6
	Female	586.5 ± 3.0	0.4	3.8 ± 0.4	15.9 ± 0.9	28.8 ± 0.9	27.8 ± 0.8	16.3 ± 0.9	6.9 ± 1.0	95.8 ± 0.5
VIC	*Male*	582.7 ± 3.9	2.3	4.2 ± 0.4	16.6 ± 1.1	29.3 ± 1.2	26.5 ± 0.9	15.3 ± 1.1	5.8 ± 1.3	93.5 ± 0.7
	Female	586.5 ± 3.1	1.3	2.9 ± 0.4	14.8 ± 1.0	30.5 ± 1.0	28.8 ± 1.0	15.8 ± 1.0	5.8 ± 1.0	95.8 ± 0.5
Qld	*Male*	564.5 ± 3.8	1.6	9.8 ± 1.0	20.8 ± 1.1	28.7 ± 0.9	23.3 ± 0.9	11.9 ± 1.0	3.9 ± 0.7	88.6 ± 1.1
	Female	572.2 ± 3.4	1.1	6.4 ± 0.7	18.5 ± 1.1	31.1 ± 1.0	25.9 ± 1.0	13.0 ± 1.1	4.0 ± 0.6	92.5 ± 0.8
WA	*Male*	566.2 ± 5.2	0.8	9.1 ± 1.3	20.6 ± 1.8	29.3 ± 1.2	24.2 ± 1.5	12.3 ± 1.5	3.7 ± 0.8	90.1 ± 1.3
	Female	573.7 ± 4.8	0.5	6.0 ± 1.0	18.5 ± 1.8	31.2 ± 1.4	26.7 ± 1.5	13.1 ± 1.5	4.0 ± 0.9	93.5 ± 1.0
SA	*Male*	572.9 ± 5.5	2.7	6.9 ± 1.3	18.7 ± 1.8	28.8 ± 1.5	25.6 ± 1.6	12.9 ± 1.5	4.4 ± 1.1	90.4 ± 2.0
	Female	576.8 ± 5.2	1.8	5.3 ± 1.1	16.9 ± 1.8	31.3 ± 1.7	27.0 ± 1.7	13.5 ± 1.6	4.3 ± 0.9	92.9 ± 1.7
Tas	*Male*	577.6 ± 8.2	0.6	6.6 ± 1.9	18.0 ± 2.5	29.2 ± 2.8	25.0 ± 2.6	14.6 ± 2.5	6.0 ± 1.7	92.8 ± 2.0
	Female	580.2 ± 7.8	0.7	6.1 ± 1.8	17.6 ± 2.8	28.0 ± 2.3	25.7 ± 2.4	15.7 ± 2.4	6.2 ± 1.7	93.2 ± 1.8
ACT	*Male*	597.0 ± 12.4	0.3	4.3 ± 1.8	13.5 ± 3.2	24.0 ± 3.7	27.7 ± 3.3	19.3 ± 3.6	10.9 ± 4.2	95.4 ± 1.8
	Female	606.6 ± 10.3	0.3	1.8 ± 1.1	11.1 ± 2.9	23.5 ± 3.8	29.0 ± 2.3	21.9 ± 3.5	12.4 ± 3.6	97.9 ± 1.1
NT	*Male*	521.9 ± 21.4	2.2	29.2 ± 8.5	17.9 ± 3.3	21.4 ± 3.8	16.6 ± 3.6	9.5 ± 2.9	3.2 ± 2.0	68.5 ± 8.3
	Female	526.7 ± 21.7	1.6	27.0 ± 9.0	17.5 ± 3.4	22.4 ± 4.0	19.3 ± 4.2	9.6 ± 2.8	2.6 ± 1.3	71.4 ± 8.5
Aust	*Male*	575.0 ± 1.9	1.4	7.1 ± 0.4	18.6 ± 0.5	28.4 ± 0.5	25.1 ± 0.4	14.1 ± 0.5	5.4 ± 0.5	91.5 ± 0.4
	Female	581.0 ± 1.6	0.9	4.8 ± 0.3	16.5 ± 0.5	30.0 ± 0.5	27.3 ± 0.5	15.0 ± 0.5	5.6 ± 0.5	94.4 ± 0.3

Figure 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example,

80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

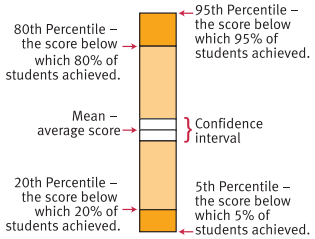
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

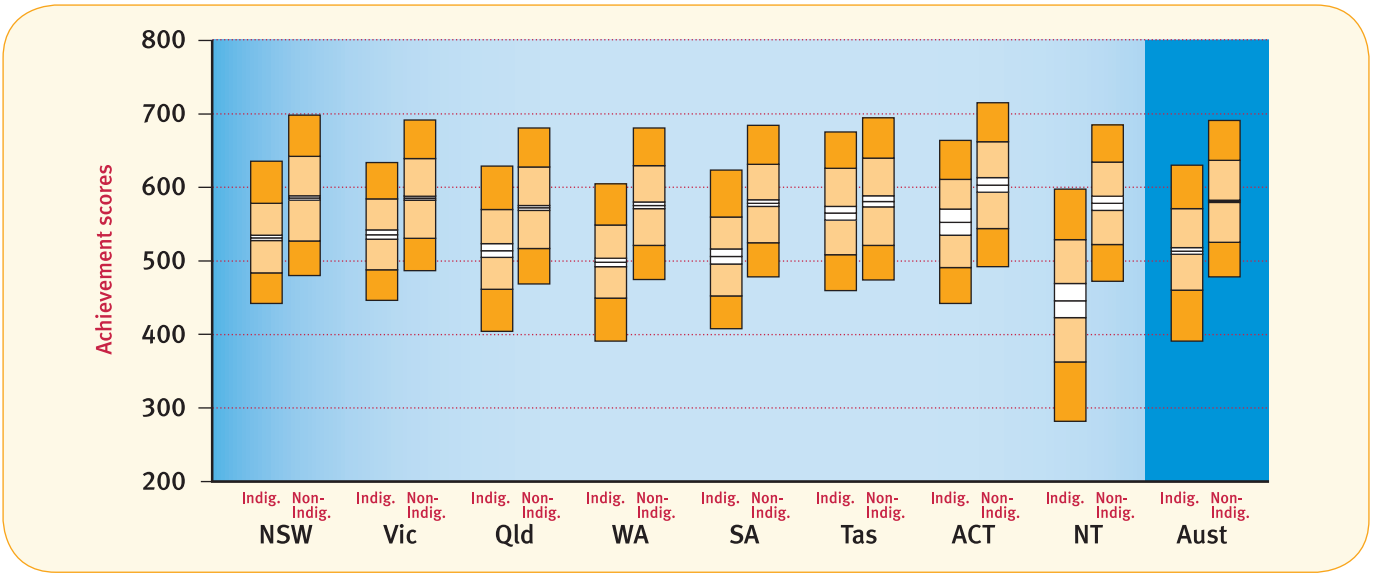


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.R3: Achievement of Year 9 Students in Reading, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Indigenous*	531.7 ± 3.6	0.9	16.7 ± 2.1	33.9 ± 2.2	30.3 ± 2.3	13.0 ± 1.5	4.2 ± 0.9	1.0 ± 0.4	82.3 ± 2.2
	Non-Indigenous	585.5 ± 2.8	0.5	4.5 ± 0.4	16.4 ± 0.8	28.1 ± 0.7	27.2 ± 0.7	16.3 ± 0.8	7.1 ± 0.9	95.1 ± 0.4
VIC	*Indigenous*	536.0 ± 6.0	6.1	13.9 ± 3.4	30.8 ± 4.3	29.6 ± 4.0	15.1 ± 2.8	3.9 ± 1.9	0.5 ± 0.6	79.9 ± 4.1
	Non-Indigenous	585.2 ± 2.9	1.6	3.4 ± 0.3	15.5 ± 0.9	29.9 ± 0.9	27.9 ± 0.7	15.8 ± 0.9	5.9 ± 0.9	95.0 ± 0.5
Qld	*Indigenous*	514.2 ± 9.3	2.3	27.7 ± 3.9	30.9 ± 2.5	24.0 ± 2.1	10.9 ± 2.3	3.4 ± 1.7	0.8 ± 0.6	70.0 ± 4.0
	Non-Indigenous	572.2 ± 3.1	1.3	6.7 ± 0.7	18.8 ± 0.9	30.3 ± 0.8	25.5 ± 0.7	13.1 ± 0.9	4.2 ± 0.6	92.0 ± 0.8
WA	*Indigenous*	498.3 ± 5.7	0.9	36.3 ± 3.9	33.4 ± 2.9	20.0 ± 2.2	7.7 ± 1.8	1.6 ± 0.7	0.2 ± 0.2	62.8 ± 3.9
	Non-Indigenous	575.6 ± 4.4	0.5	5.5 ± 0.8	18.4 ± 1.6	30.7 ± 1.1	26.8 ± 1.3	13.8 ± 1.4	4.2 ± 0.8	94.0 ± 0.9
SA	*Indigenous*	506.3 ± 10.1	3.9	33.6 ± 6.3	30.2 ± 5.1	20.7 ± 5.6	8.2 ± 3.2	3.0 ± 2.2	0.5 ± 0.9	62.5 ± 6.5
	Non-Indigenous	578.5 ± 4.6	1.7	4.8 ± 0.9	17.1 ± 1.5	30.4 ± 1.3	27.4 ± 1.4	14.0 ± 1.4	4.7 ± 0.9	93.5 ± 1.1
Tas	*Indigenous*	564.9 ± 9.4	0.6	8.7 ± 3.7	22.3 ± 4.5	30.0 ± 5.8	22.2 ± 5.1	12.8 ± 4.1	3.4 ± 2.3	90.7 ± 3.7
	Non-Indigenous	580.9 ± 7.4	0.7	5.8 ± 1.4	17.4 ± 2.4	28.5 ± 2.2	25.6 ± 2.0	15.6 ± 2.4	6.4 ± 1.5	93.5 ± 1.4
ACT	*Indigenous*	552.8 ± 17.7	0.0	15.8 ± 9.0	21.4 ± 10.3	27.8 ± 11.9	24.2 ± 16.3	8.0 ± 7.0	2.8 ± 4.0	84.2 ± 9.0
	Non-Indigenous	603.1 ± 9.8	0.3	2.8 ± 1.1	12.0 ± 2.5	23.7 ± 3.2	28.5 ± 2.0	21.0 ± 3.0	11.8 ± 3.3	96.9 ± 1.1
NT	*Indigenous*	446.5 ± 23.3	1.5	60.7 ± 9.7	18.4 ± 4.7	12.8 ± 4.2	4.8 ± 1.9	1.5 ± 0.9	0.4 ± 0.5	37.9 ± 9.6
	Non-Indigenous	578.1 ± 9.7	1.9	5.9 ± 2.1	17.4 ± 3.2	28.1 ± 3.7	27.0 ± 3.6	15.1 ± 3.3	4.6 ± 2.2	92.2 ± 2.3
Aust	*Indigenous*	513.8 ± 4.6	1.9	27.5 ± 2.1	30.4 ± 1.3	24.7 ± 1.2	11.1 ± 1.0	3.6 ± 0.7	0.8 ± 0.3	70.7 ± 2.1
	Non-Indigenous	581.3 ± 1.5	1.0	4.8 ± 0.2	16.9 ± 0.4	29.4 ± 0.4	27.0 ± 0.4	15.1 ± 0.4	5.8 ± 0.4	94.2 ± 0.3

Figure 9.R3: Achievement of Year 9 Students in Reading, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

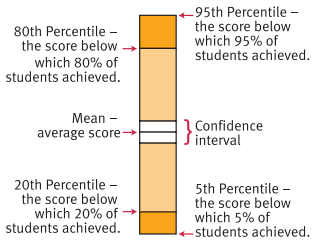
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

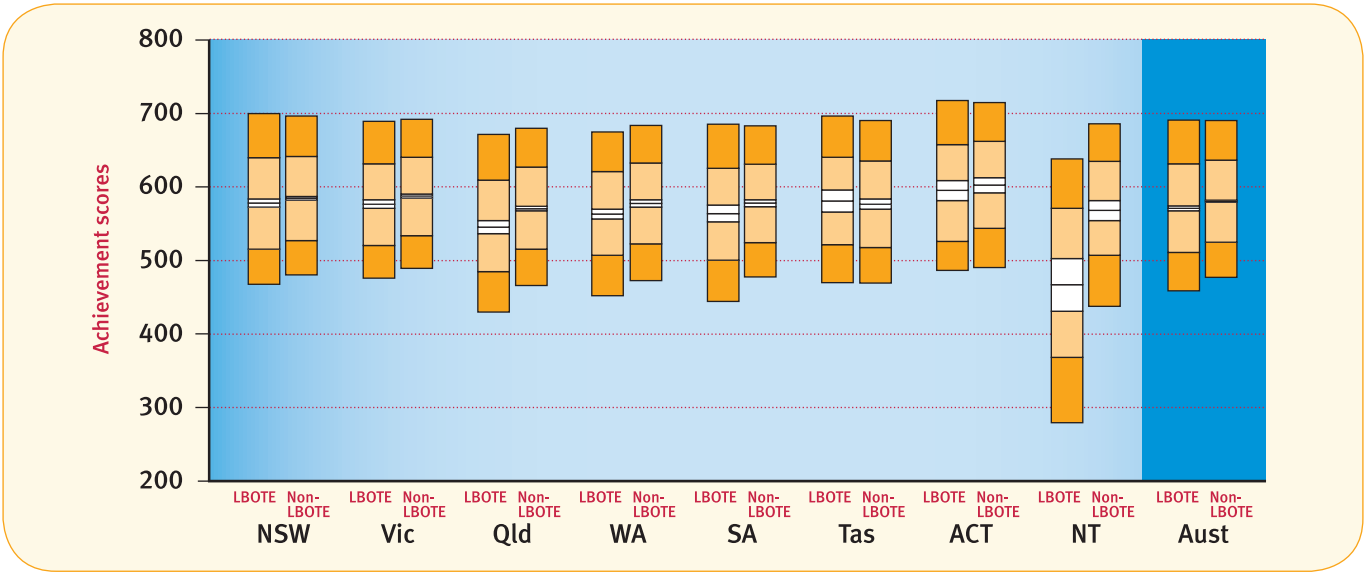


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.R4: Achievement of Year 9 Students in Reading, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*LBOTE*	578.2 ± 5.5	0.5	7.2 ± 1.0	19.0 ± 1.7	27.3 ± 1.3	24.0 ± 1.4	14.8 ± 1.4	7.2 ± 1.8	92.3 ± 1.1
	Non-LBOTE	584.6 ± 2.6	0.5	4.5 ± 0.4	16.7 ± 0.8	28.3 ± 0.7	27.3 ± 0.7	16.0 ± 0.8	6.7 ± 0.8	95.1 ± 0.4
VIC	*LBOTE*	576.6 ± 5.7	1.9	5.3 ± 0.8	19.0 ± 1.6	30.1 ± 1.5	25.1 ± 1.3	13.2 ± 1.6	5.4 ± 1.9	92.8 ± 1.0
	Non-LBOTE	587.3 ± 2.7	1.8	3.0 ± 0.3	14.6 ± 0.9	29.8 ± 0.9	28.5 ± 0.8	16.4 ± 0.9	6.0 ± 0.7	95.2 ± 0.5
Qld	*LBOTE*	545.5 ± 9.1	2.4	16.8 ± 3.4	24.6 ± 2.2	26.2 ± 2.3	17.9 ± 2.1	9.0 ± 1.9	3.1 ± 1.3	80.8 ± 3.7
	Non-LBOTE	570.5 ± 3.1	1.3	7.3 ± 0.7	19.2 ± 0.9	30.2 ± 0.8	25.2 ± 0.8	12.8 ± 0.9	4.0 ± 0.5	91.4 ± 0.8
WA	*LBOTE*	563.1 ± 6.8	0.3	10.1 ± 2.3	20.9 ± 2.3	29.9 ± 2.3	23.7 ± 2.3	11.6 ± 2.0	3.5 ± 1.1	89.6 ± 2.4
	Non-LBOTE	577.4 ± 5.0	0.5	5.9 ± 1.1	17.2 ± 1.7	29.7 ± 1.3	27.5 ± 1.5	14.6 ± 1.5	4.6 ± 1.0	93.6 ± 1.1
SA	*LBOTE*	563.9 ± 11.3	3.2	11.8 ± 3.4	19.5 ± 3.6	26.4 ± 3.3	22.7 ± 3.7	11.6 ± 3.0	4.7 ± 2.3	85.0 ± 4.8
	Non-LBOTE	577.9 ± 4.6	1.6	5.0 ± 0.9	17.2 ± 1.5	30.6 ± 1.2	27.2 ± 1.4	13.9 ± 1.4	4.5 ± 0.8	93.5 ± 1.1
Tas	*LBOTE*	580.8 ± 14.7	6.4	6.4 ± 5.5	16.7 ± 7.9	24.4 ± 7.2	25.1 ± 8.6	15.0 ± 7.2	6.1 ± 4.3	87.3 ± 6.5
	Non-LBOTE	576.6 ± 7.1	0.5	6.7 ± 1.8	18.5 ± 2.3	29.2 ± 2.3	24.9 ± 2.1	14.6 ± 2.1	5.7 ± 1.3	92.9 ± 1.8
ACT	*LBOTE*	595.0 ± 13.5	0.3	3.1 ± 2.6	18.8 ± 5.4	22.1 ± 5.7	26.5 ± 4.8	17.5 ± 5.8	11.8 ± 4.7	96.6 ± 2.6
	Non-LBOTE	602.3 ± 10.3	0.3	3.1 ± 1.4	11.8 ± 2.7	24.1 ± 3.3	28.3 ± 2.1	20.8 ± 3.1	11.7 ± 3.4	96.7 ± 1.4
NT	*LBOTE*	467.2 ± 35.7	0.6	53.2 ± 14.6	15.0 ± 5.3	14.6 ± 5.6	11.1 ± 4.7	4.3 ± 2.5	1.2 ± 1.3	46.2 ± 14.6
	Non-LBOTE	567.9 ± 13.6	0.5	11.4 ± 4.2	18.2 ± 3.8	25.8 ± 4.1	24.1 ± 3.5	15.1 ± 4.0	5.0 ± 2.6	88.2 ± 4.3
Aust	*LBOTE*	570.7 ± 3.4	1.4	8.6 ± 0.8	19.8 ± 0.9	28.1 ± 0.8	23.5 ± 0.8	13.0 ± 0.8	5.6 ± 1.0	90.0 ± 0.8
	Non-LBOTE	580.7 ± 1.5	1.0	5.0 ± 0.3	16.9 ± 0.4	29.3 ± 0.4	27.0 ± 0.4	15.1 ± 0.4	5.6 ± 0.3	93.9 ± 0.3

Figure 9.R4: Achievement of Year 9 Students in Reading, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

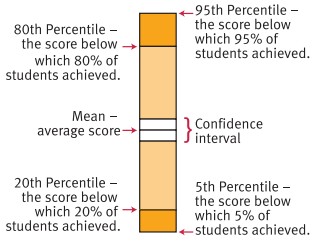
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.R5: Achievement of Year 9 Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	585.6 ± 3.5	0.5	4.9 ± 0.5	16.7 ± 1.0	27.4 ± 0.9	26.5 ± 0.8	16.4 ± 1.0	7.6 ± 1.2	94.6 ± 0.6
	Provincial	576.9 ± 2.8	0.6	5.3 ± 0.6	18.4 ± 1.1	30.1 ± 0.9	27.1 ± 1.0	13.9 ± 0.9	4.7 ± 0.6	94.2 ± 0.7
	Remote	531.9 ± 23.5	0.3	23.4 ± 13.2	26.5 ± 5.6	25.2 ± 6.9	16.6 ± 6.0	6.7 ± 4.6	1.1 ± 1.4	76.2 ± 13.1
	Very Remote	553.1 ± 49.6	0.0	10.7 ± 11.4	31.2 ± 17.1	25.6 ± 13.0	20.3 ± 19.3	8.8 ± 12.6	3.5 ± 6.6	89.3 ± 11.4
VIC	*Metro*	587.0 ± 3.7	1.8	3.4 ± 0.4	15.1 ± 1.1	29.2 ± 1.1	27.7 ± 0.9	16.3 ± 1.1	6.5 ± 1.1	94.8 ± 0.7
	Provincial	577.7 ± 3.8	1.8	4.1 ± 0.6	17.4 ± 1.6	31.8 ± 1.2	27.4 ± 1.2	13.6 ± 1.3	3.9 ± 0.7	94.1 ± 0.9
	Remote	585.7 ± 27.1	1.7	2.8 ± 5.3	15.5 ± 10.9	35.9 ± 17.7	21.7 ± 8.5	15.5 ± 14.0	6.9 ± 11.8	95.5 ± 7.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	572.3 ± 4.2	1.3	7.3 ± 1.0	18.7 ± 1.2	29.4 ± 1.0	25.3 ± 1.0	13.4 ± 1.2	4.5 ± 0.7	91.4 ± 1.1
	Provincial	562.6 ± 3.5	1.6	8.8 ± 1.0	21.6 ± 1.2	31.3 ± 1.1	23.3 ± 1.1	10.5 ± 1.1	2.9 ± 0.6	89.7 ± 1.1
	Remote	541.4 ± 10.2	0.8	16.5 ± 5.8	26.6 ± 4.1	29.1 ± 4.0	19.1 ± 3.8	7.0 ± 2.2	0.9 ± 0.6	82.8 ± 5.9
	Very Remote	497.8 ± 36.1	2.2	37.5 ± 16.4	21.9 ± 5.7	21.3 ± 7.5	11.6 ± 5.3	4.4 ± 3.1	1.2 ± 1.3	60.3 ± 16.5
WA	*Metro*	575.7 ± 5.4	0.7	6.0 ± 1.1	18.2 ± 1.9	29.9 ± 1.4	26.8 ± 1.6	14.0 ± 1.6	4.4 ± 1.0	93.4 ± 1.2
	Provincial	562.2 ± 6.9	0.5	8.2 ± 2.1	22.4 ± 2.5	32.4 ± 1.5	23.8 ± 2.2	10.3 ± 1.9	2.4 ± 0.7	91.3 ± 2.1
	Remote	539.6 ± 17.1	0.6	17.5 ± 6.2	26.0 ± 6.3	30.4 ± 3.1	17.2 ± 4.5	6.2 ± 3.4	2.1 ± 1.7	81.9 ± 6.3
	Very Remote	499.9 ± 17.3	0.7	39.6 ± 11.6	26.0 ± 6.1	19.6 ± 6.1	10.2 ± 5.0	3.1 ± 1.6	0.7 ± 0.7	59.7 ± 11.6
SA	*Metro*	579.5 ± 6.4	2.4	5.4 ± 1.3	16.6 ± 2.0	29.0 ± 1.7	26.9 ± 1.8	14.5 ± 1.8	5.2 ± 1.2	92.2 ± 2.3
	Provincial	564.9 ± 5.9	2.0	7.0 ± 1.9	20.7 ± 2.1	33.1 ± 1.7	24.8 ± 2.4	10.1 ± 1.6	2.4 ± 0.6	91.0 ± 2.3
	Remote	565.5 ± 13.5	0.6	7.0 ± 3.9	20.6 ± 4.4	33.2 ± 5.3	26.0 ± 6.0	10.6 ± 3.9	2.0 ± 1.4	92.4 ± 3.6
	Very Remote	517.8 ± 28.7	0.0	35.9 ± 17.1	19.5 ± 11.5	18.8 ± 9.0	18.7 ± 9.9	6.7 ± 5.5	0.5 ± 1.8	64.1 ± 17.1
Tas	*Metro*	585.2 ± 12.6	0.9	6.3 ± 2.7	15.5 ± 3.7	26.6 ± 3.4	25.8 ± 3.6	17.1 ± 3.7	7.7 ± 2.6	92.8 ± 2.8
	Provincial	574.5 ± 8.1	0.5	6.4 ± 2.0	19.4 ± 2.7	30.1 ± 2.3	25.0 ± 2.2	13.7 ± 2.4	4.9 ± 1.3	93.1 ± 1.9
	Remote	536.5 ± 7.2	0.0	11.7 ± 7.8	39.1 ± 14.4	28.7 ± 9.6	17.4 ± 3.3	3.0 ± 2.6	0.0 ± 0.0	88.3 ± 7.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	601.9 ± 9.9	0.3	3.1 ± 1.2	12.3 ± 2.5	23.8 ± 3.2	28.3 ± 2.1	20.6 ± 3.0	11.6 ± 3.3	96.6 ± 1.3
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	559.8 ± 14.1	2.7	12.9 ± 5.0	19.4 ± 3.9	26.9 ± 3.9	22.5 ± 4.1	12.0 ± 3.4	3.6 ± 2.3	84.4 ± 4.3
	Remote	533.6 ± 35.8	1.2	25.1 ± 15.7	20.4 ± 7.2	22.4 ± 7.7	18.4 ± 6.4	9.5 ± 5.3	3.0 ± 2.3	73.7 ± 16.2
	Very Remote	417.4 ± 43.9	0.5	74.1 ± 17.1	10.4 ± 4.8	7.3 ± 5.1	4.5 ± 5.7	2.5 ± 3.9	0.7 ± 1.0	25.4 ± 16.3
Aust	*Metro*	582.1 ± 1.9	1.1	5.1 ± 0.3	16.7 ± 0.6	28.5 ± 0.5	26.6 ± 0.5	15.5 ± 0.5	6.3 ± 0.5	93.7 ± 0.4
	Provincial	571.3 ± 1.8	1.2	6.4 ± 0.5	19.5 ± 0.6	31.1 ± 0.6	25.7 ± 0.6	12.4 ± 0.6	3.8 ± 0.3	92.4 ± 0.5
	Remote	543.4 ± 9.1	0.7	17.0 ± 3.9	24.2 ± 3.0	28.8 ± 2.4	19.4 ± 2.3	7.9 ± 1.8	2.0 ± 0.8	82.3 ± 3.9
	Very Remote	478.5 ± 19.9	0.9	47.8 ± 8.7	19.5 ± 3.8	16.7 ± 3.5	10.2 ± 2.9	3.9 ± 1.7	0.9 ± 0.6	51.3 ± 8.6

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.R6: Achievement of Year 9 Indigenous Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	536.7 ± 4.5	1.0	13.7 ± 2.4	33.8 ± 3.1	31.2 ± 3.5	14.3 ± 2.2	4.8 ± 1.4	1.1 ± 0.7	85.2 ± 2.5
	Provincial	530.2 ± 4.5	0.9	17.7 ± 2.9	33.7 ± 3.0	30.6 ± 2.7	12.3 ± 1.9	3.9 ± 1.2	1.0 ± 0.6	81.4 ± 2.9
	Remote	492.8 ± 30.4	0.0	41.5 ± 20.8	34.6 ± 12.7	14.3 ± 9.0	8.1 ± 7.6	1.5 ± 2.7	0.0 ± 0.0	58.5 ± 20.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	539.1 ± 8.1	4.4	13.0 ± 4.8	30.2 ± 7.1	31.4 ± 6.1	15.5 ± 4.1	4.7 ± 2.8	0.8 ± 1.0	82.6 ± 5.2
	Provincial	533.3 ± 8.6	7.6	14.8 ± 5.2	31.3 ± 6.5	27.9 ± 5.7	14.9 ± 4.4	3.3 ± 2.2	0.3 ± 0.7	77.6 ± 6.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	525.1 ± 14.3	2.6	23.2 ± 5.5	30.1 ± 4.0	24.8 ± 3.0	13.2 ± 3.9	5.0 ± 2.9	1.2 ± 1.1	74.3 ± 5.6
	Provincial	513.6 ± 6.4	1.9	27.0 ± 4.3	32.9 ± 2.7	26.2 ± 4.2	9.6 ± 2.1	2.1 ± 0.8	0.4 ± 0.3	71.1 ± 4.3
	Remote	496.4 ± 22.2	1.0	36.6 ± 14.6	35.2 ± 8.3	19.2 ± 7.3	6.4 ± 4.3	1.6 ± 1.8	0.0 ± 0.0	62.3 ± 14.3
	Very Remote	446.7 ± 34.5	3.2	59.4 ± 15.8	23.8 ± 8.7	10.7 ± 7.1	2.7 ± 3.0	0.3 ± 0.9	0.0 ± 0.0	37.4 ± 14.9
WA	*Metro*	511.6 ± 7.2	1.5	27.2 ± 6.0	35.5 ± 5.1	23.3 ± 3.9	10.0 ± 3.2	2.2 ± 1.4	0.3 ± 0.5	71.3 ± 6.0
	Provincial	508.3 ± 10.5	0.4	29.8 ± 7.3	37.2 ± 6.7	22.1 ± 5.7	8.5 ± 3.9	1.9 ± 1.7	0.1 ± 0.4	69.8 ± 7.3
	Remote	489.5 ± 17.2	0.4	40.5 ± 11.3	32.5 ± 11.1	19.6 ± 7.1	6.0 ± 2.9	0.9 ± 1.4	0.0 ± 0.0	59.1 ± 11.3
	Very Remote	464.9 ± 13.8	0.6	60.4 ± 10.4	24.4 ± 8.4	10.8 ± 4.5	3.2 ± 3.7	0.5 ± 1.0	0.1 ± 0.5	39.0 ± 10.6
SA	*Metro*	519.0 ± 13.8	3.7	24.9 ± 7.8	32.4 ± 8.0	24.6 ± 8.6	9.6 ± 5.2	4.0 ± 3.2	0.9 ± 1.8	71.4 ± 7.8
	Provincial	505.9 ± 18.8	6.3	33.3 ± 11.5	29.6 ± 8.6	19.7 ± 9.9	8.9 ± 6.0	2.0 ± 3.5	0.1 ± 0.8	60.4 ± 12.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	456.4 ± 17.2	0.0	71.0 ± 16.5	19.0 ± 14.5	7.6 ± 8.1	1.7 ± 4.4	0.7 ± 3.1	0.0 ± 0.0	29.0 ± 16.5
Tas	*Metro*	561.6 ± 21.2	0.6	10.2 ± 6.1	22.7 ± 8.3	28.8 ± 9.2	20.4 ± 8.5	14.3 ± 8.4	3.1 ± 3.0	89.2 ± 6.4
	Provincial	566.3 ± 9.2	0.7	7.8 ± 4.3	22.3 ± 5.3	31.0 ± 7.1	22.4 ± 6.2	12.0 ± 4.5	3.7 ± 3.2	91.5 ± 4.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	552.8 ± 17.7	0.0	15.8 ± 9.0	21.4 ± 10.3	27.8 ± 11.9	24.2 ± 16.3	8.0 ± 7.0	2.8 ± 4.0	84.2 ± 9.0
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	500.2 ± 16.4	2.7	37.0 ± 10.8	25.6 ± 4.7	22.4 ± 5.4	8.3 ± 3.5	3.2 ± 2.5	0.8 ± 1.2	60.3 ± 10.5
	Remote	475.0 ± 41.1	2.4	47.6 ± 22.5	25.6 ± 12.5	16.0 ± 10.9	6.7 ± 4.4	1.3 ± 1.5	0.4 ± 1.2	50.0 ± 22.8
	Very Remote	390.1 ± 25.5	0.0	86.4 ± 6.3	8.7 ± 4.4	3.6 ± 2.6	1.0 ± 1.2	0.3 ± 0.7	0.0 ± 0.0	13.6 ± 6.3
Aust	*Metro*	529.3 ± 6.1	2.0	19.6 ± 2.6	31.6 ± 2.2	27.2 ± 1.8	13.5 ± 1.9	4.9 ± 1.4	1.1 ± 0.5	78.4 ± 2.6
	Provincial	522.6 ± 3.9	2.0	22.7 ± 2.4	32.1 ± 1.7	27.3 ± 2.0	11.5 ± 1.3	3.5 ± 0.7	0.8 ± 0.3	75.3 ± 2.4
	Remote	488.2 ± 15.8	1.1	41.5 ± 9.7	31.3 ± 6.3	17.7 ± 4.5	6.9 ± 2.4	1.4 ± 0.8	0.1 ± 0.4	57.4 ± 9.7
	Very Remote	430.8 ± 18.2	0.9	70.1 ± 7.1	17.9 ± 4.5	8.1 ± 2.7	2.6 ± 1.9	0.4 ± 0.6	0.0 ± 0.1	29.0 ± 6.9

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.R7: Achievement of Year 9 Students in Reading, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	616.3 ± 2.3	0.7	1.5 ± 0.2	7.2 ± 0.5	20.3 ± 0.8	31.1 ± 0.7	25.8 ± 0.7	13.4 ± 1.1	97.8 ± 0.3
Advanced diploma/ diploma	587.2 ± 1.5	0.9	3.1 ± 0.3	13.9 ± 0.8	29.5 ± 0.9	30.8 ± 1.0	16.8 ± 0.7	4.9 ± 0.4	96.0 ± 0.4
Cert I to IV	570.5 ± 1.2	1.1	5.4 ± 0.4	19.2 ± 0.6	33.4 ± 0.5	26.7 ± 0.5	11.4 ± 0.4	2.8 ± 0.2	93.5 ± 0.4
Year 12 or equivalent	576.1 ± 2.7	1.3	5.4 ± 0.6	17.7 ± 0.9	30.6 ± 1.4	27.2 ± 1.1	13.6 ± 0.8	4.2 ± 0.9	93.3 ± 0.7
Year 11 or equivalent or below	548.9 ± 1.7	2.4	11.2 ± 0.7	26.9 ± 0.8	31.6 ± 0.7	19.3 ± 0.6	7.0 ± 0.6	1.6 ± 0.3	86.3 ± 0.8
Not stated	573.2 ± 2.2	1.1	7.0 ± 0.4	18.9 ± 0.6	29.6 ± 0.6	24.9 ± 0.5	13.4 ± 0.6	5.1 ± 0.5	92.0 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 9 students with parental education 'not stated' is 44%.

Table 9.R8: Achievement of Year 9 Students in Reading, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	611.7 ± 2.1	0.7	1.7 ± 0.2	8.3 ± 0.5	21.8 ± 0.8	31.1 ± 0.8	24.5 ± 0.7	12.0 ± 0.9	97.6 ± 0.3
Other business managers and associate professionals	590.3 ± 1.5	0.8	2.9 ± 0.3	13.1 ± 0.5	29.0 ± 0.6	30.8 ± 0.7	17.4 ± 0.6	6.0 ± 0.5	96.4 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	572.8 ± 1.4	1.2	4.8 ± 0.3	18.7 ± 0.6	33.1 ± 0.7	27.1 ± 0.7	12.0 ± 0.5	3.1 ± 0.3	94.0 ± 0.4
Machine operators, hospitality staff, assistants, labourers	558.1 ± 1.9	1.7	8.8 ± 0.6	24.1 ± 0.8	32.1 ± 0.9	22.1 ± 0.7	8.8 ± 0.6	2.4 ± 0.4	89.5 ± 0.7
Not in paid work in the previous 12 months	547.2 ± 2.4	5.7	12.7 ± 1.0	25.7 ± 1.3	29.2 ± 1.5	17.4 ± 1.1	7.1 ± 0.8	2.1 ± 0.4	81.6 ± 1.4
Not stated	571.7 ± 2.1	0.9	7.4 ± 0.4	19.5 ± 0.6	29.7 ± 0.6	24.5 ± 0.5	13.0 ± 0.6	5.0 ± 0.5	91.7 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 9 students with parental occupation 'not stated' is 46%.

Table 9.W1: Achievement of Year 9 Students in Writing, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score / Standard Deviation	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*14yrs 7mths 9yrs 4mths*	569.4 ± 3.1 79.6	94.4	0.5	10.6 ± 0.7	19.5 ± 0.8	28.0 ± 0.6	22.1 ± 0.6	11.9 ± 0.6	7.4 ± 0.8	88.9 ± 0.7
VIC	*14yrs 9mths 9yrs 4mths*	588.9 ± 3.6 83.4	92.5	1.8	8.1 ± 0.6	14.7 ± 0.7	23.5 ± 0.7	23.5 ± 0.5	16.5 ± 0.7	12.0 ± 1.1	90.1 ± 0.7
Qld	*14yrs 1mth 8yrs 4mths*	555.3 ± 3.7 85.9	95.0	1.4	14.9 ± 1.1	20.7 ± 0.7	26.3 ± 0.6	20.6 ± 0.8	10.7 ± 0.6	5.5 ± 0.6	83.7 ± 1.2
WA	*14yrs 0mths 8yrs 4mths*	560.8 ± 5.2 83.0	93.1	0.6	13.9 ± 1.5	20.0 ± 1.2	26.2 ± 1.0	21.4 ± 1.1	11.6 ± 1.0	6.3 ± 0.9	85.5 ± 1.6
SA	*14yrs 6mths 9yrs 4mths*	571.2 ± 5.6 78.9	93.2	2.2	10.5 ± 1.4	17.6 ± 1.5	26.4 ± 1.3	22.9 ± 1.4	13.2 ± 1.2	7.1 ± 1.1	87.2 ± 2.0
Tas	*14yrs 10mths 9yrs 4mths*	557.2 ± 8.6 83.8	90.9	0.6	15.3 ± 2.8	21.2 ± 2.1	26.4 ± 1.5	19.5 ± 1.8	10.6 ± 1.8	6.4 ± 1.4	84.1 ± 2.8
ACT	*14yrs 8mths 9yrs 4mths*	571.0 ± 11.7 81.8	92.6	0.3	10.8 ± 3.1	17.6 ± 2.8	27.1 ± 2.7	23.4 ± 2.5	13.2 ± 2.6	7.5 ± 2.0	88.9 ± 3.2
NT	*14yrs 5mths 9yrs 4mths*	506.9 ± 25.2 127.1	78.5	1.9	34.7 ± 8.4	16.8 ± 2.9	17.6 ± 2.9	14.7 ± 2.8	8.4 ± 2.3	5.8 ± 2.0	63.3 ± 7.9
Aust	*14yrs 5mths 9yrs 0mths*	569.4 ± 1.8 84.1	93.6	1.2	11.6 ± 0.4	18.5 ± 0.4	26.1 ± 0.3	22.0 ± 0.3	12.8 ± 0.3	8.0 ± 0.4	87.2 ± 0.5

Figure 9.W1: Achievement of Year 9 Students in Writing, by State and Territory, 2008.

Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

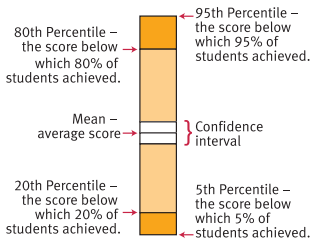
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 9 students reported by schools which includes those absent and withdrawn.

Reading the graph

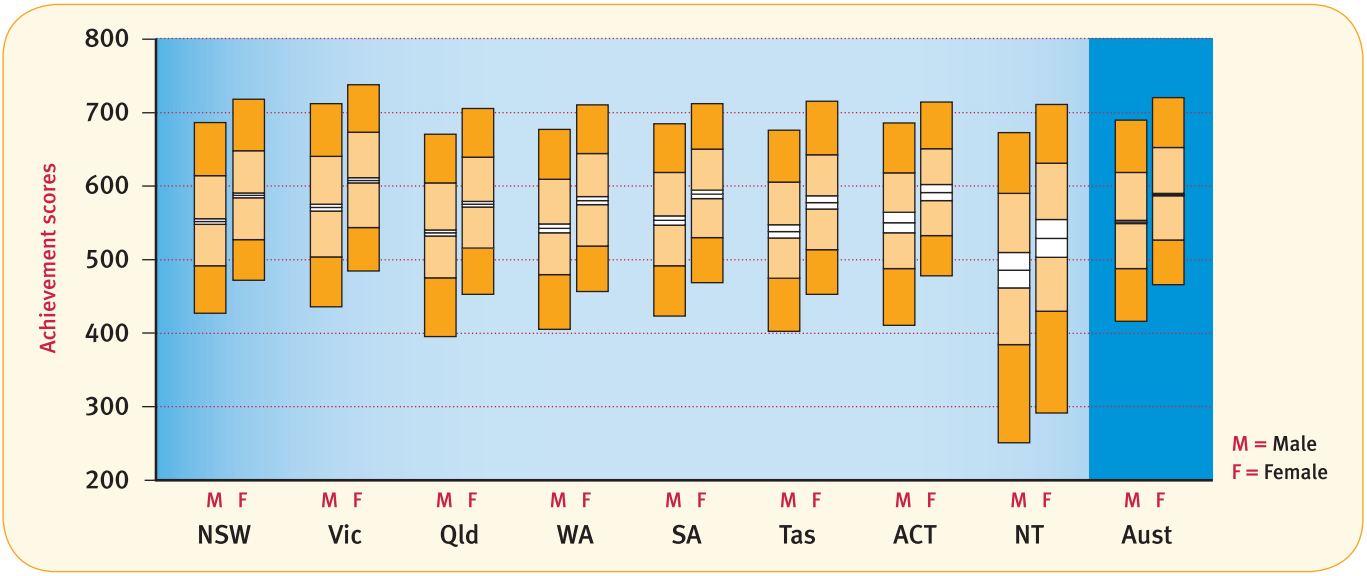


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.W2: Achievement of Year 9 Students in Writing, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Male*	551.8 ± 3.7	0.7	15.1 ± 1.0	23.5 ± 1.0	28.1 ± 0.9	18.7 ± 0.8	9.0 ± 0.8	5.0 ± 0.9	84.2 ± 1.0
	Female	587.5 ± 3.3	0.4	5.8 ± 0.5	15.3 ± 0.9	27.9 ± 0.9	25.7 ± 0.7	15.0 ± 0.7	10.0 ± 1.0	93.8 ± 0.5
VIC	*Male*	570.8 ± 4.6	2.3	11.9 ± 1.0	18.3 ± 1.0	24.7 ± 0.9	21.2 ± 0.7	13.0 ± 0.9	8.6 ± 1.2	85.8 ± 1.1
	Female	607.7 ± 3.7	1.3	4.1 ± 0.5	10.9 ± 0.8	22.1 ± 1.0	25.9 ± 0.8	20.1 ± 0.9	15.6 ± 1.4	94.5 ± 0.6
Qld	*Male*	536.3 ± 4.3	1.7	20.6 ± 1.5	24.1 ± 0.8	25.4 ± 0.7	17.0 ± 0.9	7.8 ± 0.6	3.3 ± 0.5	77.7 ± 1.6
	Female	575.4 ± 3.8	1.1	8.8 ± 0.9	17.2 ± 0.9	27.2 ± 0.8	24.3 ± 1.1	13.7 ± 0.8	7.8 ± 0.8	90.1 ± 1.0
WA	*Male*	542.4 ± 5.9	0.8	19.2 ± 2.0	23.3 ± 1.4	26.0 ± 1.2	18.1 ± 1.4	8.7 ± 1.1	3.9 ± 0.7	80.0 ± 2.1
	Female	580.2 ± 5.5	0.5	8.2 ± 1.2	16.5 ± 1.4	26.4 ± 1.3	24.9 ± 1.2	14.7 ± 1.2	8.9 ± 1.3	91.3 ± 1.3
SA	*Male*	553.2 ± 6.4	2.7	15.0 ± 2.1	21.7 ± 1.7	26.7 ± 1.7	19.4 ± 1.7	9.9 ± 1.3	4.7 ± 1.0	82.4 ± 2.5
	Female	588.7 ± 5.6	1.8	6.1 ± 1.1	13.6 ± 1.6	26.1 ± 1.8	26.3 ± 1.6	16.4 ± 1.5	9.6 ± 1.5	92.0 ± 1.8
Tas	*Male*	538.4 ± 8.8	0.6	20.9 ± 3.6	24.5 ± 2.3	25.7 ± 2.0	16.5 ± 2.0	7.7 ± 1.6	4.1 ± 1.1	78.4 ± 3.6
	Female	577.6 ± 9.0	0.7	9.1 ± 2.3	17.5 ± 2.6	27.2 ± 2.0	22.8 ± 2.3	13.7 ± 2.4	9.0 ± 2.3	90.3 ± 2.3
ACT	*Male*	550.4 ± 14.0	0.3	16.7 ± 4.9	21.6 ± 2.8	26.9 ± 3.4	19.7 ± 3.0	9.9 ± 3.1	5.0 ± 1.9	83.0 ± 4.9
	Female	591.1 ± 11.0	0.4	4.9 ± 1.9	13.8 ± 3.4	27.3 ± 3.9	27.0 ± 2.9	16.5 ± 3.4	10.0 ± 2.6	94.7 ± 2.0
NT	*Male*	485.9 ± 24.2	2.2	40.7 ± 8.2	18.4 ± 3.7	17.1 ± 3.3	11.9 ± 2.5	6.2 ± 2.2	3.6 ± 1.8	57.1 ± 7.9
	Female	528.9 ± 25.8	1.6	28.5 ± 8.6	15.1 ± 3.2	18.2 ± 3.1	17.7 ± 3.6	10.7 ± 2.9	8.2 ± 2.6	69.9 ± 8.0
Aust	*Male*	551.2 ± 2.2	1.4	16.3 ± 0.6	22.1 ± 0.5	26.2 ± 0.4	18.8 ± 0.4	9.7 ± 0.4	5.3 ± 0.5	82.2 ± 0.7
	Female	588.4 ± 1.9	0.9	6.6 ± 0.3	14.6 ± 0.4	25.9 ± 0.5	25.3 ± 0.4	16.0 ± 0.4	10.7 ± 0.6	92.5 ± 0.4

Figure 9.W2: Achievement of Year 9 Students in Writing, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example,

80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

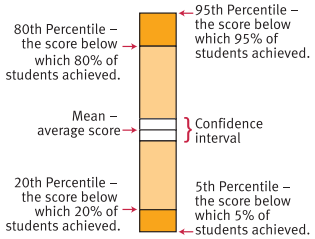
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

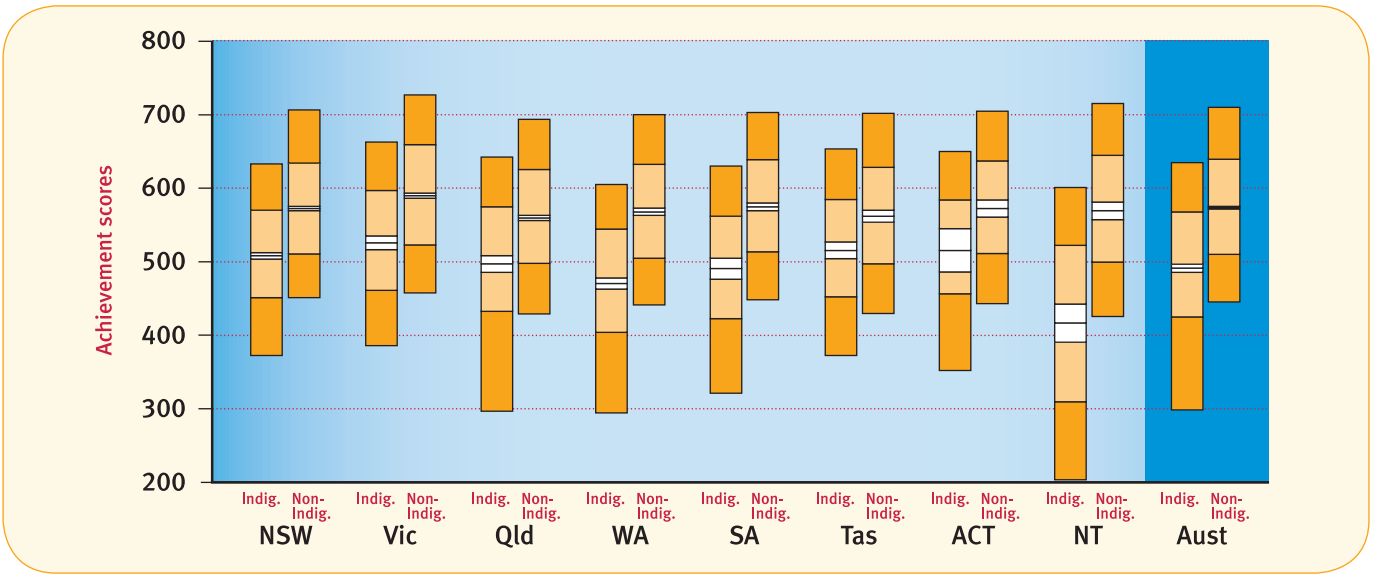


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.W3: Achievement of Year 9 Students in Writing, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Indigenous*	508.3 ± 4.4	1.1	31.2 ± 2.4	29.0 ± 2.3	23.1 ± 1.7	10.8 ± 1.5	3.6 ± 0.8	1.2 ± 0.4	67.7 ± 2.4
	Non-Indigenous	572.2 ± 3.0	0.5	9.6 ± 0.6	19.1 ± 0.8	28.3 ± 0.6	22.6 ± 0.6	12.3 ± 0.6	7.7 ± 0.8	90.0 ± 0.6
VIC	*Indigenous*	525.9 ± 9.5	6.1	25.0 ± 4.9	23.6 ± 4.8	22.1 ± 3.7	13.9 ± 2.9	6.6 ± 2.2	2.7 ± 1.2	68.9 ± 5.3
	Non-Indigenous	589.9 ± 3.5	1.6	7.8 ± 0.6	14.5 ± 0.7	23.5 ± 0.7	23.6 ± 0.5	16.7 ± 0.7	12.2 ± 1.0	90.6 ± 0.7
Qld	*Indigenous*	497.3 ± 11.3	2.3	35.9 ± 4.0	24.4 ± 2.3	20.1 ± 1.7	11.4 ± 1.9	4.6 ± 1.6	1.4 ± 0.8	61.8 ± 4.1
	Non-Indigenous	559.6 ± 3.5	1.3	13.3 ± 1.0	20.4 ± 0.7	26.7 ± 0.6	21.2 ± 0.7	11.1 ± 0.6	5.8 ± 0.6	85.3 ± 1.1
WA	*Indigenous*	470.7 ± 7.7	0.9	49.2 ± 3.7	24.9 ± 2.4	16.0 ± 2.7	7.0 ± 1.8	1.9 ± 0.7	0.2 ± 0.3	49.9 ± 3.6
	Non-Indigenous	567.8 ± 5.0	0.5	11.3 ± 1.3	19.4 ± 1.3	26.8 ± 1.0	22.5 ± 1.1	12.5 ± 1.1	6.9 ± 1.0	88.2 ± 1.3
SA	*Indigenous*	490.7 ± 14.5	3.9	38.7 ± 6.5	24.5 ± 4.5	20.1 ± 4.0	8.4 ± 3.8	3.5 ± 1.9	1.0 ± 1.1	57.4 ± 6.5
	Non-Indigenous	574.8 ± 5.2	1.7	9.5 ± 1.3	17.2 ± 1.4	26.7 ± 1.3	23.7 ± 1.4	13.8 ± 1.2	7.6 ± 1.1	88.9 ± 1.5
Tas	*Indigenous*	515.7 ± 11.5	0.6	30.5 ± 5.8	27.0 ± 5.2	21.5 ± 4.3	12.5 ± 4.2	5.9 ± 3.0	2.0 ± 1.9	68.9 ± 5.9
	Non-Indigenous	561.7 ± 8.1	0.7	13.6 ± 2.4	20.6 ± 2.1	26.8 ± 1.7	20.3 ± 2.0	11.0 ± 1.9	7.0 ± 1.6	85.7 ± 2.4
ACT	*Indigenous*	515.7 ± 29.2	0.0	26.6 ± 11.2	25.6 ± 13.8	27.3 ± 13.8	11.5 ± 11.8	7.8 ± 8.0	1.2 ± 3.3	73.4 ± 11.2
	Non-Indigenous	572.2 ± 11.5	0.3	10.4 ± 3.0	17.4 ± 2.8	27.2 ± 2.6	23.7 ± 2.5	13.4 ± 2.6	7.7 ± 2.0	89.3 ± 3.0
NT	*Indigenous*	417.0 ± 25.9	1.5	65.7 ± 8.3	15.0 ± 3.7	10.0 ± 3.1	5.9 ± 2.1	1.6 ± 1.1	0.2 ± 0.4	32.8 ± 8.1
	Non-Indigenous	569.2 ± 12.1	1.9	13.5 ± 3.2	18.1 ± 3.4	22.9 ± 3.2	20.9 ± 2.8	13.1 ± 2.6	9.7 ± 2.6	84.6 ± 2.8
Aust	*Indigenous*	491.3 ± 5.4	1.9	38.4 ± 2.0	24.9 ± 1.4	19.6 ± 1.1	10.2 ± 1.0	3.8 ± 0.6	1.1 ± 0.3	59.7 ± 2.0
	Non-Indigenous	573.6 ± 1.7	1.0	10.2 ± 0.4	18.1 ± 0.4	26.4 ± 0.3	22.6 ± 0.3	13.3 ± 0.3	8.4 ± 0.4	88.8 ± 0.4

Figure 9.W3: Achievement of Year 9 Students in Writing, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

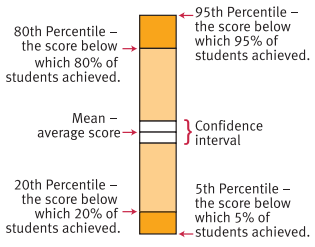
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

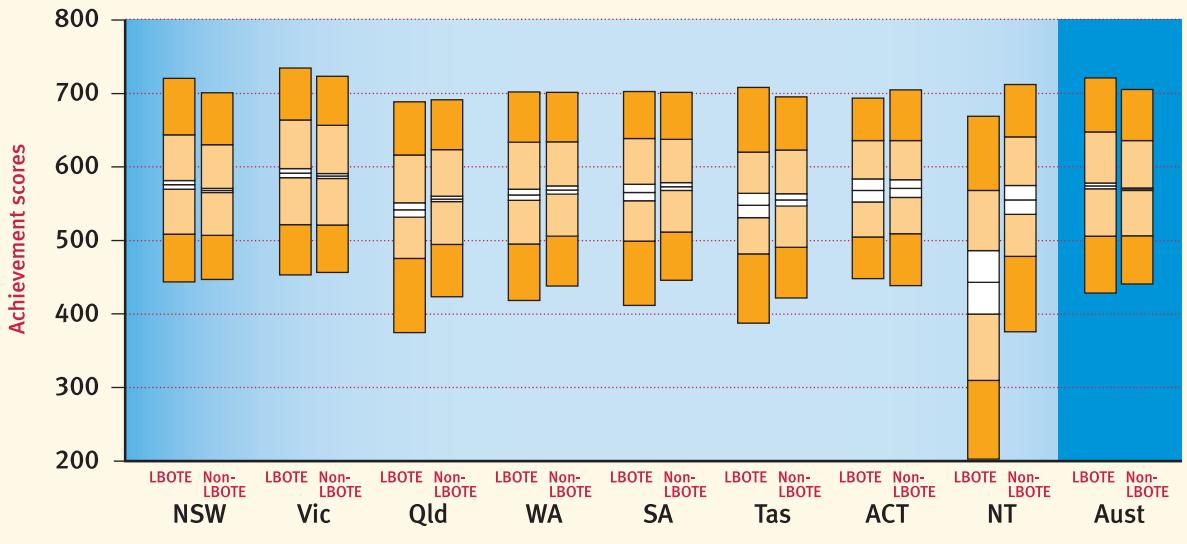


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.W4: Achievement of Year 9 Students in Writing, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*LBOTE*	575.7 ± 5.7	0.5	10.5 ± 1.2	18.1 ± 1.4	26.3 ± 1.2	21.7 ± 1.1	13.0 ± 1.1	9.8 ± 1.6	89.0 ± 1.3
	Non-LBOTE	568.3 ± 2.9	0.5	10.4 ± 0.7	19.7 ± 0.8	28.5 ± 0.6	22.3 ± 0.6	11.7 ± 0.6	6.9 ± 0.7	89.1 ± 0.7
VIC	*LBOTE*	591.6 ± 6.2	1.9	8.4 ± 1.0	14.2 ± 1.2	22.5 ± 1.3	23.0 ± 1.1	16.5 ± 1.3	13.6 ± 2.1	89.7 ± 1.2
	Non-LBOTE	587.9 ± 3.3	1.8	8.0 ± 0.6	14.8 ± 0.8	23.8 ± 0.6	23.6 ± 0.6	16.5 ± 0.8	11.5 ± 0.9	90.2 ± 0.7
Qld	*LBOTE*	541.7 ± 9.9	2.6	20.1 ± 3.5	20.7 ± 2.0	24.2 ± 1.8	18.2 ± 1.8	9.2 ± 1.4	5.1 ± 1.2	77.3 ± 3.8
	Non-LBOTE	556.7 ± 3.6	1.3	14.4 ± 1.1	20.7 ± 0.7	26.5 ± 0.6	20.8 ± 0.8	10.8 ± 0.6	5.5 ± 0.6	84.3 ± 1.1
WA	*LBOTE*	562.2 ± 7.4	0.3	14.5 ± 2.5	19.3 ± 2.4	24.8 ± 2.5	21.1 ± 2.4	12.7 ± 1.8	7.2 ± 1.4	85.2 ± 2.5
	Non-LBOTE	568.6 ± 5.7	0.5	11.3 ± 1.6	18.6 ± 1.3	26.7 ± 1.2	22.8 ± 1.2	12.8 ± 1.2	7.2 ± 1.1	88.1 ± 1.6
SA	*LBOTE*	565.5 ± 11.2	3.2	13.3 ± 3.3	17.5 ± 2.8	24.0 ± 3.3	21.1 ± 2.8	13.2 ± 3.1	7.7 ± 2.4	83.5 ± 4.7
	Non-LBOTE	573.3 ± 5.3	1.6	9.9 ± 1.4	17.4 ± 1.4	26.7 ± 1.4	23.5 ± 1.4	13.5 ± 1.2	7.4 ± 1.1	88.5 ± 1.5
Tas	*LBOTE*	547.8 ± 16.5	6.4	17.9 ± 6.0	21.1 ± 6.0	25.2 ± 7.9	13.2 ± 5.8	9.4 ± 4.7	6.8 ± 3.8	75.7 ± 7.0
	Non-LBOTE	555.3 ± 8.6	0.5	15.8 ± 2.9	21.6 ± 2.2	26.4 ± 1.6	19.4 ± 1.9	10.3 ± 1.7	6.1 ± 1.4	83.8 ± 2.9
ACT	*LBOTE*	568.2 ± 15.4	0.3	11.5 ± 5.4	19.2 ± 4.8	26.3 ± 6.7	22.1 ± 5.1	14.0 ± 5.0	6.6 ± 3.6	88.2 ± 5.5
	Non-LBOTE	570.7 ± 12.0	0.3	10.9 ± 3.2	17.6 ± 2.9	27.3 ± 2.8	23.4 ± 2.6	13.0 ± 2.6	7.6 ± 2.2	88.8 ± 3.3
NT	*LBOTE*	443.5 ± 42.9	0.6	55.8 ± 13.8	15.0 ± 4.3	11.8 ± 5.0	8.6 ± 4.1	4.8 ± 2.7	3.4 ± 2.0	43.6 ± 13.8
	Non-LBOTE	555.4 ± 19.4	0.5	19.8 ± 5.7	17.3 ± 4.3	21.2 ± 3.6	19.4 ± 4.0	12.6 ± 2.9	9.3 ± 3.7	79.7 ± 5.8
Aust	*LBOTE*	574.3 ± 3.8	1.4	11.9 ± 0.8	17.0 ± 0.8	24.2 ± 0.7	21.5 ± 0.7	13.8 ± 0.7	10.3 ± 1.1	86.7 ± 0.9
	Non-LBOTE	570.0 ± 1.7	1.1	11.1 ± 0.4	18.6 ± 0.4	26.5 ± 0.3	22.3 ± 0.4	12.8 ± 0.3	7.7 ± 0.4	87.9 ± 0.5

Figure 9.W4: Achievement of Year 9 Students in Writing, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

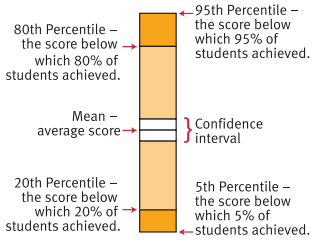
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.W5: Achievement of Year 9 Students in Writing, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	574.0 ± 3.8	0.5	9.6 ± 0.8	18.4 ± 0.9	27.7 ± 0.8	22.7 ± 0.8	12.6 ± 0.8	8.4 ± 1.0	89.9 ± 0.8
	Provincial	557.0 ± 3.6	0.6	12.8 ± 1.1	22.3 ± 1.0	28.8 ± 0.8	20.7 ± 0.8	9.9 ± 0.8	4.8 ± 0.7	86.6 ± 1.1
	Remote	497.8 ± 29.1	0.7	36.4 ± 13.3	26.2 ± 6.5	19.2 ± 6.5	11.9 ± 5.0	4.5 ± 4.5	1.0 ± 1.4	62.9 ± 13.3
	Very Remote	517.1 ± 52.0	0.0	29.9 ± 21.7	26.1 ± 17.1	21.6 ± 18.0	15.7 ± 12.0	6.1 ± 9.8	0.5 ± 2.2	70.1 ± 21.7
VIC	*Metro*	594.5 ± 4.3	1.8	7.3 ± 0.7	13.6 ± 0.9	22.7 ± 0.8	23.7 ± 0.7	17.4 ± 0.9	13.5 ± 1.3	90.9 ± 0.9
	Provincial	573.0 ± 4.8	1.9	10.4 ± 1.2	17.8 ± 1.1	25.7 ± 1.0	22.7 ± 1.0	13.8 ± 1.2	7.8 ± 1.1	87.7 ± 1.3
	Remote	598.0 ± 26.4	1.7	2.8 ± 5.2	14.1 ± 12.5	22.8 ± 11.0	29.0 ± 13.2	20.3 ± 14.6	9.3 ± 7.8	95.5 ± 6.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	561.8 ± 4.6	1.3	13.1 ± 1.3	19.6 ± 0.9	26.5 ± 0.7	21.6 ± 1.0	11.6 ± 0.8	6.3 ± 0.8	85.6 ± 1.4
	Provincial	544.7 ± 4.4	1.6	17.7 ± 1.6	23.3 ± 1.1	26.2 ± 1.0	18.6 ± 1.2	8.8 ± 0.9	3.8 ± 0.6	80.8 ± 1.6
	Remote	521.2 ± 16.4	1.1	26.4 ± 6.9	23.5 ± 4.3	24.8 ± 4.5	15.2 ± 2.6	6.9 ± 2.8	2.1 ± 1.3	72.5 ± 6.8
	Very Remote	469.5 ± 44.0	2.4	44.8 ± 14.6	19.4 ± 6.9	17.4 ± 6.2	10.8 ± 5.9	4.2 ± 3.5	1.1 ± 1.1	52.8 ± 14.7
WA	*Metro*	569.6 ± 6.0	0.7	11.2 ± 1.6	18.8 ± 1.4	26.2 ± 1.2	22.8 ± 1.3	13.0 ± 1.2	7.3 ± 1.1	88.1 ± 1.6
	Provincial	545.3 ± 8.2	0.5	17.2 ± 3.2	23.7 ± 1.9	27.6 ± 1.7	18.7 ± 1.9	8.3 ± 1.5	3.8 ± 0.9	82.3 ± 3.2
	Remote	529.4 ± 19.3	0.6	25.0 ± 7.2	23.8 ± 4.1	24.2 ± 3.3	15.6 ± 3.1	7.2 ± 3.8	3.5 ± 2.3	74.4 ± 7.3
	Very Remote	468.5 ± 31.7	0.7	50.2 ± 12.3	17.7 ± 5.9	15.6 ± 5.2	10.4 ± 4.4	4.0 ± 3.1	1.4 ± 1.3	49.1 ± 12.3
SA	*Metro*	578.5 ± 6.9	2.4	9.0 ± 1.7	16.1 ± 1.9	25.8 ± 1.6	23.8 ± 1.7	14.5 ± 1.6	8.4 ± 1.4	88.6 ± 2.5
	Provincial	556.1 ± 6.6	2.0	13.1 ± 2.3	21.5 ± 1.9	28.4 ± 1.6	20.9 ± 1.9	10.0 ± 1.4	4.2 ± 0.8	84.9 ± 2.5
	Remote	550.0 ± 13.9	0.6	15.7 ± 5.5	22.3 ± 4.4	27.1 ± 4.3	21.1 ± 2.7	10.1 ± 4.4	2.9 ± 2.4	83.7 ± 5.1
	Very Remote	479.7 ± 47.7	0.0	44.4 ± 17.2	16.5 ± 8.8	17.3 ± 8.5	13.7 ± 8.9	5.9 ± 6.1	2.3 ± 2.6	55.6 ± 17.2
Tas	*Metro*	563.9 ± 14.5	0.9	14.3 ± 4.7	19.2 ± 3.4	25.5 ± 2.5	20.4 ± 3.2	11.9 ± 2.7	7.8 ± 2.5	84.8 ± 4.8
	Provincial	552.7 ± 9.9	0.5	15.8 ± 3.2	22.6 ± 2.6	27.1 ± 1.7	19.0 ± 2.1	9.6 ± 2.0	5.4 ± 1.5	83.8 ± 3.1
	Remote	494.7 ± 6.2	0.0	38.7 ± 9.0	33.5 ± 12.6	23.0 ± 7.1	4.8 ± 6.1	0.0 ± 0.0	0.0 ± 0.0	61.3 ± 9.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	571.0 ± 11.6	0.3	10.8 ± 3.1	17.6 ± 2.8	27.1 ± 2.7	23.4 ± 2.5	13.2 ± 2.6	7.5 ± 2.0	88.9 ± 3.2
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	546.6 ± 17.8	2.7	21.1 ± 5.9	19.2 ± 3.9	21.3 ± 3.2	18.2 ± 2.7	10.5 ± 2.9	7.1 ± 2.9	76.2 ± 4.6
	Remote	517.8 ± 47.0	1.2	32.7 ± 16.8	17.6 ± 4.9	17.4 ± 5.2	15.9 ± 6.3	8.8 ± 4.9	6.4 ± 3.7	66.1 ± 17.1
	Very Remote	387.3 ± 50.1	0.5	75.0 ± 15.5	9.3 ± 4.6	7.6 ± 5.5	3.9 ± 3.8	2.0 ± 2.5	1.6 ± 2.4	24.5 ± 14.8
Aust	*Metro*	576.2 ± 2.2	1.2	10.0 ± 0.5	17.3 ± 0.5	25.9 ± 0.4	22.8 ± 0.4	13.8 ± 0.4	9.1 ± 0.5	88.9 ± 0.5
	Provincial	556.5 ± 2.3	1.2	14.1 ± 0.7	21.5 ± 0.6	27.1 ± 0.5	20.4 ± 0.6	10.5 ± 0.6	5.2 ± 0.5	84.7 ± 0.7
	Remote	527.2 ± 11.6	0.9	25.8 ± 4.5	22.5 ± 2.1	23.2 ± 2.5	16.3 ± 1.8	7.9 ± 1.9	3.5 ± 1.2	73.3 ± 4.5
	Very Remote	447.8 ± 24.0	1.0	54.7 ± 7.8	15.7 ± 3.3	14.1 ± 3.1	9.2 ± 2.4	3.8 ± 1.8	1.5 ± 0.9	44.3 ± 7.7

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.W6: Achievement of Year 9 Indigenous Students in Writing, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	516.1 ± 5.3	1.2	27.7 ± 2.8	29.4 ± 3.3	24.6 ± 3.0	11.6 ± 1.9	4.1 ± 1.1	1.5 ± 0.7	71.1 ± 2.9
	Provincial	506.1 ± 6.1	1.1	32.0 ± 3.1	28.9 ± 3.0	22.8 ± 2.5	10.8 ± 2.4	3.4 ± 1.4	1.0 ± 0.5	66.9 ± 3.2
	Remote	448.7 ± 39.4	0.8	59.5 ± 17.9	23.6 ± 11.9	11.2 ± 8.8	3.3 ± 4.5	1.1 ± 3.0	0.5 ± 1.6	39.7 ± 17.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	534.4 ± 12.5	4.4	22.0 ± 6.0	22.4 ± 5.8	23.9 ± 5.0	14.5 ± 4.2	8.7 ± 3.5	4.1 ± 2.3	73.6 ± 6.2
	Provincial	518.4 ± 13.6	7.6	27.5 ± 6.7	24.6 ± 6.5	20.5 ± 5.0	13.3 ± 4.3	4.9 ± 3.2	1.5 ± 1.2	64.9 ± 7.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	512.8 ± 16.2	2.6	30.5 ± 5.7	24.2 ± 3.5	21.5 ± 2.6	13.2 ± 2.8	6.1 ± 2.7	1.9 ± 1.5	66.9 ± 5.8
	Provincial	494.6 ± 8.9	1.6	36.6 ± 4.1	26.6 ± 3.0	20.3 ± 3.0	10.7 ± 2.8	3.3 ± 1.2	1.0 ± 0.5	61.8 ± 4.0
	Remote	463.5 ± 37.3	2.1	49.7 ± 15.3	21.7 ± 8.9	17.1 ± 7.0	7.6 ± 5.3	1.7 ± 2.0	0.1 ± 0.7	48.2 ± 14.8
	Very Remote	416.2 ± 49.2	3.5	63.4 ± 14.7	16.6 ± 9.4	10.8 ± 7.5	3.8 ± 4.1	1.6 ± 2.0	0.4 ± 1.0	33.1 ± 13.9
WA	*Metro*	494.7 ± 9.9	1.5	37.8 ± 5.6	27.9 ± 4.1	19.7 ± 4.1	9.9 ± 2.5	2.9 ± 1.5	0.3 ± 0.4	60.7 ± 5.6
	Provincial	478.9 ± 13.3	0.4	47.0 ± 7.4	27.6 ± 6.1	17.3 ± 5.2	6.0 ± 3.7	1.5 ± 2.0	0.3 ± 0.8	52.6 ± 7.3
	Remote	467.6 ± 15.7	0.4	53.6 ± 9.4	24.5 ± 7.4	14.1 ± 5.7	5.6 ± 4.1	1.6 ± 1.7	0.2 ± 0.7	46.0 ± 9.5
	Very Remote	414.0 ± 28.4	0.6	71.8 ± 9.5	15.2 ± 6.0	8.0 ± 5.0	3.6 ± 2.6	0.7 ± 1.1	0.0 ± 0.0	27.6 ± 9.7
SA	*Metro*	511.8 ± 14.8	3.7	30.3 ± 8.4	27.1 ± 6.5	22.9 ± 7.4	10.3 ± 6.2	4.8 ± 3.1	0.9 ± 1.4	66.0 ± 8.4
	Provincial	495.8 ± 20.6	6.3	37.1 ± 10.8	25.9 ± 8.0	19.5 ± 9.9	6.5 ± 5.3	3.0 ± 3.3	1.6 ± 2.4	56.6 ± 11.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	398.1 ± 51.4	0.0	74.5 ± 16.5	11.0 ± 13.3	8.6 ± 11.9	5.2 ± 8.0	0.7 ± 3.1	0.0 ± 0.0	25.5 ± 16.5
Tas	*Metro*	507.1 ± 23.0	0.6	33.8 ± 10.3	24.7 ± 8.5	20.9 ± 7.4	14.0 ± 7.9	4.5 ± 4.2	1.4 ± 2.4	65.6 ± 10.5
	Provincial	520.1 ± 13.0	0.7	28.4 ± 6.8	28.6 ± 7.0	21.6 ± 5.4	12.0 ± 5.2	6.7 ± 3.6	2.1 ± 2.8	70.9 ± 6.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	515.7 ± 29.2	0.0	26.6 ± 11.2	25.6 ± 13.8	27.3 ± 13.8	11.5 ± 11.8	7.8 ± 8.0	1.2 ± 3.3	73.4 ± 11.2
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	478.0 ± 17.2	2.7	46.0 ± 9.4	20.4 ± 5.5	16.0 ± 5.3	10.7 ± 3.7	3.7 ± 2.6	0.5 ± 0.7	51.3 ± 8.4
	Remote	445.6 ± 49.1	2.4	56.6 ± 19.4	19.9 ± 8.8	11.6 ± 7.1	7.6 ± 5.0	1.5 ± 2.6	0.3 ± 1.0	41.0 ± 19.4
	Very Remote	355.1 ± 30.1	0.0	86.3 ± 7.6	8.1 ± 4.4	4.3 ± 4.0	1.2 ± 1.3	0.1 ± 0.5	0.0 ± 0.0	13.7 ± 7.6
Aust	*Metro*	512.8 ± 7.0	2.1	30.0 ± 2.6	26.3 ± 2.1	22.6 ± 1.7	12.2 ± 1.5	5.2 ± 1.2	1.6 ± 0.7	67.9 ± 2.7
	Provincial	499.5 ± 4.5	2.0	35.4 ± 2.3	26.9 ± 2.1	20.7 ± 1.8	10.5 ± 1.5	3.5 ± 0.7	1.0 ± 0.3	62.6 ± 2.3
	Remote	458.0 ± 19.0	1.4	54.2 ± 8.0	22.3 ± 4.1	13.9 ± 3.6	6.5 ± 2.2	1.5 ± 1.2	0.3 ± 0.5	44.4 ± 8.0
	Very Remote	391.2 ± 21.6	1.0	75.2 ± 6.1	12.9 ± 3.4	7.3 ± 2.7	2.7 ± 1.2	0.8 ± 0.7	0.2 ± 0.3	23.8 ± 6.0

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.W7: Achievement of Year 9 Students in Writing, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	607.9 ± 2.6	0.7	4.3 ± 0.3	10.7 ± 0.6	22.2 ± 0.7	26.1 ± 0.6	19.7 ± 0.6	16.2 ± 1.0	95.0 ± 0.4
Advanced diploma/ diploma	580.3 ± 2.0	0.9	7.7 ± 0.6	16.6 ± 0.7	27.2 ± 0.9	24.5 ± 0.8	14.6 ± 0.6	8.6 ± 0.6	91.5 ± 0.6
Cert I to IV	560.4 ± 1.7	1.1	11.8 ± 0.5	21.3 ± 0.6	28.7 ± 0.5	21.5 ± 0.5	10.6 ± 0.4	5.0 ± 0.3	87.1 ± 0.6
Year 12 or equivalent	568.6 ± 3.0	1.3	11.0 ± 0.9	18.8 ± 1.1	26.8 ± 1.2	22.9 ± 0.8	12.3 ± 0.8	7.0 ± 0.8	87.7 ± 0.9
Year 11 or equivalent or below	538.0 ± 2.3	2.5	19.4 ± 0.9	24.3 ± 0.7	26.6 ± 0.6	16.8 ± 0.6	7.2 ± 0.4	3.2 ± 0.3	78.1 ± 1.0
Not stated	565.3 ± 2.4	1.1	12.9 ± 0.6	18.9 ± 0.5	25.9 ± 0.4	21.4 ± 0.4	12.3 ± 0.4	7.5 ± 0.6	86.0 ± 0.6

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 9 students with parental education 'not stated' is 44%.

Table 9.W8: Achievement of Year 9 Students in Writing, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	602.9 ± 2.5	0.7	5.0 ± 0.4	11.7 ± 0.6	23.0 ± 0.7	25.8 ± 0.6	18.9 ± 0.6	14.9 ± 0.9	94.3 ± 0.4
Other business managers and associate professionals	582.3 ± 2.0	0.8	7.4 ± 0.4	16.3 ± 0.6	26.8 ± 0.7	24.7 ± 0.6	14.9 ± 0.5	9.1 ± 0.6	91.8 ± 0.4
Tradespeople, clerks, skilled office, sales and service staff	564.4 ± 2.0	1.2	10.7 ± 0.6	20.4 ± 0.7	28.7 ± 0.8	22.2 ± 0.7	11.1 ± 0.6	5.6 ± 0.5	88.1 ± 0.6
Machine operators, hospitality staff, assistants, labourers	548.4 ± 2.4	1.8	15.9 ± 0.8	23.1 ± 0.8	27.6 ± 0.7	18.6 ± 0.8	8.7 ± 0.6	4.2 ± 0.4	82.3 ± 0.8
Not in paid work in the previous 12 months	534.6 ± 3.1	5.7	20.9 ± 1.2	23.0 ± 1.2	24.5 ± 1.0	15.4 ± 1.0	7.0 ± 0.7	3.5 ± 0.5	73.4 ± 1.5
Not stated	563.5 ± 2.3	1.0	13.5 ± 0.6	19.3 ± 0.5	25.8 ± 0.4	21.1 ± 0.5	12.0 ± 0.4	7.3 ± 0.5	85.5 ± 0.6

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 9 students with parental occupation 'not stated' is 46%.

Table 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score / Standard Deviation	Participa-tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*14yrs 7mths 9yrs 4mths*	586.6 ± 2.5 71.7	94.5	0.5	7.3 ± 0.4	13.5 ± 0.6	25.4 ± 0.7	28.0 ± 0.6	17.8 ± 0.7	7.6 ± 0.8	92.2 ± 0.5
VIC	*14yrs 9mths 9yrs 4mths*	580.3 ± 2.8 69.7	92.6	1.8	7.3 ± 0.5	15.5 ± 0.7	26.3 ± 0.7	27.1 ± 0.6	16.2 ± 0.8	5.8 ± 0.8	90.9 ± 0.6
Qld	*14yrs 1mth 8yrs 4mths*	567.8 ± 2.8 72.6	95.2	1.4	11.1 ± 0.8	16.9 ± 0.7	27.1 ± 0.6	26.1 ± 0.7	13.4 ± 0.7	4.0 ± 0.4	87.5 ± 0.9
WA	*14yrs 0mths 8yrs 4mths*	566.5 ± 4.2 73.3	93.3	0.6	11.7 ± 1.2	17.4 ± 1.1	27.4 ± 0.9	25.4 ± 1.1	13.2 ± 1.1	4.2 ± 0.6	87.7 ± 1.3
SA	*14yrs 6mths 9yrs 4mths*	575.4 ± 4.2 71.4	93.9	2.2	9.6 ± 1.2	15.0 ± 1.1	25.7 ± 1.0	27.3 ± 1.2	15.4 ± 1.3	4.8 ± 0.7	88.2 ± 1.8
Tas	*14yrs 10mths 9yrs 4mths*	566.6 ± 5.6 74.3	91.2	0.7	12.1 ± 1.9	17.5 ± 1.5	26.4 ± 1.4	25.6 ± 1.9	13.2 ± 1.3	4.5 ± 0.8	87.2 ± 1.9
ACT	*14yrs 8mths 9yrs 4mths*	586.7 ± 7.0 66.6	93.3	0.3	5.6 ± 1.3	14.0 ± 2.1	26.9 ± 2.1	29.0 ± 2.5	17.9 ± 2.8	6.3 ± 1.5	94.1 ± 1.4
NT	*14yrs 5mths 9yrs 4mths*	510.0 ± 23.4 112.9	78.9	1.9	33.5 ± 8.4	15.9 ± 2.8	20.4 ± 3.3	17.1 ± 3.2	8.8 ± 2.4	2.4 ± 1.0	64.6 ± 8.1
Aust	*14yrs 5mths 9yrs 0mths*	576.9 ± 1.4 72.9	93.7	1.2	9.1 ± 0.3	15.3 ± 0.3	26.2 ± 0.3	26.9 ± 0.4	15.6 ± 0.4	5.7 ± 0.4	89.8 ± 0.4

Figure 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2008.

Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

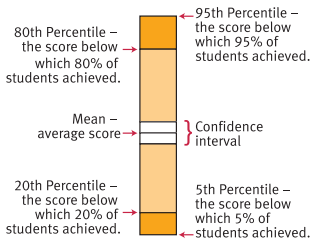
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 9 students reported by schools which includes those absent and withdrawn.

Reading the graph

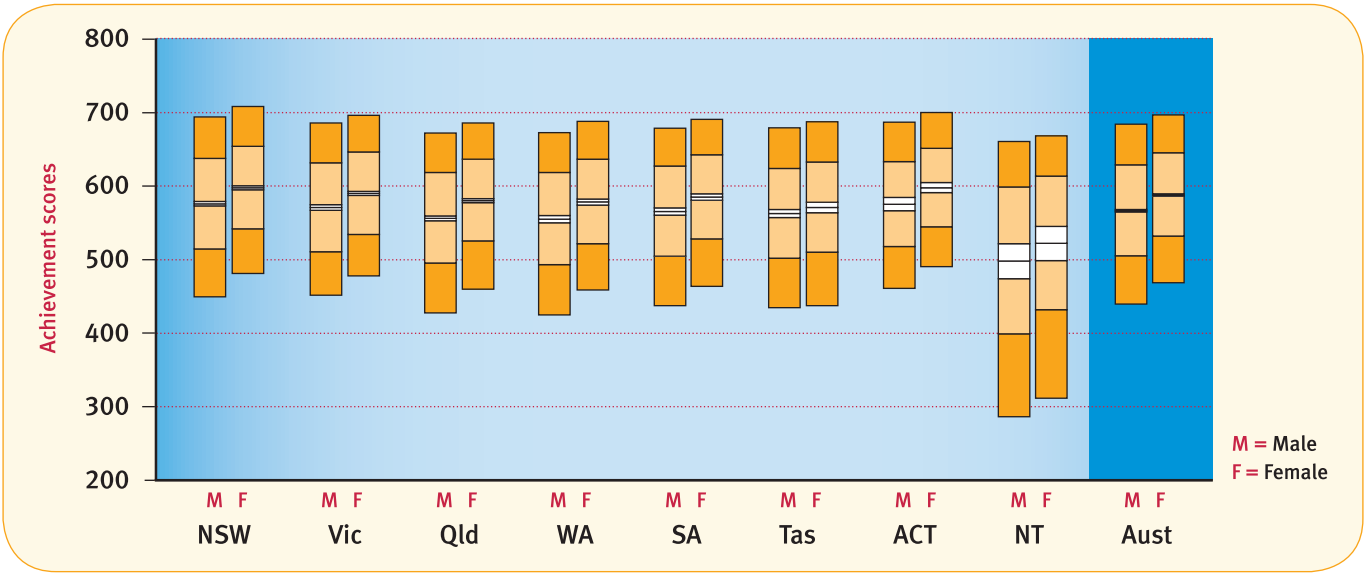


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Male*	576.0 ± 3.2	0.7	9.9 ± 0.6	15.8 ± 0.7	26.3 ± 0.8	26.1 ± 0.8	15.1 ± 0.8	6.2 ± 1.0	89.5 ± 0.7
	Female	597.5 ± 2.7	0.4	4.6 ± 0.4	11.1 ± 0.6	24.4 ± 0.8	30.1 ± 0.8	20.5 ± 0.7	9.1 ± 1.1	95.1 ± 0.4
VIC	*Male*	570.9 ± 3.8	2.3	9.6 ± 0.8	17.9 ± 0.9	26.9 ± 0.9	24.8 ± 0.8	13.7 ± 0.9	4.8 ± 1.1	88.1 ± 1.0
	Female	590.1 ± 2.8	1.3	4.9 ± 0.5	12.9 ± 0.8	25.7 ± 0.9	29.6 ± 0.8	18.8 ± 0.9	6.8 ± 0.9	93.8 ± 0.6
Qld	*Male*	556.1 ± 3.4	1.7	14.4 ± 1.1	19.7 ± 0.9	27.3 ± 0.8	23.0 ± 0.9	10.8 ± 0.8	3.2 ± 0.5	83.9 ± 1.2
	Female	580.1 ± 2.8	1.1	7.5 ± 0.8	13.9 ± 0.8	27.0 ± 0.8	29.4 ± 0.9	16.2 ± 0.9	4.8 ± 0.5	91.4 ± 0.8
WA	*Male*	555.3 ± 4.9	0.8	15.3 ± 1.6	19.7 ± 1.3	27.3 ± 1.0	22.8 ± 1.2	10.8 ± 1.1	3.4 ± 0.6	83.9 ± 1.6
	Female	578.4 ± 4.2	0.5	7.9 ± 1.0	15.1 ± 1.2	27.5 ± 1.1	28.1 ± 1.3	15.8 ± 1.3	5.2 ± 0.8	91.6 ± 1.1
SA	*Male*	565.6 ± 4.9	2.7	12.1 ± 1.6	16.8 ± 1.3	26.8 ± 1.2	24.8 ± 1.4	13.0 ± 1.3	3.8 ± 0.8	85.2 ± 2.2
	Female	584.9 ± 4.4	1.8	7.0 ± 1.1	13.2 ± 1.3	24.6 ± 1.4	29.8 ± 1.4	17.9 ± 1.5	5.7 ± 0.9	91.1 ± 1.7
Tas	*Male*	562.8 ± 5.5	0.6	12.6 ± 2.0	18.8 ± 1.9	26.8 ± 1.6	25.1 ± 2.3	12.2 ± 1.5	3.9 ± 0.8	86.8 ± 2.0
	Female	570.7 ± 7.1	0.7	11.7 ± 2.3	16.1 ± 2.1	26.0 ± 2.2	26.3 ± 2.4	14.2 ± 2.2	5.1 ± 1.3	87.6 ± 2.3
ACT	*Male*	575.5 ± 8.9	0.3	8.0 ± 2.0	16.9 ± 2.9	28.5 ± 2.8	26.9 ± 3.1	14.3 ± 3.5	5.1 ± 1.8	91.7 ± 2.1
	Female	597.6 ± 6.8	0.3	3.2 ± 1.1	11.2 ± 2.1	25.4 ± 2.8	31.0 ± 2.9	21.3 ± 3.0	7.5 ± 1.8	96.5 ± 1.1
NT	*Male*	498.3 ± 23.7	2.2	37.7 ± 8.2	16.8 ± 3.6	18.7 ± 3.2	14.8 ± 3.2	7.5 ± 2.3	2.4 ± 1.3	60.1 ± 8.0
	Female	522.2 ± 23.2	1.6	29.1 ± 8.8	14.9 ± 2.8	22.1 ± 4.1	19.5 ± 3.7	10.3 ± 3.5	2.5 ± 1.1	69.3 ± 8.3
Aust	*Male*	566.5 ± 1.8	1.4	11.8 ± 0.4	17.7 ± 0.4	26.8 ± 0.4	24.6 ± 0.4	13.1 ± 0.4	4.6 ± 0.5	86.7 ± 0.5
	Female	587.8 ± 1.5	0.9	6.2 ± 0.3	12.8 ± 0.4	25.6 ± 0.4	29.4 ± 0.4	18.3 ± 0.4	6.8 ± 0.5	92.9 ± 0.3

Figure 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example,

80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

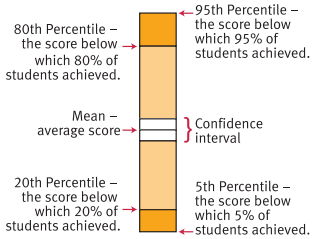
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

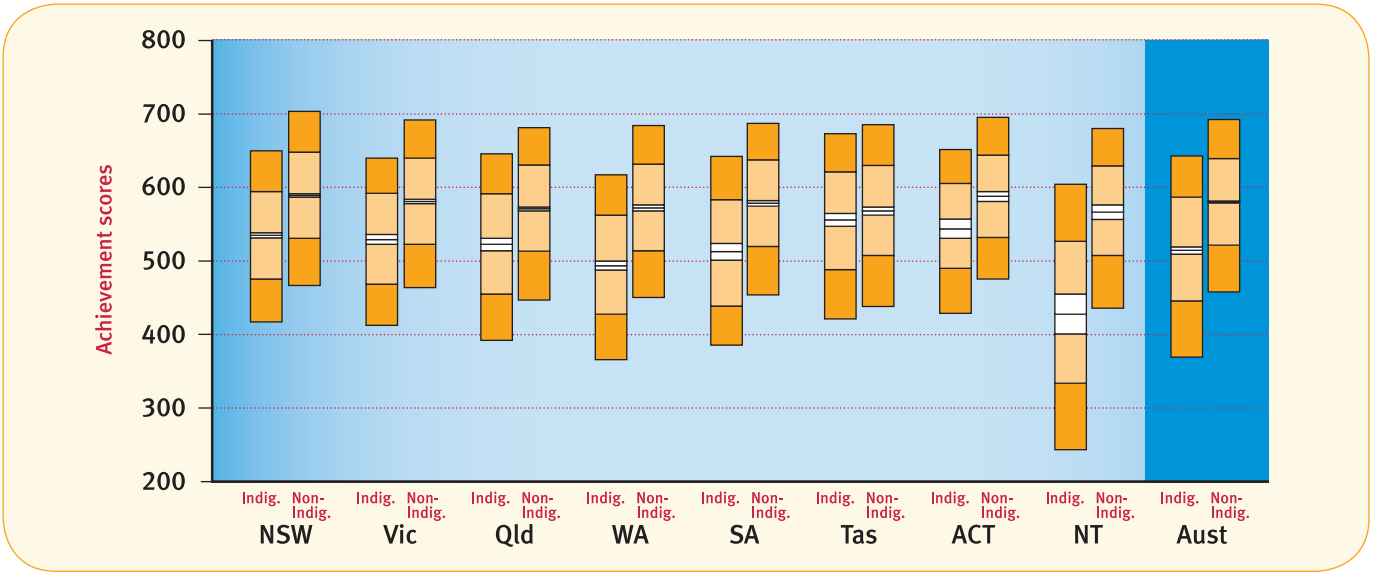


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.S3: Achievement of Year 9 Students in Spelling, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Indigenous*	534.9 ± 3.6	1.0	20.6 ± 1.9	25.8 ± 2.1	27.3 ± 1.6	17.8 ± 2.0	6.3 ± 1.2	1.3 ± 0.5	78.4 ± 1.9
	Non-Indigenous	589.1 ± 2.5	0.5	6.6 ± 0.4	12.9 ± 0.5	25.3 ± 0.7	28.5 ± 0.6	18.3 ± 0.7	7.9 ± 0.9	92.9 ± 0.4
VIC	*Indigenous*	529.6 ± 6.5	6.0	22.4 ± 3.6	24.6 ± 3.8	24.3 ± 4.4	16.7 ± 3.5	5.6 ± 1.9	0.4 ± 0.5	71.6 ± 4.0
	Non-Indigenous	581.0 ± 2.7	1.6	7.1 ± 0.5	15.3 ± 0.7	26.4 ± 0.7	27.4 ± 0.6	16.4 ± 0.8	5.8 ± 0.8	91.3 ± 0.6
Qld	*Indigenous*	522.7 ± 8.3	2.2	27.3 ± 3.4	23.9 ± 1.9	23.5 ± 1.7	16.0 ± 2.0	5.9 ± 1.5	1.1 ± 0.7	70.5 ± 3.5
	Non-Indigenous	571.1 ± 2.7	1.3	9.9 ± 0.7	16.4 ± 0.7	27.4 ± 0.6	26.9 ± 0.6	14.0 ± 0.7	4.2 ± 0.4	88.8 ± 0.8
WA	*Indigenous*	494.0 ± 6.1	0.9	41.2 ± 3.4	25.2 ± 3.1	19.7 ± 2.7	10.1 ± 2.0	2.3 ± 0.9	0.5 ± 0.4	57.9 ± 3.4
	Non-Indigenous	572.3 ± 4.0	0.5	9.5 ± 1.0	16.8 ± 1.1	27.8 ± 0.9	26.6 ± 1.1	14.2 ± 1.1	4.6 ± 0.7	90.0 ± 1.0
SA	*Indigenous*	512.9 ± 11.3	3.9	33.1 ± 6.3	21.5 ± 3.9	21.8 ± 5.2	14.0 ± 4.2	4.7 ± 2.1	1.0 ± 1.1	63.0 ± 6.3
	Non-Indigenous	578.4 ± 3.9	1.7	8.6 ± 1.1	14.6 ± 1.0	25.8 ± 1.0	28.1 ± 1.0	16.2 ± 1.2	5.0 ± 0.7	89.7 ± 1.3
Tas	*Indigenous*	556.0 ± 8.9	0.6	16.3 ± 4.7	19.0 ± 6.3	24.6 ± 4.5	24.5 ± 4.5	12.1 ± 3.3	2.9 ± 2.1	83.1 ± 4.8
	Non-Indigenous	568.2 ± 5.6	0.7	11.5 ± 1.7	17.4 ± 1.7	26.6 ± 1.7	25.7 ± 2.0	13.3 ± 1.6	4.8 ± 1.0	87.7 ± 1.6
ACT	*Indigenous*	543.9 ± 13.1	0.0	14.4 ± 8.7	27.1 ± 11.6	30.4 ± 12.7	18.8 ± 8.7	8.5 ± 7.4	0.9 ± 2.3	85.6 ± 8.7
	Non-Indigenous	587.8 ± 6.8	0.3	5.3 ± 1.2	13.6 ± 2.1	26.9 ± 2.1	29.3 ± 2.6	18.1 ± 2.8	6.4 ± 1.5	94.4 ± 1.3
NT	*Indigenous*	428.5 ± 27.1	1.5	65.2 ± 8.8	14.3 ± 4.3	11.3 ± 3.9	5.4 ± 2.0	2.1 ± 1.0	0.3 ± 0.4	33.3 ± 8.7
	Non-Indigenous	566.6 ± 10.0	1.8	11.7 ± 2.9	17.1 ± 2.9	26.5 ± 3.1	25.3 ± 3.1	13.6 ± 3.0	3.9 ± 1.3	86.4 ± 3.0
Aust	*Indigenous*	514.6 ± 4.9	1.8	30.3 ± 2.0	23.5 ± 1.3	23.0 ± 1.1	15.0 ± 1.0	5.3 ± 0.6	1.0 ± 0.3	67.8 ± 2.0
	Non-Indigenous	580.2 ± 1.4	1.0	8.0 ± 0.3	14.9 ± 0.3	26.4 ± 0.4	27.6 ± 0.3	16.2 ± 0.4	5.9 ± 0.4	91.0 ± 0.3

Figure 9.S3: Achievement of Year 9 Students in Spelling, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

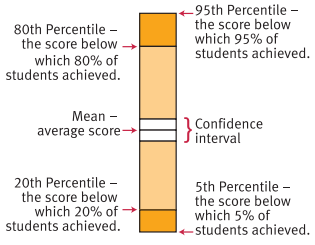


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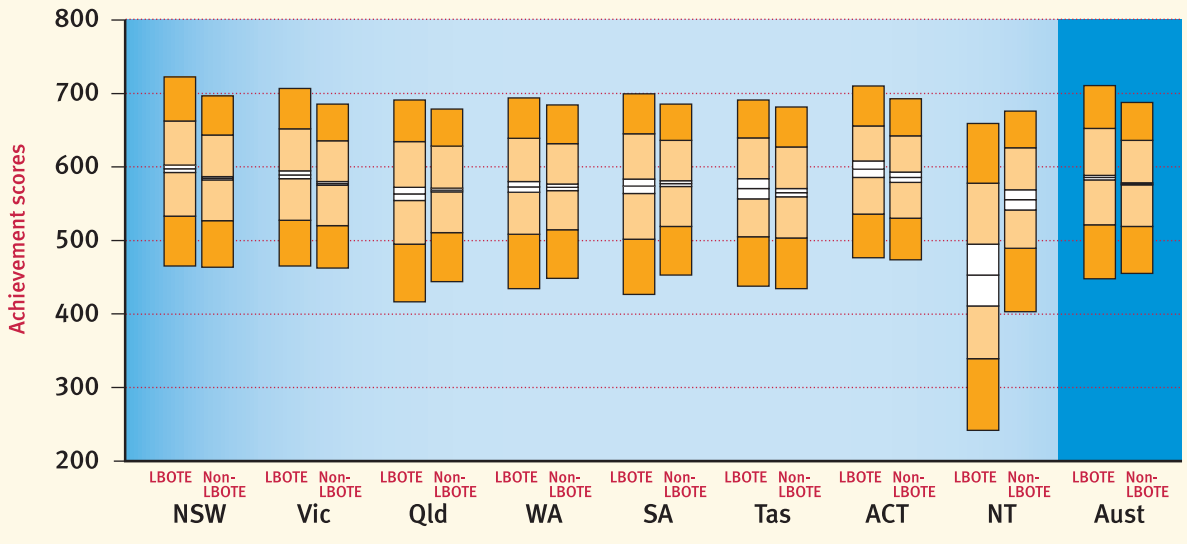
Table 9.S4: Achievement of Year 9 Students in Spelling, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*LBOTE*	597.4 ± 5.0	0.5	6.8 ± 0.9	12.1 ± 1.0	22.1 ± 1.2	26.3 ± 1.2	20.1 ± 1.3	12.1 ± 2.0	92.7 ± 0.9
	Non-LBOTE	584.5 ± 2.3	0.5	7.2 ± 0.4	13.7 ± 0.6	26.2 ± 0.7	28.5 ± 0.7	17.3 ± 0.6	6.6 ± 0.6	92.3 ± 0.5
VIC	*LBOTE*	589.1 ± 5.4	1.9	6.7 ± 0.9	13.8 ± 1.2	24.0 ± 1.3	26.2 ± 1.1	18.5 ± 1.3	8.8 ± 2.0	91.4 ± 1.0
	Non-LBOTE	577.3 ± 2.4	1.8	7.5 ± 0.6	16.0 ± 0.7	27.1 ± 0.7	27.4 ± 0.6	15.4 ± 0.8	4.7 ± 0.5	90.7 ± 0.7
Qld	*LBOTE*	563.2 ± 9.0	2.5	15.4 ± 3.1	16.2 ± 1.5	24.1 ± 1.7	22.2 ± 1.6	14.0 ± 1.8	5.6 ± 1.7	82.1 ± 3.5
	Non-LBOTE	568.2 ± 2.6	1.3	10.6 ± 0.8	17.0 ± 0.7	27.4 ± 0.5	26.5 ± 0.7	13.4 ± 0.7	3.8 ± 0.3	88.1 ± 0.8
WA	*LBOTE*	572.6 ± 7.3	0.3	12.1 ± 2.4	15.9 ± 2.0	24.6 ± 2.1	25.1 ± 2.2	16.1 ± 2.3	6.0 ± 1.5	87.6 ± 2.4
	Non-LBOTE	572.2 ± 4.5	0.5	9.7 ± 1.3	16.2 ± 1.2	27.9 ± 1.1	26.9 ± 1.2	14.2 ± 1.2	4.6 ± 0.8	89.8 ± 1.3
SA	*LBOTE*	573.6 ± 9.8	3.2	14.0 ± 3.3	13.6 ± 2.2	21.8 ± 2.9	23.5 ± 3.1	16.9 ± 3.2	6.9 ± 2.4	82.8 ± 4.6
	Non-LBOTE	577.0 ± 3.9	1.6	8.8 ± 1.1	14.9 ± 1.1	26.1 ± 1.0	28.1 ± 1.0	15.7 ± 1.2	4.8 ± 0.7	89.6 ± 1.3
Tas	*LBOTE*	570.1 ± 13.9	6.9	12.4 ± 5.9	14.5 ± 6.6	23.3 ± 8.1	22.2 ± 6.0	15.3 ± 6.2	5.5 ± 4.3	80.8 ± 6.7
	Non-LBOTE	564.8 ± 5.5	0.5	12.6 ± 1.9	18.0 ± 1.6	26.7 ± 1.5	25.3 ± 2.0	12.8 ± 1.4	4.2 ± 0.8	87.0 ± 1.9
ACT	*LBOTE*	596.5 ± 11.3	0.3	5.2 ± 2.8	12.2 ± 4.6	23.8 ± 4.9	27.1 ± 5.2	21.9 ± 5.4	9.5 ± 4.1	94.5 ± 2.9
	Non-LBOTE	585.7 ± 7.1	0.3	5.6 ± 1.4	14.2 ± 2.1	27.2 ± 2.1	29.3 ± 2.8	17.5 ± 2.8	5.9 ± 1.5	94.1 ± 1.4
NT	*LBOTE*	453.2 ± 42.0	0.6	56.5 ± 13.8	12.8 ± 4.5	11.4 ± 4.7	11.2 ± 5.2	5.0 ± 3.0	2.5 ± 2.0	42.9 ± 13.9
	Non-LBOTE	555.1 ± 13.6	0.5	16.8 ± 4.7	17.1 ± 3.4	26.1 ± 3.4	23.1 ± 4.4	13.0 ± 3.7	3.4 ± 1.8	82.7 ± 4.8
Aust	*LBOTE*	585.3 ± 3.2	1.4	9.1 ± 0.7	13.6 ± 0.6	23.1 ± 0.7	25.4 ± 0.7	18.2 ± 0.8	9.2 ± 1.1	89.5 ± 0.8
	Non-LBOTE	576.8 ± 1.3	1.0	8.6 ± 0.3	15.5 ± 0.3	26.8 ± 0.3	27.5 ± 0.4	15.4 ± 0.4	5.1 ± 0.3	90.3 ± 0.3

Figure 9.S4: Achievement of Year 9 Students in Spelling, by LBOTE status, by State and Territory, 2008.



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For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

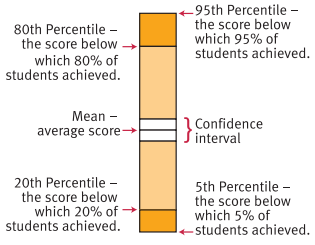
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.S5: Achievement of Year 9 Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	592.7 ± 3.1	0.5	6.1 ± 0.5	12.3 ± 0.7	24.4 ± 0.8	28.5 ± 0.7	19.3 ± 0.8	8.9 ± 1.1	93.4 ± 0.5
	Provincial	569.9 ± 2.3	0.6	10.2 ± 0.7	16.8 ± 0.7	28.1 ± 0.7	26.8 ± 0.8	13.5 ± 0.7	3.9 ± 0.4	89.2 ± 0.8
	Remote	525.8 ± 18.7	0.7	28.3 ± 10.5	21.3 ± 5.1	24.6 ± 6.2	17.9 ± 7.0	5.9 ± 3.6	1.3 ± 1.7	71.0 ± 10.6
	Very Remote	543.5 ± 31.7	0.0	21.6 ± 12.6	20.5 ± 9.4	25.9 ± 10.3	22.4 ± 9.9	7.2 ± 12.1	2.4 ± 5.9	78.4 ± 12.6
VIC	*Metro*	585.7 ± 3.3	1.8	6.2 ± 0.6	14.1 ± 0.8	25.8 ± 0.8	27.8 ± 0.7	17.5 ± 0.9	6.7 ± 1.0	92.0 ± 0.7
	Provincial	565.0 ± 3.5	1.9	10.4 ± 1.0	19.2 ± 1.1	27.8 ± 1.0	25.2 ± 1.1	12.4 ± 1.0	3.2 ± 0.5	87.7 ± 1.1
	Remote	571.0 ± 22.6	1.7	11.7 ± 6.5	17.9 ± 17.4	23.8 ± 11.4	24.1 ± 13.2	15.5 ± 11.6	5.2 ± 8.8	86.6 ± 7.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	572.8 ± 3.5	1.3	9.6 ± 1.0	15.9 ± 0.9	27.2 ± 0.7	27.0 ± 0.8	14.5 ± 0.9	4.5 ± 0.6	89.1 ± 1.1
	Provincial	559.6 ± 3.1	1.6	13.1 ± 1.1	19.1 ± 0.9	27.3 ± 0.8	24.6 ± 1.0	11.3 ± 0.9	3.0 ± 0.4	85.3 ± 1.2
	Remote	539.5 ± 8.8	0.6	22.1 ± 4.7	21.7 ± 3.5	24.0 ± 4.9	20.9 ± 3.0	9.1 ± 3.0	1.6 ± 1.1	77.3 ± 4.8
	Very Remote	501.1 ± 30.2	2.4	38.0 ± 13.2	19.0 ± 4.1	20.6 ± 7.9	14.2 ± 5.9	4.5 ± 2.9	1.3 ± 1.5	59.6 ± 13.3
WA	*Metro*	574.3 ± 4.8	0.7	9.3 ± 1.3	15.9 ± 1.2	27.3 ± 1.0	27.1 ± 1.2	14.7 ± 1.4	4.9 ± 0.8	90.0 ± 1.3
	Provincial	553.2 ± 6.2	0.5	14.6 ± 2.4	21.3 ± 1.8	28.7 ± 1.7	22.3 ± 1.9	9.9 ± 1.5	2.7 ± 0.8	84.9 ± 2.4
	Remote	533.1 ± 14.8	0.6	24.1 ± 5.6	22.1 ± 3.6	26.1 ± 3.6	18.3 ± 4.4	7.0 ± 2.8	1.8 ± 1.5	75.3 ± 5.7
	Very Remote	494.1 ± 19.1	0.7	43.2 ± 10.2	22.0 ± 5.7	17.5 ± 5.4	10.9 ± 4.0	4.8 ± 2.8	0.9 ± 0.9	56.2 ± 10.3
SA	*Metro*	581.5 ± 5.2	2.4	8.1 ± 1.4	13.7 ± 1.3	25.0 ± 1.3	28.2 ± 1.4	16.9 ± 1.5	5.6 ± 0.9	89.5 ± 2.3
	Provincial	562.7 ± 5.0	2.0	12.1 ± 1.9	18.1 ± 1.4	27.6 ± 1.5	25.3 ± 2.3	12.1 ± 1.4	2.8 ± 0.6	85.9 ± 2.2
	Remote	559.2 ± 12.3	0.6	13.8 ± 4.7	18.1 ± 4.3	27.8 ± 4.3	25.8 ± 4.0	11.3 ± 4.1	2.6 ± 1.9	85.6 ± 4.5
	Very Remote	502.4 ± 28.6	0.0	40.4 ± 16.1	17.3 ± 6.6	21.2 ± 9.3	16.0 ± 9.5	4.4 ± 6.9	0.7 ± 1.4	59.6 ± 16.1
Tas	*Metro*	569.3 ± 9.8	0.9	11.4 ± 3.4	16.7 ± 2.4	25.8 ± 2.4	26.9 ± 3.4	13.5 ± 2.3	4.8 ± 1.5	87.7 ± 3.5
	Provincial	565.1 ± 6.3	0.5	12.6 ± 2.0	17.8 ± 2.0	26.9 ± 1.9	24.8 ± 2.2	13.0 ± 1.6	4.3 ± 0.9	86.9 ± 2.0
	Remote	528.6 ± 5.7	0.0	18.3 ± 8.5	40.4 ± 13.8	20.9 ± 9.7	15.7 ± 6.1	4.3 ± 3.3	0.4 ± 2.1	81.7 ± 8.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	586.7 ± 6.9	0.3	5.6 ± 1.3	14.0 ± 2.1	26.9 ± 2.0	29.0 ± 2.5	17.9 ± 2.8	6.3 ± 1.5	94.1 ± 1.4
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	549.1 ± 14.3	2.6	19.0 ± 5.3	17.7 ± 3.7	24.8 ± 3.3	21.5 ± 3.1	11.5 ± 3.0	3.0 ± 1.6	78.4 ± 4.5
	Remote	522.7 ± 38.6	1.2	29.7 ± 15.3	18.0 ± 4.8	22.4 ± 7.2	17.2 ± 7.0	8.5 ± 4.1	3.0 ± 1.7	69.1 ± 15.7
	Very Remote	389.9 ± 47.6	0.5	78.0 ± 16.3	8.6 ± 4.3	5.9 ± 4.5	4.7 ± 5.9	1.9 ± 2.8	0.4 ± 0.7	21.5 ± 15.5
Aust	*Metro*	583.7 ± 1.7	1.1	7.4 ± 0.4	14.1 ± 0.4	25.8 ± 0.4	27.8 ± 0.4	17.1 ± 0.4	6.7 ± 0.5	91.5 ± 0.4
	Provincial	563.8 ± 1.6	1.3	11.7 ± 0.5	18.5 ± 0.5	27.7 ± 0.5	25.2 ± 0.5	12.3 ± 0.4	3.4 ± 0.2	87.0 ± 0.6
	Remote	537.0 ± 9.0	0.7	23.0 ± 3.7	20.7 ± 1.9	25.0 ± 2.4	20.0 ± 2.5	8.5 ± 1.4	2.1 ± 0.8	76.3 ± 3.7
	Very Remote	466.9 ± 21.7	1.0	51.1 ± 8.0	16.5 ± 3.4	15.6 ± 3.5	10.9 ± 2.9	4.0 ± 1.5	0.9 ± 0.5	47.9 ± 7.9

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.S6: Achievement of Year 9 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	544.9 ± 4.2	1.0	16.2 ± 2.2	24.8 ± 2.7	28.4 ± 2.8	20.3 ± 2.8	7.7 ± 1.9	1.7 ± 0.9	82.9 ± 2.2
	Provincial	529.2 ± 4.8	1.1	22.7 ± 2.5	27.0 ± 3.4	26.7 ± 2.8	16.1 ± 3.0	5.4 ± 1.3	1.0 ± 0.5	76.2 ± 2.6
	Remote	493.6 ± 25.8	0.8	43.9 ± 17.2	23.4 ± 10.9	20.0 ± 8.8	9.8 ± 7.0	2.0 ± 3.6	0.2 ± 1.1	55.3 ± 17.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	535.9 ± 8.4	4.4	17.7 ± 4.5	26.2 ± 5.0	28.0 ± 7.1	16.4 ± 5.5	6.7 ± 2.8	0.6 ± 0.9	77.9 ± 4.8
	Provincial	523.7 ± 9.1	7.4	26.5 ± 5.5	23.2 ± 5.3	21.0 ± 4.5	16.9 ± 4.0	4.8 ± 2.4	0.2 ± 0.6	66.1 ± 6.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	533.8 ± 12.1	2.5	22.6 ± 4.8	23.0 ± 3.0	24.8 ± 2.3	18.1 ± 3.1	7.4 ± 2.5	1.5 ± 1.1	74.8 ± 5.0
	Provincial	521.3 ± 6.9	1.7	27.2 ± 3.8	26.0 ± 3.0	23.9 ± 2.5	15.6 ± 3.0	4.8 ± 1.4	0.8 ± 0.7	71.1 ± 3.8
	Remote	500.8 ± 19.5	1.0	39.0 ± 12.0	25.5 ± 8.0	18.3 ± 8.9	11.5 ± 4.9	4.4 ± 4.0	0.2 ± 0.7	60.0 ± 11.8
	Very Remote	460.5 ± 31.7	3.5	54.5 ± 14.3	19.4 ± 6.0	14.9 ± 6.4	5.8 ± 3.6	1.5 ± 1.8	0.5 ± 1.1	42.0 ± 13.3
WA	*Metro*	514.9 ± 7.8	1.5	30.6 ± 4.1	25.0 ± 4.6	23.9 ± 4.1	14.6 ± 3.3	3.6 ± 1.9	0.8 ± 0.8	67.8 ± 4.1
	Provincial	499.3 ± 11.6	0.4	37.4 ± 7.4	29.8 ± 4.6	20.1 ± 6.0	9.5 ± 3.6	2.1 ± 1.9	0.6 ± 0.9	62.1 ± 7.3
	Remote	483.0 ± 13.1	0.4	46.8 ± 7.0	24.2 ± 4.6	20.1 ± 5.5	7.0 ± 4.0	1.4 ± 1.6	0.2 ± 0.7	52.9 ± 7.0
	Very Remote	454.2 ± 13.5	0.6	63.3 ± 8.2	20.2 ± 7.0	10.3 ± 5.4	4.6 ± 3.0	0.8 ± 1.0	0.1 ± 0.4	36.0 ± 8.2
SA	*Metro*	530.7 ± 15.4	3.7	24.2 ± 8.4	22.9 ± 6.3	25.1 ± 7.9	16.4 ± 7.4	6.5 ± 4.1	1.2 ± 1.5	72.1 ± 8.3
	Provincial	514.0 ± 17.5	6.3	31.3 ± 8.7	22.4 ± 8.1	20.1 ± 8.6	15.1 ± 7.7	4.1 ± 3.5	0.8 ± 1.8	62.4 ± 9.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	446.1 ± 25.0	0.0	70.0 ± 17.0	13.8 ± 13.1	12.4 ± 10.3	3.4 ± 5.4	0.3 ± 2.3	0.0 ± 0.0	30.0 ± 17.0
Tas	*Metro*	551.4 ± 18.5	0.6	18.3 ± 8.5	20.4 ± 10.8	24.3 ± 6.6	22.2 ± 8.6	11.5 ± 6.0	2.7 ± 3.5	81.1 ± 8.6
	Provincial	558.5 ± 8.9	0.7	15.4 ± 4.7	18.1 ± 5.4	24.8 ± 6.4	25.4 ± 6.1	12.5 ± 4.2	3.1 ± 2.0	83.9 ± 4.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	543.9 ± 13.1	0.0	14.4 ± 8.7	27.1 ± 11.6	30.4 ± 12.7	18.8 ± 8.7	8.5 ± 7.4	0.9 ± 2.3	85.6 ± 8.7
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	492.7 ± 14.0	2.7	42.6 ± 9.2	21.3 ± 7.7	19.1 ± 5.7	9.6 ± 3.2	4.1 ± 1.8	0.6 ± 1.1	54.7 ± 8.8
	Remote	464.5 ± 48.3	2.4	52.0 ± 19.1	18.3 ± 8.7	16.6 ± 9.4	7.5 ± 4.7	2.7 ± 2.4	0.5 ± 0.9	45.6 ± 19.4
	Very Remote	360.1 ± 28.5	0.0	90.1 ± 5.1	6.6 ± 3.4	2.2 ± 2.0	0.9 ± 1.4	0.2 ± 0.5	0.0 ± 0.0	9.9 ± 5.1
Aust	*Metro*	535.6 ± 5.3	2.0	21.1 ± 2.2	24.0 ± 1.9	26.1 ± 1.8	18.3 ± 1.6	7.1 ± 1.3	1.4 ± 0.6	76.9 ± 2.3
	Provincial	522.1 ± 4.0	2.0	27.1 ± 2.1	25.5 ± 1.9	23.9 ± 1.4	15.4 ± 1.6	5.1 ± 0.7	0.9 ± 0.3	70.9 ± 2.1
	Remote	483.7 ± 17.8	1.2	45.9 ± 7.7	22.3 ± 4.4	18.8 ± 4.5	8.8 ± 2.7	2.6 ± 1.6	0.4 ± 0.6	52.9 ± 7.8
	Very Remote	417.5 ± 21.9	1.0	71.7 ± 6.7	14.1 ± 3.6	8.6 ± 2.8	3.8 ± 1.6	0.7 ± 0.6	0.1 ± 0.3	27.3 ± 6.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.S7: Achievement of Year 9 Students in Spelling, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	610.1 ± 2.2	0.7	2.9 ± 0.2	8.2 ± 0.4	20.9 ± 0.7	31.4 ± 0.8	24.3 ± 0.6	11.7 ± 1.0	96.4 ± 0.3
Advanced diploma/ diploma	586.6 ± 1.5	0.9	5.7 ± 0.4	12.7 ± 0.5	27.1 ± 0.9	30.3 ± 0.7	17.4 ± 0.7	5.8 ± 0.5	93.4 ± 0.5
Cert I to IV	571.7 ± 1.2	1.1	8.8 ± 0.4	16.8 ± 0.5	28.6 ± 0.5	27.3 ± 0.6	13.6 ± 0.5	3.8 ± 0.3	90.1 ± 0.4
Year 12 or equivalent	580.6 ± 2.1	1.3	7.6 ± 0.6	14.3 ± 0.8	27.3 ± 0.9	27.8 ± 1.0	16.1 ± 0.8	5.7 ± 0.7	91.2 ± 0.7
Year 11 or equivalent or below	553.1 ± 1.8	2.5	15.4 ± 0.7	19.8 ± 0.6	27.5 ± 0.6	22.1 ± 0.6	10.0 ± 0.5	2.7 ± 0.3	82.1 ± 0.8
Not stated	571.0 ± 2.0	1.1	10.6 ± 0.5	16.8 ± 0.5	26.5 ± 0.5	25.7 ± 0.4	14.4 ± 0.5	5.1 ± 0.5	88.4 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 9 students with parental education 'not stated' is 44%.

Table 9.S8: Achievement of Year 9 Students in Spelling, by Parental Occupation, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	604.3 ± 1.9	0.7	3.5 ± 0.3	9.1 ± 0.5	22.4 ± 0.7	31.6 ± 0.7	22.8 ± 0.7	10.0 ± 0.8	95.8 ± 0.3
Other business managers and associate professionals	588.4 ± 1.5	0.8	5.5 ± 0.3	12.7 ± 0.5	26.5 ± 0.7	29.9 ± 0.6	18.0 ± 0.6	6.6 ± 0.6	93.7 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	575.2 ± 1.4	1.2	8.1 ± 0.4	15.9 ± 0.6	28.2 ± 0.6	27.7 ± 0.7	14.5 ± 0.5	4.3 ± 0.4	90.7 ± 0.5
Machine operators, hospitality staff, assistants, labourers	564.7 ± 2.1	1.7	12.3 ± 0.7	17.9 ± 0.8	27.1 ± 0.6	24.3 ± 0.7	12.6 ± 0.6	4.1 ± 0.5	86.0 ± 0.7
Not in paid work in the previous 12 months	552.3 ± 2.5	5.7	16.2 ± 1.1	19.1 ± 1.3	25.4 ± 1.3	20.2 ± 1.0	10.1 ± 0.9	3.3 ± 0.5	78.1 ± 1.4
Not stated	569.9 ± 1.9	1.0	10.9 ± 0.5	17.0 ± 0.4	26.5 ± 0.5	25.4 ± 0.4	14.1 ± 0.5	5.0 ± 0.5	88.1 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 9 students with parental occupation 'not stated' is 46%.

Table 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score / Standard Deviation	Participa-tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*14yrs 7mths 9yrs 4mths*	576.1 ± 3.2 71.4	94.5	0.5	8.0 ± 0.6	18.6 ± 0.8	27.3 ± 0.7	24.6 ± 0.7	14.3 ± 0.7	6.6 ± 1.1	91.4 ± 0.6
VIC	*14yrs 9mths 9yrs 4mths*	574.7 ± 3.5 65.6	92.6	1.8	6.5 ± 0.6	18.6 ± 1.0	29.2 ± 0.9	26.0 ± 0.8	13.1 ± 0.9	4.9 ± 1.0	91.8 ± 0.6
Qld	*14yrs 1mth 8yrs 4mths*	563.2 ± 3.6 71.0	95.2	1.4	10.5 ± 1.0	20.3 ± 1.0	28.7 ± 0.7	23.6 ± 0.8	11.9 ± 0.9	3.6 ± 0.6	88.1 ± 1.1
WA	*14yrs 0mths 8yrs 4mths*	555.9 ± 5.1 67.7	93.3	0.6	12.0 ± 1.6	22.5 ± 1.6	29.8 ± 1.0	22.7 ± 1.5	9.9 ± 1.2	2.4 ± 0.6	87.4 ± 1.6
SA	*14yrs 6mths 9yrs 4mths*	564.7 ± 5.3 65.8	93.9	2.2	9.0 ± 1.4	20.5 ± 1.7	29.7 ± 1.3	24.2 ± 1.6	11.2 ± 1.5	3.2 ± 0.8	88.8 ± 2.0
Tas	*14yrs 10mths 9yrs 4mths*	557.2 ± 7.5 65.5	91.2	0.7	11.7 ± 2.4	22.3 ± 2.8	30.4 ± 2.1	22.5 ± 2.5	10.0 ± 1.9	2.4 ± 0.7	87.7 ± 2.4
ACT	*14yrs 8mths 9yrs 4mths*	588.7 ± 10.4 69.0	93.3	0.3	5.1 ± 1.7	15.5 ± 3.0	25.8 ± 2.7	27.3 ± 2.3	17.6 ± 2.9	8.4 ± 2.7	94.6 ± 1.7
NT	*14yrs 5mths 9yrs 4mths*	499.6 ± 25.5 113.8	78.9	1.9	34.9 ± 9.1	19.0 ± 3.6	20.5 ± 3.1	14.6 ± 3.3	7.2 ± 2.2	1.9 ± 1.4	63.3 ± 8.7
Aust	*14yrs 5mths 9yrs 0mths*	569.1 ± 1.7 70.4	93.7	1.2	9.0 ± 0.4	19.5 ± 0.5	28.5 ± 0.4	24.4 ± 0.4	12.7 ± 0.4	4.7 ± 0.5	89.9 ± 0.4

Figure 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2008.

Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

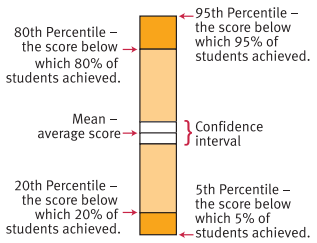
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 9 students reported by schools which includes those absent and withdrawn.

Reading the graph

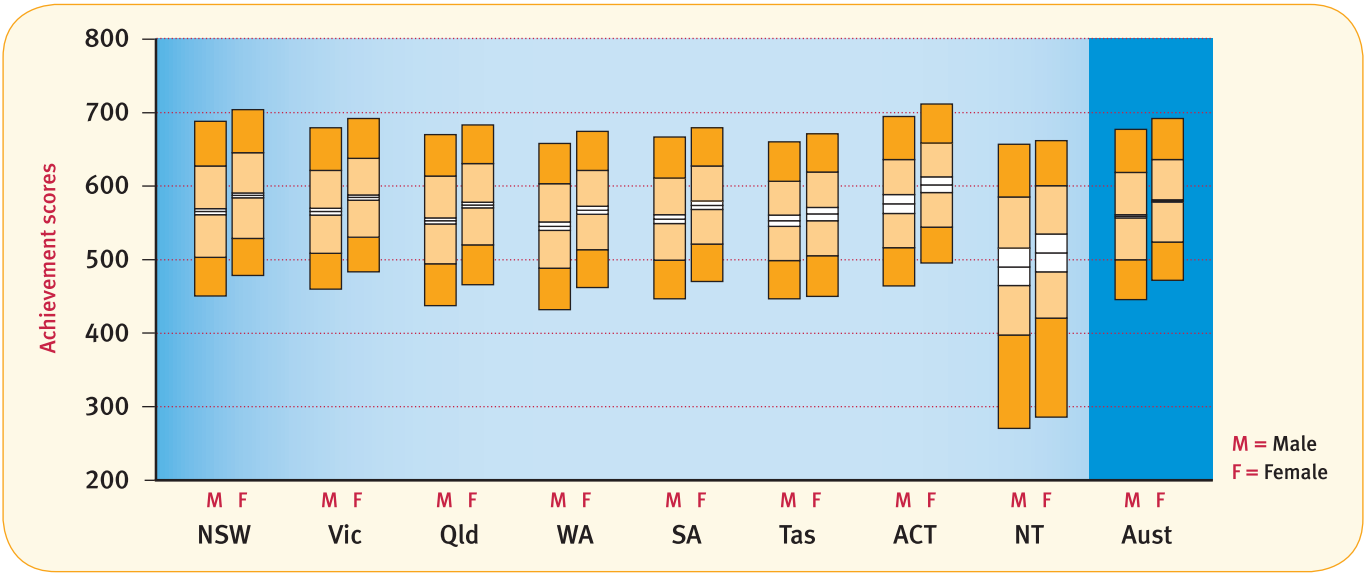


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.G2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Male*	565.3 ± 4.0	0.7	11.1 ± 0.8	21.3 ± 1.0	27.2 ± 0.8	22.2 ± 0.9	12.3 ± 0.9	5.2 ± 1.3	88.2 ± 0.9
	Female	587.3 ± 3.5	0.4	4.9 ± 0.5	15.7 ± 0.9	27.5 ± 1.0	27.1 ± 0.9	16.5 ± 0.8	8.0 ± 1.4	94.8 ± 0.5
VIC	*Male*	565.4 ± 4.6	2.3	8.8 ± 0.8	21.4 ± 1.3	29.3 ± 1.2	23.3 ± 1.1	11.0 ± 1.1	4.0 ± 1.4	89.0 ± 1.0
	Female	584.4 ± 3.6	1.3	4.0 ± 0.5	15.6 ± 1.1	29.0 ± 1.0	28.9 ± 1.0	15.3 ± 1.1	5.9 ± 1.2	94.6 ± 0.6
Qld	*Male*	552.7 ± 4.2	1.7	13.8 ± 1.3	22.9 ± 1.1	28.2 ± 0.8	20.7 ± 1.1	9.9 ± 1.0	2.8 ± 0.6	84.5 ± 1.4
	Female	574.2 ± 3.8	1.1	6.9 ± 0.9	17.6 ± 1.2	29.2 ± 1.0	26.7 ± 0.9	14.0 ± 1.0	4.5 ± 0.7	92.0 ± 0.9
WA	*Male*	545.4 ± 5.7	0.8	15.9 ± 2.0	24.7 ± 1.7	28.9 ± 1.2	19.9 ± 1.7	8.0 ± 1.3	1.8 ± 0.6	83.3 ± 2.0
	Female	567.1 ± 5.2	0.5	7.9 ± 1.3	20.1 ± 1.9	30.8 ± 1.3	25.7 ± 1.7	11.9 ± 1.4	3.1 ± 0.9	91.6 ± 1.3
SA	*Male*	555.3 ± 6.0	2.7	11.8 ± 1.9	23.0 ± 1.9	29.0 ± 1.6	21.8 ± 1.7	9.2 ± 1.5	2.5 ± 0.9	85.6 ± 2.4
	Female	573.9 ± 5.5	1.8	6.2 ± 1.2	17.9 ± 1.9	30.4 ± 1.7	26.5 ± 1.8	13.2 ± 1.8	3.9 ± 1.0	92.0 ± 1.8
Tas	*Male*	552.9 ± 7.6	0.6	12.2 ± 2.4	24.0 ± 3.3	31.3 ± 2.7	21.3 ± 2.6	8.6 ± 2.0	2.0 ± 0.8	87.2 ± 2.4
	Female	561.9 ± 9.0	0.7	11.1 ± 2.9	20.3 ± 3.2	29.5 ± 2.4	23.9 ± 3.1	11.6 ± 2.6	2.8 ± 1.0	88.2 ± 2.9
ACT	*Male*	575.7 ± 12.7	0.3	7.8 ± 2.9	18.8 ± 3.6	27.5 ± 3.1	25.0 ± 3.2	14.2 ± 3.5	6.3 ± 3.0	91.9 ± 2.9
	Female	601.5 ± 10.6	0.3	2.3 ± 1.1	12.2 ± 3.3	24.1 ± 3.6	29.7 ± 2.7	21.0 ± 3.4	10.4 ± 3.5	97.3 ± 1.1
NT	*Male*	490.4 ± 25.4	2.2	37.9 ± 8.7	21.0 ± 3.9	18.5 ± 3.4	11.9 ± 2.9	6.7 ± 2.3	1.9 ± 1.5	59.9 ± 8.4
	Female	509.3 ± 25.4	1.6	31.7 ± 9.7	16.9 ± 4.1	22.6 ± 3.7	17.5 ± 4.1	7.7 ± 2.3	2.0 ± 1.4	66.7 ± 9.1
Aust	*Male*	558.9 ± 2.1	1.4	11.9 ± 0.5	22.2 ± 0.6	28.2 ± 0.5	21.8 ± 0.5	10.7 ± 0.5	3.8 ± 0.6	86.7 ± 0.6
	Female	579.6 ± 1.9	0.9	5.9 ± 0.3	16.8 ± 0.6	28.7 ± 0.5	27.1 ± 0.5	14.8 ± 0.5	5.8 ± 0.6	93.2 ± 0.4

Figure 9.G2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example,

80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

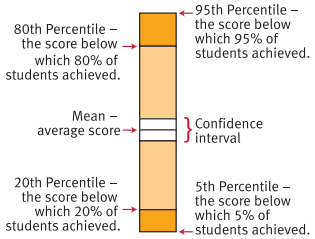
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

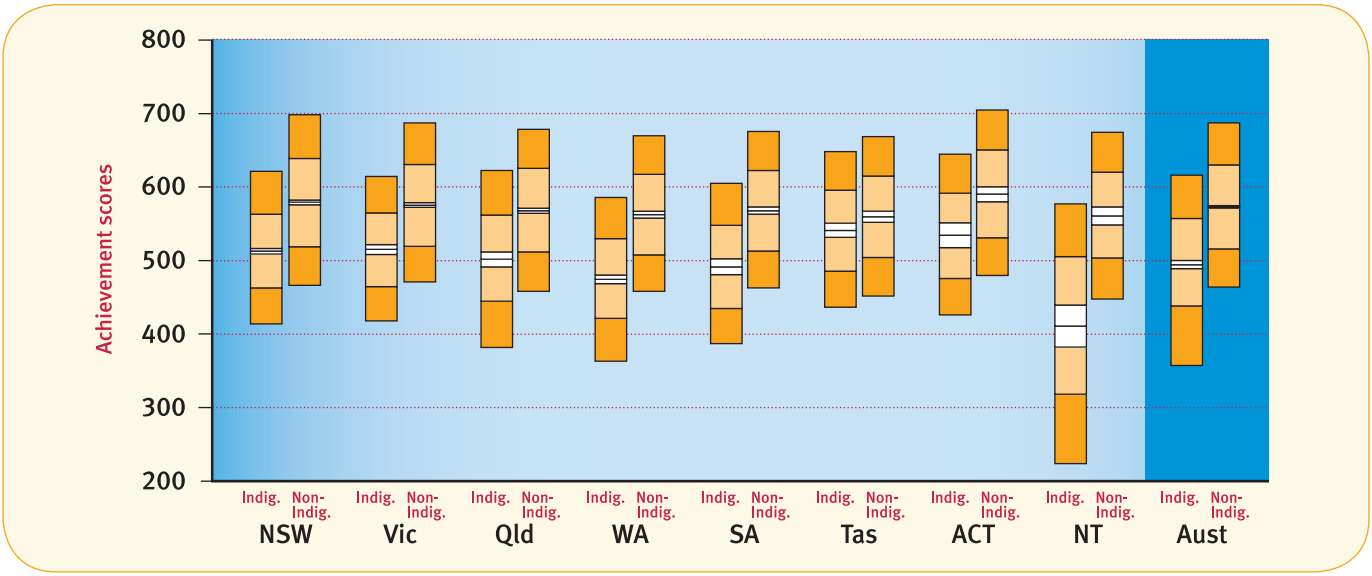


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Indigenous*	513.0 ± 3.7	1.0	27.8 ± 2.6	34.6 ± 2.1	23.4 ± 2.3	9.9 ± 1.5	2.9 ± 0.8	0.5 ± 0.3	71.2 ± 2.6
	Non-Indigenous	579.0 ± 3.2	0.5	7.1 ± 0.5	17.9 ± 0.8	27.6 ± 0.7	25.3 ± 0.7	14.8 ± 0.7	6.9 ± 1.1	92.4 ± 0.6
VIC	*Indigenous*	515.2 ± 6.6	6.0	25.2 ± 4.1	31.2 ± 4.3	25.0 ± 4.3	10.1 ± 2.5	2.2 ± 1.3	0.3 ± 0.5	68.8 ± 4.3
	Non-Indigenous	575.5 ± 3.4	1.6	6.2 ± 0.6	18.4 ± 1.0	29.3 ± 0.9	26.3 ± 0.8	13.3 ± 0.9	5.0 ± 1.0	92.2 ± 0.7
Qld	*Indigenous*	501.8 ± 10.3	2.2	35.1 ± 4.6	28.5 ± 2.9	21.1 ± 2.1	9.6 ± 2.3	3.0 ± 1.8	0.5 ± 0.5	62.7 ± 4.6
	Non-Indigenous	567.6 ± 3.5	1.3	8.7 ± 0.8	19.7 ± 1.0	29.2 ± 0.7	24.7 ± 0.8	12.6 ± 0.9	3.8 ± 0.6	90.0 ± 0.9
WA	*Indigenous*	474.7 ± 6.1	0.9	51.6 ± 4.1	28.0 ± 3.8	14.0 ± 2.4	4.8 ± 1.6	0.7 ± 0.6	0.0 ± 0.1	47.6 ± 4.0
	Non-Indigenous	562.4 ± 4.9	0.5	9.2 ± 1.2	21.8 ± 1.7	30.8 ± 1.1	24.2 ± 1.6	10.8 ± 1.3	2.7 ± 0.7	90.3 ± 1.3
SA	*Indigenous*	491.8 ± 10.8	3.9	42.6 ± 7.6	26.7 ± 5.4	17.4 ± 4.4	7.3 ± 3.3	1.8 ± 1.4	0.3 ± 0.5	53.5 ± 7.4
	Non-Indigenous	567.8 ± 5.0	1.7	7.8 ± 1.2	20.1 ± 1.7	30.2 ± 1.2	25.0 ± 1.5	11.8 ± 1.5	3.4 ± 0.9	90.6 ± 1.4
Tas	*Indigenous*	541.2 ± 9.6	0.6	16.7 ± 4.5	26.1 ± 4.3	31.0 ± 4.9	17.4 ± 4.2	6.9 ± 2.8	1.3 ± 1.5	82.6 ± 4.6
	Non-Indigenous	559.5 ± 7.5	0.7	10.9 ± 2.2	21.8 ± 2.7	30.6 ± 2.2	22.9 ± 2.8	10.5 ± 2.0	2.7 ± 0.8	88.4 ± 2.1
ACT	*Indigenous*	534.4 ± 17.0	0.0	20.7 ± 11.6	24.7 ± 13.5	30.6 ± 11.5	17.2 ± 9.9	6.4 ± 6.9	0.5 ± 2.0	79.3 ± 11.6
	Non-Indigenous	590.2 ± 10.3	0.3	4.6 ± 1.5	15.1 ± 3.0	25.8 ± 2.8	27.7 ± 2.3	18.0 ± 2.9	8.6 ± 2.8	95.1 ± 1.6
NT	*Indigenous*	411.5 ± 28.3	1.5	70.1 ± 8.3	15.0 ± 4.9	9.1 ± 3.3	3.3 ± 1.7	0.8 ± 0.7	0.1 ± 0.2	28.4 ± 8.1
	Non-Indigenous	560.7 ± 12.4	1.8	10.8 ± 3.7	21.7 ± 4.6	28.4 ± 2.4	22.4 ± 3.5	11.7 ± 2.8	3.3 ± 2.2	87.4 ± 3.6
Aust	*Indigenous*	494.7 ± 5.4	1.8	37.5 ± 2.4	28.9 ± 1.6	20.2 ± 1.2	8.7 ± 1.0	2.5 ± 0.7	0.4 ± 0.2	60.7 ± 2.4
	Non-Indigenous	573.0 ± 1.7	1.0	7.5 ± 0.3	19.0 ± 0.5	28.9 ± 0.4	25.2 ± 0.4	13.3 ± 0.4	5.0 ± 0.5	91.5 ± 0.4

Figure 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

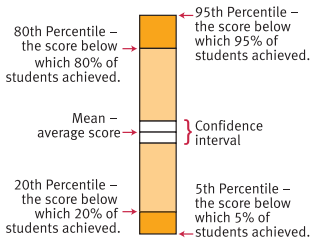
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.G4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*LBOTE*	585.0 ± 6.2	0.5	8.1 ± 1.2	16.8 ± 1.5	24.6 ± 1.3	23.6 ± 1.4	16.2 ± 1.3	10.2 ± 2.4	91.4 ± 1.3
	Non-LBOTE	574.5 ± 2.9	0.5	7.9 ± 0.6	18.9 ± 0.9	28.0 ± 0.7	25.0 ± 0.7	14.0 ± 0.7	5.8 ± 0.8	91.7 ± 0.6
VIC	*LBOTE*	577.1 ± 6.6	1.9	7.1 ± 1.0	18.4 ± 1.7	27.8 ± 1.7	24.6 ± 1.5	13.5 ± 1.4	6.8 ± 2.5	91.0 ± 1.2
	Non-LBOTE	573.9 ± 3.1	1.8	6.3 ± 0.6	18.7 ± 1.0	29.6 ± 0.8	26.5 ± 0.8	12.9 ± 0.9	4.3 ± 0.6	92.0 ± 0.7
Qld	*LBOTE*	550.4 ± 10.7	2.5	17.7 ± 3.9	20.8 ± 2.1	24.4 ± 2.1	19.1 ± 2.2	11.1 ± 2.0	4.5 ± 2.0	79.8 ± 4.2
	Non-LBOTE	564.4 ± 3.4	1.3	9.8 ± 0.9	20.3 ± 1.0	29.1 ± 0.7	24.1 ± 0.8	12.0 ± 0.8	3.5 ± 0.5	89.0 ± 1.0
WA	*LBOTE*	557.9 ± 7.7	0.3	12.9 ± 2.8	20.6 ± 2.6	28.4 ± 2.3	23.6 ± 2.4	11.0 ± 2.0	3.1 ± 1.0	86.8 ± 2.8
	Non-LBOTE	563.0 ± 5.5	0.5	9.7 ± 1.6	20.6 ± 1.7	30.2 ± 1.2	24.8 ± 1.7	11.3 ± 1.4	2.8 ± 0.8	89.8 ± 1.6
SA	*LBOTE*	562.6 ± 11.7	3.2	13.4 ± 3.7	19.2 ± 3.3	25.3 ± 3.7	21.5 ± 3.5	12.1 ± 3.1	5.2 ± 2.3	83.4 ± 4.9
	Non-LBOTE	566.2 ± 5.0	1.6	8.2 ± 1.3	20.4 ± 1.7	30.4 ± 1.2	24.8 ± 1.5	11.5 ± 1.4	3.2 ± 0.8	90.2 ± 1.4
Tas	*LBOTE*	563.4 ± 14.1	6.9	10.1 ± 5.4	19.6 ± 7.8	25.3 ± 7.3	24.4 ± 7.3	11.5 ± 5.4	2.3 ± 2.4	83.0 ± 6.2
	Non-LBOTE	554.7 ± 7.2	0.5	12.3 ± 2.4	23.1 ± 2.6	30.7 ± 2.0	21.7 ± 2.5	9.5 ± 1.8	2.3 ± 0.6	87.3 ± 2.4
ACT	*LBOTE*	593.2 ± 14.9	0.3	6.0 ± 2.7	15.9 ± 5.1	21.0 ± 6.2	26.9 ± 5.2	18.3 ± 6.2	11.6 ± 4.7	93.7 ± 2.9
	Non-LBOTE	588.4 ± 10.6	0.3	5.0 ± 1.7	15.5 ± 3.1	26.2 ± 2.7	27.2 ± 2.5	17.6 ± 2.9	8.2 ± 2.8	94.7 ± 1.8
NT	*LBOTE*	438.8 ± 42.9	0.6	59.2 ± 14.2	13.0 ± 5.1	14.1 ± 6.1	7.9 ± 3.8	4.0 ± 2.0	1.2 ± 1.4	40.2 ± 14.2
	Non-LBOTE	549.7 ± 16.4	0.5	16.9 ± 5.7	20.6 ± 4.1	26.4 ± 3.7	21.1 ± 3.9	11.0 ± 3.6	3.5 ± 2.6	82.6 ± 5.8
Aust	*LBOTE*	573.0 ± 3.9	1.4	10.1 ± 0.9	18.2 ± 0.9	25.9 ± 0.8	23.2 ± 0.8	13.8 ± 0.8	7.4 ± 1.3	88.5 ± 1.0
	Non-LBOTE	570.0 ± 1.6	1.0	8.2 ± 0.4	19.5 ± 0.5	29.0 ± 0.4	25.0 ± 0.4	12.8 ± 0.4	4.4 ± 0.3	90.7 ± 0.4

Figure 9.G4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

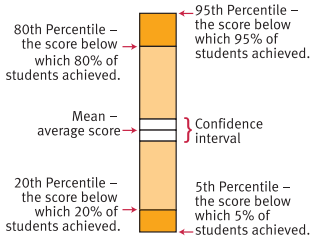
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.G5: Achievement of Year 9 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	581.4 ± 4.0	0.5	7.2 ± 0.7	17.4 ± 1.0	26.4 ± 0.9	25.1 ± 0.9	15.5 ± 0.9	7.9 ± 1.4	92.3 ± 0.8
	Provincial	561.6 ± 3.0	0.6	10.1 ± 0.9	21.8 ± 1.1	30.0 ± 0.8	23.5 ± 1.1	11.2 ± 0.8	2.9 ± 0.4	89.3 ± 0.9
	Remote	515.8 ± 24.8	0.7	31.2 ± 13.4	25.5 ± 6.6	22.1 ± 8.0	15.2 ± 7.2	4.6 ± 3.5	0.8 ± 1.6	68.1 ± 13.5
	Very Remote	528.4 ± 50.3	0.0	21.9 ± 20.2	30.7 ± 12.2	25.9 ± 12.4	13.6 ± 14.9	5.9 ± 8.3	2.1 ± 4.3	78.1 ± 20.2
VIC	*Metro*	579.9 ± 4.2	1.8	5.6 ± 0.6	17.1 ± 1.2	28.5 ± 1.1	26.7 ± 1.0	14.5 ± 1.1	5.8 ± 1.3	92.6 ± 0.8
	Provincial	560.0 ± 4.3	1.9	8.8 ± 1.1	22.9 ± 1.6	31.0 ± 1.1	23.9 ± 1.4	9.2 ± 1.1	2.3 ± 0.6	89.3 ± 1.2
	Remote	570.6 ± 26.1	1.7	9.3 ± 6.1	17.2 ± 18.3	30.7 ± 14.7	25.9 ± 14.0	10.7 ± 10.1	4.5 ± 7.7	89.0 ± 7.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	568.3 ± 4.7	1.3	9.1 ± 1.2	19.2 ± 1.3	28.5 ± 0.9	24.7 ± 1.1	13.0 ± 1.2	4.2 ± 0.8	89.5 ± 1.3
	Provincial	555.5 ± 3.9	1.6	11.9 ± 1.3	22.8 ± 1.2	29.7 ± 0.8	21.7 ± 1.1	10.0 ± 0.9	2.3 ± 0.6	86.5 ± 1.4
	Remote	530.3 ± 10.8	0.6	22.3 ± 6.3	27.0 ± 3.4	26.5 ± 3.7	17.2 ± 3.6	5.9 ± 2.5	0.6 ± 0.7	77.1 ± 6.4
	Very Remote	482.3 ± 39.0	2.4	43.7 ± 17.8	20.2 ± 7.8	19.0 ± 7.6	10.6 ± 5.6	3.5 ± 2.8	0.6 ± 0.7	53.9 ± 17.9
WA	*Metro*	564.0 ± 5.9	0.7	9.4 ± 1.6	20.7 ± 2.0	30.2 ± 1.3	24.7 ± 1.8	11.4 ± 1.5	3.0 ± 0.8	90.0 ± 1.6
	Provincial	542.1 ± 7.4	0.5	15.2 ± 3.1	27.4 ± 2.3	30.5 ± 1.8	18.8 ± 2.2	6.6 ± 1.5	1.0 ± 0.5	84.3 ± 3.1
	Remote	522.4 ± 18.8	0.6	24.6 ± 7.9	28.6 ± 3.8	25.8 ± 3.5	15.4 ± 5.4	4.1 ± 3.2	0.8 ± 1.3	74.8 ± 8.0
	Very Remote	479.7 ± 19.5	0.7	49.0 ± 11.5	22.8 ± 6.0	17.6 ± 5.8	7.2 ± 3.7	2.4 ± 1.7	0.4 ± 0.7	50.4 ± 11.5
SA	*Metro*	571.3 ± 6.7	2.4	7.6 ± 1.7	18.5 ± 2.3	29.1 ± 1.6	25.4 ± 1.9	12.8 ± 1.8	4.1 ± 1.1	90.0 ± 2.5
	Provincial	551.0 ± 6.0	2.0	11.1 ± 2.2	25.5 ± 2.5	31.3 ± 2.1	21.4 ± 2.2	7.7 ± 1.7	1.1 ± 0.4	86.9 ± 2.5
	Remote	546.1 ± 15.1	0.6	13.6 ± 5.6	24.9 ± 6.1	32.6 ± 5.8	21.1 ± 6.4	6.1 ± 3.4	1.0 ± 1.0	85.7 ± 5.2
	Very Remote	491.4 ± 29.8	0.0	44.8 ± 16.9	19.1 ± 8.2	21.2 ± 9.6	12.7 ± 9.4	2.1 ± 2.2	0.1 ± 0.8	55.2 ± 16.9
Tas	*Metro*	565.2 ± 12.7	0.9	10.5 ± 4.2	19.2 ± 3.9	29.0 ± 3.4	24.7 ± 3.9	12.4 ± 3.4	3.3 ± 1.3	88.6 ± 4.3
	Provincial	551.8 ± 8.2	0.5	12.3 ± 2.6	24.4 ± 3.3	31.5 ± 2.3	21.1 ± 3.2	8.4 ± 1.9	1.8 ± 0.7	87.2 ± 2.5
	Remote	508.5 ± 5.4	0.0	29.6 ± 7.1	39.6 ± 10.1	22.6 ± 9.7	7.4 ± 5.3	0.9 ± 2.6	0.0 ± 0.0	70.4 ± 7.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	588.7 ± 10.4	0.3	5.1 ± 1.7	15.5 ± 3.0	25.8 ± 2.7	27.3 ± 2.3	17.6 ± 2.9	8.4 ± 2.7	94.6 ± 1.7
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	539.6 ± 17.5	2.6	19.9 ± 6.8	22.1 ± 5.0	25.7 ± 2.8	18.5 ± 4.1	8.6 ± 2.8	2.5 ± 2.1	77.5 ± 5.8
	Remote	511.7 ± 45.1	1.2	32.0 ± 17.2	21.5 ± 7.0	20.8 ± 6.6	14.4 ± 6.5	8.2 ± 5.0	2.0 ± 2.4	66.8 ± 17.6
	Very Remote	377.6 ± 53.5	0.5	79.6 ± 16.8	7.5 ± 4.3	5.7 ± 5.4	4.0 ± 5.9	2.2 ± 2.9	0.5 ± 0.8	19.9 ± 15.9
Aust	*Metro*	575.8 ± 2.2	1.1	7.5 ± 0.4	18.1 ± 0.6	28.0 ± 0.5	25.4 ± 0.5	14.1 ± 0.5	5.8 ± 0.6	91.4 ± 0.5
	Provincial	556.5 ± 1.9	1.3	11.0 ± 0.6	23.1 ± 0.7	30.3 ± 0.5	22.4 ± 0.6	9.6 ± 0.5	2.3 ± 0.2	87.7 ± 0.7
	Remote	526.3 ± 10.6	0.7	23.9 ± 4.5	26.1 ± 2.4	25.9 ± 2.2	16.6 ± 2.4	5.7 ± 1.6	1.0 ± 0.7	75.3 ± 4.6
	Very Remote	452.3 ± 23.6	1.0	55.2 ± 8.7	17.4 ± 4.0	15.3 ± 3.5	7.9 ± 2.6	2.7 ± 1.3	0.5 ± 0.4	43.8 ± 8.5

Notes:

TThe percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.G6: Achievement of Year 9 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	520.5 ± 4.6	1.0	23.9 ± 3.3	34.6 ± 2.8	24.9 ± 3.3	11.6 ± 2.2	3.4 ± 1.0	0.7 ± 0.5	75.2 ± 3.3
	Provincial	509.5 ± 4.7	1.1	29.2 ± 3.1	35.2 ± 2.8	22.9 ± 2.7	8.8 ± 1.8	2.5 ± 1.0	0.3 ± 0.3	69.8 ± 3.1
	Remote	472.3 ± 31.5	0.8	55.6 ± 18.2	24.4 ± 11.5	12.2 ± 8.1	6.2 ± 7.1	0.8 ± 2.6	0.0 ± 0.0	43.6 ± 18.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	519.8 ± 8.6	4.4	22.2 ± 5.9	33.2 ± 6.0	26.8 ± 5.2	10.5 ± 3.7	2.6 ± 2.3	0.2 ± 0.7	73.4 ± 6.0
	Provincial	511.0 ± 10.0	7.4	27.8 ± 6.5	29.5 ± 8.1	23.4 ± 7.5	9.6 ± 3.3	1.9 ± 1.6	0.3 ± 0.6	64.8 ± 6.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	514.2 ± 15.6	2.5	29.7 ± 6.2	27.9 ± 4.2	22.6 ± 3.0	11.9 ± 3.8	4.5 ± 3.3	0.8 ± 0.9	67.7 ± 6.4
	Provincial	500.9 ± 7.3	1.7	35.1 ± 5.4	31.0 ± 3.0	22.1 ± 3.4	8.3 ± 1.9	1.7 ± 0.8	0.1 ± 0.2	63.2 ± 5.4
	Remote	479.7 ± 22.2	1.0	46.9 ± 13.8	31.0 ± 9.0	15.4 ± 8.0	5.2 ± 3.5	0.4 ± 1.1	0.0 ± 0.0	52.0 ± 13.6
	Very Remote	428.2 ± 38.7	3.5	67.3 ± 16.7	17.9 ± 9.2	8.7 ± 7.1	2.2 ± 2.2	0.4 ± 1.0	0.0 ± 0.0	29.2 ± 15.7
WA	*Metro*	491.9 ± 7.5	1.5	41.0 ± 4.8	31.5 ± 4.3	17.8 ± 4.8	7.1 ± 3.1	1.1 ± 1.0	0.1 ± 0.3	57.5 ± 4.8
	Provincial	481.2 ± 10.9	0.4	48.9 ± 8.1	30.7 ± 7.9	15.0 ± 5.2	4.2 ± 2.8	0.8 ± 1.0	0.1 ± 0.4	50.7 ± 8.1
	Remote	464.9 ± 17.5	0.4	56.5 ± 8.3	28.1 ± 6.9	11.2 ± 4.9	3.5 ± 2.8	0.4 ± 1.1	0.0 ± 0.0	43.2 ± 8.3
	Very Remote	439.5 ± 14.7	0.6	72.6 ± 8.1	17.2 ± 6.0	7.3 ± 4.0	2.0 ± 2.7	0.2 ± 0.8	0.0 ± 0.0	26.7 ± 8.2
SA	*Metro*	506.8 ± 14.3	3.7	33.6 ± 10.1	30.4 ± 7.2	21.2 ± 6.3	7.8 ± 5.6	2.9 ± 2.6	0.6 ± 1.1	62.8 ± 10.0
	Provincial	493.9 ± 18.2	6.3	39.9 ± 13.1	27.1 ± 9.6	16.7 ± 8.7	9.2 ± 6.5	0.8 ± 2.1	0.0 ± 0.0	53.8 ± 12.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	429.4 ± 21.6	0.0	82.8 ± 12.6	12.4 ± 11.8	3.1 ± 6.0	1.7 ± 3.7	0.0 ± 0.0	0.0 ± 0.0	17.2 ± 12.6
Tas	*Metro*	540.5 ± 21.7	0.6	18.2 ± 9.7	27.1 ± 8.6	26.9 ± 6.9	17.8 ± 7.5	8.3 ± 6.4	1.2 ± 1.9	81.2 ± 10.0
	Provincial	541.8 ± 8.8	0.7	16.1 ± 4.7	25.4 ± 5.2	33.1 ± 6.2	16.9 ± 6.0	6.4 ± 3.5	1.4 ± 1.9	83.2 ± 4.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	534.4 ± 17.0	0.0	20.7 ± 11.6	24.7 ± 13.5	30.6 ± 11.5	17.2 ± 9.9	6.4 ± 6.9	0.5 ± 2.0	79.3 ± 11.6
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	475.6 ± 16.1	2.7	49.4 ± 9.8	23.5 ± 6.2	16.0 ± 5.1	7.0 ± 3.4	1.1 ± 1.2	0.3 ± 0.6	47.9 ± 9.3
	Remote	443.9 ± 55.2	2.4	58.9 ± 19.6	21.3 ± 13.6	12.6 ± 8.0	3.3 ± 3.2	1.5 ± 2.2	0.0 ± 0.0	38.7 ± 19.7
	Very Remote	345.0 ± 31.8	0.0	92.6 ± 4.3	4.9 ± 3.4	1.8 ± 2.1	0.5 ± 0.8	0.2 ± 0.5	0.0 ± 0.0	7.4 ± 4.3
Aust	*Metro*	514.6 ± 6.6	2.0	28.5 ± 3.0	30.8 ± 2.6	23.2 ± 1.6	11.2 ± 1.8	3.7 ± 1.4	0.6 ± 0.4	69.5 ± 3.0
	Provincial	503.2 ± 4.1	2.0	33.8 ± 2.7	31.3 ± 2.1	21.8 ± 2.1	8.7 ± 1.2	2.1 ± 0.6	0.3 ± 0.2	64.2 ± 2.7
	Remote	463.9 ± 20.2	1.2	54.6 ± 8.1	25.8 ± 5.0	13.0 ± 3.7	4.4 ± 2.0	0.9 ± 0.9	0.0 ± 0.0	44.2 ± 8.2
	Very Remote	398.2 ± 22.5	1.0	78.9 ± 6.4	12.7 ± 4.0	5.7 ± 2.3	1.5 ± 0.9	0.3 ± 0.4	0.0 ± 0.0	20.1 ± 6.1

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.G7: Achievement of Year 9 Students in Grammar and Punctuation, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	610.3 ± 2.7	0.7	2.2 ± 0.2	8.5 ± 0.6	21.8 ± 0.8	31.1 ± 0.8	23.6 ± 0.8	12.0 ± 1.4	97.0 ± 0.3
Advanced diploma/ diploma	579.2 ± 1.6	0.9	5.0 ± 0.4	16.0 ± 0.6	30.5 ± 0.7	28.8 ± 0.8	14.6 ± 0.7	4.2 ± 0.6	94.1 ± 0.4
Cert I to IV	561.0 ± 1.4	1.1	8.7 ± 0.5	21.9 ± 0.7	32.4 ± 0.6	24.1 ± 0.5	9.6 ± 0.4	2.3 ± 0.3	90.2 ± 0.5
Year 12 or equivalent	569.4 ± 2.7	1.3	7.7 ± 0.7	19.5 ± 1.0	29.8 ± 1.2	25.7 ± 1.1	12.3 ± 0.8	3.7 ± 0.7	91.0 ± 0.7
Year 11 or equivalent or below	538.6 ± 1.9	2.5	16.7 ± 0.8	27.7 ± 0.9	28.8 ± 0.8	17.0 ± 0.7	6.0 ± 0.5	1.3 ± 0.2	80.8 ± 0.9
Not stated	563.5 ± 2.5	1.1	10.4 ± 0.6	21.1 ± 0.7	28.5 ± 0.5	23.0 ± 0.5	11.6 ± 0.6	4.3 ± 0.6	88.5 ± 0.6

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 9 students with parental education 'not stated' is 44%.

Table 9.G8: Achievement of Year 9 Students in Grammar and Punctuation, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	604.1 ± 2.5	0.7	2.8 ± 0.3	10.0 ± 0.6	23.3 ± 0.8	30.9 ± 0.7	22.0 ± 0.8	10.4 ± 1.0	96.5 ± 0.3
Other business managers and associate professionals	582.4 ± 1.7	0.8	4.7 ± 0.3	15.4 ± 0.5	29.7 ± 0.7	28.8 ± 0.7	15.3 ± 0.6	5.2 ± 0.6	94.5 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	564.5 ± 1.5	1.2	7.7 ± 0.4	21.1 ± 0.7	32.3 ± 0.7	24.8 ± 0.7	10.3 ± 0.5	2.7 ± 0.4	91.2 ± 0.5
Machine operators, hospitality staff, assistants, labourers	549.8 ± 2.2	1.7	13.2 ± 0.7	25.5 ± 0.8	29.5 ± 0.8	19.8 ± 0.8	7.9 ± 0.7	2.4 ± 0.5	85.1 ± 0.8
Not in paid work in the previous 12 months	537.2 ± 2.6	5.7	18.0 ± 1.2	26.6 ± 1.2	25.9 ± 1.3	15.5 ± 0.9	6.4 ± 0.8	1.9 ± 0.4	76.3 ± 1.5
Not stated	561.9 ± 2.4	1.0	11.0 ± 0.6	21.5 ± 0.7	28.5 ± 0.5	22.6 ± 0.5	11.3 ± 0.6	4.2 ± 0.6	88.1 ± 0.6

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 9 students with parental occupation 'not stated' is 46%.

Table 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score / Standard Deviation	Participa-tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*14yrs 7mths 9yrs 4mths*	591.4 ± 3.5 75.1	93.8	0.6	4.8 ± 0.4	17.0 ± 0.9	26.0 ± 0.8	24.3 ± 0.7	16.0 ± 0.7	11.5 ± 1.4	94.7 ± 0.4
VIC	*14yrs 9mths 9yrs 4mths*	590.7 ± 3.7 66.6	92.5	1.8	3.1 ± 0.4	15.2 ± 1.0	28.0 ± 1.0	27.6 ± 0.8	16.1 ± 0.9	8.3 ± 1.3	95.2 ± 0.4
Qld	*14yrs 1mth 8yrs 4mths*	570.7 ± 3.5 66.2	94.6	1.3	6.4 ± 0.7	20.3 ± 1.1	30.4 ± 0.8	25.0 ± 0.8	12.3 ± 0.9	4.3 ± 0.7	92.4 ± 0.8
WA	*14yrs 0mths 8yrs 4mths*	570.7 ± 5.2 66.6	93.0	0.6	7.1 ± 1.1	20.7 ± 1.7	29.9 ± 1.1	24.3 ± 1.3	12.6 ± 1.4	4.8 ± 1.0	92.3 ± 1.1
SA	*14yrs 6mths 9yrs 4mths*	571.1 ± 5.4 62.8	93.6	2.2	5.8 ± 1.1	20.3 ± 2.0	31.0 ± 1.3	24.9 ± 1.7	11.8 ± 1.5	4.0 ± 1.1	92.0 ± 1.8
Tas	*14yrs 10mths 9yrs 4mths*	568.0 ± 7.2 65.1	91.1	0.6	7.1 ± 1.7	22.5 ± 2.7	30.3 ± 1.8	23.6 ± 2.1	11.4 ± 1.9	4.5 ± 1.3	92.3 ± 1.8
ACT	*14yrs 8mths 9yrs 4mths*	594.9 ± 10.3 68.0	92.7	0.3	3.1 ± 1.2	15.1 ± 3.1	25.9 ± 2.9	27.1 ± 2.1	18.4 ± 2.6	10.1 ± 3.2	96.6 ± 1.2
NT	*14yrs 5mths 9yrs 4mths*	532.6 ± 17.2 83.5	79.3	1.9	24.0 ± 7.8	22.0 ± 3.5	24.5 ± 3.5	16.5 ± 3.6	8.6 ± 2.9	2.4 ± 1.4	74.1 ± 7.5
Aust	*14yrs 5mths 9yrs 0mths*	582.2 ± 1.8 70.2	93.3	1.1	5.2 ± 0.3	18.0 ± 0.5	28.3 ± 0.4	25.2 ± 0.4	14.4 ± 0.4	7.7 ± 0.6	93.6 ± 0.3

Figure 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2008.

Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

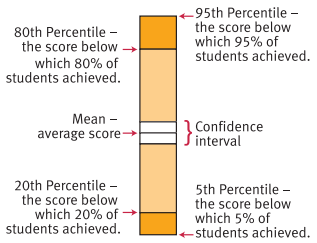
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 9 students reported by schools which includes those absent and withdrawn.

Reading the graph

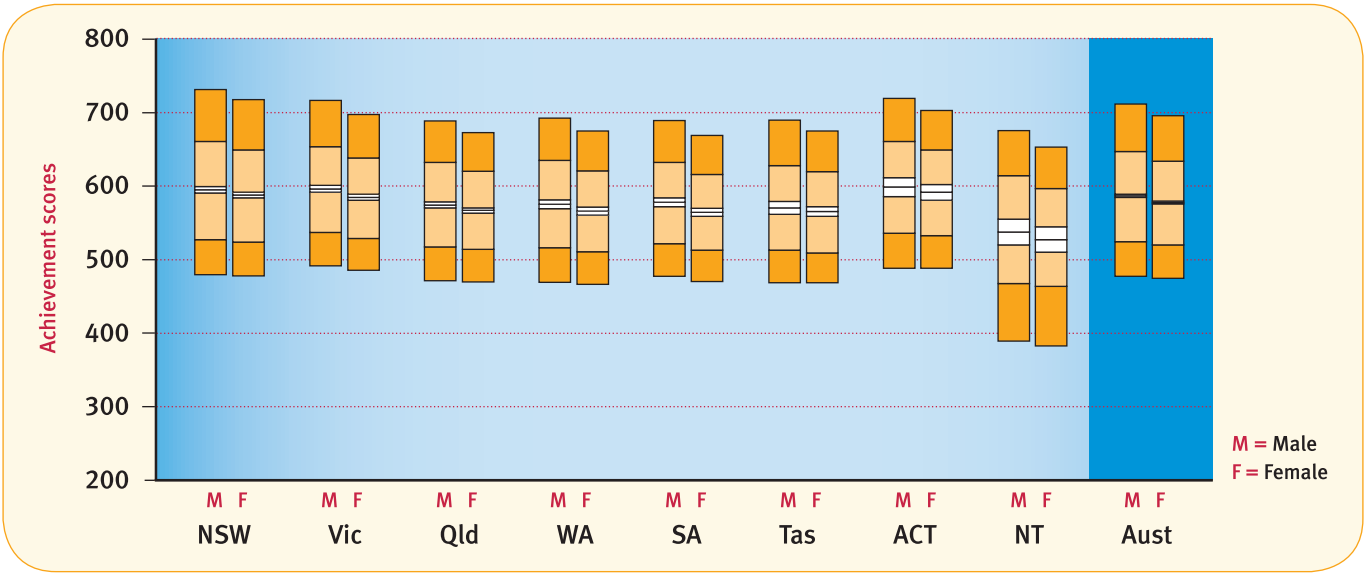


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.N2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Male*	595.1 ± 4.4	0.7	4.6 ± 0.4	16.4 ± 1.0	24.9 ± 0.9	23.8 ± 0.8	16.7 ± 0.8	12.8 ± 1.8	94.7 ± 0.5
	Female	587.7 ± 3.9	0.4	5.0 ± 0.5	17.6 ± 1.0	27.0 ± 0.9	24.8 ± 0.8	15.2 ± 0.8	10.1 ± 1.5	94.6 ± 0.5
VIC	*Male*	596.3 ± 4.8	2.2	2.6 ± 0.4	13.8 ± 1.0	26.6 ± 1.2	27.4 ± 0.9	17.4 ± 1.1	9.9 ± 2.0	95.1 ± 0.6
	Female	584.8 ± 3.9	1.3	3.5 ± 0.5	16.6 ± 1.2	29.5 ± 1.1	27.8 ± 1.0	14.7 ± 1.0	6.5 ± 1.4	95.2 ± 0.6
Qld	*Male*	574.3 ± 4.0	1.5	6.2 ± 0.8	19.3 ± 1.2	29.3 ± 1.0	24.8 ± 0.9	13.5 ± 1.0	5.3 ± 0.9	92.3 ± 0.9
	Female	566.9 ± 3.6	1.0	6.5 ± 0.8	21.3 ± 1.3	31.7 ± 0.9	25.1 ± 1.1	11.1 ± 1.0	3.3 ± 0.7	92.5 ± 0.8
WA	*Male*	575.3 ± 6.0	0.8	6.8 ± 1.1	19.3 ± 2.0	28.8 ± 1.5	24.3 ± 1.4	14.0 ± 1.7	6.0 ± 1.4	92.5 ± 1.2
	Female	565.9 ± 5.4	0.5	7.4 ± 1.2	22.1 ± 2.0	31.0 ± 1.3	24.3 ± 1.7	11.2 ± 1.4	3.5 ± 1.0	92.1 ± 1.2
SA	*Male*	577.9 ± 6.0	2.7	4.9 ± 1.0	18.3 ± 2.1	29.2 ± 1.6	26.3 ± 1.9	13.4 ± 1.7	5.3 ± 1.5	92.4 ± 1.8
	Female	564.6 ± 5.4	1.8	6.6 ± 1.2	22.3 ± 2.2	32.8 ± 1.6	23.5 ± 1.8	10.3 ± 1.6	2.7 ± 0.8	91.6 ± 1.8
Tas	*Male*	570.3 ± 8.6	0.6	6.8 ± 1.9	22.1 ± 3.2	30.2 ± 2.4	23.0 ± 2.7	12.0 ± 2.4	5.4 ± 1.9	92.6 ± 2.0
	Female	565.4 ± 6.7	0.6	7.3 ± 1.8	23.1 ± 2.9	30.5 ± 2.0	24.2 ± 2.5	10.8 ± 1.9	3.5 ± 1.0	92.0 ± 1.8
ACT	*Male*	598.5 ± 12.9	0.3	3.1 ± 1.7	14.4 ± 3.7	25.3 ± 3.8	26.1 ± 2.6	18.7 ± 2.9	12.1 ± 4.6	96.6 ± 1.7
	Female	591.4 ± 10.5	0.3	3.0 ± 1.2	15.8 ± 3.6	26.5 ± 3.3	28.0 ± 3.1	18.2 ± 3.2	8.2 ± 3.1	96.6 ± 1.3
NT	*Male*	537.5 ± 17.4	2.2	23.2 ± 7.7	21.1 ± 3.5	23.4 ± 3.6	16.7 ± 3.9	9.8 ± 3.1	3.6 ± 2.0	74.5 ± 7.6
	Female	527.5 ± 17.0	1.6	24.8 ± 8.4	23.0 ± 5.0	25.7 ± 4.0	16.3 ± 4.0	7.3 ± 3.0	1.3 ± 1.0	73.6 ± 8.0
Aust	*Male*	586.5 ± 2.2	1.4	5.0 ± 0.3	17.0 ± 0.6	27.1 ± 0.5	25.1 ± 0.4	15.5 ± 0.5	9.0 ± 0.8	93.7 ± 0.4
	Female	577.6 ± 2.0	0.9	5.6 ± 0.3	19.1 ± 0.6	29.5 ± 0.5	25.4 ± 0.5	13.3 ± 0.5	6.3 ± 0.6	93.6 ± 0.4

Figure 9.N2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example,

80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

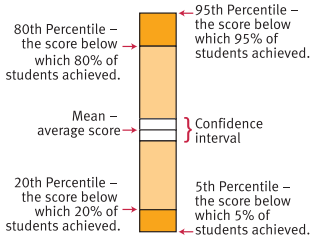
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

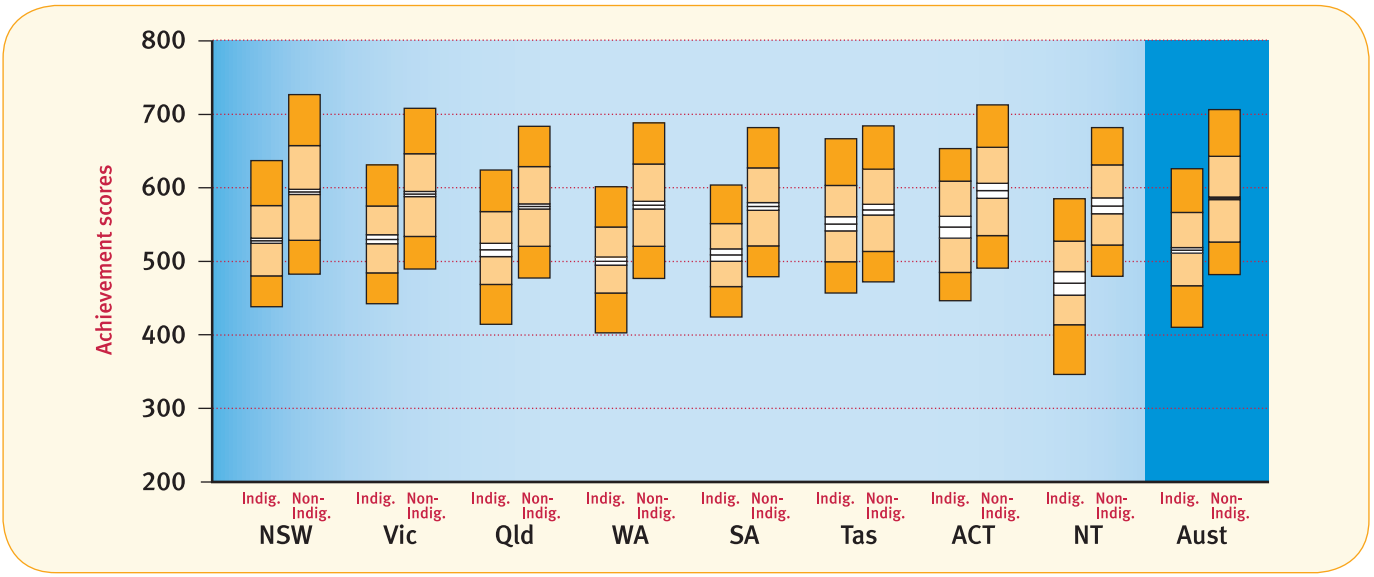


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Indigenous*	528.3 ± 3.5	1.1	18.6 ± 2.1	35.2 ± 2.2	27.6 ± 1.6	12.2 ± 1.5	4.4 ± 0.9	0.9 ± 0.4	80.3 ± 2.1
	Non-Indigenous	594.3 ± 3.5	0.5	4.1 ± 0.4	16.2 ± 0.8	26.0 ± 0.8	24.8 ± 0.7	16.4 ± 0.7	11.9 ± 1.4	95.4 ± 0.4
VIC	*Indigenous*	530.2 ± 6.1	6.1	15.5 ± 4.0	34.4 ± 3.8	27.6 ± 3.9	12.1 ± 3.5	3.4 ± 2.0	0.9 ± 0.8	78.4 ± 4.5
	Non-Indigenous	591.5 ± 3.6	1.6	2.9 ± 0.3	14.9 ± 0.9	28.1 ± 1.0	27.9 ± 0.8	16.3 ± 0.9	8.4 ± 1.3	95.5 ± 0.5
Qld	*Indigenous*	515.9 ± 9.1	2.1	24.7 ± 3.6	34.9 ± 2.9	23.9 ± 2.0	10.6 ± 2.3	3.2 ± 1.9	0.5 ± 0.6	73.2 ± 3.6
	Non-Indigenous	574.7 ± 3.3	1.2	5.0 ± 0.6	19.2 ± 1.1	30.9 ± 0.8	26.0 ± 0.7	13.0 ± 0.9	4.6 ± 0.7	93.8 ± 0.7
WA	*Indigenous*	500.6 ± 5.3	0.9	32.9 ± 3.7	37.9 ± 3.0	19.7 ± 2.3	7.3 ± 1.7	1.2 ± 0.7	0.1 ± 0.2	66.2 ± 3.7
	Non-Indigenous	576.4 ± 5.1	0.5	5.2 ± 0.9	19.3 ± 1.8	30.4 ± 1.3	25.5 ± 1.3	13.7 ± 1.4	5.3 ± 1.1	94.3 ± 0.9
SA	*Indigenous*	508.8 ± 8.2	3.9	27.4 ± 5.9	38.2 ± 6.4	21.7 ± 5.4	6.9 ± 3.3	1.8 ± 1.6	0.2 ± 0.5	68.7 ± 6.0
	Non-Indigenous	574.6 ± 5.1	1.6	4.6 ± 0.8	19.5 ± 1.9	31.4 ± 1.3	26.0 ± 1.6	12.5 ± 1.5	4.3 ± 1.1	93.7 ± 1.1
Tas	*Indigenous*	551.0 ± 9.5	0.6	10.8 ± 3.7	27.9 ± 5.2	32.6 ± 5.6	17.8 ± 4.5	7.4 ± 3.2	2.7 ± 1.9	88.5 ± 3.7
	Non-Indigenous	570.2 ± 7.2	0.7	6.3 ± 1.5	22.2 ± 2.8	30.2 ± 2.1	24.3 ± 2.2	11.7 ± 2.0	4.7 ± 1.4	93.1 ± 1.5
ACT	*Indigenous*	546.5 ± 14.6	0.0	16.2 ± 11.1	27.8 ± 12.3	24.0 ± 11.9	21.9 ± 9.2	9.6 ± 6.2	0.5 ± 2.0	83.8 ± 11.1
	Non-Indigenous	596.0 ± 10.2	0.3	2.7 ± 1.1	14.8 ± 3.1	26.0 ± 3.0	27.2 ± 2.1	18.7 ± 2.6	10.3 ± 3.3	96.9 ± 1.1
NT	*Indigenous*	470.5 ± 15.9	1.5	52.4 ± 9.4	27.2 ± 5.5	13.5 ± 4.2	4.2 ± 2.2	1.0 ± 0.9	0.1 ± 0.2	46.1 ± 9.3
	Non-Indigenous	575.4 ± 10.6	1.9	4.5 ± 2.0	18.6 ± 4.0	32.1 ± 3.7	24.9 ± 4.0	13.9 ± 3.7	4.1 ± 2.1	93.6 ± 2.6
Aust	*Indigenous*	515.1 ± 4.0	1.8	25.7 ± 2.0	34.4 ± 1.4	23.9 ± 1.1	10.3 ± 1.0	3.2 ± 0.7	0.6 ± 0.3	72.5 ± 2.0
	Non-Indigenous	585.7 ± 1.8	1.0	4.2 ± 0.2	17.2 ± 0.5	28.5 ± 0.4	26.1 ± 0.4	15.1 ± 0.4	8.1 ± 0.6	94.8 ± 0.3

Figure 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

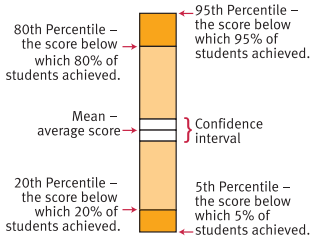
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

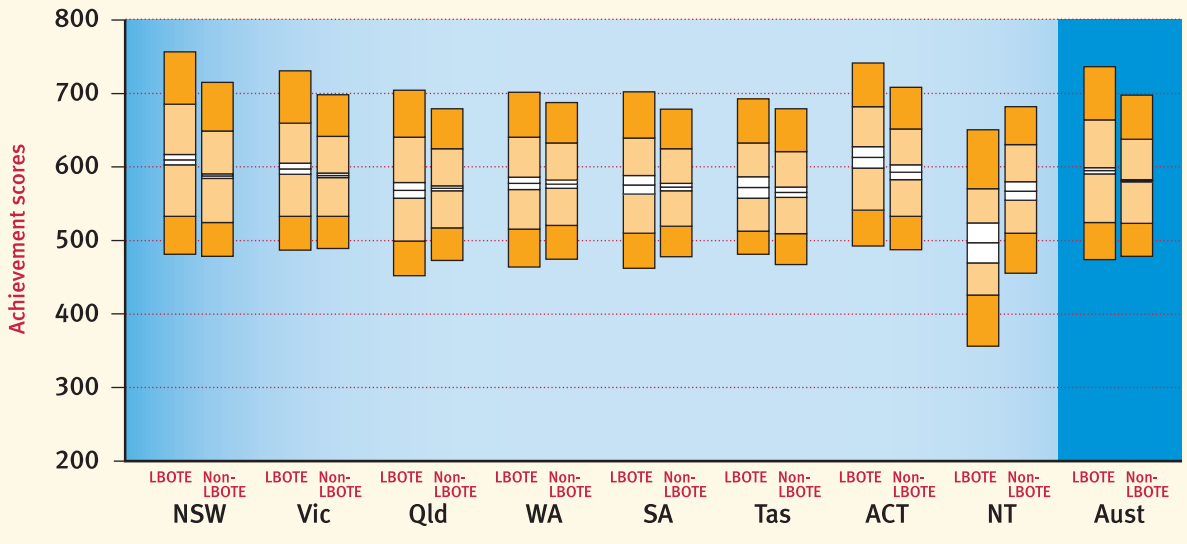


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.N4: Achievement of Year 9 Students in Numeracy, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*LBOTE*	609.8 ± 6.9	0.5	4.3 ± 0.7	14.4 ± 1.4	21.5 ± 1.3	21.9 ± 1.2	17.7 ± 1.2	19.7 ± 2.9	95.2 ± 0.8
	Non-LBOTE	587.6 ± 3.1	0.5	4.8 ± 0.4	17.5 ± 0.9	27.0 ± 0.8	24.9 ± 0.7	15.7 ± 0.7	9.6 ± 1.1	94.7 ± 0.4
VIC	*LBOTE*	597.4 ± 7.4	1.9	3.3 ± 0.6	14.9 ± 1.5	25.8 ± 1.7	25.3 ± 1.4	16.4 ± 1.4	12.3 ± 3.2	94.8 ± 0.9
	Non-LBOTE	588.3 ± 3.1	1.8	3.0 ± 0.4	15.2 ± 1.0	28.8 ± 0.9	28.4 ± 0.8	16.0 ± 0.9	6.9 ± 0.9	95.2 ± 0.6
Qld	*LBOTE*	568.0 ± 10.5	2.1	11.0 ± 2.9	22.4 ± 3.0	23.9 ± 2.3	19.1 ± 1.8	13.3 ± 2.1	8.1 ± 2.7	86.9 ± 3.3
	Non-LBOTE	571.0 ± 3.1	1.2	5.9 ± 0.7	20.1 ± 1.1	31.1 ± 0.7	25.5 ± 0.8	12.2 ± 0.8	4.0 ± 0.6	92.9 ± 0.7
WA	*LBOTE*	577.6 ± 8.4	0.3	7.5 ± 2.0	18.7 ± 3.1	27.1 ± 2.7	24.2 ± 2.7	14.6 ± 2.6	7.5 ± 2.1	92.2 ± 2.0
	Non-LBOTE	576.5 ± 5.5	0.5	5.7 ± 1.1	18.6 ± 1.9	29.9 ± 1.4	26.1 ± 1.5	14.1 ± 1.5	5.2 ± 1.2	93.8 ± 1.2
SA	*LBOTE*	575.6 ± 12.6	3.2	8.9 ± 3.0	18.7 ± 3.7	24.7 ± 3.5	23.4 ± 3.4	14.1 ± 3.7	7.1 ± 3.4	88.0 ± 4.5
	Non-LBOTE	572.7 ± 4.9	1.5	4.9 ± 0.9	20.2 ± 2.0	31.8 ± 1.3	25.7 ± 1.6	12.0 ± 1.4	3.9 ± 0.9	93.6 ± 1.1
Tas	*LBOTE*	572.2 ± 14.4	5.4	3.8 ± 3.0	23.9 ± 9.3	27.5 ± 8.8	21.2 ± 7.9	12.3 ± 5.1	6.0 ± 5.1	90.8 ± 5.3
	Non-LBOTE	565.6 ± 6.8	0.4	7.5 ± 1.8	23.4 ± 2.7	30.7 ± 1.8	23.0 ± 2.1	10.8 ± 1.8	4.1 ± 1.1	92.1 ± 1.8
ACT	*LBOTE*	613.0 ± 14.6	0.3	2.1 ± 2.4	14.3 ± 5.2	18.8 ± 4.3	26.1 ± 5.1	19.8 ± 5.9	18.6 ± 5.9	97.6 ± 2.5
	Non-LBOTE	592.8 ± 10.1	0.3	3.2 ± 1.2	15.3 ± 3.1	26.6 ± 2.9	27.0 ± 2.4	18.2 ± 2.6	9.3 ± 3.0	96.5 ± 1.2
NT	*LBOTE*	496.9 ± 27.3	0.6	42.8 ± 13.3	23.9 ± 5.9	15.5 ± 6.0	9.6 ± 4.0	5.6 ± 3.3	1.9 ± 1.8	56.6 ± 13.4
	Non-LBOTE	567.2 ± 12.4	0.5	9.0 ± 3.9	20.3 ± 5.1	29.8 ± 4.3	22.5 ± 4.3	13.6 ± 4.2	4.2 ± 2.6	90.5 ± 4.0
Aust	*LBOTE*	594.8 ± 4.2	1.4	5.6 ± 0.6	16.2 ± 0.9	23.9 ± 0.9	23.0 ± 0.7	16.1 ± 0.7	13.8 ± 1.7	93.0 ± 0.7
	Non-LBOTE	581.1 ± 1.6	1.0	4.8 ± 0.3	18.0 ± 0.5	29.1 ± 0.4	26.0 ± 0.4	14.4 ± 0.4	6.7 ± 0.5	94.2 ± 0.3

Figure 9.N4: Achievement of Year 9 Students in Numeracy, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

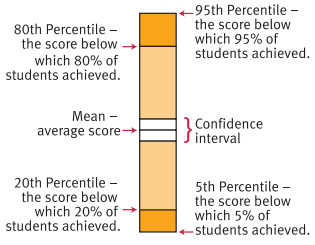
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.N5: Achievement of Year 9 Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	597.2 ± 4.5	0.5	4.4 ± 0.5	15.8 ± 1.0	24.7 ± 0.9	24.2 ± 0.8	16.8 ± 0.8	13.6 ± 1.8	95.1 ± 0.5
	Provincial	575.8 ± 3.1	0.6	5.6 ± 0.6	20.0 ± 1.2	29.7 ± 0.9	24.7 ± 0.9	13.8 ± 0.9	5.5 ± 0.6	93.8 ± 0.7
	Remote	529.1 ± 23.4	0.7	22.2 ± 13.3	28.5 ± 7.9	26.3 ± 7.0	15.5 ± 6.2	5.4 ± 3.5	1.5 ± 2.1	77.1 ± 13.4
	Very Remote	540.4 ± 60.0	0.0	18.1 ± 19.5	30.1 ± 18.5	24.8 ± 8.2	14.7 ± 14.6	9.3 ± 14.3	2.9 ± 7.1	81.9 ± 19.5
VIC	*Metro*	594.9 ± 4.6	1.8	2.8 ± 0.4	14.1 ± 1.2	26.9 ± 1.2	27.7 ± 0.9	16.9 ± 1.1	9.6 ± 1.7	95.4 ± 0.7
	Provincial	578.8 ± 4.2	1.8	3.7 ± 0.7	18.0 ± 1.5	31.1 ± 1.2	27.2 ± 1.3	13.6 ± 1.3	4.5 ± 0.9	94.5 ± 0.9
	Remote	605.9 ± 23.2	1.7	0.7 ± 2.8	9.0 ± 4.2	31.7 ± 18.3	21.7 ± 10.1	23.1 ± 15.9	12.1 ± 14.0	97.6 ± 4.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	575.6 ± 4.5	1.1	5.7 ± 0.9	18.8 ± 1.4	29.8 ± 1.0	25.8 ± 1.0	13.6 ± 1.2	5.1 ± 0.9	93.2 ± 1.0
	Provincial	563.1 ± 3.6	1.5	6.8 ± 0.9	23.1 ± 1.4	32.2 ± 1.0	23.8 ± 1.2	9.9 ± 1.1	2.6 ± 0.6	91.7 ± 1.0
	Remote	539.2 ± 8.6	0.6	13.9 ± 4.7	31.7 ± 5.2	30.0 ± 3.9	17.8 ± 3.7	5.5 ± 1.6	0.5 ± 0.5	85.5 ± 4.7
	Very Remote	501.9 ± 32.2	2.0	32.9 ± 15.6	27.9 ± 7.6	21.5 ± 7.7	11.7 ± 6.5	3.5 ± 2.9	0.5 ± 0.6	65.1 ± 15.6
WA	*Metro*	578.0 ± 6.1	0.7	5.5 ± 1.1	18.7 ± 2.1	29.4 ± 1.4	25.6 ± 1.5	14.3 ± 1.6	5.8 ± 1.3	93.8 ± 1.2
	Provincial	557.8 ± 7.7	0.5	8.5 ± 2.5	25.2 ± 2.9	32.2 ± 2.0	22.6 ± 2.7	8.9 ± 1.8	2.1 ± 0.8	91.0 ± 2.5
	Remote	538.0 ± 16.4	0.6	16.0 ± 5.5	28.8 ± 6.9	30.7 ± 3.9	16.8 ± 5.6	6.0 ± 3.2	1.1 ± 1.6	83.4 ± 5.6
	Very Remote	509.4 ± 15.8	0.7	32.3 ± 9.9	29.9 ± 5.3	21.8 ± 6.5	11.2 ± 4.7	3.5 ± 2.3	0.6 ± 0.8	67.0 ± 9.8
SA	*Metro*	576.6 ± 6.9	2.4	5.2 ± 1.2	18.7 ± 2.4	29.7 ± 1.7	25.6 ± 2.1	13.3 ± 1.9	5.1 ± 1.4	92.5 ± 2.3
	Provincial	559.3 ± 5.9	2.0	6.5 ± 1.7	24.3 ± 2.7	34.1 ± 1.6	23.3 ± 2.7	8.4 ± 1.6	1.4 ± 0.5	91.5 ± 2.1
	Remote	556.8 ± 13.7	0.6	7.3 ± 4.2	23.1 ± 7.6	38.4 ± 5.2	23.7 ± 5.7	6.1 ± 3.4	0.7 ± 1.0	92.0 ± 3.9
	Very Remote	515.9 ± 28.1	0.0	32.1 ± 17.1	27.1 ± 10.5	20.9 ± 9.6	14.3 ± 8.8	5.1 ± 6.2	0.6 ± 1.2	67.9 ± 17.1
Tas	*Metro*	570.4 ± 12.4	0.8	7.7 ± 3.4	21.2 ± 4.6	28.4 ± 2.9	24.4 ± 3.5	12.5 ± 3.1	5.1 ± 2.4	91.5 ± 3.5
	Provincial	566.7 ± 8.3	0.5	6.5 ± 1.9	23.4 ± 3.3	31.8 ± 2.3	23.0 ± 2.6	10.8 ± 2.2	4.1 ± 1.3	93.1 ± 1.8
	Remote	519.5 ± 3.4	0.0	17.4 ± 4.7	42.2 ± 5.3	33.0 ± 9.0	7.0 ± 10.6	0.4 ± 2.1	0.0 ± 0.0	82.6 ± 4.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	594.9 ± 10.3	0.3	3.1 ± 1.2	15.1 ± 3.1	25.9 ± 2.9	27.1 ± 2.1	18.4 ± 2.5	10.1 ± 3.2	96.6 ± 1.2
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	558.2 ± 13.9	2.7	10.9 ± 4.2	22.9 ± 4.9	29.1 ± 4.0	20.7 ± 4.1	10.6 ± 3.9	3.2 ± 2.2	86.4 ± 3.9
	Remote	539.9 ± 30.1	1.2	20.6 ± 14.7	23.9 ± 6.5	25.4 ± 6.6	16.7 ± 7.6	9.7 ± 5.8	2.5 ± 1.6	78.2 ± 15.2
	Very Remote	454.9 ± 32.7	0.5	64.2 ± 16.2	17.7 ± 6.8	10.9 ± 7.7	4.7 ± 6.1	1.9 ± 2.1	0.2 ± 0.4	35.3 ± 15.5
Aust	*Metro*	588.3 ± 2.3	1.1	4.5 ± 0.3	16.6 ± 0.6	27.2 ± 0.5	25.7 ± 0.5	15.6 ± 0.5	9.2 ± 0.8	94.4 ± 0.4
	Provincial	570.2 ± 2.0	1.2	5.9 ± 0.5	21.2 ± 0.7	31.2 ± 0.5	24.7 ± 0.6	11.9 ± 0.5	3.9 ± 0.4	92.9 ± 0.5
	Remote	542.0 ± 8.2	0.7	15.2 ± 3.6	27.4 ± 3.4	30.6 ± 2.2	18.0 ± 2.7	6.7 ± 1.7	1.4 ± 0.7	84.1 ± 3.7
	Very Remote	493.2 ± 15.5	0.9	41.3 ± 8.2	25.2 ± 3.9	18.6 ± 4.3	10.1 ± 3.3	3.3 ± 1.4	0.5 ± 0.4	57.8 ± 8.0

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.N6: Achievement of Year 9 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	534.3 ± 4.6	1.2	16.2 ± 2.4	34.5 ± 2.8	27.9 ± 2.5	14.2 ± 2.3	4.8 ± 1.5	1.3 ± 0.7	82.6 ± 2.5
	Provincial	526.2 ± 4.4	1.2	18.8 ± 2.7	36.1 ± 3.2	28.1 ± 2.5	10.9 ± 1.8	4.3 ± 1.1	0.6 ± 0.5	80.0 ± 2.8
	Remote	489.2 ± 29.5	0.8	42.4 ± 19.1	30.9 ± 12.9	18.0 ± 11.5	7.3 ± 7.1	0.3 ± 1.9	0.2 ± 1.1	56.7 ± 19.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	532.2 ± 8.7	4.7	14.1 ± 4.9	35.5 ± 5.3	28.5 ± 6.6	12.1 ± 4.7	4.1 ± 3.4	1.0 ± 1.2	81.2 ± 5.2
	Provincial	528.3 ± 9.3	7.4	16.7 ± 6.0	33.5 ± 6.2	26.6 ± 5.3	12.2 ± 4.4	2.9 ± 2.6	0.8 ± 1.0	76.0 ± 7.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	526.5 ± 14.1	2.3	20.6 ± 4.9	32.8 ± 4.8	25.5 ± 2.9	13.3 ± 3.8	4.8 ± 3.4	0.8 ± 1.1	77.1 ± 5.1
	Provincial	513.7 ± 6.4	1.7	24.4 ± 4.4	38.0 ± 2.9	24.8 ± 3.8	9.1 ± 2.3	1.8 ± 0.8	0.2 ± 0.3	73.8 ± 4.4
	Remote	498.7 ± 17.2	1.0	31.7 ± 11.6	41.7 ± 9.7	19.4 ± 6.9	5.3 ± 4.3	0.7 ± 1.3	0.1 ± 0.6	67.2 ± 11.4
	Very Remote	458.2 ± 33.5	2.8	52.9 ± 17.3	30.7 ± 10.4	10.9 ± 7.2	2.2 ± 2.3	0.6 ± 1.1	0.0 ± 0.0	44.3 ± 16.2
WA	*Metro*	512.2 ± 6.6	1.5	25.0 ± 5.9	39.2 ± 7.9	23.1 ± 4.6	9.5 ± 2.7	1.8 ± 1.4	0.0 ± 0.2	73.5 ± 6.0
	Provincial	506.7 ± 9.1	0.4	28.8 ± 7.9	40.4 ± 8.1	21.3 ± 4.8	7.7 ± 3.4	1.1 ± 1.2	0.3 ± 0.5	70.7 ± 7.9
	Remote	488.3 ± 17.2	0.4	39.5 ± 8.9	37.8 ± 8.5	17.0 ± 5.5	5.1 ± 3.9	0.2 ± 1.1	0.0 ± 0.0	60.1 ± 9.0
	Very Remote	479.1 ± 12.9	0.6	49.2 ± 9.7	31.8 ± 7.2	13.0 ± 5.1	4.1 ± 3.5	1.0 ± 1.2	0.3 ± 0.8	50.2 ± 9.6
SA	*Metro*	517.1 ± 10.3	3.7	20.6 ± 6.0	39.8 ± 7.9	25.3 ± 7.4	7.5 ± 4.9	2.9 ± 2.7	0.3 ± 1.0	75.8 ± 6.3
	Provincial	511.0 ± 16.8	6.3	23.7 ± 11.2	41.0 ± 10.5	19.9 ± 9.0	8.0 ± 6.6	1.1 ± 2.3	0.0 ± 0.0	70.0 ± 11.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	469.2 ± 16.8	0.0	63.1 ± 19.3	26.2 ± 14.5	8.6 ± 8.7	2.1 ± 4.2	0.0 ± 0.0	0.0 ± 0.0	36.9 ± 19.3
Tas	*Metro*	544.8 ± 20.3	0.6	15.5 ± 7.7	26.6 ± 9.1	30.2 ± 9.8	17.0 ± 8.3	8.0 ± 6.0	2.0 ± 2.6	83.9 ± 7.8
	Provincial	554.3 ± 9.6	0.7	8.5 ± 4.1	29.0 ± 5.9	33.2 ± 6.7	17.9 ± 4.6	7.4 ± 4.4	3.3 ± 2.6	90.8 ± 4.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	546.5 ± 14.6	0.0	16.2 ± 11.1	27.8 ± 12.3	24.0 ± 11.9	21.9 ± 9.2	9.6 ± 6.2	0.5 ± 2.0	83.8 ± 11.1
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	504.6 ± 10.7	2.7	31.1 ± 9.0	34.7 ± 6.3	22.1 ± 6.2	7.3 ± 4.3	1.9 ± 1.9	0.2 ± 0.4	66.2 ± 8.6
	Remote	489.0 ± 27.9	2.4	41.5 ± 20.8	32.7 ± 11.3	16.2 ± 9.6	5.7 ± 4.6	1.2 ± 1.6	0.3 ± 0.6	56.0 ± 21.1
	Very Remote	434.4 ± 19.3	0.0	75.2 ± 8.5	18.3 ± 6.9	5.3 ± 3.6	1.0 ± 1.4	0.2 ± 0.6	0.0 ± 0.0	24.8 ± 8.5
Aust	*Metro*	528.0 ± 6.0	2.0	19.1 ± 2.4	34.3 ± 2.6	26.2 ± 1.6	13.0 ± 1.7	4.5 ± 1.5	0.9 ± 0.5	78.9 ± 2.5
	Provincial	520.4 ± 3.5	2.1	21.7 ± 2.2	36.4 ± 2.0	26.0 ± 1.7	10.2 ± 1.3	3.0 ± 0.6	0.6 ± 0.3	76.2 ± 2.2
	Remote	492.1 ± 11.5	1.2	38.4 ± 8.0	35.8 ± 5.8	18.1 ± 3.9	5.8 ± 2.1	0.6 ± 0.7	0.1 ± 0.3	60.4 ± 8.1
	Very Remote	455.9 ± 13.6	0.8	61.0 ± 7.5	25.7 ± 4.9	9.4 ± 3.0	2.5 ± 1.4	0.5 ± 0.5	0.1 ± 0.2	38.2 ± 7.2

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.N7: Achievement of Year 9 Students in Numeracy, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	623.3 ± 3.2	0.7	1.3 ± 0.2	7.0 ± 0.5	19.7 ± 0.9	29.1 ± 0.9	24.2 ± 0.7	18.1 ± 1.6	98.1 ± 0.2
Advanced diploma/ diploma	590.6 ± 1.8	0.9	2.7 ± 0.3	13.8 ± 0.7	29.5 ± 0.7	29.3 ± 0.9	16.5 ± 0.6	7.2 ± 0.7	96.4 ± 0.3
Cert I to IV	572.3 ± 1.4	1.1	4.9 ± 0.3	20.3 ± 0.7	32.4 ± 0.6	25.8 ± 0.6	11.6 ± 0.5	4.0 ± 0.4	94.0 ± 0.4
Year 12 or equivalent	581.2 ± 3.2	1.2	4.6 ± 0.5	17.9 ± 0.9	29.8 ± 1.1	25.9 ± 0.9	14.0 ± 0.8	6.6 ± 1.2	94.2 ± 0.5
Year 11 or equivalent or below	550.9 ± 2.0	2.4	10.4 ± 0.7	28.0 ± 0.8	30.8 ± 0.7	18.5 ± 0.7	7.4 ± 0.5	2.5 ± 0.4	87.1 ± 0.8
Not stated	577.9 ± 2.5	1.0	6.1 ± 0.4	19.3 ± 0.7	28.6 ± 0.6	24.4 ± 0.6	13.6 ± 0.6	7.0 ± 0.8	92.9 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 9 students with parental education 'not stated' is 44%.

