National Assessment Program

Literacy and Numeracy

Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy

National Report for 2015





2015 National Assessment Program— Literacy and Numeracy

Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy: National Report for 2015

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Contents

Introduction iv
2015 Results Year 3 1
Year 3 Reading2
Year 3 Persuasive Writing 13
Year 3 Spelling
Year 3 Grammar and Punctuation
Year 3 Numeracy
Year 3 Participation 57
Year 3 Comparative Achievement
Commentary 63
2015 Results Year 5 65
Year 5 Reading
Year 5 Persuasive Writing
Year 5 Spelling
Year 5 Grammar and Punctuation
Year 5 Numeracy
Year 5 Participation
Year 5 Comparative Achievement 125
Commentary 127
2015 Results Year 7 129
Year 7 Reading
Icai / Neauliis 190
Year 7 Persuasive Writing141
Year 7 Persuasive Writing141
Year 7 Persuasive Writing 141 Year 7 Spelling 152
Year 7 Persuasive Writing141Year 7 Spelling152Year 7 Grammar and Punctuation163
Year 7 Persuasive Writing141Year 7 Spelling152Year 7 Grammar and Punctuation163Year 7 Numeracy174
Year 7 Persuasive Writing141Year 7 Spelling152Year 7 Grammar and Punctuation163Year 7 Numeracy174Year 7 Participation185
Year 7 Persuasive Writing141Year 7 Spelling152Year 7 Grammar and Punctuation163Year 7 Numeracy174Year 7 Participation185Year 7 Comparative Achievement189Commentary191
Year 7 Persuasive Writing 141 Year 7 Spelling 152 Year 7 Grammar and Punctuation 163 Year 7 Numeracy 174 Year 7 Participation 185 Year 7 Comparative Achievement 189 Commentary 191 2015 Results Year 9 193
Year 7 Persuasive Writing 141 Year 7 Spelling 152 Year 7 Grammar and Punctuation 163 Year 7 Numeracy 174 Year 7 Participation 185 Year 7 Comparative Achievement 189 Commentary 191 2015 Results Year 9 193 Year 9 Reading 194
Year 7 Persuasive Writing 141 Year 7 Spelling 152 Year 7 Grammar and Punctuation 163 Year 7 Numeracy 174 Year 7 Participation 185 Year 7 Comparative Achievement 189 Commentary 191 2015 Results Year 9 193 Year 9 Reading 194 Year 9 Persuasive Writing 205
Year 7 Persuasive Writing 141 Year 7 Spelling 152 Year 7 Grammar and Punctuation 163 Year 7 Numeracy 174 Year 7 Participation 185 Year 7 Comparative Achievement 189 Commentary 191 2015 Results Year 9 193 Year 9 Reading 194 Year 9 Persuasive Writing 205 Year 9 Spelling 216
Year 7 Persuasive Writing 141 Year 7 Spelling 152 Year 7 Grammar and Punctuation 163 Year 7 Numeracy 174 Year 7 Participation 185 Year 7 Comparative Achievement 189 Commentary 191 2015 Results Year 9 193 Year 9 Reading 194 Year 9 Persuasive Writing 205 Year 9 Spelling 216 Year 9 Grammar and Punctuation 227
Year 7 Persuasive Writing 141 Year 7 Spelling 152 Year 7 Grammar and Punctuation 163 Year 7 Numeracy 174 Year 7 Participation 185 Year 7 Comparative Achievement 189 Commentary 191 2015 Results Year 9 193 Year 9 Reading 194 Year 9 Persuasive Writing 205 Year 9 Spelling 216 Year 9 Numeracy 238
Year 7 Persuasive Writing 141 Year 7 Spelling 152 Year 7 Grammar and Punctuation 163 Year 7 Numeracy 174 Year 7 Participation 185 Year 7 Comparative Achievement 189 Commentary 191 2015 Results Year 9 193 Year 9 Reading 194 Year 9 Persuasive Writing 205 Year 9 Spelling 216 Year 9 Grammar and Punctuation 227

2008, 2010-2015 Time series .	257
Years 3, 5, 7 and 9 Reading	258
Years 3, 5, 7 and 9 Numeracy	279
Commentary	300
Years 3, 5, 7 and 9 Participation	303
Commentary	324
2011–2013, 2012–2014 and	
2013–2015 Cohort gain	326
Year 3–Year 5 Reading	327
Year 5–Year 7 Reading	331
Year 7–Year 9 Reading	335
Achievement of Students in Reading	339
Year 3–Year 5 Numeracy	341
Year 5–Year 7 Numeracy	345
Year 7–Year 9 Numeracy	349
Achievement of Students in Numeracy	353
Commentary	355

Introduction

About ACARA

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent authority focused on improving the learning of all young Australians through a national curriculum, the national assessment program and a national data collection and reporting program.

ACARA collaborates with teachers, principals, governments, state and territory education authorities, professional education associations, community groups and the general public to develop national education standards for use in every school in Australia.

About NAPLAN

The National Assessment Program—Literacy and Numeracy (NAPLAN) tests are conducted in May for all students across Australia in Years 3, 5, 7 and 9. Each year, over one million students nationally sit the NAPLAN tests. 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.

NAPLAN data provide parents, schools, governments and the non-government school sectors with important information about whether young Australians are reaching important educational goals.

NAPLAN tests are the only Australian assessments that provide nationally comparable data on the performance of students in the vital areas of literacy and numeracy. This gives NAPLAN a unique role in providing robust data to inform and support improvements to teaching and learning practices in Australian schools.

The NAPLAN assessment and reporting process

NAPLAN tests are developed collaboratively by ACARA, the state and territory governments, the non-government school sectors and the Australian Government. The test administration authority in each jurisdiction is responsible for test administration, data capture and delivery of reports.

NAPLAN tests broadly reflect aspects of literacy and numeracy within the curriculum in all jurisdictions. The types of test questions and test formats are chosen so that they are familiar to students and teachers across Australia.

The National Protocols for Test Administration ensure consistency in the administration of NAPLAN tests by all test administration authorities and schools across Australia.

The test administration authority in each jurisdiction 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 marked using well established procedures for maintaining marker consistency across all jurisdictions.

Test administration authorities submit de-identified student data from all tests to a contractor appointed to undertake analysis of the test data on behalf of ACARA. This analysis determines individual student scores across the national achievement scale and enables comparisons over time.

Comparative data showing the performance of each jurisdiction and the nation are provided to each test administration authority.

Student reports are produced by the test administration authorities, using a common national reporting format.

Comparisons over time

NAPLAN tests are equated so that the 2015 results can be compared with those for previous years. Equating enables the results from NAPLAN tests in different years to be reported on the same achievement scale. As with all statistical calculations, the NAPLAN statistics provided in this report include some degree of uncertainty and this should be considered when interpreting differences in jurisdictional and national average scores, and percentages at or above national minimum standards.

To help interpret differences in results, an additional effect size measure has been included in the 2015 comparison calculations. Where comparisons of results are shown, a representation of the effect size and statistical significance of the comparison is also provided. This representation is referred to as 'nature of the difference'. The 'nature of the difference' representation combines the outcomes of statistical significance tests with an effect size measure of the difference.

Comparisons are made for results within jurisdictions, between the current year and previous year, and between the current year and base year. For reading, narrative writing, spelling, grammar and punctuation, and numeracy, the base year is 2008. For persuasive writing, the base year is 2011.

Between 2008 and 2010, students were assessed using a narrative task. A persuasive task has been used since 2011. With the change in the writing genre in 2011, a new persuasive writing scale was introduced. As this is a separate scale to narrative writing, there is a break in the time series data. The persuasive writing results should not be directly compared to the narrative writing results.

In order to maintain the design of tables and graphs in the national report the decision was made to remove NAPLAN 2009 results from the PDF version of the national report. The 2009 results are still available in the online version of the national report.

Student achievement

NAPLAN results are publicly reported through the NAPLAN summary information and NAPLAN national reports. Results are also available for use by jurisdictions, non-government school sectors and schools.

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 the knowledge and skills the student demonstrated in the tests.

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. In 2015, results for writing are reported on the persuasive writing scale. Each scale consists of ten bands, which represent the increasing complexity of the knowledge and skills assessed by NAPLAN from Years 3 to 9. Six of these bands are used for reporting student performance in each year level. Student raw scores on tests are converted to a NAPLAN 'scale score' so that those scores can be located on the national scale for each domain.

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

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 — Absent

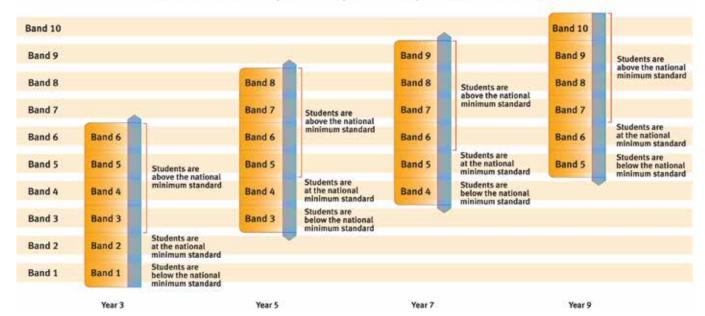
W - Withdrawn

National minimum standards

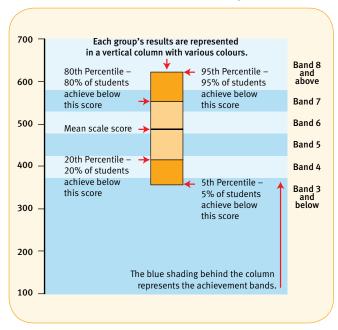
The second lowest band on the achievement scale reported for each year level represents the national minimum standard expected of students at that year level. The national minimum standard is the agreed minimum acceptable standard of knowledge and skills without which a student will have difficulty making sufficient progress at school.

Students whose results are in the lowest band for the year level have not achieved the national minimum standard for that year. These students are likely to 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:

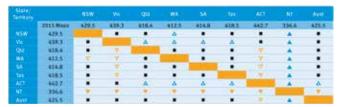
National Assessment Program-Literacy and Numeracy National Assessment Scale



How to read the 2015 graphs



How to read the 2015 comparisons



Read across the appropriate row to compare one state/territory performance with jurisdictions listed at the top of the columns.

- Average achievement is substantially above and is statistically significantly different from the comparison state/territory.
- △ Average achievement is above and is statistically significantly different from the comparison state/territory.
- Average achievement is close to or not statistically different from the comparison state/territory.
- Average achievement is below and is statistically significantly different from the comparison state/territory.
- Average achievement is substantially below and is statistically significantly different from the comparison state/territory.

How to read the 2015 comparative tables

			2010	2011	2012					of the rence
Students		2008			2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Voar 0	Mean / (S.D.)	578.0 (67.0)	573.7 (66.2)	579.5 (66.2)	574.8 (66.8)	580.2 (63.4)	580.4 (67.6)	580.2 (67.5)	-	-
Year 9	% at or above NMS	92.9	90.8	92.4	91.4	93.4	92.1	92.3	•	•
	Mean / (S.D.)	536.5 (68.2)	546.0 (68.4)	540.2 (67.5)	541.5 (68.3)	540.6 (66.3)	546.1 (69.0)	546.0 (67.3)	•	-
Year 7	% at or above NMS	94.2	94.9	94.7	94.1	94.2	94.9	95.4	•	•
Year 5	Mean / (S.D.)	484.4 (76.5)	487.4 (76.1)	488.1 (76.3)	493.6 (77.6)	502.3 (64.7)	500.6 (78.0)	498.5 (78.2)		•
leal 5	% at or above NMS	91.0	91.3	91.5	91.6	96.1	92.9	93.3	•	•
Year 3	Mean / (S.D.)	400.5 (84.5)	414.3 (83.3)	415.7 (87.5)	419.6 (87.9)	419.1 (80.6)	418.3 (86.2)	425.5 (86.8)	Δ	•
iedi 5	% at or above NMS	92.1	93.9	93.8	93.6	95.3	93.5	94.6	Δ	•

Comparison of means

- Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this state/territory.
- △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this state/territory.
- Average achievement is close to or not statistically different from the base year (or previous year) for this state/territory.
- Average achievement is below and is statistically significantly different from the base year (or previous year) for this state/territory.
- Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this state/territory.

Comparison of percentages of students at or above the national minimum standard (NMS)

- Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this state/territory.
- △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this state/territory.
- Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this state/territory.
- Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this state/territory.
- Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this state/territory.

Terms used in this report

Term	Definition	Notes
Absent	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.	The reported statistics (means and percentages) include results for absent students that have been statistically imputed.
Assessed	Students deemed to have participated in the test. Assessed includes present and exempt students.	Assessed students do not include students who were absent or withdrawn from tests.
Assessment domain	The learning areas assessed as part of NAPLAN.	These areas are: reading, writing, spelling, grammar and punctuation, and numeracy.
Average age	The average age of students is calculated from the dates of birth provided by each state/territory.	
Base year	First year of data collection for the purposes of time series comparisons.	For persuasive writing the base year is 2011. For all other assessment domains the base year is 2008.
Domain (see: Assessment domain)		
Effect size	Effect size is a measure for quantifying the difference between two groups or the same group over time. Effect size measures complement statistical tests (which examine whether the difference is statistically probable) and focus on the magnitude of the difference.	 The effect size is reported as follows: 'substantially above/below' refers to an effect size of greater than 0.5/less than -0.5 'above/below' refers to an effect size from 0.2 to 0.5 (inclusive)/from -0.2 to -0.5 (inclusive) 'close to' refers to an effect size of less than 0.2 but greater than -0.2
Exempt	Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant disabilities may be exempted from testing.	 Exempt students are included in the calculation of participation rates (see Participation rates for details of calculations). Exempt students do not sit the tests. For reporting purposes, they are deemed to be below the national minimum standard. Exempt students are included in calculations of percentages of students below national minimum standard. Exempt students are not included in the calculation of mean scores.
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.	 '-' 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.
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.	Students for whom 'Indigenous status' was not stated are not included in the data which is provided by Indigenous status.
Jurisdiction(s)	One (or more) of the eight states and territories of Australia.	
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.	

Term	Definition	Notes
Nature of the difference	The 'nature of the difference' in results is a representation that incorporates the results of statistical significance testing (how statistically significant a difference in results is between two groups) and the results of effect size calculations (a measure of the magnitude of the difference).	 Some key comparisons from the full range of test domains and year levels are provided in this report. Where the nature of the difference in performance is indicated, it relates to the comparison of mean scores either across the previous or base year and 2015, or between jurisdictions in 2015.
		 The nature of the difference is also applied to comparisons of the percentage of students achieving at or above national minimum standard. Where the nature of the difference is not indicated, care should be taken when comparing results over time, between groups of students and between jurisdictions. See definition of 'effect size' for notes on how effect
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.	 size is reported. 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.
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.	 The higher occupational group of either parent/ guardian is reported. Parental occupation may not have been stated on enrolment forms.
Participation rates	Participation rates are calculated as assessed students as a percentage of the total number of students in the year level, as reported by the school.	 Assessed = present + exempt Total number of students in year level = assessed + absent + withdrawn
Percentages		The percentages of students represented in the tables have been rounded and may not sum to 100.
Present	Students who sat the test.	
Scale		• The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.
Sex	Sex is the distinction 'male' and 'female' as reported on a student's enrolment record.	
Spelling and Grammar and Punctuation		The spelling and grammar and punctuation results, while reported separately, are drawn from a single language conventions assessment.
Standard deviation (S.D.)		In the tables, standard deviation is abbreviated as S.D. Standard deviation is a measure of variability in student performances. Approximately 68 per cent of student results are expected to fall between minus one and plus one standard deviation around the mean.
Statistical significance	The likelihood that the difference in results between two groups is due to chance.	
Withdrawn	Students may be withdrawn from the testing program by their parent/carer. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing.	The reported statistics (means and percentages) include results for withdrawn students that have been statistically imputed.
Years of schooling	States and territories have different school starting ages. Years of schooling is an estimate of the average time students have spent in schooling at the time of testing, expressed in years and months.	

2015 Results NAPLAN Year 3

Year 3 Reading 2	Year 3 Grammar and Punctuation 35
• by State and Territory, 2015	by State and Territory, 2015
• by Sex, by State and Territory, 2015	 by Sex, by State and Territory, 2015
• by Indigenous Status, by State and Territory, 2015	 by Indigenous Status, by State and Territory, 2015
• by LBOTE Status, by State and Territory, 2015	 by LBOTE Status, by State and Territory, 2015
• by Geolocation, by State and Territory, 2015	 by Geolocation, by State and Territory, 2015
 Indigenous Students by Geolocation, by State and Territory, 2015 	 Indigenous Students by Geolocation, by State and Territory, 2015
 Non-Indigenous Students by Geolocation, by State and Territory, 2015 	 Non-Indigenous Students by Geolocation, by State and Territory, 2015
• by Parental Education, by State and Territory, 2015	 by Parental Education, by State and Territory, 2015
• by Parental Occupation, by State and Territory, 2015	• by Parental Occupation, by State and Territory, 2015
Year 3 Persuasive Writing 13	Year 3 Numeracy46
• by State and Territory, 2015	 by State and Territory, 2015
 by Sex, by State and Territory, 2015 	 by Sex, by State and Territory, 2015
• by Indigenous Status, by State and Territory, 2015	 by Indigenous Status, by State and Territory, 2015
• by LBOTE Status, by State and Territory, 2015	 by LBOTE Status, by State and Territory, 2015
 by Geolocation, by State and Territory, 2015 	 by Geolocation, by State and Territory, 2015
 Indigenous Students by Geolocation, by State and Territory, 2015 	 Indigenous Students by Geolocation, by State and Territory, 2015
 Non-Indigenous Students by Geolocation, by State and Territory, 2015 	 Non-Indigenous Students by Geolocation, by State and Territory, 2015
• by Parental Education, by State and Territory, 2015	 by Parental Education, by State and Territory, 2015
• by Parental Occupation, by State and Territory, 2015	• by Parental Occupation, by State and Territory, 2015
Year 3 Spelling 24	Year 3 Participation57
• by State and Territory, 2015	 by State and Territory, 2015
 by Sex, by State and Territory, 2015 	 by Indigenous Status, by State and Territory, 2015
 by Indigenous Status, by State and Territory, 2015 by LBOTE Status, by State and Territory, 2015 	 Student Exemptions, Absences and Withdrawals, by State and Territory, 2015
• by Geolocation, by State and Territory, 2015	 Student Exemptions, Absences and Withdrawals, by Indigenous Status, by State and Territory, 2015
 Indigenous Students by Geolocation, by State and Territory, 2015 	Year 3 Comparative Achievement61
Non-Indigenous Students by Geolocation, by State The state of	• in Reading by State and Territory, 2015
and Territory, 2015	• in Persuasive Writing, by State and Territory, 2015
by Parental Education, by State and Territory, 2015 by Parental Occupation, by State and Territory, 2015	• in Spelling, by State and Territory, 2015
 by Parental Occupation, by State and Territory, 2015 	 in Grammar and Punctuation, by State and Territory, 2015
	 in Numeracy, by State and Territory, 2015
	in numeracy, by State and Territory, 2015
	Year 3 Commentary 63

Figure 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2015.

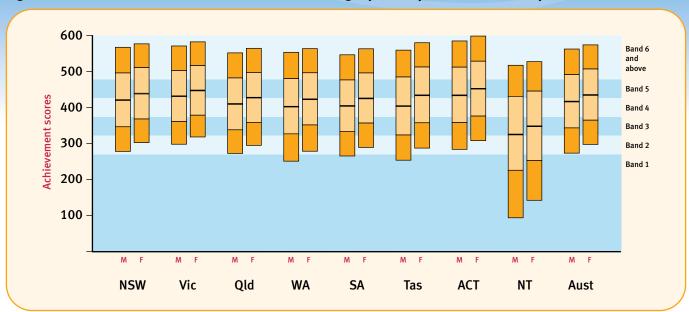


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	429.5 (86.1)	439.3 (81.9)	418.4 (83.7)	412.5 (90.1)	414.8 (85.2)	418.5 (92.7)	442.7 (90.1)	336.6 (122.9)	425.5 (86.8)

Table 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%) Withdrawn (%)		Below n minimum (%		At national minimum standard (%)	Above	national m (%	iinimum sta %)	andard	At or above national minimum standard
		Pa	Pa	Wit	Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
NSW	8yrs 7mths 3yrs 4mths	97.0	1.8	1.3	1.6	3.0	7.1	15.6	22.8	21.4	28.4	95.3
Vic	8yrs 9mths 3yrs 4mths	94.5	2.7	2.8	2.8	1.7	5.3	14.0	22.6	22.7	30.9	95.5
Qld	8yrs 5mths 3yrs 4mths	93.2	2.3	4.5	1.4	3.6	8.4	17.8	24.0	21.0	23.8	95.0
WA	8yrs 5mths 3yrs 4mths	95.3	3.0	1.8	1.2	5.8	9.3	17.3	22.8	20.3	23.3	93.0
SA	8yrs 7mths 3yrs 4mths	92.8	3.1	4.2	2.3	4.3	8.4	17.9	24.0	20.6	22.4	93.4
Tas	8yrs 10mths 3yrs 4mths	94.9	2.8	2.3	1.7	5.4	9.4	16.8	21.2	19.0	26.4	92.9
ACT	8yrs 8mths 3yrs 4mths	93.2	2.0	4.7	2.0	2.8	5.9	13.5	20.5	20.9	34.5	95.2
NT	8yrs 6mths 3yrs 4mths	87.6	10.1	2.3	1.9	27.0	14.3	16.9	16.7	12.3	10.9	71.1
Aust	8yrs 7mths 3yrs 4mths	94.9	2.4	2.7	1.9	3.6	7.4	16.0	22.9	21.3	26.9	94.6

Figure 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2015.

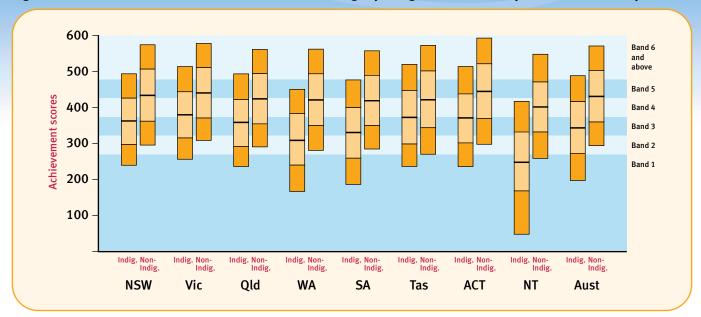


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	420.7 (87.7)	431.5 (82.7)	409.9 (84.5)	402.5 (92.1)	404.4 (85.7)	404.0 (93.3)	433.8 (90.5)	325.1 (126.5)	416.6 (88.1)
Female Mean scale score / (S.D.)	438.7 (83.5)	447.3 (80.3)	427.5 (81.9)	422.9 (86.8)	425.2 (83.4)	433.9 (89.7)	452.3 (88.8)	348.0 (118.1)	434.8 (84.5)

Table 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2015.

State/ Territory	Sex	Below n minimum (%	standard	At national minimum standard (%)	Abov	dard	At or above national minimum		
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	standard (%)
NSW	Male	2.2	4.0	8.5	17.0	22.9	20.1	25.3	93.9
	Female	1.1	2.1	5.7	14.1	22.8	22.7	31.6	96.9
Vic	Male	3.6	2.2	6.4	15.4	22.9	21.7	27.7	94.1
	Female	1.8	1.2	4.2	12.6	22.2	23.8	34.2	97.0
Qld	Male	1.8	4.6	9.9	19.1	23.8	19.8	21.0	93.6
	Female	0.9	2.6	6.7	16.3	24.2	22.4	26.8	96.4
WA	Male	1.5	7.4	10.9	18.6	22.4	18.8	20.4	91.1
	Female	0.8	4.1	7.7	16.0	23.3	21.9	26.3	95.1
SA	Male	3.1	5.5	10.2	19.4	23.8	19.1	19.0	91.5
	Female	1.5	3.1	6.7	16.4	24.3	22.1	25.9	95.4
Tas	Male	2.2	7.2	11.7	18.6	21.2	17.6	21.6	90.6
	Female	1.3	3.4	6.9	15.0	21.4	20.6	31.6	95.3
ACT	Male	2.5	3.5	6.9	14.7	21.3	20.4	30.6	94.0
	Female	1.4	2.0	4.8	12.2	19.5	21.5	38.7	96.6
NT	Male	2.5	30.4	14.4	16.6	15.2	11.2	9.7	67.1
	Female	1.3	23.7	14.2	17.2	18.1	13.4	12.1	75.1
Aust	Male	2.4	4.5	8.8	17.4	22.9	20.0	23.9	93.0
	Female	1.2	2.5	5.9	14.6	23.0	22.6	30.1	96.2

Figure 3.R3: Achievement of Year 3 Students in Reading, by Indigenous Status, by State and Territory, 2015.

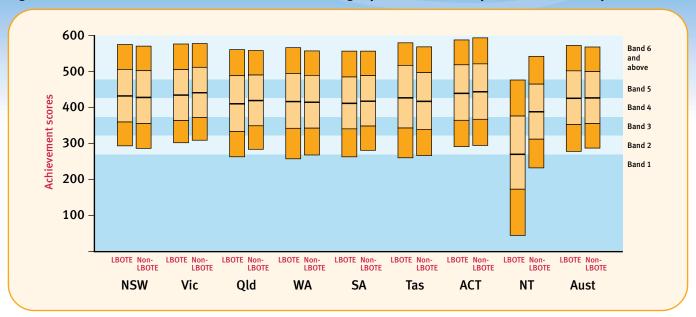


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	362.5 (78.3)	379.8 (78.0)	358.6 (78.9)	308.7 (89.8)	330.6 (87.7)	372.5 (85.9)	371.1 (83.5)	247.9 (109.4)	343.4 (91.5)
Non-Indigenous Mean scale score / (S.D.)	433.6 (84.8)	440.3 (81.6)	424.0 (82.1)	421.0 (85.2)	418.9 (82.9)	421.5 (91.6)	444.6 (89.4)	401.4 (86.2)	430.7 (84.0)

Table 3.R3: Achievement of Year 3 Students in Reading, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	Below n minimum (%	standard	At national minimum standard (%)	Abov	Above national minimum standard (%)			
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	standard (%)
NSW	Indigenous	2.4	11.0	18.4	25.4	23.4	12.2	7.2	86.6
	Non-Indigenous	1.6	2.5	6.4	15.0	22.9	21.9	29.7	95.9
Vic	Indigenous	7.3	7.1	13.7	24.6	22.7	14.8	9.8	85.6
	Non-Indigenous	2.6	1.6	5.2	13.9	22.6	22.9	31.3	95.8
Qld	Indigenous	2.6	12.3	19.4	25.7	21.6	11.3	7.1	85.0
	Non-Indigenous	1.3	2.8	7.3	17.0	24.2	21.9	25.4	95.9
WA	Indigenous	1.1	32.2	23.2	20.6	13.7	6.6	2.4	66.6
	Non-Indigenous	1.1	3.7	8.1	16.9	23.5	21.5	25.1	95.1
SA	Indigenous	3.9	22.7	20.5	23.2	17.6	7.5	4.7	73.4
	Non-Indigenous	2.1	3.4	7.9	17.7	24.4	21.2	23.3	94.5
Tas	Indigenous	1.6	10.6	18.3	22.6	20.8	14.2	11.9	87.7
	Non-Indigenous	1.7	4.9	8.7	16.5	21.5	19.5	27.2	93.4
ACT	Indigenous	3.8	11.0	14.4	26.1	21.0	13.5	10.2	85.2
	Non-Indigenous	1.9	2.6	5.6	13.1	20.4	21.2	35.1	95.5
NT	Indigenous	2.6	55.0	19.9	12.2	6.3	2.8	1.2	42.5
	Non-Indigenous	1.4	6.2	10.2	20.5	24.5	19.3	18.0	92.4
Aust	Indigenous	2.7	18.6	19.2	23.4	19.5	10.3	6.2	78.7
	Non-Indigenous	1.8	2.6	6.6	15.6	23.2	22.0	28.3	95.6

Figure 3.R4: Achievement of Year 3 Students in Reading, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	432.0 (85.7)	434.5 (83.2)	410.3 (89.9)	416.5 (94.5)	411.5 (88.6)	426.8 (97.7)	439.2 (90.3)	270.0 (128.0)	425.5 (90.5)
Non-LBOTE Mean scale score / (S.D.)	427.9 (86.2)	441.1 (81.4)	419.3 (83.0)	414.7 (87.7)	417.6 (83.9)	417.0 (91.7)	443.7 (90.0)	388.2 (94.3)	426.6 (85.1)

Table 3.R4: Achievement of Year 3 Students in Reading, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	Below n minimum (%	standard	At national minimum standard (%)	Abov	ve national m (%		dard	At or above national minimum
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	standard (%)
NSW	LBOTE	2.1	2.6	6.6	15.4	22.7	21.5	28.9	95.2
	Non-LBOTE	1.4	3.2	7.4	15.8	23.0	21.3	27.9	95.4
Vic	LBOTE	3.6	2.0	5.9	15.0	22.9	21.9	28.6	94.3
	Non-LBOTE	2.4	1.6	5.1	13.7	22.4	23.0	31.7	96.0
Qld	LBOTE	1.8	5.8	10.3	18.7	21.7	18.8	22.9	92.5
	Non-LBOTE	1.4	3.4	8.2	17.7	24.2	21.3	23.9	95.2
WA	LBOTE	1.9	6.1	8.3	16.0	21.8	20.8	25.2	92.0
	Non-LBOTE	0.9	5.2	8.9	17.3	23.3	20.8	23.7	94.0
SA	LBOTE	4.2	5.6	8.4	17.1	23.8	19.5	21.4	90.2
	Non-LBOTE	1.8	3.8	7.9	17.8	24.3	21.1	23.2	94.4
Tas	LBOTE	7.2	6.1	6.8	15.7	16.5	18.8	28.9	86.7
	Non-LBOTE	1.4	5.3	9.5	17.1	21.8	19.2	25.7	93.3
ACT	LBOTE	3.9	3.1	5.7	13.7	21.3	20.0	32.3	93.0
	Non-LBOTE	1.4	2.7	5.9	13.4	20.2	21.2	35.1	95.9
NT	LBOTE	2.1	48.8	16.5	12.6	9.2	6.0	4.7	49.1
	Non-LBOTE	1.3	10.2	12.2	20.0	22.7	17.5	16.2	88.6
Aust	LBOTE	2.7	4.1	7.2	15.7	22.3	20.9	27.2	93.3
	Non-LBOTE	1.6	3.2	7.3	16.1	23.2	21.6	27.1	95.2

Table 3.R5: Achievement of Year 3 Students in Reading, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	Below r minimum (%		At national minimum standard (%)	Above	national m (%		andard	At or above national minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Metro	436.5	1.7	2.5	6.2	14.5	22.3	21.9	31.0	95.9
NSW	Provincial	407.3	1.5	4.8	10.2	19.3	24.6	19.8	19.9	93.8
IVOVV	Remote	375.7	1.6	11.0	17.0	21.9	22.0	13.4	13.1	87.4
	Very Remote	375.8	0.0	8.8	13.7	27.9	25.8	14.7	9.1	91.2
	Metro	444.2	2.8	1.5	4.8	13.1	22.0	22.9	32.9	95.8
Vic	Provincial	423.6	2.8	2.5	7.1	17.1	24.3	22.0	24.3	94.8
VIC	Remote	429.7	2.6	0.5	10.8	15.9	17.4	18.5	34.4	96.9
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	425.1	1.3	2.9	7.4	16.7	23.7	21.7	26.2	95.7
Qld	Provincial	406.6	1.6	4.4	10.0	19.9	25.1	20.0	19.0	94.0
Qiu	Remote	385.9	1.3	9.3	13.2	21.9	23.2	16.4	14.8	89.5
	Very Remote	354.7	1.3	17.0	19.2	23.6	18.5	12.0	8.4	81.7
	Metro	422.6	1.3	4.0	7.9	16.4	23.0	21.4	26.0	94.8
WA	Provincial	391.9	0.9	7.9	12.7	20.6	23.7	18.2	16.0	91.2
**/ (Remote	374.5	0.4	13.5	13.9	20.5	22.0	16.1	13.6	86.0
	Very Remote	319.7	0.7	31.2	21.0	17.0	13.6	8.8	7.6	68.1
	Metro	421.0	2.4	3.5	7.6	17.1	23.8	21.0	24.6	94.1
SA	Provincial	400.7	2.0	5.6	10.5	20.3	24.9	19.5	17.3	92.4
<i>57</i> (Remote	405.0	2.8	4.3	9.8	19.2	25.5	21.2	17.2	92.9
	Very Remote	323.8	1.5	30.3	17.2	18.0	18.9	8.6	5.6	68.2
	Metro	424.7	2.0	5.6	8.7	15.4	19.5	18.7	30.0	92.4
Tas	Provincial	413.8	1.6	5.1	9.8	17.9	22.8	19.4	23.4	93.4
	Remote	417.4	1.5	5.2	10.0	20.0	20.0	11.5	31.8	93.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	442.9	2.0	2.8	5.9	13.5	20.5	21.0	34.5	95.3
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	392.4	2.3	8.7	11.6	20.6	22.9	17.2	16.7	88.9
	Remote	341.3	1.2	24.2	17.1	18.1	17.5	13.5	8.4	74.5
	Very Remote	226.6	1.3	64.3	17.7	8.9	4.3	2.1	1.4	34.3
	Metro	433.5	1.9	2.6	6.4	15.0	22.6	22.0	29.6	95.5
Aust	Provincial	409.3	1.8	4.5	9.6	19.0	24.5	20.1	20.4	93.6
	Remote	377.4	1.2	12.4	13.9	20.4	22.0	16.1	14.0	86.4
	Very Remote	303.7	1.1	36.4	18.9	16.9	12.9	7.9	5.9	62.5

Table 3.R6: Achievement of Year 3 Indigenous Students in Reading, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	Below r minimum (%		At national minimum standard	Above	national m (%	iinimum sta %)	andard	At or above national minimum
			Exempt	Band 1	(%) Band 2	Band 3	Band 4	Band 5	Band 6 and above	standard (%)
	Metro	373.9	2.5	8.5	15.3	25.2	25.2	14.6	8.6	89.0
116111	Provincial	354.6	2.4	12.7	20.6	25.4	22.0	10.6	6.3	85.0
NSW	Remote	332.4	2.7	18.7	25.9	25.3	18.2	5.8	3.3	78.6
	Very Remote	341.0	0.0	16.3	19.0	28.8	25.8	9.5	0.7	83.7
	Metro	387.6	6.3	5.8	13.1	22.9	23.2	17.1	11.6	87.9
\/:a	Provincial	372.6	8.2	8.2	14.2	26.1	22.3	12.7	8.1	83.5
Vic	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	367.8	2.4	9.9	18.2	25.4	22.6	12.6	9.0	87.8
Qld	Provincial	364.2	3.5	9.7	18.1	26.1	23.7	12.1	6.7	86.8
Qiu	Remote	324.0	3.1	24.4	24.1	25.1	15.1	5.4	2.8	72.5
	Very Remote	316.2	0.8	26.1	27.0	25.9	13.2	5.5	1.4	73.1
	Metro	338.9	1.8	20.7	20.1	24.5	18.8	9.9	4.3	77.5
WA	Provincial	308.1	0.9	31.2	26.7	20.6	13.5	6.1	1.0	67.9
VVA	Remote	300.1	0.3	36.6	23.2	19.9	12.3	5.4	2.4	63.2
	Very Remote	263.6	1.0	50.2	25.3	14.3	6.1	2.3	0.8	48.9
	Metro	348.0	4.4	16.2	18.5	25.0	20.3	8.9	6.7	79.3
SA	Provincial	326.6	3.9	23.6	20.8	24.5	17.1	6.7	3.3	72.5
J.	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	262.7	1.1	52.8	26.1	10.7	6.3	2.4	0.7	46.1
	Metro	371.7	0.9	12.2	17.4	24.3	19.1	14.2	11.9	86.9
Tas	Provincial	373.4	2.2	9.4	18.9	21.5	22.1	14.1	11.9	88.4
10.0	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.
	Metro	372.4	3.3	10.8	14.7	25.6	20.8	14.1	10.7	85.9
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-		-	-	-	-	-	-	-
NT	Provincial	329.3	5.5	23.0	20.6	22.5	16.5	8.0	3.9	71.5
	Remote	276.5	2.6	44.5	24.8	15.7	7.4	3.5	1.6	53.0
	Very Remote	207.2	1.4	71.2	18.1	6.9	1.8	0.4	0.0	27.4
	Metro	366.6	2.8	11.0	17.0	25.0	22.8	13.1	8.4	86.3
Aust	Provincial	353.0	3.3	14.0	19.8	24.9	21.2	10.7	6.1	82.7
	Remote	305.8	1.9	32.4	24.4	20.9	12.8	5.2	2.5	65.7
	Very Remote	255.1	1.1	52.3	22.5	14.3	6.6	2.6	0.6	46.6

Table 3.R7: Achievement of Year 3 Non-Indigenous Students in Reading, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	Below r minimum (%		At national minimum standard (%)	Above	national m (%	iinimum sta %)	andard	At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(19)
	Metro	438.7	1.6	2.2	5.8	14.1	22.3	22.2	31.8	96.2
NSW	Provincial	415.1	1.3	3.6	8.6	18.4	25.0	21.2	21.9	95.1
11311	Remote	406.4	0.8	5.0	10.9	19.5	25.0	18.7	20.1	94.2
	Very Remote	419.3	0.0	0.9	6.8	24.3	25.5	22.1	20.4	99.1
	Metro	444.8	2.6	1.4	4.7	13.0	22.0	23.0	33.2	96.0
Vic	Provincial	425.5	2.5	2.2	6.8	16.8	24.4	22.4	24.9	95.3
VIC	Remote	428.3	2.6	0.5	11.1	16.3	17.9	17.4	34.2	96.8
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	428.9	1.2	2.5	6.7	16.1	23.8	22.3	27.4	96.3
Qld	Provincial	412.2	1.5	3.7	8.9	19.1	25.2	21.0	20.7	94.9
Qiu	Remote	404.7	0.7	4.7	9.9	20.6	25.6	19.9	18.6	94.6
	Very Remote	407.2	1.6	4.3	9.2	20.6	25.9	20.5	17.8	94.1
	Metro	426.4	1.2	3.3	7.4	16.0	23.1	22.0	27.1	95.5
WA	Provincial	401.7	0.8	5.3	11.0	20.6	24.9	19.6	17.9	93.9
VVA	Remote	400.6	0.5	5.7	10.4	20.6	25.3	20.0	17.6	93.8
	Very Remote	393.8	0.0	6.2	14.9	20.7	23.5	17.7	17.0	93.8
	Metro	423.6	2.2	3.1	7.2	16.8	23.9	21.5	25.2	94.7
SA	Provincial	405.8	1.9	4.3	9.7	20.0	25.5	20.4	18.2	93.8
3A	Remote	409.8	3.0	3.2	8.4	19.3	26.2	22.1	17.8	93.8
	Very Remote	388.8	2.0	6.5	8.5	24.2	32.7	15.2	10.9	91.5
	Metro	429.2	2.0	5.1	8.0	14.7	19.5	19.2	31.5	92.9
Too	Provincial	415.2	1.5	4.7	9.2	17.9	23.3	20.1	23.4	93.8
Tas	Remote	421.4	1.8	3.6	8.7	21.5	20.4	11.3	32.7	94.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	444.7	1.9	2.6	5.6	13.1	20.4	21.2	35.1	95.5
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACI	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	406.1	1.7	5.4	9.6	20.3	24.4	19.2	19.5	92.9
NT	Remote	388.6	0.3	8.8	11.5	20.1	25.1	20.9	13.4	90.9
	Very Remote	379.9	0.9	8.8	14.3	25.0	23.7	15.4	11.9	90.3
	Metro	436.0	1.8	2.3	6.0	14.6	22.6	22.3	30.4	95.9
A t	Provincial	415.2	1.7	3.5	8.5	18.4	24.8	21.2	21.9	94.8
Aust	Remote	402.8	1.0	5.3	10.1	20.2	25.3	20.1	18.1	93.8
	Very Remote	397.3	0.9	5.8	11.9	21.6	25.2	18.4	16.3	93.4

Table 3.R8: Achievement of Year 3 Students in Reading, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	Below r minimum (%		At national minimum standard (%)	Above	national m (%		ındard	At or above national minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Bachelor	470.1	1.3	0.8	2.4	7.9	18.1	23.6	45.9	97.9
	Diploma	424.6	1.3	2.2	6.1	16.7	26.2	23.5	24.1	96.5
NSW	Certificate	401.2	1.5	4.0	10.1	21.6	27.1	20.3	15.4	94.5
NOW	Year 12	401.5	2.0	4.3	10.3	21.0	26.5	20.0	15.9	93.7
	Year 11	365.9	3.1	9.6	17.3	26.0	24.1	13.2	6.7	87.3
	Not stated (4%)	417.0	3.3	4.6	9.5	17.0	21.6	19.5	24.5	92.1
	Bachelor	471.1	1.7	0.4	2.3	7.9	18.2	23.6	45.8	97.9
	Diploma	431.1	2.2	1.4	5.3	15.3	25.2	24.3	26.1	96.3
Vic	Certificate	414.2	2.8	2.4	7.3	19.1	26.8	22.9	18.7	94.8
VIC	Year 12	416.4	3.7	2.7	7.2	18.5	25.5	22.0	20.4	93.6
	Year 11	384.0	7.1	5.4	12.7	23.9	25.3	16.0	9.5	87.4
	Not stated (3%)	440.9	5.3	1.8	5.5	12.5	21.5	23.1	30.3	92.9
	Bachelor	459.7	0.8	0.8	2.8	9.8	20.8	24.4	40.5	98.3
	Diploma	417.4	1.2	2.4	7.3	18.7	26.3	23.0	21.2	96.5
Qld	Certificate	402.4	1.2	4.1	10.0	21.4	26.4	20.5	16.3	94.7
Qiu	Year 12	397.5	1.6	4.7	11.2	22.1	25.6	19.7	15.0	93.7
	Year 11	363.5	2.7	10.8	18.4	25.6	22.7	12.4	7.3	86.5
	Not stated (9%)	397.5	2.9	5.9	11.9	21.0	23.8	17.7	16.9	91.2
	Bachelor	455.4	0.8	1.4	3.6	10.4	20.2	24.2	39.3	97.7
	Diploma	413.7	0.9	3.7	8.1	18.5	25.7	22.6	20.5	95.4
WA	Certificate	395.4	0.9	5.5	11.5	21.7	26.0	19.7	14.6	93.5
WA	Year 12	393.7	1.6	6.7	12.1	20.7	24.4	19.0	15.5	91.7
	Year 11	350.9	1.5	16.4	18.9	24.2	21.4	11.6	6.0	82.1
	Not stated (11%)	379.7	2.3	12.3	13.7	19.8	20.9	15.4	15.7	85.5
	Bachelor	453.6	1.5	1.1	3.1	11.1	21.6	24.2	37.3	97.4
	Diploma	416.5	1.3	3.1	7.3	18.4	25.6	22.7	21.5	95.6
SA	Certificate	399.9	1.8	4.4	10.3	21.6	26.7	19.8	15.5	93.8
<i>3</i> A	Year 12	400.7	2.5	4.7	10.0	20.7	25.8	20.2	16.0	92.8
	Year 11	361.6	4.4	11.6	17.2	24.7	22.6	12.9	6.5	83.9
	Not stated (10%)	391.0	4.7	7.9	11.7	20.4	23.3	16.4	15.7	87.4

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.R8 (cont.): Achievement of Year 3 Students in Reading, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	Below r minimum (%		At national minimum standard (%)	Above	national m (%	iinimum sta %)	andard	At or above national minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Bachelor	468.8	0.9	1.6	3.8	8.2	17.0	21.4	47.2	97.5
	Diploma	432.7	0.8	2.5	6.0	15.3	23.7	21.5	30.3	96.8
Tas	Certificate	401.8	1.6	6.4	9.9	19.8	24.5	19.0	18.7	92.0
IdS	Year 12	392.2	2.3	7.5	14.3	21.4	19.7	17.7	17.1	90.2
	Year 11	365.4	2.4	11.0	18.6	24.3	21.6	14.2	8.0	86.6
	Not stated (10%)	429.9	3.8	4.3	7.4	15.8	19.9	19.0	29.8	91.9
	Bachelor	467.5	1.5	0.7	3.4	9.3	18.4	22.1	44.6	97.8
	Diploma	420.1	2.0	2.8	6.7	18.7	24.9	21.6	23.4	95.2
ACT	Certificate	401.8	1.8	5.6	10.6	20.1	24.8	19.6	17.6	92.6
ACI	Year 12	412.7	1.5	5.8	8.6	17.3	23.7	22.1	21.1	92.7
	Year 11	405.6	4.7	10.5	11.0	19.6	17.3	12.0	24.9	84.8
	Not stated (10%)	429.7	3.6	4.8	7.3	15.7	19.8	18.9	30.0	91.6
	Bachelor	424.6	1.2	3.0	7.1	17.2	24.3	21.2	26.0	95.8
	Diploma	383.7	1.0	8.2	12.7	24.0	24.5	17.4	12.2	90.9
NT	Certificate	355.2	2.2	17.9	14.2	21.1	20.8	15.1	8.7	79.9
INI	Year 12	356.7	2.7	16.3	17.0	18.5	24.1	14.3	7.1	81.1
	Year 11	254.0	1.8	52.5	19.7	14.0	7.8	3.2	1.0	45.7
	Not stated (27%)	282.2	2.2	46.4	16.7	12.2	8.7	6.5	7.2	51.4
	Bachelor	465.6	1.3	0.8	2.7	8.8	19.1	23.8	43.6	97.9
	Diploma	422.9	1.5	2.3	6.5	17.1	25.8	23.4	23.5	96.2
Aust	Certificate	403.3	1.7	4.1	9.6	20.9	26.6	20.7	16.3	94.2
Aust	Year 12	402.7	2.3	4.5	10.1	20.5	25.6	20.2	16.8	93.2
	Year 11	365.4	3.8	10.7	16.7	24.8	23.2	13.3	7.4	85.5
	Not stated (6%)	398.1	3.3	8.5	11.0	18.3	21.5	17.6	19.8	88.2

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.R9: Achievement of Year 3 Students in Reading, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale	Below r	national standard	At national	Above	national m	iinimum sta %)	andard	At or above
,		score	(%		minimum standard (%)			~		national minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Group 1	471.9	0.9	0.7	2.5	7.8	17.8	23.3	46.9	98.4
	Group 2	443.2	1.1	1.4	4.4	12.9	23.4	24.0	32.7	97.4
NSW	Group 3	413.2	1.3	3.0	8.0	19.2	26.6	22.0	19.7	95.6
INSW	Group 4	393.4	1.9	5.0	11.8	23.0	26.4	18.2	13.6	93.0
	Not in paid work	372.3	4.1	9.3	16.1	24.3	23.1	14.2	9.1	86.7
	Not stated (7%)	409.2	3.1	5.0	10.5	18.6	22.7	18.9	21.3	92.0
	Group 1	476.9	1.2	0.3	2.0	7.1	16.9	23.5	49.0	98.6
	Group 2	450.7	1.6	0.8	3.6	11.5	22.3	24.7	35.6	97.6
Vic	Group 3	427.2	2.0	1.6	5.9	16.4	25.9	24.1	24.1	96.4
VIC	Group 4	408.7	3.6	3.0	8.3	20.3	26.3	21.4	17.1	93.4
	Not in paid work	391.6	8.1	5.1	11.3	22.2	24.6	16.2	12.4	86.8
	Not stated (2%)	436.2	6.2	2.0	5.7	12.7	22.0	23.4	28.1	91.8
	Group 1	459.2	0.8	0.9	3.1	9.9	20.8	24.1	40.5	98.4
	Group 2	432.8	0.7	1.7	5.4	15.5	24.8	23.6	28.2	97.5
Qld	Group 3	409.2	1.1	3.3	8.9	20.5	26.1	21.6	18.6	95.6
Qiu	Group 4	389.0	1.8	5.9	12.9	23.4	25.7	17.5	12.7	92.3
	Not in paid work	369.2	3.0	10.3	17.6	24.0	22.3	13.7	9.1	86.7
	Not stated (16%)	395.2	2.6	6.1	11.9	21.4	24.1	18.1	15.7	91.3
	Group 1	454.4	0.6	1.5	3.8	10.9	20.2	23.9	39.1	97.9
	Group 2	425.2	0.7	3.0	7.1	16.3	23.9	22.7	26.2	96.3
WA	Group 3	403.1	1.0	4.7	10.0	20.1	26.1	21.6	16.5	94.3
WA	Group 4	384.3	1.1	8.0	13.7	22.7	24.9	16.5	13.0	90.9
	Not in paid work	362.0	2.0	15.7	16.6	21.9	20.8	12.9	10.2	82.3
	Not stated (18%)	382.6	2.4	11.1	13.6	19.9	21.5	16.1	15.5	86.5
	Group 1	455.0	1.0	1.1	3.0	10.7	22.0	24.0	38.1	97.9
	Group 2	429.7	1.4	2.1	5.7	16.2	24.1	23.5	27.0	96.5
SA	Group 3	408.5	1.5	3.2	8.7	20.3	26.7	21.7	17.9	95.3
ЭA	Group 4	393.5	2.0	5.8	11.2	22.0	26.6	18.4	13.9	92.1
	Not in paid work	377.8	4.3	8.9	15.2	23.4	21.6	15.4	11.2	86.8
	Not stated (19%)	382.7	4.9	8.9	13.4	21.4	23.1	15.5	12.9	86.2

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.R9 (cont.): Achievement of Year 3 Students in Reading, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	Below r minimum (%		At national minimum standard (%)	Above	national m (º/	iinimum sta %)	andard	At or above national minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Group 1	468.7	0.8	1.5	3.6	8.1	17.4	21.6	46.9	97.7
	Group 2	431.5	0.5	3.1	6.5	15.3	22.5	21.6	30.4	96.4
Tas	Group 3	415.5	1.4	4.2	8.4	18.0	24.0	21.3	22.7	94.4
IdS	Group 4	385.9	1.5	8.3	13.4	22.1	24.6	16.5	13.6	90.2
	Not in paid work	360.2	4.2	12.8	19.8	24.3	17.9	11.7	9.2	83.0
	Not stated (14%)	414.8	3.5	6.0	9.7	17.9	20.5	17.8	24.7	90.5
	Group 1	467.9	1.6	1.0	3.7	9.1	17.8	21.5	45.2	97.4
	Group 2	447.2	1.6	1.8	4.7	12.3	21.2	22.8	35.6	96.6
ACT	Group 3	418.9	0.9	4.1	7.7	18.1	24.0	21.6	23.7	95.1
ACI	Group 4	388.7	5.2	8.6	11.2	21.2	24.7	15.4	13.6	86.2
	Not in paid work	397.1	4.2	6.2	11.6	23.3	19.6	18.1	17.0	89.6
	Not stated (17%)	421.1	3.0	5.0	8.3	17.1	21.6	18.6	26.4	91.9
	Group 1	416.5	1.2	5.6	8.5	16.7	23.6	20.0	24.4	93.2
	Group 2	391.1	0.7	7.1	11.0	22.9	24.7	19.9	13.7	92.2
NT	Group 3	364.9	1.8	13.5	14.3	22.6	23.7	15.3	8.7	84.7
INI	Group 4	319.4	2.2	29.0	16.9	19.3	16.9	10.0	5.7	68.7
	Not in paid work	252.4	2.5	55.1	19.6	11.1	5.8	3.3	2.8	42.5
	Not stated (29%)	281.7	2.5	46.0	16.6	12.4	8.8	6.6	7.2	51.5
	Group 1	467.0	0.9	0.8	2.8	8.7	18.7	23.5	44.5	98.3
	Group 2	440.1	1.1	1.6	4.8	13.7	23.4	23.9	31.5	97.3
Aust	Group 3	414.1	1.4	3.0	8.0	18.9	26.1	22.3	20.1	95.5
Aust	Group 4	395.1	2.3	5.3	11.3	22.2	26.0	18.7	14.3	92.4
	Not in paid work	375.3	5.0	9.3	14.9	23.1	22.8	14.5	10.3	85.6
	Not stated (11%)	394.1	3.2	8.1	11.8	19.6	22.4	17.5	17.5	88.7

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

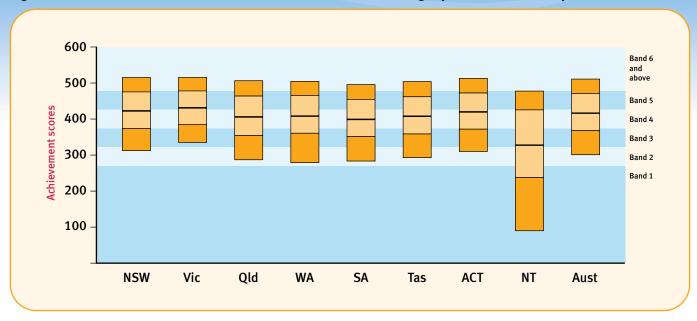
Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 3.W1: Achievement of Year 3 Students in Persuasive Writing, by State and Territory, 2015.

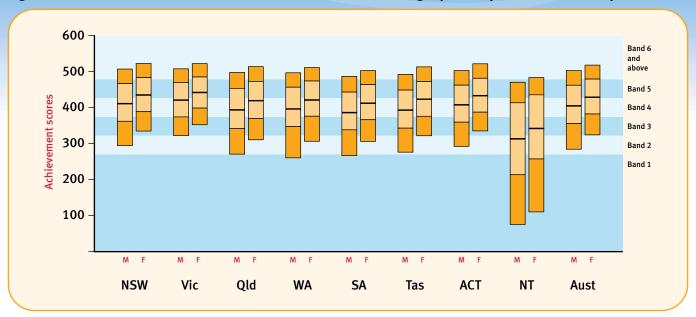


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	422.5 (64.3)	431.0 (56.6)	405.8 (69.7)	408.1 (71.9)	398.9 (68.3)	407.6 (65.8)	419.7 (64.2)	327.5 (118.4)	416.3 (67.4)

Table 3.W1: Achievement of Year 3 Students in Persuasive Writing, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Below national minimum standard (%) Exempt Band 1			At national minimum standard (%)	national (%) minimum standard					
		Pa	A	Wit	Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)	
NSW	8yrs 7mths 3yrs 4mths	96.9	1.8	1.3	1.7	2.0	4.1	13.7	28.5	31.9	18.3	96.4	
Vic	8yrs 9mths 3yrs 4mths	94.3	2.9	2.9	2.8	0.7	2.6	11.3	27.9	35.1	19.5	96.5	
Qld	8yrs 5mths 3yrs 4mths	93.1	2.3	4.5	1.4	3.4	6.7	18.4	29.8	26.9	13.4	95.1	
WA	8yrs 5mths 3yrs 4mths	95.3	3.0	1.8	1.2	4.2	5.6	15.7	30.1	29.4	13.8	94.6	
SA	8yrs 7mths 3yrs 4mths	92.7	3.0	4.3	2.3	3.8	6.8	20.2	31.8	25.3	9.9	94.0	
Tas	8yrs 10mths 3yrs 4mths	94.2	3.5	2.3	1.7	2.8	6.4	17.6	30.7	28.3	12.4	95.4	
ACT	8yrs 8mths 3yrs 4mths	92.7	2.5	4.7	2.0	2.1	4.2	14.2	29.8	30.9	16.8	95.9	
NT	8yrs 6mths 3yrs 4mths	88.7	9.0	2.3	1.9	25.7	12.2	19.3	21.5	14.6	4.9	72.5	
Aust	8yrs 7mths 3yrs 4mths	94.8	2.5	2.7	1.9	2.6	4.8	14.9	29.0	30.6	16.2	95.5	

Figure 3.W2: Achievement of Year 3 Students in Persuasive Writing, by Sex, by State and Territory, 2015.

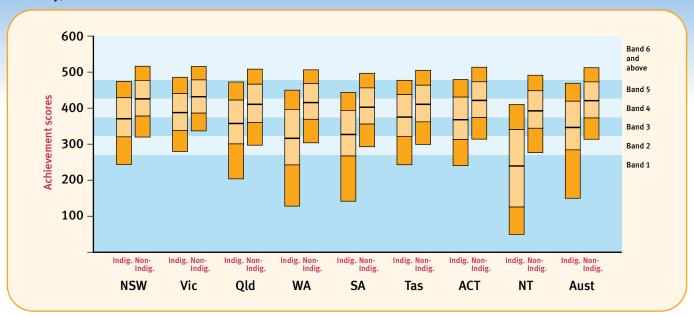


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	410.8 (66.8)	420.6 (58.1)	393.3 (72.2)	395.8 (74.9)	385.9 (70.7)	392.8 (67.4)	407.4 (65.9)	313.0 (122.0)	404.5 (69.8)
Female Mean scale score / (S.D.)	434.7 (59.1)	441.7 (52.9)	419.1 (64.2)	420.8 (66.1)	411.9 (63.1)	423.2 (60.1)	432.9 (59.4)	341.8 (112.9)	428.7 (62.3)

Table 3.W2: Achievement of Year 3 Students in Persuasive Writing, by Sex, by State and Territory, 2015.

State/ Territory	Sex	Below n minimum (%	standard	At national minimum standard (%)	minimum (%) standard						
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	standard (%)		
NSW	Male	2.2	2.9	5.5	16.7	30.2	28.5	14.0	94.9		
	Female	1.1	0.9	2.6	10.4	26.7	35.4	22.8	98.0		
Vic	Male	3.7	1.1	3.7	14.5	30.4	31.8	14.9	95.2		
	Female	1.9	0.4	1.5	8.1	25.4	38.6	24.2	97.8		
Qld	Male	1.9	4.8	8.7	21.3	30.0	23.2	10.0	93.3		
	Female	1.0	1.9	4.6	15.2	29.4	30.8	17.1	97.1		
WA	Male	1.5	5.7	7.3	18.5	30.7	25.9	10.3	92.8		
	Female	0.8	2.7	3.8	12.6	29.6	33.1	17.5	96.5		
SA	Male	3.1	5.2	8.9	23.6	31.5	20.8	6.9	91.8		
	Female	1.5	2.3	4.6	16.7	32.2	29.9	12.8	96.2		
Tas	Male	2.2	4.2	9.0	21.1	31.9	23.3	8.3	93.6		
	Female	1.3	1.4	3.7	14.0	29.3	33.8	16.7	97.4		
ACT	Male	2.6	3.0	5.7	17.6	31.6	27.1	12.4	94.4		
	Female	1.4	1.1	2.6	10.6	27.8	34.9	21.6	97.5		
NT	Male	2.4	28.8	12.6	20.6	20.3	11.6	3.7	68.9		
	Female	1.3	22.6	11.9	18.0	22.7	17.5	6.1	76.1		
Aust	Male	2.5	3.7	6.3	18.0	30.3	27.1	12.2	93.9		
	Female	1.3	1.6	3.2	11.7	27.7	34.3	20.3	97.2		

Figure 3.W3: Achievement of Year 3 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2015.

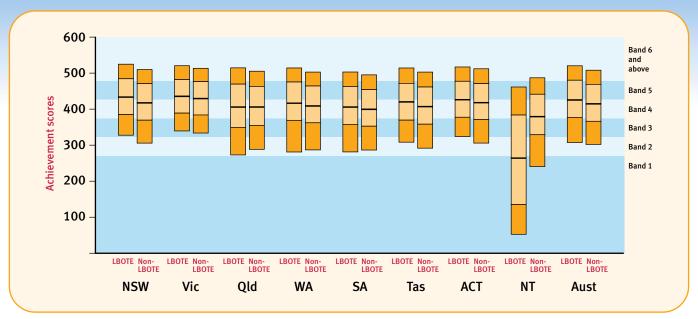


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	370.5 (72.8)	387.6 (62.7)	357.3 (79.5)	316.1 (96.3)	326.8 (86.5)	375.1 (75.8)	367.9 (74.5)	239.3 (114.2)	346.3 (91.7)
Non-Indigenous Mean scale score / (S.D.)	425.7 (62.2)	431.7 (56.2)	410.5 (66.9)	415.4 (64.4)	402.5 (65.4)	410.5 (63.8)	421.3 (63.3)	392.4 (69.5)	420.8 (63.0)

Table 3.W3: Achievement of Year 3 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	Below n minimum (%	standard	At national minimum standard (%)	Abov	At or above national minimum			
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	standard (%)
NSW	Indigenous	2.4	8.0	12.1	26.5	30.0	16.8	4.1	89.5
	Non-Indigenous	1.6	1.6	3.6	12.9	28.5	32.9	19.1	96.8
Vic	Indigenous	7.4	3.4	9.8	23.6	30.4	19.3	6.2	89.2
	Non-Indigenous	2.6	0.7	2.5	11.1	27.9	35.4	19.7	96.7
Qld	Indigenous	2.6	11.5	15.5	27.2	25.0	14.1	4.0	85.8
	Non-Indigenous	1.3	2.6	5.9	17.4	30.2	28.2	14.4	96.0
WA	Indigenous	1.1	26.7	18.4	23.6	20.2	8.3	1.5	72.2
	Non-Indigenous	1.1	2.5	4.6	14.9	30.9	31.2	14.8	96.4
SA	Indigenous	3.9	20.1	17.6	29.3	20.2	7.5	1.4	76.0
	Non-Indigenous	2.1	2.9	6.2	19.8	32.4	26.3	10.3	94.9
Tas	Indigenous	1.6	7.8	12.1	23.1	30.8	19.7	4.8	90.5
	Non-Indigenous	1.7	2.3	5.9	17.2	30.7	29.2	12.9	96.0
ACT	Indigenous	3.8	10.3	13.2	24.3	26.9	16.4	5.0	85.9
	Non-Indigenous	2.0	1.9	3.9	13.9	29.8	31.3	17.2	96.1
NT	Indigenous	2.6	54.3	17.8	14.3	7.7	2.9	0.4	43.2
	Non-Indigenous	1.4	4.3	8.0	23.0	31.9	23.2	8.2	94.3
Aust	Indigenous	2.7	16.1	14.6	25.0	24.8	13.4	3.4	81.2
	Non-Indigenous	1.8	1.8	4.1	14.2	29.3	31.8	17.0	96.4

Figure 3.W4: Achievement of Year 3 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	433.4 (62.3)	435.4 (56.6)	405.7 (76.4)	416.5 (75.0)	405.7 (71.1)	420.0 (63.9)	426.2 (61.1)	264.0 (129.0)	425.3 (70.1)
Non-LBOTE Mean scale score / (S.D.)	417.3 (64.6)	429.3 (56.5)	405.8 (68.9)	408.7 (69.0)	399.4 (67.2)	407.0 (65.7)	418.0 (64.8)	379.2 (79.6)	414.6 (65.5)

Table 3.W4: Achievement of Year 3 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	Below n minimum (%	standard	At national minimum standard (%)	Abov	At or above national minimum			
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	standard (%)
NSW	LBOTE	2.2	1.3	3.0	11.0	25.9	33.2	23.4	96.6
	Non-LBOTE	1.4	2.3	4.6	14.9	29.7	31.2	15.9	96.3
Vic	LBOTE	3.7	0.6	2.3	10.4	26.1	35.2	21.7	95.8
	Non-LBOTE	2.4	0.8	2.7	11.7	28.6	35.1	18.6	96.7
Qld	LBOTE	1.8	4.7	7.6	17.3	27.0	25.7	15.9	93.5
	Non-LBOTE	1.4	3.3	6.7	18.5	30.0	27.0	13.1	95.3
WA	LBOTE	1.9	4.2	4.5	13.0	27.2	31.0	18.2	93.9
	Non-LBOTE	0.9	3.7	5.5	15.9	31.1	29.9	13.1	95.5
SA	LBOTE	4.2	4.0	5.4	17.2	28.9	27.8	12.4	91.8
	Non-LBOTE	1.8	3.5	6.6	20.4	32.5	25.5	9.7	94.7
Tas	LBOTE	7.2	1.7	4.6	14.4	25.9	30.1	16.1	91.0
	Non-LBOTE	1.4	2.9	6.5	17.8	30.9	28.4	12.1	95.7
ACT	LBOTE	4.0	1.3	3.3	13.2	28.0	31.4	18.9	94.8
	Non-LBOTE	1.4	2.3	4.4	14.5	30.3	30.8	16.2	96.2
NT	LBOTE	2.2	48.2	14.8	12.8	11.2	8.2	2.7	49.6
	Non-LBOTE	1.2	7.6	9.8	24.0	30.3	20.2	6.9	91.1
Aust	LBOTE	2.7	2.6	3.7	11.9	26.1	32.2	20.7	94.7
	Non-LBOTE	1.6	2.5	5.0	15.7	29.9	30.3	15.0	95.9

Table 3.W5: Achievement of Year 3 Students in Persuasive Writing, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%) (%) minimum standard (%) standard (%)					andard	At or above national minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Metro	429.2	1.7	1.5	3.4	11.9	27.2	33.4	21.0	96.8
NSW	Provincial	401.2	1.5	3.5	6.4	19.4	32.8	27.0	9.6	95.0
INOW	Remote	376.0	1.6	7.8	11.7	25.3	30.2	17.3	6.1	90.6
	Very Remote	380.2	0.0	7.0	8.9	27.0	28.6	21.6	6.8	93.0
	Metro	435.6	2.8	0.6	2.2	9.9	26.6	36.3	21.6	96.6
Vic	Provincial	416.2	2.8	1.1	4.0	15.9	32.3	31.4	12.5	96.1
VIC	Remote	415.5	2.6	0.5	4.1	16.4	36.9	27.2	12.3	96.9
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	411.1	1.3	2.9	6.0	16.9	29.3	28.4	15.1	95.7
Qld	Provincial	396.2	1.7	3.9	8.1	21.5	31.2	23.9	9.9	94.5
Qiu	Remote	382.9	1.4	7.5	9.3	23.2	29.8	21.5	7.3	91.2
	Very Remote	353.5	1.4	15.0	15.5	24.3	24.8	14.7	4.3	83.6
	Metro	417.0	1.3	2.6	4.5	14.1	30.1	31.5	15.8	96.1
WA	Provincial	391.3	0.9	5.6	7.9	20.6	32.2	24.7	8.1	93.5
WA	Remote	372.5	0.4	11.8	9.3	20.5	29.6	21.6	6.8	87.8
	Very Remote	320.7	0.7	28.9	15.4	19.4	19.1	13.1	3.5	70.5
	Metro	404.1	2.4	3.1	6.2	19.0	31.3	26.9	11.2	94.6
SA	Provincial	387.2	2.1	4.8	8.3	23.7	33.4	21.2	6.5	93.2
JA	Remote	389.5	2.3	3.9	6.9	23.6	35.4	22.6	5.4	93.8
	Very Remote	322.0	1.5	29.2	14.2	19.5	19.7	12.6	3.3	69.4
	Metro	410.3	2.0	2.8	6.4	16.8	28.8	29.5	13.7	95.3
Tas	Provincial	405.6	1.6	2.9	6.5	18.1	32.1	27.6	11.3	95.6
105	Remote	400.3	1.5	1.5	4.5	27.3	32.1	21.8	11.2	97.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	419.8	2.0	2.1	4.2	14.2	29.8	30.9	16.8	95.9
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
7101	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	381.6	2.3	7.3	9.7	23.0	29.1	21.3	7.2	90.4
	Remote	341.7	1.2	19.8	14.4	22.1	24.5	13.6	4.5	79.0
	Very Remote	214.4	1.3	65.2	15.7	10.3	4.8	2.1	0.6	33.5
	Metro	423.6	1.9	1.8	4.0	13.2	28.2	32.4	18.5	96.3
Aust	Provincial	401.6	1.9	3.3	6.5	19.5	32.2	26.6	10.1	94.8
7.030	Remote	373.9	1.1	10.3	9.9	22.3	29.8	20.2	6.5	88.6
	Very Remote	300.0	1.1	35.2	15.2	18.4	16.8	10.5	2.9	63.7

Table 3.W6: Achievement of Year 3 Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%) (%) minimum standard (%) standard (%)					andard	At or above national minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Metro	380.8	2.5	5.8	10.7	24.7	31.1	19.7	5.5	91.7
NSW	Provincial	363.8	2.4	9.5	12.7	27.5	29.7	15.0	3.1	88.1
INOW	Remote	335.8	2.7	14.7	19.8	34.1	23.0	5.3	0.4	82.5
	Very Remote	349.7	0.0	13.6	14.2	31.9	22.0	14.9	3.4	86.4
	Metro	395.7	6.4	3.3	8.1	20.9	29.7	23.3	8.2	90.2
Vic	Provincial	380.2	8.2	3.5	11.3	25.9	30.9	15.7	4.4	88.3
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	363.8	2.2	9.6	14.8	27.2	26.2	15.3	4.8	88.2
Qld	Provincial	362.9	3.6	9.4	14.5	26.9	26.4	15.3	4.0	87.0
Qiu	Remote	328.9	3.4	20.5	17.2	31.3	18.2	7.3	2.1	76.1
	Very Remote	323.9	1.2	22.9	21.4	26.5	18.7	7.9	1.4	75.9
	Metro	349.4	1.7	14.6	15.2	26.0	26.5	13.2	2.9	83.8
WA	Provincial	320.0	0.9	23.8	20.7	26.1	20.7	7.2	0.6	75.3
WA	Remote	300.4	0.3	33.3	18.3	21.9	18.9	6.0	1.3	66.5
	Very Remote	266.1	1.0	46.2	21.9	18.3	9.7	2.8	0.2	52.9
	Metro	343.8	4.4	13.2	16.9	31.1	22.6	9.7	2.0	82.3
SA	Provincial	325.7	3.9	18.6	19.3	30.8	20.7	5.6	1.1	77.5
JA	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	252.8	1.1	56.1	16.3	16.7	7.6	2.2	0.0	42.8
	Metro	374.1	0.9	8.6	11.4	24.2	29.6	20.1	5.2	90.5
Tas	Provincial	376.4	2.2	7.2	12.6	22.1	31.8	19.5	4.6	90.6
105	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.
	Metro	368.3	3.3	10.8	13.1	23.7	26.7	17.2	5.2	85.9
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACI	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	324.0	5.5	20.5	18.7	27.8	17.6	8.5	1.4	74.0
	Remote	278.6	2.6	39.0	22.6	18.8	12.2	4.2	0.4	58.4
	Very Remote	194.0	1.4	72.8	16.0	7.5	2.2	0.1	0.0	25.8
	Metro	369.3	2.7	8.7	12.9	25.8	28.1	17.0	4.9	88.6
Aust	Provincial	358.1	3.4	11.0	14.3	27.0	27.3	13.9	3.1	85.6
Aust	Remote	307.6	2.0	28.7	19.2	25.4	17.8	5.8	1.1	69.3
	Very Remote	251.8	1.2	51.2	18.8	16.1	9.0	3.3	0.5	47.6

Table 3.W7: Achievement of Year 3 Non-Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%) (%) minimum standard (%) minimum standard (%)					andard	At or above national minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Metro	430.9	1.6	1.3	3.1	11.4	27.1	34.0	21.4	97.1
NSW	Provincial	406.7	1.3	2.6	5.4	18.1	33.2	28.8	10.5	96.0
INOW	Remote	404.5	0.8	2.7	6.2	18.7	35.4	26.1	10.1	96.5
	Very Remote	416.1	0.0	0.0	3.8	20.0	34.0	30.6	11.5	100.0
	Metro	436.1	2.6	0.6	2.1	9.8	26.6	36.5	21.8	96.8
Vic	Provincial	417.5	2.5	1.0	3.7	15.5	32.4	32.0	12.9	96.5
VIC	Remote	416.0	2.6	0.5	4.2	16.8	35.3	27.9	12.6	96.8
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	414.4	1.3	2.4	5.4	16.2	29.5	29.4	15.9	96.3
Qld	Provincial	400.9	1.5	3.1	7.1	20.6	31.8	25.2	10.7	95.4
Qiu	Remote	399.6	0.7	3.4	6.8	20.5	33.4	26.1	9.1	95.9
	Very Remote	395.7	1.6	3.2	7.8	21.7	33.3	24.4	8.1	95.2
	Metro	419.9	1.3	2.1	4.1	13.5	30.2	32.3	16.4	96.6
WA	Provincial	399.5	0.8	3.6	6.4	20.0	33.5	26.7	9.0	95.7
WA	Remote	397.5	0.4	4.4	6.2	19.8	33.3	26.8	8.9	95.1
	Very Remote	392.6	0.0	6.1	6.6	20.8	32.1	26.7	7.7	93.9
	Metro	406.3	2.2	2.7	5.7	18.5	31.6	27.6	11.6	95.1
SA	Provincial	391.5	2.0	3.7	7.6	23.2	34.3	22.4	6.9	94.3
JA	Remote	394.2	2.3	2.0	5.9	24.1	36.9	23.4	5.4	95.7
	Very Remote	394.2	2.0	2.2	9.7	22.4	32.7	24.0	6.9	95.8
	Metro	413.5	2.0	2.3	5.9	16.2	28.8	30.3	14.5	95.7
Tas	Provincial	408.2	1.5	2.4	6.0	17.8	32.2	28.4	11.8	96.2
105	Remote	406.4	1.8	0.0	3.6	25.8	35.3	22.5	10.9	98.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	421.3	2.0	1.9	3.9	13.9	29.8	31.3	17.2	96.1
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
7101	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	395.0	1.7	4.0	7.5	22.0	32.0	24.2	8.6	94.3
	Remote	387.6	0.3	5.3	8.2	24.6	33.6	20.6	7.5	94.4
	Very Remote	372.8	0.9	5.5	13.9	32.3	25.3	17.2	4.8	93.6
	Metro	425.7	1.8	1.6	3.6	12.8	28.2	33.0	19.0	96.6
Aust	Provincial	406.3	1.7	2.5	5.7	18.6	32.7	28.0	10.8	95.8
7.030	Remote	397.4	0.8	3.7	6.5	21.2	34.1	25.3	8.4	95.5
	Very Remote	392.6	0.9	4.3	8.0	22.7	32.0	24.7	7.5	94.8

Table 3.W8: Achievement of Year 3 Students in Persuasive Writing, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	Below r minimum (%		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	446.9	1.3	0.6	1.4	6.9	23.6	37.6	28.7	98.2
	Diploma	423.3	1.3	1.3	3.3	13.1	31.1	33.8	16.2	97.4
NSW	Certificate	405.3	1.5	2.5	5.6	18.9	33.4	28.2	9.9	95.9
NOW	Year 12	409.4	2.0	2.3	5.4	18.0	31.2	28.9	12.2	95.6
	Year 11	377.9	3.2	6.5	10.9	25.0	30.7	18.7	5.1	90.3
	Not stated (4%)	412.3	3.3	3.4	6.3	15.7	27.1	27.5	16.8	93.3
	Bachelor	448.4	1.7	0.2	1.0	6.3	23.1	39.6	28.0	98.1
	Diploma	427.6	2.3	0.6	2.6	11.9	30.3	35.8	16.5	97.1
\/:-	Certificate	416.7	2.8	1.1	3.6	15.4	33.0	31.9	12.2	96.1
Vic	Year 12	422.1	3.7	0.8	3.1	13.8	30.8	33.0	14.7	95.4
	Year 11	397.7	7.2	2.3	7.0	21.4	31.1	23.9	7.2	90.5
	Not stated (3%)	429.7	5.4	1.0	3.1	11.4	27.5	32.0	19.5	93.6
	Bachelor	435.0	0.9	0.9	2.4	10.5	27.3	34.9	23.2	98.2
	Diploma	408.7	1.2	2.3	5.6	18.3	31.8	28.6	12.3	96.5
014	Certificate	395.2	1.2	3.6	8.0	22.2	32.3	23.7	9.0	95.2
Qld	Year 12	391.4	1.6	4.6	9.0	22.0	31.2	23.5	8.1	93.8
	Year 11	361.2	2.9	10.0	15.1	27.3	26.6	14.4	3.9	87.2
	Not stated (9%)	388.3	2.9	6.0	9.4	21.8	29.0	21.5	9.3	91.1
	Bachelor	437.7	0.8	0.8	1.9	8.7	27.0	37.8	23.1	98.4
	Diploma	413.4	0.9	2.4	4.4	15.4	32.3	31.9	12.7	96.7
14/4	Certificate	397.8	0.9	4.2	6.7	19.6	33.8	26.3	8.5	94.9
WA	Year 12	398.1	1.6	3.8	7.1	19.4	33.0	26.0	9.1	94.6
	Year 11	360.5	1.5	11.9	12.7	25.0	29.9	15.4	3.6	86.5
	Not stated (11%)	379.0	2.3	10.7	9.1	18.5	28.1	22.0	9.3	87.0
	Bachelor	426.4	1.5	0.9	2.5	12.9	30.6	34.3	17.2	97.6
	Diploma	404.9	1.2	2.2	5.5	19.3	34.8	27.4	9.5	96.6
CA	Certificate	387.6	1.8	4.1	8.2	24.3	34.5	21.3	5.8	94.1
SA	Year 12	390.8	2.5	4.0	7.8	23.6	32.1	22.6	7.3	93.4
	Year 11	358.1	4.4	9.7	15.1	28.9	26.4	12.8	2.8	85.9
	Not stated (10%)	379.9	4.7	7.5	8.8	22.4	30.8	19.6	6.3	87.9

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.W8 (cont.): Achievement of Year 3 Students in Persuasive Writing, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%) minimum standard standard (%)			Above national minimum standard (%)				
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Bachelor	435.7	0.9	1.0	2.4	9.7	26.7	36.7	22.7	98.1
	Diploma	421.4	0.8	1.0	3.5	13.9	32.0	34.5	14.4	98.2
Tas	Certificate	400.6	1.6	2.9	6.6	20.6	32.9	26.8	8.6	95.5
145	Year 12	394.3	2.3	2.8	8.7	23.8	32.5	21.2	8.7	94.9
	Year 11	371.2	2.4	7.1	14.1	25.1	30.3	16.9	4.1	90.5
	Not stated (10%)	410.4	3.8	2.2	5.7	16.1	31.6	28.9	11.8	94.1
	Bachelor	433.0	1.6	0.9	2.2	10.7	29.0	34.5	21.2	97.5
	Diploma	408.6	2.0	3.0	4.8	17.0	31.8	30.4	11.1	95.1
ACT	Certificate	398.5	1.8	3.6	6.8	20.8	33.1	23.9	9.9	94.6
	Year 12	406.0	1.5	3.4	6.8	18.6	29.2	27.8	12.7	95.1
	Year 11	400.3	4.7	6.1	11.5	17.0	22.5	21.3	16.8	89.2
	Not stated (10%)	408.7	3.6	3.0	5.8	16.5	30.1	28.4	12.6	93.4
	Bachelor	406.7	1.1	2.3	5.7	19.2	32.6	28.0	11.0	96.6
	Diploma	378.1	1.0	6.6	8.2	27.9	31.4	19.1	5.8	92.4
NT	Certificate	357.0	2.2	13.1	12.9	25.0	27.0	16.0	3.8	84.6
INI	Year 12	353.1	2.7	13.4	13.5	26.0	26.1	14.4	4.0	83.9
	Year 11	262.0	1.8	46.5	20.1	16.9	10.5	3.3	0.8	51.7
	Not stated (27%)	258.9	2.3	50.1	13.2	12.1	10.9	8.2	3.2	47.6
	Bachelor	442.2	1.3	0.6	1.6	8.1	25.1	37.4	25.9	98.1
	Diploma	418.7	1.5	1.5	3.9	14.6	31.4	32.5	14.5	97.0
Aust	Certificate	402.8	1.7	2.8	6.1	19.5	33.1	27.1	9.7	95.4
Aust	Year 12	404.4	2.3	3.0	6.2	18.7	31.3	27.5	10.9	94.7
	Year 11	373.0	3.9	7.9	11.6	24.7	29.1	17.9	4.9	88.2
	Not stated (6%)	389.7	3.3	7.9	8.0	18.1	27.7	23.5	11.4	88.8

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.W9: Achievement of Year 3 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	Below national minimum standard (%)		At Above national minimum standard (%) nimum andard (%)				
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Group 1	447.2	0.9	0.5	1.4	6.8	23.4	37.9	29.0	98.5
	Group 2	432.7	1.1	0.9	2.3	10.8	28.5	35.5	20.8	98.0
NSW	Group 3	415.0	1.4	1.8	4.2	16.0	32.4	31.1	13.2	96.8
INSW	Group 4	401.6	2.0	3.0	6.6	20.3	32.5	25.5	10.1	95.1
	Not in paid work	380.1	4.1	6.6	10.6	23.4	29.7	19.5	6.2	89.3
	Not stated (7%)	409.5	3.1	3.4	6.4	16.9	27.8	27.5	14.9	93.5
	Group 1	450.6	1.2	0.2	0.9	5.7	22.4	40.2	29.4	98.6
	Group 2	438.1	1.6	0.4	1.6	9.0	27.3	38.3	21.9	98.0
Vic	Group 3	426.1	2.0	0.7	2.6	12.6	31.1	34.8	16.3	97.3
VIC	Group 4	414.7	3.6	1.2	4.1	16.1	32.3	30.9	11.8	95.2
	Not in paid work	401.4	8.1	2.1	6.4	20.1	30.4	24.3	8.6	89.7
	Not stated (2%)	428.9	6.4	1.0	3.2	11.6	26.4	32.4	19.0	92.6
	Group 1	434.3	0.8	1.0	2.5	10.5	27.7	34.7	22.9	98.2
	Group 2	419.3	0.8	1.4	4.2	15.3	31.2	31.2	16.0	97.8
Qld	Group 3	402.0	1.2	2.9	6.8	20.5	32.0	25.8	10.8	95.9
Qia	Group 4	383.7	1.8	5.6	10.1	24.7	30.5	20.3	6.9	92.6
	Not in paid work	362.3	3.0	9.9	15.3	26.7	25.6	14.7	4.7	87.1
	Not stated (16%)	386.2	2.6	6.0	10.0	22.5	29.0	21.5	8.5	91.4
	Group 1	435.8	0.6	1.0	2.1	9.3	27.3	36.9	22.8	98.4
	Group 2	420.8	0.7	1.7	3.9	13.3	30.9	34.0	15.5	97.6
WA	Group 3	405.0	1.0	3.0	5.4	18.1	33.8	28.6	10.1	96.0
WA	Group 4	388.2	1.2	5.7	8.6	21.5	32.6	22.8	7.6	93.1
	Not in paid work	366.0	2.0	12.2	11.7	22.3	27.9	18.0	6.0	85.8
	Not stated (18%)	384.3	2.4	8.9	8.7	18.8	29.0	23.0	9.2	88.7
	Group 1	426.2	1.1	0.9	2.4	13.2	30.7	34.3	17.4	98.0
	Group 2	411.0	1.4	1.8	4.3	17.9	33.9	29.0	11.8	96.9
SA	Group 3	396.5	1.5	2.8	6.9	22.1	34.4	24.8	7.4	95.7
ЭA	Group 4	384.5	1.9	5.0	8.5	25.2	32.8	20.4	6.2	93.1
	Not in paid work	367.0	4.3	8.7	12.2	27.0	28.3	15.5	4.1	87.1
	Not stated (19%)	375.5	4.9	7.5	11.3	23.5	29.1	18.1	5.6	87.6

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.W9 (cont.): Achievement of Year 3 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	Below national minimum standard national minimum standard (%) minimum standard (%)				andard	At or above national minimum standard	
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Group 1	436.0	0.8	1.1	2.1	8.9	28.1	36.7	22.3	98.1
	Group 2	420.1	0.5	0.9	3.9	16.1	29.8	33.2	15.5	98.6
Tas	Group 3	408.1	1.4	1.6	5.8	18.1	34.0	29.0	10.0	97.0
IdS	Group 4	388.9	1.5	4.3	10.2	23.5	30.4	23.1	6.9	94.2
	Not in paid work	366.5	4.2	8.1	13.5	26.5	30.7	13.7	3.4	87.8
	Not stated (14%)	402.4	3.5	3.5	6.9	17.8	31.4	26.7	10.2	93.1
	Group 1	432.6	1.6	1.1	2.6	10.8	28.2	34.0	21.7	97.3
	Group 2	425.2	1.6	1.6	3.1	12.3	29.6	34.1	17.6	96.7
ACT	Group 3	409.0	1.0	2.5	4.6	18.1	34.6	26.8	12.3	96.5
ACI	Group 4	389.0	5.2	4.6	11.0	22.4	28.1	20.2	8.6	90.2
	Not in paid work	380.2	4.2	8.2	11.3	18.9	30.2	19.8	7.4	87.5
	Not stated (17%)	407.0	3.0	3.0	5.9	18.2	29.8	27.8	12.2	93.9
	Group 1	399.7	1.2	3.4	6.5	21.3	31.9	25.4	10.3	95.4
	Group 2	387.4	0.7	5.9	7.6	23.3	33.1	22.2	7.3	93.4
NT	Group 3	363.8	1.6	9.4	14.0	26.6	29.2	15.6	3.6	89.0
IN I	Group 4	328.0	2.2	23.9	15.8	22.6	19.4	12.2	3.9	73.8
	Not in paid work	253.3	2.5	50.8	17.8	16.1	7.9	4.3	0.7	46.8
	Not stated (29%)	260.1	2.6	49.3	13.5	12.0	11.2	8.4	3.0	48.2
	Group 1	441.9	0.9	0.7	1.7	8.2	25.2	37.3	26.0	98.4
	Group 2	428.4	1.2	1.0	2.8	12.0	29.3	34.7	18.9	97.8
Aust	Group 3	411.9	1.5	2.0	4.8	17.0	32.3	29.9	12.6	96.5
Aust	Group 4	398.3	2.3	3.6	7.1	20.5	31.9	25.2	9.3	94.1
	Not in paid work	379.9	5.1	6.9	10.3	22.9	28.8	19.6	6.5	88.0
	Not stated (11%)	388.9	3.2	7.1	8.7	19.5	28.2	23.1	10.2	89.7

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

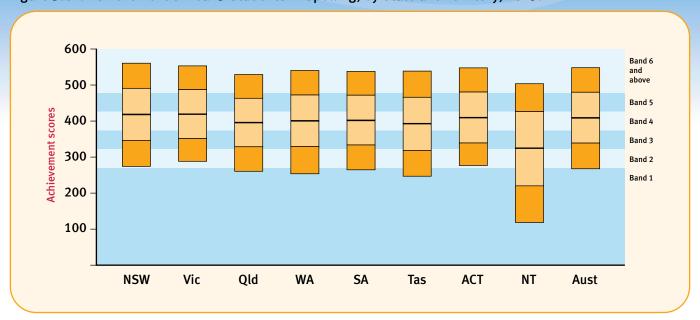
Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2015.

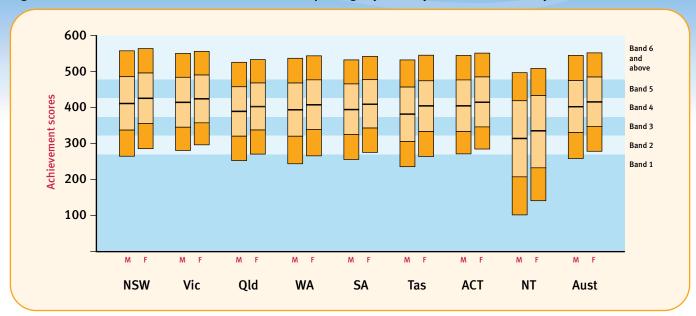


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	418.2 (86.1)	419.1 (80.0)	395.7 (80.3)	400.5 (86.2)	401.7 (82.2)	392.8 (87.0)	409.5 (82.2)	324.7 (119.3)	408.8 (84.7)

Table 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2015.

State/ Territory	Participation rate (%) Absent (%) Withdrawn (%)			Below n minimum (%	standard	At national minimum standard (%)	Above	andard	At or above national minimum standard			
		Pa	- X	Wit	Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
NSW	8yrs 7mths 3yrs 4mths	97.1	1.6	1.3	1.6	4.5	8.6	16.6	23.0	21.7	24.0	93.9
Vic	8yrs 9mths 3yrs 4mths	94.6	2.6	2.8	2.8	2.9	7.9	17.3	24.2	22.2	22.6	94.3
Qld	8yrs 5mths 3yrs 4mths	93.3	2.2	4.5	1.4	6.2	11.5	20.8	25.6	19.4	15.2	92.4
WA	8yrs 5mths 3yrs 4mths	95.5	2.7	1.8	1.2	7.0	10.6	18.8	23.9	20.6	18.0	91.9
SA	8yrs 7mths 3yrs 4mths	93.0	2.8	4.2	2.3	5.5	10.4	19.9	24.4	19.9	17.6	92.2
Tas	8yrs 10mths 3yrs 4mths	94.9	2.7	2.3	1.7	8.2	12.5	19.8	23.0	18.7	16.1	90.0
ACT	8yrs 8mths 3yrs 4mths	93.1	2.2	4.7	2.0	4.0	10.0	19.0	24.4	20.0	20.5	94.0
NT	8yrs 6mths 3yrs 4mths	88.9	8.8	2.3	1.8	30.6	13.9	16.8	17.1	11.7	8.1	67.5
Aust	8yrs 7mths 3yrs 4mths	95.0	2.3	2.7	1.9	5.2	9.6	18.2	24.0	20.9	20.3	93.0

Figure 3.S2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2015.

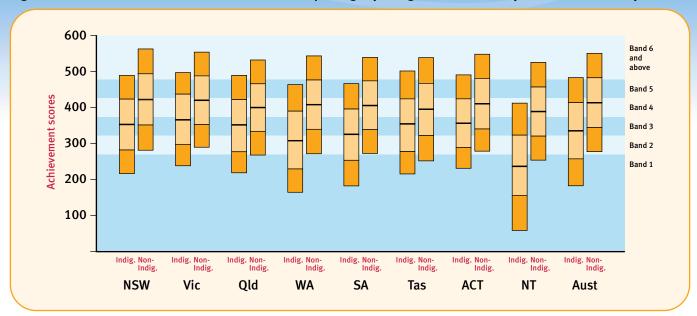


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	411.1 (87.8)	414.3 (81.2)	389.2 (81.5)	393.7 (88.3)	394.3 (83.3)	381.7 (88.2)	404.6 (83.2)	314.0 (122.2)	402.3 (86.3)
Female Mean scale score / (S.D.)	425.5 (83.6)	424.1 (78.4)	402.6 (78.4)	407.5 (83.4)	409.2 (80.4)	404.5 (84.1)	414.7 (80.7)	335.3 (115.3)	415.5 (82.5)

Table 3.S2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2015.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	Abov	Above national minimum standard (%)				
	Exem		Exempt Band 1		2 Band 3 Band 4 Ba		Band 5	Band 6 and above	standard (%)	
NSW	Male	2.2	5.5	9.8	17.5	22.7	20.4	21.9	92.3	
	Female	1.1	3.3	7.3	15.7	23.3	23.0	26.2	95.6	
Vic	Male	3.6	3.6	8.7	18.0	23.9	21.1	21.2	92.8	
	Female	1.9	2.3	7.1	16.7	24.5	23.5	24.1	95.9	
Qld	Male	1.8	7.4	12.8	21.5	24.8	17.9	13.9	90.7	
	Female	0.9	4.8	10.1	20.1	26.4	21.0	16.6	94.2	
WA	Male	1.5	8.5	11.7	19.3	23.1	19.3	16.6	90.0	
	Female	0.8	5.4	9.5	18.2	24.7	22.0	19.5	93.8	
SA	Male	3.1	6.7	11.7	20.8	23.6	18.3	15.8	90.2	
	Female	1.5	4.3	9.2	19.0	25.2	21.4	19.5	94.2	
Tas	Male	2.2	10.6	14.1	20.7	21.9	16.7	13.8	87.2	
	Female	1.3	5.6	10.8	18.8	24.1	20.9	18.6	93.1	
ACT	Male	2.5	4.7	11.2	19.5	24.0	19.1	19.1	92.8	
	Female	1.4	3.3	8.7	18.6	24.8	21.1	22.1	95.3	
NT	Male	2.4	33.4	14.5	16.5	15.4	10.7	7.1	64.2	
	Female	1.3	27.9	13.2	17.0	18.8	12.7	9.2	70.8	
Aust	Male	2.4	6.3	10.7	19.0	23.5	19.6	18.6	91.3	
	Female	1.2	4.0	8.4	17.5	24.5	22.3	22.1	94.7	

Figure 3.S3: Achievement of Year 3 Students in Spelling, by Indigenous Status, by State and Territory, 2015.

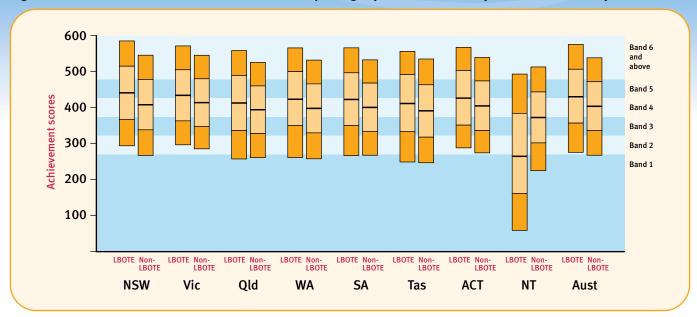


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	352.9 (82.6)	365.8 (78.9)	351.8 (82.5)	308.0 (92.1)	325.5 (85.2)	354.5 (85.8)	356.3 (80.0)	236.6 (105.4)	335.3 (93.1)
Non-Indigenous Mean scale score / (S.D.)	422.1 (84.5)	420.0 (79.7)	399.9 (78.9)	408.0 (81.5)	405.5 (80.2)	395.2 (85.6)	410.4 (81.6)	388.8 (81.8)	413.3 (82.1)

Table 3.S3: Achievement of Year 3 Students in Spelling, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	Below n minimum (%	standard	At national minimum standard (%)	(%)				At or above national minimum
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	standard (%)
NSW	Indigenous	2.4	15.9	18.6	24.0	20.5	12.2	6.5	81.6
	Non-Indigenous	1.6	3.7	8.0	16.2	23.2	22.3	25.1	94.7
Vic	Indigenous	7.4	10.7	16.9	23.9	19.2	14.2	7.8	81.9
	Non-Indigenous	2.6	2.8	7.8	17.2	24.3	22.4	22.9	94.6
Qld	Indigenous	2.6	17.1	18.8	22.3	20.9	11.6	6.7	80.3
	Non-Indigenous	1.3	5.2	10.8	20.6	26.0	20.2	16.0	93.5
WA	Indigenous	1.1	35.7	20.3	18.9	13.2	7.7	3.2	63.3
	Non-Indigenous	1.1	4.7	9.8	18.6	24.7	21.7	19.3	94.1
SA	Indigenous	3.7	24.9	21.1	23.0	16.1	7.6	3.6	71.4
	Non-Indigenous	2.2	4.6	9.9	19.7	24.9	20.5	18.3	93.3
Tas	Indigenous	1.6	16.9	18.5	22.0	21.9	10.9	8.2	81.5
	Non-Indigenous	1.7	7.5	12.1	19.8	23.1	19.5	16.3	90.8
ACT	Indigenous	3.8	13.8	20.0	23.3	20.3	11.5	7.4	82.4
	Non-Indigenous	1.9	3.8	9.8	19.0	24.5	20.3	20.6	94.3
NT	Indigenous	2.6	62.5	15.1	10.1	6.1	2.7	1.0	34.9
	Non-Indigenous	1.3	7.1	13.0	21.7	25.2	18.3	13.4	91.6
Aust	Indigenous	2.7	23.3	18.6	21.4	18.0	10.4	5.6	74.0
	Non-Indigenous	1.8	4.0	9.0	18.0	24.4	21.6	21.2	94.2

Figure 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	440.7 (87.3)	433.7 (82.8)	412.5 (90.0)	422.9 (92.0)	422.3 (89.0)	411.1 (92.0)	426.1 (85.3)	264.4 (130.5)	429.9 (91.1)
Non-LBOTE Mean scale score / (S.D.)	407.7 (83.5)	413.6 (78.2)	393.9 (79.0)	397.5 (82.1)	400.2 (79.8)	390.8 (85.9)	404.4 (80.5)	372.2 (87.3)	403.3 (81.2)

Table 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	Below n minimum (%	standard	At national minimum standard (%)	Abov	At or above national minimum			
		Exempt	Band 1	Band 2	Band 3	Band 3 Band 4 Bar		Band 6 and above	standard (%)
NSW	LBOTE	2.2	2.8	6.0	13.0	20.2	22.8	33.1	95.1
	Non-LBOTE	1.4	5.3	9.8	18.3	24.3	21.2	19.8	93.3
Vic	LBOTE	3.6	2.3	6.3	14.4	21.6	22.6	29.0	94.0
	Non-LBOTE	2.4	3.2	8.5	18.4	25.2	22.1	20.2	94.4
Qld	LBOTE	1.8	6.5	9.7	15.8	21.8	21.0	23.3	91.7
	Non-LBOTE	1.4	6.1	11.7	21.3	26.0	19.2	14.3	92.5
WA	LBOTE	1.9	5.7	7.5	13.5	21.2	22.6	27.4	92.4
	Non-LBOTE	0.9	6.5	10.9	20.1	24.9	20.8	15.9	92.7
SA	LBOTE	4.2	5.1	7.3	14.6	21.1	21.6	26.0	90.6
	Non-LBOTE	1.8	5.2	10.6	20.6	25.3	20.1	16.4	93.0
Tas	LBOTE	7.2	7.8	8.4	14.6	20.0	19.8	22.2	85.0
	Non-LBOTE	1.4	8.3	12.8	20.3	23.3	18.8	15.2	90.3
ACT	LBOTE	3.9	3.2	7.8	15.8	21.8	20.4	27.1	92.9
	Non-LBOTE	1.4	4.3	10.7	20.1	25.2	19.9	18.4	94.3
NT	LBOTE	2.1	55.1	12.0	9.5	8.6	6.6	6.0	42.8
	Non-LBOTE	1.2	11.5	15.1	21.9	24.2	15.8	10.3	87.2
Aust	LBOTE	2.7	4.4	6.8	13.8	20.7	22.2	29.5	93.0
	Non-LBOTE	1.6	5.2	10.3	19.6	25.0	20.6	17.7	93.2

Table 3.S5: Achievement of Year 3 Students in Spelling, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	Below r minimum (%		At national minimum standard (%)	andard	At or above national minimum standard			
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Metro	427.3	1.7	3.4	7.3	15.1	22.6	22.7	27.1	94.9
NSW	Provincial	389.1	1.5	7.6	12.8	21.4	24.4	18.5	13.8	91.0
INOW	Remote	361.3	1.6	15.5	16.7	22.6	20.5	13.2	9.9	82.9
	Very Remote	368.0	0.0	9.5	20.9	25.3	21.8	11.8	10.9	90.5
	Metro	425.9	2.8	2.4	6.9	16.1	23.8	23.0	25.1	94.9
Vic	Provincial	397.6	2.8	4.8	11.3	21.2	25.5	19.7	14.8	92.5
VIC	Remote	381.4	2.6	9.2	15.4	20.0	23.1	19.0	10.8	88.2
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	402.2	1.3	5.2	10.3	19.9	25.8	20.5	17.0	93.5
Qld	Provincial	383.3	1.6	7.6	13.9	23.1	25.4	17.1	11.4	90.8
Qiu	Remote	369.7	1.4	11.8	16.1	21.5	24.0	16.2	9.0	86.8
	Very Remote	345.7	1.2	20.6	19.0	20.9	20.2	11.4	6.8	78.2
	Metro	411.2	1.3	4.6	9.2	17.8	24.4	22.2	20.5	94.1
WA	Provincial	377.0	0.9	10.5	14.4	22.7	23.7	16.6	11.3	88.6
***	Remote	361.3	0.4	15.7	15.4	22.4	22.3	15.1	8.6	83.9
	Very Remote	309.7	0.5	36.5	19.5	15.9	13.7	8.8	5.1	63.0
	Metro	407.8	2.4	4.6	9.7	19.1	24.2	20.7	19.5	93.1
SA	Provincial	388.1	2.1	7.2	12.4	22.2	25.1	18.0	13.0	90.8
	Remote	389.5	2.6	6.8	11.1	21.8	26.7	17.6	13.4	90.6
	Very Remote	321.2	1.5	32.3	15.6	17.7	19.4	10.0	3.5	66.2
	Metro	396.8	2.0	8.2	11.5	18.3	22.3	20.2	17.5	89.9
Tas	Provincial	389.8	1.6	8.2	13.2	20.8	23.5	17.6	15.1	90.2
	Remote	389.6	1.5	5.2	15.2	22.1	23.9	19.1	13.0	93.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	409.6	2.0	4.0	10.0	19.0	24.4	20.1	20.5	94.0
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	•
	Metro	200.0	-		4/4	24.2	- 22.7	16.	42.6	-
NT	Provincial	380.8	2.3	9.7	14.1	21.3	23.7	16.4	12.6	88.0
	Remote	334.2	1.2	27.0	16.4	18.2	18.3	12.5	6.3	71.7
	Very Remote	210.9	1.3	73.6	11.7	7.1	3.5	2.0	0.8	25.0
	Metro	417.9	1.9	3.8	8.3	17.0	23.9	22.1	23.0	94.3
Aust	Provincial	388.5	1.8	7.2	12.8	21.9	24.8	18.2	13.2	91.0
	Remote	363.5	1.2	15.0	15.4	21.5	22.5	15.2	9.1	83.8
	Very Remote	292.7	1.0	42.0	16.7	15.2	13.2	7.6	4.3	57.0

Table 3.S6: Achievement of Year 3 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	Below r minimum (%		At national (%) minimum standard (%) Rand 2 Rand 3 Rand 4 Rand 5 Rand 6					At or above national minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Metro	363.7	2.5	12.7	16.8	23.9	22.0	13.9	8.1	84.7
NCW	Provincial	345.2	2.4	18.4	19.7	24.0	19.4	10.9	5.3	79.3
NSW	Remote	326.5	2.7	24.2	22.1	23.2	15.9	9.6	2.3	73.1
	Very Remote	337.5	0.0	13.9	29.5	26.8	18.3	8.1	3.4	86.1
	Metro	374.9	6.4	8.5	15.4	23.8	20.9	15.5	9.6	85.1
Vic	Provincial	357.6	8.2	12.7	18.2	24.0	17.6	13.1	6.3	79.1
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	358.8	2.2	15.1	17.7	22.7	21.4	13.0	7.8	82.6
Qld	Provincial	356.2	3.5	14.0	18.6	23.6	22.5	11.3	6.5	82.6
Qiu	Remote	320.6	3.8	28.4	22.3	18.6	15.9	8.1	2.8	67.7
	Very Remote	321.0	0.8	30.6	22.3	17.9	16.4	7.8	4.2	68.6
	Metro	340.8	1.7	22.0	18.6	22.8	17.7	11.7	5.7	76.4
WA	Provincial	306.4	0.9	36.5	21.7	19.1	11.9	7.6	2.3	62.5
WA	Remote	299.0	0.3	39.1	19.6	19.6	13.1	6.0	2.3	60.6
	Very Remote	259.7	0.8	56.1	22.2	11.4	7.1	1.9	0.5	43.1
	Metro	341.2	4.0	18.7	20.6	24.1	17.9	9.4	5.3	77.2
SA	Provincial	322.0	3.9	24.1	23.2	24.2	15.8	6.7	2.1	72.0
JA	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	268.5	1.1	54.6	18.0	13.7	8.5	2.8	1.3	44.3
	Metro	353.1	0.9	17.2	18.3	24.3	20.5	10.4	8.3	81.9
Tas	Provincial	356.3	2.2	16.4	18.9	20.1	22.6	11.4	8.3	81.4
las	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.
	Metro	357.1	3.3	13.7	19.7	23.5	20.1	11.9	7.7	82.9
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACI	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	323.3	5.5	24.7	21.7	21.3	16.0	7.8	3.0	69.9
	Remote	271.7	2.6	51.4	20.4	12.6	8.2	3.5	1.2	46.0
	Very Remote	191.9	1.4	81.4	10.7	4.7	1.4	0.4	0.0	17.2
	Metro	358.0	2.7	14.9	17.6	23.4	20.8	13.0	7.6	82.4
Aust	Provincial	344.1	3.3	18.7	19.7	23.2	19.2	10.6	5.3	77.9
Aust	Remote	301.7	2.1	37.2	20.6	18.5	13.2	6.4	2.1	60.7
	Very Remote	249.0	1.0	59.2	17.4	10.7	7.4	2.9	1.3	39.8

Table 3.S7: Achievement of Year 3 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	Below r minimum (%		At national minimum standard (%)	tional (%) nimum ndard (%)				
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Metro	429.5	1.6	3.1	6.9	14.9	22.6	23.0	27.8	95.3
NSW	Provincial	395.7	1.3	6.0	11.7	21.0	25.2	19.6	15.1	92.7
INOW	Remote	385.5	0.8	9.0	13.3	22.5	23.8	15.4	15.2	90.2
	Very Remote	408.7	0.0	3.8	8.9	22.1	26.8	17.4	20.9	96.2
	Metro	426.4	2.6	2.3	6.8	16.1	23.8	23.1	25.3	95.1
Vic	Provincial	399.0	2.5	4.5	11.0	21.1	25.8	20.0	15.1	93.0
VIC	Remote	381.5	2.6	9.5	15.8	19.5	22.1	19.5	11.1	87.9
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	405.0	1.2	4.6	9.8	19.7	26.1	21.0	17.6	94.2
Qld	Provincial	387.1	1.5	6.7	13.1	23.0	25.8	17.9	12.1	91.9
Qiu	Remote	384.8	0.7	6.7	14.1	22.0	26.8	18.9	10.9	92.6
	Very Remote	380.4	1.6	6.8	14.8	24.9	25.2	16.4	10.3	91.6
	Metro	414.3	1.3	4.0	8.8	17.4	24.6	22.7	21.2	94.8
WA	Provincial	385.1	0.8	7.5	13.5	23.1	25.1	17.7	12.2	91.7
WA	Remote	383.2	0.5	7.6	13.6	23.4	25.7	18.3	10.9	91.9
	Very Remote	376.6	0.0	9.9	16.3	21.6	23.0	17.9	11.3	90.1
	Metro	410.0	2.2	4.1	9.3	18.9	24.5	21.1	19.9	93.7
SA	Provincial	392.9	2.0	5.9	11.6	22.2	25.7	18.8	13.8	92.1
JA	Remote	394.9	2.7	4.9	10.8	21.6	27.5	18.5	14.0	92.4
	Very Remote	377.4	2.0	8.5	12.5	22.0	31.3	17.6	6.1	89.5
	Metro	400.7	2.0	7.4	11.0	17.8	22.4	21.1	18.3	90.6
Tas	Provincial	390.7	1.5	7.6	12.8	21.4	23.8	18.2	14.7	91.0
105	Remote	397.6	1.8	2.2	16.4	20.4	23.3	22.5	13.5	96.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	410.4	1.9	3.8	9.8	19.0	24.5	20.3	20.6	94.3
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
7101	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	393.2	1.6	6.3	12.4	21.3	25.4	18.3	14.7	92.1
	Remote	379.9	0.3	8.9	13.5	22.0	26.0	19.2	10.1	90.8
	Very Remote	359.9	0.9	12.3	19.4	25.7	20.4	14.7	6.6	86.8
	Metro	420.1	1.8	3.4	7.9	16.8	24.0	22.4	23.6	94.8
Aust	Provincial	393.2	1.7	5.9	12.1	21.8	25.5	19.0	14.1	92.4
7.030	Remote	385.3	0.9	7.2	13.4	22.4	26.0	18.4	11.6	91.9
	Very Remote	377.1	0.9	8.8	15.5	23.4	24.4	16.8	10.3	90.4

Table 3.58: Achievement of Year 3 Students in Spelling, by Parental Education, by State and Territory, 2015.

C										
State/ Territory	Parental education	Mean scale	minimum	national standard	At national	Above	national m (%	imimum Sta 6)	ındard	At or above
		score	(%	6)	minimum					national
					standard					minimum
			_		(%)					standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(76)
	Bachelor	452.3	1.3	1.0	4.1	11.1	20.7	25.1	36.8	97.7
	Diploma	414.9	1.3	3.3	8.3	18.0	25.4	23.0	20.7	95.4
NSW	Certificate	393.6	1.5	6.2	11.8	21.5	25.5	19.4	14.1	92.3
NSW	Year 12	401.3	2.0	5.7	10.8	19.0	25.3	20.2	17.1	92.3
	Year 11	362.7	3.2	13.8	17.1	22.5	21.2	13.6	8.7	83.0
	Not stated (4%)	404.6	3.2	7.3	10.4	17.0	22.2	19.6	20.3	89.4
	Bachelor	443.2	1.6	1.0	4.4	13.1	22.6	25.2	32.0	97.4
	Diploma	413.3	2.3	2.6	8.4	19.0	26.1	22.4	19.4	95.2
Vic	Certificate	398.2	2.8	4.2	10.9	21.6	26.0	20.1	14.4	93.0
VIC	Year 12	405.8	3.7	4.0	9.5	19.2	25.5	21.0	17.1	92.3
	Year 11	376.2	7.2	8.4	14.8	22.3	22.9	14.8	9.6	84.5
	Not stated (3%)	425.7	5.3	2.9	7.2	14.9	22.4	22.2	25.1	91.8
	Bachelor	426.6	0.8	1.6	6.2	16.5	26.0	24.5	24.3	97.5
	Diploma	396.2	1.1	4.6	11.0	22.4	27.3	20.1	13.6	94.3
Qld	Certificate	383.0	1.2	7.4	13.7	23.2	26.4	17.2	10.9	91.4
Qiu	Year 12	382.8	1.6	8.2	13.5	22.2	25.5	17.9	11.1	90.2
	Year 11	351.1	2.8	16.0	19.4	24.0	20.5	11.4	6.0	81.2
	Not stated (9%)	381.1	2.9	9.2	14.1	21.5	24.1	16.4	11.8	87.9
	Bachelor	434.9	0.8	1.7	5.5	14.2	23.9	25.4	28.5	97.5
	Diploma	403.5	0.9	4.4	10.1	19.8	26.8	21.6	16.4	94.7
WA	Certificate	385.9	1.0	7.2	13.3	22.7	25.4	18.7	11.7	91.8
VVA	Year 12	390.2	1.6	8.4	11.9	20.5	23.5	19.5	14.6	90.0
	Year 11	348.8	1.5	18.3	18.7	22.7	20.1	12.3	6.3	80.2
	Not stated (11%)	371.7	2.3	15.0	13.7	18.9	20.9	16.4	12.7	82.7
	Bachelor	433.7	1.6	1.4	5.4	15.0	24.0	24.9	27.8	97.1
	Diploma	401.8	1.3	4.6	10.0	20.7	26.3	20.8	16.2	94.1
SA	Certificate	389.3	1.8	6.0	12.4	23.5	25.7	17.6	13.1	92.2
JA	Year 12	391.8	2.5	6.2	12.0	21.6	25.0	19.8	12.9	91.3
	Year 11	358.5	4.3	14.0	17.3	23.4	21.0	12.5	7.5	81.6
	Not stated (10%)	382.3	4.7	9.4	13.6	20.2	23.2	16.0	12.9	85.9

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.S8 (cont.): Achievement of Year 3 Students in Spelling, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	Below r minimum (%		At national minimum standard (%)	Above	andard	At or above national minimum standard		
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Bachelor	429.5	0.9	2.9	6.0	15.2	23.0	25.2	26.8	96.2
	Diploma	406.2	0.8	4.6	10.8	19.1	24.1	21.7	18.9	94.6
Tas	Certificate	382.4	1.6	8.5	13.9	22.4	24.6	17.5	11.5	89.9
145	Year 12	376.0	2.3	11.2	17.4	19.9	21.4	14.8	12.9	86.5
	Year 11	349.6	2.4	17.1	19.7	23.1	19.7	11.4	6.6	80.5
	Not stated (10%)	397.6	3.8	7.9	11.6	18.2	23.0	17.6	17.9	88.3
	Bachelor	428.8	1.5	1.5	6.8	15.8	24.9	23.2	26.3	97.0
	Diploma	392.6	2.0	4.9	11.7	23.8	26.0	18.5	13.0	93.1
ACT	Certificate	376.0	1.8	7.9	17.2	23.9	23.6	14.8	10.8	90.3
ACI	Year 12	388.5	1.5	5.6	15.1	23.0	24.4	16.0	14.3	92.9
	Year 11	382.6	4.7	10.8	13.5	20.6	21.4	13.6	15.4	84.4
	Not stated (10%)	398.3	3.8	7.1	10.4	20.5	22.0	17.9	18.2	89.1
	Bachelor	409.3	1.1	4.0	9.4	18.0	27.7	21.5	18.4	95.0
	Diploma	377.0	1.0	6.8	18.2	24.5	23.3	16.4	10.0	92.3
NT	Certificate	346.4	2.2	19.6	16.0	21.6	21.0	12.9	6.6	78.2
INI	Year 12	354.0	2.7	18.1	14.1	22.4	22.4	12.9	7.3	79.3
	Year 11	247.5	1.8	58.7	16.2	11.6	6.7	3.6	1.5	39.5
	Not stated (27%)	263.7	2.2	54.0	12.8	11.3	8.8	6.0	4.9	43.8
	Bachelor	441.1	1.3	1.3	4.9	13.4	22.9	25.0	31.3	97.5
	Diploma	407.9	1.5	3.6	9.3	19.7	26.2	21.8	17.9	94.9
Aust	Certificate	390.1	1.7	6.3	12.4	22.2	25.7	18.7	13.0	92.0
Aust	Year 12	394.6	2.3	6.5	11.6	20.3	25.1	19.5	14.8	91.2
	Year 11	358.8	3.9	14.5	17.3	22.6	21.0	12.9	7.8	81.6
	Not stated (6%)	384.0	3.3	11.3	12.3	18.7	22.0	17.2	15.2	85.3

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.S9: Achievement of Year 3 Students in Spelling, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale	minimum	national standard	At national	Above	national m (%	iinimum sta %)	andard	At or above
		score	(%	/o)	minimum standard (%)					national minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Group 1	449.5	0.9	1.2	4.3	11.6	21.4	24.9	35.6	97.9
	Group 2	429.8	1.1	2.3	6.5	15.4	24.0	23.8	26.9	96.6
NSW	Group 3	407.3	1.4	4.4	9.9	19.5	24.9	21.3	18.7	94.2
INOVV	Group 4	393.6	2.0	7.2	12.2	20.5	23.9	18.6	15.6	90.9
	Not in paid work	368.9	4.1	12.9	16.1	21.3	20.7	14.5	10.4	83.1
	Not stated (7%)	400.3	3.1	7.6	11.3	18.0	21.9	19.0	19.1	89.3
	Group 1	444.5	1.2	0.9	4.3	12.9	22.7	25.6	32.5	97.9
	Group 2	427.0	1.6	1.8	6.4	16.5	24.9	23.8	25.1	96.6
Vic	Group 3	410.9	2.0	2.8	9.1	19.3	25.8	22.3	18.6	95.1
VIC	Group 4	399.8	3.6	4.6	10.8	20.6	25.3	19.4	15.7	91.8
	Not in paid work	382.8	8.1	7.7	13.3	21.6	22.2	15.3	11.7	84.2
	Not stated (2%)	426.5	6.3	2.7	7.1	14.5	22.2	21.8	25.5	91.0
	Group 1	424.2	0.8	1.8	6.6	16.9	26.3	24.1	23.5	97.4
	Group 2	407.0	0.7	3.5	9.4	20.5	26.9	21.5	17.5	95.8
Qld	Group 3	389.5	1.1	6.1	12.5	22.4	27.0	18.6	12.2	92.8
Qiu	Group 4	377.3	1.8	9.1	14.9	23.4	24.2	16.3	10.4	89.1
	Not in paid work	354.7	2.9	16.2	18.2	22.5	20.6	12.6	7.0	80.9
	Not stated (16%)	378.6	2.6	9.7	14.4	22.0	23.9	16.1	11.3	87.7
	Group 1	430.4	0.6	2.0	6.2	15.2	24.4	24.8	26.9	97.5
	Group 2	411.8	0.7	3.8	9.0	18.9	25.1	22.4	20.1	95.5
WA	Group 3	394.5	1.1	5.9	11.5	21.0	26.3	20.7	13.6	93.1
VVA	Group 4	381.7	1.1	9.8	14.4	21.4	22.9	17.2	13.1	89.0
	Not in paid work	358.4	2.0	17.5	16.7	21.1	19.3	13.6	9.9	80.6
	Not stated (18%)	377.2	2.4	13.2	13.3	19.0	21.5	17.2	13.4	84.4
	Group 1	431.6	1.1	1.5	5.3	16.1	24.7	24.5	26.8	97.4
	Group 2	413.5	1.4	2.9	8.1	19.1	25.8	23.0	19.7	95.7
SA	Group 3	395.8	1.6	4.7	11.7	22.4	26.0	19.0	14.6	93.7
ЭA	Group 4	387.3	1.9	7.6	12.9	21.8	25.0	17.7	13.1	90.4
	Not in paid work	371.3	4.3	11.6	15.8	21.5	22.0	13.6	11.2	84.1
	Not stated (19%)	378.5	4.8	10.3	14.3	21.1	21.5	15.4	12.6	84.9

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.S9 (cont.): Achievement of Year 3 Students in Spelling, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	Below national At minimum standard nationa (%) minimum standar standar (%)			Above	andard	At or above national minimum standard		
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Group 1	427.7	0.8	3.3	5.8	14.9	24.3	24.9	25.9	95.9
	Group 2	406.8	0.5	5.4	9.8	19.0	24.5	21.3	19.5	94.1
Tas	Group 3	391.9	1.4	6.0	12.8	22.0	25.1	19.2	13.5	92.6
145	Group 4	370.0	1.5	11.7	16.9	22.2	22.2	15.6	9.9	86.7
	Not in paid work	346.0	4.2	17.9	21.3	22.8	16.6	10.4	6.7	78.0
	Not stated (14%)	386.7	3.5	9.9	13.1	19.6	22.3	16.1	15.5	86.6
	Group 1	426.8	1.5	2.0	7.4	16.1	24.4	22.4	26.2	96.5
	Group 2	414.7	1.6	2.6	8.4	18.6	26.7	21.7	20.4	95.8
ACT	Group 3	394.6	0.9	5.3	13.1	20.8	26.5	18.2	15.2	93.8
ACI	Group 4	370.7	5.2	11.4	16.8	22.6	17.0	15.0	12.0	83.3
	Not in paid work	378.5	4.2	7.9	16.2	25.7	21.1	12.8	12.0	87.9
	Not stated (17%)	391.0	3.2	6.9	12.6	22.6	22.0	16.9	15.8	90.0
	Group 1	398.8	1.2	6.1	11.3	19.8	26.2	18.7	16.7	92.7
	Group 2	381.6	0.7	7.9	13.4	21.4	28.0	18.7	9.8	91.4
NT	Group 3	358.9	1.6	12.9	18.4	24.2	22.0	13.5	7.5	85.5
INI	Group 4	319.8	2.2	33.3	14.7	16.9	15.0	11.0	6.9	64.5
	Not in paid work	242.1	2.5	63.0	13.1	9.3	6.5	3.9	1.7	34.5
	Not stated (29%)	264.1	2.5	53.5	13.0	11.2	8.4	6.3	5.2	44.0
	Group 1	438.7	0.9	1.5	5.2	13.9	23.4	24.8	30.4	97.6
	Group 2	420.9	1.1	2.7	7.5	17.4	25.1	23.1	23.2	96.2
Aust	Group 3	401.0	1.5	4.7	10.8	20.6	25.8	20.5	16.1	93.8
Aust	Group 4	389.2	2.3	7.5	12.8	21.3	24.2	18.0	14.0	90.2
	Not in paid work	367.8	5.0	12.9	15.7	21.5	20.8	14.1	10.1	82.1
	Not stated (11%)	382.5	3.2	10.9	13.0	19.7	22.1	16.8	14.3	85.9

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2015.

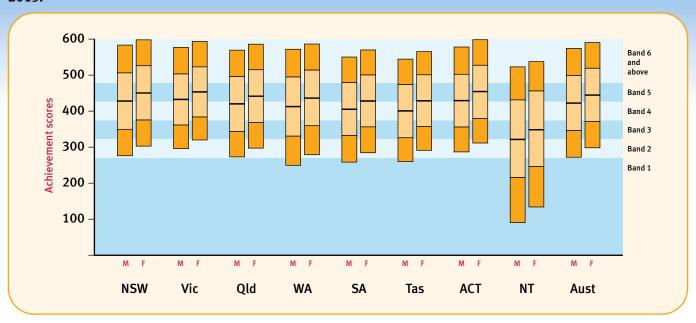


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	438.8 (91.4)	442.7 (84.3)	430.5 (88.7)	424.1 (96.4)	416.6 (88.0)	414.2 (86.0)	441.3 (88.4)	334.9 (129.5)	433.2 (90.9)

Table 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	Below n minimum (%	standard	At national minimum standard (%)	andard	At or above national minimum standard			
		Pa	A	Wit	Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
NSW	8yrs 7mths 3yrs 4mths	97.1	1.6	1.3	1.6	3.2	6.9	13.6	20.3	21.5	32.8	95.2
Vic	8yrs 9mths 3yrs 4mths	94.6	2.6	2.8	2.8	1.8	5.3	13.2	21.5	23.2	32.2	95.5
Qld	8yrs 5mths 3yrs 4mths	93.3	2.2	4.5	1.4	3.4	7.8	14.9	21.3	22.0	29.2	95.2
WA	8yrs 5mths 3yrs 4mths	95.5	2.7	1.8	1.2	5.7	8.5	14.8	20.2	20.8	28.7	93.1
SA	8yrs 7mths 3yrs 4mths	93.0	2.8	4.2	2.3	4.9	8.6	16.8	22.7	21.0	23.7	92.8
Tas	8yrs 10mths 3yrs 4mths	94.9	2.7	2.3	1.7	4.6	9.6	17.6	23.0	20.4	23.0	93.6
ACT	8yrs 8mths 3yrs 4mths	93.1	2.2	4.7	2.0	2.6	5.9	13.7	20.2	22.6	33.0	95.5
NT	8yrs 6mths 3yrs 4mths	88.9	8.8	2.3	1.8	28.9	13.8	15.6	15.3	12.4	12.1	69.3
Aust	8yrs 7mths 3yrs 4mths	95.0	2.3	2.7	1.9	3.6	7.1	14.2	21.0	21.8	30.4	94.5

Figure 3.G2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2015.

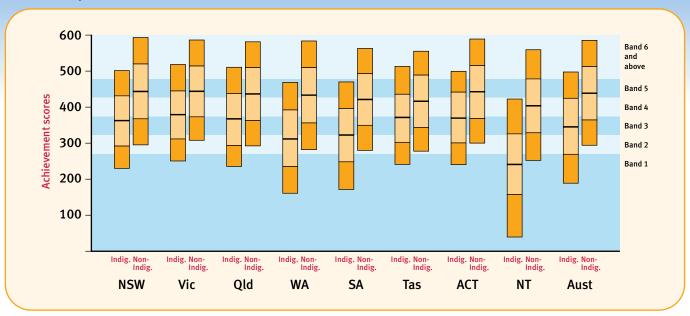


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	427.9 (92.6)	432.4 (84.6)	420.1 (89.3)	412.6 (98.2)	405.1 (88.2)	400.6 (86.1)	429.2 (88.0)	321.3 (131.7)	422.3 (91.8)
Female Mean scale score / (S.D.)	450.2 (88.8)	453.3 (82.7)	441.5 (86.7)	436.1 (93.0)	428.1 (86.3)	428.5 (83.5)	454.3 (86.9)	348.4 (125.8)	444.5 (88.6)

Table 3.G2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2015.

State/ Territory	Sex	Below n minimum (%	standard	At national minimum standard (%)	Abov	ndard	At or above national minimum		
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	standard (%)
NSW	Male	2.2	4.2	8.3	15.2	21.0	20.4	28.7	93.6
	Female	1.1	2.1	5.4	12.0	19.6	22.7	37.2	96.8
Vic	Male	3.6	2.4	6.5	15.0	22.4	22.1	27.9	94.0
	Female	1.9	1.1	4.0	11.4	20.6	24.3	36.8	97.0
Qld	Male	1.8	4.5	9.2	16.5	21.7	21.0	25.3	93.6
	Female	0.9	2.3	6.3	13.1	20.9	23.1	33.3	96.8
WA	Male	1.5	7.4	10.0	16.2	20.4	19.6	24.9	91.1
	Female	0.8	4.0	7.0	13.3	20.1	22.1	32.7	95.2
SA	Male	3.1	6.2	10.1	18.5	22.9	19.3	19.9	90.7
	Female	1.5	3.5	7.2	15.0	22.6	22.7	27.6	95.0
Tas	Male	2.2	6.4	11.7	19.6	23.0	18.8	18.3	91.4
	Female	1.3	2.7	7.5	15.5	23.1	22.0	27.9	96.0
ACT	Male	2.5	3.4	7.2	15.3	22.2	21.7	27.8	94.2
	Female	1.4	1.7	4.5	11.9	18.1	23.6	38.7	96.8
NT	Male	2.4	32.1	14.1	15.7	14.9	10.7	10.1	65.5
	Female	1.3	25.7	13.5	15.5	15.8	14.1	14.1	73.0
Aust	Male	2.4	4.7	8.5	15.9	21.5	20.7	26.3	92.9
	Female	1.2	2.5	5.7	12.5	20.4	23.0	34.7	96.3

Figure 3.G3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2015.

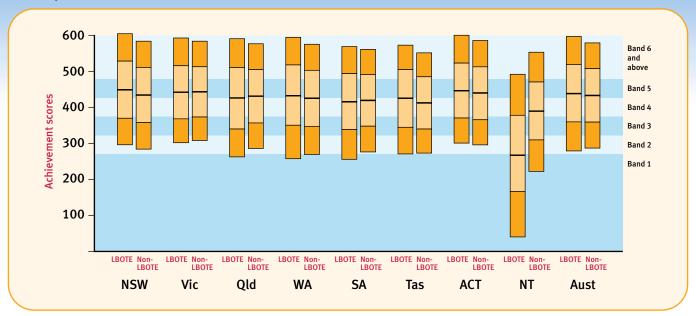


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	362.6 (83.0)	379.2 (80.2)	367.4 (84.7)	311.5 (96.0)	322.5 (89.9)	371.3 (80.5)	369.5 (80.5)	240.8 (112.2)	345.1 (96.5)
Non-Indigenous Mean scale score / (S.D.)	443.4 (89.7)	443.8 (84.0)	436.5 (86.9)	433.3 (90.9)	421.2 (85.3)	416.3 (84.3)	442.8 (87.5)	403.7 (93.0)	438.6 (87.8)

Table 3.G3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	Below r minimum (%		At national minimum standard (%)	Abov	dard	At or above national minimum		
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	standard (%)
NSW	Indigenous	2.4	12.7	17.9	24.2	21.4	13.2	8.2	84.8
	Non-Indigenous	1.6	2.6	6.2	13.1	20.3	22.0	34.3	95.9
Vic	Indigenous	7.4	7.5	14.8	23.0	22.3	15.0	10.1	85.1
	Non-Indigenous	2.6	1.7	5.1	13.1	21.5	23.3	32.7	95.7
Qld	Indigenous	2.6	12.2	17.9	22.2	21.5	13.8	9.8	85.2
	Non-Indigenous	1.3	2.6	6.9	14.1	21.2	22.8	31.1	96.1
WA	Indigenous	1.1	32.6	21.8	19.6	13.3	7.8	3.9	66.4
	Non-Indigenous	1.1	3.6	7.5	14.3	20.7	21.9	30.8	95.2
SA	Indigenous	3.7	26.8	20.3	22.0	15.5	7.7	4.1	69.6
	Non-Indigenous	2.2	3.8	8.1	16.5	23.1	21.7	24.7	94.0
Tas	Indigenous	1.6	10.6	16.6	24.1	23.0	14.0	10.0	87.7
	Non-Indigenous	1.7	4.1	9.1	17.3	23.3	21.1	23.3	94.2
ACT	Indigenous	3.8	9.8	17.8	23.1	21.8	15.8	7.9	86.4
	Non-Indigenous	1.9	2.4	5.6	13.5	20.2	22.8	33.6	95.7
NT	Indigenous	2.6	58.4	18.3	10.8	5.4	3.0	1.5	39.0
	Non-Indigenous	1.3	7.0	10.5	19.3	22.8	19.3	19.8	91.7
Aust	Indigenous	2.7	19.7	18.3	21.6	18.7	11.6	7.4	77.6
	Non-Indigenous	1.8	2.6	6.4	13.8	21.1	22.5	31.9	95.6

Figure 3.G4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	448.6 (92.8)	442.0 (87.5)	425.8 (99.0)	432.2 (102.8)	415.3 (94.1)	425.2 (90.7)	446.1 (90.1)	267.0 (133.2)	438.1 (97.2)
Non-LBOTE Mean scale score / (S.D.)	434.0 (90.4)	443.0 (83.1)	431.0 (87.5)	425.1 (92.9)	419.1 (86.2)	412.2 (84.4)	439.8 (87.8)	389.4 (100.5)	432.8 (88.2)

Table 3.G4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	Below n minimum (%	standard	At national minimum standard (%)	Abov	ıdard	At or above national minimum		
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	standard (%)
NSW	LBOTE	2.2	2.5	5.9	12.5	19.3	21.1	36.5	95.3
	Non-LBOTE	1.4	3.5	7.4	14.2	20.8	21.7	31.0	95.1
Vic	LBOTE	3.6	2.0	5.7	13.7	21.1	21.9	32.0	94.4
	Non-LBOTE	2.4	1.7	5.1	13.1	21.7	23.7	32.3	95.9
Qld	LBOTE	1.8	5.9	9.3	15.4	18.6	18.9	30.1	92.3
	Non-LBOTE	1.4	3.2	7.6	14.8	21.6	22.4	29.1	95.5
WA	LBOTE	1.9	6.1	7.4	12.9	18.6	20.6	32.5	92.0
	Non-LBOTE	0.9	5.0	8.3	14.9	21.0	21.6	28.4	94.1
SA	LBOTE	4.2	6.4	8.6	15.9	21.0	19.4	24.5	89.4
	Non-LBOTE	1.8	4.3	8.2	16.7	23.0	21.8	24.2	93.9
Tas	LBOTE	7.2	4.8	8.0	14.6	18.0	19.9	27.4	87.9
	Non-LBOTE	1.4	4.6	9.7	18.1	23.7	20.6	21.9	94.0
ACT	LBOTE	3.9	2.2	5.4	12.7	20.5	20.8	34.4	93.9
	Non-LBOTE	1.4	2.7	6.0	14.0	20.1	23.2	32.6	95.9
NT	LBOTE	2.1	51.5	15.3	11.0	8.4	5.7	6.0	46.4
	Non-LBOTE	1.2	10.9	12.2	19.4	20.9	17.9	17.4	87.8
Aust	LBOTE	2.7	4.1	6.6	13.3	19.6	20.7	33.1	93.2
	Non-LBOTE	1.6	3.2	7.1	14.4	21.5	22.3	29.8	95.1

Table 3.G5: Achievement of Year 3 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	Below r minimum (%		At national minimum standard (%)	Above	national m (%	iinimum sta %)	andard	At or above national minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Metro	447.5	1.7	2.5	5.8	12.5	19.5	21.9	36.2	95.8
NSW	Provincial	411.6	1.5	5.3	10.1	17.5	23.0	20.6	22.1	93.3
INSW	Remote	376.4	1.6	12.5	16.7	19.9	21.7	13.7	14.0	85.9
	Very Remote	369.0	0.0	9.1	18.6	25.3	25.1	12.1	9.8	90.9
	Metro	448.5	2.8	1.5	4.7	12.2	20.9	23.3	34.7	95.8
Vic	Provincial	424.1	2.8	2.7	7.3	16.5	23.6	22.8	24.4	94.6
VIC	Remote	432.1	2.6	1.0	11.3	13.8	15.9	22.1	33.3	96.4
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	436.9	1.3	2.9	7.0	13.9	20.9	22.5	31.6	95.8
Qld	Provincial	419.8	1.6	3.8	9.2	16.8	22.5	21.5	24.6	94.6
Qiu	Remote	398.2	1.4	8.4	11.8	18.0	22.2	20.1	18.0	90.1
	Very Remote	359.9	1.2	18.0	17.6	21.1	17.6	13.6	10.8	80.7
	Metro	435.4	1.3	3.8	7.2	13.8	20.1	21.7	32.0	94.9
WA	Provincial	400.9	0.9	8.1	11.4	18.1	22.1	19.4	20.0	91.0
WA	Remote	380.8	0.4	13.3	13.9	18.4	19.7	17.7	16.5	86.3
	Very Remote	324.5	0.5	32.5	18.4	15.9	12.7	10.5	9.6	67.0
	Metro	422.1	2.4	4.1	8.0	16.3	22.5	21.3	25.5	93.5
SA	Provincial	404.8	2.1	6.0	10.3	18.3	23.6	20.4	19.4	91.9
JA	Remote	407.2	2.6	5.4	8.7	18.2	24.4	21.0	19.7	92.0
	Very Remote	319.5	1.5	33.9	16.9	14.0	15.9	12.8	5.2	64.7
	Metro	419.3	2.0	4.7	9.4	16.0	21.0	20.7	26.2	93.3
Tas	Provincial	410.4	1.6	4.5	9.8	18.8	24.8	20.1	20.4	94.0
105	Remote	406.4	1.5	3.9	10.9	23.6	17.3	22.1	20.6	94.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	441.3	2.0	2.6	5.9	13.7	20.2	22.6	33.1	95.5
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
7101	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	392.0	2.3	10.1	12.2	19.5	21.1	16.6	18.1	87.6
.,,	Remote	343.2	1.2	24.9	16.3	17.2	15.4	14.7	10.3	73.9
	Very Remote	220.0	1.3	67.9	15.4	7.0	4.0	2.6	1.7	30.8
	Metro	442.0	1.9	2.6	6.1	13.2	20.4	22.3	33.5	95.5
Aust	Provincial	414.7	1.8	4.6	9.4	17.3	23.0	21.1	22.7	93.5
7.030	Remote	383.4	1.2	12.4	13.3	18.3	20.4	18.0	16.3	86.4
	Very Remote	304.0	1.0	38.4	17.1	14.9	12.1	9.2	7.2	60.6

Table 3.G6: Achievement of Year 3 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2015.

