

2008

National Assessment Program

Literacy and Numeracy

Achievement in Reading, Writing, Language
Conventions and Numeracy

2008 Years 3, 5, 7 and 9 National Results in Reading, Writing, Language Conventions and Numeracy

Introduction

In July 2003, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) decided to improve the comparability and diagnostic potential of national literacy and numeracy data through the development of common national tests.

The first National Assessment Program—Literacy and Numeracy (NAPLAN) tests were conducted in May 2008 for all Years 3, 5, 7 and 9 students in government and non-government schools. For the first time, all students in the same year level were assessed on the same test items in the domains of Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. Prior to 2008, students had undertaken different tests in each State and Territory.

The NAPLAN tests were developed collaboratively by the States and Territories, the non-government education sectors and the Australian Government, with Curriculum Corporation as project managers. The tests broadly reflect the curriculum content across all States and Territories, and the types of test questions and test formats were chosen so that they would be familiar to teachers and students.

NAPLAN is an important innovation in national literacy and numeracy assessment in Australia. It reports the full range of student achievement against a common scale and uses a common set of tests to resolve the technical difficulties associated with equating State and Territory based tests.

For each of the assessed aspects of literacy and for numeracy, there is now a single continuous scale of student achievement across ten national achievement bands spanning Years 3, 5, 7 and 9. Each year level is reported against six of these bands.

As students progress through their years of schooling, it will now be possible to monitor how much progress they have made in literacy and numeracy. Individual student reports also show their results against the national average and the middle 60 per cent of students nationally.

Individual student reports contain plain English descriptors of what was assessed in each of the tests. This provides

parents, in particular, with valuable information on what a student can typically do.

Importantly, NAPLAN can be used by teachers for diagnostic purposes. At the national level, teachers can refer to this information to gauge the achievement of the most able students, as well as focus on students who have yet to reach the national minimum standard and who may need further support.

The NAPLAN Assessment Process

On 13, 14 and 15 May 2008, over one million students in Years 3, 5, 7 and 9 sat the same NAPLAN tests.

The test administration authorities in each State and Territory were responsible for printing the NAPLAN 2008 tests, and for test administration, data capture and delivery of reports. Curriculum Corporation managed these processes for non-government schools that did not elect to use the State or Territory service.

National Protocols for Test Administration ensured consistency in the administration of the tests by all test administration authorities across Australia. The Test Administration Manuals, which were provided to all schools and supervising teachers, ensured that all students sat the tests under similar conditions.

Tests for Reading, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy used optical mark recognition to score multiple choice items and optical character recognition and professional officers to score constructed response items.

Writing was marked by professional officers using online marking technology to assist the process. Test administration authorities in each State and Territory managed the marking of student writing, with ongoing monitoring of marking consistency across all marking centres. The same training was provided to all markers to ensure the consistent application of the common marking rubric.

Test administration authorities submitted de-identified student data from all tests to a national data contractor, appointed to undertake the analysis of the test data on

behalf of the States and Territories. The national contractor undertook two separate and parallel analyses of the data. Comparative data showing the performance of each State or Territory and the nation were fed back to each testing authority.

The national central data analysis was used to determine the national achievement bands, the national mean and the middle 60 per cent of achievement for each year level, for each domain.

Student reports were produced by the test administration authorities, using a common reporting format agreed by MCEETYA. During September 2008, individual student reports were delivered to parents, and schools received their school reports. The *NAPLAN Summary National Report* was released on 12 September, by MCEETYA.

Student Achievement

NAPLAN results are reported using five national achievement scales, one for each of the assessed aspects of literacy—Reading, Writing, Spelling, Grammar and Punctuation—and one for Numeracy. The national achievement scales each span Years 3, 5, 7 and 9. The skills and understandings assessed in each domain from Year 3 through to Year 9 are mapped onto achievement scales with scores that range from 0 to 1000. By locating all students on a single national scale, which maps the skills and understandings assessed, each scale provides significantly more information about the literacy and numeracy achievement of students than was previously available.

The use of a common scale that spans Years 3, 5, 7 and 9 for each domain, allows both the status of, and growth in, student achievement to be monitored and reported throughout a student's years of schooling.

These reporting scales are constructed so that any given scaled score represents the same level of achievement over time. For example, a score of 700 in Reading will have the same meaning in 2010 as it has in 2008. A key feature of these scales is that they enable changes in literacy and numeracy achievement for all students to be monitored.

Each scale consists of 10 bands to cover the full range of student achievement demonstrated by the tests across Year 3 to Year 9. The national achievement bands are provided to map the increasing complexity of the skills and understandings assessed by NAPLAN. Six of these bands are used for reporting student performance in each year level:

Year 3	Year 5	Year 7	Year 9
Bands 1-6	Bands 3-8	Bands 4-9	Bands 5-10

For each year level, the national minimum standard is located on the common underlying scale at the following national achievement bands:

- Year 3 – Band 2
- Year 5 – Band 4
- Year 7 – Band 5
- Year 9 – Band 6

The national minimum standards at Years 3, 5, 7 and 9 represent increasingly challenging skills and understandings and require progressively higher scores on the NAPLAN scale across the years of schooling.

Students whose results are in the minimum standard band have typically demonstrated the basic elements of literacy and numeracy for the year level.

Students whose results are in the lowest band for the year level have not achieved the national minimum standard for that year, and need focused intervention and additional support to help them achieve the skills they require to progress in schooling.

National Assessment Program

Literacy and Numeracy

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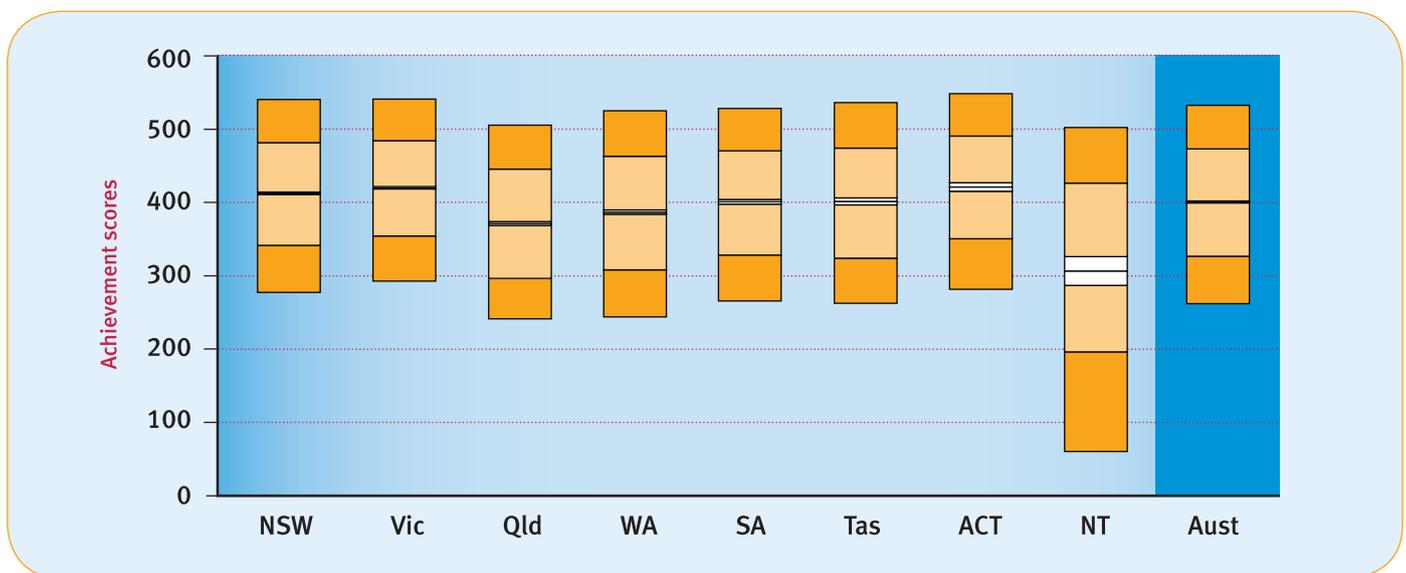
NAPLAN Year 3

NAPLAN Year 3

Table 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	8yrs 7mths 3yrs 4mths	412.3 ± 1.8 80.1	97.2	0.9	4.0 ± 0.2	10.2 ± 0.4	16.9 ± 0.4	23.7 ± 0.5	23.4 ± 0.4	20.9 ± 0.7	95.1 ± 0.3	
VIC	8yrs 9mths 3yrs 4mths	419.9 ± 1.6 74.9	96.0	2.7	2.1 ± 0.2	8.0 ± 0.4	16.4 ± 0.5	23.9 ± 0.4	25.0 ± 0.4	21.9 ± 0.7	95.2 ± 0.2	
Qld	8yrs 1mth 2yrs 4mths	371.1 ± 2.6 84.9	97.6	1.9	11.0 ± 0.7	17.9 ± 0.6	20.6 ± 0.4	21.9 ± 0.6	17.0 ± 0.6	9.8 ± 0.6	87.1 ± 0.7	
WA	8yrs 5mths 3yrs 4mths	386.7 ± 3.1 87.7	95.2	1.0	9.6 ± 0.8	14.4 ± 0.7	18.4 ± 0.6	22.0 ± 0.7	20.0 ± 0.8	14.6 ± 0.9	89.4 ± 0.8	
SA	8yrs 7mths 3yrs 4mths	400.5 ± 3.3 80.5	96.9	3.1	5.4 ± 0.6	12.1 ± 0.8	17.5 ± 0.8	23.7 ± 0.9	21.6 ± 0.9	16.5 ± 1.2	91.5 ± 1.0	
Tas	8yrs 11mths 3yrs 4mths	401.2 ± 4.9 84.2	96.8	1.0	6.2 ± 1.0	13.0 ± 1.3	17.5 ± 1.3	22.4 ± 1.3	21.5 ± 1.3	18.4 ± 1.9	92.8 ± 1.0	
ACT	8yrs 8mths 3yrs 4mths	421.0 ± 5.9 81.5	95.6	2.1	3.6 ± 1.0	8.7 ± 1.4	14.3 ± 1.6	22.2 ± 1.8	24.7 ± 1.9	24.4 ± 2.6	94.4 ± 1.5	
NT	8yrs 6mths 3yrs 4mths	306.6 ± 19.9 134.1	82.7	1.6	35.6 ± 6.6	15.0 ± 2.1	14.1 ± 2.0	14.0 ± 2.2	11.2 ± 2.0	8.5 ± 1.9	62.7 ± 6.5	
Aust	8yrs 6mths 3yrs 1mth	400.5 ± 1.2 84.5	96.6	1.7	6.1 ± 0.2	12.0 ± 0.3	17.7 ± 0.2	23.0 ± 0.2	21.8 ± 0.3	17.7 ± 0.4	92.1 ± 0.3	

Figure 3.R1: Achievement of Year 3 Students in Reading, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

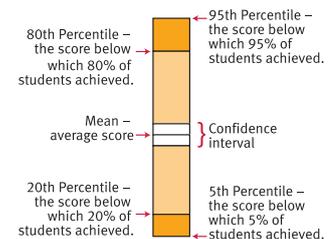
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 3 students reported by schools which includes those absent and withdrawn.

Reading the graph

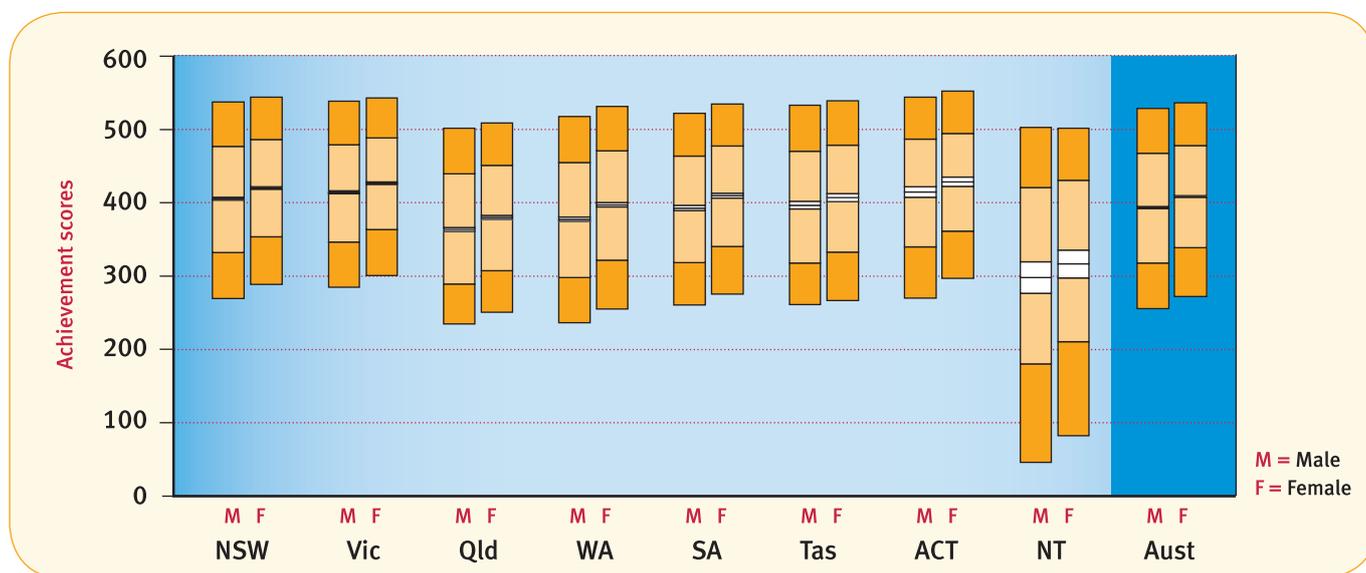


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	
NSW	Male	405.2 ± 2.0	1.1	5.1 ± 0.3	11.8 ± 0.5	17.8 ± 0.5	23.1 ± 0.5	21.9 ± 0.6	19.1 ± 0.8	93.8 ± 0.4
	Female	419.7 ± 1.8	0.8	2.8 ± 0.3	8.5 ± 0.4	15.9 ± 0.5	24.3 ± 0.6	24.9 ± 0.5	22.8 ± 0.8	96.5 ± 0.3
VIC	Male	413.9 ± 1.8	3.6	2.7 ± 0.3	9.2 ± 0.5	17.6 ± 0.5	23.5 ± 0.6	23.8 ± 0.6	19.7 ± 0.8	93.8 ± 0.5
	Female	426.0 ± 1.7	1.8	1.4 ± 0.2	6.7 ± 0.4	15.3 ± 0.6	24.4 ± 0.6	26.3 ± 0.6	24.1 ± 0.8	96.8 ± 0.3
Qld	Male	363.1 ± 2.8	2.6	13.1 ± 0.8	19.4 ± 0.7	20.6 ± 0.6	20.4 ± 0.9	15.2 ± 0.8	8.7 ± 0.6	84.4 ± 0.9
	Female	379.5 ± 2.5	1.2	8.8 ± 0.6	16.2 ± 0.7	20.5 ± 0.6	23.5 ± 0.6	18.9 ± 0.8	10.9 ± 0.7	90.0 ± 0.7
WA	Male	377.0 ± 3.3	1.3	11.7 ± 1.0	16.0 ± 0.8	18.9 ± 0.9	21.3 ± 0.9	18.5 ± 0.9	12.3 ± 0.9	87.0 ± 1.0
	Female	396.8 ± 3.2	0.7	7.4 ± 0.8	12.8 ± 0.9	17.8 ± 0.8	22.7 ± 0.9	21.6 ± 1.0	17.1 ± 1.1	91.9 ± 0.8
SA	Male	392.2 ± 3.6	3.9	6.6 ± 0.9	13.9 ± 1.0	18.4 ± 1.0	23.2 ± 1.2	19.9 ± 1.1	14.2 ± 1.2	89.6 ± 1.3
	Female	409.2 ± 3.4	2.3	4.3 ± 0.6	10.2 ± 1.0	16.6 ± 1.0	24.2 ± 1.1	23.4 ± 1.1	19.0 ± 1.4	93.5 ± 0.9
Tas	Male	396.0 ± 5.3	1.2	6.8 ± 1.3	14.5 ± 1.9	18.0 ± 1.6	21.7 ± 1.7	20.7 ± 1.8	17.0 ± 1.9	92.0 ± 1.4
	Female	406.5 ± 5.5	0.7	5.6 ± 1.2	11.4 ± 1.6	17.0 ± 1.7	23.2 ± 2.0	22.3 ± 1.8	19.9 ± 2.3	93.7 ± 1.2
ACT	Male	414.1 ± 7.0	2.9	4.9 ± 1.4	10.2 ± 1.9	14.1 ± 1.9	21.5 ± 2.1	23.7 ± 2.5	22.6 ± 3.0	92.2 ± 2.1
	Female	428.0 ± 6.4	1.2	2.2 ± 0.9	7.2 ± 1.5	14.5 ± 2.2	22.9 ± 2.5	25.8 ± 2.4	26.2 ± 3.4	96.6 ± 1.1
NT	Male	297.4 ± 21.4	1.8	38.2 ± 6.9	15.1 ± 2.7	13.7 ± 2.6	13.0 ± 2.5	10.2 ± 2.3	8.1 ± 2.2	60.1 ± 6.8
	Female	316.0 ± 19.0	1.5	33.0 ± 6.6	15.0 ± 2.5	14.6 ± 2.8	15.0 ± 2.8	12.1 ± 2.8	8.8 ± 2.5	65.5 ± 6.5
Aust	Male	393.1 ± 1.3	2.3	7.4 ± 0.3	13.5 ± 0.3	18.4 ± 0.3	22.3 ± 0.3	20.3 ± 0.3	15.9 ± 0.4	90.3 ± 0.3
	Female	408.2 ± 1.1	1.2	4.7 ± 0.2	10.4 ± 0.3	16.9 ± 0.3	23.8 ± 0.3	23.3 ± 0.3	19.6 ± 0.4	94.1 ± 0.2

Figure 3.R2: Achievement of Year 3 Students in Reading, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

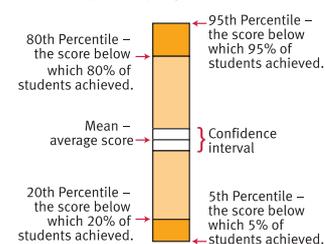
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

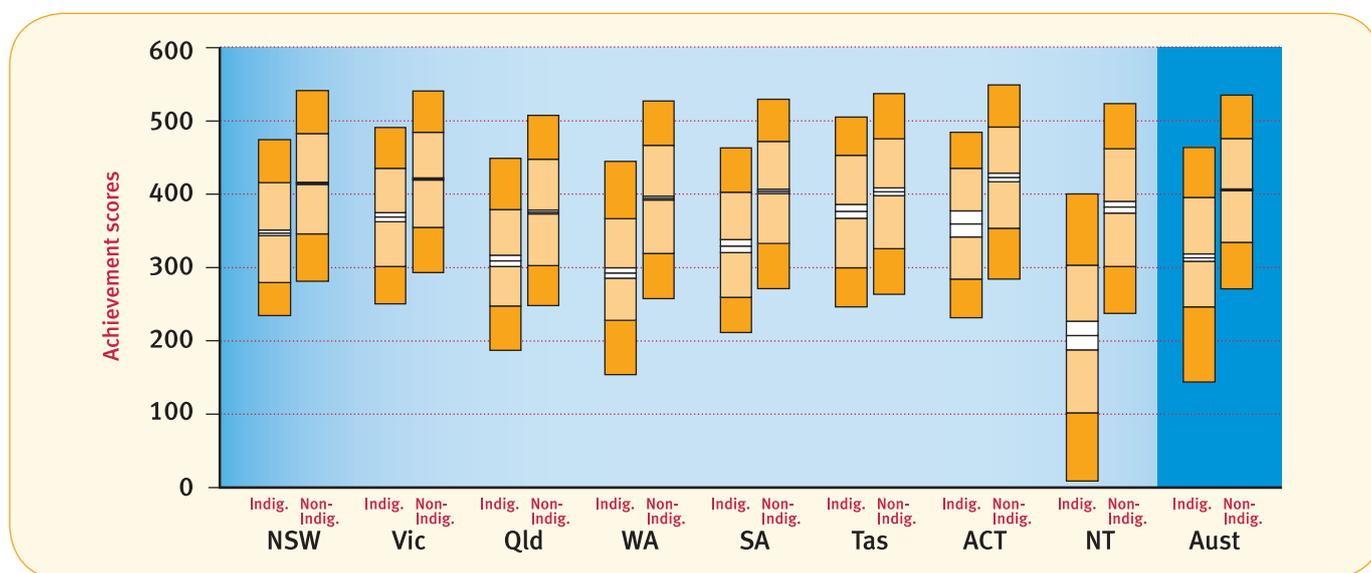


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.R3: Achievement of Year 3 Students in Reading, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Indigenous	347.5 ± 3.6	1.3	15.2 ± 1.8	24.3 ± 1.6	23.3 ± 1.8	19.5 ± 1.6	11.9 ± 1.4	4.4 ± 0.8	83.5 ± 1.8
	Non-Indigenous	414.9 ± 1.7	0.8	3.5 ± 0.2	9.6 ± 0.4	16.7 ± 0.4	24.0 ± 0.5	23.9 ± 0.4	21.6 ± 0.7	95.7 ± 0.2
VIC	Indigenous	368.9 ± 6.3	3.6	8.3 ± 2.5	19.8 ± 3.6	23.7 ± 3.9	21.7 ± 3.4	16.3 ± 2.9	6.8 ± 2.2	88.1 ± 2.8
	Non-Indigenous	420.6 ± 1.6	2.4	2.0 ± 0.2	7.9 ± 0.4	16.4 ± 0.5	24.0 ± 0.4	25.2 ± 0.4	22.1 ± 0.7	95.6 ± 0.3
Qld	Indigenous	309.5 ± 7.6	2.8	31.0 ± 3.3	26.6 ± 2.1	18.6 ± 1.8	12.8 ± 1.5	6.1 ± 1.4	2.1 ± 0.8	66.2 ± 3.3
	Non-Indigenous	375.9 ± 2.4	1.8	9.4 ± 0.6	17.2 ± 0.6	20.7 ± 0.4	22.6 ± 0.6	17.8 ± 0.6	10.4 ± 0.6	88.7 ± 0.6
WA	Indigenous	292.7 ± 7.1	0.9	41.8 ± 3.7	24.3 ± 2.4	14.9 ± 2.0	10.3 ± 1.9	5.9 ± 1.3	1.8 ± 0.7	57.3 ± 3.7
	Non-Indigenous	394.5 ± 2.7	0.9	7.0 ± 0.6	13.6 ± 0.7	18.6 ± 0.7	22.9 ± 0.9	21.2 ± 0.8	15.8 ± 0.9	92.1 ± 0.6
SA	Indigenous	329.7 ± 8.7	5.2	23.4 ± 4.3	23.5 ± 4.2	18.8 ± 3.7	17.4 ± 3.1	9.0 ± 3.1	2.8 ± 1.4	71.5 ± 4.4
	Non-Indigenous	403.9 ± 3.1	2.8	4.6 ± 0.5	11.5 ± 0.8	17.4 ± 0.8	24.0 ± 1.0	22.3 ± 0.9	17.2 ± 1.1	92.5 ± 0.9
Tas	Indigenous	376.6 ± 9.4	0.7	10.9 ± 4.1	16.5 ± 5.0	20.9 ± 4.2	21.1 ± 4.3	18.7 ± 3.8	11.2 ± 3.9	88.4 ± 4.1
	Non-Indigenous	403.4 ± 5.2	1.0	6.0 ± 1.0	12.6 ± 1.4	16.8 ± 1.5	22.7 ± 1.7	21.9 ± 1.5	19.1 ± 2.0	93.0 ± 1.0
ACT	Indigenous	359.5 ± 17.6	0.9	14.2 ± 7.8	18.9 ± 9.8	23.9 ± 10.4	18.3 ± 9.2	17.2 ± 7.7	6.5 ± 5.5	84.9 ± 8.1
	Non-Indigenous	422.8 ± 5.7	1.9	3.3 ± 0.9	8.4 ± 1.3	14.1 ± 1.5	22.4 ± 1.9	25.0 ± 1.9	25.0 ± 2.6	94.8 ± 1.4
NT	Indigenous	208.1 ± 19.5	1.0	68.5 ± 6.2	14.5 ± 3.1	7.8 ± 2.4	5.5 ± 1.9	2.1 ± 0.9	0.6 ± 0.5	30.4 ± 6.0
	Non-Indigenous	382.5 ± 8.1	1.0	10.8 ± 2.8	15.6 ± 3.2	18.8 ± 2.5	20.7 ± 2.6	18.5 ± 2.4	14.6 ± 2.8	88.2 ± 2.8
Aust	Indigenous	313.7 ± 4.9	2.0	29.7 ± 2.0	23.3 ± 1.1	18.6 ± 1.1	14.6 ± 0.8	8.5 ± 0.7	3.2 ± 0.4	68.3 ± 2.0
	Non-Indigenous	405.0 ± 1.1	1.6	4.9 ± 0.2	11.4 ± 0.2	17.7 ± 0.3	23.5 ± 0.2	22.5 ± 0.3	18.4 ± 0.4	93.5 ± 0.2

Figure 3.R3: Achievement of Year 3 Students in Reading, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

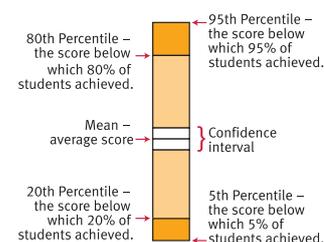
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

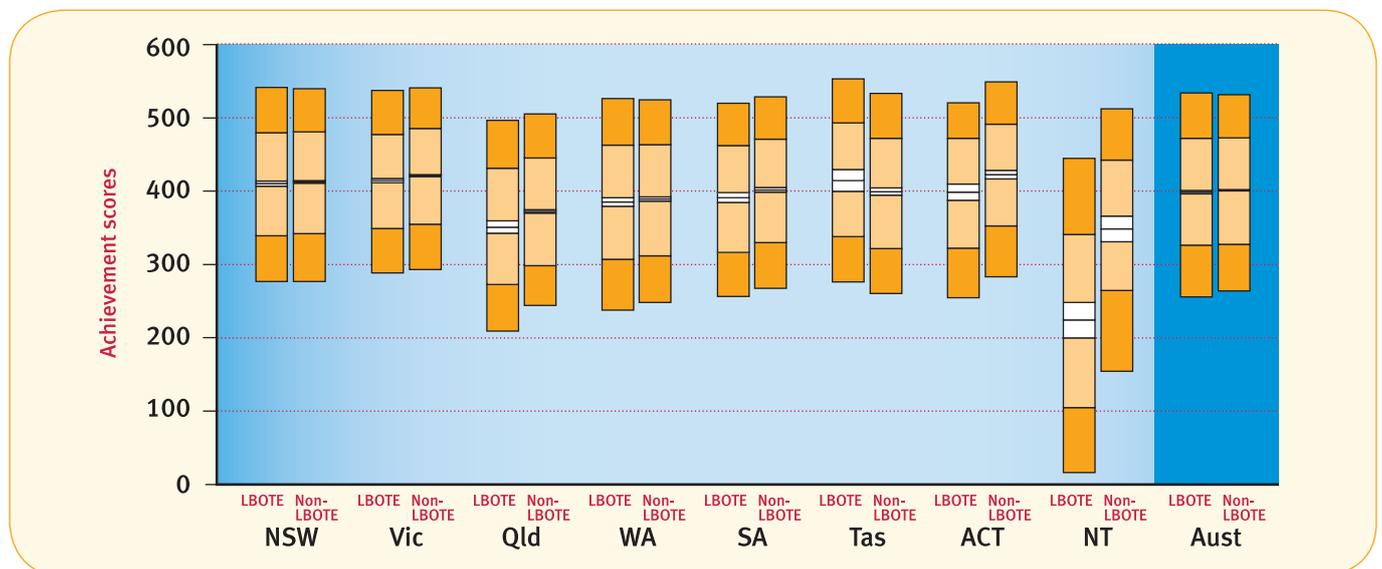


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.R4: Achievement of Year 3 Students in Reading, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	
NSW	LBOTE	410.8 ± 3.4	1.6	3.9 ± 0.5	10.4 ± 0.8	17.7 ± 1.0	23.7 ± 1.0	22.2 ± 0.9	20.4 ± 1.3	94.5 ± 0.6
	Non-LBOTE	412.9 ± 1.8	0.7	3.9 ± 0.3	10.1 ± 0.4	16.7 ± 0.4	23.8 ± 0.5	23.7 ± 0.5	21.2 ± 0.7	95.4 ± 0.3
VIC	LBOTE	414.9 ± 2.7	3.6	2.2 ± 0.3	8.8 ± 0.7	17.2 ± 0.9	25.2 ± 0.8	23.7 ± 0.8	19.3 ± 1.1	94.2 ± 0.6
	Non-LBOTE	421.7 ± 1.6	2.4	2.0 ± 0.2	7.7 ± 0.4	16.2 ± 0.5	23.5 ± 0.5	25.5 ± 0.5	22.8 ± 0.7	95.6 ± 0.4
Qld	LBOTE	351.7 ± 8.4	4.9	17.8 ± 3.2	18.2 ± 2.3	19.7 ± 2.2	18.4 ± 1.6	13.5 ± 1.6	7.5 ± 1.4	77.2 ± 3.2
	Non-LBOTE	372.9 ± 2.5	1.6	10.3 ± 0.6	17.8 ± 0.6	20.6 ± 0.5	22.2 ± 0.6	17.3 ± 0.6	10.0 ± 0.6	88.1 ± 0.7
WA	LBOTE	385.8 ± 5.8	2.0	9.9 ± 1.8	13.7 ± 1.7	18.5 ± 1.7	21.9 ± 1.4	19.1 ± 1.6	14.8 ± 1.8	88.0 ± 2.1
	Non-LBOTE	390.0 ± 3.1	0.7	8.7 ± 0.9	14.1 ± 0.8	18.4 ± 0.8	22.3 ± 0.9	20.8 ± 0.9	15.1 ± 0.9	90.6 ± 0.9
SA	LBOTE	391.7 ± 6.7	7.5	7.0 ± 1.9	13.0 ± 1.9	17.2 ± 2.2	22.6 ± 2.6	19.3 ± 3.2	13.5 ± 2.1	85.5 ± 4.3
	Non-LBOTE	402.2 ± 3.2	2.4	5.1 ± 0.6	11.9 ± 0.8	17.5 ± 0.8	23.9 ± 1.0	22.1 ± 0.9	17.1 ± 1.2	92.5 ± 0.8
Tas	LBOTE	415.2 ± 14.7	7.4	3.7 ± 3.7	10.2 ± 5.2	16.1 ± 8.0	19.9 ± 6.9	20.1 ± 6.6	22.6 ± 7.6	88.9 ± 5.4
	Non-LBOTE	399.9 ± 4.9	0.7	6.5 ± 1.0	13.2 ± 1.4	17.7 ± 1.2	22.3 ± 1.2	21.5 ± 1.3	18.1 ± 1.9	92.8 ± 1.0
ACT	LBOTE	399.1 ± 10.9	6.2	6.0 ± 2.7	12.2 ± 3.8	15.3 ± 4.5	22.1 ± 5.9	21.6 ± 6.3	16.5 ± 4.7	87.8 ± 6.4
	Non-LBOTE	422.8 ± 5.8	1.6	3.3 ± 1.0	8.4 ± 1.4	14.2 ± 1.6	22.4 ± 2.0	25.1 ± 1.9	25.0 ± 2.6	95.1 ± 1.4
NT	LBOTE	224.9 ± 23.9	2.4	61.9 ± 8.6	13.1 ± 3.6	9.1 ± 3.2	6.9 ± 2.8	4.3 ± 2.1	2.3 ± 1.3	35.7 ± 7.7
	Non-LBOTE	349.2 ± 17.3	0.9	21.2 ± 5.8	16.7 ± 3.7	17.8 ± 3.1	18.8 ± 2.7	13.4 ± 3.0	11.2 ± 3.1	77.9 ± 5.9
Aust	LBOTE	399.3 ± 2.4	3.0	6.6 ± 0.6	11.2 ± 0.5	17.6 ± 0.5	23.1 ± 0.5	21.1 ± 0.5	17.5 ± 0.7	90.4 ± 0.7
	Non-LBOTE	401.8 ± 1.1	1.4	5.7 ± 0.2	12.0 ± 0.3	17.7 ± 0.2	23.1 ± 0.2	22.1 ± 0.3	17.9 ± 0.4	92.9 ± 0.2

Figure 3.R4: Achievement of Year 3 Students in Reading, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

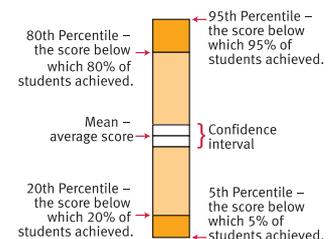
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.R5: Achievement of Year 3 Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above		
NSW	<i>Metro</i>	417.0 ± 2.1	1.0	3.4 ± 0.3	9.2 ± 0.4	16.2 ± 0.5	23.7 ± 0.6	24.0 ± 0.5	22.5 ± 0.9	95.6 ± 0.3	
	<i>Provincial</i>	398.6 ± 2.4	0.8	5.6 ± 0.5	13.0 ± 0.7	18.8 ± 0.7	23.7 ± 0.7	21.7 ± 0.8	16.4 ± 0.8	93.6 ± 0.6	
	<i>Remote</i>	368.3 ± 17.7	1.9	11.5 ± 5.3	21.7 ± 5.3	19.9 ± 4.5	18.0 ± 4.4	16.4 ± 5.6	10.7 ± 4.3	86.7 ± 5.9	
	<i>Very Remote</i>	359.6 ± 24.3	0.9	15.9 ± 9.9	20.7 ± 9.3	15.3 ± 9.4	24.3 ± 10.1	15.5 ± 9.9	7.3 ± 6.5	83.2 ± 9.9	
VIC	<i>Metro</i>	423.2 ± 1.9	2.8	1.8 ± 0.2	7.3 ± 0.4	15.9 ± 0.5	23.9 ± 0.5	25.3 ± 0.5	23.0 ± 0.9	95.4 ± 0.4	
	<i>Provincial</i>	410.4 ± 2.4	2.4	2.9 ± 0.4	10.2 ± 0.7	18.0 ± 0.8	24.1 ± 0.8	24.0 ± 0.8	18.5 ± 1.0	94.7 ± 0.6	
	<i>Remote</i>	427.5 ± 24.9	1.8	1.8 ± 5.0	6.9 ± 7.6	12.7 ± 13.7	24.7 ± 14.5	26.9 ± 10.6	25.1 ± 14.0	96.4 ± 6.0	
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-	
Qld	<i>Metro</i>	378.4 ± 2.9	1.9	9.3 ± 0.7	16.5 ± 0.7	20.5 ± 0.6	22.6 ± 0.8	18.3 ± 0.8	11.0 ± 0.8	88.9 ± 0.8	
	<i>Provincial</i>	362.7 ± 3.1	2.1	12.2 ± 1.0	20.4 ± 1.0	21.3 ± 0.8	21.3 ± 0.9	15.1 ± 1.0	7.7 ± 0.7	85.7 ± 1.1	
	<i>Remote</i>	338.0 ± 12.7	1.6	22.2 ± 5.7	23.3 ± 3.5	19.4 ± 3.0	17.8 ± 3.1	10.6 ± 2.5	5.2 ± 2.0	76.3 ± 5.8	
	<i>Very Remote</i>	295.8 ± 20.1	2.0	39.3 ± 8.9	24.0 ± 4.2	14.7 ± 3.8	10.7 ± 3.0	6.1 ± 2.9	3.2 ± 2.0	58.7 ± 9.0	
WA	<i>Metro</i>	396.5 ± 3.3	1.1	7.0 ± 0.7	12.9 ± 0.9	18.3 ± 0.8	22.7 ± 0.9	21.5 ± 0.9	16.6 ± 1.1	91.9 ± 0.8	
	<i>Provincial</i>	373.4 ± 5.2	0.9	11.5 ± 1.6	17.8 ± 1.3	19.7 ± 1.3	21.6 ± 1.4	18.0 ± 1.5	10.6 ± 1.3	87.6 ± 1.6	
	<i>Remote</i>	356.4 ± 12.8	0.3	19.7 ± 4.6	19.0 ± 2.6	17.2 ± 3.0	19.0 ± 2.5	14.2 ± 3.2	10.7 ± 2.8	80.0 ± 4.5	
	<i>Very Remote</i>	312.7 ± 21.2	0.7	37.2 ± 8.3	19.0 ± 3.5	12.9 ± 3.1	13.3 ± 3.7	10.4 ± 3.3	6.5 ± 3.1	62.1 ± 8.3	
SA	<i>Metro</i>	406.2 ± 3.9	3.4	4.5 ± 0.7	10.8 ± 0.9	16.9 ± 1.0	23.9 ± 1.0	22.4 ± 1.0	18.0 ± 1.4	92.1 ± 1.3	
	<i>Provincial</i>	389.8 ± 5.1	2.4	6.9 ± 1.2	14.5 ± 1.4	19.0 ± 1.5	23.6 ± 1.5	20.1 ± 1.6	13.5 ± 1.6	90.7 ± 1.4	
	<i>Remote</i>	378.0 ± 12.6	3.1	8.2 ± 3.6	17.7 ± 5.1	19.7 ± 3.7	23.6 ± 4.2	17.8 ± 4.0	9.9 ± 3.9	88.7 ± 4.0	
	<i>Very Remote</i>	338.2 ± 27.3	0.5	24.4 ± 11.6	21.2 ± 8.2	18.7 ± 7.4	15.0 ± 9.5	10.9 ± 6.8	9.3 ± 6.6	75.1 ± 11.4	
Tas	<i>Metro</i>	411.6 ± 8.1	1.2	4.7 ± 1.4	12.0 ± 2.3	16.4 ± 2.3	21.1 ± 1.8	22.2 ± 2.0	22.4 ± 3.0	94.1 ± 1.4	
	<i>Provincial</i>	394.1 ± 5.4	0.8	7.2 ± 1.3	13.5 ± 1.6	18.5 ± 1.4	23.3 ± 1.7	21.0 ± 1.6	15.7 ± 2.0	91.9 ± 1.3	
	<i>Remote</i>	378.9 ± 14.0	0.0	10.1 ± 8.1	21.6 ± 8.1	12.6 ± 8.2	23.4 ± 14.7	22.2 ± 11.4	10.1 ± 8.1	89.9 ± 8.1	
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
ACT	<i>Metro</i>	421.2 ± 5.8	2.1	3.5 ± 1.0	8.7 ± 1.3	14.3 ± 1.6	22.2 ± 1.8	24.7 ± 1.8	24.5 ± 2.5	94.4 ± 1.5	
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	<i>Remote</i>	-	-	-	-	-	-	-	-	-	
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-	
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-	
	<i>Provincial</i>	366.5 ± 11.1	2.5	14.7 ± 3.7	17.2 ± 2.8	19.6 ± 2.6	19.5 ± 2.3	15.3 ± 2.8	11.1 ± 2.8	82.8 ± 4.3	
	<i>Remote</i>	329.6 ± 28.5	1.3	28.8 ± 9.5	16.8 ± 3.6	14.8 ± 3.6	15.9 ± 4.2	12.7 ± 3.4	9.7 ± 4.1	69.9 ± 9.7	
	<i>Very Remote</i>	195.9 ± 35.3	0.4	74.3 ± 10.9	10.3 ± 3.8	4.8 ± 2.8	3.6 ± 2.5	3.4 ± 2.5	3.3 ± 2.6	25.4 ± 10.7	
Aust	<i>Metro</i>	408.0 ± 1.3	1.8	4.6 ± 0.2	10.7 ± 0.3	17.2 ± 0.3	23.4 ± 0.3	22.8 ± 0.3	19.5 ± 0.5	93.6 ± 0.3	
	<i>Provincial</i>	389.3 ± 1.7	1.6	7.4 ± 0.4	14.7 ± 0.4	19.3 ± 0.4	22.9 ± 0.4	20.1 ± 0.5	14.0 ± 0.5	91.0 ± 0.4	
	<i>Remote</i>	352.5 ± 7.7	1.3	19.0 ± 2.9	19.8 ± 1.7	17.9 ± 1.4	18.9 ± 1.6	14.0 ± 1.5	9.1 ± 1.3	79.6 ± 2.9	
	<i>Very Remote</i>	274.2 ± 16.8	1.0	47.8 ± 5.9	17.9 ± 2.4	11.3 ± 1.9	10.1 ± 1.8	7.2 ± 1.7	4.7 ± 1.4	51.1 ± 5.8	

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.R6: Achievement of Year 3 Indigenous Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	<i>Metro</i>	358.2 ± 5.1	1.4	13.2 ± 2.4	20.9 ± 3.0	22.5 ± 3.1	21.4 ± 2.9	14.8 ± 2.0	5.7 ± 1.5	85.4 ± 2.4
	<i>Provincial</i>	342.1 ± 5.0	1.1	16.0 ± 2.8	26.2 ± 2.4	24.2 ± 2.2	18.7 ± 2.6	10.1 ± 2.1	3.7 ± 1.0	82.9 ± 2.8
	<i>Remote</i>	321.4 ± 19.1	3.2	21.3 ± 9.6	30.4 ± 8.0	23.8 ± 7.9	11.8 ± 8.2	7.3 ± 5.3	2.2 ± 2.6	75.5 ± 9.9
	<i>Very Remote</i>	308.9 ± 19.4	0.0	32.7 ± 13.7	30.5 ± 18.7	13.2 ± 12.3	17.3 ± 11.9	5.5 ± 5.6	0.9 ± 3.2	67.3 ± 13.7
Vic	<i>Metro</i>	379.3 ± 8.3	3.9	7.0 ± 3.5	16.0 ± 3.9	22.2 ± 5.0	23.4 ± 5.6	19.9 ± 5.2	7.5 ± 3.6	89.1 ± 4.3
	<i>Provincial</i>	360.1 ± 9.0	3.3	9.4 ± 3.7	22.9 ± 5.7	24.9 ± 5.4	20.2 ± 5.3	13.1 ± 4.0	6.2 ± 2.5	87.3 ± 4.0
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	328.0 ± 10.9	3.0	23.3 ± 3.8	25.1 ± 3.0	21.3 ± 2.3	15.7 ± 2.1	8.1 ± 2.6	3.5 ± 1.6	73.6 ± 3.8
	<i>Provincial</i>	314.5 ± 9.1	3.0	27.2 ± 4.9	28.0 ± 3.2	20.2 ± 3.1	13.9 ± 2.8	6.2 ± 1.6	1.6 ± 0.8	69.8 ± 4.7
	<i>Remote</i>	279.0 ± 16.3	2.2	46.5 ± 10.7	29.2 ± 6.6	13.0 ± 4.9	6.4 ± 4.2	2.5 ± 2.2	0.1 ± 0.6	51.3 ± 10.5
	<i>Very Remote</i>	251.5 ± 18.3	1.7	58.0 ± 9.0	26.6 ± 6.3	8.7 ± 3.7	3.6 ± 2.2	1.2 ± 1.4	0.2 ± 0.3	40.3 ± 9.0
WA	<i>Metro</i>	320.7 ± 8.3	1.2	29.7 ± 4.1	23.4 ± 4.4	18.2 ± 4.0	15.2 ± 3.2	9.5 ± 2.6	2.8 ± 1.5	69.1 ± 4.1
	<i>Provincial</i>	302.0 ± 10.8	0.9	36.9 ± 6.5	27.3 ± 4.5	16.6 ± 5.3	10.8 ± 4.1	5.8 ± 2.4	1.8 ± 1.4	62.3 ± 6.4
	<i>Remote</i>	282.5 ± 13.2	0.3	47.9 ± 7.6	23.8 ± 6.0	14.1 ± 5.1	7.5 ± 3.6	4.7 ± 3.2	1.6 ± 1.6	51.8 ± 7.5
	<i>Very Remote</i>	250.5 ± 15.2	1.1	59.6 ± 8.1	22.9 ± 4.7	9.1 ± 3.4	5.0 ± 2.6	1.8 ± 1.5	0.5 ± 0.7	39.3 ± 8.1
SA	<i>Metro</i>	345.5 ± 10.3	7.5	16.8 ± 5.8	21.7 ± 6.9	18.9 ± 6.1	19.8 ± 4.8	12.0 ± 4.0	3.2 ± 2.2	75.7 ± 6.4
	<i>Provincial</i>	323.2 ± 14.3	3.8	26.9 ± 7.9	24.1 ± 7.8	18.9 ± 7.3	16.8 ± 5.3	6.5 ± 4.1	3.1 ± 2.8	69.3 ± 8.1
	<i>Remote</i>	331.0 ± 35.7	2.7	26.5 ± 14.5	25.4 ± 19.0	14.1 ± 12.1	15.7 ± 16.5	11.9 ± 14.2	3.8 ± 8.6	70.8 ± 14.9
	<i>Very Remote</i>	284.0 ± 33.9	0.0	39.8 ± 22.2	28.5 ± 12.2	20.0 ± 12.1	9.5 ± 8.7	2.3 ± 4.0	0.0 ± 0.0	60.3 ± 22.2
Tas	<i>Metro</i>	379.4 ± 15.1	1.3	9.3 ± 7.0	18.4 ± 8.3	20.8 ± 10.5	20.0 ± 9.1	18.7 ± 6.8	11.6 ± 6.0	89.4 ± 7.0
	<i>Provincial</i>	376.0 ± 12.0	0.4	11.7 ± 4.8	14.9 ± 6.4	21.3 ± 6.4	21.5 ± 5.9	18.8 ± 5.0	11.3 ± 4.8	87.9 ± 4.8
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	362.9 ± 17.2	1.0	13.2 ± 7.6	17.9 ± 9.6	24.3 ± 10.4	19.0 ± 9.4	17.9 ± 7.9	6.8 ± 5.7	85.8 ± 7.9
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	306.4 ± 15.4	2.9	33.6 ± 7.3	23.0 ± 5.1	19.2 ± 6.6	13.2 ± 5.1	6.2 ± 3.5	1.9 ± 1.6	63.5 ± 7.1
	<i>Remote</i>	246.8 ± 27.1	1.9	54.7 ± 10.8	20.7 ± 8.3	10.4 ± 5.2	8.9 ± 4.3	2.5 ± 2.4	0.9 ± 1.7	43.4 ± 10.7
	<i>Very Remote</i>	161.6 ± 22.4	0.1	85.6 ± 5.3	9.4 ± 3.9	2.9 ± 1.9	1.6 ± 1.3	0.5 ± 0.5	0.0 ± 0.1	14.3 ± 5.3
Aust	<i>Metro</i>	343.4 ± 4.8	2.6	18.8 ± 1.9	22.4 ± 1.8	21.2 ± 1.5	18.4 ± 1.5	12.0 ± 1.2	4.7 ± 0.9	78.6 ± 1.9
	<i>Provincial</i>	331.0 ± 4.2	2.0	21.8 ± 2.1	25.7 ± 1.5	21.7 ± 1.7	16.5 ± 1.6	8.9 ± 1.0	3.4 ± 0.6	76.2 ± 2.1
	<i>Remote</i>	280.4 ± 11.1	1.7	44.4 ± 5.7	25.6 ± 3.5	14.3 ± 3.2	8.6 ± 2.4	4.2 ± 1.5	1.2 ± 0.9	53.9 ± 5.5
	<i>Very Remote</i>	215.4 ± 15.1	0.8	68.8 ± 5.0	18.5 ± 3.2	6.9 ± 1.8	3.6 ± 1.3	1.2 ± 0.6	0.2 ± 0.2	30.5 ± 5.0

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.R7: Achievement of Year 3 Students in Reading, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	436.0 ± 1.4	1.5	2.0 ± 0.2	5.8 ± 0.3	12.3 ± 0.4	21.7 ± 0.5	27.0 ± 0.7	29.6 ± 0.8	96.5 ± 0.2
Advanced diploma/diploma	405.6 ± 1.4	1.6	4.3 ± 0.4	10.4 ± 0.6	17.7 ± 0.6	25.1 ± 0.7	23.9 ± 0.8	16.9 ± 0.6	94.1 ± 0.4
Cert I to IV	386.4 ± 1.3	1.8	7.0 ± 0.3	14.6 ± 0.5	20.2 ± 0.5	24.7 ± 0.5	19.9 ± 0.5	11.7 ± 0.4	91.2 ± 0.4
Year 12 or equivalent	390.2 ± 1.9	2.2	6.6 ± 0.5	13.7 ± 0.8	19.7 ± 0.8	24.0 ± 0.7	20.7 ± 0.8	13.0 ± 0.7	91.2 ± 0.6
Year 11 or equivalent or below	358.7 ± 1.8	4.0	12.9 ± 0.7	20.2 ± 0.7	21.9 ± 0.7	20.6 ± 0.6	13.6 ± 0.7	6.8 ± 0.4	83.1 ± 0.8
Not stated	401.5 ± 1.6	1.3	6.2 ± 0.4	11.6 ± 0.3	17.6 ± 0.3	22.8 ± 0.3	21.9 ± 0.4	18.5 ± 0.5	92.5 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 3 students with parental education 'not stated' is 45%.

Table 3.R8: Achievement of Year 3 Students in Reading, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above		
Senior management and qualified professionals	432.7 ± 1.4	1.1	2.3 ± 0.2	6.4 ± 0.4	12.9 ± 0.5	22.0 ± 0.5	26.8 ± 0.5	28.5 ± 0.7	96.6 ± 0.2	
Other business managers and associate professionals	410.4 ± 1.3	1.5	3.7 ± 0.3	9.6 ± 0.4	17.2 ± 0.5	24.8 ± 0.5	24.4 ± 0.6	18.8 ± 0.7	94.8 ± 0.3	
Tradespeople, clerks, skilled office, sales and service staff	391.2 ± 1.3	1.7	6.0 ± 0.3	13.6 ± 0.4	20.0 ± 0.5	25.1 ± 0.7	20.9 ± 0.6	12.7 ± 0.4	92.3 ± 0.4	
Machine operators, hospitality staff, assistants, labourers	375.0 ± 1.9	3.0	9.6 ± 0.5	17.4 ± 0.6	20.7 ± 0.7	22.3 ± 0.7	17.0 ± 0.6	10.1 ± 0.6	87.4 ± 0.6	
Not in paid work in the previous 12 months	357.8 ± 2.4	6.9	13.8 ± 1.0	19.8 ± 1.2	20.0 ± 1.0	19.0 ± 1.0	12.9 ± 1.0	7.5 ± 0.7	79.3 ± 1.1	
Not stated	399.3 ± 1.6	1.3	6.6 ± 0.3	12.1 ± 0.3	17.8 ± 0.3	22.7 ± 0.3	21.5 ± 0.4	18.0 ± 0.5	92.1 ± 0.4	

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

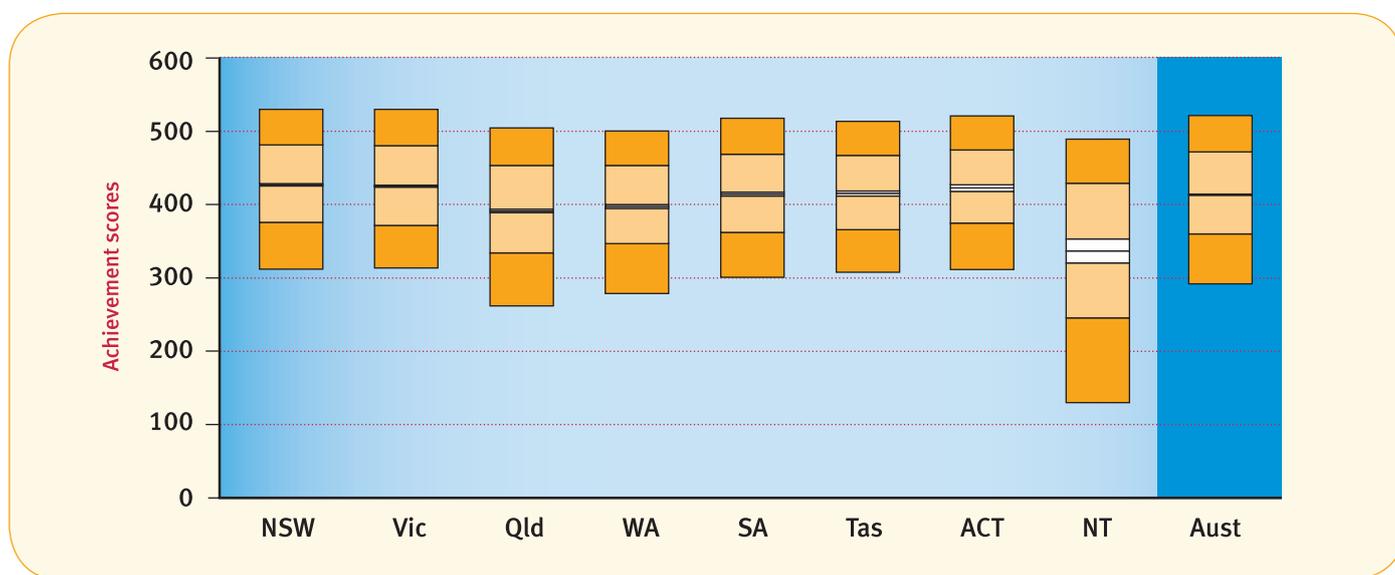
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 3 students with parental occupation 'not stated' is 47%.

Table 3.W1: Achievement of Year 3 Students in Writing, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	8yrs 7mths 3yrs 4mths	427.6 ± 1.5 66.4	97.2	0.9	1.5 ± 0.1	4.6 ± 0.3	12.6 ± 0.5	27.8 ± 0.5	30.8 ± 0.5	21.6 ± 0.7	97.5 ± 0.2	
VIC	8yrs 9mths 3yrs 4mths	425.8 ± 1.4 65.7	95.7	2.7	1.1 ± 0.1	5.0 ± 0.3	14.1 ± 0.5	27.8 ± 0.5	28.7 ± 0.7	20.6 ± 0.7	96.2 ± 0.2	
Qld	8yrs 1mth 2yrs 4mths	391.8 ± 2.4 77.1	97.4	1.9	5.7 ± 0.6	10.2 ± 0.5	19.8 ± 0.6	29.1 ± 0.5	22.4 ± 0.6	10.9 ± 0.6	92.4 ± 0.6	
WA	8yrs 5mths 3yrs 4mths	398.1 ± 2.5 69.6	95.3	1.0	3.9 ± 0.5	8.2 ± 0.6	19.7 ± 0.8	32.0 ± 0.9	24.7 ± 0.9	10.4 ± 0.7	95.0 ± 0.6	
SA	8yrs 7mths 3yrs 4mths	415.1 ± 2.7 65.4	96.3	3.1	1.9 ± 0.4	6.2 ± 0.6	15.9 ± 1.0	29.6 ± 1.0	27.5 ± 1.3	15.8 ± 1.1	95.0 ± 0.8	
Tas	8yrs 11mths 3yrs 4mths	415.7 ± 3.5 64.1	96.8	1.0	1.9 ± 0.5	5.0 ± 0.8	15.9 ± 1.3	31.8 ± 1.7	29.3 ± 1.7	15.1 ± 1.7	97.1 ± 0.5	
ACT	8yrs 8mths 3yrs 4mths	423.2 ± 4.6 64.1	95.5	2.1	1.6 ± 0.6	4.5 ± 1.0	12.7 ± 1.6	30.0 ± 1.9	30.8 ± 2.2	18.3 ± 2.0	96.3 ± 1.2	
NT	8yrs 6mths 3yrs 4mths	337.4 ± 16.5 108.7	81.9	1.7	24.6 ± 6.3	13.4 ± 2.0	17.9 ± 2.1	21.4 ± 3.0	14.2 ± 2.6	6.8 ± 1.7	73.7 ± 6.1	
Aust	8yrs 6mths 3yrs 1mth	414.2 ± 1.0 71.6	96.4	1.8	2.9 ± 0.2	6.5 ± 0.2	15.6 ± 0.3	28.7 ± 0.3	27.4 ± 0.3	17.2 ± 0.4	95.4 ± 0.2	

Figure 3.W1: Achievement of Year 3 Students in Writing, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

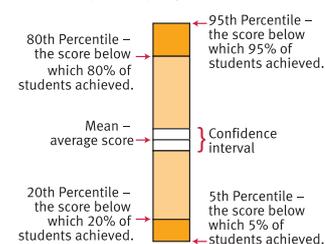
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 3 students reported by schools which includes those absent and withdrawn.

Reading the graph

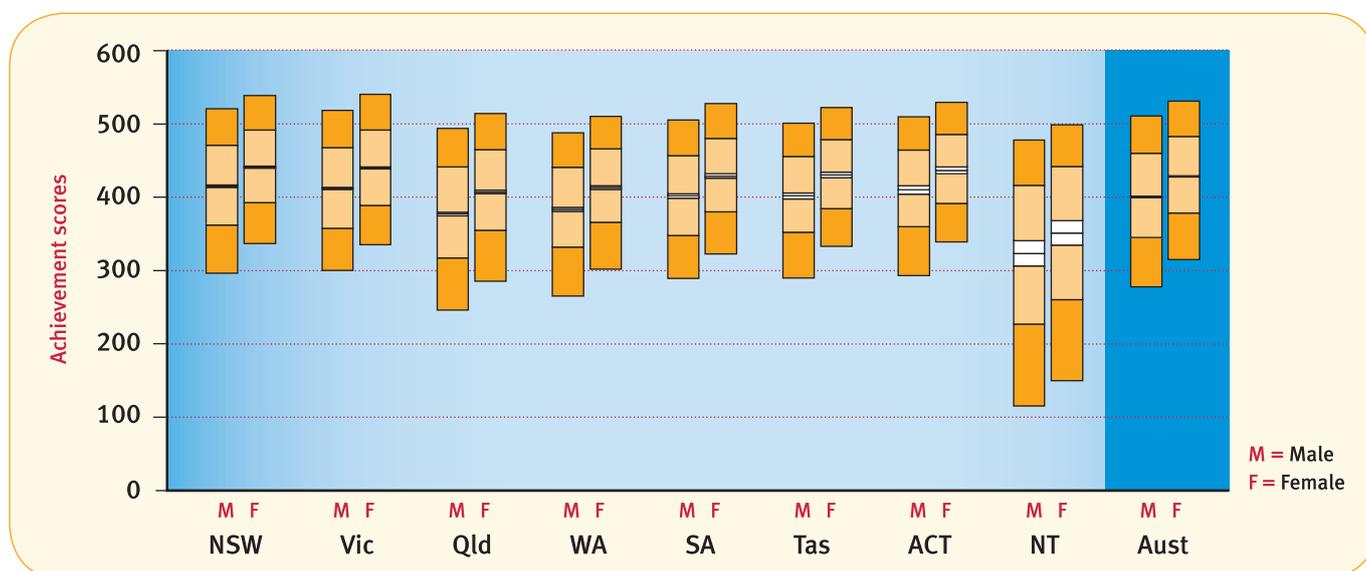


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.W2: Achievement of Year 3 Students in Writing, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Male	414.9 ± 1.7	1.1	2.4 ± 0.2	6.5 ± 0.4	15.7 ± 0.5	29.7 ± 0.6	27.9 ± 0.6	16.7 ± 0.7	96.5 ± 0.3
	Female	440.8 ± 1.4	0.8	0.6 ± 0.1	2.7 ± 0.3	9.5 ± 0.6	25.9 ± 0.7	33.9 ± 0.8	26.7 ± 0.9	98.6 ± 0.2
VIC	Male	412.1 ± 1.6	3.6	1.7 ± 0.2	7.0 ± 0.5	17.5 ± 0.7	29.5 ± 0.6	25.5 ± 0.8	15.2 ± 0.7	94.8 ± 0.5
	Female	439.7 ± 1.4	1.8	0.4 ± 0.1	2.8 ± 0.3	10.5 ± 0.5	26.1 ± 0.8	32.1 ± 0.9	26.2 ± 0.9	97.8 ± 0.3
Qld	Male	377.3 ± 2.6	2.6	7.7 ± 0.7	13.2 ± 0.7	22.3 ± 0.9	28.1 ± 0.7	18.4 ± 0.7	7.7 ± 0.6	89.7 ± 0.7
	Female	407.1 ± 2.4	1.3	3.5 ± 0.5	7.1 ± 0.5	17.0 ± 0.7	30.1 ± 0.7	26.6 ± 0.8	14.3 ± 0.8	95.2 ± 0.6
WA	Male	383.6 ± 2.7	1.3	5.5 ± 0.7	10.9 ± 0.9	23.5 ± 1.0	31.8 ± 1.3	20.2 ± 1.2	6.8 ± 0.6	93.3 ± 0.8
	Female	413.2 ± 2.5	0.7	2.4 ± 0.5	5.4 ± 0.6	15.8 ± 1.0	32.3 ± 1.0	29.3 ± 1.1	14.2 ± 1.0	96.9 ± 0.5
SA	Male	401.9 ± 2.9	3.9	2.7 ± 0.5	8.5 ± 0.9	19.3 ± 1.2	30.6 ± 1.3	23.7 ± 1.9	11.3 ± 1.2	93.4 ± 1.0
	Female	429.0 ± 2.8	2.3	1.1 ± 0.4	3.6 ± 0.6	12.2 ± 1.3	28.6 ± 1.6	31.6 ± 1.3	20.5 ± 1.5	96.6 ± 0.7
Tas	Male	401.7 ± 4.0	1.2	3.0 ± 0.8	7.1 ± 1.5	20.0 ± 2.1	33.2 ± 2.2	25.0 ± 1.8	10.6 ± 1.6	95.8 ± 0.9
	Female	430.2 ± 3.8	0.7	0.8 ± 0.4	2.8 ± 0.8	11.7 ± 1.7	30.3 ± 2.5	33.8 ± 2.4	19.9 ± 2.2	98.5 ± 0.5
ACT	Male	409.9 ± 5.9	2.9	2.7 ± 1.1	6.3 ± 1.6	16.2 ± 2.1	30.4 ± 2.4	27.8 ± 3.2	13.6 ± 2.2	94.4 ± 1.8
	Female	436.6 ± 4.6	1.3	0.4 ± 0.3	2.6 ± 0.9	9.2 ± 1.7	29.6 ± 2.7	33.8 ± 2.5	23.2 ± 2.6	98.3 ± 0.7
NT	Male	323.7 ± 17.0	1.9	27.7 ± 6.6	14.3 ± 2.5	19.1 ± 2.9	20.6 ± 3.6	11.6 ± 2.5	4.8 ± 1.6	70.4 ± 6.6
	Female	351.5 ± 16.7	1.5	21.5 ± 6.2	12.5 ± 2.6	16.8 ± 2.5	22.1 ± 3.6	16.9 ± 3.3	8.8 ± 2.4	77.0 ± 6.1
Aust	Male	400.6 ± 1.1	2.3	4.0 ± 0.2	8.7 ± 0.3	18.8 ± 0.3	29.6 ± 0.3	24.0 ± 0.4	12.7 ± 0.4	93.7 ± 0.3
	Female	428.4 ± 1.0	1.2	1.7 ± 0.2	4.1 ± 0.2	12.3 ± 0.3	27.8 ± 0.4	31.1 ± 0.4	21.8 ± 0.5	97.1 ± 0.2

Figure 3.W2: Achievement of Year 3 Students in Writing, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

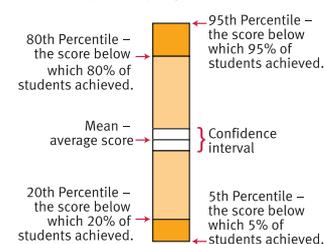
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

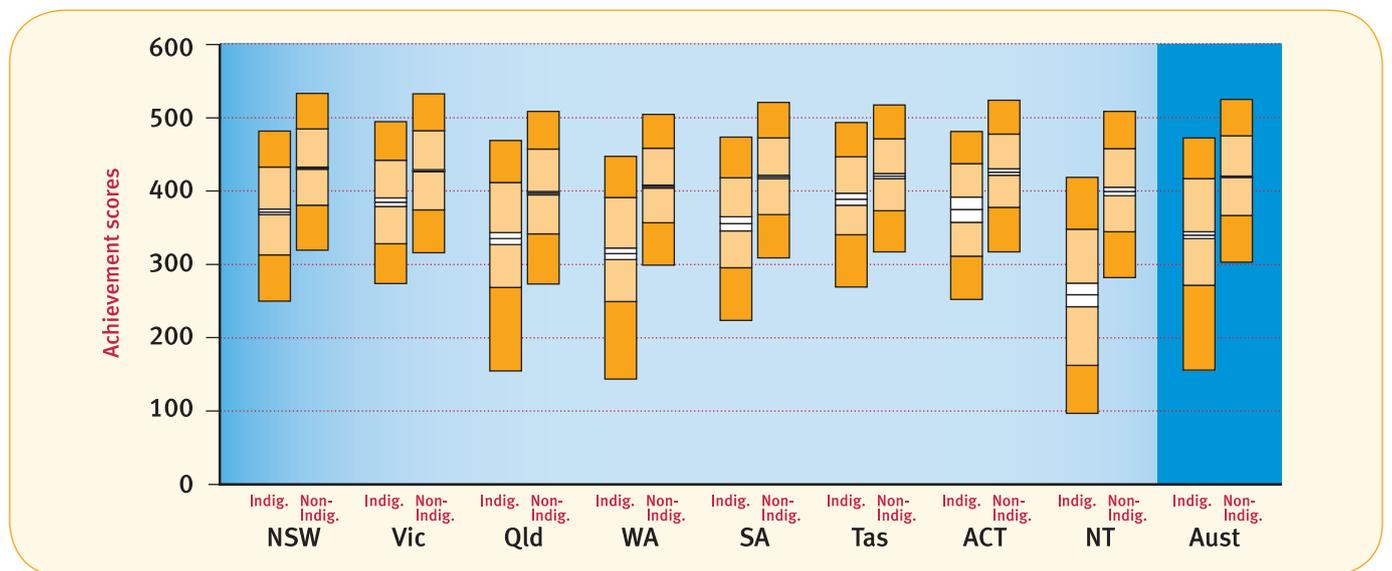


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.W3: Achievement of Year 3 Students in Writing, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	
NSW	Indigenous	370.6 ± 3.7	1.4	7.7 ± 1.3	15.2 ± 1.7	25.1 ± 2.1	28.0 ± 2.4	17.1 ± 2.0	5.4 ± 1.4	90.9 ± 1.3
	Non-Indigenous	430.1 ± 1.4	0.8	1.2 ± 0.1	4.1 ± 0.3	12.1 ± 0.4	27.9 ± 0.6	31.5 ± 0.5	22.3 ± 0.7	97.9 ± 0.2
VIC	Indigenous	383.9 ± 5.9	3.6	4.3 ± 1.8	12.9 ± 2.7	25.0 ± 3.7	28.4 ± 4.8	18.2 ± 4.1	7.5 ± 2.3	92.1 ± 2.3
	Non-Indigenous	426.4 ± 1.4	2.4	1.0 ± 0.1	4.9 ± 0.3	14.0 ± 0.5	27.9 ± 0.5	29.0 ± 0.7	20.9 ± 0.6	96.6 ± 0.3
Qld	Indigenous	334.6 ± 8.2	2.9	19.9 ± 3.0	19.8 ± 1.9	22.7 ± 1.9	20.5 ± 1.9	10.6 ± 1.5	3.6 ± 1.4	77.2 ± 3.0
	Non-Indigenous	396.2 ± 2.2	1.9	4.6 ± 0.5	9.5 ± 0.5	19.5 ± 0.6	29.8 ± 0.5	23.3 ± 0.6	11.5 ± 0.6	93.6 ± 0.5
WA	Indigenous	314.0 ± 7.9	1.0	27.0 ± 3.5	23.1 ± 2.4	22.5 ± 2.1	17.5 ± 2.5	7.7 ± 1.6	1.2 ± 0.6	72.0 ± 3.5
	Non-Indigenous	405.2 ± 2.1	0.9	2.1 ± 0.3	7.0 ± 0.6	19.4 ± 0.9	33.2 ± 0.8	26.1 ± 0.9	11.2 ± 0.8	97.0 ± 0.4
SA	Indigenous	354.7 ± 9.7	5.2	12.3 ± 4.7	17.8 ± 4.7	25.0 ± 3.9	24.1 ± 3.7	11.5 ± 3.4	4.2 ± 1.6	82.5 ± 4.9
	Non-Indigenous	418.2 ± 2.5	2.9	1.4 ± 0.3	5.6 ± 0.6	15.3 ± 1.0	29.9 ± 1.0	28.5 ± 1.3	16.4 ± 1.1	95.7 ± 0.7
Tas	Indigenous	388.1 ± 8.3	0.7	5.1 ± 2.4	9.0 ± 3.8	22.6 ± 4.8	33.3 ± 5.4	21.6 ± 4.5	7.7 ± 3.2	94.2 ± 2.5
	Non-Indigenous	419.5 ± 3.5	1.0	1.5 ± 0.5	4.2 ± 0.8	14.8 ± 1.4	32.1 ± 1.9	30.3 ± 2.0	16.0 ± 1.9	97.5 ± 0.6
ACT	Indigenous	374.0 ± 17.1	0.9	9.5 ± 6.6	14.6 ± 12.1	19.6 ± 9.4	30.7 ± 12.7	18.7 ± 9.4	6.0 ± 5.5	89.5 ± 6.6
	Non-Indigenous	424.7 ± 4.5	2.0	1.4 ± 0.5	4.2 ± 0.8	12.5 ± 1.6	29.9 ± 2.0	31.2 ± 2.3	18.8 ± 2.0	96.6 ± 1.1
NT	Indigenous	258.2 ± 16.1	1.1	52.3 ± 7.6	19.2 ± 3.7	14.5 ± 3.4	9.1 ± 2.6	2.9 ± 1.4	1.0 ± 0.6	46.6 ± 7.4
	Non-Indigenous	398.3 ± 5.8	1.1	3.7 ± 1.2	9.2 ± 1.9	20.5 ± 2.2	31.0 ± 3.2	23.2 ± 2.7	11.4 ± 2.5	95.2 ± 1.4
Aust	Indigenous	339.3 ± 4.5	2.1	19.2 ± 1.8	18.0 ± 0.9	22.7 ± 0.9	22.1 ± 1.1	12.1 ± 1.1	3.9 ± 0.6	78.8 ± 1.8
	Non-Indigenous	418.2 ± 0.9	1.6	2.0 ± 0.1	5.9 ± 0.2	15.2 ± 0.3	29.1 ± 0.3	28.3 ± 0.3	17.9 ± 0.4	96.4 ± 0.2

Figure 3.W3: Achievement of Year 3 Students in Writing, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

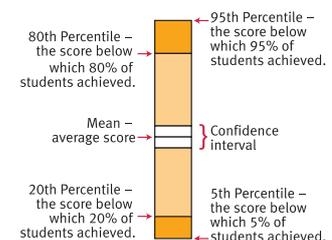
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

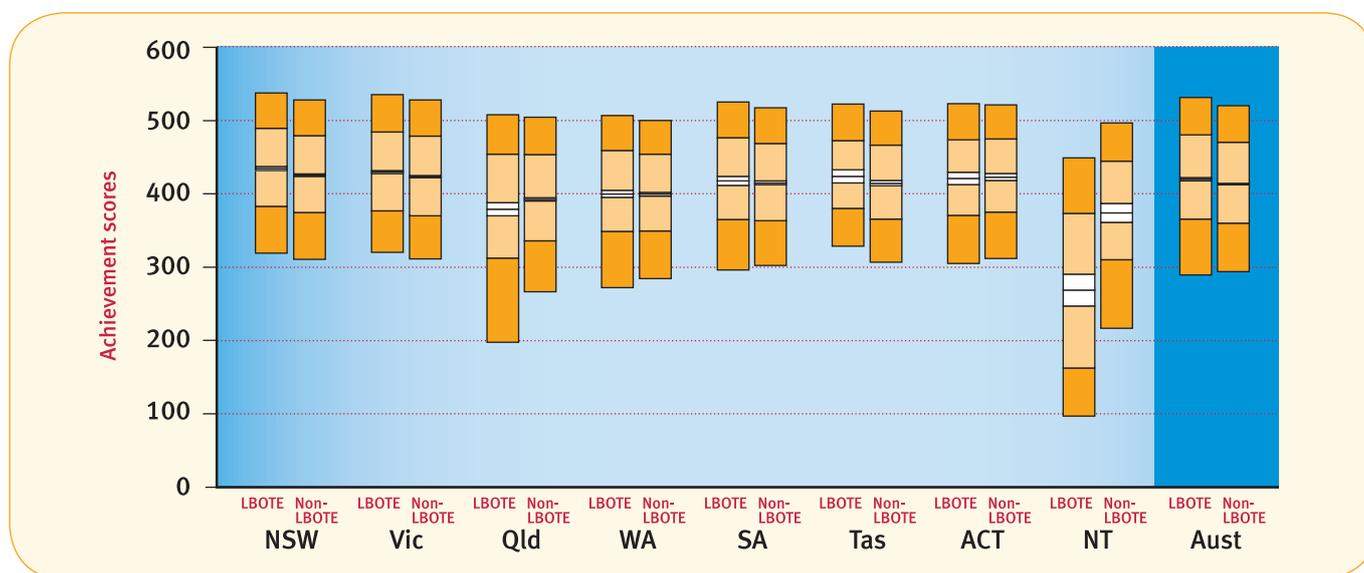


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.W4: Achievement of Year 3 Students in Writing, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	
NSW	LBOTE	435.1 ± 2.7	1.6	1.2 ± 0.2	3.9 ± 0.5	11.0 ± 1.1	25.5 ± 1.0	31.4 ± 1.0	25.3 ± 1.4	97.2 ± 0.4
	Non-LBOTE	426.0 ± 1.5	0.7	1.6 ± 0.1	4.7 ± 0.3	13.0 ± 0.5	28.4 ± 0.5	30.8 ± 0.6	20.8 ± 0.7	97.8 ± 0.2
VIC	LBOTE	430.3 ± 2.1	3.6	0.8 ± 0.2	4.1 ± 0.7	13.1 ± 0.8	27.3 ± 1.0	28.7 ± 1.2	22.4 ± 1.1	95.6 ± 0.6
	Non-LBOTE	424.2 ± 1.4	2.3	1.2 ± 0.1	5.3 ± 0.3	14.4 ± 0.5	28.0 ± 0.6	28.7 ± 0.7	20.0 ± 0.7	96.5 ± 0.3
Qld	LBOTE	379.9 ± 9.0	5.1	10.3 ± 2.7	11.1 ± 1.6	18.2 ± 2.1	24.3 ± 1.9	19.9 ± 2.1	11.2 ± 1.6	84.6 ± 2.8
	Non-LBOTE	393.0 ± 2.2	1.6	5.2 ± 0.5	10.1 ± 0.5	19.9 ± 0.7	29.6 ± 0.5	22.6 ± 0.6	10.9 ± 0.6	93.2 ± 0.5
WA	LBOTE	400.6 ± 4.9	2.0	4.6 ± 1.4	7.1 ± 1.0	18.6 ± 2.1	30.4 ± 2.6	25.0 ± 1.8	12.2 ± 1.5	93.3 ± 1.7
	Non-LBOTE	400.2 ± 2.5	0.7	3.3 ± 0.5	8.0 ± 0.7	19.7 ± 0.9	32.6 ± 0.9	25.3 ± 1.1	10.5 ± 0.8	96.0 ± 0.5
SA	LBOTE	418.2 ± 6.0	7.5	2.5 ± 1.0	5.6 ± 1.3	13.6 ± 2.2	27.0 ± 2.8	26.0 ± 3.1	17.9 ± 3.0	90.0 ± 4.0
	Non-LBOTE	415.6 ± 2.6	2.4	1.8 ± 0.3	6.1 ± 0.6	15.9 ± 1.0	30.0 ± 1.0	28.1 ± 1.2	15.7 ± 1.1	95.8 ± 0.6
Tas	LBOTE	424.4 ± 9.2	7.4	0.9 ± 1.9	3.1 ± 2.8	11.2 ± 5.6	32.8 ± 8.2	28.2 ± 8.5	16.5 ± 6.2	91.7 ± 4.3
	Non-LBOTE	415.2 ± 3.6	0.7	2.0 ± 0.5	5.0 ± 0.8	16.0 ± 1.4	32.0 ± 1.8	29.3 ± 1.8	14.9 ± 1.8	97.3 ± 0.5
ACT	LBOTE	421.8 ± 8.4	6.7	1.8 ± 1.5	4.3 ± 2.3	13.4 ± 3.9	27.0 ± 5.3	29.3 ± 5.5	17.6 ± 4.6	91.6 ± 6.1
	Non-LBOTE	423.5 ± 4.7	1.6	1.6 ± 0.6	4.5 ± 1.0	12.7 ± 1.7	30.2 ± 2.0	30.9 ± 2.5	18.5 ± 2.1	96.8 ± 1.0
NT	LBOTE	268.7 ± 21.8	2.4	50.0 ± 9.5	15.0 ± 3.5	13.2 ± 3.7	11.1 ± 3.8	6.3 ± 2.5	2.0 ± 1.1	47.6 ± 8.7
	Non-LBOTE	374.4 ± 12.9	0.9	10.0 ± 4.3	13.4 ± 2.7	20.9 ± 2.8	27.5 ± 4.2	18.2 ± 3.2	9.0 ± 3.1	89.0 ± 4.4
Aust	LBOTE	420.4 ± 2.1	3.1	3.4 ± 0.5	5.3 ± 0.4	13.4 ± 0.6	26.3 ± 0.5	27.9 ± 0.6	20.7 ± 0.7	93.6 ± 0.6
	Non-LBOTE	414.0 ± 0.9	1.4	2.6 ± 0.2	6.6 ± 0.2	15.9 ± 0.3	29.2 ± 0.3	27.6 ± 0.3	16.7 ± 0.4	96.0 ± 0.2

Figure 3.W4: Achievement of Year 3 Students in Writing, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

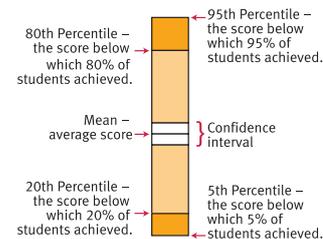
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.W5: Achievement of Year 3 Students in Writing, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above		
NSW	<i>Metro</i>	432.9 ± 1.7	1.0	1.3 ± 0.1	3.9 ± 0.3	11.4 ± 0.5	26.8 ± 0.6	31.8 ± 0.6	23.9 ± 0.9	97.8 ± 0.2	
	<i>Provincial</i>	412.0 ± 2.2	0.8	2.2 ± 0.3	6.6 ± 0.6	16.4 ± 0.9	31.2 ± 0.9	28.0 ± 1.0	14.8 ± 0.9	97.0 ± 0.4	
	<i>Remote</i>	380.7 ± 16.2	1.9	6.3 ± 4.6	13.9 ± 4.0	23.7 ± 4.9	26.8 ± 6.0	19.0 ± 7.0	8.5 ± 4.8	91.8 ± 5.2	
	<i>Very Remote</i>	394.3 ± 22.9	0.9	3.2 ± 4.1	11.8 ± 7.9	20.7 ± 10.3	29.3 ± 10.9	26.7 ± 12.8	7.3 ± 6.1	95.9 ± 4.4	
VIC	<i>Metro</i>	429.0 ± 1.7	2.8	0.9 ± 0.1	4.6 ± 0.4	13.4 ± 0.5	27.1 ± 0.7	29.1 ± 0.8	22.1 ± 0.8	96.3 ± 0.4	
	<i>Provincial</i>	416.5 ± 2.1	2.4	1.4 ± 0.3	6.1 ± 0.6	16.2 ± 0.9	29.9 ± 0.7	27.6 ± 0.9	16.4 ± 0.9	96.2 ± 0.6	
	<i>Remote</i>	431.7 ± 19.6	1.8	1.1 ± 3.5	5.8 ± 7.6	8.0 ± 8.2	24.7 ± 9.9	38.2 ± 15.5	20.4 ± 12.5	97.1 ± 4.9	
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-	
Qld	<i>Metro</i>	397.6 ± 2.9	1.9	4.8 ± 0.6	9.2 ± 0.6	18.9 ± 0.7	29.3 ± 0.6	23.6 ± 0.8	12.3 ± 0.8	93.4 ± 0.7	
	<i>Provincial</i>	385.5 ± 3.0	2.1	5.8 ± 0.7	11.7 ± 0.9	21.6 ± 0.9	29.5 ± 0.9	20.7 ± 1.0	8.5 ± 0.8	92.1 ± 0.8	
	<i>Remote</i>	361.9 ± 14.4	1.7	13.3 ± 5.3	15.4 ± 3.7	21.2 ± 2.5	25.1 ± 3.5	16.6 ± 3.3	6.7 ± 2.0	84.9 ± 5.3	
	<i>Very Remote</i>	323.9 ± 20.6	1.9	24.1 ± 7.9	20.0 ± 4.2	22.3 ± 4.0	18.2 ± 4.7	9.8 ± 3.6	3.7 ± 1.6	74.0 ± 8.0	
WA	<i>Metro</i>	405.9 ± 2.6	1.1	2.3 ± 0.3	6.9 ± 0.6	18.8 ± 0.9	32.7 ± 1.1	26.4 ± 1.1	11.8 ± 0.9	96.6 ± 0.5	
	<i>Provincial</i>	391.9 ± 4.2	0.8	4.0 ± 0.9	9.5 ± 1.1	21.9 ± 1.9	32.7 ± 1.5	23.1 ± 1.7	7.9 ± 1.2	95.2 ± 1.0	
	<i>Remote</i>	369.6 ± 12.0	0.3	9.5 ± 3.7	14.3 ± 2.9	23.9 ± 2.8	29.0 ± 4.5	16.8 ± 3.6	6.2 ± 2.1	90.2 ± 3.7	
	<i>Very Remote</i>	320.7 ± 20.8	0.7	28.6 ± 7.6	17.9 ± 3.7	18.8 ± 2.8	19.5 ± 5.2	11.2 ± 4.1	3.3 ± 2.0	70.6 ± 7.7	
SA	<i>Metro</i>	420.1 ± 3.2	3.4	1.5 ± 0.4	5.4 ± 0.7	14.5 ± 1.1	29.3 ± 1.3	28.4 ± 1.7	17.5 ± 1.4	95.1 ± 1.0	
	<i>Provincial</i>	406.6 ± 4.0	2.4	2.2 ± 0.5	7.6 ± 1.1	18.6 ± 1.7	30.8 ± 1.7	26.0 ± 1.6	12.4 ± 1.5	95.4 ± 0.9	
	<i>Remote</i>	396.5 ± 11.3	3.1	2.4 ± 2.0	8.6 ± 3.6	23.3 ± 4.8	30.4 ± 4.4	23.8 ± 6.9	8.3 ± 4.3	94.4 ± 2.5	
	<i>Very Remote</i>	342.4 ± 32.4	0.5	23.9 ± 16.5	13.7 ± 6.6	19.0 ± 9.9	25.3 ± 9.1	13.2 ± 7.6	4.4 ± 3.8	75.6 ± 16.4	
Tas	<i>Metro</i>	420.9 ± 5.6	1.2	1.5 ± 0.6	4.3 ± 1.2	15.2 ± 2.0	30.6 ± 2.4	30.0 ± 2.6	17.3 ± 2.6	97.4 ± 0.7	
	<i>Provincial</i>	412.3 ± 4.3	0.8	2.2 ± 0.7	5.3 ± 1.2	16.4 ± 1.9	32.6 ± 2.2	29.0 ± 2.5	13.6 ± 1.8	97.0 ± 0.7	
	<i>Remote</i>	399.3 ± 23.6	0.0	4.5 ± 8.7	8.5 ± 9.6	17.1 ± 9.4	34.2 ± 14.9	24.5 ± 11.5	11.2 ± 8.2	95.5 ± 8.7	
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
ACT	<i>Metro</i>	423.3 ± 4.6	2.1	1.6 ± 0.6	4.5 ± 0.9	12.7 ± 1.6	30.0 ± 1.9	30.8 ± 2.2	18.4 ± 2.0	96.3 ± 1.2	
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	<i>Remote</i>	-	-	-	-	-	-	-	-	-	
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-	
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-	
	<i>Provincial</i>	387.3 ± 8.2	2.7	5.5 ± 1.9	11.8 ± 2.5	22.1 ± 3.4	28.6 ± 3.0	20.0 ± 3.7	9.5 ± 2.6	91.9 ± 2.8	
	<i>Remote</i>	358.1 ± 21.6	1.3	16.2 ± 7.9	13.8 ± 4.5	20.5 ± 3.7	25.1 ± 5.3	15.3 ± 4.1	7.8 ± 3.3	82.5 ± 7.9	
	<i>Very Remote</i>	244.3 ± 28.3	0.4	61.6 ± 11.5	15.8 ± 4.1	9.5 ± 4.6	7.1 ± 4.7	4.1 ± 3.3	1.7 ± 1.6	38.0 ± 11.3	
Aust	<i>Metro</i>	420.9 ± 1.1	1.8	2.0 ± 0.2	5.6 ± 0.2	14.4 ± 0.3	28.3 ± 0.3	28.7 ± 0.3	19.3 ± 0.4	96.2 ± 0.2	
	<i>Provincial</i>	404.3 ± 1.4	1.6	3.1 ± 0.2	8.0 ± 0.4	18.3 ± 0.4	30.6 ± 0.4	25.5 ± 0.5	12.8 ± 0.5	95.3 ± 0.3	
	<i>Remote</i>	371.6 ± 6.9	1.4	10.1 ± 2.3	13.5 ± 1.7	22.2 ± 1.4	27.4 ± 2.0	18.0 ± 1.8	7.3 ± 1.2	88.5 ± 2.4	
	<i>Very Remote</i>	301.7 ± 14.4	1.0	36.3 ± 5.8	17.4 ± 2.2	17.0 ± 2.6	16.0 ± 3.1	9.2 ± 2.1	3.1 ± 0.9	62.7 ± 5.7	

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.W6: Achievement of Year 3 Indigenous Students in Writing, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Metro	380.4 ± 4.7	1.4	5.9 ± 1.5	13.0 ± 2.2	23.7 ± 2.5	29.4 ± 2.5	19.3 ± 2.3	7.1 ± 1.7	92.6 ± 1.6
	Provincial	365.4 ± 5.4	1.2	8.8 ± 2.0	16.3 ± 2.5	25.7 ± 4.0	27.7 ± 4.1	16.0 ± 2.9	4.3 ± 1.5	90.0 ± 2.0
	Remote	342.9 ± 23.1	3.2	13.1 ± 10.0	22.2 ± 6.7	29.9 ± 8.5	19.6 ± 7.3	8.8 ± 6.1	3.2 ± 3.3	83.7 ± 10.6
	Very Remote	361.8 ± 19.9	0.0	6.4 ± 6.7	20.5 ± 13.3	31.4 ± 17.2	25.9 ± 15.0	15.0 ± 9.7	0.9 ± 3.9	93.6 ± 6.7
Vic	Metro	392.3 ± 8.6	3.9	3.5 ± 2.4	11.5 ± 4.2	23.1 ± 4.7	28.2 ± 5.8	19.3 ± 5.5	10.6 ± 3.5	92.6 ± 3.5
	Provincial	376.8 ± 7.8	3.3	5.0 ± 3.2	14.1 ± 4.3	26.6 ± 5.8	28.6 ± 6.0	17.3 ± 4.8	5.0 ± 2.5	91.7 ± 3.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	350.5 ± 10.7	2.8	15.0 ± 2.6	17.9 ± 2.9	23.2 ± 3.5	23.1 ± 2.8	12.8 ± 2.6	5.2 ± 2.7	82.2 ± 2.7
	Provincial	342.1 ± 11.8	3.4	16.5 ± 5.4	19.5 ± 2.4	23.3 ± 2.9	22.8 ± 3.0	11.6 ± 2.3	3.1 ± 1.4	80.1 ± 5.2
	Remote	296.7 ± 26.2	2.9	34.3 ± 12.4	21.9 ± 5.0	20.6 ± 6.2	13.1 ± 6.0	6.2 ± 3.6	1.0 ± 1.6	62.8 ± 11.8
	Very Remote	283.4 ± 21.7	1.7	37.2 ± 10.3	26.2 ± 5.7	20.9 ± 5.8	9.8 ± 4.2	3.5 ± 2.8	0.7 ± 0.9	61.2 ± 10.5
WA	Metro	339.9 ± 8.4	1.3	16.9 ± 3.7	20.7 ± 3.6	24.0 ± 4.0	23.5 ± 4.0	11.5 ± 2.7	2.1 ± 1.2	81.7 ± 3.8
	Provincial	334.5 ± 11.0	0.9	18.3 ± 5.2	23.6 ± 5.2	24.6 ± 5.5	21.5 ± 7.2	10.0 ± 4.2	1.2 ± 1.2	80.9 ± 5.2
	Remote	301.4 ± 18.7	0.3	30.2 ± 10.1	26.3 ± 6.5	24.0 ± 7.4	13.6 ± 5.2	5.0 ± 2.9	0.6 ± 1.1	69.4 ± 10.0
	Very Remote	265.2 ± 15.6	1.1	47.9 ± 7.3	23.9 ± 5.1	17.2 ± 4.0	7.6 ± 3.3	1.8 ± 1.6	0.4 ± 0.7	51.0 ± 7.1
SA	Metro	369.1 ± 10.8	7.5	6.6 ± 3.8	16.6 ± 7.0	24.6 ± 5.0	25.7 ± 5.7	13.2 ± 5.5	5.7 ± 2.5	85.9 ± 4.9
	Provincial	360.5 ± 10.2	3.8	8.3 ± 5.2	19.1 ± 6.7	27.8 ± 7.2	25.9 ± 6.0	11.8 ± 5.0	3.3 ± 2.9	87.9 ± 6.3
	Remote	353.6 ± 31.9	2.7	11.9 ± 16.1	20.5 ± 22.8	28.6 ± 18.5	22.2 ± 17.0	12.4 ± 13.0	1.6 ± 4.7	85.4 ± 16.5
	Very Remote	281.4 ± 43.1	0.0	49.3 ± 29.6	17.8 ± 12.6	16.5 ± 17.2	12.8 ± 11.2	2.5 ± 5.4	1.3 ± 4.4	50.8 ± 29.6
Tas	Metro	392.5 ± 12.6	1.3	3.1 ± 2.9	7.3 ± 5.0	23.6 ± 8.0	37.5 ± 11.9	19.0 ± 9.7	8.2 ± 6.1	95.6 ± 3.3
	Provincial	386.0 ± 11.0	0.4	6.1 ± 3.6	9.6 ± 4.7	22.0 ± 7.7	31.2 ± 6.7	23.2 ± 7.3	7.6 ± 4.0	93.5 ± 3.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	376.5 ± 16.7	1.0	9.7 ± 7.0	13.0 ± 10.8	18.8 ± 9.6	31.8 ± 13.0	19.4 ± 9.7	6.2 ± 5.6	89.3 ± 7.1
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	340.5 ± 14.2	3.2	14.0 ± 6.5	22.0 ± 7.5	29.0 ± 6.8	21.7 ± 6.7	7.5 ± 4.7	2.6 ± 2.9	82.8 ± 6.6
	Remote	296.6 ± 23.5	1.9	34.1 ± 12.3	22.3 ± 6.6	21.4 ± 7.5	14.8 ± 5.4	4.1 ± 3.2	1.5 ± 1.6	64.1 ± 12.0
	Very Remote	217.4 ± 15.3	0.1	71.9 ± 7.3	17.1 ± 4.5	7.2 ± 3.8	2.7 ± 1.8	0.8 ± 0.8	0.2 ± 0.4	28.0 ± 7.3
Aust	Metro	364.3 ± 4.7	2.5	10.6 ± 1.3	15.8 ± 1.5	23.5 ± 1.8	26.2 ± 1.4	15.4 ± 1.4	5.9 ± 1.1	86.9 ± 1.3
	Provincial	356.4 ± 4.5	2.2	11.6 ± 1.9	17.8 ± 1.3	25.1 ± 2.1	25.5 ± 2.1	14.0 ± 1.7	3.7 ± 0.8	86.2 ± 1.9
	Remote	307.0 ± 12.2	1.9	29.1 ± 6.0	23.2 ± 2.9	23.5 ± 3.7	15.1 ± 3.0	5.9 ± 1.8	1.4 ± 0.8	69.0 ± 5.8
	Very Remote	252.7 ± 12.2	0.8	54.3 ± 5.8	21.3 ± 2.9	14.2 ± 2.8	6.8 ± 1.9	2.3 ± 1.2	0.5 ± 0.4	45.0 ± 5.7

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.W7: Achievement of Year 3 Students in Writing, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	438.2 ± 1.3	1.6	1.0 ± 0.2	2.9 ± 0.2	10.4 ± 0.5	26.0 ± 0.6	32.0 ± 0.5	26.2 ± 0.7	97.5 ± 0.3
Advanced diploma/diploma	420.2 ± 1.3	1.6	1.7 ± 0.3	5.1 ± 0.4	14.4 ± 0.6	29.7 ± 0.8	29.6 ± 0.7	17.8 ± 0.7	96.6 ± 0.3
Cert I to IV	406.6 ± 1.1	1.8	2.7 ± 0.2	7.4 ± 0.4	17.8 ± 0.6	31.0 ± 0.5	26.3 ± 0.6	13.0 ± 0.5	95.5 ± 0.3
Year 12 or equivalent	409.6 ± 1.7	2.3	2.7 ± 0.4	6.9 ± 0.6	17.0 ± 1.1	29.5 ± 0.9	27.1 ± 0.8	14.4 ± 0.7	95.0 ± 0.5
Year 11 or equivalent or below	385.5 ± 1.8	4.0	5.8 ± 0.4	11.6 ± 0.5	21.0 ± 0.8	28.8 ± 0.9	20.4 ± 0.8	8.4 ± 0.5	90.2 ± 0.5
Not stated	413.5 ± 1.3	1.3	3.2 ± 0.3	6.6 ± 0.2	15.6 ± 0.4	28.5 ± 0.3	27.3 ± 0.5	17.5 ± 0.5	95.4 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 3 students with parental education 'not stated' is 45%.