Table 9.N8: Achievement of Year 9 Students in Numeracy, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	616.0 ± 2.7	0.6	1.6 ± 0.2	8.3 ± 0.5	21.7 ± 0.8	29.5 ± 0.8	22.9 ± 0.7	15.3 ± 1.3	97.8 ± 0.3
Other business managers and associate professionals	594.2 ± 2.0	0.7	2.5 ± 0.2	13.3 ± 0.6	28.6 ± 0.7	29.3 ± 0.7	17.1 ± 0.5	8.5 ± 0.8	96.8 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	575.4 ± 1.6	1.1	4.4 ± 0.3	19.3 ± 0.7	32.2 ± 0.7	26.2 ± 0.6	12.1 ± 0.6	4.7 ± 0.5	94.5 ± 0.4
Machine operators, hospitality staff, assistants, labourers	562.3 ± 2.3	1.7	7.8 ± 0.6	25.2 ± 0.9	30.9 ± 0.8	20.7 ± 0.7	9.3 ± 0.6	4.4 ± 0.7	90.5 ± 0.6
Not in paid work in the previous 12 months	549.5 ± 2.7	5.7	11.9 ± 1.0	27.6 ± 1.3	27.3 ± 1.4	16.7 ± 1.0	7.6 ± 0.7	3.2 ± 0.6	82.4 ± 1.4
Not stated	576.5 ± 2.5	0.9	6.5 ± 0.4	19.8 ± 0.7	28.5 ± 0.6	23.9 ± 0.5	13.3 ± 0.6	7.0 ± 0.8	92.6 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 9 students with parental occupation 'not stated' is 46%.

Table 9.A1: Year 9 Student Participation in Assessment, by State and Territory, 2008.

State/Territory Average Age/ Years of Schooling		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW 14yrs 7mths 9yrs 4mths	*Number participated* *Participation rate (%)*	84520 94.2	84696 94.4	84757 94.5	84757 94.5	84129 93.8
VIC 14yrs 9mths 9yrs 4mths	*Number participated* *Participation rate (%)*	62853 92.2	63009 92.5	63071 92.6	63071 92.6	63021 92.5
Qld 14yrs 1mth 8yrs 4mths	*Number participated* *Participation rate (%)*	56133 94.9	56218 95.0	56292 95.2	56292 95.2	55952 94.6
WA 14yrs 0mths 8yrs 4mths	*Number participated* *Participation rate (%)*	27392 93.1	27400 93.1	27448 93.3	27448 93.3	27371 93.0
SA 14yrs 6mths 9yrs 4mths	*Number participated* *Participation rate (%)*	18647 93.6	18560 93.2	18707 93.9	18707 93.9	18652 93.6
Tas 14yrs 10mths 9yrs 4mths	*Number participated* *Participation rate (%)*	6179 91.1	6163 90.9	6185 91.2	6185 91.2	6176 91.1
ACT 14yrs 8mths 9yrs 4mths	*Number participated* *Participation rate (%)*	4439 92.4	4449 92.6	4480 93.3	4480 93.3	4452 92.7
NT 14yrs 5mths 9yrs 4mths	*Number participated* *Participation rate (%)*	2386 79.9	2346 78.5	2357 78.9	2357 78.9	2369 79.3
Aust 14yrs 5mths 9yrs 0mths	*Number participated* *Participation rate (%)*	262549 93.5	262841 93.6	263297 93.7	263297 93.7	262122 93.3

Notes:

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 9 students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

The average age and years of schooling are determined as at the time of testing.

Table 9.A2: Year 9 Indigenous Student Participation in Assessment, by State and Territory, 2008.

State/Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	*Number participated*	2897	2906	2923	2923	2864
	Participation rate (%)	80.2	80.5	81.0	81.0	79.3
VIC	*Number participated*	610	616	616	616	622
	Participation rate (%)	77.7	78.5	78.5	78.5	79.2
Qld	*Number participated*	3533	3543	3546	3546	3502
	Participation rate (%)	87.1	87.3	87.4	87.4	86.3
WA	*Number participated*	1218	1233	1242	1242	1222
	Participation rate (%)	71.4	72.3	72.8	72.8	71.6
SA	*Number participated*	443	435	451	451	438
	Participation rate (%)	90.4	88.8	92.0	92.0	89.4
Tas	*Number participated*	390	390	391	391	403
	Participation rate (%)	81.6	81.6	81.8	81.8	84.3
ACT	*Number participated*	59	60	66	66	62
	Participation rate (%)	69.4	70.6	77.6	77.6	72.9
NT	*Number participated*	749	724	736	736	744
	Participation rate (%)	61.8	59.8	60.8	60.8	61.4
Aust	*Number participated*	9899	9907	9971	9971	9857
	Participation rate (%)	79.7	79.7	80.3	80.3	79.3

Notes:

Participation rates are calculated on the basis of all assessed and exempt Indigenous students as a percentage of the total number of Year 9 Indigenous students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 9.A3: Percentage of Year 9 Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	6	6	6	6	6
	Assessed	94	94	94	94	93
Vic	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	8	8	7	7	8
	Assessed	90	91	91	91	91
Qld	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	5	5	5	5	5
	Assessed	94	94	94	94	93
WA	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	7	7	7	7	7
	Assessed	92	92	93	93	92
SA	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	6	7	6	6	6
	Assessed	91	91	92	92	91
Tas	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	9	9	9	9	9
	Assessed	90	90	91	91	90
ACT	*Exempt*	0	0	0	0	0
	Absent/Withdrawn	8	7	7	7	7
	Assessed	92	92	93	93	92
NT	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	20	21	21	21	21
	Assessed	78	77	77	77	77
Aust	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	7	6	6	6	7
	Assessed	92	92	93	93	92

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 9.A4: Percentage of Year 9 Indigenous Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	20	20	19	19	21
	Assessed	79	79	80	80	78
Vic	*Exempt*	6	6	6	6	6
	Absent/Withdrawn	22	22	22	22	21
	Assessed	72	72	72	72	73
Qld	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	13	13	13	13	14
	Assessed	85	85	85	85	84
WA	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	29	28	27	27	28
	Assessed	71	71	72	72	71
SA	*Exempt*	4	4	4	4	4
	Absent/Withdrawn	10	11	8	8	11
	Assessed	87	85	88	88	86
Tas	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	18	18	18	18	16
	Assessed	81	81	81	81	84
ACT	*Exempt*	0	0	0	0	0
	Absent/Withdrawn	31	29	22	22	27
	Assessed	69	71	78	78	73
NT	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	38	40	39	39	39
	Assessed	60	58	59	59	60
Aust	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	20	20	20	20	21
	Assessed	78	78	78	78	78

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 9.A5: Percentage of Year 9 LBOTE Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	3	3	3	3	4
	Assessed	96	96	96	96	96
Vic	*Exempt*	2	2	2	2	2
	Absent/Withdrawn	6	5	5	5	5
	Assessed	92	93	93	93	93
Qld	*Exempt*	2	3	2	2	2
	Absent/Withdrawn	4	4	4	4	4
	Assessed	94	94	94	94	94
WA	*Exempt*	0	0	0	0	0
	Absent/Withdrawn	5	5	5	5	5
	Assessed	94	94	94	94	94
SA	*Exempt*	3	3	3	3	3
	Absent/Withdrawn	3	3	2	2	3
	Assessed	94	93	94	94	94
Tas	*Exempt*	6	6	7	7	5
	Absent/Withdrawn	7	7	6	6	5
	Assessed	87	87	87	87	89
ACT	*Exempt*	0	0	0	0	0
	Absent/Withdrawn	6	7	7	7	6
	Assessed	93	93	93	93	94
NT	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	26	27	26	26	26
	Assessed	74	73	73	73	73
Aust	*Exempt*	1	1	1	1	1
	Absent/Withdrawn	5	5	5	5	5
	Assessed	94	94	94	94	94

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 9.A6: Year 9 Indigenous and LBOTE students as proportions of Year 9 students by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	*Indigenous*	3	3	3	3	3
	LBOTE	28	28	28	28	28
Vic	*Indigenous*	1	1	1	1	1
	LBOTE	24	24	24	24	24
Qld	*Indigenous*	6	6	6	6	6
	LBOTE	9	9	9	9	9
WA	*Indigenous*	4	4	4	4	4
	LBOTE	11	11	11	11	11
SA	*Indigenous*	2	2	2	2	2
	LBOTE	8	8	8	8	8
Tas	*Indigenous*	6	6	6	6	6
	LBOTE	3	3	3	3	3
ACT	*Indigenous*	1	1	1	1	1
	LBOTE	8	8	8	8	8
NT	*Indigenous*	25	24	25	25	25
	LBOTE	16	16	16	16	16
Aust	*Indigenous*	4	4	4	4	4
	LBOTE	19	19	19	19	19

Notes:

Proportions are calculated on the basis of all assessed and exempt Indigenous or LBOTE students as a percentage of the total number of Year 9 students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Year 9

Overall National and Jurisdiction Results

Tables 9.R1, 9.W1, 9.S1, 9.G1, 9.N1 show the percentage of Year 9 students estimated to be in achievement bands 5 (and below) to 10 for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. Tables 9.R1, 9.W1, 9.S1, 9.G1, 9.N1 also give the mean scores and the participation rates. Figures 9.R1, 9.W1, 9.S1, 9.G1, 9.N1 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall.

The percentage of students located in each band represents assessed students. This includes students who sat the test and students who were formally exempt from participating. Exempt students are deemed as being below the national minimum standard. Exempt students have not been included in the computation of the means or standard deviations and they are not included in Figures 9.R1, 9.W1, 9.S1, 9.G1 and 9.N1.

Between 87 and 94 per cent (Writing and Numeracy, respectively) of Australian students are estimated to be working at or above the national minimum standard. As was the case for Years 3, 5 and 7, the percentage of students estimated to be working at or above the national minimum standard is greatest for Victoria, New South Wales and the Australian Capital Territory. While at Year 3 and Year 5 the Queensland results showed slightly smaller proportions of students estimated to be working at or above the national minimum standard, this is not the case at Year 9, where the Queensland results are broadly equivalent to those of Western Australia, South Australia and Tasmania. The results for the Northern Territory differ markedly from those for other jurisdictions, with 63 per cent of students estimated to be working at or above the national minimum standard for Writing, and Grammar and Punctuation, through to 74 per cent for Numeracy. The Northern Territory is also distinctive in that the achievement distribution has a considerably larger variance than do the distributions for the other jurisdictions for all domains, with the exception of Numeracy.

For Australia overall, the mean scores for the Year 9 students range from 569 in Grammar and Punctuation to 582 in Numeracy. These mean scores are between 36 and 41 points higher than the mean scores for Year 7 students, which are slightly smaller than the differences between Years 5 and 7. The extent to which achievement in the Northern Territory is below that of other jurisdictions is highlighted by the finding that the mean scores for the Northern Territory Year 9 students lie midway between the national mean scores for Year 5 and Year 7 students.

Sex

Tables 9.R2, 9.W2, 9.S2, 9.G2, 9.N2 show the percentage of Year 9 male and female students estimated to be in achievement bands 5 (and below) to 10 and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall.

In every jurisdiction and for each literacy domain, the percentage of students estimated to be working at or above the national minimum standard is greater for females than for males. The differences are largest for Writing, at 10 percentage points for Australia overall. For Writing, Spelling, and Grammar and Punctuation, the gender differences are larger at Year 9 than for any other year level, while for Numeracy the results are equivalent across year levels.

Across Australia, the exemption rate for male students is about 0.5 percentage points higher than the exemption rate for female students. This is a similar difference to that at Year 7, and less than that at Year 3 and Year 5. The difference in the exemption rate varies across jurisdictions. In South Australia and Victoria, the difference is about 0.9 percentage points, while in all other jurisdictions it is 0.6 percentage points or less.

The mean scores, which do not include exempt students, show that the Numeracy means are higher for male students in every jurisdiction, whereas for all other areas the mean scores of female students exceed those of male students. As with the percentages estimated to be working at or above the national minimum standard, across all domains the gender differences in the means are smallest for Tasmania, with the exception of Writing, where the difference was smallest in South Australia. For the remaining jurisdictions the differences are similar.

The national gender differences in the means – 6 points higher for female students for Reading, 37 points higher for female students for Writing, 21 points higher for female students for Spelling, 21 points higher for female students for Grammar and Punctuation, and 9 points higher for male students for Numeracy – suggest that gender differences in Reading, on the NAPLAN scale, decline with year level, while the differences in Writing appear to increase. There is no clear trend for Spelling, Grammar and Punctuation, or Numeracy. Since growth from Year 3 to Year 5 on the NAPLAN scale is greater than growth from Year 5 to Year 7, which in turn is greater than growth from Year 7 to Year 9, these gender differences are increasing with years of schooling.

Indigenous

Tables 9.R3, 9.W3, 9.S3, 9.G3, 9.N3 show the percentage of Year 9 Indigenous and non-Indigenous students estimated to be in achievement bands 5 (and below) to 10 and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall.

The percentage of students estimated to be working at or above the national minimum standard is markedly lower for Indigenous students than non-Indigenous students in all jurisdictions. In the Northern Territory, Indigenous students are one-third to one-half as likely to be achieving at or above national minimum standards. Across Australia, a smaller proportion of Indigenous students is likely to be achieving at or above the national minimum standard compared to non-Indigenous students. The difference ranges from 22 to 31 percentage points, for Numeracy and Grammar and Punctuation, respectively.

Similarly, the mean score for Indigenous students is substantially lower than that of non-Indigenous students. In Reading, for example, the difference in the means for Australia as a whole is 68 points, the difference in the Northern Territory is 132 points and in Western Australia it is 77 points. The largest differences are in Writing scores.

Reviewing the results across year levels, there is a decline in the difference between Indigenous and non-Indigenous student mean scores for Reading, Spelling, Grammar and Punctuation, but there is an increase in the differences for Writing. The differences in Numeracy are the same at each year level. The participation rate for Indigenous students declines as year level increases.

Language Background Other Than English (LBOTE)

Tables 9.R4, 9.W4, 9.S4, 9.G4, 9.N4 show the percentage of Year 9 LBOTE and non-LBOTE students estimated to be in achievement bands 5 (and below) to 10 and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall.

The difference between the percentage of Year 9 LBOTE and non-LBOTE students estimated to have achieved at or above the national minimum standard varies across jurisdictions and domains. For Australia overall, non-LBOTE students are slightly more likely to have achieved at or above the national minimum standard than LBOTE students. The smallest differences are in Victoria, the Australian Capital Territory and New South Wales, whilst the largest differences are in South Australia, the Northern Territory and Queensland. It should be noted, however, that many Indigenous students in remote communities in the Northern Territory are also considered to be LBOTE students. This is also true for students in Queensland, South Australia and Western Australia, although to a lesser extent.

A review of the exemption rates shows only a small difference for LBOTE and non-LBOTE students – about 0.4 percentage points – a difference that is smaller than that found at other year levels.

Although there is marked variation between jurisdictions, overall the mean scores of LBOTE students exceed the mean scores of non-LBOTE students in Writing, Spelling, Grammar and Punctuation, and Numeracy.

As has been noted for each of the other year levels, there was a large number of LBOTE exemptions in Tasmania, which has a small number of LBOTE students compared to other jurisdictions.

Geolocation

Tables 9.R5, 9.W5, 9.S5, 9.G5, 9.N5 show the percentage of Year 9 students, by geographic location, estimated to be in achievement bands 5 (and below) to 10 and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. Tables 9.R6, 9.W6, 9.S6, 9.G6, 9.N6 show the corresponding information for Indigenous students only.

Across Australia, Year 9 students in metropolitan areas are estimated to be working at or above the national minimum standards at slightly higher rates than students in provincial and remote areas. The mean scores for students in metropolitan areas are also higher than those for students in provincial areas, which are in turn higher than for those in remote areas. Students in very remote areas have the lowest means and have the smallest proportion of students estimated to be working at or above the national minimum standards. These results hold for each of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, and for all jurisdictions with the exception of Victoria. As the proportion of remote students in Victoria is small, the observation may be unique to this state.

The achievement patterns by geographic location are similar for Indigenous students and for all students.

Student Achievement and Parental Education and Parental Occupation

Tables 9.R7, 9.W7, 9.S7, 9.G7, 9.N7, 9.R8, 9.W8, 9.S8, 9.G8 and 9.N8 illustrate the relationships between parental occupation and parental education, and student achievement. For each domain, the student mean scores are higher for students whose parents have higher levels of education. The relationships between the mean scores of students with parents from different occupation categories are consistent with those found in previous research and statewide assessments.

It is important to note that these results are indicative only, as parental education and occupation data were only available for 50-60 per cent of students nationally, as noted in the table footnotes.

In terms of estimated percentages of students working at or above the national minimum standard the differences can be quite large. For example, students whose parents have a degree are between 13 (Numeracy) and 22 (Writing) per cent more likely to be at or above the national minimum standard than students whose parents have a Year 11 equivalent or below. Similarly, students whose parents are from the occupational category *Senior management and qualified professionals* are between 19 (Numeracy) and 28 (Writing) per cent more likely to be at or above the national minimum standard than students whose parents have not been in paid employment for the past 12 months.

Participation

Tables 9.A1 to 9.A6 describe the participating populations and the rates of exemptions and absences by jurisdiction.

Definitions

Average age

The average age of students was calculated from the date of birth provided by each State/Territory.

Exempt

Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

Geolocation

The MCEETYA Schools Geographic Location Classification System is based on the locality of individual schools and is used to disaggregate data according to Metropolitan, Provincial, Remote and Very Remote.

Indigenous status

A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. The term 'origin' is considered to relate to people's Australian Aboriginal or Torres Strait Islander descent and for some, but not all, their cultural identity.

Language Background Other than English (LBOTE)

A student is classified as LBOTE if either the student or parents/guardians speak a language other than English at home.

Parental education

Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained.

Parental occupation

Parental occupation represents the occupation group which includes the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, the occupation group which reflects their main job is reported.

Sex

Sex is the distinction "male" and "female" as reported on a student's enrolment record.

Years of schooling

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, expressed in years and months.

2009

National Assessment Program

Literacy and Numeracy

Achievement in Reading, Writing, Language Conventions and Numeracy

2009 Years 3, 5, 7 and 9 National Results in Reading, Writing, Language Conventions and Numeracy

Introduction

The National Assessment Program—Literacy and Numeracy (NAPLAN) tests are conducted in May each year for all students across Australia in Years 3, 5, 7 and 9. All students in the same year level are assessed on the same test items in the assessment domains of Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

Each year, over one million students nationally sit the NAPLAN tests, providing students, parents, teachers, schools and school systems with important information about the literacy and numeracy achievements of students.

The NAPLAN Assessment Process

The NAPLAN tests are developed collaboratively by the States and Territories, the non-government education sectors and the Australian Government. The test administration authority in each State and Territory is responsible for printing the NAPLAN 2009 tests, and for test administration, data capture and delivery of reports.

The NAPLAN tests broadly reflect aspects of literacy and numeracy within the curriculum in all States and Territories, and the types of test questions and test formats are chosen so that they are familiar to teachers and students across Australia.

National Protocols for Test Administration ensure consistency in the administration of the tests by all test administration authorities and schools across Australia.

The test administration authority in each State and Territory manages the marking of the tests. Tests for Reading, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy are marked using optical mark recognition software to score multiple-choice items. Writing tasks are professionally marked using well established procedures for maintaining marker consistency.

Test administration authorities submit de-identified student data from all tests to a national data contractor, appointed to undertake the analysis of the test data on behalf of the States and Territories. Comparative data showing the performance of each State or Territory and the nation, and the test results are provided to each testing authority.

The national contractor performs a range of analyses across the data to indicate the national mean and the middle 60 per cent of achievement for each year level, for each domain. These analyses also determine individual student scores across the national achievement scale and enable comparisons over time.

Student reports are produced by the test administration authorities, using a national common reporting format.

2008/2009 Comparison

NAPLAN tests were equated so that the 2009 results can be compared with those for 2008. Equating enables the results from NAPLAN tests in different years to be reported on the same achievement scale.

Equating one test with another is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009.

Student Achievement

NAPLAN results are reported nationally through the Summary and National Reports, and at the student level. Results are available for use by education systems, schools and parents.

Individual student reports, provided to parents/carers, show student results against the national average and the middle 60 per cent of students nationally. These reports contain a description of what was assessed in each of the tests and provide information about what students can typically do.

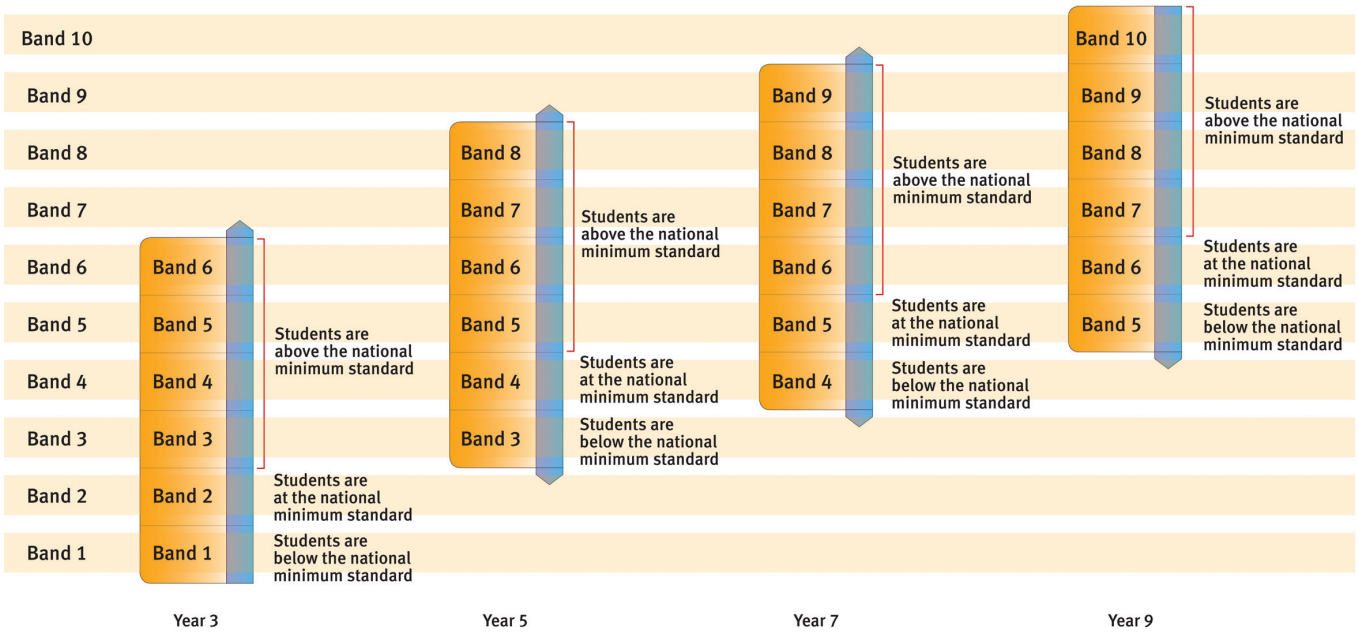
NAPLAN results are reported using five national achievement scales, one for each of the NAPLAN assessment domains of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Each scale consists of ten bands, which represent the increasing complexity of the skills and understandings assessed by NAPLAN from Years 3 to 9. Six of these bands are used for reporting student performance in each year level.

The NAPLAN reporting scales are constructed so that any given scale score represents the same level of achievement over time. For example, a score of 700 in Reading in one year will mean the same in future testing years.

National Minimum Standards

The second lowest band on the achievement scale represents the national minimum standard expected of students at each year level. Students whose results are in the minimum standard band have typically demonstrated only the basic elements of literacy and numeracy for the year level. Students whose results are in the lowest band for the year level have not achieved the national minimum standard for that year, and need focused intervention and additional support to help them achieve the skills they require to progress in schooling. For each year level, the national minimum standard is located on the common underlying scale at the following national achievement bands:

National Assessment Program—Literacy and Numeracy National Assessment Scale



Definitions:

Average age

The average age of students was calculated from the dates of birth provided by each State/Territory.

Exempt

Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

Geolocation

The MCEECDYA Schools Geographic Location Classification System is based on the locality of individual schools and is used to disaggregate data according to Metropolitan, Provincial, Remote and Very Remote.

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Language Background Other than English (LBOTE)

A student is classified as LBOTE if either the student or parents/guardians speak a language other than English at home.

Parental education

Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained.

Parental occupation

Parental occupation represents the occupation group which includes the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, the occupation group which reflects their main job is reported.

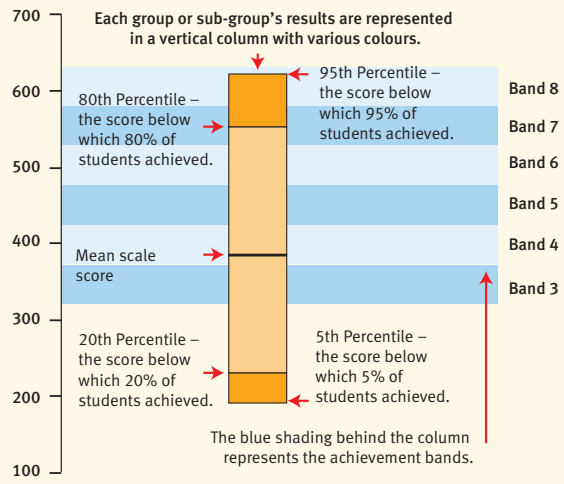
Sex

Sex is the distinction "male" and "female" as reported on a student's enrolment record.

Years of schooling

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, expressed in years and months.

How to read the 2009 graphs



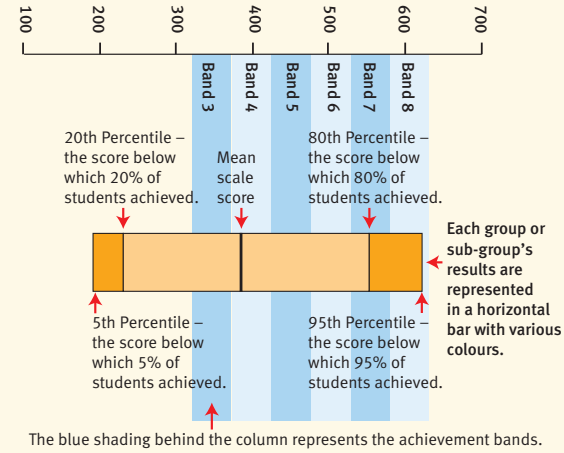
How to read the 2009 comparisons

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	405.3	410.8	372.4	379.7	379.2	390.0	408.0	322.4	393.9
NSW	405.3		▼	▲	▲	▲	▲	■	▲	▲
Vic	410.8	▲		▲	▲	▲	▲	■	▲	▲
Qld	372.4	▼	▼		▼	▼	▼	▼	▲	▼
WA	379.7	▼	▼	▲		■	▼	▼	▲	▼
SA	379.2	▼	▼	▲	■		▼	▼	▲	▼
Tas	390.0	▼	▼	▲	▲	▲		▼	▲	■
ACT	408.0	■	■	▲	▲	▲	▲		▲	▲
NT	322.4	▼	▼	▼	▼	▼	▼	▼		▼
Aust	393.9	▼	▼	▲	▲	▲	■	▼	▲	

Read across the appropriate row to compare one State/Territory performance with jurisdictions listed at the top of the columns.

- ▲ Average achievement significantly higher, statistically, than comparison State/Territory
- ■ No significant difference, statistically, from comparison State/Territory
- ▼ Average achievement significantly lower, statistically, than comparison State/Territory

How to read the 2008–2009 graphs



- ▲ Average achievement significantly higher, statistically, than in 2008 for this State/Territory
- ■ No significant difference, statistically, than in 2008 for this State/Territory
- ▼ Average achievement significantly lower, statistically, than in 2008 for this State/Territory

Notes

The average age and years of schooling are determined as at the time of testing.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

The percentages of students represented in the tables have been rounded and may not sum to 100.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated as all assessed and exempt students as a percentage of the total number of students in the year level, as reported by schools, which includes those absent and withdrawn.

Students for whom Indigenous Status was not stated are not included in the data which is provided by Indigenous Status.

The Spelling and Grammar and Punctuation results, while reported separately, are drawn from a single Language Conventions assessment.

This report includes some key comparisons from the full range of test domains and year levels that NAPLAN comprises. Where the significance of differences in performance is indicated in this report, it relates to the comparison of mean scores either across the 2008 and 2009 testing years or between jurisdictions in 2009. Where the significance of differences is not indicated, care should be taken when comparing results over time, between groups of students and between jurisdictions.

Geolocation:

"-" indicates that the geolocation code does not apply within this State/Territory or for this year level.

"n.p." indicates data not published as there were no students tested or the number of students tested was less than 30.

Parental education:

Due to the variable response rate across States and Territories, Parental education data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Parental education may not have been stated on enrolment forms.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental occupation:

Due to the variable response rate across States and Territories, Parental occupation data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms.

Abbreviations:

"S.D." Standard Deviation
"M" Male
"F" Female
"Indig." Indigenous
"Non-Indig." Non-Indigenous
"LBOTE" Language Background Other than English
"Non-LBOTE" Non-Language Background Other than English
"E" Exempt
"A/W" Absent/Withdrawn
"A" Assessed

National Assessment Program

Literacy and Numeracy

2009 Results

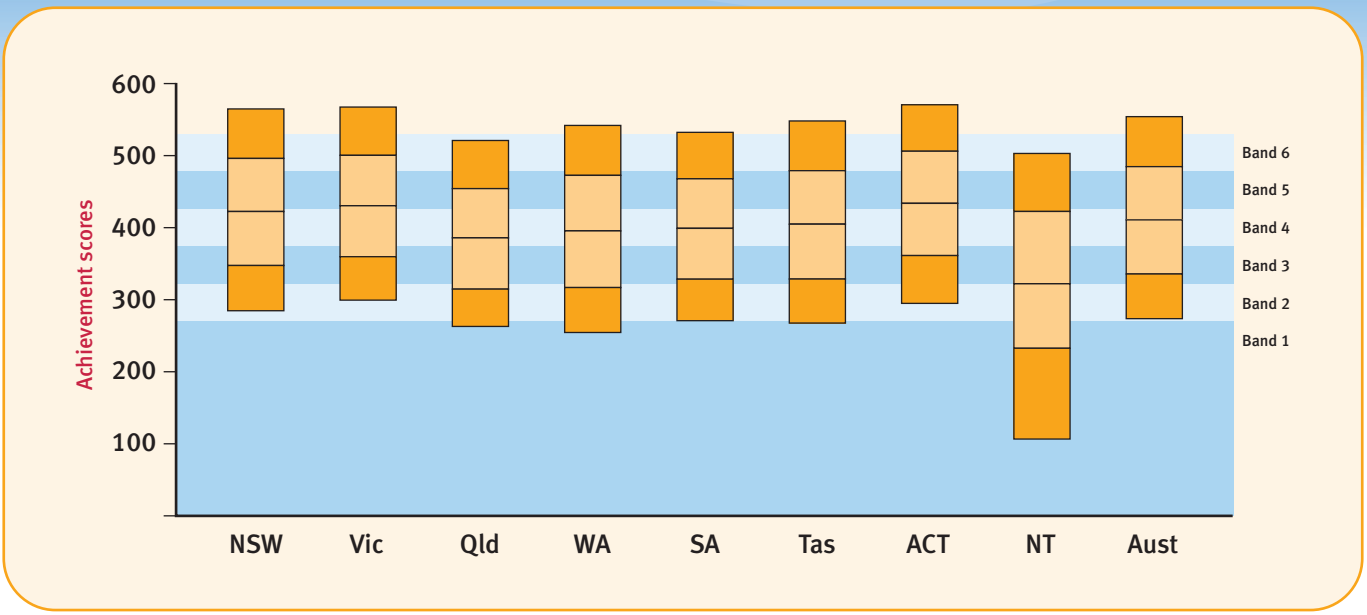
2008–2009 Comparison

2009 Results

NAPLAN Year 3

NAPLAN Year 3 Reading

Figure 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	422.3 (85.4)	430.4 (81.7)	385.9 (79.3)	395.5 (88.8)	399.0 (80.2)	404.7 (86.0)	433.6 (84.3)	322.2 (118.2)	410.8 (86.2)

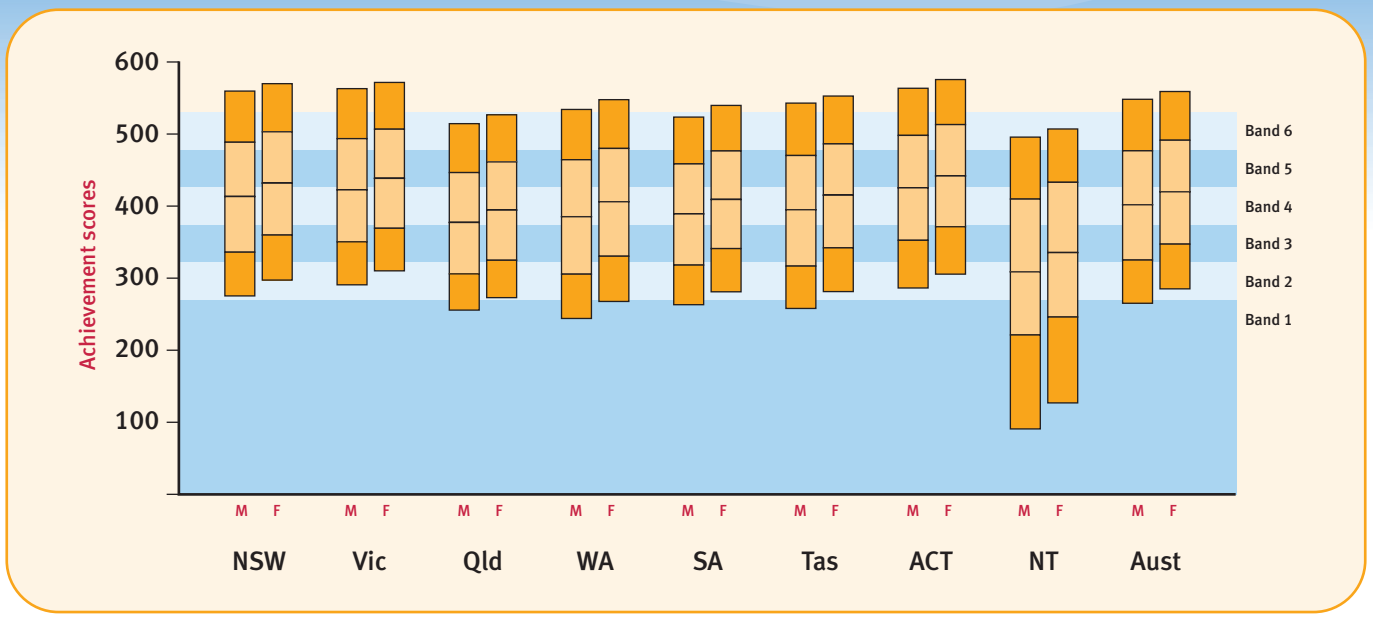
Table 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*8yrs 7mths 3yrs 4mths*	97.4	1.3	3.1	9.4	16.7	22.5	21.1	25.9	95.6
Vic	*8yrs 9mths 3yrs 4mths*	95.0	3.0	1.8	7.2	15.5	22.9	22.3	27.3	95.2
Qld	*8yrs 1mth 2yrs 4mths*	97.1	1.8	6.1	16.3	22.5	23.2	17.2	12.9	92.0
WA	*8yrs 5mths 3yrs 4mths*	96.3	1.3	7.5	13.9	19.0	21.7	18.3	18.1	91.1
SA	*8yrs 7mths 3yrs 4mths*	94.8	1.7	4.7	12.8	20.4	24.3	19.5	16.6	93.6
Tas	*8yrs 11mths 3yrs 4mths*	97.6	1.4	5.3	12.5	19.0	22.2	19.5	20.1	93.3
ACT	*8yrs 8mths 3yrs 4mths*	95.4	2.9	2.4	7.1	14.1	21.8	22.4	29.4	94.7
NT	*8yrs 6mths 3yrs 4mths*	93.5	1.7	29.8	17.9	16.5	15.5	10.3	8.3	68.5
Aust	*8yrs 6mths 3yrs 1mth*	96.4	1.9	4.4	11.2	18.1	22.7	20.0	21.8	93.7

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Reading

Figure 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	413.3 (86.9)	422.6 (82.9)	377.3 (79.8)	385.3 (90.1)	389.2 (80.3)	395.1 (87.4)	425.3 (84.9)	308.7 (119.8)	401.9 (87.4)
Female Mean scale score / (S.D.)	431.9 (82.8)	438.5 (79.6)	394.6 (77.8)	406.1 (86.1)	409.2 (78.7)	415.1 (83.2)	442.0 (83.0)	335.5 (115.2)	419.9 (83.9)

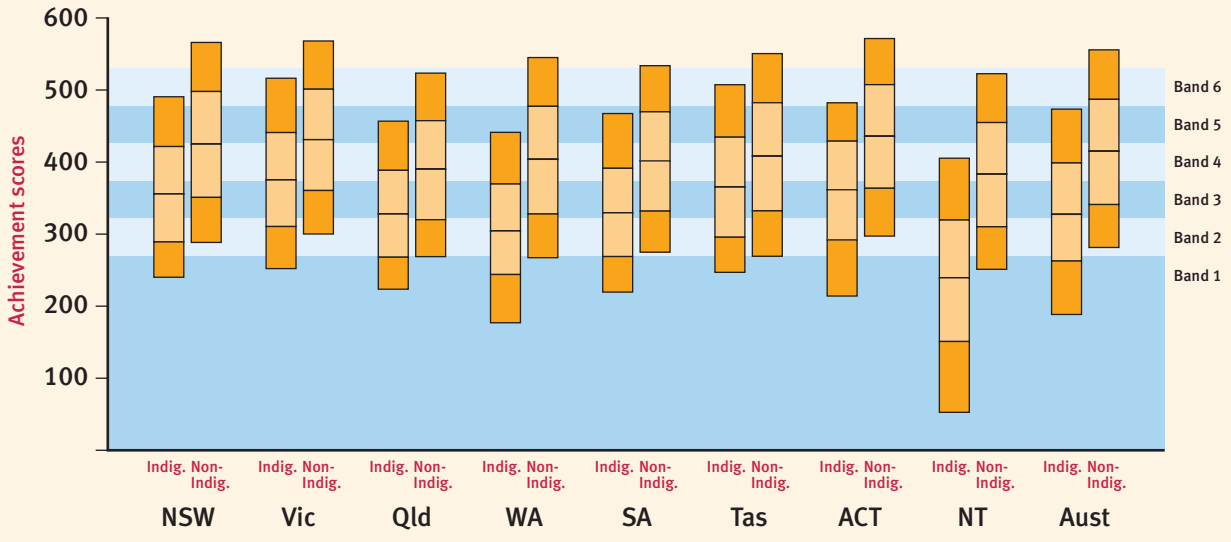
Table 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Male*	1.6	4.2	11.2	18.0	22.2	19.7	23.1	94.2
	Female	1.1	2.0	7.5	15.2	22.8	22.5	28.9	97.0
Vic	*Male*	3.9	2.4	8.5	16.8	23.1	20.9	24.4	93.7
	Female	2.0	1.2	5.7	14.2	22.8	23.7	30.4	96.8
Qld	*Male*	2.5	7.8	18.3	22.9	22.0	15.5	11.1	89.7
	Female	1.2	4.4	14.3	22.0	24.5	18.9	14.7	94.4
WA	*Male*	1.6	9.7	15.8	19.5	20.8	16.8	15.7	88.7
	Female	1.0	5.3	11.9	18.4	22.7	20.0	20.6	93.7
SA	*Male*	2.2	6.0	15.2	21.5	23.5	17.6	14.0	91.8
	Female	1.2	3.4	10.3	19.3	25.1	21.4	19.3	95.4
Tas	*Male*	1.9	7.1	14.3	19.8	21.7	17.7	17.5	91.1
	Female	0.8	3.4	10.6	18.0	22.8	21.5	22.9	95.8
ACT	*Male*	3.8	3.0	8.4	15.3	21.8	21.3	26.4	93.2
	Female	1.9	1.7	5.8	12.9	21.9	23.5	32.4	96.3
NT	*Male*	2.5	33.4	19.5	15.8	13.2	8.5	7.0	64.1
	Female	0.9	26.1	16.3	17.1	17.8	12.2	9.6	73.0
Aust	*Male*	2.4	5.6	12.9	19.1	22.2	18.5	19.3	92.0
	Female	1.3	3.1	9.3	17.1	23.2	21.6	24.4	95.6

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Reading

Figure 3.R3: Achievement of Year 3 Students in Reading, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	355.6 (77.4)	375.3 (79.2)	327.9 (72.1)	304.4 (79.2)	329.5 (77.2)	365.4 (82.4)	361.6 (79.7)	239.4 (105.1)	327.4 (88.2)
Non-Indigenous Mean scale score / (S.D.)	425.0 (84.5)	431.0 (81.5)	390.0 (78.2)	403.8 (85.1)	401.6 (79.0)	408.2 (86.3)	435.7 (83.6)	383.2 (84.6)	415.0 (83.8)

Table 3.R3: Achievement of Year 3 Students in Reading, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Indigenous*	2.0	12.2	23.2	24.6	20.0	11.3	6.7	85.8
	Non-Indigenous	1.3	2.7	8.8	16.4	22.6	21.5	26.6	96.0
Vic	*Indigenous*	5.7	7.1	17.2	25.1	21.5	13.3	10.2	87.2
	Non-Indigenous	2.5	1.8	7.1	15.5	23.1	22.5	27.7	95.8
Qld	*Indigenous*	2.5	20.4	29.6	23.3	14.6	6.6	2.9	77.1
	Non-Indigenous	1.8	5.1	15.3	22.4	23.8	17.9	13.6	93.1
WA	*Indigenous*	1.1	32.6	29.0	18.9	11.4	5.1	1.9	66.3
	Non-Indigenous	1.3	5.3	12.5	18.9	22.8	19.6	19.6	93.4
SA	*Indigenous*	2.2	20.3	27.7	24.1	15.0	7.2	3.5	77.6
	Non-Indigenous	1.7	4.1	12.3	20.3	24.7	19.9	17.1	94.2
Tas	*Indigenous*	2.9	10.2	22.3	22.4	20.3	12.4	9.5	87.0
	Non-Indigenous	1.3	5.0	11.8	18.3	22.2	20.1	21.2	93.6
ACT	*Indigenous*	3.9	12.5	17.5	22.2	23.7	14.7	5.5	83.5
	Non-Indigenous	2.9	2.1	6.8	13.9	21.7	22.6	30.0	95.1
NT	*Indigenous*	1.4	58.7	21.0	10.1	5.8	1.9	1.1	39.9
	Non-Indigenous	2.0	8.1	15.9	21.5	22.8	16.4	13.3	89.9
Aust	*Indigenous*	2.2	22.7	25.5	21.7	15.5	8.0	4.4	75.1
	Non-Indigenous	1.8	3.4	10.4	18.0	23.1	20.7	22.7	94.8

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Reading

Figure 3.R4: Achievement of Year 3 Students in Reading, by LBOTE Status, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	422.0 (86.0)	424.9 (81.9)	376.2 (82.6)	396.4 (92.7)	394.7 (83.8)	409.7 (84.8)	427.0 (87.0)	237.3 (111.8)	412.5 (90.3)
Non-LBOTE Mean scale score / (S.D.)	421.5 (85.2)	432.4 (81.5)	386.8 (78.9)	399.5 (86.6)	399.2 (79.5)	403.7 (86.1)	434.7 (83.8)	359.7 (93.9)	410.8 (84.6)

Table 3.R4: Achievement of Year 3 Students in Reading, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*LBOTE*	2.0	2.9	9.3	17.3	22.8	20.2	25.4	95.1
	Non-LBOTE	0.9	3.2	9.6	16.6	22.4	21.4	25.8	95.8
Vic	*LBOTE*	3.8	2.1	7.8	16.9	23.2	21.2	24.9	94.1
	Non-LBOTE	2.6	1.7	6.9	15.0	22.8	22.7	28.2	95.6
Qld	*LBOTE*	4.5	8.8	17.5	22.3	21.0	14.6	11.3	86.7
	Non-LBOTE	1.6	5.9	16.2	22.5	23.4	17.4	13.0	92.5
WA	*LBOTE*	3.1	7.7	13.5	18.7	21.0	17.2	18.7	89.2
	Non-LBOTE	0.9	6.5	13.3	18.8	22.3	19.3	18.9	92.6
SA	*LBOTE*	3.9	5.9	13.5	19.5	23.1	18.5	15.6	90.2
	Non-LBOTE	1.4	4.6	12.8	20.6	24.5	19.6	16.6	94.0
Tas	*LBOTE*	9.4	5.0	10.9	14.2	21.6	18.4	20.5	85.6
	Non-LBOTE	1.1	5.4	12.7	19.2	22.2	19.5	19.8	93.5
ACT	*LBOTE*	7.6	3.1	7.4	15.7	20.0	19.5	26.8	89.4
	Non-LBOTE	1.9	2.2	7.1	13.9	22.2	22.9	29.8	95.8
NT	*LBOTE*	1.2	60.7	18.3	9.6	5.4	3.1	1.8	38.1
	Non-LBOTE	2.6	15.4	19.0	20.2	19.6	12.9	10.3	82.0
Aust	*LBOTE*	3.1	4.8	10.2	17.6	22.3	19.4	22.7	92.2
	Non-LBOTE	1.6	4.1	11.3	18.3	22.9	20.2	21.6	94.4

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Reading

Table 3.R5: Achievement of Year 3 Students in Reading, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	427.8	1.4	2.6	8.5	15.9	22.3	21.4	27.8	96.0
	Provincial	406.2	1.1	4.5	12.1	19.0	23.0	20.1	20.2	94.4
	Remote	377.0	0.9	11.2	18.3	19.6	22.0	13.9	14.2	87.9
	Very Remote	385.1	0.0	13.2	14.6	16.9	19.6	19.6	16.1	86.8
Vic	*Metro*	433.9	3.0	1.6	6.6	14.9	22.7	22.4	28.7	95.4
	Provincial	419.6	2.8	2.4	8.9	17.4	23.8	21.7	23.0	94.7
	Remote	429.8	0.0	1.1	7.8	17.0	22.2	25.2	26.7	98.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	391.2	1.8	5.2	15.0	22.0	23.8	18.1	14.1	93.0
	Provincial	377.7	2.0	6.8	18.5	23.7	22.8	15.6	10.5	91.2
	Remote	357.7	1.0	13.3	22.6	23.7	18.6	13.2	7.7	85.8
	Very Remote	328.9	2.1	24.3	27.6	20.0	12.7	8.1	5.3	73.6
WA	*Metro*	405.3	1.6	5.6	12.3	18.3	22.2	19.5	20.6	92.9
	Provincial	381.7	0.8	8.4	16.9	21.8	22.2	16.7	13.1	90.8
	Remote	364.2	0.7	15.8	19.0	19.4	18.9	14.6	11.7	83.5
	Very Remote	321.6	0.5	31.5	22.8	16.4	12.8	9.5	6.6	68.0
SA	*Metro*	405.1	1.7	4.0	11.4	19.6	24.3	20.4	18.4	94.2
	Provincial	386.3	1.7	5.6	16.0	22.5	24.4	17.2	12.6	92.7
	Remote	377.7	0.4	8.0	16.5	22.9	24.7	18.5	9.0	91.6
	Very Remote	338.8	0.0	23.3	24.9	17.3	17.6	7.5	9.5	76.7
Tas	*Metro*	410.0	1.6	5.1	12.0	17.6	21.3	20.1	22.4	93.4
	Provincial	400.7	1.3	5.4	12.9	20.2	22.9	19.2	18.2	93.4
	Remote	404.3	0.0	9.5	13.4	13.4	22.9	15.4	25.4	90.5
	Very Remote	400.8	0.0	6.3	12.6	16.6	28.6	14.9	21.1	93.7
ACT	*Metro*	433.8	2.9	2.3	7.1	14.1	21.8	22.4	29.4	94.8
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	367.5	2.4	12.5	18.6	21.3	20.6	13.8	10.8	85.1
	Remote	333.5	1.9	26.4	16.7	17.7	16.7	11.1	9.6	71.7
	Very Remote	231.0	0.2	64.5	17.6	6.5	5.1	3.3	2.7	35.2
Aust	*Metro*	418.1	2.0	3.3	9.9	17.3	22.8	20.8	23.9	94.7
	Provincial	398.0	1.8	5.2	13.7	20.3	23.1	18.7	17.2	93.0
	Remote	362.1	0.9	15.1	18.9	20.6	19.6	14.2	10.6	83.9
	Very Remote	300.1	0.8	38.1	22.3	14.5	11.1	7.5	5.7	61.1

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Reading

Table 3.R6: Achievement of Year 3 Indigenous Students in Reading, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	365.3	2.2	9.0	22.0	25.2	20.7	12.5	8.3	88.8
	Provincial	350.0	1.9	13.8	23.9	24.6	19.5	10.7	5.6	84.3
	Remote	329.8	1.4	23.2	28.1	19.3	16.4	7.7	3.9	75.4
	Very Remote	337.4	0.0	28.1	20.0	14.3	22.4	9.5	5.7	71.9
Vic	*Metro*	387.4	6.6	4.4	15.4	24.1	21.3	15.4	12.8	89.0
	Provincial	366.2	5.1	9.1	18.4	25.8	21.7	11.7	8.1	85.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	336.6	2.4	17.1	28.6	23.7	16.2	8.1	3.8	80.5
	Provincial	334.8	3.2	16.2	28.5	26.1	16.4	7.0	2.6	80.7
	Remote	295.7	1.6	35.8	34.7	16.2	7.4	2.7	1.5	62.6
	Very Remote	293.9	1.5	36.8	33.7	17.6	7.0	2.4	1.0	61.7
WA	*Metro*	325.7	1.5	22.1	29.0	22.9	14.8	6.8	2.9	76.4
	Provincial	322.6	1.4	22.9	29.6	21.7	15.2	7.0	2.1	75.7
	Remote	285.3	1.5	43.5	28.5	13.8	8.3	3.1	1.4	55.0
	Very Remote	271.4	0.0	48.7	28.9	14.1	5.3	2.2	0.9	51.3
SA	*Metro*	345.3	1.4	15.1	25.2	26.3	17.1	9.4	5.5	83.5
	Provincial	321.9	4.3	20.4	29.4	23.8	14.8	5.5	1.7	75.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	279.0	0.0	43.0	35.2	13.2	5.6	2.3	0.8	57.0
Tas	*Metro*	363.2	4.1	9.5	21.4	24.3	20.0	13.2	7.5	86.4
	Provincial	367.7	2.2	10.3	22.9	21.3	19.9	12.3	11.1	87.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	364.1	4.3	11.6	18.1	21.7	22.8	15.5	6.0	84.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	315.9	4.2	27.3	26.6	18.9	14.3	5.5	3.2	68.4
	Remote	261.4	1.7	49.6	21.3	15.3	7.8	2.7	1.5	48.7
	Very Remote	200.5	0.1	75.3	18.5	4.2	1.6	0.2	0.0	24.6
Aust	*Metro*	350.1	2.5	13.6	24.9	24.3	18.2	10.3	6.1	83.8
	Provincial	342.6	2.7	15.8	25.5	24.3	18.0	9.0	4.7	81.5
	Remote	287.6	1.5	40.1	27.5	16.0	9.4	3.6	1.8	58.4
	Very Remote	248.9	0.4	56.2	25.8	10.8	4.6	1.6	0.6	43.4

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Reading

Table 3.R7: Achievement of Year 3 Non-Indigenous Students in Reading, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	428.9	1.4	2.5	8.2	15.8	22.4	21.6	28.1	96.2
	Provincial	412.1	1.0	3.5	10.9	18.4	23.4	21.1	21.7	95.5
	Remote	398.1	0.6	5.6	13.7	19.9	24.9	16.9	18.5	93.8
	Very Remote	420.6	0.0	1.4	11.2	19.3	18.2	26.3	23.5	98.6
Vic	*Metro*	434.3	2.5	1.6	6.6	14.9	22.8	22.6	29.0	95.9
	Provincial	421.0	2.4	2.3	8.7	17.2	23.9	22.0	23.5	95.4
	Remote	431.9	0.0	1.1	6.8	16.6	22.6	25.7	27.2	98.9
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	393.8	1.8	4.7	14.3	21.9	24.1	18.6	14.6	93.5
	Provincial	381.6	1.9	6.0	17.6	23.5	23.4	16.4	11.3	92.2
	Remote	375.1	0.8	6.9	19.2	25.8	21.7	16.1	9.4	92.3
	Very Remote	369.9	2.8	9.8	20.5	22.8	19.4	14.7	10.2	87.5
WA	*Metro*	409.5	1.5	4.8	11.4	17.9	22.6	20.2	21.6	93.7
	Provincial	388.1	0.7	6.7	15.5	21.7	23.2	17.8	14.2	92.6
	Remote	387.7	0.5	7.4	16.2	21.1	22.3	18.1	14.5	92.2
	Very Remote	390.7	1.4	7.6	13.9	19.8	23.6	20.1	13.6	91.0
SA	*Metro*	406.6	1.8	3.8	11.0	19.5	24.6	20.7	18.7	94.5
	Provincial	389.6	1.5	4.8	15.3	22.4	25.0	17.9	13.1	93.6
	Remote	379.7	0.4	7.4	16.1	22.7	25.1	19.0	9.3	92.2
	Very Remote	397.9	0.0	3.0	15.1	21.9	29.5	12.6	17.9	97.0
Tas	*Metro*	414.4	1.5	4.9	11.3	16.5	21.1	20.3	24.3	93.6
	Provincial	403.2	1.3	5.0	12.2	19.9	23.0	20.0	18.6	93.7
	Remote	422.1	0.0	9.8	10.6	10.2	18.0	17.3	34.1	90.2
	Very Remote	403.6	0.0	6.1	12.7	15.2	27.9	15.8	22.4	93.9
ACT	*Metro*	435.7	2.9	2.1	6.8	13.9	21.7	22.6	30.0	95.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	376.8	2.1	9.1	17.4	22.3	22.1	15.3	11.7	88.8
	Remote	399.6	2.2	5.5	11.9	19.8	24.5	18.7	17.5	92.4
	Very Remote	398.1	0.7	5.7	12.7	18.9	24.7	20.4	16.9	93.6
Aust	*Metro*	419.9	1.8	3.0	9.5	17.2	23.0	21.1	24.4	95.2
	Provincial	402.5	1.6	4.3	12.8	20.0	23.6	19.6	18.2	94.1
	Remote	386.5	0.7	6.8	16.0	22.2	23.0	17.8	13.5	92.5
	Very Remote	386.6	1.6	7.4	16.1	20.8	22.5	17.7	13.9	91.0

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Reading

Table 3.R8: Achievement of Year 3 Students in Reading, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	455.5	1.3	1.0	4.1	10.8	19.7	24.2	39.0	97.7
Advanced diploma/ diploma	417.8	1.5	2.4	8.9	17.8	24.7	22.6	22.2	96.1
Cert I to IV	397.0	1.6	4.1	13.1	21.5	25.3	19.4	15.0	94.2
Year 12 or equivalent	401.0	2.0	4.0	12.4	20.4	25.0	19.6	16.7	94.0
Year 11 or equivalent or below	368.1	3.4	9.2	19.4	24.0	22.1	13.7	8.2	87.5
Not stated	391.9	2.2	7.8	14.2	19.5	21.7	17.5	17.1	89.9

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Reading

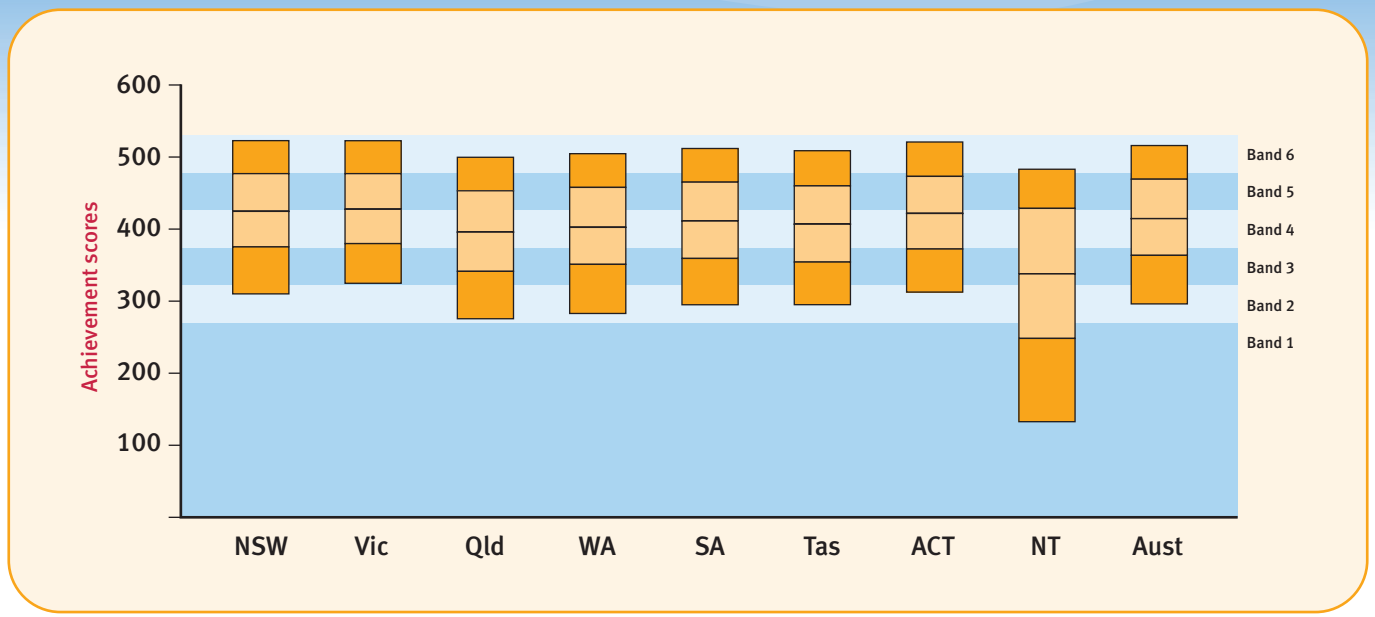
Table 3.R9: Achievement of Year 3 Students in Reading, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Senior management and qualified professionals	453.3	1.0	1.1	4.4	11.3	19.9	23.9	38.3	97.9
Other business managers and associate professionals	426.2	1.2	2.0	7.7	16.1	24.0	23.3	25.7	96.8
Tradespeople, clerks, skilled office, sales and service staff	404.0	1.5	3.5	11.6	20.4	25.2	20.5	17.3	95.0
Machine operators, hospitality staff, assistants, labourers	385.8	2.4	5.9	15.8	22.8	24.0	16.7	12.4	91.7
Not in paid work in the previous 12 months	374.1	5.0	8.5	18.3	22.6	21.2	14.1	10.4	86.5
Not stated	386.8	2.4	8.4	15.3	20.2	21.5	16.5	15.7	89.2

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Writing

Figure 3.W1: Achievement of Year 3 Students in Writing, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	424.5 (64.1)	427.5 (59.8)	395.8 (70.1)	402.4 (68.3)	411.2 (66.0)	406.8 (65.0)	421.6 (62.7)	337.7 (107.0)	414.5 (67.5)

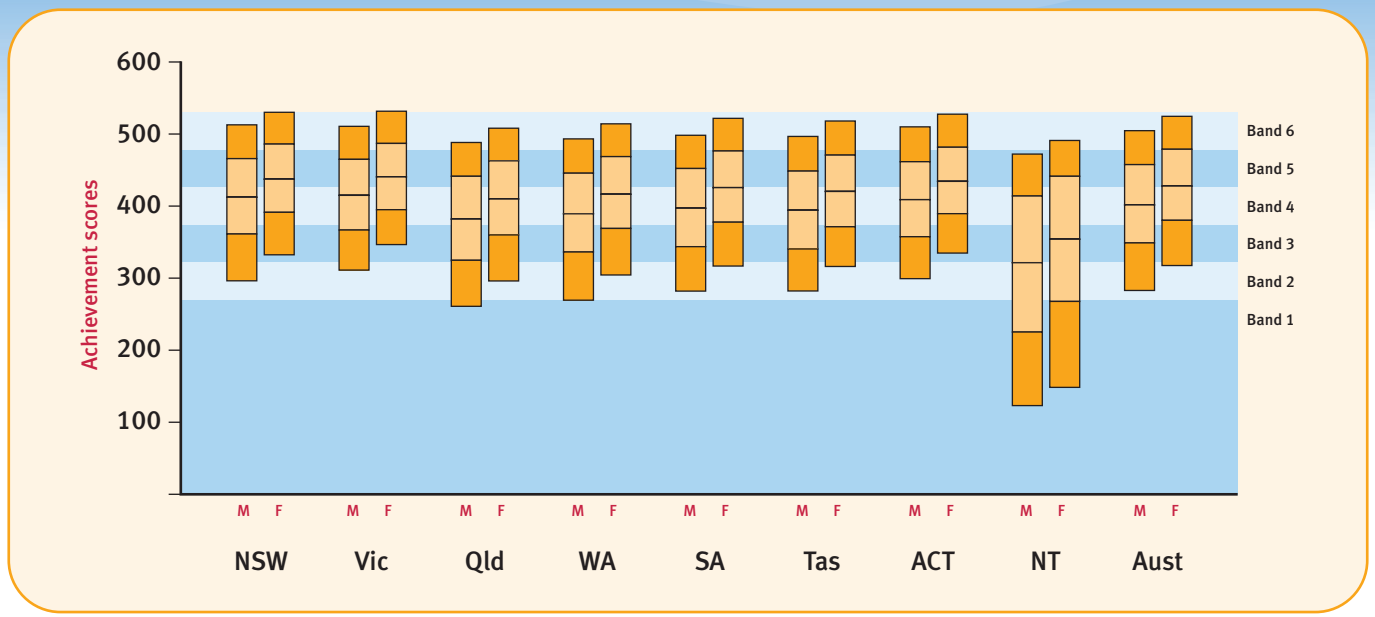
Table 3.W1: Achievement of Year 3 Students in Writing, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*8yrs 7mths 3yrs 4mths*	97.6	1.3	1.5	5.0	12.7	28.6	31.6	19.2	97.2
Vic	*8yrs 9mths 3yrs 4mths*	94.9	3.0	0.7	3.8	12.4	29.8	31.5	18.9	96.3
Qld	*8yrs 1mth 2yrs 4mths*	97.1	1.9	4.2	9.7	19.5	30.6	24.1	10.0	93.9
WA	*8yrs 5mths 3yrs 4mths*	96.3	1.3	3.6	7.8	18.2	31.8	25.6	11.7	95.1
SA	*8yrs 7mths 3yrs 4mths*	94.6	1.7	2.3	6.9	16.6	30.2	28.0	14.3	96.0
Tas	*8yrs 11mths 3yrs 4mths*	97.7	1.3	2.2	7.6	18.6	31.5	26.2	12.7	96.5
ACT	*8yrs 8mths 3yrs 4mths*	95.4	2.9	1.2	4.9	14.0	29.9	30.0	17.1	95.9
NT	*8yrs 6mths 3yrs 4mths*	94.5	1.7	24.3	13.1	17.4	22.6	15.0	5.8	74.0
Aust	*8yrs 6mths 3yrs 1mth*	96.4	1.9	2.4	6.3	15.1	29.8	28.8	15.7	95.7

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Writing

Figure 3.W2: Achievement of Year 3 Students in Writing, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	412.4 (65.5)	414.9 (60.2)	382.0 (72.0)	389.2 (69.1)	397.1 (66.6)	394.2 (65.8)	408.8 (63.9)	321.5 (107.8)	401.6 (68.7)
Female Mean scale score / (S.D.)	437.4 (60.0)	440.5 (56.5)	409.8 (65.2)	416.4 (64.6)	425.6 (62.1)	420.4 (61.4)	434.4 (58.7)	353.9 (103.6)	427.8 (63.5)

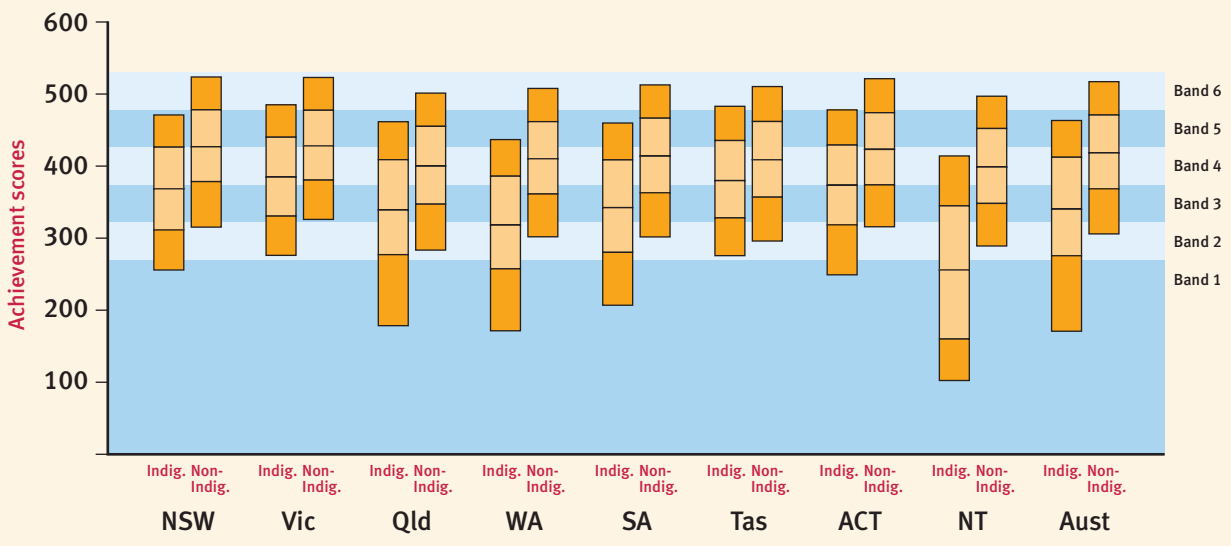
Table 3.W2: Achievement of Year 3 Students in Writing, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Male*	1.6	2.2	6.9	15.8	30.6	28.3	14.5	96.2
	Female	1.0	0.8	3.0	9.4	26.5	35.1	24.1	98.2
Vic	*Male*	3.9	1.1	5.4	16.0	32.1	27.9	13.7	95.0
	Female	2.0	0.3	2.1	8.6	27.4	35.3	24.4	97.8
Qld	*Male*	2.5	6.0	12.5	22.2	29.6	20.1	7.0	91.5
	Female	1.3	2.4	6.7	16.7	31.5	28.3	13.2	96.3
WA	*Male*	1.6	5.0	10.2	21.5	31.9	21.7	8.0	93.4
	Female	1.0	2.1	5.3	14.6	31.7	29.7	15.6	96.9
SA	*Male*	2.2	3.4	9.4	20.3	31.0	24.0	9.8	94.4
	Female	1.2	1.2	4.3	12.8	29.4	32.2	19.0	97.6
Tas	*Male*	1.8	3.2	10.0	21.8	31.5	22.6	9.0	95.0
	Female	0.8	1.0	4.9	15.0	31.5	30.2	16.6	98.2
ACT	*Male*	4.0	1.7	6.9	17.8	31.3	25.9	12.5	94.3
	Female	1.9	0.7	2.8	10.2	28.5	34.1	21.8	97.5
NT	*Male*	2.5	28.2	14.1	18.6	21.3	11.2	4.0	69.3
	Female	0.9	20.4	12.2	16.1	23.8	18.9	7.7	78.7
Aust	*Male*	2.4	3.4	8.4	18.3	30.9	25.1	11.5	94.1
	Female	1.3	1.4	4.0	11.8	28.6	32.6	20.2	97.3

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Writing

Figure 3.W3: Achievement of Year 3 Students in Writing, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	368.5 (67.8)	384.7 (64.4)	339.1 (83.1)	318.1 (79.0)	342.2 (76.4)	379.8 (64.4)	373.3 (70.5)	256.0 (97.9)	340.2 (85.8)
Non-Indigenous Mean scale score / (S.D.)	426.8 (62.8)	428.0 (59.6)	399.8 (67.3)	410.2 (62.5)	413.8 (64.0)	408.8 (65.2)	423.1 (61.7)	398.8 (63.6)	418.3 (64.1)

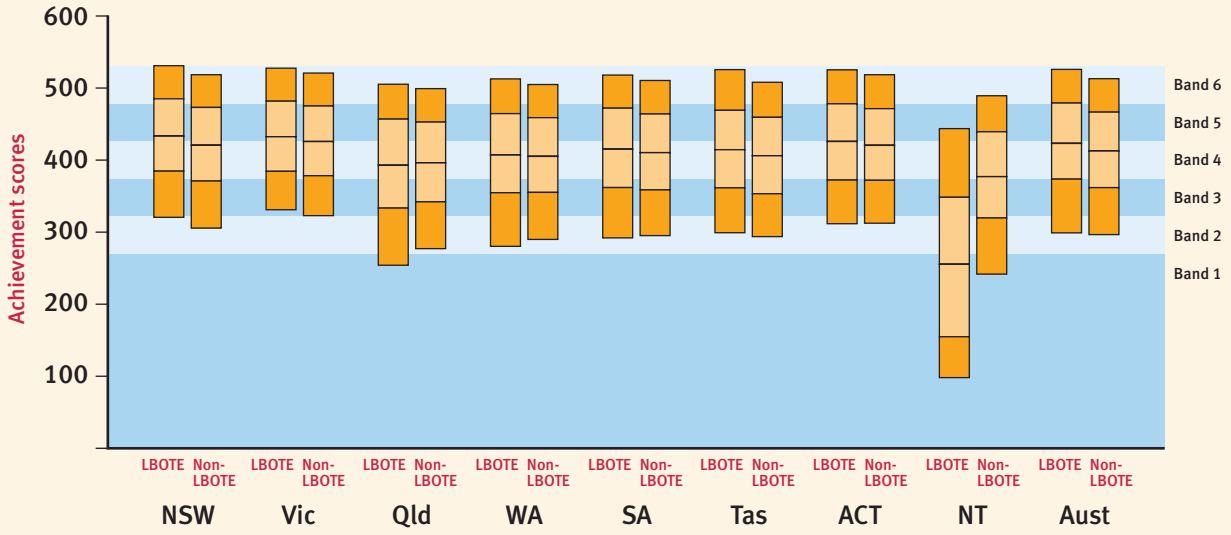
Table 3.W3: Achievement of Year 3 Students in Writing, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Indigenous*	2.0	7.2	16.8	25.3	29.0	16.1	3.7	90.8
	Non-Indigenous	1.3	1.2	4.5	12.2	28.7	32.3	19.8	97.5
Vic	*Indigenous*	5.6	3.7	12.4	22.9	30.2	19.3	5.9	90.7
	Non-Indigenous	2.5	0.7	3.7	12.3	29.9	31.8	19.1	96.9
Qld	*Indigenous*	2.6	17.1	21.0	24.6	21.1	10.9	2.7	80.2
	Non-Indigenous	1.9	3.3	8.8	19.1	31.2	25.1	10.6	94.8
WA	*Indigenous*	1.1	24.8	24.0	25.1	18.0	5.8	1.1	74.1
	Non-Indigenous	1.3	1.8	6.4	17.3	32.8	27.5	12.8	96.9
SA	*Indigenous*	2.2	16.2	21.5	25.0	22.1	10.4	2.7	81.7
	Non-Indigenous	1.7	1.8	6.3	16.3	30.5	28.7	14.7	96.5
Tas	*Indigenous*	2.9	3.6	14.0	28.0	28.1	17.7	5.8	93.6
	Non-Indigenous	1.3	2.2	7.1	17.6	31.5	27.0	13.3	96.5
ACT	*Indigenous*	4.9	6.9	13.1	23.7	31.4	15.7	4.3	88.2
	Non-Indigenous	2.9	1.0	4.6	13.8	29.9	30.3	17.5	96.1
NT	*Indigenous*	1.4	53.2	19.4	13.6	9.0	2.8	0.6	45.4
	Non-Indigenous	2.0	2.8	8.5	20.3	32.9	24.1	9.5	95.2
Aust	*Indigenous*	2.3	17.8	19.2	23.7	22.6	11.6	2.9	79.9
	Non-Indigenous	1.8	1.7	5.6	14.7	30.2	29.7	16.4	96.6

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Writing

Figure 3.W4: Achievement of Year 3 Students in Writing, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	433.1 (63.6)	432.4 (59.7)	392.7 (78.7)	407.0 (72.1)	414.9 (70.3)	414.4 (66.5)	425.8 (64.5)	255.3 (105.9)	423.2 (71.1)
Non-LBOTE Mean scale score / (S.D.)	420.4 (64.1)	425.7 (59.8)	396.2 (69.2)	405.1 (65.7)	410.3 (65.4)	406.0 (65.2)	420.4 (62.2)	377.0 (77.8)	412.6 (66.0)

Table 3.W4: Achievement of Year 3 Students in Writing, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*LBOTE*	2.0	1.1	3.9	10.6	26.5	32.9	22.9	96.8
	Non-LBOTE	0.9	1.7	5.6	13.8	29.6	31.0	17.4	97.4
Vic	*LBOTE*	3.8	0.6	3.2	11.2	28.2	32.0	21.0	95.6
	Non-LBOTE	2.6	0.8	4.0	12.8	30.4	31.3	18.1	96.6
Qld	*LBOTE*	4.7	6.2	9.8	17.9	27.4	23.0	11.1	89.1
	Non-LBOTE	1.7	4.0	9.6	19.6	30.9	24.2	10.0	94.3
WA	*LBOTE*	3.1	4.0	6.7	16.3	29.4	26.5	14.0	92.8
	Non-LBOTE	0.9	2.9	7.3	17.9	32.6	26.4	11.9	96.2
SA	*LBOTE*	3.9	3.0	5.9	14.5	27.8	28.1	16.8	93.1
	Non-LBOTE	1.4	2.3	7.1	17.0	30.5	27.9	13.8	96.4
Tas	*LBOTE*	8.6	1.3	6.9	13.7	31.0	24.1	14.4	90.1
	Non-LBOTE	1.1	2.3	7.7	18.8	31.5	26.1	12.5	96.6
ACT	*LBOTE*	7.7	1.2	4.6	13.1	25.1	29.8	18.5	91.1
	Non-LBOTE	2.0	1.2	5.0	14.4	31.0	29.9	16.6	96.8
NT	*LBOTE*	1.2	56.1	17.3	10.6	7.5	5.2	2.1	42.7
	Non-LBOTE	2.6	8.3	12.0	21.8	29.6	18.9	6.8	89.1
Aust	*LBOTE*	3.1	2.7	4.7	12.1	27.0	30.5	19.9	94.2
	Non-LBOTE	1.6	2.3	6.6	15.9	30.5	28.5	14.7	96.2

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Writing

Table 3.W5: Achievement of Year 3 Students in Writing, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	430.0	1.4	1.2	4.2	11.3	27.6	32.9	21.4	97.4
	Provincial	408.3	1.1	2.3	7.4	16.9	31.9	27.8	12.6	96.7
	Remote	383.8	0.9	4.8	13.9	22.3	30.7	19.4	8.0	94.4
	Very Remote	382.7	0.0	11.7	10.7	15.9	28.2	23.5	10.1	88.3
Vic	*Metro*	431.1	3.0	0.6	3.2	11.4	29.0	32.3	20.4	96.4
	Provincial	416.5	2.8	1.0	5.4	15.3	32.2	29.1	14.2	96.1
	Remote	427.1	0.0	0.7	3.3	11.9	32.2	31.1	20.7	99.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	401.2	1.9	3.5	8.6	18.3	30.8	25.6	11.3	94.6
	Provincial	388.1	2.0	4.5	11.3	21.9	30.9	21.7	7.6	93.5
	Remote	365.3	1.0	11.1	14.6	22.4	28.6	17.6	4.9	88.0
	Very Remote	335.2	1.9	20.5	21.4	22.3	18.4	11.4	4.1	77.6
WA	*Metro*	410.5	1.6	2.1	6.5	16.8	32.1	27.5	13.4	96.3
	Provincial	394.9	0.8	3.5	9.0	21.5	33.5	23.1	8.6	95.7
	Remote	373.4	0.8	9.1	13.6	22.0	28.8	19.6	6.1	90.1
	Very Remote	325.2	0.5	26.6	20.4	19.7	19.0	10.1	3.7	72.9
SA	*Metro*	416.6	1.8	1.9	6.1	15.0	29.7	29.5	16.0	96.3
	Provincial	399.6	1.7	2.8	8.7	20.4	31.7	24.5	10.3	95.5
	Remote	397.3	0.4	3.1	9.4	21.0	32.0	24.8	9.3	96.5
	Very Remote	346.8	0.0	20.7	16.9	21.1	22.6	13.5	5.2	79.3
Tas	*Metro*	412.1	1.5	1.8	6.9	17.1	30.9	27.4	14.5	96.8
	Provincial	403.1	1.3	2.4	8.0	19.6	31.9	25.5	11.3	96.3
	Remote	397.5	0.0	5.6	9.3	17.6	32.7	20.5	14.4	94.4
	Very Remote	391.8	0.0	0.6	10.3	26.3	34.9	22.3	5.7	99.4
ACT	*Metro*	421.7	2.9	1.2	4.9	14.0	29.9	30.0	17.1	95.9
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	389.2	2.4	4.9	11.2	20.9	30.5	21.6	8.6	92.7
	Remote	338.1	1.9	22.6	14.0	19.4	23.4	13.7	5.0	75.5
	Very Remote	244.3	0.2	61.7	16.1	9.3	7.2	4.0	1.4	38.1
Aust	*Metro*	421.2	2.0	1.7	5.2	13.7	29.3	30.4	17.8	96.3
	Provincial	403.1	1.8	2.7	8.2	18.6	31.8	25.8	11.2	95.5
	Remote	370.8	0.9	10.5	13.2	21.4	28.6	18.9	6.5	88.6
	Very Remote	307.3	0.8	34.3	18.8	17.3	16.0	9.4	3.4	64.9

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Writing

Table 3.W6: Achievement of Year 3 Indigenous Students in Writing, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	378.3	2.2	5.4	13.9	24.2	30.5	18.8	4.9	92.3
	Provincial	362.9	1.9	7.9	18.5	26.3	28.1	14.5	2.8	90.2
	Remote	346.8	1.4	10.8	24.7	24.8	27.2	9.1	2.1	87.9
	Very Remote	330.9	0.0	27.1	21.9	17.6	19.0	7.6	6.7	72.9
Vic	*Metro*	389.8	6.6	3.2	12.0	20.3	29.1	21.8	7.0	90.2
	Provincial	381.0	4.9	4.0	12.7	24.9	31.1	17.5	5.0	91.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	351.0	2.7	13.2	19.4	24.6	24.0	12.8	3.3	84.1
	Provincial	347.2	3.2	13.3	20.3	26.8	21.9	11.6	2.8	83.4
	Remote	293.8	1.6	34.7	23.1	19.1	16.5	4.5	0.5	63.7
	Very Remote	296.4	1.1	33.3	27.7	21.0	10.8	5.1	1.2	65.7
WA	*Metro*	340.9	1.5	14.8	22.2	28.2	23.1	8.3	1.7	83.7
	Provincial	341.0	1.4	14.1	22.1	30.0	22.4	8.1	1.9	84.5
	Remote	302.3	1.5	31.2	25.4	22.5	15.8	3.5	0.1	67.3
	Very Remote	277.2	0.0	43.9	27.3	18.3	8.7	1.7	0.0	56.1
SA	*Metro*	356.4	1.4	11.9	18.9	25.2	24.7	13.8	4.1	86.7
	Provincial	336.6	4.3	15.2	23.0	27.0	21.9	7.3	1.2	80.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	288.3	0.0	40.0	29.4	18.5	9.1	2.5	0.5	60.0
Tas	*Metro*	377.3	4.1	4.0	13.2	28.5	29.0	16.4	4.8	91.9
	Provincial	381.9	2.2	3.1	14.6	27.8	27.1	18.7	6.5	94.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	370.9	5.4	7.5	14.0	23.4	30.1	14.8	4.7	87.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	345.0	4.2	14.1	20.9	24.7	24.2	9.2	2.7	81.7
	Remote	270.4	1.7	45.0	20.7	17.7	11.7	2.9	0.2	53.3
	Very Remote	215.5	0.1	72.5	18.2	7.3	1.8	0.1	0.0	27.4
Aust	*Metro*	363.0	2.7	9.6	17.1	24.8	26.7	15.1	4.0	87.7
	Provincial	357.2	2.7	10.0	18.9	26.7	25.7	13.0	3.0	87.3
	Remote	297.7	1.5	33.2	23.1	20.4	16.6	4.6	0.6	65.3
	Very Remote	257.7	0.3	52.7	23.5	14.3	6.6	2.1	0.5	47.0

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Writing

Table 3.W7: Achievement of Year 3 Non-Indigenous Students in Writing, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	431.0	1.4	1.1	4.0	11.1	27.6	33.2	21.7	97.5
	Provincial	413.1	1.0	1.7	6.2	15.9	32.3	29.3	13.6	97.4
	Remote	400.5	0.6	2.0	8.9	21.2	32.6	24.1	10.6	97.3
	Very Remote	421.3	0.0	0.4	2.5	14.0	35.1	35.1	13.0	99.6
Vic	*Metro*	431.4	2.5	0.6	3.2	11.4	29.2	32.5	20.6	96.9
	Provincial	417.5	2.4	0.9	5.2	15.1	32.4	29.5	14.5	96.7
	Remote	429.7	0.0	0.0	2.6	11.7	32.8	31.7	21.1	100.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	403.6	1.9	3.1	8.1	18.0	31.1	26.2	11.7	95.1
	Provincial	391.8	1.9	3.7	10.4	21.5	31.7	22.7	8.1	94.4
	Remote	385.3	0.8	4.4	12.2	23.3	32.0	21.3	6.1	94.9
	Very Remote	380.8	2.8	5.8	14.2	23.8	27.3	18.7	7.5	91.5
WA	*Metro*	414.1	1.5	1.6	5.7	16.0	32.4	28.6	14.1	96.9
	Provincial	400.8	0.7	2.3	7.6	20.6	34.5	24.7	9.5	97.0
	Remote	393.9	0.6	2.7	10.3	21.8	32.3	24.4	7.9	96.7
	Very Remote	392.9	1.4	2.8	10.1	21.9	34.1	21.1	8.5	95.8
SA	*Metro*	418.1	1.8	1.7	5.7	14.8	29.8	30.0	16.3	96.6
	Provincial	403.0	1.5	2.1	7.8	20.0	32.3	25.4	10.7	96.3
	Remote	399.0	0.4	2.7	8.9	20.9	32.3	25.2	9.6	96.9
	Very Remote	401.6	0.0	2.8	5.3	23.7	34.7	23.7	9.8	97.2
Tas	*Metro*	414.6	1.4	1.7	6.6	16.2	30.4	28.0	15.6	96.9
	Provincial	404.8	1.3	2.5	7.5	18.7	32.3	26.3	11.6	96.3
	Remote	395.6	0.0	7.5	11.4	15.7	27.8	21.2	16.5	92.5
	Very Remote	391.3	0.0	0.6	10.9	25.5	35.2	21.8	6.1	99.4
ACT	*Metro*	423.1	2.9	1.0	4.6	13.8	29.9	30.3	17.5	96.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	398.0	2.1	2.8	9.1	20.3	32.1	24.1	9.5	95.1
	Remote	400.3	2.2	2.6	7.7	19.8	34.1	23.9	9.7	95.2
	Very Remote	401.8	0.7	2.9	4.7	20.9	37.3	25.0	8.6	96.4
Aust	*Metro*	422.8	1.8	1.5	4.9	13.4	29.4	30.8	18.2	96.7
	Provincial	406.8	1.6	2.1	7.3	17.9	32.4	26.9	11.8	96.3
	Remote	394.3	0.8	3.1	10.0	21.5	32.4	23.6	8.5	96.1
	Very Remote	391.8	1.6	3.7	10.2	22.3	32.1	21.7	8.4	94.7

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Writing

Table 3.W8: Achievement of Year 3 Students in Writing, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	443.4	1.3	0.5	2.2	8.2	25.5	35.2	27.2	98.2
Advanced diploma/ diploma	421.8	1.5	1.1	4.4	13.6	31.4	31.6	16.4	97.4
Cert I to IV	407.2	1.7	2.0	6.8	17.8	32.8	27.5	11.3	96.3
Year 12 or equivalent	410.7	2.0	2.0	6.3	16.5	32.0	28.6	12.6	96.0
Year 11 or equivalent or below	384.5	3.4	5.1	12.0	21.7	30.4	20.6	6.7	91.5
Not stated	398.6	2.3	5.1	8.7	17.5	29.4	24.9	12.1	92.6

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Writing

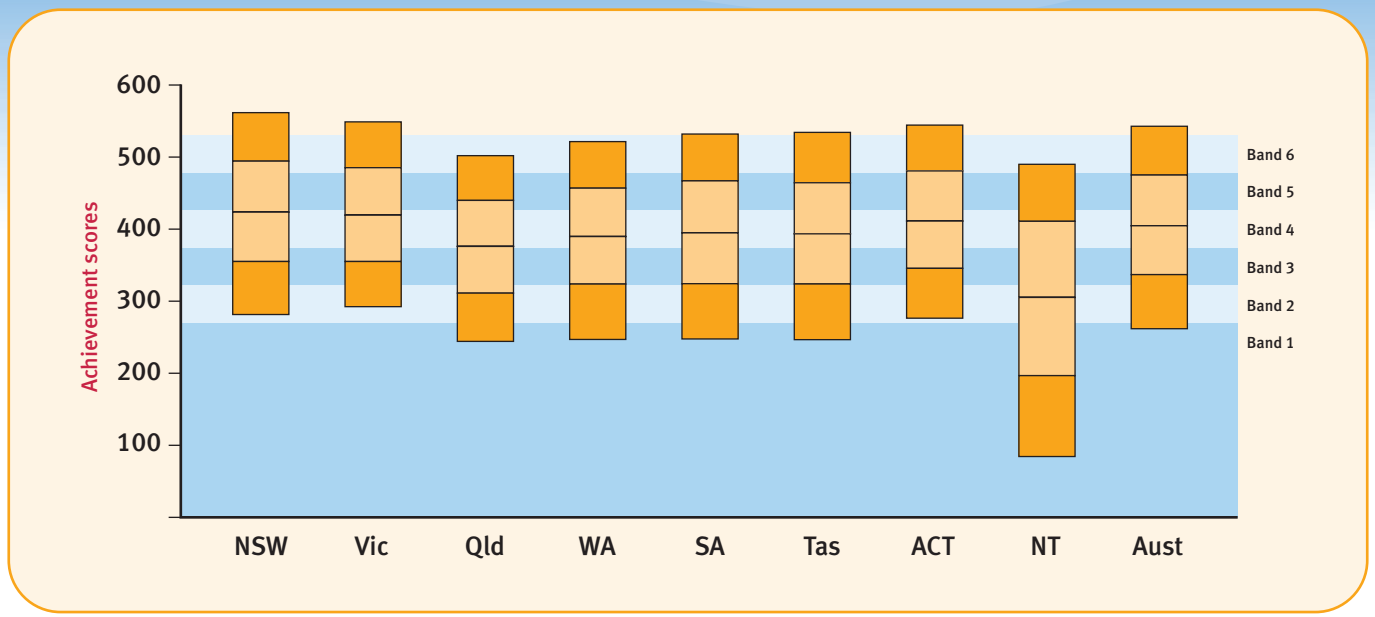
Table 3.W9: Achievement of Year 3 Students in Writing, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Senior management and qualified professionals	441.1	1.0	0.6	2.4	8.7	26.2	34.9	26.1	98.4
Other business managers and associate professionals	426.5	1.2	1.0	3.9	12.5	30.2	32.6	18.7	97.9
Tradespeople, clerks, skilled office, sales and service staff	412.6	1.5	1.7	5.9	16.3	32.5	29.0	13.1	96.8
Machine operators, hospitality staff, assistants, labourers	399.7	2.4	3.0	8.6	19.4	31.7	24.8	10.0	94.6
Not in paid work in the previous 12 months	387.2	5.0	4.8	11.5	20.8	29.6	20.6	7.6	90.2
Not stated	395.8	2.4	5.4	9.4	18.2	29.1	24.1	11.4	92.2

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Spelling

Figure 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	423.6 (83.9)	419.5 (77.4)	376.0 (77.0)	389.7 (81.7)	394.8 (85.3)	393.5 (85.3)	411.2 (80.9)	305.2 (124.8)	404.8 (84.5)

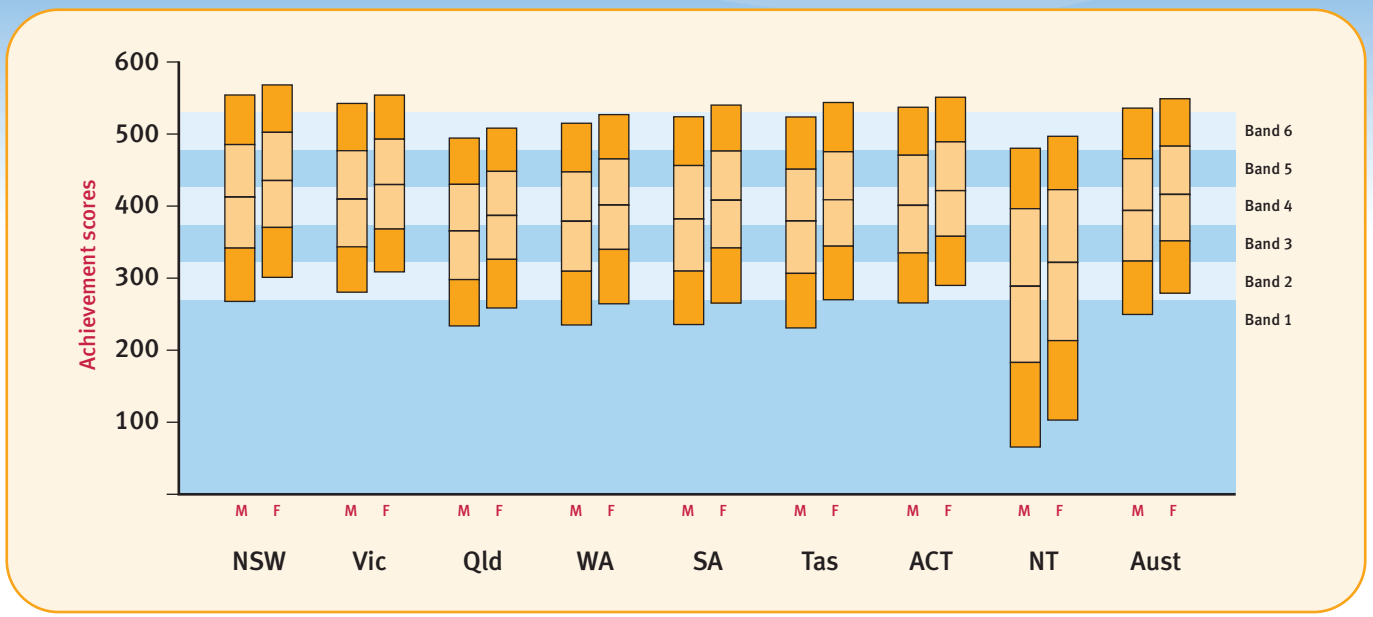
Table 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*8yrs 7mths 3yrs 4mths*	97.5	1.3	3.8	7.3	15.6	24.1	22.5	25.4	94.9
Vic	*8yrs 9mths 3yrs 4mths*	95.0	3.0	2.6	7.1	17.4	25.7	22.3	21.9	94.5
Qld	*8yrs 1mth 2yrs 4mths*	97.2	1.8	9.2	14.0	23.8	26.2	16.2	8.9	88.9
WA	*8yrs 5mths 3yrs 4mths*	96.5	1.3	8.2	11.1	20.7	26.5	19.0	13.3	90.5
SA	*8yrs 7mths 3yrs 4mths*	95.1	1.7	7.8	11.1	19.9	24.2	19.2	16.1	90.5
Tas	*8yrs 11mths 3yrs 4mths*	98.0	1.3	8.2	10.9	20.3	24.7	18.9	15.7	90.4
ACT	*8yrs 8mths 3yrs 4mths*	95.6	2.9	4.2	8.2	18.7	25.6	20.0	20.4	92.9
NT	*8yrs 6mths 3yrs 4mths*	94.8	1.7	36.2	13.3	17.0	16.1	9.3	6.4	62.1
Aust	*8yrs 6mths 3yrs 1mth*	96.5	1.9	5.9	9.5	18.7	25.1	20.2	18.7	92.2

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Spelling

Figure 3.S2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	412.4 (85.7)	409.5 (79.1)	365.4 (78.2)	378.7 (83.5)	381.9 (86.5)	379.3 (86.8)	400.8 (81.6)	288.6 (126.5)	393.9 (86.1)
Female Mean scale score / (S.D.)	435.4 (80.3)	429.7 (74.3)	386.9 (74.3)	401.3 (78.0)	408.0 (82.1)	408.8 (80.9)	421.5 (79.0)	321.8 (121.0)	416.1 (81.3)

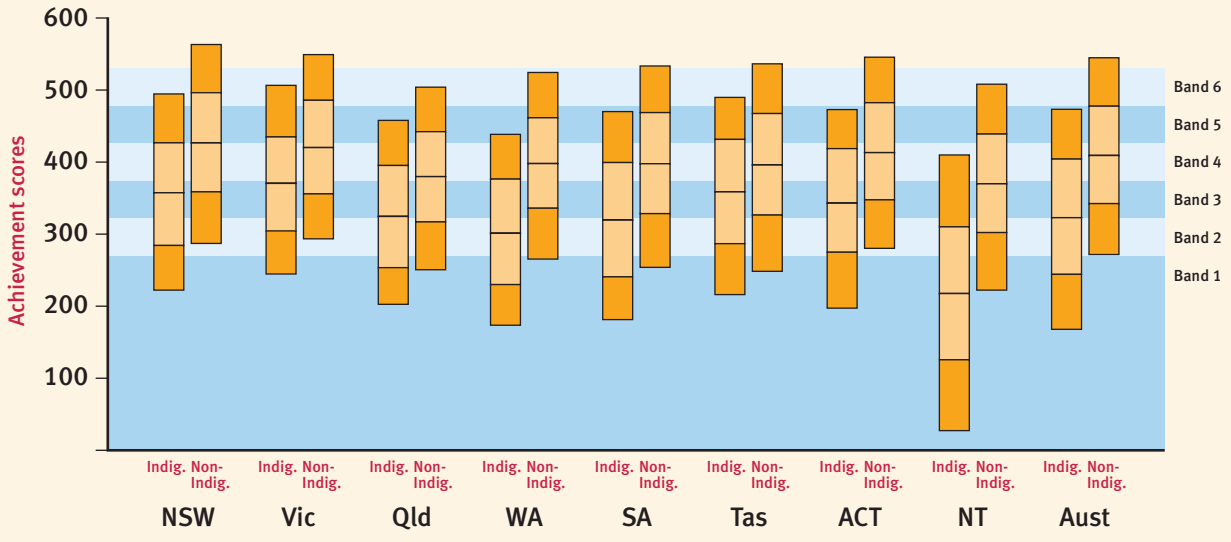
Table 3.S2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Male*	1.6	5.2	9.0	17.8	24.0	20.5	22.0	93.2
	Female	1.0	2.3	5.4	13.4	24.2	24.6	29.1	96.7
Vic	*Male*	3.9	3.6	8.8	19.5	25.2	20.1	18.9	92.5
	Female	2.0	1.5	5.3	15.1	26.3	24.6	25.1	96.5
Qld	*Male*	2.4	11.9	16.1	24.5	24.1	13.8	7.3	85.7
	Female	1.2	6.5	11.8	23.0	28.3	18.7	10.5	92.3
WA	*Male*	1.6	10.5	12.9	22.0	25.1	16.6	11.1	87.9
	Female	1.0	5.7	9.1	19.2	27.9	21.6	15.5	93.3
SA	*Male*	2.2	10.2	13.4	21.7	22.7	16.6	13.2	87.6
	Female	1.2	5.4	8.8	18.0	25.7	21.8	19.2	93.4
Tas	*Male*	1.8	11.3	12.9	21.9	23.7	15.8	12.7	87.0
	Female	0.8	5.0	8.7	18.6	25.8	22.3	18.9	94.2
ACT	*Male*	4.0	5.3	9.9	20.9	25.0	17.9	17.1	90.7
	Female	1.9	3.1	6.4	16.5	26.3	22.1	23.7	95.0
NT	*Male*	2.5	41.2	14.1	16.1	13.3	7.7	5.1	56.3
	Female	0.9	31.0	12.6	17.9	18.9	11.0	7.6	68.1
Aust	*Male*	2.4	7.7	11.3	20.4	24.2	18.0	15.9	89.9
	Female	1.3	4.0	7.6	17.0	26.1	22.6	21.5	94.7

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Spelling

Figure 3.S3: Achievement of Year 3 Students in Spelling, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	357.3 (82.2)	370.4 (79.4)	324.5 (79.2)	301.1 (82.9)	319.4 (89.9)	358.5 (83.9)	342.9 (81.2)	217.5 (114.5)	322.8 (96.1)
Non-Indigenous Mean scale score / (S.D.)	426.5 (82.8)	420.0 (77.2)	379.7 (75.5)	397.9 (76.9)	397.7 (83.7)	396.0 (85.5)	413.0 (80.1)	369.8 (85.4)	409.0 (81.6)

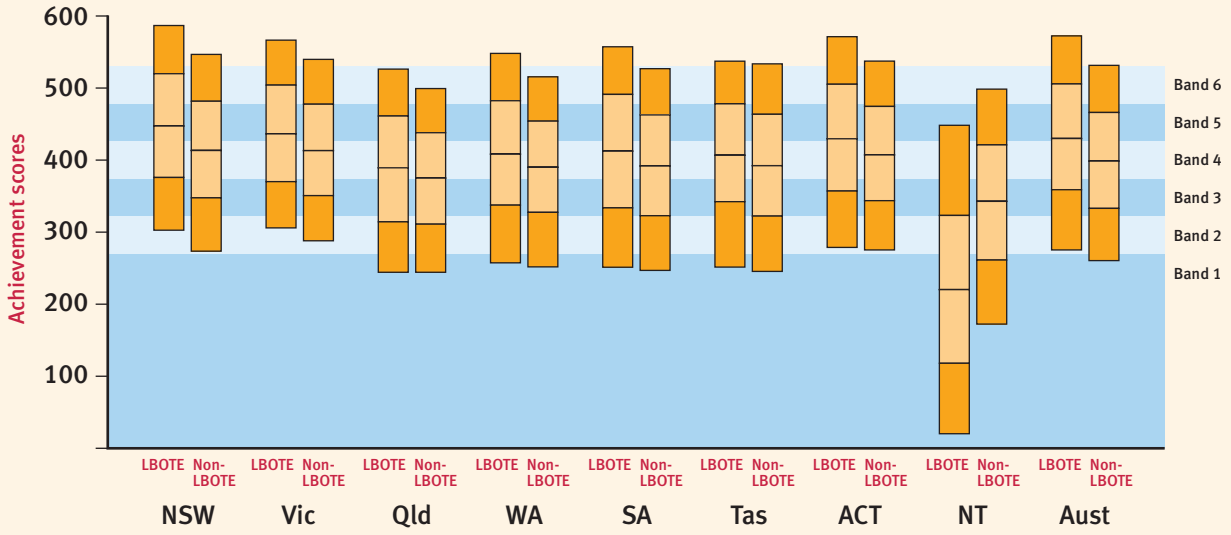
Table 3.S3: Achievement of Year 3 Students in Spelling, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Indigenous*	2.0	15.2	17.7	23.5	21.8	12.7	7.1	82.8
	Non-Indigenous	1.3	3.3	6.8	15.3	24.2	22.9	26.2	95.4
Vic	*Indigenous*	5.6	9.4	15.4	25.8	22.3	12.3	9.2	85.0
	Non-Indigenous	2.5	2.5	7.1	17.4	25.9	22.5	22.2	95.0
Qld	*Indigenous*	2.4	26.5	22.5	21.6	16.3	7.7	2.8	71.1
	Non-Indigenous	1.8	8.0	13.4	23.9	26.9	16.8	9.3	90.2
WA	*Indigenous*	1.0	38.0	22.1	18.3	13.4	5.4	1.7	60.9
	Non-Indigenous	1.3	5.5	9.9	20.8	27.7	20.4	14.4	93.2
SA	*Indigenous*	2.2	30.6	21.2	18.4	15.7	8.0	4.0	67.2
	Non-Indigenous	1.7	6.9	10.7	19.9	24.5	19.6	16.6	91.4
Tas	*Indigenous*	2.6	15.2	16.0	24.1	20.2	15.6	6.2	82.2
	Non-Indigenous	1.3	8.0	10.5	19.8	25.0	19.0	16.5	90.7
ACT	*Indigenous*	4.9	17.6	17.8	23.9	20.0	11.0	4.7	77.5
	Non-Indigenous	2.9	3.8	7.9	18.6	25.8	20.2	20.8	93.3
NT	*Indigenous*	1.4	69.2	11.6	8.3	6.0	2.1	1.5	29.4
	Non-Indigenous	2.0	11.5	15.0	23.8	23.7	14.4	9.6	86.4
Aust	*Indigenous*	2.2	28.2	19.0	20.4	16.9	8.9	4.4	69.6
	Non-Indigenous	1.7	4.7	9.0	18.7	25.6	20.9	19.4	93.5

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Spelling

Figure 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	447.3 (85.4)	436.5 (78.7)	389.4 (85.4)	408.3 (87.5)	412.4 (92.6)	406.6 (84.5)	429.6 (88.8)	220.3 (125.1)	429.8 (91.6)
Non-LBOTE Mean scale score / (S.D.)	413.3 (81.4)	413.1 (76.0)	375.1 (76.1)	390.0 (78.3)	391.9 (83.9)	392.2 (85.6)	407.2 (78.8)	342.7 (98.9)	398.6 (80.9)

Table 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*LBOTE*	2.0	2.0	5.4	11.6	20.3	23.1	35.6	95.9
	Non-LBOTE	0.9	4.6	8.2	17.4	25.8	22.1	21.0	94.5
Vic	*LBOTE*	3.8	1.6	5.5	13.5	23.2	23.6	28.8	94.6
	Non-LBOTE	2.6	3.0	7.7	18.9	26.7	21.8	19.3	94.4
Qld	*LBOTE*	4.5	9.2	12.0	18.2	23.1	18.9	14.1	86.3
	Non-LBOTE	1.6	9.2	14.1	24.3	26.5	16.0	8.4	89.2
WA	*LBOTE*	3.2	6.4	9.2	16.8	23.5	20.1	20.9	90.5
	Non-LBOTE	0.9	7.4	10.7	21.3	27.8	19.5	12.3	91.7
SA	*LBOTE*	3.9	7.0	9.4	15.1	20.3	20.6	23.7	89.1
	Non-LBOTE	1.4	8.0	11.4	20.6	24.7	18.9	14.9	90.6
Tas	*LBOTE*	8.6	6.3	7.3	16.7	22.6	20.4	18.1	85.1
	Non-LBOTE	1.0	8.5	11.2	20.6	24.5	18.7	15.5	90.5
ACT	*LBOTE*	7.7	3.7	6.9	13.9	19.9	19.0	28.9	88.6
	Non-LBOTE	2.0	4.3	8.5	19.8	26.9	20.1	18.4	93.7
NT	*LBOTE*	1.2	68.9	10.0	7.3	5.7	4.3	2.7	29.9
	Non-LBOTE	2.6	21.4	15.7	22.0	20.2	10.4	7.6	76.0
Aust	*LBOTE*	3.0	4.4	6.5	13.3	21.4	22.1	29.2	92.6
	Non-LBOTE	1.5	6.1	10.2	20.2	26.2	19.8	15.9	92.3

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Spelling

Table 3.S5: Achievement of Year 3 Students in Spelling, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	432.3	1.4	2.8	6.2	14.2	23.4	23.3	28.6	95.7
	Provincial	397.6	1.0	6.4	10.3	20.1	26.6	19.9	15.5	92.5
	Remote	367.5	0.9	15.3	16.9	21.1	18.9	14.2	12.7	83.8
	Very Remote	379.1	0.0	11.8	15.3	19.8	21.9	18.3	12.8	88.2
Vic	*Metro*	425.4	3.0	2.1	6.3	16.0	25.3	23.2	24.1	94.9
	Provincial	401.3	2.8	4.0	9.6	21.6	27.1	19.6	15.4	93.1
	Remote	393.9	0.0	2.6	8.1	29.3	30.4	20.0	9.6	97.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	381.3	1.8	8.1	13.1	23.2	26.7	17.1	10.0	90.1
	Provincial	367.6	2.0	10.5	15.4	25.4	25.7	14.6	6.5	87.6
	Remote	352.6	1.0	17.4	18.3	22.9	21.7	12.6	6.2	81.6
	Very Remote	324.4	1.7	29.1	21.3	19.7	15.4	8.3	4.4	69.2
WA	*Metro*	399.9	1.6	5.8	9.6	19.6	27.2	20.8	15.4	92.6
	Provincial	376.8	0.8	9.1	13.5	24.4	27.0	16.3	8.9	90.1
	Remote	352.6	0.6	18.9	15.7	22.1	22.8	13.0	6.9	80.4
	Very Remote	312.5	0.5	36.1	19.5	17.3	13.7	8.5	4.4	63.4
SA	*Metro*	401.4	1.8	6.7	10.1	18.9	24.3	20.3	17.9	91.5
	Provincial	381.7	1.7	9.4	13.4	22.4	24.2	16.6	12.4	88.9
	Remote	368.5	0.4	12.6	15.7	22.8	23.7	15.8	9.0	87.0
	Very Remote	315.8	0.0	36.9	15.1	17.5	14.6	10.9	5.0	63.1
Tas	*Metro*	396.9	1.4	7.9	10.4	19.4	24.9	19.4	16.7	90.7
	Provincial	391.3	1.2	8.4	11.1	21.0	24.7	18.5	15.0	90.3
	Remote	383.5	0.0	12.0	12.9	19.5	19.3	21.7	14.6	88.0
	Very Remote	373.9	0.0	10.9	21.1	21.7	18.9	13.7	13.7	89.1
ACT	*Metro*	411.3	2.9	4.2	8.2	18.7	25.6	20.0	20.4	92.9
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	357.8	2.4	16.9	15.6	21.8	21.1	13.3	9.0	80.7
	Remote	313.4	1.9	32.9	13.8	18.8	17.7	8.8	6.2	65.2
	Very Remote	203.4	0.2	74.5	8.8	6.8	5.5	2.5	1.7	25.3
Aust	*Metro*	414.1	2.0	4.4	8.3	17.5	25.0	21.5	21.4	93.7
	Provincial	387.4	1.7	7.6	12.0	22.3	26.1	17.8	12.4	90.7
	Remote	350.9	0.9	19.3	16.0	21.8	21.4	12.9	7.6	79.8
	Very Remote	285.9	0.7	44.6	16.4	14.9	12.1	7.1	4.0	54.6

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Spelling

Table 3.S6: Achievement of Year 3 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	368.3	2.2	11.8	16.1	23.9	23.3	13.8	8.9	86.0
	Provincial	350.9	1.9	17.0	18.4	23.7	21.2	12.2	5.7	81.2
	Remote	326.9	1.4	27.4	24.0	19.4	12.6	9.0	6.2	71.2
	Very Remote	339.3	0.0	24.8	22.4	15.2	19.0	11.4	7.1	75.2
Vic	*Metro*	381.1	6.6	6.4	13.2	26.5	22.8	13.9	10.6	87.0
	Provincial	362.5	4.9	11.6	17.1	25.2	21.9	11.2	8.1	83.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	332.6	2.4	23.5	21.7	22.1	17.8	9.2	3.4	74.1
	Provincial	330.3	3.2	22.3	22.2	23.9	17.9	7.7	2.8	74.5
	Remote	292.1	1.6	42.5	24.1	16.9	10.3	3.1	1.6	55.9
	Very Remote	296.1	0.9	40.9	25.7	16.3	9.6	4.7	1.9	58.2
WA	*Metro*	323.4	1.5	27.7	21.3	21.9	17.7	7.1	2.8	70.8
	Provincial	325.3	1.2	26.9	21.6	21.4	17.8	8.8	2.3	72.0
	Remote	276.3	1.5	49.4	21.3	15.2	8.8	2.8	1.0	49.1
	Very Remote	264.9	0.0	55.0	24.2	12.6	6.4	1.6	0.2	45.0
SA	*Metro*	337.6	1.4	22.9	20.9	22.4	15.8	11.1	5.5	75.7
	Provincial	314.7	4.3	29.6	22.7	16.8	19.0	5.2	2.4	66.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	249.4	0.0	68.1	18.0	6.6	3.8	1.3	2.3	31.9
Tas	*Metro*	359.1	4.1	11.5	15.9	28.1	20.6	16.6	3.3	84.4
	Provincial	359.6	1.8	17.0	16.2	21.2	20.1	15.5	8.3	81.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	345.0	5.4	17.0	17.8	25.2	17.4	12.0	5.2	77.6
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	305.8	4.2	36.2	18.3	17.3	13.8	5.3	4.8	59.6
	Remote	241.6	1.7	60.1	14.9	12.0	7.2	2.3	1.8	38.1
	Very Remote	173.2	0.1	86.4	7.4	3.1	2.4	0.6	0.1	13.5
Aust	*Metro*	348.0	2.6	18.4	18.9	23.2	19.9	11.2	5.8	79.1
	Provincial	340.3	2.7	20.6	19.6	22.8	19.5	10.1	4.8	76.8
	Remote	277.1	1.5	47.7	20.2	15.2	9.5	3.7	2.1	50.8
	Very Remote	234.9	0.3	64.5	17.1	9.4	5.7	2.2	0.8	35.2

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Spelling

Table 3.S7: Achievement of Year 3 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	433.7	1.4	2.7	6.0	14.0	23.4	23.5	29.1	96.0
	Provincial	402.6	1.0	5.3	9.5	19.7	27.2	20.8	16.6	93.8
	Remote	385.8	0.6	9.6	13.6	22.1	22.0	16.8	15.3	89.8
	Very Remote	411.8	0.0	1.1	10.5	23.2	22.8	24.6	17.9	98.9
Vic	*Metro*	425.8	2.5	2.1	6.3	16.0	25.4	23.3	24.3	95.4
	Provincial	402.3	2.4	3.8	9.5	21.6	27.3	19.8	15.6	93.8
	Remote	396.0	0.0	1.9	7.5	29.4	30.9	20.4	9.8	98.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	383.6	1.8	7.3	12.7	23.3	27.2	17.5	10.3	90.9
	Provincial	371.0	1.9	9.4	14.8	25.5	26.4	15.2	6.9	88.7
	Remote	369.6	0.8	10.3	16.6	24.5	24.9	15.3	7.5	88.9
	Very Remote	357.8	2.8	15.4	16.3	23.7	22.2	12.4	7.5	81.9
WA	*Metro*	403.9	1.5	4.8	8.9	19.4	27.7	21.6	16.1	93.7
	Provincial	382.6	0.7	7.2	12.5	24.8	28.0	17.2	9.6	92.1
	Remote	375.5	0.4	9.6	14.0	24.1	27.1	16.2	8.6	90.1
	Very Remote	380.9	1.4	8.1	13.1	24.9	25.2	17.3	10.0	90.4
SA	*Metro*	403.1	1.8	6.3	9.8	18.8	24.5	20.6	18.2	91.9
	Provincial	385.3	1.5	8.3	12.8	22.7	24.5	17.2	12.9	90.2
	Remote	370.8	0.4	11.6	15.5	23.3	23.7	16.2	9.4	88.0
	Very Remote	381.5	0.0	6.3	12.3	28.4	25.1	20.2	7.7	93.7
Tas	*Metro*	399.7	1.4	7.8	10.0	18.3	25.0	19.7	17.8	90.8
	Provincial	393.5	1.3	7.9	10.7	20.9	25.2	18.6	15.4	90.8
	Remote	389.6	0.0	12.5	13.3	19.6	13.3	19.2	22.0	87.5
	Very Remote	376.4	0.0	10.9	21.8	18.8	19.4	14.5	14.5	89.1
ACT	*Metro*	413.0	2.9	3.8	7.9	18.6	25.7	20.2	20.8	93.3
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	367.1	2.1	12.7	15.5	23.1	22.9	14.5	9.2	85.2
	Remote	379.4	2.2	8.3	12.6	24.6	27.1	14.6	10.6	89.6
	Very Remote	368.7	0.7	9.7	16.6	27.3	22.6	13.1	10.0	89.6
Aust	*Metro*	415.9	1.8	4.0	8.0	17.4	25.2	21.8	21.8	94.2
	Provincial	391.2	1.6	6.5	11.4	22.3	26.7	18.5	13.0	91.9
	Remote	375.0	0.7	9.9	14.6	24.0	25.3	16.0	9.5	89.4
	Very Remote	372.3	1.6	10.6	14.8	24.8	23.4	15.4	9.4	87.8

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Spelling

Table 3.S8: Achievement of Year 3 Students in Spelling, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	440.9	1.3	1.4	4.5	12.9	24.3	24.7	30.9	97.3
Advanced diploma/ diploma	411.8	1.5	3.4	8.0	18.8	27.1	22.1	19.0	95.1
Cert I to IV	394.1	1.6	5.8	10.9	22.0	27.0	19.0	13.6	92.5
Year 12 or equivalent	402.3	2.0	5.2	9.9	19.7	26.2	20.3	16.7	92.8
Year 11 or equivalent or below	370.1	3.3	11.8	15.1	22.7	22.7	14.9	9.3	84.8
Not stated	385.7	2.2	10.3	11.8	19.7	23.7	17.6	14.7	87.4

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Spelling

Table 3.S9: Achievement of Year 3 Students in Spelling, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Senior management and qualified professionals	435.4	1.0	1.8	4.9	14.0	25.3	24.6	28.4	97.2
Other business managers and associate professionals	417.6	1.2	3.1	7.4	17.8	26.6	22.5	21.4	95.8
Tradespeople, clerks, skilled office, sales and service staff	401.2	1.5	4.8	9.8	20.9	27.1	19.9	16.0	93.7
Machine operators, hospitality staff, assistants, labourers	389.8	2.4	7.7	12.4	21.2	24.5	17.8	14.1	90.0
Not in paid work in the previous 12 months	376.7	5.0	10.9	14.2	21.0	22.0	15.5	11.4	84.2
Not stated	383.3	2.4	10.9	12.3	20.0	23.2	17.1	14.2	86.8

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Grammar and Punctuation

Figure 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	431.9 (88.4)	440.1 (82.3)	394.4 (88.5)	403.6 (99.5)	408.5 (86.1)	412.9 (93.0)	440.6 (83.9)	315.8 (139.2)	419.7 (91.5)

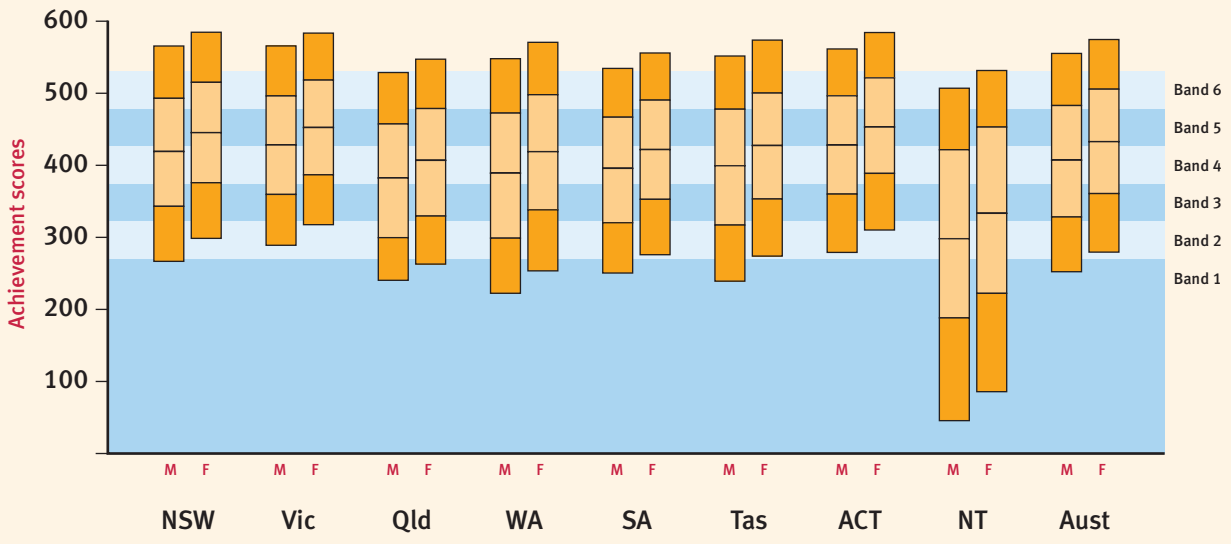
Table 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*8yrs 7mths 3yrs 4mths*	97.5	1.3	3.9	7.6	13.0	21.0	23.5	29.7	94.8
Vic	*8yrs 9mths 3yrs 4mths*	95.0	3.0	2.1	5.7	12.3	21.3	24.8	30.9	95.0
Qld	*8yrs 1mth 2yrs 4mths*	97.2	1.8	8.7	13.4	17.2	22.4	19.7	16.7	89.5
WA	*8yrs 5mths 3yrs 4mths*	96.5	1.3	10.2	10.8	14.5	20.5	20.4	22.2	88.5
SA	*8yrs 7mths 3yrs 4mths*	95.1	1.7	6.2	10.2	15.7	23.7	22.4	20.1	92.1
Tas	*8yrs 11mths 3yrs 4mths*	98.0	1.3	7.3	9.8	14.6	21.9	21.8	23.5	91.4
ACT	*8yrs 8mths 3yrs 4mths*	95.6	2.9	2.8	5.5	11.1	20.9	25.0	31.7	94.2
NT	*8yrs 6mths 3yrs 4mths*	94.8	1.7	35.3	13.6	12.3	14.1	12.1	11.0	62.9
Aust	*8yrs 6mths 3yrs 1mth*	96.5	1.9	5.7	9.0	14.0	21.4	22.5	25.5	92.4

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Grammar and Punctuation

Figure 3.G2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	419.2 (89.6)	428.2 (82.9)	382.3 (88.9)	389.1 (100.4)	395.6 (86.2)	399.5 (94.7)	428.0 (83.9)	298.1 (139.9)	407.1 (92.3)
Female Mean scale score / (S.D.)	445.4 (85.1)	452.4 (79.7)	406.7 (86.4)	419.0 (96.2)	421.8 (84.0)	427.5 (88.9)	453.2 (82.1)	333.3 (136.2)	432.9 (88.7)

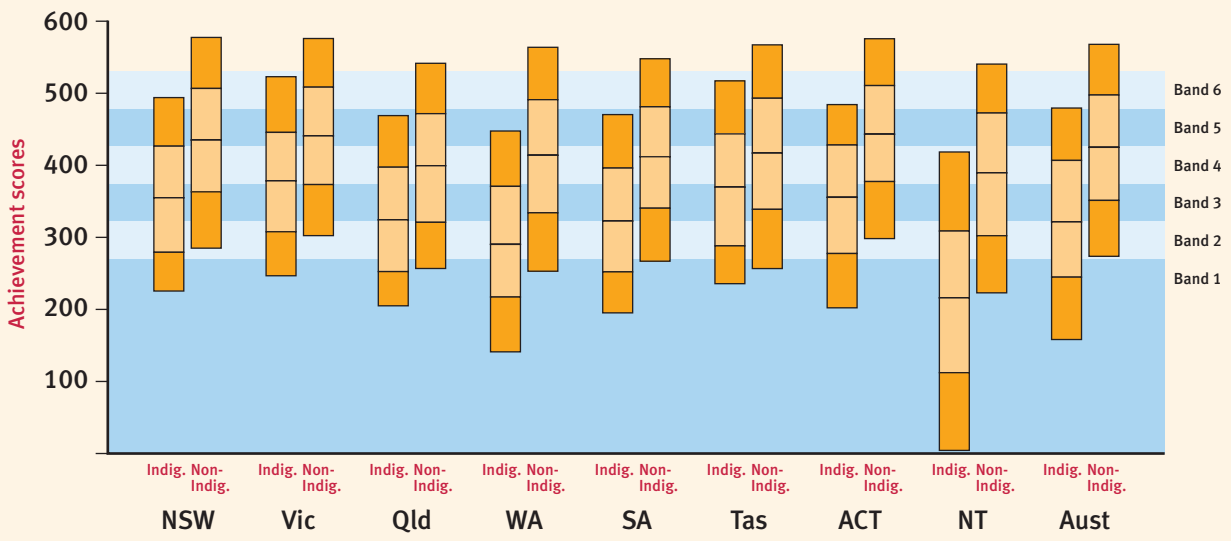
Table 3.G2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Male*	1.6	5.3	9.4	14.5	21.8	22.3	24.9	93.1
	Female	1.0	2.3	5.8	11.3	20.2	24.8	34.7	96.7
Vic	*Male*	3.9	2.9	7.1	14.2	22.6	23.6	25.7	93.2
	Female	2.0	1.2	4.2	10.3	19.8	26.0	36.4	96.8
Qld	*Male*	2.4	11.2	15.1	18.0	22.1	17.6	13.6	86.4
	Female	1.2	6.1	11.7	16.3	22.7	21.9	20.0	92.7
WA	*Male*	1.6	13.1	12.3	15.6	20.6	18.7	18.0	85.3
	Female	1.0	7.1	9.2	13.3	20.4	22.1	26.7	91.8
SA	*Male*	2.2	8.1	11.9	17.5	24.0	20.3	16.0	89.7
	Female	1.2	4.2	8.4	13.9	23.4	24.5	24.4	94.6
Tas	*Male*	1.8	9.8	11.2	15.9	21.9	19.8	19.6	88.5
	Female	0.8	4.5	8.2	13.1	21.8	23.9	27.6	94.7
ACT	*Male*	4.0	3.8	6.8	13.0	21.7	24.4	26.4	92.3
	Female	1.9	1.9	4.3	9.1	20.0	25.7	37.2	96.2
NT	*Male*	2.5	39.4	14.4	12.5	12.8	10.0	8.5	58.1
	Female	0.9	31.3	12.7	12.1	15.4	14.1	13.5	67.8
Aust	*Male*	2.4	7.5	10.6	15.5	22.0	21.0	21.1	90.1
	Female	1.3	3.9	7.3	12.5	20.9	24.0	30.1	94.8

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Grammar and Punctuation

Figure 3.G3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	354.9 (83.5)	378.4 (82.6)	324.3 (82.9)	290.2 (93.0)	322.6 (86.4)	369.7 (89.3)	355.5 (85.8)	216.1 (121.9)	321.4 (100.5)
Non-Indigenous Mean scale score / (S.D.)	435.1 (87.0)	440.8 (82.0)	399.4 (86.7)	413.9 (93.9)	411.8 (84.3)	416.8 (93.1)	443.1 (82.6)	389.5 (98.4)	424.8 (87.9)

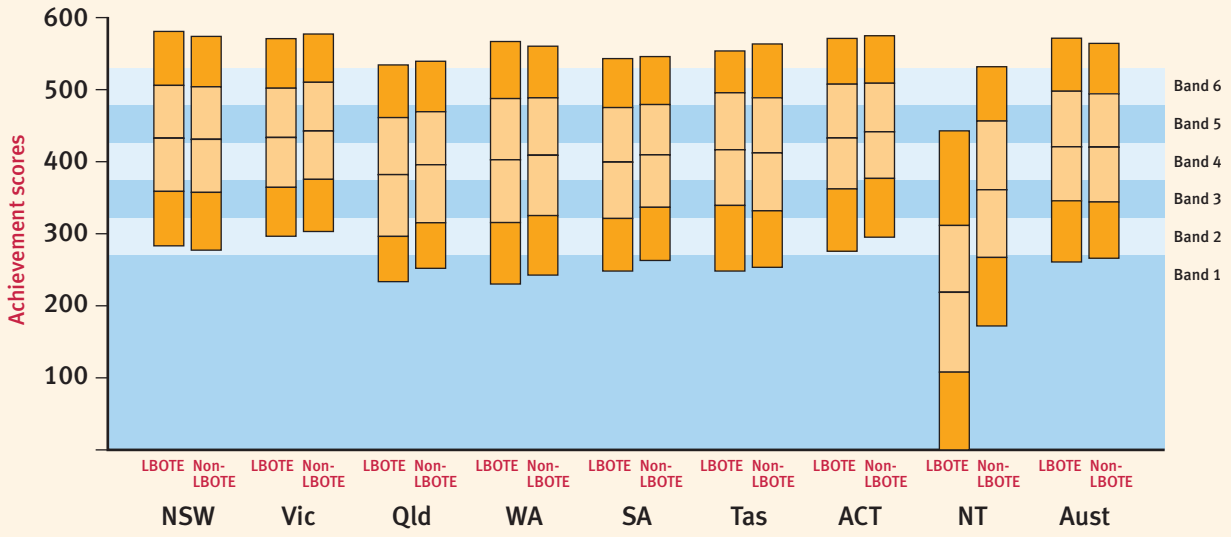
Table 3.G3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Indigenous*	2.0	16.4	19.6	21.5	20.8	12.8	7.0	81.6
	Non-Indigenous	1.3	3.3	7.1	12.6	21.1	24.0	30.5	95.4
Vic	*Indigenous*	5.6	8.2	15.7	21.9	22.8	15.1	10.7	86.2
	Non-Indigenous	2.5	2.0	5.6	12.2	21.3	25.0	31.3	95.5
Qld	*Indigenous*	2.4	27.8	23.9	19.0	15.0	7.9	4.0	69.8
	Non-Indigenous	1.8	7.3	12.7	17.0	23.0	20.5	17.7	90.9
WA	*Indigenous*	1.0	42.9	22.2	15.1	10.6	5.6	2.6	56.1
	Non-Indigenous	1.3	7.3	9.7	14.4	21.3	21.8	24.1	91.4
SA	*Indigenous*	2.2	27.9	23.6	19.4	15.0	7.9	4.1	70.0
	Non-Indigenous	1.7	5.4	9.7	15.6	24.1	22.9	20.7	93.0
Tas	*Indigenous*	2.6	14.0	16.2	20.3	20.8	16.0	10.1	83.3
	Non-Indigenous	1.3	6.8	9.2	13.9	21.7	22.3	24.8	91.9
ACT	*Indigenous*	4.9	17.5	15.7	16.3	25.7	14.9	5.1	77.6
	Non-Indigenous	2.9	2.4	5.3	10.8	20.8	25.3	32.5	94.7
NT	*Indigenous*	1.4	67.1	14.7	7.3	5.1	3.0	1.4	31.5
	Non-Indigenous	2.0	11.7	12.8	16.2	20.9	18.8	17.6	86.3
Aust	*Indigenous*	2.2	29.1	20.5	18.1	15.8	9.3	5.0	68.7
	Non-Indigenous	1.7	4.5	8.4	13.9	21.8	23.2	26.6	93.8

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Grammar and Punctuation

Figure 3.G4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	432.4 (88.9)	433.4 (82.6)	382.0 (93.2)	402.6 (103.6)	399.3 (90.9)	416.5 (90.9)	432.8 (88.4)	211.9 (128.6)	420.6 (95.8)
Non-LBOTE Mean scale score / (S.D.)	430.8 (88.3)	442.5 (82.0)	395.7 (87.9)	408.8 (96.7)	409.4 (85.2)	412.1 (93.3)	441.4 (82.8)	361.0 (111.2)	420.1 (89.6)

Table 3.G4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*LBOTE*	2.0	3.5	7.4	13.7	21.5	22.7	29.2	94.5
	Non-LBOTE	0.9	4.1	7.9	12.8	20.9	23.8	29.6	95.0
Vic	*LBOTE*	3.8	2.3	6.4	14.0	22.0	23.6	27.9	93.9
	Non-LBOTE	2.6	2.0	5.4	11.6	21.0	25.3	32.1	95.4
Qld	*LBOTE*	4.5	12.3	14.2	17.4	20.5	16.6	14.5	83.3
	Non-LBOTE	1.6	8.3	13.3	17.1	22.6	20.0	17.0	90.1
WA	*LBOTE*	3.2	10.4	10.5	15.0	20.2	18.7	22.0	86.5
	Non-LBOTE	0.9	8.9	10.2	14.2	20.9	21.5	23.4	90.2
SA	*LBOTE*	3.9	8.1	11.4	15.9	22.7	19.8	18.3	88.0
	Non-LBOTE	1.4	6.0	10.1	15.7	23.9	22.7	20.2	92.6
Tas	*LBOTE*	8.6	6.6	8.2	11.8	20.5	20.4	23.9	84.8
	Non-LBOTE	1.0	7.4	9.9	14.8	21.8	21.9	23.2	91.5
ACT	*LBOTE*	7.7	4.3	5.2	13.2	19.3	21.3	29.0	88.1
	Non-LBOTE	2.0	2.6	5.7	10.7	21.3	25.8	31.9	95.4
NT	*LBOTE*	1.2	68.7	13.2	6.7	4.7	3.3	2.3	30.2
	Non-LBOTE	2.6	20.2	14.5	15.8	18.0	14.9	13.8	77.2
Aust	*LBOTE*	3.0	5.9	8.1	14.2	21.2	21.6	26.0	91.1
	Non-LBOTE	1.5	5.4	9.1	14.0	21.6	22.8	25.4	93.0

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Grammar and Punctuation

Table 3.G5: Achievement of Year 3 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	438.4	1.4	3.1	6.8	12.3	20.6	23.8	32.1	95.5
	Provincial	412.8	1.0	5.8	10.2	15.1	22.5	22.9	22.4	93.1
	Remote	376.1	0.9	16.0	16.0	16.6	18.9	15.9	15.7	83.1
	Very Remote	379.1	0.0	16.1	15.0	13.2	23.1	16.1	16.5	83.9
Vic	*Metro*	444.2	3.0	1.8	5.2	11.7	20.8	24.8	32.7	95.2
	Provincial	427.6	2.8	3.0	7.2	14.1	22.8	24.7	25.5	94.2
	Remote	436.5	0.0	1.9	4.4	10.0	29.3	25.9	28.5	98.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	401.2	1.8	7.3	12.3	16.6	22.8	20.8	18.4	90.9
	Provincial	384.0	2.0	10.0	15.3	18.6	22.6	18.0	13.6	88.0
	Remote	359.7	1.0	18.8	18.4	18.1	18.2	15.3	10.3	80.2
	Very Remote	325.7	1.7	31.7	22.1	16.1	12.2	8.6	7.6	66.6
WA	*Metro*	415.6	1.6	7.5	9.5	13.9	20.7	21.7	25.1	90.9
	Provincial	387.6	0.8	12.2	13.0	16.7	22.0	18.8	16.4	87.0
	Remote	365.1	0.6	20.0	15.3	14.8	18.3	16.7	14.2	79.3
	Very Remote	312.2	0.5	39.7	18.2	12.4	10.8	8.8	9.7	59.8
SA	*Metro*	414.6	1.8	5.4	9.2	15.0	23.3	23.3	22.1	92.9
	Provincial	396.5	1.7	7.4	12.2	17.6	24.8	20.6	15.7	90.9
	Remote	385.7	0.4	9.6	14.2	17.9	26.4	18.3	13.3	90.1
	Very Remote	335.1	0.0	29.1	20.0	13.7	16.1	11.1	9.9	70.9
Tas	*Metro*	415.2	1.4	7.2	9.9	13.7	21.5	21.6	24.7	91.4
	Provincial	411.3	1.2	7.2	9.7	15.3	22.2	22.0	22.4	91.6
	Remote	402.9	0.0	14.9	7.8	12.4	21.7	18.0	25.1	85.1
	Very Remote	430.3	0.0	4.6	12.0	12.6	16.0	20.6	34.3	95.4
ACT	*Metro*	440.7	2.9	2.8	5.5	11.1	20.8	25.1	31.7	94.2
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	370.2	2.4	17.1	14.2	16.6	18.7	16.5	14.4	80.4
	Remote	331.8	1.9	31.6	13.9	12.2	15.8	12.5	12.1	66.5
	Very Remote	204.5	0.2	72.1	12.1	4.3	4.2	3.4	3.7	27.6
Aust	*Metro*	428.2	2.0	4.3	7.9	13.3	21.3	23.2	28.0	93.8
	Provincial	405.2	1.7	7.1	11.1	16.0	22.6	21.5	19.9	91.1
	Remote	363.6	0.9	19.6	15.5	15.7	19.1	15.9	13.3	79.5
	Very Remote	288.2	0.7	45.4	17.4	11.1	10.0	7.6	7.8	53.9

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Grammar and Punctuation

Table 3.G6: Achievement of Year 3 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	367.2	2.2	11.8	18.8	21.7	21.8	15.1	8.6	86.0
	Provincial	347.8	1.9	18.8	19.8	21.7	20.5	11.4	5.9	79.3
	Remote	321.4	1.4	30.6	23.2	18.8	12.6	9.7	3.9	68.0
	Very Remote	327.0	0.0	31.4	22.4	11.4	21.4	6.7	6.7	68.6
Vic	*Metro*	392.5	6.6	5.0	13.5	21.2	23.4	16.5	13.8	88.4
	Provincial	367.9	4.9	10.7	17.2	22.5	22.5	14.0	8.3	84.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	335.4	2.4	23.4	22.6	19.7	17.3	9.5	5.1	74.2
	Provincial	331.4	3.2	22.9	24.4	20.8	16.4	8.7	3.7	74.0
	Remote	286.4	1.6	45.9	26.9	12.9	7.6	3.3	1.8	52.5
	Very Remote	283.3	0.9	48.3	25.7	14.4	6.1	2.7	1.9	50.8
WA	*Metro*	315.4	1.5	32.3	22.2	17.7	14.4	8.2	3.6	66.2
	Provincial	313.8	1.2	32.6	22.4	19.2	14.2	7.0	3.3	66.2
	Remote	267.8	1.5	52.8	22.2	9.9	7.2	4.8	1.6	45.7
	Very Remote	249.2	0.0	60.3	21.9	11.0	4.3	1.4	1.0	39.7
SA	*Metro*	339.5	1.4	22.4	21.1	22.2	17.1	10.2	5.6	76.2
	Provincial	316.0	4.3	27.8	23.8	19.4	15.7	6.3	2.5	67.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	262.0	0.0	53.9	31.9	7.8	3.3	1.8	1.3	46.1
Tas	*Metro*	367.8	4.1	10.3	17.9	22.0	22.9	15.6	7.3	85.6
	Provincial	372.1	1.8	15.9	15.3	18.8	19.3	16.7	12.2	82.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	356.2	5.4	17.0	16.3	17.6	23.2	14.8	5.6	77.6
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	305.2	4.2	35.3	18.6	16.4	12.9	8.4	4.2	60.5
	Remote	246.6	1.7	58.5	17.5	9.2	7.2	4.1	1.7	39.7
	Very Remote	168.5	0.1	83.5	11.9	2.8	1.1	0.4	0.1	16.3
Aust	*Metro*	349.0	2.6	18.8	20.3	20.5	19.1	12.0	6.7	78.7
	Provincial	339.5	2.7	21.7	20.9	20.7	18.4	10.4	5.4	75.7
	Remote	274.7	1.5	49.1	22.1	11.9	8.3	4.9	2.1	49.4
	Very Remote	226.0	0.3	66.1	19.1	8.3	3.8	1.4	1.0	33.6

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Grammar and Punctuation

Table 3.G7: Achievement of Year 3 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	439.8	1.4	2.9	6.5	12.1	20.6	24.0	32.5	95.7
	Provincial	419.7	1.0	4.5	9.2	14.4	22.7	24.1	24.1	94.6
	Remote	400.5	0.6	9.1	12.8	15.8	22.0	19.0	20.8	90.3
	Very Remote	418.8	0.0	3.9	10.2	15.1	24.9	22.5	23.5	96.1
Vic	*Metro*	444.6	2.5	1.8	5.2	11.7	20.8	25.0	33.0	95.8
	Provincial	429.1	2.4	2.8	6.9	13.9	22.9	25.0	26.1	94.8
	Remote	439.2	0.0	1.5	3.0	10.2	29.8	26.4	29.1	98.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	404.3	1.8	6.6	11.8	16.5	23.0	21.3	19.1	91.7
	Provincial	388.7	1.9	8.8	14.5	18.4	23.1	18.9	14.5	89.3
	Remote	380.3	0.8	11.2	15.9	19.5	21.2	18.6	12.7	88.0
	Very Remote	375.8	2.8	12.4	18.0	18.0	19.2	15.6	14.2	84.9
WA	*Metro*	420.7	1.5	6.3	8.8	13.7	20.9	22.4	26.3	92.1
	Provincial	395.6	0.7	9.9	12.0	16.6	22.9	20.1	17.8	89.4
	Remote	393.9	0.4	10.3	13.1	16.2	21.7	20.5	17.9	89.3
	Very Remote	398.4	1.4	10.5	12.2	15.1	20.8	19.0	20.9	88.1
SA	*Metro*	416.6	1.8	4.9	8.9	14.8	23.5	23.7	22.5	93.3
	Provincial	400.7	1.5	6.3	11.5	17.4	25.3	21.4	16.4	92.1
	Remote	388.2	0.4	8.9	13.4	18.0	27.0	18.8	13.6	90.7
	Very Remote	406.6	0.0	4.7	9.1	19.1	28.6	20.2	18.4	95.3
Tas	*Metro*	419.4	1.4	7.0	9.3	12.8	21.0	22.2	26.4	91.7
	Provincial	414.6	1.3	6.6	9.1	14.9	22.3	22.6	23.3	92.2
	Remote	420.3	0.0	12.2	8.2	9.4	19.2	17.3	33.7	87.8
	Very Remote	434.3	0.0	4.8	12.1	10.3	14.5	21.8	36.4	95.2
ACT	*Metro*	443.0	2.9	2.4	5.3	10.8	20.8	25.3	32.5	94.7
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	382.5	2.1	13.2	13.5	17.0	20.0	18.3	15.9	84.7
	Remote	409.2	2.2	7.2	10.5	14.5	23.7	20.1	21.8	90.6
	Very Remote	401.4	0.7	10.0	13.1	12.7	21.0	19.7	22.7	89.3
Aust	*Metro*	430.4	1.8	3.8	7.6	13.2	21.4	23.6	28.6	94.3
	Provincial	410.5	1.6	5.9	10.4	15.7	23.0	22.4	21.1	92.5
	Remote	392.7	0.7	9.7	13.4	17.0	22.8	19.5	16.9	89.6
	Very Remote	393.3	1.6	10.1	14.1	16.0	20.9	18.2	19.0	88.3

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Grammar and Punctuation

Table 3.G8: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	465.7	1.3	1.2	3.5	7.9	17.0	25.2	43.9	97.5
Advanced diploma/ diploma	429.5	1.5	3.1	7.0	13.3	22.5	25.7	26.9	95.4
Cert I to IV	407.1	1.6	5.4	10.4	16.6	24.7	22.7	18.6	92.9
Year 12 or equivalent	410.6	2.0	5.4	9.8	15.8	24.0	22.9	20.1	92.6
Year 11 or equivalent or below	373.4	3.3	11.8	15.6	19.8	22.8	16.5	10.1	84.8
Not stated	397.8	2.2	10.3	11.3	15.2	20.9	20.1	20.0	87.5

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Grammar and Punctuation

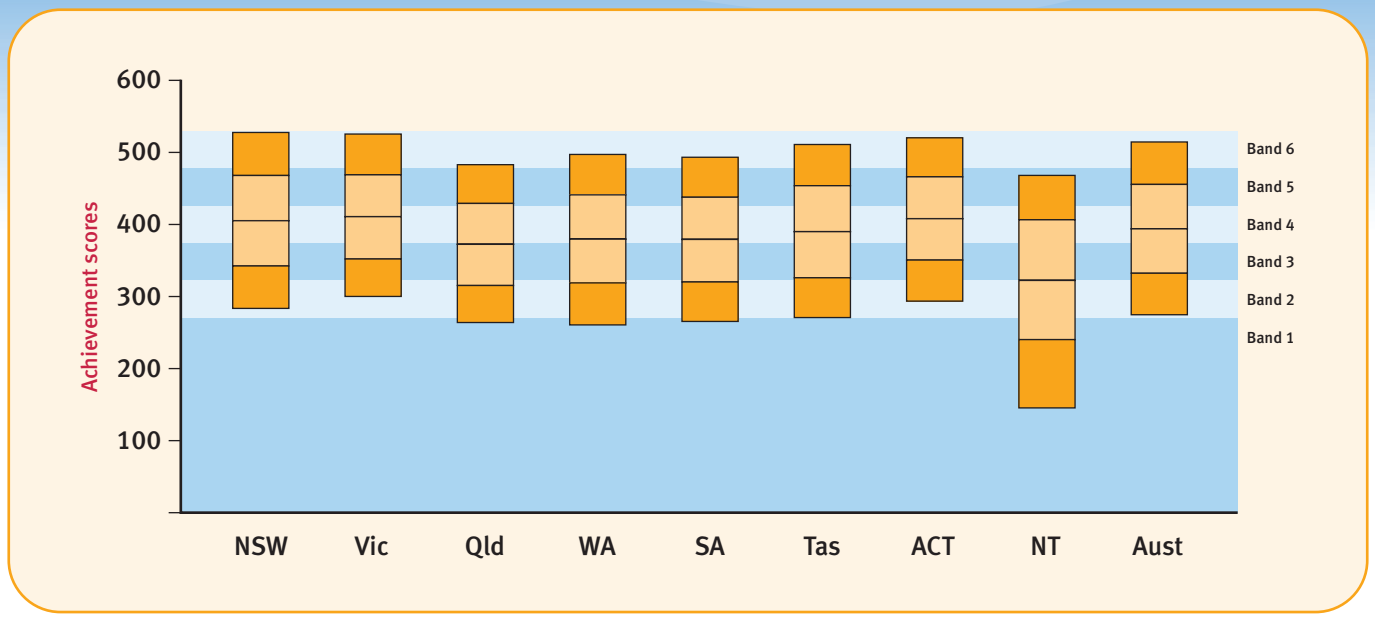
Table 3.G9: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Senior management and qualified professionals	464.0	1.0	1.5	3.7	8.1	17.1	25.2	43.3	97.5
Other business managers and associate professionals	437.9	1.2	2.6	6.2	11.9	21.6	25.8	30.7	96.2
Tradespeople, clerks, skilled office, sales and service staff	415.0	1.5	4.5	9.2	15.5	24.4	23.7	21.3	94.0
Machine operators, hospitality staff, assistants, labourers	392.8	2.4	7.8	12.7	18.5	24.3	19.8	14.6	89.8
Not in paid work in the previous 12 months	377.8	5.0	11.1	14.9	19.2	21.9	16.3	11.6	84.0
Not stated	392.5	2.4	11.0	12.3	16.0	20.8	19.2	18.3	86.6

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Numeracy

Figure 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	405.3 (73.6)	410.8 (68.3)	372.4 (66.6)	379.7 (71.5)	379.2 (68.9)	390.0 (73.3)	408.0 (68.9)	322.4 (98.3)	393.9 (72.9)

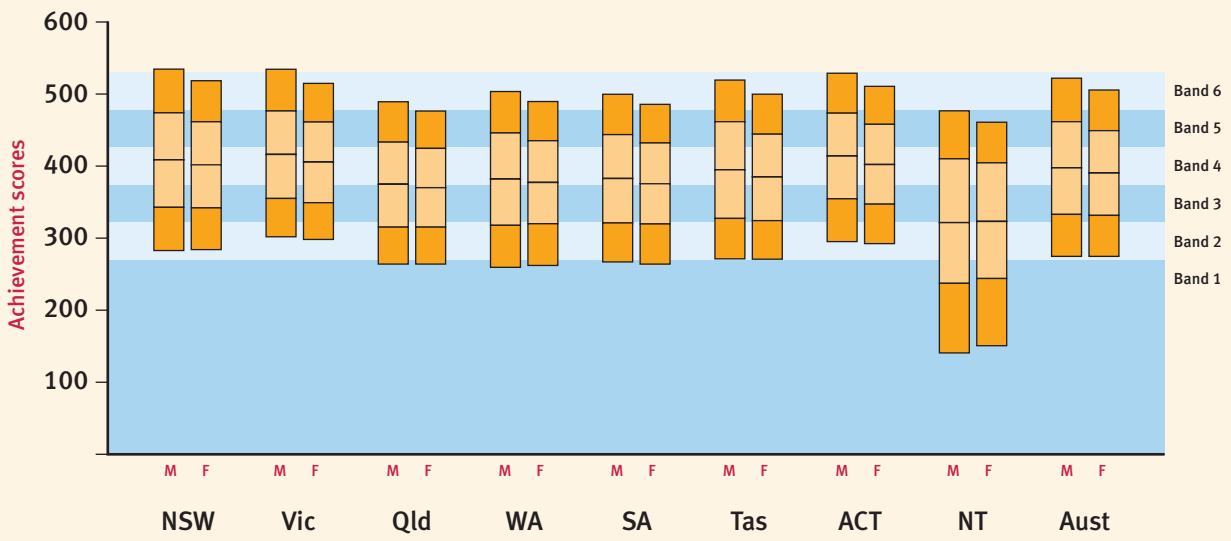
Table 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*8yrs 7mths 3yrs 4mths*	97.1	1.3	3.2	9.9	20.4	26.7	22.4	16.1	95.5
Vic	*8yrs 9mths 3yrs 4mths*	94.4	2.9	1.5	8.0	19.8	28.0	23.6	16.1	95.6
Qld	*8yrs 1mth 2yrs 4mths*	96.6	1.6	6.0	16.7	27.7	26.8	15.4	5.7	92.3
WA	*8yrs 5mths 3yrs 4mths*	96.0	1.3	6.4	14.6	25.2	26.5	17.6	8.3	92.3
SA	*8yrs 7mths 3yrs 4mths*	94.7	1.6	5.7	14.8	26.1	26.9	17.3	7.6	92.7
Tas	*8yrs 11mths 3yrs 4mths*	97.1	1.3	4.8	13.7	22.9	25.9	19.7	11.7	93.9
ACT	*8yrs 8mths 3yrs 4mths*	95.0	2.8	2.4	8.1	19.8	28.1	24.1	14.7	94.8
NT	*8yrs 6mths 3yrs 4mths*	92.2	1.6	28.0	17.4	21.3	18.1	9.8	3.8	70.4
Aust	*8yrs 6mths 3yrs 1mth*	96.0	1.8	4.2	11.8	22.7	26.9	20.2	12.3	94.0

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Numeracy

Figure 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	408.6 (76.2)	416.1 (70.4)	374.7 (68.6)	381.9 (74.2)	382.7 (70.8)	394.8 (76.1)	413.9 (70.8)	321.6 (102.2)	397.5 (75.3)
Female Mean scale score / (S.D.)	401.8 (70.6)	405.4 (65.7)	370.0 (64.4)	377.3 (68.5)	375.6 (66.8)	384.9 (69.6)	402.1 (66.6)	323.2 (94.4)	390.2 (70.0)

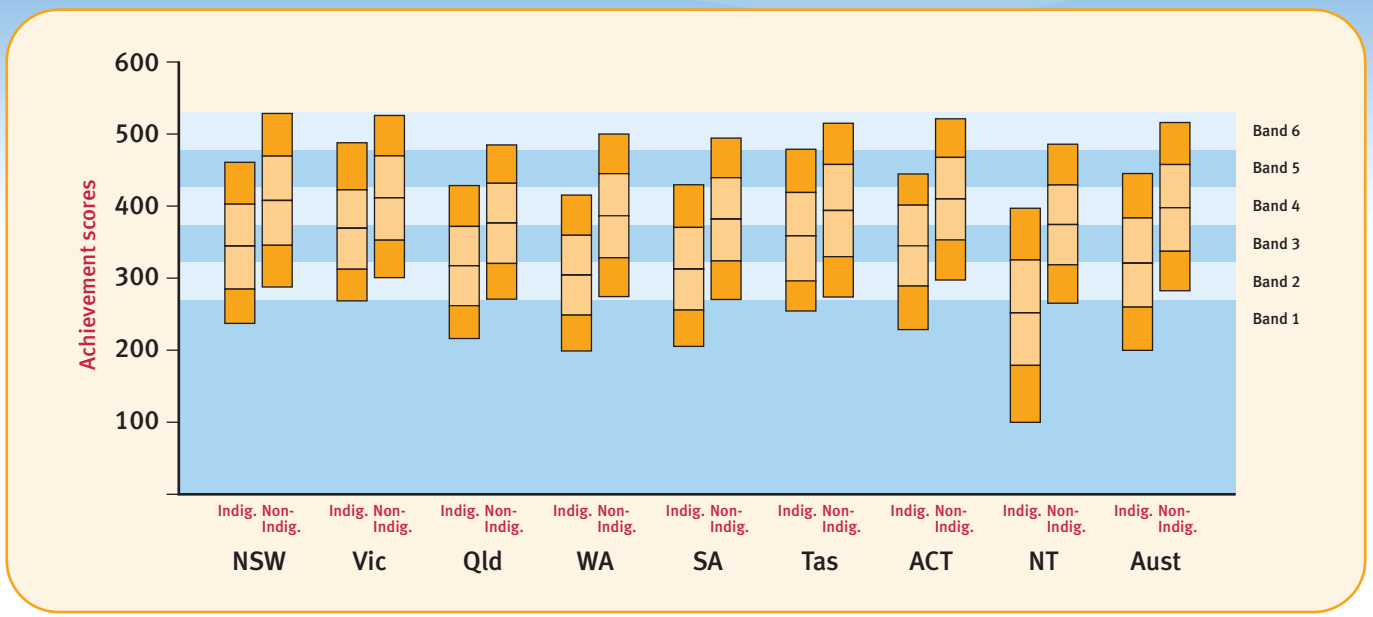
Table 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Male*	1.5	3.2	10.0	19.4	25.2	22.4	18.2	95.2
	Female	1.0	3.2	9.8	21.5	28.2	22.4	13.9	95.8
Vic	*Male*	3.8	1.3	7.6	18.4	26.5	23.7	18.6	94.9
	Female	2.0	1.7	8.5	21.3	29.6	23.5	13.4	96.4
Qld	*Male*	2.2	6.0	16.5	26.4	26.2	16.0	6.7	91.8
	Female	1.1	6.0	16.8	29.1	27.5	14.8	4.6	92.9
WA	*Male*	1.5	6.7	14.7	23.8	25.4	18.3	9.7	91.8
	Female	1.0	6.2	14.5	26.8	27.6	17.0	6.9	92.8
SA	*Male*	2.1	5.4	14.7	24.4	26.3	18.2	9.0	92.5
	Female	1.1	6.0	14.9	27.8	27.6	16.4	6.2	92.9
Tas	*Male*	1.8	4.7	13.2	21.1	24.8	20.2	14.2	93.5
	Female	0.8	4.8	14.2	24.8	27.2	19.2	9.0	94.3
ACT	*Male*	3.9	2.1	7.6	17.7	26.6	25.0	17.1	94.0
	Female	1.8	2.6	8.5	21.9	29.7	23.1	12.4	95.6
NT	*Male*	2.3	28.7	17.5	20.0	16.6	10.2	4.7	69.0
	Female	0.8	27.3	17.3	22.6	19.6	9.3	3.0	71.9
Aust	*Male*	2.3	4.2	11.7	21.4	25.7	20.5	14.1	93.5
	Female	1.3	4.2	12.0	24.1	28.2	19.9	10.3	94.5

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Numeracy

Figure 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	344.4 (68.3)	369.1 (66.8)	317.2 (64.9)	304.1 (66.4)	312.4 (68.8)	358.6 (70.2)	344.9 (63.8)	251.7 (88.7)	320.5 (76.0)
Non-Indigenous Mean scale score / (S.D.)	407.7 (72.6)	411.3 (68.2)	376.4 (65.0)	386.6 (68.0)	381.8 (67.6)	393.8 (73.5)	409.8 (68.2)	374.4 (66.6)	397.7 (70.6)

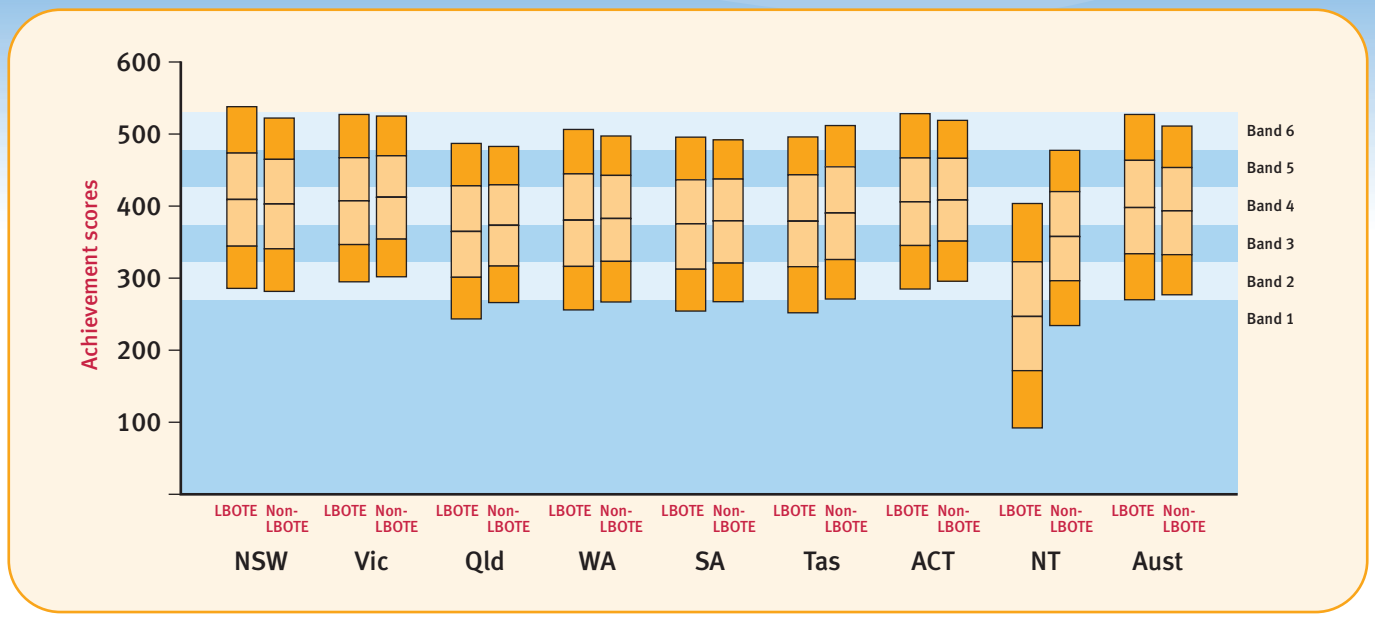
Table 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Indigenous*	2.0	13.9	24.3	27.9	19.6	9.4	2.9	84.1
	Non-Indigenous	1.2	2.7	9.3	20.1	27.0	22.9	16.6	96.0
Vic	*Indigenous*	5.6	5.0	18.1	29.4	24.1	11.5	6.2	89.4
	Non-Indigenous	2.4	1.5	7.9	19.8	28.2	23.9	16.3	96.1
Qld	*Indigenous*	2.3	23.7	30.0	25.3	13.4	4.5	0.9	74.0
	Non-Indigenous	1.6	4.7	15.7	27.9	27.8	16.2	6.1	93.6
WA	*Indigenous*	1.1	30.1	30.9	23.2	10.9	3.3	0.5	68.8
	Non-Indigenous	1.2	4.3	13.1	25.3	27.9	19.1	9.0	94.5
SA	*Indigenous*	2.2	26.4	29.9	23.2	12.8	4.8	0.7	71.5
	Non-Indigenous	1.6	4.8	14.2	26.2	27.5	17.8	7.9	93.5
Tas	*Indigenous*	2.9	9.4	22.8	26.1	21.8	12.0	5.1	87.7
	Non-Indigenous	1.3	4.3	12.9	22.2	26.0	20.5	12.8	94.4
ACT	*Indigenous*	4.9	11.8	20.0	33.5	20.0	8.8	1.0	83.3
	Non-Indigenous	2.8	2.1	7.7	19.4	28.3	24.5	15.1	95.1
NT	*Indigenous*	1.4	57.6	20.4	13.0	5.0	2.0	0.6	41.0
	Non-Indigenous	1.8	5.8	15.4	28.2	27.8	15.0	6.0	92.4
Aust	*Indigenous*	2.1	23.9	26.3	24.7	14.9	6.3	1.8	74.0
	Non-Indigenous	1.7	3.2	11.1	22.7	27.6	21.0	12.8	95.2

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Numeracy

Figure 3.N4: Achievement of Year 3 Students in Numeracy, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	409.1 (75.9)	407.2 (70.4)	364.6 (74.2)	380.3 (76.0)	375.3 (73.9)	378.9 (72.6)	405.8 (73.2)	246.7 (92.5)	397.9 (78.7)
Non-LBOTE Mean scale score / (S.D.)	402.8 (72.6)	412.2 (67.5)	373.2 (65.8)	382.7 (69.6)	379.4 (68.0)	390.3 (73.5)	408.3 (68.2)	357.7 (74.8)	393.2 (70.9)

Table 3.N4: Achievement of Year 3 Students in Numeracy, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*LBOTE*	1.9	2.9	9.6	19.9	25.9	21.6	18.1	95.2
	Non-LBOTE	0.9	3.4	10.3	20.8	27.0	22.6	15.0	95.7
Vic	*LBOTE*	3.8	1.9	9.0	20.8	27.3	21.8	15.4	94.3
	Non-LBOTE	2.6	1.3	7.7	19.4	28.3	24.3	16.3	96.1
Qld	*LBOTE*	3.8	10.2	17.7	24.9	23.5	14.0	6.1	86.1
	Non-LBOTE	1.5	5.6	16.6	28.0	27.2	15.5	5.7	92.9
WA	*LBOTE*	3.0	7.1	14.5	24.0	24.7	17.0	9.7	89.9
	Non-LBOTE	0.8	5.4	14.0	25.3	27.5	18.5	8.5	93.7
SA	*LBOTE*	3.8	7.8	14.9	24.0	25.9	16.1	7.5	88.4
	Non-LBOTE	1.3	5.4	14.8	26.5	27.1	17.4	7.5	93.3
Tas	*LBOTE*	9.0	7.2	13.9	21.5	24.1	16.3	8.0	83.8
	Non-LBOTE	1.1	4.7	13.8	22.8	25.9	19.7	11.9	94.2
ACT	*LBOTE*	7.6	3.1	8.4	19.0	26.1	21.2	14.7	89.4
	Non-LBOTE	1.9	2.2	8.0	20.0	28.5	24.5	14.8	95.9
NT	*LBOTE*	1.2	60.7	18.3	11.4	5.3	2.4	0.8	38.1
	Non-LBOTE	2.4	11.6	18.5	26.7	23.4	12.5	4.8	86.0
Aust	*LBOTE*	2.9	4.8	10.9	20.9	25.6	20.1	14.8	92.3
	Non-LBOTE	1.5	3.9	12.1	23.2	27.4	20.3	11.6	94.6

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Numeracy

Table 3.N5: Achievement of Year 3 Students in Numeracy, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	410.5	1.4	2.6	9.0	19.4	26.4	23.2	17.9	96.0
	Provincial	389.7	1.1	4.7	12.7	23.3	27.5	20.1	10.6	94.2
	Remote	366.0	0.9	11.4	20.0	23.2	20.6	15.6	8.4	87.7
	Very Remote	360.5	0.0	15.1	16.9	24.5	20.8	15.9	6.8	84.9
Vic	*Metro*	413.5	3.0	1.4	7.6	19.1	27.7	24.2	17.1	95.6
	Provincial	402.9	2.8	1.7	9.3	22.1	29.1	22.0	13.0	95.5
	Remote	402.9	1.9	1.1	8.9	26.3	24.1	24.8	13.0	97.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	377.1	1.6	4.9	15.6	27.2	27.8	16.4	6.4	93.4
	Provincial	365.5	1.8	6.9	18.5	29.5	25.5	13.6	4.2	91.3
	Remote	352.4	0.8	12.9	21.2	27.3	22.5	11.3	4.0	86.3
	Very Remote	312.8	1.5	29.9	27.6	20.3	13.0	5.9	1.8	68.6
WA	*Metro*	387.3	1.5	4.6	13.1	24.5	27.3	19.3	9.7	93.9
	Provincial	369.9	0.7	6.9	16.9	28.9	26.8	14.4	5.4	92.4
	Remote	357.0	0.6	13.5	19.0	25.2	22.5	14.2	4.9	85.8
	Very Remote	315.1	0.3	31.9	24.8	18.1	13.1	8.0	3.7	67.7
SA	*Metro*	383.4	1.7	4.9	13.8	25.3	27.5	18.3	8.4	93.4
	Provincial	371.3	1.6	6.6	16.7	28.2	25.8	15.3	5.7	91.7
	Remote	362.5	0.4	7.9	19.1	30.2	25.3	13.6	3.7	91.8
	Very Remote	321.8	0.0	29.5	22.8	21.1	15.3	5.1	6.3	70.5
Tas	*Metro*	393.5	1.5	4.7	13.5	21.3	24.7	21.1	13.2	93.8
	Provincial	387.2	1.2	4.8	13.8	24.1	26.9	18.6	10.5	94.0
	Remote	385.7	0.0	6.8	15.4	21.2	24.4	19.5	12.7	93.2
	Very Remote	415.8	0.0	0.0	6.9	20.6	28.0	27.4	17.1	100.0
ACT	*Metro*	408.2	2.9	2.3	8.0	19.7	28.2	24.1	14.8	94.8
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	363.6	2.3	9.4	18.0	27.5	24.2	13.0	5.5	88.3
	Remote	327.0	1.8	25.0	18.3	22.2	18.9	10.5	3.3	73.2
	Very Remote	244.1	0.1	64.8	15.6	9.1	6.1	3.0	1.3	35.1
Aust	*Metro*	400.1	1.9	3.2	10.7	21.8	27.2	21.4	13.8	94.9
	Provincial	383.4	1.7	5.0	14.1	25.4	27.1	18.0	8.8	93.4
	Remote	353.6	0.8	14.1	19.4	25.6	22.1	13.1	4.9	85.1
	Very Remote	295.9	0.6	40.3	22.2	16.4	11.5	6.2	2.8	59.2

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Numeracy

Table 3.N6: Achievement of Year 3 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	354.0	2.1	10.7	22.8	27.6	21.6	11.2	4.1	87.2
	Provincial	339.0	1.9	15.3	25.2	28.7	18.7	8.2	2.0	82.8
	Remote	317.2	1.4	26.9	29.7	22.1	12.0	6.5	1.5	71.7
	Very Remote	314.0	0.0	29.5	25.7	24.8	11.4	8.1	0.5	70.5
Vic	*Metro*	379.1	6.6	3.0	16.2	27.5	25.2	14.0	7.5	90.4
	Provincial	361.5	4.9	6.7	19.6	30.9	23.0	9.7	5.3	88.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	326.3	2.2	18.2	30.1	27.6	15.4	5.4	1.1	79.6
	Provincial	324.1	3.0	19.8	28.8	27.6	15.2	4.8	0.8	77.1
	Remote	291.8	1.2	40.0	31.5	17.3	6.7	2.5	0.9	58.8
	Very Remote	277.9	0.9	46.7	32.0	14.3	4.6	1.3	0.2	52.5
WA	*Metro*	322.4	1.7	18.9	31.2	29.3	13.8	4.3	0.8	79.4
	Provincial	322.7	1.2	20.3	30.0	28.1	15.7	4.2	0.5	78.5
	Remote	291.4	1.5	37.5	32.4	18.1	7.0	2.9	0.5	61.0
	Very Remote	271.2	0.0	49.4	30.5	13.8	4.9	1.3	0.0	50.6
SA	*Metro*	324.8	1.4	20.3	30.6	24.6	16.1	6.1	0.9	78.3
	Provincial	308.6	4.3	27.5	28.4	23.8	11.5	3.9	0.5	68.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	267.1	0.0	52.2	28.1	13.9	3.8	1.5	0.5	47.8
Tas	*Metro*	357.1	4.1	9.1	20.5	28.8	22.6	11.3	3.6	86.8
	Provincial	360.2	2.2	9.5	24.0	24.6	20.8	12.7	6.2	88.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	348.4	5.4	11.2	18.9	32.9	20.9	9.7	1.1	83.4
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	324.3	4.2	21.4	27.0	26.4	11.9	6.6	2.5	74.4
	Remote	265.3	1.7	48.8	23.0	17.8	6.5	1.9	0.3	49.5
	Very Remote	218.0	0.1	76.0	16.5	5.6	1.6	0.1	0.0	23.8
Aust	*Metro*	339.7	2.5	14.5	26.4	27.7	18.3	8.1	2.5	83.0
	Provincial	334.3	2.7	16.8	26.3	27.9	17.2	7.0	2.0	80.5
	Remote	287.4	1.4	39.8	28.8	18.5	7.7	3.0	0.7	58.7
	Very Remote	251.2	0.3	59.6	24.7	10.7	3.6	1.0	0.1	40.1

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Numeracy

Table 3.N7: Achievement of Year 3 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	*Metro*	411.5	1.3	2.5	8.7	19.3	26.6	23.4	18.1	96.2
	Provincial	395.0	1.0	3.6	11.4	22.7	28.5	21.4	11.5	95.4
	Remote	388.0	0.6	4.0	15.5	24.0	24.8	20.1	11.0	95.3
	Very Remote	395.3	0.0	3.5	10.9	25.6	28.1	20.0	11.9	96.5
Vic	*Metro*	413.7	2.5	1.4	7.6	19.1	27.8	24.4	17.3	96.1
	Provincial	403.9	2.3	1.6	9.1	22.0	29.4	22.4	13.3	96.1
	Remote	403.1	1.9	1.1	9.1	26.8	22.6	25.3	13.2	97.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	379.5	1.6	4.3	14.9	27.2	28.4	17.0	6.7	94.1
	Provincial	369.2	1.7	5.7	17.6	29.7	26.4	14.4	4.5	92.6
	Remote	369.4	0.7	5.3	18.3	30.2	26.9	13.7	4.9	94.1
	Very Remote	353.7	2.3	10.6	22.6	27.2	22.7	11.1	3.7	87.2
WA	*Metro*	390.6	1.5	3.9	12.3	24.2	27.9	20.2	10.1	94.7
	Provincial	375.2	0.6	5.3	15.4	29.0	28.2	15.6	5.8	94.1
	Remote	377.1	0.4	5.9	15.0	27.5	27.1	17.7	6.4	93.7
	Very Remote	376.6	0.9	6.8	17.2	24.1	25.8	17.6	7.7	92.4
SA	*Metro*	384.9	1.7	4.5	13.4	25.3	27.8	18.6	8.6	93.8
	Provincial	374.6	1.5	5.5	16.0	28.4	26.6	15.9	6.0	93.0
	Remote	364.7	0.4	7.2	18.2	30.4	26.2	13.8	3.8	92.4
	Very Remote	375.8	0.0	5.8	18.6	28.6	26.5	8.6	11.9	94.2
Tas	*Metro*	397.7	1.5	4.4	12.8	20.0	24.7	21.9	14.7	94.1
	Provincial	390.4	1.2	4.3	12.9	24.0	27.1	19.3	11.1	94.5
	Remote	397.9	0.0	6.7	15.7	17.3	16.9	24.7	18.8	93.3
	Very Remote	418.9	0.0	0.0	6.1	20.0	26.7	29.1	18.2	100.0
ACT	*Metro*	409.8	2.8	2.1	7.7	19.4	28.4	24.5	15.1	95.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	370.6	1.9	6.6	16.4	28.9	26.9	13.6	5.7	91.5
	Remote	382.8	1.9	4.0	13.6	25.7	30.1	18.5	6.3	94.1
	Very Remote	386.5	0.0	3.6	10.7	28.4	30.3	19.0	8.0	96.4
Aust	*Metro*	401.7	1.8	2.8	10.3	21.7	27.5	21.8	14.1	95.4
	Provincial	387.4	1.5	4.0	13.1	25.3	28.0	18.9	9.3	94.5
	Remote	375.3	0.7	5.5	16.2	28.0	26.8	16.5	6.3	93.8
	Very Remote	371.7	1.1	7.3	17.8	26.1	25.4	15.1	7.1	91.5

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Numeracy

Table 3.N8: Achievement of Year 3 Students in Numeracy, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	430.4	1.2	0.6	5.0	14.7	26.5	28.1	23.9	98.1
Advanced diploma/ diploma	400.2	1.4	2.1	9.9	22.6	29.7	22.2	12.1	96.5
Cert I to IV	382.5	1.6	4.0	13.9	26.8	28.7	17.6	7.4	94.4
Year 12 or equivalent	386.7	1.9	3.9	12.9	25.4	28.4	18.7	8.8	94.2
Year 11 or equivalent or below	358.8	3.3	9.3	19.7	28.5	23.5	11.7	4.0	87.5
Not stated	378.2	2.1	7.8	14.6	23.9	25.0	17.2	9.3	90.1

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Numeracy

Table 3.N9: Achievement of Year 3 Students in Numeracy, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Senior management and qualified professionals	428.0	1.0	0.8	5.3	15.4	26.6	27.7	23.1	98.2
Other business managers and associate professionals	407.2	1.1	1.7	8.6	20.8	29.6	23.7	14.5	97.2
Tradespeople, clerks, skilled office, sales and service staff	388.7	1.4	3.2	12.4	25.6	29.2	19.1	8.9	95.3
Machine operators, hospitality staff, assistants, labourers	373.9	2.3	5.8	16.3	27.7	26.3	15.1	6.4	91.9
Not in paid work in the previous 12 months	363.6	4.9	8.6	18.6	26.9	23.1	12.4	5.5	86.5
Not stated	374.0	2.3	8.5	15.8	24.6	24.2	16.2	8.5	89.3

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Participation

Table 3.P1: Year 3 Student Participation in Assessment, by State and Territory, 2009.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	*Number* *Participation rate (%)*	85762 97.4	85941 97.6	85835 97.5	85835 97.5	85459 97.1
Vic	*Number* *Participation rate (%)*	61827 95.0	61755 94.9	61850 95.0	61850 95.0	61457 94.4
Qld	*Number* *Participation rate (%)*	54726 97.1	54738 97.1	54798 97.2	54798 97.2	54464 96.6
WA	*Number* *Participation rate (%)*	26962 96.3	26951 96.3	27010 96.5	27010 96.5	26879 96.0
SA	*Number* *Participation rate (%)*	17599 94.8	17559 94.6	17658 95.1	17658 95.1	17568 94.7
Tas	*Number* *Participation rate (%)*	6290 97.6	6294 97.7	6311 98.0	6311 98.0	6258 97.1
ACT	*Number* *Participation rate (%)*	4252 95.4	4251 95.4	4262 95.6	4262 95.6	4233 95.0
NT	*Number* *Participation rate (%)*	3120 93.5	3153 94.5	3161 94.8	3161 94.8	3075 92.2
Aust	*Number* *Participation rate (%)*	260538 96.4	260642 96.4	260885 96.5	260885 96.5	259393 96.0

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Participation

Table 3.P2: Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	*Indigenous*	3648	94.3	3662	94.6	3651	94.3	3651	94.3	3631	93.8
	Non-Indig.	80276	97.6	80439	97.8	80347	97.7	80347	97.7	79984	97.3
Vic	*Indigenous*	655	89.6	666	91.1	667	91.2	667	91.2	654	89.5
	Non-Indig.	60856	95.4	60773	95.3	60867	95.5	60867	95.5	60487	94.9
Qld	*Indigenous*	3573	94.3	3573	94.3	3584	94.6	3584	94.6	3496	92.3
	Non-Indig.	51153	97.3	51165	97.3	51214	97.4	51214	97.4	50968	96.9
WA	*Indigenous*	1505	85.9	1506	86.0	1532	87.4	1532	87.4	1461	83.4
	Non-Indig.	23484	97.1	23476	97.1	23498	97.2	23498	97.2	23458	97.0
SA	*Indigenous*	570	82.0	554	79.7	581	83.6	581	83.6	575	82.7
	Non-Indig.	16888	95.4	16866	95.2	16936	95.6	16936	95.6	16854	95.2
Tas	*Indigenous*	435	95.6	437	96.0	439	96.5	439	96.5	436	95.8
	Non-Indig.	5072	97.7	5075	97.8	5086	98.0	5086	98.0	5045	97.2
ACT	*Indigenous*	96	94.1	96	94.1	99	97.1	99	97.1	94	92.2
	Non-Indig.	4113	95.4	4113	95.4	4121	95.6	4121	95.6	4096	95.0
NT	*Indigenous*	1261	88.6	1289	90.6	1297	91.1	1297	91.1	1226	86.2
	Non-Indig.	1744	97.1	1749	97.4	1749	97.4	1749	97.4	1734	96.5
Aust	*Indigenous*	11743	91.6	11783	91.9	11850	92.5	11850	92.5	11573	90.3
	Non-Indig.	243586	96.8	243656	96.8	243818	96.8	243818	96.8	242626	96.4

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Participation

Table 3.P3: Percentage of Year 3 Student Exemptions, Absences/Withdrawals and Assessed, by State and Territory, 2009.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A
NSW	1.3	2.6	96.1	1.3	2.4	96.3	1.3	2.5	96.2	1.3	2.5	96.2	1.3	2.9	95.8
Vic	3.0	5.0	92.0	3.0	5.1	91.9	3.0	5.0	92.1	3.0	5.0	92.1	2.9	5.6	91.5
Qld	1.8	2.9	95.3	1.9	2.9	95.2	1.8	2.8	95.4	1.8	2.8	95.4	1.6	3.4	95.0
WA	1.3	3.7	95.0	1.3	3.7	94.9	1.3	3.5	95.1	1.3	3.5	95.1	1.3	4.0	94.7
SA	1.7	5.2	93.1	1.7	5.4	92.9	1.7	4.9	93.5	1.7	4.9	93.5	1.6	5.3	93.0
Tas	1.4	2.4	96.3	1.3	2.3	96.4	1.3	2.0	96.7	1.3	2.0	96.7	1.3	2.9	95.8
ACT	2.9	4.6	92.5	2.9	4.6	92.5	2.9	4.4	92.7	2.9	4.4	92.7	2.8	5.0	92.1
NT	1.7	6.5	91.8	1.7	5.5	92.8	1.7	5.2	93.0	1.7	5.2	93.0	1.6	7.8	90.6
Aust	1.9	3.6	94.5	1.9	3.6	94.5	1.9	3.5	94.6	1.9	3.5	94.6	1.8	4.0	94.2

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Participation

Table 3.P4: Percentage of Year 3 Student Exemptions, Absences/Withdrawals and Assessed, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A
NSW	*Indigenous*	2.0	5.7	92.3	2.0	5.4	92.6	2.0	5.7	92.4	2.0	5.7	92.4	2.0	6.2	91.9
	Non-Indigenous	1.3	2.4	96.3	1.3	2.2	96.5	1.3	2.3	96.4	1.3	2.3	96.4	1.2	2.7	96.0
Vic	*Indigenous*	5.7	10.4	83.9	5.6	8.9	85.5	5.6	8.8	85.6	5.6	8.8	85.6	5.6	10.5	83.9
	Non-Indigenous	2.5	4.6	93.0	2.5	4.7	92.9	2.5	4.5	93.0	2.5	4.5	93.0	2.4	5.1	92.4
Qld	*Indigenous*	2.5	5.7	91.8	2.6	5.7	91.7	2.4	5.4	92.2	2.4	5.4	92.2	2.3	7.7	90.0
	Non-Indigenous	1.8	2.7	95.5	1.9	2.7	95.5	1.8	2.6	95.6	1.8	2.6	95.6	1.6	3.1	95.3
WA	*Indigenous*	1.1	14.1	84.8	1.1	14.0	84.9	1.0	12.6	86.4	1.0	12.6	86.4	1.1	16.6	82.3
	Non-Indigenous	1.3	2.9	95.8	1.3	2.9	95.8	1.3	2.8	95.9	1.3	2.8	95.9	1.2	3.0	95.8
SA	*Indigenous*	2.2	18.0	79.9	2.2	20.3	77.6	2.2	16.4	81.4	2.2	16.4	81.4	2.2	17.3	80.6
	Non-Indigenous	1.7	4.6	93.7	1.7	4.8	93.6	1.7	4.4	94.0	1.7	4.4	94.0	1.6	4.8	93.5
Tas	*Indigenous*	2.9	4.4	92.7	2.9	4.0	93.2	2.6	3.5	93.8	2.6	3.5	93.8	2.9	4.2	93.0
	Non-Indigenous	1.3	2.3	96.4	1.3	2.2	96.5	1.3	2.0	96.7	1.3	2.0	96.7	1.3	2.8	95.9
ACT	*Indigenous*	3.9	5.9	90.2	4.9	5.9	89.2	4.9	2.9	92.2	4.9	2.9	92.2	4.9	7.8	87.3
	Non-Indigenous	2.9	4.6	92.5	2.9	4.6	92.5	2.9	4.4	92.7	2.9	4.4	92.7	2.8	5.0	92.2
NT	*Indigenous*	1.4	11.4	87.2	1.4	9.4	89.2	1.4	8.9	89.7	1.4	8.9	89.7	1.4	13.8	84.8
	Non-Indigenous	2.0	2.9	95.1	2.0	2.6	95.4	2.0	2.6	95.4	2.0	2.6	95.4	1.8	3.5	94.8
Aust	*Indigenous*	2.2	8.4	89.4	2.3	8.1	89.7	2.2	7.5	90.3	2.2	7.5	90.3	2.1	9.7	88.1
	Non-Indigenous	1.8	3.2	95.0	1.8	3.2	95.0	1.7	3.2	95.1	1.7	3.2	95.1	1.7	3.6	94.7

Refer to page 4 for explanatory notes.