State/	Geolocation	Mean	Relow r	national	At	Ahove	national m	inimum st:	andard	At or
Territory	Geolocation	scale	minimum		national	Above		%)	indura	above
		score	(%	%)	minimum					national
					standard					minimum
			F	D I 4	(%)	D d D	David (D d. E	D J. C	standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
	Metro	374.8	2.5	9.7	15.7	23.8	23.0	15.1	10.3	87.8
	Provincial	354.4	2.4	14.8	19.4	24.5	20.2	12.0	6.8	82.8
NSW	Remote	329.7	2.7	21.6	24.2	23.7	17.8	7.4	2.5	75.6
	Very Remote	331.6	0.0	15.9	26.4	27.5	23.1	6.8	0.3	84.1
	Metro	388.7	6.4	6.1	12.1	22.7	23.3	18.0	11.4	87.5
VC -	Provincial	370.5	8.2	8.7	17.2	23.2	21.5	12.4	8.8	83.0
Vic	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	375.6	2.2	10.0	17.2	21.8	22.3	15.1	11.4	87.8
Qld	Provincial	376.2	3.5	8.7	16.3	22.6	23.4	15.1	10.4	87.8
Qiu	Remote	332.7	3.8	23.7	21.8	21.4	15.9	9.7	3.8	72.5
	Very Remote	318.6	0.8	28.1	24.2	23.8	14.1	6.0	3.1	71.1
	Metro	343.6	1.7	20.5	19.5	23.3	16.3	12.2	6.6	77.8
WA	Provincial	312.1	0.9	31.8	23.0	19.9	15.1	7.0	2.3	67.3
WA	Remote	301.0	0.3	36.4	23.0	18.8	12.1	5.9	3.5	63.4
	Very Remote	263.3	0.8	51.7	23.7	13.2	7.1	2.6	1.0	47.5
	Metro	339.3	4.0	19.6	19.6	24.2	17.8	9.3	5.4	76.4
SA	Provincial	320.5	3.9	27.5	19.9	23.1	15.1	7.1	3.3	68.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	251.4	1.1	58.7	24.3	7.8	4.6	3.3	0.2	40.2
	Metro	369.8	0.9	10.9	18.4	24.3	22.0	13.2	10.3	88.2
Tas	Provincial	372.7	2.2	10.2	15.7	24.0	23.4	14.5	10.0	87.6
	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.
	Metro	368.6	3.3	10.3	18.1	23.2	21.3	15.6	8.1	86.4
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	•	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	•
	Metro	222.0	-	- 26 E	- 21.7	-	12.0	7.2		-
NT	Provincial	322.9	5.5	26.5	21.7	20.1	13.9	7.2	5.2	68.0
	Remote	271.4	2.6	47.3	22.3	16.0	5.9	4.5	1.5	50.2
	Very Remote Metro	199.3 369.4	1.4 2.7	75.0 11.6	15.6	5.4	1.8 21.5	0.8 14.5	0.1 9.9	23.6 85.7
	Provincial	355.4	3.3	15.1	16.8 18.7	23.0 23.2	20.3	12.0	7.4	81.6
Aust	Remote	306.1	2.1	33.6	22.6	19.5	12.6	6.7	2.9	64.3
	Very Remote	251.5	1.0	55.0	20.5	12.7	6.9	2.8		44.0
	very Kernole	231.5	1.0	55.0	20.5	12./	0.9	2.0	1.1	44.0

Table 3.G7: Achievement of Year 3 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	Below r minimum (%		At national minimum standard (%)	Above	national m (%		andard	At or above national minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Metro	449.9	1.6	2.2	5.5	12.1	19.4	22.1	37.1	96.2
NSW	Provincial	419.9	1.3	3.9	8.7	16.5	23.4	21.8	24.4	94.8
IVOVV	Remote	409.0	0.8	5.6	11.7	17.6	24.5	17.9	22.0	93.6
	Very Remote	417.6	0.0	1.3	9.4	19.6	26.8	20.9	22.1	98.7
	Metro	449.2	2.6	1.4	4.6	12.1	20.9	23.4	35.0	96.0
Vic	Provincial	426.0	2.5	2.4	7.0	16.2	23.7	23.1	25.0	95.1
VIC	Remote	431.3	2.6	1.1	11.6	14.2	15.8	21.1	33.7	96.3
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	441.0	1.2	2.4	6.3	13.3	20.8	22.9	33.0	96.3
Qld	Provincial	425.8	1.5	3.1	8.2	16.0	22.3	22.4	26.6	95.4
Qiu	Remote	418.2	0.7	4.0	8.4	16.5	24.1	23.7	22.6	95.3
	Very Remote	416.7	1.6	4.1	9.3	17.5	22.7	23.3	21.5	94.3
	Metro	439.4	1.3	3.2	6.7	13.4	20.2	22.1	33.2	95.6
WA	Provincial	411.1	0.8	5.4	10.0	17.8	23.0	20.8	22.1	93.8
WA	Remote	408.5	0.5	5.4	10.8	18.0	22.3	21.9	21.1	94.1
	Very Remote	406.0	0.0	6.4	11.6	19.4	20.3	21.1	21.2	93.6
	Metro	425.0	2.2	3.6	7.6	16.0	22.6	21.8	26.3	94.2
SA	Provincial	410.8	2.0	4.5	9.6	17.9	24.2	21.3	20.5	93.5
371	Remote	413.2	2.7	3.8	8.1	17.7	24.8	22.3	20.7	93.5
	Very Remote	392.4	2.0	6.5	9.9	20.2	27.7	23.2	10.5	91.5
	Metro	423.5	2.0	4.2	8.6	15.4	20.9	21.3	27.6	93.8
Tas	Provincial	410.6	1.5	4.0	9.5	18.7	25.6	20.9	19.8	94.6
143	Remote	408.9	1.8	1.8	12.0	24.7	16.0	22.9	20.7	96.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	442.8	1.9	2.4	5.6	13.5	20.2	22.8	33.6	95.7
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
7.61	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	407.3	1.6	6.4	10.0	19.5	22.9	18.8	20.9	92.0
	Remote	395.3	0.3	8.1	11.9	18.0	22.5	22.3	16.8	91.6
	Very Remote	383.3	0.9	11.2	13.8	20.4	22.4	16.9	14.5	87.9
	Metro	444.6	1.8	2.3	5.7	12.8	20.4	22.6	34.4	95.9
Aust	Provincial	420.9	1.7	3.5	8.4	16.7	23.3	22.1	24.3	94.8
71050	Remote	410.6	0.9	5.0	10.0	17.6	23.2	22.2	21.2	94.1
	Very Remote	405.8	0.9	6.1	10.9	19.1	22.2	21.4	19.5	93.1

Table 3.G8: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above	national m (%	iinimum sta %)	andard	At or above national minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Bachelor	482.9	1.3	0.7	2.3	6.8	14.8	22.2	52.0	98.1
	Diploma	433.6	1.3	2.0	6.1	14.3	23.4	24.6	28.3	96.7
NSW	Certificate	408.1	1.5	4.2	9.9	18.8	25.3	21.7	18.6	94.3
INSW	Year 12	410.4	2.0	4.4	9.7	18.2	24.2	21.3	20.1	93.5
	Year 11	369.3	3.2	10.9	16.4	23.9	22.6	14.2	8.8	86.0
	Not stated (4%)	423.5	3.2	5.6	9.0	14.5	19.8	20.1	27.7	91.1
	Bachelor	475.1	1.6	0.6	2.0	7.4	17.2	24.0	47.2	97.8
	Diploma	434.2	2.3	1.4	5.3	14.7	24.1	25.0	27.3	96.4
Vic	Certificate	416.8	2.8	2.3	7.7	18.0	25.9	23.3	20.0	94.9
VIC	Year 12	420.8	3.7	2.7	7.1	17.2	24.4	22.9	22.0	93.6
	Year 11	385.9	7.2	5.6	13.1	22.9	24.5	16.0	10.8	87.3
	Not stated (3%)	446.5	5.3	2.0	5.1	11.4	19.8	23.0	33.4	92.7
	Bachelor	474.3	0.8	0.6	2.6	8.1	16.7	23.6	47.5	98.5
	Diploma	429.0	1.1	2.2	6.9	15.1	23.6	24.3	26.7	96.7
Qld	Certificate	413.4	1.2	3.9	9.5	17.9	24.1	22.4	21.1	94.9
Qia	Year 12	410.1	1.6	4.8	10.1	18.0	23.3	21.7	20.6	93.6
	Year 11	373.1	2.8	10.2	16.6	22.9	22.4	14.7	10.4	87.0
	Not stated (9%)	406.3	2.9	5.9	11.4	18.1	21.9	19.4	20.4	91.2
	Bachelor	470.0	0.8	1.3	3.2	8.8	16.7	22.8	46.3	97.9
	Diploma	424.7	0.9	3.6	8.0	15.0	23.3	23.2	26.0	95.5
WA	Certificate	406.1	1.0	5.4	10.6	18.7	23.7	21.4	19.4	93.7
VVA	Year 12	404.0	1.6	7.3	10.3	17.8	22.6	20.6	19.9	91.1
	Year 11	358.4	1.5	16.1	17.3	22.0	20.3	13.8	8.9	82.4
	Not stated (11%)	389.3	2.3	12.5	12.6	16.7	18.9	17.2	19.9	85.2
	Bachelor	458.8	1.6	1.0	3.3	10.0	19.8	24.5	39.8	97.5
	Diploma	417.7	1.3	3.5	8.0	17.1	24.5	22.9	22.6	95.1
SA	Certificate	400.4	1.8	5.1	10.5	20.4	25.5	20.6	16.1	93.1
3A	Year 12	400.5	2.5	5.8	10.2	19.5	25.1	20.5	16.5	91.8
	Year 11	359.4	4.3	13.5	17.0	23.8	20.8	13.6	6.9	82.1
	Not stated (10%)	391.7	4.7	8.8	11.7	18.9	22.8	16.9	16.2	86.5

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV
Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.G8 (cont.): Achievement of Year 3 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	Below national minimum standard national minimum standard (%) (%) minimum standard (%) Standard (%) Exempt Pand 1 Pand 2 Pand 2 Pand 6 Pand 5 Pand 6				At or above national minimum standard			
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Bachelor	460.8	0.9	1.0	3.8	8.9	18.5	24.8	42.1	98.1
	Diploma	428.0	0.8	2.2	6.3	15.3	25.3	23.7	26.4	97.0
Tas	Certificate	398.5	1.6	5.1	10.7	20.7	26.5	20.3	15.1	93.2
145	Year 12	392.4	2.3	6.8	12.2	22.7	23.9	17.6	14.4	90.8
	Year 11	363.3	2.4	10.7	18.3	26.3	22.2	13.2	7.0	86.9
	Not stated (10%)	425.6	3.8	3.4	9.2	15.1	22.2	19.2	27.1	92.8
	Bachelor	465.4	1.5	0.8	2.6	9.7	18.4	24.1	42.8	97.7
	Diploma	421.5	2.0	2.8	7.0	17.6	23.5	25.1	22.1	95.3
ACT	Certificate	400.3	1.8	5.2	11.3	21.1	24.3	19.5	16.8	93.0
ACI	Year 12	409.8	1.5	4.2	10.5	17.6	24.9	22.1	19.2	94.3
	Year 11	410.9	4.7	7.3	12.5	19.6	17.9	13.9	24.2	88.0
	Not stated (10%)	426.7	3.8	4.9	8.4	14.6	18.5	20.6	29.2	91.3
	Bachelor	427.7	1.1	4.6	6.3	15.4	22.7	21.6	28.3	94.3
	Diploma	382.1	1.0	10.9	13.4	21.1	23.3	16.5	13.8	88.1
NT	Certificate	355.7	2.2	18.2	15.4	21.0	18.5	14.5	10.2	79.6
INI	Year 12	366.9	2.7	14.7	14.4	21.2	20.5	17.0	9.6	82.7
	Year 11	254.7	1.8	53.5	19.2	11.5	7.5	4.0	2.4	44.6
	Not stated (27%)	271.3	2.2	50.5	15.2	10.9	8.1	6.3	6.8	47.3
	Bachelor	475.4	1.3	0.7	2.5	7.8	16.5	23.2	48.0	98.0
	Diploma	430.3	1.5	2.2	6.4	14.9	23.7	24.3	26.9	96.3
Aust	Certificate	409.7	1.7	4.0	9.5	18.6	25.0	22.0	19.2	94.2
Aust	Year 12	410.6	2.3	4.7	9.3	18.0	23.9	21.6	20.2	93.0
	Year 11	369.6	3.9	11.1	15.9	23.0	22.3	14.4	9.4	85.0
	Not stated (6%)	403.7	3.3	9.0	10.6	15.9	20.0	18.6	22.5	87.6

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.G9: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2015.

State/	Parental	Mean	Below r	national	At	Above	national m	inimum sta	andard	At or
Territory	occupation	scale score	minimum (%		national minimum		(%	%)		above national
		Score	()	0)	standard					minimum
					(%)					standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Group 1	483.3	0.9	0.6	2.3	6.9	14.9	22.1	52.2	98.4
	Group 2	453.4	1.1	1.3	4.5	11.1	20.3	24.0	37.7	97.6
NSW	Group 3	422.7	1.4	3.0	7.8	16.5	24.1	23.1	24.2	95.7
NOW	Group 4	400.9	2.0	5.4	11.4	20.1	24.6	19.1	17.3	92.6
	Not in paid work	377.6	4.1	10.0	15.2	22.0	21.7	15.3	11.7	85.9
	Not stated (7%)	415.6	3.1	6.0	10.0	16.1	20.5	19.9	24.4	91.0
	Group 1	480.3	1.2	0.4	1.8	6.7	16.1	24.1	49.8	98.5
	Group 2	453.9	1.6	0.9	3.4	11.0	21.2	25.0	36.9	97.5
Vic	Group 3	430.6	2.0	1.6	5.9	15.4	24.7	24.7	25.7	96.3
VIC	Group 4	412.3	3.6	2.8	8.6	19.2	25.3	21.6	18.9	93.5
	Not in paid work	394.7	8.1	5.2	11.5	20.9	23.9	16.7	13.8	86.7
	Not stated (2%)	443.1	6.3	2.0	5.0	11.6	20.3	23.2	31.6	91.8
	Group 1	473.6	0.8	0.7	2.7	8.1	17.0	23.4	47.3	98.5
	Group 2	445.8	0.7	1.5	5.2	12.6	21.4	24.2	34.3	97.8
Qld	Group 3	421.3	1.1	3.0	8.2	16.8	23.6	23.3	23.9	95.9
Qiu	Group 4	400.6	1.8	5.6	11.8	19.9	23.7	19.9	17.3	92.6
	Not in paid work	378.4	2.9	10.1	16.3	21.3	21.4	15.7	12.4	87.0
	Not stated (16%)	404.2	2.6	6.2	11.5	18.2	22.3	19.6	19.6	91.2
	Group 1	467.3	0.6	1.4	3.6	9.4	17.0	22.9	45.2	98.1
	Group 2	439.2	0.7	2.7	6.4	13.5	21.0	23.0	32.7	96.6
WA	Group 3	413.9	1.1	4.5	9.3	17.0	23.6	22.6	21.9	94.4
VVA	Group 4	394.7	1.1	8.3	12.3	19.7	22.6	18.5	17.5	90.6
	Not in paid work	368.5	2.0	16.4	15.1	19.3	20.1	13.9	13.3	81.6
	Not stated (18%)	393.1	2.4	11.1	12.5	17.0	19.4	17.7	19.9	86.5
	Group 1	459.8	1.1	1.0	3.4	9.7	19.6	24.7	40.5	97.9
	Group 2	433.7	1.4	2.1	5.5	14.7	23.6	24.1	28.6	96.5
SA	Group 3	408.4	1.6	3.8	9.3	19.6	25.4	22.0	18.3	94.6
3A	Group 4	392.7	1.9	7.1	11.8	20.2	25.4	18.9	14.6	90.9
	Not in paid work	374.2	4.3	11.0	15.0	23.3	20.2	15.2	11.1	84.7
	Not stated (19%)	383.9	4.8	9.8	13.2	20.2	22.0	15.9	14.1	85.4

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Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.G9 (cont.): Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	Below r minimum (%		ard national (%) minimum standard (%)					At or above national minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Group 1	458.7	0.8	1.1	3.7	9.3	19.1	25.4	40.6	98.1
	Group 2	429.1	0.5	2.2	6.9	15.4	23.5	24.0	27.5	97.3
Tas	Group 3	409.9	1.4	3.6	9.2	18.8	27.0	20.9	19.1	95.0
las	Group 4	384.3	1.5	7.5	13.2	23.5	26.0	17.1	11.1	91.0
	Not in paid work	358.7	4.2	12.0	19.4	25.8	19.1	12.3	7.3	83.9
	Not stated (14%)	412.5	3.5	5.0	10.5	17.7	22.8	17.8	22.6	91.5
	Group 1	465.1	1.5	1.1	3.2	9.6	17.7	23.9	42.8	97.3
	Group 2	449.1	1.6	1.4	4.0	12.3	19.9	25.1	35.5	96.9
ACT	Group 3	419.5	0.9	3.8	7.7	17.9	24.2	22.2	23.3	95.3
ACI	Group 4	386.3	5.2	7.2	12.9	23.2	23.7	14.8	13.0	87.5
	Not in paid work	394.8	4.2	5.0	13.5	21.7	25.5	15.4	14.8	90.8
	Not stated (17%)	417.2	3.2	4.6	9.8	17.2	20.9	20.1	24.3	92.3
	Group 1	419.2	1.2	6.3	8.9	15.5	21.7	20.4	26.0	92.5
	Group 2	395.9	0.7	8.8	10.5	18.5	23.7	20.5	17.4	90.5
NT	Group 3	363.8	1.6	14.1	15.7	23.2	20.5	14.8	9.9	84.2
INI	Group 4	320.3	2.2	32.6	14.7	17.1	15.4	9.9	7.9	65.1
	Not in paid work	251.4	2.5	55.0	18.3	11.5	6.3	3.7	2.8	42.6
	Not stated (29%)	272.7	2.5	49.7	15.3	10.9	8.0	6.5	7.2	47.8
	Group 1	476.0	0.9	0.8	2.6	7.7	16.3	23.2	48.5	98.3
	Group 2	448.6	1.1	1.5	4.7	12.0	21.1	24.2	35.4	97.4
Aust	Group 3	421.7	1.5	3.0	7.8	16.6	24.2	23.3	23.7	95.6
Aust	Group 4	401.6	2.3	5.4	10.9	19.9	24.4	19.7	17.3	92.2
	Not in paid work	379.8	5.0	9.7	14.3	21.3	21.9	15.4	12.3	85.2
	Not stated (11%)	400.6	3.2	8.6	11.3	17.1	20.7	18.6	20.5	88.3

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2015.

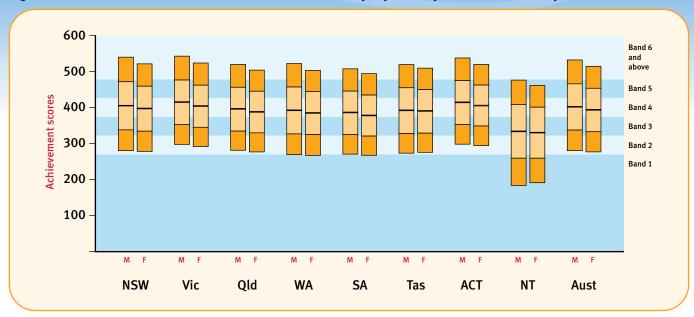


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	401.3 (76.2)	409.7 (72.2)	392.2 (70.5)	388.6 (74.7)	382.1 (70.2)	391.3 (72.9)	410.0 (70.5)	332.0 (86.7)	397.8 (74.3)

Table 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Below nations minimum stand (%) Exempt Ban			At national minimum standard (%)	Above	national m (%	iinimum sta %)	andard	At or above national minimum standard
		Pa	⋖	Wit	Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
NSW	8yrs 7mths 3yrs 4mths	96.6	2.2	1.2	1.6	3.7	11.2	21.4	26.4	19.9	15.8	94.7
Vic	8yrs 9mths 3yrs 4mths	94.5	2.9	2.6	2.7	2.0	8.6	20.3	28.0	21.7	16.7	95.3
Qld	8yrs 5mths 3yrs 4mths	93.0	2.8	4.2	1.3	3.7	12.3	24.0	28.3	18.9	11.4	95.0
WA	8yrs 5mths 3yrs 4mths	94.9	3.4	1.7	1.1	5.2	13.3	23.6	26.9	18.4	11.6	93.7
SA	8yrs 7mths 3yrs 4mths	92.6	3.5	4.0	2.2	5.1	14.3	25.7	27.5	16.6	8.8	92.8
Tas	8yrs 10mths 3yrs 4mths	94.6	3.3	2.1	1.7	4.2	13.0	23.4	27.1	18.7	11.9	94.0
ACT	8yrs 8mths 3yrs 4mths	93.2	2.4	4.5	1.9	2.1	8.2	19.6	29.2	22.5	16.5	96.0
NT	8yrs 6mths 3yrs 4mths	86.5	11.2	2.3	1.7	23.3	20.0	23.4	18.5	9.1	3.8	75.0
Aust	8yrs 7mths 3yrs 4mths	94.6	2.8	2.5	1.8	3.7	11.3	22.2	27.3	19.6	13.9	94.4

Figure 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2015.

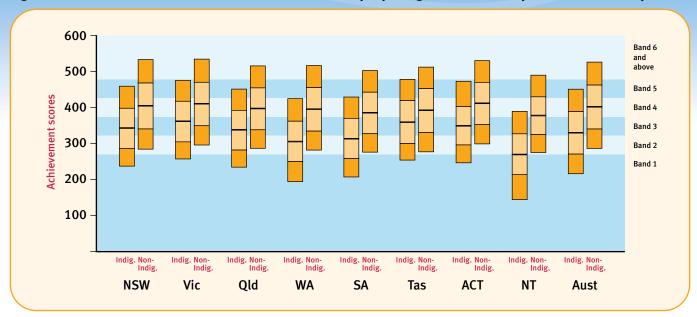


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	405.2 (78.5)	415.1 (73.9)	396.2 (72.0)	392.2 (77.2)	386.2 (71.6)	392.1 (74.7)	414.3 (72.1)	333.7 (89.4)	402.0 (76.3)
Female Mean scale score / (S.D.)	397.2 (73.5)	404.1 (70.0)	387.9 (68.6)	384.9 (71.7)	377.9 (68.5)	390.5 (71.0)	405.4 (68.3)	330.3 (83.9)	393.5 (71.9)

Table 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2015.

State/ Territory	Sex	Below n minimum (%	standard	At national minimum standard (%)	Abov	At or above national minimum			
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	standard (%)
NSW	Male	2.1	3.6	10.8	20.5	25.5	19.9	17.7	94.3
	Female	1.1	3.8	11.6	22.3	27.4	20.0	13.8	95.1
Vic	Male	3.5	1.8	7.9	18.9	26.9	22.1	18.9	94.7
	Female	1.8	2.3	9.3	21.8	29.1	21.3	14.4	95.9
Qld	Male	1.8	3.4	11.7	23.1	27.7	19.4	13.0	94.9
	Female	0.9	4.0	13.0	25.0	29.0	18.5	9.7	95.1
WA	Male	1.5	5.0	13.0	22.6	25.8	18.6	13.4	93.5
	Female	0.8	5.4	13.5	24.5	28.0	18.1	9.7	93.9
SA	Male	2.9	4.8	13.5	24.3	27.0	17.5	10.1	92.3
	Female	1.4	5.3	15.1	27.0	27.9	15.8	7.4	93.2
Tas	Male	2.2	4.3	13.1	23.1	26.5	18.0	12.7	93.5
	Female	1.3	4.1	12.9	23.7	27.7	19.3	11.0	94.6
ACT	Male	2.5	2.0	7.6	18.7	28.2	22.7	18.4	95.6
	Female	1.4	2.2	8.8	20.6	30.4	22.1	14.5	96.4
NT	Male	2.3	23.0	19.9	22.5	17.9	9.7	4.7	74.7
	Female	1.2	23.6	20.2	24.4	19.1	8.5	3.0	75.2
Aust	Male	2.4	3.5	10.8	21.2	26.4	19.9	15.7	94.1
	Female	1.2	4.0	11.9	23.3	28.2	19.4	12.0	94.8

Figure 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous Status, by State and Territory, 2015.

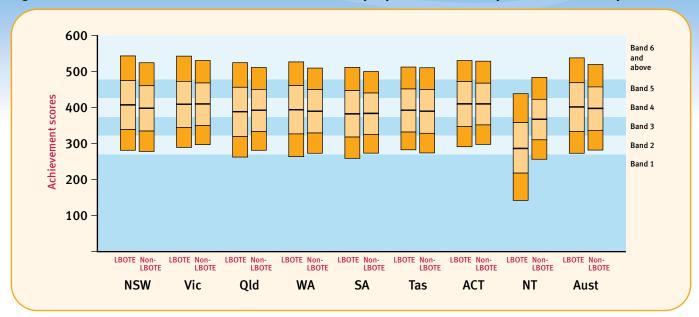


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	343.0 (67.5)	361.8 (66.7)	338.1 (66.0)	305.5 (70.9)	313.4 (68.3)	359.4 (68.3)	349.2 (67.3)	269.5 (73.0)	330.0 (72.3)
Non-Indigenous Mean scale score / (S.D.)	404.8 (75.2)	410.5 (72.1)	397.2 (68.9)	395.5 (71.1)	385.5 (68.5)	392.4 (71.2)	411.7 (69.7)	377.7 (64.7)	402.0 (72.4)

Table 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	Below n minimum (%	standard	At national minimum standard (%)	Abov	At or above national minimum			
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	standard (%)
NSW	Indigenous	2.3	13.2	25.0	29.4	19.2	7.9	2.9	84.4
	Non-Indigenous	1.5	3.1	10.3	20.9	26.9	20.7	16.6	95.4
Vic	Indigenous	7.2	7.4	19.0	28.4	22.3	11.5	4.3	85.4
	Non-Indigenous	2.5	2.0	8.4	20.2	28.1	21.9	16.9	95.5
Qld	Indigenous	2.5	14.6	25.9	29.4	18.4	6.8	2.3	82.9
	Non-Indigenous	1.2	2.7	11.0	23.5	29.2	20.1	12.3	96.1
WA	Indigenous	1.0	29.5	30.6	23.1	11.1	3.8	0.9	69.5
	Non-Indigenous	1.1	3.3	11.8	23.5	28.1	19.6	12.6	95.6
SA	Indigenous	3.7	25.3	29.0	24.2	12.7	4.3	1.0	71.1
	Non-Indigenous	2.0	4.0	13.5	25.8	28.2	17.3	9.2	93.9
Tas	Indigenous	1.6	8.7	21.5	28.5	22.3	12.5	4.8	89.7
	Non-Indigenous	1.7	3.9	12.5	23.3	27.8	19.3	11.6	94.4
ACT	Indigenous	3.8	10.8	25.1	27.5	20.9	7.6	4.2	85.4
	Non-Indigenous	1.9	1.8	7.6	19.4	29.5	22.9	16.8	96.3
NT	Indigenous	2.5	48.9	27.4	14.0	5.7	1.4	0.1	48.6
	Non-Indigenous	1.2	4.3	14.5	30.4	28.1	14.9	6.6	94.5
Aust	Indigenous	2.6	19.1	26.0	26.8	16.6	6.7	2.3	78.2
	Non-Indigenous	1.7	2.8	10.4	22.0	28.0	20.5	14.7	95.5

Figure 3.N4: Achievement of Year 3 Students in Numeracy, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	407.3 (79.3)	409.2 (76.3)	388.5 (79.3)	393.9 (80.8)	382.4 (76.1)	392.6 (70.6)	410.1 (72.8)	286.3 (89.0)	401.5 (80.5)
Non-LBOTE Mean scale score / (S.D.)	398.1 (74.5)	409.8 (70.6)	392.6 (69.4)	389.8 (71.9)	383.6 (68.7)	389.9 (71.5)	410.0 (69.7)	367.4 (68.5)	397.5 (72.0)

Table 3.N4: Achievement of Year 3 Students in Numeracy, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	Below n minimum (%	standard	At national minimum standard (%)	Abov	At or above national minimum			
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	standard (%)
NSW	LBOTE	2.1	3.4	10.7	20.0	25.1	20.0	18.7	94.5
	Non-LBOTE	1.4	3.8	11.5	22.1	27.0	19.9	14.3	94.8
Vic	LBOTE	3.5	2.4	9.6	20.3	26.3	20.2	17.7	94.1
	Non-LBOTE	2.4	1.9	8.2	20.3	28.7	22.3	16.3	95.7
Qld	LBOTE	1.6	6.3	14.6	22.3	23.9	18.1	13.3	92.2
	Non-LBOTE	1.3	3.4	12.1	24.2	28.8	19.0	11.2	95.3
WA	LBOTE	1.9	5.8	12.4	21.1	24.9	19.4	14.6	92.3
	Non-LBOTE	0.8	4.5	12.7	23.9	28.0	19.0	11.1	94.7
SA	LBOTE	4.1	6.6	14.2	23.4	24.6	16.7	10.5	89.3
	Non-LBOTE	1.7	4.5	13.8	26.0	28.3	17.0	8.7	93.8
Tas	LBOTE	7.2	2.6	12.2	22.3	26.2	18.9	10.5	90.1
	Non-LBOTE	1.4	4.3	13.1	23.8	27.5	18.7	11.2	94.3
ACT	LBOTE	3.7	2.5	8.6	19.1	26.6	22.1	17.4	93.8
	Non-LBOTE	1.4	2.0	8.0	19.8	30.0	22.6	16.2	96.6
NT	LBOTE	2.0	44.3	21.9	16.0	9.0	4.7	2.0	53.7
	Non-LBOTE	1.1	7.4	17.8	29.1	26.2	12.9	5.5	91.5
Aust	LBOTE	2.6	4.5	11.2	20.4	25.0	19.4	16.8	93.0
	Non-LBOTE	1.6	3.4	11.1	22.7	28.1	19.9	13.2	95.1

Table 3.N5: Achievement of Year 3 Students in Numeracy, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above	andard	At or above national minimum standard		
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Metro	407.3	1.6	3.1	10.1	20.2	26.2	21.0	17.8	95.2
NSW	Provincial	382.1	1.4	5.5	14.7	25.2	27.1	16.7	9.3	93.1
IVOVV	Remote	363.5	1.6	9.2	22.3	25.2	23.3	11.3	7.1	89.2
	Very Remote	343.6	0.0	14.7	25.1	28.6	19.6	8.6	3.3	85.3
	Metro	414.0	2.7	1.8	7.9	19.1	27.7	22.5	18.3	95.5
Vic	Provincial	395.8	2.7	2.8	10.7	24.0	28.9	19.2	11.7	94.5
VIC	Remote	398.9	2.6	3.1	12.8	20.5	20.0	29.2	11.8	94.4
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	397.3	1.3	3.0	11.2	23.1	28.7	20.1	12.7	95.7
Qld	Provincial	383.4	1.6	4.1	14.3	26.2	28.2	16.8	8.7	94.3
Qiu	Remote	368.2	1.2	8.5	18.3	25.9	25.2	14.1	6.8	90.3
	Very Remote	335.4	1.1	19.5	25.9	24.8	16.8	8.4	3.5	79.4
	Metro	396.8	1.3	3.5	11.6	22.7	27.6	20.0	13.3	95.2
WA	Provincial	371.4	0.9	6.9	17.3	27.5	26.2	14.5	6.7	92.2
**/ (Remote	360.0	0.4	11.8	18.7	25.8	24.4	12.7	6.2	87.8
	Very Remote	313.8	0.4	30.3	25.2	20.0	14.1	7.0	3.0	69.3
	Metro	386.7	2.3	4.4	13.2	25.0	27.5	17.8	9.8	93.3
SA	Provincial	371.9	1.9	6.1	16.6	27.7	27.7	13.8	6.2	92.0
<i>57</i> (Remote	370.1	1.9	5.5	18.3	27.3	28.0	13.3	5.7	92.6
	Very Remote	320.9	1.5	28.2	22.1	19.4	18.5	7.6	2.6	70.3
	Metro	392.3	2.0	4.8	12.2	22.8	25.9	20.3	12.0	93.2
Tas	Provincial	390.8	1.5	3.7	13.6	24.0	28.1	17.3	11.8	94.7
	Remote	379.6	1.5	7.6	16.4	22.4	24.8	16.7	10.6	90.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	410.1	1.9	2.1	8.1	19.6	29.2	22.5	16.6	96.0
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro		-	-	-	-	-		-	-
NT	Provincial	369.3	2.2	6.3	17.8	29.4	25.4	13.0	5.8	91.4
	Remote	335.5	1.2	20.1	23.0	24.9	19.3	8.4	3.0	78.6
	Very Remote	258.2	1.1	58.2	22.4	10.9	4.8	2.1	0.5	40.7
	Metro	404.2	1.8	2.9	10.1	21.1	27.4	20.9	15.7	95.3
Aust	Provincial	384.3	1.8	4.6	14.0	25.6	27.8	16.9	9.4	93.6
	Remote	360.8	1.0	11.0	19.4	25.7	24.2	12.6	6.0	88.0
	Very Remote	304.9	0.9	34.9	24.2	18.9	12.6	6.0	2.4	64.2

Table 3.N6: Achievement of Year 3 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	(%)		At national minimum standard (%)	Above	andard	At or above national minimum standard		
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Metro	351.7	2.4	10.5	22.6	30.3	20.7	9.4	3.9	87.0
NSW	Provincial	336.8	2.3	15.3	26.5	28.7	18.2	6.9	2.2	82.4
IVOVV	Remote	328.3	2.7	15.4	33.3	28.4	14.4	5.1	0.8	81.9
	Very Remote	310.9	0.0	25.4	32.5	27.8	11.2	3.1	0.0	74.6
	Metro	366.1	6.3	6.0	18.1	29.4	23.2	12.7	4.4	87.8
Vic	Provincial	357.8	8.1	8.7	19.8	27.6	21.5	10.3	4.1	83.3
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	344.9	2.3	12.2	24.7	30.0	20.1	7.9	2.9	85.6
Qld	Provincial	344.4	3.3	11.3	24.4	31.4	20.0	7.4	2.3	85.4
Qiu	Remote	312.3	3.1	25.2	31.1	24.4	12.2	3.1	1.0	71.7
	Very Remote	300.1	0.8	31.4	34.2	22.5	8.7	2.2	0.2	67.8
	Metro	329.6	1.7	17.1	29.0	28.4	16.1	6.1	1.6	81.3
WA	Provincial	304.2	0.9	29.6	32.8	24.2	9.1	3.0	0.3	69.4
•••	Remote	300.2	0.3	33.3	30.4	22.0	9.8	3.4	0.9	66.4
	Very Remote	269.1	0.6	48.2	31.3	13.5	5.2	0.9	0.2	51.2
	Metro	326.6	4.0	18.5	28.3	27.0	15.1	5.7	1.4	77.5
SA	Provincial	308.3	3.9	28.4	28.8	22.9	12.0	3.4	0.7	67.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	267.2	1.1	50.4	29.1	14.1	4.6	0.7	0.0	48.5
	Metro	355.3	0.9	10.1	22.2	29.0	21.6	11.9	4.3	89.0
Tas	Provincial	362.2	2.2	7.6	21.2	28.2	22.8	13.0	5.1	90.3
	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.
	Metro	350.5	3.3	10.8	24.5	27.5	21.5	8.0	4.4	85.9
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	•	•	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-		-	-	-	-	
NT	Provincial	322.2	5.5	16.7	33.6	27.1	13.0	3.7	0.5	77.9
	Remote	286.8	2.6	39.8	32.4	16.1	7.7	1.3	0.1	57.7
	Very Remote	243.5	1.3	64.9	23.3	8.1	2.1	0.4	0.0	33.9
	Metro	346.1	2.7	12.1	24.2	29.6	19.8	8.5	3.2	85.3
Aust	Provincial	337.0	3.2	15.2	26.1	28.5	17.9	7.0	2.2	81.6
	Remote	304.7	1.9	29.8	31.6	22.2	10.5	3.1	0.8	68.3
	Very Remote	267.1	0.9	50.5	28.5	13.9	4.9	1.1	0.1	48.5

Table 3.N7: Achievement of Year 3 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	Below r minimum (%		At national minimum standard (%)	Above	At or above national minimum standard			
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Metro	409.2	1.6	2.8	9.6	19.9	26.4	21.4	18.3	95.6
NSW	Provincial	388.8	1.3	4.0	13.0	24.8	28.4	18.2	10.4	94.7
INOW	Remote	388.6	0.8	4.6	14.6	22.7	29.8	15.7	11.8	94.6
	Very Remote	383.2	0.0	3.4	14.0	30.6	27.7	16.6	7.7	96.6
	Metro	414.5	2.6	1.8	7.8	19.0	27.8	22.6	18.4	95.7
Vic	Provincial	397.2	2.5	2.6	10.4	23.9	29.2	19.5	12.0	94.9
VIC	Remote	397.8	2.6	3.2	13.2	21.1	20.0	27.9	12.1	94.2
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	400.7	1.2	2.5	10.2	22.6	29.2	20.9	13.3	96.3
Qld	Provincial	388.6	1.4	3.2	12.9	25.5	29.3	18.0	9.7	95.4
Qiu	Remote	385.2	0.6	3.5	14.2	26.1	29.4	17.6	8.6	95.9
	Very Remote	382.7	1.1	3.6	16.0	26.8	27.6	16.9	8.1	95.4
	Metro	399.8	1.2	3.0	10.9	22.4	28.0	20.6	13.9	95.8
WA	Provincial	379.2	0.8	4.3	15.6	27.7	28.2	15.9	7.5	94.9
	Remote	380.7	0.4	4.4	14.8	26.8	29.4	16.1	8.1	95.2
	Very Remote	373.6	0.0	5.9	17.2	28.6	26.1	15.4	6.7	94.1
	Metro	388.8	2.1	3.9	12.7	25.0	27.9	18.2	10.1	94.0
SA	Provincial	376.4	1.8	4.5	15.7	28.1	28.8	14.6	6.6	93.7
	Remote	374.0	1.9	4.4	17.4	27.4	28.8	13.9	6.2	93.7
	Very Remote	377.8	2.0	4.0	15.6	24.6	33.7	14.5	5.5	93.9
	Metro	395.3	2.0	4.4	11.4	22.2	26.2	21.1	12.7	93.6
Tas	Provincial	390.1	1.5	3.4	13.3	24.2	29.1	17.8	10.8	95.1
	Remote	377.3	1.8	6.9	17.1	22.5	26.9	17.1	7.6	91.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	411.7	1.9	1.8	7.6	19.4	29.5	22.9	16.8	96.3
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	•	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	45.0		-
NT	Provincial	379.9	1.5	3.9	14.1	30.0	28.3	15.2	7.1	94.6
	Remote	370.9	0.3	5.6	15.7	31.7	27.9	13.6	5.2	94.1
	Very Remote	371.4	0.0	5.7	16.0	32.7	26.1	15.0	4.6	94.3
	Metro	406.4	1.8	2.6	9.6	20.8	27.7	21.4	16.2	95.7
Aust	Provincial	389.2	1.6	3.5	12.7	25.3	28.8	18.0	10.1	94.9
	Remote	380.6	0.7	4.4	15.1	26.8	29.0	16.0	7.9	94.9
	Very Remote	377.8	0.6	4.7	16.2	28.0	27.6	15.9	7.0	94.7

Table 3.N8: Achievement of Year 3 Students in Numeracy, by Parental Education, by State and Territory, 2015.

State/	Parental	Mean	Below r	national	At	Above	national m	inimum sta	andard	At or
Territory	education	scale	minimum standard		national			%)		above
		score	(%	6)	minimum					national
					standard (%)					minimum standard
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	(%)
									and above	
	Bachelor	437.4	1.2	0.8	4.1	13.7	25.4	26.8	28.0	98.0
	Diploma	396.7	1.2	2.6	10.7	24.2	29.2	20.6	11.5	96.2
NSW	Certificate	376.1	1.5	4.9	16.0	27.5	28.6	14.8	6.7	93.6
INSW	Year 12	376.9	1.9	5.5	16.2	26.5	27.0	15.3	7.5	92.6
	Year 11	345.1	3.1	12.0	24.4	29.3	20.5	7.8	2.8	84.9
	Not stated (4%)	389.7	3.1	6.1	13.4	21.7	25.4	17.4	13.0	90.8
	Bachelor	436.7	1.6	0.5	4.0	13.4	26.7	27.1	26.6	97.9
	Diploma	401.2	2.2	1.9	9.3	22.8	30.4	20.9	12.4	95.8
Vic	Certificate	388.3	2.7	2.8	11.7	26.4	30.1	17.8	8.4	94.5
VIC	Year 12	391.1	3.7	3.2	11.1	25.2	29.1	17.6	10.1	93.1
	Year 11	363.7	7.1	6.2	18.5	29.1	23.7	11.2	4.3	86.7
	Not stated (3%)	411.8	5.2	2.2	8.5	18.0	27.2	21.7	17.0	92.6
	Bachelor	426.9	0.8	0.7	4.5	16.4	28.4	27.5	21.7	98.5
	Diploma	391.8	1.1	2.3	11.4	25.5	31.2	19.7	8.8	96.7
Qld	Certificate	378.9	1.2	3.8	15.0	28.2	29.8	15.5	6.6	95.0
Qiu	Year 12	374.1	1.5	5.2	16.5	27.8	28.7	14.0	6.3	93.3
	Year 11	345.3	2.7	11.7	24.7	29.3	21.3	7.6	2.6	85.6
	Not stated (9%)	374.4	2.9	6.2	16.9	26.6	25.3	14.6	7.6	91.0
	Bachelor	424.8	0.8	1.1	5.2	16.8	27.7	26.7	21.7	98.1
	Diploma	389.1	0.9	3.1	12.2	25.7	30.1	18.9	9.1	96.0
WA	Certificate	373.2	0.9	5.1	16.6	28.5	29.0	14.1	5.8	94.0
VVA	Year 12	373.2	1.6	5.7	16.8	28.2	26.9	14.4	6.5	92.8
	Year 11	338.4	1.4	15.3	25.3	28.4	20.1	7.2	2.3	83.3
	Not stated (11%)	362.1	2.3	11.3	19.5	24.3	22.0	13.4	7.3	86.5
	Bachelor	415.2	1.4	1.0	6.3	19.3	29.7	25.8	16.4	97.5
	Diploma	383.5	1.2	3.4	13.2	27.8	30.3	16.5	7.6	95.4
SA	Certificate	370.0	1.7	5.0	17.4	29.8	28.2	12.8	5.1	93.3
3A	Year 12	369.3	2.5	5.9	17.0	29.1	27.6	13.1	4.8	91.6
	Year 11	335.6	4.3	14.7	25.3	29.4	19.1	5.6	1.7	81.1
	Not stated (10%)	362.2	4.4	9.1	19.3	26.1	23.6	11.8	5.7	86.5

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.N8 (cont.): Achievement of Year 3 Students in Numeracy, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	Below r minimum (%	standard	At national minimum standard (%)	Above	At or above national minimum standard			
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	(%)
	Bachelor	428.0	0.9	0.9	4.4	15.2	27.8	29.1	21.7	98.2
	Diploma	402.0	0.8	1.9	9.4	23.8	28.4	22.6	13.2	97.4
Tas	Certificate	380.4	1.6	4.2	14.1	27.2	29.8	15.9	7.2	94.2
145	Year 12	365.1	2.3	8.5	20.3	25.7	24.3	12.3	6.7	89.2
	Year 11	349.8	2.4	9.9	24.5	29.5	21.6	8.6	3.5	87.7
	Not stated (10%)	404.1	3.6	3.2	11.6	21.0	25.9	17.5	17.2	93.2
	Bachelor	428.4	1.4	0.7	4.5	14.6	29.5	26.9	22.3	97.9
	Diploma	392.9	2.0	2.1	10.1	25.9	32.2	18.3	9.4	95.9
ACT	Certificate	381.3	1.8	3.4	14.6	28.0	29.4	15.8	7.1	94.8
ACI	Year 12	384.7	1.5	4.5	12.3	25.7	31.3	15.8	9.0	94.0
	Year 11	379.1	5.2	7.0	17.6	25.7	18.8	13.8	12.0	87.8
	Not stated (10%)	401.1	3.6	4.2	9.4	20.6	27.2	20.8	14.2	92.2
	Bachelor	391.8	0.8	3.2	10.4	25.7	31.4	19.3	9.1	95.9
	Diploma	365.6	1.0	6.3	17.8	33.9	23.9	11.7	5.5	92.8
NT	Certificate	343.1	2.1	14.2	21.5	29.8	21.7	8.6	2.1	83.7
INI	Year 12	345.4	2.7	13.0	21.8	29.3	21.9	8.7	2.7	84.4
	Year 11	280.7	1.8	42.9	27.8	17.6	7.7	2.1	0.2	55.3
	Not stated (27%)	292.7	2.2	42.2	22.1	15.4	10.0	5.0	3.1	55.6
	Bachelor	432.1	1.2	0.8	4.5	14.8	27.0	26.9	24.8	98.0
	Diploma	395.1	1.4	2.5	10.8	24.6	30.1	20.0	10.7	96.1
Aust	Certificate	378.6	1.7	4.3	14.9	27.7	29.2	15.4	6.8	94.1
Aust	Year 12	378.3	2.3	5.0	15.2	26.9	28.0	15.2	7.5	92.8
	Year 11	346.9	3.8	11.7	23.3	28.9	21.0	8.3	3.0	84.5
	Not stated (6%)	375.4	3.2	8.6	15.9	23.3	24.1	15.2	9.7	88.2

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.N9: Achievement of Year 3 Students in Numeracy, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	Below r minimum (%		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	(%)
	Group 1	437.3	0.9	0.8	4.2	13.9	25.5	26.6	28.2	98.3
	Group 2	414.0	1.1	1.6	7.5	19.8	28.4	23.7	18.0	97.3
NSW	Group 3	388.5	1.3	3.4	13.0	25.4	29.2	18.0	9.7	95.3
INOW	Group 4	369.2	1.9	6.5	18.7	28.2	25.7	12.6	6.6	91.7
	Not in paid work	350.7	4.1	11.6	22.8	27.4	20.9	9.1	4.2	84.4
	Not stated (7%)	382.8	3.0	6.7	15.4	23.0	24.6	16.2	11.2	90.4
	Group 1	440.2	1.1	0.4	3.5	12.7	26.4	27.6	28.2	98.5
	Group 2	419.6	1.5	1.0	6.1	17.9	29.6	24.6	19.2	97.4
Vic	Group 3	399.3	2.0	2.1	9.6	23.7	30.5	20.4	11.8	95.9
VIC	Group 4	384.0	3.6	3.5	13.5	27.3	27.7	16.2	8.3	92.9
	Not in paid work	371.4	8.0	5.7	16.5	26.8	24.2	12.4	6.3	86.3
	Not stated (2%)	409.0	6.1	2.1	8.3	18.7	27.9	21.5	15.4	91.8
	Group 1	426.3	0.7	0.7	4.8	16.5	28.4	27.2	21.6	98.6
	Group 2	404.7	0.7	1.6	8.5	22.4	31.1	22.5	13.2	97.7
Qld	Group 3	384.9	1.1	3.1	13.2	27.4	30.2	17.2	7.8	95.8
Qiu	Group 4	366.9	1.7	6.4	18.5	29.2	26.7	12.3	5.2	91.9
	Not in paid work	350.4	3.0	11.0	23.8	28.2	21.4	8.8	3.9	86.1
	Not stated (16%)	372.3	2.5	6.2	17.6	26.6	26.2	14.0	6.8	91.3
	Group 1	422.7	0.5	1.2	5.7	17.2	28.2	26.2	20.9	98.3
	Group 2	400.5	0.7	2.3	9.9	23.2	29.5	21.5	13.0	97.0
WA	Group 3	379.7	1.0	4.2	14.7	27.7	29.8	15.5	7.2	94.9
•••	Group 4	364.4	1.2	7.8	19.4	28.2	25.6	12.6	5.3	91.0
	Not in paid work	346.3	1.9	14.9	23.1	26.8	19.5	8.9	5.0	83.2
	Not stated (18%)	365.5	2.3	10.0	19.0	24.8	22.6	13.6	7.7	87.7
	Group 1	416.4	1.0	1.0	5.8	19.3	30.2	25.9	16.7	98.0
	Group 2	396.3	1.3	2.2	10.1	24.3	31.0	20.6	10.5	96.5
SA	Group 3	375.1	1.4	4.1	16.3	29.1	28.9	14.2	6.0	94.5
<i>3</i> , (Group 4	363.3	1.8	6.9	19.0	30.4	25.9	11.5	4.4	91.3
	Not in paid work	347.9	4.2	11.1	23.8	28.9	20.5	7.4	4.1	84.7
	Not stated (19%)	356.0	4.7	10.4	20.3	27.2	22.6	10.3	4.6	85.0

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Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.N9 (cont.): Achievement of Year 3 Students in Numeracy, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	Below r minimum (%		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	(%)
	Group 1	427.9	0.8	1.0	4.5	15.4	27.7	29.0	21.7	98.2
	Group 2	403.5	0.5	1.5	9.3	22.6	29.8	23.2	13.1	98.0
Tas	Group 3	388.4	1.4	2.9	12.8	26.5	29.4	17.2	9.8	95.7
145	Group 4	366.9	1.5	6.8	18.8	27.8	27.2	12.3	5.5	91.6
	Not in paid work	343.2	4.2	12.3	24.9	28.6	19.4	8.2	2.4	83.5
	Not stated (14%)	391.1	3.4	4.8	14.3	22.9	25.7	15.3	13.8	91.8
	Group 1	429.0	1.4	0.9	4.4	14.9	29.2	26.1	23.1	97.7
	Group 2	415.3	1.6	1.0	6.2	17.7	32.4	25.2	16.0	97.4
ACT	Group 3	392.8	0.9	2.7	12.2	24.8	29.2	19.3	11.0	96.4
	Group 4	366.4	5.2	6.1	17.3	30.6	23.0	13.5	4.3	88.7
	Not in paid work	366.3	4.8	5.2	18.8	29.0	26.8	9.7	5.7	89.9
	Not stated (17%)	393.0	3.0	4.0	11.5	23.8	27.4	18.1	12.1	92.9
	Group 1	385.8	1.2	4.0	13.5	26.8	28.6	16.3	9.7	94.8
	Group 2	370.3	0.7	6.3	15.5	30.0	28.7	14.9	3.9	93.0
NT	Group 3	351.4	1.5	10.3	20.2	33.7	22.5	9.4	2.5	88.3
INI	Group 4	324.5	1.7	23.3	23.9	25.4	16.9	7.4	1.5	75.1
	Not in paid work	278.2	2.5	44.8	28.6	14.7	7.1	2.1	0.3	52.7
	Not stated (29%)	291.4	2.5	42.7	21.5	15.0	10.2	5.1	3.0	54.9
	Group 1	432.1	0.9	0.8	4.5	15.0	27.0	26.8	25.0	98.3
	Group 2	410.9	1.1	1.6	7.8	20.5	29.6	23.3	16.3	97.3
Aust	Group 3	388.3	1.4	3.2	12.6	26.0	29.7	17.8	9.3	95.4
Aust	Group 4	371.5	2.3	5.9	17.3	28.3	26.4	13.4	6.5	91.8
	Not in paid work	355.4	5.0	10.3	21.1	27.2	21.7	9.9	4.8	84.7
	Not stated (11%)	371.8	3.1	8.3	17.1	24.6	24.4	14.2	8.3	88.6

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 3.P1: Year 3 Student Participation in Assessment, by State and Territory, 2015.

State/ Territory		Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	94461	94429	94595	94595	94089
	Participation Rate (%)	97.0	96.9	97.1	97.1	96.6
Vic	Number	70588	70412	70692	70692	70562
	Participation Rate (%)	94.5	94.3	94.6	94.6	94.5
Qld	Number	60993	60920	61058	61058	60820
	Participation Rate (%)	93.2	93.1	93.3	93.3	93.0
WA	Number	32532	32530	32615	32615	32412
	Participation Rate (%)	95.3	95.3	95.5	95.5	94.9
SA	Number	19079	19068	19126	19126	19047
	Participation Rate (%)	92.8	92.7	93.0	93.0	92.6
Tas	Number	6248	6203	6250	6250	6228
	Participation Rate (%)	94.9	94.2	94.9	94.9	94.6
ACT	Number	4875	4849	4869	4869	4873
	Participation Rate (%)	93.2	92.7	93.1	93.1	93.2
NT	Number	3066	3106	3112	3112	3028
	Participation Rate (%)	87.6	88.7	88.9	88.9	86.5
Aust	Number	291842	291517	292317	292317	291059
	Participation Rate (%)	94.9	94.8	95.0	95.0	94.6

Table 3.P2: Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	Read	ling	Persu Wri		Spe	lling	Gramm Puncti		Numeracy		
		Number	%	Number	%	Number	%	Number	%	Number	%	
NSW	Indigenous	5058	94.2	5068	94.4	5087	94.7	5087	94.7	5017	93.4	
NOW	Non-Indig.	87181	97.2	87141	97.2	87285	97.3	87285	97.3	86862	96.8	
Vic	Indigenous	1037	89.1	1029	88.4	1035	88.9	1035	88.9	1040	89.3	
VIC	Non-Indig.	69397	94.7	69235	94.4	69509	94.8	69509	94.8	69370	94.6	
Qld	Indigenous	4186	88.6	4190	88.7	4189	88.7	4189	88.7	4133	87.5	
Qiu	Non-Indig.	54948	93.9	54884	93.8	55007	94.0	55007	94.0	54829	93.7	
WA	Indigenous	2054	87.1	2069	87.7	2091	88.7	2091	88.7	2003	84.9	
WA	Non-Indig.	29735	96.2	29719	96.1	29786	96.3	29786	96.3	29665	96.0	
SA	Indigenous	746	83.0	760	84.5	756	84.1	756	84.1	746	83.0	
SA	Non-Indig.	18015	93.4	17999	93.3	18057	93.6	18057	93.6	17984	93.2	
Tas	Indigenous	518	94.0	515	93.5	523	94.9	523	94.9	516	93.6	
las	Non-Indig.	5581	96.1	5541	95.4	5577	96.0	5577	96.0	5564	95.8	
ACT	Indigenous	128	81.5	127	80.9	127	80.9	127	80.9	134	85.4	
ACI	Non-Indig.	4664	93.6	4639	93.1	4659	93.5	4659	93.5	4657	93.4	
NT	Indigenous	1153	78.0	1188	80.4	1190	80.5	1190	80.5	1122	75.9	
NT	Non-Indig.	1880	95.0	1887	95.4	1890	95.6	1890	95.6	1873	94.7	
Aust	Indigenous	14880	89.1	14946	89.5	14998	89.8	14998	89.8	14711	88.1	
Aust	Non-Indig.	271401	95.4	271045	95.3	271770	95.5	271770	95.5	270804	95.2	

Table 3.P3: Percentage of Year 3 Student Exemptions, Absences and Withdrawals by State and Territory, 2015.

State/ Territory	Reading (%)			Persuasive Writing (%)			Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)		
	E	Α	W	E	Α	W	E	Α	W	E	Α	W	E	Α	W
NSW	1.6	1.8	1.3	1.7	1.8	1.3	1.6	1.6	1.3	1.6	1.6	1.3	1.6	2.2	1.2
Vic	2.8	2.7	2.8	2.8	2.9	2.9	2.8	2.6	2.8	2.8	2.6	2.8	2.7	2.9	2.6
Qld	1.4	2.3	4.5	1.4	2.3	4.5	1.4	2.2	4.5	1.4	2.2	4.5	1.3	2.8	4.2
WA	1.2	3.0	1.8	1.2	3.0	1.8	1.2	2.7	1.8	1.2	2.7	1.8	1.1	3.4	1.7
SA	2.3	3.1	4.2	2.3	3.0	4.3	2.3	2.8	4.2	2.3	2.8	4.2	2.2	3.5	4.0
Tas	1.7	2.8	2.3	1.7	3.5	2.3	1.7	2.7	2.3	1.7	2.7	2.3	1.7	3.3	2.1
ACT	2.0	2.0	4.7	2.0	2.5	4.7	2.0	2.2	4.7	2.0	2.2	4.7	1.9	2.4	4.5
NT	1.9	10.1	2.3	1.9	9.0	2.3	1.8	8.8	2.3	1.8	8.8	2.3	1.7	11.2	2.3
Aust	1.9	2.4	2.7	1.9	2.5	2.7	1.9	2.3	2.7	1.9	2.3	2.7	1.8	2.8	2.5

Table 3.P4: Percentage of Year 3 Student Exemptions, Absences and Withdrawals by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	١	Reading (%)		Persuasive Writing (%)		Spelling (%)			Grammar and Punctuation (%)			Numeracy (%)			
		Ε	Α	W	Ε	Α	W	E	Α	W	Ε	Α	W	Ε	Α	W
NSW	Indigenous	2.4	4.1	1.7	2.4	3.9	1.7	2.4	3.6	1.7	2.4	3.6	1.7	2.3	4.9	1.7
NOW	Non-Indigenous	1.6	1.6	1.2	1.6	1.6	1.2	1.6	1.5	1.2	1.6	1.5	1.2	1.5	2.0	1.1
Vic	Indigenous	7.3	5.6	5.3	7.4	6.6	5.0	7.4	5.9	5.2	7.4	5.9	5.2	7.2	6.1	4.6
VIC	Non-Indigenous	2.6	2.6	2.7	2.6	2.8	2.8	2.6	2.5	2.7	2.6	2.5	2.7	2.5	2.8	2.6
Qld	Indigenous	2.6	5.5	5.9	2.6	5.3	6.0	2.6	5.4	5.9	2.6	5.4	5.9	2.5	6.7	5.8
Qiu	Non-Indigenous	1.3	2.0	4.1	1.3	2.0	4.2	1.3	1.9	4.1	1.3	1.9	4.1	1.2	2.4	3.9
WA	Indigenous	1.1	11.6	1.3	1.1	11.1	1.2	1.1	10.1	1.2	1.1	10.1	1.2	1.0	13.9	1.2
VVA	Non-Indigenous	1.1	2.1	1.7	1.1	2.2	1.7	1.1	2.0	1.7	1.1	2.0	1.7	1.1	2.5	1.6
SA	Indigenous	3.9	10.5	6.6	3.9	8.8	6.7	3.7	9.1	6.8	3.7	9.1	6.8	3.7	11.1	5.9
3A	Non-Indigenous	2.1	2.6	4.0	2.1	2.6	4.1	2.2	2.4	4.0	2.2	2.4	4.0	2.0	3.0	3.8
Tas	Indigenous	1.6	4.5	1.5	1.6	5.1	1.5	1.6	3.6	1.5	1.6	3.6	1.5	1.6	5.3	1.1
ias	Non-Indigenous	1.7	2.6	1.3	1.7	3.3	1.3	1.7	2.7	1.3	1.7	2.7	1.3	1.7	3.1	1.1
ACT	Indigenous	3.8	7.0	11.5	3.8	7.6	11.5	3.8	8.3	10.8	3.8	8.3	10.8	3.8	4.5	10.2
ACT	Non-Indigenous	1.9	1.9	4.6	2.0	2.4	4.6	1.9	2.0	4.5	1.9	2.0	4.5	1.9	2.3	4.3
NT	Indigenous	2.6	20.0	2.0	2.6	17.6	2.0	2.6	17.5	2.0	2.6	17.5	2.0	2.5	22.1	2.0
IN I	Non-Indigenous	1.4	2.8	2.2	1.4	2.5	2.1	1.3	2.3	2.2	1.3	2.3	2.2	1.2	3.2	2.1
Aust	Indigenous	2.7	7.4	3.5	2.7	7.1	3.4	2.7	6.7	3.4	2.7	6.7	3.4	2.6	8.6	3.3
Aust	Non-Indigenous	1.8	2.1	2.5	1.8	2.2	2.5	1.8	2.0	2.5	1.8	2.0	2.5	1.7	2.5	2.4

NAPLAN Year 3 Comparative Achievement

Table 3.CR: Comparative Achievement of Year 3 Students in Reading, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	429.5	439.3	418.4	412.5	414.8	418.5	442.7	336.6	425.5
NSW	429.5				Δ		•		A	•
Vic	439.3			Δ	Δ	Δ	Δ		A	•
Qld	418.4	•	∇				•	∇	A	•
WA	412.5	∇	∇				•	∇	A	•
SA	414.8		∇					∇	A	
Tas	418.5	•	∇					∇	A	
ACT	442.7	•		Δ	Δ	Δ	Δ		A	Δ
NT	336.6	_	_	_	V	_	_	_		V
Aust	425.5							∇	A	

Table 3.CW: Comparative Achievement of Year 3 Students in Persuasive Writing, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	422.5	431.0	405.8	408.1	398.9	407.6	419.7	327.5	416.3
NSW	422.5			Δ	Δ	Δ	Δ		A	
Vic	431.0			Δ	Δ	A	Δ	Δ	A	Δ
Qld	405.8	∇	∇		•			∇	A	
WA	408.1	∇	∇			•			A	
SA	398.9	∇	_		•			∇	A	∇
Tas	407.6	∇	∇						A	
ACT	419.7		∇	Δ		Δ			A	
NT	327.5	_	_	_	_	_	_	_		V
Aust	416.3		∇			Δ			A	

Table 3.CS: Comparative Achievement of Year 3 Students in Spelling, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	418.2	419.1	395.7	400.5	401.7	392.8	409.5	324.7	408.8
NSW	418.2		•	Δ	Δ		Δ		A	
Vic	419.1			Δ	Δ	Δ	Δ		A	
Qld	395.7	∇	∇						A	
WA	400.5	∇	∇	-					A	
SA	401.7		∇						A	
Tas	392.8	∇	∇	-				∇	A	•
ACT	409.5						Δ		A	
NT	324.7	V	_	V	V	V	_	V		V
Aust	408.8		•						A	

NAPLAN Year 3 Comparative Achievement

Table 3.CG: Comparative Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	438.8	442.7	430.5	424.1	416.6	414.2	441.3	334.9	433.2
NSW	438.8					Δ	Δ		A	
Vic	442.7				Δ	Δ	Δ	•	A	•
Qld	430.5				•				A	
WA	424.1		∇						A	
SA	416.6	∇	∇					∇	A	
Tas	414.2	∇	∇					∇	A	∇
ACT	441.3				•	Δ	Δ		A	
NT	334.9	V	_	V	V	V	V	V		V
Aust	433.2						Δ		A	

Table 3.CN: Comparative Achievement of Year 3 Students in Numeracy, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	401.3	409.7	392.2	388.6	382.1	391.3	410.0	332.0	397.8
NSW	401.3					Δ			A	
Vic	409.7			Δ	Δ	Δ	Δ		A	
Qld	392.2		∇					∇	A	
WA	388.6		∇					∇	A	•
SA	382.1	∇	∇					∇	A	∇
Tas	391.3		∇					∇	A	
ACT	410.0	•		Δ	Δ	Δ	Δ		A	
NT	332.0	_	_	_	V	_	_	_		V
Aust	397.8					Δ			A	

NAPLAN Year 3 Commentary

Overall national and jurisdiction results (Year 3)

Achievement scores

Distributions of achievement scores in reading, persuasive writing, spelling, grammar and punctuation, and numeracy are presented in Figures 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1, respectively, for each jurisdiction and for Australia overall. The table below each figure presents the mean scale score and standard deviation for each jurisdiction and for Australia overall.

In reading, the mean score for the ACT is above and statistically significantly different from the national mean score, and in persuasive writing, the mean score for Victoria is above and statistically significantly different from the national mean score. Mean scores for South Australia are below and statistically significantly different from the national mean scores in persuasive writing and numeracy, and the mean score for Tasmania is below and statistically significantly different from the national mean score in grammar and punctuation. Mean scores for the Northern Territory are substantially below and statistically significantly different from the national mean in all five domains. In all other jurisdictions and all other domains, the mean scores are not substantially different from the national mean scores.

For the Northern Territory, the spread of scores in all achievement domains, as indicated by the standard deviation, is greater than in the other jurisdictions. This is also indicated by the lengths of the bars in the figures, which show that the extent of the spread is greater for the Northern Territory than for the other jurisdictions.

Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands across Years 3, 5, 7 and 9. For students in Year 3, Band 1 (the lowest band) indicates a score below the national minimum standard and Band 2 (the next lowest band) indicates a score at the national minimum standard (see p. v). The highest reported band (Band 6 and above) represents high achievement for Year 3. Exempt students do not receive an achievement score and are not included in the calculation of means and standard deviations, but they are counted as below the national minimum standard in reporting band percentages.

Tables 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1 show the percentages of students in each band for each jurisdiction and for Australia overall in each of the five achievement domains. The last column of each table shows the percentage of students who achieved at or above the national minimum standard in the achievement domain. The percentage of students in Australia overall who achieved at or above the national minimum standard is high; across the five achievement domains, between 93% and 96% of students scored at or above the national minimum standard.

There is little variation across most jurisdictions in the percentage of students who achieved at or above the national minimum standard, with the exception of the Northern Territory, where more than 71% of students achieved at or above the national minimum standard in reading, persuasive writing and numeracy, and 68% to 69% in spelling, and grammar and punctuation. In all other jurisdictions and in all domains, at least 90% of students achieved at or above the national minimum standard.

Sex

Mean scale scores and score distributions by sex are shown in Figures 3.R2, 3.W2, 3.S2, 3.G2 and 3.N2.

There is a consistent pattern in the four literacy domains: the mean scale scores for female students are higher than the mean scale scores for male students for Australia overall and in each jurisdiction, although there is substantial overlap in the distribution of scores between the two sexes. In reading and spelling, the differences are smaller than in persuasive writing and grammar and punctuation. Nationally, the differences range from 13 score points in spelling to 24 score points in persuasive writing. The differences in the four literacy domains are smaller in Victoria than in the other jurisdictions.

The pattern is quite different for numeracy. In this domain, the mean scale scores for male students are higher than those for female students, although the differences are a great deal smaller, averaging just 9 score points across Australia. The pattern is maintained across the jurisdictions, but in all cases the differences are small.

Tables 3.R2, 3.W2, 3.S2, 3.G2 and 3.N2 present the percentages of male and female students in each achievement band. Australia-wide, in reading, persuasive writing, spelling, and grammar and punctuation, higher percentages of female students achieved at or above the national minimum standard compared to male students, with the differences approximately 3 percentage points. In numeracy, there is almost no difference between the percentages of male students (94%) and female students (95%) with scores at or above the national minimum standard. Similar patterns can be seen in every jurisdiction.

Indigenous students

Figures 3.R3, 3.W3, 3.S3, 3.G3 and 3.N3 show the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In all achievement domains and for all jurisdictions, the mean scale scores for Indigenous students are usually much lower than the mean scale scores for non-Indigenous students. Differences for Australia overall range from 72 score points in numeracy to 94 score points in grammar and punctuation. In most domains and for all jurisdictions except Tasmania, the mean score for Indigenous students is close to or below the 20th percentile score for non-Indigenous students.

Tables 3.R3, 3.W3, 3.S3, 3.G3 and 3.N3 show the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and for Australia overall. For Australia, in every domain, at least 18% of Indigenous students failed to reach the national minimum standard, compared to less than 6% of non-Indigenous students. In the Northern Territory, 51% of Indigenous students achieved below the national minimum standard in numeracy, while at least 61% of Indigenous students achieved below the national minimum standard in spelling, and grammar and punctuation.

Language background other than English

Figures 3.R4, 3.W4, 3.S4, 3.G4 and 3.N4 show the distributions of scores, mean scale scores and standard deviations for students by language background. Students from a language background other than English are shown separately from those whose language background is English. For Australia overall, the mean scale scores for students from a language background other than English are close to the mean scale scores for students from an Englishlanguage background in reading, persuasive writing, grammar and punctuation, and numeracy. In spelling, the mean score for students from a language background other than English is higher than the mean score for students from an English-language background.

Across jurisdictions, differences between these two groups of students are similar to the national differences, except for the Northern Territory. In the Northern Territory, mean scores for students from a language background other than English are substantially lower than mean scores for students from an Englishlanguage background in all five domains. These differences range from 81 points in numeracy to 122 points in grammar and punctuation.

Tables 3.R4, 3.W4, 3.S4, 3.G4 and 3.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for students from a language background other than English and students from an English language background. Across Australia, and in all jurisdictions except the Northern Territory, there is little difference between these two groups in the percentage of students who achieved below the national minimum standard in any achievement domain. In the Northern Territory, the proportion of students from a language background other than English who achieve below the national minimum standard across the five domains is generally four to five times as high as for students from an English language background.

NAPLAN Year 3 Commentary

Geolocation

Tables 3.R5, 3.W5, 3.S5, 3.G5 and 3.N5 present summary results for students from schools in metropolitan, provincial, remote and very remote locations for each jurisdiction and for Australia overall. These tables include the mean scale score, as well as the percentage of students in each achievement band. In Victoria, there is no very remote geolocation; in the ACT, there is no remote or very remote geolocation; and in the Northern Territory, there is no geolocation categorised as metropolitan. In addition, very remote locations in Tasmania and provincial locations in the ACT have too few students to report. This is indicated by 'n.p.' in the tables.

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students from metropolitan geolocations have the highest mean score, followed by students from provincial geolocations, then students from remote locations, then students from very remote locations. This pattern is not always replicated within each jurisdiction. In New South Wales, there is little difference between mean scores for students from remote and very remote locations in the literacy domains, and in Victoria, South Australia and Tasmania, there is little difference between mean scores for students from provincial and remote locations in all domains.

The distributions of students in achievement bands are similar. For Australia overall, the highest percentage of students achieving at or above the national minimum standard attend schools in metropolitan locations and the lowest percentage attend schools in very remote locations. This pattern is similar across jurisdictions, with some exceptions. In Victoria, South Australia and Tasmania, there is no consistent pattern of differences between the percentage of students in metropolitan, provincial and remote locations scoring at or above the national minimum standard. Higher percentages of students attending schools in metropolitan geolocations in Australia overall achieved at Band 5 and above compared to students attending schools in other geolocations.

Results by geolocation are also reported by Indigenous status. Results for Indigenous students by geolocation are provided in Tables 3.R6, 3.W6, 3.S6, 3.G6 and 3.N6, and results for non-Indigenous students in Tables 3.R7, 3.W7, 3.S7, 3.G7 and 3.N7. For Indigenous students, the patterns of mean scores and percentage of students who achieved at or above the national minimum standard by geolocation are similar to the patterns for non-Indigenous students, across Australia and within each jurisdiction, with the exception of South Australia, where no consistent pattern occurs. For Australia overall, at least 81% of Indigenous students from metropolitan and provincial locations achieved at or above the national minimum standard in reading, persuasive writing, grammar and punctuation, and numeracy.

Parental education

Tables 3.R8, 3.W8, 3.S8, 3.G8 and 3.N8 provide results for each jurisdiction and for Australia overall by parental education. Parental education refers to the highest level of education completed by the parent/guardian. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 3% in Victoria to 27% in the Northern Territory. For Australia overall, there is no information on parental education for 6% of students, so these results should be treated with caution. The tables contain results for students whose parental education is identified as 'Not stated'.

In all domains, mean scores are higher for students whose parents have higher levels of education. Students whose parents hold a bachelor degree or higher have the highest mean scores for each jurisdiction and for Australia overall and, in nearly all jurisdictions, the greatest percentage of students who achieved at or above the national minimum standard. Nationally, there is little difference in the mean scores between students with parents whose highest level of education is a certificate and those with parents whose highest level of education is Year 12 completion. For Australia overall, in each domain, higher percentages of students whose parents completed Year 12 or higher achieved at or above the national minimum standard, compared to students whose parents had not completed Year 12. Students with parents whose education is not stated are excluded from these comparisons.

Parental occupation

Tables 3.R9, 3.W9, 3.S9, 3.G9 and 3.N9 show results for each jurisdiction and Australia overall by parental occupation. Parental occupation group includes the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, the occupation group reflecting the main job is reported. If both parents/guardians are working, the higher of the two occupation groups is used. Occupations are classified into four groups; a fifth group represents those not in paid work. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 2% in Victoria to 29% in the Northern Territory. For Australia overall, there is no information on parental occupation for 11% of students, so these results should be treated with caution. The tables contain results for students whose parental occupation is identified as 'Not stated'.

Students with parents in Occupation Group 1, which includes senior managers and qualified professionals, have the highest mean scale scores in all domains for all jurisdictions and for Australia overall. The next highest mean scores were achieved by students with parents in Occupation Group 2, which includes other business managers and associate professionals, followed by Occupation Group 3 (tradespeople, clerks, and skilled office, sales and service staff) and Occupation Group 4 (machine operators, hospitality staff, assistants and labourers). Students whose parents are not in paid work have the lowest mean scores in all domains across Australia and for all jurisdictions except the ACT, where the difference between these students and those with parents in Occupation Group 4 is inconsistent across domains. Students with parents whose occupation is not stated are excluded from these comparisons.

The percentage of students who scored at or above the national minimum standard is also related to parental occupation. For Australia overall, students with parents in Occupation Groups 1 and 2 most frequently achieved at or above the national minimum standard (ranging from 96% to 98% across the five domains), with little difference between Group 1 and Group 2. Among students whose parents are not in paid work, the percentage who achieved at or above the national minimum standard is lowest in spelling (82%) and highest in persuasive writing (88%).

Participation

Tables 3.P1, 3.P2, 3.P3 and 3.P4 provide data on participation in the tests in each domain for each jurisdiction and for Australia overall. Table 3.P1 provides the overall rates and Table 3.P2 provides rates separately for Indigenous and non-Indigenous students. Table 3.P3 provides data on exemptions, absences and withdrawals for the tests in each domain, with Table 3.P4 showing these rates separately for Indigenous and non-Indigenous students. Students who are absent or withdrawn are considered non-participating. Students who are exempt do not receive a scale score but are considered to have achieved below the national minimum standard.

Nationally, the overall participation rate is quite uniform across domains, ranging from 94.6% in numeracy to 95.0% in spelling, and grammar and punctuation. Among the eight jurisdictions, New South Wales has the highest participation rate (96.6% to 97.1% across domains) and the Northern Territory the lowest (86.5% to 88.9% across domains). Participation rates are lower among Indigenous students, ranging nationally from 88.1% to 89.8% across domains.

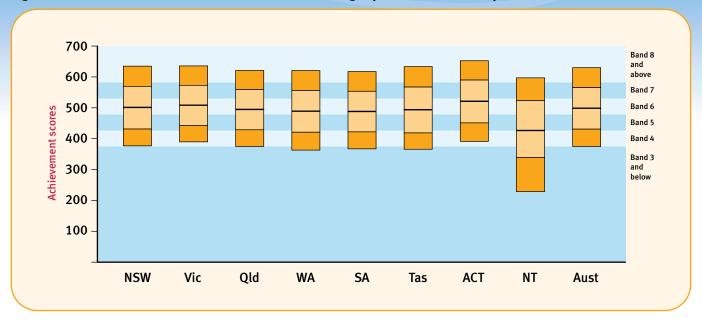
For Australia overall, 2.6% to 2.7% of Indigenous students and 1.7% to 1.8% of non-Indigenous students were granted exemptions, with the highest proportions across all domains and jurisdictions recorded in Victoria (7.4% and 2.6%, respectively). There was no consistent pattern across jurisdictions. In Queensland, the ACT and the Northern Territory, the proportion of Indigenous students granted exemptions was approximately twice as high as that for non-Indigenous students. In Western Australia and Tasmania, there was no difference between Indigenous and non-Indigenous students in the proportion of students granted exemptions.

Absence rates are considerably higher than exemption or withdrawal rates among Indigenous students, where they range from 6.7% to 8.6% nationally across domains. Among Indigenous students, absence rates are highest in the Northern Territory (17.5% to 22.1%), Western Australia (10.1% to 13.9%) and South Australia (8.8% to 11.1%). Withdrawal rates are generally lower.

2015 Results NAPLAN Year 5

Year 5 Reading 66	Year 5 Grammar and Punctuation 99
• by State and Territory, 2015	 by State and Territory, 2015
• by Sex, by State and Territory, 2015	 by Sex, by State and Territory, 2015
• by Indigenous Status, by State and Territory, 2015	 by Indigenous Status, by State and Territory, 2015
• by LBOTE Status, by State and Territory, 2015	 by LBOTE Status, by State and Territory, 2015
• by Geolocation, by State and Territory, 2015	 by Geolocation, by State and Territory, 2015
 Indigenous Students by Geolocation, by State and Territory, 2015 	 Indigenous Students by Geolocation, by State and Territory, 2015
 Non-Indigenous Students by Geolocation, by State and Territory, 2015 	 Non-Indigenous Students by Geolocation, by State and Territory, 2015
• by Parental Education, by State and Territory, 2015	 by Parental Education, by State and Territory, 2015
• by Parental Occupation, by State and Territory, 2015	 by Parental Occupation, by State and Territory, 2015
Year 5 Persuasive Writing 77	Year 5 Numeracy110
• by State and Territory, 2015	 by State and Territory, 2015
• by Sex, by State and Territory, 2015	 by Sex, by State and Territory, 2015
• by Indigenous Status, by State and Territory, 2015	 by Indigenous Status, by State and Territory, 2015
• by LBOTE Status, by State and Territory, 2015	 by LBOTE Status, by State and Territory, 2015
 by Geolocation, by State and Territory, 2015 	 by Geolocation, by State and Territory, 2015
 Indigenous Students by Geolocation, by State and Territory, 2015 	 Indigenous Students by Geolocation, by State and Territory, 2015
 Non-Indigenous Students by Geolocation, by State and Territory, 2015 	 Non-Indigenous Students by Geolocation, by State and Territory, 2015
• by Parental Education, by State and Territory, 2015	 by Parental Education, by State and Territory, 2015
• by Parental Occupation, by State and Territory, 2015	 by Parental Occupation, by State and Territory, 2015
Year 5 Spelling 88	Year 5 Participation121
• by State and Territory, 2015	 by State and Territory, 2015
 by Sex, by State and Territory, 2015 	 by Indigenous Status, by State and Territory, 2015
 by Indigenous Status, by State and Territory, 2015 by LBOTE Status, by State and Territory, 2015 	 Student Exemptions, Absences and Withdrawals, by State and Territory, 2015
• by Geolocation, by State and Territory, 2015	 Student Exemptions, Absences and Withdrawals, by Indigenous Status, by State and Territory, 2015
 Indigenous Students by Geolocation, by State and Territory, 2015 	Year 5 Comparative Achievement125
Non-Indigenous Students by Geolocation, by State Tamila Translation 2015	• in Reading by State and Territory, 2015
and Territory, 2015	• in Persuasive Writing, by State and Territory, 2015
by Parental Education, by State and Territory, 2015 by Parental Community by State and Territory, 2015	
 by Parental Occupation, by State and Territory, 2015 	• in Grammar and Punctuation, by State
	and Territory, 2015
	 in Numeracy, by State and Territory, 2015
	Year 5 Commentary127

Figure 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2015.

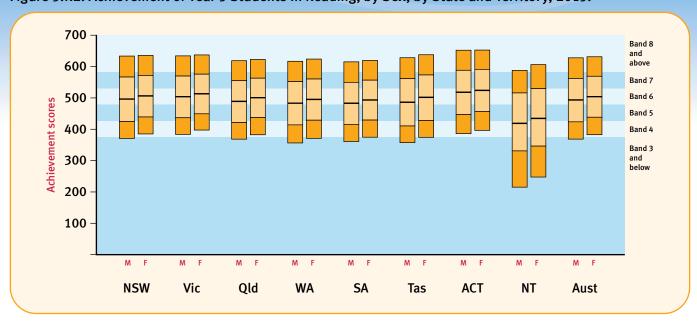


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	501.0 (78.8)	508.3 (75.0)	494.5 (75.1)	488.9 (78.8)	487.9 (76.6)	493.6 (82.8)	520.8 (79.3)	426.3 (110.2)	498.5 (78.2)

Table 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	minimu	national m standard (%)	At national minimum standard (%)	Above	national m (%	iinimum sta %)	andard	At or above national minimum standard
		Pa	A	Wit	Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
NSW	10yrs 7mths 5yrs 4mths	97.4	1.7	0.9	1.6	4.6	13.3	21.8	23.9	19.1	15.7	93.8
Vic	10yrs 9mths 5yrs 4mths	95.2	2.5	2.2	2.9	2.8	10.8	21.3	25.3	20.5	16.4	94.3
Qld	10yrs 5mths 5yrs 4mths	93.8	2.2	4.0	1.4	4.9	14.0	23.1	25.2	18.8	12.6	93.8
WA	10yrs 5mths 5yrs 4mths	95.8	3.0	1.1	1.2	6.9	14.8	23.0	24.2	17.8	12.1	91.9
SA	10yrs 7mths 5yrs 4mths	93.8	3.1	3.1	2.2	6.1	15.1	23.8	24.5	16.9	11.3	91.7
Tas	10yrs 10mths 5yrs 4mths	95.7	2.2	2.2	1.4	6.5	16.0	21.5	21.4	17.9	15.2	92.1
ACT	10yrs 8mths 5yrs 4mths	94.8	2.1	3.1	2.0	2.8	9.4	17.3	23.8	22.7	22.0	95.2
NT	10yrs 6mths 5yrs 4mths	86.8	11.1	2.1	2.0	30.3	18.1	16.9	15.2	10.6	6.9	67.7
Aust	10yrs 7mths 5yrs 4mths	95.5	2.4	2.1	1.9	4.9	13.2	22.1	24.4	19.0	14.5	93.3

Figure 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2015.

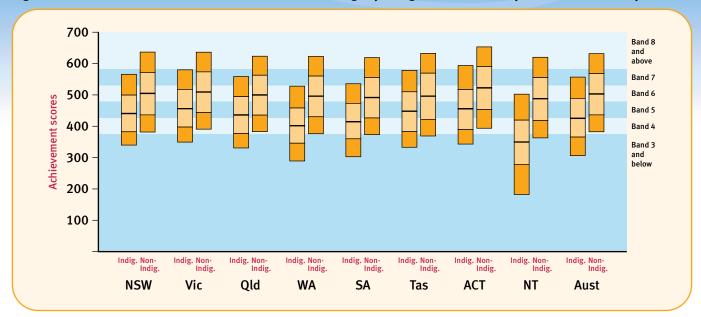


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	496.2 (80.7)	503.8 (76.4)	488.7 (76.8)	483.1 (80.0)	482.8 (78.0)	486.0 (83.8)	517.9 (80.9)	418.6 (111.6)	493.3 (79.9)
Female Mean scale score / (S.D.)	506.2 (76.4)	513.0 (73.1)	500.6 (72.9)	495.0 (77.1)	493.2 (74.7)	501.6 (80.9)	523.8 (77.4)	434.4 (108.1)	503.9 (76.1)

Table 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2015.

State/ Territory	Sex	Below r minimum (%		At national minimum standard (%)	Abov	dard	At or above national minimum		
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)
NSW	Male	2.1	5.6	14.7	22.0	22.7	17.9	15.1	92.3
	Female	1.0	3.5	11.7	21.7	25.2	20.4	16.4	95.5
Vic	Male	3.7	3.5	12.1	21.6	24.3	19.3	15.4	92.8
	Female	2.0	2.1	9.4	21.0	26.3	21.7	17.4	95.9
Qld	Male	1.8	6.0	15.7	23.8	23.7	17.3	11.8	92.3
	Female	1.0	3.8	12.2	22.4	26.7	20.5	13.5	95.3
WA	Male	1.6	8.3	16.2	23.1	23.0	16.8	11.1	90.1
	Female	0.8	5.5	13.3	22.9	25.4	18.9	13.2	93.8
SA	Male	3.1	7.3	16.4	23.6	23.3	15.8	10.5	89.6
	Female	1.2	4.9	13.7	24.1	25.8	18.0	12.2	93.9
Tas	Male	2.0	8.0	17.5	22.0	20.5	16.5	13.6	90.0
	Female	0.8	4.9	14.4	21.1	22.4	19.5	16.9	94.3
ACT	Male	2.3	3.3	10.2	17.7	23.0	22.2	21.3	94.5
	Female	1.7	2.3	8.5	17.0	24.6	23.2	22.8	96.1
NT	Male	2.8	31.8	18.5	16.4	14.9	9.9	5.7	65.4
	Female	1.1	28.7	17.8	17.5	15.4	11.4	8.2	70.2
Aust	Male	2.5	5.9	14.6	22.4	23.2	17.8	13.7	91.7
	Female	1.2	3.8	11.6	21.8	25.7	20.4	15.4	95.0

Figure 5.R3: Achievement of Year 5 Students in Reading, by Indigenous Status, by State and Territory, 2015.

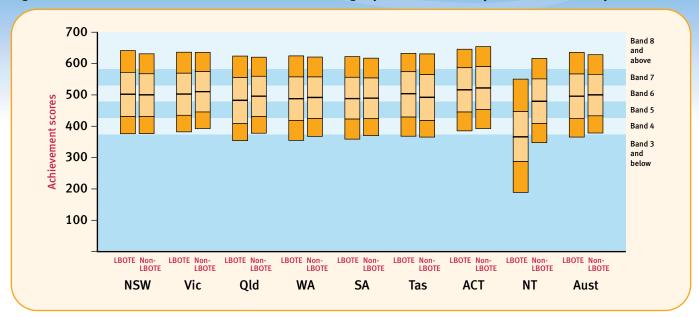


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	440.5 (69.5)	456.1 (70.2)	435.9 (69.9)	401.6 (72.8)	414.3 (71.6)	447.9 (74.5)	455.6 (75.4)	349.5 (93.5)	425.1 (78.4)
Non-Indigenous Mean scale score / (S.D.)	504.6 (77.8)	509.1 (74.7)	499.7 (73.4)	496.0 (75.2)	491.5 (75.0)	496.0 (81.6)	522.3 (78.7)	487.9 (79.0)	502.9 (76.0)

Table 5.R3: Achievement of Year 5 Students in Reading, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	minimum	Below national minimum standard (%)		Abov	ndard	At or above national minimum		
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)
NSW	Indigenous	3.2	15.6	29.1	25.4	16.0	7.6	3.1	81.2
	Non-Indigenous	1.5	3.9	12.3	21.7	24.4	19.8	16.4	94.6
Vic	Indigenous	7.3	10.6	22.7	26.4	18.5	10.1	4.3	82.1
	Non-Indigenous	2.7	2.7	10.6	21.3	25.4	20.7	16.6	94.6
Qld	Indigenous	2.6	18.2	28.3	25.6	15.7	7.1	2.6	79.2
	Non-Indigenous	1.2	3.7	12.7	22.9	26.1	19.9	13.5	95.1
WA	Indigenous	1.7	34.9	30.2	19.4	9.3	3.5	1.1	63.4
	Non-Indigenous	1.1	4.7	13.5	23.2	25.4	19.0	13.1	94.2
SA	Indigenous	4.3	26.6	29.9	21.9	11.8	4.5	1.0	69.1
	Non-Indigenous	2.1	5.1	14.4	23.9	25.2	17.6	11.8	92.9
Tas	Indigenous	1.5	16.2	24.3	24.4	19.7	9.5	4.6	82.3
	Non-Indigenous	1.4	5.8	15.5	21.5	21.7	18.6	15.5	92.8
ACT	Indigenous	2.1	13.0	25.9	22.0	21.4	9.6	6.0	84.9
	Non-Indigenous	2.0	2.5	9.0	17.3	23.8	22.9	22.4	95.5
NT	Indigenous	2.0	59.8	20.8	9.9	4.4	2.1	0.9	38.2
	Non-Indigenous	2.0	6.6	16.0	22.6	23.8	17.4	11.6	91.4
Aust	Indigenous	3.0	23.4	27.7	23.0	14.0	6.5	2.5	73.6
	Non-Indigenous	1.8	3.7	12.3	22.1	25.1	19.8	15.3	94.5

Figure 5.R4: Achievement of Year 5 Students in Reading, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	502.0 (80.8)	502.6 (77.3)	482.5 (83.1)	487.9 (82.8)	488.2 (80.4)	503.8 (80.7)	516.1 (80.0)	366.0 (104.3)	495.8 (83.2)
Non-LBOTE Mean scale score / (S.D.)	500.1 (77.7)	510.4 (74.0)	495.9 (74.0)	491.7 (77.1)	489.6 (75.4)	492.1 (81.9)	522.0 (79.0)	479.5 (83.0)	500.0 (76.2)

Table 5.R4: Achievement of Year 5 Students in Reading, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status		national standard %)	At national minimum standard (%)	Abov	ıdard	At or above national minimum		
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)
NSW	LBOTE	2.2	4.6	13.3	21.9	23.1	18.2	16.7	93.2
	Non-LBOTE	1.4	4.6	13.4	21.9	24.3	19.5	15.1	94.1
Vic	LBOTE	3.7	3.6	12.4	22.3	24.1	18.5	15.4	92.7
	Non-LBOTE	2.6	2.5	10.2	21.0	25.7	21.2	16.8	94.9
Qld	LBOTE	1.8	9.3	17.3	21.9	21.5	15.6	12.7	88.9
	Non-LBOTE	1.3	4.4	13.6	23.3	25.6	19.2	12.6	94.3
WA	LBOTE	1.7	8.0	14.3	22.5	23.2	17.8	12.5	90.4
	Non-LBOTE	1.0	6.1	14.3	22.7	25.2	18.5	12.3	92.9
SA	LBOTE	3.2	7.0	13.6	23.2	24.7	16.2	12.1	89.8
	Non-LBOTE	1.9	5.6	14.8	23.9	25.0	17.5	11.4	92.5
Tas	LBOTE	5.7	5.6	12.6	16.9	22.0	21.6	15.6	88.8
	Non-LBOTE	1.1	6.5	16.3	22.1	21.6	17.7	14.6	92.4
ACT	LBOTE	3.8	3.5	10.1	17.2	23.2	21.5	20.5	92.6
	Non-LBOTE	1.4	2.6	9.2	17.3	24.0	23.0	22.5	96.0
NT	LBOTE	1.4	55.2	19.2	10.5	6.9	4.3	2.6	43.4
	Non-LBOTE	2.0	9.6	17.3	22.0	22.0	16.2	10.9	88.4
Aust	LBOTE	2.6	6.2	13.6	21.8	23.0	17.7	15.1	91.2
	Non-LBOTE	1.6	4.3	12.9	22.2	25.0	19.6	14.4	94.1

Table 5.R5: Achievement of Year 5 Students in Reading, by Geolocation, by State and Territory, 2015.

State/	Geolocation	Mean	Below	national	At	Ahove	national m	inimum sta	andard	At or
Territory	Constantion	scale		standard	national	715010		%)		above
		score	(0	%)	minimum					national
					standard					minimum
				D 10	(%)	D 15	D 14	- I-	D 10	standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(70)
	Metro	507.0	1.6	3.8	11.9	21.0	24.1	20.1	17.5	94.5
	Provincial	482.3	1.5	6.7	17.5	24.4	23.7	16.3	10.0	91.8
NSW	Remote	453.2	3.0	14.7	23.8	25.5	16.4	9.7	6.8	82.2
	Very Remote	445.0	1.0	14.5	32.5	24.2	12.9	7.7	7.3	84.6
	Metro	512.9	2.9	2.5	9.9	20.3	25.2	21.3	17.9	94.6
	Provincial	493.0	2.9	3.9	14.0	24.7	25.5	17.7	11.4	93.3
Vic	Remote	497.5	0.0	2.3	10.7	27.9	27.4	19.1	12.6	97.7
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	500.3	1.3	4.0	12.6	22.3	25.5	20.0	14.2	94.7
OIA	Provincial	484.9	1.5	5.5	16.3	25.2	25.2	16.7	9.5	93.0
Qld	Remote	462.5	1.3	12.0	20.7	25.4	22.0	12.9	5.7	86.7
	Very Remote	426.2	1.4	27.5	26.6	20.5	12.7	7.3	4.0	71.1
	Metro	496.5	1.3	5.0	13.5	22.7	24.8	19.1	13.6	93.7
WA	Provincial	476.8	1.1	8.3	17.5	25.2	24.0	15.3	8.7	90.7
VVA	Remote	458.1	0.5	15.1	20.2	24.1	21.3	12.8	6.0	84.3
	Very Remote	404.2	0.5	38.3	25.2	15.4	11.1	6.4	3.1	61.2
	Metro	494.4	2.2	5.0	13.6	23.0	25.2	18.2	12.7	92.7
SA	Provincial	473.0	2.2	7.9	19.0	26.4	23.0	13.6	7.8	89.9
JA	Remote	472.5	1.5	8.1	18.6	26.1	24.4	13.9	7.4	90.4
	Very Remote	411.4	2.4	38.6	18.3	13.4	11.9	10.0	5.4	59.0
	Metro	500.7	1.2	5.9	14.9	19.5	21.6	19.5	17.4	92.9
Tas	Provincial	488.4	1.6	6.9	16.9	23.1	21.2	16.7	13.6	91.5
143	Remote	466.6	3.0	12.8	19.4	21.8	21.2	14.3	7.5	84.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	520.8	2.0	2.8	9.4	17.3	23.8	22.7	22.1	95.2
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-			-		-	-
NT	Provincial	475.1	2.8	10.1	18.3	22.5	21.7	15.1	9.5	87.1
	Remote	446.0	0.5	22.6	20.8	19.1	16.1	12.6	8.3	76.9
	Very Remote	329.4	1.3	70.9	16.1	5.6	3.1	1.6	1.5	27.8
	Metro	505.3	1.9	3.7	11.8	21.3	24.8	20.2	16.3	94.4
Aust	Provincial	484.5	1.9	6.0	16.5	24.7	24.3	16.5	10.1	92.1
	Remote	459.4	1.1	14.3	20.5	24.1	20.7	12.7	6.6	84.6
	Very Remote	388.5	1.2	44.8	22.4	13.9	9.2	5.4	3.1	54.1

Table 5.R6: Achievement of Year 5 Indigenous Students in Reading, by Geolocation, by State and Territory, 2015.

State/	Geolocation	Mean	Below	national	At	Above	national m	inimum sta	andard	At or
Territory	330.000.00	scale		standard	national	7.2010		%)		above
		score	(6	%)	minimum					national
					standard (%)					minimum standard
			Exempt	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	(%)
			LACIIIPE	and below		Dailu 3	Danu	Dallu /	and above	(1.5)
	Metro	450.5	3.1	12.3	26.2	26.8	18.7	9.1	4.0	84.7
NCW	Provincial	433.9	3.2	17.7	31.2	24.4	14.3	6.8	2.5	79.1
NSW	Remote	406.5	6.8	28.0	32.2	23.1	8.1	1.7	0.1	65.2
	Very Remote	405.1	0.0	23.3	50.8	16.3	5.0	2.9	1.7	76.7
	Metro	466.5	6.6	8.7	20.6	25.5	19.9	12.4	6.2	84.7
Vic	Provincial	447.2	7.9	12.3	24.5	27.2	17.3	8.1	2.8	79.8
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	443.6	2.6	14.9	27.7	26.8	16.1	8.4	3.5	82.5
Qld	Provincial	444.2	2.7	14.2	26.6	27.3	19.0	7.7	2.5	83.1
Qiu	Remote	409.6	3.9	28.9	32.1	20.2	10.7	3.8	0.4	67.2
	Very Remote	391.0	1.6	39.1	34.0	17.8	6.1	1.2	0.2	59.3
	Metro	425.4	2.1	21.7	31.3	25.0	12.9	5.0	1.9	76.2
WA	Provincial	410.1	2.1	30.6	29.6	22.5	10.0	4.2	1.0	67.3
	Remote	392.4	1.5	40.4	30.5	16.8	8.2	2.4	0.2	58.2
	Very Remote	359.4	0.8	57.7	28.6	8.6	3.1	1.0	0.3	41.5
	Metro	428.6	5.6	20.4	28.6	23.8	14.4	5.8	1.4	73.9
SA	Provincial	414.3	2.8	23.9	34.5	23.9	10.4	3.7	0.8	73.4
	Remote	397.4	0.0	40.6	30.6	16.9	8.1	2.5	1.3	59.4
	Very Remote	342.7	4.0	66.4	18.9	5.6	3.7	1.1	0.3	29.6
	Metro	448.8	1.7	15.9	25.0	23.7	20.4	8.3	5.0	82.4
Tas	Provincial	448.4	1.4	16.0	24.3	24.3	19.2	10.3	4.4	82.6
	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.
	Metro	456.5	2.2	12.5	25.9	22.2	21.5	9.6	6.2	85.3
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	•	-	-	-	-	-	-	-	-
	Metro	426.6	-	- 22.4	- 27.0	- 21 6	12.6	7.6	2.5	71.0
NT	Provincial	426.6	4.8	23.4	27.9	21.4	12.6	7.4	2.5	71.8
	Remote	379.8	0.8	45.5	28.5	16.0	5.4	2.0	1.7	53.7
	Very Remote Metro	313.4	1.4	77.3	16.0	4.0	1.2	0.2	0.0	21.3
	Provincial	444.7	3.2 3.4	14.8	27.0	26.1 25.1	17.0	8.3 7.0	3.6 2.4	82.1 78.8
Aust	Remote	435.2 395.9	2.7	17.8 36.8	28.8 30.5	18.6	15.4 8.2	2.6	0.6	60.5
	Very Remote			60.9					0.8	
	very kemole	348.2	1.3	00.9	24.7	9.0	3.1	0.8	0.2	37.8

Table 5.R7: Achievement of Year 5 Non-Indigenous Students in Reading, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	national standard %)	At national minimum standard (%)	Above	andard	At or above national minimum standard		
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Metro	508.9	1.6	3.5	11.4	20.9	24.3	20.4	17.9	94.9
NSW	Provincial	489.1	1.2	5.2	15.5	24.3	25.0	17.6	11.1	93.6
INOW	Remote	480.7	0.8	6.6	18.4	27.0	21.7	14.5	11.1	92.6
	Very Remote	486.3	2.1	5.0	16.7	29.2	20.8	12.9	13.3	92.9
	Metro	513.4	2.7	2.4	9.8	20.3	25.3	21.4	18.1	94.8
Vic	Provincial	494.7	2.6	3.5	13.6	24.7	25.8	18.0	11.7	93.8
VIC	Remote	497.5	0.0	2.3	10.7	27.9	27.4	19.1	12.6	97.7
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	503.8	1.2	3.4	11.7	22.1	26.1	20.8	14.8	95.4
Qld	Provincial	490.0	1.4	4.4	15.0	24.8	26.1	17.8	10.5	94.2
Qiu	Remote	481.4	0.5	5.9	16.1	27.2	26.4	16.3	7.7	93.6
	Very Remote	487.8	1.3	6.1	15.0	24.4	24.2	18.2	10.7	92.5
	Metro	499.7	1.2	4.3	12.7	22.5	25.4	19.8	14.1	94.5
WA	Provincial	483.9	1.0	5.9	16.1	25.5	25.5	16.5	9.5	93.1
****	Remote	478.5	0.3	7.2	17.0	26.4	25.2	16.0	7.9	92.6
	Very Remote	470.8	0.0	9.6	19.8	25.6	23.1	14.6	7.3	90.4
	Metro	496.7	2.0	4.5	13.1	23.0	25.6	18.7	13.1	93.5
SA	Provincial	477.3	2.1	6.7	17.9	26.6	23.9	14.3	8.4	91.1
5,1	Remote	476.9	1.6	6.4	18.0	26.2	25.5	14.4	7.9	91.9
	Very Remote	485.8	1.3	6.3	18.5	22.0	21.3	19.8	11.0	92.5
	Metro	504.6	1.1	5.3	14.1	19.1	21.7	20.5	18.3	93.6
Tas	Provincial	489.0	1.6	6.3	16.7	23.6	21.6	16.9	13.3	92.2
143	Remote	474.2	3.6	10.4	21.1	19.3	21.4	15.4	8.9	86.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	522.3	2.0	2.5	9.0	17.3	23.8	22.9	22.4	95.5
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	•	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	485.4	2.4	7.1	16.2	22.9	23.8	16.7	11.0	90.5
	Remote	497.1	0.3	4.8	14.8	21.4	24.3	20.9	13.5	94.9
	Very Remote	490.2	1.2	6.4	16.2	22.6	22.8	15.5	15.3	92.5
	Metro	507.5	1.8	3.3	11.3	21.2	25.1	20.6	16.7	94.9
Aust	Provincial	489.4	1.7	4.8	15.2	24.7	25.2	17.4	10.9	93.5
	Remote	481.4	0.7	6.4	16.8	26.0	25.1	16.3	8.8	92.9
	Very Remote	481.4	0.8	7.3	17.3	24.8	23.4	16.5	9.9	91.9

Table 5.R8: Achievement of Year 5 Students in Reading, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean	Below r	national	At national	Above	national m	inimum sta %)	andard	At or
Territory	education	scale score		%)	minimum standard (%)		()	(o)		above national minimum standard
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Bachelor	540.8	1.1	0.9	5.1	13.9	24.1	26.0	28.9	98.0
	Diploma	497.0	1.5	3.2	12.4	24.4	27.4	19.7	11.4	95.3
NGW	Certificate	474.6	1.6	6.4	18.4	28.3	24.5	14.3	6.5	92.1
NSW	Year 12	477.5	1.7	6.2	18.5	26.9	23.7	15.1	7.9	92.1
	Year 11	442.9	3.6	14.0	27.9	27.1	16.8	8.0	2.6	82.4
	Not stated (4%)	492.0	2.4	5.9	15.3	22.4	23.4	17.5	13.0	91.7
	Bachelor	539.7	1.6	0.8	4.7	14.4	24.6	26.1	27.7	97.6
	Diploma	501.7	2.2	2.5	11.3	23.2	27.8	20.9	12.1	95.3
Vic	Certificate	484.2	2.9	3.9	15.1	27.7	26.6	16.2	7.5	93.2
VIC	Year 12	487.6	3.7	4.0	14.7	26.0	25.9	16.6	9.0	92.3
	Year 11	460.2	7.3	8.1	21.8	28.2	20.6	9.8	4.1	84.6
	Not stated (3%)	517.4	4.9	2.4	8.4	18.8	24.4	21.9	19.1	92.7
	Bachelor	533.8	0.7	1.0	5.5	15.0	26.1	26.9	24.8	98.3
	Diploma	495.4	1.0	3.0	12.8	24.9	27.8	20.0	10.5	96.0
Qld	Certificate	479.0	1.3	5.3	17.0	27.8	26.1	15.5	7.0	93.4
Qiu	Year 12	474.4	1.5	7.0	18.5	26.8	25.0	14.4	6.7	91.5
	Year 11	447.5	2.6	13.4	25.9	27.4	18.7	8.9	3.1	84.0
	Not stated (10%)	475.8	2.9	8.2	17.7	25.3	22.6	15.1	8.2	88.9
	Bachelor	528.3	0.9	1.6	6.4	16.1	26.5	25.9	22.6	97.6
	Diploma	492.1	1.3	4.0	13.6	25.3	26.4	19.2	10.2	94.7
WA	Certificate	472.7	0.9	7.2	18.5	27.7	25.5	14.1	6.1	91.9
WA	Year 12	472.5	1.3	7.7	18.0	27.9	23.9	14.4	6.7	90.9
	Year 11	438.6	1.7	17.4	26.7	26.4	17.6	7.6	2.6	80.9
	Not stated (12%)	464.2	2.0	14.1	19.0	23.8	18.9	12.9	9.2	83.8
	Bachelor	527.3	0.9	1.4	6.5	16.7	27.0	25.5	22.0	97.7
	Diploma	490.1	1.3	4.2	13.6	25.6	27.9	17.4	10.0	94.4
SA	Certificate	472.2	1.9	6.8	18.7	28.5	24.5	12.9	6.5	91.2
JA.	Year 12	471.1	2.6	7.0	18.1	28.5	24.8	13.6	5.4	90.4
	Year 11	442.8	5.1	14.6	27.0	25.5	16.6	8.5	2.7	80.3
	Not stated (10%)	468.4	4.3	10.5	17.8	25.0	21.8	12.8	7.8	85.2

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.R8 (cont.): Achievement of Year 5 Students in Reading, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	Below national minimum standard (%) (%) minimum standard (%) minimum standard (%)				andard	At or above national minimum standard	
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Bachelor	547.2	0.7	0.9	4.8	12.0	21.3	27.8	32.4	98.4
	Diploma	498.0	0.9	3.9	13.8	22.7	24.9	20.9	13.0	95.3
Tas	Certificate	479.3	1.0	6.4	18.2	26.2	23.8	15.5	8.9	92.6
145	Year 12	475.2	2.0	7.3	22.6	22.6	21.6	14.7	9.3	90.7
	Year 11	442.7	1.9	16.4	27.5	25.9	15.9	8.7	3.7	81.7
	Not stated (10%)	502.0	4.0	5.9	14.7	20.4	19.4	16.7	18.9	90.1
	Bachelor	544.9	1.6	1.0	4.8	12.2	22.9	27.3	30.3	97.4
	Diploma	503.6	2.4	2.3	11.3	21.9	27.6	22.0	12.4	95.2
ACT	Certificate	486.7	1.4	5.4	15.5	24.8	26.8	15.6	10.6	93.2
ACI	Year 12	486.8	2.1	5.2	16.5	24.0	24.0	17.9	10.3	92.8
	Year 11	488.3	2.2	8.5	19.0	20.5	18.4	16.7	14.7	89.3
	Not stated (10%)	510.3	3.8	4.4	11.5	19.9	22.0	17.4	21.0	91.8
	Bachelor	511.4	1.2	4.0	10.4	18.4	25.4	22.4	18.2	94.9
	Diploma	477.0	2.4	8.7	17.4	24.1	22.5	15.2	9.7	88.9
NT	Certificate	447.1	1.6	17.5	22.9	23.3	18.5	10.8	5.4	80.9
INI	Year 12	441.7	1.4	19.3	19.3	25.9	22.4	10.2	1.4	79.3
	Year 11	375.5	1.9	48.9	26.0	13.0	6.6	2.7	1.0	49.2
	Not stated (31%)	371.5	2.6	52.4	15.5	10.5	8.3	6.5	4.2	44.9
	Bachelor	537.2	1.1	1.0	5.3	14.6	25.0	26.2	26.8	97.9
	Diploma	496.9	1.5	3.1	12.5	24.3	27.4	19.9	11.2	95.3
Aust	Certificate	477.4	1.8	5.8	17.4	27.9	25.4	14.9	6.9	92.5
Aust	Year 12	478.0	2.2	6.2	17.5	26.8	24.7	15.1	7.5	91.6
	Year 11	446.4	4.1	13.6	25.7	26.9	18.0	8.6	3.2	82.3
	Not stated (7%)	477.2	3.1	10.5	16.1	22.7	21.4	15.4	11.0	86.5

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.R9: Achievement of Year 5 Students in Reading, by Parental Occupation, by State and Territory, 2015.

State/	Parental	Mean	Below r	national	At	Above	national m	inimum sta	ındard	At or
Territory	occupation	scale	minimum		national		(%	%)		above
		score	(%	6)	minimum standard					national minimum
					(%)					standard
			Exempt	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	(%)
				and below				- 4 -	and above	
	Group 1	540.9	0.8	1.0	5.2	14.0	23.9	26.0	29.2	98.2
	Group 2	513.4	1.1	2.2	9.4	20.6	26.7	22.6	17.4	96.7
NSW	Group 3	485.1	1.3	4.9	15.7	26.9	25.6	16.4	9.1	93.7
	Group 4	466.3	1.9	8.4	21.7	27.9	21.8	12.2	6.1	89.7
	Not in paid work	451.1	4.4	12.4	25.7	26.4	17.4	9.0	4.6	83.1
	Not stated (7%)	483.5	2.6	7.2	17.4	23.3	22.7	15.9	11.0	90.2
	Group 1	544.9	1.1	0.6	4.1	13.3	23.9	26.7	30.3	98.3
	Group 2	517.9	1.6	1.4	8.0	19.7	27.5	23.9	18.0	97.0
Vic	Group 3	496.1	2.0	2.7	12.3	25.5	27.6	19.0	10.7	95.2
VIC	Group 4	478.2	3.9	5.1	17.2	27.6	24.8	14.4	7.0	90.9
	Not in paid work	467.5	8.5	7.4	20.2	26.3	20.6	10.8	6.2	84.1
	Not stated (3%)	516.4	5.6	2.2	8.7	19.4	23.8	21.8	18.4	92.2
	Group 1	532.7	0.7	1.1	5.8	15.6	25.7	26.5	24.6	98.2
	Group 2	507.8	0.7	2.1	9.9	22.1	28.4	22.4	14.4	97.2
Qld	Group 3	485.2	1.0	4.4	15.7	26.5	26.6	17.4	8.3	94.5
Qiu	Group 4	464.0	1.7	8.6	21.4	28.8	22.8	11.7	5.0	89.7
	Not in paid work	452.4	3.3	13.3	24.2	26.2	18.7	9.9	4.5	83.4
	Not stated (15%)	472.2	2.7	8.6	19.2	25.3	22.7	14.0	7.6	88.7
	Group 1	527.0	0.7	1.7	7.1	16.6	25.9	25.3	22.8	97.6
	Group 2	499.9	0.9	3.3	12.1	23.2	27.1	20.9	12.5	95.9
14/4	Group 3	480.0	1.0	5.8	16.5	27.3	26.0	15.7	7.6	93.2
WA	Group 4	462.7	1.6	10.1	20.5	28.0	23.0	11.7	5.1	88.3
	Not in paid work	442.3	1.7	18.7	25.3	24.2	16.7	9.0	4.3	79.6
	Not stated (19%)	466.3	2.1	12.6	19.3	23.9	20.2	13.3	8.6	85.3
	Group 1	526.2	1.0	1.6	7.2	16.8	26.4	25.1	21.9	97.4
	Group 2	501.7	1.2	3.1	11.2	23.2	27.7	20.2	13.3	95.7
	Group 3	480.3	1.1	5.5	15.8	28.1	27.1	15.0	7.5	93.4
SA	Group 4	466.5	2.2	8.2	20.2	28.6	23.2	11.9	5.7	89.6
	Not in paid work	453.7	4.4	12.0	24.0	26.5	18.9	9.3	4.9	83.6
	Not stated (19%)	459.3	4.9	11.9	21.6	24.8	19.4	11.2	6.1	83.2

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.R9 (cont.): Achievement of Year 5 Students in Reading, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	Below national At Above national minimum standard (%) (%) minimum standard (%) standard (%)					andard	At or above national minimum standard
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Group 1	543.8	0.4	1.4	5.8	12.4	21.5	26.9	31.5	98.2
	Group 2	507.8	0.8	2.9	12.6	20.2	24.3	21.7	17.3	96.2
Tas	Group 3	486.6	1.2	5.5	15.7	25.5	24.8	17.2	10.2	93.3
IdS	Group 4	464.5	1.2	9.1	23.0	27.6	20.5	12.3	6.3	89.8
	Not in paid work	436.7	2.8	18.1	28.9	25.0	14.3	7.7	3.2	79.1
	Not stated (13%)	488.5	3.3	8.5	17.4	21.0	19.1	15.3	15.3	88.2
	Group 1	545.6	1.5	1.0	5.0	12.6	21.6	27.3	31.1	97.5
	Group 2	521.3	1.0	1.5	7.5	18.0	29.1	22.9	19.9	97.5
ACT	Group 3	500.5	2.0	3.8	13.7	21.0	24.4	20.6	14.5	94.2
ACI	Group 4	472.8	4.3	7.7	21.3	24.0	20.6	13.4	8.6	88.0
	Not in paid work	476.7	4.1	7.8	15.3	25.9	26.2	13.8	6.8	88.1
	Not stated (22%)	503.5	3.1	5.0	13.2	20.3	22.3	18.6	17.6	91.9
	Group 1	498.5	1.6	6.0	12.9	20.3	23.8	21.0	14.5	92.4
	Group 2	488.4	1.8	7.0	14.9	21.7	25.6	16.7	12.2	91.1
NT	Group 3	452.8	1.4	15.9	22.0	23.8	19.2	11.5	6.2	82.7
INI	Group 4	405.7	2.6	35.3	24.0	18.4	11.0	5.8	2.9	62.1
	Not in paid work	368.8	1.5	52.2	25.8	11.3	6.1	1.8	1.3	46.3
	Not stated (33%)	374.2	2.5	51.3	15.9	10.9	8.5	6.6	4.2	46.2
	Group 1	537.6	0.9	1.1	5.4	14.6	24.5	26.1	27.4	98.0
	Group 2	511.2	1.1	2.2	9.6	21.1	27.3	22.5	16.2	96.7
Aust	Group 3	486.9	1.4	4.5	15.0	26.4	26.4	17.2	9.1	94.1
Aust	Group 4	468.4	2.4	7.9	20.2	27.9	22.9	12.6	6.0	89.7
	Not in paid work	454.6	5.3	12.1	23.5	25.9	18.5	9.7	5.1	82.6
	Not stated (11%)	472.7	3.0	10.4	18.1	23.4	21.3	14.4	9.4	86.5

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

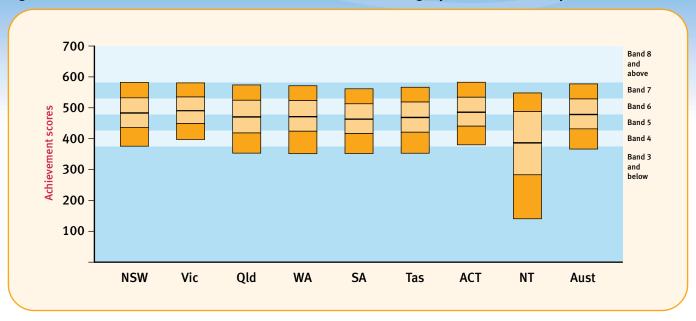
Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 5.W1: Achievement of Year 5 Students in Persuasive Writing, by State and Territory, 2015.

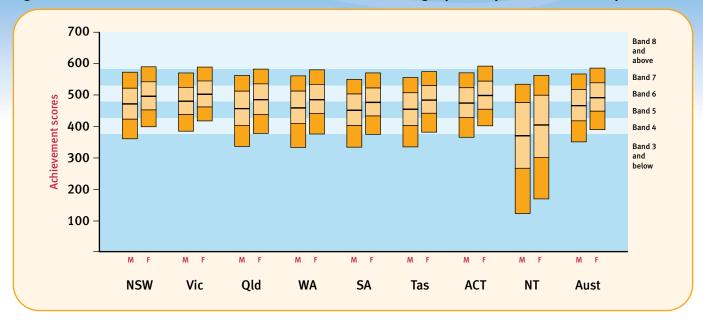


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	483.0 (63.5)	490.7 (55.6)	470.2 (68.6)	471.1 (69.3)	463.2 (66.8)	468.5 (65.0)	485.5 (63.0)	386.2 (122.2)	478.1 (66.1)

Table 5.W1: Achievement of Year 5 Students in Persuasive Writing, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%) Withdrawn (%)		minimu	national n standard (%)	At national minimum standard (%)	Above	national m (%	iinimum sta %)	andard	At or above national minimum standard
		Pa	∀	Wit	Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
NSW	10yrs 7mths 5yrs 4mths	97.3	1.7	0.9	1.6	4.7	11.0	27.8	34.1	15.7	5.0	93.6
Vic	10yrs 9mths 5yrs 4mths	95.0	2.6	2.3	2.9	2.4	8.2	27.7	36.8	17.3	4.6	94.7
Qld	10yrs 5mths 5yrs 4mths	93.6	2.3	4.1	1.4	8.0	14.5	28.4	30.4	13.6	3.7	90.6
WA	10yrs 5mths 5yrs 4mths	95.7	3.1	1.2	1.2	7.7	12.8	29.2	32.2	13.5	3.4	91.1
SA	10yrs 7mths 5yrs 4mths	93.7	3.1	3.2	2.2	8.1	15.2	31.9	30.2	10.2	2.2	89.7
Tas	10yrs 10mths 5yrs 4mths	95.4	2.5	2.1	1.4	7.9	13.7	30.6	31.4	12.1	2.8	90.7
ACT	10yrs 8mths 5yrs 4mths	94.3	2.6	3.1	2.0	4.2	10.1	27.4	34.7	16.6	5.0	93.8
NT	10yrs 6mths 5yrs 4mths	88.2	9.8	2.0	2.0	38.4	15.4	20.6	15.9	5.8	1.9	59.6
Aust	10yrs 7mths 5yrs 4mths	95.4	2.4	2.2	1.9	5.9	11.7	28.3	33.3	14.9	4.2	92.3

Figure 5.W2: Achievement of Year 5 Students in Persuasive Writing, by Sex, by State and Territory, 2015.

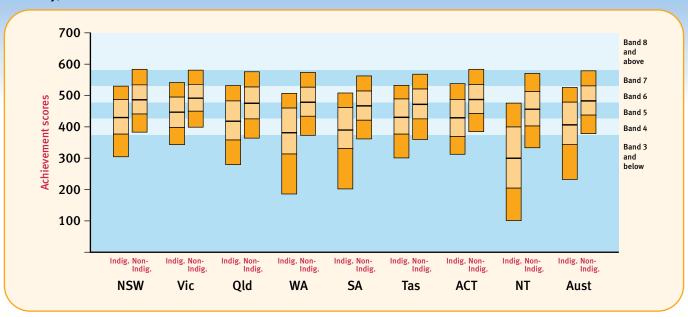


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	471.1 (65.7)	479.8 (56.3)	456.2 (70.8)	458.3 (71.8)	450.8 (69.6)	454.1 (67.9)	473.9 (64.7)	369.5 (124.5)	465.7 (68.3)
Female Mean scale score / (S.D.)	495.5 (58.5)	501.9 (52.4)	484.8 (62.9)	484.6 (63.8)	476.0 (61.1)	483.4 (58.2)	498.0 (58.8)	403.9 (117.1)	491.0 (61.1)

Table 5.W2: Achievement of Year 5 Students in Persuasive Writing, by Sex, by State and Territory, 2015.

State/ Territory	Sex	minimum	national standard %)	At national minimum standard (%)	Abov	Above national minimum standard (%)					
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)		
NSW	Male	2.2	6.9	14.0	30.1	31.0	12.3	3.6	91.0		
	Female	1.1	2.5	7.9	25.3	37.5	19.3	6.5	96.5		
Vic	Male	3.8	3.6	11.0	30.9	34.2	13.5	3.0	92.7		
	Female	2.0	1.2	5.3	24.3	39.7	21.3	6.3	96.9		
Qld	Male	1.8	11.3	17.9	29.7	26.9	10.0	2.4	86.9		
	Female	0.9	4.6	10.9	27.0	34.2	17.3	5.0	94.5		
WA	Male	1.7	10.3	15.8	31.1	28.7	10.2	2.1	88.1		
	Female	0.8	4.9	9.5	27.3	36.0	16.9	4.7	94.4		
SA	Male	3.1	11.1	18.1	32.5	26.4	7.4	1.4	85.8		
	Female	1.2	4.9	12.2	31.2	34.2	13.1	3.1	93.8		
Tas	Male	2.0	11.6	17.1	31.8	27.0	8.5	1.9	86.4		
	Female	0.8	4.0	10.1	29.4	36.1	15.8	3.8	95.2		
ACT	Male	2.3	6.2	12.3	30.5	32.1	13.2	3.3	91.5		
	Female	1.7	2.1	7.7	24.0	37.6	20.2	6.9	96.3		
NT	Male	2.8	42.6	16.8	19.2	13.2	4.4	1.0	54.6		
	Female	1.1	33.9	13.8	22.2	18.9	7.4	2.8	65.0		
Aust	Male	2.5	8.2	14.7	30.4	30.0	11.4	2.8	89.3		
	Female	1.2	3.4	8.5	26.1	36.7	18.5	5.6	95.3		

Figure 5.W3: Achievement of Year 5 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2015.

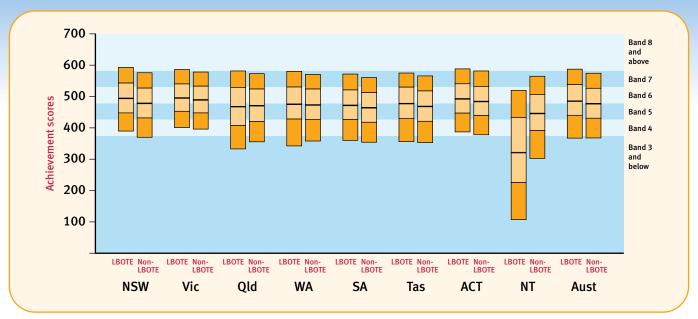


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	429.6 (71.4)	446.8 (61.5)	417.9 (79.0)	381.2 (92.9)	389.7 (91.2)	430.2 (74.5)	428.7 (69.0)	299.7 (113.6)	406.2 (90.9)
Non-Indigenous Mean scale score / (S.D.)	486.2 (61.4)	491.4 (55.2)	475.1 (65.5)	478.4 (61.9)	466.8 (63.1)	471.6 (63.2)	487.1 (62.3)	456.2 (74.9)	482.6 (61.6)

Table 5.W3: Achievement of Year 5 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	minimum	national standard %)	At national minimum standard (%)	Abov	Above national minimum standard (%)					
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)		
NSW	Indigenous	3.2	18.3	24.2	29.9	19.5	4.2	0.6	78.5		
	Non-Indigenous	1.5	3.9	10.2	27.6	35.1	16.4	5.2	94.6		
Vic	Indigenous	7.3	10.6	20.3	33.1	21.9	5.9	0.8	82.1		
	Non-Indigenous	2.7	2.3	8.1	27.6	37.1	17.5	4.7	95.0		
Qld	Indigenous	2.6	25.5	23.5	26.6	16.6	4.5	0.7	71.9		
	Non-Indigenous	1.3	6.4	13.6	28.5	31.8	14.5	4.0	92.3		
WA	Indigenous	1.7	40.4	23.9	21.6	10.2	2.1	0.2	57.9		
	Non-Indigenous	1.2	5.1	11.8	29.8	34.0	14.5	3.6	93.8		
SA	Indigenous	4.3	34.7	24.1	24.6	9.9	2.2	0.3	61.1		
	Non-Indigenous	2.1	6.8	14.8	32.2	31.3	10.5	2.4	91.2		
Tas	Indigenous	1.5	19.0	22.6	31.1	20.7	4.0	1.1	79.5		
	Non-Indigenous	1.4	6.9	13.0	30.6	32.3	12.8	3.0	91.7		
ACT	Indigenous	2.1	21.4	23.3	28.4	19.0	5.6	0.1	76.4		
	Non-Indigenous	2.0	3.8	9.8	27.3	35.1	16.9	5.2	94.3		
NT	Indigenous	2.0	71.8	12.0	9.9	3.6	0.7	0.1	26.2		
	Non-Indigenous	2.0	11.4	18.1	29.4	25.9	10.0	3.3	86.6		
Aust	Indigenous	3.0	28.8	22.5	25.9	15.6	3.7	0.5	68.2		
	Non-Indigenous	1.8	4.4	10.9	28.4	34.4	15.6	4.4	93.8		

Figure 5.W4: Achievement of Year 5 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	493.8 (62.1)	495.1 (56.1)	467.6 (76.4)	475.1 (74.5)	471.5 (69.4)	477.3 (66.1)	492.2 (61.9)	321.0 (123.4)	485.2 (70.2)
Non-LBOTE Mean scale score / (S.D.)	477.9 (63.5)	489.0 (55.3)	470.5 (67.6)	472.8 (66.7)	463.9 (65.1)	468.1 (64.8)	483.9 (63.2)	445.7 (83.1)	476.8 (63.9)

Table 5.W4: Achievement of Year 5 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	minimum	national standard %)	At national minimum standard (%)	Abov	Above national minimum standard (%)					
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)		
NSW	LBOTE	2.2	3.2	8.8	24.9	35.1	18.8	7.0	94.5		
	Non-LBOTE	1.4	5.5	12.1	29.1	33.7	14.3	4.0	93.2		
Vic	LBOTE	3.7	2.2	7.3	25.7	36.7	18.8	5.7	94.1		
	Non-LBOTE	2.6	2.5	8.6	28.4	36.9	16.8	4.2	94.9		
Qld	LBOTE	1.8	11.1	14.8	24.6	28.5	14.5	4.8	87.1		
	Non-LBOTE	1.3	7.6	14.5	28.8	30.7	13.5	3.6	91.0		
WA	LBOTE	1.7	8.0	11.0	26.9	32.7	15.2	4.7	90.3		
	Non-LBOTE	1.0	6.9	12.6	29.6	32.9	13.8	3.2	92.0		
SA	LBOTE	3.2	6.3	12.7	29.9	32.0	12.5	3.3	90.5		
	Non-LBOTE	1.9	7.8	15.1	32.3	30.7	10.1	2.2	90.3		
Tas	LBOTE	5.7	6.9	10.7	26.8	30.8	15.8	3.3	87.4		
	Non-LBOTE	1.1	7.9	13.8	30.8	31.7	11.9	2.8	91.0		
ACT	LBOTE	3.9	3.4	8.9	23.9	35.1	18.9	5.9	92.6		
	Non-LBOTE	1.4	4.4	10.4	28.3	34.8	16.0	4.8	94.2		
NT	LBOTE	1.4	66.2	11.3	10.0	7.2	2.9	1.0	32.4		
	Non-LBOTE	2.0	14.9	18.3	29.5	23.9	8.7	2.8	83.1		
Aust	LBOTE	2.6	5.5	9.4	25.2	34.0	17.4	5.8	91.8		
	Non-LBOTE	1.7	5.7	12.2	29.2	33.3	14.3	3.7	92.6		

Table 5.W5: Achievement of Year 5 Students in Persuasive Writing, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%) n		Above	national m (º/	iinimum sta %)	andard	At or above national minimum standard
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Metro	489.7	1.7	3.6	9.4	26.4	35.4	17.6	5.9	94.7
NSW	Provincial	462.1	1.5	8.2	16.2	32.4	30.2	9.6	2.0	90.4
INSW	Remote	433.2	3.0	19.7	20.8	28.2	21.3	5.9	1.1	77.2
	Very Remote	436.1	0.0	18.4	22.0	27.9	23.0	7.9	0.8	81.6
	Metro	495.5	2.9	2.0	7.0	25.8	37.8	19.1	5.3	95.1
Vic	Provincial	474.9	2.9	3.7	12.4	33.7	33.7	11.4	2.2	93.5
VIC	Remote	477.5	0.0	0.5	10.2	41.9	35.3	11.2	0.9	99.5
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	475.8	1.3	6.9	13.1	27.4	31.8	15.2	4.3	91.8
Qld	Provincial	460.9	1.5	9.0	17.4	31.3	28.0	10.3	2.4	89.5
Qiu	Remote	444.2	1.6	15.7	18.6	29.1	25.5	8.4	1.1	82.7
	Very Remote	401.7	1.3	36.8	21.2	20.6	15.0	4.0	1.1	61.9
	Metro	479.1	1.3	5.3	11.5	28.9	33.9	15.1	3.9	93.3
WA	Provincial	460.0	1.1	9.0	16.2	32.6	29.7	9.6	1.8	89.9
WA	Remote	436.2	0.5	17.9	19.2	30.1	24.3	6.6	1.3	81.5
	Very Remote	373.8	0.5	46.7	17.6	17.1	13.7	3.6	0.8	52.9
	Metro	469.6	2.3	6.5	13.8	31.4	31.9	11.4	2.7	91.3
SA	Provincial	449.0	2.2	11.3	19.0	33.4	26.2	7.0	0.9	86.5
JA	Remote	448.3	1.5	10.5	22.1	33.5	24.5	6.5	1.5	88.0
	Very Remote	372.8	2.4	44.6	11.1	18.0	17.7	5.2	1.1	53.0
	Metro	473.4	1.2	7.1	12.6	29.4	32.5	13.7	3.5	91.7
Tas	Provincial	464.9	1.6	8.4	14.4	31.6	30.7	10.9	2.4	90.0
105	Remote	440.8	3.0	15.2	22.1	28.4	23.3	7.2	0.9	81.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	485.6	2.0	4.2	10.1	27.4	34.8	16.6	5.0	93.8
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
7101	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	444.1	2.8	15.2	19.3	28.7	23.0	8.3	2.8	82.0
	Remote	408.8	0.5	32.0	17.3	23.7	17.9	6.9	1.6	67.5
	Very Remote	271.5	1.3	83.3	7.2	4.4	2.3	1.0	0.4	15.3
	Metro	485.5	1.9	4.3	10.1	27.1	34.8	16.7	4.9	93.8
Aust	Provincial	463.4	1.9	7.8	15.8	32.4	30.0	10.1	2.1	90.3
Aust	Remote	436.1	1.2	18.3	19.3	29.3	23.5	7.1	1.3	80.5
	Very Remote	351.2	1.1	54.5	15.0	14.6	11.0	3.1	8.0	44.5

Table 5.W6: Achievement of Year 5 Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	(%) n		At national minimum standard (%)	Above	andard	At or above national minimum standard		
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Metro	440.0	3.0	14.2	22.0	32.3	22.3	5.4	0.8	82.8
NCW	Provincial	422.7	3.2	20.4	26.5	28.5	17.7	3.3	0.5	76.4
NSW	Remote	390.0	6.8	40.1	21.5	19.6	9.4	2.4	0.1	53.0
	Very Remote	402.8	0.0	31.3	28.8	25.0	12.5	2.5	0.0	68.8
	Metro	453.4	6.6	10.4	18.3	30.9	24.0	8.4	1.5	83.0
Vic	Provincial	441.2	7.9	10.9	22.1	35.0	20.1	3.9	0.2	81.3
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	425.4	2.6	21.6	23.1	28.9	18.2	4.8	0.8	75.8
Qld	Provincial	429.1	2.6	19.7	23.8	28.7	19.1	5.3	0.8	77.6
Qiu	Remote	388.8	4.3	38.8	24.0	20.1	9.0	3.2	0.5	56.9
	Very Remote	366.7	1.4	53.2	24.4	14.2	5.8	1.1	0.1	45.5
	Metro	411.8	2.1	27.0	25.3	27.7	14.5	3.1	0.4	70.9
WA	Provincial	399.8	2.1	30.9	26.9	24.9	12.4	2.8	0.0	67.1
**/ (Remote	366.8	1.5	45.7	25.0	19.9	7.0	0.7	0.2	52.8
	Very Remote	321.5	0.8	68.9	17.8	9.1	2.7	0.6	0.0	30.3
	Metro	409.7	5.6	24.8	25.1	28.5	13.2	2.4	0.5	69.6
SA	Provincial	386.7	2.8	38.7	24.8	22.7	8.1	2.9	0.0	58.5
<i>57</i> (Remote	390.2	0.0	39.4	28.8	31.3	0.6	0.0	0.0	60.6
	Very Remote	289.2	4.0	73.3	13.3	6.7	2.7	0.0	0.0	22.7
	Metro	430.5	1.7	18.2	24.6	32.0	17.9	4.9	0.8	80.1
Tas	Provincial	431.5	1.4	18.9	21.0	30.8	22.9	3.6	1.3	79.7
	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.
	Metro	430.5	2.2	20.3	23.1	29.0	19.6	5.7	0.1	77.5
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	391.9	4.8	33.3	22.3	26.2	10.7	2.5	0.2	62.0
	Remote	345.0	8.0	57.4	18.5	16.2	6.0	0.9	0.2	41.8
	Very Remote	253.9	1.4	90.0	6.3	2.1	0.3	0.0	0.0	8.6
	Metro	430.0	3.1	19.0	22.8	30.1	19.3	4.9	0.8	77.9
Aust	Provincial	421.2	3.4	21.7	24.8	28.6	17.3	3.8	0.5	74.9
	Remote	370.9	2.8	45.8	22.7	19.4	7.5	1.6	0.3	51.4
	Very Remote	304.7	1.3	73.2	14.7	7.7	2.7	0.5	0.0	25.5

Table 5.W7: Achievement of Year 5 Non-Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2015.