Table 3.W8: Achievement of Year 3 Students in Writing, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above		
Senior management and qualified professionals	435.6 ± 1.3	1.1	1.0 ± 0.2	3.2 ± 0.3	11.0 ± 0.5	26.7 ± 0.7	31.9 ± 0.5	25.0 ± 0.7	97.8 ± 0.2	
Other business managers and associate professionals	423.4 ± 1.1	1.5	1.3 ± 0.2	4.6 ± 0.3	14.0 ± 0.5	29.5 ± 0.6	30.2 ± 0.6	18.8 ± 0.6	97.1 ± 0.2	
Tradespeople, clerks, skilled office, sales and service staff	410.3 ± 1.2	1.7	2.4 ± 0.2	6.7 ± 0.3	17.0 ± 0.7	30.7 ± 0.7	27.4 ± 0.7	14.1 ± 0.5	95.9 ± 0.3	
Machine operators, hospitality staff, assistants, labourers	399.4 ± 1.7	3.1	3.9 ± 0.4	9.1 ± 0.6	18.9 ± 0.6	29.4 ± 0.7	23.7 ± 0.9	11.9 ± 0.7	93.0 ± 0.5	
Not in paid work in the previous 12 months	382.9 ± 2.3	6.9	6.6 ± 0.6	11.7 ± 0.7	20.5 ± 1.0	26.7 ± 1.3	19.0 ± 1.0	8.7 ± 0.7	86.5 ± 0.9	
Not stated	411.9 ± 1.3	1.3	3.4 ± 0.3	6.9 ± 0.2	15.9 ± 0.4	28.6 ± 0.3	26.8 ± 0.4	17.0 ± 0.5	95.3 ± 0.3	

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

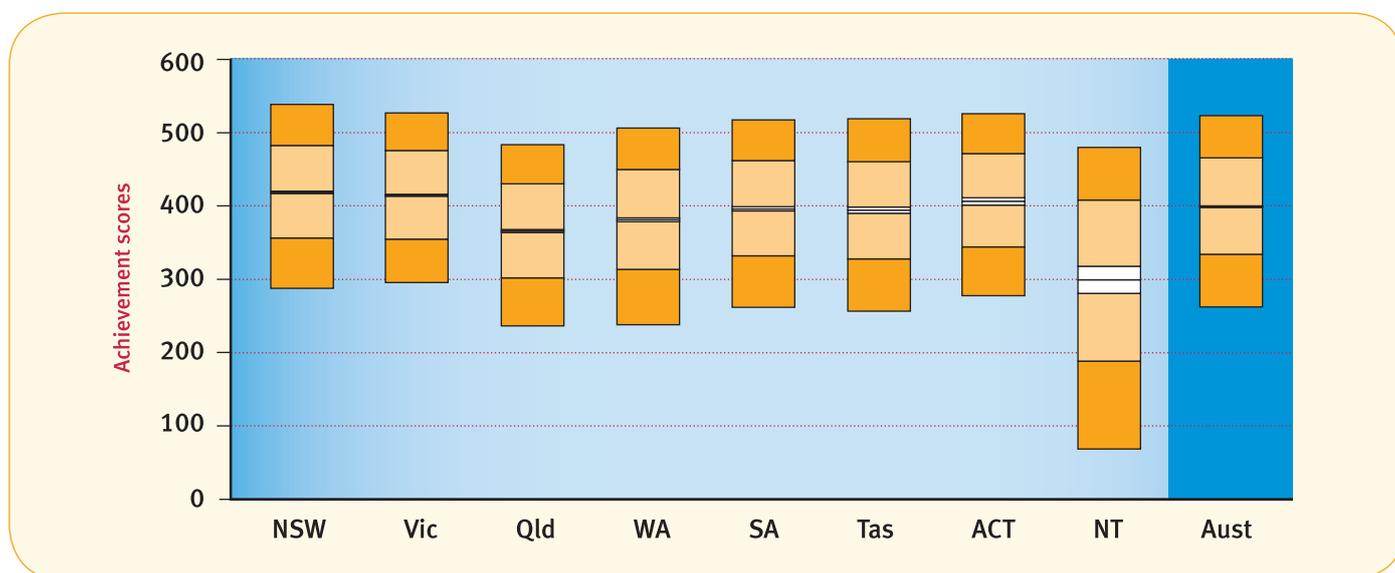
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 3 students with parental occupation 'not stated' is 47%.

Table 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above		
NSW	8yrs 7mths 3yrs 4mths	419.2 ± 1.6 75.4	97.3	0.9	3.0 ± 0.2	7.4 ± 0.3	15.8 ± 0.4	25.8 ± 0.5	25.3 ± 0.4	21.8 ± 0.7	96.1 ± 0.2	
VIC	8yrs 9mths 3yrs 4mths	415.3 ± 1.4 70.5	96.0	2.7	1.9 ± 0.2	7.5 ± 0.4	17.5 ± 0.5	26.9 ± 0.5	24.7 ± 0.5	18.8 ± 0.6	95.4 ± 0.2	
Qld	8yrs 1mth 2yrs 4mths	366.7 ± 2.2 76.2	97.7	1.8	10.7 ± 0.7	15.7 ± 0.6	24.2 ± 0.6	25.8 ± 0.6	15.9 ± 0.6	5.9 ± 0.4	87.4 ± 0.7	
WA	8yrs 5mths 3yrs 4mths	381.8 ± 2.8 81.3	95.4	1.0	9.6 ± 0.8	12.4 ± 0.6	21.1 ± 0.8	25.7 ± 0.7	19.3 ± 0.7	10.8 ± 0.7	89.4 ± 0.8	
SA	8yrs 7mths 3yrs 4mths	396.7 ± 3.0 76.9	97.0	3.1	5.8 ± 0.7	10.3 ± 0.9	19.9 ± 1.0	25.5 ± 0.9	21.5 ± 0.9	13.9 ± 0.9	91.1 ± 1.0	
Tas	8yrs 11mths 3yrs 4mths	394.9 ± 4.3 78.7	96.9	0.9	6.7 ± 1.0	11.0 ± 1.2	19.7 ± 1.3	26.0 ± 1.3	21.6 ± 1.5	14.0 ± 1.5	92.4 ± 1.0	
ACT	8yrs 8mths 3yrs 4mths	406.9 ± 4.9 75.3	95.6	2.2	4.1 ± 1.1	8.6 ± 1.5	19.0 ± 1.5	26.4 ± 2.0	22.5 ± 1.8	17.2 ± 1.8	93.7 ± 1.5	
NT	8yrs 6mths 3yrs 4mths	299.8 ± 18.7 125.6	82.3	1.7	37.0 ± 6.8	13.6 ± 1.7	16.8 ± 2.8	15.8 ± 2.8	9.9 ± 1.7	5.2 ± 1.3	61.4 ± 6.7	
Aust	8yrs 6mths 3yrs 1mth	399.5 ± 1.1 79.8	96.6	1.7	5.8 ± 0.2	10.1 ± 0.2	19.0 ± 0.3	25.9 ± 0.2	21.9 ± 0.3	15.6 ± 0.4	92.5 ± 0.3	

Figure 3.S1: Achievement of Year 3 Students in Spelling, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

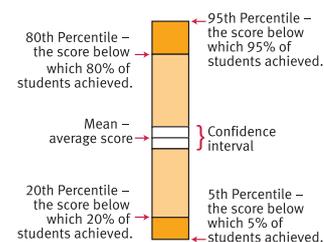
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 3 students reported by schools which includes those absent and withdrawn.

Reading the graph

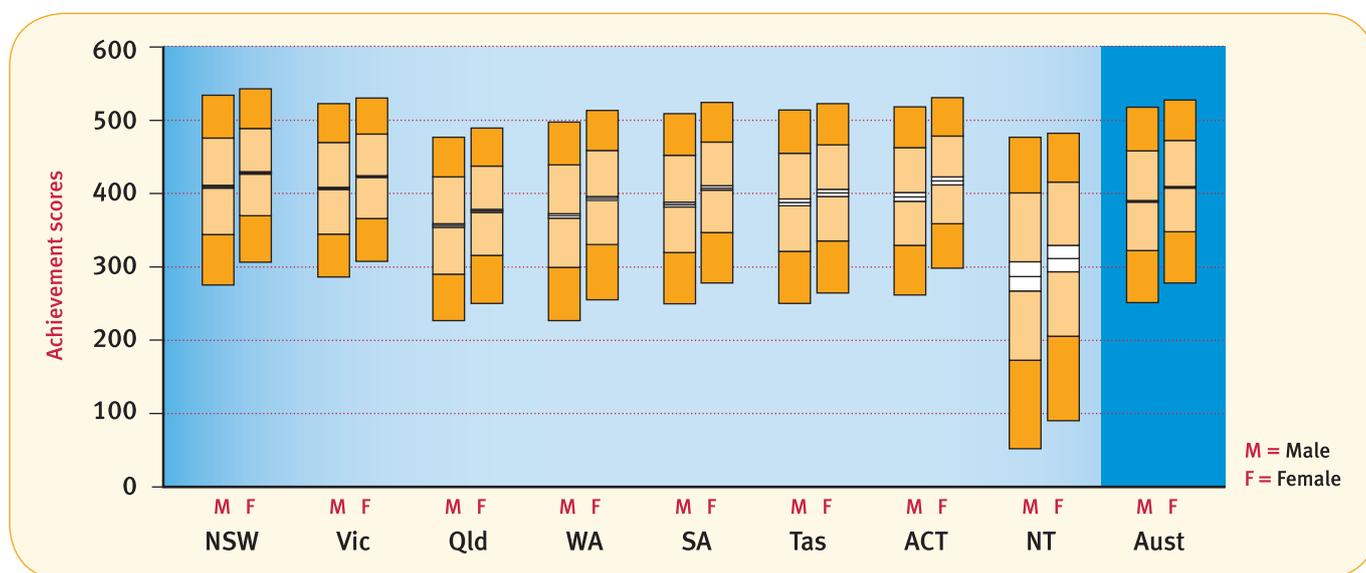


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.S2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	
NSW	Male	410.1 ± 1.8	1.1	4.2 ± 0.3	9.2 ± 0.4	17.5 ± 0.5	25.6 ± 0.6	23.2 ± 0.6	19.2 ± 0.8	94.7 ± 0.3
	Female	428.8 ± 1.6	0.8	1.6 ± 0.2	5.5 ± 0.3	14.1 ± 0.5	26.1 ± 0.6	27.4 ± 0.5	24.5 ± 0.8	97.6 ± 0.2
VIC	Male	407.2 ± 1.6	3.5	2.7 ± 0.2	9.1 ± 0.5	19.3 ± 0.7	26.3 ± 0.6	22.5 ± 0.6	16.5 ± 0.7	93.8 ± 0.5
	Female	423.6 ± 1.4	1.8	1.2 ± 0.1	5.8 ± 0.4	15.6 ± 0.6	27.6 ± 0.6	26.9 ± 0.6	21.2 ± 0.7	97.0 ± 0.3
Qld	Male	357.0 ± 2.3	2.5	13.5 ± 0.8	17.5 ± 0.7	24.3 ± 0.7	23.7 ± 0.7	13.7 ± 0.6	4.8 ± 0.4	84.1 ± 0.9
	Female	376.8 ± 2.1	1.2	7.8 ± 0.6	13.8 ± 0.6	24.0 ± 0.7	28.0 ± 0.7	18.1 ± 0.8	7.0 ± 0.5	91.0 ± 0.6
WA	Male	370.3 ± 3.0	1.3	12.4 ± 1.0	14.2 ± 0.9	22.1 ± 1.1	24.7 ± 0.9	16.9 ± 0.9	8.5 ± 0.7	86.4 ± 1.1
	Female	393.8 ± 2.8	0.7	6.7 ± 0.7	10.5 ± 0.7	20.1 ± 1.1	26.8 ± 1.0	21.9 ± 1.0	13.3 ± 0.9	92.6 ± 0.7
SA	Male	385.7 ± 3.4	3.9	7.5 ± 0.9	12.2 ± 1.0	21.7 ± 1.0	24.4 ± 1.4	19.0 ± 1.3	11.3 ± 1.0	88.6 ± 1.2
	Female	408.2 ± 3.1	2.3	3.9 ± 0.7	8.3 ± 1.2	17.9 ± 1.5	26.6 ± 1.3	24.2 ± 1.3	16.8 ± 1.2	93.8 ± 1.0
Tas	Male	388.6 ± 4.6	1.2	7.8 ± 1.3	11.9 ± 1.4	20.6 ± 1.7	26.1 ± 1.8	20.3 ± 1.9	12.1 ± 1.8	91.1 ± 1.3
	Female	401.3 ± 5.0	0.7	5.6 ± 1.1	10.1 ± 1.4	18.8 ± 1.6	26.0 ± 1.9	22.9 ± 2.0	16.0 ± 1.8	93.7 ± 1.1
ACT	Male	396.0 ± 6.2	3.0	6.0 ± 1.8	10.6 ± 2.3	20.4 ± 1.9	25.1 ± 2.4	20.5 ± 2.2	14.5 ± 1.8	91.0 ± 2.3
	Female	417.9 ± 5.4	1.3	2.2 ± 0.8	6.7 ± 1.6	17.5 ± 2.3	27.8 ± 2.9	24.6 ± 2.5	20.0 ± 2.6	96.5 ± 1.1
NT	Male	287.7 ± 20.1	1.8	40.5 ± 6.9	13.9 ± 2.3	16.2 ± 3.0	14.3 ± 2.7	8.5 ± 2.3	4.8 ± 1.7	57.7 ± 6.8
	Female	312.2 ± 18.0	1.5	33.3 ± 6.9	13.4 ± 2.1	17.5 ± 3.5	17.4 ± 3.5	11.2 ± 2.4	5.6 ± 1.5	65.2 ± 6.8
Aust	Male	390.1 ± 1.2	2.2	7.4 ± 0.3	11.8 ± 0.3	20.2 ± 0.3	25.1 ± 0.3	19.8 ± 0.3	13.4 ± 0.4	90.3 ± 0.3
	Female	409.3 ± 1.1	1.2	4.0 ± 0.2	8.3 ± 0.2	17.6 ± 0.3	26.9 ± 0.3	24.2 ± 0.3	17.8 ± 0.4	94.8 ± 0.2

Figure 3.S2: Achievement of Year 3 Students in Spelling, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

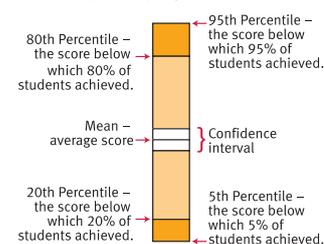
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

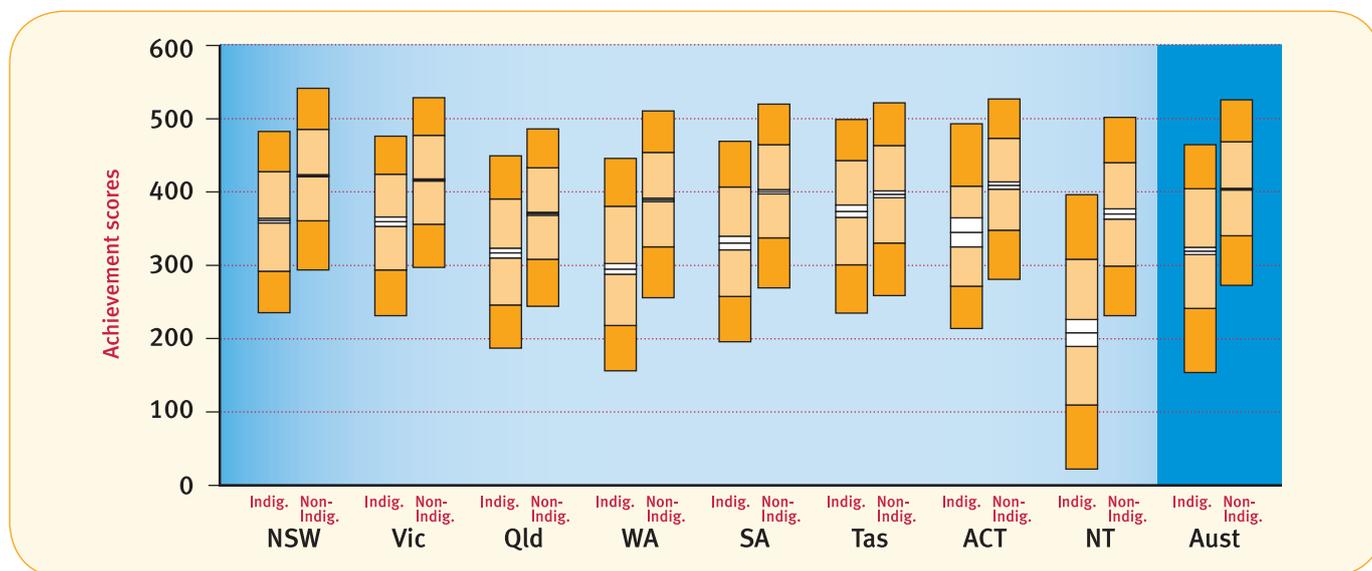


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.S3: Achievement of Year 3 Students in Spelling, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	
NSW	Indigenous	361.2 ± 3.2	1.4	12.5 ± 1.5	18.1 ± 1.7	23.7 ± 1.7	23.9 ± 1.9	15.0 ± 2.0	5.4 ± 1.0	86.1 ± 1.5
	Non-Indigenous	421.9 ± 1.5	0.8	2.5 ± 0.2	6.9 ± 0.3	15.5 ± 0.5	25.9 ± 0.5	25.8 ± 0.4	22.5 ± 0.7	96.7 ± 0.2
VIC	Indigenous	359.4 ± 6.3	3.6	12.1 ± 3.0	17.8 ± 3.9	23.1 ± 3.7	25.2 ± 3.7	13.8 ± 3.8	4.3 ± 1.7	84.3 ± 3.3
	Non-Indigenous	416.1 ± 1.3	2.4	1.8 ± 0.1	7.4 ± 0.4	17.4 ± 0.6	27.0 ± 0.5	24.9 ± 0.5	19.1 ± 0.6	95.8 ± 0.3
Qld	Indigenous	317.0 ± 6.7	2.6	29.0 ± 3.1	22.7 ± 1.6	20.5 ± 1.8	16.0 ± 1.9	7.5 ± 1.4	1.8 ± 0.7	68.4 ± 3.1
	Non-Indigenous	370.5 ± 2.0	1.8	9.3 ± 0.6	15.1 ± 0.6	24.5 ± 0.6	26.6 ± 0.6	16.5 ± 0.6	6.2 ± 0.4	88.9 ± 0.6
WA	Indigenous	295.3 ± 7.4	1.0	42.2 ± 4.2	19.9 ± 3.1	15.4 ± 2.4	13.6 ± 1.8	6.1 ± 1.3	1.8 ± 0.7	56.8 ± 4.2
	Non-Indigenous	389.1 ± 2.4	0.9	6.9 ± 0.6	11.8 ± 0.7	21.5 ± 0.8	26.7 ± 0.7	20.5 ± 0.7	11.6 ± 0.7	92.2 ± 0.6
SA	Indigenous	330.6 ± 9.2	5.2	23.0 ± 4.7	21.4 ± 4.6	21.3 ± 3.4	15.6 ± 3.1	10.0 ± 3.1	3.5 ± 1.6	71.8 ± 4.7
	Non-Indigenous	400.3 ± 2.8	2.8	4.9 ± 0.6	9.7 ± 0.8	19.6 ± 0.9	26.1 ± 0.9	22.2 ± 0.9	14.6 ± 0.9	92.2 ± 0.9
Tas	Indigenous	373.7 ± 8.6	0.7	11.9 ± 3.6	14.9 ± 4.1	19.7 ± 4.0	25.3 ± 4.9	18.5 ± 5.3	9.0 ± 3.4	87.4 ± 3.7
	Non-Indigenous	396.9 ± 4.6	0.9	6.4 ± 1.0	10.7 ± 1.3	19.3 ± 1.4	26.1 ± 1.7	22.0 ± 1.8	14.6 ± 1.6	92.7 ± 1.1
ACT	Indigenous	344.9 ± 19.9	0.9	19.8 ± 11.4	17.8 ± 10.3	25.2 ± 9.3	21.5 ± 10.2	7.9 ± 5.5	6.9 ± 6.0	79.3 ± 11.5
	Non-Indigenous	408.6 ± 4.8	2.1	3.7 ± 0.9	8.4 ± 1.4	18.7 ± 1.5	26.6 ± 2.0	22.9 ± 1.8	17.6 ± 1.8	94.2 ± 1.4
NT	Indigenous	208.4 ± 18.4	1.0	70.1 ± 6.6	11.7 ± 2.8	9.1 ± 2.8	5.9 ± 2.1	1.7 ± 0.9	0.5 ± 0.5	28.8 ± 6.4
	Non-Indigenous	370.0 ± 7.0	1.1	11.9 ± 2.3	15.3 ± 2.4	22.7 ± 3.6	24.0 ± 3.3	16.3 ± 2.2	8.7 ± 2.1	87.0 ± 2.5
Aust	Indigenous	319.6 ± 4.9	2.0	28.8 ± 1.9	19.2 ± 0.9	19.6 ± 1.0	17.6 ± 1.1	9.6 ± 0.8	3.2 ± 0.4	69.2 ± 1.9
	Non-Indigenous	403.8 ± 1.0	1.6	4.5 ± 0.2	9.6 ± 0.2	18.9 ± 0.3	26.4 ± 0.2	22.6 ± 0.2	16.2 ± 0.4	93.9 ± 0.2

Figure 3.S3: Achievement of Year 3 Students in Spelling, by Indigenous status, by State and Territory, 2008.

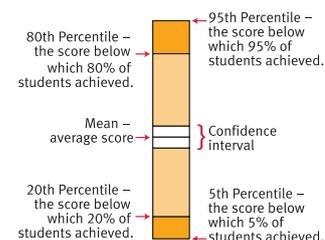


Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard. Year 3 students with results in Band 1 did not achieve the national minimum standard. Exempt students were not assessed and are deemed not to have met the national minimum standard. Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

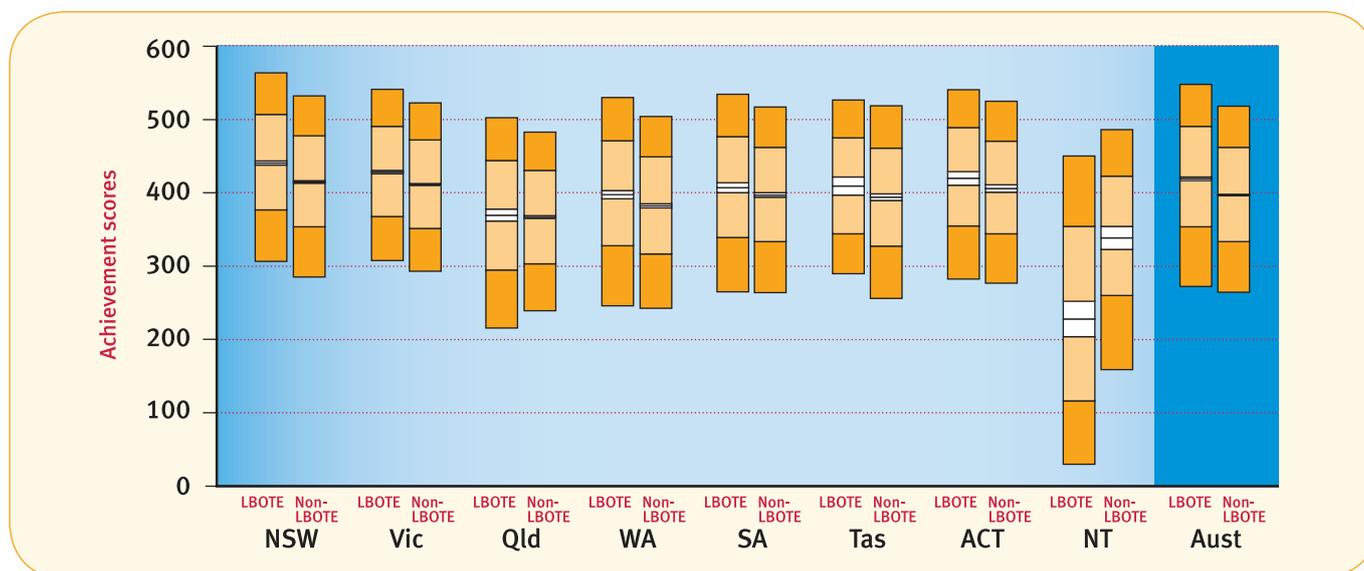


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	
NSW	LBOTE	440.2 ± 2.9	1.6	1.6 ± 0.3	5.4 ± 0.6	12.0 ± 0.8	22.0 ± 1.1	25.7 ± 0.8	31.6 ± 1.5	96.7 ± 0.4
	Non-LBOTE	414.4 ± 1.5	0.7	3.2 ± 0.2	7.8 ± 0.3	16.8 ± 0.4	26.8 ± 0.4	25.2 ± 0.5	19.4 ± 0.6	96.1 ± 0.3
VIC	LBOTE	427.9 ± 2.2	3.6	1.2 ± 0.2	5.8 ± 0.5	14.6 ± 0.9	25.5 ± 1.1	25.6 ± 1.0	23.8 ± 1.2	95.2 ± 0.6
	Non-LBOTE	410.9 ± 1.4	2.3	2.2 ± 0.2	8.1 ± 0.4	18.5 ± 0.6	27.5 ± 0.5	24.3 ± 0.5	17.0 ± 0.6	95.5 ± 0.4
Qld	LBOTE	369.3 ± 8.3	4.7	13.4 ± 2.9	13.1 ± 1.3	20.2 ± 1.8	22.9 ± 1.7	16.5 ± 1.8	9.1 ± 1.4	81.9 ± 2.9
	Non-LBOTE	366.4 ± 2.0	1.6	10.5 ± 0.6	15.9 ± 0.6	24.6 ± 0.6	26.1 ± 0.6	15.8 ± 0.6	5.6 ± 0.4	88.0 ± 0.7
WA	LBOTE	396.9 ± 5.6	2.0	7.6 ± 1.6	10.5 ± 1.3	18.4 ± 1.8	23.7 ± 2.0	20.9 ± 1.6	16.8 ± 1.8	90.4 ± 1.9
	Non-LBOTE	381.9 ± 2.8	0.7	9.0 ± 0.9	12.4 ± 0.7	21.6 ± 0.8	26.6 ± 0.8	19.6 ± 0.9	10.1 ± 0.7	90.3 ± 0.9
SA	LBOTE	406.6 ± 6.6	7.5	5.3 ± 1.8	8.6 ± 2.2	16.1 ± 2.2	23.5 ± 3.2	21.4 ± 2.4	17.7 ± 2.5	87.2 ± 4.2
	Non-LBOTE	396.7 ± 2.9	2.4	5.6 ± 0.7	10.4 ± 0.9	20.1 ± 0.9	25.9 ± 0.9	21.8 ± 0.9	13.8 ± 0.9	92.0 ± 0.9
Tas	LBOTE	409.0 ± 12.3	7.4	2.4 ± 2.3	9.4 ± 5.5	17.8 ± 6.8	24.9 ± 7.7	20.4 ± 7.4	17.7 ± 7.0	90.2 ± 4.4
	Non-LBOTE	393.7 ± 4.3	0.7	6.9 ± 1.0	11.3 ± 1.2	19.9 ± 1.3	26.0 ± 1.3	21.6 ± 1.5	13.6 ± 1.5	92.4 ± 1.0
ACT	LBOTE	419.2 ± 9.3	6.9	3.5 ± 2.1	6.9 ± 3.1	16.7 ± 4.5	20.8 ± 5.8	22.6 ± 4.9	22.6 ± 4.6	89.6 ± 6.5
	Non-LBOTE	405.2 ± 5.0	1.7	4.2 ± 1.1	8.9 ± 1.6	19.2 ± 1.7	27.1 ± 2.0	22.4 ± 1.8	16.5 ± 1.8	94.1 ± 1.4
NT	LBOTE	228.2 ± 23.9	2.4	63.4 ± 9.2	9.6 ± 3.1	8.6 ± 3.2	8.5 ± 3.5	5.1 ± 2.4	2.4 ± 1.3	34.2 ± 8.4
	Non-LBOTE	338.4 ± 15.6	0.9	22.4 ± 5.3	16.8 ± 2.5	21.7 ± 4.0	19.7 ± 4.1	12.4 ± 2.6	6.0 ± 1.6	76.6 ± 5.4
Aust	LBOTE	418.6 ± 2.3	3.1	4.7 ± 0.6	7.0 ± 0.4	14.5 ± 0.5	23.3 ± 0.6	23.6 ± 0.6	23.8 ± 0.9	92.3 ± 0.7
	Non-LBOTE	396.7 ± 1.0	1.4	5.7 ± 0.2	10.6 ± 0.2	19.9 ± 0.3	26.6 ± 0.3	21.8 ± 0.3	14.0 ± 0.3	92.9 ± 0.2

Figure 3.S4: Achievement of Year 3 Students in Spelling, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

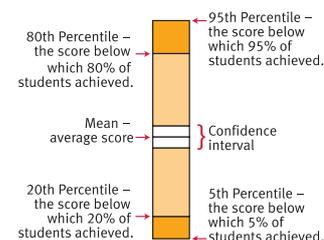
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.S5: Achievement of Year 3 Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above		
NSW	<i>Metro</i>	426.7 ± 1.8	1.0	2.2 ± 0.2	6.3 ± 0.3	14.4 ± 0.5	25.2 ± 0.6	26.3 ± 0.4	24.6 ± 0.8	96.8 ± 0.3	
	<i>Provincial</i>	397.2 ± 2.1	0.8	5.0 ± 0.5	10.7 ± 0.6	20.0 ± 0.7	27.8 ± 0.7	22.5 ± 0.9	13.2 ± 0.7	94.2 ± 0.5	
	<i>Remote</i>	367.3 ± 14.9	1.6	12.1 ± 4.7	16.6 ± 5.0	22.5 ± 4.1	24.5 ± 5.7	14.3 ± 3.9	8.4 ± 4.4	86.2 ± 5.0	
	<i>Very Remote</i>	368.7 ± 18.7	0.9	11.2 ± 6.7	16.4 ± 7.1	23.6 ± 9.0	23.6 ± 11.7	18.5 ± 11.7	5.8 ± 4.6	87.9 ± 6.9	
VIC	<i>Metro</i>	421.0 ± 1.5	2.8	1.5 ± 0.2	6.4 ± 0.4	16.3 ± 0.5	26.8 ± 0.5	25.5 ± 0.6	20.8 ± 0.7	95.7 ± 0.4	
	<i>Provincial</i>	398.6 ± 2.0	2.4	3.3 ± 0.4	10.8 ± 0.8	21.1 ± 1.0	27.3 ± 0.9	22.0 ± 0.8	13.1 ± 0.7	94.3 ± 0.6	
	<i>Remote</i>	402.9 ± 13.3	1.8	1.8 ± 5.0	7.6 ± 6.6	17.8 ± 12.8	34.5 ± 16.7	27.3 ± 13.8	9.1 ± 10.8	96.4 ± 6.0	
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-	
Qld	<i>Metro</i>	373.1 ± 2.5	1.8	9.1 ± 0.7	14.6 ± 0.6	23.9 ± 0.6	26.7 ± 0.6	17.2 ± 0.7	6.8 ± 0.5	89.1 ± 0.7	
	<i>Provincial</i>	358.8 ± 2.7	2.0	12.1 ± 1.1	17.6 ± 1.0	25.5 ± 0.9	24.9 ± 1.0	13.8 ± 0.9	4.2 ± 0.4	85.9 ± 1.1	
	<i>Remote</i>	337.7 ± 12.0	1.3	21.5 ± 5.8	20.6 ± 4.0	21.7 ± 3.4	20.8 ± 3.9	10.3 ± 2.9	3.7 ± 1.3	77.2 ± 5.9	
	<i>Very Remote</i>	303.8 ± 17.7	1.9	34.1 ± 8.1	22.7 ± 3.9	19.5 ± 3.7	14.5 ± 4.3	5.9 ± 2.2	1.4 ± 1.0	64.0 ± 8.1	
WA	<i>Metro</i>	392.3 ± 2.9	1.1	6.7 ± 0.7	11.2 ± 0.8	20.3 ± 0.8	26.9 ± 0.8	21.2 ± 0.8	12.6 ± 0.9	92.2 ± 0.8	
	<i>Provincial</i>	367.5 ± 4.7	0.9	11.8 ± 1.6	15.0 ± 1.4	24.4 ± 1.4	24.6 ± 1.5	16.3 ± 1.4	7.0 ± 1.0	87.4 ± 1.6	
	<i>Remote</i>	350.8 ± 11.3	0.3	20.1 ± 4.6	16.3 ± 2.8	21.7 ± 2.7	21.5 ± 2.6	13.0 ± 2.8	7.2 ± 2.3	79.6 ± 4.6	
	<i>Very Remote</i>	301.8 ± 19.2	0.7	41.0 ± 8.7	15.9 ± 3.1	15.5 ± 4.8	14.3 ± 4.3	8.6 ± 2.8	3.9 ± 2.0	58.2 ± 8.8	
SA	<i>Metro</i>	402.9 ± 3.5	3.4	4.7 ± 0.7	9.2 ± 1.0	18.8 ± 1.0	26.0 ± 1.1	22.5 ± 1.2	15.4 ± 1.1	91.9 ± 1.2	
	<i>Provincial</i>	385.6 ± 5.1	2.4	7.3 ± 1.3	12.6 ± 1.4	22.3 ± 1.6	24.8 ± 1.6	19.6 ± 1.6	11.0 ± 1.3	90.3 ± 1.5	
	<i>Remote</i>	375.0 ± 13.4	3.1	8.4 ± 4.8	14.9 ± 4.6	24.0 ± 4.9	24.2 ± 3.8	18.3 ± 3.8	7.2 ± 3.1	88.5 ± 4.9	
	<i>Very Remote</i>	314.2 ± 27.1	0.5	35.0 ± 13.3	18.3 ± 8.4	18.3 ± 8.2	15.4 ± 7.4	8.2 ± 5.6	4.3 ± 4.7	64.5 ± 13.2	
Tas	<i>Metro</i>	401.3 ± 7.0	1.1	5.4 ± 1.3	10.4 ± 1.8	19.6 ± 2.2	25.3 ± 1.8	21.9 ± 2.5	16.4 ± 2.4	93.6 ± 1.4	
	<i>Provincial</i>	390.7 ± 5.2	0.8	7.6 ± 1.5	11.4 ± 1.6	19.7 ± 1.8	26.6 ± 2.0	21.5 ± 2.1	12.4 ± 1.9	91.6 ± 1.5	
	<i>Remote</i>	373.1 ± 19.3	0.0	11.5 ± 11.7	14.8 ± 10.3	22.2 ± 8.5	24.9 ± 14.0	18.4 ± 12.7	8.1 ± 6.0	88.5 ± 11.7	
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
ACT	<i>Metro</i>	407.0 ± 4.9	2.2	4.0 ± 1.0	8.6 ± 1.5	19.0 ± 1.5	26.4 ± 2.0	22.5 ± 1.7	17.3 ± 1.7	93.8 ± 1.5	
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	<i>Remote</i>	-	-	-	-	-	-	-	-	-	
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-	
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-	
	<i>Provincial</i>	356.8 ± 9.3	2.6	15.6 ± 3.4	16.5 ± 2.3	23.0 ± 3.3	22.2 ± 3.4	13.4 ± 2.3	6.7 ± 1.9	81.8 ± 4.2	
	<i>Remote</i>	333.2 ± 23.8	1.3	26.3 ± 8.8	16.0 ± 3.8	19.5 ± 3.6	17.7 ± 5.3	12.1 ± 3.8	7.2 ± 3.3	72.4 ± 9.0	
	<i>Very Remote</i>	186.7 ± 30.2	0.4	78.9 ± 10.1	7.5 ± 2.7	5.0 ± 3.2	4.2 ± 2.8	2.6 ± 2.2	1.4 ± 1.1	20.7 ± 9.8	
Aust	<i>Metro</i>	408.7 ± 1.3	1.8	4.1 ± 0.2	8.8 ± 0.2	17.9 ± 0.3	26.2 ± 0.3	23.4 ± 0.3	18.0 ± 0.5	94.1 ± 0.3	
	<i>Provincial</i>	384.0 ± 1.5	1.6	7.4 ± 0.4	13.0 ± 0.4	22.1 ± 0.4	26.3 ± 0.4	19.4 ± 0.5	10.2 ± 0.4	91.0 ± 0.4	
	<i>Remote</i>	350.3 ± 6.7	1.3	18.7 ± 2.7	17.1 ± 1.6	21.7 ± 1.7	21.6 ± 1.8	13.2 ± 1.4	6.4 ± 1.1	80.0 ± 2.7	
	<i>Very Remote</i>	269.4 ± 15.7	1.0	49.3 ± 5.8	15.4 ± 1.9	13.8 ± 2.2	11.7 ± 2.2	6.3 ± 1.5	2.5 ± 0.8	49.7 ± 5.7	

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.S6: Achievement of Year 3 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Metro	371.7 ± 4.6	1.5	10.2 ± 2.0	16.4 ± 2.2	22.2 ± 2.5	25.1 ± 3.7	17.2 ± 2.9	7.5 ± 1.9	88.3 ± 2.1
	Provincial	355.6 ± 4.4	1.1	13.4 ± 2.1	19.0 ± 2.7	25.1 ± 3.1	23.7 ± 2.1	13.7 ± 2.2	4.1 ± 1.1	85.5 ± 2.1
	Remote	334.4 ± 17.4	3.2	21.8 ± 8.8	22.9 ± 6.9	20.6 ± 6.1	18.0 ± 8.5	10.3 ± 5.2	3.2 ± 3.6	75.0 ± 8.6
	Very Remote	343.1 ± 23.4	0.0	20.0 ± 11.0	20.9 ± 14.1	24.1 ± 13.7	15.5 ± 15.2	17.3 ± 18.1	2.3 ± 4.8	80.0 ± 11.0
Vic	Metro	367.7 ± 7.9	3.9	9.7 ± 4.3	14.1 ± 4.4	25.0 ± 5.1	28.2 ± 5.2	14.5 ± 5.0	4.6 ± 2.7	86.4 ± 4.9
	Provincial	352.3 ± 9.4	3.3	14.2 ± 3.9	21.0 ± 5.2	21.5 ± 5.3	22.7 ± 5.7	13.3 ± 5.8	4.1 ± 2.5	82.5 ± 4.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	332.4 ± 8.9	2.7	22.2 ± 3.7	22.1 ± 3.3	21.9 ± 2.5	19.1 ± 2.4	9.4 ± 2.2	2.5 ± 1.3	75.1 ± 3.7
	Provincial	321.4 ± 8.7	3.1	26.6 ± 5.0	22.8 ± 2.9	21.7 ± 3.7	16.5 ± 3.4	8.0 ± 1.9	1.4 ± 0.9	70.4 ± 4.8
	Remote	288.3 ± 18.7	1.9	44.2 ± 10.8	24.3 ± 5.6	14.8 ± 5.9	9.7 ± 5.2	3.5 ± 2.5	1.5 ± 1.7	53.9 ± 10.7
	Very Remote	270.2 ± 18.9	1.5	49.5 ± 9.4	23.7 ± 4.6	15.6 ± 5.0	7.3 ± 4.1	2.3 ± 2.1	0.1 ± 0.3	49.1 ± 9.5
WA	Metro	328.2 ± 8.7	1.3	28.4 ± 4.6	19.7 ± 4.8	16.5 ± 3.2	20.0 ± 3.9	11.1 ± 3.3	3.0 ± 1.6	70.2 ± 4.6
	Provincial	305.5 ± 11.3	0.9	36.4 ± 7.1	21.6 ± 4.5	19.2 ± 5.4	14.7 ± 4.1	5.5 ± 2.6	1.8 ± 1.4	62.7 ± 7.0
	Remote	285.4 ± 14.7	0.3	47.1 ± 9.2	21.2 ± 6.6	14.8 ± 4.0	11.7 ± 4.1	3.3 ± 2.8	1.7 ± 1.6	52.6 ± 9.2
	Very Remote	245.0 ± 12.4	1.1	64.3 ± 7.7	17.6 ± 4.1	10.6 ± 4.6	4.7 ± 2.5	1.4 ± 1.3	0.3 ± 0.6	34.7 ± 7.7
SA	Metro	348.2 ± 10.1	7.5	15.7 ± 4.6	18.6 ± 5.8	23.7 ± 5.3	17.7 ± 4.6	13.0 ± 4.8	3.8 ± 2.8	76.8 ± 5.3
	Provincial	330.6 ± 14.7	3.8	22.2 ± 6.5	25.1 ± 6.2	20.3 ± 6.5	15.5 ± 6.6	8.7 ± 5.4	4.4 ± 3.8	74.0 ± 6.6
	Remote	313.5 ± 31.2	2.7	26.5 ± 19.0	29.2 ± 23.0	21.6 ± 22.1	11.4 ± 9.3	5.4 ± 9.0	3.2 ± 6.8	70.8 ± 19.5
	Very Remote	267.8 ± 35.6	0.0	55.5 ± 23.3	18.8 ± 12.7	14.3 ± 12.9	9.0 ± 8.8	2.5 ± 3.4	0.0 ± 0.0	44.5 ± 23.3
Tas	Metro	379.2 ± 13.9	1.3	8.8 ± 6.0	16.0 ± 6.7	20.3 ± 8.7	25.9 ± 9.7	17.1 ± 6.8	10.7 ± 5.8	89.9 ± 6.4
	Provincial	371.7 ± 11.2	0.4	13.3 ± 4.4	14.0 ± 4.3	19.6 ± 5.2	25.3 ± 5.9	19.0 ± 6.9	8.4 ± 4.1	86.3 ± 4.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	348.7 ± 19.3	1.0	17.9 ± 11.3	17.9 ± 11.1	25.6 ± 10.0	22.3 ± 10.5	8.2 ± 5.7	7.2 ± 6.2	81.2 ± 11.4
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	304.0 ± 14.3	2.9	34.0 ± 8.6	21.4 ± 5.4	21.6 ± 6.2	14.8 ± 4.9	4.3 ± 3.4	1.0 ± 1.1	63.0 ± 8.3
	Remote	267.7 ± 22.3	1.9	49.4 ± 10.7	18.6 ± 7.3	15.2 ± 5.2	10.3 ± 4.8	3.3 ± 2.5	1.3 ± 1.9	48.8 ± 10.6
	Very Remote	156.4 ± 17.2	0.1	89.7 ± 4.2	6.1 ± 2.6	2.6 ± 1.8	1.2 ± 1.2	0.3 ± 0.5	0.0 ± 0.2	10.2 ± 4.2
Aust	Metro	349.2 ± 4.1	2.5	17.5 ± 1.7	19.0 ± 1.6	21.6 ± 1.8	21.9 ± 1.9	12.8 ± 1.3	4.7 ± 0.8	80.0 ± 1.7
	Provincial	337.8 ± 4.2	2.0	21.0 ± 2.2	20.6 ± 1.6	22.5 ± 1.8	19.9 ± 1.6	10.8 ± 1.3	3.2 ± 0.6	77.0 ± 2.2
	Remote	290.1 ± 10.2	1.6	42.3 ± 5.5	22.0 ± 3.1	16.0 ± 2.8	11.7 ± 2.7	4.5 ± 1.6	1.8 ± 0.9	56.0 ± 5.4
	Very Remote	217.1 ± 15.1	0.7	69.7 ± 5.3	14.4 ± 2.5	9.0 ± 2.4	4.4 ± 1.6	1.6 ± 1.0	0.2 ± 0.2	29.6 ± 5.2

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.S7: Achievement of Year 3 Students in Spelling, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	427.8 ± 1.4	1.5	1.9 ± 0.2	5.2 ± 0.3	14.5 ± 0.5	25.8 ± 0.6	26.7 ± 0.6	24.3 ± 0.8	96.6 ± 0.3
Advanced diploma/diploma	403.9 ± 1.5	1.6	3.8 ± 0.3	9.1 ± 0.6	19.8 ± 0.9	27.4 ± 0.8	23.0 ± 0.8	15.3 ± 0.7	94.6 ± 0.4
Cert I to IV	387.8 ± 1.3	1.8	6.5 ± 0.4	12.2 ± 0.4	21.6 ± 0.4	27.3 ± 0.5	20.0 ± 0.6	10.7 ± 0.4	91.7 ± 0.4
Year 12 or equivalent	393.3 ± 1.8	2.2	6.0 ± 0.5	11.2 ± 0.6	20.5 ± 0.7	26.2 ± 0.8	21.4 ± 0.7	12.6 ± 0.6	91.8 ± 0.5
Year 11 or equivalent or below	365.2 ± 1.9	3.9	12.4 ± 0.6	16.2 ± 0.6	21.9 ± 0.6	23.3 ± 0.7	14.9 ± 0.7	7.3 ± 0.5	83.7 ± 0.7
Not stated	400.3 ± 1.5	1.3	5.9 ± 0.3	9.9 ± 0.3	18.7 ± 0.4	25.7 ± 0.3	22.2 ± 0.4	16.3 ± 0.5	92.8 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 3 students with parental education 'not stated' is 45%.

Table 3.S8: Achievement of Year 3 Students in Spelling, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above		
Senior management and qualified professionals	423.0 ± 1.4	1.1	2.3 ± 0.2	5.9 ± 0.3	15.6 ± 0.6	26.6 ± 0.6	26.4 ± 0.7	22.2 ± 0.7	96.7 ± 0.3	
Other business managers and associate professionals	407.0 ± 1.3	1.5	3.5 ± 0.3	8.5 ± 0.4	19.2 ± 0.5	27.5 ± 0.5	23.7 ± 0.6	16.2 ± 0.6	95.0 ± 0.3	
Tradespeople, clerks, skilled office, sales and service staff	392.4 ± 1.4	1.7	5.7 ± 0.3	11.3 ± 0.6	21.2 ± 0.6	27.6 ± 0.6	20.7 ± 0.6	12.0 ± 0.5	92.7 ± 0.4	
Machine operators, hospitality staff, assistants, labourers	381.8 ± 2.0	3.0	9.0 ± 0.5	13.6 ± 0.6	20.8 ± 0.7	24.4 ± 0.7	18.0 ± 0.7	11.1 ± 0.7	88.0 ± 0.6	
Not in paid work in the previous 12 months	365.9 ± 2.4	6.9	12.6 ± 1.0	16.0 ± 0.8	20.4 ± 0.9	20.9 ± 0.9	14.9 ± 1.0	8.3 ± 0.6	80.5 ± 1.1	
Not stated	398.7 ± 1.5	1.3	6.2 ± 0.3	10.2 ± 0.3	18.8 ± 0.4	25.6 ± 0.3	21.9 ± 0.4	16.0 ± 0.5	92.5 ± 0.4	

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

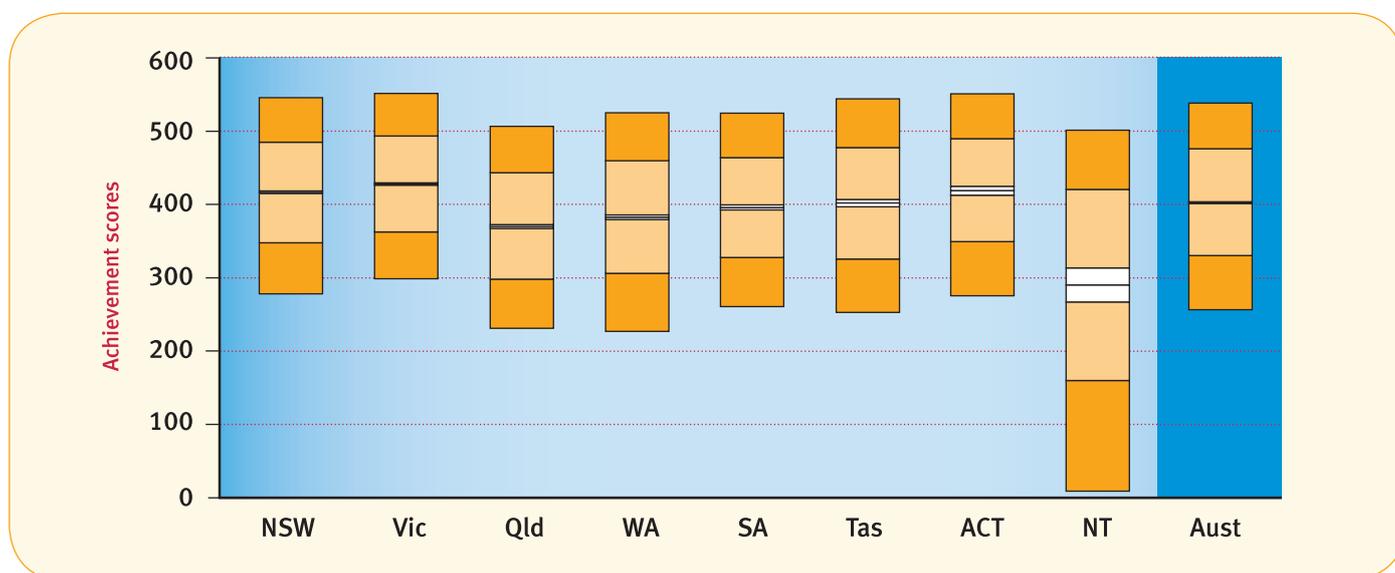
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 3 students with parental occupation 'not stated' is 47%.

Table 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	8yrs 7mths 3yrs 4mths	417.2 ± 1.9 80.8	97.3	0.9	3.9 ± 0.3	8.8 ± 0.4	15.9 ± 0.4	24.0 ± 0.4	23.7 ± 0.4	22.7 ± 0.8	95.2 ± 0.3	
VIC	8yrs 9mths 3yrs 4mths	428.4 ± 1.6 76.9	96.0	2.7	2.0 ± 0.2	6.8 ± 0.4	14.2 ± 0.6	23.9 ± 0.5	24.6 ± 0.4	25.8 ± 0.7	95.3 ± 0.2	
Qld	8yrs 1mth 2yrs 4mths	370.4 ± 2.7 86.9	97.7	1.8	11.7 ± 0.7	16.1 ± 0.6	21.9 ± 0.5	22.3 ± 0.5	16.1 ± 0.6	10.1 ± 0.6	86.5 ± 0.8	
WA	8yrs 5mths 3yrs 4mths	383.2 ± 3.3 91.4	95.4	1.0	11.2 ± 0.9	13.0 ± 0.6	19.1 ± 0.6	22.8 ± 0.7	18.2 ± 0.7	14.6 ± 0.9	87.7 ± 0.9	
SA	8yrs 7mths 3yrs 4mths	396.7 ± 3.4 79.9	97.0	3.1	6.1 ± 0.7	11.5 ± 0.8	18.8 ± 0.9	24.7 ± 0.8	21.0 ± 1.0	14.8 ± 1.1	90.8 ± 1.0	
Tas	8yrs 11mths 3yrs 4mths	402.7 ± 5.2 88.5	96.9	0.9	7.4 ± 1.0	11.2 ± 1.2	17.9 ± 1.3	22.2 ± 1.5	20.5 ± 1.4	19.9 ± 1.9	91.7 ± 1.0	
ACT	8yrs 8mths 3yrs 4mths	419.6 ± 6.2 83.1	95.6	2.2	4.2 ± 0.9	8.3 ± 1.4	14.8 ± 1.9	23.2 ± 1.8	23.2 ± 1.6	24.1 ± 2.5	93.6 ± 1.4	
NT	8yrs 6mths 3yrs 4mths	291.0 ± 23.5 150.1	82.3	1.7	38.2 ± 7.0	13.7 ± 1.8	14.2 ± 2.0	13.8 ± 2.8	10.3 ± 2.3	8.2 ± 1.9	60.1 ± 6.9	
Aust	8yrs 6mths 3yrs 1mth	403.2 ± 1.3 87.5	96.6	1.7	6.5 ± 0.3	10.6 ± 0.2	17.3 ± 0.2	23.4 ± 0.2	21.3 ± 0.3	19.2 ± 0.4	91.7 ± 0.3	

Figure 3.G1: Achievement of Year 3 Students in Grammar and Punctuation, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

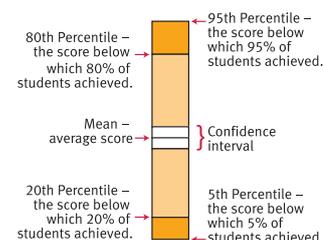
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 3 students reported by schools which includes those absent and withdrawn.

Reading the graph

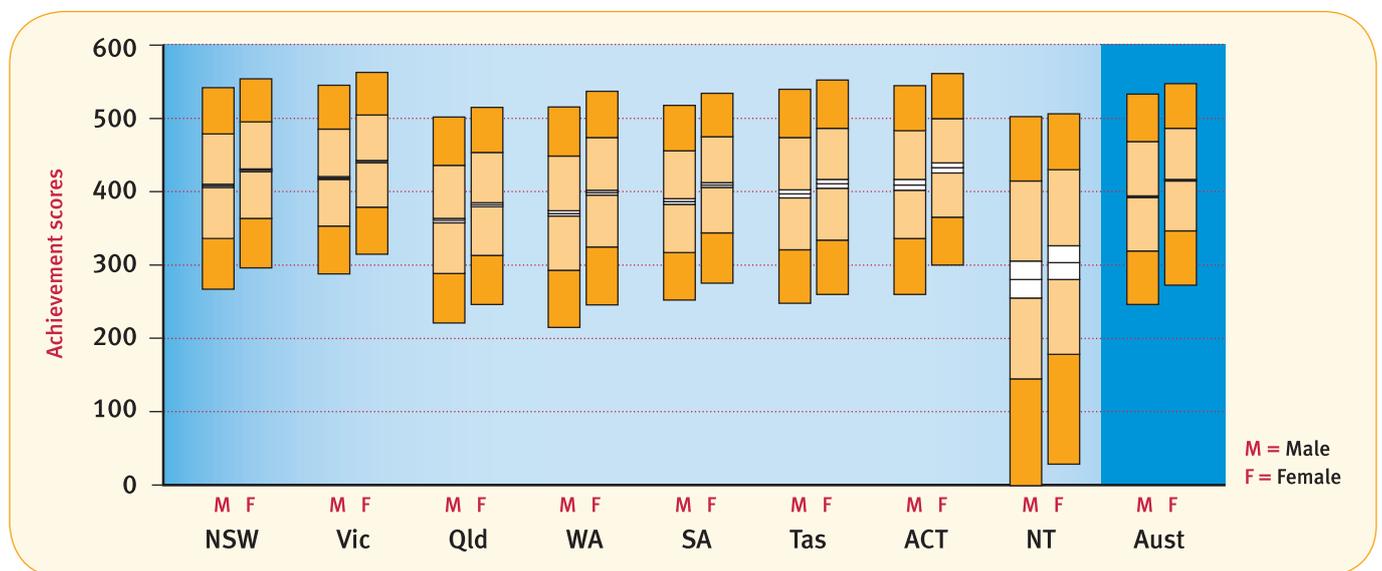


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line below this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.G2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Male	406.7 ± 2.1	1.1	5.4 ± 0.4	10.6 ± 0.5	17.4 ± 0.6	24.3 ± 0.8	21.7 ± 0.5	19.6 ± 0.8	93.5 ± 0.4
	Female	428.1 ± 1.9	0.8	2.4 ± 0.2	7.0 ± 0.4	14.3 ± 0.6	23.7 ± 0.6	25.9 ± 0.6	26.1 ± 0.9	96.9 ± 0.3
VIC	Male	417.4 ± 1.8	3.5	2.7 ± 0.2	8.7 ± 0.5	16.2 ± 0.7	24.7 ± 0.6	22.8 ± 0.7	21.5 ± 0.8	93.8 ± 0.5
	Female	439.7 ± 1.7	1.8	1.4 ± 0.2	4.8 ± 0.3	12.2 ± 0.6	23.0 ± 0.6	26.4 ± 0.6	30.4 ± 1.0	96.8 ± 0.3
Qld	Male	359.9 ± 2.9	2.5	14.3 ± 0.9	17.8 ± 0.8	22.3 ± 0.6	20.8 ± 0.6	14.0 ± 0.6	8.3 ± 0.6	83.2 ± 0.9
	Female	381.5 ± 2.7	1.2	8.9 ± 0.7	14.3 ± 0.6	21.4 ± 0.6	24.0 ± 0.6	18.2 ± 0.8	12.0 ± 0.7	89.9 ± 0.7
WA	Male	369.4 ± 3.5	1.3	14.2 ± 1.1	14.7 ± 0.8	20.6 ± 0.8	21.9 ± 0.8	15.9 ± 0.8	11.4 ± 0.9	84.5 ± 1.1
	Female	397.5 ± 3.4	0.7	8.2 ± 0.8	11.2 ± 0.8	17.6 ± 0.8	23.8 ± 1.0	20.7 ± 1.1	17.9 ± 1.3	91.1 ± 0.8
SA	Male	385.8 ± 3.7	3.9	7.8 ± 0.9	13.4 ± 1.0	20.1 ± 1.2	24.2 ± 1.1	18.7 ± 1.1	11.9 ± 1.1	88.3 ± 1.3
	Female	408.2 ± 3.4	2.3	4.3 ± 0.6	9.5 ± 1.0	17.4 ± 1.2	25.3 ± 1.3	23.5 ± 1.4	17.8 ± 1.4	93.5 ± 0.9
Tas	Male	396.0 ± 5.5	1.2	8.2 ± 1.4	12.1 ± 1.7	19.1 ± 1.6	22.2 ± 2.1	19.6 ± 1.9	17.7 ± 2.1	90.6 ± 1.4
	Female	409.6 ± 6.1	0.7	6.4 ± 1.2	10.2 ± 1.4	16.7 ± 1.8	22.2 ± 2.0	21.6 ± 2.5	22.2 ± 2.5	92.9 ± 1.2
ACT	Male	408.2 ± 7.3	3.0	6.1 ± 1.5	10.0 ± 2.0	15.3 ± 2.2	23.3 ± 2.2	21.8 ± 2.1	20.5 ± 2.8	90.8 ± 2.2
	Female	431.2 ± 6.9	1.3	2.2 ± 0.9	6.5 ± 1.4	14.1 ± 2.4	23.2 ± 2.7	24.7 ± 2.4	27.9 ± 3.5	96.5 ± 1.1
NT	Male	279.6 ± 25.1	1.8	41.0 ± 7.1	13.9 ± 2.3	13.8 ± 2.6	12.8 ± 3.3	9.4 ± 3.0	7.2 ± 2.0	57.2 ± 7.1
	Female	302.7 ± 22.8	1.5	35.3 ± 7.2	13.4 ± 2.3	14.7 ± 2.7	14.7 ± 3.0	11.3 ± 2.3	9.1 ± 2.3	63.2 ± 7.1
Aust	Male	392.2 ± 1.3	2.2	8.2 ± 0.3	12.4 ± 0.3	18.6 ± 0.3	23.2 ± 0.4	19.3 ± 0.3	16.1 ± 0.4	89.5 ± 0.3
	Female	414.6 ± 1.3	1.2	4.7 ± 0.2	8.7 ± 0.2	15.9 ± 0.3	23.6 ± 0.3	23.4 ± 0.4	22.4 ± 0.5	94.0 ± 0.3

Figure 3.G2: Achievement of Year 3 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

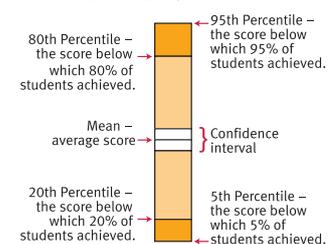
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

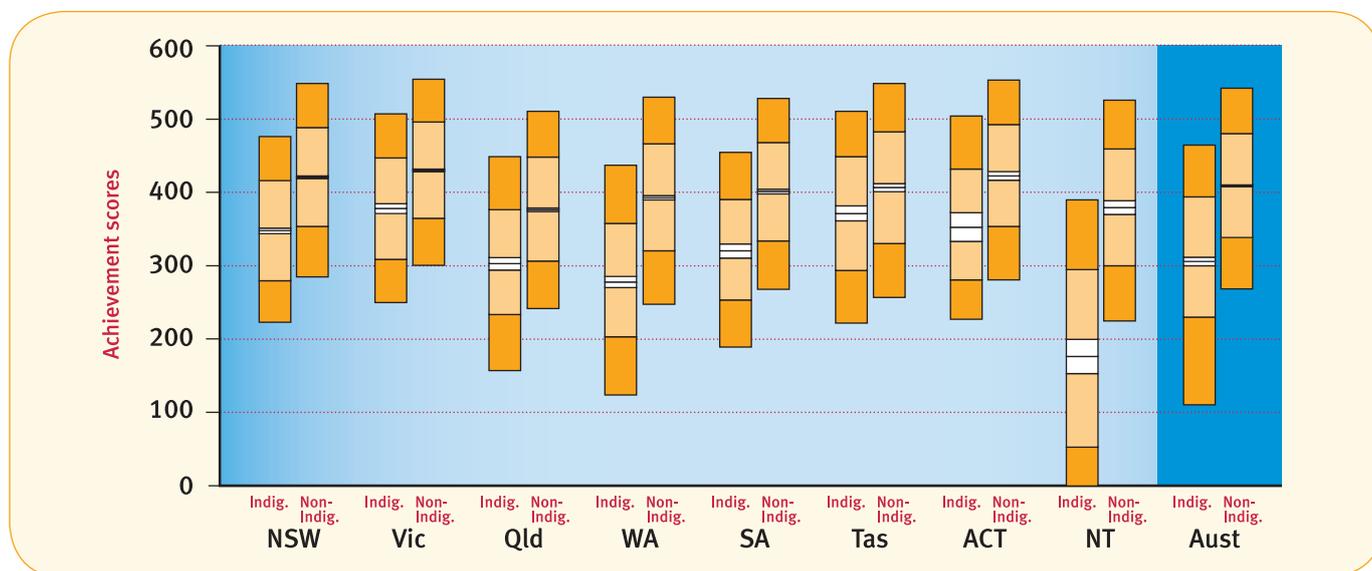


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.G3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	
NSW	Indigenous	347.1 ± 3.6	1.4	16.4 ± 1.6	21.5 ± 1.6	24.5 ± 1.8	19.9 ± 1.8	11.7 ± 1.3	4.6 ± 0.8	82.2 ± 1.6
	Non-Indigenous	420.2 ± 1.8	0.8	3.3 ± 0.2	8.2 ± 0.4	15.5 ± 0.4	24.3 ± 0.4	24.3 ± 0.4	23.5 ± 0.8	95.8 ± 0.3
VIC	Indigenous	377.5 ± 6.7	3.6	8.7 ± 2.6	15.6 ± 3.6	21.7 ± 4.1	24.2 ± 3.8	16.1 ± 3.0	10.0 ± 2.8	87.7 ± 3.0
	Non-Indigenous	429.2 ± 1.6	2.4	2.0 ± 0.2	6.7 ± 0.3	14.2 ± 0.5	23.9 ± 0.5	24.7 ± 0.5	26.1 ± 0.7	95.6 ± 0.3
Qld	Indigenous	302.3 ± 8.4	2.6	34.5 ± 3.7	23.7 ± 2.6	19.1 ± 1.8	12.1 ± 1.6	5.8 ± 1.2	2.1 ± 0.9	62.9 ± 3.7
	Non-Indigenous	375.7 ± 2.5	1.8	9.9 ± 0.6	15.5 ± 0.5	22.1 ± 0.5	23.1 ± 0.5	16.8 ± 0.6	10.7 ± 0.6	88.3 ± 0.6
WA	Indigenous	277.7 ± 7.7	1.0	47.6 ± 3.5	21.2 ± 2.2	14.1 ± 2.2	9.9 ± 1.8	4.9 ± 1.1	1.2 ± 0.7	51.4 ± 3.5
	Non-Indigenous	392.3 ± 2.9	0.9	8.3 ± 0.6	12.3 ± 0.6	19.3 ± 0.6	23.9 ± 0.7	19.5 ± 0.7	15.8 ± 0.9	90.8 ± 0.7
SA	Indigenous	319.9 ± 9.6	5.2	25.2 ± 4.6	24.6 ± 3.8	20.7 ± 3.5	14.9 ± 3.6	7.0 ± 3.1	2.5 ± 1.4	69.7 ± 4.8
	Non-Indigenous	400.5 ± 3.2	2.8	5.2 ± 0.6	10.8 ± 0.7	18.7 ± 0.9	25.3 ± 0.9	21.8 ± 0.9	15.4 ± 1.1	92.0 ± 0.9
Tas	Indigenous	370.7 ± 10.0	0.7	14.0 ± 3.8	15.3 ± 5.5	20.2 ± 4.4	21.9 ± 4.0	16.9 ± 4.2	11.0 ± 3.9	85.3 ± 3.8
	Non-Indigenous	405.9 ± 5.5	0.9	6.9 ± 1.0	10.7 ± 1.2	17.5 ± 1.4	21.9 ± 1.5	21.1 ± 1.7	21.0 ± 2.1	92.2 ± 1.1
ACT	Indigenous	352.2 ± 19.7	0.9	17.8 ± 11.5	20.4 ± 11.2	23.4 ± 10.2	16.4 ± 11.4	13.3 ± 7.8	7.9 ± 5.4	81.3 ± 11.6
	Non-Indigenous	421.6 ± 6.0	2.1	3.8 ± 0.8	8.0 ± 1.4	14.5 ± 1.8	23.5 ± 1.8	23.6 ± 1.6	24.7 ± 2.5	94.1 ± 1.3
NT	Indigenous	176.7 ± 23.3	1.0	73.2 ± 6.1	11.5 ± 2.8	7.6 ± 2.4	4.5 ± 1.8	1.6 ± 0.8	0.6 ± 0.5	25.8 ± 5.9
	Non-Indigenous	378.6 ± 9.1	1.1	11.8 ± 2.7	15.3 ± 1.9	19.4 ± 2.5	21.2 ± 4.1	17.3 ± 3.0	13.9 ± 2.8	87.1 ± 2.9
Aust	Indigenous	305.5 ± 5.8	2.0	32.7 ± 2.1	20.7 ± 1.1	19.0 ± 0.9	14.4 ± 0.9	8.0 ± 0.7	3.3 ± 0.5	65.3 ± 2.0
	Non-Indigenous	408.4 ± 1.1	1.6	5.1 ± 0.2	10.1 ± 0.2	17.2 ± 0.2	23.9 ± 0.2	22.1 ± 0.3	20.0 ± 0.4	93.3 ± 0.2

Figure 3.G3: Achievement of Year 3 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.