NAPLAN Year 3

Table 3.CR: Comparative Achievement of Year 3 Students in Reading, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	422.3	430.4	385.9	395.5	399.0	404.7	433.6	322.2	410.8
NSW	422.3		▼	▲	▲	▲	▲	▼	▲	▲
Vic	430.4	▲		▲	▲	▲	▲	■	▲	▲
Qld	385.9	▼	▼		▼	▼	▼	▼	▲	▼
WA	395.5	▼	▼	▲		■	▼	▼	▲	▼
SA	399.0	▼	▼	▲	■		■	▼	▲	▼
Tas	404.7	▼	▼	▲	▲	■		▼	▲	▼
ACT	433.6	▲	■	▲	▲	▲	▲		▲	▲
NT	322.2	▼	▼	▼	▼	▼	▼	▼		▼
Aust	410.8	▼	▼	▲	▲	▲	▲	▼	▲	

Table 3.CW: Comparative Achievement of Year 3 Students in Writing, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	424.5	427.5	395.8	402.4	411.2	406.8	421.6	337.7	414.5
NSW	424.5		▼	▲	▲	▲	▲	■	▲	▲
Vic	427.5	▲		▲	▲	▲	▲	▲	▲	▲
Qld	395.8	▼	▼		▼	▼	▼	▼	▲	▼
WA	402.4	▼	▼	▲		▼	■	▼	▲	▼
SA	411.2	▼	▼	▲	▲		■	▼	▲	▼
Tas	406.8	▼	▼	▲	■	■		▼	▲	▼
ACT	421.6	■	▼	▲	▲	▲	▲		▲	▲
NT	337.7	▼	▼	▼	▼	▼	▼	▼		▼
Aust	414.5	▼	▼	▲	▲	▲	▲	▼	▲	

Table 3.CS: Comparative Achievement of Year 3 Students in Spelling, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	423.6	419.5	376.0	389.7	394.8	393.5	411.2	305.2	404.8
NSW	423.6		▲	▲	▲	▲	▲	▲	▲	▲
Vic	419.5	▼		▲	▲	▲	▲	▲	▲	▲
Qld	376.0	▼	▼		▼	▼	▼	▼	▲	▼
WA	389.7	▼	▼	▲		▼	■	▼	▲	▼
SA	394.8	▼	▼	▲	▲		■	▼	▲	▼
Tas	393.5	▼	▼	▲	■	■		▼	▲	▼
ACT	411.2	▼	▼	▲	▲	▲	▲		▲	▲
NT	305.2	▼	▼	▼	▼	▼	▼	▼		▼
Aust	404.8	▼	▼	▲	▲	▲	▲	▼	▲	

Refer to page 4 for explanatory notes and how to read the table.

NAPLAN Year 3

Table 3.CG: Comparative Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	431.9	440.1	394.4	403.6	408.5	412.9	440.6	315.8	419.7
NSW	431.9		▼	▲	▲	▲	▲	▼	▲	▲
Vic	440.1	▲		▲	▲	▲	▲	■	▲	▲
Qld	394.4	▼	▼		▼	▼	▼	▼	▲	▼
WA	403.6	▼	▼	▲		■	▼	▼	▲	▼
SA	408.5	▼	▼	▲	■		■	▼	▲	▼
Tas	412.9	▼	▼	▲	▲	■		▼	▲	▼
ACT	440.6	▲	■	▲	▲	▲	▲		▲	▲
NT	315.8	▼	▼	▼	▼	▼	▼	▼		▼
Aust	419.7	▼	▼	▲	▲	▲	▲	▼	▲	

Table 3.CN: Comparative Achievement of Year 3 Students in Numeracy, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	405.3	410.8	372.4	379.7	379.2	390.0	408.0	322.4	393.9
NSW	405.3		▼	▲	▲	▲	▲	■	▲	▲
Vic	410.8	▲		▲	▲	▲	▲	■	▲	▲
Qld	372.4	▼	▼		▼	▼	▼	▼	▲	▼
WA	379.7	▼	▼	▲		■	▼	▼	▲	▼
SA	379.2	▼	▼	▲	■		▼	▼	▲	▼
Tas	390.0	▼	▼	▲	▲	▲		▼	▲	■
ACT	408.0	■	■	▲	▲	▲	▲		▲	▲
NT	322.4	▼	▼	▼	▼	▼	▼	▼		▼
Aust	393.9	▼	▼	▲	▲	▲	■	▼	▲	

Refer to page 4 for explanatory notes and how to read the table.

NAPLAN Year 3

Overall national and jurisdiction results

When drawing comparisons, demographic variables that are strongly associated with student achievement such as Indigeneity, socio-economic profile, and distribution of the population across geographic zones must be taken into consideration. These and other factors impact on the performance of jurisdictions to differing degrees and are reflected most clearly in the Northern Territory, which has by far the largest proportion of Indigenous students, the highest proportion of students living in socio-economically disadvantaged areas, and nearly half of its students living in remote and very remote areas. Other jurisdictions also have a range of demographic differences that impact on their achievement.

Tables 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1 show the percentages of Year 3 students estimated to be in achievement bands 1 to 6 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. These tables also report the percentages at or above the national minimum standard and the participation rates. Figures 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for each jurisdiction and for Australia overall.

Exempt students are deemed as achieving below the national minimum standard but do not receive a scale score. Therefore, calculation of the proportion achieving in each band, the proportion at or above the national minimum standard and the participation rate includes exempt students. However, when calculating the mean scale scores and the standard deviations, exempt students are not included, as they have no scale score. Exempt students are not included in Figures.3.R1, 3.W1, 3.S1, 3.G1 and 3.N1, but they are included in Tables 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1.

For each domain, in excess of 90 per cent of Australian students are estimated to be working at or above the national minimum standard. The results for the Northern Territory differ markedly from those for other jurisdictions, with 62 per cent of students estimated to be working at or above the national minimum standard for Spelling through to 74 per cent of students estimated to be working at or above the national minimum standard for Writing. The Northern Territory is also distinctive in that the achievement distribution has a considerably larger variance than the distributions for other jurisdictions.

In general terms, it appears that more students are working at or above the national minimum standard in Reading, Writing and Numeracy, than for Spelling and Grammar and Punctuation.

Sex

Tables 3.R2, 3.W2, 3.S2, 3.G2 and 3.N2 show the percentages of Year 3 male and female students estimated to be in achievement bands 1 to 6 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. These tables also give the percentages at or above the national minimum standard and the participation rates. Figures 3.R2, 3.W2, 3.S2, 3.G2 and 3.N2 illustrate graphically the achievement distribution for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for male and female students for each jurisdiction and for Australia overall.

In every jurisdiction and every domain, the percentage of students estimated to be working at or above the national minimum standard is greater for females than it is for males. The differences are largest for Spelling and Grammar and Punctuation (4.8 and 4.7 percentage points respectively, for Australia overall) and smallest for Numeracy (1.0 percentage point for Australia overall). The magnitudes of the differences vary across jurisdictions. The smallest differences, across all domains, are in New South Wales and the largest differences, averaged across domains, are in the Northern Territory.

The greater proportion of female students than male students working at or above the national minimum standard in Numeracy can be accounted for by the different proportions of male and female students who are deemed to be below the minimum standard due to their exempt status. Across Australia, the proportion of exempt male students is about 1 percentage point higher than the proportion of exempt female students. In Numeracy, this accounts for the sex difference in the percentages estimated to be working at or above the national minimum standard. While there is variation across jurisdictions for the other domains for Australia overall, the difference in exemptions accounts for about one-quarter to one-third of the difference between males and females in percentages estimated to be working at or above the national minimum standard.

The mean scores, which do not include exempt students, show that the Numeracy means are higher for male students in every jurisdiction except the Northern Territory, whereas for the literacy domains the mean scores of the female students exceed those of the male students. Further, the standard deviation of the scores is larger for male students than for female students for every jurisdiction and domain. That is, the male students' scores are more spread than the female students' scores. The sex differences in the means are smallest, on average, for Victoria (with the exception of Writing and Numeracy), and largest for the Northern Territory, South Australia, Western Australia and Tasmania.

Indigenous

Tables 3.R3, 3.W3, 3.S3, 3.G3 and 3.N3 show the percentages of Year 3 Indigenous and non-Indigenous students estimated to be in achievement bands 1 to 6 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. These tables also give the percentages at or above the national minimum standard and the participation rates. Figures 3.R3, 3.W3, 3.S3, 3.G3 and 3.N3 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for Indigenous and non-Indigenous students for each jurisdiction and for Australia overall.

The percentage of students estimated to be working at or above the national minimum standard is markedly lower for Indigenous students than non-Indigenous students in all jurisdictions. In the Northern Territory, Indigenous students are about one-third to one-half as likely to be achieving at or above national minimum standard in each domain as non-Indigenous students.

Similarly, the mean scores for Indigenous students are substantially lower than those for non-Indigenous students. In

Reading, for example, the difference between the mean scores for Indigenous and non-Indigenous students in Australia overall is 88 points, the difference in the Northern Territory is 144 points and in Western Australia it is 99 points.

Language background other than English (LBOTE)

Tables 3.R4, 3.W4, 3.S4, 3.G4 and 3.N4 show the percentages of Year 3 LBOTE and non-LBOTE students estimated to be in achievement bands 1 to 6 (and above) and for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. These tables also give the percentages at or above the national minimum standard and the participation rates. Figures 3.R4, 3.W4, 3.S4, 3.G4 and 3.N4 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for LBOTE and non-LBOTE students for each jurisdiction and for Australia overall.

With the exception of Spelling in New South Wales and Victoria, LBOTE students are less likely to be working at or above the national minimum standard than non-LBOTE students. The difference, however, varies across jurisdictions and domains. The smallest differences are in Victoria and New South Wales, whilst the largest differences are in the Northern Territory, Tasmania and the Australian Capital Territory. In this context, it should be noted that many Indigenous students in remote communities in the Northern Territory are also LBOTE students. This is also true, to a lesser extent, for Queensland, South Australia and Western Australia.

With the exception of the Northern Territory, the differences between LBOTE and non-LBOTE students estimated to be working at or above the national minimum standard are largely accounted for by the greater exemption rate for LBOTE students, typically about 2 percentage points nationally. In Tasmania and the Australian Capital Territory, the differences in the exemption rate between LBOTE and non-LBOTE students is higher (an average of 7.9 and 5.7 percentage points respectively).

The national mean score of LBOTE students in Australia exceeds the mean score of non-LBOTE students for all domains. This is most clearly the case for Spelling, where LBOTE students' achievement is higher than non-LBOTE students in most jurisdictions, with the exception of the Northern Territory. In New South Wales, LBOTE students have higher mean scores than non-LBOTE students across all domains. Only in the Northern Territory do non-LBOTE students have higher mean scores across all domains than LBOTE students. For all other jurisdictions LBOTE students have higher mean scores across some domains than non-LBOTE students.

Geolocation

Tables 3.R5, 3.W5, 3.S5, 3.G5 and 3.N5 show the percentages of Year 3 students, by geographic location, estimated to be in achievement bands 1 to 6 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. Tables 3.R6, 3.W6, 3.S6, 3.G6 and 3.N6 show the corresponding information for Indigenous students and Tables 3.R7, 3.W7, 3.S7, 3.G7 and 3.N7 show the corresponding information for non-Indigenous students.

Across Australia, Year 3 students in metropolitan areas are estimated to be working at or above the national minimum standard at slightly higher rates than students in provincial and remote areas. Similarly, the mean scores for students in metropolitan areas are higher than those for students in provincial areas, which are in turn higher than for those in remote areas. Students in very remote areas have the lowest means and the smallest proportion of students estimated to be working at or above the national minimum standard. However, in New South Wales, students in very remote areas were more likely than those in remote areas to be working at or above the national minimum standard for Spelling, and Grammar and Punctuation, and students in very remote areas had higher mean scores for Reading, as well as Spelling and Grammar and Punctuation than students in remote areas. In Tasmania, students in very remote areas were more likely than those in remote areas to be working at or above the national minimum standard for Writing, Spelling, Grammar and Punctuation and Numeracy, and students in very remote areas had higher mean scores for Grammar and Punctuation and Numeracy than students in remote areas. In Victoria, a slightly higher percentage of remote students than provincial and metropolitan students is working at or above the national minimum standard.

The achievement patterns by geographic location are similar for Indigenous students and for all students.

Student achievement and parental education and parental occupation

Tables 3.R8, 3.W8, 3.S8, 3.G8, 3.N8, 3.R9, 3.W9, 3.S9, 3.G9 and 3.N9 illustrate the relationships between student achievement and parental education and occupation. For each domain, mean scores are higher for students whose parents have higher levels of education. Further, the relationships between the mean scores of students with parents from different occupation categories are consistent with those found in research and previous state-wide assessments.

It is important to note that these results are indicative only, since parental education data are not available for 17 per cent of students nationally. Likewise, parental occupation data are not available for 20 per cent of Year 3 students nationally.

In terms of estimated percentages of students working at or above the national minimum standard, the differences can be quite large. For example, students whose parents have a degree are between 7 (Writing) and 15 (Grammar and Punctuation) per cent more likely to be at or above the national minimum standard than students whose parents have a Year 11 equivalent or below. Similarly, students whose parents are from the occupational category Senior management and qualified professionals are between 9 (Writing) and 16 (Grammar and Punctuation) per cent more likely to be at or above the national minimum standard than students whose parents have not been in paid employment for the past 12 months.

Participation

Tables 3.P1 to 3.P4 describe the participating populations and the rates of exemptions and absences by jurisdiction.

Jurisdiction comparisons

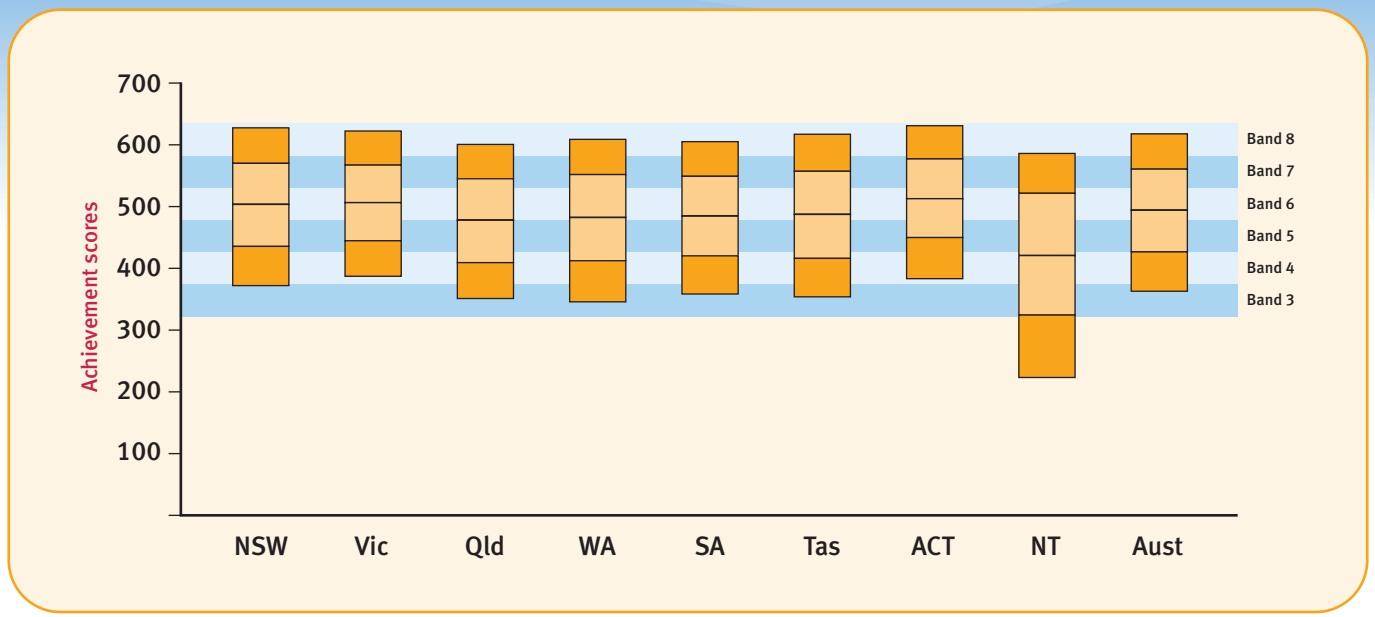
Tables 3.CR, 3.CW, 3.CS, 3.CG and 3.CN indicate the statistical significance or otherwise of the differences between jurisdictions in the mean scores for each domain.

2009 Results

NAPLAN Year 5

NAPLAN Year 5 Reading

Figure 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	503.4 (77.6)	506.3 (71.5)	477.8 (76.8)	482.2 (80.9)	484.3 (75.2)	487.2 (80.4)	512.7 (75.3)	420.6 (113.3)	493.9 (78.1)

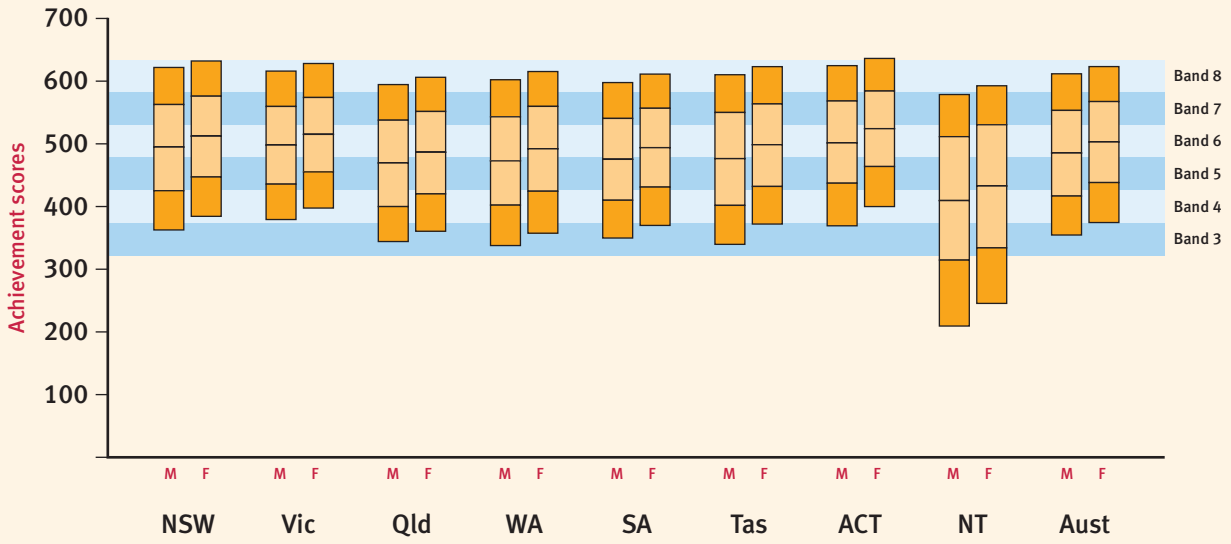
Table 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*10yrs 7mths 5yrs 4mths*	97.7	1.1	5.2	11.6	19.4	24.9	22.2	15.4	93.7
Vic	*10yrs 9mths 5yrs 4mths*	95.3	2.6	3.2	10.3	20.1	26.9	22.9	14.1	94.2
Qld	*10yrs 1mth 4yrs 4mths*	97.4	1.8	9.3	16.5	22.5	24.2	17.5	8.3	88.9
WA	*10yrs 5mths 5yrs 4mths*	97.1	1.4	9.7	14.7	21.4	24.1	18.4	10.3	88.9
SA	*10yrs 7mths 5yrs 4mths*	95.8	1.7	7.3	14.6	23.4	25.3	18.4	9.4	91.0
Tas	*10yrs 11mths 5yrs 4mths*	97.4	1.3	8.4	14.8	21.3	23.5	19.0	11.8	90.3
ACT	*10yrs 8mths 5yrs 4mths*	96.6	2.2	3.8	8.9	17.8	25.5	24.0	17.7	94.0
NT	*10yrs 6mths 5yrs 4mths*	95.7	2.1	32.6	14.6	16.9	16.8	11.7	5.5	65.4
Aust	*10yrs 6mths 5yrs 1mth*	96.8	1.7	6.6	12.9	20.7	25.1	20.6	12.5	91.7

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Reading

Figure 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	494.9 (78.9)	498.0 (72.0)	469.5 (77.4)	472.8 (81.8)	475.2 (75.7)	476.4 (82.9)	501.4 (77.0)	409.3 (115.3)	485.3 (79.1)
Female Mean scale score / (S.D.)	512.2 (75.2)	515.0 (70.0)	486.5 (75.2)	492.0 (78.8)	493.8 (73.5)	498.5 (76.0)	524.2 (71.7)	432.6 (109.9)	503.0 (76.0)

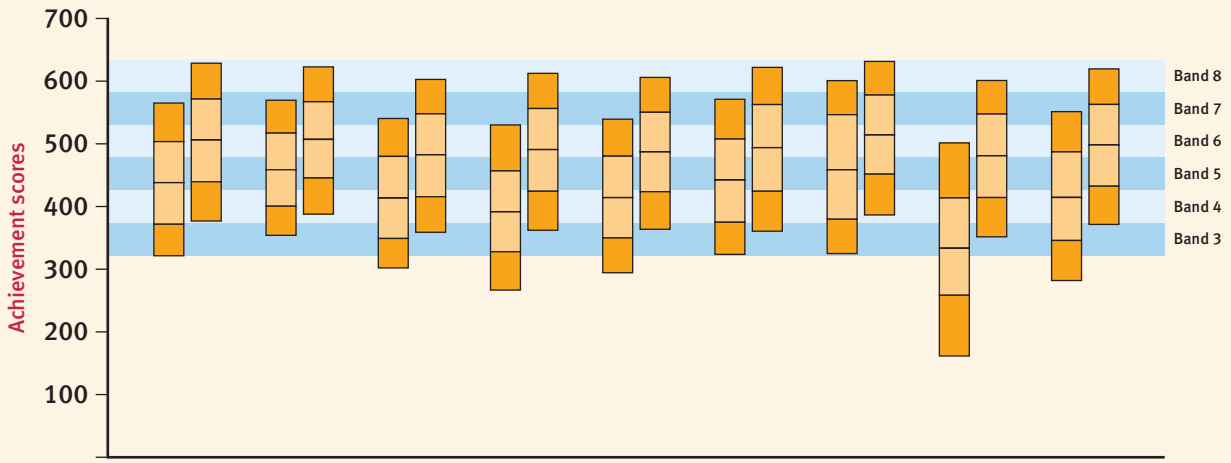
Table 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Male*	1.6	6.7	13.2	20.5	24.3	20.4	13.3	91.7
	Female	0.7	3.6	9.9	18.3	25.6	24.2	17.7	95.7
Vic	*Male*	3.4	4.0	12.1	21.6	26.6	20.6	11.8	92.6
	Female	1.8	2.2	8.5	18.5	27.2	25.4	16.5	96.0
Qld	*Male*	2.2	11.3	18.2	22.9	22.8	15.6	7.0	86.5
	Female	1.3	7.2	14.6	22.0	25.7	19.4	9.8	91.5
WA	*Male*	1.6	11.8	16.4	22.2	23.2	16.3	8.5	86.5
	Female	1.1	7.5	12.9	20.7	25.0	20.7	12.1	91.5
SA	*Male*	2.3	9.1	16.5	24.1	24.2	16.1	7.6	88.6
	Female	1.1	5.5	12.5	22.6	26.5	20.7	11.2	93.5
Tas	*Male*	1.6	11.5	16.7	21.0	22.0	17.0	10.1	86.9
	Female	1.0	5.1	12.6	21.5	25.1	21.0	13.6	93.9
ACT	*Male*	2.7	5.4	10.7	20.1	25.8	20.5	14.8	91.9
	Female	1.7	2.2	7.0	15.5	25.2	27.6	20.8	96.1
NT	*Male*	2.5	35.2	15.8	16.4	15.5	10.1	4.4	62.3
	Female	1.6	29.8	13.3	17.4	18.1	13.3	6.6	68.6
Aust	*Male*	2.2	8.2	14.6	21.6	24.3	18.5	10.6	89.6
	Female	1.2	4.9	11.1	19.7	25.9	22.7	14.5	93.9

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Reading

Figure 5.R3: Achievement of Year 5 Students in Reading, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	438.0 (74.8)	458.7 (67.3)	413.3 (74.5)	391.4 (80.1)	414.1 (79.3)	442.1 (76.0)	458.5 (88.5)	333.1 (99.7)	414.4 (84.6)
Non-Indigenous Mean scale score / (S.D.)	506.0 (76.5)	506.9 (71.4)	482.3 (74.9)	490.7 (76.2)	486.9 (73.7)	493.7 (79.4)	514.1 (74.3)	480.8 (76.2)	498.1 (75.4)

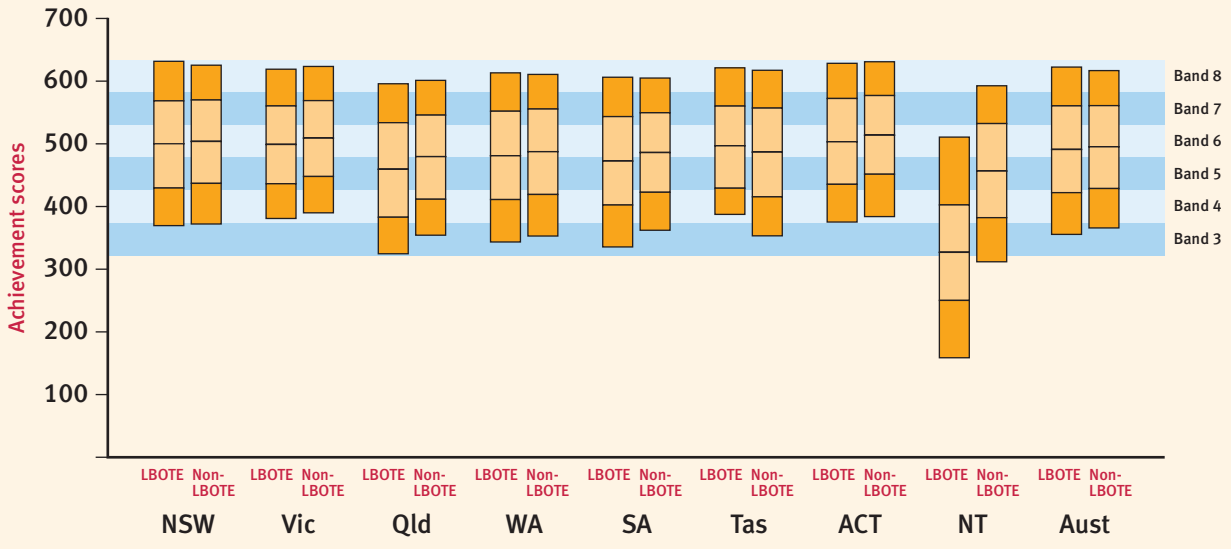
Table 5.R3: Achievement of Year 5 Students in Reading, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Indigenous*	1.6	20.5	24.5	23.7	17.9	8.9	2.8	77.9
	Non-Indigenous	1.1	4.5	11.1	19.3	25.3	22.7	15.9	94.3
Vic	*Indigenous*	5.9	9.3	22.3	27.3	20.7	11.3	3.2	84.8
	Non-Indigenous	2.3	3.1	10.2	20.0	27.0	23.1	14.2	94.6
Qld	*Indigenous*	2.8	31.6	25.5	20.0	13.5	5.4	1.2	65.7
	Non-Indigenous	1.7	7.7	15.8	22.6	25.0	18.3	8.9	90.6
WA	*Indigenous*	1.6	42.1	25.7	16.4	9.2	4.0	1.0	56.2
	Non-Indigenous	1.3	6.8	13.6	21.7	25.4	19.9	11.3	91.8
SA	*Indigenous*	2.5	29.8	24.4	22.8	14.1	5.0	1.4	67.7
	Non-Indigenous	1.7	6.5	14.2	23.4	25.8	18.9	9.6	91.9
Tas	*Indigenous*	1.7	19.3	24.5	22.8	18.3	10.0	3.4	79.0
	Non-Indigenous	1.3	6.9	13.5	20.8	24.1	20.1	13.2	91.8
ACT	*Indigenous*	5.6	17.0	20.6	19.6	14.0	13.8	9.3	77.4
	Non-Indigenous	2.1	3.5	8.6	17.8	25.9	24.3	17.9	94.4
NT	*Indigenous*	1.6	67.4	14.1	9.1	5.2	2.3	0.3	31.0
	Non-Indigenous	2.2	8.6	15.2	22.7	24.7	17.6	9.0	89.1
Aust	*Indigenous*	2.3	31.0	23.8	20.3	14.1	6.6	1.9	66.7
	Non-Indigenous	1.6	5.3	12.4	20.7	25.7	21.3	13.0	93.1

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Reading

Figure 5.R4: Achievement of Year 5 Students in Reading, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	500.1 (79.7)	498.8 (72.5)	459.3 (83.8)	480.9 (84.0)	472.4 (83.6)	496.8 (74.4)	503.1 (77.4)	326.8 (102.7)	490.8 (82.6)
Non-LBOTE Mean scale score / (S.D.)	503.8 (76.9)	509.0 (71.0)	479.5 (76.0)	487.4 (79.0)	485.9 (73.7)	486.7 (80.8)	513.7 (74.8)	456.4 (87.4)	495.2 (76.5)

Table 5.R4: Achievement of Year 5 Students in Reading, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*LBOTE*	1.7	5.6	12.9	20.3	24.0	20.3	15.2	92.7
	Non-LBOTE	0.8	5.2	11.3	19.2	25.3	22.8	15.3	94.0
Vic	*LBOTE*	3.5	3.9	11.9	21.9	26.2	20.3	12.3	92.6
	Non-LBOTE	2.3	2.9	9.7	19.4	27.1	23.9	14.7	94.8
Qld	*LBOTE*	3.8	16.2	18.2	21.5	19.7	13.5	7.0	80.0
	Non-LBOTE	1.6	8.7	16.3	22.5	24.6	17.8	8.5	89.7
WA	*LBOTE*	3.7	9.9	14.7	21.1	22.8	17.2	10.6	86.4
	Non-LBOTE	0.8	8.4	13.9	21.1	24.8	19.9	11.1	90.8
SA	*LBOTE*	3.6	11.2	16.6	22.4	21.9	15.7	8.7	85.2
	Non-LBOTE	1.4	6.8	14.3	23.5	25.8	18.7	9.4	91.8
Tas	*LBOTE*	5.9	2.9	14.7	21.2	23.7	18.6	12.9	91.2
	Non-LBOTE	1.1	8.7	14.8	21.2	23.5	18.9	11.8	90.2
ACT	*LBOTE*	5.4	4.6	11.7	18.8	23.1	20.7	15.7	90.0
	Non-LBOTE	1.7	3.8	8.5	17.7	26.0	24.6	17.8	94.6
NT	*LBOTE*	2.4	70.4	11.8	7.0	5.1	2.5	0.9	27.2
	Non-LBOTE	2.6	16.9	17.6	21.7	20.8	13.9	6.6	80.4
Aust	*LBOTE*	2.8	7.5	13.3	20.8	23.8	19.0	12.7	89.7
	Non-LBOTE	1.4	6.1	12.8	20.7	25.5	21.0	12.5	92.4

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Reading

Table 5.R5: Achievement of Year 5 Students in Reading, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	507.7	1.2	4.6	10.9	18.8	24.8	22.9	16.8	94.2
	Provincial	491.6	1.0	6.7	13.6	21.2	25.6	20.5	11.4	92.3
	Remote	456.7	1.3	19.2	17.5	21.2	19.8	13.9	7.0	79.4
	Very Remote	442.0	1.8	27.9	18.4	15.6	14.6	12.6	9.1	70.4
Vic	*Metro*	508.6	2.7	2.8	9.8	19.8	26.9	23.3	14.7	94.5
	Provincial	499.7	2.4	4.0	11.8	20.9	26.9	21.8	12.1	93.5
	Remote	508.3	0.0	5.8	6.7	16.3	30.8	27.1	13.3	94.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	482.3	1.6	8.1	15.6	22.4	24.9	18.3	9.1	90.3
	Provincial	472.6	2.1	10.0	18.0	23.0	23.5	16.5	7.0	87.9
	Remote	444.1	1.9	20.2	20.5	23.3	19.3	11.1	3.7	77.9
	Very Remote	411.2	2.0	38.7	20.0	15.3	12.7	7.0	4.3	59.3
WA	*Metro*	490.2	1.5	7.3	13.7	21.2	24.9	19.7	11.6	91.1
	Provincial	472.4	0.9	11.2	16.8	23.4	23.7	16.5	7.6	87.9
	Remote	459.2	1.2	16.6	18.5	21.0	21.3	15.1	6.4	82.2
	Very Remote	402.9	0.9	42.8	17.2	14.4	11.9	8.2	4.6	56.3
SA	*Metro*	488.5	1.8	6.5	13.8	22.9	25.7	19.1	10.2	91.8
	Provincial	476.5	1.6	8.4	16.6	24.5	24.5	17.1	7.2	90.0
	Remote	475.7	0.6	9.3	16.4	24.7	25.5	15.1	8.4	90.1
	Very Remote	404.9	1.2	40.1	13.5	20.1	14.3	6.8	4.0	58.6
Tas	*Metro*	494.6	1.2	7.3	13.6	20.0	23.8	19.7	14.3	91.5
	Provincial	482.2	1.4	9.0	15.6	22.1	23.3	18.5	10.0	89.5
	Remote	462.4	0.0	17.1	16.4	23.4	19.5	15.9	7.7	82.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	512.8	2.2	3.8	8.8	17.9	25.5	24.0	17.7	94.0
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	469.2	3.1	12.0	16.8	22.3	23.3	15.5	7.1	84.9
	Remote	419.0	1.3	34.2	15.1	16.9	14.7	12.1	5.6	64.5
	Very Remote	315.1	0.4	77.7	9.2	4.5	3.9	2.6	1.8	21.9
Aust	*Metro*	499.6	1.7	5.3	12.1	20.3	25.4	21.5	13.7	93.0
	Provincial	485.4	1.7	7.6	14.9	22.0	25.0	19.1	9.8	90.7
	Remote	452.1	1.3	19.3	17.9	21.5	20.3	13.7	6.0	79.5
	Very Remote	384.3	1.2	49.7	15.8	12.5	10.4	6.5	3.9	49.1

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Reading

Table 5.R6: Achievement of Year 5 Indigenous Students in Reading, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	450.9	1.4	15.8	22.2	25.3	19.7	11.4	4.2	82.8
	Provincial	432.2	1.6	21.9	26.3	23.4	17.2	7.6	1.9	76.4
	Remote	396.4	2.5	41.0	26.6	15.3	11.0	3.2	0.4	56.4
	Very Remote	365.3	0.0	57.8	26.5	9.6	6.1	0.0	0.0	42.2
Vic	*Metro*	465.7	6.8	7.1	19.9	28.6	20.5	13.1	4.0	86.1
	Provincial	452.8	5.3	11.1	24.4	26.2	21.0	9.7	2.5	83.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	424.0	2.6	25.4	27.0	22.0	15.3	6.2	1.5	72.0
	Provincial	424.1	3.2	25.6	25.4	22.8	15.2	6.4	1.3	71.2
	Remote	378.6	4.3	50.8	22.0	13.0	7.6	2.2	0.2	44.9
	Very Remote	361.2	1.5	61.6	22.2	8.3	4.4	1.5	0.5	36.8
WA	*Metro*	413.5	1.9	30.9	27.3	20.5	12.1	5.4	1.8	67.2
	Provincial	402.3	1.4	36.1	28.0	18.4	11.4	4.0	0.6	62.4
	Remote	389.9	2.1	42.7	27.9	14.5	7.2	4.7	1.0	55.2
	Very Remote	348.8	1.2	64.5	19.6	9.3	3.9	1.3	0.1	34.3
SA	*Metro*	434.0	2.1	20.5	25.0	25.7	17.8	6.6	2.1	77.3
	Provincial	407.4	3.0	31.6	26.1	23.1	11.8	3.8	0.6	65.4
	Remote	403.9	5.0	33.5	29.0	19.0	7.5	4.5	1.5	61.5
	Very Remote	342.0	1.3	68.5	13.1	9.1	6.4	1.1	0.5	30.1
Tas	*Metro*	435.9	1.9	19.9	27.0	22.5	18.9	7.1	2.9	78.3
	Provincial	447.4	1.7	18.1	22.7	23.3	18.6	11.6	3.9	80.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	458.9	5.9	16.9	20.6	20.0	12.9	13.9	9.8	77.3
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	423.7	5.2	26.7	23.2	20.1	15.2	8.2	1.4	68.1
	Remote	341.8	1.0	63.7	16.1	12.9	5.0	1.4	0.0	35.3
	Very Remote	289.7	0.3	87.7	8.9	2.3	0.7	0.1	0.0	12.0
Aust	*Metro*	436.5	2.4	20.8	24.6	23.7	17.0	8.5	2.9	76.7
	Provincial	428.6	2.6	23.6	25.6	22.9	16.3	7.3	1.7	73.8
	Remote	374.4	2.5	50.2	22.9	13.9	7.1	2.9	0.4	47.3
	Very Remote	329.4	0.9	72.7	16.1	6.3	3.0	0.8	0.2	26.4

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Reading

Table 5.R7: Achievement of Year 5 Non-Indigenous Students in Reading, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	508.8	1.2	4.3	10.7	18.7	24.9	23.1	17.1	94.5
	Provincial	497.6	0.9	5.1	12.4	21.0	26.4	21.8	12.4	93.9
	Remote	488.7	0.7	7.5	12.7	24.1	24.6	19.8	10.6	91.8
	Very Remote	495.4	2.9	7.6	12.9	19.7	20.3	21.2	15.3	89.4
Vic	*Metro*	508.9	2.3	2.8	9.8	19.8	27.0	23.5	14.9	94.9
	Provincial	501.0	2.2	3.9	11.5	20.8	27.2	22.2	12.4	94.0
	Remote	508.3	0.0	5.8	6.7	16.3	30.8	27.1	13.3	94.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	485.0	1.5	7.3	15.1	22.4	25.3	18.8	9.5	91.2
	Provincial	477.0	2.1	8.5	17.3	23.0	24.3	17.4	7.5	89.4
	Remote	462.0	1.2	11.6	20.1	26.2	22.6	13.6	4.7	87.2
	Very Remote	471.5	2.6	11.4	17.3	23.7	22.6	13.5	8.8	86.0
WA	*Metro*	494.6	1.5	6.1	12.9	21.0	25.5	20.7	12.3	92.3
	Provincial	479.5	0.8	8.7	15.7	23.7	25.0	17.7	8.4	90.5
	Remote	480.9	1.1	8.2	15.7	23.2	25.4	18.2	8.2	90.7
	Very Remote	481.8	0.0	11.2	14.3	21.0	23.2	18.9	11.4	88.8
SA	*Metro*	489.9	1.8	6.1	13.5	22.9	25.9	19.4	10.4	92.1
	Provincial	479.9	1.5	7.2	16.1	24.6	25.2	17.8	7.5	91.2
	Remote	480.0	0.3	7.8	15.6	25.0	26.7	15.8	8.8	91.9
	Very Remote	463.2	1.2	13.6	13.3	30.7	21.9	12.1	7.1	85.2
Tas	*Metro*	502.8	1.1	5.7	11.9	19.3	24.5	21.2	16.3	93.1
	Provincial	487.1	1.4	7.7	14.8	21.8	23.9	19.4	11.0	90.9
	Remote	482.2	0.0	11.7	10.9	27.4	20.0	17.4	12.6	88.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	514.2	2.1	3.5	8.5	17.8	25.9	24.3	18.0	94.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	477.8	2.5	8.7	15.8	23.4	25.0	16.5	8.1	88.8
	Remote	486.0	1.7	9.1	13.9	20.6	23.1	20.8	10.8	89.2
	Very Remote	500.6	1.2	5.1	11.6	20.0	26.7	20.7	14.7	93.7
Aust	*Metro*	501.4	1.6	4.8	11.7	20.2	25.7	21.8	14.0	93.5
	Provincial	490.1	1.6	6.2	14.0	21.9	25.8	20.0	10.4	92.2
	Remote	477.2	1.0	9.1	16.2	24.1	24.6	17.0	8.0	89.9
	Very Remote	479.0	1.4	10.5	15.1	22.7	23.3	16.4	10.5	88.0

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Reading

Table 5.R8: Achievement of Year 5 Students in Reading, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	535.7	1.2	1.4	5.3	13.4	24.3	29.0	25.4	97.4
Advanced diploma/ diploma	503.0	1.2	3.6	10.7	20.5	28.3	23.3	12.5	95.2
Cert I to IV	484.1	1.4	6.1	14.8	24.2	27.3	18.5	7.8	92.4
Year 12 or equivalent	485.6	1.9	6.3	14.7	23.2	26.4	18.8	8.7	91.7
Year 11 or equivalent or below	455.7	3.0	13.2	20.9	25.5	21.7	11.8	4.0	83.8
Not stated	480.7	2.0	9.7	15.0	21.5	23.8	18.2	9.9	88.3

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Reading

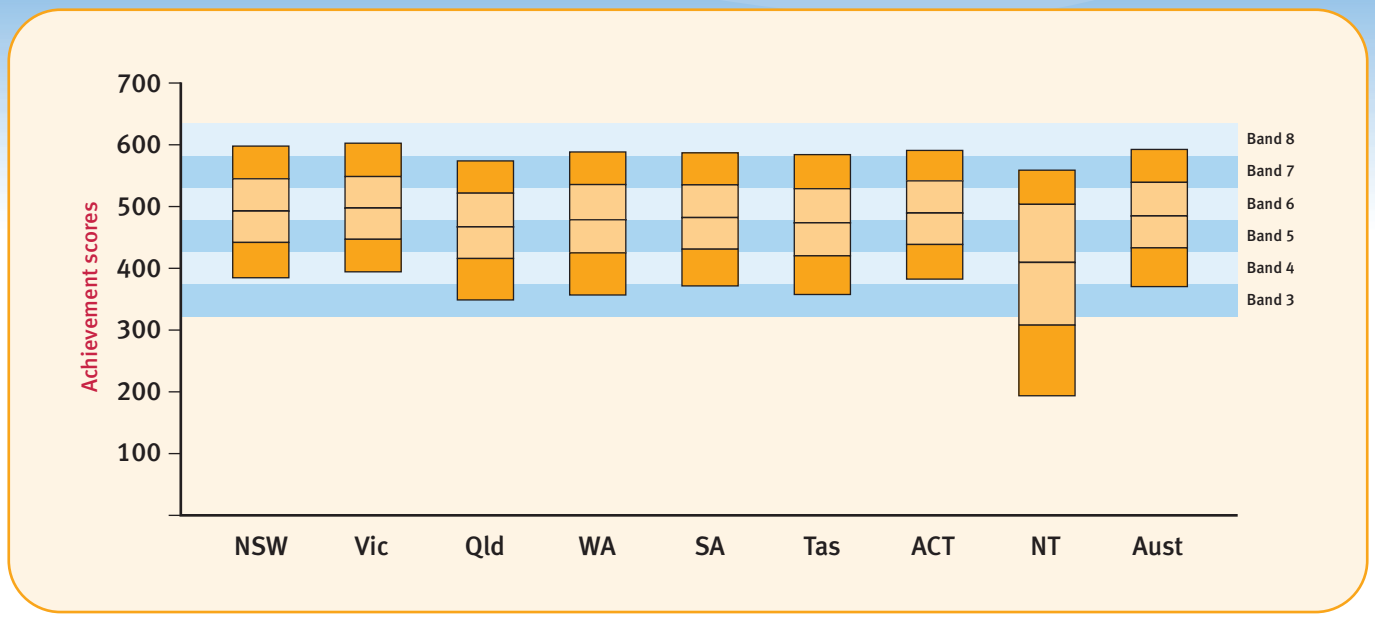
Table 5.R9: Achievement of Year 5 Students in Reading, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	534.1	0.9	1.5	5.5	13.7	24.5	28.9	24.8	97.5
Other business managers and associate professionals	508.9	1.0	3.0	9.6	19.6	27.9	24.3	14.7	96.0
Tradespeople, clerks, skilled office, sales and service staff	488.7	1.4	5.3	13.9	23.4	27.6	19.6	8.8	93.3
Machine operators, hospitality staff, assistants, labourers	469.6	2.1	9.4	18.3	25.5	24.3	14.6	5.8	88.5
Not in paid work in the previous 12 months	457.8	4.9	13.4	20.0	23.9	20.7	12.2	5.0	81.7
Not stated	477.7	2.0	10.5	15.7	21.7	23.3	17.4	9.5	87.5

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Writing

Figure 5.W1: Achievement of Year 5 Students in Writing, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	492.7 (65.9)	497.5 (63.5)	467.0 (69.1)	478.6 (71.4)	482.1 (66.1)	473.5 (69.0)	489.5 (64.1)	409.4 (111.6)	484.7 (68.8)

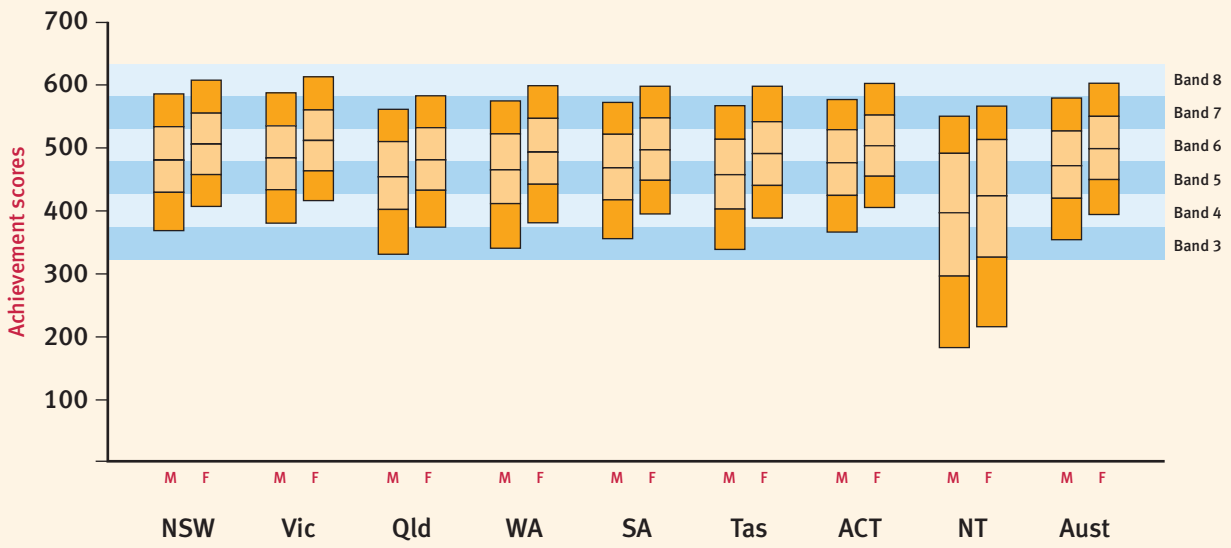
Table 5.W1: Achievement of Year 5 Students in Writing, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*10yrs 7mths 5yrs 4mths*	97.9	1.2	3.8	9.9	25.6	32.5	19.3	7.8	95.0
Vic	*10yrs 9mths 5yrs 4mths*	95.1	2.6	2.7	9.1	24.6	32.6	19.8	8.7	94.7
Qld	*10yrs 1mth 4yrs 4mths*	97.4	1.8	8.2	15.7	30.1	28.0	12.4	3.8	90.0
WA	*10yrs 5mths 5yrs 4mths*	97.0	1.3	6.9	13.2	26.6	29.8	16.2	6.0	91.7
SA	*10yrs 7mths 5yrs 4mths*	95.4	1.7	5.2	12.4	28.0	30.6	16.3	5.7	93.1
Tas	*10yrs 11mths 5yrs 4mths*	97.5	1.3	7.3	14.9	29.2	28.1	13.9	5.2	91.4
ACT	*10yrs 8mths 5yrs 4mths*	96.8	2.2	3.9	11.1	25.5	32.1	18.7	6.5	93.9
NT	*10yrs 6mths 5yrs 4mths*	96.2	2.1	31.7	15.1	21.6	18.4	8.8	2.3	66.2
Aust	*10yrs 6mths 5yrs 1mth*	96.8	1.7	5.3	11.6	26.6	30.9	17.2	6.7	93.0

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Writing

Figure 5.W2: Achievement of Year 5 Students in Writing, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	480.2 (67.0)	483.9 (63.5)	453.7 (70.8)	464.8 (72.1)	468.0 (66.2)	457.1 (69.6)	476.0 (65.1)	396.4 (112.4)	471.5 (69.7)
Female Mean scale score / (S.D.)	505.8 (62.0)	511.6 (60.3)	480.8 (64.6)	493.1 (67.6)	496.7 (62.7)	490.8 (64.0)	503.3 (60.0)	423.3 (109.0)	498.6 (65.1)

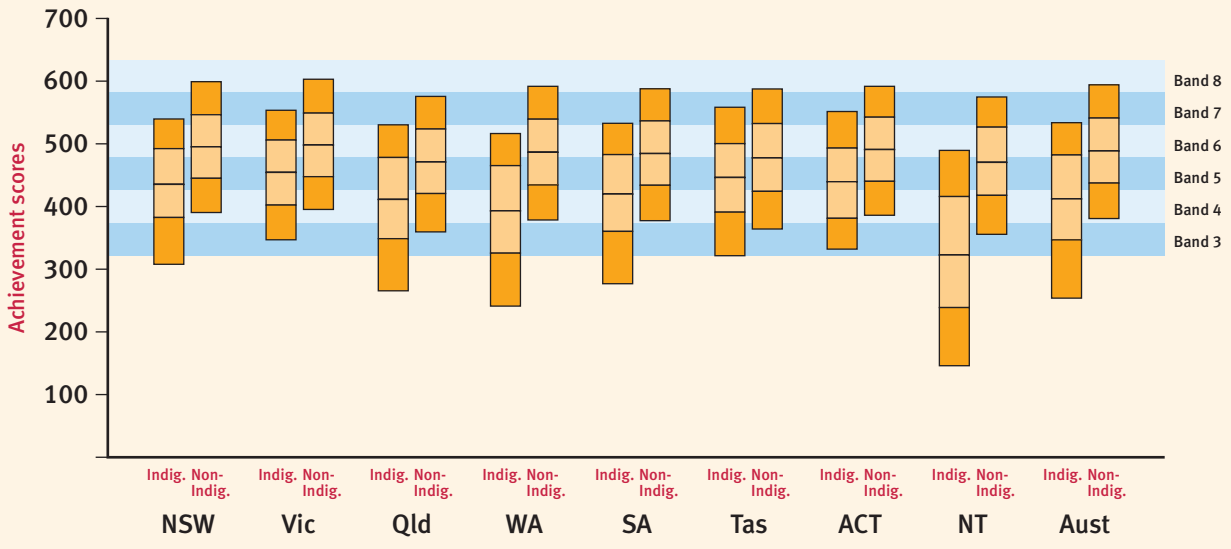
Table 5.W2: Achievement of Year 5 Students in Writing, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Male*	1.6	5.6	12.8	28.3	30.4	15.8	5.5	92.8
	Female	0.7	2.0	6.7	22.7	34.8	22.9	10.2	97.3
Vic	*Male*	3.4	4.1	12.2	28.1	30.6	15.8	5.7	92.5
	Female	1.8	1.2	5.7	20.9	34.7	23.9	11.8	97.0
Qld	*Male*	2.3	11.3	19.2	30.9	24.4	9.4	2.5	86.5
	Female	1.3	5.0	12.1	29.3	31.7	15.6	5.1	93.7
WA	*Male*	1.6	9.5	16.3	28.9	27.2	12.6	3.9	88.9
	Female	1.1	4.2	9.9	24.3	32.4	19.9	8.2	94.7
SA	*Male*	2.3	7.5	16.1	30.4	27.7	12.5	3.5	90.2
	Female	1.1	2.8	8.6	25.6	33.6	20.3	8.0	96.1
Tas	*Male*	1.6	11.0	18.9	30.7	24.3	10.4	3.0	87.4
	Female	1.0	3.4	10.7	27.7	32.0	17.6	7.6	95.6
ACT	*Male*	2.7	5.9	14.4	27.7	30.4	14.7	4.2	91.4
	Female	1.7	1.8	7.6	23.1	33.9	22.9	9.0	96.5
NT	*Male*	2.5	35.1	16.7	21.6	15.5	6.8	1.8	62.4
	Female	1.6	28.1	13.3	21.7	21.5	11.0	2.9	70.4
Aust	*Male*	2.2	7.4	14.8	29.0	28.4	13.7	4.5	90.3
	Female	1.2	3.1	8.3	24.2	33.5	20.9	9.0	95.8

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Writing

Figure 5.W3: Achievement of Year 5 Students in Writing, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	435.3 (70.0)	454.3 (64.2)	411.2 (81.3)	392.9 (85.1)	419.9 (77.6)	446.3 (69.7)	439.5 (69.3)	322.6 (104.2)	412.1 (86.4)
Non-Indigenous Mean scale score / (S.D.)	495.1 (64.5)	498.0 (63.3)	470.9 (66.5)	486.4 (65.4)	484.4 (64.4)	477.3 (68.2)	490.8 (63.3)	470.3 (67.8)	488.5 (65.6)

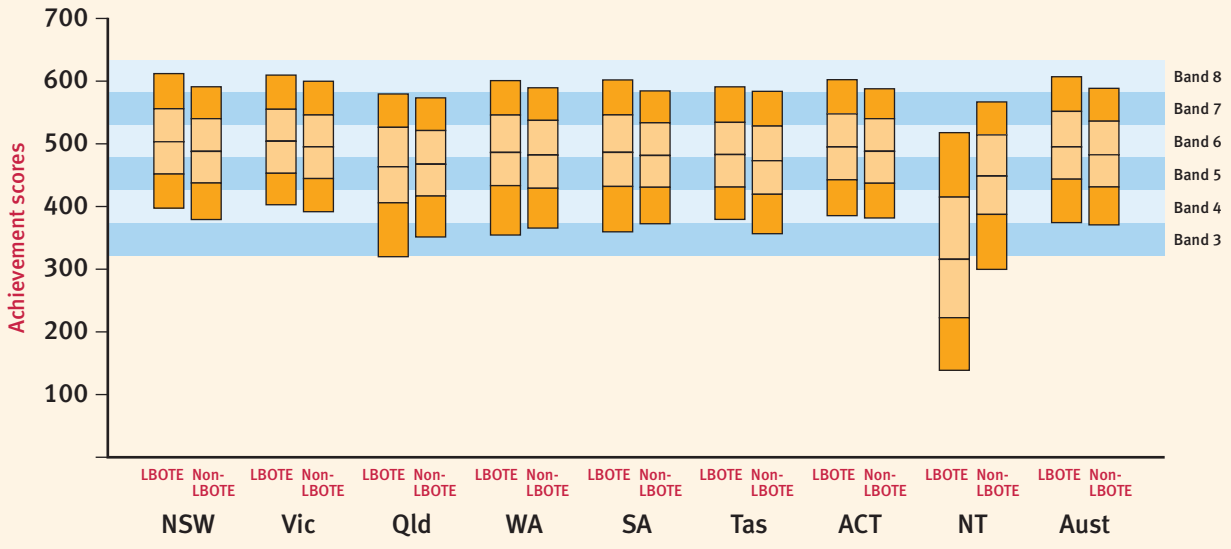
Table 5.W3: Achievement of Year 5 Students in Writing, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Indigenous*	1.6	16.9	23.2	31.3	20.2	5.8	0.9	81.5
	Non-Indigenous	1.1	3.3	9.3	25.3	33.1	19.9	8.1	95.6
Vic	*Indigenous*	5.9	10.0	19.3	30.5	23.8	8.7	1.7	84.1
	Non-Indigenous	2.3	2.6	8.9	24.6	32.8	20.0	8.8	95.1
Qld	*Indigenous*	3.0	28.1	23.7	25.6	14.6	4.3	0.6	68.9
	Non-Indigenous	1.7	6.8	15.2	30.4	28.9	13.0	4.0	91.5
WA	*Indigenous*	1.6	36.4	24.9	22.5	11.5	2.6	0.4	62.0
	Non-Indigenous	1.3	4.4	12.0	26.8	31.4	17.5	6.5	94.3
SA	*Indigenous*	2.5	24.1	23.8	27.5	16.9	4.5	0.7	73.4
	Non-Indigenous	1.7	4.5	12.0	28.1	31.1	16.8	5.9	93.9
Tas	*Indigenous*	1.7	13.8	22.2	31.6	20.4	7.7	2.5	84.5
	Non-Indigenous	1.3	6.3	14.1	29.0	28.7	14.8	5.8	92.4
ACT	*Indigenous*	4.7	15.9	24.1	29.5	16.3	7.1	2.4	79.4
	Non-Indigenous	2.1	3.6	10.8	25.3	32.6	19.0	6.7	94.3
NT	*Indigenous*	1.6	66.3	14.5	11.2	4.8	1.4	0.2	32.1
	Non-Indigenous	2.2	7.8	15.3	28.9	27.7	14.2	3.8	89.9
Aust	*Indigenous*	2.4	27.5	22.5	26.2	15.9	4.7	0.8	70.1
	Non-Indigenous	1.6	4.1	11.1	26.7	31.7	17.8	7.0	94.2

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Writing

Figure 5.W4: Achievement of Year 5 Students in Writing, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	503.3 (66.4)	504.0 (63.2)	463.3 (78.9)	486.1 (76.7)	486.1 (74.4)	482.8 (63.9)	495.0 (65.6)	315.6 (112.6)	494.9 (73.5)
Non-LBOTE Mean scale score / (S.D.)	487.7 (65.4)	495.1 (63.4)	467.4 (68.2)	481.9 (68.6)	481.3 (64.8)	473.0 (69.4)	488.0 (63.8)	448.4 (81.1)	482.5 (67.0)

Table 5.W4: Achievement of Year 5 Students in Writing, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*LBOTE*	1.8	2.8	7.7	22.9	32.5	21.6	10.8	95.5
	Non-LBOTE	0.8	4.4	10.9	26.8	32.4	18.2	6.5	94.8
Vic	*LBOTE*	3.5	2.0	7.6	22.7	32.7	21.1	10.3	94.4
	Non-LBOTE	2.3	2.9	9.6	25.3	32.6	19.3	8.1	94.8
Qld	*LBOTE*	3.9	11.6	15.0	25.9	26.1	13.2	4.4	84.5
	Non-LBOTE	1.6	7.9	15.8	30.5	28.1	12.4	3.7	90.5
WA	*LBOTE*	3.7	6.7	10.4	23.5	29.8	18.0	8.0	89.7
	Non-LBOTE	0.8	5.9	12.7	26.7	30.7	17.0	6.1	93.2
SA	*LBOTE*	3.6	6.1	11.0	25.0	28.2	17.9	8.3	90.3
	Non-LBOTE	1.4	5.1	12.7	28.6	30.9	16.0	5.3	93.5
Tas	*LBOTE*	5.9	4.5	12.1	27.2	29.6	14.2	6.5	89.6
	Non-LBOTE	1.1	7.5	15.1	29.3	27.9	13.9	5.2	91.4
ACT	*LBOTE*	5.7	3.4	9.7	23.2	30.9	18.6	8.5	91.0
	Non-LBOTE	1.6	4.1	11.5	25.9	32.3	18.6	6.0	94.3
NT	*LBOTE*	2.4	69.1	10.6	8.6	6.0	2.7	0.6	28.5
	Non-LBOTE	2.6	15.9	18.2	26.6	22.5	11.2	2.9	81.4
Aust	*LBOTE*	2.8	4.8	8.7	23.0	31.2	19.9	9.5	92.4
	Non-LBOTE	1.4	5.3	12.3	27.6	30.9	16.5	5.9	93.2

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Writing

Table 5.W5: Achievement of Year 5 Students in Writing, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	498.8	1.2	3.1	8.5	24.0	33.1	20.9	9.1	95.7
	Provincial	475.3	1.0	6.0	13.6	30.0	30.8	14.5	4.0	93.0
	Remote	447.1	1.6	13.6	19.1	30.6	24.4	9.3	1.5	84.9
	Very Remote	444.1	1.8	20.7	17.9	20.7	21.4	14.2	3.3	77.5
Vic	*Metro*	502.3	2.7	2.2	7.9	23.3	33.0	21.1	9.8	95.1
	Provincial	483.5	2.4	4.1	12.3	28.5	31.5	15.8	5.5	93.5
	Remote	487.1	0.0	0.4	10.4	34.2	35.8	16.3	2.9	99.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	472.1	1.6	7.0	14.6	29.7	29.2	13.5	4.3	91.4
	Provincial	459.6	2.2	9.2	18.1	31.5	25.9	10.5	2.6	88.6
	Remote	441.1	2.0	17.2	18.7	28.6	24.2	7.6	1.8	80.8
	Very Remote	405.9	2.0	33.2	19.7	23.5	14.2	5.6	1.7	64.8
WA	*Metro*	486.6	1.5	4.9	11.7	26.1	30.9	17.8	6.9	93.5
	Provincial	469.3	0.9	7.6	16.4	29.3	28.8	13.0	4.0	91.5
	Remote	455.9	1.3	12.7	17.9	27.4	26.3	11.6	2.9	86.0
	Very Remote	396.7	0.9	38.9	17.3	19.0	15.7	6.4	1.8	60.2
SA	*Metro*	488.4	1.8	4.2	11.1	26.8	31.5	18.0	6.7	94.1
	Provincial	468.8	1.6	7.0	15.6	31.4	28.7	12.4	3.2	91.4
	Remote	471.6	0.6	6.2	16.3	30.8	28.9	12.7	4.5	93.2
	Very Remote	397.4	1.2	35.6	17.0	22.6	17.7	5.3	0.6	63.2
Tas	*Metro*	480.5	1.2	5.9	13.3	28.4	29.6	15.4	6.3	92.9
	Provincial	468.5	1.4	8.3	16.0	30.0	27.0	12.8	4.5	90.3
	Remote	463.8	0.0	10.8	19.3	24.1	27.0	14.9	3.9	89.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	489.6	2.2	3.9	11.1	25.4	32.2	18.7	6.5	93.9
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	462.6	3.1	10.5	16.8	28.0	25.3	12.8	3.5	86.4
	Remote	405.1	1.3	32.5	18.1	22.6	16.8	7.0	1.7	66.2
	Very Remote	296.3	0.4	79.0	8.3	6.2	4.2	1.7	0.4	20.6
Aust	*Metro*	491.8	1.8	4.0	10.2	25.5	31.9	18.8	7.8	94.3
	Provincial	472.0	1.7	6.7	14.9	30.0	29.2	13.5	4.0	91.6
	Remote	446.4	1.3	15.8	17.9	27.8	24.6	9.9	2.5	82.8
	Very Remote	375.3	1.2	46.5	15.7	17.3	12.6	5.2	1.4	52.3

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Writing

Table 5.W6: Achievement of Year 5 Indigenous Students in Writing, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	449.1	1.4	11.8	21.3	32.2	23.9	7.8	1.5	86.8
	Provincial	428.3	1.7	19.3	24.5	31.3	18.2	4.5	0.6	79.0
	Remote	396.0	3.2	31.8	27.0	25.0	10.7	2.0	0.3	65.0
	Very Remote	375.1	0.0	46.5	26.1	18.3	7.8	1.3	0.0	53.5
Vic	*Metro*	464.9	6.8	6.8	16.1	30.2	27.2	11.5	1.5	86.4
	Provincial	445.6	5.3	12.6	22.1	30.7	21.0	6.3	2.0	82.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	423.8	2.7	22.4	24.2	26.9	17.4	5.7	0.7	74.9
	Provincial	419.6	3.6	23.3	24.8	28.6	15.1	4.0	0.6	73.2
	Remote	376.6	4.7	44.9	18.6	20.2	10.2	1.3	0.1	50.4
	Very Remote	358.5	1.5	54.6	21.5	15.2	5.1	1.5	0.6	43.9
WA	*Metro*	417.3	1.9	25.8	24.1	27.0	16.8	3.9	0.7	72.4
	Provincial	408.8	1.2	28.8	27.9	26.6	12.9	2.4	0.3	70.0
	Remote	391.8	2.5	35.7	27.5	22.2	9.3	2.5	0.4	61.8
	Very Remote	341.9	1.2	60.3	21.5	12.0	3.7	1.2	0.2	38.6
SA	*Metro*	437.8	2.1	16.8	23.1	29.9	20.6	6.0	1.4	81.0
	Provincial	418.2	3.0	22.9	27.3	29.2	14.3	3.4	0.0	74.2
	Remote	412.0	5.0	29.0	23.0	23.5	17.0	2.0	0.5	66.0
	Very Remote	340.9	1.3	61.3	16.5	12.5	6.1	2.1	0.0	37.3
Tas	*Metro*	445.8	1.9	12.2	23.0	33.9	19.5	7.7	1.9	86.0
	Provincial	447.4	1.7	13.7	22.1	30.9	21.2	7.6	2.8	84.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	441.0	4.9	14.9	24.5	29.0	16.7	7.5	2.5	80.2
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	421.0	5.2	24.5	23.6	26.3	14.3	5.1	1.0	70.4
	Remote	339.3	1.0	58.2	20.3	14.3	5.4	0.8	0.0	40.8
	Very Remote	271.9	0.3	89.2	7.5	2.7	0.3	0.0	0.0	10.5
Aust	*Metro*	436.5	2.5	17.2	22.5	29.4	20.5	6.7	1.1	80.3
	Provincial	426.0	2.7	20.7	24.6	29.8	16.9	4.5	0.8	76.6
	Remote	374.2	2.7	43.7	22.9	19.8	8.9	1.7	0.2	53.5
	Very Remote	320.1	0.9	69.6	16.0	9.5	3.0	0.8	0.2	29.5

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Writing

Table 5.W7: Achievement of Year 5 Non-Indigenous Students in Writing, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	499.9	1.2	2.8	8.3	23.9	33.4	21.2	9.2	96.0
	Provincial	480.1	1.0	4.6	12.5	29.9	32.1	15.6	4.3	94.5
	Remote	473.9	0.7	3.7	14.9	33.7	31.6	13.2	2.2	95.6
	Very Remote	492.1	2.9	3.2	12.4	22.4	30.6	22.9	5.6	93.8
Vic	*Metro*	502.6	2.3	2.2	7.9	23.3	33.2	21.3	9.9	95.5
	Provincial	484.6	2.2	3.8	12.0	28.5	31.8	16.1	5.6	94.0
	Remote	487.1	0.0	0.4	10.4	34.2	35.8	16.3	2.9	99.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	474.3	1.6	6.3	14.1	29.9	29.8	13.9	4.5	92.2
	Provincial	463.2	2.1	7.9	17.4	31.8	26.9	11.1	2.8	90.0
	Remote	458.7	1.2	9.4	18.7	30.9	28.2	9.3	2.3	89.4
	Very Remote	463.1	2.6	7.6	17.6	33.4	25.2	10.5	3.1	89.8
WA	*Metro*	490.4	1.5	4.0	10.9	25.9	31.7	18.7	7.4	94.5
	Provincial	475.7	0.8	5.5	15.2	29.4	30.4	14.2	4.5	93.6
	Remote	474.3	1.1	5.9	15.1	28.9	31.2	14.2	3.6	93.1
	Very Remote	475.4	0.0	7.9	12.3	27.7	33.5	14.1	4.5	92.1
SA	*Metro*	489.7	1.8	3.8	10.7	26.7	31.8	18.3	6.8	94.4
	Provincial	471.3	1.5	6.2	15.0	31.5	29.4	12.9	3.4	92.2
	Remote	475.2	0.3	4.8	15.9	31.3	29.6	13.4	4.7	94.9
	Very Remote	451.0	1.2	11.4	17.4	32.1	28.6	8.3	1.0	87.4
Tas	*Metro*	485.1	1.1	5.2	11.9	27.7	30.5	16.5	7.1	93.6
	Provincial	471.6	1.4	7.2	15.7	30.1	27.3	13.5	4.9	91.4
	Remote	479.1	0.0	3.9	18.3	25.2	30.4	17.4	4.8	96.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	490.8	2.1	3.6	10.8	25.3	32.6	19.0	6.7	94.3
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	472.3	2.5	7.4	15.1	28.3	28.0	14.7	4.0	90.2
	Remote	462.5	1.7	10.2	16.6	30.3	25.2	12.6	3.3	88.1
	Very Remote	473.8	1.2	4.7	13.7	31.2	33.5	13.3	2.6	94.2
Aust	*Metro*	493.4	1.7	3.6	9.9	25.4	32.3	19.2	8.0	94.8
	Provincial	475.8	1.6	5.5	14.1	30.0	30.2	14.3	4.2	92.9
	Remote	469.3	1.0	6.8	16.3	30.5	29.5	12.6	3.3	92.3
	Very Remote	469.5	1.4	7.4	15.1	30.3	29.5	12.8	3.6	91.2

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Writing

Table 5.W8: Achievement of Year 5 Students in Writing, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	516.0	1.2	1.4	5.1	19.1	33.7	25.8	13.6	97.4
Advanced diploma/ diploma	492.9	1.2	3.0	9.4	26.4	34.1	19.0	6.9	95.8
Cert I to IV	477.5	1.4	4.9	13.4	30.2	31.4	14.6	4.0	93.7
Year 12 or equivalent	482.0	1.9	4.8	12.0	28.4	32.1	15.7	5.1	93.3
Year 11 or equivalent or below	456.1	3.0	10.4	18.4	30.9	25.3	9.7	2.3	86.6
Not stated	473.1	2.0	7.9	13.6	28.0	28.8	14.7	5.1	90.1

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Writing

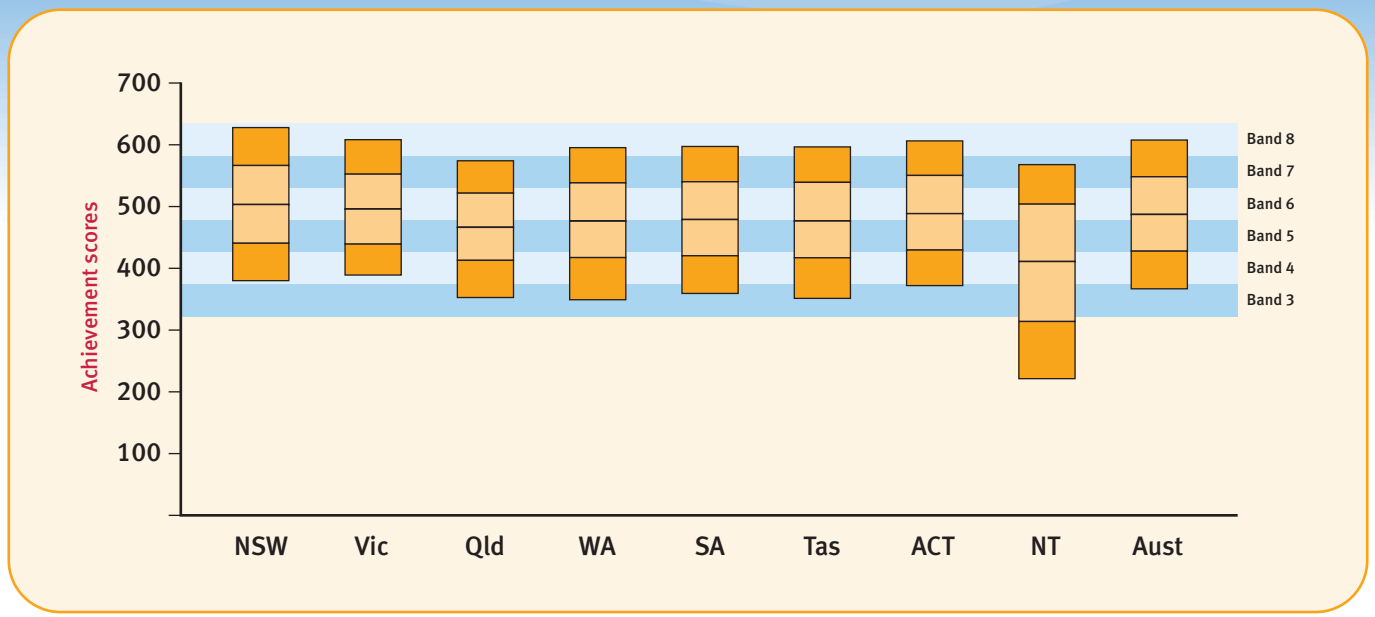
Table 5.W9: Achievement of Year 5 Students in Writing, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	513.4	0.9	1.6	5.6	19.8	33.9	25.2	12.9	97.4
Other business managers and associate professionals	496.5	1.0	2.6	8.9	25.5	34.1	20.2	7.8	96.4
Tradespeople, clerks, skilled office, sales and service staff	482.3	1.4	4.2	12.2	29.3	32.4	15.7	4.9	94.5
Machine operators, hospitality staff, assistants, labourers	469.6	2.2	7.2	15.4	30.2	28.6	12.7	3.8	90.6
Not in paid work in the previous 12 months	457.6	4.9	10.3	18.0	29.5	24.2	10.1	3.0	84.8
Not stated	470.8	2.1	8.5	14.2	28.1	28.2	14.1	4.9	89.5

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Spelling

Figure 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	503.2 (75.4)	495.8 (66.9)	466.3 (66.3)	476.3 (73.9)	478.9 (72.1)	476.5 (73.9)	488.5 (71.4)	410.8 (108.1)	487.2 (73.5)

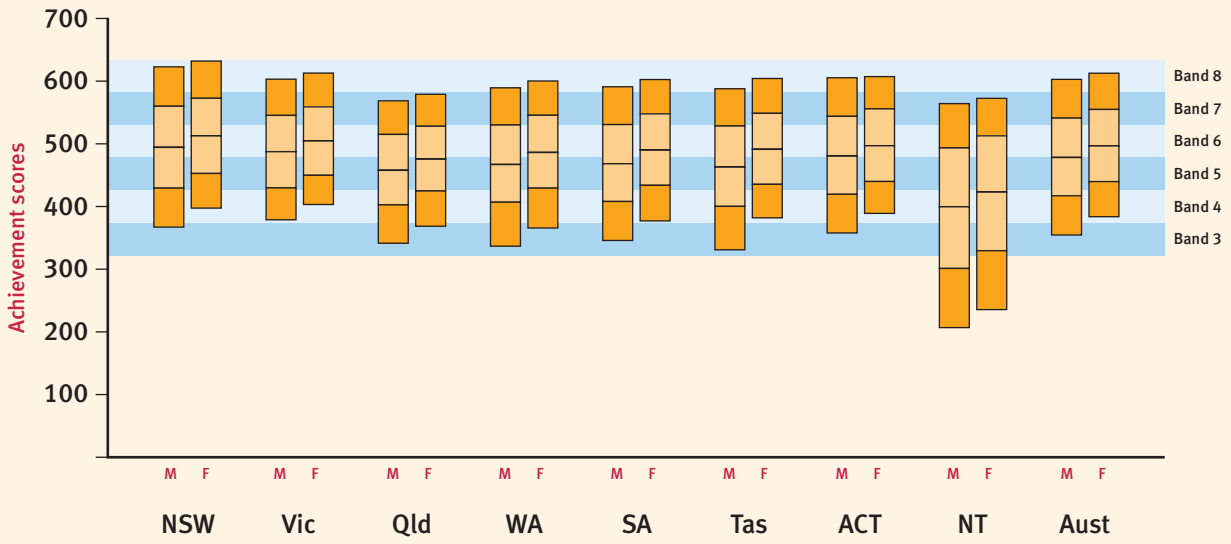
Table 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*10yrs 7mths 5yrs 4mths*	97.8	1.2	4.3	10.4	22.3	26.4	20.8	14.6	94.6
Vic	*10yrs 9mths 5yrs 4mths*	95.3	2.6	2.9	11.2	25.6	28.3	19.2	10.1	94.4
Qld	*10yrs 1mth 4yrs 4mths*	97.5	1.8	8.3	17.3	30.5	25.7	12.6	3.8	89.9
WA	*10yrs 5mths 5yrs 4mths*	97.3	1.4	8.5	14.6	27.0	25.7	15.7	7.2	90.2
SA	*10yrs 7mths 5yrs 4mths*	95.9	1.7	7.1	15.0	27.2	25.4	16.2	7.5	91.2
Tas	*10yrs 11mths 5yrs 4mths*	97.6	1.3	8.1	15.4	27.0	24.7	16.2	7.3	90.6
ACT	*10yrs 8mths 5yrs 4mths*	97.0	2.2	5.2	12.8	26.4	25.6	18.4	9.5	92.6
NT	*10yrs 6mths 5yrs 4mths*	96.3	2.1	32.7	16.7	20.6	15.6	9.0	3.4	65.3
Aust	*10yrs 6mths 5yrs 1mth*	96.9	1.7	5.9	13.0	25.8	26.4	17.6	9.6	92.4

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Spelling

Figure 5.S2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	494.2 (77.7)	487.4 (68.2)	457.6 (67.9)	466.9 (75.5)	468.2 (73.7)	462.8 (76.7)	480.3 (74.2)	399.5 (110.6)	478.1 (75.3)
Female Mean scale score / (S.D.)	512.6 (71.7)	504.5 (64.3)	475.4 (63.4)	486.1 (70.8)	489.8 (68.7)	491.0 (68.0)	496.9 (67.5)	422.9 (104.0)	496.6 (70.2)

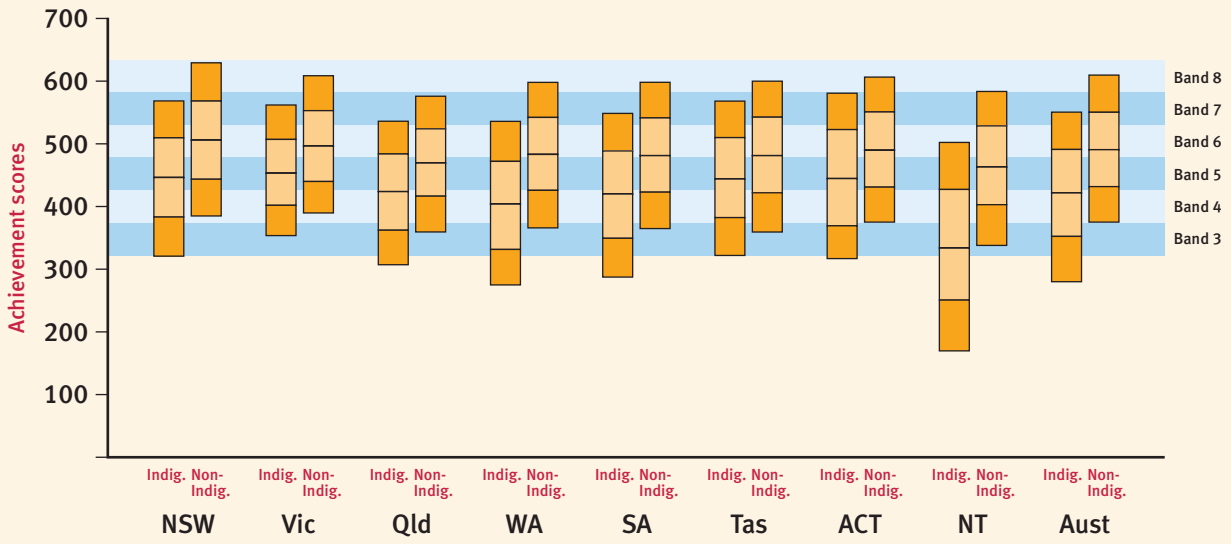
Table 5.S2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Male*	1.6	5.9	12.6	23.3	25.0	18.8	12.9	92.6
	Female	0.7	2.5	8.0	21.3	28.0	23.0	16.5	96.7
Vic	*Male*	3.4	4.2	13.6	26.8	26.5	17.0	8.5	92.5
	Female	1.8	1.7	8.7	24.4	30.3	21.6	11.6	96.5
Qld	*Male*	2.3	10.8	19.9	30.2	22.8	10.9	3.2	86.9
	Female	1.3	5.7	14.6	30.9	28.6	14.4	4.5	93.1
WA	*Male*	1.6	10.8	16.5	27.9	23.5	13.6	6.1	87.6
	Female	1.1	6.0	12.5	26.0	28.0	17.9	8.5	92.9
SA	*Male*	2.3	9.5	17.9	27.6	23.0	13.6	6.2	88.2
	Female	1.1	4.6	12.0	26.9	27.8	19.0	8.8	94.4
Tas	*Male*	1.6	12.1	18.4	26.9	21.9	13.4	5.7	86.3
	Female	1.0	3.9	12.3	27.0	27.7	19.1	9.0	95.1
ACT	*Male*	2.6	7.4	14.6	26.9	23.6	16.1	8.7	90.0
	Female	1.7	3.0	10.9	25.8	27.6	20.7	10.3	95.3
NT	*Male*	2.5	36.7	16.7	19.9	13.3	7.8	2.9	60.7
	Female	1.6	28.4	16.7	21.4	17.9	10.2	3.8	70.1
Aust	*Male*	2.2	7.8	15.4	26.5	24.4	15.5	8.3	90.0
	Female	1.2	3.8	10.6	25.2	28.5	19.7	11.0	95.0

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Spelling

Figure 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	446.2 (74.9)	453.0 (63.7)	423.7 (69.7)	403.8 (79.9)	419.8 (79.4)	443.8 (74.0)	444.6 (84.3)	333.6 (101.9)	421.6 (83.5)
Non-Indigenous Mean scale score / (S.D.)	505.7 (74.5)	496.3 (66.7)	469.3 (65.0)	483.0 (70.0)	481.0 (70.8)	481.1 (72.8)	489.6 (70.7)	462.9 (74.4)	490.6 (71.2)

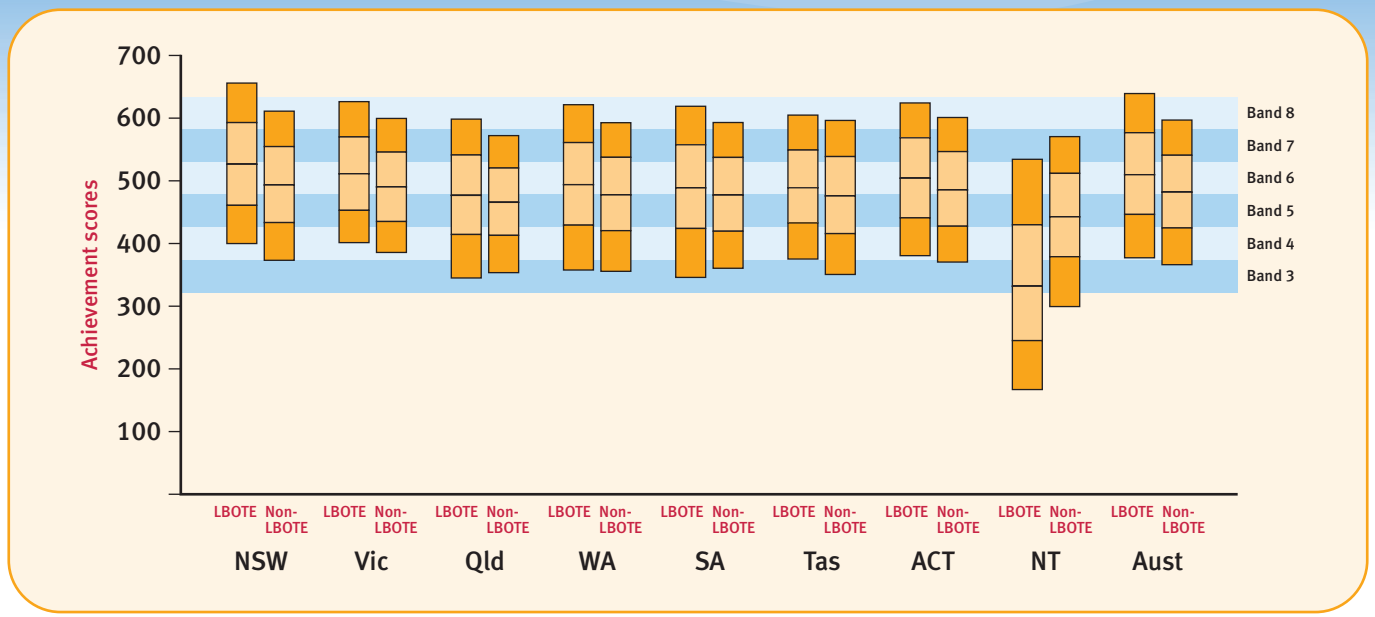
Table 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Indigenous*	1.6	16.6	21.6	26.9	20.4	9.7	3.2	81.7
	Non-Indigenous	1.1	3.7	9.9	22.1	26.7	21.3	15.1	95.2
Vic	*Indigenous*	5.9	9.3	23.3	31.0	19.3	8.5	2.7	84.8
	Non-Indigenous	2.3	2.9	11.1	25.6	28.5	19.4	10.2	94.8
Qld	*Indigenous*	2.9	23.4	25.3	26.7	15.7	5.1	0.9	73.7
	Non-Indigenous	1.7	7.2	16.8	30.8	26.4	13.1	4.0	91.1
WA	*Indigenous*	1.6	35.6	22.9	22.3	12.0	4.6	1.1	62.8
	Non-Indigenous	1.3	6.0	13.7	27.3	26.9	16.8	7.9	92.6
SA	*Indigenous*	2.5	28.0	21.9	24.3	16.0	5.6	1.8	69.5
	Non-Indigenous	1.7	6.3	14.8	27.4	25.7	16.6	7.7	92.1
Tas	*Indigenous*	1.7	17.0	22.5	27.6	17.6	10.9	2.5	81.3
	Non-Indigenous	1.3	6.9	14.6	26.7	25.5	17.0	8.0	91.9
ACT	*Indigenous*	4.7	22.1	20.0	18.9	17.6	12.1	4.7	73.3
	Non-Indigenous	2.1	4.8	12.7	26.5	25.9	18.5	9.6	93.2
NT	*Indigenous*	1.6	64.5	13.9	11.4	6.6	1.6	0.5	33.9
	Non-Indigenous	2.2	11.1	19.2	27.2	21.4	13.8	5.1	86.7
Aust	*Indigenous*	2.4	26.1	22.3	24.8	16.1	6.6	1.8	71.5
	Non-Indigenous	1.6	4.8	12.6	25.9	27.0	18.2	10.0	93.6

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Spelling

Figure 5.S4: Achievement of Year 5 Students in Spelling, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	526.4 (78.1)	511.1 (68.8)	476.8 (75.4)	493.8 (79.7)	488.6 (81.4)	488.9 (71.7)	504.1 (74.4)	331.7 (110.7)	509.8 (81.0)
Non-LBOTE Mean scale score / (S.D.)	493.2 (72.4)	490.3 (65.3)	465.5 (65.4)	477.5 (71.2)	477.2 (70.5)	475.9 (74.1)	485.3 (70.7)	442.5 (82.9)	481.8 (69.9)

Table 5.S4: Achievement of Year 5 Students in Spelling, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*LBOTE*	1.8	2.5	6.8	17.4	24.6	23.2	23.7	95.7
	Non-LBOTE	0.8	5.1	12.0	24.4	27.1	19.8	10.9	94.1
Vic	*LBOTE*	3.5	1.9	8.2	21.3	28.0	22.0	15.1	94.6
	Non-LBOTE	2.3	3.3	12.3	27.2	28.4	18.2	8.2	94.4
Qld	*LBOTE*	3.9	9.3	13.9	24.8	24.8	15.8	7.4	86.8
	Non-LBOTE	1.6	8.2	17.6	31.0	25.8	12.3	3.5	90.2
WA	*LBOTE*	3.7	6.9	11.3	21.4	25.2	18.8	12.6	89.4
	Non-LBOTE	0.8	7.5	14.5	27.8	26.5	15.9	6.9	91.6
SA	*LBOTE*	3.6	7.9	12.0	22.5	23.9	18.2	11.8	88.5
	Non-LBOTE	1.4	7.0	15.5	28.0	25.5	15.8	6.8	91.6
Tas	*LBOTE*	5.5	5.1	10.8	25.9	26.8	17.1	8.8	89.4
	Non-LBOTE	1.1	8.2	15.8	26.9	24.5	16.2	7.3	90.6
ACT	*LBOTE*	5.5	4.0	9.9	20.8	25.0	20.5	14.3	90.5
	Non-LBOTE	1.6	5.5	13.5	27.5	25.6	17.8	8.5	92.9
NT	*LBOTE*	2.4	67.2	10.1	8.4	6.6	3.7	1.5	30.4
	Non-LBOTE	2.6	18.1	20.9	25.9	18.7	10.0	3.7	79.3
Aust	*LBOTE*	2.8	4.6	8.5	19.7	25.4	21.3	17.7	92.6
	Non-LBOTE	1.4	6.0	14.2	27.5	26.7	16.7	7.5	92.5

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Spelling

Table 5.S5: Achievement of Year 5 Students in Spelling, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	511.5	1.2	3.2	8.8	20.7	26.7	22.3	17.1	95.6
	Provincial	479.5	1.0	7.0	14.9	27.1	25.9	16.6	7.5	92.0
	Remote	453.7	1.6	14.6	19.5	26.2	22.2	12.3	3.6	83.8
	Very Remote	440.3	1.8	24.4	16.5	21.9	18.2	11.8	5.4	73.9
Vic	*Metro*	501.5	2.7	2.3	9.8	24.2	29.0	20.6	11.4	95.0
	Provincial	479.2	2.4	4.8	15.4	29.7	26.4	15.3	6.0	92.8
	Remote	482.6	0.0	3.8	14.2	23.3	41.7	13.3	3.8	96.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	470.9	1.6	7.3	16.1	30.1	26.7	13.7	4.4	91.1
	Provincial	459.4	2.1	9.1	19.4	32.0	24.0	10.8	2.6	88.8
	Remote	441.9	2.0	16.5	22.4	28.8	20.1	8.2	1.9	81.5
	Very Remote	417.6	2.1	28.0	25.4	23.7	14.9	4.7	1.3	69.9
WA	*Metro*	484.8	1.5	6.1	13.1	26.6	27.0	17.3	8.4	92.4
	Provincial	463.9	0.9	10.5	17.9	29.3	24.0	12.6	4.8	88.7
	Remote	454.3	1.3	15.0	18.4	27.5	21.9	11.3	4.6	83.7
	Very Remote	401.5	0.9	39.1	19.3	19.5	12.9	6.6	1.8	60.0
SA	*Metro*	484.9	1.8	6.0	13.5	26.4	26.1	17.7	8.4	92.2
	Provincial	466.6	1.6	8.6	18.4	29.5	23.8	12.9	5.2	89.8
	Remote	463.1	0.6	10.8	18.4	28.9	24.7	11.4	5.1	88.6
	Very Remote	405.4	1.2	37.8	19.3	18.6	12.3	7.0	3.7	61.0
Tas	*Metro*	483.2	1.2	6.6	13.9	26.8	25.6	17.4	8.5	92.3
	Provincial	472.1	1.4	9.1	16.4	27.1	24.1	15.4	6.5	89.5
	Remote	456.7	0.0	14.9	19.8	26.7	21.2	10.4	7.0	85.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	488.6	2.2	5.2	12.8	26.4	25.6	18.4	9.5	92.7
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	455.9	3.1	12.9	19.9	27.3	20.3	12.3	4.1	84.0
	Remote	410.3	1.3	33.7	18.1	19.0	16.4	7.9	3.6	65.0
	Very Remote	312.0	0.4	76.6	8.2	6.9	4.0	2.5	1.4	23.0
Aust	*Metro*	495.3	1.7	4.4	11.5	24.7	27.2	19.1	11.3	93.8
	Provincial	471.7	1.7	7.6	16.7	29.2	25.1	14.2	5.5	90.7
	Remote	446.1	1.3	17.5	19.5	26.6	21.3	10.1	3.8	81.2
	Very Remote	384.7	1.2	44.7	18.1	17.6	11.4	5.2	1.8	54.1

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Spelling

Table 5.S6: Achievement of Year 5 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	459.0	1.4	12.4	20.1	27.3	21.7	12.0	5.0	86.1
	Provincial	439.6	1.7	18.3	22.7	27.2	20.0	8.2	2.0	80.0
	Remote	412.1	3.2	31.6	23.6	21.4	13.4	6.5	0.4	65.2
	Very Remote	389.4	0.0	43.9	21.7	20.0	13.0	1.3	0.0	56.1
Vic	*Metro*	464.6	6.8	6.8	19.6	29.7	22.1	11.5	3.6	86.4
	Provincial	443.4	5.3	11.4	26.3	32.2	17.0	6.0	1.9	83.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	430.5	2.6	20.4	24.3	28.6	17.3	5.9	1.0	77.1
	Provincial	433.1	3.4	18.3	25.1	28.3	17.9	5.8	1.2	78.3
	Remote	393.1	4.7	36.9	27.0	21.5	8.3	1.6	0.1	58.4
	Very Remote	386.8	1.7	42.9	28.7	17.7	7.1	1.7	0.1	55.3
WA	*Metro*	427.0	1.9	23.4	23.7	27.0	16.0	6.3	1.7	74.8
	Provincial	413.1	1.2	31.4	23.1	24.9	13.8	5.3	0.4	67.4
	Remote	404.6	2.5	36.1	22.7	21.3	11.2	4.3	2.0	61.5
	Very Remote	359.7	1.2	57.8	21.5	13.3	4.7	1.5	0.1	41.1
SA	*Metro*	435.6	2.1	21.4	22.1	26.0	18.9	7.1	2.3	76.4
	Provincial	418.3	3.0	26.0	24.2	26.9	14.5	4.1	1.4	71.0
	Remote	407.2	5.0	33.0	24.5	16.0	15.5	6.0	0.0	62.0
	Very Remote	353.0	1.3	64.5	12.0	12.0	6.1	2.4	1.6	34.1
Tas	*Metro*	439.8	1.9	17.3	22.0	30.9	16.8	10.4	0.7	80.9
	Provincial	447.4	1.7	16.1	22.6	26.3	18.6	11.2	3.6	82.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	443.6	4.9	22.0	20.2	19.4	17.5	11.4	4.7	73.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	422.8	5.2	23.0	23.0	27.1	15.5	4.7	1.4	71.8
	Remote	347.4	1.0	58.8	18.5	12.0	7.8	1.5	0.5	40.3
	Very Remote	288.3	0.3	86.1	7.4	4.0	1.9	0.3	0.0	13.6
Aust	*Metro*	443.0	2.4	17.1	22.2	27.7	19.0	8.8	2.8	80.5
	Provincial	434.5	2.7	19.3	23.8	27.7	18.1	6.9	1.7	78.1
	Remote	386.0	2.7	42.2	22.8	18.4	9.9	3.3	0.7	55.1
	Very Remote	339.9	1.0	64.5	17.7	11.0	4.6	1.1	0.1	34.5

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Spelling

Table 5.S7: Achievement of Year 5 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	512.7	1.2	3.0	8.5	20.5	26.7	22.6	17.4	95.8
	Provincial	483.6	0.9	5.9	14.1	27.1	26.5	17.6	8.0	93.2
	Remote	475.8	0.7	5.5	17.0	28.8	27.1	15.4	5.4	93.8
	Very Remote	475.8	2.9	11.2	12.9	23.2	21.8	18.8	9.1	85.9
Vic	*Metro*	501.8	2.3	2.3	9.8	24.3	29.1	20.7	11.5	95.4
	Provincial	480.2	2.2	4.6	15.1	29.6	26.7	15.6	6.2	93.2
	Remote	482.6	0.0	3.8	14.2	23.3	41.7	13.3	3.8	96.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	472.8	1.6	6.7	15.8	30.2	27.2	14.0	4.6	91.7
	Provincial	461.8	2.0	8.2	18.8	32.4	24.6	11.2	2.8	89.7
	Remote	455.2	1.2	10.8	21.1	30.9	23.4	10.1	2.4	88.0
	Very Remote	454.6	2.6	10.1	21.3	30.9	24.2	8.2	2.7	87.3
WA	*Metro*	488.1	1.5	5.1	12.5	26.4	27.6	18.0	8.8	93.4
	Provincial	469.1	0.8	8.4	17.3	29.8	25.1	13.4	5.3	90.8
	Remote	469.6	1.1	8.7	16.9	29.2	24.8	13.7	5.5	90.2
	Very Remote	463.8	0.0	11.1	16.5	29.4	24.3	14.6	4.1	88.9
SA	*Metro*	486.1	1.8	5.6	13.3	26.4	26.3	18.0	8.6	92.6
	Provincial	468.9	1.5	7.7	18.2	29.7	24.3	13.2	5.4	90.8
	Remote	466.5	0.3	9.4	18.0	29.8	25.4	11.6	5.5	90.3
	Very Remote	453.3	1.2	13.3	25.0	25.2	18.1	11.4	5.7	85.5
Tas	*Metro*	489.0	1.1	5.2	12.9	26.4	26.1	18.7	9.6	93.7
	Provincial	475.4	1.4	8.0	15.8	26.9	25.1	15.9	6.8	90.5
	Remote	476.2	0.0	7.4	19.6	26.5	22.6	11.7	12.2	92.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	489.6	2.1	4.8	12.6	26.5	25.9	18.5	9.6	93.2
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	461.4	2.5	10.8	19.9	27.6	21.2	13.8	4.3	86.7
	Remote	462.5	1.7	12.9	18.1	25.6	22.9	12.6	6.1	85.4
	Very Remote	484.4	1.2	7.4	14.2	28.4	19.1	18.8	10.9	91.4
Aust	*Metro*	496.8	1.6	4.0	11.2	24.7	27.5	19.5	11.6	94.3
	Provincial	474.7	1.6	6.6	16.2	29.4	25.7	14.8	5.8	91.8
	Remote	465.3	1.0	9.5	18.4	29.3	24.8	12.4	4.8	89.6
	Very Remote	461.7	1.4	10.5	18.8	29.2	23.0	12.4	4.6	88.0

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Spelling

Table 5.S8: Achievement of Year 5 Students in Spelling, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	519.3	1.2	1.5	6.7	19.7	28.3	24.4	18.1	97.3
Advanced diploma/ diploma	493.9	1.2	3.5	11.2	26.5	28.9	19.1	9.6	95.2
Cert I to IV	477.7	1.4	5.7	15.2	29.7	26.7	15.4	5.9	92.9
Year 12 or equivalent	484.7	1.9	5.2	13.5	27.3	27.0	17.2	7.8	92.8
Year 11 or equivalent or below	459.3	3.0	11.0	19.3	28.6	22.7	11.3	4.0	85.9
Not stated	476.9	2.0	8.7	14.6	26.1	24.9	15.6	8.1	89.4

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Spelling

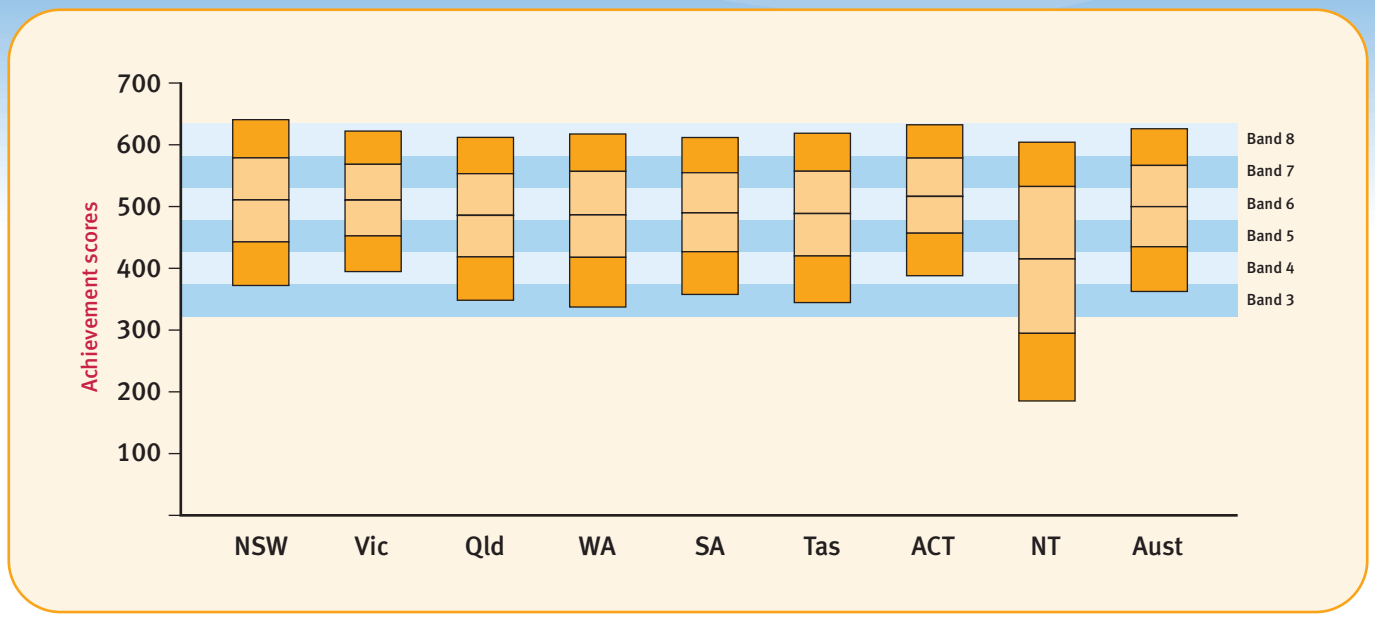
Table 5.S9: Achievement of Year 5 Students in Spelling, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	514.5	1.0	1.8	7.4	20.8	28.9	23.9	16.2	97.3
Other business managers and associate professionals	497.2	1.0	3.1	10.8	26.0	28.5	19.7	10.8	95.9
Tradespeople, clerks, skilled office, sales and service staff	482.9	1.4	4.9	14.1	28.8	27.4	16.4	7.1	93.8
Machine operators, hospitality staff, assistants, labourers	473.5	2.2	7.6	16.6	28.4	24.6	14.1	6.5	90.2
Not in paid work in the previous 12 months	462.5	4.9	11.0	18.2	26.8	21.9	12.0	5.1	84.1
Not stated	475.4	2.0	9.3	15.0	25.9	24.3	15.2	8.2	88.7

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Grammar and Punctuation

Figure 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	510.7 (81.2)	510.2 (68.9)	485.5 (79.7)	486.4 (84.8)	489.8 (77.1)	488.6 (81.9)	516.3 (73.8)	415.0 (133.5)	499.7 (80.3)

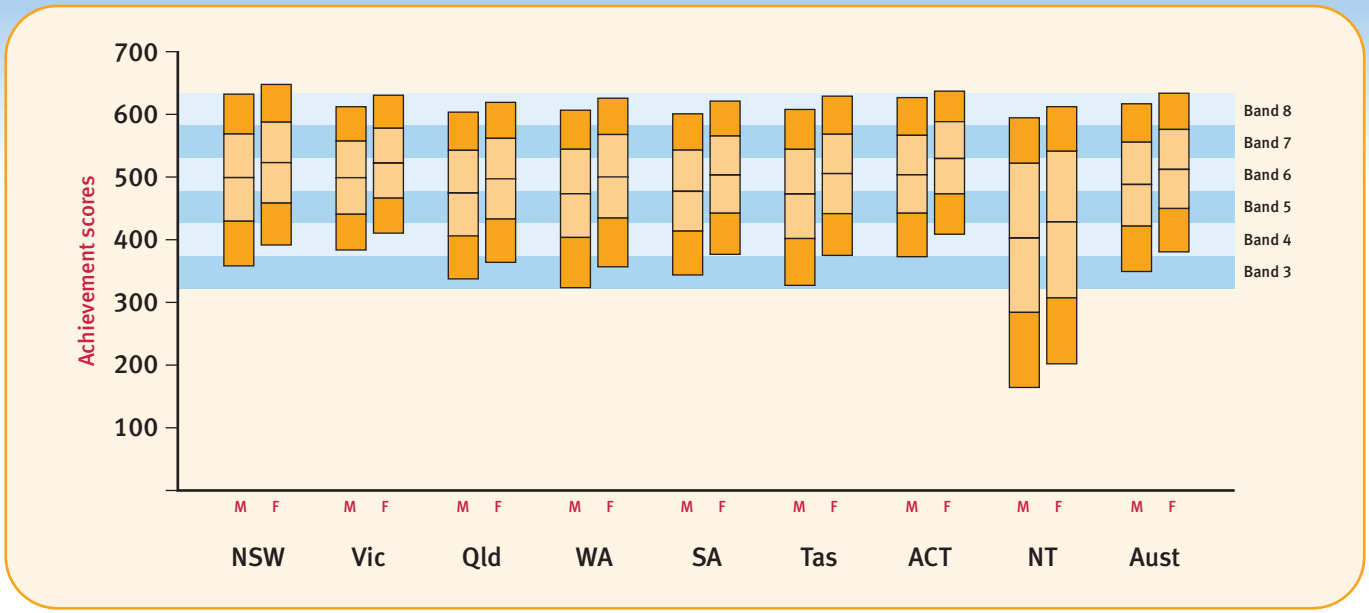
Table 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*10yrs 7mths 5yrs 4mths*	97.8	1.2	5.1	9.7	18.2	24.7	22.4	18.6	93.7
Vic	*10yrs 9mths 5yrs 4mths*	95.3	2.6	2.6	8.5	19.7	28.6	23.6	14.4	94.8
Qld	*10yrs 1mth 4yrs 4mths*	97.5	1.8	8.7	13.5	21.7	25.4	18.2	10.7	89.6
WA	*10yrs 5mths 5yrs 4mths*	97.3	1.4	9.8	12.5	20.4	25.1	19.0	11.9	88.8
SA	*10yrs 7mths 5yrs 4mths*	95.9	1.7	7.0	12.4	22.5	26.3	19.0	11.1	91.3
Tas	*10yrs 11mths 5yrs 4mths*	97.6	1.3	8.8	13.0	20.7	25.0	19.0	12.1	89.8
ACT	*10yrs 8mths 5yrs 4mths*	97.0	2.2	3.5	7.5	17.1	26.9	24.7	18.2	94.4
NT	*10yrs 6mths 5yrs 4mths*	96.3	2.1	34.5	12.2	15.2	15.9	12.3	8.0	63.5
Aust	*10yrs 6mths 5yrs 1mth*	96.9	1.7	6.3	10.8	19.8	25.9	21.1	14.4	92.0

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Grammar and Punctuation

Figure 5.G2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	499.0 (82.8)	499.0 (69.2)	474.4 (80.4)	473.2 (85.9)	477.0 (77.6)	472.7 (84.1)	503.5 (75.7)	402.4 (135.6)	487.9 (81.4)
Female Mean scale score / (S.D.)	522.9 (77.7)	522.0 (66.6)	497.1 (77.2)	500.2 (81.4)	503.0 (74.3)	505.3 (76.1)	529.4 (69.3)	428.3 (130.0)	512.1 (77.3)

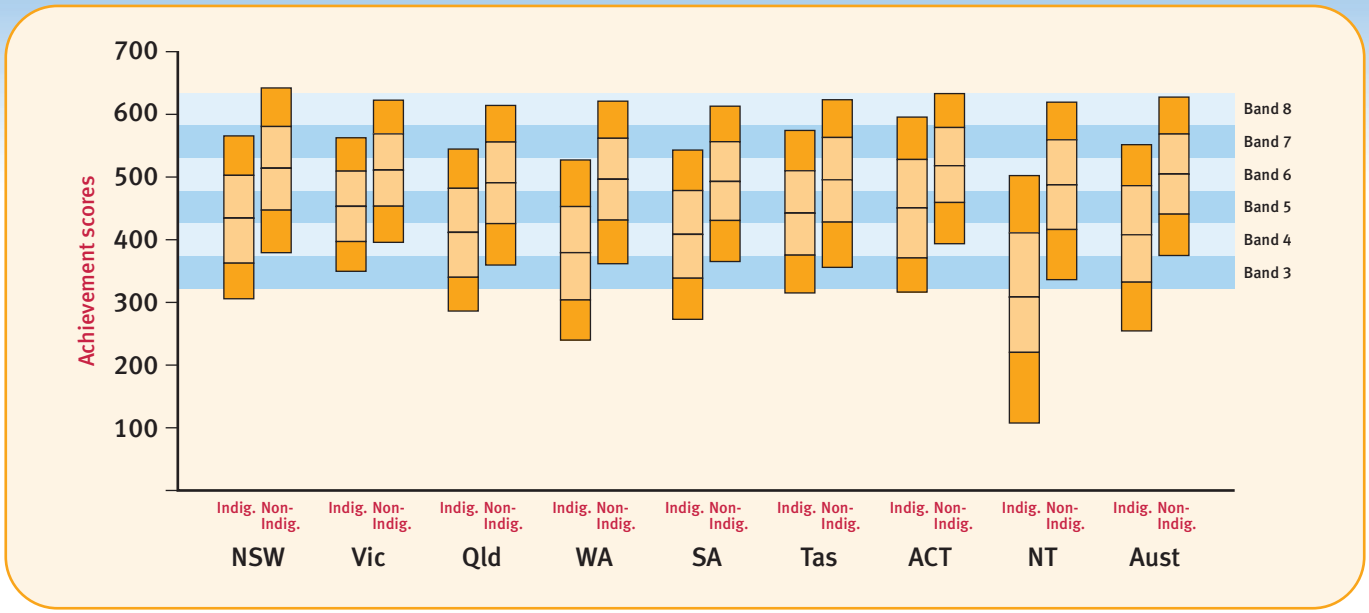
Table 5.G2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Male*	1.6	7.0	11.6	19.9	24.4	20.1	15.4	91.4
	Female	0.7	3.1	7.7	16.4	25.1	24.9	22.1	96.1
Vic	*Male*	3.4	3.6	10.7	22.3	28.4	20.6	11.1	93.0
	Female	1.8	1.4	6.1	17.1	28.8	26.8	18.0	96.8
Qld	*Male*	2.3	11.0	15.5	23.0	24.0	15.6	8.6	86.7
	Female	1.3	6.2	11.4	20.3	27.0	20.9	12.9	92.5
WA	*Male*	1.6	12.5	14.5	22.0	24.2	16.1	9.1	85.9
	Female	1.1	7.0	10.3	18.8	26.0	22.0	14.8	91.9
SA	*Male*	2.3	9.4	14.7	24.4	24.9	16.0	8.3	88.3
	Female	1.1	4.6	10.0	20.6	27.7	22.1	14.0	94.4
Tas	*Male*	1.6	12.6	15.5	22.2	23.0	15.5	9.5	85.8
	Female	1.0	4.8	10.3	19.1	27.1	22.8	14.9	94.2
ACT	*Male*	2.6	5.0	9.5	19.9	27.3	21.4	14.3	92.4
	Female	1.7	1.9	5.3	14.2	26.5	28.2	22.2	96.4
NT	*Male*	2.5	37.8	12.3	15.0	15.1	11.0	6.4	59.7
	Female	1.6	31.0	12.0	15.4	16.7	13.7	9.7	67.5
Aust	*Male*	2.2	8.2	12.8	21.7	25.2	18.4	11.5	89.5
	Female	1.2	4.2	8.6	17.9	26.6	23.9	17.5	94.6

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Grammar and Punctuation

Figure 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	434.3 (79.7)	453.1 (65.5)	411.7 (80.2)	379.3 (88.3)	408.4 (84.5)	442.3 (78.4)	450.6 (87.4)	308.5 (117.3)	407.9 (93.2)
Non-Indigenous Mean scale score / (S.D.)	513.8 (79.6)	511.0 (68.6)	490.7 (77.0)	496.4 (78.2)	492.8 (75.0)	495.5 (80.6)	518.0 (72.5)	487.3 (85.0)	504.6 (76.6)

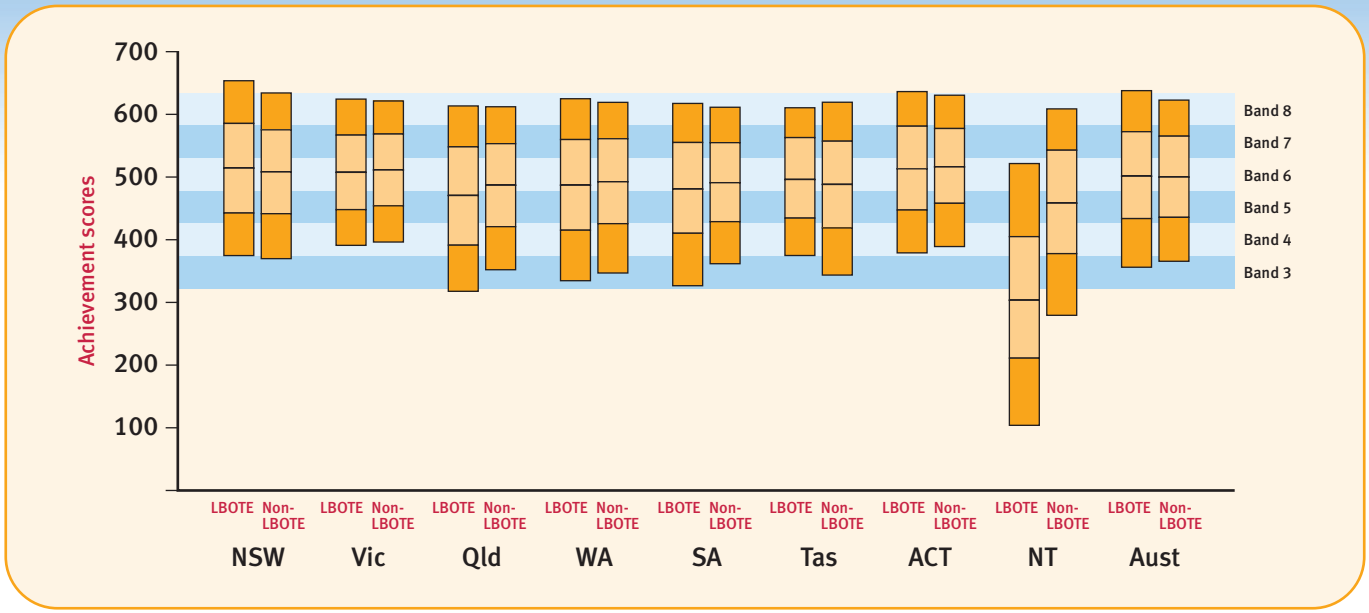
Table 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Indigenous*	1.6	23.4	21.9	23.6	18.2	8.3	3.0	75.0
	Non-Indigenous	1.1	4.3	9.2	18.0	25.0	23.0	19.3	94.5
Vic	*Indigenous*	5.9	10.0	23.6	28.3	20.6	9.2	2.4	84.0
	Non-Indigenous	2.3	2.5	8.3	19.7	28.8	23.9	14.6	95.2
Qld	*Indigenous*	2.9	32.3	23.0	20.9	13.9	5.4	1.6	64.8
	Non-Indigenous	1.7	7.0	12.8	21.7	26.3	19.1	11.3	91.3
WA	*Indigenous*	1.6	46.9	21.6	16.8	8.5	3.6	1.0	51.4
	Non-Indigenous	1.3	6.5	11.6	20.5	26.5	20.5	13.1	92.2
SA	*Indigenous*	2.5	32.6	22.7	22.5	13.4	4.9	1.5	64.9
	Non-Indigenous	1.7	6.0	12.0	22.6	26.8	19.5	11.4	92.3
Tas	*Indigenous*	1.7	19.3	22.6	23.7	19.8	9.1	3.9	79.0
	Non-Indigenous	1.3	7.2	11.9	20.1	25.6	20.5	13.5	91.5
ACT	*Indigenous*	4.7	20.2	20.0	17.2	19.3	11.0	7.7	75.1
	Non-Indigenous	2.1	3.0	7.1	17.1	27.2	25.1	18.5	94.9
NT	*Indigenous*	1.6	70.9	11.2	8.4	5.2	2.1	0.6	27.5
	Non-Indigenous	2.2	9.4	13.5	20.1	23.2	19.1	12.5	88.3
Aust	*Indigenous*	2.4	33.3	21.3	20.6	14.3	6.1	2.0	64.3
	Non-Indigenous	1.6	4.8	10.2	19.8	26.6	21.9	15.1	93.6

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Grammar and Punctuation

Figure 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	514.1 (84.5)	507.4 (70.6)	470.5 (90.1)	486.8 (89.5)	480.7 (88.1)	496.0 (76.9)	513.1 (77.6)	303.4 (122.7)	501.3 (87.2)
Non-LBOTE Mean scale score / (S.D.)	508.1 (80.0)	511.3 (68.2)	486.9 (78.6)	492.4 (82.2)	490.9 (75.3)	488.2 (82.3)	516.1 (73.2)	458.2 (100.9)	499.9 (77.9)

Table 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*LBOTE*	1.8	4.8	9.9	18.2	23.6	20.9	20.8	93.4
	Non-LBOTE	0.8	5.4	9.9	18.4	25.2	22.8	17.5	93.7
Vic	*LBOTE*	3.5	2.8	9.4	20.6	27.8	21.7	14.1	93.7
	Non-LBOTE	2.3	2.5	8.1	19.4	28.9	24.3	14.5	95.2
Qld	*LBOTE*	3.9	14.9	14.5	19.8	21.6	15.0	10.2	81.2
	Non-LBOTE	1.6	8.1	13.4	21.8	25.8	18.5	10.7	90.3
WA	*LBOTE*	3.7	10.1	12.4	18.8	23.8	18.4	12.8	86.2
	Non-LBOTE	0.8	8.3	11.7	20.1	25.8	20.4	12.9	90.9
SA	*LBOTE*	3.6	10.6	13.7	20.8	23.0	16.9	11.5	85.8
	Non-LBOTE	1.4	6.5	12.2	22.8	26.8	19.3	11.0	92.1
Tas	*LBOTE*	5.5	4.7	11.1	22.5	23.9	19.7	12.5	89.7
	Non-LBOTE	1.1	9.1	13.2	20.6	24.9	19.0	12.1	89.8
ACT	*LBOTE*	5.5	4.0	8.2	18.8	22.7	22.2	18.6	90.4
	Non-LBOTE	1.6	3.4	7.4	16.9	27.8	25.1	17.8	95.0
NT	*LBOTE*	2.4	73.2	8.1	7.2	4.9	2.7	1.5	24.4
	Non-LBOTE	2.6	18.5	15.4	19.4	19.7	14.9	9.3	78.8
Aust	*LBOTE*	2.8	6.8	10.4	19.1	24.4	20.0	16.4	90.4
	Non-LBOTE	1.4	5.9	10.8	20.1	26.4	21.4	13.9	92.6

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Grammar and Punctuation

Table 5.G5: Achievement of Year 5 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	516.9	1.2	4.2	8.8	17.4	24.4	23.2	20.7	94.5
	Provincial	493.5	1.0	7.4	12.2	20.6	25.9	20.3	12.6	91.6
	Remote	457.7	1.6	20.5	14.4	21.3	20.3	13.5	8.4	77.9
	Very Remote	436.0	1.8	28.6	17.0	17.4	14.0	11.6	9.6	69.6
Vic	*Metro*	514.5	2.7	2.1	7.7	18.8	28.5	24.4	15.8	95.2
	Provincial	498.1	2.4	3.8	10.7	22.4	28.9	21.2	10.6	93.7
	Remote	499.1	0.0	5.0	8.3	21.3	30.0	28.3	7.1	95.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	490.9	1.6	7.4	12.7	21.3	26.1	19.2	11.7	91.0
	Provincial	479.2	2.1	9.4	14.9	22.8	25.0	16.7	8.9	88.5
	Remote	447.7	2.0	19.7	18.7	23.2	19.6	11.7	5.1	78.3
	Very Remote	409.0	2.1	40.3	16.5	15.8	13.2	7.6	4.4	57.6
WA	*Metro*	495.6	1.5	7.2	11.7	20.0	25.8	20.4	13.5	91.2
	Provincial	475.7	0.9	11.2	14.3	23.0	25.2	16.7	8.7	88.0
	Remote	462.4	1.3	17.3	15.1	19.7	23.5	15.2	7.9	81.4
	Very Remote	386.7	0.9	48.1	13.8	13.9	11.6	8.1	3.7	51.0
SA	*Metro*	495.6	1.8	5.8	11.6	21.7	26.7	20.1	12.4	92.4
	Provincial	478.3	1.6	8.9	14.3	24.8	25.6	16.9	8.0	89.5
	Remote	477.2	0.6	10.2	14.1	24.8	26.6	14.9	8.8	89.2
	Very Remote	397.1	1.2	40.9	15.6	17.9	14.1	7.4	3.0	57.9
Tas	*Metro*	496.8	1.2	7.5	11.6	20.0	25.2	19.8	14.7	91.3
	Provincial	482.8	1.4	9.7	14.0	21.3	24.8	18.5	10.2	88.8
	Remote	479.2	0.0	14.2	11.8	16.4	29.6	18.3	9.6	85.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	516.5	2.2	3.4	7.4	17.1	26.9	24.8	18.2	94.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	473.6	3.1	13.2	15.1	19.9	21.7	16.7	10.3	83.7
	Remote	413.3	1.3	35.6	12.8	15.5	15.2	11.7	8.0	63.1
	Very Remote	287.4	0.4	81.6	5.0	4.2	3.3	2.8	2.7	18.0
Aust	*Metro*	507.0	1.7	4.8	9.8	19.1	26.1	22.2	16.2	93.5
	Provincial	487.7	1.7	7.7	13.0	22.0	26.2	19.0	10.4	90.6
	Remote	453.7	1.3	19.8	15.3	20.8	21.6	13.8	7.4	78.9
	Very Remote	370.3	1.2	53.0	12.6	12.4	10.2	6.7	3.9	45.8

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Grammar and Punctuation

Table 5.G6: Achievement of Year 5 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	449.2	1.4	17.7	20.3	25.3	20.0	10.5	4.7	80.9
	Provincial	427.3	1.7	25.6	23.2	22.9	17.6	7.1	1.9	72.7
	Remote	388.8	3.2	45.1	21.0	17.6	9.7	3.1	0.4	51.7
	Very Remote	353.4	0.0	58.7	25.2	10.4	5.2	0.4	0.0	41.3
Vic	*Metro*	463.7	6.8	6.6	21.6	27.8	23.2	10.4	3.6	86.6
	Provincial	444.4	5.3	12.9	25.2	28.7	18.5	8.2	1.3	81.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	423.8	2.6	25.6	24.2	23.9	15.6	6.3	1.9	71.8
	Provincial	423.8	3.4	25.9	24.1	22.2	16.4	6.1	1.8	70.7
	Remote	370.8	4.7	52.1	19.6	15.3	6.7	1.5	0.1	43.2
	Very Remote	353.0	1.7	65.1	17.6	9.2	4.2	1.7	0.5	33.2
WA	*Metro*	406.2	1.9	33.9	24.4	22.2	11.2	4.9	1.5	64.3
	Provincial	391.5	1.2	41.5	23.3	19.2	10.7	3.5	0.5	57.3
	Remote	382.6	2.5	46.9	22.5	14.8	6.9	4.7	1.6	50.6
	Very Remote	325.1	1.2	71.9	15.1	7.8	3.1	0.8	0.1	26.9
SA	*Metro*	429.8	2.1	23.1	23.2	26.4	16.3	6.6	2.2	74.7
	Provincial	401.7	3.0	34.2	25.2	21.9	11.6	3.5	0.7	62.8
	Remote	397.3	5.0	39.5	25.0	13.5	11.5	4.5	1.0	55.5
	Very Remote	329.3	1.3	70.7	11.2	9.3	5.6	1.3	0.5	28.0
Tas	*Metro*	435.4	1.9	20.4	23.1	25.3	19.4	7.6	2.4	77.8
	Provincial	447.1	1.7	18.3	22.0	22.9	20.4	9.9	4.8	80.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	453.0	4.9	19.2	20.8	16.7	18.8	11.6	8.0	75.9
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	416.9	5.2	28.9	21.6	19.5	15.2	7.1	2.5	66.0
	Remote	320.0	1.0	66.2	15.8	10.2	4.9	1.7	0.2	32.8
	Very Remote	256.0	0.3	92.2	4.2	2.4	0.8	0.0	0.0	7.4
Aust	*Metro*	434.3	2.4	22.1	22.6	24.5	17.3	8.0	3.1	75.5
	Provincial	424.2	2.7	26.0	23.5	22.7	16.6	6.6	1.8	71.3
	Remote	362.9	2.7	53.1	19.8	14.0	6.9	2.8	0.6	44.1
	Very Remote	306.9	1.0	77.5	11.7	6.2	2.7	0.8	0.2	21.6

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Grammar and Punctuation

Table 5.G7: Achievement of Year 5 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	518.2	1.2	4.0	8.6	17.3	24.5	23.5	21.0	94.9
	Provincial	500.2	0.9	5.5	11.1	20.4	26.8	21.7	13.7	93.5
	Remote	494.1	0.7	7.2	10.8	23.1	26.1	19.2	12.8	92.1
	Very Remote	493.6	2.9	8.2	11.5	22.1	20.0	19.1	16.2	88.8
Vic	*Metro*	514.9	2.3	2.1	7.6	18.8	28.7	24.6	15.9	95.6
	Provincial	499.5	2.2	3.6	10.3	22.2	29.2	21.6	10.9	94.2
	Remote	499.1	0.0	5.0	8.3	21.3	30.0	28.3	7.1	95.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	494.0	1.6	6.5	12.2	21.2	26.5	19.8	12.2	91.9
	Provincial	484.2	2.0	7.9	14.1	22.9	25.8	17.7	9.6	90.1
	Remote	468.6	1.2	10.5	18.5	25.4	23.2	14.6	6.6	88.3
	Very Remote	476.4	2.6	10.7	15.2	23.8	24.0	14.6	9.0	86.7
WA	*Metro*	500.8	1.5	5.8	10.9	19.6	26.4	21.3	14.4	92.7
	Provincial	484.2	0.8	8.2	13.5	23.2	26.6	18.1	9.6	91.0
	Remote	487.0	1.1	7.9	12.8	21.4	28.5	18.3	10.0	91.0
	Very Remote	476.0	0.0	13.2	12.8	22.1	23.9	18.5	9.4	86.8
SA	*Metro*	497.3	1.8	5.3	11.3	21.6	27.0	20.4	12.7	92.9
	Provincial	482.1	1.5	7.6	13.8	24.9	26.3	17.6	8.3	90.9
	Remote	481.9	0.3	8.3	13.4	25.5	27.6	15.6	9.2	91.3
	Very Remote	459.9	1.2	12.9	19.3	26.2	22.1	13.1	5.2	86.0
Tas	*Metro*	505.5	1.1	5.8	10.2	18.9	25.9	21.5	16.7	93.1
	Provincial	488.0	1.4	8.3	13.1	20.9	25.3	19.8	11.1	90.3
	Remote	498.1	0.0	9.1	7.8	18.7	32.6	15.7	16.1	90.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	518.1	2.1	3.0	7.1	17.1	27.2	25.2	18.5	95.0
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	483.8	2.5	9.7	14.4	20.5	23.1	18.6	11.3	87.9
	Remote	492.5	1.7	9.8	10.6	19.4	23.9	20.2	14.4	88.4
	Very Remote	515.6	1.2	4.7	11.2	17.0	21.6	23.0	21.4	94.2
Aust	*Metro*	509.1	1.6	4.3	9.5	19.0	26.4	22.6	16.6	94.1
	Provincial	492.9	1.6	6.1	12.1	22.0	27.0	20.0	11.1	92.3
	Remote	482.6	1.0	8.8	13.9	23.1	26.3	17.2	9.7	90.2
	Very Remote	479.7	1.4	10.9	14.1	22.8	23.2	17.0	10.4	87.7

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Grammar and Punctuation

Table 5.G8: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	543.6	1.2	1.2	4.0	11.6	24.0	29.0	29.0	97.6
Advanced diploma/ diploma	510.2	1.2	3.1	8.4	19.2	29.0	24.4	14.7	95.7
Cert I to IV	489.5	1.4	5.6	12.3	23.7	28.8	19.2	8.9	93.0
Year 12 or equivalent	492.5	1.9	5.6	12.0	22.5	27.7	19.9	10.4	92.5
Year 11 or equivalent or below	457.9	3.0	13.2	18.5	25.8	23.1	12.0	4.3	83.8
Not stated	485.7	2.0	9.7	12.5	20.8	24.7	18.6	11.7	88.3

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Grammar and Punctuation

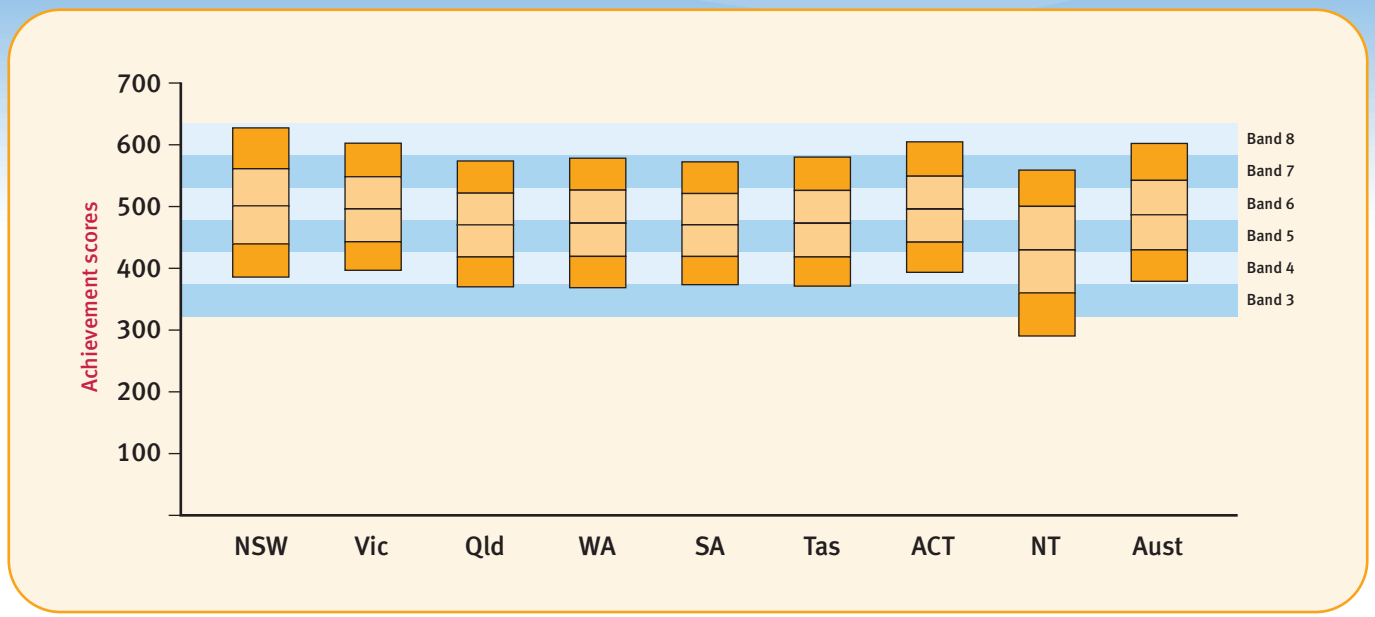
Table 5.G9: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	541.7	1.0	1.3	4.2	12.1	24.2	29.0	28.3	97.7
Other business managers and associate professionals	516.2	1.0	2.6	7.5	18.1	28.6	25.2	17.1	96.4
Tradespeople, clerks, skilled office, sales and service staff	495.2	1.4	4.7	11.2	22.7	29.2	20.6	10.3	93.9
Machine operators, hospitality staff, assistants, labourers	474.1	2.2	8.8	15.9	25.5	26.0	15.1	6.6	89.1
Not in paid work in the previous 12 months	459.0	4.9	13.4	18.3	24.4	21.8	12.1	5.1	81.7
Not stated	482.3	2.0	10.5	13.3	21.0	24.1	17.8	11.3	87.5

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Numeracy

Figure 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	501.3 (72.9)	496.1 (62.3)	470.4 (61.7)	472.9 (63.9)	470.4 (60.5)	472.8 (63.2)	495.8 (63.5)	429.6 (83.2)	486.8 (67.8)

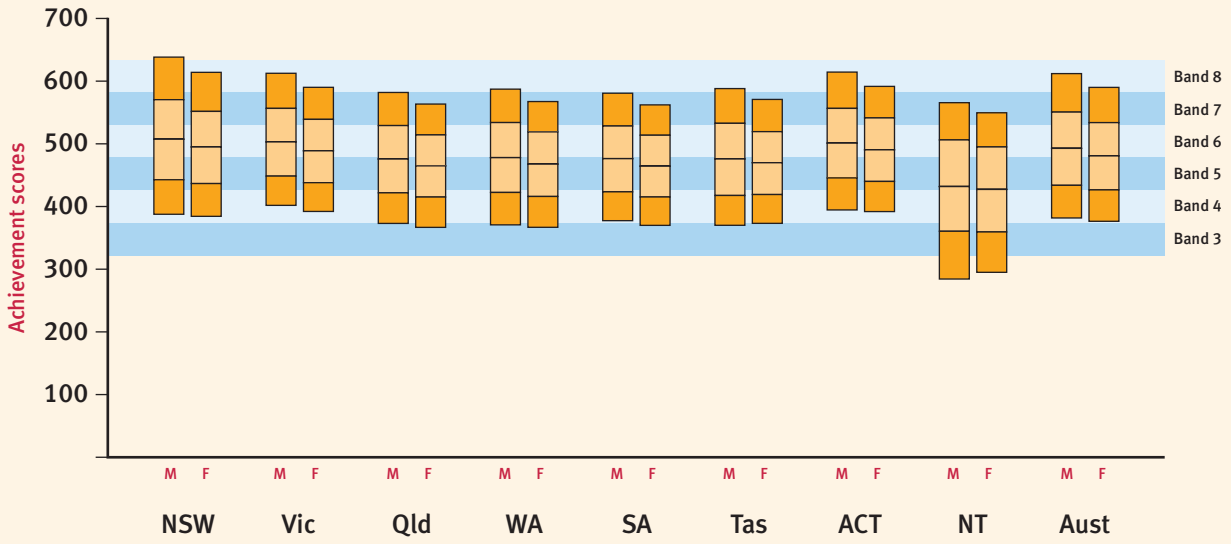
Table 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*10yrs 7mths 5yrs 4mths*	97.4	1.1	3.3	11.3	23.8	27.6	19.3	13.5	95.5
Vic	*10yrs 9mths 5yrs 4mths*	94.8	2.6	2.0	10.6	26.2	30.8	19.2	8.7	95.5
Qld	*10yrs 1mth 4yrs 4mths*	97.0	1.6	5.7	17.5	31.4	27.5	12.5	3.8	92.6
WA	*10yrs 5mths 5yrs 4mths*	96.7	1.3	5.9	16.8	30.1	27.6	13.9	4.4	92.8
SA	*10yrs 7mths 5yrs 4mths*	95.5	1.7	5.0	18.0	32.0	27.4	12.4	3.6	93.3
Tas	*10yrs 11mths 5yrs 4mths*	96.9	1.3	5.5	17.8	30.0	27.4	13.3	4.7	93.2
ACT	*10yrs 8mths 5yrs 4mths*	96.0	2.1	2.4	10.6	25.9	30.9	18.9	9.2	95.5
NT	*10yrs 6mths 5yrs 4mths*	94.5	2.0	24.5	20.5	24.4	18.3	7.9	2.3	73.5
Aust	*10yrs 6mths 5yrs 1mth*	96.4	1.7	4.2	13.7	27.4	28.3	16.5	8.2	94.2

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Numeracy

Figure 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	507.3 (75.6)	502.9 (63.7)	475.7 (63.3)	477.9 (66.0)	476.4 (61.8)	475.7 (66.2)	501.1 (65.9)	431.9 (86.7)	492.6 (70.0)
Female Mean scale score / (S.D.)	495.0 (69.5)	488.9 (60.0)	464.8 (59.4)	467.7 (61.3)	464.2 (58.5)	469.8 (59.8)	490.3 (60.4)	427.2 (79.2)	480.6 (65.0)

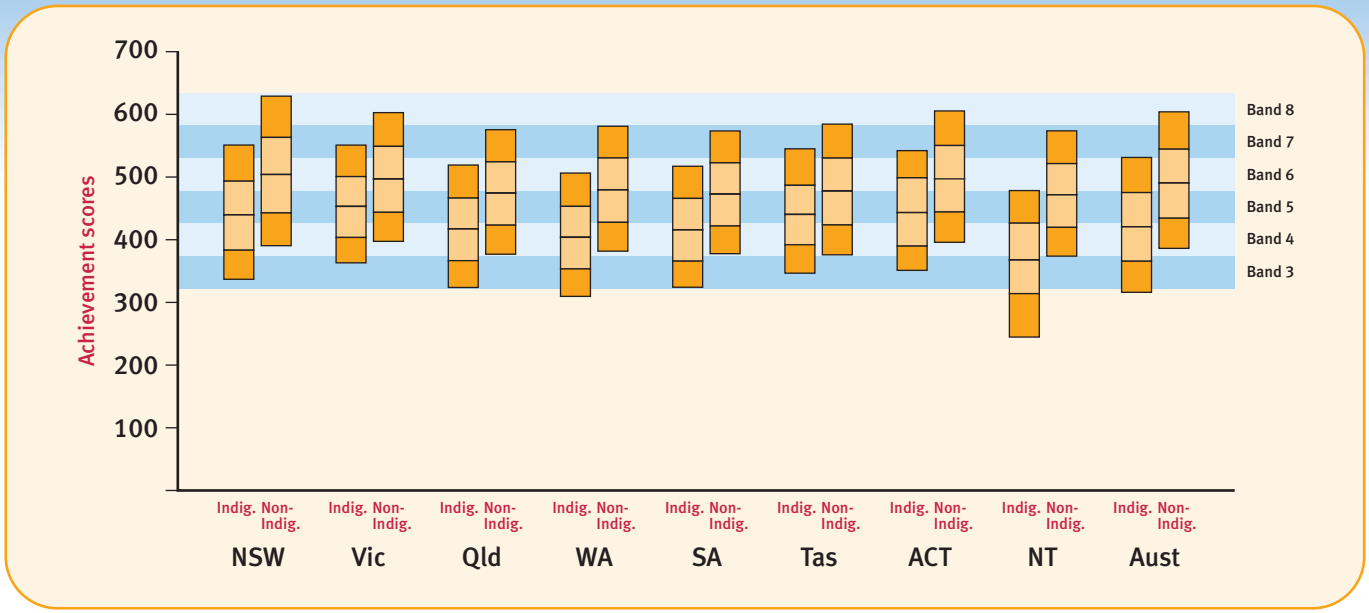
Table 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Male*	1.5	3.1	10.6	22.0	26.5	20.1	16.1	95.3
	Female	0.7	3.5	12.0	25.7	28.8	18.5	10.7	95.7
Vic	*Male*	3.3	1.6	9.2	24.1	30.2	20.7	10.9	95.1
	Female	1.8	2.4	12.1	28.4	31.4	17.5	6.4	95.8
Qld	*Male*	2.1	5.1	16.3	29.6	27.8	14.2	4.9	92.8
	Female	1.2	6.3	18.8	33.2	27.1	10.8	2.6	92.5
WA	*Male*	1.6	5.5	15.6	28.6	27.4	15.5	5.7	92.9
	Female	1.1	6.3	18.0	31.7	27.8	12.2	2.9	92.6
SA	*Male*	2.2	4.3	16.3	30.1	28.2	14.1	4.7	93.4
	Female	1.0	5.8	19.7	33.9	26.5	10.6	2.4	93.2
Tas	*Male*	1.6	5.7	17.6	27.6	26.8	14.7	5.9	92.6
	Female	1.0	5.2	18.0	32.5	28.0	11.9	3.5	93.8
ACT	*Male*	2.6	2.2	10.0	24.0	30.2	19.4	11.7	95.2
	Female	1.6	2.6	11.2	27.8	31.7	18.4	6.7	95.7
NT	*Male*	2.5	24.2	19.4	23.5	18.6	8.6	3.1	73.3
	Female	1.6	24.7	21.7	25.4	18.0	7.2	1.5	73.8
Aust	*Male*	2.2	3.8	12.6	25.5	27.9	17.8	10.2	94.0
	Female	1.2	4.6	14.9	29.4	28.7	15.1	6.2	94.3

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Numeracy

Figure 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	439.5 (65.2)	453.0 (57.7)	417.0 (59.1)	403.7 (60.7)	415.6 (60.4)	440.2 (58.9)	443.2 (61.2)	367.5 (71.2)	420.5 (66.4)
Non-Indigenous Mean scale score / (S.D.)	503.9 (72.1)	496.6 (62.2)	474.1 (60.1)	479.4 (60.7)	472.4 (59.5)	477.4 (62.9)	497.1 (62.8)	471.4 (60.1)	490.3 (66.1)

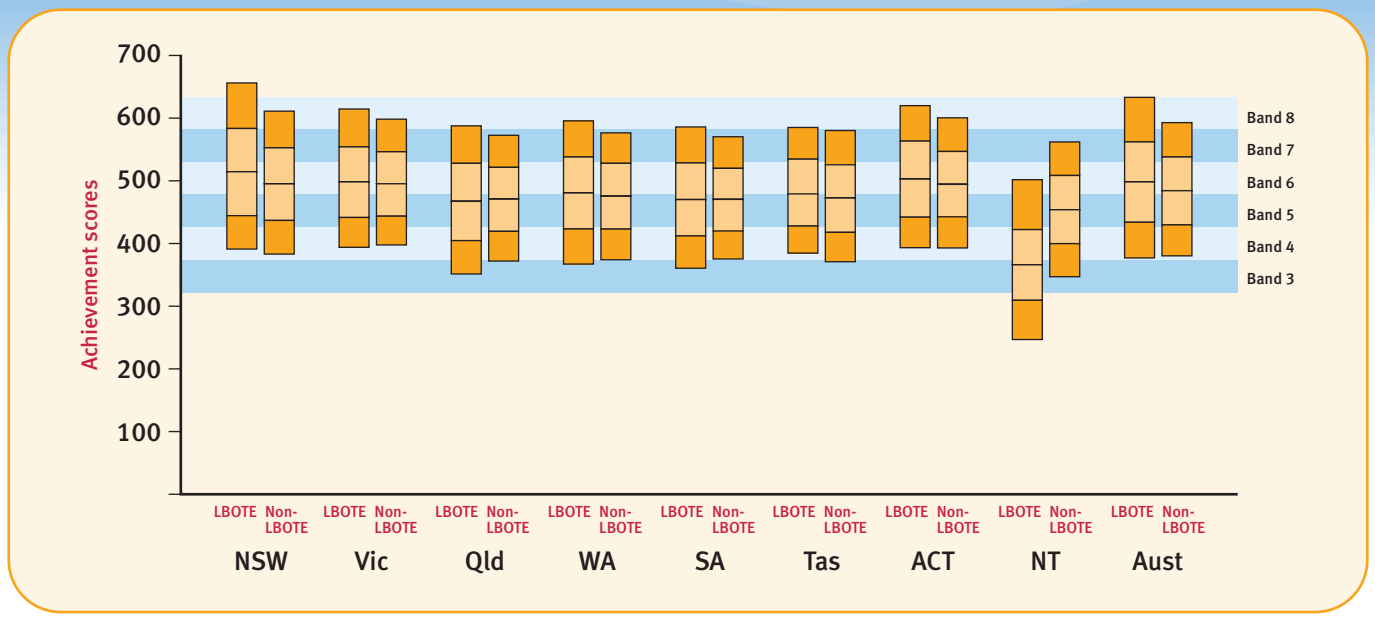
Table 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Indigenous*	1.5	16.0	25.8	30.4	17.8	6.7	1.8	82.5
	Non-Indigenous	1.1	2.8	10.6	23.5	28.1	19.9	14.0	96.1
Vic	*Indigenous*	5.9	7.2	24.2	32.3	21.9	6.8	1.6	86.9
	Non-Indigenous	2.2	1.9	10.5	26.2	31.0	19.4	8.8	95.9
Qld	*Indigenous*	2.8	23.3	32.6	26.3	11.7	3.1	0.3	73.9
	Non-Indigenous	1.6	4.5	16.4	31.7	28.6	13.2	4.0	94.0
WA	*Indigenous*	1.6	31.0	33.7	22.5	8.9	2.1	0.2	67.4
	Non-Indigenous	1.3	3.7	15.2	30.6	29.3	15.1	4.8	95.0
SA	*Indigenous*	2.3	24.2	32.0	27.2	11.5	2.1	0.6	73.5
	Non-Indigenous	1.6	4.3	17.5	32.2	28.0	12.7	3.7	94.1
Tas	*Indigenous*	1.7	12.5	28.1	33.4	17.2	5.9	1.1	85.7
	Non-Indigenous	1.3	4.6	16.2	29.7	28.4	14.4	5.4	94.1
ACT	*Indigenous*	4.7	11.8	25.4	30.8	19.1	7.1	1.1	83.6
	Non-Indigenous	2.0	2.1	10.2	25.8	31.3	19.2	9.4	95.8
NT	*Indigenous*	1.6	52.9	25.5	15.0	3.9	1.1	0.1	45.5
	Non-Indigenous	2.2	5.0	17.6	31.2	28.2	12.1	3.7	92.9
Aust	*Indigenous*	2.3	23.5	29.2	26.7	13.3	4.2	0.9	74.2
	Non-Indigenous	1.6	3.2	12.9	27.5	29.1	17.2	8.6	95.3

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Numeracy

Figure 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	514.5 (80.2)	498.2 (66.3)	467.2 (71.7)	480.6 (69.6)	469.9 (68.9)	479.1 (62.6)	502.7 (69.0)	366.1 (75.5)	498.2 (77.5)
Non-LBOTE Mean scale score / (S.D.)	495.1 (69.1)	495.3 (60.8)	470.7 (60.7)	475.4 (61.9)	470.3 (59.1)	472.5 (63.4)	494.2 (62.4)	453.8 (65.6)	484.2 (64.6)

Table 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*LBOTE*	1.7	2.7	10.3	21.5	24.7	18.9	20.2	95.6
	Non-LBOTE	0.8	3.7	11.9	25.0	28.8	19.3	10.5	95.5
Vic	*LBOTE*	3.5	2.2	11.0	25.3	28.5	18.8	10.8	94.3
	Non-LBOTE	2.2	1.9	10.5	26.5	31.6	19.3	7.9	95.9
Qld	*LBOTE*	3.3	9.8	18.2	26.5	23.8	12.7	5.7	86.8
	Non-LBOTE	1.5	5.3	17.4	31.8	27.8	12.5	3.6	93.2
WA	*LBOTE*	3.5	6.0	14.5	26.7	27.0	15.3	7.2	90.5
	Non-LBOTE	0.8	5.0	16.2	30.3	28.8	14.8	4.1	94.2
SA	*LBOTE*	3.5	7.3	18.3	28.2	24.1	13.3	5.3	89.2
	Non-LBOTE	1.4	4.7	18.0	32.6	27.9	12.1	3.3	93.9
Tas	*LBOTE*	5.9	3.5	14.5	31.9	24.2	14.2	5.8	90.6
	Non-LBOTE	1.1	5.6	18.1	29.8	27.4	13.2	4.8	93.3
ACT	*LBOTE*	5.4	2.0	10.5	23.1	26.8	19.0	13.2	92.6
	Non-LBOTE	1.6	2.5	10.7	26.5	31.6	18.7	8.4	95.9
NT	*LBOTE*	2.3	56.4	22.7	10.6	5.4	2.1	0.4	41.3
	Non-LBOTE	2.6	10.6	21.3	31.5	22.6	8.9	2.5	86.8
Aust	*LBOTE*	2.7	4.5	12.1	23.7	25.7	17.5	13.9	92.9
	Non-LBOTE	1.4	4.0	14.1	28.4	29.1	16.3	6.8	94.6

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Numeracy

Table 5.N5: Achievement of Year 5 Students in Numeracy, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	507.8	1.2	2.7	10.1	22.5	27.3	20.4	15.8	96.1
	Provincial	482.9	1.0	4.9	14.4	27.8	28.8	16.4	6.8	94.1
	Remote	456.2	1.3	13.3	22.2	26.0	19.6	12.1	5.4	85.3
	Very Remote	441.8	1.8	20.2	22.5	24.4	16.8	9.3	5.1	78.1
Vic	*Metro*	499.3	2.6	1.7	9.9	25.4	30.7	19.9	9.7	95.7
	Provincial	486.7	2.4	2.7	12.7	28.5	31.0	16.9	5.7	94.9
	Remote	500.5	0.0	2.5	10.8	24.6	32.1	17.5	12.5	97.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	474.7	1.5	4.7	16.4	31.1	28.5	13.4	4.4	93.8
	Provincial	464.9	2.0	6.2	19.3	32.7	26.2	11.1	2.6	91.8
	Remote	442.6	1.8	15.3	24.2	29.5	19.4	7.9	1.8	82.9
	Very Remote	417.0	2.0	29.7	26.4	22.5	12.7	4.7	1.9	68.3
WA	*Metro*	480.4	1.5	4.0	15.0	29.4	29.2	15.6	5.3	94.5
	Provincial	461.9	0.9	6.8	20.5	33.4	25.5	10.6	2.3	92.3
	Remote	450.6	1.3	12.2	21.8	31.9	21.7	9.0	2.1	86.5
	Very Remote	413.2	0.8	33.5	23.5	20.8	14.0	5.9	1.5	65.7
SA	*Metro*	474.1	1.8	4.4	17.1	31.2	27.9	13.4	4.2	93.8
	Provincial	463.4	1.5	5.8	19.8	33.8	26.7	10.2	2.1	92.7
	Remote	458.3	0.4	6.5	21.9	35.7	24.5	9.3	1.6	93.0
	Very Remote	418.1	1.2	27.8	23.2	26.5	14.8	5.3	1.1	71.0
Tas	*Metro*	477.9	1.2	5.0	16.0	29.6	27.2	14.7	6.3	93.8
	Provincial	469.5	1.4	5.7	18.9	30.2	27.8	12.3	3.6	92.8
	Remote	453.2	0.0	9.4	29.4	26.7	20.2	11.6	2.7	90.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	496.0	2.1	2.4	10.5	25.8	31.0	18.9	9.3	95.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	463.4	3.0	6.4	20.2	32.4	24.4	10.8	2.7	90.6
	Remote	426.7	1.3	25.6	22.2	22.9	17.8	7.3	3.0	73.1
	Very Remote	357.9	0.4	64.3	19.7	7.7	4.9	2.0	1.0	35.3
Aust	*Metro*	493.1	1.7	3.2	12.4	26.5	28.7	17.8	9.8	95.2
	Provincial	475.4	1.7	5.0	16.4	30.2	28.1	14.0	4.6	93.4
	Remote	447.2	1.3	14.2	22.5	29.8	20.8	8.9	2.5	84.6
	Very Remote	401.6	1.1	39.4	23.3	18.5	11.5	4.6	1.7	59.5

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Numeracy

Table 5.N6: Achievement of Year 5 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	452.3	1.4	11.3	23.1	32.0	19.9	9.2	3.0	87.3
	Provincial	433.1	1.5	18.1	27.2	30.0	17.1	5.1	1.0	80.4
	Remote	404.5	2.5	30.7	35.0	21.5	6.8	2.7	0.8	66.8
	Very Remote	380.7	0.0	43.0	35.7	17.8	3.5	0.0	0.0	57.0
Vic	*Metro*	461.6	6.8	5.1	21.0	32.3	23.3	9.5	2.0	88.1
	Provincial	446.0	5.3	8.9	26.9	32.3	20.7	4.6	1.3	85.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	425.5	2.6	17.5	33.5	29.0	13.7	3.4	0.3	79.9
	Provincial	425.4	3.2	18.3	31.4	30.2	12.9	3.6	0.3	78.5
	Remote	383.8	4.3	43.0	32.3	14.4	4.6	1.4	0.0	52.7
	Very Remote	378.6	1.3	48.9	33.5	11.0	4.3	1.0	0.0	49.8
WA	*Metro*	422.8	1.9	19.0	34.8	28.6	11.4	3.8	0.6	79.2
	Provincial	410.3	1.4	24.4	37.5	25.4	9.7	1.6	0.0	74.1
	Remote	396.6	2.5	36.1	33.4	17.3	9.1	1.7	0.0	61.5
	Very Remote	373.4	0.9	52.0	28.6	13.9	4.2	0.3	0.0	47.1
SA	*Metro*	429.4	2.1	15.8	33.1	30.5	14.4	2.8	1.2	82.0
	Provincial	409.3	3.0	27.6	31.5	26.9	9.5	1.4	0.0	69.4
	Remote	400.4	2.5	31.0	37.0	22.5	6.0	1.0	0.0	66.5
	Very Remote	374.6	1.3	51.5	25.9	14.1	6.1	1.1	0.0	47.2
Tas	*Metro*	432.0	1.9	15.8	27.0	37.3	14.0	3.4	0.7	82.4
	Provincial	446.0	1.7	10.4	27.7	32.3	19.3	7.3	1.3	87.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	444.4	4.9	12.0	24.5	30.0	20.0	7.5	1.2	83.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	430.7	5.2	13.8	30.4	33.7	12.3	4.3	0.3	81.0
	Remote	369.4	1.0	48.4	29.8	17.9	2.8	0.2	0.0	50.7
	Very Remote	339.2	0.3	72.9	21.2	5.1	0.5	0.0	0.0	26.8
Aust	*Metro*	437.6	2.4	14.4	28.8	30.6	16.4	5.9	1.5	83.2
	Provincial	429.8	2.6	17.6	29.6	30.1	15.2	4.3	0.7	79.8
	Remote	386.9	2.5	40.2	32.7	17.5	5.7	1.4	0.1	57.3
	Very Remote	361.8	0.8	58.9	27.2	9.8	2.9	0.4	0.0	40.3

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Numeracy

Table 5.N7: Achievement of Year 5 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	*Metro*	509.0	1.2	2.5	9.9	22.3	27.5	20.6	16.1	96.3
	Provincial	487.9	0.9	3.6	13.1	27.5	30.0	17.5	7.4	95.5
	Remote	483.6	0.7	4.0	15.4	28.3	26.3	17.2	8.0	95.3
	Very Remote	484.3	2.9	4.7	13.5	28.8	25.9	15.6	8.5	92.4
Vic	*Metro*	499.6	2.3	1.7	9.8	25.4	30.9	20.1	9.8	96.0
	Provincial	487.8	2.1	2.5	12.4	28.4	31.3	17.3	5.9	95.3
	Remote	500.5	0.0	2.5	10.8	24.6	32.1	17.5	12.5	97.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	476.9	1.4	4.1	15.6	31.2	29.2	13.9	4.6	94.5
	Provincial	468.4	1.9	5.1	18.1	32.9	27.4	11.8	2.8	93.0
	Remote	458.7	1.1	7.5	21.9	33.8	23.6	9.8	2.4	91.4
	Very Remote	463.7	2.8	6.8	18.0	36.3	22.7	9.1	4.2	90.4
WA	*Metro*	483.7	1.5	3.2	13.9	29.3	30.2	16.3	5.6	95.3
	Provincial	467.3	0.8	5.0	18.8	34.1	27.2	11.6	2.5	94.2
	Remote	467.0	1.1	4.7	18.4	36.4	25.5	11.0	2.9	94.2
	Very Remote	473.1	0.0	5.4	16.6	31.3	28.2	14.4	4.0	94.6
SA	*Metro*	475.2	1.7	4.1	16.7	31.2	28.2	13.6	4.3	94.1
	Provincial	466.1	1.5	4.7	19.3	34.1	27.6	10.6	2.2	93.9
	Remote	461.9	0.3	5.0	20.9	36.7	25.7	9.7	1.7	94.7
	Very Remote	457.6	1.2	7.1	19.5	37.6	23.1	9.3	2.1	91.7
Tas	*Metro*	484.0	1.1	3.8	14.4	28.6	28.5	16.2	7.3	95.1
	Provincial	472.5	1.4	5.3	17.4	30.4	28.5	13.1	3.9	93.3
	Remote	469.5	0.0	4.3	22.6	33.5	19.1	15.7	4.8	95.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	497.2	2.0	2.1	10.1	25.8	31.3	19.3	9.4	95.8
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	468.6	2.4	4.8	18.5	32.8	27.2	11.5	2.8	92.8
	Remote	475.6	1.7	6.3	16.4	27.0	29.8	13.2	5.6	92.0
	Very Remote	495.1	1.2	1.9	8.8	26.5	37.0	16.0	8.6	97.0
Aust	*Metro*	494.7	1.6	2.8	11.9	26.4	29.1	18.1	10.0	95.6
	Provincial	479.1	1.5	3.9	15.3	30.2	29.2	14.8	5.0	94.5
	Remote	466.6	1.0	5.6	19.3	33.9	25.5	11.4	3.4	93.5
	Very Remote	471.1	1.5	5.7	16.4	33.4	26.2	12.1	4.7	92.8

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Numeracy

Table 5.N8: Achievement of Year 5 Students in Numeracy, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	523.6	1.1	0.7	5.2	18.6	30.5	25.8	18.2	98.2
Advanced diploma/ diploma	492.7	1.2	2.1	11.2	27.9	31.8	18.2	7.6	96.7
Cert I to IV	476.3	1.4	3.8	15.7	32.0	29.5	13.5	4.1	94.8
Year 12 or equivalent	479.1	1.9	3.8	15.1	30.4	29.1	14.5	5.1	94.3
Year 11 or equivalent or below	454.5	3.0	8.8	22.7	32.4	22.5	8.4	2.2	88.2
Not stated	476.9	1.9	6.4	16.2	28.0	26.3	14.4	6.8	91.7

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Numeracy

Table 5.N9: Achievement of Year 5 Students in Numeracy, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	519.8	0.9	0.9	5.8	19.6	30.9	25.2	16.7	98.2
Other business managers and associate professionals	498.3	0.9	1.7	9.9	26.8	31.9	19.6	9.2	97.4
Tradespeople, clerks, skilled office, sales and service staff	480.9	1.3	3.2	14.5	31.1	30.2	14.6	5.1	95.5
Machine operators, hospitality staff, assistants, labourers	467.3	2.1	5.8	19.4	32.1	25.6	11.0	3.9	92.0
Not in paid work in the previous 12 months	457.1	4.8	9.2	21.8	29.8	21.8	9.3	3.2	86.0
Not stated	474.7	2.0	6.9	17.0	28.2	25.4	13.7	6.7	91.1

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Participation

Table 5.P1: Year 5 Student Participation in Assessment, by State and Territory, 2009.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	*Number*	85876	86070	85985	85985	85602
	Participation rate (%)	97.7	97.9	97.8	97.8	97.4
Vic	*Number*	62507	62362	62504	62504	62169
	Participation rate (%)	95.3	95.1	95.3	95.3	94.8
Qld	*Number*	55955	55946	56015	56015	55721
	Participation rate (%)	97.4	97.4	97.5	97.5	97.0
WA	*Number*	28284	28258	28343	28343	28152
	Participation rate (%)	97.1	97.0	97.3	97.3	96.7
SA	*Number*	18577	18493	18589	18589	18507
	Participation rate (%)	95.8	95.4	95.9	95.9	95.5
Tas	*Number*	6322	6326	6333	6333	6290
	Participation rate (%)	97.4	97.5	97.6	97.6	96.9
ACT	*Number*	4431	4438	4448	4448	4403
	Participation rate (%)	96.6	96.8	97.0	97.0	96.0
NT	*Number*	2937	2952	2954	2954	2900
	Participation rate (%)	95.7	96.2	96.3	96.3	94.5
Aust	*Number*	264889	264845	265171	265171	263744
	Participation rate (%)	96.8	96.8	96.9	96.9	96.4

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Participation

Table 5.P2: Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	*Indigenous*	3704	94.7	3723	95.1	3703	94.6	3703	94.6	3660	93.5
	Non-Indig.	80411	97.9	80582	98.1	80520	98.0	80520	98.0	80189	97.6
Vic	*Indigenous*	768	91.2	751	89.2	756	89.8	756	89.8	746	88.6
	Non-Indig.	61547	95.5	61419	95.3	61557	95.5	61557	95.5	61231	95.0
Qld	*Indigenous*	3599	94.3	3606	94.4	3610	94.6	3610	94.6	3550	93.0
	Non-Indig.	52356	97.6	52340	97.6	52405	97.7	52405	97.7	52171	97.2
WA	*Indigenous*	1558	87.8	1586	89.4	1599	90.1	1599	90.1	1531	86.3
	Non-Indig.	24626	97.9	24589	97.7	24647	97.9	24647	97.9	24529	97.5
SA	*Indigenous*	633	87.4	605	83.6	629	86.9	629	86.9	630	87.0
	Non-Indig.	17797	96.2	17742	95.9	17814	96.3	17814	96.3	17730	95.9
Tas	*Indigenous*	440	94.8	442	95.3	440	94.8	440	94.8	434	93.5
	Non-Indig.	4909	97.6	4910	97.7	4918	97.8	4918	97.8	4886	97.2
ACT	*Indigenous*	95	88.8	98	91.6	99	92.5	99	92.5	96	89.7
	Non-Indig.	4297	96.8	4301	96.9	4309	97.1	4309	97.1	4267	96.1
NT	*Indigenous*	1147	92.4	1159	93.4	1162	93.6	1162	93.6	1115	89.8
	Non-Indig.	1623	98.2	1626	98.4	1625	98.4	1625	98.4	1617	97.9
Aust	*Indigenous*	11944	92.7	11970	92.9	11998	93.1	11998	93.1	11762	91.3
	Non-Indig.	247566	97.1	247509	97.0	247795	97.2	247795	97.2	246620	96.7

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Participation

Table 5.P3: Percentage of Year 5 Student Exemptions, Absences/Withdrawals and Assessed, by State and Territory, 2009.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A
NSW	1.1	2.3	96.6	1.2	2.1	96.8	1.2	2.2	96.7	1.2	2.2	96.7	1.1	2.6	96.3
Vic	2.6	4.7	92.7	2.6	4.9	92.5	2.6	4.7	92.7	2.6	4.7	92.7	2.6	5.2	92.2
Qld	1.8	2.6	95.6	1.8	2.6	95.6	1.8	2.5	95.7	1.8	2.5	95.7	1.6	3.0	95.3
WA	1.4	2.9	95.8	1.3	3.0	95.7	1.4	2.7	96.0	1.4	2.7	96.0	1.3	3.3	95.4
SA	1.7	4.2	94.1	1.7	4.6	93.7	1.7	4.1	94.2	1.7	4.1	94.2	1.7	4.5	93.8
Tas	1.3	2.6	96.1	1.3	2.5	96.1	1.3	2.4	96.3	1.3	2.4	96.3	1.3	3.1	95.6
ACT	2.2	3.4	94.4	2.2	3.2	94.6	2.2	3.0	94.8	2.2	3.0	94.8	2.1	4.0	93.9
NT	2.1	4.3	93.7	2.1	3.8	94.2	2.1	3.7	94.2	2.1	3.7	94.2	2.0	5.5	92.5
Aust	1.7	3.2	95.1	1.7	3.2	95.1	1.7	3.1	95.2	1.7	3.1	95.2	1.7	3.6	94.7

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Participation

Table 5.P4: Percentage of Year 5 Student Exemptions, Absences/Withdrawals and Assessed, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A
NSW	*Indigenous*	1.6	5.3	93.1	1.6	4.9	93.5	1.6	5.4	93.0	1.6	5.4	93.0	1.5	6.5	92.0
	Non-Indigenous	1.1	2.1	96.7	1.1	1.9	96.9	1.1	2.0	96.9	1.1	2.0	96.9	1.1	2.4	96.5
Vic	*Indigenous*	5.9	8.8	85.3	5.9	10.8	83.3	5.9	10.2	83.8	5.9	10.2	83.8	5.9	11.4	82.7
	Non-Indigenous	2.3	4.5	93.2	2.3	4.7	93.0	2.3	4.5	93.2	2.3	4.5	93.2	2.2	5.0	92.8
Qld	*Indigenous*	2.8	5.7	91.5	3.0	5.6	91.4	2.9	5.4	91.6	2.9	5.4	91.6	2.8	7.0	90.2
	Non-Indigenous	1.7	2.4	95.9	1.7	2.4	95.9	1.7	2.3	96.0	1.7	2.3	96.0	1.6	2.8	95.7
WA	*Indigenous*	1.6	12.2	86.2	1.6	10.6	87.8	1.6	9.9	88.5	1.6	9.9	88.5	1.6	13.7	84.7
	Non-Indigenous	1.3	2.1	96.5	1.3	2.3	96.4	1.3	2.1	96.6	1.3	2.1	96.6	1.3	2.5	96.2
SA	*Indigenous*	2.5	12.6	84.9	2.5	16.4	81.1	2.5	13.1	84.4	2.5	13.1	84.4	2.3	13.0	84.7
	Non-Indigenous	1.7	3.8	94.6	1.7	4.1	94.3	1.7	3.7	94.7	1.7	3.7	94.7	1.6	4.1	94.2
Tas	*Indigenous*	1.7	5.2	93.1	1.7	4.7	93.5	1.7	5.2	93.1	1.7	5.2	93.1	1.7	6.5	91.8
	Non-Indigenous	1.3	2.4	96.4	1.3	2.3	96.4	1.3	2.2	96.6	1.3	2.2	96.6	1.3	2.8	95.9
ACT	*Indigenous*	5.6	11.2	83.2	4.7	8.4	86.9	4.7	7.5	87.9	4.7	7.5	87.9	4.7	10.3	85.0
	Non-Indigenous	2.1	3.2	94.7	2.1	3.1	94.8	2.1	2.9	95.0	2.1	2.9	95.0	2.0	3.9	94.1
NT	*Indigenous*	1.6	7.6	90.8	1.6	6.6	91.8	1.6	6.4	92.0	1.6	6.4	92.0	1.6	10.2	88.2
	Non-Indigenous	2.2	1.8	96.0	2.2	1.6	96.2	2.2	1.6	96.1	2.2	1.6	96.1	2.2	2.1	95.7
Aust	*Indigenous*	2.3	7.3	90.4	2.4	7.1	90.5	2.4	6.9	90.8	2.4	6.9	90.8	2.3	8.7	89.0
	Non-Indigenous	1.6	2.9	95.5	1.6	3.0	95.4	1.6	2.8	95.5	1.6	2.8	95.5	1.6	3.3	95.1

Refer to page 4 for explanatory notes.

NAPLAN Year 5

Table 5.CR: Comparative Achievement of Year 5 Students in Reading, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	503.4	506.3	477.8	482.2	484.3	487.2	512.7	420.6	493.9
NSW	503.4		▼	▲	▲	▲	▲	▼	▲	▲
Vic	506.3	▲		▲	▲	▲	▲	■	▲	▲
Qld	477.8	▼	▼		▼	▼	▼	▼	▲	▼
WA	482.2	▼	▼	▲		■	■	▼	▲	▼
SA	484.3	▼	▼	▲	■		■	▼	▲	▼
Tas	487.2	▼	▼	▲	■	■		▼	▲	▼
ACT	512.7	▲	■	▲	▲	▲	▲		▲	▲
NT	420.6	▼	▼	▼	▼	▼	▼	▼		▼
Aust	493.9	▼	▼	▲	▲	▲	▲	▼	▲	

Table 5.CW: Comparative Achievement of Year 5 Students in Writing, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	492.7	497.5	467.0	478.6	482.1	473.5	489.5	409.4	484.7
NSW	492.7		▼	▲	▲	▲	▲	■	▲	▲
Vic	497.5	▲		▲	▲	▲	▲	▲	▲	▲
Qld	467.0	▼	▼		▼	▼	▼	▼	▲	▼
WA	478.6	▼	▼	▲		■	▲	▼	▲	▼
SA	482.1	▼	▼	▲	■		▲	▼	▲	■
Tas	473.5	▼	▼	▲	▼	▼		▼	▲	▼
ACT	489.5	■	▼	▲	▲	▲	▲		▲	■
NT	409.4	▼	▼	▼	▼	▼	▼	▼		▼
Aust	484.7	▼	▼	▲	▲	■	▲	■	▲	

Table 5.CS: Comparative Achievement of Year 5 Students in Spelling, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	503.2	495.8	466.3	476.3	478.9	476.5	488.5	410.8	487.2
NSW	503.2		▲	▲	▲	▲	▲	▲	▲	▲
Vic	495.8	▼		▲	▲	▲	▲	▲	▲	▲
Qld	466.3	▼	▼		▼	▼	▼	▼	▲	▼
WA	476.3	▼	▼	▲		■	■	▼	▲	▼
SA	478.9	▼	▼	▲	■		■	▼	▲	▼
Tas	476.5	▼	▼	▲	■	■		▼	▲	▼
ACT	488.5	▼	▼	▲	▲	▲	▲		▲	■
NT	410.8	▼	▼	▼	▼	▼	▼	▼		▼
Aust	487.2	▼	▼	▲	▲	▲	▲	■	▲	

Refer to page 4 for explanatory notes and how to read the table.

NAPLAN Year 5

Table 5.CG: Comparative Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	510.7	510.2	485.5	486.4	489.8	488.6	516.3	415.0	499.7
NSW	510.7		■	▲	▲	▲	▲	■	▲	▲
Vic	510.2	■		▲	▲	▲	▲	■	▲	▲
Qld	485.5	▼	▼		■	▼	■	▼	▲	▼
WA	486.4	▼	▼	■		■	■	▼	▲	▼
SA	489.8	▼	▼	▲	■		■	▼	▲	▼
Tas	488.6	▼	▼	■	■	■		▼	▲	▼
ACT	516.3	■	■	▲	▲	▲	▲		▲	▲
NT	415.0	▼	▼	▼	▼	▼	▼	▼		▼
Aust	499.7	▼	▼	▲	▲	▲	▲	▼	▲	

Table 5.CN: Comparative Achievement of Year 5 Students in Numeracy, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	501.3	496.1	470.4	472.9	470.4	472.8	495.8	429.6	486.8
NSW	501.3		▲	▲	▲	▲	▲	■	▲	▲
Vic	496.1	▼		▲	▲	▲	▲	■	▲	▲
Qld	470.4	▼	▼		■	■	■	▼	▲	▼
WA	472.9	▼	▼	■		■	■	▼	▲	▼
SA	470.4	▼	▼	■	■		■	▼	▲	▼
Tas	472.8	▼	▼	■	■	■		▼	▲	▼
ACT	495.8	■	■	▲	▲	▲	▲		▲	▲
NT	429.6	▼	▼	▼	▼	▼	▼	▼		▼
Aust	486.8	▼	▼	▲	▲	▲	▲	▼	▲	

Refer to page 4 for explanatory notes and how to read the table.

NAPLAN Year 5

Overall national and jurisdiction results

When drawing comparisons, demographic variables that are strongly associated with student achievement such as Indigeneity, socio-economic profile, and distribution of the population across geographic zones must be taken into consideration. These and other factors impact on the performance of jurisdictions to differing degrees and are reflected most clearly in the Northern Territory, which has by far the largest proportion of Indigenous students, the highest proportion of students living in socio-economically disadvantaged areas, and nearly half of its students living in remote and very remote areas. Other jurisdictions also have a range of demographic differences that impact on their achievement.

Tables 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1 show the percentages of Year 5 students estimated to be in achievement bands 3 (and below) to 8 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. These tables also report the percentages at or above the national minimum standard and the participation rates. Figures 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for each jurisdiction and for Australia overall.

Exempt students are deemed as achieving below the national minimum standard but do not receive a scale score. Therefore, calculation of the proportion achieving in each band, the proportion at or above the national minimum standard and the participation rate includes exempt students. However, when calculating the mean scale scores and the standard deviations, exempt students are not included as they have no scale score. Exempt students are not included in Figures 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1, but they are included in Tables 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1.

For each domain, in excess of 90 per cent of Australian students are estimated to be working at or above the national minimum standard. As was the case for Year 3, the percentage of students estimated to be working at or above the national minimum standard is greatest for Victoria, New South Wales and the Australian Capital Territory, and smallest for the Northern Territory. The results for the Northern Territory differ markedly from those for other jurisdictions, with 64 per cent of students estimated to be working at or above the national minimum standard for Grammar and Punctuation, through to 74 per cent for Numeracy. The Northern Territory is also distinctive in that the achievement distribution has a considerably larger variance than the distributions for the other jurisdictions.

For Australia overall, the mean scores for Year 5 students range from 485 in Writing to 500 in Grammar and Punctuation. These mean scores are between 70 and 93 points higher than the mean scores for Year 3 students. The extent to which achievement in the Northern Territory is below that of other jurisdictions is shown by Northern Territory Year 5 students' mean scores being, broadly speaking and with the exception of Numeracy, equivalent to the national mean scores for Year 3 students.

Sex

Tables 5.R2, 5.W2, 5.S2, 5.G2 and 5.N2 show the percentages of Year 5 male and female students estimated to be in achievement bands 3 (and below) to 8 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. These tables also give the percentages at or above the national minimum standard and the participation rates. Figures 5.R2, 5.W2, 5.S2, 5.G2 and 5.N2 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for male and female students for each jurisdiction and for Australia overall.

In every jurisdiction and for each literacy domain, the percentage of students estimated to be working at or above the national minimum standard is greater for females than it is for males. The largest difference is in Writing, with a difference of 5.5 per cent for Australia overall. For Numeracy, the results for male and female students are similar. The magnitude of the differences is somewhat more consistent across jurisdictions than it is for Year 3. The largest differences, on average, are in the Northern Territory and Tasmania. In Tasmania, female students showed significant improvement in Spelling and achieved within 1 percentage point of the national figure in every domain, and results for male students remained comparable with 2008 in every domain.

Across Australia, the exemption rate for male students is about 1 percentage point higher than the exemption rate for female students. The difference in the exemption rate varies across jurisdictions. The differences are largest in Victoria and South Australia (1.6 and 1.2 percentage points respectively), and the differences are smallest in Western Australia and Tasmania (0.5 and 0.6 percentage points respectively).

The mean scores, which do not include exempt students, show that the Numeracy means are higher for male students in every jurisdiction, whereas for all other areas the mean scores of female students exceed those of male students. The amount by which male students outperform female students is largest in Victoria, New South Wales and South Australia, and smallest in Tasmania and the Northern Territory. When the differences between males and females are averaged over all domains, the largest difference is in Tasmania. Tasmania has the largest difference in Writing, Spelling and Grammar and Punctuation, and in Reading the difference is very close to that of the Australian Capital Territory and the Northern Territory, which have the largest differences.