State/	Geolocation	Mean	Below	national	At	Above	national m	inimum sta	ndard	At or
Territory		scale		standard	national	7.0010		%)		above
		score	(9	%)	minimum					national
					standard					minimum
			Exempt	Band 3	(%) Band 4	Band 5	Band 6	Band 7	Band 8	standard (%)
			Exempt	and below		Dallu 5	Dallu 6	Dallu /	and above	(,0)
	Metro	491.4	1.6	3.2	9.0	26.2	36.0	18.0	6.1	95.2
NCW	Provincial	467.7	1.3	6.4	14.6	32.9	32.2	10.5	2.2	92.4
NSW	Remote	459.6	0.8	6.9	20.0	33.5	28.8	8.3	1.7	92.3
	Very Remote	470.5	0.0	5.4	15.0	30.4	33.3	14.2	1.7	94.6
	Metro	495.9	2.8	1.9	6.9	25.8	38.0	19.3	5.4	95.3
Vic	Provincial	476.1	2.6	3.4	12.0	33.7	34.3	11.7	2.3	93.9
VIC	Remote	477.5	0.0	0.5	10.2	41.9	35.3	11.2	0.9	99.5
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	479.0	1.2	5.9	12.5	27.3	32.7	15.9	4.5	92.8
Qld	Provincial	465.2	1.4	7.6	16.5	31.6	29.3	11.1	2.6	91.0
Qiu	Remote	464.0	0.8	7.4	16.1	32.5	31.5	10.4	1.4	91.8
	Very Remote	464.4	1.3	8.1	15.5	31.6	31.2	9.3	3.0	90.6
	Metro	482.3	1.3	4.4	10.7	28.9	34.8	15.7	4.1	94.3
WA	Provincial	466.5	1.0	6.7	15.0	33.3	31.6	10.4	2.0	92.3
,.	Remote	457.7	0.3	9.1	17.7	33.4	29.4	8.6	1.6	90.6
	Very Remote	451.2	0.0	13.6	17.1	29.4	29.8	8.1	2.0	86.4
	Metro	471.7	2.1	5.8	13.3	31.5	32.7	11.7	2.8	92.2
SA	Provincial	453.6	2.1	9.4	18.5	34.2	27.6	7.2	1.0	88.5
	Remote	451.1	1.6	8.8	21.9	33.9	26.0	6.3	1.5	89.6
	Very Remote	465.1	1.3	11.0	9.8	30.8	34.3	10.8	2.3	87.8
	Metro	476.7	1.1	6.3	11.7	29.1	33.5	14.5	3.8	92.6
Tas	Provincial	467.6	1.6	7.4	13.9	31.8	31.5	11.4	2.4	90.9
	Remote	450.3	3.6	10.7	21.8	29.3	25.0	8.6	1.1	85.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	487.1	2.0	3.8	9.8	27.3	35.1	16.9	5.2	94.3
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	•	-
	Very Remote	•	-	•	-	-	-	-	-	•
	Metro	456.3	-	10.0	10.6	-	-	-	2.6	- 06.7
NT	Provincial	456.2	2.4	10.9	18.6	29.3	25.8	9.6	3.4	86.7
	Remote	457.9	0.3	12.4	16.3	29.5	27.2	11.6	2.7	87.3
	Very Remote	448.8	1.2	15.3	17.4	29.2	22.6	10.1	4.2	83.5
	Metro	487.5	1.8	3.8	9.7	27.0	35.4	17.2	5.1	94.4
Aust	Provincial	467.9	1.7	6.3	14.7	32.8	31.5	10.7	2.3	92.0
	Remote	458.5	0.7	8.7	18.0	32.9	29.1	9.0	1.6	90.6
	Very Remote	458.5	0.7	10.9	15.5	30.6	30.4	9.3	2.6	88.4

Table 5.W8: Achievement of Year 5 Students in Persuasive Writing, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	Below national minimum standard (%) Exempt Band 3		At national minimum standard (%)	Above		At or above national minimum standard		
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Bachelor	508.3	1.1	1.3	5.0	21.0	38.5	23.9	9.1	97.6
	Diploma	483.9	1.5	3.2	10.3	29.6	36.8	14.8	3.8	95.3
NSW	Certificate	466.2	1.6	6.2	15.2	33.6	31.6	9.9	1.9	92.2
NSW	Year 12	471.1	1.7	5.8	13.8	32.0	32.8	11.2	2.7	92.5
	Year 11	439.4	3.6	14.5	21.7	32.0	22.5	5.1	0.7	82.0
	Not stated (4%)	475.3	2.5	7.0	12.3	28.3	31.2	14.2	4.6	90.6
	Bachelor	508.8	1.6	0.9	4.1	21.2	40.0	24.3	8.0	97.4
	Diploma	488.5	2.2	2.0	7.9	29.8	38.7	16.2	3.2	95.8
Vic	Certificate	476.2	3.0	3.4	11.4	33.5	35.0	11.8	1.9	93.6
VIC	Year 12	481.7	3.7	2.8	9.9	31.7	35.5	13.7	2.6	93.4
	Year 11	460.3	7.3	6.2	16.7	33.8	27.3	7.7	1.0	86.5
	Not stated (3%)	492.6	4.9	2.1	8.0	26.5	35.8	17.2	5.4	93.0
	Bachelor	499.7	0.7	2.4	7.1	23.5	36.6	22.1	7.4	96.8
	Diploma	474.2	1.0	5.7	13.5	30.4	32.6	13.8	3.0	93.4
Qld	Certificate	459.7	1.3	8.9	17.5	32.0	28.7	9.8	1.9	89.8
Qiu	Year 12	456.9	1.5	10.3	18.2	30.9	27.4	9.7	2.1	88.2
	Year 11	428.2	2.6	19.8	24.4	28.9	18.6	5.0	0.8	77.7
	Not stated (10%)	452.8	3.0	12.8	17.7	28.0	27.2	9.2	2.1	84.2
	Bachelor	499.9	0.9	2.1	6.1	24.3	38.4	21.5	6.7	97.0
	Diploma	477.5	1.3	4.0	12.0	31.2	35.1	13.7	2.7	94.6
WA	Certificate	463.2	1.0	7.3	15.2	33.9	31.5	9.6	1.5	91.7
VVA	Year 12	461.7	1.3	8.7	15.3	32.4	30.9	9.8	1.6	89.9
	Year 11	428.3	1.7	19.5	21.9	31.0	20.5	4.8	0.6	78.8
	Not stated (12%)	444.5	2.1	16.0	17.4	28.0	25.2	9.1	2.3	81.9
	Bachelor	491.5	0.9	2.1	7.6	28.3	39.4	17.0	4.6	97.0
	Diploma	469.1	1.3	5.0	14.0	33.9	33.8	10.0	1.8	93.6
SA	Certificate	453.8	1.9	8.8	18.7	35.4	27.0	6.9	1.2	89.3
JA	Year 12	455.5	2.6	8.5	17.7	35.4	27.7	7.2	0.9	88.9
	Year 11	423.1	5.1	20.4	24.0	29.4	17.0	3.6	0.4	74.4
	Not stated (10%)	443.3	4.3	13.8	18.8	30.6	23.3	7.7	1.5	81.9

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.W8 (cont.): Achievement of Year 5 Students in Persuasive Writing, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	Below national minimum standard (%)		Above	national m (%		andard	At or above national minimum standard
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Bachelor	503.2	0.7	1.4	5.1	23.0	40.7	22.5	6.7	98.0
	Diploma	478.7	0.9	4.3	10.5	31.5	36.4	13.3	3.1	94.8
Tas	Certificate	460.8	1.0	8.3	15.5	34.5	30.7	8.6	1.4	90.7
145	Year 12	454.9	2.0	11.4	17.5	31.7	26.3	9.9	1.1	86.6
	Year 11	432.2	2.0	17.4	23.1	32.8	19.7	4.4	0.5	80.6
	Not stated (10%)	467.4	4.0	7.6	13.6	31.2	29.5	11.2	2.8	88.4
	Bachelor	501.0	1.7	1.6	6.5	24.0	38.2	21.2	7.0	96.8
	Diploma	480.0	2.4	3.7	12.8	29.9	33.3	14.9	3.1	93.9
ACT	Certificate	463.5	1.4	7.2	15.2	33.2	31.9	9.1	2.1	91.4
ACI	Year 12	465.1	2.1	7.3	13.5	32.8	32.3	10.5	1.5	90.6
	Year 11	465.5	2.2	13.4	15.9	24.1	23.2	14.7	6.6	84.5
	Not stated (10%)	472.1	3.8	7.0	11.8	30.2	31.2	12.1	3.9	89.2
	Bachelor	473.2	1.2	7.5	13.7	27.7	31.9	13.4	4.7	91.3
	Diploma	445.6	2.4	14.3	18.1	32.2	23.9	6.8	2.4	83.3
NT	Certificate	415.3	1.6	26.4	20.8	28.7	16.0	4.9	1.7	72.0
INI	Year 12	423.9	1.4	24.0	22.9	24.3	21.3	4.2	1.9	74.5
	Year 11	333.7	1.9	60.8	16.4	13.1	5.6	1.8	0.4	37.3
	Not stated (31%)	320.0	2.6	61.8	10.4	11.2	8.9	4.1	0.9	35.5
	Bachelor	504.5	1.1	1.6	5.5	22.4	38.6	22.9	7.9	97.3
	Diploma	481.1	1.6	3.7	10.8	30.3	35.9	14.4	3.3	94.7
Aust	Certificate	465.1	1.8	6.7	15.2	33.3	31.2	10.0	1.8	91.5
Aust	Year 12	467.2	2.2	7.0	14.5	31.9	31.3	10.9	2.2	90.8
	Year 11	437.4	4.0	15.6	21.1	31.1	21.8	5.5	0.8	80.4
	Not stated (7%)	453.5	3.1	13.3	15.0	27.4	27.5	10.8	2.9	83.6

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.W9: Achievement of Year 5 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2015.

State/	Parental	Mean	Below r	national	At	Above	national m	inimum sta	andard	At or
Territory	occupation	scale	minimum	standard	national			%)		above
		score	(%	%)	minimum					national
					standard					minimum
			F	Band 3	(%)	Dan d E	Dande	D 7	Danid O	standard (%)
			Exempt	and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(70)
	Group 1	507.8	0.8	1.5	5.1	21.4	38.4	23.6	9.2	97.7
	Group 2	492.1	1.1	2.3	8.4	27.2	37.7	18.0	5.3	96.6
NSW	Group 3	475.6	1.4	4.6	12.7	31.8	34.2	12.4	3.0	94.0
NSW	Group 4	462.0	1.9	7.9	16.7	32.4	29.8	9.2	2.1	90.2
	Not in paid work	443.5	4.4	13.5	20.6	31.3	22.8	6.3	1.1	82.1
	Not stated (7%)	469.8	2.6	8.0	14.2	28.8	29.5	13.0	3.9	89.4
	Group 1	510.7	1.2	0.8	3.9	20.2	40.3	25.0	8.7	98.0
	Group 2	497.0	1.6	1.4	6.1	26.5	39.7	19.8	4.9	97.0
Vic	Group 3	485.8	2.1	2.2	8.6	31.1	37.9	15.0	3.1	95.7
VIC	Group 4	474.4	4.0	3.8	12.2	33.3	33.5	11.4	1.9	92.2
	Not in paid work	462.6	8.6	6.0	16.0	32.8	26.9	8.2	1.6	85.4
	Not stated (3%)	493.2	5.8	2.3	8.0	25.4	35.5	17.3	5.7	91.9
	Group 1	498.9	0.7	2.5	7.2	23.9	36.5	21.9	7.2	96.7
	Group 2	482.7	0.7	4.3	11.1	28.6	34.8	16.1	4.3	94.9
Qld	Group 3	465.2	1.1	7.6	16.4	31.2	30.1	11.2	2.5	91.3
Qiu	Group 4	448.0	1.7	12.6	20.9	31.0	24.6	7.6	1.6	85.7
	Not in paid work	429.6	3.2	19.9	23.3	28.3	18.6	5.8	1.1	76.9
	Not stated (15%)	450.2	2.8	13.3	18.6	28.9	25.4	9.0	2.0	83.9
	Group 1	498.7	0.7	2.2	6.5	24.5	38.7	21.0	6.4	97.1
	Group 2	483.0	0.9	3.6	10.3	30.0	36.3	14.9	3.9	95.5
WA	Group 3	468.4	1.0	6.0	13.8	33.5	32.9	11.1	1.7	93.0
WA	Group 4	452.8	1.6	10.9	18.3	32.5	26.8	8.5	1.5	87.5
	Not in paid work	429.4	1.7	21.1	19.8	29.5	20.5	6.2	1.2	77.2
	Not stated (19%)	449.3	2.1	14.0	17.2	28.9	26.1	9.7	2.1	83.9
	Group 1	490.1	1.0	2.6	8.3	27.2	39.3	17.0	4.5	96.4
	Group 2	475.8	1.2	3.8	12.1	33.6	34.9	11.8	2.6	95.0
SA	Group 3	461.9	1.2	6.4	16.4	36.4	30.1	8.2	1.3	92.4
<i>3</i> A	Group 4	449.6	2.2	10.7	19.6	34.5	25.1	6.7	1.2	87.1
	Not in paid work	429.7	4.4	17.9	24.2	30.1	18.4	4.4	0.6	77.7
	Not stated (19%)	438.1	4.9	15.7	19.8	30.1	21.8	6.3	1.3	79.4

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Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.W9 (cont.): Achievement of Year 5 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	Below national minimum standard (%)		Above	national m (%	iinimum sta %)	andard	At or above national minimum standard
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Group 1	501.4	0.4	2.3	4.8	22.8	40.7	22.3	6.6	97.2
	Group 2	480.8	0.8	4.3	10.6	31.1	34.4	15.0	3.7	94.8
Tas	Group 3	468.0	1.2	5.4	14.0	35.1	33.3	9.3	1.7	93.3
145	Group 4	448.5	1.2	12.1	18.8	34.2	26.8	6.3	0.5	86.8
	Not in paid work	424.5	2.9	20.4	25.8	29.9	16.2	4.1	0.7	76.6
	Not stated (13%)	460.8	3.3	9.7	14.9	31.5	28.5	10.0	2.1	87.0
	Group 1	501.5	1.5	1.3	7.0	24.5	36.6	21.7	7.4	97.2
	Group 2	487.3	1.0	3.0	9.3	28.0	38.4	16.4	4.0	96.0
ACT	Group 3	475.0	2.0	5.3	12.4	31.3	32.8	12.6	3.6	92.8
ACI	Group 4	455.8	4.3	10.9	14.7	32.6	27.2	8.3	1.8	84.8
	Not in paid work	453.9	4.1	11.8	14.7	32.2	28.4	7.1	1.8	84.1
	Not stated (22%)	471.8	3.1	7.7	13.2	27.8	31.4	13.1	3.8	89.2
	Group 1	464.1	1.6	9.7	16.5	28.3	28.4	11.3	4.3	88.8
	Group 2	453.5	1.8	11.8	17.0	30.8	25.3	9.7	3.6	86.4
NT	Group 3	424.7	1.4	23.5	19.8	29.0	19.1	5.8	1.3	75.1
INI	Group 4	377.8	2.6	43.7	19.3	19.1	11.6	2.6	1.0	53.7
	Not in paid work	314.8	1.5	69.0	14.6	10.7	3.4	0.8	0.1	29.5
	Not stated (33%)	323.3	2.5	60.4	10.9	11.8	9.3	4.0	1.0	37.0
	Group 1	504.0	0.9	1.8	5.7	22.4	38.5	22.7	8.0	97.3
	Group 2	489.1	1.2	2.8	8.9	28.1	37.2	17.3	4.6	96.0
Aust	Group 3	473.4	1.4	5.2	13.0	31.9	33.6	12.3	2.6	93.4
Aust	Group 4	460.0	2.4	8.5	16.6	32.5	29.0	9.1	1.8	89.0
	Not in paid work	443.3	5.3	13.7	19.6	30.8	22.7	6.6	1.2	81.0
	Not stated (11%)	452.1	3.1	13.2	16.3	28.2	26.4	10.2	2.6	83.7

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

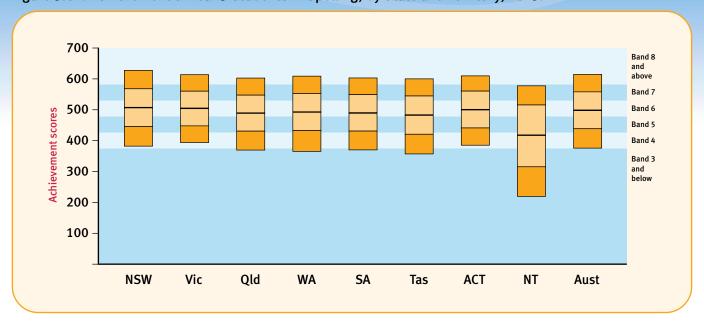
Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2015.

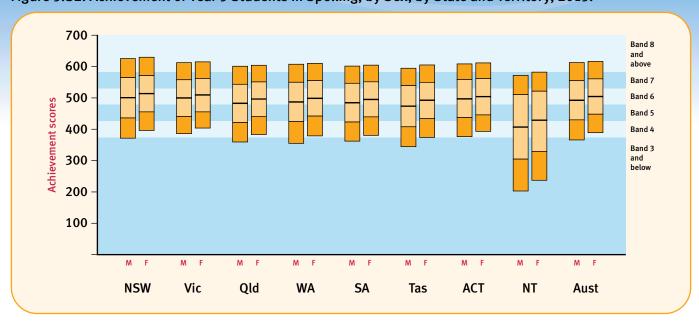


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	507.0 (74.4)	504.4 (67.0)	489.2 (70.6)	492.5 (73.6)	489.5 (70.7)	482.8 (73.8)	500.3 (69.4)	417.6 (112.1)	498.1 (72.9)

Table 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	minimu	national m standard (%)	At national minimum standard (%)	Above	national m (%	inimum sta 6)	andard	At or above national minimum standard
		Pa	V	Wit	Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
NSW	10yrs 7mths 5yrs 4mths	97.5	1.6	0.9	1.6	4.0	9.5	20.0	27.3	22.8	14.8	94.4
Vic	10yrs 9mths 5yrs 4mths	95.4	2.4	2.2	2.9	2.6	9.2	21.8	29.4	22.5	11.7	94.6
Qld	10yrs 5mths 5yrs 4mths	93.8	2.2	4.0	1.4	5.5	12.3	24.3	28.7	18.9	8.8	93.1
WA	10yrs 5mths 5yrs 4mths	96.1	2.8	1.1	1.2	6.0	11.4	22.5	28.5	20.3	10.1	92.8
SA	10yrs 7mths 5yrs 4mths	93.8	3.0	3.1	2.2	5.4	12.2	24.1	28.1	19.0	8.9	92.3
Tas	10yrs 10mths 5yrs 4mths	95.8	2.1	2.1	1.4	7.5	14.1	24.1	26.7	18.0	8.1	91.0
ACT	10yrs 8mths 5yrs 4mths	94.8	2.2	3.1	2.0	3.6	10.4	22.5	27.6	22.2	11.7	94.4
NT	10yrs 6mths 5yrs 4mths	88.2	9.8	2.1	2.0	32.6	13.8	18.7	17.8	10.7	4.4	65.4
Aust	10yrs 7mths 5yrs 4mths	95.6	2.3	2.1	1.9	4.7	10.6	22.0	28.2	21.1	11.5	93.5

Figure 5.S2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	500.7 (77.0)	499.7 (69.0)	482.5 (73.2)	486.9 (76.4)	484.4 (73.1)	473.6 (76.4)	496.8 (71.6)	406.9 (115.0)	492.2 (75.5)
Female Mean scale score / (S.D.)	513.7 (70.9)	509.3 (64.4)	496.2 (67.0)	498.4 (70.0)	494.9 (67.8)	492.4 (69.7)	504.1 (66.8)	428.8 (107.8)	504.3 (69.6)

Table 5.S2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2015.

State/ Territory	Sex	Below national At national Above national minimum standard (%) (%) standard (%)						ıdard	At or above national minimum
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)
NSW	Male	2.1	5.2	11.0	20.8	26.0	21.0	13.8	92.6
	Female	1.1	2.6	7.9	19.2	28.7	24.7	15.8	96.3
Vic	Male	3.8	3.3	10.6	22.3	27.9	21.0	11.1	92.9
	Female	2.0	1.8	7.7	21.2	30.9	24.1	12.3	96.3
Qld	Male	1.7	7.2	14.2	24.9	26.8	16.9	8.3	91.1
	Female	0.9	3.8	10.4	23.7	30.7	21.1	9.3	95.3
WA	Male	1.7	7.5	12.7	22.8	26.9	18.8	9.6	90.8
	Female	0.8	4.4	10.0	22.1	30.2	21.8	10.7	94.8
SA	Male	3.2	6.7	13.7	23.9	26.4	17.8	8.3	90.1
	Female	1.3	4.1	10.7	24.3	29.9	20.2	9.6	94.7
Tas	Male	2.0	10.0	16.2	24.6	24.0	16.3	7.0	88.0
	Female	0.9	4.9	11.9	23.6	29.6	19.9	9.2	94.2
ACT	Male	2.3	4.6	10.9	22.9	26.5	21.7	11.1	93.1
	Female	1.6	2.6	9.8	22.2	28.7	22.8	12.4	95.8
NT	Male	2.8	36.1	14.1	17.3	16.6	9.4	3.9	61.2
	Female	1.1	28.9	13.6	20.2	19.1	12.1	5.0	70.0
Aust	Male	2.5	6.0	12.1	22.6	26.6	19.4	10.8	91.6
	Female	1.2	3.3	9.0	21.5	29.8	22.9	12.3	95.5

Figure 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous Status, by State and Territory, 2015.

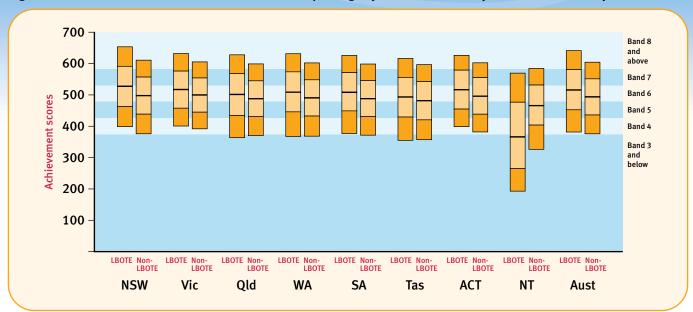


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	453.8 (73.2)	461.0 (66.6)	450.5 (72.8)	417.0 (79.3)	428.9 (73.4)	449.7 (73.2)	445.4 (76.5)	340.8 (101.9)	436.0 (83.6)
Non-Indigenous Mean scale score / (S.D.)	510.3 (73.2)	505.1 (66.7)	492.6 (69.3)	498.5 (69.8)	492.5 (69.3)	484.6 (72.8)	501.7 (68.7)	479.2 (75.2)	501.9 (70.5)

Table 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	Below r minimum (%		At national minimum standard (%)	Abov	ve national m (%		ndard	At or above national minimum
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)
NSW	Indigenous	3.2	13.9	19.8	26.6	22.2	10.7	3.6	82.9
	Non-Indigenous	1.5	3.3	8.9	19.6	27.6	23.6	15.5	95.1
Vic	Indigenous	7.3	8.8	19.5	27.0	23.3	11.0	3.0	83.9
	Non-Indigenous	2.7	2.5	9.0	21.7	29.5	22.7	11.8	94.8
Qld	Indigenous	2.5	15.2	20.2	27.4	21.4	10.1	3.3	82.4
	Non-Indigenous	1.2	4.6	11.7	24.1	29.4	19.7	9.3	94.1
WA	Indigenous	1.7	30.5	22.3	22.0	16.3	5.8	1.4	67.8
	Non-Indigenous	1.2	4.1	10.4	22.5	29.5	21.4	10.9	94.8
SA	Indigenous	4.3	23.3	22.7	24.6	17.1	6.5	1.5	72.4
	Non-Indigenous	2.1	4.6	11.7	24.1	28.7	19.6	9.3	93.4
Tas	Indigenous	1.5	16.1	20.6	25.3	23.0	11.2	2.3	82.4
	Non-Indigenous	1.4	6.9	13.7	24.2	27.0	18.6	8.1	91.7
ACT	Indigenous	2.1	20.1	20.3	22.6	20.3	11.6	3.0	77.7
	Non-Indigenous	2.0	3.2	10.2	22.6	27.7	22.4	12.0	94.9
NT	Indigenous	2.0	63.0	13.3	11.6	7.0	2.3	0.6	34.9
	Non-Indigenous	2.0	8.1	14.2	24.5	26.5	17.3	7.3	89.9
Aust	Indigenous	2.9	21.4	19.8	24.7	19.5	8.9	2.7	75.6
	Non-Indigenous	1.8	3.6	10.0	21.9	28.7	21.9	12.1	94.6

Figure 5.S4: Achievement of Year 5 Students in Spelling, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	527.3 (77.1)	517.1 (70.2)	501.3 (79.6)	508.7 (79.6)	508.1 (75.0)	493.2 (76.1)	516.5 (70.6)	365.9 (117.6)	515.6 (79.9)
Non-LBOTE Mean scale score / (S.D.)	497.7 (71.3)	499.7 (65.1)	487.8 (69.3)	490.4 (70.6)	488.0 (69.0)	481.5 (72.9)	495.8 (68.4)	465.8 (79.3)	493.6 (69.4)

Table 5.S4: Achievement of Year 5 Students in Spelling, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	Below n minimum (%		At national minimum standard (%)	Abov	ve national m (%		dard	At or above national minimum
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)
NSW	LBOTE	2.2	2.5	6.8	15.9	24.7	24.8	23.1	95.3
	Non-LBOTE	1.4	4.7	10.8	21.9	28.5	21.9	11.0	94.0
Vic	LBOTE	3.7	2.0	7.5	18.4	26.8	24.5	17.0	94.3
	Non-LBOTE	2.6	2.8	9.9	23.0	30.3	21.8	9.7	94.7
Qld	LBOTE	1.8	6.3	10.8	19.8	24.9	21.5	15.0	92.0
	Non-LBOTE	1.3	5.4	12.5	24.8	29.2	18.6	8.1	93.3
WA	LBOTE	1.7	5.5	8.2	18.2	26.3	23.4	16.7	92.8
	Non-LBOTE	1.0	5.7	11.7	23.3	29.7	20.0	8.7	93.3
SA	LBOTE	3.2	4.6	7.9	18.9	27.6	22.3	15.4	92.2
	Non-LBOTE	1.9	5.3	12.6	24.8	28.6	18.8	8.0	92.9
Tas	LBOTE	5.7	7.3	10.3	19.1	26.9	20.1	10.7	87.1
	Non-LBOTE	1.2	7.5	14.4	24.7	26.9	18.0	7.4	91.4
ACT	LBOTE	3.8	2.5	7.4	18.6	25.6	23.9	18.3	93.7
	Non-LBOTE	1.4	4.0	11.2	23.7	28.1	21.8	9.8	94.6
NT	LBOTE	1.4	56.1	12.7	10.3	9.1	6.6	3.8	42.5
	Non-LBOTE	2.0	12.2	14.9	25.4	25.4	14.8	5.3	85.8
Aust	LBOTE	2.6	4.2	7.7	17.3	25.3	23.8	19.1	93.2
	Non-LBOTE	1.6	4.7	11.4	23.4	29.1	20.5	9.3	93.7

Table 5.S5: Achievement of Year 5 Students in Spelling, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%)		Above	andard	At or above national minimum standard		
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Metro	515.0	1.7	3.0	8.1	18.4	27.3	24.4	17.1	95.4
NSW	Provincial	481.8	1.5	7.0	14.1	25.2	27.3	17.6	7.4	91.6
IVOVV	Remote	457.7	3.0	14.7	18.6	24.6	20.7	13.1	5.1	82.2
	Very Remote	465.4	1.0	11.7	18.2	27.7	20.8	11.9	8.7	87.3
	Metro	510.2	2.9	2.0	7.9	20.4	29.4	24.0	13.3	95.1
Vic	Provincial	485.4	2.9	4.2	13.5	26.3	29.1	17.6	6.4	92.9
VIC	Remote	477.5	0.0	3.7	18.6	29.3	26.5	16.7	5.1	96.3
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	495.0	1.3	4.5	11.0	23.3	29.5	20.4	10.0	94.2
Qld	Provincial	478.3	1.5	6.9	14.9	26.7	27.4	16.2	6.3	91.5
Qiu	Remote	461.2	1.3	12.5	17.7	26.8	25.0	12.5	4.2	86.2
	Very Remote	440.2	1.3	18.9	23.2	25.8	20.4	8.0	2.5	79.8
	Metro	500.9	1.3	4.0	9.9	21.6	29.4	22.0	11.6	94.6
WA	Provincial	477.2	1.1	7.7	14.9	25.9	27.9	16.2	6.3	91.3
**/ (Remote	458.4	0.5	14.2	18.0	26.1	23.2	13.5	4.5	85.3
	Very Remote	411.2	0.5	37.2	18.6	18.7	15.7	7.5	1.9	62.3
	Metro	495.5	2.3	4.4	11.0	23.2	28.9	20.2	10.2	93.4
SA	Provincial	475.0	2.2	7.6	15.6	27.0	26.2	15.8	5.6	90.2
<i>57</i> (Remote	478.5	1.5	6.6	15.5	26.1	27.8	16.2	6.4	91.9
	Very Remote	435.8	2.4	31.2	14.2	16.3	17.0	13.4	5.5	66.4
	Metro	486.9	1.2	7.0	13.3	23.5	26.7	19.0	9.2	91.8
Tas	Provincial	479.7	1.6	7.8	14.7	24.6	26.6	17.4	7.2	90.5
	Remote	465.7	3.0	10.4	17.9	23.6	27.2	14.3	3.6	86.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	500.4	2.0	3.6	10.3	22.6	27.6	22.2	11.7	94.4
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	469.8	2.8	11.3	14.7	24.6	25.1	15.1	6.3	85.9
	Remote	442.9	0.5	23.2	16.6	22.3	19.2	13.2	5.1	76.3
	Very Remote	311.2	1.3	76.1	10.4	6.1	3.9	1.5	0.6	22.6
	Metro	506.1	1.9	3.3	9.2	20.8	28.7	22.8	13.4	94.8
Aust	Provincial	480.6	1.9	6.6	14.3	25.9	27.7	17.0	6.7	91.6
	Remote	459.7	1.1	13.9	17.5	25.6	23.5	13.6	4.8	84.9
	Very Remote	390.5	1.1	43.3	16.9	16.8	13.6	6.2	2.1	55.6

Table 5.S6: Achievement of Year 5 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	national standard %)	At national minimum standard (%)	Above	andard	At or above national minimum standard		
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Metro	464.9	3.1	10.9	17.8	26.0	24.5	12.8	5.0	86.1
NSW	Provincial	445.9	3.2	15.8	21.2	27.3	20.8	9.2	2.5	81.0
INOW	Remote	416.9	6.8	26.2	24.7	23.2	12.5	5.6	0.9	67.0
	Very Remote	436.7	0.0	18.3	24.2	30.0	17.1	5.8	4.6	81.7
	Metro	471.9	6.6	6.8	17.0	24.8	26.3	14.4	4.1	86.5
Vic	Provincial	451.7	7.9	10.5	21.6	28.9	20.8	8.2	2.2	81.6
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	456.4	2.5	13.7	19.1	26.8	22.5	11.6	3.9	83.8
Qld	Provincial	456.8	2.6	12.0	19.3	29.0	22.9	10.6	3.6	85.4
Qiu	Remote	420.3	3.5	27.9	20.6	27.4	14.5	4.9	1.2	68.6
	Very Remote	421.6	1.4	24.9	27.2	25.4	15.5	4.7	0.9	73.7
	Metro	442.4	2.1	17.8	22.1	25.9	21.4	8.0	2.6	80.1
WA	Provincial	428.6	2.1	23.9	22.8	24.8	18.5	6.3	1.6	74.0
WA	Remote	404.4	1.5	36.0	23.6	19.9	13.6	5.4	0.1	62.5
	Very Remote	371.4	0.8	54.8	21.2	14.0	7.2	1.7	0.2	44.4
	Metro	441.1	5.6	17.1	22.1	26.4	18.4	8.7	1.7	77.3
SA	Provincial	426.2	2.8	24.8	23.8	24.8	17.1	5.1	1.6	72.4
JA	Remote	425.3	0.0	16.9	37.5	22.5	22.5	0.6	0.0	83.1
	Very Remote	373.7	4.0	55.5	15.5	14.9	7.5	1.6	1.1	40.5
	Metro	449.1	1.7	16.6	20.9	26.6	21.1	10.2	3.0	81.8
Tas	Provincial	451.0	1.4	15.3	20.6	24.7	24.0	12.2	1.8	83.3
las	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.
	Metro	447.1	2.2	19.6	19.4	22.9	20.9	11.9	3.1	78.2
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACI	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	429.7	4.8	24.3	17.7	24.8	19.4	7.3	1.8	70.9
	Remote	388.8	0.8	44.4	20.2	18.4	11.1	3.7	1.3	54.8
	Very Remote	295.4	1.4	82.6	9.7	4.8	1.4	0.1	0.0	16.0
	Metro	457.3	3.1	13.1	19.1	26.1	23.0	11.5	4.0	83.7
Aust	Provincial	446.3	3.4	15.8	20.8	27.3	21.1	9.1	2.5	80.8
Aust	Remote	407.0	2.6	34.0	22.5	22.0	13.5	4.7	0.8	63.5
	Very Remote	353.1	1.3	58.3	17.7	13.4	7.1	1.9	0.4	40.4

Table 5.S7: Achievement of Year 5 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	national standard %)	At national minimum standard (%)	Above	national m (%		andard	At or above national minimum standard
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Metro	516.7	1.6	2.7	7.7	18.1	27.5	24.9	17.5	95.7
NSW	Provincial	487.1	1.2	5.7	13.0	24.8	28.3	18.9	8.1	93.1
INOW	Remote	481.8	0.8	7.3	15.0	25.5	25.8	18.0	7.7	91.9
	Very Remote	497.6	2.1	5.0	11.3	23.3	26.3	18.8	13.3	92.9
	Metro	510.6	2.7	2.0	7.8	20.4	29.5	24.1	13.4	95.3
Vic	Provincial	486.6	2.6	4.0	13.2	26.2	29.5	17.9	6.6	93.4
VIC	Remote	477.5	0.0	3.7	18.6	29.3	26.5	16.7	5.1	96.3
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	497.3	1.2	4.0	10.6	23.1	29.9	20.9	10.4	94.8
Qld	Provincial	481.1	1.4	6.3	14.3	26.4	27.9	17.0	6.7	92.3
Qiu	Remote	475.9	0.7	7.0	16.1	26.6	29.4	15.1	5.3	92.3
	Very Remote	473.5	1.3	7.6	16.2	27.1	28.5	13.8	5.5	91.0
	Metro	503.5	1.2	3.4	9.4	21.5	29.8	22.6	12.1	95.3
WA	Provincial	482.3	1.0	6.0	14.0	26.1	29.0	17.2	6.8	93.1
***	Remote	475.0	0.3	7.4	16.3	27.9	26.2	16.2	5.8	92.4
	Very Remote	470.8	0.0	10.9	14.2	25.7	28.1	16.6	4.5	89.1
	Metro	497.4	2.1	3.9	10.6	23.1	29.3	20.6	10.5	94.0
SA	Provincial	478.4	2.2	6.4	14.9	27.1	26.9	16.6	5.9	91.4
3/1	Remote	481.7	1.6	6.2	14.3	26.0	27.4	17.5	6.9	92.2
	Very Remote	503.1	1.3	4.8	11.5	17.8	28.0	26.3	10.5	94.0
	Metro	489.9	1.2	6.3	12.7	23.3	27.2	19.7	9.7	92.5
Tas	Provincial	480.3	1.6	7.4	14.5	25.1	26.8	17.7	6.9	91.0
lus	Remote	474.3	3.6	6.4	18.6	23.6	26.4	17.1	4.3	90.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	501.7	2.0	3.2	10.2	22.6	27.7	22.4	12.0	94.9
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
7101	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	478.3	2.4	8.3	14.1	24.7	26.6	16.7	7.2	89.2
•••	Remote	484.5	0.3	6.7	14.0	25.2	25.3	20.5	8.0	93.0
	Very Remote	472.3	1.2	10.4	16.7	19.5	30.6	14.6	7.1	88.5
	Metro	507.9	1.8	3.0	8.8	20.6	28.9	23.2	13.7	95.2
Aust	Provincial	484.1	1.7	5.6	13.7	25.8	28.4	17.8	7.1	92.7
71350	Remote	477.9	0.7	6.9	15.6	26.7	27.1	16.8	6.2	92.4
	Very Remote	476.5	0.8	8.7	14.5	24.8	28.6	16.4	6.1	90.4

Table 5.S8: Achievement of Year 5 Students in Spelling, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental		KAIOW Y	national						At or
remitory	education	Mean scale	minimum		national	Above			indura	above
,	score (%) minimum standard (%)						national			
										minimum
										standard
			Exempt	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	(%)
				and below					and above	
	Bachelor	536.4	1.1	1.1	4.3	14.0	26.2	28.8	24.5	97.9
	Diploma	505.6	1.5	2.9	8.7	21.4	30.1	23.0	12.3	95.6
NSW	Certificate	486.9	1.6	5.4	13.2	24.7	28.6	18.9	7.7	93.1
	Year 12	495.0	1.7	4.6	11.7	22.6	28.4	21.0	10.1	93.7
	Year 11	460.4	3.6	12.0	19.0	25.7	23.3	12.0	4.5	84.5
	Not stated (4%)	498.4	2.4	5.5	10.3	22.2	26.4	20.8	12.4	92.0
1	Bachelor	525.4	1.6	1.0	4.8	16.8	29.5	28.2	18.1	97.4
1	Diploma	500.6	2.2	2.2	9.3	23.6	31.2	22.0	9.4	95.6
Vic	Certificate	486.5	3.0	3.7	12.8	26.5	30.1	17.8	6.2	93.3
VIC	Year 12	494.4	3.7	3.0	11.3	24.3	29.4	19.8	8.4	93.3
	Year 11	472.0	7.3	6.2	16.9	26.8	24.8	13.5	4.5	86.5
1	Not stated (3%)	512.2	4.9	2.4	7.4	18.9	28.5	23.8	14.0	92.7
	Bachelor	517.0	0.7	1.8	6.3	19.0	30.5	26.0	15.7	97.5
	Diploma	490.2	0.9	4.1	11.9	25.2	30.9	19.5	7.4	95.0
Qld	Certificate	477.7	1.3	6.1	15.1	27.5	28.8	15.7	5.4	92.6
Qiu	Year 12	477.5	1.5	7.4	14.4	26.8	28.0	15.6	6.2	91.1
	Year 11	453.3	2.5	13.5	20.6	27.5	21.8	10.8	3.2	83.9
I	Not stated (10%)	476.7	2.9	8.2	14.4	25.3	27.2	16.0	6.1	89.0
1	Bachelor	521.8	0.9	1.7	5.4	17.5	30.0	27.3	17.3	97.5
1	Diploma	494.3	1.3	3.8	10.7	24.0	30.9	20.7	8.5	94.9
WA	Certificate	481.8	0.9	5.8	14.2	26.2	29.6	16.9	6.4	93.3
VVA	Year 12	484.0	1.3	6.3	13.5	25.1	27.7	18.7	7.4	92.3
1	Year 11	453.0	1.7	15.1	18.9	26.1	23.5	11.4	3.1	83.2
I	Not stated (12%)	471.3	2.1	12.4	15.0	22.5	24.7	15.6	7.7	85.6
L	Bachelor	518.3	0.9	1.3	6.4	18.7	30.8	25.6	16.4	97.8
L	Diploma	491.9	1.3	3.8	10.7	25.3	31.7	19.6	7.5	94.8
SA (Certificate	478.3	2.0	5.9	15.0	28.3	26.8	16.4	5.7	92.1
SA	Year 12	481.4	2.6	5.5	13.9	26.4	28.4	17.7	5.4	91.9
Y	Year 11	452.5	5.2	13.8	19.9	26.0	22.0	10.7	2.5	81.1
I	Not stated (10%)	474.5	4.3	9.1	14.7	24.6	25.5	14.9	6.8	86.5

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.S8 (cont.): Achievement of Year 5 Students in Spelling, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	national standard %)	At national minimum standard (%)	Above	At or above national minimum standard			
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Bachelor	516.4	0.7	2.0	6.8	18.1	30.1	27.7	14.7	97.3
	Diploma	486.1	0.9	5.6	13.3	24.3	29.8	19.1	7.0	93.5
Tas	Certificate	475.8	1.0	7.5	15.1	27.0	28.1	15.9	5.3	91.4
IdS	Year 12	469.6	2.0	10.7	17.1	25.5	22.8	16.0	5.9	87.3
	Year 11	445.5	2.0	15.7	22.6	28.3	19.7	8.9	2.9	82.4
	Not stated (10%)	490.5	4.0	6.9	13.0	21.3	25.5	17.3	12.0	89.1
	Bachelor	516.6	1.7	1.4	6.7	19.4	29.2	25.6	16.0	96.9
	Diploma	492.1	2.4	3.3	10.7	27.3	28.6	20.2	7.6	94.3
ACT	Certificate	479.6	1.4	6.1	16.0	25.8	26.2	18.1	6.5	92.5
	Year 12	474.7	2.1	6.8	16.4	29.8	22.6	16.2	6.0	91.1
	Year 11	474.8	2.2	10.5	15.8	24.2	21.9	17.8	7.6	87.3
	Not stated (10%)	489.9	3.8	5.7	12.8	22.0	26.6	20.0	9.2	90.5
	Bachelor	496.4	1.2	5.3	11.2	21.9	27.1	21.6	11.8	93.6
	Diploma	471.1	2.4	9.2	15.9	26.0	26.1	15.4	5.0	88.4
NT	Certificate	440.7	1.6	21.6	15.9	24.7	22.3	11.0	2.9	76.7
INI	Year 12	452.0	1.4	14.7	17.4	26.5	26.2	8.8	5.0	83.9
	Year 11	372.4	1.9	51.6	16.7	13.5	10.7	4.7	0.9	46.5
	Not stated (31%)	358.6	2.6	55.3	11.4	12.4	9.4	6.2	2.6	42.0
	Bachelor	526.3	1.1	1.3	5.2	16.6	28.7	27.7	19.5	97.6
	Diploma	498.4	1.5	3.2	10.0	23.4	30.7	21.5	9.7	95.3
Aust	Certificate	482.8	1.8	5.5	13.9	26.2	28.9	17.4	6.4	92.8
Aust	Year 12	487.0	2.2	5.4	12.9	24.9	28.3	18.6	7.8	92.4
	Year 11	458.1	4.0	12.3	18.9	26.2	22.9	11.8	3.8	83.7
	Not stated (7%)	478.6	3.1	10.1	12.7	22.5	25.6	17.3	8.7	86.8

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.S9: Achievement of Year 5 Students in Spelling, by Parental Occupation, by State and Territory, 2015.

State/	Parental	Mean	Relow	national	At	Ahove	national m	inimum sta	ndard	At or
Territory	occupation	scale		standard	national	Above		%)	iliualu	above
,	· ·	score	(%		minimum		· ·			national
					standard					minimum
					(%)					standard
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Group 1	532.9	0.8	1.1	4.7	14.8	27.0	28.7	22.8	98.1
	Group 2	516.0	1.1	2.2	7.4	19.0	28.9	25.2	16.3	96.7
	Group 3	497.9	1.3	4.0	11.1	23.0	28.9	21.0	10.8	94.7
NSW	Group 4	487.4	1.9	6.7	13.8	23.5	26.1	17.9	10.0	91.4
	Not in paid work	466.7	4.4	11.1	17.3	24.7	23.2	13.2	6.1	84.5
	Not stated (7%)	493.6	2.6	6.3	11.8	21.9	26.4	19.8	11.3	91.1
	Group 1	526.1	1.1	0.9	4.7	16.7	29.5	28.5	18.5	97.9
	Group 2	510.1	1.6	1.7	7.4	21.2	31.1	24.6	12.5	96.7
\#.	Group 3	497.8	2.0	2.5	10.4	24.1	31.1	21.0	8.9	95.5
Vic	Group 4	487.8	3.9	4.1	12.8	25.3	28.5	18.0	7.4	92.0
	Not in paid work	475.7	8.5	5.9	16.1	25.8	23.9	14.0	5.7	85.6
	Not stated (3%)	515.7	5.7	2.1	6.4	17.8	29.2	24.1	14.7	92.2
	Group 1	514.2	0.7	1.8	6.7	19.9	30.8	25.5	14.5	97.5
	Group 2	498.8	0.7	3.2	10.0	23.3	31.3	21.6	9.9	96.1
Qld	Group 3	482.7	1.1	5.5	14.0	26.6	29.6	16.5	6.8	93.5
Qia	Group 4	471.0	1.6	8.4	16.8	27.9	25.5	14.5	5.2	90.0
	Not in paid work	458.6	3.1	13.0	18.6	26.1	23.1	11.7	4.4	83.8
	Not stated (15%)	473.9	2.7	8.9	15.5	25.4	25.8	15.4	6.2	88.4
	Group 1	518.3	0.7	1.9	6.0	18.5	30.1	26.5	16.2	97.4
	Group 2	501.2	0.9	3.1	9.8	22.8	30.1	22.4	10.9	96.0
WA	Group 3	487.5	1.0	5.0	12.5	25.3	30.3	18.7	7.3	94.1
VVA	Group 4	477.7	1.6	8.1	14.5	25.3	27.3	16.4	6.7	90.3
	Not in paid work	455.4	1.7	15.8	19.2	23.3	23.1	12.0	4.9	82.5
	Not stated (19%)	475.1	2.1	10.8	14.5	22.9	25.6	16.2	7.9	87.1
	Group 1	515.7	1.0	1.7	6.7	18.8	31.1	25.3	15.3	97.3
	Group 2	499.2	1.2	2.5	9.9	24.8	30.6	20.9	10.1	96.3
SA	Group 3	485.4	1.2	4.7	13.5	26.8	29.0	17.9	6.9	94.2
JA.	Group 4	477.4	2.2	6.8	15.6	26.8	25.8	17.2	5.7	91.0
	Not in paid work	458.5	4.5	13.3	18.7	24.8	22.3	12.6	3.8	82.2
	Not stated (19%)	469.4	5.0	10.1	15.6	25.2	24.4	13.8	5.9	84.9

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.S9 (cont.): Achievement of Year 5 Students in Spelling, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	Below national At Above national minimum standard (%) (%) minimum standard (%) standard (%)					At or above national minimum standard		
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Group 1	513.8	0.4	2.7	6.4	19.1	30.5	27.0	14.0	96.9
	Group 2	491.4	0.9	5.3	12.3	23.2	28.7	20.8	8.7	93.8
Tas	Group 3	479.7	1.2	6.4	14.6	26.0	29.3	16.6	5.9	92.4
idS	Group 4	465.9	1.2	9.7	18.4	28.4	24.1	13.7	4.5	89.2
	Not in paid work	442.7	2.9	16.5	23.6	27.0	18.9	8.4	2.8	80.6
	Not stated (13%)	480.0	3.3	9.7	14.4	22.7	24.1	15.8	10.0	87.0
	Group 1	516.5	1.6	1.6	7.0	19.9	27.7	25.5	16.7	96.8
	Group 2	501.8	1.0	2.0	9.5	24.1	30.8	22.0	10.6	97.0
ACT	Group 3	491.5	2.0	4.6	12.6	22.8	27.1	23.3	7.6	93.5
	Group 4	468.7	4.3	6.5	16.1	36.7	17.4	13.1	5.9	89.2
	Not in paid work	473.1	4.1	7.9	14.0	28.5	25.2	14.9	5.3	87.9
	Not stated (22%)	485.1	3.0	6.9	14.1	22.5	26.5	18.5	8.7	90.2
	Group 1	484.5	1.6	7.3	12.8	24.4	26.4	18.7	8.9	91.2
	Group 2	477.7	1.8	8.2	15.1	24.0	27.0	17.7	6.4	90.0
NT	Group 3	451.1	1.4	19.3	14.9	23.3	23.8	12.7	4.7	79.3
INI	Group 4	408.2	2.6	35.5	15.4	21.0	16.1	6.6	2.7	61.8
	Not in paid work	360.9	1.5	56.8	16.9	11.0	8.4	4.0	1.3	41.7
	Not stated (33%)	361.7	2.5	53.9	11.9	13.0	10.0	6.1	2.6	43.6
	Group 1	523.7	0.9	1.4	5.5	17.2	29.0	27.4	18.5	97.7
	Group 2	507.6	1.1	2.5	8.5	21.4	30.2	23.6	12.8	96.4
Aust	Group 3	491.5	1.4	4.3	12.0	24.6	29.7	19.4	8.6	94.3
Aust	Group 4	481.5	2.4	6.7	14.4	25.4	26.6	16.9	7.5	90.9
	Not in paid work	464.9	5.3	10.9	17.5	25.1	23.1	12.9	5.4	83.8
	Not stated (11%)	477.0	3.0	9.9	13.7	23.0	25.4	16.6	8.2	87.0

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

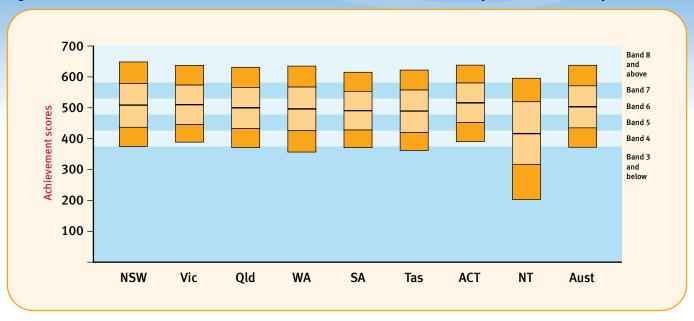
Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

NAPLAN Year 5 Grammar and Punctuation

Figure 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2015.



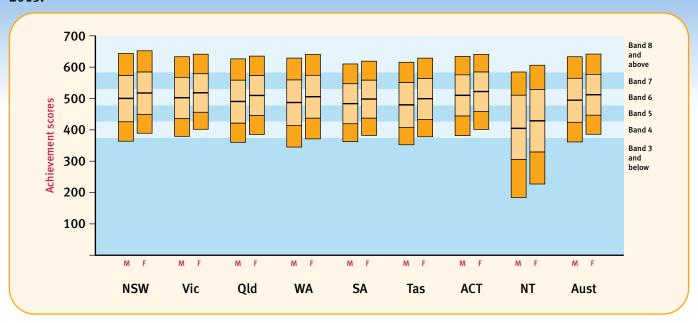
	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	508.6 (82.9)	510.0 (75.3)	499.8 (78.4)	496.1 (84.5)	490.7 (74.4)	489.2 (78.8)	515.8 (75.2)	416.3 (119.7)	503.1 (80.9)

Table 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%) Absent (%)		Withdrawn (%)	minimu	national m standard (%)	At national minimum standard (%)	Above	national m (%	inimum sta 6)	andard	At or above national minimum standard
		Pa	V	Wit	Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
NSW	10yrs 7mths 5yrs 4mths	97.5	1.6	0.9	1.6	4.8	11.2	19.7	24.0	19.9	18.7	93.6
Vic	10yrs 9mths 5yrs 4mths	95.4	2.4	2.2	2.9	3.1	9.9	20.3	26.2	20.9	16.7	94.1
Qld	10yrs 5mths 5yrs 4mths	93.8	2.2	4.0	1.4	5.3	12.0	21.3	25.7	19.5	14.7	93.3
WA	10yrs 5mths 5yrs 4mths	96.1	2.8	1.1	1.2	7.5	12.3	20.8	24.2	18.7	15.3	91.3
SA	10yrs 7mths 5yrs 4mths	93.8	3.0	3.1	2.2	5.4	13.3	23.9	26.5	17.7	11.0	92.3
Tas	10yrs 10mths 5yrs 4mths	95.8	2.1	2.1	1.4	6.9	14.7	23.4	23.3	17.8	12.4	91.6
ACT	10yrs 8mths 5yrs 4mths	94.8	2.2	3.1	2.0	3.0	8.8	18.4	25.7	23.2	18.9	95.0
NT	10yrs 6mths 5yrs 4mths	88.2	9.8	2.1	2.0	34.3	14.6	16.7	15.6	10.0	6.8	63.7
Aust	10yrs 7mths 5yrs 4mths	95.6	2.3	2.1	1.9	5.2	11.4	20.6	25.0	19.7	16.2	92.9

NAPLAN Year 5 Grammar and Punctuation

Figure 5.G2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2015.

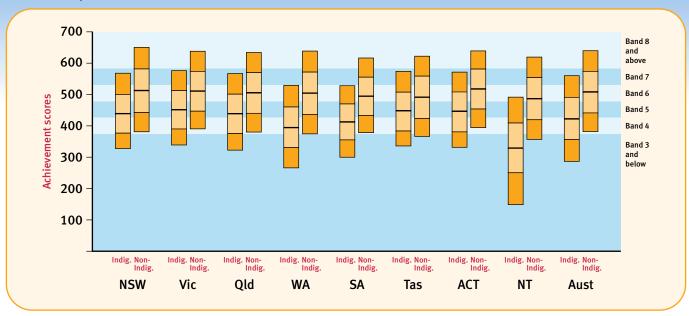


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	500.1 (85.1)	502.3 (77.0)	490.4 (80.2)	487.1 (86.2)	483.6 (75.9)	479.6 (80.3)	509.9 (76.5)	404.6 (121.8)	494.6 (82.9)
Female Mean scale score / (S.D.)	517.4 (79.6)	518.1 (72.6)	509.6 (75.3)	505.6 (81.7)	498.2 (72.1)	499.3 (76.0)	522.1 (73.2)	428.6 (116.2)	512.0 (77.9)

Table 5.G2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2015.

State/ Territory	Sex	Below national minimum standard (%)		At national minimum standard (%)	num (%) ard			ıdard	At or above national minimum
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)
NSW	Male	2.1	6.4	13.2	20.3	22.8	18.2	17.0	91.4
	Female	1.1	3.1	9.2	19.0	25.3	21.6	20.6	95.8
Vic	Male	3.8	4.2	11.7	21.3	25.1	19.0	14.9	92.1
	Female	2.0	1.9	7.9	19.3	27.4	23.0	18.6	96.2
Qld	Male	1.7	7.1	14.1	22.5	24.5	17.3	12.8	91.2
	Female	0.9	3.5	9.8	20.0	27.1	21.9	16.7	95.6
WA	Male	1.7	9.5	13.8	21.3	23.2	17.1	13.4	88.8
	Female	0.8	5.3	10.7	20.2	25.3	20.4	17.3	93.9
SA	Male	3.2	6.9	14.9	24.1	25.3	15.9	9.7	89.9
	Female	1.3	3.9	11.5	23.7	27.8	19.6	12.3	94.9
Tas	Male	2.0	9.4	16.8	23.6	21.5	16.0	10.8	88.6
	Female	0.9	4.3	12.5	23.3	25.2	19.8	14.1	94.8
ACT	Male	2.3	3.9	9.7	19.5	25.4	22.0	17.2	93.8
	Female	1.6	2.0	7.8	17.2	26.0	24.6	20.8	96.3
NT	Male	2.8	37.0	15.0	16.1	14.8	9.2	5.2	60.2
	Female	1.1	31.4	14.3	17.3	16.4	10.8	8.6	67.5
Aust	Male	2.5	6.8	13.2	21.4	23.9	17.8	14.4	90.8
	Female	1.2	3.5	9.5	19.8	26.3	21.6	18.1	95.2

Figure 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	439.0 (73.4)	451.4 (71.5)	438.8 (74.3)	394.4 (80.3)	412.4 (71.1)	448.1 (72.0)	446.4 (72.8)	329.0 (100.7)	422.1 (84.6)
Non-Indigenous Mean scale score / (S.D.)	512.6 (81.5)	510.9 (74.9)	505.4 (76.5)	504.4 (79.7)	494.6 (72.4)	491.4 (77.6)	517.6 (74.4)	486.6 (80.5)	508.1 (78.0)

Table 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	Below r minimum (%		At national Above national minimum standard (%) standard (%)				At or above national minimum	
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)
NSW	Indigenous	3.2	18.3	25.6	25.3	16.5	7.9	3.2	78.5
	Non-Indigenous	1.5	4.0	10.4	19.4	24.5	20.6	19.6	94.5
Vic	Indigenous	7.3	12.5	22.3	26.3	18.2	9.6	3.8	80.2
	Non-Indigenous	2.7	2.9	9.7	20.3	26.4	21.1	16.9	94.4
Qld	Indigenous	2.5	18.9	24.4	26.0	16.9	8.0	3.3	78.6
	Non-Indigenous	1.2	4.1	10.9	20.8	26.5	20.6	15.8	94.7
WA	Indigenous	1.7	40.5	24.8	18.5	9.6	3.6	1.3	57.8
	Non-Indigenous	1.2	4.9	11.3	20.8	25.4	20.0	16.5	93.9
SA	Indigenous	4.3	28.2	27.9	23.1	12.0	3.7	0.9	67.5
	Non-Indigenous	2.1	4.3	12.5	23.9	27.3	18.4	11.5	93.6
Tas	Indigenous	1.5	16.2	22.6	26.2	20.2	9.4	4.1	82.4
	Non-Indigenous	1.4	6.2	14.1	23.5	23.7	18.5	12.5	92.4
ACT	Indigenous	2.1	17.1	22.3	26.0	20.4	8.6	3.4	80.7
	Non-Indigenous	2.0	2.6	8.5	18.2	25.8	23.5	19.4	95.4
NT	Indigenous	2.0	67.6	14.9	9.0	4.3	1.5	0.7	30.4
	Non-Indigenous	2.0	7.4	14.5	22.9	24.8	16.8	11.6	90.6
Aust	Indigenous	2.9	26.2	23.9	23.0	14.5	6.7	2.7	70.8
	Non-Indigenous	1.8	3.9	10.6	20.5	25.7	20.5	17.1	94.3

Figure 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	521.0 (87.2)	512.7 (79.8)	497.6 (90.2)	504.5 (91.9)	499.3 (80.4)	506.2 (79.4)	520.0 (77.3)	355.6 (117.7)	510.4 (89.3)
Non-LBOTE Mean scale score / (S.D.)	502.5 (80.2)	509.0 (73.5)	500.0 (76.9)	497.2 (81.4)	491.3 (72.6)	487.2 (77.7)	514.5 (74.6)	472.3 (87.1)	501.8 (77.5)

Table 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	Below n minimum (%	standard	At national Above national minimum standard (%) standard (%)				At or above national minimum	
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)
NSW	LBOTE	2.2	3.9	9.9	17.9	22.6	19.4	24.1	93.9
	Non-LBOTE	1.4	5.3	11.9	20.6	24.7	20.0	16.1	93.3
Vic	LBOTE	3.7	3.4	10.1	19.8	24.2	19.8	19.0	93.0
	Non-LBOTE	2.6	2.9	9.8	20.5	27.0	21.4	15.9	94.5
Qld	LBOTE	1.8	8.5	13.9	19.3	20.7	17.7	18.1	89.8
	Non-LBOTE	1.3	5.0	11.8	21.5	26.3	19.7	14.3	93.7
WA	LBOTE	1.7	7.8	10.8	18.4	22.7	19.0	19.6	90.5
	Non-LBOTE	1.0	6.7	12.0	21.0	25.2	19.4	14.7	92.3
SA	LBOTE	3.2	5.9	10.8	20.7	26.0	18.9	14.5	90.9
	Non-LBOTE	1.9	4.9	13.2	24.1	27.2	18.0	10.6	93.2
Tas	LBOTE	5.7	5.3	11.0	17.1	22.0	23.5	15.3	89.0
	Non-LBOTE	1.2	7.0	15.0	24.1	23.7	17.5	11.5	91.9
ACT	LBOTE	3.8	3.3	8.3	16.8	23.3	23.1	21.3	92.9
	Non-LBOTE	1.4	3.0	9.0	18.8	26.4	23.3	18.2	95.6
NT	LBOTE	1.4	60.1	13.1	10.1	7.0	4.7	3.7	38.6
	Non-LBOTE	2.0	12.5	15.8	22.0	22.9	14.8	10.0	85.5
Aust	LBOTE	2.6	5.7	10.5	18.6	22.7	19.1	20.7	91.7
	Non-LBOTE	1.6	4.8	11.5	21.2	25.9	20.0	15.0	93.5

Table 5.G5: Achievement of Year 5 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	(%)		At Above national minimum standard (%) minimum standard (%)				
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Metro	516.5	1.7	3.8	9.9	18.5	24.0	20.9	21.3	94.5
NSW	Provincial	483.5	1.5	7.9	15.5	23.5	24.4	16.7	10.6	90.7
INOW	Remote	456.2	3.0	15.7	21.0	24.1	18.0	11.6	6.7	81.3
	Very Remote	440.6	1.0	22.0	24.8	24.6	13.5	6.1	8.1	77.0
	Metro	515.6	2.9	2.6	8.8	19.1	26.1	21.9	18.6	94.5
Vic	Provincial	491.5	2.9	4.5	13.3	24.5	26.7	17.6	10.6	92.6
VIC	Remote	502.1	0.0	2.8	10.7	23.3	29.8	22.8	10.7	97.2
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	505.4	1.3	4.5	10.9	20.5	26.0	20.5	16.3	94.2
Qld	Provincial	490.9	1.5	5.9	13.9	23.2	25.8	17.8	11.8	92.6
Qiu	Remote	467.0	1.3	12.4	17.9	24.2	22.7	14.1	7.4	86.3
	Very Remote	426.1	1.3	27.3	25.8	20.0	14.1	7.5	4.0	71.4
	Metro	505.6	1.3	5.2	11.2	20.2	24.8	20.0	17.3	93.5
WA	Provincial	479.9	1.1	9.2	15.1	24.0	24.7	16.0	10.0	89.7
**/*	Remote	457.1	0.5	17.8	18.0	21.7	21.3	13.7	6.9	81.6
	Very Remote	399.5	0.5	43.8	17.7	15.8	11.5	7.1	3.7	55.7
	Metro	497.2	2.3	4.5	12.0	22.6	27.2	19.0	12.6	93.3
SA	Provincial	475.3	2.2	7.1	16.7	27.7	24.9	14.4	6.9	90.7
57.	Remote	480.0	1.5	5.5	15.5	28.2	27.4	13.9	7.9	93.0
	Very Remote	418.8	2.4	37.1	15.7	13.1	13.7	11.9	6.0	60.5
	Metro	494.5	1.2	6.2	14.2	22.3	22.8	19.3	14.0	92.6
Tas	Provincial	485.5	1.6	7.4	15.1	24.2	23.8	16.7	11.2	91.0
143	Remote	463.0	3.0	12.5	17.6	26.6	20.3	12.5	7.5	84.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	515.9	2.0	3.0	8.8	18.4	25.7	23.2	19.0	95.0
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-		-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	472.4	2.8	11.8	16.5	22.3	22.8	14.4	9.4	85.4
	Remote	435.3	0.5	28.5	16.6	19.6	15.5	11.3	8.1	71.0
	Very Remote	307.0	1.3	77.7	10.3	5.0	2.9	1.3	1.5	21.0
	Metro	511.2	1.9	3.9	10.1	19.6	25.2	20.9	18.4	94.2
Aust	Provincial	486.2	1.9	6.7	14.6	24.0	25.3	16.9	10.6	91.4
	Remote	460.0	1.1	15.9	17.6	23.2	21.4	13.4	7.4	83.0
	Very Remote	379.9	1.1	48.7	17.7	13.8	9.7	5.7	3.3	50.2

Table 5.G6: Achievement of Year 5 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	(%)		At Above national minimum standard national minimum standard (%)				
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Metro	449.7	3.1	14.8	23.1	26.3	19.4	9.2	4.2	82.2
NSW	Provincial	431.7	3.2	20.6	27.5	24.6	14.5	7.1	2.4	76.2
INOW	Remote	405.1	6.8	29.2	31.2	21.2	8.6	2.6	0.4	64.0
	Very Remote	399.7	0.0	34.6	35.0	20.4	4.6	2.9	2.5	65.4
	Metro	462.9	6.6	10.7	19.1	26.1	19.3	12.7	5.5	82.7
Vic	Provincial	441.6	7.9	14.0	25.1	26.4	17.2	7.0	2.3	78.1
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	445.2	2.5	16.6	23.5	26.7	18.0	8.6	4.2	80.9
Qld	Provincial	449.9	2.6	13.8	22.7	28.4	19.7	9.6	3.2	83.6
Qiu	Remote	410.7	3.5	30.9	26.1	22.3	10.9	4.8	1.4	65.6
	Very Remote	392.2	1.4	38.2	32.9	18.1	6.8	2.2	0.4	60.4
	Metro	422.0	2.1	25.5	27.6	24.1	13.5	5.2	2.0	72.4
WA	Provincial	403.8	2.1	34.7	26.6	20.3	11.0	3.9	1.3	63.2
WA	Remote	380.4	1.5	49.0	23.7	15.7	6.9	2.6	0.6	49.5
	Very Remote	348.4	0.8	66.2	18.9	9.2	3.5	1.0	0.4	33.0
	Metro	425.4	5.6	20.6	30.0	23.2	14.8	4.6	1.1	73.8
SA	Provincial	411.5	2.8	29.6	27.1	26.4	10.2	3.1	0.8	67.6
5/1	Remote	404.9	0.0	30.6	31.3	26.9	8.8	2.5	0.0	69.4
	Very Remote	346.5	4.0	65.1	17.6	7.7	4.3	1.1	0.3	30.9
	Metro	447.1	1.7	15.4	22.9	29.8	17.7	8.9	3.7	82.9
Tas	Provincial	449.5	1.4	16.3	22.6	23.7	21.9	9.7	4.4	82.4
lus	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.
	Metro	448.1	2.2	16.2	22.2	26.6	20.4	8.8	3.5	81.6
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
7.0.	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	413.1	4.8	30.2	23.9	20.3	13.3	5.7	1.9	65.0
	Remote	363.1	0.8	55.9	21.1	14.7	4.7	1.3	1.5	43.3
	Very Remote	289.3	1.4	84.6	9.8	3.3	0.9	0.0	0.0	14.0
	Metro	443.9	3.1	16.9	23.9	26.0	17.8	8.4	3.8	80.0
Aust	Provincial	434.0	3.4	20.1	25.4	25.2	15.9	7.4	2.5	76.5
	Remote	388.2	2.6	42.5	24.9	18.4	7.8	2.9	1.0	54.9
	Very Remote	335.3	1.3	66.1	19.0	9.2	3.3	0.9	0.3	32.6

Table 5.G7: Achievement of Year 5 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%)		Above	andard	At or above national minimum standard		
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Metro	518.7	1.6	3.4	9.5	18.3	24.2	21.3	21.8	95.0
NCW	Provincial	490.8	1.2	6.1	13.7	23.3	25.8	18.1	11.8	92.7
NSW	Remote	486.6	0.8	7.1	14.6	25.8	24.0	16.9	10.9	92.2
	Very Remote	483.0	2.1	9.6	13.8	27.9	23.3	9.2	14.2	88.3
	Metro	516.2	2.7	2.5	8.7	19.0	26.2	22.1	18.7	94.7
Vic	Provincial	493.3	2.6	4.1	12.9	24.4	27.1	18.0	10.9	93.2
VIC	Remote	502.1	0.0	2.8	10.7	23.3	29.8	22.8	10.7	97.2
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	509.2	1.2	3.7	10.1	20.1	26.5	21.3	17.1	95.1
Qld	Provincial	496.2	1.4	4.9	12.8	22.5	26.6	18.9	12.9	93.7
Qiu	Remote	487.4	0.7	5.6	14.3	24.8	27.4	17.7	9.5	93.7
	Very Remote	486.6	1.3	6.5	14.7	23.0	26.9	17.2	10.3	92.1
	Metro	509.4	1.2	4.3	10.4	19.9	25.2	20.7	18.1	94.4
WA	Provincial	487.9	1.0	6.5	13.9	24.3	26.2	17.2	11.0	92.6
WA	Remote	480.7	0.3	8.2	16.1	23.6	25.7	17.2	9.0	91.6
	Very Remote	475.4	0.0	10.2	15.8	25.7	23.2	16.3	8.9	89.8
	Metro	499.7	2.1	3.9	11.4	22.5	27.7	19.6	12.9	94.0
SA	Provincial	480.0	2.2	5.5	15.8	27.8	26.1	15.3	7.4	92.3
5/1	Remote	484.7	1.6	4.1	14.6	28.2	28.3	14.6	8.6	94.3
	Very Remote	498.0	1.3	4.5	14.0	19.8	24.5	23.8	12.3	94.3
	Metro	498.2	1.2	5.5	13.5	21.7	23.2	20.2	14.8	93.3
Tas	Provincial	485.9	1.6	6.8	14.7	25.0	24.2	17.2	10.6	91.6
143	Remote	470.3	3.6	9.3	18.6	26.1	20.0	13.6	8.9	87.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	517.6	2.0	2.6	8.5	18.2	25.8	23.5	19.4	95.4
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	485.4	2.4	7.5	14.9	22.8	25.0	16.4	11.0	90.1
	Remote	491.2	0.3	7.1	13.0	23.2	24.0	19.1	13.2	92.6
	Very Remote	488.6	1.2	7.1	14.6	23.8	23.5	14.6	15.3	91.8
	Metro	513.6	1.8	3.4	9.6	19.3	25.5	21.4	18.9	94.8
Aust	Provincial	491.4	1.7	5.3	13.5	23.8	26.3	17.9	11.4	92.9
	Remote	484.8	0.7	6.6	14.9	24.9	26.2	17.1	9.7	92.7
	Very Remote	483.2	0.8	7.9	14.9	24.3	24.8	16.8	10.4	91.3

Table 5.G8: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2015.

State/	Parental	Mean	Below i	national	At	Above	national m	inimum sta	andard	At or
Territory	education	scale	minimum	minimum standard (%)				%)		above
		score	(%	%)	minimum					national
					standard (%)					minimum standard
			Exempt	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	(%)
			Exclipt	and below		Dana 3	Dana 0	Dana /	and above	
	Bachelor	551.3	1.1	0.9	4.2	11.6	22.0	26.4	33.9	98.0
	Diploma	503.8	1.5	3.4	10.6	21.8	28.4	20.3	14.1	95.2
NSW	Certificate	479.8	1.6	6.7	15.8	26.1	26.5	15.4	7.9	91.7
IVSVV	Year 12	486.8	1.7	6.0	14.8	25.0	24.8	17.2	10.5	92.3
	Year 11	444.9	3.6	15.6	24.2	26.4	18.3	8.5	3.3	80.8
	Not stated (4%)	498.8	2.4	6.4	12.9	20.7	23.6	18.3	15.7	91.2
	Bachelor	541.9	1.6	0.8	4.4	13.2	24.6	27.5	28.0	97.6
	Diploma	503.1	2.2	2.7	10.0	22.4	29.6	20.6	12.5	95.1
Vic	Certificate	485.0	3.0	4.3	13.9	26.7	28.7	15.9	7.5	92.7
VIC	Year 12	490.4	3.7	4.2	13.2	24.6	27.7	17.0	9.6	92.1
	Year 11	460.8	7.3	8.7	20.2	28.3	21.2	10.1	4.2	84.0
	Not stated (3%)	521.9	4.9	2.7	7.3	17.0	24.4	22.8	21.0	92.4
	Bachelor	541.6	0.7	1.1	4.7	12.9	24.7	27.7	28.3	98.2
	Diploma	499.5	0.9	3.7	11.1	22.6	29.4	20.1	12.2	95.3
Qld	Certificate	484.2	1.3	5.7	14.6	25.8	27.6	16.4	8.6	93.0
Qiu	Year 12	478.9	1.5	7.5	15.9	25.6	25.9	15.3	8.4	91.1
	Year 11	450.1	2.5	14.3	23.0	26.6	19.9	9.7	4.0	83.2
	Not stated (10%)	478.8	2.9	9.2	14.8	24.2	24.2	15.4	9.3	88.0
	Bachelor	539.1	0.9	1.6	5.3	13.4	24.5	26.3	28.0	97.5
	Diploma	498.3	1.3	4.3	11.9	23.0	26.7	19.9	12.9	94.4
WA	Certificate	479.6	0.9	7.3	15.6	25.7	26.8	15.4	8.3	91.8
VVA	Year 12	479.7	1.3	8.5	14.9	24.9	25.3	15.7	9.3	90.1
	Year 11	440.4	1.7	19.7	21.6	26.2	18.7	8.5	3.6	78.6
	Not stated (12%)	468.6	2.1	15.8	15.4	21.3	20.3	14.0	11.0	82.1
	Bachelor	532.0	0.9	0.9	4.8	15.2	28.2	27.3	22.7	98.2
	Diploma	492.4	1.3	3.5	11.5	25.6	30.9	18.5	8.7	95.2
SA	Certificate	475.6	2.0	5.4	16.6	29.4	27.3	13.5	5.8	92.6
3A	Year 12	474.9	2.6	6.1	15.7	28.6	28.0	13.9	5.0	91.3
	Year 11	441.1	5.2	15.2	25.1	27.7	17.1	7.5	2.1	79.6
	Not stated (10%)	468.6	4.3	10.1	17.0	25.7	23.2	12.8	7.0	85.6

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.G8 (cont.): Achievement of Year 5 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	national standard %)	At national minimum standard (%)	andard	At or above national minimum standard			
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Bachelor	539.7	0.7	1.1	4.4	13.6	24.2	29.1	26.8	98.2
	Diploma	493.1	0.9	4.5	12.3	24.8	26.6	21.1	9.8	94.6
Tas	Certificate	476.6	1.0	6.9	16.0	28.1	26.2	14.7	7.0	92.1
IdS	Year 12	469.9	2.0	8.5	21.8	23.1	22.4	15.7	6.4	89.5
	Year 11	440.3	2.0	16.4	26.3	28.6	16.2	7.5	3.0	81.6
	Not stated (10%)	497.2	4.0	6.4	13.8	22.1	20.7	16.0	16.9	89.6
	Bachelor	540.7	1.7	1.0	3.9	12.6	25.4	28.4	27.1	97.4
	Diploma	502.1	2.4	2.0	9.6	23.0	30.2	22.3	10.4	95.5
ACT	Certificate	479.2	1.4	5.9	16.8	26.4	27.3	14.8	7.5	92.7
ACI	Year 12	476.4	2.1	5.9	17.6	27.5	25.3	15.2	6.5	92.0
	Year 11	483.2	2.2	10.9	16.6	20.3	21.3	15.3	13.4	87.0
	Not stated (10%)	505.1	3.8	4.3	10.6	22.4	21.6	20.3	17.0	91.9
	Bachelor	509.0	1.2	4.9	8.6	20.2	25.9	22.1	17.1	93.9
	Diploma	473.7	2.4	9.7	17.4	23.7	24.2	12.7	9.8	87.9
NT	Certificate	438.9	1.6	21.3	20.2	23.3	18.6	10.0	5.0	77.1
INI	Year 12	441.9	1.4	20.0	16.8	25.5	23.7	8.1	4.5	78.6
	Year 11	360.0	1.9	57.5	18.6	10.7	7.1	3.2	1.1	40.6
	Not stated (31%)	355.2	2.6	57.3	11.3	10.1	8.4	5.9	4.4	40.1
	Bachelor	543.9	1.1	1.0	4.5	12.8	23.9	27.0	29.6	97.9
	Diploma	501.1	1.5	3.4	10.8	22.5	28.9	20.2	12.7	95.1
Aust	Certificate	481.2	1.8	6.0	15.2	26.4	27.3	15.5	7.8	92.2
Aust	Year 12	483.2	2.2	6.3	14.9	25.3	26.1	16.1	9.0	91.5
	Year 11	447.3	4.0	14.9	22.7	26.7	19.0	9.0	3.6	81.0
	Not stated (7%)	479.7	3.1	11.4	13.6	21.5	22.3	16.0	12.2	85.5

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.G9: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2015.

State/	Parental	Mean	Below r	national	At	Above	national m	inimum sta	andard	At or
Territory	occupation	scale	minimum	standard	national			%)		above
		score	(%	%)	minimum					national
					standard					minimum
			F	Band 3	(%)	Dan d E	Dande	Danid 7	Dan d O	standard (%)
			Exempt	and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
	Group 1	549.5	0.8	1.0	4.4	12.0	22.4	26.0	33.3	98.2
	Group 2	521.2	1.1	2.3	8.0	18.2	26.3	23.2	20.8	96.6
NCW	Group 3	492.7	1.3	4.9	13.4	23.9	27.1	17.7	11.5	93.7
NSW	Group 4	474.9	1.9	8.7	17.9	26.0	22.9	13.6	8.9	89.4
	Not in paid work	453.7	4.4	14.1	21.8	25.7	18.6	9.8	5.6	81.5
	Not stated (7%)	489.8	2.6	7.8	14.8	21.6	23.0	16.8	13.4	89.6
	Group 1	545.2	1.1	0.7	4.0	12.6	24.1	27.8	29.7	98.2
	Group 2	519.6	1.6	1.7	7.2	18.6	28.5	24.1	18.4	96.7
Vic	Group 3	498.2	2.0	3.0	11.1	24.0	29.6	19.2	11.1	95.0
VIC	Group 4	481.5	3.9	5.5	15.3	26.4	26.2	14.6	8.0	90.5
	Not in paid work	467.9	8.5	7.8	18.8	26.5	20.8	11.2	6.3	83.6
	Not stated (3%)	525.1	5.7	2.3	7.0	16.1	24.0	23.2	21.7	92.0
	Group 1	539.2	0.7	1.2	5.0	13.7	24.6	27.3	27.6	98.0
	Group 2	513.8	0.7	2.5	8.4	19.6	28.9	22.9	17.0	96.8
Qld	Group 3	490.2	1.1	5.0	13.6	24.5	27.9	17.8	10.2	94.0
Qiu	Group 4	469.0	1.6	9.0	18.7	27.3	24.2	12.6	6.6	89.4
	Not in paid work	456.5	3.1	13.8	21.0	25.3	20.3	10.9	5.5	83.1
	Not stated (15%)	475.8	2.7	9.6	16.4	24.2	23.6	14.7	8.9	87.8
	Group 1	535.9	0.7	2.0	5.7	14.3	24.2	25.9	27.1	97.3
	Group 2	508.1	0.9	3.5	10.0	21.3	26.7	21.1	16.5	95.6
WA	Group 3	487.6	1.0	5.9	14.2	24.3	27.5	16.9	10.2	93.1
WA	Group 4	469.8	1.6	10.6	17.1	26.1	23.9	13.2	7.4	87.8
	Not in paid work	445.8	1.7	20.1	21.1	22.7	17.9	10.4	6.0	78.2
	Not stated (19%)	471.3	2.1	14.2	15.7	21.7	21.0	14.6	10.8	83.7
	Group 1	529.9	1.0	1.2	5.4	15.7	28.1	26.2	22.4	97.8
	Group 2	504.4	1.2	2.2	9.5	23.0	30.2	21.5	12.4	96.6
SA	Group 3	484.0	1.2	4.2	13.9	28.4	29.4	15.9	7.1	94.6
<i>31</i> 4	Group 4	472.1	2.2	6.6	17.6	29.8	25.0	13.2	5.7	91.2
	Not in paid work	452.2	4.5	13.5	21.8	26.4	20.7	9.2	4.0	82.1
	Not stated (19%)	460.0	5.0	11.5	20.2	25.6	21.0	11.0	5.6	83.5

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.G9 (cont.): Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	(%)		At Above national minimum standard (%) minimum standard (%)					
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)	
	Group 1	535.1	0.4	1.6	5.3	14.7	24.4	28.2	25.6	98.0	
	Group 2	502.6	0.9	3.9	11.3	21.2	26.9	21.9	13.9	95.2	
Tas	Group 3	482.0	1.2	6.0	14.0	28.2	26.7	16.4	7.4	92.8	
IdS	Group 4	463.9	1.2	8.6	21.2	29.4	22.6	11.5	5.5	90.2	
	Not in paid work	435.5	2.9	18.4	27.8	26.6	14.3	7.4	2.5	78.7	
	Not stated (13%)	484.3	3.3	9.3	16.3	22.8	19.6	14.7	14.0	87.4	
	Group 1	541.5	1.6	0.8	4.2	12.7	24.6	28.5	27.5	97.6	
	Group 2	518.5	1.0	1.7	6.9	18.1	30.7	24.2	17.4	97.3	
ACT	Group 3	492.6	2.0	4.7	13.5	23.0	26.4	20.1	10.3	93.3	
ACI	Group 4	473.5	4.3	5.2	21.7	27.5	19.6	14.0	7.7	90.6	
	Not in paid work	464.6	4.1	8.5	18.6	28.6	24.5	11.2	4.4	87.4	
	Not stated (22%)	496.9	3.0	5.8	12.1	22.5	23.4	18.3	14.9	91.2	
	Group 1	496.2	1.6	6.9	11.0	22.1	25.5	19.0	13.9	91.5	
	Group 2	485.2	1.8	8.5	14.0	21.3	26.5	16.1	11.8	89.7	
NT	Group 3	447.7	1.4	19.1	18.7	23.7	19.6	11.1	6.4	79.5	
INI	Group 4	395.4	2.6	40.0	20.1	17.5	11.1	6.0	2.8	57.4	
	Not in paid work	349.2	1.5	62.2	18.9	9.3	5.0	1.9	1.2	36.3	
	Not stated (33%)	357.8	2.5	56.3	11.8	10.4	8.8	6.0	4.3	41.2	
	Group 1	542.8	0.9	1.1	4.7	13.1	23.9	26.7	29.5	98.0	
	Group 2	516.3	1.1	2.4	8.2	19.3	27.8	23.0	18.2	96.5	
Aust	Group 3	491.8	1.4	4.7	13.1	24.5	28.0	17.8	10.6	93.9	
Aust	Group 4	474.0	2.4	8.1	17.4	26.6	24.2	13.5	7.7	89.5	
	Not in paid work	456.1	5.3	13.1	20.7	25.5	19.4	10.3	5.6	81.6	
	Not stated (11%)	475.9	3.0	11.4	15.5	22.2	22.1	15.0	10.8	85.6	

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

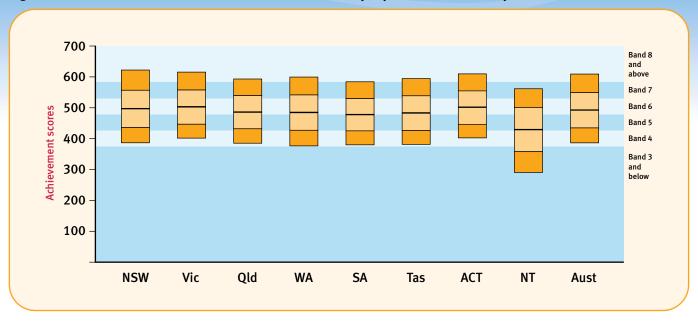
Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2015.

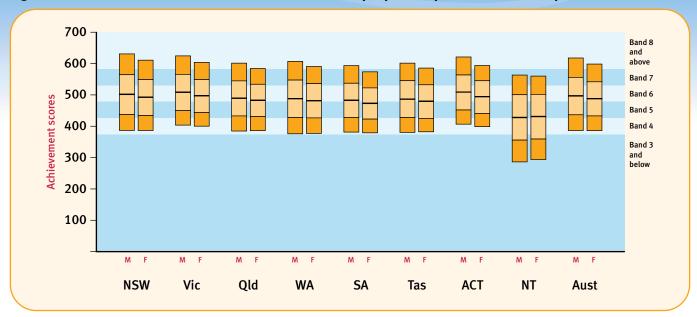


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	497.2 (71.5)	502.9 (65.1)	486.0 (63.4)	484.7 (68.0)	477.9 (62.4)	483.1 (65.0)	501.8 (63.3)	429.3 (83.2)	492.5 (68.0)

Table 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%) Withdrawn (%)		minimu	national m standard (%)	At national minimum standard (%)	Above	national m (%	inimum sta 6)	andard	At or above national minimum standard
		Pa	A	Wit	Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
NSW	10yrs 7mths 5yrs 4mths	97.0	2.1	0.9	1.6	3.0	12.6	25.3	26.9	18.4	12.2	95.4
Vic	10yrs 9mths 5yrs 4mths	95.1	2.8	2.1	2.8	1.4	9.7	24.9	29.3	20.5	11.4	95.8
Qld	10yrs 5mths 5yrs 4mths	93.3	2.9	3.9	1.3	3.2	13.8	28.8	29.0	17.2	6.8	95.5
WA	10yrs 5mths 5yrs 4mths	95.4	3.5	1.1	1.2	4.5	14.6	27.4	27.5	16.9	7.9	94.3
SA	10yrs 7mths 5yrs 4mths	93.2	3.7	3.1	2.2	3.9	15.9	30.7	27.9	14.3	5.2	94.0
Tas	10yrs 10mths 5yrs 4mths	95.1	2.8	2.1	1.4	3.6	15.8	29.0	26.7	16.5	7.0	94.9
ACT	10yrs 8mths 5yrs 4mths	94.3	2.6	3.1	1.9	1.6	9.7	24.2	30.6	21.5	10.4	96.5
NT	10yrs 6mths 5yrs 4mths	85.9	12.1	2.0	2.0	25.4	21.1	22.5	18.2	8.2	2.6	72.7
Aust	10yrs 7mths 5yrs 4mths	95.1	2.8	2.1	1.8	3.1	12.7	26.5	28.0	18.1	9.7	95.1

Figure 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2015.

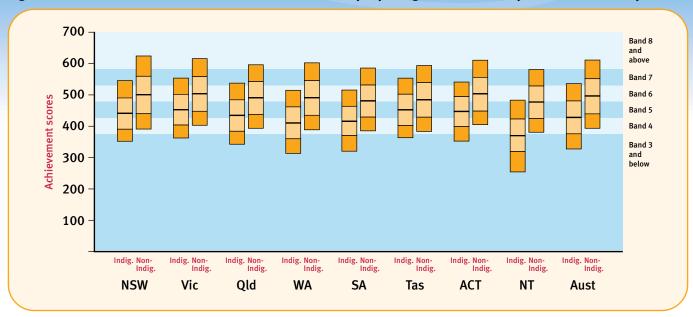


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	501.6 (74.2)	508.4 (67.4)	489.3 (65.8)	488.0 (70.5)	482.7 (64.8)	486.4 (67.5)	508.8 (65.3)	427.8 (84.9)	496.8 (70.6)
Female Mean scale score / (S.D.)	492.5 (68.2)	497.2 (62.1)	482.6 (60.7)	481.4 (65.2)	472.9 (59.4)	479.6 (62.1)	494.4 (60.2)	430.9 (81.4)	488.0 (64.9)

Table 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2015.

State/ Territory	Sex	Below r minimum (%		At national minimum standard (%)	Abov	Above national minimum standard (%)						
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)			
NSW	Male	2.1	3.0	12.1	23.7	25.8	19.0	14.3	94.9			
	Female	1.0	3.0	13.3	26.9	28.0	17.8	10.0	96.0			
Vic	Male	3.7	1.4	9.0	22.8	28.2	21.2	13.8	95.0			
	Female	1.9	1.5	10.4	27.1	30.6	19.7	8.9	96.6			
Qld	Male	1.7	3.2	13.3	27.4	28.2	17.9	8.3	95.1			
	Female	0.9	3.1	14.3	30.2	29.9	16.3	5.3	96.0			
WA	Male	1.6	4.6	14.3	25.8	26.8	17.5	9.5	93.8			
	Female	0.8	4.4	15.0	29.1	28.2	16.2	6.3	94.8			
SA	Male	3.0	3.7	14.6	28.8	27.6	15.6	6.6	93.3			
	Female	1.2	4.0	17.3	32.6	28.2	12.9	3.7	94.8			
Tas	Male	2.0	3.8	15.0	27.5	25.8	17.5	8.4	94.2			
	Female	0.9	3.4	16.7	30.5	27.7	15.4	5.4	95.7			
ACT	Male	2.3	1.4	8.6	21.9	30.1	22.7	13.0	96.4			
	Female	1.6	1.8	10.9	26.7	31.2	20.2	7.6	96.7			
NT	Male	2.8	25.8	21.4	21.6	17.8	7.9	2.7	71.4			
	Female	1.1	24.9	20.8	23.5	18.6	8.6	2.5	74.0			
Aust	Male	2.4	3.1	12.1	24.9	27.1	18.8	11.5	94.5			
	Female	1.2	3.1	13.4	28.3	29.0	17.3	7.7	95.7			

Figure 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	441.1 (59.5)	452.7 (58.4)	434.5 (59.6)	410.3 (62.3)	415.7 (59.2)	452.3 (58.0)	447.1 (59.0)	370.0 (67.4)	428.0 (64.5)
Non-Indigenous Mean scale score / (S.D.)	500.6 (70.7)	503.7 (64.9)	490.7 (61.7)	490.9 (65.1)	480.9 (61.0)	484.4 (64.0)	503.5 (62.8)	477.1 (60.9)	496.5 (66.2)

Table 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	minimum	national standard %)	At national minimum standard (%)	Abov	At or above national minimum			
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)
NSW	Indigenous	3.2	11.4	29.5	31.4	17.0	6.0	1.4	85.4
	Non-Indigenous	1.5	2.5	11.6	24.9	27.5	19.2	12.8	96.0
Vic	Indigenous	7.4	7.3	23.8	31.8	20.8	7.1	1.8	85.3
	Non-Indigenous	2.7	1.3	9.5	24.8	29.5	20.7	11.6	96.0
Qld	Indigenous	2.4	14.6	30.6	30.3	15.9	5.4	0.9	83.1
	Non-Indigenous	1.2	2.2	12.3	28.6	30.2	18.2	7.4	96.6
WA	Indigenous	1.7	27.3	33.0	24.7	10.2	2.6	0.5	71.0
	Non-Indigenous	1.1	2.7	13.1	27.5	28.9	18.1	8.6	96.2
SA	Indigenous	4.1	21.4	35.0	26.1	10.2	2.9	0.3	74.5
	Non-Indigenous	2.0	3.0	15.0	30.9	28.8	14.9	5.4	95.0
Tas	Indigenous	1.7	7.8	25.9	33.5	21.6	7.8	1.6	90.5
	Non-Indigenous	1.4	3.3	15.0	29.0	27.4	17.0	6.9	95.3
ACT	Indigenous	2.1	10.3	25.1	34.0	21.0	5.4	2.0	87.6
	Non-Indigenous	1.9	1.3	9.3	23.9	30.9	22.0	10.7	96.8
NT	Indigenous	2.0	52.0	27.3	12.9	4.9	0.8	0.1	45.9
	Non-Indigenous	2.0	3.8	16.2	30.2	28.9	14.2	4.7	94.3
Aust	Indigenous	2.9	18.5	29.8	28.2	14.7	4.8	1.0	78.6
	Non-Indigenous	1.7	2.2	11.6	26.4	28.9	18.9	10.2	96.1

Figure 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	509.6 (77.7)	506.3 (70.4)	483.9 (75.1)	492.9 (75.5)	486.1 (69.0)	494.1 (67.1)	507.9 (67.0)	387.6 (80.4)	501.0 (76.9)
Non-LBOTE Mean scale score / (S.D.)	491.1 (67.7)	501.6 (63.0)	486.3 (61.9)	485.2 (65.0)	477.8 (60.7)	481.5 (63.9)	500.1 (62.2)	468.2 (63.2)	490.7 (64.6)

Table 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	Below r minimum (%	standard	At national minimum standard (%)	Abov	Above national minimum standard (%)						
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	standard (%)			
NSW	LBOTE	2.1	2.5	11.3	22.4	24.3	19.0	18.2	95.4			
	Non-LBOTE	1.3	3.3	13.3	26.6	28.0	18.1	9.3	95.4			
Vic	LBOTE	3.5	1.7	10.3	23.6	26.4	20.0	14.4	94.8			
	Non-LBOTE	2.6	1.3	9.5	25.3	30.4	20.7	10.2	96.1			
Qld	LBOTE	1.7	6.5	16.5	24.5	23.6	17.1	10.1	91.9			
	Non-LBOTE	1.3	2.8	13.5	29.3	29.6	17.2	6.4	95.9			
WA	LBOTE	1.7	5.2	13.1	23.6	25.8	18.5	12.0	93.1			
	Non-LBOTE	1.0	3.8	14.0	28.1	28.9	17.1	7.1	95.2			
SA	LBOTE	3.2	4.6	13.3	26.5	27.7	16.6	8.2	92.3			
	Non-LBOTE	1.8	3.5	15.8	31.3	28.5	14.3	4.8	94.7			
Tas	LBOTE	5.4	3.8	11.9	21.6	29.1	19.3	8.8	90.8			
	Non-LBOTE	1.2	3.6	16.1	29.7	27.0	16.1	6.3	95.3			
ACT	LBOTE	3.7	1.8	9.4	21.5	27.0	23.6	13.1	94.6			
	Non-LBOTE	1.4	1.5	9.8	25.0	31.8	20.9	9.7	97.1			
NT	LBOTE	1.4	46.5	24.9	13.7	7.8	4.4	1.4	52.2			
	Non-LBOTE	2.0	6.6	18.5	29.8	27.0	12.1	3.9	91.4			
Aust	LBOTE	2.5	3.9	12.1	23.1	24.9	18.8	14.8	93.6			
	Non-LBOTE	1.6	2.7	12.7	27.5	29.2	18.1	8.2	95.6			

Table 5.N5: Achievement of Year 5 Students in Numeracy, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%)		Above	andard	At or above national minimum standard		
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Metro	503.8	1.6	2.5	11.2	23.8	26.9	19.7	14.3	95.9
NCW	Provincial	476.2	1.4	4.7	17.1	29.9	26.9	14.4	5.5	93.8
NSW	Remote	457.3	3.0	9.4	24.5	28.3	20.7	9.6	4.4	87.6
	Very Remote	443.7	0.0	11.5	34.9	26.5	14.3	8.5	4.4	88.5
	Metro	507.3	2.8	1.2	8.8	23.5	29.1	21.6	12.9	95.9
Vic	Provincial	488.2	2.8	2.0	12.6	29.4	30.0	16.9	6.4	95.2
VIC	Remote	498.5	0.0	0.5	7.9	34.0	30.2	20.0	7.4	99.5
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	491.4	1.3	2.5	12.3	27.8	29.5	18.6	8.0	96.2
Qld	Provincial	477.6	1.5	3.4	16.2	31.3	28.7	14.5	4.5	95.1
Qiu	Remote	456.0	1.3	9.4	21.0	32.2	25.2	8.9	2.0	89.3
	Very Remote	420.3	0.9	24.5	32.0	23.4	12.9	5.1	1.2	74.5
	Metro	491.8	1.3	2.9	13.1	26.7	28.3	18.3	9.3	95.7
WA	Provincial	472.1	1.1	5.2	17.9	31.2	26.8	13.7	4.2	93.7
**/ (Remote	458.5	0.5	10.5	21.3	28.7	24.8	11.1	3.0	88.9
	Very Remote	410.9	0.5	33.4	25.5	21.2	12.4	5.9	1.2	66.1
	Metro	483.0	2.2	3.3	14.3	29.6	28.9	15.7	6.1	94.5
SA	Provincial	465.8	2.1	4.6	20.1	34.0	25.5	10.7	2.9	93.3
<i>57</i> (Remote	469.7	1.3	3.4	19.4	34.8	25.1	12.5	3.5	95.3
	Very Remote	419.2	2.4	31.2	21.4	18.6	18.0	5.8	2.7	66.4
	Metro	487.4	1.1	3.3	15.1	27.6	26.9	17.4	8.5	95.5
Tas	Provincial	479.9	1.7	3.8	16.2	30.1	26.6	15.8	5.8	94.5
	Remote	456.6	3.0	7.2	24.5	31.3	21.5	9.9	2.7	89.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	501.9	1.9	1.6	9.7	24.2	30.6	21.5	10.4	96.5
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro		-		-	-	-	-	-	-
NT	Provincial	466.5	2.8	6.3	19.4	30.1	26.2	11.7	3.5	90.9
	Remote	441.9	0.5	20.6	21.6	25.0	19.7	8.8	3.7	78.9
	Very Remote	356.8	1.3	62.0	23.7	7.5	3.1	1.8	0.5	36.7
	Metro	499.1	1.8	2.3	11.3	25.3	28.4	19.5	11.4	95.9
Aust	Provincial	478.3	1.8	3.8	16.1	30.5	27.9	14.7	5.1	94.4
	Remote	457.3	1.1	10.5	21.3	29.9	23.8	10.3	3.1	88.4
	Very Remote	398.2	1.0	39.1	26.7	17.4	10.1	4.5	1.1	59.9

Table 5.N6: Achievement of Year 5 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2015.

State/	Geolocation	Mean	Below	national	At	Above	national m	inimum sta	andard	At or
Territory		scale		standard	national			%)		above
		score	(6	%)	minimum					national
					standard (%)					minimum standard
			Exempt	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	(%)
			Exempt	and below		Dana 3	Dana 0	Dana 7	and above	
	Metro	449.4	3.0	8.7	26.4	33.2	19.2	7.6	1.9	88.3
NSW	Provincial	435.2	3.3	13.3	31.7	30.1	15.7	4.8	1.1	83.4
INOW	Remote	415.5	6.8	19.5	37.4	25.7	7.5	3.1	0.0	73.7
	Very Remote	414.9	0.0	17.5	45.0	25.8	7.5	3.8	0.4	82.5
	Metro	460.1	6.6	6.3	20.9	32.6	22.0	8.7	2.9	87.0
Vic	Provincial	446.3	8.1	8.2	26.2	31.1	19.7	5.8	0.9	83.8
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	442.1	2.5	10.8	29.4	32.3	17.5	6.4	1.2	86.7
Qld	Provincial	442.1	2.4	10.6	28.5	33.2	18.4	5.9	0.9	87.0
Qiu	Remote	409.5	3.9	27.5	33.2	22.6	11.0	1.9	0.0	68.6
	Very Remote	392.2	1.0	35.9	40.4	16.7	4.5	1.5	0.0	63.2
	Metro	429.2	2.1	15.3	33.3	30.6	14.5	3.3	0.9	82.6
WA	Provincial	419.4	2.1	21.5	34.2	27.1	10.9	3.5	0.7	76.4
**/	Remote	403.8	1.5	31.4	34.4	22.9	7.6	2.0	0.1	67.1
	Very Remote	374.3	0.8	50.7	30.3	13.5	3.7	0.8	0.1	48.5
	Metro	424.9	5.4	15.7	35.1	28.4	11.6	3.6	0.2	78.9
SA	Provincial	417.1	2.8	20.7	36.1	27.1	10.0	2.9	0.5	76.5
<i>57</i> (Remote	405.4	0.0	25.0	41.9	24.4	8.8	0.0	0.0	75.0
	Very Remote	363.5	4.0	54.7	27.7	10.4	2.9	0.3	0.0	41.3
	Metro	450.6	1.7	7.1	26.1	38.6	18.1	5.6	2.9	91.2
Tas	Provincial	453.9	1.7	7.6	26.1	30.6	24.0	9.2	0.8	90.6
143	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.
	Metro	447.9	2.2	10.0	24.7	34.1	21.3	5.6	2.1	87.8
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
7.61	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-		-	-	-	-	-	-
NT	Provincial	425.6	4.8	17.5	31.8	27.0	15.6	3.2	0.1	77.7
	Remote	389.5	0.8	42.0	31.3	19.7	5.3	0.5	0.4	57.2
	Very Remote	344.7	1.4	67.5	24.4	5.7	0.9	0.0	0.0	31.1
	Metro	443.5	3.1	10.5	28.4	32.4	17.8	6.3	1.5	86.4
Aust	Provincial	436.3	3.4	13.1	30.5	30.5	16.5	5.1	0.9	83.5
Aust	Remote	403.5	2.7	31.0	33.9	22.6	7.9	1.8	0.2	66.3
	Very Remote	366.8	1.2	53.5	30.6	11.1	2.8	0.7	0.0	45.3

Table 5.N7: Achievement of Year 5 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	national standard %)	At national minimum standard (%)	Above	national m (%	iinimum sta %)	andard	At or above national minimum standard
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Metro	505.7	1.5	2.2	10.6	23.5	27.2	20.2	14.7	96.2
NSW	Provincial	482.1	1.2	3.5	15.0	29.8	28.6	15.8	6.1	95.3
INOW	Remote	482.6	0.8	2.9	16.5	29.5	29.0	14.0	7.3	96.3
	Very Remote	472.0	0.0	4.6	26.7	26.3	20.8	12.9	8.8	95.4
	Metro	507.8	2.7	1.2	8.7	23.4	29.2	21.7	13.0	96.1
Vic	Provincial	489.7	2.6	1.7	12.1	29.3	30.4	17.4	6.6	95.7
VIC	Remote	498.5	0.0	0.5	7.9	34.0	30.2	20.0	7.4	99.5
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	494.4	1.2	2.0	11.3	27.5	30.3	19.3	8.4	96.8
Qld	Provincial	482.2	1.3	2.5	14.6	30.9	30.0	15.6	5.0	96.2
Qiu	Remote	472.5	0.5	3.1	15.8	36.0	30.8	11.2	2.7	96.4
	Very Remote	470.3	1.0	4.1	17.8	34.6	27.6	11.8	3.0	94.9
	Metro	494.8	1.2	2.4	12.2	26.4	29.0	19.0	9.8	96.4
WA	Provincial	477.7	1.0	3.4	16.1	31.7	28.4	14.8	4.6	95.6
	Remote	475.6	0.3	4.0	17.1	30.4	30.3	13.9	4.0	95.7
	Very Remote	465.5	0.0	7.1	18.7	32.4	25.4	13.6	2.8	92.9
	Metro	484.9	2.0	2.9	13.6	29.6	29.6	16.1	6.2	95.1
SA	Provincial	469.3	2.1	3.5	18.9	34.3	26.7	11.3	3.1	94.4
	Remote	474.1	1.4	2.2	18.0	35.1	25.8	13.6	3.9	96.4
	Very Remote	480.2	1.3	3.8	15.3	28.0	34.5	11.8	5.5	95.0
	Metro	490.3	1.1	3.0	14.2	26.8	27.6	18.4	8.9	95.9
Tas	Provincial	479.7	1.6	3.6	15.7	30.9	27.1	15.9	5.2	94.8
	Remote	461.8	3.6	3.6	25.7	31.1	22.9	10.7	2.5	92.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	503.5	1.9	1.3	9.3	23.9	30.9	22.0	10.7	96.8
ACT	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	•
	Very Remote	-	•	•	-	-	•	-	•	-
	Metro	-	-		-	-	-	-		-
NT	Provincial	475.6	2.4	3.6	16.7	30.8	28.6	13.6	4.3	94.0
	Remote	482.5	0.3	4.0	14.1	29.1	30.8	15.3	6.4	95.7
	Very Remote	479.9	1.2	5.2	16.7	26.4	25.9	19.5	5.2	93.6
	Metro	501.2	1.8	2.0	10.6	25.1	28.8	20.0	11.7	96.3
Aust	Provincial	482.6	1.7	2.8	14.6	30.5	29.2	15.7	5.6	95.5
	Remote	476.0	0.6	3.3	16.6	32.4	29.5	13.3	4.2	96.0
	Very Remote	471.1	0.6	5.2	18.0	31.7	27.2	13.6	3.7	94.2

Table 5.N8: Achievement of Year 5 Students in Numeracy, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale		national standard	At national	Above	national m	iinimum sta %)	andard	At or above
		score	(%	%)	minimum standard (%)					national minimum standard
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Bachelor	533.3	1.0	0.5	4.4	16.2	27.8	26.6	23.4	98.4
	Diploma	493.2	1.4	2.0	11.5	28.4	30.0	18.2	8.5	96.6
NCW	Certificate	472.6	1.6	4.1	18.0	32.4	27.3	12.7	4.1	94.4
NSW	Year 12	478.1	1.7	3.9	16.8	30.6	26.4	15.0	5.7	94.4
	Year 11	445.0	3.5	10.2	27.9	32.0	18.4	6.3	1.8	86.3
	Not stated (4%)	487.5	2.3	4.4	14.9	26.8	25.8	15.9	10.1	93.3
	Bachelor	529.3	1.6	0.4	4.1	16.7	29.7	27.5	20.0	98.1
	Diploma	495.6	2.2	1.3	10.1	27.9	31.4	19.6	7.6	96.5
Vic	Certificate	482.3	2.9	1.9	13.6	32.1	30.1	15.0	4.5	95.2
VIC	Year 12	487.6	3.7	1.8	12.7	29.9	29.0	16.7	6.2	94.5
	Year 11	464.1	7.2	4.4	20.4	32.4	23.4	9.5	2.8	88.5
	Not stated (3%)	510.3	4.9	1.2	7.8	21.9	28.1	22.7	13.3	93.9
	Bachelor	518.9	0.6	0.6	5.0	19.8	32.1	27.0	14.7	98.8
	Diploma	485.8	0.9	2.0	12.6	30.9	31.6	17.2	4.8	97.2
Qld	Certificate	474.2	1.3	3.1	16.3	34.1	29.0	13.1	3.1	95.6
Qla	Year 12	470.3	1.5	4.2	18.5	32.5	28.4	11.9	3.1	94.3
	Year 11	445.5	2.5	9.8	27.3	33.2	19.8	6.2	1.2	87.8
	Not stated (10%)	469.3	2.8	5.7	18.4	31.1	24.9	13.1	4.0	91.5
	Bachelor	518.8	0.9	0.8	5.9	19.4	31.1	25.7	16.1	98.3
	Diploma	486.1	1.3	2.3	13.2	30.0	30.1	17.7	5.5	96.4
WA	Certificate	471.2	0.9	3.7	18.4	33.4	27.7	12.6	3.2	95.3
WA	Year 12	472.4	1.3	4.6	18.0	30.9	28.0	13.4	3.9	94.1
	Year 11	441.8	1.7	12.5	26.8	32.9	18.4	6.2	1.5	85.8
	Not stated (12%)	462.3	2.0	11.1	19.4	27.8	22.3	11.6	5.8	86.9
	Bachelor	510.5	0.9	0.8	6.0	23.0	33.4	24.7	11.2	98.4
	Diploma	477.7	1.3	2.7	14.5	33.6	31.1	13.0	3.8	96.0
SA	Certificate	466.0	1.9	3.7	19.5	36.0	26.8	9.7	2.5	94.4
SA	Year 12	465.1	2.6	3.9	19.8	34.6	27.4	9.6	2.0	93.5
	Year 11	438.2	5.0	11.3	29.2	32.8	16.1	4.9	0.8	83.7
	Not stated (10%)	463.1	4.2	6.6	20.1	31.2	23.7	10.7	3.5	89.2

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.N8 (cont.): Achievement of Year 5 Students in Numeracy, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	national standard %)	At national minimum standard (%)	Above	Above national minimum standard (%)			
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Bachelor	523.9	0.6	0.5	4.1	17.7	31.9	29.3	16.1	98.9
	Diploma	487.3	0.9	1.7	11.3	31.5	32.3	18.0	4.4	97.5
Tas	Certificate	473.7	1.0	3.0	17.2	35.1	26.9	13.0	3.8	95.9
145	Year 12	464.0	2.3	5.3	22.9	30.1	26.1	10.7	2.7	92.4
	Year 11	444.8	2.0	9.7	29.3	32.5	18.7	6.5	1.3	88.3
	Not stated (10%)	485.6	4.0	3.6	17.0	27.5	22.2	15.9	9.8	92.4
	Bachelor	522.0	1.6	0.4	4.8	18.4	31.2	27.9	15.8	98.1
	Diploma	488.9	2.4	1.8	10.1	29.3	35.6	15.7	5.1	95.8
ACT	Certificate	475.6	1.4	2.4	16.2	33.5	29.2	13.9	3.3	96.2
ACI	Year 12	470.6	2.1	3.2	17.8	33.4	30.6	10.1	2.9	94.8
	Year 11	473.5	2.2	5.4	19.2	27.8	26.7	13.5	5.2	92.4
	Not stated (10%)	491.1	3.6	2.9	13.8	25.2	25.9	20.1	8.5	93.5
	Bachelor	493.9	1.2	1.8	11.1	26.3	32.2	20.5	6.9	97.0
	Diploma	465.3	2.4	6.0	19.2	32.3	25.7	11.7	2.7	91.6
NT	Certificate	444.7	1.6	13.4	23.9	29.5	23.4	6.6	1.6	84.9
INI	Year 12	439.8	1.4	14.5	22.9	34.1	21.6	4.3	1.2	84.0
	Year 11	393.0	1.9	38.8	31.7	17.7	7.6	2.1	0.2	59.4
	Not stated (31%)	387.5	2.6	47.2	20.0	13.6	9.4	4.8	2.3	50.1
	Bachelor	526.1	1.1	0.6	4.7	17.9	30.0	26.8	19.0	98.4
	Diploma	490.3	1.5	1.9	11.7	29.4	30.8	17.9	6.7	96.6
Aust	Certificate	474.4	1.7	3.3	16.8	33.1	28.3	13.0	3.7	94.9
Aust	Year 12	476.2	2.2	3.6	16.7	31.3	27.8	13.8	4.5	94.2
	Year 11	447.9	4.0	9.5	26.0	32.2	19.6	6.9	1.8	86.5
	Not stated (7%)	472.5	3.0	8.0	16.8	27.4	24.0	14.1	6.7	89.0

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.N9: Achievement of Year 5 Students in Numeracy, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	Below national minimum standard (%)		Above	national m (º/	iinimum sta %)	andard	At or above national minimum standard
			Exempt	Band 3 and below	(%) Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Group 1	530.6	0.8	0.7	5.0	16.9	27.9	26.4	22.3	98.5
	Group 2	507.8	1.1	1.2	8.6	24.3	30.0	21.4	13.4	97.7
	Group 3	484.3	1.3	2.9	14.6	30.6	28.4	15.2	7.0	95.8
NSW	Group 4	469.9	1.8	5.4	20.7	31.0	23.6	11.5	5.8	92.7
	Not in paid work	451.8	4.4	9.6	25.4	30.2	19.3	7.9	3.3	86.0
	Not stated (7%)	481.1	2.5	5.0	17.0	27.5	24.8	14.5	8.7	92.5
	Group 1	531.7	1.1	0.3	3.8	16.0	29.7	28.1	21.1	98.6
	Group 2	511.0	1.6	0.7	6.8	23.1	32.0	23.2	12.6	97.7
V:-	Group 3	493.3	2.0	1.2	10.5	29.6	31.1	18.6	7.0	96.8
Vic	Group 4	479.2	3.9	2.6	15.9	31.1	27.5	14.0	5.0	93.6
	Not in paid work	469.0	8.4	4.0	19.0	31.0	22.8	10.6	4.2	87.6
	Not stated (3%)	511.5	5.6	0.9	7.3	22.3	27.8	22.3	13.6	93.5
	Group 1	517.1	0.7	0.7	5.7	20.3	31.8	26.6	14.3	98.7
	Group 2	497.9	0.6	1.2	9.1	27.7	33.0	20.4	7.9	98.1
Qld	Group 3	479.0	1.0	2.5	15.0	32.8	30.1	14.6	3.9	96.5
Qiu	Group 4	461.9	1.5	5.3	21.4	35.1	24.9	9.3	2.4	93.1
	Not in paid work	448.5	3.2	10.4	26.0	30.6	20.0	7.9	1.9	86.4
	Not stated (15%)	466.8	2.6	5.9	19.7	31.4	24.8	12.0	3.6	91.5
	Group 1	517.0	0.7	0.9	6.6	20.0	30.7	25.5	15.6	98.4
	Group 2	493.9	0.9	1.6	11.0	28.3	31.1	19.1	8.0	97.5
WA	Group 3	477.0	1.0	3.2	16.1	32.6	28.7	13.9	4.4	95.8
WA	Group 4	462.0	1.6	6.5	21.6	32.3	24.5	10.6	3.0	91.9
	Not in paid work	445.5	1.7	13.1	27.2	28.2	19.0	8.4	2.5	85.2
	Not stated (19%)	466.2	2.1	9.2	19.2	28.2	23.1	12.5	5.7	88.7
	Group 1	508.3	1.0	1.0	6.7	23.9	32.5	23.6	11.3	98.0
	Group 2	488.5	1.2	1.5	11.4	31.0	32.6	16.8	5.5	97.4
SA	Group 3	471.7	1.1	3.0	17.3	34.6	30.0	11.1	2.9	95.9
<i>3</i> A	Group 4	462.4	2.2	4.6	21.8	35.1	24.1	9.8	2.4	93.2
	Not in paid work	445.7	4.3	9.5	27.5	32.2	18.1	6.7	1.6	86.2
	Not stated (19%)	456.4	4.8	8.2	22.6	31.2	21.2	9.1	3.0	87.0

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Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.N9 (cont.): Achievement of Year 5 Students in Numeracy, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	national 1 standard %)	At national minimum standard (%)	andard	At or above national minimum standard			
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	(%)
	Group 1	520.2	0.4	0.8	5.2	19.1	31.7	27.5	15.4	98.8
	Group 2	495.6	0.8	1.6	10.6	27.1	30.9	21.7	7.2	97.7
Tas	Group 3	479.3	1.4	2.5	14.9	33.2	28.8	14.9	4.4	96.1
idS	Group 4	461.8	1.2	4.4	21.8	37.2	24.4	8.7	2.4	94.4
	Not in paid work	437.7	2.9	11.2	32.9	30.4	17.2	4.3	1.0	85.9
	Not stated (13%)	476.2	3.3	5.4	19.5	29.0	20.6	14.2	8.0	91.3
	Group 1	523.0	1.5	0.4	4.6	18.2	31.0	28.3	16.2	98.2
	Group 2	501.0	1.0	0.9	8.1	25.7	34.9	20.6	8.7	98.1
ACT	Group 3	483.1	2.0	2.2	14.6	29.7	31.0	15.8	4.8	95.8
ACI	Group 4	466.9	4.3	2.1	20.4	36.0	23.9	9.8	3.6	93.6
	Not in paid work	462.8	4.8	5.3	18.5	34.4	24.5	11.4	1.1	89.9
	Not stated (22%)	488.4	2.8	3.2	14.1	26.3	27.7	17.7	8.2	94.0
	Group 1	483.4	1.6	3.7	13.3	27.7	31.9	17.1	4.7	94.7
	Group 2	476.1	1.8	4.3	16.7	29.1	29.1	14.8	4.1	93.9
NT	Group 3	450.9	1.4	10.9	22.2	32.8	23.0	7.3	2.5	87.7
INI	Group 4	414.5	2.6	28.5	28.9	21.8	12.1	4.9	1.2	68.9
	Not in paid work	386.4	1.5	41.6	33.8	15.3	5.8	1.6	0.4	56.9
	Not stated (33%)	388.9	2.5	46.5	20.1	14.1	9.9	4.7	2.2	51.0
	Group 1	524.5	0.9	0.6	5.2	18.3	29.9	26.6	18.6	98.5
	Group 2	503.6	1.1	1.2	8.7	25.6	31.5	21.1	10.8	97.7
Aust	Group 3	483.3	1.4	2.5	14.1	31.4	29.6	15.5	5.7	96.1
Aust	Group 4	469.0	2.4	4.8	19.7	32.4	25.0	11.5	4.3	92.9
	Not in paid work	454.8	5.2	8.6	23.9	30.3	20.3	8.6	3.1	86.2
	Not stated (11%)	469.6	3.0	7.6	18.4	28.5	23.7	12.9	5.9	89.4

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 5.P1: Year 5 Student Participation in Assessment, by State and Territory, 2015.

State/ Territory		Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	88364	88335	88487	88487	88058
	Participation Rate (%)	97.4	97.3	97.5	97.5	97.0
Vic	Number	65881	65720	65968	65968	65769
	Participation Rate (%)	95.2	95.0	95.4	95.4	95.1
Qld	Number	57981	57905	58016	58016	57662
	Participation Rate (%)	93.8	93.6	93.8	93.8	93.3
WA	Number	29959	29925	30031	30031	29815
	Participation Rate (%)	95.8	95.7	96.1	96.1	95.4
SA	Number	17902	17885	17913	17913	17797
	Participation Rate (%)	93.8	93.7	93.8	93.8	93.2
Tas	Number	5747	5729	5754	5754	5713
	Participation Rate (%)	95.7	95.4	95.8	95.8	95.1
ACT	Number	4537	4515	4535	4535	4515
	Participation Rate (%)	94.8	94.3	94.8	94.8	94.3
NT	Number	2826	2870	2870	2870	2796
	Participation Rate (%)	86.8	88.2	88.2	88.2	85.9
Aust	Number	273197	272884	273574	273574	272125
	Participation Rate (%)	95.5	95.4	95.6	95.6	95.1

Table 5.P2: Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	Read	ling	Persu Wri	asive ting	Spe	lling	Gramm Puncti		Nume	eracy
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	Indigenous	4612	94.1	4607	94.0	4623	94.4	4623	94.4	4574	93.4
NOW	Non-Indig.	81492	97.6	81474	97.6	81600	97.7	81600	97.7	81230	97.3
Vic	Indigenous	927	88.0	923	87.7	933	88.6	933	88.6	919	87.3
VIC	Non-Indig.	64835	95.4	64679	95.2	64916	95.5	64916	95.5	64728	95.2
Qld	Indigenous	3996	88.6	3997	88.7	3978	88.2	3978	88.2	3912	86.8
Qia	Non-Indig.	52095	94.4	52025	94.3	52146	94.5	52146	94.5	51876	94.0
WA	Indigenous	1874	86.5	1861	85.9	1890	87.2	1890	87.2	1819	83.9
WA	Non-Indig.	27397	96.7	27376	96.6	27452	96.9	27452	96.9	27306	96.4
SA	Indigenous	703	85.6	702	85.5	705	85.9	705	85.9	694	84.5
SA	Non-Indig.	16898	94.3	16885	94.2	16909	94.3	16909	94.3	16805	93.7
Tas	Indigenous	457	95.4	452	94.4	461	96.2	461	96.2	450	93.9
145	Non-Indig.	5118	96.9	5109	96.7	5122	97.0	5122	97.0	5093	96.4
ACT	Indigenous	117	83.6	116	82.9	117	83.6	117	83.6	116	82.9
ACI	Non-Indig.	4331	95.1	4310	94.6	4329	95.0	4329	95.0	4312	94.7
NT	Indigenous	1113	77.3	1152	80.0	1154	80.1	1154	80.1	1084	75.3
IVI	Non-Indig.	1689	94.6	1693	94.8	1691	94.7	1691	94.7	1689	94.6
Aust	Indigenous	13799	89.0	13810	89.1	13861	89.4	13861	89.4	13568	87.5
Aust	Non-Indig.	253855	96.0	253551	95.9	254165	96.1	254165	96.1	253039	95.7

Table 5.P3: Percentage of Year 5 Student Exemptions, Absences and Withdrawals by State and Territory, 2015.

State/ Territory		Reading (%)		Р	ersuasiv Writing (%)			Spelling (%)	\$		ammar a unctuatio (%)		1	Numerac (%)	у
	E	Α	W	E	Α	W	E	Α	W	E	Α	W	E	Α	W
NSW	1.6	1.7	0.9	1.6	1.7	0.9	1.6	1.6	0.9	1.6	1.6	0.9	1.6	2.1	0.9
Vic	2.9	2.5	2.2	2.9	2.6	2.3	2.9	2.4	2.2	2.9	2.4	2.2	2.8	2.8	2.1
Qld	1.4	2.2	4.0	1.4	2.3	4.1	1.4	2.2	4.0	1.4	2.2	4.0	1.3	2.9	3.9
WA	1.2	3.0	1.1	1.2	3.1	1.2	1.2	2.8	1.1	1.2	2.8	1.1	1.2	3.5	1.1
SA	2.2	3.1	3.1	2.2	3.1	3.2	2.2	3.0	3.1	2.2	3.0	3.1	2.2	3.7	3.1
Tas	1.4	2.2	2.2	1.4	2.5	2.1	1.4	2.1	2.1	1.4	2.1	2.1	1.4	2.8	2.1
ACT	2.0	2.1	3.1	2.0	2.6	3.1	2.0	2.2	3.1	2.0	2.2	3.1	1.9	2.6	3.1
NT	2.0	11.1	2.1	2.0	9.8	2.0	2.0	9.8	2.1	2.0	9.8	2.1	2.0	12.1	2.0
Aust	1.9	2.4	2.1	1.9	2.4	2.2	1.9	2.3	2.1	1.9	2.3	2.1	1.8	2.8	2.1

Table 5.P4: Percentage of Year 5 Student Exemptions, Absences and Withdrawals by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	ı	Reading (%)	S		ersuasiv Writing (%)	-	Š	Spelling (%)	5		ımmar a nctuati (%)		N	umerad (%)	Су
		E	Α	W	E	Α	W	E	Α	W	E	Α	W	Е	Α	W
NSW	Indigenous	3.2	4.1	1.8	3.2	4.2	1.7	3.2	3.9	1.7	3.2	3.9	1.7	3.2	4.9	1.7
NSW	Non-Indigenous	1.5	1.6	0.8	1.5	1.6	0.8	1.5	1.5	0.8	1.5	1.5	0.8	1.5	1.9	0.8
Vic	Indigenous	7.3	5.6	6.4	7.3	5.8	6.6	7.3	5.1	6.3	7.3	5.1	6.3	7.4	6.6	6.1
VIC	Non-Indigenous	2.7	2.5	2.1	2.7	2.6	2.3	2.7	2.3	2.2	2.7	2.3	2.2	2.7	2.7	2.1
Qld	Indigenous	2.6	5.5	5.9	2.6	5.3	6.0	2.5	5.7	6.0	2.5	5.7	6.0	2.4	7.4	5.8
Qia	Non-Indigenous	1.2	1.9	3.7	1.3	1.9	3.8	1.2	1.8	3.7	1.2	1.8	3.7	1.2	2.4	3.6
WA	Indigenous	1.7	12.3	1.2	1.7	12.9	1.2	1.7	11.6	1.2	1.7	11.6	1.2	1.7	14.9	1.2
WA	Non-Indigenous	1.1	2.2	1.1	1.2	2.2	1.2	1.2	2.0	1.1	1.2	2.0	1.1	1.1	2.5	1.1
SA	Indigenous	4.3	9.0	5.4	4.3	9.0	5.5	4.3	8.6	5.5	4.3	8.6	5.5	4.1	10.0	5.5
ЭA	Non-Indigenous	2.1	2.7	3.0	2.1	2.8	3.1	2.1	2.7	3.0	2.1	2.7	3.0	2.0	3.3	3.0
Tas	Indigenous	1.5	3.5	1.0	1.5	4.6	1.0	1.5	2.7	1.0	1.5	2.7	1.0	1.7	5.0	1.0
ldS	Non-Indigenous	1.4	2.1	1.0	1.4	2.3	0.9	1.4	2.1	1.0	1.4	2.1	1.0	1.4	2.7	0.9
ACT	Indigenous	2.1	6.4	10.0	2.1	7.9	9.3	2.1	7.1	9.3	2.1	7.1	9.3	2.1	6.4	10.7
ACI	Non-Indigenous	2.0	2.0	2.9	2.0	2.5	2.9	2.0	2.0	2.9	2.0	2.0	2.9	1.9	2.5	2.9
NT	Indigenous	2.0	21.1	1.6	2.0	18.4	1.6	2.0	18.3	1.6	2.0	18.3	1.6	2.0	23.1	1.6
IN I	Non-Indigenous	2.0	3.1	2.3	2.0	3.0	2.2	2.0	3.0	2.3	2.0	3.0	2.3	2.0	3.2	2.1
Aust	Indigenous	3.0	7.6	3.4	3.0	7.5	3.5	2.9	7.2	3.4	2.9	7.2	3.4	2.9	9.1	3.4
Aust	Non-Indigenous	1.8	2.0	2.0	1.8	2.1	2.0	1.8	1.9	2.0	1.8	1.9	2.0	1.7	2.4	1.9

NAPLAN Year 5 Comparative Achievement

Table 5.CR: Comparative Achievement of Year 5 Students in Reading, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	501.0	508.3	494.5	488.9	487.9	493.6	520.8	426.3	498.5
NSW	501.0							∇	A	•
Vic	508.3				Δ	Δ			A	•
Qld	494.5				•			∇	<u> </u>	
WA	488.9		∇					∇	<u> </u>	
SA	487.9	•	∇		•			∇	A	
Tas	493.6	•			•			∇	A	
ACT	520.8	Δ		Δ	Δ	Δ	Δ		A	Δ
NT	426.3	_	_	_	_	_	_	_		_
Aust	498.5	•						∇	A	

Table 5.CW: Comparative Achievement of Year 5 Students in Persuasive Writing, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	483.0	490.7	470.2	471.1	463.2	468.5	485.5	386.2	478.1
NSW	483.0			Δ		Δ	Δ		A	•
Vic	490.7			Δ	Δ	Δ	Δ		A	Δ
Qld	470.2	∇	∇		•			∇	A	•
WA	471.1		∇					∇	A	
SA	463.2	∇	∇	•	•			∇	A	∇
Tas	468.5	∇	∇	•	•			∇	A	-
ACT	485.5			Δ	Δ	Δ	Δ		A	
NT	386.2	_	V	_	_	V	_	V		_
Aust	478.1	•	∇		•	Δ			A	

Table 5.CS: Comparative Achievement of Year 5 Students in Spelling, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	507.0	504.4	489.2	492.5	489.5	482.8	500.3	417.6	498.1
NSW	507.0		•	Δ	Δ	Δ	Δ		A	
Vic	504.4			Δ		Δ	Δ		A	
Qld	489.2	∇	∇						A	
WA	492.5	∇	•	-					A	
SA	489.5	∇	∇	-	•			•	A	•
Tas	482.8	∇	∇	-	•			∇	A	∇
ACT	500.3						Δ		A	
NT	417.6	V	_	V	V	V	V	V		V
Aust	498.1		•				Δ		A	

NAPLAN Year 5 Comparative Achievement

Table 5.CG: Comparative Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	508.6	510.0	499.8	496.1	490.7	489.2	515.8	416.3	503.1
NSW	508.6					Δ	Δ		A	
Vic	510.0					Δ	Δ		A	
Qld	499.8				•			∇	A	
WA	496.1							∇	A	
SA	490.7	∇	∇	•	•			∇	A	•
Tas	489.2	∇	∇		•			∇	A	
ACT	515.8			Δ	Δ	Δ	Δ		A	
NT	416.3	_	_	V	_	_	_	_		_
Aust	503.1		•		•				A	

Table 5.CN: Comparative Achievement of Year 5 Students in Numeracy, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	497.2	502.9	486.0	484.7	477.9	483.1	501.8	429.3	492.5
NSW	497.2					Δ	Δ		A	=
Vic	502.9			Δ	Δ	Δ	Δ	•	A	•
Qld	486.0		∇		•		•	∇	A	•
WA	484.7		∇					∇	A	•
SA	477.9	∇	∇					∇	A	∇
Tas	483.1	∇	∇					∇	A	
ACT	501.8			Δ	Δ	Δ	Δ		A	•
NT	429.3	V	_	V	_	V	V	V		V
Aust	492.5					Δ			A	

NAPLAN Year 5 Commentary

Overall national and jurisdiction results (Year 5)

Achievement scores

Distributions of achievement scores in reading, persuasive writing, spelling, grammar and punctuation, and numeracy are presented in Figures 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1, respectively, for each jurisdiction and for Australia overall. The table below each figure presents the mean scale score and standard deviation for each jurisdiction and for Australia overall.

Mean scores for New South Wales, Queensland and Western Australia are close to the national mean score in all five achievement domains. For the ACT, mean scores in reading are above and statistically significantly different from the national mean score, and for Victoria, mean scores in persuasive writing are above and statistically significantly different from the national mean score. Mean scores for South Australia in persuasive writing and numeracy, and for Tasmania in spelling are below and statistically significantly different from the national mean scores. Mean scores for the Northern Territory are substantially below and statistically significantly different from the national mean scores in all five domains.

For the Northern Territory, the spread of scores in all achievement domains, as indicated by the standard deviation, is greater than in the other jurisdictions. This is also indicated by the length of the bars in the figures, which shows that much of the spread is between the 80th percentile and the 20th percentile, and between the 20th percentile and the 5th percentile in most domains.

Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands across Years 3, 5, 7 and 9. For students in Year 5, Band 3 and below is the lowest band that is reported and indicates a score below the national minimum standard. Band 4 (the next lowest band) indicates a score at the national minimum standard (see p. v). The highest reported band (Band 8 and above) represents high achievement for Year 5. Exempt students do not receive an achievement score and are not included in the calculation of means and standard deviations, but they are counted as below the national minimum standard in reporting band percentages.

Tables 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1 show the percentages of students in each band for each jurisdiction and for Australia overall in each of the five achievement domains. The last column of each table shows the percentage of students who achieved at or above the national minimum standard in the achievement domain. The percentage of students across Australia who achieved at or above the national minimum standard is high, ranging from 92% in persuasive writing to 95% in numeracy.

Apart from the Northern Territory, more than 90% of students achieved at or above the national minimum standard in reading, spelling, grammar and punctuation, and numeracy. In the Northern Territory, 73% of students achieved at or above the national minimum standard in numeracy, 68% in reading, but only 60% in persuasive writing.

Sex

In persuasive writing and grammar and punctuation, mean scale scores for female students are higher than mean scale scores for male students, for Australia overall and for most jurisdictions. In reading and spelling, the differences are also higher for females, although they are smaller for Australia overall and for all jurisdictions compared to the other literacy domains. For Australia overall, the differences range from 11 score points in reading to 25 score points in persuasive writing. The pattern is quite different for numeracy, with mean scale scores for male students higher than those for female students for Australia overall and for all jurisdictions except the Northern Territory. These differences are a great deal smaller, averaging 9 score points for Australia overall. In all cases, there is considerable overlap of scores between male students and female students.

Mean scale scores and score distributions are shown in Figures 5.R2, 5.W2, 5.S2, 5.G2 and 5.N2. Tables 5.R2, 5.W2, 5.S2, 5.G2 and 5.N2 present the percentages of male and female students in each achievement band. For Australia overall and for all jurisdictions, higher percentages of female students achieved at or above the national minimum standard compared with male students in all domains. The differences for Australia overall were between 1 percentage point in numeracy and 6 percentage points in persuasive writing.

Indigenous students

Figures 5.R3, 5.W3, 5.S3, 5.G3 and 5.N3 show the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In each achievement domain and for all jurisdictions, the mean scale score for Indigenous students is substantially lower than the mean scale score for non-Indigenous students. Differences for Australia overall range from 66 score points in spelling to 86 score points in grammar and punctuation.

Tables 5.R3, 5.W3, 5.S3, 5.G3 and 5.N3 show the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and Australia overall. Across the five domains, the percentage of Indigenous students who achieved at or above the national minimum standard is lower than the percentage of non-Indigenous students by 18 to 26 percentage points. For every jurisdiction, the percentage of Indigenous students who achieved below the national minimum standard is more than twice the percentage of non-Indigenous students who achieved below the national minimum standard. In the Northern Territory, Indigenous students achieved their best result in numeracy, with 46% achieving a scale score at or above the national minimum standard.

Language background other than English

Figures 5.R4, 5.W4, 5.S4, 5.G4 and 5.N4 show the distributions of scores, mean scale scores and standard deviations for students with a language background other than English separately from students whose language background is English. For Australia overall, the mean score for students from a language background other than English is higher than the mean score for students from an English language background in spelling. In all other domains, the mean scores for students from a language background other than English are close to the mean scores for students from an English-language background.

Across jurisdictions, differences between these two groups of students are similar to the national differences, with some exceptions. For the Northern Territory, mean scores for students from a language background other than English are substantially lower than mean scores for students from an English language background in all five domains. These differences in the Northern Territory range from 81 points in numeracy to 125 points in persuasive writing.

Tables 5.R4, 5.W4, 5.S4, 5.G4 and 5.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for students from a language background other than English and students from an English language background. For most jurisdictions except the Northern Territory, there is little difference between these two groups in the percentage of students who are at or above the national minimum standard in any domain. In Queensland, the difference between the two groups is 4 percentage points in persuasive writing, grammar and punctuation, and numeracy, and 5 percentage points in reading, with a greater percentage of students from an English language background achieving at or above the national minimum standard.

Geolocation

Tables 5.R5, 5.W5, 5.S5, 5.G5 and 5.N5 present summary results for students from schools in metropolitan, provincial, remote and very remote locations for each jurisdiction and for Australia overall. These tables include the mean scale score, as well as the

NAPLAN Year 5 Commentary

percentage of students in each achievement band. In Victoria, there is no very remote geolocation; in the ACT there is no remote or very remote geolocation; and in the Northern Territory there is no geolocation categorised as metropolitan. In addition, some geolocations have too few students to report: very remote locations in Tasmania and provincial locations in the ACT. This is indicated by 'n.p.' in the tables.

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students from metropolitan geolocations have the highest mean score, followed by students from provincial geolocations, then students from remote locations, then students from very remote locations. This pattern can also be seen in the percentage of students who achieved at or above the national minimum standard. This pattern is not always replicated within each jurisdiction. In Victoria, there is little difference in the percentage of students who achieved at or above the national minimum standard by geolocation in any assessment domain. In South Australia, there is little difference in mean scores and in the percentage of students who achieved at or above the national minimum standard between provincial and remote locations in all domains. In New South Wales, there is little difference between remote and very remote locations in all domains.

Results by geolocation are also reported by Indigenous status. Results for Indigenous students by geolocation are provided in Tables 5.R6, 5.W6, 5.S6, 5.G6 and 5.N6, and results for non-Indigenous students in Tables 5.R7, 5.W7, 5.S7, 5.G7 and 5.N7. The patterns of mean scores by geolocation hold for both groups, across Australia and within most jurisdictions. For Australia overall, more than 75% of Indigenous students from metropolitan and provincial locations achieved at or above the national minimum standard in reading, spelling, grammar and punctuation, and numeracy.

Parental education

Tables 5.R8, 5.W8, 5.S8, 5.G8 and 5.N8 provide results for each jurisdiction and for Australia overall by parental education. Parental education refers to the highest level of education completed by either parent or guardian. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 3% in Victoria to 31% in the Northern Territory. For Australia overall, there is no information on parental education for 7% of Year 5 students, so these results should be treated with caution. The tables contain results for students whose parental education is identified as 'Not stated'.

In all domains, mean scores are higher for students whose parents have higher levels of education. Students whose parents hold a bachelor degree or higher have the highest mean scores for each jurisdiction and for Australia overall, and the greatest percentage of students who achieved at or above the national minimum standard. There is little difference in the mean scores between students with parents whose highest level of education is a certificate and those with parents whose highest level of education is Year 12 completion. For Australia overall, in each domain, more than 90% of students whose parents completed Year 12 or higher achieved at or above the national minimum standard compared to less than 90% of students whose parents had not completed Year 12. Students with parents whose education is not stated are excluded from these comparisons.

Parental occupation

Tables 5.R9, 5.W9, 5.S9, 5.G9 and 5.N9 show results for each jurisdiction and Australia overall by parental occupation. Parental occupation group includes the main work undertaken by the parent or guardian. If a parent/guardian has more than one job, the occupation group reflecting the main job is reported. If both parents/guardians are working, the higher of the two occupation groups is used. Occupations are classified into four groups; a fifth group represents those not in paid work. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 3% in Victoria to 33% in the Northern Territory. For Australia overall, there is no information on parental occupation for 11% of students, so these

results should be treated with caution. The tables contain results for students whose parental occupation is identified as 'Not stated'.

Students with parents in Occupation Group 1, which includes senior managers and qualified professionals, have the highest mean scale scores in all domains for all jurisdictions and for Australia overall. The next highest mean scores were achieved by students with parents in Occupation Group 2, which includes other business managers and associate professionals, followed by Occupation Group 3 (tradespeople; clerks; and skilled office, sales and service staff) and Occupation Group 4 (machine operators, hospitality staff, assistants and labourers). Students whose parents were not in paid work have the lowest mean scores in all domains across Australia, and in all jurisdictions except the ACT, where results are similar to those with parents in Occupation Group 4. Students with parents whose occupation is not stated are excluded from these comparisons.

The percentage of students who scored at or above the national minimum standard is also related to parental occupation. For Australia overall, students with parents in Occupation Groups 1 and 2 most frequently achieved at or above the national minimum standard (between 96% and 99%), with little difference between Group 1 and Group 2. Nationally, for students whose parents are not in paid work, the percentage who achieved at or above the national minimum standard is lowest in persuasive writing (81%) and highest in numeracy (86%).

Participation

Tables 5.P1, 5.P2, 5.P3 and 5.P4 provide data on participation in the tests in each domain for each jurisdiction and for Australia overall. Table 5.P1 provides the overall rates and Table 5.P2 provides rates separately for Indigenous and non-Indigenous students. Tables 5.P3 and 5.P4 provide data on exemptions, absences and withdrawals for the tests in each domain, with Table 5.P4 showing these rates separately for Indigenous and non-Indigenous students. Students who are absent or withdrawn are considered non-participating. Students who are exempt do not receive a scale score but are considered to have achieved below the national minimum standard.

Nationally, the overall participation rate is quite uniform across domains, ranging between 95.1% and 95.6%. These rates are approximately one-half of a percentage point higher than the rates for Year 3. Among the eight jurisdictions, New South Wales has the highest participation rate (97.0% to 97.5% across domains) and the Northern Territory the lowest (85.9% to 88.2% across domains). Participation rates are lower among Indigenous students, ranging nationally from 87.5% to 89.4% across domains.

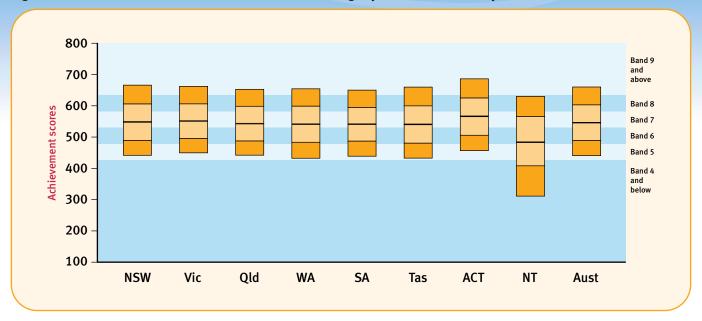
Across Australia, exemptions were granted to 3.0% of Indigenous students and 1.8% of non-Indigenous students, with the highest proportions recorded in Victoria (7.4% of Indigenous students and 2.7% of non-Indigenous students). There is no consistent pattern across jurisdictions. In addition to the figures reported above for Victoria, the proportion of Indigenous students granted exemptions in New South Wales, Queensland and South Australia is approximately twice as high as that for non-Indigenous students. There is only a small difference in the exemption rate between these two groups of students in Tasmania, the ACT and the Northern Territory.