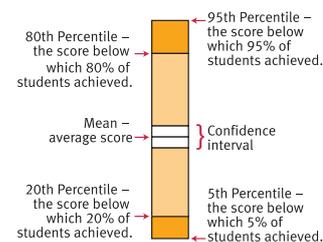


Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard. Year 3 students with results in Band 1 did not achieve the national minimum standard. Exempt students were not assessed and are deemed not to have met the national minimum standard. Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

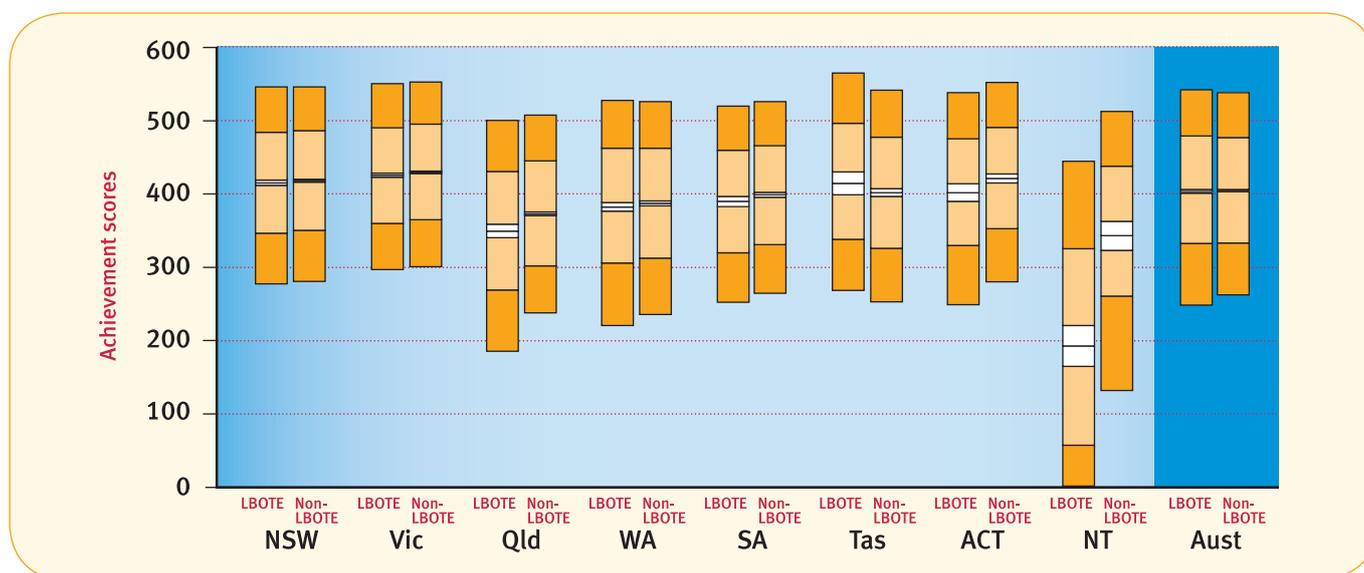


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.G4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	LBOTE	415.2 ± 3.6	1.6	4.1 ± 0.5	9.1 ± 0.8	16.1 ± 1.0	24.1 ± 1.0	23.0 ± 1.0	21.8 ± 1.4	94.2 ± 0.6	
	Non-LBOTE	418.0 ± 1.9	0.7	3.8 ± 0.3	8.7 ± 0.4	15.8 ± 0.4	24.0 ± 0.5	24.0 ± 0.4	23.1 ± 0.8	95.5 ± 0.3	
VIC	LBOTE	425.4 ± 2.6	3.6	2.2 ± 0.4	7.2 ± 0.6	14.5 ± 0.7	24.0 ± 1.2	24.3 ± 1.1	24.1 ± 1.2	94.2 ± 0.6	
	Non-LBOTE	429.5 ± 1.6	2.3	2.0 ± 0.2	6.6 ± 0.4	14.1 ± 0.6	23.8 ± 0.5	24.7 ± 0.5	26.4 ± 0.8	95.7 ± 0.4	
Qld	LBOTE	349.1 ± 9.4	4.7	19.4 ± 3.6	16.1 ± 1.6	19.9 ± 1.8	19.5 ± 1.6	12.4 ± 1.7	8.1 ± 1.4	75.9 ± 3.6	
	Non-LBOTE	372.5 ± 2.6	1.6	10.9 ± 0.6	16.1 ± 0.6	22.0 ± 0.5	22.6 ± 0.5	16.4 ± 0.7	10.3 ± 0.6	87.5 ± 0.7	
WA	LBOTE	382.1 ± 6.1	2.0	11.9 ± 1.9	12.4 ± 1.3	18.7 ± 1.4	22.1 ± 1.8	18.1 ± 1.6	14.7 ± 1.6	86.0 ± 2.1	
	Non-LBOTE	386.9 ± 3.4	0.7	10.1 ± 0.9	12.8 ± 0.7	19.0 ± 0.7	23.4 ± 0.8	19.0 ± 0.8	15.1 ± 1.0	89.2 ± 0.9	
SA	LBOTE	389.5 ± 7.0	7.5	7.3 ± 1.9	12.1 ± 2.3	18.5 ± 2.5	23.0 ± 2.8	18.9 ± 2.6	12.6 ± 2.5	85.2 ± 4.3	
	Non-LBOTE	398.5 ± 3.3	2.4	5.7 ± 0.6	11.3 ± 0.8	18.8 ± 1.0	25.1 ± 0.9	21.5 ± 1.0	15.2 ± 1.2	91.8 ± 0.8	
Tas	LBOTE	414.3 ± 15.7	7.4	4.8 ± 3.3	10.0 ± 5.5	16.2 ± 6.2	21.3 ± 9.1	16.5 ± 9.4	23.9 ± 6.6	87.8 ± 5.2	
	Non-LBOTE	401.7 ± 5.2	0.7	7.6 ± 1.1	11.4 ± 1.2	18.0 ± 1.3	21.9 ± 1.5	20.9 ± 1.4	19.6 ± 1.9	91.7 ± 1.1	
ACT	LBOTE	401.7 ± 12.0	6.9	7.0 ± 3.1	9.7 ± 3.1	15.1 ± 4.9	23.1 ± 4.7	20.6 ± 5.2	17.5 ± 4.9	86.1 ± 6.6	
	Non-LBOTE	421.2 ± 6.2	1.7	3.9 ± 0.9	8.2 ± 1.5	14.6 ± 2.0	23.3 ± 1.9	23.7 ± 1.6	24.6 ± 2.5	94.4 ± 1.3	
NT	LBOTE	191.8 ± 27.9	2.4	67.8 ± 9.0	9.7 ± 3.0	7.8 ± 2.9	5.7 ± 3.0	4.2 ± 2.3	2.3 ± 1.3	29.9 ± 7.9	
	Non-LBOTE	342.6 ± 19.9	0.9	22.3 ± 5.7	16.2 ± 2.6	18.8 ± 2.6	18.4 ± 3.6	12.9 ± 2.9	10.4 ± 2.4	76.8 ± 5.8	
Aust	LBOTE	403.4 ± 2.6	3.1	7.2 ± 0.7	9.6 ± 0.4	16.1 ± 0.5	23.0 ± 0.7	21.3 ± 0.7	19.8 ± 0.8	89.8 ± 0.7	
	Non-LBOTE	404.5 ± 1.2	1.4	6.0 ± 0.2	10.7 ± 0.2	17.5 ± 0.3	23.6 ± 0.2	21.5 ± 0.3	19.3 ± 0.4	92.6 ± 0.3	

Figure 3.G4: Achievement of Year 3 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

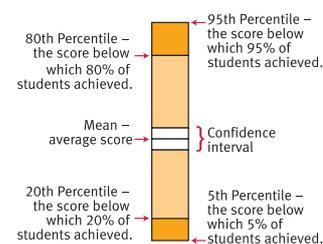
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.G5: Achievement of Year 3 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above		
NSW	<i>Metro</i>	422.6 ± 2.2	1.0	3.3 ± 0.3	7.9 ± 0.4	15.1 ± 0.5	23.7 ± 0.5	24.4 ± 0.5	24.6 ± 0.9	95.7 ± 0.3	
	<i>Provincial</i>	401.5 ± 2.6	0.8	5.6 ± 0.6	11.6 ± 0.6	18.3 ± 0.8	24.8 ± 0.8	21.8 ± 0.8	17.2 ± 0.9	93.7 ± 0.6	
	<i>Remote</i>	372.4 ± 18.7	1.6	12.0 ± 5.4	18.8 ± 5.1	18.1 ± 4.7	22.1 ± 4.7	15.5 ± 5.4	11.9 ± 5.0	86.4 ± 6.0	
	<i>Very Remote</i>	364.4 ± 28.7	0.9	14.2 ± 9.1	19.8 ± 13.6	18.7 ± 9.7	22.1 ± 12.5	14.0 ± 7.5	10.3 ± 9.5	84.9 ± 9.2	
VIC	<i>Metro</i>	431.4 ± 1.9	2.8	1.8 ± 0.2	6.2 ± 0.4	13.7 ± 0.6	23.7 ± 0.6	25.0 ± 0.5	26.8 ± 0.9	95.4 ± 0.4	
	<i>Provincial</i>	419.8 ± 2.4	2.4	2.6 ± 0.4	8.7 ± 0.7	15.8 ± 0.8	24.5 ± 0.9	23.2 ± 1.0	22.8 ± 1.1	95.0 ± 0.6	
	<i>Remote</i>	437.5 ± 20.3	1.8	1.8 ± 5.0	3.6 ± 9.1	12.7 ± 14.0	22.2 ± 12.0	26.9 ± 12.2	30.9 ± 12.8	96.4 ± 6.0	
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-	
Qld	<i>Metro</i>	377.6 ± 3.0	1.8	10.0 ± 0.8	15.1 ± 0.7	21.6 ± 0.6	23.1 ± 0.6	17.2 ± 0.8	11.3 ± 0.8	88.2 ± 0.8	
	<i>Provincial</i>	362.9 ± 3.3	2.0	12.7 ± 1.0	18.1 ± 0.9	23.0 ± 0.8	21.6 ± 0.9	14.5 ± 0.9	8.1 ± 0.7	85.3 ± 1.1	
	<i>Remote</i>	336.3 ± 14.3	1.3	23.3 ± 6.8	20.8 ± 3.7	20.8 ± 3.9	18.0 ± 3.6	10.1 ± 2.4	5.8 ± 1.9	75.4 ± 6.8	
	<i>Very Remote</i>	286.7 ± 22.1	1.9	42.9 ± 9.2	19.1 ± 3.7	16.6 ± 3.7	11.3 ± 3.7	5.4 ± 2.1	2.8 ± 1.7	55.2 ± 9.3	
WA	<i>Metro</i>	393.7 ± 3.5	1.1	8.3 ± 0.8	11.8 ± 0.7	18.8 ± 0.8	23.8 ± 0.8	19.7 ± 0.8	16.5 ± 1.1	90.6 ± 0.9	
	<i>Provincial</i>	370.3 ± 5.6	0.9	13.0 ± 1.8	15.8 ± 1.4	21.1 ± 1.2	22.3 ± 1.4	16.2 ± 1.4	10.7 ± 1.3	86.1 ± 1.8	
	<i>Remote</i>	350.0 ± 14.4	0.3	22.4 ± 5.2	16.4 ± 2.6	18.8 ± 2.4	17.9 ± 2.9	13.4 ± 2.7	10.7 ± 2.4	77.2 ± 5.2	
	<i>Very Remote</i>	296.6 ± 22.6	0.7	44.2 ± 8.9	15.1 ± 3.3	12.3 ± 3.1	13.7 ± 3.6	8.2 ± 3.1	5.7 ± 3.1	55.0 ± 9.0	
SA	<i>Metro</i>	402.2 ± 4.0	3.4	5.1 ± 0.8	10.4 ± 0.8	18.1 ± 1.1	25.1 ± 1.0	22.0 ± 1.2	15.9 ± 1.4	91.5 ± 1.3	
	<i>Provincial</i>	387.2 ± 5.4	2.4	7.5 ± 1.3	13.6 ± 1.6	20.3 ± 1.3	24.4 ± 1.4	19.3 ± 1.7	12.5 ± 1.4	90.1 ± 1.5	
	<i>Remote</i>	375.9 ± 13.6	3.1	8.6 ± 4.3	15.6 ± 4.1	22.9 ± 4.2	23.7 ± 4.9	16.3 ± 4.7	9.8 ± 3.9	88.2 ± 4.6	
	<i>Very Remote</i>	320.9 ± 29.4	0.5	28.8 ± 13.2	23.5 ± 8.7	19.0 ± 8.3	10.9 ± 6.0	10.4 ± 6.1	6.8 ± 5.5	70.7 ± 13.1	
Tas	<i>Metro</i>	412.4 ± 8.7	1.1	5.8 ± 1.4	10.1 ± 1.8	17.5 ± 2.2	21.3 ± 2.4	20.9 ± 2.2	23.3 ± 3.2	93.1 ± 1.5	
	<i>Provincial</i>	396.1 ± 5.9	0.8	8.4 ± 1.4	11.9 ± 1.5	18.2 ± 1.5	22.9 ± 2.0	20.3 ± 1.9	17.6 ± 2.1	90.8 ± 1.5	
	<i>Remote</i>	386.4 ± 17.1	0.0	9.0 ± 8.5	16.9 ± 8.9	18.4 ± 10.5	19.1 ± 10.4	21.8 ± 8.1	14.8 ± 7.6	91.0 ± 8.5	
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
ACT	<i>Metro</i>	419.8 ± 6.1	2.2	4.1 ± 0.9	8.3 ± 1.4	14.8 ± 1.8	23.2 ± 1.7	23.3 ± 1.6	24.2 ± 2.5	93.7 ± 1.4	
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	<i>Remote</i>	-	-	-	-	-	-	-	-	-	
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-	
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-	
	<i>Provincial</i>	361.5 ± 12.3	2.6	15.8 ± 3.7	17.6 ± 2.1	19.7 ± 2.5	19.4 ± 3.5	14.2 ± 2.9	10.6 ± 2.8	81.6 ± 4.3	
	<i>Remote</i>	326.6 ± 32.5	1.3	30.5 ± 10.9	14.8 ± 3.1	15.4 ± 3.4	15.0 ± 4.4	12.2 ± 4.6	10.8 ± 4.0	68.2 ± 11.0	
	<i>Very Remote</i>	155.1 ± 39.7	0.4	79.9 ± 10.6	6.5 ± 3.0	4.5 ± 2.7	3.7 ± 2.8	2.7 ± 2.5	2.3 ± 2.0	19.7 ± 10.3	
Aust	<i>Metro</i>	411.2 ± 1.4	1.8	5.0 ± 0.2	9.5 ± 0.3	16.6 ± 0.3	23.6 ± 0.3	22.4 ± 0.3	21.1 ± 0.5	93.2 ± 0.3	
	<i>Provincial</i>	392.0 ± 1.8	1.6	7.7 ± 0.4	13.1 ± 0.4	19.2 ± 0.4	23.5 ± 0.4	19.5 ± 0.4	15.4 ± 0.5	90.7 ± 0.5	
	<i>Remote</i>	349.9 ± 8.5	1.3	20.6 ± 3.2	17.3 ± 1.4	19.2 ± 1.7	18.7 ± 1.6	13.2 ± 1.6	9.7 ± 1.4	78.2 ± 3.2	
	<i>Very Remote</i>	253.0 ± 19.3	1.0	52.9 ± 6.0	14.2 ± 2.0	11.8 ± 1.9	10.0 ± 2.2	6.0 ± 1.5	4.0 ± 1.4	46.1 ± 6.0	

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.G6: Achievement of Year 3 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above		
NSW	Metro	357.7 ± 5.1	1.5	14.2 ± 2.2	18.9 ± 2.4	23.4 ± 2.3	21.6 ± 2.6	14.2 ± 2.2	6.1 ± 1.5	84.3 ± 2.2	
	Provincial	341.5 ± 5.0	1.1	17.3 ± 2.2	22.7 ± 2.3	25.9 ± 3.1	19.0 ± 2.3	10.2 ± 1.6	3.7 ± 1.1	81.6 ± 2.2	
	Remote	322.4 ± 20.6	3.2	23.3 ± 10.3	28.4 ± 9.7	20.0 ± 7.7	14.9 ± 6.4	7.8 ± 6.5	2.4 ± 3.1	73.5 ± 10.4	
	Very Remote	310.8 ± 22.7	0.0	28.6 ± 14.6	31.4 ± 21.4	18.6 ± 16.1	14.1 ± 12.9	6.8 ± 8.4	0.5 ± 2.5	71.4 ± 14.6	
Vic	Metro	385.9 ± 8.5	3.9	8.2 ± 4.2	12.7 ± 4.1	18.8 ± 4.6	26.5 ± 5.7	18.6 ± 5.4	11.2 ± 4.0	87.9 ± 4.8	
	Provincial	370.4 ± 9.5	3.3	9.1 ± 3.3	18.1 ± 4.9	24.3 ± 5.9	22.2 ± 5.4	14.0 ± 4.4	9.0 ± 3.5	87.6 ± 3.7	
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	Very Remote	-	-	-	-	-	-	-	-	-	
Qld	Metro	322.4 ± 11.4	2.7	25.7 ± 4.3	24.0 ± 3.5	21.7 ± 2.6	14.7 ± 2.2	8.0 ± 2.2	3.3 ± 1.7	71.7 ± 4.4	
	Provincial	308.7 ± 10.5	3.1	30.9 ± 5.5	24.7 ± 3.3	20.6 ± 2.9	13.1 ± 2.9	5.9 ± 1.6	1.6 ± 1.0	66.0 ± 5.3	
	Remote	269.0 ± 20.0	1.9	52.9 ± 11.1	22.5 ± 5.8	12.9 ± 6.3	7.4 ± 4.2	1.7 ± 2.1	0.6 ± 1.1	45.2 ± 10.7	
	Very Remote	237.3 ± 21.1	1.5	63.3 ± 9.2	20.8 ± 5.0	10.3 ± 4.4	3.6 ± 2.0	0.6 ± 0.8	0.1 ± 0.3	35.3 ± 9.2	
WA	Metro	308.9 ± 9.3	1.3	34.2 ± 4.9	21.2 ± 3.9	17.8 ± 5.1	15.4 ± 3.6	8.1 ± 2.5	2.0 ± 1.2	64.5 ± 4.9	
	Provincial	290.0 ± 12.0	0.9	41.2 ± 7.7	25.1 ± 4.5	17.0 ± 4.2	10.1 ± 3.6	4.6 ± 2.3	1.1 ± 1.4	58.0 ± 7.6	
	Remote	266.2 ± 15.3	0.3	53.4 ± 7.4	21.7 ± 4.8	12.4 ± 4.3	7.2 ± 4.0	3.9 ± 2.8	1.0 ± 1.7	46.3 ± 7.4	
	Very Remote	229.3 ± 15.6	1.1	69.3 ± 7.7	16.9 ± 4.8	7.2 ± 3.4	3.9 ± 2.5	1.2 ± 1.4	0.4 ± 0.6	29.6 ± 7.7	
SA	Metro	336.2 ± 10.8	7.5	17.9 ± 5.3	21.4 ± 5.3	23.9 ± 5.5	17.9 ± 5.0	8.6 ± 3.9	2.7 ± 2.1	74.6 ± 5.9	
	Provincial	316.7 ± 15.3	3.8	27.4 ± 7.4	27.4 ± 5.8	18.3 ± 6.5	13.4 ± 5.9	7.0 ± 4.8	2.6 ± 2.4	68.8 ± 7.7	
	Remote	317.7 ± 30.1	2.7	28.1 ± 18.2	26.5 ± 13.9	17.8 ± 16.8	15.1 ± 19.1	5.4 ± 9.6	4.3 ± 7.7	69.2 ± 18.5	
	Very Remote	264.7 ± 37.2	0.0	48.5 ± 23.8	29.8 ± 15.6	15.0 ± 13.1	5.8 ± 6.8	1.0 ± 3.1	0.0 ± 0.0	51.5 ± 23.8	
Tas	Metro	377.1 ± 16.1	1.3	10.2 ± 6.2	17.2 ± 6.5	21.6 ± 6.6	21.8 ± 7.0	16.2 ± 6.6	11.7 ± 6.3	88.6 ± 6.3	
	Provincial	368.3 ± 12.9	0.4	16.0 ± 4.9	13.9 ± 7.5	19.2 ± 5.9	22.1 ± 5.3	17.3 ± 5.9	11.2 ± 5.0	83.6 ± 4.9	
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
ACT	Metro	355.9 ± 18.9	1.0	15.5 ± 10.5	20.2 ± 11.3	24.3 ± 10.5	17.1 ± 11.8	13.8 ± 8.0	8.2 ± 5.6	83.5 ± 10.7	
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	Remote	-	-	-	-	-	-	-	-	-	
	Very Remote	-	-	-	-	-	-	-	-	-	
NT	Metro	-	-	-	-	-	-	-	-	-	
	Provincial	294.3 ± 16.6	2.9	35.9 ± 7.6	24.3 ± 4.6	18.6 ± 4.5	12.6 ± 4.4	4.5 ± 2.8	1.2 ± 1.4	61.2 ± 7.1	
	Remote	235.9 ± 31.6	1.9	58.4 ± 12.1	17.2 ± 6.9	12.4 ± 6.4	6.3 ± 4.2	2.5 ± 2.4	1.3 ± 1.6	39.8 ± 11.7	
	Very Remote	116.9 ± 24.9	0.1	91.3 ± 3.8	5.1 ± 2.8	2.2 ± 1.5	0.9 ± 0.9	0.2 ± 0.4	0.1 ± 0.3	8.5 ± 3.8	
Aust	Metro	339.2 ± 5.0	2.5	20.9 ± 2.1	20.8 ± 1.8	21.7 ± 1.6	18.2 ± 1.3	11.1 ± 1.4	4.9 ± 0.9	76.7 ± 2.1	
	Provincial	327.5 ± 4.7	2.0	24.2 ± 2.2	23.0 ± 1.4	22.3 ± 1.5	16.3 ± 1.4	8.7 ± 0.9	3.5 ± 0.6	73.8 ± 2.2	
	Remote	269.8 ± 12.8	1.6	49.1 ± 6.2	22.0 ± 3.5	13.9 ± 2.7	8.6 ± 2.3	3.6 ± 1.6	1.3 ± 0.8	49.3 ± 6.0	
	Very Remote	186.7 ± 18.0	0.7	75.2 ± 4.8	13.7 ± 2.7	6.5 ± 1.8	2.9 ± 1.0	0.8 ± 0.5	0.2 ± 0.2	24.1 ± 4.8	

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.G7: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	438.4 ± 1.5	1.5	2.2 ± 0.2	5.2 ± 0.3	12.1 ± 0.4	21.9 ± 0.7	26.1 ± 0.6	31.0 ± 0.8	96.3 ± 0.3
Advanced diploma/diploma	407.7 ± 1.5	1.6	4.4 ± 0.4	9.5 ± 0.6	17.6 ± 0.7	25.3 ± 0.7	23.2 ± 0.7	18.3 ± 0.7	93.9 ± 0.4
Cert I to IV	388.5 ± 1.4	1.8	7.4 ± 0.4	12.9 ± 0.4	20.4 ± 0.5	25.0 ± 0.5	19.7 ± 0.5	12.8 ± 0.5	90.8 ± 0.4
Year 12 or equivalent	392.2 ± 1.9	2.2	7.0 ± 0.5	12.4 ± 0.6	19.5 ± 0.7	24.7 ± 0.9	20.1 ± 1.0	14.1 ± 0.7	90.8 ± 0.6
Year 11 or equivalent or below	359.0 ± 2.0	3.9	14.1 ± 0.7	18.1 ± 0.6	21.9 ± 0.7	21.1 ± 0.6	13.5 ± 0.6	7.4 ± 0.5	82.0 ± 0.8
Not stated	405.1 ± 1.7	1.3	6.6 ± 0.4	10.2 ± 0.3	16.7 ± 0.3	23.2 ± 0.4	21.5 ± 0.3	20.5 ± 0.5	92.1 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 3 students with parental education 'not stated' is 45%.

Table 3.G8: Achievement of Year 3 Students in Grammar and Punctuation, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Senior management and qualified professionals	434.7 ± 1.5	1.1	2.5 ± 0.2	5.8 ± 0.4	12.9 ± 0.5	22.3 ± 0.6	25.7 ± 0.6	29.7 ± 0.8	96.4 ± 0.3
Other business managers and associate professionals	413.1 ± 1.3	1.5	3.9 ± 0.2	8.6 ± 0.4	16.7 ± 0.5	25.2 ± 0.6	24.0 ± 0.5	20.1 ± 0.6	94.6 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	393.4 ± 1.5	1.7	6.4 ± 0.4	12.0 ± 0.6	20.0 ± 0.5	25.4 ± 0.6	20.5 ± 0.5	14.0 ± 0.5	92.0 ± 0.4
Machine operators, hospitality staff, assistants, labourers	376.7 ± 2.1	3.0	10.3 ± 0.6	15.3 ± 0.6	21.0 ± 0.9	22.6 ± 0.7	16.7 ± 0.8	11.1 ± 0.7	86.7 ± 0.7
Not in paid work in the previous 12 months	357.6 ± 2.6	6.9	15.0 ± 0.9	17.8 ± 1.0	20.3 ± 1.0	19.2 ± 0.9	12.7 ± 0.8	8.2 ± 0.6	78.1 ± 1.1
Not stated	402.7 ± 1.7	1.3	7.0 ± 0.4	10.6 ± 0.3	17.0 ± 0.3	23.1 ± 0.3	21.1 ± 0.3	19.8 ± 0.5	91.7 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

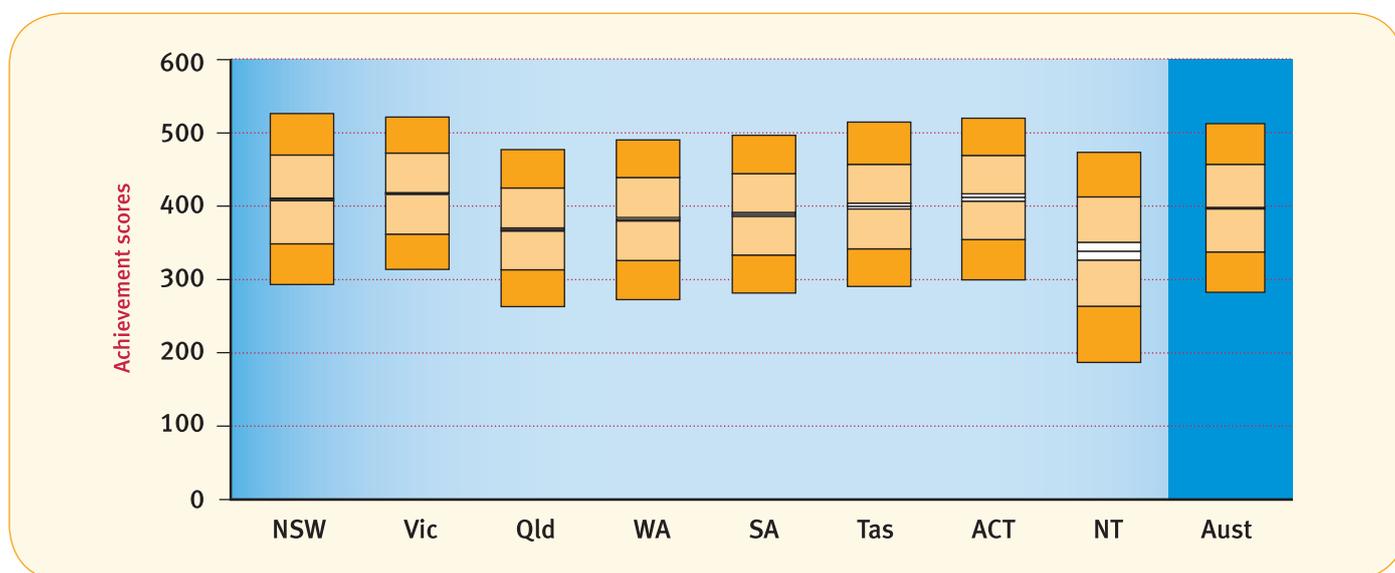
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 3 students with parental occupation 'not stated' is 47%.

Table 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above		
NSW	8yrs 7mths 3yrs 4mths	408.9 ± 1.6 70.6	96.9	0.9	2.2 ± 0.2	8.8 ± 0.4	20.5 ± 0.5	27.6 ± 0.5	23.4 ± 0.5	16.6 ± 0.7	96.9 ± 0.2	
VIC	8yrs 9mths 3yrs 4mths	416.9 ± 1.4 63.8	95.8	2.7	0.8 ± 0.1	5.8 ± 0.3	18.6 ± 0.6	29.5 ± 0.6	25.6 ± 0.6	17.0 ± 0.7	96.5 ± 0.2	
Qld	8yrs 1mth 2yrs 4mths	367.9 ± 2.2 67.0	97.1	1.8	6.2 ± 0.5	17.6 ± 0.7	29.4 ± 0.6	25.9 ± 0.6	14.3 ± 0.6	4.7 ± 0.4	92.0 ± 0.6	
WA	8yrs 5mths 3yrs 4mths	381.9 ± 2.4 66.4	95.1	1.0	4.6 ± 0.6	13.7 ± 0.9	26.8 ± 0.9	28.5 ± 0.7	18.3 ± 0.8	7.2 ± 0.6	94.5 ± 0.6	
SA	8yrs 7mths 3yrs 4mths	388.8 ± 2.7 64.9	96.8	3.1	3.1 ± 0.4	11.9 ± 0.8	25.0 ± 0.9	29.2 ± 1.0	19.3 ± 1.1	8.4 ± 0.8	93.8 ± 0.9	
Tas	8yrs 11mths 3yrs 4mths	399.9 ± 4.2 67.7	96.5	1.0	2.3 ± 0.5	10.2 ± 1.3	23.2 ± 1.8	29.1 ± 1.9	21.7 ± 1.7	12.6 ± 1.6	96.7 ± 0.6	
ACT	8yrs 8mths 3yrs 4mths	411.5 ± 5.1 66.8	95.0	2.1	1.5 ± 0.6	7.7 ± 1.5	19.2 ± 2.3	28.5 ± 1.7	25.3 ± 2.1	15.8 ± 2.1	96.4 ± 1.2	
NT	8yrs 6mths 3yrs 4mths	338.4 ± 12.4 86.3	83.1	1.6	21.4 ± 5.6	18.4 ± 2.3	22.8 ± 3.1	20.2 ± 3.3	11.3 ± 2.1	4.2 ± 1.3	77.0 ± 5.6	
Aust	8yrs 6mths 3yrs 1mth	396.9 ± 1.0 70.4	96.3	1.7	3.3 ± 0.2	10.8 ± 0.3	23.0 ± 0.3	27.9 ± 0.3	21.1 ± 0.3	12.4 ± 0.4	95.0 ± 0.2	

Figure 3.N1: Achievement of Year 3 Students in Numeracy, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

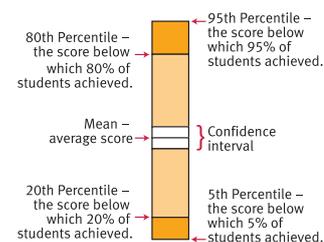
Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 3 students reported by schools which includes those absent and withdrawn.

Reading the graph

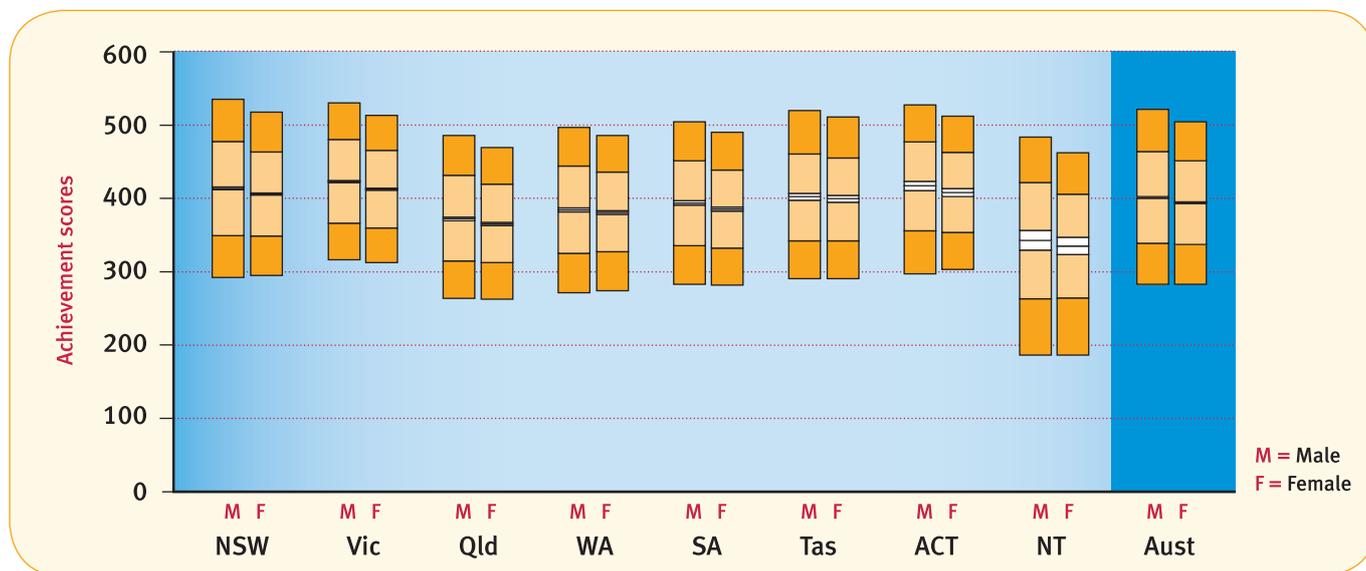


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Male	412.6 ± 1.9	1.1	2.3 ± 0.2	8.8 ± 0.5	19.5 ± 0.6	25.9 ± 0.5	23.3 ± 0.7	19.1 ± 0.9	96.7 ± 0.3
	Female	405.0 ± 1.6	0.7	2.2 ± 0.2	8.6 ± 0.4	21.7 ± 0.6	29.3 ± 0.6	23.5 ± 0.6	14.0 ± 0.7	97.1 ± 0.3
VIC	Male	421.9 ± 1.6	3.5	0.7 ± 0.1	5.2 ± 0.4	17.6 ± 0.7	27.8 ± 0.7	25.4 ± 0.7	19.7 ± 0.8	95.8 ± 0.5
	Female	411.7 ± 1.4	1.8	1.1 ± 0.2	6.3 ± 0.4	19.6 ± 0.6	31.3 ± 0.6	25.8 ± 0.7	14.2 ± 0.7	97.2 ± 0.3
Qld	Male	371.3 ± 2.4	2.4	6.1 ± 0.6	16.9 ± 0.8	28.2 ± 0.7	25.1 ± 0.9	15.5 ± 0.8	5.8 ± 0.5	91.5 ± 0.7
	Female	364.4 ± 2.1	1.2	6.3 ± 0.6	18.4 ± 0.8	30.7 ± 0.8	26.8 ± 0.7	13.1 ± 0.7	3.5 ± 0.4	92.5 ± 0.6
WA	Male	383.5 ± 2.7	1.2	4.8 ± 0.7	13.8 ± 1.1	25.7 ± 1.0	27.4 ± 1.0	18.8 ± 1.0	8.3 ± 0.8	94.0 ± 0.8
	Female	380.1 ± 2.4	0.7	4.4 ± 0.6	13.5 ± 0.9	27.9 ± 1.0	29.7 ± 1.1	17.8 ± 0.9	6.0 ± 0.6	94.9 ± 0.6
SA	Male	392.8 ± 3.0	3.9	3.0 ± 0.5	11.3 ± 1.1	23.4 ± 1.1	28.3 ± 1.2	20.3 ± 1.3	9.9 ± 1.0	93.1 ± 1.0
	Female	384.6 ± 2.7	2.3	3.3 ± 0.5	12.4 ± 1.0	26.7 ± 1.1	30.2 ± 1.3	18.3 ± 1.2	6.8 ± 0.8	94.4 ± 0.8
Tas	Male	401.3 ± 4.7	1.2	2.3 ± 0.7	10.4 ± 1.5	22.7 ± 2.2	28.5 ± 2.8	21.5 ± 2.1	13.5 ± 2.0	96.6 ± 0.8
	Female	398.5 ± 4.4	0.7	2.5 ± 0.7	9.8 ± 1.4	23.7 ± 1.9	29.7 ± 2.0	22.0 ± 2.0	11.6 ± 1.7	96.8 ± 0.8
ACT	Male	416.0 ± 6.3	2.9	1.6 ± 0.8	7.9 ± 2.0	16.9 ± 2.7	26.2 ± 2.1	26.0 ± 2.6	18.4 ± 2.9	95.4 ± 1.7
	Female	407.0 ± 5.5	1.2	1.5 ± 0.7	7.4 ± 2.2	21.5 ± 3.1	30.8 ± 2.7	24.5 ± 2.3	13.2 ± 2.7	97.3 ± 1.0
NT	Male	342.2 ± 13.5	1.8	21.4 ± 5.8	17.8 ± 2.8	21.1 ± 3.9	19.9 ± 3.8	12.7 ± 2.6	5.5 ± 1.8	76.8 ± 5.8
	Female	334.5 ± 11.7	1.5	21.4 ± 5.7	19.1 ± 2.5	24.5 ± 3.6	20.6 ± 3.6	10.0 ± 2.2	2.9 ± 1.1	77.1 ± 5.6
Aust	Male	400.6 ± 1.1	2.2	3.2 ± 0.2	10.5 ± 0.3	21.9 ± 0.3	26.5 ± 0.3	21.4 ± 0.4	14.3 ± 0.5	94.6 ± 0.2
	Female	393.1 ± 1.0	1.2	3.3 ± 0.2	11.0 ± 0.3	24.1 ± 0.3	29.3 ± 0.4	20.7 ± 0.4	10.3 ± 0.3	95.5 ± 0.2

Figure 3.N2: Achievement of Year 3 Students in Numeracy, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

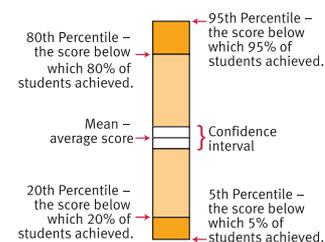
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

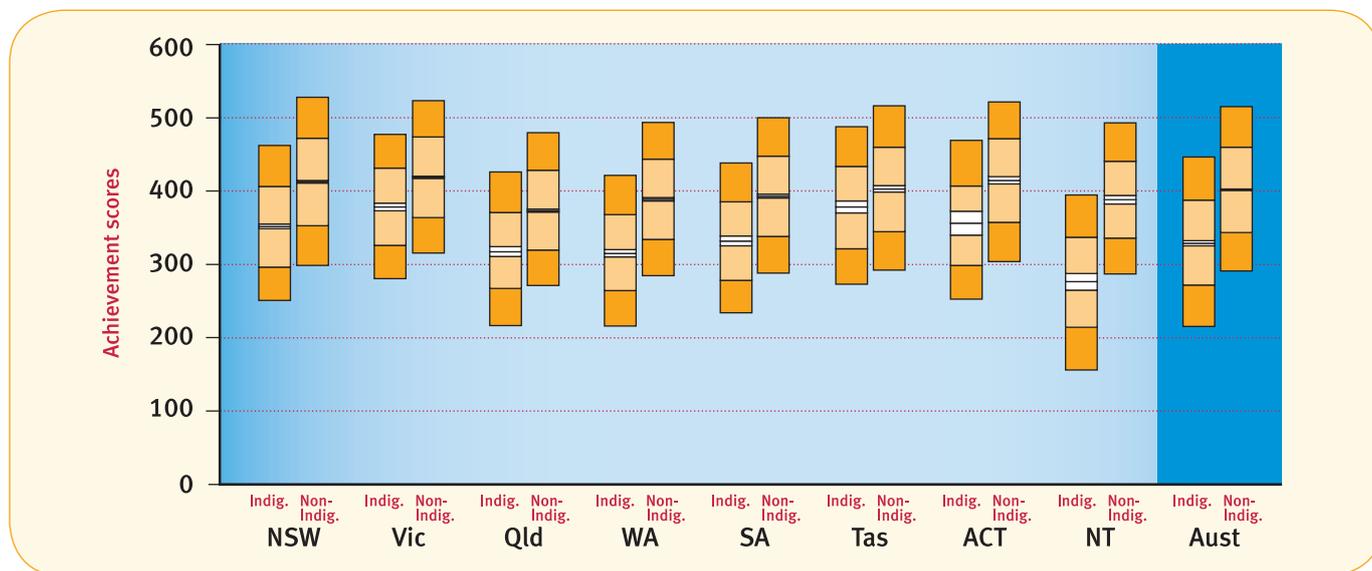


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	
NSW	Indigenous	350.3 ± 3.1	1.3	10.1 ± 1.4	23.9 ± 2.0	30.7 ± 1.8	21.5 ± 1.8	9.4 ± 1.2	3.1 ± 0.8	88.6 ± 1.4
	Non-Indigenous	411.3 ± 1.6	0.8	1.9 ± 0.2	8.1 ± 0.4	20.2 ± 0.5	27.9 ± 0.5	24.1 ± 0.5	17.1 ± 0.7	97.3 ± 0.2
VIC	Indigenous	376.9 ± 5.5	3.6	3.4 ± 1.7	14.7 ± 3.3	30.1 ± 3.8	27.2 ± 4.0	16.6 ± 4.1	4.4 ± 1.7	93.0 ± 2.2
	Non-Indigenous	417.5 ± 1.4	2.4	0.8 ± 0.1	5.6 ± 0.3	18.5 ± 0.5	29.6 ± 0.6	25.8 ± 0.6	17.2 ± 0.7	96.8 ± 0.3
Qld	Indigenous	316.2 ± 6.4	2.8	21.8 ± 3.2	32.2 ± 2.2	25.8 ± 2.4	12.9 ± 1.5	3.8 ± 1.3	0.9 ± 0.6	75.5 ± 3.2
	Non-Indigenous	371.9 ± 2.1	1.7	5.0 ± 0.4	16.5 ± 0.7	29.7 ± 0.6	27.0 ± 0.6	15.2 ± 0.6	5.0 ± 0.4	93.3 ± 0.5
WA	Indigenous	313.9 ± 5.1	0.9	23.6 ± 3.4	32.7 ± 2.9	25.6 ± 3.4	13.0 ± 2.0	3.5 ± 1.0	0.7 ± 0.4	75.5 ± 3.4
	Non-Indigenous	387.4 ± 2.2	0.9	3.0 ± 0.5	12.2 ± 0.8	26.9 ± 0.8	29.7 ± 0.7	19.6 ± 0.8	7.7 ± 0.7	96.1 ± 0.6
SA	Indigenous	330.7 ± 6.5	5.2	15.7 ± 4.2	28.2 ± 4.6	27.9 ± 4.7	16.5 ± 3.1	5.6 ± 2.1	1.0 ± 0.9	79.2 ± 4.5
	Non-Indigenous	391.7 ± 2.5	2.8	2.5 ± 0.4	11.1 ± 0.8	24.8 ± 1.0	29.9 ± 1.0	20.1 ± 1.1	8.8 ± 0.8	94.6 ± 0.8
Tas	Indigenous	377.1 ± 8.2	0.7	4.8 ± 2.8	15.8 ± 3.9	28.1 ± 5.1	28.0 ± 5.1	16.2 ± 4.5	6.5 ± 3.3	94.5 ± 2.8
	Non-Indigenous	401.6 ± 4.5	1.0	2.2 ± 0.5	9.8 ± 1.3	22.6 ± 2.1	29.1 ± 2.5	22.4 ± 2.0	13.0 ± 2.0	96.8 ± 0.6
ACT	Indigenous	355.1 ± 16.2	1.9	9.7 ± 9.2	22.2 ± 11.8	27.1 ± 13.9	27.5 ± 10.5	8.0 ± 5.5	3.6 ± 5.0	88.4 ± 9.3
	Non-Indigenous	413.1 ± 5.0	2.0	1.3 ± 0.6	7.2 ± 1.5	19.0 ± 2.2	28.6 ± 1.7	25.7 ± 2.0	16.1 ± 2.1	96.7 ± 1.1
NT	Indigenous	275.0 ± 11.0	1.0	46.5 ± 7.1	26.7 ± 3.9	17.4 ± 3.5	6.7 ± 2.1	1.4 ± 0.8	0.3 ± 0.5	52.4 ± 6.9
	Non-Indigenous	386.9 ± 5.9	1.0	2.5 ± 1.0	12.3 ± 2.6	27.1 ± 4.5	30.7 ± 3.3	18.9 ± 2.9	7.4 ± 2.2	96.5 ± 1.3
Aust	Indigenous	327.6 ± 3.3	2.0	19.4 ± 1.7	27.5 ± 1.0	26.7 ± 1.2	16.3 ± 0.9	6.4 ± 0.7	1.8 ± 0.4	78.6 ± 1.7
	Non-Indigenous	400.5 ± 1.0	1.6	2.4 ± 0.1	9.9 ± 0.2	22.8 ± 0.3	28.5 ± 0.3	21.9 ± 0.3	12.9 ± 0.4	96.0 ± 0.2

Figure 3.N3: Achievement of Year 3 Students in Numeracy, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard. Year 3 students with results in Band 1 did not achieve the national minimum standard. Exempt students were not assessed and are deemed not to have met the national minimum standard. Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

80th Percentile – the score below which 80% of students achieved.

20th Percentile – the score below which 20% of students achieved.

5th Percentile – the score below which 5% of students achieved.

95th Percentile – the score below which 95% of students achieved.

Mean – average score

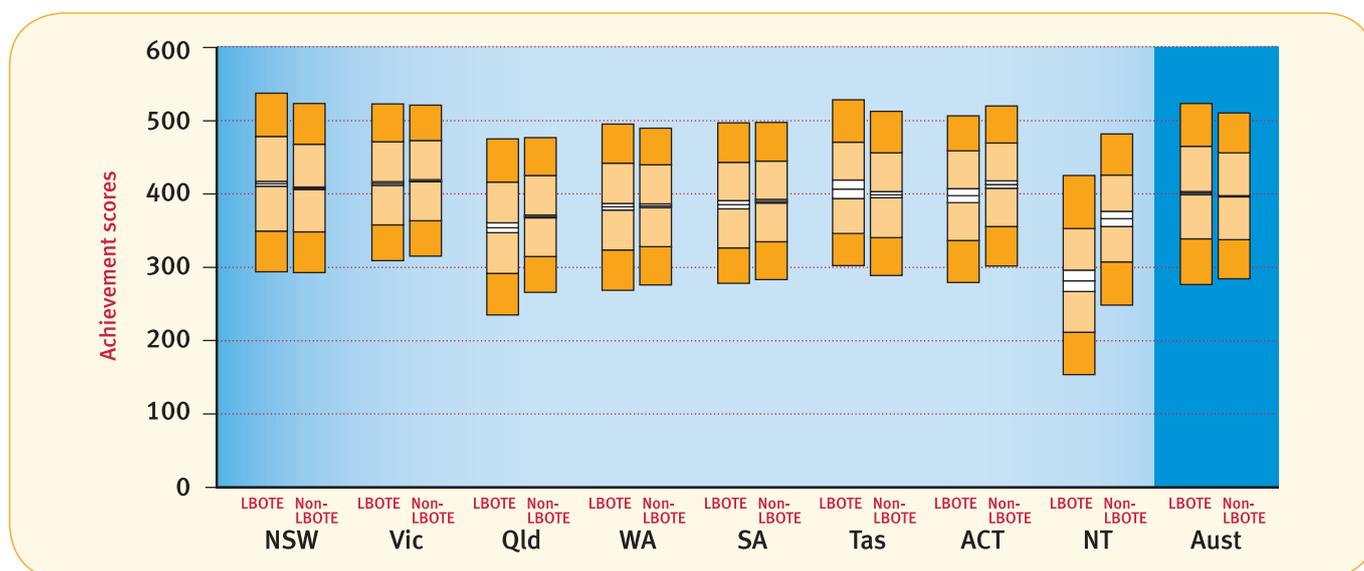
Confidence interval

Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.N4: Achievement of Year 3 Students in Numeracy, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1		Band 2	Band 3	Band 4	Band 5	
NSW	LBOTE	413.9 ± 3.3	1.5	2.1 ± 0.4	8.6 ± 0.8	19.4 ± 1.0	25.8 ± 1.0	22.8 ± 0.9	19.7 ± 1.5	96.4 ± 0.5
	Non-LBOTE	407.8 ± 1.6	0.6	2.2 ± 0.2	8.7 ± 0.4	20.8 ± 0.5	28.1 ± 0.5	23.6 ± 0.5	15.9 ± 0.6	97.1 ± 0.2
VIC	LBOTE	414.2 ± 2.4	3.6	1.1 ± 0.3	6.5 ± 0.6	19.4 ± 1.0	28.9 ± 1.1	24.3 ± 1.2	16.3 ± 1.1	95.4 ± 0.6
	Non-LBOTE	417.8 ± 1.4	2.3	0.8 ± 0.1	5.5 ± 0.3	18.3 ± 0.5	29.7 ± 0.6	26.1 ± 0.6	17.2 ± 0.7	96.9 ± 0.3
Qld	LBOTE	353.9 ± 6.9	4.7	12.2 ± 2.7	19.6 ± 1.9	26.2 ± 1.8	21.5 ± 2.1	11.6 ± 1.6	4.4 ± 0.8	83.2 ± 2.7
	Non-LBOTE	369.3 ± 2.1	1.5	5.6 ± 0.5	17.4 ± 0.7	29.7 ± 0.6	26.4 ± 0.6	14.6 ± 0.6	4.7 ± 0.4	92.9 ± 0.5
WA	LBOTE	382.7 ± 4.6	1.9	5.1 ± 1.4	13.8 ± 1.6	25.1 ± 1.7	27.5 ± 1.9	18.6 ± 1.7	8.0 ± 1.3	93.0 ± 1.7
	Non-LBOTE	383.7 ± 2.5	0.7	4.0 ± 0.6	13.1 ± 1.0	27.0 ± 0.9	29.1 ± 0.9	18.9 ± 0.9	7.2 ± 0.7	95.3 ± 0.6
SA	LBOTE	385.1 ± 5.7	7.5	3.4 ± 1.2	13.5 ± 2.3	24.2 ± 2.8	26.2 ± 2.8	17.5 ± 2.7	7.7 ± 1.6	89.1 ± 4.1
	Non-LBOTE	389.9 ± 2.6	2.4	3.0 ± 0.4	11.5 ± 0.8	25.0 ± 1.0	29.7 ± 1.0	19.8 ± 1.1	8.6 ± 0.8	94.6 ± 0.6
Tas	LBOTE	406.4 ± 12.6	7.4	2.3 ± 2.1	6.6 ± 4.3	22.8 ± 7.7	27.5 ± 6.8	17.7 ± 5.5	15.8 ± 5.3	90.3 ± 4.5
	Non-LBOTE	398.8 ± 4.3	0.7	2.4 ± 0.6	10.4 ± 1.3	23.4 ± 2.0	29.0 ± 2.2	21.8 ± 1.8	12.2 ± 1.8	96.9 ± 0.6
ACT	LBOTE	397.7 ± 9.3	6.4	3.2 ± 2.1	11.6 ± 4.3	18.9 ± 5.0	26.4 ± 5.0	22.9 ± 5.7	10.6 ± 4.1	90.4 ± 6.4
	Non-LBOTE	412.5 ± 5.1	1.7	1.4 ± 0.6	7.3 ± 1.5	19.3 ± 2.3	28.8 ± 1.8	25.5 ± 2.0	16.1 ± 2.2	97.0 ± 1.1
NT	LBOTE	281.9 ± 14.5	2.4	46.4 ± 8.8	20.9 ± 3.6	16.7 ± 4.2	8.9 ± 3.8	3.8 ± 1.8	0.9 ± 0.9	51.2 ± 8.0
	Non-LBOTE	366.0 ± 10.5	0.9	7.8 ± 4.4	17.9 ± 3.8	27.4 ± 4.5	26.3 ± 3.8	14.2 ± 2.8	5.5 ± 1.9	91.3 ± 4.5
Aust	LBOTE	401.0 ± 2.1	2.9	4.0 ± 0.5	10.0 ± 0.5	20.8 ± 0.6	26.3 ± 0.6	21.1 ± 0.7	14.8 ± 0.8	93.0 ± 0.6
	Non-LBOTE	396.8 ± 1.0	1.4	3.0 ± 0.2	10.8 ± 0.3	23.4 ± 0.3	28.3 ± 0.3	21.2 ± 0.3	12.0 ± 0.3	95.6 ± 0.2

Figure 3.N4: Achievement of Year 3 Students in Numeracy, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

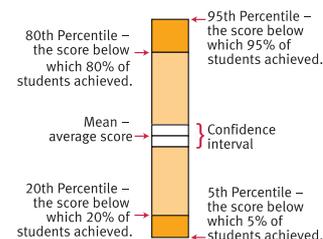
For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 3.N5: Achievement of Year 3 Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Metro	413.0 ± 2.0	0.9	1.9 ± 0.2	8.0 ± 0.4	19.6 ± 0.6	27.3 ± 0.5	24.0 ± 0.6	18.2 ± 0.9	97.1 ± 0.3
	Provincial	396.9 ± 2.1	0.8	3.1 ± 0.4	10.9 ± 0.7	23.3 ± 0.8	28.4 ± 0.8	21.8 ± 1.0	11.8 ± 0.7	96.1 ± 0.4
	Remote	372.1 ± 17.1	1.6	7.4 ± 4.3	17.7 ± 4.9	26.4 ± 5.9	24.7 ± 5.4	13.9 ± 4.7	8.3 ± 4.2	91.0 ± 5.1
	Very Remote	365.2 ± 21.5	0.9	8.8 ± 8.7	20.4 ± 12.3	26.9 ± 13.0	22.6 ± 8.5	13.1 ± 6.9	7.3 ± 7.7	90.3 ± 8.7
VIC	Metro	418.8 ± 1.7	2.7	0.8 ± 0.1	5.4 ± 0.3	17.9 ± 0.7	29.4 ± 0.7	26.0 ± 0.7	17.8 ± 0.8	96.4 ± 0.4
	Provincial	411.0 ± 2.1	2.4	1.0 ± 0.2	6.8 ± 0.6	20.6 ± 0.9	29.9 ± 0.9	24.6 ± 1.1	14.7 ± 1.0	96.6 ± 0.5
	Remote	427.4 ± 19.9	1.8	0.0 ± 0.0	4.4 ± 7.8	15.6 ± 13.5	28.0 ± 15.5	31.3 ± 16.5	18.9 ± 12.9	98.2 ± 3.7
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	373.2 ± 2.5	1.8	5.1 ± 0.5	16.3 ± 0.9	29.1 ± 0.7	26.8 ± 0.8	15.7 ± 0.9	5.3 ± 0.5	93.1 ± 0.6
	Provincial	362.7 ± 2.6	2.0	6.3 ± 0.7	19.7 ± 1.1	30.9 ± 1.0	25.2 ± 1.1	12.3 ± 0.9	3.5 ± 0.4	91.7 ± 0.8
	Remote	341.9 ± 11.3	1.6	14.6 ± 5.4	25.2 ± 3.6	27.1 ± 3.6	20.6 ± 3.4	8.5 ± 2.6	2.4 ± 1.4	83.8 ± 5.4
	Very Remote	307.8 ± 16.3	1.9	29.9 ± 8.7	27.1 ± 4.3	22.2 ± 5.2	13.0 ± 4.3	4.7 ± 2.1	1.2 ± 0.9	68.2 ± 8.9
WA	Metro	389.1 ± 2.7	1.1	3.1 ± 0.6	11.8 ± 1.0	26.0 ± 1.0	29.6 ± 0.8	20.2 ± 1.0	8.3 ± 0.8	95.8 ± 0.7
	Provincial	371.0 ± 4.1	0.8	5.3 ± 1.1	16.5 ± 1.9	30.2 ± 1.5	27.8 ± 1.8	14.8 ± 1.5	4.6 ± 0.7	93.9 ± 1.2
	Remote	363.9 ± 10.4	0.3	8.8 ± 3.0	19.8 ± 3.6	27.5 ± 3.4	24.1 ± 4.0	14.0 ± 3.3	5.6 ± 1.8	90.9 ± 3.0
	Very Remote	329.0 ± 16.2	0.7	24.0 ± 6.6	25.7 ± 4.8	20.3 ± 3.9	16.7 ± 4.1	8.9 ± 3.3	3.8 ± 2.2	75.3 ± 6.7
SA	Metro	392.9 ± 3.3	3.4	2.6 ± 0.5	10.8 ± 1.0	24.2 ± 1.1	29.3 ± 1.1	20.5 ± 1.2	9.2 ± 1.0	94.0 ± 1.1
	Provincial	380.9 ± 4.0	2.4	3.8 ± 0.9	14.0 ± 1.6	27.0 ± 2.0	29.2 ± 2.1	16.9 ± 1.7	6.6 ± 1.0	93.7 ± 1.2
	Remote	377.2 ± 10.8	3.1	4.1 ± 2.4	15.7 ± 5.0	26.2 ± 4.2	29.7 ± 4.7	15.3 ± 4.5	5.8 ± 2.8	92.8 ± 3.1
	Very Remote	336.0 ± 21.5	0.5	19.5 ± 11.4	23.4 ± 8.3	26.6 ± 9.2	17.4 ± 7.7	8.1 ± 4.0	4.4 ± 4.1	80.0 ± 11.3
Tas	Metro	407.0 ± 7.1	1.1	1.9 ± 0.8	9.1 ± 2.0	21.6 ± 2.6	27.9 ± 2.7	23.2 ± 2.7	15.3 ± 2.6	97.0 ± 0.9
	Provincial	394.9 ± 4.8	0.8	2.7 ± 0.7	10.9 ± 1.6	24.4 ± 2.0	29.9 ± 2.1	20.7 ± 1.9	10.6 ± 1.8	96.5 ± 0.8
	Remote	392.6 ± 15.2	0.0	3.6 ± 5.6	11.0 ± 8.6	23.8 ± 10.5	29.7 ± 15.3	20.0 ± 10.5	11.9 ± 8.5	96.4 ± 5.6
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	411.7 ± 5.0	2.1	1.5 ± 0.6	7.6 ± 1.5	19.2 ± 2.3	28.5 ± 1.7	25.3 ± 2.0	15.8 ± 2.1	96.4 ± 1.2
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	375.1 ± 7.7	2.5	4.0 ± 1.6	16.6 ± 3.1	28.4 ± 3.9	27.5 ± 4.1	15.4 ± 3.2	5.6 ± 2.0	93.5 ± 2.8
	Remote	352.9 ± 17.6	1.3	13.4 ± 6.8	19.0 ± 4.7	26.2 ± 4.9	22.8 ± 6.0	13.0 ± 3.9	4.3 ± 2.5	85.3 ± 6.8
	Very Remote	270.3 ± 21.6	0.4	55.1 ± 10.4	21.2 ± 4.1	11.3 ± 3.5	6.5 ± 3.7	3.6 ± 2.8	1.8 ± 1.8	44.5 ± 10.2
Aust	Metro	402.6 ± 1.2	1.8	2.5 ± 0.1	9.6 ± 0.3	22.1 ± 0.4	28.1 ± 0.3	22.2 ± 0.4	13.8 ± 0.4	95.8 ± 0.2
	Provincial	388.3 ± 1.5	1.6	3.6 ± 0.3	12.8 ± 0.5	25.4 ± 0.5	28.1 ± 0.5	19.1 ± 0.5	9.4 ± 0.4	94.8 ± 0.3
	Remote	360.0 ± 6.1	1.3	10.1 ± 2.2	20.1 ± 2.0	26.7 ± 1.7	23.9 ± 2.3	12.8 ± 1.8	5.1 ± 1.1	88.5 ± 2.2
	Very Remote	306.2 ± 10.7	1.0	34.6 ± 5.2	24.2 ± 2.6	18.7 ± 2.3	12.8 ± 2.3	6.1 ± 1.6	2.6 ± 0.9	64.4 ± 5.2

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.N6: Achievement of Year 3 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
NSW	Metro	358.1 ± 4.3	1.2	9.3 ± 1.7	20.9 ± 2.6	29.4 ± 2.6	23.7 ± 3.5	11.2 ± 1.8	4.2 ± 1.2	89.5 ± 1.7
	Provincial	346.6 ± 4.2	1.1	10.2 ± 1.9	25.5 ± 3.3	31.9 ± 3.1	20.4 ± 2.2	8.5 ± 2.2	2.3 ± 1.0	88.7 ± 2.0
	Remote	329.1 ± 18.4	3.2	15.9 ± 8.4	29.6 ± 8.7	29.4 ± 9.2	14.5 ± 7.3	5.5 ± 4.3	1.9 ± 2.3	80.9 ± 9.3
	Very Remote	323.0 ± 21.0	0.0	16.4 ± 13.6	36.8 ± 20.0	25.0 ± 14.4	17.3 ± 15.1	4.1 ± 6.0	0.5 ± 2.5	83.6 ± 13.6
Vic	Metro	382.9 ± 6.6	3.9	2.6 ± 2.0	12.6 ± 4.9	26.4 ± 6.0	30.8 ± 5.4	19.3 ± 5.1	4.4 ± 3.0	93.5 ± 3.1
	Provincial	371.9 ± 8.5	3.3	4.0 ± 2.8	16.5 ± 4.5	33.3 ± 5.0	24.1 ± 5.5	14.3 ± 4.9	4.5 ± 2.6	92.6 ± 3.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	330.1 ± 9.4	2.8	15.3 ± 3.3	31.0 ± 3.7	28.3 ± 2.8	15.5 ± 2.4	5.6 ± 2.6	1.5 ± 1.2	82.0 ± 3.4
	Provincial	321.7 ± 7.6	3.3	17.1 ± 4.7	32.9 ± 3.0	28.7 ± 4.1	14.2 ± 2.7	3.3 ± 1.2	0.7 ± 0.5	79.6 ± 4.5
	Remote	289.7 ± 14.9	2.5	37.6 ± 12.0	35.0 ± 8.5	17.1 ± 7.5	6.6 ± 4.4	1.1 ± 1.7	0.0 ± 0.0	59.8 ± 11.6
	Very Remote	271.0 ± 14.8	1.5	47.1 ± 9.8	32.5 ± 5.8	14.5 ± 5.5	4.0 ± 3.0	0.5 ± 0.8	0.0 ± 0.2	51.4 ± 10.0
WA	Metro	332.8 ± 6.2	1.2	15.0 ± 3.3	29.0 ± 3.9	29.0 ± 4.9	19.3 ± 3.8	5.5 ± 2.1	1.0 ± 1.0	83.8 ± 3.4
	Provincial	320.2 ± 7.9	0.9	18.5 ± 6.7	33.4 ± 8.0	30.6 ± 9.4	13.6 ± 5.2	2.4 ± 2.0	0.6 ± 1.0	80.7 ± 6.7
	Remote	310.4 ± 10.1	0.3	24.4 ± 7.8	35.5 ± 6.2	26.4 ± 6.8	9.4 ± 3.9	3.4 ± 2.8	0.5 ± 1.2	75.3 ± 7.8
	Very Remote	282.9 ± 11.3	1.1	40.5 ± 7.4	35.5 ± 5.6	15.2 ± 4.6	5.9 ± 3.1	1.6 ± 1.3	0.3 ± 0.6	58.5 ± 7.5
SA	Metro	343.1 ± 7.9	7.5	10.7 ± 5.8	23.7 ± 6.8	30.6 ± 5.7	18.6 ± 4.5	7.4 ± 3.0	1.4 ± 1.6	81.7 ± 6.5
	Provincial	324.5 ± 9.8	3.8	17.6 ± 6.2	32.3 ± 6.8	26.3 ± 7.4	14.9 ± 5.7	4.5 ± 4.1	0.5 ± 1.0	78.6 ± 6.5
	Remote	334.8 ± 27.6	2.7	14.6 ± 15.4	32.4 ± 27.7	22.2 ± 16.5	20.0 ± 20.7	5.9 ± 11.1	2.2 ± 5.8	82.7 ± 16.3
	Very Remote	296.7 ± 28.4	0.0	31.8 ± 22.3	33.5 ± 14.3	23.8 ± 14.3	10.5 ± 8.3	0.5 ± 2.9	0.0 ± 0.0	68.3 ± 22.3
Tas	Metro	377.1 ± 13.3	1.3	4.0 ± 5.3	16.6 ± 6.5	28.6 ± 8.7	28.3 ± 9.5	14.3 ± 7.2	6.9 ± 5.1	94.7 ± 5.4
	Provincial	378.4 ± 10.6	0.4	5.1 ± 3.0	15.0 ± 5.0	27.6 ± 6.3	27.7 ± 5.7	17.7 ± 5.4	6.5 ± 4.2	94.6 ± 3.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	358.3 ± 15.3	1.9	8.2 ± 8.4	21.4 ± 11.9	28.0 ± 13.8	28.5 ± 10.7	8.3 ± 5.7	3.7 ± 5.2	89.9 ± 8.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	332.4 ± 8.2	2.9	10.4 ± 4.3	33.5 ± 8.1	32.4 ± 5.9	15.7 ± 4.8	3.9 ± 2.8	1.1 ± 1.8	86.7 ± 5.0
	Remote	299.6 ± 17.1	1.9	29.9 ± 11.2	29.9 ± 7.5	25.9 ± 7.7	10.0 ± 4.9	1.9 ± 1.6	0.6 ± 1.3	68.3 ± 10.9
	Very Remote	247.2 ± 10.7	0.1	64.9 ± 7.0	23.2 ± 4.9	9.3 ± 3.4	2.3 ± 1.2	0.2 ± 0.4	0.0 ± 0.0	35.0 ± 7.0
Aust	Metro	345.7 ± 4.1	2.4	11.7 ± 1.6	25.2 ± 1.7	28.7 ± 1.5	20.5 ± 1.6	8.7 ± 1.3	2.7 ± 0.7	85.9 ± 1.6
	Provincial	339.2 ± 3.4	2.1	12.5 ± 1.7	27.8 ± 2.1	30.5 ± 1.9	18.2 ± 1.7	7.0 ± 1.3	2.0 ± 0.6	85.5 ± 1.7
	Remote	305.7 ± 8.1	1.8	27.8 ± 5.6	32.9 ± 3.9	24.0 ± 3.9	10.0 ± 2.5	2.8 ± 1.4	0.6 ± 0.7	70.4 ± 5.5
	Very Remote	265.9 ± 7.9	0.7	51.8 ± 5.2	29.3 ± 3.4	13.1 ± 2.4	4.3 ± 1.5	0.7 ± 0.4	0.1 ± 0.2	47.5 ± 5.2

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 3.N7: Achievement of Year 3 Students in Numeracy, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above	
Bachelor degree or above	425.1 ± 1.3	1.5	1.0 ± 0.1	4.7 ± 0.3	16.0 ± 0.6	28.0 ± 0.5	28.2 ± 0.6	20.7 ± 0.7	97.6 ± 0.2
Advanced diploma/diploma	398.9 ± 1.3	1.6	2.0 ± 0.3	9.5 ± 0.5	23.5 ± 0.9	30.4 ± 1.2	22.0 ± 0.9	11.0 ± 0.6	96.4 ± 0.3
Cert I to IV	383.0 ± 1.1	1.8	3.6 ± 0.3	13.3 ± 0.5	27.5 ± 0.7	29.3 ± 0.6	17.6 ± 0.5	7.0 ± 0.3	94.6 ± 0.3
Year 12 or equivalent	385.7 ± 1.6	2.1	3.5 ± 0.3	12.9 ± 0.7	26.4 ± 0.8	28.7 ± 1.0	18.3 ± 0.7	8.1 ± 0.6	94.4 ± 0.4
Year 11 or equivalent or below	360.8 ± 1.5	3.9	7.4 ± 0.5	20.0 ± 0.7	29.4 ± 0.7	23.7 ± 0.6	11.5 ± 0.5	4.0 ± 0.3	88.7 ± 0.6
Not stated	399.9 ± 1.4	1.3	3.4 ± 0.3	10.1 ± 0.3	22.0 ± 0.4	27.5 ± 0.3	21.9 ± 0.5	13.8 ± 0.5	95.3 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 3 students with parental education 'not stated' is 45%.

Table 3.N8: Achievement of Year 3 Students in Numeracy, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above		
Senior management and qualified professionals	421.4 ± 1.4	1.1	1.1 ± 0.1	5.4 ± 0.3	17.1 ± 0.5	28.5 ± 0.7	27.4 ± 0.8	19.4 ± 0.7	97.9 ± 0.2	
Other business managers and associate professionals	403.6 ± 1.1	1.4	1.7 ± 0.2	8.2 ± 0.4	22.4 ± 0.7	30.5 ± 0.8	23.4 ± 0.5	12.3 ± 0.5	96.8 ± 0.2	
Tradespeople, clerks, skilled office, sales and service staff	386.5 ± 1.2	1.6	3.0 ± 0.2	12.4 ± 0.5	27.0 ± 0.7	29.8 ± 0.6	18.3 ± 0.5	7.8 ± 0.4	95.4 ± 0.3	
Machine operators, hospitality staff, assistants, labourers	373.9 ± 1.7	3.0	5.3 ± 0.4	16.7 ± 0.7	27.8 ± 0.7	26.1 ± 0.7	14.7 ± 0.6	6.4 ± 0.5	91.7 ± 0.5	
Not in paid work in the previous 12 months	360.5 ± 2.0	6.8	8.2 ± 0.8	20.0 ± 1.1	27.3 ± 1.1	21.4 ± 1.0	11.3 ± 0.8	4.9 ± 0.5	85.0 ± 1.0	
Not stated	398.2 ± 1.4	1.3	3.6 ± 0.3	10.6 ± 0.3	22.4 ± 0.4	27.3 ± 0.3	21.4 ± 0.4	13.4 ± 0.5	95.1 ± 0.3	

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 3, Band 2 represents the national minimum standard.

Year 3 students with results in Band 2 or above performed at or above the national minimum standard.

Year 3 students with results in Band 1 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 3 students with parental occupation 'not stated' is 47%.

Table 3.A1: Year 3 Student Participation in Assessment, by State and Territory, 2008.

State/Territory Average Age/ Years of Schooling		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW 8yrs 7mths 3yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	85682 97.2	85684 97.2	85778 97.3	85778 97.3	85364 96.9
VIC 8yrs 9mths 3yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	62230 96.0	62071 95.7	62209 96.0	62209 96.0	62133 95.8
Qld 8yrs 1mth 2yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	55770 97.6	55671 97.4	55861 97.7	55861 97.7	55507 97.1
WA 8yrs 5mths 3yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	26635 95.2	26668 95.3	26697 95.4	26697 95.4	26591 95.1
SA 8yrs 7mths 3yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	18717 96.9	18607 96.3	18734 97.0	18734 97.0	18698 96.8
Tas 8yrs 11mths 3yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	6377 96.8	6380 96.8	6385 96.9	6385 96.9	6356 96.5
ACT 8yrs 8mths 3yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	4174 95.6	4168 95.5	4175 95.6	4175 95.6	4148 95.0
NT 8yrs 6mths 3yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	2787 82.7	2761 81.9	2773 82.3	2773 82.3	2800 83.1
Aust 8yrs 6mths 3yrs 1mth	<i>Number participated</i> <i>Participation rate (%)</i>	262372 96.6	262010 96.4	262612 96.6	262612 96.6	261597 96.3

Notes:

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 3 students reported by schools which includes those absent and withdrawn.

The *Spelling* and *Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

The average age and years of schooling are determined as at the time of testing.

Table 3.A2: Year 3 Indigenous Student Participation in Assessment, by State and Territory, 2008.

State/Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	<i>Number participated</i>	3432	3437	3440	3440	3384
	<i>Participation rate (%)</i>	93.6	93.7	93.8	93.8	92.3
VIC	<i>Number participated</i>	699	700	705	705	694
	<i>Participation rate (%)</i>	89.7	89.9	90.5	90.5	89.1
Qld	<i>Number participated</i>	3921	3887	3928	3928	3859
	<i>Participation rate (%)</i>	95.0	94.2	95.2	95.2	93.5
WA	<i>Number participated</i>	1635	1656	1658	1658	1625
	<i>Participation rate (%)</i>	84.6	85.7	85.8	85.8	84.1
SA	<i>Number participated</i>	666	650	675	675	674
	<i>Participation rate (%)</i>	95.6	93.3	96.8	96.8	96.7
Tas	<i>Number participated</i>	430	430	435	435	425
	<i>Participation rate (%)</i>	96.6	96.6	97.8	97.8	95.5
ACT	<i>Number participated</i>	96	95	95	95	94
	<i>Participation rate (%)</i>	89.7	88.8	88.8	88.8	87.9
NT	<i>Number participated</i>	1016	1004	1010	1010	1027
	<i>Participation rate (%)</i>	71.0	70.2	70.6	70.6	71.8
Aust	<i>Number participated</i>	11895	11859	11946	11946	11782
	<i>Participation rate (%)</i>	90.2	89.9	90.6	90.6	89.4

Notes:

Participation rates are calculated on the basis of all assessed and exempt Indigenous students as a percentage of the total number of Year 3 Indigenous students reported by schools which includes those absent and withdrawn.

The *Spelling* and *Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 3.A3: Percentage of Year 3 Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	3	3	3	3	3
	<i>Assessed</i>	96	96	96	96	96
Vic	<i>Exempt</i>	3	3	3	3	3
	<i>Absent/Withdrawn</i>	4	4	4	4	4
	<i>Assessed</i>	93	93	93	93	93
Qld	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	2	3	2	2	3
	<i>Assessed</i>	96	95	96	96	95
WA	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	5	5	5	5	5
	<i>Assessed</i>	94	94	94	94	94
SA	<i>Exempt</i>	3	3	3	3	3
	<i>Absent/Withdrawn</i>	3	4	3	3	3
	<i>Assessed</i>	94	93	94	94	94
Tas	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	3	3	3	3	4
	<i>Assessed</i>	96	96	96	96	96
ACT	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	4	5	4	4	5
	<i>Assessed</i>	94	93	93	93	93
NT	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	17	18	18	18	17
	<i>Assessed</i>	81	80	81	81	81
Aust	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	3	4	3	3	4
	<i>Assessed</i>	95	95	95	95	95

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling* and *Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 3.A4: Percentage of Year 3 Indigenous Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	6	6	6	6	8
	<i>Assessed</i>	92	92	92	92	91
Vic	<i>Exempt</i>	4	4	4	4	4
	<i>Absent/Withdrawn</i>	10	10	9	9	11
	<i>Assessed</i>	86	86	87	87	85
Qld	<i>Exempt</i>	3	3	3	3	3
	<i>Absent/Withdrawn</i>	5	6	5	5	6
	<i>Assessed</i>	92	91	93	93	91
WA	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	15	14	14	14	16
	<i>Assessed</i>	84	85	85	85	83
SA	<i>Exempt</i>	5	5	5	5	5
	<i>Absent/Withdrawn</i>	4	7	3	3	3
	<i>Assessed</i>	90	88	92	92	92
Tas	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	3	3	2	2	4
	<i>Assessed</i>	96	96	97	97	95
ACT	<i>Exempt</i>	1	1	1	1	2
	<i>Absent/Withdrawn</i>	10	11	11	11	12
	<i>Assessed</i>	89	88	88	88	86
NT	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	29	30	29	29	28
	<i>Assessed</i>	70	69	70	70	71
Aust	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	10	10	9	9	11
	<i>Assessed</i>	88	88	89	89	87

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling* and *Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 3.A5: Percentage of Year 3 LBOTE Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Exempt</i>	2	2	2	2	1
	<i>Absent/Withdrawn</i>	3	2	2	2	3
	<i>Assessed</i>	96	96	96	96	96
Vic	<i>Exempt</i>	4	4	4	4	4
	<i>Absent/Withdrawn</i>	4	5	4	4	4
	<i>Assessed</i>	92	92	92	92	92
Qld	<i>Exempt</i>	5	5	5	5	5
	<i>Absent/Withdrawn</i>	3	3	3	3	4
	<i>Assessed</i>	92	91	92	92	91
WA	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	5	5	5	5	5
	<i>Assessed</i>	93	93	93	93	93
SA	<i>Exempt</i>	8	8	8	8	8
	<i>Absent/Withdrawn</i>	1	2	1	1	2
	<i>Assessed</i>	91	91	91	91	91
Tas	<i>Exempt</i>	7	7	7	7	7
	<i>Absent/Withdrawn</i>	3	3	4	4	4
	<i>Assessed</i>	90	89	89	89	89
ACT	<i>Exempt</i>	6	7	7	7	6
	<i>Absent/Withdrawn</i>	5	5	5	5	5
	<i>Assessed</i>	89	88	88	88	88
NT	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	21	22	21	21	21
	<i>Assessed</i>	77	76	76	76	77
Aust	<i>Exempt</i>	3	3	3	3	3
	<i>Absent/Withdrawn</i>	4	4	4	4	4
	<i>Assessed</i>	93	93	93	93	93

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling* and *Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 3.A6: Year 3 Indigenous and LBOTE students as proportions of Year 3 students by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Indigenous</i>	4	4	4	4	4
	<i>LBOTE</i>	30	30	30	30	30
Vic	<i>Indigenous</i>	1	1	1	1	1
	<i>LBOTE</i>	25	25	25	25	25
Qld	<i>Indigenous</i>	7	7	7	7	7
	<i>LBOTE</i>	9	9	9	9	9
WA	<i>Indigenous</i>	6	6	6	6	6
	<i>LBOTE</i>	14	14	14	14	14
SA	<i>Indigenous</i>	3	3	3	3	3
	<i>LBOTE</i>	10	10	10	10	10
Tas	<i>Indigenous</i>	7	7	7	7	6
	<i>LBOTE</i>	3	3	3	3	3
ACT	<i>Indigenous</i>	2	2	2	2	2
	<i>LBOTE</i>	9	9	9	9	9
NT	<i>Indigenous</i>	30	30	30	30	30
	<i>LBOTE</i>	22	21	22	22	22
Aust	<i>Indigenous</i>	4	4	4	4	4
	<i>LBOTE</i>	20	20	20	20	20

Notes:

Proportions are calculated on the basis of all assessed and exempt Indigenous or LBOTE students as a percentage of the total number of Year 3 students reported by schools which includes those absent and withdrawn.

The *Spelling* and *Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Year 3

Overall National and Jurisdiction Results

Tables 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1 show the percentage of Year 3 students estimated to be in achievement bands 1 to 6 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall. Tables 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1 also give the mean scores and the participation rates. Figures 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall.

The percentage of students located in each band represents assessed students. This includes students who sat the test and students who were formally exempt from participating. Exempt students are deemed as being below the national minimum standard. Exempt students have not been included in the computation of the means or standard deviations and they are not included in Figures 3.R1, 3.W1, 3.S1, 3.G1 and 3.N1.

For each domain, in excess of 90 per cent of Australian students are estimated to be working at or above the national minimum standard, with more than 95 per cent of students attaining this standard in Writing and Numeracy. The results for the Northern Territory differ markedly from those for other jurisdictions, with 60 per cent of students estimated to be working at or above the national minimum standard for Grammar and Punctuation through to 77 per cent of students estimated to be working at or above the national minimum standard for Numeracy. The Northern Territory is also distinctive in that the achievement distribution has a considerably larger variance than do the distributions for the other jurisdictions.

In general terms, it appears that more students are working at or above the national minimum standard in Writing and Numeracy than for Reading, Spelling and Grammar and Punctuation.

Sex

Tables 3.R2, 3.W2, 3.S2, 3.G2 and 3.N2 show the percentage of Year 3 male and female students estimated to be in achievement bands 1 to 6 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and

Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall.

In every jurisdiction and every domain, the percentage of students estimated to be working at or above the national minimum standard is greater for females than it is for males. The differences are largest for Spelling and Grammar and Punctuation (4.5 percentage points for Australia overall), and smallest for Numeracy (0.9 percentage points for Australia overall). The magnitude of the differences is not consistent across jurisdictions. With the exception of Writing, the smallest differences are in Tasmania, and on average the largest differences are in the Northern Territory, Queensland, Western Australia and the Australian Capital Territory.

The greater number of female students than male students working at or above the national minimum standard in Numeracy can be accounted for by the different numbers of male and female students who are deemed to be below the minimum standard due to their exempt status. Across Australia, the exemption rate for male students is about 1 percentage point higher than the exemption rate for female students. In Numeracy, this accounts for the gender difference in the percentages estimated to be working at or above the national minimum standard. For the other domains it accounts for about one-quarter of the gender difference in percentages estimated to be working at or above the national minimum standard.

The mean scores, which do not include exempt students, show that the Numeracy means are higher for male students in every jurisdiction, whereas for all other areas the mean scores of the female students exceed those of the male students. As with the percentages estimated to be working at or above the national minimum standard, the gender differences in the means are smallest for Tasmania and are largest for Western Australia, the Northern Territory, South Australia, Queensland, and the Australian Capital Territory.

Indigenous

Tables 3.R3, 3.W3, 3.S3, 3.G3 and 3.N3 show the percentage of Year 3 Indigenous and non-Indigenous students estimated to be in achievement bands 1 to 6 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are

provided for each jurisdiction and for Australia overall.

The percentage of students estimated to be working at or above the national minimum standard is markedly lower for Indigenous students than non-Indigenous students in all jurisdictions. Similarly, the mean score for Indigenous students is substantially lower than that of non-Indigenous students.

Language background other than English (LBOTE)

Tables 3.R4, 3.W4, 3.S4, 3.G4 and 3.N4 show the percentage of Year 3 LBOTE and non-LBOTE students estimated to be in achievement bands 1 to 6 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall.

With the exception of Spelling in New South Wales and Western Australia, LBOTE students are less likely to be working at or above the national minimum standard. The difference does, however, vary across jurisdictions and domains. The smallest differences are in Victoria and New South Wales, whilst the largest differences are in the Northern Territory and Queensland. It should be noted, however, that many Indigenous students in remote communities in the Northern Territory are also considered to be LBOTE students. This is also true, but to a lesser extent, for Queensland, South Australia and Western Australia.

The differences between LBOTE and non-LBOTE students estimated to be working at or above the national minimum standard are largely accounted for by the greater exemption rate for LBOTE students, typically about 2 percentage points.

The mean score of LBOTE students in Australia exceeds the mean score of non-LBOTE students for Writing, Spelling and Numeracy. This is most clearly the case for Spelling, where LBOTE students' achievement is higher than non-LBOTE students in all jurisdictions, with the exception of Northern Territory.

Also noteworthy is the large difference in the exemptions in Tasmania and South Australia. Both of these jurisdictions, however, have relatively smaller numbers of LBOTE students compared to other jurisdictions.

Geolocation

Tables 3.R5, 3.W5, 3.S5, 3.G5 and 3.N5 show the percentage of Year 3 students, by geographic location, estimated to be in achievement bands 1 to 6 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall. Tables 3.R6, 3.W6, 3.S6, 3.G6 and 3.N6 show the corresponding information for Indigenous students only.

Across Australia, Year 3 students in metropolitan areas are estimated to be working at or above the national minimum standard at slightly higher rates than students in provincial and remote areas. Similarly, the mean scores for students in metropolitan areas are higher than those for students in provincial areas, which are in turn higher than for those in remote areas. Students in very remote areas have the lowest means and the fewest students estimated to be working at or above the national minimum standards. These results hold for each of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, and for all jurisdictions, with the exception of Victoria. As the proportion of remote students in Victoria is small, the observation may be unique to this state.

The achievement patterns by geographic location are similar for Indigenous students and for all students.

Student Achievement and Parental Education and Parental Occupation

Tables 3.R7, 3.W7, 3.S7, 3.G7, 3.N7, 3.R8, 3.W8, 3.S8, 3.G8 and 3.N8 illustrate the relationships between parental occupation and parental education, and student achievement. For each domain, mean scores are higher for students whose parents have higher levels of education. The relationships between the mean scores of students with parents from different occupation categories are consistent with those found in previous research and statewide assessments.

It is important to note that these results are indicative only, as parental education and occupation data were only available for 50-60 per cent of students nationally, as noted in the table footnotes.

In terms of estimated percentages of students working at or above the national minimum standard, the differences

can be quite large. Students whose parents have a degree are between 8 (Writing) and 17 (Grammar and Punctuation) per cent more likely to be at or above the national minimum standard than students whose parents have a Year 11 equivalent or below. Similarly, students whose parents are from the occupational category *Senior management and qualified professionals* are between 13 (Writing) and 23 (Grammar and Punctuation) per cent more likely to be at or above the national minimum standard than students whose parents have not been in paid employment for the past 12 months.

Participation

Tables 3.A1 to 3.A6 describe the participating populations and the rates of exemptions and absences by jurisdiction.



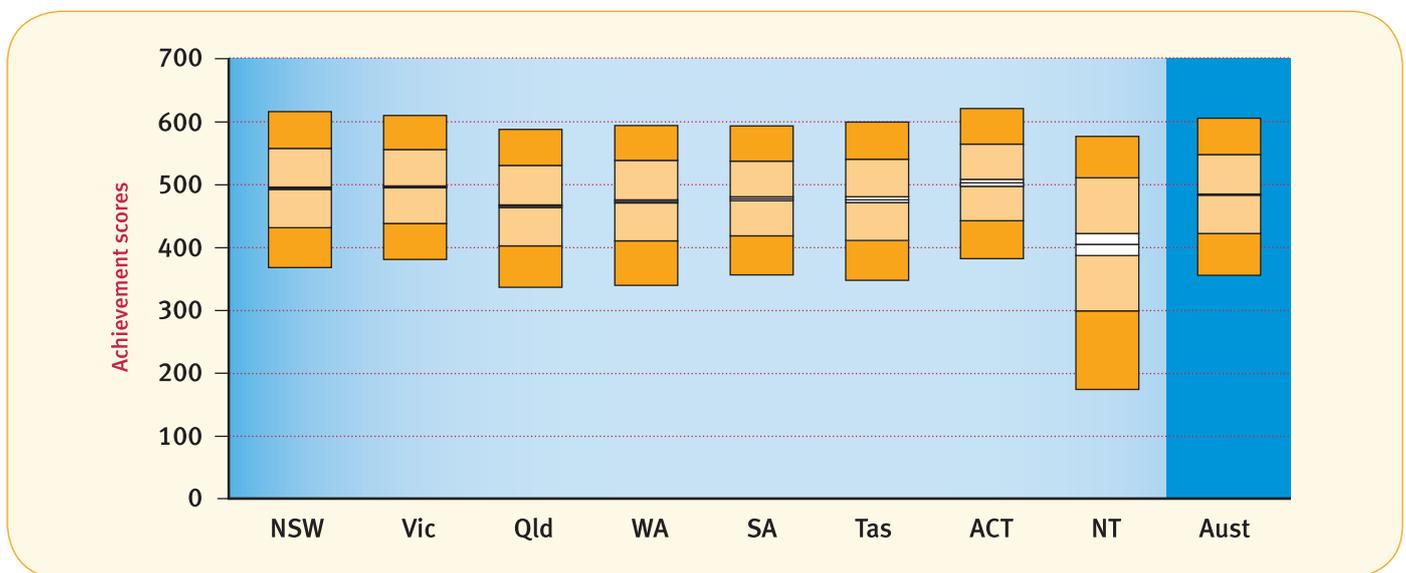
NAPLAN Year 5

NAPLAN Year 5

Table 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above		
NSW	10yrs 7mths 5yrs 4mths	494.7 ± 1.9 74.9	97.5	0.8	5.7 ± 0.4	12.1 ± 0.4	22.9 ± 0.5	26.5 ± 0.5	20.1 ± 0.5	12.0 ± 0.7	93.5 ± 0.4	
VIC	10yrs 9mths 5yrs 4mths	496.7 ± 1.6 69.3	96.3	2.4	3.9 ± 0.3	11.2 ± 0.5	23.7 ± 0.5	27.6 ± 0.5	20.6 ± 0.6	10.6 ± 0.5	93.7 ± 0.3	
Qld	10yrs 1mth 4yrs 4mths	466.1 ± 2.3 77.5	97.8	1.6	11.5 ± 0.7	17.2 ± 0.6	25.3 ± 0.6	24.3 ± 0.6	14.3 ± 0.6	5.8 ± 0.4	86.9 ± 0.7	
WA	10yrs 4mths 5yrs 4mths	473.6 ± 2.8 77.2	95.6	0.8	10.1 ± 0.8	15.3 ± 0.7	24.7 ± 0.7	25.7 ± 0.7	16.4 ± 0.8	7.0 ± 0.6	89.1 ± 0.9	
SA	10yrs 7mths 5yrs 4mths	477.9 ± 3.0 71.3	97.1	2.6	7.4 ± 0.8	14.7 ± 0.9	26.0 ± 1.1	26.5 ± 0.9	16.0 ± 1.0	6.7 ± 0.7	89.9 ± 1.1	
Tas	10yrs 11mths 5yrs 4mths	476.4 ± 4.9 75.8	96.8	1.0	9.4 ± 1.3	15.5 ± 1.5	24.4 ± 1.4	25.4 ± 1.5	16.5 ± 1.6	7.8 ± 1.2	89.7 ± 1.4	
ACT	10yrs 8mths 5yrs 4mths	503.3 ± 5.6 72.2	96.4	1.4	3.8 ± 0.9	10.0 ± 1.4	21.5 ± 2.2	28.0 ± 1.5	21.6 ± 2.1	13.8 ± 2.1	94.8 ± 1.2	
NT	10yrs 6mths 5yrs 4mths	405.1 ± 18.0 123.3	84.9	1.4	36.1 ± 6.6	13.6 ± 1.9	17.3 ± 2.3	17.4 ± 2.5	10.0 ± 1.8	4.3 ± 1.2	62.5 ± 6.6	
Aust	10yrs 6mths 5yrs 1mth	484.4 ± 1.1 76.5	96.8	1.5	7.5 ± 0.2	13.5 ± 0.2	23.9 ± 0.3	26.1 ± 0.3	18.1 ± 0.3	9.3 ± 0.3	91.0 ± 0.3	

Figure 5.R1: Achievement of Year 5 Students in Reading, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

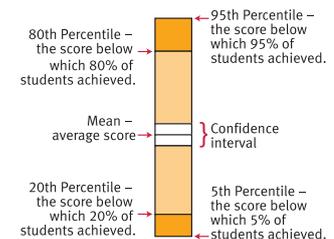
Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 5 students reported by schools which includes those absent and withdrawn.

Reading the graph

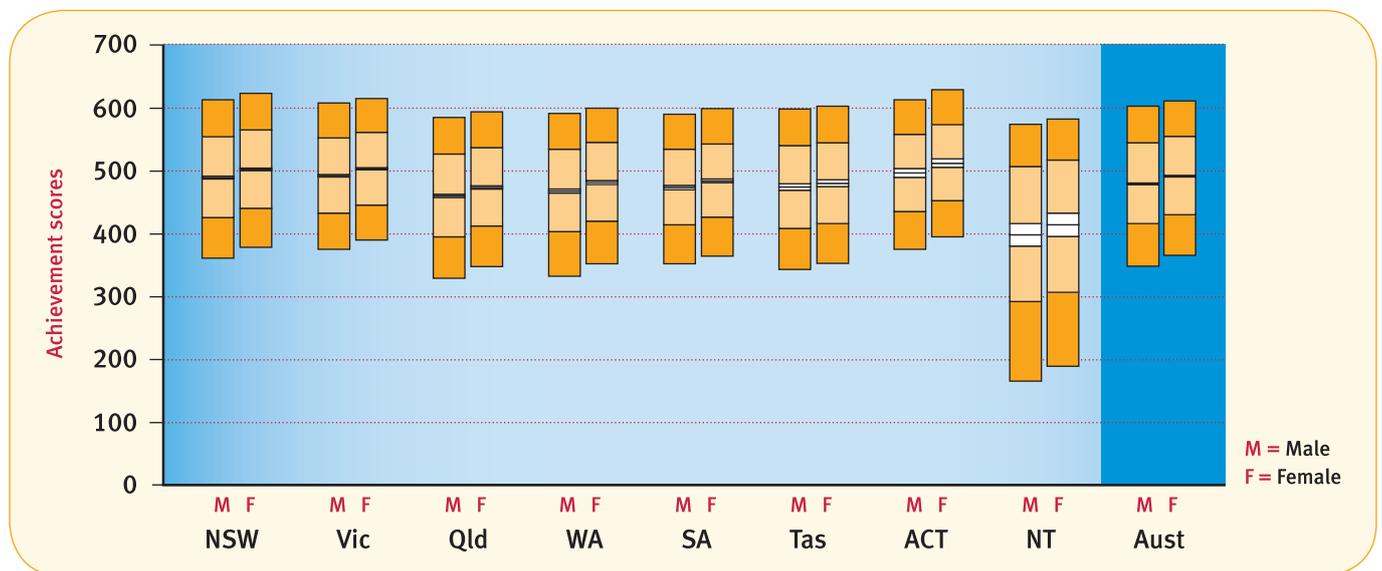


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	488.3 ± 2.1	0.9	6.9 ± 0.5	13.4 ± 0.5	23.6 ± 0.6	25.8 ± 0.7	18.6 ± 0.6	10.7 ± 0.7	92.1 ± 0.5
	Female	501.3 ± 2.0	0.6	4.4 ± 0.3	10.8 ± 0.5	22.1 ± 0.6	27.1 ± 0.6	21.5 ± 0.7	13.4 ± 0.8	95.0 ± 0.4
VIC	Male	491.3 ± 1.8	3.1	4.7 ± 0.4	12.4 ± 0.6	24.5 ± 0.7	26.8 ± 0.6	19.1 ± 0.6	9.4 ± 0.6	92.2 ± 0.5
	Female	502.3 ± 1.7	1.7	3.0 ± 0.3	9.9 ± 0.5	22.8 ± 0.7	28.5 ± 0.7	22.2 ± 0.8	11.8 ± 0.7	95.2 ± 0.4
Qld	Male	459.6 ± 2.5	2.1	13.6 ± 0.8	18.2 ± 0.7	25.0 ± 0.7	23.2 ± 0.8	12.8 ± 0.7	5.1 ± 0.4	84.3 ± 0.9
	Female	472.7 ± 2.5	1.1	9.3 ± 0.7	16.2 ± 0.7	25.7 ± 0.7	25.4 ± 0.7	15.7 ± 0.7	6.6 ± 0.5	89.6 ± 0.7
WA	Male	467.2 ± 3.0	0.9	11.9 ± 1.0	16.3 ± 0.8	25.0 ± 1.0	24.8 ± 1.0	14.9 ± 0.9	6.2 ± 0.6	87.1 ± 1.0
	Female	480.5 ± 3.0	0.7	8.2 ± 0.9	14.3 ± 1.0	24.2 ± 1.1	26.7 ± 1.1	18.0 ± 1.0	7.9 ± 0.8	91.1 ± 0.9
SA	Male	472.5 ± 3.5	3.3	8.5 ± 1.0	16.0 ± 1.1	26.5 ± 1.3	25.0 ± 1.1	15.0 ± 1.3	5.7 ± 0.8	88.2 ± 1.4
	Female	483.2 ± 3.1	1.9	6.4 ± 0.9	13.5 ± 1.1	25.4 ± 1.5	28.1 ± 1.1	17.0 ± 1.2	7.7 ± 0.9	91.7 ± 1.1
Tas	Male	473.4 ± 5.1	1.0	10.4 ± 1.8	15.9 ± 1.7	24.4 ± 2.0	25.2 ± 2.0	15.8 ± 1.8	7.4 ± 1.4	88.7 ± 1.9
	Female	479.5 ± 5.5	1.0	8.3 ± 1.5	15.2 ± 1.8	24.4 ± 1.8	25.5 ± 1.8	17.3 ± 2.0	8.3 ± 1.6	90.7 ± 1.5
ACT	Male	495.5 ± 7.0	1.7	4.8 ± 1.3	11.8 ± 2.0	22.5 ± 2.7	27.4 ± 2.1	20.5 ± 2.6	11.3 ± 2.3	93.5 ± 1.7
	Female	511.2 ± 6.7	1.2	2.8 ± 0.8	8.2 ± 1.8	20.4 ± 2.7	28.5 ± 2.2	22.7 ± 2.6	16.2 ± 2.8	96.0 ± 1.2
NT	Male	397.6 ± 17.8	1.4	38.4 ± 6.4	14.1 ± 2.6	16.9 ± 2.8	16.2 ± 2.7	9.1 ± 2.0	3.9 ± 1.3	60.2 ± 6.4
	Female	413.6 ± 18.7	1.5	33.4 ± 7.0	13.0 ± 2.5	17.6 ± 2.8	18.8 ± 3.1	10.9 ± 2.2	4.8 ± 1.5	65.1 ± 7.0
Aust	Male	478.4 ± 1.2	1.9	8.8 ± 0.3	14.7 ± 0.3	24.4 ± 0.3	25.2 ± 0.3	16.7 ± 0.3	8.2 ± 0.3	89.3 ± 0.3
	Female	490.7 ± 1.1	1.1	6.1 ± 0.2	12.3 ± 0.3	23.5 ± 0.3	27.0 ± 0.4	19.6 ± 0.4	10.4 ± 0.4	92.8 ± 0.3

Figure 5.R2: Achievement of Year 5 Students in Reading, by Sex, by State and Territory, 2008.