The national differences between males and females in the mean scores – 18 points higher for female students for Reading, 27 points higher for female students for Writing, 19 points higher for female students for Spelling, 24 points higher for female students for Grammar and Punctuation, and 12 points higher for male students for Numeracy – are consistent with the Year 3 results. The magnitude of these differences can be contextualised by comparing them to the differences between the Year 3 and Year 5 means. For example, the Year 5 sex difference in Writing is equivalent to approximately one-third of the difference in the Year 3 and Year 5 means.

Indigenous

Tables 5.R3, 5.W3, 5.S3, 5.G3 and 5.N3 show the percentages of Year 5 Indigenous and non-Indigenous students estimated to be in achievement bands 3 (and below) to 8 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. These tables also give the percentages at or above the national minimum standard and the participation rates. Figures 5.R3, 5.W3, 5.S3, 5.G3 and

5.N3 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for Indigenous and non-Indigenous students for each jurisdiction and for Australia overall.

The percentage of students estimated to be working at or above the national minimum standard is markedly lower for Indigenous students than non-Indigenous students in all jurisdictions. In the Northern Territory, Indigenous students are about one-third as likely to be achieving at or above the national minimum standard in Reading, Writing, Spelling, and Grammar and Punctuation as non-Indigenous students. In Numeracy, they are about half as likely to be achieving at or above the national minimum standard.

Similarly, the mean scores for Indigenous students are substantially lower than those for non-Indigenous students. In Reading, for example, the difference between the mean scores for Indigenous and non-Indigenous students in Australia overall is 84 points, the difference in the Northern Territory is 148 points and in Western Australia it is 99 points.

Language background other than English (LBOTE)

Tables 5.R4, 5.W4, 5.S4, 5.G4 and 5.N4 show the percentages of Year 5 LBOTE and non-LBOTE students estimated to be in achievement bands 3 (and below) to 8 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. These tables also give the percentages at or above the national minimum standard and the participation rates. Figures 5.R4, 5.W4, 5.S4, 5.G4 and 5.N4 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for LBOTE and non-LBOTE students for each jurisdiction and for Australia overall.

While there are a number of exceptions, LBOTE students are, typically, a little less likely to be working at or above the national minimum standard than their non-LBOTE peers. The difference does, however, vary across jurisdictions and domains. The smallest differences are in Victoria, Tasmania and New South Wales, whilst the largest differences are in the Northern Territory and Queensland. It should be noted that many Indigenous students in remote communities in the Northern Territory are LBOTE students. This is also true, but to a lesser extent, for some students in Queensland, South Australia and Western Australia.

The difference between the proportions of LBOTE and non-LBOTE students estimated to be working at or above the national minimum standard can be accounted for, in part, by the greater exemption rate for LBOTE students, typically about 1.4 percentage points.

Although there is marked variation between jurisdictions, the overall mean scores of LBOTE students exceeds the mean scores of non-LBOTE students in Writing, Spelling and Numeracy by 12 points (Writing) to 28 points (Spelling). For Grammar and Punctuation, the difference is just 1.4 points in favour of LBOTE students, while in Reading the difference is 4.4 points in favour of non-LBOTE students.

Also of note are the large differences in the exemption rates between LBOTE and non-LBOTE students across jurisdictions, varying from essentially no difference in the Northern Territory to almost 5 percentage points in the Australian Capital Territory.

Geolocation

Tables 5.R5, 5.W5, 5.S5, 5.G5 and 5.N5 show the percentages of Year 5 students, by geographic location, estimated to be in achievement bands 3 (and below) to 8 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. Tables 5.R6, 5.W6, 5.S6, 5.G6 and 5.N6 show the corresponding information for Indigenous students only and Tables 5.R7, 5.W7, 5.S7, 5.G7 and 5.N7 show the corresponding information for non-Indigenous students.

Across Australia, Year 5 students in metropolitan areas are estimated to be working at or above the national minimum standard at slightly higher rates than students in provincial and remote areas. Similarly, the mean scores for students in metropolitan areas are higher than those for students in provincial areas, which are in turn higher than for those in remote areas. Students in very remote areas have the lowest mean scores, and the smallest percentage of students estimated to be working at or above the national minimum standard. These results hold for each of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, for all jurisdictions with the exception of Victoria.

The achievement patterns by geographic location are similar for Indigenous students and for all students.

Student achievement and parental education and parental occupation

Tables 5.R8, 5.W8, 5.S8, 5.G8, 5.N8, 5.R9, 5.W9, 5.S9, 5.G9 and 5.N9 illustrate the relationships between student achievement and parental education and occupation. For each domain, the student mean scores are higher for students whose parents have higher levels of education. Further, the relationships between the mean scores of students with parents from different occupation categories are consistent with those found in research and previous state-wide assessments.

It is important to note that these results are indicative only, as parental education and occupation data are not available for about 25 per cent of Year 5 students nationally.

In terms of estimated percentages of students working at or above the national minimum standard, the differences can be quite large. For example, students whose parents have a degree are between 11 (Numeracy) and 16 (Reading and Grammar and Punctuation) per cent more likely to be at or above the national minimum standard than students whose parents have a Year 11 equivalent or below. Similarly, students whose parents are from the occupational category Senior management and qualified professionals are between 14 (Numeracy) and 20 (Grammar and Punctuation) per cent more likely to be at or above the national minimum standard than students whose parents have not been in paid employment for the past 12 months.

Participation

Tables 5.P1 to 5.P4 describe the participating populations and the rates of exemptions and absences by jurisdiction.

Jurisdiction comparisons

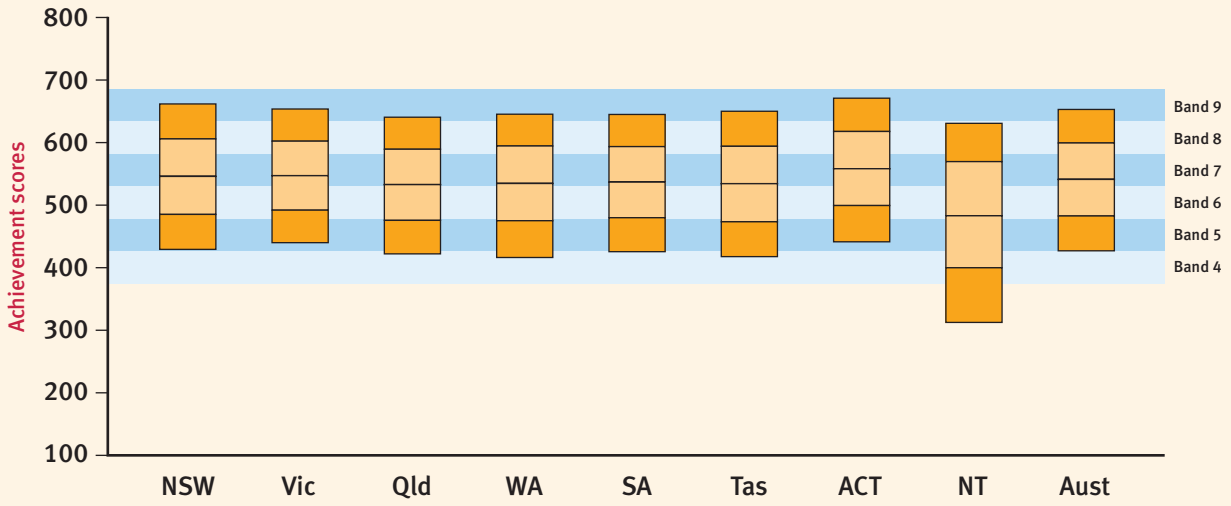
Tables 5.CR, 5.CW, 5.CS, 5.CG and 5.CN indicate the statistical significance or otherwise of the differences between jurisdictions in the mean scores for each domain.

2009 Results

NAPLAN Year 7

NAPLAN Year 7 Reading

Figure 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	545.9 (70.3)	547.1 (64.6)	532.8 (66.2)	534.6 (69.9)	536.8 (66.6)	534.3 (70.5)	558.3 (69.4)	483.0 (98.0)	541.1 (68.6)

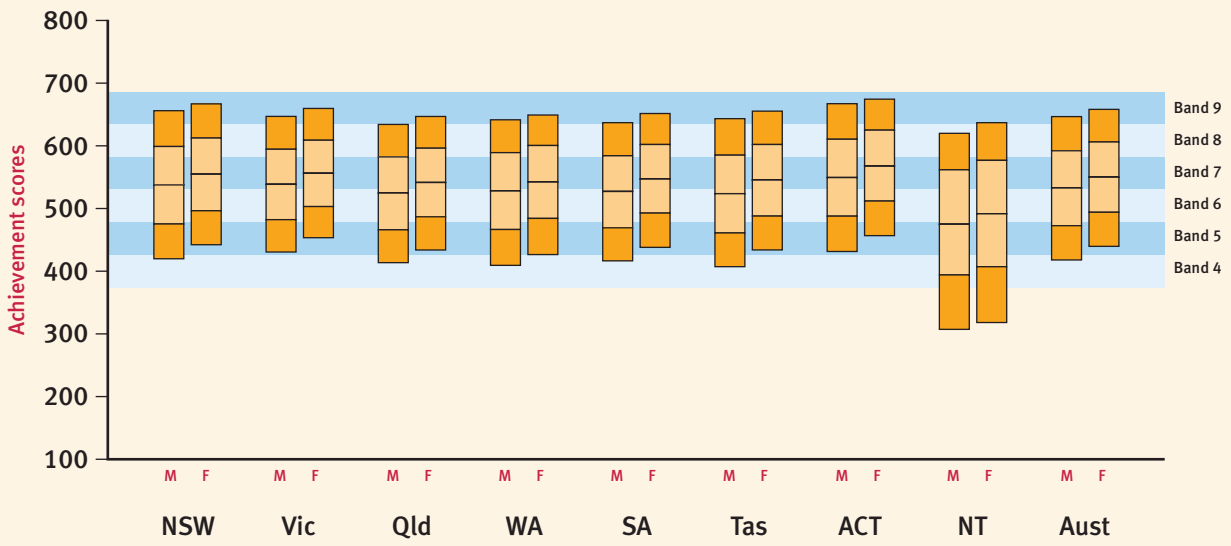
Table 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2009.

State/ Territory	Average Age/ Years of Schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*12yrs 7mths 7yrs 4mths*	97.2	0.7	4.5	12.8	23.3	28.2	19.9	10.6	94.8
Vic	*12yrs 9mths 7yrs 4mths*	94.9	1.6	3.0	11.4	24.6	30.2	20.3	8.9	95.4
Qld	*12yrs 0mths 6yrs 4mths*	97.2	1.6	5.6	15.1	26.4	28.4	16.9	6.1	92.9
WA	*12yrs 2mths 6yrs 4mths*	96.6	1.3	6.6	14.4	24.5	27.8	18.2	7.2	92.1
SA	*12yrs 6mths 7yrs 4mths*	96.0	1.4	5.0	14.1	25.8	28.8	18.0	6.9	93.6
Tas	*12yrs 10mths 7yrs 4mths*	95.3	1.0	6.4	15.2	25.0	27.4	17.2	7.8	92.6
ACT	*12yrs 8mths 7yrs 4mths*	95.0	1.5	3.0	9.5	21.1	28.0	23.0	13.8	95.5
NT	*12yrs 5mths 7yrs 4mths*	93.0	1.2	27.9	17.2	19.4	18.8	11.2	4.4	70.9
Aust	*12yrs 6mths 7yrs 0mths*	96.3	1.2	4.8	13.2	24.5	28.6	19.0	8.6	94.0

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Reading

Figure 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	537.6 (71.4)	538.6 (65.5)	524.6 (66.9)	527.9 (70.9)	527.1 (67.0)	523.6 (71.8)	549.3 (71.2)	474.8 (97.5)	532.7 (69.6)
Female Mean scale score / (S.D.)	554.6 (67.9)	556.1 (62.5)	541.3 (64.3)	542.0 (68.0)	546.8 (64.7)	545.5 (67.3)	567.4 (66.2)	491.5 (97.7)	549.9 (66.6)

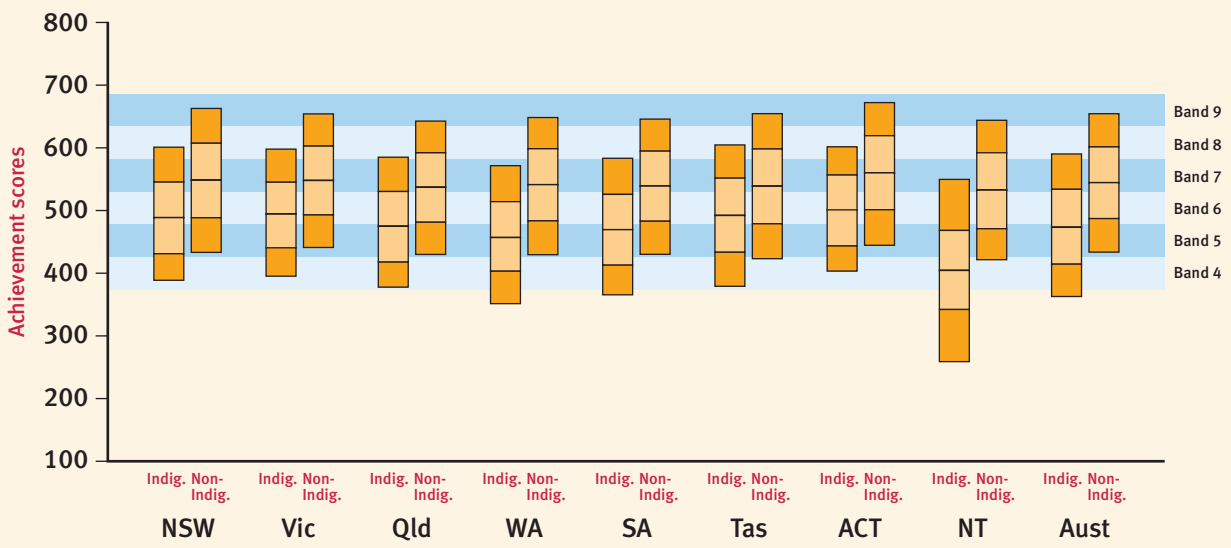
Table 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Male*	0.9	6.1	15.0	24.4	26.8	17.9	9.0	93.1
	Female	0.5	2.8	10.6	22.2	29.6	22.0	12.2	96.7
Vic	*Male*	2.1	4.2	13.9	25.8	28.9	17.9	7.3	93.7
	Female	1.1	1.7	8.8	23.3	31.5	22.9	10.7	97.2
Qld	*Male*	2.0	7.3	17.4	26.9	26.7	14.9	4.8	90.7
	Female	1.1	3.8	12.6	25.8	30.3	19.0	7.4	95.1
WA	*Male*	1.7	8.1	16.0	25.1	26.4	16.4	6.3	90.2
	Female	0.9	4.9	12.7	23.8	29.4	20.1	8.3	94.2
SA	*Male*	1.7	6.6	16.8	27.2	27.2	15.1	5.4	91.7
	Female	1.0	3.3	11.3	24.2	30.6	21.0	8.6	95.7
Tas	*Male*	1.3	8.8	17.8	26.1	25.2	14.4	6.4	89.8
	Female	0.7	3.9	12.3	23.9	29.7	20.1	9.3	95.4
ACT	*Male*	1.7	4.2	12.0	22.3	27.1	20.8	11.7	94.1
	Female	1.2	1.8	7.0	19.8	29.0	25.3	16.0	97.0
NT	*Male*	1.4	30.9	17.8	18.9	17.7	9.9	3.4	67.7
	Female	1.1	24.8	16.5	19.9	19.9	12.5	5.5	74.2
Aust	*Male*	1.6	6.3	15.5	25.5	27.2	16.8	7.1	92.1
	Female	0.9	3.2	10.8	23.5	30.2	21.3	10.2	95.9

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Reading

Figure 7.R3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	488.6 (65.4)	494.2 (61.3)	474.6 (64.6)	456.8 (68.4)	469.4 (65.9)	492.0 (69.0)	501.0 (62.0)	404.3 (83.8)	473.2 (71.5)
Non-Indigenous Mean scale score / (S.D.)	548.2 (69.3)	547.8 (64.4)	536.9 (64.4)	541.3 (66.4)	538.9 (65.4)	538.6 (70.0)	559.9 (68.9)	532.5 (69.2)	544.4 (66.7)

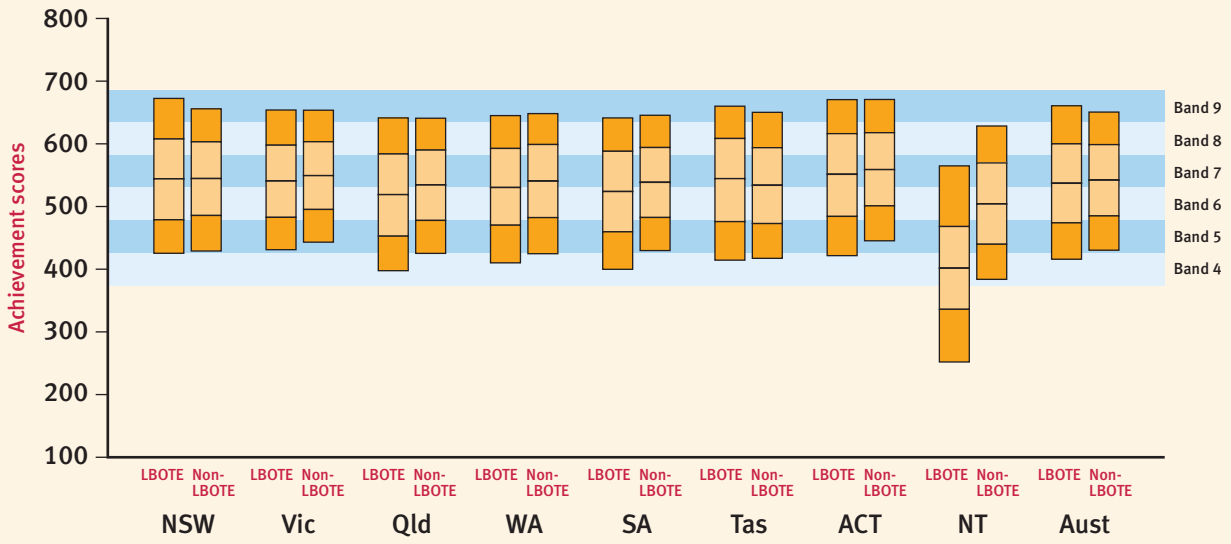
Table 7.R3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Indigenous*	1.3	17.5	28.0	26.9	17.8	6.8	1.7	81.2
	Non-Indigenous	0.7	3.9	12.2	23.2	28.7	20.5	10.9	95.4
Vic	*Indigenous*	2.5	13.2	26.0	31.2	19.6	6.3	1.3	84.4
	Non-Indigenous	1.5	2.9	11.2	24.5	30.3	20.5	9.0	95.7
Qld	*Indigenous*	2.4	23.6	29.4	24.9	14.3	4.6	0.8	74.0
	Non-Indigenous	1.5	4.3	14.1	26.5	29.4	17.8	6.4	94.2
WA	*Indigenous*	1.5	33.4	29.6	21.0	11.1	2.8	0.7	65.2
	Non-Indigenous	1.3	4.4	13.2	24.6	29.1	19.5	7.9	94.3
SA	*Indigenous*	2.6	25.9	29.4	24.1	12.7	4.7	0.6	71.5
	Non-Indigenous	1.3	4.3	13.6	25.9	29.4	18.3	7.1	94.4
Tas	*Indigenous*	0.9	16.7	26.0	26.3	20.5	7.4	2.0	82.4
	Non-Indigenous	0.9	5.4	14.2	25.1	27.6	17.9	8.8	93.6
ACT	*Indigenous*	1.1	12.4	24.8	28.2	24.0	8.8	0.6	86.5
	Non-Indigenous	1.5	2.7	9.1	20.9	28.1	23.4	14.3	95.8
NT	*Indigenous*	0.4	63.1	18.6	10.5	5.3	1.6	0.4	36.4
	Non-Indigenous	1.9	5.7	16.7	25.1	26.8	17.0	6.7	92.4
Aust	*Indigenous*	1.7	25.1	27.5	24.4	14.9	5.2	1.1	73.2
	Non-Indigenous	1.2	3.8	12.5	24.6	29.3	19.7	8.9	95.0

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Reading

Figure 7.R4: Achievement of Year 7 Students in Reading, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	544.0 (74.6)	540.6 (67.2)	518.9 (74.6)	530.2 (72.9)	523.8 (73.7)	544.4 (74.7)	551.2 (76.1)	401.4 (89.5)	536.9 (74.8)
Non-LBOTE Mean scale score / (S.D.)	544.5 (68.4)	549.3 (63.6)	534.1 (65.2)	540.3 (67.9)	538.4 (65.4)	533.6 (70.5)	558.8 (68.2)	503.9 (76.5)	541.9 (66.7)

Table 7.R4: Achievement of Year 7 Students in Reading, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*LBOTE*	0.9	5.0	14.5	23.9	25.9	17.7	12.1	94.1
	Non-LBOTE	0.6	4.5	12.6	23.6	29.0	20.1	9.5	94.9
Vic	*LBOTE*	1.9	4.1	13.8	25.7	28.2	17.8	8.6	94.0
	Non-LBOTE	1.5	2.6	10.6	24.2	30.8	21.2	9.0	95.8
Qld	*LBOTE*	3.4	11.2	17.7	24.6	23.2	14.0	6.0	85.4
	Non-LBOTE	1.4	5.1	14.8	26.5	28.9	17.2	6.1	93.5
WA	*LBOTE*	3.4	7.4	15.3	23.8	26.0	17.3	6.7	89.1
	Non-LBOTE	0.8	5.2	13.2	24.3	29.0	19.5	8.1	94.0
SA	*LBOTE*	3.0	9.6	17.0	23.7	25.0	15.6	6.1	87.4
	Non-LBOTE	1.1	4.4	13.7	26.1	29.4	18.2	7.1	94.5
Tas	*LBOTE*	4.2	6.3	13.7	17.0	28.2	21.2	9.4	89.6
	Non-LBOTE	0.9	6.5	15.3	25.4	27.2	16.9	7.7	92.6
ACT	*LBOTE*	2.4	5.7	11.8	19.5	24.6	22.5	13.6	91.9
	Non-LBOTE	1.4	2.6	9.3	21.5	28.5	23.0	13.7	96.0
NT	*LBOTE*	0.4	67.1	14.2	8.9	6.2	2.5	0.7	32.5
	Non-LBOTE	2.4	14.2	22.1	25.5	20.6	11.4	4.0	83.5
Aust	*LBOTE*	1.7	6.6	14.7	24.2	26.0	17.1	9.7	91.7
	Non-LBOTE	1.1	4.3	12.9	24.8	29.3	19.3	8.2	94.6

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Reading

Table 7.R5: Achievement of Year 7 Students in Reading, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	550.0	0.7	3.9	12.0	22.6	28.2	20.7	11.9	95.4
	Provincial	534.1	0.6	6.1	15.0	25.3	28.3	17.9	6.8	93.3
	Remote	496.7	1.0	17.5	23.7	25.0	21.9	8.4	2.6	81.5
	Very Remote	476.5	0.0	30.3	21.9	21.9	14.7	9.7	1.6	69.7
Vic	*Metro*	550.9	1.6	2.6	10.6	23.5	30.3	21.4	9.9	95.7
	Provincial	536.2	1.7	4.0	13.7	27.6	29.8	17.3	6.0	94.3
	Remote	523.0	0.0	6.9	19.3	25.5	29.3	14.8	4.1	93.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	537.4	1.5	4.6	14.0	25.9	29.2	18.1	6.8	93.9
	Provincial	527.3	1.8	5.9	16.7	27.8	28.1	15.0	4.7	92.3
	Remote	497.8	0.7	16.5	24.2	25.6	19.9	10.0	3.0	82.7
	Very Remote	466.9	2.1	32.7	25.0	20.0	12.4	5.7	2.1	65.1
WA	*Metro*	541.7	1.5	4.6	13.1	24.1	28.7	19.6	8.3	93.9
	Provincial	525.8	1.0	7.7	16.6	26.3	27.7	15.9	4.9	91.3
	Remote	513.8	0.8	12.0	20.7	24.9	23.0	13.3	5.3	87.2
	Very Remote	456.4	0.4	39.1	21.7	18.0	14.1	5.8	0.8	60.5
SA	*Metro*	542.0	1.5	4.1	13.0	24.7	29.3	19.3	8.1	94.4
	Provincial	525.7	1.0	6.3	16.9	28.7	27.9	14.8	4.4	92.7
	Remote	526.8	0.6	6.3	16.2	27.2	30.0	15.7	3.9	93.0
	Very Remote	467.6	1.2	38.0	14.2	19.3	15.5	9.4	2.4	60.7
Tas	*Metro*	541.9	1.1	5.7	13.6	22.8	27.6	19.2	10.0	93.2
	Provincial	529.0	1.0	6.9	16.3	26.7	27.3	15.7	6.2	92.1
	Remote	508.1	0.0	11.9	21.3	30.2	21.3	13.6	1.7	88.1
	Very Remote	522.9	0.0	7.3	19.4	23.0	30.9	15.8	3.6	92.7
ACT	*Metro*	558.3	1.5	3.0	9.5	21.1	28.0	23.0	13.8	95.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	517.3	1.9	10.6	18.9	25.1	24.6	14.0	4.9	87.5
	Remote	481.6	0.7	30.5	16.8	17.1	17.5	11.3	6.1	68.7
	Very Remote	392.5	0.0	72.2	12.7	6.2	4.3	3.6	1.0	27.8
Aust	*Metro*	546.6	1.2	3.8	12.2	23.8	29.0	20.2	9.8	95.0
	Provincial	531.3	1.3	5.8	15.5	26.8	28.4	16.5	5.7	92.9
	Remote	504.0	0.7	16.2	20.5	24.2	22.3	12.0	4.2	83.1
	Very Remote	444.8	1.0	45.1	19.9	15.7	11.1	5.7	1.5	53.9

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Reading

Table 7.R6: Achievement of Year 7 Indigenous Students in Reading, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	499.5	1.3	13.3	25.7	27.3	21.0	9.2	2.3	85.5
	Provincial	481.8	1.3	19.7	29.8	27.0	15.7	5.1	1.3	78.9
	Remote	453.2	1.7	32.9	32.4	23.4	9.2	0.3	0.0	65.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	502.9	2.6	9.7	24.3	32.2	21.9	7.8	1.5	87.8
	Provincial	486.7	2.4	16.2	27.5	30.1	17.7	4.9	1.1	81.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	487.2	2.5	17.1	28.3	27.8	17.2	6.0	1.0	80.4
	Provincial	479.8	2.8	19.2	30.3	27.3	15.2	4.4	0.9	78.0
	Remote	444.2	0.4	41.6	32.9	15.8	6.9	2.3	0.1	58.0
	Very Remote	428.8	2.0	51.2	29.4	12.1	4.2	0.9	0.2	46.8
WA	*Metro*	480.5	1.5	18.4	31.7	27.5	15.8	3.8	1.3	80.1
	Provincial	466.2	2.0	29.1	28.7	23.6	12.6	3.4	0.6	68.9
	Remote	452.0	1.3	35.4	32.1	20.1	7.1	3.3	0.7	63.3
	Very Remote	413.6	0.9	59.4	25.6	8.7	4.9	0.5	0.1	39.7
SA	*Metro*	484.5	5.1	17.8	26.9	27.4	16.1	6.2	0.5	77.1
	Provincial	467.9	0.4	24.6	34.9	25.2	11.0	3.1	0.8	74.9
	Remote	475.8	0.0	16.5	46.5	14.7	13.5	8.8	0.0	83.5
	Very Remote	410.0	0.0	67.8	15.9	11.4	3.0	1.3	0.5	32.2
Tas	*Metro*	492.1	1.1	17.0	25.5	26.4	19.4	7.8	2.7	81.8
	Provincial	492.3	0.8	16.4	26.5	25.8	21.5	7.4	1.6	82.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	501.0	1.1	12.4	24.8	28.2	24.0	8.8	0.6	86.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	464.4	1.0	30.3	26.9	23.7	12.8	4.4	1.0	68.7
	Remote	408.2	0.6	61.4	19.1	11.4	5.5	1.4	0.5	37.9
	Very Remote	364.2	0.0	85.0	12.9	1.7	0.4	0.0	0.0	15.0
Aust	*Metro*	492.9	2.1	15.1	27.0	27.9	19.0	7.3	1.6	82.8
	Provincial	479.7	1.7	20.5	29.6	26.8	15.5	4.8	1.1	77.7
	Remote	435.8	0.8	45.1	28.3	16.3	7.1	2.1	0.3	54.1
	Very Remote	399.7	0.9	66.8	21.4	7.5	2.8	0.5	0.1	32.3

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Reading

Table 7.R7: Achievement of Year 7 Non-Indigenous Students in Reading, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	551.0	0.7	3.7	11.7	22.6	28.4	20.9	12.0	95.7
	Provincial	539.5	0.6	4.7	13.5	25.1	29.6	19.2	7.3	94.8
	Remote	525.6	0.5	7.5	16.7	27.1	29.7	14.0	4.4	91.9
	Very Remote	528.8	0.0	3.8	18.1	29.4	26.9	18.8	3.1	96.3
Vic	*Metro*	551.3	1.5	2.6	10.5	23.5	30.4	21.5	10.0	95.9
	Provincial	537.6	1.5	3.7	13.3	27.5	30.2	17.6	6.2	94.8
	Remote	523.6	0.0	7.0	19.6	24.2	29.8	15.1	4.2	93.0
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	539.8	1.4	4.0	13.3	25.8	29.7	18.7	7.1	94.6
	Provincial	531.2	1.7	4.8	15.5	27.9	29.2	15.9	5.0	93.5
	Remote	516.2	0.9	8.0	21.3	29.0	24.2	12.7	4.0	91.1
	Very Remote	514.6	2.2	9.6	19.7	29.8	22.6	11.6	4.4	88.1
WA	*Metro*	544.8	1.5	3.9	12.3	23.8	29.2	20.4	8.8	94.5
	Provincial	531.5	0.8	5.8	15.4	26.5	29.1	17.0	5.4	93.4
	Remote	532.4	0.8	4.7	17.5	26.6	27.5	16.2	6.7	94.5
	Very Remote	522.9	0.0	5.3	17.0	32.8	28.3	14.6	2.0	94.7
SA	*Metro*	543.1	1.4	3.8	12.7	24.7	29.6	19.5	8.2	94.8
	Provincial	528.5	1.1	5.3	16.0	28.9	28.8	15.4	4.5	93.6
	Remote	529.5	0.7	5.8	14.4	28.0	31.0	15.9	4.1	93.5
	Very Remote	527.8	2.5	8.0	12.0	27.3	28.3	17.8	4.3	89.5
Tas	*Metro*	547.6	1.0	4.5	12.5	22.4	27.8	20.4	11.5	94.5
	Provincial	531.9	0.9	6.0	15.4	27.3	27.4	16.0	6.9	93.0
	Remote	515.3	0.0	8.7	22.6	26.7	23.6	16.4	2.1	91.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	559.9	1.5	2.7	9.1	20.9	28.1	23.4	14.3	95.8
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	528.5	2.4	6.1	17.7	25.7	26.7	15.9	5.6	91.5
	Remote	545.6	0.8	3.8	14.8	21.8	27.9	20.1	10.9	95.4
	Very Remote	532.9	0.0	7.8	12.0	29.5	24.7	20.4	5.6	92.2
Aust	*Metro*	548.0	1.2	3.5	11.8	23.7	29.3	20.5	10.0	95.4
	Provincial	535.2	1.2	4.6	14.4	26.9	29.4	17.4	6.1	94.2
	Remote	527.6	0.8	6.1	17.7	27.0	27.5	15.4	5.6	93.1
	Very Remote	521.2	1.3	7.9	17.2	29.8	25.3	14.6	3.9	90.7

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Reading

Table 7.R8: Achievement of Year 7 Students in Reading, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	580.9	0.8	0.7	4.9	14.9	29.0	30.1	19.7	98.5
Advanced diploma/ diploma	549.5	0.8	2.2	10.1	24.2	33.2	21.5	8.0	97.0
Cert I to IV	531.0	1.0	4.4	14.9	29.3	30.5	15.5	4.4	94.7
Year 12 or equivalent	534.1	1.3	4.5	14.4	27.5	30.2	16.7	5.5	94.3
Year 11 or equivalent or below	505.3	2.2	10.3	22.8	30.6	23.2	8.9	2.0	87.5
Not stated	528.7	1.8	8.0	15.7	24.9	26.3	16.5	6.7	90.2

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Reading

Table 7.R9: Achievement of Year 7 Students in Reading, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	578.3	0.6	0.9	5.3	15.5	29.5	29.5	18.7	98.5
Other business managers and associate professionals	554.4	0.7	1.8	9.2	23.1	32.8	22.8	9.7	97.5
Tradespeople, clerks, skilled office, sales and service staff	535.7	1.0	3.5	13.6	28.7	31.4	16.5	5.4	95.6
Machine operators, hospitality staff, assistants, labourers	516.9	1.5	7.4	19.8	30.5	25.9	11.6	3.4	91.2
Not in paid work in the previous 12 months	503.3	3.7	11.8	23.1	28.7	21.2	8.9	2.5	84.5
Not stated	525.0	1.7	8.7	16.9	25.5	25.5	15.5	6.2	89.7

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Writing

Figure 7.W1: Achievement of Year 7 Students in Writing, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	532.7 (70.2)	541.2 (71.3)	526.0 (72.6)	531.1 (75.4)	536.4 (71.4)	516.7 (77.5)	538.7 (72.1)	458.7 (116.2)	532.4 (73.0)

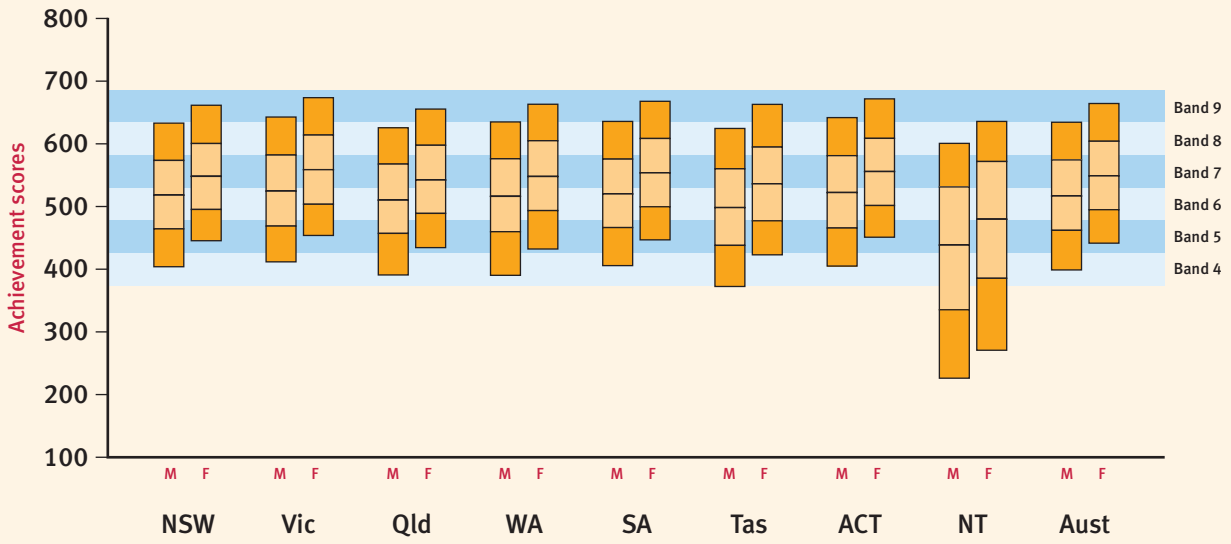
Table 7.W1: Achievement of Year 7 Students in Writing, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*12yrs 7mths 7yrs 4mths*	97.4	0.7	5.6	14.0	29.1	28.4	15.0	7.2	93.7
Vic	*12yrs 9mths 7yrs 4mths*	94.8	1.7	4.6	12.5	26.7	27.7	17.2	9.6	93.7
Qld	*12yrs 0mths 6yrs 4mths*	97.1	1.6	7.1	15.4	29.2	26.3	14.1	6.3	91.3
WA	*12yrs 2mths 6yrs 4mths*	96.7	1.3	7.4	13.7	26.8	27.2	16.0	7.6	91.3
SA	*12yrs 6mths 7yrs 4mths*	95.8	1.4	5.4	13.1	27.6	28.1	16.1	8.3	93.2
Tas	*12yrs 10mths 7yrs 4mths*	95.7	1.0	10.5	19.3	27.8	23.0	11.9	6.6	88.5
ACT	*12yrs 8mths 7yrs 4mths*	95.5	1.5	5.3	13.1	26.5	27.9	16.8	8.9	93.2
NT	*12yrs 5mths 7yrs 4mths*	94.1	1.2	32.1	16.6	22.3	15.6	8.6	3.5	66.7
Aust	*12yrs 6mths 7yrs 0mths*	96.4	1.3	6.2	14.0	28.1	27.4	15.4	7.7	92.5

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Writing

Figure 7.W2: Achievement of Year 7 Students in Writing, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	518.0 (70.6)	524.6 (70.8)	510.1 (72.9)	516.1 (75.2)	520.0 (70.6)	498.2 (77.3)	522.2 (73.0)	438.4 (115.6)	516.7 (73.0)
Female Mean scale score / (S.D.)	548.0 (66.5)	558.7 (67.5)	542.3 (68.6)	547.8 (72.0)	553.6 (68.1)	536.0 (72.9)	555.7 (67.1)	479.6 (113.2)	548.9 (69.2)

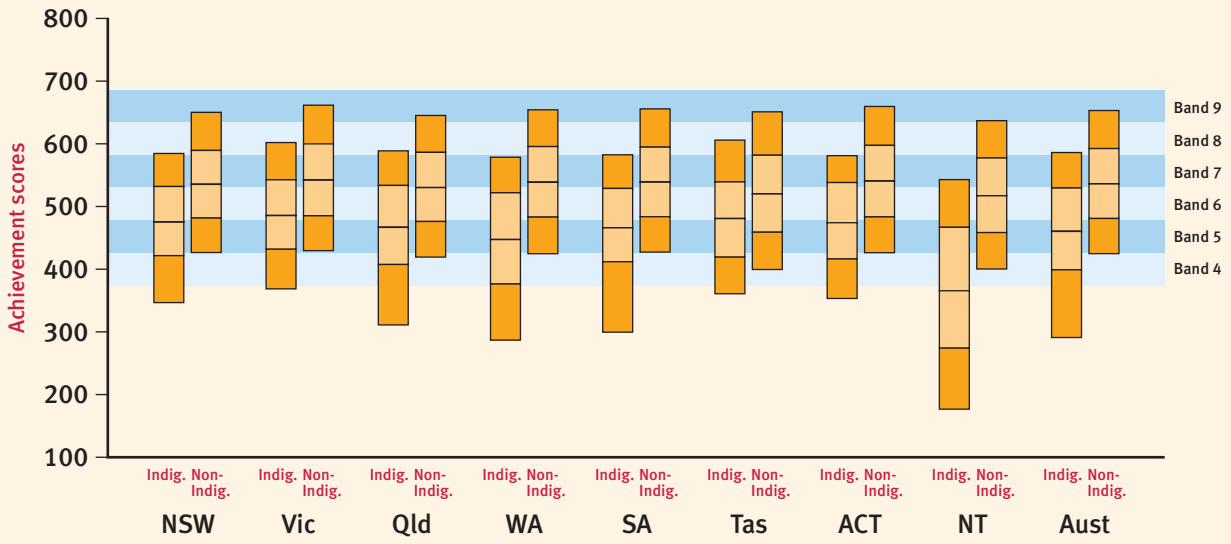
Table 7.W2: Achievement of Year 7 Students in Writing, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Male*	0.9	8.4	17.8	31.0	25.4	11.7	4.9	90.8
	Female	0.5	2.8	10.0	27.0	31.5	18.5	9.7	96.7
Vic	*Male*	2.2	7.1	16.6	29.6	25.0	13.4	6.2	90.7
	Female	1.1	2.0	8.2	23.7	30.7	21.2	13.2	96.9
Qld	*Male*	2.1	10.2	19.4	30.7	23.3	10.5	3.9	87.8
	Female	1.1	4.0	11.3	27.7	29.4	17.8	8.7	94.9
WA	*Male*	1.7	10.1	17.1	28.9	24.9	12.2	5.1	88.2
	Female	0.9	4.3	9.9	24.5	29.8	20.1	10.4	94.7
SA	*Male*	1.8	7.9	17.1	30.4	25.5	12.2	5.1	90.3
	Female	1.0	2.8	8.9	24.7	30.7	20.2	11.6	96.2
Tas	*Male*	1.3	15.3	23.6	27.5	19.4	9.0	3.9	83.4
	Female	0.7	5.4	14.8	28.1	26.7	14.9	9.4	93.9
ACT	*Male*	1.7	8.3	17.2	28.8	24.7	13.2	6.1	90.0
	Female	1.2	2.2	8.8	24.2	31.1	20.6	11.9	96.5
NT	*Male*	1.4	37.4	19.0	22.0	12.7	5.6	1.9	61.2
	Female	1.1	26.7	14.2	22.6	18.7	11.7	5.2	72.3
Aust	*Male*	1.6	9.0	17.9	30.2	24.5	11.8	5.0	89.4
	Female	0.9	3.3	9.9	25.9	30.4	19.1	10.5	95.8

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Writing

Figure 7.W3: Achievement of Year 7 Students in Writing, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	474.9 (72.2)	485.5 (70.7)	466.6 (84.6)	447.2 (89.4)	465.9 (81.9)	480.7 (76.8)	474.0 (71.4)	365.6 (109.9)	460.2 (88.4)
Non-Indigenous Mean scale score / (S.D.)	535.1 (68.9)	541.9 (71.0)	530.1 (69.8)	538.5 (70.3)	538.8 (69.7)	520.0 (77.2)	540.5 (71.4)	517.1 (73.2)	536.0 (70.2)

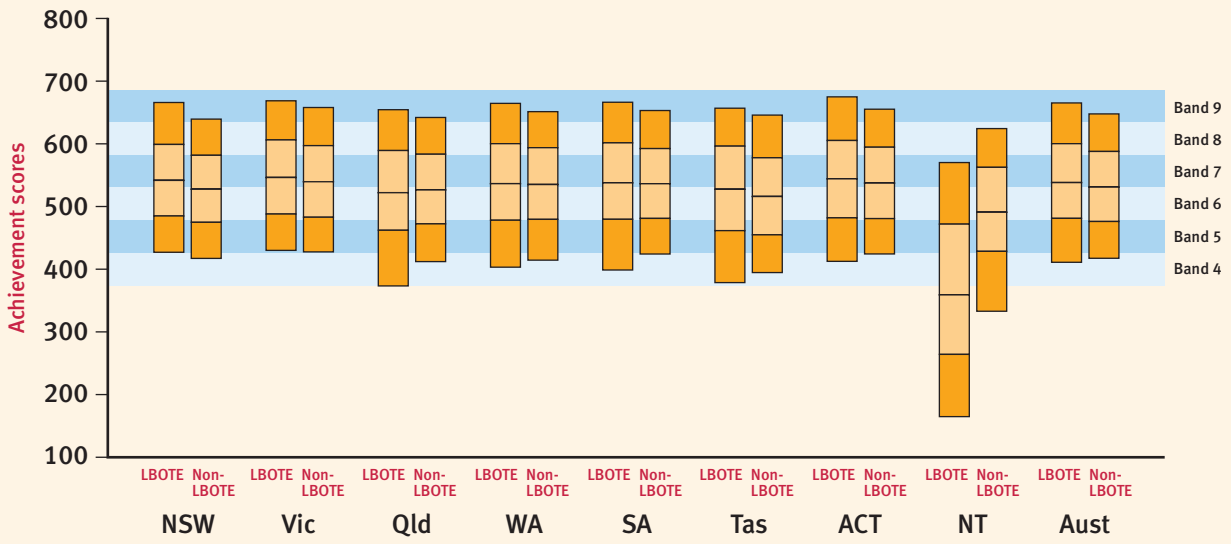
Table 7.W3: Achievement of Year 7 Students in Writing, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Indigenous*	1.3	21.5	26.9	29.8	15.3	4.1	1.1	77.2
	Non-Indigenous	0.7	4.9	13.5	29.1	29.0	15.4	7.4	94.4
Vic	*Indigenous*	2.6	17.3	27.0	28.4	16.4	6.6	1.7	80.1
	Non-Indigenous	1.5	4.5	12.4	26.7	27.9	17.3	9.7	94.0
Qld	*Indigenous*	2.4	25.8	25.0	25.9	14.9	4.9	1.1	71.8
	Non-Indigenous	1.5	5.8	14.7	29.5	27.1	14.7	6.6	92.7
WA	*Indigenous*	1.5	36.0	24.1	21.4	12.5	3.6	0.9	62.5
	Non-Indigenous	1.4	5.1	12.6	27.0	28.5	17.1	8.3	93.5
SA	*Indigenous*	2.8	24.2	26.2	28.1	13.5	3.9	1.3	73.0
	Non-Indigenous	1.3	4.8	12.7	27.6	28.6	16.5	8.5	93.9
Tas	*Indigenous*	0.9	22.6	25.2	28.4	14.7	5.7	2.4	76.5
	Non-Indigenous	0.9	9.4	18.9	27.7	23.4	12.3	7.3	89.6
ACT	*Indigenous*	1.1	22.9	28.2	25.7	17.7	2.7	1.7	76.0
	Non-Indigenous	1.5	4.9	12.6	26.5	28.1	17.3	9.1	93.6
NT	*Indigenous*	0.4	68.8	13.8	10.4	4.5	1.8	0.3	30.8
	Non-Indigenous	1.9	8.9	18.7	30.3	22.1	12.6	5.5	89.2
Aust	*Indigenous*	1.8	28.4	24.8	25.8	13.9	4.3	1.1	69.9
	Non-Indigenous	1.2	5.1	13.5	28.2	28.0	15.9	8.0	93.7

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Writing

Figure 7.W4: Achievement of Year 7 Students in Writing, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	541.6 (73.0)	546.2 (72.9)	522.0 (86.5)	536.5 (82.3)	537.6 (82.0)	527.3 (83.9)	544.0 (79.2)	359.0 (120.7)	538.1 (79.7)
Non-LBOTE Mean scale score / (S.D.)	527.5 (68.7)	539.5 (70.6)	526.4 (71.2)	535.1 (72.6)	536.2 (69.8)	515.8 (77.3)	537.3 (70.9)	490.8 (87.9)	530.9 (70.9)

Table 7.W4: Achievement of Year 7 Students in Writing, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*LBOTE*	0.9	4.8	12.2	27.2	28.3	16.7	10.0	94.3
	Non-LBOTE	0.6	6.2	15.2	30.2	28.1	13.9	5.8	93.2
Vic	*LBOTE*	1.9	4.4	11.3	25.5	27.5	18.1	11.3	93.7
	Non-LBOTE	1.6	4.7	12.9	27.1	27.8	16.8	9.0	93.7
Qld	*LBOTE*	3.5	10.6	14.3	25.6	24.2	14.0	7.8	85.9
	Non-LBOTE	1.4	6.8	15.5	29.5	26.5	14.1	6.1	91.8
WA	*LBOTE*	3.5	7.1	12.3	24.2	26.3	16.4	10.3	89.4
	Non-LBOTE	0.8	6.4	12.8	27.0	28.2	16.9	7.8	92.7
SA	*LBOTE*	3.0	7.4	11.5	24.2	26.8	17.1	10.0	89.6
	Non-LBOTE	1.2	5.2	13.4	28.1	28.3	15.9	8.0	93.7
Tas	*LBOTE*	4.2	9.3	14.7	25.3	23.2	13.5	9.8	86.6
	Non-LBOTE	0.9	10.6	19.6	27.9	22.8	11.7	6.5	88.5
ACT	*LBOTE*	2.4	6.9	11.5	22.0	27.9	18.1	11.2	90.7
	Non-LBOTE	1.4	5.1	13.4	27.3	27.9	16.5	8.4	93.5
NT	*LBOTE*	0.4	71.5	9.2	8.6	6.3	3.2	0.7	28.1
	Non-LBOTE	2.4	18.6	21.0	26.7	17.6	10.0	3.6	79.0
Aust	*LBOTE*	1.7	6.5	12.0	25.8	27.1	16.7	10.1	91.8
	Non-LBOTE	1.1	6.1	14.6	28.8	27.4	15.0	7.0	92.7

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Writing

Table 7.W5: Achievement of Year 7 Students in Writing, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	538.7	0.7	4.7	12.5	28.1	29.3	16.3	8.4	94.6
	Provincial	515.5	0.6	8.3	18.4	32.0	25.7	11.1	3.9	91.1
	Remote	479.0	1.0	21.5	21.5	31.3	18.3	5.1	1.3	77.5
	Very Remote	456.2	0.0	35.6	22.2	21.6	15.6	3.4	1.6	64.4
Vic	*Metro*	546.8	1.6	4.0	11.1	25.6	28.2	18.6	10.9	94.4
	Provincial	524.8	1.7	6.5	16.6	30.1	26.4	13.1	5.7	91.8
	Remote	513.8	0.0	9.7	20.0	29.7	26.6	10.0	4.1	90.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	531.3	1.5	5.9	14.4	28.8	27.3	15.1	7.1	92.6
	Provincial	519.0	1.8	8.0	17.2	30.6	25.1	12.4	4.8	90.1
	Remote	491.6	0.7	18.6	19.9	29.2	19.9	9.2	2.5	80.7
	Very Remote	453.3	1.9	31.9	22.7	22.3	13.8	5.9	1.7	66.3
WA	*Metro*	538.7	1.5	5.5	12.8	26.2	28.0	17.3	8.8	93.0
	Provincial	523.3	1.0	7.9	15.4	29.3	27.6	13.8	5.1	91.1
	Remote	507.8	0.8	14.4	17.0	28.5	22.6	11.6	5.0	84.8
	Very Remote	436.3	0.4	41.8	18.1	20.7	13.4	4.3	1.3	57.8
SA	*Metro*	543.5	1.5	4.2	11.6	26.6	28.7	17.7	9.7	94.2
	Provincial	521.5	1.0	7.5	16.7	30.4	26.8	12.5	5.0	91.4
	Remote	524.3	0.6	6.7	16.3	30.6	27.5	13.0	5.2	92.6
	Very Remote	439.9	1.9	38.0	15.3	20.9	17.0	5.1	1.9	60.1
Tas	*Metro*	526.4	1.1	9.5	17.5	25.1	23.5	14.4	9.0	89.4
	Provincial	509.9	0.9	11.1	20.6	29.8	22.6	10.1	4.9	87.9
	Remote	482.7	0.0	16.6	30.6	28.5	19.6	4.3	0.4	83.4
	Very Remote	508.7	0.0	13.3	18.8	27.9	26.7	9.1	4.2	86.7
ACT	*Metro*	538.7	1.5	5.3	13.1	26.5	27.9	16.8	8.9	93.2
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	504.3	1.9	14.3	19.9	27.6	20.3	11.3	4.6	83.8
	Remote	448.8	0.7	35.9	17.0	21.6	14.3	7.3	3.2	63.3
	Very Remote	346.9	0.0	76.7	7.2	8.4	4.3	2.5	0.9	23.3
Aust	*Metro*	539.5	1.3	4.9	12.6	27.3	28.3	16.8	8.9	93.9
	Provincial	518.9	1.3	8.0	17.5	30.7	25.6	12.1	4.8	90.7
	Remote	492.3	0.7	18.8	18.3	28.1	20.8	9.7	3.6	80.4
	Very Remote	419.5	0.9	46.9	16.7	18.0	11.5	4.5	1.4	52.2

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Writing

Table 7.W6: Achievement of Year 7 Indigenous Students in Writing, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	486.0	1.3	17.0	25.1	31.1	18.0	5.8	1.6	81.6
	Provincial	468.5	1.3	23.9	28.5	29.2	13.6	2.9	0.7	74.8
	Remote	433.6	1.7	39.2	28.4	23.4	6.9	0.5	0.0	59.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	494.6	2.6	15.1	24.2	30.1	17.5	8.0	2.4	82.3
	Provincial	477.7	2.7	19.2	29.4	26.8	15.4	5.4	1.1	78.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	481.4	2.6	19.3	25.3	28.4	17.1	6.3	1.2	78.2
	Provincial	473.6	2.9	22.5	25.6	27.3	15.7	4.6	1.4	74.6
	Remote	433.4	0.4	43.6	25.2	20.4	8.4	1.9	0.1	56.0
	Very Remote	409.2	1.8	50.2	22.0	15.7	8.2	1.9	0.4	48.1
WA	*Metro*	478.4	1.5	20.3	28.2	27.4	16.5	4.7	1.4	78.2
	Provincial	465.4	2.0	27.7	26.3	24.1	14.6	4.5	0.7	70.3
	Remote	440.9	1.3	42.2	22.4	17.8	12.2	3.6	0.5	56.4
	Very Remote	384.1	0.9	65.1	16.5	11.6	4.3	1.1	0.5	34.0
SA	*Metro*	485.2	5.1	16.7	24.3	30.4	16.6	5.6	1.3	78.2
	Provincial	466.7	0.4	23.6	32.3	28.8	11.0	2.8	1.1	76.0
	Remote	494.7	0.0	10.6	31.8	33.5	19.4	1.8	2.9	89.4
	Very Remote	372.8	1.3	63.8	14.2	13.9	5.3	0.8	0.8	34.9
Tas	*Metro*	482.6	1.1	23.0	24.9	25.9	16.5	5.6	3.1	75.9
	Provincial	480.9	0.8	21.8	25.1	30.4	13.9	5.9	2.1	77.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	474.0	1.1	22.9	28.2	25.7	17.7	2.7	1.7	76.0
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	450.9	1.0	34.9	24.4	23.9	10.0	4.8	1.1	64.1
	Remote	367.0	0.6	67.5	16.0	9.9	4.7	1.2	0.1	31.9
	Very Remote	311.2	0.0	91.0	5.8	2.1	0.8	0.2	0.0	9.0
Aust	*Metro*	484.1	2.1	18.2	25.3	29.5	17.4	6.0	1.5	79.7
	Provincial	470.0	1.8	23.9	27.4	27.9	14.0	3.9	1.0	74.3
	Remote	414.2	0.8	49.7	22.3	17.2	7.9	1.7	0.3	49.5
	Very Remote	364.3	0.9	69.6	14.4	9.6	4.3	1.0	0.3	29.5

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Writing

Table 7.W7: Achievement of Year 7 Non-Indigenous Students in Writing, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	539.8	0.7	4.3	12.3	28.1	29.6	16.5	8.4	95.0
	Provincial	520.4	0.6	6.7	17.3	32.2	27.0	12.0	4.2	92.7
	Remote	509.5	0.5	9.3	17.0	36.3	26.3	8.3	2.2	90.2
	Very Remote	503.9	0.0	13.1	20.0	30.0	27.5	6.3	3.1	86.9
Vic	*Metro*	547.3	1.5	3.9	11.0	25.6	28.3	18.7	11.0	94.6
	Provincial	526.1	1.5	6.2	16.2	30.2	26.7	13.3	5.8	92.3
	Remote	514.5	0.0	9.8	19.3	29.5	27.0	10.2	4.2	90.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	533.7	1.5	5.3	13.9	28.8	27.7	15.5	7.3	93.3
	Provincial	522.8	1.7	6.8	16.5	30.9	25.9	13.0	5.1	91.4
	Remote	511.4	0.9	10.1	18.0	32.2	23.8	11.6	3.4	89.1
	Very Remote	508.6	1.9	9.0	23.6	30.5	20.8	10.9	3.3	89.0
WA	*Metro*	542.2	1.6	4.7	11.9	25.9	28.5	18.1	9.3	93.7
	Provincial	528.8	0.8	6.1	14.1	29.8	29.1	14.6	5.5	93.0
	Remote	527.3	0.8	6.4	15.0	31.5	25.8	14.0	6.4	92.7
	Very Remote	516.1	0.0	6.7	19.9	33.3	27.4	9.9	2.8	93.3
SA	*Metro*	544.8	1.5	4.0	11.3	26.5	29.0	17.9	9.9	94.6
	Provincial	524.2	1.1	6.8	16.0	30.5	27.5	13.0	5.2	92.2
	Remote	525.8	0.7	6.6	15.5	30.4	27.8	13.7	5.3	92.8
	Very Remote	509.9	2.5	11.0	16.8	28.3	29.0	9.5	3.0	86.5
Tas	*Metro*	530.0	1.0	8.5	17.1	24.7	23.6	15.1	9.9	90.5
	Provincial	512.5	0.9	10.2	20.2	30.0	23.1	10.2	5.4	88.9
	Remote	496.4	0.0	8.7	30.8	31.8	23.1	5.1	0.5	91.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	540.5	1.5	4.9	12.6	26.5	28.1	17.3	9.1	93.6
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	515.9	2.4	9.3	19.4	29.1	22.0	12.5	5.3	88.4
	Remote	519.7	0.8	8.7	17.7	31.7	22.4	12.7	6.0	90.4
	Very Remote	522.9	0.0	6.0	14.2	40.0	22.1	12.4	5.4	94.0
Aust	*Metro*	541.0	1.2	4.5	12.2	27.2	28.6	17.1	9.1	94.3
	Provincial	522.7	1.2	6.8	16.7	31.0	26.5	12.7	5.1	92.0
	Remote	519.1	0.8	8.2	16.9	31.8	25.2	12.4	4.8	91.1
	Very Remote	512.3	1.2	8.6	20.5	31.9	23.9	10.5	3.5	90.2

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Writing

Table 7.W8: Achievement of Year 7 Students in Writing, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	566.6	0.8	1.8	6.5	21.2	30.9	23.2	15.7	97.5
Advanced diploma/ diploma	540.9	0.8	3.6	11.5	28.7	30.3	17.5	7.7	95.6
Cert I to IV	523.5	1.0	6.1	16.4	31.9	27.4	12.7	4.6	93.0
Year 12 or equivalent	530.0	1.3	5.6	14.5	29.7	28.2	14.6	6.1	93.1
Year 11 or equivalent or below	501.0	2.2	12.2	21.8	31.3	21.5	8.4	2.6	85.6
Not stated	520.2	1.8	9.3	15.9	28.4	25.3	13.2	6.1	88.9

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Writing

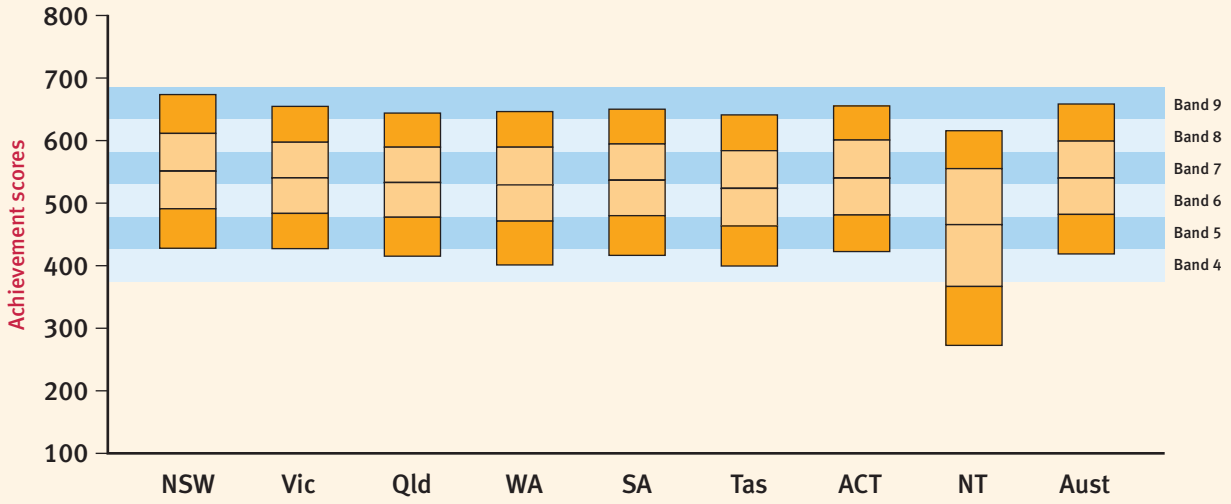
Table 7.W9: Achievement of Year 7 Students in Writing, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	563.5	0.6	2.0	7.1	22.1	30.8	22.6	14.7	97.3
Other business managers and associate professionals	544.3	0.7	3.2	10.9	27.9	30.6	17.9	8.8	96.1
Tradespeople, clerks, skilled office, sales and service staff	529.5	1.0	5.0	14.9	30.8	28.3	14.3	5.6	94.0
Machine operators, hospitality staff, assistants, labourers	513.2	1.5	8.9	19.1	31.6	24.3	10.6	4.0	89.6
Not in paid work in the previous 12 months	497.6	3.7	13.8	22.3	29.6	19.7	8.0	2.9	82.5
Not stated	517.0	1.7	10.0	16.9	28.8	24.6	12.4	5.7	88.3

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Spelling

Figure 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	551.1 (74.0)	540.3 (68.8)	532.9 (68.8)	529.1 (73.5)	536.5 (70.1)	523.5 (72.5)	539.8 (71.0)	465.7 (107.3)	540.0 (72.5)

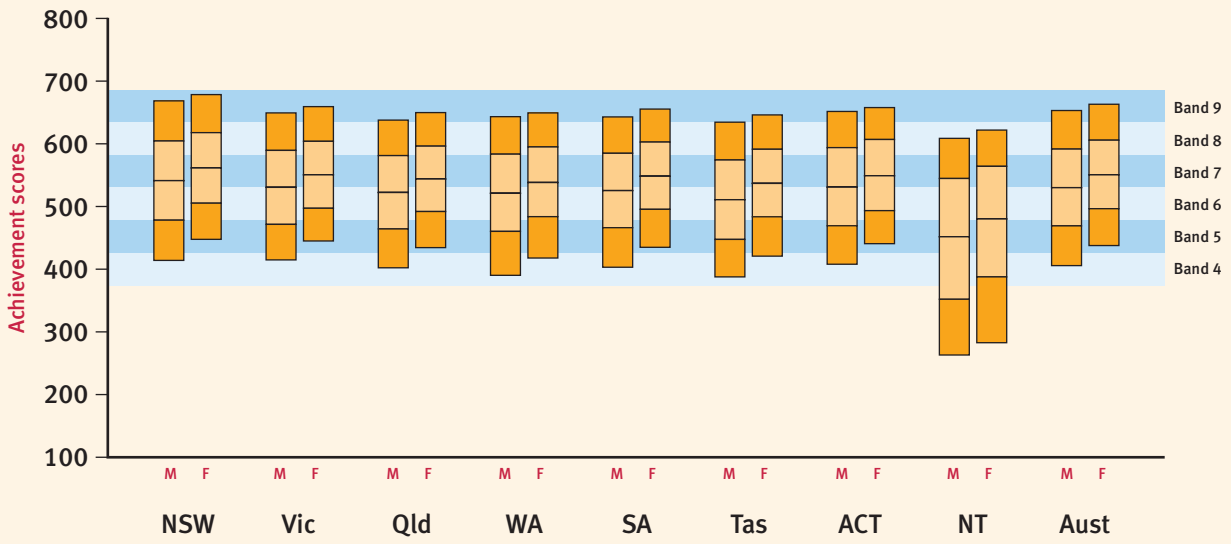
Table 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*12yrs 7mths 7yrs 4mths*	97.3	0.7	4.7	10.7	22.5	28.7	20.1	12.7	94.6
Vic	*12yrs 9mths 7yrs 4mths*	95.0	1.7	4.7	12.8	25.8	28.8	17.5	8.7	93.6
Qld	*12yrs 0mths 6yrs 4mths*	97.3	1.6	6.4	13.5	26.4	29.1	16.4	6.6	92.0
WA	*12yrs 2mths 6yrs 4mths*	97.0	1.3	8.5	13.9	26.0	27.6	15.7	7.1	90.2
SA	*12yrs 6mths 7yrs 4mths*	96.2	1.4	6.2	12.9	25.2	29.1	17.5	7.7	92.4
Tas	*12yrs 10mths 7yrs 4mths*	95.8	1.0	9.3	16.2	26.7	26.3	14.6	6.0	89.7
ACT	*12yrs 8mths 7yrs 4mths*	95.5	1.5	5.4	13.4	25.0	27.6	17.9	9.3	93.2
NT	*12yrs 5mths 7yrs 4mths*	94.4	1.2	30.6	16.4	21.4	19.0	8.2	3.1	68.1
Aust	*12yrs 6mths 7yrs 0mths*	96.5	1.2	5.9	12.5	24.8	28.6	17.8	9.3	92.9

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Spelling

Figure 7.S2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	541.2 (76.6)	530.5 (71.0)	522.3 (70.9)	521.0 (75.8)	525.3 (71.9)	510.8 (74.7)	530.8 (73.6)	451.7 (108.5)	529.9 (74.9)
Female Mean scale score / (S.D.)	561.3 (69.7)	550.5 (64.9)	543.8 (64.8)	538.1 (69.7)	548.2 (66.3)	536.8 (67.6)	549.1 (66.9)	480.1 (104.0)	550.5 (68.5)

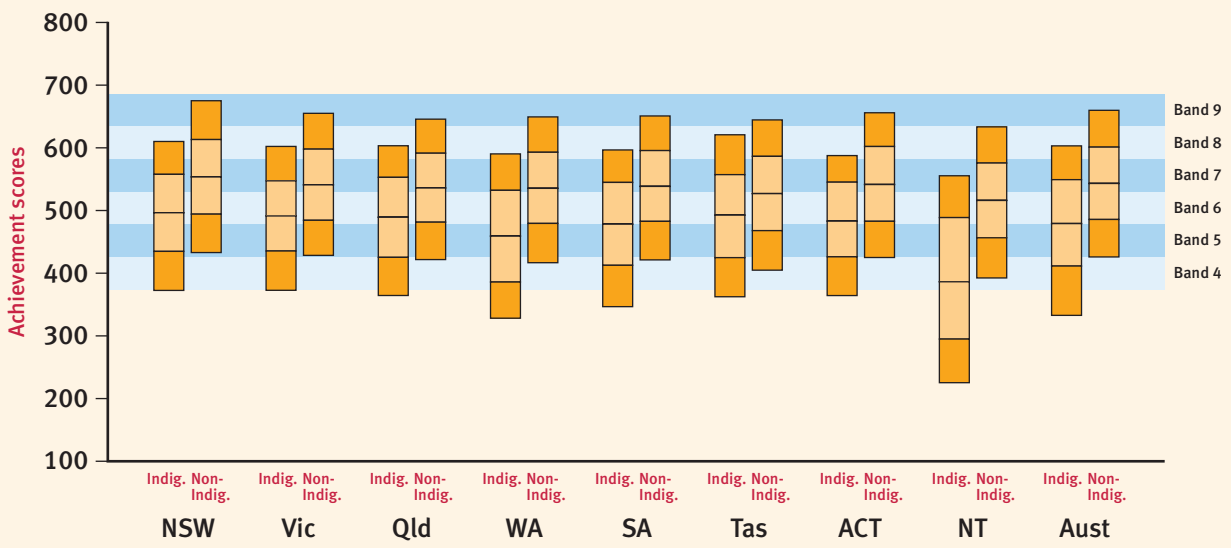
Table 7.S2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Male*	0.9	6.6	13.2	23.9	26.6	17.8	11.1	92.5
	Female	0.5	2.8	8.0	21.0	30.9	22.5	14.4	96.7
Vic	*Male*	2.2	6.7	15.7	26.8	26.0	15.2	7.4	91.2
	Female	1.1	2.7	9.7	24.7	31.7	20.1	10.0	96.2
Qld	*Male*	2.0	8.9	16.3	27.4	26.1	13.8	5.5	89.1
	Female	1.1	3.9	10.5	25.5	32.2	19.0	7.7	95.0
WA	*Male*	1.7	10.6	15.8	26.6	25.0	13.9	6.4	87.7
	Female	0.9	6.1	11.7	25.2	30.5	17.7	7.8	93.0
SA	*Male*	1.7	8.5	15.9	26.6	26.4	14.6	6.3	89.7
	Female	1.0	3.8	9.7	23.8	32.0	20.5	9.2	95.2
Tas	*Male*	1.3	12.7	20.2	26.5	22.0	12.2	5.0	86.0
	Female	0.7	5.6	12.0	26.8	30.8	17.0	7.0	93.7
ACT	*Male*	1.7	7.5	15.6	25.5	25.7	15.7	8.3	90.8
	Female	1.2	3.2	11.1	24.5	29.6	20.0	10.4	95.6
NT	*Male*	1.4	35.5	18.5	19.8	15.8	6.2	2.8	63.0
	Female	1.1	25.6	14.3	23.1	22.4	10.2	3.4	73.4
Aust	*Male*	1.6	8.0	15.2	25.8	26.0	15.4	8.0	90.4
	Female	0.9	3.6	9.6	23.6	31.3	20.3	10.6	95.5

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Spelling

Figure 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	496.4 (71.8)	491.4 (68.5)	489.2 (73.4)	459.1 (81.3)	478.2 (75.9)	492.6 (76.2)	482.9 (66.9)	386.3 (105.1)	479.1 (83.2)
Non-Indigenous Mean scale score / (S.D.)	553.5 (73.1)	540.9 (68.6)	535.9 (67.4)	535.3 (69.8)	538.4 (69.0)	526.9 (71.9)	541.4 (70.6)	516.1 (72.7)	543.0 (70.6)

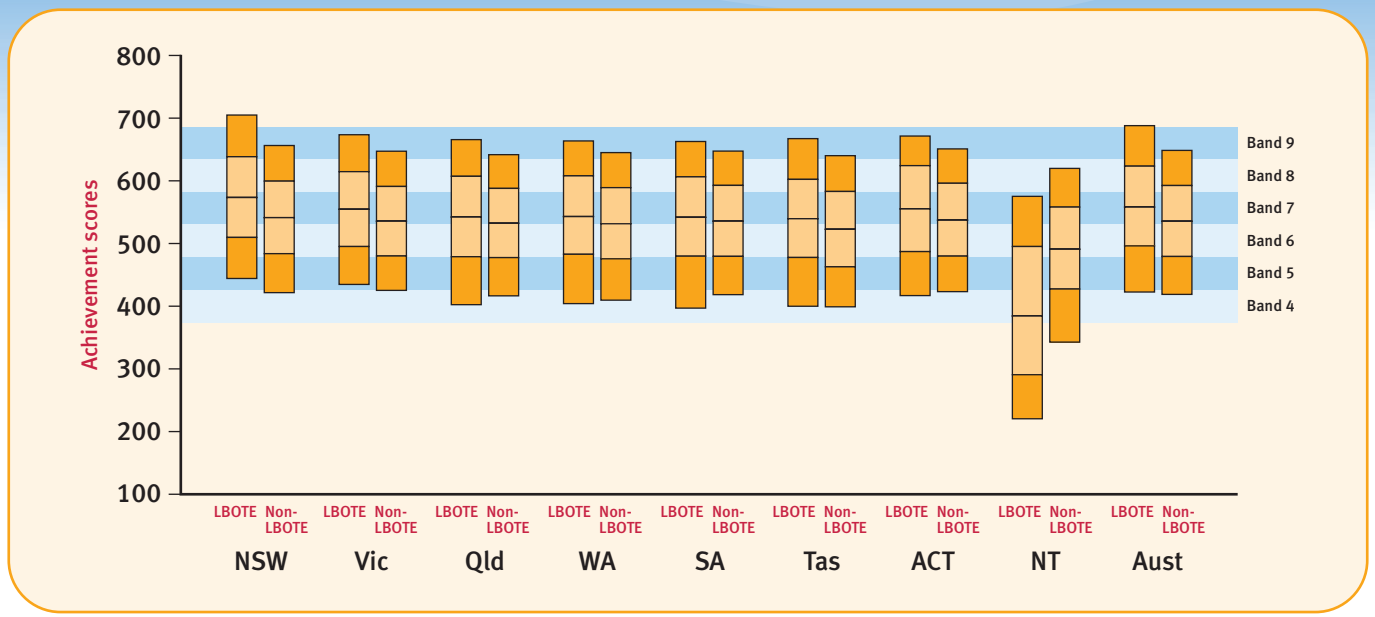
Table 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Indigenous*	1.3	16.8	21.4	27.6	21.6	8.9	2.3	81.9
	Non-Indigenous	0.7	4.2	10.2	22.3	29.0	20.5	13.2	95.2
Vic	*Indigenous*	2.6	16.0	24.0	29.4	19.3	7.1	1.6	81.4
	Non-Indigenous	1.5	4.6	12.7	25.8	28.9	17.7	8.8	93.9
Qld	*Indigenous*	2.4	19.7	22.0	26.1	20.3	7.7	1.8	77.8
	Non-Indigenous	1.5	5.5	12.9	26.5	29.7	17.0	6.9	93.0
WA	*Indigenous*	1.5	34.6	22.8	20.4	14.6	5.0	1.1	64.0
	Non-Indigenous	1.4	6.3	13.0	26.3	28.7	16.7	7.7	92.3
SA	*Indigenous*	2.8	23.8	23.5	24.4	17.6	6.9	1.0	73.4
	Non-Indigenous	1.3	5.6	12.6	25.3	29.5	17.8	7.9	93.1
Tas	*Indigenous*	0.9	20.1	20.2	26.7	20.4	8.9	2.8	79.0
	Non-Indigenous	0.9	8.3	15.7	26.6	26.7	15.1	6.6	90.8
ACT	*Indigenous*	1.1	18.9	28.4	24.4	21.3	5.9	0.0	80.0
	Non-Indigenous	1.5	5.1	12.9	25.0	27.8	18.2	9.6	93.5
NT	*Indigenous*	0.4	62.9	14.2	12.7	7.5	1.8	0.5	36.7
	Non-Indigenous	1.9	10.4	18.4	26.4	25.7	12.3	4.8	87.7
Aust	*Indigenous*	1.8	24.0	21.4	25.0	18.8	7.3	1.8	74.3
	Non-Indigenous	1.2	5.0	12.0	24.8	29.1	18.4	9.6	93.8

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Spelling

Figure 7.S4: Achievement of Year 7 Students in Spelling, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	573.3 (78.3)	554.5 (72.1)	542.1 (79.0)	542.9 (78.3)	541.6 (78.7)	539.6 (78.2)	555.1 (78.6)	384.2 (112.7)	558.0 (80.9)
Non-LBOTE Mean scale score / (S.D.)	541.1 (70.6)	535.6 (67.1)	532.2 (67.8)	531.5 (70.4)	535.6 (68.8)	522.6 (72.3)	537.1 (69.5)	490.8 (83.3)	535.5 (69.2)

Table 7.S4: Achievement of Year 7 Students in Spelling, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*LBOTE*	0.9	3.2	7.4	17.2	27.2	22.9	21.2	96.0
	Non-LBOTE	0.6	5.6	12.2	24.8	29.1	18.6	9.1	93.8
Vic	*LBOTE*	2.0	3.9	9.8	21.8	28.4	21.0	13.1	94.1
	Non-LBOTE	1.5	5.0	13.8	27.1	28.9	16.4	7.2	93.4
Qld	*LBOTE*	3.5	8.0	11.1	20.4	27.2	18.8	11.0	88.5
	Non-LBOTE	1.4	6.3	13.7	27.0	29.3	16.2	6.2	92.3
WA	*LBOTE*	3.5	7.3	10.7	21.7	26.7	18.8	11.2	89.2
	Non-LBOTE	0.8	7.3	13.5	26.7	29.0	15.9	6.9	91.9
SA	*LBOTE*	3.0	8.0	11.1	20.2	28.0	19.5	10.3	89.0
	Non-LBOTE	1.1	6.0	13.2	26.0	29.2	17.2	7.3	92.8
Tas	*LBOTE*	4.2	7.7	11.5	21.5	27.4	18.2	9.5	88.2
	Non-LBOTE	0.9	9.4	16.5	26.8	26.2	14.4	5.8	89.7
ACT	*LBOTE*	2.4	6.2	10.8	17.6	24.4	22.9	15.8	91.4
	Non-LBOTE	1.4	5.3	13.9	26.3	27.9	17.1	8.3	93.3
NT	*LBOTE*	0.4	64.6	11.7	10.3	8.8	2.8	1.3	35.0
	Non-LBOTE	2.4	19.1	20.6	25.8	20.2	8.7	3.1	78.5
Aust	*LBOTE*	1.7	5.3	9.0	19.3	27.3	21.2	16.2	93.0
	Non-LBOTE	1.1	6.0	13.4	26.2	28.9	16.9	7.5	92.9

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Spelling

Table 7.S5: Achievement of Year 7 Students in Spelling, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	558.8	0.7	3.7	9.2	20.9	29.0	21.6	14.9	95.6
	Provincial	528.6	0.6	7.6	15.0	27.0	27.8	15.6	6.4	91.7
	Remote	497.2	1.0	16.3	21.2	28.9	21.8	8.6	2.4	82.8
	Very Remote	473.5	0.0	24.1	25.9	28.1	14.7	5.0	2.2	75.9
Vic	*Metro*	546.5	1.6	3.9	11.2	24.6	29.6	19.0	10.0	94.5
	Provincial	522.3	1.7	7.1	17.6	29.2	26.3	13.3	4.7	91.1
	Remote	504.9	0.0	9.7	29.7	26.9	21.4	10.3	2.1	90.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	537.3	1.5	5.5	12.3	26.0	30.1	17.5	7.2	93.0
	Provincial	527.1	1.8	7.1	15.4	27.7	27.8	14.6	5.6	91.1
	Remote	503.2	0.8	15.8	19.8	26.7	22.2	11.4	3.3	83.4
	Very Remote	478.6	2.0	25.5	22.7	24.3	16.5	6.5	2.5	72.5
WA	*Metro*	537.5	1.5	6.2	12.5	25.4	28.6	17.4	8.3	92.3
	Provincial	517.9	1.0	10.1	16.4	28.7	26.7	12.5	4.6	88.9
	Remote	501.8	0.7	15.9	19.9	26.3	23.4	10.4	3.4	83.4
	Very Remote	446.9	0.4	41.6	19.4	18.4	14.9	4.7	0.7	58.0
SA	*Metro*	541.9	1.5	5.2	11.7	24.4	30.0	18.5	8.8	93.2
	Provincial	525.6	1.0	7.7	15.7	27.6	27.4	15.2	5.4	91.2
	Remote	525.2	0.6	7.8	15.8	27.3	27.2	16.7	4.5	91.5
	Very Remote	459.4	1.9	38.8	15.2	18.0	17.0	7.2	2.0	59.4
Tas	*Metro*	531.1	1.1	7.5	15.0	25.7	27.0	16.3	7.4	91.4
	Provincial	518.1	1.0	10.5	17.1	27.4	25.8	13.3	4.9	88.5
	Remote	518.2	0.0	8.9	19.1	31.5	20.0	14.0	6.4	91.1
	Very Remote	498.8	0.0	23.0	14.5	21.8	22.4	12.7	5.5	77.0
ACT	*Metro*	539.8	1.5	5.4	13.4	25.0	27.6	17.9	9.3	93.2
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	504.0	1.9	14.8	18.4	26.7	24.4	10.0	3.7	83.3
	Remote	459.8	0.7	34.2	15.1	19.1	18.5	8.8	3.4	65.0
	Very Remote	369.0	0.0	69.9	12.7	9.3	4.8	2.4	0.9	30.1
Aust	*Metro*	547.6	1.3	4.5	10.9	23.7	29.4	19.4	10.9	94.2
	Provincial	524.8	1.3	7.8	16.0	27.9	27.1	14.3	5.5	90.9
	Remote	498.4	0.7	17.7	18.5	25.6	22.6	11.4	3.5	81.6
	Very Remote	439.4	1.0	42.4	18.6	18.4	12.9	5.0	1.6	56.6

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Spelling

Table 7.S6: Achievement of Year 7 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	507.3	1.3	13.4	19.0	27.8	24.3	11.0	3.2	85.3
	Provincial	489.6	1.3	18.9	23.1	27.5	19.8	7.7	1.7	79.8
	Remote	463.7	1.7	27.9	28.9	26.2	12.4	2.4	0.5	70.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	506.5	2.6	10.0	20.2	32.8	23.5	9.0	2.0	87.4
	Provincial	478.4	2.7	21.1	27.2	26.5	15.7	5.6	1.3	76.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	498.1	2.6	15.6	21.3	27.4	22.2	9.0	2.0	81.9
	Provincial	495.6	2.8	16.2	21.9	27.1	22.0	7.8	2.2	81.0
	Remote	459.6	0.7	34.5	25.2	21.5	12.1	5.3	0.7	64.7
	Very Remote	453.7	1.8	37.5	23.1	20.8	12.4	3.8	0.5	60.7
WA	*Metro*	485.9	1.5	21.3	23.4	25.1	19.5	7.4	1.9	77.2
	Provincial	472.8	2.0	26.1	25.4	24.0	15.6	5.6	1.4	71.9
	Remote	452.4	1.3	40.3	22.4	16.1	15.1	4.5	0.4	58.4
	Very Remote	408.2	0.9	60.5	19.5	12.0	6.0	1.2	0.0	38.6
SA	*Metro*	494.6	5.1	16.0	22.5	23.7	23.7	8.0	1.0	78.9
	Provincial	476.7	0.4	22.2	28.8	28.2	12.4	6.9	1.0	77.3
	Remote	493.0	0.0	15.3	21.2	35.3	18.2	8.8	1.2	84.7
	Very Remote	409.5	1.3	64.8	12.9	11.4	6.8	1.8	1.0	33.9
Tas	*Metro*	497.6	1.1	18.8	20.9	25.2	19.5	9.7	4.8	80.1
	Provincial	488.8	0.8	21.4	19.9	27.2	20.6	8.6	1.6	77.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	482.9	1.1	18.9	28.4	24.4	21.3	5.9	0.0	80.0
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	461.4	1.0	31.9	19.6	25.5	16.6	3.9	1.6	67.2
	Remote	383.7	0.6	64.5	13.6	11.4	7.6	1.8	0.3	34.8
	Very Remote	340.6	0.0	81.5	11.1	5.4	1.5	0.5	0.0	18.5
Aust	*Metro*	500.8	2.1	14.9	20.7	27.4	22.9	9.5	2.4	83.0
	Provincial	486.7	1.8	19.9	23.2	27.0	19.3	7.2	1.7	78.3
	Remote	434.3	0.9	44.0	21.0	18.3	11.5	3.7	0.5	55.1
	Very Remote	398.5	0.9	60.2	17.4	12.9	6.6	1.9	0.3	38.9

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Spelling

Table 7.S7: Achievement of Year 7 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	560.0	0.7	3.5	8.9	20.8	29.1	21.8	15.1	95.8
	Provincial	532.7	0.6	6.5	14.1	27.0	28.5	16.5	6.9	93.0
	Remote	520.1	0.5	8.4	15.5	30.8	28.1	12.9	3.7	91.0
	Very Remote	511.5	0.0	8.8	20.6	32.5	23.8	10.0	4.4	91.3
Vic	*Metro*	546.8	1.5	3.9	11.1	24.6	29.7	19.1	10.1	94.6
	Provincial	523.5	1.5	6.8	17.4	29.3	26.6	13.5	4.9	91.7
	Remote	506.0	0.0	9.5	28.8	27.4	21.8	10.5	2.1	90.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	539.1	1.4	5.1	11.9	25.9	30.5	17.9	7.4	93.5
	Provincial	529.7	1.7	6.3	14.8	27.7	28.3	15.2	5.9	92.0
	Remote	518.0	0.9	9.4	17.9	28.5	25.6	13.5	4.1	89.7
	Very Remote	510.0	2.2	10.5	22.3	28.7	21.6	9.8	5.0	87.3
WA	*Metro*	540.2	1.6	5.5	11.8	25.4	28.9	18.0	8.7	92.9
	Provincial	522.8	0.9	8.3	15.3	29.2	28.2	13.2	4.9	90.8
	Remote	517.1	0.7	8.5	19.3	28.5	26.8	11.9	4.4	90.9
	Very Remote	512.5	0.0	9.7	20.4	28.3	28.6	11.0	2.0	90.3
SA	*Metro*	542.8	1.4	5.0	11.5	24.4	30.1	18.7	8.9	93.6
	Provincial	527.9	1.1	7.0	15.1	27.6	28.1	15.5	5.6	91.9
	Remote	526.7	0.7	7.5	15.5	26.9	27.8	16.9	4.6	91.9
	Very Remote	511.0	2.5	12.3	17.5	24.5	27.5	12.8	3.0	85.3
Tas	*Metro*	534.7	1.0	6.3	14.6	25.6	27.6	16.8	8.1	92.7
	Provincial	521.1	0.9	9.6	16.6	27.4	26.2	13.8	5.4	89.4
	Remote	523.7	0.0	7.2	18.5	32.8	17.9	15.9	7.7	92.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	541.4	1.5	5.1	12.9	25.0	27.8	18.2	9.6	93.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	513.7	2.4	10.9	18.8	26.4	25.5	11.6	4.4	86.7
	Remote	525.7	0.8	8.2	16.4	25.5	28.0	15.0	6.2	91.0
	Very Remote	509.3	0.0	12.8	20.2	29.9	20.8	10.9	5.4	87.2
Aust	*Metro*	548.8	1.2	4.2	10.7	23.6	29.6	19.6	11.1	94.6
	Provincial	527.8	1.2	6.9	15.5	28.0	27.8	14.9	5.8	91.9
	Remote	520.8	0.7	8.5	17.6	27.9	26.7	14.0	4.6	90.8
	Very Remote	510.3	1.3	11.2	20.7	28.1	23.8	10.7	4.2	87.5

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Spelling

Table 7.S8: Achievement of Year 7 Students in Spelling, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	571.9	0.8	1.6	6.2	18.6	30.2	24.6	18.0	97.6
Advanced diploma/ diploma	546.7	0.8	3.5	10.8	25.1	31.0	19.4	9.3	95.7
Cert I to IV	531.2	1.0	5.8	14.5	28.3	28.9	15.7	5.9	93.2
Year 12 or equivalent	540.2	1.3	5.0	12.0	25.5	30.1	18.0	8.0	93.7
Year 11 or equivalent or below	512.2	2.2	11.1	18.7	27.9	24.7	11.6	3.8	86.7
Not stated	528.0	1.8	9.2	14.0	25.1	26.8	15.7	7.4	89.1

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Spelling

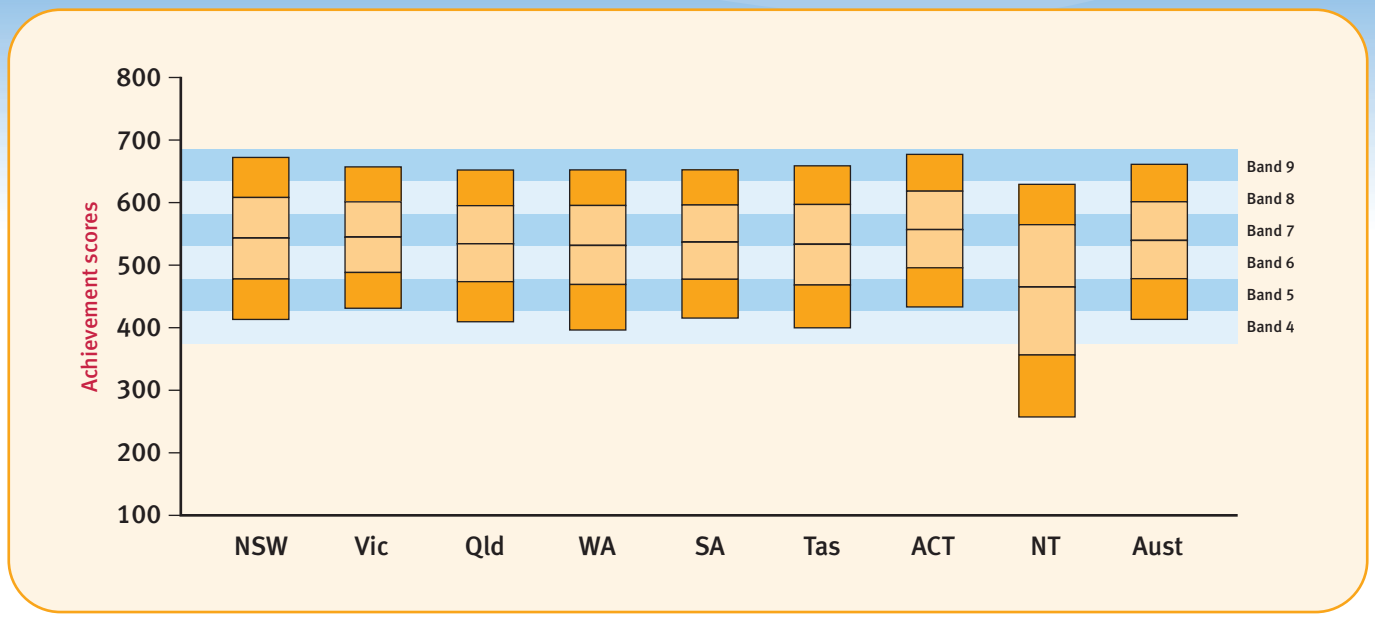
Table 7.S9: Achievement of Year 7 Students in Spelling, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	566.7	0.6	1.9	7.0	19.9	30.8	23.8	15.9	97.4
Other business managers and associate professionals	550.0	0.7	3.2	10.3	24.5	30.8	20.0	10.5	96.1
Tradespeople, clerks, skilled office, sales and service staff	536.8	1.0	4.9	13.2	27.4	29.5	16.8	7.2	94.1
Machine operators, hospitality staff, assistants, labourers	525.9	1.5	8.0	16.0	27.2	26.7	14.4	6.2	90.5
Not in paid work in the previous 12 months	510.7	3.7	12.6	18.9	25.8	23.2	11.5	4.4	83.7
Not stated	525.8	1.7	9.6	14.7	25.3	26.4	15.1	7.1	88.7

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Grammar and Punctuation

Figure 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	543.2 (78.0)	544.7 (68.1)	534.1 (73.2)	531.4 (77.3)	536.7 (71.4)	533.2 (77.7)	556.9 (73.5)	464.9 (116.9)	539.5 (75.1)

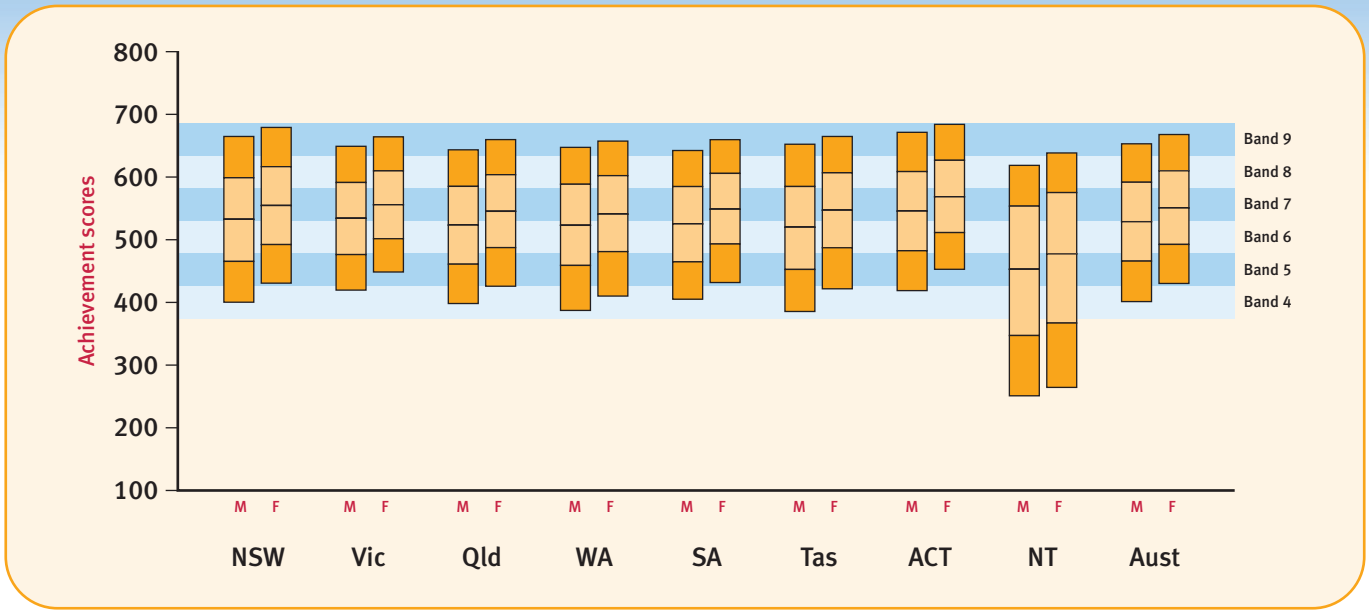
Table 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*12yrs 7mths 7yrs 4mths*	97.3	0.7	6.8	13.1	22.7	26.4	18.3	12.1	92.5
Vic	*12yrs 9mths 7yrs 4mths*	95.0	1.7	4.2	11.8	24.6	29.6	19.0	9.3	94.2
Qld	*12yrs 0mths 6yrs 4mths*	97.3	1.6	7.4	13.9	24.7	27.5	16.9	8.1	91.0
WA	*12yrs 2mths 6yrs 4mths*	97.0	1.3	9.1	13.8	23.5	27.0	17.0	8.2	89.5
SA	*12yrs 6mths 7yrs 4mths*	96.2	1.4	6.4	13.5	24.7	28.4	17.5	8.2	92.2
Tas	*12yrs 10mths 7yrs 4mths*	95.8	1.0	9.1	14.1	23.4	26.5	16.6	9.3	89.9
ACT	*12yrs 8mths 7yrs 4mths*	95.5	1.5	4.0	9.9	20.8	27.8	21.6	14.5	94.5
NT	*12yrs 5mths 7yrs 4mths*	94.4	1.2	33.4	13.6	19.2	18.4	9.8	4.4	65.4
Aust	*12yrs 6mths 7yrs 0mths*	96.5	1.2	6.7	13.0	23.7	27.6	17.9	9.8	92.1

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Grammar and Punctuation

Figure 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	532.5 (79.4)	534.1 (69.0)	523.3 (74.1)	522.9 (78.6)	525.2 (72.0)	520.0 (79.6)	545.7 (75.5)	452.8 (116.2)	528.8 (76.2)
Female Mean scale score / (S.D.)	554.5 (74.8)	555.8 (65.3)	545.1 (70.6)	540.8 (74.8)	548.6 (68.9)	547.0 (73.2)	568.4 (69.4)	477.4 (116.2)	550.6 (72.3)

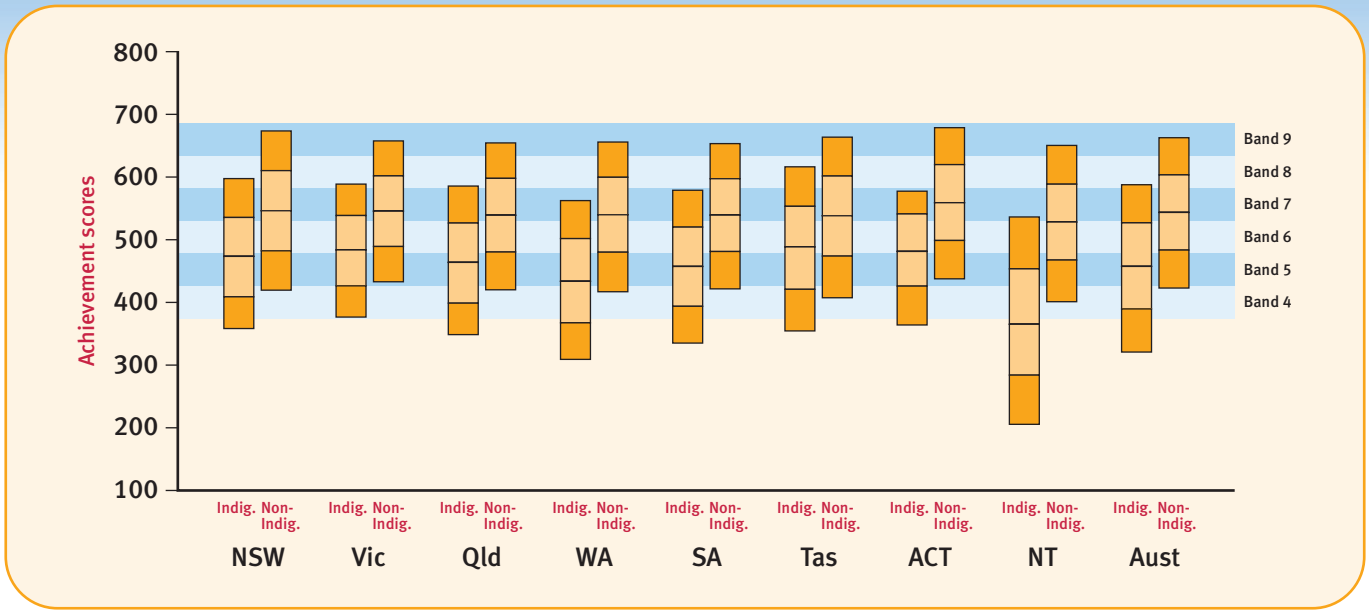
Table 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Male*	0.9	9.1	15.3	23.8	24.8	16.1	10.0	90.0
	Female	0.5	4.3	10.8	21.5	28.0	20.6	14.2	95.2
Vic	*Male*	2.2	5.8	14.4	26.3	27.9	16.1	7.3	92.0
	Female	1.1	2.4	9.0	22.8	31.3	22.1	11.4	96.5
Qld	*Male*	2.0	9.8	16.1	25.7	25.6	14.4	6.4	88.2
	Female	1.1	4.9	11.5	23.6	29.4	19.5	10.0	94.0
WA	*Male*	1.7	11.1	15.5	24.6	25.0	15.1	7.1	87.2
	Female	0.9	7.0	11.9	22.4	29.1	19.2	9.5	92.1
SA	*Male*	1.7	8.5	16.4	26.2	26.5	14.6	6.1	89.8
	Female	1.0	4.3	10.5	23.1	30.3	20.6	10.3	94.8
Tas	*Male*	1.3	12.4	16.8	24.2	24.4	13.6	7.4	86.3
	Female	0.7	5.5	11.3	22.6	28.7	19.9	11.3	93.8
ACT	*Male*	1.7	5.9	12.2	22.7	26.4	19.4	11.8	92.4
	Female	1.2	2.1	7.5	18.8	29.3	23.9	17.2	96.7
NT	*Male*	1.4	37.1	14.5	19.3	16.5	7.8	3.4	61.5
	Female	1.1	29.5	12.7	19.2	20.3	11.8	5.5	69.5
Aust	*Male*	1.6	8.9	15.3	25.0	25.8	15.4	8.0	89.5
	Female	0.9	4.4	10.5	22.4	29.3	20.6	11.8	94.7

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Grammar and Punctuation

Figure 7.G3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	473.4 (73.1)	483.7 (65.6)	463.9 (73.6)	433.5 (79.3)	457.2 (73.5)	488.5 (78.4)	481.2 (65.5)	365.0 (100.5)	457.3 (83.0)
Non-Indigenous Mean scale score / (S.D.)	546.2 (76.6)	545.5 (67.8)	539.0 (70.6)	539.7 (72.0)	539.2 (69.7)	538.1 (77.0)	559.1 (72.6)	528.2 (74.7)	543.4 (72.3)

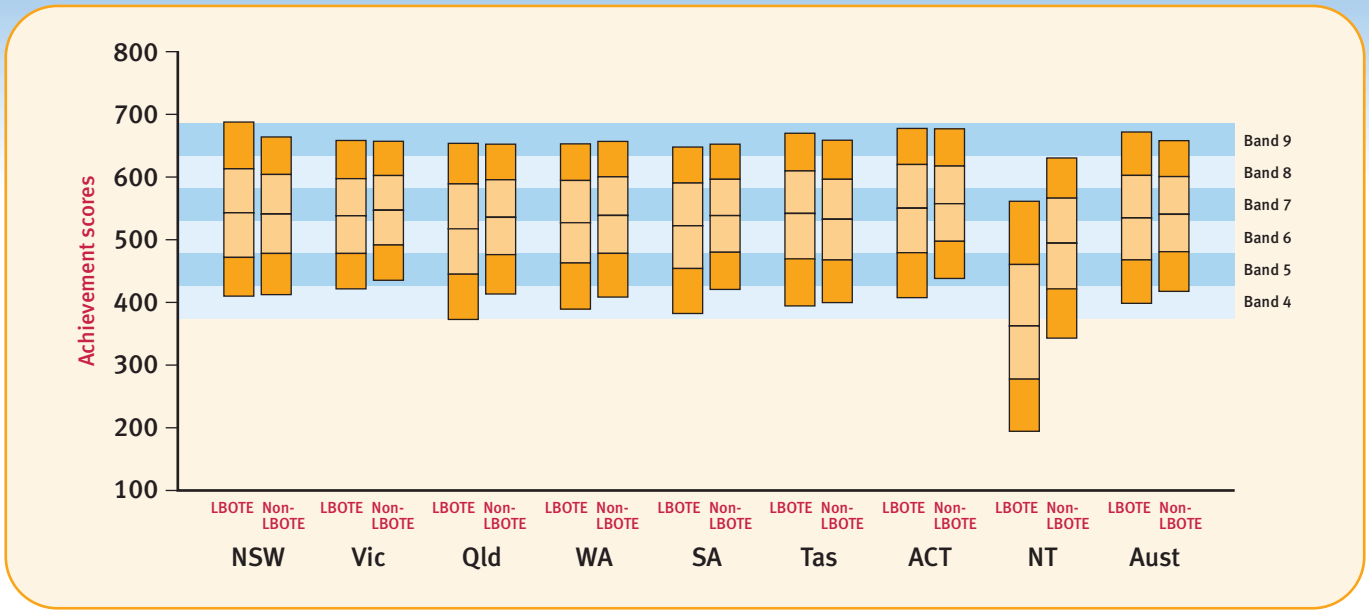
Table 7.G3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Indigenous*	1.3	26.5	26.5	23.7	14.7	5.7	1.6	72.2
	Non-Indigenous	0.7	5.9	12.5	22.7	27.0	18.8	12.5	93.5
Vic	*Indigenous*	2.6	18.9	25.7	29.4	17.3	5.1	1.0	78.5
	Non-Indigenous	1.5	4.0	11.6	24.5	29.8	19.2	9.4	94.5
Qld	*Indigenous*	2.4	31.0	25.2	23.0	13.0	4.4	1.0	66.6
	Non-Indigenous	1.5	5.8	13.1	24.8	28.5	17.8	8.6	92.7
WA	*Indigenous*	1.5	46.8	22.9	17.0	9.1	2.0	0.6	51.7
	Non-Indigenous	1.4	6.1	12.9	23.8	28.4	18.4	9.0	92.5
SA	*Indigenous*	2.8	32.0	27.5	21.6	11.7	4.0	0.5	65.2
	Non-Indigenous	1.3	5.5	13.1	24.8	29.0	17.9	8.4	93.2
Tas	*Indigenous*	0.9	21.3	20.8	27.4	18.6	7.8	3.1	77.8
	Non-Indigenous	0.9	7.8	13.5	23.2	26.7	17.5	10.4	91.3
ACT	*Indigenous*	1.1	20.4	25.5	25.7	23.4	3.8	0.2	78.5
	Non-Indigenous	1.5	3.5	9.4	20.6	27.9	22.1	14.9	95.0
NT	*Indigenous*	0.4	72.6	12.2	9.0	4.0	1.4	0.3	26.9
	Non-Indigenous	1.9	8.7	14.8	25.7	26.8	15.0	7.1	89.4
Aust	*Indigenous*	1.8	33.4	24.3	22.0	12.9	4.5	1.2	64.9
	Non-Indigenous	1.2	5.3	12.4	23.9	28.3	18.6	10.3	93.5

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Grammar and Punctuation

Figure 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	542.9 (83.5)	538.1 (71.4)	517.3 (84.8)	527.1 (82.0)	522.1 (80.5)	541.7 (83.6)	550.1 (82.1)	362.2 (108.8)	534.6 (83.3)
Non-LBOTE Mean scale score / (S.D.)	540.9 (75.6)	546.8 (66.9)	535.6 (71.9)	538.6 (74.4)	538.5 (69.8)	532.5 (77.6)	557.4 (72.0)	494.4 (88.4)	540.4 (72.4)

Table 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*LBOTE*	0.9	7.5	14.6	22.8	23.8	16.1	14.3	91.7
	Non-LBOTE	0.6	6.9	13.0	23.1	27.3	18.4	10.6	92.5
Vic	*LBOTE*	2.0	5.6	14.0	25.5	27.3	16.6	9.1	92.5
	Non-LBOTE	1.5	3.7	11.0	24.3	30.3	19.8	9.3	94.8
Qld	*LBOTE*	3.5	14.2	16.3	22.1	22.2	13.7	7.9	82.2
	Non-LBOTE	1.4	6.8	13.6	24.9	27.9	17.2	8.2	91.8
WA	*LBOTE*	3.5	9.9	15.0	22.6	24.9	15.8	8.3	86.6
	Non-LBOTE	0.8	7.3	12.5	23.4	28.1	18.6	9.2	91.8
SA	*LBOTE*	3.0	11.8	15.1	23.0	24.5	15.5	7.0	85.2
	Non-LBOTE	1.1	5.7	13.3	24.9	28.9	17.7	8.3	93.2
Tas	*LBOTE*	4.2	9.8	11.5	18.4	25.1	19.2	11.7	86.0
	Non-LBOTE	0.9	9.1	14.3	23.7	26.4	16.5	9.2	90.0
ACT	*LBOTE*	2.4	7.8	11.5	18.7	23.3	21.4	15.0	89.9
	Non-LBOTE	1.4	3.5	9.7	21.3	28.5	21.5	14.2	95.2
NT	*LBOTE*	0.4	73.9	8.3	8.6	6.3	1.8	0.7	25.7
	Non-LBOTE	2.4	20.5	17.7	24.9	20.0	10.1	4.4	77.1
Aust	*LBOTE*	1.7	8.8	14.4	23.3	24.6	15.9	11.1	89.4
	Non-LBOTE	1.1	6.1	12.7	24.0	28.4	18.3	9.4	92.8

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Grammar and Punctuation

Table 7.G5: Achievement of Year 7 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	548.4	0.7	5.9	12.4	22.0	26.3	19.1	13.6	93.4
	Provincial	528.7	0.6	9.1	15.2	24.7	26.6	16.0	7.6	90.2
	Remote	486.8	1.0	22.3	22.9	24.4	18.2	8.9	2.4	76.7
	Very Remote	459.8	0.0	36.9	22.5	19.4	13.4	5.6	2.2	63.1
Vic	*Metro*	549.0	1.6	3.6	10.9	23.6	29.8	20.1	10.4	94.8
	Provincial	531.9	1.7	5.8	14.3	27.3	29.1	15.7	6.1	92.5
	Remote	521.7	0.0	7.2	24.1	23.4	24.8	16.2	4.1	92.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	538.5	1.5	6.3	13.1	24.3	28.0	17.9	8.9	92.2
	Provincial	529.7	1.8	7.6	14.9	25.9	27.3	15.6	6.8	90.6
	Remote	495.1	0.8	20.8	19.7	24.3	19.8	10.5	4.1	78.3
	Very Remote	456.6	2.0	38.8	20.5	18.3	12.3	5.5	2.6	59.2
WA	*Metro*	539.7	1.5	6.7	12.7	23.3	27.8	18.5	9.4	91.8
	Provincial	522.2	1.0	10.5	15.9	25.3	26.9	14.5	5.8	88.5
	Remote	505.8	0.7	16.9	18.7	23.2	22.1	13.1	5.1	82.4
	Very Remote	432.8	0.4	49.0	16.0	16.1	13.0	4.8	0.7	50.6
SA	*Metro*	542.1	1.5	5.4	12.5	23.9	28.6	18.6	9.4	93.0
	Provincial	525.8	1.0	7.8	15.9	27.0	28.0	15.0	5.3	91.2
	Remote	525.8	0.6	8.1	16.5	25.9	28.8	15.2	4.7	91.3
	Very Remote	452.2	1.9	42.0	13.2	16.8	14.8	8.9	2.5	56.1
Tas	*Metro*	541.3	1.1	7.9	13.0	21.2	26.7	18.6	11.5	91.0
	Provincial	527.3	1.0	9.9	14.9	25.1	26.3	15.2	7.7	89.2
	Remote	512.8	0.0	10.2	20.9	29.4	20.9	13.2	5.5	89.8
	Very Remote	528.3	0.0	12.7	14.5	16.4	30.3	16.4	9.7	87.3
ACT	*Metro*	556.9	1.5	4.0	9.9	20.8	27.8	21.6	14.5	94.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	508.8	1.9	15.1	16.5	25.7	23.4	12.3	5.1	83.0
	Remote	460.1	0.7	37.5	12.5	16.0	17.7	9.7	5.9	61.7
	Very Remote	352.2	0.0	78.7	7.0	5.0	5.2	2.9	1.1	21.3
Aust	*Metro*	545.6	1.3	5.4	12.1	23.1	27.9	19.1	11.2	93.4
	Provincial	528.7	1.3	8.1	15.0	25.9	27.4	15.6	6.7	90.6
	Remote	496.4	0.7	20.6	18.0	22.9	21.5	11.8	4.6	78.7
	Very Remote	422.7	1.0	52.0	15.2	14.0	11.0	5.0	1.9	47.0

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Grammar and Punctuation

Table 7.G6: Achievement of Year 7 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	485.6	1.3	21.3	25.2	24.5	17.8	7.8	2.2	77.4
	Provincial	465.7	1.3	29.7	27.5	23.5	12.6	4.3	1.2	69.0
	Remote	436.8	1.7	40.5	32.8	19.2	5.5	0.3	0.0	57.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	495.7	2.6	12.8	24.9	31.3	21.2	5.9	1.3	84.7
	Provincial	473.5	2.7	24.2	26.2	27.9	13.9	4.3	0.7	73.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	476.5	2.6	24.3	25.5	25.4	15.7	5.3	1.2	73.1
	Provincial	472.4	2.8	25.5	26.2	26.2	13.6	4.7	1.1	71.7
	Remote	429.3	0.7	52.8	22.6	14.6	7.1	2.0	0.1	46.4
	Very Remote	410.7	1.8	60.3	22.6	9.6	4.2	1.1	0.4	37.9
WA	*Metro*	460.5	1.5	32.6	26.6	22.3	13.1	2.8	1.0	65.9
	Provincial	448.1	2.0	38.7	26.3	19.4	10.2	2.3	1.0	59.3
	Remote	430.0	1.3	49.5	23.6	15.1	8.0	2.2	0.3	49.2
	Very Remote	378.9	0.9	75.7	13.0	7.4	2.5	0.5	0.0	23.4
SA	*Metro*	474.6	5.1	23.7	24.7	26.0	15.6	4.7	0.3	71.3
	Provincial	456.0	0.4	31.2	34.5	20.7	9.1	3.3	0.9	68.4
	Remote	468.7	0.0	26.5	38.2	17.1	10.6	7.1	0.6	73.5
	Very Remote	385.2	1.3	71.9	13.9	7.6	3.8	1.5	0.0	26.8
Tas	*Metro*	488.0	1.1	22.8	19.8	26.6	17.5	8.8	3.4	76.0
	Provincial	488.6	0.8	20.7	21.4	27.2	19.5	7.4	3.0	78.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	481.2	1.1	20.4	25.5	25.7	23.4	3.8	0.2	78.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	441.6	1.0	39.6	23.4	22.5	9.1	3.7	0.7	59.5
	Remote	365.1	0.6	74.3	11.6	7.6	4.4	1.0	0.4	25.1
	Very Remote	316.8	0.0	92.6	5.5	1.2	0.5	0.2	0.0	7.4
Aust	*Metro*	480.7	2.1	22.6	25.2	25.4	16.9	6.2	1.6	75.2
	Provincial	466.5	1.8	28.8	26.7	24.4	12.8	4.4	1.2	69.5
	Remote	410.2	0.9	56.7	21.0	13.2	6.3	1.7	0.2	42.4
	Very Remote	366.9	0.9	76.3	13.8	5.9	2.4	0.6	0.1	22.9

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Grammar and Punctuation

Table 7.G7: Achievement of Year 7 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	549.6	0.7	5.5	12.1	22.1	26.6	19.3	13.8	93.8
	Provincial	535.2	0.6	7.0	13.9	24.8	28.1	17.2	8.3	92.4
	Remote	520.0	0.5	10.3	15.7	28.2	26.4	14.8	4.0	89.2
	Very Remote	515.0	0.0	7.5	22.5	30.0	24.4	11.3	4.4	92.5
Vic	*Metro*	549.5	1.5	3.5	10.8	23.6	29.9	20.3	10.5	95.0
	Provincial	533.6	1.5	5.3	14.0	27.4	29.6	16.1	6.2	93.2
	Remote	522.8	0.0	7.4	23.2	23.5	25.3	16.5	4.2	92.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	541.4	1.4	5.5	12.5	24.2	28.6	18.5	9.3	93.1
	Provincial	534.5	1.7	6.1	13.9	25.9	28.5	16.5	7.3	92.2
	Remote	517.5	0.9	10.0	18.8	27.5	24.1	13.4	5.4	89.2
	Very Remote	514.2	2.2	11.9	17.9	29.1	22.5	10.9	5.5	85.9
WA	*Metro*	543.6	1.6	5.6	12.0	23.1	28.4	19.3	10.0	92.9
	Provincial	529.5	0.9	7.8	14.8	25.6	28.8	15.7	6.4	91.3
	Remote	528.4	0.7	7.2	17.1	26.1	26.2	16.3	6.5	92.1
	Very Remote	516.3	0.0	6.5	21.0	29.1	29.5	12.1	1.9	93.5
SA	*Metro*	543.4	1.4	5.0	12.3	23.9	29.0	18.9	9.6	93.5
	Provincial	529.2	1.1	6.6	15.1	27.4	29.0	15.5	5.5	92.4
	Remote	528.8	0.7	7.1	15.3	26.5	29.9	15.5	5.0	92.2
	Very Remote	521.4	2.5	11.8	12.0	26.3	26.0	16.5	5.0	85.8
Tas	*Metro*	547.6	1.0	6.3	12.4	20.8	27.0	19.5	13.0	92.7
	Provincial	531.1	0.9	8.9	14.2	25.2	26.6	15.9	8.4	90.2
	Remote	519.6	0.0	8.2	20.5	26.2	22.6	15.9	6.7	91.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	559.1	1.5	3.5	9.4	20.6	27.9	22.1	14.9	95.0
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	523.9	2.4	9.6	15.2	26.7	25.8	14.2	6.1	88.1
	Remote	542.4	0.8	5.8	13.2	22.6	29.3	17.5	10.7	93.3
	Very Remote	527.4	0.0	9.1	15.1	24.5	29.7	15.1	6.6	90.9
Aust	*Metro*	547.3	1.2	4.9	11.8	23.1	28.2	19.4	11.4	93.9
	Provincial	533.5	1.2	6.5	14.1	26.0	28.6	16.4	7.2	92.3
	Remote	526.2	0.7	8.1	16.8	26.3	26.8	15.3	6.2	91.2
	Very Remote	517.9	1.3	10.2	17.6	27.6	25.8	12.6	5.0	88.5

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Grammar and Punctuation

Table 7.G8: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	582.6	0.8	1.4	4.9	14.9	27.9	28.1	22.1	97.9
Advanced diploma/ diploma	549.0	0.8	3.3	10.4	23.7	31.9	20.7	9.3	95.9
Cert I to IV	529.2	1.0	6.0	15.1	28.2	29.5	14.9	5.3	93.0
Year 12 or equivalent	532.3	1.3	6.3	14.2	26.7	29.2	15.6	6.6	92.4
Year 11 or equivalent or below	500.1	2.2	14.0	21.8	29.1	21.9	8.4	2.5	83.8
Not stated	525.0	1.8	10.8	14.8	23.9	25.5	15.6	7.7	87.4

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Grammar and Punctuation

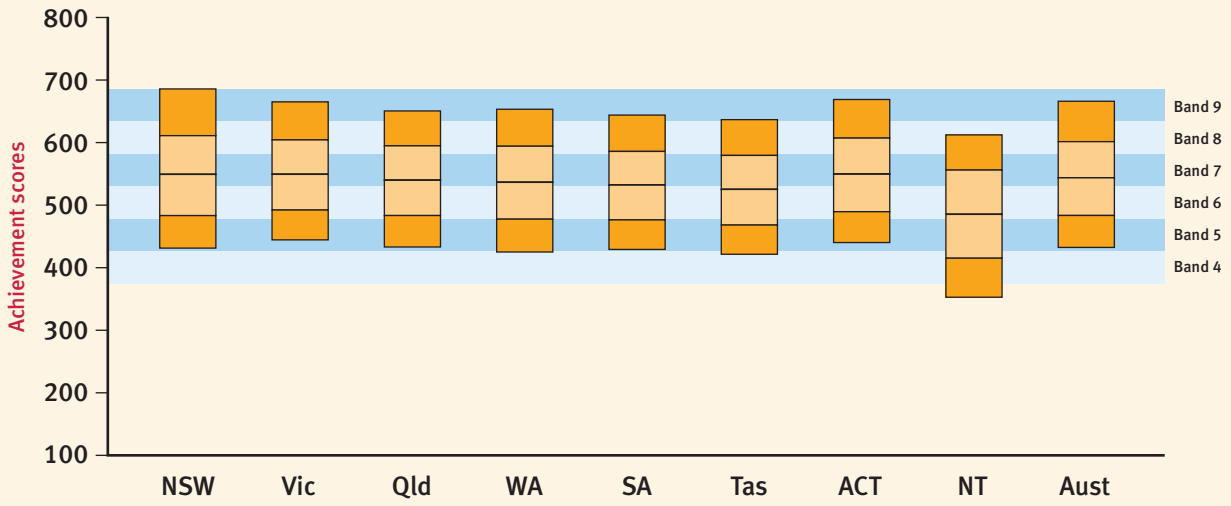
Table 7.G9: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	580.1	0.6	1.5	5.3	15.4	28.4	27.8	21.0	97.8
Other business managers and associate professionals	554.5	0.7	2.7	9.3	22.8	31.7	21.7	11.2	96.6
Tradespeople, clerks, skilled office, sales and service staff	535.0	1.0	4.8	13.6	27.8	30.3	16.1	6.4	94.2
Machine operators, hospitality staff, assistants, labourers	512.8	1.5	10.2	19.5	29.4	24.7	10.7	4.0	88.4
Not in paid work in the previous 12 months	495.7	3.7	16.4	22.3	27.1	19.5	8.1	2.9	79.9
Not stated	520.6	1.7	11.7	16.1	24.4	24.6	14.5	7.1	86.6

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Numeracy

Figure 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	549.1 (77.1)	549.2 (66.7)	539.7 (65.9)	536.3 (69.1)	532.0 (65.1)	525.1 (65.3)	549.4 (69.3)	485.2 (80.7)	543.6 (71.0)

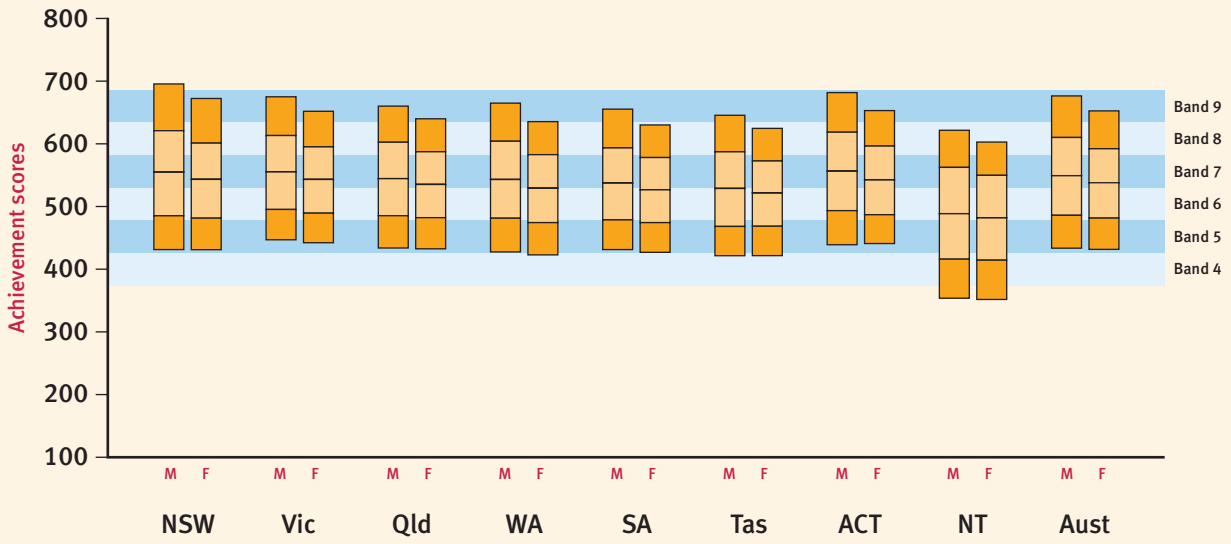
Table 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*12yrs 7mths 7yrs 4mths*	96.6	0.7	4.2	13.7	24.2	26.1	17.7	13.5	95.1
Vic	*12yrs 9mths 7yrs 4mths*	94.6	1.6	2.3	11.6	25.5	29.5	18.8	10.6	96.0
Qld	*12yrs 0mths 6yrs 4mths*	96.9	1.4	3.8	13.6	26.7	29.1	17.5	7.9	94.8
WA	*12yrs 2mths 6yrs 4mths*	96.2	1.3	5.2	14.7	26.3	27.8	16.7	8.0	93.6
SA	*12yrs 6mths 7yrs 4mths*	95.6	1.3	4.4	16.0	29.1	28.0	14.8	6.4	94.2
Tas	*12yrs 10mths 7yrs 4mths*	95.2	1.0	6.0	18.2	29.1	26.8	13.5	5.4	93.0
ACT	*12yrs 8mths 7yrs 4mths*	94.7	1.4	2.9	12.0	24.9	28.7	18.4	11.7	95.7
NT	*12yrs 5mths 7yrs 4mths*	92.6	1.2	24.0	20.7	23.9	18.6	8.9	2.6	74.8
Aust	*12yrs 6mths 7yrs 0mth*	96.0	1.2	3.9	13.5	25.7	27.9	17.4	10.3	94.8

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Numeracy

Figure 7.N2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	554.6 (80.1)	555.1 (69.2)	544.4 (68.6)	543.1 (72.0)	537.2 (67.8)	528.8 (68.7)	556.2 (73.0)	488.5 (83.6)	549.1 (73.8)
Female Mean scale score / (S.D.)	543.2 (73.3)	543.1 (63.5)	535.0 (62.8)	528.9 (64.9)	526.5 (61.7)	521.3 (61.4)	542.3 (64.6)	481.8 (77.5)	538.0 (67.4)

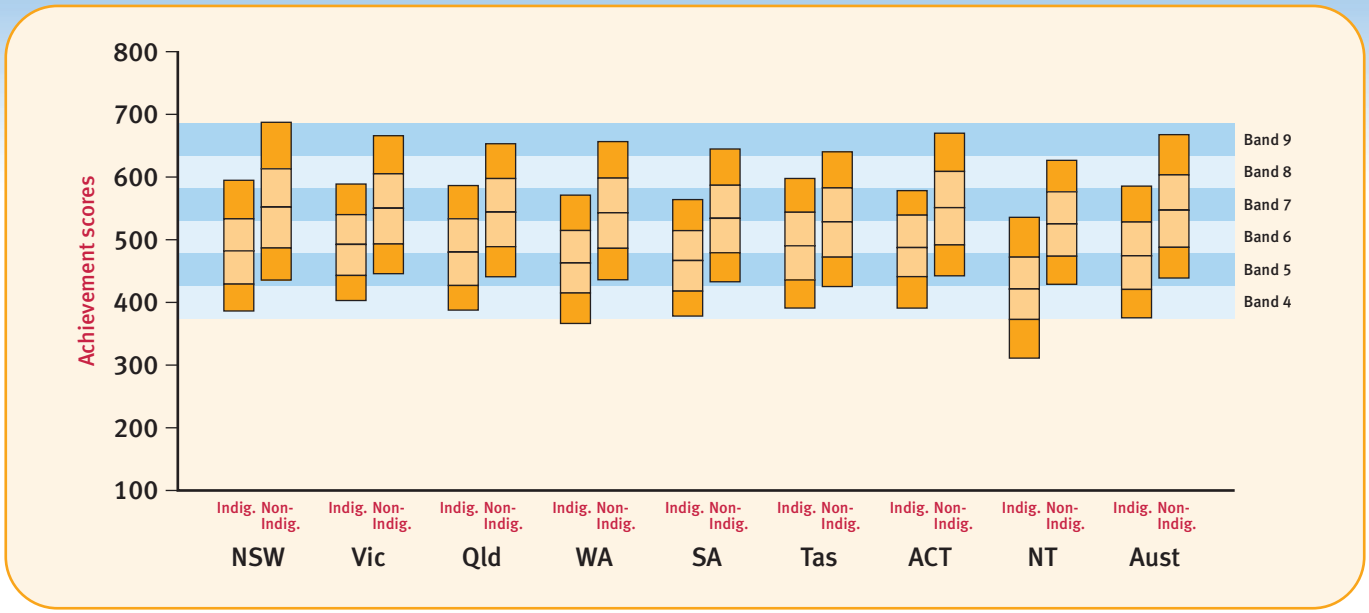
Table 7.N2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Male*	0.9	4.1	13.1	22.5	25.0	18.4	16.1	95.0
	Female	0.5	4.2	14.4	26.0	27.2	17.0	10.7	95.3
Vic	*Male*	2.1	2.1	10.8	23.8	28.3	19.9	13.0	95.7
	Female	1.1	2.5	12.5	27.4	30.8	17.6	8.1	96.4
Qld	*Male*	1.9	3.7	13.1	24.9	28.0	18.8	9.7	94.5
	Female	1.0	3.9	14.1	28.5	30.3	16.2	5.9	95.0
WA	*Male*	1.6	4.7	13.8	24.4	26.6	18.3	10.6	93.7
	Female	0.9	5.7	15.8	28.4	29.2	14.9	5.1	93.4
SA	*Male*	1.7	4.0	15.3	27.4	27.3	15.9	8.4	94.3
	Female	1.0	4.9	16.7	30.8	28.6	13.6	4.4	94.2
Tas	*Male*	1.3	6.0	17.9	27.5	25.7	14.7	7.0	92.7
	Female	0.7	5.9	18.6	30.9	28.0	12.2	3.7	93.4
ACT	*Male*	1.7	3.0	11.0	22.5	28.1	18.7	15.0	95.3
	Female	1.2	2.8	13.0	27.4	29.2	18.1	8.3	96.0
NT	*Male*	1.4	23.8	20.3	22.4	18.4	10.3	3.5	74.8
	Female	1.1	24.3	21.1	25.6	18.9	7.5	1.6	74.7
Aust	*Male*	1.6	3.8	12.9	23.9	26.8	18.5	12.6	94.7
	Female	0.8	4.1	14.3	27.6	29.0	16.4	7.8	95.0

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Numeracy

Figure 7.N3: Achievement of Year 7 Students in Numeracy, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	482.2 (63.9)	492.4 (57.5)	480.1 (62.0)	462.8 (63.1)	466.8 (58.1)	490.3 (63.0)	487.3 (58.9)	421.3 (65.6)	474.4 (65.2)
Non-Indigenous Mean scale score / (S.D.)	551.8 (76.1)	550.0 (66.6)	543.9 (64.2)	542.8 (66.1)	534.0 (64.1)	528.4 (65.3)	551.2 (68.9)	525.1 (60.2)	547.0 (69.4)

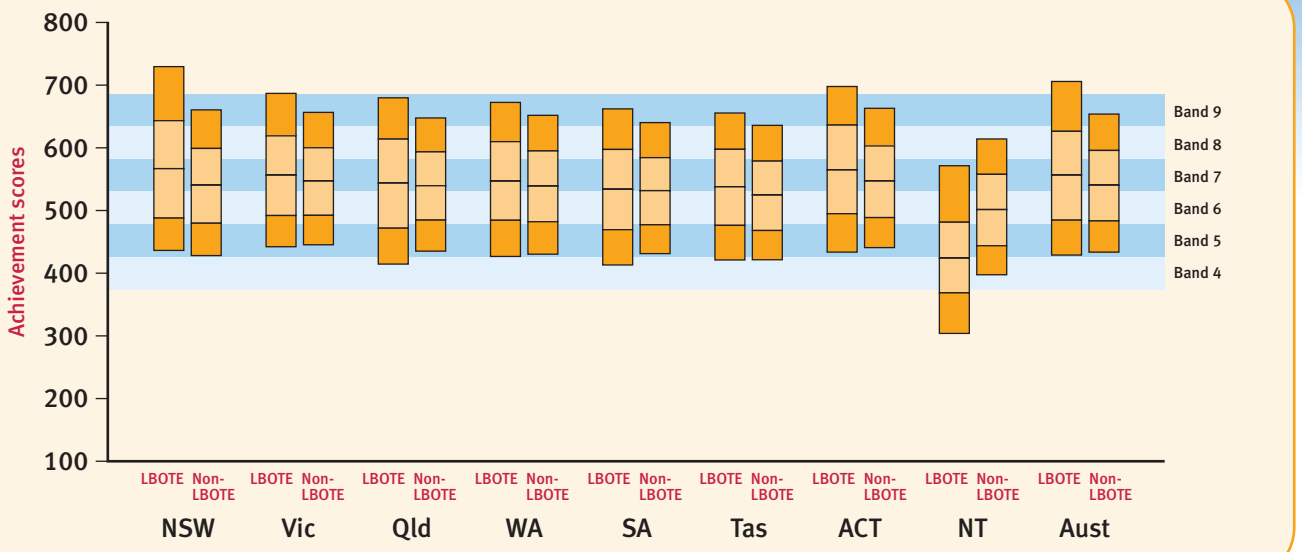
Table 7.N3: Achievement of Year 7 Students in Numeracy, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Indigenous*	1.3	18.3	31.4	27.9	14.3	5.1	1.7	80.4
	Non-Indigenous	0.7	3.5	12.9	24.1	26.7	18.2	13.9	95.8
Vic	*Indigenous*	2.5	12.1	28.2	32.7	17.8	5.9	0.8	85.4
	Non-Indigenous	1.5	2.2	11.4	25.5	29.7	19.0	10.8	96.3
Qld	*Indigenous*	2.3	19.3	30.5	27.1	15.3	4.8	0.8	78.5
	Non-Indigenous	1.4	2.7	12.4	26.6	30.1	18.4	8.4	95.9
WA	*Indigenous*	1.5	26.8	35.0	22.7	10.1	3.3	0.5	71.7
	Non-Indigenous	1.3	3.3	13.0	26.5	29.1	17.9	8.8	95.4
SA	*Indigenous*	2.8	23.6	33.6	26.8	10.2	2.1	0.8	73.6
	Non-Indigenous	1.3	3.7	15.4	29.2	28.6	15.2	6.6	95.0
Tas	*Indigenous*	0.9	16.1	27.4	27.8	19.7	6.8	1.2	82.9
	Non-Indigenous	0.9	5.2	17.3	29.5	27.1	14.0	6.1	93.9
ACT	*Indigenous*	1.1	14.9	26.5	33.3	20.2	4.0	0.0	84.0
	Non-Indigenous	1.5	2.6	11.5	24.7	28.8	18.8	12.1	95.9
NT	*Indigenous*	0.4	55.4	26.1	12.3	4.7	1.1	0.0	44.2
	Non-Indigenous	1.8	4.3	17.5	31.6	27.5	13.3	4.1	93.8
Aust	*Indigenous*	1.7	22.5	30.6	26.1	13.6	4.4	1.0	75.8
	Non-Indigenous	1.2	3.0	12.7	25.7	28.6	18.1	10.7	95.8

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Numeracy

Figure 7.N4: Achievement of Year 7 Students in Numeracy, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	566.7 (89.0)	556.3 (74.0)	543.5 (81.1)	546.8 (75.1)	533.8 (75.1)	537.7 (70.6)	564.6 (79.5)	424.0 (76.0)	556.3 (84.1)
Non-LBOTE Mean scale score / (S.D.)	540.3 (70.6)	546.9 (64.0)	539.5 (64.4)	538.8 (66.8)	531.6 (63.5)	524.5 (65.1)	546.9 (67.4)	501.4 (66.9)	540.3 (66.7)

Table 7.N4: Achievement of Year 7 Students in Numeracy, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*LBOTE*	0.9	3.4	12.8	21.3	22.2	17.2	22.2	95.7
	Non-LBOTE	0.6	4.7	14.5	25.8	27.5	17.4	9.6	94.7
Vic	*LBOTE*	1.9	2.5	11.7	23.3	26.7	18.5	15.3	95.5
	Non-LBOTE	1.5	2.3	11.6	26.3	30.4	18.8	9.1	96.2
Qld	*LBOTE*	2.9	7.0	14.7	21.5	22.7	17.3	13.9	90.1
	Non-LBOTE	1.3	3.5	13.5	27.1	29.7	17.5	7.4	95.2
WA	*LBOTE*	3.1	4.8	12.3	23.1	26.5	18.0	12.2	92.1
	Non-LBOTE	0.8	4.2	13.9	26.9	28.7	17.5	7.9	94.9
SA	*LBOTE*	2.8	7.1	15.4	25.5	24.2	15.2	9.7	90.0
	Non-LBOTE	1.1	4.0	16.1	29.6	28.5	14.8	5.9	94.8
Tas	*LBOTE*	3.8	6.3	13.6	23.2	29.3	15.5	8.5	90.0
	Non-LBOTE	0.9	6.0	18.5	29.4	26.6	13.4	5.2	93.1
ACT	*LBOTE*	2.4	3.9	10.6	18.5	25.5	18.6	20.6	93.8
	Non-LBOTE	1.3	2.8	12.3	25.9	29.0	18.4	10.3	95.9
NT	*LBOTE*	0.4	57.0	21.8	11.2	5.8	3.1	0.8	42.6
	Non-LBOTE	2.4	12.7	22.8	30.2	20.4	9.0	2.5	84.9
Aust	*LBOTE*	1.6	4.5	12.8	22.1	23.9	17.4	17.7	93.9
	Non-LBOTE	1.1	3.7	13.8	26.8	28.9	17.4	8.3	95.1

Refer to page 4 for explanatory notes and how to read the graph.

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Table 7.N5: Achievement of Year 7 Students in Numeracy, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	556.1	0.7	3.5	12.4	23.0	25.8	18.7	15.9	95.8
	Provincial	528.8	0.6	5.9	17.2	27.8	27.1	14.9	6.3	93.4
	Remote	491.1	1.0	17.2	23.9	29.5	19.9	6.8	1.9	81.9
	Very Remote	466.9	0.0	35.3	25.6	14.4	15.0	8.4	1.3	64.7
Vic	*Metro*	554.1	1.6	2.1	10.6	24.2	29.4	19.8	12.2	96.3
	Provincial	535.2	1.7	3.1	14.6	29.3	29.7	15.6	6.0	95.2
	Remote	532.8	0.0	3.4	15.9	31.7	26.2	15.2	7.6	96.6
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	544.1	1.4	3.1	12.6	26.0	29.6	18.5	8.8	95.5
	Provincial	535.0	1.7	3.7	14.7	28.4	29.1	16.1	6.3	94.6
	Remote	504.3	0.7	13.0	23.3	26.9	23.5	9.5	3.1	86.3
	Very Remote	471.7	1.9	26.5	29.1	22.6	12.8	6.1	1.1	71.7
WA	*Metro*	544.5	1.4	3.5	12.8	25.3	28.8	18.7	9.5	95.0
	Provincial	524.3	0.9	5.8	18.2	29.8	27.7	12.9	4.7	93.3
	Remote	511.1	0.8	10.9	21.3	29.0	22.4	11.3	4.3	88.3
	Very Remote	462.4	0.4	32.9	25.6	22.1	12.9	4.8	1.4	66.7
SA	*Metro*	536.3	1.5	3.8	15.0	28.2	28.3	15.6	7.6	94.7
	Provincial	523.0	1.0	5.1	18.4	31.3	27.3	13.1	3.8	93.9
	Remote	521.0	0.6	5.1	18.4	31.7	29.5	12.0	2.7	94.3
	Very Remote	478.8	1.9	30.7	21.0	19.6	13.8	10.9	2.1	67.5
Tas	*Metro*	530.1	1.0	5.4	16.8	28.4	27.2	14.3	6.7	93.5
	Provincial	521.8	1.0	6.3	19.1	29.7	26.5	13.0	4.4	92.7
	Remote	498.3	0.0	11.1	29.4	27.2	23.4	8.5	0.4	88.9
	Very Remote	517.4	0.0	3.0	25.5	30.3	30.3	6.7	4.2	97.0
ACT	*Metro*	549.4	1.4	2.9	12.0	24.9	28.7	18.4	11.7	95.7
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	512.1	1.9	9.1	21.0	30.1	23.5	11.3	3.2	89.0
	Remote	481.1	0.6	27.3	20.4	21.7	18.9	8.7	2.4	72.1
	Very Remote	417.5	0.0	61.4	20.2	9.5	5.2	2.8	1.0	38.6
Aust	*Metro*	550.3	1.2	3.1	12.2	24.6	28.0	18.7	12.2	95.7
	Provincial	530.4	1.2	4.7	16.3	28.8	28.1	14.9	5.8	94.0
	Remote	503.7	0.7	13.9	21.5	27.6	23.2	10.0	3.1	85.3
	Very Remote	455.5	0.9	37.9	25.1	18.5	11.1	5.3	1.2	61.2

Refer to page 4 for explanatory notes.

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Table 7.N6: Achievement of Year 7 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	493.7	1.4	14.0	28.9	29.5	16.5	7.0	2.8	84.6
	Provincial	474.8	1.2	20.7	33.7	27.0	12.9	3.7	0.8	78.1
	Remote	448.8	1.7	32.6	34.3	24.5	6.1	0.8	0.0	65.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	501.2	2.6	8.0	26.5	34.9	19.2	7.6	1.2	89.5
	Provincial	484.8	2.4	15.8	29.7	30.7	16.5	4.5	0.4	81.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	491.0	2.4	14.7	28.1	29.5	18.2	6.0	1.2	82.9
	Provincial	486.9	2.7	13.9	30.6	30.3	16.5	5.4	0.6	83.4
	Remote	449.9	0.4	34.4	37.4	17.9	8.8	1.1	0.0	65.3
	Very Remote	435.8	1.6	43.8	35.3	13.9	4.5	0.6	0.3	54.6
WA	*Metro*	482.0	1.5	15.9	35.3	26.1	16.2	4.4	0.7	82.6
	Provincial	472.6	2.0	20.3	37.4	24.9	10.7	3.7	1.0	77.7
	Remote	456.0	1.3	32.0	33.7	23.6	5.8	3.4	0.3	66.7
	Very Remote	427.3	0.9	47.3	32.8	14.6	3.3	1.2	0.0	51.8
SA	*Metro*	476.3	5.1	16.3	32.7	31.1	11.7	2.3	0.8	78.6
	Provincial	466.2	0.4	23.8	37.2	25.7	10.0	2.0	0.9	75.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	428.0	1.3	54.9	26.8	10.9	4.3	0.8	1.0	43.8
Tas	*Metro*	488.5	1.1	17.5	26.1	26.7	21.0	7.0	0.5	81.4
	Provincial	491.5	0.8	15.6	28.0	28.3	18.8	6.8	1.8	83.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	487.3	1.1	14.9	26.5	33.3	20.2	4.0	0.0	84.0
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	465.0	1.0	26.5	33.1	24.8	11.4	3.2	0.1	72.5
	Remote	421.6	0.6	56.3	26.1	11.4	5.0	0.5	0.0	43.1
	Very Remote	393.6	0.0	73.1	21.7	4.9	0.2	0.0	0.0	26.9
Aust	*Metro*	491.1	2.1	14.2	28.9	29.8	17.2	6.1	1.7	83.7
	Provincial	478.7	1.7	18.6	32.5	28.0	14.2	4.3	0.7	79.7
	Remote	442.2	0.8	40.5	32.3	18.2	6.8	1.4	0.0	58.7
	Very Remote	417.0	0.8	56.9	28.8	10.2	2.7	0.5	0.2	42.3

Refer to page 4 for explanatory notes.

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Table 7.N7: Achievement of Year 7 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	*Metro*	557.4	0.7	3.2	12.1	22.9	26.0	18.9	16.1	96.1
	Provincial	534.3	0.6	4.4	15.5	27.9	28.6	16.1	6.8	95.0
	Remote	519.0	0.5	6.8	17.3	32.7	28.7	10.8	3.2	92.7
	Very Remote	514.8	0.0	6.3	28.8	21.3	24.4	16.9	2.5	93.8
Vic	*Metro*	554.5	1.5	2.0	10.5	24.2	29.5	20.0	12.3	96.5
	Provincial	536.6	1.5	2.7	14.2	29.3	30.1	16.0	6.2	95.8
	Remote	533.3	0.0	3.5	16.1	30.5	26.7	15.4	7.7	96.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	546.6	1.3	2.6	11.8	25.8	30.2	19.1	9.2	96.1
	Provincial	539.1	1.6	2.8	13.3	28.2	30.2	17.0	6.8	95.5
	Remote	522.9	0.9	5.7	18.5	30.0	28.4	12.4	4.2	93.4
	Very Remote	517.0	2.2	4.8	21.2	33.5	23.2	12.9	2.1	93.0
WA	*Metro*	547.7	1.5	3.0	11.8	25.1	29.2	19.4	10.1	95.6
	Provincial	529.4	0.8	4.4	16.3	30.1	29.3	14.0	5.1	94.8
	Remote	528.1	0.8	4.0	17.9	30.7	27.6	13.6	5.5	95.2
	Very Remote	520.6	0.0	4.9	17.7	35.9	27.5	10.8	3.1	95.1
SA	*Metro*	537.5	1.4	3.5	14.6	28.2	28.7	15.9	7.7	95.0
	Provincial	525.8	1.0	4.2	17.5	31.6	28.1	13.6	4.0	94.8
	Remote	523.5	0.7	4.2	17.6	32.0	30.5	12.2	2.8	95.1
	Very Remote	531.7	2.5	5.5	15.3	28.8	23.5	21.3	3.3	92.0
Tas	*Metro*	534.7	0.9	4.5	15.8	28.4	27.3	15.4	7.8	94.6
	Provincial	524.0	0.9	5.6	18.2	30.4	27.0	13.1	4.8	93.4
	Remote	501.5	0.0	10.8	28.7	24.6	25.1	10.3	0.5	89.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	551.2	1.5	2.6	11.5	24.7	28.8	18.8	12.1	95.9
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	522.0	2.4	5.0	18.5	31.8	26.2	12.3	3.8	92.7
	Remote	532.5	0.6	2.4	15.4	30.4	31.0	15.8	4.5	97.0
	Very Remote	535.4	0.0	3.1	12.2	33.4	30.3	15.7	5.4	96.9
Aust	*Metro*	551.8	1.2	2.8	11.8	24.5	28.3	19.0	12.4	96.1
	Provincial	534.5	1.2	3.6	15.0	28.9	29.3	15.8	6.2	95.2
	Remote	525.1	0.7	4.6	17.7	30.8	29.0	13.0	4.2	94.6
	Very Remote	521.7	1.3	4.7	19.1	32.9	25.5	13.6	3.0	94.0

Refer to page 4 for explanatory notes.

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Table 7.N8: Achievement of Year 7 Students in Numeracy, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	585.3	0.7	0.6	4.7	15.9	28.5	26.4	23.2	98.7
Advanced diploma/ diploma	550.8	0.8	1.8	10.5	25.7	31.8	19.8	9.7	97.4
Cert I to IV	531.8	0.9	3.5	15.4	30.5	29.8	14.7	5.2	95.6
Year 12 or equivalent	538.0	1.3	3.4	14.2	28.3	28.9	16.6	7.3	95.3
Year 11 or equivalent or below	508.4	2.2	8.5	23.3	31.7	22.3	9.0	2.9	89.3
Not stated	531.0	1.7	6.7	16.4	26.3	25.8	15.1	7.9	91.5

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Numeracy

Table 7.N9: Achievement of Year 7 Students in Numeracy, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	579.7	0.6	0.8	5.4	17.1	29.3	26.1	20.7	98.6
Other business managers and associate professionals	556.3	0.7	1.4	9.3	24.6	31.6	20.9	11.5	97.9
Tradespeople, clerks, skilled office, sales and service staff	537.6	1.0	2.7	13.9	29.8	30.2	15.8	6.6	96.3
Machine operators, hospitality staff, assistants, labourers	521.8	1.4	5.8	20.0	31.1	24.8	11.5	5.4	92.8
Not in paid work in the previous 12 months	506.3	3.6	10.2	23.9	29.3	20.9	8.5	3.6	86.2
Not stated	528.0	1.6	7.3	17.6	26.7	24.9	14.1	7.8	91.1

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Participation

Table 7.P1: Year 7 Student Participation in Assessment, by State and Territory, 2009.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	*Number*	85499	85728	85608	85608	85009
	Participation rate (%)	97.2	97.4	97.3	97.3	96.6
Vic	*Number*	63244	63209	63325	63325	63093
	Participation rate (%)	94.9	94.8	95.0	95.0	94.6
Qld	*Number*	56524	56497	56598	56598	56360
	Participation rate (%)	97.2	97.1	97.3	97.3	96.9
WA	*Number*	16889	16912	16971	16971	16827
	Participation rate (%)	96.6	96.7	97.0	97.0	96.2
SA	*Number*	18800	18769	18842	18842	18727
	Participation rate (%)	96.0	95.8	96.2	96.2	95.6
Tas	*Number*	6444	6475	6479	6479	6441
	Participation rate (%)	95.3	95.7	95.8	95.8	95.2
ACT	*Number*	4535	4557	4557	4557	4521
	Participation rate (%)	95.0	95.5	95.5	95.5	94.7
NT	*Number*	2695	2725	2736	2736	2683
	Participation rate (%)	93.0	94.1	94.4	94.4	92.6
Aust	*Number*	254630	254872	255116	255116	253661
	Participation rate (%)	96.3	96.4	96.5	96.5	96.0

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Participation

Table 7.P2: Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	*Indigenous*	3686	91.6	3687	91.6	3671	91.2	3671	91.2	3609	89.7
	Non-Indig.	79678	97.5	79899	97.7	79801	97.6	79801	97.6	79281	97.0
Vic	*Indigenous*	718	85.1	709	84.0	725	85.9	725	85.9	725	85.9
	Non-Indig.	62428	95.2	62401	95.2	62501	95.3	62501	95.3	62269	95.0
Qld	*Indigenous*	3565	93.5	3561	93.4	3573	93.7	3573	93.7	3553	93.2
	Non-Indig.	52959	97.4	52936	97.4	53025	97.5	53025	97.5	52807	97.1
WA	*Indigenous*	819	85.4	824	85.9	833	86.9	833	86.9	809	84.4
	Non-Indig.	14822	97.5	14825	97.5	14869	97.8	14869	97.8	14781	97.2
SA	*Indigenous*	592	87.1	579	85.1	589	86.6	589	86.6	594	87.4
	Non-Indig.	18012	96.4	17996	96.3	18057	96.7	18057	96.7	17937	96.0
Tas	*Indigenous*	393	89.1	401	90.9	411	93.2	411	93.2	390	88.4
	Non-Indig.	4957	95.8	4978	96.2	4975	96.2	4975	96.2	4962	95.9
ACT	*Indigenous*	75	78.9	78	82.1	78	82.1	78	82.1	70	73.7
	Non-Indig.	4405	95.3	4424	95.8	4424	95.8	4424	95.8	4395	95.1
NT	*Indigenous*	977	87.3	1001	89.5	1009	90.2	1009	90.2	972	86.9
	Non-Indig.	1580	96.5	1586	96.8	1589	97.0	1589	97.0	1573	96.0
Aust	*Indigenous*	10825	90.4	10840	90.5	10889	90.9	10889	90.9	10722	89.5
	Non-Indig.	238841	96.7	239045	96.8	239241	96.9	239241	96.9	238005	96.4

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Participation

Table 7.P3: Percentage of Year 7 Student Exemptions, Absences/Withdrawals and Assessed, by State and Territory, 2009.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A
NSW	0.7	2.8	96.5	0.7	2.6	96.8	0.7	2.7	96.6	0.7	2.7	96.6	0.7	3.4	95.9
Vic	1.6	5.1	93.2	1.7	5.2	93.2	1.7	5.0	93.3	1.7	5.0	93.3	1.6	5.4	93.0
Qld	1.6	2.8	95.6	1.6	2.9	95.5	1.6	2.7	95.7	1.6	2.7	95.7	1.4	3.1	95.4
WA	1.3	3.4	95.3	1.3	3.3	95.4	1.3	3.0	95.7	1.3	3.0	95.7	1.3	3.8	95.0
SA	1.4	4.0	94.6	1.4	4.2	94.4	1.4	3.8	94.8	1.4	3.8	94.8	1.3	4.4	94.3
Tas	1.0	4.7	94.3	1.0	4.3	94.7	1.0	4.2	94.8	1.0	4.2	94.8	1.0	4.8	94.2
ACT	1.5	5.0	93.5	1.5	4.5	94.0	1.5	4.5	94.0	1.5	4.5	94.0	1.4	5.3	93.3
NT	1.2	7.0	91.8	1.2	5.9	92.8	1.2	5.6	93.2	1.2	5.6	93.2	1.2	7.4	91.4
Aust	1.2	3.7	95.1	1.3	3.6	95.2	1.2	3.5	95.3	1.2	3.5	95.3	1.2	4.0	94.8

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Participation

Table 7.P4: Percentage of Year 7 Student Exemptions, Absences/Withdrawals and Assessed, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A
NSW	*Indigenous*	1.3	8.4	90.3	1.3	8.4	90.3	1.3	8.8	89.9	1.3	8.8	89.9	1.3	10.3	88.4
	Non-Indigenous	0.7	2.5	96.8	0.7	2.3	97.1	0.7	2.4	96.9	0.7	2.4	96.9	0.7	3.0	96.3
Vic	*Indigenous*	2.5	14.9	82.6	2.6	16.0	81.4	2.6	14.1	83.3	2.6	14.1	83.3	2.5	14.1	83.4
	Non-Indigenous	1.5	4.8	93.7	1.5	4.8	93.7	1.5	4.7	93.8	1.5	4.7	93.8	1.5	5.0	93.5
Qld	*Indigenous*	2.4	6.5	91.1	2.4	6.6	91.0	2.4	6.3	91.3	2.4	6.3	91.3	2.3	6.8	90.9
	Non-Indigenous	1.5	2.6	95.9	1.5	2.6	95.8	1.5	2.5	96.0	1.5	2.5	96.0	1.4	2.9	95.7
WA	*Indigenous*	1.5	14.6	83.9	1.5	14.1	84.5	1.5	13.1	85.4	1.5	13.1	85.4	1.5	15.6	82.9
	Non-Indigenous	1.3	2.5	96.1	1.4	2.5	96.1	1.4	2.2	96.4	1.4	2.2	96.4	1.3	2.8	95.9
SA	*Indigenous*	2.6	12.9	84.4	2.8	14.9	82.4	2.8	13.4	83.8	2.8	13.4	83.8	2.8	12.6	84.6
	Non-Indigenous	1.3	3.6	95.1	1.3	3.7	95.0	1.3	3.3	95.3	1.3	3.3	95.3	1.3	4.0	94.7
Tas	*Indigenous*	0.9	10.9	88.2	0.9	9.1	90.0	0.9	6.8	92.3	0.9	6.8	92.3	0.9	11.6	87.5
	Non-Indigenous	0.9	4.2	94.9	0.9	3.8	95.3	0.9	3.8	95.2	0.9	3.8	95.2	0.9	4.1	95.0
ACT	*Indigenous*	1.1	21.1	77.9	1.1	17.9	81.1	1.1	17.9	81.1	1.1	17.9	81.1	1.1	26.3	72.6
	Non-Indigenous	1.5	4.7	93.9	1.5	4.2	94.3	1.5	4.2	94.3	1.5	4.2	94.3	1.5	4.9	93.7
NT	*Indigenous*	0.4	12.7	86.9	0.4	10.5	89.0	0.4	9.8	89.7	0.4	9.8	89.7	0.4	13.1	86.4
	Non-Indigenous	1.9	3.5	94.6	1.9	3.2	94.9	1.9	3.0	95.1	1.9	3.0	95.1	1.8	4.0	94.2
Aust	*Indigenous*	1.7	9.6	88.7	1.8	9.5	88.8	1.8	9.1	89.2	1.8	9.1	89.2	1.7	10.5	87.8
	Non-Indigenous	1.2	3.3	95.5	1.2	3.2	95.6	1.2	3.1	95.7	1.2	3.1	95.7	1.2	3.6	95.2

Refer to page 4 for explanatory notes.

NAPLAN Year 7

Table 7.CR: Comparative Achievement of Year 7 Students in Reading, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	545.9	547.1	532.8	534.6	536.8	534.3	558.3	483.0	541.1
NSW	545.9		■	▲	▲	▲	▲	▼	▲	▲
Vic	547.1	■		▲	▲	▲	▲	▼	▲	▲
Qld	532.8	▼	▼		■	▼	■	▼	▲	▼
WA	534.6	▼	▼	■		■	■	▼	▲	▼
SA	536.8	▼	▼	▲	■		■	▼	▲	▼
Tas	534.3	▼	▼	■	■	■		▼	▲	■
ACT	558.3	▲	▲	▲	▲	▲	▲		▲	▲
NT	483.0	▼	▼	▼	▼	▼	▼	▼		▼
Aust	541.1	▼	▼	▲	▲	▲	■	▼	▲	

Table 7.CW: Comparative Achievement of Year 7 Students in Writing, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	532.7	541.2	526.0	531.1	536.4	516.7	538.7	458.7	532.4
NSW	532.7		▼	▲	■	■	▲	■	▲	■
Vic	541.2	▲		▲	▲	▲	▲	■	▲	▲
Qld	526.0	▼	▼		▼	▼	▲	▼	▲	▼
WA	531.1	■	▼	▲		▼	▲	■	▲	■
SA	536.4	■	▼	▲	▲		▲	■	▲	▲
Tas	516.7	▼	▼	▼	▼	▼		▼	▲	▼
ACT	538.7	■	■	▲	■	■	▲		▲	■
NT	458.7	▼	▼	▼	▼	▼	▼	▼		▼
Aust	532.4	■	▼	▲	■	▼	▲	■	▲	

Table 7.CS: Comparative Achievement of Year 7 Students in Spelling, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	551.1	540.3	532.9	529.1	536.5	523.5	539.8	465.7	540.0
NSW	551.1		▲	▲	▲	▲	▲	▲	▲	▲
Vic	540.3	▼		▲	▲	▲	▲	■	▲	■
Qld	532.9	▼	▼		▲	▼	▲	■	▲	▼
WA	529.1	▼	▼	▼		▼	■	▼	▲	▼
SA	536.5	▼	▼	▲	▲		▲	■	▲	▼
Tas	523.5	▼	▼	▼	■	▼		▼	▲	▼
ACT	539.8	▼	■	■	▲	■	▲		▲	■
NT	465.7	▼	▼	▼	▼	▼	▼	▼		▼
Aust	540.0	▼	■	▲	▲	▲	▲	■	▲	

Refer to page 4 for explanatory notes and how to read the table.

NAPLAN Year 7

Table 7.CG: Comparative Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	543.2	544.7	534.1	531.4	536.7	533.2	556.9	464.9	539.5
NSW	543.2		■	▲	▲	▲	▲	▼	▲	▲
Vic	544.7	■		▲	▲	▲	▲	▼	▲	▲
Qld	534.1	▼	▼		■	■	■	▼	▲	▼
WA	531.4	▼	▼	■		▼	■	▼	▲	▼
SA	536.7	▼	▼	■	▲		■	▼	▲	■
Tas	533.2	▼	▼	■	■	■		▼	▲	■
ACT	556.9	▲	▲	▲	▲	▲	▲		▲	▲
NT	464.9	▼	▼	▼	▼	▼	▼	▼		▼
Aust	539.5	▼	▼	▲	▲	■	■	▼	▲	

Table 7.CN: Comparative Achievement of Year 7 Students in Numeracy, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	549.1	549.2	539.7	536.3	532.0	525.1	549.4	485.2	543.6
NSW	549.1		■	▲	▲	▲	▲	■	▲	▲
Vic	549.2	■		▲	▲	▲	▲	■	▲	▲
Qld	539.7	▼	▼		■	▲	▲	■	▲	▼
WA	536.3	▼	▼	■		■	▲	▼	▲	▼
SA	532.0	▼	▼	▼	■		■	▼	▲	▼
Tas	525.1	▼	▼	▼	▼	■		▼	▲	▼
ACT	549.4	■	■	■	▲	▲	▲		▲	■
NT	485.2	▼	▼	▼	▼	▼	▼	▼		▼
Aust	543.6	▼	▼	▲	▲	▲	▲	■	▲	

Refer to page 4 for explanatory notes and how to read the table.

NAPLAN Year 7

Overall national and jurisdiction results

When drawing comparisons, demographic variables that are strongly associated with student achievement such as Indigeneity, socio-economic profile, and distribution of the population across geographic zones must be taken into consideration. These and other factors impact on the performance of jurisdictions to differing degrees and are reflected most clearly in the Northern Territory, which has by far the largest proportion of Indigenous students, the highest proportion of students living in socio-economically disadvantaged areas, and nearly half of its students living in remote and very remote areas. Other jurisdictions also have a range of demographic differences that impact on their achievement.

Tables 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 show the percentages of Year 7 students estimated to be in achievement bands 4 (and below) to 9 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. These tables also report the percentages at or above the national minimum standard and the participation rates. Figures 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for each jurisdiction and for Australia overall.

Exempt students are deemed as achieving below the national minimum standard but do not receive a scale score. Therefore, calculation of the proportion achieving in each band, the proportion at or above the national minimum standard and the participation rate includes exempt students. However, when calculating the mean scale scores and the standard deviations, exempt students are not included as they have no scale score. Exempt students are not included in Figures.7.R1, 7.W1, 7.S1, 7.G1 and 7.N1, but they are included in Tables 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1.

For each domain, in excess of 90 per cent of Australian students are estimated to be working at or above the national minimum standard. In the case of Numeracy, almost 95 per cent of Australian students are estimated to be working at or above the national minimum standard. As is the case for Years 3 and 5, the percentage of students estimated to be working at or above the national minimum standard is greatest for Victoria, New South Wales and the Australian Capital Territory. The results for the Northern Territory differ markedly from those for other jurisdictions, with 65 per cent of students estimated to be working at or above the national minimum standard for Grammar and Punctuation, through to 75 per cent of students estimated to be working at or above the national minimum standard for Numeracy. The Northern Territory is also distinctive in that the achievement distribution has a considerably larger variance than the distributions for the other jurisdictions for all domains except Numeracy.

For Australia overall, the mean scores for Year 7 students range from 532 in Writing to 544 in Numeracy. These mean scores are between 40 and 57 points higher than the mean scores for Year 5 students, and between 118 and 150 points higher than the mean scores for Year 3 students. The extent to which achievement in the Northern Territory is below that of other jurisdictions is highlighted by the finding that the mean scores for the Northern Territory Year 7 students lie midway between the national mean scores for Year 3 and Year 5 students, with the exception of Numeracy.

Sex

Tables 7.R2, 7.W2, 7.S2, 7.G2 and 7.N2 show the percentages of Year 7 male and female students estimated to be in achievement bands 4 (and below) to 9 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. These tables also give the percentages at or above the national minimum standard and the participation rates. Figures 7.R2, 7.W2, 7.S2, 7.G2 and 7.N2 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for male and female students for each jurisdiction and for Australia overall.

In every jurisdiction and for each literacy domain, the percentage of students estimated to be working at or above the national minimum standard is greater for females than for males. The differences are largest for Writing, at 6.4 percentage points for Australia overall. For Numeracy, there is no difference in the percentages of male and female Year 7 students who achieved at or above the national minimum standard.

Across Australia, the exemption rate for male students is about 0.7 percentage points higher than the exemption rate for female students, which is just a little lower than the differences observed at Year 3 and Year 5. The difference in the exemption rate varies across jurisdictions, from more than 1 percentage point in Victoria to less than 0.5 of a percentage point in New South Wales and the Northern Territory.

The mean scores, which do not include exempted students, show that the Numeracy means are higher for male students in every jurisdiction, whereas for all other areas the mean scores of female students exceed those of male students. As with the percentages estimated to be working at or above the national minimum standard, the average of the male and female differences in the means is largest for Tasmania and the Northern Territory. The differences are similar across the remaining jurisdictions.

The national differences between males and females in the means – 17 points higher for female students for Reading, 32 points higher for female students for Writing, 21 points higher for female students for Spelling, 22 points higher for female students for Grammar and Punctuation, and 11 points higher for male students for Numeracy – are consistent with the Year 3 and Year 5 results. However, as the differences in means between Year 3 to Year 5 on the NAPLAN scale are greater than the difference in means between Year 5 to Year 7, these Year 7 male and female differences represent larger disparity, relative to years of schooling, than the differences noted at Year 5.

Indigenous

Tables 7.R3, 7.W3, 7.S3, 7.G3 and 7.N3 show the percentages of Year 7 Indigenous and non-Indigenous students estimated to be in achievement bands 4 (and below) to 9 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. These tables also give the percentages at or above the national minimum standard and the participation rates. Figures 7.R3, 7.W3, 7.S3, 7.G3 and 7.N3 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for Indigenous and non-Indigenous students for each jurisdiction and for Australia overall.

The percentage of students estimated to be working at or above the national minimum standard is markedly lower for

Indigenous students than for non-Indigenous students in all jurisdictions. In the Northern Territory, Indigenous students are between one-third and one-half as likely to be achieving at or above the national minimum standard as non-Indigenous students. Across Australia, a substantially smaller proportion of Indigenous students is likely to be achieving at or above the national minimum standard compared to their non-Indigenous peers. The difference ranges from 20 percentage points in Numeracy and Spelling to 29 percentage points in Grammar and Punctuation.

Similarly, the mean scores for Indigenous students are substantially lower than those for non-Indigenous students. In Reading, for example, the difference in the means across Australia is 71 points, the difference in the Northern Territory is 128 points and in Western Australia it is 85 points.

Language background other than English (LBOTE)

Tables 7.R4, 7.W4, 7.S4, 7.G4 and 7.N4 show the percentages of Year 7 LBOTE and non-LBOTE students estimated to be in achievement bands 4 (and below) to 9 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. These tables also give the percentages at or above the national minimum standard and the participation rates. Figures 7.R4, 7.W4, 7.S4, 7.G4 and 7.N4 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for LBOTE and non-LBOTE students for each jurisdiction and for Australia overall.

For Australia overall, non-LBOTE students are slightly more likely to have achieved at or above the national minimum standard than LBOTE students. However, for Spelling and Numeracy in NSW and for Spelling in Victoria, the proportions of LBOTE students estimated to have achieved at or above the national minimum standard exceeds that of non-LBOTE students. In Tasmania, which has a higher exemption rate for LBOTE students, the Northern Territory and Queensland, LBOTE students were furthest behind their non-LBOTE counterparts. It should be noted, however, that many Indigenous students in remote communities in the Northern Territory are also considered to be LBOTE students. This is also true for students in Queensland, South Australia and Western Australia, although to a lesser extent.

Although there is marked variation between jurisdictions, for Australia overall the mean scores of LBOTE students exceed the mean scores of non-LBOTE students in Writing, Spelling and Numeracy.

Also noteworthy are the higher relative mean scores of LBOTE students in Tasmania and New South Wales. In Tasmania, which has smaller numbers of LBOTE students compared to other jurisdictions, LBOTE student mean scores were higher for all domains. For New South Wales, non-LBOTE students outperform LBOTE students in Reading only.

Geolocation

Tables 7.R5, 7.W5, 7.S5, 7.G5 and 7.N5 show the percentages of Year 7 students, by geographic location, estimated to be in achievement bands 4 (and below) to 9 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. These tables also give the percentages at or above the national minimum standard and the participation rates. Tables 7.R6, 7.W6, 7.S6, 7.G6 and 7.N6 show the corresponding information for Indigenous students only and Tables 7.R7, 7.W7, 7.S7, 7.G7 and 7.N7 show the corresponding information for non-Indigenous students.

Across Australia, Year 7 students in metropolitan areas are estimated to be working at or above the national minimum standard at slightly higher rates than students in provincial and remote areas. Similarly, the mean scores for students in metropolitan areas are higher than for students in provincial areas, which are in turn higher than for those in remote areas. Students in very remote areas have the lowest means and the smallest proportion of students estimated to be working at or above the national minimum standard. These results hold for each of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, and for all jurisdictions with the exception of Numeracy in Victoria, where the proportion of students estimated to be working at or above the national minimum standard is highest for remote students.

The achievement patterns by geographic location are generally similar for Indigenous students and for all students. However, in South Australia the proportion of Indigenous students in remote areas meeting the national minimum standard is higher than in metropolitan locations for Reading, Writing, Spelling and Grammar and Punctuation.

Student achievement and parental education and parental occupation

Tables 7.R8, 7.W8, 7.S8, 7.G8, 7.N8, 7.R9, 7.W9, 7.S9, 7.G9 and 7.N9 illustrate the relationships between student achievement and parental education and occupation. For each domain, the student mean scores are higher for students whose parents have higher levels of education. Further, the relationships between the mean scores of students with parents from different occupation categories are consistent with those found in research and previous state-wide assessments.

It is important to note that these results are indicative only, as parental education data are not available for 19 per cent of students nationally. Likewise, parental occupation data are not available for 22 per cent of Year 7 students nationally.

In terms of estimated percentages of students working at or above the national minimum standard, the differences can be quite large. For example, students whose parents have a degree are between 11 (Numeracy) and 17 (Grammar and Punctuation) per cent more likely to be at or above the national minimum standard than students whose parents have a Year 11 equivalent or below. Similarly, students whose parents are from the occupational category Senior management and qualified professionals are between 14 (Numeracy) and 22 (Grammar and Punctuation) per cent more likely to be at or above the national minimum standard than students whose parents have not been in paid employment for the past 12 months.

Participation

Tables 7.P1 to 7.P4 describe the participating populations and the rates of exemptions and absences by jurisdiction.

Jurisdiction comparisons

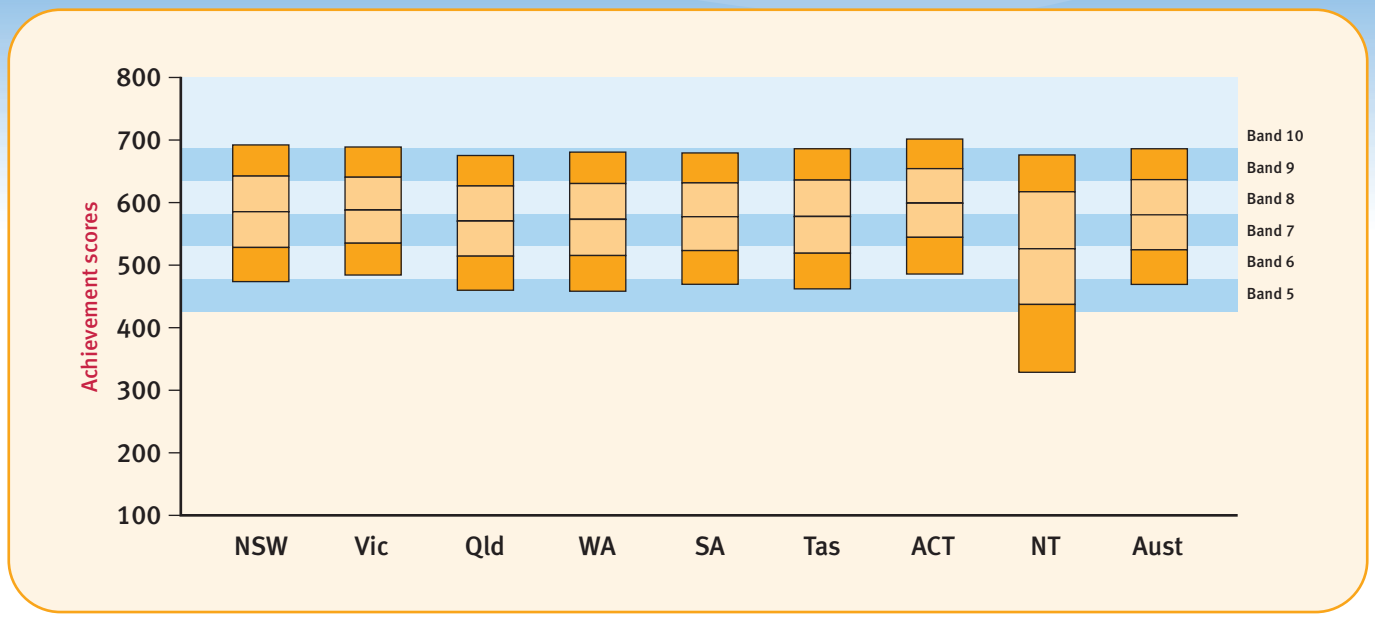
Tables 7.CR, 7.CW, 7.CS, 7.CG and 7.CN indicate the statistical significance or otherwise of the differences between jurisdictions in the mean scores for each domain.