Absence rates are considerably higher than rates of exemption or withdrawal among Indigenous students, where they range from 7.2% to 9.1% nationally across domains. Among Indigenous students, rates of absence are highest in the Northern Territory (18.3% to 23.1%), Western Australia (11.6% to 14.9%) and South Australia (8.6% to 10.0%). Withdrawal rates are generally lower.

2015 Results NAPLAN Year 7

Year 7 Reading 130	Year 7 Grammar and Punctuation 163
• by State and Territory, 2015	 by State and Territory, 2015
• by Sex, by State and Territory, 2015	 by Sex, by State and Territory, 2015
• by Indigenous Status, by State and Territory, 2015	 by Indigenous Status, by State and Territory, 2015
 by LBOTE Status, by State and Territory, 2015 	 by LBOTE Status, by State and Territory, 2015
 by Geolocation, by State and Territory, 2015 	 by Geolocation, by State and Territory, 2015
 Indigenous Students by Geolocation, by State and Territory, 2015 	 Indigenous Students by Geolocation, by State and Territory, 2015
 Non-Indigenous Students by Geolocation, by State and Territory, 2015 	 Non-Indigenous Students by Geolocation, by State and Territory, 2015
• by Parental Education, by State and Territory, 2015	 by Parental Education, by State and Territory, 2015
• by Parental Occupation, by State and Territory, 2015	• by Parental Occupation, by State and Territory, 2015
Year 7 Persuasive Writing 141	Year 7 Numeracy 174
• by State and Territory, 2015	 by State and Territory, 2015
 by Sex, by State and Territory, 2015 	 by Sex, by State and Territory, 2015
• by Indigenous Status, by State and Territory, 2015	 by Indigenous Status, by State and Territory, 2015
 by LBOTE Status, by State and Territory, 2015 	 by LBOTE Status, by State and Territory, 2015
 by Geolocation, by State and Territory, 2015 	 by Geolocation, by State and Territory, 2015
 Indigenous Students by Geolocation, by State and Territory, 2015 	 Indigenous Students by Geolocation, by State and Territory, 2015
 Non-Indigenous Students by Geolocation, by State and Territory, 2015 	 Non-Indigenous Students by Geolocation, by State and Territory, 2015
• by Parental Education, by State and Territory, 2015	 by Parental Education, by State and Territory, 2015
• by Parental Occupation, by State and Territory, 2015	• by Parental Occupation, by State and Territory, 2015
Year 7 Spelling 152	Year 7 Participation 185
 by State and Territory, 2015 	 by State and Territory, 2015
 by Sex, by State and Territory, 2015 	 by Indigenous Status, by State and Territory, 2015
 by Indigenous Status, by State and Territory, 2015 by LBOTE Status, by State and Territory, 2015 	 Student Exemptions, Absences and Withdrawals, by State and Territory, 2015
• by Geolocation, by State and Territory, 2015	 Student Exemptions, Absences and Withdrawals, by Indigenous Status, by State and Territory, 2015
 Indigenous Students by Geolocation, by State and Territory, 2015 	Year 7 Comparative Achievement 189
Non-Indigenous Students by Geolocation, by State Tamila Translation 2015	• in Reading by State and Territory, 2015
and Territory, 2015	 in Persuasive Writing, by State and Territory, 2015
by Parental Education, by State and Territory, 2015 by Parental Convention, by State and Territory, 2015	• in Spelling, by State and Territory, 2015
• by Parental Occupation, by State and Territory, 2015	• in Grammar and Punctuation, by State
	and Territory, 2015
	 in Numeracy, by State and Territory, 2015
	Year 7 Commentary 191

Figure 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2015.

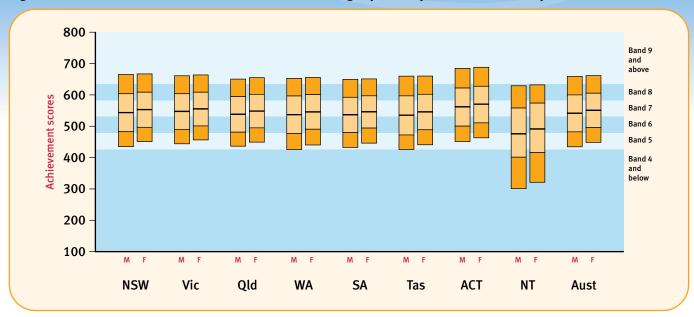


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale	548.2	551.1	543.0	541.2	541.2	540.4	566.1	483.4	546.0
score / (S.D.)	(68.3)	(64.8)	(64.5)	(67.6)	(64.4)	(69.2)	(69.5)	(96.8)	(67.3)

Table 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2015.

State Territo		Participation rate (%)	Absent (%) Withdrawn (%)		minimun	national 1 standard %)	At national minimum standard (%)	Above	national m (%	iinimum sta %)	andard	At or above national minimum standard
		Pa	A	Wit	Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
NSW	12yrs 7mths 7yrs 4mths	96.5	2.8	0.8	1.4	2.6	12.5	26.0	27.9	18.5	11.2	95.9
Vic	12yrs 9mths 7yrs 4mths	94.6	3.8	1.5	2.2	1.9	10.7	25.7	29.4	19.5	10.6	95.9
Qld	12yrs 5mths 7yrs 4mths	91.9	3.8	4.3	1.6	2.6	13.0	27.7	28.6	17.9	8.6	95.8
WA	12yrs 5mths 7yrs 4mths	95.5	4.1	0.4	1.3	4.0	13.7	26.0	28.2	18.1	8.8	94.7
SA	12yrs 7mths 7yrs 4mths	93.5	3.7	2.7	1.9	3.1	12.9	27.2	29.8	17.2	7.9	95.0
Tas	12yrs 11mths 7yrs 4mths	94.2	4.3	1.5	1.4	3.9	14.9	26.6	26.6	17.2	9.4	94.7
ACT	12yrs 8mths 7yrs 4mths	94.7	2.9	2.4	1.7	1.5	8.4	21.1	28.1	22.5	16.7	96.8
NT	12yrs 6mths 7yrs 4mths	84.3	14.9	0.8	2.4	25.2	19.5	21.3	16.7	10.5	4.5	72.4
Aust	12yrs 7mths 7yrs 4mths	94.5	3.6	1.8	1.7	2.9	12.4	26.2	28.4	18.4	10.0	95.4

Figure 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2015.

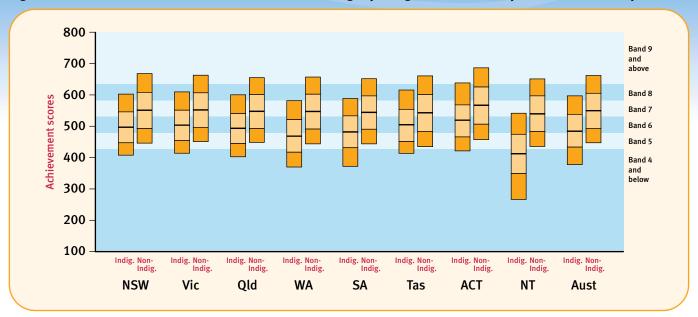


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	543.5 (70.2)	547.2 (66.1)	538.0 (65.7)	536.9 (69.4)	536.6 (66.4)	535.2 (71.4)	561.9 (70.8)	475.7 (98.2)	541.4 (68.9)
Female Mean scale score / (S.D.)	553.1 (65.9)	555.2 (63.1)	548.3 (62.8)	545.6 (65.5)	546.0 (61.8)	545.7 (66.4)	570.4 (67.9)	491.2 (94.8)	550.7 (65.2)

Table 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2015.

State/ Territory	Sex	minimum	m standard minimum (%) standard (%)					dard	At or above national minimum
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)
NSW	Male	1.8	3.5	14.4	26.2	26.2	17.2	10.7	94.7
	Female	1.0	1.8	10.4	25.7	29.7	19.8	11.6	97.3
Vic	Male	2.9	2.4	12.1	26.3	27.9	18.4	10.1	94.7
	Female	1.5	1.3	9.1	25.1	31.0	20.7	11.2	97.1
Qld	Male	2.0	3.3	15.0	28.2	26.9	16.6	7.9	94.7
	Female	1.1	1.9	10.9	27.0	30.4	19.3	9.3	97.0
WA	Male	1.7	5.0	15.4	25.8	26.5	17.1	8.5	93.4
	Female	0.8	3.1	11.8	26.2	29.9	19.1	9.1	96.1
SA	Male	2.6	3.8	15.0	27.3	27.8	15.9	7.6	93.6
	Female	1.2	2.3	10.7	27.1	32.0	18.5	8.2	96.6
Tas	Male	1.6	5.0	17.3	26.6	24.4	16.0	9.1	93.4
	Female	1.2	2.8	12.4	26.7	28.8	18.4	9.7	96.0
ACT	Male	2.3	2.0	9.7	21.7	27.7	20.9	15.8	95.8
	Female	1.2	0.9	7.2	20.5	28.5	24.1	17.6	97.8
NT	Male	3.1	27.7	20.5	20.5	15.0	8.9	4.3	69.3
	Female	1.7	22.6	18.4	22.0	18.4	12.2	4.7	75.7
Aust	Male	2.2	3.6	14.2	26.5	26.8	17.2	9.5	94.2
	Female	1.2	2.1	10.5	25.9	30.1	19.7	10.5	96.7

Figure 7.R3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2015.

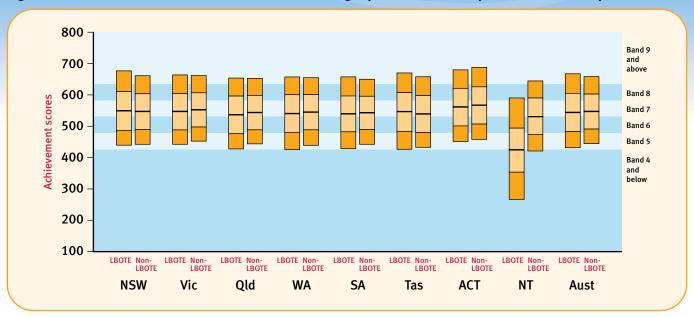


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	496.8 (59.7)	503.5 (60.3)	493.2 (59.8)	468.4 (63.5)	481.7 (65.1)	504.7 (62.0)	519.3 (64.8)	412.2 (81.7)	484.0 (68.1)
Non-Indigenous Mean scale score / (S.D.)	551.0 (67.5)	551.9 (64.6)	547.4 (63.0)	547.0 (64.9)	544.1 (62.9)	542.8 (68.5)	566.8 (69.2)	539.4 (66.5)	549.6 (65.4)

Table 7.R3: Achievement of Year 7 Students in Reading, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	Below r minimum (%		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)
NSW	Indigenous	2.9	9.9	29.4	31.6	17.8	6.7	1.7	87.3
	Non-Indigenous	1.3	2.2	11.5	25.7	28.5	19.1	11.7	96.5
Vic	Indigenous	4.5	7.6	25.3	34.4	18.6	6.8	2.7	87.8
	Non-Indigenous	2.1	1.8	10.4	25.6	29.6	19.8	10.8	96.1
Qld	Indigenous	2.4	11.4	30.3	31.9	16.3	5.9	1.8	86.1
	Non-Indigenous	1.5	1.8	11.5	27.3	29.7	18.9	9.2	96.6
WA	Indigenous	1.3	24.5	34.2	23.6	11.6	4.3	0.6	74.3
	Non-Indigenous	1.2	2.5	12.1	25.9	29.5	19.2	9.6	96.3
SA	Indigenous	3.8	16.7	29.1	30.0	14.4	4.9	1.1	79.5
	Non-Indigenous	1.8	2.4	12.1	27.1	30.5	17.8	8.2	95.8
Tas	Indigenous	2.1	8.5	27.2	30.3	20.8	8.4	2.6	89.3
	Non-Indigenous	1.3	3.5	13.9	26.5	27.2	17.9	9.7	95.2
ACT	Indigenous	5.5	6.3	19.8	29.8	23.9	8.6	6.1	88.3
	Non-Indigenous	1.6	1.4	8.2	21.0	28.2	22.7	16.9	97.0
NT	Indigenous	2.8	52.5	26.6	11.9	4.8	1.2	0.2	44.7
	Non-Indigenous	2.1	3.5	13.7	28.9	26.1	17.9	7.9	94.4
Aust	Indigenous	2.7	16.4	29.6	28.8	15.4	5.6	1.6	80.8
	Non-Indigenous	1.6	2.1	11.3	26.1	29.2	19.2	10.5	96.3

Figure 7.R4: Achievement of Year 7 Students in Reading, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	549.3 (72.1)	547.1 (67.4)	536.5 (69.0)	540.4 (70.8)	539.6 (69.5)	546.7 (73.3)	561.5 (69.3)	424.7 (93.8)	543.9 (72.9)
Non-LBOTE Mean scale score / (S.D.)	547.1 (66.7)	552.4 (63.8)	543.7 (64.0)	545.1 (65.8)	543.0 (63.0)	539.2 (68.6)	567.2 (69.4)	530.6 (69.7)	547.1 (65.3)

Table 7.R4: Achievement of Year 7 Students in Reading, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	Below r minimum (%		At national Above national minimum standard (%) standard (%)					At or above national minimum
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)
NSW	LBOTE	1.7	2.9	13.2	25.6	26.1	17.7	12.9	95.5
	Non-LBOTE	1.3	2.6	12.4	26.3	28.6	18.6	10.3	96.1
Vic	LBOTE	2.5	2.6	12.7	25.9	27.5	18.3	10.5	95.0
	Non-LBOTE	2.1	1.7	10.0	25.6	30.0	20.0	10.6	96.2
Qld	LBOTE	1.8	4.7	15.8	26.3	26.4	16.5	8.6	93.6
	Non-LBOTE	1.6	2.4	12.7	27.8	28.8	18.1	8.6	96.0
WA	LBOTE	1.8	5.0	13.7	25.0	27.3	17.8	9.4	93.2
	Non-LBOTE	1.0	3.2	12.4	25.8	29.4	19.2	9.1	95.8
SA	LBOTE	2.2	4.6	13.3	26.3	27.6	17.1	8.9	93.3
	Non-LBOTE	1.8	2.6	12.3	27.3	30.3	17.7	8.0	95.7
Tas	LBOTE	3.8	5.0	12.6	22.3	26.2	18.2	11.9	91.2
	Non-LBOTE	1.3	3.9	15.2	27.2	26.6	16.9	8.9	94.8
ACT	LBOTE	2.1	1.9	9.2	22.0	28.0	21.4	15.4	96.0
	Non-LBOTE	1.7	1.3	8.3	21.0	28.1	22.7	17.0	97.0
NT	LBOTE	2.3	48.6	25.1	12.2	6.2	3.6	1.9	49.1
	Non-LBOTE	2.2	5.9	15.6	28.4	25.3	15.8	6.7	91.8
Aust	LBOTE	2.0	4.1	13.5	25.4	26.4	17.5	11.1	93.9
	Non-LBOTE	1.6	2.4	11.9	26.5	29.1	18.8	9.8	96.0

Table 7.R5: Achievement of Year 7 Students in Reading, by Geolocation, by State and Territory, 2015.

State/	Geolocation	Mean	Relow	national	At	Ahove	national m	inimum st	andard	At or
Territory	Geotocation	scale		standard	national	ABOVE		%)	undurd	above
,		score		%)	minimum		· ·			national
					standard					minimum
					(%)					standard
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Metro	553.1	1.4	2.2	11.3	24.9	28.1	19.5	12.6	96.4
	Provincial	532.8	1.4	3.8	16.2	29.5	27.5	15.2	6.4	94.8
NSW	Remote	491.6	1.8	14.0	28.5	29.2	18.4	6.8	1.2	84.2
	Very Remote	469.3	0.0	24.4	33.2	25.4	11.9	4.7	0.3	75.6
	Metro	555.0	2.2	1.6	9.8	24.6	29.6	20.5	11.8	96.2
	Provincial	538.3	2.4	2.7	13.6	29.4	28.7	16.4	6.8	94.9
Vic	Remote	546.0	0.0	2.8	13.3	27.0	30.9	16.8	9.1	97.2
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	548.3	1.6	2.1	11.6	26.3	29.3	19.3	9.8	96.3
Old	Provincial	532.7	1.6	3.1	15.8	31.0	27.6	15.0	5.9	95.3
Qld	Remote	507.6	2.3	9.3	22.4	32.6	20.8	10.1	2.6	88.5
	Very Remote	485.8	1.8	15.4	33.3	27.3	14.7	5.3	2.2	82.8
	Metro	547.2	1.4	2.8	12.2	25.4	29.0	19.4	9.9	95.9
WA	Provincial	528.8	1.1	5.0	16.8	29.3	27.7	14.5	5.5	94.0
VVA	Remote	514.1	0.5	10.2	21.7	27.7	22.5	12.1	5.4	89.3
	Very Remote	462.1	0.5	32.2	29.3	20.2	11.5	5.1	1.3	67.3
	Metro	546.2	2.0	2.4	11.7	26.2	30.4	18.4	9.0	95.6
SA	Provincial	530.7	1.9	3.7	15.8	30.3	28.8	14.4	5.1	94.4
57.	Remote	531.9	1.1	3.3	15.9	29.7	30.3	13.9	5.8	95.6
	Very Remote	463.9	0.0	34.2	22.5	18.8	13.5	7.2	3.8	65.8
	Metro	546.2	1.4	3.6	13.7	25.1	26.5	18.3	11.5	95.1
Tas	Provincial	535.8	1.5	4.1	15.9	27.8	26.7	16.3	7.7	94.4
	Remote	522.7	5.3	4.7	20.0	26.3	28.4	11.6	3.7	90.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	566.1	1.7	1.5	8.4	21.1	28.1	22.5	16.7	96.8
ACT	Provincial	•	-	-	-	-	•	-	-	-
	Remote	•	-	-	-	-	•	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	- 2.7	7.6	47.6	-	-	- 14.2	-	-
NT	Provincial	524.6	2.7	7.4	17.6	28.4	23.1	14.3	6.4	89.9
	Remote	505.0	2.7	15.9	20.1	22.8	19.2	14.2	5.0	81.3
	Very Remote	393.7	1.6	64.2	22.5	7.0	3.1	1.1	0.5	34.2
	Metro	551.7	1.7	2.1	11.0	25.1	28.9	19.7	11.4	96.2
Aust	Provincial	533.6	1.7	3.6	15.5	29.7	27.8	15.4	6.3	94.7
	Remote	512.8	1.5	10.1	21.0	28.3	22.7	12.0	4.5	88.4
	Very Remote	440.7	1.1	41.2	26.9	16.6	9.0	3.9	1.4	57.7

Table 7.R6: Achievement of Year 7 Indigenous Students in Reading, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above	andard	At or above national minimum standard		
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Metro	506.1	3.0	7.4	26.2	31.8	20.7	8.5	2.4	89.6
NCW	Provincial	490.1	2.8	11.2	32.2	31.8	15.5	5.4	1.2	86.1
NSW	Remote	466.6	3.8	21.8	35.0	27.0	10.5	1.8	0.2	74.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	509.7	4.5	6.2	22.7	34.9	21.0	7.9	2.8	89.3
Vic	Provincial	498.0	4.6	8.9	27.7	33.9	16.6	5.8	2.6	86.5
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	500.5	2.2	9.2	28.2	32.4	18.8	6.9	2.3	88.6
Qld	Provincial	491.8	2.9	11.0	30.5	33.5	15.2	5.4	1.5	86.1
Qiu	Remote	472.7	2.6	21.3	34.3	25.8	11.2	4.5	0.3	76.1
	Very Remote	459.1	1.8	24.3	42.6	22.8	7.1	1.3	0.2	73.9
	Metro	485.5	2.0	15.0	33.2	27.4	15.4	6.0	1.0	83.0
WA	Provincial	475.9	0.8	18.5	35.9	27.8	12.5	4.1	0.4	80.7
**/ (Remote	462.7	1.3	27.9	33.6	23.1	10.2	3.5	0.4	70.8
	Very Remote	431.0	0.2	47.4	34.8	11.5	4.2	1.8	0.1	52.4
	Metro	496.2	3.3	10.0	27.9	32.8	18.7	6.0	1.2	86.6
SA	Provincial	481.9	5.9	14.4	31.4	31.7	10.9	4.7	1.0	79.7
<i>57</i> (Remote	485.2	3.2	11.6	33.5	33.5	15.5	2.6	0.0	85.2
	Very Remote	414.5	0.0	56.0	26.9	11.3	4.2	0.7	0.9	44.0
	Metro	501.0	2.6	8.8	27.7	31.2	20.5	6.9	2.4	88.6
Tas	Provincial	507.0	1.9	7.9	27.1	30.3	20.9	9.4	2.5	90.2
	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.
	Metro	519.3	5.5	6.3	19.8	29.8	23.9	8.6	6.1	88.3
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	469.8	4.8	22.8	29.7	25.8	12.8	3.2	0.8	72.3
	Remote	445.5	4.0	33.9	33.2	17.9	7.9	2.9	0.2	62.1
	Very Remote	382.0	1.7	68.9	23.5	4.9	0.9	0.0	0.0	29.4
	Metro	501.5	2.8	9.0	27.5	31.7	19.4	7.4	2.2	88.2
Aust	Provincial	489.6	3.0	12.1	31.1	31.7	15.2	5.4	1.4	84.9
	Remote	462.2	2.7	26.6	33.7	23.3	10.2	3.3	0.4	70.8
	Very Remote	409.7	1.2	54.9	29.9	10.1	3.0	0.7	0.1	43.8

Table 7.R7: Achievement of Year 7 Non-Indigenous Students in Reading, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%)		At Above national minimum standard national minimum standard (%)					
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)	
	Metro	554.6	1.4	2.0	10.7	24.7	28.4	19.8	12.9	96.6	
NSW	Provincial	538.4	1.2	2.8	14.0	29.2	29.1	16.6	7.1	96.0	
INOW	Remote	514.4	0.0	7.0	22.1	30.6	26.3	11.7	2.3	93.0	
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	Metro	555.5	2.1	1.6	9.6	24.5	29.7	20.7	11.9	96.3	
Vic	Provincial	539.8	2.3	2.4	13.0	29.2	29.2	16.8	7.0	95.2	
VIC	Remote	547.6	0.0	2.9	13.5	25.1	31.6	17.5	9.5	97.1	
	Very Remote	-	-	-	-	-	-	-	-	-	
	Metro	551.3	1.6	1.7	10.5	25.9	30.0	20.0	10.3	96.7	
Qld	Provincial	537.8	1.4	2.2	13.9	30.7	29.1	16.2	6.5	96.4	
Qiu	Remote	523.7	1.9	3.6	17.4	35.6	25.1	12.8	3.6	94.6	
	Very Remote	523.9	2.0	3.5	19.1	33.2	25.8	11.3	5.1	94.5	
	Metro	549.8	1.3	2.3	11.4	25.1	29.6	20.0	10.3	96.4	
WA	Provincial	535.6	1.0	3.4	14.4	29.2	29.9	15.8	6.3	95.6	
****	Remote	534.2	0.2	3.3	16.8	29.3	27.7	15.4	7.3	96.5	
	Very Remote	519.7	0.0	5.6	18.9	34.4	25.7	11.0	4.4	94.4	
	Metro	547.9	1.9	2.2	11.1	25.9	30.7	18.8	9.3	95.9	
SA	Provincial	533.7	1.7	3.0	14.8	30.3	29.9	15.0	5.3	95.3	
5,1	Remote	535.4	1.0	2.9	14.4	29.0	31.5	15.0	6.2	96.2	
	Very Remote	531.7	0.0	5.0	16.0	28.8	26.5	16.0	7.8	95.0	
	Metro	549.1	1.2	3.2	12.6	24.7	27.1	19.3	11.8	95.6	
Tas	Provincial	537.6	1.4	3.8	15.0	27.9	27.3	16.7	7.9	94.8	
143	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.	
	Metro	566.8	1.6	1.4	8.2	21.0	28.2	22.7	16.9	97.0	
ACT	Provincial	-	-	-	-	-	-	-	-	-	
	Remote	-	-	-	-	-	-	-		-	
	Very Remote	-	-	•	-	-	-	-	-	-	
	Metro	-	-	-	-	-	-	-	-	-	
NT	Provincial	537.0	2.3	3.8	14.8	29.1	25.5	16.8	7.7	93.9	
	Remote	548.0	1.9	2.3	10.4	26.7	27.6	22.5	8.5	95.7	
	Very Remote	543.2	0.0	2.5	8.3	34.5	31.1	15.7	8.0	97.5	
	Metro	553.4	1.6	1.9	10.5	24.9	29.3	20.1	11.7	96.5	
Aust	Provincial	538.0	1.6	2.7	13.9	29.5	29.1	16.4	6.8	95.7	
	Remote	533.4	1.0	3.3	15.8	30.1	28.0	15.7	6.2	95.7	
	Very Remote	526.2	0.7	4.1	17.4	33.5	25.9	12.8	5.5	95.1	

Table 7.R8: Achievement of Year 7 Students in Reading, by Parental Education, by State and Territory, 2015.

State/	Parental	Mean		national	At	Above	national m		andard	At or
Territory	education	scale score		standard %)	national minimum		(%	%)		above national
					standard (%)					minimum standard
			Exempt	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	(%)
	De elector	502.2	1.0	and below		16.1	20.7	27.2	and above	00.6
	Bachelor	583.3	1.0	0.5	4.5	16.1	28.7	27.3	22.0	98.6
	Diploma	545.9	1.1	1.6	10.9	28.3	31.8	18.4	7.8	97.3
NSW	Certificate	525.7	1.4	3.4	17.2	33.8	27.8	12.5	4.0	95.2
	Year 12	529.1	1.8	3.6	16.7	30.9	28.4	13.6	5.1	94.6
	Year 11	499.9	3.2	8.7	27.3	33.3	19.3	6.4	1.8	88.1
	Not stated (5%)	548.3	1.8	3.0	12.5	24.6	27.5	19.7	11.0	95.2
	Bachelor	579.5	1.2	0.4	4.3	17.3	29.9	27.8	19.1	98.4
	Diploma	545.9	1.7	1.5	10.5	28.3	32.1	18.7	7.1	96.7
Vic	Certificate	531.2	2.5	2.6	14.6	32.4	30.0	13.6	4.4	95.0
	Year 12	534.4	2.9	2.6	14.4	31.1	28.6	14.5	5.8	94.5
	Year 11	509.5	5.4	6.0	22.7	33.5	22.3	8.0	2.1	88.7
	Not stated (5%)	566.2	2.2	1.3	8.0	20.6	28.9	23.5	15.6	96.5
	Bachelor	577.2	0.9	0.4	4.6	17.7	30.5	28.0	17.9	98.7
	Diploma	542.4	1.2	1.6	11.5	29.7	31.7	17.8	6.5	97.2
Qld	Certificate	529.4	1.4	2.8	15.9	33.0	29.0	13.5	4.4	95.8
Qiu	Year 12	527.3	2.0	3.4	16.6	32.7	28.0	13.0	4.3	94.6
	Year 11	503.7	3.3	7.4	25.6	33.8	21.0	7.2	1.6	89.2
	Not stated (10%)	531.9	2.6	4.5	16.6	28.6	25.4	15.7	6.7	92.9
	Bachelor	575.4	0.9	0.7	5.3	17.7	30.4	27.4	17.6	98.4
	Diploma	541.0	0.8	2.1	12.2	29.1	31.8	17.6	6.3	97.0
WA	Certificate	527.5	1.0	3.8	16.2	32.3	29.2	13.8	3.7	95.2
WA	Year 12	521.9	1.6	5.1	18.3	31.4	27.7	12.6	3.2	93.2
	Year 11	495.0	1.8	11.8	28.1	31.8	18.9	6.0	1.7	86.5
	Not stated (12%)	527.6	2.5	8.2	17.6	23.8	24.4	15.6	7.9	89.2
	Bachelor	574.4	1.1	0.4	5.3	18.6	30.7	26.8	17.2	98.6
	Diploma	546.2	1.5	1.6	10.1	27.1	34.5	18.7	6.5	96.9
CA	Certificate	530.5	1.7	2.8	15.2	31.4	31.3	13.7	3.9	95.5
SA	Year 12	529.1	1.8	3.9	15.4	31.0	29.9	13.8	4.2	94.3
	Year 11	506.9	3.8	7.5	22.9	33.7	22.2	8.0	1.9	88.7
	Not stated (12%)	525.2	2.8	6.2	16.4	28.8	27.6	12.9	5.3	91.0
	, ,									

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.R8 (cont.): Achievement of Year 7 Students in Reading, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	national standard %)	At national minimum standard (%)	andard	At or above national minimum standard			
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Bachelor	584.0	0.6	0.6	5.0	15.6	26.5	29.3	22.3	98.8
	Diploma	553.3	0.9	1.5	9.7	24.1	32.6	21.9	9.3	97.6
Tas	Certificate	529.0	1.3	3.9	15.6	32.6	28.1	13.7	4.9	94.8
idS	Year 12	521.6	1.3	4.5	20.9	30.7	26.8	10.6	5.2	94.2
	Year 11	501.9	2.3	8.6	27.8	31.3	20.8	7.3	1.8	89.1
	Not stated (12%)	544.0	2.8	4.6	13.7	24.3	25.7	17.9	10.9	92.6
	Bachelor	587.2	1.0	0.5	4.1	15.1	27.7	27.9	23.8	98.5
	Diploma	550.5	1.7	1.2	10.7	25.0	32.8	19.6	8.9	97.1
ACT	Certificate	531.5	2.9	2.8	15.2	32.0	27.2	14.7	5.2	94.3
ACI	Year 12	540.2	0.9	2.5	12.5	30.3	29.9	16.5	7.5	96.6
	Year 11	547.1	3.3	4.6	14.9	23.7	23.3	15.3	15.0	92.1
	Not stated (8%)	561.4	3.8	2.4	11.0	21.3	25.2	18.6	17.7	93.8
	Bachelor	556.4	2.5	2.5	10.3	22.1	27.4	22.2	13.0	94.9
	Diploma	525.1	1.7	4.8	15.8	33.9	26.1	12.8	4.9	93.5
NT	Certificate	504.4	2.2	10.7	20.2	33.6	21.4	9.9	1.9	87.0
INI	Year 12	503.3	0.0	14.0	24.4	26.3	19.6	10.0	5.8	86.0
	Year 11	441.9	4.0	36.8	29.9	16.2	8.6	4.0	0.5	59.2
	Not stated (39%)	443.1	2.2	43.7	20.2	13.8	9.9	7.2	2.9	54.1
	Bachelor	579.8	1.0	0.5	4.6	17.0	29.6	27.5	19.7	98.5
	Diploma	544.7	1.3	1.6	11.0	28.5	32.0	18.4	7.1	97.0
Aust	Certificate	528.3	1.6	3.2	16.1	32.9	28.9	13.2	4.1	95.2
Aust	Year 12	529.2	2.1	3.5	16.2	31.4	28.4	13.6	4.9	94.4
	Year 11	502.4	3.6	8.4	25.6	32.9	20.5	7.1	1.9	87.9
	Not stated (8%)	535.0	2.4	6.7	14.5	24.6	25.6	17.0	9.1	90.9

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.R9: Achievement of Year 7 Students in Reading, by Parental Occupation, by State and Territory, 2015.

State/	Parental	Mean	Relow r	national	At	Ahove	national m	inimum sta	andard	At or
Territory	occupation	scale		minimum standard		Above		%)	indura	above
,		score		%)	minimum		Ì	7		national
					standard					minimum
					(%)					standard
			Exempt	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	(%)
				and below					and above	
	Group 1	582.9	0.8	0.5	4.5	16.4	28.9	27.1	21.9	98.7
	Group 2	557.7	0.8	1.2	8.4	24.8	31.5	21.5	11.8	98.0
NSW	Group 3	534.0	1.3	2.7	14.6	31.9	29.1	14.6	5.8	96.0
11311	Group 4	519.4	1.8	4.7	20.7	33.5	24.7	10.5	4.2	93.6
	Not in paid work	502.7	4.2	8.7	26.8	31.2	18.9	7.3	2.8	87.0
	Not stated (7%)	540.3	1.9	3.8	15.1	26.4	26.0	17.2	9.5	94.3
	Group 1	583.6	0.9	0.3	3.6	16.0	29.6	28.9	20.8	98.8
	Group 2	558.7	1.3	0.9	7.5	24.6	32.3	22.3	11.1	97.9
Vic	Group 3	539.4	1.8	1.8	12.2	30.5	31.5	16.2	5.9	96.3
VIC	Group 4	524.0	3.2	3.4	17.8	33.6	26.7	11.4	3.9	93.4
	Not in paid work	511.5	7.1	6.1	22.1	31.7	21.5	8.6	2.9	86.8
	Not stated (5%)	560.5	1.9	1.5	9.0	22.4	29.7	21.9	13.6	96.6
	Group 1	576.1	1.0	0.5	4.9	18.0	30.5	27.3	17.7	98.5
	Group 2	551.6	0.8	1.1	9.3	26.9	32.2	20.8	8.9	98.0
Qld	Group 3	534.1	1.3	2.1	14.5	32.3	29.7	14.8	5.2	96.6
Qiu	Group 4	518.4	2.3	4.8	20.3	33.6	24.9	10.6	3.5	92.9
	Not in paid work	504.4	4.4	7.8	25.8	31.7	20.2	7.6	2.5	87.7
	Not stated (15%)	525.1	2.4	5.1	18.3	30.7	24.9	13.4	5.2	92.5
	Group 1	574.0	0.7	0.7	5.7	18.3	30.6	26.7	17.4	98.6
	Group 2	547.9	0.9	1.7	10.4	26.8	32.2	20.1	7.8	97.4
WA	Group 3	530.4	0.9	3.5	15.5	31.7	29.1	14.7	4.6	95.6
VVA	Group 4	512.7	1.5	6.7	22.1	32.8	24.4	9.5	3.0	91.8
	Not in paid work	493.6	3.0	13.3	28.7	28.2	18.1	6.8	1.9	83.7
	Not stated (16%)	521.8	2.5	8.7	19.2	25.7	23.3	13.8	6.7	88.8
	Group 1	574.9	1.1	0.6	5.0	18.1	30.9	27.0	17.4	98.4
	Group 2	550.4	1.2	1.3	9.4	25.9	34.4	20.0	8.0	97.6
SA	Group 3	535.7	1.5	2.0	13.4	31.4	31.7	15.0	4.9	96.4
SA	Group 4	523.8	2.1	4.1	17.5	33.0	28.3	11.4	3.7	93.8
	Not in paid work	511.0	3.2	7.6	21.7	31.9	23.3	9.6	2.7	89.1
	Not stated (20%)	520.7	3.4	6.5	18.8	29.4	25.3	12.0	4.7	90.1

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.R9 (cont.): Achievement of Year 7 Students in Reading, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	Below national minimum standard (%)		At national minimum standard (%) minimum standard (%)					
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)	
	Group 1	578.4	0.6	1.0	6.0	18.1	25.8	27.5	21.0	98.4	
	Group 2	554.1	0.6	1.8	9.5	24.5	31.9	20.8	10.8	97.5	
Tas	Group 3	534.1	0.9	3.1	14.6	31.1	29.7	14.9	5.6	96.0	
IdS	Group 4	516.0	2.0	5.1	22.0	32.9	24.8	10.1	3.2	92.9	
	Not in paid work	500.9	2.6	10.1	27.1	31.2	18.4	8.6	2.1	87.3	
	Not stated (16%)	534.5	2.8	5.6	17.5	25.1	24.4	15.6	9.1	91.6	
	Group 1	586.5	0.9	0.7	4.8	14.8	27.3	27.3	24.3	98.4	
	Group 2	563.4	1.9	0.9	7.3	22.7	31.0	22.5	13.6	97.2	
ACT	Group 3	544.5	1.2	1.9	12.1	27.4	31.3	18.2	7.8	96.9	
ACI	Group 4	523.2	2.8	3.1	17.3	36.5	24.6	10.9	4.8	94.1	
	Not in paid work	516.3	5.9	6.0	20.9	31.8	20.7	10.0	4.7	88.1	
	Not stated (17%)	556.7	3.0	2.5	11.3	23.5	25.1	19.4	15.2	94.5	
	Group 1	553.9	1.5	2.8	10.3	23.1	29.5	20.4	12.3	95.6	
	Group 2	531.1	2.5	5.7	13.1	28.9	27.2	16.8	5.9	91.8	
NT	Group 3	511.3	2.2	8.4	20.5	34.0	20.6	10.7	3.6	89.4	
INI	Group 4	468.9	2.6	24.3	28.1	25.1	11.9	6.4	1.5	73.1	
	Not in paid work	440.0	5.5	39.5	28.6	14.1	7.6	4.3	0.5	55.0	
	Not stated (41%)	443.2	2.2	42.9	21.0	14.3	10.0	6.9	2.8	55.0	
	Group 1	580.0	0.9	0.5	4.6	17.0	29.6	27.5	20.0	98.6	
	Group 2	555.1	1.0	1.2	8.7	25.4	32.1	21.3	10.4	97.8	
Aust	Group 3	535.1	1.4	2.4	14.0	31.5	30.0	15.1	5.5	96.2	
Aust	Group 4	519.7	2.3	4.6	19.8	33.4	25.4	10.7	3.8	93.1	
	Not in paid work	504.9	5.0	8.4	25.0	31.1	20.0	7.9	2.7	86.6	
	Not stated (11%)	528.4	2.4	6.9	16.7	26.8	24.8	14.9	7.5	90.7	

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

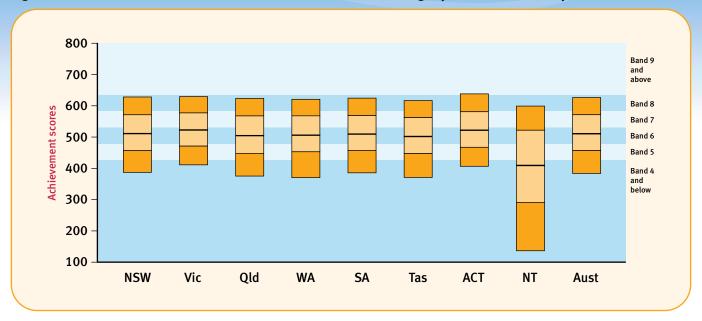
Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 7.W1: Achievement of Year 7 Students in Persuasive Writing, by State and Territory, 2015.

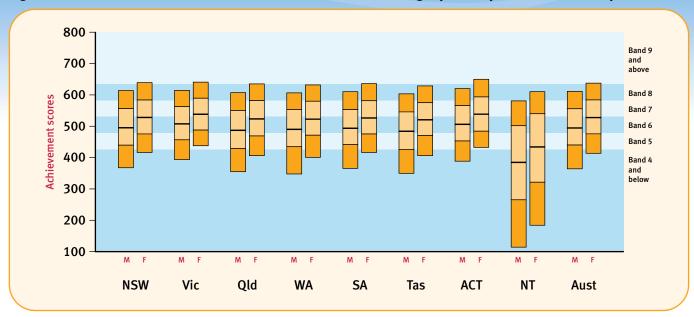


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	511.1 (75.0)	522.5 (66.8)	504.6 (77.0)	506.0 (78.2)	509.5 (75.3)	501.7 (75.3)	521.9 (72.4)	409.1 (136.8)	510.6 (76.0)

Table 7.W1: Achievement of Year 7 Students in Persuasive Writing, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	bsent (%) .hdrawn (%)		bsent (%) :hdrawn (%)		Absent (%) Withdrawn (%)		minimun	national n standard %)	At national minimum standard (%)	Above	national m (%	iinimum sta 6)	andard	At or above national minimum standard
		Pa	A	Wit	Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)				
NSW	12yrs 7mths 7yrs 4mths	96.7	2.6	0.7	1.4	10.9	18.5	30.0	23.4	11.5	4.2	87.7				
Vic	12yrs 9mths 7yrs 4mths	94.7	3.8	1.5	2.2	6.9	16.0	30.4	26.8	13.4	4.3	90.9				
Qld	12yrs 5mths 7yrs 4mths	92.2	3.5	4.3	1.6	13.3	19.5	28.8	22.2	11.0	3.6	85.1				
WA	12yrs 5mths 7yrs 4mths	95.8	3.8	0.4	1.3	12.7	18.0	29.9	23.9	10.9	3.4	86.0				
SA	12yrs 7mths 7yrs 4mths	93.7	3.6	2.7	1.9	10.5	18.8	30.7	23.4	10.9	3.8	87.6				
Tas	12yrs 11mths 7yrs 4mths	93.9	4.6	1.5	1.5	13.6	20.3	29.9	21.9	9.7	3.2	84.9				
ACT	12yrs 8mths 7yrs 4mths	95.4	2.3	2.3	1.8	7.7	17.0	29.3	25.0	13.8	5.5	90.5				
NT	12yrs 6mths 7yrs 4mths	85.9	13.3	0.8	2.5	46.0	16.1	18.3	10.0	5.4	1.7	51.6				
Aust	12yrs 7mths 7yrs 4mths	94.7	3.4	1.8	1.7	11.0	18.1	29.7	23.9	11.7	3.9	87.3				

Figure 7.W2: Achievement of Year 7 Students in Persuasive Writing, by Sex, by State and Territory, 2015.

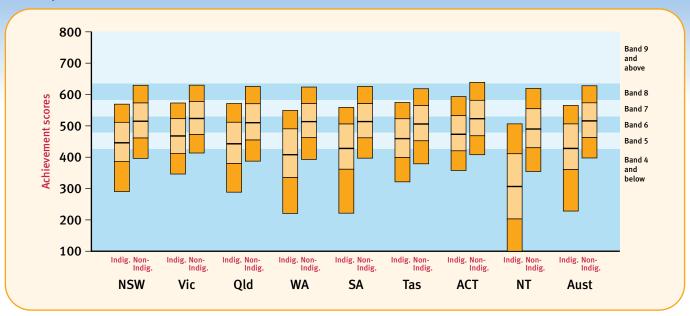


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	495.0 (77.0)	507.4 (67.2)	486.8 (78.7)	489.9 (80.4)	493.4 (77.3)	483.8 (77.5)	505.9 (73.4)	384.5 (139.4)	494.3 (77.8)
Female Mean scale score / (S.D.)	527.9 (69.0)	538.1 (62.8)	523.2 (70.4)	522.6 (72.1)	526.2 (69.3)	520.4 (68.1)	538.4 (67.5)	433.8 (129.4)	527.6 (70.2)

Table 7.W2: Achievement of Year 7 Students in Persuasive Writing, by Sex, by State and Territory, 2015.

State/ Territory	Sex	minimum	national standard %)	At national minimum standard (%)	Abov	dard	At or above national minimum		
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)
NSW	Male	1.8	15.4	22.2	29.7	19.7	8.4	2.8	82.8
	Female	1.0	6.2	14.7	30.2	27.3	14.9	5.7	92.8
Vic	Male	2.9	10.0	20.1	31.6	23.0	9.8	2.6	87.1
	Female	1.5	3.6	11.7	29.1	30.8	17.2	6.1	94.9
Qld	Male	2.0	18.6	22.9	28.5	18.2	7.7	2.0	79.4
	Female	1.1	7.8	16.0	29.1	26.4	14.5	5.2	91.1
WA	Male	1.7	17.3	20.9	30.3	20.0	7.7	2.1	81.0
	Female	0.8	7.9	14.9	29.6	27.9	14.3	4.7	91.3
SA	Male	2.6	14.6	22.5	30.7	19.5	7.7	2.4	82.8
	Female	1.2	6.1	14.9	30.7	27.5	14.4	5.3	92.7
Tas	Male	1.7	19.6	24.3	28.4	17.1	6.8	2.1	78.7
	Female	1.2	7.4	16.2	31.5	26.8	12.6	4.3	91.4
ACT	Male	2.3	11.2	20.9	30.1	21.7	10.6	3.2	86.5
	Female	1.2	4.1	13.0	28.5	28.4	17.0	7.8	94.7
NT	Male	3.2	52.8	16.6	16.0	6.7	3.5	1.2	44.0
	Female	1.7	39.0	15.6	20.7	13.4	7.3	2.3	59.3
Aust	Male	2.2	15.3	21.7	29.9	20.0	8.4	2.5	82.5
	Female	1.2	6.5	14.3	29.6	27.9	15.2	5.5	92.4

Figure 7.W3: Achievement of Year 7 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2015.

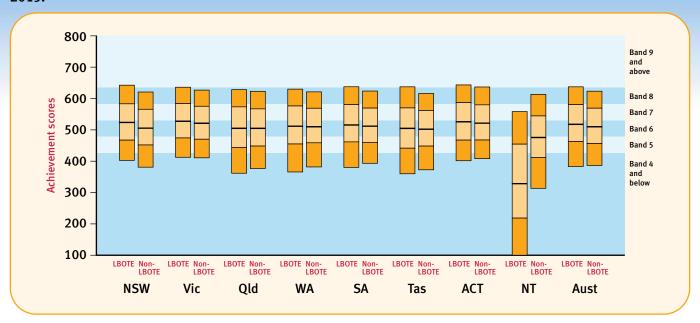


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	445.8 (84.6)	467.6 (70.4)	442.6 (86.8)	407.9 (96.0)	427.8 (100.8)	459.3 (79.6)	472.9 (78.6)	306.4 (124.2)	427.8 (100.5)
Non-Indigenous Mean scale score / (S.D.)	514.7 (72.4)	523.4 (66.4)	510.0 (73.5)	513.5 (71.8)	513.6 (71.1)	505.8 (73.5)	522.8 (71.8)	489.8 (80.8)	515.6 (71.3)

Table 7.W3: Achievement of Year 7 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	minimum	national standard %)	At national Above national minimum standard (%) standard (%)					
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)
NSW	Indigenous	2.9	35.0	26.4	22.8	9.7	2.6	0.6	62.1
	Non-Indigenous	1.3	9.5	18.1	30.5	24.2	12.0	4.4	89.2
Vic	Indigenous	4.5	23.8	27.2	28.5	12.1	3.1	0.9	71.7
	Non-Indigenous	2.1	6.6	15.8	30.5	27.1	13.6	4.3	91.3
Qld	Indigenous	2.5	37.5	25.2	21.5	9.7	3.1	0.5	60.0
	Non-Indigenous	1.5	11.2	19.0	29.5	23.2	11.7	3.8	87.3
WA	Indigenous	1.3	54.1	20.1	16.1	7.0	1.4	0.0	44.6
	Non-Indigenous	1.2	9.6	17.7	30.9	25.2	11.7	3.7	89.2
SA	Indigenous	3.8	38.8	26.0	20.1	9.3	1.6	0.4	57.5
	Non-Indigenous	1.8	9.1	18.4	31.2	24.1	11.4	3.9	89.1
Tas	Indigenous	2.1	28.5	27.0	26.2	12.4	2.7	1.1	69.3
	Non-Indigenous	1.3	12.2	19.6	30.3	22.9	10.3	3.3	86.5
ACT	Indigenous	5.5	20.8	29.1	24.7	13.1	6.3	0.6	73.8
	Non-Indigenous	1.6	7.5	16.8	29.4	25.3	13.9	5.6	90.9
NT	Indigenous	3.0	80.8	8.1	5.1	2.4	0.5	0.1	16.2
	Non-Indigenous	2.1	18.2	22.5	28.8	16.0	9.3	3.0	79.6
Aust	Indigenous	2.7	41.7	23.5	20.2	8.9	2.4	0.5	55.6
	Non-Indigenous	1.6	9.1	17.7	30.3	24.8	12.3	4.1	89.2

Figure 7.W4: Achievement of Year 7 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	523.5 (73.7)	527.3 (68.0)	504.7 (83.1)	511.5 (81.9)	515.4 (83.9)	504.5 (82.0)	525.6 (73.8)	328.3 (137.4)	517.4 (81.0)
Non-LBOTE Mean scale score / (S.D.)	505.4 (75.0)	520.9 (66.4)	504.6 (76.3)	509.7 (74.9)	511.7 (71.9)	501.9 (74.8)	521.3 (72.0)	475.5 (92.1)	509.7 (73.6)

Table 7.W4: Achievement of Year 7 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	Below r minimum (%		At national minimum standard (%)	Abov	At or above national minimum			
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)
NSW	LBOTE	1.7	8.3	15.9	28.8	25.2	14.0	6.1	90.0
	Non-LBOTE	1.3	12.1	19.7	30.5	22.5	10.4	3.3	86.5
Vic	LBOTE	2.5	6.7	14.5	28.9	27.2	15.0	5.2	90.9
	Non-LBOTE	2.2	6.9	16.5	30.9	26.7	12.9	4.0	90.9
Qld	LBOTE	1.8	15.1	18.0	26.8	21.7	12.6	4.2	83.1
	Non-LBOTE	1.6	13.1	19.7	29.0	22.2	10.9	3.5	85.3
WA	LBOTE	1.8	12.6	15.6	28.0	24.8	12.8	4.4	85.6
	Non-LBOTE	1.0	10.9	17.9	30.7	24.8	11.2	3.4	88.1
SA	LBOTE	2.2	10.1	16.5	29.3	22.9	13.7	5.5	87.8
	Non-LBOTE	1.8	9.6	18.7	31.1	24.1	11.0	3.7	88.6
Tas	LBOTE	3.8	15.4	17.7	27.7	19.5	10.7	5.1	80.8
	Non-LBOTE	1.3	13.4	20.3	30.2	22.2	9.5	3.1	85.2
ACT	LBOTE	2.1	8.1	15.9	27.5	24.9	15.2	6.4	89.8
	Non-LBOTE	1.7	7.6	17.2	29.7	25.0	13.5	5.3	90.7
NT	LBOTE	2.3	73.4	9.3	7.9	4.0	2.4	0.8	24.3
	Non-LBOTE	2.2	23.8	21.7	27.2	14.8	7.9	2.5	74.0
Aust	LBOTE	2.0	10.3	15.6	28.1	24.8	13.8	5.4	87.7
	Non-LBOTE	1.6	10.9	18.7	30.2	23.8	11.3	3.6	87.5

Table 7.W5: Achievement of Year 7 Students in Persuasive Writing, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	(%) r		At national minimum standard (%)	Above	andard	At or above national minimum standard		
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Metro	519.1	1.4	8.8	16.9	29.7	25.0	13.1	5.0	89.8
NSW	Provincial	486.1	1.4	17.5	23.7	31.1	18.3	6.6	1.5	81.2
IVOVV	Remote	426.7	1.8	40.4	26.6	19.6	9.0	2.3	0.2	57.8
	Very Remote	426.6	0.0	45.8	20.0	24.1	8.5	1.4	0.3	54.2
	Metro	528.4	2.2	5.7	14.3	29.7	28.2	15.0	5.0	92.1
Vic	Provincial	503.0	2.4	10.6	21.5	32.9	22.3	8.2	2.0	87.0
VIC	Remote	497.5	0.0	12.6	22.8	30.9	28.1	4.6	1.1	87.4
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	511.6	1.6	11.5	18.1	28.4	23.6	12.6	4.2	86.9
Qld	Provincial	490.3	1.5	16.7	22.8	30.1	19.3	7.6	2.0	81.8
Qiu	Remote	464.4	2.6	26.3	26.8	25.9	13.6	3.6	1.3	71.1
	Very Remote	436.1	1.8	41.4	22.5	20.6	9.6	3.4	0.8	56.8
	Metro	514.1	1.4	10.0	17.1	30.3	25.3	12.1	3.9	88.7
WA	Provincial	489.9	1.1	16.9	21.4	30.7	20.7	7.4	1.7	82.0
WA	Remote	467.3	0.5	26.1	21.2	27.3	17.3	6.5	1.1	73.4
	Very Remote	403.7	0.5	56.3	17.0	14.5	8.6	2.4	0.7	43.2
	Metro	517.2	2.0	8.4	17.4	30.4	25.0	12.3	4.5	89.6
SA	Provincial	494.5	1.9	14.1	22.8	31.9	19.7	7.6	2.0	84.0
<i>57</i> (Remote	491.8	1.1	15.0	23.3	33.9	17.9	7.2	1.7	83.9
	Very Remote	373.9	0.0	58.0	14.3	12.3	9.4	6.0	0.1	42.0
	Metro	507.5	1.4	12.2	19.6	29.1	22.7	11.0	4.1	86.5
Tas	Provincial	497.0	1.5	14.9	20.9	30.6	21.1	8.6	2.5	83.6
143	Remote	500.9	5.3	8.4	23.7	35.3	21.1	6.3	0.0	86.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	521.9	1.8	7.7	17.0	29.3	25.0	13.8	5.5	90.5
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	•	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	471.8	2.8	25.4	21.9	26.3	13.6	7.6	2.5	71.8
	Remote	437.7	2.7	37.7	17.7	19.9	13.7	6.2	2.0	59.5
	Very Remote	275.5	1.6	89.6	4.3	2.5	1.0	0.8	0.1	8.8
	Metro	519.2	1.7	8.7	16.6	29.5	25.5	13.3	4.7	89.6
Aust	Provincial	492.1	1.7	15.4	22.5	31.2	19.8	7.5	1.9	82.8
7.330	Remote	463.0	1.6	27.2	22.5	26.2	15.5	5.6	1.3	71.2
	Very Remote	358.5	1.1	66.0	12.9	11.1	6.1	2.3	0.4	32.9

Table 7.W6: Achievement of Year 7 Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	(%) :		At national minimum standard (%)	Above	andard	At or above national minimum standard		
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Metro	462.4	3.0	27.3	26.8	25.5	12.6	3.7	1.0	69.7
NCW	Provincial	433.5	2.7	41.2	26.1	20.7	7.3	1.7	0.3	56.1
NSW	Remote	390.8	3.8	51.8	23.6	15.0	5.0	0.6	0.2	44.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	478.7	4.5	18.0	27.7	30.8	13.9	3.9	1.2	77.5
Vic	Provincial	457.6	4.4	29.1	26.7	26.4	10.5	2.4	0.6	66.5
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	452.7	2.2	32.9	25.1	23.2	11.9	4.1	0.5	64.9
Qld	Provincial	439.3	2.9	38.7	25.9	21.0	8.4	2.5	0.5	58.4
Qiu	Remote	417.7	2.6	48.9	23.5	18.7	5.2	0.7	0.5	48.6
	Very Remote	400.2	2.1	57.8	22.5	12.7	3.5	1.3	0.0	40.1
	Metro	434.6	2.0	42.2	22.6	21.9	9.1	2.2	0.1	55.8
WA	Provincial	421.0	0.8	50.0	22.2	17.0	8.0	1.9	0.1	49.1
**/ \	Remote	387.9	1.3	59.5	18.5	14.2	5.8	0.7	0.0	39.2
	Very Remote	356.8	0.2	78.2	13.8	5.1	2.5	0.1	0.0	21.6
	Metro	456.4	3.3	28.8	27.5	24.2	13.1	2.3	0.8	67.9
SA	Provincial	428.7	5.9	37.8	30.1	18.2	6.9	1.2	0.0	56.3
<i>57</i> (Remote	433.4	3.2	44.5	23.9	24.5	3.9	0.0	0.0	52.3
	Very Remote	294.7	0.0	86.0	8.7	4.4	0.9	0.0	0.0	14.0
	Metro	459.7	2.6	30.6	24.7	25.5	13.4	2.6	0.6	66.9
Tas	Provincial	458.9	1.9	27.3	28.3	26.9	11.4	2.8	1.4	70.8
	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.
	Metro	472.9	5.5	20.8	29.1	24.7	13.1	6.3	0.6	73.8
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	402.0	5.5	52.8	18.7	13.8	6.7	2.0	0.6	41.8
	Remote	351.3	4.0	68.5	14.0	8.5	4.6	0.3	0.0	27.4
	Very Remote	259.4	1.7	94.9	2.4	0.8	0.1	0.0	0.0	3.4
	Metro	456.8	2.8	30.3	25.9	24.6	12.1	3.6	0.7	66.9
Aust	Provincial	435.8	3.0	39.8	25.7	20.9	8.1	2.0	0.4	57.1
	Remote	387.4	2.7	57.7	19.3	14.2	5.4	0.6	0.1	39.6
	Very Remote	311.0	1.3	83.6	9.3	4.2	1.4	0.3	0.0	15.1

Table 7.W7: Achievement of Year 7 Non-Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	national standard %)	At national minimum standard (%)	Above	andard	At or above national minimum standard		
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Metro	520.9	1.4	8.1	16.6	29.9	25.5	13.4	5.1	90.6
NSW	Provincial	493.1	1.2	14.2	23.4	32.5	19.7	7.2	1.7	84.5
INOW	Remote	459.4	0.0	30.0	28.5	24.4	13.0	3.9	0.3	70.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	529.0	2.1	5.6	14.2	29.7	28.4	15.1	5.0	92.3
Vic	Provincial	504.7	2.3	9.9	21.3	33.2	22.8	8.4	2.1	87.8
VIC	Remote	498.1	0.0	13.1	22.2	30.2	28.7	4.7	1.1	86.9
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	515.2	1.6	10.1	17.7	28.8	24.3	13.1	4.4	88.3
Qld	Provincial	496.8	1.4	13.8	22.4	31.3	20.6	8.2	2.2	84.8
Qiu	Remote	485.3	2.3	16.3	28.1	29.4	17.5	4.7	1.7	81.4
	Very Remote	489.7	1.5	17.2	21.6	32.6	18.7	6.5	1.9	81.3
	Metro	517.2	1.3	8.8	16.8	30.6	25.9	12.5	4.1	89.9
WA	Provincial	498.4	1.0	13.0	21.3	32.3	22.3	8.2	2.0	86.0
•••	Remote	497.7	0.2	13.2	21.9	32.3	21.7	8.9	1.6	86.5
	Very Remote	487.5	0.0	18.0	22.6	31.4	18.9	7.1	2.0	82.0
	Metro	519.4	1.9	7.7	16.9	30.6	25.6	12.7	4.6	90.4
SA	Provincial	498.5	1.7	12.5	22.3	32.8	20.5	8.0	2.1	85.7
	Remote	495.8	1.0	13.3	23.3	33.9	19.0	7.7	1.8	85.8
	Very Remote	488.8	0.0	18.3	23.3	23.5	20.8	14.0	0.3	81.8
	Metro	510.5	1.2	10.8	19.4	29.5	23.4	11.4	4.2	88.0
Tas	Provincial	501.6	1.4	13.5	19.9	30.8	22.4	9.3	2.6	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.
	Metro	522.8	1.6	7.5	16.8	29.4	25.3	13.9	5.6	90.9
ACT	Provincial	-	-	•	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	•	•
	Very Remote	-	•	-	-	-	-	-	•	-
	Metro	-	-	-	-	-	-	-	-	
NT	Provincial	487.5	2.3	19.0	22.7	29.0	15.1	9.0	2.9	78.7
	Remote	500.5	1.9	14.8	20.4	28.4	20.5	10.4	3.5	83.2
	Very Remote	481.9	0.0	21.5	28.9	25.5	11.1	11.1	1.8	78.5
	Metro	521.3	1.6	7.9	16.3	29.8	26.0	13.6	4.8	90.5
Aust	Provincial	498.0	1.6	12.9	22.2	32.2	21.0	8.0	2.0	85.5
	Remote	493.1	1.1	15.0	23.6	31.1	19.7	7.6	1.8	83.9
	Very Remote	489.0	0.5	17.5	22.7	30.6	19.0	8.0	1.6	81.9

Table 7.W8: Achievement of Year 7 Students in Persuasive Writing, by Parental Education, by State and Territory, 2015.

State/	Parental	Mean	Below r	national	At	Above	national m	inimum sta	ındard	At or
Territory	education	scale	minimum	standard	national			%)		above
		score	(%	%)	minimum standard					national minimum
					(%)					standard
			Exempt	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	(%)
	D 1 1	5400	4.0	and below	40.7	20.0	20.4	10.6	and above	
	Bachelor	543.0	1.0	3.5	10.7	28.0	30.1	18.6	8.1	95.5
	Diploma	512.9	1.1	8.2	19.0	33.0	24.7	10.7	3.2	90.6
NSW	Certificate	490.4	1.3	14.9	24.5	32.3	18.9	6.5	1.5	83.7
	Year 12	498.4	1.8	13.5	22.1	31.1	20.6	8.9	2.0	84.8
	Year 11	459.9	3.2	27.8	26.9	26.1	11.9	3.3	0.7	69.0
	Not stated (5%)	510.3	1.8	11.7	18.2	28.6	23.7	11.6	4.3	86.4
	Bachelor	547.2	1.2	2.6	9.2	26.7	32.2	20.5	7.6	96.2
	Diploma	519.1	1.8	6.1	17.1	33.2	27.4	11.4	3.1	92.2
Vic	Certificate	504.6	2.5	9.3	21.4	34.0	22.9	8.1	1.7	88.2
VIC	Year 12	511.2	2.9	8.7	18.7	33.1	23.8	9.9	2.9	88.4
	Year 11	483.9	5.4	17.0	24.9	29.6	17.1	5.2	0.8	77.6
	Not stated (5%)	533.6	2.2	5.2	12.8	27.7	29.5	17.0	5.6	92.6
	Bachelor	538.6	0.9	4.8	11.9	27.4	28.9	18.9	7.3	94.3
	Diploma	506.6	1.1	11.0	20.0	31.3	23.8	10.0	2.8	87.9
Qld	Certificate	491.3	1.4	15.6	23.7	30.8	19.6	7.3	1.7	83.1
Qia	Year 12	491.4	2.0	16.4	22.6	30.3	19.2	7.5	2.0	81.7
	Year 11	460.7	3.4	28.3	26.4	24.9	12.6	3.7	0.7	68.4
	Not stated (10%)	491.4	2.6	18.5	20.6	26.1	19.0	9.9	3.1	78.8
	Bachelor	539.7	0.9	4.2	10.8	28.1	31.4	17.9	6.7	94.9
	Diploma	509.7	0.8	9.2	18.6	33.4	25.5	10.2	2.2	89.9
14/4	Certificate	494.9	1.0	14.0	22.0	32.7	21.4	7.3	1.6	85.0
WA	Year 12	491.1	1.6	14.9	23.0	32.5	18.8	7.4	1.8	83.5
	Year 11	453.7	1.7	30.3	25.4	27.0	11.9	3.2	0.4	67.9
	Not stated (12%)	486.6	2.5	20.4	19.1	26.2	20.0	9.0	2.9	77.1
	Bachelor	542.5	1.1	3.2	11.1	28.5	30.1	18.2	7.9	95.7
	Diploma	516.7	1.5	7.3	16.6	33.6	26.4	11.6	3.0	91.2
	Certificate	499.9	1.7	11.2	22.6	33.1	21.3	8.3	1.8	87.0
SA	Year 12	503.1	1.9	10.4	22.0	32.7	21.8	8.6	2.6	87.7
	Year 11	472.4	3.8	22.1	25.7	28.1	14.7	4.3	1.1	74.1
	Not stated (12%)	487.4	2.8	17.0	21.5	28.9	19.2	7.8	2.7	80.2
		, , , , ,		_,,,,	,				,	

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.W8 (cont.): Achievement of Year 7 Students in Persuasive Writing, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	Below national minimum standard (%)		Above	andard	At or above national minimum standard		
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Bachelor	542.5	0.6	3.9	10.5	27.8	30.7	18.6	7.9	95.5
	Diploma	512.9	0.9	8.9	18.7	31.1	26.0	11.0	3.4	90.2
Tas	Certificate	492.6	1.3	14.3	23.2	32.7	20.3	6.9	1.3	84.4
IdS	Year 12	490.3	1.3	15.6	25.4	30.5	17.2	8.5	1.5	83.0
	Year 11	465.1	2.3	25.5	27.2	28.4	13.3	2.7	0.7	72.2
	Not stated (12%)	500.0	2.8	15.3	19.3	27.5	21.2	10.3	3.6	81.9
	Bachelor	540.1	1.0	3.8	13.0	27.3	28.3	18.6	7.9	95.2
	Diploma	509.2	1.7	8.9	20.0	34.1	23.4	9.0	2.8	89.4
ACT	Certificate	497.8	2.9	12.1	22.2	33.5	20.7	6.8	1.9	85.0
ACI	Year 12	499.6	0.9	10.6	26.0	30.8	21.7	8.4	1.6	88.5
	Year 11	502.8	3.3	18.3	17.5	22.2	18.8	13.4	6.5	78.3
	Not stated (8%)	508.4	3.8	12.2	18.9	27.5	21.8	10.6	5.1	84.0
	Bachelor	502.6	2.5	15.3	16.9	30.4	18.6	12.5	3.7	82.2
	Diploma	478.4	1.7	19.9	28.1	29.3	11.8	7.3	2.0	78.5
NT	Certificate	451.4	2.2	32.3	23.1	24.7	11.3	5.0	1.4	65.5
INI	Year 12	447.4	0.0	33.3	23.3	22.1	10.6	7.7	2.9	66.7
	Year 11	358.4	4.0	66.4	13.7	10.0	4.5	1.1	0.4	29.6
	Not stated (39%)	344.9	2.4	66.2	10.1	9.9	6.9	3.2	1.3	31.4
	Bachelor	542.6	1.0	3.7	10.7	27.6	30.4	19.0	7.6	95.3
	Diploma	512.8	1.3	8.4	18.6	32.8	25.3	10.7	2.9	90.3
Aust	Certificate	494.8	1.6	13.5	23.2	32.4	20.4	7.3	1.6	84.9
Aust	Year 12	499.3	2.1	12.9	21.5	31.7	20.9	8.6	2.3	85.0
	Year 11	464.9	3.6	25.6	25.8	26.8	13.5	3.9	0.8	70.8
	Not stated (8%)	492.7	2.4	17.7	18.1	26.3	21.2	10.6	3.6	79.8

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.W9: Achievement of Year 7 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental	Mean		national standard	At national	Above		ninimum sta %)	ındard	At or
Territory	occupation	scale score		%)	minimum standard (%)		(7	/o)		above national minimum standard
			Exempt	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Group 1	541.5	0.8	3.7	11.2	28.2	30.0	18.3	7.8	95.5
	Group 2	522.0	0.8	6.6	16.4	32.1	26.5	13.0	4.5	92.6
	Group 3	500.7	1.3	11.7	22.5	32.7	21.0	8.4	2.4	87.0
NSW	Group 4	485.7	1.8	18.0	24.7	29.8	17.4	6.4	1.9	80.2
	Not in paid work	460.4	4.3	28.0	25.8	24.9	12.2	3.9	1.0	67.7
	Not stated (7%)	503.3	1.9	14.0	19.9	28.1	21.7	10.6	3.8	84.1
	Group 1	549.8	0.9	2.1	8.6	26.6	32.7	21.1	8.0	97.0
	Group 2	530.1	1.3	4.4	14.0	31.4	29.5	14.8	4.7	94.3
\	Group 3	514.5	1.9	6.9	18.6	33.7	25.9	10.4	2.5	91.2
Vic	Group 4	499.7	3.2	11.2	22.5	32.7	21.2	7.4	1.7	85.5
	Not in paid work	482.3	7.1	18.0	24.7	28.1	15.8	5.3	1.1	74.9
	Not stated (5%)	529.8	1.9	6.0	13.7	28.6	28.8	15.9	5.2	92.1
	Group 1	538.3	1.0	4.9	12.1	27.4	28.7	18.5	7.4	94.1
	Group 2	516.5	0.9	8.4	17.8	31.0	25.7	12.6	3.6	90.7
Qld	Group 3	497.8	1.2	13.3	22.7	31.3	20.9	8.4	2.2	85.5
Qia	Group 4	477.8	2.3	21.2	24.6	28.7	16.2	5.7	1.3	76.5
	Not in paid work	456.3	4.4	31.0	25.3	22.4	11.5	4.4	1.0	64.5
	Not stated (15%)	482.8	2.4	20.8	22.8	26.5	17.6	7.7	2.2	76.8
	Group 1	536.7	0.7	4.9	11.7	28.4	30.8	17.1	6.5	94.5
	Group 2	516.6	0.9	7.7	16.9	32.8	26.7	12.0	2.9	91.4
WA	Group 3	498.7	0.9	12.4	21.4	33.2	22.4	7.8	1.9	86.7
VVA	Group 4	481.1	1.5	19.5	24.2	30.4	17.2	5.9	1.3	79.0
	Not in paid work	448.8	3.0	33.2	23.6	24.5	11.0	3.9	0.8	63.7
	Not stated (16%)	481.1	2.5	22.2	20.1	26.1	18.4	8.2	2.5	75.3
	Group 1	542.2	1.1	3.5	11.0	28.4	29.9	18.2	7.9	95.5
	Group 2	521.4	1.2	5.9	16.7	32.2	27.5	12.8	3.7	92.9
SA	Group 3	509.4	1.5	8.6	19.7	34.2	24.1	9.2	2.7	89.9
SA	Group 4	492.8	2.2	14.2	23.9	32.2	18.7	6.7	2.1	83.6
	Not in paid work	470.9	3.2	22.7	26.0	27.6	13.8	5.0	1.6	74.0
	Not stated (20%)	484.3	3.4	18.0	22.8	28.5	17.6	7.5	2.1	78.6

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Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.W9 (cont.): Achievement of Year 7 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	Below national minimum standard (%)		Above	andard	At or above national minimum standard		
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Group 1	540.1	0.6	4.5	11.6	27.5	29.9	18.6	7.4	95.0
	Group 2	515.0	0.6	9.2	17.8	31.9	24.6	12.0	4.0	90.2
Tas	Group 3	500.4	1.0	11.2	21.0	34.7	22.4	7.9	1.8	87.8
145	Group 4	482.6	2.0	17.5	25.8	31.5	18.2	4.4	0.6	80.6
	Not in paid work	455.2	2.6	29.8	29.5	24.3	10.9	2.3	0.5	67.6
	Not stated (16%)	490.0	2.8	18.2	21.4	27.1	19.3	8.1	3.0	78.9
	Group 1	537.4	1.0	4.4	13.7	28.3	27.0	17.7	7.8	94.6
	Group 2	524.7	1.9	5.8	16.3	31.3	26.1	13.6	5.0	92.3
ACT	Group 3	507.7	1.2	10.9	18.8	31.7	24.0	10.2	3.1	87.9
ACI	Group 4	490.8	2.8	16.0	24.3	27.4	21.0	6.5	2.0	81.2
	Not in paid work	476.6	5.9	19.0	29.9	24.1	14.0	5.1	2.1	75.1
	Not stated (17%)	507.7	3.0	11.4	20.6	28.0	22.3	10.6	4.1	85.6
	Group 1	500.5	1.5	15.8	18.5	29.7	18.3	11.9	4.4	82.7
	Group 2	477.5	2.5	22.1	22.8	27.4	15.2	8.4	1.6	75.4
NT	Group 3	462.3	2.2	27.4	23.6	28.4	10.8	5.7	1.9	70.5
INI	Group 4	410.2	2.6	48.8	21.0	16.1	7.8	2.9	0.9	48.7
	Not in paid work	351.3	5.5	68.1	13.3	8.4	3.3	1.3	0.1	26.4
	Not stated (41%)	345.2	2.3	66.4	10.1	10.0	6.8	3.2	1.2	31.3
	Group 1	541.9	0.9	3.8	10.9	27.7	30.3	18.8	7.6	95.3
	Group 2	522.1	1.0	6.6	16.2	31.7	27.1	13.2	4.1	92.4
Aust	Group 3	503.6	1.4	10.9	21.2	32.8	22.5	8.9	2.3	87.7
Aust	Group 4	487.5	2.3	16.8	24.0	30.5	18.2	6.5	1.6	80.9
	Not in paid work	465.2	5.0	25.7	25.2	25.4	13.1	4.4	1.0	69.2
	Not stated (11%)	486.7	2.4	19.4	20.1	26.5	19.5	9.1	2.9	78.2

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

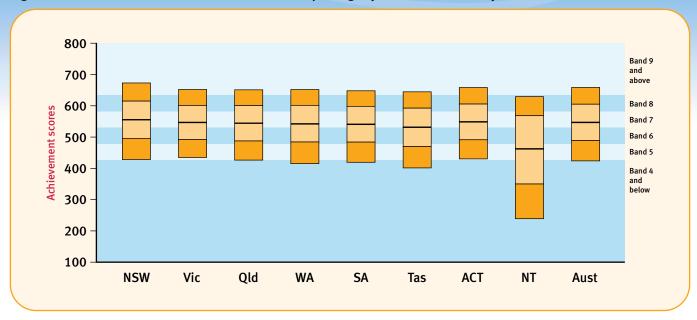
Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2015.

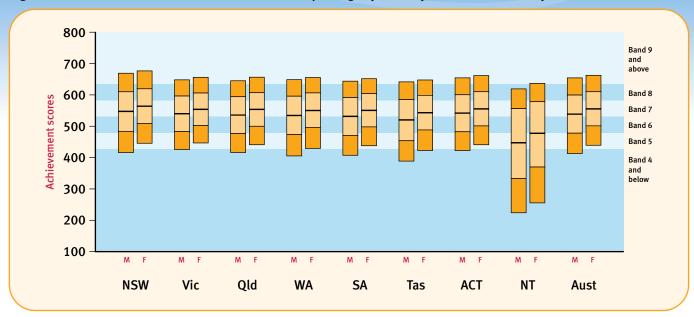


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	555.4 (73.6)	546.6 (65.9)	544.3 (68.1)	542.0 (71.6)	540.6 (69.2)	531.3 (73.4)	548.5 (68.8)	462.1 (123.7)	546.7 (71.7)

Table 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	minimun	national 1 standard %)	At national minimum standard (%)	Above	national m (%		andard	At or above national minimum standard
		Pa	V	Wit	Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
NSW	12yrs 7mths 7yrs 4mths	96.8	2.5	0.7	1.4	4.7	9.7	19.9	28.7	22.6	13.0	93.9
Vic	12yrs 9mths 7yrs 4mths	95.1	3.4	1.5	2.2	3.7	10.9	23.4	30.5	20.7	8.5	94.0
Qld	12yrs 5mths 7yrs 4mths	92.3	3.4	4.3	1.6	4.9	11.5	22.7	30.3	20.7	8.3	93.5
WA	12yrs 5mths 7yrs 4mths	96.0	3.6	0.4	1.3	6.4	11.3	22.3	29.6	20.6	8.5	92.3
SA	12yrs 7mths 7yrs 4mths	94.0	3.3	2.7	1.9	5.8	11.9	23.1	29.9	19.8	7.6	92.3
Tas	12yrs 11mths 7yrs 4mths	94.7	3.8	1.5	1.5	8.8	13.9	23.2	28.3	17.8	6.6	89.8
ACT	12yrs 8mths 7yrs 4mths	95.3	2.4	2.3	1.8	4.3	10.7	22.5	30.0	21.0	9.6	93.9
NT	12yrs 6mths 7yrs 4mths	86.1	13.1	0.8	2.4	33.5	13.3	17.4	18.2	10.9	4.3	64.1
Aust	12yrs 7mths 7yrs 4mths	95.0	3.2	1.8	1.7	5.2	10.9	21.9	29.5	21.0	9.8	93.1

Figure 7.S2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2015.

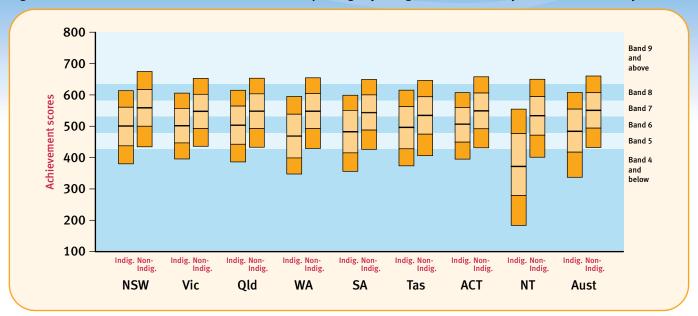


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	547.2 (76.3)	539.8 (67.6)	535.5 (69.7)	534.2 (73.7)	531.3 (71.7)	520.0 (76.7)	541.9 (70.4)	447.1 (126.1)	538.6 (73.9)
Female Mean scale score / (S.D.)	563.9 (69.7)	553.7 (63.4)	553.6 (65.1)	550.1 (68.4)	550.4 (65.0)	543.0 (67.9)	555.2 (66.5)	477.3 (119.5)	555.2 (68.3)

Table 7.S2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2015.

State/ Territory	Sex	Below r minimum (%		At national minimum standard (%)	nimum (%) andard (%)					
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)	
NSW	Male	1.8	6.3	11.5	21.0	27.2	20.4	11.7	91.8	
	Female	1.0	3.0	7.7	18.7	30.3	24.9	14.4	96.1	
Vic	Male	2.9	4.9	12.8	24.3	29.0	18.7	7.4	92.2	
	Female	1.5	2.5	9.0	22.5	32.1	22.8	9.6	95.9	
Qld	Male	2.0	6.5	13.7	24.2	28.5	18.1	7.0	91.5	
	Female	1.1	3.2	9.3	21.0	32.2	23.4	9.8	95.6	
WA	Male	1.7	8.1	13.2	23.3	27.8	18.3	7.6	90.2	
	Female	0.8	4.6	9.4	21.3	31.3	23.0	9.5	94.6	
SA	Male	2.6	7.7	14.4	24.0	27.7	17.1	6.5	89.6	
	Female	1.2	3.7	9.3	22.2	32.3	22.7	8.7	95.2	
Tas	Male	1.7	12.0	16.4	23.5	25.6	14.8	6.0	86.3	
	Female	1.2	5.3	11.2	22.8	31.2	20.9	7.2	93.4	
ACT	Male	2.3	5.5	12.4	23.0	29.1	19.0	8.7	92.2	
	Female	1.2	3.1	8.9	22.0	31.0	23.2	10.6	95.7	
NT	Male	3.1	37.8	13.8	17.3	15.9	8.7	3.4	59.1	
	Female	1.7	29.1	12.8	17.6	20.5	13.1	5.2	69.2	
Aust	Male	2.2	6.8	12.8	23.0	27.9	18.7	8.6	91.0	
	Female	1.2	3.5	8.8	20.8	31.3	23.4	11.0	95.3	

Figure 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous Status, by State and Territory, 2015.

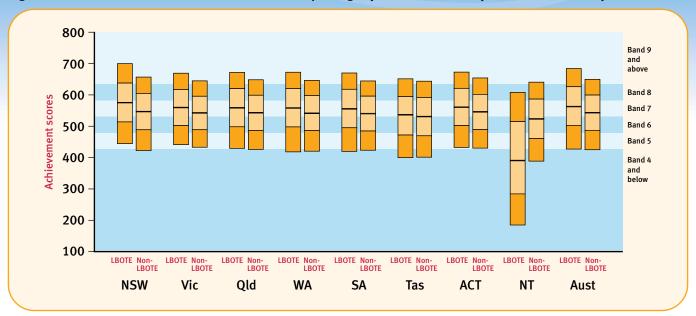


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	500.6 (71.6)	501.5 (63.7)	503.2 (69.6)	468.5 (76.5)	482.3 (75.5)	496.2 (75.7)	506.7 (68.7)	371.6 (113.9)	483.6 (85.7)
Non-Indigenous Mean scale score / (S.D.)	558.6 (72.4)	547.4 (65.7)	548.1 (66.8)	547.8 (68.2)	543.5 (67.5)	534.4 (72.1)	548.9 (68.4)	533.6 (75.3)	550.5 (69.0)

Table 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status		national standard %)	At national minimum standard (%)	Abov	ve national m (%		ıdard	At or above national minimum
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)
NSW	Indigenous	2.9	15.7	19.9	26.8	22.5	9.9	2.3	81.4
	Non-Indigenous	1.3	4.0	9.1	19.5	29.1	23.3	13.7	94.7
Vic	Indigenous	4.4	11.8	23.2	28.6	22.4	7.8	1.7	83.8
	Non-Indigenous	2.1	3.6	10.7	23.4	30.7	20.9	8.6	94.3
Qld	Indigenous	2.5	13.9	21.5	26.4	22.8	10.6	2.3	83.7
	Non-Indigenous	1.5	4.1	10.6	22.3	31.0	21.6	8.9	94.4
WA	Indigenous	1.3	31.0	23.4	21.4	15.3	6.7	0.9	67.7
	Non-Indigenous	1.2	4.6	10.4	22.4	30.6	21.7	9.2	94.2
SA	Indigenous	3.8	23.5	21.4	23.2	19.7	7.4	1.1	72.7
	Non-Indigenous	1.8	4.9	11.5	23.1	30.4	20.5	7.9	93.3
Tas	Indigenous	2.1	18.9	22.1	21.8	22.5	9.8	2.8	79.0
	Non-Indigenous	1.3	7.8	13.1	23.4	29.1	18.5	6.8	90.9
ACT	Indigenous	5.5	12.7	15.9	29.8	25.8	7.3	3.0	81.9
	Non-Indigenous	1.6	4.2	10.7	22.5	30.1	21.3	9.6	94.2
NT	Indigenous	2.8	65.3	12.9	10.8	5.9	1.8	0.4	31.8
	Non-Indigenous	2.1	8.0	13.7	22.7	28.0	18.0	7.4	89.8
Aust	Indigenous	2.7	22.2	20.5	24.3	19.9	8.6	1.8	75.1
	Non-Indigenous	1.6	4.2	10.3	21.8	30.1	21.8	10.2	94.2

Figure 7.S4: Achievement of Year 7 Students in Spelling, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	575.3 (76.4)	559.6 (69.0)	558.6 (73.2)	558.0 (76.2)	555.3 (75.5)	536.4 (75.4)	560.8 (72.7)	390.5 (130.8)	562.7 (79.7)
Non-LBOTE Mean scale score / (S.D.)	546.7 (70.8)	542.4 (64.3)	542.9 (67.4)	541.2 (68.3)	540.3 (66.9)	530.8 (73.1)	545.8 (67.5)	523.2 (78.4)	543.1 (68.1)

Table 7.S4: Achievement of Year 7 Students in Spelling, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	Below r minimum (%		At national minimum standard (%)	Abov	Above national minimum standard (%)						
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)			
NSW	LBOTE	1.7	3.1	7.0	15.9	26.3	25.1	21.0	95.2			
	Non-LBOTE	1.3	5.4	10.9	21.7	29.7	21.4	9.6	93.3			
Vic	LBOTE	2.5	3.1	8.9	19.4	28.7	24.1	13.3	94.4			
	Non-LBOTE	2.1	4.0	11.6	24.8	31.1	19.5	6.9	93.9			
Qld	LBOTE	1.8	4.6	9.2	18.6	27.4	24.2	14.2	93.6			
	Non-LBOTE	1.5	4.9	11.7	23.1	30.6	20.3	7.7	93.5			
WA	LBOTE	1.8	5.6	8.6	17.3	27.6	24.9	14.1	92.6			
	Non-LBOTE	1.0	5.8	11.2	23.6	30.7	20.3	7.4	93.2			
SA	LBOTE	2.2	5.4	9.2	18.5	27.8	23.4	13.4	92.4			
	Non-LBOTE	1.8	5.3	12.0	23.7	30.7	19.6	6.9	92.9			
Tas	LBOTE	3.8	9.4	11.3	20.1	29.5	17.9	8.1	86.8			
	Non-LBOTE	1.3	8.7	13.9	23.4	28.5	17.7	6.4	89.9			
ACT	LBOTE	2.1	4.2	8.0	19.0	27.9	24.1	14.5	93.6			
	Non-LBOTE	1.7	4.3	11.3	23.3	30.5	20.3	8.5	94.0			
NT	LBOTE	2.3	60.9	10.7	9.4	8.5	5.6	2.6	36.8			
	Non-LBOTE	2.2	10.3	15.4	23.9	26.8	15.7	5.8	87.5			
Aust	LBOTE	2.0	4.8	8.1	17.3	27.0	24.2	16.6	93.2			
	Non-LBOTE	1.6	5.1	11.5	23.2	30.4	20.3	8.0	93.3			

Table 7.S5: Achievement of Year 7 Students in Spelling, by Geolocation, by State and Territory, 2015.

State/	Geolocation	Mean	Below	national	At	Ahove	national m	inimum sta	andard	At or
Territory	Constant	scale		standard	national	7.5070		%)		above
		score	(0	%)	minimum					national
					standard					minimum
				D 16	(%)	D 14	D 1-	D 10	D 10	standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(70)
	Metro	563.4	1.4	3.6	8.2	18.4	28.9	24.3	15.2	95.0
	Provincial	530.2	1.4	8.1	14.3	24.7	28.4	16.9	6.1	90.5
NSW	Remote	485.7	1.8	22.4	21.8	25.5	18.1	8.6	1.9	75.8
	Very Remote	497.5	0.0	20.0	19.0	23.7	26.8	9.2	1.4	80.0
	Metro	551.9	2.2	3.1	9.7	22.2	31.1	22.1	9.7	94.8
\/:a	Provincial	529.2	2.4	6.0	15.1	27.4	28.6	16.0	4.6	91.6
Vic	Remote	534.0	0.0	3.9	9.1	36.5	33.3	11.9	5.3	96.1
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	550.2	1.6	4.0	10.0	21.7	30.8	22.3	9.5	94.4
Qld	Provincial	532.2	1.5	6.4	14.7	25.0	29.5	17.1	5.7	92.0
Qiu	Remote	510.8	2.3	13.0	19.1	24.4	24.4	14.1	2.6	84.7
	Very Remote	494.0	1.8	18.1	22.6	25.9	20.4	8.8	2.5	80.1
	Metro	549.2	1.4	4.6	10.1	21.8	30.3	22.0	9.8	94.0
WA	Provincial	525.3	1.1	9.1	14.9	25.1	28.7	16.8	4.3	89.9
VVA	Remote	514.4	0.5	13.6	17.1	23.6	25.7	15.1	4.4	85.8
	Very Remote	458.5	0.5	39.3	20.0	17.6	14.3	6.9	1.4	60.2
	Metro	546.8	2.0	4.5	10.8	22.1	30.3	21.5	8.7	93.5
SA	Provincial	527.5	1.9	7.7	14.8	25.7	29.2	15.8	4.8	90.4
57.	Remote	526.4	1.1	8.2	14.1	26.7	30.1	15.5	4.2	90.7
	Very Remote	460.2	0.0	40.5	14.8	18.1	14.5	9.7	2.4	59.5
	Metro	535.5	1.4	8.3	12.8	22.4	29.0	18.0	8.2	90.4
Tas	Provincial	527.7	1.5	9.2	14.7	23.8	27.7	17.7	5.4	89.3
	Remote	537.6	5.3	4.7	12.6	21.1	35.3	13.7	7.4	90.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	548.5	1.8	4.3	10.7	22.5	30.0	21.0	9.6	93.9
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro		-	-	-	-	-	-	-	
NT	Provincial	521.9	2.7	11.7	15.2	22.9	25.3	16.0	6.2	85.6
	Remote	491.2	2.7	23.6	15.2	20.5	21.8	11.4	4.9	73.7
	Very Remote	333.6	1.6	80.5	8.7	5.3	2.6	1.0	0.3	17.9
	Metro	554.4	1.7	3.8	9.4	20.8	30.1	22.8	11.4	94.5
Aust	Provincial	529.5	1.7	7.4	14.7	25.4	28.7	16.7	5.4	90.9
	Remote	509.7	1.5	14.9	16.9	24.0	25.0	13.7	4.0	83.6
	Very Remote	417.9	1.1	50.6	15.5	14.7	11.4	5.3	1.3	48.2

Table 7.S6: Achievement of Year 7 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	national standard %)	At national minimum standard (%)	Above	andard	At or above national minimum standard		
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Metro	512.2	3.0	11.7	18.0	26.9	25.0	12.3	3.1	85.3
NSW	Provincial	491.4	2.7	18.7	21.8	27.0	20.3	8.0	1.5	78.6
INOW	Remote	465.8	3.8	30.0	20.9	24.5	17.4	3.3	0.0	66.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	509.9	4.3	8.3	21.3	30.1	25.2	8.8	1.9	87.3
Vic	Provincial	493.9	4.4	15.0	25.0	27.3	19.9	7.0	1.5	80.6
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	511.2	2.2	11.5	19.8	26.2	25.1	12.2	2.9	86.3
Qld	Provincial	499.2	2.9	14.0	23.0	27.5	21.4	9.3	1.8	83.0
Qiu	Remote	483.0	2.6	23.9	22.3	23.2	18.5	8.9	0.7	73.6
	Very Remote	477.6	2.1	24.2	25.9	24.5	16.2	6.1	1.0	73.7
	Metro	487.3	2.0	20.8	23.7	24.4	18.9	9.0	1.0	77.2
WA	Provincial	475.8	0.8	26.4	24.9	24.0	16.0	7.0	0.9	72.8
WA	Remote	464.7	1.3	33.6	22.2	20.3	15.6	6.0	1.0	65.1
	Very Remote	427.1	0.2	54.5	21.8	13.4	7.3	2.3	0.3	45.3
	Metro	500.3	3.3	15.9	20.1	24.5	25.3	9.3	1.6	80.8
SA	Provincial	478.1	5.9	22.8	23.5	25.2	15.7	6.1	0.7	71.3
3/1	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	413.3	0.0	60.9	20.4	11.6	4.4	2.7	0.0	39.1
	Metro	493.9	2.6	18.3	23.1	23.7	20.3	10.4	1.7	79.2
Tas	Provincial	497.0	1.9	19.2	21.5	21.0	24.1	9.3	2.9	78.9
lus	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.
	Metro	506.7	5.5	12.7	15.9	29.8	25.8	7.3	3.0	81.9
ACT	Provincial	-	-	-	-	-	-	-	-	-
7101	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	469.0	4.8	27.2	21.7	24.1	15.6	5.3	1.4	68.0
	Remote	433.0	4.0	43.3	19.0	18.5	11.9	2.9	0.4	52.7
	Very Remote	319.0	1.7	86.0	7.8	3.7	0.6	0.2	0.0	12.3
	Metro	507.3	2.8	12.9	19.8	26.4	24.2	11.3	2.6	84.3
Aust	Provincial	490.9	3.0	18.4	22.7	26.4	20.0	8.0	1.6	78.6
7.030	Remote	461.7	2.7	33.1	21.2	21.1	15.7	5.5	0.8	64.2
	Very Remote	380.0	1.3	65.6	15.3	10.2	5.4	1.9	0.3	33.1

Table 7.S7: Achievement of Year 7 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	national standard %)	At national minimum standard (%)	tional (%) nimum ndard (%)				
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Metro	565.2	1.4	3.3	7.9	18.1	29.0	24.8	15.6	95.4
NSW	Provincial	535.5	1.2	6.6	13.3	24.4	29.5	18.2	6.7	92.2
INOW	Remote	504.3	0.0	15.2	22.4	25.9	19.0	13.8	3.7	84.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	552.4	2.1	3.0	9.6	22.2	31.2	22.3	9.8	94.9
Vic	Provincial	530.6	2.3	5.6	14.7	27.4	29.0	16.3	4.7	92.1
VIC	Remote	534.5	0.0	4.0	9.1	36.0	33.1	12.4	5.5	96.0
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	552.8	1.6	3.5	9.4	21.4	31.2	23.0	10.0	94.9
Qld	Provincial	536.4	1.4	5.4	13.6	24.7	30.5	18.1	6.2	93.2
Qiu	Remote	523.4	1.9	8.1	18.1	24.4	27.4	16.7	3.5	90.1
	Very Remote	519.3	1.5	8.7	18.0	27.4	26.7	13.1	4.7	89.9
	Metro	551.6	1.3	4.0	9.5	21.7	30.7	22.5	10.2	94.7
WA	Provincial	531.6	1.0	6.9	13.6	25.3	30.2	18.2	4.7	92.1
•••	Remote	533.7	0.2	6.0	14.9	24.9	29.5	18.7	5.8	93.8
	Very Remote	519.8	0.0	11.6	16.1	25.0	25.6	17.3	4.5	88.4
	Metro	548.5	1.9	4.1	10.5	22.0	30.5	22.0	9.0	94.0
SA	Provincial	530.6	1.7	6.8	14.2	25.7	30.1	16.4	5.1	91.5
	Remote	529.2	1.0	7.5	13.1	26.8	31.1	16.3	4.3	91.5
	Very Remote	530.0	0.0	9.5	8.8	28.3	28.5	19.5	5.5	90.5
	Metro	538.7	1.2	7.4	12.1	22.4	29.8	18.6	8.5	91.4
Tas	Provincial	530.7	1.4	8.2	14.0	24.1	28.4	18.5	5.4	90.4
	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.
	Metro	548.9	1.6	4.2	10.7	22.5	30.1	21.3	9.6	94.2
ACT	Provincial	-	-	•	-	-	-	-	•	-
	Remote	-	-	-	-	-	-	-	•	•
	Very Remote	-	•	-	-	-	-	-	•	-
	Metro		-	-	-	-	-	-		-
NT	Provincial	534.0	2.3	8.1	13.6	22.6	27.6	18.4	7.4	89.6
	Remote	534.8	1.9	7.9	12.8	22.3	29.3	17.6	8.2	90.1
	Very Remote	519.6	0.0	7.7	20.9	26.2	28.3	12.9	4.0	92.3
	Metro	556.0	1.6	3.5	9.1	20.6	30.3	23.2	11.7	94.9
Aust	Provincial	533.5	1.6	6.2	13.8	25.4	29.6	17.6	5.8	92.2
	Remote	529.2	1.0	7.5	15.1	25.1	29.0	17.1	5.2	91.5
	Very Remote	522.4	0.5	9.2	16.1	26.5	27.6	15.5	4.6	90.3

Table 7.S8: Achievement of Year 7 Students in Spelling, by Parental Education, by State and Territory, 2015.

State/	Parental	Mean Below national At Above national minimum standard scale minimum standard national (%)						At or		
Territory	education	scale			national	Above			iiidaid	above
ĺ		score (%) minimum standard (%)						national		
										minimum
										standard
			Exempt	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	(%)
	0 1 1	505.0	4.0	and below		40.0	07 <i>i</i>	20.0	and above	07.6
	Bachelor	585.2	1.0	1.4	4.6	13.8	27.4	29.3	22.5	97.6
	Diploma	555.2	1.1	3.4	9.0	20.8	31.8	22.8	11.0	95.5
NSW	Certificate	535.6	1.3	6.3	13.1	24.8	30.1	18.1	6.3	92.4
	Year 12	545.9	1.7	5.4	11.1	21.6	29.5	21.2	9.4	92.8
	Year 11	511.0	3.2	13.0	18.0	25.5	24.5	12.2	3.6	83.8
	Not stated (5%)	552.7	1.8	5.2	10.0	20.0	28.8	21.6	12.5	93.0
	Bachelor	568.6	1.2	1.3	6.3	18.2	31.6	27.0	14.2	97.4
	Diploma	542.5	1.8	3.4	11.2	25.5	32.2	19.4	6.4	94.8
Vic	Certificate	530.1	2.5	5.3	14.3	27.8	30.2	15.9	4.0	92.2
VIC	Year 12	538.5	2.9	4.5	12.6	25.8	29.4	18.8	6.1	92.6
	Year 11	514.6	5.4	9.1	18.4	27.7	24.8	11.5	3.0	85.6
	Not stated (5%)	556.4	2.3	2.6	8.8	20.7	31.5	23.6	10.6	95.2
	Bachelor	570.5	0.9	1.6	5.8	17.5	31.1	28.3	14.8	97.5
	Diploma	545.6	1.1	3.7	10.6	23.5	33.1	20.7	7.3	95.1
Old	Certificate	533.5	1.3	5.8	13.9	25.4	30.8	17.6	5.2	92.9
Qld	Year 12	535.0	2.0	5.5	13.6	25.3	30.1	17.5	6.0	92.5
	Year 11	511.0	3.4	11.1	19.3	26.9	24.9	11.9	2.6	85.5
	Not stated (10%)	535.2	2.6	7.3	13.8	22.8	27.9	18.2	7.4	90.1
	Bachelor	571.0	0.9	1.8	5.9	17.2	30.6	27.8	15.7	97.2
	Diploma	543.0	0.8	4.3	11.0	24.1	32.7	20.2	6.7	94.8
14/4	Certificate	530.9	1.0	6.8	13.2	25.8	31.2	17.7	4.3	92.2
WA	Year 12	528.4	1.6	7.8	13.7	26.3	29.2	16.7	4.7	90.5
	Year 11	501.5	1.7	15.3	20.2	26.8	23.5	10.5	2.0	83.0
	Not stated (12%)	528.1	2.5	11.8	13.3	20.8	25.3	18.5	7.7	85.6
	Bachelor	569.0	1.1	1.5	6.5	17.7	31.6	27.1	14.6	97.5
	Diploma	544.7	1.5	3.4	10.4	24.1	33.5	21.1	5.9	95.1
	Certificate	531.2	1.7	6.3	13.9	26.5	29.6	17.3	4.7	92.0
SA	Year 12	533.7	1.9	6.0	13.7	25.2	29.8	18.1	5.3	92.1
	Year 11	512.2	3.8	12.4	17.0	26.1	25.6	11.8	3.3	83.8
	Not stated (12%)	524.6	2.8	10.0	15.2	22.8	27.5	16.5	5.3	87.2

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.S8 (cont.): Achievement of Year 7 Students in Spelling, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	national I standard %)	At national minimum standard (%)	Above	At or above national minimum standard			
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Bachelor	564.6	0.6	2.1	7.4	18.1	32.8	25.3	13.7	97.3
	Diploma	544.2	0.9	4.7	11.4	23.3	30.5	21.6	7.5	94.4
Tas	Certificate	526.1	1.3	8.8	14.6	25.0	29.2	16.5	4.5	89.9
IdS	Year 12	520.7	1.3	11.4	16.6	23.7	25.8	15.9	5.2	87.3
	Year 11	495.7	2.3	17.7	20.7	26.5	22.6	8.7	1.5	80.0
	Not stated (12%)	529.4	2.8	9.8	14.3	22.1	25.9	18.6	6.6	87.4
	Bachelor	564.7	1.0	2.1	7.2	19.7	31.0	25.1	13.9	96.9
	Diploma	537.1	1.7	5.5	14.0	22.5	32.7	17.9	5.8	92.8
	Certificate	523.3	2.9	7.6	15.9	27.5	28.5	14.6	3.0	89.5
ACI	Year 12	531.9	0.9	5.2	13.5	29.7	29.7	16.0	5.0	93.9
	Year 11	532.7	3.3	9.0	13.2	24.6	24.5	17.7	7.8	87.7
	Not stated (8%)	539.8	3.8	6.5	12.5	23.4	25.3	20.5	8.0	89.7
	Bachelor	548.4	2.5	5.7	10.2	19.7	29.9	21.7	10.3	91.8
	Diploma	524.8	1.7	7.3	16.5	26.9	26.7	15.0	5.9	91.0
NT	Certificate	504.6	2.2	14.6	17.9	25.6	23.9	12.6	3.2	83.1
INI	Year 12	497.7	0.0	20.2	15.4	23.3	23.1	14.4	3.5	79.8
	Year 11	423.2	4.0	47.8	16.3	14.2	11.8	4.4	1.5	48.2
	Not stated (39%)	399.1	2.2	57.0	10.8	11.2	10.0	6.1	2.7	40.8
	Bachelor	574.6	1.0	1.5	5.7	16.5	30.0	28.0	17.3	97.4
	Diploma	547.3	1.3	3.6	10.4	23.2	32.3	21.0	8.1	95.1
Aust	Certificate	532.5	1.6	6.1	13.7	25.9	30.2	17.2	5.1	92.2
Aust	Year 12	537.5	2.1	5.7	12.8	24.6	29.5	18.7	6.7	92.3
	Year 11	509.1	3.6	12.6	18.6	26.4	24.4	11.6	3.0	83.8
	Not stated (8%)	531.8	2.4	10.1	12.1	20.9	27.0	18.9	8.5	87.5

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.S9: Achievement of Year 7 Students in Spelling, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	national standard %)	At national minimum standard	andard	At or above national minimum			
			Exempt	Band 4	(%) Band 5	Band 6	Band 7	Band 8	Band 9	standard (%)
				and below					and above	
	Group 1	581.1	0.8	1.6	4.9	14.9	28.4	28.7	20.6	97.6
	Group 2	563.8	0.8	2.7	7.9	19.1	30.5	24.8	14.3	96.5
NSW	Group 3	545.9	1.3	4.8	11.3	22.7	30.5	20.2	9.3	93.9
11311	Group 4	536.7	1.8	7.6	13.4	23.2	27.7	18.0	8.5	90.7
	Not in paid work	513.3	4.3	13.1	17.3	24.6	23.2	12.9	4.6	82.7
	Not stated (7%)	546.9	1.9	6.3	11.8	20.4	27.8	20.3	11.5	91.8
	Group 1	568.9	0.9	1.2	6.2	18.3	32.1	27.2	14.1	97.9
	Group 2	552.2	1.3	2.5	9.2	23.1	32.5	22.6	8.8	96.2
Vic	Group 3	538.9	1.8	3.9	12.5	26.2	31.0	18.6	5.9	94.2
VIC	Group 4	530.0	3.2	5.9	14.9	26.8	28.3	15.8	5.1	90.9
	Not in paid work	514.6	7.0	9.4	18.1	26.7	24.0	11.5	3.3	83.6
	Not stated (5%)	553.7	1.9	2.9	9.3	22.1	31.4	21.9	10.5	95.2
	Group 1	568.3	1.0	1.8	6.1	17.9	31.6	27.7	14.0	97.2
	Group 2	551.7	0.8	3.2	9.3	22.3	32.4	22.9	9.0	96.0
Qld	Group 3	539.3	1.2	4.5	12.9	24.7	31.4	18.9	6.4	94.3
Qia	Group 4	527.0	2.3	7.6	15.8	25.5	27.9	15.9	5.0	90.1
	Not in paid work	511.0	4.4	12.2	18.4	25.9	23.8	11.8	3.5	83.3
	Not stated (15%)	529.0	2.4	8.0	15.1	24.3	27.9	16.3	5.9	89.6
	Group 1	566.4	0.7	2.3	6.8	18.4	31.3	26.0	14.6	97.1
	Group 2	548.3	0.9	3.9	9.9	22.7	32.2	22.3	8.1	95.3
14/4	Group 3	536.9	0.9	5.5	12.4	25.4	31.1	18.9	5.7	93.5
WA	Group 4	523.4	1.5	9.4	15.5	25.7	27.1	16.4	4.5	89.2
	Not in paid work	496.6	3.0	18.8	19.0	25.4	21.9	9.2	2.7	78.2
	Not stated (16%)	523.7	2.5	12.3	14.4	21.8	25.2	17.1	6.6	85.2
	Group 1	565.8	1.1	1.9	7.1	18.2	31.6	26.9	13.2	97.1
	Group 2	548.4	1.2	3.2	9.9	23.7	32.3	21.5	8.2	95.6
CA	Group 3	539.9	1.5	4.4	12.1	24.6	32.1	19.6	5.8	94.1
SA	Group 4	529.4	2.1	7.4	14.1	26.0	28.4	17.0	5.0	90.5
	Not in paid work	513.0	3.2	13.2	18.0	23.8	24.0	13.8	4.0	83.6
	Not stated (20%)	521.7	3.4	10.4	15.7	24.2	26.6	14.5	5.2	86.2

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.S9 (cont.): Achievement of Year 7 Students in Spelling, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	national 1 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	(%)
	Group 1	563.4	0.6	2.6	7.4	18.9	32.5	24.2	13.9	96.9
	Group 2	544.7	0.6	5.3	10.7	22.9	30.2	22.8	7.5	94.1
Tas	Group 3	529.1	1.0	7.1	15.4	24.0	31.8	15.9	4.9	91.9
IdS	Group 4	515.8	2.0	11.1	16.5	26.8	26.9	13.7	3.0	86.9
	Not in paid work	486.5	2.6	21.7	21.5	25.5	19.7	7.3	1.7	75.7
	Not stated (16%)	522.7	2.8	11.4	16.1	22.4	24.4	17.1	5.7	85.7
	Group 1	561.5	1.0	2.9	7.6	20.0	31.4	23.7	13.4	96.2
	Group 2	550.5	1.9	3.3	10.8	22.4	30.2	22.1	9.3	94.8
ACT	Group 3	532.8	1.2	6.0	13.7	25.3	31.6	17.7	4.3	92.7
ACI	Group 4	522.7	2.8	7.5	15.6	31.9	24.8	13.4	4.1	89.7
	Not in paid work	516.2	5.9	10.3	15.9	29.4	24.6	9.9	4.1	83.8
	Not stated (17%)	539.2	3.0	6.0	13.3	23.1	26.9	19.6	8.0	90.9
	Group 1	542.9	1.5	7.1	11.4	20.8	29.1	19.5	10.6	91.3
	Group 2	523.9	2.5	9.1	14.3	25.3	27.4	16.5	4.9	88.3
NT	Group 3	513.3	2.2	12.5	16.2	25.2	25.4	14.3	4.2	85.3
INI	Group 4	468.8	2.6	31.3	17.0	19.1	17.4	9.3	3.3	66.2
	Not in paid work	422.3	5.5	46.0	18.0	14.4	9.5	5.5	1.0	48.5
	Not stated (41%)	400.8	2.2	56.3	11.2	11.3	10.5	6.0	2.6	41.5
	Group 1	571.9	0.9	1.7	6.0	17.2	30.6	27.4	16.2	97.4
	Group 2	555.0	1.0	3.0	9.0	21.6	31.6	23.3	10.5	96.0
Aust	Group 3	540.6	1.4	4.7	12.2	24.5	31.0	19.2	7.0	93.9
Aust	Group 4	530.1	2.3	7.5	14.7	25.2	27.8	16.6	6.0	90.2
	Not in paid work	510.4	5.0	12.7	18.0	25.4	23.3	11.8	3.7	82.2
	Not stated (11%)	527.8	2.4	10.4	13.6	22.1	26.7	17.3	7.5	87.2

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

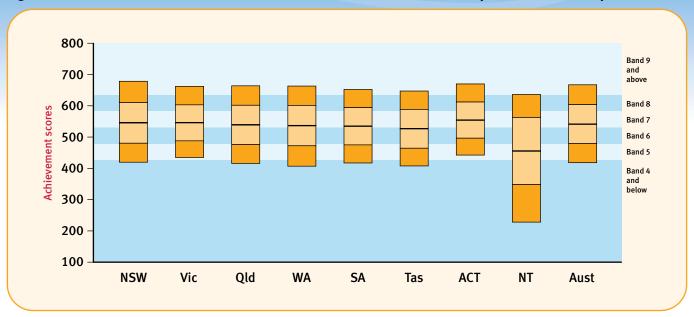
Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2015.

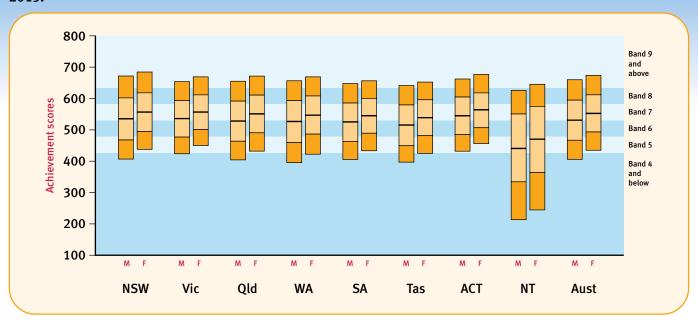


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	545.7 (78.1)	546.1 (68.9)	539.1 (74.8)	536.6 (77.7)	534.8 (71.5)	526.9 (72.7)	554.2 (69.0)	455.3 (126.2)	541.3 (76.0)

Table 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	bsent (%)		Absent (%) Withdrawn (%)		minimun	national 1 standard %)	At national minimum standard (%)	Above	national m (%	inimum sta 6)	andard	At or above national minimum standard
		Pa	A	Wit	Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)		
NSW	12yrs 7mths 7yrs 4mths	96.8	2.5	0.7	1.4	5.9	13.0	23.3	25.6	18.0	12.9	92.7		
Vic	12yrs 9mths 7yrs 4mths	95.1	3.4	1.5	2.2	3.7	11.9	24.8	28.5	18.9	10.0	94.1		
Qld	12yrs 5mths 7yrs 4mths	92.3	3.4	4.3	1.6	6.5	13.9	24.0	26.3	17.7	10.1	91.9		
WA	12yrs 5mths 7yrs 4mths	96.0	3.6	0.4	1.3	7.9	13.9	23.6	25.8	17.5	10.0	90.9		
SA	12yrs 7mths 7yrs 4mths	94.0	3.3	2.7	1.9	6.3	14.4	25.3	27.5	16.7	7.9	91.8		
Tas	12yrs 11mths 7yrs 4mths	94.7	3.8	1.5	1.5	8.6	16.5	26.0	25.0	15.4	7.1	90.0		
ACT	12yrs 8mths 7yrs 4mths	95.3	2.4	2.3	1.8	2.9	10.2	22.8	28.8	21.3	12.2	95.4		
NT	12yrs 6mths 7yrs 4mths	86.1	13.1	0.8	2.4	36.9	13.9	16.5	15.7	9.5	5.1	60.7		
Aust	12yrs 7mths 7yrs 4mths	95.0	3.2	1.8	1.7	6.1	13.1	24.0	26.5	17.9	10.7	92.2		

Figure 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2015.

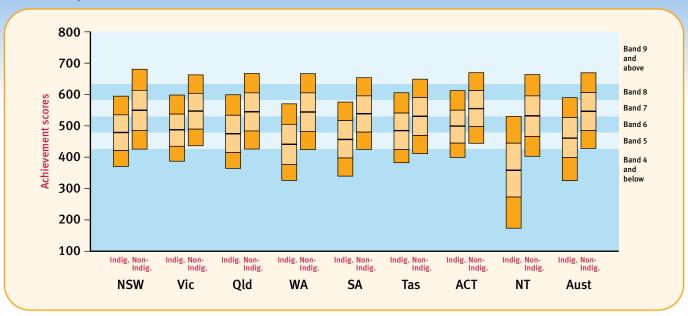


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	535.2 (79.8)	535.9 (69.7)	528.0 (75.7)	526.6 (79.3)	525.2 (73.7)	515.3 (74.6)	544.8 (69.9)	440.5 (127.5)	530.8 (77.4)
Female Mean scale score / (S.D.)	556.7 (74.6)	556.7 (66.4)	550.8 (72.1)	546.8 (74.5)	544.9 (67.8)	538.9 (68.6)	563.9 (66.7)	470.2 (123.1)	552.3 (73.0)

Table 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2015.

State/ Territory	Sex	minimum	national standard 6)	At national minimum standard (%)	inimum andard				
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)
NSW	Male	1.8	8.2	15.3	24.2	23.7	15.7	11.1	90.0
	Female	1.0	3.4	10.5	22.4	27.6	20.4	14.7	95.6
Vic	Male	2.9	5.2	14.6	26.3	26.7	16.2	8.0	91.9
	Female	1.5	2.0	9.1	23.3	30.3	21.6	12.0	96.4
Qld	Male	2.0	8.8	16.4	25.0	24.5	15.1	8.1	89.2
	Female	1.1	4.1	11.2	22.9	28.1	20.4	12.2	94.8
WA	Male	1.7	10.2	16.2	24.0	24.1	15.3	8.6	88.1
	Female	0.8	5.4	11.6	23.2	27.6	19.8	11.6	93.8
SA	Male	2.6	8.5	16.9	25.9	25.1	14.1	6.9	88.9
	Female	1.2	4.0	11.7	24.7	30.0	19.5	9.0	94.9
Tas	Male	1.7	11.9	19.5	25.8	22.2	12.9	5.9	86.4
	Female	1.2	5.0	13.3	26.2	28.0	18.0	8.2	93.7
ACT	Male	2.3	4.0	12.6	24.3	28.0	18.1	10.7	93.7
	Female	1.2	1.6	7.7	21.3	29.6	24.7	13.8	97.2
NT	Male	3.1	41.7	14.0	16.3	13.6	7.5	4.0	55.2
	Female	1.7	32.1	13.8	16.8	18.0	11.6	6.1	66.2
Aust	Male	2.2	8.2	15.6	24.9	24.7	15.4	9.0	89.6
	Female	1.2	3.8	10.5	23.0	28.5	20.5	12.5	95.0

Figure 7.G3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2015.

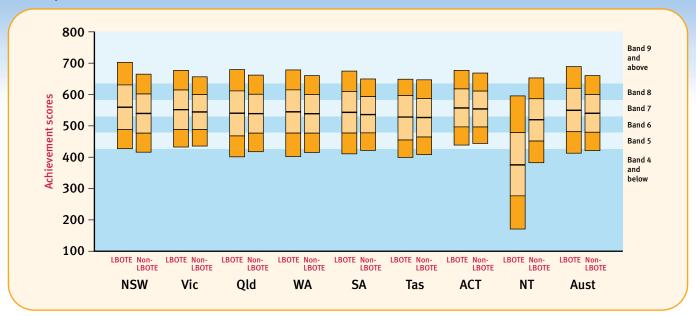


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	478.7 (68.5)	487.4 (63.7)	474.7 (71.4)	441.0 (74.1)	456.5 (72.7)	484.8 (68.4)	499.2 (66.6)	358.1 (107.9)	460.8 (82.9)
Non-Indigenous Mean scale score / (S.D.)	549.5 (76.7)	547.1 (68.5)	544.8 (72.5)	544.1 (73.2)	538.6 (69.2)	530.3 (71.8)	555.0 (68.4)	531.8 (77.9)	546.2 (72.8)

Table 7.G3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	minimum	national standard %)	At national minimum standard (%)	ninimum (%) standard				At or above national minimum
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)
NSW	Indigenous	2.9	21.4	28.0	26.1	14.7	5.3	1.6	75.7
	Non-Indigenous	1.3	5.0	12.1	23.2	26.3	18.7	13.5	93.7
Vic	Indigenous	4.4	15.9	27.1	30.3	15.5	5.1	1.8	79.8
	Non-Indigenous	2.1	3.4	11.7	24.8	28.7	19.1	10.1	94.4
Qld	Indigenous	2.5	24.6	27.7	24.3	13.7	5.5	1.8	72.9
	Non-Indigenous	1.5	4.9	12.6	23.9	27.4	18.8	10.9	93.5
WA	Indigenous	1.3	43.2	25.5	17.7	8.7	3.2	0.4	55.5
	Non-Indigenous	1.2	5.2	12.9	23.9	27.2	18.7	10.9	93.6
SA	Indigenous	3.8	31.7	27.5	22.7	10.4	3.4	0.6	64.6
	Non-Indigenous	1.8	5.0	13.7	25.4	28.3	17.4	8.3	93.1
Tas	Indigenous	2.1	20.5	26.8	26.5	15.3	6.6	2.1	77.3
	Non-Indigenous	1.3	7.5	15.6	26.0	26.0	16.1	7.4	91.1
ACT	Indigenous	5.5	11.7	24.4	27.3	20.0	8.3	2.8	82.8
	Non-Indigenous	1.6	2.7	10.0	22.9	29.0	21.6	12.2	95.7
NT	Indigenous	2.8	72.2	12.7	7.3	3.5	1.3	0.2	25.0
	Non-Indigenous	2.1	8.9	14.8	23.9	25.4	16.1	8.9	89.0
Aust	Indigenous	2.7	30.1	26.0	22.8	12.4	4.7	1.3	67.2
	Non-Indigenous	1.6	4.6	12.3	24.0	27.4	18.7	11.3	93.8

Figure 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	559.3 (83.7)	551.7 (74.0)	540.2 (83.7)	544.6 (83.7)	542.9 (80.3)	527.9 (77.8)	556.9 (71.7)	375.3 (126.4)	549.4 (85.7)
Non-LBOTE Mean scale score / (S.D.)	539.4 (74.9)	544.2 (67.0)	539.0 (73.8)	538.6 (74.5)	535.9 (69.1)	526.5 (72.4)	553.8 (68.3)	519.5 (82.9)	539.9 (72.3)

Table 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	minimum	national standard %)	At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)
NSW	LBOTE	1.7	4.8	11.5	21.0	23.6	18.9	18.6	93.5
	Non-LBOTE	1.3	6.4	13.7	24.4	26.4	17.4	10.3	92.2
Vic	LBOTE	2.5	4.0	11.8	22.7	26.0	19.9	13.2	93.6
	Non-LBOTE	2.1	3.5	12.0	25.6	29.3	18.5	8.9	94.3
Qld	LBOTE	1.8	9.1	13.7	20.9	23.7	17.7	13.1	89.1
	Non-LBOTE	1.5	6.2	13.9	24.3	26.5	17.7	9.8	92.2
WA	LBOTE	1.8	8.1	11.9	21.1	24.5	19.1	13.5	90.1
	Non-LBOTE	1.0	6.6	13.6	24.0	27.1	18.0	9.6	92.4
SA	LBOTE	2.2	7.0	12.8	22.0	25.1	18.9	12.1	90.9
	Non-LBOTE	1.8	5.6	14.2	25.8	28.2	16.9	7.6	92.6
Tas	LBOTE	3.8	10.8	15.5	20.4	24.3	17.8	7.4	85.4
	Non-LBOTE	1.3	8.4	16.6	26.3	25.2	15.0	7.0	90.2
ACT	LBOTE	2.1	3.5	9.8	21.6	27.4	21.3	14.2	94.4
	Non-LBOTE	1.7	2.7	10.3	23.1	29.2	21.3	11.8	95.6
NT	LBOTE	2.3	67.2	10.9	7.6	5.8	3.8	2.4	30.5
	Non-LBOTE	2.2	12.7	16.2	23.8	23.6	14.4	7.1	85.1
Aust	LBOTE	2.0	6.6	11.9	21.3	24.1	18.8	15.3	91.4
	Non-LBOTE	1.6	5.7	13.4	24.7	27.3	17.8	9.5	92.7

Table 7.G5: Achievement of Year 7 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	national standard %)	At national minimum standard (%)	andard	At or above national minimum standard			
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Metro	553.4	1.4	4.7	11.6	22.1	25.9	19.4	14.9	93.9
NSW	Provincial	521.6	1.4	9.5	17.3	27.1	24.8	13.6	6.2	89.2
INOW	Remote	467.0	1.8	28.8	25.8	25.1	12.4	4.4	1.7	69.4
	Very Remote	460.2	0.0	34.6	24.4	21.4	15.3	3.7	0.7	65.4
	Metro	551.6	2.2	3.0	10.6	23.7	28.8	20.3	11.4	94.8
Vic	Provincial	528.0	2.4	5.6	16.2	28.5	27.6	14.2	5.5	91.9
VIC	Remote	533.2	0.0	6.0	13.7	26.3	34.7	14.0	5.3	94.0
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	545.5	1.6	5.4	12.5	23.2	26.9	19.1	11.5	93.1
Qld	Provincial	526.7	1.5	8.2	16.7	26.2	25.4	14.8	7.1	90.3
Qiu	Remote	494.5	2.3	18.0	22.1	26.0	19.3	9.7	2.6	79.7
	Very Remote	467.7	1.8	30.6	27.2	18.9	12.7	6.3	2.5	67.6
	Metro	544.7	1.4	5.6	12.8	23.2	26.8	18.8	11.4	93.1
WA	Provincial	518.6	1.1	10.9	17.5	26.5	24.5	14.0	5.6	88.0
WA	Remote	503.7	0.5	18.3	19.1	23.5	21.0	12.6	5.0	81.2
	Very Remote	435.7	0.5	50.2	17.7	15.7	10.7	3.8	1.5	49.3
	Metro	541.4	2.0	5.0	13.1	24.3	28.3	18.1	9.2	93.0
SA	Provincial	521.1	1.9	8.0	18.0	28.1	25.8	13.3	4.8	90.1
5/1	Remote	520.4	1.1	8.5	16.2	29.7	27.4	12.6	4.5	90.5
	Very Remote	438.8	0.0	48.6	14.0	15.4	10.6	9.2	2.2	51.4
	Metro	531.7	1.4	8.2	15.5	24.5	25.4	16.4	8.6	90.4
Tas	Provincial	523.0	1.5	8.8	17.3	27.2	24.8	14.6	5.8	89.7
143	Remote	514.1	5.3	6.3	19.5	28.4	28.4	6.3	5.8	88.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	554.2	1.8	2.9	10.2	22.8	28.8	21.3	12.2	95.4
ACT	Provincial	-	-	-	-	-	-	-	-	-
7.0.	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	515.1	2.7	14.6	17.1	23.1	21.7	13.4	7.5	82.6
	Remote	483.9	2.7	27.5	16.2	17.7	19.4	11.3	5.3	69.8
	Very Remote	326.9	1.6	84.6	6.4	3.5	2.4	1.1	0.4	13.8
	Metro	549.3	1.7	4.5	11.8	23.1	27.1	19.4	12.4	93.8
Aust	Provincial	524.0	1.7	8.4	17.0	27.2	25.6	14.1	6.1	89.9
	Remote	498.6	1.5	18.8	19.2	24.2	21.0	11.0	4.2	79.7
	Very Remote	400.7	1.1	58.9	15.1	11.7	7.9	3.8	1.4	39.9

Table 7.G6: Achievement of Year 7 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%)		At Above national minimum standard (%) minimum standard (%)					
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)	
	Metro	490.2	3.0	16.6	26.2	27.3	18.0	6.8	2.2	80.4	
NSW	Provincial	470.2	2.7	24.7	29.9	25.2	12.1	4.3	1.1	72.5	
INOW	Remote	440.0	3.8	39.1	28.0	22.0	6.1	1.1	0.0	57.1	
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	Metro	496.6	4.3	12.1	23.9	33.8	17.8	5.8	2.2	83.6	
Vic	Provincial	479.1	4.4	19.4	29.9	27.1	13.4	4.4	1.5	76.3	
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	Very Remote	-	-	-	-	-	-	-	-	-	
	Metro	483.4	2.2	20.7	27.1	25.4	15.9	6.6	2.1	77.1	
Qld	Provincial	472.9	2.9	24.6	28.6	25.0	12.2	4.9	1.8	72.5	
Qiu	Remote	449.6	2.6	38.8	24.6	20.5	11.1	2.3	0.1	58.7	
	Very Remote	434.0	2.1	45.2	30.2	14.1	5.9	2.4	0.1	52.7	
	Metro	461.2	2.0	30.5	29.2	21.8	11.5	4.4	0.6	67.5	
WA	Provincial	449.8	0.8	38.2	27.8	20.5	8.8	3.6	0.2	60.9	
WA	Remote	435.1	1.3	47.1	24.4	16.9	7.4	2.5	0.5	51.6	
	Very Remote	396.7	0.2	71.0	16.5	7.2	4.1	0.9	0.0	28.7	
	Metro	474.6	3.3	22.5	28.4	26.4	14.7	4.0	0.8	74.1	
SA	Provincial	454.6	5.9	31.8	30.3	21.7	6.5	3.5	0.3	62.3	
3/1	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	Very Remote	379.4	0.0	74.7	14.9	7.8	0.9	1.1	0.7	25.3	
	Metro	479.2	2.6	22.2	27.8	26.5	13.9	5.8	1.2	75.3	
Tas	Provincial	488.1	1.9	19.0	26.8	26.8	16.1	7.0	2.4	79.0	
lus	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.	
	Metro	499.2	5.5	11.7	24.4	27.3	20.0	8.3	2.8	82.8	
ACT	Provincial	-	-	-	-	-	-	-	-	-	
7101	Remote	-	-	-	-	-	-	-	-	-	
	Very Remote	-	-	-	-	-	-	-	-	-	
	Metro	-	-	-	-	-	-	-	-	-	
NT	Provincial	448.7	4.8	36.5	24.9	19.9	9.3	3.8	0.7	58.6	
	Remote	407.7	4.0	55.2	21.3	11.0	6.3	1.9	0.2	40.8	
	Very Remote	311.2	1.7	90.4	5.7	1.5	0.5	0.1	0.0	7.9	
	Metro	483.8	2.8	19.7	26.8	26.5	16.2	6.2	1.9	77.5	
Aust	Provincial	469.2	3.0	25.9	28.9	24.6	11.8	4.5	1.3	71.1	
7.030	Remote	433.2	2.7	45.5	24.2	17.2	8.0	2.1	0.4	51.9	
	Very Remote	358.5	1.3	76.6	13.3	5.6	2.4	0.7	0.1	22.1	

Table 7.G7: Achievement of Year 7 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%)		Above	andard	At or above national minimum standard		
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Metro	555.5	1.4	4.2	11.1	22.0	26.2	19.8	15.3	94.4
NCW	Provincial	528.5	1.2	7.4	15.6	27.4	26.6	14.9	6.9	91.4
NSW	Remote	491.8	0.0	19.0	23.4	27.9	18.7	7.6	3.4	81.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	552.2	2.1	2.9	10.5	23.6	28.9	20.5	11.5	95.0
Vic	Provincial	529.8	2.3	5.1	15.6	28.5	28.2	14.6	5.6	92.6
VIC	Remote	534.3	0.0	6.2	13.5	25.1	35.3	14.5	5.5	93.8
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	549.5	1.6	4.4	11.5	23.0	27.6	19.9	12.1	94.0
Qld	Provincial	533.4	1.4	6.1	15.2	26.3	27.0	16.1	7.8	92.5
Qiu	Remote	514.4	1.9	9.1	20.8	28.3	23.2	13.0	3.7	89.1
	Very Remote	516.4	1.5	9.1	23.3	25.4	22.7	12.2	5.9	89.5
	Metro	548.0	1.3	4.6	12.1	23.2	27.4	19.4	11.9	94.1
WA	Provincial	527.4	1.0	7.6	16.0	27.1	26.6	15.4	6.3	91.4
VVA	Remote	530.3	0.2	7.2	16.8	25.9	26.7	16.5	6.8	92.6
	Very Remote	509.2	0.0	12.4	21.3	28.8	23.0	9.6	5.0	87.6
	Metro	543.8	1.9	4.4	12.6	24.2	28.8	18.6	9.5	93.7
SA	Provincial	525.2	1.7	6.5	17.2	28.5	27.1	13.9	5.1	91.8
JA	Remote	524.5	1.0	7.0	15.2	30.1	28.4	13.5	4.8	92.0
	Very Remote	522.4	0.0	12.0	13.5	26.3	23.8	20.3	4.3	88.0
	Metro	535.1	1.2	7.2	14.7	24.5	26.4	17.1	8.9	91.6
Tas	Provincial	526.2	1.4	7.9	16.3	27.2	25.7	15.3	6.2	90.7
103	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.
	Metro	555.0	1.6	2.7	10.0	22.9	29.0	21.6	12.2	95.7
ACT	Provincial	-	-	-	-	-	-	-	-	-
ACI	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	530.2	2.3	9.6	15.2	23.9	24.5	15.6	9.0	88.2
	Remote	539.3	1.9	6.4	13.0	22.6	29.0	18.1	8.9	91.6
	Very Remote	526.6	0.0	7.7	16.0	29.2	25.2	15.4	6.5	92.3
	Metro	551.6	1.6	4.0	11.2	23.0	27.6	19.9	12.7	94.4
Aust	Provincial	529.6	1.6	6.5	15.7	27.4	27.0	15.1	6.6	91.9
Aust	Remote	524.9	1.0	8.0	17.1	26.9	26.4	14.7	5.8	91.0
	Very Remote	517.1	0.5	10.0	20.3	27.2	23.4	13.2	5.4	89.4

Table 7.G8: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale		Below national minimum standard		Above	national m	inimum sta %)	andard	At or above
Territory	educution	score		%)	national minimum standard (%)		(,	0)		national minimum standard
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Bachelor	585.5	1.0	1.4	5.4	15.0	26.5	26.1	24.6	97.6
	Diploma	544.2	1.1	4.0	11.9	25.8	29.6	18.0	9.5	94.9
NGW	Certificate	519.7	1.3	8.0	17.9	30.2	25.4	12.3	4.9	90.6
NSW	Year 12	528.1	1.7	7.4	16.2	26.8	26.1	14.8	7.0	90.8
	Year 11	489.0	3.2	17.4	25.6	28.2	16.6	6.7	2.3	79.4
	Not stated (5%)	545.3	1.8	6.3	13.0	22.3	25.5	18.4	12.7	91.9
	Bachelor	576.9	1.2	0.8	5.1	17.3	29.7	27.6	18.2	97.9
	Diploma	539.7	1.8	3.0	12.4	27.7	31.7	17.0	6.4	95.3
Vic	Certificate	524.2	2.5	5.0	16.6	31.4	28.0	12.6	3.9	92.5
VIC	Year 12	531.0	2.9	4.8	15.4	28.6	28.0	14.5	5.9	92.3
	Year 11	500.7	5.4	11.3	23.1	30.5	20.2	7.3	2.2	83.3
	Not stated (5%)	561.2	2.3	2.1	9.2	20.2	29.2	23.2	13.9	95.7
	Bachelor	577.9	0.9	1.5	6.0	16.5	27.7	27.1	20.3	97.6
	Diploma	541.1	1.1	4.4	12.3	26.1	29.9	17.7	8.4	94.5
Qld	Certificate	523.8	1.3	7.5	17.0	28.2	26.8	13.9	5.3	91.1
Qia	Year 12	522.1	2.0	8.2	17.8	27.5	25.6	13.4	5.5	89.9
	Year 11	491.3	3.4	16.6	24.7	27.9	18.2	7.1	2.1	80.0
	Not stated (10%)	524.4	2.6	10.3	16.7	24.2	23.8	14.6	7.8	87.1
	Bachelor	574.9	0.9	1.7	6.4	17.5	28.2	25.7	19.5	97.3
	Diploma	537.8	0.8	4.7	13.7	26.5	29.3	17.7	7.3	94.5
WA	Certificate	522.5	1.0	7.7	17.0	28.7	27.2	13.9	4.5	91.3
VVA	Year 12	515.4	1.6	10.2	18.3	28.2	25.3	12.0	4.4	88.2
	Year 11	480.6	1.7	21.8	25.8	26.7	16.3	6.1	1.7	76.5
	Not stated (12%)	520.5	2.5	14.8	15.4	21.0	21.5	15.5	9.3	82.7
	Bachelor	573.2	1.1	1.2	6.2	17.9	29.7	26.6	17.4	97.7
	Diploma	538.7	1.5	3.7	12.2	27.0	32.3	17.2	6.0	94.8
SA	Certificate	523.2	1.7	6.3	17.2	29.5	28.0	13.3	4.0	92.0
3A	Year 12	523.8	1.9	7.1	16.5	28.6	27.6	13.9	4.4	91.0
	Year 11	494.0	3.8	15.1	24.0	29.0	19.1	7.0	1.9	81.1
	Not stated (12%)	515.9	2.8	10.8	17.9	25.6	25.0	12.8	5.2	86.5

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.G8 (cont.): Achievement of Year 7 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	Below national minimum standard (%) minimum standard (%) (%) minimum standard (%)					andard	At or above national minimum standard
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Bachelor	572.2	0.6	1.8	6.2	17.0	30.1	27.5	16.8	97.6
	Diploma	540.7	0.9	3.8	12.6	27.2	29.3	19.1	7.2	95.3
Tas	Certificate	518.3	1.3	7.9	17.9	31.0	26.3	11.7	3.9	90.8
IdS	Year 12	512.3	1.3	10.1	21.5	28.4	23.0	10.8	4.7	88.5
	Year 11	481.0	2.3	20.1	27.9	27.7	16.0	4.9	1.1	77.7
	Not stated (12%)	528.3	2.8	9.0	15.8	24.7	23.2	17.5	7.0	88.1
	Bachelor	577.1	1.0	1.2	4.7	16.6	30.6	27.5	18.4	97.8
	Diploma	534.6	1.7	3.6	14.4	28.5	30.4	16.5	4.9	94.7
ACT	Certificate	518.8	2.9	5.0	19.0	32.6	25.5	12.1	2.8	92.1
ACI	Year 12	533.0	0.9	3.0	14.0	31.3	30.8	14.3	5.7	96.0
	Year 11	528.7	3.3	9.6	15.3	26.4	20.7	15.1	9.5	87.1
	Not stated (8%)	547.8	3.8	3.7	13.3	22.7	24.8	19.3	12.4	92.5
	Bachelor	547.8	2.5	7.3	11.7	18.6	26.6	20.5	12.8	90.2
	Diploma	512.2	1.7	11.2	18.7	29.0	23.6	11.6	4.4	87.2
NT	Certificate	489.6	2.2	18.9	20.1	26.9	20.8	8.4	2.6	78.9
INI	Year 12	482.4	0.0	26.0	20.2	22.3	15.0	10.2	6.3	74.0
	Year 11	404.1	4.0	57.3	14.3	11.9	8.2	3.8	0.5	38.7
	Not stated (39%)	399.2	2.2	58.5	10.3	9.1	9.3	6.3	4.2	39.2
	Bachelor	579.3	1.0	1.3	5.6	16.4	28.1	26.7	20.8	97.6
	Diploma	540.9	1.3	3.9	12.4	26.6	30.3	17.6	7.9	94.8
Aust	Certificate	521.9	1.6	7.1	17.3	29.9	26.6	12.9	4.6	91.3
Aust	Year 12	525.3	2.1	7.3	16.7	27.8	26.5	13.9	5.8	90.7
	Year 11	490.3	3.6	16.8	24.6	28.3	17.8	6.8	2.1	79.6
	Not stated (8%)	526.1	2.4	11.6	14.2	21.9	23.9	16.4	9.6	86.0

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.G9: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	Below national minimum standard (%)		At Above national minimum standard (%) minimum standard (%)					
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)	
	Group 1	582.1	0.8	1.6	5.8	16.1	26.9	25.7	23.2	97.6	
	Group 2	556.9	0.8	3.0	9.9	22.7	29.0	20.8	13.9	96.2	
NSW	Group 3	531.6	1.3	6.1	15.3	28.3	26.9	14.4	7.7	92.6	
NSW	Group 4	515.9	1.8	10.1	20.0	28.7	21.8	11.5	6.0	88.1	
	Not in paid work	492.6	4.3	17.5	24.4	26.0	16.6	7.7	3.6	78.3	
	Not stated (7%)	537.3	1.9	8.0	14.8	23.4	23.8	16.6	11.5	90.1	
	Group 1	578.9	0.9	0.7	4.8	16.9	29.5	28.2	19.0	98.4	
	Group 2	554.2	1.3	1.8	9.0	24.3	32.0	21.2	10.4	96.9	
Vic	Group 3	535.8	1.8	3.4	13.5	29.0	30.4	15.7	6.0	94.7	
VIC	Group 4	518.0	3.2	6.6	19.3	31.2	24.7	10.9	4.0	90.1	
	Not in paid work	501.0	7.0	11.6	22.9	28.9	19.2	7.6	2.7	81.3	
	Not stated (5%)	558.6	1.9	2.3	9.8	21.3	29.1	22.2	13.4	95.8	
	Group 1	576.3	1.0	1.6	6.2	17.1	27.8	26.4	19.8	97.4	
	Group 2	550.6	0.8	3.4	10.7	23.5	30.1	20.6	10.9	95.7	
Qld	Group 3	531.0	1.2	5.9	15.5	27.7	27.8	15.3	6.6	92.9	
Qiu	Group 4	510.2	2.3	11.4	20.6	28.0	22.4	11.0	4.3	86.3	
	Not in paid work	490.7	4.4	17.8	24.4	26.2	17.0	7.1	3.1	77.8	
	Not stated (15%)	516.4	2.4	11.4	18.8	26.0	22.6	12.7	6.1	86.2	
	Group 1	571.5	0.7	2.1	7.0	18.6	28.2	24.7	18.7	97.2	
	Group 2	546.2	0.9	3.8	11.8	24.2	30.1	19.8	9.5	95.4	
WA	Group 3	526.6	0.9	6.7	16.5	28.3	27.4	14.5	5.6	92.3	
WA	Group 4	506.4	1.5	12.9	21.3	28.5	21.4	10.5	3.9	85.7	
	Not in paid work	475.4	3.0	25.8	24.4	23.9	14.6	6.2	2.1	71.2	
	Not stated (16%)	513.8	2.5	15.7	17.3	22.2	20.6	13.9	7.9	81.8	
	Group 1	571.7	1.1	1.6	6.1	18.0	29.5	26.8	16.8	97.3	
	Group 2	545.3	1.2	3.1	11.1	25.8	31.5	19.1	8.2	95.7	
SA	Group 3	531.4	1.5	4.3	15.2	29.2	29.7	14.7	5.3	94.1	
JA	Group 4	516.9	2.1	8.1	19.4	29.1	25.8	11.7	3.7	89.7	
	Not in paid work	498.6	3.2	14.8	23.1	27.2	20.0	9.1	2.6	81.9	
	Not stated (20%)	509.8	3.4	12.4	19.8	26.1	22.8	10.8	4.8	84.3	

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Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

NAPLAN Year 7 Grammar and Punctuation

Table 7.G9 (cont.): Achievement of Year 7 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	national standard %)	At national minimum standard (%)	andard	At or above national minimum standard			
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Group 1	568.1	0.6	2.2	7.4	18.2	29.3	26.0	16.3	97.2
	Group 2	543.6	0.6	4.5	11.1	26.0	30.2	18.9	8.7	94.9
Tas	Group 3	524.2	1.0	6.1	16.9	30.3	27.8	13.5	4.4	92.9
IdS	Group 4	503.8	2.0	10.7	23.0	31.7	21.7	8.7	2.2	87.4
	Not in paid work	474.6	2.6	23.7	28.8	25.2	13.9	4.6	1.3	73.8
	Not stated (16%)	516.6	2.8	11.9	18.9	25.2	21.1	14.4	5.7	85.3
	Group 1	573.2	1.0	1.7	5.9	17.4	30.0	26.7	17.5	97.4
	Group 2	554.7	1.9	1.9	9.2	24.0	31.0	21.0	11.0	96.2
ACT	Group 3	533.5	1.2	3.6	14.2	29.6	29.8	16.4	5.2	95.2
ACI	Group 4	511.2	2.8	6.2	22.5	36.2	20.3	8.3	3.6	91.0
	Not in paid work	508.3	5.9	8.2	22.8	30.3	20.3	8.5	4.0	85.9
	Not stated (17%)	543.0	3.0	4.7	13.6	24.0	25.7	18.3	10.6	92.3
	Group 1	543.5	1.5	8.7	12.1	19.8	26.4	19.4	12.1	89.8
	Group 2	519.9	2.5	10.1	15.4	25.1	26.4	14.8	5.7	87.4
NT	Group 3	498.8	2.2	17.0	19.7	26.4	20.6	10.5	3.5	80.8
IN I	Group 4	445.4	2.6	38.5	20.7	18.7	11.9	4.3	3.3	59.0
	Not in paid work	397.7	5.5	59.6	13.2	11.8	6.4	2.9	0.6	34.9
	Not stated (41%)	399.5	2.2	58.1	10.7	9.6	9.4	6.1	3.9	39.7
	Group 1	577.5	0.9	1.5	5.8	17.0	28.2	26.4	20.2	97.6
	Group 2	552.6	1.0	2.9	10.1	23.7	30.3	20.6	11.4	96.1
Aust	Group 3	531.6	1.4	5.4	15.1	28.4	28.2	14.9	6.5	93.2
Aust	Group 4	513.7	2.3	9.7	20.1	29.3	22.9	11.0	4.6	88.0
	Not in paid work	492.6	5.0	16.6	23.8	26.7	17.4	7.4	3.0	78.3
	Not stated (11%)	519.4	2.4	12.5	16.3	23.5	22.7	14.4	8.2	85.1

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

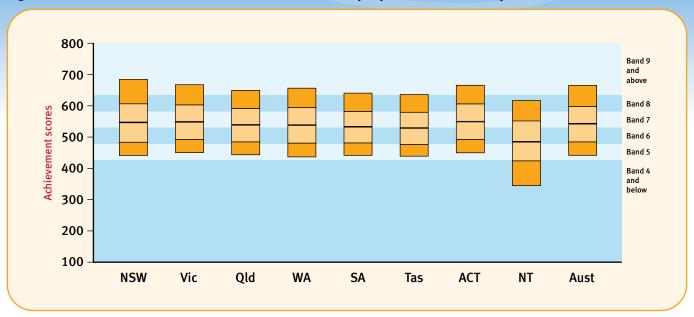
Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2015.