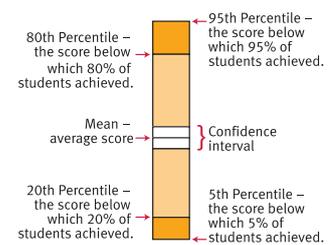


Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard. Year 5 students with results in Band 3 did not achieve the national minimum standard. Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

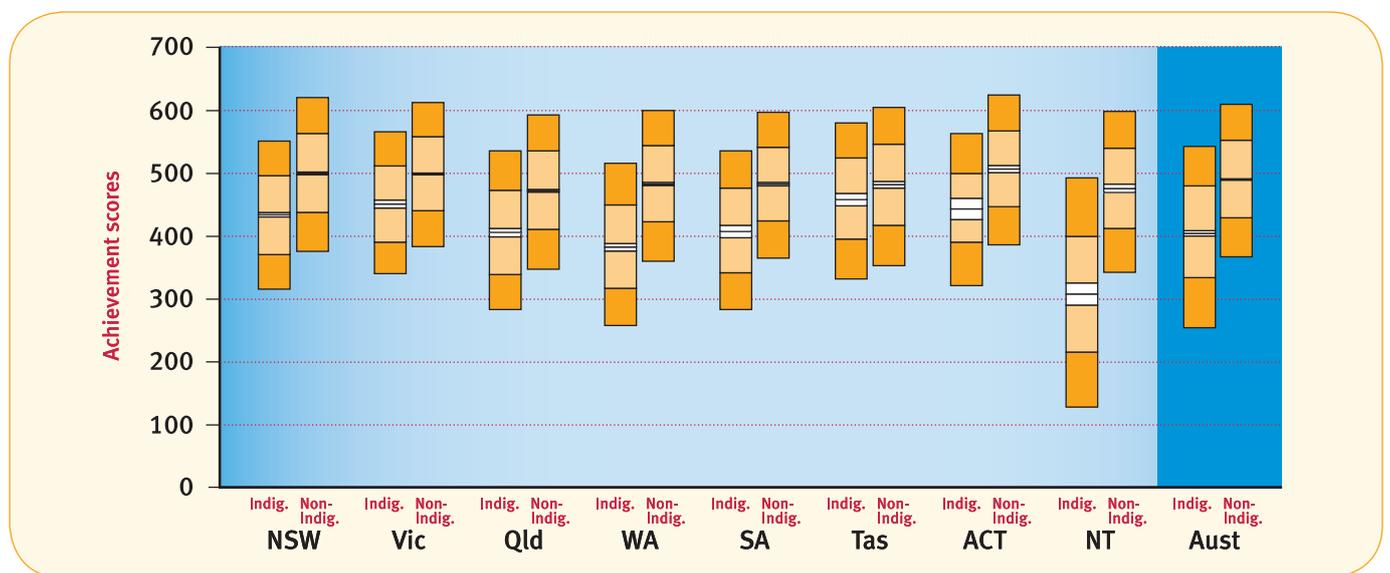


Each State/s/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.R3: Achievement of Year 5 Students in Reading, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 4	Band 5	Band 6	Band 7	
NSW	Indigenous	432.8 ± 3.5	1.0	21.4 ± 2.0	23.8 ± 1.9	27.0 ± 1.6	18.2 ± 1.4	7.0 ± 1.3	1.6 ± 0.5	77.6 ± 2.0
	Non-Indigenous	497.4 ± 1.8	0.7	5.0 ± 0.3	11.6 ± 0.4	22.8 ± 0.5	26.9 ± 0.6	20.6 ± 0.5	12.4 ± 0.7	94.4 ± 0.3
VIC	Indigenous	449.7 ± 6.3	3.6	13.4 ± 3.1	23.3 ± 4.6	27.3 ± 3.7	19.5 ± 4.0	10.2 ± 3.2	2.6 ± 1.2	83.0 ± 3.3
	Non-Indigenous	497.3 ± 1.6	2.2	3.8 ± 0.3	11.0 ± 0.5	23.7 ± 0.5	27.8 ± 0.5	20.8 ± 0.6	10.7 ± 0.5	94.0 ± 0.4
Qld	Indigenous	404.4 ± 6.4	2.0	35.1 ± 3.3	24.9 ± 1.9	20.6 ± 2.0	12.1 ± 1.6	4.3 ± 1.0	1.1 ± 0.5	62.9 ± 3.2
	Non-Indigenous	470.9 ± 2.2	1.6	9.6 ± 0.5	16.6 ± 0.6	25.7 ± 0.6	25.2 ± 0.6	15.0 ± 0.6	6.2 ± 0.4	88.8 ± 0.6
WA	Indigenous	381.3 ± 5.8	1.0	47.2 ± 3.4	24.1 ± 2.8	16.3 ± 2.7	7.9 ± 2.0	2.8 ± 1.0	0.7 ± 0.5	51.8 ± 3.4
	Non-Indigenous	481.4 ± 2.4	0.7	7.1 ± 0.6	14.5 ± 0.7	25.3 ± 0.7	27.2 ± 0.7	17.6 ± 0.8	7.6 ± 0.6	92.2 ± 0.6
SA	Indigenous	405.9 ± 9.8	5.4	34.0 ± 6.0	22.8 ± 4.7	19.7 ± 3.9	12.7 ± 4.2	4.7 ± 2.5	0.7 ± 0.8	60.6 ± 5.9
	Non-Indigenous	481.0 ± 2.8	2.3	6.4 ± 0.7	14.3 ± 0.9	26.2 ± 1.1	27.2 ± 0.9	16.6 ± 1.1	7.0 ± 0.8	91.3 ± 1.0
Tas	Indigenous	456.6 ± 9.8	1.4	14.1 ± 4.4	18.4 ± 5.2	27.1 ± 4.9	22.0 ± 5.6	12.7 ± 4.1	4.2 ± 2.3	84.5 ± 4.5
	Non-Indigenous	480.1 ± 4.9	0.9	8.4 ± 1.2	15.0 ± 1.4	24.1 ± 1.7	26.0 ± 1.7	17.2 ± 1.6	8.5 ± 1.4	90.7 ± 1.3
ACT	Indigenous	441.9 ± 16.7	4.8	14.1 ± 7.7	23.8 ± 11.3	30.1 ± 10.7	18.5 ± 8.2	6.1 ± 5.4	2.7 ± 3.8	81.1 ± 8.0
	Non-Indigenous	504.9 ± 5.5	1.3	3.5 ± 0.8	9.6 ± 1.3	21.2 ± 2.1	28.3 ± 1.5	22.0 ± 2.1	14.1 ± 2.1	95.2 ± 1.1
NT	Indigenous	307.3 ± 17.7	1.1	73.1 ± 5.9	11.5 ± 2.8	7.9 ± 2.4	4.6 ± 1.6	1.6 ± 0.9	0.2 ± 0.2	25.8 ± 5.7
	Non-Indigenous	474.5 ± 6.9	1.2	10.0 ± 2.2	15.4 ± 2.7	24.0 ± 2.4	26.3 ± 2.4	16.0 ± 2.1	7.2 ± 1.8	88.9 ± 2.5
Aust	Indigenous	403.4 ± 4.1	1.7	34.8 ± 1.8	22.6 ± 1.1	21.1 ± 1.1	13.3 ± 1.0	5.2 ± 0.5	1.3 ± 0.3	63.4 ± 1.8
	Non-Indigenous	488.7 ± 1.0	1.4	6.0 ± 0.2	13.0 ± 0.2	24.1 ± 0.3	26.8 ± 0.3	18.9 ± 0.3	9.7 ± 0.3	92.6 ± 0.2

Figure 5.R3: Achievement of Year 5 Students in Reading, by Indigenous status, by State and Territory, 2008.

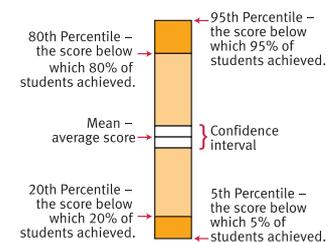


Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard. Year 5 students with results in Band 3 did not achieve the national minimum standard. Exempt students were not assessed and are deemed not to have met the national minimum standard. Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

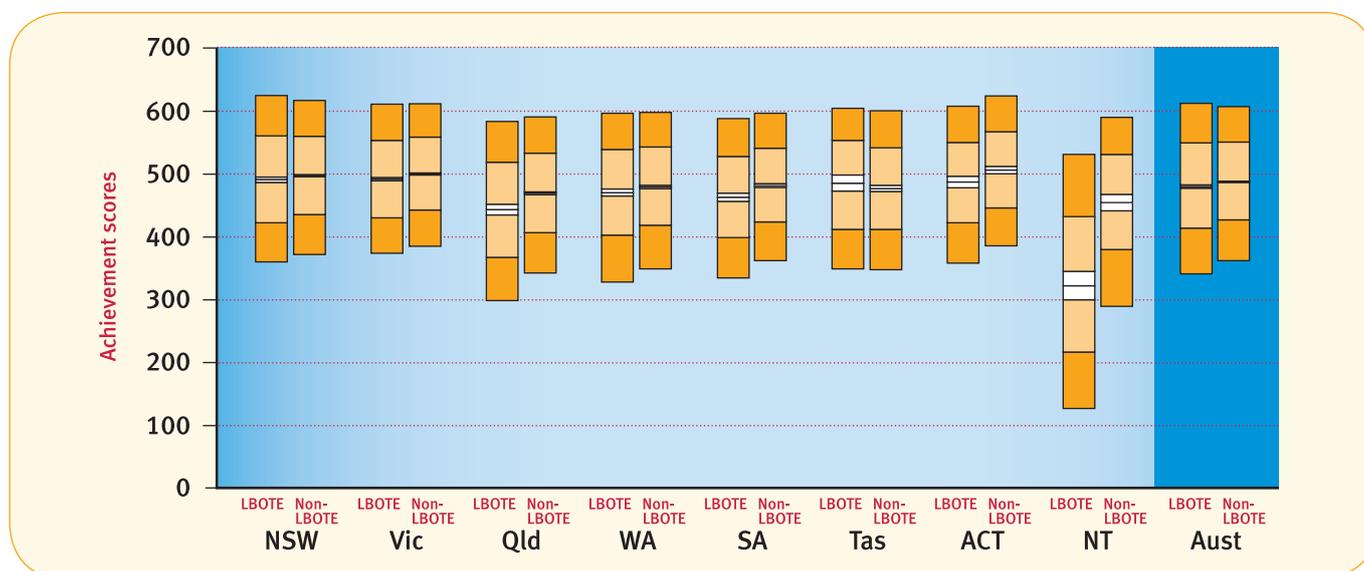


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.R4: Achievement of Year 5 Students in Reading, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	489.9 ± 4.3	1.5	7.3 ± 0.8	14.2 ± 1.1	22.9 ± 1.0	23.6 ± 1.0	17.7 ± 1.1	12.8 ± 1.6	91.2 ± 0.9
	Non-LBOTE	496.1 ± 1.8	0.5	5.3 ± 0.3	11.6 ± 0.5	22.9 ± 0.5	27.2 ± 0.6	20.7 ± 0.5	11.9 ± 0.6	94.2 ± 0.4
VIC	LBOTE	490.6 ± 2.7	3.2	4.9 ± 0.5	13.2 ± 0.9	24.6 ± 1.0	25.6 ± 0.8	18.6 ± 0.8	10.0 ± 0.8	91.9 ± 0.7
	Non-LBOTE	498.8 ± 1.6	2.2	3.5 ± 0.3	10.5 ± 0.5	23.4 ± 0.6	28.4 ± 0.5	21.3 ± 0.6	10.8 ± 0.5	94.3 ± 0.4
Qld	LBOTE	442.6 ± 8.4	4.5	21.3 ± 3.4	18.2 ± 2.3	22.1 ± 2.1	18.7 ± 1.8	10.5 ± 1.6	4.7 ± 1.2	74.2 ± 3.4
	Non-LBOTE	468.2 ± 2.2	1.4	10.6 ± 0.6	17.1 ± 0.6	25.6 ± 0.5	24.8 ± 0.6	14.6 ± 0.6	5.9 ± 0.4	88.0 ± 0.6
WA	LBOTE	469.1 ± 5.5	1.7	12.2 ± 1.9	15.7 ± 1.5	23.2 ± 1.7	24.3 ± 2.0	15.7 ± 2.0	7.2 ± 1.2	86.1 ± 2.1
	Non-LBOTE	478.3 ± 2.8	0.5	8.7 ± 0.8	14.5 ± 0.8	24.9 ± 0.8	26.6 ± 0.9	17.4 ± 1.0	7.5 ± 0.7	90.8 ± 0.8
SA	LBOTE	462.2 ± 6.5	6.6	12.1 ± 2.5	16.7 ± 2.8	25.1 ± 2.7	22.3 ± 3.1	11.9 ± 2.2	5.2 ± 1.2	81.3 ± 4.1
	Non-LBOTE	480.4 ± 2.9	2.0	6.7 ± 0.8	14.4 ± 0.9	26.0 ± 1.1	27.2 ± 0.9	16.7 ± 1.1	7.0 ± 0.8	91.3 ± 0.9
Tas	LBOTE	484.4 ± 12.5	7.7	8.5 ± 4.4	14.1 ± 5.1	18.2 ± 5.9	21.8 ± 7.7	20.7 ± 8.0	9.0 ± 4.3	83.8 ± 6.0
	Non-LBOTE	475.7 ± 4.9	0.8	9.5 ± 1.4	15.7 ± 1.5	24.7 ± 1.4	25.5 ± 1.6	16.2 ± 1.6	7.7 ± 1.2	89.7 ± 1.4
ACT	LBOTE	486.0 ± 9.4	4.6	6.6 ± 3.2	13.7 ± 4.8	21.7 ± 5.3	27.1 ± 5.4	17.4 ± 6.5	9.0 ± 3.4	88.8 ± 5.6
	Non-LBOTE	505.0 ± 5.7	1.1	3.5 ± 0.9	9.7 ± 1.5	21.6 ± 2.3	28.0 ± 1.7	22.0 ± 2.1	14.3 ± 2.2	95.5 ± 1.0
NT	LBOTE	321.8 ± 22.7	2.1	66.6 ± 8.6	10.9 ± 3.5	8.4 ± 2.8	7.2 ± 2.9	3.4 ± 1.8	1.4 ± 1.1	31.3 ± 8.1
	Non-LBOTE	453.5 ± 13.0	1.1	18.6 ± 4.6	15.3 ± 2.6	21.6 ± 3.1	23.9 ± 3.0	13.7 ± 2.6	5.9 ± 1.8	80.3 ± 4.7
Aust	LBOTE	478.7 ± 2.4	2.7	9.7 ± 0.7	14.4 ± 0.6	23.2 ± 0.7	23.5 ± 0.6	16.6 ± 0.6	9.8 ± 0.7	87.5 ± 0.7
	Non-LBOTE	486.6 ± 1.0	1.2	6.7 ± 0.2	13.2 ± 0.3	24.1 ± 0.3	26.8 ± 0.3	18.6 ± 0.3	9.3 ± 0.3	92.1 ± 0.2

Figure 5.R4: Achievement of Year 5 Students in Reading, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

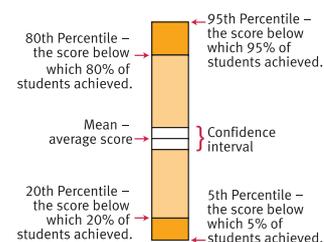
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.R5: Achievement of Year 5 Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	<i>Metro</i>	498.3 ± 2.4	0.9	5.2 ± 0.4	11.6 ± 0.6	22.2 ± 0.6	26.3 ± 0.6	20.6 ± 0.6	13.2 ± 0.8	93.9 ± 0.5
	<i>Provincial</i>	485.3 ± 2.3	0.6	6.9 ± 0.7	13.4 ± 0.8	24.8 ± 0.8	26.9 ± 0.7	18.7 ± 0.8	8.7 ± 0.6	92.6 ± 0.7
	<i>Remote</i>	452.1 ± 16.9	0.9	17.8 ± 6.7	19.1 ± 5.2	24.1 ± 6.5	20.4 ± 7.3	12.4 ± 4.8	5.3 ± 2.9	81.3 ± 7.0
	<i>Very Remote</i>	445.4 ± 38.3	0.8	22.5 ± 17.4	14.6 ± 7.2	23.0 ± 10.2	23.2 ± 14.4	13.5 ± 10.5	2.4 ± 2.7	76.7 ± 18.4
VIC	<i>Metro</i>	499.0 ± 2.0	2.5	3.6 ± 0.3	10.8 ± 0.6	23.3 ± 0.6	27.6 ± 0.6	21.1 ± 0.7	11.2 ± 0.6	94.0 ± 0.5
	<i>Provincial</i>	490.0 ± 2.3	2.3	4.9 ± 0.5	12.3 ± 0.8	24.9 ± 0.8	27.7 ± 0.8	19.3 ± 0.9	8.6 ± 0.7	92.8 ± 0.7
	<i>Remote</i>	519.1 ± 31.1	0.0	4.0 ± 8.1	6.2 ± 8.7	15.3 ± 11.9	34.5 ± 13.0	19.6 ± 16.6	20.4 ± 12.1	96.0 ± 8.1
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	471.6 ± 2.8	1.6	9.9 ± 0.8	16.3 ± 0.8	25.4 ± 0.7	25.0 ± 0.7	15.3 ± 0.8	6.5 ± 0.6	88.5 ± 0.8
	<i>Provincial</i>	460.7 ± 2.9	1.9	12.4 ± 1.0	18.7 ± 0.8	25.9 ± 0.9	23.8 ± 0.9	12.8 ± 0.9	4.6 ± 0.6	85.8 ± 1.0
	<i>Remote</i>	433.2 ± 11.6	1.2	24.1 ± 5.7	22.3 ± 3.4	22.2 ± 3.2	17.3 ± 2.7	9.7 ± 2.5	3.3 ± 1.3	74.8 ± 5.9
	<i>Very Remote</i>	399.0 ± 19.7	0.7	41.7 ± 10.1	20.4 ± 3.4	17.2 ± 4.8	11.9 ± 3.7	5.8 ± 2.4	2.3 ± 1.8	57.6 ± 10.1
WA	<i>Metro</i>	481.1 ± 3.1	0.9	7.7 ± 0.8	14.4 ± 0.9	24.7 ± 0.9	26.6 ± 0.8	17.7 ± 0.9	8.0 ± 0.7	91.4 ± 0.9
	<i>Provincial</i>	465.6 ± 4.8	0.6	11.4 ± 1.7	17.4 ± 1.6	25.9 ± 1.6	25.5 ± 1.6	14.3 ± 1.7	4.9 ± 0.9	88.0 ± 1.7
	<i>Remote</i>	453.2 ± 11.6	0.3	17.6 ± 4.9	17.7 ± 3.3	23.8 ± 3.2	22.3 ± 3.1	13.0 ± 3.2	5.3 ± 2.2	82.0 ± 4.9
	<i>Very Remote</i>	396.8 ± 18.7	0.4	43.1 ± 9.1	17.2 ± 4.4	16.9 ± 4.7	14.0 ± 3.9	6.1 ± 2.5	2.3 ± 1.3	56.5 ± 9.2
SA	<i>Metro</i>	482.7 ± 3.7	3.0	6.2 ± 0.9	13.9 ± 1.1	25.6 ± 1.4	26.9 ± 1.1	16.9 ± 1.3	7.5 ± 0.9	90.8 ± 1.3
	<i>Provincial</i>	469.4 ± 4.2	1.7	9.2 ± 1.5	16.9 ± 1.5	26.9 ± 1.5	26.1 ± 1.8	14.2 ± 1.4	5.0 ± 0.8	89.0 ± 1.7
	<i>Remote</i>	468.1 ± 9.3	1.8	9.0 ± 3.7	15.9 ± 3.6	28.4 ± 4.8	27.2 ± 4.2	13.4 ± 4.8	4.3 ± 2.3	89.2 ± 4.2
	<i>Very Remote</i>	390.5 ± 39.2	0.5	45.4 ± 17.9	17.4 ± 8.2	16.6 ± 7.2	12.0 ± 8.2	5.8 ± 5.5	2.2 ± 2.6	54.1 ± 17.3
Tas	<i>Metro</i>	484.0 ± 7.8	1.1	7.9 ± 2.0	14.0 ± 2.1	23.0 ± 2.7	26.2 ± 2.7	18.4 ± 2.5	9.4 ± 2.3	91.0 ± 2.1
	<i>Provincial</i>	471.2 ± 5.7	0.9	10.4 ± 1.6	16.7 ± 1.9	25.3 ± 1.8	24.8 ± 1.7	15.2 ± 1.9	6.8 ± 1.3	88.7 ± 1.7
	<i>Remote</i>	465.2 ± 30.6	0.0	13.8 ± 9.7	14.4 ± 10.3	26.4 ± 10.7	23.8 ± 12.0	16.0 ± 10.5	5.6 ± 7.3	86.2 ± 9.7
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	503.4 ± 5.5	1.4	3.8 ± 0.9	10.0 ± 1.4	21.5 ± 2.1	28.0 ± 1.5	21.6 ± 2.1	13.8 ± 2.1	94.8 ± 1.2
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	458.2 ± 9.9	2.0	16.0 ± 3.6	16.9 ± 2.5	22.8 ± 2.8	23.7 ± 3.0	13.2 ± 3.0	5.5 ± 1.9	82.1 ± 4.0
	<i>Remote</i>	436.1 ± 26.9	1.4	26.1 ± 9.9	15.4 ± 3.6	19.3 ± 3.9	19.8 ± 5.0	11.9 ± 4.3	6.1 ± 3.3	72.5 ± 10.0
	<i>Very Remote</i>	286.3 ± 33.2	0.5	80.4 ± 11.5	6.1 ± 2.9	5.6 ± 4.1	4.1 ± 3.0	2.5 ± 2.2	0.8 ± 0.8	19.1 ± 11.5
Aust	<i>Metro</i>	490.2 ± 1.3	1.6	6.0 ± 0.3	12.8 ± 0.3	23.6 ± 0.4	26.5 ± 0.3	19.1 ± 0.4	10.4 ± 0.4	92.4 ± 0.3
	<i>Provincial</i>	476.7 ± 1.4	1.4	8.6 ± 0.4	15.2 ± 0.4	25.3 ± 0.4	26.0 ± 0.4	16.5 ± 0.5	7.0 ± 0.3	90.0 ± 0.4
	<i>Remote</i>	448.1 ± 6.9	1.0	19.3 ± 2.9	18.3 ± 1.6	23.2 ± 1.8	21.2 ± 1.6	12.1 ± 2.1	4.9 ± 1.3	79.7 ± 2.9
	<i>Very Remote</i>	365.0 ± 15.3	0.6	53.4 ± 6.1	14.6 ± 2.5	13.9 ± 2.7	10.6 ± 2.0	5.2 ± 1.4	1.8 ± 0.7	46.1 ± 6.1

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.R6: Achievement of Year 5 Indigenous Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Metro	441.0 ± 4.3	1.0	18.0 ± 2.5	22.9 ± 3.4	27.6 ± 3.1	20.3 ± 2.6	8.1 ± 2.0	2.0 ± 0.7	81.0 ± 2.5
	Provincial	430.8 ± 4.9	1.0	21.8 ± 2.8	24.2 ± 2.2	27.4 ± 2.4	17.6 ± 2.4	6.5 ± 1.6	1.5 ± 0.8	77.2 ± 2.8
	Remote	389.3 ± 21.1	0.7	42.5 ± 11.3	26.7 ± 11.6	19.6 ± 12.3	8.0 ± 4.8	2.4 ± 3.3	0.1 ± 1.0	56.7 ± 11.1
	Very Remote	374.0 ± 30.8	2.1	52.9 ± 18.2	23.8 ± 12.0	12.1 ± 16.2	5.8 ± 8.4	3.3 ± 5.3	0.0 ± 0.0	45.0 ± 20.8
VIC	Metro	462.0 ± 9.1	3.7	9.3 ± 4.2	20.7 ± 6.2	27.5 ± 5.8	22.8 ± 6.4	12.4 ± 4.9	3.6 ± 2.4	87.0 ± 4.5
	Provincial	438.0 ± 8.3	3.5	17.3 ± 4.4	25.9 ± 6.3	26.9 ± 7.8	16.4 ± 6.4	8.2 ± 4.3	1.7 ± 1.4	79.1 ± 4.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	419.3 ± 8.8	1.9	27.6 ± 3.7	25.1 ± 3.1	23.5 ± 3.5	14.7 ± 2.1	5.7 ± 1.9	1.6 ± 0.9	70.5 ± 3.7
	Provincial	409.8 ± 7.8	2.5	31.5 ± 4.9	26.7 ± 2.6	21.6 ± 3.0	12.7 ± 2.2	4.1 ± 1.2	0.9 ± 0.6	66.0 ± 4.7
	Remote	366.1 ± 19.6	2.8	54.3 ± 11.3	22.1 ± 7.7	14.3 ± 6.2	5.2 ± 4.5	1.3 ± 1.3	0.0 ± 0.0	43.0 ± 10.9
	Very Remote	350.8 ± 14.0	0.4	65.0 ± 9.0	20.3 ± 5.5	9.9 ± 5.3	3.6 ± 2.6	0.8 ± 1.1	0.0 ± 0.3	34.5 ± 9.0
WA	Metro	400.8 ± 7.1	1.4	37.0 ± 4.3	25.8 ± 4.3	19.7 ± 3.8	11.0 ± 3.0	3.9 ± 2.4	1.2 ± 1.1	61.6 ± 4.3
	Provincial	393.7 ± 9.6	0.9	40.4 ± 6.9	27.4 ± 5.0	19.2 ± 5.5	8.2 ± 3.5	3.3 ± 2.7	0.5 ± 0.8	58.6 ± 6.9
	Remote	378.2 ± 13.8	0.7	47.4 ± 8.2	25.8 ± 6.8	16.9 ± 6.5	6.4 ± 4.0	2.3 ± 1.9	0.5 ± 1.2	51.9 ± 8.2
	Very Remote	343.0 ± 13.4	0.7	68.5 ± 7.7	17.3 ± 6.6	7.9 ± 3.7	4.2 ± 3.0	1.0 ± 1.3	0.3 ± 0.8	30.9 ± 7.7
SA	Metro	432.2 ± 9.8	6.5	20.4 ± 5.7	23.5 ± 5.8	24.3 ± 5.4	17.6 ± 5.4	6.4 ± 3.6	1.3 ± 1.5	73.1 ± 5.9
	Provincial	401.7 ± 13.1	6.3	36.8 ± 8.7	23.7 ± 7.6	18.2 ± 6.5	10.6 ± 7.4	4.2 ± 4.6	0.2 ± 0.8	56.9 ± 9.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	322.3 ± 29.3	0.0	80.3 ± 14.8	14.0 ± 13.2	4.4 ± 6.3	1.4 ± 2.8	0.0 ± 0.0	0.0 ± 0.0	19.7 ± 14.8
Tas	Metro	452.5 ± 18.1	2.1	17.3 ± 7.7	15.7 ± 8.2	24.8 ± 9.5	25.0 ± 9.3	11.1 ± 7.7	4.0 ± 3.5	80.6 ± 7.7
	Provincial	459.2 ± 11.2	1.1	12.5 ± 4.7	19.4 ± 5.2	28.0 ± 6.2	21.3 ± 6.5	13.5 ± 4.5	4.2 ± 2.9	86.4 ± 4.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	445.0 ± 15.7	4.9	12.4 ± 7.1	24.3 ± 11.5	30.7 ± 10.8	18.8 ± 8.3	6.2 ± 5.5	2.7 ± 3.9	82.7 ± 7.6
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	395.7 ± 14.2	1.3	40.3 ± 8.0	22.5 ± 5.4	18.7 ± 6.1	13.3 ± 5.1	3.2 ± 2.2	0.6 ± 1.0	58.4 ± 7.9
	Remote	355.8 ± 25.7	2.2	55.9 ± 11.3	19.6 ± 7.2	12.8 ± 5.2	6.6 ± 3.1	2.8 ± 2.4	0.1 ± 0.5	41.9 ± 10.6
	Very Remote	257.4 ± 19.6	0.6	91.5 ± 4.6	4.6 ± 2.3	2.1 ± 1.6	0.6 ± 0.8	0.5 ± 0.8	0.0 ± 0.0	7.9 ± 4.2
Aust	Metro	428.7 ± 4.0	2.1	23.6 ± 1.9	23.8 ± 1.3	24.7 ± 1.5	17.0 ± 1.5	6.9 ± 1.3	1.9 ± 0.5	74.4 ± 1.9
	Provincial	420.3 ± 3.6	1.8	27.2 ± 2.2	24.9 ± 1.5	24.1 ± 1.6	15.0 ± 1.8	5.7 ± 1.1	1.3 ± 0.5	71.0 ± 2.2
	Remote	371.3 ± 10.5	1.6	50.5 ± 5.3	23.4 ± 3.5	15.7 ± 3.7	6.3 ± 2.3	2.3 ± 1.1	0.3 ± 0.4	47.8 ± 5.2
	Very Remote	307.6 ± 12.9	0.6	77.7 ± 4.2	12.6 ± 2.8	5.9 ± 1.9	2.4 ± 1.2	0.8 ± 0.7	0.1 ± 0.2	21.7 ± 4.2

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.R7: Achievement of Year 5 Students in Reading, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	520.5 ± 1.5	1.2	2.2 ± 0.2	6.6 ± 0.3	17.5 ± 0.7	27.6 ± 0.6	26.5 ± 0.7	18.4 ± 0.8	96.6 ± 0.2
Advanced diploma/diploma	491.6 ± 1.4	1.4	4.9 ± 0.3	11.6 ± 0.6	24.2 ± 0.9	29.1 ± 0.7	19.8 ± 0.9	8.9 ± 0.6	93.7 ± 0.4
Cert I to IV	473.6 ± 1.0	1.4	7.8 ± 0.3	15.9 ± 0.4	27.5 ± 0.5	26.8 ± 0.7	15.4 ± 0.5	5.3 ± 0.3	90.8 ± 0.4
Year 12 or equivalent	475.7 ± 1.7	2.1	8.4 ± 0.7	15.0 ± 0.7	25.8 ± 0.8	26.4 ± 1.0	16.0 ± 0.8	6.3 ± 0.5	89.5 ± 0.7
Year 11 or equivalent or below	445.6 ± 1.7	3.7	16.1 ± 0.7	21.1 ± 0.6	26.8 ± 0.7	20.3 ± 0.7	9.3 ± 0.6	2.7 ± 0.3	80.2 ± 0.8
Not stated	483.0 ± 1.4	1.2	7.9 ± 0.3	13.8 ± 0.3	24.0 ± 0.4	25.9 ± 0.4	17.9 ± 0.4	9.3 ± 0.4	90.9 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 5 students with parental education 'not stated' is 47%.

Table 5.R8: Achievement of Year 5 Students in Reading, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	516.2 ± 1.4	1.0	2.6 ± 0.2	7.2 ± 0.4	18.5 ± 0.6	28.0 ± 0.6	25.6 ± 0.6	17.1 ± 0.7	96.4 ± 0.3
Other business managers and associate professionals	495.5 ± 1.2	1.1	4.2 ± 0.3	11.1 ± 0.5	23.8 ± 0.5	29.1 ± 0.6	20.9 ± 0.6	9.9 ± 0.5	94.7 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	477.7 ± 1.2	1.6	6.9 ± 0.4	14.7 ± 0.6	27.2 ± 0.6	27.3 ± 0.6	16.2 ± 0.6	6.1 ± 0.3	91.5 ± 0.4
Machine operators, hospitality staff, assistants, labourers	460.9 ± 1.7	2.4	11.9 ± 0.6	18.9 ± 0.7	26.6 ± 0.7	23.4 ± 0.8	12.2 ± 0.6	4.7 ± 0.5	85.8 ± 0.7
Not in paid work in the previous 12 months	444.5 ± 2.3	7.5	17.4 ± 1.1	19.9 ± 1.0	23.9 ± 1.1	18.0 ± 1.1	9.7 ± 0.8	3.5 ± 0.4	75.1 ± 1.3
Not stated	481.5 ± 1.4	1.2	8.3 ± 0.3	14.1 ± 0.3	24.1 ± 0.4	25.6 ± 0.4	17.6 ± 0.4	9.1 ± 0.4	90.6 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

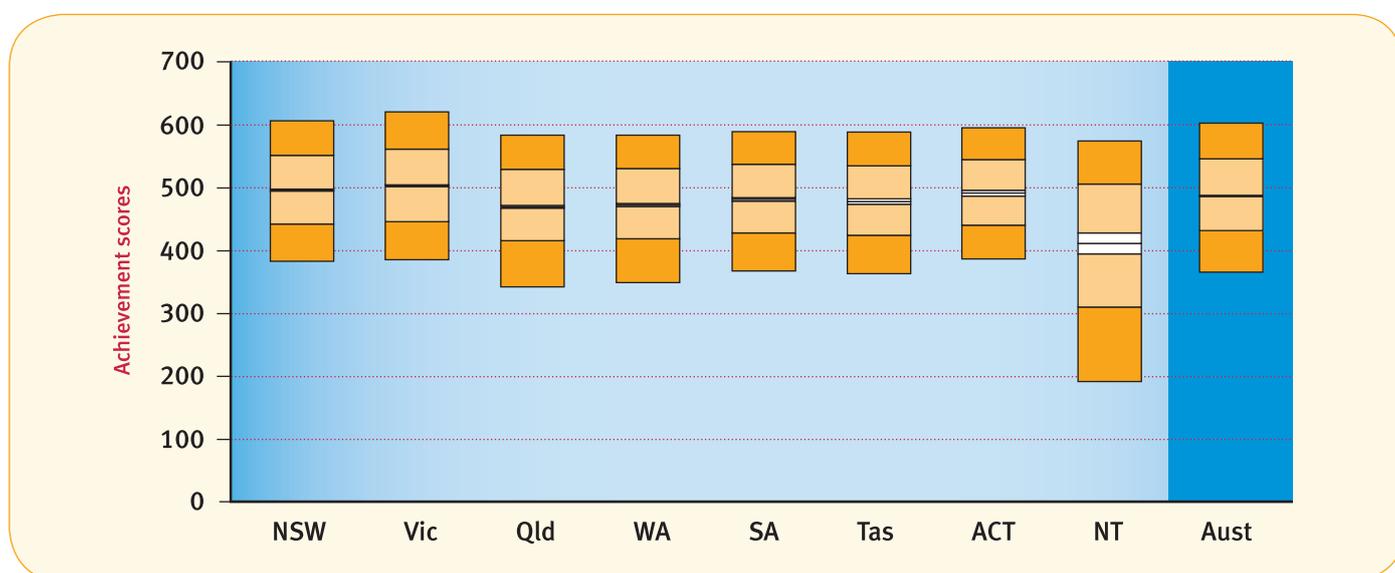
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 5 students with parental occupation 'not stated' is 49%.

Table 5.W1: Achievement of Year 5 Students in Writing, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above		
NSW	10yrs 7mths 5yrs 4mths	495.4 ± 1.6 69.1	97.5	0.8	4.0 ± 0.3	9.9 ± 0.4	24.4 ± 0.5	31.2 ± 0.4	20.2 ± 0.5	9.4 ± 0.6	95.1 ± 0.3	
VIC	10yrs 9mths 5yrs 4mths	502.4 ± 1.5 71.4	96.1	2.5	3.6 ± 0.3	9.3 ± 0.4	22.1 ± 0.5	29.3 ± 0.4	20.8 ± 0.6	12.5 ± 0.5	93.9 ± 0.3	
Qld	10yrs 1mth 4yrs 4mths	468.9 ± 2.1 75.3	97.7	1.7	8.9 ± 0.6	15.1 ± 0.5	28.1 ± 0.6	27.4 ± 0.6	13.9 ± 0.6	4.9 ± 0.4	89.5 ± 0.6	
WA	10yrs 4mths 5yrs 4mths	471.7 ± 2.5 72.6	95.7	0.8	8.2 ± 0.7	14.8 ± 0.7	28.4 ± 0.7	28.2 ± 0.9	14.6 ± 0.8	5.0 ± 0.5	91.0 ± 0.7	
SA	10yrs 7mths 5yrs 4mths	480.8 ± 2.9 67.8	96.8	2.6	5.7 ± 0.6	13.2 ± 1.0	27.0 ± 1.1	29.3 ± 1.1	16.3 ± 1.0	5.9 ± 0.6	91.7 ± 0.9	
Tas	10yrs 11mths 5yrs 4mths	477.3 ± 4.4 69.8	96.6	1.0	6.4 ± 1.0	14.4 ± 1.6	28.4 ± 1.5	28.3 ± 1.6	15.7 ± 1.6	5.7 ± 1.0	92.6 ± 1.1	
ACT	10yrs 8mths 5yrs 4mths	490.7 ± 4.7 64.4	96.4	1.5	3.6 ± 0.9	10.7 ± 1.5	26.5 ± 1.9	31.5 ± 1.9	19.2 ± 2.0	7.0 ± 1.3	94.9 ± 1.3	
NT	10yrs 6mths 5yrs 4mths	410.9 ± 16.7 114.5	84.3	1.5	32.3 ± 6.3	15.4 ± 2.2	20.1 ± 2.7	18.5 ± 3.1	8.2 ± 2.0	4.0 ± 1.3	66.3 ± 6.2	
Aust	10yrs 6mths 5yrs 1mth	486.5 ± 1.0 73.6	96.7	1.5	5.9 ± 0.2	11.8 ± 0.2	25.3 ± 0.3	29.3 ± 0.3	17.9 ± 0.3	8.3 ± 0.3	92.6 ± 0.2	

Figure 5.W1: Achievement of Year 5 Students in Writing, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

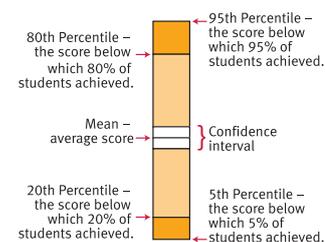
Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 5 students reported by schools which includes those absent and withdrawn.

Reading the graph

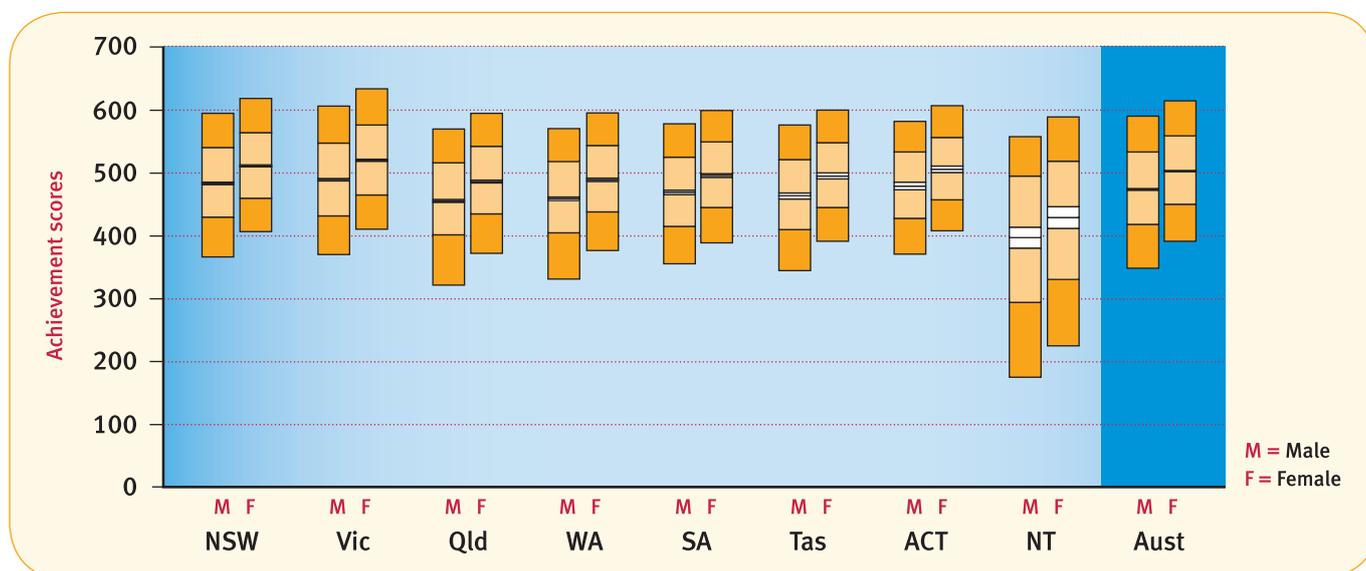


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.W2: Achievement of Year 5 Students in Writing, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	482.0 ± 1.9	1.0	5.9 ± 0.4	12.9 ± 0.5	27.3 ± 0.6	29.6 ± 0.5	16.7 ± 0.6	6.7 ± 0.5	93.1 ± 0.4
	Female	509.4 ± 1.6	0.7	2.0 ± 0.2	6.9 ± 0.4	21.3 ± 0.7	32.9 ± 0.6	24.0 ± 0.6	12.2 ± 0.7	97.3 ± 0.2
VIC	Male	487.4 ± 1.8	3.1	5.4 ± 0.5	12.3 ± 0.6	25.0 ± 0.7	28.3 ± 0.7	17.2 ± 0.7	8.6 ± 0.5	91.4 ± 0.6
	Female	518.1 ± 1.6	1.7	1.7 ± 0.2	6.1 ± 0.4	18.9 ± 0.7	30.4 ± 0.6	24.6 ± 0.6	16.6 ± 0.7	96.6 ± 0.3
Qld	Male	454.0 ± 2.3	2.2	12.3 ± 0.8	18.5 ± 0.7	29.1 ± 0.7	24.3 ± 0.7	10.5 ± 0.6	3.2 ± 0.3	85.5 ± 0.8
	Female	484.4 ± 2.2	1.1	5.3 ± 0.5	11.6 ± 0.6	27.0 ± 0.8	30.6 ± 0.7	17.6 ± 0.7	6.7 ± 0.5	93.6 ± 0.5
WA	Male	457.3 ± 2.8	0.9	11.3 ± 1.0	18.2 ± 0.9	29.8 ± 0.9	25.3 ± 1.0	11.3 ± 0.9	3.2 ± 0.4	87.8 ± 1.0
	Female	487.2 ± 2.6	0.7	4.8 ± 0.6	11.1 ± 0.9	26.9 ± 1.1	31.4 ± 1.1	18.2 ± 1.0	7.0 ± 0.7	94.5 ± 0.7
SA	Male	467.4 ± 3.3	3.3	7.9 ± 0.8	16.8 ± 1.1	28.9 ± 1.2	26.6 ± 1.3	12.6 ± 1.1	4.0 ± 0.6	88.8 ± 1.2
	Female	494.3 ± 2.9	1.9	3.5 ± 0.6	9.5 ± 1.0	25.0 ± 1.6	32.0 ± 1.6	20.1 ± 1.3	7.9 ± 0.8	94.6 ± 0.9
Tas	Male	461.8 ± 4.9	1.0	9.6 ± 1.5	18.6 ± 2.1	30.4 ± 2.5	24.6 ± 1.9	12.0 ± 1.8	3.8 ± 1.1	89.5 ± 1.6
	Female	493.5 ± 4.6	1.0	3.2 ± 0.8	10.0 ± 1.5	26.4 ± 2.3	32.1 ± 2.2	19.6 ± 2.2	7.7 ± 1.4	95.9 ± 0.9
ACT	Male	477.4 ± 6.1	1.8	5.5 ± 1.6	13.9 ± 2.0	29.3 ± 2.6	29.1 ± 2.9	15.7 ± 2.2	4.5 ± 1.4	92.7 ± 2.0
	Female	504.1 ± 5.0	1.2	1.7 ± 0.7	7.3 ± 1.6	23.7 ± 2.6	33.8 ± 2.4	22.7 ± 2.7	9.6 ± 1.7	97.1 ± 1.1
NT	Male	396.0 ± 16.5	1.4	36.3 ± 6.5	17.1 ± 2.7	19.4 ± 3.4	16.6 ± 3.5	6.6 ± 2.1	2.6 ± 1.2	62.4 ± 6.4
	Female	427.6 ± 17.1	1.6	27.8 ± 6.4	13.6 ± 2.5	20.9 ± 3.2	20.6 ± 3.5	10.0 ± 2.4	5.5 ± 1.7	70.6 ± 6.4
Aust	Male	472.2 ± 1.1	1.9	8.3 ± 0.3	14.9 ± 0.3	27.5 ± 0.3	27.2 ± 0.3	14.4 ± 0.3	5.7 ± 0.2	89.8 ± 0.3
	Female	501.4 ± 1.0	1.1	3.4 ± 0.2	8.5 ± 0.2	22.9 ± 0.4	31.4 ± 0.4	21.6 ± 0.3	11.0 ± 0.3	95.5 ± 0.2

Figure 5.W2: Achievement of Year 5 Students in Writing, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

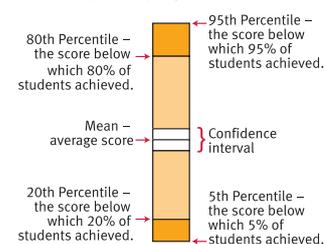
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

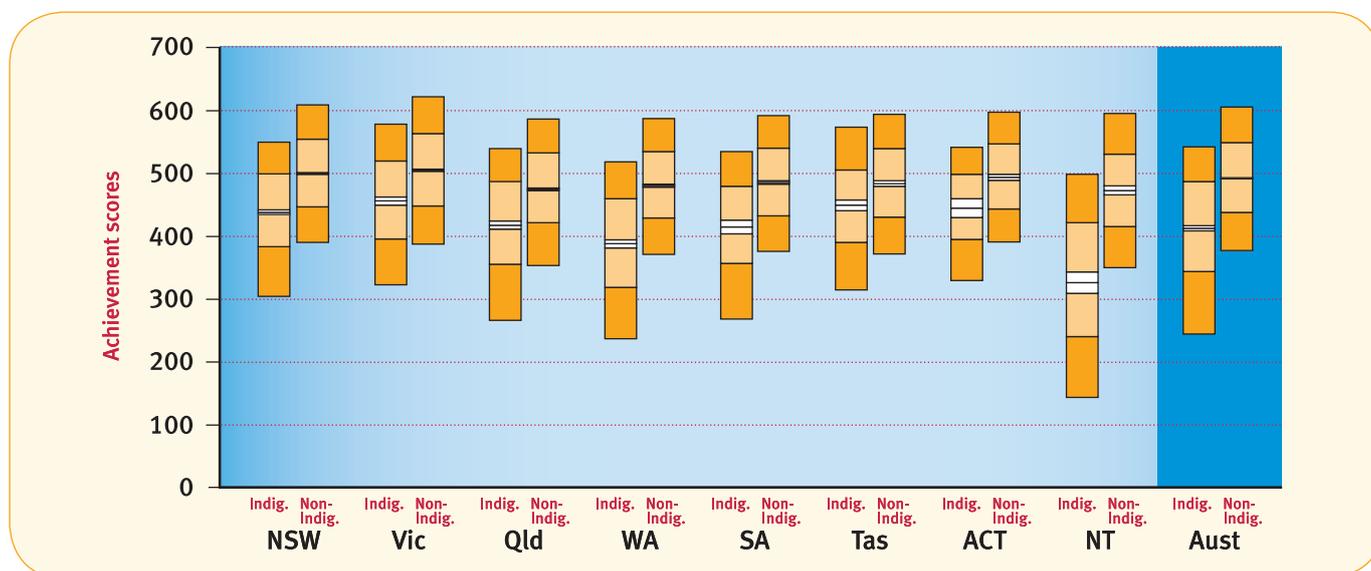


Each State/s/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.W3: Achievement of Year 5 Students in Writing, by Indigenous status, by State and Territory, 2008..

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 5	Band 6	Band 7	Band 8 and above	
NSW	Indigenous	436.4 ± 3.7	1.1	17.2 ± 1.9	23.1 ± 2.0	29.5 ± 1.9	20.8 ± 1.7	7.0 ± 0.9	1.3 ± 0.5	81.7 ± 1.9
	Non-Indigenous	498.0 ± 1.5	0.7	3.4 ± 0.2	9.4 ± 0.4	24.2 ± 0.5	31.7 ± 0.4	20.8 ± 0.5	9.7 ± 0.6	95.9 ± 0.3
VIC	Indigenous	454.4 ± 6.4	3.9	13.4 ± 2.7	18.4 ± 2.9	26.7 ± 3.8	22.7 ± 3.2	10.9 ± 3.0	3.9 ± 1.8	82.7 ± 2.9
	Non-Indigenous	503.1 ± 1.5	2.2	3.5 ± 0.3	9.2 ± 0.4	22.1 ± 0.5	29.5 ± 0.4	21.0 ± 0.5	12.6 ± 0.5	94.3 ± 0.4
Qld	Indigenous	416.2 ± 6.5	2.1	25.9 ± 2.8	23.8 ± 1.9	25.8 ± 2.1	16.1 ± 2.0	5.3 ± 1.2	1.0 ± 0.5	72.0 ± 2.8
	Non-Indigenous	473.1 ± 1.9	1.7	7.5 ± 0.5	14.4 ± 0.6	28.2 ± 0.5	28.3 ± 0.5	14.6 ± 0.6	5.2 ± 0.4	90.8 ± 0.5
WA	Indigenous	386.7 ± 6.5	1.0	39.9 ± 3.4	25.4 ± 3.0	20.8 ± 3.1	9.6 ± 1.7	2.7 ± 1.0	0.6 ± 0.4	59.2 ± 3.3
	Non-Indigenous	478.9 ± 2.1	0.7	5.5 ± 0.5	13.8 ± 0.7	28.9 ± 0.9	30.0 ± 0.9	15.7 ± 0.8	5.4 ± 0.6	93.7 ± 0.5
SA	Indigenous	413.4 ± 10.7	5.4	25.6 ± 5.1	23.7 ± 4.3	26.7 ± 4.2	13.6 ± 3.0	4.1 ± 2.7	0.9 ± 0.8	69.0 ± 5.2
	Non-Indigenous	483.9 ± 2.7	2.3	4.8 ± 0.5	12.7 ± 0.9	27.0 ± 1.1	30.0 ± 1.1	17.0 ± 1.1	6.1 ± 0.6	92.8 ± 0.8
Tas	Indigenous	447.7 ± 8.5	1.4	14.8 ± 3.5	20.4 ± 5.0	29.1 ± 5.7	22.8 ± 4.7	8.2 ± 3.9	3.4 ± 2.3	83.8 ± 3.5
	Non-Indigenous	481.9 ± 4.3	0.9	5.3 ± 0.9	13.4 ± 1.7	28.1 ± 2.0	29.3 ± 1.8	16.6 ± 1.7	6.3 ± 1.2	93.8 ± 1.0
ACT	Indigenous	442.9 ± 14.9	4.8	13.1 ± 8.6	22.9 ± 10.4	31.2 ± 14.9	20.8 ± 10.1	6.9 ± 7.2	0.4 ± 1.6	82.1 ± 8.7
	Non-Indigenous	492.0 ± 4.6	1.4	3.3 ± 0.9	10.3 ± 1.5	26.5 ± 1.9	31.7 ± 1.9	19.5 ± 2.0	7.2 ± 1.4	95.3 ± 1.2
NT	Indigenous	325.4 ± 17.0	1.1	66.2 ± 6.3	14.4 ± 3.0	10.4 ± 2.7	6.1 ± 2.4	1.5 ± 1.2	0.4 ± 0.4	32.8 ± 6.1
	Non-Indigenous	471.2 ± 7.3	1.2	8.5 ± 2.0	16.3 ± 2.8	27.4 ± 3.3	27.3 ± 3.4	12.7 ± 2.7	6.6 ± 1.8	90.2 ± 2.2
Aust	Indigenous	411.2 ± 4.1	1.8	28.5 ± 1.7	22.4 ± 1.0	24.8 ± 1.4	16.0 ± 0.9	5.4 ± 0.6	1.2 ± 0.2	69.7 ± 1.7
	Non-Indigenous	490.6 ± 0.9	1.4	4.7 ± 0.2	11.2 ± 0.2	25.3 ± 0.3	30.1 ± 0.3	18.6 ± 0.3	8.7 ± 0.3	93.9 ± 0.2

Figure 5.W3: Achievement of Year 5 Students in Writing, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard. Year 5 students with results in Band 3 did not achieve the national minimum standard. Exempt students were not assessed and are deemed not to have met the national minimum standard. Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

95th Percentile – the score below which 95% of students achieved.

80th Percentile – the score below which 80% of students achieved.

Mean – average score } Confidence interval

20th Percentile – the score below which 20% of students achieved.

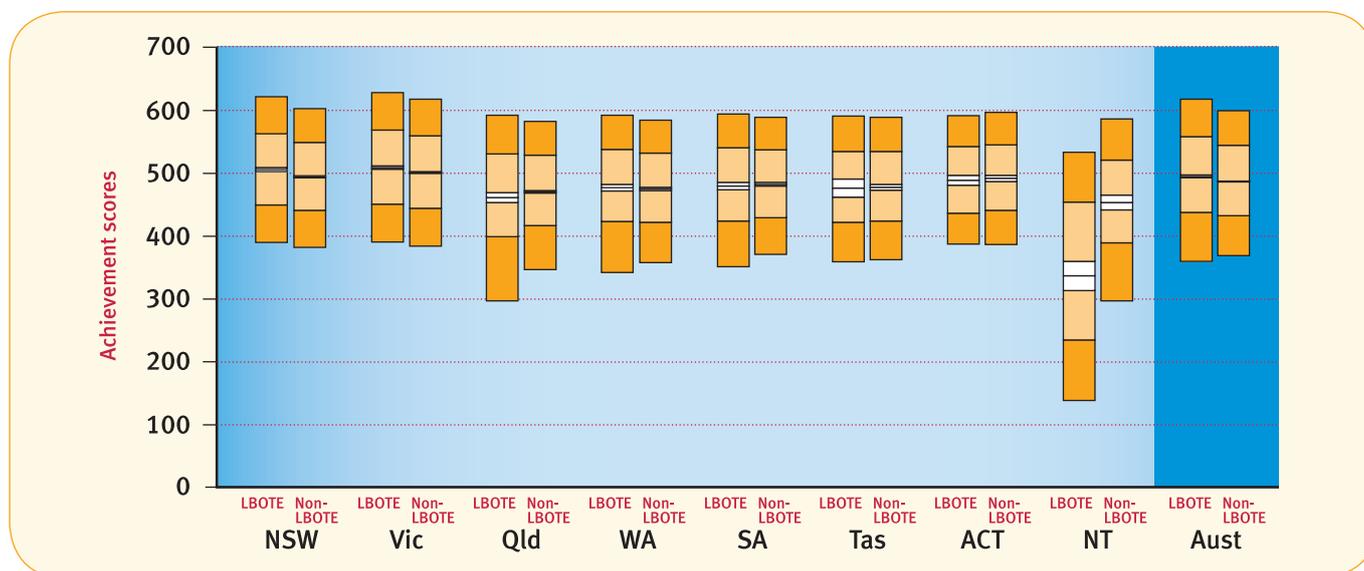
5th Percentile – the score below which 5% of students achieved.

Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.W4: Achievement of Year 5 Students in Writing, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	504.7 ± 3.2	1.5	3.4 ± 0.4	8.5 ± 0.8	21.8 ± 1.0	30.1 ± 1.0	22.0 ± 0.9	12.6 ± 1.3	95.1 ± 0.5
	Non-LBOTE	493.4 ± 1.6	0.6	4.2 ± 0.3	10.3 ± 0.4	25.0 ± 0.5	31.5 ± 0.5	19.9 ± 0.5	8.7 ± 0.5	95.3 ± 0.3
VIC	LBOTE	508.2 ± 2.4	3.2	3.2 ± 0.4	8.4 ± 0.6	20.5 ± 0.9	28.8 ± 0.8	21.6 ± 0.9	14.4 ± 1.0	93.6 ± 0.6
	Non-LBOTE	500.4 ± 1.6	2.2	3.8 ± 0.3	9.6 ± 0.5	22.7 ± 0.6	29.5 ± 0.5	20.5 ± 0.6	11.8 ± 0.5	94.0 ± 0.4
Qld	LBOTE	460.8 ± 7.9	4.5	13.3 ± 2.6	14.5 ± 1.5	24.4 ± 1.9	24.2 ± 2.0	13.0 ± 1.7	6.0 ± 1.3	82.2 ± 2.7
	Non-LBOTE	469.7 ± 2.0	1.4	8.4 ± 0.5	15.2 ± 0.5	28.4 ± 0.5	27.7 ± 0.6	14.0 ± 0.5	4.8 ± 0.3	90.1 ± 0.6
WA	LBOTE	476.3 ± 5.0	1.7	8.4 ± 1.6	12.6 ± 1.4	26.3 ± 1.7	28.3 ± 1.9	16.3 ± 1.7	6.5 ± 1.3	89.9 ± 1.8
	Non-LBOTE	474.5 ± 2.5	0.5	7.2 ± 0.7	14.4 ± 0.8	28.7 ± 1.0	28.9 ± 1.2	15.2 ± 0.9	5.1 ± 0.6	92.3 ± 0.7
SA	LBOTE	479.1 ± 5.9	6.6	7.2 ± 1.8	12.4 ± 2.4	24.1 ± 2.3	27.3 ± 2.8	15.9 ± 2.4	6.4 ± 1.5	86.2 ± 3.9
	Non-LBOTE	481.8 ± 2.8	2.0	5.3 ± 0.6	13.2 ± 1.1	27.3 ± 1.1	29.7 ± 1.1	16.6 ± 1.0	5.9 ± 0.6	92.7 ± 0.7
Tas	LBOTE	475.8 ± 14.4	8.2	5.9 ± 3.4	14.5 ± 6.0	25.8 ± 6.9	25.7 ± 7.0	14.2 ± 6.3	5.7 ± 4.6	85.9 ± 5.2
	Non-LBOTE	477.0 ± 4.4	0.8	6.5 ± 1.0	14.5 ± 1.6	28.6 ± 1.6	28.3 ± 1.7	15.7 ± 1.6	5.7 ± 1.1	92.7 ± 1.1
ACT	LBOTE	488.1 ± 7.7	4.8	3.5 ± 1.8	11.9 ± 4.0	24.9 ± 4.8	30.6 ± 5.3	18.4 ± 5.2	6.0 ± 2.5	91.7 ± 5.3
	Non-LBOTE	491.0 ± 4.8	1.2	3.6 ± 1.0	10.6 ± 1.6	26.7 ± 2.1	31.6 ± 1.9	19.2 ± 2.1	7.2 ± 1.4	95.3 ± 1.2
NT	LBOTE	336.5 ± 23.0	2.1	60.3 ± 8.6	12.4 ± 3.2	10.9 ± 3.6	9.3 ± 3.1	3.5 ± 1.8	1.5 ± 1.1	37.6 ± 8.1
	Non-LBOTE	452.7 ± 11.5	1.1	16.1 ± 4.3	17.1 ± 3.2	25.6 ± 2.9	23.7 ± 3.1	11.0 ± 2.7	5.4 ± 2.1	82.8 ± 4.4
Aust	LBOTE	494.2 ± 2.1	2.8	6.1 ± 0.5	9.7 ± 0.5	21.9 ± 0.5	28.3 ± 0.5	19.7 ± 0.6	11.5 ± 0.6	91.1 ± 0.6
	Non-LBOTE	486.0 ± 0.9	1.3	5.6 ± 0.2	12.0 ± 0.3	25.9 ± 0.3	29.6 ± 0.3	17.8 ± 0.3	7.8 ± 0.2	93.2 ± 0.2

Figure 5.W4: Achievement of Year 5 Students in Writing, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

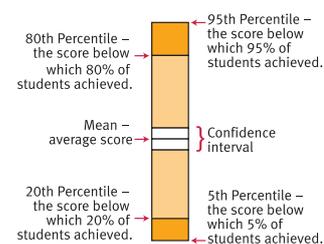
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.W5: Achievement by Year 5 Students in Writing, of Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above		
NSW	<i>Metro</i>	501.4 ± 1.9	0.9	3.3 ± 0.3	8.8 ± 0.4	23.0 ± 0.6	31.5 ± 0.5	21.7 ± 0.5	10.9 ± 0.7	95.8 ± 0.3	
	<i>Provincial</i>	479.2 ± 2.2	0.6	5.9 ± 0.6	13.2 ± 0.8	28.4 ± 0.8	30.6 ± 0.8	16.1 ± 0.8	5.2 ± 0.5	93.6 ± 0.6	
	<i>Remote</i>	449.6 ± 16.9	0.4	14.2 ± 6.8	19.8 ± 4.7	29.4 ± 6.5	22.5 ± 7.1	10.8 ± 4.6	2.8 ± 1.7	85.3 ± 6.7	
	<i>Very Remote</i>	443.0 ± 54.4	0.8	18.4 ± 17.7	19.0 ± 13.0	21.6 ± 10.5	24.9 ± 15.1	12.1 ± 12.0	3.2 ± 4.1	80.8 ± 18.8	
VIC	<i>Metro</i>	506.9 ± 1.8	2.5	3.2 ± 0.3	8.5 ± 0.4	21.0 ± 0.6	29.2 ± 0.5	21.7 ± 0.6	13.9 ± 0.7	94.3 ± 0.5	
	<i>Provincial</i>	489.7 ± 2.3	2.3	4.9 ± 0.5	11.4 ± 0.9	25.2 ± 0.8	29.7 ± 0.9	18.1 ± 0.9	8.4 ± 0.6	92.8 ± 0.6	
	<i>Remote</i>	502.5 ± 26.6	0.0	4.7 ± 7.0	9.1 ± 11.2	19.3 ± 15.1	31.6 ± 15.4	25.1 ± 12.9	10.2 ± 10.7	95.3 ± 7.0	
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-	
Qld	<i>Metro</i>	474.4 ± 2.5	1.6	7.5 ± 0.6	14.1 ± 0.7	27.8 ± 0.6	28.3 ± 0.7	15.0 ± 0.7	5.6 ± 0.5	90.8 ± 0.7	
	<i>Provincial</i>	462.7 ± 2.8	1.9	9.8 ± 0.9	16.8 ± 0.9	29.1 ± 1.1	26.4 ± 0.9	12.3 ± 0.8	3.6 ± 0.4	88.3 ± 1.0	
	<i>Remote</i>	441.8 ± 12.5	1.1	17.6 ± 5.2	20.0 ± 3.7	27.0 ± 5.1	22.1 ± 3.8	9.3 ± 3.0	2.9 ± 1.7	81.4 ± 5.4	
	<i>Very Remote</i>	407.7 ± 18.3	1.2	31.6 ± 7.6	21.2 ± 3.4	22.7 ± 4.3	15.3 ± 3.7	6.6 ± 3.4	1.5 ± 1.3	67.2 ± 7.9	
WA	<i>Metro</i>	479.1 ± 2.8	0.9	6.1 ± 0.6	13.5 ± 0.8	28.1 ± 0.9	29.3 ± 1.0	16.2 ± 0.9	5.8 ± 0.7	92.9 ± 0.7	
	<i>Provincial</i>	464.0 ± 4.1	0.6	8.9 ± 1.3	17.3 ± 1.7	30.4 ± 1.7	27.4 ± 1.7	12.1 ± 1.4	3.4 ± 0.8	90.5 ± 1.3	
	<i>Remote</i>	448.9 ± 10.0	0.3	15.0 ± 4.2	18.8 ± 3.2	28.5 ± 3.2	24.6 ± 3.3	10.0 ± 2.5	2.8 ± 1.2	84.6 ± 4.2	
	<i>Very Remote</i>	398.3 ± 17.3	0.4	36.7 ± 8.2	20.2 ± 3.3	21.4 ± 3.9	15.9 ± 4.1	4.4 ± 2.0	1.0 ± 0.9	62.9 ± 8.3	
SA	<i>Metro</i>	486.4 ± 3.4	3.0	4.7 ± 0.6	12.0 ± 1.0	26.1 ± 1.3	29.8 ± 1.2	17.6 ± 1.2	6.8 ± 0.8	92.3 ± 1.2	
	<i>Provincial</i>	470.2 ± 4.5	1.7	7.4 ± 1.3	15.9 ± 1.7	29.1 ± 1.9	28.3 ± 2.2	13.7 ± 1.6	3.9 ± 0.8	90.9 ± 1.5	
	<i>Remote</i>	470.1 ± 7.3	1.8	6.8 ± 3.1	15.1 ± 3.7	31.4 ± 5.4	29.1 ± 6.3	12.5 ± 4.3	3.2 ± 1.7	91.3 ± 3.7	
	<i>Very Remote</i>	394.2 ± 45.0	0.5	36.1 ± 20.1	18.9 ± 9.3	23.1 ± 9.7	13.5 ± 6.8	7.0 ± 6.2	0.8 ± 1.5	63.4 ± 19.7	
Tas	<i>Metro</i>	481.3 ± 7.2	1.2	6.0 ± 1.5	13.1 ± 2.2	27.7 ± 2.4	28.1 ± 2.2	17.4 ± 2.6	6.5 ± 1.7	92.8 ± 1.7	
	<i>Provincial</i>	474.7 ± 5.5	0.9	6.6 ± 1.3	15.3 ± 1.9	29.0 ± 2.2	28.6 ± 2.3	14.5 ± 1.8	5.1 ± 1.3	92.5 ± 1.4	
	<i>Remote</i>	466.9 ± 29.9	0.0	10.2 ± 8.8	18.0 ± 11.1	27.6 ± 11.4	24.7 ± 13.2	14.7 ± 10.2	4.9 ± 5.5	89.8 ± 8.8	
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
ACT	<i>Metro</i>	490.8 ± 4.7	1.5	3.5 ± 0.9	10.7 ± 1.5	26.6 ± 1.9	31.5 ± 1.9	19.2 ± 2.0	7.0 ± 1.3	95.0 ± 1.2	
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	<i>Remote</i>	-	-	-	-	-	-	-	-	-	
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-	
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-	
	<i>Provincial</i>	456.9 ± 9.3	2.0	13.1 ± 3.2	18.1 ± 2.9	26.8 ± 2.8	24.9 ± 3.8	10.0 ± 2.5	5.1 ± 1.6	84.9 ± 3.5	
	<i>Remote</i>	443.7 ± 24.5	1.4	21.6 ± 8.5	16.6 ± 4.6	21.6 ± 5.6	21.5 ± 5.0	11.8 ± 4.8	5.6 ± 3.8	77.0 ± 8.5	
	<i>Very Remote</i>	303.7 ± 29.2	0.5	75.3 ± 11.0	9.6 ± 3.3	6.9 ± 3.9	4.7 ± 3.8	2.2 ± 1.9	0.8 ± 0.9	24.1 ± 11.0	
Aust	<i>Metro</i>	493.5 ± 1.1	1.6	4.6 ± 0.2	10.6 ± 0.3	24.3 ± 0.3	29.9 ± 0.3	19.4 ± 0.3	9.6 ± 0.3	93.8 ± 0.2	
	<i>Provincial</i>	475.2 ± 1.3	1.4	7.1 ± 0.4	14.3 ± 0.4	28.0 ± 0.5	28.8 ± 0.5	15.0 ± 0.4	5.4 ± 0.3	91.5 ± 0.4	
	<i>Remote</i>	450.0 ± 6.4	0.9	15.4 ± 2.5	18.2 ± 1.8	27.4 ± 2.0	23.9 ± 1.9	10.8 ± 1.4	3.4 ± 0.8	83.7 ± 2.6	
	<i>Very Remote</i>	373.4 ± 14.2	0.7	46.4 ± 5.7	17.0 ± 1.8	17.5 ± 2.5	12.5 ± 2.2	4.8 ± 1.4	1.2 ± 0.6	52.9 ± 5.8	

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.W6: Achievement of Year 5 Indigenous Students in Writing, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Metro	447.1 ± 4.7	1.1	13.3 ± 2.4	21.5 ± 2.9	29.9 ± 2.6	23.5 ± 3.0	8.5 ± 1.6	2.1 ± 1.0	85.6 ± 2.4
	Provincial	432.4 ± 5.2	1.0	18.6 ± 2.9	23.8 ± 2.3	29.7 ± 2.7	19.8 ± 2.2	6.1 ± 1.3	0.8 ± 0.5	80.3 ± 2.9
	Remote	396.3 ± 24.2	0.7	33.3 ± 13.7	26.5 ± 10.9	25.9 ± 9.0	10.1 ± 8.9	3.1 ± 3.8	0.3 ± 1.2	65.9 ± 13.1
	Very Remote	365.9 ± 49.7	2.1	42.5 ± 24.7	31.3 ± 19.6	17.9 ± 13.8	5.4 ± 9.6	0.8 ± 3.0	0.0 ± 0.0	55.4 ± 27.8
VIC	Metro	465.8 ± 8.4	4.0	10.7 ± 3.4	17.0 ± 4.5	25.6 ± 5.8	24.1 ± 5.7	13.1 ± 5.3	5.5 ± 3.0	85.4 ± 3.8
	Provincial	443.6 ± 8.5	3.8	16.1 ± 4.3	19.8 ± 5.4	27.6 ± 4.9	21.4 ± 5.2	8.9 ± 3.2	2.3 ± 1.8	80.1 ± 4.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	429.5 ± 8.8	2.0	19.8 ± 3.0	23.0 ± 2.8	28.6 ± 2.2	18.8 ± 2.6	6.4 ± 2.5	1.4 ± 0.9	78.2 ± 3.1
	Provincial	420.9 ± 7.8	2.5	24.1 ± 4.3	24.3 ± 3.1	26.7 ± 4.1	16.0 ± 2.7	5.5 ± 1.8	1.0 ± 0.6	73.4 ± 4.3
	Remote	383.3 ± 26.8	2.1	39.2 ± 13.8	26.9 ± 7.0	17.3 ± 8.2	11.9 ± 7.3	2.3 ± 2.2	0.2 ± 0.9	58.7 ± 13.8
	Very Remote	367.3 ± 19.4	1.3	48.5 ± 8.6	23.4 ± 5.1	16.9 ± 4.7	8.0 ± 4.1	1.9 ± 2.2	0.1 ± 0.4	50.2 ± 9.0
WA	Metro	403.8 ± 8.4	1.4	31.9 ± 4.3	25.3 ± 4.4	23.9 ± 4.4	12.0 ± 2.9	4.7 ± 2.0	0.7 ± 0.7	66.7 ± 4.3
	Provincial	400.8 ± 9.1	0.9	31.4 ± 6.1	31.0 ± 9.0	23.8 ± 7.5	9.7 ± 3.8	2.4 ± 2.1	0.7 ± 0.9	67.6 ± 6.1
	Remote	383.6 ± 15.4	0.7	41.9 ± 9.0	25.1 ± 5.8	20.2 ± 6.6	9.3 ± 3.5	2.0 ± 1.9	0.8 ± 1.1	57.4 ± 9.0
	Very Remote	350.6 ± 15.5	0.7	58.2 ± 7.4	20.5 ± 5.9	13.9 ± 4.9	6.1 ± 3.8	0.6 ± 0.8	0.0 ± 0.3	41.1 ± 7.4
SA	Metro	435.6 ± 9.8	6.5	14.9 ± 4.2	23.2 ± 5.8	32.4 ± 6.4	16.7 ± 5.3	5.5 ± 3.4	0.8 ± 1.0	78.6 ± 4.7
	Provincial	412.1 ± 12.1	6.3	27.7 ± 7.3	25.8 ± 5.8	23.2 ± 7.7	12.3 ± 5.4	3.4 ± 3.5	1.4 ± 1.7	66.0 ± 8.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	326.7 ± 48.0	0.0	64.9 ± 21.7	15.9 ± 12.8	13.2 ± 13.5	4.9 ± 7.3	1.1 ± 3.5	0.0 ± 0.0	35.1 ± 21.7
Tas	Metro	440.3 ± 13.4	2.1	16.2 ± 6.6	20.3 ± 7.3	29.1 ± 9.6	23.7 ± 8.7	7.7 ± 5.7	1.0 ± 2.8	81.7 ± 7.0
	Provincial	451.3 ± 10.9	1.1	14.2 ± 4.6	20.6 ± 5.6	29.0 ± 6.6	22.0 ± 5.7	8.4 ± 4.5	4.8 ± 3.0	84.8 ± 4.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	445.9 ± 14.1	4.9	11.5 ± 8.0	23.3 ± 10.5	31.8 ± 15.1	21.2 ± 10.3	7.0 ± 7.3	0.4 ± 1.7	83.7 ± 8.3
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	405.9 ± 14.5	1.3	32.9 ± 7.5	22.9 ± 6.0	24.1 ± 5.3	15.0 ± 5.9	3.2 ± 3.1	0.6 ± 0.9	65.8 ± 7.1
	Remote	376.9 ± 21.0	2.2	45.9 ± 10.4	22.2 ± 5.8	15.1 ± 6.3	10.2 ± 5.2	3.5 ± 3.1	0.9 ± 1.4	51.9 ± 9.7
	Very Remote	277.5 ± 16.6	0.6	85.8 ± 4.9	8.4 ± 2.9	3.6 ± 2.4	1.2 ± 1.3	0.2 ± 0.7	0.1 ± 0.2	13.6 ± 4.6
Aust	Metro	435.1 ± 4.0	2.1	18.2 ± 1.6	22.4 ± 1.7	28.5 ± 1.6	19.8 ± 1.4	7.3 ± 1.1	1.7 ± 0.5	79.7 ± 1.6
	Provincial	425.8 ± 3.6	1.9	22.2 ± 2.0	24.1 ± 1.3	27.5 ± 2.2	17.5 ± 1.5	5.7 ± 0.9	1.2 ± 0.3	76.0 ± 2.0
	Remote	385.1 ± 11.2	1.4	40.4 ± 5.9	25.1 ± 3.8	19.0 ± 3.9	10.7 ± 3.0	2.8 ± 1.2	0.6 ± 0.5	58.1 ± 5.8
	Very Remote	322.3 ± 12.9	0.8	67.6 ± 4.8	16.0 ± 2.6	10.3 ± 2.4	4.4 ± 1.4	0.8 ± 0.6	0.1 ± 0.1	31.6 ± 4.7

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.W7: Achievement of Year 5 Students in Writing, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	514.4 ± 1.4	1.2	2.0 ± 0.2	6.5 ± 0.3	19.7 ± 0.5	30.7 ± 0.7	24.8 ± 0.6	15.0 ± 0.6	96.7 ± 0.2
Advanced diploma/diploma	493.1 ± 1.3	1.4	3.9 ± 0.3	10.4 ± 0.5	25.2 ± 0.7	31.3 ± 0.9	19.5 ± 0.8	8.4 ± 0.5	94.7 ± 0.4
Cert I to IV	478.9 ± 1.0	1.4	5.7 ± 0.3	13.1 ± 0.5	28.6 ± 0.5	30.3 ± 0.5	15.7 ± 0.5	5.1 ± 0.3	92.9 ± 0.4
Year 12 or equivalent	481.5 ± 1.7	2.1	6.0 ± 0.4	12.6 ± 0.9	26.8 ± 1.2	30.0 ± 0.9	16.3 ± 0.8	6.2 ± 0.6	91.9 ± 0.5
Year 11 or equivalent or below	456.3 ± 1.6	3.8	11.4 ± 0.6	18.1 ± 0.6	28.8 ± 0.7	24.3 ± 0.9	10.6 ± 0.7	3.1 ± 0.3	84.9 ± 0.7
Not stated	484.8 ± 1.3	1.2	6.5 ± 0.3	12.0 ± 0.4	25.2 ± 0.4	29.0 ± 0.3	17.7 ± 0.3	8.3 ± 0.3	92.2 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 5 students with parental education 'not stated' is 47%.

Table 5.W8: Achievement of Year 5 Students in Writing, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	510.5 ± 1.4	1.0	2.4 ± 0.2	7.1 ± 0.3	20.7 ± 0.6	30.9 ± 0.7	24.0 ± 0.7	13.8 ± 0.6	96.5 ± 0.3
Other business managers and associate professionals	495.8 ± 1.1	1.1	3.3 ± 0.2	9.7 ± 0.4	25.0 ± 0.5	32.0 ± 0.6	20.2 ± 0.5	8.8 ± 0.4	95.6 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	482.8 ± 1.2	1.6	4.9 ± 0.3	12.7 ± 0.5	27.8 ± 0.8	30.5 ± 0.6	16.5 ± 0.5	6.0 ± 0.4	93.5 ± 0.4
Machine operators, hospitality staff, assistants, labourers	469.9 ± 1.7	2.4	8.4 ± 0.5	15.5 ± 0.6	28.3 ± 0.7	27.0 ± 0.7	13.4 ± 0.6	5.0 ± 0.4	89.2 ± 0.6
Not in paid work in the previous 12 months	454.2 ± 2.2	7.6	12.6 ± 0.8	17.5 ± 1.1	26.3 ± 1.1	22.0 ± 1.0	10.3 ± 0.8	3.6 ± 0.4	79.8 ± 1.1
Not stated	483.7 ± 1.3	1.2	6.8 ± 0.3	12.3 ± 0.4	25.3 ± 0.4	28.8 ± 0.3	17.5 ± 0.3	8.2 ± 0.3	92.0 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

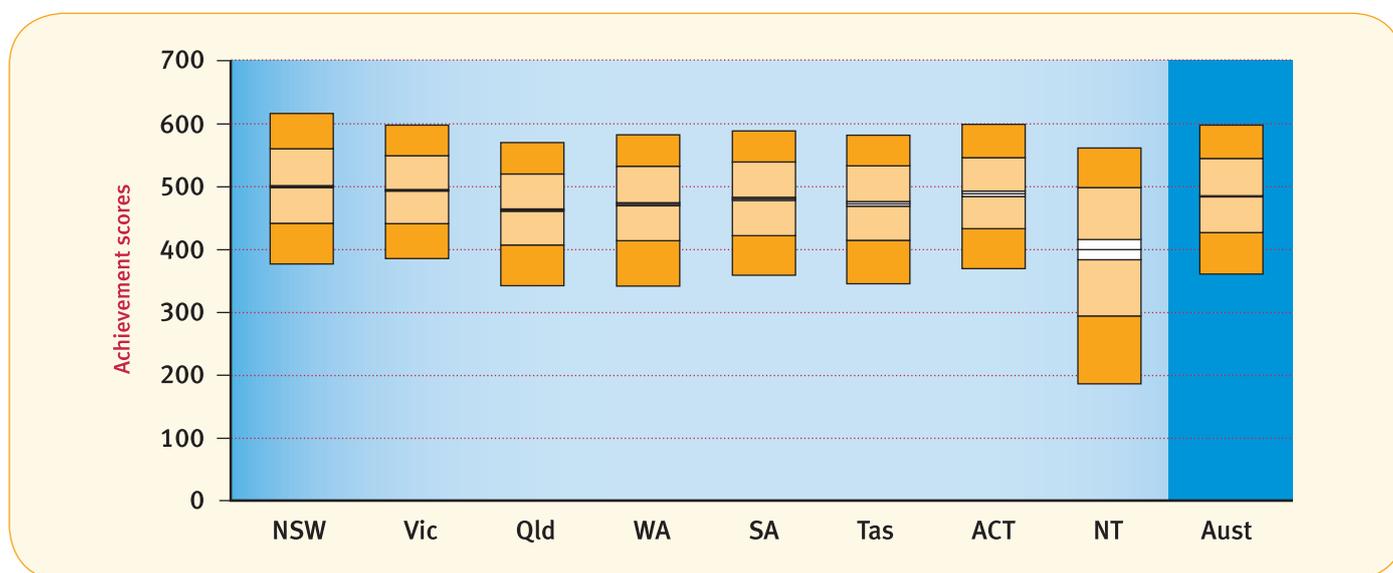
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 5 students with parental occupation 'not stated' is 49%.

Table 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
				Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above		
NSW	10yrs 7mths 5yrs 4mths	499.4 ± 1.6 72.7	97.6	0.8	4.6 ± 0.3	10.1 ± 0.4	22.0 ± 0.5	28.7 ± 0.5	21.7 ± 0.4	12.0 ± 0.6	94.5 ± 0.3	
VIC	10yrs 9mths 5yrs 4mths	493.5 ± 1.3 64.8	96.3	2.5	3.4 ± 0.2	10.8 ± 0.4	24.6 ± 0.6	30.2 ± 0.5	20.7 ± 0.4	7.8 ± 0.4	94.1 ± 0.3	
Qld	10yrs 1mth 4yrs 4mths	462.0 ± 1.7 68.9	97.9	1.7	10.1 ± 0.6	17.6 ± 0.5	29.2 ± 0.6	25.9 ± 0.6	12.4 ± 0.5	3.1 ± 0.3	88.2 ± 0.6	
WA	10yrs 4mths 5yrs 4mths	471.3 ± 2.3 72.5	95.8	0.8	9.6 ± 0.7	14.9 ± 0.7	26.5 ± 0.7	27.7 ± 0.7	15.6 ± 0.7	4.9 ± 0.4	89.6 ± 0.8	
SA	10yrs 7mths 5yrs 4mths	479.5 ± 2.5 69.9	97.2	2.6	7.3 ± 0.7	13.8 ± 0.7	24.7 ± 0.8	28.3 ± 0.9	17.5 ± 0.9	5.8 ± 0.5	90.1 ± 1.0	
Tas	10yrs 11mths 5yrs 4mths	471.7 ± 3.7 70.8	97.0	1.0	9.3 ± 1.4	15.0 ± 1.7	26.8 ± 1.7	27.1 ± 1.6	16.2 ± 1.3	4.7 ± 0.9	89.8 ± 1.4	
ACT	10yrs 8mths 5yrs 4mths	487.8 ± 4.2 68.7	96.5	1.5	5.7 ± 1.1	11.9 ± 1.3	24.8 ± 1.7	29.1 ± 1.7	19.3 ± 1.6	7.8 ± 1.2	92.8 ± 1.3	
NT	10yrs 6mths 5yrs 4mths	399.1 ± 16.4 115.7	84.6	1.5	36.4 ± 6.2	14.8 ± 1.8	20.4 ± 2.8	16.4 ± 2.3	8.1 ± 1.7	2.5 ± 0.8	62.1 ± 6.2	
Aust	10yrs 6mths 5yrs 1mth	483.8 ± 0.9 72.7	96.9	1.5	6.7 ± 0.2	12.8 ± 0.2	24.9 ± 0.3	28.2 ± 0.3	18.2 ± 0.3	7.6 ± 0.3	91.7 ± 0.2	

Figure 5.S1: Achievement of Year 5 Students in Spelling, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

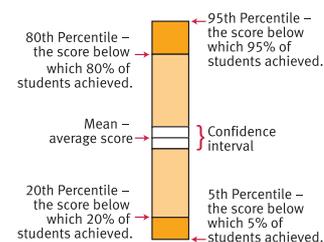
Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 5 students reported by schools which includes those absent and withdrawn.