2009 Results

NAPLAN Year 9

NAPLAN Year 9 Reading

Figure 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	585.4 (66.4)	588.0 (62.0)	570.4 (65.6)	573.1 (67.6)	577.4 (63.7)	577.7 (68.2)	598.9 (65.4)	526.3 (107.7)	580.5 (66.3)

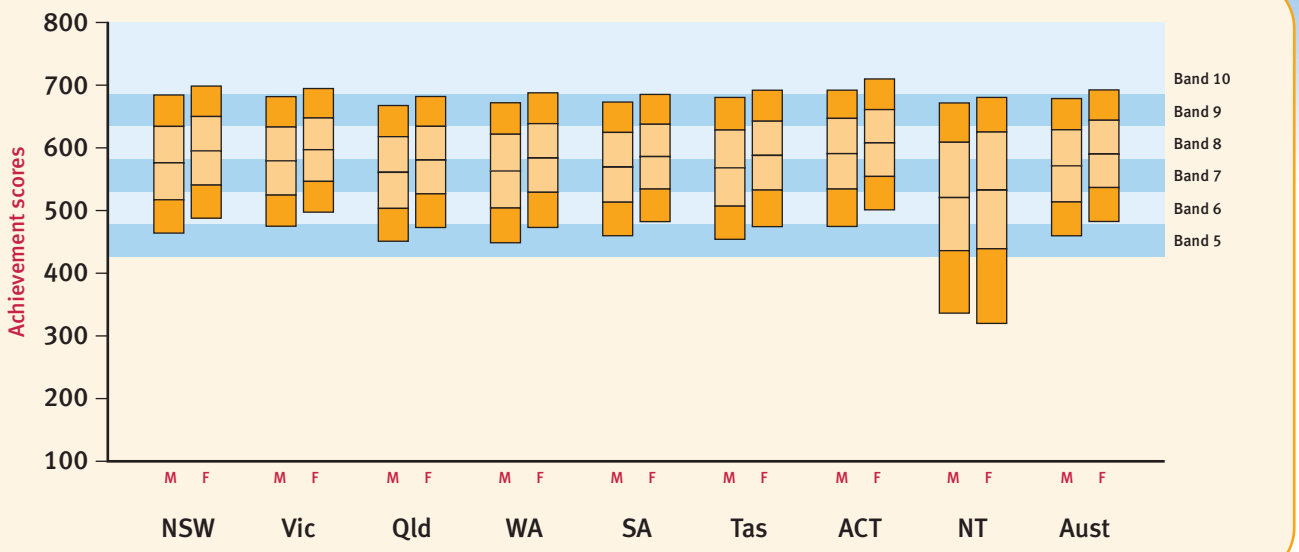
Table 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*14yrs 7mths 9yrs 4mths*	95.1	0.7	5.7	14.8	26.2	28.8	17.6	6.2	93.6
Vic	*14yrs 9mths 9yrs 4mths*	91.7	1.7	4.0	13.6	27.1	30.6	17.5	5.5	94.3
Qld	*14yrs 1mth 8yrs 4mths*	94.8	1.6	8.4	18.1	28.3	27.0	13.2	3.4	90.0
WA	*14yrs 0mths 8yrs 4mths*	94.7	1.5	8.6	17.0	27.3	27.4	14.1	4.1	89.9
SA	*14yrs 6mths 9yrs 4mths*	92.0	1.4	6.5	16.1	28.3	29.0	14.8	3.9	92.1
Tas	*14yrs 10mths 9yrs 4mths*	91.9	0.9	7.9	16.4	26.3	27.7	15.7	5.1	91.2
ACT	*14yrs 8mths 9yrs 4mths*	91.6	1.9	3.9	10.7	22.6	30.4	22.1	8.2	94.1
NT	*14yrs 5mths 9yrs 4mths*	87.6	2.0	28.9	15.7	19.9	19.3	10.5	3.7	69.1
Aust	*14yrs 5mths 9yrs 0mths*	93.7	1.3	6.5	15.5	27.0	28.6	16.1	5.0	92.2

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Reading

Figure 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	576.0 (67.2)	579.3 (62.8)	560.8 (66.1)	563.2 (68.2)	569.1 (64.6)	568.2 (69.3)	590.7 (66.3)	520.6 (103.5)	571.3 (67.0)
Female Mean scale score / (S.D.)	595.3 (64.1)	597.0 (59.8)	580.4 (63.6)	583.7 (65.3)	586.0 (61.5)	587.9 (65.5)	607.8 (63.2)	532.5 (111.7)	590.1 (64.2)

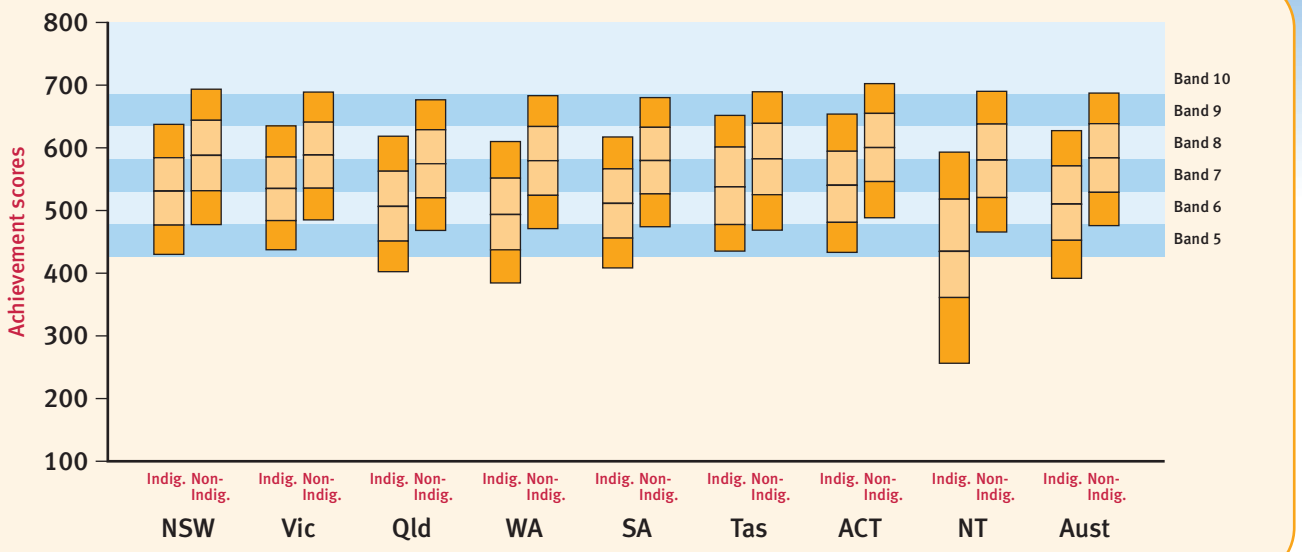
Table 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Male*	0.8	7.7	17.5	26.9	27.1	15.2	4.7	91.4
	Female	0.6	3.6	12.0	25.5	30.5	20.2	7.7	95.8
Vic	*Male*	2.2	5.4	16.5	28.0	28.7	14.9	4.3	92.4
	Female	1.2	2.5	10.7	26.1	32.6	20.3	6.7	96.3
Qld	*Male*	2.0	10.9	20.7	28.6	24.3	11.0	2.5	87.1
	Female	1.1	5.8	15.4	27.9	29.9	15.6	4.3	93.1
WA	*Male*	1.7	11.2	19.4	27.7	25.2	11.7	3.1	87.1
	Female	1.3	5.7	14.4	26.9	29.7	16.7	5.3	93.0
SA	*Male*	1.7	8.6	18.3	28.8	26.8	12.9	3.0	89.7
	Female	1.1	4.3	13.8	27.9	31.4	16.8	4.9	94.7
Tas	*Male*	1.3	10.0	19.5	26.8	24.9	13.4	4.1	88.7
	Female	0.6	5.6	13.1	25.7	30.7	18.1	6.1	93.8
ACT	*Male*	2.0	5.4	12.8	23.1	30.2	20.1	6.4	92.6
	Female	1.9	2.3	8.5	22.1	30.7	24.3	10.3	95.9
NT	*Male*	2.6	30.3	17.6	20.2	17.5	8.4	3.4	67.1
	Female	1.4	27.4	13.6	19.5	21.4	12.7	4.1	71.3
Aust	*Male*	1.6	8.5	18.1	27.6	26.6	13.7	3.9	89.9
	Female	1.0	4.3	12.8	26.4	30.8	18.6	6.2	94.7

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Reading

Figure 9.R3: Achievement of Year 9 Students in Reading, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	530.7 (63.4)	535.0 (60.8)	506.4 (67.4)	493.6 (69.2)	511.3 (64.0)	537.6 (67.8)	540.1 (65.3)	434.7 (99.3)	510.2 (74.2)
Non-Indigenous Mean scale score / (S.D.)	587.8 (65.6)	588.4 (61.7)	574.7 (63.3)	579.4 (64.0)	579.6 (62.3)	582.3 (67.0)	600.2 (64.9)	580.2 (68.4)	583.8 (64.0)

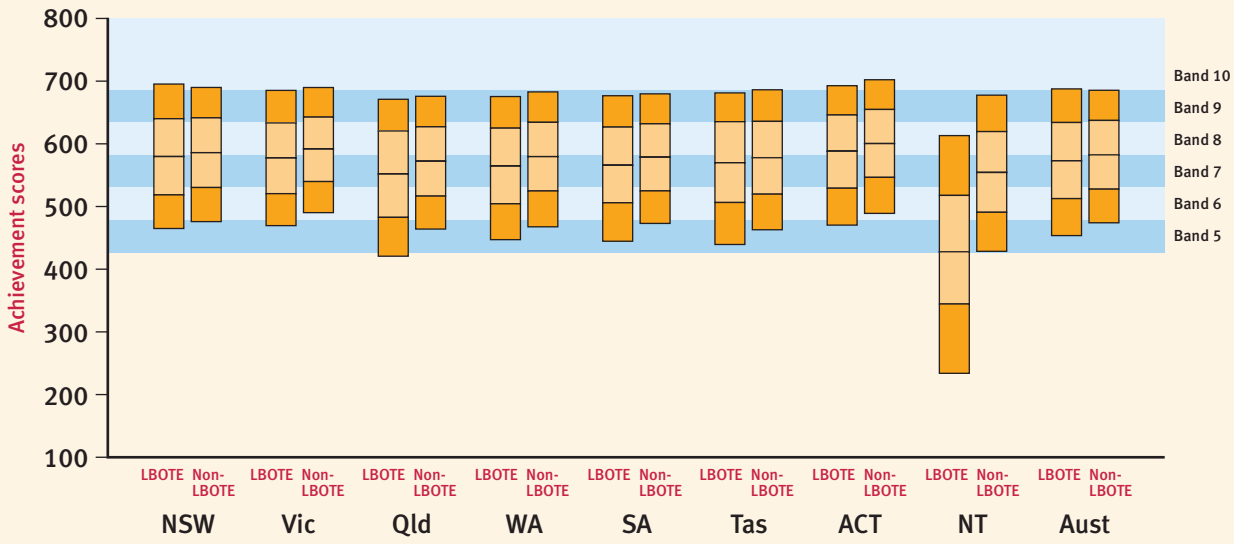
Table 9.R3: Achievement of Year 9 Students in Reading, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Indigenous*	1.6	20.3	29.1	28.4	15.0	4.8	0.8	78.2
	Non-Indigenous	0.7	5.1	14.2	26.1	29.3	18.2	6.4	94.3
Vic	*Indigenous*	4.1	16.6	28.6	29.7	16.0	4.3	0.7	79.3
	Non-Indigenous	1.5	3.9	13.5	27.2	30.8	17.7	5.5	94.7
Qld	*Indigenous*	2.3	33.2	29.2	22.4	10.1	2.6	0.3	64.5
	Non-Indigenous	1.5	6.7	17.3	28.7	28.2	13.9	3.6	91.7
WA	*Indigenous*	2.0	41.6	28.2	17.5	8.2	2.2	0.2	56.4
	Non-Indigenous	1.5	6.1	15.9	27.7	29.0	15.3	4.5	92.4
SA	*Indigenous*	1.3	31.1	29.2	24.3	11.4	2.5	0.2	67.6
	Non-Indigenous	1.4	5.6	15.7	28.5	29.6	15.2	4.0	93.0
Tas	*Indigenous*	0.8	20.0	28.4	24.0	17.2	8.7	0.9	79.2
	Non-Indigenous	0.9	6.6	15.2	26.1	28.9	16.7	5.5	92.5
ACT	*Indigenous*	3.9	18.1	22.3	30.3	18.1	6.8	0.6	78.1
	Non-Indigenous	1.9	3.6	10.5	22.4	30.7	22.5	8.4	94.5
NT	*Indigenous*	1.6	66.1	15.9	10.0	4.8	1.3	0.2	32.3
	Non-Indigenous	2.3	7.0	15.8	25.8	27.8	15.8	5.6	90.7
Aust	*Indigenous*	2.0	31.0	27.8	23.4	11.8	3.5	0.5	67.0
	Non-Indigenous	1.2	5.3	14.9	27.2	29.4	16.7	5.2	93.5

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Reading

Figure 9.R4: Achievement of Year 9 Students in Reading, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	579.6 (70.2)	577.3 (65.4)	551.7 (78.9)	564.3 (70.7)	565.7 (70.4)	569.7 (74.5)	588.2 (67.8)	427.8 (110.4)	572.9 (72.6)
Non-LBOTE Mean scale score / (S.D.)	585.8 (65.0)	591.4 (60.5)	572.0 (64.2)	579.5 (65.1)	578.5 (62.7)	577.9 (67.9)	600.3 (64.8)	554.2 (77.1)	582.4 (64.2)

Table 9.R4: Achievement of Year 9 Students in Reading, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*LBOTE*	1.0	7.5	17.2	26.2	25.7	15.7	6.7	91.5
	Non-LBOTE	0.6	5.3	14.5	26.6	29.5	17.8	5.7	94.1
Vic	*LBOTE*	2.1	6.5	17.0	28.1	26.9	14.6	4.8	91.4
	Non-LBOTE	1.6	3.2	12.5	26.8	31.8	18.5	5.7	95.2
Qld	*LBOTE*	3.1	18.1	18.5	23.5	22.6	11.4	2.9	78.9
	Non-LBOTE	1.5	7.6	18.0	28.7	27.4	13.4	3.5	90.9
WA	*LBOTE*	2.9	11.3	18.9	26.5	24.3	12.7	3.3	85.8
	Non-LBOTE	1.2	6.5	15.2	27.6	29.5	15.6	4.4	92.3
SA	*LBOTE*	4.2	11.7	16.9	26.4	24.6	12.7	3.6	84.1
	Non-LBOTE	1.1	5.9	16.1	28.6	29.5	14.9	4.0	93.1
Tas	*LBOTE*	3.9	12.6	15.7	25.1	23.1	15.4	4.2	83.5
	Non-LBOTE	0.8	7.7	16.4	26.5	27.8	15.7	5.1	91.5
ACT	*LBOTE*	3.9	6.2	13.2	22.6	28.8	19.0	6.3	89.9
	Non-LBOTE	1.6	3.6	10.4	22.7	30.7	22.6	8.5	94.8
NT	*LBOTE*	0.6	69.8	12.1	8.3	6.3	2.2	0.7	29.6
	Non-LBOTE	4.1	15.0	21.0	24.6	20.6	11.0	3.7	80.9
Aust	*LBOTE*	1.8	9.4	17.2	26.3	25.5	14.5	5.3	88.8
	Non-LBOTE	1.2	5.6	15.1	27.3	29.4	16.4	4.9	93.2

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Reading

Table 9.R5: Achievement of Year 9 Students in Reading, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	588.1	0.7	5.3	14.3	25.7	28.8	18.4	6.9	94.0
	Provincial	578.3	0.7	6.6	16.2	27.7	28.8	15.7	4.2	92.7
	Remote	532.8	0.3	22.6	25.7	26.0	18.7	5.5	1.1	77.0
	Very Remote	503.9	2.6	35.8	20.0	23.9	14.8	2.9	0.0	61.6
Vic	*Metro*	590.2	1.7	3.8	13.0	26.3	30.8	18.4	5.9	94.4
	Provincial	581.6	1.7	4.3	15.4	29.4	29.9	15.1	4.2	93.9
	Remote	569.7	0.0	8.5	21.5	21.9	32.7	14.2	1.2	91.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	574.4	1.5	7.4	17.0	28.0	28.0	14.4	3.8	91.1
	Provincial	563.7	1.8	9.5	20.2	29.4	25.4	11.0	2.6	88.7
	Remote	537.1	1.0	19.5	25.2	28.4	19.2	5.4	1.3	79.6
	Very Remote	502.0	1.1	39.4	24.7	19.1	12.2	3.1	0.4	59.6
WA	*Metro*	579.3	1.6	6.6	15.9	27.1	28.7	15.5	4.6	91.8
	Provincial	564.3	1.1	10.2	19.6	29.1	25.5	11.3	3.1	88.6
	Remote	542.9	1.4	18.5	22.6	26.9	20.7	8.2	1.7	80.1
	Very Remote	492.8	2.0	46.9	18.3	15.7	11.2	5.0	0.9	51.1
SA	*Metro*	581.6	1.5	5.7	15.2	27.5	29.3	16.2	4.6	92.8
	Provincial	569.3	1.1	7.1	18.3	30.8	28.8	11.5	2.3	91.8
	Remote	564.0	1.0	9.4	19.0	29.9	28.1	10.7	1.9	89.6
	Very Remote	500.6	0.0	46.0	18.9	15.7	14.6	4.6	0.3	54.0
Tas	*Metro*	583.4	1.0	7.8	15.0	23.9	28.3	17.5	6.5	91.2
	Provincial	574.0	0.9	7.8	17.3	28.0	27.4	14.4	4.1	91.3
	Remote	541.3	0.0	12.6	30.4	32.2	19.6	4.1	1.1	87.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	598.9	1.9	3.9	10.7	22.6	30.4	22.1	8.2	94.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	556.7	2.8	16.5	17.4	23.4	23.0	12.4	4.4	80.7
	Remote	514.5	1.1	31.8	15.8	18.9	18.4	10.7	3.4	67.1
	Very Remote	426.0	0.2	73.8	8.9	7.1	6.1	2.7	1.2	26.0
Aust	*Metro*	584.6	1.3	5.5	14.7	26.5	29.2	17.2	5.6	93.1
	Provincial	573.3	1.3	7.4	17.4	28.7	27.8	13.7	3.6	91.3
	Remote	539.6	1.0	19.7	21.7	26.2	21.2	8.3	1.9	79.3
	Very Remote	480.7	1.1	50.5	17.8	15.1	10.8	4.0	0.8	48.4

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Reading

Table 9.R6: Achievement of Year 9 Indigenous Students in Reading, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	539.0	1.5	17.0	26.9	30.4	17.1	6.0	1.1	81.5
	Provincial	526.9	1.7	21.1	31.0	28.0	13.7	4.0	0.5	77.2
	Remote	501.2	0.0	38.5	32.6	15.0	10.8	3.1	0.0	61.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	535.0	3.0	17.8	27.8	28.5	17.9	4.6	0.4	79.2
	Provincial	535.0	5.1	15.5	29.4	30.7	14.4	4.1	0.9	79.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	510.9	2.3	30.7	28.7	23.4	10.9	3.5	0.4	67.0
	Provincial	510.4	2.6	30.4	30.5	23.9	10.4	2.0	0.2	67.0
	Remote	491.3	1.0	41.4	31.4	16.5	8.5	1.1	0.0	57.5
	Very Remote	465.3	1.1	60.1	24.2	10.7	3.6	0.3	0.0	38.8
WA	*Metro*	514.1	1.9	30.1	30.1	22.0	12.1	3.4	0.4	68.0
	Provincial	498.8	2.2	37.9	32.8	17.4	7.1	2.3	0.2	59.9
	Remote	485.4	3.5	43.3	29.4	17.4	5.7	0.7	0.2	53.3
	Very Remote	453.1	0.7	67.9	17.4	8.9	4.0	1.0	0.0	31.3
SA	*Metro*	526.8	2.2	22.1	29.3	27.8	15.1	3.3	0.2	75.8
	Provincial	511.5	0.5	28.4	33.7	25.9	9.3	2.2	0.2	71.2
	Remote	486.4	0.0	45.1	31.9	13.6	8.1	1.3	0.0	54.9
	Very Remote	454.2	0.0	72.9	14.7	10.1	2.3	0.0	0.0	27.1
Tas	*Metro*	533.2	0.6	22.8	29.4	22.0	15.9	8.7	0.7	76.7
	Provincial	541.1	1.0	17.6	28.1	25.6	18.1	8.7	0.8	81.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	540.1	3.9	18.1	22.3	30.3	18.1	6.8	0.6	78.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	481.5	3.3	46.9	21.8	16.4	8.5	2.5	0.6	49.8
	Remote	425.0	1.4	64.1	18.3	10.2	4.8	1.3	0.0	34.5
	Very Remote	393.3	0.0	88.3	7.6	3.0	0.9	0.2	0.0	11.7
Aust	*Metro*	524.9	2.0	24.0	28.1	26.4	14.2	4.7	0.6	74.1
	Provincial	517.6	2.3	26.5	30.1	25.2	12.0	3.4	0.5	71.2
	Remote	471.0	1.6	48.5	27.0	14.5	6.9	1.4	0.1	49.9
	Very Remote	435.5	0.6	73.2	15.4	7.5	2.9	0.4	0.0	26.2

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Reading

Table 9.R7: Achievement of Year 9 Non-Indigenous Students in Reading, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	589.2	0.7	5.0	14.0	25.6	29.0	18.6	7.0	94.3
	Provincial	583.3	0.6	5.2	14.8	27.6	30.3	16.9	4.5	94.1
	Remote	559.2	0.6	10.0	19.4	35.1	25.4	7.5	2.0	89.4
	Very Remote	553.2	2.5	7.5	24.0	36.0	24.5	5.5	0.0	90.0
Vic	*Metro*	590.5	1.5	3.8	13.0	26.4	31.0	18.5	5.9	94.7
	Provincial	582.3	1.5	4.1	15.1	29.5	30.3	15.3	4.1	94.4
	Remote	571.0	0.0	7.8	22.0	21.2	33.3	14.5	1.2	92.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	577.4	1.5	6.3	16.5	28.2	28.8	14.9	3.9	92.2
	Provincial	568.7	1.7	7.6	19.2	29.9	26.9	11.8	2.9	90.7
	Remote	553.7	0.9	11.5	22.9	32.7	23.1	7.0	1.8	87.6
	Very Remote	548.1	0.9	13.4	25.4	29.7	23.0	6.6	0.9	85.7
WA	*Metro*	582.2	1.6	5.6	15.2	27.2	29.5	16.1	4.9	92.8
	Provincial	571.7	1.0	7.6	17.9	29.5	27.7	12.7	3.5	91.4
	Remote	562.9	0.7	9.6	20.5	30.2	25.3	11.3	2.4	89.7
	Very Remote	563.2	4.3	9.8	19.0	29.0	25.2	10.2	2.5	85.9
SA	*Metro*	582.8	1.5	5.3	14.9	27.5	29.6	16.5	4.7	93.1
	Provincial	571.9	1.2	6.1	17.6	31.0	29.7	11.9	2.4	92.7
	Remote	571.0	1.1	6.2	17.9	31.3	29.8	11.5	2.1	92.7
	Very Remote	549.5	0.0	17.6	22.9	21.6	27.9	9.5	0.5	82.4
Tas	*Metro*	588.2	0.9	6.5	13.8	23.9	29.3	18.5	7.1	92.6
	Provincial	577.9	0.9	6.7	16.2	28.0	28.7	15.3	4.3	92.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	600.2	1.9	3.6	10.5	22.4	30.7	22.5	8.4	94.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	578.0	2.7	7.7	16.3	25.6	27.1	15.2	5.4	89.6
	Remote	586.8	0.8	5.4	13.9	26.0	29.5	18.2	6.2	93.8
	Very Remote	586.8	1.4	3.0	15.3	27.4	31.0	14.8	7.1	95.6
Aust	*Metro*	586.2	1.2	5.0	14.3	26.5	29.6	17.5	5.8	93.7
	Provincial	577.6	1.2	5.8	16.4	29.0	29.1	14.5	3.8	92.9
	Remote	565.7	0.8	8.7	19.6	30.5	26.5	11.1	2.7	90.5
	Very Remote	558.9	2.0	10.9	21.6	28.7	25.3	9.4	2.1	87.1

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Reading

Table 9.R8: Achievement of Year 9 Students in Reading, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	619.1	0.7	1.3	6.1	18.1	32.5	28.8	12.5	98.0
Advanced diploma/ diploma	590.5	0.9	3.2	12.2	27.2	33.3	18.4	4.8	95.9
Cert I to IV	572.7	0.9	5.6	17.6	31.7	29.4	12.3	2.5	93.5
Year 12 or equivalent	576.3	1.2	6.0	16.5	29.3	29.7	13.9	3.4	92.8
Year 11 or equivalent or below	547.8	2.0	12.9	24.9	31.5	20.9	6.7	1.1	85.2
Not stated	568.2	2.2	10.2	17.6	26.7	26.3	13.4	3.7	87.7

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Reading

Table 9.R9: Achievement of Year 9 Students in Reading, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	616.8	0.6	1.4	6.6	18.9	32.8	28.0	11.8	98.0
Other business managers and associate professionals	594.1	0.7	2.7	11.3	26.8	33.4	19.4	5.7	96.6
Tradespeople, clerks, skilled office, sales and service staff	576.0	0.9	5.0	16.5	31.2	30.3	13.2	2.8	94.0
Machine operators, hospitality staff, assistants, labourers	558.6	1.5	9.2	22.5	32.3	23.7	8.9	1.9	89.3
Not in paid work in the previous 12 months	545.0	3.4	14.6	25.6	29.1	18.9	6.8	1.5	82.0
Not stated	564.5	2.0	11.1	18.9	27.0	25.2	12.4	3.4	86.9

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Writing

Figure 9.W1: Achievement of Year 9 Students in Writing, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	568.3 (77.2)	581.9 (77.8)	559.0 (80.6)	565.8 (81.5)	571.4 (79.5)	559.2 (85.1)	578.0 (77.6)	505.0 (125.4)	568.9 (80.2)

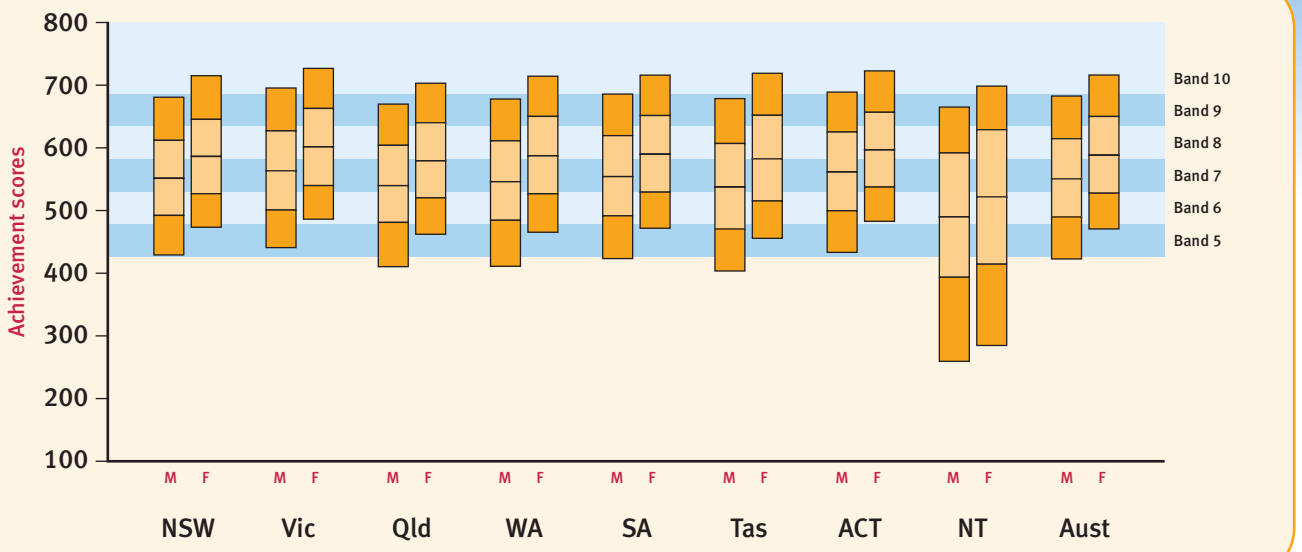
Table 9.W1: Achievement of Year 9 Students in Writing, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*14yrs 7mths 9yrs 4mths*	95.5	0.7	10.3	19.9	28.4	22.1	11.8	6.8	89.0
Vic	*14yrs 9mths 9yrs 4mths*	91.9	1.7	8.0	16.7	25.7	23.7	14.9	9.4	90.3
Qld	*14yrs 1mth 8yrs 4mths*	94.9	1.6	13.0	21.1	26.9	21.0	11.0	5.3	85.4
WA	*14yrs 0mths 8yrs 4mths*	95.0	1.5	12.3	19.0	25.9	22.0	12.4	6.8	86.1
SA	*14yrs 6mths 9yrs 4mths*	91.9	1.4	10.7	18.1	26.5	22.9	13.0	7.5	87.9
Tas	*14yrs 10mths 9yrs 4mths*	92.0	0.9	15.8	21.1	24.5	18.8	11.5	7.4	83.3
ACT	*14yrs 8mths 9yrs 4mths*	92.8	2.0	8.7	16.5	26.3	24.3	14.1	8.2	89.4
NT	*14yrs 5mths 9yrs 4mths*	89.5	1.9	35.0	17.1	17.5	14.9	8.8	4.8	63.1
Aust	*14yrs 5mths 9yrs 0mths*	94.0	1.3	10.9	19.1	26.8	22.2	12.5	7.2	87.8

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Writing

Figure 9.W2: Achievement of Year 9 Students in Writing, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	551.3 (76.6)	563.2 (77.4)	539.6 (80.9)	545.9 (81.0)	554.1 (79.6)	537.2 (83.4)	561.2 (78.3)	489.7 (123.0)	550.5 (79.9)
Female Mean scale score / (S.D.)	586.1 (73.7)	601.3 (73.4)	579.1 (75.2)	587.1 (76.6)	589.6 (75.1)	582.4 (80.7)	596.5 (72.5)	521.8 (125.8)	588.1 (75.9)

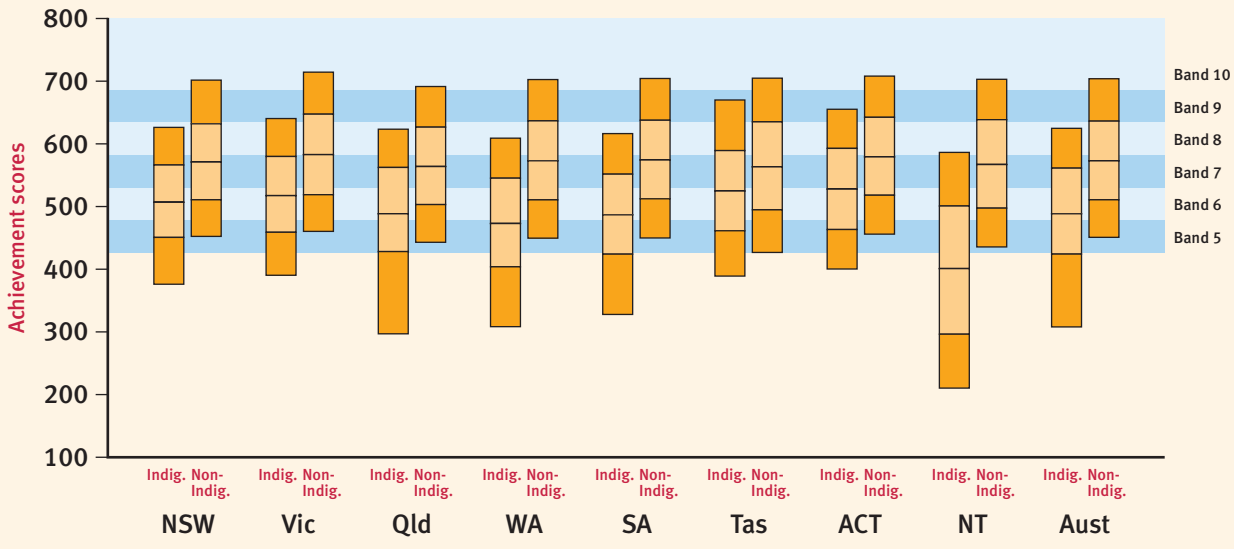
Table 9.W2: Achievement of Year 9 Students in Writing, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Male*	0.8	14.8	23.8	28.4	18.8	9.0	4.4	84.4
	Female	0.6	5.6	15.8	28.3	25.5	14.8	9.4	93.8
Vic	*Male*	2.2	11.9	21.1	26.9	20.6	11.2	6.1	85.9
	Female	1.2	3.9	12.1	24.4	26.9	18.8	12.8	94.9
Qld	*Male*	2.0	18.5	25.4	26.2	17.0	7.7	3.2	79.5
	Female	1.1	7.3	16.7	27.5	25.2	14.5	7.6	91.5
WA	*Male*	1.7	17.5	23.3	26.0	18.5	9.0	4.0	80.8
	Female	1.3	6.8	14.3	25.9	25.8	16.1	9.8	91.9
SA	*Male*	1.7	15.2	21.8	26.6	19.7	10.1	4.9	83.1
	Female	1.1	5.9	14.2	26.3	26.2	16.1	10.2	93.0
Tas	*Male*	1.3	22.5	24.5	23.4	15.8	8.3	4.2	76.2
	Female	0.6	8.5	17.4	25.7	22.0	15.0	10.9	90.9
ACT	*Male*	2.0	12.6	20.2	26.8	21.6	11.4	5.4	85.4
	Female	1.9	4.3	12.5	25.7	27.3	17.1	11.2	93.8
NT	*Male*	2.6	39.1	18.9	17.0	13.0	6.5	2.9	58.4
	Female	1.1	30.5	15.0	18.1	17.0	11.3	6.9	68.3
Aust	*Male*	1.6	15.6	23.2	26.9	18.8	9.3	4.6	82.8
	Female	1.0	6.0	14.8	26.6	25.7	16.0	10.0	93.0

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Writing

Figure 9.W3: Achievement of Year 9 Students in Writing, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	506.7 (75.5)	517.3 (76.6)	488.4 (96.6)	472.8 (89.5)	486.7 (84.2)	524.6 (83.2)	527.7 (76.6)	400.9 (115.5)	488.4 (93.7)
Non-Indigenous Mean scale score / (S.D.)	570.9 (76.2)	582.7 (77.5)	563.7 (77.2)	573.0 (77.1)	574.2 (77.5)	563.1 (84.8)	579.1 (77.3)	566.8 (83.2)	572.8 (77.5)

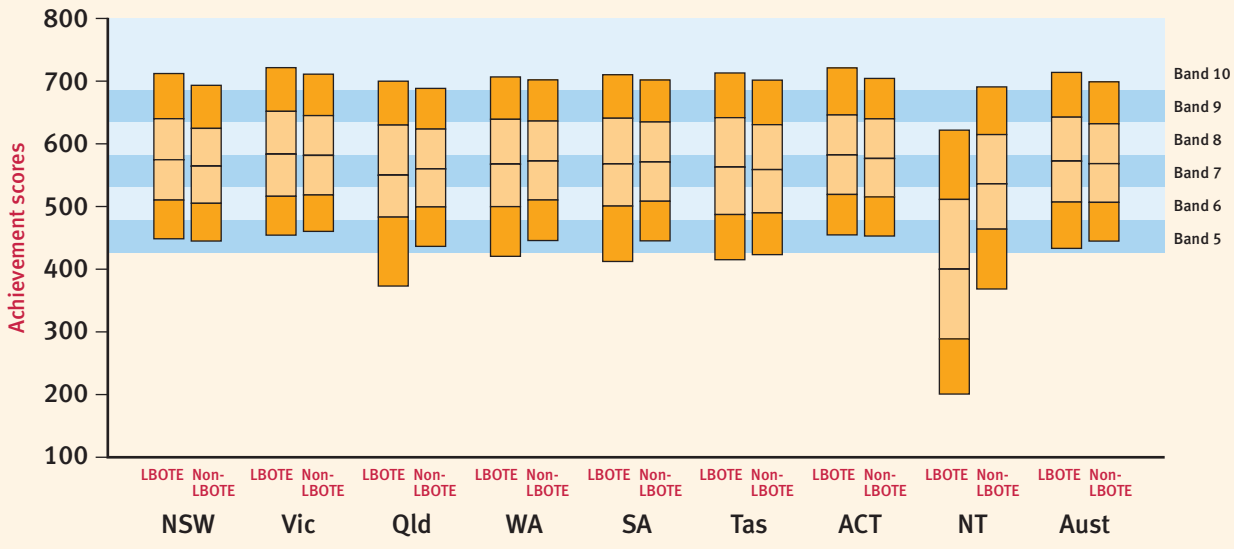
Table 9.W3: Achievement of Year 9 Students in Writing, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Indigenous*	1.6	31.4	29.8	23.4	9.8	3.2	0.9	67.1
	Non-Indigenous	0.7	9.4	19.5	28.6	22.6	12.2	7.1	89.9
Vic	*Indigenous*	4.1	27.3	27.3	22.9	12.4	4.9	1.0	68.6
	Non-Indigenous	1.5	7.8	16.6	25.7	23.9	15.1	9.5	90.8
Qld	*Indigenous*	2.4	38.1	26.4	19.9	9.6	2.9	0.7	59.5
	Non-Indigenous	1.5	11.3	20.8	27.3	21.8	11.6	5.6	87.1
WA	*Indigenous*	1.9	48.0	24.8	15.8	7.1	1.8	0.6	50.1
	Non-Indigenous	1.5	9.8	18.3	26.6	23.2	13.3	7.4	88.7
SA	*Indigenous*	1.3	42.4	27.1	18.9	6.8	2.4	1.1	56.4
	Non-Indigenous	1.4	9.6	17.8	26.8	23.4	13.3	7.7	89.0
Tas	*Indigenous*	0.8	26.8	26.9	23.2	12.5	6.3	3.5	72.4
	Non-Indigenous	0.9	14.5	20.4	24.5	19.5	12.2	7.9	84.6
ACT	*Indigenous*	3.9	24.9	26.2	22.3	15.1	5.8	1.7	71.3
	Non-Indigenous	1.9	8.3	16.3	26.4	24.5	14.3	8.3	89.8
NT	*Indigenous*	1.5	72.2	13.2	7.4	3.9	1.4	0.4	26.3
	Non-Indigenous	2.1	13.1	19.5	23.4	21.2	13.1	7.5	84.8
Aust	*Indigenous*	2.0	39.0	26.3	19.8	9.1	3.0	0.9	59.0
	Non-Indigenous	1.2	9.6	18.7	27.1	22.8	13.0	7.5	89.2

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Writing

Figure 9.W4: Achievement of Year 9 Students in Writing, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	574.6 (80.2)	583.3 (81.3)	549.9 (102.1)	567.6 (88.1)	567.8 (89.5)	562.9 (93.0)	582.1 (79.7)	399.9 (128.5)	572.3 (87.2)
Non-LBOTE Mean scale score / (S.D.)	564.3 (75.9)	581.4 (76.6)	559.9 (78.6)	572.3 (78.4)	570.9 (78.3)	558.8 (84.8)	576.4 (77.2)	536.0 (95.7)	568.3 (78.1)

Table 9.W4: Achievement of Year 9 Students in Writing, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*LBOTE*	1.0	9.9	18.4	26.7	22.2	13.2	8.6	89.2
	Non-LBOTE	0.6	10.9	20.9	29.0	21.7	11.0	5.9	88.5
Vic	*LBOTE*	2.1	8.6	16.4	24.5	22.7	15.0	10.6	89.3
	Non-LBOTE	1.6	7.8	16.8	26.1	23.9	14.9	9.0	90.6
Qld	*LBOTE*	3.2	18.0	19.0	23.0	18.8	11.5	6.7	78.9
	Non-LBOTE	1.5	12.6	21.3	27.2	21.2	11.0	5.3	85.9
WA	*LBOTE*	3.1	13.3	17.1	23.9	21.1	13.5	7.9	83.6
	Non-LBOTE	1.2	10.1	17.8	26.6	23.8	13.3	7.3	88.7
SA	*LBOTE*	4.2	13.3	16.3	23.5	21.3	13.1	8.3	82.5
	Non-LBOTE	1.1	10.6	18.5	26.9	22.7	12.8	7.3	88.4
Tas	*LBOTE*	3.9	17.0	17.2	23.4	17.1	10.9	10.6	79.1
	Non-LBOTE	0.8	15.8	21.2	24.5	18.8	11.6	7.2	83.4
ACT	*LBOTE*	3.9	8.3	15.2	24.9	24.5	13.7	9.5	87.8
	Non-LBOTE	1.7	8.9	16.9	26.7	24.1	14.0	7.7	89.5
NT	*LBOTE*	0.5	71.9	10.9	7.3	5.4	2.5	1.6	27.7
	Non-LBOTE	3.9	23.8	21.5	20.6	16.0	9.0	5.2	72.3
Aust	*LBOTE*	1.9	11.4	17.5	25.0	21.8	13.5	9.0	86.8
	Non-LBOTE	1.2	10.7	19.5	27.3	22.3	12.3	6.8	88.1

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Writing

Table 9.W5: Achievement of Year 9 Students in Writing, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	573.9	0.7	9.1	18.6	28.0	23.0	12.8	7.8	90.2
	Provincial	552.6	0.7	13.5	23.6	29.5	19.6	9.1	3.9	85.7
	Remote	500.4	0.3	36.3	28.6	20.8	11.1	2.4	0.5	63.4
	Very Remote	480.2	2.6	48.6	16.4	19.5	11.4	1.6	0.0	48.8
Vic	*Metro*	587.1	1.7	7.2	15.3	24.9	24.3	16.0	10.5	91.1
	Provincial	566.9	1.7	10.3	20.5	27.8	21.8	11.8	6.1	88.0
	Remote	560.5	0.0	6.5	25.0	33.1	23.5	9.2	2.7	93.5
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	564.6	1.5	11.5	20.1	27.0	21.9	11.9	6.1	87.0
	Provincial	549.4	1.8	15.2	23.5	27.1	19.5	9.2	3.7	83.0
	Remote	520.4	1.0	27.4	27.1	22.9	13.6	6.3	1.8	71.7
	Very Remote	462.8	1.3	49.1	21.8	14.8	9.4	3.2	0.5	49.7
WA	*Metro*	574.3	1.6	9.9	17.7	26.1	23.1	13.7	7.9	88.5
	Provincial	552.0	1.1	14.9	22.7	27.0	20.5	9.7	4.1	84.0
	Remote	526.2	1.4	26.7	22.9	23.3	15.6	7.5	2.7	71.9
	Very Remote	469.6	2.0	49.6	18.4	14.1	10.5	4.1	1.3	48.4
SA	*Metro*	579.1	1.5	9.1	16.6	25.5	23.8	14.5	9.0	89.4
	Provincial	555.5	1.1	13.6	21.5	28.9	20.9	9.9	4.0	85.3
	Remote	547.7	1.0	14.5	23.9	30.2	20.2	7.5	2.7	84.5
	Very Remote	471.1	0.0	47.0	19.1	16.1	13.1	3.6	1.1	53.0
Tas	*Metro*	566.0	1.0	14.2	19.5	24.2	19.7	12.8	8.6	84.8
	Provincial	554.5	0.9	16.9	22.2	24.7	18.0	10.6	6.7	82.2
	Remote	533.9	0.0	18.5	27.4	27.4	18.1	8.1	0.4	81.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	578.0	2.0	8.7	16.5	26.3	24.3	14.1	8.2	89.4
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	543.8	2.7	21.8	19.8	21.2	17.9	10.6	5.9	75.4
	Remote	490.9	0.8	40.6	16.1	15.8	14.0	8.3	4.3	58.6
	Very Remote	375.7	0.2	78.9	7.6	5.4	4.4	2.4	1.1	20.8
Aust	*Metro*	575.7	1.3	9.3	17.8	26.6	23.1	13.6	8.3	89.4
	Provincial	555.3	1.3	13.6	22.5	27.8	20.2	10.0	4.6	85.0
	Remote	520.6	1.0	27.7	23.3	23.0	15.4	7.0	2.6	71.3
	Very Remote	445.5	1.2	56.2	16.6	12.6	9.0	3.4	1.0	42.7

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Writing

Table 9.W6: Achievement of Year 9 Indigenous Students in Writing, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	519.3	1.5	25.4	29.9	25.8	12.1	4.3	1.1	73.1
	Provincial	499.9	1.7	34.2	30.1	22.4	8.4	2.5	0.7	64.1
	Remote	463.4	0.0	55.8	27.9	11.7	4.4	0.1	0.1	44.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	517.1	3.0	29.1	26.3	22.7	12.7	5.3	0.9	67.9
	Provincial	517.4	5.1	25.8	28.2	23.0	12.2	4.5	1.2	69.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	497.1	2.5	34.2	26.1	22.2	10.5	3.6	0.9	63.4
	Provincial	493.6	2.6	36.1	28.0	20.3	9.9	2.6	0.6	61.3
	Remote	468.1	1.5	52.5	25.5	14.0	4.4	1.9	0.2	46.0
	Very Remote	413.8	1.5	66.8	19.7	6.6	4.6	0.6	0.2	31.7
WA	*Metro*	500.6	1.8	36.7	26.4	20.3	10.7	2.8	1.3	61.5
	Provincial	481.1	1.9	42.4	29.8	17.2	7.2	1.5	0.0	55.7
	Remote	456.4	3.5	55.6	22.8	12.7	4.3	0.9	0.2	40.9
	Very Remote	420.9	0.7	71.1	17.0	7.7	2.5	0.8	0.1	28.2
SA	*Metro*	506.1	2.2	32.9	29.7	22.1	8.5	3.2	1.6	65.0
	Provincial	490.8	0.5	44.0	27.9	18.6	5.8	2.3	1.1	55.6
	Remote	464.2	0.0	52.3	22.1	17.4	7.7	0.4	0.0	47.7
	Very Remote	399.6	0.0	76.5	15.9	6.3	1.3	0.0	0.0	23.5
Tas	*Metro*	521.3	0.6	27.6	26.7	24.0	12.2	5.4	3.6	71.8
	Provincial	526.4	1.0	26.3	27.2	22.5	12.6	6.8	3.6	72.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	527.7	3.9	24.9	26.2	22.3	15.1	5.8	1.7	71.3
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	465.5	3.1	51.6	21.0	14.0	6.8	2.6	0.9	45.3
	Remote	396.7	1.4	73.8	13.2	6.3	3.8	1.3	0.2	24.8
	Very Remote	336.6	0.0	93.1	4.7	1.2	0.8	0.3	0.0	6.9
Aust	*Metro*	508.5	2.0	30.6	27.7	23.3	11.2	4.0	1.2	67.4
	Provincial	496.7	2.3	35.9	28.4	20.7	9.0	2.9	0.8	61.8
	Remote	442.9	1.7	60.0	21.1	11.3	4.5	1.2	0.2	38.3
	Very Remote	388.8	0.7	77.9	13.2	5.1	2.4	0.5	0.1	21.4

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Writing

Table 9.W7: Achievement of Year 9 Non-Indigenous Students in Writing, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	575.2	0.7	8.7	18.4	28.1	23.2	13.0	8.0	90.6
	Provincial	557.7	0.6	11.6	23.0	30.1	20.7	9.7	4.2	87.8
	Remote	530.5	0.6	20.7	28.7	28.2	16.7	4.2	0.8	78.7
	Very Remote	524.6	2.5	24.5	20.5	30.0	19.5	3.0	0.0	73.0
Vic	*Metro*	587.8	1.5	7.0	15.3	25.0	24.5	16.1	10.7	91.5
	Provincial	568.1	1.5	9.9	20.3	27.9	22.1	12.0	6.3	88.6
	Remote	561.2	0.0	6.7	24.3	32.9	23.9	9.4	2.7	93.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	567.7	1.5	10.4	19.8	27.2	22.4	12.3	6.4	88.1
	Provincial	554.6	1.7	13.2	23.1	27.7	20.4	9.8	4.0	85.0
	Remote	539.2	0.7	18.3	27.7	26.2	16.9	7.9	2.3	81.0
	Very Remote	524.0	0.9	26.8	24.4	25.0	15.4	6.5	0.9	72.2
WA	*Metro*	577.5	1.6	8.8	17.2	26.3	23.6	14.1	8.3	89.6
	Provincial	559.7	1.0	12.4	21.5	27.6	22.0	10.9	4.6	86.6
	Remote	549.2	0.7	16.6	22.9	27.2	19.0	9.8	3.7	82.7
	Very Remote	554.5	4.3	12.7	22.9	25.5	21.8	9.4	3.4	83.0
SA	*Metro*	580.7	1.5	8.6	16.3	25.7	24.1	14.7	9.2	89.9
	Provincial	558.3	1.2	12.2	21.2	29.4	21.6	10.2	4.1	86.6
	Remote	554.4	1.1	11.4	24.1	31.4	21.2	7.9	3.0	87.5
	Very Remote	548.6	0.0	15.0	22.9	26.6	25.8	7.4	2.4	85.0
Tas	*Metro*	570.5	0.9	12.8	18.7	24.1	20.7	13.6	9.1	86.2
	Provincial	557.3	0.9	15.9	21.7	24.9	18.5	11.1	7.0	83.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	579.1	1.9	8.3	16.3	26.4	24.5	14.3	8.3	89.8
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	566.6	2.7	13.2	19.7	23.1	20.8	12.9	7.6	84.1
	Remote	567.7	0.3	13.1	18.5	23.7	22.5	14.2	7.7	86.6
	Very Remote	567.4	1.4	10.1	21.9	26.6	22.2	12.3	5.5	88.5
Aust	*Metro*	577.5	1.2	8.7	17.6	26.7	23.5	13.9	8.5	90.1
	Provincial	560.0	1.2	11.9	22.0	28.4	21.1	10.6	4.9	86.9
	Remote	549.6	0.7	15.4	24.2	27.6	19.4	9.2	3.6	83.9
	Very Remote	542.3	2.0	18.7	22.8	25.8	19.9	8.2	2.6	79.3

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Writing

Table 9.W8: Achievement of Year 9 Students in Writing, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	608.8	0.7	3.6	10.2	22.7	27.1	20.3	15.4	95.7
Advanced diploma/ diploma	579.3	0.9	7.0	17.2	28.3	24.9	14.2	7.5	92.1
Cert I to IV	559.4	0.9	11.1	22.4	29.7	21.5	10.2	4.2	88.0
Year 12 or equivalent	567.0	1.2	10.2	20.0	28.2	22.7	11.8	5.9	88.6
Year 11 or equivalent or below	535.6	2.0	19.4	26.2	27.3	16.3	6.5	2.3	78.6
Not stated	556.7	2.2	14.7	20.2	25.8	20.4	10.8	5.9	83.2

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Writing

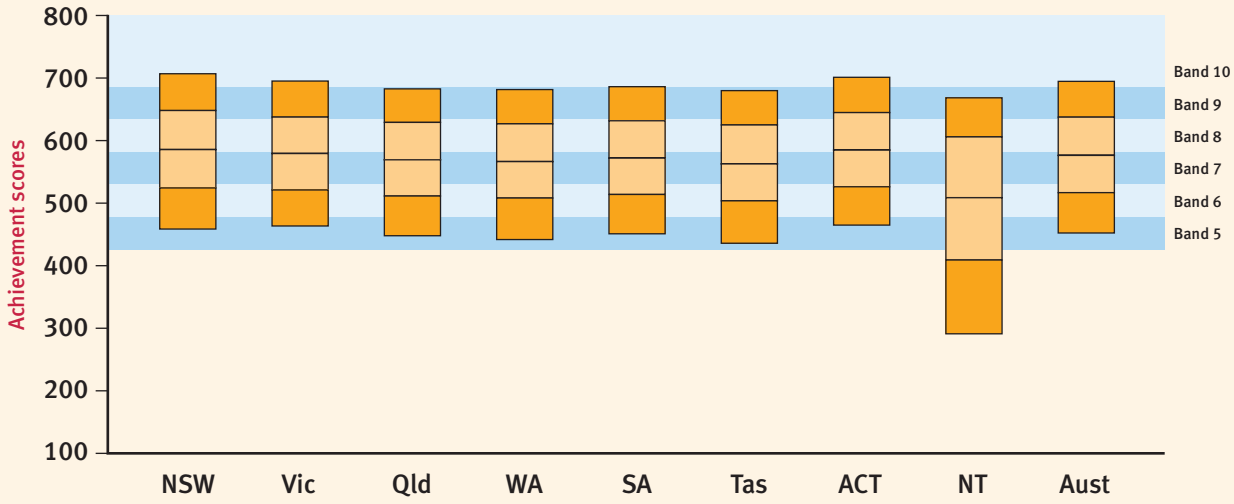
Table 9.W9: Achievement of Year 9 Students in Writing, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	605.4	0.6	3.9	11.0	23.4	26.9	19.6	14.5	95.4
Other business managers and associate professionals	582.2	0.7	6.5	16.7	28.0	25.2	14.6	8.3	92.8
Tradespeople, clerks, skilled office, sales and service staff	564.3	1.0	10.0	21.1	29.6	22.3	11.1	5.0	89.1
Machine operators, hospitality staff, assistants, labourers	548.1	1.5	15.1	24.5	28.4	18.7	8.3	3.5	83.4
Not in paid work in the previous 12 months	532.1	3.4	21.2	26.1	25.1	15.3	6.3	2.5	75.3
Not stated	552.9	2.0	15.8	21.2	25.8	19.5	10.2	5.5	82.2

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Spelling

Figure 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	585.6 (75.0)	579.3 (70.1)	569.3 (71.2)	566.4 (72.4)	572.0 (71.1)	562.8 (73.6)	584.7 (71.6)	508.7 (117.3)	576.3 (73.6)

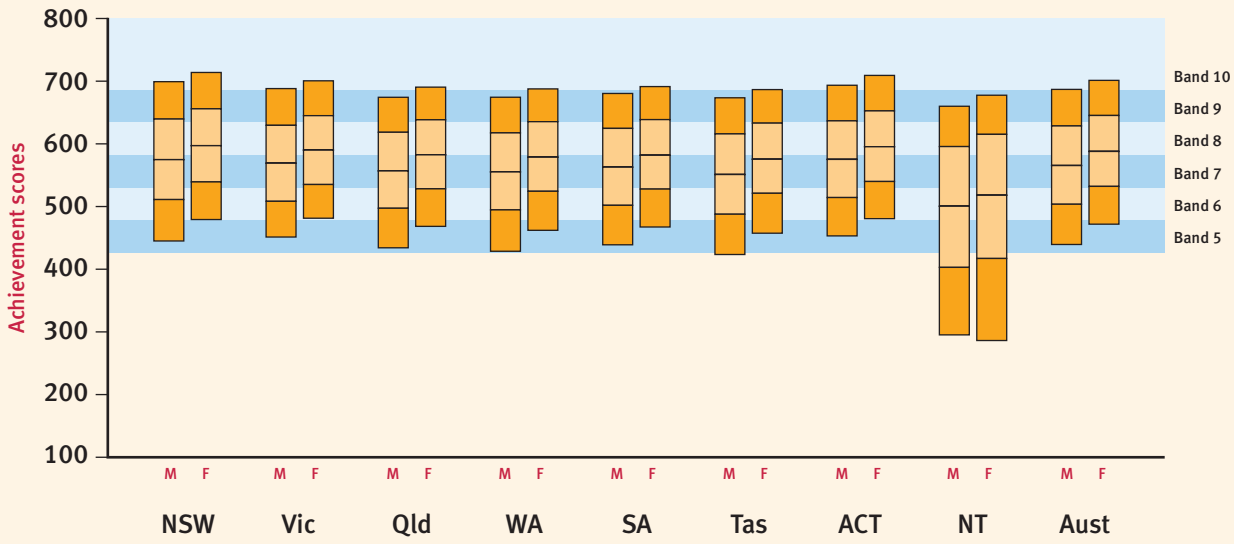
Table 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*14yrs 7mths 9yrs 4mths*	95.4	0.7	7.8	14.2	25.0	26.6	17.1	8.6	91.5
Vic	*14yrs 9mths 9yrs 4mths*	92.1	1.7	7.4	16.0	27.3	26.4	14.9	6.3	90.9
Qld	*14yrs 1mth 8yrs 4mths*	95.1	1.6	10.0	17.6	27.9	25.2	13.4	4.4	88.4
WA	*14yrs 0mths 8yrs 4mths*	95.4	1.5	11.0	17.8	27.9	24.8	12.7	4.3	87.4
SA	*14yrs 6mths 9yrs 4mths*	92.6	1.4	9.4	16.8	28.0	25.5	14.0	4.9	89.2
Tas	*14yrs 10mths 9yrs 4mths*	92.6	0.9	12.4	18.9	27.9	23.2	12.6	4.1	86.7
ACT	*14yrs 8mths 9yrs 4mths*	92.9	2.0	6.9	14.2	26.0	26.8	16.4	7.6	91.0
NT	*14yrs 5mths 9yrs 4mths*	90.2	1.9	33.4	15.5	20.6	17.6	8.0	3.0	64.7
Aust	*14yrs 5mths 9yrs 0mths*	94.1	1.3	9.0	16.1	26.7	25.8	14.9	6.2	89.7

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Spelling

Figure 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	574.7 (76.9)	569.0 (71.9)	556.6 (72.4)	555.1 (74.2)	562.6 (72.8)	551.0 (75.6)	575.1 (72.9)	500.4 (113.7)	565.3 (75.3)
Female Mean scale score / (S.D.)	597.0 (71.3)	589.9 (66.5)	582.4 (67.4)	578.5 (68.5)	581.8 (67.8)	575.3 (69.2)	595.3 (68.7)	517.8 (120.6)	587.9 (70.1)

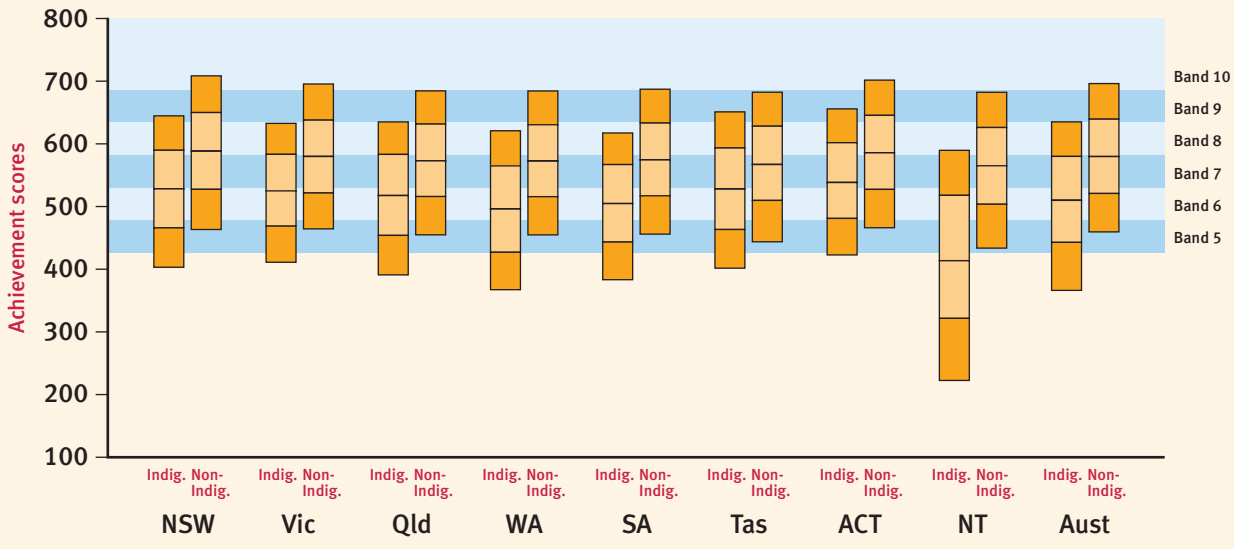
Table 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Male*	0.8	10.5	16.7	25.5	24.4	15.0	7.0	88.6
	Female	0.6	4.9	11.6	24.6	28.8	19.3	10.3	94.6
Vic	*Male*	2.2	10.1	18.8	27.3	23.8	12.8	5.2	87.7
	Female	1.2	4.5	13.1	27.3	29.2	17.1	7.5	94.2
Qld	*Male*	2.0	13.5	20.8	27.8	21.8	10.8	3.3	84.5
	Female	1.1	6.4	14.2	27.9	28.7	16.1	5.6	92.5
WA	*Male*	1.7	14.6	20.4	27.5	21.9	10.5	3.4	83.7
	Female	1.3	7.3	15.0	28.3	27.9	15.1	5.2	91.4
SA	*Male*	1.7	12.2	19.2	27.4	23.3	12.1	4.1	86.1
	Female	1.1	6.5	14.3	28.6	27.8	16.0	5.8	92.4
Tas	*Male*	1.3	16.6	21.4	26.7	20.1	10.7	3.3	82.2
	Female	0.6	7.9	16.2	29.2	26.5	14.6	5.0	91.5
ACT	*Male*	2.1	9.0	16.8	26.3	25.1	14.5	6.2	88.9
	Female	2.0	4.7	11.3	25.7	28.8	18.4	9.2	93.4
NT	*Male*	2.6	36.3	16.8	20.1	14.9	7.0	2.4	61.2
	Female	1.2	30.2	14.0	21.2	20.5	9.2	3.7	68.6
Aust	*Male*	1.6	12.0	18.8	26.7	23.2	12.7	5.0	86.4
	Female	1.0	5.8	13.2	26.7	28.6	17.2	7.6	93.2

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Spelling

Figure 9.S3: Achievement of Year 9 Students in Spelling, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	528.1 (73.4)	525.0 (67.3)	517.4 (75.5)	495.9 (77.8)	504.6 (72.1)	527.7 (75.5)	538.3 (69.2)	413.5 (113.6)	509.8 (84.3)
Non-Indigenous Mean scale score / (S.D.)	588.1 (74.1)	579.8 (69.9)	572.7 (69.5)	572.2 (69.5)	574.3 (69.8)	566.9 (72.2)	585.5 (71.3)	565.0 (75.2)	579.5 (71.6)

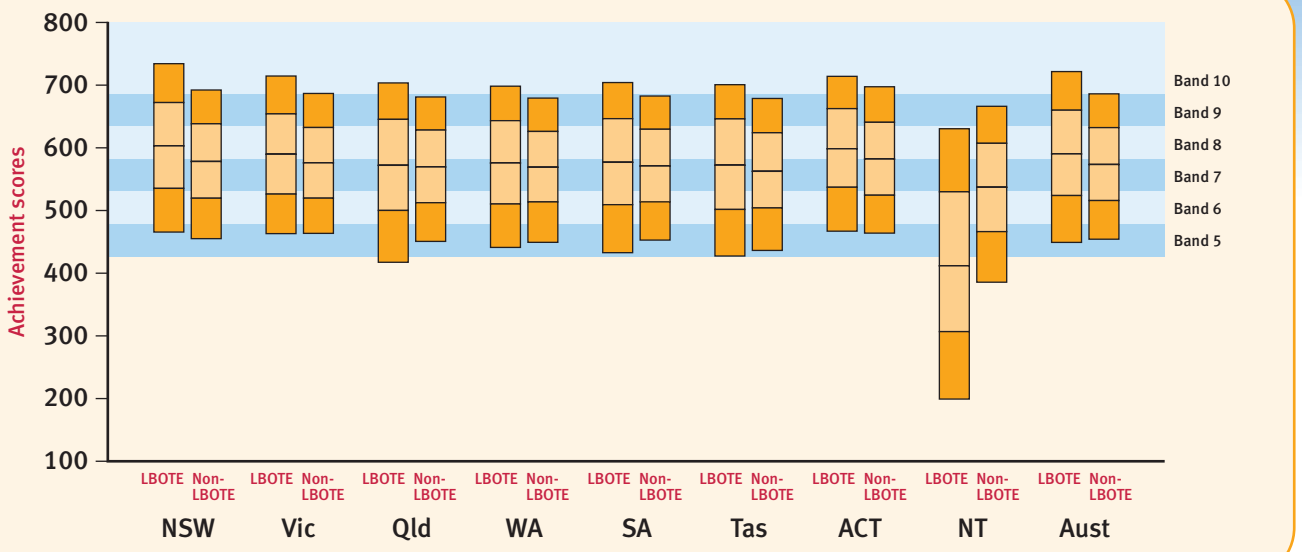
Table 9.S3: Achievement of Year 9 Students in Spelling, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Indigenous*	1.6	24.1	24.3	26.9	16.3	5.7	1.2	74.4
	Non-Indigenous	0.7	7.1	13.8	25.0	27.0	17.6	8.9	92.3
Vic	*Indigenous*	4.1	23.1	26.4	26.5	15.2	4.2	0.6	72.8
	Non-Indigenous	1.5	7.2	15.9	27.4	26.6	15.0	6.3	91.3
Qld	*Indigenous*	2.4	29.2	24.7	23.9	14.9	4.3	0.8	68.4
	Non-Indigenous	1.5	8.7	17.1	28.1	25.9	14.0	4.7	89.8
WA	*Indigenous*	2.0	40.0	24.3	20.1	10.4	2.8	0.4	57.9
	Non-Indigenous	1.5	8.8	17.1	28.3	26.0	13.7	4.6	89.7
SA	*Indigenous*	1.3	34.7	27.9	22.1	10.8	3.0	0.4	64.1
	Non-Indigenous	1.4	8.6	16.4	28.2	26.0	14.4	5.1	90.0
Tas	*Indigenous*	0.6	25.7	25.5	24.7	15.8	6.2	1.5	73.7
	Non-Indigenous	0.9	10.9	18.1	28.3	24.2	13.2	4.4	88.2
ACT	*Indigenous*	3.9	18.1	27.0	24.5	18.1	7.8	0.8	78.1
	Non-Indigenous	2.0	6.7	14.0	26.0	27.0	16.6	7.7	91.3
NT	*Indigenous*	1.5	68.9	12.7	10.9	4.5	0.9	0.5	29.6
	Non-Indigenous	2.2	12.4	17.2	26.2	25.5	12.1	4.4	85.4
Aust	*Indigenous*	2.0	31.9	23.9	23.4	13.8	4.3	0.8	66.1
	Non-Indigenous	1.2	7.8	15.7	26.9	26.4	15.4	6.5	90.9

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Spelling

Figure 9.S4: Achievement of Year 9 Students in Spelling, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	602.9 (81.1)	589.7 (76.2)	572.0 (86.9)	575.8 (78.7)	576.8 (81.6)	572.2 (84.5)	598.4 (74.2)	411.8 (129.8)	590.2 (83.9)
Non-LBOTE Mean scale score / (S.D.)	578.1 (71.8)	575.9 (67.7)	569.3 (69.7)	568.9 (69.4)	570.9 (69.6)	562.4 (73.0)	582.0 (70.7)	536.9 (85.9)	573.4 (70.3)

Table 9.S4: Achievement of Year 9 Students in Spelling, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*LBOTE*	1.0	6.5	11.6	20.9	25.0	19.7	15.4	92.5
	Non-LBOTE	0.6	8.5	15.5	26.7	26.9	15.8	6.0	90.9
Vic	*LBOTE*	2.1	7.1	13.8	23.9	25.5	17.3	10.2	90.8
	Non-LBOTE	1.6	7.4	16.7	28.4	26.7	14.1	5.0	90.9
Qld	*LBOTE*	3.2	14.6	13.6	21.2	23.8	15.8	7.9	82.2
	Non-LBOTE	1.5	9.6	17.9	28.4	25.3	13.2	4.2	89.0
WA	*LBOTE*	3.1	11.0	15.1	23.7	23.9	16.2	6.9	85.9
	Non-LBOTE	1.1	9.5	17.4	29.0	26.3	12.7	3.9	89.4
SA	*LBOTE*	4.2	11.6	14.1	22.8	23.5	15.6	8.1	84.1
	Non-LBOTE	1.0	9.3	17.3	28.7	25.7	13.7	4.4	89.7
Tas	*LBOTE*	3.9	14.7	12.7	22.2	23.6	15.9	7.1	81.5
	Non-LBOTE	0.8	12.3	19.1	28.1	23.3	12.4	3.9	86.9
ACT	*LBOTE*	4.0	6.3	10.6	21.0	27.0	19.9	11.2	89.6
	Non-LBOTE	1.7	7.1	14.9	27.0	26.8	15.6	6.9	91.2
NT	*LBOTE*	0.5	69.2	10.5	8.5	6.7	3.6	1.2	30.4
	Non-LBOTE	4.0	22.6	18.7	24.5	19.6	7.8	2.8	73.3
Aust	*LBOTE*	1.9	8.8	12.8	22.0	24.7	17.9	11.8	89.3
	Non-LBOTE	1.2	8.8	16.8	27.9	26.2	14.2	4.9	90.0

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Spelling

Table 9.S5: Achievement of Year 9 Students in Spelling, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	592.4	0.7	6.5	12.9	24.1	27.3	18.5	10.1	92.8
	Provincial	566.4	0.7	11.2	18.2	27.9	24.7	13.1	4.2	88.1
	Remote	518.1	0.3	28.8	25.4	25.9	13.4	4.9	1.3	70.9
	Very Remote	512.4	2.6	29.6	25.7	21.0	14.8	5.2	1.0	67.8
Vic	*Metro*	584.8	1.7	6.3	14.5	26.6	27.5	16.1	7.2	91.9
	Provincial	563.5	1.7	10.3	20.3	29.2	23.4	11.4	3.6	88.0
	Remote	547.2	0.0	14.6	20.4	36.5	20.4	7.7	0.4	85.4
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	573.9	1.5	8.8	16.5	27.7	26.3	14.3	4.9	89.7
	Provincial	561.0	1.8	11.8	20.0	28.5	23.0	11.5	3.4	86.4
	Remote	539.0	0.7	22.1	22.4	24.7	19.3	8.8	2.0	77.2
	Very Remote	507.9	1.1	36.0	23.0	21.2	13.9	4.3	0.5	62.9
WA	*Metro*	574.3	1.6	8.6	16.4	27.9	26.2	14.3	5.0	89.8
	Provincial	552.7	1.2	14.2	21.5	29.2	22.3	9.3	2.5	84.7
	Remote	532.2	1.4	23.4	23.4	25.9	18.0	5.8	2.1	75.2
	Very Remote	485.0	1.8	46.6	20.1	15.0	11.7	4.3	0.5	51.6
SA	*Metro*	578.1	1.5	8.0	15.5	27.2	26.5	15.5	5.8	90.5
	Provincial	559.0	1.1	11.9	20.1	30.2	23.3	10.5	2.9	87.0
	Remote	554.3	1.0	13.4	20.8	29.3	23.1	10.7	1.7	85.6
	Very Remote	493.2	0.0	44.3	19.6	22.3	8.8	3.6	1.4	55.7
Tas	*Metro*	568.3	1.0	11.2	17.4	27.4	24.2	13.8	5.0	87.8
	Provincial	559.0	0.9	13.2	19.9	28.2	22.6	11.8	3.5	85.9
	Remote	537.1	0.0	14.8	28.5	34.1	17.4	4.8	0.4	85.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	584.7	2.0	6.9	14.2	26.0	26.8	16.4	7.6	91.0
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	542.2	2.7	21.4	17.1	24.8	20.6	9.8	3.5	75.8
	Remote	496.7	0.9	36.5	15.8	17.9	18.4	7.3	3.2	62.5
	Very Remote	396.9	0.2	76.0	8.6	7.9	4.4	1.9	1.1	23.8
Aust	*Metro*	583.2	1.3	7.3	14.7	26.2	26.9	16.3	7.3	91.3
	Provincial	561.9	1.3	11.8	19.6	28.6	23.5	11.7	3.6	86.9
	Remote	529.9	1.0	24.1	21.6	25.1	18.8	7.5	2.1	75.0
	Very Remote	472.0	1.0	49.7	18.2	16.0	10.4	3.8	0.8	49.3

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Spelling

Table 9.S6: Achievement of Year 9 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	540.6	1.5	18.9	22.2	28.8	19.5	7.5	1.6	79.6
	Provincial	520.9	1.8	26.8	26.0	25.9	14.3	4.4	0.8	71.4
	Remote	488.9	0.0	42.9	26.4	21.2	6.9	2.3	0.3	57.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	530.6	3.0	21.4	25.5	26.6	18.0	4.8	0.7	75.7
	Provincial	520.1	5.1	24.5	27.1	26.5	12.8	3.6	0.4	70.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	521.7	2.4	27.1	23.9	24.8	16.0	4.7	1.1	70.5
	Provincial	520.4	2.7	26.9	26.0	24.8	14.9	4.1	0.5	70.3
	Remote	502.7	0.5	39.4	23.9	19.0	11.9	5.1	0.3	60.1
	Very Remote	481.8	1.1	49.2	22.9	16.0	9.1	1.6	0.0	49.7
WA	*Metro*	517.9	1.8	29.6	24.9	24.3	15.0	3.9	0.5	68.7
	Provincial	503.6	2.4	35.3	26.6	22.0	10.3	2.9	0.5	62.2
	Remote	487.3	3.5	44.7	23.8	18.2	7.7	1.7	0.5	51.9
	Very Remote	449.9	0.7	63.0	20.2	10.7	3.9	1.4	0.0	36.2
SA	*Metro*	520.1	2.2	27.5	26.9	24.3	14.7	4.1	0.4	70.4
	Provincial	500.5	0.5	34.6	33.1	20.4	9.0	2.2	0.4	65.0
	Remote	491.8	0.0	38.3	31.1	24.7	3.4	2.1	0.4	61.7
	Very Remote	452.3	0.0	66.3	16.5	14.9	2.0	0.3	0.0	33.7
Tas	*Metro*	524.9	0.6	26.1	26.2	24.8	15.3	5.4	1.6	73.3
	Provincial	529.4	0.7	25.3	25.0	25.1	16.0	6.6	1.3	74.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	538.3	3.9	18.1	27.0	24.5	18.1	7.8	0.8	78.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	467.4	3.1	51.4	16.6	18.5	7.6	1.9	1.0	45.5
	Remote	405.1	1.4	67.7	15.3	10.1	4.5	0.7	0.3	30.9
	Very Remote	363.6	0.0	88.7	6.5	3.5	1.2	0.1	0.0	11.3
Aust	*Metro*	528.7	2.0	24.0	23.9	26.2	17.1	5.6	1.1	74.0
	Provincial	515.0	2.3	29.4	25.7	24.5	13.4	4.0	0.7	68.3
	Remote	466.2	1.5	49.9	22.1	16.6	7.4	2.3	0.4	48.7
	Very Remote	429.0	0.6	68.1	16.0	9.9	4.4	0.9	0.0	31.3

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Spelling

Table 9.S7: Achievement of Year 9 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	593.7	0.7	6.2	12.7	24.0	27.4	18.8	10.3	93.1
	Provincial	570.8	0.6	9.6	17.4	28.1	25.8	13.9	4.5	89.7
	Remote	542.1	0.6	17.3	24.5	29.6	18.8	7.1	2.1	82.1
	Very Remote	552.8	2.5	10.5	24.5	31.5	20.0	9.0	2.0	87.0
Vic	*Metro*	585.1	1.5	6.3	14.5	26.7	27.6	16.2	7.3	92.3
	Provincial	564.2	1.5	10.0	20.2	29.4	23.7	11.6	3.6	88.5
	Remote	548.5	0.0	13.7	20.4	36.9	20.8	7.8	0.4	86.3
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	576.3	1.5	7.9	16.1	27.9	26.8	14.8	5.1	90.6
	Provincial	564.8	1.7	10.4	19.4	28.9	23.7	12.2	3.7	87.9
	Remote	552.2	0.7	15.9	21.8	26.8	21.9	10.2	2.6	83.4
	Very Remote	540.5	0.9	19.4	23.1	27.8	19.8	7.8	1.1	79.6
WA	*Metro*	577.0	1.6	7.7	15.9	27.9	26.8	14.9	5.2	90.7
	Provincial	558.3	1.0	12.0	20.7	29.7	23.6	10.2	2.8	87.1
	Remote	548.0	0.7	15.6	23.5	28.5	21.5	7.4	2.8	83.7
	Very Remote	551.5	3.7	14.7	22.2	22.9	24.9	10.2	1.4	81.6
SA	*Metro*	579.5	1.5	7.6	15.2	27.2	26.8	15.7	5.9	90.9
	Provincial	561.6	1.2	10.9	19.5	30.6	23.9	10.9	3.0	87.9
	Remote	559.9	1.1	11.1	20.0	29.8	24.7	11.4	1.8	87.8
	Very Remote	537.7	0.0	20.3	23.2	30.5	16.1	7.1	2.9	79.7
Tas	*Metro*	572.3	0.9	9.9	16.7	27.6	24.8	14.6	5.4	89.1
	Provincial	562.7	0.9	11.6	19.2	28.8	23.8	12.1	3.6	87.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	585.5	2.0	6.7	14.0	26.0	27.0	16.6	7.7	91.3
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	563.6	2.7	12.7	17.3	26.6	24.7	12.0	3.9	84.6
	Remote	570.9	0.6	11.0	16.3	24.1	29.7	12.7	5.6	88.4
	Very Remote	561.9	1.4	14.0	18.9	28.5	20.0	11.0	6.3	84.7
Aust	*Metro*	584.7	1.2	6.9	14.4	26.2	27.2	16.6	7.5	91.9
	Provincial	565.6	1.2	10.3	19.1	28.9	24.4	12.3	3.8	88.5
	Remote	554.2	0.8	14.1	21.4	28.2	23.2	9.6	2.8	85.1
	Very Remote	547.5	1.8	16.7	22.4	27.0	20.7	9.0	2.3	81.5

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Spelling

Table 9.S8: Achievement of Year 9 Students in Spelling, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	611.4	0.7	2.8	8.7	21.3	29.8	23.2	13.6	96.5
Advanced diploma/ diploma	584.0	0.9	5.8	14.5	28.0	28.3	16.4	6.1	93.3
Cert I to IV	568.3	0.9	8.9	18.5	29.8	25.7	12.4	3.6	90.1
Year 12 or equivalent	577.9	1.2	7.9	15.7	27.7	26.9	14.9	5.7	90.9
Year 11 or equivalent or below	548.2	2.0	15.8	22.2	28.5	20.7	8.4	2.3	82.2
Not stated	564.1	2.2	12.6	17.5	26.5	23.7	12.9	4.7	85.2

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Spelling

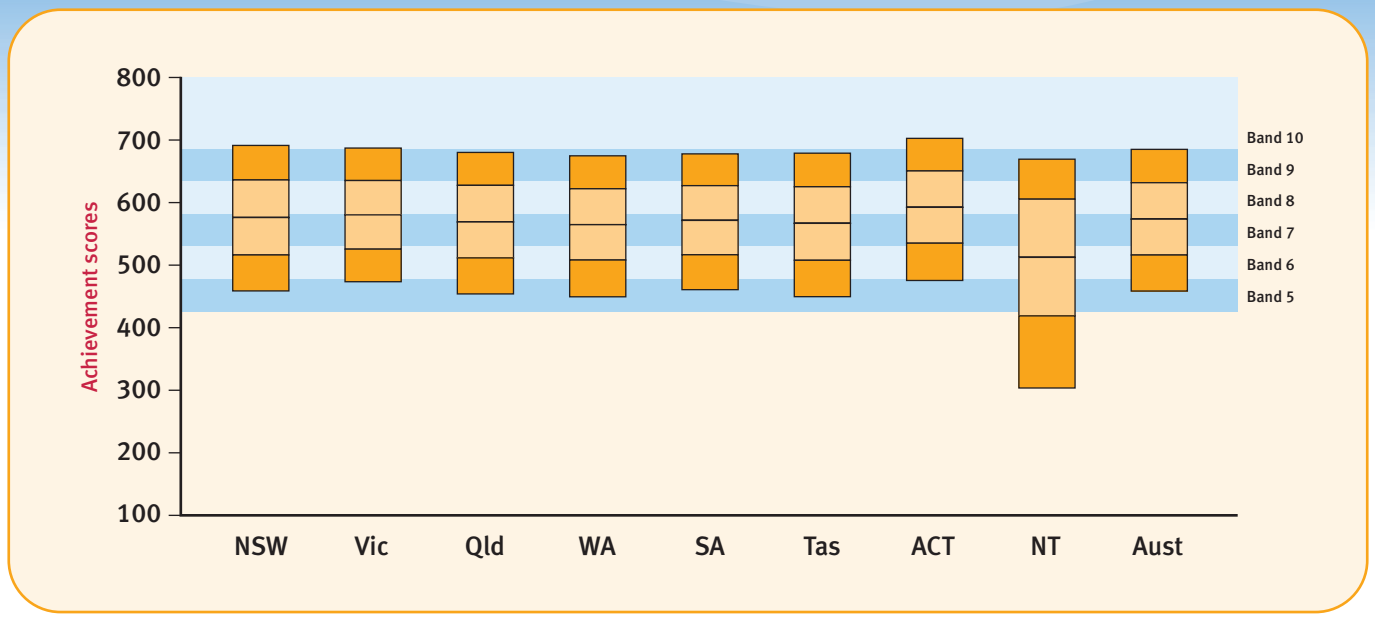
Table 9.S9: Achievement of Year 9 Students in Spelling, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	606.1	0.6	3.2	9.5	22.7	30.0	22.1	11.8	96.1
Other business managers and associate professionals	587.1	0.7	5.4	14.0	27.4	28.6	17.0	7.1	93.9
Tradespeople, clerks, skilled office, sales and service staff	573.3	1.0	7.9	17.3	29.3	26.4	13.5	4.6	91.1
Machine operators, hospitality staff, assistants, labourers	561.5	1.5	11.9	20.3	28.5	22.8	11.0	4.1	86.6
Not in paid work in the previous 12 months	545.8	3.4	17.6	22.2	26.4	19.1	8.3	3.0	79.0
Not stated	561.7	2.0	13.4	18.1	26.5	23.2	12.3	4.5	84.6

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Grammar and Punctuation

Figure 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	576.1 (70.5)	580.4 (64.7)	569.0 (68.7)	564.7 (68.3)	571.5 (65.7)	566.7 (69.5)	592.3 (68.9)	512.5 (111.6)	573.5 (69.2)

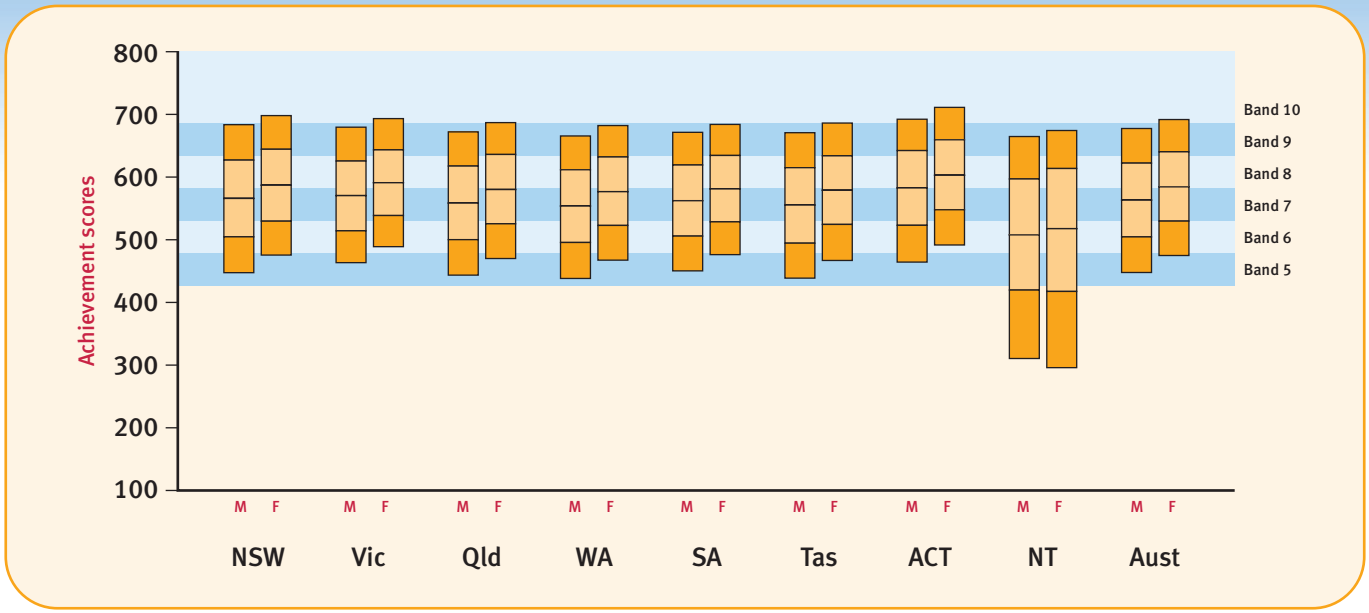
Table 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*14yrs 7mths 9yrs 4mths*	95.4	0.7	8.4	17.3	27.1	25.8	14.9	5.8	90.9
Vic	*14yrs 9mths 9yrs 4mths*	92.1	1.7	5.6	16.0	28.5	27.9	15.1	5.1	92.7
Qld	*14yrs 1mth 8yrs 4mths*	95.1	1.6	9.3	18.4	28.5	25.0	13.2	4.0	89.1
WA	*14yrs 0mths 8yrs 4mths*	95.4	1.5	10.3	19.1	29.1	24.8	11.9	3.3	88.2
SA	*14yrs 6mths 9yrs 4mths*	92.6	1.4	8.0	17.6	29.5	26.4	13.3	3.7	90.6
Tas	*14yrs 10mths 9yrs 4mths*	92.6	0.9	10.5	18.6	28.6	25.0	12.4	4.0	88.6
ACT	*14yrs 8mths 9yrs 4mths*	92.9	2.0	5.2	12.6	24.2	28.8	19.4	7.9	92.8
NT	*14yrs 5mths 9yrs 4mths*	90.2	1.9	32.4	16.1	21.2	17.1	8.4	2.9	65.6
Aust	*14yrs 5mths 9yrs 0mths*	94.1	1.3	8.3	17.4	28.0	26.0	14.1	4.8	90.4

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Grammar and Punctuation

Figure 9.G2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	565.8 (71.6)	570.2 (65.6)	558.4 (69.4)	553.6 (69.1)	562.3 (66.8)	555.3 (70.5)	582.6 (69.8)	507.7 (107.2)	563.2 (70.0)
Female Mean scale score / (S.D.)	586.9 (67.7)	591.0 (62.0)	580.0 (66.3)	576.6 (65.5)	581.1 (63.1)	578.8 (66.4)	602.9 (66.3)	517.6 (116.0)	584.3 (66.7)

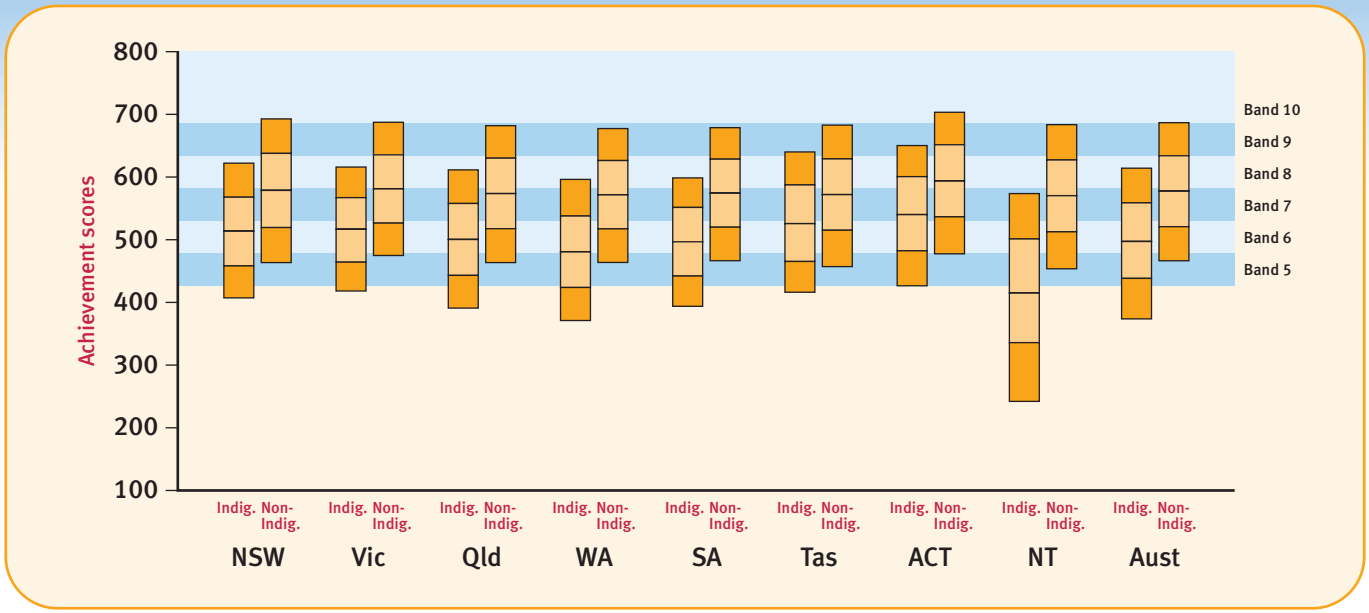
Table 9.G2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Male*	0.8	11.3	19.6	27.3	23.8	12.7	4.6	87.9
	Female	0.6	5.3	14.8	26.8	28.0	17.3	7.1	94.1
Vic	*Male*	2.2	7.8	19.1	29.2	25.3	12.4	4.0	90.0
	Female	1.2	3.3	12.8	27.7	30.7	18.0	6.2	95.5
Qld	*Male*	2.0	12.3	21.0	28.6	22.2	10.8	3.1	85.7
	Female	1.1	6.2	15.7	28.3	27.9	15.7	5.0	92.7
WA	*Male*	1.7	13.8	21.6	29.0	22.1	9.5	2.4	84.5
	Female	1.3	6.6	16.4	29.2	27.7	14.6	4.3	92.1
SA	*Male*	1.7	10.6	20.0	29.6	24.0	11.2	2.9	87.7
	Female	1.1	5.2	15.2	29.4	29.0	15.5	4.6	93.7
Tas	*Male*	1.3	14.1	21.4	28.2	22.0	10.0	3.1	84.7
	Female	0.6	6.6	15.6	29.1	28.1	15.0	5.0	92.8
ACT	*Male*	2.1	7.3	14.6	25.1	27.8	17.2	5.9	90.6
	Female	2.0	2.9	10.5	23.1	29.8	21.7	10.0	95.1
NT	*Male*	2.6	34.1	18.0	20.4	15.2	7.1	2.5	63.3
	Female	1.2	30.6	13.9	22.1	19.1	9.8	3.3	68.2
Aust	*Male*	1.6	11.1	20.0	28.3	23.6	11.7	3.7	87.3
	Female	1.0	5.4	14.6	27.7	28.6	16.7	5.9	93.6

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Grammar and Punctuation

Figure 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	513.5 (65.7)	516.6 (60.9)	500.3 (69.8)	480.5 (69.0)	496.6 (63.7)	525.5 (68.4)	540.1 (67.1)	414.9 (100.5)	497.0 (75.9)
Non-Indigenous Mean scale score / (S.D.)	578.7 (69.5)	581.0 (64.4)	573.6 (66.2)	571.5 (64.5)	574.1 (64.1)	571.9 (68.3)	593.5 (68.5)	570.2 (69.5)	577.2 (66.7)

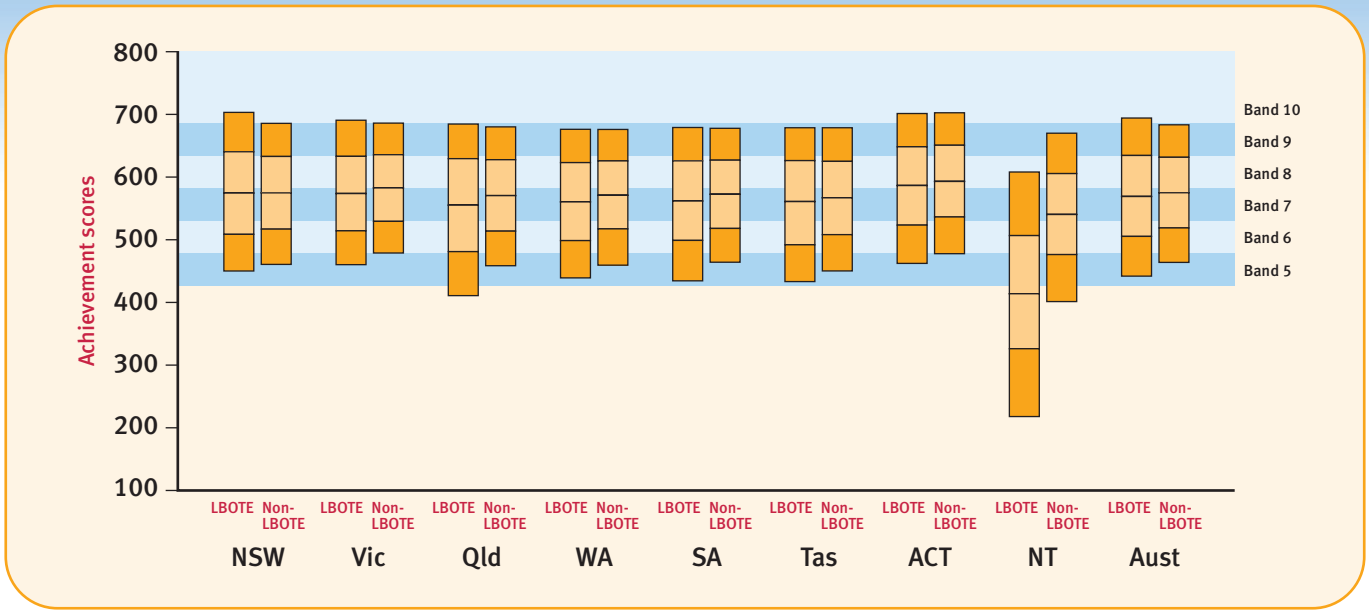
Table 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Indigenous*	1.6	28.9	30.7	24.2	11.0	3.0	0.6	69.5
	Non-Indigenous	0.7	7.5	16.7	27.2	26.4	15.4	6.1	91.8
Vic	*Indigenous*	4.1	25.6	30.7	26.0	11.3	2.1	0.3	70.4
	Non-Indigenous	1.5	5.4	15.9	28.6	28.2	15.3	5.1	93.1
Qld	*Indigenous*	2.4	36.1	28.9	21.5	8.5	2.3	0.3	61.6
	Non-Indigenous	1.5	7.5	17.7	28.9	26.1	13.9	4.3	90.9
WA	*Indigenous*	2.0	48.6	26.7	15.2	5.9	1.4	0.2	49.3
	Non-Indigenous	1.5	7.5	18.2	29.8	26.4	13.0	3.6	91.0
SA	*Indigenous*	1.3	38.3	30.2	21.5	7.4	1.2	0.1	60.4
	Non-Indigenous	1.4	6.9	17.2	29.8	27.1	13.7	3.8	91.7
Tas	*Indigenous*	0.6	24.7	29.3	23.4	15.9	5.6	0.4	74.7
	Non-Indigenous	0.9	8.9	17.2	29.0	26.1	13.3	4.5	90.2
ACT	*Indigenous*	3.9	17.9	24.7	27.6	18.6	6.8	0.6	78.3
	Non-Indigenous	2.0	4.9	12.3	24.0	29.0	19.7	8.1	93.1
NT	*Indigenous*	1.5	71.9	13.5	9.0	3.2	0.8	0.1	26.6
	Non-Indigenous	2.2	9.0	17.8	28.5	25.2	12.6	4.6	88.8
Aust	*Indigenous*	2.0	37.2	28.1	21.0	9.0	2.4	0.4	60.8
	Non-Indigenous	1.2	6.9	16.8	28.4	26.9	14.7	5.0	91.8

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Grammar and Punctuation

Figure 9.G4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	574.4 (76.6)	573.6 (69.8)	555.1 (85.7)	560.3 (73.2)	561.7 (74.3)	560.8 (76.0)	586.4 (73.1)	413.8 (113.3)	568.9 (77.8)
Non-LBOTE Mean scale score / (S.D.)	574.7 (68.3)	582.6 (62.8)	570.3 (67.1)	570.8 (65.6)	572.3 (64.5)	566.8 (69.2)	592.8 (68.1)	540.1 (80.5)	574.9 (66.6)

Table 9.G4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*LBOTE*	1.0	10.3	18.5	25.6	22.5	14.4	7.7	88.8
	Non-LBOTE	0.6	8.1	17.4	27.9	26.6	14.6	4.9	91.3
Vic	*LBOTE*	2.1	8.2	18.5	27.6	24.3	13.8	5.5	89.7
	Non-LBOTE	1.6	4.7	15.3	28.8	29.1	15.6	4.9	93.6
Qld	*LBOTE*	3.2	18.5	17.1	22.3	21.2	13.2	4.5	78.4
	Non-LBOTE	1.5	8.6	18.4	29.0	25.3	13.2	4.0	90.0
WA	*LBOTE*	3.1	12.6	20.3	25.7	22.9	11.8	3.6	84.3
	Non-LBOTE	1.1	8.2	17.3	29.9	26.9	13.0	3.4	90.7
SA	*LBOTE*	4.2	13.3	17.8	26.2	22.2	12.5	3.8	82.5
	Non-LBOTE	1.0	7.4	17.8	29.9	26.9	13.3	3.7	91.6
Tas	*LBOTE*	3.9	14.9	17.6	25.2	22.8	11.6	4.0	81.2
	Non-LBOTE	0.8	10.3	18.6	28.9	25.0	12.4	4.0	88.9
ACT	*LBOTE*	4.0	7.3	14.1	21.8	27.1	18.5	7.2	88.7
	Non-LBOTE	1.7	4.9	12.4	24.7	28.9	19.4	7.9	93.4
NT	*LBOTE*	0.5	73.0	10.5	8.4	4.8	2.4	0.5	26.5
	Non-LBOTE	4.0	19.5	21.6	25.8	18.5	7.7	2.9	76.5
Aust	*LBOTE*	1.9	11.4	18.3	25.7	22.8	13.7	6.1	86.7
	Non-LBOTE	1.2	7.4	17.1	28.6	26.9	14.2	4.5	91.4

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Grammar and Punctuation

Table 9.G5: Achievement of Year 9 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	580.0	0.7	7.6	16.6	26.4	26.1	16.0	6.7	91.7
	Provincial	565.5	0.7	10.1	19.3	29.2	25.4	12.0	3.3	89.2
	Remote	509.0	0.3	35.0	25.2	23.2	12.8	2.7	0.7	64.7
	Very Remote	487.1	2.6	42.1	19.2	23.4	11.2	1.6	0.0	55.3
Vic	*Metro*	583.9	1.7	5.2	15.0	27.6	28.4	16.2	5.7	93.1
	Provincial	570.5	1.7	6.7	18.9	31.0	26.4	12.0	3.3	91.6
	Remote	559.2	0.0	12.3	19.6	29.6	26.2	11.9	0.4	87.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	573.3	1.5	8.3	17.4	28.1	25.9	14.3	4.5	90.2
	Provincial	562.2	1.8	10.4	20.5	29.7	23.5	11.1	3.0	87.8
	Remote	529.6	0.7	22.9	25.2	28.1	17.0	4.9	1.2	76.4
	Very Remote	495.8	1.1	43.4	22.0	18.6	11.4	3.2	0.4	55.6
WA	*Metro*	571.4	1.6	7.9	18.2	28.9	26.3	13.3	3.8	90.5
	Provincial	554.3	1.2	12.8	21.7	30.9	22.1	9.1	2.3	86.1
	Remote	533.3	1.4	22.7	22.4	28.8	17.1	6.2	1.4	75.9
	Very Remote	484.1	1.8	49.3	18.5	15.4	10.6	3.5	0.9	48.9
SA	*Metro*	576.7	1.5	6.9	16.5	28.7	26.9	14.9	4.5	91.6
	Provincial	561.0	1.1	9.4	20.4	32.0	25.7	9.5	2.0	89.5
	Remote	555.4	1.0	11.6	20.8	30.9	26.4	7.9	1.4	87.4
	Very Remote	495.9	0.0	45.5	20.3	16.7	12.0	5.1	0.5	54.5
Tas	*Metro*	572.2	1.0	10.1	17.1	26.7	26.0	13.7	5.4	88.9
	Provincial	563.0	0.9	10.7	19.6	30.1	24.4	11.5	3.0	88.4
	Remote	528.8	0.0	14.4	33.3	37.4	11.9	3.0	0.0	85.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	592.3	2.0	5.2	12.6	24.2	28.8	19.4	7.9	92.8
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	541.4	2.7	20.2	18.4	25.5	20.2	9.7	3.2	77.1
	Remote	503.1	0.9	35.3	14.9	19.5	16.8	9.2	3.3	63.8
	Very Remote	414.3	0.2	76.8	8.5	6.5	4.9	1.9	1.1	23.0
Aust	*Metro*	578.6	1.3	7.1	16.4	27.4	26.8	15.4	5.5	91.6
	Provincial	564.0	1.3	9.8	19.7	30.0	24.8	11.3	3.0	88.9
	Remote	528.9	1.0	24.0	21.7	27.0	18.3	6.5	1.6	75.1
	Very Remote	472.2	1.0	53.4	17.0	14.7	9.7	3.3	0.8	45.6

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Grammar and Punctuation

Table 9.G6: Achievement of Year 9 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	523.0	1.5	24.1	30.1	26.3	13.1	4.0	0.9	74.4
	Provincial	509.3	1.8	30.4	32.1	23.5	9.6	2.3	0.3	67.8
	Remote	474.6	0.0	55.9	24.8	12.6	5.7	1.0	0.0	44.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	518.2	3.0	25.9	29.2	27.2	12.4	2.3	0.1	71.1
	Provincial	515.3	5.1	25.3	32.1	24.9	10.2	1.9	0.6	69.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	504.6	2.4	33.4	29.0	22.1	9.4	3.2	0.5	64.2
	Provincial	505.5	2.7	32.4	30.9	23.2	8.7	1.9	0.2	64.8
	Remote	480.0	0.5	50.6	24.9	17.2	5.8	0.9	0.0	48.9
	Very Remote	456.9	1.1	64.5	20.2	10.8	3.0	0.4	0.0	34.4
WA	*Metro*	499.8	1.8	38.0	29.6	19.5	8.8	2.1	0.3	60.3
	Provincial	484.6	2.4	46.1	31.0	13.9	5.1	1.5	0.0	51.4
	Remote	472.8	3.5	52.0	25.3	15.0	3.6	0.3	0.3	44.5
	Very Remote	443.2	0.7	70.4	16.6	8.4	3.2	0.8	0.0	28.9
SA	*Metro*	512.1	2.2	28.9	30.4	26.8	9.9	1.7	0.1	68.9
	Provincial	494.6	0.5	38.1	34.3	19.6	6.4	0.9	0.2	61.4
	Remote	471.7	0.0	52.3	32.8	11.9	2.1	0.9	0.0	47.7
	Very Remote	445.8	0.0	74.4	15.9	7.8	1.8	0.0	0.0	25.6
Tas	*Metro*	520.2	0.6	26.9	29.8	24.4	12.9	4.9	0.6	72.5
	Provincial	529.0	0.7	22.9	29.5	23.3	17.6	5.7	0.4	76.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	540.1	3.9	17.9	24.7	27.6	18.6	6.8	0.6	78.3
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	452.2	3.1	55.6	19.6	14.7	5.0	1.7	0.3	41.3
	Remote	406.9	1.4	69.9	14.8	9.5	4.0	0.4	0.0	28.7
	Very Remote	382.2	0.0	91.0	6.0	2.3	0.7	0.0	0.0	9.0
Aust	*Metro*	513.1	2.0	29.4	29.5	24.1	11.1	3.3	0.6	68.6
	Provincial	503.1	2.3	33.5	30.7	22.0	9.0	2.2	0.3	64.2
	Remote	454.7	1.5	57.6	22.4	13.3	4.5	0.7	0.1	40.9
	Very Remote	425.5	0.6	76.3	13.6	6.9	2.3	0.4	0.0	23.1

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Grammar and Punctuation

Table 9.G7: Achievement of Year 9 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	581.3	0.7	7.3	16.3	26.4	26.3	16.2	6.9	92.1
	Provincial	570.9	0.6	8.1	18.0	29.7	27.0	13.0	3.6	91.3
	Remote	537.4	0.6	17.9	25.1	32.2	18.8	4.1	1.3	81.5
	Very Remote	539.4	2.5	13.0	27.0	35.5	19.0	3.0	0.0	84.5
Vic	*Metro*	584.3	1.5	5.1	15.0	27.7	28.6	16.4	5.7	93.4
	Provincial	571.6	1.5	6.3	18.7	31.2	26.8	12.2	3.3	92.2
	Remote	560.7	0.0	11.8	19.2	30.2	26.3	12.2	0.4	88.2
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	576.4	1.5	7.1	16.9	28.4	26.7	14.8	4.7	91.4
	Provincial	567.5	1.7	8.4	19.5	30.3	24.9	12.0	3.3	89.9
	Remote	547.7	0.7	12.9	25.3	32.0	21.1	6.3	1.6	86.4
	Very Remote	544.5	0.9	16.9	24.2	28.3	21.9	6.8	0.9	82.2
WA	*Metro*	574.8	1.6	6.8	17.5	29.1	27.2	13.9	4.0	91.7
	Provincial	562.1	1.0	9.6	20.1	32.1	24.3	10.3	2.7	89.4
	Remote	554.3	0.7	12.5	21.6	32.7	22.1	8.6	1.9	86.8
	Very Remote	555.5	3.7	11.8	21.6	30.3	22.5	7.6	2.6	84.5
SA	*Metro*	578.1	1.5	6.4	16.2	28.8	27.2	15.3	4.6	92.1
	Provincial	564.0	1.2	8.1	19.7	32.5	26.6	9.9	2.0	90.7
	Remote	562.9	1.1	7.9	19.7	32.8	28.5	8.5	1.5	91.0
	Very Remote	549.0	0.0	14.5	24.7	26.3	22.9	10.5	1.1	85.5
Tas	*Metro*	577.5	0.9	8.5	15.8	26.8	27.3	14.7	6.0	90.5
	Provincial	567.5	0.9	9.2	18.2	30.9	25.3	12.2	3.3	89.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	593.5	2.0	4.9	12.3	24.0	29.0	19.7	8.1	93.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	567.1	2.7	9.7	18.4	28.8	24.6	11.7	4.0	87.6
	Remote	580.7	0.6	7.0	15.2	27.6	27.4	16.3	6.0	92.5
	Very Remote	571.9	1.4	7.4	20.5	27.7	26.0	10.1	6.8	91.2
Aust	*Metro*	580.4	1.2	6.5	16.1	27.5	27.2	15.7	5.7	92.2
	Provincial	568.9	1.2	7.9	18.8	30.7	26.1	12.0	3.3	90.9
	Remote	557.1	0.8	11.1	21.4	31.9	23.8	8.8	2.2	88.1
	Very Remote	552.7	1.8	13.3	22.8	29.1	22.6	8.0	2.4	84.9

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Grammar and Punctuation

Table 9.G8: Achievement of Year 9 Students in Grammar and Punctuation, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	615.6	0.7	1.7	7.1	19.8	31.6	26.6	12.5	97.6
Advanced diploma/ diploma	583.0	0.9	4.4	14.6	29.4	30.8	15.7	4.2	94.7
Cert I to IV	564.2	0.9	7.6	20.5	32.9	25.8	10.1	2.1	91.4
Year 12 or equivalent	569.6	1.2	7.6	18.6	30.3	26.9	12.1	3.2	91.2
Year 11 or equivalent or below	538.5	2.0	16.6	26.8	30.7	17.4	5.4	1.0	81.4
Not stated	561.4	2.2	12.3	18.9	27.5	23.8	11.9	3.6	85.5

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Grammar and Punctuation

Table 9.G9: Achievement of Year 9 Students in Grammar and Punctuation, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	612.4	0.6	2.0	7.8	20.8	31.8	25.5	11.6	97.4
Other business managers and associate professionals	587.4	0.7	3.7	13.7	28.7	31.0	17.0	5.3	95.7
Tradespeople, clerks, skilled office, sales and service staff	568.5	1.0	6.7	19.1	32.6	27.0	11.1	2.6	92.4
Machine operators, hospitality staff, assistants, labourers	550.1	1.5	12.2	24.9	32.1	20.0	7.4	1.8	86.2
Not in paid work in the previous 12 months	535.0	3.4	19.0	27.0	27.8	15.8	5.6	1.4	77.5
Not stated	557.5	2.0	13.5	20.1	27.5	22.6	11.0	3.3	84.5

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Numeracy

Figure 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	596.6 (73.3)	596.8 (62.5)	579.6 (60.7)	581.5 (65.4)	578.7 (61.1)	572.9 (61.2)	600.4 (66.8)	539.7 (82.8)	589.1 (67.0)

Table 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2009.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*14yrs 7mths 9yrs 4mths*	94.3	0.7	3.8	14.4	25.8	26.4	17.6	11.3	95.5
Vic	*14yrs 9mths 9yrs 4mths*	91.4	1.7	1.9	11.8	27.7	30.8	18.1	8.0	96.3
Qld	*14yrs 1mth 8yrs 4mths*	94.2	1.5	4.0	16.5	31.1	28.6	14.0	4.3	94.5
WA	*14yrs 0mths 8yrs 4mths*	94.7	1.5	5.0	16.3	29.3	27.2	14.9	5.7	93.5
SA	*14yrs 6mths 9yrs 4mths*	91.5	1.4	3.9	17.4	31.8	27.4	13.5	4.5	94.7
Tas	*14yrs 10mths 9yrs 4mths*	91.7	0.9	5.4	19.0	32.1	26.6	12.2	3.8	93.7
ACT	*14yrs 8mths 9yrs 4mths*	92.3	2.0	2.6	11.9	24.7	29.2	19.5	10.1	95.4
NT	*14yrs 5mths 9yrs 4mths*	87.5	2.0	21.8	19.8	25.5	19.1	9.2	2.5	76.2
Aust	*14yrs 5mths 9yrs 0mths*	93.3	1.3	3.7	14.8	28.3	28.1	16.2	7.6	95.0

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Numeracy

Figure 9.N2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2009.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	599.8 (75.6)	600.8 (64.7)	582.2 (62.8)	583.4 (67.8)	584.0 (63.4)	575.7 (62.7)	605.0 (69.0)	545.0 (82.4)	592.4 (69.2)
Female Mean scale score / (S.D.)	593.3 (70.6)	592.5 (59.8)	576.9 (58.4)	579.3 (62.7)	573.1 (58.0)	570.0 (59.4)	595.4 (64.0)	534.0 (82.9)	585.6 (64.4)

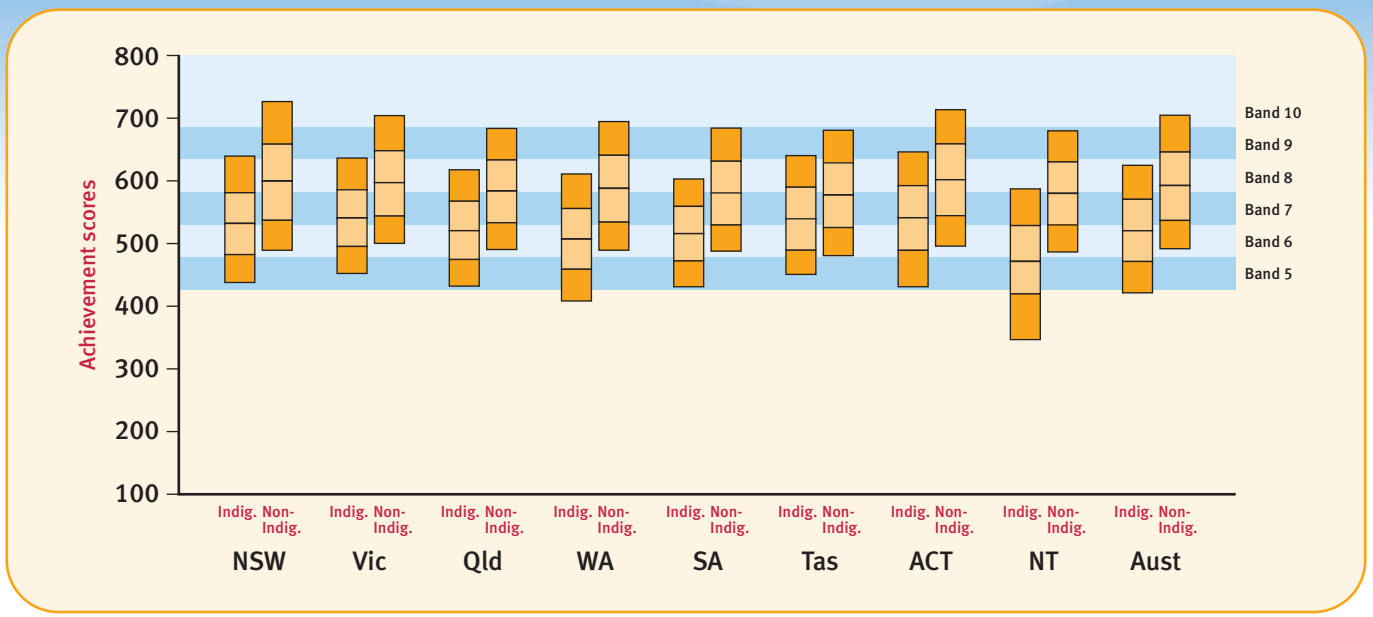
Table 9.N2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2009.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Male*	0.8	3.9	14.1	24.8	25.4	18.0	12.9	95.3
	Female	0.6	3.8	14.7	26.9	27.4	17.1	9.5	95.6
Vic	*Male*	2.2	1.8	11.4	26.3	29.7	18.9	9.7	96.0
	Female	1.2	2.1	12.2	29.2	31.8	17.3	6.1	96.6
Qld	*Male*	1.9	4.0	16.2	30.1	27.5	14.8	5.4	94.1
	Female	1.1	4.1	16.8	32.2	29.7	13.1	3.1	94.9
WA	*Male*	1.7	5.2	16.1	28.1	26.5	15.6	6.7	93.1
	Female	1.3	4.7	16.6	30.6	28.1	14.2	4.6	94.0
SA	*Male*	1.7	3.7	16.1	29.7	27.5	15.5	5.9	94.6
	Female	1.1	4.1	18.7	34.1	27.3	11.5	3.1	94.8
Tas	*Male*	1.3	5.1	18.5	31.4	26.1	12.8	4.8	93.6
	Female	0.6	5.7	19.6	32.8	27.1	11.6	2.7	93.7
ACT	*Male*	2.1	2.4	11.9	22.9	27.9	20.8	12.0	95.6
	Female	2.0	2.9	12.0	26.6	30.5	18.1	7.9	95.1
NT	*Male*	2.5	20.1	20.4	24.5	18.9	9.9	3.7	77.4
	Female	1.4	23.7	19.2	26.6	19.4	8.5	1.2	74.9
Aust	*Male*	1.6	3.7	14.4	27.1	27.2	17.0	9.1	94.7
	Female	1.0	3.8	15.1	29.6	29.0	15.4	6.1	95.2

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Numeracy

Figure 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	532.0 (61.5)	540.6 (56.7)	520.4 (58.6)	506.9 (61.9)	515.7 (52.6)	539.3 (57.5)	540.9 (60.6)	471.3 (71.1)	520.2 (63.2)
Non-Indigenous Mean scale score / (S.D.)	599.3 (72.5)	597.0 (62.0)	583.5 (58.8)	587.8 (62.6)	580.8 (60.0)	577.3 (60.8)	601.7 (66.4)	579.8 (59.0)	592.4 (65.3)

Table 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Indigenous*	1.6	17.6	32.7	28.7	14.0	4.3	1.2	80.9
	Non-Indigenous	0.7	3.2	13.6	25.7	26.9	18.1	11.7	96.1
Vic	*Indigenous*	4.3	11.9	29.8	33.2	15.7	4.2	0.9	83.8
	Non-Indigenous	1.5	1.8	11.7	27.8	31.1	18.2	7.9	96.7
Qld	*Indigenous*	2.1	21.3	35.6	27.2	10.7	2.6	0.4	76.5
	Non-Indigenous	1.5	2.8	15.2	31.4	29.8	14.7	4.5	95.7
WA	*Indigenous*	2.2	30.4	34.4	22.3	8.3	2.0	0.4	67.4
	Non-Indigenous	1.5	3.1	14.7	29.5	28.8	16.1	6.3	95.5
SA	*Indigenous*	1.3	22.7	37.9	28.0	8.6	1.4	0.2	76.0
	Non-Indigenous	1.4	3.2	16.7	32.1	28.1	13.9	4.6	95.4
Tas	*Indigenous*	0.8	14.4	30.9	30.9	16.9	5.4	0.7	84.8
	Non-Indigenous	0.9	4.5	17.5	31.7	28.1	13.1	4.3	94.6
ACT	*Indigenous*	3.9	14.2	26.2	30.5	19.6	4.5	1.2	81.9
	Non-Indigenous	2.0	2.4	11.6	24.6	29.4	19.8	10.3	95.7
NT	*Indigenous*	1.6	53.2	25.8	13.5	5.3	0.6	0.0	45.2
	Non-Indigenous	2.2	3.4	16.4	32.8	27.3	14.1	3.9	94.4
Aust	*Indigenous*	2.0	23.0	33.2	26.5	11.5	3.1	0.7	75.0
	Non-Indigenous	1.2	2.8	13.9	28.5	28.9	16.8	7.9	96.0

Refer to page 4 for explanatory notes and how to read the graph.

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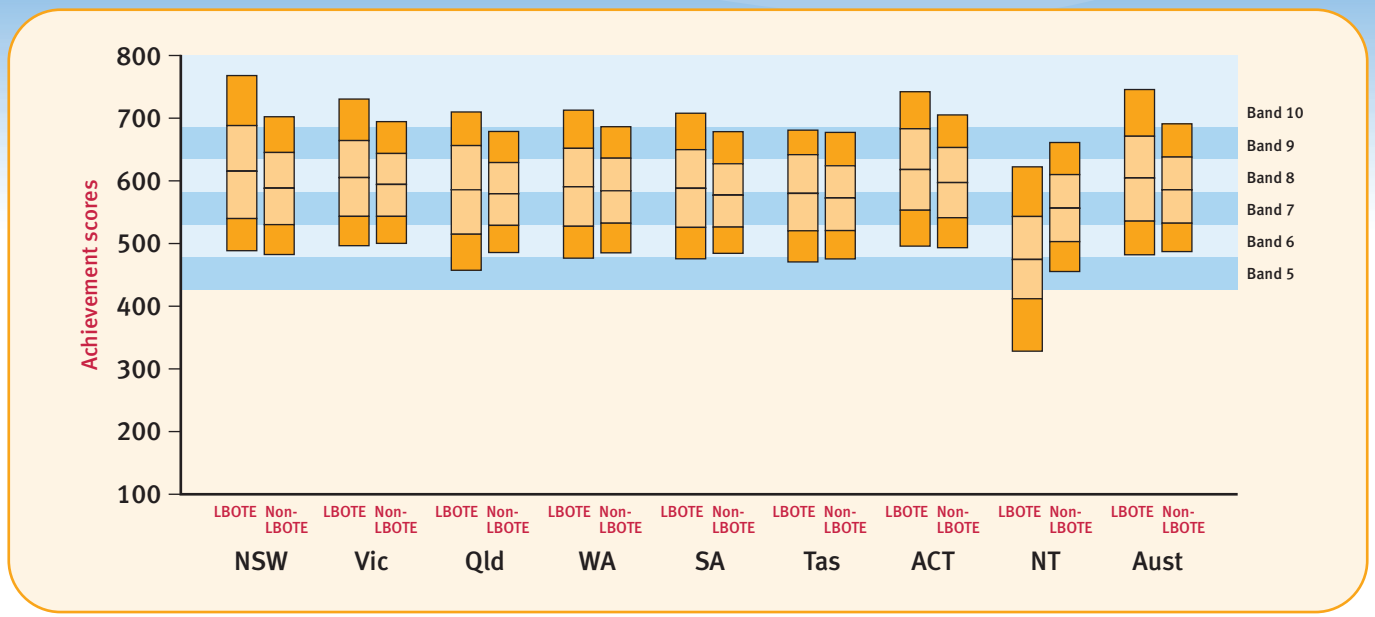
Figure 9.N4: Achievement of Year 9 Students in Numeracy, by LBOTE Status, by State and Territory, 2009.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	615.2 (84.9)	605.1 (70.9)	585.7 (79.9)	590.4 (73.0)	587.9 (71.6)	579.8 (66.1)	617.9 (75.0)	474.5 (86.3)	604.4 (80.6)
Non-LBOTE Mean scale score / (S.D.)	588.1 (67.5)	594.1 (59.2)	579.3 (58.9)	584.1 (61.6)	576.9 (59.4)	572.5 (60.9)	597.1 (64.9)	556.1 (63.3)	585.6 (62.4)

Table 9.N4: Achievement of Year 9 Students in Numeracy, by LBOTE Status, by State and Territory, 2009.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*LBOTE*	0.9	3.3	12.8	21.6	23.0	18.0	20.4	95.8
	Non-LBOTE	0.6	4.2	15.5	27.8	27.4	16.7	7.7	95.2
Vic	*LBOTE*	2.0	2.2	11.9	24.8	27.1	18.8	13.1	95.7
	Non-LBOTE	1.6	1.8	11.8	28.7	31.9	17.9	6.3	96.5
Qld	*LBOTE*	2.7	8.9	15.7	20.7	23.8	18.2	10.0	88.4
	Non-LBOTE	1.4	3.6	16.5	31.9	29.0	13.7	3.8	95.0
WA	*LBOTE*	3.1	5.1	15.3	24.6	25.3	17.1	9.6	91.9
	Non-LBOTE	1.2	3.8	14.7	30.0	29.7	15.6	5.0	95.0
SA	*LBOTE*	4.2	5.1	15.7	24.9	25.0	16.2	8.7	90.7
	Non-LBOTE	1.1	3.8	17.8	32.9	27.5	13.0	3.9	95.1
Tas	*LBOTE*	3.9	6.6	16.6	26.7	24.0	17.9	4.2	89.5
	Non-LBOTE	0.8	5.4	19.1	32.3	26.7	11.9	3.8	93.8
ACT	*LBOTE*	3.9	2.6	9.7	19.4	25.0	21.2	18.2	93.5
	Non-LBOTE	1.7	2.7	12.4	25.6	29.9	19.1	8.6	95.6
NT	*LBOTE*	0.5	55.2	21.3	11.7	7.4	2.8	1.2	44.4
	Non-LBOTE	4.1	9.9	22.2	32.7	20.3	9.0	1.9	86.1
Aust	*LBOTE*	1.8	4.3	13.1	22.8	24.5	18.0	15.5	93.9
	Non-LBOTE	1.2	3.5	15.1	29.8	29.1	15.7	5.7	95.3

Refer to page 4 for explanatory notes and how to read the graph.

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Table 9.N5: Achievement of Year 9 Students in Numeracy, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	602.8	0.7	3.3	13.3	24.4	26.0	18.7	13.5	95.9
	Provincial	579.2	0.7	5.0	17.3	29.8	27.8	14.5	4.9	94.3
	Remote	532.8	0.3	18.8	29.0	29.9	16.7	4.6	0.7	80.9
	Very Remote	516.1	2.6	33.2	16.9	26.0	15.3	4.9	1.0	64.2
Vic	*Metro*	600.8	1.7	1.8	10.9	26.4	30.7	19.2	9.2	96.5
	Provincial	585.3	1.7	2.3	14.2	31.6	30.9	15.0	4.3	96.0
	Remote	589.5	0.0	1.9	13.5	31.2	26.9	23.5	3.1	98.1
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	583.9	1.4	3.5	15.3	30.1	29.4	15.3	5.0	95.1
	Provincial	572.3	1.7	4.2	18.7	33.6	27.5	11.4	2.7	94.0
	Remote	541.9	0.5	12.8	28.3	34.6	18.2	4.7	0.7	86.6
	Very Remote	515.9	1.1	28.3	29.4	25.3	13.4	2.2	0.3	70.6
WA	*Metro*	588.6	1.6	3.5	14.6	28.4	28.4	16.6	6.9	94.9
	Provincial	569.5	1.1	5.8	20.2	32.5	25.9	11.4	3.0	93.1
	Remote	547.2	1.4	13.4	23.5	33.9	19.1	7.1	1.5	85.2
	Very Remote	509.2	2.0	35.4	25.5	18.4	12.5	5.4	0.8	62.6
SA	*Metro*	584.0	1.5	3.4	16.1	30.3	27.9	15.1	5.8	95.1
	Provincial	566.9	1.2	4.4	20.4	36.2	26.5	9.8	1.5	94.4
	Remote	567.5	1.0	4.3	20.7	34.7	28.1	9.8	1.4	94.7
	Very Remote	518.0	0.0	27.5	30.4	24.5	13.4	4.1	0.1	72.5
Tas	*Metro*	575.9	1.0	5.7	18.0	30.7	26.5	13.4	4.7	93.3
	Provincial	571.2	0.9	5.1	19.5	33.1	26.9	11.3	3.2	94.0
	Remote	532.2	0.0	6.3	46.3	38.1	6.7	2.2	0.4	93.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	600.4	2.0	2.6	11.9	24.7	29.2	19.5	10.1	95.4
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	561.5	2.8	10.8	19.5	30.3	23.0	10.8	2.9	86.4
	Remote	532.9	0.9	23.5	21.8	23.6	17.8	9.6	2.9	75.6
	Very Remote	465.7	0.2	63.1	18.3	9.6	5.9	2.3	0.6	36.7
Aust	*Metro*	595.1	1.3	3.0	13.5	27.0	28.4	17.6	9.2	95.7
	Provincial	576.6	1.3	4.3	17.5	32.0	28.1	13.1	3.7	94.3
	Remote	546.1	0.9	13.8	24.4	32.0	19.9	7.5	1.5	85.3
	Very Remote	502.2	1.1	39.2	24.6	19.1	11.6	3.8	0.6	59.7

Refer to page 4 for explanatory notes.

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Table 9.N6: Achievement of Year 9 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	539.9	1.6	14.8	30.7	29.7	15.5	5.8	1.9	83.6
	Provincial	528.4	1.6	17.9	34.6	28.7	13.3	3.2	0.7	80.5
	Remote	501.2	0.0	35.8	33.7	21.8	6.7	2.0	0.0	64.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	*Metro*	541.4	3.3	12.7	28.3	32.4	18.2	4.6	0.7	84.0
	Provincial	539.8	5.3	11.0	31.2	34.0	13.5	3.8	1.2	83.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	524.2	2.3	19.8	34.2	28.0	11.9	3.2	0.6	77.9
	Provincial	524.8	2.4	17.3	37.4	29.4	10.8	2.4	0.3	80.3
	Remote	500.5	0.5	33.7	37.7	20.2	7.5	0.3	0.0	65.8
	Very Remote	484.7	1.1	45.6	34.6	14.2	4.2	0.2	0.0	53.3
WA	*Metro*	523.6	1.9	21.0	34.8	27.3	11.2	3.0	0.7	77.1
	Provincial	513.1	2.7	24.5	38.6	22.7	9.3	2.0	0.1	72.8
	Remote	495.6	3.5	35.2	34.3	22.1	4.0	0.6	0.4	61.3
	Very Remote	475.7	0.7	52.8	28.1	11.8	5.2	1.3	0.1	46.5
SA	*Metro*	525.7	2.2	17.3	35.3	32.2	11.4	1.6	0.1	80.5
	Provincial	514.6	0.5	22.9	38.6	28.5	7.7	1.4	0.5	76.7
	Remote	505.8	0.0	24.3	51.1	19.1	3.4	2.1	0.0	75.7
	Very Remote	478.3	0.0	46.8	40.3	12.2	0.5	0.3	0.0	53.2
Tas	*Metro*	534.0	0.6	16.0	32.9	31.1	13.4	5.2	0.8	83.4
	Provincial	542.5	1.0	13.9	29.4	30.7	18.6	5.9	0.5	85.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	540.9	3.9	14.2	26.2	30.5	19.6	4.5	1.2	81.9
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	503.2	3.3	35.4	29.2	21.1	9.7	1.2	0.1	61.3
	Remote	465.5	1.4	49.5	29.8	14.4	4.3	0.5	0.0	49.1
	Very Remote	442.6	0.0	75.2	19.0	4.5	1.2	0.1	0.0	24.8
Aust	*Metro*	531.4	2.0	17.3	32.5	29.3	13.6	4.2	1.0	80.7
	Provincial	525.5	2.3	18.9	34.9	28.4	12.1	2.9	0.5	78.8
	Remote	489.2	1.5	38.5	34.5	19.2	5.3	0.8	0.1	60.0
	Very Remote	466.4	0.6	58.5	27.2	9.8	3.4	0.5	0.0	40.9

Refer to page 4 for explanatory notes.

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Table 9.N7: Achievement of Year 9 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2009.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	*Metro*	604.2	0.7	3.1	13.0	24.4	26.2	18.9	13.8	96.3
	Provincial	584.0	0.6	3.7	15.7	29.9	29.2	15.6	5.3	95.7
	Remote	559.2	0.6	4.8	25.1	36.5	25.1	6.7	1.3	94.6
	Very Remote	569.7	2.5	4.5	15.0	44.0	22.5	9.5	2.0	93.0
Vic	*Metro*	600.9	1.5	1.7	10.9	26.5	30.9	19.3	9.2	96.8
	Provincial	585.7	1.4	2.1	13.9	31.8	31.4	15.2	4.1	96.4
	Remote	590.6	0.0	1.2	13.3	31.4	27.5	23.5	3.1	98.8
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	*Metro*	586.6	1.4	2.7	14.4	30.2	30.2	15.8	5.2	95.9
	Provincial	576.8	1.7	3.0	17.0	34.0	29.1	12.3	2.9	95.3
	Remote	556.9	0.6	5.3	24.9	39.9	22.1	6.3	1.0	94.2
	Very Remote	554.9	0.9	6.6	22.7	39.3	25.0	4.7	0.6	92.4
WA	*Metro*	591.7	1.6	2.7	13.7	28.3	29.1	17.3	7.2	95.7
	Provincial	576.6	1.0	3.9	17.6	33.0	28.2	12.8	3.6	95.2
	Remote	565.4	0.7	5.6	19.7	37.9	24.5	9.6	2.0	93.7
	Very Remote	569.9	4.3	3.5	22.0	30.2	26.6	11.7	1.7	92.2
SA	*Metro*	585.2	1.5	3.1	15.6	30.3	28.3	15.4	5.9	95.4
	Provincial	569.3	1.2	3.6	19.5	36.6	27.3	10.2	1.6	95.2
	Remote	573.1	1.1	2.4	18.0	36.3	30.2	10.5	1.6	96.5
	Very Remote	560.4	0.0	6.8	19.7	37.9	27.1	8.2	0.3	93.2
Tas	*Metro*	580.7	0.9	4.6	16.7	29.9	28.2	14.5	5.2	94.4
	Provincial	574.9	0.9	4.3	17.9	33.2	28.2	12.0	3.6	94.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	*Metro*	601.7	2.0	2.4	11.6	24.6	29.4	19.8	10.3	95.7
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	*Metro*	-	-	-	-	-	-	-	-	-
	Provincial	577.9	2.7	3.6	16.8	33.1	26.8	13.4	3.5	93.7
	Remote	586.9	0.6	2.4	15.0	31.2	28.7	16.9	5.2	97.0
	Very Remote	578.6	1.4	3.8	14.8	35.1	29.0	12.6	3.3	94.8
Aust	*Metro*	596.8	1.2	2.6	13.0	27.0	28.8	17.9	9.4	96.2
	Provincial	580.6	1.2	3.2	16.1	32.3	29.4	13.9	3.9	95.6
	Remote	567.9	0.7	4.3	20.4	36.8	25.7	10.1	2.1	95.0
	Very Remote	565.0	2.0	5.1	20.4	35.5	26.5	9.1	1.4	92.9

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Numeracy

Table 9.N8: Achievement of Year 9 Students in Numeracy, by Parental Education, Australia, 2009.

Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	631.2	0.7	0.5	4.7	17.4	30.5	27.2	19.0	98.8
Advanced diploma/ diploma	596.7	0.9	1.6	11.0	28.3	32.9	18.5	6.7	97.5
Cert I to IV	577.6	0.9	3.1	16.8	34.2	29.1	12.4	3.4	95.9
Year 12 or equivalent	586.5	1.2	3.0	15.3	30.1	28.9	15.3	6.1	95.7
Year 11 or equivalent or below	556.5	2.0	8.0	24.9	34.1	21.5	7.4	2.1	90.1
Not stated	578.2	2.1	6.1	17.4	28.3	26.1	14.4	5.6	91.8

Refer to page 4 for explanatory notes.

Table 9.N9: Achievement of Year 9 Students in Numeracy, by Parental Occupation, Australia, 2009.

Parental occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	624.9	0.6	0.7	5.8	19.1	31.1	26.1	16.6	98.7
Other business managers and associate professionals	601.4	0.7	1.3	10.0	27.5	32.6	19.4	8.5	98.1
Tradespeople, clerks, skilled office, sales and service staff	582.0	0.9	2.7	15.6	33.3	29.9	13.3	4.4	96.4
Machine operators, hospitality staff, assistants, labourers	569.0	1.5	5.1	21.7	33.9	23.7	9.7	4.3	93.3
Not in paid work in the previous 12 months	556.5	3.5	9.2	25.5	31.0	19.7	7.9	3.2	87.3
Not stated	575.1	1.9	6.7	18.5	28.8	25.1	13.6	5.4	91.3

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Participation

Table 9.P1: Year 9 Student Participation in Assessment, by State and Territory, 2009.

State/ Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	*Number*	85043	85435	85287	85287	84291
	Participation rate (%)	95.1	95.5	95.4	95.4	94.3
Vic	*Number*	62637	62812	62899	62899	62476
	Participation rate (%)	91.7	91.9	92.1	92.1	91.4
Qld	*Number*	56853	56956	57058	57058	56543
	Participation rate (%)	94.8	94.9	95.1	95.1	94.2
WA	*Number*	27785	27869	27978	27978	27794
	Participation rate (%)	94.7	95.0	95.4	95.4	94.7
SA	*Number*	18824	18807	18949	18949	18731
	Participation rate (%)	92.0	91.9	92.6	92.6	91.5
Tas	*Number*	6393	6399	6437	6437	6381
	Participation rate (%)	91.9	92.0	92.6	92.6	91.7
ACT	*Number*	4599	4662	4666	4666	4634
	Participation rate (%)	91.6	92.8	92.9	92.9	92.3
NT	*Number*	2455	2509	2529	2529	2453
	Participation rate (%)	87.6	89.5	90.2	90.2	87.5
Aust	*Number*	264589	265449	265803	265803	263303
	Participation rate (%)	93.7	94.0	94.1	94.1	93.3

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Participation

Table 9.P2: Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	*Indigenous*	3280	83.6	3325	84.7	3310	84.3	3310	84.3	3203	81.6
	Non-Indig.	79739	95.6	80079	96.1	79949	95.9	79949	95.9	79091	94.9
Vic	*Indigenous*	592	75.5	607	77.4	616	78.6	616	78.6	604	77.0
	Non-Indig.	61887	92.3	62047	92.5	62124	92.7	62124	92.7	61714	92.1
Qld	*Indigenous*	3232	85.6	3267	86.6	3273	86.7	3273	86.7	3217	85.2
	Non-Indig.	53621	95.4	53689	95.5	53785	95.7	53785	95.7	53326	94.8
WA	*Indigenous*	1064	72.0	1092	73.9	1113	75.3	1113	75.3	1054	71.3
	Non-Indig.	24951	96.2	25008	96.4	25081	96.7	25081	96.7	24975	96.3
SA	*Indigenous*	509	70.9	507	70.6	524	73.0	524	73.0	506	70.5
	Non-Indig.	18050	92.9	18035	92.8	18160	93.5	18160	93.5	17956	92.4
Tas	*Indigenous*	409	83.5	410	83.7	418	85.3	418	85.3	408	83.3
	Non-Indig.	5171	93.0	5176	93.0	5202	93.5	5202	93.5	5151	92.6
ACT	*Indigenous*	78	75.7	82	79.6	83	80.6	83	80.6	79	76.7
	Non-Indig.	4480	92.0	4537	93.2	4540	93.2	4540	93.2	4514	92.7
NT	*Indigenous*	777	74.9	814	78.4	831	80.1	831	80.1	781	75.2
	Non-Indig.	1592	94.9	1611	96.0	1614	96.2	1614	96.2	1587	94.6
Aust	*Indigenous*	9941	80.8	10104	82.1	10168	82.6	10168	82.6	9852	80.0
	Non-Indig.	249491	94.5	250182	94.7	250455	94.8	250455	94.8	248314	94.0

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Participation

Table 9.P3: Percentage of Year 9 Student Exemptions, Absences/Withdrawals and Assessed, by State and Territory, 2009.

State/ Territory	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A
NSW	0.7	4.9	94.4	0.7	4.5	94.8	0.7	4.6	94.7	0.7	4.6	94.7	0.7	5.7	93.5
Vic	1.7	8.3	89.9	1.7	8.1	90.2	1.7	7.9	90.3	1.7	7.9	90.3	1.7	8.6	89.7
Qld	1.6	5.2	93.2	1.6	5.1	93.3	1.6	4.9	93.5	1.6	4.9	93.5	1.5	5.8	92.7
WA	1.5	5.3	93.2	1.5	5.0	93.5	1.5	4.6	93.9	1.5	4.6	93.9	1.5	5.3	93.2
SA	1.4	8.0	90.6	1.4	8.1	90.5	1.4	7.4	91.2	1.4	7.4	91.2	1.4	8.5	90.1
Tas	0.9	8.1	91.0	0.9	8.0	91.1	0.9	7.4	91.6	0.9	7.4	91.6	0.9	8.3	90.8
ACT	1.9	8.4	89.6	2.0	7.2	90.9	2.0	7.1	90.9	2.0	7.1	90.9	2.0	7.7	90.3
NT	2.0	12.4	85.6	1.9	10.5	87.6	1.9	9.8	88.3	1.9	9.8	88.3	2.0	12.5	85.5
Aust	1.3	6.3	92.4	1.3	6.0	92.7	1.3	5.9	92.8	1.3	5.9	92.8	1.3	6.7	92.0

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Participation

Table 9.P4: Percentage of Year 9 Student Exemptions, Absences/Withdrawals and Assessed, by Indigenous Status, by State and Territory, 2009.

State/ Territory	Indigenous status	Reading (%)			Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
		E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A	E	A/W	A
NSW	*Indigenous*	1.6	16.4	82.0	1.6	15.3	83.2	1.6	15.7	82.8	1.6	15.7	82.8	1.6	18.4	80.1
	Non-Indigenous	0.7	4.4	95.0	0.7	3.9	95.4	0.7	4.1	95.2	0.7	4.1	95.2	0.7	5.1	94.2
Vic	*Indigenous*	4.1	24.5	71.4	4.1	22.6	73.3	4.1	21.4	74.5	4.1	21.4	74.5	4.3	23.0	72.7
	Non-Indigenous	1.5	7.7	90.8	1.5	7.5	91.1	1.5	7.3	91.2	1.5	7.3	91.2	1.5	7.9	90.6
Qld	*Indigenous*	2.3	14.4	83.4	2.4	13.4	84.2	2.4	13.3	84.4	2.4	13.3	84.4	2.1	14.8	83.1
	Non-Indigenous	1.5	4.6	93.8	1.5	4.5	93.9	1.5	4.3	94.1	1.5	4.3	94.1	1.5	5.2	93.4
WA	*Indigenous*	2.0	28.0	70.0	1.9	26.1	72.0	2.0	24.7	73.3	2.0	24.7	73.3	2.2	28.7	69.1
	Non-Indigenous	1.5	3.8	94.7	1.5	3.6	94.9	1.5	3.3	95.2	1.5	3.3	95.2	1.5	3.7	94.8
SA	*Indigenous*	1.3	29.1	69.6	1.3	29.4	69.4	1.3	27.0	71.7	1.3	27.0	71.7	1.3	29.5	69.2
	Non-Indigenous	1.4	7.1	91.5	1.4	7.2	91.4	1.4	6.5	92.1	1.4	6.5	92.1	1.4	7.6	91.0
Tas	*Indigenous*	0.8	16.5	82.7	0.8	16.3	82.9	0.6	14.7	84.7	0.6	14.7	84.7	0.8	16.7	82.4
	Non-Indigenous	0.9	7.0	92.0	0.9	7.0	92.1	0.9	6.5	92.6	0.9	6.5	92.6	0.9	7.4	91.7
ACT	*Indigenous*	3.9	24.3	71.8	3.9	20.4	75.7	3.9	19.4	76.7	3.9	19.4	76.7	3.9	23.3	72.8
	Non-Indigenous	1.9	8.0	90.1	1.9	6.8	91.3	2.0	6.8	91.3	2.0	6.8	91.3	2.0	7.3	90.7
NT	*Indigenous*	1.6	25.1	73.2	1.5	21.6	76.9	1.5	19.9	78.5	1.5	19.9	78.5	1.6	24.8	73.6
	Non-Indigenous	2.3	5.1	92.6	2.1	4.0	93.9	2.2	3.8	94.0	2.2	3.8	94.0	2.2	5.4	92.4
Aust	*Indigenous*	2.0	19.2	78.8	2.0	17.9	80.1	2.0	17.4	80.6	2.0	17.4	80.6	2.0	20.0	78.1
	Non-Indigenous	1.2	5.5	93.2	1.2	5.3	93.5	1.2	5.2	93.6	1.2	5.2	93.6	1.2	6.0	92.8

Refer to page 4 for explanatory notes.

NAPLAN Year 9

Table 9.CR: Comparative Achievement of Year 9 Students in Reading, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	585.4	588.0	570.4	573.1	577.4	577.7	598.9	526.3	580.5
NSW	585.4		■	▲	▲	▲	▲	▼	▲	▲
Vic	588.0	■		▲	▲	▲	▲	▼	▲	▲
Qld	570.4	▼	▼		■	▼	■	▼	▲	▼
WA	573.1	▼	▼	■		■	■	▼	▲	▼
SA	577.4	▼	▼	▲	■		■	▼	▲	■
Tas	577.7	▼	▼	■	■	■		▼	▲	■
ACT	598.9	▲	▲	▲	▲	▲	▲		▲	▲
NT	526.3	▼	▼	▼	▼	▼	▼	▼		▼
Aust	580.5	▼	▼	▲	▲	■	■	▼	▲	

Table 9.CW: Comparative Achievement of Year 9 Students in Writing, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	568.3	581.9	559.0	565.8	571.4	559.2	578.0	505.0	568.9
NSW	568.3		▼	▲	■	■	▲	▼	▲	■
Vic	581.9	▲		▲	▲	▲	▲	■	▲	▲
Qld	559.0	▼	▼		▼	▼	■	▼	▲	▼
WA	565.8	■	▼	▲		■	■	▼	▲	■
SA	571.4	■	▼	▲	■		▲	■	▲	■
Tas	559.2	▼	▼	■	■	▼		▼	▲	▼
ACT	578.0	▲	■	▲	▲	■	▲		▲	▲
NT	505.0	▼	▼	▼	▼	▼	▼	▼		▼
Aust	568.9	■	▼	▲	■	■	▲	▼	▲	

Table 9.CS: Comparative Achievement of Year 9 Students in Spelling, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	585.6	579.3	569.3	566.4	572.0	562.8	584.7	508.7	576.3
NSW	585.6		▲	▲	▲	▲	▲	■	▲	▲
Vic	579.3	▼		▲	▲	▲	▲	■	▲	■
Qld	569.3	▼	▼		■	■	▲	▼	▲	▼
WA	566.4	▼	▼	■		■	■	▼	▲	▼
SA	572.0	▼	▼	■	■		▲	▼	▲	■
Tas	562.8	▼	▼	▼	■	▼		▼	▲	▼
ACT	584.7	■	■	▲	▲	▲	▲		▲	▲
NT	508.7	▼	▼	▼	▼	▼	▼	▼		▼
Aust	576.3	▼	■	▲	▲	■	▲	▼	▲	

Refer to page 4 for explanatory notes and how to read the table.

NAPLAN Year 9

Table 9.CG: Comparative Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	576.1	580.4	569.0	564.7	571.5	566.7	592.3	512.5	573.5
NSW	576.1		■	▲	▲	■	▲	▼	▲	■
Vic	580.4	■		▲	▲	▲	▲	▼	▲	▲
Qld	569.0	▼	▼		■	■	■	▼	▲	▼
WA	564.7	▼	▼	■		■	■	▼	▲	▼
SA	571.5	■	▼	■	■		■	▼	▲	■
Tas	566.7	▼	▼	■	■	■		▼	▲	■
ACT	592.3	▲	▲	▲	▲	▲	▲		▲	▲
NT	512.5	▼	▼	▼	▼	▼	▼	▼		▼
Aust	573.5	■	▼	▲	▲	■	■	▼	▲	

Table 9.CN: Comparative Achievement of Year 9 Students in Numeracy, by State and Territory, 2009.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2009 Mean	596.6	596.8	579.6	581.5	578.7	572.9	600.4	539.7	589.1
NSW	596.6		■	▲	▲	▲	▲	■	▲	▲
Vic	596.8	■		▲	▲	▲	▲	■	▲	▲
Qld	579.6	▼	▼		■	■	■	▼	▲	▼
WA	581.5	▼	▼	■		■	▲	▼	▲	▼
SA	578.7	▼	▼	■	■		■	▼	▲	▼
Tas	572.9	▼	▼	■	▼	■		▼	▲	▼
ACT	600.4	■	■	▲	▲	▲	▲		▲	▲
NT	539.7	▼	▼	▼	▼	▼	▼	▼		▼
Aust	589.1	▼	▼	▲	▲	▲	▲	▼	▲	

Refer to page 4 for explanatory notes and how to read the table.

NAPLAN Year 9

Overall national and jurisdiction results

When drawing comparisons, demographic variables that are strongly associated with student achievement such as Indigeneity, socio-economic profile, and distribution of the population across geographic zones must be taken into consideration. These and other factors impact on the performance of jurisdictions to differing degrees and are reflected most clearly in the Northern Territory, which has by far the largest proportion of Indigenous students, the highest proportion of students living in socio-economically disadvantaged areas, and nearly half of its students living in remote and very remote areas. Other jurisdictions also have a range of demographic differences that impact on their achievement.

Tables 9.R1, 9.W1, 9.S1, 9.G1 and 9.N1 show the percentages of Year 9 students estimated to be in achievement bands 5 (and below) to 10 for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. The tables also report the percentages at or above the national minimum standard and the participation rates. Figures 9.R1, 9.W1, 9.S1, 9.G1 and 9.N1 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for each jurisdiction and for Australia overall.

Exempt students are deemed as achieving below the national minimum standard but do not receive a scale score. Therefore, calculation of the proportion achieving in each band, the proportion at or above the national minimum standard and the participation rate includes exempt students. However, when calculating the mean scale scores and the standard deviations, exempt students are not included as they have no scale score. Exempt students are not included in Figures.9.R1, 9.W1, 9.S1, 9.G1 and 9.N1, but they are included in Tables 9.R1, 9.W1, 9.S1, 9.G1 and 9.N1.

Between 88 and 95 per cent (Writing and Numeracy respectively) of Australian students are estimated to be working at or above the national minimum standard. As was the case for Years 3, 5 and 7, the percentage of students estimated to be working at or above the national minimum standard is greatest for Victoria, New South Wales and the Australian Capital Territory. The results for the Northern Territory differ markedly from those for other jurisdictions, with 63 per cent of students estimated to be working at or above the national minimum standard for Writing, through to 76 per cent for Numeracy. The Northern Territory is also distinctive in that the achievement distribution has a considerably larger variance than the distributions for the other jurisdictions for all domains.

For Australia overall, the mean scores for Year 9 students range from 569 in Writing to 589 in Numeracy. These mean scores are between 34 and 46 points higher than the mean scores for Year 7 students. These differences are slightly smaller than the differences between Years 5 and 7. The extent to which achievement in the Northern Territory is below that of other jurisdictions is highlighted by the fact that the mean scores for the Northern Territory Year 9 students lie midway between the national mean scores for Year 5 and Year 7 students.

Sex

Tables 9.R2, 9.W2, 9.S2, 9.G2 and 9.N2 show the percentages of Year 9 male and female students estimated to be in achievement bands 5 (and below) to 10 for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. The tables also report the percentages at or above the national minimum standard and the participation rates. Figures 9.R2, 9.W2, 9.S2, 9.G2 and 9.N2 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for male and female students for each jurisdiction and for Australia overall.

In every jurisdiction and for each literacy domain, the percentage of students estimated to be working at or above the national minimum standard is greater for females than for males. The differences are largest for Writing, at 10 percentage points for Australia overall. For Writing, Spelling, and Grammar and Punctuation, the differences between males and females are larger at Year 9 than at any other year level, while for Numeracy the differences are equivalent across year levels.

Across Australia, the exemption rate for male students is about 0.5 percentage points higher than the exemption rate for female students. This is similar to the difference at Year 7, and less than that at Year 3 and Year 5. The difference in the exemption rate varies across jurisdictions, from 0.1 percentage points in the Australian Capital Territory to 1.3 percentage points in the Northern Territory.

The mean scores, which do not include exempt students, show that the Numeracy means are higher for male students in every jurisdiction, whereas for all other domains the mean scores of female students exceed those of male students.

The national differences between males and females in the means – 19 points higher for female students for Reading, 38 points higher for female students for Writing, 23 points higher for female students for Spelling, 21 points higher for female students for Grammar and Punctuation, and 7 points higher for male students for Numeracy – suggest that sex differences in Writing, on the NAPLAN scale, increase with year level, while the differences in Grammar and Punctuation appear to decline. There is no clear trend for Spelling, Reading or Numeracy. Since growth from Year 3 to Year 5 on the NAPLAN scale is greater than growth from Year 5 to Year 7, which in turn is greater than growth from Year 7 to Year 9, the male and female differences are increasing with years of schooling, at least in relative terms.

Indigenous

Tables 9.R3, 9.W3, 9.S3, 9.G3 and 9.N3 show the percentages of Year 9 Indigenous and non- Indigenous students estimated to be in achievement bands 5 (and below) to 10 for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. The tables also report the percentages at or above the national minimum standard and the participation rates. Figures 9.R3, 9.W3, 9.S3, 9.G3 and 9.N3 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for Indigenous and non-Indigenous students for each jurisdiction and for Australia overall.

The percentage of students estimated to be working at or above the national minimum standard is markedly lower for Indigenous students than non-Indigenous students in all jurisdictions. In the Northern Territory, Indigenous students are one-third to one-half as likely to be achieving at or above national minimum standard. Across Australia, a smaller proportion of Indigenous students is likely to be achieving at or above the national minimum standard compared to non-Indigenous students. The difference ranges from 21 to 31

percentage points, for Numeracy and Grammar and Punctuation respectively.

Similarly, the mean score for Indigenous students is substantially lower than that for non-Indigenous students. In Reading, for example, the difference in the means for Australia as a whole is 74 points, the difference in the Northern Territory is 146 points and in Western Australia it is 86 points. The largest differences are in Writing scores.

Reviewing the results across year levels, there is some evidence of a decrease in the difference between Indigenous and non-Indigenous student mean scores for Reading, Spelling, Grammar and Punctuation. The differences in Writing and Numeracy are similar at each year level. The participation rate for Indigenous students declines as year level increases.

Language background other than English (LBOTE)

Tables 9.R4, 9.W4, 9.S4, 9.G4 and 9.N4 show the percentages of Year 9 LBOTE and non-LBOTE students estimated to be in achievement bands 5 (and below) to 10 for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. The tables also report the percentages at or above the national minimum standard and the participation rates. Figures 9.R4, 9.W4, 9.S4, 9.G4 and 9.N4 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall, and these graphs are followed by mean scores and standard deviations for LBOTE and non-LBOTE students for each jurisdiction and for Australia overall.

The difference between the percentage of Year 9 LBOTE and non-LBOTE students estimated to have achieved at or above the national minimum standard varies across jurisdictions and domains. For Australia overall, non-LBOTE students are slightly more likely to have achieved at or above the national minimum standard than LBOTE students. The smallest differences are in New South Wales, where more LBOTE students achieved the national minimum standard than non-LBOTE for Reading, Spelling and Numeracy, and in Victoria and the Australian Capital Territory. The largest differences are in South Australia, the Northern Territory and Queensland. It should be noted, however, that many Indigenous students in remote communities in the Northern Territory are also considered to be LBOTE students. This is also true for students in Queensland, South Australia and Western Australia, although to a lesser extent.

A review of the exemption rates shows only a small difference, nationally, for LBOTE and non-LBOTE students of about 0.6 percentage points, a difference that is smaller than that found at Year 3 and Year 5, but consistent with Year 7. There is, however, wider variation between jurisdictions, from 3.6 percentage points in the Northern Territory to 0.4 percentage points in New South Wales.

Although there is marked variation between jurisdictions, overall the mean scores of LBOTE students exceed the mean scores of non-LBOTE students in Writing, Spelling, and Numeracy. The mean score for Non-LBOTE students is higher than that for LBOTE students in Reading and Grammar and Punctuation.

Geolocation

Tables 9.R5, 9.W5, 9.S5, 9.G5 and 9.N5 show the percentages of Year 9 students, by geographic location, estimated to be in achievement bands 5 (and below) to 10 and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. Tables 9.R6, 9.W6, 9.S6, 9.G6 and 9.N6 show the corresponding information for Indigenous students only, and Tables 9.R7, 9.W7, 9.S7, 9.G7 and 9.N7 show the corresponding information for non-Indigenous students.

Across Australia, Year 9 students in metropolitan areas are estimated to be working at or above the national minimum standard at slightly higher rates than students in provincial and remote areas. The mean scores for students in metropolitan areas are also higher than those for students in provincial areas, which are in turn higher than for those in remote areas. Students in very remote areas have the lowest means and the smallest proportion of students estimated to be working at or above the national minimum standard. These results hold for each of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, and for all jurisdictions with the exception of Numeracy in Victoria where the proportion of students estimated to be working at or above the national minimum standard is highest for remote students.

The achievement patterns by geographic location are similar for Indigenous students and for all students.

Student achievement and parental education and parental occupation

Tables 9.R8, 9.W8, 9.S8, 9.G8, 9.N8, 9.R9, 9.W9, 9.S9, 9.G9 and 9.N9 illustrate the relationships between student achievement and parental education and occupation. For each domain, the student mean scores are higher for students whose parents have higher levels of education. Further, the relationships between the mean scores of students with parents from different occupation categories are consistent with those found in research and previous state-wide assessments.

It is important to note that these results are indicative only, as parental education data were not available for 21 per cent of students nationally. Likewise, parental occupation data are not available for 24 per cent of Year 9 students nationally.

In terms of estimated percentages of students working at or above the national minimum standard, the differences can be quite large. For example, students whose parents have a degree are between 10 (Numeracy) and 23 (Writing) per cent more likely to be at or above the national minimum standard than students whose parents have a Year 11 equivalent or below. Similarly, students whose parents are from the occupational category Senior management and qualified professionals are between 13 (Numeracy) and 27 (Writing) per cent more likely to be at or above the national minimum standard than students whose parents have not been in paid employment for the past 12 months.

Participation

Tables 9.P1 to 9.P4 describe the participating populations and the rates of exemptions and absences by jurisdiction.

Jurisdiction comparisons

Tables 9.CR, 9.CW, 9.CS, 9.CG and 9.CN indicate the statistical significance or otherwise of the differences between jurisdictions in the mean scores for each domain.

2008–2009 Comparison

NAPLAN Year 3

NAPLAN Year 3 Reading

Figure 3.CR1: Achievement of Year 3 Students in Reading, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600; Band 1 Band 2 Band 3 Band 4 Band 5 Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	95.1		**412.3**	80.1	▲
	2009	95.6		**422.3**	85.4	
Vic	2008	95.2		**419.9**	74.9	▲
	2009	95.2		**430.4**	81.7	
Qld	2008	87.1		**371.1**	84.9	▲
	2009	92.0		**385.9**	79.3	
WA	2008	89.4		**386.7**	87.7	■
	2009	91.1		**395.5**	88.8	
SA	2008	91.5		**400.5**	80.5	■
	2009	93.6		**399.0**	80.2	
Tas	2008	92.8		**401.2**	84.2	■
	2009	93.3		**404.7**	86.0	
ACT	2008	94.4		**421.0**	81.5	▲
	2009	94.7		**433.6**	84.3	
NT	2008	62.7		**306.6**	134.1	■
	2009	68.5		**322.2**	118.2	
Aust	2008	92.1		**400.5**	84.5	▲
	2009	93.7		**410.8**	86.2	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Reading

Figure 3.CR2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600; Band 1 Band 2 Band 3 Band 4 Band 5 Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	93.8		405.2	82.1	■
		2009	94.2		413.3	86.9	
	Female	2008	96.5		419.7	77.3	▲
		2009	97.0		431.9	82.8	
Vic	*Male*	2008	93.8		413.9	76.3	▲
		2009	93.7		422.6	82.9	
	Female	2008	96.8		426.0	73.0	▲
		2009	96.8		438.5	79.6	
Qld	*Male*	2008	84.4		363.1	86.4	▲
		2009	89.7		377.3	79.8	
	Female	2008	90.0		379.5	82.4	▲
		2009	94.4		394.6	77.8	
WA	*Male*	2008	87.0		377.0	88.6	■
		2009	88.7		385.3	90.1	
	Female	2008	91.9		396.8	85.5	▲
		2009	93.7		406.1	86.1	
SA	*Male*	2008	89.6		392.2	81.1	■
		2009	91.8		389.2	80.3	
	Female	2008	93.5		409.2	78.8	■
		2009	95.4		409.2	78.7	
Tas	*Male*	2008	92.0		396.0	84.6	■
		2009	91.1		395.1	87.4	
	Female	2008	93.7		406.5	83.4	■
		2009	95.8		415.1	83.2	
ACT	*Male*	2008	92.2		414.1	84.6	■
		2009	93.2		425.3	84.9	
	Female	2008	96.6		428.0	77.6	▲
		2009	96.3		442.0	83.0	
NT	*Male*	2008	60.1		297.4	138.8	■
		2009	64.1		308.7	119.8	
	Female	2008	65.5		316.0	128.6	■
		2009	73.0		335.5	115.2	
Aust	*Male*	2008	90.3		393.1	86.2	▲
		2009	92.0		401.9	87.4	
	Female	2008	94.1		408.2	82.0	▲
		2009	95.6		419.9	83.9	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Reading

Figure 3.CR3: Achievement of Year 3 Students in Reading, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600; Band 1, Band 2, Band 3, Band 4, Band 5, Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	83.5		347.5	75.7	■
		2009	85.8		355.6	77.4	
	Non-Indig.	2008	95.7		414.9	78.9	▲
		2009	96.0		425.0	84.5	
Vic	*Indig.*	2008	88.1		368.9	74.4	■
		2009	87.2		375.3	79.2	
	Non-Indig.	2008	95.6		420.6	74.7	▲
		2009	95.8		431.0	81.5	
Qld	*Indig.*	2008	66.2		309.5	82.6	▲
		2009	77.1		327.9	72.1	
	Non-Indig.	2008	88.7		375.9	83.2	▲
		2009	93.1		390.0	78.2	
WA	*Indig.*	2008	57.3		292.7	86.8	■
		2009	66.3		304.4	79.2	
	Non-Indig.	2008	92.1		394.5	83.2	▲
		2009	93.4		403.8	85.1	
SA	*Indig.*	2008	71.5		329.7	80.2	■
		2009	77.6		329.5	77.2	
	Non-Indig.	2008	92.5		403.9	79.0	■
		2009	94.2		401.6	79.0	
Tas	*Indig.*	2008	88.4		376.6	84.3	■
		2009	87.0		365.4	82.4	
	Non-Indig.	2008	93.0		403.4	84.1	■
		2009	93.6		408.2	86.3	
ACT	*Indig.*	2008	84.9		359.5	84.0	■
		2009	83.5		361.6	79.7	
	Non-Indig.	2008	94.8		422.8	80.7	▲
		2009	95.1		435.7	83.6	
NT	*Indig.*	2008	30.4		208.1	117.7	▲
		2009	39.9		239.4	105.1	
	Non-Indig.	2008	88.2		382.5	89.7	■
		2009	89.9		383.2	84.6	
Aust	*Indig.*	2008	68.3		313.7	96.3	▲
		2009	75.1		327.4	88.2	
	Non-Indig.	2008	93.5		405.0	81.3	▲
		2009	94.8		415.0	83.8	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Reading

Figure 3.CR4: Achievement of Year 3 Students in Reading, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600; Band 1, Band 2, Band 3, Band 4, Band 5, Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	94.5		**410.8**	80.6	▲
		2009	95.1		**422.0**	86.0	
	Non-LBOTE	2008	95.4		**412.9**	79.9	▲
		2009	95.8		**421.5**	85.2	
Vic	*LBOTE*	2008	94.2		**414.9**	74.7	▲
		2009	94.1		**424.9**	81.9	
	Non-LBOTE	2008	95.6		**421.7**	74.9	▲
		2009	95.6		**432.4**	81.5	
Qld	*LBOTE*	2008	77.2		**351.7**	91.8	▲
		2009	86.7		**376.2**	82.6	
	Non-LBOTE	2008	88.1		**372.9**	84.0	▲
		2009	92.5		**386.8**	78.9	
WA	*LBOTE*	2008	88.0		**385.8**	90.3	■
		2009	89.2		**396.4**	92.7	
	Non-LBOTE	2008	90.6		**390.0**	85.6	▲
		2009	92.6		**399.5**	86.6	
SA	*LBOTE*	2008	85.5		**391.7**	81.9	■
		2009	90.2		**394.7**	83.8	
	Non-LBOTE	2008	92.5		**402.2**	80.0	■
		2009	94.0		**399.2**	79.5	
Tas	*LBOTE*	2008	88.9		**415.2**	85.6	■
		2009	85.6		**409.7**	84.8	
	Non-LBOTE	2008	92.8		**399.9**	84.0	■
		2009	93.5		**403.7**	86.1	
ACT	*LBOTE*	2008	87.8		**399.1**	83.8	▲
		2009	89.4		**427.0**	87.0	
	Non-LBOTE	2008	95.1		**422.8**	80.8	▲
		2009	95.8		**434.7**	83.8	
NT	*LBOTE*	2008	35.7		**224.9**	130.5	■
		2009	38.1		**237.3**	111.8	
	Non-LBOTE	2008	77.9		**349.2**	110.6	■
		2009	82.0		**359.7**	93.9	
Aust	*LBOTE*	2008	90.4		**399.3**	88.0	▲
		2009	92.2		**412.5**	90.3	
	Non-LBOTE	2008	92.9		**401.8**	82.9	▲
		2009	94.4		**410.8**	84.6	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Reading

Figure 3.CR5: Achievement of Year 3 Indigenous Students in Reading, by Geolocation, Australia, 2008–2009.

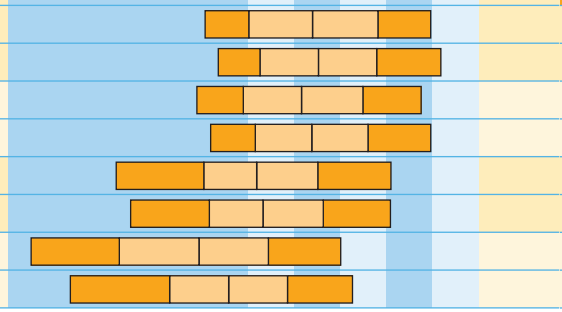
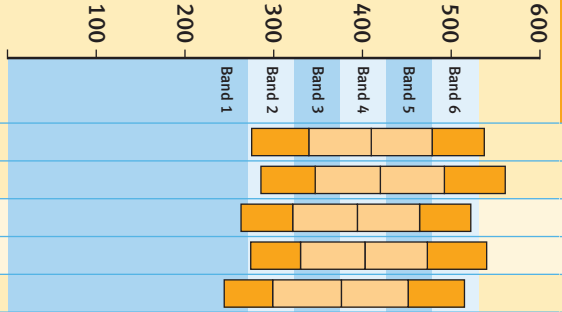
Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	78.6		343.4	81.6	■
	2009	83.8		350.1	77.5	
Provincial	2008	76.2		331.0	79.2	▲
	2009	81.5		342.6	76.8	
Remote	2008	53.9		280.4	88.7	■
	2009	58.4		287.6	86.3	
Very Remote	2008	30.5		215.4	103.8	▲
	2009	43.4		248.9	92.8	

Figure 3.CR6: Achievement of Year 3 Non-Indigenous Students in Reading, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	94.1		409.7	80.3	▲
	2009	95.2		419.9	84.0	
Provincial	2008	92.3		394.0	80.7	▲
	2009	94.1		402.5	81.7	
Remote	2008	88.1		376.0	85.2	■
	2009	92.5		386.5	81.0	
Very Remote	2008	86.9		376.6	88.2	■
	2009	91.0		386.6	83.5	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Writing

Figure 3.CW1: Achievement of Year 3 Students in Writing, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600; Band 1 Band 2 Band 3 Band 4 Band 5 Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	97.5		**427.6**	66.4	▼
	2009	97.2		**424.5**	64.1	
Vic	2008	96.2		**425.8**	65.7	■
	2009	96.3		**427.5**	59.8	
Qld	2008	92.4		**391.8**	77.1	▲
	2009	93.9		**395.8**	70.1	
WA	2008	95.0		**398.1**	69.6	▲
	2009	95.1		**402.4**	68.3	
SA	2008	95.0		**415.1**	65.4	▼
	2009	96.0		**411.2**	66.0	
Tas	2008	97.1		**415.7**	64.1	▼
	2009	96.5		**406.8**	65.0	
ACT	2008	96.3		**423.2**	64.1	■
	2009	95.9		**421.6**	62.7	
NT	2008	73.7		**337.4**	108.7	■
	2009	74.0		**337.7**	107.0	
Aust	2008	95.4		**414.2**	71.6	■
	2009	95.7		**414.5**	67.5	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Writing

Figure 3.CW2: Achievement of Year 3 Students in Writing, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600; Band 1, Band 2, Band 3, Band 4, Band 5, Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	96.5		414.9	68.5	▼
		2009	96.2		412.4	65.5	
	Female	2008	98.6		440.8	61.4	▼
		2009	98.2		437.4	60.0	
Vic	*Male*	2008	94.8		412.1	66.3	▲
		2009	95.0		414.9	60.2	
	Female	2008	97.8		439.7	62.1	■
		2009	97.8		440.5	56.5	
Qld	*Male*	2008	89.7		377.3	78.9	▲
		2009	91.5		382.0	72.0	
	Female	2008	95.2		407.1	72.2	■
		2009	96.3		409.8	65.2	
WA	*Male*	2008	93.3		383.6	70.8	▲
		2009	93.4		389.2	69.1	
	Female	2008	96.9		413.2	65.0	■
		2009	96.9		416.4	64.6	
SA	*Male*	2008	93.4		401.9	65.6	▼
		2009	94.4		397.1	66.6	
	Female	2008	96.6		429.0	62.3	■
		2009	97.6		425.6	62.1	
Tas	*Male*	2008	95.8		401.7	65.9	▼
		2009	95.0		394.2	65.8	
	Female	2008	98.5		430.2	58.8	▼
		2009	98.2		420.4	61.4	
ACT	*Male*	2008	94.4		409.9	66.8	■
		2009	94.3		408.8	63.9	
	Female	2008	98.3		436.6	58.2	■
		2009	97.5		434.4	58.7	
NT	*Male*	2008	70.4		323.7	110.2	■
		2009	69.3		321.5	107.8	
	Female	2008	77.0		351.5	105.4	■
		2009	78.7		353.9	103.6	
Aust	*Male*	2008	93.7		400.6	73.1	■
		2009	94.1		401.6	68.7	
	Female	2008	97.1		428.4	67.1	■
		2009	97.3		427.8	63.5	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Writing

Figure 3.CW3: Achievement of Year 3 Students in Writing, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600; Band 1, Band 2, Band 3, Band 4, Band 5, Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	90.9		370.6	73.7	■
		2009	90.8		368.5	67.8	
	Non-Indig.	2008	97.9		430.1	64.8	▼
		2009	97.5		426.8	62.8	
Vic	*Indig.*	2008	92.1		383.9	66.8	■
		2009	90.7		384.7	64.4	
	Non-Indig.	2008	96.6		426.4	65.5	■
		2009	96.9		428.0	59.6	
Qld	*Indig.*	2008	77.2		334.6	91.0	■
		2009	80.2		339.1	83.1	
	Non-Indig.	2008	93.6		396.2	74.2	▲
		2009	94.8		399.8	67.3	
WA	*Indig.*	2008	72.0		314.0	88.8	■
		2009	74.1		318.1	79.0	
	Non-Indig.	2008	97.0		405.2	63.1	▲
		2009	96.9		410.2	62.5	
SA	*Indig.*	2008	82.5		354.7	74.8	■
		2009	81.7		342.2	76.4	
	Non-Indig.	2008	95.7		418.2	63.7	▼
		2009	96.5		413.8	64.0	
Tas	*Indig.*	2008	94.2		388.1	71.5	■
		2009	93.6		379.8	64.4	
	Non-Indig.	2008	97.5		419.5	61.8	▼
		2009	96.5		408.8	65.2	
ACT	*Indig.*	2008	89.5		374.0	73.6	■
		2009	88.2		373.3	70.5	
	Non-Indig.	2008	96.6		424.7	63.2	■
		2009	96.1		423.1	61.7	
NT	*Indig.*	2008	46.6		258.2	99.7	■
		2009	45.4		256.0	97.9	
	Non-Indig.	2008	95.2		398.3	69.6	■
		2009	95.2		398.8	63.6	
Aust	*Indig.*	2008	78.8		339.3	91.8	■
		2009	79.9		340.2	85.8	
	Non-Indig.	2008	96.4		418.2	68.2	■
		2009	96.6		418.3	64.1	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Writing

Figure 3.CW4: Achievement of Year 3 Students in Writing, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600; Band 1, Band 2, Band 3, Band 4, Band 5, Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	97.2		435.1	66.6	■
		2009	96.8		433.1	63.6	
	Non-LBOTE	2008	97.8		426.0	66.1	▼
		2009	97.4		420.4	64.1	
Vic	*LBOTE*	2008	95.6		430.3	65.4	■
		2009	95.6		432.4	59.7	
	Non-LBOTE	2008	96.5		424.2	65.7	■
		2009	96.6		425.7	59.8	
Qld	*LBOTE*	2008	84.6		379.9	91.7	▲
		2009	89.1		392.7	78.7	
	Non-LBOTE	2008	93.2		393.0	75.5	▲
		2009	94.3		396.2	69.2	
WA	*LBOTE*	2008	93.3		400.6	74.2	■
		2009	92.8		407.0	72.1	
	Non-LBOTE	2008	96.0		400.2	67.1	▲
		2009	96.2		405.1	65.7	
SA	*LBOTE*	2008	90.0		418.2	69.7	■
		2009	93.1		414.9	70.3	
	Non-LBOTE	2008	95.8		415.6	64.7	▼
		2009	96.4		410.3	65.4	
Tas	*LBOTE*	2008	91.7		424.4	59.5	■
		2009	90.1		414.4	66.5	
	Non-LBOTE	2008	97.3		415.2	64.2	▼
		2009	96.6		406.0	65.2	
ACT	*LBOTE*	2008	91.6		421.8	67.3	■
		2009	91.1		425.8	64.5	
	Non-LBOTE	2008	96.8		423.5	63.7	■
		2009	96.8		420.4	62.2	
NT	*LBOTE*	2008	47.6		268.7	110.1	■
		2009	42.7		255.3	105.9	
	Non-LBOTE	2008	89.0		374.4	86.7	■
		2009	89.1		377.0	77.8	
Aust	*LBOTE*	2008	93.6		420.4	76.4	▲
		2009	94.2		423.2	71.1	
	Non-LBOTE	2008	96.0		414.0	69.9	▼
		2009	96.2		412.6	66.0	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Writing

Figure 3.CW5: Achievement of Year 3 Indigenous Students in Writing, by Geolocation, Australia, 2008–2009.

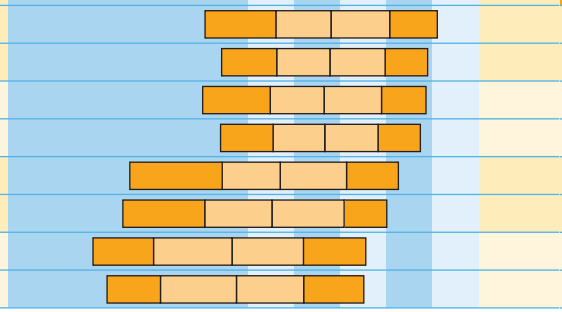
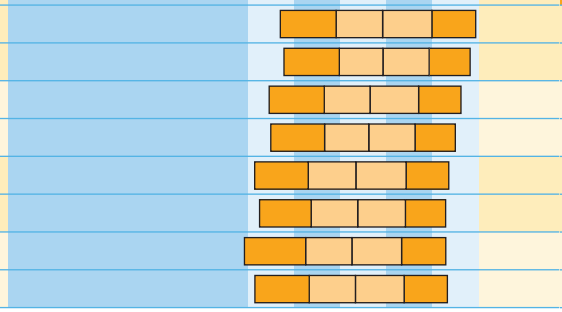
Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	86.9		364.3	80.8	■
	2009	87.7		363.0	73.9	
Provincial	2008	86.2		356.4	77.9	■
	2009	87.3		357.2	71.6	
Remote	2008	69.0		307.0	89.1	■
	2009	65.3		297.7	91.0	
Very Remote	2008	45.0		252.7	94.5	■
	2009	47.0		257.7	89.1	

Figure 3.CW6: Achievement of Year 3 Non-Indigenous Students in Writing, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	96.5		422.4	67.9	■
	2009	96.7		422.8	63.7	
Provincial	2008	96.1		408.3	66.6	■
	2009	96.3		406.8	63.4	
Remote	2008	94.9		392.3	68.7	■
	2009	96.1		394.3	64.6	
Very Remote	2008	93.5		387.8	71.8	■
	2009	94.7		391.8	66.2	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Spelling

Figure 3.CS1: Achievement of Year 3 Students in Spelling, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	96.1		419.2	75.4	■
	2009	94.9		423.6	83.9	
Vic	2008	95.4		415.3	70.5	■
	2009	94.5		419.5	77.4	
Qld	2008	87.4		366.7	76.2	▲
	2009	88.9		376.0	77.0	
WA	2008	89.4		381.8	81.3	▲
	2009	90.5		389.7	81.7	
SA	2008	91.1		396.7	76.9	■
	2009	90.5		394.8	85.3	
Tas	2008	92.4		394.9	78.7	■
	2009	90.4		393.5	85.3	
ACT	2008	93.7		406.9	75.3	■
	2009	92.9		411.2	80.9	
NT	2008	61.4		299.8	125.6	■
	2009	62.1		305.2	124.8	
Aust	2008	92.5		399.5	79.8	■
	2009	92.2		404.8	84.5	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Spelling

Figure 3.CS2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600; Band 1 Band 2 Band 3 Band 4 Band 5 Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	94.7		410.1	78.0	■
		2009	93.2		412.4	85.7	
	Female	2008	97.6		428.8	71.4	■
		2009	96.7		435.4	80.3	
Vic	*Male*	2008	93.8		407.2	72.1	■
		2009	92.5		409.5	79.1	
	Female	2008	97.0		423.6	67.7	■
		2009	96.5		429.7	74.3	
Qld	*Male*	2008	84.1		357.0	77.7	▲
		2009	85.7		365.4	78.2	
	Female	2008	91.0		376.8	73.1	▲
		2009	92.3		386.9	74.3	
WA	*Male*	2008	86.4		370.3	82.6	▲
		2009	87.9		378.7	83.5	
	Female	2008	92.6		393.8	78.1	■
		2009	93.3		401.3	78.0	
SA	*Male*	2008	88.6		385.7	78.3	■
		2009	87.6		381.9	86.5	
	Female	2008	93.8		408.2	73.8	■
		2009	93.4		408.0	82.1	
Tas	*Male*	2008	91.1		388.6	79.2	■
		2009	87.0		379.3	86.8	
	Female	2008	93.7		401.3	77.8	■
		2009	94.2		408.8	80.9	
ACT	*Male*	2008	91.0		396.0	77.9	■
		2009	90.7		400.8	81.6	
	Female	2008	96.5		417.9	71.0	■
		2009	95.0		421.5	79.0	
NT	*Male*	2008	57.7		287.7	129.4	■
		2009	56.3		288.6	126.5	
	Female	2008	65.2		312.2	120.4	■
		2009	68.1		321.8	121.0	
Aust	*Male*	2008	90.3		390.1	81.8	■
		2009	89.9		393.9	86.1	
	Female	2008	94.8		409.3	76.4	▲
		2009	94.7		416.1	81.3	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Spelling

Figure 3.CS3: Achievement of Year 3 Students in Spelling, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600; Band 1, Band 2, Band 3, Band 4, Band 5, Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	86.1		361.2	75.9	■
		2009	82.8		357.3	82.2	
	Non-Indig.	2008	96.7		421.9	74.2	■
		2009	95.4		426.5	82.8	
Vic	*Indig.*	2008	84.3		359.4	73.9	■
		2009	85.0		370.4	79.4	
	Non-Indig.	2008	95.8		416.1	70.1	■
		2009	95.0		420.0	77.2	
Qld	*Indig.*	2008	68.4		317.0	81.7	■
		2009	71.1		324.5	79.2	
	Non-Indig.	2008	88.9		370.5	74.4	▲
		2009	90.2		379.7	75.5	
WA	*Indig.*	2008	56.8		295.3	89.6	■
		2009	60.9		301.1	82.9	
	Non-Indig.	2008	92.2		389.1	76.4	▲
		2009	93.2		397.9	76.9	
SA	*Indig.*	2008	71.8		330.6	84.2	■
		2009	67.2		319.4	89.9	
	Non-Indig.	2008	92.2		400.3	75.2	■
		2009	91.4		397.7	83.7	
Tas	*Indig.*	2008	87.4		373.7	81.8	▼
		2009	82.2		358.5	83.9	
	Non-Indig.	2008	92.7		396.9	78.5	■
		2009	90.7		396.0	85.5	
ACT	*Indig.*	2008	79.3		344.9	83.5	■
		2009	77.5		342.9	81.2	
	Non-Indig.	2008	94.2		408.6	74.5	■
		2009	93.3		413.0	80.1	
NT	*Indig.*	2008	28.8		208.4	113.1	■
		2009	29.4		217.5	114.5	
	Non-Indig.	2008	87.0		370.0	82.4	■
		2009	86.4		369.8	85.4	
Aust	*Indig.*	2008	69.2		319.6	96.8	■
		2009	69.6		322.8	96.1	
	Non-Indig.	2008	93.9		403.8	76.4	■
		2009	93.5		409.0	81.6	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Spelling

Figure 3.CS4: Achievement of Year 3 Students in Spelling, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600; Band 1, Band 2, Band 3, Band 4, Band 5, Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	96.7		440.2	77.1	■
		2009	95.9		447.3	85.4	
	Non-LBOTE	2008	96.1		414.4	74.0	■
		2009	94.5		413.3	81.4	
Vic	*LBOTE*	2008	95.2		427.9	70.9	▲
		2009	94.6		436.5	78.7	
	Non-LBOTE	2008	95.5		410.9	69.8	■
		2009	94.4		413.1	76.0	
Qld	*LBOTE*	2008	81.9		369.3	87.4	▲
		2009	86.3		389.4	85.4	
	Non-LBOTE	2008	88.0		366.4	75.0	▲
		2009	89.2		375.1	76.1	
WA	*LBOTE*	2008	90.4		396.9	86.1	▲
		2009	90.5		408.3	87.5	
	Non-LBOTE	2008	90.3		381.9	78.6	▲
		2009	91.7		390.0	78.3	
SA	*LBOTE*	2008	87.2		406.6	81.2	■
		2009	89.1		412.4	92.6	
	Non-LBOTE	2008	92.0		396.7	76.0	■
		2009	90.6		391.9	83.9	
Tas	*LBOTE*	2008	90.2		409.0	74.4	■
		2009	85.1		406.6	84.5	
	Non-LBOTE	2008	92.4		393.7	78.8	■
		2009	90.5		392.2	85.6	
ACT	*LBOTE*	2008	89.6		419.2	78.2	■
		2009	88.6		429.6	88.8	
	Non-LBOTE	2008	94.1		405.2	75.0	■
		2009	93.7		407.2	78.8	
NT	*LBOTE*	2008	34.2		228.2	128.4	■
		2009	29.9		220.3	125.1	
	Non-LBOTE	2008	76.6		338.4	101.8	■
		2009	76.0		342.7	98.9	
Aust	*LBOTE*	2008	92.3		418.6	85.9	▲
		2009	92.6		429.8	91.6	
	Non-LBOTE	2008	92.9		396.7	77.0	■
		2009	92.3		398.6	80.9	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Spelling

Figure 3.CS5: Achievement of Year 3 Indigenous Students in Spelling, by Geolocation, Australia, 2008–2009.

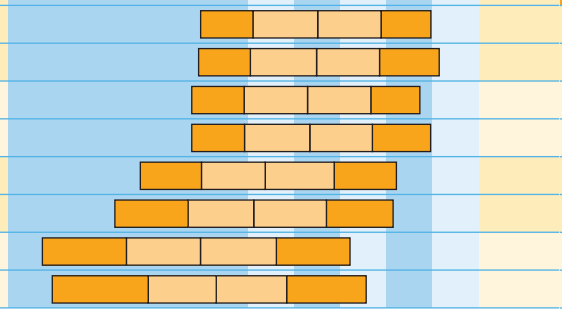
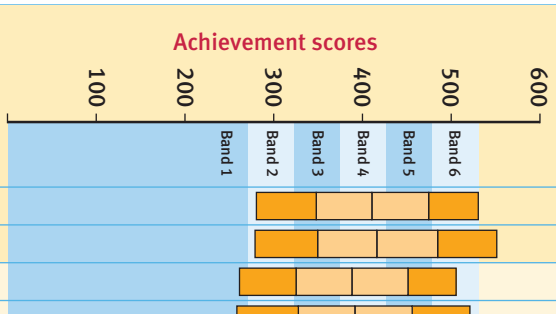
Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	80.0		349.2	81.1	■
	2009	79.1		348.0	82.9	
Provincial	2008	77.0		337.8	80.3	■
	2009	76.8		340.3	82.9	
Remote	2008	56.0		290.1	88.0	■
	2009	50.8		277.1	94.6	
Very Remote	2008	29.6		217.1	102.4	■
	2009	35.2		234.9	103.1	

Figure 3.CS6: Achievement of Year 3 Non-Indigenous Students in Spelling, by Geolocation, Australia, 2008–2009.

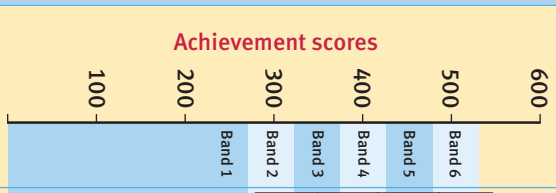
Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	94.6		410.3	75.7	■
	2009	94.2		415.9	81.7	
Provincial	2008	92.2		387.8	74.4	■
	2009	91.9		391.2	78.2	
Remote	2008	87.9		369.9	78.8	■
	2009	89.4		375.0	79.7	
Very Remote	2008	85.2		361.5	80.8	■
	2009	87.8		372.3	81.3	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Grammar and Punctuation

Figure 3.CG1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	95.2		**417.2**	80.8	▲
	2009	94.8		**431.9**	88.4	
Vic	2008	95.3		**428.4**	76.9	▲
	2009	95.0		**440.1**	82.3	
Qld	2008	86.5		**370.4**	86.9	▲
	2009	89.5		**394.4**	88.5	
WA	2008	87.7		**383.2**	91.4	▲
	2009	88.5		**403.6**	99.5	
SA	2008	90.8		**396.7**	79.9	▲
	2009	92.1		**408.5**	86.1	
Tas	2008	91.7		**402.7**	88.5	■
	2009	91.4		**412.9**	93.0	
ACT	2008	93.6		**419.6**	83.1	▲
	2009	94.2		**440.6**	83.9	
NT	2008	60.1		**291.0**	150.1	■
	2009	62.9		**315.8**	139.2	
Aust	2008	91.7		**403.2**	87.5	▲
	2009	92.4		**419.7**	91.5	



Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Grammar and Punctuation

Figure 3.CG2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600; Band 1, Band 2, Band 3, Band 4, Band 5, Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	93.5		406.7	82.7	▲
		2009	93.1		419.2	89.6	
	Female	2008	96.9		428.1	77.4	▲
		2009	96.7		445.4	85.1	
Vic	*Male*	2008	93.8		417.4	77.7	▲
		2009	93.2		428.2	82.9	
	Female	2008	96.8		439.7	74.4	▲
		2009	96.8		452.4	79.7	
Qld	*Male*	2008	83.2		359.9	88.3	▲
		2009	86.4		382.3	88.9	
	Female	2008	89.9		381.5	84.0	▲
		2009	92.7		406.7	86.4	
WA	*Male*	2008	84.5		369.4	91.9	▲
		2009	85.3		389.1	100.4	
	Female	2008	91.1		397.5	88.6	▲
		2009	91.8		419.0	96.2	
SA	*Male*	2008	88.3		385.8	80.7	■
		2009	89.7		395.6	86.2	
	Female	2008	93.5		408.2	77.5	▲
		2009	94.6		421.8	84.0	
Tas	*Male*	2008	90.6		396.0	88.6	■
		2009	88.5		399.5	94.7	
	Female	2008	92.9		409.6	87.9	▲
		2009	94.7		427.5	88.9	
ACT	*Male*	2008	90.8		408.2	85.5	▲
		2009	92.3		428.0	83.9	
	Female	2008	96.5		431.2	78.9	▲
		2009	96.2		453.2	82.1	
NT	*Male*	2008	57.2		279.6	153.4	■
		2009	58.1		298.1	139.9	
	Female	2008	63.2		302.7	145.7	■
		2009	67.8		333.3	136.2	
Aust	*Male*	2008	89.5		392.2	88.8	▲
		2009	90.1		407.1	92.3	
	Female	2008	94.0		414.6	84.7	▲
		2009	94.8		432.9	88.7	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Grammar and Punctuation

Figure 3.CG3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600; Band 1, Band 2, Band 3, Band 4, Band 5, Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	82.2		**347.1**	77.8	■
		2009	81.6		**354.9**	83.5	
	Non-Indig.	2008	95.8		**420.2**	79.4	▲
		2009	95.4		**435.1**	87.0	
Vic	*Indig.*	2008	87.7		**377.5**	78.4	■
		2009	86.2		**378.4**	82.6	
	Non-Indig.	2008	95.6		**429.2**	76.6	▲
		2009	95.5		**440.8**	82.0	
Qld	*Indig.*	2008	62.9		**302.3**	88.6	▲
		2009	69.8		**324.3**	82.9	
	Non-Indig.	2008	88.3		**375.7**	84.5	▲
		2009	90.9		**399.4**	86.7	
WA	*Indig.*	2008	51.4		**277.7**	93.4	■
		2009	56.1		**290.2**	93.0	
	Non-Indig.	2008	90.8		**392.3**	85.8	▲
		2009	91.4		**413.9**	93.9	
SA	*Indig.*	2008	69.7		**319.9**	81.5	■
		2009	70.0		**322.6**	86.4	
	Non-Indig.	2008	92.0		**400.5**	78.1	▲
		2009	93.0		**411.8**	84.3	
Tas	*Indig.*	2008	85.3		**370.7**	90.3	■
		2009	83.3		**369.7**	89.3	
	Non-Indig.	2008	92.2		**405.9**	88.3	■
		2009	91.9		**416.8**	93.1	
ACT	*Indig.*	2008	81.3		**352.2**	86.7	■
		2009	77.6		**355.5**	85.8	
	Non-Indig.	2008	94.1		**421.6**	82.1	▲
		2009	94.7		**443.1**	82.6	
NT	*Indig.*	2008	25.8		**176.7**	133.3	▲
		2009	31.5		**216.1**	121.9	
	Non-Indig.	2008	87.1		**378.6**	92.4	■
		2009	86.3		**389.5**	98.4	
Aust	*Indig.*	2008	65.3		**305.5**	106.3	▲
		2009	68.7		**321.4**	100.5	
	Non-Indig.	2008	93.3		**408.4**	83.3	▲
		2009	93.8		**424.8**	87.9	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Grammar and Punctuation

Figure 3.CG4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600; Band 1, Band 2, Band 3, Band 4, Band 5, Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	94.2		415.2	81.4	▲
		2009	94.5		432.4	88.9	
	Non-LBOTE	2008	95.5		418.0	80.6	▲
		2009	95.0		430.8	88.3	
Vic	*LBOTE*	2008	94.2		425.4	77.1	■
		2009	93.9		433.4	82.6	
	Non-LBOTE	2008	95.7		429.5	76.8	▲
		2009	95.4		442.5	82.0	
Qld	*LBOTE*	2008	75.9		349.1	97.4	▲
		2009	83.3		382.0	93.2	
	Non-LBOTE	2008	87.5		372.5	85.6	▲
		2009	90.1		395.7	87.9	
WA	*LBOTE*	2008	86.0		382.1	94.9	▲
		2009	86.5		402.6	103.6	
	Non-LBOTE	2008	89.2		386.9	89.1	▲
		2009	90.2		408.8	96.7	
SA	*LBOTE*	2008	85.2		389.5	82.5	■
		2009	88.0		399.3	90.9	
	Non-LBOTE	2008	91.8		398.5	79.3	■
		2009	92.6		409.4	85.2	
Tas	*LBOTE*	2008	87.8		414.3	90.1	■
		2009	84.8		416.5	90.9	
	Non-LBOTE	2008	91.7		401.7	88.5	■
		2009	91.5		412.1	93.3	
ACT	*LBOTE*	2008	86.1		401.7	86.1	▲
		2009	88.1		432.8	88.4	
	Non-LBOTE	2008	94.4		421.2	82.5	▲
		2009	95.4		441.4	82.8	
NT	*LBOTE*	2008	29.9		191.8	147.8	■
		2009	30.2		211.9	128.6	
	Non-LBOTE	2008	76.8		342.6	118.4	■
		2009	77.2		361.0	111.2	
Aust	*LBOTE*	2008	89.8		403.4	93.2	▲
		2009	91.1		420.6	95.8	
	Non-LBOTE	2008	92.6		404.5	85.2	▲
		2009	93.0		420.1	89.6	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Grammar and Punctuation

Figure 3.CG5: Achievement of Year 3 Indigenous Students in Grammar and Punctuation, by Geolocation, Australia, 2008–2009.

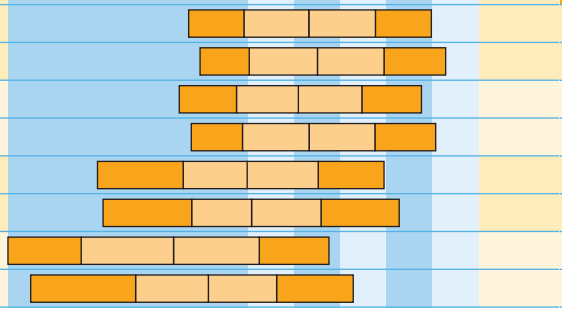
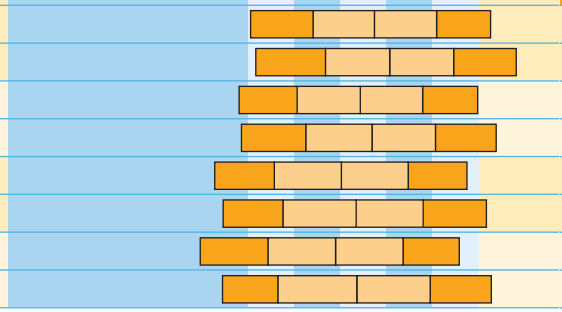
Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	76.7		339.2	85.9	■
	2009	78.7		349.0	86.2	
Provincial	2008	73.8		327.5	84.4	▲
	2009	75.7		339.5	86.3	
Remote	2008	49.3		269.8	96.1	■
	2009	49.4		274.7	97.5	
Very Remote	2008	24.1		186.7	117.3	▲
	2009	33.6		226.0	107.0	

Figure 3.CG6: Achievement of Year 3 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, Australia, 2008–2009.