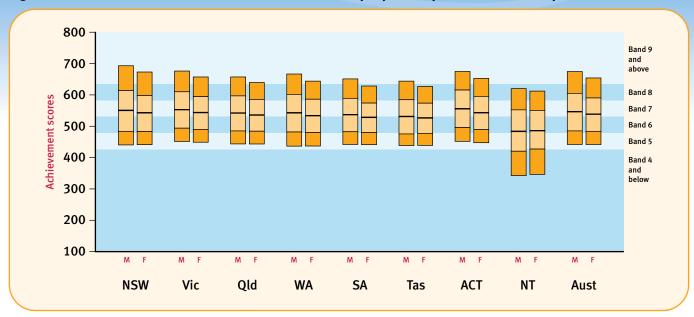


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	546.7 (74.4)	548.4 (66.1)	538.9 (62.9)	538.3 (67.3)	532.7 (60.7)	528.8 (60.3)	549.4 (65.7)	484.7 (81.2)	542.5 (68.6)

Table 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%) Withdrawn (%)		bsent (%) .hdrawn (%)		bsent (%) hdrawn (%)		minimun	national n standard %)	At national minimum standard (%)	Above	national m (%	inimum sta 6)	andard	At or above national minimum standard
		Pa	V	Wit	Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)				
NSW	12yrs 7mths 7yrs 4mths	95.9	3.3	0.8	1.4	2.5	14.7	27.7	25.4	15.7	12.5	96.1				
Vic	12yrs 9mths 7yrs 4mths	94.5	4.0	1.5	2.2	1.5	11.8	28.2	28.6	17.2	10.6	96.3				
Qld	12yrs 5mths 7yrs 4mths	91.7	4.0	4.3	1.7	2.1	14.3	29.7	28.6	16.2	7.4	96.2				
WA	12yrs 5mths 7yrs 4mths	95.2	4.4	0.4	1.2	3.1	15.4	28.8	27.0	15.9	8.6	95.6				
SA	12yrs 7mths 7yrs 4mths	93.0	4.3	2.7	1.9	2.3	15.6	32.2	28.7	13.5	5.9	95.8				
Tas	12yrs 11mths 7yrs 4mths	93.9	4.6	1.5	1.4	2.6	18.0	32.3	27.1	13.4	5.2	96.0				
ACT	12yrs 8mths 7yrs 4mths	94.2	3.4	2.3	1.8	1.6	11.9	27.1	28.5	18.1	11.0	96.7				
NT	12yrs 6mths 7yrs 4mths	84.9	14.3	0.8	2.4	20.2	25.2	24.6	16.4	8.3	2.9	77.4				
Aust	12yrs 7mths 7yrs 4mths	94.2	4.0	1.8	1.7	2.4	14.2	28.7	27.2	16.0	9.8	95.9				

Figure 7.N2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2015.

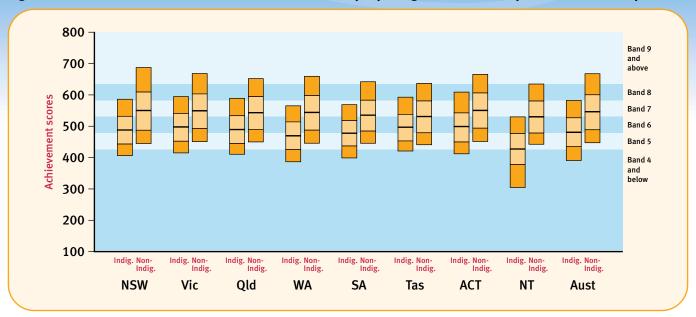


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	550.4 (77.4)	552.9 (68.5)	542.0 (65.5)	542.7 (70.4)	536.9 (63.7)	531.0 (63.2)	555.6 (68.1)	483.5 (83.5)	546.4 (71.4)
Female Mean scale score / (S.D.)	542.8 (71.0)	543.6 (63.2)	535.7 (59.9)	533.7 (63.6)	528.2 (56.9)	526.4 (57.1)	543.1 (62.6)	485.9 (78.8)	538.5 (65.3)

Table 7.N2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2015.

State/ Territory	Sex	Below r minimum (%		At national minimum standard (%)	Abov	At or above national minimum			
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)
NSW	Male	1.8	2.6	14.4	26.1	24.4	16.2	14.4	95.6
	Female	1.0	2.4	15.0	29.4	26.5	15.2	10.5	96.6
Vic	Male	2.9	1.4	11.3	26.4	27.6	18.1	12.4	95.8
	Female	1.5	1.6	12.3	30.0	29.6	16.3	8.7	96.8
Qld	Male	2.1	2.1	14.1	28.4	27.5	16.8	8.9	95.8
	Female	1.2	2.1	14.6	31.0	29.7	15.5	5.8	96.7
WA	Male	1.7	3.2	14.8	27.0	26.1	16.6	10.6	95.2
	Female	0.8	3.1	15.9	30.7	27.9	15.1	6.4	96.1
SA	Male	2.5	2.2	15.1	30.2	27.8	14.6	7.5	95.3
	Female	1.1	2.5	16.1	34.3	29.5	12.3	4.2	96.4
Tas	Male	1.6	2.6	18.4	30.7	26.1	14.2	6.5	95.8
	Female	1.3	2.5	17.6	33.9	28.2	12.6	3.9	96.2
ACT	Male	2.3	1.5	10.9	24.9	27.8	19.0	13.6	96.2
	Female	1.2	1.6	12.9	29.5	29.2	17.2	8.4	97.1
NT	Male	3.1	21.3	25.4	23.3	15.0	8.7	3.2	75.6
	Female	1.7	19.2	25.0	25.9	17.9	7.8	2.5	79.1
Aust	Male	2.2	2.4	13.8	27.1	26.2	16.7	11.6	95.4
	Female	1.2	2.4	14.6	30.4	28.3	15.2	7.9	96.4

Figure 7.N3: Achievement of Year 7 Students in Numeracy, by Indigenous Status, by State and Territory, 2015.

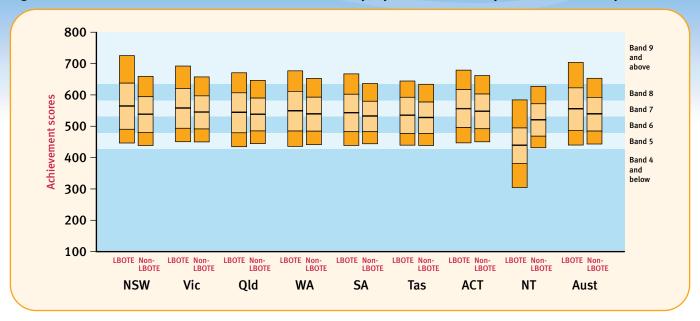


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	487.8 (56.2)	497.6 (55.9)	489.4 (55.3)	469.4 (54.4)	477.7 (52.3)	496.9 (53.6)	499.0 (60.8)	427.2 (67.4)	480.5 (59.7)
Non-Indigenous Mean scale score / (S.D.)	550.1 (73.9)	549.2 (65.9)	543.2 (61.7)	543.9 (65.4)	535.3 (59.7)	530.9 (59.7)	550.3 (65.3)	529.9 (59.8)	546.2 (67.3)

Table 7.N3: Achievement of Year 7 Students in Numeracy, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	minimum	national standard %)	At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)
NSW	Indigenous	2.9	10.7	34.6	31.8	14.6	4.2	1.4	86.5
	Non-Indigenous	1.3	2.0	13.5	27.5	26.1	16.4	13.2	96.7
Vic	Indigenous	4.5	7.3	29.5	34.3	17.6	5.1	1.7	88.2
	Non-Indigenous	2.1	1.4	11.5	28.1	28.8	17.4	10.7	96.5
Qld	Indigenous	2.8	9.6	34.5	32.0	15.1	4.9	1.0	87.6
	Non-Indigenous	1.6	1.5	12.5	29.5	29.7	17.2	8.0	96.9
WA	Indigenous	1.3	20.1	38.8	26.3	10.9	2.4	0.2	78.7
	Non-Indigenous	1.2	1.9	13.4	28.8	28.3	17.0	9.3	96.9
SA	Indigenous	3.8	13.2	38.1	30.5	11.4	2.6	0.5	83.0
	Non-Indigenous	1.8	1.8	14.5	32.3	29.5	14.0	6.2	96.4
Tas	Indigenous	2.1	6.6	32.2	35.4	17.1	4.9	1.7	91.3
	Non-Indigenous	1.3	2.2	16.9	32.4	28.1	13.9	5.3	96.5
ACT	Indigenous	5.5	8.4	26.7	33.9	14.5	8.9	2.0	86.1
	Non-Indigenous	1.6	1.4	11.6	27.1	28.9	18.3	11.1	97.0
NT	Indigenous	2.8	43.0	35.2	14.1	3.8	1.1	0.0	54.2
	Non-Indigenous	2.1	2.1	17.2	33.0	26.5	13.9	5.1	95.8
Aust	Indigenous	2.8	14.5	34.8	29.7	13.4	3.9	1.0	82.8
	Non-Indigenous	1.6	1.7	12.9	28.7	28.1	16.7	10.3	96.7

Figure 7.N4: Achievement of Year 7 Students in Numeracy, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	564.5 (85.2)	558.1 (73.5)	544.4 (72.7)	549.3 (73.9)	543.2 (70.2)	535.3 (63.9)	556.2 (69.8)	439.5 (80.1)	555.7 (80.8)
Non-LBOTE Mean scale score / (S.D.)	538.5 (67.9)	545.2 (63.2)	538.3 (61.8)	539.4 (64.7)	532.6 (58.4)	527.8 (59.8)	547.9 (64.6)	520.5 (61.3)	539.5 (64.2)

Table 7.N4: Achievement of Year 7 Students in Numeracy, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	minimum	national standard %)	At national minimum standard (%)	Abov	At or above national minimum			
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	standard (%)
NSW	LBOTE	1.6	1.9	12.6	24.5	22.8	16.1	20.5	96.5
	Non-LBOTE	1.3	2.8	15.8	29.2	26.5	15.4	9.0	95.8
Vic	LBOTE	2.4	1.4	11.5	25.3	25.7	17.8	15.9	96.2
	Non-LBOTE	2.1	1.5	11.9	29.1	29.5	17.0	8.8	96.3
Qld	LBOTE	1.8	3.4	15.7	24.7	25.1	17.8	11.6	94.8
	Non-LBOTE	1.6	2.0	14.2	30.2	29.0	16.1	7.0	96.4
WA	LBOTE	1.7	3.4	13.4	24.2	26.0	18.3	13.0	94.9
	Non-LBOTE	1.0	2.5	14.3	29.7	28.3	16.2	8.0	96.5
SA	LBOTE	2.1	2.9	14.8	26.7	26.6	15.8	11.0	95.0
	Non-LBOTE	1.8	2.0	15.2	32.8	29.5	13.5	5.3	96.3
Tas	LBOTE	3.8	2.2	17.7	27.2	25.0	17.3	6.9	94.0
	Non-LBOTE	1.3	2.6	18.1	32.9	27.2	13.0	4.9	96.1
ACT	LBOTE	2.1	2.0	11.5	23.2	27.0	19.8	14.3	95.8
	Non-LBOTE	1.7	1.4	12.0	28.0	28.8	17.8	10.2	96.9
NT	LBOTE	2.3	40.3	31.5	14.2	6.7	3.5	1.4	57.4
	Non-LBOTE	2.2	3.9	20.8	33.4	23.7	12.0	4.0	93.9
Aust	LBOTE	1.9	2.8	13.1	24.6	24.1	16.8	16.7	95.2
	Non-LBOTE	1.6	2.2	14.3	29.8	28.2	15.9	8.0	96.2

Table 7.N5: Achievement of Year 7 Students in Numeracy, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	national I standard %)	At national minimum standard (%)	andard	At or above national minimum standard			
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Metro	554.1	1.4	2.0	13.0	26.3	25.5	16.9	14.9	96.6
NSW	Provincial	523.1	1.4	4.0	19.9	32.4	25.5	12.0	4.8	94.6
INSVV	Remote	485.2	1.8	12.0	35.5	31.0	15.3	3.5	1.0	86.2
	Very Remote	473.6	0.0	21.4	33.6	25.4	18.0	1.4	0.3	78.6
	Metro	553.4	2.1	1.3	10.7	26.7	28.7	18.4	12.2	96.6
Vic	Provincial	531.8	2.4	2.3	15.4	33.1	28.1	13.4	5.3	95.3
VIC	Remote	542.7	0.0	1.4	11.2	27.0	40.7	11.9	7.7	98.6
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	544.8	1.6	1.7	12.6	28.3	29.3	17.8	8.8	96.7
Qld	Provincial	527.0	1.7	2.6	17.7	33.4	27.5	13.0	4.2	95.7
Qiu	Remote	502.4	2.4	7.0	27.8	32.5	21.8	7.1	1.4	90.6
	Very Remote	483.6	1.8	14.7	35.2	28.1	14.6	4.0	1.7	83.5
	Metro	544.6	1.3	2.1	13.6	28.1	27.8	17.2	9.9	96.6
WA	Provincial	523.0	1.1	4.2	19.4	32.7	26.1	12.1	4.4	94.7
***	Remote	511.8	0.5	8.5	23.4	30.1	22.8	11.2	3.6	91.0
	Very Remote	470.7	0.5	24.3	33.9	23.7	12.5	4.1	1.0	75.2
	Metro	537.2	1.9	1.9	14.4	31.2	29.0	14.6	7.0	96.1
SA	Provincial	523.2	1.8	2.6	18.5	34.8	28.1	10.9	3.3	95.6
5,1	Remote	520.1	1.1	2.8	18.1	37.4	28.3	10.0	2.3	96.1
	Very Remote	477.3	0.0	25.1	28.5	20.5	17.0	7.0	1.9	74.9
	Metro	532.2	1.4	2.8	17.5	30.2	26.8	15.0	6.3	95.8
Tas	Provincial	526.0	1.5	2.4	18.3	34.0	27.3	12.2	4.3	96.2
	Remote	516.6	5.3	2.1	24.7	32.1	27.4	3.2	5.3	92.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	549.4	1.8	1.6	11.9	27.1	28.5	18.1	11.0	96.7
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro		-	-	-	-	-	-	-	-
NT	Provincial	517.9	2.7	4.5	22.3	32.4	22.6	11.4	4.2	92.8
	Remote	504.0	2.7	11.5	24.3	27.7	20.1	10.5	3.1	85.7
	Very Remote	411.2	1.6	55.2	31.1	8.0	2.7	1.0	0.3	43.2
	Metro	549.5	1.7	1.8	12.5	27.4	27.7	17.3	11.7	96.6
Aust	Provincial	526.1	1.7	3.1	18.2	33.0	26.8	12.5	4.6	95.1
	Remote	508.3	1.5	7.9	24.4	31.4	22.7	9.3	2.7	90.5
	Very Remote	450.9	1.1	34.5	32.4	18.2	9.8	3.0	1.0	64.4

Table 7.N6: Achievement of Year 7 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2015.

State/	Geolocation	Mean	Below	national	At	Above	national m	inimum sta	andard	At or
Territory	300100011011	scale		standard	national	7.2010		%)		above
		score	(0	%)	minimum					national
					standard					minimum
			Cyamat	Band 4	(%) Band 5	Dand C	Band 7	Dand O	Band 9	standard (%)
			Exempt	and below		Band 6	banu /	Band 8	and above	(70)
	Metro	496.5	3.0	7.9	31.5	33.2	17.1	5.5	1.9	89.1
NCW	Provincial	481.2	2.7	12.6	36.9	31.1	12.7	3.1	0.9	84.6
NSW	Remote	464.0	3.8	18.0	44.5	24.5	8.0	1.1	0.0	78.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	504.0	4.5	5.6	26.6	35.1	20.0	5.9	2.3	89.9
Vic	Provincial	491.7	4.6	8.9	32.2	33.6	15.3	4.3	1.2	86.6
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	496.4	2.5	7.1	32.2	33.5	17.2	6.1	1.4	90.4
Qld	Provincial	487.3	3.3	9.9	34.8	33.0	13.8	4.3	0.9	86.8
Qiu	Remote	471.8	2.6	16.4	41.4	23.8	13.3	2.3	0.2	81.0
	Very Remote	459.0	1.8	23.1	45.3	21.5	7.2	1.1	0.1	75.1
	Metro	482.2	2.0	12.6	36.2	30.9	14.5	3.5	0.3	85.4
WA	Provincial	474.4	0.8	16.0	40.4	29.1	11.7	1.8	0.3	83.2
•••	Remote	462.7	1.3	25.0	38.3	23.9	9.0	2.2	0.3	73.8
	Very Remote	444.1	0.2	35.7	42.3	16.0	4.5	1.1	0.1	64.1
	Metro	486.3	3.3	8.6	36.7	34.2	13.1	3.3	0.7	88.0
SA	Provincial	477.0	5.9	11.0	40.8	29.7	10.2	2.1	0.3	83.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	438.1	0.0	41.6	38.9	12.9	6.0	0.7	0.0	58.4
	Metro	490.0	2.6	7.9	35.8	33.6	15.6	3.3	1.2	89.5
Tas	Provincial	500.6	1.9	5.7	30.1	36.8	17.9	5.9	1.7	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.
	Metro	499.0	5.5	8.4	26.7	33.9	14.5	8.9	2.0	86.1
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	473.8	4.8	13.8	38.4	30.7	9.5	2.8	0.1	81.4
	Remote	456.9	4.0	24.5	40.8	21.8	6.4	2.5	0.0	71.5
	Very Remote	401.9	1.7	59.3	32.4	5.6	0.9	0.1	0.0	39.0
	Metro	494.5	2.9	8.1	32.3	33.2	16.7	5.4	1.5	89.0
Aust	Provincial	483.8	3.1	11.4	36.0	31.9	13.2	3.5	0.8	85.5
	Remote	464.7	2.7	21.4	40.2	23.9	9.4	2.1	0.3	75.9
	Very Remote	424.6	1.2	46.1	37.5	11.4	3.3	0.5	0.0	52.7

Table 7.N7: Achievement of Year 7 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	national standard %)	At national minimum standard (%)	andard	At or above national minimum standard			
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Metro	556.1	1.4	1.8	12.3	26.1	25.8	17.2	15.4	96.9
NSW	Provincial	528.7	1.2	2.9	17.6	32.5	27.3	13.3	5.3	95.9
INOW	Remote	504.7	0.0	5.8	27.2	37.6	21.8	5.6	2.0	94.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	554.0	2.1	1.2	10.5	26.6	28.8	18.5	12.3	96.7
Vic	Provincial	533.3	2.3	2.0	14.8	33.0	28.6	13.8	5.5	95.7
VIC	Remote	543.6	0.0	1.5	10.9	26.9	40.4	12.4	8.0	98.5
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	547.8	1.6	1.4	11.3	28.0	30.0	18.5	9.3	97.0
Qld	Provincial	531.9	1.5	1.7	15.5	33.4	29.2	14.0	4.6	96.8
Qiu	Remote	516.5	2.1	2.7	21.7	36.5	25.6	9.3	2.0	95.2
	Very Remote	519.0	2.0	2.9	20.2	38.4	24.3	8.2	4.1	95.1
	Metro	547.2	1.3	1.7	12.7	27.9	28.3	17.8	10.4	97.0
WA	Provincial	529.4	1.0	2.8	16.6	33.0	28.1	13.6	5.0	96.2
WA	Remote	531.0	0.2	2.1	17.1	32.5	28.6	14.7	4.8	97.7
	Very Remote	523.0	0.0	3.7	17.2	37.3	28.2	10.2	3.6	96.3
	Metro	538.8	1.9	1.7	13.6	31.1	29.6	14.9	7.2	96.4
SA	Provincial	526.0	1.6	2.0	17.1	35.2	29.2	11.5	3.4	96.4
JA	Remote	522.3	1.0	2.3	17.0	37.6	29.3	10.2	2.6	96.7
	Very Remote	533.6	0.0	2.8	15.0	30.3	32.0	15.5	4.5	97.3
	Metro	534.9	1.2	2.4	16.2	30.3	27.8	15.6	6.5	96.4
Tas	Provincial	527.6	1.4	2.1	17.4	34.2	28.2	12.6	4.2	96.5
lus	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.
	Metro	550.3	1.6	1.4	11.6	27.1	28.9	18.3	11.1	97.0
ACT	Provincial	-	-	-	-	-	-	-	-	-
7101	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	527.8	2.3	2.3	18.5	32.9	25.7	13.3	5.1	95.5
	Remote	537.9	1.9	1.5	12.7	32.1	30.1	16.4	5.3	96.6
	Very Remote	529.7	0.0	1.5	15.1	39.7	25.5	13.8	4.3	98.5
	Metro	551.4	1.6	1.5	11.8	27.2	28.0	17.7	12.1	96.8
Aust	Provincial	530.4	1.6	2.3	16.3	33.2	28.3	13.4	5.0	96.1
Aust	Remote	525.9	1.0	2.4	17.9	34.5	28.2	12.2	3.8	96.6
	Very Remote	524.5	0.7	2.7	17.5	36.9	27.7	10.3	4.1	96.5

Table 7.N8: Achievement of Year 7 Students in Numeracy, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	national standard %)	At national minimum	Above	national m (%	inimum sta %)	andard	At or above national
					standard (%)					minimum standard
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Bachelor	585.4	0.9	0.5	5.2	18.4	27.3	23.4	24.4	98.6
	Diploma	543.0	1.1	1.6	12.8	31.2	28.7	15.7	8.9	97.2
NSW	Certificate	520.4	1.4	3.4	20.9	35.2	24.5	10.2	4.3	95.2
INSW	Year 12	530.4	1.8	3.0	18.4	31.7	25.6	12.4	7.1	95.2
	Year 11	496.8	3.2	8.1	31.4	32.7	16.7	5.6	2.3	88.7
	Not stated (5%)	545.9	1.8	2.7	14.8	26.6	25.4	16.7	12.0	95.5
	Bachelor	577.3	1.2	0.3	4.8	19.5	30.3	24.7	19.1	98.5
	Diploma	540.6	1.7	1.2	11.8	32.3	30.9	15.3	6.8	97.1
Vic	Certificate	526.6	2.5	2.2	16.8	35.3	27.7	11.5	4.1	95.4
VIC	Year 12	535.0	2.9	1.8	15.4	31.9	27.7	13.7	6.7	95.3
	Year 11	510.2	5.4	4.7	23.7	35.2	20.9	7.7	2.6	90.0
	Not stated (5%)	565.1	2.2	1.0	8.1	21.6	29.5	22.1	15.5	96.8
	Bachelor	572.6	1.0	0.4	4.9	19.8	32.1	25.9	16.0	98.7
	Diploma	538.7	1.3	1.3	12.4	32.0	31.5	15.8	5.7	97.5
Qld	Certificate	525.5	1.4	2.2	17.5	35.3	28.0	12.2	3.3	96.4
Qiu	Year 12	523.8	2.0	2.8	18.5	34.6	26.8	11.9	3.5	95.2
	Year 11	500.4	3.6	6.3	28.2	35.2	20.0	5.6	1.1	90.1
	Not stated (10%)	526.6	2.7	3.8	19.1	30.0	25.5	13.3	5.5	93.4
	Bachelor	572.6	0.9	0.4	5.9	20.9	29.8	24.6	17.5	98.7
	Diploma	536.2	0.8	1.7	13.7	32.9	30.4	14.8	5.7	97.5
WA	Certificate	522.9	0.9	2.9	18.8	35.1	27.5	11.5	3.3	96.2
WA	Year 12	520.0	1.6	3.5	20.7	33.6	26.3	10.9	3.4	94.9
	Year 11	493.2	1.7	9.7	31.1	33.9	17.4	4.9	1.3	88.6
	Not stated (12%)	528.4	2.5	6.8	18.9	25.5	23.3	14.9	8.0	90.7
	Bachelor	566.6	1.0	0.3	5.6	22.9	32.7	23.6	13.9	98.7
	Diploma	534.4	1.4	1.4	12.5	34.0	32.9	13.9	3.9	97.2
SA	Certificate	520.8	1.7	2.1	18.7	37.4	28.6	9.3	2.3	96.3
JA	Year 12	521.5	1.7	2.5	18.9	35.7	28.6	9.9	2.8	95.8
	Year 11	500.7	3.8	5.7	28.3	36.5	18.8	5.3	1.4	90.4
	Not stated (12%)	518.0	2.7	5.0	19.9	33.3	25.2	9.8	4.0	92.3

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.N8 (cont.): Achievement of Year 7 Students in Numeracy, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	national standard %)	At national minimum standard (%)	Above	national m (º/	iinimum sta %)	andard	At or above national minimum standard
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Bachelor	567.4	0.6	0.4	5.4	21.1	33.8	25.8	13.0	99.0
	Diploma	537.0	0.9	1.0	11.8	35.5	30.8	14.9	5.2	98.1
Tas	Certificate	520.2	1.3	2.4	18.9	37.0	28.6	9.5	2.3	96.4
IdS	Year 12	514.1	1.3	4.2	22.9	36.5	21.1	11.0	3.0	94.5
	Year 11	494.3	2.2	5.8	32.9	37.7	16.6	3.9	0.8	92.0
	Not stated (12%)	530.7	2.8	2.7	19.5	27.4	26.6	14.8	6.2	94.4
	Bachelor	570.3	1.0	0.7	5.8	21.1	31.2	23.2	16.9	98.3
	Diploma	533.5	1.7	1.5	14.8	33.0	29.9	14.5	4.6	96.8
ACT	Certificate	513.9	2.9	3.3	22.1	37.2	23.3	9.3	2.0	93.7
ACI	Year 12	527.7	0.9	1.1	18.9	36.1	25.0	13.1	4.8	97.9
	Year 11	528.7	3.3	4.6	19.8	29.0	22.3	10.7	10.2	92.0
	Not stated (8%)	546.8	3.8	1.8	13.8	25.8	26.1	19.1	9.6	94.4
	Bachelor	541.8	2.5	1.9	13.6	28.5	27.2	18.5	7.8	95.6
	Diploma	513.3	1.7	3.5	22.1	39.4	23.3	7.7	2.3	94.9
NT	Certificate	501.6	2.2	6.4	26.5	36.8	20.0	6.9	1.2	91.4
INI	Year 12	490.9	0.0	11.5	32.7	31.3	17.3	6.3	1.0	88.5
	Year 11	452.0	4.0	28.4	36.9	20.0	8.2	2.2	0.4	67.6
	Not stated (39%)	454.7	2.2	36.7	26.0	14.9	11.1	6.6	2.5	61.1
	Bachelor	577.5	1.0	0.4	5.2	19.6	29.8	24.3	19.6	98.6
	Diploma	539.8	1.3	1.4	12.6	32.2	30.3	15.3	6.9	97.3
Aust	Certificate	523.0	1.6	2.7	18.9	35.5	26.6	11.0	3.7	95.7
Aust	Year 12	527.6	2.1	2.7	18.1	33.2	26.6	12.2	5.2	95.3
	Year 11	500.0	3.7	7.1	28.7	34.2	18.5	5.9	1.9	89.2
	Not stated (8%)	532.3	2.4	5.6	16.9	26.6	24.9	15.0	8.6	92.0

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.N9: Achievement of Year 7 Students in Numeracy, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	national standard %)	At national minimum standard (%)	Above	national m (%	inimum sta %)	andard	At or above national minimum standard
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Group 1	581.3	0.8	0.5	5.7	19.5	27.7	23.0	22.7	98.7
	Group 2	556.6	0.8	1.1	10.1	27.1	28.9	18.3	13.6	98.1
	Group 3	531.3	1.3	2.6	17.5	33.5	26.0	12.1	7.0	96.2
NSW	Group 4	520.3	1.8	4.2	23.7	33.2	21.1	9.7	6.4	94.1
	Not in paid work	500.5	4.3	8.1	30.1	31.2	16.3	6.3	3.7	87.6
	Not stated (7%)	537.6	1.9	3.9	17.7	27.5	24.0	14.3	10.7	94.2
	Group 1	579.1	0.9	0.2	4.4	19.0	30.4	25.1	20.0	98.9
	Group 2	555.5	1.3	0.7	8.3	27.4	31.8	19.6	11.0	98.1
V:-	Group 3	536.1	1.8	1.5	13.5	33.3	29.8	14.0	6.1	96.6
Vic	Group 4	523.7	3.2	2.5	19.4	34.9	24.8	10.5	4.7	94.3
	Not in paid work	510.3	7.0	5.1	23.9	33.5	19.6	7.8	3.2	87.9
	Not stated (5%)	560.8	1.8	1.0	9.3	23.4	29.4	20.6	14.4	97.1
	Group 1	570.7	1.0	0.4	5.2	20.7	32.0	25.3	15.4	98.6
	Group 2	548.7	0.9	0.9	9.8	28.9	32.2	19.1	8.2	98.3
Qld	Group 3	530.2	1.3	1.7	15.8	34.5	29.1	13.4	4.2	97.0
Qla	Group 4	514.7	2.4	3.7	22.6	35.3	24.4	9.1	2.5	93.9
	Not in paid work	500.4	4.7	7.1	28.6	32.8	18.4	6.2	2.1	88.2
	Not stated (15%)	520.5	2.6	4.2	21.0	32.2	24.4	11.5	4.2	93.2
	Group 1	569.0	0.7	0.6	6.8	22.4	29.9	22.9	16.8	98.7
	Group 2	545.0	0.9	1.2	11.3	29.6	31.2	18.3	7.5	98.0
WA	Group 3	526.5	0.9	2.4	17.8	34.6	27.9	12.2	4.2	96.7
VVA	Group 4	511.9	1.5	5.4	24.3	34.3	22.5	8.5	3.4	93.1
	Not in paid work	490.7	2.9	11.4	32.3	31.1	14.9	5.5	1.9	85.7
	Not stated (16%)	522.3	2.4	7.1	21.2	27.2	22.2	13.2	6.8	90.5
	Group 1	563.5	1.1	0.6	6.1	23.6	33.3	22.4	13.0	98.4
	Group 2	541.6	1.1	1.0	10.8	31.7	33.4	16.0	5.9	97.9
SA	Group 3	526.9	1.5	1.4	16.0	37.1	29.7	11.0	3.4	97.1
SA	Group 4	515.9	2.0	3.1	21.2	37.4	25.3	8.6	2.4	94.9
	Not in paid work	502.7	3.2	6.4	27.9	34.9	19.1	6.4	2.0	90.4
	Not stated (20%)	515.4	3.3	4.7	22.8	33.1	23.1	9.0	4.1	92.0

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Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.N9 (cont.): Achievement of Year 7 Students in Numeracy, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	national standard %)	At national minimum standard (%)	Above	national m (%	6)	andard	At or above national minimum standard
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	(%)
	Group 1	562.7	0.6	0.5	6.9	23.8	31.3	25.1	11.9	98.9
	Group 2	542.2	0.7	0.7	11.0	31.8	32.4	17.1	6.2	98.6
Tas	Group 3	524.9	0.9	1.6	17.3	35.9	30.8	10.4	3.0	97.5
145	Group 4	507.4	1.9	3.3	25.2	40.1	22.1	5.8	1.7	94.8
	Not in paid work	491.0	2.6	8.4	33.4	34.9	15.8	4.3	0.6	89.0
	Not stated (16%)	521.4	2.8	3.7	23.3	29.2	24.1	11.9	5.0	93.4
	Group 1	570.1	1.0	0.7	6.5	20.8	30.9	22.8	17.3	98.4
	Group 2	545.7	1.9	1.1	11.3	28.8	31.0	18.2	7.6	97.0
ACT	Group 3	524.0	1.2	2.4	17.3	37.1	27.2	11.1	3.6	96.4
ACI	Group 4	508.0	2.8	4.5	27.2	36.0	18.7	8.2	2.7	92.7
	Not in paid work	503.8	5.9	5.1	26.9	38.1	14.4	6.5	3.1	89.0
	Not stated (17%)	543.4	3.0	2.3	14.8	27.3	25.1	17.4	10.1	94.7
	Group 1	540.2	1.5	2.4	13.5	30.4	27.0	17.2	8.0	96.0
	Group 2	518.7	2.5	3.4	18.9	35.1	27.5	10.9	1.7	94.1
NT	Group 3	506.9	2.2	5.5	25.3	36.5	20.8	7.7	2.0	92.3
INI	Group 4	471.7	2.6	18.1	35.9	27.7	11.0	3.9	0.9	79.3
	Not in paid work	452.8	5.5	26.4	39.1	20.1	5.2	2.8	0.9	68.1
	Not stated (41%)	454.0	2.2	36.5	26.7	15.2	10.9	6.3	2.3	61.3
	Group 1	575.2	0.9	0.5	5.6	20.4	29.9	23.9	18.9	98.7
	Group 2	551.9	1.0	1.0	9.9	28.3	30.9	18.6	10.4	98.0
Aust	Group 3	531.1	1.4	2.0	16.1	34.1	28.1	12.7	5.5	96.6
Aust	Group 4	518.3	2.3	3.7	22.3	34.6	23.1	9.5	4.5	94.0
	Not in paid work	502.2	5.1	7.3	28.1	32.4	17.6	6.6	3.0	87.6
	Not stated (11%)	525.7	2.4	5.7	19.5	28.6	23.7	12.9	7.2	91.8

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 7.P1: Year 7 Student Participation in Assessment, by State and Territory, 2015.

State/ Territory		Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	85510	85683	85808	85808	85057
	Participation Rate (%)	96.5	96.7	96.8	96.8	95.9
Vic	Number	64491	64515	64795	64795	64391
	Participation Rate (%)	94.6	94.7	95.1	95.1	94.5
Qld	Number	53295	53476	53559	53559	53178
	Participation Rate (%)	91.9	92.2	92.3	92.3	91.7
WA	Number	28706	28799	28870	28870	28627
	Participation Rate (%)	95.5	95.8	96.0	96.0	95.2
SA	Number	17748	17773	17832	17832	17644
	Participation Rate (%)	93.5	93.7	94.0	94.0	93.0
Tas	Number	5924	5910	5960	5960	5909
	Participation Rate (%)	94.2	93.9	94.7	94.7	93.9
ACT	Number	4629	4661	4657	4657	4605
	Participation Rate (%)	94.7	95.4	95.3	95.3	94.2
NT	Number	2801	2856	2862	2862	2822
	Participation Rate (%)	84.3	85.9	86.1	86.1	84.9
Aust	Number	263104	263673	264343	264343	262233
	Participation Rate (%)	94.5	94.7	95.0	95.0	94.2

Table 7.P2: Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	Reac	ling	Persu Wri	asive ting	Spe	lling	Gramm Puncti		Nume	eracy
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	Indigenous	4352	90.1	4386	90.8	4403	91.2	4403	91.2	4291	88.9
NOW	Non-Indig.	78423	96.9	78569	97.1	78668	97.2	78668	97.2	78052	96.4
Vic	Indigenous	956	85.1	950	84.6	961	85.6	961	85.6	933	83.1
VIC	Non-Indig.	63468	94.8	63498	94.8	63767	95.2	63767	95.2	63387	94.7
Qld	Indigenous	3586	84.4	3635	85.5	3629	85.4	3629	85.4	3567	83.9
Qiu	Non-Indig.	47973	92.7	48102	93.0	48173	93.1	48173	93.1	47883	92.5
WA	Indigenous	1599	80.4	1590	79.9	1626	81.7	1626	81.7	1581	79.5
WA	Non-Indig.	26333	96.7	26438	97.1	26469	97.2	26469	97.2	26270	96.5
SA	Indigenous	657	82.7	667	84.0	670	84.4	670	84.4	647	81.5
SA	Non-Indig.	16821	94.2	16835	94.3	16888	94.6	16888	94.6	16728	93.7
Tas	Indigenous	463	89.4	474	91.5	476	91.9	476	91.9	469	90.5
Tas	Non-Indig.	5271	95.8	5246	95.3	5291	96.1	5291	96.1	5250	95.4
ACT	Indigenous	111	86.7	114	89.1	111	86.7	111	86.7	108	84.4
ACI	Non-Indig.	4409	95.0	4436	95.6	4435	95.5	4435	95.5	4388	94.5
NIT	Indigenous	1032	71.0	1082	74.5	1083	74.5	1083	74.5	1050	72.3
NT	Non-Indig.	1735	94.9	1741	95.2	1746	95.5	1746	95.5	1740	95.2
Aust	Indigenous	12756	84.6	12898	85.5	12959	85.9	12959	85.9	12646	83.8
Aust	Non-Indig.	244433	95.2	244865	95.4	245437	95.6	245437	95.6	243698	94.9

Table 7.P3: Percentage of Year 7 Student Exemptions, Absences and Withdrawals by State and Territory, 2015.

State/ Territory		Reading (%)		P	ersuasiv Writing (%)	e		Spelling (%)	;		ammar a unctuatio (%)		Numeracy (%)		
	E	Α	W	E	Α	W	E	Α	W	E	Α	W	E	Α	W
NSW	1.4	2.8	0.8	1.4	2.6	0.7	1.4	2.5	0.7	1.4	2.5	0.7	1.4	3.3	0.8
Vic	2.2	3.8	1.5	2.2	3.8	1.5	2.2	3.4	1.5	2.2	3.4	1.5	2.2	4.0	1.5
Qld	1.6	3.8	4.3	1.6	3.5	4.3	1.6	3.4	4.3	1.6	3.4	4.3	1.7	4.0	4.3
WA	1.3	4.1	0.4	1.3	3.8	0.4	1.3	3.6	0.4	1.3	3.6	0.4	1.2	4.4	0.4
SA	1.9	3.7	2.7	1.9	3.6	2.7	1.9	3.3	2.7	1.9	3.3	2.7	1.9	4.3	2.7
Tas	1.4	4.3	1.5	1.5	4.6	1.5	1.5	3.8	1.5	1.5	3.8	1.5	1.4	4.6	1.5
ACT	1.7	2.9	2.4	1.8	2.3	2.3	1.8	2.4	2.3	1.8	2.4	2.3	1.8	3.4	2.3
NT	2.4	14.9	0.8	2.5	13.3	0.8	2.4	13.1	0.8	2.4	13.1	0.8	2.4	14.3	0.8
Aust	1.7	3.6	1.8	1.7	3.4	1.8	1.7	3.2	1.8	1.7	3.2	1.8	1.7	4.0	1.8

Table 7.P4: Percentage of Year 7 Student Exemptions, Absences and Withdrawals by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	ı	Reading (%)	3		ersuasiv Writing (%)		S	Spelling (%)		Grammar and Punctuation (%)			Numeracy (%)		
		E	Α	W	E	Α	W	E	Α	W	Ε	Α	W	E	Α	W
NSW	Indigenous	2.9	8.9	1.0	2.9	8.3	0.9	2.9	7.9	0.9	2.9	7.9	0.9	2.9	10.2	1.0
NSW	Non-Indigenous	1.3	2.4	0.7	1.3	2.3	0.7	1.3	2.1	0.7	1.3	2.1	0.7	1.3	2.9	0.7
\/:	Indigenous	4.5	12.2	2.7	4.5	12.9	2.5	4.4	12.2	2.2	4.4	12.2	2.2	4.5	14.2	2.7
Vic	Non-Indigenous	2.1	3.7	1.5	2.1	3.7	1.5	2.1	3.3	1.5	2.1	3.3	1.5	2.1	3.8	1.5
Qld	Indigenous	2.4	9.3	6.3	2.5	8.4	6.0	2.5	8.5	6.0	2.5	8.5	6.0	2.8	9.9	6.2
Qiu	Non-Indigenous	1.5	3.2	4.1	1.5	3.0	4.1	1.5	2.9	4.0	1.5	2.9	4.0	1.6	3.5	4.0
WA	Indigenous	1.3	19.2	0.4	1.3	19.7	0.4	1.3	17.8	0.4	1.3	17.8	0.4	1.3	20.1	0.5
WA	Non-Indigenous	1.2	2.9	0.4	1.2	2.5	0.4	1.2	2.4	0.4	1.2	2.4	0.4	1.2	3.1	0.4
SA	Indigenous	3.8	12.8	4.4	3.8	11.5	4.5	3.8	11.2	4.4	3.8	11.2	4.4	3.8	14.1	4.4
ЭА	Non-Indigenous	1.8	3.2	2.6	1.8	3.1	2.6	1.8	2.8	2.6	1.8	2.8	2.6	1.8	3.7	2.7
Tas	Indigenous	2.1	10.2	0.4	2.1	8.1	0.4	2.1	7.7	0.4	2.1	7.7	0.4	2.1	9.1	0.4
ldS	Non-Indigenous	1.3	3.8	0.5	1.3	4.2	0.5	1.3	3.4	0.5	1.3	3.4	0.5	1.3	4.1	0.5
ACT	Indigenous	5.5	9.4	3.9	5.5	7.0	3.9	5.5	9.4	3.9	5.5	9.4	3.9	5.5	11.7	3.9
ACI	Non-Indigenous	1.6	2.8	2.3	1.6	2.2	2.2	1.6	2.2	2.2	1.6	2.2	2.2	1.6	3.2	2.2
NT	Indigenous	2.8	28.5	0.5	3.0	25.1	0.4	2.8	25.1	0.4	2.8	25.1	0.4	2.8	27.3	0.5
IN I	Non-Indigenous	2.1	4.2	0.9	2.1	3.8	0.9	2.1	3.6	0.9	2.1	3.6	0.9	2.1	3.9	0.9
Aust	Indigenous	2.7	12.8	2.7	2.7	11.9	2.5	2.7	11.6	2.5	2.7	11.6	2.5	2.8	13.5	2.6
Aust	Non-Indigenous	1.6	3.1	1.7	1.6	2.9	1.7	1.6	2.7	1.7	1.6	2.7	1.7	1.6	3.4	1.7

NAPLAN Year 7 Comparative Achievement

Table 7.CR: Comparative Achievement of Year 7 Students in Reading, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	548.2	551.1	543.0	541.2	541.2	540.4	566.1	483.4	546.0
NSW	548.2							∇	A	•
Vic	551.1							∇	A	
Qld	543.0							∇	A	
WA	541.2							∇	A	
SA	541.2							∇	A	
Tas	540.4							∇	A	
ACT	566.1	Δ	Δ	Δ	Δ	Δ	Δ		A	Δ
NT	483.4	_	_	_	V	_	_	V		V
Aust	546.0							∇	A	

Table 7.CW: Comparative Achievement of Year 7 Students in Persuasive Writing, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	511.1	522.5	504.6	506.0	509.5	501.7	521.9	409.1	510.6
NSW	511.1		•						A	
Vic	522.5			Δ	Δ		Δ		A	
Qld	504.6		∇		•			∇	A	
WA	506.0		∇			•		∇	A	
SA	509.5						•		A	
Tas	501.7		∇		•	•		∇	A	•
ACT	521.9			Δ	Δ		Δ		A	
NT	409.1	V	V	V	_	V	_	V		▼
Aust	510.6								A	

Table 7.CS: Comparative Achievement of Year 7 Students in Spelling, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	555.4	546.6	544.3	542.0	540.6	531.3	548.5	462.1	546.7
NSW	555.4		•	•	•	Δ	Δ	•	A	•
Vic	546.6			•			Δ		A	
Qld	544.3				•				A	
WA	542.0								A	
SA	540.6	∇	•					•	A	
Tas	531.3	∇	∇	•				∇	A	∇
ACT	548.5		•	•			Δ		A	
NT	462.1	_	_	_	_	_	_	_		V
Aust	546.7						Δ		A	

NAPLAN Year 7 Comparative Achievement

Table 7.CG: Comparative Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	545.7	546.1	539.1	536.6	534.8	526.9	554.2	455.3	541.3
NSW	545.7		•				Δ		A	
Vic	546.1	-			•	•	Δ	•	A	
Qld	539.1	-			•			∇	A	
WA	536.6	•				•		∇	A	
SA	534.8	-						∇	A	
Tas	526.9	∇	∇					∇	A	
ACT	554.2	-	•	Δ	Δ	Δ	Δ		A	
NT	455.3	V	V	V	_	V	V	V		_
Aust	541.3								A	

Table 7.CN: Comparative Achievement of Year 7 Students in Numeracy, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	546.7	548.4	538.9	538.3	532.7	528.8	549.4	484.7	542.5
NSW	546.7					-	Δ		A	
Vic	548.4					Δ	Δ		A	•
Qld	538.9						•		A	
WA	538.3								<u> </u>	
SA	532.7		∇				•	∇	<u> </u>	
Tas	528.8	∇	∇			•		∇	<u> </u>	∇
ACT	549.4					Δ	Δ		A	
NT	484.7	_	_	_	_	_	_	_		_
Aust	542.5						Δ		<u> </u>	

NAPLAN Year 7 Commentary

Overall national and jurisdiction results (Year 7)

Year 7 marks the beginning of secondary education in most Australian jurisdictions. In South Australia, Year 7 is the last year of primary education in most schools. Year 7 was transferred to secondary education in Queensland and Western Australia for 2015.

Achievement scores

Figures 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 show the distributions of achievement scores in reading, persuasive writing, spelling, grammar and punctuation, and numeracy, respectively, for each jurisdiction and for Australia overall. The table below each figure presents the mean scale score and standard deviation for each jurisdiction and for Australia overall.

Mean scores for New South Wales, Victoria, Queensland, Western Australia and South Australia are close to the national mean scores in all five achievement domains. For the ACT, mean scores in reading are above and statistically significantly different from the national mean scores; in the other four domains, the ACT mean scores are close to the national mean score. In addition, the ACT mean scores are above and statistically significantly different from the mean scores for all other jurisdictions in reading. Mean scores for Tasmania in spelling and numeracy are below and statistically significantly different from the national mean scores. Mean scores for the Northern Territory are substantially below and statistically significantly different from the national mean scores in all five domains.

For the Northern Territory, the spread of scores, as indicated by the standard deviation, is much greater than in the other jurisdictions. This is also indicated by the length of the bars in the figures, which shows that much of the spread is between the 80th percentile and the 20th percentile, and between the 20th percentile and the 5th percentile in most domains.

Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands across Years 3, 5, 7 and 9. For students in Year 7, Band 4 and below is the lowest band that is reported and indicates a score below the national minimum standard. Band 5 (the next lowest band) indicates a score at the national minimum standard (see p. v). The highest reported band (Band 9 and above) represents high achievement for Year 7. Exempt students do not receive an achievement score and are not included in the calculation of means and standard deviations, but they are counted as below the national minimum standard in reporting band percentages.

Tables 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 present the percentages of students in each band for each jurisdiction and Australia overall in each of the five achievement domains. The last column of each table shows the percentage of students who achieved at or above the national minimum standard in the achievement domain. For Australia overall, the percentage of students who achieved at or above the national minimum standard is high, ranging from 87% in persuasive writing to 96% in numeracy. There is some variation across jurisdictions in the percentage of students who achieved at or above the national minimum standard. For the Northern Territory, this ranges from 52% in persuasive writing to 77% in numeracy. For all other jurisdictions, more than 95% of Year 7 students achieved at or above the national minimum standard in numeracy, and 90% or more students achieved at or above the national minimum standard in grammar and punctuation.

Sex

Mean scale scores and score distributions are shown separately for male and female students in Figures 7.R2, 7.W2, 7.S2, 7.G2 and 7.N2. In persuasive writing, and grammar and punctuation, the mean scale score for female students is higher than the mean scale score for male students, for Australia overall and for all jurisdictions. In reading and numeracy, the mean scores for male students are close to the mean scores for female students for all jurisdictions and for Australia overall. For the ACT, the mean score in spelling for male students is close to the mean score for female

students; in all other jurisdictions and for Australia overall, the mean score for female students is higher than the mean score for male students.

Tables 7.R2, 7.W2, 7.S2, 7.G2 and 7.N2 present the percentages of male and female students in each achievement band. Nationally, in reading, persuasive writing, spelling, grammar and punctuation, and numeracy, a higher percentage of female students achieved at or above the national minimum standard compared with male students, with differences between 1 percentage point in numeracy and 10 percentage points in persuasive writing.

Indigenous students

Figures 7.R3, 7.W3, 7.S3, 7.G3 and 7.N3 display the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In all achievement domains and for all jurisdictions, the mean scale score for Indigenous students is substantially below the mean scale score for non-Indigenous students. Differences for Australia overall range from 66 score points in reading and numeracy to 88 score points in persuasive writing.

Tables 7.R3, 7.W3, 7.S3, 7.G3 and 7.N3 show the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and Australia overall. For Australia overall, 81% of Indigenous students achieved at or above the national minimum standard in reading and 83% achieved at or above the national minimum standard in numeracy.

Language background other than English

Figures 7.R4, 7.W4, 7.S4, 7.G4 and 7.N4 provide the distributions of scores, mean scale scores and standard deviations separately for students from a language background other than English and for students whose language background is English, for each jurisdiction and for Australia overall. For Australia overall, the mean scores in spelling and numeracy for students from a language background other than English are higher than the mean scores for other students. In the three other domains, the group mean scores are close to one another.

Across most jurisdictions, there are few differences between students from a language background other than English and students whose language background is English. In New South Wales, the mean scores for students from a language background other than English are higher than the mean scores for students from an English language background in persuasive writing, spelling, grammar and punctuation, and numeracy. In the Northern Territory, mean scores for students from a language background other than English are substantially lower than mean scores for students from an English language background in all achievement domains.

Tables 7.R4, 7.W4, 7.S4, 7.G4 and 7.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for students from a language background other than English and students with an English language background. For Australia overall, there is little difference between the two groups in the percentage of students who scored at or above the national minimum standard in persuasive writing and spelling. The greatest differences are in reading (2 percentage points), grammar and punctuation (1 percentage point), and numeracy (1 percentage point), with higher percentages of students from an English language background achieving at or above the national minimum standard.

Geolocation

Tables 7.R5, 7.W5, 7.S5, 7.G5 and 7.N5 present summary results for students from schools in metropolitan, provincial, remote and very remote locations for each jurisdiction and for Australia overall. These tables include the mean scale score, as well as the percentage of students in each achievement band. In Victoria, there is no very remote geolocation; in the Northern Territory there is no metropolitan geolocation; and in the ACT all secondary schools are in a metropolitan geolocation. In addition, there are too few students to report on students in very remote locations in Tasmania.

NAPLAN Year 7 Commentary

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students attending schools in metropolitan locations have the highest mean score, followed by students from provincial locations, then students from remote locations, then students from very remote locations. This pattern is not always replicated within each jurisdiction. In Victoria and South Australia, mean scores for students from remote locations are close to mean scores for students from provincial locations. In Tasmania, mean scores for students from all locations are close to one another in most domains.

The national distributions of achievement bands show similar results, with schools in metropolitan locations having the highest percentage of students achieving at or above the national minimum standard and schools in very remote locations having the lowest percentage. In reading and numeracy, at least 96% of students in metropolitan locations achieved at or above the national minimum standard. In all domains, greater percentages of students attending schools in metropolitan geolocations across Australia and in all jurisdictions except the Northern Territory achieved at both Band 8 and Band 9 and above than did students attending schools in other geolocations.

Results by geolocation are also reported by Indigenous status, in Tables 7.R6, 7.W6, 7.S6, 7.G6 and 7.N6 for Indigenous students and in Tables 7.R7, 7.W7, 7.S7, 7.G7 and 7.N7 for non-Indigenous students. For Indigenous students in Tasmania, mean scores and the percentage achieving at or above the national minimum standard for those attending schools in provincial locations are close to the mean scores for those attending schools in metropolitan locations in all domains. For non-Indigenous students nationally, mean scores for those attending schools in remote and very remote locations are close to the mean scores for those attending schools in provincial locations in all domains.

Parental education

Tables 7.R8, 7.W8, 7.S8, 7.G8 and 7.N8 provide results for each jurisdiction and Australia overall by parental education. Parental education refers to the highest level of education completed by either parent or carer. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 5% in Victoria and New South Wales to 39% in the Northern Territory. For Australia overall, there is no information on parental education for 8% of Year 7 students, so these results should be treated with caution. The tables contain results for students whose parental education is identified as 'Not stated'.

In all domains, mean scores are higher for students whose parents have higher levels of education. Students whose parents hold a bachelor degree or higher have the highest mean scores for each jurisdiction and for Australia overall, and the greatest percentage of students who achieved at or above the national minimum standard. For most jurisdictions and in most domains, there is little difference in the mean scores between students with parents whose highest level of education is a certificate and those with parents whose highest level is Year 12 completion. For Australia overall, more than 95% of students whose parents completed a bachelor degree or higher achieved at or above the national minimum standard in each domain. Students with parents whose education is not stated are excluded from these comparisons.

Parental occupation

Tables 7.R9, 7.W9, 7.S9, 7.G9 and 7.N9 show results for each jurisdiction and Australia overall by parental occupation. Parental occupation group includes the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, the occupation group reflecting the main job is reported. If both parents/guardians are working, the higher of the two occupation groups is used. Occupations are classified into four groups; a fifth group represents those not in paid work. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 5% in Victoria to 41% in the Northern Territory. For Australia overall, there is no information on parental occupation for 11% of students, so these results should be treated with caution. The tables contain results for students whose parental occupation is identified as 'Not stated'.

Students with parents in Occupation Group 1, which includes senior managers and qualified professionals, have the highest mean scale scores in all domains for all jurisdictions and for Australia overall. The next highest mean scores were achieved by students with parents in Occupation Group 2, which includes other business managers and associate professionals, followed by Occupation Group 3 (tradespeople; clerks; and skilled office, sales and service staff) and Occupation Group 4 (machine operators, hospitality staff, assistants and labourers). Students whose parents are not in paid work have the lowest mean scores in all domains for Australia overall and for all jurisdictions. Students with parents whose occupation is not stated are excluded from these comparisons.

The percentage of students who achieved at or above the national minimum standard is also related to parental occupation. Students with parents in Occupation Group 1 most frequently achieved at or above the national minimum standard (between 95% and 99% nationally). For Australia overall, more than 90% of students with at least one parent in paid work achieved at or above the national minimum standard in reading, spelling and numeracy.

Participation

Tables 7.P1, 7.P2, 7.P3 and 7.P4 provide data on participation in the tests in each domain for each jurisdiction and for Australia overall. Table 7.P1 provides the overall rates and Table 7.P2 provides rates separately for Indigenous and non-Indigenous students. Tables 7.P3 and 7.P4 provide data on exemptions, absences and withdrawals for the tests in each domain, with Table 7.P4 showing these rates separately for Indigenous and non-Indigenous students. Students who are absent or withdrawn are considered non-participating. Students who are exempt do not receive a scale score but are considered to have achieved below the national minimum standard.

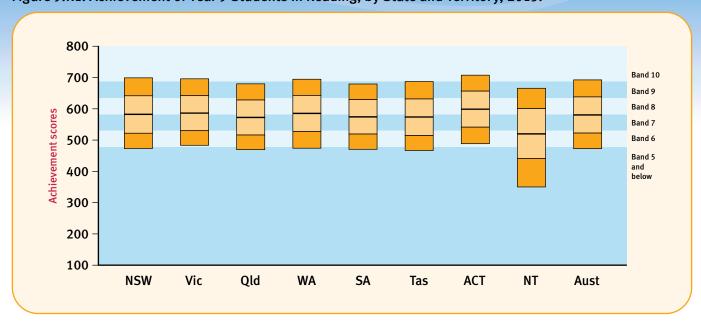
The national participation rate is lowest in numeracy at 94.2% and highest in spelling, and grammar and punctuation at 95.0%. Among the eight jurisdictions, New South Wales has the highest participation rate (96.8% in spelling, and grammar and punctuation) and the Northern Territory the lowest at 84.3% in reading). Participation rates are lower among Indigenous students, between 83.8% in numeracy and 85.9% in spelling, and grammar and punctuation across Australia.

Across Australia, 1.7% of students were granted exemptions from the assessment in each domain. For Australia overall, students were absent most frequently for the numeracy assessment (4.0%). Withdrawal rates were highest in Queensland among both Indigenous (6.0% to 6.3%) and non-Indigenous students (4.0% to 4.1%).

2015 Results NAPLAN Year 9

Ye	ar 9 Reading 194	Ye	ear 9 Grammar and Punctuation 227
•	by State and Territory, 2015	•	by State and Territory, 2015
•	by Sex, by State and Territory, 2015	•	by Sex, by State and Territory, 2015
•	by Indigenous Status, by State and Territory, 2015	•	by Indigenous Status, by State and Territory, 2015
•	by LBOTE Status, by State and Territory, 2015	•	by LBOTE Status, by State and Territory, 2015
•	by Geolocation, by State and Territory, 2015	•	by Geolocation, by State and Territory, 2015
•	Indigenous Students by Geolocation, by State and Territory, 2015	•	Indigenous Students by Geolocation, by State and Territory, 2015
•	Non-Indigenous Students by Geolocation, by State and Territory, 2015	•	Non-Indigenous Students by Geolocation, by State and Territory, 2015
•	by Parental Education, by State and Territory, 2015	•	by Parental Education, by State and Territory, 2015
•	by Parental Occupation, by State and Territory, 2015	•	by Parental Occupation, by State and Territory, 2015
Ye	ar 9 Persuasive Writing 205	Ye	ear 9 Numeracy 238
•	by State and Territory, 2015	•	by State and Territory, 2015
•	by Sex, by State and Territory, 2015	•	by Sex, by State and Territory, 2015
•	by Indigenous Status, by State and Territory, 2015	•	by Indigenous Status, by State and Territory, 2015
•	by LBOTE Status, by State and Territory, 2015	•	by LBOTE Status, by State and Territory, 2015
•	by Geolocation, by State and Territory, 2015	•	by Geolocation, by State and Territory, 2015
•	Indigenous Students by Geolocation, by State and Territory, 2015	•	Indigenous Students by Geolocation, by State and Territory, 2015
•	Non-Indigenous Students by Geolocation, by State and Territory, 2015	•	Non-Indigenous Students by Geolocation, by State and Territory, 2015
•	by Parental Education, by State and Territory, 2015	•	by Parental Education, by State and Territory, 2015
•	by Parental Occupation, by State and Territory, 2015	•	by Parental Occupation, by State and Territory, 2015
Ye	ar 9 Spelling 216	Ye	ear 9 Participation249
•	by State and Territory, 2015	•	by State and Territory, 2015
•	by Sex, by State and Territory, 2015	•	by Indigenous Status, by State and Territory, 2015
•	by Indigenous Status, by State and Territory, 2015	•	Student Exemptions, Absences and Withdrawals, by State and Territory, 2015
•	by LBOTE Status, by State and Territory, 2015	•	Student Exemptions, Absences and Withdrawals, by
•	by Geolocation, by State and Territory, 2015		Indigenous Status, by State and Territory, 2015
•	Indigenous Students by Geolocation, by State and Territory, 2015	Ye	ear 9 Comparative Achievement 253
•	Non-Indigenous Students by Geolocation, by State and Territory, 2015	•	in Reading by State and Territory, 2015
•	by Parental Education, by State and Territory, 2015	•	in Persuasive Writing, by State and Territory, 2015
•	by Parental Occupation, by State and Territory, 2015	•	in Spelling, by State and Territory, 2015
-	by I are man occupation, by State and Territory, 2015	•	in Grammar and Punctuation, by State and Territory, 2015
		•	in Numeracy, by State and Territory, 2015
		Ye	ear 9 Commentary 255

Figure 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2015.

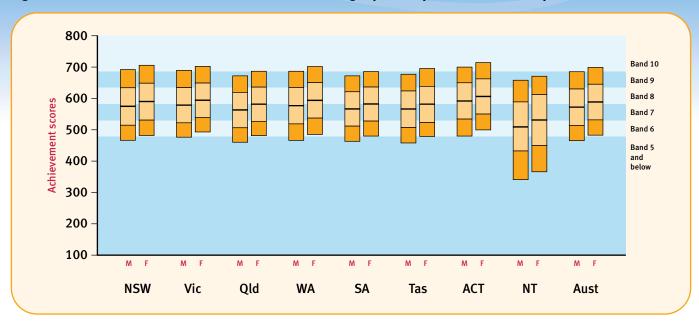


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale	582.1	586.2	572.2	585.1	574.0	573.6	598.7	519.6	580.2
score / (S.D.)	(69.3)	(65.0)	(64.5)	(67.4)	(63.8)	(67.2)	(66.9)	(94.6)	(67.5)

Table 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	minimun	national 1 standard %)	At national minimum standard (%)	Above	national m (%	iinimum sta %)	ındard	At or above national minimum standard
		Pa	⋖	Wit	Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
NSW	14yrs 7mths 9yrs 4mths	93.8	5.3	1.0	1.5	5.9	17.3	27.1	25.6	15.4	7.1	92.6
Vic	14yrs 9mths 9yrs 4mths	90.7	7.1	2.2	2.5	4.0	15.4	28.0	27.4	16.1	6.7	93.5
Qld	14yrs 1mth 8yrs 4mths	88.8	5.7	5.5	1.5	6.7	19.5	29.4	25.6	13.2	4.0	91.8
WA	14yrs 5mths 9yrs 4mths	94.1	5.6	0.3	1.2	5.6	15.2	26.5	27.9	17.0	6.5	93.2
SA	14yrs 7mths 9yrs 4mths	89.1	7.5	3.4	2.0	6.3	18.2	29.5	26.4	13.6	3.9	91.6
Tas	14yrs 11mths 9yrs 4mths	90.9	7.8	1.3	1.3	7.3	19.3	28.2	25.2	13.5	5.2	91.4
ACT	14yrs 8mths 9yrs 4mths	89.8	6.0	4.2	2.6	3.4	11.8	24.1	28.3	20.4	9.4	94.0
NT	14yrs 6mths 9yrs 4mths	76.6	20.5	2.9	2.2	31.6	19.0	20.5	16.3	7.8	2.6	66.2
Aust	14yrs 6mths 9yrs 2mths	91.4	6.2	2.4	1.8	5.9	17.1	27.8	26.3	15.1	6.0	92.3

Figure 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	574.6 (69.3)	578.6 (65.0)	563.1 (64.7)	576.9 (67.4)	566.3 (63.6)	566.1 (67.1)	591.6 (67.5)	508.9 (94.7)	572.2 (67.6)
Female Mean scale score / (S.D.)	590.0 (68.4)	594.1 (64.0)	581.6 (62.8)	593.6 (66.3)	582.1 (63.0)	581.7 (66.3)	606.1 (65.6)	531.0 (93.2)	588.5 (66.3)

Table 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2015.

State/ Territory	Sex	Below r minimum (%		At national minimum standard (%)	inimum (%) tandard (%)				At or above national minimum
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
NSW	Male	2.0	7.4	19.4	27.5	24.2	13.7	5.8	90.6
	Female	1.1	4.3	15.1	26.6	27.1	17.3	8.5	94.6
Vic	Male	3.1	5.2	17.6	28.8	25.7	14.0	5.4	91.6
	Female	1.8	2.8	13.1	27.0	29.1	18.3	8.0	95.5
Qld	Male	2.0	8.9	22.1	29.5	23.4	11.1	3.0	89.1
	Female	1.0	4.4	16.8	29.3	28.0	15.4	5.1	94.6
WA	Male	1.5	7.1	17.4	27.3	26.6	15.0	5.1	91.4
	Female	0.9	4.0	12.9	25.7	29.2	19.1	8.1	95.1
SA	Male	2.5	7.9	20.4	30.0	24.5	11.7	3.0	89.5
	Female	1.5	4.7	15.9	28.9	28.4	15.7	4.9	93.8
Tas	Male	1.8	9.5	20.7	28.0	24.2	12.0	3.8	88.7
	Female	0.7	4.9	17.8	28.4	26.3	15.1	6.7	94.4
ACT	Male	3.6	4.6	13.2	25.1	27.1	18.9	7.5	91.9
	Female	1.5	2.3	10.3	23.1	29.6	22.0	11.3	96.3
NT	Male	2.9	34.6	20.4	20.5	13.2	6.1	2.3	62.5
	Female	1.4	28.4	17.5	20.6	19.6	9.6	3.0	70.2
Aust	Male	2.3	7.5	19.3	28.3	24.6	13.2	4.8	90.2
	Female	1.2	4.2	14.8	27.3	28.1	17.2	7.3	94.6

Figure 9.R3: Achievement of Year 9 Students in Reading, by Indigenous Status, by State and Territory, 2015.

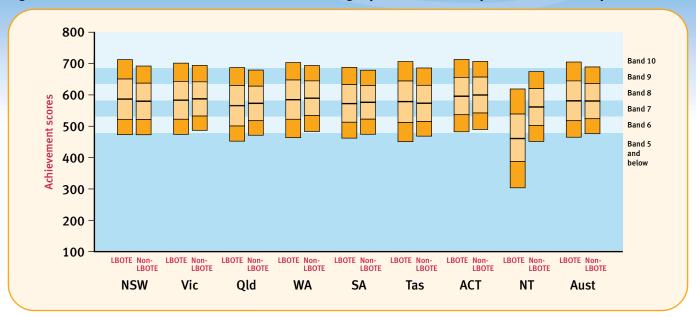


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	526.9 (61.5)	543.3 (62.4)	524.7 (61.0)	508.0 (64.2)	522.7 (60.1)	540.0 (62.1)	551.6 (62.6)	448.7 (79.7)	518.3 (67.8)
Non-Indigenous Mean scale score / (S.D.)	585.3 (68.5)	586.9 (64.8)	576.2 (63.2)	591.0 (64.3)	576.3 (62.7)	576.4 (66.7)	599.5 (66.8)	572.7 (65.6)	583.8 (65.8)

Table 9.R3: Achievement of Year 9 Students in Reading, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status		national standard %)	At national Above national minimum standard (%) standard (%) Pand 7 Pand 9 Pand 9 Pand 9 Pand 10 Pand				At or above national minimum	
		Exempt Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
NSW	Indigenous	3.0	20.3	31.9	26.7	13.6	3.8	0.7	76.7
	Non-Indigenous	1.5	5.1	16.5	27.1	26.3	16.1	7.5	93.5
Vic	Indigenous	6.0	13.7	26.8	28.8	17.4	6.0	1.2	80.2
	Non-Indigenous	2.4	3.9	15.2	28.0	27.6	16.2	6.8	93.8
Qld	Indigenous	2.3	21.7	32.2	26.6	12.9	3.8	0.5	76.0
	Non-Indigenous	1.5	5.4	18.5	29.6	26.6	14.0	4.3	93.1
WA	Indigenous	1.3	31.8	32.4	21.8	9.5	2.8	0.3	66.9
	Non-Indigenous	1.2	3.7	13.8	26.7	29.3	18.2	7.1	95.1
SA	Indigenous	2.7	22.4	32.1	26.8	12.7	3.1	0.3	75.0
	Non-Indigenous	2.0	5.5	17.6	29.7	27.1	14.1	4.0	92.5
Tas	Indigenous	2.3	15.8	28.9	29.4	15.6	6.8	1.1	81.8
	Non-Indigenous	1.1	6.5	18.6	28.2	26.1	14.0	5.5	92.4
ACT	Indigenous	3.9	9.5	27.8	29.8	19.8	7.0	2.0	86.6
	Non-Indigenous	2.5	3.3	11.5	24.1	28.5	20.5	9.6	94.2
NT	Indigenous	3.1	64.0	19.0	9.2	3.6	1.0	0.1	32.9
	Non-Indigenous	1.5	7.0	19.0	29.2	25.9	13.0	4.4	91.5
Aust	Indigenous	2.8	25.5	30.4	24.7	12.3	3.7	0.6	71.7
	Non-Indigenous	1.7	4.7	16.3	28.0	27.1	15.8	6.4	93.6

Figure 9.R4: Achievement of Year 9 Students in Reading, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	586.6 (73.5)	583.2 (69.3)	565.8 (72.6)	584.7 (73.0)	572.2 (68.7)	578.6 (75.6)	595.7 (69.6)	460.7 (93.4)	580.9 (74.2)
Non-LBOTE Mean scale score / (S.D.)	579.7 (67.5)	587.2 (63.4)	572.9 (63.6)	589.4 (64.7)	576.2 (62.4)	573.4 (66.4)	599.5 (66.4)	561.3 (68.9)	580.4 (65.2)

Table 9.R4: Achievement of Year 9 Students in Reading, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	minimum	national standard %)	At national Above national minimum standard (%) standard (%)				At or above national minimum	
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
NSW	LBOTE	1.8	5.9	17.1	25.9	23.6	15.9	9.7	92.3
	Non-LBOTE	1.4	6.0	17.6	27.7	26.3	15.0	6.0	92.6
Vic	LBOTE	2.6	5.7	17.1	26.8	25.0	15.3	7.6	91.7
	Non-LBOTE	2.4	3.5	14.9	28.3	28.2	16.3	6.3	94.1
Qld	LBOTE	2.0	11.3	21.2	25.0	22.6	12.8	5.2	86.7
	Non-LBOTE	1.4	6.3	19.3	29.9	25.9	13.3	3.9	92.3
WA	LBOTE	2.1	7.2	15.3	24.3	26.1	17.0	8.0	90.7
	Non-LBOTE	1.0	4.2	13.9	26.7	29.6	18.2	6.5	94.8
SA	LBOTE	2.9	8.1	19.5	27.0	23.5	14.0	5.0	89.0
	Non-LBOTE	1.7	5.6	17.4	29.7	27.7	14.0	3.9	92.7
Tas	LBOTE	5.4	9.3	15.3	24.2	22.8	15.2	7.9	85.3
	Non-LBOTE	1.1	7.0	19.6	28.6	25.3	13.5	5.0	91.9
ACT	LBOTE	3.3	4.1	12.7	24.6	27.2	17.8	10.4	92.6
	Non-LBOTE	2.4	3.3	11.6	24.0	28.6	21.0	9.2	94.3
NT	LBOTE	2.1	58.9	17.1	11.4	6.9	2.7	0.9	39.0
	Non-LBOTE	2.4	11.0	21.1	27.9	23.1	11.0	3.3	86.6
Aust	LBOTE	2.2	7.4	17.3	25.7	23.9	15.3	8.2	90.4
	Non-LBOTE	1.7	5.3	17.0	28.4	27.0	15.1	5.4	93.0

Table 9.R5: Achievement of Year 9 Students in Reading, by Geolocation, by State and Territory, 2015.

State/	Geolocation	Mean	Below national		At	Ahove	national m	inimum sta	andard	At or
Territory	Georgeanon	scale		standard	national	7.5070		%)		above
		score	(0	%)	minimum					national
					standard					minimum
			F	Danid 5	(%)	Danid 7	Dan d O	Dd 0	Danid 10	standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(70)
	Metro	587.3	1.6	5.0	16.0	26.5	26.2	16.6	8.3	93.4
NCW	Provincial	565.9	1.5	8.5	21.4	29.1	24.1	11.9	3.5	90.0
NSW	Remote	527.6	1.5	23.4	32.6	20.6	14.3	5.6	2.1	75.2
	Very Remote	526.2	0.0	32.3	16.1	20.3	19.0	9.4	2.9	67.7
	Metro	590.0	2.4	3.7	14.4	27.0	27.8	17.2	7.5	93.9
Vic	Provincial	574.1	2.6	5.2	18.7	30.9	26.1	12.4	4.1	92.2
VIC	Remote	590.9	0.0	0.8	12.5	34.6	25.0	21.3	5.8	99.2
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	577.5	1.5	5.7	17.9	28.9	26.7	14.5	4.7	92.8
Qld	Provincial	561.1	1.4	8.5	23.1	31.0	23.4	10.3	2.3	90.1
Qiu	Remote	544.2	2.2	14.2	27.3	29.4	18.4	7.1	1.5	83.6
	Very Remote	513.7	0.7	30.3	29.0	24.7	11.3	3.5	0.6	69.0
	Metro	591.4	1.3	4.1	13.8	25.9	28.9	18.5	7.5	94.6
WA	Provincial	572.0	1.0	6.6	19.1	30.1	26.9	12.7	3.6	92.4
•••	Remote	548.2	0.7	16.8	22.8	27.3	19.9	10.4	2.0	82.5
	Very Remote	502.5	1.0	39.2	25.5	18.2	11.5	3.5	1.2	59.8
	Metro	578.6	2.1	5.7	16.8	28.6	27.1	15.0	4.7	92.2
SA	Provincial	563.0	1.7	7.5	21.8	32.2	24.8	10.1	1.8	90.8
0,1	Remote	561.1	2.1	7.3	23.9	30.3	24.4	10.7	1.3	90.6
	Very Remote	520.4	2.5	27.7	25.1	25.0	16.1	3.1	0.5	69.8
	Metro	579.4	1.5	6.6	17.8	27.2	25.2	14.7	6.9	91.8
Tas	Provincial	569.1	1.1	7.8	20.5	28.9	25.4	12.5	3.8	91.2
	Remote	543.5	0.0	13.0	30.3	33.5	12.4	7.6	3.2	87.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	598.7	2.6	3.4	11.8	24.1	28.3	20.4	9.4	94.0
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	•	-	-	•
	Metro	-	-	-		-	-	-	-	- 0/ -
NT	Provincial	555.6	2.2	13.3	22.0	27.3	21.8	10.1	3.3	84.5
	Remote	543.6	3.8	22.0	19.6	21.6	19.3	10.0	3.8	74.2
	Very Remote	423.7	0.9	79.2	12.1	4.8	1.9	1.0	0.1	19.8
	Metro	586.0	1.8	4.7	15.7	27.1	27.1	16.5	7.0	93.4
Aust	Provincial	566.9	1.7	7.6	21.0	30.2	24.7	11.6	3.3	90.7
	Remote	547.5	1.8	16.0	24.0	26.8	19.8	9.5	2.2	82.2
	Very Remote	476.8	1.0	51.6	20.6	15.2	8.4	2.7	0.6	47.5

Table 9.R6: Achievement of Year 9 Indigenous Students in Reading, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	(%)		At national minimum standard (%)	Above	national m (%		andard	At or above national minimum standard
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Metro	534.9	3.5	16.9	30.3	27.8	15.9	4.6	1.0	79.6
NCW	Provincial	522.2	2.7	22.0	33.2	26.4	12.0	3.1	0.5	75.2
NSW	Remote	492.8	1.7	39.0	37.7	15.0	3.7	3.0	0.0	59.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	547.1	4.7	14.0	24.7	28.8	19.2	6.6	2.1	81.4
Vic	Provincial	540.0	7.2	13.5	28.5	28.9	15.9	5.6	0.4	79.3
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	532.9	2.5	17.7	30.9	28.3	15.1	4.8	0.7	79.8
Qld	Provincial	521.3	2.4	22.3	34.4	26.5	11.4	2.9	0.2	75.3
Qiu	Remote	504.2	2.9	33.7	31.1	20.0	10.2	2.0	0.0	63.4
	Very Remote	483.2	0.5	47.7	30.8	15.6	4.5	0.5	0.5	51.8
	Metro	525.2	1.4	21.1	33.7	26.8	12.8	3.6	0.6	77.5
WA	Provincial	517.2	1.5	25.4	35.1	24.3	9.9	3.7	0.2	73.1
**/ \	Remote	493.7	1.2	40.0	33.2	17.3	6.0	2.2	0.0	58.8
	Very Remote	467.4	0.9	59.2	24.4	10.6	4.5	0.4	0.0	39.9
	Metro	528.2	2.7	19.6	32.2	26.5	15.0	3.6	0.3	77.7
SA	Provincial	522.5	3.0	20.8	33.0	29.8	10.0	3.0	0.3	76.2
<i>57</i> (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.
	Metro	534.3	4.1	16.4	31.0	28.7	13.8	5.4	0.6	79.5
Tas	Provincial	543.7	1.3	15.3	27.7	29.6	16.8	7.8	1.4	83.4
	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.
	Metro	551.6	3.9	9.5	27.8	29.8	19.8	7.0	2.0	86.6
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro		-	-	-	-	-	-	-	-
NT	Provincial	500.3	4.7	34.7	29.6	19.1	9.5	2.3	0.1	60.5
	Remote	483.1	7.5	45.8	26.0	13.5	4.4	2.2	0.7	46.8
	Very Remote	414.5	0.8	84.0	11.6	3.0	0.5	0.1	0.0	15.2
	Metro	533.7	2.9	17.5	30.6	27.9	15.4	4.7	0.9	79.5
Aust	Provincial	523.1	3.0	21.9	32.7	26.4	12.1	3.5	0.4	75.1
	Remote	493.7	3.2	39.8	31.3	16.8	6.3	2.3	0.2	56.9
	Very Remote	442.8	0.9	69.7	19.0	7.8	2.4	0.2	0.1	29.5

Table 9.R7: Achievement of Year 9 Non-Indigenous Students in Reading, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%)		Above	national m (%		andard	At or above national minimum standard
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Metro	589.3	1.5	4.6	15.5	26.5	26.5	17.0	8.6	93.9
NSW	Provincial	571.6	1.3	6.7	19.8	29.5	25.7	13.0	3.9	92.0
NSW	Remote	556.4	1.4	10.7	27.9	25.2	22.9	8.1	3.8	87.9
	Very Remote	586.2	0.0	9.1	9.1	27.9	31.5	17.0	5.5	90.9
	Metro	590.5	2.3	3.6	14.3	27.0	27.9	17.3	7.5	94.1
Vic	Provincial	575.3	2.4	4.9	18.3	30.9	26.5	12.7	4.2	92.7
VIC	Remote	590.9	0.0	0.8	12.5	34.6	25.0	21.3	5.8	99.2
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	580.3	1.5	4.9	17.1	28.9	27.3	15.1	5.0	93.6
Qld	Provincial	566.1	1.3	6.8	21.8	31.4	24.9	11.3	2.6	91.9
Qiu	Remote	557.7	2.2	8.0	25.4	32.1	21.3	9.1	2.0	89.8
	Very Remote	552.2	1.1	9.3	25.9	35.6	19.9	7.5	0.8	89.6
	Metro	594.2	1.3	3.4	13.0	25.8	29.5	19.2	7.8	95.3
WA	Provincial	578.6	0.8	4.6	17.1	30.5	29.0	13.9	4.1	94.6
**/ (Remote	572.0	0.5	6.8	18.1	31.7	26.0	14.1	2.8	92.7
	Very Remote	561.5	1.2	7.5	26.4	28.2	23.9	9.2	3.7	91.3
	Metro	580.3	2.1	5.2	16.2	28.8	27.6	15.3	4.8	92.7
SA	Provincial	565.5	1.6	6.6	21.2	32.3	25.7	10.6	1.9	91.7
<i>57</i> (Remote	564.0	2.4	5.9	23.5	30.6	24.7	11.4	1.4	91.7
	Very Remote	553.8	2.4	9.4	22.2	34.0	25.8	5.3	1.0	88.2
	Metro	582.5	1.1	5.8	17.0	27.4	26.1	15.2	7.3	93.1
Tas	Provincial	571.5	1.0	7.1	19.8	28.8	26.3	13.0	4.0	91.9
	Remote	547.1	0.0	10.6	31.2	33.5	12.9	8.2	3.5	89.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	599.5	2.5	3.3	11.5	24.1	28.5	20.5	9.6	94.2
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	569.5	1.6	7.7	20.0	29.5	24.9	12.2	4.1	90.7
	Remote	584.9	1.2	4.5	15.1	27.7	29.9	15.5	6.1	94.3
	Very Remote	573.1	2.3	4.5	19.1	32.3	25.0	15.9	0.9	93.2
	Metro	587.9	1.8	4.3	15.2	27.1	27.5	16.9	7.3	94.0
Aust	Provincial	571.3	1.6	6.1	19.8	30.6	26.0	12.4	3.6	92.3
	Remote	568.5	1.4	6.7	21.0	30.6	24.9	12.4	3.0	91.9
	Very Remote	559.8	1.3	8.4	23.4	32.3	23.3	9.1	2.2	90.2

Table 9.R8: Achievement of Year 9 Students in Reading, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale	minimum	Below national minimum standard (%)		Above	national m		indard	At or above
		score	(%	%)	minimum standard (%)					national minimum standard
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Bachelor	620.1	1.0	1.3	6.9	19.6	30.1	25.7	15.4	97.7
	Diploma	582.9	1.2	3.8	15.6	30.5	29.2	14.7	5.0	95.1
	Certificate	561.5	1.4	7.3	23.3	32.9	23.4	9.5	2.2	91.3
NSW	Year 12	565.6	2.1	8.1	21.9	29.5	23.9	11.0	3.5	89.8
	Year 11	535.9	3.3	16.0	30.6	28.9	15.3	4.9	1.0	80.7
	Not stated (6%)	573.2	2.2	8.4	19.8	26.0	23.9	14.1	5.6	89.4
	Bachelor	616.7	1.2	1.1	6.7	21.1	31.1	25.9	12.9	97.7
	Diploma	583.9	2.0	2.9	15.0	30.8	30.4	14.2	4.8	95.2
\C	Certificate	567.7	2.5	5.2	20.9	33.1	25.6	10.2	2.5	92.3
Vic	Year 12	573.3	2.7	5.0	19.1	31.9	25.9	11.0	4.5	92.3
	Year 11	548.6	5.9	10.4	26.6	31.1	18.2	6.5	1.4	83.7
	Not stated (4%)	592.4	3.5	4.6	13.4	24.2	27.6	18.1	8.7	92.0
	Bachelor	607.8	0.7	1.6	8.6	23.2	32.1	23.8	10.0	97.6
	Diploma	574.1	1.1	4.9	18.2	32.0	28.2	12.8	2.9	94.0
Qld	Certificate	558.7	1.3	7.5	23.9	33.6	23.7	8.6	1.3	91.1
Qia	Year 12	557.7	1.9	8.4	24.7	32.1	22.1	9.1	1.8	89.7
	Year 11	534.2	2.9	15.8	31.3	30.0	15.5	4.2	0.3	81.3
	Not stated (10%)	558.2	2.7	10.5	22.6	29.1	22.7	10.1	2.2	86.8
	Bachelor	620.4	1.0	1.1	6.2	18.5	31.8	27.5	13.9	98.0
	Diploma	588.2	0.8	3.2	12.9	29.3	31.9	17.1	4.8	96.0
WA	Certificate	571.1	0.9	5.5	18.5	33.0	28.1	11.6	2.4	93.7
WA	Year 12	573.3	1.2	5.5	19.1	30.6	27.5	12.9	3.2	93.4
	Year 11	540.8	1.8	14.6	28.8	30.3	17.8	5.9	0.9	83.7
	Not stated (13%)	568.6	2.5	11.4	19.0	24.8	22.7	14.2	5.5	86.1
	Bachelor	607.2	1.0	1.8	8.6	23.0	32.2	23.9	9.6	97.2
	Diploma	578.1	1.4	4.3	15.6	31.7	30.2	14.0	2.8	94.3
SA	Certificate	563.2	1.2	6.8	21.7	33.5	25.4	9.8	1.6	92.0
<i>57</i> 1	Year 12	560.3	2.2	7.2	22.5	33.9	23.6	9.1	1.5	90.6
	Year 11	539.2	4.0	14.5	29.1	29.5	17.1	5.2	0.6	81.5
	Not stated (12%)	564.4	4.6	8.7	20.3	29.2	23.1	11.0	3.1	86.7

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.R8 (cont.): Achievement of Year 9 Students in Reading, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	Below national minimum standard (%)		Above	national m (%	inimum sta %)	andard	At or above national minimum standard
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Bachelor	621.6	1.0	1.4	6.3	18.6	30.3	26.3	16.1	97.6
	Diploma	589.7	0.5	2.4	13.2	29.0	32.0	17.4	5.4	97.0
Tas	Certificate	560.7	0.9	7.6	23.3	33.0	24.4	8.9	2.0	91.6
idS	Year 12	559.6	1.6	10.1	21.6	29.7	24.5	10.9	1.6	88.3
	Year 11	539.2	1.5	14.9	30.0	30.1	17.1	5.8	0.5	83.6
	Not stated (10%)	569.5	3.4	7.8	19.1	27.6	26.0	12.7	3.3	88.7
	Bachelor	623.6	1.7	0.9	5.6	18.3	30.0	28.2	15.3	97.4
	Diploma	583.3	1.4	3.2	15.5	29.4	31.6	15.1	3.9	95.3
ACT	Certificate	566.5	3.2	6.7	18.9	33.4	25.5	10.1	2.2	90.1
ACI	Year 12	572.5	4.5	5.9	18.2	28.9	26.3	13.6	2.7	89.7
	Year 11	567.5	6.0	8.7	19.6	26.8	22.9	12.5	3.5	85.2
	Not stated (11%)	586.8	3.8	5.9	15.7	24.5	25.0	16.7	8.2	90.2
	Bachelor	587.1	1.2	4.4	15.1	25.9	29.6	17.6	6.2	94.4
	Diploma	567.4	1.0	7.4	19.4	31.4	26.3	11.6	2.8	91.6
NT	Certificate	544.5	2.2	13.3	26.2	30.5	19.2	7.7	1.0	84.6
INI	Year 12	546.3	3.5	12.6	25.1	30.1	22.2	5.6	0.8	83.9
	Year 11	492.1	4.6	41.1	22.5	19.7	9.9	2.0	0.2	54.4
	Not stated (41%)	480.7	1.9	53.2	15.5	11.2	9.6	5.8	3.0	45.0
	Bachelor	616.1	1.0	1.3	7.2	20.7	31.1	25.5	13.2	97.7
	Diploma	581.6	1.3	3.7	15.7	30.8	29.7	14.4	4.3	94.9
Aust	Certificate	563.3	1.6	6.7	22.3	33.1	24.6	9.7	2.1	91.7
Aust	Year 12	566.0	2.2	7.0	21.5	31.2	24.4	10.6	3.1	90.8
	Year 11	539.4	3.8	14.5	29.2	29.8	16.5	5.4	0.9	81.8
	Not stated (8%)	565.4	2.8	11.3	19.3	25.9	23.1	12.9	4.7	85.9

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.R9: Achievement of Year 9 Students in Reading, by Parental Occupation, by State and Territory, 2015.

State/	Parental	Mean	Polowy	national	At	Abovo	national m	inimum ete	ndard	At or
Territory	occupation	scale		Below national minimum standard		Above		//////////////////////////////////////	illualu	above
icilitory	occupation	score	(%		national minimum		()	0)		national
			•	7	standard					minimum
					(%)					standard
			Exempt	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
				and below						
	Group 1	617.9	0.8	1.4	7.5	20.1	30.3	25.2	14.8	97.8
	Group 2	593.2	0.9	2.9	13.0	27.8	30.0	17.9	7.5	96.2
NSW	Group 3	569.4	1.4	6.0	20.7	32.2	24.9	11.2	3.7	92.6
11311	Group 4	554.7	2.1	10.0	26.7	30.5	19.5	8.4	2.8	88.0
	Not in paid work	538.5	3.9	16.7	29.2	27.1	15.4	5.9	1.9	79.4
	Not stated (9%)	567.9	2.4	9.1	21.4	27.0	22.7	12.5	4.9	88.5
	Group 1	619.8	1.0	0.8	5.8	20.7	31.1	26.7	13.9	98.2
	Group 2	594.8	1.3	2.2	12.2	27.7	31.2	18.2	7.2	96.5
Vic	Group 3	576.1	1.9	3.8	18.0	32.5	28.0	12.3	3.6	94.4
VIC	Group 4	561.2	3.2	7.1	23.5	32.4	22.6	8.7	2.6	89.7
	Not in paid work	549.7	8.1	10.6	25.8	29.3	17.3	7.0	1.9	81.3
	Not stated (4%)	590.0	3.2	5.0	14.3	24.1	27.2	18.0	8.2	91.7
	Group 1	606.5	0.7	1.7	9.2	23.6	31.5	23.4	9.9	97.6
	Group 2	581.2	0.9	4.0	15.9	30.3	29.9	14.9	4.1	95.1
Qld	Group 3	563.7	1.4	6.4	22.3	33.3	24.5	10.1	1.9	92.2
Qiu	Group 4	545.1	1.8	11.6	29.1	32.3	18.5	5.9	0.9	86.7
	Not in paid work	535.2	4.3	17.1	30.1	26.6	15.7	5.4	0.9	78.7
	Not stated (15%)	553.3	2.6	11.2	24.5	30.0	21.4	8.5	1.8	86.2
	Group 1	618.1	0.7	1.2	6.8	19.4	31.7	26.9	13.3	98.1
	Group 2	593.2	0.8	2.4	11.9	28.0	32.5	18.5	5.9	96.8
WA	Group 3	575.2	1.0	4.7	17.8	31.8	28.7	12.8	3.2	94.3
VVA	Group 4	556.7	1.5	9.7	23.7	31.8	22.6	8.7	1.9	88.8
	Not in paid work	539.0	2.9	17.2	28.5	26.8	15.8	7.3	1.6	79.9
	Not stated (17%)	564.6	2.2	11.5	20.6	26.3	22.0	12.4	5.0	86.3
	Group 1	605.8	0.8	1.8	9.4	23.4	31.7	23.4	9.5	97.4
	Group 2	582.4	0.9	3.6	14.3	31.5	31.2	14.9	3.6	95.5
CA	Group 3	570.2	1.2	5.1	19.4	33.5	26.6	11.8	2.4	93.7
SA	Group 4	556.6	2.1	8.4	24.4	33.0	22.2	8.3	1.6	89.4
	Not in paid work	540.7	4.9	14.8	27.9	28.3	17.3	5.9	0.9	80.3
	Not stated (17%)	551.1	4.8	12.2	24.9	27.9	19.8	8.5	1.9	83.0
	, ,									

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.R9 (cont.): Achievement of Year 9 Students in Reading, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	Below national minimum standard (%) r		Above	national m (%	inimum sta 6)		At or above national minimum standard
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Group 1	617.6	0.8	1.6	6.5	21.0	30.1	25.4	14.6	97.7
	Group 2	589.7	0.5	2.9	13.8	28.4	30.9	17.3	6.2	96.6
Tas	Group 3	567.3	1.2	6.4	21.2	31.5	26.5	10.3	2.9	92.4
145	Group 4	545.4	0.6	12.6	28.5	31.5	19.1	6.6	1.0	86.8
	Not in paid work	537.9	2.8	17.1	30.6	26.0	15.1	6.6	1.8	80.1
	Not stated (15%)	561.6	2.6	8.6	22.1	30.2	23.9	10.2	2.4	88.8
	Group 1	620.9	1.4	1.2	6.4	18.8	30.0	27.3	14.9	97.3
	Group 2	594.9	1.2	2.7	11.7	27.5	31.0	18.6	7.3	96.1
ACT	Group 3	576.7	2.5	4.8	17.2	31.5	26.9	13.2	3.9	92.7
ACI	Group 4	569.0	5.7	6.5	16.7	32.1	23.7	13.9	1.4	87.8
	Not in paid work	567.6	8.6	10.9	16.9	24.0	20.0	16.7	2.9	80.5
	Not stated (18%)	582.6	5.0	6.2	17.3	24.0	25.0	15.5	7.0	88.8
	Group 1	577.4	1.3	5.9	18.2	27.7	27.4	15.1	4.4	92.9
	Group 2	572.2	0.9	6.3	17.4	31.1	27.9	12.6	3.9	92.9
NT	Group 3	549.1	2.4	12.5	25.6	28.8	21.2	8.0	1.5	85.1
INI	Group 4	506.3	3.7	31.5	27.6	24.7	10.0	2.6	0.0	64.8
	Not in paid work	480.2	6.1	47.9	19.9	16.9	6.7	2.1	0.5	46.0
	Not stated (43%)	483.2	1.9	51.5	15.7	12.1	10.3	5.7	2.8	46.6
	Group 1	615.1	0.8	1.4	7.5	21.1	30.9	25.3	13.0	97.8
	Group 2	590.2	1.0	2.9	13.4	28.6	30.7	17.2	6.2	96.1
Aust	Group 3	570.4	1.5	5.4	20.0	32.5	26.1	11.4	3.1	93.1
Aust	Group 4	554.5	2.3	9.5	25.8	31.7	20.6	8.0	2.2	88.2
	Not in paid work	541.4	5.4	14.9	27.9	27.7	16.1	6.3	1.7	79.7
	Not stated (11%)	559.9	2.8	11.8	21.6	27.0	21.8	11.1	3.9	85.4

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

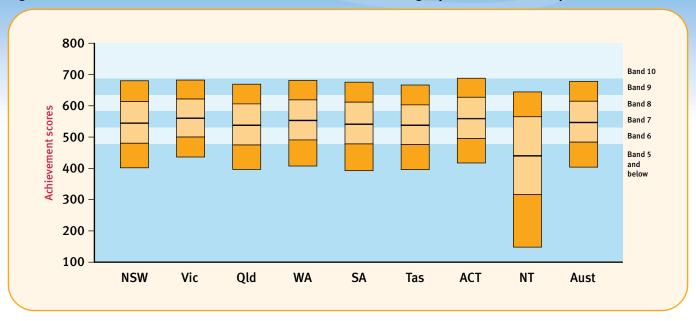
Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 9.W1: Achievement of Year 9 Students in Persuasive Writing, by State and Territory, 2015.

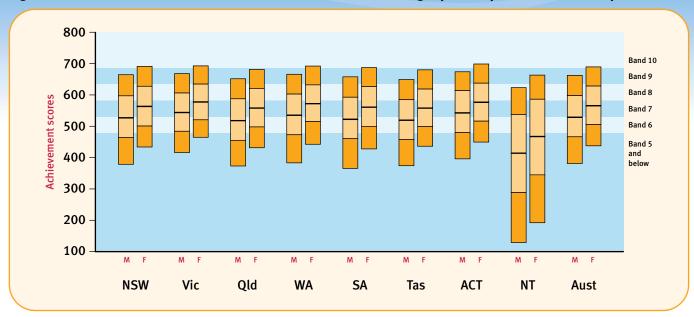


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	544.5 (86.5)	560.2 (75.4)	537.6 (84.3)	553.0 (84.2)	541.0 (87.9)	537.6 (81.6)	559.0 (84.0)	439.8 (147.5)	546.5 (85.2)

Table 9.W1: Achievement of Year 9 Students in Persuasive Writing, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	minimun	national n standard %)	At national minimum standard (%)	Above	andard	At or above national minimum standard		
		Pa	A	Wit	Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
NSW	14yrs 7mths 9yrs 4mths	94.0	5.0	0.9	1.5	18.9	21.9	24.8	19.5	9.2	4.2	79.6
Vic	14yrs 9mths 9yrs 4mths	91.0	6.9	2.1	2.5	12.2	20.2	26.9	22.9	10.9	4.4	85.3
Qld	14yrs 1mth 8yrs 4mths	89.3	5.4	5.4	1.5	20.8	23.1	25.0	18.3	8.3	3.0	77.7
WA	14yrs 5mths 9yrs 4mths	94.3	5.4	0.3	1.2	15.8	19.2	26.5	22.7	10.2	4.3	83.0
SA	14yrs 7mths 9yrs 4mths	89.4	7.2	3.3	2.0	19.6	22.5	24.6	18.4	9.3	3.6	78.4
Tas	14yrs 11mths 9yrs 4mths	90.4	8.3	1.4	1.3	20.3	23.7	26.1	18.2	7.4	3.0	78.4
ACT	14yrs 8mths 9yrs 4mths	90.6	5.1	4.3	2.6	13.9	19.3	24.5	22.6	11.9	5.1	83.5
NT	14yrs 6mths 9yrs 4mths	78.4	18.8	2.8	2.2	52.6	16.1	13.7	9.2	3.9	2.2	45.2
Aust	14yrs 6mths 9yrs 2mths	91.7	6.0	2.3	1.8	17.7	21.5	25.4	20.2	9.5	3.9	80.5

Figure 9.W2: Achievement of Year 9 Students in Persuasive Writing, by Sex, by State and Territory, 2015.

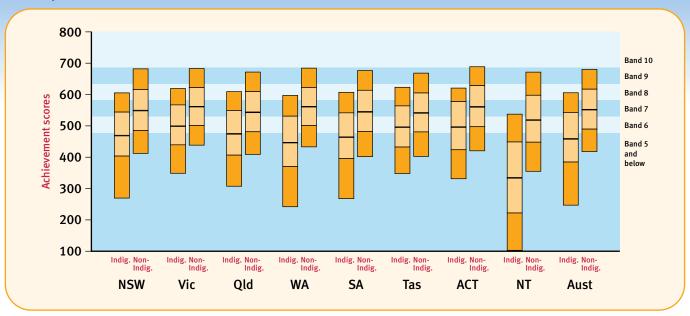


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	526.7 (88.3)	543.7 (76.5)	517.9 (86.1)	535.0 (86.4)	521.9 (89.2)	519.1 (82.4)	542.4 (86.6)	414.0 (147.7)	528.4 (87.0)
Female Mean scale score / (S.D.)	563.1 (80.6)	577.3 (70.2)	557.9 (77.2)	572.0 (77.5)	560.8 (81.8)	557.8 (75.7)	576.3 (77.7)	467.1 (142.3)	565.3 (79.0)

Table 9.W2: Achievement of Year 9 Students in Persuasive Writing, by Sex, by State and Territory, 2015.

State/ Territory	Sex	minimum	national standard %)	At national minimum standard (%)	Abov	dard	At or above national minimum		
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
NSW	Male	2.0	25.0	24.3	23.4	15.8	6.7	2.9	73.0
	Female	1.1	12.4	19.5	26.2	23.3	11.9	5.6	86.5
Vic	Male	3.1	17.1	23.7	26.3	18.8	7.9	2.9	79.7
	Female	1.8	7.1	16.6	27.6	27.1	14.0	5.9	91.2
Qld	Male	2.0	28.2	25.4	22.8	14.1	5.8	1.8	69.9
	Female	1.0	13.2	20.7	27.3	22.6	11.0	4.3	85.8
WA	Male	1.5	21.5	22.5	25.6	18.6	7.3	2.9	76.9
	Female	0.9	9.7	15.7	27.5	27.0	13.3	5.8	89.4
SA	Male	2.5	25.9	25.2	23.1	14.6	6.5	2.3	71.6
	Female	1.6	12.9	19.6	26.2	22.4	12.3	5.0	85.5
Tas	Male	1.8	27.0	25.9	24.5	13.9	5.0	1.8	71.2
	Female	0.7	12.8	21.2	28.0	23.0	10.0	4.3	86.5
ACT	Male	3.6	18.8	22.3	23.7	18.6	9.5	3.4	77.6
	Female	1.5	8.8	16.2	25.4	26.9	14.3	6.9	89.8
NT	Male	2.9	59.7	15.9	11.6	5.9	2.8	1.2	37.4
	Female	1.4	45.0	16.3	16.1	12.8	5.1	3.3	53.5
Aust	Male	2.3	23.8	24.2	24.1	16.3	6.8	2.6	74.0
	Female	1.3	11.3	18.6	26.8	24.4	12.3	5.4	87.5

Figure 9.W3: Achievement of Year 9 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2015.

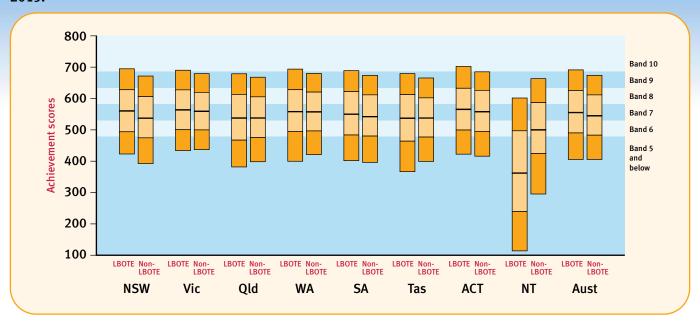


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	468.9 (94.1)	498.9 (81.5)	474.3 (91.5)	446.4 (102.5)	463.9 (98.0)	495.8 (85.1)	496.0 (95.6)	333.9 (132.6)	458.2 (106.1)
Non-Indigenous Mean scale score / (S.D.)	548.7 (83.9)	561.2 (74.8)	543.0 (81.1)	561.0 (77.5)	544.5 (85.5)	541.1 (79.9)	560.4 (83.3)	518.4 (101.8)	551.6 (81.0)

Table 9.W3: Achievement of Year 9 Students in Persuasive Writing, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	Below r minimum (%	standard	At national minimum standard (%)	Abov	At or above national minimum			
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
NSW	Indigenous	3.0	48.3	24.2	15.6	6.7	1.8	0.3	48.7
	Non-Indigenous	1.5	17.2	21.9	25.3	20.2	9.6	4.4	81.4
Vic	Indigenous	6.0	35.5	24.3	20.5	10.5	2.2	0.9	58.4
	Non-Indigenous	2.4	11.8	20.2	27.1	23.1	11.0	4.5	85.8
Qld	Indigenous	2.3	46.9	24.5	16.5	7.5	1.9	0.5	50.8
	Non-Indigenous	1.5	18.6	23.0	25.7	19.2	8.9	3.2	80.0
WA	Indigenous	1.3	58.1	20.4	12.9	5.7	1.3	0.2	40.6
	Non-Indigenous	1.2	12.6	19.0	27.5	24.1	10.9	4.7	86.1
SA	Indigenous	2.7	51.0	23.1	13.7	7.3	1.5	0.7	46.3
	Non-Indigenous	2.0	18.1	22.5	25.1	19.0	9.7	3.7	79.9
Tas	Indigenous	2.5	38.6	24.5	21.1	9.4	3.0	0.9	58.9
	Non-Indigenous	1.1	18.7	23.8	26.6	19.0	7.6	3.2	80.2
ACT	Indigenous	3.9	38.3	18.4	20.9	14.8	3.1	0.5	57.8
	Non-Indigenous	2.5	13.4	19.5	24.6	22.8	12.1	5.2	84.1
NT	Indigenous	3.2	83.1	8.1	3.4	1.5	0.6	0.2	13.7
	Non-Indigenous	1.5	29.5	22.2	21.5	15.1	6.4	3.7	69.0
Aust	Indigenous	2.8	51.2	22.2	14.9	6.8	1.7	0.4	46.1
	Non-Indigenous	1.7	15.7	21.4	26.1	21.0	10.0	4.1	82.6

Figure 9.W4: Achievement of Year 9 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	560.2 (83.8)	563.6 (77.7)	537.6 (90.5)	558.1 (89.8)	549.9 (87.3)	537.0 (93.9)	565.2 (84.0)	362.0 (145.7)	555.1 (88.9)
Non-LBOTE Mean scale score / (S.D.)	537.2 (86.9)	559.0 (74.5)	537.6 (83.6)	557.2 (80.3)	542.1 (86.7)	537.5 (80.6)	557.7 (83.9)	499.8 (112.3)	544.7 (83.3)

Table 9.W4: Achievement of Year 9 Students in Persuasive Writing, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
NSW	LBOTE	1.8	14.5	19.6	24.4	22.0	11.6	6.1	83.7
	Non-LBOTE	1.4	20.9	23.1	24.8	18.2	8.1	3.4	77.6
Vic	LBOTE	2.6	12.4	19.0	25.9	22.8	11.9	5.5	85.0
	Non-LBOTE	2.4	12.2	20.7	27.3	22.9	10.5	4.0	85.4
Qld	LBOTE	2.0	23.1	21.1	22.1	18.3	9.4	4.0	74.9
	Non-LBOTE	1.4	20.6	23.3	25.3	18.3	8.2	2.9	78.0
WA	LBOTE	2.0	15.1	17.8	24.9	22.7	11.4	6.1	82.9
	Non-LBOTE	1.0	14.2	18.7	27.3	23.9	10.7	4.2	84.8
SA	LBOTE	2.9	17.6	21.1	23.6	18.8	10.8	5.2	79.5
	Non-LBOTE	1.7	18.9	22.5	25.2	18.9	9.4	3.5	79.4
Tas	LBOTE	5.4	21.9	18.9	21.2	20.3	8.2	4.1	72.7
	Non-LBOTE	1.1	20.1	24.1	26.5	18.0	7.2	2.9	78.8
ACT	LBOTE	3.4	13.4	17.5	23.7	23.0	12.2	6.8	83.2
	Non-LBOTE	2.4	14.0	19.7	24.7	22.6	11.8	4.7	83.5
NT	LBOTE	2.1	74.9	9.6	6.4	4.8	1.8	0.4	23.0
	Non-LBOTE	2.4	35.7	21.5	19.4	12.5	5.4	3.1	61.9
Aust	LBOTE	2.2	15.9	19.2	24.3	21.5	11.3	5.6	81.9
	Non-LBOTE	1.7	17.9	22.1	25.8	19.9	9.1	3.5	80.4

Table 9.W5: Achievement of Year 9 Students in Persuasive Writing, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%)		Above	national m (%		andard	At or above national minimum standard
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Metro	553.4	1.6	15.8	20.9	25.1	21.1	10.5	5.0	82.6
NSW	Provincial	516.3	1.4	28.4	25.5	23.6	14.3	5.2	1.6	70.2
NSW	Remote	463.0	1.5	50.8	23.2	16.1	6.4	0.9	1.2	47.8
	Very Remote	487.6	0.0	36.1	20.3	25.5	14.5	3.5	0.0	63.9
	Metro	566.5	2.4	10.6	18.7	26.9	24.2	12.1	5.1	87.0
Vic	Provincial	540.3	2.6	17.4	25.2	27.2	18.5	6.9	2.2	80.0
VIC	Remote	568.4	0.0	10.0	19.2	23.8	30.8	13.8	2.5	90.0
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	545.3	1.5	18.1	22.0	25.6	19.8	9.5	3.5	80.4
Qld	Provincial	520.9	1.4	26.6	25.9	24.0	14.7	5.7	1.8	72.1
Qiu	Remote	500.9	2.4	34.2	26.4	19.7	12.3	3.8	1.2	63.4
	Very Remote	464.1	0.7	53.0	21.0	14.3	6.9	3.0	1.0	46.2
	Metro	561.9	1.3	12.9	18.3	26.8	24.4	11.3	5.0	85.8
WA	Provincial	534.7	1.0	20.8	23.4	27.3	18.6	6.9	2.0	78.2
**/ (Remote	505.1	0.7	33.5	21.7	22.2	14.0	6.2	1.7	65.8
	Very Remote	430.1	1.0	60.6	16.7	13.5	5.7	1.5	1.0	38.4
	Metro	549.0	2.1	17.0	21.2	24.8	19.8	10.6	4.4	80.8
SA	Provincial	520.9	1.7	25.6	25.6	24.4	14.9	6.1	1.7	72.7
<i>57</i> (Remote	515.2	2.1	28.8	27.5	22.0	12.8	5.5	1.4	69.1
	Very Remote	481.4	2.5	43.0	25.0	15.8	10.4	3.4	0.0	54.5
	Metro	541.8	1.5	19.5	22.8	25.1	19.1	7.8	4.1	78.9
Tas	Provincial	534.5	1.1	20.8	24.4	27.0	17.5	7.1	2.1	78.1
	Remote	519.8	0.0	29.7	24.9	22.7	17.3	3.2	2.2	70.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	559.0	2.6	13.9	19.3	24.5	22.6	11.9	5.1	83.5
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro		-	-	-	-	-		-	-
NT	Provincial	495.1	2.3	37.4	21.1	18.6	12.5	5.5	2.6	60.3
	Remote	473.1	3.8	45.2	17.9	15.1	10.3	4.3	3.5	51.1
	Very Remote	295.2	0.9	91.8	3.7	1.9	1.3	0.1	0.3	7.3
	Metro	555.6	1.8	14.7	20.3	25.8	21.9	10.8	4.7	83.5
Aust	Provincial	525.2	1.7	24.4	25.2	24.9	15.9	6.0	1.9	73.9
	Remote	497.8	1.9	36.1	23.0	19.9	12.4	4.9	1.9	62.1
	Very Remote	391.4	1.0	68.6	13.5	9.8	5.0	1.5	0.6	30.4

Table 9.W6: Achievement of Year 9 Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%) r		Above	national m (%		andard	At or above national minimum standard
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Metro	480.6	3.4	42.6	25.1	17.4	8.6	2.3	0.5	53.9
NSW	Provincial	461.6	2.7	52.3	23.8	14.4	5.3	1.4	0.2	45.0
NSW	Remote	411.8	1.7	69.5	17.8	10.3	0.7	0.0	0.0	28.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	506.9	4.7	32.2	23.1	22.1	12.7	3.3	1.9	63.1
Vic	Provincial	491.8	7.2	38.3	25.3	19.2	8.6	1.2	0.0	54.5
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	486.0	2.3	42.0	24.9	18.4	9.1	2.6	0.7	55.8
Qld	Provincial	467.7	2.4	49.2	25.2	15.3	6.4	1.2	0.2	48.4
Qiu	Remote	442.6	2.9	58.5	22.9	12.8	2.5	0.3	0.0	38.5
	Very Remote	427.5	0.5	71.6	16.6	7.9	2.7	0.8	0.0	28.0
	Metro	474.0	1.4	48.5	23.3	16.4	8.1	1.9	0.4	50.1
WA	Provincial	462.9	1.5	53.0	23.7	14.4	6.1	1.3	0.0	45.5
**/ (Remote	426.4	1.2	66.0	18.7	9.4	3.4	1.2	0.0	32.7
	Very Remote	375.0	0.9	81.2	10.6	5.5	1.6	0.2	0.0	17.9
	Metro	475.9	2.7	45.1	24.2	16.6	8.3	1.9	1.2	52.2
SA	Provincial	450.6	3.0	57.0	21.4	11.5	6.3	0.8	0.0	40.0
<i>57</i> (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.
	Metro	485.3	4.1	43.6	24.0	20.3	6.0	1.2	0.6	52.2
Tas	Provincial	502.0	1.6	35.5	24.5	21.6	11.5	4.1	1.1	62.9
	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.
	Metro	496.0	3.9	38.3	18.4	20.9	14.8	3.1	0.5	57.8
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	414.2	5.0	64.6	17.2	7.1	3.8	1.8	0.4	30.4
	Remote	387.5	7.5	71.2	12.6	5.9	2.2	0.4	0.3	21.3
	Very Remote	280.7	0.8	95.9	2.4	0.7	0.1	0.0	0.0	3.2
	Metro	483.6	2.9	42.5	24.4	18.1	9.0	2.4	0.7	54.6
Aust	Provincial	465.1	3.0	50.2	23.8	15.0	6.3	1.5	0.2	46.7
	Remote	418.3	3.2	66.4	17.5	9.2	2.8	0.8	0.1	30.3
	Very Remote	337.8	0.9	86.1	8.3	3.4	1.1	0.3	0.0	13.0

Table 9.W7: Achievement of Year 9 Non-Indigenous Students in Persuasive Writing, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	national standard %)	At national minimum standard (%)	Above	indard	At or above national minimum standard		
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Metro	556.0	1.5	14.9	20.7	25.5	21.5	10.7	5.2	83.6
NCW	Provincial	523.3	1.3	25.2	25.8	24.8	15.5	5.7	1.7	73.5
NSW	Remote	505.4	1.4	35.1	27.5	20.7	11.5	1.6	2.2	63.6
	Very Remote	554.0	0.0	12.1	14.5	43.0	24.2	6.1	0.0	87.9
	Metro	567.1	2.3	10.4	18.6	26.9	24.4	12.2	5.1	87.3
Vic	Provincial	542.0	2.4	16.6	25.2	27.5	18.8	7.2	2.3	81.0
VIC	Remote	568.4	0.0	10.0	19.2	23.8	30.8	13.8	2.5	90.0
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	549.1	1.5	16.5	21.9	26.0	20.5	9.9	3.7	81.9
Qld	Provincial	527.6	1.3	23.7	25.9	25.1	15.7	6.3	2.0	75.0
Qiu	Remote	520.9	2.4	26.2	26.8	22.3	15.7	4.9	1.6	71.3
	Very Remote	514.0	1.1	29.6	26.3	22.4	12.7	5.4	2.4	69.3
	Metro	565.5	1.3	11.5	18.0	27.2	25.1	11.7	5.2	87.2
WA	Provincial	543.0	8.0	17.3	23.2	28.7	20.2	7.6	2.3	81.9
WA	Remote	539.3	0.5	19.2	22.6	28.1	18.7	8.3	2.6	80.3
	Very Remote	522.6	1.2	25.1	27.1	27.2	12.7	3.6	3.1	73.7
	Metro	551.4	2.1	16.0	21.2	25.1	20.3	10.8	4.4	81.9
SA	Provincial	525.2	1.6	23.7	25.9	25.2	15.3	6.4	1.8	74.7
JA	Remote	520.3	2.4	26.1	28.2	22.7	13.1	5.9	1.6	71.5
	Very Remote	522.3	2.4	26.3	24.6	24.8	16.6	5.3	0.0	71.3
	Metro	545.4	1.1	17.8	22.9	25.6	20.1	8.2	4.2	81.1
Tas	Provincial	537.7	1.0	19.3	24.5	27.5	18.2	7.3	2.3	79.7
143	Remote	522.0	0.0	29.4	22.9	22.9	18.8	3.5	2.4	70.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	560.4	2.5	13.4	19.5	24.6	22.8	12.1	5.2	84.1
ACT	Provincial	-	-	-	-	-	-	-	-	-
7.0.	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	515.0	1.6	30.4	22.3	21.5	14.7	6.4	3.2	68.0
	Remote	531.0	1.2	26.1	21.9	21.9	16.2	7.0	5.7	72.7
	Very Remote	524.7	2.3	27.3	23.6	20.5	19.5	2.3	4.5	70.5
	Metro	558.3	1.8	13.7	20.1	26.1	22.4	11.1	4.8	84.5
Aust	Provincial	531.2	1.6	21.8	25.3	25.9	16.9	6.5	2.1	76.7
	Remote	528.6	1.4	24.1	24.8	24.2	16.4	6.5	2.6	74.5
	Very Remote	521.7	1.3	26.0	25.6	25.7	14.7	4.5	2.2	72.7

Table 9.W8: Achievement of Year 9 Students in Persuasive Writing, by Parental Education, by State and Territory, 2015.

State/	Parental	Mean	Below r			Above	national m	inimum sta	andard	At or
Territory	education	scale	minimum	standard	At national			%)		above
		score	(%	%)	minimum					national
					standard (%)					minimum standard
			Exempt	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
			LACIIIPU	and below		Dailu /	Dailu 6	Dailu 9	Danu 10	(13)
	Bachelor	584.5	1.0	6.9	14.9	26.0	27.0	15.5	8.7	92.1
	Diploma	549.0	1.2	15.1	23.2	27.5	21.1	8.8	3.1	83.7
NSW	Certificate	522.1	1.4	24.9	27.2	24.9	14.9	5.2	1.5	73.7
INSW	Year 12	531.6	2.1	21.8	25.9	24.1	16.4	7.1	2.5	76.0
	Year 11	488.9	3.2	39.7	26.0	18.1	9.2	3.0	0.8	57.1
	Not stated (6%)	535.6	2.2	22.7	20.9	23.4	18.6	8.6	3.6	75.1
	Bachelor	591.0	1.2	4.9	12.9	25.5	29.6	17.3	8.5	93.9
	Diploma	558.9	2.0	11.0	21.3	29.1	23.7	9.8	3.2	87.0
Vic	Certificate	541.0	2.5	16.0	25.5	28.8	19.0	6.6	1.6	81.5
VIC	Year 12	550.8	2.7	14.0	23.0	27.9	20.6	8.6	3.3	83.3
	Year 11	519.3	6.0	24.7	27.3	23.8	12.8	4.5	0.9	69.3
	Not stated (4%)	566.5	3.5	11.6	16.9	26.2	23.4	12.6	5.7	84.9
	Bachelor	576.4	0.7	8.6	16.7	26.1	26.1	15.1	6.6	90.7
	Diploma	542.8	1.1	16.9	24.2	27.6	19.8	8.2	2.2	81.9
Qld	Certificate	523.4	1.4	24.5	26.6	25.7	15.3	5.3	1.4	74.2
Qia	Year 12	524.0	1.9	24.3	26.3	26.0	14.7	5.3	1.6	73.8
	Year 11	490.6	2.9	39.4	26.5	18.7	9.1	2.8	0.6	57.6
	Not stated (10%)	519.8	2.6	27.9	23.5	22.1	15.2	6.4	2.2	69.5
	Bachelor	590.8	1.0	5.4	12.1	25.7	30.2	16.8	8.7	93.6
	Diploma	558.7	0.8	11.7	20.3	29.4	25.0	9.4	3.4	87.5
WA	Certificate	540.6	0.9	17.6	23.5	29.3	20.1	6.8	2.0	81.6
WA	Year 12	540.7	1.2	17.5	23.1	28.9	20.3	6.7	2.3	81.3
	Year 11	501.2	1.8	34.5	25.1	22.0	12.0	3.8	0.9	63.8
	Not stated (13%)	532.1	2.5	24.1	19.5	22.5	18.2	9.5	3.7	73.4
	Bachelor	578.8	1.0	8.3	16.6	25.4	25.2	15.9	7.6	90.7
	Diploma	549.9	1.4	14.0	23.6	27.2	20.8	9.7	3.2	84.6
SA	Certificate	527.6	1.2	23.1	25.9	25.7	15.7	6.5	1.8	75.7
SA	Year 12	530.3	2.1	22.4	24.4	24.7	17.1	6.8	2.5	75.5
	Year 11	496.4	4.0	35.6	25.3	20.1	10.6	3.7	0.8	60.5
	Not stated (12%)	528.4	4.6	24.4	22.1	22.0	15.8	8.1	3.0	71.0

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.W8 (cont.): Achievement of Year 9 Students in Persuasive Writing, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	national 1 standard %)	At national minimum standard (%)	Above		At or above national minimum standard		
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Bachelor	582.9	1.1	7.2	15.5	25.4	27.1	15.1	8.5	91.7
	Diploma	553.1	0.5	13.8	21.6	28.2	24.8	7.9	3.1	85.7
Tas	Certificate	528.2	0.9	21.5	26.9	28.5	15.6	5.2	1.4	77.6
145	Year 12	524.6	1.6	26.3	23.9	23.9	16.2	5.9	2.1	72.1
	Year 11	501.9	1.5	33.5	29.0	22.3	10.1	3.0	0.5	65.0
	Not stated (10%)	531.1	3.4	21.9	22.5	26.3	17.3	6.6	1.9	74.7
	Bachelor	584.4	1.8	7.0	15.1	24.4	27.3	16.1	8.4	91.2
	Diploma	547.2	1.4	15.1	23.2	26.7	21.3	10.2	2.1	83.5
ACT	Certificate	527.1	3.2	22.0	24.6	26.3	17.2	5.4	1.3	74.8
ACI	Year 12	528.9	4.5	23.0	24.1	23.5	16.4	6.4	2.1	72.5
	Year 11	535.2	6.0	20.4	22.1	21.5	17.0	9.9	3.0	73.5
	Not stated (11%)	539.1	3.8	21.9	20.5	21.6	18.9	9.8	3.4	74.2
	Bachelor	537.8	1.2	22.9	20.7	22.6	19.0	8.7	4.9	75.9
	Diploma	512.3	1.0	31.1	22.0	25.2	13.2	5.4	2.0	67.8
NT	Certificate	479.7	2.2	39.7	26.5	16.4	10.0	3.5	1.7	58.2
INI	Year 12	480.4	3.5	44.3	19.0	17.1	11.4	2.8	1.9	52.2
	Year 11	405.5	4.6	65.3	13.8	9.6	4.3	1.8	0.6	30.1
	Not stated (41%)	378.9	1.9	69.9	9.3	7.9	6.1	2.9	2.0	28.2
	Bachelor	584.7	1.0	6.7	14.6	25.8	27.7	16.0	8.1	92.3
	Diploma	551.1	1.3	14.1	22.6	28.1	21.9	9.1	2.9	84.6
Aust	Certificate	528.9	1.6	21.9	26.2	26.5	16.5	5.8	1.6	76.5
Aust	Year 12	535.2	2.1	20.2	24.7	26.0	17.5	6.9	2.5	77.7
	Year 11	498.6	3.8	34.9	26.2	20.3	10.5	3.5	0.8	61.4
	Not stated (8%)	525.8	2.8	25.5	20.4	22.4	17.3	8.3	3.3	71.7

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.W9: Achievement of Year 9 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale	minimum			Above	national m (%	iinimum sta %)	andard	At or above
		score	(%	%)	minimum standard (%)					national minimum standard
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Group 1	581.9	0.8	7.5	15.7	26.0	26.7	15.0	8.4	91.7
	Group 2	557.9	0.9	12.9	21.2	27.6	22.3	10.6	4.4	86.2
	Group 3	533.2	1.4	20.9	25.9	25.8	16.9	6.8	2.3	77.7
NSW	Group 4	516.0	2.0	28.7	26.5	22.0	13.6	5.1	2.0	69.2
	Not in paid work	487.5	3.9	40.5	24.5	17.4	9.4	3.2	1.2	55.6
	Not stated (9%)	530.0	2.4	24.5	22.2	22.9	17.1	7.7	3.2	73.1
	Group 1	593.8	1.0	4.3	12.3	25.3	30.5	17.7	8.9	94.7
	Group 2	570.5	1.3	8.4	18.8	28.3	25.7	12.7	4.9	90.4
\C	Group 3	552.1	1.8	12.9	22.9	29.6	21.5	8.5	2.7	85.3
Vic	Group 4	534.0	3.2	19.0	26.4	26.9	16.9	6.0	1.6	77.8
	Not in paid work	517.3	8.1	25.7	26.3	22.7	12.0	4.2	1.0	66.2
	Not stated (4%)	564.0	3.2	13.0	17.6	24.9	22.9	12.6	5.8	83.8
	Group 1	575.9	0.7	8.6	16.9	26.3	26.1	15.2	6.3	90.8
	Group 2	550.4	0.9	15.1	22.4	27.5	21.3	9.5	3.3	84.0
Old	Group 3	529.8	1.4	22.0	26.4	26.0	16.3	6.1	1.8	76.5
Qld	Group 4	507.2	1.8	31.9	26.9	22.8	12.0	3.7	0.9	66.4
	Not in paid work	488.0	4.3	40.5	25.0	17.8	8.7	3.0	0.7	55.3
	Not stated (15%)	512.7	2.6	30.1	25.0	22.3	13.3	5.2	1.6	67.4
	Group 1	587.9	0.7	6.1	13.1	25.9	29.7	16.2	8.3	93.2
	Group 2	564.9	0.8	10.1	18.9	29.5	26.0	10.6	4.2	89.1
WA	Group 3	545.0	1.0	16.0	22.8	29.4	20.8	7.6	2.4	83.0
VVA	Group 4	524.2	1.5	24.7	24.4	25.9	16.3	5.4	1.7	73.8
	Not in paid work	493.8	2.9	38.7	22.3	20.3	11.5	3.5	0.8	58.4
	Not stated (17%)	526.8	2.2	25.7	20.9	22.5	17.1	8.3	3.2	72.1
	Group 1	577.5	0.8	8.2	17.4	25.3	25.4	15.3	7.4	90.9
	Group 2	554.6	0.9	13.3	22.1	27.6	21.4	10.9	3.8	85.8
SA	Group 3	538.1	1.2	19.7	24.8	26.0	17.5	8.3	2.6	79.1
SA	Group 4	521.3	2.1	25.0	26.4	24.5	14.6	5.4	1.9	72.8
	Not in paid work	492.6	4.9	36.9	25.1	18.9	10.2	3.1	1.0	58.3
	Not stated (17%)	510.8	4.8	31.2	22.9	20.4	12.7	5.9	2.0	64.0

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Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.W9 (cont.): Achievement of Year 9 Students in Persuasive Writing, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	Below national minimum standard (%)		Above	andard	At or above national minimum standard		
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Group 1	579.5	0.8	7.3	17.4	25.3	27.5	13.5	8.3	91.9
	Group 2	553.5	0.5	13.1	22.6	29.3	21.7	9.6	3.2	86.4
Tas	Group 3	535.3	1.2	19.3	26.2	28.0	17.0	6.2	2.0	79.5
145	Group 4	514.2	0.6	28.8	27.6	25.5	12.4	4.0	1.1	70.6
	Not in paid work	491.8	2.8	39.2	25.0	20.6	9.4	2.4	0.6	58.0
	Not stated (15%)	525.4	2.7	24.3	24.5	25.2	16.3	5.5	1.6	73.0
	Group 1	582.1	1.5	7.7	16.0	24.5	26.4	15.7	8.2	90.8
	Group 2	558.0	1.2	13.0	19.6	27.8	23.2	11.2	4.0	85.8
ACT	Group 3	542.3	2.5	18.5	22.2	24.9	19.7	9.1	3.1	79.0
ACI	Group 4	528.6	5.7	21.9	24.5	23.8	16.6	6.0	1.6	72.4
	Not in paid work	531.6	8.6	22.8	22.2	16.6	20.2	7.2	2.4	68.6
	Not stated (18%)	533.3	5.0	21.7	22.2	21.5	18.1	8.7	2.7	73.3
	Group 1	520.8	1.3	26.5	22.5	22.9	16.8	6.8	3.2	72.3
	Group 2	514.8	0.9	29.7	22.7	22.1	14.5	5.9	4.2	69.4
NT	Group 3	493.0	2.4	38.2	22.9	18.0	11.4	5.0	2.0	59.4
INI	Group 4	432.1	3.7	57.3	21.2	10.6	5.7	1.1	0.4	39.0
	Not in paid work	377.5	6.1	72.5	10.8	7.5	2.0	0.9	0.2	21.4
	Not stated (43%)	383.4	1.9	68.9	9.6	8.4	6.3	3.0	2.0	29.2
	Group 1	583.4	8.0	7.0	15.0	25.8	27.7	15.8	8.0	92.2
	Group 2	559.7	1.0	12.0	20.7	28.0	23.3	10.9	4.2	87.0
Aust	Group 3	538.6	1.5	18.6	24.8	27.2	18.4	7.2	2.3	79.9
Aust	Group 4	520.0	2.3	26.1	26.4	24.1	14.5	5.1	1.6	71.6
	Not in paid work	497.4	5.4	35.3	25.0	19.5	10.3	3.5	1.0	59.3
	Not stated (11%)	519.0	2.8	27.8	22.0	22.0	15.6	7.1	2.7	69.3

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

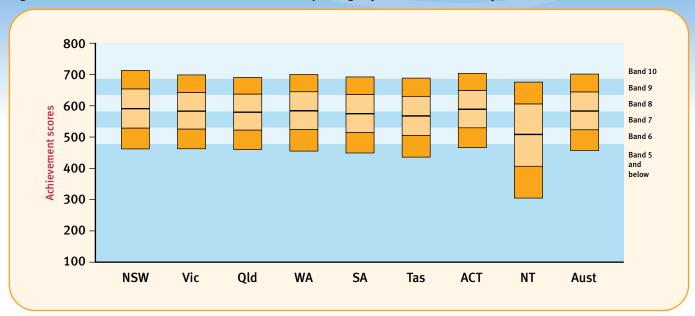
Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2015.

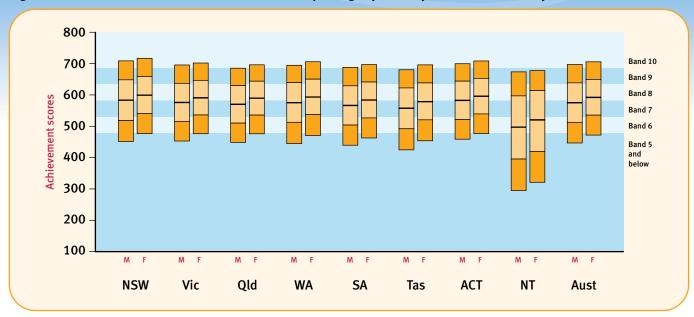


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	590.9 (75.2)	582.9 (70.5)	579.5 (69.1)	583.9 (73.3)	574.7 (72.6)	567.4 (75.3)	588.8 (71.1)	508.3 (113.7)	583.2 (73.5)

Table 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	minimun	national 1 standard %)	At national minimum standard (%)	Above	national m (%		indard	At or above national minimum standard
		Pa	¥	Wit	Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
NSW	14yrs 7mths 9yrs 4mths	94.2	4.9	0.9	1.5	7.2	13.0	23.3	27.0	17.9	10.0	91.3
Vic	14yrs 9mths 9yrs 4mths	91.6	6.3	2.1	2.5	7.1	14.2	26.5	27.0	15.7	7.1	90.4
Qld	14yrs 1mth 8yrs 4mths	89.4	5.3	5.3	1.5	7.8	15.1	26.6	27.9	15.4	5.7	90.8
WA	14yrs 5mths 9yrs 4mths	94.6	5.2	0.3	1.2	8.3	13.4	24.8	27.7	17.1	7.4	90.4
SA	14yrs 7mths 9yrs 4mths	89.7	7.0	3.3	2.0	9.6	16.0	26.3	25.8	14.4	5.8	88.4
Tas	14yrs 11mths 9yrs 4mths	91.7	7.0	1.3	1.3	12.2	17.0	26.6	24.5	13.1	5.3	86.5
ACT	14yrs 8mths 9yrs 4mths	90.6	5.1	4.3	2.6	6.5	13.2	24.1	27.9	17.4	8.4	90.9
NT	14yrs 6mths 9yrs 4mths	78.7	18.6	2.7	2.2	35.2	16.2	18.9	15.3	8.4	3.7	62.6
Aust	14yrs 6mths 9yrs 2mths	92.0	5.7	2.3	1.8	8.0	14.1	25.2	27.0	16.3	7.6	90.2

Figure 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2015.

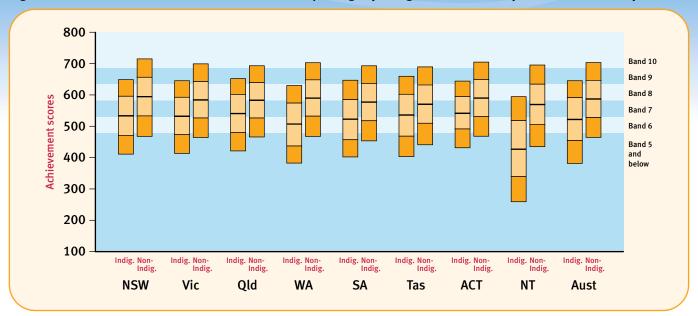


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	583.1 (77.0)	575.7 (72.5)	569.8 (70.7)	575.1 (75.1)	566.2 (74.1)	557.3 (76.9)	582.3 (72.3)	497.1 (115.9)	574.9 (75.4)
Female Mean scale score / (S.D.)	599.1 (72.3)	590.5 (67.5)	589.5 (65.8)	593.0 (70.3)	583.5 (70.0)	578.4 (72.0)	595.6 (69.2)	520.1 (110.2)	591.9 (70.5)

Table 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2015.