Reading the graph

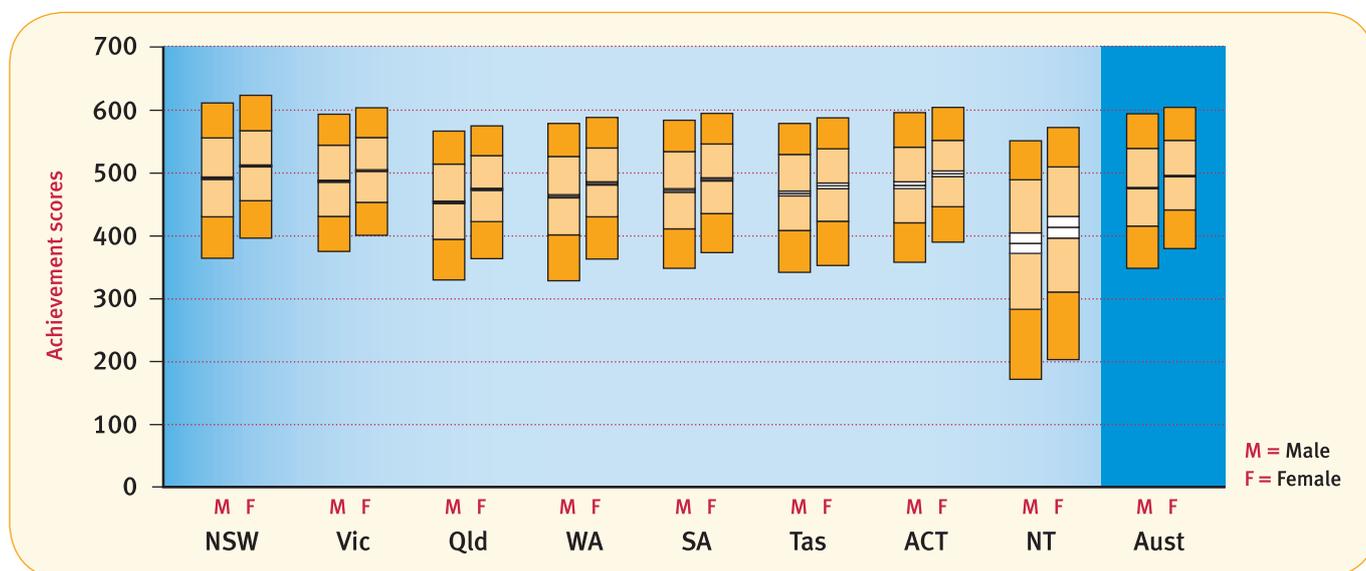


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.S2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	490.0 ± 1.9	1.0	6.5 ± 0.4	12.3 ± 0.5	23.4 ± 0.6	26.8 ± 0.6	19.7 ± 0.6	10.3 ± 0.7	92.6 ± 0.4
	Female	509.2 ± 1.6	0.7	2.7 ± 0.2	7.8 ± 0.4	20.6 ± 0.6	30.7 ± 0.7	23.8 ± 0.6	13.7 ± 0.7	96.6 ± 0.2
VIC	Male	485.1 ± 1.5	3.1	4.8 ± 0.4	13.1 ± 0.6	26.0 ± 0.8	28.0 ± 0.8	18.4 ± 0.6	6.5 ± 0.4	92.0 ± 0.5
	Female	502.3 ± 1.3	1.7	2.0 ± 0.2	8.4 ± 0.5	23.1 ± 0.6	32.6 ± 0.6	23.1 ± 0.6	9.2 ± 0.5	96.3 ± 0.3
Qld	Male	451.9 ± 2.0	2.2	13.5 ± 0.8	20.0 ± 0.8	28.5 ± 0.7	22.7 ± 0.7	10.5 ± 0.6	2.7 ± 0.3	84.3 ± 0.8
	Female	472.3 ± 1.8	1.1	6.6 ± 0.6	15.1 ± 0.8	29.9 ± 0.8	29.3 ± 0.8	14.4 ± 0.6	3.5 ± 0.3	92.2 ± 0.6
WA	Male	461.3 ± 2.6	0.9	12.6 ± 1.0	17.0 ± 1.1	26.5 ± 0.9	25.4 ± 0.8	13.5 ± 0.9	4.1 ± 0.4	86.5 ± 1.0
	Female	481.9 ± 2.4	0.7	6.4 ± 0.7	12.5 ± 0.7	26.5 ± 1.0	30.3 ± 1.0	18.0 ± 0.9	5.7 ± 0.6	93.0 ± 0.7
SA	Male	470.7 ± 3.0	3.3	9.4 ± 1.0	16.0 ± 1.2	25.1 ± 1.0	25.9 ± 1.1	15.6 ± 1.1	4.7 ± 0.6	87.3 ± 1.3
	Female	488.3 ± 2.5	1.9	5.1 ± 0.8	11.6 ± 1.0	24.4 ± 1.0	30.7 ± 1.1	19.4 ± 1.1	6.9 ± 0.7	93.0 ± 1.0
Tas	Male	465.9 ± 4.1	1.0	10.6 ± 1.6	16.7 ± 2.0	27.4 ± 2.1	25.6 ± 1.9	14.8 ± 1.6	3.9 ± 1.3	88.5 ± 1.7
	Female	477.9 ± 4.5	1.0	8.0 ± 1.7	13.2 ± 2.0	26.1 ± 2.2	28.6 ± 2.0	17.6 ± 1.8	5.5 ± 1.1	91.1 ± 1.7
ACT	Male	478.8 ± 5.6	1.9	8.2 ± 1.8	13.9 ± 1.9	25.1 ± 2.2	26.9 ± 3.1	17.3 ± 2.1	6.7 ± 1.4	89.9 ± 2.1
	Female	497.0 ± 4.5	1.1	3.1 ± 1.0	9.8 ± 1.5	24.5 ± 2.4	31.3 ± 2.4	21.3 ± 2.3	8.9 ± 1.6	95.8 ± 1.4
NT	Male	387.1 ± 16.2	1.4	40.1 ± 6.5	15.5 ± 3.1	19.7 ± 3.3	14.9 ± 2.4	6.8 ± 1.7	1.7 ± 0.8	58.5 ± 6.4
	Female	412.5 ± 17.0	1.6	32.3 ± 6.7	13.9 ± 2.9	21.2 ± 2.9	18.1 ± 3.1	9.6 ± 2.2	3.4 ± 1.3	66.2 ± 6.7
Aust	Male	474.5 ± 1.0	1.9	8.9 ± 0.3	15.0 ± 0.3	25.6 ± 0.3	25.8 ± 0.4	16.2 ± 0.4	6.5 ± 0.3	89.1 ± 0.3
	Female	493.4 ± 1.0	1.1	4.4 ± 0.2	10.5 ± 0.3	24.2 ± 0.4	30.6 ± 0.4	20.4 ± 0.3	8.8 ± 0.3	94.5 ± 0.2

Figure 5.S2: Achievement of Year 5 Students in Spelling, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

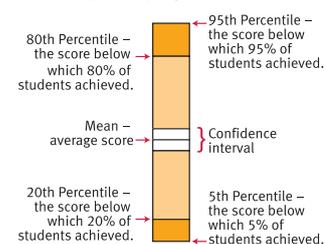
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

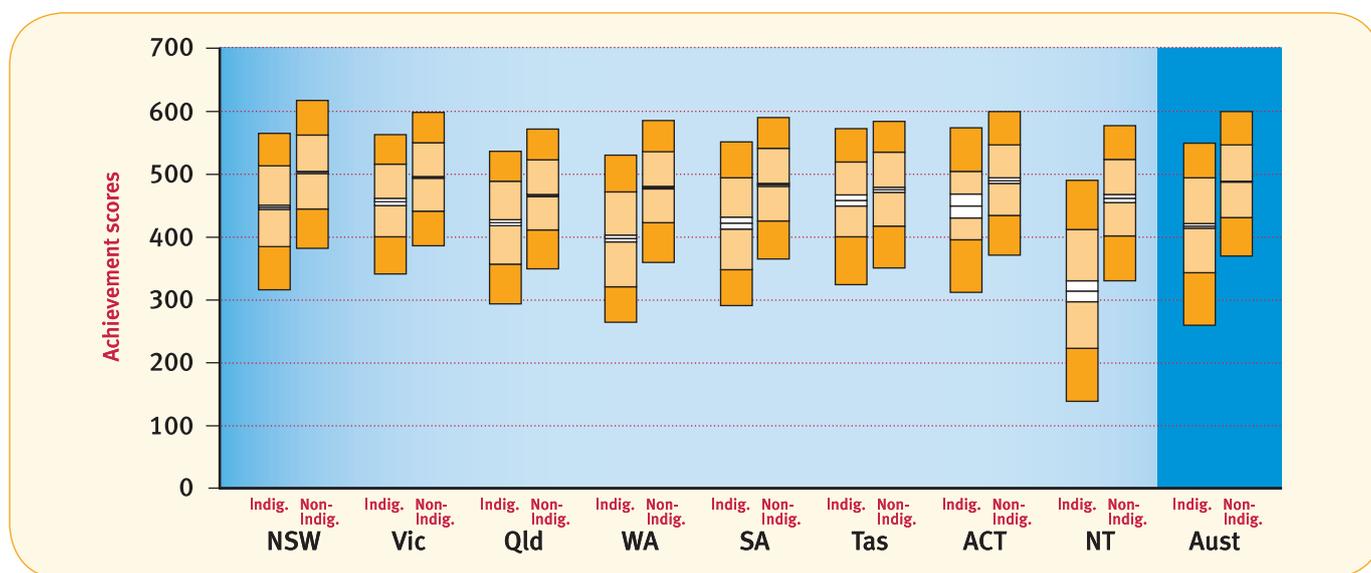


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 4	Band 5	Band 6	Band 7	
NSW	Indigenous	446.8 ± 3.4	1.0	16.9 ± 1.8	19.7 ± 1.7	27.1 ± 2.1	22.4 ± 1.7	10.5 ± 1.4	2.5 ± 0.5	82.1 ± 1.8
	Non-Indigenous	501.8 ± 1.5	0.7	4.1 ± 0.2	9.7 ± 0.3	21.9 ± 0.5	29.1 ± 0.5	22.2 ± 0.4	12.4 ± 0.7	95.2 ± 0.3
VIC	Indigenous	455.2 ± 5.7	3.7	11.3 ± 2.6	20.2 ± 4.0	27.3 ± 4.7	24.7 ± 3.8	11.1 ± 2.8	1.8 ± 1.3	85.0 ± 2.9
	Non-Indigenous	494.0 ± 1.2	2.2	3.4 ± 0.2	10.7 ± 0.4	24.6 ± 0.6	30.4 ± 0.5	20.8 ± 0.4	7.9 ± 0.4	94.4 ± 0.3
Qld	Indigenous	422.1 ± 4.9	2.0	25.4 ± 2.4	23.3 ± 1.6	25.7 ± 1.6	17.6 ± 1.6	5.1 ± 1.0	0.8 ± 0.4	72.6 ± 2.4
	Non-Indigenous	465.1 ± 1.6	1.6	8.9 ± 0.5	17.1 ± 0.5	29.4 ± 0.6	26.6 ± 0.6	13.0 ± 0.5	3.3 ± 0.3	89.4 ± 0.5
WA	Indigenous	397.2 ± 5.5	1.0	38.9 ± 3.0	22.1 ± 2.8	20.8 ± 3.2	12.4 ± 2.0	3.9 ± 1.2	0.9 ± 0.7	60.1 ± 3.0
	Non-Indigenous	477.6 ± 2.0	0.7	7.1 ± 0.6	14.1 ± 0.8	26.9 ± 0.7	29.1 ± 0.7	16.7 ± 0.7	5.3 ± 0.4	92.2 ± 0.6
SA	Indigenous	421.5 ± 9.3	5.4	28.4 ± 5.2	19.8 ± 3.5	21.7 ± 4.1	15.6 ± 4.1	7.4 ± 2.5	1.6 ± 1.0	66.2 ± 5.1
	Non-Indigenous	482.2 ± 2.4	2.3	6.3 ± 0.6	13.5 ± 0.7	24.8 ± 0.8	28.9 ± 0.8	18.1 ± 0.8	6.0 ± 0.5	91.3 ± 0.9
Tas	Indigenous	457.5 ± 8.6	1.4	13.3 ± 4.4	16.8 ± 5.2	28.8 ± 5.0	23.8 ± 5.1	12.5 ± 4.4	3.4 ± 2.9	85.4 ± 4.5
	Non-Indigenous	474.4 ± 3.9	0.9	8.6 ± 1.4	14.6 ± 1.7	26.6 ± 2.0	27.4 ± 1.7	16.9 ± 1.3	5.0 ± 0.9	90.5 ± 1.4
ACT	Indigenous	448.6 ± 18.9	4.8	13.3 ± 7.8	20.8 ± 8.6	28.2 ± 10.0	20.8 ± 9.3	8.0 ± 5.9	4.2 ± 4.0	81.9 ± 8.0
	Non-Indigenous	488.9 ± 4.1	1.4	5.5 ± 1.1	11.6 ± 1.2	24.8 ± 1.8	29.3 ± 1.7	19.6 ± 1.6	7.9 ± 1.2	93.1 ± 1.3
NT	Indigenous	313.5 ± 16.9	1.1	70.1 ± 6.3	12.1 ± 2.7	10.1 ± 3.2	4.8 ± 1.8	1.4 ± 0.8	0.4 ± 0.4	28.8 ± 6.1
	Non-Indigenous	460.7 ± 6.5	1.2	12.3 ± 2.2	16.9 ± 2.0	27.9 ± 2.8	24.7 ± 2.5	13.2 ± 2.3	3.9 ± 1.2	86.5 ± 2.5
Aust	Indigenous	417.1 ± 4.0	1.8	28.5 ± 1.7	20.3 ± 0.9	23.8 ± 1.0	17.4 ± 0.8	6.8 ± 0.6	1.5 ± 0.2	69.7 ± 1.7
	Non-Indigenous	487.4 ± 0.9	1.4	5.5 ± 0.2	12.4 ± 0.2	25.0 ± 0.3	28.8 ± 0.3	18.9 ± 0.2	7.9 ± 0.3	93.0 ± 0.2

Figure 5.S3: Achievement of Year 5 Students in Spelling, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard. Year 5 students with results in Band 3 did not achieve the national minimum standard. Exempt students were not assessed and are deemed not to have met the national minimum standard. Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

95th Percentile – the score below which 95% of students achieved.

80th Percentile – the score below which 80% of students achieved.

Mean – average score

Confidence interval

20th Percentile – the score below which 20% of students achieved.

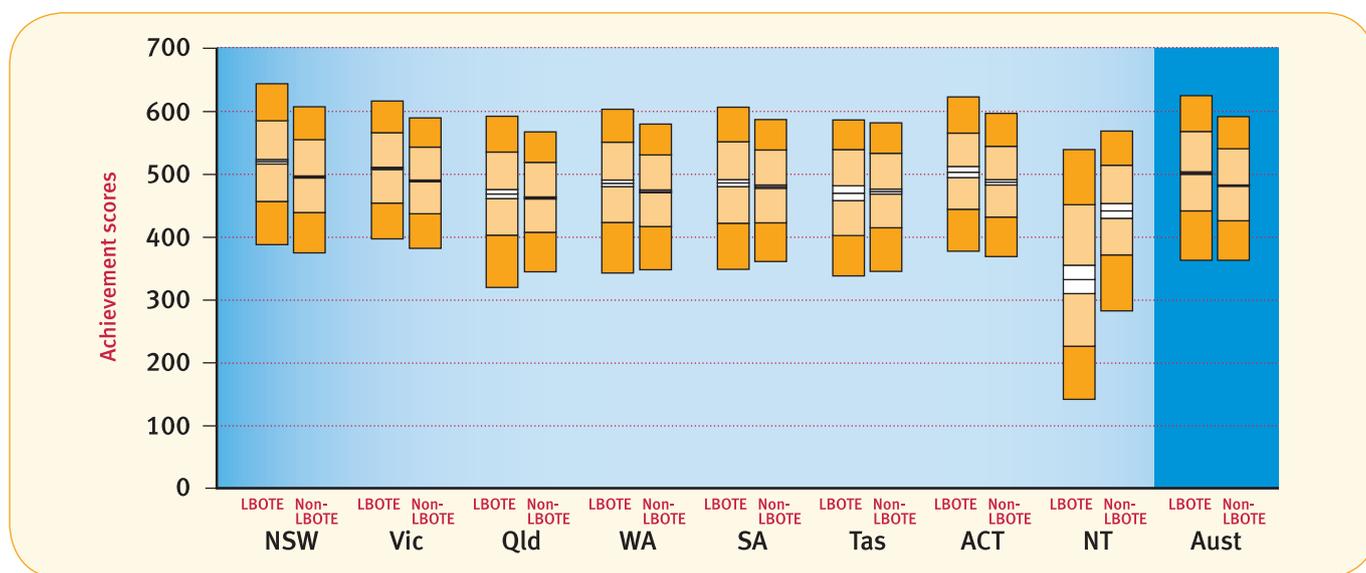
5th Percentile – the score below which 5% of students achieved.

Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.S4: Achievement of Year 5 Students in Spelling, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 4	Band 5	Band 6	Band 7	
NSW	LBOTE	519.1 ± 3.4	1.5	3.5 ± 0.5	7.7 ± 0.7	17.0 ± 1.0	25.8 ± 0.9	24.0 ± 0.8	20.5 ± 1.6	94.9 ± 0.6
	Non-LBOTE	494.9 ± 1.4	0.5	4.9 ± 0.3	10.7 ± 0.4	23.2 ± 0.5	29.5 ± 0.5	21.2 ± 0.5	10.0 ± 0.5	94.6 ± 0.3
VIC	LBOTE	508.1 ± 2.0	3.2	2.3 ± 0.4	8.3 ± 0.6	20.2 ± 0.9	29.4 ± 1.0	23.7 ± 0.9	12.8 ± 0.9	94.4 ± 0.6
	Non-LBOTE	488.4 ± 1.2	2.2	3.8 ± 0.3	11.7 ± 0.5	26.2 ± 0.6	30.5 ± 0.6	19.6 ± 0.5	6.0 ± 0.3	94.0 ± 0.4
Qld	LBOTE	467.8 ± 7.1	4.5	12.8 ± 2.4	13.6 ± 1.4	23.1 ± 1.5	25.0 ± 2.2	14.8 ± 1.7	6.2 ± 1.4	82.7 ± 2.5
	Non-LBOTE	461.5 ± 1.6	1.4	9.9 ± 0.5	18.0 ± 0.6	29.7 ± 0.7	26.0 ± 0.6	12.2 ± 0.5	2.8 ± 0.2	88.7 ± 0.6
WA	LBOTE	484.8 ± 5.0	1.7	8.8 ± 1.6	11.8 ± 1.8	22.0 ± 1.8	27.3 ± 1.7	19.3 ± 1.7	9.1 ± 1.3	89.4 ± 1.8
	Non-LBOTE	471.9 ± 2.2	0.5	8.7 ± 0.7	14.9 ± 0.8	27.5 ± 0.8	28.5 ± 0.9	15.5 ± 0.8	4.4 ± 0.4	90.8 ± 0.7
SA	LBOTE	485.2 ± 5.7	6.6	8.4 ± 2.0	11.8 ± 2.0	20.9 ± 2.6	25.1 ± 2.4	18.6 ± 2.2	8.7 ± 1.6	85.0 ± 3.9
	Non-LBOTE	479.6 ± 2.4	2.0	7.0 ± 0.7	13.9 ± 0.8	25.2 ± 0.8	28.8 ± 0.9	17.6 ± 0.9	5.5 ± 0.5	91.1 ± 0.8
Tas	LBOTE	468.9 ± 11.8	7.7	10.2 ± 5.0	17.5 ± 7.0	20.4 ± 9.2	22.7 ± 7.2	16.9 ± 6.2	4.5 ± 3.0	82.1 ± 6.5
	Non-LBOTE	471.8 ± 3.8	0.8	9.4 ± 1.4	14.9 ± 1.8	26.9 ± 1.8	27.0 ± 1.7	16.3 ± 1.4	4.7 ± 0.9	89.9 ± 1.4
ACT	LBOTE	502.6 ± 9.0	4.8	4.4 ± 2.3	9.3 ± 3.9	20.8 ± 4.0	25.6 ± 4.7	22.2 ± 4.8	12.9 ± 4.1	90.8 ± 5.5
	Non-LBOTE	486.5 ± 4.3	1.1	5.8 ± 1.1	12.1 ± 1.4	25.3 ± 1.8	29.4 ± 1.6	19.0 ± 1.7	7.4 ± 1.2	93.1 ± 1.3
NT	LBOTE	332.2 ± 22.6	2.1	62.5 ± 8.6	10.3 ± 3.2	10.8 ± 3.2	8.5 ± 2.9	4.3 ± 2.0	1.4 ± 1.2	35.3 ± 8.1
	Non-LBOTE	440.9 ± 11.6	1.1	20.7 ± 4.6	17.0 ± 3.3	25.3 ± 3.8	22.1 ± 3.5	11.1 ± 2.8	2.8 ± 1.3	78.2 ± 4.8
Aust	LBOTE	501.1 ± 2.1	2.8	6.0 ± 0.5	9.2 ± 0.4	19.3 ± 0.5	26.8 ± 0.6	21.8 ± 0.6	14.1 ± 0.8	91.2 ± 0.6
	Non-LBOTE	481.2 ± 0.8	1.2	6.6 ± 0.2	13.4 ± 0.2	26.1 ± 0.3	28.6 ± 0.3	17.7 ± 0.3	6.3 ± 0.2	92.2 ± 0.2

Figure 5.S4: Achievement of Year 5 Students in Spelling, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

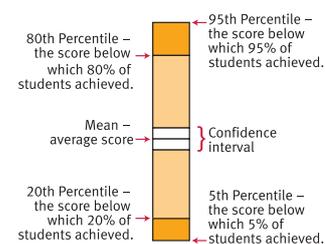
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.S5: Achievement of Year 5 Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	<i>Metro</i>	506.9 ± 1.8	0.9	3.7 ± 0.3	8.8 ± 0.4	20.4 ± 0.5	28.9 ± 0.6	23.2 ± 0.5	14.1 ± 0.8	95.4 ± 0.3
	<i>Provincial</i>	478.8 ± 1.8	0.5	7.1 ± 0.6	14.1 ± 0.7	26.6 ± 0.7	28.5 ± 0.7	17.4 ± 0.7	5.8 ± 0.4	92.4 ± 0.6
	<i>Remote</i>	450.4 ± 14.1	0.9	17.8 ± 6.2	17.9 ± 4.4	25.2 ± 6.0	22.2 ± 6.3	13.1 ± 4.4	3.0 ± 2.1	81.3 ± 6.7
	<i>Very Remote</i>	439.3 ± 27.1	0.8	21.0 ± 14.5	16.2 ± 6.7	28.9 ± 9.8	22.5 ± 7.7	9.2 ± 5.3	1.4 ± 3.0	78.3 ± 15.5
VIC	<i>Metro</i>	499.0 ± 1.4	2.5	2.6 ± 0.2	9.6 ± 0.5	23.3 ± 0.6	31.0 ± 0.5	22.1 ± 0.5	9.0 ± 0.4	94.9 ± 0.4
	<i>Provincial</i>	477.9 ± 1.8	2.3	5.7 ± 0.5	14.3 ± 0.9	28.3 ± 1.2	28.1 ± 0.9	16.7 ± 0.8	4.5 ± 0.5	91.9 ± 0.6
	<i>Remote</i>	478.3 ± 25.5	0.0	6.9 ± 8.1	14.2 ± 12.6	26.9 ± 9.8	27.6 ± 19.6	16.4 ± 13.1	8.0 ± 6.6	93.1 ± 8.1
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	467.6 ± 2.0	1.6	8.6 ± 0.6	16.4 ± 0.7	29.1 ± 0.8	27.1 ± 0.8	13.6 ± 0.6	3.6 ± 0.3	89.8 ± 0.7
	<i>Provincial</i>	454.7 ± 2.2	1.9	11.6 ± 0.8	19.8 ± 0.8	29.8 ± 0.8	24.5 ± 0.9	10.4 ± 0.7	2.1 ± 0.3	86.5 ± 0.9
	<i>Remote</i>	432.1 ± 8.9	1.2	21.3 ± 4.5	23.1 ± 3.3	26.9 ± 3.1	19.1 ± 2.8	7.0 ± 1.7	1.5 ± 0.8	77.6 ± 4.7
	<i>Very Remote</i>	413.8 ± 14.6	0.9	30.5 ± 7.9	21.8 ± 3.1	25.5 ± 5.2	16.2 ± 4.4	4.3 ± 2.0	0.8 ± 0.7	68.6 ± 8.0
WA	<i>Metro</i>	479.7 ± 2.4	0.9	7.1 ± 0.7	13.5 ± 0.8	26.0 ± 0.7	29.0 ± 0.9	17.6 ± 0.8	5.8 ± 0.6	92.0 ± 0.7
	<i>Provincial</i>	459.4 ± 3.8	0.6	11.4 ± 1.5	17.7 ± 1.3	29.3 ± 1.6	26.2 ± 1.5	12.0 ± 1.2	2.8 ± 0.6	88.0 ± 1.5
	<i>Remote</i>	448.1 ± 9.2	0.3	17.5 ± 3.9	18.6 ± 2.6	25.3 ± 2.6	24.8 ± 3.3	10.3 ± 2.1	3.2 ± 1.3	82.1 ± 3.9
	<i>Very Remote</i>	401.1 ± 14.7	0.4	39.3 ± 7.6	19.1 ± 2.8	20.4 ± 3.9	14.6 ± 3.9	4.9 ± 2.1	1.3 ± 0.9	60.3 ± 7.7
SA	<i>Metro</i>	485.5 ± 2.9	3.0	5.9 ± 0.8	12.5 ± 0.9	24.0 ± 1.1	29.1 ± 1.0	19.0 ± 1.0	6.5 ± 0.6	91.1 ± 1.2
	<i>Provincial</i>	468.0 ± 3.9	1.7	9.4 ± 1.3	17.1 ± 1.6	26.7 ± 2.0	26.3 ± 1.5	14.3 ± 1.5	4.4 ± 0.8	88.9 ± 1.4
	<i>Remote</i>	464.5 ± 8.3	1.8	9.9 ± 3.7	16.5 ± 3.6	27.1 ± 4.4	29.6 ± 5.3	11.8 ± 4.1	3.2 ± 2.0	88.2 ± 4.1
	<i>Very Remote</i>	403.6 ± 32.9	0.5	40.4 ± 17.0	14.5 ± 5.1	21.8 ± 9.0	14.5 ± 7.1	6.4 ± 6.3	1.8 ± 2.8	59.0 ± 16.5
Tas	<i>Metro</i>	476.7 ± 5.7	1.2	8.0 ± 1.8	14.2 ± 2.0	26.5 ± 2.3	27.1 ± 2.5	17.7 ± 2.1	5.3 ± 1.6	90.9 ± 1.9
	<i>Provincial</i>	468.7 ± 4.7	0.8	10.1 ± 1.7	15.5 ± 2.2	26.8 ± 1.9	27.2 ± 2.0	15.2 ± 1.8	4.4 ± 1.1	89.0 ± 1.8
	<i>Remote</i>	452.3 ± 19.4	0.0	14.9 ± 12.0	14.4 ± 12.1	31.8 ± 10.9	26.0 ± 12.3	12.2 ± 7.5	0.7 ± 2.6	85.1 ± 12.0
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	488.1 ± 4.1	1.5	5.6 ± 1.0	11.9 ± 1.3	24.8 ± 1.7	29.1 ± 1.7	19.3 ± 1.6	7.8 ± 1.1	92.9 ± 1.3
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	445.4 ± 8.2	2.0	18.0 ± 3.5	18.1 ± 2.4	27.2 ± 3.3	21.6 ± 2.7	10.1 ± 2.0	3.0 ± 1.2	80.0 ± 4.0
	<i>Remote</i>	433.6 ± 23.0	1.4	24.7 ± 8.3	16.4 ± 3.5	22.9 ± 4.8	19.6 ± 4.6	11.1 ± 4.0	3.9 ± 2.5	73.9 ± 8.4
	<i>Very Remote</i>	289.8 ± 31.2	0.5	78.9 ± 11.1	7.4 ± 2.6	6.0 ± 3.7	4.5 ± 3.9	2.3 ± 2.5	0.4 ± 0.5	20.5 ± 11.1
Aust	<i>Metro</i>	492.0 ± 1.1	1.6	5.0 ± 0.2	11.4 ± 0.3	23.9 ± 0.3	29.0 ± 0.3	20.0 ± 0.3	9.1 ± 0.3	93.4 ± 0.2
	<i>Provincial</i>	469.4 ± 1.1	1.4	8.7 ± 0.4	16.1 ± 0.4	28.0 ± 0.5	26.9 ± 0.5	14.7 ± 0.4	4.2 ± 0.2	89.9 ± 0.4
	<i>Remote</i>	444.4 ± 5.6	1.0	18.5 ± 2.3	19.0 ± 1.5	25.7 ± 1.7	22.9 ± 2.1	10.1 ± 1.2	2.8 ± 0.6	80.5 ± 2.4
	<i>Very Remote</i>	371.9 ± 14.3	0.6	48.3 ± 5.8	15.9 ± 1.8	17.9 ± 2.5	12.2 ± 2.2	4.2 ± 1.2	0.9 ± 0.5	51.1 ± 5.9

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.S6: Achievement of Year 5 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Metro	456.3 ± 4.6	1.2	13.4 ± 2.0	18.9 ± 2.3	26.7 ± 3.3	23.9 ± 2.6	12.6 ± 2.6	3.4 ± 1.2	85.4 ± 2.0
	Provincial	443.6 ± 4.4	0.9	17.5 ± 2.5	20.3 ± 2.4	27.8 ± 2.3	22.0 ± 2.0	9.4 ± 1.5	2.0 ± 0.9	81.6 ± 2.5
	Remote	405.9 ± 20.4	0.7	36.1 ± 11.9	21.6 ± 9.4	23.0 ± 10.5	13.8 ± 8.1	3.9 ± 3.4	0.9 ± 1.7	63.1 ± 11.2
	Very Remote	389.0 ± 32.9	2.1	47.1 ± 15.9	14.2 ± 7.9	21.7 ± 12.9	12.1 ± 12.1	2.9 ± 5.2	0.0 ± 0.0	50.8 ± 18.3
Vic	Metro	468.3 ± 7.1	3.7	7.1 ± 3.0	16.6 ± 5.2	29.3 ± 7.0	27.1 ± 6.6	13.4 ± 4.8	2.7 ± 2.4	89.2 ± 3.5
	Provincial	442.8 ± 7.7	3.8	15.3 ± 4.1	23.5 ± 5.0	25.3 ± 5.3	22.4 ± 4.5	8.9 ± 3.1	0.9 ± 1.3	80.9 ± 4.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	434.2 ± 6.4	1.9	19.7 ± 2.5	22.7 ± 2.3	27.6 ± 2.0	19.8 ± 2.4	6.9 ± 1.8	1.3 ± 0.7	78.3 ± 2.6
	Provincial	425.6 ± 6.1	2.5	22.8 ± 3.4	24.6 ± 2.8	25.8 ± 2.7	19.0 ± 2.5	4.7 ± 1.3	0.6 ± 0.5	74.6 ± 3.3
	Remote	385.4 ± 15.7	2.4	43.9 ± 9.9	21.5 ± 5.1	21.1 ± 6.2	9.2 ± 3.8	1.6 ± 2.1	0.2 ± 0.7	53.7 ± 9.7
	Very Remote	384.2 ± 13.7	0.8	45.2 ± 8.4	22.6 ± 4.0	20.7 ± 5.0	9.3 ± 3.6	1.3 ± 1.3	0.0 ± 0.3	53.9 ± 8.6
WA	Metro	415.5 ± 7.4	1.4	30.0 ± 4.1	22.7 ± 5.4	22.7 ± 4.8	15.8 ± 3.3	6.0 ± 2.5	1.4 ± 1.4	68.6 ± 4.2
	Provincial	410.9 ± 9.8	0.9	31.2 ± 5.6	23.8 ± 4.3	25.4 ± 5.0	14.3 ± 4.0	4.0 ± 2.8	0.4 ± 0.9	67.9 ± 5.7
	Remote	394.3 ± 12.8	0.7	40.1 ± 6.4	21.6 ± 7.1	20.4 ± 7.2	12.9 ± 5.8	3.3 ± 2.2	0.9 ± 1.3	59.2 ± 6.4
	Very Remote	359.4 ± 11.5	0.7	58.6 ± 6.7	19.9 ± 4.7	14.0 ± 5.3	5.3 ± 2.6	1.2 ± 1.1	0.4 ± 0.6	40.7 ± 6.7
SA	Metro	443.9 ± 9.4	6.5	18.2 ± 4.8	19.1 ± 5.0	24.8 ± 5.5	19.2 ± 6.0	9.8 ± 3.7	2.4 ± 2.0	75.3 ± 5.0
	Provincial	420.8 ± 11.8	6.3	27.1 ± 8.0	22.2 ± 6.6	21.5 ± 7.5	15.1 ± 6.0	6.4 ± 4.0	1.4 ± 1.8	66.6 ± 8.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	344.7 ± 27.6	0.0	71.8 ± 17.0	12.1 ± 8.1	9.6 ± 10.1	4.9 ± 6.2	1.6 ± 3.9	0.0 ± 0.0	28.2 ± 17.0
Tas	Metro	452.3 ± 15.5	2.1	15.3 ± 7.5	18.0 ± 9.9	28.2 ± 8.0	20.3 ± 11.9	12.6 ± 8.0	3.4 ± 4.4	82.6 ± 7.7
	Provincial	461.8 ± 10.4	1.1	11.3 ± 5.4	16.3 ± 5.7	29.2 ± 5.9	25.8 ± 6.2	12.7 ± 5.4	3.7 ± 3.2	87.6 ± 5.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	453.7 ± 16.6	4.9	11.7 ± 7.2	21.2 ± 8.7	28.7 ± 10.1	21.2 ± 9.5	8.2 ± 6.0	4.3 ± 4.1	83.5 ± 7.5
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	396.0 ± 13.4	1.3	40.2 ± 7.4	20.6 ± 5.6	22.1 ± 5.7	11.5 ± 4.1	2.8 ± 2.3	1.5 ± 1.4	58.5 ± 7.2
	Remote	370.7 ± 23.7	2.2	47.6 ± 11.1	18.5 ± 6.0	18.5 ± 6.6	9.0 ± 4.6	3.7 ± 3.2	0.4 ± 1.1	50.1 ± 10.4
	Very Remote	262.9 ± 16.3	0.6	89.3 ± 4.7	6.6 ± 2.6	2.6 ± 2.3	0.8 ± 0.9	0.2 ± 0.6	0.0 ± 0.0	10.1 ± 4.4
Aust	Metro	442.3 ± 3.2	2.1	17.9 ± 1.4	20.7 ± 1.4	26.7 ± 1.6	21.0 ± 1.4	9.4 ± 1.2	2.2 ± 0.5	80.0 ± 1.4
	Provincial	432.6 ± 3.2	1.9	21.6 ± 1.7	21.9 ± 1.2	26.2 ± 1.5	19.8 ± 1.3	7.2 ± 0.9	1.4 ± 0.4	76.6 ± 1.7
	Remote	387.4 ± 9.3	1.5	42.6 ± 4.9	20.9 ± 3.2	20.5 ± 3.4	10.8 ± 2.5	3.1 ± 1.3	0.5 ± 0.5	55.9 ± 4.8
	Very Remote	323.7 ± 13.7	0.7	68.8 ± 5.1	14.3 ± 2.4	10.7 ± 2.6	4.5 ± 1.4	0.9 ± 0.5	0.1 ± 0.1	30.5 ± 5.0

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.S7: Achievement of Year 5 Students in Spelling, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	510.9 ± 1.5	1.2	2.3 ± 0.2	7.4 ± 0.3	20.2 ± 0.5	30.6 ± 0.7	24.8 ± 0.6	13.5 ± 0.8	96.4 ± 0.2
Advanced diploma/diploma	489.4 ± 1.3	1.4	4.5 ± 0.4	11.7 ± 0.7	25.6 ± 0.8	29.8 ± 0.9	19.3 ± 0.6	7.5 ± 0.5	94.0 ± 0.4
Cert I to IV	475.0 ± 1.0	1.4	7.0 ± 0.3	15.0 ± 0.4	28.0 ± 0.5	28.3 ± 0.5	15.6 ± 0.4	4.8 ± 0.3	91.6 ± 0.4
Year 12 or equivalent	480.7 ± 1.6	2.1	6.8 ± 0.5	13.7 ± 0.7	25.6 ± 0.8	28.0 ± 1.0	17.3 ± 0.8	6.5 ± 0.5	91.1 ± 0.5
Year 11 or equivalent or below	454.2 ± 1.6	3.8	13.7 ± 0.6	18.5 ± 0.6	26.8 ± 0.8	22.7 ± 0.8	11.3 ± 0.7	3.2 ± 0.4	82.6 ± 0.7
Not stated	482.6 ± 1.2	1.2	7.2 ± 0.3	12.9 ± 0.3	24.9 ± 0.4	28.1 ± 0.4	18.2 ± 0.4	7.6 ± 0.3	91.6 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 5 students with parental education 'not stated' is 47%.

Table 5.S8: Achievement of Year 5 Students in Spelling, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	505.3 ± 1.4	1.0	2.7 ± 0.2	8.4 ± 0.4	21.6 ± 0.6	31.1 ± 0.6	23.7 ± 0.6	11.5 ± 0.6	96.3 ± 0.2
Other business managers and associate professionals	491.1 ± 1.2	1.1	4.2 ± 0.3	11.5 ± 0.4	25.6 ± 0.6	29.9 ± 0.7	19.8 ± 0.5	8.0 ± 0.5	94.7 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	479.4 ± 1.2	1.6	6.3 ± 0.4	14.1 ± 0.5	27.1 ± 0.7	28.7 ± 0.7	16.6 ± 0.6	5.7 ± 0.4	92.2 ± 0.4
Machine operators, hospitality staff, assistants, labourers	469.5 ± 1.7	2.4	10.0 ± 0.5	16.1 ± 0.8	26.3 ± 0.8	25.4 ± 0.7	14.3 ± 0.6	5.6 ± 0.5	87.7 ± 0.6
Not in paid work in the previous 12 months	455.0 ± 2.2	7.6	14.2 ± 1.0	16.9 ± 1.0	24.5 ± 0.9	21.4 ± 0.9	11.5 ± 0.7	4.0 ± 0.4	78.2 ± 1.2
Not stated	481.7 ± 1.2	1.2	7.4 ± 0.3	13.1 ± 0.3	24.9 ± 0.3	27.8 ± 0.3	18.0 ± 0.4	7.5 ± 0.3	91.4 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

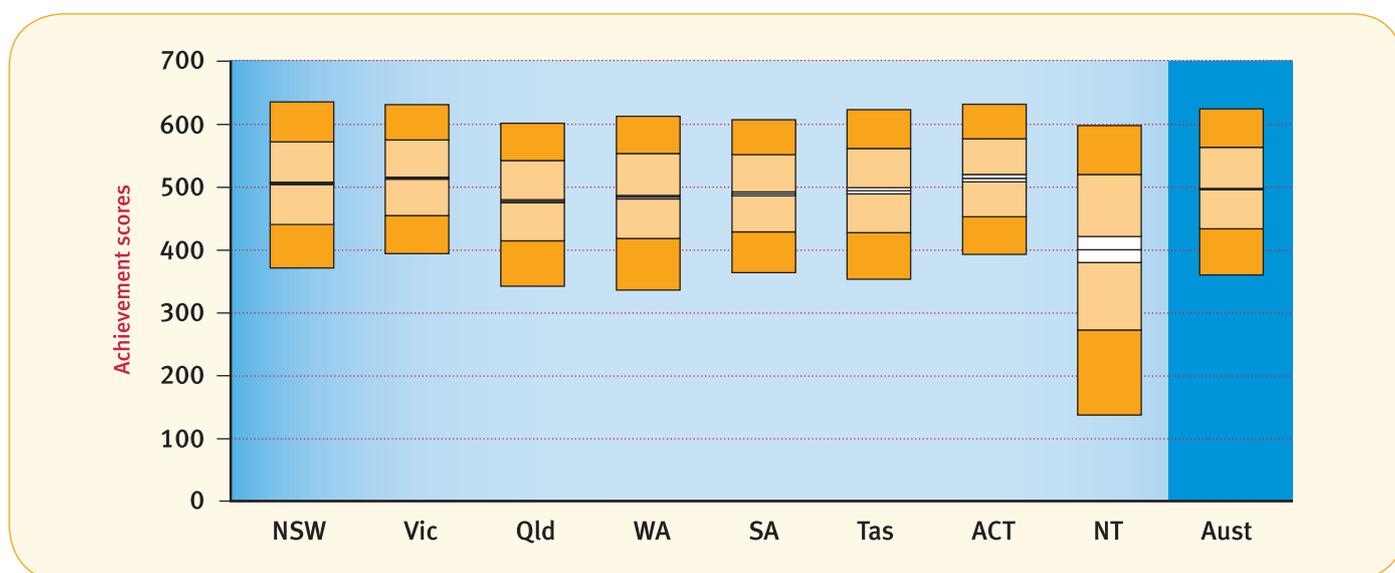
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 5 students with parental occupation 'not stated' is 49%.

Table 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above		
NSW	10yrs 7mths 5yrs 4mths	504.9 ± 2.0 79.5	97.6	0.8	5.3 ± 0.3	10.3 ± 0.4	20.3 ± 0.5	26.0 ± 0.4	21.0 ± 0.5	16.3 ± 0.8	93.9 ± 0.4	
VIC	10yrs 9mths 5yrs 4mths	513.4 ± 1.7 71.8	96.3	2.5	2.8 ± 0.2	8.1 ± 0.4	19.1 ± 0.6	27.7 ± 0.6	23.3 ± 0.5	16.6 ± 0.6	94.7 ± 0.2	
Qld	10yrs 1mth 4yrs 4mths	476.6 ± 2.4 78.9	97.9	1.7	9.5 ± 0.6	14.2 ± 0.6	24.5 ± 0.6	26.0 ± 0.7	16.0 ± 0.6	8.1 ± 0.5	88.8 ± 0.7	
WA	10yrs 4mths 5yrs 4mths	483.2 ± 3.0 83.5	95.8	0.8	9.9 ± 0.9	12.5 ± 0.6	22.2 ± 0.7	25.8 ± 0.7	18.0 ± 0.8	10.8 ± 0.8	89.3 ± 0.9	
SA	10yrs 7mths 5yrs 4mths	488.3 ± 3.1 73.5	97.2	2.6	6.2 ± 0.7	12.5 ± 0.8	23.5 ± 0.9	27.2 ± 0.9	18.2 ± 1.0	9.7 ± 0.9	91.1 ± 1.0	
Tas	10yrs 11mths 5yrs 4mths	493.4 ± 4.9 80.8	97.0	1.0	7.7 ± 1.2	11.9 ± 1.2	20.9 ± 1.6	25.7 ± 1.6	19.9 ± 1.5	13.0 ± 1.6	91.4 ± 1.2	
ACT	10yrs 8mths 5yrs 4mths	513.2 ± 5.8 72.5	96.5	1.5	3.0 ± 0.8	8.4 ± 1.4	19.2 ± 2.2	27.4 ± 1.9	23.2 ± 1.8	17.3 ± 2.4	95.5 ± 1.1	
NT	10yrs 6mths 5yrs 4mths	400.0 ± 21.0 142.0	84.6	1.5	37.0 ± 6.6	11.6 ± 1.9	16.7 ± 2.3	16.5 ± 2.6	10.2 ± 1.8	6.6 ± 1.7	61.5 ± 6.6	
Aust	10yrs 6mths 5yrs 1mth	496.2 ± 1.1 80.6	96.9	1.5	6.5 ± 0.2	11.0 ± 0.2	21.3 ± 0.3	26.4 ± 0.2	19.9 ± 0.3	13.4 ± 0.4	91.9 ± 0.3	

Figure 5.G1: Achievement of Year 5 Students in Grammar and Punctuation, by State and Territory, 2008.

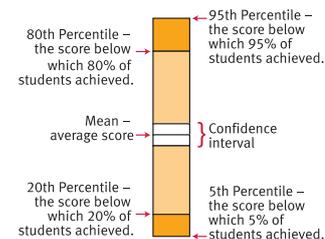


Notes:

The average age and years of schooling are determined as at the time of testing.
 The percentages of students represented in the table above have been rounded and may not sum to 100.
 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.
 The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.
 For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.
 Year 5 students with results in Band 3 did not achieve the national minimum standard.
 Exempt students were not assessed and are deemed not to have met the national minimum standard.
 Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 5 students reported by schools which includes those absent and withdrawn.

Reading the graph

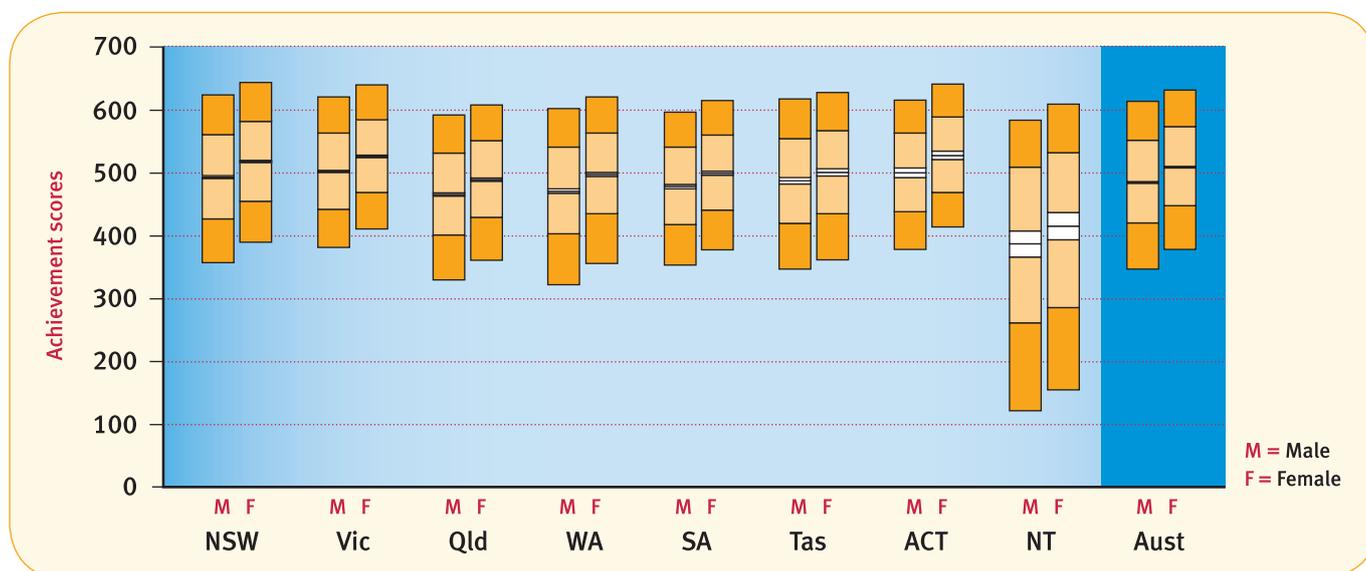


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.G2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	492.8 ± 2.3	1.0	7.1 ± 0.5	12.5 ± 0.5	22.3 ± 0.6	25.5 ± 0.5	18.7 ± 0.6	13.0 ± 0.8	91.9 ± 0.5
	Female	517.4 ± 2.1	0.7	3.4 ± 0.3	8.0 ± 0.4	18.3 ± 0.7	26.6 ± 0.7	23.4 ± 0.6	19.7 ± 1.0	95.9 ± 0.3
VIC	Male	501.8 ± 1.9	3.1	3.9 ± 0.3	10.2 ± 0.6	21.7 ± 0.8	27.5 ± 0.6	20.6 ± 0.6	13.0 ± 0.7	93.0 ± 0.5
	Female	525.7 ± 1.7	1.7	1.6 ± 0.2	5.8 ± 0.4	16.3 ± 0.6	28.0 ± 0.9	26.1 ± 0.8	20.5 ± 0.8	96.6 ± 0.3
Qld	Male	465.1 ± 2.6	2.2	12.3 ± 0.8	16.3 ± 0.7	25.6 ± 0.9	23.9 ± 1.0	13.5 ± 0.7	6.3 ± 0.5	85.6 ± 0.8
	Female	488.5 ± 2.5	1.1	6.6 ± 0.6	12.0 ± 0.8	23.4 ± 0.8	28.2 ± 0.7	18.6 ± 0.7	10.0 ± 0.7	92.2 ± 0.7
WA	Male	470.5 ± 3.3	0.9	12.7 ± 1.2	14.6 ± 0.8	23.7 ± 0.9	24.3 ± 1.1	15.4 ± 0.9	8.3 ± 0.8	86.4 ± 1.2
	Female	496.9 ± 3.2	0.7	6.8 ± 0.8	10.3 ± 0.7	20.6 ± 1.1	27.4 ± 1.0	20.9 ± 1.0	13.4 ± 1.0	92.5 ± 0.8
SA	Male	477.7 ± 3.5	3.3	8.0 ± 1.0	14.5 ± 1.1	25.3 ± 1.1	25.8 ± 1.0	15.7 ± 1.1	7.4 ± 0.9	88.7 ± 1.3
	Female	498.9 ± 3.2	1.9	4.5 ± 0.7	10.4 ± 0.9	21.7 ± 1.0	28.7 ± 1.3	20.7 ± 1.2	12.1 ± 1.2	93.6 ± 0.9
Tas	Male	486.8 ± 5.2	1.0	8.8 ± 1.5	13.0 ± 1.5	21.7 ± 1.9	25.7 ± 2.2	18.5 ± 2.2	11.3 ± 1.7	90.2 ± 1.6
	Female	500.2 ± 5.8	1.0	6.5 ± 1.4	10.7 ± 1.8	20.1 ± 2.1	25.7 ± 1.9	21.3 ± 1.9	14.7 ± 2.1	92.6 ± 1.4
ACT	Male	499.5 ± 7.4	1.9	4.3 ± 1.3	11.4 ± 2.1	21.0 ± 3.0	27.5 ± 2.6	21.3 ± 2.6	12.6 ± 2.6	93.8 ± 1.7
	Female	527.1 ± 6.7	1.1	1.6 ± 0.7	5.3 ± 1.5	17.2 ± 2.8	27.4 ± 2.6	25.1 ± 2.2	22.2 ± 3.4	97.3 ± 1.1
NT	Male	386.8 ± 20.6	1.4	40.0 ± 6.6	12.6 ± 2.5	17.4 ± 2.8	14.7 ± 3.1	8.9 ± 1.7	5.0 ± 1.6	58.6 ± 6.5
	Female	414.8 ± 21.9	1.6	33.6 ± 6.9	10.5 ± 2.3	15.8 ± 2.5	18.5 ± 3.0	11.7 ± 2.4	8.3 ± 2.3	64.8 ± 7.0
Aust	Male	484.4 ± 1.2	1.9	8.5 ± 0.3	13.1 ± 0.3	23.1 ± 0.3	25.4 ± 0.3	17.4 ± 0.4	10.6 ± 0.4	89.6 ± 0.3
	Female	508.4 ± 1.2	1.1	4.5 ± 0.2	8.8 ± 0.2	19.4 ± 0.3	27.4 ± 0.4	22.4 ± 0.3	16.5 ± 0.5	94.4 ± 0.2

Figure 5.G2: Achievement of Year 5 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

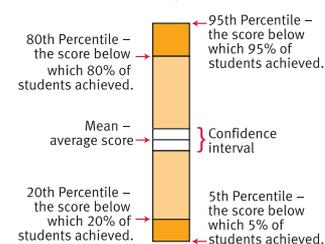
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

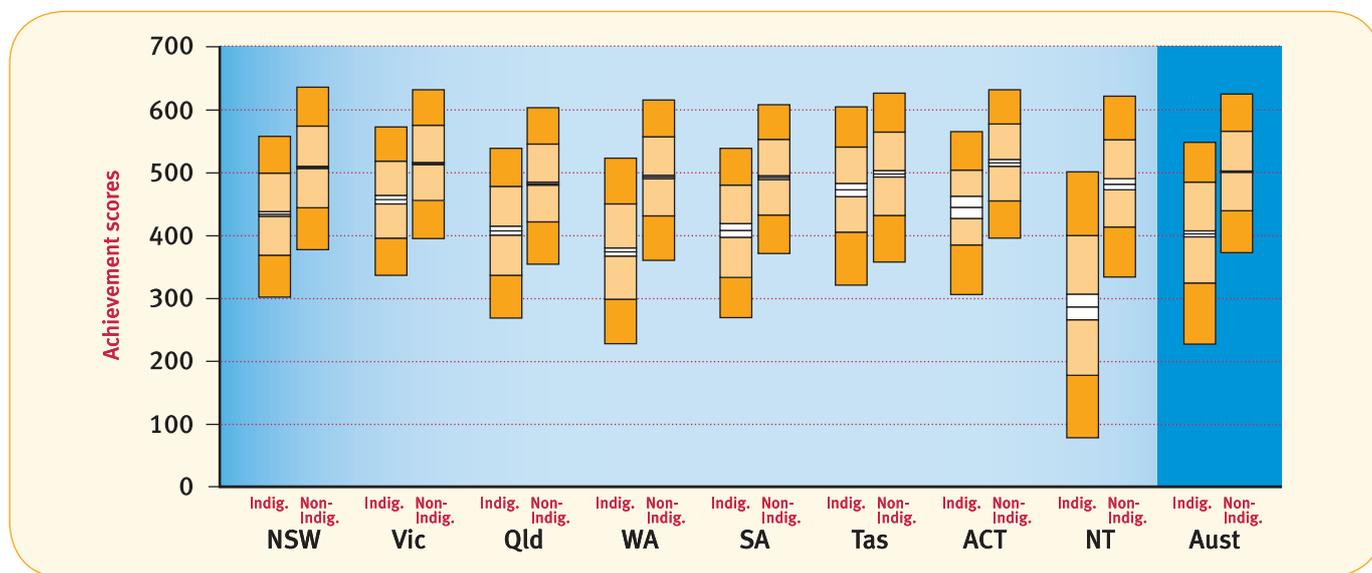


Each State/s/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 4	Band 5	Band 6	Band 7	
NSW	Indigenous	434.0 ± 3.8	1.0	21.4 ± 2.0	22.7 ± 1.9	26.4 ± 2.0	18.4 ± 1.7	7.7 ± 1.1	2.4 ± 0.6	77.6 ± 2.0
	Non-Indigenous	508.0 ± 1.9	0.7	4.5 ± 0.3	9.7 ± 0.4	20.1 ± 0.5	26.4 ± 0.5	21.6 ± 0.5	16.9 ± 0.8	94.7 ± 0.3
VIC	Indigenous	456.4 ± 6.8	3.7	12.1 ± 3.3	20.3 ± 3.4	26.4 ± 4.4	22.1 ± 4.5	11.5 ± 2.5	3.7 ± 1.6	84.1 ± 3.5
	Non-Indigenous	514.2 ± 1.6	2.2	2.7 ± 0.2	7.9 ± 0.4	19.0 ± 0.6	27.9 ± 0.5	23.5 ± 0.5	16.8 ± 0.6	95.1 ± 0.3
Qld	Indigenous	407.6 ± 7.1	2.0	32.2 ± 3.3	24.3 ± 2.0	21.8 ± 1.8	13.4 ± 1.7	4.7 ± 1.1	1.4 ± 0.7	65.7 ± 3.3
	Non-Indigenous	482.0 ± 2.2	1.6	7.7 ± 0.5	13.4 ± 0.6	24.7 ± 0.6	27.0 ± 0.7	16.8 ± 0.6	8.7 ± 0.5	90.6 ± 0.6
WA	Indigenous	373.8 ± 6.4	1.0	49.7 ± 3.6	21.6 ± 3.4	15.5 ± 2.2	8.1 ± 1.7	3.4 ± 1.0	0.8 ± 0.5	49.3 ± 3.6
	Non-Indigenous	492.5 ± 2.5	0.7	6.6 ± 0.6	11.7 ± 0.6	22.6 ± 0.7	27.3 ± 0.8	19.4 ± 0.8	11.7 ± 0.8	92.6 ± 0.6
SA	Indigenous	407.9 ± 10.7	5.4	31.7 ± 5.9	22.4 ± 4.2	20.8 ± 5.1	13.5 ± 3.1	4.7 ± 2.1	1.4 ± 1.3	62.9 ± 5.8
	Non-Indigenous	491.8 ± 2.9	2.3	5.2 ± 0.6	12.0 ± 0.8	23.6 ± 0.9	27.8 ± 0.9	18.9 ± 0.9	10.2 ± 0.9	92.5 ± 0.9
Tas	Indigenous	472.1 ± 10.6	1.4	12.2 ± 4.0	13.8 ± 4.2	24.5 ± 9.2	25.0 ± 8.0	14.7 ± 5.2	8.3 ± 4.5	86.4 ± 4.1
	Non-Indigenous	497.6 ± 5.1	0.9	6.9 ± 1.2	11.3 ± 1.3	20.4 ± 1.5	25.7 ± 1.6	20.8 ± 1.8	14.0 ± 1.8	92.2 ± 1.2
ACT	Indigenous	444.5 ± 17.3	4.8	15.6 ± 10.0	19.2 ± 11.9	30.1 ± 11.3	20.4 ± 9.1	6.9 ± 5.1	3.0 ± 4.3	79.6 ± 10.4
	Non-Indigenous	514.9 ± 5.6	1.4	2.7 ± 0.7	8.1 ± 1.4	19.0 ± 2.2	27.5 ± 1.9	23.6 ± 1.7	17.7 ± 2.4	96.0 ± 1.0
NT	Indigenous	286.4 ± 20.3	1.1	74.4 ± 6.0	9.4 ± 3.0	7.8 ± 2.3	5.1 ± 1.7	1.9 ± 1.1	0.3 ± 0.3	24.5 ± 5.8
	Non-Indigenous	481.2 ± 8.7	1.2	10.5 ± 2.4	13.5 ± 2.5	23.1 ± 2.9	24.5 ± 2.7	16.3 ± 2.0	11.1 ± 2.6	88.3 ± 2.6
Aust	Indigenous	402.4 ± 4.8	1.8	34.2 ± 1.9	21.2 ± 1.1	21.1 ± 1.1	14.1 ± 0.9	5.8 ± 0.5	1.9 ± 0.4	64.1 ± 1.9
	Non-Indigenous	501.2 ± 1.0	1.4	5.0 ± 0.2	10.4 ± 0.2	21.3 ± 0.3	27.1 ± 0.2	20.7 ± 0.3	14.1 ± 0.4	93.5 ± 0.2

Figure 5.G3: Achievement of Year 5 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard. Year 5 students with results in Band 3 did not achieve the national minimum standard. Exempt students were not assessed and are deemed not to have met the national minimum standard. Students for whom Indigenous status was not stated are not included in these calculations.

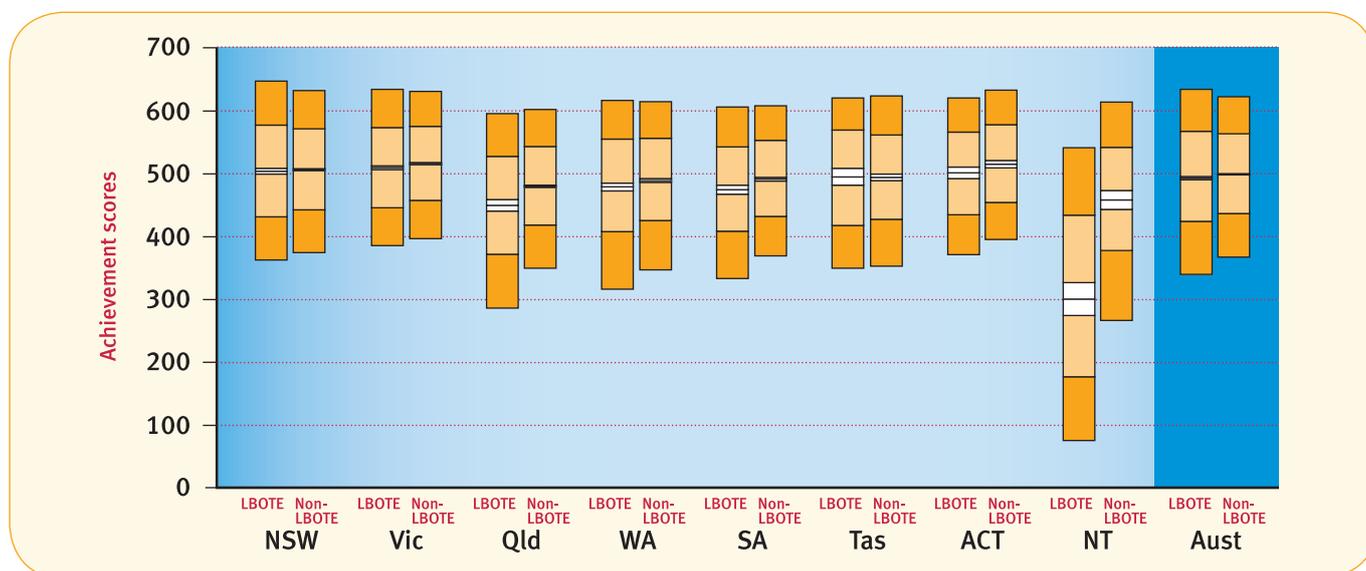
Reading the graph

Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	503.4 ± 4.5	1.5	6.5 ± 0.8	11.6 ± 0.9	20.1 ± 0.9	23.4 ± 1.0	18.8 ± 0.9	18.0 ± 1.8	92.0 ± 0.9
	Non-LBOTE	505.5 ± 1.9	0.5	5.0 ± 0.3	9.9 ± 0.4	20.3 ± 0.5	26.7 ± 0.5	21.6 ± 0.5	16.0 ± 0.7	94.5 ± 0.3
VIC	LBOTE	508.7 ± 2.7	3.2	3.5 ± 0.4	9.5 ± 0.7	20.3 ± 0.9	26.2 ± 0.8	21.2 ± 1.0	16.1 ± 1.1	93.3 ± 0.6
	Non-LBOTE	515.1 ± 1.6	2.2	2.5 ± 0.2	7.6 ± 0.4	18.6 ± 0.6	28.3 ± 0.6	24.0 ± 0.6	16.8 ± 0.7	95.3 ± 0.4
Qld	LBOTE	449.0 ± 9.3	4.5	19.7 ± 3.3	16.3 ± 1.7	21.7 ± 1.8	20.0 ± 2.3	11.3 ± 1.6	6.5 ± 1.6	75.8 ± 3.4
	Non-LBOTE	479.1 ± 2.2	1.4	8.6 ± 0.5	14.0 ± 0.6	24.8 ± 0.6	26.6 ± 0.6	16.4 ± 0.6	8.3 ± 0.5	90.0 ± 0.6
WA	LBOTE	478.2 ± 6.1	1.7	12.1 ± 1.9	13.0 ± 1.2	21.1 ± 1.9	23.7 ± 1.9	17.1 ± 1.7	11.2 ± 1.6	86.1 ± 2.1
	Non-LBOTE	488.3 ± 3.0	0.5	8.3 ± 0.8	12.0 ± 0.7	22.0 ± 0.9	26.8 ± 0.9	19.0 ± 0.9	11.4 ± 0.8	91.1 ± 0.8
SA	LBOTE	473.8 ± 7.2	6.6	10.8 ± 2.5	13.9 ± 2.2	22.8 ± 2.1	23.6 ± 2.5	14.1 ± 2.0	8.3 ± 1.8	82.6 ± 4.1
	Non-LBOTE	490.7 ± 3.0	2.0	5.5 ± 0.7	12.2 ± 0.8	23.6 ± 0.9	27.8 ± 0.9	18.9 ± 1.0	10.0 ± 0.9	92.5 ± 0.8
Tas	LBOTE	494.1 ± 13.3	7.7	8.1 ± 4.4	12.5 ± 4.8	16.2 ± 6.1	21.2 ± 7.1	21.0 ± 8.3	13.2 ± 5.7	84.1 ± 6.1
	Non-LBOTE	493.3 ± 5.0	0.8	7.7 ± 1.2	11.9 ± 1.2	21.0 ± 1.5	25.8 ± 1.7	19.8 ± 1.6	13.1 ± 1.6	91.5 ± 1.3
ACT	LBOTE	500.5 ± 9.3	4.8	5.1 ± 2.8	11.0 ± 3.9	18.9 ± 5.0	25.2 ± 4.5	21.5 ± 4.7	13.4 ± 4.6	90.1 ± 5.6
	Non-LBOTE	514.3 ± 5.9	1.1	2.8 ± 0.8	8.2 ± 1.4	19.4 ± 2.2	27.6 ± 2.0	23.2 ± 1.8	17.8 ± 2.6	96.1 ± 0.9
NT	LBOTE	300.3 ± 26.3	2.1	67.9 ± 8.4	9.0 ± 2.9	8.5 ± 3.0	6.6 ± 2.6	3.5 ± 1.9	2.3 ± 1.4	29.9 ± 7.9
	Non-LBOTE	457.5 ± 15.1	1.1	19.2 ± 4.7	13.1 ± 3.0	21.3 ± 3.4	22.3 ± 3.3	13.6 ± 2.3	9.4 ± 2.8	79.7 ± 4.8
Aust	LBOTE	492.0 ± 2.6	2.8	8.7 ± 0.7	11.5 ± 0.5	20.3 ± 0.6	23.7 ± 0.6	18.3 ± 0.6	14.7 ± 0.8	88.5 ± 0.7
	Non-LBOTE	498.2 ± 1.0	1.2	5.7 ± 0.2	10.8 ± 0.2	21.4 ± 0.3	27.1 ± 0.2	20.4 ± 0.3	13.4 ± 0.4	93.0 ± 0.2

Figure 5.G4: Achievement of Year 5 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

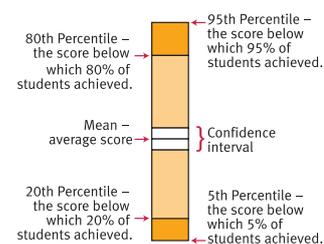
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.G5: Achievement of Year 5 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above		
NSW	<i>Metro</i>	509.6 ± 2.5	0.9	4.7 ± 0.4	9.6 ± 0.5	19.5 ± 0.6	25.8 ± 0.5	21.5 ± 0.6	18.0 ± 1.0	94.3 ± 0.4	
	<i>Provincial</i>	492.2 ± 2.4	0.5	6.6 ± 0.6	12.0 ± 0.7	22.7 ± 0.7	26.9 ± 0.8	19.7 ± 0.8	11.6 ± 0.8	92.9 ± 0.6	
	<i>Remote</i>	462.3 ± 18.5	0.9	16.6 ± 7.0	16.6 ± 5.2	22.0 ± 4.6	21.6 ± 6.0	13.5 ± 6.4	8.9 ± 3.8	82.5 ± 7.3	
	<i>Very Remote</i>	444.2 ± 40.3	0.8	23.5 ± 16.6	16.2 ± 6.8	18.4 ± 8.8	21.9 ± 9.8	14.6 ± 10.1	4.6 ± 4.7	75.7 ± 17.6	
VIC	<i>Metro</i>	516.7 ± 2.0	2.5	2.4 ± 0.2	7.6 ± 0.4	18.4 ± 0.6	27.4 ± 0.6	23.8 ± 0.6	17.8 ± 0.8	95.1 ± 0.4	
	<i>Provincial</i>	504.0 ± 2.3	2.3	3.8 ± 0.5	9.4 ± 0.8	20.9 ± 0.9	28.6 ± 0.9	21.8 ± 1.1	13.2 ± 0.9	93.8 ± 0.6	
	<i>Remote</i>	528.2 ± 31.4	0.0	4.7 ± 6.1	3.6 ± 7.4	12.4 ± 11.1	28.4 ± 16.1	27.3 ± 11.5	23.6 ± 12.1	95.3 ± 6.1	
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-	
Qld	<i>Metro</i>	482.0 ± 2.8	1.6	8.1 ± 0.7	13.5 ± 0.7	24.3 ± 0.7	26.8 ± 0.8	16.8 ± 0.7	9.0 ± 0.7	90.3 ± 0.8	
	<i>Provincial</i>	472.4 ± 3.0	1.9	9.9 ± 0.9	15.4 ± 0.8	25.5 ± 1.0	25.5 ± 1.0	15.0 ± 0.9	6.8 ± 0.7	88.2 ± 1.0	
	<i>Remote</i>	438.9 ± 13.6	1.2	22.0 ± 5.8	19.0 ± 3.4	24.1 ± 5.1	19.0 ± 4.7	10.6 ± 2.8	4.2 ± 1.8	76.8 ± 5.9	
	<i>Very Remote</i>	396.5 ± 22.0	0.9	40.9 ± 10.1	18.8 ± 3.1	18.1 ± 4.4	13.3 ± 4.4	5.6 ± 2.3	2.3 ± 1.9	58.2 ± 10.2	
WA	<i>Metro</i>	492.0 ± 3.3	0.9	7.3 ± 0.8	11.8 ± 0.8	21.8 ± 0.9	26.6 ± 0.8	19.3 ± 0.9	12.2 ± 1.0	91.8 ± 0.8	
	<i>Provincial</i>	475.2 ± 5.1	0.6	10.9 ± 1.7	13.8 ± 1.3	24.2 ± 1.7	26.0 ± 1.9	16.5 ± 2.1	8.0 ± 1.3	88.5 ± 1.7	
	<i>Remote</i>	455.4 ± 12.8	0.3	18.3 ± 4.8	15.2 ± 3.2	22.8 ± 3.6	22.5 ± 3.5	13.8 ± 2.6	7.0 ± 2.0	81.3 ± 4.8	
	<i>Very Remote</i>	390.1 ± 20.6	0.4	45.2 ± 9.2	14.9 ± 3.1	16.8 ± 3.9	13.2 ± 3.9	6.7 ± 2.5	2.7 ± 1.7	54.3 ± 9.3	
SA	<i>Metro</i>	493.2 ± 3.8	3.0	5.2 ± 0.8	11.8 ± 0.9	22.7 ± 1.1	27.6 ± 1.3	18.9 ± 1.3	10.8 ± 1.1	91.8 ± 1.2	
	<i>Provincial</i>	479.4 ± 4.6	1.7	7.6 ± 1.4	14.4 ± 1.5	25.6 ± 1.5	26.5 ± 1.7	16.7 ± 1.5	7.4 ± 1.0	90.6 ± 1.5	
	<i>Remote</i>	480.2 ± 10.0	1.8	7.0 ± 3.6	12.8 ± 4.4	26.3 ± 3.8	28.9 ± 4.2	16.5 ± 4.0	6.6 ± 2.4	91.2 ± 4.1	
	<i>Very Remote</i>	397.4 ± 42.2	0.5	42.5 ± 17.5	14.7 ± 6.6	18.2 ± 8.3	13.8 ± 9.2	6.2 ± 6.6	4.1 ± 5.0	57.0 ± 16.9	
Tas	<i>Metro</i>	499.8 ± 8.0	1.2	6.6 ± 1.8	10.9 ± 2.0	19.6 ± 2.0	25.5 ± 2.2	21.6 ± 2.5	14.7 ± 2.7	92.2 ± 1.9	
	<i>Provincial</i>	488.9 ± 6.0	0.8	8.4 ± 1.5	12.6 ± 1.6	21.9 ± 2.3	25.7 ± 2.1	18.6 ± 2.1	11.9 ± 1.9	90.8 ± 1.5	
	<i>Remote</i>	477.2 ± 30.6	0.0	12.7 ± 11.4	12.4 ± 7.6	20.2 ± 9.8	27.1 ± 12.2	19.3 ± 9.9	8.2 ± 7.2	87.3 ± 11.4	
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
ACT	<i>Metro</i>	513.4 ± 5.7	1.5	2.9 ± 0.8	8.4 ± 1.3	19.2 ± 2.2	27.5 ± 1.9	23.2 ± 1.7	17.3 ± 2.4	95.6 ± 1.1	
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
	<i>Remote</i>	-	-	-	-	-	-	-	-	-	
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-	
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-	
	<i>Provincial</i>	460.2 ± 11.4	2.0	16.9 ± 3.9	15.0 ± 2.7	22.5 ± 3.0	22.3 ± 3.2	13.7 ± 2.1	7.6 ± 2.2	81.0 ± 4.3	
	<i>Remote</i>	443.7 ± 31.7	1.4	25.8 ± 9.8	12.7 ± 3.0	18.0 ± 4.2	18.6 ± 5.5	12.5 ± 4.1	11.0 ± 4.9	72.8 ± 9.9	
	<i>Very Remote</i>	258.9 ± 37.7	0.5	82.2 ± 11.1	4.5 ± 2.9	5.0 ± 3.6	4.2 ± 3.3	2.1 ± 1.9	1.4 ± 1.5	17.3 ± 11.0	
Aust	<i>Metro</i>	502.9 ± 1.3	1.6	5.1 ± 0.2	10.2 ± 0.3	20.6 ± 0.3	26.6 ± 0.3	20.8 ± 0.3	15.0 ± 0.5	93.3 ± 0.3	
	<i>Provincial</i>	487.2 ± 1.4	1.4	7.5 ± 0.4	12.6 ± 0.4	23.2 ± 0.5	26.7 ± 0.4	18.4 ± 0.5	10.2 ± 0.5	91.1 ± 0.4	
	<i>Remote</i>	454.4 ± 7.9	1.0	18.6 ± 2.9	15.5 ± 1.9	22.6 ± 2.0	21.9 ± 1.9	13.3 ± 1.5	7.3 ± 1.3	80.5 ± 2.9	
	<i>Very Remote</i>	354.4 ± 17.5	0.6	54.2 ± 6.1	12.8 ± 2.0	13.6 ± 2.2	11.0 ± 2.3	5.3 ± 1.5	2.4 ± 0.9	45.2 ± 6.2	

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.G6: Achievement of Year 5 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Metro	443.5 ± 4.7	1.2	18.0 ± 2.4	21.4 ± 2.5	26.7 ± 2.6	20.7 ± 2.5	9.2 ± 1.6	2.8 ± 0.9	80.8 ± 2.4
	Provincial	431.0 ± 5.3	0.9	21.9 ± 2.7	23.3 ± 2.4	27.2 ± 2.6	17.4 ± 2.5	7.0 ± 1.5	2.2 ± 0.8	77.1 ± 2.7
	Remote	392.3 ± 23.1	0.7	39.9 ± 14.4	28.6 ± 9.8	18.2 ± 7.4	8.9 ± 5.4	2.5 ± 4.2	1.2 ± 2.0	59.4 ± 13.9
	Very Remote	366.8 ± 39.2	2.1	54.6 ± 18.2	22.5 ± 10.2	11.3 ± 14.0	6.7 ± 8.2	1.3 ± 3.3	1.7 ± 3.2	43.3 ± 20.4
Vic	Metro	471.5 ± 9.1	3.7	7.8 ± 3.7	17.2 ± 4.4	26.3 ± 7.0	25.0 ± 6.3	15.0 ± 4.6	5.0 ± 2.8	88.5 ± 4.1
	Provincial	442.0 ± 8.1	3.8	16.3 ± 4.6	23.4 ± 5.0	26.6 ± 4.7	19.1 ± 5.3	8.2 ± 3.6	2.5 ± 1.8	79.9 ± 4.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	423.9 ± 9.3	1.9	24.9 ± 3.5	24.6 ± 2.7	24.2 ± 2.5	16.2 ± 2.4	6.2 ± 1.9	2.0 ± 1.4	73.2 ± 3.5
	Provincial	416.6 ± 8.7	2.5	27.1 ± 4.9	26.2 ± 3.0	24.0 ± 2.9	14.1 ± 2.7	4.7 ± 1.5	1.3 ± 0.7	70.4 ± 4.8
	Remote	361.5 ± 24.6	2.4	53.6 ± 12.7	20.9 ± 9.3	14.9 ± 7.1	6.6 ± 3.3	1.6 ± 2.0	0.1 ± 0.5	44.0 ± 12.4
	Very Remote	341.7 ± 15.6	0.8	65.3 ± 8.3	19.7 ± 5.3	9.5 ± 4.2	4.3 ± 2.5	0.4 ± 0.8	0.0 ± 0.0	33.9 ± 8.4
WA	Metro	396.8 ± 7.9	1.4	39.2 ± 4.6	24.2 ± 4.1	17.8 ± 3.6	11.2 ± 3.0	4.9 ± 2.0	1.3 ± 1.0	59.5 ± 4.6
	Provincial	391.5 ± 10.8	0.9	41.6 ± 6.5	24.8 ± 5.9	19.4 ± 4.9	9.2 ± 3.0	3.4 ± 2.4	0.6 ± 1.1	57.5 ± 6.5
	Remote	366.6 ± 13.9	0.7	51.0 ± 7.2	22.5 ± 7.0	15.9 ± 6.6	6.7 ± 3.5	2.9 ± 1.9	0.4 ± 0.9	48.4 ± 7.2
	Very Remote	328.0 ± 14.7	0.7	72.3 ± 7.1	14.1 ± 5.3	8.2 ± 3.0	3.2 ± 2.7	1.3 ± 1.7	0.3 ± 0.7	27.1 ± 7.2
SA	Metro	434.5 ± 10.1	6.5	19.6 ± 5.7	22.5 ± 8.1	24.6 ± 8.6	17.6 ± 4.4	6.6 ± 3.5	2.5 ± 2.2	73.9 ± 5.9
	Provincial	403.5 ± 13.9	6.3	33.6 ± 7.9	23.8 ± 7.1	19.6 ± 6.8	12.1 ± 5.6	4.1 ± 3.5	0.5 ± 1.3	60.1 ± 8.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	319.4 ± 31.4	0.0	77.0 ± 15.4	13.4 ± 10.4	6.8 ± 8.9	2.7 ± 4.9	0.0 ± 0.0	0.0 ± 0.0	23.0 ± 15.4
Tas	Metro	467.0 ± 18.3	2.1	15.2 ± 8.1	13.0 ± 7.0	22.8 ± 7.8	25.1 ± 11.0	14.3 ± 8.8	7.4 ± 6.2	82.7 ± 8.3
	Provincial	475.2 ± 12.6	1.1	10.4 ± 4.3	13.5 ± 6.7	26.0 ± 11.7	25.6 ± 8.2	14.9 ± 5.0	8.6 ± 5.3	88.6 ± 4.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	448.3 ± 16.1	4.9	14.0 ± 9.7	19.6 ± 12.1	30.7 ± 11.4	20.8 ± 9.3	7.0 ± 5.2	3.1 ± 4.4	81.2 ± 10.2
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	388.8 ± 15.1	1.3	43.4 ± 8.4	19.0 ± 5.2	18.5 ± 4.8	12.4 ± 4.2	5.0 ± 3.0	0.4 ± 1.2	55.4 ± 8.3
	Remote	351.5 ± 29.6	2.2	54.0 ± 11.2	17.3 ± 5.5	14.0 ± 5.5	8.4 ± 3.5	3.3 ± 3.3	0.8 ± 1.3	43.8 ± 10.3
	Very Remote	225.7 ± 21.1	0.6	93.2 ± 4.4	3.0 ± 2.8	1.6 ± 1.3	1.2 ± 1.4	0.3 ± 0.7	0.1 ± 0.3	6.2 ± 4.1
Aust	Metro	432.0 ± 4.3	2.1	22.6 ± 1.8	22.5 ± 1.7	24.4 ± 1.7	18.0 ± 1.4	7.8 ± 0.9	2.6 ± 0.7	75.3 ± 1.8
	Provincial	423.0 ± 4.0	1.9	25.9 ± 2.1	23.5 ± 1.3	24.6 ± 1.6	15.8 ± 1.4	6.3 ± 0.9	2.0 ± 0.5	72.2 ± 2.1
	Remote	366.3 ± 11.9	1.5	50.3 ± 5.7	21.8 ± 4.7	15.5 ± 4.0	7.5 ± 2.0	2.6 ± 1.5	0.6 ± 0.7	48.2 ± 5.5
	Very Remote	287.6 ± 14.7	0.7	79.3 ± 4.1	10.9 ± 2.8	5.7 ± 1.6	2.7 ± 1.3	0.6 ± 0.6	0.2 ± 0.3	20.0 ± 4.1

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.G7: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	533.4 ± 1.6	1.2	1.9 ± 0.2	5.1 ± 0.3	14.3 ± 0.5	25.8 ± 0.7	26.7 ± 0.9	24.9 ± 0.9	96.9 ± 0.2
Advanced diploma/diploma	503.6 ± 1.4	1.4	4.1 ± 0.4	9.2 ± 0.5	21.2 ± 0.6	28.9 ± 0.7	21.9 ± 0.7	13.3 ± 0.6	94.5 ± 0.4
Cert I to IV	484.9 ± 1.1	1.4	6.5 ± 0.3	13.0 ± 0.4	24.7 ± 0.5	28.2 ± 0.5	17.7 ± 0.6	8.4 ± 0.4	92.0 ± 0.4
Year 12 or equivalent	487.7 ± 1.9	2.1	7.0 ± 0.5	12.5 ± 0.6	23.3 ± 0.8	26.6 ± 0.8	18.4 ± 1.0	10.1 ± 0.7	90.9 ± 0.6
Year 11 or equivalent or below	455.4 ± 1.8	3.8	14.3 ± 0.7	18.1 ± 0.6	25.7 ± 0.8	22.0 ± 0.7	11.4 ± 0.6	4.6 ± 0.4	81.9 ± 0.8
Not stated	494.8 ± 1.5	1.2	7.0 ± 0.3	11.0 ± 0.3	21.3 ± 0.4	26.3 ± 0.4	19.7 ± 0.3	13.5 ± 0.4	91.8 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 5 students with parental education 'not stated' is 47%.

Table 5.G8: Achievement of Year 5 Students in Grammar and Punctuation, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	528.8 ± 1.6	1.0	2.2 ± 0.2	5.7 ± 0.3	15.3 ± 0.7	26.5 ± 0.8	26.1 ± 0.8	23.1 ± 0.9	96.8 ± 0.3
Other business managers and associate professionals	507.6 ± 1.2	1.1	3.4 ± 0.2	8.9 ± 0.5	20.5 ± 0.6	28.8 ± 0.6	22.8 ± 0.5	14.5 ± 0.5	95.5 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	489.5 ± 1.3	1.6	5.7 ± 0.3	11.9 ± 0.5	24.4 ± 0.5	28.3 ± 0.6	18.6 ± 0.6	9.4 ± 0.5	92.7 ± 0.4
Machine operators, hospitality staff, assistants, labourers	472.3 ± 1.8	2.4	10.3 ± 0.6	15.7 ± 0.6	25.0 ± 0.6	24.7 ± 0.8	14.4 ± 0.8	7.4 ± 0.5	87.3 ± 0.6
Not in paid work in the previous 12 months	453.3 ± 2.5	7.6	15.7 ± 1.1	17.6 ± 0.9	23.1 ± 1.1	19.4 ± 1.0	11.0 ± 0.8	5.6 ± 0.6	76.7 ± 1.3
Not stated	493.2 ± 1.5	1.2	7.3 ± 0.3	11.4 ± 0.3	21.5 ± 0.4	26.1 ± 0.3	19.3 ± 0.3	13.2 ± 0.4	91.5 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

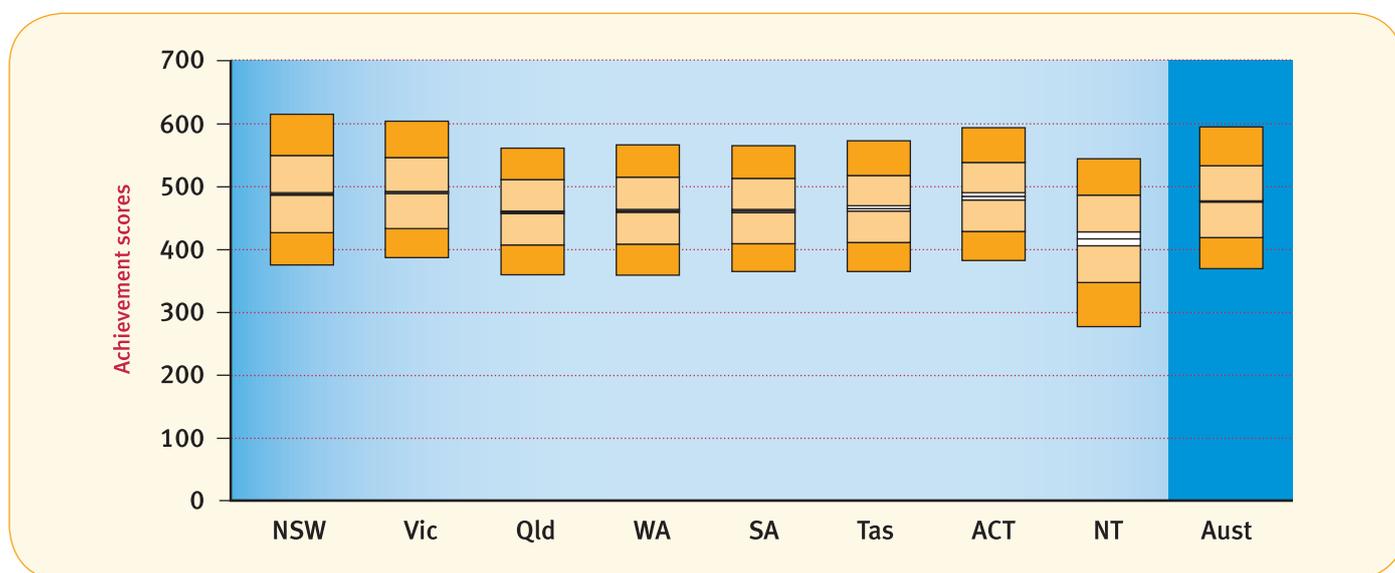
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 5 students with parental occupation 'not stated' is 49%.