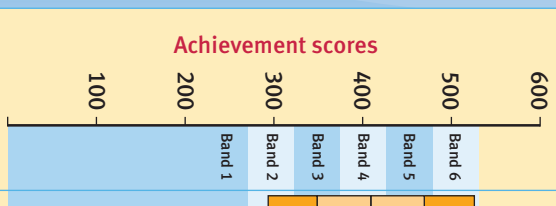
Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	93.8		413.2	82.2	▲
	2009	94.3		430.4	87.6	
Provincial	2008	92.2		397.3	82.6	▲
	2009	92.5		410.5	86.6	
Remote	2008	87.6		376.0	87.7	▲
	2009	89.6		392.7	90.3	
Very Remote	2008	84.8		369.4	90.1	▲
	2009	88.3		393.3	94.6	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Numeracy

Figure 3.CN1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	96.9		**408.9**	70.6	■
	2009	95.5		**405.3**	73.6	
Vic	2008	96.5		**416.9**	63.8	■
	2009	95.6		**410.8**	68.3	
Qld	2008	92.0		**367.9**	67.0	■
	2009	92.3		**372.4**	66.6	
WA	2008	94.5		**381.9**	66.4	■
	2009	92.3		**379.7**	71.5	
SA	2008	93.8		**388.8**	64.9	■
	2009	92.7		**379.2**	68.9	
Tas	2008	96.7		**399.9**	67.7	■
	2009	93.9		**390.0**	73.3	
ACT	2008	96.4		**411.5**	66.8	■
	2009	94.8		**408.0**	68.9	
NT	2008	77.0		**338.4**	86.3	■
	2009	70.4		**322.4**	98.3	
Aust	2008	95.0		**396.9**	70.4	■
	2009	94.0		**393.9**	72.9	



Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Numeracy

Figure 3.CN2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600; Band 1, Band 2, Band 3, Band 4, Band 5, Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	96.7		412.6	73.4	■
		2009	95.2		408.6	76.2	
	Female	2008	97.1		405.0	67.4	■
		2009	95.8		401.8	70.6	
Vic	*Male*	2008	95.8		421.9	65.6	■
		2009	94.9		416.1	70.4	
	Female	2008	97.2		411.7	61.6	■
		2009	96.4		405.4	65.7	
Qld	*Male*	2008	91.5		371.3	69.4	■
		2009	91.8		374.7	68.6	
	Female	2008	92.5		364.4	64.1	■
		2009	92.9		370.0	64.4	
WA	*Male*	2008	94.0		383.5	68.6	■
		2009	91.8		381.9	74.2	
	Female	2008	94.9		380.1	64.1	■
		2009	92.8		377.3	68.5	
SA	*Male*	2008	93.1		392.8	66.7	■
		2009	92.5		382.7	70.8	
	Female	2008	94.4		384.6	62.6	■
		2009	92.9		375.6	66.8	
Tas	*Male*	2008	96.6		401.3	69.0	■
		2009	93.5		394.8	76.1	
	Female	2008	96.8		398.5	66.2	▼
		2009	94.3		384.9	69.6	
ACT	*Male*	2008	95.4		416.0	69.6	■
		2009	94.0		413.9	70.8	
	Female	2008	97.3		407.0	63.4	■
		2009	95.6		402.1	66.6	
NT	*Male*	2008	76.8		342.2	89.5	■
		2009	69.0		321.6	102.2	
	Female	2008	77.1		334.5	82.6	■
		2009	71.9		323.2	94.4	
Aust	*Male*	2008	94.6		400.6	72.8	■
		2009	93.5		397.5	75.3	
	Female	2008	95.5		393.1	67.6	■
		2009	94.5		390.2	70.0	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Numeracy

Figure 3.CN3: Achievement of Year 3 Students in Numeracy, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600; Band 1, Band 2, Band 3, Band 4, Band 5, Band 6)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	88.6		350.3	64.9	■
		2009	84.1		344.4	68.3	
	Non-Indig.	2008	97.3		411.3	69.5	■
		2009	96.0		407.7	72.6	
Vic	*Indig.*	2008	93.0		376.9	61.2	■
		2009	89.4		369.1	66.8	
	Non-Indig.	2008	96.8		417.5	63.7	■
		2009	96.1		411.3	68.2	
Qld	*Indig.*	2008	75.5		316.2	65.0	■
		2009	74.0		317.2	64.9	
	Non-Indig.	2008	93.3		371.9	65.5	■
		2009	93.6		376.4	65.0	
WA	*Indig.*	2008	75.5		313.9	62.9	■
		2009	68.8		304.1	66.4	
	Non-Indig.	2008	96.1		387.4	63.6	■
		2009	94.5		386.6	68.0	
SA	*Indig.*	2008	79.2		330.7	61.8	▼
		2009	71.5		312.4	68.8	
	Non-Indig.	2008	94.6		391.7	63.8	■
		2009	93.5		381.8	67.6	
Tas	*Indig.*	2008	94.5		377.1	66.4	▼
		2009	87.7		358.6	70.2	
	Non-Indig.	2008	96.8		401.6	67.5	■
		2009	94.4		393.8	73.5	
ACT	*Indig.*	2008	88.4		355.1	65.2	■
		2009	83.3		344.9	63.8	
	Non-Indig.	2008	96.7		413.1	66.0	■
		2009	95.1		409.8	68.2	
NT	*Indig.*	2008	52.4		275.0	72.0	▼
		2009	41.0		251.7	88.7	
	Non-Indig.	2008	96.5		386.9	61.8	▼
		2009	92.4		374.4	66.6	
Aust	*Indig.*	2008	78.6		327.6	70.6	■
		2009	74.0		320.5	76.0	
	Non-Indig.	2008	96.0		400.5	68.4	■
		2009	95.2		397.7	70.6	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Numeracy

Figure 3.CN4: Achievement of Year 3 Students in Numeracy, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	96.4		413.9	73.8	■
		2009	95.2		409.1	75.9	
	Non-LBOTE	2008	97.1		407.8	69.7	■
		2009	95.7		402.8	72.6	
Vic	*LBOTE*	2008	95.4		414.2	65.4	■
		2009	94.3		407.2	70.4	
	Non-LBOTE	2008	96.9		417.8	63.2	■
		2009	96.1		412.2	67.5	
Qld	*LBOTE*	2008	83.2		353.9	74.2	■
		2009	86.1		364.6	74.2	
	Non-LBOTE	2008	92.9		369.3	66.1	■
		2009	92.9		373.2	65.8	
WA	*LBOTE*	2008	93.0		382.7	69.8	■
		2009	89.9		380.3	76.0	
	Non-LBOTE	2008	95.3		383.7	64.9	■
		2009	93.7		382.7	69.6	
SA	*LBOTE*	2008	89.1		385.1	66.9	■
		2009	88.4		375.3	73.9	
	Non-LBOTE	2008	94.6		389.9	64.5	▼
		2009	93.3		379.4	68.0	
Tas	*LBOTE*	2008	90.3		406.4	70.5	▼
		2009	83.8		378.9	72.6	
	Non-LBOTE	2008	96.9		398.8	67.4	■
		2009	94.2		390.3	73.5	
ACT	*LBOTE*	2008	90.4		397.7	69.0	■
		2009	89.4		405.8	73.2	
	Non-LBOTE	2008	97.0		412.5	66.1	■
		2009	95.9		408.3	68.2	
NT	*LBOTE*	2008	51.2		281.9	81.4	▼
		2009	38.1		246.7	92.5	
	Non-LBOTE	2008	91.3		366.0	71.9	■
		2009	86.0		357.7	74.8	
Aust	*LBOTE*	2008	93.0		401.0	75.1	■
		2009	92.3		397.9	78.7	
	Non-LBOTE	2008	95.6		396.8	69.1	■
		2009	94.6		393.2	70.9	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Numeracy

Figure 3.CN5: Achievement of Year 3 Indigenous Students in Numeracy, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	85.9		345.7	66.1	■
	2009	83.0		339.7	67.5	
Provincial	2008	85.5		339.2	63.3	■
	2009	80.5		334.3	67.2	
Remote	2008	70.4		305.7	63.4	■
	2009	58.7		287.4	74.9	
Very Remote	2008	47.5		265.9	65.7	■
	2009	40.1		251.2	75.0	

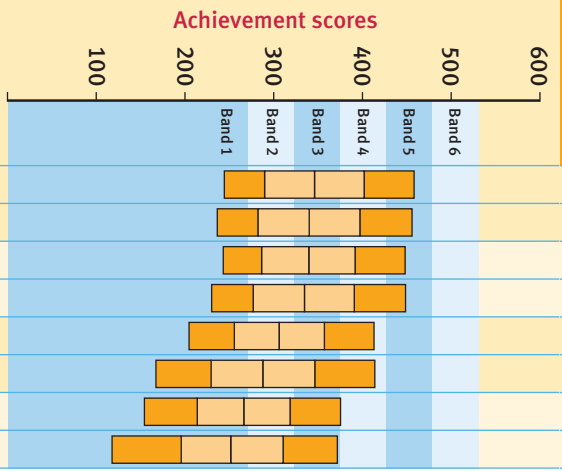
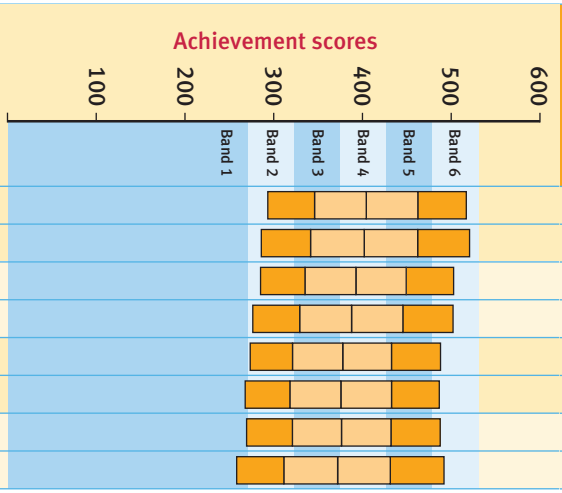


Figure 3.CN6: Achievement of Year 3 Non-Indigenous Students in Numeracy, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	96.2		404.0	68.2	■
	2009	95.4		401.7	71.0	
Provincial	2008	95.7		392.3	66.5	■
	2009	94.5		387.4	68.2	
Remote	2008	94.5		377.5	65.3	■
	2009	93.8		375.3	66.7	
Very Remote	2008	93.4		376.1	66.9	■
	2009	91.5		371.7	70.4	



Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 3 Participation

Table 3.CP1: Year 3 Student Participation in Assessment, by State and Territory, 2008–2009.

State/ Territory	Year	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	2008	85682	97.2	85684	97.2	85778	97.3	85778	97.3	85364	96.9
	2009	85762	97.4	85941	97.6	85835	97.5	85835	97.5	85459	97.1
Vic	2008	62230	96.0	62071	95.7	62209	96.0	62209	96.0	62133	95.8
	2009	61827	95.0	61755	94.9	61850	95.0	61850	95.0	61457	94.4
Qld	2008	55770	97.6	55671	97.4	55861	97.7	55861	97.7	55507	97.1
	2009	54726	97.1	54738	97.1	54798	97.2	54798	97.2	54464	96.6
WA	2008	26635	95.2	26668	95.3	26697	95.4	26697	95.4	26591	95.1
	2009	26962	96.3	26951	96.3	27010	96.5	27010	96.5	26879	96.0
SA	2008	18717	96.9	18607	96.3	18734	97.0	18734	97.0	18698	96.8
	2009	17599	94.8	17559	94.6	17658	95.1	17658	95.1	17568	94.7
Tas	2008	6377	96.8	6380	96.8	6385	96.9	6385	96.9	6356	96.5
	2009	6290	97.6	6294	97.7	6311	98.0	6311	98.0	6258	97.1
ACT	2008	4174	95.6	4168	95.5	4175	95.6	4175	95.6	4148	95.0
	2009	4252	95.4	4251	95.4	4262	95.6	4262	95.6	4233	95.0
NT	2008	2787	82.7	2761	81.9	2773	82.3	2773	82.3	2800	83.1
	2009	3120	93.5	3153	94.5	3161	94.8	3161	94.8	3075	92.2
Aust	2008	262372	96.6	262010	96.4	262612	96.6	262612	96.6	261597	96.3
	2009	260538	96.4	260642	96.4	260885	96.5	260885	96.5	259393	96.0

Refer to page 4 for explanatory notes.

NAPLAN Year 3 Participation

Table 3.CP2: Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Year	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
			Number	%	Number	%	Number	%	Number	%	Number	%
NSW	2008	*Indig.*	3432	93.6	3437	93.7	3440	93.8	3440	93.8	3384	92.3
		Non-Indig.	78553	97.5	78554	97.5	78645	97.6	78645	97.6	78291	97.2
	2009	*Indig.*	3648	94.3	3662	94.6	3651	94.3	3651	94.3	3631	93.8
		Non-Indig.	80276	97.6	80439	97.8	80347	97.7	80347	97.7	79984	97.3
Vic	2008	*Indig.*	699	89.7	700	89.9	705	90.5	705	90.5	694	89.1
		Non-Indig.	61322	96.3	61198	96.1	61314	96.3	61314	96.3	61220	96.1
	2009	*Indig.*	655	89.6	666	91.1	667	91.2	667	91.2	654	89.5
		Non-Indig.	60856	95.4	60773	95.3	60867	95.5	60867	95.5	60487	94.9
Qld	2008	*Indig.*	3921	95.0	3887	94.2	3928	95.2	3928	95.2	3859	93.5
		Non-Indig.	51849	97.8	51784	97.7	51933	97.9	51933	97.9	51648	97.4
	2009	*Indig.*	3573	94.3	3573	94.3	3584	94.6	3584	94.6	3496	92.3
		Non-Indig.	51153	97.3	51165	97.3	51214	97.4	51214	97.4	50968	96.9
WA	2008	*Indig.*	1635	84.6	1656	85.7	1658	85.8	1658	85.8	1625	84.1
		Non-Indig.	23359	96.8	23378	96.9	23407	97.0	23407	97.0	23328	96.7
	2009	*Indig.*	1505	85.9	1506	86.0	1532	87.4	1532	87.4	1461	83.4
		Non-Indig.	23484	97.1	23476	97.1	23498	97.2	23498	97.2	23458	97.0
SA	2008	*Indig.*	666	95.6	650	93.3	675	96.8	675	96.8	674	96.7
		Non-Indig.	17689	98.7	17603	98.2	17703	98.7	17703	98.7	17664	98.5
	2009	*Indig.*	570	82.0	554	79.7	581	83.6	581	83.6	575	82.7
		Non-Indig.	16888	95.4	16866	95.2	16936	95.6	16936	95.6	16854	95.2
Tas	2008	*Indig.*	430	96.6	430	96.6	435	97.8	435	97.8	425	95.5
		Non-Indig.	4717	97.6	4711	97.4	4718	97.6	4718	97.6	4703	97.3
	2009	*Indig.*	435	95.6	437	96.0	439	96.5	439	96.5	436	95.8
		Non-Indig.	5072	97.7	5075	97.8	5086	98.0	5086	98.0	5045	97.2
ACT	2008	*Indig.*	96	89.7	95	88.8	95	88.8	95	88.8	94	87.9
		Non-Indig.	4000	95.9	3997	95.8	4003	95.9	4003	95.9	3979	95.4
	2009	*Indig.*	96	94.1	96	94.1	99	97.1	99	97.1	94	92.2
		Non-Indig.	4113	95.4	4113	95.4	4121	95.6	4121	95.6	4096	95.0
NT	2008	*Indig.*	1016	71.0	1004	70.2	1010	70.6	1010	70.6	1027	71.8
		Non-Indig.	1617	92.6	1603	91.8	1611	92.3	1611	92.3	1621	92.8
	2009	*Indig.*	1261	88.6	1289	90.6	1297	91.1	1297	91.1	1226	86.2
		Non-Indig.	1744	97.1	1749	97.4	1749	97.4	1749	97.4	1734	96.5
Aust	2008	*Indig.*	11895	90.2	11859	89.9	11946	90.6	11946	90.6	11782	89.4
		Non-Indig.	243106	97.2	242828	97.1	243334	97.3	243334	97.3	242454	96.9
	2009	*Indig.*	11743	91.6	11783	91.9	11850	92.5	11850	92.5	11573	90.3
		Non-Indig.	243586	96.8	243656	96.8	243818	96.8	243818	96.8	242626	96.4

Refer to page 4 for explanatory notes.

NAPLAN Year 3

Overall national and jurisdiction results

Figures 3.CR1, 3.CW1, 3.CS1, 3.CG1 and 3.CN1 show a comparison of the results for 2008 and 2009. For each year and jurisdiction the figures provide the percentage of Year 3 students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the achievement distribution across bands 1 to 6 (and above). The figures also indicate if there was a difference between mean scores in 2008 and 2009 that was large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

At the national level, there has been an improvement in the means for Reading and Grammar and Punctuation, with no change in Writing, Spelling and Numeracy. The improvements in the means for Reading and Grammar and Punctuation are accompanied by increases in the percentage of Year 3 students estimated to be working at or above the national minimum standard, of 1.6 and 0.7 percentage points respectively.

For both 2008 and 2009, it is noted that the mean score of Year 3 students in the Northern Territory is lower than in all other jurisdictions and has a distinctly greater spread. The Northern Territory results have not changed between 2008 and 2009, although it is worth noting that there has been a substantial increase in the participation rate between these years. The average participation rate has increased from 82.5 to 94.0 per cent (see Table 3.CP1), a rate that is comparable with all other jurisdictions.

Queensland has mean scores that are higher in 2009 than 2008 for all literacy domains. Western Australia has higher mean scores in 2009 in Writing, Spelling and Grammar and Punctuation. There is no change in the mean score in Numeracy in any jurisdiction.

Sex

Figures 3.CR2, 3.CW2, 3.CS2, 3.CG2 and 3.CN2 show a comparison of the results for 2008 and 2009 for male and female students. For each year and jurisdiction the figures provide the percentage of Year 3 male and female students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the achievement distribution across bands 1 to 6 (and above). The figures also indicate if there is a difference between mean scores in 2008 and 2009 for male and female students that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

At the national level, the overall improvement in the means for Reading and Grammar and Punctuation occurs for both male and female students. This improvement is accompanied by increases in the percentages estimated to be working at or above the national minimum standard. In the case of Spelling, there is no increase in the mean score overall, but female students have improved whereas males have not. The increase in the mean Spelling score for female students is not accompanied by an increase in the percentage of females estimated to be working at or above the national minimum standard. There is no change for either male or female students in Writing or Numeracy.

Indigenous

Figures 3.CR3, 3.CW3, 3.CS3, 3.CG3 and 3.CN3 show a comparison of the results for 2008 and 2009 for Indigenous and non-Indigenous students. For each year and jurisdiction the figures provide the percentage of Year 3 Indigenous and non-Indigenous students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the achievement distribution across bands 1 to 6 (and above). The figures also indicate if there is a difference between mean scores of Indigenous and non-Indigenous students in 2008 and 2009 that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

At the national level there are improvements in the mean scores of Indigenous students for Reading and Grammar and Punctuation. In both cases this is accompanied by increases in the mean scores of non-Indigenous students.

There are very few differences in the mean scores for Indigenous students at the jurisdiction level. In Tasmania, there has been a decline in Spelling and Numeracy; however, both the percentage at or above the national minimum standard and the average mean scores for Tasmanian Indigenous students are substantially higher than the national figures for these domains. In the Northern Territory, the Numeracy mean for Indigenous students has decreased while the Grammar and Punctuation mean has increased. In Queensland, both the Reading and Grammar and Punctuation means for Indigenous students have increased. In South Australia, the Numeracy mean for Indigenous students has decreased.

Language background other than English (LBOTE)

Figures 3.CR4, 3.CW4, 3.CS4, 3.CG4 and 3.CN4 show a comparison of the results for 2008 and 2009 for LBOTE and non-LBOTE students. For each year and jurisdiction the figures provide the percentage of Year 3 LBOTE and non-LBOTE students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the achievement distribution across bands 1 to 6 (and above). The figures also indicate if there is a difference between mean scores in 2008 and 2009 of LBOTE and non-LBOTE students that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

At the national level, the overall improvement in the means for Reading and Grammar and Punctuation occurs for both LBOTE and non-LBOTE students. The mean scores for LBOTE students have increased for all of the literacy domains.

Geolocation

Figures 3.CR5, 3.CW5, 3.CS5, 3.CG5 and 3.CN5 show a comparison of the results for 2008 and 2009 for metropolitan, provincial, remote and very remote Indigenous students. For each year the figures provide the percentage of Year 3 metropolitan, provincial, remote and very remote Indigenous students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the achievement distribution across bands 1 to 6 (and above). The figures also indicate if there

is a difference between mean scores in 2008 and 2009 for metropolitan, provincial, remote and very remote students that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests. Figures 3.CR6, 3.CW6, 3.CS6, 3.CG6 and 3.CN6 show the corresponding information for non-Indigenous students.

For metropolitan and provincial non-Indigenous students, the results are consistent with those for all students; that is, improvements in the means for Reading and Grammar and Punctuation, with no change for Writing, Spelling and Numeracy. The improvements in Reading and Grammar and Punctuation have been accompanied by increases in the percentages working at or above the national minimum standard.

For remote and very remote non-Indigenous students, there are improvements in the means for Grammar and Punctuation, with no change for Reading, Writing, Spelling or Numeracy.

For Indigenous students, the only changes are for provincial and very remote students where there is an increase in the mean scores for Reading and Grammar and Punctuation.

Student achievement and parental education and parental occupation

Although not shown in comparative figures, and despite considerable improvements in the comprehensiveness of the parental education and occupation data, the 2009 findings with respect to relationships between NAPLAN results and parental education and occupation are remarkably consistent with those from 2008. For example, in 2008 a higher proportion of students whose parents have a degree was likely to be at or above the national minimum standard than the proportion of students whose parents have a Year 11 equivalent or below. The difference in 2008 ranged between 8 (Writing) and 17 (Grammar and Punctuation) per cent. In 2009, the difference ranged between 7 (Writing) and 13 (Grammar and Punctuation) per cent. Not only are the differences very similar but they again show that the smallest difference is for Writing and the largest is for Grammar and Punctuation. Similar findings and consistency are observed for the relationships between NAPLAN results and parental occupation.

Participation

Figures 3.CP1 to 3.CP2 compare the participation between 2008 and 2009 for all students and for Indigenous and non-Indigenous students. The largest changes are the increase in the participation of Indigenous students in the Northern Territory (an average of 19 percentage points) and the decrease in the participation of Indigenous students in South Australia (an average of 14 percentage points).

2008–2009 Comparison

NAPLAN Year 5

NAPLAN Year 5 Reading

Figure 5.CR1: Achievement of Year 5 Students in Reading, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	93.5		**494.7**	74.9	▲
	2009	93.7		**503.4**	77.6	
Vic	2008	93.7		**496.7**	69.3	▲
	2009	94.2		**506.3**	71.5	
Qld	2008	86.9		**466.1**	77.5	▲
	2009	88.9		**477.8**	76.8	
WA	2008	89.1		**473.6**	77.2	▲
	2009	88.9		**482.2**	80.9	
SA	2008	89.9		**477.9**	71.3	■
	2009	91.0		**484.3**	75.2	
Tas	2008	89.7		**476.4**	75.8	▲
	2009	90.3		**487.2**	80.4	
ACT	2008	94.8		**503.3**	72.2	■
	2009	94.0		**512.7**	75.3	
NT	2008	62.5		**405.1**	123.3	■
	2009	65.4		**420.6**	113.3	
Aust	2008	91.0		**484.4**	76.5	▲
	2009	91.7		**493.9**	78.1	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Reading

Figure 5.CR2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700; Band 3 Band 4 Band 5 Band 6 Band 7 Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	92.1		488.3	75.7	■
		2009	91.7		494.9	78.9	
	Female	2008	95.0		501.3	73.5	▲
		2009	95.7		512.2	75.2	
Vic	*Male*	2008	92.2		491.3	70.0	■
		2009	92.6		498.0	72.0	
	Female	2008	95.2		502.3	68.1	▲
		2009	96.0		515.0	70.0	
Qld	*Male*	2008	84.3		459.6	78.4	▲
		2009	86.5		469.5	77.4	
	Female	2008	89.6		472.7	75.9	▲
		2009	91.5		486.5	75.2	
WA	*Male*	2008	87.1		467.2	78.5	■
		2009	86.5		472.8	81.8	
	Female	2008	91.1		480.5	75.1	▲
		2009	91.5		492.0	78.8	
SA	*Male*	2008	88.2		472.5	71.7	■
		2009	88.6		475.2	75.7	
	Female	2008	91.7		483.2	70.5	▲
		2009	93.5		493.8	73.5	
Tas	*Male*	2008	88.7		473.4	76.2	■
		2009	86.9		476.4	82.9	
	Female	2008	90.7		479.5	75.3	▲
		2009	93.9		498.5	76.0	
ACT	*Male*	2008	93.5		495.5	72.6	■
		2009	91.9		501.4	77.0	
	Female	2008	96.0		511.2	70.9	▲
		2009	96.1		524.2	71.7	
NT	*Male*	2008	60.2		397.6	124.2	■
		2009	62.3		409.3	115.3	
	Female	2008	65.1		413.6	121.6	■
		2009	68.6		432.6	109.9	
Aust	*Male*	2008	89.3		478.4	77.4	■
		2009	89.6		485.3	79.1	
	Female	2008	92.8		490.7	75.1	▲
		2009	93.9		503.0	76.0	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Reading

Figure 5.CR3: Achievement of Year 5 Students in Reading, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700; Band 3 Band 4 Band 5 Band 6 Band 7 Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	77.6		432.8	71.7	■
		2009	77.9		438.0	74.8	
	Non-Indig.	2008	94.4		497.4	73.7	▲
		2009	94.3		506.0	76.5	
Vic	*Indig.*	2008	83.0		449.7	69.2	■
		2009	84.8		458.7	67.3	
	Non-Indig.	2008	94.0		497.3	69.1	▲
		2009	94.6		506.9	71.4	
Qld	*Indig.*	2008	62.9		404.4	78.3	■
		2009	65.7		413.3	74.5	
	Non-Indig.	2008	88.8		470.9	75.3	▲
		2009	90.6		482.3	74.9	
WA	*Indig.*	2008	51.8		381.3	79.2	■
		2009	56.2		391.4	80.1	
	Non-Indig.	2008	92.2		481.4	72.2	▲
		2009	91.8		490.7	76.2	
SA	*Indig.*	2008	60.6		405.9	78.1	■
		2009	67.7		414.1	79.3	
	Non-Indig.	2008	91.3		481.0	69.5	■
		2009	91.9		486.9	73.7	
Tas	*Indig.*	2008	84.5		456.6	74.9	■
		2009	79.0		442.1	76.0	
	Non-Indig.	2008	90.7		480.1	75.2	▲
		2009	91.8		493.7	79.4	
ACT	*Indig.*	2008	81.1		441.9	70.6	■
		2009	77.4		458.5	88.5	
	Non-Indig.	2008	95.2		504.9	71.6	■
		2009	94.4		514.1	74.3	
NT	*Indig.*	2008	25.8		307.3	107.8	▲
		2009	31.0		333.1	99.7	
	Non-Indig.	2008	88.9		474.5	77.3	■
		2009	89.1		480.8	76.2	
Aust	*Indig.*	2008	63.4		403.4	88.9	▲
		2009	66.7		414.4	84.6	
	Non-Indig.	2008	92.6		488.7	73.3	▲
		2009	93.1		498.1	75.4	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Reading

Figure 5.CR4: Achievement of Year 5 Students in Reading, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700; Band 3 Band 4 Band 5 Band 6 Band 7 Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	91.2		**489.9**	79.8	▲
		2009	92.7		**500.1**	79.7	
	Non-LBOTE	2008	94.2		**496.1**	73.6	■
		2009	94.0		**503.8**	76.9	
Vic	*LBOTE*	2008	91.9		**490.6**	71.6	■
		2009	92.6		**498.8**	72.5	
	Non-LBOTE	2008	94.3		**498.8**	68.3	▲
		2009	94.8		**509.0**	71.0	
Qld	*LBOTE*	2008	74.2		**442.6**	87.6	▲
		2009	80.0		**459.3**	83.8	
	Non-LBOTE	2008	88.0		**468.2**	76.1	▲
		2009	89.7		**479.5**	76.0	
WA	*LBOTE*	2008	86.1		**469.1**	82.2	▲
		2009	86.4		**480.9**	84.0	
	Non-LBOTE	2008	90.8		**478.3**	75.0	▲
		2009	90.8		**487.4**	79.0	
SA	*LBOTE*	2008	81.3		**462.2**	76.5	■
		2009	85.2		**472.4**	83.6	
	Non-LBOTE	2008	91.3		**480.4**	70.2	■
		2009	91.8		**485.9**	73.7	
Tas	*LBOTE*	2008	83.8		**484.4**	76.2	■
		2009	91.2		**496.8**	74.4	
	Non-LBOTE	2008	89.7		**475.7**	75.8	▲
		2009	90.2		**486.7**	80.8	
ACT	*LBOTE*	2008	88.8		**486.0**	73.8	▲
		2009	90.0		**503.1**	77.4	
	Non-LBOTE	2008	95.5		**505.0**	71.8	■
		2009	94.6		**513.7**	74.8	
NT	*LBOTE*	2008	31.3		**321.8**	122.3	■
		2009	27.2		**326.8**	102.7	
	Non-LBOTE	2008	80.3		**453.5**	93.4	■
		2009	80.4		**456.4**	87.4	
Aust	*LBOTE*	2008	87.5		**478.7**	83.7	▲
		2009	89.7		**490.8**	82.6	
	Non-LBOTE	2008	92.1		**486.6**	74.3	▲
		2009	92.4		**495.2**	76.5	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Reading

Figure 5.CR5: Achievement of Year 5 Indigenous Students in Reading, by Geolocation, Australia, 2008–2009.

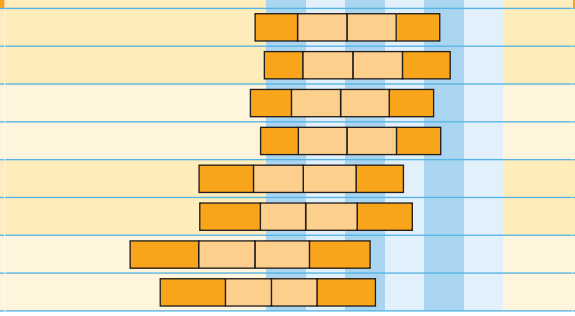
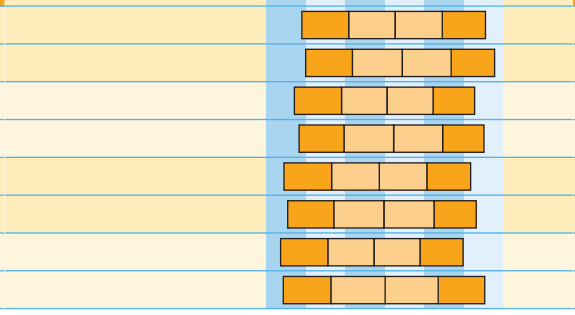
Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	74.4		428.7	75.6	■
	2009	76.7		436.5	74.9	
Provincial	2008	71.0		420.3	74.3	■
	2009	73.8		428.6	73.5	
Remote	2008	47.8		371.3	80.9	■
	2009	47.3		374.4	82.5	
Very Remote	2008	21.7		307.6	93.4	▲
	2009	26.4		329.4	84.2	

Figure 5.CR6: Achievement of Year 5 Non-Indigenous Students in Reading, by Geolocation, Australia, 2008–2009.

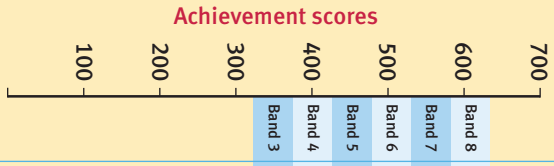
Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	93.0		492.0	73.2	▲
	2009	93.5		501.4	75.5	
Provincial	2008	91.6		481.3	71.7	▲
	2009	92.2		490.1	74.2	
Remote	2008	89.4		471.3	74.7	■
	2009	89.9		477.2	75.6	
Very Remote	2008	88.4		464.2	73.5	▲
	2009	88.0		479.0	80.8	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Writing

Figure 5.CW1: Achievement of Year 5 Students in Writing, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	95.1		**495.4**	69.1	▼
	2009	95.0		**492.7**	65.9	
Vic	2008	93.9		**502.4**	71.4	▼
	2009	94.7		**497.5**	63.5	
Qld	2008	89.5		**468.9**	75.3	■
	2009	90.0		**467.0**	69.1	
WA	2008	91.0		**471.7**	72.6	▲
	2009	91.7		**478.6**	71.4	
SA	2008	91.7		**480.8**	67.8	■
	2009	93.1		**482.1**	66.1	
Tas	2008	92.6		**477.3**	69.8	■
	2009	91.4		**473.5**	69.0	
ACT	2008	94.9		**490.7**	64.4	■
	2009	93.9		**489.5**	64.1	
NT	2008	66.3		**410.9**	114.5	■
	2009	66.2		**409.4**	111.6	
Aust	2008	92.6		**486.5**	73.6	▼
	2009	93.0		**484.7**	68.8	



Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Writing

Figure 5.CW2: Achievement of Year 5 Students in Writing, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700; Band 3 Band 4 Band 5 Band 6 Band 7 Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	93.1		**482.0**	70.2	■
		2009	92.8		**480.2**	67.0	
	Female	2008	97.3		**509.4**	65.1	▼
		2009	97.3		**505.8**	62.0	
Vic	*Male*	2008	91.4		**487.4**	71.5	▼
		2009	92.5		**483.9**	63.5	
	Female	2008	96.6		**518.1**	67.7	▼
		2009	97.0		**511.6**	60.3	
Qld	*Male*	2008	85.5		**454.0**	76.8	■
		2009	86.5		**453.7**	70.8	
	Female	2008	93.6		**484.4**	70.4	▼
		2009	93.7		**480.8**	64.6	
WA	*Male*	2008	87.8		**457.3**	74.0	▲
		2009	88.9		**464.8**	72.1	
	Female	2008	94.5		**487.2**	67.7	▲
		2009	94.7		**493.1**	67.6	
SA	*Male*	2008	88.8		**467.4**	68.0	■
		2009	90.2		**468.0**	66.2	
	Female	2008	94.6		**494.3**	64.8	■
		2009	96.1		**496.7**	62.7	
Tas	*Male*	2008	89.5		**461.8**	70.8	■
		2009	87.4		**457.1**	69.6	
	Female	2008	95.9		**493.5**	65.0	■
		2009	95.6		**490.8**	64.0	
ACT	*Male*	2008	92.7		**477.4**	65.4	■
		2009	91.4		**476.0**	65.1	
	Female	2008	97.1		**504.1**	60.5	■
		2009	96.5		**503.3**	60.0	
NT	*Male*	2008	62.4		**396.0**	115.2	■
		2009	62.4		**396.4**	112.4	
	Female	2008	70.6		**427.6**	111.4	■
		2009	70.4		**423.3**	109.0	
Aust	*Male*	2008	89.8		**472.2**	74.6	■
		2009	90.3		**471.5**	69.7	
	Female	2008	95.5		**501.4**	69.5	▼
		2009	95.8		**498.6**	65.1	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Writing

Figure 5.CW3: Achievement of Year 5 Students in Writing, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600, 700; Band 3, Band 4, Band 5, Band 6, Band 7, Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	81.7		**436.4**	74.9	■
		2009	81.5		**435.3**	70.0	
	Non-Indig.	2008	95.9		**498.0**	67.5	▼
		2009	95.6		**495.1**	64.5	
Vic	*Indig.*	2008	82.7		**454.4**	77.5	■
		2009	84.1		**454.3**	64.2	
	Non-Indig.	2008	94.3		**503.1**	71.0	▼
		2009	95.1		**498.0**	63.3	
Qld	*Indig.*	2008	72.0		**416.2**	85.2	■
		2009	68.9		**411.2**	81.3	
	Non-Indig.	2008	90.8		**473.1**	72.8	■
		2009	91.5		**470.9**	66.5	
WA	*Indig.*	2008	59.2		**386.7**	87.0	■
		2009	62.0		**392.9**	85.1	
	Non-Indig.	2008	93.7		**478.9**	66.7	▲
		2009	94.3		**486.4**	65.4	
SA	*Indig.*	2008	69.0		**413.4**	81.1	■
		2009	73.4		**419.9**	77.6	
	Non-Indig.	2008	92.8		**483.9**	65.7	■
		2009	93.9		**484.4**	64.4	
Tas	*Indig.*	2008	83.8		**447.7**	75.4	■
		2009	84.5		**446.3**	69.7	
	Non-Indig.	2008	93.8		**481.9**	68.4	■
		2009	92.4		**477.3**	68.2	
ACT	*Indig.*	2008	82.1		**442.9**	63.1	■
		2009	79.4		**439.5**	69.3	
	Non-Indig.	2008	95.3		**492.0**	64.0	■
		2009	94.3		**490.8**	63.3	
NT	*Indig.*	2008	32.8		**325.4**	105.9	■
		2009	32.1		**322.6**	104.2	
	Non-Indig.	2008	90.2		**471.2**	74.8	■
		2009	89.9		**470.3**	67.8	
Aust	*Indig.*	2008	69.7		**411.2**	91.1	■
		2009	70.1		**412.1**	86.4	
	Non-Indig.	2008	93.9		**490.6**	70.4	▼
		2009	94.2		**488.5**	65.6	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Writing

Figure 5.CW4: Achievement of Year 5 Students in Writing, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700; Band 3 Band 4 Band 5 Band 6 Band 7 Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	95.1		**504.7**	71.1	■
		2009	95.5		**503.3**	66.4	
	Non-LBOTE	2008	95.3		**493.4**	68.5	▼
		2009	94.8		**487.7**	65.4	
Vic	*LBOTE*	2008	93.6		**508.2**	71.9	▼
		2009	94.4		**504.0**	63.2	
	Non-LBOTE	2008	94.0		**500.4**	71.0	▼
		2009	94.8		**495.1**	63.4	
Qld	*LBOTE*	2008	82.2		**460.8**	88.8	■
		2009	84.5		**463.3**	78.9	
	Non-LBOTE	2008	90.1		**469.7**	73.9	■
		2009	90.5		**467.4**	68.2	
WA	*LBOTE*	2008	89.9		**476.3**	77.4	▲
		2009	89.7		**486.1**	76.7	
	Non-LBOTE	2008	92.3		**474.5**	70.3	▲
		2009	93.2		**481.9**	68.6	
SA	*LBOTE*	2008	86.2		**479.1**	75.2	■
		2009	90.3		**486.1**	74.4	
	Non-LBOTE	2008	92.7		**481.8**	66.5	■
		2009	93.5		**481.3**	64.8	
Tas	*LBOTE*	2008	85.9		**475.8**	71.8	■
		2009	89.6		**482.8**	63.9	
	Non-LBOTE	2008	92.7		**477.0**	70.0	■
		2009	91.4		**473.0**	69.4	
ACT	*LBOTE*	2008	91.7		**488.1**	62.9	■
		2009	91.0		**495.0**	65.6	
	Non-LBOTE	2008	95.3		**491.0**	64.7	■
		2009	94.3		**488.0**	63.8	
NT	*LBOTE*	2008	37.6		**336.5**	121.0	■
		2009	28.5		**315.6**	112.6	
	Non-LBOTE	2008	82.8		**452.7**	87.0	■
		2009	81.4		**448.4**	81.1	
Aust	*LBOTE*	2008	91.1		**494.2**	80.5	■
		2009	92.4		**494.9**	73.5	
	Non-LBOTE	2008	93.2		**486.0**	71.5	▼
		2009	93.2		**482.5**	67.0	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Writing

Figure 5.CW5: Achievement of Year 5 Indigenous Students in Writing, by Geolocation, Australia, 2008–2009.

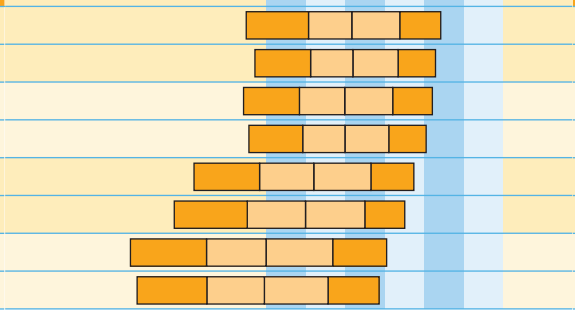
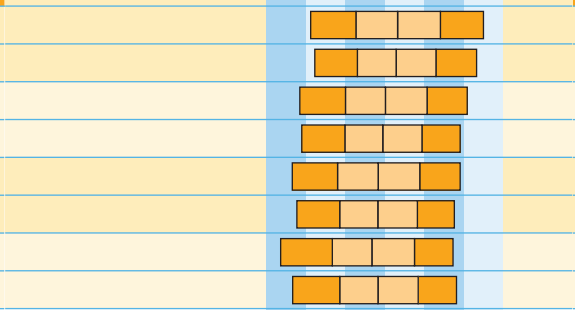
Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	79.7		435.1	79.0	■
	2009	80.3		436.5	72.7	
Provincial	2008	76.0		425.8	77.1	■
	2009	76.6		426.0	71.1	
Remote	2008	58.1		385.1	89.2	■
	2009	53.5		374.2	91.3	
Very Remote	2008	31.6		322.3	99.9	■
	2009	29.5		320.1	95.4	

Figure 5.CW6: Achievement of Year 5 Non-Indigenous Students in Writing, by Geolocation, Australia, 2008–2009.

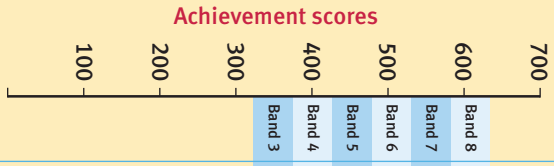
Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	94.4		495.3	70.3	▼
	2009	94.8		493.4	65.5	
Provincial	2008	92.8		479.3	68.4	▼
	2009	92.9		475.8	64.1	
Remote	2008	91.7		469.8	68.0	■
	2009	92.3		469.3	64.4	
Very Remote	2008	90.3		461.5	72.6	■
	2009	91.2		469.5	66.0	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Spelling

Figure 5.CS1: Achievement of Year 5 Students in Spelling, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	94.5		499.4	72.7	■
	2009	94.6		503.2	75.4	
Vic	2008	94.1		493.5	64.8	■
	2009	94.4		495.8	66.9	
Qld	2008	88.2		462.0	68.9	■
	2009	89.9		466.3	66.3	
WA	2008	89.6		471.3	72.5	■
	2009	90.2		476.3	73.9	
SA	2008	90.1		479.5	69.9	■
	2009	91.2		478.9	72.1	
Tas	2008	89.8		471.7	70.8	■
	2009	90.6		476.5	73.9	
ACT	2008	92.8		487.8	68.7	■
	2009	92.6		488.5	71.4	
NT	2008	62.1		399.1	115.7	■
	2009	65.3		410.8	108.1	
Aust	2008	91.7		483.8	72.7	■
	2009	92.4		487.2	73.5	



Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Spelling

Figure 5.CS2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700; Band 3 Band 4 Band 5 Band 6 Band 7 Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	92.6		**490.0**	75.2	■
		2009	92.6		**494.2**	77.7	
	Female	2008	96.6		**509.2**	68.7	■
		2009	96.7		**512.6**	71.7	
Vic	*Male*	2008	92.0		**485.1**	66.7	■
		2009	92.5		**487.4**	68.2	
	Female	2008	96.3		**502.3**	61.5	■
		2009	96.5		**504.5**	64.3	
Qld	*Male*	2008	84.3		**451.9**	71.3	■
		2009	86.9		**457.6**	67.9	
	Female	2008	92.2		**472.3**	64.7	■
		2009	93.1		**475.4**	63.4	
WA	*Male*	2008	86.5		**461.3**	75.1	■
		2009	87.6		**466.9**	75.5	
	Female	2008	93.0		**481.9**	68.1	■
		2009	92.9		**486.1**	70.8	
SA	*Male*	2008	87.3		**470.7**	71.7	■
		2009	88.2		**468.2**	73.7	
	Female	2008	93.0		**488.3**	66.8	■
		2009	94.4		**489.8**	68.7	
Tas	*Male*	2008	88.5		**465.9**	71.0	■
		2009	86.3		**462.8**	76.7	
	Female	2008	91.1		**477.9**	70.1	▲
		2009	95.1		**491.0**	68.0	
ACT	*Male*	2008	89.9		**478.8**	71.9	■
		2009	90.0		**480.3**	74.2	
	Female	2008	95.8		**497.0**	64.1	■
		2009	95.3		**496.9**	67.5	
NT	*Male*	2008	58.5		**387.1**	116.2	■
		2009	60.7		**399.5**	110.6	
	Female	2008	66.2		**412.5**	113.6	■
		2009	70.1		**422.9**	104.0	
Aust	*Male*	2008	89.1		**474.5**	75.0	■
		2009	90.0		**478.1**	75.3	
	Female	2008	94.5		**493.4**	68.9	■
		2009	95.0		**496.6**	70.2	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Spelling

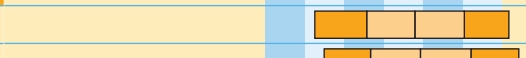
Figure 5.CS3: Achievement of Year 5 Students in Spelling, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700; Band 3 Band 4 Band 5 Band 6 Band 7 Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	82.1		446.8	75.0	■
		2009	81.7		446.2	74.9	
	Non-Indig.	2008	95.2		501.8	71.6	■
		2009	95.2		505.7	74.5	
Vic	*Indig.*	2008	85.0		455.2	68.0	■
		2009	84.8		453.0	63.7	
	Non-Indig.	2008	94.4		494.0	64.6	■
		2009	94.8		496.3	66.7	
Qld	*Indig.*	2008	72.6		422.1	74.4	■
		2009	73.7		423.7	69.7	
	Non-Indig.	2008	89.4		465.1	67.4	■
		2009	91.1		469.3	65.0	
WA	*Indig.*	2008	60.1		397.2	82.5	■
		2009	62.8		403.8	79.9	
	Non-Indig.	2008	92.2		477.6	68.2	■
		2009	92.6		483.0	70.0	
SA	*Indig.*	2008	66.2		421.5	81.3	■
		2009	69.5		419.8	79.4	
	Non-Indig.	2008	91.3		482.2	68.3	■
		2009	92.1		481.0	70.8	
Tas	*Indig.*	2008	85.4		457.5	72.6	▼
		2009	81.3		443.8	74.0	
	Non-Indig.	2008	90.5		474.4	70.2	■
		2009	91.9		481.1	72.8	
ACT	*Indig.*	2008	81.9		448.6	79.0	■
		2009	73.3		444.6	84.3	
	Non-Indig.	2008	93.1		488.9	68.2	■
		2009	93.2		489.6	70.7	
NT	*Indig.*	2008	28.8		313.5	107.7	■
		2009	33.9		333.6	101.9	
	Non-Indig.	2008	86.5		460.7	74.6	■
		2009	86.7		462.9	74.4	
Aust	*Indig.*	2008	69.7		417.1	89.5	■
		2009	71.5		421.6	83.5	
	Non-Indig.	2008	93.0		487.4	69.9	■
		2009	93.6		490.6	71.2	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Spelling

Figure 5.CS4: Achievement of Year 5 Students in Spelling, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600, 700; Band 3, Band 4, Band 5, Band 6, Band 7, Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	94.9		**519.1**	77.6	■
		2009	95.7		**526.4**	78.1	
	Non-LBOTE	2008	94.6		**494.9**	70.6	■
		2009	94.1		**493.2**	72.4	
Vic	*LBOTE*	2008	94.4		**508.1**	67.0	■
		2009	94.6		**511.1**	68.8	
	Non-LBOTE	2008	94.0		**488.4**	63.3	■
		2009	94.4		**490.3**	65.3	
Qld	*LBOTE*	2008	82.7		**467.8**	80.7	■
		2009	86.8		**476.8**	75.4	
	Non-LBOTE	2008	88.7		**461.5**	67.7	■
		2009	90.2		**465.5**	65.4	
WA	*LBOTE*	2008	89.4		**484.8**	78.3	■
		2009	89.4		**493.8**	79.7	
	Non-LBOTE	2008	90.8		**471.9**	69.9	■
		2009	91.6		**477.5**	71.2	
SA	*LBOTE*	2008	85.0		**485.2**	77.2	■
		2009	88.5		**488.6**	81.4	
	Non-LBOTE	2008	91.1		**479.6**	68.7	■
		2009	91.6		**477.2**	70.5	
Tas	*LBOTE*	2008	82.1		**468.9**	73.3	▲
		2009	89.4		**488.9**	71.7	
	Non-LBOTE	2008	89.9		**471.8**	70.9	■
		2009	90.6		**475.9**	74.1	
ACT	*LBOTE*	2008	90.8		**502.6**	73.2	■
		2009	90.5		**504.1**	74.4	
	Non-LBOTE	2008	93.1		**486.5**	68.2	■
		2009	92.9		**485.3**	70.7	
NT	*LBOTE*	2008	35.3		**332.2**	122.6	■
		2009	30.4		**331.7**	110.7	
	Non-LBOTE	2008	78.2		**440.9**	88.1	■
		2009	79.3		**442.5**	82.9	
Aust	*LBOTE*	2008	91.2		**501.1**	81.2	▲
		2009	92.6		**509.8**	81.0	
	Non-LBOTE	2008	92.2		**481.2**	69.6	■
		2009	92.5		**481.8**	69.9	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Spelling

Figure 5.CS5: Achievement of Year 5 Indigenous Students in Spelling, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	80.0		442.3	74.9	■
	2009	80.5		443.0	72.9	
Provincial	2008	76.6		432.6	75.3	■
	2009	78.1		434.5	71.6	
Remote	2008	55.9		387.4	84.9	■
	2009	55.1		386.0	86.6	
Very Remote	2008	30.5		323.7	98.4	■
	2009	34.5		339.9	88.9	

Figure 5.CS6: Achievement of Year 5 Non-Indigenous Students in Spelling, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	93.9		493.4	69.4	■
	2009	94.3		496.8	71.3	
Provincial	2008	91.0		472.5	67.8	■
	2009	91.8		474.7	68.0	
Remote	2008	88.2		462.0	70.6	■
	2009	89.6		465.3	69.8	
Very Remote	2008	87.7		455.7	68.7	■
	2009	88.0		461.7	71.9	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Grammar and Punctuation

Figure 5.CG1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600, 700; Band 3, Band 4, Band 5, Band 6, Band 7, Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	93.9		**504.9**	79.5	■
	2009	93.7		**510.7**	81.2	
Vic	2008	94.7		**513.4**	71.8	■
	2009	94.8		**510.2**	68.9	
Qld	2008	88.8		**476.6**	78.9	■
	2009	89.6		**485.5**	79.7	
WA	2008	89.3		**483.2**	83.5	■
	2009	88.8		**486.4**	84.8	
SA	2008	91.1		**488.3**	73.5	■
	2009	91.3		**489.8**	77.1	
Tas	2008	91.4		**493.4**	80.8	■
	2009	89.8		**488.6**	81.9	
ACT	2008	95.5		**513.2**	72.5	■
	2009	94.4		**516.3**	73.8	
NT	2008	61.5		**400.0**	142.0	■
	2009	63.5		**415.0**	133.5	
Aust	2008	91.9		**496.2**	80.6	■
	2009	92.0		**499.7**	80.3	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Grammar and Punctuation

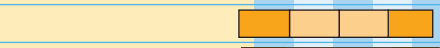
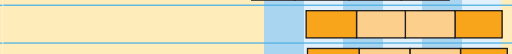
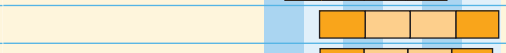
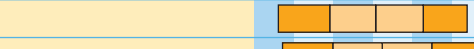
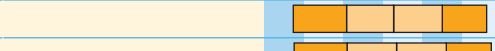
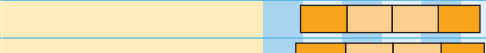
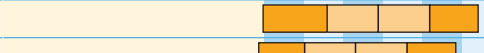
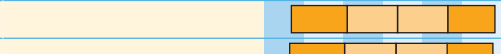
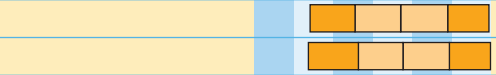
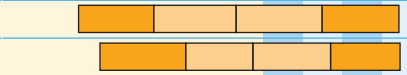
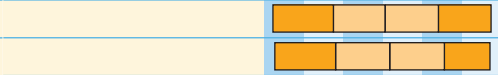
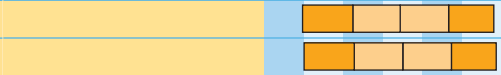
Figure 5.CG2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700; Band 3 Band 4 Band 5 Band 6 Band 7 Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	91.9		**492.8**	80.1	■
		2009	91.4		**499.0**	82.8	
	Female	2008	95.9		**517.4**	76.9	■
		2009	96.1		**522.9**	77.7	
Vic	*Male*	2008	93.0		**501.8**	72.1	■
		2009	93.0		**499.0**	69.2	
	Female	2008	96.6		**525.7**	69.3	■
		2009	96.8		**522.0**	66.6	
Qld	*Male*	2008	85.6		**465.1**	79.6	■
		2009	86.7		**474.4**	80.4	
	Female	2008	92.2		**488.5**	76.2	■
		2009	92.5		**497.1**	77.2	
WA	*Male*	2008	86.4		**470.5**	84.8	■
		2009	85.9		**473.2**	85.9	
	Female	2008	92.5		**496.9**	79.9	■
		2009	91.9		**500.2**	81.4	
SA	*Male*	2008	88.7		**477.7**	73.7	■
		2009	88.3		**477.0**	77.6	
	Female	2008	93.6		**498.9**	71.9	■
		2009	94.4		**503.0**	74.3	
Tas	*Male*	2008	90.2		**486.8**	80.8	■
		2009	85.8		**472.7**	84.1	
	Female	2008	92.6		**500.2**	80.2	■
		2009	94.2		**505.3**	76.1	
ACT	*Male*	2008	93.8		**499.5**	72.7	■
		2009	92.4		**503.5**	75.7	
	Female	2008	97.3		**527.1**	69.6	■
		2009	96.4		**529.4**	69.3	
NT	*Male*	2008	58.6		**386.8**	141.9	■
		2009	59.7		**402.4**	135.6	
	Female	2008	64.8		**414.8**	140.8	■
		2009	67.5		**428.3**	130.0	
Aust	*Male*	2008	89.6		**484.4**	81.3	■
		2009	89.5		**487.9**	81.4	
	Female	2008	94.4		**508.4**	78.1	■
		2009	94.6		**512.1**	77.3	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Grammar and Punctuation

Figure 5.CG3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600, 700; Band 3, Band 4, Band 5, Band 6, Band 7, Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	77.6		**434.0**	77.0	■
		2009	75.0		**434.3**	79.7	
	Non-Indig.	2008	94.7		**508.0**	78.0	■
		2009	94.5		**513.8**	79.6	
Vic	*Indig.*	2008	84.1		**456.4**	72.5	■
		2009	84.0		**453.1**	65.5	
	Non-Indig.	2008	95.1		**514.2**	71.4	■
		2009	95.2		**511.0**	68.6	
Qld	*Indig.*	2008	65.7		**407.6**	83.4	■
		2009	64.8		**411.7**	80.2	
	Non-Indig.	2008	90.6		**482.0**	75.9	■
		2009	91.3		**490.7**	77.0	
WA	*Indig.*	2008	49.3		**373.8**	88.6	■
		2009	51.4		**379.3**	88.3	
	Non-Indig.	2008	92.6		**492.5**	76.8	■
		2009	92.2		**496.4**	78.2	
SA	*Indig.*	2008	62.9		**407.9**	83.4	■
		2009	64.9		**408.4**	84.5	
	Non-Indig.	2008	92.5		**491.8**	71.4	■
		2009	92.3		**492.8**	75.0	
Tas	*Indig.*	2008	86.4		**472.1**	81.2	▼
		2009	79.0		**442.3**	78.4	
	Non-Indig.	2008	92.2		**497.6**	80.2	■
		2009	91.5		**495.5**	80.6	
ACT	*Indig.*	2008	79.6		**444.5**	74.9	■
		2009	75.1		**450.6**	87.4	
	Non-Indig.	2008	96.0		**514.9**	71.7	■
		2009	94.9		**518.0**	72.5	
NT	*Indig.*	2008	24.5		**286.4**	125.7	■
		2009	27.5		**308.5**	117.3	
	Non-Indig.	2008	88.3		**481.2**	86.3	■
		2009	88.3		**487.3**	85.0	
Aust	*Indig.*	2008	64.1		**402.4**	99.2	■
		2009	64.3		**407.9**	93.2	
	Non-Indig.	2008	93.5		**501.2**	76.4	■
		2009	93.6		**504.6**	76.6	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Grammar and Punctuation

Figure 5.CG4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100, 200, 300, 400, 500, 600, 700; Band 3, Band 4, Band 5, Band 6, Band 7, Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	92.0		**503.4**	85.5	■
		2009	93.4		**514.1**	84.5	
	Non-LBOTE	2008	94.5		**505.5**	77.9	■
		2009	93.7		**508.1**	80.0	
Vic	*LBOTE*	2008	93.3		**508.7**	74.8	■
		2009	93.7		**507.4**	70.6	
	Non-LBOTE	2008	95.3		**515.1**	70.6	■
		2009	95.2		**511.3**	68.2	
Qld	*LBOTE*	2008	75.8		**449.0**	93.4	▲
		2009	81.2		**470.5**	90.1	
	Non-LBOTE	2008	90.0		**479.1**	76.9	■
		2009	90.3		**486.9**	78.6	
WA	*LBOTE*	2008	86.1		**478.2**	90.7	■
		2009	86.2		**486.8**	89.5	
	Non-LBOTE	2008	91.1		**488.3**	80.7	■
		2009	90.9		**492.4**	82.2	
SA	*LBOTE*	2008	82.6		**473.8**	81.4	■
		2009	85.8		**480.7**	88.1	
	Non-LBOTE	2008	92.5		**490.7**	72.2	■
		2009	92.1		**490.9**	75.3	
Tas	*LBOTE*	2008	84.1		**494.1**	82.5	■
		2009	89.7		**496.0**	76.9	
	Non-LBOTE	2008	91.5		**493.3**	81.0	■
		2009	89.8		**488.2**	82.3	
ACT	*LBOTE*	2008	90.1		**500.5**	74.8	■
		2009	90.4		**513.1**	77.6	
	Non-LBOTE	2008	96.1		**514.3**	72.3	■
		2009	95.0		**516.1**	73.2	
NT	*LBOTE*	2008	29.9		**300.3**	141.8	■
		2009	24.4		**303.4**	122.7	
	Non-LBOTE	2008	79.7		**457.5**	105.1	■
		2009	78.8		**458.2**	100.9	
Aust	*LBOTE*	2008	88.5		**492.0**	91.0	■
		2009	90.4		**501.3**	87.2	
	Non-LBOTE	2008	93.0		**498.2**	77.4	■
		2009	92.6		**499.9**	77.9	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Grammar and Punctuation

Figure 5.CG5: Achievement of Year 5 Indigenous Students in Grammar and Punctuation, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	75.3		432.0	80.0	■
	2009	75.5		434.3	78.7	
Provincial	2008	72.2		423.0	80.2	■
	2009	71.3		424.2	78.4	
Remote	2008	48.2		366.3	92.9	■
	2009	44.1		362.9	94.6	
Very Remote	2008	20.0		287.6	107.2	■
	2009	21.6		306.9	96.8	

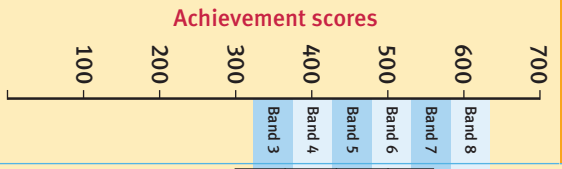
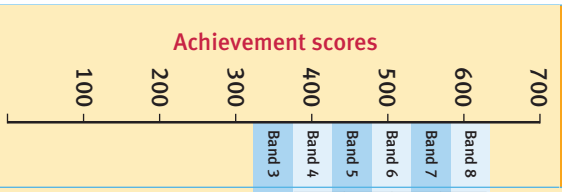


Figure 5.CG6: Achievement of Year 5 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	93.9		505.0	76.4	■
	2009	94.1		509.1	76.6	
Provincial	2008	92.7		492.5	74.1	■
	2009	92.3		492.9	74.9	
Remote	2008	90.4		481.2	78.4	■
	2009	90.2		482.6	78.3	
Very Remote	2008	89.2		469.6	76.5	■
	2009	87.7		479.7	83.7	



Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Numeracy

Figure 5.CN1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	94.4		487.8	72.4	▲
	2009	95.5		501.3	72.9	
Vic	2008	94.6		489.7	65.8	■
	2009	95.5		496.1	62.3	
Qld	2008	90.4		458.2	62.7	▲
	2009	92.6		470.4	61.7	
WA	2008	91.1		460.7	63.4	▲
	2009	92.8		472.9	63.9	
SA	2008	90.5		460.4	60.7	▲
	2009	93.3		470.4	60.5	
Tas	2008	92.1		464.6	62.9	■
	2009	93.2		472.8	63.2	
ACT	2008	94.9		483.8	64.1	▲
	2009	95.5		495.8	63.5	
NT	2008	69.1		416.3	81.0	■
	2009	73.5		429.6	83.2	
Aust	2008	92.7		475.9	68.8	▲
	2009	94.2		486.8	67.8	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Numeracy

Figure 5.CN2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700; Band 3 Band 4 Band 5 Band 6 Band 7 Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	94.6		**493.4**	74.3	▲
		2009	95.3		**507.3**	75.6	
	Female	2008	94.2		**482.0**	69.9	▲
		2009	95.7		**495.0**	69.5	
Vic	*Male*	2008	94.5		**496.2**	67.5	■
		2009	95.1		**502.9**	63.7	
	Female	2008	94.8		**482.8**	63.3	■
		2009	95.8		**488.9**	60.0	
Qld	*Male*	2008	90.7		**463.6**	64.1	▲
		2009	92.8		**475.7**	63.3	
	Female	2008	90.1		**452.7**	60.6	▲
		2009	92.5		**464.8**	59.4	
WA	*Male*	2008	91.5		**465.7**	65.3	▲
		2009	92.9		**477.9**	66.0	
	Female	2008	90.7		**455.3**	60.7	▲
		2009	92.6		**467.7**	61.3	
SA	*Male*	2008	91.1		**467.6**	61.9	■
		2009	93.4		**476.4**	61.8	
	Female	2008	89.9		**453.2**	58.7	▲
		2009	93.2		**464.2**	58.5	
Tas	*Male*	2008	91.8		**466.1**	64.6	■
		2009	92.6		**475.7**	66.2	
	Female	2008	92.4		**463.0**	61.0	■
		2009	93.8		**469.8**	59.8	
ACT	*Male*	2008	94.6		**490.5**	66.1	■
		2009	95.2		**501.1**	65.9	
	Female	2008	95.2		**477.0**	61.2	▲
		2009	95.7		**490.3**	60.4	
NT	*Male*	2008	70.2		**420.6**	82.7	■
		2009	73.3		**431.9**	86.7	
	Female	2008	67.9		**411.4**	78.9	■
		2009	73.8		**427.2**	79.2	
Aust	*Male*	2008	92.8		**481.6**	70.5	▲
		2009	94.0		**492.6**	70.0	
	Female	2008	92.5		**469.9**	66.4	▲
		2009	94.3		**480.6**	65.0	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Numeracy

Figure 5.CN3: Achievement of Year 5 Students in Numeracy, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700; Band 3 Band 4 Band 5 Band 6 Band 7 Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	78.9		424.9	62.2	▲
		2009	82.5		439.5	65.2	
	Non-Indig.	2008	95.2		490.5	71.4	▲
		2009	96.1		503.9	72.1	
Vic	*Indig.*	2008	83.3		440.6	61.0	▲
		2009	86.9		453.0	57.7	
	Non-Indig.	2008	95.0		490.3	65.6	■
		2009	95.9		496.6	62.2	
Qld	*Indig.*	2008	69.5		406.8	61.2	■
		2009	73.9		417.0	59.1	
	Non-Indig.	2008	92.0		462.3	61.0	▲
		2009	94.0		474.1	60.1	
WA	*Indig.*	2008	61.6		393.0	60.2	■
		2009	67.4		403.7	60.7	
	Non-Indig.	2008	93.7		466.5	60.4	▲
		2009	95.0		479.4	60.7	
SA	*Indig.*	2008	68.5		409.1	57.7	■
		2009	73.5		415.6	60.4	
	Non-Indig.	2008	91.7		462.9	59.8	▲
		2009	94.1		472.4	59.5	
Tas	*Indig.*	2008	87.8		447.4	58.9	■
		2009	85.7		440.2	58.9	
	Non-Indig.	2008	92.9		467.5	62.6	■
		2009	94.1		477.4	62.9	
ACT	*Indig.*	2008	82.3		428.5	53.9	■
		2009	83.6		443.2	61.2	
	Non-Indig.	2008	95.3		485.3	63.7	▲
		2009	95.8		497.1	62.8	
NT	*Indig.*	2008	38.3		355.9	67.0	■
		2009	45.5		367.5	71.2	
	Non-Indig.	2008	91.6		459.4	59.6	▲
		2009	92.9		471.4	60.1	
Aust	*Indig.*	2008	69.2		408.0	65.8	▲
		2009	74.2		420.5	66.4	
	Non-Indig.	2008	94.0		479.5	66.9	▲
		2009	95.3		490.3	66.1	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Numeracy

Figure 5.CN4: Achievement of Year 5 Students in Numeracy, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700; Band 3 Band 4 Band 5 Band 6 Band 7 Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	94.4		**502.4**	81.2	▲
		2009	95.6		**514.5**	80.2	
	Non-LBOTE	2008	94.6		**484.5**	69.7	▲
		2009	95.5		**495.1**	69.1	
Vic	*LBOTE*	2008	93.5		**491.6**	70.5	■
		2009	94.3		**498.2**	66.3	
	Non-LBOTE	2008	95.0		**489.0**	64.1	■
		2009	95.9		**495.3**	60.8	
Qld	*LBOTE*	2008	81.0		**449.4**	74.6	▲
		2009	86.8		**467.2**	71.7	
	Non-LBOTE	2008	91.3		**459.0**	61.4	▲
		2009	93.2		**470.7**	60.7	
WA	*LBOTE*	2008	89.7		**466.9**	69.6	▲
		2009	90.5		**480.6**	69.6	
	Non-LBOTE	2008	92.4		**462.7**	61.5	▲
		2009	94.2		**475.4**	61.9	
SA	*LBOTE*	2008	84.9		**459.3**	64.7	■
		2009	89.2		**469.9**	68.9	
	Non-LBOTE	2008	91.6		**461.3**	60.0	■
		2009	93.9		**470.3**	59.1	
Tas	*LBOTE*	2008	83.9		**469.1**	66.8	■
		2009	90.6		**479.1**	62.6	
	Non-LBOTE	2008	92.3		**463.8**	62.7	■
		2009	93.3		**472.5**	63.4	
ACT	*LBOTE*	2008	90.3		**484.5**	69.1	▲
		2009	92.6		**502.7**	69.0	
	Non-LBOTE	2008	95.4		**483.5**	63.5	■
		2009	95.9		**494.2**	62.4	
NT	*LBOTE*	2008	40.5		**365.4**	78.1	■
		2009	41.3		**366.1**	75.5	
	Non-LBOTE	2008	85.1		**444.8**	67.2	■
		2009	86.8		**453.8**	65.6	
Aust	*LBOTE*	2008	90.7		**484.9**	78.9	▲
		2009	92.9		**498.2**	77.5	
	Non-LBOTE	2008	93.4		**474.9**	66.1	▲
		2009	94.6		**484.2**	64.6	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Numeracy

Figure 5.CN5: Achievement of Year 5 Indigenous Students in Numeracy, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700; Band 3 Band 4 Band 5 Band 6 Band 7 Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	78.5		424.9	60.6	▲
	2009	83.2		437.6	61.6	
Provincial	2008	75.7		418.1	59.6	▲
	2009	79.8		429.8	59.8	
Remote	2008	56.3		383.8	58.4	■
	2009	57.3		386.9	63.8	
Very Remote	2008	32.9		349.1	62.1	■
	2009	40.3		361.8	61.2	

Figure 5.CN6: Achievement of Year 5 Non-Indigenous Students in Numeracy, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700; Band 3 Band 4 Band 5 Band 6 Band 7 Band 8)	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	94.4		483.6	67.9	▲
	2009	95.6		494.7	67.2	
Provincial	2008	93.4		469.9	62.2	▲
	2009	94.5		479.1	61.4	
Remote	2008	91.8		456.7	58.6	■
	2009	93.5		466.6	60.0	
Very Remote	2008	92.2		452.1	56.6	▲
	2009	92.8		471.1	62.2	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 5 Participation

Table 5.CP1: Year 5 Student Participation in Assessment, by State and Territory, 2008–2009.

State/ Territory	Year	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	2008	85775	97.5	85765	97.5	85868	97.6	85868	97.6	85496	97.2
	2009	85876	97.7	86070	97.9	85985	97.8	85985	97.8	85602	97.4
Vic	2008	62954	96.3	62825	96.1	62952	96.3	62952	96.3	62906	96.2
	2009	62507	95.3	62362	95.1	62504	95.3	62504	95.3	62169	94.8
Qld	2008	55459	97.8	55400	97.7	55535	97.9	55535	97.9	55284	97.5
	2009	55955	97.4	55946	97.4	56015	97.5	56015	97.5	55721	97.0
WA	2008	26630	95.6	26645	95.7	26697	95.8	26697	95.8	26594	95.5
	2009	28284	97.1	28258	97.0	28343	97.3	28343	97.3	28152	96.7
SA	2008	18664	97.1	18605	96.8	18677	97.2	18677	97.2	18654	97.1
	2009	18577	95.8	18493	95.4	18589	95.9	18589	95.9	18507	95.5
Tas	2008	6158	96.8	6149	96.6	6173	97.0	6173	97.0	6126	96.3
	2009	6322	97.4	6326	97.5	6333	97.6	6333	97.6	6290	96.9
ACT	2008	4341	96.4	4339	96.4	4343	96.5	4343	96.5	4313	95.8
	2009	4431	96.6	4438	96.8	4448	97.0	4448	97.0	4403	96.0
NT	2008	2891	84.9	2872	84.3	2881	84.6	2881	84.6	2895	85.0
	2009	2937	95.7	2952	96.2	2954	96.3	2954	96.3	2900	94.5
Aust	2008	262872	96.8	262600	96.7	263126	96.9	263126	96.9	262268	96.6
	2009	264889	96.8	264845	96.8	265171	96.9	265171	96.9	263744	96.4

Refer to page 4 for explanatory notes.

NAPLAN Year 5 Participation

Table 5.CP2: Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Year	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
			Number	%	Number	%	Number	%	Number	%	Number	%
NSW	2008	*Indig.*	3429	92.7	3439	92.9	3454	93.4	3454	93.4	3392	91.7
		Non-Indig.	79396	97.8	79388	97.8	79475	97.9	79475	97.9	79160	97.5
	2009	*Indig.*	3704	94.7	3723	95.1	3703	94.6	3703	94.6	3660	93.5
		Non-Indig.	80411	97.9	80582	98.1	80520	98.0	80520	98.0	80189	97.6
Vic	2008	*Indig.*	650	90.2	657	91.1	655	90.8	655	90.8	639	88.6
		Non-Indig.	62109	96.5	62009	96.3	62124	96.5	62124	96.5	62071	96.4
	2009	*Indig.*	768	91.2	751	89.2	756	89.8	756	89.8	746	88.6
		Non-Indig.	61547	95.5	61419	95.3	61557	95.5	61557	95.5	61231	95.0
Qld	2008	*Indig.*	3940	94.9	3928	94.6	3953	95.2	3953	95.2	3897	93.8
		Non-Indig.	51519	98.0	51472	98.0	51582	98.2	51582	98.2	51387	97.8
	2009	*Indig.*	3599	94.3	3606	94.4	3610	94.6	3610	94.6	3550	93.0
		Non-Indig.	52356	97.6	52340	97.6	52405	97.7	52405	97.7	52171	97.2
WA	2008	*Indig.*	1530	84.1	1539	84.6	1554	85.4	1554	85.4	1521	83.6
		Non-Indig.	23515	97.2	23517	97.3	23555	97.4	23555	97.4	23478	97.1
	2009	*Indig.*	1558	87.8	1586	89.4	1599	90.1	1599	90.1	1531	86.3
		Non-Indig.	24626	97.9	24589	97.7	24647	97.9	24647	97.9	24529	97.5
SA	2008	*Indig.*	625	96.7	614	95.0	635	98.3	635	98.3	625	96.7
		Non-Indig.	17740	98.8	17697	98.5	17744	98.8	17744	98.8	17725	98.7
	2009	*Indig.*	633	87.4	605	83.6	629	86.9	629	86.9	630	87.0
		Non-Indig.	17797	96.2	17742	95.9	17814	96.3	17814	96.3	17730	95.9
Tas	2008	*Indig.*	428	97.1	428	97.1	427	96.8	427	96.8	421	95.5
		Non-Indig.	4767	97.7	4751	97.4	4771	97.8	4771	97.8	4747	97.3
	2009	*Indig.*	440	94.8	442	95.3	440	94.8	440	94.8	434	93.5
		Non-Indig.	4909	97.6	4910	97.7	4918	97.8	4918	97.8	4886	97.2
ACT	2008	*Indig.*	96	91.4	97	92.4	97	92.4	97	92.4	97	92.4
		Non-Indig.	4193	96.6	4193	96.6	4198	96.7	4198	96.7	4166	96.0
	2009	*Indig.*	95	88.8	98	91.6	99	92.5	99	92.5	96	89.7
		Non-Indig.	4297	96.8	4301	96.9	4309	97.1	4309	97.1	4267	96.1
NT	2008	*Indig.*	999	71.5	984	70.4	992	71.0	992	71.0	1004	71.8
		Non-Indig.	1723	95.6	1721	95.5	1723	95.6	1723	95.6	1722	95.6
	2009	*Indig.*	1147	92.4	1159	93.4	1162	93.6	1162	93.6	1115	89.8
		Non-Indig.	1623	98.2	1626	98.4	1625	98.4	1625	98.4	1617	97.9
Aust	2008	*Indig.*	11697	90.1	11686	90.0	11767	90.6	11767	90.6	11596	89.3
		Non-Indig.	244962	97.5	244748	97.4	245172	97.6	245172	97.6	244456	97.3
	2009	*Indig.*	11944	92.7	11970	92.9	11998	93.1	11998	93.1	11762	91.3
		Non-Indig.	247566	97.1	247509	97.0	247795	97.2	247795	97.2	246620	96.7

Refer to page 4 for explanatory notes.

NAPLAN Year 5

Overall national and jurisdiction results

Figures 5.CR1, 5.CW1, 5.CS1, 5.CG1 and 5.CN1 show a comparison of the results for 2008 and 2009. For each year and jurisdiction the figures provide the percentage of Year 5 students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the achievement distribution across bands 3 (and below) to 8 (and above). The figures also indicate if there is a difference between mean scores in 2008 and 2009 that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

At the national level, there has been an improvement in the means for Reading and Numeracy, a decline in Writing and no change in Spelling or Grammar and Punctuation. The improvements in the means for Reading and Numeracy are accompanied by increases in the percentage of Year 5 students estimated to be working at or above the national minimum standard of 0.7 and 1.5 percentage points respectively. In the case of Writing, while the mean score has decreased, the percentage estimated to be working at or above the national minimum standard has not changed. This is due to a decrease in the spread of the Writing scores.

For both 2008 and 2009, it has been noted that the performance of Year 5 students in the Northern Territory is lower than in all other jurisdictions and has a distinctly greater spread. The Northern Territory results have not changed between 2008 and 2009, although it is worth noting that there has been a substantial increase in the participation rate between these years. The average participation rate has increased from 84.7 to 95.8 per cent (see Table 5.CP1), a rate that is comparable with all other jurisdictions.

Sex

Figures 5.CR2, 5.CW2, 5.CS2, 5.CG2 and 5.CN2 show a comparison of the results for 2008 and 2009 for male and female students. For each year and jurisdiction the figures provide the percentage of Year 5 male and female students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the achievement distribution across bands 3 (and below) to 8 (and above). The figures also indicate if there is a difference between mean scores in 2008 and 2009 for male and female students that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

At the national level, the improvement in the mean for Reading owes more to an increase in female students' scores than male students' scores, whereas for Numeracy the mean scores of both males and females have increased. While the decline in the national mean in Writing is largely caused by a decline in the mean for females, the results vary by jurisdiction. In New South Wales, Victoria and Queensland the female student performance has declined, in Western Australia it has increased and in the remaining jurisdictions there is no change. However, as a result of an accompanying decrease in the spread of scores, the percentage estimated to be working at or above the national minimum standard has not changed.

As with the overall results, the Northern Territory shows no change between 2008 and 2009 for either males or females in any domain.

Most states have followed the national patterns for Reading, Writing and Numeracy. For Spelling, Tasmania is the only jurisdiction to record a significant change with females improving in the mean score. However, no significant changes are evident for males and females in Grammar and Punctuation in Tasmania. As a result of these differences, Tasmania has changed from being a jurisdiction with amongst the lowest sex difference in 2008, to one with amongst the highest difference between males and females in 2009.

Indigenous

Figures 5.CR3, 5.CW3, 5.CS3, 5.CG3 and 5.CN3 show a comparison of the results for 2008 and 2009 for Indigenous and non-Indigenous students. For each year and jurisdiction the figures provide the percentage of Year 5 Indigenous and non-Indigenous students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the distribution of performance across bands 3 (and below) to 8 (and above). The figures also indicate if there is a difference between mean scores in 2008 and 2009 for Indigenous and non-Indigenous students that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

At the national level there are improvements in the mean scores of Indigenous students for Reading and Numeracy. In both cases this is accompanied by increases in the mean scores of non-Indigenous students.

There are very few differences in the mean scores for Indigenous students at the jurisdiction level. In the Northern Territory the Reading mean for Indigenous students has increased. In New South Wales and Victoria, the Numeracy mean for Indigenous students has increased. In Tasmania there was a decline in Writing and Grammar and Punctuation mean scores for Indigenous students.

Language background other than English (LBOTE)

Figures 5.CR4, 5.CW4, 5.CS, 5.CG4 and 5.CN4 show a comparison of the results for 2008 and 2009 for LBOTE and non-LBOTE students. For each year and jurisdiction the figures provide the percentage of Year 5 LBOTE and non-LBOTE students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the distribution of performance across bands 3 (and below) to 8 (and above). The figures also indicate if there is a difference between mean scores in 2008 and 2009 for LBOTE and non-LBOTE students that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

At the national level, it can be seen that the overall improvement in the means for Reading and Numeracy occurs for both LBOTE and non-LBOTE students. The decline in the overall Writing mean occurs for non-LBOTE students, but it does not occur for LBOTE students.

NAPLAN Year 5

Geolocation

Figures 5.CR5, 5.CW5, 5.CS5, 5.CG5 and 5.CN5 show a comparison of the results for 2008 and 2009 for metropolitan, provincial, remote and very remote Indigenous students. For each year the figures provide the percentage of Year 5 students, by geographic location, estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the distribution of performance across bands 3 (and below) to 8 (and above). The figures also indicate if there is a difference between mean scores in 2008 and 2009 for metropolitan, provincial, remote and very remote students that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests. Figures 5.CR6, 5.CW6, 5.CS6, 5.CG6 and 5.CN6 show the corresponding information for non-Indigenous students.

For non-Indigenous students in metropolitan and provincial areas, the results are consistent with those for all students; that is, improvements in the means for Reading and Numeracy, a decline in Writing, and no change in Spelling or Grammar and Punctuation. The improvements in the means for Reading and Numeracy are accompanied by increases in the percentage of Year 5 non-Indigenous students in metropolitan and provincial areas estimated to be working at or above the national minimum standard.

For non-Indigenous students in very remote areas, there are improvements in the means for Reading and Numeracy with no change for Writing, Spelling or Grammar and Punctuation. For non-Indigenous students in remote areas, there are no changes for any domain.

For Indigenous students, there are increases in the mean scores for Reading in very remote areas, and for Numeracy in metropolitan and provincial areas.

Student achievement and parental education and parental occupation

Although not shown in comparative figures, despite considerable improvements in the comprehensiveness of the parental education and occupation data, the 2009 findings are remarkably consistent with respect to relationships between NAPLAN results and parental occupation and education. The general trend appears to be that performance in Writing and Numeracy is least related to parental occupation and education, while Reading and Grammar and Punctuation have the strongest relationship.

Participation

Tables 5.CP1 to 5.CP2 compare the participation of all students in 2008 and in 2009, as well as Indigenous and non-Indigenous students. As was the case with Year 3, the largest changes are the increase in the participation of Indigenous students in the Northern Territory (an average of 21 percentage points) and the decrease in the participation of Indigenous students in South Australia (an average of 11 percentage points).

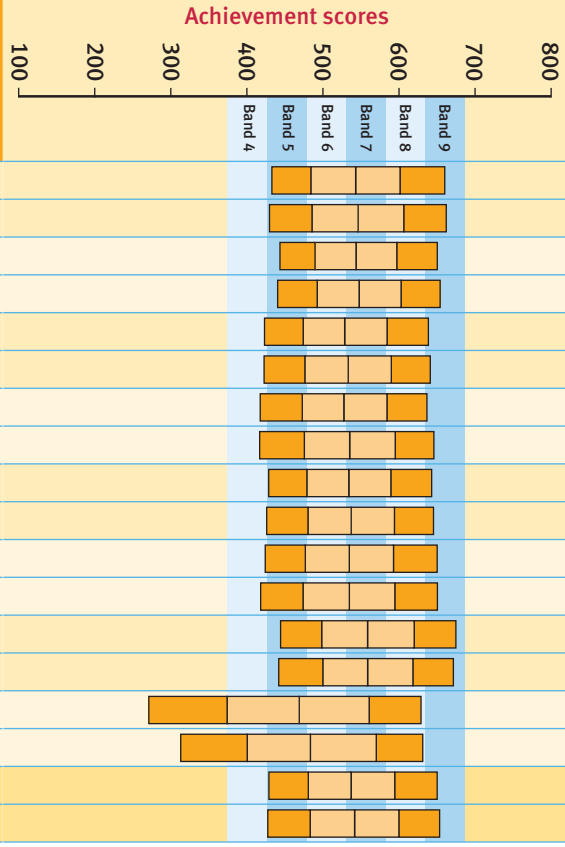
2008–2009 Comparison

NAPLAN Year 7

NAPLAN Year 7 Reading

Figure 7.CR1: Achievement of Year 7 Students in Reading, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	95.4		**542.5**	69.0	■
	2009	94.8		**545.9**	70.3	
Vic	2008	95.8		**543.0**	63.1	■
	2009	95.4		**547.1**	64.6	
Qld	2008	92.9		**528.1**	67.1	■
	2009	92.9		**532.8**	66.2	
WA	2008	92.7		**527.0**	67.0	■
	2009	92.1		**534.6**	69.9	
SA	2008	93.4		**533.5**	65.2	■
	2009	93.6		**536.8**	66.6	
Tas	2008	93.9		**534.2**	68.5	■
	2009	92.6		**534.3**	70.5	
ACT	2008	96.3		**558.2**	70.2	■
	2009	95.5		**558.3**	69.4	
NT	2008	67.1		**468.4**	107.7	■
	2009	70.9		**483.0**	98.0	
Aust	2008	94.2		**536.5**	68.2	■
	2009	94.0		**541.1**	68.6	



Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Reading

Figure 7.CR2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	94.2		538.1	70.7	■
		2009	93.1		537.6	71.4	
	Female	2008	96.7		547.1	66.9	■
		2009	96.7		554.6	67.9	
Vic	*Male*	2008	94.7		538.6	64.6	■
		2009	93.7		538.6	65.5	
	Female	2008	97.0		547.6	61.2	▲
		2009	97.2		556.1	62.5	
Qld	*Male*	2008	91.2		522.9	68.7	■
		2009	90.7		524.6	66.9	
	Female	2008	94.6		533.5	64.9	▲
		2009	95.1		541.3	64.3	
WA	*Male*	2008	91.0		521.9	68.9	■
		2009	90.2		527.9	70.9	
	Female	2008	94.5		532.4	64.5	▲
		2009	94.2		542.0	68.0	
SA	*Male*	2008	92.0		528.8	66.1	■
		2009	91.7		527.1	67.0	
	Female	2008	94.8		538.2	64.0	▲
		2009	95.7		546.8	64.7	
Tas	*Male*	2008	93.0		530.5	69.0	■
		2009	89.8		523.6	71.8	
	Female	2008	95.0		538.1	67.6	■
		2009	95.4		545.5	67.3	
ACT	*Male*	2008	95.0		554.6	73.2	■
		2009	94.1		549.3	71.2	
	Female	2008	97.6		561.9	66.9	■
		2009	97.0		567.4	66.2	
NT	*Male*	2008	65.5		463.6	109.5	■
		2009	67.7		474.8	97.5	
	Female	2008	69.0		473.9	105.4	■
		2009	74.2		491.5	97.7	
Aust	*Male*	2008	92.8		531.9	69.9	■
		2009	92.1		532.7	69.6	
	Female	2008	95.6		541.4	66.1	▲
		2009	95.9		549.9	66.6	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Reading

Figure 7.CR3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	82.4		486.5	63.0	■
		2009	81.2		488.6	65.4	
	Non-Indig.	2008	96.1		544.9	68.0	■
		2009	95.4		548.2	69.3	
Vic	*Indig.*	2008	85.5		488.8	56.1	■
		2009	84.4		494.2	61.3	
	Non-Indig.	2008	96.1		543.9	62.8	■
		2009	95.7		547.8	64.4	
Qld	*Indig.*	2008	74.8		472.4	68.6	■
		2009	74.0		474.6	64.6	
	Non-Indig.	2008	94.3		532.3	65.1	■
		2009	94.2		536.9	64.4	
WA	*Indig.*	2008	63.4		450.0	69.4	■
		2009	65.2		456.8	68.4	
	Non-Indig.	2008	95.0		533.2	63.2	▲
		2009	94.3		541.3	66.4	
SA	*Indig.*	2008	69.6		464.9	66.4	■
		2009	71.5		469.4	65.9	
	Non-Indig.	2008	94.4		536.4	63.7	■
		2009	94.4		538.9	65.4	
Tas	*Indig.*	2008	89.0		513.8	67.4	▼
		2009	82.4		492.0	69.0	
	Non-Indig.	2008	94.4		536.6	68.9	■
		2009	93.6		538.6	70.0	
ACT	*Indig.*	2008	94.3		519.4	64.4	■
		2009	86.5		501.0	62.0	
	Non-Indig.	2008	96.4		559.2	70.2	■
		2009	95.8		559.9	68.9	
NT	*Indig.*	2008	32.4		386.1	93.0	■
		2009	36.4		404.3	83.8	
	Non-Indig.	2008	93.5		531.0	69.1	■
		2009	92.4		532.5	69.2	
Aust	*Indig.*	2008	71.9		466.5	76.3	■
		2009	73.2		473.2	71.5	
	Non-Indig.	2008	95.4		540.2	65.7	■
		2009	95.0		544.4	66.7	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Reading

Figure 7.CR4: Achievement of Year 7 Students in Reading, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	94.0		**540.4**	74.1	■
		2009	94.1		**544.0**	74.6	
	Non-LBOTE	2008	95.9		**543.2**	67.6	■
		2009	94.9		**544.5**	68.4	
Vic	*LBOTE*	2008	94.1		**533.5**	65.6	■
		2009	94.0		**540.6**	67.2	
	Non-LBOTE	2008	96.3		**546.1**	62.0	■
		2009	95.8		**549.3**	63.6	
Qld	*LBOTE*	2008	82.4		**505.3**	76.4	▲
		2009	85.4		**518.9**	74.6	
	Non-LBOTE	2008	94.0		**530.3**	65.6	■
		2009	93.5		**534.1**	65.2	
WA	*LBOTE*	2008	90.3		**523.7**	72.3	■
		2009	89.1		**530.2**	72.9	
	Non-LBOTE	2008	94.0		**531.2**	65.4	▲
		2009	94.0		**540.3**	67.9	
SA	*LBOTE*	2008	85.3		**519.5**	72.6	■
		2009	87.4		**523.8**	73.7	
	Non-LBOTE	2008	94.7		**535.9**	63.8	■
		2009	94.5		**538.4**	65.4	
Tas	*LBOTE*	2008	90.7		**541.8**	74.2	■
		2009	89.6		**544.4**	74.7	
	Non-LBOTE	2008	94.0		**533.6**	68.4	■
		2009	92.6		**533.6**	70.5	
ACT	*LBOTE*	2008	95.2		**551.6**	72.1	■
		2009	91.9		**551.2**	76.1	
	Non-LBOTE	2008	96.4		**558.1**	70.2	■
		2009	96.0		**558.8**	68.2	
NT	*LBOTE*	2008	38.2		**399.8**	108.1	■
		2009	32.5		**401.4**	89.5	
	Non-LBOTE	2008	90.1		**523.9**	79.1	■
		2009	83.5		**503.9**	76.5	
Aust	*LBOTE*	2008	90.8		**528.6**	75.2	▲
		2009	91.7		**536.9**	74.8	
	Non-LBOTE	2008	95.2		**539.2**	65.9	■
		2009	94.6		**541.9**	66.7	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Reading

Figure 7.CR5: Achievement of Year 7 Indigenous Students in Reading, by Geolocation, Australia, 2008–2009.

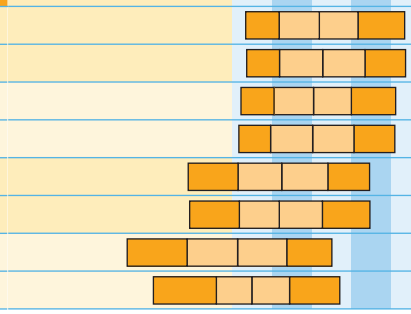
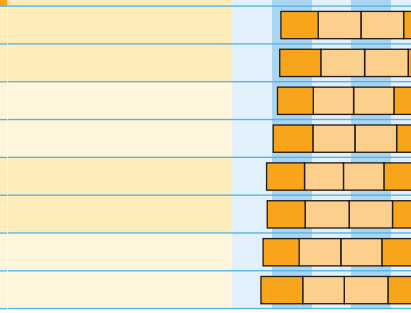
Geolocation	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	83.0		488.5	63.9	■
	2009	82.8		492.9	64.3	
Provincial	2008	79.6		480.9	62.5	■
	2009	77.7		479.7	63.5	
Remote	2008	56.6		439.0	72.1	■
	2009	54.1		435.8	70.9	
Very Remote	2008	28.0		381.0	81.1	▲
	2009	32.3		399.7	70.6	

Figure 7.CR6: Achievement of Year 7 Non-Indigenous Students in Reading, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	95.7		543.2	66.2	■
	2009	95.4		548.0	67.2	
Provincial	2008	95.1		533.5	62.5	■
	2009	94.2		535.2	64.3	
Remote	2008	93.0		520.2	62.7	■
	2009	93.1		527.6	65.9	
Very Remote	2008	91.6		516.6	65.3	■
	2009	90.7		521.2	65.0	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Writing

Figure 7.CW1: Achievement of Year 7 Students in Writing, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	93.5		**535.3**	74.1	■
	2009	93.7		**532.7**	70.2	
Vic	2008	93.4		**549.7**	77.1	▼
	2009	93.7		**541.2**	71.3	
Qld	2008	89.9		**522.7**	78.8	▲
	2009	91.3		**526.0**	72.6	
WA	2008	90.1		**522.5**	76.1	▲
	2009	91.3		**531.1**	75.4	
SA	2008	92.4		**538.1**	72.1	■
	2009	93.2		**536.4**	71.4	
Tas	2008	90.0		**520.6**	76.3	■
	2009	88.5		**516.7**	77.5	
ACT	2008	93.4		**534.3**	70.7	■
	2009	93.2		**538.7**	72.1	
NT	2008	63.6		**455.0**	126.7	■
	2009	66.7		**458.7**	116.2	
Aust	2008	91.8		**533.7**	77.9	■
	2009	92.5		**532.4**	73.0	

Achievement scores: 100, 200, 300, 400, 500, 600, 700, 800; Band 4, Band 5, Band 6, Band 7, Band 8, Band 9

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Writing

Figure 7.CW2: Achievement of Year 7 Students in Writing, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	90.6		**520.8**	75.2	■
		2009	90.8		**518.0**	70.6	
	Female	2008	96.5		**550.6**	69.7	■
		2009	96.7		**548.0**	66.5	
Vic	*Male*	2008	90.4		**532.3**	77.9	▼
		2009	90.7		**524.6**	70.8	
	Female	2008	96.5		**567.8**	72.0	▼
		2009	96.9		**558.7**	67.5	
Qld	*Male*	2008	86.0		**506.6**	79.1	■
		2009	87.8		**510.1**	72.9	
	Female	2008	93.9		**539.4**	75.0	■
		2009	94.9		**542.3**	68.6	
WA	*Male*	2008	86.6		**507.1**	76.5	▲
		2009	88.2		**516.1**	75.2	
	Female	2008	93.9		**538.9**	72.1	▲
		2009	94.7		**547.8**	72.0	
SA	*Male*	2008	89.6		**522.8**	71.6	■
		2009	90.3		**520.0**	70.6	
	Female	2008	95.2		**553.6**	69.3	■
		2009	96.2		**553.6**	68.1	
Tas	*Male*	2008	85.2		**502.1**	78.0	■
		2009	83.4		**498.2**	77.3	
	Female	2008	95.1		**540.2**	69.3	■
		2009	93.9		**536.0**	72.9	
ACT	*Male*	2008	90.2		**518.0**	72.0	■
		2009	90.0		**522.2**	73.0	
	Female	2008	96.8		**551.4**	65.1	■
		2009	96.5		**555.7**	67.1	
NT	*Male*	2008	59.3		**439.4**	127.9	■
		2009	61.2		**438.4**	115.6	
	Female	2008	68.4		**473.0**	122.9	■
		2009	72.3		**479.6**	113.2	
Aust	*Male*	2008	88.6		**517.8**	78.6	■
		2009	89.4		**516.7**	73.0	
	Female	2008	95.3		**550.3**	73.6	■
		2009	95.8		**548.9**	69.2	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Writing

Figure 7.CW3: Achievement of Year 7 Students in Writing, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	76.9		474.4	77.6	■
		2009	77.2		474.9	72.2	
	Non-Indig.	2008	94.3		538.1	72.5	■
		2009	94.4		535.1	68.9	
Vic	*Indig.*	2008	77.6		486.6	78.3	■
		2009	80.1		485.5	70.7	
	Non-Indig.	2008	93.8		550.7	76.7	▼
		2009	94.0		541.9	71.0	
Qld	*Indig.*	2008	72.3		468.6	89.6	■
		2009	71.8		466.6	84.6	
	Non-Indig.	2008	91.2		526.8	76.4	▲
		2009	92.7		530.1	69.8	
WA	*Indig.*	2008	59.9		437.2	87.1	■
		2009	62.5		447.2	89.4	
	Non-Indig.	2008	92.6		529.4	71.4	▲
		2009	93.5		538.5	70.3	
SA	*Indig.*	2008	67.5		464.1	85.4	■
		2009	73.0		465.9	81.9	
	Non-Indig.	2008	93.4		541.1	70.0	■
		2009	93.9		538.8	69.7	
Tas	*Indig.*	2008	81.9		485.7	75.6	■
		2009	76.5		480.7	76.8	
	Non-Indig.	2008	91.2		525.3	75.2	■
		2009	89.6		520.0	77.2	
ACT	*Indig.*	2008	84.1		485.8	65.1	■
		2009	76.0		474.0	71.4	
	Non-Indig.	2008	93.6		535.5	70.4	■
		2009	93.6		540.5	71.4	
NT	*Indig.*	2008	29.9		362.2	115.6	■
		2009	30.8		365.6	109.9	
	Non-Indig.	2008	89.2		526.1	80.5	■
		2009	89.2		517.1	73.2	
Aust	*Indig.*	2008	67.9		455.9	94.6	■
		2009	69.9		460.2	88.4	
	Non-Indig.	2008	93.2		537.9	74.8	▼
		2009	93.7		536.0	70.2	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Writing

Figure 7.CW4: Achievement of Year 7 Students in Writing, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	94.0		**545.2**	77.6	■
		2009	94.3		**541.6**	73.0	
	Non-LBOTE	2008	93.5		**533.6**	72.8	▼
		2009	93.2		**527.5**	68.7	
Vic	*LBOTE*	2008	93.2		**552.7**	78.7	▼
		2009	93.7		**546.2**	72.9	
	Non-LBOTE	2008	93.5		**548.7**	76.6	▼
		2009	93.7		**539.5**	70.6	
Qld	*LBOTE*	2008	82.7		**511.6**	93.8	■
		2009	85.9		**522.0**	86.5	
	Non-LBOTE	2008	90.6		**523.8**	77.1	■
		2009	91.8		**526.4**	71.2	
WA	*LBOTE*	2008	88.5		**525.3**	83.9	▲
		2009	89.4		**536.5**	82.3	
	Non-LBOTE	2008	91.5		**526.2**	73.7	▲
		2009	92.7		**535.1**	72.6	
SA	*LBOTE*	2008	86.1		**537.1**	82.8	■
		2009	89.6		**537.6**	82.0	
	Non-LBOTE	2008	93.4		**538.9**	70.4	■
		2009	93.7		**536.2**	69.8	
Tas	*LBOTE*	2008	85.4		**519.2**	80.8	■
		2009	86.6		**527.3**	83.9	
	Non-LBOTE	2008	90.1		**520.3**	76.0	■
		2009	88.5		**515.8**	77.3	
ACT	*LBOTE*	2008	93.9		**540.6**	69.0	■
		2009	90.7		**544.0**	79.2	
	Non-LBOTE	2008	93.2		**533.2**	71.1	■
		2009	93.5		**537.3**	70.9	
NT	*LBOTE*	2008	37.9		**384.2**	135.3	■
		2009	28.1		**359.0**	120.7	
	Non-LBOTE	2008	86.4		**518.1**	91.2	▼
		2009	79.0		**490.8**	87.9	
Aust	*LBOTE*	2008	90.3		**538.4**	86.3	■
		2009	91.8		**538.1**	79.7	
	Non-LBOTE	2008	92.5		**534.0**	75.3	▼
		2009	92.7		**530.9**	70.9	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Writing

Figure 7.CW5: Achievement of Year 7 Indigenous Students in Writing, by Geolocation, Australia, 2008–2009.

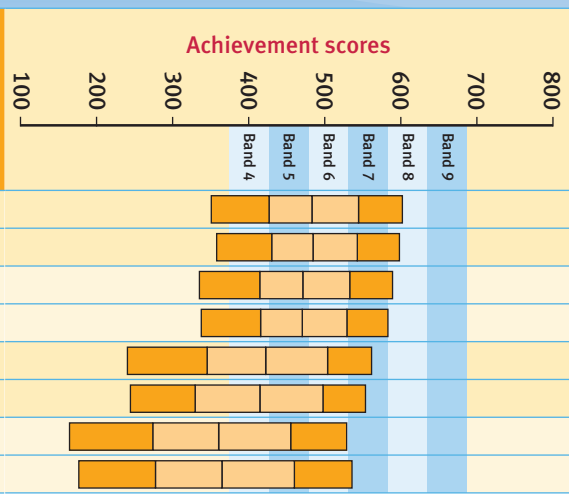
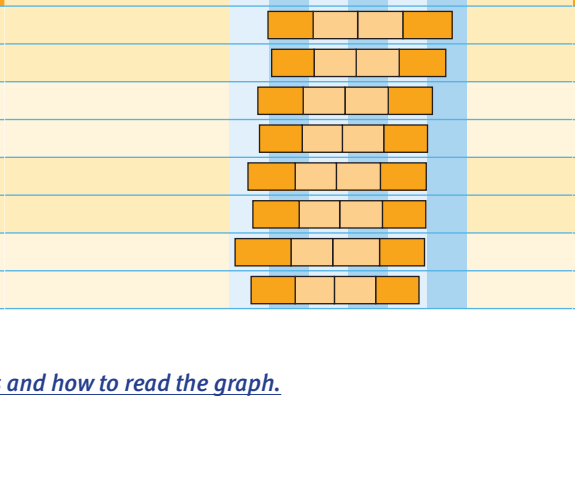
Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	78.7		482.7	78.4	■
	2009	79.7		484.1	73.3	
Provincial	2008	73.8		470.7	78.4	■
	2009	74.3		470.0	74.3	
Remote	2008	54.0		421.8	97.9	■
	2009	49.5		414.2	97.2	
Very Remote	2008	28.5		360.0	108.1	■
	2009	29.5		364.3	106.5	

Figure 7.CW6: Achievement of Year 7 Non-Indigenous Students in Writing, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	93.8		542.8	75.2	■
	2009	94.3		541.0	70.4	
Provincial	2008	91.8		526.1	71.2	▼
	2009	92.0		522.7	68.1	
Remote	2008	90.0		514.9	75.0	■
	2009	91.1		519.1	70.2	
Very Remote	2008	87.3		510.0	78.9	■
	2009	90.2		512.3	67.0	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Spelling

Figure 7.CS1: Achievement of Year 7 Students in Spelling, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	94.2		**550.1**	72.1	■
	2009	94.6		**551.1**	74.0	
Vic	2008	94.2		**542.3**	65.9	■
	2009	93.6		**540.3**	68.8	
Qld	2008	90.2		**528.0**	71.1	■
	2009	92.0		**532.9**	68.8	
WA	2008	90.7		**527.4**	72.0	■
	2009	90.2		**529.1**	73.5	
SA	2008	92.4		**539.7**	68.8	■
	2009	92.4		**536.5**	70.1	
Tas	2008	91.3		**527.4**	70.5	■
	2009	89.7		**523.5**	72.5	
ACT	2008	94.8		**544.3**	66.9	■
	2009	93.2		**539.8**	71.0	
NT	2008	63.6		**456.8**	113.2	■
	2009	68.1		**465.7**	107.3	
Aust	2008	92.5		**538.7**	71.9	■
	2009	92.9		**540.0**	72.5	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Spelling

Figure 7.CS2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	92.1		540.3	74.3	■
		2009	92.5		541.2	76.6	
	Female	2008	96.5		560.4	68.2	■
		2009	96.7		561.3	69.7	
Vic	*Male*	2008	92.2		533.2	68.1	■
		2009	91.2		530.5	71.0	
	Female	2008	96.3		551.8	62.2	■
		2009	96.2		550.5	64.9	
Qld	*Male*	2008	87.1		517.0	73.4	■
		2009	89.1		522.3	70.9	
	Female	2008	93.6		539.4	66.8	■
		2009	95.0		543.8	64.8	
WA	*Male*	2008	88.1		517.1	74.0	■
		2009	87.7		521.0	75.8	
	Female	2008	93.6		538.3	68.2	■
		2009	93.0		538.1	69.7	
SA	*Male*	2008	90.0		529.6	70.2	■
		2009	89.7		525.3	71.9	
	Female	2008	94.8		549.8	65.9	■
		2009	95.2		548.2	66.3	
Tas	*Male*	2008	89.7		521.1	71.5	■
		2009	86.0		510.8	74.7	
	Female	2008	93.0		534.0	68.8	■
		2009	93.7		536.8	67.6	
ACT	*Male*	2008	92.7		535.4	69.9	■
		2009	90.8		530.8	73.6	
	Female	2008	96.9		553.7	62.2	■
		2009	95.6		549.1	66.9	
NT	*Male*	2008	60.5		446.7	113.7	■
		2009	63.0		451.7	108.5	
	Female	2008	67.2		468.5	111.6	■
		2009	73.4		480.1	104.0	
Aust	*Male*	2008	90.1		528.8	74.1	■
		2009	90.4		529.9	74.9	
	Female	2008	95.0		549.1	68.1	■
		2009	95.5		550.5	68.5	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Spelling

Figure 7.CS3: Achievement of Year 7 Students in Spelling, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	82.0		**497.2**	72.5	■
		2009	81.9		**496.4**	71.8	
	Non-Indig.	2008	94.9		**552.5**	70.9	■
		2009	95.2		**553.5**	73.1	
Vic	*Indig.*	2008	81.7		**491.1**	65.8	■
		2009	81.4		**491.4**	68.5	
	Non-Indig.	2008	94.6		**543.1**	65.6	■
		2009	93.9		**540.9**	68.6	
Qld	*Indig.*	2008	76.2		**485.7**	75.7	■
		2009	77.8		**489.2**	73.4	
	Non-Indig.	2008	91.3		**531.1**	69.8	■
		2009	93.0		**535.9**	67.4	
WA	*Indig.*	2008	63.0		**455.3**	79.5	■
		2009	64.0		**459.1**	81.3	
	Non-Indig.	2008	93.0		**533.3**	68.4	■
		2009	92.3		**535.3**	69.8	
SA	*Indig.*	2008	71.7		**479.0**	77.3	■
		2009	73.4		**478.2**	75.9	
	Non-Indig.	2008	93.2		**542.1**	67.4	■
		2009	93.1		**538.4**	69.0	
Tas	*Indig.*	2008	87.4		**512.4**	73.5	▼
		2009	79.0		**492.6**	76.2	
	Non-Indig.	2008	91.7		**529.4**	70.5	■
		2009	90.8		**526.9**	71.9	
ACT	*Indig.*	2008	90.3		**504.4**	62.5	■
		2009	80.0		**482.9**	66.9	
	Non-Indig.	2008	94.9		**545.4**	66.7	■
		2009	93.5		**541.4**	70.6	
NT	*Indig.*	2008	31.1		**375.9**	104.8	■
		2009	36.7		**386.3**	105.1	
	Non-Indig.	2008	88.4		**519.1**	73.5	■
		2009	87.7		**516.1**	72.7	
Aust	*Indig.*	2008	71.8		**474.0**	86.8	■
		2009	74.3		**479.1**	83.2	
	Non-Indig.	2008	93.6		**542.2**	69.3	■
		2009	93.8		**543.0**	70.6	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Spelling

Figure 7.CS4: Achievement of Year 7 Students in Spelling, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	95.0		**566.6**	76.3	■
		2009	96.0		**573.3**	78.3	
	Non-LBOTE	2008	94.2		**546.8**	70.4	■
		2009	93.8		**541.1**	70.6	
Vic	*LBOTE*	2008	94.3		**552.5**	68.9	■
		2009	94.1		**554.5**	72.1	
	Non-LBOTE	2008	94.1		**539.0**	64.6	■
		2009	93.4		**535.6**	67.1	
Qld	*LBOTE*	2008	85.0		**531.1**	82.7	■
		2009	88.5		**542.1**	79.0	
	Non-LBOTE	2008	90.8		**527.7**	69.9	■
		2009	92.3		**532.2**	67.8	
WA	*LBOTE*	2008	90.2		**539.6**	77.6	■
		2009	89.2		**542.9**	78.3	
	Non-LBOTE	2008	91.8		**529.0**	69.9	■
		2009	91.9		**531.5**	70.4	
SA	*LBOTE*	2008	86.3		**542.5**	79.2	■
		2009	89.0		**541.6**	78.7	
	Non-LBOTE	2008	93.3		**539.9**	67.2	■
		2009	92.8		**535.6**	68.8	
Tas	*LBOTE*	2008	87.0		**530.0**	75.5	■
		2009	88.2		**539.6**	78.2	
	Non-LBOTE	2008	91.4		**527.2**	70.5	■
		2009	89.7		**522.6**	72.3	
ACT	*LBOTE*	2008	93.8		**563.8**	71.9	■
		2009	91.4		**555.1**	78.6	
	Non-LBOTE	2008	94.8		**542.4**	66.4	■
		2009	93.3		**537.1**	69.5	
NT	*LBOTE*	2008	38.3		**397.2**	119.7	■
		2009	35.0		**384.2**	112.7	
	Non-LBOTE	2008	85.2		**509.5**	83.6	■
		2009	78.5		**490.8**	83.3	
Aust	*LBOTE*	2008	91.5		**550.1**	79.9	■
		2009	93.0		**558.0**	80.9	
	Non-LBOTE	2008	93.0		**537.7**	69.2	■
		2009	92.9		**535.5**	69.2	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Spelling

Figure 7.CS5: Achievement of Year 7 Indigenous Students in Spelling, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	82.9		500.2	71.5	■
	2009	83.0		500.8	71.2	
Provincial	2008	77.6		487.1	73.8	■
	2009	78.3		486.7	72.7	
Remote	2008	57.4		441.5	84.5	■
	2009	55.1		434.3	92.2	
Very Remote	2008	32.7		383.1	94.9	■
	2009	38.9		398.5	95.4	

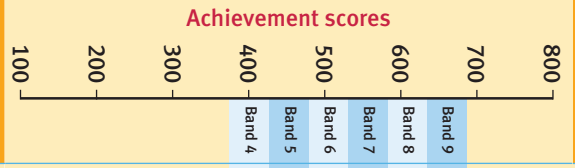
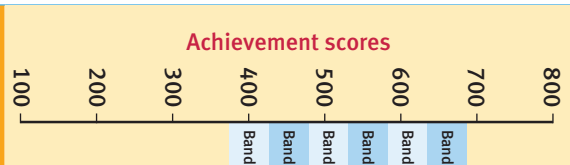


Figure 7.CS6: Achievement of Year 7 Non-Indigenous Students in Spelling, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	94.5		547.9	68.7	■
	2009	94.6		548.8	70.6	
Provincial	2008	91.5		528.1	68.0	■
	2009	91.9		527.8	68.1	
Remote	2008	89.3		515.1	68.9	■
	2009	90.8		520.8	69.0	
Very Remote	2008	88.2		511.2	69.2	■
	2009	87.5		510.3	70.4	



Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Grammar and Punctuation

Figure 7.CG1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	93.4		**536.6**	72.3	■
	2009	92.5		**543.2**	78.0	
Vic	2008	93.6		**537.7**	68.2	■
	2009	94.2		**544.7**	68.1	
Qld	2008	90.0		**518.0**	68.7	▲
	2009	91.0		**534.1**	73.2	
WA	2008	88.2		**514.9**	74.0	▲
	2009	89.5		**531.4**	77.3	
SA	2008	91.2		**528.8**	69.9	■
	2009	92.2		**536.7**	71.4	
Tas	2008	91.3		**527.1**	72.1	■
	2009	89.9		**533.2**	77.7	
ACT	2008	94.0		**546.6**	73.1	■
	2009	94.5		**556.9**	73.5	
NT	2008	60.3		**444.5**	126.1	■
	2009	65.4		**464.9**	116.9	
Aust	2008	91.6		**529.0**	72.7	■
	2009	92.1		**539.5**	75.1	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Grammar and Punctuation

Figure 7.CG2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	90.7		**524.8**	73.4	■
		2009	90.0		**532.5**	79.4	
	Female	2008	96.2		**548.9**	68.9	■
		2009	95.2		**554.5**	74.8	
Vic	*Male*	2008	91.1		**525.5**	69.1	■
		2009	92.0		**534.1**	69.0	
	Female	2008	96.3		**550.4**	64.8	■
		2009	96.5		**555.8**	65.3	
Qld	*Male*	2008	86.7		**506.6**	69.8	▲
		2009	88.2		**523.3**	74.1	
	Female	2008	93.6		**530.0**	65.3	▲
		2009	94.0		**545.1**	70.6	
WA	*Male*	2008	84.7		**503.1**	75.4	▲
		2009	87.2		**522.9**	78.6	
	Female	2008	92.0		**527.3**	70.4	▲
		2009	92.1		**540.8**	74.8	
SA	*Male*	2008	88.4		**517.6**	70.1	■
		2009	89.8		**525.2**	72.0	
	Female	2008	94.1		**540.2**	67.9	■
		2009	94.8		**548.6**	68.9	
Tas	*Male*	2008	89.7		**520.2**	72.3	■
		2009	86.3		**520.0**	79.6	
	Female	2008	93.0		**534.4**	71.1	■
		2009	93.8		**547.0**	73.2	
ACT	*Male*	2008	91.4		**535.7**	75.8	■
		2009	92.4		**545.7**	75.5	
	Female	2008	96.8		**557.9**	68.4	■
		2009	96.7		**568.4**	69.4	
NT	*Male*	2008	56.8		**433.0**	126.6	■
		2009	61.5		**452.8**	116.2	
	Female	2008	64.2		**457.8**	124.2	■
		2009	69.5		**477.4**	116.2	
Aust	*Male*	2008	88.7		**517.3**	73.8	▲
		2009	89.5		**528.8**	76.2	
	Female	2008	94.6		**541.2**	69.5	■
		2009	94.7		**550.6**	72.3	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Grammar and Punctuation

Figure 7.CG3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	75.0		**472.0**	67.1	■
		2009	72.2		**473.4**	73.1	
	Non-Indig.	2008	94.3		**539.5**	70.9	■
		2009	93.5		**546.2**	76.6	
Vic	*Indig.*	2008	76.1		**474.7**	62.4	■
		2009	78.5		**483.7**	65.6	
	Non-Indig.	2008	94.1		**538.7**	67.8	■
		2009	94.5		**545.5**	67.8	
Qld	*Indig.*	2008	65.9		**455.6**	73.1	■
		2009	66.6		**463.9**	73.6	
	Non-Indig.	2008	91.9		**522.7**	66.0	▲
		2009	92.7		**539.0**	70.6	
WA	*Indig.*	2008	47.5		**419.4**	79.5	■
		2009	51.7		**433.5**	79.3	
	Non-Indig.	2008	91.5		**522.6**	68.4	▲
		2009	92.5		**539.7**	72.0	
SA	*Indig.*	2008	59.9		**446.1**	76.0	■
		2009	65.2		**457.2**	73.5	
	Non-Indig.	2008	92.5		**532.2**	67.8	■
		2009	93.2		**539.2**	69.7	
Tas	*Indig.*	2008	85.8		**505.2**	72.0	■
		2009	77.8		**488.5**	78.4	
	Non-Indig.	2008	91.7		**529.8**	72.4	■
		2009	91.3		**538.1**	77.0	
ACT	*Indig.*	2008	87.4		**502.4**	65.0	■
		2009	78.5		**481.2**	65.5	
	Non-Indig.	2008	94.2		**547.7**	73.0	■
		2009	95.0		**559.1**	72.6	
NT	*Indig.*	2008	23.9		**346.8**	109.7	■
		2009	26.9		**365.0**	100.5	
	Non-Indig.	2008	88.0		**519.0**	77.7	■
		2009	89.4		**528.2**	74.7	
Aust	*Indig.*	2008	62.7		**446.3**	86.5	■
		2009	64.9		**457.3**	83.0	
	Non-Indig.	2008	93.2		**533.4**	69.2	■
		2009	93.5		**543.4**	72.3	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Grammar and Punctuation

Figure 7.CG4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	92.1		**539.6**	78.9	■
		2009	91.7		**542.9**	83.5	
	Non-LBOTE	2008	93.8		**536.3**	70.4	■
		2009	92.5		**540.9**	75.6	
Vic	*LBOTE*	2008	91.8		**532.9**	72.4	■
		2009	92.5		**538.1**	71.4	
	Non-LBOTE	2008	94.2		**539.2**	66.7	■
		2009	94.8		**546.8**	66.9	
Qld	*LBOTE*	2008	77.8		**495.4**	82.5	▲
		2009	82.2		**517.3**	84.8	
	Non-LBOTE	2008	91.3		**520.3**	66.7	▲
		2009	91.8		**535.6**	71.9	
WA	*LBOTE*	2008	85.6		**512.2**	81.6	▲
		2009	86.6		**527.1**	82.0	
	Non-LBOTE	2008	90.0		**519.6**	71.6	▲
		2009	91.8		**538.6**	74.4	
SA	*LBOTE*	2008	82.7		**517.0**	81.1	■
		2009	85.2		**522.1**	80.5	
	Non-LBOTE	2008	92.6		**531.0**	68.0	■
		2009	93.2		**538.5**	69.8	
Tas	*LBOTE*	2008	86.9		**533.5**	77.8	■
		2009	86.0		**541.7**	83.6	
	Non-LBOTE	2008	91.3		**526.6**	72.1	■
		2009	90.0		**532.5**	77.6	
ACT	*LBOTE*	2008	92.5		**546.8**	77.1	■
		2009	89.9		**550.1**	82.1	
	Non-LBOTE	2008	94.1		**546.3**	73.0	■
		2009	95.2		**557.4**	72.0	
NT	*LBOTE*	2008	30.8		**364.6**	127.6	■
		2009	25.7		**362.2**	108.8	
	Non-LBOTE	2008	84.7		**509.8**	90.0	■
		2009	77.1		**494.4**	88.4	
Aust	*LBOTE*	2008	88.0		**525.0**	83.2	■
		2009	89.4		**534.6**	83.3	
	Non-LBOTE	2008	92.8		**531.2**	69.3	■
		2009	92.8		**540.4**	72.4	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Grammar and Punctuation

Figure 7.CG5: Achievement of Year 7 Indigenous Students in Grammar and Punctuation, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	74.7		473.3	68.4	■
	2009	75.2		480.7	71.7	
Provincial	2008	70.4		464.6	68.8	■
	2009	69.5		466.5	71.9	
Remote	2008	44.2		410.9	82.1	■
	2009	42.4		410.2	86.4	
Very Remote	2008	17.7		341.1	92.5	▲
	2009	22.9		366.9	86.4	

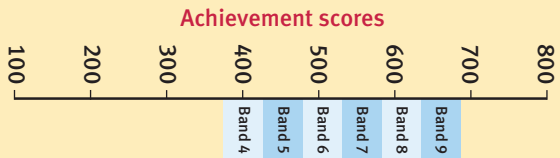
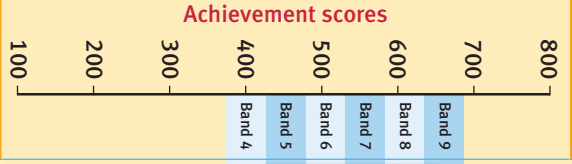


Figure 7.CG6: Achievement of Year 7 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	93.8		537.7	69.6	■
	2009	93.9		547.3	72.8	
Provincial	2008	92.0		523.3	65.6	■
	2009	92.3		533.5	69.6	
Remote	2008	88.8		507.6	67.2	▲
	2009	91.2		526.2	70.8	
Very Remote	2008	86.0		498.9	69.0	▲
	2009	88.5		517.9	71.2	

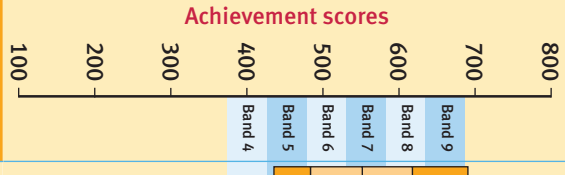


Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Numeracy

Figure 7.CN1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	96.0		**551.3**	78.3	■
	2009	95.1		**549.1**	77.1	
Vic	2008	96.5		**552.3**	69.4	■
	2009	96.0		**549.2**	66.7	
Qld	2008	94.9		**539.0**	70.4	■
	2009	94.8		**539.7**	65.9	
WA	2008	94.7		**533.7**	68.7	■
	2009	93.6		**536.3**	69.1	
SA	2008	94.5		**536.2**	67.7	■
	2009	94.2		**532.0**	65.1	
Tas	2008	95.2		**533.8**	67.5	■
	2009	93.0		**525.1**	65.3	
ACT	2008	97.1		**556.2**	71.0	■
	2009	95.7		**549.4**	69.3	
NT	2008	75.9		**488.1**	84.0	■
	2009	74.8		**485.2**	80.7	
Aust	2008	95.4		**545.0**	73.2	■
	2009	94.8		**543.6**	71.0	



Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Numeracy

Figure 7.CN2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	96.1		558.7	80.8	■
		2009	95.0		554.6	80.1	
	Female	2008	95.9		543.6	74.9	■
		2009	95.3		543.2	73.3	
Vic	*Male*	2008	96.5		560.8	71.6	■
		2009	95.7		555.1	69.2	
	Female	2008	96.5		543.4	65.8	■
		2009	96.4		543.1	63.5	
Qld	*Male*	2008	94.9		545.5	73.0	■
		2009	94.5		544.4	68.6	
	Female	2008	94.8		532.1	66.9	■
		2009	95.0		535.0	62.8	
WA	*Male*	2008	95.0		541.1	71.7	■
		2009	93.7		543.1	72.0	
	Female	2008	94.5		525.8	64.4	■
		2009	93.4		528.9	64.9	
SA	*Male*	2008	94.7		544.3	69.9	■
		2009	94.3		537.2	67.8	
	Female	2008	94.4		528.1	64.3	■
		2009	94.2		526.5	61.7	
Tas	*Male*	2008	94.6		535.7	70.6	■
		2009	92.7		528.8	68.7	
	Female	2008	95.9		531.8	64.1	■
		2009	93.4		521.3	61.4	
ACT	*Male*	2008	96.9		565.9	74.4	■
		2009	95.3		556.2	73.0	
	Female	2008	97.4		546.1	65.8	■
		2009	96.0		542.3	64.6	
NT	*Male*	2008	76.1		491.3	86.6	■
		2009	74.8		488.5	83.6	
	Female	2008	75.7		484.5	80.8	■
		2009	74.7		481.8	77.5	
Aust	*Male*	2008	95.4		552.3	75.8	■
		2009	94.7		549.1	73.8	
	Female	2008	95.3		537.3	69.6	■
		2009	95.0		538.0	67.4	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Numeracy

Figure 7.CN3: Achievement of Year 7 Students in Numeracy, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	84.5		**485.6**	62.5	■
		2009	80.4		**482.2**	63.9	
	Non-Indig.	2008	96.6		**554.1**	77.4	■
		2009	95.8		**551.8**	76.1	
Vic	*Indig.*	2008	87.9		**492.9**	57.4	■
		2009	85.4		**492.4**	57.5	
	Non-Indig.	2008	96.8		**553.2**	69.1	■
		2009	96.3		**550.0**	66.6	
Qld	*Indig.*	2008	81.8		**483.2**	67.5	■
		2009	78.5		**480.1**	62.0	
	Non-Indig.	2008	95.9		**543.2**	68.8	■
		2009	95.9		**543.9**	64.2	
WA	*Indig.*	2008	74.2		**463.2**	62.9	■
		2009	71.7		**462.8**	63.1	
	Non-Indig.	2008	96.5		**539.5**	66.1	■
		2009	95.4		**542.8**	66.1	
SA	*Indig.*	2008	75.9		**468.7**	57.4	■
		2009	73.6		**466.8**	58.1	
	Non-Indig.	2008	95.4		**539.2**	66.6	■
		2009	95.0		**534.0**	64.1	
Tas	*Indig.*	2008	92.4		**512.3**	62.6	▼
		2009	82.9		**490.3**	63.0	
	Non-Indig.	2008	95.5		**536.9**	67.7	■
		2009	93.9		**528.4**	65.3	
ACT	*Indig.*	2008	90.3		**504.7**	61.9	■
		2009	84.0		**487.3**	58.9	
	Non-Indig.	2008	97.3		**557.5**	70.8	■
		2009	95.9		**551.2**	68.9	
NT	*Indig.*	2008	50.2		**428.3**	67.8	■
		2009	44.2		**421.3**	65.6	
	Non-Indig.	2008	95.6		**534.2**	64.3	■
		2009	93.8		**525.1**	60.2	
Aust	*Indig.*	2008	78.6		**476.2**	67.2	■
		2009	75.8		**474.4**	65.2	
	Non-Indig.	2008	96.4		**548.6**	71.6	■
		2009	95.8		**547.0**	69.4	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Numeracy

Figure 7.CN4: Achievement of Year 7 Students in Numeracy, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 4 Band 5 Band 6 Band 7 Band 8 Band 9)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	96.0		**569.4**	89.0	■
		2009	95.7		**566.7**	89.0	
	Non-LBOTE	2008	96.1		**547.6**	74.9	■
		2009	94.7		**540.3**	70.6	
Vic	*LBOTE*	2008	95.8		**555.0**	76.3	■
		2009	95.5		**556.3**	74.0	
	Non-LBOTE	2008	96.7		**551.5**	66.9	■
		2009	96.2		**546.9**	64.0	
Qld	*LBOTE*	2008	88.6		**531.3**	85.1	■
		2009	90.1		**543.5**	81.1	
	Non-LBOTE	2008	95.5		**539.7**	68.7	■
		2009	95.2		**539.5**	64.4	
WA	*LBOTE*	2008	93.3		**542.5**	77.6	■
		2009	92.1		**546.8**	75.1	
	Non-LBOTE	2008	95.6		**535.5**	66.6	■
		2009	94.9		**538.8**	66.8	
SA	*LBOTE*	2008	88.7		**535.3**	77.8	■
		2009	90.0		**533.8**	75.1	
	Non-LBOTE	2008	95.6		**537.2**	66.1	■
		2009	94.8		**531.6**	63.5	
Tas	*LBOTE*	2008	93.5		**546.6**	76.5	■
		2009	90.0		**537.7**	70.6	
	Non-LBOTE	2008	95.2		**533.0**	67.3	■
		2009	93.1		**524.5**	65.1	
ACT	*LBOTE*	2008	97.3		**570.0**	79.1	■
		2009	93.8		**564.6**	79.5	
	Non-LBOTE	2008	97.1		**554.8**	70.5	■
		2009	95.9		**546.9**	67.4	
NT	*LBOTE*	2008	54.2		**443.9**	81.5	■
		2009	42.6		**424.0**	76.0	
	Non-LBOTE	2008	93.0		**526.3**	68.7	▼
		2009	84.9		**501.4**	66.9	
Aust	*LBOTE*	2008	93.6		**553.0**	84.8	■
		2009	93.9		**556.3**	84.1	
	Non-LBOTE	2008	96.0		**544.4**	70.3	■
		2009	95.1		**540.3**	66.7	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Numeracy

Figure 7.CN5: Achievement of Year 7 Indigenous Students in Numeracy, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores 100 200 300 400 500 600 700 800 Band 4 Band 5 Band 6 Band 7 Band 8 Band 9	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	87.0		493.5	63.0	■
	2009	83.7		491.1	62.1	
Provincial	2008	83.9		485.0	60.2	■
	2009	79.7		478.7	59.8	
Remote	2008	67.8		453.9	58.3	■
	2009	58.7		442.2	60.7	
Very Remote	2008	46.4		416.9	65.1	■
	2009	42.3		417.0	60.0	

Figure 7.CN6: Achievement of Year 7 Non-Indigenous Students in Numeracy, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores 100 200 300 400 500 600 700 800 Band 4 Band 5 Band 6 Band 7 Band 8 Band 9	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	96.5		553.0	73.2	■
	2009	96.1		551.8	71.1	
Provincial	2008	96.1		538.1	64.9	■
	2009	95.2		534.5	63.0	
Remote	2008	95.3		523.8	61.5	■
	2009	94.6		525.1	60.8	
Very Remote	2008	94.4		521.7	64.0	■
	2009	94.0		521.7	59.3	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 7 Participation

Table 7.CP1: Year 7 Student Participation in Assessment, by State and Territory, 2008–2009.

State/ Territory	Year	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	2008	85350	96.6	85497	96.7	85600	96.8	85600	96.8	85110	96.3
	2009	85499	97.2	85728	97.4	85608	97.3	85608	97.3	85009	96.6
Vic	2008	63760	95.7	63648	95.5	63790	95.7	63790	95.7	63880	95.8
	2009	63244	94.9	63209	94.8	63325	95.0	63325	95.0	63093	94.6
Qld	2008	56296	97.7	56271	97.7	56389	97.9	56389	97.9	56191	97.5
	2009	56524	97.2	56497	97.1	56598	97.3	56598	97.3	56360	96.9
WA	2008	27379	95.7	27367	95.7	27459	96.0	27459	96.0	27293	95.4
	2009	16889	96.6	16912	96.7	16971	97.0	16971	97.0	16827	96.2
SA	2008	19222	96.8	19165	96.5	19225	96.8	19225	96.8	19171	96.5
	2009	18800	96.0	18769	95.8	18842	96.2	18842	96.2	18727	95.6
Tas	2008	6422	95.6	6391	95.1	6424	95.6	6424	95.6	6401	95.2
	2009	6444	95.3	6475	95.7	6479	95.8	6479	95.8	6441	95.2
ACT	2008	4527	95.0	4521	94.9	4544	95.3	4544	95.3	4523	94.9
	2009	4535	95.0	4557	95.5	4557	95.5	4557	95.5	4521	94.7
NT	2008	2671	79.5	2647	78.8	2652	78.9	2652	78.9	2706	80.5
	2009	2695	93.0	2725	94.1	2736	94.4	2736	94.4	2683	92.6
Aust	2008	265627	96.3	265507	96.2	266083	96.4	266083	96.4	265275	96.1
	2009	254630	96.3	254872	96.4	255116	96.5	255116	96.5	253661	96.0

Refer to page 4 for explanatory notes.

NAPLAN Year 7 Participation

Table 7.CP2: Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Year	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
			Number	%	Number	%	Number	%	Number	%	Number	%
NSW	2008	*Indig.*	3432	89.5	3450	90.0	3458	90.2	3458	90.2	3387	88.3
		Non-Indig.	78246	96.9	78380	97.1	78471	97.2	78471	97.2	78065	96.7
	2009	*Indig.*	3686	91.6	3687	91.6	3671	91.2	3671	91.2	3609	89.7
		Non-Indig.	79678	97.5	79899	97.7	79801	97.6	79801	97.6	79281	97.0
Vic	2008	*Indig.*	671	85.2	668	84.8	676	85.8	676	85.8	682	86.5
		Non-Indig.	62821	96.1	62842	96.1	62938	96.3	62938	96.3	62908	96.2
	2009	*Indig.*	718	85.1	709	84.0	725	85.9	725	85.9	725	85.9
		Non-Indig.	62428	95.2	62401	95.2	62501	95.3	62501	95.3	62269	95.0
Qld	2008	*Indig.*	3842	94.7	3835	94.5	3857	95.1	3857	95.1	3823	94.2
		Non-Indig.	52454	97.9	52436	97.9	52532	98.1	52532	98.1	52368	97.8
	2009	*Indig.*	3565	93.5	3561	93.4	3573	93.7	3573	93.7	3553	93.2
		Non-Indig.	52959	97.4	52936	97.4	53025	97.5	53025	97.5	52807	97.1
WA	2008	*Indig.*	1559	86.3	1557	86.2	1570	86.9	1570	86.9	1515	83.8
		Non-Indig.	24166	97.2	24166	97.2	24242	97.5	24242	97.5	24119	97.0
	2009	*Indig.*	819	85.4	824	85.9	833	86.9	833	86.9	809	84.4
		Non-Indig.	14822	97.5	14825	97.5	14869	97.8	14869	97.8	14781	97.2
SA	2008	*Indig.*	581	95.7	573	94.4	591	97.4	591	97.4	569	93.7
		Non-Indig.	18354	98.6	18311	98.4	18350	98.6	18350	98.6	18318	98.4
	2009	*Indig.*	592	87.1	579	85.1	589	86.6	589	86.6	594	87.4
		Non-Indig.	18012	96.4	17996	96.3	18057	96.7	18057	96.7	17937	96.0
Tas	2008	*Indig.*	439	93.0	437	92.6	441	93.4	441	93.4	442	93.6
		Non-Indig.	4903	96.6	4881	96.1	4905	96.6	4905	96.6	4880	96.1
	2009	*Indig.*	393	89.1	401	90.9	411	93.2	411	93.2	390	88.4
		Non-Indig.	4957	95.8	4978	96.2	4975	96.2	4975	96.2	4962	95.9
ACT	2008	*Indig.*	70	80.5	70	80.5	69	79.3	69	79.3	72	82.8
		Non-Indig.	4409	95.3	4403	95.2	4426	95.7	4426	95.7	4402	95.2
	2009	*Indig.*	75	78.9	78	82.1	78	82.1	78	82.1	70	73.7
		Non-Indig.	4405	95.3	4424	95.8	4424	95.8	4424	95.8	4395	95.1
NT	2008	*Indig.*	900	63.2	873	61.3	883	62.0	883	62.0	933	65.5
		Non-Indig.	1674	92.2	1677	92.3	1673	92.1	1673	92.1	1677	92.3
	2009	*Indig.*	977	87.3	1001	89.5	1009	90.2	1009	90.2	972	86.9
		Non-Indig.	1580	96.5	1586	96.8	1589	97.0	1589	97.0	1573	96.0
Aust	2008	*Indig.*	11494	87.9	11463	87.7	11545	88.3	11545	88.3	11423	87.4
		Non-Indig.	247027	97.0	247096	97.0	247537	97.2	247537	97.2	246737	96.9
	2009	*Indig.*	10825	90.4	10840	90.5	10889	90.9	10889	90.9	10722	89.5
		Non-Indig.	238841	96.7	239045	96.8	239241	96.9	239241	96.9	238005	96.4

Refer to page 4 for explanatory notes.

NAPLAN Year 7

Overall national and jurisdiction results

Figures 7.CR1, 7.CW1, 7.CS1, 7.CG1 and 7.CN1 show a comparison of the results for 2008 and 2009. For each year and jurisdiction the figures provide the percentage of Year 7 students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the distribution of performance across bands 4 (and below) to 9 (and above). The figures also indicate if there is a difference between mean scores in 2008 and 2009 that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

At the national level, the mean scores have not changed for any domain. There have been no changes for Reading, Spelling and Numeracy in any jurisdiction. For Writing and Grammar and Punctuation there are small increases in the mean scores for Queensland and Western Australia, and a decrease for Writing in Victoria.

For both 2008 and 2009, the performance of Year 7 students in the Northern Territory is lower than in all other jurisdictions and has a distinctly greater spread. The Northern Territory results have not changed, although it is worth noting that there has been a substantial increase in the participation rate between 2008 and 2009. The average participation rate has increased from 80.5 to 92.6 percent (see Table 7.CP1), a rate that is comparable with all other jurisdictions.

Sex

Figures 7.CR2, 7.CW2, 7.CS2, 7.CG2 and 7.CN2 show a comparison of the results for 2008 and 2009 for male and female students. For each year and jurisdiction the figures provide the percentage of Year 7 male and female students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the distribution of performance across bands 4 (and below) to 9 (and above). The figures also indicate if there is a difference between mean scores in 2008 and 2009 for male and female students that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

As with the results for all students, there are very few changes in the performances of Year 7 male and female students between 2008 and 2009. At the national level, the only two changes are an increase in the Reading mean score for females and an increase in the Grammar and Punctuation mean score for males. In the case of Reading, the difference between males and females in mean scores has increased from 9.5 to 17.2 points. This increase in the male and female difference in Reading is relatively consistent across jurisdictions, with four states recording significantly improved results for females. Tasmania changes from being amongst jurisdictions with the lowest sex differences to being amongst the jurisdictions with the highest male and female differences. However, Tasmania's results are comparable with the gender differences of other jurisdictions in 2009.

For Grammar and Punctuation the difference in male and female performance at the national level has not changed between 2008 and 2009. While the male mean has increased significantly, the mean score of females has also increased, but not significantly. The exception is Tasmania, where the male and female difference has risen from 14 to 27 points to be comparable with the national results.

Indigenous

Figures 7.CR3, 7.CW3, 7.CS3, 7.CG3 and 7.CN3 show a comparison of the results for 2008 and 2009 for Indigenous and non-Indigenous students. For each year and jurisdiction the figures provide the percentage of Year 7 Indigenous and non-Indigenous students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the distribution of performance across bands 4 (and below) to 9 (and above). The figures also indicate if there is a difference between mean scores in 2008 and 2009 for Indigenous and non-Indigenous students that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

At the national level, there is no change in the performance of Indigenous students. At the jurisdiction level the only changes are in Tasmania, where the Reading and Spelling scores of Indigenous students have declined, increasing the gap between Indigenous and non-Indigenous students from 23 to 47 points in Reading and from 17 to 34 in Spelling. Nevertheless, the gaps between Indigenous and non-Indigenous students across all domains and year levels in Tasmania remain the smallest in the nation.

Language background other than English (LBOTE)

Figures 7.CR4, 7.CW4, 7.CS, 7.CG4 and 7.CN4 show a comparison of the results for 2008 and 2009 for LBOTE and non-LBOTE students. For each year and jurisdiction the figures provide the percentage of Year 7 LBOTE and non-LBOTE students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the distribution of performance across bands 4 (and below) to 9 (and above). The figures also indicate if there is a difference between mean scores of LBOTE and non-LBOTE students in 2008 and 2009 that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

At the national level, the only change in the means for LBOTE students occurs for Reading, where there has been an increase so that the difference between LBOTE and non-LBOTE means reduces from 11 points in favour of non-LBOTE students to 5 points in favour of non-LBOTE students.

Geolocation

Figures 7.CR5, 7.CW5, 7.CS5, 7.CG5 and 7.CN5 show a comparison of the results for 2008 and 2009 for metropolitan, provincial, remote and very remote Indigenous students. For each year the figures provide the percentage of Year 7 metropolitan, provincial, remote and very remote Indigenous students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the distribution of performance across bands 4 (and below) to 9 (and above). The figures also indicate if there is a difference between mean scores in 2008 and 2009 for metropolitan, provincial, remote and very remote

students that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests. Figures 7.CR6, 7.CW6, 7.CS6, 7.CG6 and 7.CN6 show the corresponding information for non-Indigenous students.

As with the overall national figures, there are very few changes for specific geographic locations. For Indigenous students, the only significant changes are improvements in the means in Reading and Grammar and Punctuation for very remote students.

Student achievement and parental education and parental occupation

Although not shown in comparative figures, and despite considerable improvements in the comprehensiveness of the parental occupation and education data, the 2009 findings with respect to relationships between NAPLAN results and parental education and occupation are remarkably consistent with those from 2008. For example, in 2008 a higher proportion of students whose parents have a degree was likely to be at or above the national minimum standard than the proportion of students whose parents have a Year 11 equivalent or below. The difference in 2008 ranged between 9 (Numeracy) and 16 (Grammar and Punctuation) per cent. In 2009 the difference ranges between 11 (Numeracy) and 17 (Grammar and Punctuation) per cent. Not only are the differences very similar but they again show that the smallest difference is for Numeracy and the largest is for Grammar and Punctuation. Similar findings and consistency are observed for the relationships with NAPLAN results and parental occupation.

Participation

Tables 7.CP1 to 7.CP2 compare the participation between 2008 and 2009 for all students and for Indigenous and non-Indigenous students. As was the case with Year 3 and Year 5, the largest changes are the increase in the participation of Indigenous students in the Northern Territory (an average of 26 percentage points) and the decrease in the participation of Indigenous students in South Australia (an average of 9 percentage points).

2008–2009 Comparison

NAPLAN Year 9

NAPLAN Year 9 Reading

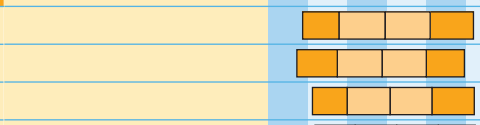
Figure 9.CR1: Achievement of Year 9 Students in Reading, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	94.4		583.1	66.9	■
	2009	93.6		585.4	66.4	
Vic	2008	94.7		584.6	62.6	■
	2009	94.3		588.0	62.0	
Qld	2008	90.5		568.2	68.0	■
	2009	90.0		570.4	65.6	
WA	2008	91.8		569.8	65.6	■
	2009	89.9		573.1	67.6	
SA	2008	91.7		574.9	64.1	■
	2009	92.1		577.4	63.7	
Tas	2008	93.0		578.8	67.9	■
	2009	91.2		577.7	68.2	
ACT	2008	96.6		601.9	68.4	■
	2009	94.1		598.9	65.4	
NT	2008	69.9		524.2	101.8	■
	2009	69.1		526.3	107.7	
Aust	2008	92.9		578.0	67.0	■
	2009	92.2		580.5	66.3	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Reading

Figure 9.CR2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	93.1		579.9	68.7	■
		2009	91.4		576.0	67.2	
	Female	2008	95.8		586.5	64.9	▲
		2009	95.8		595.3	64.1	
Vic	*Male*	2008	93.5		582.7	64.1	■
		2009	92.4		579.3	62.8	
	Female	2008	95.8		586.5	61.0	▲
		2009	96.3		597.0	59.8	
Qld	*Male*	2008	88.6		564.5	69.8	■
		2009	87.1		560.8	66.1	
	Female	2008	92.5		572.2	65.7	■
		2009	93.1		580.4	63.6	
WA	*Male*	2008	90.1		566.2	67.4	■
		2009	87.1		563.2	68.2	
	Female	2008	93.5		573.7	63.4	▲
		2009	93.0		583.7	65.3	
SA	*Male*	2008	90.4		572.9	65.6	■
		2009	89.7		569.1	64.6	
	Female	2008	92.9		576.8	62.6	■
		2009	94.7		586.0	61.5	
Tas	*Male*	2008	92.8		577.6	68.2	■
		2009	88.7		568.2	69.3	
	Female	2008	93.2		580.2	67.6	■
		2009	93.8		587.9	65.5	
ACT	*Male*	2008	95.4		597.0	70.8	■
		2009	92.6		590.7	66.3	
	Female	2008	97.9		606.6	65.6	■
		2009	95.9		607.8	63.2	
NT	*Male*	2008	68.5		521.9	103.2	■
		2009	67.1		520.6	103.5	
	Female	2008	71.4		526.7	100.3	■
		2009	71.3		532.5	111.7	
Aust	*Male*	2008	91.5		575.0	68.7	■
		2009	89.9		571.3	67.0	
	Female	2008	94.4		581.0	65.0	▲
		2009	94.7		590.1	64.2	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Reading

Figure 9.CR3: Achievement of Year 9 Students in Reading, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	82.3		531.7	59.0	■
		2009	78.2		530.7	63.4	
	Non-Indig.	2008	95.1		585.5	66.2	■
		2009	94.3		587.8	65.6	
Vic	*Indig.*	2008	79.9		536.0	57.3	■
		2009	79.3		535.0	60.8	
	Non-Indig.	2008	95.0		585.2	62.4	■
		2009	94.7		588.4	61.7	
Qld	*Indig.*	2008	70.0		514.2	70.5	■
		2009	64.5		506.4	67.4	
	Non-Indig.	2008	92.0		572.2	66.1	■
		2009	91.7		574.7	63.3	
WA	*Indig.*	2008	62.8		498.3	64.2	■
		2009	56.4		493.6	69.2	
	Non-Indig.	2008	94.0		575.6	62.9	■
		2009	92.4		579.4	64.0	
SA	*Indig.*	2008	62.5		506.3	64.7	■
		2009	67.6		511.3	64.0	
	Non-Indig.	2008	93.5		578.5	62.5	■
		2009	93.0		579.6	62.3	
Tas	*Indig.*	2008	90.7		564.9	66.9	▼
		2009	79.2		537.6	67.8	
	Non-Indig.	2008	93.5		580.9	67.5	■
		2009	92.5		582.3	67.0	
ACT	*Indig.*	2008	84.2		552.8	68.8	■
		2009	78.1		540.1	65.3	
	Non-Indig.	2008	96.9		603.1	67.9	■
		2009	94.5		600.2	64.9	
NT	*Indig.*	2008	37.9		446.5	94.8	■
		2009	32.3		434.7	99.3	
	Non-Indig.	2008	92.2		578.1	64.9	■
		2009	90.7		580.2	68.4	
Aust	*Indig.*	2008	70.7		513.8	73.2	■
		2009	67.0		510.2	74.2	
	Non-Indig.	2008	94.2		581.3	65.0	■
		2009	93.5		583.8	64.0	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Reading

Figure 9.CR4: Achievement of Year 9 Students in Reading, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	92.3		**578.2**	70.7	■
		2009	91.5		**579.6**	70.2	
	Non-LBOTE	2008	95.1		**584.6**	65.8	■
		2009	94.1		**585.8**	65.0	
Vic	*LBOTE*	2008	92.8		**576.6**	65.0	■
		2009	91.4		**577.3**	65.4	
	Non-LBOTE	2008	95.2		**587.3**	61.6	■
		2009	95.2		**591.4**	60.5	
Qld	*LBOTE*	2008	80.8		**545.5**	76.7	■
		2009	78.9		**551.7**	78.9	
	Non-LBOTE	2008	91.4		**570.5**	66.6	■
		2009	90.9		**572.0**	64.2	
WA	*LBOTE*	2008	89.6		**563.1**	68.5	■
		2009	85.8		**564.3**	70.7	
	Non-LBOTE	2008	93.6		**577.4**	64.5	■
		2009	92.3		**579.5**	65.1	
SA	*LBOTE*	2008	85.0		**563.9**	72.9	■
		2009	84.1		**565.7**	70.4	
	Non-LBOTE	2008	93.5		**577.9**	62.5	■
		2009	93.1		**578.5**	62.7	
Tas	*LBOTE*	2008	87.3		**580.8**	68.3	■
		2009	83.5		**569.7**	74.5	
	Non-LBOTE	2008	92.9		**576.6**	67.6	■
		2009	91.5		**577.9**	67.9	
ACT	*LBOTE*	2008	96.6		**595.0**	71.7	■
		2009	89.9		**588.2**	67.8	
	Non-LBOTE	2008	96.7		**602.3**	68.1	■
		2009	94.8		**600.3**	64.8	
NT	*LBOTE*	2008	46.2		**467.2**	110.2	■
		2009	29.6		**427.8**	110.4	
	Non-LBOTE	2008	88.2		**567.9**	76.9	■
		2009	80.9		**554.2**	77.1	
Aust	*LBOTE*	2008	90.0		**570.7**	71.9	■
		2009	88.8		**572.9**	72.6	
	Non-LBOTE	2008	93.9		**580.7**	65.3	■
		2009	93.2		**582.4**	64.2	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Reading

Figure 9.CR5: Achievement of Year 9 Indigenous Students in Reading, by Geolocation, Australia, 2008–2009.

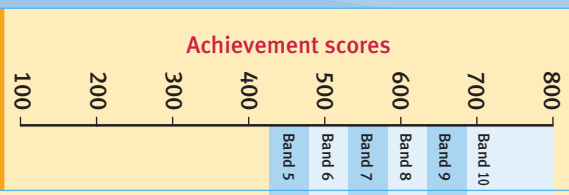
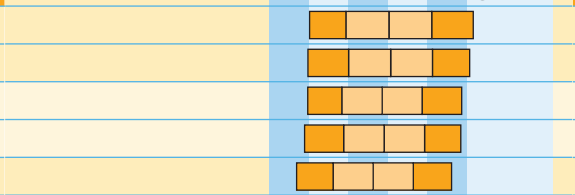
Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	78.4		529.3	65.3	■
	2009	74.1		524.9	67.4	
Provincial	2008	75.3		522.6	62.5	■
	2009	71.2		517.6	65.0	
Remote	2008	57.4		488.2	70.6	■
	2009	49.9		471.0	88.6	
Very Remote	2008	29.0		430.8	86.6	■
	2009	26.2		435.5	77.9	

Figure 9.CR6: Achievement of Year 9 Non-Indigenous Students in Reading, by Geolocation, Australia, 2008–2009.

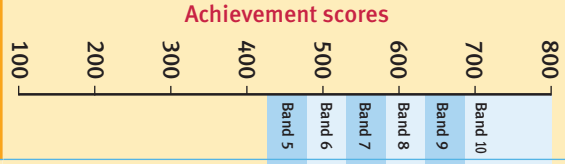
Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	94.4		583.9	65.7	■
	2009	93.7		586.2	64.5	
Provincial	2008	93.8		575.1	61.7	■
	2009	92.9		577.6	62.2	
Remote	2008	91.1		563.3	62.1	■
	2009	90.5		565.7	62.6	
Very Remote	2008	92.7		567.4	60.2	■
	2009	87.1		558.9	64.0	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Writing

Figure 9.CW1: Achievement of Year 9 Students in Writing, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	88.9		569.4	79.6	■
	2009	89.0		568.3	77.2	
Vic	2008	90.1		588.9	83.4	▼
	2009	90.3		581.9	77.8	
Qld	2008	83.7		555.3	85.9	■
	2009	85.4		559.0	80.6	
WA	2008	85.5		560.8	83.0	■
	2009	86.1		565.8	81.5	
SA	2008	87.2		571.2	78.9	■
	2009	87.9		571.4	79.5	
Tas	2008	84.1		557.2	83.8	■
	2009	83.3		559.2	85.1	
ACT	2008	88.9		571.0	81.8	■
	2009	89.4		578.0	77.6	
NT	2008	63.3		506.9	127.1	■
	2009	63.1		505.0	125.4	
Aust	2008	87.2		569.4	84.1	■
	2009	87.8		568.9	80.2	



Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Writing

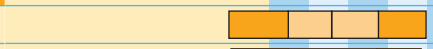
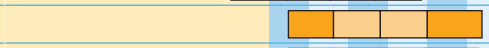
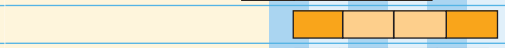
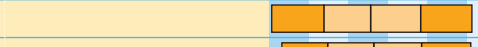
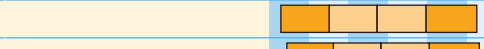
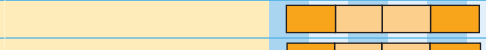
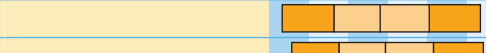
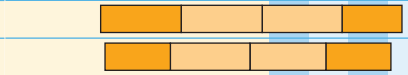
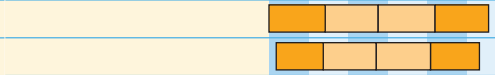
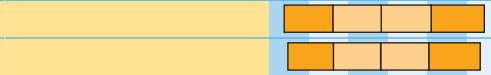
Figure 9.CW2: Achievement of Year 9 Students in Writing, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	84.2		551.8	79.8	■
		2009	84.4		551.3	76.6	
	Female	2008	93.8		587.5	75.2	■
		2009	93.8		586.1	73.7	
Vic	*Male*	2008	85.8		570.8	84.6	▼
		2009	85.9		563.2	77.4	
	Female	2008	94.5		607.7	77.8	▼
		2009	94.9		601.3	73.4	
Qld	*Male*	2008	77.7		536.3	86.8	■
		2009	79.5		539.6	80.9	
	Female	2008	90.1		575.4	80.3	■
		2009	91.5		579.1	75.2	
WA	*Male*	2008	80.0		542.4	83.3	■
		2009	80.8		545.9	81.0	
	Female	2008	91.3		580.2	78.0	■
		2009	91.9		587.1	76.6	
SA	*Male*	2008	82.4		553.2	79.3	■
		2009	83.1		554.1	79.6	
	Female	2008	92.0		588.7	74.3	■
		2009	93.0		589.6	75.1	
Tas	*Male*	2008	78.4		538.4	83.1	■
		2009	76.2		537.2	83.4	
	Female	2008	90.3		577.6	79.7	■
		2009	90.9		582.4	80.7	
ACT	*Male*	2008	83.0		550.4	85.1	■
		2009	85.4		561.2	78.3	
	Female	2008	94.7		591.1	73.0	■
		2009	93.8		596.5	72.5	
NT	*Male*	2008	57.1		485.9	125.4	■
		2009	58.4		489.7	123.0	
	Female	2008	69.9		528.9	125.1	■
		2009	68.3		521.8	125.8	
Aust	*Male*	2008	82.2		551.2	84.8	■
		2009	82.8		550.5	79.9	
	Female	2008	92.5		588.4	79.0	■
		2009	93.0		588.1	75.9	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Writing

Figure 9.CW3: Achievement of Year 9 Students in Writing, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	67.7		**508.3**	79.9	■
		2009	67.1		**506.7**	75.5	
	Non-Indig.	2008	90.0		**572.2**	78.3	■
		2009	89.9		**570.9**	76.2	
Vic	*Indig.*	2008	68.9		**525.9**	86.2	■
		2009	68.6		**517.3**	76.6	
	Non-Indig.	2008	90.6		**589.9**	83.1	▼
		2009	90.8		**582.7**	77.5	
Qld	*Indig.*	2008	61.8		**497.3**	99.7	■
		2009	59.5		**488.4**	96.6	
	Non-Indig.	2008	85.3		**559.6**	83.3	■
		2009	87.1		**563.7**	77.2	
WA	*Indig.*	2008	49.9		**470.7**	91.1	■
		2009	50.1		**472.8**	89.5	
	Non-Indig.	2008	88.2		**567.8**	79.0	■
		2009	88.7		**573.0**	77.1	
SA	*Indig.*	2008	57.4		**490.7**	90.3	■
		2009	56.4		**486.7**	84.2	
	Non-Indig.	2008	88.9		**574.8**	77.2	■
		2009	89.0		**574.2**	77.5	
Tas	*Indig.*	2008	68.9		**515.7**	84.2	■
		2009	72.4		**524.6**	83.2	
	Non-Indig.	2008	85.7		**561.7**	83.0	■
		2009	84.6		**563.1**	84.8	
ACT	*Indig.*	2008	73.4		**515.7**	94.3	■
		2009	71.3		**527.7**	76.6	
	Non-Indig.	2008	89.3		**572.2**	81.2	■
		2009	89.8		**579.1**	77.3	
NT	*Indig.*	2008	32.8		**417.0**	118.9	■
		2009	26.3		**400.9**	115.5	
	Non-Indig.	2008	84.6		**569.2**	89.7	■
		2009	84.8		**566.8**	83.2	
Aust	*Indig.*	2008	59.7		**491.3**	97.6	■
		2009	59.0		**488.4**	93.7	
	Non-Indig.	2008	88.8		**573.6**	81.6	■
		2009	89.2		**572.8**	77.5	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Writing

Figure 9.CW4: Achievement of Year 9 Students in Writing, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	89.0		**575.7**	83.8	■
		2009	89.2		**574.6**	80.2	
	Non-LBOTE	2008	89.1		**568.3**	78.3	▼
		2009	88.5		**564.3**	75.9	
Vic	*LBOTE*	2008	89.7		**591.6**	86.6	■
		2009	89.3		**583.3**	81.3	
	Non-LBOTE	2008	90.2		**587.9**	82.3	▼
		2009	90.6		**581.4**	76.6	
Qld	*LBOTE*	2008	77.3		**541.7**	96.4	■
		2009	78.9		**549.9**	102.1	
	Non-LBOTE	2008	84.3		**556.7**	84.7	■
		2009	85.9		**559.9**	78.6	
WA	*LBOTE*	2008	85.2		**562.2**	87.1	■
		2009	83.6		**567.6**	88.1	
	Non-LBOTE	2008	88.1		**568.6**	81.1	■
		2009	88.7		**572.3**	78.4	
SA	*LBOTE*	2008	83.5		**565.5**	88.4	■
		2009	82.5		**567.8**	89.5	
	Non-LBOTE	2008	88.5		**573.3**	77.7	■
		2009	88.4		**570.9**	78.3	
Tas	*LBOTE*	2008	75.7		**547.8**	91.9	■
		2009	79.1		**562.9**	93.0	
	Non-LBOTE	2008	83.8		**555.3**	83.4	■
		2009	83.4		**558.8**	84.8	
ACT	*LBOTE*	2008	88.2		**568.2**	77.7	■
		2009	87.8		**582.1**	79.7	
	Non-LBOTE	2008	88.8		**570.7**	82.4	■
		2009	89.5		**576.4**	77.2	
NT	*LBOTE*	2008	43.6		**443.5**	140.0	■
		2009	27.7		**399.9**	128.5	
	Non-LBOTE	2008	79.7		**555.4**	103.4	■
		2009	72.3		**536.0**	95.7	
Aust	*LBOTE*	2008	86.7		**574.3**	90.7	■
		2009	86.8		**572.3**	87.2	
	Non-LBOTE	2008	87.9		**570.0**	82.1	■
		2009	88.1		**568.3**	78.1	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Writing

Figure 9.CW5: Achievement of Year 9 Indigenous Students in Writing, by Geolocation, Australia, 2008–2009.

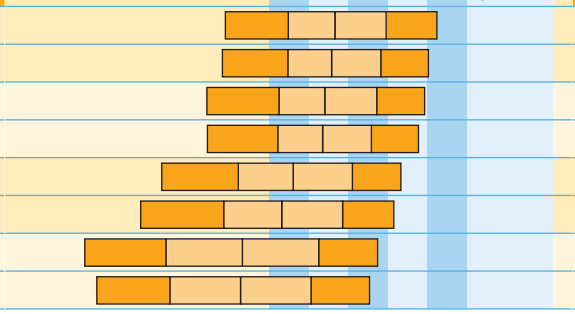
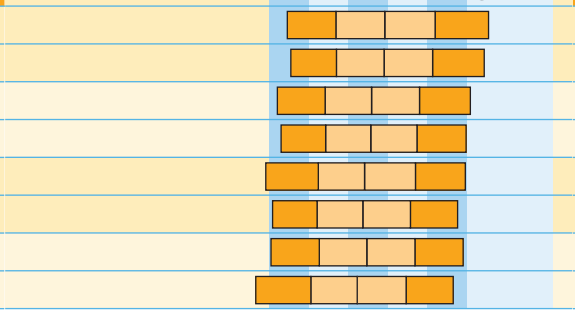
Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	67.9		512.8	86.7	■
	2009	67.4		508.5	83.7	
Provincial	2008	62.6		499.5	86.8	■
	2009	61.8		496.7	82.7	
Remote	2008	44.4		458.0	95.9	■
	2009	38.3		442.9	100.4	
Very Remote	2008	23.8		391.2	115.3	■
	2009	21.4		388.8	108.5	

Figure 9.CW6: Achievement of Year 9 Non-Indigenous Students in Writing, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	89.7		578.4	81.9	■
	2009	90.1		577.5	77.8	
Provincial	2008	86.4		561.1	78.5	■
	2009	86.9		560.0	74.8	
Remote	2008	83.6		551.9	81.5	■
	2009	83.9		549.6	74.7	
Very Remote	2008	83.4		554.8	82.1	■
	2009	79.3		542.3	78.4	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Spelling

Figure 9.CS1: Achievement of Year 9 Students in Spelling, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	92.2		586.6	71.7	■
	2009	91.5		585.6	75.0	
Vic	2008	90.9		580.3	69.7	■
	2009	90.9		579.3	70.1	
Qld	2008	87.5		567.8	72.6	■
	2009	88.4		569.3	71.2	
WA	2008	87.7		566.5	73.3	■
	2009	87.4		566.4	72.4	
SA	2008	88.2		575.4	71.4	■
	2009	89.2		572.0	71.1	
Tas	2008	87.2		566.6	74.3	■
	2009	86.7		562.8	73.6	
ACT	2008	94.1		586.7	66.6	■
	2009	91.0		584.7	71.6	
NT	2008	64.6		510.0	112.9	■
	2009	64.7		508.7	117.3	
Aust	2008	89.8		576.9	72.9	■
	2009	89.7		576.3	73.6	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Spelling

Figure 9.CS2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	89.5		**576.0**	73.2	■
		2009	88.6		**574.7**	76.9	
	Female	2008	95.1		**597.5**	68.4	■
		2009	94.6		**597.0**	71.3	
Vic	*Male*	2008	88.1		**570.9**	71.3	■
		2009	87.7		**569.0**	71.9	
	Female	2008	93.8		**590.1**	66.6	■
		2009	94.2		**589.9**	66.5	
Qld	*Male*	2008	83.9		**556.1**	74.0	■
		2009	84.5		**556.6**	72.4	
	Female	2008	91.4		**580.1**	69.0	■
		2009	92.5		**582.4**	67.4	
WA	*Male*	2008	83.9		**555.3**	75.1	■
		2009	83.7		**555.1**	74.2	
	Female	2008	91.6		**578.4**	69.5	■
		2009	91.4		**578.5**	68.5	
SA	*Male*	2008	85.2		**565.6**	73.0	■
		2009	86.1		**562.6**	72.8	
	Female	2008	91.1		**584.9**	68.6	■
		2009	92.4		**581.8**	67.8	
Tas	*Male*	2008	86.8		**562.8**	73.6	■
		2009	82.2		**551.0**	75.6	
	Female	2008	87.6		**570.7**	74.9	■
		2009	91.5		**575.3**	69.2	
ACT	*Male*	2008	91.7		**575.5**	68.2	■
		2009	88.9		**575.1**	72.9	
	Female	2008	96.5		**597.6**	63.1	■
		2009	93.4		**595.3**	68.7	
NT	*Male*	2008	60.1		**498.3**	115.0	■
		2009	61.2		**500.4**	113.7	
	Female	2008	69.3		**522.2**	109.3	■
		2009	68.6		**517.8**	120.6	
Aust	*Male*	2008	86.7		**566.5**	74.4	■
		2009	86.4		**565.3**	75.3	
	Female	2008	92.9		**587.8**	69.6	■
		2009	93.2		**587.9**	70.1	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Spelling

Figure 9.CS3: Achievement of Year 9 Students in Spelling, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	78.4		**534.9**	69.9	■
		2009	74.4		**528.1**	73.4	
	Non-Indig.	2008	92.9		**589.1**	70.8	■
		2009	92.3		**588.1**	74.1	
Vic	*Indig.*	2008	71.6		**529.6**	68.9	■
		2009	72.8		**525.0**	67.3	
	Non-Indig.	2008	91.3		**581.0**	69.5	■
		2009	91.3		**579.8**	69.9	
Qld	*Indig.*	2008	70.5		**522.7**	78.6	■
		2009	68.4		**517.4**	75.5	
	Non-Indig.	2008	88.8		**571.1**	71.0	■
		2009	89.8		**572.7**	69.5	
WA	*Indig.*	2008	57.9		**494.0**	77.0	■
		2009	57.9		**495.9**	77.8	
	Non-Indig.	2008	90.0		**572.3**	70.4	■
		2009	89.7		**572.2**	69.5	
SA	*Indig.*	2008	63.0		**512.9**	79.2	■
		2009	64.1		**504.6**	72.1	
	Non-Indig.	2008	89.7		**578.4**	70.2	■
		2009	90.0		**574.3**	69.8	
Tas	*Indig.*	2008	83.1		**556.0**	76.5	▼
		2009	73.7		**527.7**	75.5	
	Non-Indig.	2008	87.7		**568.2**	74.1	■
		2009	88.2		**566.9**	72.2	
ACT	*Indig.*	2008	85.6		**543.9**	67.9	■
		2009	78.1		**538.3**	69.2	
	Non-Indig.	2008	94.4		**587.8**	66.1	■
		2009	91.3		**585.5**	71.3	
NT	*Indig.*	2008	33.3		**428.5**	109.2	■
		2009	29.6		**413.5**	113.6	
	Non-Indig.	2008	86.4		**566.6**	74.2	■
		2009	85.4		**565.0**	75.2	
Aust	*Indig.*	2008	67.8		**514.6**	85.0	■
		2009	66.1		**509.8**	84.3	
	Non-Indig.	2008	91.0		**580.2**	70.8	■
		2009	90.9		**579.5**	71.6	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Spelling

Figure 9.CS4: Achievement of Year 9 Students in Spelling, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	92.7		**597.4**	77.1	■
		2009	92.5		**602.9**	81.1	
	Non-LBOTE	2008	92.3		**584.5**	70.0	■
		2009	90.9		**578.1**	71.8	
Vic	*LBOTE*	2008	91.4		**589.1**	73.6	■
		2009	90.8		**589.7**	76.2	
	Non-LBOTE	2008	90.7		**577.3**	68.1	■
		2009	90.9		**575.9**	67.7	
Qld	*LBOTE*	2008	82.1		**563.2**	84.1	■
		2009	82.2		**572.0**	86.9	
	Non-LBOTE	2008	88.1		**568.2**	71.4	■
		2009	89.0		**569.3**	69.7	
WA	*LBOTE*	2008	87.6		**572.6**	79.2	■
		2009	85.9		**575.8**	78.7	
	Non-LBOTE	2008	89.8		**572.2**	71.0	■
		2009	89.4		**568.9**	69.4	
SA	*LBOTE*	2008	82.8		**573.6**	82.9	■
		2009	84.1		**576.8**	81.6	
	Non-LBOTE	2008	89.6		**577.0**	70.0	■
		2009	89.7		**570.9**	69.6	
Tas	*LBOTE*	2008	80.8		**570.1**	77.2	■
		2009	81.5		**572.2**	84.5	
	Non-LBOTE	2008	87.0		**564.8**	74.5	■
		2009	86.9		**562.4**	73.0	
ACT	*LBOTE*	2008	94.5		**596.5**	71.2	■
		2009	89.6		**598.4**	74.2	
	Non-LBOTE	2008	94.1		**585.7**	66.1	■
		2009	91.2		**582.0**	70.7	
NT	*LBOTE*	2008	42.9		**453.2**	128.5	■
		2009	30.4		**411.8**	129.8	
	Non-LBOTE	2008	82.7		**555.1**	83.4	■
		2009	73.3		**536.9**	85.9	
Aust	*LBOTE*	2008	89.5		**585.3**	80.4	■
		2009	89.3		**590.2**	83.9	
	Non-LBOTE	2008	90.3		**576.8**	70.4	■
		2009	90.0		**573.4**	70.3	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Spelling

Figure 9.CS5: Achievement of Year 9 Indigenous Students in Spelling, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	76.9		535.6	73.4	■
	2009	74.0		528.7	74.1	
Provincial	2008	70.9		522.1	74.1	■
	2009	68.3		515.0	74.9	
Remote	2008	52.9		483.7	84.0	■
	2009	48.7		466.2	101.5	
Very Remote	2008	27.3		417.5	99.7	■
	2009	31.3		429.0	97.6	

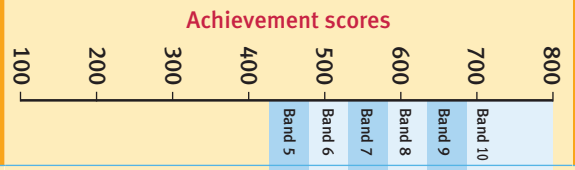
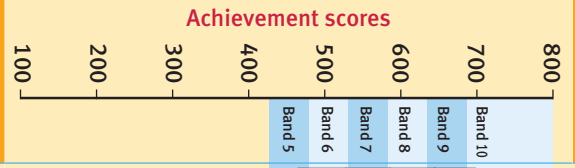


Figure 9.CS6: Achievement of Year 9 Non-Indigenous Students in Spelling, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	92.1		585.3	70.5	■
	2009	91.9		584.7	71.5	
Provincial	2008	88.3		567.1	69.3	■
	2009	88.5		565.6	69.5	
Remote	2008	84.8		556.3	71.8	■
	2009	85.1		554.2	70.9	
Very Remote	2008	86.5		558.8	69.4	■
	2009	81.5		547.5	72.7	



Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Grammar and Punctuation

Figure 9.CG1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	91.4		**576.1**	71.4	■
	2009	90.9		**576.1**	70.5	
Vic	2008	91.8		**574.7**	65.6	■
	2009	92.7		**580.4**	64.7	
Qld	2008	88.1		**563.2**	71.0	■
	2009	89.1		**569.0**	68.7	
WA	2008	87.4		**555.9**	67.7	■
	2009	88.2		**564.7**	68.3	
SA	2008	88.8		**564.7**	65.8	■
	2009	90.6		**571.5**	65.7	
Tas	2008	87.7		**557.2**	65.5	■
	2009	88.6		**566.7**	69.5	
ACT	2008	94.6		**588.7**	69.0	■
	2009	92.8		**592.3**	68.9	
NT	2008	63.3		**499.6**	113.8	■
	2009	65.6		**512.5**	111.6	
Aust	2008	89.9		**569.1**	70.4	■
	2009	90.4		**573.5**	69.2	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Grammar and Punctuation

Figure 9.CG2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	88.2		**565.3**	72.3	■
		2009	87.9		**565.8**	71.6	
	Female	2008	94.8		**587.3**	68.7	■
		2009	94.1		**586.9**	67.7	
Vic	*Male*	2008	89.0		**565.4**	66.5	■
		2009	90.0		**570.2**	65.6	
	Female	2008	94.6		**584.4**	63.3	■
		2009	95.5		**591.0**	62.0	
Qld	*Male*	2008	84.5		**552.7**	71.9	■
		2009	85.7		**558.4**	69.4	
	Female	2008	92.0		**574.2**	68.3	■
		2009	92.7		**580.0**	66.3	
WA	*Male*	2008	83.3		**545.4**	68.8	■
		2009	84.5		**553.6**	69.1	
	Female	2008	91.6		**567.1**	64.7	■
		2009	92.1		**576.6**	65.5	
SA	*Male*	2008	85.6		**555.3**	66.7	■
		2009	87.7		**562.3**	66.8	
	Female	2008	92.0		**573.9**	63.6	■
		2009	93.7		**581.1**	63.1	
Tas	*Male*	2008	87.2		**552.9**	64.2	■
		2009	84.7		**555.3**	70.5	
	Female	2008	88.2		**561.9**	66.5	▲
		2009	92.8		**578.8**	66.4	
ACT	*Male*	2008	91.9		**575.7**	70.2	■
		2009	90.6		**582.6**	69.8	
	Female	2008	97.3		**601.5**	65.3	■
		2009	95.1		**602.9**	66.3	
NT	*Male*	2008	59.9		**490.4**	114.8	■
		2009	63.3		**507.7**	107.2	
	Female	2008	66.7		**509.3**	112.0	■
		2009	68.2		**517.6**	116.0	
Aust	*Male*	2008	86.7		**558.9**	71.2	■
		2009	87.3		**563.2**	70.0	
	Female	2008	93.2		**579.6**	67.9	■
		2009	93.6		**584.3**	66.7	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Grammar and Punctuation

Figure 9.CG3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	71.2		513.0	62.6	■
		2009	69.5		513.5	65.7	
	Non-Indig.	2008	92.4		579.0	70.4	■
		2009	91.8		578.7	69.5	
Vic	*Indig.*	2008	68.8		515.2	60.3	■
		2009	70.4		516.6	60.9	
	Non-Indig.	2008	92.2		575.5	65.3	■
		2009	93.1		581.0	64.4	
Qld	*Indig.*	2008	62.7		501.8	75.3	■
		2009	61.6		500.3	69.8	
	Non-Indig.	2008	90.0		567.6	68.6	■
		2009	90.9		573.6	66.2	
WA	*Indig.*	2008	47.6		474.7	67.7	■
		2009	49.3		480.5	69.0	
	Non-Indig.	2008	90.3		562.4	64.2	■
		2009	91.0		571.5	64.5	
SA	*Indig.*	2008	53.5		491.8	67.1	■
		2009	60.4		496.6	63.7	
	Non-Indig.	2008	90.6		567.8	64.5	■
		2009	91.7		574.1	64.1	
Tas	*Indig.*	2008	82.6		541.2	64.2	■
		2009	74.7		525.5	68.4	
	Non-Indig.	2008	88.4		559.5	65.1	■
		2009	90.2		571.9	68.3	
ACT	*Indig.*	2008	79.3		534.4	68.8	■
		2009	78.3		540.1	67.1	
	Non-Indig.	2008	95.1		590.2	68.2	■
		2009	93.1		593.5	68.5	
NT	*Indig.*	2008	28.4		411.5	107.3	■
		2009	26.6		414.9	100.5	
	Non-Indig.	2008	87.4		560.7	69.5	■
		2009	88.8		570.2	69.5	
Aust	*Indig.*	2008	60.7		494.7	79.4	■
		2009	60.8		497.0	75.9	
	Non-Indig.	2008	91.5		573.0	67.9	■
		2009	91.8		577.2	66.7	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Grammar and Punctuation

Figure 9.CG4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores 100 200 300 400 500 600 700 800 Band 5 Band 6 Band 7 Band 8 Band 9 Band 10	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	91.4		**585.0**	77.7	■
		2009	88.8		**574.4**	76.6	
	Non-LBOTE	2008	91.7		**574.5**	69.5	■
		2009	91.3		**574.7**	68.3	
Vic	*LBOTE*	2008	91.0		**577.1**	70.0	■
		2009	89.7		**573.6**	69.8	
	Non-LBOTE	2008	92.0		**573.9**	64.0	■
		2009	93.6		**582.6**	62.8	
Qld	*LBOTE*	2008	79.8		**550.4**	84.5	■
		2009	78.4		**555.1**	85.7	
	Non-LBOTE	2008	89.0		**564.4**	69.4	■
		2009	90.0		**570.3**	67.1	
WA	*LBOTE*	2008	86.8		**557.9**	72.7	■
		2009	84.3		**560.3**	73.2	
	Non-LBOTE	2008	89.8		**563.0**	66.1	■
		2009	90.7		**570.8**	65.6	
SA	*LBOTE*	2008	83.4		**562.6**	77.1	■
		2009	82.5		**561.7**	74.3	
	Non-LBOTE	2008	90.2		**566.2**	64.4	■
		2009	91.6		**572.3**	64.5	
Tas	*LBOTE*	2008	83.0		**563.4**	65.8	■
		2009	81.2		**560.8**	76.0	
	Non-LBOTE	2008	87.3		**554.7**	65.3	■
		2009	88.9		**566.8**	69.2	
ACT	*LBOTE*	2008	93.7		**593.2**	74.7	■
		2009	88.7		**586.4**	73.1	
	Non-LBOTE	2008	94.7		**588.4**	68.6	■
		2009	93.4		**592.8**	68.1	
NT	*LBOTE*	2008	40.2		**438.8**	127.0	■
		2009	26.5		**413.8**	113.3	
	Non-LBOTE	2008	82.6		**549.7**	82.2	■
		2009	76.5		**540.1**	80.5	
Aust	*LBOTE*	2008	88.5		**573.0**	78.9	■
		2009	86.7		**568.9**	77.8	
	Non-LBOTE	2008	90.7		**570.0**	67.9	■
		2009	91.4		**574.9**	66.6	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Grammar and Punctuation

Figure 9.CG5: Achievement of Year 9 Indigenous Students in Grammar and Punctuation, by Geolocation, Australia, 2008–2009.

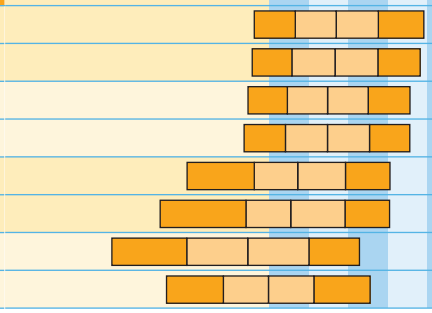
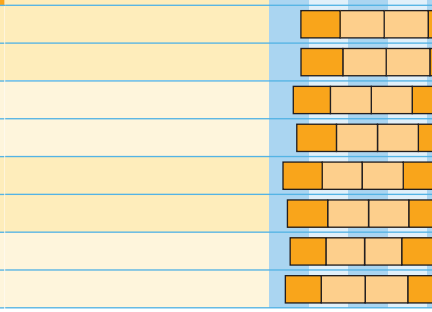
Geolocation	Year	At or above national minimum standard (%)	Achievement scores 100 200 300 400 500 600 700 800 Band 5 Band 6 Band 7 Band 8 Band 9 Band 10	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	69.5		514.6	68.6	■
	2009	68.6		513.1	68.7	
Provincial	2008	64.2		503.2	65.4	■
	2009	64.2		503.1	67.7	
Remote	2008	44.2		463.9	78.0	■
	2009	40.9		454.7	89.9	
Very Remote	2008	20.1		398.2	97.4	■
	2009	23.1		425.5	79.9	

Figure 9.CG6: Achievement of Year 9 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores 100 200 300 400 500 600 700 800 Band 5 Band 6 Band 7 Band 8 Band 9 Band 10	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	92.2		577.8	68.6	■
	2009	92.2		580.4	67.4	
Provincial	2008	89.6		560.8	63.4	■
	2009	90.9		568.9	63.8	
Remote	2008	86.5		548.7	63.4	■
	2009	88.1		557.1	63.8	
Very Remote	2008	88.2		551.9	61.1	■
	2009	84.9		552.7	65.2	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Numeracy

Figure 9.CN1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2008–2009.

State/ Territory	Year	At or above national minimum standard (%)	Achievement scores	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	2008	94.7		**591.4**	75.1	■
	2009	95.5		**596.6**	73.3	
Vic	2008	95.2		**590.7**	66.6	■
	2009	96.3		**596.8**	62.5	
Qld	2008	92.4		**570.7**	66.2	▲
	2009	94.5		**579.6**	60.7	
WA	2008	92.3		**570.7**	66.6	▲
	2009	93.5		**581.5**	65.4	
SA	2008	92.0		**571.1**	62.8	■
	2009	94.7		**578.7**	61.1	
Tas	2008	92.3		**568.0**	65.1	■
	2009	93.7		**572.9**	61.2	
ACT	2008	96.6		**594.9**	68.0	■
	2009	95.4		**600.4**	66.8	
NT	2008	74.1		**532.6**	83.5	■
	2009	76.2		**539.7**	82.8	
Aust	2008	93.6		**582.2**	70.2	■
	2009	95.0		**589.1**	67.0	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Numeracy

Figure 9.CN2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2008–2009.

State/ Territory	Sex	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Male*	2008	94.7		595.1	76.9	■
		2009	95.3		599.8	75.6	
	Female	2008	94.6		587.7	73.0	■
		2009	95.6		593.3	70.6	
Vic	*Male*	2008	95.1		596.3	68.3	■
		2009	96.0		600.8	64.7	
	Female	2008	95.2		584.8	64.4	■
		2009	96.6		592.5	59.8	
Qld	*Male*	2008	92.3		574.3	67.9	■
		2009	94.1		582.2	62.8	
	Female	2008	92.5		566.9	64.1	▲
		2009	94.9		576.9	58.4	
WA	*Male*	2008	92.5		575.3	68.6	■
		2009	93.1		583.4	67.8	
	Female	2008	92.1		565.9	64.0	▲
		2009	94.0		579.3	62.7	
SA	*Male*	2008	92.4		577.9	64.2	■
		2009	94.6		584.0	63.4	
	Female	2008	91.6		564.6	60.6	■
		2009	94.8		573.1	58.0	
Tas	*Male*	2008	92.6		570.3	66.6	■
		2009	93.6		575.7	62.7	
	Female	2008	92.0		565.4	63.4	■
		2009	93.7		570.0	59.4	
ACT	*Male*	2008	96.6		598.5	70.5	■
		2009	95.6		605.0	69.0	
	Female	2008	96.6		591.4	65.3	■
		2009	95.1		595.4	64.0	
NT	*Male*	2008	74.5		537.5	85.5	■
		2009	77.4		545.0	82.4	
	Female	2008	73.6		527.5	81.0	■
		2009	74.9		534.0	82.9	
Aust	*Male*	2008	93.7		586.5	72.0	■
		2009	94.7		592.4	69.2	
	Female	2008	93.6		577.6	68.1	▲
		2009	95.2		585.6	64.4	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Numeracy

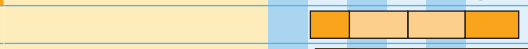
Figure 9.CN3: Achievement of Year 9 Students in Numeracy, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Indigenous status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*Indig.*	2008	80.3		**528.3**	60.5	■
		2009	80.9		**532.0**	61.5	
	Non-Indig.	2008	95.4		**594.3**	74.4	■
		2009	96.1		**599.3**	72.5	
Vic	*Indig.*	2008	78.4		**530.2**	57.5	■
		2009	83.8		**540.6**	56.7	
	Non-Indig.	2008	95.5		**591.5**	66.4	■
		2009	96.7		**597.0**	62.0	
Qld	*Indig.*	2008	73.2		**515.9**	65.8	■
		2009	76.5		**520.4**	58.6	
	Non-Indig.	2008	93.8		**574.7**	64.4	▲
		2009	95.7		**583.5**	58.8	
WA	*Indig.*	2008	66.2		**500.6**	59.6	■
		2009	67.4		**506.9**	61.9	
	Non-Indig.	2008	94.3		**576.4**	64.5	▲
		2009	95.5		**587.8**	62.6	
SA	*Indig.*	2008	68.7		**508.8**	54.1	■
		2009	76.0		**515.7**	52.6	
	Non-Indig.	2008	93.7		**574.6**	61.6	■
		2009	95.4		**580.8**	60.0	
Tas	*Indig.*	2008	88.5		**551.0**	62.5	■
		2009	84.8		**539.3**	57.5	
	Non-Indig.	2008	93.1		**570.2**	64.8	■
		2009	94.6		**577.3**	60.8	
ACT	*Indig.*	2008	83.8		**546.5**	66.0	■
		2009	81.9		**540.9**	60.6	
	Non-Indig.	2008	96.9		**596.0**	67.6	■
		2009	95.7		**601.7**	66.4	
NT	*Indig.*	2008	46.1		**470.5**	70.8	■
		2009	45.2		**471.3**	71.1	
	Non-Indig.	2008	93.6		**575.4**	61.7	■
		2009	94.4		**579.8**	59.0	
Aust	*Indig.*	2008	72.5		**515.1**	65.6	■
		2009	75.0		**520.2**	63.2	
	Non-Indig.	2008	94.8		**585.7**	68.7	■
		2009	96.0		**592.4**	65.3	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Numeracy

Figure 9.CN4: Achievement of Year 9 Students in Numeracy, by LBOTE Status, by State and Territory, 2008–2009.

State/ Territory	LBOTE status	Year	At or above national minimum standard (%)	Achievement scores (100 200 300 400 500 600 700 800; Band 5 Band 6 Band 7 Band 8 Band 9 Band 10)	Mean scale score	S.D.	Significance of difference in mean scale scores
NSW	*LBOTE*	2008	95.2		609.8	84.3	■
		2009	95.8		615.2	84.9	
	Non-LBOTE	2008	94.7		587.6	72.1	■
		2009	95.2		588.1	67.5	
Vic	*LBOTE*	2008	94.8		597.4	73.7	■
		2009	95.7		605.1	70.9	
	Non-LBOTE	2008	95.2		588.3	63.9	■
		2009	96.5		594.1	59.2	
Qld	*LBOTE*	2008	86.9		568.0	81.1	▲
		2009	88.4		585.7	79.9	
	Non-LBOTE	2008	92.9		571.0	64.5	▲
		2009	95.0		579.3	58.9	
WA	*LBOTE*	2008	92.2		577.6	73.0	■
		2009	91.9		590.4	73.0	
	Non-LBOTE	2008	93.8		576.5	65.3	■
		2009	95.0		584.1	61.6	
SA	*LBOTE*	2008	88.0		575.6	73.4	■
		2009	90.7		587.9	71.6	
	Non-LBOTE	2008	93.6		572.7	61.1	■
		2009	95.1		576.9	59.4	
Tas	*LBOTE*	2008	90.8		572.2	65.5	■
		2009	89.5		579.8	66.1	
	Non-LBOTE	2008	92.1		565.6	64.8	■
		2009	93.8		572.5	60.9	
ACT	*LBOTE*	2008	97.6		613.0	75.9	■
		2009	93.5		617.9	75.0	
	Non-LBOTE	2008	96.5		592.8	67.1	■
		2009	95.6		597.1	64.9	
NT	*LBOTE*	2008	56.6		496.9	87.3	■
		2009	44.4		474.5	86.3	
	Non-LBOTE	2008	90.5		567.2	69.8	■
		2009	86.1		556.1	63.3	
Aust	*LBOTE*	2008	93.0		594.8	80.9	▲
		2009	93.9		604.4	80.6	
	Non-LBOTE	2008	94.2		581.1	67.3	■
		2009	95.3		585.6	62.4	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Numeracy

Figure 9.CN5: Achievement of Year 9 Indigenous Students in Numeracy, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores 100 200 300 400 500 600 700 800 Band 5 Band 6 Band 7 Band 8 Band 9 Band 10	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	78.9		528.0	62.7	■
	2009	80.7		531.4	61.2	
Provincial	2008	76.2		520.4	58.7	■
	2009	78.8		525.5	57.0	
Remote	2008	60.4		492.1	60.9	■
	2009	60.0		489.2	66.0	
Very Remote	2008	38.2		455.9	71.2	■
	2009	40.9		466.4	62.9	

Figure 9.CN6: Achievement of Year 9 Non-Indigenous Students in Numeracy, by Geolocation, Australia, 2008–2009.

Geolocation	Year	At or above national minimum standard (%)	Achievement scores 100 200 300 400 500 600 700 800 Band 5 Band 6 Band 7 Band 8 Band 9 Band 10	Mean scale score	S.D.	Significance of difference in mean scale scores
Metro	2008	95.1		590.3	70.4	■
	2009	96.2		596.8	67.1	
Provincial	2008	94.2		574.2	61.7	■
	2009	95.6		580.6	58.2	
Remote	2008	92.6		560.1	57.8	■
	2009	95.0		567.9	55.4	
Very Remote	2008	94.5		563.8	54.4	■
	2009	92.9		565.0	55.0	

Refer to page 4 for explanatory notes and how to read the graph.