State/ Territory	Sex	Below national At national Above national minimum standard (%) (%) standard (%)						At or above national minimum	
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
NSW	Male	1.9	9.1	14.8	23.9	25.2	16.3	8.9	88.9
	Female	1.1	5.2	11.2	22.7	29.0	19.6	11.2	93.7
Vic	Male	3.1	9.0	16.1	26.5	24.7	14.1	6.4	87.9
	Female	1.8	5.2	12.3	26.4	29.3	17.3	7.8	93.1
Qld	Male	1.9	10.2	17.5	27.3	25.1	13.2	4.8	87.9
	Female	1.0	5.2	12.5	25.9	30.9	17.7	6.7	93.8
WA	Male	1.5	10.6	15.4	25.4	25.4	15.4	6.3	87.9
	Female	0.9	5.9	11.4	24.2	30.2	18.9	8.5	93.1
SA	Male	2.5	12.0	17.9	26.5	23.3	12.6	5.1	85.5
	Female	1.5	7.1	13.9	26.0	28.5	16.3	6.6	91.4
Tas	Male	1.8	15.4	18.9	26.1	22.1	11.4	4.2	82.8
	Female	0.7	8.7	14.8	27.1	27.1	15.0	6.6	90.6
ACT	Male	3.6	7.8	14.9	24.5	25.7	16.0	7.4	88.5
	Female	1.5	5.0	11.4	23.7	30.1	18.8	9.5	93.5
NT	Male	2.9	38.9	16.5	18.1	12.8	7.3	3.5	58.2
	Female	1.6	31.2	15.8	19.7	18.0	9.7	4.0	67.2
Aust	Male	2.3	10.1	16.1	25.6	24.7	14.5	6.7	87.6
	Female	1.2	5.8	12.1	24.8	29.5	18.1	8.6	93.0

Figure 9.S3: Achievement of Year 9 Students in Spelling, by Indigenous Status, by State and Territory, 2015.

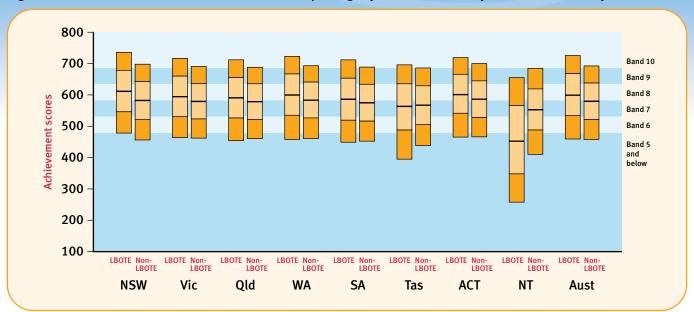


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	533.1 (72.6)	531.7 (70.4)	540.4 (70.2)	506.8 (76.2)	522.5 (73.0)	535.7 (77.7)	541.1 (65.6)	426.7 (102.6)	521.5 (81.9)
Non-Indigenous Mean scale score / (S.D.)	594.4 (74.1)	583.8 (70.2)	582.8 (67.9)	589.7 (70.1)	577.0 (71.5)	570.0 (74.0)	589.8 (70.9)	569.2 (77.7)	586.8 (71.5)

Table 9.S3: Achievement of Year 9 Students in Spelling, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	Below r minimum (%		At national minimum standard (%)	Abov	dard	At or above national minimum		
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
NSW	Indigenous	3.0	22.0	23.9	25.9	17.5	6.4	1.3	75.0
	Non-Indigenous	1.5	6.3	12.4	23.1	27.6	18.5	10.6	92.2
Vic	Indigenous	6.0	20.4	25.3	25.7	15.8	5.4	1.3	73.5
	Non-Indigenous	2.4	6.9	14.1	26.5	27.2	15.8	7.2	90.8
Qld	Indigenous	2.3	18.9	23.0	27.6	19.7	7.2	1.3	78.8
	Non-Indigenous	1.4	6.8	14.3	26.6	28.6	16.1	6.1	91.8
WA	Indigenous	1.3	35.1	24.3	22.6	12.3	3.9	0.4	63.6
	Non-Indigenous	1.2	6.4	12.5	24.9	28.9	18.1	8.0	92.4
SA	Indigenous	2.7	26.8	24.9	25.1	14.0	5.6	0.9	70.5
	Non-Indigenous	2.0	8.8	15.6	26.4	26.5	14.8	6.0	89.2
Tas	Indigenous	2.3	22.8	20.9	25.8	18.3	7.7	2.1	74.8
	Non-Indigenous	1.1	11.2	16.7	26.9	25.2	13.5	5.5	87.7
ACT	Indigenous	3.9	15.9	25.3	29.1	18.4	6.1	1.3	80.2
	Non-Indigenous	2.5	6.3	13.0	24.1	27.9	17.6	8.6	91.2
NT	Indigenous	3.3	65.8	14.8	9.6	4.5	1.7	0.3	30.9
	Non-Indigenous	1.5	11.9	17.3	25.8	23.5	13.5	6.4	86.6
Aust	Indigenous	2.8	27.0	23.0	24.5	16.0	5.8	1.1	70.3
	Non-Indigenous	1.7	6.9	13.6	25.2	27.7	16.9	8.0	91.4

Figure 9.S4: Achievement of Year 9 Students in Spelling, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	611.2 (77.9)	594.3 (75.7)	590.5 (76.8)	599.5 (79.5)	586.0 (78.5)	563.2 (87.1)	600.9 (74.2)	452.4 (121.8)	599.1 (81.1)
Non-LBOTE Mean scale score / (S.D.)	582.1 (72.4)	579.0 (68.2)	578.4 (68.2)	583.1 (69.7)	574.7 (70.7)	567.2 (74.0)	586.2 (70.1)	552.5 (81.8)	579.4 (70.2)

Table 9.S4: Achievement of Year 9 Students in Spelling, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	minimum	v national At national Above national minimum standard (%) (%) standard (%)						At or above national minimum
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
NSW	LBOTE	1.8	4.9	9.9	19.5	25.6	21.3	17.0	93.3
	Non-LBOTE	1.4	8.3	14.5	25.0	27.6	16.3	7.0	90.3
Vic	LBOTE	2.6	6.6	12.3	22.9	25.5	18.6	11.3	90.7
	Non-LBOTE	2.4	7.3	14.9	27.7	27.5	14.6	5.6	90.3
Qld	LBOTE	2.0	8.2	12.5	21.9	26.6	18.3	10.4	89.8
	Non-LBOTE	1.4	7.7	15.3	27.1	28.1	15.1	5.3	90.9
WA	LBOTE	2.0	7.3	10.7	20.1	25.5	21.3	13.0	90.7
	Non-LBOTE	1.0	7.5	13.5	25.9	29.0	16.8	6.2	91.4
SA	LBOTE	2.9	9.1	13.9	22.2	24.9	17.3	9.7	88.0
	Non-LBOTE	1.7	9.1	15.9	27.1	26.6	14.4	5.3	89.2
Tas	LBOTE	5.4	17.2	12.7	20.4	24.9	13.2	6.2	77.4
	Non-LBOTE	1.1	11.9	17.2	27.1	24.6	13.1	5.0	87.0
ACT	LBOTE	3.4	6.1	10.3	20.7	27.3	19.8	12.4	90.5
	Non-LBOTE	2.4	6.6	13.9	24.8	28.0	16.8	7.5	91.0
NT	LBOTE	2.1	57.5	12.6	11.5	8.5	5.5	2.2	40.3
	Non-LBOTE	2.4	16.8	19.9	25.5	20.2	10.5	4.7	80.8
Aust	LBOTE	2.2	7.1	11.2	20.8	25.4	19.8	13.7	90.7
	Non-LBOTE	1.7	8.0	14.9	26.4	27.6	15.4	6.0	90.3

Table 9.S5: Achievement of Year 9 Students in Spelling, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	national 1 standard %)	At national minimum standard (%)	Above	andard	At or above national minimum standard		
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Metro	598.6	1.6	5.7	11.7	22.3	27.6	19.4	11.7	92.7
NCW	Provincial	566.9	1.4	11.8	17.5	26.5	25.3	13.0	4.4	86.7
NSW	Remote	530.4	1.5	27.6	20.3	23.8	17.1	7.5	2.2	70.9
	Very Remote	526.8	0.0	27.7	21.3	22.3	20.6	5.5	2.6	72.3
	Metro	588.5	2.4	6.1	13.0	25.8	27.6	16.9	8.2	91.5
Vic	Provincial	565.5	2.6	10.3	18.2	28.5	25.0	11.8	3.6	87.1
VIC	Remote	580.1	0.0	7.1	7.1	32.5	36.7	14.2	2.5	92.9
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	584.8	1.5	6.5	13.9	26.2	28.7	16.6	6.6	92.0
Qld	Provincial	567.8	1.4	10.3	17.8	27.9	26.4	12.6	3.7	88.3
Qiu	Remote	559.1	2.4	13.6	19.2	27.0	22.7	11.9	3.1	84.0
	Very Remote	529.4	0.7	26.8	22.1	23.4	17.8	7.7	1.5	72.5
	Metro	590.9	1.3	6.4	12.2	24.4	28.8	18.5	8.4	92.3
WA	Provincial	567.8	1.0	11.1	17.2	27.6	26.1	12.9	4.2	87.9
**/ (Remote	546.5	0.7	20.2	19.3	25.2	20.5	11.0	3.1	79.1
	Very Remote	497.4	1.0	42.8	21.6	17.2	10.8	6.0	0.7	56.3
	Metro	579.7	2.1	8.5	15.1	25.5	26.5	15.5	6.8	89.4
SA	Provincial	562.5	1.7	12.2	18.2	28.2	24.6	11.7	3.4	86.2
<i>57</i> (Remote	561.0	2.1	12.2	18.0	30.4	21.6	12.5	3.0	85.7
	Very Remote	517.5	2.5	30.6	20.0	24.7	16.9	4.8	0.5	67.0
	Metro	568.8	1.5	11.8	17.0	26.4	24.1	13.4	5.7	86.6
Tas	Provincial	566.7	1.1	12.4	17.0	26.7	25.0	12.9	5.0	86.5
	Remote	548.5	0.0	22.2	14.6	30.8	16.8	10.3	5.4	77.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	588.8	2.6	6.5	13.2	24.1	27.9	17.4	8.4	90.9
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro		-	-	-	-	-	-	-	
NT	Provincial	552.7	2.3	17.3	19.0	24.9	20.2	11.1	5.0	80.3
	Remote	533.7	3.8	26.7	16.4	19.9	18.2	10.2	4.9	69.5
	Very Remote	393.1	0.9	80.9	9.7	4.7	2.4	1.2	0.1	18.2
	Metro	590.5	1.8	6.3	12.8	24.5	27.8	17.7	8.9	91.9
Aust	Provincial	566.2	1.7	11.3	17.8	27.4	25.4	12.5	4.0	87.1
	Remote	548.2	1.9	19.3	18.4	25.5	20.6	11.0	3.3	78.9
	Very Remote	466.3	1.0	52.6	16.9	14.6	9.9	4.4	0.7	46.4

Table 9.S6: Achievement of Year 9 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2015.

State/	Geolocation	Mean	Below	national	At	Above	national m	inimum sta	andard	At or
Territory		scale		standard	national			%)		above
		score	(%)		minimum					national
					standard (%)					minimum standard
			Exempt	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
			Exempt	and below		Dana /	Dana 0	Dana	Dana 10	
	Metro	542.0	3.4	17.7	23.6	27.2	18.7	7.8	1.7	78.9
NSW	Provincial	527.5	2.7	24.8	24.3	25.1	17.0	5.3	0.9	72.6
INSW	Remote	497.7	1.7	41.2	23.5	20.3	9.2	4.0	0.2	57.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	537.1	4.7	19.1	24.3	25.9	17.8	6.1	2.1	76.2
Vic	Provincial	527.0	7.2	21.5	26.2	25.4	14.2	4.7	0.7	71.3
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	547.8	2.3	16.4	20.9	29.0	21.1	8.7	1.7	81.4
Qld	Provincial	536.8	2.4	19.2	25.5	26.7	19.3	6.0	0.8	78.4
۷	Remote	521.7	2.9	28.0	23.6	25.7	14.3	3.9	1.5	69.1
	Very Remote	505.9	0.5	36.5	25.0	21.6	12.6	3.3	0.6	63.0
	Metro	525.4	1.4	25.3	24.9	26.4	16.6	4.9	0.6	73.4
WA	Provincial	516.6	1.5	28.2	26.3	26.6	12.8	4.0	0.6	70.3
	Remote	492.0	1.2	43.5	23.9	19.8	7.9	3.3	0.4	55.3
	Very Remote	461.9	0.9	60.9	20.4	10.5	5.5	1.7	0.1	38.1
	Metro	529.1	2.7	24.2	24.2	25.2	16.0	6.8	1.0	73.2
SA	Provincial	518.8	3.0	26.9	27.1	26.0	12.3	4.0	0.8	70.1
	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.
	Metro	531.4	4.1	22.4	20.7	28.3	17.7	5.0	1.8	73.5
Tas	Provincial	538.1	1.3	23.2	20.9	24.2	18.9	9.3	2.3	75.6
	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.
	Metro	541.1	3.9	15.9	25.3	29.1	18.4	6.1	1.3	80.2
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	•	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro Provincial	496.2	5.3	35.6	24.4	20.0	10.1	4.3	0.2	59.1
NT										
	Remote Very Remote	468.2 382.2	7.5 0.8	50.0 85.5	18.3 9.1	13.1 3.5	7.3 0.9	2.8 0.2	1.2 0.0	42.5 13.7
	Metro Metro	540.2	2.9	18.9	22.9	27.5	18.9	7.4	1.5	78.3
	Provincial	527.5	3.0	23.9	24.9	25.4	16.5	7.4 5.4	0.9	73.1
Aust	Remote	493.4	3.0	41.5	22.1		9.2	3.6	0.9	55.2
						19.5				
	Very Remote	428.1	0.9	69.0	15.3	9.2	4.3	1.1	0.1	30.1

Table 9.S7: Achievement of Year 9 Non-Indigenous Students in Spelling, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	national 1 standard %)	At national minimum standard (%)	Above	andard	At or above national minimum standard		
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Metro	600.8	1.5	5.2	11.2	22.1	27.9	19.8	12.2	93.3
NSW	Provincial	572.1	1.3	10.2	16.5	26.6	26.4	14.1	4.9	88.5
INOW	Remote	557.6	1.4	16.8	16.7	26.7	23.7	10.8	3.8	81.8
	Very Remote	573.0	0.0	9.7	15.8	24.2	35.2	10.3	4.8	90.3
	Metro	589.0	2.3	5.9	12.9	25.8	27.7	17.0	8.3	91.7
Vic	Provincial	566.9	2.4	9.9	17.9	28.6	25.4	12.0	3.8	87.7
VIC	Remote	580.1	0.0	7.1	7.1	32.5	36.7	14.2	2.5	92.9
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	587.1	1.5	5.9	13.4	26.1	29.2	17.1	6.9	92.6
Qld	Provincial	571.7	1.3	9.2	16.8	27.9	27.3	13.4	4.1	89.5
Qiu	Remote	572.1	2.4	8.9	17.4	27.6	25.1	14.9	3.8	88.7
	Very Remote	561.0	1.1	14.4	17.9	25.3	25.5	13.1	2.7	84.5
	Metro	593.6	1.3	5.7	11.6	24.2	29.3	19.1	8.8	93.0
WA	Provincial	573.8	0.8	9.2	16.1	27.6	27.6	14.0	4.7	90.0
	Remote	570.3	0.5	9.9	17.6	27.1	26.2	14.4	4.3	89.6
	Very Remote	556.4	1.2	12.7	22.4	29.5	20.2	12.2	1.8	86.1
	Metro	581.3	2.1	7.9	14.8	25.6	27.0	15.8	6.8	90.0
SA	Provincial	565.2	1.6	11.2	17.6	28.3	25.4	12.2	3.6	87.2
	Remote	562.4	2.4	11.6	18.0	30.3	21.6	12.8	3.2	86.0
	Very Remote	550.3	2.4	13.3	19.8	30.8	25.3	7.7	0.7	84.3
	Metro	572.0	1.1	10.9	16.8	26.4	24.6	14.1	6.1	88.0
Tas	Provincial	568.8	1.0	11.2	16.6	27.2	25.9	13.1	4.9	87.7
	Remote	547.3	0.0	21.8	15.3	30.6	17.6	8.8	5.9	78.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	589.8	2.5	6.3	13.0	24.1	27.9	17.6	8.6	91.2
ACT	Provincial	•	-	-	-	-	-	-	-	-
	Remote	•	-	-	-	-	-	-	-	-
	Very Remote	•	-	-	-	-	-	-	-	-
	Metro		-	-	-	-	•	-	-	-
NT	Provincial	566.9	1.6	12.5	17.8	26.2	22.8	12.9	6.3	85.9
	Remote	578.0	1.2	10.0	15.1	24.6	26.0	15.5	7.6	88.8
	Very Remote	570.6	2.3	6.8	20.5	25.5	25.5	17.3	2.3	90.9
	Metro	592.3	1.8	5.9	12.5	24.4	28.1	18.1	9.2	92.4
Aust	Provincial	570.0	1.6	10.0	17.0	27.6	26.3	13.2	4.3	88.5
	Remote	569.2	1.4	10.6	17.0	27.6	24.9	14.0	4.4	87.9
	Very Remote	558.5	1.3	13.1	19.7	27.7	24.1	12.0	2.2	85.6

Table 9.S8: Achievement of Year 9 Students in Spelling, by Parental Education, by State and Territory, 2015.

State/	Parental	Mean	Rolow	national	At	Above	ndard	At or		
Territory	education	scale		standard	national	Above		%)	iiiuaiu	above
		score						national		
										minimum
										standard
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Bachelor	624.2	1.0	2.1	6.6	17.8	28.4	25.3	18.7	96.9
	Diploma	592.3	1.2	5.0	12.8	24.6	30.1	17.7	8.5	93.8
	Certificate	572.6	1.3	9.2	16.7	27.8	26.7	13.7	4.6	89.5
NSW	Year 12	582.4	2.1	8.5	14.5	24.6	26.7	15.9	7.6	89.4
	Year 11	548.4	3.2	17.5	21.0	25.6	20.4	9.3	2.8	79.2
	Not stated (6%)	579.1	2.2	10.1	14.8	23.4	26.1	15.7	7.5	87.7
	Bachelor	609.9	1.2	2.9	8.2	21.9	30.6	22.4	12.9	95.9
	Diploma	581.2	2.0	6.0	14.1	29.4	28.0	14.9	5.5	92.0
	Certificate	565.0	2.5	9.4	18.8	30.2	25.0	11.1	3.1	88.2
Vic	Year 12	575.9	2.7	8.0	15.4	28.5	26.4	13.5	5.5	89.3
	Year 11	550.1	5.9	14.6	21.1	27.3	20.3	8.6	2.2	79.5
	Not stated (4%)	586.7	3.5	7.6	13.1	23.3	26.7	17.5	8.2	88.9
	Bachelor	607.9	0.7	2.7	8.7	22.6	31.0	22.7	11.6	96.6
	Diploma	580.7	1.1	6.4	14.8	27.4	29.9	15.7	4.7	92.5
	Certificate	569.1	1.4	9.0	17.4	29.2	27.5	12.4	3.2	89.6
Qld	Year 12	570.0	1.9	9.3	16.9	28.3	27.3	12.9	3.5	88.9
	Year 11	547.3	2.9	15.9	22.2	28.2	21.0	8.0	1.8	81.2
	Not stated (10%)	567.5	2.6	10.7	17.7	26.7	25.6	12.9	3.9	86.7
	Bachelor	615.2	1.0	2.3	7.2	20.2	31.0	24.6	13.8	96.7
	Diploma	586.0	0.8	6.1	12.6	27.0	30.2	17.2	6.1	93.1
14/4	Certificate	572.0	0.9	9.0	16.1	29.0	27.8	13.2	3.9	90.1
WA	Year 12	575.4	1.2	8.8	15.8	26.1	28.8	14.4	4.9	90.0
	Year 11	543.2	1.8	18.8	22.0	27.4	19.6	8.4	1.9	79.4
	Not stated (13%)	569.1	2.5	14.3	15.3	22.6	23.7	15.1	6.5	83.2
	Bachelor	604.1	1.0	3.7	10.0	22.6	29.8	21.3	11.6	95.3
	Diploma	579.3	1.4	6.8	15.1	27.6	29.0	15.1	5.0	91.7
SA	Certificate	563.7	1.2	11.0	19.0	28.9	24.9	11.6	3.3	87.7
SA	Year 12	567.7	2.1	10.5	17.3	28.2	25.0	12.7	4.2	87.4
	Year 11	543.2	4.0	18.4	21.5	26.7	19.6	8.0	1.9	77.6
	Not stated (12%)	564.9	4.5	13.1	16.8	25.2	22.7	12.5	5.1	82.4

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma Certificate: Certificate I to IV

Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.S8 (cont.): Achievement of Year 9 Students in Spelling, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	national ı standard %)	At national minimum standard (%)	Above		At or above national minimum standard		
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Bachelor	604.2	1.0	3.7	10.9	21.2	29.6	21.9	11.6	95.3
	Diploma	581.9	0.5	6.7	13.8	29.4	27.6	16.2	5.8	92.7
Tas	Certificate	560.2	0.9	12.6	18.9	29.4	24.2	10.3	3.6	86.5
idS	Year 12	556.6	1.6	15.7	16.1	27.1	25.6	12.0	1.9	82.7
	Year 11	537.3	1.5	21.3	21.9	27.5	18.9	7.4	1.6	77.2
	Not stated (10%)	561.0	3.4	15.4	18.0	23.7	21.3	12.1	6.2	81.2
	Bachelor	610.6	1.8	2.4	8.8	20.7	31.0	22.8	12.7	95.8
	Diploma	574.5	1.4	8.8	15.3	27.6	28.7	13.6	4.5	89.8
ACT	Certificate	561.8	3.2	10.1	20.2	29.5	24.0	10.1	2.9	86.7
ACI	Year 12	564.9	4.5	11.2	18.9	25.3	24.3	11.9	4.0	84.3
	Year 11	560.3	6.0	14.3	16.2	25.2	22.3	11.6	4.4	79.7
	Not stated (11%)	579.2	3.8	9.5	14.7	24.9	23.7	15.6	7.8	86.7
	Bachelor	585.4	1.2	7.7	14.5	22.7	28.2	18.4	7.4	91.2
	Diploma	564.6	1.0	11.4	18.7	29.5	21.7	12.1	5.6	87.5
NT	Certificate	536.4	2.2	21.1	21.2	26.8	18.2	8.5	2.0	76.7
INI	Year 12	543.4	3.5	18.6	20.6	26.9	19.3	7.1	4.0	77.9
	Year 11	482.6	4.6	42.7	19.2	17.7	11.6	3.9	0.4	52.7
	Not stated (41%)	461.0	2.0	55.3	12.6	11.3	9.1	5.8	3.8	42.6
	Bachelor	614.3	1.0	2.6	7.8	20.5	29.9	23.6	14.6	96.4
	Diploma	584.9	1.3	5.9	13.8	27.0	29.3	16.2	6.4	92.7
Auct	Certificate	568.7	1.6	9.5	17.6	28.9	26.3	12.4	3.7	88.9
Aust	Year 12	574.9	2.1	9.0	15.8	27.0	26.8	14.0	5.3	88.9
	Year 11	546.5	3.8	17.1	21.4	26.8	20.2	8.6	2.2	79.1
	Not stated (8%)	567.1	2.8	13.5	15.6	23.7	24.2	14.2	6.0	83.7

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.S9: Achievement of Year 9 Students in Spelling, by Parental Occupation, by State and Territory, 2015.

State/	Parental	Mean	Rolow	national	At	Ahovo	national m	inimum ets	andard	At or
Territory	occupation	scale		standard	national	Above		6)	illuaru	above
	оссиринон	score		%)	minimum		ζ,	~,		national
					standard					minimum
					(%)					standard
			Exempt	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
				and below						
	Group 1	619.1	0.8	2.4	7.5	19.1	29.0	24.2	16.8	96.7
	Group 2	600.5	0.9	4.4	11.2	23.0	29.3	20.1	11.0	94.7
NSW	Group 3	582.2	1.4	7.5	14.8	26.2	27.9	15.3	7.0	91.1
NOW	Group 4	572.9	2.0	10.8	17.0	25.4	24.2	14.0	6.6	87.2
	Not in paid work	549.8	3.9	18.2	20.1	24.6	19.7	9.5	4.0	77.9
	Not stated (9%)	574.8	2.4	10.8	15.9	24.4	25.0	14.7	6.8	86.8
	Group 1	609.3	1.0	2.7	8.3	22.4	31.0	22.1	12.6	96.3
	Group 2	590.7	1.3	4.9	12.3	26.9	29.2	17.4	8.0	93.8
Vic	Group 3	575.4	1.8	7.3	16.2	29.2	27.1	13.5	4.8	90.8
VIC	Group 4	564.9	3.2	10.6	18.4	28.8	23.5	11.5	4.0	86.2
	Not in paid work	549.0	8.1	15.1	21.0	25.8	18.8	8.6	2.6	76.8
	Not stated (4%)	584.3	3.2	8.3	13.6	23.8	25.9	16.9	8.1	88.4
	Group 1	605.3	0.6	2.9	9.1	23.2	31.4	22.2	10.6	96.4
	Group 2	586.9	0.9	5.5	13.4	26.7	30.3	16.9	6.3	93.6
Qld	Group 3	574.3	1.4	7.8	16.4	28.4	28.2	13.7	4.1	90.8
Qiu	Group 4	560.0	1.8	12.2	19.6	28.4	24.5	10.5	3.0	86.0
	Not in paid work	545.2	4.3	17.6	21.9	26.7	18.7	8.8	2.0	78.1
	Not stated (15%)	563.9	2.5	11.3	18.5	27.6	24.9	11.7	3.5	86.2
	Group 1	610.6	0.7	3.1	7.6	21.4	31.4	23.1	12.6	96.2
	Group 2	589.7	0.8	5.2	12.5	26.3	30.0	18.1	7.0	93.9
WA	Group 3	577.4	1.0	7.8	15.3	27.7	28.5	14.9	4.9	91.1
WA	Group 4	565.3	1.5	12.2	17.9	27.0	24.5	12.5	4.3	86.3
	Not in paid work	537.0	2.9	22.5	21.5	25.6	17.2	7.9	2.4	74.6
	Not stated (17%)	566.2	2.2	14.6	16.4	23.3	23.2	14.3	6.1	83.2
	Group 1	601.3	0.8	3.8	10.9	23.3	29.6	21.0	10.5	95.4
	Group 2	582.6	0.9	6.5	14.1	27.3	29.9	15.5	5.9	92.6
C A	Group 3	573.0	1.2	8.8	16.8	28.5	26.2	13.6	4.9	90.0
SA	Group 4	562.2	2.1	12.2	18.2	28.8	23.7	10.9	4.0	85.6
	Not in paid work	541.1	4.8	19.9	22.4	24.0	18.1	8.5	2.3	75.3
	Not stated (17%)	553.2	4.7	16.1	19.8	25.2	19.9	10.6	3.8	79.2
		JJJ.2			-2.0	,_	-,,,		5.0	

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.S9 (cont.): Achievement of Year 9 Students in Spelling, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	national 1 standard %)	At national minimum standard (%)	andard	At or above national minimum standard			
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Group 1	602.1	0.8	4.0	10.3	23.1	29.5	21.6	10.8	95.2
	Group 2	580.7	0.5	6.9	15.0	28.2	27.9	15.8	5.8	92.6
Tas	Group 3	564.2	1.2	11.4	18.4	28.5	25.3	11.2	4.0	87.4
IdS	Group 4	548.0	0.6	18.2	19.4	28.2	21.5	9.4	2.6	81.1
	Not in paid work	534.3	2.8	23.6	22.0	24.8	17.6	6.3	2.9	73.6
	Not stated (15%)	555.5	2.6	15.9	19.6	25.8	21.0	10.6	4.6	81.5
	Group 1	604.7	1.5	3.5	10.2	21.1	30.5	22.2	11.1	95.0
	Group 2	589.5	1.2	5.4	13.7	26.1	28.1	16.9	8.6	93.4
ACT	Group 3	572.9	2.5	8.8	15.9	27.9	27.1	13.0	4.7	88.6
ACI	Group 4	570.0	5.7	8.2	19.1	24.6	25.6	13.0	3.7	86.1
	Not in paid work	559.4	8.6	15.7	13.6	24.7	22.9	9.1	5.3	75.7
	Not stated (18%)	573.7	5.0	10.7	15.5	24.9	23.8	13.1	7.0	84.3
	Group 1	568.3	1.3	11.8	17.4	25.9	24.6	13.3	5.6	86.9
	Group 2	564.6	0.9	12.3	17.7	27.1	22.5	13.5	6.0	86.9
NT	Group 3	550.7	2.4	17.3	19.3	25.3	21.6	11.0	3.2	80.3
INI	Group 4	504.6	3.7	32.7	19.9	24.3	13.8	4.8	0.7	63.6
	Not in paid work	466.0	6.1	49.1	19.8	13.1	8.0	2.9	0.9	44.8
	Not stated (43%)	464.2	2.0	54.0	12.9	11.8	9.5	6.1	3.7	44.0
	Group 1	610.8	0.8	2.9	8.4	21.4	30.3	22.8	13.3	96.3
	Group 2	592.1	1.0	5.1	12.4	25.6	29.5	18.1	8.3	93.9
Aust	Group 3	576.9	1.5	7.8	15.8	27.8	27.6	14.2	5.3	90.7
Aust	Group 4	565.6	2.3	11.6	18.2	27.4	23.9	12.1	4.6	86.1
	Not in paid work	546.3	5.4	17.9	20.9	25.2	18.8	8.8	3.0	76.8
	Not stated (11%)	563.4	2.8	13.9	16.9	24.7	23.4	13.0	5.3	83.3

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

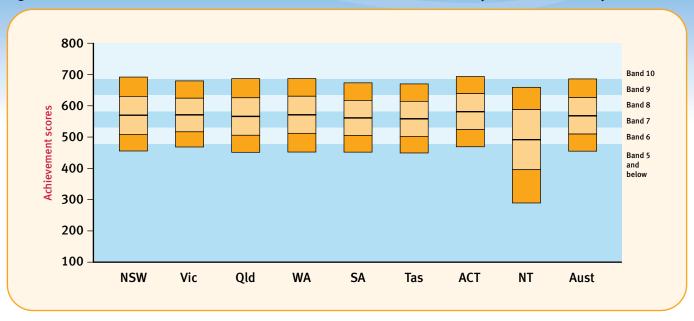
Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2015.

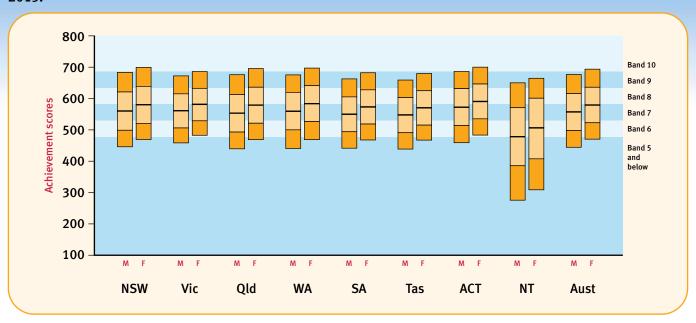


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	569.8 (71.8)	570.9 (63.9)	565.9 (71.4)	571.0 (71.1)	561.1 (67.0)	558.3 (66.6)	581.1 (67.7)	491.7 (112.2)	567.9 (70.4)

Table 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	Absent (%)	Withdrawn (%)	minimun	national 1 standard %)	At national minimum standard (%)	Above	national m (%	iinimum sta %)	andard	At or above national minimum standard
		Pa	¥	Wit	Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
NSW	14yrs 7mths 9yrs 4mths	94.2	4.9	0.9	1.5	9.4	19.8	27.9	22.9	12.7	5.7	89.0
Vic	14yrs 9mths 9yrs 4mths	91.6	6.3	2.1	2.5	6.7	19.3	30.9	24.8	11.9	4.0	90.9
Qld	14yrs 1mth 8yrs 4mths	89.4	5.3	5.3	1.5	10.3	20.4	28.3	22.7	11.8	5.0	88.2
WA	14yrs 5mths 9yrs 4mths	94.6	5.2	0.3	1.2	9.4	18.0	27.9	25.1	13.4	5.1	89.4
SA	14yrs 7mths 9yrs 4mths	89.7	7.0	3.3	2.0	10.2	21.5	30.0	22.4	10.5	3.3	87.8
Tas	14yrs 11mths 9yrs 4mths	91.7	7.0	1.3	1.3	11.0	22.4	30.8	21.4	10.1	3.0	87.7
ACT	14yrs 8mths 9yrs 4mths	90.6	5.1	4.3	2.6	6.1	16.1	27.2	26.4	15.5	6.1	91.3
NT	14yrs 6mths 9yrs 4mths	78.7	18.6	2.7	2.2	40.1	18.1	18.4	12.9	6.0	2.4	57.7
Aust	14yrs 6mths 9yrs 2mths	92.0	5.7	2.3	1.8	9.3	19.7	28.8	23.5	12.1	4.8	88.9

Figure 9.G2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2015.

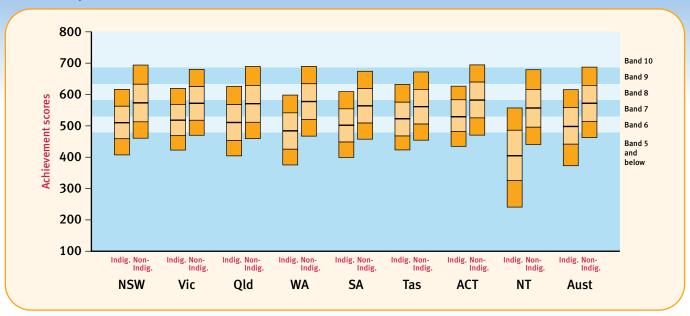


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	560.0 (72.2)	561.0 (64.4)	553.3 (71.6)	559.2 (71.1)	549.7 (66.7)	547.5 (66.6)	572.1 (68.4)	478.1 (112.8)	557.1 (70.8)
Female Mean scale score / (S.D.)	580.1 (69.9)	581.2 (61.8)	578.9 (68.7)	583.5 (69.0)	573.0 (65.2)	570.2 (64.7)	590.4 (65.8)	506.2 (109.8)	579.1 (68.2)

Table 9.G2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2015.

State/ Territory	Sex	minimum	national standard %)	At national minimum standard (%)	Abov	At or above national minimum			
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
NSW	Male	1.9	12.2	22.1	27.7	20.7	10.8	4.5	85.8
	Female	1.1	6.5	17.4	28.1	25.3	14.6	7.0	92.4
Vic	Male	3.1	9.1	22.3	31.0	21.6	9.7	3.2	87.8
	Female	1.8	4.1	16.0	30.8	28.2	14.2	4.9	94.1
Qld	Male	1.9	14.0	23.6	27.8	19.7	9.4	3.7	84.1
	Female	1.0	6.5	17.2	28.8	25.9	14.2	6.4	92.5
WA	Male	1.5	12.3	20.8	28.3	22.6	11.0	3.5	86.2
	Female	0.9	6.3	14.9	27.4	27.7	16.0	6.7	92.8
SA	Male	2.5	13.5	24.6	29.8	19.1	8.2	2.3	84.0
	Female	1.5	6.8	18.3	30.3	25.9	12.8	4.4	91.7
Tas	Male	1.8	14.6	24.5	30.2	18.8	8.1	2.0	83.6
	Female	0.7	7.0	20.1	31.3	24.4	12.4	4.1	92.3
ACT	Male	3.6	8.1	18.5	27.5	23.9	13.6	4.8	88.3
	Female	1.5	4.1	13.5	26.9	29.0	17.5	7.5	94.4
NT	Male	2.9	44.4	19.2	17.2	9.7	4.3	2.3	52.7
	Female	1.6	35.4	16.9	19.6	16.2	7.8	2.5	63.0
Aust	Male	2.3	12.2	22.5	28.6	20.7	10.0	3.7	85.5
	Female	1.2	6.2	16.8	28.9	26.4	14.4	6.0	92.6

Figure 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2015.

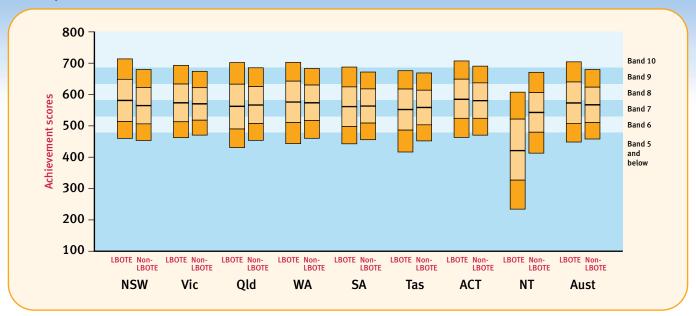


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	510.0 (63.6)	518.1 (59.8)	510.6 (68.4)	483.9 (68.1)	501.8 (62.9)	522.5 (63.1)	528.9 (60.3)	404.5 (95.5)	497.9 (75.3)
Non-Indigenous Mean scale score / (S.D.)	573.2 (70.8)	571.8 (63.6)	570.7 (69.7)	577.5 (67.3)	563.7 (65.7)	561.2 (65.9)	582.2 (67.5)	556.8 (72.6)	571.9 (68.0)

Table 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	minimum	national standard %)	At national minimum standard (%)	Abov	Above national minimum standard (%)				
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)	
NSW	Indigenous	3.0	29.4	32.1	23.3	9.5	2.6	0.2	67.7	
	Non-Indigenous	1.5	8.3	19.1	28.1	23.7	13.2	6.1	90.3	
Vic	Indigenous	6.0	24.0	32.1	24.6	10.3	2.5	0.5	70.0	
	Non-Indigenous	2.4	6.3	19.1	31.0	25.1	12.1	4.1	91.3	
Qld	Indigenous	2.3	31.3	29.2	23.1	10.2	3.3	0.6	66.4	
	Non-Indigenous	1.4	8.6	19.7	28.6	23.8	12.5	5.4	90.0	
WA	Indigenous	1.3	46.5	27.6	16.7	6.6	1.2	0.1	52.2	
	Non-Indigenous	1.2	6.7	17.1	28.6	26.5	14.4	5.5	92.1	
SA	Indigenous	2.7	34.4	31.6	21.4	7.9	1.8	0.1	62.9	
	Non-Indigenous	2.0	9.1	21.1	30.5	23.2	10.9	3.4	89.0	
Tas	Indigenous	2.3	24.4	29.8	26.9	11.9	4.1	0.6	73.2	
	Non-Indigenous	1.1	9.8	21.8	31.2	22.3	10.6	3.2	89.1	
ACT	Indigenous	3.9	17.3	33.1	26.6	15.3	3.1	0.6	78.8	
	Non-Indigenous	2.5	5.9	15.7	27.2	26.6	15.7	6.3	91.5	
NT	Indigenous	3.3	75.0	13.2	5.5	2.1	0.8	0.1	21.7	
	Non-Indigenous	1.5	13.4	21.8	28.1	21.0	10.0	4.2	85.0	
Aust	Indigenous	2.8	35.9	28.9	20.9	8.7	2.5	0.3	61.3	
	Non-Indigenous	1.7	7.7	19.2	29.2	24.3	12.7	5.1	90.5	

Figure 9.G4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	580.9 (77.4)	573.3 (69.9)	562.1 (82.6)	575.8 (78.6)	561.4 (73.8)	552.0 (76.5)	584.5 (72.2)	421.0 (112.5)	572.9 (79.2)
Non-LBOTE Mean scale score / (S.D.)	564.6 (68.8)	570.1 (61.8)	566.3 (70.1)	573.4 (67.6)	563.0 (65.3)	558.5 (65.7)	580.4 (66.7)	542.6 (78.0)	567.0 (67.3)

Table 9.G4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	minimum	national standard %)	At national minimum standard (%)	Abov	At or above national minimum			
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
NSW	LBOTE	1.8	8.4	18.1	25.1	22.0	15.0	9.6	89.8
	Non-LBOTE	1.4	10.0	20.7	29.1	23.2	11.5	4.1	88.6
Vic	LBOTE	2.6	7.9	19.5	27.8	22.9	13.3	6.0	89.5
	Non-LBOTE	2.4	6.2	19.2	31.9	25.5	11.4	3.3	91.4
Qld	LBOTE	2.0	15.6	20.0	23.1	20.1	12.3	7.0	82.5
	Non-LBOTE	1.4	9.8	20.5	28.8	23.0	11.7	4.8	88.8
WA	LBOTE	2.0	10.2	16.9	24.3	24.0	14.8	7.8	87.8
	Non-LBOTE	1.0	7.9	17.4	28.9	26.5	13.8	4.5	91.1
SA	LBOTE	2.9	12.3	21.6	26.0	20.9	11.3	5.0	84.8
	Non-LBOTE	1.7	9.3	20.9	30.8	23.5	10.6	3.1	89.0
Tas	LBOTE	5.4	16.7	18.3	27.2	17.6	11.2	3.5	77.8
	Non-LBOTE	1.1	10.5	22.7	31.2	21.6	10.0	2.9	88.4
ACT	LBOTE	3.4	6.6	15.1	26.5	23.5	16.3	8.5	90.0
	Non-LBOTE	2.4	6.0	16.2	27.4	27.1	15.3	5.6	91.6
NT	LBOTE	2.1	67.8	12.6	9.5	5.2	2.0	0.9	30.1
	Non-LBOTE	2.4	18.8	23.5	25.5	18.1	8.4	3.2	78.7
Aust	LBOTE	2.2	10.2	18.6	25.4	22.0	13.8	7.7	87.6
	Non-LBOTE	1.7	8.8	20.0	29.8	24.0	11.7	4.0	89.5

Table 9.G5: Achievement of Year 9 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%)		Above	andard	At or above national minimum standard		
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Metro	576.2	1.6	7.9	18.4	27.5	23.8	13.9	6.9	90.5
NSW	Provincial	549.6	1.4	14.0	24.3	29.4	20.3	8.6	2.0	84.5
INSW	Remote	506.7	1.5	35.2	27.9	20.0	10.8	3.4	1.2	63.4
	Very Remote	494.7	0.0	39.7	21.0	21.6	11.9	3.9	1.9	60.3
	Metro	575.3	2.4	5.9	18.0	30.2	25.7	13.1	4.6	91.7
Vic	Provincial	556.8	2.6	9.1	23.3	33.0	22.0	8.0	2.0	88.3
VIC	Remote	577.5	0.0	4.2	15.4	32.1	32.1	13.8	2.5	95.8
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	571.0	1.5	9.0	19.3	28.1	23.6	12.8	5.7	89.5
Qld	Provincial	555.7	1.4	12.6	23.1	28.9	21.1	9.6	3.3	86.0
Qiu	Remote	538.1	2.4	18.8	25.8	27.3	17.2	6.5	2.1	78.8
	Very Remote	500.2	0.7	39.1	25.7	19.8	9.7	4.0	0.9	60.1
	Metro	578.1	1.3	7.2	16.7	27.8	26.3	14.8	5.9	91.5
WA	Provincial	555.9	1.0	12.0	22.3	30.5	22.3	9.5	2.5	87.0
**/ \	Remote	531.0	0.7	24.9	23.7	23.2	18.3	7.7	1.4	74.3
	Very Remote	481.0	1.0	49.8	21.6	14.8	9.5	2.9	0.4	49.2
	Metro	566.0	2.1	9.1	20.1	29.7	23.4	11.6	4.0	88.8
SA	Provincial	548.8	1.7	12.4	25.6	31.4	20.1	7.3	1.5	85.9
<i>57</i> (Remote	552.2	2.1	12.7	23.7	30.8	20.2	8.9	1.7	85.2
	Very Remote	501.8	2.5	36.9	26.3	19.4	11.9	2.9	0.1	60.6
	Metro	561.1	1.5	10.8	21.5	30.3	21.1	11.0	3.7	87.7
Tas	Provincial	556.5	1.1	11.1	23.0	31.2	21.8	9.5	2.5	87.9
	Remote	533.7	0.0	16.2	39.5	24.3	11.4	7.6	1.1	83.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	581.1	2.6	6.1	16.1	27.2	26.4	15.5	6.1	91.3
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	538.4	2.3	21.0	23.2	25.0	17.4	8.0	3.2	76.7
	Remote	516.3	3.8	32.2	19.5	19.1	14.7	7.6	3.2	64.1
	Very Remote	372.2	0.9	88.1	5.7	3.2	1.5	0.5	0.0	11.0
	Metro	574.4	1.8	7.6	18.4	28.5	24.5	13.4	5.7	90.6
Aust	Provincial	553.3	1.7	12.2	23.6	30.4	21.0	8.7	2.3	86.1
	Remote	531.9	1.9	23.5	23.7	24.4	17.2	7.4	1.9	74.6
	Very Remote	445.0	1.0	60.9	16.7	12.1	6.7	2.2	0.4	38.2

Table 9.G6: Achievement of Year 9 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%)		At Above national minimum standard (%) minimum standard (%)					
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)	
	Metro	518.9	3.4	24.1	32.2	25.1	11.2	3.6	0.4	72.4	
NSW	Provincial	504.7	2.7	32.4	32.3	22.4	8.3	1.8	0.1	64.9	
NSW	Remote	472.2	1.7	54.7	25.5	14.0	2.8	1.3	0.0	43.7	
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	Metro	522.4	4.7	23.1	30.7	25.4	11.6	3.4	1.1	72.2	
Vic	Provincial	514.4	7.2	24.7	33.2	23.9	9.3	1.7	0.0	68.1	
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	Very Remote	-	-	-	-	-	-	-	-	-	
	Metro	518.2	2.3	27.0	29.3	24.7	11.7	4.1	1.0	70.7	
Qld	Provincial	508.8	2.4	32.1	30.0	23.2	9.3	2.7	0.2	65.4	
Qiu	Remote	488.1	2.9	45.1	24.5	17.4	8.2	1.3	0.6	52.0	
	Very Remote	465.3	0.5	58.7	24.5	10.6	4.0	1.5	0.2	40.8	
	Metro	502.2	1.4	35.2	31.3	21.3	9.0	1.6	0.2	63.4	
WA	Provincial	493.1	1.5	41.0	30.3	19.0	6.5	1.6	0.0	57.5	
**/ \	Remote	469.0	1.2	55.9	25.8	11.9	4.4	0.8	0.0	42.9	
	Very Remote	440.8	0.9	72.8	16.4	7.0	2.8	0.1	0.0	26.3	
	Metro	507.8	2.7	30.8	31.6	23.6	8.9	2.2	0.3	66.6	
SA	Provincial	500.0	3.0	35.0	32.6	21.1	6.5	1.7	0.0	62.0	
571	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.	
	Metro	516.0	4.1	27.7	29.0	26.9	9.0	2.9	0.3	68.2	
Tas	Provincial	526.6	1.3	22.4	30.1	26.7	13.8	4.9	0.8	76.3	
	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.	
	Metro	528.9	3.9	17.3	33.1	26.6	15.3	3.1	0.6	78.8	
ACT	Provincial	-	-	-	-	-	-	-	-	-	
	Remote	-	-	-	-	-	-	-	-	-	
	Very Remote	-	-	-	-	-	-	-	-	-	
	Metro	-	-	-	-	-	-	-	-	-	
NT	Provincial	474.0	5.3	46.7	27.3	12.8	6.0	1.6	0.2	47.9	
	Remote	443.0	7.5	61.3	19.3	7.6	2.3	1.9	0.1	31.2	
	Very Remote	361.1	0.8	93.1	4.5	1.4	0.2	0.0	0.0	6.1	
	Metro	516.1	2.9	26.9	30.9	24.5	11.0	3.4	0.6	70.3	
Aust	Provincial	505.0	3.0	32.7	31.2	22.1	8.6	2.2	0.2	64.3	
	Remote	467.5	3.2	54.3	24.2	12.4	4.5	1.3	0.1	42.4	
	Very Remote	403.5	0.9	80.5	12.0	4.6	1.7	0.3	0.0	18.6	

Table 9.G7: Achievement of Year 9 Non-Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%)		Above	andard	At or above national minimum standard		
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Metro	578.3	1.5	7.3	18.0	27.5	24.2	14.3	7.2	91.2
NSW	Provincial	555.5	1.3	11.6	23.2	30.4	21.8	9.5	2.2	87.1
NSW	Remote	535.5	1.4	19.2	28.9	25.6	17.4	5.3	2.2	79.5
	Very Remote	554.9	0.0	12.7	21.2	33.9	21.2	7.3	3.6	87.3
	Metro	575.9	2.3	5.7	17.9	30.3	25.9	13.3	4.7	92.0
Vic	Provincial	558.4	2.4	8.4	23.0	33.4	22.5	8.2	2.0	89.1
VIC	Remote	577.5	0.0	4.2	15.4	32.1	32.1	13.8	2.5	95.8
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	574.4	1.5	7.9	18.6	28.3	24.3	13.3	6.1	90.6
Qld	Provincial	561.6	1.3	10.2	22.2	29.6	22.6	10.5	3.7	88.5
Qiu	Remote	555.0	2.4	10.4	25.4	30.2	20.4	8.4	2.8	87.2
	Very Remote	544.7	1.1	15.7	25.9	30.9	17.3	7.2	1.9	83.2
	Metro	581.2	1.3	6.1	16.1	28.1	27.0	15.3	6.1	92.6
WA	Provincial	563.1	0.8	8.9	21.3	31.5	24.2	10.5	2.8	90.3
**/ (Remote	557.8	0.5	11.4	22.9	28.1	24.2	10.8	2.0	88.0
	Very Remote	547.3	1.2	12.8	29.0	26.7	21.3	7.7	1.2	86.0
	Metro	567.9	2.1	8.3	19.7	30.0	23.9	11.9	4.0	89.6
SA	Provincial	551.8	1.6	11.0	25.1	32.0	21.0	7.7	1.6	87.4
<i>57</i> (Remote	555.2	2.4	11.4	22.9	31.3	20.6	9.5	1.9	86.2
	Very Remote	537.7	2.4	15.9	26.7	30.6	19.0	5.1	0.2	81.7
	Metro	564.3	1.1	9.4	21.0	30.9	22.0	11.5	4.0	89.5
Tas	Provincial	559.1	1.0	10.1	22.3	31.6	22.7	9.8	2.6	88.9
	Remote	536.3	0.0	14.7	40.6	22.9	12.4	8.2	1.2	85.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	582.2	2.5	5.9	15.7	27.2	26.6	15.7	6.3	91.5
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	554.6	1.6	14.2	22.2	28.2	20.3	9.6	4.0	84.2
	Remote	566.1	1.2	11.0	19.8	27.4	23.6	11.6	5.5	87.8
	Very Remote	552.7	2.3	9.1	25.5	31.4	22.7	9.1	0.0	88.6
	Metro	576.4	1.8	6.9	18.0	28.6	25.0	13.8	5.9	91.3
Aust	Provincial	558.1	1.6	10.2	22.8	31.2	22.3	9.4	2.6	88.2
	Remote	556.6	1.4	11.6	23.4	28.9	22.1	9.8	2.7	87.0
	Very Remote	545.2	1.3	14.2	26.7	29.9	19.4	7.1	1.3	84.4

Table 9.G8: Achievement of Year 9 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2015.

State/	Parental	Mean		national	At	Above		iinimum sta	ındard	At or
Territory	education	scale score		standard %)	national minimum standard		(%	%)		above national minimum
					(%)					standard
			Exempt	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Dealerton	(00.4	1.0	and below		22.6	20.4	24.7	12.7	06.5
	Bachelor	608.1	1.0	2.5	9.6	23.4	29.1	21.7	12.7	96.5
	Diploma	570.2	1.2	6.7	19.6	32.0	24.9	11.7	3.9	92.1
NSW	Certificate	548.8	1.3	11.9	26.5	31.9	19.5	7.3	1.5	86.8
	Year 12	555.5	2.1	12.0	23.9	28.6	21.3	9.0	3.1	85.9
	Year 11	522.6	3.2	23.8	30.2	25.8	12.4	3.9	0.7	73.0
	Not stated (6%)	560.5	2.2	12.5	21.0	26.9	21.9	11.2	4.3	85.3
	Bachelor	600.8	1.2	1.9	10.0	26.3	31.9	20.5	8.3	96.9
	Diploma	568.8	2.0	5.2	19.5	34.5	26.3	10.0	2.5	92.8
Vic	Certificate	552.2	2.5	8.8	25.4	35.0	20.9	6.3	1.1	88.7
	Year 12	561.2	2.7	7.6	22.2	34.4	21.6	8.7	2.8	89.8
	Year 11	532.8	5.9	16.2	30.4	29.0	13.8	3.8	0.8	77.9
	Not stated (4%)	576.5	3.5	6.9	16.7	27.5	25.8	14.8	4.7	89.5
	Bachelor	603.9	0.7	3.0	10.4	24.4	29.3	20.6	11.5	96.3
	Diploma	567.6	1.1	7.9	20.1	30.9	24.9	11.2	3.8	91.0
Qld	Certificate	552.9	1.4	11.5	24.5	31.4	20.9	8.2	2.2	87.2
Qiu	Year 12	549.9	1.9	13.3	25.0	30.2	19.1	8.0	2.5	84.8
	Year 11	524.9	2.9	22.9	29.6	26.1	13.3	4.5	0.7	74.2
	Not stated (10%)	548.6	2.6	15.2	24.0	27.3	19.3	8.8	2.8	82.2
	Bachelor	606.9	1.0	2.3	9.1	23.2	31.0	22.3	11.1	96.7
	Diploma	572.8	0.8	6.4	17.1	32.1	27.8	12.5	3.3	92.8
WA	Certificate	557.4	0.9	9.6	22.5	33.3	23.1	8.8	1.8	89.5
WA	Year 12	561.5	1.2	9.8	21.5	29.6	25.0	10.3	2.5	89.0
	Year 11	526.7	1.8	22.3	28.7	27.2	14.7	4.5	0.8	75.9
	Not stated (13%)	553.2	2.5	17.4	19.9	23.7	20.7	11.7	4.1	80.1
	Bachelor	594.5	1.0	3.4	11.9	27.1	30.3	18.3	7.9	95.6
	Diploma	565.0	1.4	7.0	20.1	33.6	25.3	10.3	2.3	91.6
42	Certificate	550.1	1.2	11.2	26.0	32.8	20.1	7.3	1.4	87.6
SA	Year 12	552.3	2.1	10.8	24.6	32.8	19.8	8.3	1.6	87.1
	Year 11	524.8	4.0	22.0	29.9	27.1	12.5	4.1	0.4	74.0
	Not stated (12%)	549.7	4.5	14.2	23.8	27.3	19.0	8.4	2.9	81.3

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.G8 (cont.): Achievement of Year 9 Students in Grammar and Punctuation, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	national 1 standard %)	At national minimum standard (%)	ational (%) inimum andard				At or above national minimum standard
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Bachelor	604.5	1.0	2.2	8.9	24.5	31.9	22.0	9.5	96.8
	Diploma	570.8	0.5	4.9	18.9	35.1	26.8	10.6	3.1	94.5
Tas	Certificate	548.4	0.9	11.0	26.3	35.2	18.8	6.7	1.1	88.1
idS	Year 12	544.9	1.6	14.7	24.0	31.8	19.8	7.3	0.8	83.7
	Year 11	524.1	1.5	21.9	32.2	27.8	12.7	3.7	0.3	76.6
	Not stated (10%)	552.5	3.4	12.9	22.5	30.0	19.6	9.8	1.8	83.7
	Bachelor	603.9	1.8	2.3	9.5	24.4	30.5	21.6	9.9	95.9
	Diploma	565.4	1.4	6.9	20.6	32.5	25.9	10.7	2.0	91.6
ACT	Certificate	549.5	3.2	10.9	25.2	32.3	19.8	7.9	0.8	85.9
ACI	Year 12	557.2	4.5	9.7	23.8	28.1	23.2	8.9	1.9	85.8
	Year 11	555.8	6.0	12.2	22.1	24.8	24.0	8.3	2.5	81.8
	Not stated (11%)	574.0	3.8	9.6	17.8	25.5	22.5	13.8	7.0	86.6
	Bachelor	568.8	1.2	9.7	19.6	27.1	24.4	13.0	5.1	89.2
	Diploma	547.7	1.0	16.2	23.8	27.7	20.1	8.4	2.6	82.7
NT	Certificate	525.6	2.2	22.2	27.7	26.4	15.2	5.0	1.3	75.6
INI	Year 12	522.0	3.5	25.6	21.9	30.3	14.6	3.6	0.6	71.0
	Year 11	462.3	4.6	49.9	21.3	14.9	7.5	1.7	0.1	45.5
	Not stated (41%)	444.0	2.0	61.8	10.7	9.7	7.8	5.1	2.9	36.2
	Bachelor	604.1	1.0	2.5	10.0	24.6	30.2	21.0	10.7	96.5
	Diploma	569.0	1.3	6.6	19.5	32.5	25.6	11.1	3.3	92.1
Aust	Certificate	551.3	1.6	10.9	25.4	32.8	20.5	7.4	1.6	87.6
Aust	Year 12	555.7	2.1	10.9	23.5	31.0	21.1	8.7	2.6	86.9
	Year 11	525.8	3.8	21.5	29.9	26.9	13.2	4.1	0.7	74.7
	Not stated (8%)	551.0	2.8	16.1	20.7	25.7	20.4	10.6	3.7	81.1

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.G9: Achievement of Year 9 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2015.

State/	Parental	Mean	Below r	national	At	Above	national m	inimum sta	andard	At or
Territory	occupation	scale	minimum	standard	national			%)		above
		score	(%	%)	minimum					national
					standard					minimum
			F	Danid E	(%)	Danid 7	Dan d O	Danid O	Danid 10	standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(70)
	Group 1	604.4	0.8	2.8	10.5	24.2	29.0	20.8	11.7	96.3
	Group 2	580.3	0.9	5.5	17.0	29.6	26.6	14.4	6.1	93.6
NCW	Group 3	558.2	1.4	9.7	23.7	31.7	21.3	9.2	3.0	88.9
NSW	Group 4	545.1	2.0	15.2	27.5	28.4	16.8	7.3	2.7	82.7
	Not in paid work	524.5	3.9	24.2	29.1	24.1	12.5	4.6	1.5	71.9
	Not stated (9%)	554.7	2.4	13.9	22.7	27.4	20.0	10.0	3.7	83.7
	Group 1	602.5	1.0	1.6	9.5	26.3	32.3	20.8	8.6	97.4
	Group 2	580.1	1.3	3.9	15.9	32.3	28.8	13.7	4.3	94.9
Vic	Group 3	562.0	1.8	6.4	22.3	35.3	23.7	8.5	2.0	91.7
VIC	Group 4	547.3	3.2	11.0	27.5	32.8	17.8	6.1	1.6	85.7
	Not in paid work	532.0	8.1	17.0	29.6	27.1	12.9	4.2	1.0	74.9
	Not stated (4%)	576.1	3.2	7.6	16.7	26.4	26.6	14.6	4.8	89.2
	Group 1	601.7	0.6	3.2	11.0	25.0	29.1	20.1	11.0	96.1
	Group 2	576.3	0.9	6.5	17.8	29.8	26.6	13.2	5.3	92.6
Qld	Group 3	558.5	1.4	10.0	23.2	31.1	21.9	9.4	3.0	88.6
Qiu	Group 4	537.6	1.8	17.5	28.1	29.3	15.8	5.9	1.6	80.7
	Not in paid work	523.4	4.3	24.5	29.3	22.9	12.3	5.5	1.2	71.2
	Not stated (15%)	544.1	2.5	16.3	25.3	27.9	18.0	7.6	2.3	81.2
	Group 1	603.3	0.7	2.9	10.0	23.9	31.0	21.2	10.4	96.4
	Group 2	579.1	0.8	5.0	16.1	30.8	28.6	14.2	4.5	94.2
WA	Group 3	562.6	1.0	8.4	21.4	32.4	24.4	9.9	2.5	90.6
VVA	Group 4	545.7	1.5	14.7	25.2	30.2	19.4	7.4	1.5	83.8
	Not in paid work	522.8	2.9	26.0	26.8	24.5	13.5	5.0	1.3	71.1
	Not stated (17%)	549.1	2.2	18.0	21.8	24.6	19.2	10.5	3.7	79.8
	Group 1	593.2	0.8	3.5	12.6	27.4	29.7	18.3	7.7	95.7
	Group 2	570.0	0.9	6.0	18.8	33.3	26.5	11.3	3.1	93.1
SA	Group 3	558.7	1.2	8.5	23.6	33.5	22.1	9.0	2.2	90.3
<i>3</i> A	Group 4	544.7	2.1	13.5	27.1	31.5	17.9	6.6	1.2	84.4
	Not in paid work	523.2	4.8	23.2	29.6	25.3	11.8	4.7	0.6	72.0
	Not stated (17%)	536.5	4.7	18.8	26.9	25.9	15.6	6.2	1.9	76.5

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.G9 (cont.): Achievement of Year 9 Students in Grammar and Punctuation, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	national standard %)	At national minimum standard (%)	andard	At or above national minimum standard			
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Group 1	600.2	0.8	2.6	9.6	26.7	30.8	20.5	9.0	96.6
	Group 2	573.3	0.5	4.8	18.6	33.8	26.4	12.5	3.4	94.7
Tas	Group 3	554.2	1.2	9.5	24.0	34.8	22.0	6.6	1.8	89.3
IdS	Group 4	534.3	0.6	17.2	29.9	30.9	15.5	5.3	0.5	82.1
	Not in paid work	521.4	2.8	25.9	31.1	23.7	10.5	5.3	0.7	71.3
	Not stated (15%)	544.3	2.6	13.9	26.7	31.2	16.8	7.6	1.2	83.5
	Group 1	601.3	1.5	2.9	10.1	24.6	30.9	20.5	9.5	95.6
	Group 2	577.3	1.2	5.1	17.6	30.7	26.7	14.1	4.6	93.7
ACT	Group 3	559.1	2.5	9.1	23.7	30.5	21.9	10.3	2.0	88.3
ACI	Group 4	554.7	5.7	9.0	23.5	31.7	19.6	9.5	0.9	85.3
	Not in paid work	553.1	8.6	14.8	18.8	23.8	20.3	11.9	1.7	76.6
	Not stated (18%)	568.2	5.0	10.1	19.1	25.5	22.3	12.4	5.5	84.9
	Group 1	559.6	1.3	12.1	21.5	27.0	23.9	11.1	3.2	86.7
	Group 2	553.4	0.9	13.4	21.8	30.6	19.8	9.4	4.2	85.7
NT	Group 3	530.1	2.4	21.7	26.4	25.2	17.4	5.4	1.5	75.9
INI	Group 4	478.9	3.7	41.5	27.7	18.4	6.8	1.6	0.2	54.8
	Not in paid work	448.6	6.1	57.4	16.8	13.9	3.7	1.9	0.3	36.5
	Not stated (43%)	446.6	2.0	60.4	11.3	10.4	8.2	5.0	2.7	37.6
	Group 1	602.1	0.8	2.7	10.5	25.1	30.1	20.5	10.3	96.4
	Group 2	578.2	1.0	5.3	17.0	30.8	27.3	13.7	5.0	93.7
Aust	Group 3	559.5	1.5	8.8	23.0	32.7	22.4	9.0	2.6	89.7
Aust	Group 4	543.6	2.3	14.5	27.4	30.2	17.1	6.6	1.9	83.2
	Not in paid work	526.0	5.4	22.2	29.1	24.9	12.5	4.7	1.2	72.4
	Not stated (11%)	546.0	2.8	17.1	22.8	26.2	18.8	9.1	3.1	80.1

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

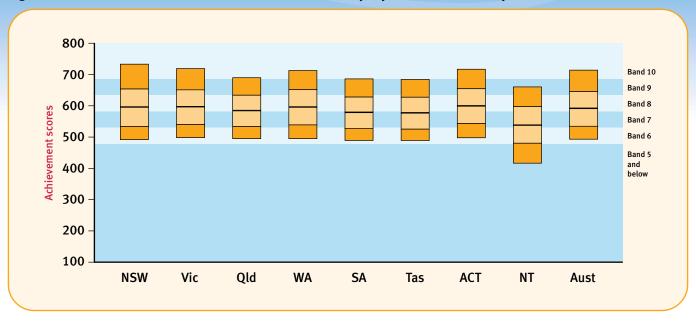
Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Figure 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2015.

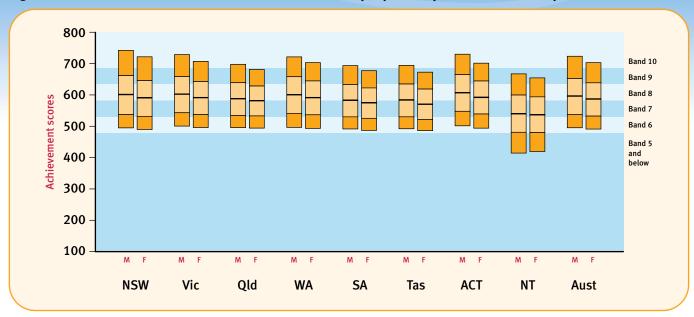


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	596.0 (73.7)	597.0 (67.1)	584.7 (59.9)	596.0 (66.7)	578.9 (60.4)	577.3 (60.0)	599.6 (66.6)	538.2 (72.3)	591.7 (67.8)

Table 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2015.

State/ Territory	Average age/ Years of schooling	Participation rate (%)	bsent (%)		bsent (%) hdrawn (%)		Absent (%) Withdrawn (%)		minimun	national n standard %)	At national minimum standard (%)	Above	national m (%	inimum sta 6)	indard	At or above national minimum standard
		Pa	A	Wit	Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)				
NSW	14yrs 7mths 9yrs 4mths	93.1	6.0	1.0	1.5	2.7	15.1	28.5	25.6	15.0	11.6	95.8				
Vic	14yrs 9mths 9yrs 4mths	90.6	7.1	2.3	2.5	2.0	13.0	28.6	27.9	16.2	9.9	95.6				
Qld	14yrs 1mth 8yrs 4mths	88.4	6.2	5.4	1.5	2.2	15.6	32.6	28.5	14.0	5.5	96.3				
WA	14yrs 5mths 9yrs 4mths	93.9	5.8	0.3	1.2	2.4	13.4	27.8	28.2	17.4	9.6	96.4				
SA	14yrs 7mths 9yrs 4mths	88.5	8.1	3.4	2.0	2.9	18.0	33.2	26.6	12.3	4.9	95.0				
Tas	14yrs 11mths 9yrs 4mths	90.4	8.3	1.3	1.3	3.0	19.5	33.1	25.9	12.5	4.7	95.8				
ACT	14yrs 8mths 9yrs 4mths	89.6	6.2	4.3	2.5	2.2	11.7	27.0	28.1	18.5	10.0	95.2				
NT	14yrs 6mths 9yrs 4mths	75.7	21.3	2.9	2.2	18.7	25.9	27.5	16.6	6.9	2.2	79.1				
Aust	14yrs 6mths 9yrs 2mths	91.0	6.6	2.4	1.8	2.6	14.8	29.7	27.1	15.1	8.9	95.7				

Figure 9.N2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2015.

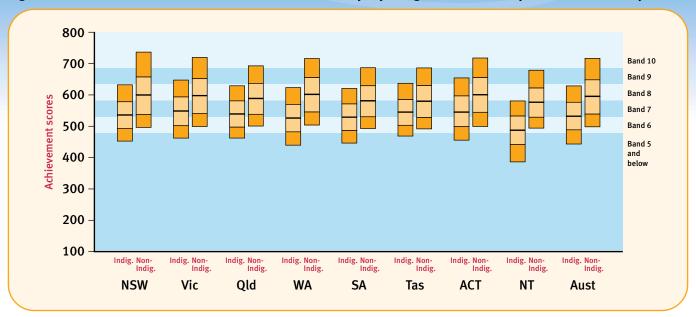


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Male Mean scale score / (S.D.)	601.1 (75.8)	602.4 (69.3)	587.8 (62.0)	600.5 (68.6)	582.8 (61.9)	583.8 (61.7)	606.9 (69.2)	539.8 (74.3)	596.3 (70.0)
Female Mean scale score / (S.D.)	590.7 (71.0)	591.3 (64.3)	581.5 (57.4)	591.3 (64.3)	574.8 (58.6)	570.2 (57.3)	592.0 (63.0)	536.5 (70.1)	586.8 (65.1)

Table 9.N2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2015.

State/ Territory	Sex	Below r minimum (%		At national minimum standard (%)	minimum (%) standard					
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)	
NSW	Male	2.0	2.4	14.1	27.2	25.4	15.7	13.4	95.7	
	Female	1.1	3.0	16.1	29.8	25.9	14.3	9.8	95.9	
Vic	Male	3.1	1.7	12.0	26.8	27.4	17.2	11.7	95.2	
	Female	1.7	2.3	13.9	30.4	28.5	15.1	8.0	96.0	
Qld	Male	2.0	2.0	15.3	31.3	27.7	15.0	6.7	96.0	
	Female	1.1	2.3	15.9	34.0	29.3	13.1	4.3	96.6	
WA	Male	1.5	2.2	12.7	26.4	27.5	18.3	11.3	96.3	
	Female	0.9	2.6	14.2	29.3	28.9	16.4	7.8	96.5	
SA	Male	2.5	2.6	17.0	32.1	26.8	13.2	5.9	94.9	
	Female	1.5	3.3	19.1	34.5	26.4	11.5	3.8	95.2	
Tas	Male	1.8	2.5	17.0	31.3	27.4	14.0	6.0	95.7	
	Female	0.7	3.4	22.3	35.1	24.4	10.9	3.3	95.9	
ACT	Male	3.6	1.7	10.5	24.8	27.4	19.4	12.6	94.7	
	Female	1.4	2.7	13.0	29.3	28.8	17.5	7.2	95.8	
NT	Male	2.9	18.4	26.0	26.4	16.4	6.9	3.0	78.7	
	Female	1.4	19.1	25.9	28.6	16.8	6.9	1.3	79.5	
Aust	Male	2.3	2.3	14.0	28.3	26.7	16.0	10.5	95.4	
	Female	1.3	2.8	15.7	31.2	27.5	14.2	7.2	95.9	

Figure 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous Status, by State and Territory, 2015.

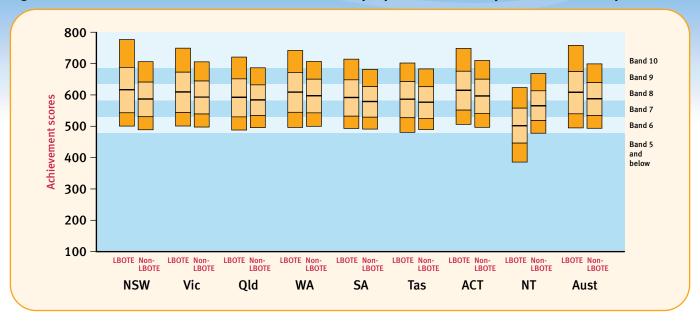


	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous Mean scale score / (S.D.)	535.8 (56.1)	548.5 (57.3)	539.0 (52.6)	526.1 (56.2)	529.0 (52.6)	545.1 (51.8)	545.1 (60.4)	487.2 (58.2)	531.9 (57.1)
Non-Indigenous Mean scale score / (S.D.)	599.6 (73.3)	597.7 (67.0)	588.5 (58.9)	601.5 (64.6)	581.0 (59.5)	579.7 (59.7)	600.5 (66.3)	576.6 (56.3)	595.2 (66.9)

Table 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	minimum	national standard %)	At national minimum standard (%) standard (%)					At or above national minimum
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
NSW	Indigenous	3.0	11.9	34.4	32.9	13.0	3.7	1.0	85.0
	Non-Indigenous	1.5	2.1	13.9	28.2	26.3	15.6	12.3	96.4
Vic	Indigenous	6.0	8.9	27.2	33.6	17.2	5.8	1.3	85.0
	Non-Indigenous	2.3	1.9	12.7	28.5	28.1	16.4	10.0	95.8
Qld	Indigenous	2.6	9.6	35.4	33.4	14.8	3.3	0.8	87.8
	Non-Indigenous	1.5	1.5	13.9	32.6	29.6	15.0	5.9	97.0
WA	Indigenous	1.3	17.4	37.8	28.8	11.0	3.1	0.6	81.3
	Non-Indigenous	1.2	1.3	11.5	27.6	29.5	18.5	10.4	97.5
SA	Indigenous	2.7	14.5	37.5	30.4	11.9	2.6	0.5	82.9
	Non-Indigenous	2.0	2.4	17.1	33.5	27.3	12.8	5.0	95.6
Tas	Indigenous	2.3	7.6	33.0	35.5	16.3	4.4	0.8	90.0
	Non-Indigenous	1.0	2.6	18.4	33.0	26.9	13.1	4.9	96.4
ACT	Indigenous	3.9	10.8	32.7	27.7	16.9	6.9	1.3	85.3
	Non-Indigenous	2.5	2.0	11.3	27.1	28.2	18.7	10.1	95.5
NT	Indigenous	3.1	40.0	36.3	16.0	3.6	0.9	0.0	56.9
	Non-Indigenous	1.5	2.4	18.1	36.2	26.5	11.5	3.8	96.0
Aust	Indigenous	2.9	14.3	34.9	31.0	12.8	3.4	0.8	82.8
	Non-Indigenous	1.7	1.9	13.7	29.6	27.9	15.8	9.5	96.4

Figure 9.N4: Achievement of Year 9 Students in Numeracy, by LBOTE Status, by State and Territory, 2015.



	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
LBOTE Mean scale score / (S.D.)	616.5 (84.3)	609.3 (75.6)	592.2 (71.1)	608.9 (74.8)	591.6 (67.8)	586.3 (66.1)	614.6 (72.1)	501.6 (71.5)	608.3 (80.3)
Non-LBOTE Mean scale score / (S.D.)	586.8 (66.9)	592.8 (63.4)	583.9 (58.6)	597.2 (63.2)	578.8 (58.6)	576.7 (59.4)	596.5 (64.9)	565.2 (57.9)	587.6 (63.1)

Table 9.N4: Achievement of Year 9 Students in Numeracy, by LBOTE Status, by State and Territory, 2015.

State/ Territory	LBOTE status	minimum	national standard %)	At national minimum standard (%)	Abov	At or above national minimum			
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
NSW	LBOTE	1.8	1.7	12.2	24.8	23.3	16.0	20.1	96.5
	Non-LBOTE	1.4	3.1	16.4	30.2	26.5	14.4	7.9	95.4
Vic	LBOTE	2.6	1.7	12.1	25.5	25.1	17.1	15.9	95.7
	Non-LBOTE	2.4	2.1	13.2	29.7	28.9	15.9	7.8	95.5
Qld	LBOTE	2.0	3.1	16.5	27.3	25.0	15.5	10.5	94.8
	Non-LBOTE	1.5	2.1	15.5	33.2	28.9	13.9	5.0	96.4
WA	LBOTE	2.1	2.5	11.3	24.2	25.8	18.8	15.4	95.5
	Non-LBOTE	1.0	1.8	12.4	27.8	30.0	18.2	8.8	97.2
SA	LBOTE	2.9	2.4	16.0	28.5	25.4	15.3	9.5	94.7
	Non-LBOTE	1.7	2.7	17.6	33.8	27.5	12.4	4.3	95.6
Tas	LBOTE	5.1	4.0	16.4	26.5	25.5	15.7	6.7	90.9
	Non-LBOTE	1.1	2.9	19.7	33.5	26.1	12.3	4.5	96.0
ACT	LBOTE	3.2	1.4	9.3	23.9	26.1	20.2	15.9	95.4
	Non-LBOTE	2.4	2.4	12.2	27.6	28.6	18.1	8.7	95.2
NT	LBOTE	2.1	35.7	31.9	18.1	8.2	2.8	1.3	62.2
	Non-LBOTE	2.4	4.9	22.3	35.5	22.9	9.3	2.6	92.7
Aust	LBOTE	2.2	2.5	12.9	25.2	24.1	16.4	16.6	95.3
	Non-LBOTE	1.7	2.5	15.2	30.9	28.1	14.8	6.9	95.9

Table 9.N5: Achievement of Year 9 Students in Numeracy, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	Below national minimum standard (%)		Above	andard	At or above national minimum standard		
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Metro	603.3	1.6	2.2	13.4	27.0	25.8	16.2	13.9	96.3
NCW	Provincial	573.2	1.5	4.1	20.3	33.2	25.4	11.3	4.3	94.5
NSW	Remote	539.5	1.5	13.0	34.4	29.5	14.2	5.9	1.7	85.6
	Very Remote	538.3	0.0	25.8	18.1	22.9	17.7	9.7	5.8	74.2
	Metro	601.7	2.4	1.7	11.9	27.3	28.0	17.3	11.4	95.8
Vic	Provincial	582.0	2.6	2.7	16.2	32.8	27.6	12.9	5.3	94.7
VIC	Remote	585.8	0.0	1.7	16.7	25.0	42.1	11.3	3.3	98.3
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	589.8	1.6	1.8	14.0	31.3	29.3	15.5	6.6	96.6
Qld	Provincial	573.8	1.4	2.6	19.0	36.1	27.0	10.9	3.0	95.9
Qiu	Remote	559.4	2.2	5.8	23.9	36.0	23.6	6.5	1.9	92.0
	Very Remote	529.5	0.9	15.7	36.3	28.7	14.5	3.5	0.5	83.4
	Metro	602.2	1.3	1.7	11.7	26.8	28.7	18.8	11.0	97.0
WA	Provincial	582.1	1.0	2.6	17.1	32.1	28.4	13.6	5.3	96.5
•••	Remote	561.2	0.7	7.9	25.0	30.6	23.0	10.0	2.8	91.4
	Very Remote	525.7	1.0	22.2	31.8	26.0	13.5	4.7	0.9	76.9
	Metro	583.6	2.1	2.7	16.6	31.7	27.3	13.6	6.0	95.2
SA	Provincial	566.7	1.7	3.3	21.7	37.5	24.9	9.0	2.0	95.0
	Remote	568.6	1.9	3.8	20.5	37.0	24.9	10.1	1.8	94.3
	Very Remote	539.0	2.5	14.3	28.4	31.4	19.6	3.7	0.0	83.2
	Metro	580.2	1.5	3.3	18.6	31.2	26.0	13.8	5.5	95.2
Tas	Provincial	575.0	1.0	2.7	20.2	34.6	25.8	11.6	4.0	96.2
	Remote	570.1	0.0	1.1	24.9	35.1	27.6	7.0	4.3	98.9
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	599.6	2.5	2.2	11.7	27.0	28.1	18.5	10.0	95.2
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	- 22.7	24.6	-	- 0.1	-	- 01.7
NT	Provincial	564.0	2.2	6.1	22.7	34.6	22.1	9.1	3.2	91.7
	Remote	551.8	3.8	10.8	25.9	30.2	18.4	8.7	2.1	85.4
	Very Remote	472.1	0.9	52.6	33.2	9.6	3.0	0.7	0.0	46.5
	Metro	598.3	1.8	2.0	13.2	28.3	27.5	16.5	10.7	96.2
Aust	Provincial	575.6	1.7	3.2	18.9	34.1	26.4	11.5	4.1	95.1
	Remote	559.0	1.8	7.6	24.9	32.5	22.2	8.7	2.3	90.6
	Very Remote	507.3	1.0	32.0	32.5	20.6	10.3	3.0	0.5	67.0

Table 9.N6: Achievement of Year 9 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2015.

State/	Geolocation	Mean	Below	national	At	Above	national m	inimum sta	andard	At or
Territory		scale		standard	national			%)		above
		score	(6	%)	minimum					national
					standard (%)					minimum standard
			Exempt	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
			Exempt	and below		Dana /	Duna	Dana	Dana 10	
	Metro	541.7	3.5	10.2	31.6	33.7	14.9	4.7	1.3	86.3
NSW	Provincial	532.4	2.7	12.5	36.6	32.8	11.8	2.9	0.7	84.7
INSW	Remote	512.1	1.7	22.8	43.8	24.7	4.0	2.2	0.8	75.5
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	552.2	4.7	9.3	26.9	31.6	19.1	6.6	1.8	86.0
Vic	Provincial	545.2	7.2	8.6	27.5	35.2	15.6	5.0	0.8	84.2
VIC	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	545.6	2.8	7.6	32.9	34.4	16.5	4.5	1.4	89.7
Qld	Provincial	536.3	2.6	9.2	36.8	35.1	13.9	2.1	0.3	88.2
۷	Remote	521.4	2.9	18.5	40.1	24.7	11.7	1.8	0.3	78.5
	Very Remote	505.0	0.9	26.0	46.6	18.2	6.9	1.5	0.0	73.1
	Metro	538.0	1.4	12.3	34.5	32.1	14.7	4.1	0.9	86.3
WA	Provincial	532.2	1.5	11.2	40.0	32.7	10.7	3.3	0.7	87.3
	Remote	516.7	1.2	20.7	42.4	25.8	6.9	2.5	0.4	78.1
	Very Remote	497.3	0.9	35.3	38.3	18.3	6.3	1.0	0.0	63.8
	Metro	532.2	2.7	13.5	35.6	31.3	13.1	2.9	0.8	83.8
SA	Provincial	526.2	3.0	13.4	41.1	30.7	10.1	1.7	0.1	83.6
	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.
	Metro	539.0	4.1	9.2	35.1	33.5	14.6	3.0	0.4	86.6
Tas	Provincial	548.9	1.3	6.7	31.7	36.5	17.5	5.3	1.0	92.0
	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.
	Metro	545.1	3.9	10.8	32.7	27.7	16.9	6.9	1.3	85.3
ACT	Provincial	-	-	-	-	-	•	-	-	-
	Remote	•	-	-	-	-	-	-	-	-
	Very Remote	-	-		-	-	-	-	-	-
	Metro		- 4.7	10 2			7.0	- 2.1		76.0
NT	Provincial Remote	518.9 508.6	4.7 7.5	18.3 23.8	38.0 40.0	29.8 21.0	7.0 5.8	2.1 1.9	0.1	76.9 68.8
	Very Remote	466.0	0.8	55.7	34.3	7.9	1.2	0.1	0.0	43.5
	Metro Metro	542.6	3.0	9.7	32.5	33.3	15.6	4.6	1.2	87.2
	Provincial	534.5	3.0	11.2	36.1	33.6	12.6	2.9	0.5	85.7
Aust	Remote	515.4		21.1	41.5	24.5	7.2	2.9	0.3	75.7
			3.2							
	Very Remote	482.4	1.0	44.3	37.1	13.0	3.8	0.7	0.0	54.7

Table 9.N7: Achievement of Year 9 Non-Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2015.

State/ Territory	Geolocation	Mean scale score	minimum	national 1 standard %)	At national minimum standard (%)	Above	At or above national minimum standard			
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Metro	605.6	1.5	1.9	12.7	26.8	26.1	16.5	14.5	96.6
NSW	Provincial	578.5	1.3	3.0	18.1	33.2	27.3	12.4	4.8	95.7
INOVV	Remote	563.0	1.4	4.7	25.6	34.2	22.5	9.2	2.5	94.0
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	602.2	2.3	1.7	11.8	27.2	28.1	17.4	11.5	96.0
Vic	Provincial	583.3	2.4	2.5	15.8	32.7	28.0	13.1	5.5	95.1
VIC	Remote	585.8	0.0	1.7	16.7	25.0	42.1	11.3	3.3	98.3
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	592.6	1.5	1.4	12.8	31.1	29.9	16.2	6.9	97.1
Qld	Provincial	578.5	1.3	1.9	16.7	36.1	28.7	12.0	3.3	96.8
Qiu	Remote	572.5	2.2	1.8	17.9	39.6	27.5	8.4	2.6	96.0
	Very Remote	561.0	1.1	2.7	22.8	42.0	24.2	6.2	1.1	96.2
	Metro	604.9	1.3	1.3	10.7	26.6	29.3	19.4	11.5	97.5
WA	Provincial	588.3	0.8	1.6	14.4	31.7	30.6	14.9	6.0	97.6
***	Remote	580.5	0.5	2.2	17.5	32.9	29.8	13.1	4.0	97.3
	Very Remote	573.5	1.2	0.7	21.3	37.0	26.0	11.0	2.8	98.1
	Metro	585.2	2.1	2.3	15.9	31.9	27.8	14.0	6.0	95.6
SA	Provincial	569.2	1.6	2.7	20.5	38.0	25.7	9.4	2.1	95.7
<i>3</i> , .	Remote	571.1	2.2	3.2	19.1	37.5	25.4	10.6	2.1	94.6
	Very Remote	559.4	2.4	4.6	21.2	39.3	28.2	4.3	0.0	93.0
	Metro	582.9	1.1	2.9	17.3	31.4	27.2	14.3	5.8	96.0
Tas	Provincial	577.2	1.0	2.4	19.2	34.4	26.7	12.1	4.2	96.6
143	Remote	572.9	0.0	1.2	23.5	34.1	28.8	7.6	4.7	98.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Metro	600.5	2.5	2.0	11.3	27.1	28.2	18.7	10.1	95.5
ACT	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
	Metro	-	-	-	-	-	-	-	-	-
NT	Provincial	575.5	1.6	2.8	18.7	35.9	26.1	10.9	4.0	95.6
	Remote	581.4	1.2	1.2	15.8	37.1	27.4	13.6	3.7	97.6
	Very Remote	572.7	2.3	1.8	16.4	37.7	30.0	11.4	0.5	95.9
	Metro	600.3	1.8	1.7	12.5	28.2	27.9	16.9	11.1	96.5
Aust	Provincial	579.7	1.6	2.4	17.1	34.1	27.9	12.4	4.5	96.0
	Remote	576.0	1.3	2.3	18.2	35.8	27.9	11.3	3.2	96.4
	Very Remote	568.4	1.3	2.1	20.9	38.5	26.4	8.6	2.0	96.5

Table 9.N8: Achievement of Year 9 Students in Numeracy, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	national standard %)	At national minimum standard	Above	national m (%	inimum sta 6)	ındard	At or above national minimum
			Exempt	Band 5	(%) Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
				and below						
	Bachelor	637.9	1.0	0.4	4.8	17.8	28.5	23.7	23.9	98.6
	Diploma	594.1	1.2	1.6	13.0	31.7	29.2	14.6	8.7	97.3
NSW	Certificate	571.3	1.4	3.4	20.6	36.4	24.8	9.4	4.0	95.2
INSVV	Year 12	582.9	2.1	3.0	18.4	31.9	24.8	12.3	7.5	94.9
	Year 11	550.2	3.3	8.0	30.1	33.8	16.2	6.0	2.6	88.7
	Not stated (6%)	586.7	2.1	3.9	18.2	27.6	24.3	14.8	9.1	94.0
	Bachelor	629.3	1.2	0.3	5.0	19.4	30.5	24.5	19.1	98.5
	Diploma	592.9	2.0	1.4	12.2	31.2	30.8	15.3	7.1	96.6
Vic	Certificate	575.2	2.5	2.8	18.0	35.4	27.2	10.6	3.5	94.7
VIC	Year 12	586.5	2.7	2.1	15.3	33.3	26.5	12.8	7.4	95.2
	Year 11	560.3	5.9	5.1	24.3	35.0	19.8	7.3	2.6	88.9
	Not stated (4%)	607.0	3.4	2.3	10.1	23.7	27.8	20.4	12.3	94.3
	Bachelor	618.2	0.8	0.3	5.7	21.9	33.9	24.5	12.9	98.9
	Diploma	584.4	1.2	1.4	13.8	35.0	31.2	13.6	3.9	97.4
Qld	Certificate	571.9	1.4	2.2	18.5	38.8	27.4	9.5	2.1	96.4
Qia	Year 12	572.2	1.9	2.7	19.1	37.2	26.3	9.9	2.9	95.3
	Year 11	550.3	3.1	5.8	29.5	37.4	18.3	5.0	1.0	91.1
	Not stated (10%)	572.1	2.8	3.9	20.3	33.4	25.1	10.9	3.6	93.3
	Bachelor	633.0	1.0	0.3	4.0	17.3	30.5	27.3	19.6	98.7
	Diploma	595.5	0.8	1.2	11.0	30.6	32.0	17.4	6.9	97.9
WA	Certificate	580.4	0.9	2.0	16.5	34.6	29.5	12.4	4.2	97.1
VVA	Year 12	582.6	1.2	2.4	16.4	32.4	28.7	13.9	4.9	96.4
	Year 11	553.8	1.8	7.1	27.4	36.0	19.3	6.5	2.0	91.1
	Not stated (13%)	582.4	2.5	5.3	18.7	27.2	23.3	14.6	8.4	92.2
	Bachelor	612.2	1.0	0.5	7.3	24.3	33.3	22.1	11.5	98.5
	Diploma	582.5	1.4	1.6	14.8	35.0	30.5	13.3	3.4	97.0
SA	Certificate	565.5	1.2	3.2	22.1	38.7	25.0	8.0	1.8	95.6
SA	Year 12	568.7	2.2	3.3	20.2	38.5	24.6	8.6	2.7	94.5
	Year 11	545.1	4.0	7.7	31.3	36.0	15.7	4.3	1.0	88.3
	Not stated (12%)	571.6	4.4	4.1	21.0	32.2	23.8	10.4	4.1	91.5

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.N8 (cont.): Achievement of Year 9 Students in Numeracy, by Parental Education, by State and Territory, 2015.

State/ Territory	Parental education	Mean scale score	minimum	national I standard %)	At national minimum standard (%)	Above	national m (%		andard	At or above national minimum standard
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Bachelor	619.8	1.0	0.3	5.7	20.8	33.1	25.9	13.2	98.7
	Diploma	590.1	0.5	1.2	12.6	31.9	32.1	17.3	4.4	98.2
Tas	Certificate	566.6	0.9	2.9	21.5	39.3	25.3	8.0	2.1	96.3
idS	Year 12	564.5	1.6	5.1	23.3	34.4	24.5	9.7	1.5	93.3
	Year 11	547.1	1.4	6.1	33.8	36.7	16.5	4.6	0.9	92.5
	Not stated (10%)	573.0	3.4	3.6	20.2	33.0	25.2	10.3	4.3	93.0
	Bachelor	624.2	1.7	0.6	5.4	20.5	30.5	25.2	16.2	97.7
	Diploma	583.7	1.4	1.7	15.6	33.0	29.9	14.0	4.3	96.8
ACT	Certificate	567.1	3.2	4.8	20.1	36.5	22.4	10.1	2.8	92.0
ACI	Year 12	574.8	4.5	3.0	17.9	32.3	27.3	12.0	3.0	92.5
	Year 11	564.9	6.0	7.4	19.3	31.6	23.6	9.5	2.5	86.5
	Not stated (11%)	591.3	3.8	3.3	14.1	27.8	26.3	16.1	8.5	92.9
	Bachelor	586.6	1.2	2.1	12.6	33.8	31.6	14.0	4.6	96.7
	Diploma	572.0	1.0	2.8	17.8	41.1	23.6	10.4	3.3	96.2
NT	Certificate	550.7	2.2	6.8	26.2	41.1	17.7	4.9	1.2	91.1
INI	Year 12	555.5	3.5	4.9	25.6	38.6	20.7	6.7	0.1	91.7
	Year 11	517.4	4.6	22.0	34.9	25.5	11.1	2.0	0.0	73.5
	Not stated (41%)	513.1	1.9	33.6	29.4	15.9	10.7	6.2	2.4	64.5
	Bachelor	629.0	1.0	0.4	5.2	19.5	30.7	24.4	18.9	98.6
	Diploma	590.8	1.4	1.5	12.9	32.5	30.4	14.8	6.6	97.2
Aust	Certificate	572.5	1.6	2.9	19.3	36.8	26.3	9.8	3.3	95.5
Aust	Year 12	579.5	2.2	2.7	17.8	34.2	26.0	11.7	5.5	95.1
	Year 11	552.3	3.8	6.8	28.4	35.2	17.8	6.0	2.0	89.4
	Not stated (8%)	579.1	2.8	5.5	18.6	28.5	24.1	13.5	7.0	91.7

Key

Bachelor: Bachelor degree or above Diploma: Advanced diploma/diploma

Certificate: Certificate I to IV Year 12: Year 12 or equivalent

Year 11: Year 11 or equivalent or below

Not stated: No data was provided for parental education at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.N9: Achievement of Year 9 Students in Numeracy, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	national standard %)	At national minimum standard	Above	national m (º/	iinimum sta %)	ındard	At or above national minimum
			Exempt	Band 5	(%) Band 6	Band 7	Band 8	Band 9	Band 10	standard (%)
				and below						
	Group 1	632.2	0.8	0.6	5.8	19.0	28.9	23.2	21.8	98.6
	Group 2	605.9	0.9	1.3	10.5	27.9	29.9	17.2	12.3	97.8
NSW	Group 3	581.9	1.4	2.5	17.4	34.8	25.7	11.5	6.7	96.1
	Group 4	571.7	2.1	4.2	23.6	34.1	20.6	8.8	6.7	93.8
	Not in paid work	552.9	3.9	8.6	29.5	32.1	15.6	6.2	4.1	87.5
	Not stated (9%)	581.9	2.4	4.5	19.4	29.1	23.1	13.1	8.4	93.2
	Group 1	630.2	1.0	0.3	4.8	19.0	30.7	24.9	19.3	98.7
	Group 2	605.8	1.3	1.0	9.5	26.9	31.7	18.9	10.8	97.8
Vic	Group 3	585.2	1.9	1.9	14.6	34.2	28.8	12.9	5.7	96.2
VIC	Group 4	573.1	3.2	3.4	20.2	35.3	23.6	9.6	4.8	93.5
	Not in paid work	560.8	8.1	5.6	24.4	32.8	18.2	7.6	3.4	86.4
	Not stated (4%)	606.1	3.2	2.3	10.3	23.8	28.4	19.8	12.2	94.5
	Group 1	616.4	0.7	0.4	6.0	22.6	33.8	24.0	12.3	98.8
	Group 2	594.3	0.9	0.8	10.9	31.5	33.2	16.7	5.9	98.3
Qld	Group 3	575.7	1.4	1.9	17.2	38.0	28.0	10.6	2.8	96.7
Qiu	Group 4	560.2	1.9	3.7	24.8	39.6	21.8	6.7	1.6	94.4
	Not in paid work	549.8	4.4	7.0	29.7	34.5	17.0	5.7	1.7	88.5
	Not stated (15%)	566.9	2.6	4.2	22.2	35.2	23.8	9.1	3.0	93.2
	Group 1	628.9	0.7	0.4	5.0	18.5	30.6	26.2	18.5	98.9
	Group 2	602.5	0.8	0.9	9.3	28.2	32.8	19.0	8.9	98.3
14/4	Group 3	585.0	1.0	1.7	15.3	33.2	29.9	13.8	5.1	97.3
WA	Group 4	569.8	1.5	3.7	21.8	35.8	23.3	10.1	3.8	94.9
	Not in paid work	550.5	2.9	9.1	28.5	33.4	17.3	6.6	2.3	88.1
	Not stated (17%)	577.9	2.2	5.6	20.0	29.0	22.7	13.2	7.4	92.3
	Group 1	609.4	0.8	0.7	8.0	25.5	32.7	21.5	10.8	98.5
	Group 2	587.9	0.9	1.2	12.9	33.7	31.8	14.6	4.7	97.9
C A	Group 3	573.4	1.2	2.1	18.5	38.1	27.5	9.8	2.7	96.7
SA	Group 4	561.7	2.1	4.0	24.4	38.3	22.0	7.2	2.1	93.9
	Not in paid work	543.8	4.9	8.3	32.3	33.9	14.8	4.4	1.5	86.8
	Not stated (17%)	559.1	4.7	6.0	26.5	33.0	19.0	7.5	3.3	89.3

Kev

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.N9 (cont.): Achievement of Year 9 Students in Numeracy, by Parental Occupation, by State and Territory, 2015.

State/ Territory	Parental occupation	Mean scale score	minimum	national 1 standard %)	At national minimum standard (%)	Above	national m (%	inimum sta 6)		At or above national minimum standard
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	(%)
	Group 1	616.5	0.8	0.4	6.4	22.8	32.2	24.7	12.8	98.9
	Group 2	590.5	0.5	1.3	13.3	31.3	31.8	16.7	5.1	98.2
Tas	Group 3	571.6	1.2	2.4	19.3	37.3	28.2	9.1	2.5	96.4
145	Group 4	554.6	0.6	4.6	28.7	39.9	18.2	6.4	1.5	94.8
	Not in paid work	546.2	2.6	8.3	33.9	32.4	15.9	5.1	1.7	89.0
	Not stated (15%)	565.2	2.6	3.6	23.9	35.7	23.2	8.4	2.7	93.8
	Group 1	621.1	1.4	0.8	6.4	20.7	31.1	24.6	15.1	97.9
	Group 2	594.7	1.2	1.4	12.1	30.6	29.9	17.0	7.7	97.4
ACT	Group 3	574.2	2.5	3.7	17.9	36.2	24.1	11.9	3.7	93.8
ACI	Group 4	569.0	5.7	4.4	18.9	35.4	21.9	10.0	3.7	89.9
	Not in paid work	569.4	8.6	7.4	18.4	31.7	17.1	11.6	5.2	84.0
	Not stated (18%)	589.5	5.0	3.9	15.1	26.4	25.6	15.3	8.7	91.1
	Group 1	576.5	1.3	3.3	15.3	36.5	29.2	12.0	2.4	95.4
	Group 2	573.0	0.9	3.3	17.4	41.1	24.0	8.6	4.7	95.8
NT	Group 3	558.4	2.4	5.0	25.8	36.6	21.1	7.2	1.8	92.6
INI	Group 4	530.6	3.7	14.1	32.4	35.1	11.9	2.7	0.1	82.2
	Not in paid work	508.3	6.1	25.6	36.8	22.4	7.3	1.7	0.0	68.3
	Not stated (43%)	514.2	1.9	32.9	29.1	16.7	11.0	6.2	2.3	65.3
	Group 1	625.7	0.8	0.5	5.7	20.3	30.9	24.0	17.7	98.7
	Group 2	601.2	1.0	1.1	10.5	29.0	31.5	17.5	9.5	97.9
Aust	Group 3	580.7	1.5	2.2	16.6	35.5	27.5	11.7	5.0	96.4
Aust	Group 4	568.3	2.3	3.9	22.9	36.1	21.9	8.5	4.4	93.8
	Not in paid work	553.9	5.4	7.5	28.0	32.8	16.7	6.5	3.2	87.1
	Not stated (11%)	573.3	2.8	5.7	20.8	30.4	22.8	11.5	6.0	91.5

Key

Group 1: Senior management and qualified professionals

Group 2: Other business managers and associate professionals

Group 3: Tradespeople, clerks, skilled office, sales and service staff

Group 4: Machine operators, hospitality staff, assistants, labourers

Not in paid work: Not in paid work in the previous 12 months

Not stated: No data was provided for parental occupation at the time of student enrolment.

The higher the percentage of missing data, the less informative are the results for the other categories.

Table 9.P1: Year 9 Student Participation in Assessment, by State and Territory, 2015.

State/ Territory		Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	Number	84033	84273	84414	84414	83409
	Participation Rate (%)	93.8	94.0	94.2	94.2	93.1
Vic	Number	62075	62283	62692	62692	62045
	Participation Rate (%)	90.7	91.0	91.6	91.6	90.6
Qld	Number	52663	52927	53020	53020	52407
	Participation Rate (%)	88.8	89.3	89.4	89.4	88.4
WA	Number	28480	28539	28612	28612	28408
	Participation Rate (%)	94.1	94.3	94.6	94.6	93.9
SA	Number	17333	17396	17454	17454	17210
	Participation Rate (%)	89.1	89.4	89.7	89.7	88.5
Tas	Number	5917	5885	5970	5970	5888
	Participation Rate (%)	90.9	90.4	91.7	91.7	90.4
ACT	Number	4487	4527	4529	4529	4476
	Participation Rate (%)	89.8	90.6	90.6	90.6	89.6
NT	Number	2315	2370	2379	2379	2289
	Participation Rate (%)	76.6	78.4	78.7	78.7	75.7
Aust	Number	257303	258200	259070	259070	256132
	Participation Rate (%)	91.4	91.7	92.0	92.0	91.0

Table 9.P2: Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	Read	ling		iasive ting	Spe	lling	Gramm Puncti		Nume	eracy
		Number	%	Number	%	Number	%	Number	%	Number	%
NSW	Indigenous	3732	80.7	3764	81.4	3780	81.7	3780	81.7	3643	78.8
NSW	Non-Indig.	77730	94.6	77932	94.8	78050	95.0	78050	95.0	77200	93.9
Vic	Indigenous	751	73.3	766	74.7	777	75.8	777	75.8	750	73.2
VIC	Non-Indig.	61257	91.0	61457	91.3	61855	91.9	61855	91.9	61228	90.9
Qld	Indigenous	3183	78.7	3229	79.9	3228	79.8	3228	79.8	3158	78.1
Qia	Non-Indig.	47410	89.8	47608	90.2	47701	90.4	47701	90.4	47180	89.4
WA	Indigenous	1380	72.2	1384	72.4	1401	73.3	1401	73.3	1376	72.0
WA	Non-Indig.	26377	95.9	26441	96.1	26490	96.3	26490	96.3	26312	95.6
SA	Indigenous	542	66.1	547	66.7	554	67.6	554	67.6	525	64.0
SA	Non-Indig.	16463	90.2	16526	90.6	16576	90.8	16576	90.8	16362	89.7
Tas	Indigenous	432	84.0	422	82.1	434	84.4	434	84.4	425	82.7
145	Non-Indig.	5246	92.2	5227	91.8	5294	93.0	5294	93.0	5229	91.9
ACT	Indigenous	87	68.0	96	75.0	95	74.2	95	74.2	85	66.4
ACT	Non-Indig.	4276	90.4	4305	91.0	4308	91.1	4308	91.1	4267	90.2
NT	Indigenous	730	56.5	773	59.8	779	60.3	779	60.3	715	55.3
IVI	Non-Indig.	1569	91.9	1578	92.4	1581	92.6	1581	92.6	1560	91.4
Aust	Indigenous	10837	75.5	10981	76.5	11048	76.9	11048	76.9	10677	74.4
Aust	Non-Indig.	240328	92.4	241074	92.7	241855	93.0	241855	93.0	239338	92.0

Table 9.P3: Percentage of Year 9 Student Exemptions, Absences and Withdrawals by State and Territory, 2015.

State/ Territory		Reading (%)		P	Persuasiv Writing (%)	e		Spelling (%)	(ammar a unctuatio (%)		Numeracy (%)		
	E	Α	W	E	Α	W	E	Α	W	E	Α	W	E	Α	W
NSW	1.5	5.3	1.0	1.5	5.0	0.9	1.5	4.9	0.9	1.5	4.9	0.9	1.5	6.0	1.0
Vic	2.5	7.1	2.2	2.5	6.9	2.1	2.5	6.3	2.1	2.5	6.3	2.1	2.5	7.1	2.3
Qld	1.5	5.7	5.5	1.5	5.4	5.4	1.5	5.3	5.3	1.5	5.3	5.3	1.5	6.2	5.4
WA	1.2	5.6	0.3	1.2	5.4	0.3	1.2	5.2	0.3	1.2	5.2	0.3	1.2	5.8	0.3
SA	2.0	7.5	3.4	2.0	7.2	3.3	2.0	7.0	3.3	2.0	7.0	3.3	2.0	8.1	3.4
Tas	1.3	7.8	1.3	1.3	8.3	1.4	1.3	7.0	1.3	1.3	7.0	1.3	1.3	8.3	1.3
ACT	2.6	6.0	4.2	2.6	5.1	4.3	2.6	5.1	4.3	2.6	5.1	4.3	2.5	6.2	4.3
NT	2.2	20.5	2.9	2.2	18.8	2.8	2.2	18.6	2.7	2.2	18.6	2.7	2.2	21.3	2.9
Aust	1.8	6.2	2.4	1.8	6.0	2.3	1.8	5.7	2.3	1.8	5.7	2.3	1.8	6.6	2.4

Table 9.P4: Percentage of Year 9 Student Exemptions, Absences and Withdrawals by Indigenous Status, by State and Territory, 2015.

State/ Territory	Indigenous status	-	Reading (%)	S		ersuasiv Writing (%)		9	Spelling (%)	5	Grammar and Punctuation (%)			Numeracy (%)		
		Ε	Α	W	E	Α	W	E	Α	W	E	Α	W	Ε	Α	W
NSW	Indigenous	3.0	17.7	1.6	3.0	17.1	1.4	3.0	16.8	1.4	3.0	16.8	1.4	3.0	19.6	1.6
NSW	Non-Indigenous	1.5	4.5	0.9	1.5	4.3	0.9	1.5	4.2	0.9	1.5	4.2	0.9	1.5	5.2	0.9
Vic	Indigenous	6.0	22.6	4.1	6.0	21.5	3.8	6.0	20.5	3.7	6.0	20.5	3.7	6.0	22.2	4.6
VIC	Non-Indigenous	2.4	6.8	2.2	2.4	6.6	2.1	2.4	6.1	2.1	2.4	6.1	2.1	2.3	6.8	2.2
Qld	Indigenous	2.3	14.0	7.3	2.3	13.1	7.0	2.3	13.3	6.9	2.3	13.3	6.9	2.6	14.8	7.1
Qia	Non-Indigenous	1.5	4.9	5.3	1.5	4.6	5.2	1.4	4.5	5.1	1.4	4.5	5.1	1.5	5.4	5.2
WA	Indigenous	1.3	27.4	0.4	1.3	27.2	0.4	1.3	26.4	0.4	1.3	26.4	0.4	1.3	27.6	0.4
WA	Non-Indigenous	1.2	3.9	0.3	1.2	3.6	0.3	1.2	3.5	0.3	1.2	3.5	0.3	1.2	4.1	0.3
SA	Indigenous	2.7	26.2	7.7	2.7	25.7	7.6	2.7	24.9	7.6	2.7	24.9	7.6	2.7	28.5	7.4
SA	Non-Indigenous	2.0	6.6	3.2	2.0	6.3	3.2	2.0	6.1	3.1	2.0	6.1	3.1	2.0	7.1	3.3
Tas	Indigenous	2.3	15.0	1.0	2.5	16.7	1.2	2.3	14.4	1.2	2.3	14.4	1.2	2.3	16.0	1.4
ldS	Non-Indigenous	1.1	7.2	0.6	1.1	7.5	0.7	1.1	6.4	0.6	1.1	6.4	0.6	1.0	7.6	0.6
ACT	Indigenous	3.9	19.5	12.5	3.9	12.5	12.5	3.9	13.3	12.5	3.9	13.3	12.5	3.9	21.1	12.5
ACI	Non-Indigenous	2.5	5.7	3.9	2.5	5.0	4.0	2.5	4.9	4.0	2.5	4.9	4.0	2.5	5.8	4.0
NT	Indigenous	3.1	40.3	3.2	3.2	37.2	3.0	3.3	36.8	2.9	3.3	36.8	2.9	3.1	41.6	3.0
INI	Non-Indigenous	1.5	5.5	2.6	1.5	5.1	2.5	1.5	5.0	2.4	1.5	5.0	2.4	1.5	5.9	2.7
Aust	Indigenous	2.8	20.7	3.8	2.8	19.9	3.6	2.8	19.5	3.6	2.8	19.5	3.6	2.9	21.9	3.8
Aust	Non-Indigenous	1.7	5.3	2.3	1.7	5.1	2.2	1.7	4.8	2.2	1.7	4.8	2.2	1.7	5.7	2.3

NAPLAN Year 9 Comparative Achievement

Table 9.CR: Comparative Achievement of Year 9 Students in Reading, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	582.1	586.2	572.2	585.1	574.0	573.6	598.7	519.6	580.2
NSW	582.1							∇	A	•
Vic	586.2			Δ					A	
Qld	572.2		∇		∇			∇		
WA	585.1			Δ				∇	A	
SA	574.0							∇	A	
Tas	573.6							∇	A	
ACT	598.7	Δ		Δ	Δ	Δ	Δ		A	Δ
NT	519.6	V	V	V	_	V	_	_		V
Aust	580.2							∇	A	

Table 9.CW: Comparative Achievement of Year 9 Students in Persuasive Writing, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	544.5	560.2	537.6	553.0	541.0	537.6	559.0	439.8	546.5
NSW	544.5		•		•				A	
Vic	560.2			Δ		Δ	Δ		A	
Qld	537.6		∇					∇	<u> </u>	
WA	553.0								<u> </u>	
SA	541.0		∇		•			∇	A	
Tas	537.6		∇		•			∇	<u> </u>	
ACT	559.0			Δ		Δ	Δ		A	
NT	439.8	_	_	V	V	_	_	_		_
Aust	546.5								<u> </u>	

Table 9.CS: Comparative Achievement of Year 9 Students in Spelling, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	590.9	582.9	579.5	583.9	574.7	567.4	588.8	508.3	583.2
NSW	590.9		•	-		Δ	Δ		A	
Vic	582.9			•			Δ		A	
Qld	579.5				•				A	
WA	583.9			•			Δ		<u> </u>	
SA	574.7	∇	•	•				∇	A	
Tas	567.4	∇	∇	•	∇			∇	A	∇
ACT	588.8			•	•	Δ	Δ		A	
NT	508.3	_	V	_	_	_	_	_		_
Aust	583.2						Δ		A	

NAPLAN Year 9 Comparative Achievement

Table 9.CG: Comparative Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	569.8	570.9	565.9	571.0	561.1	558.3	581.1	491.7	567.9
NSW	569.8								A	
Vic	570.9						Δ		A	
Qld	565.9							∇	A	
WA	571.0								A	
SA	561.1							∇	A	
Tas	558.3		∇					∇	A	
ACT	581.1			Δ		Δ	Δ		A	
NT	491.7	_	_	_	_	_	_	_		V
Aust	567.9								A	

Table 9.CN: Comparative Achievement of Year 9 Students in Numeracy, by State and Territory, 2015.

State/ Territory		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
	2015 Mean	596.0	597.0	584.7	596.0	578.9	577.3	599.6	538.2	591.7
NSW	596.0					Δ	Δ		A	
Vic	597.0	-			•	Δ	Δ		A	•
Qld	584.7	•						∇	A	
WA	596.0					Δ	Δ		A	
SA	578.9	∇	∇		∇			∇	A	
Tas	577.3	∇	∇		∇			∇	<u> </u>	∇
ACT	599.6	•		Δ		Δ	Δ		A	
NT	538.2	_	_	_	_	_	_	V		V
Aust	591.7	•					Δ		A	

NAPLAN Year 9 Commentary

Overall national and jurisdiction results (Year 9)

Achievement scores

Figures 9.R1, 9.W1, 9.S1, 9.G1 and 9.N1 show the distributions of achievement scores in reading, persuasive writing, spelling, grammar and punctuation, and numeracy, respectively, for each jurisdiction and for Australia overall. The table below each figure presents the mean scale score and standard deviation for each jurisdiction and for Australia overall.

In all achievement domains, mean scores for New South Wales, Victoria, Queensland, Western Australia and South Australia are close to the national mean scores. Mean scores for the ACT are above and statistically significantly different from the national mean scores in reading, and close to the national mean scores in persuasive writing, spelling, grammar and punctuation, and numeracy. Mean scores for Tasmania are below and statistically significantly different from the national mean scores in spelling and numeracy, and close to the national mean scores in reading, persuasive writing, and grammar and punctuation. Mean scores for the Northern Territory are substantially below and statistically significantly different from national mean scores in all five domains.

In most domains, the spread of scores for the Northern Territory, as indicated by the standard deviation, is much greater than in the other jurisdictions. This is also indicated by the length of the bars in the figures, which shows that much of the spread is between the 80th percentile and the 20th percentile, and between the 20th percentile and the 5th percentile. This pattern is not as pronounced in reading or numeracy. In numeracy, the standard deviation is close to the standard deviation for other jurisdictions and the mean score is above the national 20th percentile score.

Achievement bands

For further descriptive reporting, achievement scores are grouped into ten bands across Years 3, 5, 7 and 9. For students in Year 9, Band 5 and below is the lowest band that is reported and indicates a score below the national minimum standard. Band 6 (the next lowest band) indicates a score at the national minimum standard (see p. v). Band 10 is the highest reported band on the NAPLAN scale and represents high achievement for Year 9. Exempt students do not receive an achievement score, and so are not included in the calculation of means and standard deviations, but they are counted as below the national minimum standard in reporting achievement band percentages.

Tables 9.R1, 9.W1, 9.S1, 9.G1 and 9.N1 present the percentages of students in each band for each jurisdiction and for Australia overall in each of the five achievement domains. The last column of each table shows the percentage of students who achieved at or above the national minimum standard in the achievement domain. For Australia overall, more than 92% of students achieved at or above the national minimum standard in reading, more than 95% achieved at or above the national minimum standard in numeracy, and more than 90% achieved at or above the national minimum standard in spelling. In persuasive writing, however, 81% of students across Australia achieved at or above the national minimum standard.

Sex

Mean scale scores and score distributions are shown in Figures 9.R2, 9.W2, 9.S2, 9.G2 and 9.N2 separately for male and female students. Mean scale scores for female students are higher than the mean scale scores for male students in reading, persuasive writing, spelling, and grammar and punctuation for Australia overall and for all jurisdictions. The national differences are 16 score points in reading and 37 score points in persuasive writing. In numeracy, the mean scores for female students are close to the mean scores for male students.

Tables 9.R2, 9.W2, 9.S2, 9.G2 and 9.N2 present the percentages of male and female students in each achievement band. In reading, persuasive writing, spelling, and grammar and punctuation,

a higher percentage of female students achieved at or above the national minimum standard compared with male students, with differences between 4 percentage points in reading and 14 percentage points in persuasive writing for Australia overall. In numeracy, the percentage of female students who achieved at or above the national minimum standard is close to the percentage of male students who achieved at or above the national minimum standard. For all jurisdictions, greater percentages of male students than female students achieved in the highest achievement band in numeracy (Band 10). In all other assessment domains, greater percentages of female students than male students achieved in the three highest achievement bands (Band 8, Band 9 and Band 10).

Indigenous students

Figures 9.R3, 9.W3, 9.S3, 9.G3 and 9.N3 present the distributions of scores, mean scale scores and standard deviations separately for Indigenous students and non-Indigenous students. In each achievement domain and for all jurisdictions, the mean scale score for Indigenous students is substantially below the mean scale score for non-Indigenous students. Differences for Australia overall range from 63 score points in numeracy to 93 score points in persuasive writing.

Tables 9.R3, 9.W3, 9.S3, 9.G3 and 9.N3 present the percentages of Indigenous and non-Indigenous students in each achievement band in each domain for all jurisdictions and Australia overall. Across Australia, 72% of Indigenous students achieved at or above the national minimum standard in reading, and 83% achieved at or above the national minimum standard in numeracy.

Language background other than English

Figures 9.R4, 9.W4, 9.S4, 9.G4 and 9.N4 show the distributions of scores, mean scale scores and standard deviations for students from a language background other than English separately from students whose language background is English for each jurisdiction and for Australia overall. For Australia overall, mean scores for students from a language background other than English are close to mean scores for students from an English language background in reading, persuasive writing, and grammar and punctuation. Mean scores for students from a language background other than English are higher than mean scores for students from an English language background in spelling (20 score points) and numeracy (21 score points).

In Queensland and Tasmania, mean scores in all domains are similar for the two groups of students. In New South Wales, mean scores for students from a language background other than English are higher than mean scores for students from an English language background in persuasive writing, spelling, grammar and punctuation, and numeracy, and close to the mean scores for students from an English language background in reading. In the Northern Territory, mean scores for students from a language background other than English are lower in all five achievement domains compared with mean scores for students from an English language background.

Tables 9.R4, 9.W4, 9.S4, 9.G4 and 9.N4 provide information on the percentage of students in each achievement band in each domain for each jurisdiction, separately for students from a language background other than English and students from an English language background. For Australia overall, there is little difference between the two groups in the percentage of students who scored at or above the national minimum standard in any of the five achievement domains. The greatest difference is 3 percentage points in reading. In numeracy, the difference is less than 1 percentage point, although 17% of students with a language background other than English achieved in Band 10 compared with 7% of students from an English language background.

Geolocation

Tables 9.R5, 9.W5, 9.S5, 9.G5 and 9.N5 present summary results for students attending schools in metropolitan, provincial, remote and

NAPLAN Year 9 Commentary

very remote locations for each jurisdiction and for Australia overall. These tables include the mean scale score and the percentage of students in each achievement band. In Victoria there is no very remote geolocation; in the ACT there is no secondary school in a provincial, remote or very remote geolocation; and in the Northern Territory there is no metropolitan geolocation. In addition, there are too few Year 9 students attending schools in very remote locations in Tasmania to provide reliable results.

Across all five achievement domains, there is a consistent pattern in the results for Australia overall. Students attending schools in metropolitan geolocations have the highest mean score, followed by students attending schools in provincial geolocations, then students attending schools in remote locations, then students attending schools in very remote locations. This pattern holds for the percentage of students who achieved at or above the national minimum standard.

Within each jurisdiction, the relationship between geolocation and mean scale scores differs from the national pattern. In New South Wales, mean scores for students attending schools in very remote locations are close to mean scores for students attending schools in remote locations in all domains except persuasive writing; in South Australia, mean scores for students attending schools in remote locations are close to mean scores for students attending schools in provincial locations; and in Tasmania mean scores for students attending schools in metropolitan locations are close to mean scores for students attending schools in provincial locations. The distributions of achievement bands show similar results within jurisdictions. For Australia overall, greater percentages of students attending schools in metropolitan locations achieved at both Band 9 and Band 10 compared with students attending schools in other locations.

Results by geolocation are also reported by Indigenous status, in Tables 9.R6, 9.W6, 9.S6, 9.G6 and 9.N6 for Indigenous students and in Tables 9.R7, 9.W7, 9.S7, 9.G7 and 9.N7 for non-Indigenous students. For both Indigenous and non-Indigenous students, the patterns of mean scores by geolocation generally hold, across Australia and within each jurisdiction, with only a small difference between Indigenous students attending schools in metropolitan locations and Indigenous students attending schools in provincial locations. Among non-Indigenous students for Australia overall, mean scores for students attending schools in remote locations are close to mean scores for students attending schools in provincial locations.

Parental education

Tables 9.R8, 9.W8, 9.S8, 9.G8 and 9.N8 provide results for each jurisdiction and Australia overall by parental education. Parental education refers to the highest level of education completed by either parent or guardian. It includes secondary school and post-school qualifications, such as certificates, diplomas and degrees. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 4% in Victoria to 41% in the Northern Territory. For Australia overall, there is no information on parental education for 8% of Year 9 students, so these results should be treated with caution. The tables contain results for students whose parental education is identified as 'Not stated'.

In all domains, mean scores are higher for students whose parents have higher levels of education. Students whose parents hold a bachelor degree or higher have the highest mean scores for each jurisdiction and for Australia overall, and the greatest percentage of students who achieved at or above the national minimum standard. Mean scores for students with parents whose highest level of education is a certificate are close to mean scores for students with parents whose highest level is Year 12 completion. Students with parents whose education is not stated are excluded from these comparisons.

Parental occupation

Tables 9.R9, 9.W9, 9.S9, 9.G9 and 9.N9 show results for each jurisdiction and Australia overall by parental occupation. Parental occupation group includes the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, the occupation group reflecting the main job is reported. If both

parents/guardians are working, the higher of the two occupation groups is used. Occupations are classified into four groups; a fifth group represents those not in paid work. The percentage of parents who did not report this information on their child's school enrolment form varies across jurisdictions, from 4% in Victoria to 43% in the Northern Territory. For Australia overall, there is no information on parental occupation for 11% of students, so these results should be treated with caution. The tables contain results for students whose parental occupation is identified as 'Not stated'.

Students with parents in Occupation Group 1, which includes senior managers and qualified professionals, have the highest mean scale scores in all domains for Australia overall. The next highest mean scores were achieved by students with parents in Occupation Group 2, which includes other business managers and associate professionals, followed by Occupation Group 3 (tradespeople; clerks; and skilled office, sales and service staff) and Occupation Group 4 (machine operators, hospitality staff, assistants and labourers). In the Northern Territory, the mean scores for students with parents in Occupation Group 1 are close to the mean scores for students with parents in Occupation Group 2. Students whose parents are not in paid work have the lowest mean scores in all domains for Australia overall and in most jurisdictions. Students with parents whose occupation is not stated are excluded from these comparisons.

The percentage of students who achieved at or above the national minimum standard is also related to parental occupation. Students with parents in Occupation Group 1 most frequently achieved at or above the national minimum standard, with differences of approximately 2 percentage points between Group 1 and Group 2 in reading and spelling, and 1 percentage point in numeracy. For students with at least one parent in paid work at any occupation level, more than 88% across Australia achieved at or above the national minimum standard in reading and more than 93% achieved at or above the national minimum standard in numeracy.

Participation

Tables 9.P1, 9.P2, 9.P3 and 9.P4 provide data on participation in the tests in each domain for each jurisdiction and for Australia overall. Table 9.P1 provides the overall rates and Table 9.P2 provides rates separately for Indigenous and non-Indigenous students. Tables 9.P3 and 9.P4 provide data on exemptions, absences and withdrawals for the tests in each domain, with Table 9.P4 showing these rates separately for Indigenous and non-Indigenous students. Students who are absent or withdrawn are considered non-participating. Students who are exempt do not receive a scale score but are considered to have achieved below the national minimum standard.

The participation rate is lower in Year 9 than in all other year levels. The overall participation rate is highest in spelling, and grammar and punctuation at 92.0% and lowest in numeracy at 91.0%. Among the eight jurisdictions, Western Australia has the highest participation rate in each domain (between 93.9% and 94.6%) and the Northern Territory has the lowest (between 75.7% and 78.7%). Participation rates are lower among Indigenous students, ranging from 74.4% in numeracy to 76.9% in spelling, and grammar and punctuation nationally.

For Australia overall, 1.8% of students were granted exemptions from the assessments in each domain. Exemption rates for Indigenous students vary across jurisdictions, from 1.3% in Western Australia to 6.0% for Victoria. There is also wide variation in absence and withdrawal rates across jurisdictions and domains. Students were absent most frequently for the numeracy assessment (6.6%). For Australia overall, 21.9% of Indigenous students were absent for the numeracy test, including more than 27% of Indigenous students from Western Australia, South Australia and the Northern Territory. Overall, withdrawal rates are highest in Queensland (5.3% to 5.5%).

2008, 2010–2015 Time series NAPLAN Years 3, 5, 7 and 9

Reading 258	Numeracy 279
Students in Australia	Students in Australia
Year 3 Students by Sex	Year 3 Students by Sex
Year 5 Students by Sex	 Year 5 Students by Sex
Year 7 Students by Sex	 Year 7 Students by Sex
Year 9 Students by Sex	 Year 9 Students by Sex
 Year 3 Students by Indigenous Status 	 Year 3 Students by Indigenous Status
Year 5 Students by Indigenous Status	 Year 5 Students by Indigenous Status
Year 7 Students by Indigenous Status	 Year 7 Students by Indigenous Status
Year 9 Students by Indigenous Status	 Year 9 Students by Indigenous Status
Year 3 Students by LBOTE Status	 Year 3 Students by LBOTE Status
Year 5 Students by LBOTE Status	 Year 5 Students by LBOTE Status
Year 7 Students by LBOTE Status	 Year 7 Students by LBOTE Status
Year 9 Students by LBOTE Status	 Year 9 Students by LBOTE Status
• Students in New South Wales	 Students in New South Wales
• Students in Victoria	Students in Victoria
• Students in Queensland	 Students in Queensland
Students in Western Australia	 Students in Western Australia
Students in South Australia	Students in South Australia
• Students in Tasmania	Students in Tasmania
Students in Australian Capital Territory	 Students in Australian Capital Territory
• Students in Northern Territory	• Students in Northern Territory
	Commentary300
	Participation 303
	 Year 3 Students by State and Territory
	 Year 3 Students by Indigenous Status
	 Year 5 Students by State and Territory
	 Year 5 Students by Indigenous Status
	 Year 7 Students by State and Territory
	 Year 7 Students by Indigenous Status
	 Year 9 Students by State and Territory
	 Year 9 Students by Indigenous Status
	Commentary 32/

Figure TS.R1: Achievement of Students in Reading, Australia, 2008, 2010-2015.

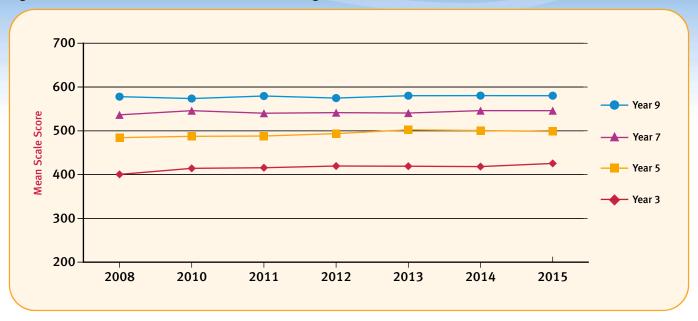


Table TS.R1: Achievement of Students in Reading, Australia, 2008, 2010–2015.

					2012	2013			Nature differ	
Students		2008	2010	2011		2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	578.0 (67.0)	573.7 (66.2)	579.5 (66.2)	574.8 (66.8)	580.2 (63.4)	580.4 (67.6)	580.2 (67.5)	-	-
fedi 9	% at or above NMS	92.9	90.8	92.4	91.4	93.4	92.1	92.3	•	•
Year 7	Mean / (S.D.)	536.5 (68.2)	546.0 (68.4)	540.2 (67.5)	541.5 (68.3)	540.6 (66.3)	546.1 (69.0)	546.0 (67.3)	-	•
rear /	% at or above NMS	94.2	94.9	94.7	94.1	94.2	94.9	95.4	•	•
Year 5	Mean / (S.D.)	484.4 (76.5)	487.4 (76.1)	488.1 (76.3)	493.6 (77.6)	502.3 (64.7)	500.6 (78.0)	498.5 (78.2)	•	•
leai 3	% at or above NMS	91.0	91.3	91.5	91.6	96.1	92.9	93.3	•	•
Year 3	Mean / (S.D.)	400.5 (84.5)	414.3 (83.3)	415.7 (87.5)	419.6 (87.9)	419.1 (80.6)	418.3 (86.2)	425.5 (86.8)	Δ	•
icai J	% at or above NMS	92.1	93.9	93.8	93.6	95.3	93.5	94.6	Δ	-

Figure TS.R2: Achievement of Year 3 Students in Reading by Sex, Australia, 2008, 2010-2015.

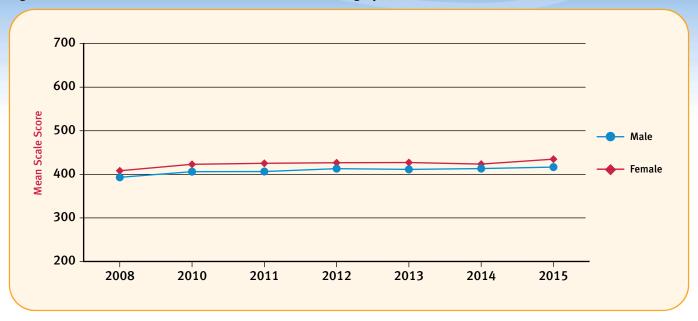


Table TS.R2: Achievement of Year 3 Students in Reading by Sex, Australia, 2008, 2010–2015.

					2042		2014		Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Male	Mean / (S.D.)	393.1 (86.2)	406.1 (84.1)	406.4 (88.6)	413.0 (90.3)	411.3 (81.9)	413.2 (88.5)	416.6 (88.1)	Δ	-
Male	% at or above NMS	90.3	92.4	92.1	91.9	94.0	92.0	93.0	Δ	•
Female	Mean / (S.D.)	408.2 (82.0)	423.0 (81.6)	425.3 (85.3)	426.6 (84.8)	427.1 (78.4)	423.5 (83.5)	434.8 (84.5)	Δ	•
remate	% at or above NMS	94.1	95.5	95.6	95.5	96.8	95.1	96.2	Δ	-

Figure TS.R3: Achievement of Year 5 Students in Reading by Sex, Australia, 2008, 2010-2015.

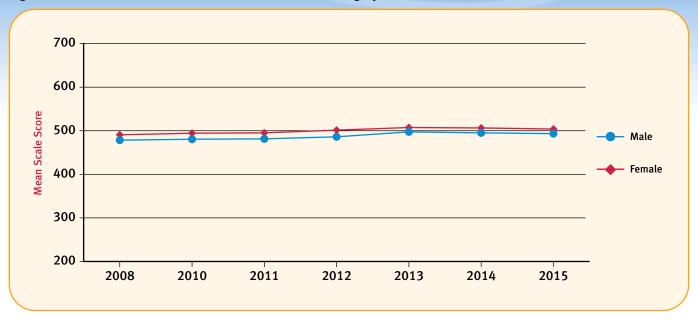


Table TS.R3: Achievement of Year 5 Students in Reading by Sex, Australia, 2008, 2010–2015.

							2016		Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Male	Mean / (S.D.)	478.4 (77.4)	480.5 (77.0)	481.4 (77.1)	486.1 (79.2)	497.4 (66.0)	495.1 (79.4)	493.3 (79.9)	-	-
Male	% at or above NMS	89.3	89.3	89.5	89.5	95.0	91.2	91.7	-	•
Famala	Mean / (S.D.)	490.7 (75.1)	494.4 (74.4)	495.2 (74.9)	501.4 (75.1)	507.4 (63.0)	506.4 (76.0)	503.9 (76.1)	•	-
Female	% at or above NMS	92.8	93.4	93.5	93.9	97.3	94.7	95.0	Δ	-

Figure TS.R4: Achievement of Year 7 Students in Reading by Sex, Australia, 2008, 2010–2015.

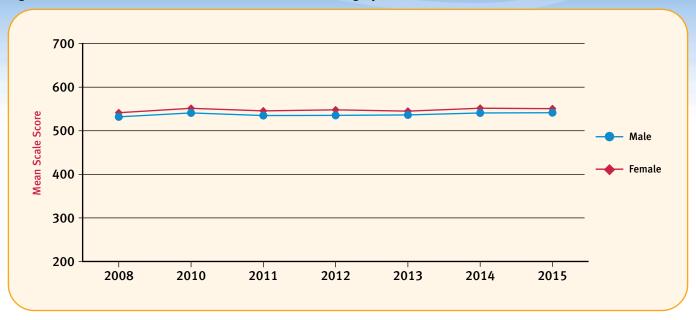


Table TS.R4: Achievement of Year 7 Students in Reading by Sex, Australia, 2008, 2010–2015.

							2047		Nature of the difference	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Male	Mean / (S.D.)	531.9 (69.9)	540.9 (69.7)	534.9 (68.3)	535.3 (69.4)	536.3 (68.1)	540.8 (70.3)	541.4 (68.9)	-	•
Male	% at or above NMS	92.8	93.5	93.4	92.5	92.8	93.5	94.2	-	•
Famala	Mean / (S.D.)	541.4 (66.1)	551.5 (66.7)	545.6 (66.2)	548.0 (66.5)	545.0 (64.1)	551.7 (67.1)	550.7 (65.2)	•	•
Female	% at or above NMS	95.6	96.3	96.0	95.8	95.7	96.3	96.7	-	-

Figure TS.R5: Achievement of Year 9 Students in Reading by Sex, Australia, 2008, 2010–2015.

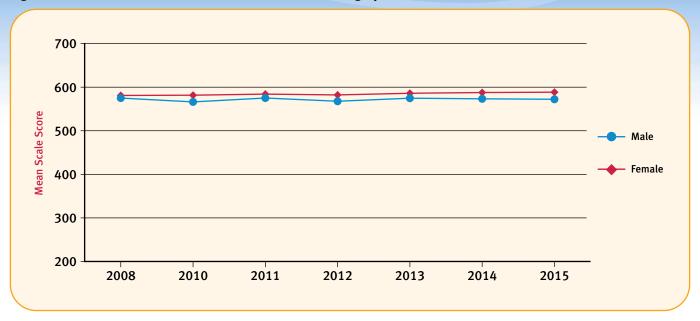


Table TS.R5: Achievement of Year 9 Students in Reading by Sex, Australia, 2008, 2010–2015.

					2042		2014		Nature of the difference	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Male	Mean / (S.D.)	575.0 (68.7)	566.2 (67.1)	575.1 (67.2)	567.7 (67.0)	574.7 (64.2)	573.3 (68.4)	572.2 (67.6)	•	•
Mate	% at or above NMS	91.5	88.5	90.9	89.4	91.8	90.1	90.2	•	•
Female	Mean / (S.D.)	581.0 (65.0)	581.6 (64.4)	584.1 (64.8)	582.2 (65.7)	586.0 (61.9)	587.7 (65.9)	588.5 (66.3)	•	-
remate	% at or above NMS	94.4	93.3	94.0	93.5	95.0	94.2	94.6	•	•

Figure TS.R6: Achievement of Year 3 Students in Reading by Indigenous Status, Australia, 2008, 2010–2015.

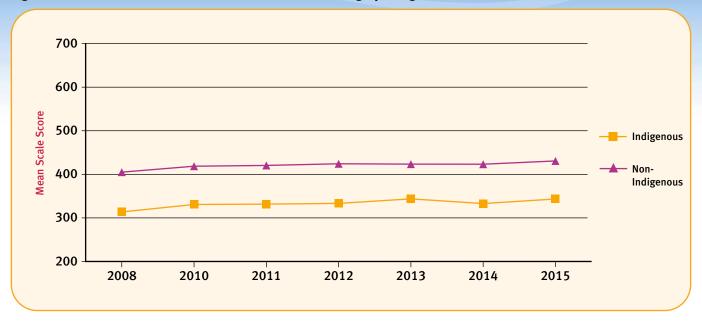


Table TS.R6: Achievement of Year 3 Students in Reading by Indigenous Status, Australia, 2008, 2010–2015.

			2000 2010		2012		2014		Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Indianaua	Mean / (S.D.)	313.7 (96.3)	330.8 (89.6)	331.6 (89.7)	333.3 (93.4)	343.7 (82.9)	332.9 (94.0)	343.4 (91.5)	Δ	-
Indigenous	% at or above NMS	68.3	75.1	76.3	74.2	81.5	74.7	78.7	Δ	•
Non-	Mean / (S.D.)	405.0 (81.3)	418.6 (80.5)	420.4 (84.9)	424.2 (85.2)	423.4 (78.2)	423.2 (83.0)	430.7 (84.0)	Δ	
Indigenous	% at or above NMS	93.5	95.0	94.9	94.7	96.2	94.7	95.6	Δ	•

Figure TS.R7: Achievement of Year 5 Students in Reading by Indigenous Status, Australia, 2008, 2010–2015.