Table 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above		
NSW	10yrs 7mths 5yrs 4mths	487.8 ± 2.0 72.4	97.2	0.8	4.8 ± 0.3	15.0 ± 0.6	26.5 ± 0.6	25.9 ± 0.5	16.7 ± 0.5	10.3 ± 0.7	94.4 ± 0.3	
VIC	10yrs 9mths 5yrs 4mths	489.7 ± 1.7 65.8	96.2	2.4	3.0 ± 0.2	13.6 ± 0.5	27.1 ± 0.6	28.1 ± 0.5	17.2 ± 0.6	8.6 ± 0.5	94.6 ± 0.3	
Qld	10yrs 1mth 4yrs 4mths	458.2 ± 2.1 62.7	97.5	1.5	8.1 ± 0.6	21.7 ± 0.7	32.3 ± 0.5	24.3 ± 0.7	9.8 ± 0.6	2.4 ± 0.3	90.4 ± 0.6	
WA	10yrs 4mths 5yrs 4mths	460.7 ± 2.5 63.4	95.5	0.8	8.1 ± 0.8	20.9 ± 1.0	32.0 ± 0.9	24.6 ± 1.1	10.8 ± 0.8	3.0 ± 0.4	91.1 ± 0.8	
SA	10yrs 7mths 5yrs 4mths	460.4 ± 2.8 60.7	97.1	2.6	6.9 ± 0.7	21.8 ± 1.2	32.1 ± 1.1	23.8 ± 1.1	10.2 ± 0.9	2.5 ± 0.4	90.5 ± 1.0	
Tas	10yrs 11mths 5yrs 4mths	464.6 ± 4.4 62.9	96.3	0.9	7.0 ± 1.1	20.6 ± 1.9	31.5 ± 1.7	25.0 ± 2.0	11.3 ± 1.5	3.7 ± 0.9	92.1 ± 1.2	
ACT	10yrs 8mths 5yrs 4mths	483.8 ± 5.8 64.1	95.8	1.4	3.6 ± 0.8	15.0 ± 1.9	28.8 ± 2.1	28.0 ± 1.7	16.2 ± 2.0	7.0 ± 1.8	94.9 ± 1.2	
NT	10yrs 6mths 5yrs 4mths	416.3 ± 11.0 81.0	85.0	1.5	29.4 ± 5.9	22.5 ± 2.7	23.8 ± 3.3	15.5 ± 2.5	5.7 ± 1.5	1.5 ± 0.6	69.1 ± 5.9	
Aust	10yrs 6mths 5yrs 1mth	475.9 ± 1.1 68.8	96.6	1.5	5.9 ± 0.2	17.4 ± 0.3	28.9 ± 0.3	25.7 ± 0.3	14.0 ± 0.3	6.6 ± 0.3	92.7 ± 0.2	

Figure 5.N1: Achievement of Year 5 Students in Numeracy, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

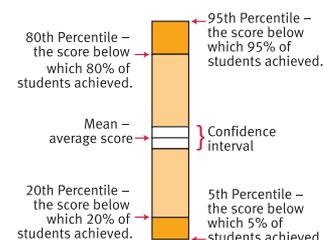
Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 5 students reported by schools which includes those absent and withdrawn.

Reading the graph

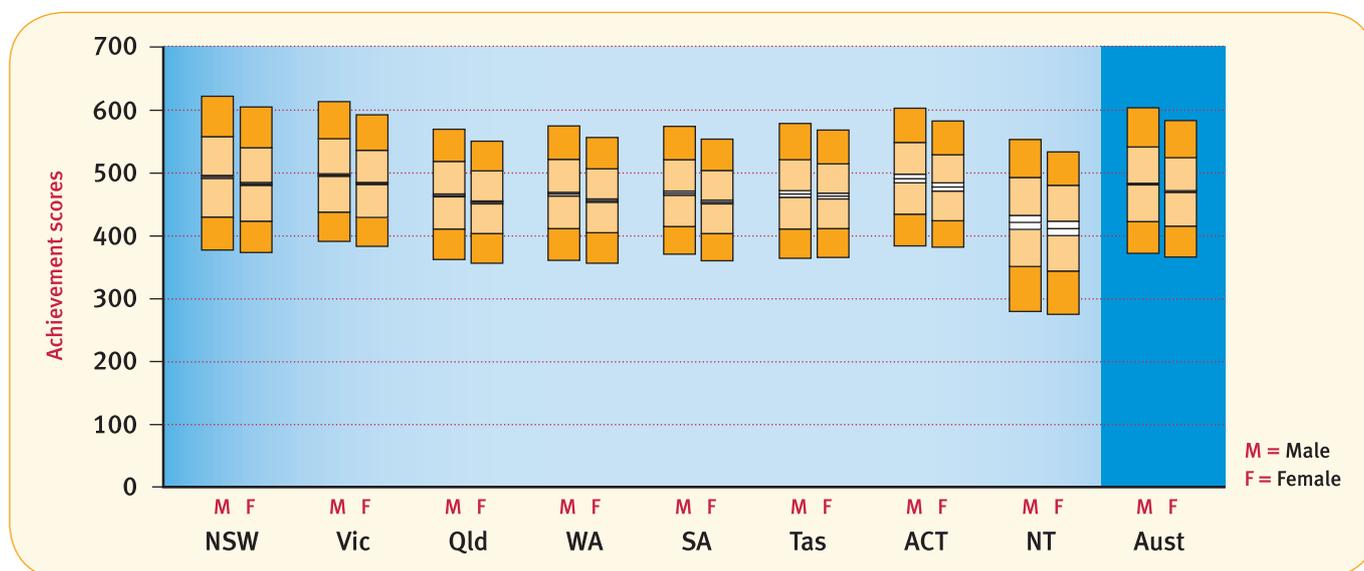


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Male	493.4 ± 2.2	0.9	4.5 ± 0.3	14.0 ± 0.7	25.0 ± 0.6	25.4 ± 0.6	18.0 ± 0.6	12.3 ± 0.9	94.6 ± 0.4
	Female	482.0 ± 2.1	0.6	5.2 ± 0.3	16.1 ± 0.6	28.1 ± 0.7	26.5 ± 0.7	15.3 ± 0.6	8.3 ± 0.7	94.2 ± 0.4
VIC	Male	496.2 ± 1.9	3.1	2.4 ± 0.3	12.3 ± 0.6	25.1 ± 0.7	27.7 ± 0.6	18.7 ± 0.7	10.6 ± 0.7	94.5 ± 0.5
	Female	482.8 ± 1.8	1.7	3.5 ± 0.4	14.9 ± 0.7	29.2 ± 0.8	28.6 ± 0.6	15.7 ± 0.7	6.4 ± 0.5	94.8 ± 0.5
Qld	Male	463.6 ± 2.2	2.0	7.3 ± 0.6	20.2 ± 0.8	30.8 ± 0.8	24.9 ± 1.0	11.5 ± 0.7	3.3 ± 0.4	90.7 ± 0.6
	Female	452.7 ± 2.1	1.1	8.8 ± 0.7	23.2 ± 0.9	33.8 ± 0.7	23.6 ± 0.8	8.0 ± 0.6	1.5 ± 0.2	90.1 ± 0.7
WA	Male	465.7 ± 2.8	0.9	7.6 ± 0.8	19.5 ± 1.2	30.3 ± 1.3	25.3 ± 1.2	12.5 ± 1.0	3.9 ± 0.5	91.5 ± 0.9
	Female	455.3 ± 2.6	0.7	8.6 ± 0.9	22.4 ± 1.1	33.7 ± 1.1	23.8 ± 1.2	8.9 ± 0.9	2.0 ± 0.4	90.7 ± 0.9
SA	Male	467.6 ± 3.2	3.3	5.6 ± 0.7	19.5 ± 1.3	31.2 ± 1.2	24.8 ± 1.4	12.1 ± 1.3	3.6 ± 0.6	91.1 ± 1.1
	Female	453.2 ± 2.8	1.9	8.2 ± 0.9	24.2 ± 1.4	33.1 ± 1.4	22.9 ± 1.4	8.3 ± 0.9	1.5 ± 0.4	89.9 ± 1.1
Tas	Male	466.1 ± 5.0	0.9	7.2 ± 1.3	20.4 ± 2.2	30.2 ± 2.3	25.1 ± 2.3	11.7 ± 1.7	4.4 ± 1.2	91.8 ± 1.4
	Female	463.0 ± 4.5	1.0	6.7 ± 1.3	20.9 ± 2.2	32.8 ± 2.1	24.8 ± 2.2	10.8 ± 1.7	3.0 ± 0.9	92.4 ± 1.3
ACT	Male	490.5 ± 7.0	1.8	3.6 ± 1.0	12.7 ± 2.2	27.3 ± 3.1	27.3 ± 2.2	18.3 ± 3.2	9.0 ± 2.7	94.6 ± 1.4
	Female	477.0 ± 6.5	1.1	3.7 ± 1.1	17.3 ± 2.8	30.3 ± 2.7	28.7 ± 2.3	14.1 ± 2.3	4.9 ± 1.9	95.2 ± 1.4
NT	Male	420.6 ± 11.1	1.4	28.5 ± 5.8	21.6 ± 3.3	23.7 ± 3.7	16.1 ± 2.8	6.8 ± 1.9	2.0 ± 0.9	70.2 ± 5.7
	Female	411.4 ± 11.4	1.6	30.5 ± 6.3	23.5 ± 2.9	24.0 ± 3.5	14.9 ± 2.7	4.5 ± 1.4	1.0 ± 0.6	67.9 ± 6.3
Aust	Male	481.6 ± 1.2	1.8	5.3 ± 0.2	16.1 ± 0.3	27.4 ± 0.4	25.7 ± 0.4	15.6 ± 0.3	8.1 ± 0.4	92.8 ± 0.3
	Female	469.9 ± 1.1	1.1	6.4 ± 0.3	18.7 ± 0.4	30.6 ± 0.4	25.7 ± 0.4	12.4 ± 0.3	5.0 ± 0.3	92.5 ± 0.3

Figure 5.N2: Achievement of Year 5 Students in Numeracy, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

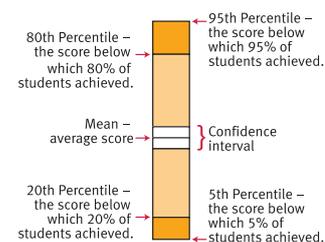
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

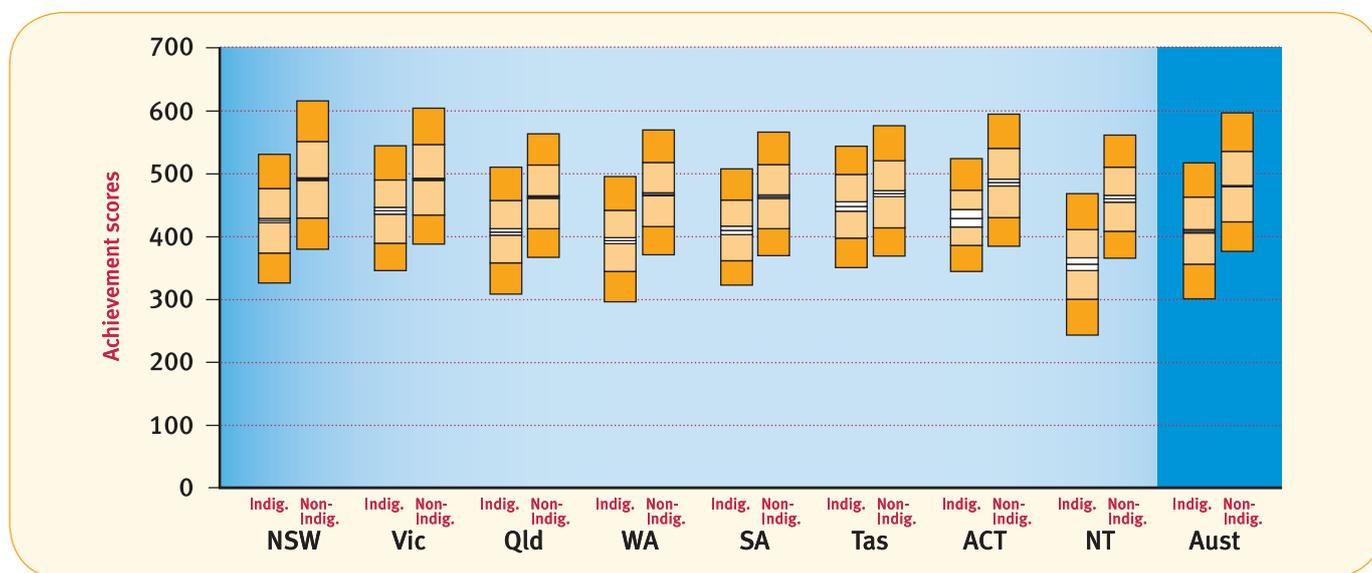


Each State/s/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below		Band 4	Band 5	Band 6	Band 7	
NSW	Indigenous	424.9 ± 3.2	1.0	20.1 ± 1.9	31.6 ± 2.2	28.4 ± 1.8	13.8 ± 1.5	4.1 ± 0.8	0.9 ± 0.4	78.9 ± 1.9
	Non-Indigenous	490.5 ± 1.9	0.7	4.1 ± 0.3	14.3 ± 0.6	26.5 ± 0.6	26.6 ± 0.5	17.2 ± 0.5	10.6 ± 0.7	95.2 ± 0.3
VIC	Indigenous	440.6 ± 5.4	3.6	13.1 ± 3.4	27.7 ± 5.1	30.6 ± 5.1	17.9 ± 3.9	5.4 ± 2.2	1.7 ± 1.1	83.3 ± 3.5
	Non-Indigenous	490.3 ± 1.6	2.2	2.8 ± 0.2	13.4 ± 0.5	27.1 ± 0.6	28.3 ± 0.5	17.4 ± 0.6	8.7 ± 0.5	95.0 ± 0.3
Qld	Indigenous	406.8 ± 5.2	2.0	28.5 ± 3.1	34.0 ± 2.0	23.7 ± 1.8	9.3 ± 1.5	2.2 ± 0.7	0.4 ± 0.3	69.5 ± 3.1
	Non-Indigenous	462.3 ± 1.9	1.5	6.4 ± 0.5	20.7 ± 0.7	33.0 ± 0.5	25.4 ± 0.7	10.4 ± 0.6	2.6 ± 0.3	92.0 ± 0.5
WA	Indigenous	393.0 ± 4.6	0.9	37.4 ± 3.4	34.1 ± 2.9	19.2 ± 2.9	6.7 ± 1.4	1.5 ± 0.7	0.2 ± 0.2	61.6 ± 3.4
	Non-Indigenous	466.5 ± 2.3	0.7	5.7 ± 0.6	19.8 ± 1.1	32.9 ± 0.9	26.1 ± 1.1	11.6 ± 0.8	3.2 ± 0.4	93.7 ± 0.6
SA	Indigenous	409.1 ± 6.8	5.4	26.1 ± 5.2	33.8 ± 5.5	23.4 ± 3.9	9.1 ± 2.6	1.8 ± 1.2	0.3 ± 0.6	68.5 ± 5.3
	Non-Indigenous	462.9 ± 2.7	2.3	5.9 ± 0.6	21.2 ± 1.2	32.6 ± 1.0	24.5 ± 1.0	10.7 ± 0.9	2.7 ± 0.4	91.7 ± 0.9
Tas	Indigenous	447.4 ± 7.6	1.4	10.8 ± 3.9	23.7 ± 5.5	34.6 ± 5.5	21.4 ± 4.7	6.9 ± 2.5	1.3 ± 1.7	87.8 ± 3.9
	Non-Indigenous	467.5 ± 4.5	0.8	6.2 ± 1.1	19.8 ± 1.9	31.2 ± 1.7	26.0 ± 1.9	11.9 ± 1.6	4.0 ± 1.0	92.9 ± 1.1
ACT	Indigenous	428.5 ± 14.0	4.8	13.0 ± 8.0	38.5 ± 9.5	26.7 ± 10.0	13.5 ± 7.8	3.0 ± 4.3	0.6 ± 2.3	82.3 ± 8.5
	Non-Indigenous	485.3 ± 5.6	1.3	3.4 ± 0.8	14.4 ± 1.9	28.7 ± 2.1	28.4 ± 1.7	16.6 ± 2.1	7.2 ± 1.9	95.3 ± 1.1
NT	Indigenous	355.9 ± 10.0	1.1	60.6 ± 6.5	23.4 ± 4.3	11.4 ± 3.1	3.0 ± 1.4	0.4 ± 0.5	0.0 ± 0.0	38.3 ± 6.3
	Non-Indigenous	459.4 ± 5.4	1.2	7.2 ± 2.0	22.1 ± 2.9	32.9 ± 3.5	24.8 ± 3.2	9.3 ± 2.3	2.6 ± 1.0	91.6 ± 2.2
Aust	Indigenous	408.0 ± 2.8	1.7	29.1 ± 1.7	31.5 ± 1.1	23.9 ± 1.0	10.5 ± 0.9	2.8 ± 0.4	0.6 ± 0.2	69.2 ± 1.7
	Non-Indigenous	479.5 ± 1.0	1.4	4.6 ± 0.2	16.6 ± 0.3	29.2 ± 0.3	26.6 ± 0.3	14.7 ± 0.3	6.9 ± 0.3	94.0 ± 0.2

Figure 5.N3: Achievement of Year 5 Students in Numeracy, by Indigenous status, by State and Territory, 2008.

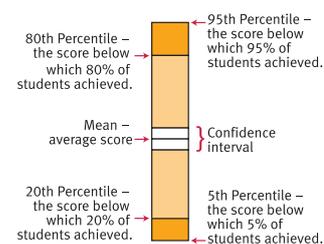


Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard. Year 5 students with results in Band 3 did not achieve the national minimum standard. Exempt students were not assessed and are deemed not to have met the national minimum standard. Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

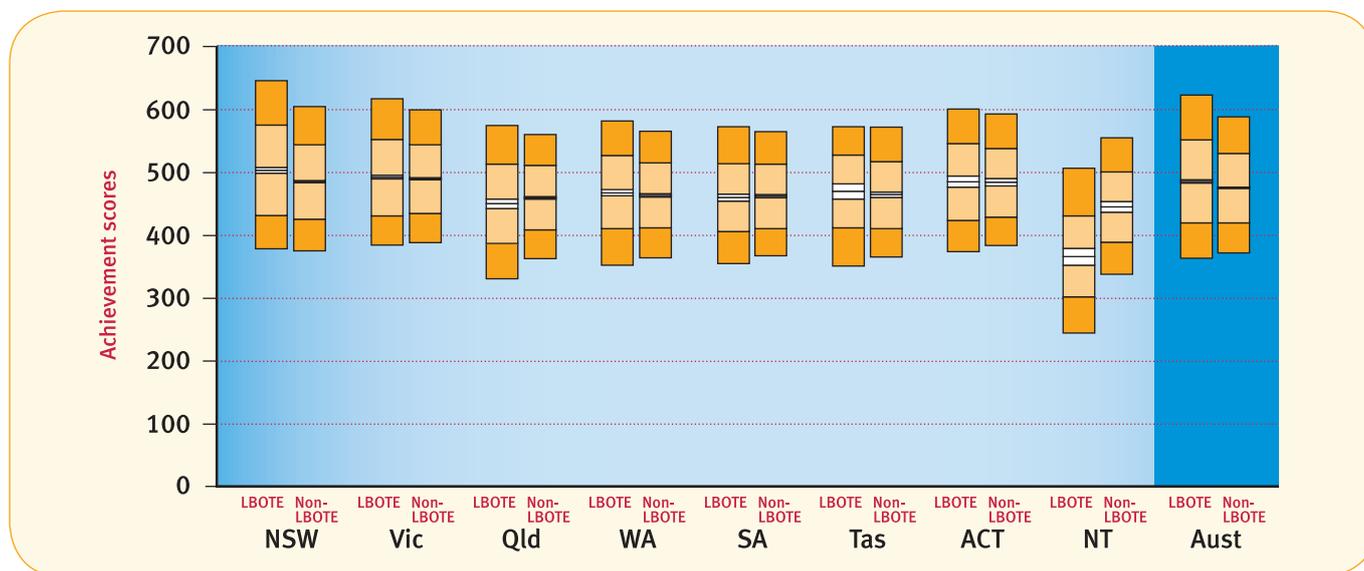


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	LBOTE	502.4 ± 4.6	1.4	4.2 ± 0.6	13.5 ± 1.1	23.2 ± 1.2	22.7 ± 1.1	17.3 ± 1.0	17.6 ± 1.9	94.4 ± 0.7
	Non-LBOTE	484.5 ± 1.8	0.5	4.9 ± 0.3	15.4 ± 0.6	27.3 ± 0.6	26.8 ± 0.5	16.6 ± 0.5	8.6 ± 0.6	94.6 ± 0.4
VIC	LBOTE	491.6 ± 2.9	3.2	3.3 ± 0.4	14.3 ± 0.9	26.0 ± 1.1	25.6 ± 1.0	16.9 ± 0.9	10.7 ± 1.0	93.5 ± 0.6
	Non-LBOTE	489.0 ± 1.6	2.2	2.8 ± 0.3	13.3 ± 0.5	27.5 ± 0.6	29.0 ± 0.5	17.3 ± 0.6	7.8 ± 0.5	95.0 ± 0.4
Qld	LBOTE	449.4 ± 7.6	4.1	14.9 ± 3.1	21.8 ± 2.5	25.9 ± 2.2	20.0 ± 2.4	9.5 ± 1.8	3.9 ± 1.1	81.0 ± 3.1
	Non-LBOTE	459.0 ± 1.9	1.3	7.4 ± 0.5	21.6 ± 0.7	32.9 ± 0.6	24.7 ± 0.7	9.8 ± 0.6	2.3 ± 0.2	91.3 ± 0.5
WA	LBOTE	466.9 ± 4.9	1.6	8.7 ± 1.8	17.9 ± 2.0	29.3 ± 2.2	24.3 ± 2.0	13.5 ± 1.8	4.7 ± 0.9	89.7 ± 2.0
	Non-LBOTE	462.7 ± 2.5	0.5	7.1 ± 0.9	20.4 ± 1.1	32.5 ± 1.0	25.7 ± 1.1	10.9 ± 0.9	2.8 ± 0.4	92.4 ± 0.9
SA	LBOTE	459.3 ± 5.5	6.6	8.5 ± 1.8	19.9 ± 2.7	30.3 ± 2.6	22.0 ± 2.6	9.4 ± 1.9	3.3 ± 1.1	84.9 ± 3.9
	Non-LBOTE	461.3 ± 2.7	2.0	6.4 ± 0.7	21.8 ± 1.1	32.5 ± 1.0	24.3 ± 1.0	10.5 ± 0.9	2.5 ± 0.4	91.6 ± 0.8
Tas	LBOTE	469.1 ± 12.3	7.2	8.9 ± 5.1	15.4 ± 5.9	23.9 ± 6.5	27.3 ± 8.5	14.6 ± 7.1	2.7 ± 3.9	83.9 ± 6.8
	Non-LBOTE	463.8 ± 4.4	0.8	7.0 ± 1.1	21.0 ± 1.9	31.8 ± 1.8	24.7 ± 1.9	11.0 ± 1.5	3.7 ± 0.9	92.3 ± 1.2
ACT	LBOTE	484.5 ± 8.9	4.8	4.9 ± 3.2	15.7 ± 5.2	25.4 ± 5.7	23.7 ± 6.2	17.6 ± 5.3	7.9 ± 3.4	90.3 ± 5.7
	Non-LBOTE	483.5 ± 5.7	1.1	3.5 ± 0.8	15.0 ± 2.0	29.3 ± 2.3	28.2 ± 2.0	16.1 ± 2.1	6.9 ± 1.8	95.4 ± 1.0
NT	LBOTE	365.4 ± 13.6	2.1	57.4 ± 8.0	19.7 ± 3.8	12.1 ± 3.8	6.1 ± 2.3	2.0 ± 1.3	0.5 ± 0.7	40.5 ± 7.7
	Non-LBOTE	444.8 ± 8.5	1.1	13.7 ± 4.0	24.1 ± 4.0	31.1 ± 3.6	19.9 ± 3.7	7.9 ± 2.1	2.2 ± 1.0	85.1 ± 4.2
Aust	LBOTE	484.9 ± 2.5	2.6	6.7 ± 0.6	15.5 ± 0.7	25.1 ± 0.6	23.3 ± 0.6	15.4 ± 0.6	11.4 ± 0.9	90.7 ± 0.7
	Non-LBOTE	474.9 ± 1.0	1.2	5.4 ± 0.2	17.6 ± 0.3	29.7 ± 0.3	26.4 ± 0.3	14.0 ± 0.3	5.7 ± 0.2	93.4 ± 0.2

Figure 5.N4: Achievement of Year 5 Students in Numeracy, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

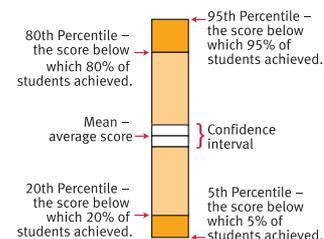
For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 5.N5: Achievement of Year 5 Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	<i>Metro</i>	493.5 ± 2.5	0.8	4.1 ± 0.3	13.9 ± 0.7	25.3 ± 0.7	25.9 ± 0.6	17.7 ± 0.6	12.1 ± 0.9	95.0 ± 0.4
	<i>Provincial</i>	472.4 ± 2.2	0.5	6.4 ± 0.6	17.9 ± 0.9	29.9 ± 0.8	26.1 ± 0.9	13.8 ± 0.7	5.4 ± 0.5	93.1 ± 0.6
	<i>Remote</i>	443.2 ± 15.2	0.9	16.2 ± 7.2	24.8 ± 5.6	26.3 ± 5.7	20.3 ± 5.8	10.2 ± 4.3	1.4 ± 1.5	82.9 ± 7.4
	<i>Very Remote</i>	437.3 ± 33.4	0.8	19.4 ± 16.0	21.6 ± 11.0	29.0 ± 10.7	18.9 ± 13.3	8.1 ± 8.6	2.2 ± 2.6	79.8 ± 17.1
VIC	<i>Metro</i>	492.9 ± 2.1	2.5	2.7 ± 0.3	13.0 ± 0.6	26.2 ± 0.7	28.1 ± 0.6	18.0 ± 0.7	9.6 ± 0.6	94.8 ± 0.4
	<i>Provincial</i>	480.4 ± 2.1	2.3	3.7 ± 0.5	15.4 ± 0.8	29.7 ± 0.9	28.2 ± 0.9	15.1 ± 0.9	5.6 ± 0.6	94.0 ± 0.6
	<i>Remote</i>	505.5 ± 19.5	0.0	0.0 ± 0.0	6.9 ± 9.6	28.7 ± 13.7	30.9 ± 13.9	24.0 ± 11.5	9.5 ± 8.6	100.0 ± 0.0
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	462.3 ± 2.5	1.5	7.0 ± 0.6	20.6 ± 1.0	32.3 ± 0.7	25.2 ± 0.9	10.6 ± 0.8	2.8 ± 0.4	91.5 ± 0.7
	<i>Provincial</i>	455.1 ± 2.5	1.8	8.0 ± 0.9	23.3 ± 1.0	33.0 ± 1.0	23.6 ± 1.1	8.5 ± 0.7	1.8 ± 0.3	90.2 ± 1.0
	<i>Remote</i>	431.3 ± 9.7	1.1	18.1 ± 5.5	28.8 ± 3.3	29.3 ± 3.9	16.1 ± 3.1	5.5 ± 1.7	1.2 ± 0.8	80.8 ± 5.6
	<i>Very Remote</i>	401.9 ± 15.6	0.8	34.4 ± 9.7	28.7 ± 4.2	22.3 ± 5.9	10.3 ± 3.9	2.9 ± 1.7	0.6 ± 0.7	64.8 ± 9.9
WA	<i>Metro</i>	468.1 ± 2.9	0.9	5.8 ± 0.7	19.2 ± 1.2	31.8 ± 1.2	26.2 ± 1.2	12.5 ± 1.0	3.6 ± 0.5	93.3 ± 0.8
	<i>Provincial</i>	450.3 ± 4.1	0.6	9.2 ± 1.6	24.8 ± 1.9	34.2 ± 2.1	22.4 ± 1.9	7.2 ± 1.3	1.6 ± 0.5	90.2 ± 1.6
	<i>Remote</i>	440.8 ± 9.0	0.3	15.2 ± 4.1	24.9 ± 3.6	31.4 ± 3.4	20.1 ± 3.4	6.6 ± 2.1	1.4 ± 0.7	84.4 ± 4.1
	<i>Very Remote</i>	399.5 ± 13.8	0.3	37.5 ± 8.6	26.4 ± 4.1	21.3 ± 5.0	10.6 ± 3.2	3.1 ± 1.7	0.7 ± 0.7	62.2 ± 8.7
SA	<i>Metro</i>	464.8 ± 3.4	3.0	5.9 ± 0.8	20.5 ± 1.5	31.6 ± 1.4	24.7 ± 1.2	11.2 ± 1.1	3.0 ± 0.6	91.1 ± 1.3
	<i>Provincial</i>	451.5 ± 3.8	1.7	8.4 ± 1.4	25.0 ± 1.9	33.5 ± 1.7	21.9 ± 1.9	8.0 ± 1.2	1.4 ± 0.4	89.8 ± 1.6
	<i>Remote</i>	452.0 ± 9.2	1.8	7.8 ± 3.6	23.8 ± 4.7	35.3 ± 7.2	22.4 ± 4.8	7.4 ± 3.9	1.4 ± 1.3	90.3 ± 4.0
	<i>Very Remote</i>	409.8 ± 31.2	0.5	30.8 ± 14.2	29.4 ± 12.6	21.6 ± 9.4	11.9 ± 9.8	5.2 ± 6.6	0.5 ± 1.8	68.6 ± 13.7
Tas	<i>Metro</i>	470.4 ± 7.2	1.1	6.2 ± 1.9	18.5 ± 2.9	30.3 ± 2.8	26.6 ± 2.7	12.9 ± 2.4	4.4 ± 1.7	92.7 ± 2.0
	<i>Provincial</i>	460.7 ± 5.2	0.8	7.5 ± 1.4	22.1 ± 2.2	32.3 ± 2.0	23.8 ± 2.7	10.2 ± 1.8	3.3 ± 1.0	91.7 ± 1.5
	<i>Remote</i>	449.0 ± 26.2	0.0	10.9 ± 11.6	26.0 ± 13.6	29.6 ± 15.0	23.8 ± 14.8	9.6 ± 8.0	0.2 ± 1.5	89.1 ± 11.6
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	483.9 ± 5.7	1.4	3.6 ± 0.8	15.0 ± 1.9	28.8 ± 2.1	28.0 ± 1.7	16.2 ± 2.0	7.0 ± 1.8	95.0 ± 1.1
	<i>Provincial</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	448.3 ± 7.6	2.0	11.3 ± 3.2	25.2 ± 3.8	30.9 ± 3.8	20.7 ± 3.2	7.9 ± 2.5	1.9 ± 1.0	86.7 ± 3.7
	<i>Remote</i>	432.1 ± 17.6	1.4	20.6 ± 8.6	24.1 ± 4.8	28.4 ± 7.3	17.3 ± 5.5	5.8 ± 3.1	2.3 ± 1.6	78.0 ± 8.8
	<i>Very Remote</i>	346.8 ± 19.3	0.5	69.3 ± 10.9	16.4 ± 4.4	7.4 ± 5.1	4.6 ± 3.2	1.6 ± 1.3	0.2 ± 0.5	30.2 ± 10.9
Aust	<i>Metro</i>	482.0 ± 1.3	1.6	4.7 ± 0.2	16.1 ± 0.4	28.2 ± 0.4	26.3 ± 0.4	15.3 ± 0.3	7.9 ± 0.4	93.8 ± 0.3
	<i>Provincial</i>	465.9 ± 1.3	1.4	6.7 ± 0.4	20.0 ± 0.5	31.3 ± 0.5	25.2 ± 0.5	11.6 ± 0.4	3.8 ± 0.2	91.9 ± 0.4
	<i>Remote</i>	439.5 ± 5.2	0.9	15.7 ± 2.6	25.5 ± 1.8	30.3 ± 2.2	19.1 ± 1.9	6.9 ± 1.5	1.6 ± 0.5	83.4 ± 2.6
	<i>Very Remote</i>	386.3 ± 9.6	0.6	45.1 ± 5.6	23.9 ± 2.2	17.8 ± 3.0	9.1 ± 2.0	2.9 ± 1.1	0.6 ± 0.4	54.3 ± 5.6

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.N6: Achievement of Year 5 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
NSW	Metro	432.9 ± 4.0	1.1	16.1 ± 2.6	30.7 ± 2.9	30.3 ± 2.9	15.4 ± 2.5	5.2 ± 1.4	1.2 ± 0.7	82.8 ± 2.7
	Provincial	422.2 ± 4.3	0.9	21.2 ± 2.5	32.0 ± 2.9	28.2 ± 2.4	13.3 ± 2.0	3.6 ± 1.0	0.7 ± 0.5	77.8 ± 2.5
	Remote	388.3 ± 18.0	0.7	40.4 ± 14.2	34.7 ± 11.0	16.4 ± 9.6	7.0 ± 7.1	0.7 ± 1.8	0.0 ± 0.0	58.8 ± 13.7
	Very Remote	378.9 ± 31.7	2.1	45.8 ± 22.4	32.9 ± 17.2	13.3 ± 9.5	5.4 ± 9.3	0.4 ± 2.9	0.0 ± 0.0	52.1 ± 25.5
Vic	Metro	451.2 ± 7.8	3.7	9.8 ± 3.9	25.2 ± 6.2	30.4 ± 6.3	21.4 ± 6.9	7.0 ± 4.2	2.5 ± 1.9	86.5 ± 4.3
	Provincial	430.5 ± 6.5	3.5	16.2 ± 4.3	30.2 ± 6.5	30.8 ± 6.1	14.4 ± 4.0	4.0 ± 2.2	0.9 ± 1.1	80.3 ± 4.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	417.2 ± 7.5	1.9	22.9 ± 3.7	33.3 ± 2.7	26.9 ± 2.5	11.6 ± 2.5	2.9 ± 1.4	0.5 ± 0.5	75.2 ± 3.7
	Provincial	412.8 ± 6.3	2.4	23.6 ± 5.0	36.5 ± 3.7	25.2 ± 3.2	9.7 ± 2.0	2.2 ± 0.9	0.4 ± 0.4	74.0 ± 4.9
	Remote	377.1 ± 16.9	2.1	46.3 ± 12.1	32.4 ± 7.5	15.3 ± 6.4	3.9 ± 3.7	0.0 ± 0.0	0.0 ± 0.0	51.7 ± 11.8
	Very Remote	364.1 ± 11.7	0.6	56.1 ± 9.1	30.0 ± 6.4	11.2 ± 4.6	1.6 ± 1.6	0.4 ± 0.7	0.0 ± 0.0	43.3 ± 9.4
WA	Metro	410.6 ± 5.8	1.4	26.0 ± 4.0	35.2 ± 5.0	24.9 ± 4.7	9.9 ± 2.7	2.2 ± 1.5	0.4 ± 0.8	72.7 ± 4.1
	Provincial	401.1 ± 7.8	0.9	30.1 ± 7.1	40.4 ± 5.9	20.2 ± 6.2	6.7 ± 2.9	1.6 ± 1.4	0.0 ± 0.0	69.0 ± 7.1
	Remote	388.7 ± 9.3	0.7	39.8 ± 8.1	35.5 ± 6.9	18.1 ± 5.9	5.2 ± 2.4	0.7 ± 1.1	0.0 ± 0.0	59.5 ± 8.1
	Very Remote	362.6 ± 11.3	0.5	59.8 ± 8.2	25.4 ± 5.7	10.5 ± 4.2	3.0 ± 2.3	0.6 ± 1.1	0.2 ± 0.6	39.8 ± 8.2
SA	Metro	424.8 ± 7.3	6.5	16.5 ± 5.2	32.9 ± 7.2	29.4 ± 5.8	11.3 ± 3.5	2.8 ± 2.2	0.6 ± 1.2	77.0 ± 5.7
	Provincial	404.0 ± 10.3	6.3	29.8 ± 8.5	33.9 ± 8.8	19.4 ± 6.7	9.5 ± 5.2	1.2 ± 1.7	0.0 ± 0.0	63.9 ± 8.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	369.1 ± 24.2	0.0	50.7 ± 19.6	36.2 ± 16.5	11.2 ± 11.7	1.6 ± 4.0	0.3 ± 1.8	0.0 ± 0.0	49.3 ± 19.6
Tas	Metro	441.6 ± 13.4	2.1	13.2 ± 8.2	25.0 ± 8.2	34.9 ± 8.2	17.9 ± 7.6	6.7 ± 4.5	0.3 ± 1.2	84.7 ± 8.2
	Provincial	450.6 ± 9.5	1.1	9.7 ± 4.2	22.2 ± 6.6	35.0 ± 7.7	23.4 ± 6.4	6.8 ± 3.0	1.8 ± 2.4	89.2 ± 4.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	429.8 ± 14.3	4.9	11.8 ± 8.0	38.6 ± 9.8	27.2 ± 10.1	13.8 ± 8.0	3.1 ± 4.4	0.6 ± 2.4	83.3 ± 8.6
	Provincial	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	405.0 ± 8.5	1.3	28.2 ± 6.9	36.4 ± 10.9	25.6 ± 8.9	7.6 ± 5.2	1.0 ± 1.4	0.0 ± 0.0	70.6 ± 6.8
	Remote	380.6 ± 16.7	2.2	42.9 ± 12.4	31.7 ± 8.2	18.2 ± 8.5	4.8 ± 3.1	0.1 ± 0.6	0.0 ± 0.0	54.9 ± 12.0
	Very Remote	328.9 ± 10.6	0.6	79.1 ± 5.7	15.7 ± 4.7	3.6 ± 2.9	0.7 ± 1.0	0.3 ± 0.5	0.0 ± 0.0	20.3 ± 5.5
Aust	Metro	424.9 ± 3.4	2.1	19.4 ± 1.7	32.1 ± 1.6	28.3 ± 1.6	13.4 ± 1.6	3.9 ± 0.8	0.8 ± 0.4	78.5 ± 1.7
	Provincial	418.1 ± 2.9	1.8	22.5 ± 2.1	33.7 ± 1.8	26.7 ± 1.5	11.8 ± 1.1	3.0 ± 0.6	0.6 ± 0.3	75.7 ± 2.1
	Remote	383.8 ± 7.9	1.4	42.3 ± 5.9	33.7 ± 3.8	17.2 ± 3.6	5.0 ± 1.8	0.4 ± 0.4	0.0 ± 0.0	56.3 ± 5.8
	Very Remote	349.1 ± 7.0	0.6	66.5 ± 4.3	22.9 ± 3.0	7.9 ± 2.1	1.7 ± 0.9	0.4 ± 0.4	0.0 ± 0.1	32.9 ± 4.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 5.N7: Achievement of Year 5 Students in Numeracy, by Parental Education, Australia, 2008..

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Bachelor degree or above	508.7 ± 1.7	1.2	1.6 ± 0.1	8.2 ± 0.4	23.1 ± 0.8	30.3 ± 0.6	22.1 ± 0.5	13.5 ± 0.8	97.2 ± 0.2
Advanced diploma/diploma	480.2 ± 1.3	1.3	3.6 ± 0.3	15.5 ± 0.6	30.6 ± 0.8	28.8 ± 0.7	14.4 ± 0.6	5.7 ± 0.5	95.1 ± 0.3
Cert I to IV	462.9 ± 0.9	1.4	6.0 ± 0.3	21.0 ± 0.5	33.5 ± 0.7	25.2 ± 0.7	10.0 ± 0.4	2.9 ± 0.3	92.6 ± 0.4
Year 12 or equivalent	466.7 ± 1.6	2.1	6.1 ± 0.4	19.7 ± 0.9	31.6 ± 0.8	25.4 ± 1.1	11.2 ± 0.6	3.9 ± 0.4	91.9 ± 0.5
Year 11 or equivalent or below	440.4 ± 1.4	3.7	12.9 ± 0.7	27.7 ± 0.8	30.8 ± 0.7	17.3 ± 0.7	6.0 ± 0.5	1.6 ± 0.2	83.4 ± 0.7
Not stated	476.1 ± 1.4	1.2	6.3 ± 0.3	17.3 ± 0.4	28.4 ± 0.4	25.4 ± 0.5	14.5 ± 0.4	7.0 ± 0.4	92.5 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 5 students with parental education 'not stated' is 47%.

Table 5.N8: Achievement of Year 5 Students in Numeracy, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above	
Senior management and qualified professionals	503.0 ± 1.5	0.9	2.0 ± 0.2	9.4 ± 0.4	24.5 ± 0.9	30.3 ± 0.6	21.2 ± 0.6	11.7 ± 0.7	97.1 ± 0.2
Other business managers and associate professionals	483.4 ± 1.2	1.1	3.1 ± 0.2	14.7 ± 0.6	30.2 ± 0.8	29.4 ± 0.6	15.3 ± 0.5	6.3 ± 0.5	95.9 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	467.1 ± 1.1	1.5	5.2 ± 0.3	19.8 ± 0.6	33.2 ± 0.7	25.9 ± 0.8	10.7 ± 0.6	3.7 ± 0.4	93.3 ± 0.4
Machine operators, hospitality staff, assistants, labourers	454.4 ± 1.6	2.3	9.1 ± 0.5	24.7 ± 0.7	31.5 ± 0.7	20.7 ± 0.7	8.3 ± 0.6	3.4 ± 0.4	88.6 ± 0.6
Not in paid work in the previous 12 months	440.9 ± 1.9	7.5	13.9 ± 0.9	26.3 ± 1.0	27.2 ± 1.0	16.3 ± 0.9	6.4 ± 0.6	2.4 ± 0.4	78.6 ± 1.1
Not stated	474.9 ± 1.4	1.1	6.6 ± 0.3	17.7 ± 0.4	28.4 ± 0.4	25.0 ± 0.4	14.2 ± 0.4	7.0 ± 0.4	92.2 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 5, Band 4 represents the national minimum standard.

Year 5 students with results in Band 4 or above performed at or above the national minimum standard.

Year 5 students with results in Band 3 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 5 students with parental occupation 'not stated' is 49%.

Table 5.A1: Year 5 Student Participation in Assessment, by State and Territory, 2008.

State/Territory Average Age/ Years of Schooling		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW 10yrs 7mths 5yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	85775 97.5	85765 97.5	85868 97.6	85868 97.6	85496 97.2
VIC 10yrs 9mths 5yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	62954 96.3	62825 96.1	62952 96.3	62952 96.3	62906 96.2
Qld 10yrs 1mth 4yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	55459 97.8	55400 97.7	55535 97.9	55535 97.9	55284 97.5
WA 10yrs 4mths 5yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	26630 95.6	26645 95.7	26697 95.8	26697 95.8	26594 95.5
SA 10yrs 7mths 5yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	18664 97.1	18605 96.8	18677 97.2	18677 97.2	18654 97.1
Tas 10yrs 11mths 5yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	6158 96.8	6149 96.6	6173 97.0	6173 97.0	6126 96.3
ACT 10yrs 8mths 5yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	4341 96.4	4339 96.4	4343 96.5	4343 96.5	4313 95.8
NT 10yrs 6mths 5yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	2891 84.9	2872 84.3	2881 84.6	2881 84.6	2895 85.0
Aust 10yrs 6mths 5yrs 1mth	<i>Number participated</i> <i>Participation rate (%)</i>	262872 96.8	262600 96.7	263126 96.9	263126 96.9	262268 96.6

Notes:

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 5 students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

The average age and years of schooling are determined as at the time of testing.

Table 5.A2: Year 5 Indigenous Student Participation in Assessment, by State and Territory, 2008.

State/Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	<i>Number participated</i>	3429	3439	3454	3454	3392
	<i>Participation rate (%)</i>	92.7	92.9	93.4	93.4	91.7
VIC	<i>Number participated</i>	650	657	655	655	639
	<i>Participation rate (%)</i>	90.2	91.1	90.8	90.8	88.6
Qld	<i>Number participated</i>	3940	3928	3953	3953	3897
	<i>Participation rate (%)</i>	94.9	94.6	95.2	95.2	93.8
WA	<i>Number participated</i>	1530	1539	1554	1554	1521
	<i>Participation rate (%)</i>	84.1	84.6	85.4	85.4	83.6
SA	<i>Number participated</i>	625	614	635	635	625
	<i>Participation rate (%)</i>	96.7	95.0	98.3	98.3	96.7
Tas	<i>Number participated</i>	428	428	427	427	421
	<i>Participation rate (%)</i>	97.1	97.1	96.8	96.8	95.5
ACT	<i>Number participated</i>	96	97	97	97	97
	<i>Participation rate (%)</i>	91.4	92.4	92.4	92.4	92.4
NT	<i>Number participated</i>	999	984	992	992	1004
	<i>Participation rate (%)</i>	71.5	70.4	71.0	71.0	71.8
Aust	<i>Number participated</i>	11697	11686	11767	11767	11596
	<i>Participation rate (%)</i>	90.1	90.0	90.6	90.6	89.3

Notes:

Participation rates are calculated on the basis of all assessed and exempt Indigenous students as a percentage of the total number of Year 5 Indigenous students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 5.A3: Percentage of Year 5 Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	3	3	2	2	3
	<i>Assessed</i>	97	97	97	97	96
Vic	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	4	4	4	4	4
	<i>Assessed</i>	94	94	94	94	94
Qld	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	2	2	2	2	2
	<i>Assessed</i>	96	96	96	96	96
WA	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	4	4	4	4	5
	<i>Assessed</i>	95	95	95	95	95
SA	<i>Exempt</i>	3	3	3	3	3
	<i>Absent/Withdrawn</i>	3	3	3	3	3
	<i>Assessed</i>	95	94	95	95	94
Tas	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	3	3	3	3	4
	<i>Assessed</i>	96	96	96	96	95
ACT	<i>Exempt</i>	1	2	2	2	1
	<i>Absent/Withdrawn</i>	4	4	4	4	4
	<i>Assessed</i>	95	95	95	95	94
NT	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	15	16	15	15	15
	<i>Assessed</i>	83	83	83	83	84
Aust	<i>Exempt</i>	2	2	2	2	1
	<i>Absent/Withdrawn</i>	3	3	3	3	3
	<i>Assessed</i>	95	95	95	95	95

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 5.A4: Percentage of Year 5 Indigenous Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	7	7	7	7	8
	<i>Assessed</i>	92	92	92	92	91
Vic	<i>Exempt</i>	4	4	4	4	4
	<i>Absent/Withdrawn</i>	10	9	9	9	11
	<i>Assessed</i>	87	87	87	87	85
Qld	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	5	5	5	5	6
	<i>Assessed</i>	93	92	93	93	92
WA	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	16	15	15	15	16
	<i>Assessed</i>	83	84	84	84	83
SA	<i>Exempt</i>	5	5	5	5	5
	<i>Absent/Withdrawn</i>	3	5	2	2	3
	<i>Assessed</i>	91	90	93	93	91
Tas	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	3	3	3	3	5
	<i>Assessed</i>	96	96	95	95	94
ACT	<i>Exempt</i>	5	5	5	5	5
	<i>Absent/Withdrawn</i>	9	8	8	8	8
	<i>Assessed</i>	87	88	88	88	88
NT	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	29	30	29	29	28
	<i>Assessed</i>	70	69	70	70	71
Aust	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	10	10	9	9	11
	<i>Assessed</i>	88	88	89	89	88

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 5.A5: Percentage of Year 5 LBOTE Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Exempt</i>	2	2	2	2	1
	<i>Absent/Withdrawn</i>	2	2	2	2	2
	<i>Assessed</i>	96	96	96	96	96
Vic	<i>Exempt</i>	3	3	3	3	3
	<i>Absent/Withdrawn</i>	3	4	3	3	3
	<i>Assessed</i>	93	93	93	93	93
Qld	<i>Exempt</i>	4	4	4	4	4
	<i>Absent/Withdrawn</i>	3	3	3	3	3
	<i>Assessed</i>	92	93	93	93	93
WA	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	5	5	4	4	5
	<i>Assessed</i>	94	94	94	94	94
SA	<i>Exempt</i>	7	7	7	7	7
	<i>Absent/Withdrawn</i>	1	2	1	1	1
	<i>Assessed</i>	93	92	93	93	93
Tas	<i>Exempt</i>	8	8	8	8	7
	<i>Absent/Withdrawn</i>	3	3	3	3	3
	<i>Assessed</i>	90	89	89	89	90
ACT	<i>Exempt</i>	5	5	5	5	5
	<i>Absent/Withdrawn</i>	3	3	4	4	5
	<i>Assessed</i>	92	92	91	91	91
NT	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	21	21	20	20	20
	<i>Assessed</i>	76	77	78	78	78
Aust	<i>Exempt</i>	3	3	3	3	3
	<i>Absent/Withdrawn</i>	3	3	3	3	3
	<i>Assessed</i>	94	94	94	94	94

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 5.A6: Year 5 Indigenous and LBOTE students as proportions of Year 5 students by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Indigenous</i>	4	4	4	4	4
	<i>LBOTE</i>	29	29	29	29	29
Vic	<i>Indigenous</i>	1	1	1	1	1
	<i>LBOTE</i>	25	25	25	25	25
Qld	<i>Indigenous</i>	7	7	7	7	7
	<i>LBOTE</i>	8	8	8	8	8
WA	<i>Indigenous</i>	5	6	6	6	5
	<i>LBOTE</i>	14	14	14	14	14
SA	<i>Indigenous</i>	3	3	3	3	3
	<i>LBOTE</i>	10	10	10	10	10
Tas	<i>Indigenous</i>	7	7	7	7	7
	<i>LBOTE</i>	3	3	3	3	3
ACT	<i>Indigenous</i>	2	2	2	2	2
	<i>LBOTE</i>	9	9	9	9	9
NT	<i>Indigenous</i>	29	29	29	29	29
	<i>LBOTE</i>	23	23	23	23	23
Aust	<i>Indigenous</i>	4	4	4	4	4
	<i>LBOTE</i>	20	20	20	20	20

Notes:

Proportions are calculated on the basis of all assessed and exempt Indigenous or LBOTE students as a percentage of the total number of Year 5 students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Year 5

Overall National and Jurisdiction Results

Tables 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1 show the percentage of Year 5 students estimated to be in achievement bands 3 (and below) to 8 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall. Tables 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1 also report the mean scores and the participation rates. Figures 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall.

The percentage of students located in each band represents assessed students. This includes students who sat the test and students who were formally exempt from participating. Exempt students are deemed as being below the national minimum standard. Exempt students have not been included in the computation of the means or standard deviations and they are not included in Figures 5.R1, 5.W1, 5.S1, 5.G1 and 5.N1.

For each domain, in excess of 90 per cent of Australian students are estimated to be working at or above the national minimum standard. As was the case for Year 3, the percentage of students estimated to be working at or above the national minimum standard is greatest for Victoria, New South Wales and the Australian Capital Territory, and smallest for the Northern Territory. The results for the Northern Territory differ markedly from those for other jurisdictions, with 62 per cent of students estimated to be working at or above the national minimum standard for Grammar and Punctuation, through to 69 per cent for Numeracy. The Northern Territory is also distinctive in that the achievement distribution has a considerably larger variance than do the distributions for the other jurisdictions.

For Australia overall, the mean scores for Year 5 students range from 476 in Numeracy to 496 in Grammar and Punctuation. These mean scores are between 72 and 93 points higher than the mean scores for Year 3 students. The extent to which achievement in the Northern Territory is below that of other jurisdictions is shown by Northern Territory Year 5 students' mean scores being, broadly speaking, equivalent to the national mean scores for Year 3 students.

Sex

Tables 5.R2, 5.W2, 5.S2, 5.G2 and 5.N2 show the percentage of Year 5 male and female students estimated to be in achievement bands 3 (and below) to 8 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall.

In every jurisdiction and for each literacy domain, the percentage of students estimated to be working at or above the national minimum standard is greater for females than it is for males. The largest difference is in Writing, with a difference of 5.7 per cent for Australia overall. For Numeracy, the results are similar. The magnitude of the differences is somewhat more consistent across jurisdictions than it is for Year 3, and shows a similar pattern. That is, with the exception of Writing, the smallest differences are in Tasmania, and on average the largest differences are in the Northern Territory, Queensland, and Western Australia.

Across Australia, the exemption rate for male students is about 1 percentage point higher than the exemption rate for female students. The difference in the exemption rate varies across jurisdictions. In Victoria and South Australia, the difference is about 1.4 percentage points, in the Australian Capital Territory and Queensland the difference is about 1 percentage point, whereas in New South Wales, Western Australia, the Northern Territory and Tasmania it is 0.5 percentage points or less.

The mean scores, which do not include exempt students, show that the Numeracy means are higher for male students in every jurisdiction, whereas for all other areas the mean scores of female students exceed those of male students. As with the percentages estimated to be working at or above the national minimum standard, the gender differences in the means are smallest for Tasmania, and largest for Western Australia, the Northern Territory, and the Australian Capital Territory. These patterns are consistent with those reported for Year 3.

The national gender differences in the means – 12 points higher for female students for Reading, 29 points higher for female students for Writing, 19 points higher for female students for Spelling, 24 points higher for female students for Grammar and Punctuation, and 12 points higher for

male students for Numeracy – are consistent with the Year 3 results. The magnitude of these differences can be contextualised by comparing them to the differences between the Year 3 and Year 5 means. For example, the Year 5 gender difference in Writing of 29 points is 40 per cent of the difference of the 72 points between Year 3 and Year 5 means.

Indigenous

Tables 5.R3, 5.W3, 5.S3, 5.G3 and 5.N3 show the percentage of Year 5 Indigenous and non-Indigenous students estimated to be in achievement bands 3 (and below) to 8 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall.

The percentage of students estimated to be working at or above the national minimum standard is markedly lower for Indigenous students than non-Indigenous students in all jurisdictions. In the Northern Territory, Indigenous students are one-quarter to one-third as likely to be achieving at or above national minimum standards compared to non-Indigenous students. Across Australia a smaller proportion of Indigenous students is likely to be achieving at or above the national minimum standard than non-Indigenous students. The difference ranges from 25 to 30 percentage points.

Similarly, the mean scores for Indigenous students are substantially lower than that for non-Indigenous students. In Reading, for example, the difference in the mean scores in Australia overall is 85 points, the difference in the Northern Territory is 167 points and in Western Australia it is 100 points.

Language Background Other Than English (LBOTE)

Tables 5.R4, 5.W4, 5.S4, 5.G4 and 5.N4 show the percentage of Year 5 LBOTE and non-LBOTE students estimated to be in achievement bands 3 (and below) to 8 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall.

With the exception of Spelling in New South Wales and Victoria, LBOTE students are less likely to be working at

or above the national minimum standard. The difference varies across jurisdictions and domains. The smallest differences are in Victoria and New South Wales, whilst the largest differences are in the Northern Territory and Queensland. Note, however, that many Indigenous students in remote communities in the Northern Territory are also LBOTE students. This is also true, but to a lesser extent, for Queensland, South Australia and Western Australia.

The difference between the proportions of LBOTE and non-LBOTE students estimated to be working at or above the national minimum standard can be explained in part by the greater exemption rate for LBOTE students, typically about 1.5 percentage points.

Although there is marked variation between jurisdictions, overall mean scores of LBOTE students exceed the mean scores of non-LBOTE students in Writing, Spelling and Numeracy.

Also of note are the large differences in the exemption rates in Tasmania, the Australian Capital Territory, South Australia and Queensland. Tasmania, it should be noted, has smaller numbers of LBOTE students compared to other jurisdictions.

Geolocation

Tables 5.R5, 5.W5, 5.S5, 5.G5 and 5.N5 show the percentage of Year 5 students, by geographic location, estimated to be in achievement bands 3 (and below) to 8 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. Tables 5.R6, 5.W6, 5.S6, 5.G6 and 5.N6 show the corresponding information for Indigenous students only.

Across Australia, Year 5 students in metropolitan areas are estimated to be working at or above the national minimum standards at slightly higher rates than students in provincial and remote areas. Similarly, the mean scores for students in metropolitan areas are higher than those for students in provincial areas, which are in turn higher than for those in remote areas. Students in very remote areas have the lowest means and the fewest students estimated to be working at or above the national minimum standards. These results hold for each of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, and for all jurisdictions with the exception of Victoria. As the proportion of remote students in Victoria is small, the observation may be unique to

this state.

The achievement patterns by geographic location are similar for Indigenous students and for all students.

Student Achievement and Parental Education and Parental Occupation

Tables 5.R7, 5.W7, 5.S7, 5.G7, 5.N7, 5.R8, 5.W8, 5.S8, 5.G8 and 5.N8 illustrate the relationships between parental occupation and parental education, and student achievement. For each domain, the student mean scores are higher for students whose parents have higher levels of education. The relationships between the mean scores of students with parents from different occupation categories are consistent with those found in previous research and statewide assessments. The differences for Year 5 are larger than those reported for Year 3.

It is important to note that these results are indicative only, as parental education and occupation data were only available for 50-60 per cent of students nationally, as noted in the table footnotes.

In terms of estimated percentages of students working at or above the national minimum standard the differences can

be quite large. For example, students whose parents have a degree are between 14 (Writing) and 20 (Reading) per cent more likely to be at or above the national minimum standard than students whose parents have a Year 11 equivalent or below. Similarly, students whose parents are from the occupational category *Senior management and qualified professionals* are between 21 (Writing) and 28 (Reading) per cent more likely to be at or above the national minimum standard than students whose parents have not been in paid employment for the past 12 months.

Participation

Tables 5.A1 to 5.A6 describe the participating populations and the rates of exemptions and absences by jurisdiction.



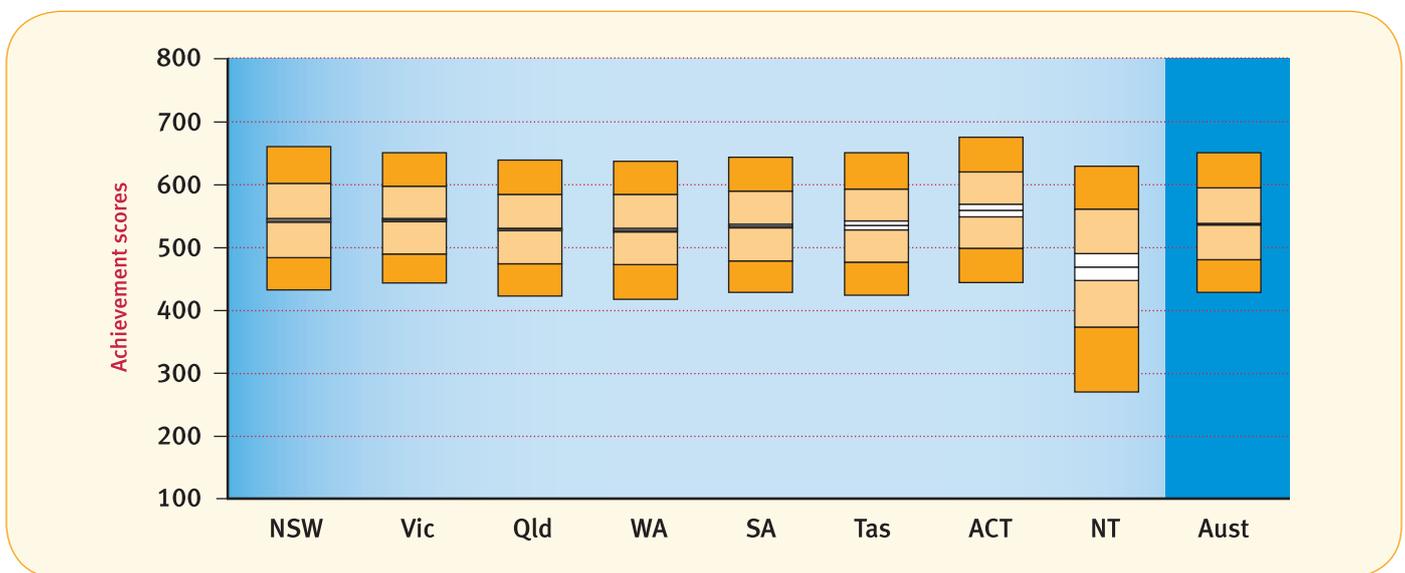
NAPLAN Year 7

NAPLAN Year 7

Table 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	12yrs 7mths 7yrs 4mths	542.5 ± 3.0 69.0	96.6	0.6	4.0 ± 0.4	13.5 ± 0.7	26.3 ± 0.8	27.8 ± 0.7	18.1 ± 0.7	9.7 ± 1.2	95.4 ± 0.4	
VIC	12yrs 9mths 7yrs 4mths	543.0 ± 2.6 63.1	95.7	1.6	2.6 ± 0.3	12.2 ± 0.8	27.8 ± 0.9	29.5 ± 0.7	18.4 ± 0.9	7.9 ± 0.7	95.8 ± 0.3	
Qld	12yrs 1mth 6yrs 4mths	528.1 ± 2.1 67.1	97.7	1.6	5.5 ± 0.5	16.1 ± 0.6	29.2 ± 0.6	27.2 ± 0.6	14.7 ± 0.6	5.6 ± 0.4	92.9 ± 0.5	
WA	12yrs 0mths 6yrs 4mths	527.0 ± 2.8 67.0	95.7	1.0	6.3 ± 0.7	16.0 ± 1.0	29.2 ± 0.8	27.1 ± 0.9	15.1 ± 0.9	5.3 ± 0.5	92.7 ± 0.8	
SA	12yrs 6mths 7yrs 4mths	533.5 ± 2.9 65.2	96.8	2.0	4.6 ± 0.6	14.8 ± 1.0	28.3 ± 1.1	27.9 ± 0.9	16.1 ± 1.0	6.3 ± 0.7	93.4 ± 0.8	
Tas	12yrs 10mths 7yrs 4mths	534.2 ± 7.2 68.5	95.6	0.7	5.3 ± 1.5	15.2 ± 2.2	27.8 ± 1.9	27.1 ± 1.9	16.1 ± 2.0	7.8 ± 1.7	93.9 ± 1.5	
ACT	12yrs 8mths 7yrs 4mths	558.2 ± 10.1 70.2	95.0	0.9	2.8 ± 1.1	9.8 ± 2.4	22.4 ± 3.1	27.5 ± 2.4	21.9 ± 2.4	14.6 ± 4.0	96.3 ± 1.4	
NT	12yrs 6mths 7yrs 4mths	468.4 ± 21.9 107.7	79.5	1.3	31.6 ± 9.4	16.0 ± 2.7	20.5 ± 3.5	16.6 ± 3.3	9.7 ± 2.8	4.3 ± 1.6	67.1 ± 9.4	
Aust	12yrs 5mths 7yrs 0mths	536.5 ± 1.4 68.2	96.3	1.2	4.6 ± 0.2	14.1 ± 0.4	27.6 ± 0.4	27.8 ± 0.3	16.9 ± 0.4	7.7 ± 0.4	94.2 ± 0.3	

Figure 7.R1: Achievement of Year 7 Students in Reading, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

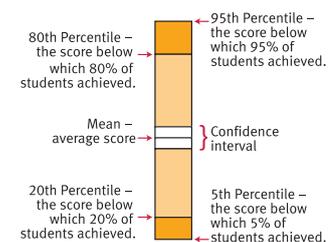
Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 7 students reported by schools which includes those absent and withdrawn.

Reading the graph

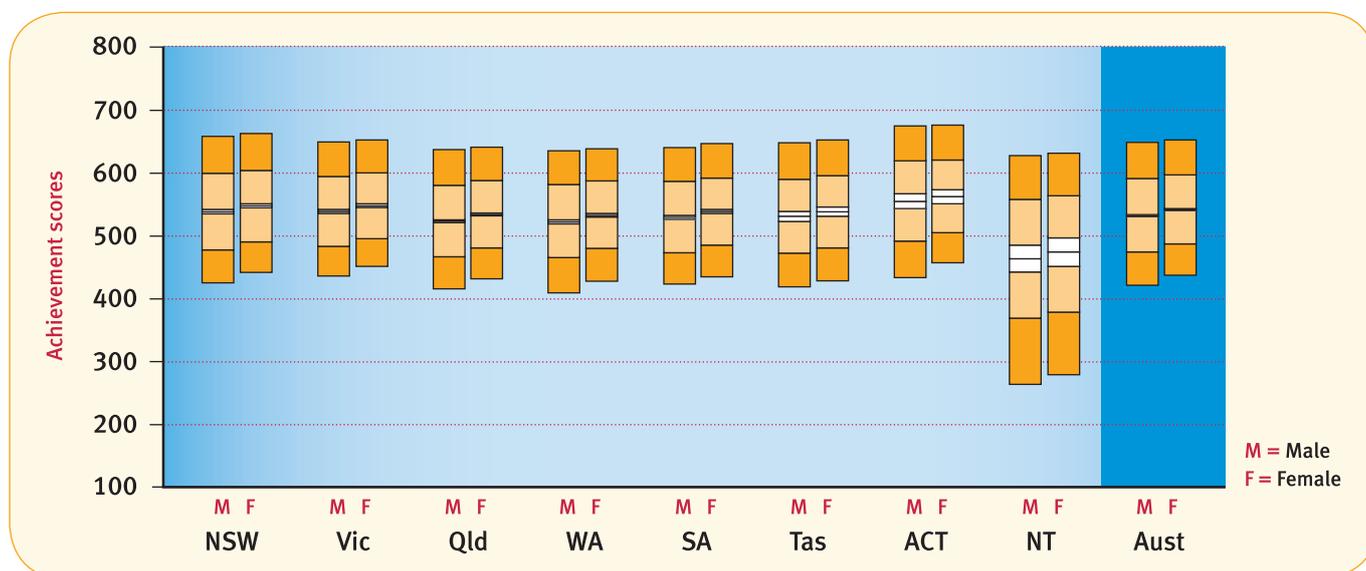


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	
NSW	Male	538.1 ± 3.7	0.7	5.1 ± 0.5	14.9 ± 0.9	26.4 ± 1.0	26.3 ± 0.8	17.3 ± 0.9	9.2 ± 1.4	94.2 ± 0.5
	Female	547.1 ± 3.3	0.5	2.8 ± 0.3	12.0 ± 0.8	26.3 ± 1.0	29.3 ± 0.8	18.9 ± 0.9	10.3 ± 1.4	96.7 ± 0.4
VIC	Male	538.6 ± 3.1	2.0	3.4 ± 0.4	13.8 ± 1.0	28.2 ± 1.1	28.0 ± 0.8	17.2 ± 1.0	7.4 ± 0.9	94.7 ± 0.6
	Female	547.6 ± 2.8	1.3	1.7 ± 0.3	10.5 ± 0.8	27.5 ± 1.1	31.0 ± 0.9	19.7 ± 1.0	8.3 ± 0.8	97.0 ± 0.4
Qld	Male	522.9 ± 2.4	1.9	6.8 ± 0.6	17.9 ± 0.9	29.0 ± 0.8	25.6 ± 0.7	13.5 ± 0.8	5.2 ± 0.5	91.2 ± 0.6
	Female	533.5 ± 2.1	1.3	4.1 ± 0.5	14.3 ± 0.8	29.4 ± 0.9	28.9 ± 0.8	16.0 ± 0.7	6.0 ± 0.5	94.6 ± 0.6
WA	Male	521.9 ± 3.1	1.1	7.9 ± 0.9	17.7 ± 1.1	28.9 ± 1.0	25.3 ± 1.0	14.2 ± 0.9	5.0 ± 0.6	91.0 ± 0.9
	Female	532.4 ± 2.9	0.9	4.7 ± 0.6	14.2 ± 1.0	29.6 ± 1.1	28.9 ± 1.2	16.1 ± 1.2	5.6 ± 0.7	94.5 ± 0.7
SA	Male	528.8 ± 3.3	2.6	5.4 ± 0.7	16.5 ± 1.4	28.8 ± 1.6	25.8 ± 1.3	15.3 ± 1.4	5.7 ± 0.8	92.0 ± 1.0
	Female	538.2 ± 3.1	1.5	3.7 ± 0.6	13.0 ± 1.2	27.9 ± 1.5	30.0 ± 1.2	16.9 ± 1.1	6.9 ± 0.9	94.8 ± 0.8
Tas	Male	530.5 ± 7.8	0.9	6.1 ± 1.8	16.2 ± 2.5	28.1 ± 2.3	26.1 ± 2.2	15.3 ± 2.4	7.2 ± 1.9	93.0 ± 1.8
	Female	538.1 ± 7.4	0.5	4.5 ± 1.5	14.1 ± 2.8	27.4 ± 2.5	28.2 ± 2.7	16.9 ± 2.3	8.4 ± 2.0	95.0 ± 1.5
ACT	Male	554.6 ± 11.9	1.0	4.0 ± 1.7	11.4 ± 3.0	21.8 ± 3.5	25.6 ± 3.0	21.7 ± 2.9	14.6 ± 4.6	95.0 ± 2.0
	Female	561.9 ± 11.2	0.8	1.5 ± 0.8	8.3 ± 2.5	23.0 ± 4.0	29.4 ± 2.9	22.2 ± 2.9	14.7 ± 4.7	97.6 ± 1.1
NT	Male	463.6 ± 21.4	1.2	33.3 ± 9.1	16.6 ± 2.8	19.5 ± 3.6	15.8 ± 3.2	9.7 ± 2.9	3.9 ± 1.7	65.5 ± 9.0
	Female	473.9 ± 22.4	1.3	29.6 ± 9.9	15.3 ± 3.8	21.7 ± 4.0	17.6 ± 3.9	9.7 ± 3.1	4.7 ± 2.0	69.0 ± 9.9
Aust	Male	531.9 ± 1.7	1.5	5.7 ± 0.3	15.7 ± 0.4	27.7 ± 0.5	26.3 ± 0.4	16.0 ± 0.4	7.2 ± 0.5	92.8 ± 0.3
	Female	541.4 ± 1.5	1.0	3.4 ± 0.2	12.5 ± 0.4	27.6 ± 0.5	29.5 ± 0.5	17.9 ± 0.4	8.1 ± 0.5	95.6 ± 0.2

Figure 7.R2: Achievement of Year 7 Students in Reading, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

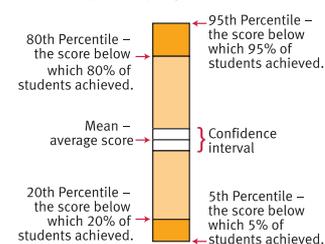
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

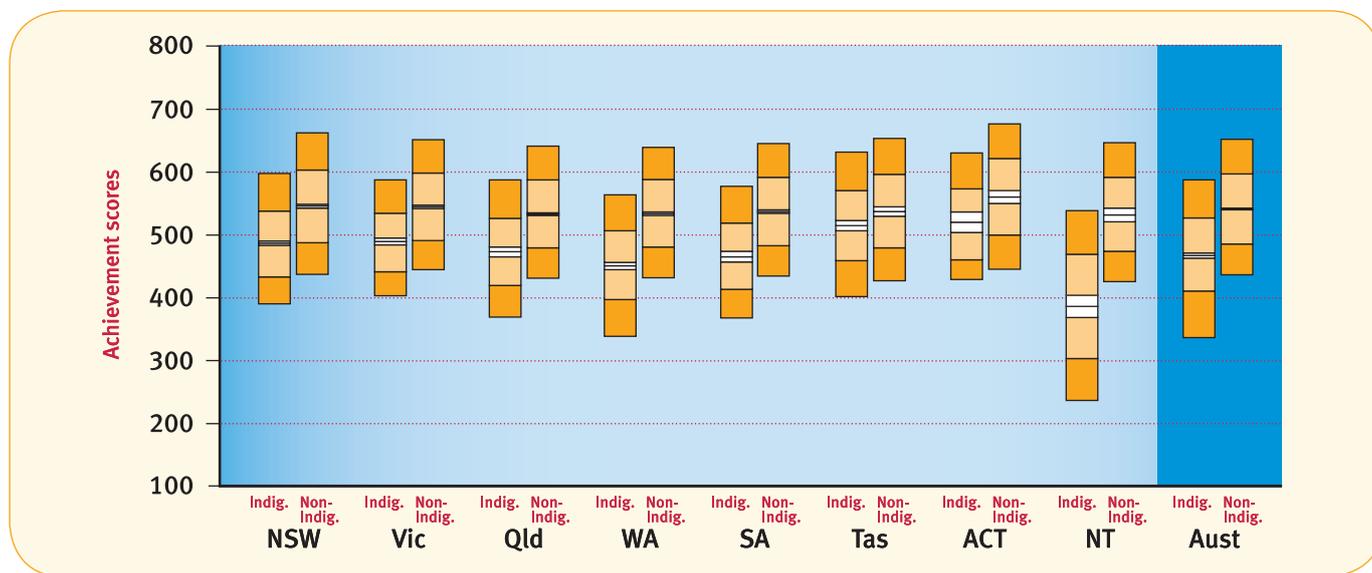


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.R3: Achievement of Year 7 Students in Reading, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	
NSW	Indigenous	486.5 ± 3.5	0.7	16.8 ± 1.7	28.9 ± 2.0	30.4 ± 1.9	16.0 ± 1.5	5.6 ± 1.0	1.5 ± 0.6	82.4 ± 1.8
	Non-Indigenous	544.9 ± 2.9	0.6	3.3 ± 0.3	12.8 ± 0.7	26.3 ± 0.8	28.4 ± 0.7	18.5 ± 0.7	10.0 ± 1.2	96.1 ± 0.4
VIC	Indigenous	488.8 ± 5.5	2.7	11.9 ± 3.0	31.2 ± 3.6	33.1 ± 3.9	15.6 ± 2.8	4.6 ± 1.8	0.9 ± 0.9	85.5 ± 3.2
	Non-Indigenous	543.9 ± 2.6	1.4	2.4 ± 0.3	12.0 ± 0.8	27.8 ± 0.9	29.7 ± 0.7	18.6 ± 0.9	8.0 ± 0.7	96.1 ± 0.4
Qld	Indigenous	472.4 ± 7.6	2.4	22.8 ± 3.2	29.9 ± 2.2	27.2 ± 2.1	12.3 ± 1.7	4.2 ± 1.5	1.2 ± 0.9	74.8 ± 3.2
	Non-Indigenous	532.3 ± 2.0	1.6	4.2 ± 0.3	15.1 ± 0.6	29.4 ± 0.6	28.3 ± 0.6	15.5 ± 0.6	5.9 ± 0.4	94.3 ± 0.4
WA	Indigenous	450.0 ± 5.7	1.1	35.5 ± 3.7	30.4 ± 2.5	21.4 ± 2.4	8.8 ± 1.6	2.3 ± 1.1	0.5 ± 0.5	63.4 ± 3.7
	Non-Indigenous	533.2 ± 2.6	0.8	4.1 ± 0.5	14.8 ± 1.0	29.8 ± 0.9	28.4 ± 0.9	16.3 ± 0.9	5.7 ± 0.6	95.0 ± 0.5
SA	Indigenous	464.9 ± 8.7	4.0	26.4 ± 5.9	30.6 ± 4.7	24.3 ± 3.9	10.8 ± 2.8	3.0 ± 1.5	0.9 ± 0.8	69.6 ± 5.9
	Non-Indigenous	536.4 ± 2.7	1.9	3.7 ± 0.5	14.1 ± 1.0	28.5 ± 1.1	28.5 ± 0.9	16.7 ± 1.0	6.6 ± 0.7	94.4 ± 0.7
Tas	Indigenous	513.8 ± 8.3	0.2	10.8 ± 3.5	18.3 ± 4.5	30.8 ± 6.6	24.7 ± 6.3	10.6 ± 3.7	4.7 ± 2.2	89.0 ± 3.5
	Non-Indigenous	536.6 ± 7.5	0.7	4.9 ± 1.4	14.8 ± 2.2	27.4 ± 2.3	27.2 ± 2.0	16.6 ± 2.2	8.5 ± 1.9	94.4 ± 1.4
ACT	Indigenous	519.4 ± 16.5	1.1	4.6 ± 4.4	23.0 ± 10.9	30.6 ± 13.8	24.8 ± 14.4	11.0 ± 7.3	4.8 ± 6.1	94.3 ± 4.8
	Non-Indigenous	559.2 ± 10.2	0.9	2.7 ± 1.1	9.5 ± 2.3	22.2 ± 3.1	27.5 ± 2.3	22.2 ± 2.4	14.9 ± 4.1	96.4 ± 1.4
NT	Indigenous	386.1 ± 17.6	0.8	66.7 ± 8.7	14.8 ± 3.8	11.2 ± 3.9	4.5 ± 2.2	1.7 ± 1.1	0.2 ± 0.3	32.4 ± 8.6
	Non-Indigenous	531.0 ± 10.8	1.4	5.1 ± 1.9	16.9 ± 3.3	27.7 ± 3.0	25.8 ± 3.1	15.7 ± 3.4	7.4 ± 2.5	93.5 ± 2.8
Aust	Indigenous	466.5 ± 4.2	1.6	26.5 ± 2.0	27.7 ± 1.1	26.0 ± 1.1	12.7 ± 0.9	4.3 ± 0.7	1.2 ± 0.3	71.9 ± 2.0
	Non-Indigenous	540.2 ± 1.3	1.1	3.4 ± 0.2	13.4 ± 0.3	27.8 ± 0.4	28.7 ± 0.3	17.6 ± 0.4	8.0 ± 0.5	95.4 ± 0.2

Figure 7.R3: Achievement of Year 7 Students in Reading, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard. Year 7 students with results in Band 4 did not achieve the national minimum standard. Exempt students were not assessed and are deemed not to have met the national minimum standard. Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

80th Percentile – the score below which 80% of students achieved.

Mean – average score

20th Percentile – the score below which 20% of students achieved.

95th Percentile – the score below which 95% of students achieved.

5th Percentile – the score below which 5% of students achieved.