NAPLAN Year 9 Participation

Table 9.CP1: Year 9 Student Participation in Assessment, by State and Territory, 2008–2009.

State/ Territory	Year	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	2008	84520	94.2	84696	94.4	84757	94.5	84757	94.5	84129	93.8
	2009	85043	95.1	85435	95.5	85287	95.4	85287	95.4	84291	94.3
Vic	2008	62853	92.2	63009	92.5	63071	92.6	63071	92.6	63021	92.5
	2009	62637	91.7	62812	91.9	62899	92.1	62899	92.1	62476	91.4
Qld	2008	56133	94.9	56218	95.0	56292	95.2	56292	95.2	55952	94.6
	2009	56853	94.8	56956	94.9	57058	95.1	57058	95.1	56543	94.2
WA	2008	27392	93.1	27400	93.1	27448	93.3	27448	93.3	27371	93.0
	2009	27785	94.7	27869	95.0	27978	95.4	27978	95.4	27794	94.7
SA	2008	18647	93.6	18560	93.2	18707	93.9	18707	93.9	18652	93.6
	2009	18824	92.0	18807	91.9	18949	92.6	18949	92.6	18731	91.5
Tas	2008	6179	91.1	6163	90.9	6185	91.2	6185	91.2	6176	91.1
	2009	6393	91.9	6399	92.0	6437	92.6	6437	92.6	6381	91.7
ACT	2008	4439	92.4	4449	92.6	4480	93.3	4480	93.3	4452	92.7
	2009	4599	91.6	4662	92.8	4666	92.9	4666	92.9	4634	92.3
NT	2008	2386	79.9	2346	78.5	2357	78.9	2357	78.9	2369	79.3
	2009	2455	87.6	2509	89.5	2529	90.2	2529	90.2	2453	87.5
Aust	2008	262549	93.5	262841	93.6	263297	93.7	263297	93.7	262122	93.3
	2009	264589	93.7	265449	94.0	265803	94.1	265803	94.1	263303	93.3

Refer to page 4 for explanatory notes.

NAPLAN Year 9 Participation

Table 9.CP2: Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008–2009.

State/ Territory	Year	Indigenous status	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
			Number	%	Number	%	Number	%	Number	%	Number	%
NSW	2008	*Indig.*	2897	80.2	2906	80.5	2923	81.0	2923	81.0	2864	79.3
		Non-Indig.	78106	94.9	78276	95.1	78317	95.2	78317	95.2	77740	94.5
	2009	*Indig.*	3280	83.6	3325	84.7	3310	84.3	3310	84.3	3203	81.6
		Non-Indig.	79739	95.6	80079	96.1	79949	95.9	79949	95.9	79091	94.9
Vic	2008	*Indig.*	610	77.7	616	78.5	616	78.5	616	78.5	622	79.2
		Non-Indig.	61986	92.8	62263	93.2	62294	93.3	62294	93.3	62123	93.0
	2009	*Indig.*	592	75.5	607	77.4	616	78.6	616	78.6	604	77.0
		Non-Indig.	61887	92.3	62047	92.5	62124	92.7	62124	92.7	61714	92.1
Qld	2008	*Indig.*	3533	87.1	3543	87.3	3546	87.4	3546	87.4	3502	86.3
		Non-Indig.	52600	95.5	52675	95.6	52746	95.7	52746	95.7	52450	95.2
	2009	*Indig.*	3232	85.6	3267	86.6	3273	86.7	3273	86.7	3217	85.2
		Non-Indig.	53621	95.4	53689	95.5	53785	95.7	53785	95.7	53326	94.8
WA	2008	*Indig.*	1218	71.4	1233	72.3	1242	72.8	1242	72.8	1222	71.6
		Non-Indig.	24152	95.2	24146	95.2	24180	95.3	24180	95.3	24120	95.1
	2009	*Indig.*	1064	72.0	1092	73.9	1113	75.3	1113	75.3	1054	71.3
		Non-Indig.	24951	96.2	25008	96.4	25081	96.7	25081	96.7	24975	96.3
SA	2008	*Indig.*	443	90.4	435	88.8	451	92.0	451	92.0	438	89.4
		Non-Indig.	17639	97.2	17569	96.8	17690	97.5	17690	97.5	17640	97.2
	2009	*Indig.*	509	70.9	507	70.6	524	73.0	524	73.0	506	70.5
		Non-Indig.	18050	92.9	18035	92.8	18160	93.5	18160	93.5	17956	92.4
Tas	2008	*Indig.*	390	81.6	390	81.6	391	81.8	391	81.8	403	84.3
		Non-Indig.	4713	93.2	4704	93.0	4714	93.2	4714	93.2	4699	92.9
	2009	*Indig.*	409	83.5	410	83.7	418	85.3	418	85.3	408	83.3
		Non-Indig.	5171	93.0	5176	93.0	5202	93.5	5202	93.5	5151	92.6
ACT	2008	*Indig.*	59	69.4	60	70.6	66	77.6	66	77.6	62	72.9
		Non-Indig.	4348	93.0	4357	93.2	4381	93.7	4381	93.7	4357	93.2
	2009	*Indig.*	78	75.7	82	79.6	83	80.6	83	80.6	79	76.7
		Non-Indig.	4480	92.0	4537	93.2	4540	93.2	4540	93.2	4514	92.7
NT	2008	*Indig.*	749	61.8	724	59.8	736	60.8	736	60.8	744	61.4
		Non-Indig.	1618	92.7	1602	91.8	1601	91.7	1601	91.7	1605	92.0
	2009	*Indig.*	777	74.9	814	78.4	831	80.1	831	80.1	781	75.2
		Non-Indig.	1592	94.9	1611	96.0	1614	96.2	1614	96.2	1587	94.6
Aust	2008	*Indig.*	9899	79.7	9907	79.7	9971	80.3	9971	80.3	9857	79.3
		Non-Indig.	245162	94.6	245592	94.8	245923	94.9	245923	94.9	244734	94.4
	2009	*Indig.*	9941	80.8	10104	82.1	10168	82.6	10168	82.6	9852	80.0
		Non-Indig.	249491	94.5	250182	94.7	250455	94.8	250455	94.8	248314	94.0

Refer to page 4 for explanatory notes.

NAPLAN Year 9

Overall national and jurisdiction results

Figures 9.CR1, 9.CW1, 9.CS1, 9.CG1 and 9.CN1 show a comparison of the results for 2008 and 2009. For each year and jurisdiction, the figures provide the percentage of Year 9 students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the distribution of performance across bands 5 (and below) to 10. The figures also indicate if there is a difference between mean scores in 2008 and 2009 that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

At the national level, the results have not changed for any domain. There has been no change for Reading, Spelling and Grammar and Punctuation in any jurisdiction. For Numeracy, there are increases in the mean scores for Queensland and Western Australia and associated increases in the percentage estimated to be working at or above the national minimum standard. The only other change is for Writing in Victoria, where the mean has deceased, but the percentage estimated to be working at or above the national minimum standard has not changed.

For both 2008 and 2009, the performance of Year 9 students in the Northern Territory is lower than in all other jurisdictions and has a distinctly greater spread. The Northern Territory results have not changed between 2008 and 2009, although it is worth noting that there has been a substantial increase in the participation rate between these two years. The average participation rate has increased from 79.1 to 89.0 percent (see Table 9.CP1), a rate that is comparable with all other jurisdictions.

Sex

Figures 9.CR2, 9.CW2, 9.CS2, 9.CG2 and 9.CN2 show a comparison of the results for 2008 and 2009 for male and female students. For each year and jurisdiction the figures provide the percentage of Year 9 male and female students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the distribution of performance across bands 5 (and below) to 10. The figures also indicate if there is a difference between mean scores in 2008 and 2009 for male and female students that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

As with the overall results, there are very few changes in the performances of Year 9 male and female students between 2008 and 2009. At the national level, the only two changes are increases in the Reading and Numeracy mean scores for females. In the case of Reading, the difference between males and females in mean scores has increased from 6.0 to 18.8 points. This increase in the sex difference in Reading is relatively consistent, with three states reporting significant increases for females; however, these results remain comparable with the sex differences of other jurisdictions in 2009. Tasmania changes from being amongst jurisdictions with the lowest sex differences to being amongst the jurisdictions with the highest male and female differences. However, Tasmania's results are comparable with the gender differences of other jurisdictions in 2009. With the exception of Numeracy, there is a consistent increase in sex differences in Tasmania, in favour of female students.

Indigenous

Figures 9.CR3, 9.CW3, 9.CS3, 9.CG3 and 9.CN3 show a comparison of the results for 2008 and 2009 for Indigenous and non-Indigenous students. For each year and jurisdiction the figures provide the percentage of Year 9 Indigenous and non-Indigenous students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the distribution of performance across bands 5 (and below) to 10. The figures also indicate if there is a difference between mean scores in 2008 and 2009 for Indigenous and non-Indigenous students that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

At the national level, there is no change in the performance of Indigenous students. At the jurisdiction level, the only changes are in Tasmania where the Reading and Spelling scores of Indigenous students have declined, increasing the gap between Indigenous and non-Indigenous students from 16 to 45 points in Reading and from 12 to 39 in Spelling. However, the gaps between Indigenous and non-Indigenous students across all domains and year levels in Tasmania remain the smallest in the nation.

Language background other than English (LBOTE)

Figures 9.CR4, 9.CW4, 9.CS, 9.CG4 and 9.CN4 show a comparison of the results for 2008 and 2009 for LBOTE and non-LBOTE students. For each year and jurisdiction the figures provide the percentage of Year 9 LBOTE and non-LBOTE students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the distribution of performance across bands 5 (and below) to 10. The figures also indicate if there is a difference between mean scores in 2008 and 2009 for LBOTE and non-LBOTE students that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests.

At the national level, the only change in the means for LBOTE students occurs for Numeracy, where there has been an increase, so that the difference between LBOTE and non-LBOTE means increases from 14 points in favour of LBOTE students in 2008 to 19 points in favour of LBOTE students in 2009.

Geolocation

Figures 9.CR5, 9.CW5, 9.CS5, 9.CG5 and 9.CN5 show a comparison of the results for 2008 and 2009 for metropolitan, provincial, remote and very remote Indigenous students. For each year the figures provide the percentage of Year 9 metropolitan, provincial, remote and very remote Indigenous students estimated to be working at or above the national minimum standard, the mean scores, the standard deviations and an illustration of the distribution of performance across bands 5 (and below) to 10. The figures also indicate if there is a difference between mean scores of metropolitan, provincial, remote and very remote students in 2008 and 2009 that is large enough for there to be confidence that the difference could not have resulted simply from random fluctuations across the 2008 and 2009 cohorts, or from differences between the 2008 and 2009 tests. Figures 9.CR6, 9.CW6, 9.CS6, 9.CG6 and

9.CN6 show the corresponding information for non-Indigenous students.

There are no changes in the results between 2008 and 2009 for specific geographic locations.

Student achievement and parental education and parental occupation

Although not shown in comparative figures, and despite considerable improvements in the comprehensiveness of the parental education and occupation data, the 2009 findings with respect to relationships between NAPLAN results and parental occupation and education are remarkably consistent with those for 2008. As noted earlier, the strongest relationships are for Writing and Grammar and Punctuation and the weakest are for Numeracy. While the Year 9 results are consistent between 2008 and 2009, they do differ from those for Years 3, 5 and 7. With the exception of Numeracy, for which the relationship between parental occupation and education weakens from Year 3 to Year 9, at Year 9 the differences between parental occupation and education and performance in the literacy domains tend to be larger than for the earlier year levels.

Participation

Tables 9.CP1 to 9.CP2 compare the participation between 2008 and 2009 for all students and for Indigenous and non-Indigenous students. As is the case with each of the other year levels, the largest changes are the increase in the participation of Indigenous students in the Northern Territory (an average of 17 percentage points) and the decrease in the participation of Indigenous students in South Australia (an average of 19 percentage points).

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National Assessment Program – Literacy and Numeracy 2008: Assessment of Parent Perceptions of the NAPLAN Student Report

prepared for

Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA)

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1 EXECUTIVE SUMMARY

1.1 Introduction

Colmar Brunton Research was commissioned by the Performance Measurement and Reporting Taskforce (PMRT), on behalf of the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA), to conduct research to evaluate the 2008 NAPLAN student report.

The overall aim of the research was to determine the extent to which parents of students in Years 3, 5, 7, and 9 understand the information communicated by the NAPLAN individual student reports.

The research findings will be used to:

- assess the extent to which the student reports effectively communicate the information about the testing program and the individual students' results
- recommend required improvements to the student reports to be issued for 2009 NAPLAN student reports and beyond
- provide baseline information for any future review or evaluation of the reporting of student literacy and numeracy assessment at the national level.

The findings of the research were drawn from qualitative and quantitative methodologies conducted specifically for this research project. The methodologies from which findings were drawn involved 30 face to face depth interviews across NSW, QLD, WA and ACT and an Australia-wide telephone survey of 1,500 parents who have received the 2008 NAPLAN student reports. The research project was conducted in October and November 2008 immediately following the issue of the NAPLAN student reports.

This report presents the findings of this research.

1.2 Key Findings

The 2008 NAPLAN student report was generally well-received by parents. Broad evaluations of the national assessment and the NAPLAN report are overall positive. Almost nine out of ten (87%) parents interviewed consider national assessment to be important and four out of five (82%) consider the NAPLAN student report to be a valuable document for monitoring their child/ren's progress at school. There are some statistically significant differences in perceptions across states; specifically, parents in NSW are significantly more likely to consider national assessment to be very important (51% c.f. 39%) and the NAPLAN report to be very valuable (42% c.f. 31%).

Parents mostly received the report when it was brought home by their child from school. Many parents received a covering letter with their report (71%). There is a minor concern from some parents that an informal distribution process such as this could lead to the risk of not receiving the NAPLAN student report.

Parents are paying most attention to the inner pages of the report, in particular the graphs that display student results, with 94% stating that they had read all or most of these pages. Approximately two thirds (67%) are reading most or all of the introductory page and 73% are reading the back page.

Understanding of the report was reasonably high, with 80% of parents agreeing that the report was easy to understand and 84% agreeing that they were able to understand how well their child/ren performed. However, the back page of the report may require further thinking as parents had varied opinions on the usefulness of the back page – this may need to be taken into account for future reports. There were approximately 8% of parents interviewed who did not find the NAPLAN student report to be easy to understand. This group of parents is not defined by any particular demographic or socioeconomic profile nor are they defined by the nature of their child/ren's education.

The majority of parents are not taking formal action after reading their child's report (60%) but mostly this relates to the nature of the information and the alignment of the child/ren's result to parents expectations. The most common action taken is further speaking to their child about the results (20%). Fewer parents spoke to a teacher (14%) or arranged formal support such as tutoring (9%).

Although the NAPLAN student report was considered effective by most parents, there were some suggested improvements for future reports. In particular, parents would like to see more personalised information or at least, they would like to see how well their child performed relative to their school, region or state. They would also like to see detailed, but still clear, information within the report. While some parents would like to see more detailed information, others have indicated that the information needs to be simpler and less technical.

The qualitative and quantitative results are very closely aligned in providing a positive evaluation of the 2008 NAPLAN student report. Due to this positive evaluation there are very few recommendations that would significantly change the success of NAPLAN student reports in the future.

The core issues which should be kept in mind for future years include:

- If further personalisation or tailoring of the NAPLAN student report is pursued caution should be taken to ensure that this does not detract from the simplicity of the report.

- If further support should be provided to certain groups, parents with children in year 3 should be prioritised in order to establish a clear ability to interpret the NAPLAN student report. If they do not clearly understand the report upon the first viewing then it is hypothesised that subsequent reports will not be given as much consideration.

- Steps to create the impression of the NAPLAN student report being a formal and important document would better fit with parent's perceptions of the importance of this level of assessment. Related to this, parents suggested the report should be mailed rather than being sent home with their child.

- Given that the tests occur early in the year there could be benefit in schools communicating with parents prior to the student report being issued so that it doesn't come as a surprise.

- The additional materials received with the report and the method of receiving affect evaluation of the NAPLAN report. Parents who received an additional report containing school results were significantly more likely to understand how their child performed relative to the national average and overall, found the

report useful. Also, parents who collected the report from the school evaluated the report more negatively on several aspects including whether the report was easy to understand.

2 INTRODUCTION

Colmar Brunton Research was commissioned by the Performance Measurement and Reporting Taskforce (PMRT) on behalf of the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA) to conduct research to evaluate the 2008 NAPLAN student report. This report presents the findings of this research.

2.1 Background

AESOC leads the development and implementation of National Assessment Program – Literacy and Numeracy (NAPLAN). Under NAPLAN, annual full-cohort national literacy and numeracy testing is conducted in government and non-government schools across Australia. The NAPLAN tests were first implemented in May 2008 and these tests replaced the previous State and Territory-based assessments. Student reports were issued to parents in mid September 2008 and the content and format of these reports differ significantly from that previously issued to parents as a result of State and Territory literacy and numeracy testing.

To ensure the efficiency and effectiveness of 2009 NAPLAN student reporting, an understanding is required as to how parents felt about the 2008 NAPLAN student reports, their interpretation of the reports, and how this knowledge impacts their behaviours and attitude.

2.2 Research objectives

The overall aim of the research was to determine the extent to which parents of students in Years 3,5,7, and 9 understand the information communicated by the NAPLAN individual student reports.

The research findings will be used to:

- assess the extent to which the student reports effectively communicate the information about the testing program and the individual students' results
- recommend required improvements to the student reports to be issued for 2009 NAPLAN student reports and beyond
- provide baseline information for any future review or evaluation of the reporting of student literacy and numeracy assessment at the national level.

3 METHODOLOGY

Note: All discussion guides and questionnaires can be found in the Appendices to this document.

The methodological approach to the study can be summarised as follows:

- A mixed method approach, using qualitative and quantitative methodologies conducted over the period October 8 and November 23;
- Initially 30 face to face depth interviews conducted with parents who had received their 2008 NAPLAN student report in NSW, ACT, QLD and WA in order to understand the interpretation issues that might exist;
- Following this a survey was drafted and 1,500 telephone surveys were conducted with parents who had received their 2008 NAPLAN student report across Australia.

3.1 Qualitative Methodology

Depth Interviews

Depth interviews of approximately 45 minutes were conducted face to face with parents who had received a 2008 NAPLAN student report.

Table 1: Depth interview structure

	NSW		QLD		WA		ACT
	Sydney	Bathurst & Cooma	Brisbane	Townsville & Maryborough	Perth	Mandurah & Northam	
1 child of school age in household	2	1	2	1	3	1	2
2 or more children of school age in household	2	1	2	1	2	1	2
Indigenous households	1		1		0		1
English as a second language households	1		1		1		1
Total	**8**		**8**		**8**		**6**

The participants further met the following specifications:

- Had at least one child in the household who sat the NAPLAN tests;
- Were at least jointly responsible for decisions regarding their child's schooling;
- Had reviewed the NAPLAN student report that was provided for their child/ren;
- Mix of government vs. non-government school students;
- Mix of socio-economic status; and
- Mix of participants whose child/ren were in years 3, 5, 7 or 9.

Parents were recruited from the Colmar Brunton panel and purchased lists. Each depth interview ran for a duration of approximately 1hour and respondents were reimbursed a total of $70 for their time.

3.2 Quantitative Methodology

Telephone Interviewing

1,500 interviews were randomly recruited across Australia against quotas set for each state.

Interviews of approximately 15 minutes were conducted with parents who had received a 2008 NAPLAN student report. Regional quotas were applied to obtain a capital/ non capital city split in each state.

Survey respondents were targeted using a purchased list from Great Australian Surveys. A sample of families with children in the age group of 7 – 18 years was drawn across the locations required. These parents were further screened during initial interviewing to ensure they had received a 2008 NAPLAN student report.

The final sample achieved by location is noted in the table below. Results were weighted against ABS Census 2006 figures for families to account for the quotas implemented by region.

Table 2: Telephone interviews by geographic area

Respondent Location	Target Sample	Sample Obtained
NSW – Sydney	n=100	n=101
NSW – Other	n=100	n=114
VIC – Melbourne	n=100	n=100
VIC – Other	n=100	n=129
QLD – Brisbane	n=100	n=107
QLD - Other	n=100	n=210
WA – Perth	n=100	n=100
WA – Other	n=100	n=125
SA – Adelaide	n=100	n=100
SA – Other	n=100	n=111
TAS – Hobart	n=100	n=63
TAS – Other	n=100	n=121
ACT	n=100	n=75
NT – Darwin	n=100	n=33
NT - Other	n=100	n=11
TOTAL	n=1500	n=1500

The following series of results are displayed to profile the parents included in the telephone interviews. All results in this section are presented unweighted and are intended to describe the interviewed population, not be reflective of the actual population.

Among parents interviewed, the majority (92%) had more than one child with most households having 2-3 children (63%). However, three quarters of the sample (75%) only had one child who sat the 2008 NAPLAN test and one in five (21%) had two children sitting the test in 2008.

The sample obtained an even spread of parents with children in all of the NAPLAN assessed years. As such, approximately three quarters have seen prior State and Territory literacy and numeracy tests. While the majority of the sample obtained had children at a Government school, there is also sufficient sample to test for differences across other schooling types.

Table 3: Children sample profile

Q20. What year level are they in? Q21. What type of school are they enrolled in? Q22 Have any of your children previously completed State or Territory literacy and numeracy tests? (Multiple responses allowable for multiple children households).

% of the Sample Obtained **Responses can total more than 100%**	**Total Sample** (n=1500)
Year 3	33%
Year 5	31%
Year 7	33%
Year 9	28%
Government school	79%
Catholic school	16%
Independent school	11%
Another type of school	11%
Children have previously completed State or Territory literacy and numeracy tests	73%

Mothers were most commonly interviewed during the telephone interview process. This is to be expected given their role in the household and a general tendency of females to participate more often in market and social research. As such, many respondents were either in part time or casual employment or primarily focused on home duties. The interviewed sample included a range of ages from 26 to 55 years, levels of education and some representation of multicultural and Aboriginal and Torres Strait Islander households.

Table 4: Parent interviewed sample profile

Q23. Gender Q24. Roughly, what is your age? Q27. What best describes your current employment status? Q28. Which of the following best describes the highest level of education you have completed? Q33. Do you speak a language other than English at home? Q34. Are you of Aboriginal or Torres Strait Islander origin?

% of the Sample Obtained **May add to more than 100% due to rounding of decimal places**	**Total Sample** (n=1500)
Female parent	89%
Male parent	11%
18 – 25 years	0.4%
26 – 35 years	24%
36 – 45 years	56%
46 – 55 years	19%
55+ years	1%
Part Time/ Casual employment	32%
Home duties	25%
Full time employed	24%
Self employed	10%
Not currently employed	4%
Student	4%
Other	2%
Year 10 or below	28%
Year 12	24%
TAFE/ Trade qualifications	29%
Undergraduate University	11%
Postgraduate University	9%
Speak LOTE at home	7%
Aboriginal or Torres Strait Islander origin	2%

Just under two thirds of households captured were a married household. They represent a variety of socioeconomic statuses.

Table 5: Household sample profile

Q25. Which of the following best describes your marital status? Q26. What is your annual total household income before taxes?

% of the Sample Obtained	Total Sample n=1500
Married	64%
Defacto	13%
Single	12%
Divorced	11%
Less than $19,999 per annum	5%
$20,000 to $49,999 per annum	23%
$50,000 to $99,999 per annum	33%
$100,000 + per annum	18%
Refused/ don't know	21%

In all charts in this report, groups are compared against each other and, where possible, differences are tested for statistical significance at the 95% confidence level.

Where the result for a group is significantly higher than the total sample, the result will be circled in green. E.g.

Where the result for a group is significantly lower than the total sample, the result will be circled in red. E.g.

RESEARCH FINDINGS

3.3 Overall Evaluation of NAPLAN Student Reports

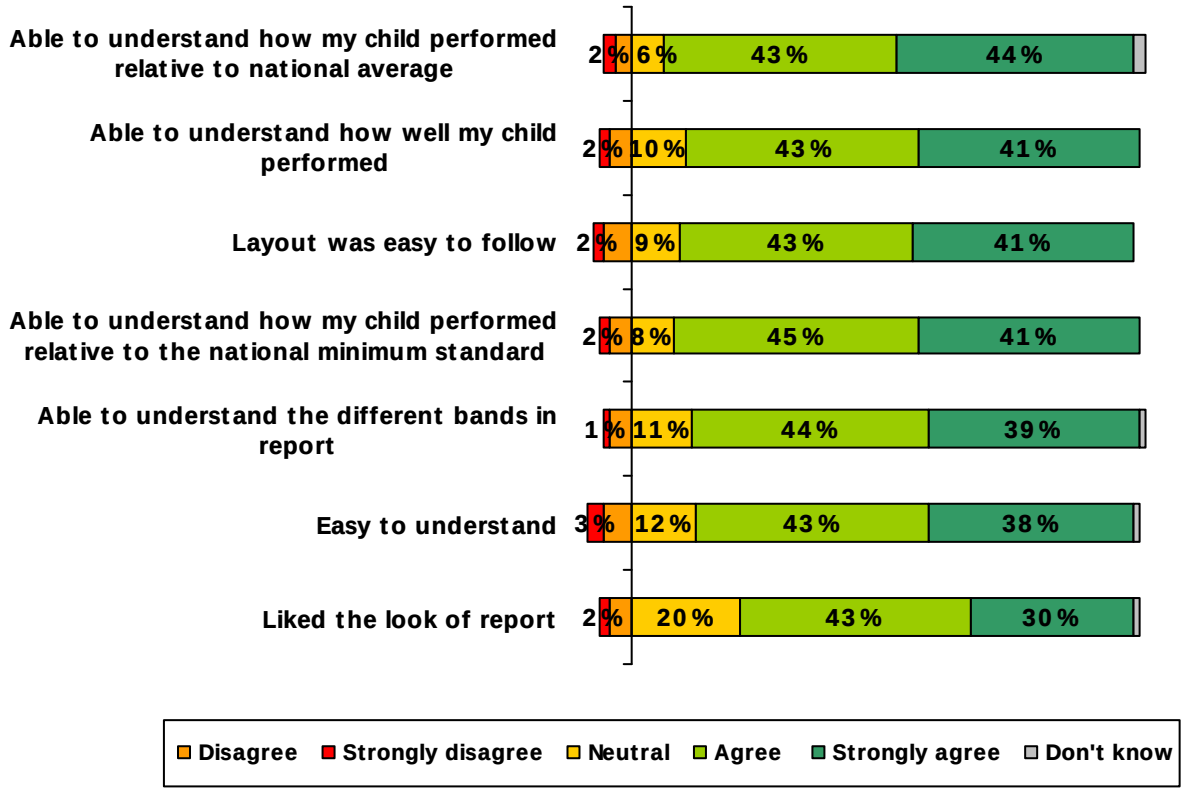
The qualitative and quantitative research findings indicate that the majority of parents who received the 2008 NAPLAN student report were relatively happy and positive towards the new report. The most positive results were in regard to the ability of parents to interpret the new NAPLAN student report.

Parents are most satisfied with the ability to understand their child's individual performance. They are able to understand this performance comparison relative to the national average (44% 'strongly agree'), the national minimum standard (41%), and also on an individual level (41%). The reports are also considered to have an 'easy to follow' layout (41%) and to be easy to understand (38%).

Fewer than one in ten (8%) parents interviewed indicated they did not find the report easy to understand and this group is investigated in subsequent sections of the report.

Figure 1: Evaluation of NAPLAN report on interpretation factors

Q5: Could you please tell me your agreement with the following statements (references a 5 pt Likert scale where 1 is strongly disagree and 5 is strongly agree). Total sample n=1,500



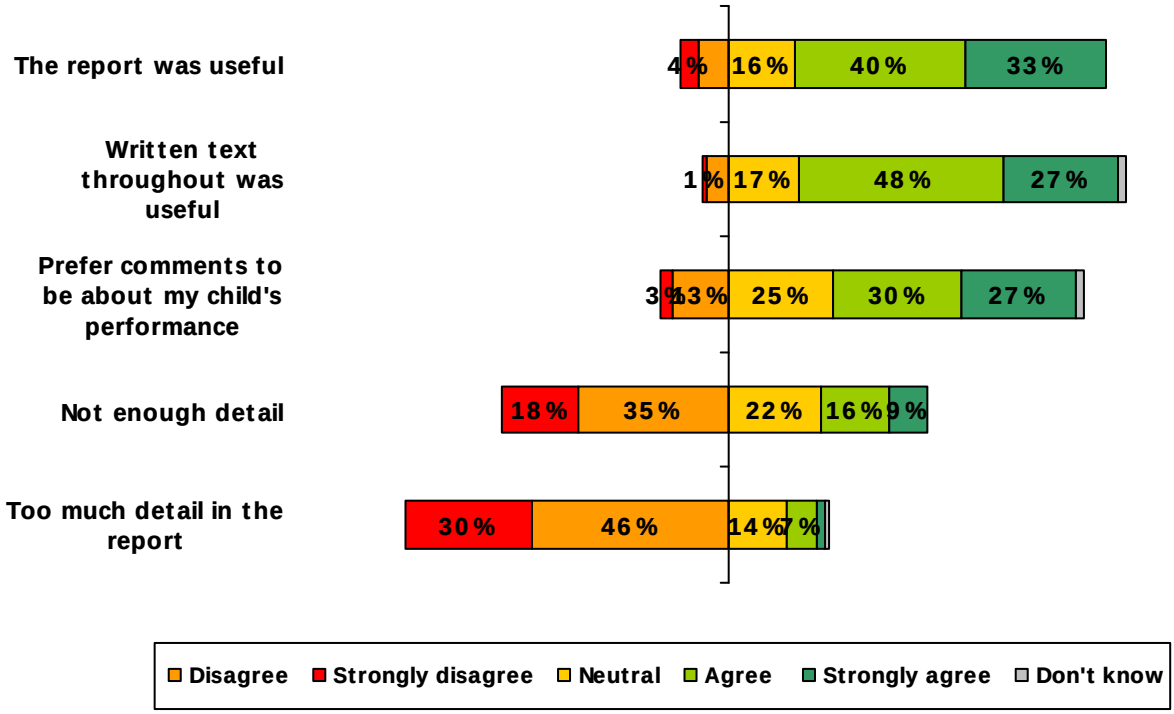
There were some significant differences in evaluation of the NAPLAN student report across the states. Significantly fewer parents in QLD strongly agreed that they were able to understand how their child performed relative to the national average (38% c.f. 44% total). Also, significantly fewer parents in QLD (24%) and SA (20%) liked the look of the report (c.f. 30% total). This was the extent of the geographical differences noted in terms of interpretation of the 2008 NAPLAN student report.

Approximately three quarters (73%) of parents interviewed consider the 2008 NAPLAN student report to be useful. While approximately one in ten (11%) disagrees, there are 16% who consider the report's usefulness in a neutral regard.

A sizeable proportion (57%) of parents interviewed indicated that their natural preference is for commentary on the report to be pertaining to their child's performance. Only one quarter felt that the report did not provide enough detail.

Figure 2: Evaluation of NAPLAN report on nature of the content

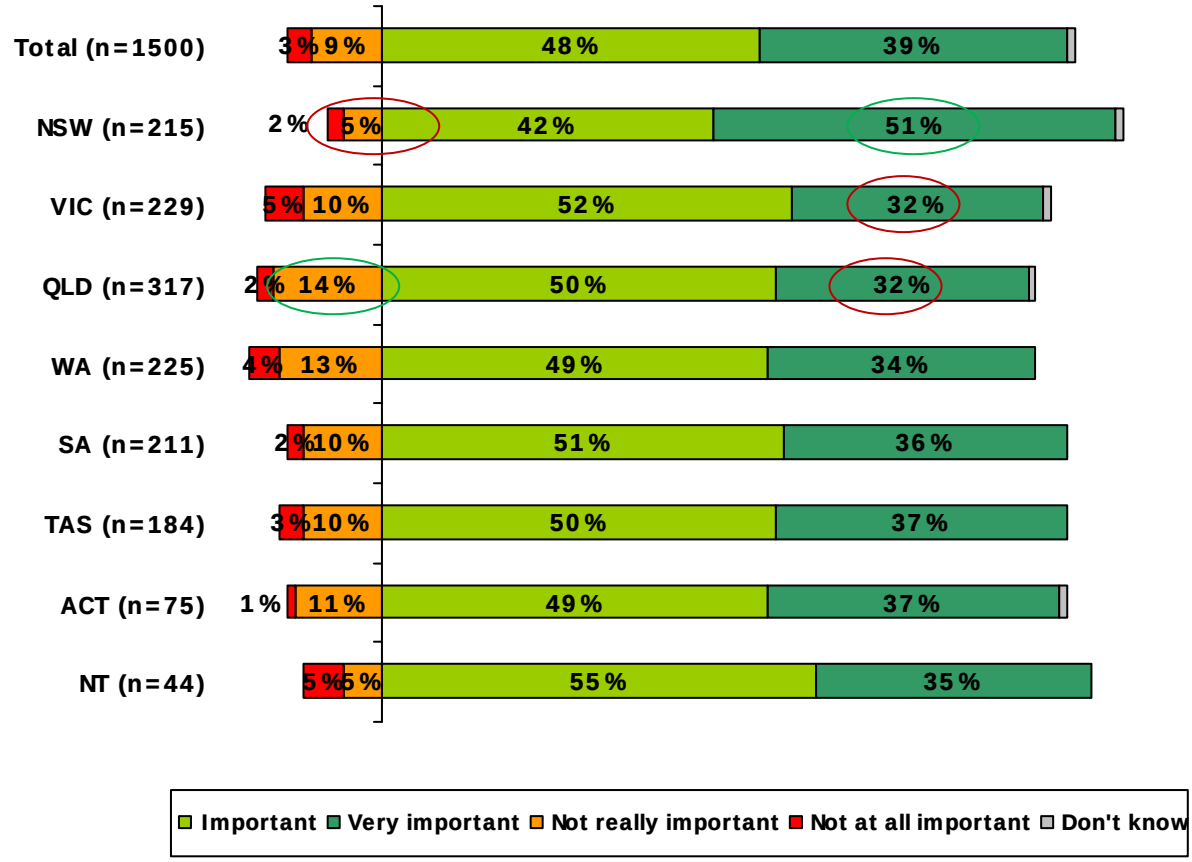
Q5: Could you please tell me your agreement with the following statements (references a 5 pt Likert scale where 1 is strongly disagree and 5 is strongly agree). Total sample n=1,500



Australian parents place significant importance on national literacy and numeracy testing for their child/ren. Nearly nine in ten parents (87%) consider national assessment to be either very important or important. A significantly higher proportion of parents in NSW consider it to be very important (51% c.f. 39%), while parents in VIC and QLD are less likely to feel this strongly (32%).

Figure 3: Importance of national assessment

Q11: Do you consider National assessment to be...?



Nearly a third of parents consider the NAPLAN report to be very valuable (31%) and another half consider it to be valuable (51%). The qualitative research highlights that parents find the NAPLAN student report valuable as it informs them of their child/ren's average results compared to nationwide results, areas of their education where they are currently doing well and areas for improvement. It provides an extra source of information (in addition to school reports and teachers' comments) for parents to gauge their child/ren's academic progress. Parents also valued the ability to assess the results of their child/ren on a national level and enabled them to compare their child/ren's progress nationally as well as within their schooling environment.

"Results reinforced the hard work I had put in with my child in one area, and encouraged me to start working on the other areas with him."

"The skills tested in this are the important ones – maths, English. It is helpful to be able to see where my child is lacking and I can do things at home to improve problem areas."

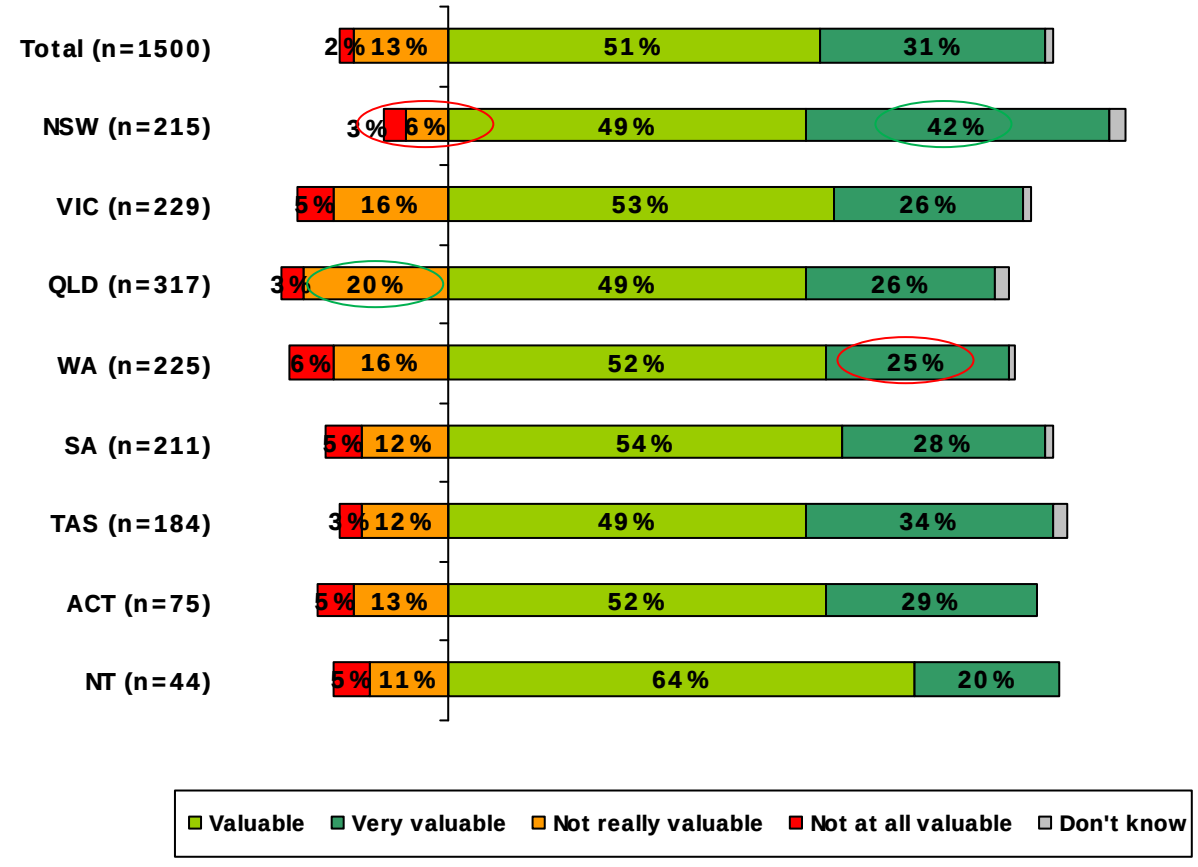
Parents in NSW seem to find the report particularly useful with significantly more feeling the report is very valuable (42%). While not able to be directly attributed to the additional NSW school report, those NSW parents who did receive the additional report were significantly more likely to see a high level of value overall in the 2008 NAPLAN student report.

In WA, significantly fewer parents (25%) view the NAPLAN report as being very valuable. While in QLD there was a significantly higher proportion of parents who 'don't really' find the report valuable.

"I don't place a huge amount of importance on the NAPLAN results…because WA start school a year earlier than VIC there is a mismatch there. Six months can make a difference, it's not comparing like with like."

Figure 4: Value gained from NAPLAN report – by State

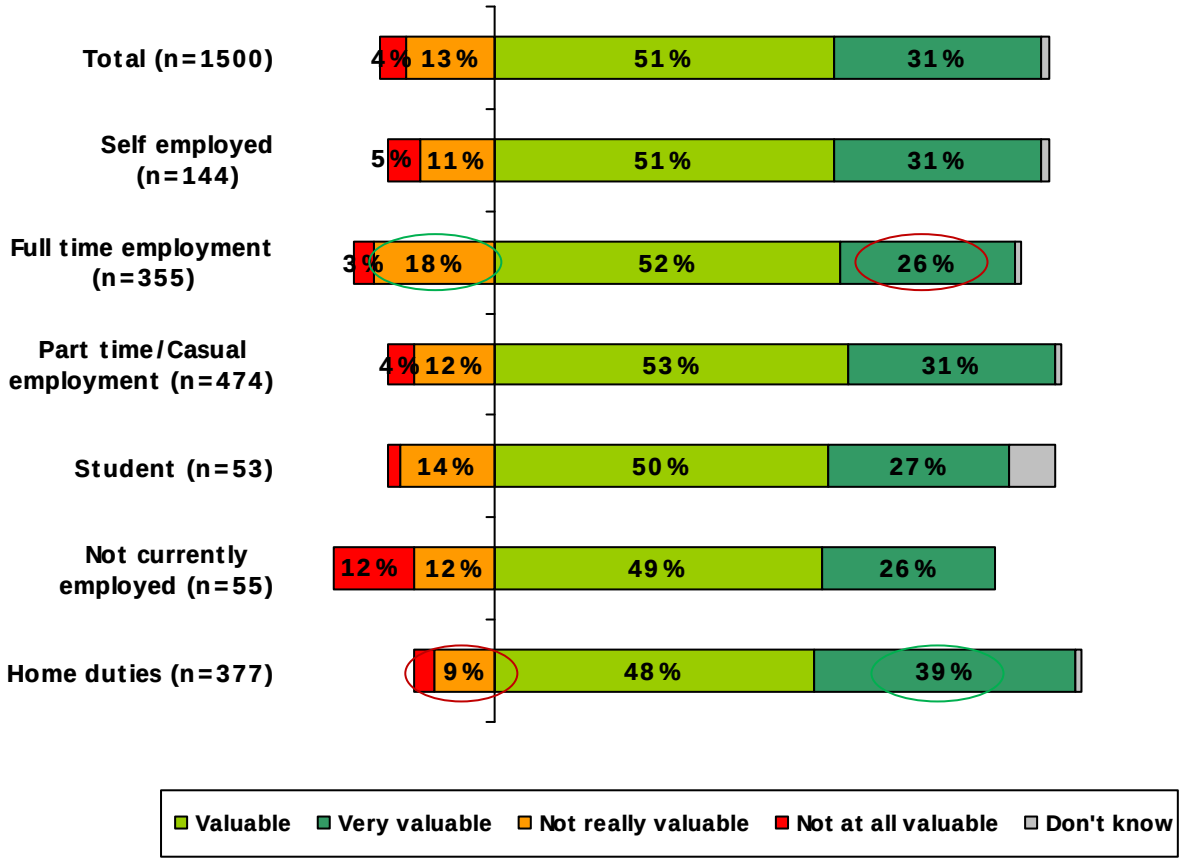
Q10: Do you consider the NAPLAN student report to be…



There are also significant differences in perceived value of the NAPLAN report across employment status of the parent interviewed. Specifically, significantly fewer parents interviewed who work full time considered the NAPLAN report to be very valuable (26% c.f. 31%). In contrast, significantly more parents interviewed who perform home duties find the report to be very valuable (39%).

Figure 5: Value gained from NAPLAN report – by Employment Status

Q10: Do you consider the NAPLAN student report to be...



3.4 Section Specific Evaluation

3.4.1 Overall Assessment of Sections

Parents generally read all or most of each page in the NAPLAN student report. A higher proportion of parents read all (77%) or most (17%) of the two inner pages compared with the introductory and back page. This is to be expected given that the results are contained in this section, however it does highlight that the explanation pages are not read in all instances.

"I was a little confused…I wanted to see the results straight away. I didn't read the front page at first. I was confused with the graph at first, but once I read the example it was fine."

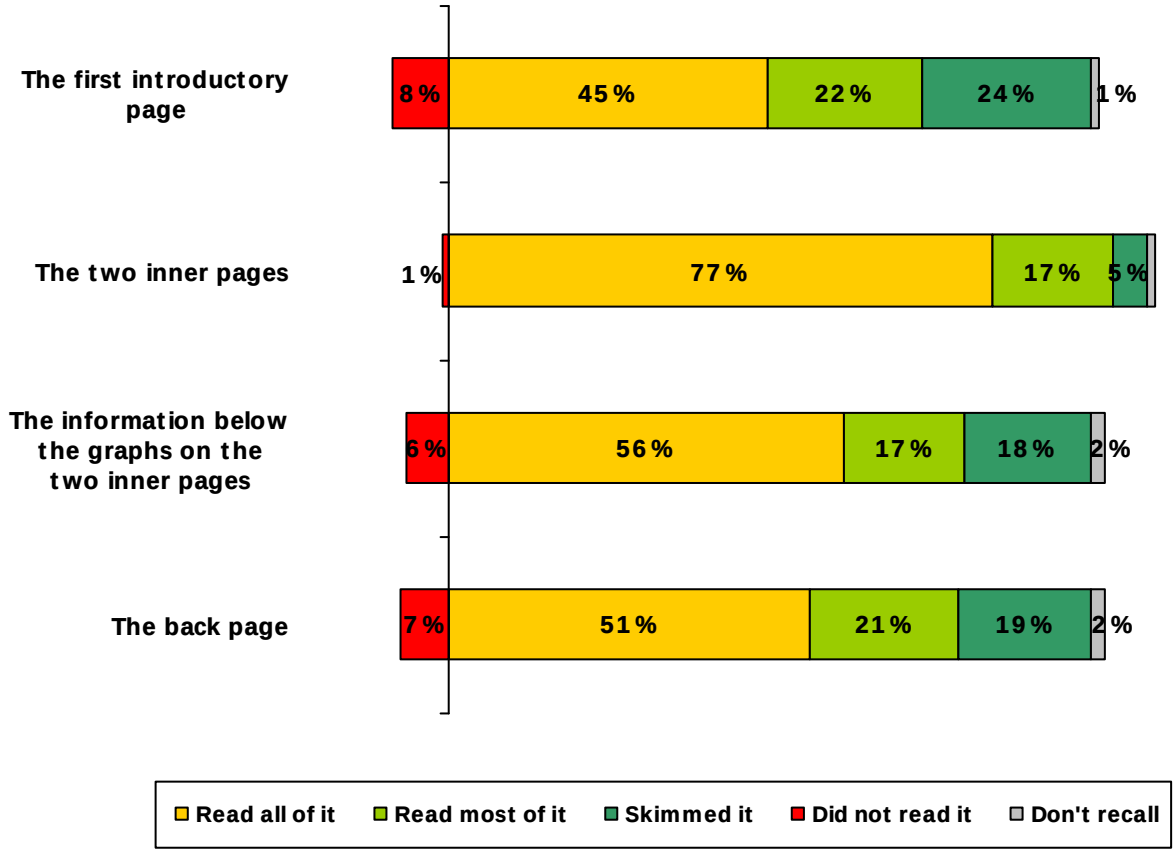
"I didn't read the first page. I went straight to the results."

"I went straight to the example (graph). I looked at how to read the graph and interpret the results."

On the two inner pages, parents pay greater attention to the graphs of results than to the text below.

Figure 6: Reading of NAPLAN report sections

Q6: Thinking back to when you received your child's report, did you read the following sections? Please indicate if you read all of it, read most of it, skimmed it or did not read it at all. Total sample n=1,500



There are few significant differences across states in terms of how thoroughly parents read the NAPLAN report. However, significantly more parents in NT read the entire first page (64%) but were less likely to bother with reading the back page of the NAPLAN student report.

Table 6: Reading of NAPLAN report sections – by State

Q6: Thinking back to when you received your child's report, did you read the following sections? Please indicate if you read all of it, read most of it, skimmed it or did not read it at all.

	Total (n=1500)	**NSW** (n=215)	**VIC** (n=229)	**QLD** (n=317)	**WA** (n=225)	**SA** (n=211)	**TAS** (n=184)	**ACT** (n=75)	**NT** (n=44)
First page									
Read all of it	45%	46%	42%	45%	43%	46%	41%	51%	**64%**
Read most of it	22%	20%	26%	24%	20%	20%	**29%**	24%	**12%**
Skimmed it	24%	25%	21%	23%	29%	26%	22%	20%	21%
Did not read it	8%	8%	10%	8%	8%	7%	**4%**	4%	3%
Two inner pages									
Read all of it	77%	74%	80%	80%	76%	77%	76%	71%	81%
Read most of it	17%	18%	16%	13%	17%	17%	18%	17%	15%
Skimmed it	5%	6%	**3%**	7%	6%	4%	3%	9%	4%
Did not read it	1%	1%	0%	0%	1%	1%	1%	1%	0%
Information below graphs on inner two pages									
Read all of it	56%	57%	54%	59%	55%	58%	51%	56%	69%
Read most of it	17%	15%	19%	18%	16%	17%	19%	17%	13%
Skimmed it	18%	22%	16%	15%	20%	18%	13%	16%	12%
Did not read it	6%	5%	7%	6%	5%	5%	8%	7%	2%
Back page									
Read all of it	51%	53%	48%	55%	46%	53%	47%	52%	**67%**
Read most of it	21%	20%	22%	23%	20%	22%	**28%**	20%	21%
Skimmed it	19%	21%	17%	18%	25%	18%	14%	21%	**10%**
Did not read it	7%	5%	10%	5%	7%	6%	6%	5%	**2%**

There are significant differences in readership across parents with children in different year levels. Parents with children in year three read the NAPLAN report more thoroughly, with significantly more of them reading all of the four pages of the report. In contrast, significantly fewer parents with children in year nine read the entire introductory page, the information below the graphs on the two inner pages and the back page.

Table 7: Reading of NAPLAN report sections – by Year Level of Student

Q6: Thinking back to when you received your child's report, did you read the following sections? Please indicate if you read all of it, read most of it, skimmed it or did not read it at all.

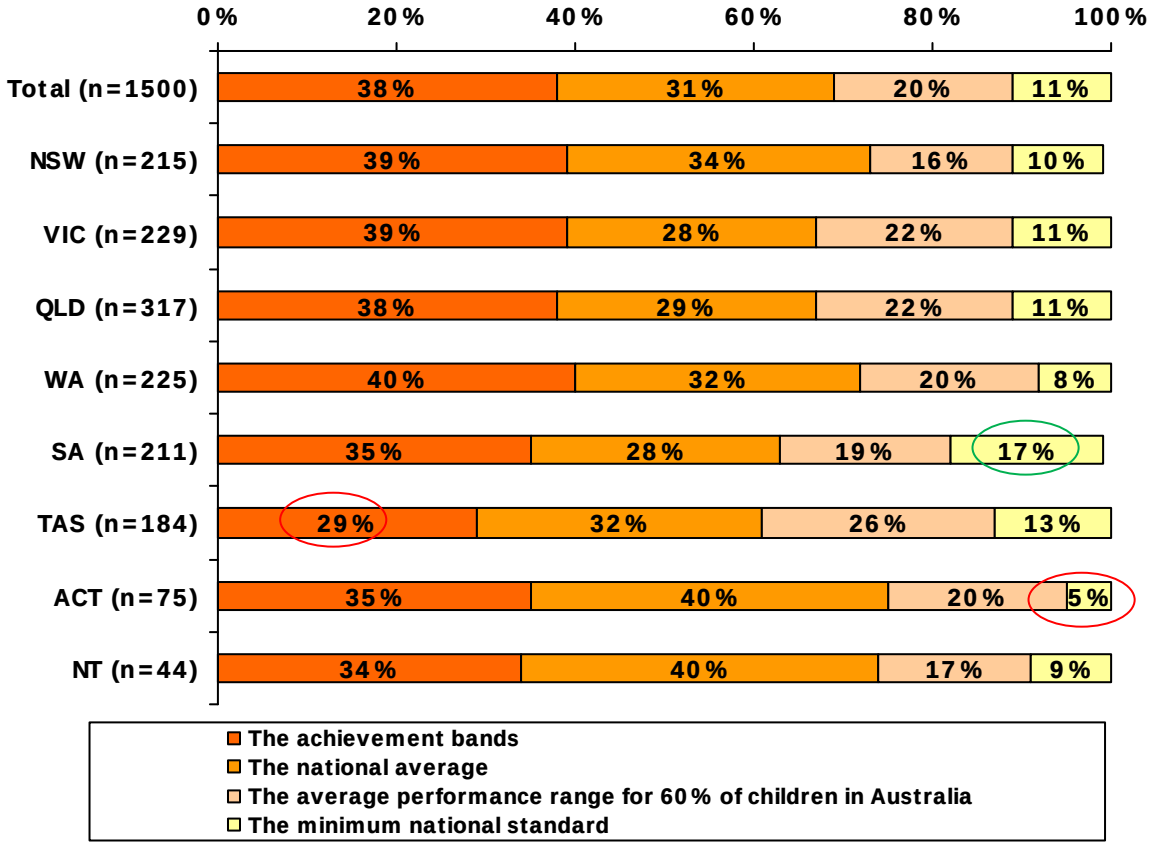
	Total (n=1500)	**Yr 3** (n=500)	**Yr 5** (n=467)	**Yr 7** (n=491)	**Yr 9** (n=462)
First page					
Read all of it	45%	**52%**	47%	43%	**36%**
Read most of it	22%	21%	24%	22%	24%
Skimmed it	24%	**20%**	21%	26%	29%
Did not read it	8%	6%	8%	9%	10%
Two inner pages					
Read all of it	77%	**81%**	79%	76%	76%
Read most of it	17%	14%	15%	15%	18%
Skimmed it	5%	3%	5%	**8%**	5%
Did not read it	1%	1%	1%	1%	1%
Information below graphs on inner two pages					
Read all of it	56%	**63%**	59%	58%	**48%**
Read most of it	17%	17%	14%	17%	20%
Skimmed it	18%	16%	18%	17%	22%
Did not read it	6%	**3%**	6%	5%	7%
Back page					
Read all of it	51%	**57%**	52%	50%	**43%**
Read most of it	21%	21%	22%	20%	22%
Skimmed it	19%	16%	18%	21%	**26%**
Did not read it	7%	6%	7%	8%	8%

Of the various comparisons that exist in the NAPLAN reports, the two most valuable are considered to be the achievement bands and the national average. This distinction varies only marginally across the states and other profile variables.

The minimum national standard is of lesser importance in relation to other comparison points; while 11% rank it as the most valuable, 41% indicate this is the least important comparison point that they referenced.

Figure 7: Most important comparisons provided in NAPLAN report

Q12: There were four different comparisons in the report to assist you in understanding your child's performance. I would like you to rank them from 1 to 4 where 1 is the most important and 4 is the least important.
Results represent the proportion who allocate the comparison as the most important.



3.4.2 Introductory Page Evaluation

Approximately two thirds of parents read all or most of the introductory page of the report (67%) while only 8% did not read it at all. Significantly more parents in NT read all of the introductory page (64% c.f. 45%). Also, significantly more parents with children in year three read all of the introductory page (52%), while significantly fewer parents with children in year nine read it (36%).

Qualitative research provides context for this level of readership. Parents reported that they did not necessarily need to read this information as it had already been provided by the school prior to the NAPLAN test occurring. This background information was mostly seen as secondary to the student results and not essential in aiding interpretation.

"The introduction reinforced what I already knew. It was necessary information though, it gave basic background and explained the purpose of each test."

"I read this (introduction/explanation) after I read the results. I didn't need to read it to understand the results. It is good for parents to be able to get an understanding of the test without having to spend twenty minutes reading up on it."

"I don't remember what the first page said, it explained the report, but I was keen to get into the report."

"I didn't read the first section (introduction/explanation). When I opened the report I could instantly see from the key on the second page what the results were."

For those parents that did read this section, the information provided was sufficient. It was also clear and easy to follow. This information provided a *'refresher'* for parents as to what had previously been provided by schools prior to the testing occurring.

Overall, the graphic on the first page was easy to interpret and parents reported that this example helped them to understand how to interpret the results. It provided them with cues for the following information:

- Indicated the different bands that children could fall into
- Indicated my child/ren's result/s
- Indicated where my child was in comparison to the national average
- Indicated the bands in which 60% of the nation fell (for that particular grade)

For some parents, the example used in the NAPLAN student report was similar to examples used in previous state/territory testing. For these parents, this section was easily understood and often skimmed, before moving quickly to the results section.

3.4.3 Inner Pages Evaluation

The inner pages were most important for parents with the majority (94%) of parents having read most of all of their child/ren's specific result and only 1% did not read these at all. More parents read this section of the report more thoroughly than any other section.

"When I opened it [report] I went straight this section of the report."

"I can look at the two pages and straight away work out how my child performed"

In particular, parents focus on the graphs on the inner pages more so than the information below the text, with fewer (73%) parents reading all or most of this text to assist with interpretation.

"This section is clear and concise and easy for parents to interpret"

"Each skill is on a separate graph making it easy to read"

Regardless of this lower level of reading the interpretation notes, across all parents in the qualitative research, the majority had a 'clear' understanding of:

- All aspects of the graphs,
- The national standard,
- Their child/ren's results,
- 60% range of achievement and
- The minimum standard.

There are few significant differences in readership of the inner pages across states. However, significantly more parents with children in year three read all of the inner pages (81% c.f. 77%) and the information below the graphs (63% c.f. 57%).

3.4.4 Back Page Evaluation

Nearly three quarters of parents read all or most of the back page (72%) of the NAPLAN report while 7% did not read it at all. Significantly more parents in NT (67% c.f. 51%) and those with children in year three (51%) read the entire back page while significantly fewer parents with children in year nine did this (43%).

The parents that did read this section used it a variety of ways including:

- Read sections that were relevant to their child's place within the band width,
- Identify areas of improvement that can be worked on at home,
- Read up and down the bands to learn about the different skills assessed, and
- Read the bands under the student's status result to confirm that their child demonstrated these skills.

"I'll use it to show my daughter where she is on each of the skills and how she feels about her result, whether it is accurate or not".

"I read the sections pertaining to my child, I also looked to see what skills were in the higher bands."

"I read the parts based on where my kids were at…I looked at the what the average skills were if my kids were below average."

Parents who read the detail felt that this section was presented well with clearly partitioned descriptions and clear headings. Parents mentioned that this section provided useful information to support the students' results.

However, there was also some evidence in both stages of the research that not all parents are able to use the information on the back page to assist with interpretation. The main reason was related to the presentation of this section which made interpretation and understanding difficult for some parents interviewed. Parents commented that there was too much writing and the print was too fine ("like a legal document") preventing some parents from reading this section. It was suggested that bullet points would make this section easier to read. Parents thought that the information in this section should contain more concrete examples of what skills had been achieved. For example, 'spells frequently used words with less regular spelling patterns', parents would like further interpretation or examples of these words.

"I didn't read this as completely as the rest of the report, probably because it was a whole page of writing. I read more clearly where my child's points were listed."

"It's hard to see when different sections start within the yellow sections (writing and numeracy)."

"Change the block text to dot points to make it easier to read and interpret."

"I don't understand some of the terminology used to explain the skills." (e.g. Reads a protractor scale to measure angle size.)

"It does give me a clearer picture of my son's overall skills, but I still need more of a breakdown."

Supporting Materials and Information

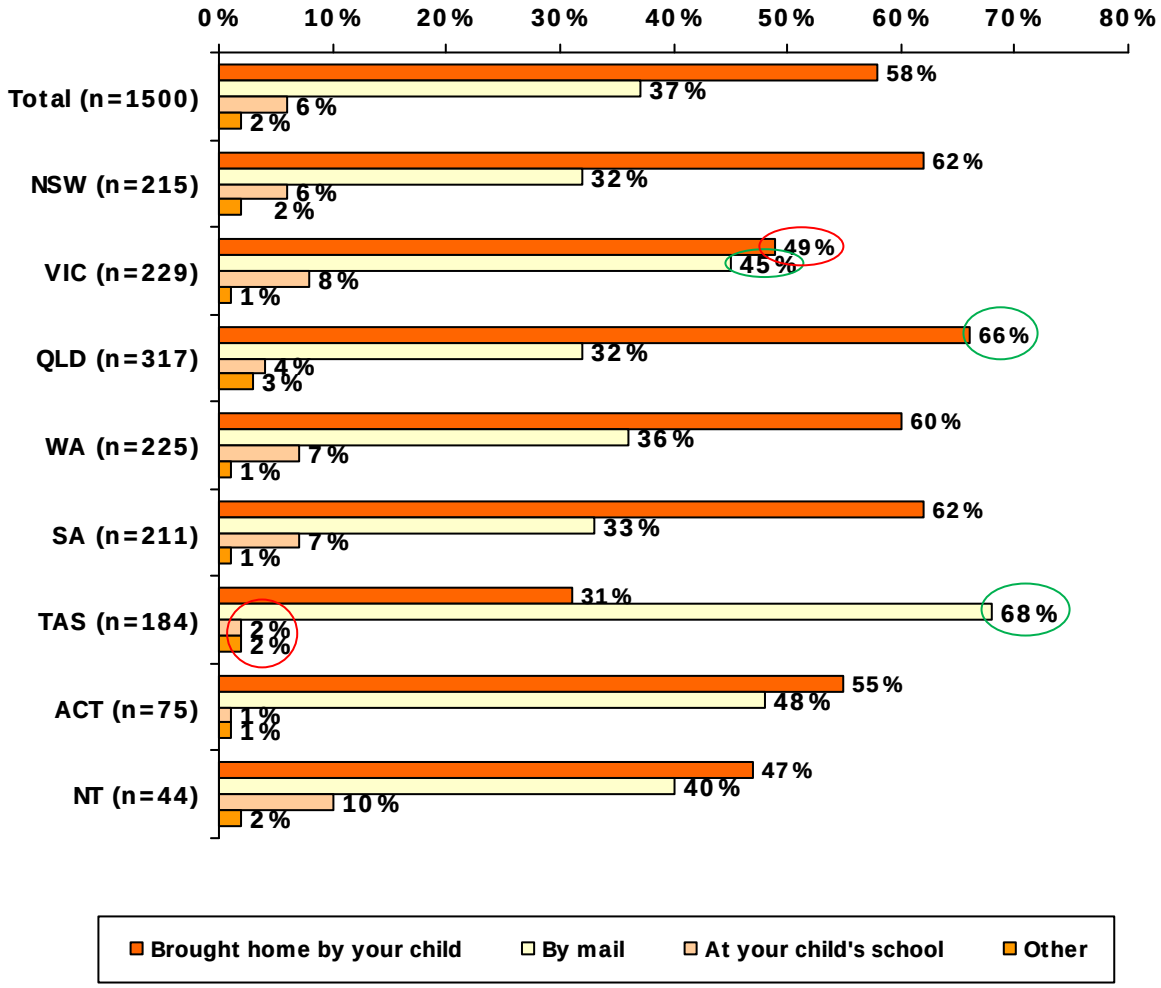
3.4.5 Process of Receiving

Across most states, the most common method of receiving a NAPLAN report was the report being brought home by the child. In particular, QLD parents were most likely to have had the report bought home by their child. In Tasmania, most parents received the report via mail (68%). Significantly more parents in VIC also received the report via mail (45%).

The one negative issue raised in the qualitative research by some parents was that the NAPLAN student report did not look like an 'important' document or a student report. A number of parents commented it looked more like a newsletter or pamphlet - particularly those parents that did not receive the report in an addressed, sealed envelope. These parents would prefer, in future, to have the reports mailed to ensure they receive this important document.

Figure 8: How NAPLAN report was received – by State

Q2: How did you receive your child's NAPLAN report?



Parents generally received their child's report before the end of term three. In Tasmania, due to the differences in term scheduling, most parents received the report early in term three. Only a small proportion received the report during the school holidays.

Figure 9: When 2008 NAPLAN report was received – by State

Q1: When did you receive the NAPLAN report?[1]

	Total (n=1500)	**NSW** (n=215)	**VIC** (n=229)	**QLD** (n=317)	**WA** (n=225)	**SA** (n=211)	**TAS** (n=184)	**ACT** (n=75)	**NT** (n=44)
Before end of Term 3	65%	**77%**	66%	**46%**	65%	**77%**	0%	71%	61%
Early in Term 3	NA	NA	NA	NA	NA	NA	57%	NA	NA
During the school holidays	7%	**3%**	8%	11%	8%	10%	19%	7%	**2%**
After the school holidays/beginning of term 4	20%	**14%**	19%	**36%**	20%	**9%**	11%	**9%**	32%

A number of parents did indicate that they were surprised when the NAPLAN student reports arrived home with their children or came in the mail as they had not been expecting them. One third (34%) were not aware that they'd be receiving the 2008 NAPLAN report before it arrived home. Parents at Catholic and Independent schools were more aware of the arrival of the NAPLAN student report (70% and 72% respectively).

During the qualitative interviews parents expressed they would like to be given information via the school newsletter or a letter home as to when to expect the NAPLAN results. This was particularly the case for those parents that did not receive the report in the mail, but rather unsealed and unaddressed; as they were concerned there may be situations under which their children may forget to pass on the report.

[1] The differences in Tasmanian school terms were accounted for by allowing for only these individuals to see the code Early in Term 3 #

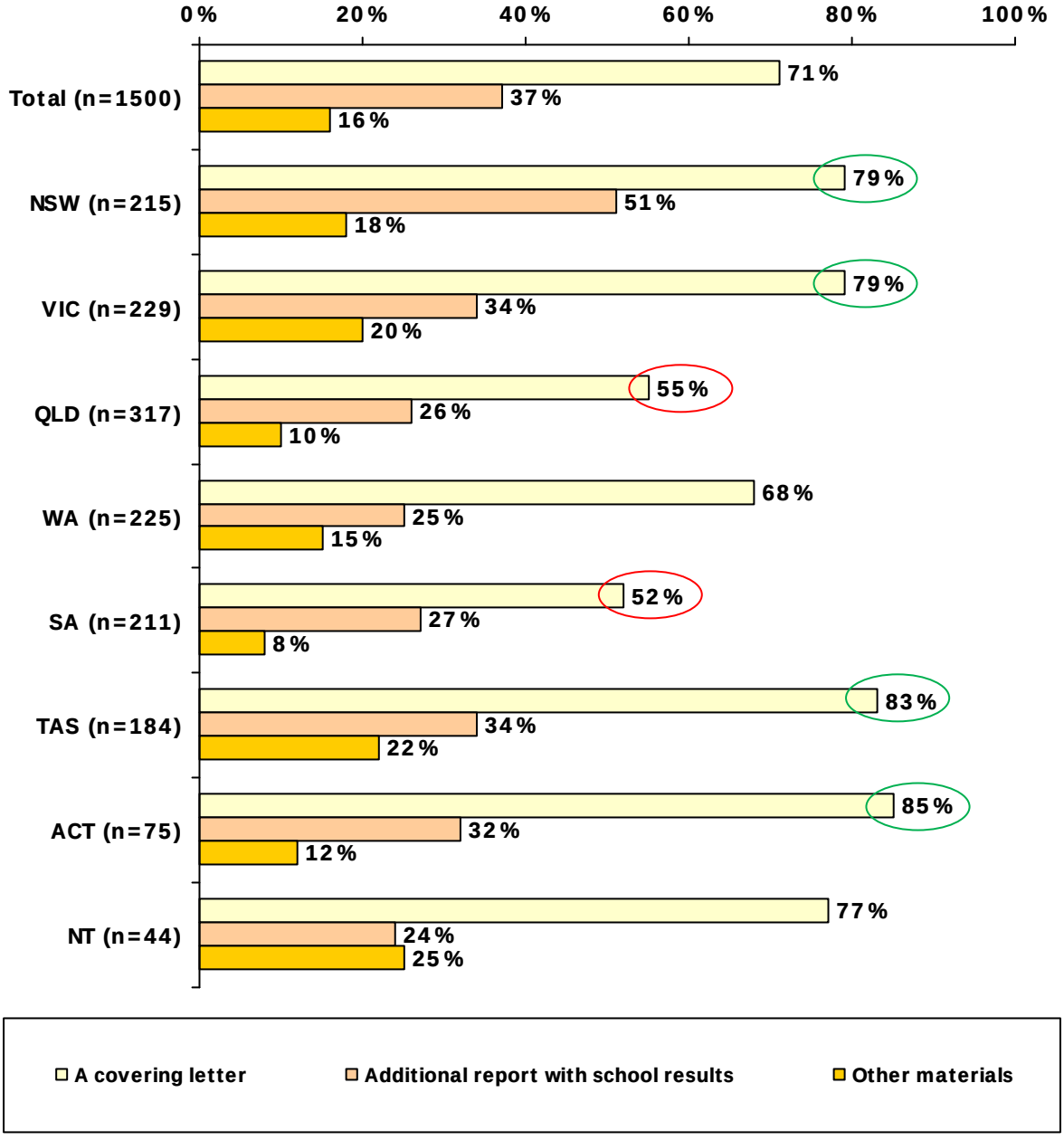
Generally, whether or not extra information was received with the NAPLAN student report, parents were happy with the amount of information they had been given. Parents most frequently received a covering letter with their NAPLAN report (71%). Letters provided by the school were highly valued for their information on school results.

More than one third received an additional report detailing the school results (37%). While this was most often received in NSW, there was a substantial proportion of parents in other states who also believe they received an additional report with school based results. When tested among NSW parents, the additional student report received by parents was perceived to be helpful. This separate report provided information about the school average, which allowed comparison of the child to the school and the school to the state. Approximately half of NSW parents interviewed did not recall receiving this additional school based report.

Significantly more parents in NSW, VIC, TAS and ACT received a covering letter while fewer in QLD and SA received this item. Significantly more parents with children in year 9 received a covering letter (77%) but there were no other significant differences observed across different year levels or types of schools.

Figure 10: Additional items provided with NAPLAN report – by State

Q3: Were any of these additional items provided with your NAPLAN report?



There are several significant differences noted in evaluation of the NAPLAN student report depending on how the parent received the report.

Parents who collected the report from the school evaluated it more negatively on several aspects. For example, significantly fewer of those parents were able to understand how their child performed relative to the national average and found the report easy to understand. Significantly more parents who received the report from the child's school would prefer comments about their child's individual performance to be included in the report.

Table 8: Evaluation of NAPLAN report – by Method of Receiving

Q5: Could you please tell me your agreement with the following statements using a 5 point scale where 1 is strongly disagree and 5 is strongly agree.

% who strongly agree	Total (n=1500)	Mail (n=609)	At child's school (n=82)	Brought home by child (n=833)
Able to understand how my child performed relative to national average	44%	45%	**32%**	45%
Able to understand how well my child performed	41%	44%	38%	41%
Layout was easy to follow	41%	40%	39%	42%
Able to understand how my child performed relative to the national minimum standard	41%	42%	35%	41%
Able to understand the different bands in report	39%	39%	35%	40%
Easy to understand	38%	36%	**28%**	40%
The report was useful	33%	33%	40%	33%
Liked the look of report	30%	30%	32%	31%
Written text throughout was useful	27%	31%	23%	26%
Prefer comments to be about my child's performance	27%	28%	**41%**	27%
Not enough detail in the report	9%	10%	12%	8%
Too much detail in the report	2%	3%	1%	2%

There are also some significant differences apparent based on the types of additional information that parents received with their NAPLAN report.

Overall, parents who received an additional report containing school results evaluated the NAPLAN report more positively. In particular, parents who received school results were significantly more able to understand how their child performed relative to the national average, found the report useful and also found the written text throughout the report useful.

Table 9: Evaluation of NAPLAN report – by Additional Items Received with Report

Q5: Could you please tell me your agreement with the following statements using a 5 point scale where 1 is strongly disagree and 5 is strongly agree.

% who strongly agree	Total (n=1500)	Covering Letter (n=1040)	Additional Report with School Results (n=480)	Other Materials (n=234)
Able to understand how my child performed relative to national average	44%	45%	**50%**	44%
Able to understand how well my child performed	41%	42%	45%	42%
Layout was easy to follow	41%	40%	42%	42%
Able to understand how my child performed relative to the national minimum standard	41%	42%	44%	42%
Able to understand the different bands in report	39%	41%	42%	36%
Easy to understand	38%	38%	40%	35%
The report was useful	33%	34%	**39%**	31%
Liked the look of report	30%	32%	33%	27%
Written text throughout was useful	27%	30%	**32%**	26%
Prefer comments to be about my child's performance	27%	25%	28%	25%
Not enough detail in the report	9%	8%	8%	11%
Too much detail in the report	2%	3%	3%	5%

3.4.6 Referral Points

Parents are generally referring to friends and family members to better understand the NAPLAN student report – almost half of parents are doing this (44%). Few parents seek external reference points such as an education department or organisation, internet or newspaper. Significantly fewer parents in VIC spoke to someone at their child's school (13%), while significantly fewer parents in WA spoke to other parents at their child's school (32%). It appears that the same parents are using several referral points, as 43% of parents did not refer to another source. Significantly fewer parents in ACT did not use any referral points (32%).

In most instances, the level of information and support provided prior to the NAPLAN assessment was more than appropriate for interpretation and parents did not need further explanation or assistance regarding the NAPLAN report or results.

Figure 11: Referral points used – by State

Q7a: Did you do any of the following to better understand your child's NAPLAN report?

	Total (n=1500)	**NSW** (n=215)	**VIC** (n=229)	**QLD** (n=317)	**WA** (n=225)	**SA** (n=211)	**TAS** (n=184)	**ACT** (n=75)	**NT** (n=44)
Speak to other friends/family	44%	51%	38%	45%	**32%**	47%	42%	44%	52%
Speak to other parents at child's school	19%	23%	**13%**	20%	23%	17%	19%	21%	32%
Speak to someone at child's school	16%	13%	16%	19%	18%	19%	18%	19%	25%
Look for information on the internet	6%	10%	3%	**2%**	5%	6%	6%	7%	2%
Speak to an education department/organisation	4%	4%	3%	4%	4%	4%	3%	1%	9%
Reference information in a newspaper	3%	3%	3%	3%	2%	**1%**	3%	1%	0%
Did not refer to another source	43%	39%	49%	40%	49%	41%	46%	**32%**	40%

3.4.7 Information Required

Parents were asked whether there was any other information that they would have liked to receive with the NAPLAN student report. Approximately a third did not answer this question indicating that they did not need other information, while another third specifically mentioned that they did not need anything else. In most instances, the level of information and support provided prior to the NAPLAN assessment was more than appropriate for interpretation and parents did not need further explanation regarding the NAPLAN student report or results.

Of those who did request other information, parents generally would have liked to receive more detailed and personalised information.

- Parents would prefer to see **personalised information** about their child's individual performance rather than seeing a 'dot on a graph'.

- Parents would also like to see a comparison of how their child performed **relative to their own school** or local schools.

- They would also like to see a copy of the test or an **example of the questions** asked. Although there was information on the nature of the questions; parents may require more detailed information or may have simply not realised that this information was included.

- Parents would also like to understand which areas specifically their child **performed poorly** in. Some parents were concerned because their child was performing below average but they did not clearly understand what their child is struggling with which makes it difficult for them to take action. Similarly, they would also like the report to clearly communicate those areas which the child needs to **improve** in and suggestions for getting help in those areas.

- It was also suggested that schools and teachers could provide **personalised feedback**. Rather than teachers simply distributing the reports, parents would prefer them to provide an overview of their child's performance.

- Another request was a breakdown of the percentage of children within each band. This would provide parents with an idea of whether their child/ren were in a similar position to others in the nation, for e.g. for a year three student, if 40% of children scored within band 3, parents would know that other children were having problems with this particular skill area as well.

- A few parents thought that they should have been given information on how to help their child/ren improve in the skills and areas that they did not do so well in or, if child fell below 60% bands. Related to this was the question of whether the school or education departments would be acting on the results to increase the national average for these literacy and numeracy skills.

Given the option of additional information on their child's performance, 57% of parents indicated that this would be preferred.

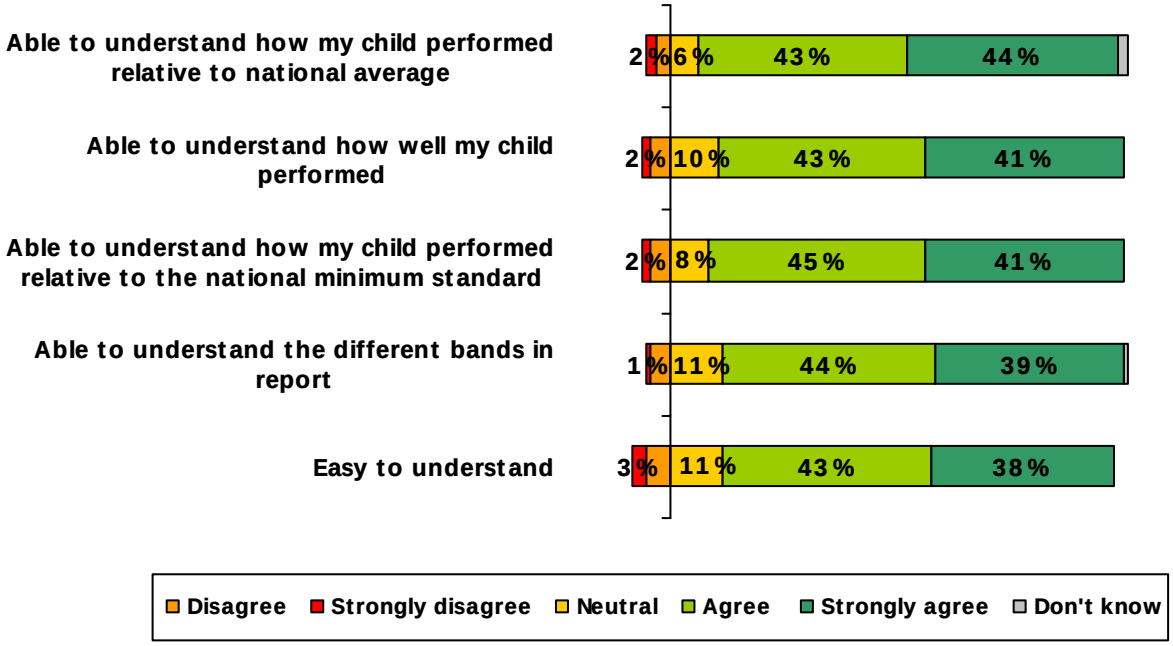
3.5 Interpretation and Resulting Outcome

3.5.1 Ability to Interpret Results

The NAPLAN student reports are generally able to be interpreted by parents, with over 80% agreeing they are easy to understand and, more importantly, high levels of agreement that parents are able to understand how their child performed against the benchmarks provided. There is a small proportion of the parent sample interviewed who indicated that they could not interpret the NAPLAN student report.

Figure 12: Interpretation of the NAPLAN student report

Q5: Could you please tell me your agreement with the following statements (references a 5 pt Likert scale where 1 is strongly disagree and 5 is strongly agree).



Overall parents were able to interpret and gain a good understanding of the NAPLAN student report. The qualitative research indicated that parents valued the clarity and simplicity of the report as it was easy to read and self-explanatory i.e. they did not need to read a lot of supporting documentation to be able to understand the report.

"(NAPLAN is) clearer than the school report and the results correspond with my child's workbooks. It's clear, bold and precise. There is no misinterpreting it (results section)."

"The report was very simple, no complicated language was used and I didn't need to go through a lot of paperwork to be able to understand it."

Depending upon parent's prior exposure to National assessment and prior reporting there were differences in the current assessment of the 2008 NAPLAN student report. For example, the previous Western Australia Literacy and Numeracy Assessment was described as much harder to read in a three page fold out format. There were also comments about liking/ disliking the colours in contrast to prior reports and references to having numbers and scores provided previously.

Ability to interpret the NAPLAN student reports is more apparent among certain parental types. Parents who had two or more children sit the NAPLAN tests and received student reports in 2008 were significantly more likely to 'strongly agree' indicating they were more comfortable with their interpretation and understanding. Respondents who are primarily at home were also consistently more comfortable in interpreting the NAPLAN student reports as were parents aged between 26 and 35 years.

Table 10: Interpretation of the NAPLAN student report

Q5: Could you please tell me your agreement with the following statements (references a 5 pt Likert scale where 1 is strongly disagree and 5 is strongly agree).

% Strongly Agree[2]	Total (n=1500)	Received 1 NAPLAN report (n=1113)	Received 2 or more NAPLAN reports (n=369)	26-35 yrs (n=354)	36-45 yrs (n=835)	46 – 55 yrs (n=279)	Home Duties (n=376)
Able to understand how my child performed relative to **national average**	44%	**41%**	**54%**	**51%**	42%	44%	**50%**
Able to understand how my child performed	41%	**38%**	**52%**	47%	40%	41%	**48%**
Able to understand how my child performed relative to the **national minimum standard**	41%	**38%**	**47%**	**49%**	38%	39%	**47%**
Able to understand the different bands	39%	**37%**	**47%**	43%	36%	44%	**46%**
Easy to understand	38%	**34%**	**37%**	**46%**	35%	37%	**47%**

Evaluation and interpretation of the NAPLAN student report does not differ significantly based upon readership of the first page or back page. That is, parents have similar interpretation of the report regardless of whether they read the entire first page or did not read it at all. Therefore, understanding of the report does not appear to be significantly helped or hindered depending on whether parents have actually read the explanatory pages provided. The front and back pages assist as a reference point for interested parent but not reading them does not restrict the ability to interpret the results.

Table 11: Interpretation of the NAPLAN student report – By Readership of the First Page

Q5: Could you please tell me your agreement with the following statements (references a 5 pt Likert scale where 1 is strongly disagree and 5 is strongly agree).

% Strongly Agree	Total (n=1500)	Read all of first page (n=669)	Read most of first page (n=337)	Skimmed first page (n=362)	Did not read first page (n=123)
Able to understand how my child performed	41%	43%	39%	40%	46%
Easy to understand	38%	41%	35%	34%	40%

[2] Figures have been shown for Strongly Agree only rather than the cumulative 'Agree/ Strongly Agree' in order to better display the statistically significant differences apparent in the data.

Table 12: Interpretation of the NAPLAN student report – by Readership of the Back Page

Q5: Could you please tell me your agreement with the following statements (references a 5 pt Likert scale where 1 is strongly disagree and 5 is strongly agree).

% Strongly Agree[3]	Total (n=1500)	Read all of back page (n=669)	Read most of back page (n=337)	Skimmed back page (n=362)	Did not read back page (n=123)
Able to understand how my child performed	41%	42%	41%	39%	44%
Easy to understand	38%	40%	34%	37%	34%

Within the quantitative survey, there was a capture mechanism to understand if any sections of the NAPLAN student report that were not liked or understood. Of the 1,500 parents who were interviewed only 221 provided a comment to the telephone interviewers when prompted. The majority (85%) did not comment indicating there were no major issues that they had with the report. The major themes of feedback that were received included:

- Parents wanting a bit more explanation on interpreting the **individual child's results** and **personalisation** of results. For some the results were considered a bit too broad with not enough context or detail to enable the parent to take action.

- **Concern over the child's results**, which was typically expressed when the child was performing below average.

    - Some parents were concerned when their child's performance was more negative than anticipated. A number commented upon inconsistency between the NAPLAN results and the school based feedback from teachers. This raises concerns for these parents about how NAPLAN was graded, how to interpret and concern that this discrepancy can be a confidence blow for students.

    - For others there is concern that the situation of the child is not acknowledged e.g. may have been sick or have a disability. For these parents it is less important to know their child's progress against a national level and more important to understand how their child is progressing individually.

- Some **confusion** was expressed over the 'graphs, bands and dots'. This included a variety of issues and examples including:

    - Bands not even in interpretation; blank components of the report; some concern about the distinction between the three literacy scores and explanations; results can seem contradictory across the literacy components when scoring highly in one area and quite low in another; wanting numbers or percentages rather than the dots.

- Some parents found it generally **hard to understand** for a variety of reasons and had to give it a lot of consideration time to properly interpret. The back page was cited with mixed feedback; at times providing assistance for interpretation and at times being too difficult to use.

- There was also some **negative sentiment** against the NAPLAN tests, content and process which parents felt may have negatively biased their child's result. Examples provided by parents included dissatisfaction with wording of questions being vague from their child/ren's perspective; not understanding the testing that was done; the child being sick on the day or not sitting the exam; the test is only being reflective of that one point in time; WA & QLD schooling system differences; and level of preparation and warning provided by the school. These issues of concern are unrelated to their feedback on the NAPLAN student report, although would have influenced their opinions in general.

[3] Figures have been shown for Strongly Agree only rather than the cumulative 'Agree/ Strongly Agree' in order to better display the statistically significant differences apparent in the data.

Parents feel the NAPLAN student reports provided them with confirmatory information or a 'jolt' to investigate further their child/ren's performance. When the results are more positive or negative than anticipated, parents notice and want to understand the results more thoroughly. Here are some example comments from parents who did learn something new about their child's performance:

"I know he's really good at maths and he did way above the national average, so that cemented and concreted that for me. He's really bad at spelling and he came in way below, so it reinforced what already believed, which is a good thing. The teacher told me that he was so behind that he might have to repeat, and then I go the NAPLAN report and he was right on what he should be except for the spelling."

"I didn't realise she was low on her spelling, it did shock me."

"I don't think so [told me new information]. I believe it would be more valuable for my 2nd child, my first child is high achiever so I wasn't surprised with results. With my 2nd child I'm more interested with results."

"Just an arrow...a black dot ....what it means within the bands ....does not tell me any more in terms of the whole performance ..."

"The results contradicted her school results, been doing well at school but didn't do that well at the NAPLAN as the curriculum was not the same."

"It was particularly interesting to us because it contradicted a test taken at beginning of year to understand literacy and numeracy level and whether she would need ongoing support."

3.5.2 Action Taken by Parents

The majority (97%) of parents interviewed will keep their child/ren's 2008 NAPLAN student report for future reference.

While many parents probably spoke to their child about their results, 20% formally took action by talking further to their child about their results. In terms of other action taken 14% spoke to their child's teacher and 9% arranged for additional tutoring or other support. Six in ten parents interviewed did not take any specific action after receiving the 2008 NAPLAN student report.

Parents with children in year five were more likely to take some degree of formal action to further understand their child's result while parents with children in year level nine were most likely to speak to their child further. Parents interviewed who have a child at an independent school were least likely to take any further action as a result of seeing the NAPLAN results.

Table 13: Action taken by parents since receiving the NAPLAN student report – by Year Level and School Type

Q14: Since receiving your child's NAPLAN report, have you taken any actions as a result? (Multiple Response)

	Total (n=1500)	**Yr 3** (n=500)	**Yr 5** (n=467)	**Yr 7** (n=491)	**Yr 9** (n=426)	**Govt.** (n=1179)	**Cath.** (n=246)	**Indep.** (n=159)
Spoke to child	20%	18%	17%	18%	**23%**	**20%**	20%	**11%**
Spoke to teacher	14%	15%	**17%**	14%	11%	14%	14%	**7%**
Arranged tutoring	9%	8%	**12%**	9%	**6%**	8%	8%	9%
Spoke to principal	2%	**4%**	**4%**	3%	1%	2%	2%	1%
Took other action	11%	12%	12%	9%	**8%**	**12%**	9%	**5%**
No specific action	60%	59%	56%	63%	62%	**57%**	63%	**75%**

3.6 Parent Segment Investigations

3.6.1 Aboriginal and Torres Strait Island (ATSI) Parent Profile

Parents of an Aboriginal and Torres Strait Island background had some issues with the NAPLAN report. These are detailed below. Please note that only a small sample of 33 parents was interviewed quantitatively and 3 were interviewed qualitatively so results should be used indicatively.

Table 14: Profile of Aboriginal and Torres Strait Island (ATSI) parents

Process of Receiving	Many ATSI parents received the NAPLAN report before the end of term three (65%). They generally received the reports from their child/children (55%) or by mail (44%). Significantly fewer ATSI parents received the report at their child's school (1% c.f. 6%).
Evaluation and Interpretation	ATSI parents generally find the NAPLAN report to be a valuable document with 92% indicating it is very valuable or valuable. They generally evaluated the report positively with almost half strongly agreeing that they were able to understand how well their child performed (50%) and how well their child performed relative to the national average (45%). Despite this, it appears that ATSI parents may have had difficulty in understanding the detail of this document. In particular, significantly fewer strongly agreed that the report was easy to understand (20% c.f. 38%). ATSI parents have significantly higher readership of certain sections of the NAPLAN report. Specifically, significantly more of these parents are reading all of the first page (62% c.f. 45%) and significantly fewer are indicating that they are not reading the inner pages at all (0%).
Referral Points Used/Supporting Information	Many ATSI parents did use a referral point to better understand their child's NAPLAN report. Approximately half spoke to friends or family members (52%) and another quarter (23%) spoke to someone at their child's school. Although ATSI parents experienced some difficulty in understanding report, they did not rely on referral points significantly more so than other parent groups. ATSI parents mostly received some type of supporting information with their child's report. Most commonly, they received a covering letter (69%). Almost half (47%) received an additional report with school results and a third (34%) received some other type of material – frequently mentioned responses here were pamphlets and brochures that explained the test and how to interpret the results.
Recommendations	Considering the results for evaluation and readership of the NAPLAN report together, it seems that ATSI parents are certainly engaged in the report - however, they do not always clearly understand it. ATSI parents may benefit from receiving supporting documents with their report which explain how the report should be interpreted. However, it is important to ensure that the documents provided do indeed explain the test and the report simply – although a third (34%) indicated that they did receive supporting information with this NAPLAN report, they still had some difficulty in understanding it. It may also be beneficial to suggest contact points for ATSI parents to refer to should they have questions about the report.

3.6.2 Multicultural Parent Profile

Parents who have a multicultural background were quite positive toward the NAPLAN student report and were generally quite engaged. In the quantitative survey n=100 parents were interviewed who spoke a language other than English at home and this has been used as the classification of a multicultural background in this instance.

Table 15: Profile of multicultural parents

Process of Receiving	Multicultural parents commonly received their NAPLAN reports from their child who brought it home from school (52%) or by mail (39%). Significantly more multicultural parents received the report directly from their child's school (13% c.f. 6%).
Evaluation and Interpretation	Multicultural parents recognise the importance of national assessment with significantly more of them strongly agreeing that is it very important (54%). They also consider the NAPLAN report to be valuable, with 86% perceiving this to be a very valuable or valuable test. Multicultural parents generally had positive perceptions of the NAPLAN report. In particular, they were able to understand how well their child performed relative to the national average (45% strongly agree); they considered the report useful (43%) and they were able to understand how well their child performed relative to the minimum national standard (42%). Significantly more multicultural parents strongly agreed that they found the report useful (43%) than other parent types. Multicultural parents read most of the NAPLAN report. Approximately three quarters read all or most of the introductory page (74%) or the back page (79%). The vast majority read all or most of the two inner pages (95%).
Referral Points Used/Supporting Information	Many multicultural parents received supporting information with their child's NAPLAN report. Approximately three quarters received a covering letter (78%), half received an additional report with school results (54%) while 11% received some other material. Multicultural parents most frequently referred to friends and family members for help to understand the NAPLAN report (54%). This is a significantly higher proportion compared to other parent groups. Approximately a fifth also spoke to someone at their child's school (23%) or another parent from their child's school (22%).
Recommendations	Currently, multicultural parents appear to be engaged and interested in the NAPLAN report and also seem to have a solid understanding of this document. This may be related to the fact that this parent group received a number of supporting documents with their NAPLAN report – in particular, significantly more of these parents received an additional report containing school results. They also used a number of referral points to aid their understanding of the report, especially friends and family members. The supporting materials and referral points may have improved their understanding for these parents.

3.6.3 Parent Groups Requiring Support

Among the small group of parents who express difficulty with interpreting and understanding the NAPLAN report there is no clear profile of who they are. There are few distinguishing factors such as socio-economic status, demography or the child/ren's educational profile. Rather they are simply struggling to understand for a variety of different reasons. This makes it challenging to provide targeted support to assist with interpretation.

Interpretation of the NAPLAN report seems to be strongly linked to the value that parents place upon the test and the perceived importance of national assessment. It is the same core group of parents interviewed who have a tendency to respond negatively towards the NAPLAN student report. Those parents who do not consider the report valuable have significantly lower ratings on all aspects of understanding the report. Further, those who do not consider national assessment to be important also rate significantly lower on many of the interpretation aspects.

% Strongly Agree[4]	**Total** (n=1500)	**Consider report valuable** (n=567)	**Do not consider report valuable** (n=48)	**Consider national assessment important** (n=578)	**Do not consider national assessment important** (n=41)
Able to understand how my child performed relative to **national average**	44%	**49%**	**25%**	48%	**25%**
Able to understand how my child performed	41%	**46%**	**19%**	44%	**22%**
Able to understand how my child performed relative to the **national minimum standard**	41%	45%	**22%**	44%	**23%**
Able to understand the different bands	39%	43%	**24%**	41%	26%
Easy to understand	38%	41%	**22%**	40%	**22%**

[4] Figures have been shown for Strongly Agree only rather than the cumulative 'Agree/ Strongly Agree' in order to better display the statistically significant differences apparent in the data.

There are a couple of indicators within the quantitative research but the patterns are not overly strong. One of the more consistent patterns is related to employment status between the parent interviewed working full time and doing home duties. Parents who work full time were less likely to 'strongly agree' that they were able to understand how their child performed and the different bands in the report. Furthermore, they were less likely to consider the report easy to understand. In this instance, however, it may be the case that parents who work full time are just less engaged in the process of receiving and interpreting the NAPLAN report, rather than not being able to understand it. Another hypothesis is that they have slightly less time to consider the report, the implications and get engaged than those parents who assume a role focused on home duties.

Significantly fewer ATSI parents (20%) strongly agreed that the NAPLAN report was easy to understand.

Table 16: Interpretation of the NAPLAN student report

Q5: Could you please tell me your agreement with the following statements (references a 5 pt Likert scale where 1 is strongly disagree and 5 is strongly agree).

% Strongly Agree[5]	**Total** (n=606)	**Full Time Employee** (n=355)	**Home Duties** (n=376)	**ATSI** (n=33)
Able to understand how my child performed relative to **national average**	44%	**37%**	**50%**	45%
Able to understand how my child performed	41%	**33%**	**48%**	50%
Able to understand how my child performed relative to the **national minimum standard**	41%	**35%**	**47%**	41%
Able to understand the different bands	39%	**31%**	**46%**	31%
Easy to understand	38%	**28%**	**47%**	**20%**

[5] Figures have been shown for Strongly Agree only rather than the cumulative 'Agree/ Strongly Agree' in order to better display the statistically significant differences apparent in the data.

There were several significant differences in the referral points used across the year level of the child who sat the NAPLAN test. Generally, it appears that parents with a child in year three were significantly more likely to rely on contact points such as other parents to better understand the NAPLAN student report. This is possibly due to their greater likelihood of 2008 having been their first experience with national assessment. Parents with children in year nine, however, are less likely to use referral points such as someone at their child's school (10%), other parents (12%) or friends/family (37%). Again, it may simply be that they are not as interested or concerned about these results.

Table 17: Referral Points for Interpreting NAPLAN report – by Year Level

Q7: Did you do any of the following to better understand your child's NAPLAN report?

% Strongly Agree[6]	**Total** (n=1498)	**Yr 3 child** (n=500)	**Yr 9 child** (n=426)
Speak to someone at your child's school	16%	19%	**10%**
Speak to other parents at your child's school	19%	**27%**	**12%**
Speak to other friends/ family	44%	48%	**37%**
Speak to an education department or other education organisations	4%	3%	5%
Look for information on the internet	6%	8%	5%
Reference information in a newspaper	3%	4%	2%

[6] Figures have been shown for Strongly Agree only rather than the cumulative 'Agree/ Strongly Agree' in order to better display the statistically significant differences apparent in the data.

3.7 Conclusions

The 2008 NAPLAN student report issued is considered to have received a consistent and positive evaluation. NAPLAN student results were valued, considered important and were able to be understood by the majority of parents who received them. There were no major issues raised during the evaluation which would indicate that significant changes are required for subsequent years.

The core messages received from the NAPLAN student reports is the comparison of their child/ren to the national average and an ability to assess their child/ren's performance. The achievement bands and the national average were the most important comparison points so that parents can assess their child/ren to be higher or lower than average. This is more important than understanding the national minimum average.

If performance is in-line with expectations there is less engagement and subsequent reaction to the NAPLAN report as the message is confirmatory to messages that parents receive from their child/ren's school. When performance is higher than expectations, parents express a degree of pride and delight in their child. When performance is lower than expectations there is confusion, concern and a bit of distrust in results. Some parents take note of lower than average performance and realise that their child may require support in this area. Other parents choose not to believe the results for varying reasons and place more emphasis on the school's assessment of performance. Confusion can also occur when results for literacy components vary significantly for the child.

Based upon the feedback, there was general acceptance of the 2008 NAPLAN report and there are no significant changes required. However, consideration could be given to providing scored results as some parents are conditioned to expect a score rather than relative indication of performance. Further thinking may also be required around the format of the back page of the report. There were varied opinions on this page; although some parents found it useful, others found the presentation difficult to understand and interpret. Formatting and delivery of the report could also be made more 'formal' to convey to parents the importance of the document. This may involve designing the report to look 'less like a brochure' and posting the report directly to parents.

Parents did tend to focus primarily on the graphs of their child/ren's results. Approximately two thirds to three quarters of parents interviewed read most or all of the other informative and text sections of the report. The introduction page was considered to be a good overview and a refresher of the process. The back page consistently received mixed feedback from parents and there is no clear recommendation on how to proceed with results being so highly varied – further thinking may be required for future reports. Parents who were positive about the back page of results were more likely to have read it in full and, while sometimes struggling, were able to use the information contained within to better interpret their child's result. However other parents considered the back page to be 'too hard' to interpret to be useful.

Looking at the evaluation factors by state, there is some evidence these differences were influential in the overall evaluation of parents in those states:

- In NSW an additional school based report was provided. When noticed by parents there was an increase in the perception of 'value', however 49% of NSW parents interviewed did not recall receiving this report.

- QLD & WA results occasionally indicated a degree of scepticism towards the NAPLAN report and process. Commentary from these parents indicates some are concerned about the interpretation of the nationwide results when these two systems operate at a different age level.

- Despite these few differences, parent's reaction and evaluation of the 2008 NAPLAN student reports were relatively consistent across the states.

Because there are limited indicators with population profile or child educational profile as to where assistance is required, rather than requiring a push of additional information to a particular group of parents it might be more appropriate to ensure there is a clear and easy reference point so that these parents can proactively seek easy clarification.

However, it is important to continue to consider sub groups of the parental population such as ATSI and multicultural groups. While there were no significant concerns with these parents interviewed, there is some evidence that ATSI parents may need further support to interpret and that parents with a multicultural background are using reference points to become engaged with the report.

Potential Improvements Raised by Parents

There were a number of improvements and suggestions raised by parents. While these did form common themes, Colmar Brunton Research would caution against trying to implement these without due consideration of potential negative implications. Largely the existing format of the NAPLAN student reports performs quite well.

The main recommendation from parents which would strengthen the value of the NAPLAN student report would be a more personalised and tailored report. This might not be feasible given the scope of the distribution and the general positive results received with the current format. Parents are also interested in seeing how well their child performed within their school, region or state. It appears that seeing their child/ren's performance relative to the national average is too 'abstract' for some parents. An understanding of where their child is ranked at a local level may provide more meaning and context to the results.

Many parents also expressed concern over not being able to take action on their child/ren's NAPLAN report results. This issue was mentioned as something that was missing from the recently issued report and also as a suggested improvement for future reports. Parents have mentioned that although the report shows that their child is performing poorly, it does not specify which areas their child needs to improve in or offer recommendations on how to help their child. While it may not be feasible to identify those problem areas for individual children, some clear recommendations on actions that can be taken would be well-received by parents.

Parents have mentioned that they would like the explanatory information in the report to be detailed but still clear and simple. It is important to achieve a balance between providing all the necessary information that parents need to comfortably interpret the report and not providing excessive and overly 'technical' information.

The more they view the report the easier it becomes to interpret. However, future interpretation behaviour might be ingrained upon the initial receipt of their child/ren's first NAPLAN report. For example, if the parent considers the first report to be of limited particular value or they do not fully understand the content, it is possible that future reports may be given a lower level of priority. Moving forward it could be a priority to support parents with children being tested for the first time in year level three. Parents in year three have read the report more thoroughly; parents with children in year five appear to be the most active in deriving action from the NAPLAN reports, while parents with children in year nine have a history of understanding of their child's performance and take less formal action based upon results.

4 APPENDIX A: TECHNICAL NOTES

4.1.1 Quantitative research approach

A Computer Assisted Telephone Interviewing (CATI) approach was used to administer the survey. The sample for the survey was a random selection from a purchased panel of parents with children aged 7 – 18 years. The source of this list was Great Australian Surveys. The overall sample size for the survey was 1500 persons.

Scope of the survey

It is important to note the following about the scope of the CATI survey:

- a targeted survey of parents whose child/ren had undertaken NAPLAN assessment in 2008 from grades 3,5,7, or 9;
- all parents had received their 2008 NAPLAN student report;
- if multiple children in the household received a NAPLAN student report the questionnaire captured details for all children.

Fieldwork

Fieldwork for the survey was conducted by an experienced fieldwork team, who are fully accredited with Interviewer Quality Control Accreditation and have undergone training set out by these standards. A briefing, including a practice interview, was held with all interviewers and the field supervisor prior to the commencement of interviewing. This was followed by a pilot consisting of 20 interviews, after which some amendments to the survey were made.

Fieldwork for the survey was conducted between October 8 and November 23, 2008.

Weighting

To ensure the telephone survey results are representative of the Australian population, they were adjusted, or **weighted**, using population information from the Australian Bureau of Statistics. This is done because the sample data on its own is biased. For example, in telephone surveys typically greater proportions of females participate than males, when compared to the proportion of females in the population. Similarly, we need to adjust because approximately the same numbers of people were interviewed in each state, whereas the population of Australia is distributed unevenly by state.

The geographic quotas of the sample are the same dissections applied to the total Australian population. What weighting does is adjust the proportions of these geographic locations in the sample so they are the **same** as the proportions in the wider population.

The results from this survey were weighted by geographic spread to nullify the quotas by region placed on the sample.

The following table shows how weights for this survey were calculated and applied. Column A shows how many interviews were achieved by location. Column B provides this as a proportional figure. Column C shows the total parental population breakdown by state. These figures are the latest Australian Bureau of Statistics year 2006 parental Census figures. The adjusted sample size, correcting for any disproportions in the sample, is shown in Column D. Column E shows the needed weight factor to achieve the proportionate sample shown in Column D.

Table 18: Statistics used in weighting

	Column A Interview #	Column B Proportion of Sample	Column C Australian Population	Column D Adjusted sample proportion	Weighting factor
Sydney	101	7%	13%	13%	1.897493
NSW	114	8%	20%	20%	2.672831
Melbourne	100	7%	11%	11%	1.578672
VIC	129	9%	14%	14%	1.680175
Brisbane	107	7%	6%	6%	0.862028
QLD	210	14%	14%	14%	0.972681
Adelaide	100	7%	3%	3%	0.453921
SA	111	7%	4%	4%	0.559999
Perth	100	7%	4%	4%	0.637654
WA	125	8%	6%	6%	0.691572
Hobart	63	4%	2%	2%	0.386543
TAS	121	8%	1%	1%	0.084699
Darwin	33	2%	1%	1%	0.291141
NT	11	1%	0%	0%	0.479901
ACT	75	5%	1%	1%	0.337193
Total	1500	100%	100%	100%	

Percentages

Respondents who completed an interview but did not answer a particular question are excluded from the tabulation of results and calculation of statistics for that question.

Percentages are generally rounded to whole numbers. Some percentages may not add to 100 percent due to rounding.

Prompted and unprompted responses

Some questions in the survey collected both a prompted and an unprompted response. For example, respondents were asked:

'Were there any sections of the report that you did not like or understand?'

This question was asked in an open fashion without providing the respondent response categories to choose from. The resultant answer is the 'unprompted' response. Unprompted responses capture what is top-of-mind for the respondent and hence probably most influential in terms of their beliefs or decision-making.

The interviewer then went on to probe about specific options that were not mentioned by the respondent on a top-of-mind basis. For example, the interviewer will ask:

''Do you consider the NAPLAN student report to be.....

Very valuable	1
Valuable	2
Not really valuable	3
Not at all valuable	4
Don't know (DO NOT READ OUT)	5

By reading out (prompting) each of the possible answers and recording them correspondingly. The resultant answer is the 'prompted' response.

Error

All surveys are subject to errors. There are two main types of errors: sampling errors and non-sampling errors.

Sampling error

The sampling error is the error that arises because not every single member of the population was included in the survey.

Naturally it is simply not feasible to survey the whole population to avoid this type of error. One can, however, estimate how big this error component is, using statistical theory. This theory indicates that with a sample of 1,000 people from a population of 100,000 people or more, the maximum margin of sampling error on an estimate of a proportion is 3.1%.

The way this can be interpreted is as follows. The survey results estimate that 36% of respondents would feel less safe if the prohibited list was reduced. The maximum margin of error on this estimate of 36% is 3%. Hence, one can be 95% confident that the actual proportion of people in the population that is 36% +/- 3%, i.e. it is between 33% and 39%. Another way to phrase this is: if CBSR had taken 100 samples of 1,000 people, 95 of those samples would yield an estimate of the proportion of people that is between 33% and 39%. Hence, one can be very confident in our estimate of the proportion of people who would feel less safe if the prohibited list was reduced.

In all charts in this report, groups are compared against each other and, where possible, differences are tested for statistical significance at the 95% confidence level.

Non-sampling error

All surveys, regardless of whether they are samples or censuses, are subject to other types of error called non-sampling error. Non-sampling error includes things like interviewer keying errors and respondents misunderstanding a question.

Every attempt has been made to minimise the non-sampling error in this study. For example, use of Computer Assisted Telephone Interviewing (CATI) reduces the number of keying errors and ensures interviewers ask the right questions. However, some types of error are out of the control of the researcher. In particular, the study is reliant on accurate reporting of behaviours and views by respondents. For example, a respondent may forget that they played tennis nine months ago and fail to report this activity.

5 APPENDIX B: DISCUSSION GUIDES

Project NAPLAN

DEPTH DISCUSSION GUIDE – (V3) FINAL – 1HR

8th October, 2008

Research Purpose of Overall Study:

- The key purpose of this study is to determine the extent to which parents of students in Years 3, 5, 7 and 9 understand the information communicated by the NAPLAN individual student reports.
- The research findings will be used to:
    - assess the extent to which the student reports effectively communicate the information about the testing program and individual students' results,
    - recommend required improvements to the student reports to be issued from the 2009 NAPLAN and beyond, and
    - provide baseline information for any future review or evaluation of the reporting of student literacy and numeracy assessment at the national level.

- This report was sent home in September quite independently from any school term reports. It did not include any state referencing (to previous report scales etc). It is less likely that parents would have looked at the NAPLAN report in conjunction with the school report than in previous years... this may be an issue for parents in itself.
- The NAPLAN report was for testing that took place in May... well before the Semester 1 school reports were sent home, so it is most likely that the NAPLAN results received in September could be of a lower standard than those received in school reports in July for an individual student. This was pointed out in at least 2 jurisdictions

What to Ask	Stimulus	Outcome
Section 1: Introduction and Respondent Background	**5 mins**	
➢ Explain confidentiality, independence, taping of session, ask if any questions. ➢ To get started, maybe just tell me a little bit about yourself and your family. ➢ Before we go on, let's take a couple of minutes to complete some questions that will help us understand more about what we're going to talk about today. o COMPLETE PROFILE TEMPLATE WITH RESPONDENT o ASSURE CONFIDENTIALITY IF QUESTIONED	PROFILE TEMPLATE	➢ Set session rules ➢ Relax respondents and create rapport ➢ To gain an idea of SES, respondent/child breakdowns
Section 2: General Discussion of Student Assessment Functionality/Role	**5 mins**	
➢ Let's first discuss reports in general for a moment. ➢ What role does a report play? Why? o What makes a good or bad report? Why? o How much importance do you place on a report? Why? o What do you most value in a report card? o What do you do with reports? Why? • How do you use them? • Do you and your child sit down together with it or do you review it on your own? o How do reports today compare to your own reports that you received?		➢ To establish the degree of importance the parent places on student assessment ➢ To understand how parents use their student assessments
Section 3: NAPLAN Report – First Impressions	**5 mins**	
➢ You probably know a little bit about the National Assessment Program for literacy and numeracy (or NAPLAN assessment) that was conducted this year in May with all government and non-government students in Years 3, 5, 7 and 9 being assessed. ➢ Today we will be talking about the NAPLAN assessment and student report that your child received. We want to understand your first impressions of the report, and also gain a greater understanding of how helpful this report was in communicating your child's results. ➢ Is this the first experience you have had with literacy and numeracy tests (state/territory or national?) or has your child/children taken these kinds of tests before? ➢ How did you receive the NAPLAN report? o Probe: Came home with child, sealed/unsealed, addressed/not addressed to parent, mailed to parents, picked up from teacher or school office o What did you think of the way you received this? Why?	NAPLAN STUDENT REPORT AND OTHER STATE/TERRITORY REPORTS	➢ To gain an understanding of first impressions of the report and reactions to the report
What to Ask	**Stimulus**	**Outcome**
➢ When you received the NAPLAN student report, what were your first impressions/thoughts on the format/presentation? o Good/bad? Why? o Overall presentation – good/bad? Why? o Any likes/dislikes? o Easy or hard to understand? Why? ➢ When you received the NAPLAN student report, what did you do? o Probe: Open and glance through, read the whole report straight through, glanced and put down to read later? Why? ➢ When you went to read the report, did you read the whole report in one sitting or put it down to come back to later? Why? ➢ How much importance do you place on the NAPLAN assessment? Why? o How much importance do you place on your child's NAPLAN results? Why?		
Section 4: Drill Down into Main Components of the Report	**15 mins**	

➢ Now we will take a look at each of the sections of the NAPLAN student report and we can talk about what you like and dislike about each of these and what the report tells you about your child. ➢ **First page/introduction** o Did you read this? Why/why not? o What do you think of this? Good/bad? Why? o What did this tell you about the NAPLAN assessment? o Did you need any more information to help you understand the NAPLAN assessment? o Is there anything you don't understand? o How could this section be improved? ➢ **How to read the student report (REFER TO YELLOW BOX ON FRONT PAGE)** o Did you read this? Why/why not? o What do you think of this? Good/bad? Why? o What did this section tell you? o What did you think of the example provided? o Any thoughts on the national minimum standard? o Was it easy or hard to understand? Why? • Probe re: graphics and colours used o How could this section be improved? ➢ Now focusing specifically on the **inside of the report** (REFER TO INSIDE PAGES)- **your child's report**, what can you tell me about the information in these 2 pages? o What do you think of this? Good/bad? Why? o What did this section tell you?	NAPLAN STUDENT REPORT AND OTHER STATE/TERRITORY REPORTS	➢ To drill down into the reactions to and understanding of the main components of the report ➢ To identify any areas of confusion ➢ To ascertain any areas of the report were liked/disliked

What to Ask	Stimulus	Outcome
o Was it easy or hard to understand? Why? • **Probe understanding of**: • Their own child's result • The national average • Range of achievement for 60% of children in that year • Meaning of the bands • **Probe:** information at bottom of each section o Is there anything you don't understand? o How could this information be improved? ➢ Now I want to talk a bit more about the back section – **Summary of Skills Assessed** o Did you read all of this section or not? Why/Why not? o What did you think of the information? Why? • Probe: informative, easy/hard to understand, too much/not enough information o What information about your child did you take from this section? o How useful was this information to your overall understanding of your child's NAPLAN results? Why? o Is there anything you don't understand? o How could this information be improved? ➢ **STATE SPECIFIC INFORMATION** ➢ Now I want to talk about any additional information that you received with the NAPLAN Student Report. When you received the report (in the mail or from your child, etc) was there any other information with it? o Probe: Information for Parents brochure, Additional Student Report information, etc o Did you read this? Why/why not? o What do you think of this? Good/bad? Why? o What information about your child did you take from this additional report? o How useful was this information to your overall understanding of your child's progress? Why? o Is there anything you don't understand? o How could this information be improved	NAPLAN STUDENT REPORT AND OTHER STATE/TERRITORY REPORTS	➢ To understand how effectively the report communicates individual students results

Section 5: Drill Down into Overall Understanding of the Report	**15mins**	
➢ Now thinking back to when you first read the report, did you want further clarification or explanation about any aspects of the report or not? ➢ Did you have any questions/concerns about the report? If yes, what were they? ➢ Did you ask anyone these questions or concerns? Why/Why not? o **If sought assistance, who did you talk to? Why?** o Probe: if contacted teacher or not. Why/Why not? o Was this helpful? Why/Why not? o Were you satisfied with this help? Why/Why not? o Do you have any other concerns or questions you need answered to help you understand this report? o **If didn't seek assistance – why?** o Probe: didn't know who to contact/talk to, contacted someone and didn't return call, I didn't have the time, I forgot about it. o Would you like to have had help in understanding this report or not? Why/why not? o Will you seek assistance with understanding the report in the future or not? Why/why not? o Who would you talk to/contact? Why? o Did you discuss the NAPLAN report with anyone else? Why? For what purpose ➢ Did your child's school provide you with any additional information about the report? o Probe: Information on when report was coming, info about what the report contained, who to contact for assistance/further information o Probe how information was provided: newsletter, letter to the parent, parent/teacher nights, information night, printed information o How satisfied were you with the information provided by the school? Why/why not? ➢ Did you receive information from any other sources about the NAPLAN report? o Probe: what sources did you receive info from (media, internet, friends/family) o How helpful was this information? Why? o Do you need any other information? If so, what information do you need?	NAPLAN STUDENT REPORT AND OTHER STATE/TERRITORY REPORTS	➢ To determine if parent's required help or assistance to understand the report ➢ To understand the types of questions raised by the report ➢ To understand the most effective information sources to help with understanding

What to Ask	Stimulus	Outcome
Section 6: Impact of Report Results	**10 mins**	
➢ We've talked in detail about the sections of the report and if you needed any assistance with understanding the report ➢ Now I want to get an idea of how you feel about your child/children's results o What was your initial response after reading and understanding your child's report? Why? o How did you feel about the results? Why? o Were you surprised by the results or not? Why? o What did they communicate to you? Why? o How do you feel about your child being nationally assessed on literacy and numeracy? Why? • What does this mean to you? ➢ How well did this report provide you with a good understanding of your child's abilities in reading, writing, language and numeracy? Why? o EXPLORE FOR DIFFERENT TEST SECTIONS (e.g. literacy). How did this part of the report guide you as a parent? o Will you be doing anything different for your child from this report? • SENSTIVELY PROBE (if necessary): tutoring, accelerated learning classes, help with homework, make sure homework is done. o What will you do with this report in the future? • Probe: compare to any future NAPLAN or other reports, take to school to discuss ➢ Did you consider the NAPLAN report results in conjunction with any other feedback about your child's school performance? o If yes – what did you use? • Probe: term reports, teacher feedback, teacher/student night o Which source of information about your child's school progress do you value the most? ➢ Did you use any other prior knowledge to help you understand this report? Why/why not? o If yes – what did you use? • Probe: previous State/Territory testing reports	NAPLAN STUDENT REPORT AND OTHER STATE/TERRITORY REPORTS	➢ To explore in greater detail the impact of the results on parents

Section 7: Suggestions for Improvement	**5mins**	
➢ Now we will talk a little bit about overall suggestions for improving the student report. ➢ We want to know if there is anything else that could be done overall to make understanding this report easier for you? o What would be the single biggest improvement required? Why this? o What type of information would you need to make this report easier to understand? o Who would you like to receive this information from? Why? o In what form would you like to receive this? • Probe: letter from school/teacher, information night, in school newsletter, other suggestions ➢ Now looking at examples or thinking back to previous State or Territory reports that provided information on your child's literacy and numeracy skills, is there anything about these reports that you would like to see in the NAPLAN report? o Probe: Presentation, information, explanation provided, structure, design, colours, graphics o IF THE PARENT HAS OTHER Egs OF PAST STATE/TERRITORY REPORTS AVAILABLE, PROBE: • Were past styles better or worse than this NAPLAN report? Why? • The NAPLAN reports are more …… than the previous reports. Why? o The NAPLAN reports are less…… than the previous reports. Why?	NAPLAN STUDENT REPORT AND OTHER STATE/TERRITORY REPORTS	➢ To determine if parents need any further information to understand the report ➢ To ascertain parents' suggestions for improvement
Section 8: Thank & Close	**2 mins**	
➢ Do you have any final words of advice or comments regarding the NAPLAN reports? Anything you would like the education department to consider?		

6 APPENDIX C: QUESTIONNAIRE

NAPLAN

Research 2008

Final – 27/10/2008

SAMPLING METHODOLOGY

SAMPLE FRAME:

National – quota structure below:

State/Territory	Location	Sample Size Option b.	Anticipated Sample based upon List Purchase
New South Wales	Sydney Other	100 100	Spare interviews will be targeted towards - QLD other locations - WA other locations - Other areas in remaining states This will assist most to supplement the potential indigenous sample which is the shortfall in the NT.
Victoria	Melbourne Other	100 100	
Queensland	Brisbane Other	100 100	
Western Australia	Perth Other	100 100	
South Australia	Adelaide Other	100 100	
Tasmania	Hobart Other	100 100	n=43 to 61 (428 records) n=60 to 86 (602 records)
Australian Capital Territory	ACT	100	n=52 to 74 (520 records)
Northern Territory	Darwin Other	100 100	n=27 to 38 (269 records) n=7 to 10 (67 records)
TOTAL		**1,500**	

TARGET RESPONDENT:

Parents with at least one child in year 3,5,7 or 9 who has sat the NAPLAN tests in 2008 and has been issued with the report in September 2008.

Parents should be at least jointly responsible for decisions regarding the education of their child/children.

INTERVIEWER INSTRUCTIONS:

RESEARCH AIMS:

The overall aim of the research is to determine the extent to which parents of students in Years 3, 5, 7 and 9 understand the information communicated by the NAPLAN individual student reports. The research findings will be used to:

- assess the extent to which the student reports effectively communicate the information about the testing program and individual students' results,
- recommend required improvements to the student reports to be issued from the 2009 NAPLAN and beyond, and
- provide baseline information for any future review or evaluation of the reporting of student literacy and numeracy assessment at the national level.

BACKGROUND:

This research project is being commissioned by the Department of Education, Training and the Arts (DETA) Queensland on behalf of the Australian Education Systems Officials Committee (AESOC).

AESOC leads the development and implementation of National Assessment Program – Literacy and Numeracy (NAPLAN). Under NAPLAN, annual full-cohort national literacy and numeracy testing is conducted in government and non-government schools across Australia. The NAPLAN tests were first implemented in May 2008 and these tests replaced the previous State and Territory-based assessments. Student reports were issued to parents in mid September 2008 and the content and format of these reports differ significantly from that previously issued to parents as a result of State and Territory literacy and numeracy testing.

SPECIAL INTERVIEWER INSTRUCTIONS:

- Please code wherever possible. Record verbatim for 'other specify' responses where required.
- If a respondent cannot complete the interview at the given time, try to obtain an appointment to call them back. This appointment must be followed through.

INTRODUCTION

APPROACH:

Good morning/afternoon/evening. My name is < INTERVIEWER NAME > from Your Source, an independent research company. Today we are doing a survey of parents whose children sat the National Assessment Program – Literacy and Numeracy tests earlier this year. This survey is being conducted on behalf of education departments, independent and Catholic education organisations and the Australian Government.

The survey will help to guide the issue of NAPLAN student reports into the future. Your opinion is important, and the interview will only take about 15 minutes.

Are you able to participate in this research? YES/NO

Alternatively, I could make an appointment to call you back at a time that is more convenient?

INTERVIEWER NOTES:

- Sample source: please insert list source
- Participation in this research is entirely voluntary and if you are not interested in participating this will not impact on you in any way at all.
- If respondent is unsure, all students in grades 3,5,7 and 9 this year should have sat these tests in May and received reports in September.

SCREENERS

S1. Do you have a child or children attending school in years 3, 5, 7 or 9 this year? (DO NOT READ OUT – SR)

	CODE	ACTION
Yes	1	Continue
No	2	Terminate – *Thank you for your time but we only need to speak to parents whose children have sat the NAPLAN tests.*

S2. In which state does your child currently attend school? (CLARIFY REGION WITHIN STATE – SR)

	CODE	ACTION
NSW - Sydney	1	Continue
NSW - Other	2	Continue
VIC – Melbourne	3	Continue
VIC – Other	4	Continue
QLD – Brisbane	5	Continue
QLD – Other	6	Continue
WA – Perth	7	Continue
WA - Other	8	Continue
SA – Adelaide	9	Continue
SA - Other	10	Continue
TAS – Hobart	11	Continue
TAS - Other	12	Continue
ACT	13	Continue
NT – Darwin	14	Continue
NT - Other	15	Continue

S3. Did your child/children sit the NAPLAN tests this year? (DO NOT READ OUT – SR)

	CODE	ACTION
Yes	1	Continue
No	2	Terminate – *Thank you for your time but we only need to speak to parents whose children have sat the NAPLAN tests.*
Don't Know	3	
Refused	4	

S4. Have you received your child/children's NAPLAN student report? (DO NOT READ OUT – SR)

	CODE	ACTION
Yes	1	Continue
No	2	Terminate – *Thank you for your time but we do need for you to have received and viewed the NAPLAN student report.*
Don't know	3	
Refused	4	

S5. How many children in your household sat the NAPLAN tests this year?

_____ (CAPTURE NUMBER OF CHILDREN)

S6 Before we continue would you like to get your NAPLAN student report for reference or would you prefer to continue without it.

NOTE: There is no specific requirement for them to get the report as they should be able to answer all questions without.

PLEASE RECORD

	CODE
Have report for reference	1
Do not have report while answering survey	2

SECTION 1: PROCESS OF RECEIVING

Q1. When did you receive your child's NAPLAN report? Was it...? (PROMPT TO CLARIFY – MR)

	CODE
Before the end of Term 3 [ALL STATES OTHER THAN TAS]	1
Early in Term 3 [TAS APPLICABLE ONLY]	2
During the school holidays	3
After the school holidays – that is, at the beginning of Term 4	4
Don't know	9

Q2. How did you receive your child's NAPLAN report? (READ OUT – MR)

	CODE
By mail	1
At your child's school	2
Brought home by your child	3
Other (specify)	4

Q3. Were any of these additional items provided with your NAPLAN report? (READ OUT – MR)

	Yes	No	Don't know
A covering letter	1	2	9
An additional report with school results	1	2	9
Other materials (specify)	1	2	9

NOTE: *If respondent mentions they would like these items, interviewer to note and include in Q9 feedback.*

Q4. Were you aware that you'd be receiving the NAPLAN report before it arrived? (DO NOT READ OUT – SR)

	CODE
Yes	1
No	2

SECTION 2: EVALUATION

Q5. I will now read out a number of statements about your child's NAPLAN report. Could you please tell me your agreement using the scale:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neither agree nor disagree
- 2 = Disagree
- 1 = Strongly Disagree.

RANDOMISE	Strongly disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know
I was able to understand how well my child performed on the NAPLAN tests from the report	1	2	3	4	5	99
The NAPLAN report was easy to understand	1	2	3	4	5	99
There was not enough detail in the report	1	2	3	4	5	99
I found the report useful	1	2	3	4	5	99
I liked the look of the report	1	2	3	4	5	99
The layout of the report was easy to follow	1	2	3	4	5	99
The written text throughout the report was useful	1	2	3	4	5	99
I was able to understand how well my child performed relative to the national average	1	2	3	4	5	99
I was able to understand how well my child performed relative to the minimum national standard	1	2	3	4	5	99
I was able to understand the different bands in the report	1	2	3	4	5	99
There was too much detail in the report	1	2	3	4	5	99
I would prefer the report comments to be about my child's performance	1	2	3	4	5	99

Q6b. Thinking back to when you received your child's report, did you read the following sections? (READ OUT). If you can please indicate if you read all of it, read most of it, skimmed it or did not read that section.

	Read all of it	Read most of it	Skimmed it	Did not read	Don't know/ can't recall
The first introductory page – this included a description of the NAPLAN tests and instructions on how to read the report.	1	2	3	4	98
The two inner pages that showed the four graphs of your child's results	1	2	3	4	98
The information below the graphs in the inner two pages which told you about the questions asked in the tests	1	2	3	4	98
The back page – this included a table explaining the skills assessed in the bands across the four areas of the tests.	1	2	3	4	98

Q7a. Did you do any of the following to better understand your child's NAPLAN report? (READ OUT - MR)

		Yes	No
1	Speak to someone at your child's school	1	0
2	Speak to other parents at your child's school	1	0
3	Speak to other friends/ family	1	0
4	Speak to an education department or other education organisations	1	0
5	Look for information on the internet	1	0
6	Reference information in a newspaper	1	0

ASK IF Q7a.5 = 1

Q7b. What internet sites did you reference? [VERBATIM RESPONSE]

Q8. Were there any sections of the report that you did not like or understand? What were these sections? [VERBATIM RESPONSE]

_____

_____

_____

NO – CODE 99

Q9. Was there any other information that you would have liked to have received? [VERBATIM RESPONSE]

_____
_____
_____

NO – CODE 99

Q10. Do you consider the NAPLAN student report to be (READ OUT, SR)

ROTATE READ OUT 1-4; 4-1	
Very valuable	1
Valuable	2
Not really valuable	3
Not at all valuable	4
Don't know (DO NOT READ)	5

Q11. Do you consider National assessment to be (READ OUT, SR)

ROTATE READ OUT 1-4; 4-1	
Very important	1
Important	2
Not really important	3
Not at all Important	4
Don't know (DO NOT READ)	5

Q12. There were four different comparisons in the report to assist you in understanding your child's performance. I'll read out all four and would like you to rank them from 1 to 4, where 1 is the most important and 4 is the least important.

Randomise	RANK 1-4
The national average	
The minimum national standard	
The average performance range for 60% of children in Australia	
The achievement bands	

SECTION 3: ACTION TAKEN

IF S5 >1 READ INTRODUCTION & LOOP THROUGH Q13 – Q15

Intro for multiple NAPLAN tests: "Starting with your youngest child who sat NAPLAN ...."

Q13. Did the NAPLAN report tell you anything new about your child's performance? [VERBATIM RESPONSE]

_____
_____
_____

Q14. Since receiving your child's NAPLAN report, have you taken any actions as a result? (PROMPT TO CLARIFY – MR)

	CODE
Yes, I spoke to my child's teacher	1
Yes, I spoke to the principal	2
Yes, I spoke to my child	3
Yes, I have arranged for tutoring or other support for my child	4
Yes, I have taken other action (specify)	5
No, I have not taken any action	6

Q15. Will you keep your child's NAPLAN report for future reference? (DO NOT READ OUT – SR)

	CODE
Yes	1
No	2

IF S5 >1 READ 'Now in regards to your next child who sat the NAPLAN tests

ALLOW UP TO 4 LOOPS

Q16. Can you suggest any improvements to the NAPLAN student reports for the future? [VERBATIM REPONSE]

_____
_____
_____

SECTION 4: CHILD PROFILING

Q17. How many children do you have...? (READ OUT)

Under 18 years old____ (CAPTURE NUMBER)
Over 18 years old____ (CAPTURE NUMBER)

Please loop Q18-Q21 for each child under 18 years old.

INTRODUCTION: I just have a couple of quick questions about your child/children under 18 years.

IF MULTIPLE CHILDREN:

Starting with your first child ....

Q18. What is the gender of your child? (DO NOT READ OUT – SR)

	CODE
Male	1
Female	2

Q19. What age is your child? (SR)

CAPTURE AGE ____RECORD NUMBER

IF AGE IS 4 OR YOUNGER PLEASE LOOP TO NEXT CHILD

Q20a. Are they attending a school?

	CODE	
Yes	1	CONTINUE
No	2	LOOP TO NEXT CHILD

Q20. What year level are they in? (DO NOT READ OUT – SR)

	CODE	INSTRUCTIONS
Pre grade 1/ Kindergarten/ Prep/ Preschool		SKIP TO NEXT RELEVANT SECTION
1	1	CONTINUE Q21
2	2	
3	3	
4	4	
5	5	
6	6	
7	7	
8	8	
9	9	
10	10	
11	11	
12	12	
Not currently in school	98	SKIP TO NEXT RELEVANT

Q21. What type of school are they enrolled in...? (DO NOT READ OUT, PROMPT TO CLARIFY – SR)

	CODE
A government school	1
A Catholic school	2
An Independent school	3
Another type of school e.g. home schooled	4

ASK ALL

Q22. Have any of your children previously completed State or Territory literacy and numeracy tests? (DO NOT READ OUT – SR)

	CODE
Yes	1
No	2

SECTION 4: HOUSEHOLD PROFILING

And finally some questions on your household which are only going to be used for analysis purposes.

Q23. INTERVIEW TO CODE GENDER OF RESPONDENT

	CODE
Male	1
Female	2

Q24. Roughly, what is your age? (DO NOT READ OUT – SR)

	CODE
18-25 years	1
26-35 years	2
36-45 years	3
46-55 years	4
55+ years	5
Refused	99

Q25. Which of the following best describes your marital status? (READ OUT – SR)

	CODE
Married	1
Defacto	2
Divorced	3
Single	4
Widowed	5
Refused – DO NOT READ OUT	99

Q26. What is your annual total household income before taxes? (DO NOT READ OUT – SR) INTERVIEWER TO CODE INTO CODEFRAME BELOW

No household income	1
Under $10,000 per year	2
$10,000-$19,999	3
$20,000-$29,999	4
$30,000-$39,999	5
$40,000-$49,999	6
$50,000-$59,999	7
$60,000-$69,999	8
$70,000-$79,999	9
$80,000-$89,999	10
$90,000-$99,999	11
$100,000-$119,999	12
$120,000-$139,999	13
$140,000 or more	14
Don't know **DO NOT READOUT**	99
Refused **DO NOT READ OUT**	97

Q27. What best describes your current employment status? (READ OUT – SR)

Self employed	1
Full time employment	2
Part time/Casual employment (not a student)	3
Student	4
Not currently employed	5
Retired	6
Home duties	7
Carer	8
Other	9

Q28. Which of the following best describes the highest level of education you have completed? (READ OUT – SR)

Year 10 or below	1
Year 12	2
TAFE/ Trade qualification	3
Under Graduate University	4
Post Graduate University	5

Q29. Could you please tell me if you or anyone in your family are also...? (READ OUT – MR)

A teacher	1
An employee of your state's education department	2
An employee of an educational institution, but not a teacher	3
None of the above – DO NOT READ OUT	96

Q31. Were you born in Australia or overseas? (DO NOT READ OUT – SR)

Born in Australia	1
Born overseas	2

IF Q31 = 2

Q32. How long have you been living in Australia? (DO NOT READ OUT – SR)

Less than 5 years	1
5-10 years	2
11-20 years	3
Longer than 20 years	4

Q33. Do you speak a language other than English at home?

If yes, which of the following languages do you speak at home? (READ OUT – MR)

	CODE
English	1
Italian	2
Greek	3
Cantonese	4
Mandarin	5
Arabic	6
Vietnamese	7
Other - specify	8
Refused	9

Q34. Are you of Aboriginal or Torres Strait Islander origin? (DO NOT READ OUT – MR)

	CODE
No	1
Yes, Aboriginal	2
Yes, Torres Strait Islander	3
Yes, both Aboriginal and Torres Strait Islander	4
Don't know	5
Refused	6

Q35. Can you please tell me the post code of the suburb you live in?

____ (CAPTURE POSTCODE)

THANK & CLOSE

PRIVACY INFORMATION

This document takes into account the particular instructions and requirements of our Client. It is not intended for and should not be relied upon by any third party and no responsibility is undertaken to any third party.

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Ministerial Council on Education, Employment, Training and Youth Affairs
Communiqué

17th April 2009

Adelaide

Today, the Australian, State and Territory Education Ministers made further progress in working together to deliver collaborative national reform of schooling in Australia.

They confirmed the successful development of the Building the Education Revolution program and arrangements for its timely delivery. They also agreed on the further development of important reforms in Teacher Quality, Literacy and Numeracy and Disadvantaged Schools, based on initial implementation plans for COAG National Partnerships in these areas.

In a major step forward for the shared national transparency agenda, Ministers also agreed on a framework for publication of comparable information about school performance and context: a vital collaborative reform.

For the first time parents, teachers and communities will have access to nationally consistent information that details a school's results, its workforce, its financial resources and the student population it serves.

From 2009 the new Australian Curriculum, Assessment and Reporting Authority (ACARA) will be responsible for publishing relevant, nationally comparable information on all schools. This will include publication of the 2008 NAPLAN data and associated contextual information.

The information available will enable comparison of each school with other schools serving similar student populations around the nation and with the best-performing school in each cohort of 'like schools'.

It will also support accountability, school evaluation, collaborative policy development and resource allocation. These same transparency and accountability requirements will apply to both government and non-government schools.

Through better monitoring of performance at the student, school and system level, educational outcomes can be lifted across all schools.

All governments will continue to work together to develop a set of meaningful measures to guide school evaluation, accountability and resource allocation.

Improvements in the quality and quantity of information available on school education will allow governments, through the National Partnerships, to target resources to schools.

Ministers agreed to release the 'Reporting and Comparing School Performances' report prepared by the Australian Council for Education Research (ACER), on which the Ministers drew in developing the school transparency agenda. [Attached]

Ministers agreed that these reforms were not about simplistic league tables which rank schools according to raw test scores.

In important new developments for the shared reform agenda, Ministers agreed to include arts in the second phase of the development of the National Curriculum.

In the first phase, the interim National Curriculum Board was asked to develop curriculum for the core subjects of English, mathematics, science and history. Geography and languages have already been confirmed as forming part of the second phase of curriculum development.

Ministers also agreed to reorganisation of Ministerial Council Governance to reflect the shared reform agenda and associated changes in State and Territory and Commonwealth responsibilities across education, early childhood, employment and youth affairs.

REPORTING AND COMPARING SCHOOL PERFORMANCES

Geoff N Masters
Glenn Rowley
John Ainley
Siek Toon Khoo

Paper prepared for the MCEETYA Expert Working Group to provide advice on national schools data collection and reporting for school evaluation, accountability and resource allocation

December 2008

Commissioned by the Reporting and Accountability Branch, National Education Systems Group, Commonwealth Department of Education, Employment and Workplace Relations (DEEWR)

CONTENTS

EXECUTIVE SUMMARY

This report provides advice on the collection and reporting of information about the performances of Australian schools. The focus is on the collection of *nationally comparable* data. Two purposes are envisaged: use by education authorities and governments to monitor school performances and, in particular, to identify schools that are performing unusually well or unusually poorly given their circumstances; and use by parents/caregivers and the public to make informed judgements about, and meaningful comparisons of, schools and their offerings.

Our advice is based on a review of recent Australian and international research and experience in reporting on the performances of schools. This is an area of educational practice in which there have been many recent developments, much debate and a growing body of relevant research.

Our work is framed by recent agreements of the Council of Australian Governments (COAG), in particular, at its meeting on 29 November 2008:

> COAG agreed that the new Australian Curriculum, Assessment and Reporting Authority will be supplied with the information necessary to enable it to publish relevant, nationally-comparable information on all schools to support accountability, school evaluation, collaborative policy development and resource allocation. The Authority will provide the public with information on each school in Australia that includes data on each school's performance, including national testing results and school attainment rates, the indicators relevant to the needs of the student population and the school's capacity including the numbers and qualifications of its teaching staff and its resources. The publication of this information will allow comparison of like schools (that is, schools with similar student populations across the nation) and comparison of a school with other schools in their local community. (COAG Meeting Outcomes)

Our work also has been framed by the recently endorsed *MCEETYA Principles for Reporting Information on Schooling* (see Section 1.4).

Before summarising our specific recommendations, there are some general conclusions that we have reached from our review of international research and experience. The specific recommendations that follow are best understood in the context of these general conclusions:

- Vigilance is required to ensure that nationally comparable data on individual schools does not have the unintended consequence of focusing attention on some aspects of the purposes of schooling at the expense of other outcomes that are as important but not as easily measurable. Parents/caregivers and the public are interested in a broad range of information about schools, and nationally comparable data should be reported in the context of this broader information.

- Although it has become popular in education systems in some other parts of the world to use statistical models to develop 'measures' of school performance and to report these measures publicly in league tables, we believe that there are very

sound technical and educational reasons why school measures of this kind should not be used for public reporting and school comparisons.

- Related to this point, we are not convinced of the value of reporting 'adjusted' measures of student outcomes publicly. Measures of student outcomes should be reported without adjustment.

- To enable the comparison of unadjusted student outcomes across schools, we believe that a 'like-schools' methodology should be used. This methodology would allow parents/caregivers, the public, and education systems to compare outcomes for schools in similar circumstances.

- While point-in-time measures of student outcomes often are useful, it is difficult to establish the contributions that teachers and schools make to point-in-time outcomes. In general, measures of student gain/growth across the years of school provide a more useful basis for making judgements about the value that schools are adding.

- Measures of gain/growth are most appropriately based on measurement scales that can be used to monitor student progress across the years of school. The NAPLAN measurement scales are an example and provide educational data superior to that available in most other countries. Consideration should be given to developing national measurement scales for early literacy learning and in some subjects of the national curriculum.

- Initially reporting should build on the understandings that parents and the public have already developed. For example a school's NAPLAN results should be reported in forms that are consistent with current NAPLAN reports for students. Although much work needs to be done in defining the most appropriate measures, the principle should be to build on the representations of data that are already familiar to people.

Recommendations

Our report makes the following specific recommendations:

student outcome measures

- Nationally comparable data should be collected on the literacy and numeracy skills of students in each school, using NAPLAN (Years 3, 5, 7 and 9).
- Nationally comparable data should be collected on the tertiary entrance results of students in each senior secondary school. These data could be reported as the percentage of students achieving tertiary entrance ranks of 60 or above, 70 or above, 80 or above, and 90 or above (calculated as a percentage of the students achieving tertiary entrance ranks).
- Nationally comparable data should be collected on the percentage of students in each senior secondary school completing Year 12 or equivalent; the percentage of students applying to all forms of post-school education; and the percentage of students completing VET studies.

- Nationally comparable data should be collected on the achievements of students in core national curriculum subjects (English, mathematics, science and history), beginning in 2010. National assessments could be developed initially at Year 10.
- Nationally comparable data should be collected on the early literacy learning of children in each primary school. These assessments will need to be developed and should be administered upon entry to school and used as a baseline for monitoring progress across the first few years of school.

physical and human resources

- Nationally comparable data should be collected about sources and amounts of funding received by each school, including all income to the school from State and Commonwealth governments, as well as details of fees payable by parents, including those that are mandatory and any voluntary levies that parents are expected to pay.
- Nationally comparable data should be collected on the numbers and qualifications of teaching staff in each school. Basic data would include academic qualifications, details of pre-service teacher education, and details of any advanced certification (eg, Advanced Skills Teacher; Level 3 Teacher).

student intake characteristics

- Nationally comparable data should be collected on the socio-economic backgrounds of students in each school. Data should be based on information collected at the individual student level, using at least parental occupation and, possibly, parental education levels, under the agreed MCEETYA definitions.
- Nationally comparable data should be collected on the percentage of students in each school of Aboriginal and/or Torres Strait Islander background under the agreed MCEETYA definition.
- Nationally comparable data should be collected on the percentage of students in each school identified as having a language background other than English (LBOTE) under the agreed MCEETYA definition.
- Nationally comparable data should be collected on the geo-location of each school using a 3-category scale: metropolitan, provincial, and remote.
- Nationally comparable data should be collected on the percentage of students in each school with special educational needs. A nationally agreed definition of this category will need to be developed.

like-school comparisons

- In reporting student outcome data for a school, data for like-schools should be provided as a point of comparison. Like-schools will be schools in similar circumstances and facing similar challenges.
- In determining 'like-schools', account should be taken of the percentage of students with Indigenous backgrounds, the socio-economic backgrounds of the students in the school, and the percentage of students from language backgrounds other than English.

- For each school separately, like-schools should be identified as the schools most similar to that school on the above characteristics (rather than pre-defining a limited number of like-school categories).
- Work should commence as soon as possible on the development of an appropriate like-schools methodology.

public reporting

- For the purpose of providing public information about schools, a common national website should be used to provide parents/caregivers and the public with access to rich information about individual schools.
- The national website should provide information about each school's programs, philosophies, values and purposes, provided by the school itself, as well as nationally comparable data, provided centrally.
- Nationally comparable student outcome data should, wherever possible, provide information about current levels of attainment (ie, status), gain/growth across the years of school, and improvement in a school over time.
- The complete database for each state/territory should be made available to the relevant state/territory departments of education and other employing authorities, enabling them to interrogate data for their schools and to make judgments about school performances using aggregated data and national summary statistics.

We believe that almost all nationally comparable data collected centrally could be reported publicly. The exceptions would arise when the public reporting of data may have negative and unintended consequences for schools. For example, we can envisage negative consequences arising from the reporting of the socio-economic backgrounds of students in a school, or of the financial circumstances of struggling, small schools (both government and non-government). We also believe that data reported publicly should be factual data about a school, and not the results of secondary analyses and interpretations that are open to debate (eg, value-added measures).

1. INTRODUCTION

In education, good decision making is facilitated by access to relevant, reliable and timely information. Dependable information is required at all levels of educational decision making to identify areas of deficiency and special need, to monitor progress towards goals, to evaluate the effectiveness of special interventions and initiatives, and to make decisions in the best interests of individual learners.

The focus of this paper is on the provision and use of information about individual *schools*. The starting point is the observation that relevant and reliable information about schools is required by a range of decision makers – including parents and caregivers, school principals and school leadership teams, system managers and governments, and the general public – all of whom require dependable information that they can use to maximise opportunities and outcomes for students.

1.1 Audiences and Purposes

Parents and caregivers require valid and reliable information to evaluate the quality of the education their children are receiving, to make informed decisions in the best interests of individual students, and to become active partners in their children's learning. They require dependable information about the progress individuals have made (the knowledge, skills and understandings developed through instruction), about teachers' plans for future learning, and about what they can do to assist. There is also considerable evidence that parents and caregivers want information about how their children are performing in comparison with other children of the same age. And, if they are to make judgements about the quality of the education their children are receiving, they require information that enables meaningful comparisons across schools.

School leaders require reliable information on student and school performances for effective school management. Research into factors underpinning school effectiveness highlights the importance of the school leader's role in establishing an environment in which student learning is accorded a central focus, and goals for improved performance are developed collaboratively by staff with a commitment to achieving them. School managers require dependable pictures of how well students in a school are performing, both with respect to school goals for improvement and with respect to past achievements and achievements in other, comparable schools.

Governments and system managers require dependable information on the performance and progress of individual schools if they are to exercise their responsibilities for the delivery of quality education to all students. Effective management depends on an ability to monitor system-wide and school performances over time, to gauge the effectiveness of special programs and targeted resource allocations, to monitor the impact of policies, and to evaluate the success of initiatives aimed at traditionally disadvantaged and underachieving sections of the student population. Accurate, reliable information allows system managers to measure progress against past performances, to identify schools and issues requiring special attention, to target resources appropriately, and to set goals for future improvement.

1.2 Forms of Information

Because there are multiple audiences and purposes for information about schools, the forms of information required for effective decision making are different for different stakeholders.

Parents and caregivers require a wide range of information, including information relating to their immediate needs (eg, Is the school easily accessible by public transport? Does it have an after-school program? What fees and/or levies does it charge?); the ethos of the school (eg, What evidence is there of bullying/harassment? What are the espoused values of the school? Do students wear uniforms? What level of discipline is imposed? Who is the principal?); their child's likely educational experience (eg, Who will be my child's teacher next year? Will they be in a composite class? How large will the class be? Does the school have a literacy intervention program? What extra-curricular activities are provided?); and the school's educational results (eg, Does the school achieve outstanding Year 12 results?).

School leaders require other forms of information, including information relating to staffing and resources (eg, What resources are available for music next year? How many beginning children have special learning needs?); the effectiveness of initiatives (eg, Is there any evidence that the extra class time allocated to literacy this year made a difference?); and academic results (eg, How many Year 5 students did not meet the minimum performance standard in Reading? Have our results improved since last year? Are we still below the state average? How did last year's Year 12 results compare with those of the neighbouring school?).

System managers and governments require still other forms of information, including information to monitor system-wide trends over time, to evaluate the effectiveness of attempts to raise standards and close gaps, and to identify schools that are performing unusually well or unusually poorly given their circumstances. In general, the school-level information required by system managers and governments is less fine-grained than the information required by parents, teachers and school leaders.

Figure 1 displays schematically various forms of information that could be made available about a school, either publicly or to specific audiences (eg, system managers). The forms of evidence represented in Figure 1 are:

A: *student outcome measures that a school could choose to report*
Most schools report a wide range of information about the achievements of their students to their school communities. This information is reported in school newsletters, local and community newspapers, school websites, and at school events. The information includes details of Year 12 results, analyses of post-school destinations, results in national mathematics and science competitions, language certificates, awards, prizes, extra-curricular achievements, community recognition, and so on. Most schools take every opportunity to celebrate the achievements of their students and to announce these achievements publicly.

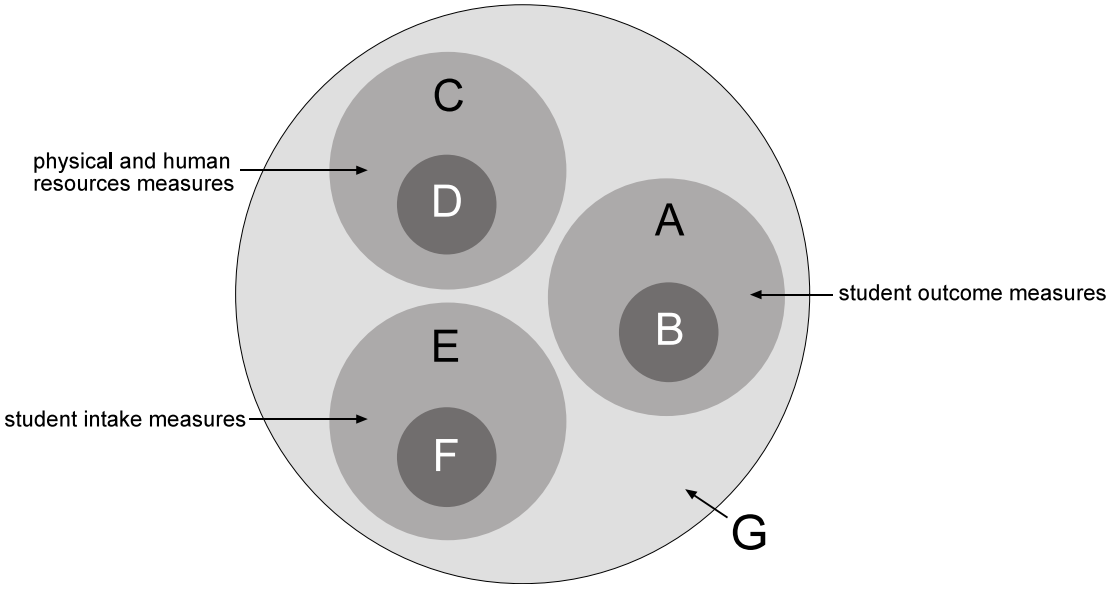

Figure 1. Forms of information that could be made available about a school

B: *a sub-set of student outcome measures on which it is agreed to collect nationally comparable data*
Within the set of student outcome information that might be reported for a school, there could be a sub-set of outcomes on which it was agreed to collect nationally comparable data. A reason for identifying such a sub-set would be to ensure some common measures to facilitate school comparisons – within a local geographical area, across an entire education system, nationally, or within a group of 'like' schools. Inevitably, nationally comparable data would be collected for only some of the outcomes that schools, parents and communities value. Performances on common literacy and numeracy tests in Years 3, 5, 7 and 9 are an example of nationally comparable data currently in this category.

C. *physical and human resources measures that a school could choose to report*
Schools provide information in various forms and to various audiences about their physical and human resources. Information of this kind includes details of staff qualifications and teaching experience, staff turnover rates, school global budgets, computers and other technology, newly constructed facilities, bequests, results of fundraising drives, and so on. Some of this information may be reported to the school community; some may be kept confidential to the school, education system or government departments.

D: *a sub-set of physical and human resources measures on which it is agreed to collect nationally comparable data*
Within the set of physical and human resources measures reported for a school, there could be a sub-set of measures on which it was agreed to collect nationally comparable data. For example, there have been recent calls for greater consistency and transparency in the reporting of school funding arrangements (Dowling, 2007; 2008) and for more consistent national approaches to assessing and recognising teacher quality (Dinham, *et al*, 2008).

E. *student intake measures that a school could choose to report*
Most schools have considerable information about their students. For example, they may have information about students' language backgrounds, Indigenous status, socio-economic backgrounds, learning difficulties and disabilities. This information usually is reported only within education systems or to governments and is not reported publicly, although schools sometimes provide information to their communities about the range of languages spoken by students in the school, the countries from which they come, the percentage of Indigenous students in the school and the school's special Indigenous programs, or the number of severely disabled students and the facilities and support provided for these students.

F: *a sub-set of student intake measures on which it is agreed to collect nationally comparable data*
Within the set of student intake characteristics reported for a school, there could be a sub-set of measures on which it was agreed to collect nationally comparable data. Some progress has been made toward nationally consistent definitions and nationally consistent data collections on student background characteristics.

G. *all other information that a school could choose to make available*
Beyond information about student outcomes, student backgrounds and their physical and human resources, schools provide a range of other information to the communities they serve.

1.3 Nationally Comparable Data

Acknowledging the many purposes and audiences for information about schools, and the various forms that this information can take, the specific focus of this paper is on the collection and reporting of *nationally comparable data* for the purposes of evaluating and comparing school performances. In other words, the focus is on categories B, D and F in Figure 1. We envisage three broad uses of such data:

- use by parents and caregivers in judging the quality of educational provision and in making informed decisions in the best interests of individual students;
- use by school leaders in monitoring a school's improvement and benchmarking the school's performance against other, comparable schools; and
- use by education systems and governments in identifying schools that are performing unusually well or unusually poorly given their circumstances.

As noted above, these three stakeholder groups are likely to have different needs. The ways in which nationally comparable data are analysed, combined and reported may be different for different purposes.

We see the process of reaching agreement on the core data that should be available about a school as a national collaborative process, and see little value in arriving at different conclusions about these data for different parts of the country.

1.4 Principles for Reporting

The *Principles for Reporting Information on Schooling* (see pages 6-7) adopted by the Ministerial Council for Education, Employment, Training and Youth Affairs (MCCETYA) provide an important point of reference for any proposed collection and use of nationally comparable data on schools. These principles recognise the multiple audiences and purposes for information about schools, the need to collect broad evidence about student and school performances, and the desirability of monitoring intended and unintended consequences of reporting information on schools. Australian governments have undertaken to ensure that data provided for the purposes of comparing schools are reliable and fair and take into account the contexts in which schools work. Governments also have undertaken not to develop simplistic league tables of school performances.

1.5 Structure of Paper

This paper first considers the kinds of *nationally comparable data* that might be collected about schools for the purposes outlined above. We draw on national and international research and experience, attempt to anticipate the likely requirements of different audiences, and take into account what measures currently exist and what additional measures might be desirable in the future. Each of the three data categories in Figure 1 is considered in turn:

- student outcome measures (sections 2-3)
- physical and human resources measures (section 4)
- student intake measures (section 5)

We then consider alternative ways of *evaluating and comparing school performances*. Two broad methodologies are discussed:

- the direct comparison of student outcomes (section 6)
- the construction of measures of school performance (section 7)

Finally, we consider issues in *reporting* publicly on the performances of schools:

- audiences and purposes for reporting (section 8)
- options for public reporting on schools (section 9)

MCEETYA PRINCIPLES FOR REPORTING INFORMATION ON SCHOOLING

There is a vast amount of information on Australian schooling and individual schools. This includes information about the educational approach of schools, their enrolment profile, staffing, facilities and programs, and the education environment they offer, as well as information on the performance of students, schools and systems. Different groups, including schools and their students, parents and families, the community and governments, have different information needs. The following principles provide guidance on requirements for information on schooling, including the types of information that should be made readily available to each of the groups noted above. These principles will be supported by an agreed set of national protocols on the access to and use of information on schooling.

Good quality information on schooling is important:

FOR SCHOOLS AND THEIR STUDENTS

Principle 1: *Schools need reliable, rich data on the performance of their students because they have the primary accountability for improving student outcomes.*

Good quality data supports each school to improve outcomes for all of their students. It supports effective diagnosis of student progress and the design of quality learning programs. It also informs schools' approaches to provision of programs, school policies, pursuit and allocation of resources, relationships with parents and partnerships with community and business.

Schools should have access to:

- Comprehensive data on the performance of their own students that uses a broad set of indicators
- Data that enables each school to compare its own performance against all schools and with schools of similar characteristics
- Data demonstrating improvements of the school over time
- Data enabling the school to benchmark its own performance against that of the best-performing schools in their jurisdiction and nationally

FOR PARENTS AND FAMILIES

Principle 2: *Information about schooling, including data on the performance of individuals, schools and systems, helps parents and families to make informed choices and to engage with their children's education and the school community.*

Parents and families should have access to:

- Information about the philosophy and educational approach of schools, and their staffing, facilities, programs and extra-curricular activities that enables parents and families to compare the education environment offered by schools
- Information about a school's enrolment profile, taking care not to use data on student characteristics in a way that may stigmatise schools or undermine social inclusion[1]
- Data on student outcomes that enables them to monitor the individual performance of their child, including what their child knows and is able to do and how this relates to what is expected for their age group, and how they can contribute to their child's progress
- Information that allows them to assess a school's performance overall and in improving student outcomes, including in relation to other schools with similar characteristics in their jurisdiction and nationally

[1] Any use or publication of information relating to a school's enrolment profile should ensure that the privacy of individual students is protected. For example, where the small size of a school population or of a specific student cohort may enable identification of individual students, publication of this information should be avoided.

FOR THE COMMUNITY

Principle 3: *The community should have access to information that enables an understanding of the decisions taken by governments and the status and performance of schooling in Australia, to ensure schools are accountable for the results they achieve with the public funding they receive, and governments are accountable for the decisions they take.*

Students are an important part of our society and take up a variety of roles within it after leaving school. The community is therefore a direct and indirect consumer of the product of our schools, as well as providing the means of public funding. Information about schools in the public domain fulfils the requirement that schools be accountable for the results they achieve with the public funding they receive, including relative to other 'like' schools; it should also give the community a broad picture of school performance and a sense of confidence in our school systems.

The community should have access to:

- Information about the philosophy and educational approach of schools, and their staffing, facilities, programs and extra-curricular activities that enables the community to compare the education environment offered by schools
- Information about individual schools' enrolment profile, taking care not to use data on student characteristics in a way that may stigmatise schools or undermine social inclusion
- National reporting on the performance of all schools with data that allows them to view a school's performance overall and in improving student outcomes, including in relation to other schools with similar characteristics

RESPONSIBLE PROVISION OF SCHOOLING INFORMATION

Australian Governments will ensure that school-based information is published responsibly so that:

- any public comparisons of schools will be fair, contain accurate and verified data, contextual information and a range of indicators to provide a more reliable and complete view of performance (for example, information on income, student body characteristics, the spread of student outcomes and information on the value added by schools)
- governments will not devise simplistic league tables or rankings and will put in place strategies to manage the risk that third parties may seek to produce such tables or rankings, and will ensure that privacy will be protected
- reports providing information on schooling for parents and families and the community will be developed based on research on what these groups want to know and the most effective ways the information can be presented and communicated.

FOR GOVERNMENTS

Principle 4: *Governments need sound information on school performance to support ongoing improvement for students, schools and systems. Government also need to monitor and evaluate the impacts (intended and unintended) of the use and release of this information to improve its application over time.*

Good quality information on schooling enables governments to:

- analyse how well schools are performing
- identify schools with particular needs
- determine where resources are most needed to lift attainment
- identify best practice and innovation in high-performing schools that can be mainstreamed and used to support improvements in schools with poorer performance
- conduct national and international comparisons of approaches and performance
- develop a substantive evidence base on what works.

This will enable future improvements in school performance that support the achievement of the agreed education outcomes of both the Ministerial Council for Education, Employment, Training and Youth Affairs and the Council of Australian Governments.

2. STUDENT OUTCOMES

Information about the *outcomes* of a school's efforts is key information for parents and caregivers if they are to judge the quality of educational provision; for school leaders to monitor a school's performance and improvement; and for education systems and governments to identify schools in need of additional support.

However, schools work to promote many different kinds of outcomes for their students. For some schools, an important objective is to improve school attendance rates. For others, assisting students to make successful transitions into the workforce is a high priority. Some schools are more focused than others on supporting the social, spiritual and emotional development of students. Still others measure their success in terms of entry rates into highly sought-after university courses.

Decisions about the outcomes to be reported publicly for schools are important because they influence judgements about how well individual schools are performing. This is particularly true when education systems and governments attempt to construct 'measures' of school performance:

> Perverse incentives can arise when the [school] performance measure has both a large impact upon actors and focuses on an aspect of schooling that does not reflect the true or overall purpose and objectives of schools. Unfortunately, this can be common in school performance measures if the performance measure is too narrowly defined. (OECD, 2008, 26)

In practice, the outcomes for which nationally comparable data are collected and reported are likely to be determined by both value-based and pragmatic considerations.

2.1 Value-Based Considerations

Inevitably, decisions about outcomes reflect underlying values. For example, if proficiency in basic skills such as literacy and numeracy is considered the most important outcome of schooling because of its fundamental importance to further learning and life beyond school, then it might be considered adequate to measure and report levels of proficiency in these basic skills only. On the other hand, some secondary schools might argue that their performances should be judged not in terms of basic skills but in terms of tertiary entrance scores and successful admission to selective university courses. And religious community schools that place a priority on developing religious and cultural knowledge and values might argue that these outcomes should be taken into consideration in any judgement of their 'performance'. Decisions about student outcome measures need to acknowledge the values that they reflect and explicitly recognise that reported data provide information about only some of the outcomes that schools value.

The first question to be addressed about student outcomes is: Which outcomes are so essential that there would be interest in knowing how well every school in Australia was contributing to their achievement? Some outcomes may be clearly of this kind. Others may require broad national discussion – by governments, schools and the wider community. Some possible candidates include:

- *literacy and numeracy skills*
  There is widespread recognition that skills in reading, writing and basic numeracy are fundamental to success in formal learning settings and to subsequent employment prospects and a range of post-school outcomes and experiences. Students' literacy levels are the best available predictor of secondary school completion. Nationally comparable data on literacy and numeracy are already available for all Australian students in Years 3, 5, 7 and 9 through the NAPLAN assessments.

- *achievement in core subjects*
  Current work to develop a national curriculum in English, mathematics, science and history reflects consensus to give priority to these subjects and agreement on the desirability of national curriculum consistency in these areas. Australia's participation in the IEA Trends in International Mathematics and Science Study (TIMSS) and the OECD Programme for International Student Assessment (PISA) further underscores the national priority attached to student achievement in the core areas of English literacy, mathematics and science.

- *secondary school completion*
  Secondary school completion has direct implications not only for the long-term employment prospects of individuals, but also for the Australian economy. Compared with people who complete Year 12 or equivalent, early school leavers tend to be less likely to work and tend to earn less when they are employed (The Productivity Commission, 2006). The Business Council of Australia (2003) estimates that, if the percentage of young people completing Year 12 or its equivalent were increased from 80 per cent to 90 per cent, GDP would be $1.8 billion higher in 2020 than it would otherwise have been.

- *employability skills*
  A key function of schooling is to provide young people with skills and attributes for work and life beyond school. MCEETYA has endorsed the eight employability skills (communication, teamwork, problem solving, initiative and enterprise, planning and organising, self management, learning skills and technology skills) proposed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and the Rudd Government's Job Ready Certificate will recognise the achievement of these skills by students undertaking vocational education and training in schools and Australian Apprenticeships.

- *Year 12 results*
  For many students and parents, an important outcome of school education is the achievement of a senior secondary certificate and a tertiary entrance score that provides entry to a university course of choice. Many parents choose secondary schools on the basis of their past Year 12 results and the proportions of their students being admitted to competitive university courses.

There are many other outcomes that schools value and seek to achieve. In theory, there is no reason why nationally comparable measures could not be developed beyond those listed above, including in areas such as civics and citizenship, foreign

language proficiency, ICT literacy, and knowledge about and attitudes toward the protection of the environment.

Any attempt to evaluate a school's performance on the basis of the outcomes it delivers for its students also must address the question of the stage of schooling at which those outcomes are assessed. For example, parents of pre-school children may be most interested in knowing how well a school addresses the needs of children in their first years of school. What progress do children make in the areas of oral language development, reading and writing in their first three years? How does this compare with typical progress in other schools? How well does the school cater for children with developmental lags and learning difficulties? How effectively does it support students with language backgrounds other than English? Questions of this kind may require measures of literacy development from the time children begin school, rather than commencing literacy assessments at Year 3.

Similarly, a school's effectiveness in the core subjects of English, mathematics and science could be evaluated at different stages of schooling. A K-12 school that is highly effective in the upper primary years may be much less effective in the junior secondary years – information that is likely to be of interest to parents, but that would require evidence from both these stages of school.

2.2 Pragmatic Considerations

The assessment and reporting of student outcomes in a nationally comparable way also will be influenced by pragmatic considerations, especially the question of what measures are already available, how reliable and credible they are, and how easily and inexpensively additional measures could be obtained.

Literacy and numeracy achievements already are assessed in a nationally comparable way across all Australian schools through the National Assessment Program, Literacy and Numeracy (NAPLAN) at Years 3, 5, 7 and 9.

Tertiary admissions agencies throughout Australia have devised a common measure of overall success in the final stage of secondary schooling. In NSW and the ACT, this measure is called the University Admissions Index (UAI); in Victoria, the Equivalent National Tertiary Entrance Rank (ENTER); and in South Australia, the Northern Territory, Western Australia and Tasmania, the tertiary Entrance Rank (TER). Queensland provides data to allow students' Overall Positions to be transformed to a finer scale and converted to an Interstate Transfer Index. For purposes of tertiary admissions, the UAI, ENTER, TER and the Interstate Transfer Index are treated by the selection agencies as equivalent measures (Victorian Tertiary Admissions Centre, 2008). These indices are already treated as a common measure across the country by tertiary institutions, and often are seen by students with tertiary aspirations and their parents as the single most valued outcome at the end of secondary schooling. At the present time, these measures provide the only available common measure of achievement at senior secondary level.

Work has been undertaken to investigate ways of achieving nationally comparable evidence in relation to the eight employability skills (Matters & Curtis, 2008). These

may in the future be considered for inclusion in national reporting, but at this point could not be considered.

Other outcomes currently are assessed in ways that provide comparability only across schools within the same state. Examples include Year 12 subject results, achievement in core subjects (eg, through the NSW School Certificate), and secondary school completion rates. If national comparability is an objective, then the challenge in relation to these outcomes is to find ways of making this information comparable across states and territories (see Masters *et al*, 2006 and Matters & Masters, 2007).

Obvious requirements for the collection and reporting of nationally comparable measures of student outcomes are political will and the resources necessary for data collection. Education systems and schools must be convinced that the benefits of providing nationally comparable data outweigh the costs. This decision has already been made for literacy and numeracy outcomes at Years 3, 5, 7 and 9. Agreement to develop national curricula in English, mathematics, science and history may provide a first step towards nationally comparable outcome measures in these subjects. And the high degree of curriculum consistency across jurisdictions and broad community support for a more common approach to Year 12 certification provide a basis for developing more comparable measures of achievement in senior secondary subjects.

Internationally, most countries provide nationally comparable student outcome data for only a few aspects of the curriculum – usually in the core school subjects of first language, mathematics and science.

2.3 What is Feasible?

Table 1 summarises some currently available student outcome measures. Nationally comparable data are available in literacy and numeracy for all schools through NAPLAN. National data also are available in the form of tertiary entrance scores and Year 12 completion rates, although in both these cases, there are some questions about the extent of comparability across states and territories. Some other assessment programs provide nationally comparable data, but only for schools and students who choose, or are sampled, to participate in them. There are no other obvious nationally comparable outcome measures collected for all schools.

One relatively cost-effective way to provide better information about student outcomes would be to make wider use of existing assessment instruments. For example, information about the extent to which schools are addressing the needs of students with inadequate literacy and numeracy levels in the final years of secondary school could be provided by identifying students who perform at unacceptably low levels on NAPLAN in Year 9 and administering the Year 9 NAPLAN tests to them two years later when they are in Year 11. Assessments developed and used by one jurisdiction could be made available to schools in other jurisdictions (eg, NSW School Certificate examinations). And assessments developed primarily for research purposes could be made available for broader use (eg, the Longitudinal Literacy and Numeracy Survey (LLANS) and Indigenous LLANS materials could provide better information about how well schools are supporting student learning in the early years of school and Indigenous students with language backgrounds other than English).

Another option is to develop, over time, other nationally comparable measures of student outcomes. Possibilities include new assessments to track the early oracy and literacy skills of young children. These may be especially useful for students who currently perform well below the minimum Year 3 literacy standard (eg, children in remote Indigenous ESL schools). Other possibilities include nationally comparable assessments of achievement in core school subjects, both at senior secondary level and at earlier stages of schooling. Such assessments are likely to become more feasible with agreement on a national curriculum in these subjects.

Table 1. Current Student Outcome Measures

Student Outcomes	Current Data Collection	Adequacy
Literacy and numeracy skills	Nationally comparable, annual data collection at Years 3, 5, 7 and 9	Adequate for making direct comparisons across schools at these Year levels. No nationally comparable data for the early years of school. Inadequate for some remote Indigenous schools where English is not the first language. Provides no information on the numbers of students leaving school with inadequate basic skills.
Achievement in core subjects	Annual Year 12 assessments in these subjects NSW School Certificate (Year 10 assessments)	Adequate for making comparisons within a state (for students who choose). Research has shown a high degree of curriculum consistency across jurisdictions (in some subjects) and a high degree of consistency in the criteria used to assess student achievement. Adequate for making comparisons within NSW.

Student Outcomes	Current Data Collection	Adequacy
	Sample surveys (eg, WA Monitoring Standards in Education; TIMSS)	Inadequate because based on sampled students only.
Secondary school completion	Data on secondary school completion rates	Adequate for making comparisons across schools within a state. Differences in completion requirements make comparison across states more problematic.
Employability skills	No nationally comparable assessments.	Inadequate. Work has been undertaken to develop and explore ways of assessing these skills in a nationally comparable way.
Year 12 results	No nationally comparable assessments at the level of Year 11-12 subjects. UAI, TER, ENTER and OP scores in all jurisdictions.	Inadequate. Adequate? Although these indices are constructed to be comparable across states, they do not use a strictly common measure.

Reflections

The best available nationally comparable student outcome measures at the present time are provided by NAPLAN. These data became available for all Australian schools for the first time in 2008. Students tested in 2008 will be retested in 2010, meaning that it will not be possible to assess the progress those students have made until that time. In the meantime, NAPLAN data from 2008 and 2009 could be used in school evaluations.

It may be possible to treat school completion rates as comparable across Australia at the present time, even though what it means to complete Year 12 or equivalent is not currently defined consistently. Student tertiary entrance ranks also could be treated as comparable across states (as they already are for university entrance purposes).

School attendance is an interesting issue because, on the one hand, it can be seen as an outcome of schooling, with schools working to increase student attendance rates. On the other hand, high rates of absenteeism can be seen as part of the contextual difficulties confronting some schools. In these contexts, schools, parents and local communities need to collaborate to improve levels of school attendance.

For the purposes of future school evaluation, we believe it would be useful to investigate the development of nationally comparable measures of early literacy skills, including for students from non-English backgrounds, and the collection of better information about literacy and numeracy outcomes post-Year 9 (especially for students with inadequate skills at Year 9).

We also believe there is value in working towards more nationally consistent measures of achievement in core national curriculum subjects, particularly at or near the end of Year 10. For national reporting, such measures would provide information, presently lacking, about the outcomes of middle schooling beyond literacy and numeracy.

3. MEASURING OUTCOMES

Having considered the kinds of outcomes that could be assessed and reported in a nationally comparable way, we turn now to the question of how best to assess and report student achievement.

3.1 Measurement Scales

An important general concept in the assessment and reporting of achievement is the concept of a measurement scale. A measurement scale can be conceptualised as a continuum of increasing achievement. At any given time, a student can be thought of as being at a particular location on this continuum (eg, a particular level of reading proficiency). The purpose of assessment is to estimate each student's current level of attainment from observations of their work and performances.

The assessment process assumes that every student is at some point in their learning and so can be assessed on a continuum of increasing achievement. It is further assumed that every student is capable of making progress beyond their current level of attainment given appropriate learning opportunities and if engaged and motivated to learn.

A characteristic of a measurement scale is that it usually is not limited to a particular year of school, but extends across several years, enabling student progress to be monitored independently of their age or year level.

Another important characteristic of a measurement scale is that it is not tied to any particular assessment instrument, but is freed of the specifics of the instruments used. This is achieved by (statistically) calibrating the difficulties of test questions, enabling performances on different tests to be reported and compared on the same (numerical) scale. If a Year 3 reading test and a Year 5 reading test are calibrated on the same measurement scale, then a good performance on the Year 3 test may lead to exactly the same scale score as an average performance on the Year 5 test.

Results of the National Assessment Program-Literacy and Numeracy (NAPLAN) are reported on measurement scales with these properties. NAPLAN reports literacy and numeracy achievements on five measurements scales:

- Reading
- Writing
- Numeracy
- Spelling
- Grammar & Punctuation

All students in Years 3, 5, 7 and 9 are assessed on these scales, with each student receiving a score between 0 and 1000 on each scale.

NAPLAN scores maintain their meaning over time. For example, a NAPLAN Reading score of 345 will represent the same level of reading proficiency in 2014 as it represented in 2011. Because of this property of NAPLAN scores, it is possible to measure a student's achievement and growth (or to measure average achievement or growth for a group of students) across Years 3 to 9.

The NAPLAN measurement scales also are accompanied by descriptions of the kinds of performances and skills typical of students at various levels of proficiency (ten 'bands') along each scale. And for each year level, and for each aspect of literacy and numeracy, a national minimum standard is defined and located on the NAPLAN scale. For Year 3, Band 2 is the national minimum standard; for Year 5, Band 4; Year 7, Band 5; and Year 9, Band 6.

3.2 Measures of Status

A measure of *status* is a measure of attainment or standing at a particular time.

For an individual student, an example of a status measure would be:
- the student's Year 7 NAPLAN Numeracy score

For a school, examples of status measures would be:
- the mean Year 5 NAPLAN Numeracy score in a given year; and
- the percentage of Year 3 students achieving the national minimum standard in Reading.

Measures of status can take different forms, providing answers to different questions. For example, in a given school in a given year, the Year 9 mean score, the Year 9 standard deviation, and the percentage of Year 9 students achieving the national minimum standard are all measures of status, but they provide information about different aspects of the performances of that school's Year 9 students.

3.3 Measures of Gain and Growth

A measure of *gain* is a measure of how much progress a student has made on a measurement scale from one occasion to another (or how much progress, on average, a group of students has made from one occasion to another).

For an individual student, an example of a measure of 'gain' would be:
- the change in a student's NAPLAN score from Year 3 to Year 5.

For a school, an example of a measure of gain would be:
- the change in a cohort's mean NAPLAN Reading score between Year 3 (in 2010) and Year 5 (in 2012).

Although Cronbach and Furby (1970) raised concerns about the reliability of simple measures of gain, more recent research (Zimmerman and Williams, 1982; Rogosa and Willett, 1983; Williams and Zimmerman, 1996) has shown that measures of gain can be more reliable and more useful than was once believed (Haertel, 2006).

A measure of *growth* is based on measures of status on three or more occasions, obtained either by averaging two or more 'gains' or by modelling growth (curve fitting).

In recent years there has been growing international interest in the measurement of how much progress students are making across the years of school, and of the possibility of using these measures to make judgements of school effectiveness:

> A measure of the effectiveness of a school should reflect the gains in achievement over a period of time, not just where the students finish.
>
> (Rowley, 2006)

> Growth models assume that student performance, and by extension school performance, is not simply a matter of where the school is at any single point in time, and a school's ability to facilitate academic progress is a better indicator of its performance. (Goldschmidt, *et al*, 2005)

Goldschmidt, *et al*, (2008) argue that teachers are likely to be more willing to be held accountable for the *progress* students make than for students' current levels of attainment which will depend on many factors outside their control (including prior teaching).

Measures of gain and measures of growth require the collection of *longitudinal* data – that is, the same students must be assessed on different occasions. This in turn requires a system for tracking students as they move from year to year and, possibly, from school to school. The issue of unique student identifiers currently is being addressed by the Australian states and territories. Examples include the planned Victorian Academic Number (VAN) and the planned NSW *Student Administration and Learning Management* system which will use the Enrolment Registration Number to track student progress over time and across schools. As noted by the NSW Auditor-General (2008), this system 'should allow parents and teachers to follow student progress throughout their schooling and enable the Department to systematically 'case-manage' students with learning difficulties'.

In the United States, the National Centre for Educational Achievement (2008) has observed that most US states currently rely on 'snapshot' (status) data based on aggregated data at a point in time. Through their Data Quality Campaign, the NCEA advocates greater use of longitudinal data to enable schools and parents to track the academic progress of individual students over time and to answer such questions as: 'Which schools have been most successful in improving the success of students who entered the school with poor reading skills'. In their view, 'leaders at all levels of school systems need to demand, understand and use longitudinal data to improve instruction and management'.

Few countries have developed measurement scales along which gain and growth can be measured for all students. Few have a system of 'vertically equated' tests administered at different year levels, but calibrated on the same measurement scale. Some countries (such as England) have assessments at multiple time points, but their assessments are not vertically equated and so are of limited value for measuring gain and/or growth across the years of school. The NAPLAN measurement scales enable status, gain and growth to be measured across Years 3, 5, 7 and 9 and, in this sense, represent world's best practice in the measurement of student progress.

NAPLAN provides a basis for evaluating each primary school's effectiveness in promoting literacy and numeracy gains between Year 3 and Year 5. In those states in which Year 7 is in the primary school years, NAPLAN also provides a basis for evaluating each primary school's effectiveness in promoting gains between Year 5 and Year 7. In other states, gains from Year 5 to Year 7 occur across the primary-

secondary transition and so are more difficult to attribute to a single school (except in K-10 or K-12 schools). In most Australian states and territories, NAPLAN provides a basis for evaluating the effectiveness of secondary schools in promoting literacy and numeracy gains between Year 7 and Year 9.

3.4 Measures of Improvement

A measure of *improvement* is a measure of how much change has occurred in a school over time. For example, how much better or worse is the performance of this year's Year 3 cohort than the performance of last year's Year 3 cohort?

Improvement can occur either in measures of status, eg,

- an increase in the Year 7 NAPLAN Numeracy mean score between 2011 and 2014

or in measures of gain/growth, eg,

- an increase in average Year 3-7 Reading growth over a ten-year period.

Table 2, modified from Flicek (2004) summarises some of the above discussion and makes the point that improvement can occur either in measures of status or in measures of gain/growth.

Table 2. Measures of Status, Gain/Growth and Improvement

	Single Cohort	**Improvement** (Across Cohorts)
Status	Q1 Measure of cohort achievement on a single occasion (eg, mean Year 5 Reading score in 2010)	Q2 Improvement/decline in achievement over time (eg, increase in mean Year 5 Reading score in the period 2010 to 2014)
Gain/Growth	Q3 Progress a cohort makes across the years of school (eg, average growth in Reading between Year 3 and Year 7)	Q4 Improvement/decline in amount of growth (eg, improvement in average Year 3-7 Reading growth in the period 2010 to 2014)

As Flicek (2004) notes, Q1 measures are an instance of Campbell and Stanley's (1963) 'one-shot case study', and in the absence of any point of reference are of 'almost no scientific value' for evaluating a school's performance. High achievement levels are, of course, important, but they alone do not provide a measure of school performance.

Measures of improvement in status (Q2) provide information about changes in a school's performance over time, but must be interpreted with caution because they are based on different cohorts of students. It often will not be clear whether increases or decreases over time are due to changes in the quality of educational provision, changes in the cohort of students, or some combination of these:

> Experience has shown that fluctuations in student cohort from one year to the next are large enough to swamp the effect of any improved teaching that may be occurring. Therefore, while improved results are and should remain a key motivation in any school, they provide an unreliable indicator of improvements in school effectiveness. (Rowley, 2006)

> Shortly after *No Child Left Behind* was enacted, concerns were expressed that determining Adequate Yearly Progress (AYP) by comparing snapshot [status] data for one cohort to a different cohort of students may not be the most accurate means of judging the performance of a school or district.
> (National Centre for Educational Achievement, 2008)

Nevertheless, when long term trends show increases or declines in test scores and demographic results suggest stability of student characteristics, the conclusion that instruction is contributing to the test score trend becomes increasingly reasonable (Flicek, 2004).

Measures of how much a cohort of students has progressed across the years of school (Q3) can be simple measures of gain from one occasion to another or measures of growth based on trajectories over three or more time points. In general, growth trajectories are more informative and reliable than simple measures of gain. Teddlie, *et al*, (2000) and Willms (1992) have concluded that measures of growth in student achievement provide the most effective basis for measuring a school's effectiveness (ie, the 'value' the school adds).

Following concerns in the United States about the limitations of using improvement in status (Q2) as an indicator of school performance, as at January 2008, the US Secretary of State had approved the use of growth-based measures (Q3) in lieu of Adequate Yearly Progress (AYP) calculations in eight US states.

It also is possible to track improvements over time in the amount of student growth occurring in a school (Q4). Increases in growth suggest that a school is becoming more effective in promoting student learning. However, once again, caution must be exercised in drawing this inference because different student cohorts are involved.

Reflections

Measures of student gain/growth provide much more direct and useful information about student learning – and thus about the contribution that schools are making to student learning – than snapshot measures of status. However, reliable measures of gain/growth depend on the availability of well-constructed measurement scales that can be used to monitor student progress across the years of school.

The NAPLAN scales on which students' literacy and numeracy results will be reported, beginning in 2008, use the same general methodology as PISA and as has been used in all Australian state and territory literacy and numeracy programs since the introduction of the NSW Basic Skills Tests in 1989 (Masters, *et al*, 1990). Evaluations of school effectiveness in promoting student progress in other areas of learning (such as early literacy learning and progress across the years in national curriculum subjects) would benefit from similarly well-constructed measurement scales.

4. PHYSICAL AND HUMAN RESOURCES

Parents, caregivers and the wider community also have an interest in the quality of the physical and human resources of schools. School buildings and facilities, the financial resources of the school, the quality of its teaching and support staff, and the quality of the senior leadership team all shape judgements about a school and the kind of educational experience it is likely to provide for students. Information of this kind often can be found on school websites and in schools' annual reports, but also is gleaned from visits to the school (eg, on open days) and through discussions with other parents.

Education systems and governments, too, have an interest in the physical and human resources of schools for the purposes of identifying appropriate interventions (eg, to demolish existing buildings and commence a new building program; to replace the school principal; to upgrade technology in the school). Beyond this, information about a school's physical and human resources might be useful in identifying schools that are performing unusually well or unusually poorly given their resources. In other words, information of this kind might be useful *contextual* information in evaluating school performances.

4.1 Finances

One piece of information that could be useful to parents and governments is information about the financial resources of a school. However, as a number of researchers have observed recently, the provision of information about the quantum of resources available to individual schools from all sources is a radical proposal at the present time (Angus, 2007). Not only does this information not exist uniformly, but some states are incapable of reporting such information at the school level. In his report *Australia's School Funding System* Dowling (2007) observes:

> School funding, which is the area of education that should be most amenable to quantification and measurement, is plagued by inconsistency. Arguably, the lack of consistency and transparency in this area has a broader impact, as all other aspects of education are dependent on the primary issue of funding. It is theoretically possible to measure and report school resourcing in a clear and logical fashion, yet it remains resistant to greater comparability, transparency, and accountability. (Dowling, 2007)

Reliable information about the financial resources of individual schools – whether provided as contextual information for parents and caregivers, or as information that could be used in the evaluation of schools' performances by education systems and governments – first would require agreement across jurisdictions and education sectors to adopt more consistent and comparable approaches to reporting on school finances. We believe it is feasible to provide details of fees payable by parents, including those that are mandatory and any voluntary levies that parents are expected to pay.

4.2 Facilities

In general, a school's facilities also are likely to be a determinant of its ability to deliver high outcomes for its students. Schools able to provide ready access to information and communication technologies throughout the school, well-equipped science laboratories, a well-resourced library, careers centre, well-equipped gymnasium and performing arts centre, sports grounds, and technology and vocational training centres may find it easier to deliver high outcomes for their students than schools lacking many of these facilities. For parents and caregivers, a school's facilities usually will be an important consideration in judging the quality of the educational experience the school provides. For education systems and governments, a question is whether the facilities available to a school should be taken into consideration in making a judgement about the school's 'performance' in delivering outcomes for its students.

4.3 Staff

There is now overwhelming research evidence that the single most important factor influencing student outcomes is the quality of the teaching to which students are exposed. In their report *Teaching Talent: The Best Teachers for Australia's Classrooms* written for the Business Council of Australia, Dinham, *et al,* (2008) observe:

> Until the mid-1960s it was widely believed that schools and teachers made little difference to student achievement, which was largely determined by heredity, family background and socioeconomic context. There is now considerable international evidence that the major in-school influence on student achievement is the quality of the classroom teacher. However, research evidence is also clear on a related matter: teacher quality varies considerably within schools and across schools. (Dinham, *et al*, 2008)

This is consistent with the conclusion reached a year earlier by McKinsey (2007):

> The quality of an education system cannot exceed the quality of its teachers. The top-performing school systems [internationally] attract more able people into the teaching profession, leading to better student outcomes. (McKinsey, 2007)

Research suggests that the most important determinant of the quality of educational provision in a school is the quality of the teaching occurring in its classrooms. This is more important than the school's wealth, the quality of its buildings and facilities, or any other aspect of the school. At the present time, there is limited information available about the quality of teaching in Australian schools. Research suggests that years of teaching experience, levels of remuneration and formal university qualifications have limited value as guides to the quality of teaching occurring in classrooms. Schemes such as the Advanced Skills Teacher in South Australia and the Level 3 teacher in Western Australia attempt to differentiate levels of teaching competence, and national work currently underway to develop standards for accomplished teachers also may provide better public information about the capacities of school staff.