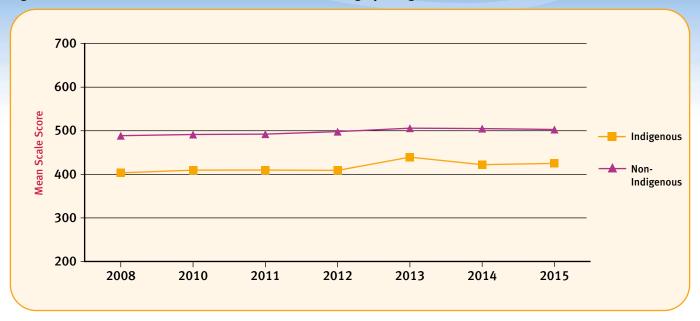


Table TS.R7: Achievement of Year 5 Students in Reading by Indigenous Status, Australia, 2008, 2010–2015.

			08 2010	2011	2012		2047		Nature of the difference	
Students		2008				2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Indianaua	Mean / (S.D.)	403.4 (88.9)	409.6 (81.7)	409.8 (83.0)	409.0 (93.3)	439.4 (67.4)	422.1 (83.8)	425.1 (78.4)	Δ	•
Indigenous	% at or above NMS	63.4	66.2	66.4	64.7	83.3	70.3	73.6	Δ	•
Non-	Mean / (S.D.)	488.7 (73.3)	491.4 (73.4)	492.3 (73.5)	498.0 (74.0)	505.9 (62.7)	505.0 (75.2)	502.9 (76.0)	-	•
Indigenous	% at or above NMS	92.6	92.7	92.9	93.1	96.9	94.2	94.5	-	-

Figure TS.R8: Achievement of Year 7 Students in Reading by Indigenous Status, Australia, 2008, 2010–2015.

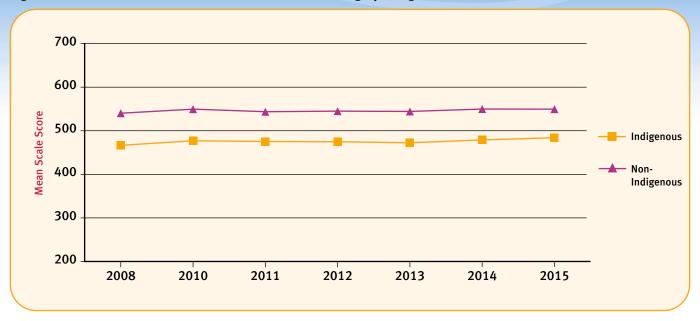


Table TS.R8: Achievement of Year 7 Students in Reading by Indigenous Status, Australia, 2008, 2010–2015.

					2042		2016		Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Indianaua	Mean / (S.D.)	466.5 (76.3)	477.0 (67.7)	475.3 (66.6)	474.8 (72.5)	472.4 (72.3)	479.0 (72.4)	484.0 (68.1)	Δ	-
Indigenous	% at or above NMS	71.9	76.6	77.1	75.4	73.2	77.1	80.8	Δ	•
Non-	Mean / (S.D.)	540.2 (65.7)	549.6 (66.5)	543.7 (65.6)	545.0 (66.1)	544.3 (63.8)	549.8 (66.8)	549.6 (65.4)	-	-
Indigenous	% at or above NMS	95.4	95.9	95.7	95.1	95.4	95.9	96.3		•

Figure TS.R9: Achievement of Year 9 Students in Reading by Indigenous Status, Australia, 2008, 2010–2015.

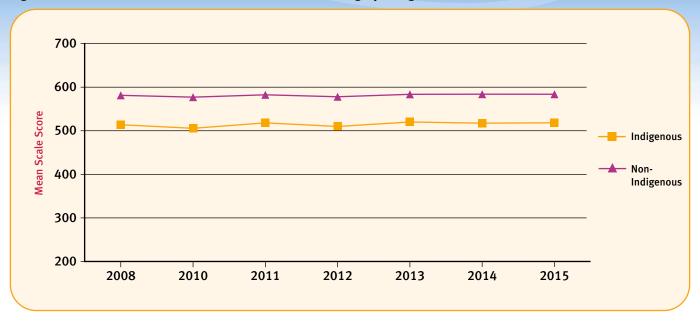


Table TS.R9: Achievement of Year 9 Students in Reading by Indigenous Status, Australia, 2008, 2010–2015.

			2008 2010	2011	2012		2016		Nature of the difference	
Students		2008				2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Indianaua	Mean / (S.D.)	513.8 (73.2)	505.6 (67.1)	518.1 (66.3)	509.8 (69.5)	520.1 (65.0)	517.4 (71.4)	518.3 (67.8)	-	•
Indigenous	% at or above NMS	70.7	64.2	71.9	67.2	73.9	71.2	71.7	-	•
Non-	Mean / (S.D.)	581.3 (65.0)	577.1 (64.3)	582.5 (64.5)	578.0 (64.9)	583.6 (61.4)	583.9 (65.6)	583.8 (65.8)	-	•
Indigenous	% at or above NMS	94.2	92.2	93.5	92.7	94.5	93.3	93.6	-	•

Figure TS.R10: Achievement of Year 3 Students in Reading by LBOTE Status, Australia, 2008, 2010–2015.



Table TS.R10: Achievement of Year 3 Students in Reading by LBOTE Status, Australia, 2008, 2010–2015.

					2042		2016		Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
LBOTE	Mean / (S.D.)	399.3 (88.0)	413.3 (86.2)	412.9 (90.5)	416.8 (90.8)	416.7 (82.4)	414.1 (88.8)	425.5 (90.5)	Δ	-
LBUIE	% at or above NMS	90.4	92.3	92.1	91.9	93.9	91.7	93.3	Δ	•
Non I POTE	Mean / (S.D.)	401.8 (82.9)	415.3 (82.2)	417.3 (86.3)	421.0 (86.6)	420.5 (79.7)	420.4 (84.8)	426.6 (85.1)	Δ	•
Non-LBOTE	% at or above NMS	92.9	94.5	94.4	94.2	95.9	94.3	95.2	Δ	-

Figure TS.R11: Achievement of Year 5 Students in Reading by LBOTE Status, Australia, 2008, 2010–2015.



Table TS.R11: Achievement of Year 5 Students in Reading by LBOTE Status, Australia, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
LBOTE	Mean / (S.D.)	478.7 (83.7)	486.8 (81.9)	482.4 (81.3)	486.2 (83.8)	498.7 (68.9)	493.3 (82.3)	495.8 (83.2)	Δ	-
LBOIL	% at or above NMS	87.5	89.4	89.1	89.0	94.4	90.2	91.2	Δ	•
Non-LBOTE	Mean / (S.D.)	486.6 (74.3)	487.9 (74.1)	490.2 (74.4)	496.2 (75.1)	503.8 (63.2)	503.4 (76.0)	500.0 (76.2)	•	•
NUII-LBUTE	% at or above NMS	92.1	92.0	92.3	92.5	96.7	93.9	94.1	-	-

Figure TS.R12: Achievement of Year 7 Students in Reading by LBOTE Status, Australia, 2008, 2010–2015.



Table TS.R12: Achievement of Year 7 Students in Reading by LBOTE Status, Australia, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
LDOTE	Mean / (S.D.)	528.6 (75.2)	539.3 (75.2)	533.8 (73.6)	534.9 (75.1)	537.0 (73.8)	542.3 (76.3)	543.9 (72.9)	Δ	•
LBOTE	% at or above NMS	90.8	92.0	92.0	91.4	91.7	92.4	93.9	Δ	•
Non LDOTE	Mean / (S.D.)	539.2 (65.9)	547.9 (66.4)	542.0 (65.6)	543.4 (66.0)	541.8 (63.8)	547.4 (66.5)	547.1 (65.3)	•	•
Non-LBOTE	% at or above NMS	95.2	95.7	95.4	94.9	95.0	95.6	96.0		

Figure TS.R13: Achievement of Year 9 Students in Reading by LBOTE Status, Australia, 2008, 2010–2015.



Table TS.R13: Achievement of Year 9 Students in Reading by LBOTE Status, Australia, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
LBOTE	Mean / (S.D.)	570.7 (71.9)	568.3 (72.4)	573.8 (71.9)	568.7 (73.2)	577.6 (68.3)	580.7 (74.5)	580.9 (74.2)	-	•
LBUIE	% at or above NMS	90.0	87.1	89.0	87.6	91.3	89.9	90.4	-	•
Non I DOTE	Mean / (S.D.)	580.7 (65.3)	575.6 (64.5)	581.3 (64.3)	576.7 (64.8)	581.3 (61.9)	580.5 (65.4)	580.4 (65.2)	•	•
Non-LBOTE	% at or above NMS	93.9	91.9	93.4	92.5	94.0	92.8	93.0		•

Figure TS.R14: Achievement of Students in Reading, NSW, 2008, 2010–2015.

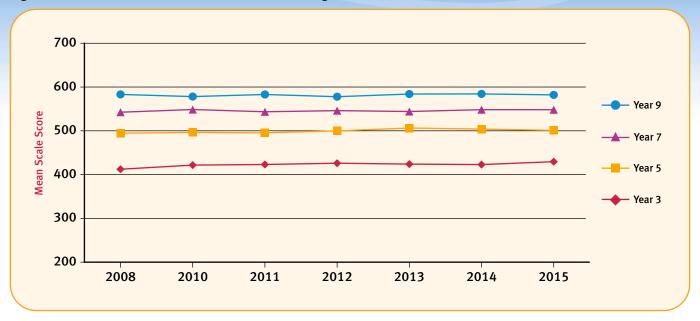


Table TS.R14: Achievement of Students in Reading, NSW, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	583.1 (66.9)	578.2 (68.6)	583.0 (67.8)	577.9 (67.5)	584.0 (64.1)	584.3 (69.1)	582.1 (69.3)	•	•
leal 9	% at or above NMS	94.4	91.2	93.0	91.9	94.1	92.6	92.6	•	•
Year 7	Mean / (S.D.)	542.5 (69.0)	548.6 (71.0)	543.5 (69.9)	546.1 (70.4)	544.1 (67.5)	548.3 (69.9)	548.2 (68.3)	-	•
rear /	% at or above NMS	95.4	95.0	95.0	94.7	94.7	95.4	95.9	•	•
Year 5	Mean / (S.D.)	494.7 (74.9)	496.2 (76.0)	495.4 (75.8)	499.8 (77.1)	506.4 (65.0)	504.0 (77.8)	501.0 (78.8)	•	-
rear 5	% at or above NMS	93.5	93.0	93.1	92.9	96.8	93.7	93.8	•	•
Year 3	Mean / (S.D.)	412.3 (80.1)	421.7 (81.6)	423.1 (85.4)	426.0 (86.5)	424.0 (79.1)	422.9 (84.2)	429.5 (86.1)	Δ	•
iedi 5	% at or above NMS	95.1	95.3	95.2	94.8	96.3	94.7	95.3	•	•

Figure TS.R15: Achievement of Students in Reading, Vic, 2008, 2010–2015.

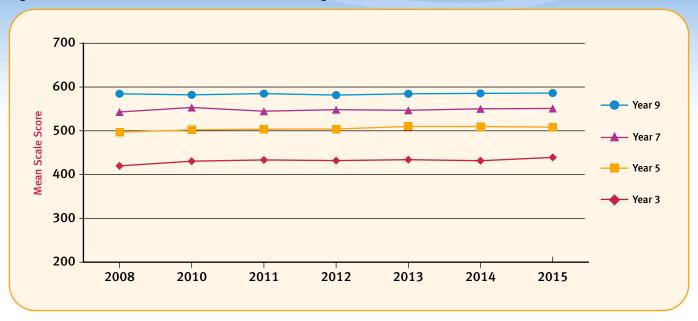


Table TS.R15: Achievement of Students in Reading, Vic, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	584.6 (62.6)	582.1 (61.7)	585.0 (62.3)	581.6 (64.5)	584.6 (60.6)	585.5 (64.7)	586.2 (65.0)	-	•
leal 9	% at or above NMS	94.7	93.3	94.0	93.0	94.3	93.3	93.5	•	•
Year 7	Mean / (S.D.)	543.0 (63.1)	553.3 (65.0)	544.8 (63.3)	548.3 (64.4)	546.9 (61.6)	550.3 (65.9)	551.1 (64.8)	-	•
rear /	% at or above NMS	95.8	96.2	95.8	95.5	95.6	95.6	95.9	•	•
Year 5	Mean / (S.D.)	496.7 (69.3)	502.2 (69.8)	503.7 (70.5)	504.1 (70.6)	510.1 (61.2)	509.8 (73.1)	508.3 (75.0)	•	-
leal 3	% at or above NMS	93.7	94.2	94.3	94.1	96.5	94.2	94.3	•	•
Year 3	Mean / (S.D.)	419.9 (74.9)	430.6 (77.8)	433.5 (82.8)	432.0 (82.0)	434.1 (76.6)	431.7 (80.8)	439.3 (81.9)	Δ	•
Teal J	% at or above NMS	95.2	95.4	95.3	95.2	96.0	94.6	95.5	-	•

Figure TS.R16: Achievement of Students in Reading, Qld, 2008, 2010–2015.

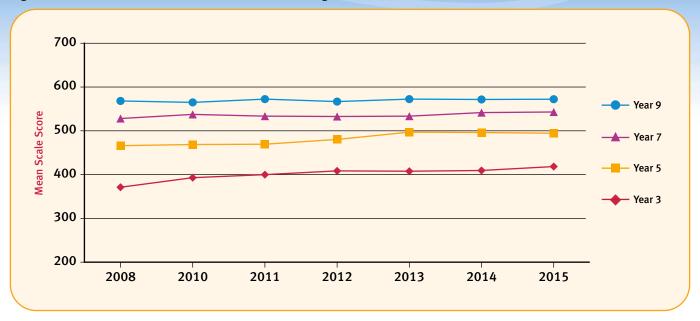


Table TS.R16: Achievement of Students in Reading, Qld, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	568.2 (68.0)	564.9 (63.8)	572.4 (64.2)	566.8 (63.6)	572.4 (62.0)	571.6 (64.3)	572.2 (64.5)	-	•
fedi 9	% at or above NMS	90.5	89.5	91.6	90.5	92.7	91.3	91.8	•	•
Voor 7	Mean / (S.D.)	528.1 (67.1)	537.5 (64.6)	533.5 (65.0)	532.7 (64.9)	533.5 (64.1)	541.6 (66.9)	543.0 (64.5)	Δ	•
Year 7	% at or above NMS	92.9	94.6	94.3	93.3	93.6	94.4	95.8	Δ	•
Year 5	Mean / (S.D.)	466.1 (77.5)	468.7 (72.5)	469.4 (71.9)	480.3 (75.5)	497.0 (63.4)	496.1 (76.6)	494.5 (75.1)	Δ	•
real 5	% at or above NMS	86.9	88.2	88.6	89.1	96.2	92.8	93.8	Δ	•
Year 3	Mean / (S.D.)	371.1 (84.9)	393.0 (79.0)	399.9 (84.6)	408.5 (87.4)	407.7 (78.8)	409.4 (84.0)	418.4 (83.7)	A	•
iedi 5	% at or above NMS	87.1	92.1	92.8	92.7	95.1	93.4	95.0	A	-

Figure TS.R17: Achievement of Students in Reading, WA, 2008, 2010-2015.

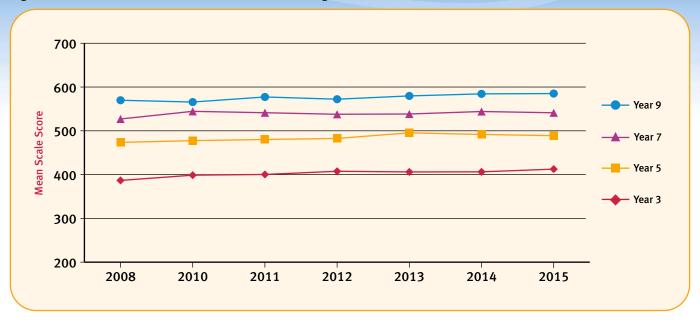


Table TS.R17: Achievement of Students in Reading, WA, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	569.8 (65.6)	565.7 (65.2)	577.3 (67.9)	572.2 (67.0)	579.7 (64.4)	584.4 (67.0)	585.1 (67.4)	Δ	•
fedi 9	% at or above NMS	91.8	89.3	90.9	90.7	92.9	92.9	93.2	•	•
Year 7	Mean / (S.D.)	527.0 (67.0)	544.5 (68.9)	541.3 (67.7)	537.8 (67.4)	538.4 (66.4)	544.1 (69.0)	541.2 (67.6)	Δ	-
rear /	% at or above NMS	92.7	94.3	94.7	93.7	93.8	94.8	94.7	Δ	•
Year 5	Mean / (S.D.)	473.6 (77.2)	477.5 (78.1)	480.2 (77.5)	482.6 (78.6)	495.4 (64.9)	491.7 (80.5)	488.9 (78.8)	Δ	-
rear 5	% at or above NMS	89.1	89.1	89.7	89.6	96.0	91.2	91.9	Δ	•
Year 3	Mean / (S.D.)	386.7 (87.7)	398.7 (86.1)	400.3 (87.4)	407.6 (90.7)	406.1 (81.6)	406.3 (89.5)	412.5 (90.1)	Δ	•
icai J	% at or above NMS	89.4	91.7	92.1	91.8	94.3	91.8	93.0	Δ	-

Figure TS.R18: Achievement of Students in Reading, SA, 2008, 2010–2015.

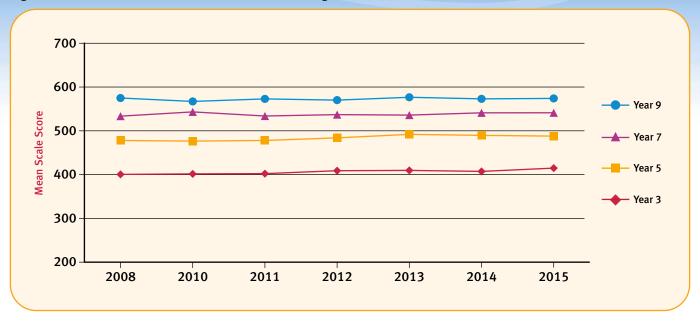


Table TS.R18: Achievement of Students in Reading, SA, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	574.9 (64.1)	567.1 (64.4)	572.9 (63.2)	570.1 (64.6)	576.6 (59.7)	573.0 (65.6)	574.0 (63.8)	-	•
real 9	% at or above NMS	91.7	89.9	91.6	90.8	93.2	90.3	91.6	•	•
Year 7	Mean / (S.D.)	533.5 (65.2)	543.2 (64.7)	533.8 (63.4)	537.0 (65.2)	535.9 (64.0)	541.1 (65.1)	541.2 (64.4)	-	•
real /	% at or above NMS	93.4	95.3	94.2	93.7	94.0	95.0	95.0	-	•
Year 5	Mean / (S.D.)	477.9 (71.3)	476.5 (72.6)	478.0 (73.6)	483.9 (73.7)	491.9 (60.9)	489.6 (75.6)	487.9 (76.6)	•	•
rear 5	% at or above NMS	89.9	90.1	90.1	90.7	95.7	91.6	91.7	•	•
Year 3	Mean / (S.D.)	400.5 (80.5)	401.6 (79.2)	402.2 (85.7)	408.9 (85.0)	409.6 (78.9)	407.3 (86.3)	414.8 (85.2)	•	•
ieai 5	% at or above NMS	91.5	93.2	92.0	92.6	94.3	91.8	93.4	-	•

Figure TS.R19: Achievement of Students in Reading, Tas, 2008, 2010–2015.

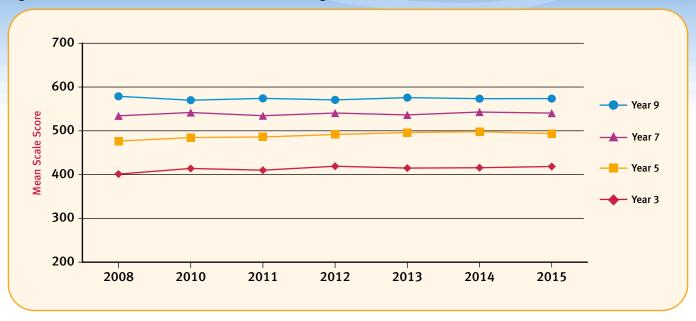


Table TS.R19: Achievement of Students in Reading, Tas, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	578.8 (67.9)	569.9 (66.2)	574.1 (68.2)	570.6 (69.0)	575.8 (65.5)	573.4 (68.6)	573.6 (67.2)	-	-
fedi 9	% at or above NMS	93.0	90.2	90.6	89.9	91.8	90.5	91.4	•	•
Voor 7	Mean / (S.D.)	534.2 (68.5)	541.8 (69.2)	534.5 (69.0)	540.6 (69.9)	536.3 (67.7)	542.9 (69.1)	540.4 (69.2)	•	•
Year 7	% at or above NMS	93.9	94.3	93.2	93.9	93.7	94.7	94.7	-	•
Voor E	Mean / (S.D.)	476.4 (75.8)	484.6 (78.1)	485.9 (81.4)	491.7 (80.7)	496.1 (67.7)	497.9 (83.9)	493.6 (82.8)	Δ	•
Year 5	% at or above NMS	89.7	90.7	90.0	90.7	95.5	91.3	92.1	-	•
Voor 2	Mean / (S.D.)	401.2 (84.2)	414.0 (87.8)	410.1 (93.6)	419.1 (94.0)	414.9 (86.7)	415.7 (93.1)	418.5 (92.7)	Δ	-
Year 3	% at or above NMS	92.8	93.8	92.4	92.9	94.6	92.1	92.9	-	•

Figure TS.R20: Achievement of Students in Reading, ACT, 2008, 2010–2015.

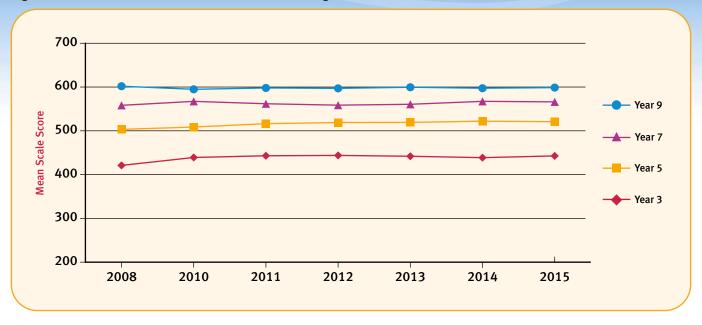


Table TS.R20: Achievement of Students in Reading, ACT, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	601.9 (68.4)	594.8 (67.5)	597.9 (68.8)	597.0 (68.8)	599.5 (61.3)	597.3 (68.4)	598.7 (66.9)	•	-
fedi 9	% at or above NMS	96.6	93.7	94.4	94.7	96.0	93.9	94.0	∇	•
Voor 7	Mean / (S.D.)	558.2 (70.2)	567.3 (67.2)	561.8 (66.9)	558.6 (68.3)	560.6 (64.6)	567.3 (68.5)	566.1 (69.5)	•	-
Year 7	% at or above NMS	96.3	96.9	96.8	95.7	95.9	96.5	96.8	•	•
Year 5	Mean / (S.D.)	503.3 (72.2)	508.6 (72.8)	516.3 (74.0)	519.0 (75.5)	519.2 (63.7)	522.0 (76.9)	520.8 (79.3)	Δ	-
rear 5	% at or above NMS	94.8	94.2	94.5	94.9	97.0	95.6	95.2	•	•
Year 3	Mean / (S.D.)	421.0 (81.5)	439.1 (83.4)	443.0 (87.9)	443.8 (88.1)	441.9 (81.0)	438.7 (86.4)	442.7 (90.1)	Δ	•
Teal 3	% at or above NMS	94.4	95.7	95.6	96.0	96.1	95.4	95.2	•	-

Figure TS.R21: Achievement of Students in Reading, NT, 2008, 2010–2015.

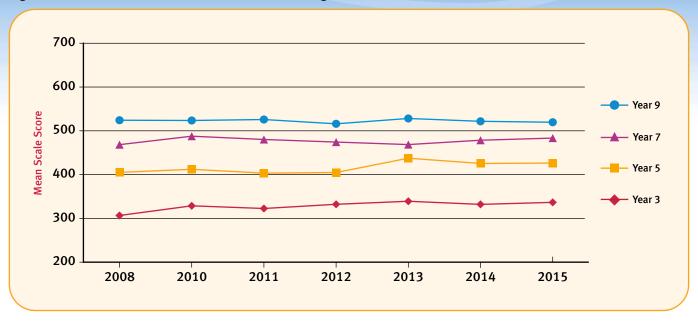


Table TS.R21: Achievement of Students in Reading, NT, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	524.2 (101.8)	523.6 (94.6)	525.8 (93.8)	516.0 (101.2)	528.2 (92.2)	521.7 (104.8)	519.6 (94.6)	-	-
real 9	% at or above NMS	69.9	68.1	69.1	65.3	70.5	68.8	66.2	•	•
Year 7	Mean / (S.D.)	468.4 (107.7)	487.7 (96.4)	480.2 (98.1)	474.3 (107.4)	468.6 (104.6)	478.5 (102.9)	483.4 (96.8)	-	-
real /	% at or above NMS	67.1	71.5	71.0	69.0	65.7	69.1	72.4	-	•
Year 5	Mean / (S.D.)	405.1 (123.3)	412.1 (115.5)	403.3 (118.5)	404.8 (131.7)	437.4 (91.8)	425.5 (112.8)	426.3 (110.2)	•	•
rear 5	% at or above NMS	62.5	64.4	61.8	61.3	73.7	66.4	67.7	•	•
Year 3	Mean / (S.D.)	306.6 (134.1)	328.7 (121.1)	322.6 (125.1)	332.2 (126.6)	339.1 (110.1)	332.0 (136.2)	336.6 (122.9)	Δ	•
ieai 3	% at or above NMS	62.7	69.7	67.6	68.9	74.3	67.0	71.1	-	•

NAPLAN Numeracy

Figure TS.N1: Achievement of Students in Numeracy, Australia, 2008, 2010–2015.

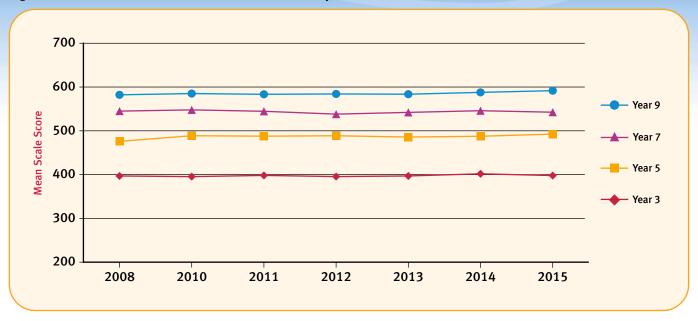


Table TS.N1: Achievement of Students in Numeracy, Australia, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	582.2 (70.2)	585.1 (70.4)	583.4 (72.1)	584.2 (72.4)	583.6 (82.2)	587.8 (70.9)	591.7 (67.8)	-	-
real 9	% at or above NMS	93.6	93.1	93.0	93.7	90.6	94.1	95.7	Δ	Δ
Year 7	Mean / (S.D.)	545.0 (73.2)	547.8 (72.4)	544.6 (73.7)	538.1 (73.9)	542.1 (71.4)	545.9 (73.0)	542.5 (68.6)	-	•
rear /	% at or above NMS	95.4	95.1	94.5	93.8	95.0	95.1	95.9	•	•
Year 5	Mean / (S.D.)	475.9 (68.8)	488.8 (69.9)	487.8 (68.2)	488.7 (70.9)	485.8 (71.5)	487.6 (69.0)	492.5 (68.0)	Δ	-
rear 5	% at or above NMS	92.7	93.7	94.4	93.3	93.4	93.5	95.1	Δ	•
Year 3	Mean / (S.D.)	396.9 (70.4)	395.4 (71.8)	398.1 (70.6)	395.5 (72.6)	396.9 (65.8)	401.8 (73.0)	397.8 (74.3)	-	•
lear	% at or above NMS	95.0	94.3	95.6	93.9	95.7	94.6	94.4	-	-

NAPLAN Numeracy

Figure TS.N2: Achievement of Year 3 Students in Numeracy by Sex, Australia, 2008, 2010–2015.

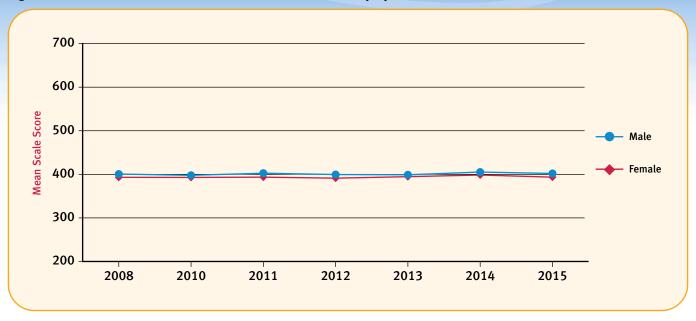


Table TS.N2: Achievement of Year 3 Students in Numeracy by Sex, Australia, 2008, 2010–2015.

Students			2010	2011	2012	2013	2014	2015	Nature of the difference	
		2008							2008 vs. 2015	2014 vs. 2015
Male	Mean / (S.D.)	400.6 (72.8)	397.8 (74.0)	402.6 (73.0)	399.5 (75.0)	399.0 (68.4)	405.2 (74.9)	402.0 (76.3)	-	-
	% at or above NMS	94.6	93.7	95.2	93.3	95.0	94.2	94.1	-	•
Female	Mean / (S.D.)	393.1 (67.6)	392.9 (69.3)	393.5 (67.6)	391.2 (69.8)	394.6 (63.0)	398.4 (70.9)	393.5 (71.9)	•	-
	% at or above NMS	95.5	94.9	96.0	94.6	96.5	95.1	94.8	-	-

Figure TS.N3: Achievement of Year 5 Students in Numeracy by Sex, Australia, 2008, 2010-2015.

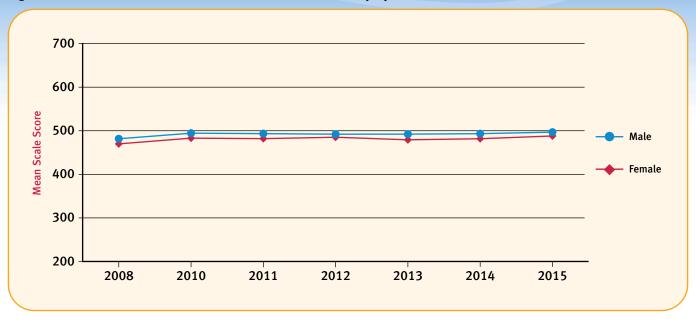


Table TS.N3: Achievement of Year 5 Students in Numeracy by Sex, Australia, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Male	Mean / (S.D.)	481.6 (70.5)	494.4 (72.1)	493.4 (70.6)	492.1 (73.1)	492.2 (74.0)	493.3 (71.3)	496.8 (70.6)	Δ	-
Male	% at or above NMS	92.8	93.4	94.1	92.6	93.3	93.1	94.5	-	•
Female	Mean / (S.D.)	469.9 (66.4)	483.0 (67.2)	481.9 (65.0)	485.1 (68.3)	479.2 (68.3)	481.7 (65.9)	488.0 (64.9)	Δ	•
remate	% at or above NMS	92.5	94.0	94.6	94.0	93.4	93.8	95.7	Δ	Δ

Figure TS.N4: Achievement of Year 7 Students in Numeracy by Sex, Australia, 2008, 2010–2015.

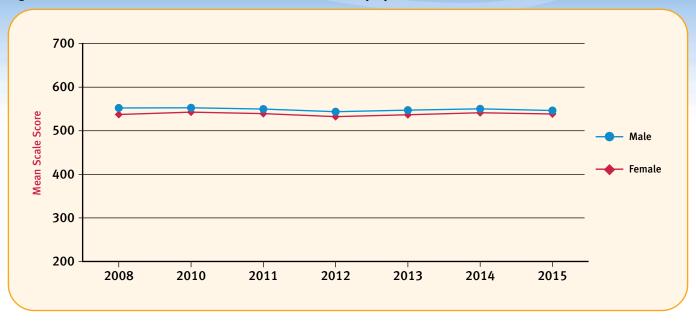


Table TS.N4: Achievement of Year 7 Students in Numeracy by Sex, Australia, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Male	Mean / (S.D.)	552.3 (75.8)	552.7 (75.0)	549.8 (76.4)	543.7 (76.9)	547.3 (73.9)	550.3 (75.6)	546.4 (71.4)		-
Male	% at or above NMS	95.4	94.8	94.3	93.5	94.7	94.8	95.4	-	-
Famala	Mean / (S.D.)	537.3 (69.6)	542.7 (69.3)	539.3 (70.5)	532.4 (70.0)	536.7 (68.2)	541.3 (69.7)	538.5 (65.3)	-	-
Female	% at or above NMS	95.3	95.4	94.7	94.1	95.3	95.5	96.4	-	-

Figure TS.N5: Achievement of Year 9 Students in Numeracy by Sex, Australia, 2008, 2010-2015.

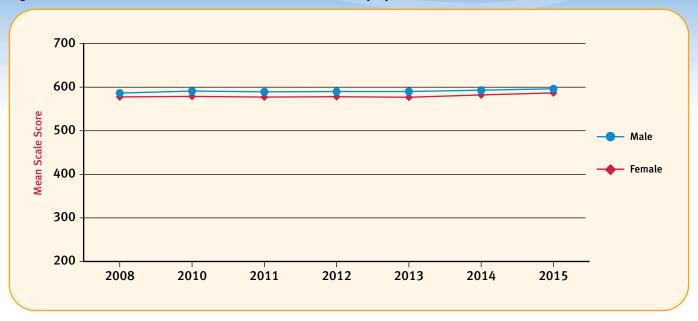


Table TS.N5: Achievement of Year 9 Students in Numeracy by Sex, Australia, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Male	Mean / (S.D.)	586.5 (72.0)	591.1 (72.7)	589.3 (74.7)	590.0 (74.7)	590.0 (84.6)	593.1 (73.1)	596.3 (70.0)	-	-
Male	% at or above NMS	93.7	93.3	93.0	93.9	90.9	94.0	95.4	Δ	•
Female	Mean / (S.D.)	577.6 (68.1)	578.8 (67.4)	577.3 (68.7)	578.1 (69.4)	576.9 (79.2)	582.2 (68.2)	586.8 (65.1)	•	•
remate	% at or above NMS	93.6	92.9	93.0	93.5	90.1	94.3	95.9	Δ	Δ

Figure TS.N6: Achievement of Year 3 Students in Numeracy by Indigenous Status, Australia, 2008, 2010–2015.

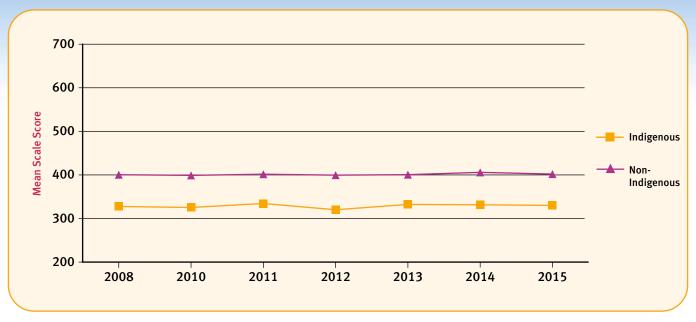


Table TS.N6: Achievement of Year 3 Students in Numeracy by Indigenous Status, Australia, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Indigenous	Mean / (S.D.)	327.6 (70.6)	325.3 (71.2)	334.4 (65.0)	320.1 (75.0)	332.3 (65.5)	331.5 (74.4)	330.0 (72.3)	•	•
Indigenous	% at or above NMS	78.6	76.6	83.6	72.7	81.6	78.2	78.2		-
Non-	Mean / (S.D.)	400.5 (68.4)	399.0 (69.8)	401.7 (69.1)	399.5 (70.2)	400.6 (63.9)	405.9 (70.8)	402.0 (72.4)		
Indigenous	% at or above NMS	96.0	95.3	96.4	95.1	96.6	95.7	95.5	•	•

Figure TS.N7: Achievement of Year 5 Students in Numeracy by Indigenous Status, Australia, 2008, 2010–2015.

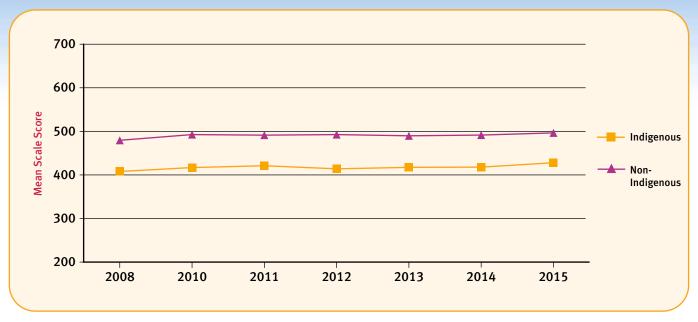


Table TS.N7: Achievement of Year 5 Students in Numeracy by Indigenous Status, Australia, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Indigenous	Mean / (S.D.)	408.0 (65.8)	416.9 (70.5)	421.1 (64.0)	414.0 (73.6)	417.4 (66.0)	417.9 (69.3)	428.0 (64.5)	Δ	•
Indigenous	% at or above NMS	69.2	71.4	75.2	69.2	73.0	71.1	78.6	Δ	Δ
Non-	Mean / (S.D.)	479.5 (66.9)	492.6 (67.8)	491.3 (66.4)	492.6 (68.5)	489.8 (69.8)	491.5 (66.8)	496.5 (66.2)	Δ	
Indigenous	% at or above NMS	94.0	95.0	95.5	94.6	94.6	94.8	96.1	Δ	•

Figure TS.N8: Achievement of Year 7 Students in Numeracy by Indigenous Status, Australia, 2008, 2010–2015.



Table TS.N8: Achievement of Year 7 Students in Numeracy by Indigenous Status, Australia, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Indigenous	Mean / (S.D.)	476.2 (67.2)	477.5 (66.6)	474.8 (65.8)	469.4 (66.0)	475.7 (63.6)	478.5 (64.4)	480.5 (59.7)	•	•
Indigenous	% at or above NMS	78.6	77.0	76.5	74.4	78.1	79.5	82.8	-	•
Non-	Mean / (S.D.)	548.6 (71.6)	551.4 (70.8)	548.5 (72.1)	541.8 (72.3)	545.8 (69.9)	549.7 (71.5)	546.2 (67.3)	•	•
Indigenous	% at or above NMS	96.4	96.1	95.5	94.9	96.0	96.1	96.7	-	•

Figure TS.N9: Achievement of Year 9 Students in Numeracy by Indigenous Status, Australia, 2008, 2010–2015.

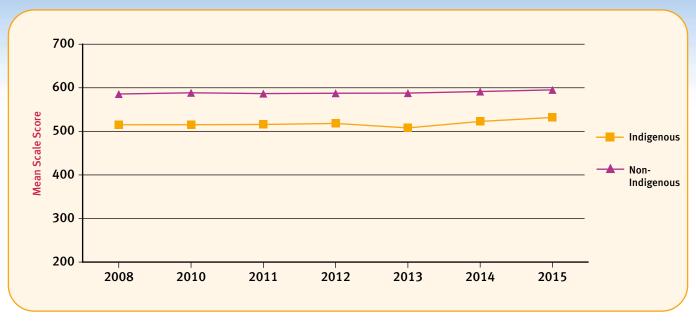


Table TS.N9: Achievement of Year 9 Students in Numeracy by Indigenous Status, Australia, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Indigenous	Mean / (S.D.)	515.1 (65.6)	515.2 (64.7)	515.8 (62.2)	518.2 (61.3)	507.9 (72.2)	522.8 (63.4)	531.9 (57.1)	Δ	•
Indigenous	% at or above NMS	72.5	70.4	72.0	74.2	65.7	76.2	82.8	Δ	Δ
Non-	Mean / (S.D.)	585.7 (68.7)	588.5 (68.8)	586.7 (70.8)	587.5 (71.3)	587.8 (80.7)	591.4 (69.6)	595.2 (66.9)	•	
Indigenous	% at or above NMS	94.8	94.3	94.1	94.7	92.0	95.2	96.4	Δ	•

Figure TS.N10: Achievement of Year 3 Students in Numeracy by LBOTE Status, Australia, 2008, 2010–2015.



Table TS.N10: Achievement of Year 3 Students in Numeracy by LBOTE Status, Australia, 2008, 2010–2015.

									Nature diffe	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
LPOTE	Mean / (S.D.)	401.0 (75.1)	397.0 (77.6)	400.8 (74.8)	399.5 (78.5)	401.0 (71.1)	402.6 (77.7)	401.5 (80.5)	-	•
LBOTE	% at or above NMS	93.0	92.3	94.2	92.2	94.2	92.7	93.0	-	•
Non-LBOTE	Mean / (S.D.)	396.8 (69.1)	395.5 (69.9)	398.0 (69.2)	395.0 (70.6)	396.3 (64.0)	402.3 (71.2)	397.5 (72.0)	-	-
NOII-LBOTE	% at or above NMS	95.6	94.9	96.1	94.5	96.2	95.4	95.1	-	•

Figure TS.N11: Achievement of Year 5 Students in Numeracy by LBOTE Status, Australia, 2008, 2010–2015.

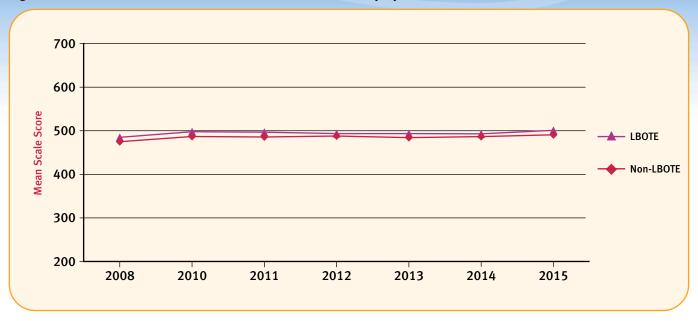


Table TS.N11: Achievement of Year 5 Students in Numeracy by LBOTE Status, Australia, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
LBOTE	Mean / (S.D.)	484.9 (78.9)	497.8 (80.2)	496.7 (77.9)	493.5 (80.1)	493.5 (81.9)	492.9 (76.5)	501.0 (76.9)	Δ	•
LBOIE	% at or above NMS	90.7	92.1	92.9	91.4	91.7	91.6	93.6	Δ	•
Non I POTE	Mean / (S.D.)	474.9 (66.1)	486.8 (66.5)	485.7 (64.7)	487.9 (67.7)	484.2 (68.0)	486.6 (66.1)	490.7 (64.6)	Δ	
Non-LBOTE	% at or above NMS	93.4	94.3	94.9	93.9	94.0	94.2	95.6	Δ	•

Figure TS.N12: Achievement of Year 7 Students in Numeracy by LBOTE Status, Australia, 2008, 2010–2015.

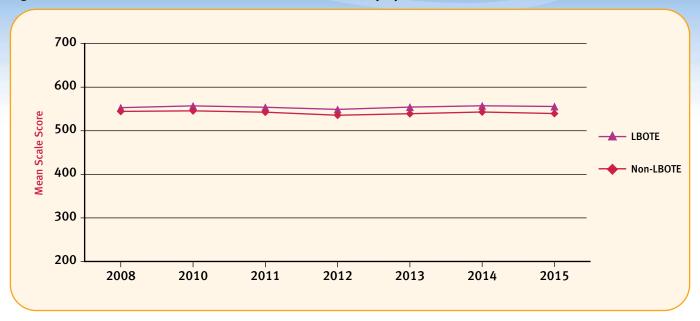


Table TS.N12: Achievement of Year 7 Students in Numeracy by LBOTE Status, Australia, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
LBOTE	Mean / (S.D.)	553.0 (84.8)	557.1 (85.3)	553.9 (87.0)	549.0 (87.6)	554.3 (85.6)	557.3 (85.5)	555.7 (80.8)	-	•
LBUIE	% at or above NMS	93.6	93.3	92.7	92.4	93.6	93.9	95.2	-	•
Non LDOTE	Mean / (S.D.)	544.4 (70.3)	545.7 (68.6)	542.6 (69.7)	535.6 (69.5)	539.1 (66.5)	543.0 (68.5)	539.5 (64.2)	-	•
Non-LBOTE	% at or above NMS	96.0	95.6	95.0	94.2	95.5	95.6	96.2	-	•

Figure TS.N13: Achievement of Year 9 Students in Numeracy by LBOTE Status, Australia, 2008, 2010–2015.

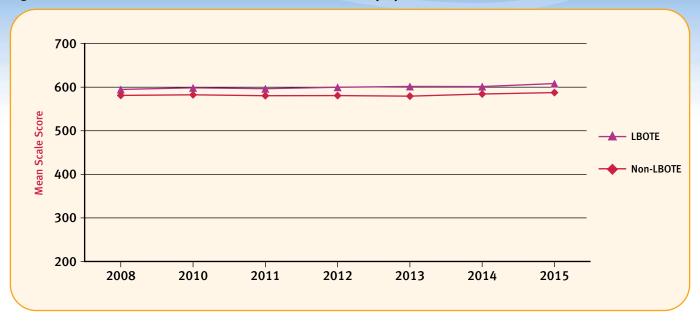


Table TS.N13: Achievement of Year 9 Students in Numeracy by LBOTE Status, Australia, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
LBOTE	Mean / (S.D.)	594.8 (80.9)	598.5 (84.9)	596.5 (84.5)	599.8 (86.0)	601.7 (98.5)	601.4 (83.6)	608.3 (80.3)	-	-
LBUIE	% at or above NMS	93.0	91.5	91.6	92.8	89.8	93.2	95.3	Δ	Δ
Non-LBOTE	Mean / (S.D.)	581.1 (67.3)	582.5 (66.1)	580.4 (68.0)	580.7 (67.9)	579.4 (76.9)	584.3 (66.5)	587.6 (63.1)	•	•
NUII-LBUTE	% at or above NMS	94.2	93.6	93.5	94.1	90.9	94.5	95.9	Δ	-

Figure TS.N14: Achievement of Students in Numeracy, NSW, 2008, 2010-2015.

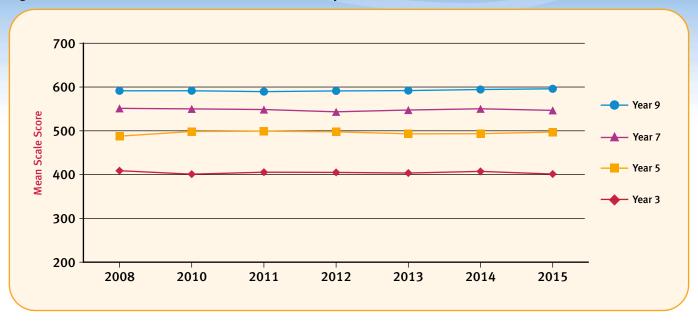


Table TS.N14: Achievement of Students in Numeracy, NSW, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	591.4 (75.1)	591.5 (77.0)	589.5 (78.0)	591.1 (79.1)	591.9 (90.7)	594.3 (77.2)	596.0 (73.7)	-	-
real 9	% at or above NMS	94.7	93.1	93.0	93.7	90.4	94.5	95.8	-	•
Year 7	Mean / (S.D.)	551.3 (78.3)	550.1 (77.5)	548.6 (79.5)	543.4 (80.4)	547.5 (77.4)	550.3 (77.7)	546.7 (74.4)	-	-
rear /	% at or above NMS	96.0	94.9	94.4	93.8	95.1	95.5	96.1	•	•
Year 5	Mean / (S.D.)	487.8 (72.4)	498.4 (73.6)	499.3 (72.5)	497.7 (73.5)	493.1 (76.8)	493.4 (71.1)	497.2 (71.5)	•	•
rear 5	% at or above NMS	94.4	94.7	95.4	94.5	93.9	94.3	95.4	•	•
Year 3	Mean / (S.D.)	408.9 (70.6)	401.0 (73.0)	405.5 (71.4)	405.0 (73.5)	403.6 (67.4)	407.3 (74.2)	401.3 (76.2)	-	•
iedi 5	% at or above NMS	96.9	95.0	96.5	95.1	96.4	95.4	94.7	∇	•

Figure TS.N15: Achievement of Students in Numeracy, Vic, 2008, 2010–2015.

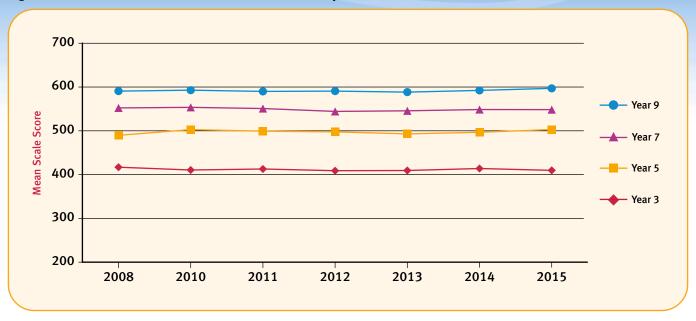


Table TS.N15: Achievement of Students in Numeracy, Vic, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	590.7 (66.6)	592.8 (67.0)	590.0 (68.6)	590.7 (69.7)	588.4 (77.9)	592.3 (68.7)	597.0 (67.1)	-	-
real 9	% at or above NMS	95.2	94.8	94.6	95.0	92.2	94.8	95.6	-	•
Year 7	Mean / (S.D.)	552.3 (69.4)	553.6 (69.8)	550.9 (70.0)	544.3 (70.8)	545.7 (67.7)	548.6 (69.4)	548.4 (66.1)	-	•
real /	% at or above NMS	96.5	96.1	95.8	95.0	95.7	95.5	96.3	-	•
Year 5	Mean / (S.D.)	489.7 (65.8)	502.7 (65.2)	499.2 (64.7)	497.6 (65.6)	493.0 (67.5)	496.6 (65.2)	502.9 (65.1)	Δ	•
rear 5	% at or above NMS	94.6	95.7	95.6	95.0	94.4	94.7	95.8	•	•
Year 3	Mean / (S.D.)	416.9 (63.8)	410.5 (69.0)	412.8 (68.3)	408.9 (67.6)	409.4 (62.8)	413.9 (69.1)	409.7 (72.2)	-	•
Teal 3	% at or above NMS	96.5	95.4	96.2	95.6	96.2	95.5	95.3	-	•

Figure TS.N16: Achievement of Students in Numeracy, Qld, 2008, 2010-2015.

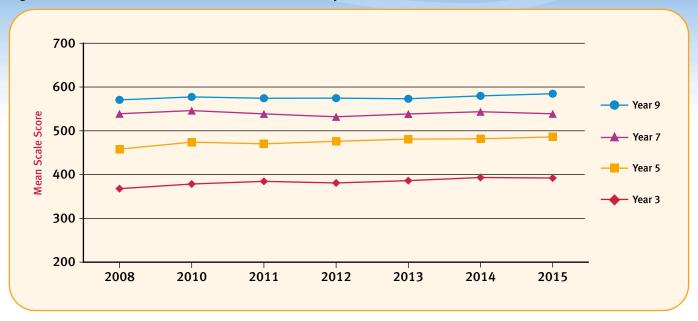


Table TS.N16: Achievement of Students in Numeracy, Qld, 2008, 2010–2015.

		2008	8 2010						Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	570.7 (66.2)	577.4 (63.0)	574.4 (65.7)	574.6 (64.4)	573.2 (74.5)	579.8 (64.1)	584.7 (59.9)	Δ	-
real 9	% at or above NMS	92.4	93.1	92.8	93.7	90.1	94.2	96.3	Δ	Δ
Year 7	Mean / (S.D.)	539.0 (70.4)	546.2 (68.2)	538.7 (68.3)	532.0 (67.5)	538.5 (65.7)	543.6 (69.1)	538.9 (62.9)	-	-
rear /	% at or above NMS	94.9	95.4	94.6	93.8	95.4	95.3	96.2	•	•
Year 5	Mean / (S.D.)	458.2 (62.7)	474.1 (63.8)	470.3 (59.8)	476.1 (66.7)	481.1 (66.7)	481.7 (66.4)	486.0 (63.4)	Δ	-
leai 3	% at or above NMS	90.4	92.6	93.4	91.7	93.6	93.1	95.5	Δ	Δ
Year 3	Mean / (S.D.)	367.9 (67.0)	378.5 (65.9)	384.6 (66.9)	380.9 (69.9)	386.2 (62.0)	393.4 (70.6)	392.2 (70.5)	Δ	•
ieai 5	% at or above NMS	92.0	93.4	95.2	92.7	95.8	94.6	95.0	Δ	-

Figure TS.N17: Achievement of Students in Numeracy, WA, 2008, 2010-2015.

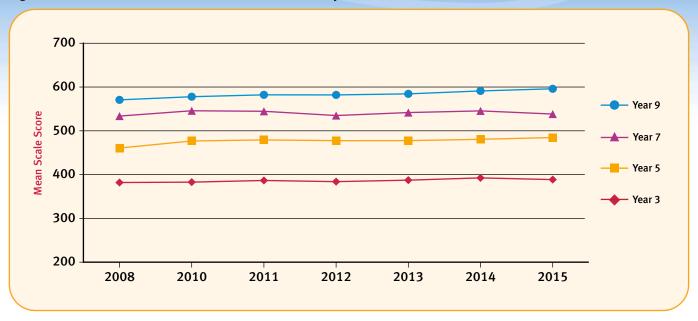


Table TS.N17: Achievement of Students in Numeracy, WA, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	570.7 (66.6)	577.9 (68.5)	582.2 (72.1)	582.0 (71.7)	584.4 (80.9)	591.1 (69.8)	596.0 (66.7)	Δ	•
leal 9	% at or above NMS	92.3	92.0	92.1	93.1	90.8	94.7	96.4	Δ	Δ
Year 7	Mean / (S.D.)	533.7 (68.7)	545.8 (70.2)	544.6 (72.0)	534.9 (70.9)	541.7 (71.1)	545.5 (72.1)	538.3 (67.3)	•	•
rear /	% at or above NMS	94.7	94.8	94.7	93.9	95.1	95.4	95.6	•	•
Year 5	Mean / (S.D.)	460.7 (63.4)	476.8 (68.1)	479.2 (66.3)	477.5 (70.3)	477.6 (69.7)	480.6 (70.4)	484.7 (68.0)	Δ	•
rear 5	% at or above NMS	91.1	92.3	93.4	91.7	92.7	92.2	94.3	Δ	Δ
Year 3	Mean / (S.D.)	381.9 (66.4)	382.8 (69.8)	386.6 (68.7)	383.9 (72.8)	387.3 (64.7)	392.5 (74.1)	388.6 (74.7)	•	•
icai j	% at or above NMS	94.5	93.5	95.3	92.5	95.4	93.8	93.7	•	•

Figure TS.N18: Achievement of Students in Numeracy, SA, 2008, 2010–2015.



Table TS.N18: Achievement of Students in Numeracy, SA, 2008, 2010–2015.

									Nature differ	of the rence
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	571.1 (62.8)	573.1 (64.6)	572.0 (66.5)	573.3 (65.6)	571.7 (72.3)	573.6 (62.8)	578.9 (60.4)	•	-
fedi 9	% at or above NMS	92.0	92.1	91.7	92.9	90.1	92.6	95.0	Δ	Δ
Year 7	Mean / (S.D.)	536.2 (67.7)	538.5 (65.8)	534.9 (67.9)	529.1 (67.0)	530.8 (64.6)	533.9 (65.0)	532.7 (60.7)	-	-
rear /	% at or above NMS	94.5	95.2	93.9	93.5	94.6	94.8	95.8	•	•
Year 5	Mean / (S.D.)	460.4 (60.7)	472.6 (64.2)	470.9 (60.8)	471.9 (64.7)	467.4 (63.7)	470.9 (64.1)	477.9 (62.4)	Δ	-
leai 3	% at or above NMS	90.5	92.2	93.1	91.7	92.0	91.8	94.0	Δ	Δ
Year 3	Mean / (S.D.)	388.8 (64.9)	379.9 (66.8)	379.4 (64.9)	377.4 (67.9)	379.9 (61.3)	385.4 (68.8)	382.1 (70.2)	•	•
leary	% at or above NMS	93.8	93.2	94.1	91.9	94.4	93.2	92.8	-	-

Figure TS.N19: Achievement of Students in Numeracy, Tas, 2008, 2010–2015.

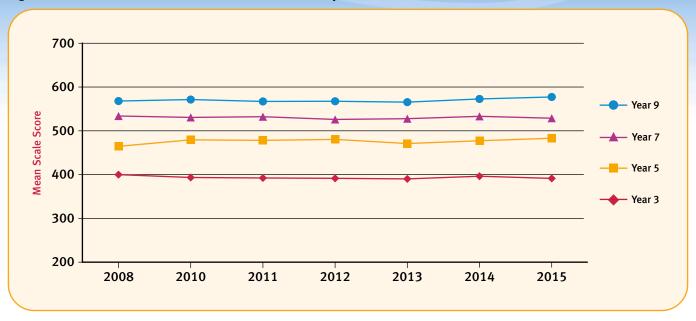


Table TS.N19: Achievement of Students in Numeracy, Tas, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	568.0 (65.1)	571.4 (61.8)	567.1 (66.3)	567.5 (65.0)	565.5 (73.5)	572.8 (63.0)	577.3 (60.0)	-	-
real 9	% at or above NMS	92.3	92.4	90.9	92.4	88.0	93.5	95.8	Δ	Δ
Year 7	Mean / (S.D.)	533.8 (67.5)	530.6 (67.0)	532.2 (70.5)	526.0 (67.8)	527.7 (65.1)	533.1 (66.7)	528.8 (60.3)	-	-
real /	% at or above NMS	95.2	94.2	92.6	93.2	94.5	94.8	96.0	-	•
Year 5	Mean / (S.D.)	464.6 (62.9)	479.4 (67.2)	478.2 (65.2)	480.4 (69.0)	471.0 (66.0)	477.3 (66.2)	483.1 (65.0)	Δ	-
rear 5	% at or above NMS	92.1	93.2	93.9	92.6	92.4	92.6	94.9	Δ	Δ
Year 3	Mean / (S.D.)	399.9 (67.7)	393.4 (72.4)	392.3 (70.9)	391.5 (72.1)	390.2 (67.1)	396.3 (72.8)	391.3 (72.9)	•	•
ieai 5	% at or above NMS	96.7	94.6	95.4	93.9	95.4	94.5	94.0	∇	-

Figure TS.N20: Achievement of Students in Numeracy, ACT, 2008, 2010-2015.

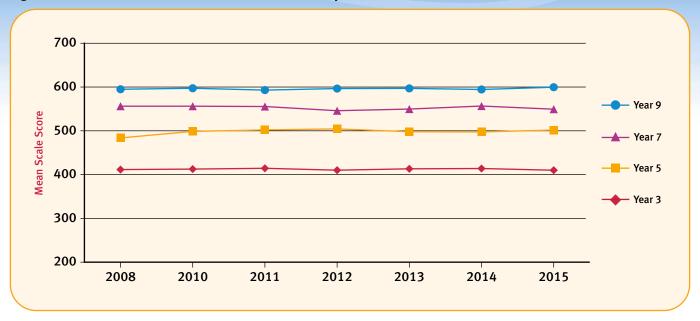


Table TS.N20: Achievement of Students in Numeracy, ACT, 2008, 2010–2015.

									Nature of the difference	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	594.9 (68.0)	597.2 (69.5)	593.0 (71.9)	596.5 (72.5)	596.9 (80.3)	594.4 (69.8)	599.6 (66.6)	•	-
real 9	% at or above NMS	96.6	94.7	94.6	95.5	92.9	94.9	95.2	•	•
Year 7	Mean / (S.D.)	556.2 (71.0)	556.2 (69.1)	555.5 (71.8)	545.9 (72.0)	549.7 (66.7)	556.6 (69.1)	549.4 (65.7)	•	•
real /	% at or above NMS	97.1	96.8	95.7	95.0	95.8	96.3	96.7	•	•
Year 5	Mean / (S.D.)	483.8 (64.1)	498.7 (65.0)	502.0 (63.9)	504.4 (66.6)	497.9 (70.5)	497.4 (64.9)	501.8 (63.3)	Δ	•
rear 5	% at or above NMS	94.9	95.3	95.4	95.8	95.0	95.9	96.5	•	•
Year 3	Mean / (S.D.)	411.5 (66.8)	412.6 (68.0)	414.4 (70.5)	410.1 (68.2)	413.2 (63.0)	413.9 (69.6)	410.0 (70.5)	•	•
redi 5	% at or above NMS	96.4	96.6	96.5	96.5	96.6	96.5	96.0	•	•

Figure TS.N21: Achievement of Students in Numeracy, NT, 2008, 2010–2015.

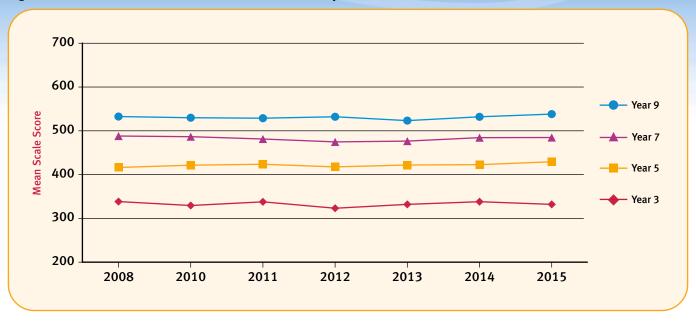


Table TS.N21: Achievement of Students in Numeracy, NT, 2008, 2010–2015.

									Nature differ	
Students		2008	2010	2011	2012	2013	2014	2015	2008 vs. 2015	2014 vs. 2015
Year 9	Mean / (S.D.)	532.6 (83.5)	529.9 (88.4)	528.8 (81.7)	532.1 (80.8)	523.3 (94.9)	532.0 (83.5)	538.2 (72.3)	-	•
fedi 9	% at or above NMS	74.1	70.5	72.6	74.0	68.2	74.2	79.1	•	•
Year 7	Mean / (S.D.)	488.1 (84.0)	486.6 (90.1)	481.3 (90.1)	474.7 (90.2)	476.5 (82.3)	484.4 (84.5)	484.7 (81.2)	-	•
fedi /	% at or above NMS	75.9	72.4	71.7	70.5	72.3	74.4	77.4	-	•
Year 5	Mean / (S.D.)	416.3 (81.0)	421.5 (92.1)	423.6 (79.0)	417.6 (94.4)	421.9 (83.0)	422.7 (87.0)	429.3 (83.2)	•	
rear 5	% at or above NMS	69.1	69.2	72.5	66.5	69.7	68.2	72.7	•	•
Year 3	Mean / (S.D.)	338.4 (86.3)	329.4 (90.8)	337.8 (81.8)	323.2 (96.6)	332.0 (83.3)	338.1 (96.6)	332.0 (86.7)	-	•
Teal 3	% at or above NMS	77.0	72.4	79.1	70.0	75.7	73.0	75.0	-	•

NAPLAN Commentary on 2008, 2010–2015 Time series

Reading

Figure TS.R1 represents national mean scale scores in reading from 2008 and between 2010 and 2015 and Table TS.R1 provides the national mean scores and standard deviations along with the percentages of students estimated to be working at or above the national minimum standard. The table also indicates the 'nature of the difference' between means, or percentages, between 2008 and 2015 and between 2014 and 2015. The 'nature of the difference' refers to whether: 1) the difference is statistically significant at the five percent level and 2) the effect size for the difference is of sufficient size to be worth further consideration. A difference that is statistically significant is one in which apparent differences could not have resulted simply from random fluctuations across the cohorts or from differences between the tests. A significant difference is considered to be worth further consideration if its 'effect size' is sufficiently large. An effect size considers the difference between means in relation to the spread of scores for the groups to which those means refer. For differences between means an effect size greater than 0.5 (i.e. more than half the spread) is considered to be 'substantial' and an effect size between 0.2 and 0.5 inclusive (i.e. more than one fifth of the spread) is considered to be 'moderate'. Similar criteria apply to the effect sizes for differences between percentages. In this commentary, an expression such as 'there was a change over time' means that the change was statistically significant and its size was moderate and an expression such as 'there was no change over time' means that there was no change that met the joint criteria of being statistically significant and having an effect size greater than 0.2. Where there was an increase that met these criteria (i.e. significant and an effect size greater than 0.2) it is referred to as an improvement.

Year 3 Reading

Results in Table TS.R1 indicate that there was an improvement of 25 score points in Year 3 mean reading achievement at a national level from 2008 to 2015. This is a change of approximately 0.3 of a standard deviation which is considered a moderate improvement. The increase of 7 score points in the national mean between 2014 and 2015 did not meet the criteria related to statistical significance and effect size (see above) but it did stand out because it followed a period of small annual changes between 2012 and 2014. There was an increase of 3 percentage points (from 92.1 to 94.6 percent) in the numbers of Year 3 students performing at or above the national minimum standard between 2008 and 2015 but the change between 2014 and 2015 was just one percentage point.

Table TS.R2 shows that this pattern of improvement in mean reading achievement from 2008 to 2015 applied to both male (an increase of 24 score points) and female students (an increase of 27 score points). In other words, the difference between male and female students in mean reading achievement that was evident in 2008 remained almost the same in 2015. In 2015, the mean for female students was higher than the mean for male students by 18 score points. This corresponded to a difference of 3 percentage points in the proportions of male and female students attaining the national minimum standard.

Table TS.R6 also shows that the improvement in mean reading achievement from 2008 to 2015 was evident for both Indigenous (by 30 points) and non-Indigenous students (by 26 points). Non-Indigenous students scored higher than Indigenous students by approximately 90 points in both 2008 and 2015. The apparent increases in mean reading achievement between 2014 and 2015 for both Indigenous (11 points) and non-Indigenous students (8 points) did not satisfy the criteria of statistical significance and effect size. Over the period from 2012 to 2015, the mean reading achievement for Indigenous students fluctuated (appearing to rise in 2013, fall in 2014 and rise again in 2015). It is the general trend that is important rather than transient year to year changes. Importantly, the increased percentage of students at or above the national minimum standard between 2008 and 2015 appeared to be greater for Indigenous students (10 percentage points) than non-Indigenous students (2 percentage points).

There was no difference in the increases between 2008 and 2015 in the mean reading achievement for Year 3 students between those from a language background other than English (LBOTE) (26 points) and those whose language background was English (non-

LBOTE) (25 Points); both groups of students improved by similar amounts. The apparent increases in mean reading achievement between 2014 and 2015 (11 points for LBOTE students and 6 points for non-LBOTE students) did not satisfy the criteria related to statistical significance and effect size. There had been no significant difference in mean reading scores of non-LBOTE compared with LBOTE students in either 2008 or 2015. There was an increase in the percentages of both LBOTE (3 percentage points) and non-LBOTE students (2 percentage points) at Year 3 performing at or above the national minimum standard between 2008 and 2015.

Tables TS.R14 through TS.R21 contain Year 3 achievement data for each jurisdiction. Over the period from 2008 to 2015, there were increases in mean reading achievement in Queensland (47 points), the Northern Territory (30 points), Western Australia (26 points), the ACT (22 points), Victoria (19 points), New South Wales (17 points) and Tasmania (17 points). The differences among jurisdictions in the magnitudes of the increases in mean reading achievement invite consideration of what differences in policy and practice were associated with these increases. In all jurisdictions there were, however, no improvements in mean reading achievement between 2014 and 2015 that satisfied the criteria of statistical significance and effect size. In Queensland, there had been an increase of about 8 percentage points, and in Western Australian an increase of about 4 percentage points, in the percentage of students performing at or above the national minimum standard from 2008 to 2015. There were no changes between 2014 and 2015 in any jurisdiction in the percentages of students performing at or above the national minimum standard.

Year 5 Reading

Table TS.R1 shows that there was no change in the national mean reading achievement for Year 5 students between 2008 and 2015 (despite an apparent difference of 14 points). There had been an improvement of 16 score points in the mean reading achievement for Year 5 students over the period from 2008 to 2014. The small non-significant drop between 2014 and 2015 meant that the overall change from 2008 to 2015 did not satisfy the effect size criterion. There appears to have been a plateau in reading achievement from 2013 to 2015. The table also shows no change in the percentage of students working at or above the national minimum standard from 2008 to 2015.

As shown in Table TS.R3, there were no changes in mean reading achievement between 2008 and 2015 for either male or female students. For female students, there was an increase of 2 percentage points between 2008 and 2015 in the percentage of students working at or above the national minimum standard. However, for both male and female students there was no change in the percentage working at or above the national minimum standard between 2014 and 2015.

Table TS.R7 shows that there was a moderate improvement of 22 score points in the mean reading score for Year 5 Indigenous students between 2008 and 2015 but no change between 2014 and 2015. For non-Indigenous students, there was no change in the Year 5 mean reading score between 2008 and 2015 or between 2014 and 2015. The percentage of Indigenous students working at or above the national minimum standard increased from 63 to 74 percent over the period from 2008 to 2015, but there was no change for non-Indigenous students.

Table TS.R11 shows that between 2008 and 2015 there was an improvement of 17 score points in the Year 5 mean reading achievement of LBOTE students, but no change among non-LBOTE students (the change tended to be in the same direction but was of slightly smaller magnitude). For both LBOTE and non-LBOTE students, there were no changes between 2014 and 2015 in either mean reading achievement or the percentages of students working at or above the national minimum standard.

As seen in Tables TS.R14 through TS.R21, there were moderate increases in mean reading scores among Year 5 students over the period from 2008 to 2015 in Queensland (28 score points), the ACT (18 score points), Tasmania (17 score points) and Western Australia (15 score points). There was an increase between 2008 and 2015 in the percentage of students working at or above the national minimum standard in Queensland from 87 to 94 percent and in, Western Australia from 89 to 92 percent. There were

NAPLAN Commentary on 2008, 2010-2015 Time series

no changes between 2014 and 2015 in mean reading scores among Year 5 students in any jurisdiction or in the percentages of students working at or above the national minimum standard.

Year 7 Reading

Results in Table TS.R1 indicate that nationally there was no change in mean reading achievement for Year 7 students from 2008 to 2015 or from 2014 to 2015. Nor was there any change in the percentages of students working at or above the national minimum standard. The same patterns were evident for male and female students (Table TS.R4).

There was an increase of 18 score points in the mean reading scores for Year 7 Indigenous students from 2008 to 2015 (Table TS.R8). Concomitantly, there was an increase from 72 to 81 percent in the percentage of Year 7 Indigenous students who were reading at or above the national minimum standard. For non-Indigenous students there was no change over the same time period in either mean reading achievement or the percentages attaining the national minimum standard. There was no change in either performance indicator between 2014 and 2015 for either Indigenous or non-Indigenous students.

There was an increase of 15 score points in the mean reading scores for Year 7 LBOTE students from 2008 to 2015 and an increase from 91 to 94 percent in the percentage of Year 7 LBOTE students who were reading at or above the national minimum standard (Table TS.R8). There was no change over the same time period for non-LBOTE students in either mean reading achievement or the percentages attaining the national minimum standard. There were no changes, for either LBOTE or non-LBOTE students, in either performance indicator between 2014 and 2015.

Jurisdictional results in Tables TS.R14 through TS.R21 show increases in mean reading achievement among Year 7 students in Queensland and Western Australia, but not in any other jurisdiction, over the period from 2008 to 2015. In Queensland, the overall increase was 15 score points to which the largest contribution was from 2013 to 2014. One way of interpreting the Queensland pattern is that the improvement shown in Year 3 from 2008 to 2011 flowed on to improvements in Year 5 in 2012 and 2013 and then to Year 7 in 2014 and 2015. In Western Australia, the overall increase from 2008 to 2015 was 14 points with the annual changes fluctuating somewhat. There was no increase in mean Year 7 reading achievement between 2014 and 2015 in any jurisdiction. There were increases in the percentage of Year 7 students working at or above the national minimum standard between 2008 and 2015 only in Queensland (from 93 to 96 percent) and Western Australia (from 93 to 95 percent). No jurisdiction recorded a change between 2014 and 2015 in the percentages of Year 7 students working at or above the national minimum standard.

Year 9 Reading

For Australia overall, there was no change in the mean Year 9 reading achievement, or in the percentages of Year 9 students working at or above the national minimum standard, from 2008 to 2015 or from 2014 to 2015 (TS.R1). The same pattern of stability was evident for male and female students in Year 9, as shown in Table TS.R5.

Mean reading achievement for Indigenous and non-Indigenous students in Year 9 (Table TS.R9) did not change from 2008 to 2015 or from 2014 to 2015. There was also no change in the percentage of Indigenous Year 9 students working at or above the national minimum standard from 2008 to 2015 or from 2014 to 2015.

Mean reading achievement scores for Year 9 LBOTE and non-LBOTE students, as well as the percentages of Year 9 students working at or above the national minimum standard, did not change between 2008 and 2015 or between 2014 and 2015.

Very few changes were evident in jurisdictional data. There was an increase of 15 score points between 2008 and 2015 in the mean reading achievement scores for Year 9 students in Western Australia. However, there were no other examples of changes in mean reading achievement scores for Year 9. There was just one example of change in the percentages of Year 9 students working at or above the national minimum standard. In the ACT, there was a decline (3 percentage points) in mean reading achievement between 2008 and 2015.

Summary of trends in Reading

There appear to have been improvements, nationally, in Year 3 reading achievement from 2008 to 2015. The improvement in mean reading achievement is equally evident for male and female students, for Indigenous and non-Indigenous students and among LBOTE and non-LBOTE students. Among Indigenous students in Year 3, there was an encouraging increase in the percentage of students attaining the national minimum standard. There has been a focus on reading in the early school years in most jurisdictions and this appears to have resulted in general improvements in reading achievement. The magnitudes of those improvements vary among jurisdictions from 47 points in Queensland to 17 points in New South Wales and Tasmania. Only in South Australia has there been no appreciable improvement in Year 3 reading achievement over the period since 2008. These jurisdictional differences suggest that a systematic investigation of the structural and pedagogical changes introduced in the early school years (and perhaps the preschool years) might be informative and fruitful.

In Year 5, there was no overall improvement in mean reading achievement over the period from 2008 to 2015. However, there was an improvement in reading achievement among Year 5 Indigenous students (but not for non-Indigenous students) and Year 5 LBOTE students (but not for non-LBOTE students). These encouraging results cannot be explained using the data available from NAPLAN but they do suggest areas for further investigation. In Year 5, there were also differences among jurisdictions with improvements in reading achievement evident in Queensland, Western Australia, Tasmania and the ACT.

At Year 7, improvements in mean reading achievement over the period from 2008 to 2015 were evident among Indigenous students (but not for non-Indigenous students) and among LBOTE students (but not for non-LBOTE students). Although there was no improvement in the national mean reading achievement at Year 7 there were improvements in Queensland and Western Australia. In these jurisdictions this improvement could possibly be attributed, in part, to a flow through of improvements noted for Year 5 and Year 3 in earlier cycles of NAPLAN.

At Year 9, reading achievement has been stable from 2008 to 2015 in the mean score and the percentage of students working at or above the national minimum standard. This stability is evident for male and female students, Indigenous and non-Indigenous students, and LBOTE and non-LBOTE students. Only in Western Australia was there an increase in mean reading achievement scores, and only in the ACT was there a decrease in the percentage of students achieving at or above the national minimum standard.

Numeracy

Figure TS.N1 represents the trends in national mean scale scores in numeracy from 2008 to 2015 and Table TS.N1 shows the national mean scores and standard deviations along with the percentages of students estimated to be working at or above the national minimum standard. The table also indicates whether the differences in mean scores, and percentages working at the national minimum standard between 2008 and 2015 and between 2014 and 2015 can be considered to be worth further consideration in terms of the criteria specified above.

Year 3 Numeracy

Results in Table TS.N1 indicate that there was no change in mean Year 3 numeracy achievement at a national level from 2008 to 2015 or from 2014 to 2015. Table TS.N2 shows that there were no changes in mean numeracy achievement over these periods among either male or female students.

There was no change in mean numeracy achievement for Year 3 Indigenous or non-Indigenous students between 2008 and 2015, or between 2014 and 2015 (Table TS.N6). Nor were there any changes in the percentages of Indigenous and non-Indigenous Year 3 students working at or above the national minimum standard between 2008 and 2015 or between 2014 and 2015. The mean numeracy achievement for Year 3 LBOTE students, as for Year 3 non-LBOTE students, did not change over the period from 2008 to 2015 or between 2014 and 2015 (Table TS.N10).

NAPLAN Commentary on 2008, 2010-2015 Time series

Among the eight jurisdictions, only Queensland recorded an increase in Year 3 mean numeracy achievement over the period from 2008 to 2015 (by 24 points). In Queensland, there was also an increase (3 percentage points) from 2008 to 2015 in the percentage of Year 3 students working at or above the national minimum standard. In two jurisdictions (New South Wales and Tasmania), there were declines (of 2 and 3 percentage points respectively) between 2008 and 2015 in the percentages of Year 3 students working at or above the national minimum standard. No jurisdiction showed a change from 2014 to 2015 in the mean Year 3 numeracy achievement or the percentage of Year 3 students working at or above the national minimum standard.

Year 5 Numeracy

There was an increase in mean Year 5 numeracy achievement at a national level from 2008 to 2015 and in the percentage of students working at or above the national minimum standard (Table TS.N1). There were no changes over the period from 2014 to 2015.

The overall increase in mean numeracy achievement was also evident in the increased mean numeracy achievements of male and female students in Year 5 between 2008 and 2015 (Table TS.N3). In addition, there was an increase in the percentage of female students in Year 5 who attained the national minimum standard (by 3 percentage points) and an increase in that percentage between 2014 and 2015.

Table TS.N7 shows that there was an increase in the mean numeracy achievement among Indigenous students (20 points) in Year 5 over the period from 2008 to 2015 that was similar to the increase for non-Indigenous students (17 points). Similarly, there were increases in the percentages of Year 5 Indigenous and non-Indigenous students, working at or above the national minimum standard. In addition, there was an increase between 2014 and 2015 in the percentage of Indigenous students (by 8 percentage points) working at or above the national minimum standard. Table TS.N11 shows that an overall increase between 2008 and 2015 in the mean numeracy achievement and in the percentage of students working at or above the national minimum standard was evident for both LBOTE and non-LBOTE students for Year 5.

Jurisdictional results for Year 5 numeracy achievement (Tables TS.N14 through TS.N21) indicate that in six jurisdictions there were improvements between 2008 and 2015 in the mean numeracy achievement for Year 5 students: Queensland (28 score points), Western Australia (24 score points), Tasmania (19 score points), South Australia (18 points), the ACT (18 points) and Victoria (13 points). In Queensland, Western Australia, South Australia and Tasmania there were also increases (by 3 to 5 percentage points) in the percentage of students working at or above the national minimum standard. In Queensland, Western Australia, South Australia and Tasmania there were increases between 2014 and 2015 in the percentages of students working at or above the national minimum standard.

Year 7 Numeracy

Table TS.N1 shows that, at a national level, there was no change in mean Year 7 numeracy achievement, or in the percentage of students working at or above the national minimum standard, from 2008 to 2015 or from 2014 to 2015. Table TS.N4 indicates that there were also no changes in any of these statistics for male and female students separately.

There were no changes in the mean numeracy scores or the percentages of students working at or above the national minimum standard for Indigenous students either from 2008 to 2015 or from 2014 to 2015 (Table TS.N8). This pattern was the same as for non-Indigenous students. There were also no changes in any of the indicators of numeracy achievement for LBOTE and non-LBOTE students (Table TS.N12).

Jurisdictional means for numeracy achievement in Year 7, along with the percentages of students working at or above the national minimum standard, are shown in Tables TS.N14 through TS.N21. There were no changes in mean scores, or the percentages of Year 7 students working at or above the national minimum standard, from 2008 to 2015 or from 2014 to 2015 in any of the eight jurisdictions.

Year 9 Numeracy

Table TS.N1 shows no change in mean Year 9 numeracy achievement from 2008 to 2015 or from 2014 to 2015. However, there were increases in the percentages of students working at or above the national minimum standard between 2008 and 2015 and between 2014 and 2015. No changes in mean numeracy achievement are evident for male or female students (Table TS.N5). However, the increases between 2008 and 2015 in the percentages of students working at or above the national minimum standard were evident for both male and female students and between 2014 and 205 for female students.

There was an increase in the mean Year 9 numeracy achievement from 2008 to 2015 for Indigenous students (17 points) but not for non-Indigenous students (Table TS.N9). There was also an increase of 10 percentage points in the percentage of Indigenous Year 9 students working at or above the national minimum standard, from 2008 to 2015 (compared to an increase of 2 percentage points for non-Indigenous students). This increase was contributed to by increases between 2013 and 2014 (11 percentage points) and between 2014 and 2015 (7 percentage points).

Data for Year 9 LBOTE students are shown in Table TS.N13. Those trends show no change in mean numeracy achievement even though there were increases in the percentages working at or above the national minimum standard.

Over the period from 2008 to 2015, there were increases in mean Year 9 numeracy achievement for Western Australia (25 points) and Queensland (14 points). Over the same period there were increases in the percentages of Year 9 students (by 3 or 4 percentage points) working at or above the national minimum standard in Queensland, Western Australia, South Australia and Tasmania. Between 2014 and 2015, there were increases in the percentages of Year 9 students working at or above the national minimum standard in Queensland, Western Australia, South Australia and Tasmania.

Summary of trends in Numeracy

Numeracy achievement at the national level in Years 3, Year 7 and Year 9 has remained unchanged from 2008 to 2015. However, there has been an improvement in numeracy at Year 5. The improvement in numeracy at Year 5 was evident for all groups of students considered and across six jurisdictions: Queensland (28 score points), Western Australia (24 score points), Tasmania (19 score points), South Australia (18 points), the ACT (18 points) and Victoria (13 points). There were instances of change in some jurisdictions at other year levels. In Queensland, there were improvements in numeracy in Year 3 and Year 9. In Western Australia, there was an improvement in mean numeracy achievement in Year 9. However, across all jurisdictions there are few instances of changes in mean numeracy achievement over the period from 2008 to 2015.

Notes on reporting of participation

Notes for Table CP1 (all students)

Exempt students are deemed not to have met the national minimum standard and are included in the calculation of participation rates.

For 2008:

- The participation (%) rates are taken from Tables *.A1 in the 2008 National Report. These participation rates count both students who sat the test and exempt students, and are correct to one decimal place.
- The exempt (%) rates are taken from Tables *.R1 and *.N1 in the 2008 National Report. These exempt rates are correct to one decimal place.
- The absent (%) rates are taken from Tables *.A3 in the 2008
 National Report, and are for absent and withdrawn students combined. These absent rates are correct to the nearest integer.
- Absent and withdrawn rates were reported combined, as one category, in the 2008 and 2009 NAPLAN National Reports. The absent rates for 2008 thus include both absent and withdrawn students and the withdrawn (%) rates have been left blank in this table.

Notes for Table CP2 (by Indigenous Status)

Exempt students are deemed not to have met the national minimum standard and are included in the calculation of participation rates.

For 2008:

- The participation (%) rates for Indigenous students are taken from Tables *.A2 in the 2008 National Report. These participation rates count both students who sat the test and exempt students, and are correct to one decimal place.
- The exempt (%) rates for Indigenous students are taken from Tables *.R3 and *.N3 in the 2008 National Report. These exempt rates are correct to one decimal place.
- The absent (%) rates for Indigenous students are taken from Tables *.A4 of the 2008 National Report, and are for absent and withdrawn students combined. These absent rates are correct to the nearest integer.
- Participation rates for non-Indigenous students were not reported in the 2008 NAPLAN National Report and have been left blank in this table.
- Absent and withdrawn rates were reported combined, as one category, in the 2008 and 2009 NAPLAN National Reports. The absent rates for 2008 thus include both absent and withdrawn students and the withdrawn (%) rates have been left blank in this table.

Table 3.CP1: Year 3 Student Participation in Assessment, by State and Territory, 2008, 2010–2015.

				Reading					Numeracy		
State/ Territory	Year	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	85682	97.2	3		0.9	85364	96.9	3		0.9
	2010	84964	97.2	1.7	1.1	1.8	84756	97.0	2.0	1.0	1.7
	2011	85336	97.3	1.8	0.9	1.6	85115	97.0	2.1	0.9	1.6
NSW	2012	86315	97.0	2.0	1.0	1.7	85981	96.6	2.4	1.0	1.7
	2013	87333	97.2	1.6	1.1	1.6	87078	96.9	2.0	1.1	1.6
	2014	90831	97.1	1.6	1.3	1.6	90599	96.8	1.9	1.2	1.6
	2015	94461	97.0	1.8	1.3	1.6	94089	96.6	2.2	1.2	1.6
	2008	62230	96.0	4		2.7	62133	95.8	4		2.7
	2010	60742	93.8	3.5	2.7	2.9	60559	93.5	3.9	2.6	2.9
\C	2011	62392	94.6	3.3	2.1	2.8	62300	94.4	3.6	2.0	2.8
Vic	2012	63715	94.7	2.7	2.6	2.8	63616	94.6	3.0	2.4	2.8
	2013 2014	64053 67292	94.4 94.4	2.9	2.7	2.8 3.1	63813 67241	94.1 94.3	3.4	2.6	2.8 3.0
	2014	70588	94.4	2.7	2.8	2.8	70562	94.5	2.9	2.6	2.7
	2008	55770	97.6	2.7	2.0	1.9	55507	97.1	3	2.0	1.8
	2010	36813	96.1	2.2	1.7	2.3	36714	95.9	2.6	1.6	2.2
	2011	53530	96.0	2.3	1.6	1.7	53273	95.6	2.9	1.5	1.6
Qld	2012	55629	94.8	2.7	2.6	1.5	55405	94.4	3.2	2.4	1.5
~	2013	57364	94.2	2.4	3.4	1.5	57125	93.9	2.9	3.2	1.4
	2014	59295	93.3	2.4	4.4	1.5	59079	92.9	2.9	4.2	1.4
	2015	60993	93.2	2.3	4.5	1.4	60820	93.0	2.8	4.2	1.3
	2008	26635	95.2	5		1.0	26591	95.1	5		1.0
	2010	27108	95.5	3.4	1.0	1.5	26986	95.1	4.0	0.9	1.5
	2011	27195	95.4	3.5	1.1	1.4	27154	95.3	3.7	1.0	1.3
WA	2012	28197	95.1	3.5	1.4	1.4	28061	94.7	4.0	1.3	1.4
	2013	29286	95.1	3.2	1.7	1.2	29185	94.7	3.6	1.7	1.2
	2014	30804	95.0	3.0	1.9	1.3	30677	94.6	3.5	1.9	1.2
	2015	32532	95.3	3.0	1.8	1.2	32412	94.9	3.4	1.7	1.1
	2008	18717	96.9	3		3.1	18698	96.8	3		3.1
	2010	17728	93.7	3.3	3.1	2.1	17696	93.5	3.6	2.9	2.0
CA	2011	17375	93.5	3.3	3.3	2.4	17310	93.1	3.8	3.1	2.3
SA	2012	17941	93.7	2.8	3.5	2.3	17871	93.4	3.4	3.3	2.3
	2013 2014	17589 18680	93.3 92.8	2.9 3.1	3.8 4.1	2.3	17561 18618	93.2 92.5	3.2	3.6 3.9	2.2
	2014	19079	92.8		4.1	2.3	19047	92.5	3.6	4.0	2.2
	2008	6377	96.8	3.1 3	4.2	2.3	6356	96.5	3.5 4	4.0	1.0
	2010	5942	96.0	2.4	1.5	1.3	5912	95.6	3.0	1.5	1.3
	2010	6035	96.5	2.3	1.2	1.6	6004	96.0	2.8	1.2	1.6
Tas	2012	5725	95.2	3.2	1.6	1.4	5707	94.9	3.5	1.6	1.4
5	2013	5690	95.8	2.5	1.8	1.5	5678	95.6	2.7	1.8	1.5
	2014	6107	95.5	2.7	1.8	1.9	6073	94.9	3.3	1.8	1.9
	2015	6248	94.9	2.8	2.3	1.7	6228	94.6	3.3	2.1	1.7
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Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 3.CP1 (cont.): Year 3 Student Participation in Assessment, by State and Territory, 2008, 2010–2015.

				Reading					Numeracy		
State/ Territory	Year	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	4174	95.6	4		2.1	4148	95.0	5		2.1
	2010	4029	94.9	1.7	3.4	2.2	4021	94.7	2.0	3.3	2.2
	2011	4109	93.2	2.3	4.5	2.2	4099	93.0	2.5	4.4	2.1
ACT	2012	4414	93.4	2.6	4.0	1.7	4407	93.3	2.8	4.0	1.6
	2013	4338	93.1	2.5	4.4	2.3	4336	93.1	2.7	4.2	2.2
	2014	4657	93.0	2.1	4.9	1.8	4658	93.0	2.2	4.7	1.7
	2015	4875	93.2	2.0	4.7	2.0	4873	93.2	2.4	4.5	1.9
	2008	2787	82.7	17		1.6	2800	83.1	17		1.6
NT	2010	3023	88.0	10.7	1.2	2.0	3013	87.7	11.0	1.2	2.0
	2011	3087	88.1	10.4	1.5	2.2	3058	87.2	11.3	1.5	2.2
NT	2012	2882	87.6	10.8	1.6	2.1	2831	86.0	12.3	1.7	2.0
	2013	2829	86.6	11.3	2.1	1.7	2817	86.3	11.6	2.1	1.7
	2014	3045	88.4	8.2	3.4	2.5	3056	88.7	9.3	2.1	2.5
	2015	3066	87.6	10.1	2.3	1.9	3028	86.5	11.2	2.3	1.7
	2008	262372	96.6	3		1.7	261597	96.3	4		1.7
	2010	240349	95.5	2.7	1.8	2.1	239657	95.3	3.1	1.7	2.1
	2011	259059	95.7	2.7	1.6	2.0	258313	95.4	3.1	1.5	1.9
Aust	2012	264818	95.3	2.7	2.0	2.0	263879	95.0	3.1	1.9	1.9
	2013	268482	95.2	2.5	2.3	1.9	267593	94.9	2.9	2.2	1.9
	2014	280711	94.9	2.4	2.7	2.0	280001	94.6	2.8	2.5	1.9
	2015	291842	94.9	2.4	2.7	1.9	291059	94.6	2.8	2.5	1.8

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 3.CP2: Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2010–2015.

		S			Reading					Numeracy		
State/ Territory	Year	Indigenous	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	Indig.	3432	93.6	6		1.3	3384	92.3	8		1.3
		Non-Indig.	78553	97.5				78291	97.2			
	2010	Indig. Non-Indig.	3787	94.9	3.5	1.6	2.8	3747	93.9	4.6	1.5	2.7
		Indig.	79407 3959	97.4 93.9	1.6 4.4	1.0 1.7	1.7 2.6	79245 3936	97.2 93.4	1.9 5.0	0.9 1.7	1.7 2.5
	2011	Non-Indig.	80031	97.4	1.7	0.8	1.5	79837	97.2	2.0	0.8	1.5
		Indig.	4053	94.3	4.4	1.3	3.1	3992	92.9	5.9	1.2	3.0
NSW	2012	Non-Indig.	80508	97.2	1.9	0.9	1.7	80247	96.9	2.2	0.9	1.6
		Indig.	4343	94.9	3.5	1.6	2.8	4318	94.3	4.2	1.5	2.8
	2013	Non-Indig.	81100	97.4	1.5	1.1	1.5	80875	97.1	1.9	1.0	1.5
	2047	Indig.	4695	94.8	3.2	2.0	2.8	4671	94.3	3.8	1.9	2.8
	2014	Non-Indig.	84242	97.3	1.5	1.2	1.5	84029	97.0	1.8	1.1	1.5
	2015	Indig.	5058	94.2	4.1	1.7	2.4	5017	93.4	4.9	1.7	2.3
	2015	Non-Indig.	87181	97.2	1.6	1.2	1.6	86862	96.8	2.0	1.1	1.5
	2008	Indig.	699	89.7	10		3.6	694	89.1	11		3.6
	2008	Non-Indig.	61322	96.3				61220	96.1			
	2010	Indig.	761	84.9	8.8	6.3	5.6	759	84.7	9.2	6.1	5.5
	2010	Non-Indig.	59666	94.6	3.1	2.4	2.4	59483	94.3	3.5	2.3	2.4
	2011	Indig.	786	88.1	9.1	2.8	5.0	776	87.0	10.2	2.8	5.0
		Non-Indig.	61388	95.0	3.0	1.9	2.5	61307	94.9	3.3	1.8	2.4
Vic	2012	Indig.	813	88.8	6.0	5.2	6.1	804	87.8	7.3	4.9	5.8
		Non-Indig.	62779	95.1	2.6	2.4	2.6	62691	94.9	2.9	2.2	2.6
	2013	Indig.	857	87.9	5.8	6.3	7.1	852	87.4	6.7	5.9	7.0
		Non-Indig.	62975	94.8	2.7	2.4	2.6	62738	94.5	3.2	2.3	2.5
	2014	Indig.	994	87.5	6.2	6.3	5.7	993	87.4	6.5	6.1	5.5
		Non-Indig. Indig.	66061 1037	94.9 89.1	2.5 5.6	2.6 5.3	2.8 7.3	66008 1040	94.8 89.3	2.8 6.1	2.4 4.6	2.8 7.2
	2015	Non-Indig.	69397	94.7	2.6	2.7	2.6	69370	94.6	2.8	2.6	2.5
		Indig.	3921	95.0	5	2.7	2.8	3859	93.5	6	2.0	2.8
	2008	Non-Indig.	51849	97.8	,		2.0	51648	97.4	U		2.0
		Indig.	2638	93.4	5.3	1.3	3.5	2620	92.8	5.9	1.3	3.3
	2010	Non-Indig.	34175	96.3	2.0	1.7	2.2	34094	96.1	2.3	1.6	2.1
		Indig.	4273	93.2	5.3	1.6	2.0	4196	91.5	7.0	1.5	1.9
	2011	Non-Indig.		96.3	2.1	1.6	1.7	49077	95.9	2.6	1.5	1.6
OLD	2042	Indig.	3852	91.6	5.7	2.6	2.5	3795	90.3	7.2	2.5	2.5
QLD	2012	Non-Indig.	51777	95.0	2.4	2.6	1.5	51610	94.7	2.9	2.4	1.4
	2013	Indig.	4151	90.7	5.6	3.7	2.3	4102	89.6	6.8	3.6	2.3
	2013	Non-Indig.	53213	94.5	2.1	3.4	1.4	53023	94.2	2.6	3.2	1.4
	2014	Indig.	4202	89.6	4.7	5.7	1.9	4142	88.4	6.1	5.5	1.9
	2014	Non-Indig.	54315	94.1	1.9	4.1	1.4	54168	93.8	2.3	3.9	1.4
	2015	Indig.	4186	88.6	5.5	5.9	2.6	4133	87.5	6.7	5.8	2.5
	2013	Non-Indig.	54948	93.9	2.0	4.1	1.3	54829	93.7	2.4	3.9	1.2

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 3.CP2 (cont.): Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2010–2015.

State			,			Reading					Numeracy		
Non-Indig. 23359 96.8 23328 96.7		Year	Indigenous	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
Non-Indig. 23359 86.8 12.8 0.6 1.4 1768 85.6 13.8 0.6 1.4 1768 85.6 13.8 0.6 1.4 1768 85.6 13.8 0.6 1.4 1768 85.6 13.8 0.6 1.4 1768 85.6 13.8 0.6 1.4 1768 85.6 13.8 0.6 1.4 1768 85.6 13.8 0.6 1.4 1768 85.6 13.8 0.6 1.4 1768 85.6 13.8 0.6 1.4 1768 13.8 1.5		2008				15		0.9			16		0.9
Non-Indig. 23984 96.8 2.4 0.8 1.4 23885 96.4 2.9 0.8 1.4						120	0.6	1 /			12.0	0.6	1 /
MA Morindig. 1673 85.0 14.3 0.7 1.2 1658 84.2 15.1 0.6 1.3		2010											
Non-Indig. 24802 96.2 2.7 1.1 1.4 24777 96.1 2.9 1.0 1.3													
WA 2012 Indig. 1647 85.4 13.5 1.1 1.2 1601 83.0 15.9 1.1 1.2 Mon-Indig. 2003 95.9 2.7 1.4 1.4 25956 95.6 3.1 1.3 1.4 2013 Indig. 1807 85.6 13.0 1.4 1.6 1776 84.1 14.5 1.3 1.6 2014 Indig. 26651 96.0 2.3 1.7 1.2 26583 95.7 2.6 1.6 1.2 Mon-Indig. 1903 84.8 13.1 2.0 1.1 1885 84.0 13.9 2.0 1.2 Indig. 2054 87.1 11.6 1.3 1.1 2003 84.9 13.9 1.2 1.0 Non-Indig. 161g. 29735 96.2 2.1 1.7 1.1 29065 96.0 2.5 1.6 1.1 2008 Indig. 60 84.2 2.9 1.0 6.5 3.9 595 82.2 12.0 5.8 3.		2011											
Non-Indig. 26037 95.9 2.7 1.4 1.4 25956 95.6 3.1 1.3 1.4	14/4	2042											
Non-Indig. 26651 96.0 2.3 1.7 1.2 26583 95.7 2.6 1.6 1.2 Indig.	WA	2012		26037			1.4	1.4				1.3	
Non-Indig. 16651 96.0 2.3 1.7 1.2 16583 99.7 2.6 1.6 1.2		2012	Indig.	1807	85.6	13.0	1.4	1.6	1776	84.1	14.5	1.3	1.6
Non-Indig. 28089 96.0 2.1 1.9 1.3 27984 95.6 2.5 1.8 1.2		2015									2.6		
2015 Maig. 2054 87.1 11.6 1.3 1.1 2003 84.9 13.9 1.2 1.0		2014											
Non-Indig. 29735 96.2 2.1 1.7 1.1 29665 96.0 2.5 1.6 1.1		2014											
Non-Indig. 29/35 96.2 2.1 1.7 1.1 29665 96.0 2.5 1.6 1.1		2015											
SA 2018 Non-Indig. 17689 98.7 17664 98.5							1.7					1.6	
Page 100 Indig. 600 82.9 10.6 6.5 3.9 595 82.2 12.0 5.8 3.9 10.6 10.5		2008				4		5.2			3		5.2
SA 2010 Non-Indig. 16896 94.2 2.9 2.9 2.0 16866 94.0 3.2 2.7 1.9						10.6	<i>(</i>	2.0			12.0	F 0	2.0
SA 2011		2010											
SA 2012 Non-Indig. 16392 94.3 2.6 3.0 2.2 16323 93.9 3.2 2.9 2.1													
SA 2012 Indig. 617 84.3 8.5 7.2 5.7 621 84.8 8.5 6.7 5.6 Non-Indig. 16780 94.2 2.5 3.4 2.1 16706 93.7 3.1 3.1 2.1 2013 Indig. 624 83.2 9.3 7.5 4.4 617 82.3 10.3 7.5 4.4 2014 Indig. 694 81.3 11.1 7.6 4.6 686 80.3 12.4 7.3 4.6 2015 Indig. 694 81.3 11.1 7.6 4.6 686 80.3 12.4 7.3 4.6 2015 Indig. 746 83.0 10.5 6.6 3.9 746 83.0 11.1 5.9 3.7 2008 Indig. 430 96.6 3 0.7 425 95.5 4 0.7 2010 Indig. 414 96.5 3.0 0.5 <td></td> <td>2011</td> <td></td>		2011											
SA 2012 Non-Indig. 16780 94.2 2.5 3.4 2.1 16706 93.7 3.1 3.1 2.1 2013 Indig. 624 83.2 9.3 7.5 4.4 617 82.3 10.3 7.5 4.4 2014 Indig. 694 81.3 11.1 7.6 4.6 686 80.3 12.4 7.3 4.6 Non-Indig. 17594 93.5 2.6 3.9 2.2 17544 93.3 3.1 3.6 2.1 Indig. 746 83.0 10.5 6.6 3.9 746 83.0 11.1 5.9 3.7 Non-Indig. 18015 93.4 2.6 4.0 2.1 17984 93.2 3.0 3.8 2.0 Indig. 430 96.6 3 0.7 425 95.5 4 0.7 Indig. 414 96.5 3.0 0.5 1.2 410 95.6 4.0 0.5 1.2													
2013 Indig. 624 83.2 9.3 7.5 4.4 617 82.3 10.3 7.5 4.4 2014 Non-Indig. 16537 93.9 2.5 3.5 2.1 16510 93.8 2.9 3.4 2.0 2014 Indig. 694 81.3 11.1 7.6 4.6 686 80.3 12.4 7.3 4.6 Non-Indig. 17594 93.5 2.6 3.9 2.2 17544 93.3 3.1 3.6 2.1 Indig. 746 83.0 10.5 6.6 3.9 746 83.0 11.1 5.9 3.7 Non-Indig. 18015 93.4 2.6 4.0 2.1 17984 93.2 3.0 3.8 2.0 2008 Indig. 430 96.6 3 0.7 425 95.5 4 0.7 2010 Indig. 414 96.5 3.0 0.5 1.2 410	SA	2012											
Tas Non-Indig. 16537 93.9 2.5 3.5 2.1 16510 93.8 2.9 3.4 2.0 2014 Indig. 694 81.3 11.1 7.6 4.6 686 80.3 12.4 7.3 4.6 2015 Indig. 694 81.3 11.1 7.6 4.6 686 80.3 12.4 7.3 4.6 2015 Indig. 746 83.0 10.5 6.6 3.9 746 83.0 11.1 5.9 3.7 1016 Indig. 430 96.6 3 0.7 425 95.5 4 0.7 102 Indig. 4717 97.6 4703 97.3 2010 Indig. 414 96.5 3.0 0.5 1.2 410 95.6 4.0 0.5 1.2 401 Indig. 414 95.2 4.1 0.7 1.8 410 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>													
Tas Indig. 694 81.3 11.1 7.6 4.6 686 80.3 12.4 7.3 4.6 Non-Indig. 17594 93.5 2.6 3.9 2.2 17544 93.3 3.1 3.6 2.1 Indig. 746 83.0 10.5 6.6 3.9 746 83.0 11.1 5.9 3.7 Non-Indig. 18015 93.4 2.6 4.0 2.1 17984 93.2 3.0 3.8 2.0 Indig. 430 96.6 3 0.7 425 95.5 4 0.7 Indig. 4717 97.6 4703 97.3 97.3 97.3 97.3 97.3 97.3 97.3 97.3 97.3 97.3 97.3 97.3 97.3 97.3 97.3 97.3 97.3 97.3 98.3 2.8 0.8 1.2 97.0 2.6 4.0 0.5 1.2 97.0 2.6 4.0		2013											
Non-Indig. 17594 93.5 2.6 3.9 2.2 17544 93.3 3.1 3.6 2.1		2016											
2015 Non-Indig. 18015 93.4 2.6 4.0 2.1 17984 93.2 3.0 3.8 2.0 2008 Indig. 430 96.6 3 0.7 425 95.5 4 0.7 2010 Indig. 4717 97.6 4703 97.3		2014	Non-Indig.	17594	93.5	2.6	3.9	2.2	17544	93.3	3.1	3.6	2.1
Non-Indig. 18015 93.4 2.6 4.0 2.1 17984 93.2 3.0 3.8 2.0 2008 Indig. 430 96.6 3 0.7 425 95.5 4 0.7 2010 Indig. 4717 97.6 4703 97.3 2010 Indig. 414 96.5 3.0 0.5 1.2 410 95.6 4.0 0.5 1.2 Non-Indig. 5314 96.7 2.4 0.9 1.2 5294 96.3 2.8 0.8 1.2 1011 Indig. 414 95.2 4.1 0.7 1.8 410 94.3 5.1 0.7 1.8 1012 Non-Indig. 5429 97.5 2.1 0.5 1.6 5402 97.0 2.6 0.4 1.5 1013 Indig. 389 95.6 3.7 0.7 1.7 387 95.1 4.2 0.7 1.5 1014 Indig. 385 94.8 3.9 1.2 1.7 386 95.1 3.9 1.0 1.7 1013 Indig. 385		2015	Indig.	746	83.0	10.5	6.6	3.9	746	83.0	11.1	5.9	3.7
2008 Non-Indig. 4717 97.6 4703 97.3 2010 Indig. 414 96.5 3.0 0.5 1.2 410 95.6 4.0 0.5 1.2 Non-Indig. 5314 96.7 2.4 0.9 1.2 5294 96.3 2.8 0.8 1.2 2011 Indig. 414 95.2 4.1 0.7 1.8 410 94.3 5.1 0.7 1.8 Non-Indig. 5429 97.5 2.1 0.5 1.6 5402 97.0 2.6 0.4 1.5 Indig. 389 95.6 3.7 0.7 1.7 387 95.1 4.2 0.7 1.5 Non-Indig. 5181 96.1 3.2 0.7 1.4 5167 95.8 3.5 0.7 1.4 101 1.7 386 95.1 3.9 1.0 1.7 2013 Indig. 385 94.8 3.9 1.2 1.7 386		2013				2.6	4.0	2.1				3.8	
Tas Non-Indig. 4/17 97.6 4/03 97.3		2008				3		0.7			4		0.7
Tas Non-Indig. 5314 96.7 2.4 0.9 1.2 5294 96.3 2.8 0.8 1.2													
Tas Non-Indig. 5314 96.7 2.4 0.9 1.2 5294 96.3 2.8 0.8 1.2		2010											
Tas Non-Indig. 5429 97.5 2.1 0.5 1.6 5402 97.0 2.6 0.4 1.5 2012 Indig. 389 95.6 3.7 0.7 1.7 387 95.1 4.2 0.7 1.5 Non-Indig. 5181 96.1 3.2 0.7 1.4 5167 95.8 3.5 0.7 1.4 2013 Indig. 385 94.8 3.9 1.2 1.7 386 95.1 3.9 1.0 1.7 Non-Indig. 5118 96.8 2.4 0.8 1.5 5106 96.6 2.6 0.8 1.5													
Tas 2012 Indig. 389 95.6 3.7 0.7 1.7 387 95.1 4.2 0.7 1.5 Non-Indig. 5181 96.1 3.2 0.7 1.4 5167 95.8 3.5 0.7 1.4 1ndig. 385 94.8 3.9 1.2 1.7 386 95.1 3.9 1.0 1.7 Non-Indig. 5118 96.8 2.4 0.8 1.5 5106 96.6 2.6 0.8 1.5		2011											
Non-Indig. 5181 96.1 3.2 0.7 1.4 5167 95.8 3.5 0.7 1.4 1019 Indig. 385 94.8 3.9 1.2 1.7 386 95.1 3.9 1.0 1.7 Non-Indig. 5118 96.8 2.4 0.8 1.5 5106 96.6 2.6 0.8 1.5													
2013 Indig. 385 94.8 3.9 1.2 1.7 386 95.1 3.9 1.0 1.7 Non-Indig. 5118 96.8 2.4 0.8 1.5 5106 96.6 2.6 0.8 1.5	Tas	2012											
Non-Indig. 5118 96.8 2.4 0.8 1.5 5106 96.6 2.6 0.8 1.5													
		2013											
Inala. 4/1 95.3 2.8 1.8 1.2 468 94./ 3.4 1.8 1.2			Indig.	471	95.3	2.8	1.8	1.2	468	94.7	3.4	1.8	1.2
2014 Non-Indig. 5474 96.4 2.7 0.8 2.0 5447 95.9 3.2 0.8 2.0		2014											
India 519 060 65 15 16 516 026 52 11 16		2015											
2015 Non-Indig. 5581 96.1 2.6 1.3 1.7 5564 95.8 3.1 1.1 1.7		2015											

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 3.CP2 (cont.): Year 3 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2010–2015.

		10			Reading					Numeracy		
State/ Territory	Year	Indigenous	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	Indig.	96	89.7	10		0.9	94	87.9	12		1.9
		Non-Indig.	4000	95.9	2.0	5.0	7.0	3979	95.4	2.0	F 0	7.0
	2010	Indig. Non-Indig.	93 3922	92.1 95.0	2.0 1.7	5.9 3.3	7.9 2.1	93 3914	92.1 94.8	2.0	5.9 3.2	7.9
		Indig.	90	87.4	2.9	9.7	2.1	89	86.4	3.9	9.7	2.9
	2011	Non-Indig.	3983	93.5	2.9	4.3	2.2	3973	93.3	2.5	4.2	2.9
		Indig.	115	85.8	6.0	8.2	4.5	117	87.3	3.7	9.0	4.5
ACT	2012	Non-Indig.	4288	93.7	2.4	3.8	1.6	4279	93.5	2.7	3.8	1.5
	2042	Indig.	110	83.3	6.1	10.6	2.3	107	81.1	8.3	10.6	2.3
	2013	Non-Indig.	4220	93.4	2.4	4.1	2.3	4220	93.4	2.5	4.0	2.2
	2014	Indig.	109	85.2	6.3	8.6	2.3	110	85.9	5.5	8.6	2.3
	2014	Non-Indig.	4490	93.3	2.0	4.7	1.8	4489	93.3	2.2	4.6	1.7
	2015	Indig.	128	81.5	7.0	11.5	3.8	134	85.4	4.5	10.2	3.8
	2013	Non-Indig.	4664	93.6	1.9	4.6	1.9	4657	93.4	2.3	4.3	1.9
	2008	Indig.	1016	71.0	29		1.0	1027	71.8	28		1.0
	2000	Non-Indig.	1617	92.6				1621	92.8			
	2010	Indig.	1190	78.7	20.5	0.8	1.9	1178	77.9	21.3	0.8	1.9
		Non-Indig.	1714	95.6	3.0	1.4	2.2	1717	95.8	2.8	1.4	2.2
	2011	Indig.	1201	80.5	18.8	0.6	1.6	1175	78.8	20.6	0.6	1.7
		Non-Indig.	1822	95.8	3.0	1.2	2.7	1818	95.6	3.3	1.1	2.6
NT	2012	Indig.	1098 1759	78.1 94.9	21.1	0.8 2.2	2.0	1057 1749	75.2 94.4	24.0	0.9	2.2 1.8
		Non-Indig. Indig.	1072	76.6	2.9	0.9	1.6	1071	76.6	3.5 22.5	2.2 0.9	1.6
	2013	Non-Indig.	1728	94.9	2.3	2.8	1.8	1718	94.4	2.8	2.8	1.8
		Indig.	1082	77.4	17.8	4.8	1.8	1096	78.4	20.0	1.6	1.8
	2014	Non-Indig.	1856	96.0	1.7	2.4	3.2	1853	95.8	1.9	2.3	3.2
		Indig.	1153	78.0	20.0	2.0	2.6	1122	75.9	22.1	2.0	2.5
	2015	Non-Indig.	1880	95.0	2.8	2.2	1.4	1873	94.7	3.2	2.1	1.2
	2000	Indig.	11895	90.2	10		2.0	11782	89.4	11		2.0
	2008	Non-Indig.	243106	97.2				242454	96.9			
	2010	Indig.	11272	89.9	8.3	1.9	2.8	11170	89.1	9.1	1.8	2.8
	2010	Non-Indig.		96.1	2.3	1.6	2.0	224498	95.8	2.6	1.5	1.9
	2011	Indig.	12973	90.1	8.3	1.7	2.4	12819	89.0	9.4	1.6	2.3
	2011	Non-Indig.		96.2	2.3	1.5	1.9	242514	95.9	2.6	1.4	1.8
Aust	2012	Indig.	12584	89.7	8.0	2.2	2.9	12374	88.2	9.6	2.1	2.8
		Non-Indig.		95.7	2.3	1.9	1.9	248405	95.5	2.7	1.8	1.8
	2013	Indig.	13349	89.4	7.8	2.8	2.7	13229	88.6	8.7	2.7	2.7
		Non-Indig.		95.7	2.1	2.2	1.8	250773	95.4	2.5	2.1	1.7
	2014	Indig.	14150	89.0	7.0	4.0	2.5	14051	88.4	8.0	3.6	2.4
		Non-Indig.		95.5	2.0	2.5	1.9	261522	95.3	2.4	2.4	1.8
	2015	Indig.	14880	89.1	7.4	3.5	2.7	14711	88.1	8.6	3.3	2.6
		Non-Indig.	2/1401	95.4	2.1	2.5	1.8	270804	95.2	2.5	2.4	1.7

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 5.CP1: Year 5 Student Participation in Assessment, by State and Territory, 2008, 2010–2015.

				Reading		Numeracy						
State/ Territory	Year	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	
	2008	85775	97.5	3		0.8	85496	97.2	3		0.8	
	2010	87002	97.7	1.6	0.6	1.5	86714	97.4	2.0	0.6	1.4	
	2011	86768	97.7	1.7	0.6	1.5	86435	97.3	2.1	0.5	1.4	
NSW	2012	85704	97.4	1.9	0.7	1.6	85355	97.0	2.4	0.7	1.5	
	2013	86369	97.6	1.6	0.8	1.6	86067	97.2	2.0	0.8	1.5	
	2014	87654	97.5	1.6	0.9	1.7	87410	97.3	1.9	0.9	1.6	
	2015	88364	97.4	1.7	0.9	1.6	88058	97.0	2.1	0.9	1.6	
	2008	62954	96.3	4	1.0	2.4	62906	96.2	4	4.0	2.4	
	2010	62569	94.6	3.5	1.9	2.7	62376	94.3	3.8	1.8	2.6	
\/; a	2011	62950	95.2	3.2	1.6	2.6	62802	95.0	3.5	1.5	2.6	
Vic	2012 2013	62272 63813	95.1 95.2	2.9	1.9 2.0	2.7	62228 63505	95.1 94.8	3.1	1.8 2.0	2.7	
	2013	65281	95.2	2.6	2.0	3.1	65077	94.9	3.0	2.0	3.0	
	2015	65881	95.2	2.5	2.2	2.9	65769	95.1	2.8	2.1	2.8	
	2008	55459	97.8	2.3	۷,۷	1.6	55284	97.5	2	2,1	1.5	
	2010	56535	96.6	2.2	1.2	1.8	56306	96.2	2.7	1.1	1.7	
Qld	2011	55039	96.2	2.4	1.4	1.6	54768	95.8	2.9	1.3	1.6	
	2012	37900	94.9	2.6	2.5	2.3	37733	94.5	3.1	2.5	2.2	
	2013	54554	94.9	2.3	2.7	1.7	54276	94.5	2.9	2.6	1.6	
	2014	56424	94.0	2.4	3.6	1.6	56120	93.5	3.0	3.6	1.6	
	2015	57981	93.8	2.2	4.0	1.4	57662	93.3	2.9	3.9	1.3	
	2008	26630	95.6	4		0.8	26594	95.5	5		0.8	
	2010	27831	96.3	3.1	0.6	1.3	27696	95.9	3.5	0.6	1.2	
	2011	27771	96.1	3.1	0.8	1.3	27623	95.6	3.7	0.7	1.3	
WA	2012	28077	95.8	3.3	1.0	1.4	27960	95.4	3.7	0.9	1.3	
	2013	28378	95.5	3.2	1.3	1.2	28228	95.0	3.8	1.2	1.2	
	2014	29287	95.8	2.9	1.3	1.3	29187	95.4	3.3	1.3	1.3	
	2015	29959	95.8	3.0	1.1	1.2	29815	95.4	3.5	1.1	1.2	
	2008	18664	97.1	3		2.6	18654	97.1	3		2.6	
	2010	18513	94.8	2.9	2.3	1.8	18482	94.6	3.2	2.2	1.8	
CA	2011	17954	94.9	3.0	2.1	2.0	17894	94.6	3.4	2.0	1.9	
SA	2012	18101	94.8	2.9	2.3	2.2	18015	94.4	3.4	2.2	2.2	
	2013	17683	94.0	2.8	3.2	2.0	17637	93.8	3.2	3.0	2.0	
	2014	18289 17902	94.1 93.8	2.9 3.1	3.0 3.1	2.2	18210 17797	93.7 93.2	3.4 3.7	2.9 3.1	2.1	
	2008	6158	96.8	3.1	J.1	1.0	6126	96.3	4	J.1	0.9	
	2010	6407	96.5	2.3	1.2	1.3	6393	96.3	2.5	1.2	1.3	
	2010	6294	96.5	2.3	1.2	1.3	6262	96.0	2.7	1.2	1.3	
Tas	2012	5945	96.2	2.5	1.3	1.3	5924	95.9	2.8	1.3	1.3	
5	2013	6033	96.4	2.1	1.5	1.6	5987	95.7	2.8	1.5	1.6	
	2014	5775	95.6	2.7	1.7	1.7	5750	95.2	3.2	1.7	1.7	
	2015	5747	95.7	2.2	2.2	1.4	5713	95.1	2.8	2.1	1.4	
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Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 5.CP1 (cont.): Year 5 Student Participation in Assessment, by State and Territory, 2008, 2010–2015.

				Reading			Numeracy						
State/ Territory	Year	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)		
	2008	4341	96.4	4		1.4	4313	95.8	4		1.4		
	2010	4269	95.4	2.2	2.4	2.5	4251	95.0	2.6	2.4	2.4		
	2011	4353	95.6	2.1	2.3	2.9	4324	95.0	2.7	2.2	2.9		
ACT	2012	4177	95.5	2.3	2.2	1.9	4181	95.6	2.2	2.2	2.0		
	2013	4317	94.7	2.5	2.8	2.0	4313	94.6	2.7	2.7	2.0		
	2014	4504	93.7	2.5	3.8	1.7	4477	93.2	3.1	3.8	1.6		
	2015	4537	94.8	2.1	3.1	2.0	4515	94.3	2.6	3.1	1.9		
	2008	2891	84.9	15		1.4	2895	85.0	15		1.5		
	2010	2924	89.7	9.4	0.9	2.0	2882	88.4	10.8	0.8	2.0		
	2011	2964	88.5	10.7	0.8	2.1	2933	87.6	11.6	0.8	2.0		
NT	2012	3027	88.7	10.5	0.8	2.1	2968	87.0	12.3	0.8	2.1		
	2013	3057	87.3	10.8	1.9	2.4	2993	85.5	12.6	1.9	2.4		
	2014	2910	89.6	8.7	1.6	2.7	2868	88.4	10.1	1.6	2.7		
	2015	2826	86.8	11.1	2.1	2.0	2796	85.9	12.1	2.0	2.0		
	2008	262872	96.8	3		1.5	262268	96.6	3		1.5		
	2010	266050	96.2	2.5	1.2	1.8	265100	95.9	2.9	1.2	1.8		
	2011	264093	96.2	2.6	1.2	1.8	263041	95.9	3.0	1.1	1.8		
Aust	2012	245203	95.9	2.6	1.5	2.0	244364	95.5	3.0	1.4	2.0		
	2013	264204	95.8	2.4	1.8	1.9	263006	95.4	2.9	1.7	1.9		
	2014	270124	95.6	2.3	2.1	2.0	269099	95.2	2.8	2.0	2.0		
	2015	273197	95.5	2.4	2.1	1.9	272125	95.1	2.8	2.1	1.8		

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 5.CP2: Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2010–2015.

	Year	S			Reading					Numeracy		
State/ Territory		Indigenous	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	Indig.	3429	92.7	7		1.0	3392	91.7	8		1.0
		Non-Indig.	79396	97.8	4.2	1.2	2.5	79160	97.5	F 2	1.2	2.5
	2010	Indig. Non-Indig.	3721 81330	94.5 97.9	4.2 1.5	1.3 0.6	2.5 1.4	3679 81091	93.4 97.6	5.3 1.8	1.3 0.6	2.5 1.4
		Indig.	3854	94.4	4.5	1.1	2.5	3835	93.9	4.9	1.1	2.5
	2011	Non-Indig.	81430	97.9	1.6	0.5	1.4	81120	97.5	2.0	0.5	1.4
		Indig.	3970	94.0	5.0	1.0	2.7	3932	93.1	5.9	0.9	2.7
NSW	2012	Non-Indig.	79952	97.6	1.8	0.7	1.5	79647	97.2	2.2	0.6	1.5
	2042	Indig.	4154	94.6	4.0	1.4	2.6	4138	94.2	4.5	1.3	2.6
	2013	Non-Indig.	80469	97.8	1.5	0.8	1.5	80189	97.4	1.8	0.8	1.5
	2014 Indig. Non-Indig	Indig.	4295	95.1	3.5	1.4	3.1	4256	94.2	4.4	1.4	3.1
		Non-Indig.	81496	97.7	1.5	0.8	1.6	81294	97.5	1.7	0.8	1.5
	2015	Indig.	4612	94.1	4.1	1.8	3.2	4574	93.4	4.9	1.7	3.2
		Non-Indig.	81492	97.6	1.6	0.8	1.5	81230	97.3	1.9	0.8	1.5
	2008	Indig.	650	90.2	10		3.6	639	88.6	11		3.6
	2000	Non-Indig.	62109	96.5				62071	96.4			
	2010	Indig.	747	88.3	7.4	4.3	4.7	747	88.3	7.4	4.3	4.7
		Non-Indig.	61655	94.9	3.3	1.8	2.4	61462	94.6	3.7	1.7	2.3
	2011	Indig.	728	90.3	7.3	2.4	6.5	720	89.3	8.4	2.2	6.3
		Non-Indig.	62090	95.6	3.0	1.4	2.4	61952	95.3	3.3	1.4	2.4
Vic	2012	Indig.	837	89.4	6.7	3.8	6.8	819	87.5	8.7	3.8	6.8
		Non-Indig.	61329	95.3	2.8	1.9	2.5	61303	95.3	3.0	1.7	2.5
	2013	Indig.	872 62794	87.8 95.6	7.6	4.6 1.9	5.4	855	86.1	9.4	4.5	5.4
		Non-Indig. Indig.	897	89.0	2.5 5.5	5.6	2.6 7.0	62500 891	95.1 88.4	3.0 6.1	1.8 5.6	2.5 7.0
	2014	Non-Indig.	64177	95.5	2.4	2.0	2.8	63976	95.2	2.8	2.0	2.8
		Indig.	927	88.0	5.6	6.4	7.3	919	87.3	6.6	6.1	7.4
	2015	Non-Indig.	64835	95.4	2.5	2.1	2.7	64728	95.2	2.7	2.1	2.7
		Indig.	3940	94.9	5	2.1	2.0	3897	93.8	6	2.1	2.0
	2008	Non-Indig.	51519	98.0				51387	97.8			
	2212	Indig.	4196	94.1	4.7	1.1	2.3	4133	92.7	6.2	1.0	2.3
	2010	Non-Indig.	52339	96.8	2.0	1.2	1.7	52173	96.5	2.4	1.1	1.6
	2011	Indig.	4250	93.2	5.7	1.1	2.2	4189	91.9	7.0	1.1	2.1
	2011	Non-Indig.	50789	96.5	2.1	1.4	1.6	50579	96.1	2.5	1.4	1.5
QLD	2012	Indig.	2535	90.3	6.6	3.0	3.0	2509	89.4	7.7	2.9	3.0
QLD	2012	Non-Indig.	35365	95.2	2.3	2.5	2.2	35224	94.9	2.7	2.4	2.1
	2013	Indig.	3966	92.0	4.9	3.1	2.8	3922	91.0	6.0	3.0	2.8
	2015	Non-Indig.	50588	95.2	2.1	2.7	1.6	50354	94.7	2.7	2.6	1.5
	2014	Indig.	3942	90.6	4.5	4.9	2.8	3884	89.2	5.9	4.8	2.7
	2017	Non-Indig.	51532	94.7	1.9	3.3	1.5	51292	94.3	2.5	3.2	1.4
	2015	Indig.	3996	88.6	5.5	5.9	2.6	3912	86.8	7.4	5.8	2.4
		Non-Indig.	52095	94.4	1.9	3.7	1.2	51876	94.0	2.4	3.6	1.2

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 5.CP2 (cont.): Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2010–2015.

		,			Reading					Numeracy		
State/ Territory	Year	Indigenous	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	Indig.	1530	84.1	16		1.0	1521	83.6	16		0.9
		Non-Indig.	23515	97.2	12.2	0.5	1 /	23478	97.1	12 /	0.5	1./
	2010	Indig. Non-Indig.	1689 25126	87.3 97.1	12.2 2.4	0.5	1.4	1665 25019	86.1 96.7	13.4 2.8	0.5	1.4
		Indig.	1643	85.8	13.4	0.8	1.4	1601	83.6	15.6	0.8	1.4
	2011	Non-Indig.	25382	96.8	2.4	0.8	1.3	25282	96.5	2.8	0.7	1.2
14/4	2012	Indig.	1766	86.3	12.9	0.8	1.5	1747	85.4	13.8	0.8	1.5
WA	2012	Non-Indig.	25788	96.5	2.5	1.0	1.4	25708	96.2	2.9	0.9	1.3
	2012	Indig.	1711	84.4	14.2	1.4	1.2	1671	82.4	16.1	1.5	1.2
	2013	Non-Indig.	25805	96.5	2.3	1.2	1.2	25700	96.1	2.7	1.2	1.2
	2014	Indig.	1685	84.8	13.9	1.3	1.2	1668	83.9	14.8	1.3	1.2
	2014	Non-Indig.	26822	96.7	2.0	1.3	1.3	26738	96.4	2.3	1.2	1.3
	2015	Indig.	1874	86.5	12.3	1.2	1.7	1819	83.9	14.9	1.2	1.7
	2013	Non-Indig.	27397	96.7	2.2	1.1	1.1	27306	96.4	2.5	1.1	1.1
	2008	Indig.	625	96.7	3		5.4	625	96.7	3		5.4
		Non-Indig. Indig.	17740	98.8	0.7	2.0	2.3	17725	98.7	0.7	4.0	2.4
	2010	Non-Indig.	671 17653	86.5 95.2	9.7 2.6	3.9 2.2	1.8	670 17627	86.3 95.0	9.7 2.9	4.0 2.1	1.8
		Indig.	606	85.0	11.2	3.8	3.1	602	84.4	12.1	3.5	2.9
	2011	Non-Indig.	16899	95.5	2.6	2.0	1.8	16844	95.2	2.9	1.9	1.8
	2012	Indig.	635	87.7	8.1	4.1	4.6	626	86.5	9.3	4.3	4.3
SA	2012	Non-Indig.	16959	95.2	2.6	2.1	2.1	16884	94.8	3.1	2.1	2.1
	2042	Indig.	608	83.7	10.7	5.5	3.6	604	83.2	11.3	5.5	3.4
	2013	Non-Indig.	16695	94.6	2.4	3.1	1.9	16653	94.3	2.8	2.9	1.9
	2014	Indig.	655	83.9	9.7	6.4	3.8	644	82.5	11.5	6.0	3.7
	2014	Non-Indig.	17278	94.6	2.5	2.9	1.9	17210	94.2	3.0	2.8	1.9
	2015	Indig.	703	85.6	9.0	5.4	4.3	694	84.5	10.0	5.5	4.1
	2015	Non-Indig.	16898	94.3	2.7	3.0	2.1	16805	93.7	3.3	3.0	2.0
	2008	Indig.	428	97.1	3		1.4	421	95.5	5		1.4
		Non-Indig.	4767	97.7	2.0	1.5	0.6	4747	97.3	2.0	1.5	0.6
	2010	Indig. Non-Indig.	451 5279	95.6 97.3	3.0 2.2	1.5 0.5	0.6 1.2	451 5269	95.6 97.1	3.0 2.4	1.5 0.5	0.6 1.2
		Indig.	461	96.6	2.5	0.8	3.6	455	97.1	3.8	0.8	3.6
	2011	Non-Indig.	5582	97.3	2.2	0.5	1.1	5560	96.9	2.6	0.5	1.1
		Indig.	443	96.3	2.8	0.9	1.5	442	96.1	3.0	0.9	1.3
Tas	2012	Non-Indig.	5308	97.1	2.4	0.5	1.3	5287	96.7	2.8	0.5	1.3
		Indig.	462	96.3	2.9	0.8	2.7	453	94.4	4.8	0.8	2.7
	2013	Non-Indig.	5385	97.4	2.0	0.6	1.5	5347	96.7	2.6	0.6	1.5
	2014	Indig.	415	93.7	5.2	1.1	1.6	417	94.1	4.7	1.1	1.6
	2014	Non-Indig.	5225	96.7	2.5	0.8	1.6	5198	96.2	3.1	0.7	1.6
	2015	Indig.	457	95.4	3.5	1.0	1.5	450	93.9	5.0	1.0	1.7
	2013	Non-Indig.	5118	96.9	2.1	1.0	1.4	5093	96.4	2.7	0.9	1.4

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 5.CP2 (cont.): Year 5 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2010–2015.

					Reading					Numeracy		
State/ Territory	Year	Indigenous	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	Indig.	96	91.4	9		4.8	97	92.4	8		4.8
		Non-Indig.	4193	96.6	(7	2.0	1.0	4166	96.0	F 7	2.0	1.0
	2010	Indig. Non-Indig.	94 4169	89.5 95.6	6.7 2.1	3.8 2.3	1.9 2.5	95 4149	90.5 95.1	5.7 2.5	3.8 2.3	1.9 2.4
		Indig.	93	93.0	3.0	4.0	5.0	93	93.0	3.0	4.0	5.0
	2011	Non-Indig.	4214	95.8	2.1	2.2	2.8	4185	95.1	2.7	2.2	2.8
		Indig.	94	88.7	7.5	3.8	6.6	94	88.7	7.5	3.8	6.6
ACT	2012	Non-Indig.	4075	95.8	2.2	2.1	1.8	4079	95.9	2.1	2.0	1.9
		Indig.	108	91.5	3.4	5.1	3.4	108	91.5	3.4	5.1	3.4
	2013	Non-Indig.	4202	94.8	2.5	2.7	2.0	4198	94.7	2.7	2.6	2.0
	2016	Indig.	128	87.1	4.8	8.2	2.7	124	84.4	7.5	8.2	2.7
	2014	Non-Indig.	4324	94.0	2.4	3.7	1.6	4301	93.5	2.9	3.6	1.6
	2015	Indig.	117	83.6	6.4	10.0	2.1	116	82.9	6.4	10.7	2.1
	2015	Non-Indig.	4331	95.1	2.0	2.9	2.0	4312	94.7	2.5	2.9	1.9
	2008	Indig.	999	71.5	29		1.1	1004	71.8	28		1.1
	2000	Non-Indig.	1723	95.6				1722	95.6			
	2010	Indig.	1141	81.0	18.2	0.8	2.5	1107	78.6	20.6	0.8	2.5
		Non-Indig.	1681	96.5	2.5	1.0	1.7	1675	96.2	3.0	0.9	1.7
	2011	Indig.	1187	80.7	18.6	0.7	2.1	1172	79.7	19.6	0.7	2.0
		Non-Indig.	1731	95.8	3.6	0.6	2.2	1718	95.1	4.3	0.6	2.0
NT		Indig.	1220	79.5	19.9	0.5	2.0	1171	76.3	23.2	0.5	2.0
		Non-Indig.	1789	96.3	2.6	1.1	2.2	1779	95.7	3.3	1.0	2.2
	2013	Indig.	1206	78.1	21.0	0.9	2.2	1157	74.9	24.2	0.9	2.2
		Non-Indig.	1819	95.1	2.5	2.5	2.6	1808	94.5	3.0	2.5	2.6
	2014	Indig.	1126	80.7	18.1	1.3	2.4	1089	78.0	20.7	1.3	2.4
		Non-Indig. Indig.	1681 1113	96.6 77.3	1.6 21.1	1.8 1.6	3.1 2.0	1676 1084	96.3 75.3	2.0 23.1	1.7 1.6	3.0
	2015	Non-Indig.	1689	94.6	3.1	2.3	2.0	1689	94.6	3.2	2.1	2.0
		Indig.	11697	90.1	10	2.5	1.7	11596	89.3	11	2.1	1.7
	2008	Non-Indig.	244962	97.5	10		1./	244456	97.3	11		1./
		Indig.	12710	91.2	7.4	1.4	2.4	12547	90.0	8.6	1.4	2.3
	2010	Non-Indig.		96.6	2.3	1.2	1.7	248465	96.3	2.6	1.1	1.7
		Indig.	12822	90.8	8.0	1.3	2.5	12667	89.7	9.1	1.2	2.5
	2011	Non-Indig.		96.7	2.2	1.1	1.7	247240	96.3	2.6	1.0	1.7
A t	2012	Indig.	11500	89.6	8.6	1.7	2.9	11340	88.4	9.9	1.7	2.8
Aust	2012	Non-Indig.		96.3	2.3	1.4	1.9	229911	96.0	2.6	1.4	1.9
	2013	Indig.	13087	89.7	8.0	2.3	2.7	12908	88.5	9.3	2.2	2.7
	2013	Non-Indig.	247757	96.2	2.1	1.7	1.8	246749	95.9	2.5	1.6	1.8
	2014	Indig.	13143	89.8	7.1	3.0	2.9	12973	88.7	8.4	3.0	2.9
	2014	Non-Indig.		96.1	2.0	1.9	1.9	251685	95.8	2.4	1.8	1.8
	2015	Indig.	13799	89.0	7.6	3.4	3.0	13568	87.5	9.1	3.4	2.9
		Non-Indig.	253855	96.0	2.0	2.0	1.8	253039	95.7	2.4	1.9	1.7

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 7.CP1: Year 7 Student Participation in Assessment, by State and Territory, 2008, 2010–2015.