4.4 Leadership

The leadership of a school is a key factor in a school's capacity and performance. Leithwood (2004) argues that effective school leadership is second only to classroom teaching in its potential influence on student outcomes:

> Recent research suggests that successful leadership can play a highly significant – and frequently underestimated – role in improving student learning. Specifically, the available evidence about the size and nature of the effects of successful leadership on student learning justifies two important claims: that leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school, and secondly that leadership effects are usually largest where and when they are needed the most. These results, therefore, point to the value of changing, or adding to, the leadership capacities of underperforming schools as part of their improvement efforts or as part of school reconstitution. (Leithwood, 2004)

Highly effective school leaders set directions for a school (accounting for the greatest proportion of a leader's impact), including establishing a shared vision, motivating the school community to pursue that vision, monitoring the school's performance, and promoting effective communication. Effective leaders also are strongly focused on developing and mentoring staff and redesigning school structures and practices to maximise student, staff and school performance.

Direct and comparable indicators of the quality of school leadership do not currently exist. Judgements about the quality of a school leader or school leadership team usually are based on observations of a school's achievements and performance over time. And research suggests that the kinds of behaviours required of school leaders depend on the circumstances of the school (eg, the leadership behaviours required to turn around a struggling school tend to be different from the leadership required to build on to outstanding successes).

Reflections

Our view is that there would be value in having more nationally comparable information about each of these aspects of a school's resources/capacities: school finances, school facilities, teaching staff, and school leadership. More transparent and consistent data on school funding arrangements and school facilities should be useful to the public and to governments in comparing schools and their performances. The development of national standards for accomplished teaching and school leadership and systems for certifying teachers and leaders who meet these standards also could provide useful information about the human resource capacities of schools.

While information of this kind might provide a useful backdrop in understanding a school's current performance, we believe it would be a mistake to use a school's limited physical and/or human resources to justify its low outcomes (or worse, to 'adjust' a school's outcomes to take account of its limited physical and human resources). The development of high quality physical and human resources should be seen as an objective of schools and an indicator of school success.

5. STUDENT INTAKE CHARACTERISTICS

Other important information about a school relates to its student intake – the kinds of students who attend the school. This may be useful information for parents and caregivers in evaluating a school and its achievements. It also is important information for education systems and governments in evaluating how well a school is performing. Judgements about a school's performance must take into consideration challenges arising from the school's student population: for example, the percentage of students who live in poor social and economic circumstances, are newly arrived in Australia, who come from language backgrounds other than English, have special educational needs, and so on.

There are many different kinds of information that could be collected and reported about the students in a school. Some of these characteristics are known from Australian and international research to be more highly correlated with student achievement than others. In making judgements about a school's performance, it is especially important that characteristics that are known to be correlated with student outcomes are taken into consideration. The most significant of these are considered below.

5.1 Indigenous Status

The MCEETYA Data Implementation Manual (2008) provides the following definition of Indigenous Status:

> A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. The term 'origin' is considered to relate to people's Australian Aboriginal or Torres Strait Islander descent and for some, but not all, their cultural identity.

Because of the relatively small percentage of Indigenous students in the Australian student population, Indigenous status does not explain much of the variance in student outcomes in national and international studies of student achievement. However, in a different sense, Indigenous status has the largest effect on, and is the best predictor of, student attainment. In the OECD Programme for International Student Assessment (PISA), the difference between Indigenous and non-Indigenous literacy levels was well in excess of 80 points on the PISA scale, for which the OECD standard deviation is 100 points (Thomson & Bortoli, 2008). This suggests that Indigenous status will be an important factor in understanding the performances of schools with significant percentages of Indigenous students.

The most appropriate way to measure this variable will be to calculate the percentage of students in a school identified as Aboriginal and/or Torres Strait Islander under the agreed MCEETYA definition.

5.2 Socio-Economic Status

Research consistently shows a correlation between students' socio-economic backgrounds and their levels of school attainment. For this reason, the socio-economic backgrounds of a school's student intake also must be taken into

consideration in any evaluation of the school's performance. In PISA 2006, the literacy levels of Australian students from the highest SES quartile were in excess of 80 points higher than the literacy levels of students in the lowest SES quartile. This difference is consistent with results from a range of other studies such as those reviewed by Sirin (2005).

The socio-economic backgrounds of students in a school can be measured either at the level of the school (eg, using data from the ABS census collection districts for the home addresses of the students attending the school) or by aggregating information about the SES backgrounds of individual students in the school. Of these, the latter is the preferred approach. However, there are difficulties in collecting nationally comparable SES data in this way at the current time.

Although the MCEETYA Data Implementation Manual (2008) provides a basis for collecting nationally comparable data on Parental Occupation Group, Parental School Education and Parental Non-School Education, current definitions of, and approaches to collecting and computing SES data vary across jurisdictions. There are also problems with varied and incomplete response rates when attempts have been made to collect these data from parents. Students usually are able to provide information about parental occupation (which can be classified into occupational groups and is probably adequate as a basis for a nationally comparable measure of SES), but are often not able to provide data on parental education levels.

A measure of the socioeconomic context of a school could be calculated as a mean on a scale or as a percentage of students in a group defined as the bottom fifth of the national distribution or as a predefined group such as Group 4 specified in the MCEETYA Data Implementation Manual (2008).

5.3 Language Background Other than English

Research also shows a correlation between students' achievement levels and language backgrounds other than English (LBOTE), although the correlation is much weaker than for Indigenous Status and Socio-Economic Status. In PISA 2006, students from English-speaking backgrounds performed, on average, 20 points higher on the PISA scale than students from language backgrounds other than English (Thomson & Bortoli, 2008). This suggests that the language backgrounds of students in a school also should be taken into consideration in any evaluation of school performance.

The MCEETYA Data Implementation Manual (2008) provides guidelines for the collection of nationally comparable data on Main Language Other than English Spoken at Home. The guidelines provide for the collection of information about the language spoken at home by students as well as by parents and caregivers: 'if the student or father/guardian1 or mother/guardian2 speaks a language other than English at home, the derived language background indicator code will be LBOTE'.

The most appropriate way to measure this variable will be to calculate the percentage of students in a school identified as LBOTE under the agreed MCEETYA definition.

5.4 Geo-Location

In national surveys, students in metropolitan areas of Australia consistently perform at higher levels, on average, than students in provincial towns and cities, who consistently perform, on average, above students in rural and remote parts of the country. In PISA 2006, students in metropolitan areas performed about 20 points higher on the PISA scale than students in provincial areas, and about 50 points higher than students in remote areas. For this reason, a school's location also needs to be taken into consideration in any evaluation of the outcomes it delivers for its students.

Geographic location could be based on the MCEETYA Geographical Location Classification (Jones, 2004). This classification is related to the ARIA classification developed by the Australian Bureau of Statistics. It provides a structure for classifying locations in three zones (metropolitan, provincial, and remote) that together encompass a more detailed structure of five categories and eight sub-categories. The classification can be based on the permanent home address of students and then aggregated to school level or on the location of the school. Our recommendation is that Geo-Location be measured on a 3-category scale based on the location of the school: Metropolitan; Provincial; and Remote. However, a more fine-grained classification could be considered.

5.5 Special Educational Needs

The number of students with special educational needs is relatively small as a percentage of the total student population. However, in schools with large percentages of students with special needs, this variable may need to be taken into account in understanding average levels of school attainment. The appropriate measure would be the percentage of students in the school with identified Special Educational Needs based on a nationally agreed definition.

Reflections

There are significant correlations between some student characteristics and school attainment. Indigenous students, students from lower socio-economic backgrounds, from language backgrounds other than English, and from rural and remote parts of Australia perform at lower levels, on average, than other students. These factors need to be taken into consideration when comparing the outcomes achieved by different schools. Care also is required in comparing outcomes for schools with significant proportions of special educational needs students.

Progress has been made in reaching national agreement on definitions and data collection processes for some of these student characteristics. Further work is required, especially in relation to socio-economic status and the definition of categories of special educational need, to ensure nationally comparable measures of school intake characteristics. There appear to be variations among jurisdiction in definitions at present that will need to be resolved. In addition, some students with special educational needs are exempted from participation in the National Assessment Program and so the use of National Assessment Program data might not provide an accurate indication of the percentage of students with special educational needs.

6. EVALUATING OUTCOMES

So far in this paper we have considered several kinds of information about schools (information about student outcomes, physical and human resources, and student intake characteristics) that might be collected and reported in a nationally comparable way, and we have reviewed some options for collecting and reporting such information. We turn now to the matter of *evaluating* the outcomes being achieved by a school. What can be done to assist stakeholders to make judgements about the outcomes being achieved? What outcomes is it reasonable to expect? Are the outcomes being delivered adequate?

6.1 Status, Gain and Growth

Student outcome measures – whether expressed as measures of status, gain or growth – do not, in isolation, provide an adequate basis for evaluating the outcomes being achieved by a school. In general, evaluation depends on an external frame of reference.

6.2 Performance against Pre-Specified 'Standards'

One external frame of reference is a pre-specified 'standard'. The minimum national proficiency standard in Reading for Year 3 students would be an example. This specifies the level of Reading expected of all students in Year 3. When a standard of this kind is available, the percentage of students in a school achieving the standard can be reported and used in evaluating how well the school is performing.

performance standards

Performance standards – sometimes also called achievement standards – set expectations (or targets) for status measures. For example, the US *No Child Left Behind* legislation (2001) required the setting of minimum performance standards in mathematics and reading. Every school in the US is expected to have 100 per cent of its students achieving these performance standards by 2013-14. However, as the OECD (2008) notes, while setting targets against performance standards is appealing because it is easily understood, it does not necessarily provide an appropriate improvement target for *all* students. School targets based on the achievement of minimum standards 'provide little incentive for schools to meet the instructional needs of students already above [the performance standard] or those who are far below it' (Flicek, 2004, 8).

growth standards

Growth standards set expectations (or targets) for gain/growth. For example, if an education system specifies the amount of progress in Reading expected of students between Year 3 and Year 5, then the average progress made between those two grades by students in a school can be compared with this expectation and used in evaluating the school's performance.

6.3 Improvement over Time

Another frame of reference for evaluating the outcomes being achieved by a school is the school's past performance. Are the outcomes being achieved by the school now better than the outcomes it was achieving five years ago? In other words, have outcomes improved? As noted in section 3.4, improvement over time can occur in a school's status measures (eg, Year 5 mean; percentage of students meeting the minimum national standard) or in measures of gain/growth in a school. In the United States, schools are expected to demonstrate ongoing improvement in the percentage of students achieving the minimum performance standard. Schools that do not make Adequate Yearly Progress (AYP) for two years in a row are identified as 'schools in need of improvement' and are subject to immediate interventions by the State Education Agency in their state.

6.4 Simple School Comparisons

Another obvious frame of reference for evaluating the outcomes being achieved by a school is performance in other schools. Measures of status, growth and improvement can be compared from one school to another. For example,

- Was the Year 9 Numeracy mean score higher in School X or in School Y?
- Was the average Reading gain between Year 3 and Year 5 greater for School X or for School Y?
- Was improvement in the Year 7 Reading mean score between 2011 and 2015 greater for School X or for School Y?

Simple comparisons of student outcomes can be made in this way between any two schools. The outcomes achieved in a school also can be compared with state or national averages.

However, comparisons of this kind take no account of the different circumstances and challenges faced by different schools. In consultations conducted as part of the development of the Victorian Department's Blueprint, Downes and Vindurampulle (2007) report a widely held view among school staff that it is inappropriate to make simple comparisons of outcomes for schools in very different circumstances.

6.5 Like-School Comparisons

like school categories

One way of addressing this concern is to facilitate the comparison of outcomes across schools in similar circumstances (so-called 'like' schools). In this way, an attempt is made to take account of differences in school circumstances by comparing 'like with like'. Across 'like' schools, comparisons can be made of measures of status, gain/growth or improvement over time.

Clearly, like-school comparisons require a prior decision about the contextual/ circumstantial features of schools that are to be used in identifying 'like' schools. Once these have been decided, there are then different approaches to defining 'like' schools. One approach is to establish groupings of schools with similar characteristics and to assign each school to one of these pre-defined groups. A second approach is to

identify, for *each* school, the schools that are most similar to that school in their characteristics. This second approach leads to a much larger number of like-school groups but has the advantage of ensuring that each school is compared with the schools most similar to it. A third approach would be a 2-stage process that combines these first two approaches in some way.

Because the circumstances under which schools work vary so widely across Australia, a challenge under any of these approaches is to ensure that outcomes in a school are compared with outcomes in schools in similar circumstances. For example, remote Indigenous schools with high proportions of students who do speak English as their first language perhaps should be compared only with similarly remote schools working in similar circumstances. The number of such schools may be relatively small.

It is usual to define like-schools in terms of characteristics (eg, socio-economic backgrounds of the student population; percentage of students from non-English speaking backgrounds) that have been shown to be correlated with student outcomes.

In Victoria, for example, two student background characteristics have been used to define like-schools:

- LBOTE: the proportion of students in a school for whom a language other than English is spoken at home; and
- EMA: the proportion of students in the school who are granted the Educational Maintenance or Youth Allowance.

Schools have then been divided into three groups on the basis of the proportion of LOTE speakers at home. In percentage terms, this amounts to:

- Very low: 0 to 4 per cent LOTE speakers at home
- Low: 4 to 26 per cent LOTE speakers at home
- Medium to high: More than 26 per cent LOTE speakers at home.

Similarly, schools were divided into three groups on the basis of the proportion of EMA/Youth Allowance recipients among their students:

- Very low: 0 to 28 per cent EMA/Youth Allowance recipients
- Low: 28 to 43 per cent EMA/Youth Allowance recipients
- Medium to high: > 43 per cent EMA/Youth Allowance recipients.

This two-way categorisation yielded nine ‘Like School’ groups (with two selective high schools kept separate) which are displayed graphically in Figure 2, using data on all government secondary schools in 2001. Two particular schools are highlighted. This like-schools definition gained a high level of acceptance in Victoria as schools became accustomed to comparing their results to like-schools as well as to statewide results.

Nevertheless, there are some problems with this methodology, arising from the coarseness of the groupings. A school close to a boundary can find itself being compared with schools that are more advantaged than it is, and therefore receive a message of unwarranted underperformance. Equally, a school on the other side of a boundary, being compared with schools in more difficult circumstances, can receive flattering reports that are equally unwarranted.

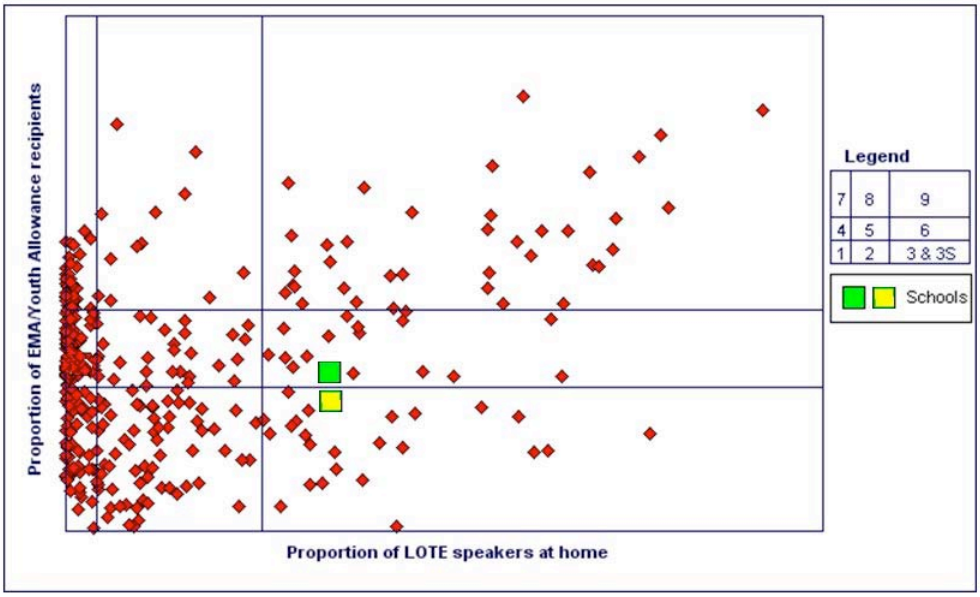

Figure 2. Like-school data; Government Secondary Schools, 2001 (Source: VCE Data Service Demonstration Reports, adapted).

The two schools represented by squares in Figure 2 illustrate this problem. Although these schools are about as similar on both dimensions as two schools could be, one school would be compared with schools of higher EMA/Youth Allowance (ie, lower socioeconomic status), while the other would be compared with schools of lower EMA/Youth Allowance (ie, higher socioeconomic status). It is likely that the message to the first school would be that it was doing well compared to like schools, while the message to the other school would be that it was doing poorly compared to like schools. Neither conclusion is warranted by the data and such comparisons, if made public, could be misleading and possibly damaging to some schools.

For these reasons, and because of doubts about the continuing availability of the EMA measure, Victoria discontinued its like-schools reporting in 2007. Victoria now provides reports back to schools that use the Student Family Occupation (SFO) measure collected annually (MCEETYA, 2008). Each school is assigned a percentile on a school SFO measure, and invited to compare achievement levels with the 20 per cent of schools nearest to them on the SFO measure[2]. In effect, Victoria has replaced the two-dimensional (LBOTE-EMA) categorization with a one-dimensional (Family Occupation) 'statistical neighbour' approach.

statistical neighbour schools

The term 'statistical neighbour' is used by the province of Ontario, Canada, to describe a school reporting scheme that allows schools to make comparisons with schools that are most like them on various measures, including demographic measures

2 http://www.education.vic.gov.au/management/schoolimprovement/performancedata/performancereports.htm

based on the student population and school characteristics, such as location and school size.[3]

The current Victorian reporting scheme is, in effect, a statistical measure based on a single measure. It makes no use of LBOTE data or ATSI status, which, were it to be applied nationally, might be seen as less credible. We believe that the potential exists to develop a neighbour school based on multiple measures, and will outline briefly how such a scheme might work.

Looking once more at Figure 2, an appropriate comparison group for any school would be the group of schools that surround it on the two-way plot. This would involve an alternative conception of 'like-schools' – one in which each school had its own set of comparison schools, and, to the extent possible, would be at the centre of each group. Such an approach could be thought of as identifying 'neighbour' schools, where the schools are neighbours in their social makeup, but not necessarily geographically. The term 'statistical neighbour' effectively conveys this message, and to use it would lessen the risk that they reports would be misinterpreted as referring to geographical neighbours.

Figure 3 illustrates how this might be achieved. In Figure 3 a different school is highlighted, and a circle drawn around it. Depending on the radius of the circle, this approach identifies some number of 'near-neighbour' schools.

Among the issues that would have to be resolved in the implementation of a like-schools methodology are the student and school characteristics to be used in defining like-schools. Some of the data that could be used are identified in the MCEETYA Data Implementation Manual (2008) and are summarised in Table 3.

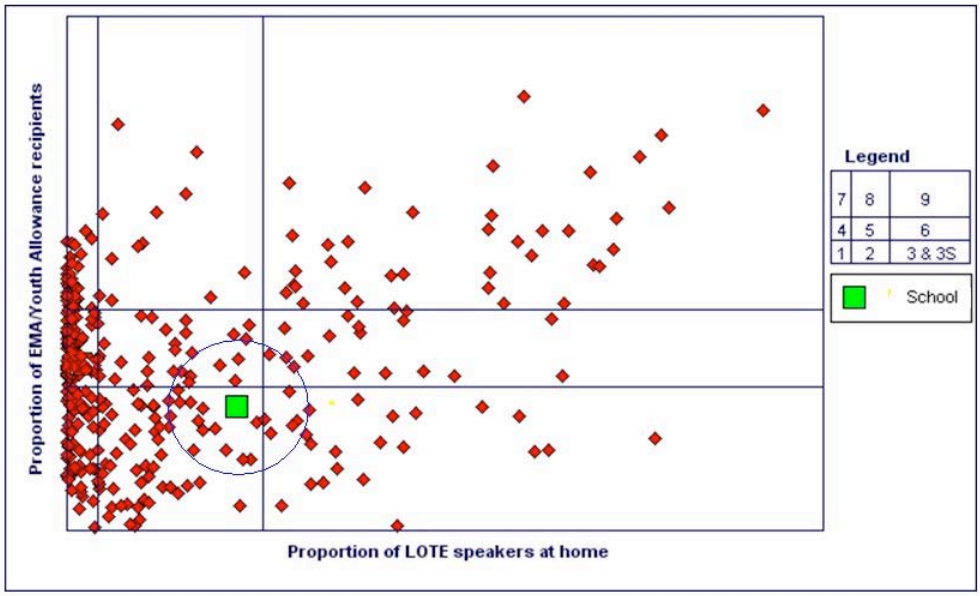

Figure 3. Like-school data; Alternative Approach (Source: VCE Data Service Demonstration Reports, adapted).

[3] http://www.edu.gov.on.ca/eng/literacynumeracy/osneng.pdf

Table 3. MCEETYA Data Available for Use in Like-School Comparisons, 2008

Background characteristic	Indicator	Data Elements
Sex		Sex
Indigenous status		Indigenous status
Socioeconomic background	Socioeconomic background – education	Parental school education
		Parental non-school education
	Socioeconomic background – occupation	Parental occupation
Language background	Language background	Main language other than English spoken at home
	Main language other than English spoken at home	
	Country of birth	Country of birth

The data in Table 3 are individual student data. These could be used to develop summary data for a school. Other school information (such as geo-location) also could be used in defining like-schools.

There is a question as to whether geo-location should be used as basis for like-school groupings. While it may be useful for parents moving into a new area to be able to compare schools in that area, reasons for not including geo-location in like-school definitions are that schools in geographic proximity do not necessarily represent appropriate comparisons. Comparisons in geographic area would only be appropriate if schools in the same area were serving the same population but clearly that is not the case. For example, schools serving public housing estates are sometimes in close proximity to wealthy private schools. In addition, the appropriate geographic area for a rural school might be large when the nearest school is far away and meaningless in terms of choice because of accessibility.

The development of a national like-schools methodology would be a substantial project that would have to address a range of issues including:

- the most suitable combination of measures (this approach is not restricted to two measures, so the option to include 3 or 4 or 5 would exist); and

- the appropriate size for like-school groups (the larger the group the more stable the estimates of group statistics, but the more heterogeneous the generated like-school groups would be). The modelling of different sized groups would be important in making this decision.

Reflections

It is important to recognise that changes over time in the outcomes being achieved by a school do not necessarily reflect changes in the school's performance; they may simply reflect changes in the student population. And there is some evidence that changes in the student population can be a direct consequence of publishing school outcome data, as more affluent parents withdraw their children from schools with poorer outcomes.

If schools are to be compared, and particularly if they are to be compared publicly, then it is important that the different circumstances and the different challenges they face are taken into consideration. We believe that a 'like-schools' methodology is the best way to do this, and we prefer an approach that is not based entirely on pre-defined categories of schools but that compares each school with the schools most similar to it (ie, 'near-neighbour' method).

The basis for defining like-schools is a topic requiring further investigation. Western Australia uses a near-neighbour approach based in a single complex measure of socio-economic background. Figure 3 uses two variables (LBOTE and EMA/Youth Allowance). In general, we believe that multiple variables need to be taken into account in defining like-schools, including key student intake characteristics discussed in Section 5, and possibly school wealth (Section 4). There are various rule-based and clustering methodologies that could be used to define like-schools, and further work could be needed to explore alternatives and their implications.

7. MEASURING SCHOOL PERFORMANCE

In Section 6 we considered ways of comparing and evaluating the outcomes being achieved by schools. The approaches we discussed were based on a direct consideration of student outcomes; in other words, no attempt was made to 'adjust' a school's outcomes or to combine outcomes for some other purpose. Our focus was on assisting stakeholders to interpret student outcome measures in the context of the school's student intake characteristics and other circumstances.

Over recent decades school systems in various parts of the world have investigated methodologies for developing a 'measure' of each school's performance. Under this approach, rather than being reported directly, student outcomes usually are treated as 'raw' inputs to statistical processes that produce a measure for each school.

7.1 The Intention to 'Measure'

Underpinning these efforts has been the proposition that schools differ in their levels of performance and that these levels of performance can be *measured*. This proposition is reflected in the measures that some systems now report for their schools. In England, for example, each school's performance is measured on a scale centred on 1000 (Figure 4).

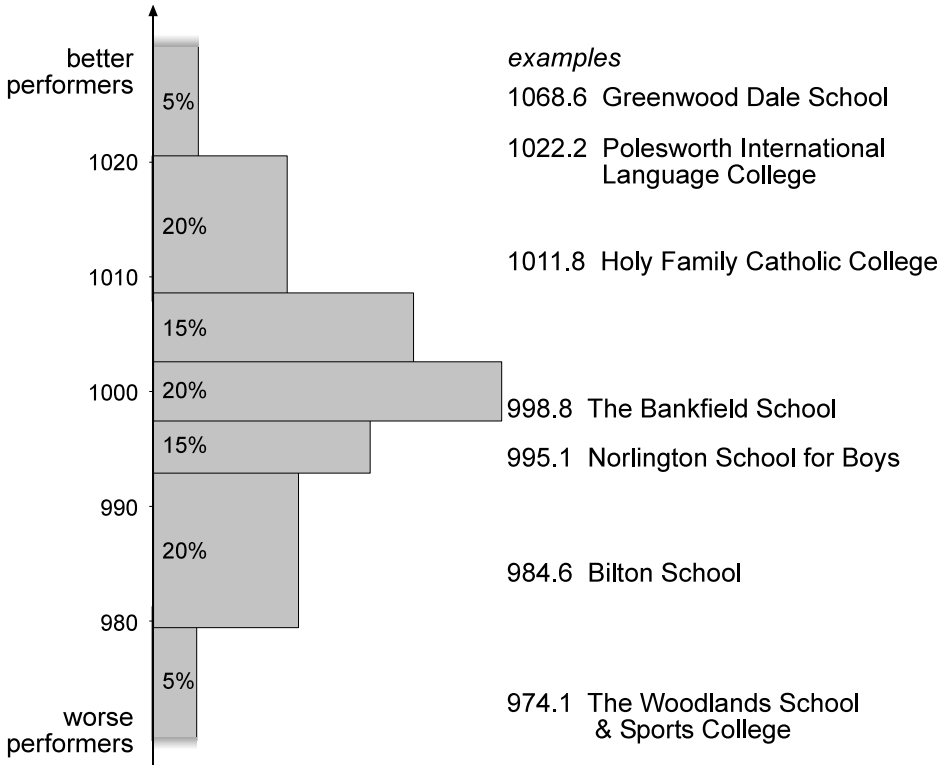

Figure 4. Measures of school performance expressed numerically (England)[4]

[4] 'contextualised value-added measures', Key Stage 2 to Key Stage 4, 2007

In Figure 4, Bilton School in Warwickshire (measured at 984.6) is estimated to be a lower-performing school than Holy Family Catholic College (measured at 1011.8), which in turn is estimated to be a lower-performing school than Greenwood Dale School (measured at 1068.6). The proposition is that the performance of every school of sufficient size to allow a meaningful measure can be measured on this scale, enabling direct comparison with every other school. Figure 4 shows the distribution of measures for all schools in England.

This fundamental proposition also underpins the reporting of school performances in New York City (Figure 5). In New York City, rather than being reported as scores, measures of performance are reported as grades. Although New York City does not attempt to make fine-grained distinctions between schools, it too assumes that every school's performance can be measured on a common scale and compared directly with the performance of every other school.

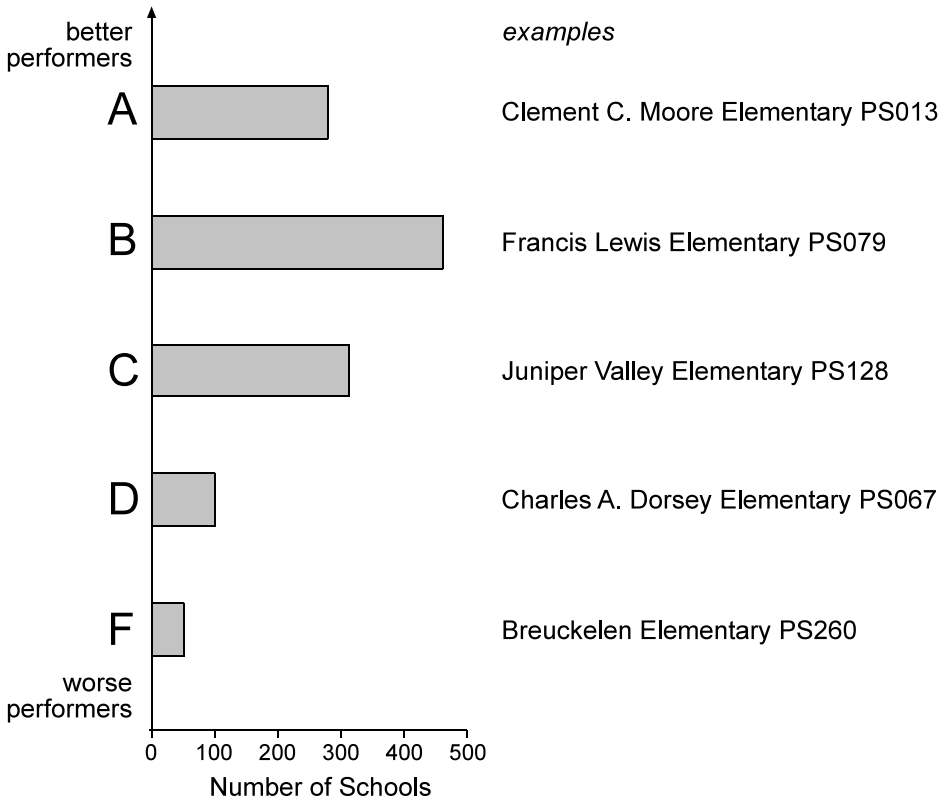

Figure 5. Measures of school performance expressed as grades (New York City)[5]

The basic intention to 'measure' individual schools on a scale of increasing performance makes this problem a standard *measurement* problem, meaning that standard measurement questions and considerations apply. The issues raised by the attempt to locate schools on a continuum of increasing performance are the same issues that must be addressed in any attempt to measure.

[5] 'overall' school grade shown, 2008

defining 'better' performance

Foremost among these considerations is the question of the measurement construct itself. What is it that we are attempting to measure? In this case, what do we mean by 'better' performance? What could be looked for and used as evidence (indicators) of 'better' or 'worse' school performance?

At the most basic level: Is the idea that schools differ along a continuum of increasing 'performance' a meaningful and useful idea in the first place? Is it possible to assemble evidence supportive of this idea? Is this idea useful in practice? These are routine measurement questions. For example, the idea that children differ in their levels of 'reading proficiency' is a proposition that must be tested in any attempt to measure reading proficiency. Is assembled reading evidence consistent with this idea, or does it suggest that children have different proficiencies for different kinds of texts, making the original idea less valid and suggesting, perhaps, that separate reading measures are required for different kinds of texts? In the case of reading, research over many decades has shown that the attempt to treat 'reading proficiency' as a single construct is well supported by empirical evidence.

Among education systems that attempt to measure school performance there appears to be general consensus that 'performance' should be defined and measured in terms of benefits for students. Higher performing schools are those that provide greater benefits to their students in the form of improved educational outcomes. It is possible to imagine other ways of defining school performance (eg, financial performance; quality of management policies and processes; success in recruiting and retaining able staff; levels of staff morale) but, rather than being incorporated into the definition of school performance, these features generally are viewed as enablers of performance.

Consensus to define school performance in terms of benefits for students raises the next question of the kinds of benefits that should be taken into consideration in developing a measure of a school's performance. As noted earlier in this paper, schools work to promote many different outcomes for their students, including academic achievement, but also including capabilities and skills for work and citizenship, attitudes, values, interest and engagement in learning, school participation, school completion, successful transitions to post-school destinations, and so on. How broadly should 'school performance' be conceptualised? Is it generally true that schools performing well in one outcome area tend to perform well in all areas? If not, is a single measure of performance meaningful and helpful, or would measures of separate aspects of school performance be more appropriate?

deciding on evidence

Following clarification of the construct/s to be measured (ie, 'what' we intend to measure), a second consideration is the evidence to be used as the basis for measurement (ie, 'how' performance will be measured). What observations will provide valid information about the construct/s? Again, this is a routine question in every attempt to measure, and the answer depends on what is being measured. For example, measures of students' attitudes or values generally require different forms of evidence (eg, questionnaires) from measures of academic achievement (eg, tests and examinations), which in turn require different forms of evidence from measures of school completion/participation.

Because the essential purpose of school education is to improve outcomes for students (knowledge, skills, understandings, values, attitudes, readiness for life and work, etc), measures of school performance are most valid when they are based on measures of these outcomes. Other things being equal, a 'higher performing' school is one that produces better outcomes for its students.

But this observation raises the question of how improvements in outcomes should be measured. It is common to interpret an increase in, say, a school's Year 5 mathematics scores from one year to the next as evidence of improved outcomes. The problem with this interpretation is that changes in scores from one year to another may simply reflect differences between student cohorts. A better indicator of the contribution a school is making would be the increase in a single cohort's mathematics scores between Year 3 and Year 5 – with higher performing schools producing greater achievement gains for their students across these years of school.

adjusting for school circumstances

With agreement on what is to be measured and how it is to be measured, a third general consideration in the measurement of performance is the context or circumstances under which observations are made. Unless all observations are made in the same context, the context itself and the level of challenge it presents must be taken into account. Once again, this is a routine consideration in all attempts to measure. For example, standard educational measurement techniques take into account differences in the difficulties of the tasks that individuals undertake. Year 5 students usually are administered easier reading tasks than Year 7 students, but the performances of students in these two year levels can be measured and compared on the same measurement scale through standard techniques that estimate and take account of differences in task difficulty. Each student's reading measure is based not only on records of success or failure, but also on the estimated difficulties of the tasks he or she undertook.

It is widely argued that measures of school performance should take into account not only what learning gains a school achieves for its students, but also the circumstances under which those gains were achieved. If two schools achieve identical gains, but one school operates under more challenging circumstances, then that school is considered the higher performer.

This raises the question of what circumstances influence a school's ability to achieve greater learning gains for its students. Some circumstances relate to the school itself (see Section 4). Some schools struggle financially, have sub-standard facilities and resources, limited access to technology, poor leadership, some minimally competent teachers, high levels of staff turnover and low levels of staff and student morale – all of which influence their ability to achieve high outcomes for their students.

Other circumstances relate to the student intake (see Section 5). It seems likely that schools with higher proportions of students with learning difficulties and lower levels of family support and social capital will face greater challenges. So will many schools that operate in communities in which English is rarely spoken.

Any attempt to take account of a school's circumstances and the challenges it faces runs a risk of lowering performance expectations and leading to conclusions such as: "Given its socio-economic intake, high rates of student absenteeism, low levels of community engagement and support, sub-standard facilities and low staff morale, this school is performing quite well". By adjusting for school circumstances, the method underpinning school performance measures in England (see Figure 4) can have the unintended consequence of lowering expectations of some schools (eg, schools in lower socioeconomic areas).

measuring performances

A fourth consideration is the methodology to be used to bring together decisions about what is to be measured, how it is to be measured, and whether and how differences in context/challenge are taken into account. Decisions about methodology also are a feature of educational measurement more generally. For example, a decision is required about the methodology for comparing scores on different tests (eg, this year's Chemistry examination and last year's Chemistry examination). One approach is to make simple comparisons of students' raw scores or percentage correct scores. But this approach ignores possible differences in test difficulty: correctly answering 80% of questions on one test will not represent the same level of achievement as correctly answering 80% of questions on an easier test. More advanced methodologies use statistical models to take account of the difficulties of the questions on each test.

reporting performance

A fifth and final set of considerations concern the ways in which comparisons and measures of school performance are reported and used. Who has a legitimate interest in a school's performance? What levels of detail are appropriate and useful for different audiences? How and to whom should school performances be communicated? What are the likely consequences of reporting a school's performance? What are possible unintended consequences? These are all standard educational measurement considerations. For example, the *Standards for Educational and Psychological Testing* developed jointly by the American Educational Research Association, the American Psychological Association and the National Council on Measurement in Education include:

> *Standard 13.1* "When educational testing programs are mandated by school, district, state, or other authorities, the ways in which test results are intended to be used should be clearly described. It is the responsibility of those who mandate the use of tests to monitor their impact and to identify and minimize potential negative consequences. Consequences resulting from the uses of the test, both intended and unintended, should also be examined by the test user."

Any proposal to measure, compare and report the performances of individual schools must be clear about how such performance measures are intended to be used; what positive consequences are anticipated from reporting and the mechanisms through which those consequences are expected to operate; what possible negative consequences there might be, and how those will be minimised; and what processes are to be put in place to monitor and evaluate the impact of school performance measures.

7.1 'Contextualised Attainment' Measures

One type of school performance measure is referred to by the OECD (2008) as a 'contextualised attainment measure'. Performance measures of this kind are constructed by asking the question: 'How much better (or worse) are this school's measures of *status* than might have been predicted?' (eg, How much better (or worse) is this school's mean Year 5 Reading score than might have been predicted?):

> Contextualised attainment models estimate the magnitude of contributing factors to student performance or attainment at a particular point in time... The adjustment to raw scores made with the inclusion of contextual characteristics provides measures that better reflect the contribution of schools to student learning than the use of 'raw' test scores to measure school performance.
>
> (OECD, 2008)

A key question in developing contextualised attainment measures of school performance is the question of what factors should be taken into account in establishing the expected ('predicted') outcomes for a school, and so, measuring how much better or worse the school's outcomes are than predicted from its circumstances.

In England, the variables used to predict each school's outcomes are drawn from the Pupil Level Annual School Census (PLASC) through which data are collected annually from each school. The variables that have been used to predict each school's outcomes in England include:

- Gender
- Age
- Language (other than English?)
- Deprivation (in receipt of free school meal?)
- Deprivation of student's local area
- Special Educational Needs
- Mobility (recent enrolment?)
- Ethnic group
- In care of local authority (residential/foster/etc?)

Contextualised attainment models also sometimes include measures of students' general ability. The use of the General Achievement Test (GAT) to predict students' results in the Victorian Certificate Education is, under the OECD's definition, an example of contextualised attainment modelling.

Sophisticated statistical techniques have been developed and used to construct school performance measures, including multi-level models of the kind used in England:

> More sophisticated cross-sectional models… take into account the hierarchical structure of school systems, with students nested within classes, classes nested within schools and schools nested within districts/local areas. (OECD, 2008, 8)

Essentially, contextualised attainment measures are an attempt to indicate how much better or worse a school's outcomes are at a particular point in time than might have been predicted from its student intake characteristics. The resulting performance measure is a residual (observed minus expected), taking values around zero. In England, the decision was made to add 1000 to each of these residuals to centre

school performance measures on 1000 (see Figure 4). Each residual is assumed to reflect the contribution of the school, although being a residual, it also contains the influence of all other factors not taken into account in the prediction process.

While such measures can be useful for particular purposes, there are dangers associated with their use. There is a risk that contextualised attainment measures will encourage users to make the judgement that low achievement is acceptable if it occurs in schools that suffer from social disadvantage. In tabular form, they encourage the interpretation that a certain margin above (or below) expectation has the same meaning in vastly different schools.

There are also technical problems with contextualised attainment measures that make them unfit for use in the public comparison of schools. Contextualized attainment measures are residuals – they are what is left over when the known and measured influences have been adjusted for. It is tempting to attribute variance in achievement that remains to the school, but actually it is the combined effect of the school, the family, the culture and a myriad of other influences that cannot be quantified.

Contextualised attainment measures may be useful for schools to consider as they strive to identify where they are doing well and where it appears that they could do better. They may be useful for state departments of education to pore over as they strive to identify schools that need attention and/or assistance. But they are not a valid means of ranking schools and they are misleading if they are presented in ways that invite the ranking of schools. Goldstein and Leckie (2008) note that they are an inappropriate basis for comparing and choosing schools:

> From the point of view of school choice it seems clear that we should not adjust for any school level factors – those taken account of in the contextual value-added rankings. The relevant question for a parent is whether, given the characteristics of their child, any particular school can be expected to produce better subsequent achievements than any other chosen school or schools. If a school level factor is associated with achievement this is strictly part of the effect being measured and therefore not something to be adjusted for. Thus, the DCSF contextual value-added estimates are not appropriate for choice purposes.
>
> (Goldstein & Leckie, 2008)

A similar point is made by Rowley (2006):

> (If) the school functions in difficult circumstances, with students who are unmotivated and difficult to teach, it will receive a higher rating, even though the learning gains may not be great. Another school, in more favourable circumstances, may receive a lower rating even though the learning gain is as great. (Rowley, 2006)

In our view, the decision in England to publish contextualised attainment measures was misguided and is not an example that Australia should follow. The use of measures of this kind, if they are constructed at all, should be restricted to internal use by schools and employing authorities.

7.2 'Value-Added' Measures

Another type of school performance measure is a 'value-added measure'. School performance measures of this kind are constructed by asking the question: 'How much better (or worse) are this school's measures of *gain/growth* than might have been predicted?' (eg, By how much did the average Year 3-5 reading gain exceed expectation?).

The distinguishing feature of value-added measures is that they are based on measures of student gain/growth over time:

> Value-added models employ data that tracks the test score trajectories of individual students in one or more subjects over one or more years… Through various kinds of adjustments, student growth data is transformed into indicators of school value-added... A distinguishing feature of value-added modelling is the inclusion of prior performance measures that allow a more accurate estimation of the contribution of the school to student progress. (OECD, 2008)

Value-added measures have the advantage over contextualised attainment measures of not having to 'explain' students' absolute levels of attainment (Raudenbush, 2004). By focusing on gain/growth, they in effect condition out the unknowable contributors to students' absolute levels of attainment and make it much more likely that what is being observed are school effects (although measures of gain/growth also may reflect non-school influences).

Because value-added measures report how much better (or worse) a school's gain/growth measures are than predicted, a school can demonstrate positive growth but have a negative value-added measure because the observed growth was not as great as predicted (Goldschmidt, *et al*, 2005). As in the case of contextualised attainment measures, these residuals (deviations from expectation) are taken to represent the 'value' that each school has added. As residuals, value-added measures also carry the effects of all un-modelled influences on student gain/growth. However, because they focus on gain/growth rather than status, valued-added measures provide a more direct indication of a school's contribution to the progress of its students.

considerations

There is a growing literature around the construction of value-added measures of school performance.

One consideration in value-added modelling arises from the way in which the task is conceptualised. Some approaches to value-added modelling see it as not different in principle from contextualised attainment modelling. The task is to predict student outcomes *at a point in time* (ie, status measures) on the basis of student intake characteristics. Models of this kind incorporate available measures of ability or attainment on some earlier occasion (referred to as 'prior attainment') into the mix of student intake variables used to predict current attainment.

When available measures from some earlier occasion are not on the same measurement scale as measures of current attainment, it becomes necessary to use the relationship between these two different sets of measures to predict a student's current

attainment from their earlier performance. The difference between each student's predicted score and actual current score (residual gain) is then used as the basis for estimating a school's value-add. A problem with this approach is that value-added measures constructed in this way can be highly correlated with students' observed scores, leading Gorard (2006) to the conclusion that 'value-added is of little value'.

Value-added modelling as defined here is not focused on predicting attainment at a point in time from students' background characteristics and measures of prior ability/attainment, but on predicting gains/growth over time. As discussed in section 3, measures of gain and growth require outcome measures for the same students on the same measurement scale on different occasions.

A second consideration – as in the case of contextualised attainment measures – is the set of variables to be used to 'predict' expected gain/growth in a school. Variables such as Indigenous status and socio-economic background help to explain students' absolute levels of attainment, but to what extent are they also predictive of the progress that students make in a given period of time? Sanders (2000) argues that, by taking into account students' starting points, measures of gain/growth largely eliminate the need to take account of student background characteristics. Nevertheless, value-added modelling, as being discussed here, assumes that measures of gain/growth can be usefully predicted from student intake characteristics.

A third consideration is the possibility of unintended consequences arising from the use of value-added methods. For example, if socio-economic status is included as a predictor of student growth, then the consequence may be lower growth expectations for students from lower socio-economic backgrounds:

> The introduction of contextual variables into the value-added model might have undesired consequences for the incentive effects upon schools. It should be borne in mind, however, that from the perspective of students and their families, school value-added measures might only be of secondary interest in comparison with measures of students' absolute performance or individual student progress.
>
> (OECD, 2008)

A final consideration concerns the reporting of value-added measures. Because value-added measures (and contextualised attainment measures) are fundamentally residuals (deviations from expectation), they can be difficult to explain meaningfully to parents and the public. Downes and Vindurampulle (2007) refer to the 'tension' between the objective of producing reliable school performance measures and the objective of reporting in ways that are understood. The same conclusion was reached by Saunders (1999):

> The value-added task began by appearing to promise better information for public consumption, but instead turned out to demonstrate that 'better information' and 'public consumption' are incompatible, if the latter depends on being able to access 'simple and straightforward' measures of progress. (Saunders, 1999)

Reflections

There is currently a great deal of enthusiasm in some countries for developing measures of school performance in the form of 'value-added' measures. For example, a recent OECD report claims:

> Value-added models can provide accurate quantitative indicators of performance that facilitate the identification of areas for improvement within schools and school systems, permit performance benchmarks to be created, and facilitate learning within and between schools. Value-added modelling can also be used to increase the effectiveness of existing institutions such as school inspectorates and enable more informed judgements to be made about schools. (OECD, 2008)

We do not share this enthusiasm, and believe there are good reasons why value-added measures should *not* be used as a basis for the public comparison of schools and the creation of league tables of the kind shown in Figure 4.

Our reason for not sharing this enthusiasm is partly technical. Value-added measures are fundamentally residuals (the difference between a school's observed outcomes and its predicted outcomes). Although these residuals are assumed to represent the contribution of the school, they also reflect whatever other influences there are on student outcomes that have not been captured in the value-added model. Attempts to treat residuals as 'accurate quantitative indicators of performance' and to assign them numerical values like 1068.6 and 974.1 that can then be used to rank schools, fail to acknowledge their inherent imprecision and the lack of certainty about what they represent.

Another reason for not sharing this enthusiasm lies in the likely unintended consequences of public reporting of this kind. Under a value-added approach, expectations are lowered for certain kinds of schools (eg, schools in low socio-economic areas, schools with significant proportions of students from non-English language backgrounds, and/or schools with significant proportions of Indigenous students). When schools are compared on the extent to which they live up to the expectations set for them in a value-added analysis, low absolute achievement can be masked – a fact acknowledged by the OECD:

> The incentive to lift performance might be lowered in schools that have substantially higher contextualised value-added scores that take account of differences in socio-economic status. This might lower expectations and reduce incentives even in schools where the proportion of students with low absolute performance is worryingly high. (OECD, 2008)

Goldstein (2001) made the following observations about value-added measures:

> Their use as public accountability measures, eg, in the form of performance tables or 'value-added league tables' is inappropriate and would destroy their credibility and usefulness. If they were ever used to become 'high stakes' pieces of information … they would inevitably become distorted and no longer reflect any underlying reality of school, performance

Goldstein and Leckie (2008) went further:

> The present DCSF contextual value-added tables are inappropriate for school choice, despite being promoted as such. Parents relying on league tables to select a school for their children are using a tool not fit for that purpose.

Nevertheless, we believe value-added methodologies have a role to play in research studies aimed at understanding factors that influence the performances of schools. They may even be useful to education systems for identifying schools that perform exceptionally well or exceptionally poorly given their circumstances. But we would not recommend the use of value-added measures for school accountability purposes, for the construction of public league tables of schools, or for making fine-grained distinctions of school performance.

8. AUDIENCES AND PURPOSES FOR REPORTING

Before we turn our attention to the details of data that could be reported about schools, and how, we revisit the various audiences that require information about schools and the purposes that reporting can serve.

It is easy to assume that more information is better information, but this is not necessarily the case. In 1934, T. S. Eliot wrote in his poem *The Rock*: 'Where is the knowledge we have lost in information?' Increased information does not necessarily result in increased knowledge, unless it is provided in a form that intended recipients can make sense of. Too much information can stand in the way of knowledge if its sheer volume renders it inaccessible to its intended audience.

There are more than 9500 schools in Australia, and a single database with comprehensive data about all of them would, in reality, be inaccessible to all but a few people. Furthermore, there are issues of privacy that dictate that certain data (eg, the achievements of individual students) be available to some persons but not to others. Data for release must be summarised, and the challenge is to identify the kinds of data summaries that best serve the legitimate needs of the various audiences.

For this reason, we first review the audiences for information about schools, and then, in Section 9, consider the kinds of data that might best serve their needs and the various formats in which nationally comparable data might be provided.

8.1 School Principals

It has been customary in all jurisdictions for central authorities to report detailed data on students' test performances to school principals. Principals normally are expected to share these data with their staff, who use the data for a range of purposes.

Typically, individual student achievement data are used to identify students who are slipping behind, and to provide extra assistance where it is deemed necessary.

When data come from standard tests, it has been common to provide summaries at the subtest level. From these reports, a teacher may learn, for example, that her class, while doing quite well overall in Mathematics, is particularly adept at Number, but relatively weak in Algebra. This information can be used in planning and may lead to a re-allocation of time between areas within a subject, or even between subjects.

Further detailed information often is provided at the level of the test item. Australian teachers usually have access to literacy and numeracy data showing the percentage of students answering each test question correctly in their school and in the state. Teachers have thus been able to identify specific tasks that their students have done well, and specific tasks that they have done less well. This has enabled teachers to identify areas of focus for future teaching.

The purpose of this reporting is clear: to provide school principals with knowledge to assist teachers to plan and implement more effective teaching. Reporting by central authorities to schools must always have this as its main purpose.

8.2 Employing Authorities

The school principal is ultimately responsible for providing the conditions under which teachers can teach effectively and students can learn effectively. For all schools, there is an employing authority whose responsibility is to support the school principal in ensuring that staff and resources are available to enable this to happen. For Government and Catholic schools, there is a single organisation with responsibility for many schools (typically a Department of Education or a Catholic Education Office – the titles vary from state to state.) For Independent schools there is typically a School Council (or similar) with responsibility for one school.

The information provided to the employing authority has a specific purpose – to enable it to be more successful in performing its role. We need to ask, therefore, what information will help to achieve this purpose.

Certainly, achievement data will be important. Employing authorities will need to know which schools have higher achievement levels and which have lower achievement levels. Where the achievement level in a school is low, authorities will want to know whether it is improving.

But information about achievement is not enough in itself. Employing authorities need to know the context in which that achievement occurs. Relevant data might include:

- *Physical resources*: Are the physical resources available in the school adequate for the programs that it needs to run?
- *Human resources*: Are there sufficient qualified and capable staff in the school to deliver the programs that it needs to run?
- *Student backgrounds*: Are there specific needs in the school that arise from particular characteristics of the student body (eg, high proportions of students with learning disabilities, English language deficiencies, refugee backgrounds, etc.)?
- *Student aspirations*: What do the students generally aspire to do, post-school, and what programs are necessary for them to have the chance to achieve their aspirations?

The reporting of information about individual schools to employing authorities will be useful to the extent that it enables them to make better decisions, and so to support schools more effectively.

8.3 School Communities

Every school has its own school community, which includes its students, their parents, and others who have a stake in the success of the school, including potential parents, local employers, former students and no doubt many others who have an interest in that particular school.

Information for the school community may be provided by a variety of means, including school Annual Reports, school websites, parent organisations and possibly a central website for the state and/or the sector.

This information will be used by parents to make their decisions about choice of school, about the level of support that the school needs and their willingness to provide that support, and about the adequacy of the school's physical and human resources.

For these purposes, the following kinds of information may be useful:

- *Achievement data:* Are the students achieving at an adequate level, and are achievement levels in the school improving over time?
- *School programs:* What programs are available (eg, VET, languages, music, art, sport, etc.)? What subjects are available and at what level? What extra-curricular activities and excursions are available, and at what cost?
- *Human resources:* Are there sufficient capable and qualified staff to run the programs that the school is offering?
- *Physical resources:* What is the quantity and quality of the physical resources available? Are the classrooms of adequate size, well heated and ventilated? Is the school small, friendly and intimate, or large and impersonal?
- *Fees:* What fees are payable by parents? (This includes fees that may be described as voluntary, but that parents are expected to pay.) What happens if parents are unable (or unwilling) to pay?

There will be a range of information that parents and other interested parties may seek about their local schools. Some information may be obtained through visits to schools; other information may be made available by the schools or central authorities. The challenge is to identify the kinds of information that will be most useful to school communities and the most effective means of providing these.

8.4 The General Public

The general public has an interest in the performance of the Australian schooling system as a whole, including answers to questions such as:

- How effectively are schools operating?
- Are achievement levels satisfactory, and are they improving?
- Are adequate resources being provided?
- Are schools cost-effective?
- Are my tax dollars being spent appropriately (eg, being directed to areas of greatest need)?

Reporting to the general public needs to provide information that answers these questions. A challenge is to decide on the kinds of information that might be reported publicly and the most appropriate means by which this information can be provided.

Reflections

Decisions about what to report and how to report are complex because reporting addresses numerous and complex purposes. Reporting is not simply a matter of gathering the maximum possible information and putting it into the public domain. The task involves identifying the groups that will use and benefit from information about schools, the forms in which that information is best summarised, and the means by which it is best delivered.

There also are levels of confidentiality that must be observed. Information about the achievement of individual students is important to the school, but ethically and legally could not be made available beyond the school. Information about achievement classroom by classroom might legally be made available outside the school, but would present an ethical and practical minefield.

We believe that there will be an ongoing task to understand the information requirements of different stakeholders; to identify what kinds of information they would find helpful and how they expect to be able to use that information; and to find the most effective ways of summarising and reporting information about schools to support informed decision making.

9. PUBLIC REPORTING

In this final section of the paper we address issues relating to, and options for, the public reporting of information about schools. We consider formats for reporting and also the kinds of data that could be reported.

9.1 Reporting School Data in Tables

Initial ventures into this field used print as a vehicle for dissemination, and consequently were compelled to set out data in the form of tables. The so-called 'League Tables' in the United Kingdom from 1992 provided the best-known and probably most controversial example of this style of reporting.

The use of the tabular reporting format has a number of consequences. Notably, it restricts the type of data that can be presented to information that can be reduced to a single figure and presented in one column of a table.

Data reported in tables have effectively been restricted to school means (eg, average examination scores) and the percentage of students meeting specified standards (eg, A and B grades). Published data have not conveyed the different contexts in which schools work or the different levels of challenge they face. And all schools have been evaluated against the same targets, even though their students may have been on quite different educational and vocational paths.

The print format and the large number of schools in the UK meant that, for most outlets, it was only practicable to publish regional tables, and until the Internet, became widely available, complete data were difficult to access.

Data reported in this form effectively invite users to rank schools, which the press duly did – hence the immediate appellation 'League Tables'. Rankings of schools from highest to lowest were created and published on most of the key measures, leading to opposition from teacher unions, education professions and academics. The controversy associated with this led to the discontinuance of the scheme in Wales and Northern Ireland by 2001.

Figure A1, in Appendix A, provides an example of an English 'League Table', as currently published. The inclusion of Special Schools (see the last row) illustrates the difficulty of conveying information relevant to all schools in this format.

Delivery of data via the world-wide web has relieved reporting authorities of many of the restrictions imposed by the tabular print format. Print publication still occurs but all information is freely available on the authorities' websites (eg, see the Queensland, Victorian and Western Australian secondary school achievement reports in Figures A2, A3 and A4, in Appendix A),

The range of data provided is quite extensive, and includes some measures of school context as well as outcomes measures, as summarised in Table 4.

Table 4. Summary of Senior Secondary School Information Tables (Victoria, Queensland and Western Australia)

Queensland	
School Context	Gender (Coeducational, Boys only, Girls only)
	Breadth of Curriculum
	Number of certificates of post-compulsory school education
	OP-eligible with no VET qualification
	OP-eligible with one or more VET qualification
Outcomes	Total Senior certificates awarded
	Number of students completing VET competencies
	Number of VET qualifications awarded
	Number of students completing/continuing a school-based apprenticeship or traineeship
	Percentage of OP-eligible students with OP 1-15
	Percentage of students awarded Senior Certificates and awarded one or more VET qualification
	Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification
	Percentage of QTAC applicants receiving a tertiary offer.
Victoria	
School Context	Number of VCE studies at unit 3-4 level taken up by students for 2007
	Number of VET certificates with 2007 enrolments
	Availability of International Baccalaureate (Diploma)
	Number of students enrolled in at least one level 3-4 VCE unit in 2007
	Number of students enrolled in a VET certificate in 2007
	Number of students enrolled in VCAL in 2007
	Percentage of VCE Students applying for tertiary places
Outcomes	Percentage of satisfactory VCE completions in 2007
	Percentage of VET units of competence completed in 2007
	Percentage of VCAL units completed in 2007
	Median VCE study score
	Percentage of study scores of 40 and over
Western Australia	
Graduation	Number of full-time students eligible to graduate.
	Number of full-time students eligible to graduate who graduated.
	Percentage of full-time students eligible to graduate who graduated.
TEE/WACE course achievement	Number full-time students eligible to graduate who sat four or more TEE subjects.
	Percentage of full-time students eligible to graduate who sat four or more TEE subjects.
	Number of full-time students eligible to graduate who had at least one scaled mark greater than 75.
	Percentage of full-time students eligible to graduate who sat 4 or more TEE/WACE course examinations and had at least one scaled mark greater than 75.
	Percentage of full-time students eligible to graduate who sat four or more TEE/WACE course examinations and received average scaled marks in the Low, Mid and High thirds.

Wholly school-assessed achievement	Number of full-time students eligible to graduate who completed three or more WSA subjects.
	Percentage of full-time students eligible to graduate who completed three or more WSA subjects.
	Number of full-time students eligible to graduate who completed three or more WSA subjects and received at least one A grade.
	Percentage of full-time students eligible to graduate who completed three or more WSA subjects and received at least one A grade.
Structured workplace learning	Number of full-time students eligible to graduate who participated in at least one structured workplace learning (SWL) subject.
	Percentage of full-time students eligible to graduate who participated in at least one SWL subject.
	Number of full-time students eligible to graduate who achieved at least one A grade in at least one SWL subject.
	Percentage of full-time students eligible to graduate who achieved at least one A grade in at least one SWL subject.

Figures A2, A3 and A4, in Appendix A, provide examples (the first page) of each state's 2007 tables. Queensland's table occupies 19 pages, Victoria's (in a more compressed format) 11 pages, and Western Australia's 4 pages.

All these tables, it should be noted, include a range of outcome measures designed to reflect the range of pathways for which schools prepare students in their upper secondary years. All three emphasise vocational training as well as tertiary preparation. Western Australia's report (published as a downloadable document, includes 10 tables of school data, including listings of the top 50 schools on a range of measures derived from school graduation rates, tertiary entrance scores, school-assessed marks and achievement of VET qualifications. Only Victoria provides an average achievement measure (the median study score); the rest of the measures are couched in terms of the percent of students achieving specific targets, such as graduation or receiving tertiary offers.

Victoria also publishes a destination survey in June of each year, known as *On Track* (see Figure A5, in Appendix A,). Again, presented in a single table (over many pages), *On Track* provides the percentages of students from each school who apply for tertiary places, the number who receive tertiary offers, and the number who are currently enrolled in university and in TAFE/VET programs, in apprenticeships, in employment, or looking for work. Some of these data are drawn from official records, other from an annual survey conducted specifically for *On Track*.

The trend, in recent years, has been to publish multiple outcome measures reflecting the range of pathways that students pursue, some details of programs available at each school, and student success in achieving targets such as secondary graduation, achievement of VET qualifications, tertiary selection and employment.

But it does appear that, with the restrictions imposed by the mechanism of tabular mode of presentation, this is about as far as we can go. A single table cannot carry all of the information that these jurisdictions have been striving to present, leading to a proliferation of tables, as seen also in the United Kingdom.

A different approach has emerged in the past two years and has gained a great deal of attention. New York City began rating schools on an ABCDF grading system in 2007, and with the release of the 2008 school grades in October, ambitious claims have been made for the achievement gains that it has produced. A listing of 'school grades', published in the New York Times, is shown in Figure A6, in Appendix A.

The New York City table differs from the UK and Australian tables reviewed previously in two major respects:

1. it publishes ratings of schools, in addition to factual data, and
2. the ratings have explicitly-stated consequences, which can extend, in extreme circumstances, to school closures.

The school ratings, and their translation into ABCDF grades, have predictably grabbed the headlines. The ratings are derived by weighting and aggregating a range of data, as shown in Table 5. It is worth noting that the ratings depend on both school achievement data and data obtained in surveys of parents, students and teachers.

Table 5. Mechanism for generating school grades: New York City, 2008

- *School Environment* constitutes 15% of a school's overall score. This category consists of attendance and the results of parent, student, and teacher surveys.
- *Student Performance* constitutes 25% of a school's overall score. For elementary and middle schools, student performance is measured by students' scores each year on the New York State tests in English Language Arts and Mathematics. For high schools, student performance is measured by diplomas and graduation rates.
- *Student Progress* constitutes 60% of a school's overall score. For elementary and middle schools, student progress measures average student improvement from last year to this year on the New York State tests in English Language Arts and Mathematics. For high schools, student progress is measured by credit accumulation and Regents completion and pass rates.

Source: http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/default.htm

The weightings were changed between 2007 and 2008, so the grades have, so far, constituted a shifting measure, and the fact that many schools have increased their grades in this time has numerous possible explanations.

Claims that the reports have led to significant increases in student achievement are, at this stage, premature. The system was introduced in 2007, so if it was to have had an effect it could only have occurred in 2008 measures of achievement. National Assessment of Educational Progress (NAEP) reports for inner city schools 2002-07 show that progress in New York City from 2002 in reading has essentially mirrored that of other cities and the nation as a whole. Figure A7, in Appendix A, provides a brief summary, and more detail can be found by going to the original sources at http://nces.ed.gov/nationsreportcard/pdf/dst2007/2008455.pdf for Reading, and http://nces.ed.gov/nationsreportcard/pdf/dst2007/2008452_1.pdf for Mathematics.

In spite of the claims made in the media, we have yet to see any solid evidence that the reporting scheme has led to increased achievement. Evidence to date is insufficient to recommend a change in this direction.

9.2 Providing School Profiles

While publicity around the New York City initiative has focused largely on the school grading system, it has largely overlooked the second, perhaps, less newsworthy, aspect of the New York 'experiment'. Each school has access to its own *Report Card*, which contains a range of information in addition to the school 'grade' (See Figure A8, in Appendix A, for an example of a New York School Report Card).

The New York City School Report Cards have much in common with the school profiles that are already in use in many countries and several Australian states.

As noted above, the tabular format imposes limitations on the type of data that can be provided. It requires that exactly the same measures be provided for every school, even though the schools may perform very different roles (the inclusion of a Special School in the last row of Figure A1 illustrates how inappropriate this can sometimes be). Descriptions of school environment, staffing and facilities, school philosophies and the particular pathways that schools might focus most heavily on, simply cannot be fitted into this format. For this and other reasons, there has been a move towards the provision of school profiles via a central website. Two good examples are provided by Western Australia and Tasmania.

Western Australia's *Schools Online* site provides an opening screen (Figure A9, in Appendix A), from which a user may choose any Government school in Western Australia. Choosing a school leads the user to a School Overview page (Figure A10, in Appendix A) with a passage of descriptive information (picture and text) about the school. From the School Overview, the user goes to a School Data page (Figure A11, in Appendix A), containing summary data on attendance rates and selected measures of school outcomes. For secondary schools, this includes year 12 participation rates, and the percentage of eligible students achieving particular achievement targets – secondary graduation, scaled scores of 75 or more and 'A' grades in wholly school-assessed subjects.

Tasmania's *School Improvement Report* is structured similarly, although it is visually quite different. It, too, provides an opening screen (Figure A12, in Appendix A), from which a user may choose any Government school in Tasmania. Choosing a school leads the user to a School Overview page (Figure A13, in Appendix A) containing descriptive information (picture and text) about the school. From the School Overview, the user goes to a School Data page (Figure A14, in Appendix A), containing more extensive summary data on what might be thought of as school environment measures, but are described on the website as 'school improvement'.

For secondary schools, the data provided includes measures of:

- Achievement gains (indexed gains on literacy and numeracy tests, years 7-9)
- Student attendance
- Year 10-11 retention rates),
- Staff attendance rate

- Staff satisfaction measure, from staff surveys
- Student satisfaction measure, from student surveys
- Parent satisfaction measure, from parent surveys
- Indigenous equity (the difference between achievement outcome rates between indigenous and non- indigenous students).

Both Tasmania and Western Australia have facilitated the presentation of narrative portraits of schools via their state websites, and we consider it important that schools present this information in their own way – it is, in a sense, their window to the world.

If left to the discretion of the school, there will be great variation in the quality and range of information that schools provide. For example, in Tasmania's *School Improvement Reports*, one high school provided information as follows:

> Huonville High School has 40 teaching staff and caters for 435 students from Year 7 to Year 10. The school's address is 82 Wilmot Road HUONVILLE 7109. Phone (03) 6264 8800

A P-10 school of somewhat smaller size is much more forthcoming:

> Sorell School was established on its current site in 1821 and has proudly served Sorell and surrounding districts for all of its 187 years. We believe that it is the oldest continuously operating school in Australia. Sorell School enrols students from kindergarten to grade 10 and also runs vocational and training programs for grades 11 and 12. We have separate primary and secondary campuses and a standalone kindergarten at nearby Midway Point. Grade 6 and 7 students learn together in our Middle School which is designed to support the development of young adolescents and to smooth the transition from primary to secondary schooling. Sorell runs a number of programs that are unique to the school. For example, on our primary campus we have built a replica pioneer village that includes a working blacksmith's shop, schoolroom and settler's hut as well as a range of other buildings. In this village our primary students participate in role play activities as they study such historical topics as the settlement of Tasmania, the gold rush and the convict system. Our unique secondary programs include a restaurant experience for our senior citizens called Eating with Friends; horticulture which is based on our school farm and; a Men's Shed program which is based at the old Sorell railway yards and involves our students learning practical skills from senior men in our community. Our photograph shows a session of cross-age tutoring in which our secondary students support the learning of our primary students.

Similar websites exist in many countries. Most focus heavily on achievement measures, and others are quite encyclopaedic in the information that they provide. Five Canadian provinces use a website established by the Fraser institute to present school-by-school data on provincial test results (see Figure A15, primary, and Figure A16, secondary, in Appendix A, for examples).

The data provided are largely statistical summaries, although some manipulation is done to provide a measure of gender gap and value-added (where suitable data are available). It also includes an overall rating out of 10, analogous to the New York City school grades.

The explanation provided for the value-added scores and the rating is scant indeed, and one can only wonder how school staff in particular, and school communities in general, can interpret them meaningfully:

- *3-year value-added.* These are estimates of the school's contribution to its students' results on the grade-6 reading and mathematics tests. Schools that have a strong positive impact on their students receive an A for this indicator. Those that receive a B or a C may have some positive impact on their students. Schools that have little positive impact receive a D.
- *Overall rating.* The Overall rating out of 10 takes into account the nine indicators described in E through M above to answer the question, 'In general, how is the school doing academically compared to other schools in the province?'

Source: http://www.fraserinstitute.org/reportcards/schoolperformance/howtoread/one.htm

Like the New York City grades, the Overall rating combines a number of indicators together with arbitrary weights to provide a global measure of something, intended to represent the 'merit' of the school's performance. The arbitrariness of the weighting means that it will value highly the areas of strength of some schools, and value less highly the strengths of other schools. The apparent objectivity of the measure can easily conceal the subjectivity of the decisions that determine the rating awarded to any particular school.

One of the most comprehensive School Report Cards is that provided by the state of California. For a single school, the full report can extend to 10 pages, and includes data on:

- Student enrolment
  - by grade level
  - by racial/ethnic subgroup
  - by level of socioeconomic disadvantage
  - by English learners
  - by Disability category
- School facilities (repair and maintenance details)
- Teacher credentials
- Teacher mis-assignments and vacant teacher positions
- Core academic courses taught by "highly-qualified" teachers (definition provided)
- Academic counsellors and other support staff
- Quality, Currency, and Availability of Textbooks and Instructional Materials
- List of Textbooks and Instructional Materials Used in Core Subject Areas
- Expenditures per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Standardized Testing and Reporting (STAR)
- California Standards Test (CST): Percentage of students achieving the Proficient or Advanced levels in English, Mathematics, Life Science and History/Social Science
  - compared to District and State
  - broken down by gender, English language background, socioeconomic disadvantage and racial/ethnic background

- California Achievement Tests (Norm-Referenced): Percent of students achieving at or above the 50th percentile in Reading and Mathematics
  - compared to District and State
  - broken down by gender, English language background, socioeconomic disadvantage and racial/ethnic background
- California Physical Fitness Test Results Percent of students meeting state fitness standards
- Academic Performance Index (API) - an annual measure of the academic performance and progress of schools in California.
  - API Ranks—Three-Year Comparison
  - API Changes by Student Group—Three-Year Comparison
- Adequate Yearly Progress (AYP): Overall and by Criteria (2007)
- Federal Intervention Program
- School completion and postsecondary preparation (secondary schools)

For users not requiring the full details, the website provides a 'Short Form' of two pages, which includes a selection of the information provided in the full report, judged to be of most interest to users of the website. A sample Short Report is provided in Figure A17 in Appendix A.

Reflection

Delivery of data to the public in tabular form is no longer necessary, and has several disadvantages:

- it restricts the range of information that can be provided;
- it does not allow the presentation of 'rich' information of the kind that parents seek when making decisions about their children's schooling;
- it encourages the 'rank order' interpretations that have been damaging in the past; and
- for the whole of Australia, and even for the larger states, such tables would be extremely large and cumbersome.

The provision of information to the public in the form of school profiles is increasingly common, and has many advantages:

- it allows an almost limitless range of information to be presented;
- it facilitates the presentation of 'rich' information, provided by the school or by central data collection;
- it encourages users to focus on the schools that have a community of interest, eg, geographically, by sector or by religious affiliation.
- profiles for the whole of Australia, could be accessed from a single website, by making successive choices, e.g., state, region, suburb, etc..

We consider it important that schools be given some guidelines about the character of the reports that they provide in their 'windows to the world'. While it is beyond the scope of this report to spell out exactly what these guidelines should be, we think it would be appropriate to suggest an approximate word length, and to provide a list of suggested content, such as:

- Location (including any distinguishing characteristics of the neighbourhood),
- History of the school
- Physical facilities – buildings, land, special function rooms or buildings (eg, libraries, art or drama centres), sports facilities,

- School mission, values, philosophy
- Special programs available that make the school distinctive
- One photograph that, in the opinion of the school principal, effectively conveys what the school is like to an outsider

Some websites provide a wealth of detail that we judged to be far too detailed for consideration in this project. – for example the long reports in the California School Accountability reports (see Figure A17) include detailed reports on school onsite inspections, all repairs recommended and those carried out. We see it as important, as far as possible, to confine school reporting to data that are readily available, and do not require high levels of bureaucratic intervention to set up.

For this reason, we are not recommending, at this point, that surveys of student, parent and teacher satisfaction, such as those conducted in several states and reported on the Tasmanian School Improvement website, be reported nationally. The level of bureaucratic intervention required to collect such data from representative sample across Australia would be too great to contemplate.

Despite our reservations about the use of tabular reporting for public purposes, we believe tables of data would be useful for state departments of education and other employing authorities. Whatever the form of presentation, underlying all such tables is a spreadsheet, which enables sorting by any measure, easy calculation of composite scores, and identification of schools that are outliers on any measure.

The examples used in this paper have been developed by state education departments and have presented data from government sources only. Where independent schools have been included (eg, in the Canadian provinces), it appears to have been at their discretion.

9.3 What Data should be Reported?

The examples discussed in Section 9.2 demonstrate the wide range of information that school systems around the world have decided to report. In this section we consider in more detail the kinds of *nationally consistent data* that could be collected and reported in Australia.

For reasons outlined in Sections 6.5, 7.2 and 7.3, we believe that the comparisons most useful for schools and for public release are those with like-schools as defined using a 'near neighbour' methodology. As noted in Section 6.5, such a methodology does not yet exist at the national level, but needs to be developed. The term 'like-schools' in Tables 6 through 9 refers to comparisons based on this methodology.

student outcome data: NAPLAN

NAPLAN tests provide nationally comparable student outcome data in literacy and numeracy. They also provide test results that can be compared from year to year, enabling reporting on the following timeline:

- from 2008 measures of current status
- from 2009 measures of improvement, and
- from 2010 measures of individual growth, aggregated over schools and groups of schools (regions, school types, etc.).

For public reporting, we consider it important to build on the understanding that parents and the public have built up from reading NAPLAN student reports. These reports locate each student's achievement within a band, and in relation to Australian students in general. If school reports are to build upon this understanding, then they should enable a reader to locate the level of achievement in a school in much the same way.

Tables 6, 7, 8 and 9 illustrate possible ways of reporting NAPLAN data.

Table 6. Suggested Reporting Plan for Year 3 NAPLAN Data

NAPLAN: Year 3 Percentage achieving National Standard – Current status			
Reading:	School	Like Schools	Australia
Writing:	School	Like Schools	Australia
Conventions:	School	Like Schools	Australia
Numeracy:	School	Like Schools	Australia

NAPLAN: Year 3 Percentage achieving National Standard – Improvement Over Time*			
Reading:	Two years Previously	One year Previously	Current year
Writing:	Two years Previously	One year Previously	Current year
Conventions:	Two years Previously	One year Previously	Current year
Numeracy:	Two years Previously	One year Previously	Current year

* as national data become available

Table 7. Suggested Reporting Plan for Year 5 NAPLAN Data

NAPLAN: Year 5 Percentage achieving National Standard – Current status			
Reading:	School	Like Schools	Australia
Writing:	School	Like Schools	Australia
Conventions:	School	Like Schools	Australia
Numeracy:	School	Like Schools	Australia

NAPLAN: Year 5 Percentage achieving National Standard – Improvement Over time*			
Reading:	Two years Previously	One year Previously	Current year
Writing:	Two years Previously	One year Previously	Current year
Conventions:	Two years Previously	One year Previously	Current year
Numeracy:	Two years Previously	One year Previously	Current year

NAPLAN: Current Year 5 Students Compared to their Year 3 Results - Gain*				
Reading:	School:	Current Mean	Previous Mean	Mean Gain
	Like Schools:	Current Mean	Previous Mean	Mean Gain
	Australia:	Current Mean	Previous Mean	Mean Gain
Writing:	School:	Current Mean	Previous Mean	Mean Gain
	Like Schools:	Current Mean	Previous Mean	Mean Gain
	Australia:	Current Mean	Previous Mean	Mean Gain
Conventions:	School:	Current Mean	Previous Mean	Mean Gain

	Like Schools:	Current Mean	Previous Mean	Mean Gain
	Australia:	Current Mean	Previous Mean	Mean Gain
Numeracy:	School:	Current Mean	Previous Mean	Mean Gain
	Like Schools:	Current Mean	Previous Mean	Mean Gain
	Australia:	Current Mean	Previous Mean	Mean Gain

* as national data become available

Table 8. Suggested Reporting Plan for Year 7 NAPLAN Data

NAPLAN: Year 7 Percentage achieving National Standard –Current status			
Reading:	School	Like Schools	Australia
Writing:	School	Like Schools	Australia
Conventions:	School	Like Schools	Australia
Numeracy:	School	Like Schools	Australia

NAPLAN: Year 7 Percentage achieving National Standard – Improvement Over time*			
Reading:	Two years Previously	One year Previously	Current year
Writing:	Two years Previously	One year Previously	Current year
Conventions:	Two years Previously	One year Previously	Current year
Numeracy:	Two years Previously	One year Previously	Current year

NAPLAN: Current Year 7 Students Compared to their Year 5 Results - Gain *				
Reading:	School:	Current Mean	Previous Mean	Mean Gain
	Like Schools:	Current Mean	Previous Mean	Mean Gain
	Australia:	Current Mean	Previous Mean	Mean Gain
Writing:	School:	Current Mean	Previous Mean	Mean Gain
	Like Schools:	Current Mean	Previous Mean	Mean Gain
	Australia:	Current Mean	Previous Mean	Mean Gain
Conventions:	School:	Current Mean	Previous Mean	Mean Gain
	Like Schools:	Current Mean	Previous Mean	Mean Gain
	Australia:	Current Mean	Previous Mean	Mean Gain
Numeracy:	School:	Current Mean	Previous Mean	Mean Gain
	Like Schools:	Current Mean	Previous Mean	Mean Gain
	Australia:	Current Mean	Previous Mean	Mean Gain

* as national data become available

Table 9. Suggested Reporting Plan for Year 9 NAPLAN Data

NAPLAN: Year 9 Percentage achieving National Standard – Current status				
Reading:	School	Like Schools	Australia	
Writing:	School	Like Schools	Australia	
Conventions:	School	Like Schools	Australia	
Numeracy:	School	Like Schools	Australia	
NAPLAN: Year 9 Percentage achieving National Standard – Improvement Over time*				
Reading:	Two years Previously	One year Previously	Current year	
Writing:	Two years Previously	One year Previously	Current year	
Conventions:	Two years Previously	One year Previously	Current year	
Numeracy:	Two years Previously	One year Previously	Current year	
NAPLAN: Current Year 9 Students Compared to their Year 7 Results - Gain*				
Reading:	School:	Current Mean	Previous Mean	Mean Gain
	Like Schools:	Current Mean	Previous Mean	Mean Gain
	Australia:	Current Mean	Previous Mean	Mean Gain
Writing:	School:	Current Mean	Previous Mean	Mean Gain
	Like Schools:	Current Mean	Previous Mean	Mean Gain
	Australia:	Current Mean	Previous Mean	Mean Gain
Conventions:	School:	Current Mean	Previous Mean	Mean Gain
	Like Schools:	Current Mean	Previous Mean	Mean Gain
	Australia:	Current Mean	Previous Mean	Mean Gain
Numeracy:	School:	Current Mean	Previous Mean	Mean Gain
	Like Schools:	Current Mean	Previous Mean	Mean Gain
	Australia:	Current Mean	Previous Mean	Mean Gain

* as national data become available

The suggested tables present percentages of students meeting the National Standard (ie, in Band 2 or above for Year 3; Band 4 or above for Year 5, Band 5 or above for Year; Band 6 or above for Year 9).

Percentages in other bands could also be used, and it might be argued that the presentation of data related to the lowest band only (like the National Benchmarks in previous years) focuses too much attention on low achievement at the expense of high achievement. This could be addressed by the reporting of another indicator, such as the percent of students in the top 20 percent nationally. But we think it is important not to make the reports any more complex than necessary.

To maintain consistency, we suggest that the tables be accompanied by graphical representation in similar style and visual impact to the NAPLAN parent reports. This will enable parents in particular to more quickly become comfortable with the reporting format.

Figure 6 provides an illustration of the types of graphical presentations that we have in mind.

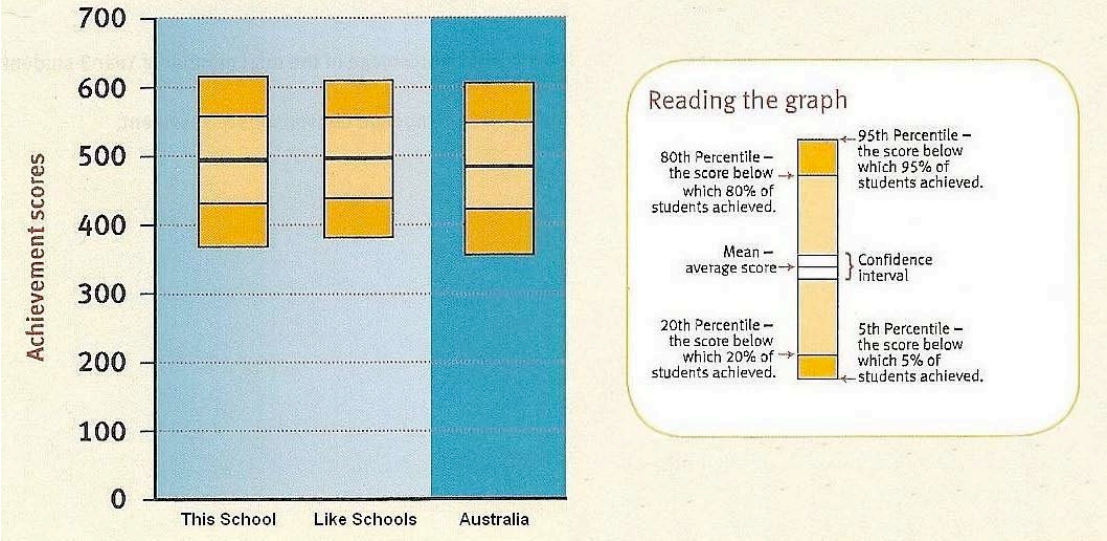

Figure 6. Sample Graphic Format Recommended for School Comparisons

student outcome data: senior secondary

There is no common reporting of senior secondary school achievement across jurisdictions. As noted previously, for students seeking to proceed to tertiary education, the most valued measure is captured by the tertiary admissions agencies in each jurisdiction – namely the UAI, ENTER, TER and the Interstate Transfer Index. Its value for students depends on the achievement of specific targets – for example, a score of 90 will gain admission to certain programs in high-prestige institutions and most in lower-prestige institutions. A score of 80 gains entrance to a narrower range of programs, and so on.

In the absence of nationally comparable measures of subject achievement in the senior secondary school, we believe that tertiary entrance ranks could be useful indicators of achievement for those students who have them. Table 10 provides an example of a possible table to report tertiary entrance data.

Table 10. Suggested Reporting Plan for Tertiary Entrance Rank Data

Tertiary Entrance Ranks: Percentage of Ranks Awarded			
90 and above:	School	Like Schools	Australia
80 and above:	School	Like Schools	Australia
70 and above:	School	Like Schools	Australia
60 and above:	School	Like Schools	Australia

It would be necessary to vary the terminology from jurisdiction to jurisdiction, but the format of the table need not change. As for NAPLAN results, the table should be accompanied by charts in the format of NAPLAN student reports.

Because tertiary entrance ranks are constructed for tertiary entrance purposes, there may be privacy concerns that prevent the release of individual-level data without student permission (applying for tertiary admission in effect constitutes permission to

release the data to the institutions applied for). It may not be possible for all tertiary entrance ranks to be released to a national agency.

However, since 2002, Victoria has been able to report the percentage of students applying for tertiary entrance school by school as a result of negotiations between the Victorian Curriculum and Assessment Authority (VCAA) and the Victorian Tertiary Admissions Centre (VTAC). Each year a formal request goes from VCAA to VTAC requesting, not the original data, but the breakdowns by school. The resulting file is then integrated into the data generated by the VCAA, which has responsibility for publishing this information (shown in Figure A3, Appendix A).

We believe that similar arrangements could be made, where necessary, for tertiary entrance rank, tertiary applications and offers, and similar data to be reported nationally.

There are no other comparable achievement data, but there are other targets that senior secondary students pursue in all jurisdictions. Looking at the tables for Victoria and Western Australia, and the school websites provided by Western Australia and Tasmania, it would appear that the following data would be acceptable and desirable.

Table 11. Suggested Reporting Plan for Other Senior Secondary Data

Measure	Definition
Per cent senior secondary retention	The percentage of students completing Year 10 two years previously who are enrolled as Year 12 students in the current year.
Per cent successfully completing senior secondary qualification	The number of students achieving the award in their state that marks successful completion of secondary school (HSC, SACE, WACE, etc.) taken as a percentage of the number whose enrolment, if completed successfully, would have gained them the award. Where there are two awards at senior secondary level (as in Victoria), the number of successful completions and the number eligible could be aggregated over the two programs, or reported separately.
Per cent tertiary applicants	The number of students applying for tertiary selection, taken as a percentage of the number whose enrolment, if completed successfully, would have made them eligible for tertiary selection.
Per cent offered tertiary places	The number of students offered selection in a tertiary institution, taken as a percentage of the number who applied for tertiary selection.
Per cent completion of VET studies	The number of VET studies completed, taken as a percentage of all enrolments in VET studies.

Table 11 contains both outcomes (secondary graduation, tertiary offers, VET completion) and measures of school context (percent tertiary applicants, percent VET enrolment). But because of their interconnections, we think it appropriate that they be reported together.

student outcome data: middle-school

As noted previously, there is no nationally-comparable measure of achievement between the Year 9 NAPLAN tests (administered early in Year 9, and therefore reflecting achievement barely beyond year 8), and the end of secondary schooling. Even at Year 9, NAPLAN assesses only Literacy and Numeracy, which by this stage occupy a much smaller proportion of the total program in secondary schools.

We believe that, as a National Curriculum is implemented, it should be possible to introduce a set of tests to be administered late in year 10, and covering the skills and essential knowledge in core subjects that students are expected to acquire by the completion of Year 10.

Two purposes would be achieved by subject-focused tests at this stage of schooling:

- they would provide data to enable schools and their employing authorities to assess the success of programs in the crucial middle-secondary years; and
- they would provide a measure of what students bring to their senior secondary studies, and so would provide baseline measures for evaluating senior secondary programs.

Late in year 10 would be an ideal time for such a testing program, since it (approximately) marks the end of compulsory schooling, and in most schools it is the last year in which there is a common curriculum. From Year 11, nationally comparable subject assessments, if available, would apply only to students choosing those subjects.

A decision would be required about the format to be used to report Year 10 subject assessments. One possibility would be to construct achievement 'bands'. For example, in the first year (say 2010), each band could be defined to contain ten per cent of all Year 10 students nationally, but the percentages in the bands would vary from school to school and state or territory to state or territory. With suitable equating from year to year, the Year 10 reports could not only detect improvement in a particular school, but in the nation, were it to occur.

Band 10:	10th decile on 2010 test score
Band 9:	9th decile on 2010 test score
Band 8:	8th decile on 2010 test score
Band : 7	7th decile on 2010 test score
Band : 6	6th decile on 2010 test score
Band : 5	5th decile on 2010 test score
Band : 4	4th decile on 2010 test score
Band : 3	3rd decile on 2010 test score
Band : 2	2nd decile on 2010 test score
Band : 1	1st decile on 2010 test score

student outcome data: the early years

As noted previously, there are no nationally comparable measures of early literacy skills, but a range of measures is used in the states and territories. We believe there would be value in the development, in consultation with states and territories, of measures that could be used at school commencement to assist teachers with diagnosis and planning. If data were compiled nationally, both schools and employing authorities would have a better picture of schools and regions that were facing greater-than-usual challenges and might be able to direct resources to problem areas earlier and more effectively.

financial resources data

We recognise that the reporting of schools' financial resources is likely to be controversial. We also recognise that the Commonwealth-State financial arrangements are so complex that some portions of state expenditure cannot be fully attributed to individual schools. The current system was described by Dowling (2008) as 'unhelpfully complex and exceedingly opaque'. Dowling went on to observe:

> The system encourages blame shifting between governments and high level claims that the Commonwealth under-funds government schools and counter-claims that most public funding goes to government schools anyway, rather than informed debate. The end result is that members of the education community, much less the general public, have no clear idea what individual schools actually receive from both levels of government, nor if their income is appropriate to their needs. (Dowling, 2008, p..147)

Until a simpler and more transparent system of funding is implemented, there appears to be little prospect that a comprehensive method of reporting schools' sources of funding can be devised.

Nevertheless, we consider that there is important information that could be compiled without waiting for Australia-wide funding reform. Parents are entitled to know what costs are associated with attending different schools. Taxpayers are entitled to know (within the present limits of possibility) what they are contributing directly to these schools. They also are entitled to information that enables them to make a judgment about the extent to which the funds they contribute are directed to areas of high need. This necessarily involves a consideration of financial resources available to schools that are in receipt of taxpayer funds.

Information about revenue that we believe could be compiled at the present time, and reported at the school level includes:

- Compulsory fees and levies (by year level)
- Voluntary fees[6] (average, by year level)
- Commonwealth government direct grants
- State/Territory government direct grants

[6] Voluntary fees are those that parents are expected to pay, but are not legally enforceable, and, in most cases, are not pursued by the school if not paid. Because they often vary according to the program undertaken by students, no single figure can suffice. Probably the mot appropriate figure to provide would be the average voluntary fee, calculated by dividing the total fees levied at each year level (even if not paid) by the number of students at the year level.

- All other income

Collection and compilation of this information for all schools in Australia would be no small task, and we recognise that aspects of this information would be controversial. Complete disclosure would indicate the total revenue received per student from State Government, from Commonwealth Government, from Fees/levies, and from all other sources (eg, fundraising).

human resources data

Schools differ greatly in their capacity to attract and retain qualified staff. Full disclosure of these differences would have advantages and disadvantages. Certainly the exposure of these differences might cause some distress to the employing authorities that have been unable to meet schools' staffing requirements, and to schools that are disadvantaged by this failure. The advantage is that full disclosure increases the pressure on employing authorities to remedy shortages where they occur. On balance, we consider that the advantages of disclosure outweigh the disadvantages.

A possible format for publication is shown in Tables 7 and 8.

It would be necessary to include both tables for schools that have both Primary and Secondary schools. The year levels in the Primary School table would vary slightly, as Year 7 students are in primary school in some states/territories and in secondary school in others.

Table 7. Suggested Reporting Format for Staffing Resources Data (Primary Schools)

	Number of staff (EFT[7])	Number of students	Average class size	Maximum class size	Minimum class size
Preparatory					
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					
Year 7 (where present)					
Composite classes					
Specialist teachers					
Total Teaching staff					
Senior Administrators (eg, Principal, Deputy Principal)					
Teaching support staff (e.g. teacher aides, librarians)					
Administrative staff (e.g. secretaries, bursars, maintenance					
Total non-teaching staff					
Total students					

[7] EFT: Equivalent full-time

Table 8. Suggested Reporting Format for Staffing Resources Data (Secondary Schools)

	Number of qualified staff (EFT[8])	Average class size	Maximum class size	Minimum class size
English				
Mathematics				
Science				
History/Social Sciences				
Art/Drama				
Other subjects				
Total Teaching staff				
Senior Administrators (e.g. Principal, Deputy Principal)				
Teaching support staff (eg, teacher aides, librarians, lab assistants)				
Administrative staff (e.g. secretaries, bursars, maintenance)				
Total non-teaching staff				
Total students				

student intake data

Student intake data that could be collected in a nationally comparable way (using the MCEETYA *Data Implementation Manual*, 2008) include:

- the percentages of female and male students;
- the percentage of students who identify themselves as being of Aboriginal and/or Torres Strait Islander origin;
- the percentage of students with language backgrounds other than English;
- the percentages of students with socio-economic backgrounds defined by the main parental occupation groupings.

For reasons of privacy, serious consideration needs to be given to the numerical limits below which data of this kind should not be reported. We are not proposing a criterion for reporting at this stage, but note it as an issue that will need to be resolved.

[8] EFT: Equivalent full-time

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APPENDIX. SCHOOL REPORTING – EXAMPLES FROM AUSTRALIA AND OVERSEAS

GCSE and equivalent | Key Stage 2 to 4 CVA | Key Stage 3 to 4 CVA | Year on year comparisons | Absence | Background

	Cohort Information							Results of Key Stage 4 students							
	Number of students at the end of Key Stage 4	% of students at the end of Key Stage 4		with SEN, with statements or supported at Sch Action Plus		with SEN, supported at Sch Action		% of students achieving							Average total point score per student
		aged 14 or less	aged 15	Number	%	Number	%	5 or more grades A*-C including English and maths GCSEs	Level 2 in functional English and maths	Level 1 in functional English and maths	Level 2 (5 or more grades A*-C)	Level 1 (5 or more grades A*-G)	2 grades A*-C which cover the Key Stage 4 science programme of study	at least one qualification	
LA Average					**6.3%**		**9.3%**	**48.2%**	**49.2%**	**93.5%**	**59.6%**	**89.9%**	**49.7%**	**97.5%**	**363.0**
England Average					**8.5%**		**9.9%**	**46.8%**	**50.3%**	**90.8%**	**62.0%**	**91.7%**	**50.3%**	**98.9%**	**378.2**
Avonbourne School	207	0%	99%	4	1.9%	25	12.1%	56%	57%	99%	65%	93%	32%	99%	358.6
The Bishop of Winchester School	119	0%	97%	14	11.8%	9	7.6%	18%	18%	82%	30%	82%	28%	95%	258.9
Bournemouth School for Girls	168	0%	100%	3	1.8%	0	0.0%	99%	99%	100%	100%	100%	98%	100%	529.5
Bournemouth School	146	1%	99%	3	2.1%	5	3.4%	99%	99%	99%	99%	99%	99%	99%	562.6
Glenmoor School	171	1%	99%	13	7.6%	39	22.8%	37%	39%	97%	54%	94%	42%	99%	367.9
Kings High School	103	0%	100%	8	7.8%	31	30.1%	15%	15%	85%	26%	79%	29%	93%	270.5
Oakmead College of Technology	237	0%	100%	15	6.3%	32	13.5%	29%	30%	88%	48%	83%	32%	95%	312.2
Portchester School	194	0%	100%	11	5.7%	6	3.1%	27%	29%	97%	45%	89%	39%	100%	316.2
St Peter's Catholic Comprehensive School	236	0%	99%	8	3.4%	11	4.7%	57%	60%	98%	68%	96%	55%	100%	381.8
Talbot Heath School	63	N/A	N/A	0	0.0%	5	7.9%	100%	100%	100%	100%	100%	97%	100%	473.5
Wentworth College	33	N/A	N/A	12	36.4%	12	36.4%	79%	79%	100%	91%	100%	88%	100%	419.6
Winton Arts and Media College	171	1%	98%	7	4.1%	8	4.7%	43%	44%	96%	56%	93%	54%	99%	312.2
Special Schools															
The Bicknell School	12	0%	100%					0%	0%	25%	0%	0%	0%	67%	38.0

Source: http://www.dcsf.gov.uk/cgi-bin/performancetables/group_07pl?Mode=Z&Type=LA&No=837&Base=b&F=1&L=50&Year=07&Phase=1

Figure A1. Example of a British School Comparison Table 2007

Year 12 school outcomes 2007 — all schools

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9	Col 10	Col 11	Col 12	Col 13	Col 14	Col 15	Col 16	Col 17
					Number of Senior Certificates Awarded											
School	Locality	Gender	Breadth of curriculum	Number of Certificates of Post-Compulsory School Education	OP-eligible with no VET qualification	OP-eligible with one or more VET qualification	OP-ineligible with no VET qualification	OP-ineligible with one or more VET qualification	Total Senior Certificates awarded	Number of students completing VET competencies	Number of VET qualifications awarded	Number of students completing/ continuing a school-based apprenticeship or traineeship	Percentage of OP-eligible students with OP 1 to 15	Percentage of students awarded Senior Certificates and awarded one or more VET qualification	Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	Percentage of QTAC applicants receiving a tertiary offer
Currumbin Community Special School	Currumbin Waters	C	0	12	0	0	9	0	9	0	0	0		0	0	
Dakabin State High School	Dakabin	C	12	0	63	44	5	76	188	137	259	13	70	64	97	92
Dalby Christian School	Dalby	C	8	0	7	5	2	2	16	8	7	1	50	44	88	100
Dalby State High School	Dalby	C	13	1	48	1	29	5	83	29	6	4	65	7	65	96
Darling Downs Christian School	Toowoomba	C	8	0	6	1	0	0	7	1	1	0	29	14	100	100
Darling Point Special	Manly	C	0	12	0	0	0	4	4	4	7	2		100	100	
Deception Bay Flexible Learning Centre	Deception Bay	C	4	1	0	0	0	1	1	1	3	0		100	100	
Deception Bay State High School	Deception Bay	C	10	8	21	29	9	48	107	91	175	4	42	72	92	100
Djarragun College	Gordonvale	C	6	0	0	0	17	28	45	45	38	1		62	62	
Downlands Sacred Heart College	Toowoomba	C	14	0	79	44	3	25	151	80	111	13	68	46	98	96
Dysart State High School	Dysart	C	9	0	7	2	2	14	25	18	45	3	44	64	92	100
Earnshaw State College	Banyo	C	11	0	23	0	20	1	44	7	1	0	48	2	55	91
Eidsvold State School	Eidsvold	C	5	0	0	0	0	1	1	1	1	1		100	100	
Elanora State High School	Elanora	C	12	0	46	45	13	60	164	123	173	15	52	64	92	90
Emerald State High School	Emerald	C	11	1	22	23	5	30	80	56	78	14	49	66	94	89
Emmanuel College, Carrara	Carrara	C	13	0	77	0	27	9	113	33	9	9	91	8	76	96
Emmaus College	North Rockhampton	C	13	0	118	20	48	6	192	79	31	1	64	14	75	95
Everton Park State High School	Everton Park	C	11	2	9	0	20	14	43	31	20	0	56	33	53	82
Fairholme College	Toowoomba	F	9	0	61	28	1	3	93	44	56	7	81	33	99	98
Faith Lutheran College	Plainland	C	12	0	20	2	3	0	25	9	4	0	59	8	88	100
Faith Lutheran College - Redlands	Victoria Point	C	11	0	6	12	0	0	18	15	13	0	33	67	100	83

Source: http://www.qsa.qld.edu.au/downloads/about/qsa_stats_yr12_outcomes_07.pdf

Figure A2. Queensland: Senior Secondary School Comparison Table 2007

Post Compulsory Completion and Achievement Information, 2007

SCHOOL IDENTIFICATION			SCHOOL PROGRAMS			STUDENT COHORT				STUDENT ACHIEVEMENT				
School	Small school	Locality	Number of VCE studies at unit 3-4 level taken up by students for 2007	Number of VET certificates with 2007 enrolments	Availability of International Baccalaureate (Diploma)	Number of students enrolled in at least one VCE unit at level 3-4 in 2007	Number of students enrolled in a VET certificate in 2007	Number of students enrolled in VCAL in 2007	Percent of VCE Students applying for tertiary places	Percent of satisfactory VCE completions in 2007	Percent of VET units of competence completed in 2007	Percent of VCAL units completed in 2007	Median VCE study score	Percent of study scores of 40 and over
ACADEMY OF MARY IMMACULATE		FITZROY	44	10		157	27	-	94	99	88	-	30	7
ADASS ISRAEL SCHOOL	*	ELSTERNWICK	1	9		-	46	47	-	-	89	96	-	-
AITKEN COLLEGE		GREENVALE	51	22		151	55	19	90	99	50	90	31	6
ALBURY WODONGA COMMUNITY COLLEGE		WODONGA	6	22		-	48	56	0	100	94	74	-	-
ALEXANDRA SECONDARY COLLEGE		ALEXANDRA	31	11		74	85	15	84	96	91	92	27	5
ALIA COLLEGE	*	HAWTHORN EAST	13	-		13	-	-	57	86	-	-	28	9
ALPHINGTON GRAMMAR SCHOOL		ALPHINGTON	22	1		107	1	-	86	100	89	-	28	4
AL-TAQWA COLLEGE		HOPPERS CROSSING	20	1		52	1	-	97	100	100	-	28	7
ANTONINE COLLEGE		BRUNSWICK	14	1		34	1	-	79	100	100	-	26	2
APOLLO BAY P-12 COLLEGE		APOLLO BAY	21	7		33	21	20	94	100	81	100	28	3
AQUINAS COLLEGE		RINGWOOD	53	15		323	184	-	80	100	94	-	30	6
ARARAT COMMUNITY COLLEGE		ARARAT	30	14		80	73	30	48	98	68	61	26	2
ASHWOOD SECONDARY COLLEGE		ASHWOOD	35	19		79	21	19	75	96	60	80	29	8
ASSUMPTION COLLEGE		KILMORE	48	28		287	161	27	87	99	88	100	30	4
AUSTRALIAN INTERNATIONAL ACADEMY		COBURG	15	-	Y	56	-	-	95	100	-	-	29	0
AUSTRALIAN TECHNICAL COLLEGE	*	BENDIGO	11	12		3	58	33	0	100	44	98	22	0
AUSTRALIAN TECHNICAL COLLEGE	*	EAST GEELONG	2	4		3	57	57	-	-	69	91	23	0
AUSTRALIAN TECHNICAL COLLEGE	*	BAIRNSDALE	6	17		9	42	43	0	50	96	95	26	0
AVE MARIA COLLEGE		ABERFELDIE	36	9		257	25	-	91	99	66	-	30	7
AVILA COLLEGE		MOUNT WAVERLEY	41	8		248	34	12	92	99	66	76	32	9
BACCHUS MARSH COLLEGE		BACCHUS MARSH	30	25		121	107	43	55	97	63	68	24	0
BACCHUS MARSH GRAMMAR		BACCHUS MARSH	39	20		130	42	20	94	100	95	100	31	7
BAIMBRIDGE COLLEGE		HAMILTON	41	16		100	70	38	64	95	72	95	30	5
BAIRNSDALE SECONDARY COLLEGE		BAIRNSDALE	54	28		234	197	102	70	97	68	N/A	29	6
BALLARAT AND CLARENDON COLLEGE		BALLARAT	39	19		220	48	-	90	99	82	-	36	28
BALLARAT CHRISTIAN COLLEGE	*	SEBASTOPOL	13	5		11	33	-	40	100	96	-	29	14
BALLARAT GRAMMAR SCHOOL		WENDOUREE	41	8		300	65	-	96	99	91	-	34	19
BALLARAT HIGH SCHOOL		BALLARAT	49	29		283	157	95	58	96	66	78	27	4
BALLARAT SECONDARY COLLEGE		BALLARAT	55	28		239	136	39	68	93	79	79	25	2
BALMORAL HIGH SCHOOL	*	BALMORAL	14	5		16	5	4	86	100	83	100	29	9
BALWYN HIGH SCHOOL		BALWYN NORTH	54	7		497	24	-	90	100	76	-	34	18
BANKSIA SECONDARY COLLEGE		HEIDELBERG WEST	29	15		60	33	17	68	87	91	84	25	5
BAYSIDE CHRISTIAN COLLEGE		LANGWARRIN SOUTH	27	8		69	13	-	73	97	100	-	27	5
BAYSIDE COLLEGE		NEWPORT	58	26		302	210	29	61	87	83	81	25	1
BAYSWATER SECONDARY COLLEGE		BAYSWATER	31	15		40	32	10	58	100	74	88	26	2
BAYVIEW COLLEGE		PORTLAND	20	11		55	24	6	75	100	75	97	29	8
BEACONHILLS COLLEGE		PAKENHAM	35	4		235	10	-	95	99	76	-	31	7
BEAUFORT SECONDARY COLLEGE	*	BEAUFORT	11	7		16	8	9	71	100	66	78	28	0
BEECHWORTH SECONDARY COLLEGE		BEECHWORTH	20	6		74	58	35	75	100	87	91	28	5
BELLARINE SECONDARY COLLEGE		DRYSDALE	47	40		192	175	58	74	99	73	88	28	3
BELMONT HIGH SCHOOL		BELMONT	60	41		269	176	19	59	95	99	84	29	4
BENALLA COLLEGE - FAITHFULL CAMPUS		BENALLA	40	29		131	184	40	83	95	80	86	31	10
BENDIGO SENIOR SECONDARY COLLEGE		BENDIGO	82	50		1087	568	128	61	96	82	92	29	4
BENTLEIGH SECONDARY COLLEGE		BENTLEIGH EAST	32	6		136	84	-	75	97	50	-	28	3

Source: http://www.vcaa.vic.edu.au/vce/statistics/schoolstats/postcompcompletiondata-2007.pdf

Figure A3. Victoria: Senior Secondary School Comparison Table 2007

Table 1: Participation and achievement - TEE/WACE courses/WSA/VET

	Graduation			TEE/WACE exam achievement							WSA achievement				Struc workplace learning			
School	FE	FE Grad	%	4ScMark	%	ScMark75	%	Low	Med	High	3WSA	%	WSA1A	%	SWL	%	SWL 1A	%
StateTotal	19116	18352	96	10638	55.65	2509	23.59	33.32	33.34	33.34	7116	37.23	2577	36.21	4179	21.86	2181	52.19
Albany Senior High School	176	164	93.18	93	52.84	21	22.58	24.73	44.09	31.18	66	37.5	30	45.45	26	14.77	8	30.77
All Saints' College	146	144	98.63	128	87.67	32	25	24.22	32.03	43.75	12	8.22	5	41.67	17	11.64	12	70.59
Applecross Senior High School	263	255	96.96	213	80.99	62	29.11	26.76	32.39	40.85	43	16.35	15	34.88	15	5.7	9	60
Aquinas College	176	167	94.89	125	71.02	22	17.6	28	40.8	31.2	46	26.14	27	58.7	18	10.23	11	61.11
Aranmore Catholic College	82	77	93.9	51	62.2	12	23.53	39.22	27.45	33.33	25	30.49	6	24	10	12.2	7	70
Armadale Christian College	21	21	100	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	13	61.9	5	38.46	7	33.33	3	42.86
Armadale Senior High School	72	72	100	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	56	77.78	26	46.43	36	50	18	50
Australian Islamic College	59	50	84.75	50	84.75	11	22	38	30	32	8	13.56	1	12.5	NA[4]	NA[4]	NA[4]	NA[4]
Australind Senior High School	185	175	94.59	108	58.38	23	21.3	36.11	30.56	33.33	52	28.11	18	34.62	10	5.41	4	40
Balcatta Senior High School	72	68	94.44	31	43.06	3	9.68	41.94	35.48	22.58	39	54.17	22	56.41	15	20.83	11	73.33
Balga Senior High School	27	21	77.78	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	22	81.48	2	9.09	27	100	15	55.56
Ballajura Community College	249	249	100	60	24.1	9	15	43.33	36.67	20	168	67.47	69	41.07	65	26.1	39	60
Belmont City College	49	48	97.96	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	41	83.67	10	24.39	41	83.67	19	46.34
Belridge Senior High School	91	88	96.7	20	21.98	1	5	85	10	5	65	71.43	25	38.46	12	13.19	8	66.67
Broome Senior High School	36	35	97.22	20	55.56	2	10	60	25	15	18	50	3	16.67	10	27.78	4	40
Bunbury Cathedral Grammar School	134	134	100	112	83.58	45	40.18	13.39	34.82	51.79	19	14.18	9	47.37	19	14.18	15	78.95
Bunbury Catholic College	153	153	100	89	58.17	23	25.84	31.46	28.09	40.45	61	39.87	20	32.79	8	5.23	6	75
Bunbury Senior High School	124	112	90.32	50	40.32	14	28	38	28	34	64	51.61	18	28.13	6	4.84	2	33.33
Busselton Senior High School	156	156	100	68	43.59	12	17.65	38.24	36.76	25	67	42.95	33	49.25	57	36.54	27	47.37
Canning Vale College	79	77	97.47	22	27.85	2	9.09	54.55	27.27	18.18	44	55.7	10	22.73	24	30.38	14	58.33
Carey Baptist College	78	77	98.72	56	71.79	8	14.29	39.29	33.93	26.78	20	25.64	10	50	10	12.82	7	70
Carine Senior High School	203	192	94.58	123	60.59	20	16.26	33.33	34.15	32.52	71	34.98	25	35.21	24	11.82	13	54.17
Carmel Adventist College	36	34	94.44	26	72.22	2	7.69	50	42.31	7.69	9	25	0	0	7	19.44	4	57.14
Carmel School	52	52	100	52	100	14	26.92	21.15	40.38	38.47	NA[3]	NA[3]	NA[3]	NA[3]	NA[4]	NA[4]	NA[4]	NA[4]
Carnarvon Senior High School	29	25	86.21	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	19	65.52	4	21.05	2	6.9	1	50
CBC Fremantle	87	87	100	60	68.97	13	21.67	35	30	35	27	31.03	16	59.26	4	4.6	1	25
Cecil Andrews Senior High School	45	45	100	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	32	71.11	10	31.25	41	91.11	27	65.85
Central Midlands Senior High School	29	29	100	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	20	68.97	7	35	27	93.1	15	55.56
Chisholm Catholic College	239	230	96.23	153	64.02	38	24.84	22.22	38.56	39.22	82	34.31	42	51.22	28	11.72	20	71.43
Christ Church Grammar School	195	189	96.92	159	81.54	74	46.54	5.03	28.93	66.04	34	17.44	11	32.35	23	11.79	10	43.48
Churchlands Senior High School	251	240	95.62	159	63.35	53	33.33	28.3	26.42	45.28	84	33.47	41	48.81	40	15.94	21	52.5
Clarkson Community High School	66	66	97.06	15	22.06	0	0	66.67	26.67	6.66	46	67.65	12	26.09	14	20.59	8	57.14
Clontarf Aboriginal College	24	18	75	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	NA[2]	23	95.83	1	4.35	NA[4]	NA[4]	NA[4]	NA[4]
Collie Senior High School	52	49	94.23	14	26.92	3	21.43	42.86	28.57	28.57	31	59.62	13	41.94	25	48.08	18	72
Como Secondary College	137	134	97.81	80	58.39	11	13.75	40	38.75	21.25	51	37.23	19	37.25	8	5.84	2	25
Corpus Christi College	165	164	99.39	94	56.97	35	37.23	10.64	40.43	48.93	69	41.82	44	63.77	19	11.52	12	63.16
Duncraig Senior High School	176	171	97.16	118	67.05	21	17.8	37.29	33.05	29.66	51	28.98	21	41.18	25	14.2	15	60
Eastern Goldfields College	117	109	93.16	35	29.91	1	2.86	54.29	40	5.71	63	53.85	19	30.16	11	9.4	3	27.27
Eastern Hills Senior High School	129	126	97.67	59	45.74	10	16.95	38.98	49.15	11.87	67	51.94	26	38.81	35	27.13	30	85.71
Ellenbrook Christian College	24	22	91.67	15	62.5	1	6.67	73.33	20	6.67	7	29.17	0	0	2	8.33	0	0
Emmanuel Catholic College	106	105	99.06	41	38.68	4	9.76	26.83	53.66	19.51	63	59.43	17	26.98	35	33.02	22	62.86
Esperance Senior High School	105	100	95.24	43	40.95	5	11.63	27.91	46.51	25.58	32	30.48	8	25	36	34.29	8	22.22

Source: http://www.curriculum.wa.edu.au/internet/Communications/Reports_Statistics/School_Comparison_Statistics

Figure A4. Western Australia: Senior Secondary School Participation and Achievement Data 2007

Final 2008 On Track Publication Data

NAME	LOCALITY	Total Completed Year 12 (Actual Number)	VTAC DATA 2007/08 (See Note) Including International Students — TERTIARY APPLICATIONS AND OFFERS: Tertiary applicants (Actual number)	University offers (%)	TAFE/VET offers (%)	Any tertiary offer (%)	ON TRACK SURVEY DATA 2008 Not Including International students — IN EDUCATION AND TRAINING - APRIL 2008: University enrolled (%)	TAFE/VET enrolled (%)	Apprentice/ Trainee (%)	NOT IN EDUCATION AND TRAINING - APRIL 2008: Employed (%)	Looking for work (%)	Deferred (%)
ACADEMY OF MARY IMMACULATE	FITZROY	95	93	66	40	97	54	23	8	6	1	8
AITKEN COLLEGE	GREENVALE	117	102	69	31	94	56	24	4	10	1	5
ALEXANDRA SECONDARY COLLEGE	ALEXANDRA	52	43	53	33	86	28	8	15	26	3	21
AL-TAQWA COLLEGE	HOPPERS CROSSING	37	37	57	19	73	58	31	4	4	4	0
ANTONINE COLLEGE	BRUNSWICK	24	19	58	53	100	58	17	8	8	8	0
APOLLO BAY P-12 COLLEGE	APOLLO BAY	14	12	50	25	75	18	18	9	36	9	9
AQUINAS COLLEGE	RINGWOOD	208	177	61	34	91	48	22	12	14	1	3
ARARAT COMMUNITY COLLEGE - SECONDARY	ARARAT	71	35	51	34	86	10	16	14	36	10	14
ASHWOOD SECONDARY COLLEGE	ASHWOOD	55	43	58	35	88	28	25	11	14	8	14
ASSUMPTION COLLEGE	KILMORE	146	117	71	26	93	38	14	14	16	3	14
AUSTRALIAN INTERNATIONAL ACADEMY OF EDUCATION	COBURG	62	61	92	7	97	85	4	6	0	2	2
AVE MARIA COLLEGE	ABERFELDIE	110	103	62	39	95	55	25	4	9	3	4
AVILA COLLEGE	MOUNT WAVERLEY	170	163	72	33	98	67	20	2	7	2	3
BACCHUS MARSH COLLEGE	BACCHUS MARSH	75	41	39	46	83	16	25	19	25	12	4
BACCHUS MARSH GRAMMAR	BACCHUS MARSH	82	74	59	35	88	39	21	12	15	4	9
BAIMBRIDGE COLLEGE HAMILTON	HAMILTON	88	48	58	25	81	15	9	32	26	1	16
BAIRNSDALE SECONDARY COLLEGE	BAIRNSDALE	133	96	65	27	89	20	13	18	21	1	26
BALLARAT AND CLARENDON COLLEGE - SENIOR	BALLARAT	137	130	94	10	99	45	5	7	6	0	37
BALLARAT GRAMMAR SCHOOL	WENDOUREE	123	120	90	9	98	52	5	9	4	1	28
BALLARAT HIGH SCHOOL	BALLARAT	168	108	62	20	79	27	8	10	38	7	10
BALLARAT SECONDARY COLLEGE	BALLARAT	131	88	56	38	74	24	21	24	15	10	5
BALWYN HIGH SCHOOL	BALWYN NORTH	302	292	82	18	97	71	12	4	7	0	6
BAYSIDE CHRISTIAN COLLEGE	LANGWARRIN SOUTH	30	23	35	65	91	19	43	10	14	5	10
BAYSIDE COLLEGE	NEWPORT	204	149	56	47	81	24	32	6	25	6	4
BAYSWATER SECONDARY COLLEGE	BAYSWATER	28	16	44	44	88	17	35	13	30	0	4
BAYVIEW COLLEGE	PORTLAND	37	27	85	7	93	42	15	12	19	4	8
BEACONHILLS COLLEGE	PAKENHAM	131	126	74	29	98	55	21	6	5	0	13
BEECHWORTH SECONDARY COLLEGE	BEECHWORTH	36	24	67	13	79	9	32	9	39	0	32
BELLARINE SECONDARY COLLEGE	DRYSDALE	140	96	60	20	79	30	12	23	18	3	14
BELMONT HIGH SCHOOL	BELMONT	140	96	58	25	82	32	14	11	27	7	10
BENALLA COLLEGE - FAITHFULL CAMPUS	BENALLA	83	67	75	18	87	14	8	13	27	3	35
BENDIGO SENIOR SECONDARY COLLEGE	BENDIGO	624	415	70	15	84	30	8	11	23	8	20
BENTLEIGH SECONDARY COLLEGE	BENTLEIGH EAST	66	53	56	53	87	25	27	19	21	0	8
BERWICK SECONDARY COLLEGE	BERWICK	169	120	45	48	87	28	36	9	12	4	11
BILLANOOK COLLEGE LTD	MOOROOLBARK	100	92	74	28	95	52	10	4	10	1	22
BIRCHIP P-12 SCHOOL	BIRCHIP	20	13	77	8	85	27	27	7	20	0	20
BLACKBURN HIGH SCHOOL	BLACKBURN	101	89	79	19	90	68	16	4	11	0	1
BOORT SECONDARY COLLEGE	BOORT	26	16	69	31	81	27	40	0	13	0	20
BORONIA HEIGHTS COLLEGE	BORONIA	48	31	52	68	94	21	24	18	29	6	3
BOX FOREST SECONDARY COLLEGE	GLENROY	39	22	23	55	73	21	33	25	4	8	8
BOX HILL HIGH SCHOOL	BOX HILL	117	103	83	13	93	74	17	0	6	0	3
BOX HILL SENIOR SECONDARY COLLEGE	MONT ALBERT NORTH	185	117	23	51	70	15	18	26	29	4	7
BRAEMAR COLLEGE	WOODEND	102	94	65	17	97	53	11	7	7	3	20
BRAUER COLLEGE	WARRNAMBOOL	163	134	74	16	87	23	7	26	14	0	30
BRAYBROOK COLLEGE	BRAYBROOK	100	84	45	48	90	33	39	3	11	7	7
BRENTWOOD SECONDARY COLLEGE	GLEN WAVERLEY	174	174	59	39	93	52	23	13	6	0	6
BRIGHT P-12 COLLEGE	BRIGHT	33	27	81	19	93	48	13	4	17	0	17
BRIGHTON GRAMMAR SCHOOL	BRIGHTON	127	119	87	9	96	78	5	2	2	2	10
BRIGHTON SECONDARY COLLEGE	BRIGHTON EAST	164	139	68	32	95	48	10	6	14	2	18
BRIMBANK COLLEGE	ST ALBANS	90	71	27	65	89	25	39	19	13	3	1
BROADFORD SECONDARY COLLEGE	BROADFORD	63	43	44	42	86	23	21	15	23	8	10
BROADMEADOWS SECONDARY COLLEGE**	BROADMEADOWS	56	50	50	44	74	30	30	10	15	10	5
BRUNSWICK SECONDARY COLLEGE	BRUNSWICK	79	78	54	41	92	50	31	2	9	2	6
BUCKLEY PARK COLLEGE	ESSENDON	107	81	72	25	94	55	8	12	16	4	4

Source: http://www.eduweb.vic.gov.au/edulibrary/public/voced/ontrack/destinationdata08.pdf

Figure A5. Victoria: Senior Secondary School Destination Data 2008

A Report Card for City Schools

The New York City Education Department released report cards for each school in the city, grading them on a scale of A through F. The letter grades were based on three factors: the school environment, student performance and student progress.

Enter part of a school's name to search for a school: Go! | Show all schools

SCHOOL	BOROUGH	LEVEL	GRADE	OVERALL SCORE	ENVIRONMENT SCORE	PERFORMANCE SCORE	PROGRESS SCORE	ADDITIONAL SCORE
P.S. 210 21st Century Academy	Manhattan	K-8	C	42.2	1.03	0.35	0.29	0.00
51st Avenue Academy	Queens	ES	C	49.7	0.53	0.44	0.48	2.25
P.S. 108 Sal Abbracciamento School	Brooklyn	ES	C	46.9	0.63	0.76	0.24	1.50
P.S. 108 Philip J. Abinanti School	Bronx	ES	C	47.4	0.48	0.55	0.40	1.50
M.S. 256 Academic and Athletic Excellence	Manhattan	MS	A	87.2	0.54	0.69	1.00	3.75
Academy for Public Relations	Bronx	MS	A	68.6	0.63	0.48	0.74	3.75
Academy for Scholarship and Entreneurship	Bronx	MS	C	40.9	0.62	0.49	0.28	1.50
Academy of American Studies High School	Queens	HS	B	62.4	0.59	0.80	0.54	0.00
Academy of Applied Mathematics and Technology	Bronx	MS	A	78.1	0.83	0.63	0.74	6.00
Academy of Urban Planning	Brooklyn	HS	Under Review					
Accion Academy	Bronx	MS	B	63.3	0.43	0.68	0.61	3.00
Acorn Community High School	Brooklyn	HS	Under Review					
Acorn High School for Social Justice	Brooklyn	HS	F	25.1	-0.04	0.33	0.29	0.00
P.S. 131 Abigail Adams School	Queens	ES	A	68.0	0.59	0.86	0.59	0.75
John Adams High School	Queens	HS	Under Review					
P.S. 64 Joseph P. Addabbo School	Queens	ES	C	40.7	0.61	0.68	0.20	0.00
Jane Addams High School for Academic Careers	Bronx	HS	C	40.6	0.28	0.44	0.42	0.00
P.S. 127 Aerospace Science Magnet School	Queens	K-8	B	56.9	0.55	0.73	0.42	3.75
P.S. 91 Albany Avenue School	Brooklyn	ES	B	56.5	0.68	0.73	0.34	6.00
J.H.S. 51 William Alexander School	Brooklyn	MS	B	54.5	0.51	0.71	0.41	3.00
All City Leadership Secondary School	Brooklyn	MS	C	47.5	0.81	0.52	0.36	0.00
All City Leadership Secondary School	Brooklyn	HS	B	65.2	0.85	0.89	0.42	3.00
P.S. 306 Ethan Allen School	Brooklyn	K-8	C	46.0	0.27	0.42	0.51	1.50

Source: http://www.nytimes.com/ref/education/20071105_SCHOOLS_GRAPHIC.html

Figure A6. New York City: School Report Table 2008

Changes in NAEP reading scores

District	Grade 4		Grade 8	
	Since 2002	Since 2005	Since 2002	Since 2005
Atlanta	↑	↑	↑	↑
Austin	—	↔	—	↔
Boston	—	↔	—	↔
Charlotte	—	↔	—	↔
Chicago	↑	↔	↔	↔
Cleveland	—	↔	—	↑
District of Columbia	↑	↑	↔	↑
Houston	↔	↓	↔	↑
Los Angeles	↔	↔	↑	↔
New York City	↑	↔	‡	↔
San Diego	—	↔	—	↔

↑ Indicates the score was higher in 2007.
↓ Indicates the score was lower in 2007.
↔ Indicates there was no significant change in the score in 2007.
— Not available. District did not participate in 2002.
‡ Reporting standards not met. Sample size was insufficient to permit a reliable estimate for New York City in 2002.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Trial Urban District Reading Assessment.

Changes in NAEP mathematics scores

District	Grade 4		Grade 8	
	Since 2003	Since 2005	Since 2003	Since 2005
Atlanta	↑	↑	↑	↑
Austin	—	↔	—	↔
Boston	↑	↑	↑	↑
Charlotte	↔	↔	↑	↔
Chicago	↑	↔	↑	↔
Cleveland	↔	↓	↔	↑
District of Columbia	↑	↑	↑	↑
Houston	↑	↔	↑	↑
Los Angeles	↑	↔	↑	↑
New York City	↑	↑	↔	↔
San Diego	↑	↔	↑	↔

↑ Indicates the score was higher in 2007.
↓ Indicates the score was lower in 2007.
↔ Indicates there was no significant change in the score in 2007.
— District did not participate in 2003.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Trial Urban District Mathematics Assessment.

Figure A7. US Inner-City NAEP Results in Reading and Mathematics 2002-2007

NYC Department of Education

Progress Report 2007-08

HIGH SCHOOL

This Progress Report is for:

SCHOOL	**ACORN Community High School (13K499)**
PRINCIPAL	**Andrea Lewis**
ENROLLMENT	**749**
SCHOOL TYPE	**HIGH SCHOOL**
PEER INDEX	**2.16**

Progress Report Grade: **A**

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2007-08 is 64.4
- This score places the School in the 62 percentile of all high schools Citywide–i.e., 62 percent of those schools scored lower than this school
- This school met 100% of its improvement target from last year

Category	Calculated Score	Category Grade
School Environment	6.5 out of 15	B
Student Performance	15.1 out of 25	B
Student Progress	35.8 out of 60	A
Additional Credit	7.0 (16 max)	
Overall Score	64.4 out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 64.2-106.5 receive a letter grade of A
- 39% of high schools earned an A in 2007-08

High School Table – Overall Grades

Grade	Score range	City summary
A	64.2-106.5	39% of schools
B	43.5-64.1	44% of schools
C	34.3-43.4	12% of schools
D	29.7-34.2	3% of schools
F	26-29.6	2% of schools

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment
uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance
evaluates a high school's success in graduating students.

Student Progress
evaluates annual student advancement toward graduation through credit accumulation and passed Regents. In the weighted Regents pass rate measures, schools receive more points if they are able to help high need students pass the exams.

Closing the Achievement Gap
gives schools additional credit for moving high-need students toward graduation.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score
This school's 2007-08 Quality Review score is:
Well Developed
To see this school's Quality Review report, find the school's Web site at http://schools.nyc.gov/, click 'Statistics' and scroll down to Quality Review Report.

State Accountability Status
Based on its 2006-07 performance, this school is:
In Good Standing
This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students earning 11 or more credits in their first, second, or third years of high school. These measures of progress are highly predictive of high school graduation.

Schools can also earn additional credit based on their percentage of students in the lowest third Citywide earning a 75 or higher for the first time on an ELA or Math Regents or graduating with a Regents Diploma.

Schools earn additional credit if the percentage of students, in any of these categories, is in the top 40% of all schools Citywide. This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Additional Credit Category
		Credit Accumulation
+2	87.0%	English Language Learners
+1	47.9%	Special Education Students
+2	60.0%	Hispanic Students in the Lowest Third Citywide
+1	53.2%	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide
		Lowest Third Citywide Regents
	7.5%	ELA
	0.8%	Math
+1	16.7%	Regents Diploma

(-) indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For High Schools, peer schools are determined based on three factors: 1) the average ELA and Math proficiency levels of the school's students before they entered High School, 2) the percentage of special education students, and 3) the percentage of students who enter high school 2 or more years overage. A lower peer index indicates a higher need population.

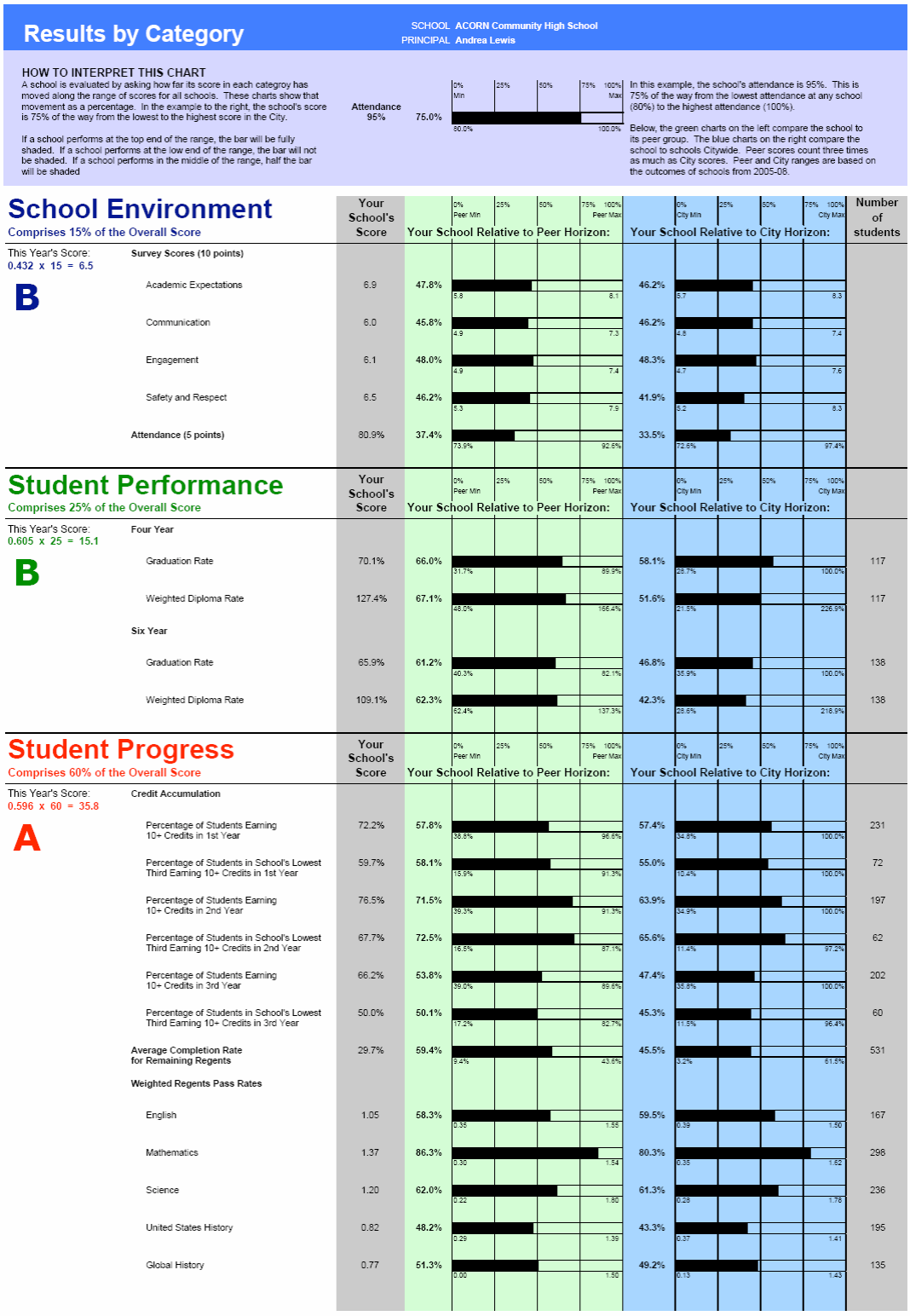
The peer schools for ACORN Community High School, ranked in order from highest to lowest peer index, are:

DBN	School Name	DBN	School Name
32K551	New York Harbor School	15K530	Metropolitan Corporate Academy High School
28Q470	Jamaica High School	13K412	Brooklyn Community High School of Communication, Arts ar
19K510	World Academy for Total Community Health High Sc	13K605	George Westinghouse Career and Technical Education High
02M543	New Design High School	02M615	Chelsea Career and Technical Education High School
19K507	Performing Arts and Technology High School	11X299	Astor Collegiate Academy
24Q455	Newtown High School	12X527	Bronx Leadership Academy II High School
11X545	Bronx Aerospace High School	06M463	High School for Media and Communications
07X221	South Bronx Preparatory: A College Board School	17K539	High School for Service & Learning at Erasmus
10X213	Bronx Engineering and Technology Academy	03M415	Wadleigh Secondary School for the Performing & Visual Arts
21K348	High School of Sports Management	02M620	Norman Thomas High School
12X270	Academy for Scholarship and Entrepreneurship: A C	11X290	Bronx Academy of Health Careers
17K524	International High School at Prospect Heights	04M495	Park East High School
08X405	Herbert H. Lehman High School	28Q157	J.H.S. 157 Stephen A. Halsey
18K566	Brooklyn Generation School	06M468	High School for Health Careers and Sciences
17K531	School for Human Rights, The	06M462	High School for International Business and Finance
19K504	High School for Civil Rights	08X278	Peace and Diversity Academy
05M283	Manhattan Theatre Lab High School	02M440	Bayard Rustin Educational Complex
11X253	Bronx High School for Writing and Communication A	15K448	Brooklyn Secondary School for Collaborative Studies
22K495	Sheepshead Bay High School	09X263	Validus Preparatory Academy: An Expeditionary Learning Sc
29Q496	Business, Computer Applications and Entrepreneurs	02M308	Lower Manhattan Arts Academy

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/ or send us an email at pr_support@schools.nyc.gov.

Source: http://schools.nyc.gov/OA/SchoolReports/2007-08/ProgressReport_HS_K499.pdf

Figure A8. New York City: Example of a School Report Card 2007
(continued on next page)



Results by Category

SCHOOL ACORN Community High School
PRINCIPAL Andrea Lewis

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each categroy has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded

Attendance 95% — 75.0% — 0% Min, 25%, 50%, 75%, 100% Max — 80.0% — 100.0%

In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score: 0.432 x 15 = 6.5

B

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min, 25%, 50%, 75% 100% Peer Max)	Your School Relative to City Horizon: (0% City Min, 25%, 50%, 75% 100% City Max)	Number of students
Survey Scores (10 points)				
Academic Expectations	6.9	47.8% (5.8 – 8.1)	46.2% (5.7 – 8.3)	
Communication	6.0	46.8% (4.9 – 7.3)	46.2% (4.8 – 7.4)	
Engagement	6.1	48.0% (4.9 – 7.4)	48.3% (4.7 – 7.6)	
Safety and Respect	6.5	46.2% (5.3 – 7.9)	41.9% (5.2 – 8.3)	
Attendance (5 points)	80.9%	37.4% (73.9% – 92.6%)	33.5% (72.6% – 97.4%)	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: 0.605 x 25 = 15.1

B

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min, 25%, 50%, 75% 100% Peer Max)	Your School Relative to City Horizon: (0% City Min, 25%, 50%, 75% 100% City Max)	
Four Year				
Graduation Rate	70.1%	66.0% (31.7% – 89.9%)	58.1% (28.7% – 100.0%)	117
Weighted Diploma Rate	127.4%	67.1% (46.0% – 166.4%)	51.6% (21.5% – 226.9%)	117
Six Year				
Graduation Rate	65.9%	61.2% (40.3% – 82.1%)	46.8% (35.9% – 100.0%)	138
Weighted Diploma Rate	109.1%	62.3% (62.4% – 137.3%)	42.3% (28.6% – 218.9%)	138

Student Progress

Comprises 60% of the Overall Score

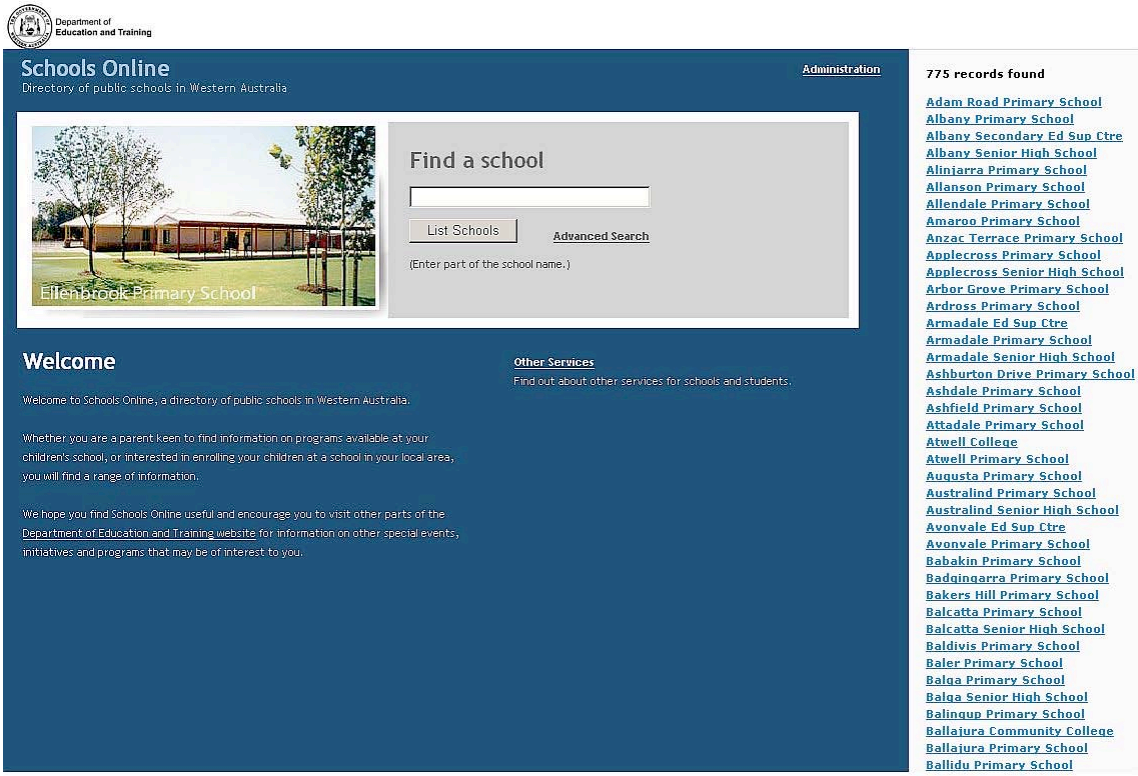
This Year's Score: 0.596 x 60 = 35.8

A

	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min, 25%, 50%, 75% 100% Peer Max)	Your School Relative to City Horizon: (0% City Min, 25%, 50%, 75% 100% City Max)	
Credit Accumulation				
Percentage of Students Earning 10+ Credits in 1st Year	72.2%	57.8% (38.6% – 96.6%)	57.4% (34.8% – 100.0%)	231
Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year	59.7%	58.1% (15.9% – 91.3%)	55.0% (10.4% – 100.0%)	72
Percentage of Students Earning 10+ Credits in 2nd Year	76.5%	71.5% (39.3% – 91.3%)	63.9% (34.9% – 100.0%)	197
Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year	67.7%	72.5% (16.5% – 87.1%)	65.6% (11.4% – 97.2%)	62
Percentage of Students Earning 10+ Credits in 3rd Year	66.2%	53.8% (39.0% – 89.6%)	47.4% (35.8% – 100.0%)	202
Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year	50.0%	50.1% (17.2% – 82.7%)	45.3% (11.5% – 96.4%)	60
Average Completion Rate for Remaining Regents	29.7%	59.4% (9.4% – 43.6%)	45.5% (3.2% – 61.5%)	531
Weighted Regents Pass Rates				
English	1.05	58.3% (0.36 – 1.55)	59.5% (0.39 – 1.50)	167
Mathematics	1.37	86.3% (0.30 – 1.54)	80.3% (0.35 – 1.62)	298
Science	1.20	62.0% (0.22 – 1.80)	61.3% (0.28 – 1.76)	236
United States History	0.82	48.2% (0.29 – 1.39)	43.3% (0.37 – 1.41)	195
Global History	0.77	51.3% (0.00 – 1.50)	49.2% (0.13 – 1.43)	135

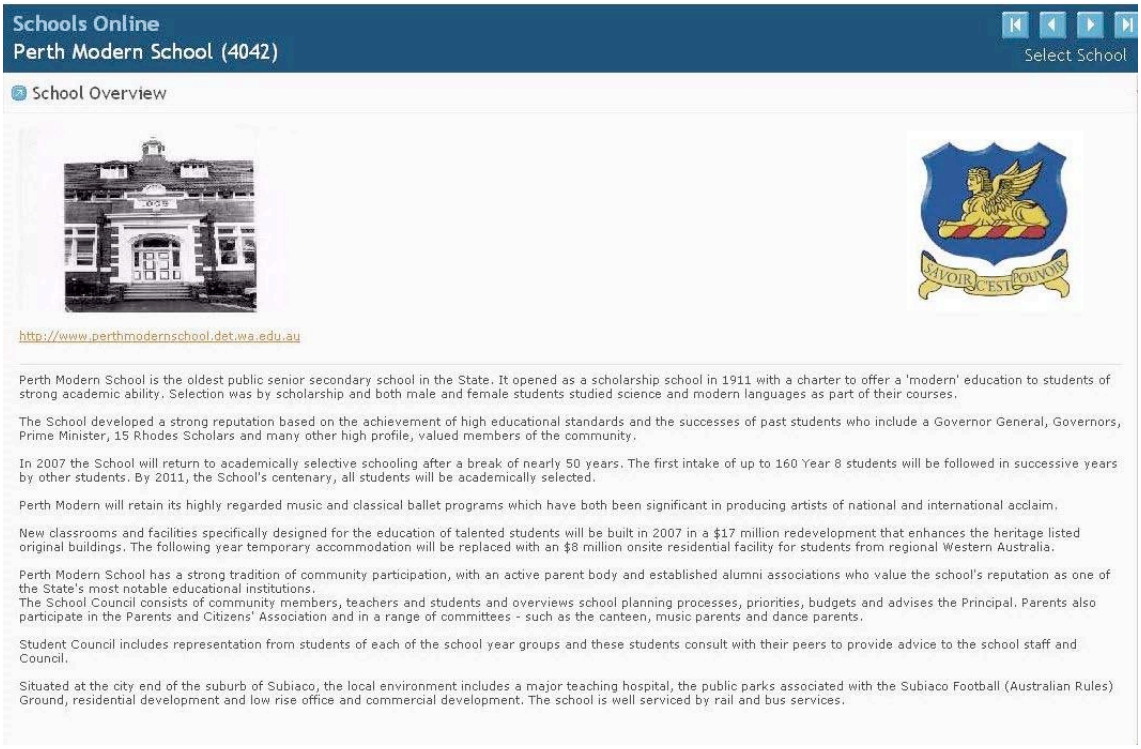
Source: http://schools.nyc.gov/OA/SchoolReports/2007-08/ProgressReport_HS_K499.pdf

Figure A8. New York City: Example of a School Report Card 2007 (continued from previous page)



Source: http://www2.eddept.wa.edu.au/schoolprofile/home.do

Figure A9. Schools Online, Western Australia: Site Overview



Source: http://www2.eddept.wa.edu.au/schoolprofile/main_page.do

Figure A10. Schools Online, Western Australia: Sample School Overview

Student Outcomes - Attendance

Secondary Attendance Rates

	Attendance Rate	
	School	State
2006	91.6%	88.0%
2007	92.2%	88.4%
2008	91.7%	87.6%

Attendance % - Secondary Year Levels

	Attendance Rate				
	Y08	Y09	Y10	Y11	Y12
2006	94%	94%	90%	90%	91%
2007	96%	92%	91%	92%	91%
2008	95%	94%	90%	90%	89%
State 2008	90%	88%	86%	86%	88%

Caution:

Care must be exercised when interpreting the data as it may refer to small student numbers and therefore the attendance rates may be volatile

Cells in the table containing N/A refer to schools or year levels with less than 10 students enrolled

Student Outcomes - Senior Secondary

Year 12 Participation

	Eligible Year 12 Students	Number studying 4 or more TEE subjects		Number studying 3 or more WSA subjects		Number studying 1 or more VET units	
2005	170	118	69%	48	28%	55	32%
2006	157	95	61%	56	36%	62	39%
2007	146	97	66%	33	23%	34	23%

Secondary Graduation

	Eligible Year 12 Students	Percentage achieving Secondary Graduation
2005	170	98%
2006	157	94%
2007	146	94%

Percentage of Students Studying 4 or More TEE Subjects Achieving One or More Scaled Scores of 75 or More

	Number studying 4 or more TEE subjects	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2005	118	27	23%
2006	95	20	21%
2007	97	23	24%

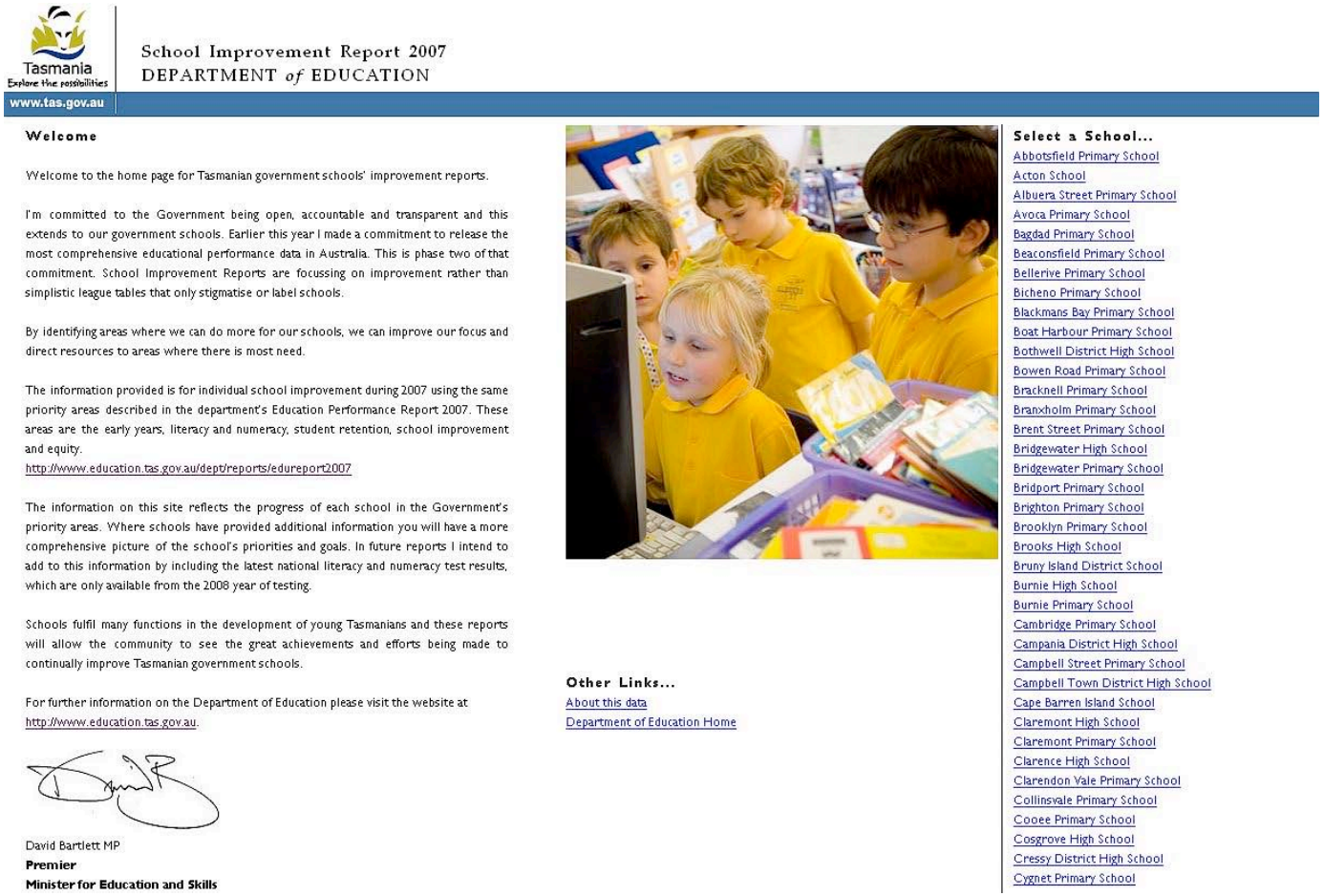
Percentage of Students Studying 3 or More WSA Subjects Achieving One or More A Grades

	Number studying 3 or more WSA subjects	Number achieving one or more A grade	Percentage achieving one or more A grade
2005	48	16	33%
2006	56	20	36%
2007	33	15	45%

Note:
WSA: Wholly School Assessed
TEE: Tertiary Entrance Examination
Information is only available for schools with 20 or more full time eligible students in Year 12 in the year.

Source: http://www2.eddept.wa.edu.au/schoolprofile/main_page.do

Figure A11. Schools Online, Western Australia: Sample School Data



Source: http://schoolimprovement.education.tas.gov.au/

Figure A12. School Improvement Report, Tasmania: Site Overview

Tasmania
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School Improvement Report 2007
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Latrobe High School

Choose another School

Latrobe High School currently has a student population of 415 students in Grades 7-10, and is steadily growing. Most students live in areas such as Spreyton, Railton, Latrobe, Sassafras, Moriarty, Wesley Vale, East Devonport, Port Sorell, Hawley and Shearwater. The school offers a diverse learning program for students. Grade 7 and 8 students participate in a middle school curriculum with integrated learning central to this curriculum. Grade 9 and 10 students enjoy a wide range of choices in both the basics curriculum and in their personal interests. The school gives high priority to retention of students post-Grade 10, literacy and pedagogies. Emphasis is placed on transitions of students from primary school, on developing connectedness of students with school, and on a strong relationship with the local community.

View School Results

Tasmania Online | *Service* Tasmania | Top | Home

Tasmania

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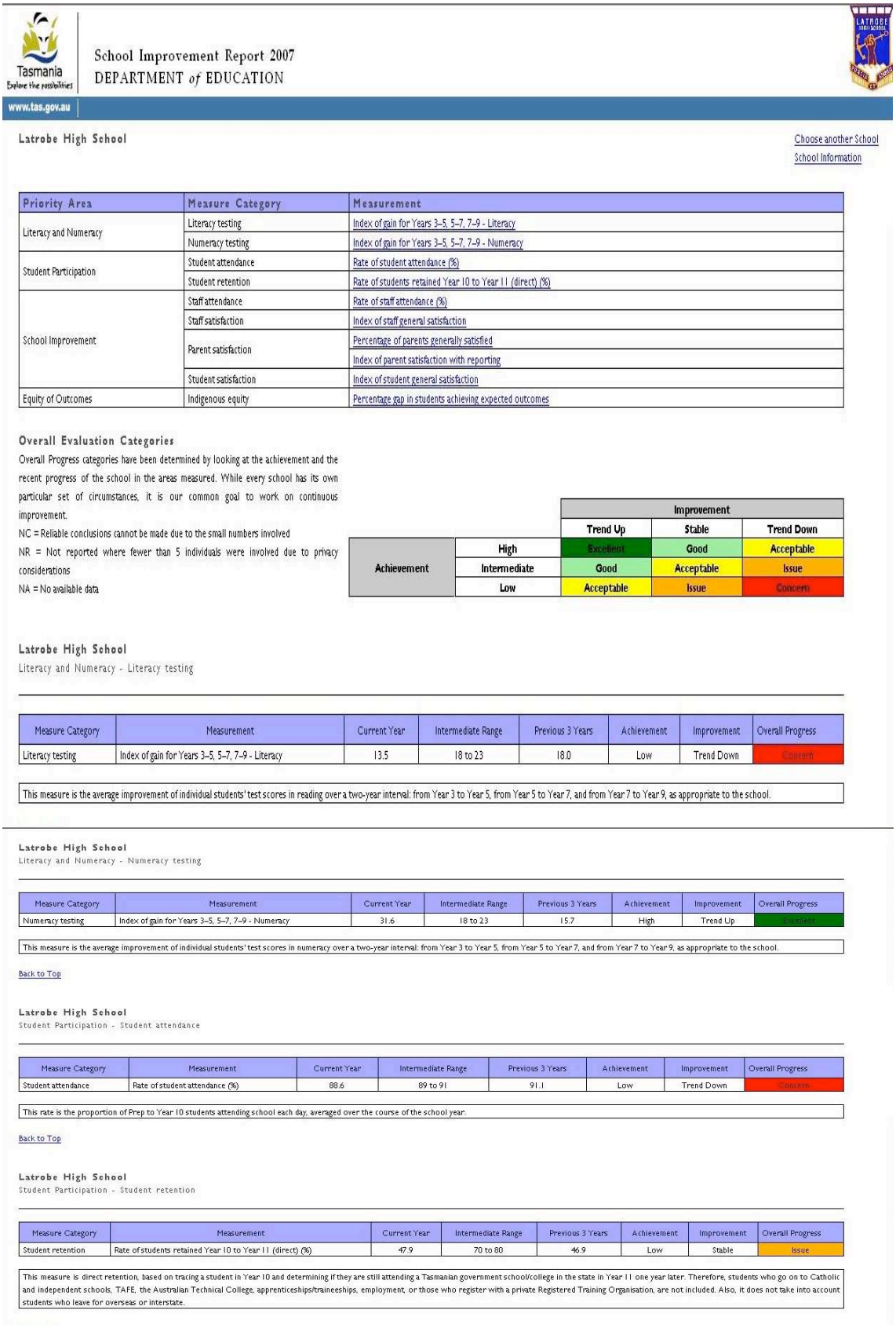
Source: http://schoolimprovement.education.tas.gov.au/SchoolInfo.aspx?School=6506

Figure A13. School Improvement Report, Tasmania: School Overview



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Latrobe High School

Choose another School
School Information

Priority Area	Measure Category	Measurement
Literacy and Numeracy	Literacy testing	Index of gain for Years 3–5, 5–7, 7–9 - Literacy
	Numeracy testing	Index of gain for Years 3–5, 5–7, 7–9 - Numeracy
Student Participation	Student attendance	Rate of student attendance (%)
	Student retention	Rate of students retained Year 10 to Year 11 (direct) (%)
School Improvement	Staff attendance	Rate of staff attendance (%)
	Staff satisfaction	Index of staff general satisfaction
	Parent satisfaction	Percentage of parents generally satisfied
		Index of parent satisfaction with reporting
	Student satisfaction	Index of student general satisfaction
Equity of Outcomes	Indigenous equity	Percentage gap in students achieving expected outcomes

Overall Evaluation Categories

Overall Progress categories have been determined by looking at the achievement and the recent progress of the school in the areas measured. While every school has its own particular set of circumstances, it is our common goal to work on continuous improvement.

NC = Reliable conclusions cannot be made due to the small numbers involved
NR = Not reported where fewer than 5 individuals were involved due to privacy considerations
NA = No available data

		Improvement		
		Trend Up	Stable	Trend Down
Achievement	High	Excellent	Good	Acceptable
	Intermediate	Good	Acceptable	Issue
	Low	Acceptable	Issue	Concern

Latrobe High School
Literacy and Numeracy - Literacy testing

Measure Category	Measurement	Current Year	Intermediate Range	Previous 3 Years	Achievement	Improvement	Overall Progress
Literacy testing	Index of gain for Years 3–5, 5–7, 7–9 - Literacy	13.5	18 to 23	18.0	Low	Trend Down	Concern

This measure is the average improvement of individual students' test scores in reading over a two-year interval: from Year 3 to Year 5, from Year 5 to Year 7, and from Year 7 to Year 9, as appropriate to the school.

Latrobe High School
Literacy and Numeracy - Numeracy testing

Measure Category	Measurement	Current Year	Intermediate Range	Previous 3 Years	Achievement	Improvement	Overall Progress
Numeracy testing	Index of gain for Years 3–5, 5–7, 7–9 - Numeracy	31.6	18 to 23	15.7	High	Trend Up	Excellent

This measure is the average improvement of individual students' test scores in numeracy over a two-year interval: from Year 3 to Year 5, from Year 5 to Year 7, and from Year 7 to Year 9, as appropriate to the school.

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Latrobe High School
Student Participation - Student attendance

Measure Category	Measurement	Current Year	Intermediate Range	Previous 3 Years	Achievement	Improvement	Overall Progress
Student attendance	Rate of student attendance (%)	88.6	89 to 91	91.1	Low	Trend Down	Concern

This rate is the proportion of Prep to Year 10 students attending school each day, averaged over the course of the school year.

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Latrobe High School
Student Participation - Student retention

Measure Category	Measurement	Current Year	Intermediate Range	Previous 3 Years	Achievement	Improvement	Overall Progress
Student retention	Rate of students retained Year 10 to Year 11 (direct) (%)	47.9	70 to 80	46.9	Low	Stable	Issue

This measure is direct retention, based on tracing a student in Year 10 and determining if they are still attending a Tasmanian government school/college in the state in Year 11 one year later. Therefore, students who go on to Catholic and independent schools, TAFE, the Australian Technical College, apprenticeships/traineeships, employment, or those who register with a private Registered Training Organisation, are not included. Also, it does not take into account students who leave for overseas or interstate.

Source: http://schoolimprovement.education.tas.gov.au/SchoolResults.aspx?School=6506

Figure A14. School Improvement Report, Tasmania: Sample School Data (continued on next page)

Latrobe High School
School Improvement - Staff attendance

Measure Category	Measurement	Current Year	Intermediate Range	Previous 3 Years	Achievement	Improvement	Overall Progress
Staff attendance	Rate of staff attendance (%)	96.9	95 to 97	96.6	Intermediate	Stable	Acceptable

This measure is the proportion of Department of Education staff attending work each day, averaged over the course of the school year. Data are only available for 2006 and 2007. It does not include leave without pay, long service leave, maternity leave, recreation leave, workers' compensation, or State Service accumulated leave.

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Latrobe High School
School Improvement - Staff satisfaction

Measure Category	Measurement	Current Year	Intermediate Range	Previous 3 Years	Achievement	Improvement	Overall Progress
Staff satisfaction	Index of staff general satisfaction	7.6	6.0 to 6.5	7.2	High	Trend Up	Excellent

This index combines responses from multiple questions in the staff survey. The survey is designed to gain staff opinion school culture, colleagues, leadership, learning and students. From 2007, all Department of Education staff are invited to complete the survey each year; prior to 2007, the surveys were conducted on a three-year cycle.

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Latrobe High School
School Improvement - Parent satisfaction

Measure Category	Measurement	Current Year	Intermediate Range	Previous 3 Years	Achievement	Improvement	Overall Progress
Parent satisfaction	Percentage of parents generally satisfied	92.3	83 to 89	86.2	High	Trend Up	Excellent

This measure is the proportion of parents who reported general satisfaction in the parent survey. From 2007, random samples of parents from all schools are invited to complete the survey each year; prior to 2007, the surveys were conducted on a three-year cycle.

Latrobe High School
School Improvement - Parent satisfaction

Measure Category	Measurement	Current Year	Intermediate Range	Previous 3 Years	Achievement	Improvement	Overall Progress
Parent satisfaction	Index of parent satisfaction with reporting	100	72 to 82	84.5	High	Trend Up	Excellent

This index is the proportion of parents who reported general satisfaction in response to survey questions about reporting student progress. From 2007, random samples of parents from all schools are invited to complete the survey each year; prior to 2007, the surveys were conducted on a three-year cycle.

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Latrobe High School
School Improvement - Student satisfaction

Measure Category	Measurement	Current Year	Intermediate Range	Previous 3 Years	Achievement	Improvement	Overall Progress
Student satisfaction	Index of student general satisfaction	6.6	6.0 to 6.5	6.8	High	Stable	Good

This index combines responses from multiple questions in the student survey. The survey is designed to gain student opinion about motivation, learning, behaviour, environment, connection to school and teaching. From 2007, random samples of students, Year 5 or above, in all schools are invited to complete the survey each year.

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Latrobe High School
Equity of Outcomes - Indigenous equity

Measure Category	Measurement	Current Year	Intermediate Range	Previous 3 Years	Achievement	Improvement	Overall Progress
Indigenous equity	Percentage gap in students achieving expected outcomes	14.2	16 to 26	10.7	NC	NC	NC

This measure is the average percentage point gap between non-Indigenous and Indigenous students in achievement of reading and numeracy benchmarks in Years 3, 5 and 7. A smaller value denotes greater equity.

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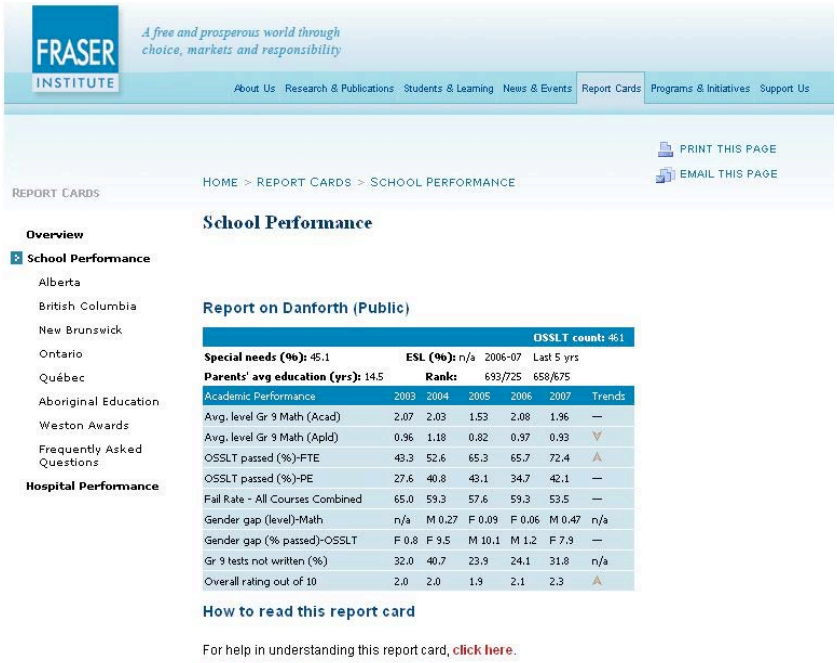
Glossary

Term	Definition
Intermediate Range	Defines an achievement that is satisfactory according to research findings and national comparisons.

Source: http://schoolimprovement.education.tas.gov.au/SchoolResults.aspx?School=6506

Figure A14. School Improvement Report, Tasmania: Sample School Data (continued from previous page)



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School Performance

Report on Danforth (Public)

OSSLT count: 461

Special needs (%): 45.1 **ESL (%):** n/a 2006-07 Last 5 yrs

Parents' avg education (yrs): 14.5 **Rank:** 693/725 658/675

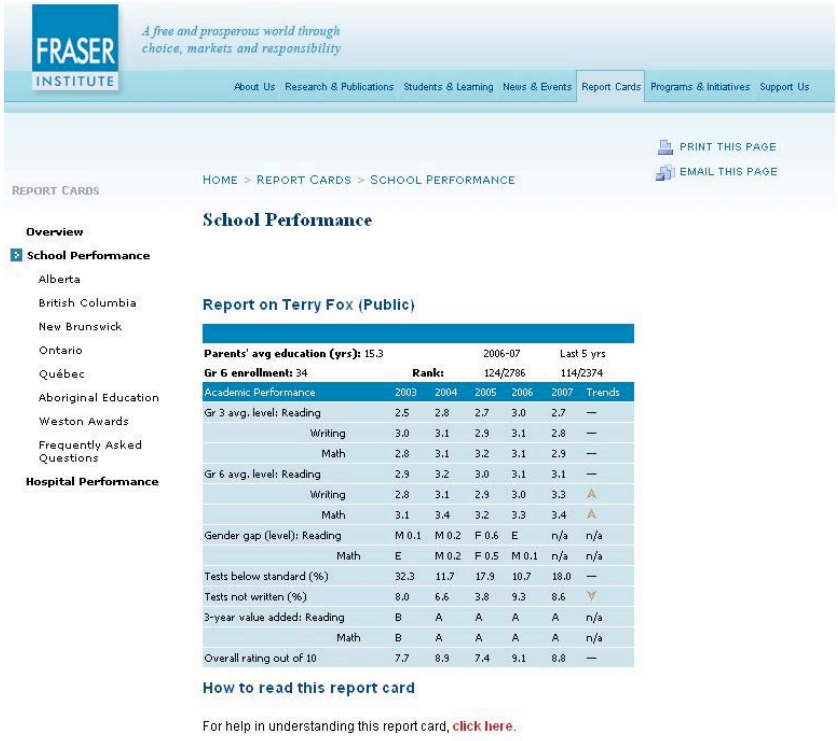
Academic Performance	2003	2004	2005	2006	2007	Trends
Avg. level Gr 9 Math (Acad)	2.07	2.03	1.53	2.08	1.96	—
Avg. level Gr 9 Math (Apld)	0.96	1.18	0.82	0.97	0.93	▽
OSSLT passed (%)-FTE	43.3	52.6	65.3	65.7	72.4	△
OSSLT passed (%)-PE	27.6	40.8	43.1	34.7	42.1	—
Fail Rate - All Courses Combined	65.0	59.3	57.6	59.3	53.5	—
Gender gap (level)-Math	n/a	M 0.27	F 0.09	F 0.06	M 0.47	n/a
Gender gap (% passed)-OSSLT	F 0.8	F 9.5	M 10.1	M 1.2	F 7.9	—
Gr 9 tests not written (%)	32.0	40.7	23.9	24.1	31.8	n/a
Overall rating out of 10	2.0	2.0	1.9	2.1	2.3	△

How to read this report card

For help in understanding this report card, click here.

Source: http://www.fraserinstitute.org/reportcards/schoolperformance/

Figure A15. School Performance Report Card, Ontario, Canada: Sample Primary School Data



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- Hospital Performance

School Performance

Report on Terry Fox (Public)

Parents' avg education (yrs): 15.3 2006-07 Last 5 yrs

Gr 6 enrollment: 34 **Rank:** 124/2786 114/2374

Academic Performance	2003	2004	2005	2006	2007	Trends
Gr 3 avg. level: Reading	2.5	2.8	2.7	3.0	2.7	—
Writing	3.0	3.1	2.9	3.1	2.8	—
Math	2.8	3.1	3.2	3.1	2.9	—
Gr 6 avg. level: Reading	2.9	3.2	3.0	3.1	3.1	—
Writing	2.8	3.1	2.9	3.0	3.3	△
Math	3.1	3.4	3.2	3.3	3.4	△
Gender gap (level): Reading	M 0.1	M 0.2	F 0.6	E	n/a	n/a
Math	E	M 0.2	F 0.5	M 0.1	n/a	n/a
Tests below standard (%)	32.3	11.7	17.9	10.7	18.0	—
Tests not written (%)	8.0	6.6	3.8	9.3	8.6	▽
3-year value added: Reading	B	A	A	A	A	n/a
Math	B	A	A	A	A	n/a
Overall rating out of 10	7.7	8.9	7.4	9.1	8.8	—

How to read this report card

For help in understanding this report card, click here.

Source: http://www.fraserinstitute.org/reportcards/schoolperformance/

Figure A16. School Performance Report Card, Ontario, Canada: Sample Secondary School Data

SCHOOL ACCOUNTABILITY REPORT CARD

Short Version, Issued Spring 2008 for Academic Year 2006–07

Dr. Terry Grier, Superintendent | 4100 Normal Street | San Diego, CA 92103 | www.sandi.net

4676 Ingraham St.
San Diego, CA 92109-3120
Phone: (858) 273-9070
Fax: (858) 270-8063
E-mail: jmartel@sandi.net
pbmiddle.sandi.net/
Julie Martel, Principal

Pacific Beach Middle School

At A Glance: 2006–07

School type:	Middle Level
Schedule:	Traditional
Grade level:	6–8
Total enrollment:	826
Total teachers:	50
Per pupil expenditure:	$6,050

Enrollment Breakdown

Attendance

Year	Percent Attendance Over the Course of the Year
02–03	94.85
03–04	94.71
04–05	94.20
05–06	94.35
06–07	94.67

Business and Community Partners

University of California, San Diego (UCSD) Office of University Communications
Pacific Beach Recreation Center
Pacific Beach Kiwanis Club
Pacific Beach Town Council

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Principal's Statement

At Pacific Beach Middle School, we are committed to providing a safe and secure learning environment where we can develop each child's full potential for a strong, productive life. We believe that all students can become lifelong learners and literate, participating, and productive members of a global society. Our instructional program meets the unique social, emotional, intellectual, and physical needs of a diverse population of adolescents and is accountable to state and district standards through collaborative decision making.

We take pride in our positive and challenging learning environment, which includes:

- Knowing our students as learners.
- Teaching to the needs of our students.
- Teaching strategically in all subject areas.
- Ensuring standards-based instruction for all students.
- Implementing the International Baccalaureate Middle Years Programme.

Please stop by and visit us at your earliest convenience. You are always welcome at Pacific Beach Middle School.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted California State Board of Education-approved academic standards and curriculum frameworks for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

The staff works collaboratively to plan an instructional program that meets our students' needs. Weekly meetings are reserved for staff development conferences and planning for improved student achievement through curricular innovation, effective teaching strategies, and positive reinforcement.

Opportunities for Parent Involvement

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

We at Pacific Beach Middle School are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

We encourage parents and community members to volunteer in classrooms, become mentors, and join school committees that make important decisions regarding the school. Committees in which parents are participating include the Friends of Pacific Beach Secondary Schools, Site Governance Team, School Site Council, English Learner Advisory Committee, and District Advisory Council.

If you want to get involved, please contact Marilyn Zanchetta at (858) 273-9070.

Source: http://studata.sandi.net/research/sarcs/2007-08/SARC320short.pdf

Figure A17. School Accountability Report, California: Sample School Data (continued on next page)

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2005	2006	2007	2008
Full credential and teaching in subject area	24	23	46	5,351
Full credential but teaching outside subject area	15	14	1	516
Without full credential	1	7	3	625
Total	40	44	50	6,492

Academic Performance Index (API)

The API is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide API performance target of 800. Detailed information about the API can be found at the CDE Web site at *www.cde.ca.gov/ta/ac/ap/*.

This table displays the school's statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar-schools rank of 1 means that the school's academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	4	4	4
Similar Schools	6	3	5

Standardized Testing and Reporting (STAR) Program

Through the California STAR Program, students in Grades 2–11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 10, and 11). Prior to 2005, the norm-referenced test (NRT) tested reading/language arts and mathematics (Grades 2–11), spelling (Grades 2–8), and science (Grades 9–11). Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in Grades 3 and 7 only, and no longer test science in any grade. To protect student privacy, "–" is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

	ENGLISH LANGUAGE ARTS										MATHEMATICS								
	School			District			State				School			District			State		
Gr	2005	2006	2007	2005	2006	2007	2005	2006	2007	Gr	2005	2006	2007	2005	2006	2007	2005	2006	2007
6	31.3	36.0	34.4	34.7	39.9	43.7	36	38	41	6	44.8	40.4	52.9	32.1	41.6	43.2	35	40	41
7	30.7	37.5	36.3	35.9	41.9	45.6	36	43	43	7	23.7	41.9	44.8	32.4	35.8	43.1	33	37	41
8	35.8	30.0	29.3	33.6	40.4	41.4	33	39	41	8	29.9	30.0	33.6	19.1	26.2	28.2	29	31	35

Norm-Referenced Test (NRT): Reading and Mathematics

Percentage of students scoring at or above the 50th percentile (the national average):

	READING										MATHEMATICS								
	School			District			State				School			District			State		
Gr	2005	2006	2007	2005	2006	2007	2005	2006	2007	Gr	2005	2006	2007	2005	2006	2007	2005	2006	2007
7	32.9	43.1	40.9	44.2	44.6	48.3	45	46	46	7	34.3	50.9	53.8	46.3	47.2	50.0	47	49	50

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or from the Internet (*sdata.sandi.net/research/sarcs/*). The complete SARC is roughly 12 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finance. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement or International Baccalaureate programs; SAT scores; college test-preparation courses; and the degree to which students are prepared to enter the workforce).

PACIFIC BEACH MIDDLE (320)

Source: http://schoolimprovement.education.tas.gov.au/SchoolResults.aspx?School=6506

Figure A17. School Accountability Report, California: Sample School Data (continued from previous page)

Principles and protocols for reporting on schooling in Australia

June 2009

Principles and protocols for reporting on schooling in Australia

Background

In November 2008 the Council of Australian Governments met and agreed on a National Education Agreement which acts as a foundation for an unprecedented shared investment in Australian schooling and a new era of transparency and accountability achieved through collaborative reform.

COAG agreed that greater transparency and high quality accountability and reporting on the performance of Australian schools are essential to ensure that every child receives the highest quality education and the opportunity to achieve through participation in employment and society.

In December 2008, Federal, State and Territory Ministers with responsibility for school education released the new Melbourne Declaration on Educational Goals for Young Australians. Acknowledging that Australia already has a high quality schooling system, Ministers committed to a series of actions to ensure excellence and equity for all Australian students.

In support of this goal, Ministers agreed that good quality information on schooling is important for schools and their students, for parents and families, for the community and for governments, and committed to working with all school sectors to ensure that public reporting on Australian schools would:

- support improving performance and school outcomes
- be both locally and nationally relevant
- be timely, consistent and comparable.

The reporting agreed by all governments includes annual national reports on the outcomes of schooling in Australia, a biennial COAG report on Overcoming Indigenous Disadvantage and, for the first time, national reporting on the performance of individual schools.

The principles and protocols for reporting on schooling in Australia are intended to guide and inform the use and publication of data generated in the process of measuring the performance of schooling in Australia.

Principles for reporting on schooling in Australia

There is a vast amount of information collected on Australian schooling and individual schools, including by schools themselves. This includes information about the educational approach of schools, their enrolment profile, staffing, facilities and programs, and the education environment they offer, as well as information on the performance of students, schools and systems.

To improve student outcomes, and ensure excellence and equity for all students, governments have agreed to a performance reporting framework which governs the collection and publication of student and school data for three purposes:

- high quality accountability to students, parents, carers and the community
- tracking the achievement of the COAG targets
- providing evidence to support future policy reforms and system improvements including the aim of better directed resources.

While considerable investment in data collection has occurred, the potential to improve data quality remains. Good quality information on schooling is important as different groups, such as schools and their students, parents and families, the community and governments have different information needs.

Meaningful school performance information enables parents and the community to see how schools are performing, provides evidence about the effectiveness of resource allocation to achieve the best results for every child, and ensures schools are accountable for the results they achieve with the public funding they receive.

Governments invest substantially in schools to maximise learning outcomes for all students, and the collection, provision and publication of data on student outcomes and school performance is essential for showing progress towards delivering excellence and equity in Australian schooling. This data provides the evidence necessary to support the continuous improvement of students, schools and education systems over time.

Clear accountability helps create an environment that encourages innovation and excellence from school leaders, teachers and students. Access to timely and robust performance information is crucial so that governments, education authorities and schools can further improve student outcomes by identifying excellent practice and directing assistance and additional resources to areas of need.

The following principles underpin the national framework for reporting on schooling.

General principles adopted by governments to support reporting

Principle 1: *Reporting should be in the broad public interest.*

Principle 2: *Reporting on the outcomes of schooling should use data that is valid, reliable and contextualised.*

Principle 3: *Reporting should be sufficiently comprehensive to enable proper interpretation and understanding of the information.*

Principle 4: *Reporting should involve balancing the community's right to know with the need to avoid the misinterpretation or misuse of the information.*

For schools and their students

Principle 5: *Schools require reliable, rich data on the performance of their students because they have the primary accountability for student outcomes.*

Good quality data supports each school to improve outcomes for all of their students. It supports effective diagnosis of student progress and the design of quality learning programs. It also informs schools' approaches to the provision of programs, development of school policies, allocation of resources, relationships with parents and partnerships with the community and business.

Schools should have access to:

- Comprehensive data on the performance of their own students that uses a broad set of indicators
- Data that enables each school to compare and benchmark its own performance against all schools, with schools in its jurisdiction and with schools of similar characteristics
- Data demonstrating the performance of the school and students over time
- Diagnostic data to inform the professional judgement of teachers in maximising student achievement.

For parents and families

Principle 6: *Parents and families need information about schooling, including data on the performance of their child, schools and systems, to help them to develop informed judgements, make choices and engage with their children's education and the school community.*

Parents and families should have access to:

- Information about the goals, values and educational approach of schools, and their resources, staffing, facilities, programs and extra-curricular activities that enables them to draw meaningful comparisons on the education environment offered by schools
- Information about a school's enrolment profile, taking care not to encourage the use of data on student characteristics in a way that may stigmatise schools or undermine social inclusion
- Data on student outcomes that enables them to monitor the individual performance of their child. Importantly this includes what their child knows and is able to do and how this relates to what is expected for children in their cohort, and how they can contribute to their child's progress
- Information that allows them to assess a school's performance overall and in improving student outcomes, including in relation to other schools with similar characteristics in their jurisdiction and nationally.

Any use or publication of information relating to a school's enrolment profile should ensure that the privacy of individual students and teachers is protected. Where the small size of a school population or of a specific student cohort may enable identification of individuals, publication of any information must not compromise their privacy.

For the community

Principle 7: *The community should have access to information that enables them to understand the performance of schools and the context in which they perform and to evaluate the decisions taken by governments. This ensures schools are accountable for the results they achieve with the public funding they receive and governments are accountable for the decisions they take.*

The provision of school information to the community should be done in such a way as to enhance community engagement and understanding of the educational enterprise.

The community should have access to:

- Information about the goals, values and educational approach of schools, and their resources, staffing, facilities, programs and extra-curricular activities that enables parents and families to draw meaningful comparisons about the education environment offered by schools
- Information about individual schools' enrolment profile, taking care not to use data on student characteristics in a way that may stigmatise schools or undermine social inclusion
- Reporting on the performance of all schools with data that allows them to view a school's performance overall and in improving student outcomes, including in relation to other schools with similar characteristics, that allows them to develop an understanding of school performance and the performance of Australia's school systems.

For school systems and governments

Principle 8: *School systems and governments need sound information on school performance to support ongoing improvement for students and schools. They also need to monitor and evaluate the impacts of the use and release of this information to improve its application over time, and to assess and address the outcomes for schools and their students resulting from the public release of this data.*

Good quality information on schooling enables school systems and governments to:

- Analyse school performance
- Identify schools with particular needs
- Determine where resources are most needed to lift attainment
- Identify best practice and innovation in high-performing schools to support improvements in schools with poorer performance
- Conduct national and international comparisons of approaches and performance
- Develop a substantive evidence base on what works.

This will enable future improvements in school performance that support the achievement of the agreed education outcomes of both MCEETYA and COAG.

Measurement and reporting on Australian school education

A new measurement and reporting framework for Australian schools has been established following agreements made by COAG and MCEETYA Education Ministers.

The Intergovernmental Agreement on Federal Financial Relations (IGA) and the National Education Agreement (NEA) include targets for the outcomes of schooling, and a process by which performance in meeting these targets can be measured.

Under the NEA and the *Schools Assistance Act 2008*, a national report on Australian schooling will continue to be published annually. The national report will contain a range of information on education in Australia, covering the *National Declaration on Educational Goals for Young Australians* and the MCEETYA *Measurement Framework for National Key Performance Measures*.

The *Measurement Framework for National Key Performance Measures* takes account of all MCEETYA decisions related to measuring performance against the National Goals, including:

- literacy
- numeracy
- scientific literacy
- civics and citizenship education
- information and communication technologies (ICT) literacy
- vocational education and training (VET) in schools
- student participation and attainment.

The Framework maintains the current schedule of key performance measures and the agreed assessment and reporting cycle, updated annually, through to 2014. Schools, systems and governments have committed to continue adhering to the Framework.

Ministers have also agreed to the creation of a national data collection on individual schools to support school evaluation, accountability, resource allocation and policy development. Data for this collection will be provided to a national data repository, housed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Ministers have agreed to a range of indicators that measure capacity, context and performance that will be published on each school.

Responsible use of data measuring the performance of Australian schools

Ministers are aware that under Australia's new school reporting framework, a greater range of data on individual schools will be publicly released. With the release of this information, Ministers are committed to reporting which is fair and accurate, and that:

- information approved for publication on schools contains accurate and verified data, contextual information and a range of indicators to provide a more reliable and complete view of performance
- protects the privacy of individual students
- governments will not publish simplistic league tables or rankings, and will put in place strategies to manage the risk that third parties may seek to produce such tables or rankings.

Ministers have agreed to the following strategies to promote fair and balanced interpretation and representation of the data.

1. Protocols that support and underpin meaningful and comparable reporting across Australia will be implemented. These are set out in the following section.

2. ACARA will implement policies and procedures on data handling and storage to ensure the highest possible data security is maintained. These policies and procedures will specify the conditions under which the full data sets on school performance will be accessible to third parties.

3. The establishment of ACARA to provide independent, authoritative and credible governance of a high-quality national information resource. ACARA will advise MCEETYA on the collection and reporting of data, and monitor the release and use of the national data on school performance.

   Under its Charter, MCEETYA has invested in ACARA the responsibility to:

   - collect, manage and analyse student assessment data and other data relating to schools and comparative school performance
   - facilitate information sharing arrangements between Australian government bodies in relation to the collection, management and analysis of school data
   - publish information relating to school education, including information relating to comparative school performance.

   ACARA will be supported in providing strong and active management of information it provides to prevent the identification of individual students and to promote the meaningful use of data by third parties. ACARA will actively work with the media and other parties to explain the information published and how to properly interpret it. ACARA will monitor third-party publications of school performance data and take steps to counter unfair or inaccurate reporting.

4. The national school level performance reporting website will include information explaining to users how to properly interpret the information, and a statement about the responsible use of data.

   Through the school profile page, schools will have the opportunity to provide additional information on their background and context, and links to pages on their own school, system or education authority website that provide detailed information about the broader range of achievements and challenges faced by the school.

Protocols for reporting on Australian schools

The following protocols support and underpin meaningful and comparable reporting across Australia.

- Reporting will be against the nationally agreed reporting arrangements endorsed by COAG and MCEETYA.

- No information that permits the identification of individual students will be reported publicly.

- Data will not be published in a form that compares the performance of individual schools without contextual information.

- Reporting in the annual national report should be disaggregated to support public understanding of schooling, with disaggregation of data occurring only where the data is assessed as reliable to a suitable level of confidence and valid, and where adequate contextual information is provided to help explain variability in performance.

- Any methodology developed for like school comparison should be made transparent with appropriate explanation and caveats prominently displayed.

- Published data should be reported against common standards, collected on a nationally comparable basis with common, standardised processes for calculating and reporting known forms of error wherever possible. Error margins, caveats and explanatory notes should be published with data where appropriate to ensure accurate interpretation.

- Where there are nationally agreed definitions of student background characteristics, the data should be collected, coded and reported in accordance with these definitions.

- Time-series and longitudinal reporting should be used wherever possible, with readers made aware of any statistical limitations in comparing the performance and trends of different cohorts and data series.

- Data should be presented so that it can be clearly understood without the need for complex statistical knowledge.

- Where reports of national and international assessments are provided, these should be accompanied by contextual information to aid interpretation of the information.

- School authorities should be given the opportunity to review aggregate-level performance information and data prior to its publication.

- Organisations responsible for providing and publishing data should arrange for its systematic storage and establish protocols for accessing the data that they hold. Data and technical information should be made accessible for verification purposes.

- To the extent practicable and appropriate, information should be provided in advance, for both administrative forms and statistical surveys, about how that information will be reported.

Protocols for third party access to National Assessment Program data

Data included in the National Assessment Program will be gathered and maintained nationally by ACARA on behalf of Ministers.

Ministers have delegated to ACARA the role of implementing access rights to this data. All third-party requests for data arising from the National Assessment Program are subject to protocols and processes developed by ACARA and approved by Ministers.

ACARA will consider applications to access National Assessment Program data sets for research purposes that have institutional ethics clearance. In general, the data refers to data from the MCEETYA National Assessment Program in literacy and numeracy and for the sample assessments in science literacy, civics and citizenship, and information and communication technology literacy that have not been released in the public domain or other national assessments agreed by Ministers.

Authorised users of the data will be required to maintain the confidentiality of the data. No data will be provided that identifies, or could lead to the identification of, individual students.

ACARA Working Party on *My School* Website

Terms of Reference

Role

The Working Party is made up of educational experts including literacy and numeracy specialists, principal organisations and representatives of the AEU and the IEUA to provide further professional advice on the use of student performance data and other indicators of school effectiveness as ACARA develops additional improvements to the *My School Website.*

The Working Party is also invited to provide advice on how the information on the website could be used by schools and their communities to foster school improvement and to improve the educational performances of students. Information currently on the site will remain.

Developments of the website already requested by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) are listed in the Annex. In preparation for the first meeting of the Working Party, the Australian Curriculum, Assessment and Reporting Authority (ACARA) will provide information on progress on this work and on other developments that ACARA is investigating.

The Working Party is advisory to the ACARA Board. Final decisions on development of the *My School* website are made by MCEECDYA on the advice of the ACARA Board.

Membership

The membership of the Working Party will include one representative from each of:

Australian Curriculum, Assessment and Reporting Authority (ACARA) - Chair
Australian Education Union (AEU)
Independent Education Union (IEU)
Australian Primary Principals Association (APPA)
Australian Secondary Principals Association (ASPA)
A non-government principals' organisation
Australian Special Education Principals Association (ASEPA)
Australian Parents Council (APC)
Australian Council of State School Organisations (ACSSO)

and three to five specialists in the fields of numeracy and literacy to be selected by ACARA.

Timeline

The Working Party must provide its final advice by Friday 27 August 2010 to inform ACARA's advice to MCEECDYA on the final development of the website for 2010.

The Working Party will cease operation once its final advice has been submitted.