				Reading			Numeracy							
State/ Territory	Year	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)			
	2008	85350	96.6	3		0.6	85110	96.3	4		0.6			
	2010	85679	97.3	2.5	0.3	1.3	85273	96.8	2.9	0.3	1.3			
	2011	85386	97.1	2.6	0.3	1.2	84941	96.6	3.1	0.3	1.2			
NSW	2012	85692	96.4	3.2	0.4	1.2	85332	96.0	3.6	0.4	1.2			
	2013	86145	97.1	2.5	0.4	1.4	85662	96.5	3.0	0.5	1.4			
	2014	85123	96.7	2.8	0.6	1.5	84812	96.3	3.1	0.6	1.5			
	2015	85510	96.5	2.8	8.0	1.4	85057	95.9	3.3	8.0	1.4			
	2008	63760	95.7	4	0.0	1.6	63880	95.8	4	0.0	1.7			
	2010 2011	62844	94.6	4.5	0.9	1.8	62737	94.5 94.9	4.6 4.4	0.9	1.8			
Vic	2011	63220 63572	95.0 94.9	4.3 4.0	0.7 1.0	1.9 2.0	63122 63473	94.9	4.4	0.7 1.0	1.9 1.9			
VIC	2012	63656	95.0	3.9	1.1	2.0	63425	94.7	4.2	1.1	2.0			
	2013	63092	94.9	3.7	1.4	2.3	62901	94.6	4.0	1.4	2.3			
	2015	64491	94.6	3.8	1.5	2.2	64391	94.5	4.0	1.5	2.2			
	2008	56296	97.7	2	1.5	1.6	56191	97.5	2	1.5	1.5			
Qld	2010	56500	96.7	2.3	1.0	1.6	56305	96.3	2.7	1.0	1.5			
	2011	56499	96.5	2.5	1.1	1.6	56281	96.1	2.9	1.0	1.6			
	2012	57425	95.4	2.8	1.8	1.7	57165	95.0	3.3	1.8	1.7			
	2013	55903	95.0	2.6	2.4	1.6	55618	94.5	3.1	2.4	1.6			
	2014	38321	93.1	2.7	4.1	1.9	38152	92.7	3.2	4.1	1.9			
	2015	53295	91.9	3.8	4.3	1.6	53178	91.7	4.0	4.3	1.7			
	2008	27379	95.7	4		1.0	27293	95.4	5		1.0			
	2010	27599	96.3	3.3	0.4	1.4	27503	96.0	3.7	0.4	1.4			
	2011	28625	95.9	3.6	0.6	1.2	28534	95.6	3.9	0.5	1.2			
WA	2012	28707	95.7	3.5	0.8	1.3	28598	95.3	3.9	0.8	1.2			
	2013	28706	95.6	3.3	1.0	1.2	28570	95.2	3.8	1.0	1.2			
	2014	28767	95.6	3.5	1.0	1.2	28645	95.2	3.9	0.9	1.2			
	2015	28706	95.5	4.1	0.4	1.3	28627	95.2	4.4	0.4	1.2			
	2008	19222	96.8	3	2.0	2.0	19171	96.5	4	0.4	2.0			
	2010	18575	94.9	3.0	2.0	1.5	18485	94.5	3.4	2.1	1.5			
C A	2011	18771	95.4	3.0	1.6	1.9	18667	94.8	3.6	1.6	1.9			
SA	2012 2013	18693	94.8	3.2	2.1	1.9	18622	94.4	3.6	2.0	1.9			
	2013	18058 18098	94.2 93.8	3.3	2.4	1.6 1.9	17970 17979	93.8 93.2	3.8	2.4	1.6 1.9			
	2014	17748	93.5	3.7 3.7	2.6	1.9	17644	93.2	4.3 4.3	2.7	1.9			
	2008	6422	95.6	4	۷.1	0.7	6401	95.2	5	۷٠١	0.7			
	2010	6109	95.1	3.9	0.9	1.1	6106	95.1	4.0	0.9	1.1			
	2011	6308	94.9	4.1	1.0	1.6	6264	94.3	4.8	0.9	1.6			
Tas	2012	6294	94.4	4.5	1.1	1.3	6275	94.1	4.8	1.1	1.2			
	2013	6151	95.0	4.0	1.0	1.3	6101	94.2	4.7	1.0	1.3			
	2014	5875	95.1	3.8	1.1	1.4	5861	94.9	4.0	1.1	1.4			
	2015	5924	94.2	4.3	1.5	1.4	5909	93.9	4.6	1.5	1.4			

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 7.CP1 (cont.): Year 7 Student Participation in Assessment, by State and Territory, 2008, 2010–2015.

				Reading			Numeracy						
State/ Territory	Year	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)		
	2008	4527	95.0	5		0.9	4523	94.9	5		1.0		
	2010	4576	95.6	3.5	1.0	1.5	4572	95.5	3.5	1.0	1.5		
	2011	4666	95.4	3.2	1.5	1.4	4648	95.0	3.5	1.5	1.4		
ACT	2012	4559	94.5	3.4	2.1	1.5	4542	94.1	3.8	2.1	1.6		
	2013	4657	93.9	3.4	2.7	2.3	4656	93.9	3.3	2.8	2.3		
	2014	4510	94.5	2.7	2.8	1.9	4482	93.9	3.3	2.8	1.9		
	2015	4629	94.7	2.9	2.4	1.7	4605	94.2	3.4	2.3	1.8		
	2008	2671	79.5	21		1.3	2706	80.5	19		1.3		
	2010	2800	89.1	10.5	0.4	2.8	2827	90.0	9.6	0.4	2.8		
	2011	2705	87.4	12.0	0.6	2.3	2694	87.0	12.4	0.6	2.3		
NT	2012	2704	87.0	12.0	1.0	2.3	2662	85.6	13.4	1.0	2.3		
	2013	2848	85.2	13.7	1.0	2.5	2845	85.1	13.8	1.0	2.6		
	2014	2842	88.4	10.0	1.5	2.7	2797	87.0	11.4	1.5	2.7		
	2015	2801	84.3	14.9	0.8	2.4	2822	84.9	14.3	0.8	2.4		
	2008	265627	96.3	4		1.2	265275	96.1	4		1.2		
	2010	264682	96.1	3.2	0.8	1.6	263808	95.7	3.5	0.8	1.5		
	2011	266180	96.0	3.3	0.7	1.6	265151	95.6	3.6	0.7	1.5		
Aust	2012	267646	95.5	3.5	1.1	1.6	266669	95.1	3.8	1.0	1.6		
	2013	266124	95.5	3.2	1.3	1.6	264847	95.1	3.6	1.3	1.6		
	2014	246628	95.1	3.3	1.6	1.8	245629	94.7	3.7	1.6	1.8		
	2015	263104	94.5	3.6	1.8	1.7	262233	94.2	4.0	1.8	1.7		

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 7.CP2: Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2010–2015.

	Year	10			Reading					Numeracy		
State/ Territory		Indigenous	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	Indig.	3432	89.5	10		0.7	3387	88.3	12		0.8
	2000	Non-Indig.	78246	96.9				78065	96.7			
	2010	Indig.	3693	90.9	8.5	0.6	2.3	3626	89.2	10.1	0.6	2.3
		Non-Indig.	79833	97.6	2.1	0.3	1.3	79496	97.2	2.5	0.3	1.3
	2011	Indig.	3934	91.2	8.3	0.4	2.0	3864	89.6	9.9	0.5	1.9
		Non-Indig.	79255	97.4	2.3	0.3	1.2 2.1	78892	97.0	2.8	0.3	1.2 2.2
NSW	2012	Indig. Non-Indig.	3900 79340	89.9 96.8	9.2 2.8	0.9	1.2	3817 79065	88.0 96.4	11.2 3.2	0.9	1.2
		Indig.	4023	91.5	7.8	0.4	2.9	3952	89.8	9.4	0.4	2.9
	2013	Non-Indig.	79567	97.4	2.2	0.4	1.3	79164	96.9	2.7	0.4	1.3
	2014	Indig.	4180	89.9	8.8	1.2	2.3	4161	89.5	9.2	1.3	2.3
		Non-Indig.	78704	97.1	2.4	0.5	1.4	78428	96.7	2.7	0.5	1.4
	2015	Indig.	4352	90.1	8.9	1.0	2.9	4291	88.9	10.2	1.0	2.9
		Non-Indig.	78423	96.9	2.4	0.7	1.3	78052	96.4	2.9	0.7	1.3
	2008	Indig.	671	85.2	15		2.7	682	86.5	13		2.9
	2008	Non-Indig.	62821	96.1				62908	96.2			
	2010	Indig.	701	83.7	14.0	2.4	3.9	699	83.4	14.1	2.5	3.9
		Non-Indig.	62022	94.9	4.2	0.8	1.6	61917	94.7	4.4	0.9	1.6
	2011	Indig.	855	87.5	11.6	0.9	3.3	833	85.3	13.7	1.0	3.3
		Non-Indig.	62255	95.3	4.0	0.7	1.8	62179	95.2	4.1	0.7	1.7
Vic	2012	Indig.	799	85.8	12.4	1.8	3.7	794	85.3	12.8	1.9	3.7
Vic	2012	Non-Indig.	62710	95.2	3.8	1.0	1.8	62617	95.0	4.0	1.0	1.8
	2013	Indig.	810	86.0	12.1	1.9	3.5	800	84.9	13.2	1.9	3.5
		Non-Indig.	62759	95.3	3.7	1.1	2.0	62537	94.9	4.0	1.1	1.9
	2014	Indig.	921	85.1	11.7	3.1	5.4	900	83.2	13.7	3.1	5.4
		Non-Indig.	62102	95.2	3.5	1.3	2.2	61932	94.9	3.8	1.3	2.2
	2015	Indig.	956	85.1	12.2	2.7	4.5	933	83.1	14.2	2.7	4.5
		Non-Indig.	63468	94.8	3.7	1.5	2.1	63387	94.7	3.8	1.5	2.1
	2008	Indig. Non-Indig.	3842 52454	94.7 97.9	5		2.4	3823 52368	94.2 97.8	6		2.3
		Indig.	3935	97.9	5.1	1.1	1.9	3900	93.0	5.9	1.2	1.9
	2010	Non-Indig.	52565	96.9	2.1	1.0	1.6	52405	96.6	2.4	1.0	1.5
		Indig.	4051	92.7	6.0	1.3	2.1	4014	91.9	6.9	1.3	2.1
	2011	Non-Indig.	52448	96.8	2.2	1.1	1.6	52267	96.4	2.6	1.0	1.5
		Indig.	3847	91.5	6.2	2.3	2.5	3797	90.3	7.4	2.3	2.4
QLD	2012	Non-Indig.	53578	95.7	2.6	1.7	1.7	53368	95.3	3.0	1.7	1.6
		Indig.	3752	91.5	5.8	2.7	3.0	3714	90.6	6.8	2.6	3.0
	2013	Non-Indig.	52151	95.3	2.4	2.4	1.5	51904	94.8	2.8	2.3	1.5
	2017	Indig.	2608	88.7	6.4	5.0	3.3	2595	88.2	6.7	5.0	3.2
	2014	Non-Indig.	35051	94.0	2.2	3.8	1.8	34903	93.6	2.7	3.7	1.8
	2015	Indig.	3586	84.4	9.3	6.3	2.4	3567	83.9	9.9	6.2	2.8
	2015	Non-Indig.	47973	92.7	3.2	4.1	1.5	47883	92.5	3.5	4.0	1.6

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 7.CP2 (cont.): Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2010–2015.

		S			Reading					Numeracy		
State/ Territory	Year	Indigenous	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	Indig.	1559	86.3	14		1.1	1515	83.8	16		1.1
		Non-Indig.	24166	97.2	1//	0.2	1.7	24119	97.0	1/0	0.2	1.7
	2010	Indig. Non-Indig.	1530 25093	85.3 97.0	14.4 2.6	0.2	1.7 1.4	1524 25003	85.0 96.7	14.8 3.0	0.2	1.6
		Indig.	1621	83.5	15.9	0.4	1.9	1601	82.5	17.0	0.4	1.8
	2011	Non-Indig.	26185	96.7	2.7	0.6	1.1	26120	96.5	2.9	0.5	1.1
14/4	2012	Indig.	1616	84.8	14.1	1.1	1.4	1595	83.7	15.2	1.1	1.4
WA	2012	Non-Indig.	26440	96.5	2.7	0.7	1.3	26355	96.2	3.1	0.7	1.3
	2013	Indig.	1610	82.9	15.7	1.4	1.7	1589	81.8	16.8	1.4	1.7
	2013	Non-Indig.	26077	96.7	2.3	1.0	1.2	25964	96.3	2.7	0.9	1.2
	2014	Indig.	1726	82.3	16.6	1.0	1.6	1716	81.8	17.1	1.0	1.6
	2014	Non-Indig.	26333	96.8	2.3	0.9	1.2	26229	96.4	2.7	0.9	1.2
	2015	Indig.	1599	80.4	19.2	0.4	1.3	1581	79.5	20.1	0.5	1.3
		Non-Indig.	26333	96.7	2.9	0.4	1.2	26270	96.5	3.1	0.4	1.2
	2008	Indig.	581	95.7	4		4.0	569	93.7	6		4.0
		Non-Indig.	18354	98.6	400	2.0	2.2	18318	98.4	100	2.0	2.0
	2010	Indig.	601	85.9	10.3	3.9	2.9	589	84.1	12.0	3.9	2.9
		Non-Indig.	17762	95.3	2.8	2.0	1.5	17685	94.9	3.1	2.0	1.5
	2011	Indig. Non-Indig.	662 17686	88.5 95.9	8.8 2.6	2.7 1.5	3.9 1.8	648 17601	86.6 95.4	10.8 3.1	2.5 1.5	3.7 1.8
		Indig.	662	86.0	9.2	4.8	2.5	642	83.4	11.9	4.7	2.5
SA	2012	Non-Indig.	17523	95.2	2.9	2.0	1.8	17469	94.9	3.2	1.9	1.8
		Indig.	639	86.0	9.2	4.8	2.8	623	83.8	11.3	4.8	3.1
	2013	Non-Indig.	17122	94.7	3.0	2.3	1.6	17054	94.3	3.4	2.3	1.6
		Indig.	620	82.7	11.9	5.5	2.1	612	81.6	12.9	5.5	2.1
	2014	Non-Indig.	17206	94.4	3.2	2.4	1.8	17098	93.8	3.8	2.4	1.8
	2045	Indig.	657	82.7	12.8	4.4	3.8	647	81.5	14.1	4.4	3.8
	2015	Non-Indig.	16821	94.2	3.2	2.6	1.8	16728	93.7	3.7	2.7	1.8
	2008	Indig.	439	93.0	7		0.2	442	93.6	6		0.2
	2006	Non-Indig.	4903	96.6				4880	96.1			
	2010	Indig.	430	93.7	5.9	0.4	1.7	427	93.0	6.5	0.4	2.0
	2010	Non-Indig.	5240	95.9	3.6	0.5	1.0	5235	95.8	3.7	0.5	0.9
	2011	Indig.	417	89.1	10.3	0.6	1.9	418	89.3	10.0	0.6	1.9
		Non-Indig.		96.5	3.1	0.3	1.6	5472	95.8	3.9	0.3	1.5
Tas	2012	Indig.	456	93.4	6.1	0.4	1.0	445	91.2	8.4	0.4	1.0
-,-		Non-Indig.	5352	95.4	4.2	0.4	1.2	5352	95.4	4.2	0.4	1.2
	2013	Indig.	459	93.7	5.7	0.6	3.3	452	92.2	7.1	0.6	3.3
		Non-Indig.	5367	95.9	3.8	0.3	1.0	5322	95.1	4.6	0.4	1.1
	2014	Indig. Non-Indig.	449 5102	92.8 95.9	6.6 3.6	0.6	1.7	449 5088	92.8 95.6	6.6	0.6	1.7
		Indig.	5102 463	89.4	10.2	0.5	2.1	5088 469	90.5	3.8 9.1	0.6	1.4 2.1
	2015	Non-Indig.	5271	95.8	3.8	0.4	1.3	5250	95.4	4.1	0.4	1.3
		won-mary.	32/1	90.0	2.0	0.5	1.)	5250	75.4	4.1	0.5	1.5

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 7.CP2 (cont.): Year 7 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2010–2015.

		10			Reading					Numeracy		
State/ Territory	Year	Indigenous	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	Indig.	70	80.5	20		1.1	72	82.8	17		1.1
		Non-Indig.	4409	95.3	1 /	0.0	2.6	4402	95.2	11.0	0.0	2.6
	2010	Indig. Non-Indig.	93 4410	84.5 96.0	14.5 3.1	0.9 1.0	3.6 1.5	96 4404	87.3 95.8	11.8 3.2	0.9 1.0	3.6 1.4
		Indig.	97	85.1	10.5	4.4	3.5	98	86.0	9.6	4.4	3.5
	2011	Non-Indig.	4431	95.7	2.9	1.4	1.3	4413	95.3	3.3	1.4	1.3
		Indig.	95	84.1	10.6	5.3	2.7	94	83.2	11.5	5.3	2.7
ACT	2012	Non-Indig.	4454	94.8	3.2	2.0	1.5	4437	94.4	3.6	2.0	1.5
	2042	Indig.	100	86.2	7.8	6.0	2.6	95	81.9	11.2	6.9	2.6
	2013	Non-Indig.	4447	94.1	3.3	2.6	2.3	4449	94.2	3.2	2.6	2.3
	2014	Indig.	102	83.6	9.8	6.6	7.4	103	84.4	9.0	6.6	7.4
	2014	Non-Indig.	4324	94.8	2.5	2.7	1.7	4296	94.2	3.1	2.7	1.7
	2015	Indig.	111	86.7	9.4	3.9	5.5	108	84.4	11.7	3.9	5.5
	2017	Non-Indig.	4409	95.0	2.8	2.3	1.6	4388	94.5	3.2	2.2	1.6
	2008	Indig.	900	63.2	37		0.8	933	65.5	34		0.8
	2000	Non-Indig.	1674	92.2				1677	92.3			
	2010	Indig.	970	77.4	22.2	0.4	2.8	1015	81.0	18.6	0.4	2.8
		Non-Indig.	1686	97.1	2.5	0.3	3.1	1667	96.0	3.6	0.3	3.1
	2011	Indig.	931	76.1	23.6	0.2	1.9	920	75.2	24.5	0.2	1.9
		Non-Indig.	1661	96.6	3.0	0.4	2.8	1653	96.1	3.5	0.4	2.7
NT	2012	Indig.	971	73.8	24.5	1.7	1.9	937	71.3	27.1	1.6	2.1
		Non-Indig. Indig.	1669	96.9 72.4	2.7 26.6	0.4 1.0	2.7 3.0	1661	96.4 72.9	3.1 26.2	0.5 1.0	2.6 3.0
	2013	Non-Indig.	1065 1760	95.8	3.2	1.0	2.2	1071 1750	95.2	3.8	1.0	2.2
		Indig.	1116	79.2	19.0	1.8	3.7	1075	76.3	21.9	1.8	3.7
	2014	Non-Indig.	1558	95.4	3.2	1.4	2.1	1554	95.2	3.4	1.4	2.1
		Indig.	1032	71.0	28.5	0.5	2.8	1050	72.3	27.3	0.5	2.8
	2015	Non-Indig.	1735	94.9	4.2	0.9	2.1	1740	95.2	3.9	0.9	2.1
		Indig.	11494	87.9	12	0.5	1.6	11423	87.4	13	0.7	1.6
	2008	Non-Indig.	247027	97.0				246737	96.9			
	2010	Indig.	11953	89.1	9.9	1.0	2.3	11876	88.6	10.4	1.0	2.3
	2010	Non-Indig.		96.5	2.8	0.7	1.5	247812	96.2	3.1	0.7	1.5
	2011	Indig.	12568	88.8	10.3	0.9	2.2	12396	87.6	11.5	0.9	2.2
	2011	Non-Indig.	249432	96.5	2.8	0.7	1.5	248597	96.2	3.1	0.7	1.5
Aust	2012	Indig.	12346	87.8	10.5	1.7	2.2	12121	86.2	12.1	1.7	2.2
Aust	2012	Non-Indig.		95.9	3.1	1.0	1.5	250324	95.6	3.4	1.0	1.5
	2013	Indig.	12458	87.7	10.5	1.8	2.8	12296	86.6	11.7	1.7	2.8
	2013	Non-Indig.		96.0	2.7	1.2	1.5	248144	95.6	3.2	1.2	1.5
	2014	Indig.	11722	86.6	10.9	2.5	2.8	11611	85.8	11.7	2.5	2.8
		Non-Indig.		95.8	2.8	1.5	1.7	229528	95.4	3.1	1.5	1.7
	2015	Indig.	12756	84.6	12.8	2.7	2.7	12646	83.8	13.5	2.6	2.8
		Non-Indig.	244433	95.2	3.1	1.7	1.6	243698	94.9	3.4	1.7	1.6

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 9.CP1: Year 9 Student Participation in Assessment, by State and Territory, 2008, 2010–2015.

				Reading					Numeracy		
State/ Territory	Year	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	84520	94.2	6		0.5	84129	93.8	6		0.6
	2010	84542	95.0	4.7	0.4	1.3	83955	94.3	5.3	0.4	1.3
	2011	84222	94.8	4.9	0.3	1.2	83639	94.1	5.6	0.3	1.2
NSW	2012	82965	93.8	5.7	0.5	1.3	82191	92.9	6.6	0.5	1.3
	2013	83519	94.3	5.1	0.6	1.3	82888	93.6	5.8	0.6	1.3
	2014	83968	93.9	5.3	0.8	1.4	83362	93.2	6.0	0.8	1.4
	2015	84033	93.8	5.3	1.0	1.5	83409	93.1	6.0	1.0	1.5
	2008	62853	92.2	8		1.8	63021	92.5	8		1.8
	2010	61557	90.7	8.0	1.3	2.0	61469	90.6	8.1	1.3	1.9
\ r.	2011	62040	91.2	7.8	0.9	2.0	61953	91.1	7.9	1.0	2.0
Vic	2012	61593	91.3	7.5	1.2	2.0	61395	91.0	7.7	1.3	2.0
	2013 2014	61591 62161	91.2 91.1	7.3 6.9	1.5 2.0	2.1	61111 61984	90.5 90.9	7.9 7.1	1.6 2.0	2.1
	2014	62075	90.7	7.1	2.0	2.5	62045	90.9	7.1	2.3	2.5
	2008	56133	94.9	5	2.2	1.4	55952	94.6	5	2.5	1.3
	2010	55095	93.6	5.0	1.5	1.6	54923	93.3	5.3	1.5	1.5
	2011	54773	92.9	5.1	2.0	1.4	54399	92.3	5.8	1.9	1.4
Qld	2012	54523	91.4	5.7	2.9	1.6	54260	91.0	6.1	2.9	1.6
~	2013	54301	90.8	5.3	3.8	1.5	53823	90.0	6.1	3.9	1.5
	2014	54536	89.1	5.2	5.6	1.7	54094	88.4	6.0	5.6	1.7
	2015	52663	88.8	5.7	5.5	1.5	52407	88.4	6.2	5.4	1.5
	2008	27392	93.1	7		0.6	27371	93.0	7		0.6
	2010	27451	93.7	5.9	0.4	1.3	27331	93.3	6.3	0.4	1.3
	2011	17030	93.8	5.8	0.4	1.6	16978	93.5	6.1	0.4	1.6
WA	2012	27355	92.7	6.6	0.7	1.3	27200	92.2	7.1	0.7	1.3
	2013	28340	92.5	6.6	0.8	1.3	28185	92.0	7.1	0.9	1.3
	2014	28739	93.7	5.7	0.6	1.3	28639	93.3	6.1	0.6	1.3
	2015	28480	94.1	5.6	0.3	1.2	28408	93.9	5.8	0.3	1.2
	2008	18647	93.6	6		2.2	18652	93.6	6		2.2
	2010	18315	90.4	7.6	2.0	1.4	18129	89.5	8.6	1.9	1.3
C.4	2011	18215	90.8	7.9	1.3	1.8	18158	90.5	8.2	1.3	1.8
SA	2012	17859	89.9	7.9	2.3	1.5	17766	89.4	8.3	2.3	1.5
	2013	18033	90.2	7.2	2.5	1.9	17921	89.7	7.7	2.6	1.9
	2014	18076	89.8	7.1	3.1	2.4	17920	89.0	7.9	3.0	2.4
	2015 2008	17333 6179	89.1 91.1	7.5 9	3.4	2.0 0.7	17210 6176	88.5 91.1	8.1 9	3.4	2.0 0.6
	2010	6187	91.1	7.8	1.1	1.4	6173	90.9	8.0	1.0	1.4
	2010	6150	90.6	8.2	1.1	1.3	6081	89.6	9.3	1.0	1.4
Tas	2011	5790	90.0	9.1	0.9	1.1	5752	89.4	9.7	0.9	1.1
.03	2013	6034	91.4	7.5	1.0	1.4	5980	90.6	8.3	1.1	1.5
	2014	6077	91.9	7.3	0.8	1.5	6034	91.2	7.9	0.8	1.5
	2015	5917	90.9	7.8	1.3	1.3	5888	90.4	8.3	1.3	1.3
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Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 9.CP1 (cont.): Year 9 Student Participation in Assessment, by State and Territory, 2008, 2010–2015.

				Reading					Numeracy		
State/ Territory	Year	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	4439	92.4	8		0.3	4452	92.7	7		0.3
	2010	4443	91.8	7.0	1.3	1.6	4438	91.7	7.1	1.3	1.6
	2011	4460	91.9	6.5	1.6	1.4	4451	91.7	6.6	1.7	1.3
ACT	2012	4441	92.2	5.5	2.2	1.3	4396	91.3	6.5	2.2	1.3
	2013	4463	90.5	6.0	3.6	1.5	4455	90.3	6.2	3.5	1.5
	2014	4382	89.4	5.8	4.8	1.7	4353	88.8	6.4	4.8	1.7
	2015	4487	89.8	6.0	4.2	2.6	4476	89.6	6.2	4.3	2.5
	2008	2386	79.9	20		1.9	2369	79.3	21		1.9
	2010	2456	84.3	15.5	0.2	2.2	2409	82.7	17.1	0.2	2.2
	2011	2354	85.5	13.9	0.6	2.2	2337	84.9	14.5	0.6	2.2
NT	2012	2477	84.4	15.2	0.4	2.4	2443	83.2	16.3	0.5	2.0
	2013	2377	80.5	18.3	1.2	2.6	2369	80.3	18.6	1.2	2.6
	2014	2414	84.6	13.2	2.2	2.1	2389	83.7	14.0	2.3	2.2
	2015	2315	76.6	20.5	2.9	2.2	2289	75.7	21.3	2.9	2.2
	2008	262549	93.5	7		1.2	262122	93.3	7		1.1
	2010	260046	92.9	6.1	1.0	1.6	258827	92.5	6.5	1.0	1.5
	2011	249244	92.9	6.2	1.0	1.5	247996	92.4	6.6	1.0	1.5
Aust	2012	257003	92.1	6.6	1.4	1.6	255403	91.5	7.1	1.4	1.6
	2013	258658	92.1	6.2	1.7	1.6	256732	91.4	6.9	1.8	1.6
	2014	260353	91.7	6.0	2.4	1.8	258775	91.1	6.5	2.4	1.8
	2015	257303	91.4	6.2	2.4	1.8	256132	91.0	6.6	2.4	1.8

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 9.CP2: Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2010–2015.

		S			Reading					Numeracy		
State/ Territory	Year	Indigenous	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	Indig.	2897	80.2	20		0.9	2864	79.3	21		1.1
		Non-Indig.	78106	94.9	47.0	0.5	4.6	77740	94.5	400	0.5	4 7
	2010	Indig.	3359	82.3	17.2	0.5	1.6	3286	80.5	19.0	0.5	1.7
		Non-Indig. Indig.	79281 3404	95.6 81.4	4.0 18.1	0.4	1.3 2.0	78775 3327	95.0 79.6	4.6 19.9	0.4	1.3 2.0
	2011	Non-Indig.	78914	95.5	4.2	0.3	1.1	78415	94.9	4.8	0.3	1.2
		Indig.	3339	79.0	20.2	0.8	2.5	3255	77.0	22.1	0.9	2.5
NSW	2012	Non-Indig.	77493	94.6	5.0	0.4	1.3	76819	93.8	5.8	0.4	1.3
		Indig.	3628	81.1	17.9	1.0	2.2	3578	80.0	19.0	1.1	2.2
	2013	Non-Indig.	77788	95.1	4.4	0.6	1.3	77226	94.4	5.0	0.6	1.3
	2047	Indig.	3650	79.5	18.5	2.0	2.4	3580	77.9	20.0	2.0	2.4
	2014	Non-Indig.	78304	94.8	4.5	0.7	1.3	77786	94.2	5.1	0.7	1.3
	2015	Indig.	3732	80.7	17.7	1.6	3.0	3643	78.8	19.6	1.6	3.0
	2015	Non-Indig.	77730	94.6	4.5	0.9	1.5	77200	93.9	5.2	0.9	1.5
	2008	Indig.	610	77.7	22		6.1	622	79.2	21		6.1
	2008	Non-Indig.	61986	92.8				62123	93.0			
	2010	Indig.	606	71.5	25.9	2.6	4.0	620	73.2	23.8	3.0	3.9
	2010	Non-Indig.	60820	91.4	7.5	1.1	1.8	60718	91.3	7.6	1.2	1.7
	2011	Indig.	664	70.7	26.7	2.6	3.1	652	69.4	28.1	2.4	3.1
		Non-Indig.	61322	91.8	7.4	0.9	1.9	61248	91.7	7.5	0.9	1.9
Vic	2012	Indig.	672	77.2	20.6	2.3	4.6	655	75.2	22.4	2.4	4.4
		Non-Indig.	60878	91.6	7.2	1.2	1.9	60697	91.4	7.4	1.2	1.9
	2013	Indig.	757	74.4	21.7	3.9	5.0	743	73.0	22.6	4.4	5.0
		Non-Indig.	60754	91.6	6.9	1.4	2.0	60287	90.9	7.6	1.5	2.0
	2014	Indig.	771	77.4	19.7	2.9	4.7	775	77.8	18.8	3.4	4.7
		Non-Indig. Indig.	61328	91.5	6.6	1.9	2.3 6.0	61140	91.2	6.8	2.0	2.2
	2015	Non-Indig.	751 61257	73.3 91.0	22.6 6.8	4.1 2.2	2.4	750 61228	73.2 90.9	22.2 6.8	4.6 2.2	6.0 2.3
		Indig.	3533	87.1	13	2.2	2.3	3502	86.3	14	2.2	2.1
	2008	Non-Indig.	52600	95.5	1,5		2.5	52450	95.2	14		2.1
		Indig.	3427	86.4	11.7	1.9	2.4	3412	86.0	12.1	1.9	2.4
	2010	Non-Indig.	51668	94.1	4.5	1.4	1.5	51511	93.8	4.8	1.4	1.5
		Indig.	3593	84.2	13.3	2.5	2.2	3539	83.0	14.6	2.4	2.1
	2011	Non-Indig.		93.6	4.5	1.9	1.3	50860	93.0	5.1	1.9	1.3
OLD	2042	Indig.	3293	81.3	15.7	3.0	2.6	3267	80.7	16.4	2.9	2.7
QLD	2012	Non-Indig.	51230	92.1	5.0	2.9	1.5	50993	91.7	5.4	2.9	1.5
	2012	Indig.	3283	82.6	12.9	4.5	2.4	3222	81.1	14.4	4.5	2.4
	2013	Non-Indig.	51018	91.4	4.8	3.8	1.5	50601	90.7	5.5	3.8	1.5
	2014	Indig.	3463	80.9	13.2	5.9	3.1	3425	80.0	14.0	6.0	3.1
	2014	Non-Indig.	49889	90.2	4.4	5.4	1.6	49497	89.5	5.1	5.4	1.6
	2015	Indig.	3183	78.7	14.0	7.3	2.3	3158	78.1	14.8	7.1	2.6
	2013	Non-Indig.	47410	89.8	4.9	5.3	1.5	47180	89.4	5.4	5.2	1.5

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 9.CP2 (cont.): Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2010–2015.

		10			Reading					Numeracy		
State/ Territory	Year	Indigenous	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	Indig.	1218	71.4	29		0.9	1222	71.6	28		0.9
		Non-Indig.	24152	95.2	25.6	0.7	1.6	24120	95.1	25.7	0.7	1.5
	2010	Indig. Non-Indig.	1272 25475	74.0 95.0	25.6 4.6	0.4	1.6	1269 25371	73.9 94.6	25.7 5.0	0.4	1.5 1.2
		Indig.	709	69.6	29.7	0.4	1.5	708	69.5	29.8	0.7	1.5
	2011	Non-Indig.	16050	95.3	4.3	0.4	1.6	15994	95.0	4.6	0.4	1.6
14/4	2042	Indig.	1198	70.8	28.5	0.7	2.1	1188	70.2	29.1	0.8	2.1
WA	2012	Non-Indig.	25784	94.2	5.3	0.6	1.2	25646	93.7	5.7	0.6	1.2
	2013	Indig.	1277	68.0	30.9	1.1	2.1	1260	67.1	31.9	1.0	2.1
	2015	Non-Indig.	26235	94.5	4.8	0.8	1.2	26107	94.0	5.2	0.8	1.2
	2014	Indig.	1336	70.8	27.6	1.6	1.4	1334	70.7	27.7	1.6	1.4
		Non-Indig.	26772	95.6	4.0	0.4	1.2	26674	95.2	4.3	0.4	1.2
	2015	Indig.	1380	72.2	27.4	0.4	1.3	1376	72.0	27.6	0.4	1.3
		Non-Indig.	26377	95.9	3.9	0.3	1.2	26312	95.6	4.1	0.3	1.2
	2008	Indig.	443	90.4	10		3.9	438	89.4	11		3.9
		Non-Indig. Indig.	17639 476	97.2 67.9	29.7	2.4	1.9	17640 459	97.2 65.5	32.1	2.4	2.0
	2010	Non-Indig.	17561	91.2	6.8	2.4	1.4	17396	90.3	7.7	1.9	1.3
		Indig.	501	70.7	27.2	2.1	2.3	520	73.3	24.7	2.0	2.3
	2011	Non-Indig.	17006	91.7	7.1	1.2	1.7	16935	91.3	7.4	1.3	1.7
~.	2212	Indig.	534	69.5	26.8	3.6	3.4	520	67.7	28.6	3.6	3.4
SA	2012	Non-Indig.	16792	90.7	7.1	2.2	1.4	16724	90.3	7.5	2.2	1.4
	2013	Indig.	499	67.2	26.6	6.2	3.9	482	64.9	28.7	6.5	3.9
	2015	Non-Indig.	17082	91.3	6.3	2.4	1.8	16977	90.8	6.8	2.4	1.8
	2014	Indig.	561	66.5	26.0	7.5	3.3	553	65.6	27.0	7.4	3.3
	2014	Non-Indig.	17052	91.0	6.1	2.9	2.3	16914	90.3	6.8	2.9	2.3
	2015	Indig.	542	66.1	26.2	7.7	2.7	525	64.0	28.5	7.4	2.7
	1 -	Non-Indig.	16463	90.2	6.6	3.2	2.0	16362	89.7	7.1	3.3	2.0
	2008	Indig.	390	81.6	18		0.6	403	84.3	16		0.6
		Non-Indig. Indig.	4713 416	93.2 85.1	14.5	0.4	0.8	4699 424	92.9 86.7	12.9	0.4	0.8
	2010	Non-Indig.	5276	92.7	6.7	0.4	1.3	5248	92.2	7.3	0.4	1.3
		Indig.	383	81.5	17.9	0.6	1.7	379	80.6	18.7	0.6	1.7
	2011	Non-Indig.	5317	92.3	7.2	0.5	1.3	5259	91.3	8.2	0.5	1.2
_		Indig.	401	83.4	16.6	0.0	2.3	404	84.0	16.0	0.0	2.1
Tas	2012	Non-Indig.	4962	91.6	8.0	0.4	0.9	4922	90.9	8.7	0.4	0.9
	2012	Indig.	386	80.8	18.8	0.4	1.9	386	80.8	18.8	0.4	1.9
	2013	Non-Indig.	5142	93.4	6.3	0.4	1.3	5092	92.5	7.2	0.4	1.3
	2014	Indig.	439	86.1	13.7	0.2	2.4	437	85.7	14.1	0.2	2.4
	2014	Non-Indig.	5191	93.0	6.6	0.4	1.4	5147	92.2	7.4	0.4	1.3
	2015	Indig.	432	84.0	15.0	1.0	2.3	425	82.7	16.0	1.4	2.3
		Non-Indig.	5246	92.2	7.2	0.6	1.1	5229	91.9	7.6	0.6	1.0

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

Table 9.CP2 (cont.): Year 9 Student Participation in Assessment, by Indigenous Status, by State and Territory, 2008, 2010–2015.

		10			Reading					Numeracy		
State/ Territory	Year	Indigenous	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)	Number Participated	Participation rate (%)	Absent (%)	Withdrawn (%)	Exempt (%)
	2008	Indig.	59	69.4	31		0.0	62	72.9	27		0.0
		Non-Indig.	4348	93.0	20.2	2.0	2.0	4357	93.2	20.2	2.0	2.0
	2010	Indig. Non-Indig.	80 4351	76.9 92.1	20.2 6.7	2.9 1.2	3.8 1.5	80 4346	76.9 92.0	20.2 6.8	2.9 1.2	3.8 1.6
		Indig.	73	69.5	26.7	3.8	2.9	77	73.3	22.9	3.8	1.9
	2011	Non-Indig.	4342	92.5	6.0	1.5	1.3	4328	92.2	6.2	1.6	1.3
		Indig.	87	79.8	16.5	3.7	1.8	85	78.0	18.3	3.7	1.8
ACT	2012	Non-Indig.	4340	92.6	5.3	2.1	1.3	4298	91.7	6.2	2.1	1.3
	2042	Indig.	93	74.4	18.4	7.2	4.0	93	74.4	19.2	6.4	4.0
	2013	Non-Indig.	4280	91.0	5.5	3.5	1.5	4271	90.8	5.8	3.4	1.4
	2014	Indig.	94	72.3	18.5	9.2	2.3	94	72.3	18.5	9.2	2.3
	2014	Non-Indig.	4205	90.1	5.4	4.5	1.8	4177	89.5	6.0	4.5	1.7
	2015	Indig.	87	68.0	19.5	12.5	3.9	85	66.4	21.1	12.5	3.9
	2017	Non-Indig.	4276	90.4	5.7	3.9	2.5	4267	90.2	5.8	4.0	2.5
	2008	Indig.	749	61.8	38		1.5	744	61.4	39		1.5
	2000	Non-Indig.	1618	92.7				1605	92.0			
	2010	Indig.	730	66.3	33.5	0.2	2.5	703	63.9	36.0	0.2	2.5
		Non-Indig.	1603	95.8	4.0	0.2	2.2	1585	94.7	5.0	0.2	2.1
	2011	Indig.	665	69.5	29.7	0.8	1.6	655	68.4	30.6	0.9	1.6
		Non-Indig.	1568	95.3	4.6	0.1	2.7	1565	95.1	4.7	0.1	2.8
NT	2012	Indig.	749	66.0	33.2	0.8	3.2	738	65.1	34.1	0.8	3.0
		Non-Indig.	1626	96.0	3.8	0.2	2.1	1605	94.7	5.0	0.2	1.5
	2013	Indig. Non-Indig.	720 1636	61.4 93.6	36.8 5.7	1.8 0.7	3.2 2.3	724 1625	61.8 93.0	36.4 6.4	1.8 0.7	3.2 2.3
		Indig.	765	68.4	28.4	3.2	2.3	742	66.4	30.4	3.2	2.3
	2014	Non-Indig.	1541	94.8	3.7	1.5	2.2	1540	94.7	3.6	1.7	2.3
		Indig.	730	56.5	40.3	3.2	3.1	715	55.3	41.6	3.0	3.1
	2015	Non-Indig.	1569	91.9	5.5	2.6	1.5	1560	91.4	5.9	2.7	1.5
		Indig.	9899	79.7	20	2.0	1.9	9857	79.3	21	2.,	1.8
	2008	Non-Indig.	245162	94.6				244734	94.4			1.0
	2242	Indig.	10366	79.7	19.2	1.1	2.1	10253	78.8	20.0	1.2	2.1
	2010	Non-Indig.		93.7	5.3	0.9	1.5	244950	93.3	5.8	0.9	1.5
	2011	Indig.	9992	79.0	19.5	1.5	2.1	9857	78.0	20.6	1.5	2.1
	2011	Non-Indig.	235699	93.7	5.4	0.9	1.5	234604	93.2	5.9	0.9	1.5
Aust	2012	Indig.	10273	77.1	21.2	1.7	2.7	10112	75.8	22.4	1.7	2.7
Aust	2012	Non-Indig.	243105	92.9	5.8	1.3	1.5	241704	92.4	6.3	1.3	1.5
	2013	Indig.	10643	76.8	20.6	2.6	2.6	10488	75.7	21.7	2.7	2.6
	2015	Non-Indig.		93.0	5.3	1.7	1.5	242186	92.3	6.0	1.7	1.5
	2014	Indig.	11079	77.2	19.2	3.6	2.7	10940	76.2	20.1	3.7	2.7
		Non-Indig.		92.7	5.1	2.2	1.7	242875	92.2	5.6	2.2	1.7
	2015	Indig.	10837	75.5	20.7	3.8	2.8	10677	74.4	21.9	3.8	2.9
		Non-Indig.	240328	92.4	5.3	2.3	1.7	239338	92.0	5.7	2.3	1.7

Note: Exempt students are deemed not to have met the NMS and are included in the calculation of participation rates.

NAPLAN Commentary on Participation

Participation

Student participation in NAPLAN, overall or for groups of students, is monitored to ensure that any potential for bias in estimates of achievement resulting from differential participation is minimised. To limit this source of potential bias, participation needs to be high and uniform across groups. It is important to note, however, that the relationship between non-participation and achievement has not been established, so it is not possible to comment explicitly on the effect that differences in participation rates might have on achievement. Participation rates are calculated as the sum of present and exempt students expressed as a percentage of the total number of students in the year level, including those absent and withdrawn. Nationally, the percentages of exempt students have been 2.1% or less since 2008 and have not changed appreciably since 2010 for any year level.

Student participation data for NAPLAN for 2008 and from 2010 to 2015 are provided in Tables 3.CP1, 5.CP1, 7.CP1 and 9.CP1. These tables provide information about overall participation rates and the percentages of students who were absent, withdrawn and exempt for the assessments in reading and numeracy. Tables 3.CP2, 5.CP2, 7.CP2 and 9.CP2 provide these data separately for Indigenous and non-Indigenous students.

Year 3 and Year 5

Tables 3.CP1 and 5.CP1 record the participation rates for Year 3 and Year 5, respectively. The national participation rates in 2015 for Years 3 and 5 were very similar. In reading, the participation rates were 94.9% and 95.5% for Years 3 and 5 respectively; in numeracy, the rates were 94.6% and 95.1% for Years 3 and 5 respectively. These participation rates are almost identical to those for 2014. Indeed, since 2008, there have been very small decreases in Year 3 reading (1.7 percentage points), Year 3 numeracy (1.7 percentage points), Year 5 reading (1.3 percentage points) and Year 5 numeracy (1.5 percentage points).

In 2015, the national absence rates were 2.4% in reading and 2.8% in numeracy for both Years 3 and 5. These figures were almost identical to those reported in 2014. For Year 3, absence rates remained largely constant from 2010 to 2012, decreased marginally in 2013 and again in 2014 and then remained the same for 2015. For Year 5, there were small decreases in absence rates from 2012 to 2013, followed by very little change between 2013 and 2015. Withdrawn rates, which were first recorded in 2010, declined from 2010 to 2011 in Year 3 reading and numeracy, then increased each year from 2011 to 2014 with the rates for 2015 being the same as for 2014. For Year 5, in both reading and numeracy, there was also little change to the withdrawn rate from 2010 to 2011, followed by increases each year from 2011 to 2014 with the figures for 2015 being similar to those for 2014. In 2015, the withdrawn rates for Year 5 were 2.1% in both reading and numeracy.

Participation rates are reported for each jurisdiction, as well as for Australia overall in Tables 3.CP1 and 5.CP1. Those rates show different patterns of change over time. From 2008 to 2015, participation rates have been steady for New South Wales and Western Australia in reading and numeracy for both year levels. For Tasmania, participation rates in Year 3 fell by 1.9 percentage points in both reading and numeracy from 2008 to 2015. In Year 5, the overall fall was 1.1 percentage points in reading and 1.2 percentage points in numeracy. Participation rates in Victoria, South Australia and the ACT declined between 2008 and 2010 for both reading and numeracy in Years 3 and 5. Participation rates in Victoria have remained fairly constant from 2012 to 2015 in Years 3 and 5 while the ACT has a slight decline in Year 5. South Australia has had fairly small declines from 2012 to 2015 in Years 3 and 5. In Queensland in Year 3, there was a decline in participation from 2008 to 2013 before the trend levelled out between 2014 and 2015. Overall, the decline was a little more than 4 percentage points. In Year 5, there was a steady decline of approximately 4 percentage points in participation rates over the years from 2008 to 2015.

In most jurisdictions, absence rates for Year 3 and Year 5 reading and numeracy in 2015 were very close to those in 2014. For the Northern Territory, absence rates increased by 1.9 percentage points for Year 3 between 2014 and 2015 in both reading and numeracy and increased by 2.4 (reading) to 2.0 (numeracy) percentage points in Year 5.

Table 3.CP2 indicates that participation by Indigenous students for Year 3 in 2015 was lower than participation by non-Indigenous students nationally by 6.3 percentage points in reading and 7.1 percentage points in numeracy. For Year 5, these differences were 7.0 percentage points in reading and 8.2 percentage points in numeracy (Table 5.CP2).

For Year 3, absence rates for Indigenous students in 2015 were 7.4% in reading—an increase of 0.4 percentage points from 2014—and 8.6% in numeracy—a decrease of 0.6 percentage points from 2014. For Year 5, absence rates for Indigenous students increased by 0.5 percentage points to 7.6% in reading and 0.7 percentage points to 9.1% in numeracy between 2014 and 2015.

Year 7

Table 7.CP1 indicates that the national participation rates in 2015 for Year 7 were similar to those for Years 3 and 5. In reading, the participation rate was 94.5% and in numeracy the rate was 94.2%. Each of these rates represents a decrease of 0.6 or 0.5 percentage points from the corresponding rate in 2014, which was similar to the decline between 2013 and 2014.

Participation rates have been fairly stable between 2008 and 2015 for New South Wales, Western Australia, and the ACT. In Victoria and Tasmania, the declines in participation rates were small; between 1.1 and 1.4 percentage points. For Queensland, participation rates have decreased by 5.8 percentage points in reading and numeracy since 2008, with the largest decreases occurring between 2013 and 2014. For South Australia, the participation rate has decreased by 3.3 (reading) to 3.5 (numeracy) percentage points since 2008. For the Northern Territory, the participation rate increased by 4.8 (reading) and 4.4 (numeracy) percentage points between 2008 and 2015.

Table 7.CP2 shows that for Year 7, as for Years 3 and 5, participation by Indigenous students was lower than participation by non-Indigenous students in both reading and numeracy. Among Year 7 students, the differences in the participation rates were 10.6 percentage points in reading and 11.1 percentage points in numeracy. The gaps in participation have widened steadily since 2010. These differences are largely explained by differences in the absence rates. In reading and numeracy in 2015, the absence rates of 12.8% and 13.5% for Indigenous students are substantially greater than the corresponding absence rates of 3.1% and 3.4% for non-Indigenous students. They are also larger than the corresponding figures for 2014.

Year 9

Table 9.CP1 indicates that the national participation rates in 2015 for Year 9 were lower than those for Years 3, 5 and 7, as they have been in previous years. In reading, the participation rate was 91.4%, lower than in any previous year; in numeracy the rate was 91.0%, which was also lower than in any previous year.

Changes in participation rates reflect changes in the absence and withdrawn rates. In reading, between 2014 and 2015, the absence rate increased by 0.2 percentage points to 6.2% but the withdrawn rate did not change. In numeracy between 2014 and 2015, the absence rate increased by 0.1 percentage points to 6.1% and the withdrawn rate did not change.

Participation rates in 2015 in reading ranged across jurisdictions from 76.6% in the Northern Territory to 94.1% in Western Australia, and in numeracy from 75.7% in the Northern Territory to 93.9% in Western Australia. In Queensland, there has been a steady decrease in participation rates in reading and numeracy since 2008 totalling approximately 6 percentage points, with the greatest decrease between 2013 and 2014. In the Northern

NAPLAN Commentary on Participation

Territory, participation rates declined between 2014 and 2015 by 8 percentage points in both reading and numeracy. These declines followed increases of 4 (reading) and 3 (numeracy) percentage points between 2013 and 2014. The declines between 2014 and 2015 in the Northern Territory were associated with increases in the absence rates of 7.3 percentage points for both reading and numeracy.

Table 9.CP2 shows that in Year 9, as for Years 3, 5 and 7, participation by Indigenous students was lower than participation by non-Indigenous students in both reading (75.5% compared to 92.4%) and numeracy (74.4% compared to 92.0%). The participation rates for Indigenous students represent decreases (of a little less than 2 percentage points) from the rates for 2014. The differences in participation rates between Indigenous and non-Indigenous students are greater in Year 9 than in other year levels. In Year 9, the contribution to non-participation by Indigenous students arising from absence is quite large: 20.7% in reading and 21.9% in numeracy. These absence rates are larger than those for 2014 and close to the long-term averages since 2010. In Western Australia, South Australia and the Northern Territory the absence rates for Indigenous students were greater than 25% in both reading and numeracy. In the Northern Territory, the absence rates for Year 9 Indigenous students increased by more than 11 percentage points (to a little over 40%) between 2014 and 2015.

Summary

There has been a steady decrease in participation rates in NAPLAN over the period from 2008 to 2015, with the average total decrease across the four year levels and two domains approximately 1.8 percentage points, or an average of 0.3 percentage points per year. Since 2010, when withdrawals were first reported, there has been a general increase in the withdrawn rate. Despite this trend, the large percentage of students participating each year ensures that results are reliable and valid at the state, territory and national level.

Participation rates are similar across Years 3, 5 and 7, but somewhat lower in Year 9, by 3 to 4 percentage points. In all year levels, participation rates in reading are just a little higher than in numeracy. In Year 9, compared to other year levels, absence is a substantial contribution to non-participation, with absence rates at 6.2% in reading and 6.6% in numeracy. In all year levels, participation rates for Indigenous students are lower than for non-Indigenous students; the difference is greatest in Year 9, where absence contributes substantially to non-participation by Indigenous students.

2011-2013, 2012-2014 and 2013-2015 Cohort gain NAPLAN Years 3, 5, 7 and 9

Reading	Numeracy
Year 3-Year 5	Year 3-Year 5
Year 5-Year 7	Year 5-Year 7
Year 7-Year 9	Year 7-Year 9
Achievement of Students in Reading 339	Achievement of Students in Numeracy 353
	Commentary 355

Figure R1.3_5: Achievement of Year 3 (2013) and Year 5 (2015) Students in Reading, by State and Territory.

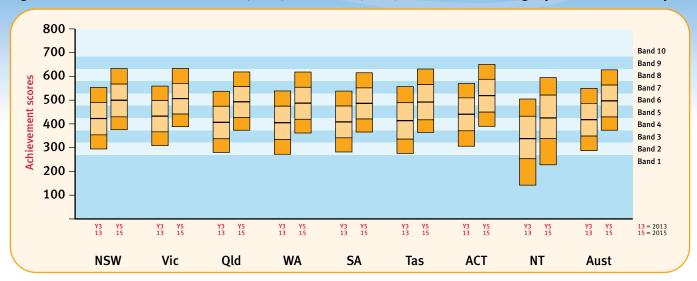


Table R1.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with 95% confidence interval)	83.3 ± 8.3	76.6 ± 8.3	97.1 ± 8.4	95.1 ± 8.8	89.7 ± 9.0	86.0 ± 11.0	76.2 ± 11.7	114.8 ± 26.2	86.6 ± 8.0
2012-2014 Average gain (with 95% confidence interval)	78.0 ± 7.0	77.8 ± 6.9	87.6 ± 7.2	84.1 ± 7.8	80.7 ± 8.0	78.8 ± 11.5	78.2 ± 10.5	93.3 ± 27.2	81.0 ± 6.5
2013-2015 Average gain (with 95% confidence interval)	77.0 ± 9.8	74.2 ± 9.7	86.8 ± 9.9	82.8 ± 10.3	78.3 ± 10.5	78.7 ± 12.7	78.9 ± 13.5	87.2 ± 26.1	79.4 ± 9.5

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions. *Refer to the introduction for explanatory notes and how to read the graph.*

Figure R2.3_5a: Achievement of Year 3 (2013) and Year 5 (2015) Male Students in Reading, by State and Territory.



Figure R2.3_5b: Achievement of Year 3 (2013) and Year 5 (2015) Female Students in Reading, by State and Territory.



Table R2.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by Sex, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	Male	87.7 ± 8.4	80.5 ± 8.4	101.9 ± 8.5	99.2 ± 9.1	94.4 ± 9.4	92.9 ± 11.9	81.9 ± 13.1	119.9 ± 27.4	91.0 ± 8.1
95% confidence interval)	Female	78.8 ± 8.4	72.6 ± 8.3	92.3 ± 8.5	90.8 ± 8.9	85.0 ± 9.1	79.1 ± 11.3	70.6 ± 12.9	109.7 ± 26.0	82.1 ± 8.0
2012-2014 Average gain (with	Male	79.0 ± 7.1	78.3 ± 7.0	89.1 ± 7.4	85.2 ± 8.2	81.6 ± 8.4	80.2 ± 12.4	79.8 ± 11.5	99.4 ± 27.9	82.1 ± 6.6
95% confidence interval)	Female	76.7 ± 7.0	77.2 ± 6.9	86.0 ± 7.2	83.0 ± 7.9	79.7 ± 8.2	77.4 ± 11.7	76.4 ± 12.1	87.2 ± 27.9	79.8 ± 6.6
2013-2015 Average gain (with	Male	79.7 ± 9.9	76.5 ± 9.8	89.9 ± 10.0	84.6 ± 10.5	81.3 ± 10.9	80.6 ± 13.3	82.1 ± 14.7	87.2 ± 27.6	82.0 ± 9.5
95% confidence interval)	Female	74.3 ± 9.8	71.8 ± 9.8	83.7 ± 9.9	80.8 ± 10.4	75.2 ± 10.6	76.5 ± 13.5	75.6 ± 14.6	87.2 ± 25.9	76.8 ± 9.5

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure R3.3_5a: Achievement of Year 3 (2013) and Year 5 (2015) Indigenous Students in Reading, by State and Territory.



Figure R3.3_5b: Achievement of Year 3 (2013) and Year 5 (2015) Non-Indigenous Students in Reading, by State and Territory.



R3.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by Indigenous Status, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	Indigenous	100.9 ± 9.1	96.9 ± 11.1	107.1 ± 9.6	110.5 ± 10.8	106.8 ± 14.8	97.2 ± 15.1	102.7 ± 28.0	134.0 ± 25.1	107.8 ± 9.5
95% confidence interval)	Non- Indigenous	82.9 ± 8.3	76.4 ± 8.3	95.7 ± 8.4	93.9 ± 8.7	89.2 ± 9.0	84.8 ± 11.0	75.9 ± 11.6	100.9 ± 14.0	85.5 ± 8.0
2012-2014 Average gain (with	Indigenous	83.7 ± 8.2	85.4 ± 10.7	91.5 ± 9.2	90.7 ± 11.2	77.6 ± 14.5	80.2 ± 16.1	88.8 ± 24.2	97.0 ± 27.2	88.8 ± 8.3
95% confidence interval)	Non- Indigenous	77.7 ± 6.9	77.8 ± 6.9	87.3 ± 7.1	83.8 ± 7.6	80.9 ± 7.9	79.6 ± 10.7	78.2 ± 10.5	88.9 ± 13.1	80.8 ± 6.5
2013-2015 Average gain (with	Indigenous	76.9 ± 10.3	76.0 ± 12.0	86.1 ± 11.4	80.8 ± 12.9	83.3 ± 17.0	75.2 ± 14.9	80.6 ± 24.4	83.7 ± 24.3	81.4 ± 10.4
95% confidence interval)	Non- Indigenous	77.4 ± 9.7	74.1 ± 9.7	87.4 ± 9.8	82.9 ± 10.1	78.1 ± 10.4	79.2 ± 12.2	78.5 ± 13.4	90.8 ± 15.9	79.5 ± 9.5

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure R4.3_5a: Achievement of Year 3 (2013) and Year 5 (2015) LBOTE Students in Reading, by State and Territory.

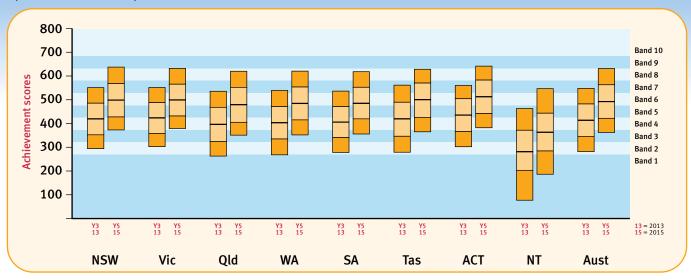


Figure R4.3_5b: Achievement of Year 3 (2013) and Year 5 (2015) Non-LBOTE Students in Reading, by State and Territory.



Table R4.3_5: Gain in Reading Achievement for Students from Year 3 to Year 5, by LBOTE Status, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	LBOTE	84.4 ± 9.1	78.0 ± 8.8	96.4 ± 12.1	91.4 ± 10.1	86.5 ± 11.1	83.3 ± 19.5	72.9 ± 15.4	125.5 ± 31.4	85.8 ± 8.4
95% confidence interval)	Non-LBOTE	83.0 ± 8.3	76.3 ± 8.3	97.1 ± 8.4	95.8 ± 9.0	90.0 ± 9.0	86.3 ± 11.0	77.6 ± 11.8	105.8 ± 16.5	86.5 ± 8.0
2012-2014 Average gain (with	LBOTE	75.7 ± 8.0	74.1 ± 7.6	85.1 ± 11.8	77.5 ± 9.7	74.0 ± 11.6	69.3 ± 20.4	70.4 ± 13.2	89.4 ± 33.4	76.5 ± 7.1
95% confidence interval)	Non-LBOTE	79.0 ± 7.0	79.2 ± 6.9	88.5 ± 7.1	85.7 ± 8.0	81.4 ± 7.9	79.8 ± 10.9	80.2 ± 10.9	93.2 ± 16.0	82.4 ± 6.5
2013-2015 Average gain (with	LBOTE	79.4 ± 10.5	75.8 ± 10.3	83.1 ± 13.2	81.5 ± 11.5	79.4 ± 13.0	81.1 ± 20.1	77.3 ± 15.6	82.1 ± 29.7	79.1 ± 9.8
95% confidence interval)	Non-LBOTE	75.9 ± 9.8	73.7 ± 9.7	87.4 ± 9.8	82.5 ± 10.4	78.9 ± 10.5	78.4 ± 12.3	79.4 ± 13.7	96.9 ± 18.4	79.5 ± 9.5

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure R1.5_7: Achievement of Year 5 (2013) and Year 7 (2015) Students in Reading, by State and Territory.

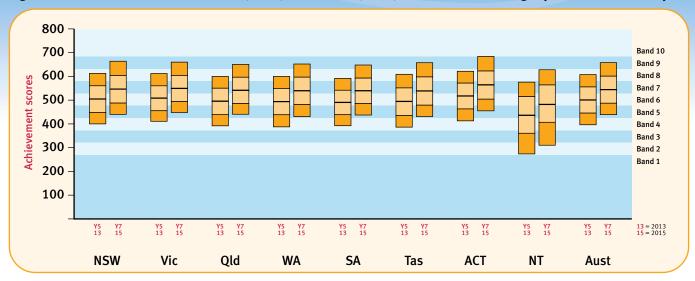


Table R1.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with 95% confidence interval)	48.7 ± 6.8	43.2 ± 6.6	64.1 ± 6.6	58.2 ± 7.3	57.9 ± 7.3	50.4 ± 10.5	44.3 ± 11.9	65.3 ± 30.0	52.5 ± 6.1
2012-2014 Average gain (with 95% confidence interval)	48.5 ± 7.9	46.2 ± 7.7	61.3 ± 7.8	61.5 ± 8.4	57.2 ± 8.2	51.2 ± 11.1	48.3 ± 13.2	73.7 ± 33.2	52.5 ± 7.3
2013-2015 Average gain (with 95% confidence interval)	41.8 ± 7.6	41.0 ± 7.4	46.0 ± 7.7	45.8 ± 8.7	49.3 ± 7.8	44.3 ± 10.8	46.9 ± 11.9	46.0 ± 26.9	43.7 ± 7.0

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions. *Refer to the introduction for explanatory notes and how to read the graph.*

Figure R2.5_7a: Achievement of Year 5 (2013) and Year 7 (2015) Male Students in Reading, by State and Territory.

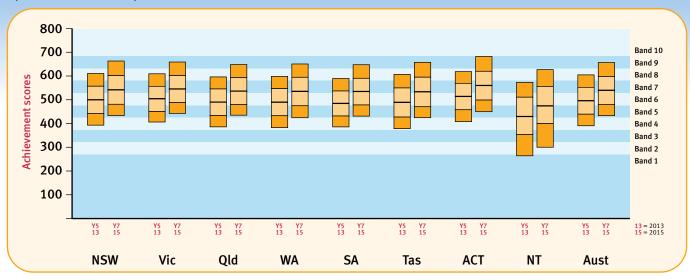


Figure R2.5_7b: Achievement of Year 5 (2013) and Year 7 (2015) Female Students in Reading, by State and Territory.



Table R2.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by Sex, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	Male	51.6 ± 7.3	45.7 ± 6.9	66.5 ± 6.8	60.7 ± 7.9	60.2 ± 7.7	52.0 ± 11.2	47.8 ± 14.1	69.4 ± 31.4	54.9 ± 6.2
95% confidence interval)	Female	45.7 ± 7.0	40.8 ± 6.7	61.6 ± 6.6	55.7 ± 7.6	55.5 ± 7.5	48.8 ± 11.3	40.7 ± 12.8	61.8 ± 29.3	49.8 ± 6.2
2012-2014 Average gain (with	Male	50.9 ± 8.3	47.5 ± 8.0	63.6 ± 8.0	63.8 ± 8.9	59.6 ± 8.5	53.5 ± 12.3	51.3 ± 15.3	78.8 ± 35.9	54.7 ± 7.4
95% confidence interval)	Female	45.9 ± 8.0	44.8 ± 7.8	58.8 ± 7.9	59.0 ± 8.6	54.9 ± 8.3	48.8 ± 11.4	45.4 ± 13.8	68.4 ± 31.5	50.3 ± 7.3
2013-2015 Average gain (with	Male	42.1 ± 8.0	41.3 ± 7.7	46.5 ± 7.9	45.7 ± 9.3	50.5 ± 8.2	44.6 ± 11.9	46.4 ± 13.6	44.8 ± 28.5	44.0 ± 7.1
95% confidence interval)	Female	41.4 ± 7.7	40.8 ± 7.5	45.5 ± 7.8	45.8 ± 8.8	48.0 ± 7.8	43.8 ± 11.3	47.3 ± 13.0	47.3 ± 25.9	43.3 ± 7.0

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure R3.5_7a: Achievement of Year 5 (2013) and Year 7 (2015) Indigenous Students in Reading, by State and Territory.

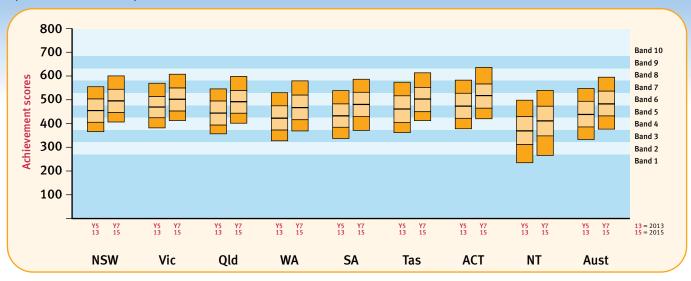


Figure R3.5_7b: Achievement of Year 5 (2013) and Year 7 (2015) Non-Indigenous Students in Reading, by State and Territory.



Table R3.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by Indigenous Status, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	Indigenous	53.0 ± 7.6	44.6 ± 10.8	65.9 ± 8.2	72.4 ± 10.0	62.6 ± 11.7	52.9 ± 11.8	62.2 ± 24.1	73.5 ± 29.4	62.6 ± 8.0
95% confidence interval)	Non- Indigenous	49.1 ± 6.8	43.3 ± 6.6	63.3 ± 6.5	57.3 ± 7.1	58.1 ± 7.2	49.6 ± 10.2	44.2 ± 11.8	57.1 ± 14.3	52.0 ± 6.1
2012-2014 Average gain (with	Indigenous	56.9 ± 8.5	46.5 ± 10.3	73.1 ± 10.0	79.5 ± 11.3	70.2 ± 13.4	55.6 ± 13.3	56.5 ± 25.8	91.0 ± 33.5	70.0 ± 9.7
95% confidence interval)	Non- Indigenous	48.3 ± 7.9	46.4 ± 7.7	60.4 ± 7.7	60.3 ± 8.2	56.9 ± 8.1	51.6 ± 11.0	48.6 ± 13.1	53.2 ± 16.7	51.8 ± 7.2
2013-2015 Average gain (with	Indigenous	40.8 ± 7.9	32.6 ± 9.2	48.0 ± 8.6	44.7 ± 10.1	48.2 ± 12.3	42.2 ± 11.6	44.7 ± 19.6	42.2 ± 22.9	44.6 ± 8.3
95% confidence interval)	Non- Indigenous	41.9 ± 7.6	41.2 ± 7.4	46.3 ± 7.6	45.7 ± 8.5	49.5 ± 7.7	44.3 ± 10.6	46.5 ± 11.9	47.5 ± 13.9	43.7 ± 7.0

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure R4.5_7a: Achievement of Year 5 (2013) and Year 7 (2015) LBOTE Students in Reading, by State and Territory.

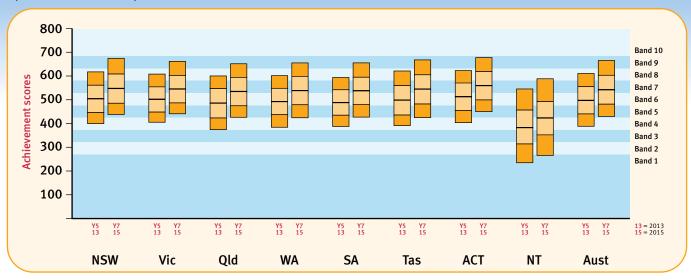


Figure R4.5_7b: Achievement of Year 5 (2013) and Year 7 (2015) Non-LBOTE Students in Reading, by State and Territory.

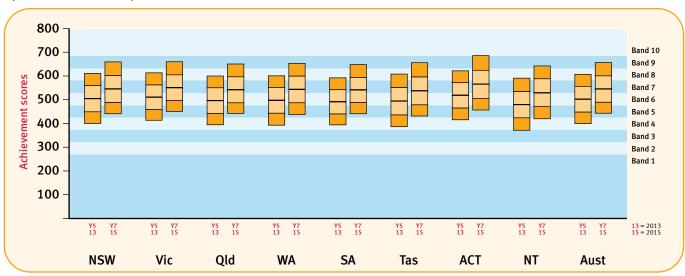


Table R4.5_7: Gain in Reading Achievement for Students from Year 5 to Year 7, by LBOTE Status, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

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		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	LBOTE	53.7 ± 8.9	48.0 ± 7.7	66.7 ± 11.2	59.7 ± 9.1	57.2 ± 9.5	46.6 ± 21.5	46.2 ± 17.2	68.6 ± 37.5	54.6 ± 7.0
95% confidence interval)	Non-LBOTE	46.5 ± 6.7	41.4 ± 6.6	63.5 ± 6.5	57.7 ± 7.5	58.6 ± 7.3	50.3 ± 10.2	43.9 ± 11.8	56.3 ± 16.7	51.6 ± 6.1
2012-2014 Average gain (with	LBOTE	53.5 ± 10.0	49.8 ± 8.8	70.3 ± 12.1	64.4 ± 9.8	63.0 ± 11.8	51.4 ± 22.6	50.4 ± 16.6	77.0 ± 40.6	56.1 ± 8.1
95% confidence interval)	Non-LBOTE	46.4 ± 7.8	44.8 ± 7.7	60.9 ± 7.7	61.6 ± 8.6	56.0 ± 8.1	51.5 ± 11.0	48.0 ± 13.4	49.0 ± 17.5	51.2 ± 7.2
2013-2015 Average gain (with	LBOTE	43.4 ± 9.4	43.7 ± 8.4	49.2 ± 11.5	46.4 ± 11.2	49.8 ± 10.2	46.6 ± 20.7	47.1 ± 16.0	40.7 ± 31.4	45.2 ± 7.7
95% confidence interval)	Non-LBOTE	40.7 ± 7.5	40.0 ± 7.4	45.7 ± 7.6	46.2 ± 8.7	50.2 ± 7.8	43.2 ± 10.6	46.9 ± 11.9	49.5 ± 17.2	43.3 ± 7.0

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure R1.7_9: Achievement of Year 7 (2013) and Year 9 (2015) Students in Reading, by State and Territory.

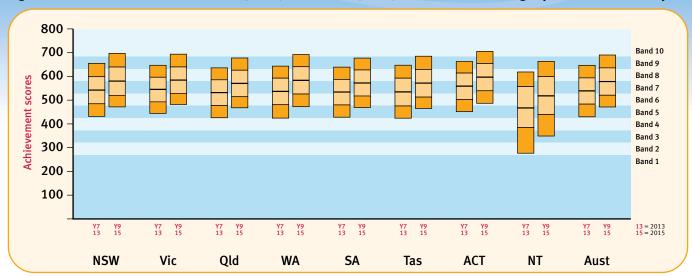


Table R1.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with 95% confidence interval)	40.5 ± 6.5	39.8 ± 6.3	38.9 ± 6.2	38.4 ± 7.5	42.8 ± 7.3	41.3 ± 11.1	37.7 ± 12.7	48.0 ± 26.7	40.0 ± 5.4
2012-2014 Average gain (with 95% confidence interval)	38.2 ± 6.6	37.2 ± 6.4	38.9 ± 6.3	46.6 ± 7.6	36.0 ± 7.7	32.8 ± 11.7	38.7 ± 13.0	47.4 ± 31.8	38.9 ± 5.5
2013-2015 Average gain (with 95% confidence interval)	38.0 ± 6.9	39.3 ± 6.7	38.7 ± 6.7	46.7 ± 8.1	38.1 ± 7.9	37.3 ± 11.2	38.1 ± 13.1	51.0 ± 29.7	39.6 ± 5.9

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions. *Refer to the introduction for explanatory notes and how to read the graph.*

Figure R2.7_9a: Achievement of Year 7 (2013) and Year 9 (2015) Male Students in Reading, by State and Territory.

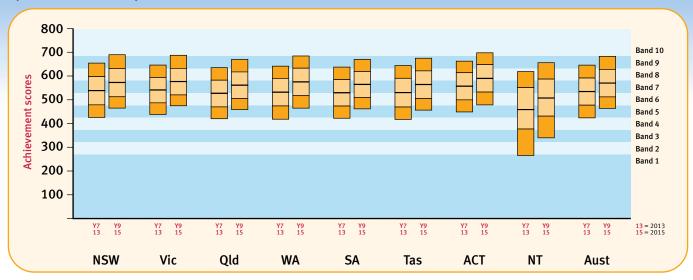


Figure R2.7_9b: Achievement of Year 7 (2013) and Year 9 (2015) Female Students in Reading, by State and Territory.

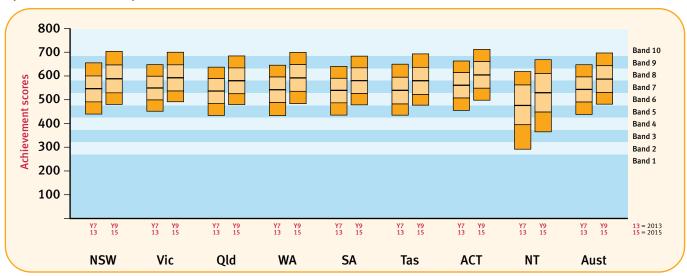


Table R2.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by Sex, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	Male	40.6 ± 7.2	39.9 ± 6.9	37.8 ± 6.5	37.8 ± 8.3	42.3 ± 7.7	41.8 ± 11.9	37.6 ± 14.3	48.0 ± 28.0	39.8 ± 5.6
95% confidence interval)	Female	40.4 ± 6.7	39.8 ± 6.4	40.2 ± 6.4	39.2 ± 7.8	43.4 ± 7.5	40.8 ± 11.6	37.7 ± 14.2	48.0 ± 26.9	40.4 ± 5.5
2012-2014 Average gain (with	Male	37.3 ± 7.4	36.5 ± 7.2	37.6 ± 6.6	46.8 ± 8.2	34.6 ± 8.2	33.9 ± 12.1	37.1 ± 16.5	46.7 ± 32.3	38.0 ± 5.7
95% confidence interval)	Female	39.2 ± 6.9	37.8 ± 6.6	40.3 ± 6.4	46.4 ± 8.0	37.6 ± 7.9	31.7 ± 12.7	40.3 ± 13.7	48.4 ± 32.3	39.7 ± 5.6
2013-2015 Average gain (with	Male	34.2 ± 7.6	35.7 ± 7.4	34.3 ± 7.1	43.4 ± 8.8	35.2 ± 8.5	34.1 ± 11.9	32.8 ± 15.3	48.7 ± 30.5	35.9 ± 6.1
95% confidence interval)	Female	41.9 ± 7.2	43.0 ± 6.9	43.3 ± 6.8	50.0 ± 8.5	41.2 ± 8.0	40.7 ± 12.2	43.7 ± 14.1	53.7 ± 29.3	43.5 ± 5.9

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure R3.7_9a: Achievement of Year 7 (2013) and Year 9 (2015) Indigenous Students in Reading, by State and Territory.

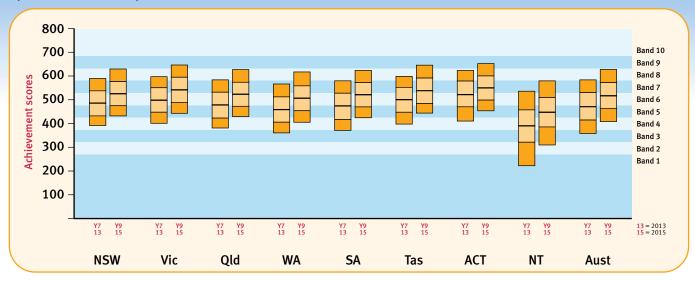


Figure R3.7_9b: Achievement of Year 7 (2013) and Year 9 (2015) Non-Indigenous Students in Reading, by State and Territory.



Table R3.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by Indigenous Status, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	Indigenous	45.4 ± 6.7	48.2 ± 8.5	43.2 ± 7.5	40.3 ± 9.2	48.3 ± 9.8	41.5 ± 11.8	34.3 ± 23.4	47.5 ± 24.1	44.8 ± 6.3
95% confidence interval)	Non- Indigenous	41.1 ± 6.4	40.0 ± 6.2	38.1 ± 6.1	38.2 ± 7.3	42.5 ± 7.1	40.8 ± 10.4	37.9 ± 12.4	41.3 ± 17.8	39.9 ± 5.4
2012-2014 Average gain (with	Indigenous	39.3 ± 6.8	36.0 ± 9.0	43.3 ± 7.8	46.4 ± 10.5	38.3 ± 11.3	34.7 ± 12.0	32.9 ± 20.9	40.5 ± 32.6	42.6 ± 6.9
95% confidence interval)	Non- Indigenous	38.8 ± 6.6	37.2 ± 6.4	38.6 ± 6.2	46.7 ± 7.4	36.0 ± 7.5	33.0 ± 11.1	39.3 ± 12.9	41.6 ± 18.6	38.9 ± 5.5
2013-2015 Average gain (with	Indigenous	39.5 ± 7.0	43.6 ± 10.4	45.1 ± 7.9	47.9 ± 9.9	47.2 ± 11.1	38.1 ± 11.8	28.4 ± 22.5	57.5 ± 26.2	45.9 ± 7.2
95% confidence interval)	Non- Indigenous	38.2 ± 6.9	39.3 ± 6.7	38.7 ± 6.6	46.5 ± 7.9	37.6 ± 7.7	37.9 ± 10.8	37.8 ± 13.0	41.9 ± 16.3	39.5 ± 5.8

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure R4.7_9a: Achievement of Year 7 (2013) and Year 9 (2015) LBOTE Students in Reading, by State and Territory.

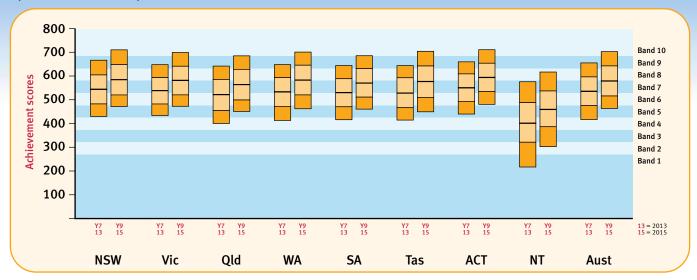


Figure R4.7_9b: Achievement of Year 7 (2013) and Year 9 (2015) Non-LBOTE Students in Reading, by State and Territory.

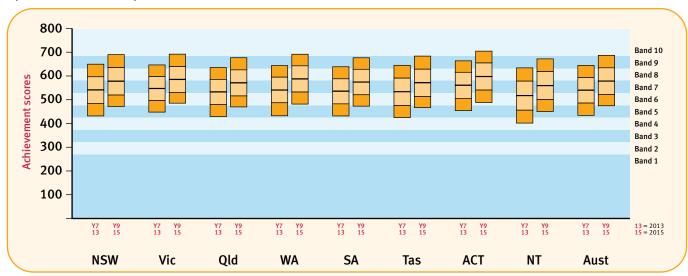


Table R4.7_9: Gain in Reading Achievement for Students from Year 7 to Year 9, by LBOTE Status, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

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		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	LBOTE	43.4 ± 9.6	42.9 ± 8.9	43.7 ± 10.9	39.6 ± 10.2	42.4 ± 11.0	43.0 ± 25.5	40.1 ± 18.0	48.3 ± 38.5	43.8 ± 6.8
95% confidence interval)	Non-LBOTE	39.6 ± 6.3	39.1 ± 6.1	38.2 ± 6.1	40.0 ± 7.6	43.0 ± 7.1	41.0 ± 10.8	37.4 ± 13.0	42.5 ± 18.0	39.3 ± 5.4
2012-2014 Average gain (with	LBOTE	45.9 ± 9.7	44.3 ± 9.4	49.4 ± 11.3	50.9 ± 10.6	35.4 ± 13.6	44.9 ± 25.9	42.2 ± 18.2	36.6 ± 43.5	45.8 ± 6.9
95% confidence interval)	Non-LBOTE	35.6 ± 6.4	35.0 ± 6.3	38.2 ± 6.1	47.2 ± 7.7	35.8 ± 7.4	32.2 ± 11.2	38.2 ± 12.9	39.6 ± 19.2	37.1 ± 5.4
2013-2015 Average gain (with	LBOTE	41.1 ± 9.8	43.0 ± 9.3	42.5 ± 11.9	49.9 ± 11.5	40.5 ± 11.8	48.8 ± 23.8	43.8 ± 19.2	58.5 ± 39.1	43.9 ± 7.2
95% confidence interval)	Non-LBOTE	36.8 ± 6.7	38.2 ± 6.5	38.4 ± 6.5	46.9 ± 8.0	38.7 ± 7.7	37.9 ± 10.9	37.0 ± 12.8	42.2 ± 19.0	38.6 ± 5.8

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

NAPLAN Achievement of Students in Reading

Figure R1.3_5_7: Achievement of Year 3 (2011), Year 5 (2013) and Year 7 (2015) Students in Reading, by State and Territory.

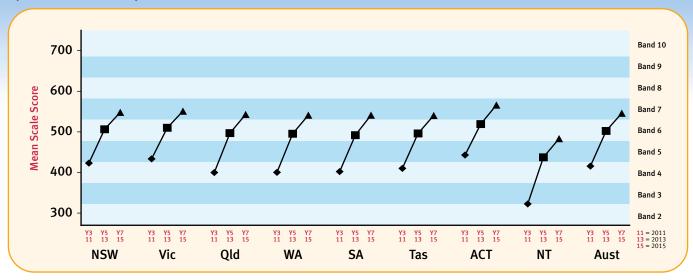


Figure R1.5_7_9: Achievement of Year 5 (2011), Year 7 (2013) and Year 9 (2015) Students in Reading, by State and Territory.

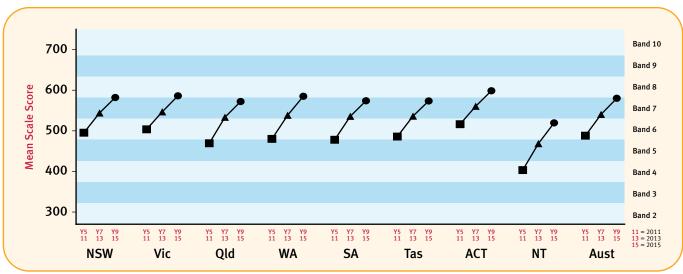
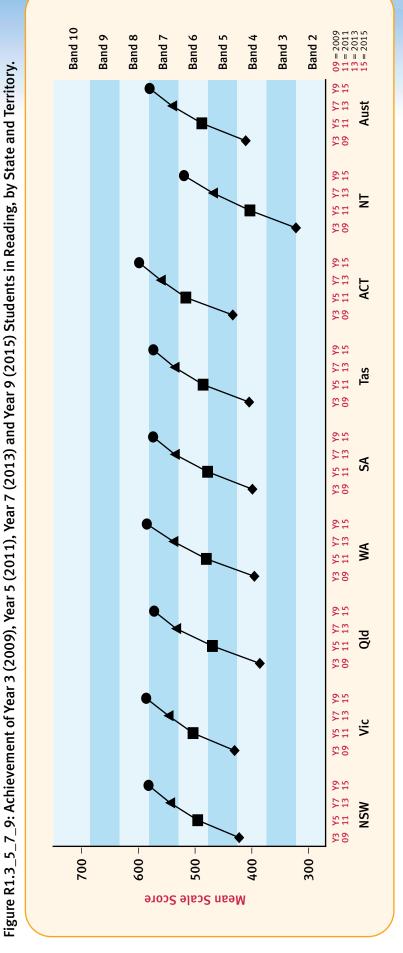


Table R1.2011_2013_2015: Achievement of Students in Reading from Year 3 (2011), Year 5 (2013) and Year 7 (2015), and from Year 5 (2011), Year 7 (2013) and Year 9 (2015), by State and Territory.

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			NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	Year 3	2011	423.1 (85.4)	433.5 (82.8)	399.9 (84.6)	400.3 (87.4)	402.2 (85.7)	410.1 (93.6)	443.0 (87.9)	322.6 (125.1)	415.7 (87.5)
Mean scale score / (S.D.)	Year 5	2013	506.4 (65.0)	510.1 (61.2)	497.0 (63.4)	495.4 (64.9)	491.9 (60.9)	496.1 (67.7)	519.2 (63.7)	437.4 (91.8)	502.3 (64.7)
Mean scale score / (S.D.)	Year 7	2015	548.2 (68.3)	551.1 (64.8)	543.0 (64.5)	541.2 (67.6)	541.2 (64.4)	540.4 (69.2)	566.1 (69.5)	483.4 (96.8)	546.0 (67.3)
Mean scale score / (S.D.)	Year 5	2011	495.4 (75.8)	503.7 (70.5)	469.4 (71.9)	480.2 (77.5)	478.0 (73.6)	485.9 (81.4)	516.3 (74.0)	403.3 (118.5)	488.1 (76.3)
Mean scale score / (S.D.)	Year 7	2013	544.1 (67.5)	546.9 (61.6)	533.5 (64.1)	538.4 (66.4)	535.9 (64.0)	536.3 (67.7)	560.6 (64.6)	468.6 (104.6)	540.6 (66.3)
Mean scale score / (S.D.)	Year 9	2015	582.1 (69.3)	586.2 (65.0)	572.2 (64.5)	585.1 (67.4)	574.0 (63.8)	573.6 (67.2)	598.7 (66.9)	519.6 (94.6)	580.2 (67.5)

NAPLAN Achievement of Students in Reading



Refer to the introduction for explanatory notes and how to read the graph.

Figure N1.3_5: Achievement of Year 3 (2013) and Year 5 (2015) Students in Numeracy, by State and Territory.

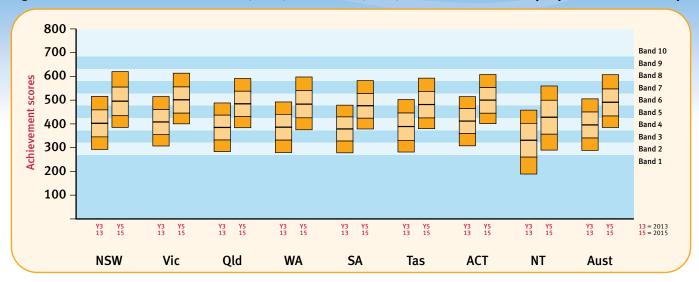


Table N1.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with 95% confidence interval)	87.6 ± 7.0	80.2 ± 6.9	96.5 ± 7.0	91.0 ± 7.5	88.0 ± 7.6	78.7 ± 9.2	83.5 ± 11.1	84.1 ± 19.7	87.7 ± 6.6
2012-2014 Average gain (with 95% confidence interval)	88.4 ± 7.6	87.7 ± 7.5	100.8 ± 7.8	96.7 ± 8.2	93.5 ± 8.3	85.8 ± 10.1	87.3 ± 10.0	99.5 ± 21.5	92.1 ± 7.3
2013-2015 Average gain (with 95% confidence interval)	93.6 ± 8.3	93.5 ± 8.2	99.8 ± 8.3	97.4 ± 8.7	98.0 ± 8.8	92.9 ± 10.4	88.6 ± 11.4	97.3 ± 20.2	95.6 ± 8.0

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions. *Refer to the introduction for explanatory notes and how to read the graph.*

Figure N2.3_5a: Achievement of Year 3 (2013) and Year 5 (2015) Male Students in Numeracy, by State and Territory.

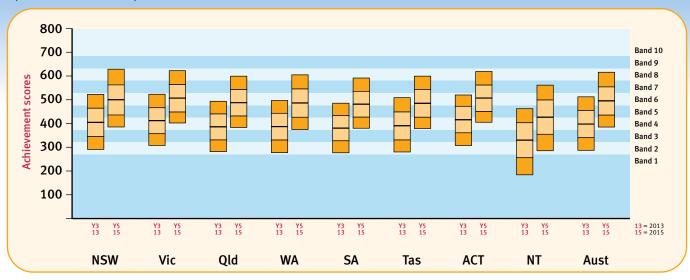


Figure N2.3_5b: Achievement of Year 3 (2013) and Year 5 (2015) Female Students in Numeracy, by State and Territory.



Table N2.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by Sex, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	Male	89.6 ± 7.1	82.0 ± 7.0	98.6 ± 7.1	92.7 ± 7.8	89.9 ± 7.9	80.9 ± 9.9	84.5 ± 12.7	85.7 ± 21.2	89.6 ± 6.6
95% confidence interval)	Female	85.5 ± 7.0	78.5 ± 6.9	94.1 ± 7.0	89.1 ± 7.5	86.2 ± 7.7	76.4 ± 9.6	82.7 ± 12.3	82.7 ± 19.1	85.7 ± 6.6
2012-2014 Average gain (with	Male	90.2 ± 7.8	88.8 ± 7.6	102.7 ± 7.9	98.5 ± 8.5	94.8 ± 8.6	89.0 ± 10.7	87.7 ± 10.8	104.2 ± 22.3	93.8 ± 7.4
95% confidence interval)	Female	86.6 ± 7.6	86.6 ± 7.6	98.7 ± 7.8	94.6 ± 8.2	92.1 ± 8.4	82.5 ± 10.5	86.9 ± 10.7	95.0 ± 21.7	90.5 ± 7.3
2013-2015 Average gain (with	Male	95.7 ± 8.4	95.1 ± 8.3	102.1 ± 8.5	99.8 ± 8.9	101.0 ± 9.2	94.7 ± 11.1	91.7 ± 12.3	97.0 ± 21.5	97.8 ± 8.0
95% confidence interval)	Female	91.3 ± 8.3	91.9 ± 8.2	97.4 ± 8.3	94.9 ± 8.7	94.8 ± 8.8	91.1 ± 10.8	85.2 ± 12.2	97.6 ± 19.9	93.4 ± 8.0

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure N3.3_5a: Achievement of Year 3 (2013) and Year 5 (2015) Indigenous Students in Numeracy, by State and Territory.

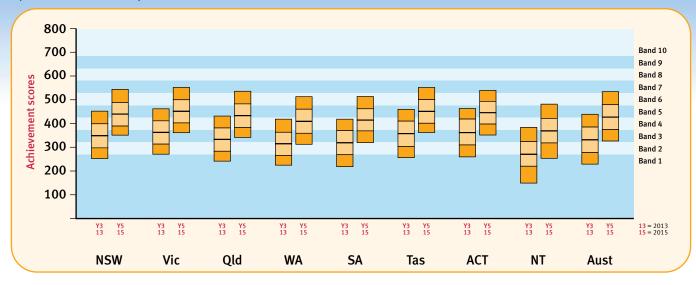


Figure N3.3_5b: Achievement of Year 3 (2013) and Year 5 (2015) Non-Indigenous Students in Numeracy, by State and Territory.

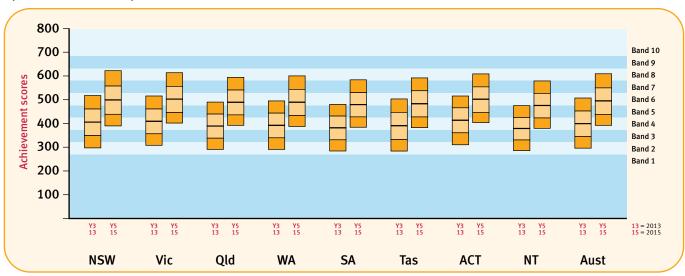


Table N3.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by Indigenous Status, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	Indigenous	81.1 ± 7.7	81.5 ± 9.6	86.8 ± 8.0	82.1 ± 9.3	83.9 ± 12.2	80.7 ± 12.9	86.2 ± 23.8	78.3 ± 16.1	83.0 ± 7.5
95% confidence interval)	Non- Indigenous	88.4 ± 7.0	80.2 ± 6.8	96.8 ± 6.9	92.0 ± 7.4	88.3 ± 7.5	78.4 ± 9.1	83.8 ± 11.1	90.0 ± 12.5	88.1 ± 6.6
2012-2014 Average gain (with	Indigenous	90.8 ± 8.6	92.4 ± 10.4	102.2 ± 9.3	98.9 ± 10.2	97.5 ± 12.9	89.4 ± 13.3	92.1 ± 19.3	105.6 ± 19.5	97.8 ± 8.3
95% confidence interval)	Non- Indigenous	88.5 ± 7.6	87.8 ± 7.5	100.7 ± 7.7	96.7 ± 8.0	93.4 ± 8.3	86.4 ± 9.9	87.4 ± 9.9	92.9 ± 11.6	92.0 ± 7.3
2013-2015 Average gain (with	Indigenous	91.5 ± 8.7	89.1 ± 10.3	100.5 ± 9.6	94.6 ± 10.7	95.9 ± 13.8	93.8 ± 12.7	84.2 ± 19.1	98.9 ± 17.4	95.7 ± 8.6
95% confidence interval)	Non- Indigenous	94.1 ± 8.3	93.5 ± 8.2	100.3 ± 8.3	97.7 ± 8.6	98.1 ± 8.8	92.8 ± 10.0	88.8 ± 11.3	97.0 ± 12.7	95.9 ± 8.0

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure N4.3_5a: Achievement of Year 3 (2013) and Year 5 (2015) LBOTE Students in Numeracy, by State and Territory.

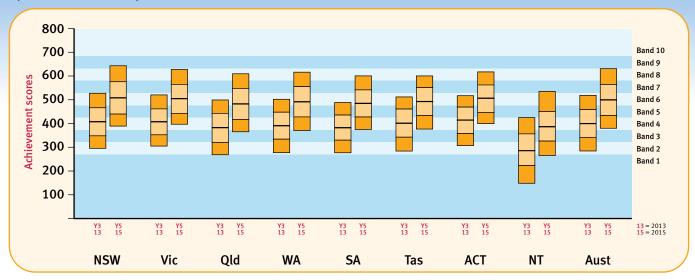


Figure N4.3_5b: Achievement of Year 3 (2013) and Year 5 (2015) Non-LBOTE Students in Numeracy, by State and Territory.



Table N4.3_5: Gain in Numeracy Achievement for Students from Year 3 to Year 5, by LBOTE Status, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	LBOTE	95.9 ± 8.2	85.9 ± 7.6	98.9 ± 11.1	93.3 ± 8.9	89.8 ± 9.7	85.3 ± 16.7	86.9 ± 14.8	78.5 ± 21.6	92.7 ± 7.1
95% confidence interval)	Non-LBOTE	84.0 ± 6.9	78.3 ± 6.8	96.2 ± 6.9	91.4 ± 7.6	87.8 ± 7.6	78.7 ± 9.1	82.9 ± 11.1	90.1 ± 14.0	86.2 ± 6.6
2012-2014 Average gain (with	LBOTE	92.1 ± 8.5	91.1 ± 8.2	103.1 ± 11.8	98.6 ± 9.7	94.8 ± 11.3	80.6 ± 16.6	86.3 ± 12.2	100.1 ± 24.9	93.4 ± 7.7
95% confidence interval)	Non-LBOTE	86.7 ± 7.6	86.5 ± 7.5	100.7 ± 7.7	96.6 ± 8.2	93.1 ± 8.3	86.7 ± 9.9	87.6 ± 10.3	96.2 ± 14.5	91.6 ± 7.3
2013-2015 Average gain (with	LBOTE	100.9 ± 9.2	97.8 ± 8.9	100.2 ± 11.8	101.1 ± 10.1	102.8 ± 11.1	91.9 ± 17.9	92.2 ± 13.2	101.0 ± 22.7	100.0 ± 8.3
95% confidence interval)	Non-LBOTE	90.0 ± 8.2	91.9 ± 8.2	99.8 ± 8.3	96.0 ± 8.7	97.9 ± 8.8	92.5 ± 10.0	87.5 ± 11.4	100.2 ± 14.5	94.4 ± 8.0

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure N1.5_7: Achievement of Year 5 (2013) and Year 7 (2015) Students in Numeracy, by State and Territory.

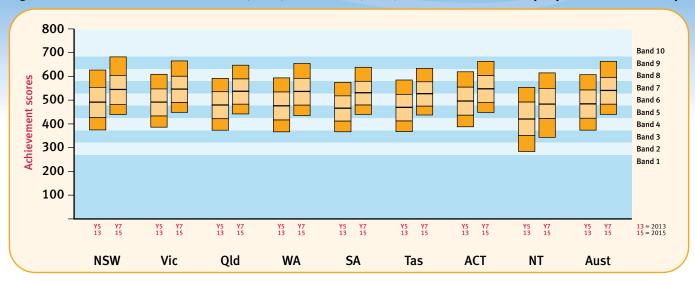


Table N1.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with 95% confidence interval)	48.2 ± 6.7	46.5 ± 6.2	68.2 ± 5.9	62.5 ± 6.9	59.9 ± 6.7	49.5 ± 9.4	47.7 ± 12.3	52.9 ± 21.1	54.3 ± 5.5
2012-2014 Average gain (with 95% confidence interval)	52.6 ± 6.7	51.0 ± 6.3	67.5 ± 6.2	68.0 ± 7.0	62.0 ± 6.7	52.7 ± 9.7	52.2 ± 12.8	66.8 ± 25.2	57.2 ± 5.6
2013-2015 Average gain (with 95% confidence interval)	53.6 ± 6.9	55.4 ± 6.4	57.8 ± 6.7	60.7 ± 8.1	65.3 ± 6.9	57.8 ± 9.4	51.5 ± 12.7	62.8 ± 23.0	56.7 ± 5.8

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions. *Refer to the introduction for explanatory notes and how to read the graph.*

Figure N2.5_7a: Achievement of Year 5 (2013) and Year 7 (2015) Male Students in Numeracy, by State and Territory.

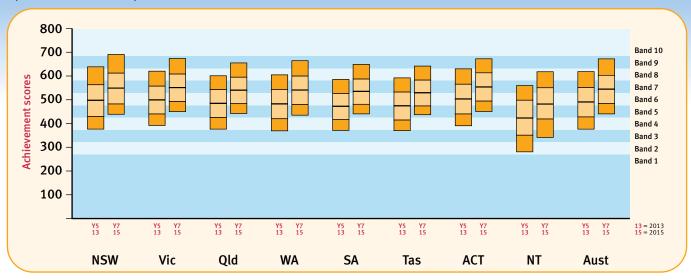


Figure N2.5_7b: Achievement of Year 5 (2013) and Year 7 (2015) Female Students in Numeracy, by State and Territory.



Table N2.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by Sex, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	Male	47.7 ± 7.4	45.8 ± 6.6	68.2 ± 6.1	62.5 ± 7.6	59.5 ± 7.1	48.9 ± 10.0	46.2 ± 14.4	53.7 ± 22.2	53.9 ± 5.7
95% confidence interval)	Female	48.7 ± 6.9	47.2 ± 6.3	68.2 ± 5.9	62.6 ± 7.1	60.4 ± 6.9	50.1 ± 10.1	49.3 ± 12.5	52.0 ± 20.8	54.8 ± 5.5
2012-2014 Average gain (with	Male	53.8 ± 7.5	51.1 ± 6.6	68.1 ± 6.5	69.7 ± 7.7	63.5 ± 7.1	54.5 ± 10.8	55.2 ± 15.3	67.6 ± 27.3	58.2 ± 5.8
95% confidence interval)	Female	51.4 ± 7.0	50.8 ± 6.4	66.8 ± 6.3	66.1 ± 7.3	60.6 ± 6.9	50.8 ± 9.8	49.4 ± 12.7	65.9 ± 23.8	56.2 ± 5.6
2013-2015 Average gain (with	Male	51.2 ± 7.6	52.0 ± 6.8	55.8 ± 7.1	58.7 ± 9.0	63.1 ± 7.4	55.0 ± 10.5	50.7 ± 14.8	59.0 ± 24.9	54.2 ± 5.9
95% confidence interval)	Female	56.1 ± 7.1	58.7 ± 6.5	60.0 ± 6.7	62.7 ± 8.1	67.3 ± 7.0	60.6 ± 9.8	52.2 ± 13.5	66.5 ± 21.8	59.3 ± 5.8

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure N3.5_7a: Achievement of Year 5 (2013) and Year 7 (2015) Indigenous Students in Numeracy, by State and Territory.

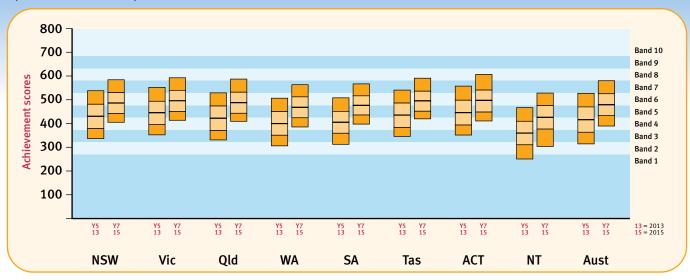


Figure N3.5_7b: Achievement of Year 5 (2013) and Year 7 (2015) Non-Indigenous Students in Numeracy, by State and Territory.

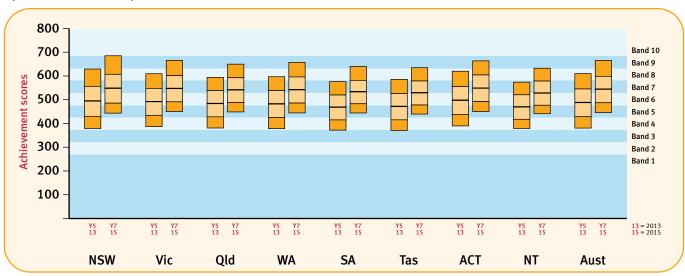


Table N3.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by Indigenous Status, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	Indigenous	45.7 ± 6.8	38.2 ± 9.7	63.0 ± 7.0	62.4 ± 9.0	56.9 ± 10.1	46.5 ± 10.5	54.0 ± 21.6	50.9 ± 18.3	54.6 ± 6.4
95% confidence interval)	Non- Indigenous	48.9 ± 6.7	46.7 ± 6.2	68.0 ± 5.8	62.6 ± 6.7	60.5 ± 6.6	49.9 ± 9.1	48.3 ± 12.2	53.9 ± 12.6	54.5 ± 5.5
2012-2014 Average gain (with	Indigenous	52.4 ± 6.9	45.2 ± 8.8	73.5 ± 8.2	74.0 ± 9.1	65.5 ± 10.9	51.2 ± 11.8	56.8 ± 24.6	73.3 ± 21.1	64.5 ± 7.0
95% confidence interval)	Non- Indigenous	52.9 ± 6.7	51.2 ± 6.2	67.1 ± 6.1	67.8 ± 6.9	62.0 ± 6.7	53.7 ± 9.6	52.7 ± 12.6	54.4 ± 15.0	57.1 ± 5.6
2013-2015 Average gain (with	Indigenous	56.2 ± 6.8	50.8 ± 8.6	65.9 ± 7.5	68.4 ± 9.0	71.3 ± 10.5	60.0 ± 10.5	51.8 ± 19.7	66.4 ± 18.3	63.1 ± 6.7
95% confidence interval)	Non- Indigenous	53.7 ± 6.9	55.5 ± 6.4	57.5 ± 6.6	59.9 ± 8.0	65.1 ± 6.8	57.7 ± 9.2	51.0 ± 12.7	58.6 ± 14.0	56.4 ± 5.8

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure N4.5_7a: Achievement of Year 5 (2013) and Year 7 (2015) LBOTE Students in Numeracy, by State and Territory.

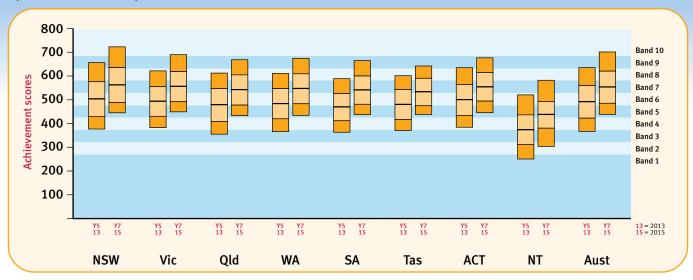


Figure N4.5_7b: Achievement of Year 5 (2013) and Year 7 (2015) Non-LBOTE Students in Numeracy, by State and Territory.



Table N4.5_7: Gain in Numeracy Achievement for Students from Year 5 to Year 7, by LBOTE Status, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	LBOTE	53.9 ± 10.4	52.6 ± 8.1	74.8 ± 11.3	68.3 ± 9.1	64.0 ± 9.4	47.0 ± 19.7	53.5 ± 18.5	49.2 ± 26.0	57.6 ± 7.0
95% confidence interval)	Non-LBOTE	45.6 ± 6.2	44.5 ± 6.1	67.5 ± 5.8	61.4 ± 7.0	59.9 ± 6.6	49.5 ± 9.1	46.5 ± 11.6	53.0 ± 14.2	53.4 ± 5.4
2012-2014 Average gain (with	LBOTE	61.4 ± 10.4	59.4 ± 8.1	76.4 ± 11.1	75.6 ± 8.9	68.9 ± 11.1	50.3 ± 21.4	54.3 ± 16.1	67.5 ± 28.9	63.8 ± 7.1
95% confidence interval)	Non-LBOTE	49.2 ± 6.3	48.3 ± 6.1	66.5 ± 6.1	66.8 ± 7.2	61.0 ± 6.7	52.8 ± 9.6	51.7 ± 12.9	51.3 ± 16.9	55.1 ± 5.5
2013-2015 Average gain (with	LBOTE	59.2 ± 10.3	62.8 ± 8.3	63.5 ± 12.1	63.8 ± 11.7	71.8 ± 10.1	53.5 ± 18.1	53.9 ± 17.5	64.5 ± 26.4	62.2 ± 7.2
95% confidence interval)	Non-LBOTE	50.9 ± 6.4	53.0 ± 6.3	57.2 ± 6.5	60.3 ± 8.0	65.3 ± 6.9	57.6 ± 9.3	51.2 ± 12.1	60.1 ± 16.4	55.3 ± 5.7

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure N1.7_9: Achievement of Year 7 (2013) and Year 9 (2015) Students in Numeracy, by State and Territory.

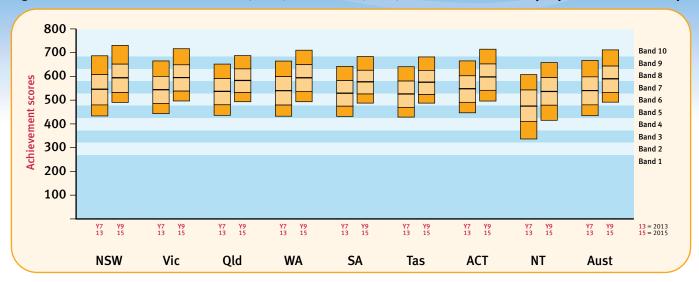


Table N1.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with 95% confidence interval)	43.3 ± 7.4	37.5 ± 6.8	34.5 ± 6.3	39.8 ± 8.6	36.8 ± 8.3	33.3 ± 11.3	41.4 ± 16.6	42.0 ± 25.4	39.0 ± 5.2
2012-2014 Average gain (with 95% confidence interval)	50.9 ± 6.7	48.0 ± 6.3	47.8 ± 5.6	56.2 ± 7.6	44.5 ± 7.3	46.8 ± 10.8	48.5 ± 14.3	57.3 ± 25.5	49.7 ± 4.7
2013-2015 Average gain (with 95% confidence interval)	48.5 ± 6.6	51.3 ± 6.2	46.2 ± 5.6	54.3 ± 7.7	48.1 ± 7.5	49.6 ± 10.0	49.9 ± 14.5	61.7 ± 22.3	49.6 ± 4.6

The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions. *Refer to the introduction for explanatory notes and how to read the graph.*

Figure N2.7_9a: Achievement of Year 7 (2013) and Year 9 (2015) Male Students in Numeracy, by State and Territory.



Figure N2.7_9b: Achievement of Year 7 (2013) and Year 9 (2015) Female Students in Numeracy, by State and Territory.



Table N2.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by Sex, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	Male	44.3 ± 8.8	39.7 ± 8.0	34.7 ± 6.9	41.4 ± 9.6	38.1 ± 9.1	35.3 ± 12.3	42.9 ± 19.4	44.4 ± 27.3	40.2 ± 5.6
95% confidence interval)	Female	42.2 ± 7.8	35.3 ± 7.0	34.3 ± 6.5	38.3 ± 8.7	35.5 ± 8.4	31.1 ± 11.7	39.8 ± 17.8	39.4 ± 24.9	37.6 ± 5.3
2012-2014 Average gain (with	Male	50.9 ± 8.0	47.8 ± 7.5	46.9 ± 6.1	57.0 ± 8.5	43.8 ± 8.0	48.2 ± 11.4	48.6 ± 18.0	57.5 ± 26.4	49.4 ± 5.1
95% confidence interval)	Female	50.9 ± 7.1	48.3 ± 6.5	48.9 ± 5.8	55.4 ± 8.0	45.3 ± 7.4	45.4 ± 11.3	48.4 ± 14.0	57.2 ± 25.9	49.8 ± 4.8
2013-2015 Average gain (with	Male	48.5 ± 7.8	50.6 ± 7.3	44.7 ± 6.1	53.9 ± 8.8	47.0 ± 8.2	50.3 ± 10.7	49.4 ± 17.2	62.0 ± 23.2	49.0 ± 5.0
95% confidence interval)	Female	48.6 ± 7.0	51.9 ± 6.4	47.8 ± 5.7	54.6 ± 8.0	49.2 ± 7.6	48.8 ± 10.9	50.1 ± 14.7	61.3 ± 22.0	50.1 ± 4.7

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure N3.7_9a: Achievement of Year 7 (2013) and Year 9 (2015) Indigenous Students in Numeracy, by State and Territory.

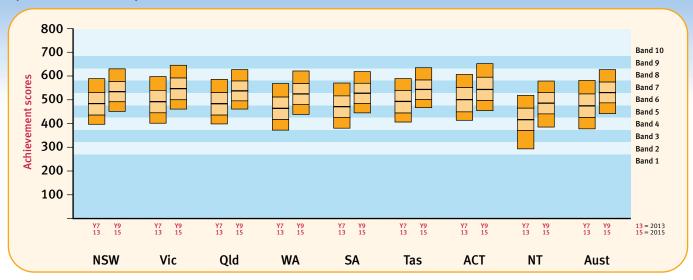


Figure N3.7_9b: Achievement of Year 7 (2013) and Year 9 (2015) Non-Indigenous Students in Numeracy, by State and Territory.



Table N3.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by Indigenous Status, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	Indigenous	33.6 ± 6.7	32.8 ± 8.8	30.6 ± 7.5	32.8 ± 10.4	36.9 ± 11.0	32.9 ± 12.8	31.6 ± 24.4	35.6 ± 20.7	33.1 ± 5.8
95% confidence interval)	Non- Indigenous	44.6 ± 7.4	37.7 ± 6.8	34.3 ± 6.2	40.3 ± 8.4	36.9 ± 8.2	33.3 ± 10.5	41.7 ± 16.2	38.7 ± 17.6	39.3 ± 5.2
2012-2014 Average gain (with	Indigenous	54.1 ± 6.0	43.7 ± 7.9	49.7 ± 6.7	57.0 ± 9.8	49.0 ± 9.5	50.2 ± 10.9	42.5 ± 17.8	57.5 ± 20.8	53.4 ± 5.4
95% confidence interval)	Non- Indigenous	51.4 ± 6.7	47.9 ± 6.3	47.6 ± 5.5	56.2 ± 7.4	44.5 ± 7.1	46.4 ± 10.3	49.0 ± 14.2	46.5 ± 17.9	49.6 ± 4.7
2013-2015 Average gain (with	Indigenous	50.3 ± 5.7	55.2 ± 9.5	54.2 ± 6.4	61.0 ± 8.6	56.6 ± 9.8	50.7 ± 10.1	43.0 ± 20.6	69.8 ± 17.6	56.2 ± 5.3
95% confidence interval)	Non- Indigenous	48.9 ± 6.7	51.2 ± 6.2	46.1 ± 5.5	53.8 ± 7.6	47.5 ± 7.3	49.6 ± 9.8	49.3 ± 14.4	52.6 ± 15.2	49.4 ± 4.6

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

Figure N4.7_9a: Achievement of Year 7 (2013) and Year 9 (2015) LBOTE Students in Numeracy, by State and Territory.

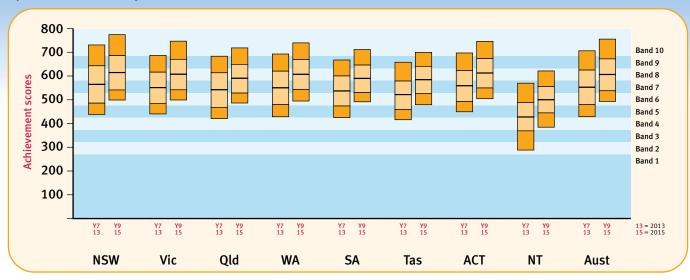


Figure N4.7_9b: Achievement of Year 7 (2013) and Year 9 (2015) Non-LBOTE Students in Numeracy, by State and Territory.



Table N4.7_9: Gain in Numeracy Achievement for Students from Year 7 to Year 9, by LBOTE Status, by State and Territory, 2011–2013, 2012–2014 and 2013–2015.

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-2013 Average gain (with	LBOTE	51.5 ± 13.6	44.2 ± 12.5	41.6 ± 13.7	43.9 ± 14.4	39.6 ± 14.2	26.7 ± 25.4	47.0 ± 25.0	40.6 ± 37.0	47.8 ± 8.3
95% confidence interval)	Non-LBOTE	39.6 ± 6.5	35.5 ± 6.2	33.8 ± 6.1	42.0 ± 8.4	36.4 ± 7.9	33.5 ± 11.1	40.2 ± 16.1	37.3 ± 18.9	36.8 ± 5.0
2012-2014 Average gain (with	LBOTE	52.1 ± 12.3	52.8 ± 11.6	51.5 ± 12.3	57.8 ± 12.0	43.4 ± 14.7	47.8 ± 24.9	48.8 ± 20.4	55.3 ± 33.4	52.4 ± 7.5
95% confidence interval)	Non-LBOTE	50.6 ± 5.9	46.3 ± 5.8	47.4 ± 5.3	58.0 ± 7.5	44.8 ± 6.9	46.2 ± 10.4	48.4 ± 13.9	49.4 ± 18.3	48.7 ± 4.5
2013-2015 Average gain (with	LBOTE	50.0 ± 11.8	56.5 ± 10.9	48.3 ± 12.4	56.9 ± 12.7	52.8 ± 12.8	62.8 ± 20.8	53.8 ± 22.2	72.8 ± 28.9	54.0 ± 7.3
95% confidence interval)	Non-LBOTE	47.7 ± 5.8	49.4 ± 5.7	46.0 ± 5.3	54.2 ± 7.4	48.7 ± 7.1	49.8 ± 9.8	49.2 ± 13.3	52.6 ± 17.5	48.5 ± 4.4

The confidence interval provided is for the specific jurisdictional subgroup gain and should not be used for comparisons between jurisdictions or between subgroups.

NAPLAN Achievement of Students in Numeracy

Figure N1.3_5_7: Achievement of Year 3 (2011), Year 5 (2013) and Year 7 (2015) Students in Numeracy, by State and Territory.

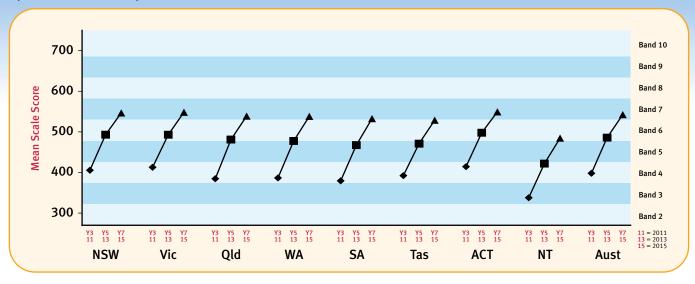


Figure N1.5_7_9: Achievement of Year 5 (2011), Year 7 (2013) and Year 9 (2015) Students in Numeracy, by State and Territory.

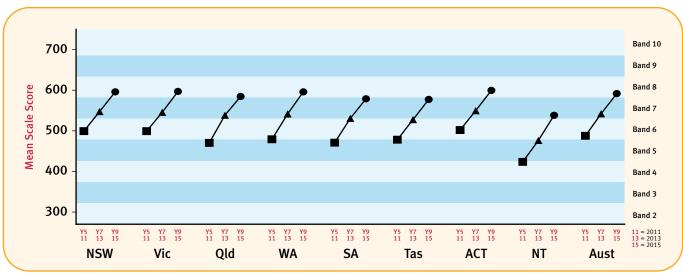
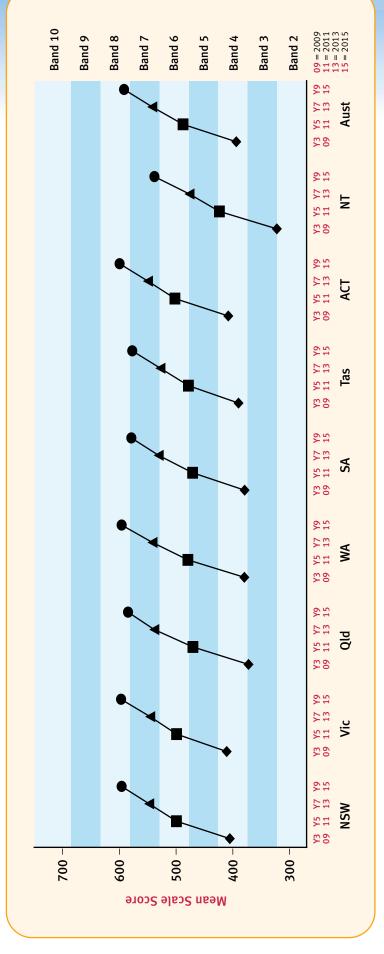


Table N1.2011_2013_2015: Achievement of Students in Numeracy from Year 3 (2011), Year 5 (2013) and Year 7 (2015), and from Year 5 (2011), Year 7 (2013) and Year 9 (2015), by State and Territory.

									-		
			NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Mean scale score / (S.D.)	Year 3	2011	405.5 (71.4)	412.8 (68.3)	384.6 (66.9)	386.6 (68.7)	379.4 (64.9)	392.3 (70.9)	414.4 (70.5)	337.8 (81.8)	398.1 (70.6)
Mean scale score / (S.D.)	Year 5	2013	493.1 (76.8)	493.0 (67.5)	481.1 (66.7)	477.6 (69.7)	467.4 (63.7)	471.0 (66.0)	497.9 (70.5)	421.9 (83.0)	485.8 (71.5)
Mean scale score / (S.D.)	Year 7	2015	546.7 (74.4)	548.4 (66.1)	538.9 (62.9)	538.3 (67.3)	532.7 (60.7)	528.8 (60.3)	549.4 (65.7)	484.7 (81.2)	542.5 (68.6)
Mean scale score / (S.D.)	Year 5	2011	499.3 (72.5)	499.2 (64.7)	470.3 (59.8)	479.2 (66.3)	470.9 (60.8)	478.2 (65.2)	502.0 (63.9)	423.6 (79.0)	487.8 (68.2)
Mean scale score / (S.D.)	Year 7	2013	547.5 (77.4)	545.7 (67.7)	538.5 (65.7)	541.7 (71.1)	530.8 (64.6)	527.7 (65.1)	549.7 (66.7)	476.5 (82.3)	542.1 (71.4)
Mean scale score / (S.D.)	Year 9	2015	596.0 (73.7)	597.0 (67.1)	584.7 (59.9)	596.0 (66.7)	578.9 (60.4)	577.3 (60.0)	599.6 (66.6)	538.2 (72.3)	591.7 (67.8)

NAPLAN Achievement of Students in Numeracy



Refer to the introduction for explanatory notes and how to read the graph.

Figure N1.3_5_7_9: Achievement of Year 3 (2009), Year 5 (2011), Year 7 (2013) and Year 9 (2015) Students in Numeracy, by State and Territory.

NAPLAN Commentary

Gains in Reading and Numeracy achievement

As students progress through school they develop greater proficiency in the learning areas they study as a result of the teaching they experience and as a result of their general development. NAPLAN results provide the opportunity to examine these changes in student proficiency because the NAPLAN achievement scales are equated over year levels (the same scales apply to Years 3, 5, 7 and 9) and successive cycles (the same scales apply in 2008 to 2015).

In this NAPLAN report, two-year, four-year and six-year gains for reading and numeracy achievements are discussed. Two year gains refer to the difference in mean scores in NAPLAN cycles two years apart for the same cohorts of students: from Year 3 to Year 5. Year 5 to Year 7 and Year 7 to Year 9. Data based on two-year gains for 2011 to 2013, 2012 to 2014 and 2013 to 2015 are discussed. Thus, there are three estimates for each two-year progression but the greatest emphasis is placed on gains from 2013 to 2015. These gains are considered for students overall and compared for male and female students, for Indigenous and non-Indigenous students and for students whose language background is other than English (LBOTE) and students whose language background is English (non-LBOTE) students. Four-year gains refer to the progression of cohorts over four years or two NAPLAN cycles; from Year 3 to Year 7 and from Year 5 to Year 9. These four-year gains are discussed for the period from 2011 to 2015. Six-year gains refer to the progression of cohorts over three NAPLAN cycles from Year 3 to Year 9. The six-year gains from Year 3 in 2009 to Year 9 in 2015 are also discussed.

About the figures and tables

Table R1.3_5 provides the average two-year gains in reading achievement from Year 3 to Year 5 for three cohorts: those who were in Year 3 in 2011, those who were in Year 3 in 2012 and those who were in Year 3 in 2013. Table R1.5_7 and Table R1.7_9 provide the corresponding average gains in reading achievement from Year 5 to Year 7 and Year 7 to Year 9 for each of these time periods. The commentary discusses differences in the gains for the three cohorts. Figures N1.3_5, N1.5_7 and N1.7_9, together with Tables N1.3_5, N1.5_7 and N1.7_9, provide representations of the corresponding data for gains in numeracy achievement.

In addition, Figure R1.3_5_7, together with Table R1.3_5_7, and Figure R1.5_7_9, together with Table R1.5_7_9, provide representations of the four-year gains in reading achievement for the 2011 Year 3 cohort and the 2011 Year 5 cohort. Corresponding data for numeracy achievement are represented in Figure N1.3_5_7 (Table N1.3_5_7) and Figure N1.5_7_9 (Table N1.5_7_9). Figure R1.3_5_7_9 and Figure N1.3_5_7_9 provide representations of the six-year gains in reading and numeracy respectively for the cohort that was in Year 3 in 2009 and reached Year 9 in 2015.

The commentary

In this commentary, the focus is on differences among the two-year gains that are statistically significant (in other words, are unlikely to have arisen by chance). Where the commentary states that there was no difference in a set of gain scores it means that the difference did not satisfy this criterion. The commentary focuses on two aspects of the gain scores among the multitude of possible comparisons that could be made. The first is whether the national gain scores for each progression are similar, or consistent, across cohorts. The second is whether there are differences in gain scores for different jurisdictions and groups of students.

Gains in Reading

From Year 3 to Year 5

Nationally the gains in reading achievement from Year 3 to Year 5 ranged from 79 to 87 score points and averaged 82 points over the three cohorts. There were no differences among the cycles (Table R1.3_5 and Figure R1.3_5). For the cohort progressing from Year 3 in 2013 to Year 5 in 2015 the gain in Queensland (87 points) was greater than the national gain (79 points) and the gain for Victoria (74 points) was less than the national average. This pattern was also evident in the jurisdictional gains from Year 3 in 2012 to Year 5 in 2014. For the cohort from Year 3 in 2011 to Year 5 in 2013 there had been more differences among jurisdictions.

Nationally the gains for male students (82 points) were greater than the gains for female students (77 points) in the cohort that progressed from Year 3 in 2013 to Year 5 in 2015. This pattern was evident in New South Wales, Victoria and Queensland but not in other jurisdictions (Table R2.3_5).

There was no significant national difference between the gains for Indigenous and non-Indigenous students from Year 3 in 2013 to Year 5 in 2015 (Table R3.3_5). By way of comparison, it can be noted that for the cohort from Year 3 in 2012 to Year 5 in 2014, and from Year 3 in 2011 to Year 5 in 2013, there had been greater gains in reading achievement nationally for Indigenous than for non-Indigenous students (the difference gain was 8 points from 2012 to 2014 and 22 points from 2011 to 2013).

The gains from Year 3 in 2013 to Year 5 in 2015 for LBOTE students were the same as those for non-LBOTE students. For the preceding cohort (from Year 3 in 2012 to Year 5 in 2014) the gains for LBOTE students had been less than those for non-LBOTE students (the difference was 6 points) (Table R4.3_5).

From Year 5 to Year 7

Table R1.5_7 and Figure R1.5_7 show the average gains in reading achievement from Year 5 to Year 7 for 2013 to 2015, 2012 to 2014 and 2011 to 2013. The Year 5 to Year 7 gain in reading averaged 50 points over the three cohorts and the gain for the 2013 to 2015 (44 points) was not significantly different from either of the two previous cohorts. For the 2013 to 2015 cohort, most jurisdictional gains did not differ from the national gain but in South Australia the gain (49 points) was significantly greater than the national gain (44 points).

Nationally, there was no difference between male and female students in the gains in reading achievement from Year 5 to Year 7 in the 2013 to 2015 cohort. In addition, there were no differences between male and female students in reading achievement gains between Year 5 and Year 7 within jurisdictions (Table R2.5_7 and Figure R2.5_7). There was also no difference in Year 5 to Year 7 reading gains between LBOTE and non-LBOTE students nationally or within any jurisdiction (Table R4.5_7 and Figure R4.5_7).

Nationally, the gains from Year 5 in 2013 to Year 7 in 2015 for Indigenous students were the same as those for non-Indigenous students (Table R3.5_7 and Figure R3.5_7). Only in Victoria was a difference observed between the gain scores from Year 5 to Year 7 for Indigenous and non-Indigenous students (33 points compared to 41 points). For the previous cohort of students, from Year 5 in 2012 to Year 7 in 2014, nationally there had been a larger gain (70 points) for Indigenous than non-Indigenous students (52 points).

From Year 7 to Year 9

Table R1.7_9 and Figure R1.7_9 show, nationally and for each jurisdiction, the average gains in reading achievement from Year 7 to Year 9. These data reference the 2013 to 2015, 2012 to 2014 and 2011 to 2013 cohorts. Over the three cohorts the average gain was 40 points. None of the differences in gains between cohorts were statistically significant.

NAPLAN Commentary

For the 2013 to 2015 cohort, only in Western Australia did the reading gain from Year 7 to Year 9 differ significantly from the national gain. For the 2013 to 2015 cohort, the national gain scores for female students (44 points) were greater than those for male students (36 points) (Table R2.7_9 and Figure R2.7_9). The difference between male and female students was significant in New South Wales, Victoria and Queensland but not in other jurisdictions. In the previous cohort, from 2012 to 2014, the corresponding national gain scores for male students had been no different from those for female students.

Nationally, and in Queensland, reading gains from Year 7 to Year 9 in the 2013 to 2015 cohort were greater for Indigenous than non-Indigenous students (Table R3.7_9 and Figure R3.7_9). No corresponding difference had been observed for the 2012 to 2014 cohort. The reading gains for LBOTE students were greater than for non-LBOTE nationally (by 5 points) but no differences between LBOTE and non-LBOTE students were evident within jurisdictions (Table R4.7_9 and Figure R4.7_9). In the previous cohort, from 2012 to 2014, the national reading gains for LBOTE students had also been greater than those for non-LBOTE students.

From Year 3 to Year 7 and Year 5 to Year 9

For the four-year progression the focus is on differences that appear worthy of comment in a general (rather than in a statistically significant) sense. Table R1.2011_2013_2015 (and the corresponding Figure R1.3_5_7 and Figure R1.5_7_9) records the mean reading achievement scores across four-year periods from:

- Year 3 to Year 7 (for the cohorts that were in Year 3 in 2011, in Year 5 in 2013 and Year 7 in 2015); and
- Year 5 to Year 9 (for the cohorts that were in Year 5 in 2011, in Year 7 in 2013 and Year 9 in 2015).

For the first of these cohorts, it was evident that, nationally, the gain from Year 3 to Year 5 was 87 points and the gain from Year 5 to Year 7 was 44 points, making a total four-year gain of 130 points. This overall gain was almost exactly the same as the 132 point gain observed in the preceding cohort (from 2010 to 2014). The jurisdictional reading gain scores for the 2011 to 2015 cohort ranged from Victoria (118 points) to the Northern Territory (161 points).

For the cohort that was in Year 5 in 2011, it appears that, nationally, the reading gain from Year 5 to Year 9 was 92 points (which was the same as the 92 point gain for the cohort that was in Year 5 in 2010). Nationally, the gain from Year 5 to Year 7 was 53 points and the gain from Year 7 to Year 9 was 40 points. The largest gains over four years were evident in the Northern Territory (116 points), Western Australia (105 points) and Queensland (103 points).

From Year 3 to Year 9

The 2015 data for NAPLAN reading made it possible to examine the gain in reading achievement over six years from Year 3 in 2009 to Year 9 in 2015. These data are shown in Figure R1.3_5_7_9. For this cohort nationally there was a gain of 77 points from Year 3 to Year 5, a gain of 53 points from Year 5 to Year 7 and a gain of 40 points from Year 7 to Year 9. This pattern of improved reading amounted to a total increase of 169 score points with the rate of increase becoming progressively smaller across year levels. The data in Figure R1.3_5_7_9 show differences among jurisdictions in the total change from Year 3 to Year 9. These ranged from 156 points in Victoria to 197 points in the Northern Territory. There was a strong negative association between mean scores in Year 3 and the gain from Year 3 to Year 9. In other words, there were greater gains in those jurisdictions where initial reading achievement was lower.

Gains in Numeracy

From Year 3 to Year 5

Table N1.3_5 and Figure N1.3_5 provide data regarding the Year 3 to Year 5 gains in numeracy between 2013 and 2015, 2012 and 2014, and 2011 and 2013. Nationally, the average gain over three cohorts was 92 score points. There was no difference in the magnitude of the numeracy gain between the 2013 to 2015 cohort and the 2011 to 2013 cohort or between adjacent cohorts (2010 to 2012 and 2011 to 2013).

For the 2013 to 2015 cohort, the gain in numeracy for Queensland (100 points) differed significantly from the national gain of 96 points. In the 2012 to 2014 cohort, Queensland and Western Australia had recorded larger gains than the national gain and New South Wales and Victoria recorded smaller gains than the national gain.

For the Year 3 in 2013 to Year 5 in 2015 cohort, there was a significant difference in the national numeracy gains for male (98 points) and female (93 points) students. Furthermore, the gains for male students were greater than the gains for female students in New South Wales (by 4 points) and Queensland (by 5 points) (Table N2.3_5). For the corresponding cohort in 2012 to 2014, there had also been larger national gains for male (94 points) than female (91 points) students.

For the 2013 to 2015 cohort, the national gain from Year 3 to Year 5 was the same for Indigenous and non-Indigenous students (Table N3.3_5). Furthermore, there were no differences between Indigenous and non-Indigenous students in the Year 3 to Year 5 numeracy gains for any jurisdiction. For the 2012 to 2014 cohort, there had been a difference between Indigenous and non-Indigenous students in the national Year 3 to Year 5 numeracy gain scores.

For the 2013 to 2015 cohort, there was a greater gain in numeracy from Year 3 to Year 5 for LBOTE (100 points) than for non-LBOTE (94 points) students nationally (Table N4.3_5). This pattern of a greater gain in numeracy for LBOTE than non-LBOTE students was also evident in New South Wales (by 11 points) and Victoria (by 6 points) but not in other jurisdictions. In the 2012 to 2014 cohort, there had been no national difference in the Year 3 to Year 5 numeracy gain scores for LBOTE and non-LBOTE students.

From Year 5 to Year 7

Table N1.5_7 and Figure N1.5_7 provide data regarding the Year 5 to Year 7 gains in numeracy between 2013 and 2015, 2012 and 2014, and 2011 and 2013. Nationally, the numeracy gain between Year 5 and Year 7 for the 2013 cohort was not significantly different than that for the 2012 cohort or the 2011 cohort. Nationally, the average gain across the three cohorts was 56 score points. For the 2013 to 2015 (Year 5 to Year 7) cohort, the gain score in South Australia of 65 points was significantly greater than the national gain of 57 points. The Year 5 to Year 7 average gain in numeracy in the 2013 to 2015 cohort was greater for female (59 points) than male (54 points) students nationally. There was also a difference in the gains by male and female students in Victoria (Table N2.5_7).

At a national level, the Year 5 to 7 numeracy gains for Indigenous students (63 points) were greater than those for non-Indigenous students (56 points) in the 2013 to 2015 cohort (Table N3.5_7). This repeated the pattern that had been observed for the 2012 to 2014 cohort. In the 2013 to 2015 cohort, larger Year 5 to 7 numeracy gains for Indigenous compared to non-Indigenous students were evident within Queensland (66 points compared to 58 points) but the corresponding difference was not significant in any other jurisdiction.

NAPLAN Commentary

In the 2013 to 2015 cohort, the Year 5 to 7 numeracy gains for LBOTE students across Australia (62 points) were greater than those for non-LBOTE students (55 points) (Table N4.5_7). This difference had also been observed in the 2012 to 2014 cohort. In the 2013 to 2015 cohort, the national difference between LBOTE and non-LBOTE students was also evident within Victoria (10 points).

From Year 7 to Year 9

Table N1.7_9 and Figure N1.7_9 provide data regarding the Year 7 to Year 9 gains in numeracy between 2013 and 2015, 2012 and 2014 and between 2011 and 2013. Nationally, the gains in numeracy between Year 7 and Year 9 for the 2013 to 2015 and the 2012 to 2014 cohorts were very similar (50 points) but greater than the gain for the 2011 to 2013 cohort (39 points). For the 2013 to 2015 cohort, none of the jurisdictional gain scores differed significantly from the national gain score. This had also been observed for the 2012 to 2014 cohort.

For the 2013 to 2015 cohort, there were no differences, either nationally or within any jurisdiction, in the Year 7 to Year 9 numeracy gains between male and female students (Table N2.7_9). This also repeated the observation made for the 2012 to 2014 cohort.

For the 2013 to 2015 cohort, greater gains for Year 7 to 9 numeracy were observed for Indigenous (56 points) than non-Indigenous (49 points) students nationally and in Queensland (54 points compared to 46 points) but not in any other jurisdiction (Table N3.7_9). These differences in Year 7 to Year 9 numeracy gains had not been evident in the 2012 to 2014 cohort.

Nationally, in both the 2013 to 2015 cohort and the 2012 to 2014 cohort, the Year 7 to 9 numeracy gains for LBOTE students were not different than the gains for non-LBOTE students (Table N4.7_9). In addition, there were no differences in the gains for LBOTE and non-LBOTE students within any of the jurisdictions.

From Year 3 to Year 7 and Year 5 to Year 9

Table N1.2011_2013_2015 (and the corresponding Figures N1.3_5_7 and N1.5_7_9) records the mean numeracy achievement scores across a four-year period from Year 3 to Year 7 for the cohorts that were in Year 3 in 2011 (progressing to Year 7 in 2015) and in Year 5 in 2011 (progressing to Year 9 in 2015). From these data it was possible to compute numeracy gain scores for the two relevant four-year periods.

It was evident from the gain scores that, nationally the four-year gain in numeracy achievement over Year 3 to Year 7 was 144 points and this was made up of an average gain of 88 points between Year 3 and Year 5 and 57 points between Year 5 and Year 7. The four-year gain for this cohort was a little less than that reported for the 2010 to 2014 cohort (151 points). Figure N1.3_5_7 illustrates the decline in gain scores with successive progressions through school nationally and in every jurisdiction. The data also indicate that the average gain scores over four years ranged from 135 points in the ACT and 136 points in Victoria to 154 points in Queensland, 153 points in South Australia and 152 points in Western Australia.

Nationally, the average numeracy gain from Year 5 to Year 9 was 104 points and the data also indicate that the average gain scores over four years ranged from 97 points in New South Wales, and 98 points in Victoria and the ACT, to 114 points in Queensland, 115 points in the Northern Territory and 117 points in Western Australia. Figure N1.5_7_9 shows that the changes in national numeracy gain scores were similar between Year 5 and Year 7 and between Year 7 and Year 9 nationally and in most jurisdictions. Nationally, the overall gain consisted of an average gain of 54 points between Year 5 and Year 7 and 50 points between Year 7 and Year 9.

From Year 3 to Year 9

The 2015 data for NAPLAN numeracy made it possible to examine the gain in numeracy achievement over six years from Year 3 in 2009 to Year 9 in 2015. These data are shown in Figure N1.3_5_7_9. The national improvement in numeracy scores, as students progressed through school over six years, amounted to a total increase of 198 score points. For this cohort, there was a gain of 94 points from Year 3 to Year 5, a gain of 54 points from Year 5 to Year 7 and a gain of 50 points from Year 7 to Year 9. In other words, following a substantial increase between Year 3 and Year 5 the gains between Year 5 and Year 7, and Year 7 and Year 9 were the same. This pattern differs from that observed for reading where the increase from Year 7 to Year 9 was less than that between Year 5 and Year 7 (and between Year 3 and Year 5). Apparently the rate of increase in numeracy did not slow beyond Year 7 in the manner observed for reading. This same pattern for numeracy gains had been observed in the 2008 to 2014 cohort. The data in Figure N1.3_5_7_9 also show differences among jurisdictions in the total change from Year 3 to Year 9. These differences ranged from 187 points in Tasmania and 186 points in Victoria, to 216 points in Western Australia and the Northern Territory and 212 points in Queensland. The negative association between mean numeracy scores in Year 3 and the numeracy gain from Year 3 to Year 9 was similar to that observed for reading.