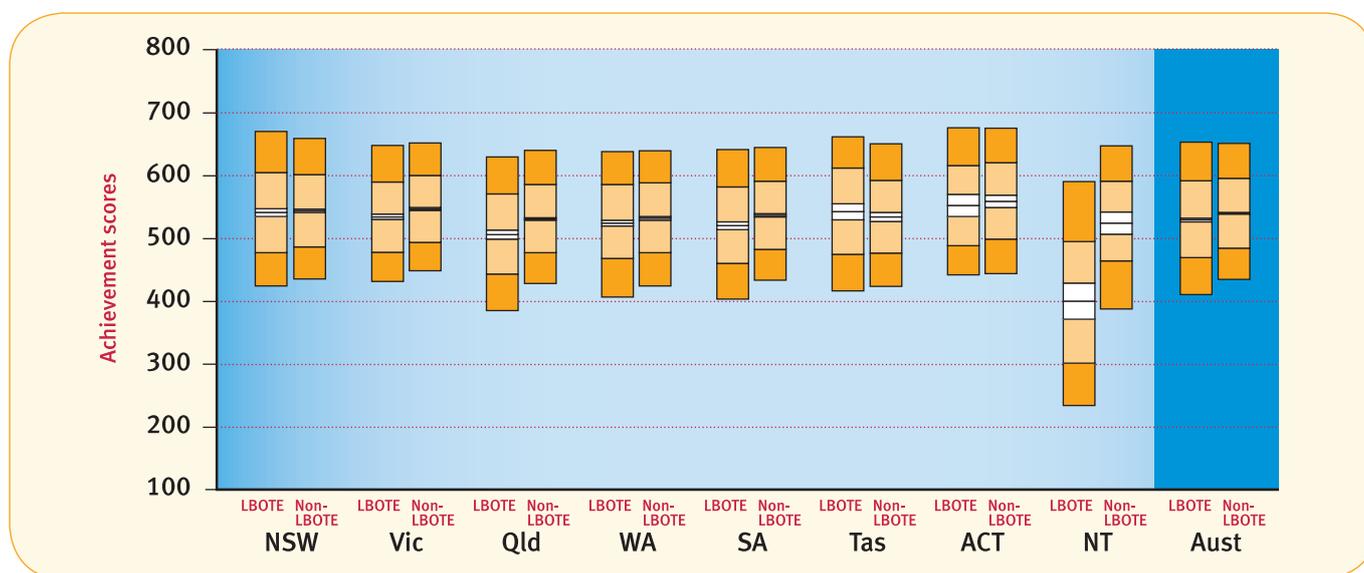
Confidence interval

Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.R4: Achievement of Year 7 Students in Reading, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	
NSW	LBOTE	540.4 ± 6.1	0.7	5.3 ± 0.9	15.0 ± 1.4	25.7 ± 1.5	25.3 ± 1.4	16.9 ± 1.5	11.2 ± 2.5	94.0 ± 1.0
	Non-LBOTE	543.2 ± 2.7	0.5	3.6 ± 0.3	13.1 ± 0.7	26.5 ± 0.8	28.5 ± 0.6	18.4 ± 0.8	9.4 ± 1.0	95.9 ± 0.4
VIC	LBOTE	533.5 ± 4.2	1.8	4.1 ± 0.7	15.7 ± 1.4	29.0 ± 1.3	27.2 ± 1.1	15.2 ± 1.3	7.0 ± 1.1	94.1 ± 0.8
	Non-LBOTE	546.1 ± 2.5	1.6	2.1 ± 0.2	11.1 ± 0.7	27.4 ± 1.0	30.2 ± 0.8	19.4 ± 0.9	8.2 ± 0.7	96.3 ± 0.4
Qld	LBOTE	505.3 ± 6.9	3.7	13.8 ± 2.7	20.8 ± 1.8	26.0 ± 1.7	20.2 ± 1.7	11.3 ± 1.5	4.2 ± 1.0	82.4 ± 2.8
	Non-LBOTE	530.3 ± 2.0	1.4	4.6 ± 0.4	15.7 ± 0.6	29.5 ± 0.6	27.9 ± 0.6	15.1 ± 0.6	5.7 ± 0.4	94.0 ± 0.4
WA	LBOTE	523.7 ± 4.8	1.6	8.1 ± 1.6	16.3 ± 1.8	28.1 ± 1.8	25.3 ± 1.8	15.1 ± 1.5	5.5 ± 1.0	90.3 ± 2.0
	Non-LBOTE	531.2 ± 2.8	0.7	5.3 ± 0.7	14.9 ± 1.0	29.1 ± 0.9	28.0 ± 1.0	16.2 ± 1.0	5.8 ± 0.6	94.0 ± 0.7
SA	LBOTE	519.5 ± 6.2	5.6	9.1 ± 2.3	17.2 ± 3.1	26.8 ± 2.4	22.7 ± 2.6	12.9 ± 2.0	5.6 ± 1.3	85.3 ± 3.5
	Non-LBOTE	535.9 ± 2.8	1.5	3.8 ± 0.5	14.3 ± 1.0	28.6 ± 1.1	28.6 ± 1.0	16.7 ± 1.1	6.5 ± 0.7	94.7 ± 0.6
Tas	LBOTE	541.8 ± 12.8	3.4	5.9 ± 3.6	15.0 ± 5.5	22.6 ± 7.0	22.0 ± 9.6	20.6 ± 6.6	10.4 ± 5.6	90.7 ± 4.9
	Non-LBOTE	533.6 ± 7.3	0.6	5.4 ± 1.5	15.2 ± 2.2	28.0 ± 1.8	27.3 ± 2.0	15.8 ± 2.0	7.6 ± 1.7	94.0 ± 1.5
ACT	LBOTE	551.6 ± 17.8	2.1	2.6 ± 3.1	12.9 ± 6.1	25.1 ± 7.9	23.3 ± 5.2	20.6 ± 6.8	13.2 ± 7.8	95.2 ± 3.3
	Non-LBOTE	558.1 ± 9.9	0.8	2.8 ± 1.0	9.8 ± 2.3	22.4 ± 3.0	27.8 ± 2.5	21.8 ± 2.2	14.6 ± 4.0	96.4 ± 1.4
NT	LBOTE	399.8 ± 28.5	0.8	61.0 ± 13.3	14.4 ± 4.8	10.6 ± 5.0	7.4 ± 3.2	4.0 ± 2.7	1.8 ± 1.4	38.2 ± 13.1
	Non-LBOTE	523.9 ± 17.5	0.7	9.2 ± 5.8	16.0 ± 4.2	26.6 ± 3.7	24.4 ± 4.4	15.6 ± 3.7	7.5 ± 2.9	90.1 ± 6.0
Aust	LBOTE	528.6 ± 3.0	1.8	7.4 ± 0.7	16.2 ± 0.7	26.9 ± 0.8	24.9 ± 0.7	15.0 ± 0.8	7.8 ± 1.0	90.8 ± 0.8
	Non-LBOTE	539.2 ± 1.3	1.1	3.7 ± 0.2	13.5 ± 0.3	27.8 ± 0.4	28.6 ± 0.3	17.5 ± 0.4	7.8 ± 0.4	95.2 ± 0.2

Figure 7.R4: Achievement of Year 7 Students in Reading, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

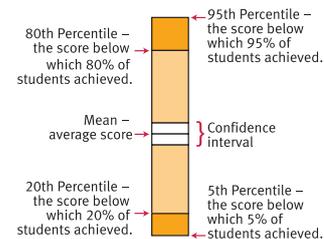
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.R5: Achievement of Year 7 Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	<i>Metro</i>	545.8 ± 3.7	0.6	3.6 ± 0.4	12.9 ± 0.9	25.7 ± 1.0	27.6 ± 0.8	18.7 ± 0.9	10.9 ± 1.5	95.8 ± 0.5
	<i>Provincial</i>	533.9 ± 3.1	0.6	4.7 ± 0.6	15.0 ± 1.0	28.1 ± 1.0	28.5 ± 1.0	16.6 ± 0.9	6.5 ± 0.7	94.7 ± 0.6
	<i>Remote</i>	485.8 ± 19.4	1.6	18.2 ± 11.4	25.2 ± 5.3	30.8 ± 7.0	16.5 ± 7.2	6.2 ± 3.9	1.3 ± 1.2	80.1 ± 10.8
	<i>Very Remote</i>	476.5 ± 57.4	1.3	26.6 ± 23.4	26.8 ± 12.2	18.7 ± 16.9	16.7 ± 20.7	7.3 ± 11.3	2.5 ± 4.9	72.2 ± 23.1
VIC	<i>Metro</i>	545.9 ± 3.2	1.6	2.4 ± 0.3	11.6 ± 0.9	26.8 ± 1.1	29.5 ± 0.9	19.2 ± 1.0	8.7 ± 0.9	96.0 ± 0.5
	<i>Provincial</i>	534.8 ± 3.1	1.7	3.0 ± 0.6	13.9 ± 1.2	30.8 ± 1.3	29.2 ± 1.2	16.0 ± 1.2	5.4 ± 0.7	95.3 ± 0.8
	<i>Remote</i>	569.9 ± 20.7	2.1	0.0 ± 0.0	4.7 ± 9.5	19.6 ± 17.9	34.0 ± 20.5	24.7 ± 15.8	14.9 ± 15.5	97.9 ± 3.8
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	532.5 ± 2.6	1.6	4.5 ± 0.5	15.2 ± 0.8	28.9 ± 0.7	27.9 ± 0.8	15.7 ± 0.9	6.2 ± 0.6	93.9 ± 0.5
	<i>Provincial</i>	524.5 ± 2.5	1.8	5.5 ± 0.7	17.4 ± 0.9	30.3 ± 1.0	26.9 ± 1.0	13.6 ± 0.8	4.5 ± 0.5	92.7 ± 0.8
	<i>Remote</i>	496.4 ± 9.7	1.2	15.0 ± 5.6	23.0 ± 3.5	31.2 ± 3.8	19.8 ± 4.0	7.7 ± 2.2	2.1 ± 1.3	83.9 ± 5.7
	<i>Very Remote</i>	456.1 ± 21.0	1.5	35.6 ± 10.4	25.0 ± 5.5	19.3 ± 5.2	11.1 ± 3.9	5.4 ± 2.7	2.2 ± 1.6	62.9 ± 10.4
WA	<i>Metro</i>	533.7 ± 3.3	1.1	4.4 ± 0.7	14.7 ± 1.2	28.9 ± 1.0	28.4 ± 1.0	16.4 ± 1.1	6.1 ± 0.7	94.5 ± 0.8
	<i>Provincial</i>	520.5 ± 4.1	0.6	6.8 ± 1.2	18.4 ± 1.6	31.2 ± 1.5	25.8 ± 1.8	13.3 ± 1.7	3.9 ± 0.7	92.6 ± 1.2
	<i>Remote</i>	501.4 ± 9.8	0.5	14.4 ± 4.2	20.8 ± 3.3	30.6 ± 3.0	21.0 ± 2.8	10.3 ± 2.6	2.3 ± 1.2	85.1 ± 4.2
	<i>Very Remote</i>	453.0 ± 15.7	0.4	38.1 ± 8.3	22.1 ± 4.0	21.1 ± 4.8	12.0 ± 3.5	5.0 ± 2.3	1.3 ± 0.9	61.6 ± 8.3
SA	<i>Metro</i>	538.5 ± 3.5	2.2	3.6 ± 0.6	13.8 ± 1.2	27.5 ± 1.2	28.2 ± 1.0	17.5 ± 1.3	7.3 ± 0.9	94.2 ± 1.0
	<i>Provincial</i>	524.4 ± 3.9	1.9	5.4 ± 1.1	17.1 ± 1.5	30.7 ± 1.8	27.5 ± 1.8	13.3 ± 1.6	4.1 ± 0.8	92.7 ± 1.3
	<i>Remote</i>	518.1 ± 8.4	1.0	7.5 ± 3.2	17.8 ± 4.5	31.1 ± 4.7	28.0 ± 6.0	11.4 ± 4.0	3.2 ± 1.5	91.5 ± 3.2
	<i>Very Remote</i>	441.4 ± 36.7	1.2	47.2 ± 17.3	17.3 ± 8.3	16.6 ± 8.9	12.3 ± 8.5	3.7 ± 4.3	1.8 ± 3.1	51.6 ± 17.2
Tas	<i>Metro</i>	541.6 ± 11.3	1.1	4.3 ± 1.8	13.7 ± 3.5	25.6 ± 3.1	27.9 ± 2.7	17.7 ± 3.2	9.7 ± 2.9	94.6 ± 1.9
	<i>Provincial</i>	529.3 ± 9.0	0.5	6.1 ± 2.1	16.0 ± 2.8	29.2 ± 2.1	26.7 ± 2.3	15.1 ± 2.6	6.5 ± 2.0	93.5 ± 2.2
	<i>Remote</i>	502.6 ± 5.0	1.8	9.8 ± 5.9	22.5 ± 8.1	38.2 ± 16.8	20.0 ± 13.8	5.5 ± 3.9	2.2 ± 1.7	88.4 ± 5.9
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	558.2 ± 10.0	0.9	2.8 ± 1.1	9.8 ± 2.4	22.4 ± 3.0	27.5 ± 2.3	21.9 ± 2.4	14.6 ± 4.0	96.3 ± 1.4
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	517.4 ± 13.9	2.3	9.3 ± 3.5	18.4 ± 3.7	27.8 ± 3.4	22.9 ± 4.0	13.5 ± 3.8	5.8 ± 2.5	88.4 ± 4.9
	<i>Remote</i>	488.7 ± 40.4	0.1	24.7 ± 16.3	16.8 ± 6.3	22.6 ± 5.4	19.1 ± 6.4	11.0 ± 6.7	5.7 ± 4.2	75.2 ± 16.4
	<i>Very Remote</i>	368.3 ± 25.6	0.3	76.2 ± 11.7	11.0 ± 3.5	6.1 ± 4.5	3.7 ± 3.4	2.0 ± 2.0	0.6 ± 0.6	23.5 ± 11.7
Aust	<i>Metro</i>	541.7 ± 1.7	1.2	3.6 ± 0.2	13.2 ± 0.4	27.0 ± 0.5	28.3 ± 0.4	17.9 ± 0.5	8.7 ± 0.6	95.2 ± 0.3
	<i>Provincial</i>	529.6 ± 1.6	1.2	4.9 ± 0.3	15.8 ± 0.5	29.7 ± 0.7	27.8 ± 0.6	15.1 ± 0.5	5.4 ± 0.4	93.9 ± 0.4
	<i>Remote</i>	500.1 ± 7.9	0.8	15.3 ± 3.4	20.5 ± 1.8	29.5 ± 2.1	21.2 ± 2.2	9.7 ± 1.6	3.0 ± 1.0	83.9 ± 3.4
	<i>Very Remote</i>	425.8 ± 13.8	0.7	50.1 ± 6.4	19.1 ± 2.6	15.4 ± 3.0	9.2 ± 2.2	4.1 ± 1.3	1.4 ± 0.6	49.2 ± 6.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.R6: Achievement of Year 7 Indigenous Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Metro	491.8 ± 4.8	0.6	14.7 ± 2.2	27.8 ± 2.9	31.0 ± 2.8	17.6 ± 2.7	6.4 ± 1.5	1.9 ± 0.9	84.7 ± 2.2
	Provincial	485.1 ± 4.7	0.8	17.2 ± 2.5	29.5 ± 2.7	30.5 ± 2.4	15.3 ± 2.2	5.3 ± 1.3	1.3 ± 0.6	82.0 ± 2.6
	Remote	459.6 ± 21.9	0.7	28.6 ± 15.8	30.9 ± 10.1	28.3 ± 12.3	9.6 ± 7.3	1.9 ± 2.6	0.1 ± 1.0	70.7 ± 15.7
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Metro	493.6 ± 6.4	2.6	10.1 ± 4.0	29.5 ± 5.8	34.2 ± 5.5	17.4 ± 4.0	5.2 ± 2.7	1.0 ± 1.6	87.3 ± 4.2
	Provincial	484.2 ± 8.0	2.7	13.5 ± 4.2	32.9 ± 6.0	32.0 ± 7.2	14.0 ± 3.8	4.1 ± 2.9	0.7 ± 1.0	83.7 ± 4.4
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	487.5 ± 11.0	1.8	15.8 ± 3.2	29.4 ± 3.6	29.6 ± 2.8	15.7 ± 3.1	5.8 ± 2.8	2.0 ± 1.7	82.5 ± 3.2
	Provincial	476.4 ± 6.3	3.6	18.6 ± 4.2	31.5 ± 3.6	30.3 ± 3.8	11.7 ± 2.2	3.5 ± 1.2	0.7 ± 0.7	77.8 ± 4.3
	Remote	446.4 ± 18.8	1.3	41.1 ± 13.6	26.3 ± 7.0	21.5 ± 8.5	7.8 ± 5.0	2.1 ± 2.5	0.0 ± 0.0	57.7 ± 13.7
	Very Remote	413.8 ± 19.2	1.7	54.1 ± 10.9	29.1 ± 8.2	11.7 ± 4.9	2.7 ± 2.2	0.5 ± 1.0	0.1 ± 0.4	44.2 ± 10.9
WA	Metro	471.1 ± 6.3	1.5	22.4 ± 4.4	32.5 ± 5.3	28.3 ± 4.7	10.8 ± 2.9	3.3 ± 2.0	1.0 ± 1.0	76.1 ± 4.4
	Provincial	464.5 ± 8.6	1.2	27.2 ± 6.2	34.4 ± 5.7	22.8 ± 5.0	10.8 ± 3.5	3.3 ± 1.7	0.5 ± 0.9	71.7 ± 6.1
	Remote	443.8 ± 12.8	0.6	39.9 ± 8.7	29.8 ± 8.1	19.1 ± 5.2	8.8 ± 4.1	1.6 ± 1.9	0.1 ± 0.4	59.4 ± 8.7
	Very Remote	405.2 ± 13.7	0.7	62.4 ± 7.5	23.0 ± 6.1	10.1 ± 4.7	3.4 ± 2.4	0.2 ± 0.8	0.0 ± 0.3	36.9 ± 7.4
SA	Metro	486.1 ± 8.2	4.5	13.7 ± 5.9	32.1 ± 6.9	29.2 ± 5.9	15.0 ± 4.7	4.2 ± 2.6	1.3 ± 1.6	81.8 ± 6.3
	Provincial	468.5 ± 10.2	4.7	21.7 ± 7.9	34.4 ± 7.6	26.6 ± 6.3	9.7 ± 4.7	2.3 ± 2.7	0.6 ± 1.3	73.6 ± 8.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	385.1 ± 25.5	1.3	80.8 ± 13.1	13.6 ± 10.0	2.9 ± 4.1	0.8 ± 2.7	0.5 ± 2.3	0.0 ± 0.0	17.9 ± 12.5
Tas	Metro	513.2 ± 16.8	0.6	11.3 ± 5.8	18.9 ± 9.2	29.7 ± 11.8	23.8 ± 9.5	10.2 ± 6.9	5.6 ± 4.3	88.1 ± 5.7
	Provincial	514.2 ± 9.5	0.0	10.4 ± 4.8	18.2 ± 5.3	31.0 ± 6.1	25.4 ± 6.8	11.0 ± 4.0	4.0 ± 2.3	89.6 ± 4.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	519.4 ± 16.5	1.1	4.6 ± 4.4	23.0 ± 10.9	30.6 ± 13.8	24.8 ± 14.4	11.0 ± 7.3	4.8 ± 6.1	94.3 ± 4.8
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	466.6 ± 17.8	2.6	25.9 ± 8.5	24.1 ± 5.8	28.1 ± 8.0	13.0 ± 7.3	6.0 ± 4.3	0.3 ± 1.1	71.5 ± 8.5
	Remote	415.6 ± 32.3	0.3	54.2 ± 20.2	20.3 ± 10.1	17.8 ± 8.8	5.2 ± 4.2	1.8 ± 2.3	0.3 ± 0.9	45.5 ± 20.2
	Very Remote	347.3 ± 11.6	0.4	85.9 ± 4.4	9.5 ± 3.1	2.8 ± 1.7	1.2 ± 1.2	0.1 ± 0.3	0.1 ± 0.2	13.7 ± 4.5
Aust	Metro	488.5 ± 4.6	1.5	15.4 ± 1.6	29.0 ± 1.8	30.2 ± 2.0	16.1 ± 1.8	5.8 ± 1.3	1.9 ± 0.7	83.0 ± 1.6
	Provincial	480.9 ± 3.2	2.0	18.4 ± 1.8	30.0 ± 1.6	29.6 ± 1.7	14.0 ± 1.3	4.8 ± 0.8	1.1 ± 0.4	79.6 ± 1.8
	Remote	439.0 ± 12.4	0.7	42.7 ± 7.8	26.3 ± 4.3	20.5 ± 4.5	7.6 ± 2.3	1.9 ± 1.1	0.2 ± 0.5	56.6 ± 7.7
	Very Remote	381.0 ± 10.7	0.8	71.2 ± 4.8	18.3 ± 3.3	7.0 ± 2.1	2.2 ± 1.0	0.3 ± 0.4	0.1 ± 0.1	28.0 ± 4.8

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.R7: Achievement of Year 7 Students in Reading, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	573.3 ± 2.1	0.9	1.1 ± 0.1	5.6 ± 0.3	18.2 ± 0.6	30.0 ± 0.7	27.1 ± 0.7	17.1 ± 1.2	98.0 ± 0.2
Advanced diploma/diploma	545.2 ± 1.4	0.9	2.3 ± 0.3	10.9 ± 0.5	27.2 ± 0.7	31.9 ± 0.8	19.2 ± 0.7	7.5 ± 0.6	96.8 ± 0.3
Cert I to IV	528.3 ± 1.0	1.1	4.0 ± 0.3	15.6 ± 0.5	31.9 ± 0.6	29.3 ± 0.5	13.8 ± 0.4	4.3 ± 0.3	95.0 ± 0.3
Year 12 or equivalent	532.1 ± 2.0	1.4	4.0 ± 0.4	14.9 ± 0.8	29.8 ± 1.2	29.1 ± 1.0	15.4 ± 0.8	5.3 ± 0.6	94.6 ± 0.5
Year 11 or equivalent or below	504.8 ± 1.5	2.5	9.5 ± 0.6	23.2 ± 0.7	32.4 ± 0.6	21.9 ± 0.6	8.2 ± 0.5	2.3 ± 0.3	88.0 ± 0.6
Not stated	532.2 ± 2.0	1.1	5.6 ± 0.4	15.1 ± 0.5	28.0 ± 0.6	26.7 ± 0.5	16.2 ± 0.6	7.2 ± 0.6	93.2 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 7 students with parental education 'not stated' is 40%.

Table 7.R8: Achievement of Year 7 Students in Reading, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	568.9 ± 1.9	0.8	1.3 ± 0.2	6.3 ± 0.4	19.6 ± 0.7	30.3 ± 0.7	26.1 ± 0.6	15.6 ± 1.0	97.9 ± 0.2
Other business managers and associate professionals	548.6 ± 1.4	0.8	1.9 ± 0.2	10.2 ± 0.5	26.7 ± 0.7	31.9 ± 0.6	20.0 ± 0.5	8.6 ± 0.7	97.3 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	532.0 ± 1.2	1.2	3.3 ± 0.3	14.6 ± 0.5	31.5 ± 0.6	29.9 ± 0.6	14.7 ± 0.6	4.9 ± 0.4	95.6 ± 0.3
Machine operators, hospitality staff, assistants, labourers	516.5 ± 1.7	1.7	6.5 ± 0.5	20.1 ± 0.8	32.4 ± 0.9	24.7 ± 0.7	10.9 ± 0.6	3.7 ± 0.5	91.8 ± 0.5
Not in paid work in the previous 12 months	501.0 ± 2.0	5.1	11.6 ± 0.8	23.6 ± 1.1	29.4 ± 1.1	19.5 ± 0.9	8.2 ± 0.6	2.6 ± 0.4	83.3 ± 1.1
Not stated	530.4 ± 2.0	1.1	6.0 ± 0.4	15.7 ± 0.5	28.2 ± 0.6	26.4 ± 0.5	15.7 ± 0.6	7.0 ± 0.5	92.9 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

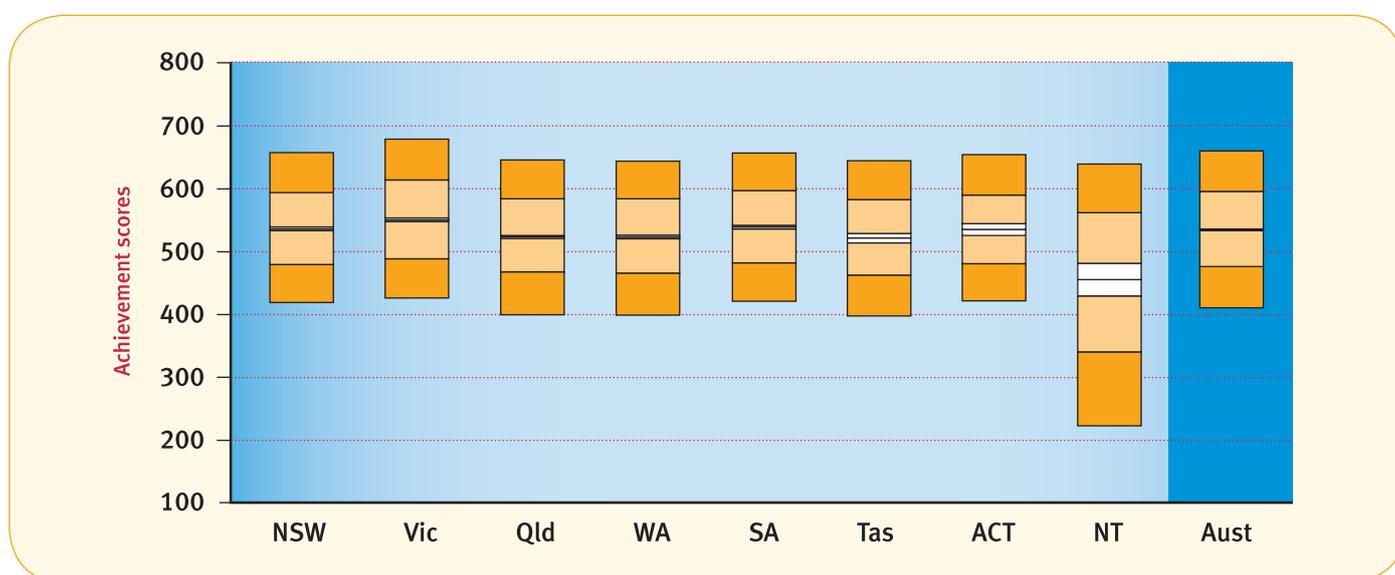
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 7 students with parental occupation 'not stated' is 42%.

Table 7.W1: Achievement of Year 7 Students in Writing, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	12yrs 7mths 7yrs 4mths	535.3 ± 2.9 74.1	96.7	0.6	5.9 ± 0.5	13.8 ± 0.7	27.3 ± 0.7	28.2 ± 0.6	15.8 ± 0.8	8.4 ± 0.9	93.5 ± 0.5	
VIC	12yrs 9mths 7yrs 4mths	549.7 ± 3.0 77.1	95.5	1.6	4.9 ± 0.4	11.1 ± 0.6	23.1 ± 0.7	26.8 ± 0.6	19.3 ± 0.7	13.0 ± 0.9	93.4 ± 0.5	
Qld	12yrs 1mth 6yrs 4mths	522.7 ± 2.3 78.8	97.7	1.7	8.5 ± 0.6	15.7 ± 0.6	28.2 ± 0.5	25.8 ± 0.6	13.6 ± 0.5	6.5 ± 0.4	89.9 ± 0.6	
WA	12yrs 0mths 6yrs 4mths	522.5 ± 3.1 76.1	95.7	1.0	8.9 ± 0.9	16.2 ± 0.8	28.2 ± 0.8	25.5 ± 1.2	14.0 ± 0.9	6.3 ± 0.6	90.1 ± 0.9	
SA	12yrs 6mths 7yrs 4mths	538.1 ± 3.2 72.1	96.5	2.0	5.6 ± 0.6	12.6 ± 1.0	25.9 ± 1.0	28.2 ± 1.1	17.0 ± 0.9	8.5 ± 0.8	92.4 ± 0.8	
Tas	12yrs 10mths 7yrs 4mths	520.6 ± 7.8 76.3	95.1	0.7	9.3 ± 2.0	17.4 ± 2.3	27.8 ± 1.6	25.1 ± 1.9	13.4 ± 1.9	6.3 ± 1.4	90.0 ± 2.0	
ACT	12yrs 8mths 7yrs 4mths	534.3 ± 9.4 70.7	94.9	1.0	5.6 ± 1.9	13.3 ± 2.6	28.3 ± 2.7	29.1 ± 2.5	15.2 ± 2.6	7.6 ± 2.1	93.4 ± 2.1	
NT	12yrs 6mths 7yrs 4mths	455.0 ± 26.2 126.7	78.8	1.3	35.1 ± 9.4	15.1 ± 3.0	19.0 ± 3.5	15.1 ± 3.2	9.0 ± 2.4	5.5 ± 2.0	63.6 ± 9.3	
Aust	12yrs 5mths 7yrs 0mths	533.7 ± 1.5 77.9	96.2	1.2	6.9 ± 0.3	13.8 ± 0.3	26.4 ± 0.3	26.9 ± 0.3	15.9 ± 0.3	8.8 ± 0.4	91.8 ± 0.3	

Figure 7.W1: Achievement of Year 7 Students in Writing, by State and Territory, 2008.

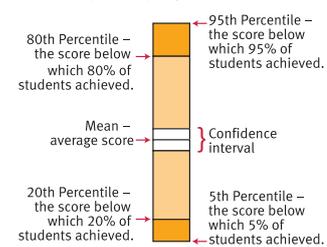


Notes:

The average age and years of schooling are determined as at the time of testing.
 The percentages of students represented in the table above have been rounded and may not sum to 100.
 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.
 The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.
 Year 7 students with results in Band 5 or above performed at or above the national minimum standard.
 Year 7 students with results in Band 4 did not achieve the national minimum standard.
 Exempt students were not assessed and are deemed not to have met the national minimum standard.
 Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 7 students reported by schools which includes those absent and withdrawn.

Reading the graph

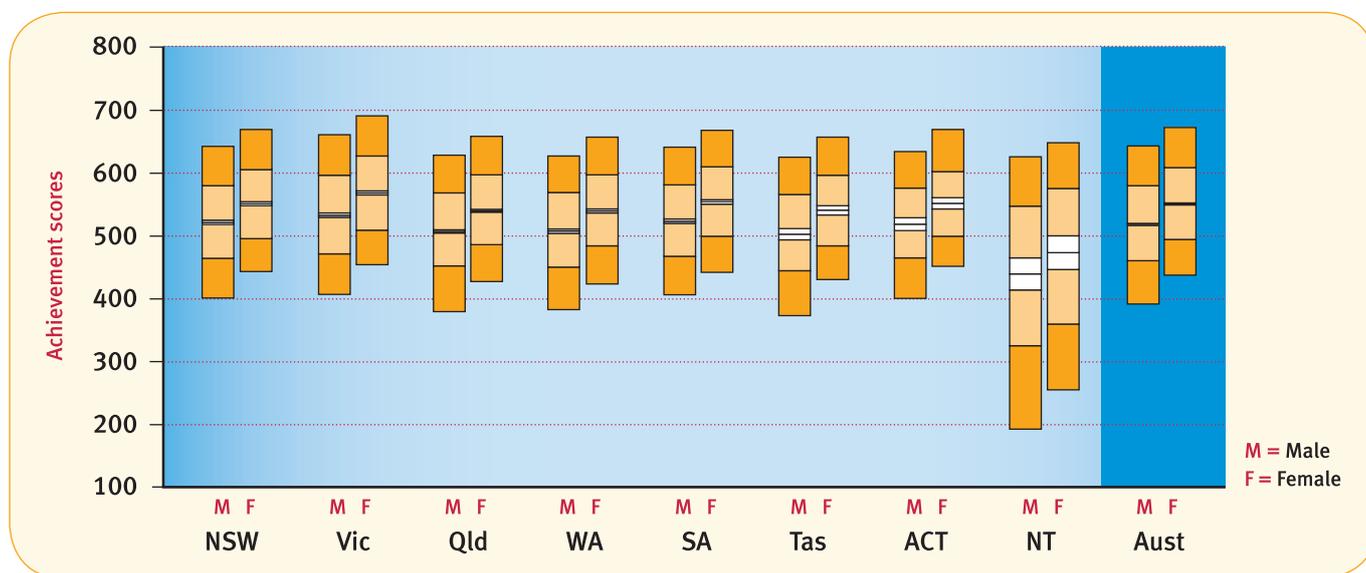


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.W2: Achievement of Year 7 Students in Writing, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Male	520.8 ± 3.5	0.7	8.7 ± 0.7	17.2 ± 0.9	29.1 ± 0.9	25.4 ± 0.8	12.7 ± 0.8	6.1 ± 1.0	90.6 ± 0.7
	Female	550.6 ± 3.2	0.4	3.0 ± 0.3	10.1 ± 0.7	25.4 ± 0.9	31.1 ± 0.9	19.1 ± 1.0	10.8 ± 1.2	96.5 ± 0.3
VIC	Male	532.3 ± 3.6	2.0	7.6 ± 0.7	14.8 ± 0.9	25.9 ± 0.8	25.0 ± 0.8	15.7 ± 0.9	9.1 ± 0.9	90.4 ± 0.8
	Female	567.8 ± 3.0	1.3	2.2 ± 0.3	7.3 ± 0.6	20.2 ± 0.9	28.7 ± 0.7	23.1 ± 0.9	17.2 ± 1.1	96.5 ± 0.4
Qld	Male	506.6 ± 2.6	2.0	11.9 ± 0.8	19.5 ± 0.9	29.4 ± 0.6	22.7 ± 0.8	10.2 ± 0.6	4.2 ± 0.4	86.0 ± 0.8
	Female	539.4 ± 2.4	1.3	4.8 ± 0.5	11.8 ± 0.6	27.0 ± 0.8	29.1 ± 0.9	17.1 ± 0.7	8.9 ± 0.6	93.9 ± 0.6
WA	Male	507.1 ± 3.3	1.1	12.3 ± 1.2	20.0 ± 1.0	29.3 ± 0.9	22.4 ± 1.1	10.8 ± 0.9	4.0 ± 0.5	86.6 ± 1.2
	Female	538.9 ± 3.2	0.8	5.2 ± 0.7	12.2 ± 1.0	27.0 ± 1.3	28.8 ± 1.6	17.3 ± 1.1	8.7 ± 0.9	93.9 ± 0.8
SA	Male	522.8 ± 3.5	2.6	7.9 ± 0.8	16.3 ± 1.4	28.7 ± 1.2	25.9 ± 1.5	13.0 ± 1.0	5.6 ± 0.8	89.6 ± 1.1
	Female	553.6 ± 3.4	1.5	3.3 ± 0.6	8.9 ± 0.9	23.1 ± 1.3	30.6 ± 1.1	21.1 ± 1.1	11.5 ± 1.1	95.2 ± 0.7
Tas	Male	502.1 ± 8.9	0.9	13.9 ± 3.1	21.3 ± 2.6	28.5 ± 2.2	21.3 ± 2.3	10.1 ± 2.0	3.9 ± 1.2	85.2 ± 3.1
	Female	540.2 ± 7.2	0.6	4.3 ± 1.2	13.2 ± 2.4	27.1 ± 2.3	29.0 ± 2.1	16.9 ± 2.2	8.9 ± 2.2	95.1 ± 1.2
ACT	Male	518.0 ± 10.1	1.1	8.7 ± 2.9	17.4 ± 3.4	30.3 ± 2.9	25.4 ± 3.7	12.2 ± 2.8	4.9 ± 1.6	90.2 ± 3.1
	Female	551.4 ± 9.0	0.9	2.3 ± 1.0	9.0 ± 2.4	26.1 ± 3.5	32.9 ± 3.0	18.3 ± 3.1	10.4 ± 2.9	96.8 ± 1.4
NT	Male	439.4 ± 25.6	1.3	39.4 ± 9.1	16.8 ± 3.7	18.1 ± 3.3	13.1 ± 3.0	7.3 ± 2.4	4.1 ± 1.7	59.3 ± 9.1
	Female	473.0 ± 26.5	1.3	30.3 ± 9.9	13.1 ± 3.4	20.0 ± 4.8	17.4 ± 4.0	10.8 ± 2.9	7.0 ± 2.6	68.4 ± 9.8
Aust	Male	517.8 ± 1.7	1.5	10.0 ± 0.4	17.4 ± 0.4	28.3 ± 0.4	24.2 ± 0.4	12.6 ± 0.4	6.1 ± 0.4	88.6 ± 0.4
	Female	550.3 ± 1.6	1.0	3.8 ± 0.2	10.0 ± 0.4	24.5 ± 0.5	29.7 ± 0.4	19.4 ± 0.4	11.7 ± 0.5	95.3 ± 0.2

Figure 7.W2: Achievement of Year 7 Students in Writing, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

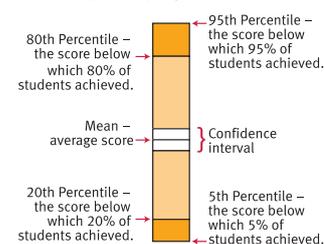
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

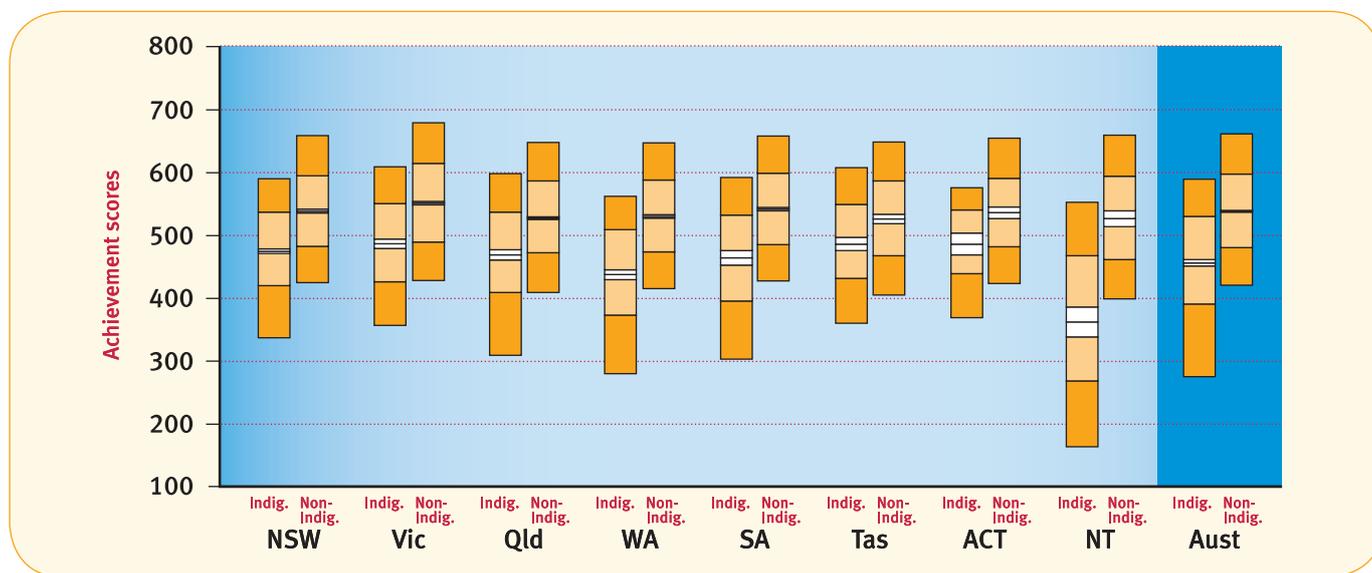


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.W3: Achievement of Year 7 Students in Writing, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	
NSW	Indigenous	474.4 ± 3.9	0.8	22.2 ± 2.0	27.5 ± 1.9	27.1 ± 2.1	16.2 ± 1.5	4.9 ± 0.9	1.3 ± 0.4	76.9 ± 2.0
	Non-Indigenous	538.1 ± 2.8	0.5	5.2 ± 0.4	13.1 ± 0.6	27.4 ± 0.8	28.8 ± 0.6	16.2 ± 0.8	8.7 ± 0.9	94.3 ± 0.4
VIC	Indigenous	486.6 ± 7.4	2.8	19.6 ± 3.6	22.6 ± 3.7	27.3 ± 4.3	18.2 ± 3.5	7.3 ± 2.4	2.2 ± 1.1	77.6 ± 3.6
	Non-Indigenous	550.7 ± 2.9	1.4	4.7 ± 0.4	10.9 ± 0.6	23.1 ± 0.7	27.0 ± 0.6	19.5 ± 0.7	13.3 ± 0.9	93.8 ± 0.5
Qld	Indigenous	468.6 ± 8.2	2.4	25.3 ± 3.0	24.3 ± 2.3	26.0 ± 2.0	14.8 ± 1.7	5.4 ± 1.4	1.8 ± 0.8	72.3 ± 3.0
	Non-Indigenous	526.8 ± 2.2	1.6	7.2 ± 0.5	15.1 ± 0.6	28.4 ± 0.5	26.7 ± 0.6	14.2 ± 0.5	6.8 ± 0.4	91.2 ± 0.5
WA	Indigenous	437.2 ± 7.5	1.1	39.0 ± 3.8	27.0 ± 2.8	21.0 ± 2.8	9.7 ± 1.7	1.9 ± 0.9	0.5 ± 0.4	59.9 ± 3.8
	Non-Indigenous	529.4 ± 2.8	0.8	6.6 ± 0.7	15.3 ± 0.8	28.6 ± 0.9	26.8 ± 1.1	15.0 ± 0.9	6.8 ± 0.6	92.6 ± 0.7
SA	Indigenous	464.1 ± 11.4	4.0	28.5 ± 5.6	22.3 ± 4.8	25.7 ± 4.6	13.3 ± 3.2	4.3 ± 2.1	1.9 ± 1.1	67.5 ± 5.6
	Non-Indigenous	541.1 ± 3.0	1.9	4.7 ± 0.5	12.2 ± 0.9	26.0 ± 1.0	28.8 ± 1.1	17.6 ± 0.9	8.8 ± 0.8	93.4 ± 0.7
Tas	Indigenous	485.7 ± 10.6	0.2	17.8 ± 4.6	27.3 ± 5.4	28.0 ± 4.5	17.4 ± 4.2	7.1 ± 3.2	2.1 ± 1.5	81.9 ± 4.6
	Non-Indigenous	525.3 ± 7.6	0.8	8.0 ± 1.7	16.3 ± 2.0	27.9 ± 1.8	25.9 ± 1.9	14.1 ± 1.9	7.0 ± 1.6	91.2 ± 1.7
ACT	Indigenous	485.8 ± 17.2	1.1	14.7 ± 9.8	25.5 ± 20.4	33.8 ± 17.5	21.1 ± 11.2	3.2 ± 5.1	0.5 ± 1.9	84.1 ± 9.5
	Non-Indigenous	535.5 ± 9.3	1.0	5.4 ± 1.9	13.0 ± 2.6	28.2 ± 2.6	29.2 ± 2.4	15.5 ± 2.6	7.8 ± 2.2	93.6 ± 2.1
NT	Indigenous	362.2 ± 24.0	0.8	69.2 ± 8.8	12.7 ± 4.0	9.8 ± 3.7	5.2 ± 2.1	1.8 ± 1.2	0.6 ± 0.5	29.9 ± 8.7
	Non-Indigenous	526.1 ± 12.5	1.5	9.4 ± 2.6	16.9 ± 3.6	25.9 ± 3.1	22.6 ± 3.2	14.5 ± 3.0	9.3 ± 3.0	89.2 ± 3.3
Aust	Indigenous	455.9 ± 5.0	1.6	30.5 ± 2.0	24.3 ± 1.2	24.1 ± 1.1	13.7 ± 0.9	4.5 ± 0.6	1.4 ± 0.3	67.9 ± 2.0
	Non-Indigenous	537.9 ± 1.4	1.1	5.7 ± 0.2	13.2 ± 0.3	26.5 ± 0.4	27.6 ± 0.3	16.6 ± 0.3	9.3 ± 0.4	93.2 ± 0.2

Figure 7.W3: Achievement of Year 7 Students in Writing, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard. Year 7 students with results in Band 4 did not achieve the national minimum standard. Exempt students were not assessed and are deemed not to have met the national minimum standard. Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

95th Percentile – the score below which 95% of students achieved.

80th Percentile – the score below which 80% of students achieved.

Mean – average score

Confidence interval

20th Percentile – the score below which 20% of students achieved.

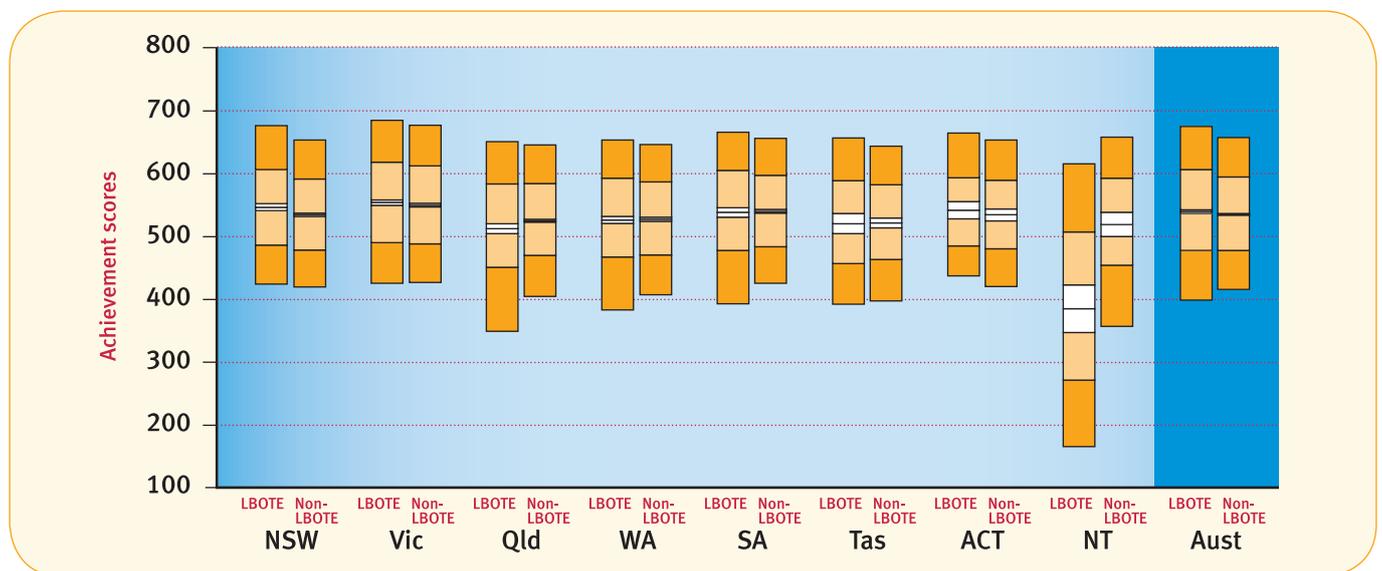
5th Percentile – the score below which 5% of students achieved.

Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.W4: Achievement by Year 7 Students in Writing, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	545.2 ± 5.5	0.6	5.3 ± 0.9	11.9 ± 1.1	24.9 ± 1.3	28.0 ± 1.3	17.7 ± 1.2	11.6 ± 2.0	94.0 ± 0.9
	Non-LBOTE	533.6 ± 2.7	0.5	6.0 ± 0.5	14.1 ± 0.7	27.8 ± 0.7	28.4 ± 0.6	15.5 ± 0.8	7.7 ± 0.8	93.5 ± 0.5
VIC	LBOTE	552.7 ± 4.4	1.8	5.0 ± 0.7	10.7 ± 1.0	21.9 ± 1.2	26.6 ± 1.0	19.7 ± 1.2	14.3 ± 1.5	93.2 ± 0.9
	Non-LBOTE	548.7 ± 3.0	1.6	4.9 ± 0.5	11.3 ± 0.6	23.5 ± 0.8	26.9 ± 0.6	19.2 ± 0.7	12.6 ± 0.9	93.5 ± 0.6
Qld	LBOTE	511.6 ± 7.9	3.8	13.5 ± 2.6	15.6 ± 1.4	25.1 ± 1.5	22.8 ± 1.9	12.3 ± 1.6	6.9 ± 1.1	82.7 ± 2.7
	Non-LBOTE	523.8 ± 2.1	1.5	7.9 ± 0.5	15.8 ± 0.7	28.6 ± 0.5	26.1 ± 0.6	13.7 ± 0.5	6.4 ± 0.4	90.6 ± 0.6
WA	LBOTE	525.3 ± 5.3	1.6	9.8 ± 1.8	14.3 ± 1.5	25.8 ± 2.1	25.3 ± 1.6	15.3 ± 1.6	7.9 ± 1.2	88.5 ± 2.2
	Non-LBOTE	526.2 ± 3.1	0.7	7.8 ± 0.8	15.7 ± 0.9	28.3 ± 0.9	26.2 ± 1.2	14.6 ± 1.0	6.6 ± 0.7	91.5 ± 0.8
SA	LBOTE	537.1 ± 7.5	5.6	8.4 ± 2.1	11.0 ± 2.2	22.0 ± 2.3	25.5 ± 3.0	17.4 ± 2.2	10.1 ± 1.9	86.1 ± 3.4
	Non-LBOTE	538.9 ± 3.0	1.5	5.1 ± 0.5	12.7 ± 0.9	26.4 ± 1.0	28.7 ± 1.0	17.2 ± 0.9	8.4 ± 0.8	93.4 ± 0.7
Tas	LBOTE	519.2 ± 15.9	4.4	10.2 ± 5.1	19.4 ± 6.9	26.2 ± 8.7	18.9 ± 8.2	13.2 ± 7.3	7.6 ± 5.3	85.4 ± 5.7
	Non-LBOTE	520.3 ± 7.9	0.6	9.3 ± 2.0	17.4 ± 2.2	28.0 ± 1.6	25.3 ± 1.9	13.3 ± 2.0	6.1 ± 1.4	90.1 ± 2.1
ACT	LBOTE	540.6 ± 13.8	2.4	3.7 ± 2.5	13.0 ± 4.7	27.1 ± 6.8	29.9 ± 6.0	15.0 ± 5.9	9.0 ± 4.7	93.9 ± 3.0
	Non-LBOTE	533.2 ± 9.5	0.9	5.9 ± 1.9	13.5 ± 2.6	28.5 ± 2.7	28.8 ± 2.5	15.0 ± 2.8	7.5 ± 2.1	93.2 ± 2.2
NT	LBOTE	384.2 ± 37.8	0.8	61.3 ± 13.4	12.3 ± 5.5	10.5 ± 5.0	6.8 ± 3.8	4.6 ± 2.4	3.8 ± 2.0	37.9 ± 13.2
	Non-LBOTE	518.1 ± 19.3	0.7	12.8 ± 5.7	16.1 ± 4.6	25.1 ± 5.0	22.4 ± 4.7	13.7 ± 3.5	9.1 ± 3.2	86.4 ± 5.9
Aust	LBOTE	538.4 ± 3.1	1.8	7.9 ± 0.7	12.1 ± 0.6	23.5 ± 0.7	26.1 ± 0.7	17.2 ± 0.7	11.4 ± 0.9	90.3 ± 0.8
	Non-LBOTE	534.0 ± 1.3	1.1	6.4 ± 0.2	14.0 ± 0.3	27.0 ± 0.3	27.2 ± 0.3	15.9 ± 0.3	8.5 ± 0.4	92.5 ± 0.3

Figure 7.W4: Achievement of Year 7 Students in Writing, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

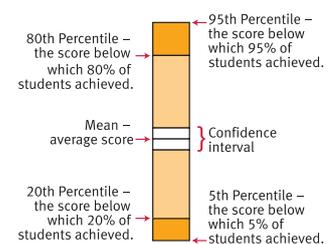
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.W5: Achievement of Year 7 Students in Writing, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	<i>Metro</i>	541.0 ± 3.5	0.6	5.1 ± 0.5	12.6 ± 0.8	26.3 ± 0.9	28.7 ± 0.7	17.0 ± 1.0	9.7 ± 1.2	94.4 ± 0.5
	<i>Provincial</i>	519.8 ± 3.3	0.6	8.2 ± 0.8	16.9 ± 1.1	30.1 ± 1.2	26.9 ± 1.1	12.5 ± 0.9	4.7 ± 0.6	91.2 ± 0.9
	<i>Remote</i>	472.1 ± 25.2	1.6	24.4 ± 11.1	23.0 ± 4.5	26.7 ± 7.4	16.9 ± 6.2	6.1 ± 3.6	1.2 ± 1.2	73.9 ± 10.5
	<i>Very Remote</i>	477.3 ± 67.4	1.3	32.4 ± 26.7	17.0 ± 11.4	18.2 ± 9.2	16.7 ± 14.9	10.6 ± 14.7	3.8 ± 7.8	66.3 ± 26.6
VIC	<i>Metro</i>	555.8 ± 3.5	1.6	4.2 ± 0.5	10.0 ± 0.7	21.9 ± 0.9	27.0 ± 0.7	20.4 ± 0.8	14.8 ± 1.1	94.2 ± 0.6
	<i>Provincial</i>	532.3 ± 3.8	1.7	7.0 ± 0.9	14.4 ± 1.0	26.5 ± 1.0	26.1 ± 1.0	16.3 ± 1.0	8.0 ± 0.9	91.3 ± 1.0
	<i>Remote</i>	569.7 ± 30.0	2.1	0.0 ± 0.0	6.8 ± 8.9	23.0 ± 19.1	35.7 ± 20.5	12.3 ± 12.2	20.0 ± 14.0	97.9 ± 3.8
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	527.4 ± 2.8	1.6	7.4 ± 0.6	14.9 ± 0.7	28.0 ± 0.7	26.4 ± 0.7	14.3 ± 0.7	7.3 ± 0.6	91.0 ± 0.7
	<i>Provincial</i>	518.5 ± 2.8	1.8	8.8 ± 0.8	17.2 ± 1.0	29.2 ± 0.9	25.4 ± 1.3	12.7 ± 1.0	5.0 ± 0.6	89.4 ± 0.9
	<i>Remote</i>	488.0 ± 14.9	1.0	17.9 ± 6.0	19.5 ± 3.1	29.2 ± 3.7	21.7 ± 3.6	8.4 ± 2.5	2.4 ± 1.4	81.1 ± 6.1
	<i>Very Remote</i>	447.5 ± 23.4	1.4	34.5 ± 8.8	21.0 ± 5.0	22.0 ± 5.0	14.0 ± 4.7	5.5 ± 2.7	1.8 ± 1.7	64.2 ± 8.8
WA	<i>Metro</i>	530.4 ± 3.6	1.1	6.7 ± 0.9	14.8 ± 1.0	28.2 ± 0.9	26.6 ± 1.2	15.3 ± 1.0	7.2 ± 0.8	92.2 ± 1.0
	<i>Provincial</i>	514.6 ± 4.4	0.6	10.1 ± 1.4	18.7 ± 1.5	29.3 ± 1.5	24.9 ± 1.7	12.0 ± 1.5	4.4 ± 0.8	89.4 ± 1.4
	<i>Remote</i>	491.2 ± 11.1	0.5	17.7 ± 4.0	23.7 ± 3.1	27.8 ± 4.0	18.7 ± 3.1	8.3 ± 2.3	3.3 ± 1.8	81.8 ± 4.0
	<i>Very Remote</i>	440.4 ± 20.7	0.5	39.7 ± 9.1	19.0 ± 3.7	20.5 ± 4.4	13.0 ± 3.6	5.3 ± 2.2	2.1 ± 1.3	59.8 ± 9.2
SA	<i>Metro</i>	545.3 ± 3.7	2.2	4.6 ± 0.7	11.2 ± 1.0	24.2 ± 1.1	28.8 ± 1.1	18.9 ± 1.1	10.1 ± 1.0	93.2 ± 1.0
	<i>Provincial</i>	524.2 ± 4.2	1.9	6.7 ± 1.3	16.0 ± 1.8	30.1 ± 1.6	27.3 ± 2.1	12.9 ± 1.4	5.1 ± 1.0	91.4 ± 1.4
	<i>Remote</i>	517.1 ± 8.2	1.0	7.8 ± 2.2	17.0 ± 4.2	32.6 ± 4.4	26.1 ± 4.2	12.2 ± 3.5	3.2 ± 2.1	91.2 ± 2.2
	<i>Very Remote</i>	434.3 ± 44.1	1.2	44.5 ± 18.0	14.6 ± 8.6	18.7 ± 7.8	13.7 ± 9.7	5.3 ± 5.6	2.0 ± 2.6	54.3 ± 17.9
Tas	<i>Metro</i>	529.1 ± 11.6	1.1	7.5 ± 2.6	15.6 ± 3.5	27.0 ± 2.1	25.9 ± 3.0	14.9 ± 3.1	8.1 ± 2.4	91.4 ± 2.6
	<i>Provincial</i>	515.1 ± 9.9	0.4	10.4 ± 2.8	18.6 ± 2.7	28.5 ± 2.2	24.6 ± 2.5	12.5 ± 2.5	5.1 ± 1.5	89.1 ± 2.8
	<i>Remote</i>	479.1 ± 9.2	1.8	19.3 ± 4.5	25.8 ± 5.1	28.7 ± 5.1	17.5 ± 8.1	5.5 ± 4.8	1.5 ± 1.7	78.9 ± 4.5
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	534.3 ± 9.3	1.0	5.6 ± 1.8	13.3 ± 2.6	28.3 ± 2.7	29.1 ± 2.4	15.2 ± 2.6	7.6 ± 2.1	93.4 ± 2.1
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	510.6 ± 15.3	2.3	13.8 ± 4.1	18.3 ± 3.7	25.4 ± 3.4	21.1 ± 3.5	11.9 ± 3.3	7.2 ± 2.9	83.8 ± 5.5
	<i>Remote</i>	480.4 ± 50.4	0.1	27.5 ± 16.5	15.8 ± 6.9	21.1 ± 4.9	16.6 ± 6.2	11.2 ± 6.6	7.6 ± 5.7	72.3 ± 16.5
	<i>Very Remote</i>	339.6 ± 31.4	0.3	78.5 ± 11.0	8.7 ± 4.2	6.1 ± 4.5	3.4 ± 2.8	2.1 ± 1.9	0.9 ± 1.0	21.1 ± 11.1
Aust	<i>Metro</i>	540.9 ± 1.8	1.2	5.5 ± 0.3	12.6 ± 0.4	25.6 ± 0.5	27.6 ± 0.4	17.2 ± 0.4	10.2 ± 0.5	93.3 ± 0.3
	<i>Provincial</i>	521.9 ± 1.8	1.3	8.3 ± 0.5	16.6 ± 0.5	28.8 ± 0.5	26.0 ± 0.5	13.4 ± 0.5	5.6 ± 0.4	90.4 ± 0.5
	<i>Remote</i>	491.7 ± 10.0	0.8	18.2 ± 3.5	20.1 ± 1.8	27.7 ± 2.0	20.3 ± 1.9	9.2 ± 1.7	3.7 ± 1.3	81.0 ± 3.5
	<i>Very Remote</i>	409.5 ± 17.1	0.7	51.2 ± 6.5	15.8 ± 3.0	16.0 ± 2.8	10.2 ± 2.2	4.4 ± 1.2	1.6 ± 0.8	48.1 ± 6.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.W6: Achievement of Year 7 Indigenous Students in Writing, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	<i>Metro</i>	482.9 ± 5.4	0.8	18.9 ± 2.4	26.1 ± 2.7	28.4 ± 2.7	17.9 ± 2.9	6.0 ± 1.7	1.8 ± 0.8	80.2 ± 2.6
	<i>Provincial</i>	471.0 ± 5.1	0.9	23.2 ± 2.8	28.7 ± 2.8	26.7 ± 2.9	15.4 ± 2.2	4.2 ± 0.9	0.9 ± 0.5	75.9 ± 2.8
	<i>Remote</i>	437.7 ± 30.9	0.7	36.8 ± 15.3	26.7 ± 8.1	23.5 ± 8.8	10.0 ± 6.4	2.2 ± 2.7	0.1 ± 0.9	62.5 ± 15.2
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	496.9 ± 9.6	2.8	15.4 ± 4.8	22.6 ± 6.2	28.2 ± 6.7	18.8 ± 5.5	8.7 ± 3.4	3.5 ± 2.1	81.8 ± 4.9
	<i>Provincial</i>	476.5 ± 10.3	2.7	23.6 ± 5.5	22.5 ± 4.3	26.4 ± 5.0	17.8 ± 4.8	6.0 ± 2.7	0.9 ± 1.2	73.7 ± 5.5
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	485.5 ± 10.4	1.9	19.0 ± 3.3	23.7 ± 3.1	28.4 ± 2.9	17.8 ± 2.4	6.7 ± 2.6	2.5 ± 1.5	79.0 ± 3.3
	<i>Provincial</i>	472.7 ± 7.3	3.8	22.7 ± 3.6	25.7 ± 2.8	27.3 ± 3.1	14.0 ± 2.5	5.0 ± 1.8	1.5 ± 0.8	73.5 ± 3.7
	<i>Remote</i>	428.5 ± 34.6	1.3	43.0 ± 15.6	23.3 ± 8.4	17.0 ± 7.2	11.0 ± 6.0	3.8 ± 3.6	0.8 ± 1.7	55.8 ± 15.7
	<i>Very Remote</i>	409.7 ± 26.9	1.2	49.0 ± 10.5	23.0 ± 6.7	17.2 ± 6.0	7.3 ± 4.1	1.9 ± 2.5	0.5 ± 0.7	49.8 ± 10.6
WA	<i>Metro</i>	460.9 ± 8.3	1.5	27.6 ± 4.8	28.6 ± 4.1	26.3 ± 4.5	13.1 ± 3.1	2.3 ± 1.9	0.6 ± 0.7	70.9 ± 4.8
	<i>Provincial</i>	456.2 ± 9.9	1.2	30.8 ± 5.1	31.4 ± 6.1	23.0 ± 7.2	10.7 ± 3.8	2.3 ± 1.9	0.6 ± 1.0	68.1 ± 5.1
	<i>Remote</i>	432.6 ± 15.5	0.6	41.4 ± 8.7	28.6 ± 5.6	19.7 ± 6.6	7.9 ± 4.2	1.5 ± 1.9	0.3 ± 0.8	57.9 ± 8.7
	<i>Very Remote</i>	381.9 ± 17.9	0.7	64.6 ± 8.6	18.3 ± 6.1	10.9 ± 4.0	4.3 ± 2.6	0.9 ± 1.2	0.2 ± 0.6	34.7 ± 8.6
SA	<i>Metro</i>	491.2 ± 10.3	4.5	17.1 ± 5.0	22.7 ± 8.1	28.0 ± 7.8	17.5 ± 5.1	7.5 ± 3.6	2.7 ± 2.0	78.4 ± 5.3
	<i>Provincial</i>	465.6 ± 12.7	4.7	26.4 ± 7.7	24.5 ± 9.0	29.4 ± 7.4	11.8 ± 5.3	1.6 ± 2.5	1.7 ± 2.1	69.0 ± 8.7
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	368.4 ± 40.9	1.3	72.8 ± 18.7	12.3 ± 10.0	8.5 ± 10.7	4.0 ± 6.9	0.5 ± 2.3	0.5 ± 2.3	25.9 ± 18.4
Tas	<i>Metro</i>	484.8 ± 20.6	0.6	17.2 ± 8.1	24.8 ± 9.4	29.9 ± 8.5	18.4 ± 10.2	7.0 ± 5.6	1.9 ± 2.4	82.2 ± 8.0
	<i>Provincial</i>	486.2 ± 12.2	0.0	18.3 ± 5.9	28.6 ± 6.5	26.7 ± 6.2	17.2 ± 6.9	7.0 ± 4.8	2.2 ± 1.9	81.7 ± 5.9
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	485.8 ± 17.2	1.1	14.7 ± 9.8	25.5 ± 20.4	33.8 ± 17.5	21.1 ± 11.2	3.2 ± 5.1	0.5 ± 1.9	84.1 ± 9.5
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	460.1 ± 18.0	2.6	32.0 ± 8.7	20.1 ± 7.4	21.8 ± 5.0	15.5 ± 5.3	5.7 ± 4.0	2.3 ± 2.3	65.4 ± 8.5
	<i>Remote</i>	393.8 ± 51.1	0.3	56.4 ± 20.0	19.3 ± 9.9	15.6 ± 9.4	6.6 ± 5.1	1.5 ± 2.1	0.2 ± 0.8	43.3 ± 20.0
	<i>Very Remote</i>	316.4 ± 18.6	0.4	87.2 ± 5.7	7.7 ± 4.2	3.4 ± 2.4	1.0 ± 1.3	0.4 ± 0.6	0.0 ± 0.2	12.4 ± 5.7
Aust	<i>Metro</i>	482.7 ± 4.6	1.7	19.6 ± 1.7	25.0 ± 1.7	28.2 ± 1.4	17.3 ± 1.3	6.1 ± 1.1	2.1 ± 0.7	78.7 ± 1.7
	<i>Provincial</i>	470.7 ± 3.4	2.1	24.1 ± 1.9	26.9 ± 1.5	26.4 ± 1.7	14.8 ± 1.2	4.5 ± 0.9	1.2 ± 0.4	73.8 ± 1.9
	<i>Remote</i>	421.8 ± 18.4	0.7	45.3 ± 7.8	24.5 ± 4.0	18.5 ± 3.8	8.5 ± 2.9	2.2 ± 1.1	0.4 ± 0.6	54.0 ± 7.8
	<i>Very Remote</i>	360.0 ± 15.7	0.7	70.7 ± 5.9	14.6 ± 4.1	9.1 ± 2.4	3.6 ± 1.4	1.0 ± 0.7	0.2 ± 0.4	28.5 ± 5.9

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.W7: Achievement of Year 7 Students in Writing, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	567.0 ± 2.2	0.9	2.3 ± 0.2	7.4 ± 0.4	20.3 ± 0.7	29.2 ± 0.6	22.9 ± 0.6	16.9 ± 1.0	96.8 ± 0.3
Advanced diploma/diploma	542.9 ± 1.6	0.9	4.1 ± 0.3	11.5 ± 0.5	26.4 ± 0.9	30.0 ± 0.6	18.1 ± 0.6	8.9 ± 0.6	94.9 ± 0.3
Cert I to IV	526.3 ± 1.3	1.1	6.4 ± 0.4	15.7 ± 0.6	29.7 ± 0.6	27.7 ± 0.5	14.0 ± 0.6	5.6 ± 0.4	92.5 ± 0.4
Year 12 or equivalent	532.6 ± 2.1	1.4	6.1 ± 0.5	14.1 ± 0.9	27.6 ± 1.0	27.8 ± 1.1	15.4 ± 0.7	7.5 ± 0.6	92.5 ± 0.6
Year 11 or equivalent or below	503.9 ± 1.8	2.5	12.4 ± 0.6	20.1 ± 0.6	29.9 ± 0.7	22.5 ± 0.6	9.4 ± 0.5	3.3 ± 0.3	85.1 ± 0.7
Not stated	529.2 ± 2.1	1.1	8.4 ± 0.5	14.4 ± 0.5	26.3 ± 0.5	25.9 ± 0.4	15.3 ± 0.5	8.6 ± 0.6	90.5 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 7 students with parental education 'not stated' is 40%.

Table 7.W8: Achievement of Year 7 Students in Writing, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	563.0 ± 2.0	0.8	2.7 ± 0.2	8.0 ± 0.4	21.4 ± 0.7	29.2 ± 0.6	22.3 ± 0.6	15.7 ± 0.8	96.6 ± 0.3
Other business managers and associate professionals	545.9 ± 1.6	0.8	3.6 ± 0.3	11.2 ± 0.5	26.1 ± 0.7	29.9 ± 0.6	18.5 ± 0.7	9.8 ± 0.6	95.6 ± 0.4
Tradespeople, clerks, skilled office, sales and service staff	530.6 ± 1.5	1.1	5.7 ± 0.4	14.5 ± 0.5	29.0 ± 0.6	28.3 ± 0.8	14.8 ± 0.7	6.4 ± 0.5	93.2 ± 0.4
Machine operators, hospitality staff, assistants, labourers	516.1 ± 1.9	1.6	9.0 ± 0.5	18.3 ± 0.6	29.9 ± 0.7	24.8 ± 0.8	11.6 ± 0.6	4.8 ± 0.5	89.3 ± 0.6
Not in paid work in the previous 12 months	498.4 ± 2.5	5.1	14.5 ± 0.9	20.3 ± 1.1	28.0 ± 1.0	20.4 ± 1.0	8.6 ± 0.7	3.2 ± 0.4	80.4 ± 1.1
Not stated	527.4 ± 2.1	1.1	8.8 ± 0.5	14.8 ± 0.5	26.5 ± 0.5	25.6 ± 0.4	14.9 ± 0.5	8.3 ± 0.5	90.1 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

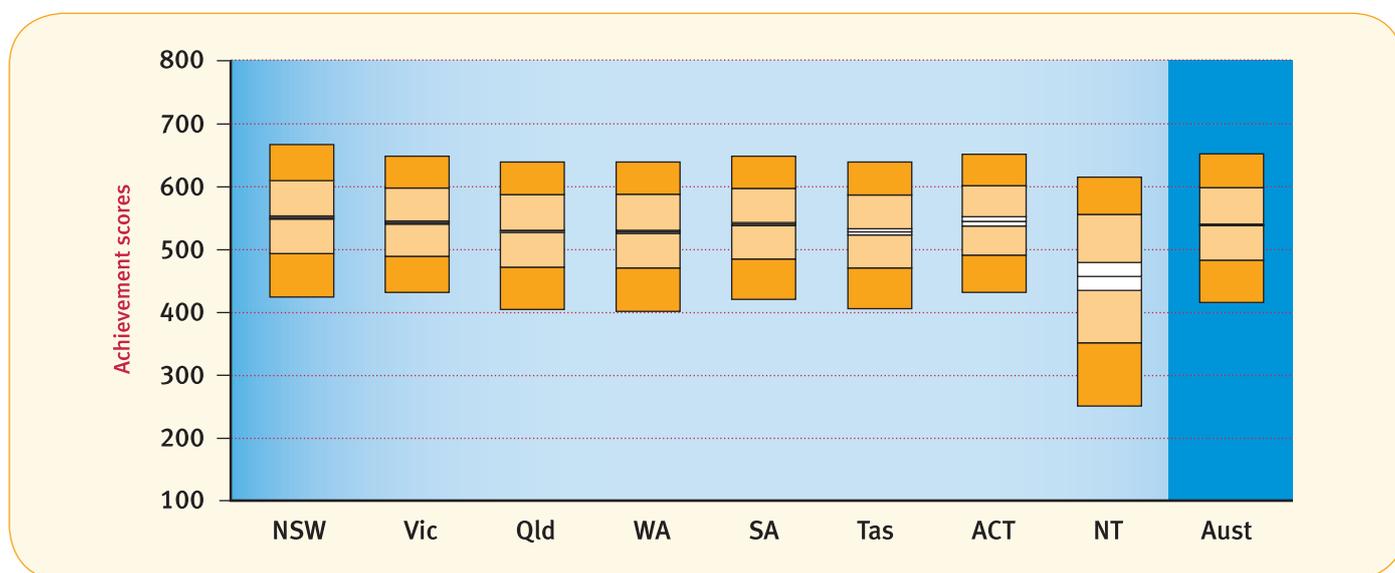
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 7 students with parental occupation 'not stated' is 42%.

Table 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above		
NSW	12yrs 7mths 7yrs 4mths	550.1 ± 2.6 72.1	96.8	0.6	5.2 ± 0.4	10.0 ± 0.5	21.9 ± 0.7	29.6 ± 0.7	21.4 ± 0.7	11.3 ± 1.1	94.2 ± 0.4	
VIC	12yrs 9mths 7yrs 4mths	542.3 ± 2.3 65.9	95.7	1.6	4.2 ± 0.4	11.4 ± 0.6	25.4 ± 0.7	30.4 ± 0.5	19.4 ± 0.7	7.5 ± 0.6	94.2 ± 0.4	
Qld	12yrs 1mth 6yrs 4mths	528.0 ± 1.9 71.1	97.9	1.7	8.1 ± 0.5	14.0 ± 0.5	26.6 ± 0.5	28.1 ± 0.6	16.0 ± 0.6	5.6 ± 0.3	90.2 ± 0.5	
WA	12yrs 0mths 6yrs 4mths	527.4 ± 2.5 72.0	96.0	1.0	8.3 ± 0.7	14.3 ± 0.7	26.6 ± 0.7	27.8 ± 0.9	16.3 ± 0.8	5.7 ± 0.4	90.7 ± 0.8	
SA	12yrs 6mths 7yrs 4mths	539.7 ± 2.5 68.8	96.8	2.0	5.6 ± 0.6	11.8 ± 0.8	24.2 ± 0.8	29.8 ± 0.9	19.1 ± 1.1	7.4 ± 0.7	92.4 ± 0.8	
Tas	12yrs 10mths 7yrs 4mths	527.4 ± 5.1 70.5	95.6	0.7	7.9 ± 1.5	14.9 ± 1.5	26.8 ± 1.6	28.2 ± 1.4	15.8 ± 1.7	5.7 ± 1.0	91.3 ± 1.5	
ACT	12yrs 8mths 7yrs 4mths	544.3 ± 7.4 66.9	95.3	1.0	4.2 ± 1.3	10.8 ± 2.0	25.3 ± 2.5	30.1 ± 2.1	20.1 ± 2.5	8.4 ± 1.9	94.8 ± 1.6	
NT	12yrs 6mths 7yrs 4mths	456.8 ± 22.5 113.2	78.9	1.3	35.1 ± 8.9	15.1 ± 2.0	19.5 ± 3.2	17.3 ± 3.4	8.9 ± 2.1	2.7 ± 1.2	63.6 ± 8.9	
Aust	12yrs 5mths 7yrs 0mths	538.7 ± 1.2 71.9	96.4	1.2	6.3 ± 0.2	11.9 ± 0.3	24.5 ± 0.3	29.1 ± 0.3	18.8 ± 0.4	8.1 ± 0.4	92.5 ± 0.3	

Figure 7.S1: Achievement of Year 7 Students in Spelling, by State and Territory, 2008.

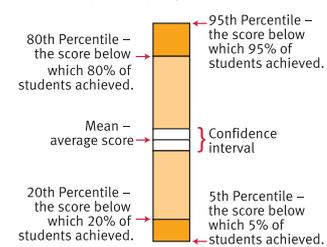


Notes:

The average age and years of schooling are determined as at the time of testing.
 The percentages of students represented in the table above have been rounded and may not sum to 100.
 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.
 The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.
 Year 7 students with results in Band 5 or above performed at or above the national minimum standard.
 Year 7 students with results in Band 4 did not achieve the national minimum standard.
 Exempt students were not assessed and are deemed not to have met the national minimum standard.
 Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 7 students reported by schools which includes those absent and withdrawn.

Reading the graph

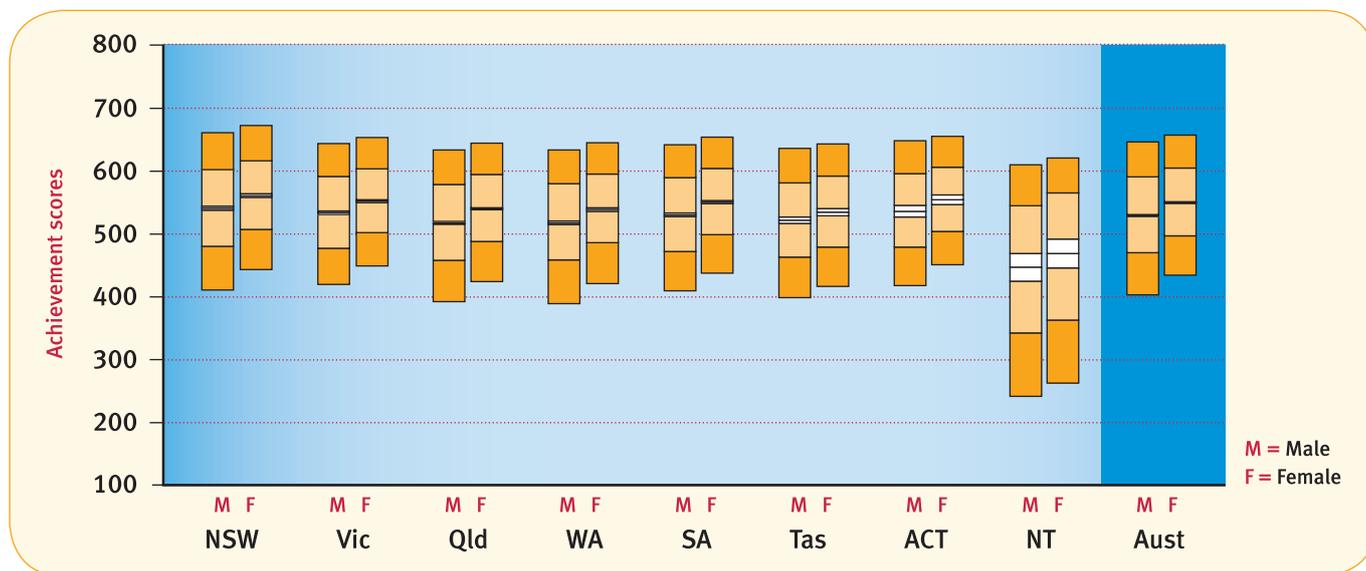


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.S2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	
NSW	Male	540.3 ± 3.3	0.7	7.2 ± 0.6	12.0 ± 0.6	23.7 ± 0.8	27.9 ± 0.8	18.8 ± 0.8	9.7 ± 1.3	92.1 ± 0.6
	Female	560.4 ± 2.8	0.4	3.1 ± 0.3	7.9 ± 0.5	20.1 ± 0.8	31.4 ± 0.8	24.0 ± 0.7	13.1 ± 1.3	96.5 ± 0.4
VIC	Male	533.2 ± 2.8	2.0	5.8 ± 0.5	14.2 ± 0.8	26.8 ± 0.9	27.7 ± 0.7	17.0 ± 0.9	6.4 ± 0.7	92.2 ± 0.7
	Female	551.8 ± 2.3	1.3	2.5 ± 0.3	8.5 ± 0.6	24.0 ± 0.9	33.2 ± 0.7	22.0 ± 0.8	8.6 ± 0.7	96.3 ± 0.4
Qld	Male	517.0 ± 2.2	2.0	10.9 ± 0.6	16.8 ± 0.6	27.1 ± 0.7	25.3 ± 0.7	13.2 ± 0.6	4.7 ± 0.4	87.1 ± 0.7
	Female	539.4 ± 1.8	1.3	5.1 ± 0.4	11.0 ± 0.5	26.0 ± 0.9	31.0 ± 0.9	19.0 ± 0.7	6.6 ± 0.5	93.6 ± 0.5
WA	Male	517.1 ± 2.9	1.1	10.8 ± 1.0	17.0 ± 1.0	27.4 ± 1.0	25.0 ± 1.0	14.0 ± 0.9	4.7 ± 0.5	88.1 ± 1.0
	Female	538.3 ± 2.7	0.9	5.6 ± 0.7	11.6 ± 0.8	25.7 ± 1.0	30.7 ± 1.1	18.9 ± 1.1	6.7 ± 0.7	93.6 ± 0.8
SA	Male	529.6 ± 2.9	2.6	7.5 ± 0.9	14.5 ± 1.1	25.6 ± 1.0	27.5 ± 1.1	16.3 ± 1.1	6.0 ± 0.7	90.0 ± 1.1
	Female	549.8 ± 2.7	1.5	3.7 ± 0.6	9.1 ± 0.8	22.9 ± 1.1	32.1 ± 1.3	21.8 ± 1.5	8.9 ± 0.9	94.8 ± 0.7
Tas	Male	521.1 ± 5.1	0.9	9.4 ± 1.8	16.5 ± 1.9	27.2 ± 2.1	26.8 ± 1.7	14.1 ± 2.4	5.1 ± 1.2	89.7 ± 1.9
	Female	534.0 ± 6.0	0.5	6.4 ± 1.6	13.1 ± 2.0	26.4 ± 2.2	29.6 ± 2.0	17.7 ± 2.0	6.3 ± 1.4	93.0 ± 1.6
ACT	Male	535.4 ± 9.2	1.1	6.2 ± 2.0	13.4 ± 2.6	26.4 ± 2.9	27.6 ± 2.7	17.6 ± 3.4	7.7 ± 2.4	92.7 ± 2.4
	Female	553.7 ± 7.6	0.9	2.2 ± 0.9	8.1 ± 1.9	24.2 ± 3.1	32.6 ± 2.3	22.7 ± 3.3	9.3 ± 2.7	96.9 ± 1.2
NT	Male	446.7 ± 21.9	1.2	38.3 ± 8.7	16.1 ± 2.6	19.5 ± 3.7	15.1 ± 3.2	7.4 ± 2.0	2.4 ± 1.2	60.5 ± 8.7
	Female	468.5 ± 23.0	1.3	31.4 ± 9.3	13.9 ± 2.5	19.5 ± 3.2	20.0 ± 4.1	10.7 ± 2.8	3.1 ± 1.4	67.2 ± 9.3
Aust	Male	528.8 ± 1.5	1.5	8.5 ± 0.3	14.4 ± 0.4	25.8 ± 0.4	26.8 ± 0.4	16.2 ± 0.5	6.8 ± 0.5	90.1 ± 0.4
	Female	549.1 ± 1.3	1.0	4.1 ± 0.2	9.3 ± 0.3	23.3 ± 0.4	31.6 ± 0.4	21.5 ± 0.4	9.3 ± 0.5	95.0 ± 0.2

Figure 7.S2: Achievement of Year 7 Students in Spelling, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

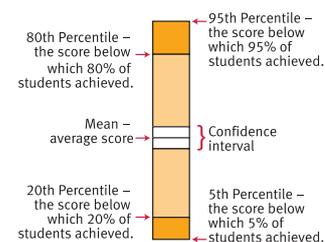
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

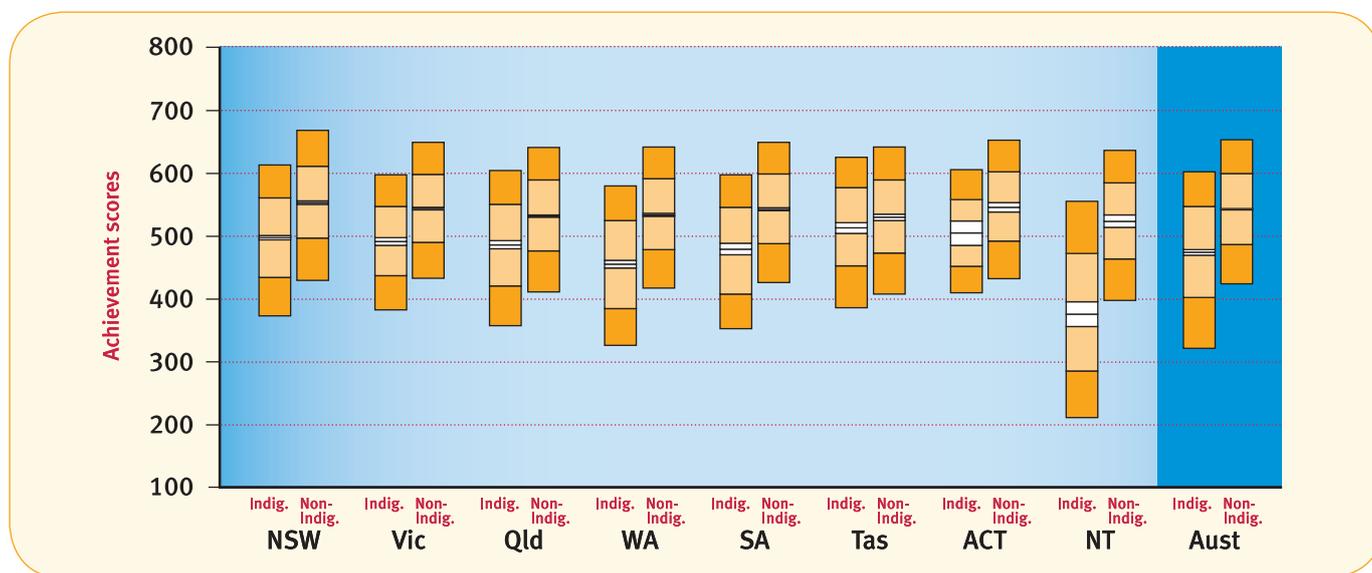


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	
NSW	Indigenous	497.2 ± 3.3	0.8	17.3 ± 1.6	21.0 ± 1.6	26.7 ± 1.8	22.4 ± 2.0	9.7 ± 1.4	2.2 ± 0.7	82.0 ± 1.6
	Non-Indigenous	552.5 ± 2.6	0.6	4.6 ± 0.3	9.5 ± 0.4	21.8 ± 0.7	30.0 ± 0.8	21.9 ± 0.7	11.7 ± 1.1	94.9 ± 0.4
VIC	Indigenous	491.1 ± 6.2	2.8	15.5 ± 3.3	25.8 ± 3.4	28.9 ± 4.1	18.9 ± 3.4	6.6 ± 2.2	1.4 ± 0.9	81.7 ± 3.3
	Non-Indigenous	543.1 ± 2.2	1.4	4.0 ± 0.3	11.2 ± 0.6	25.4 ± 0.7	30.6 ± 0.5	19.7 ± 0.7	7.6 ± 0.6	94.6 ± 0.4
Qld	Indigenous	485.7 ± 6.4	2.6	21.2 ± 2.5	21.8 ± 2.0	25.8 ± 1.8	20.1 ± 1.8	6.7 ± 1.4	1.9 ± 0.7	76.2 ± 2.6
	Non-Indigenous	531.1 ± 1.7	1.6	7.1 ± 0.4	13.4 ± 0.5	26.6 ± 0.5	28.7 ± 0.6	16.7 ± 0.6	5.9 ± 0.3	91.3 ± 0.5
WA	Indigenous	455.3 ± 6.1	1.1	35.9 ± 3.5	22.3 ± 2.4	23.2 ± 2.5	12.9 ± 2.3	3.8 ± 1.1	0.7 ± 0.5	63.0 ± 3.4
	Non-Indigenous	533.3 ± 2.3	0.8	6.1 ± 0.5	13.6 ± 0.7	26.8 ± 0.8	29.0 ± 0.9	17.5 ± 0.8	6.1 ± 0.5	93.0 ± 0.6
SA	Indigenous	479.0 ± 9.2	4.0	24.3 ± 4.9	21.0 ± 3.5	25.0 ± 4.3	18.0 ± 4.5	6.3 ± 2.4	1.4 ± 1.0	71.7 ± 4.8
	Non-Indigenous	542.1 ± 2.4	1.9	4.9 ± 0.5	11.4 ± 0.8	24.2 ± 0.9	30.3 ± 0.9	19.6 ± 1.0	7.7 ± 0.7	93.2 ± 0.8
Tas	Indigenous	512.4 ± 8.4	0.2	12.4 ± 4.1	18.6 ± 4.7	26.5 ± 4.2	24.8 ± 5.2	13.7 ± 4.1	3.8 ± 2.5	87.4 ± 4.1
	Non-Indigenous	529.4 ± 5.3	0.8	7.6 ± 1.5	14.4 ± 1.5	26.6 ± 1.5	28.3 ± 1.5	16.4 ± 1.7	6.1 ± 1.1	91.7 ± 1.5
ACT	Indigenous	504.4 ± 19.3	1.1	8.5 ± 12.1	24.8 ± 16.1	32.0 ± 15.3	22.3 ± 11.0	9.9 ± 6.3	1.4 ± 3.2	90.3 ± 12.2
	Non-Indigenous	545.4 ± 7.5	1.0	4.1 ± 1.2	10.5 ± 1.9	25.2 ± 2.4	30.2 ± 2.1	20.3 ± 2.6	8.6 ± 2.0	94.9 ± 1.5
NT	Indigenous	375.9 ± 19.7	0.8	68.0 ± 8.3	12.6 ± 3.5	9.8 ± 3.1	6.4 ± 2.6	2.0 ± 1.1	0.3 ± 0.5	31.1 ± 8.1
	Non-Indigenous	519.1 ± 9.9	1.4	10.2 ± 2.4	16.8 ± 2.7	26.9 ± 2.4	25.8 ± 2.7	14.3 ± 2.5	4.6 ± 1.9	88.4 ± 3.2
Aust	Indigenous	474.0 ± 4.5	1.6	26.6 ± 1.9	20.7 ± 1.1	24.2 ± 1.1	18.3 ± 1.2	6.9 ± 0.7	1.7 ± 0.3	71.8 ± 1.9
	Non-Indigenous	542.2 ± 1.2	1.1	5.2 ± 0.2	11.5 ± 0.3	24.6 ± 0.3	29.8 ± 0.3	19.4 ± 0.4	8.4 ± 0.4	93.6 ± 0.2

Figure 7.S3: Achievement of Year 7 Students in Spelling, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard. Year 7 students with results in Band 4 did not achieve the national minimum standard. Exempt students were not assessed and are deemed not to have met the national minimum standard. Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

95th Percentile – the score below which 95% of students achieved.

80th Percentile – the score below which 80% of students achieved.

Mean – average score

Confidence interval

20th Percentile – the score below which 20% of students achieved.

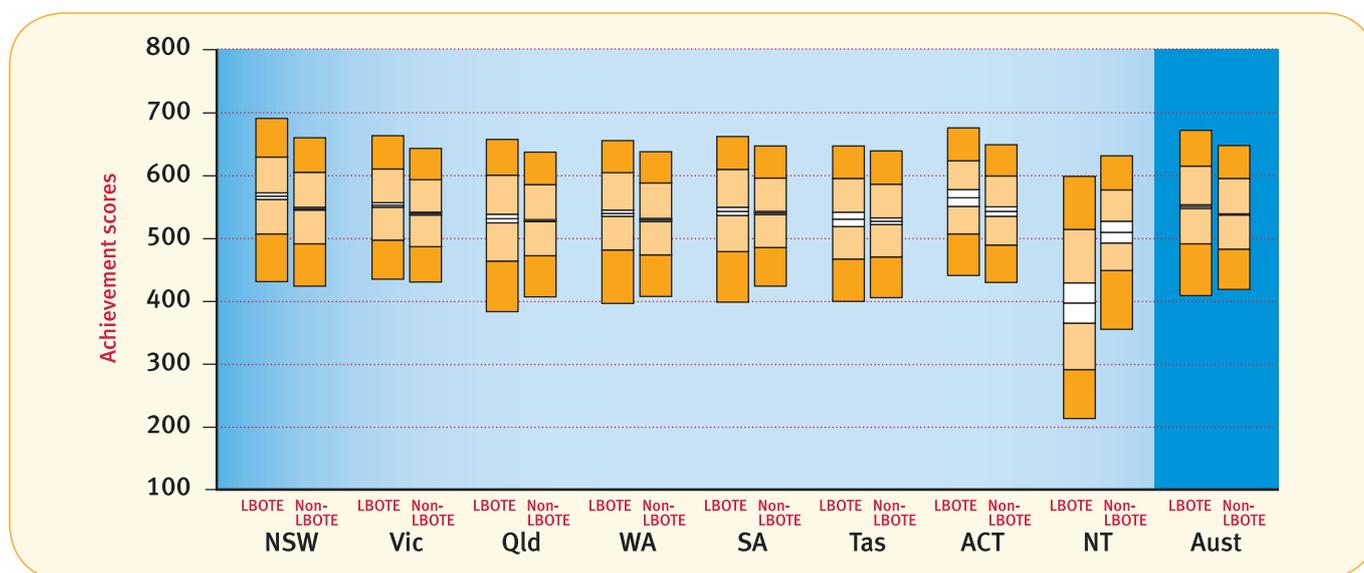
5th Percentile – the score below which 5% of students achieved.

Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.S4: Achievement of Year 7 Students in Spelling, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	566.6 ± 5.1	0.7	4.4 ± 0.7	7.8 ± 0.8	17.0 ± 1.1	27.8 ± 1.3	24.5 ± 1.2	17.8 ± 2.5	95.0 ± 0.8
	Non-LBOTE	546.8 ± 2.3	0.5	5.3 ± 0.4	10.4 ± 0.5	23.0 ± 0.6	30.1 ± 0.7	20.8 ± 0.7	9.9 ± 0.8	94.2 ± 0.4
VIC	LBOTE	552.5 ± 3.7	1.8	3.9 ± 0.6	9.2 ± 0.9	22.2 ± 1.2	30.2 ± 1.0	22.0 ± 1.1	10.8 ± 1.2	94.3 ± 0.7
	Non-LBOTE	539.0 ± 2.1	1.6	4.3 ± 0.4	12.2 ± 0.7	26.5 ± 0.7	30.5 ± 0.6	18.6 ± 0.7	6.4 ± 0.5	94.1 ± 0.5
Qld	LBOTE	531.1 ± 6.8	3.9	11.1 ± 2.1	12.0 ± 1.3	21.6 ± 1.6	24.6 ± 1.7	18.1 ± 1.8	8.7 ± 1.4	85.0 ± 2.3
	Non-LBOTE	527.7 ± 1.7	1.4	7.8 ± 0.4	14.2 ± 0.4	27.1 ± 0.5	28.4 ± 0.6	15.8 ± 0.6	5.3 ± 0.3	90.8 ± 0.5
WA	LBOTE	539.6 ± 4.8	1.7	8.2 ± 1.6	10.4 ± 1.3	22.0 ± 1.8	28.1 ± 1.8	20.5 ± 1.8	9.2 ± 1.2	90.2 ± 1.9
	Non-LBOTE	529.0 ± 2.5	0.7	7.4 ± 0.8	14.1 ± 0.8	27.1 ± 0.9	28.5 ± 0.9	16.6 ± 0.9	5.5 ± 0.5	91.8 ± 0.8
SA	LBOTE	542.5 ± 6.5	5.6	8.1 ± 2.0	10.6 ± 1.6	19.4 ± 2.0	25.5 ± 2.6	20.7 ± 2.8	10.1 ± 1.8	86.3 ± 3.4
	Non-LBOTE	539.9 ± 2.4	1.5	5.1 ± 0.6	11.9 ± 0.8	24.8 ± 0.9	30.5 ± 1.0	19.0 ± 1.1	7.2 ± 0.7	93.3 ± 0.7
Tas	LBOTE	530.0 ± 11.3	3.9	9.1 ± 5.3	13.5 ± 7.2	23.9 ± 9.3	24.5 ± 9.4	18.0 ± 5.6	7.2 ± 4.2	87.0 ± 6.3
	Non-LBOTE	527.2 ± 5.2	0.6	8.0 ± 1.5	14.9 ± 1.5	27.0 ± 1.6	28.1 ± 1.5	15.6 ± 1.6	5.7 ± 1.0	91.4 ± 1.6
ACT	LBOTE	563.8 ± 13.5	2.7	3.5 ± 2.7	7.3 ± 3.9	18.3 ± 4.8	28.2 ± 6.5	25.5 ± 6.6	14.5 ± 5.1	93.8 ± 3.0
	Non-LBOTE	542.4 ± 7.4	0.9	4.4 ± 1.4	11.3 ± 2.1	25.9 ± 2.6	30.0 ± 2.2	19.5 ± 2.6	8.0 ± 1.9	94.8 ± 1.7
NT	LBOTE	397.2 ± 32.0	0.8	60.9 ± 12.6	11.0 ± 3.6	10.8 ± 4.2	9.2 ± 4.4	5.6 ± 2.7	1.8 ± 1.3	38.3 ± 12.4
	Non-LBOTE	509.5 ± 17.2	0.7	14.1 ± 6.3	16.3 ± 2.8	26.0 ± 3.4	25.5 ± 3.7	12.9 ± 3.4	4.4 ± 2.2	85.2 ± 6.5
Aust	LBOTE	550.1 ± 2.8	1.8	6.7 ± 0.6	9.3 ± 0.5	19.9 ± 0.6	27.8 ± 0.7	21.9 ± 0.7	12.6 ± 1.0	91.5 ± 0.7
	Non-LBOTE	537.7 ± 1.1	1.1	5.9 ± 0.2	12.3 ± 0.3	25.4 ± 0.3	29.6 ± 0.3	18.4 ± 0.4	7.3 ± 0.3	93.0 ± 0.2

Figure 7.S4: Achievement of Year 7 Students in Spelling, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

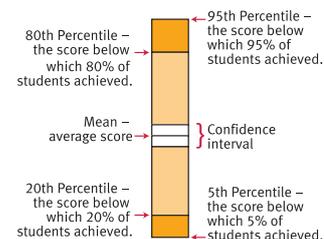
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.S5: Achievement of Year 7 Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	<i>Metro</i>	557.2 ± 3.1	0.6	4.1 ± 0.4	8.7 ± 0.5	20.5 ± 0.8	29.9 ± 0.8	23.0 ± 0.8	13.2 ± 1.4	95.4 ± 0.4
	<i>Provincial</i>	530.2 ± 2.5	0.6	8.2 ± 0.8	13.4 ± 0.8	26.0 ± 0.8	28.8 ± 1.1	16.9 ± 0.9	6.1 ± 0.5	91.2 ± 0.8
	<i>Remote</i>	488.1 ± 18.0	1.3	21.5 ± 8.4	19.4 ± 6.6	26.5 ± 6.5	21.4 ± 7.1	8.9 ± 5.2	1.0 ± 1.4	77.2 ± 7.9
	<i>Very Remote</i>	498.7 ± 47.7	1.3	17.5 ± 14.3	24.3 ± 16.6	21.8 ± 8.6	19.7 ± 14.7	10.6 ± 11.0	4.8 ± 7.2	81.3 ± 14.4
VIC	<i>Metro</i>	548.0 ± 2.6	1.6	3.4 ± 0.4	10.0 ± 0.7	24.2 ± 0.8	31.2 ± 0.6	21.0 ± 0.8	8.6 ± 0.7	95.0 ± 0.5
	<i>Provincial</i>	525.8 ± 2.7	1.7	6.5 ± 0.7	15.6 ± 1.0	28.8 ± 0.9	28.1 ± 0.9	15.1 ± 1.0	4.2 ± 0.6	91.8 ± 0.9
	<i>Remote</i>	544.0 ± 21.6	2.1	3.4 ± 6.4	13.2 ± 12.4	18.7 ± 11.3	37.4 ± 18.1	20.0 ± 16.4	5.1 ± 5.6	94.5 ± 6.2
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	533.3 ± 2.2	1.6	6.8 ± 0.5	12.8 ± 0.6	26.3 ± 0.6	29.1 ± 0.8	17.2 ± 0.7	6.2 ± 0.5	91.6 ± 0.6
	<i>Provincial</i>	521.7 ± 2.3	1.8	9.2 ± 0.8	15.9 ± 0.9	27.4 ± 0.9	26.8 ± 1.0	14.2 ± 0.8	4.7 ± 0.5	89.0 ± 0.9
	<i>Remote</i>	494.2 ± 8.2	1.2	18.2 ± 4.5	20.9 ± 2.6	27.3 ± 3.3	21.5 ± 3.6	9.0 ± 2.6	1.9 ± 1.1	80.6 ± 4.6
	<i>Very Remote</i>	467.1 ± 16.3	1.6	30.0 ± 7.5	21.7 ± 3.7	23.4 ± 4.6	16.1 ± 4.3	6.0 ± 2.1	1.3 ± 1.1	68.4 ± 7.8
WA	<i>Metro</i>	535.9 ± 2.8	1.2	5.8 ± 0.6	12.7 ± 0.8	26.3 ± 0.9	29.3 ± 0.9	18.1 ± 0.9	6.6 ± 0.6	93.0 ± 0.7
	<i>Provincial</i>	515.6 ± 3.8	0.6	10.8 ± 1.5	17.8 ± 1.6	27.8 ± 1.8	25.6 ± 1.8	13.5 ± 1.3	3.9 ± 0.7	88.6 ± 1.5
	<i>Remote</i>	497.6 ± 9.1	0.5	16.5 ± 3.9	19.9 ± 2.8	28.4 ± 2.8	23.0 ± 3.1	9.4 ± 2.1	2.4 ± 1.3	83.0 ± 3.9
	<i>Very Remote</i>	455.7 ± 15.1	0.4	37.0 ± 7.6	20.0 ± 3.2	21.2 ± 5.0	14.4 ± 4.1	5.9 ± 2.3	1.0 ± 0.7	62.6 ± 7.7
SA	<i>Metro</i>	546.0 ± 2.9	2.2	4.4 ± 0.7	10.5 ± 0.9	23.1 ± 1.0	30.6 ± 0.9	20.7 ± 1.2	8.6 ± 0.9	93.4 ± 1.0
	<i>Provincial</i>	528.0 ± 3.8	1.9	7.0 ± 1.1	14.9 ± 1.6	26.9 ± 1.8	28.8 ± 2.0	15.6 ± 1.7	5.0 ± 0.8	91.1 ± 1.2
	<i>Remote</i>	519.0 ± 6.0	1.0	9.9 ± 3.3	15.9 ± 3.5	30.0 ± 4.4	25.6 ± 5.1	13.1 ± 3.4	4.5 ± 1.6	89.1 ± 3.1
	<i>Very Remote</i>	442.6 ± 31.0	1.2	44.9 ± 15.2	15.7 ± 5.5	20.8 ± 9.3	12.9 ± 8.8	3.9 ± 4.8	0.6 ± 1.9	54.0 ± 15.1
Tas	<i>Metro</i>	532.1 ± 7.6	1.1	6.7 ± 2.1	13.6 ± 2.4	26.9 ± 2.8	28.9 ± 2.1	16.3 ± 2.5	6.4 ± 1.8	92.2 ± 2.2
	<i>Provincial</i>	524.6 ± 6.8	0.5	8.7 ± 2.0	15.5 ± 1.8	26.9 ± 2.1	27.6 ± 2.0	15.6 ± 1.9	5.2 ± 1.3	90.8 ± 2.1
	<i>Remote</i>	509.2 ± 4.7	1.8	8.4 ± 3.5	23.3 ± 8.9	25.1 ± 5.8	30.9 ± 2.8	8.7 ± 6.4	1.8 ± 2.8	89.8 ± 3.5
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	544.3 ± 7.4	1.0	4.2 ± 1.3	10.8 ± 2.0	25.3 ± 2.5	30.1 ± 2.1	20.1 ± 2.5	8.4 ± 1.9	94.8 ± 1.6
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	505.9 ± 12.9	2.3	14.9 ± 4.1	17.4 ± 2.7	26.1 ± 2.8	24.2 ± 3.6	11.6 ± 2.5	3.5 ± 1.9	82.8 ± 5.5
	<i>Remote</i>	480.2 ± 40.7	0.1	27.1 ± 15.5	17.5 ± 5.0	20.3 ± 4.9	19.1 ± 6.8	11.7 ± 5.9	4.1 ± 3.2	72.7 ± 15.6
	<i>Very Remote</i>	354.4 ± 27.7	0.3	76.9 ± 11.3	9.4 ± 3.8	7.0 ± 4.1	3.9 ± 3.2	2.1 ± 2.4	0.4 ± 0.5	22.8 ± 11.4
Aust	<i>Metro</i>	546.5 ± 1.4	1.2	4.7 ± 0.2	10.5 ± 0.3	23.6 ± 0.4	30.0 ± 0.3	20.5 ± 0.4	9.4 ± 0.5	94.1 ± 0.3
	<i>Provincial</i>	525.0 ± 1.3	1.2	8.3 ± 0.4	15.2 ± 0.5	27.3 ± 0.4	27.7 ± 0.4	15.3 ± 0.4	5.0 ± 0.3	90.4 ± 0.5
	<i>Remote</i>	497.0 ± 7.7	0.8	17.8 ± 3.1	19.1 ± 1.7	26.7 ± 1.7	22.5 ± 2.0	10.3 ± 1.5	2.8 ± 0.8	81.4 ± 3.1
	<i>Very Remote</i>	425.2 ± 14.9	0.8	48.2 ± 6.3	16.9 ± 2.4	17.0 ± 2.7	11.5 ± 2.4	4.6 ± 1.3	1.0 ± 0.4	51.0 ± 6.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.S6: Achievement of Year 7 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Metro	508.4 ± 4.8	0.7	13.8 ± 2.4	18.0 ± 2.3	27.5 ± 3.1	25.2 ± 3.4	11.6 ± 2.1	3.1 ± 1.0	85.5 ± 2.4
	Provincial	491.4 ± 4.1	0.8	18.9 ± 2.2	22.7 ± 2.3	26.5 ± 2.2	21.0 ± 2.4	8.5 ± 2.1	1.6 ± 0.9	80.3 ± 2.2
	Remote	464.0 ± 16.9	0.7	31.0 ± 10.3	25.1 ± 7.5	22.6 ± 9.6	14.5 ± 8.2	5.8 ± 4.2	0.3 ± 1.2	68.3 ± 10.1
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Metro	499.0 ± 7.8	2.8	12.5 ± 4.5	23.3 ± 6.9	29.6 ± 6.5	22.3 ± 4.5	8.1 ± 3.3	1.3 ± 1.7	84.7 ± 4.8
	Provincial	483.5 ± 8.7	2.7	18.5 ± 4.9	28.1 ± 5.9	28.3 ± 5.2	15.7 ± 4.8	5.2 ± 2.4	1.5 ± 1.5	78.8 ± 5.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	499.2 ± 8.8	2.0	15.7 ± 2.7	20.9 ± 3.2	26.9 ± 2.8	23.5 ± 2.7	8.3 ± 2.4	2.7 ± 1.2	82.3 ± 2.8
	Provincial	488.6 ± 6.0	3.8	19.0 ± 3.1	22.2 ± 2.6	26.7 ± 2.8	19.7 ± 2.9	6.8 ± 1.7	1.7 ± 0.9	77.2 ± 3.2
	Remote	456.4 ± 18.5	1.3	37.0 ± 10.2	22.2 ± 6.6	20.9 ± 6.6	14.6 ± 7.4	3.5 ± 2.9	0.6 ± 1.0	61.8 ± 10.4
	Very Remote	438.2 ± 18.0	1.9	41.6 ± 8.8	23.8 ± 4.5	20.8 ± 6.1	10.1 ± 4.0	1.7 ± 1.2	0.1 ± 0.4	56.5 ± 9.4
WA	Metro	479.7 ± 6.4	1.5	23.1 ± 3.5	23.1 ± 3.3	27.8 ± 4.2	17.7 ± 3.8	5.6 ± 2.0	1.2 ± 0.9	75.4 ± 3.5
	Provincial	463.9 ± 10.7	1.2	32.2 ± 6.1	23.7 ± 4.7	24.0 ± 4.7	12.7 ± 4.0	5.0 ± 2.6	1.1 ± 1.3	66.6 ± 6.1
	Remote	447.2 ± 10.9	0.6	38.7 ± 8.2	22.8 ± 7.6	24.0 ± 6.8	11.9 ± 4.5	1.8 ± 2.3	0.1 ± 0.7	60.6 ± 8.1
	Very Remote	412.9 ± 12.4	0.7	58.5 ± 7.3	19.0 ± 4.3	14.3 ± 5.3	6.2 ± 4.0	1.2 ± 1.5	0.0 ± 0.3	40.8 ± 7.2
SA	Metro	503.0 ± 8.2	4.5	12.4 ± 4.0	20.9 ± 6.4	28.5 ± 6.8	22.5 ± 7.4	9.2 ± 4.1	2.0 ± 1.7	83.1 ± 4.5
	Provincial	484.3 ± 11.5	4.7	19.8 ± 5.5	23.0 ± 6.1	27.3 ± 7.2	19.3 ± 7.3	5.2 ± 3.7	0.7 ± 1.4	75.5 ± 6.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	387.7 ± 17.1	1.3	73.3 ± 12.8	17.1 ± 12.5	6.7 ± 8.1	1.6 ± 4.1	0.0 ± 0.0	0.0 ± 0.0	25.3 ± 12.6
Tas	Metro	508.9 ± 16.2	0.6	14.3 ± 7.1	19.3 ± 8.3	25.1 ± 7.9	23.5 ± 9.9	13.9 ± 7.0	3.3 ± 3.7	85.1 ± 7.0
	Provincial	514.5 ± 9.5	0.0	11.2 ± 4.5	18.4 ± 5.5	27.3 ± 5.8	25.2 ± 5.3	13.7 ± 4.3	4.1 ± 2.9	88.8 ± 4.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	504.4 ± 19.3	1.1	8.5 ± 12.1	24.8 ± 16.1	32.0 ± 15.3	22.3 ± 11.0	9.9 ± 6.3	1.4 ± 3.2	90.3 ± 12.2
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	463.1 ± 19.0	2.6	31.4 ± 9.7	18.8 ± 5.0	21.8 ± 5.7	19.4 ± 6.5	5.5 ± 3.5	0.6 ± 1.2	66.0 ± 10.0
	Remote	410.1 ± 39.4	0.3	54.8 ± 18.1	19.0 ± 8.1	13.8 ± 7.3	8.6 ± 6.5	2.7 ± 3.3	0.7 ± 1.3	44.8 ± 18.1
	Very Remote	333.1 ± 13.0	0.4	85.9 ± 4.9	8.1 ± 3.8	4.0 ± 1.8	1.0 ± 0.8	0.6 ± 0.8	0.1 ± 0.3	13.7 ± 4.9
Aust	Metro	500.2 ± 3.9	1.7	15.5 ± 1.4	20.5 ± 1.4	27.5 ± 1.7	23.1 ± 1.7	9.2 ± 1.2	2.5 ± 0.6	82.9 ± 1.5
	Provincial	487.1 ± 3.2	2.1	20.3 ± 1.7	22.6 ± 1.5	26.3 ± 1.5	19.6 ± 1.7	7.5 ± 1.1	1.6 ± 0.5	77.6 ± 1.7
	Remote	441.5 ± 14.3	0.7	41.9 ± 6.8	21.7 ± 4.0	20.2 ± 3.5	12.0 ± 3.2	3.0 ± 1.5	0.5 ± 0.6	57.4 ± 6.7
	Very Remote	383.1 ± 13.7	0.9	66.4 ± 5.8	15.7 ± 2.9	11.1 ± 2.7	4.8 ± 2.0	1.1 ± 0.7	0.1 ± 0.2	32.7 ± 5.8

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.S7: Achievement of Year 7 Students in Spelling, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	569.9 ± 2.1	0.9	1.8 ± 0.2	6.1 ± 0.3	18.2 ± 0.6	30.8 ± 0.8	26.6 ± 0.6	15.7 ± 1.1	97.3 ± 0.2
Advanced diploma/diploma	547.6 ± 1.4	0.9	3.9 ± 0.3	10.0 ± 0.6	23.8 ± 0.7	31.5 ± 0.7	21.3 ± 0.8	8.6 ± 0.6	95.1 ± 0.4
Cert I to IV	533.0 ± 1.0	1.1	6.1 ± 0.3	13.0 ± 0.4	27.0 ± 0.5	30.3 ± 0.5	16.9 ± 0.4	5.7 ± 0.3	92.8 ± 0.3
Year 12 or equivalent	540.5 ± 1.8	1.4	5.5 ± 0.5	11.3 ± 0.8	24.8 ± 0.9	30.3 ± 1.0	19.1 ± 1.1	7.5 ± 0.6	93.1 ± 0.5
Year 11 or equivalent or below	513.8 ± 1.5	2.5	11.6 ± 0.5	16.8 ± 0.6	27.6 ± 0.6	25.5 ± 0.7	12.4 ± 0.6	3.7 ± 0.3	85.9 ± 0.6
Not stated	532.8 ± 1.9	1.1	7.5 ± 0.4	13.1 ± 0.4	25.3 ± 0.5	28.2 ± 0.4	17.6 ± 0.5	7.1 ± 0.5	91.3 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 7 students with parental education 'not stated' is 40%.

Table 7.S8: Achievement of Year 7 Students in Spelling, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	564.2 ± 1.7	0.8	2.3 ± 0.2	6.9 ± 0.4	19.7 ± 0.6	31.4 ± 0.8	25.2 ± 0.7	13.7 ± 0.9	97.0 ± 0.2
Other business managers and associate professionals	549.7 ± 1.4	0.8	3.5 ± 0.2	9.7 ± 0.4	23.8 ± 0.6	31.4 ± 0.7	21.4 ± 0.8	9.4 ± 0.6	95.7 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	537.3 ± 1.2	1.1	5.5 ± 0.3	12.2 ± 0.5	26.2 ± 0.6	30.3 ± 0.6	18.1 ± 0.5	6.6 ± 0.4	93.4 ± 0.4
Machine operators, hospitality staff, assistants, labourers	526.8 ± 1.8	1.7	8.7 ± 0.5	14.5 ± 0.6	26.2 ± 0.6	27.5 ± 0.7	15.4 ± 0.6	6.0 ± 0.6	89.6 ± 0.5
Not in paid work in the previous 12 months	512.3 ± 2.1	5.1	13.1 ± 0.9	16.0 ± 1.0	25.1 ± 1.2	24.1 ± 0.9	12.1 ± 0.7	4.3 ± 0.5	81.8 ± 1.1
Not stated	531.6 ± 1.8	1.1	7.8 ± 0.4	13.4 ± 0.4	25.5 ± 0.5	27.9 ± 0.4	17.3 ± 0.5	7.0 ± 0.5	91.1 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

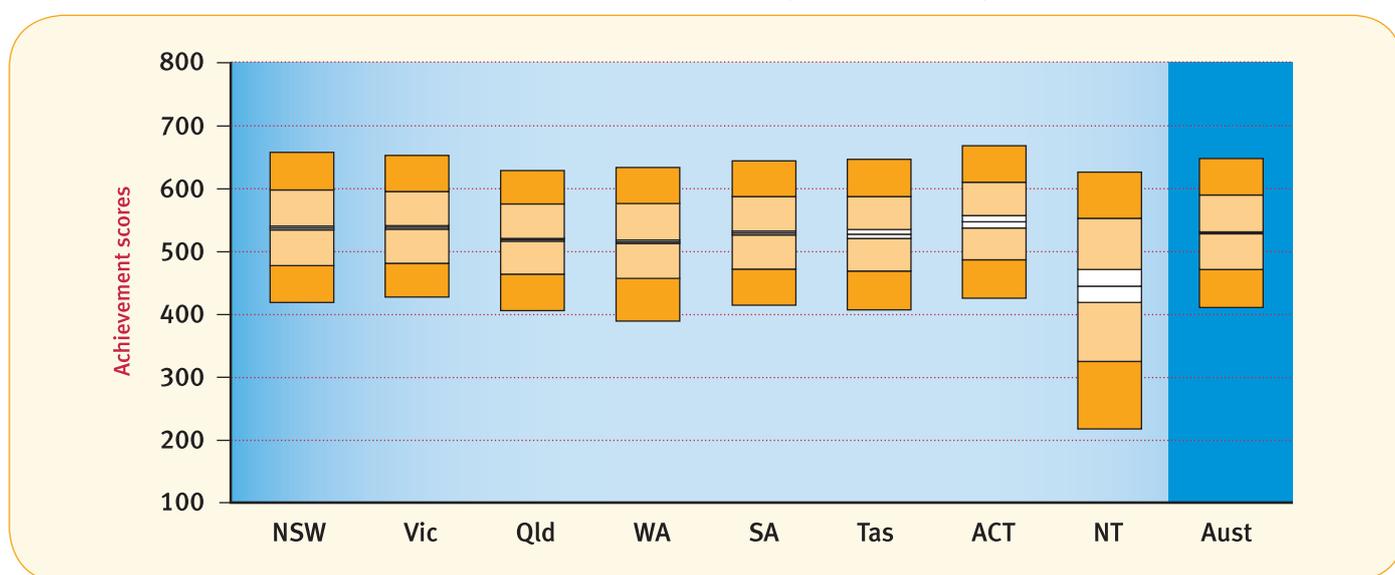
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 7 students with parental occupation 'not stated' is 42%.

Table 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	12yrs 7mths 7yrs 4mths	536.6 ± 3.2 72.3	96.8	0.6	6.1 ± 0.5	14.2 ± 0.7	26.5 ± 0.8	26.6 ± 0.7	17.1 ± 0.7	8.9 ± 1.2	93.4 ± 0.5	
VIC	12yrs 9mths 7yrs 4mths	537.7 ± 2.9 68.2	95.7	1.6	4.7 ± 0.5	13.8 ± 0.8	27.0 ± 0.9	27.7 ± 0.7	17.1 ± 0.8	8.0 ± 0.8	93.6 ± 0.5	
Qld	12yrs 1mth 6yrs 4mths	518.0 ± 2.2 68.7	97.9	1.7	8.3 ± 0.6	17.8 ± 0.7	29.8 ± 0.7	25.5 ± 0.7	12.9 ± 0.6	4.0 ± 0.4	90.0 ± 0.7	
WA	12yrs 0mths 6yrs 4mths	514.9 ± 3.0 74.0	96.0	1.0	10.8 ± 1.0	18.1 ± 0.9	28.2 ± 0.8	24.4 ± 0.9	12.8 ± 0.8	4.7 ± 0.5	88.2 ± 1.0	
SA	12yrs 6mths 7yrs 4mths	528.8 ± 3.2 69.9	96.8	2.0	6.8 ± 0.7	15.6 ± 0.9	27.4 ± 0.9	26.5 ± 1.0	15.3 ± 1.1	6.4 ± 0.7	91.2 ± 1.0	
Tas	12yrs 10mths 7yrs 4mths	527.1 ± 7.4 72.1	95.6	0.7	8.0 ± 1.9	16.0 ± 2.0	27.5 ± 1.8	26.0 ± 1.7	15.0 ± 1.8	6.8 ± 1.6	91.3 ± 1.9	
ACT	12yrs 8mths 7yrs 4mths	546.6 ± 9.9 73.1	95.3	1.0	5.0 ± 1.5	11.9 ± 2.3	24.0 ± 2.7	26.8 ± 2.0	19.6 ± 2.6	11.7 ± 3.2	94.0 ± 1.8	
NT	12yrs 6mths 7yrs 4mths	444.5 ± 26.5 126.1	78.9	1.3	38.5 ± 9.6	14.7 ± 2.8	18.7 ± 3.3	14.7 ± 3.2	8.2 ± 2.3	4.0 ± 1.7	60.3 ± 9.6	
Aust	12yrs 5mths 7yrs 0mths	529.0 ± 1.5 72.7	96.4	1.2	7.2 ± 0.3	15.4 ± 0.4	27.4 ± 0.4	26.3 ± 0.3	15.5 ± 0.4	7.0 ± 0.5	91.6 ± 0.3	

Figure 7.G1: Achievement of Year 7 Students in Grammar and Punctuation, by State and Territory, 2008.

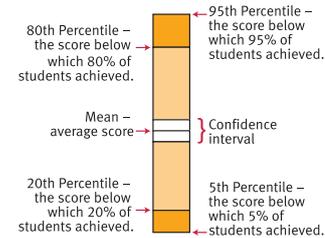


Notes:

The average age and years of schooling are determined as at the time of testing.
 The percentages of students represented in the table above have been rounded and may not sum to 100.
 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.
 The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.
 Year 7 students with results in Band 5 or above performed at or above the national minimum standard.
 Year 7 students with results in Band 4 did not achieve the national minimum standard.
 Exempt students were not assessed and are deemed not to have met the national minimum standard.
 Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 7 students reported by schools which includes those absent and withdrawn.

Reading the graph

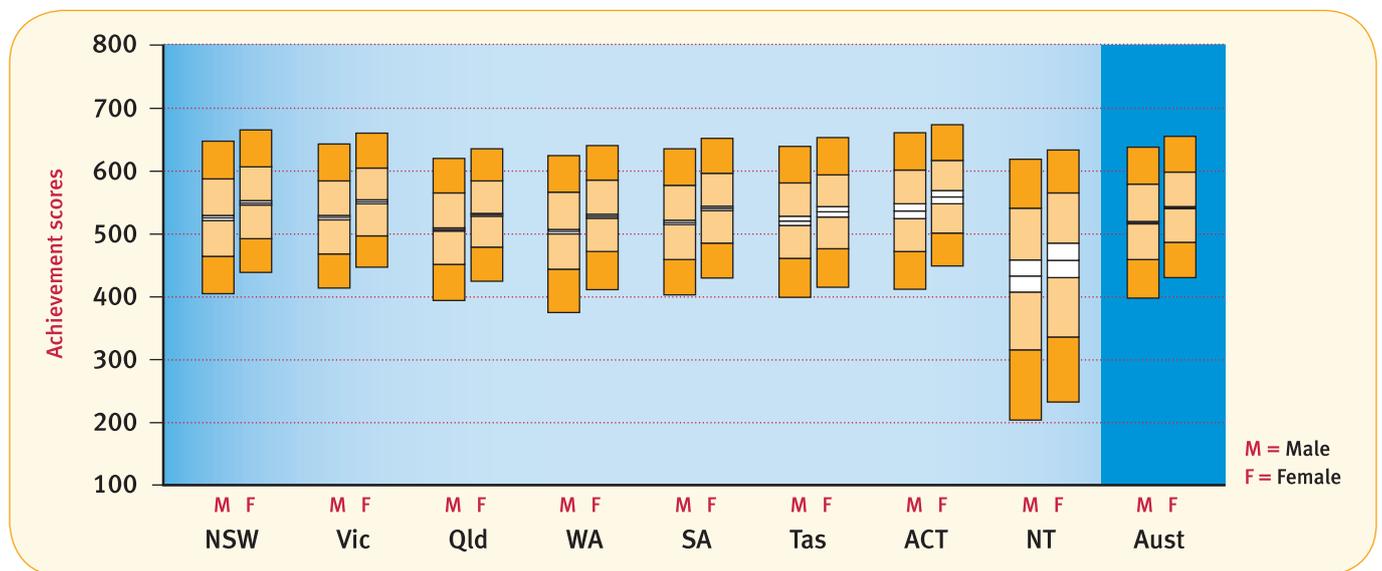


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Male	524.8 ± 3.9	0.7	8.6 ± 0.7	17.2 ± 0.9	27.6 ± 1.0	24.2 ± 0.9	14.6 ± 0.9	7.0 ± 1.4	90.7 ± 0.8
	Female	548.9 ± 3.5	0.4	3.4 ± 0.4	11.0 ± 0.7	25.4 ± 1.0	29.2 ± 0.8	19.6 ± 0.9	10.9 ± 1.5	96.2 ± 0.4
VIC	Male	525.5 ± 3.5	2.0	6.9 ± 0.7	17.3 ± 1.0	28.5 ± 1.1	25.1 ± 0.9	14.1 ± 1.0	6.1 ± 0.8	91.1 ± 0.8
	Female	550.4 ± 3.1	1.3	2.4 ± 0.3	10.1 ± 0.8	25.5 ± 1.1	30.5 ± 0.8	20.3 ± 1.0	9.9 ± 1.1	96.3 ± 0.4
Qld	Male	506.6 ± 2.5	2.0	11.3 ± 0.8	21.2 ± 0.8	29.8 ± 0.8	22.2 ± 0.8	10.4 ± 0.6	3.0 ± 0.4	86.7 ± 0.9
	Female	530.0 ± 2.2	1.3	5.1 ± 0.5	14.3 ± 0.8	29.7 ± 0.9	28.9 ± 0.8	15.5 ± 0.8	5.0 ± 0.5	93.6 ± 0.6
WA	Male	503.1 ± 3.5	1.1	14.3 ± 1.3	20.8 ± 1.2	28.2 ± 1.1	21.4 ± 1.1	10.6 ± 1.0	3.7 ± 0.5	84.7 ± 1.3
	Female	527.3 ± 3.2	0.9	7.1 ± 0.9	15.2 ± 1.0	28.2 ± 1.1	27.5 ± 1.0	15.2 ± 0.9	5.9 ± 0.8	92.0 ± 1.0
SA	Male	517.6 ± 3.6	2.6	9.1 ± 1.0	18.5 ± 1.2	28.7 ± 1.1	23.7 ± 1.3	12.5 ± 1.3	4.9 ± 0.7	88.4 ± 1.3
	Female	540.2 ± 3.4	1.5	4.5 ± 0.7	12.5 ± 1.1	26.2 ± 1.2	29.3 ± 1.1	18.1 ± 1.2	7.9 ± 0.9	94.1 ± 0.9
Tas	Male	520.2 ± 7.4	0.9	9.4 ± 2.2	17.8 ± 2.1	28.1 ± 2.2	24.5 ± 2.4	13.7 ± 1.8	5.6 ± 1.5	89.7 ± 2.2
	Female	534.4 ± 8.2	0.5	6.5 ± 1.9	14.1 ± 2.4	26.9 ± 2.6	27.5 ± 2.3	16.4 ± 2.7	8.1 ± 2.1	93.0 ± 1.9
ACT	Male	535.7 ± 11.7	1.1	7.5 ± 2.4	14.7 ± 3.0	24.2 ± 3.2	25.1 ± 2.8	17.6 ± 2.9	9.8 ± 3.2	91.4 ± 2.7
	Female	557.9 ± 10.7	0.9	2.3 ± 1.0	9.0 ± 2.3	23.8 ± 3.7	28.6 ± 2.7	21.6 ± 3.0	13.8 ± 4.1	96.8 ± 1.3
NT	Male	433.0 ± 25.5	1.2	41.9 ± 9.2	15.5 ± 2.9	18.4 ± 3.6	12.9 ± 3.2	6.8 ± 2.0	3.2 ± 1.4	56.8 ± 9.3
	Female	457.8 ± 27.3	1.3	34.4 ± 10.1	13.8 ± 3.3	19.0 ± 3.6	16.7 ± 3.6	9.9 ± 3.3	4.9 ± 2.1	64.2 ± 10.1
Aust	Male	517.3 ± 1.8	1.5	9.8 ± 0.4	18.5 ± 0.5	28.3 ± 0.5	23.5 ± 0.4	13.0 ± 0.4	5.4 ± 0.5	88.7 ± 0.4
	Female	541.2 ± 1.6	1.0	4.4 ± 0.3	12.1 ± 0.4	26.6 ± 0.5	29.1 ± 0.4	18.2 ± 0.4	8.6 ± 0.6	94.6 ± 0.3

Figure 7.G2: Achievement of Year 7 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.



Notes:

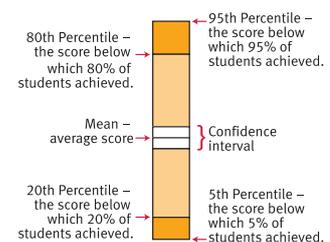
The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

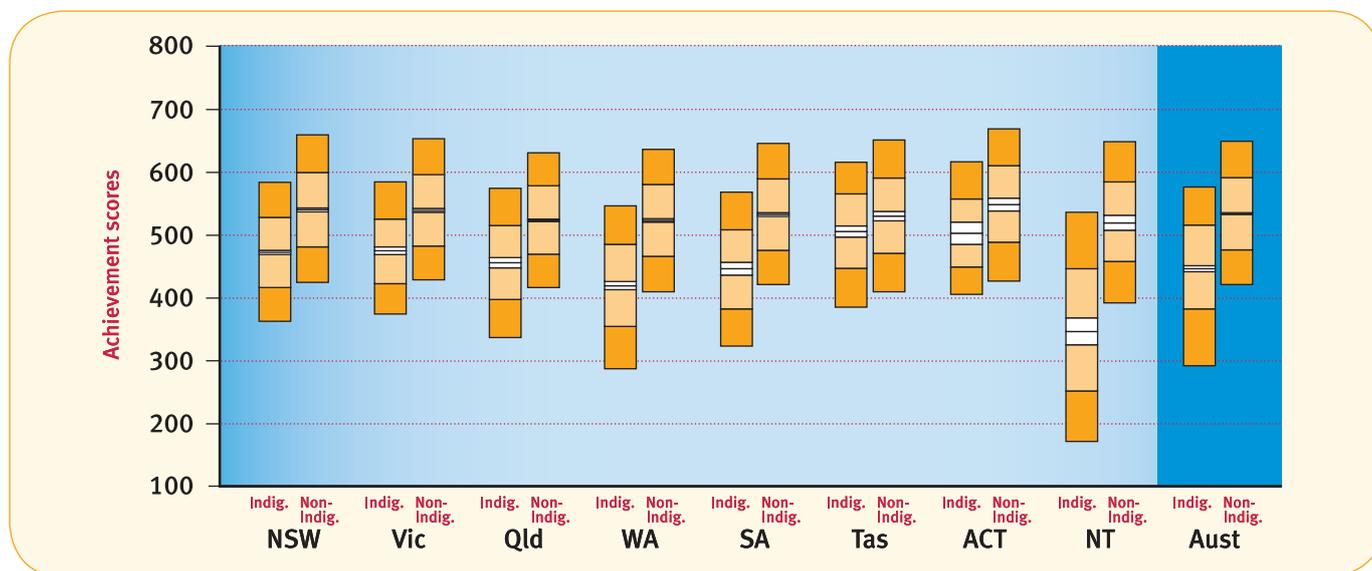


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.G3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	
NSW	Indigenous	472.0 ± 3.6	0.8	24.2 ± 2.1	29.3 ± 1.6	26.9 ± 1.8	13.7 ± 1.4	4.3 ± 0.9	0.9 ± 0.4	75.0 ± 2.1
	Non-Indigenous	539.5 ± 3.1	0.6	5.2 ± 0.4	13.5 ± 0.7	26.6 ± 0.8	27.3 ± 0.7	17.6 ± 0.7	9.3 ± 1.2	94.3 ± 0.4
VIC	Indigenous	474.7 ± 5.9	2.8	21.1 ± 4.6	30.5 ± 4.0	28.3 ± 5.1	12.2 ± 2.8	4.3 ± 1.8	0.8 ± 0.9	76.1 ± 4.6
	Non-Indigenous	538.7 ± 2.9	1.4	4.5 ± 0.4	13.6 ± 0.8	27.1 ± 0.9	28.0 ± 0.6	17.4 ± 0.8	8.1 ± 0.8	94.1 ± 0.5
Qld	Indigenous	455.6 ± 8.0	2.6	31.5 ± 3.5	29.1 ± 2.2	23.3 ± 1.8	9.8 ± 1.8	3.2 ± 1.4	0.7 ± 0.6	65.9 ± 3.5
	Non-Indigenous	522.7 ± 2.0	1.6	6.5 ± 0.4	17.0 ± 0.7	30.3 ± 0.7	26.7 ± 0.6	13.7 ± 0.6	4.2 ± 0.4	91.9 ± 0.5
WA	Indigenous	419.4 ± 6.6	1.1	51.4 ± 3.7	25.2 ± 2.6	15.1 ± 2.5	5.4 ± 1.4	1.6 ± 0.8	0.2 ± 0.2	47.5 ± 3.7
	Non-Indigenous	522.6 ± 2.7	0.8	7.6 ± 0.7	17.4 ± 0.9	29.1 ± 0.9	25.9 ± 0.9	13.9 ± 0.8	5.2 ± 0.6	91.5 ± 0.8
SA	Indigenous	446.1 ± 10.1	4.0	36.2 ± 5.7	27.5 ± 4.7	20.8 ± 3.9	8.4 ± 2.7	2.3 ± 1.3	0.8 ± 0.8	59.9 ± 5.8
	Non-Indigenous	532.2 ± 3.0	1.9	5.6 ± 0.6	15.1 ± 0.9	27.7 ± 0.9	27.2 ± 0.9	15.8 ± 1.1	6.7 ± 0.7	92.5 ± 0.8
Tas	Indigenous	505.2 ± 8.8	0.2	14.0 ± 4.0	19.1 ± 4.2	29.1 ± 4.8	23.8 ± 4.6	10.6 ± 4.1	3.2 ± 1.9	85.8 ± 4.0
	Non-Indigenous	529.8 ± 7.5	0.8	7.5 ± 1.8	15.5 ± 2.0	27.2 ± 2.2	26.1 ± 1.8	15.5 ± 1.9	7.5 ± 1.8	91.7 ± 1.8
ACT	Indigenous	502.4 ± 17.4	1.1	11.5 ± 7.1	23.9 ± 12.4	32.6 ± 13.6	19.8 ± 12.0	8.3 ± 5.8	2.8 ± 6.0	87.4 ± 7.0
	Non-Indigenous	547.7 ± 10.0	1.0	4.8 ± 1.5	11.6 ± 2.2	23.8 ± 2.8	27.0 ± 2.0	19.9 ± 2.6	12.0 ± 3.2	94.2 ± 1.8
NT	Indigenous	346.8 ± 21.3	0.8	75.3 ± 7.6	10.2 ± 3.3	8.1 ± 3.1	4.1 ± 2.1	1.3 ± 0.9	0.2 ± 0.4	23.9 ± 7.4
	Non-Indigenous	519.0 ± 12.0	1.4	10.6 ± 2.8	18.2 ± 3.4	26.7 ± 2.1	22.7 ± 3.2	13.5 ± 2.9	6.9 ± 2.6	88.0 ± 3.8
Aust	Indigenous	446.3 ± 4.9	1.6	35.7 ± 2.1	26.2 ± 1.1	22.0 ± 1.1	10.3 ± 0.8	3.4 ± 0.6	0.7 ± 0.2	62.7 ± 2.1
	Non-Indigenous	533.4 ± 1.4	1.1	5.6 ± 0.2	14.8 ± 0.4	27.8 ± 0.4	27.1 ± 0.3	16.2 ± 0.4	7.3 ± 0.5	93.2 ± 0.3

Figure 7.G3: Achievement of Year 7 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard. Year 7 students with results in Band 4 did not achieve the national minimum standard. Exempt students were not assessed and are deemed not to have met the national minimum standard. Students for whom Indigenous status was not stated are not included in these calculations.

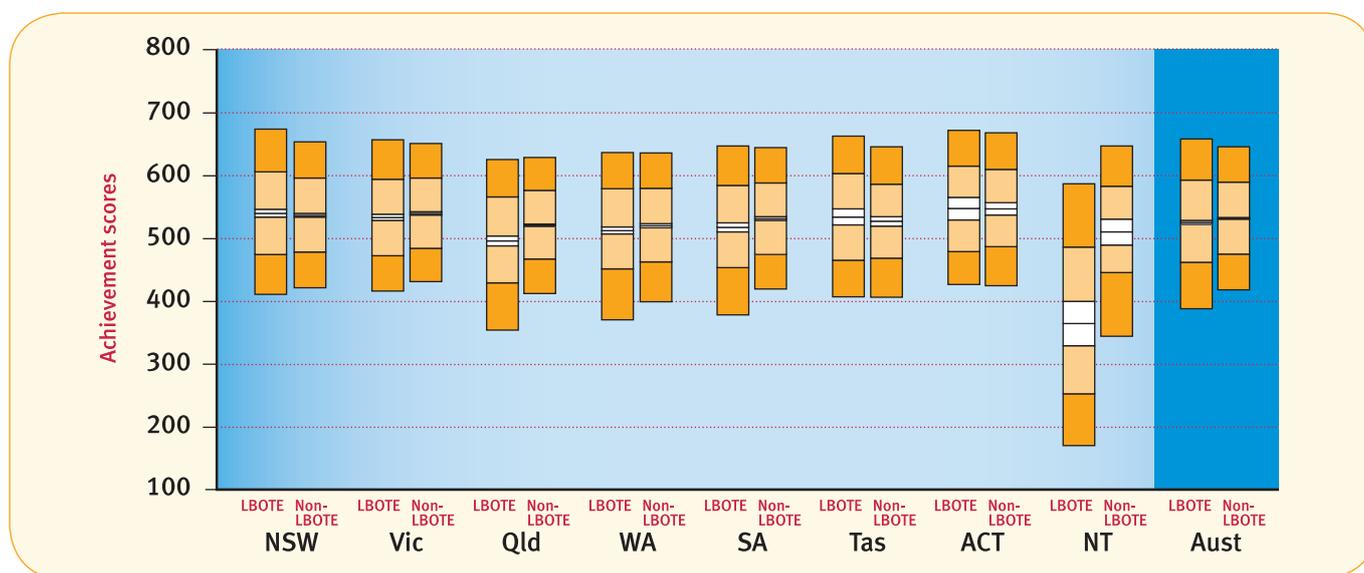
Reading the graph

Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	LBOTE	539.6 ± 6.5	0.7	7.2 ± 1.2	14.1 ± 1.4	24.6 ± 1.5	24.6 ± 1.4	17.1 ± 1.4	11.8 ± 2.6	92.1 ± 1.2
	Non-LBOTE	536.3 ± 2.9	0.5	5.7 ± 0.4	14.1 ± 0.7	27.0 ± 0.8	27.2 ± 0.6	17.1 ± 0.7	8.3 ± 1.0	93.8 ± 0.5
VIC	LBOTE	532.9 ± 4.8	1.8	6.4 ± 0.9	15.7 ± 1.3	26.4 ± 1.3	25.6 ± 1.3	15.6 ± 1.3	8.4 ± 1.3	91.8 ± 1.0
	Non-LBOTE	539.2 ± 2.8	1.6	4.2 ± 0.4	13.2 ± 0.8	27.2 ± 0.9	28.4 ± 0.7	17.6 ± 0.8	7.8 ± 0.7	94.2 ± 0.5
Qld	LBOTE	495.4 ± 7.8	3.9	18.3 ± 3.1	20.2 ± 1.8	24.5 ± 2.1	19.1 ± 1.7	10.4 ± 1.5	3.7 ± 0.8	77.8 ± 3.2
	Non-LBOTE	520.3 ± 2.0	1.4	7.3 ± 0.5	17.6 ± 0.6	30.3 ± 0.7	26.1 ± 0.6	13.2 ± 0.6	4.0 ± 0.4	91.3 ± 0.5
WA	LBOTE	512.2 ± 5.5	1.7	12.7 ± 1.9	17.4 ± 1.6	25.7 ± 1.6	24.0 ± 1.8	13.3 ± 1.4	5.2 ± 1.1	85.6 ± 2.2
	Non-LBOTE	519.6 ± 3.1	0.7	9.2 ± 1.0	17.3 ± 1.0	28.6 ± 0.9	25.2 ± 1.0	13.8 ± 0.9	5.1 ± 0.6	90.0 ± 1.0
SA	LBOTE	517.0 ± 7.2	5.6	11.7 ± 2.4	16.5 ± 2.6	24.3 ± 3.0	22.4 ± 3.2	12.9 ± 2.3	6.7 ± 1.5	82.7 ± 3.6
	Non-LBOTE	531.0 ± 3.0	1.5	5.9 ± 0.7	15.4 ± 1.0	27.8 ± 1.0	27.1 ± 1.1	15.7 ± 1.1	6.5 ± 0.7	92.6 ± 0.8
Tas	LBOTE	533.5 ± 12.7	3.9	9.2 ± 4.7	15.8 ± 7.2	21.3 ± 8.4	21.3 ± 7.1	19.0 ± 5.9	9.6 ± 4.2	86.9 ± 5.6
	Non-LBOTE	526.6 ± 7.4	0.6	8.0 ± 1.9	16.1 ± 1.9	27.6 ± 1.6	26.2 ± 1.8	14.7 ± 1.8	6.7 ± 1.6	91.3 ± 2.0
ACT	LBOTE	546.8 ± 17.8	2.7	4.8 ± 3.8	14.5 ± 5.4	22.4 ± 6.1	22.4 ± 6.7	20.5 ± 8.0	12.7 ± 7.0	92.5 ± 4.1
	Non-LBOTE	546.3 ± 9.9	0.9	5.0 ± 1.6	11.9 ± 2.3	24.1 ± 2.7	27.0 ± 2.2	19.4 ± 2.5	11.7 ± 3.2	94.1 ± 1.9
NT	LBOTE	364.6 ± 35.0	0.8	68.4 ± 12.3	9.3 ± 4.1	9.5 ± 4.3	6.5 ± 3.4	3.6 ± 1.9	1.9 ± 1.5	30.8 ± 12.2
	Non-LBOTE	509.8 ± 20.7	0.7	14.5 ± 6.8	17.5 ± 4.0	25.2 ± 2.9	22.1 ± 4.3	13.3 ± 3.5	6.6 ± 2.6	84.7 ± 7.0
Aust	LBOTE	525.0 ± 3.4	1.8	10.2 ± 0.8	15.7 ± 0.7	25.0 ± 0.8	23.8 ± 0.7	15.0 ± 0.7	8.5 ± 1.0	88.0 ± 0.9
	Non-LBOTE	531.2 ± 1.3	1.1	6.1 ± 0.2	15.1 ± 0.4	28.0 ± 0.4	27.0 ± 0.3	15.9 ± 0.4	6.8 ± 0.4	92.8 ± 0.3

Figure 7.G4: Achievement of Year 7 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

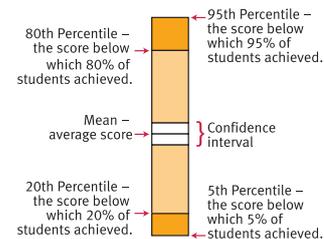
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.G5: Achievement of Year 7 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	<i>Metro</i>	541.6 ± 4.0	0.6	5.3 ± 0.6	13.3 ± 0.9	25.7 ± 1.0	26.8 ± 0.8	18.0 ± 0.9	10.4 ± 1.6	94.1 ± 0.6
	<i>Provincial</i>	523.2 ± 3.2	0.6	7.9 ± 0.8	16.6 ± 1.0	28.9 ± 0.8	26.5 ± 1.1	14.6 ± 0.9	4.9 ± 0.5	91.5 ± 0.8
	<i>Remote</i>	469.8 ± 22.7	1.3	26.0 ± 12.7	25.8 ± 6.3	26.4 ± 7.4	14.6 ± 6.0	5.6 ± 3.7	0.3 ± 0.6	72.7 ± 12.1
	<i>Very Remote</i>	468.4 ± 58.2	1.3	31.9 ± 26.1	24.6 ± 11.2	16.7 ± 14.0	17.2 ± 14.8	6.8 ± 9.3	1.5 ± 4.1	66.8 ± 25.8
VIC	<i>Metro</i>	542.8 ± 3.6	1.6	4.1 ± 0.5	12.7 ± 0.9	25.8 ± 1.0	28.1 ± 0.8	18.5 ± 1.0	9.2 ± 1.0	94.2 ± 0.6
	<i>Provincial</i>	523.0 ± 3.3	1.7	6.4 ± 0.9	17.0 ± 1.1	30.7 ± 1.1	26.5 ± 1.1	13.3 ± 1.0	4.4 ± 0.7	91.9 ± 1.0
	<i>Remote</i>	575.4 ± 20.6	2.1	0.0 ± 0.0	5.1 ± 8.0	20.9 ± 16.3	23.0 ± 23.7	35.3 ± 16.8	13.6 ± 14.9	97.9 ± 3.8
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	522.7 ± 2.6	1.6	7.0 ± 0.6	17.0 ± 0.8	29.8 ± 0.9	26.3 ± 0.8	13.8 ± 0.8	4.5 ± 0.5	91.4 ± 0.7
	<i>Provincial</i>	514.7 ± 2.6	1.8	8.6 ± 0.9	19.1 ± 1.1	30.6 ± 0.9	25.0 ± 0.9	11.8 ± 0.8	3.2 ± 0.4	89.6 ± 1.0
	<i>Remote</i>	480.0 ± 10.4	1.2	21.0 ± 5.9	25.6 ± 3.1	29.2 ± 3.8	15.9 ± 3.1	6.3 ± 1.8	0.8 ± 0.8	77.9 ± 6.0
	<i>Very Remote</i>	434.6 ± 22.3	1.6	44.6 ± 10.0	23.1 ± 4.6	15.7 ± 4.3	10.4 ± 4.1	3.7 ± 2.4	1.1 ± 1.2	53.8 ± 10.2
WA	<i>Metro</i>	523.5 ± 3.6	1.2	8.0 ± 1.0	16.9 ± 1.1	28.2 ± 1.0	26.0 ± 1.1	14.2 ± 1.0	5.5 ± 0.7	90.9 ± 1.1
	<i>Provincial</i>	506.3 ± 4.5	0.6	12.6 ± 1.7	20.6 ± 1.6	29.6 ± 1.8	22.6 ± 1.5	10.7 ± 1.3	3.3 ± 0.7	86.9 ± 1.7
	<i>Remote</i>	482.8 ± 11.3	0.5	21.5 ± 5.1	22.6 ± 3.0	27.8 ± 3.5	18.4 ± 3.3	7.3 ± 2.0	1.9 ± 1.1	78.0 ± 5.1
	<i>Very Remote</i>	420.5 ± 18.4	0.4	49.6 ± 9.4	20.7 ± 5.9	16.4 ± 5.0	8.8 ± 3.2	3.5 ± 1.4	0.6 ± 0.6	50.0 ± 9.4
SA	<i>Metro</i>	535.2 ± 3.7	2.2	5.5 ± 0.8	14.3 ± 1.1	26.6 ± 1.1	27.2 ± 1.0	16.9 ± 1.3	7.4 ± 0.9	92.3 ± 1.1
	<i>Provincial</i>	517.1 ± 4.2	1.9	8.4 ± 1.4	18.6 ± 1.6	29.6 ± 1.6	25.7 ± 2.4	11.8 ± 1.4	4.1 ± 0.8	89.7 ± 1.6
	<i>Remote</i>	511.2 ± 8.3	1.0	9.7 ± 3.5	19.2 ± 3.7	32.8 ± 4.2	23.1 ± 5.6	10.4 ± 3.5	3.9 ± 1.4	89.3 ± 3.4
	<i>Very Remote</i>	416.0 ± 40.8	1.2	53.7 ± 17.8	14.6 ± 8.9	16.7 ± 7.9	8.8 ± 6.6	4.1 ± 5.3	0.9 ± 2.0	45.1 ± 17.6
Tas	<i>Metro</i>	535.8 ± 11.3	1.1	6.5 ± 2.5	13.8 ± 3.1	26.1 ± 2.9	27.3 ± 2.9	16.7 ± 2.8	8.5 ± 2.8	92.4 ± 2.5
	<i>Provincial</i>	521.4 ± 9.2	0.5	9.0 ± 2.7	17.3 ± 2.3	28.5 ± 2.2	25.1 ± 2.1	14.0 ± 2.2	5.7 ± 1.7	90.5 ± 2.7
	<i>Remote</i>	490.3 ± 2.6	1.8	13.8 ± 8.6	26.2 ± 13.1	33.8 ± 12.5	19.3 ± 10.5	3.6 ± 5.5	1.5 ± 1.7	84.4 ± 8.6
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	546.6 ± 9.9	1.0	5.0 ± 1.5	11.9 ± 2.3	24.0 ± 2.7	26.8 ± 2.0	19.6 ± 2.5	11.7 ± 3.2	94.0 ± 1.8
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	505.0 ± 16.3	2.3	15.5 ± 4.6	18.7 ± 3.1	26.0 ± 2.6	20.4 ± 3.2	11.4 ± 3.1	5.7 ± 2.7	82.2 ± 6.2
	<i>Remote</i>	466.4 ± 48.1	0.1	32.8 ± 18.0	16.6 ± 5.3	19.8 ± 5.8	16.2 ± 7.0	9.8 ± 6.1	4.6 ± 4.1	67.1 ± 18.0
	<i>Very Remote</i>	323.2 ± 30.1	0.3	83.3 ± 10.9	6.1 ± 3.5	4.9 ± 3.7	3.4 ± 3.1	1.5 ± 1.8	0.5 ± 0.7	16.4 ± 11.0
Aust	<i>Metro</i>	535.9 ± 1.8	1.2	5.6 ± 0.3	14.3 ± 0.5	26.8 ± 0.5	27.0 ± 0.4	16.8 ± 0.5	8.2 ± 0.6	93.1 ± 0.3
	<i>Provincial</i>	518.9 ± 1.6	1.2	8.4 ± 0.5	17.8 ± 0.5	29.7 ± 0.5	25.5 ± 0.6	13.0 ± 0.5	4.3 ± 0.3	90.4 ± 0.5
	<i>Remote</i>	483.7 ± 9.3	0.8	21.5 ± 3.9	22.0 ± 2.1	27.5 ± 2.0	17.9 ± 1.9	8.0 ± 1.4	2.3 ± 0.9	77.7 ± 3.9
	<i>Very Remote</i>	393.3 ± 16.1	0.8	58.9 ± 6.3	16.4 ± 2.7	12.5 ± 2.4	7.8 ± 1.9	3.0 ± 1.0	0.7 ± 0.5	40.3 ± 6.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.G6: Achievement of Year 7 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Metro	479.4 ± 5.0	0.7	20.6 ± 2.8	28.9 ± 3.2	28.3 ± 2.9	15.1 ± 2.2	5.1 ± 1.5	1.3 ± 0.7	78.7 ± 2.8
	Provincial	469.6 ± 4.7	0.8	25.2 ± 2.7	29.7 ± 2.5	26.5 ± 2.8	13.2 ± 1.8	4.0 ± 1.0	0.6 ± 0.4	73.9 ± 2.7
	Remote	436.2 ± 23.6	0.7	42.0 ± 15.6	28.3 ± 9.7	21.6 ± 8.8	6.5 ± 5.6	0.9 ± 1.9	0.0 ± 0.0	57.2 ± 15.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Metro	481.9 ± 7.5	2.8	17.1 ± 4.9	30.3 ± 5.7	30.4 ± 7.0	13.1 ± 3.3	5.4 ± 3.0	0.9 ± 1.5	80.1 ± 5.1
	Provincial	467.9 ± 9.0	2.7	25.0 ± 7.0	30.7 ± 5.7	26.2 ± 7.2	11.3 ± 4.8	3.2 ± 2.4	0.8 ± 1.0	72.2 ± 6.9
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	471.5 ± 11.3	2.0	23.9 ± 4.0	30.0 ± 3.3	26.1 ± 2.4	12.4 ± 3.2	4.5 ± 2.6	1.1 ± 1.1	74.2 ± 4.0
	Provincial	462.1 ± 7.1	3.8	26.8 ± 4.7	30.9 ± 3.2	25.5 ± 3.3	9.8 ± 2.1	2.7 ± 1.1	0.3 ± 0.3	69.3 ± 4.7
	Remote	423.9 ± 21.7	1.3	51.3 ± 13.2	23.7 ± 7.9	17.4 ± 7.2	5.7 ± 3.6	0.7 ± 1.1	0.0 ± 0.0	47.4 ± 13.2
	Very Remote	388.7 ± 20.5	1.9	65.9 ± 8.4	22.3 ± 6.1	8.5 ± 3.5	1.2 ± 1.4	0.2 ± 0.5	0.0 ± 0.3	32.2 ± 8.8
WA	Metro	446.5 ± 6.5	1.5	37.7 ± 4.7	30.3 ± 3.9	20.3 ± 4.1	7.4 ± 2.3	2.4 ± 1.6	0.5 ± 0.7	60.8 ± 4.6
	Provincial	435.4 ± 9.9	1.2	45.5 ± 7.4	27.1 ± 5.1	17.0 ± 5.7	6.7 ± 2.8	2.4 ± 2.0	0.1 ± 0.4	53.3 ± 7.2
	Remote	413.3 ± 13.8	0.6	54.1 ± 8.8	25.4 ± 5.6	14.2 ± 5.8	5.1 ± 3.4	0.5 ± 1.0	0.0 ± 0.0	45.3 ± 8.8
	Very Remote	362.8 ± 15.1	0.7	78.1 ± 7.1	14.7 ± 5.9	5.1 ± 2.5	1.2 ± 1.6	0.2 ± 0.6	0.0 ± 0.0	21.2 ± 7.1
SA	Metro	472.4 ± 9.0	4.5	22.9 ± 6.7	29.5 ± 6.7	26.1 ± 5.6	12.6 ± 4.5	3.2 ± 2.4	1.2 ± 1.3	72.6 ± 7.0
	Provincial	449.9 ± 11.5	4.7	32.7 ± 7.2	32.2 ± 6.6	21.7 ± 6.6	6.4 ± 3.5	2.1 ± 2.9	0.3 ± 0.9	62.6 ± 8.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	347.4 ± 26.2	1.3	89.3 ± 9.5	6.7 ± 9.7	1.3 ± 5.6	1.3 ± 2.8	0.0 ± 0.0	0.0 ± 0.0	9.3 ± 9.0
Tas	Metro	505.4 ± 18.3	0.6	16.6 ± 8.1	16.5 ± 6.8	26.1 ± 7.6	25.3 ± 7.7	11.5 ± 5.6	3.4 ± 3.6	82.8 ± 8.0
	Provincial	505.4 ± 9.8	0.0	12.5 ± 4.6	20.3 ± 4.9	30.8 ± 6.0	23.1 ± 5.5	10.3 ± 5.7	3.0 ± 2.1	87.5 ± 4.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	502.4 ± 17.4	1.1	11.5 ± 7.1	23.9 ± 12.4	32.6 ± 13.6	19.8 ± 12.0	8.3 ± 5.8	2.8 ± 6.0	87.4 ± 7.0
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	448.2 ± 21.4	2.6	35.5 ± 9.0	22.4 ± 6.4	21.3 ± 7.7	13.2 ± 6.7	4.3 ± 3.6	0.7 ± 1.7	61.8 ± 9.2
	Remote	382.1 ± 39.0	0.3	66.4 ± 15.4	15.2 ± 7.8	12.0 ± 7.1	4.4 ± 3.6	1.3 ± 1.6	0.3 ± 0.7	33.3 ± 15.4
	Very Remote	298.6 ± 12.6	0.4	92.8 ± 3.3	4.0 ± 2.3	1.9 ± 1.4	0.7 ± 0.8	0.1 ± 0.4	0.0 ± 0.2	6.9 ± 3.3
Aust	Metro	473.3 ± 4.8	1.7	23.6 ± 1.9	29.2 ± 1.7	26.5 ± 1.5	13.2 ± 1.6	4.7 ± 1.2	1.2 ± 0.5	74.7 ± 1.9
	Provincial	464.6 ± 3.6	2.1	27.6 ± 2.1	29.0 ± 1.6	25.1 ± 1.7	11.9 ± 1.1	3.8 ± 0.6	0.6 ± 0.3	70.4 ± 2.1
	Remote	410.9 ± 14.7	0.7	55.1 ± 6.9	22.5 ± 4.2	15.4 ± 3.5	5.2 ± 1.8	0.9 ± 0.8	0.2 ± 0.4	44.2 ± 6.8
	Very Remote	341.1 ± 12.7	0.9	81.5 ± 4.0	11.8 ± 3.0	4.5 ± 1.4	1.1 ± 0.7	0.2 ± 0.3	0.0 ± 0.1	17.7 ± 4.0

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.G7: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	567.5 ± 2.4	0.9	1.8 ± 0.2	6.8 ± 0.4	19.8 ± 0.7	29.9 ± 0.7	25.2 ± 0.6	15.7 ± 1.3	97.3 ± 0.3
Advanced diploma/diploma	538.7 ± 1.5	0.9	4.0 ± 0.4	12.6 ± 0.6	27.7 ± 0.8	30.2 ± 0.8	17.7 ± 0.7	6.9 ± 0.7	95.0 ± 0.4
Cert I to IV	520.9 ± 1.1	1.1	6.6 ± 0.3	17.2 ± 0.5	31.8 ± 0.5	26.9 ± 0.5	12.6 ± 0.4	3.7 ± 0.3	92.3 ± 0.4
Year 12 or equivalent	526.2 ± 2.1	1.4	6.4 ± 0.6	15.9 ± 0.8	29.6 ± 0.9	27.1 ± 0.9	14.4 ± 0.7	5.2 ± 0.6	92.2 ± 0.6
Year 11 or equivalent or below	496.3 ± 1.7	2.5	13.9 ± 0.7	23.5 ± 0.6	30.5 ± 0.7	19.8 ± 0.8	7.7 ± 0.6	2.0 ± 0.3	83.6 ± 0.7
Not stated	523.7 ± 2.2	1.1	8.7 ± 0.5	16.4 ± 0.5	27.4 ± 0.5	25.1 ± 0.4	14.7 ± 0.5	6.5 ± 0.6	90.2 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 7 students with parental education 'not stated' is 40%.

Table 7.G8: Achievement of Year 7 Students in Grammar and Punctuation, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	562.4 ± 2.1	0.8	2.2 ± 0.2	7.6 ± 0.4	21.2 ± 0.7	30.1 ± 0.7	23.9 ± 0.6	14.1 ± 1.0	97.0 ± 0.3
Other business managers and associate professionals	542.4 ± 1.5	0.8	3.5 ± 0.3	11.8 ± 0.4	27.5 ± 0.6	30.1 ± 0.6	18.5 ± 0.5	7.9 ± 0.6	95.8 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	525.1 ± 1.3	1.1	5.6 ± 0.3	16.5 ± 0.5	31.2 ± 0.6	27.6 ± 0.6	13.5 ± 0.5	4.5 ± 0.4	93.2 ± 0.4
Machine operators, hospitality staff, assistants, labourers	509.3 ± 1.9	1.7	10.1 ± 0.6	21.0 ± 0.7	30.8 ± 0.7	22.7 ± 0.8	10.2 ± 0.7	3.5 ± 0.5	88.2 ± 0.6
Not in paid work in the previous 12 months	492.1 ± 2.2	5.1	16.6 ± 1.1	22.8 ± 1.0	27.7 ± 1.0	17.8 ± 0.8	7.6 ± 0.6	2.3 ± 0.4	78.2 ± 1.2
Not stated	521.8 ± 2.2	1.1	9.1 ± 0.5	17.0 ± 0.5	27.6 ± 0.5	24.7 ± 0.4	14.3 ± 0.5	6.3 ± 0.5	89.8 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

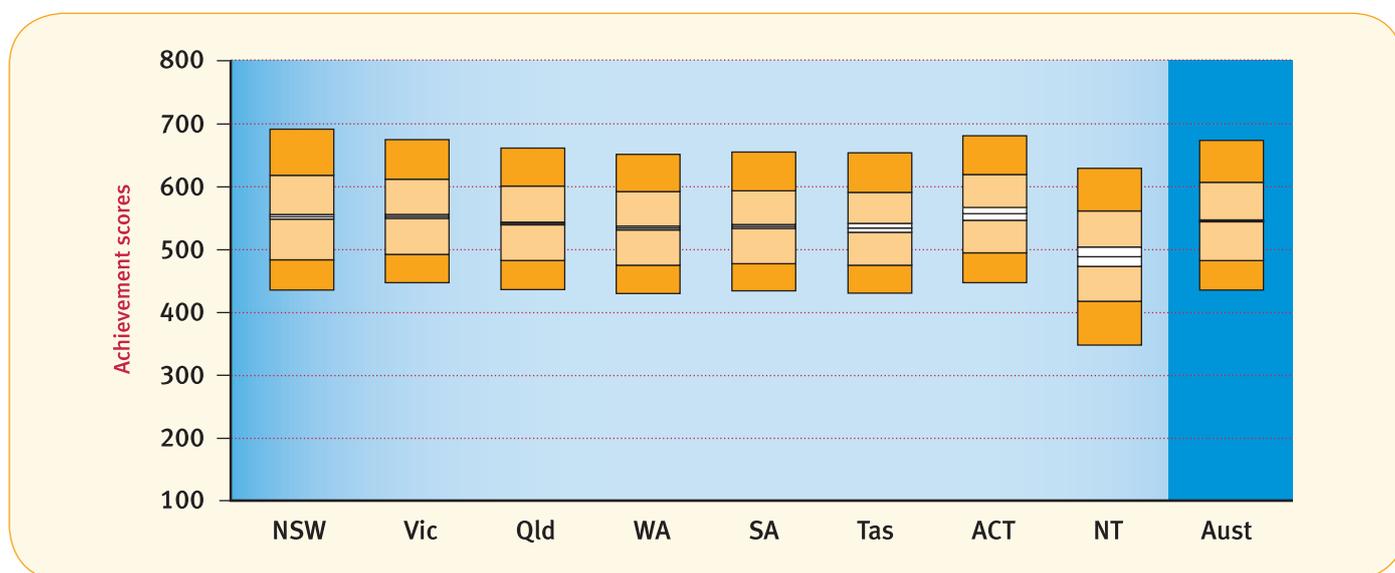
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 7 students with parental occupation 'not stated' is 42%.

Table 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score/ Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	12yrs 7mths 7yrs 4mths	551.3 ± 3.7 78.3	96.3	0.6	3.4 ± 0.3	14.5 ± 0.8	24.4 ± 0.7	24.7 ± 0.6	17.3 ± 0.7	15.2 ± 1.5	96.0 ± 0.4	
VIC	12yrs 9mths 7yrs 4mths	552.3 ± 3.1 69.4	95.8	1.7	1.8 ± 0.3	12.2 ± 0.8	25.3 ± 0.9	27.5 ± 0.7	18.9 ± 0.8	12.6 ± 1.1	96.5 ± 0.3	
Qld	12yrs 1mth 6yrs 4mths	539.0 ± 2.3 70.4	97.5	1.5	3.6 ± 0.4	15.2 ± 0.7	27.1 ± 0.7	26.5 ± 0.6	16.8 ± 0.6	9.3 ± 0.7	94.9 ± 0.4	
WA	12yrs 0mths 6yrs 4mths	533.7 ± 3.0 68.7	95.4	1.0	4.3 ± 0.5	17.2 ± 1.1	27.7 ± 0.9	26.2 ± 0.8	15.9 ± 0.9	7.7 ± 0.8	94.7 ± 0.6	
SA	12yrs 6mths 7yrs 4mths	536.2 ± 3.3 67.7	96.5	2.0	3.5 ± 0.5	16.7 ± 1.1	27.6 ± 1.1	26.4 ± 1.0	15.7 ± 1.1	8.1 ± 0.9	94.5 ± 0.8	
Tas	12yrs 10mths 7yrs 4mths	533.8 ± 7.3 67.5	95.2	0.7	4.1 ± 1.2	17.2 ± 2.5	28.4 ± 1.7	26.4 ± 1.8	15.4 ± 1.8	7.8 ± 1.8	95.2 ± 1.3	
ACT	12yrs 8mths 7yrs 4mths	556.2 ± 10.1 71.0	94.9	1.0	1.9 ± 0.8	11.6 ± 2.4	24.3 ± 3.1	27.0 ± 1.8	19.6 ± 2.5	14.6 ± 3.7	97.1 ± 1.2	
NT	12yrs 6mths 7yrs 4mths	488.1 ± 15.8 84.0	80.5	1.3	22.8 ± 7.3	22.0 ± 3.4	23.0 ± 3.4	17.3 ± 3.3	9.6 ± 2.5	4.0 ± 1.6	75.9 ± 7.2	
Aust	12yrs 5mths 7yrs 0mths	545.0 ± 1.6 73.2	96.1	1.2	3.4 ± 0.2	14.6 ± 0.4	25.8 ± 0.4	26.0 ± 0.4	17.2 ± 0.4	11.7 ± 0.6	95.4 ± 0.2	

Figure 7.N1: Achievement of Year 7 Students in Numeracy, by State and Territory, 2008.

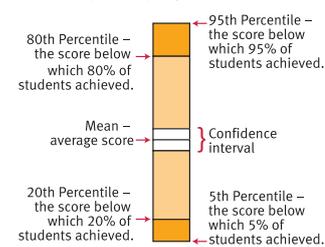


Notes:

The average age and years of schooling are determined as at the time of testing.
 The percentages of students represented in the table above have been rounded and may not sum to 100.
 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.
 The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.
 Year 7 students with results in Band 5 or above performed at or above the national minimum standard.
 Year 7 students with results in Band 4 did not achieve the national minimum standard.
 Exempt students were not assessed and are deemed not to have met the national minimum standard.
 Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 7 students reported by schools which includes those absent and withdrawn.

Reading the graph

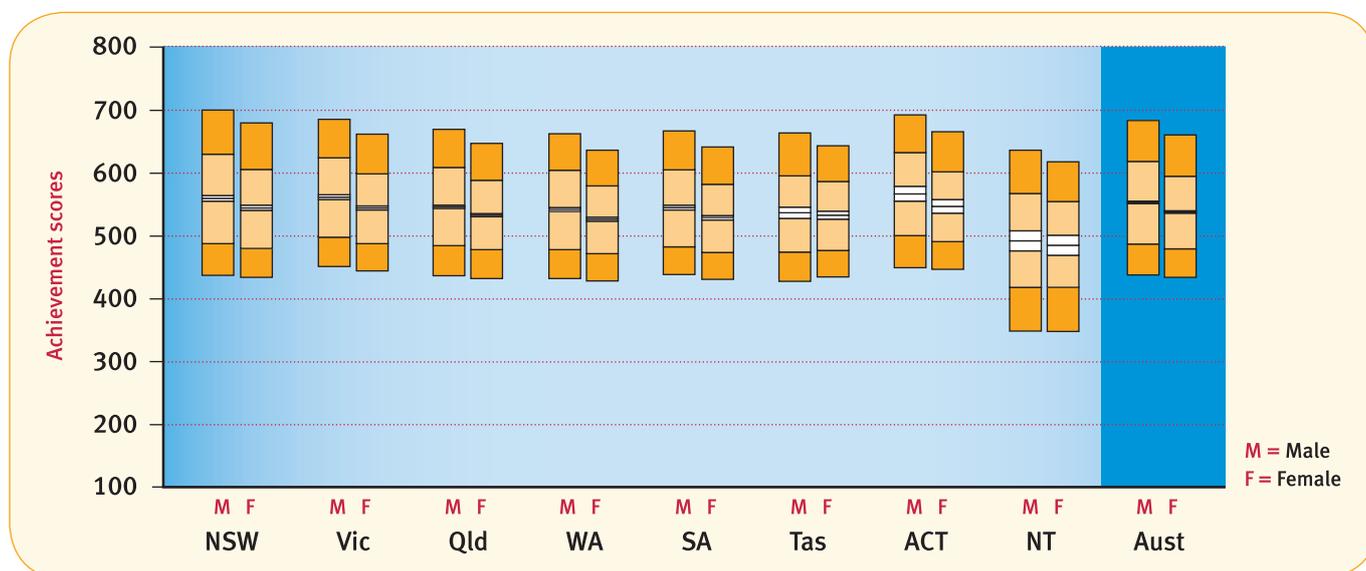


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.N2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	
NSW	Male	558.7 ± 4.6	0.8	3.1 ± 0.4	13.3 ± 0.9	22.2 ± 0.9	23.9 ± 0.9	18.5 ± 0.9	18.1 ± 2.0	96.1 ± 0.4
	Female	543.6 ± 4.1	0.5	3.6 ± 0.4	15.6 ± 0.9	26.7 ± 0.9	25.5 ± 0.8	16.0 ± 0.8	12.1 ± 1.6	95.9 ± 0.4
VIC	Male	560.8 ± 3.7	2.0	1.5 ± 0.3	10.8 ± 0.8	22.6 ± 1.1	26.6 ± 1.0	20.7 ± 0.9	15.8 ± 1.5	96.5 ± 0.5
	Female	543.4 ± 3.2	1.3	2.2 ± 0.3	13.7 ± 1.0	28.1 ± 1.1	28.5 ± 0.8	17.0 ± 1.0	9.2 ± 1.1	96.5 ± 0.4
Qld	Male	545.5 ± 2.7	1.8	3.3 ± 0.4	14.3 ± 0.8	24.8 ± 0.8	25.9 ± 0.6	18.3 ± 0.7	11.7 ± 0.9	94.9 ± 0.4
	Female	532.1 ± 2.3	1.2	4.0 ± 0.5	16.2 ± 0.8	29.5 ± 0.9	27.1 ± 0.9	15.1 ± 0.8	6.8 ± 0.6	94.8 ± 0.5
WA	Male	541.1 ± 3.4	1.1	4.0 ± 0.6	16.0 ± 1.2	25.0 ± 1.0	25.5 ± 0.9	18.3 ± 1.0	10.1 ± 1.1	95.0 ± 0.7
	Female	525.8 ± 3.0	0.9	4.6 ± 0.6	18.6 ± 1.3	30.4 ± 1.2	26.9 ± 1.0	13.5 ± 0.9	5.1 ± 0.7	94.5 ± 0.7
SA	Male	544.3 ± 3.7	2.6	2.8 ± 0.5	15.1 ± 1.3	25.4 ± 1.2	25.9 ± 1.2	17.9 ± 1.3	10.5 ± 1.2	94.7 ± 0.9
	Female	528.1 ± 3.4	1.5	4.2 ± 0.6	18.2 ± 1.4	29.9 ± 1.5	26.9 ± 1.1	13.6 ± 1.3	5.7 ± 0.9	94.4 ± 0.8
Tas	Male	535.7 ± 8.9	0.9	4.6 ± 1.5	17.4 ± 3.2	26.8 ± 2.1	25.5 ± 2.2	15.7 ± 2.6	9.2 ± 2.4	94.6 ± 1.6
	Female	531.8 ± 6.4	0.5	3.6 ± 1.4	17.1 ± 2.6	30.1 ± 2.2	27.4 ± 2.1	15.1 ± 1.9	6.3 ± 1.6	95.9 ± 1.4
ACT	Male	565.9 ± 11.8	1.1	2.0 ± 0.9	10.3 ± 2.7	20.9 ± 3.4	25.2 ± 2.7	21.8 ± 2.9	18.7 ± 4.7	96.9 ± 1.4
	Female	546.1 ± 10.7	0.9	1.8 ± 1.0	12.9 ± 2.9	27.9 ± 3.9	29.0 ± 2.4	17.2 ± 3.3	10.3 ± 3.6	97.4 ± 1.3
NT	Male	491.3 ± 15.7	1.2	22.7 ± 7.0	21.5 ± 3.8	21.6 ± 3.5	17.6 ± 3.2	10.4 ± 2.6	5.0 ± 1.9	76.1 ± 7.0
	Female	484.5 ± 16.0	1.3	23.0 ± 7.7	22.7 ± 3.7	24.6 ± 4.3	16.9 ± 3.8	8.7 ± 2.7	2.8 ± 1.7	75.7 ± 7.7
Aust	Male	552.3 ± 2.0	1.5	3.1 ± 0.2	13.5 ± 0.4	23.5 ± 0.5	25.2 ± 0.5	18.8 ± 0.5	14.5 ± 0.8	95.4 ± 0.2
	Female	537.3 ± 1.7	1.0	3.7 ± 0.2	15.8 ± 0.5	28.3 ± 0.4	26.8 ± 0.4	15.5 ± 0.4	8.8 ± 0.6	95.3 ± 0.2

Figure 7.N2: Achievement of Year 7 Students in Numeracy, by Sex, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

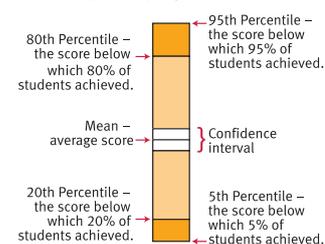
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

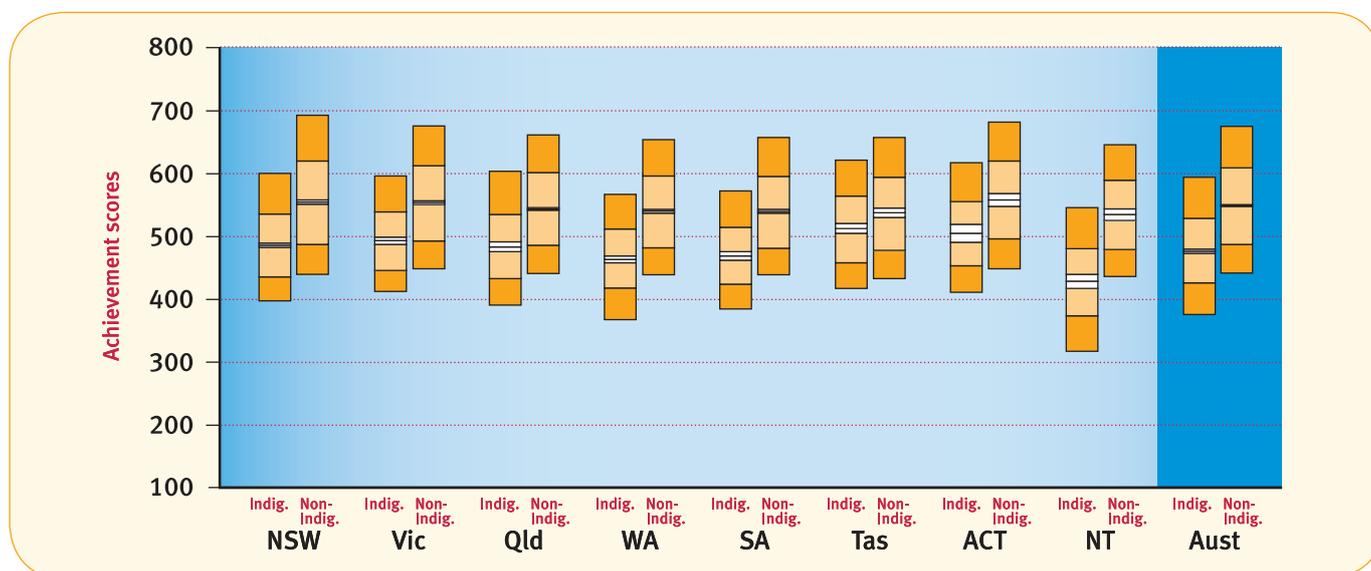


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.N3: Achievement of Year 7 Students in Numeracy, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	
NSW	Indigenous	485.6 ± 3.5	0.8	14.7 ± 2.1	34.6 ± 2.2	27.8 ± 1.6	14.4 ± 1.4	5.9 ± 1.1	1.8 ± 0.5	84.5 ± 2.1
	Non-Indigenous	554.1 ± 3.7	0.6	2.8 ± 0.3	13.6 ± 0.7	24.4 ± 0.8	25.2 ± 0.6	17.7 ± 0.7	15.7 ± 1.6	96.6 ± 0.3
VIC	Indigenous	492.9 ± 5.7	2.9	9.1 ± 2.9	33.9 ± 4.5	30.7 ± 4.6	16.7 ± 3.4	4.6 ± 1.7	2.0 ± 1.0	87.9 ± 3.1
	Non-Indigenous	553.2 ± 3.0	1.5	1.7 ± 0.2	11.9 ± 0.8	25.3 ± 0.9	27.7 ± 0.7	19.1 ± 0.8	12.8 ± 1.1	96.8 ± 0.4
Qld	Indigenous	483.2 ± 7.6	2.3	15.9 ± 2.7	33.3 ± 2.9	27.0 ± 2.6	13.8 ± 1.6	5.6 ± 1.7	2.1 ± 1.2	81.8 ± 2.7
	Non-Indigenous	543.2 ± 2.2	1.4	2.7 ± 0.3	13.9 ± 0.7	27.1 ± 0.7	27.4 ± 0.6	17.6 ± 0.6	9.9 ± 0.7	95.9 ± 0.3
WA	Indigenous	463.2 ± 5.2	1.1	24.7 ± 3.9	36.9 ± 3.7	24.4 ± 2.4	9.6 ± 2.0	2.2 ± 0.8	1.0 ± 0.6	74.2 ± 3.9
	Non-Indigenous	539.5 ± 2.8	0.8	2.7 ± 0.4	15.6 ± 1.1	27.7 ± 0.9	27.6 ± 0.8	17.2 ± 0.9	8.3 ± 0.8	96.5 ± 0.4
SA	Indigenous	468.7 ± 7.0	4.0	20.1 ± 5.2	38.1 ± 4.7	23.7 ± 5.6	10.5 ± 3.3	3.3 ± 1.7	0.3 ± 0.6	75.9 ± 5.2
	Non-Indigenous	539.2 ± 3.1	1.9	2.7 ± 0.4	15.8 ± 1.1	27.8 ± 1.1	27.0 ± 1.0	16.3 ± 1.1	8.5 ± 0.9	95.4 ± 0.7
Tas	Indigenous	512.3 ± 7.6	0.2	7.4 ± 2.7	23.3 ± 5.5	32.9 ± 5.3	22.5 ± 5.0	10.1 ± 3.6	3.6 ± 2.0	92.4 ± 2.7
	Non-Indigenous	536.9 ± 7.5	0.7	3.8 ± 1.2	16.2 ± 2.5	27.7 ± 1.8	27.2 ± 1.8	16.0 ± 2.0	8.4 ± 2.1	95.5 ± 1.2
ACT	Indigenous	504.7 ± 14.3	1.1	8.5 ± 7.1	27.6 ± 9.9	31.3 ± 10.7	18.6 ± 11.5	9.9 ± 8.3	3.0 ± 5.1	90.3 ± 7.6
	Non-Indigenous	557.5 ± 10.1	1.0	1.7 ± 0.7	11.2 ± 2.4	24.1 ± 3.2	27.3 ± 1.9	19.8 ± 2.6	14.9 ± 3.7	97.3 ± 1.1
NT	Indigenous	428.3 ± 11.3	0.8	49.0 ± 7.5	29.5 ± 4.3	13.5 ± 3.8	5.2 ± 2.2	1.7 ± 0.9	0.2 ± 0.3	50.2 ± 7.4
	Non-Indigenous	534.2 ± 9.3	1.4	3.0 ± 1.1	16.5 ± 3.2	29.9 ± 2.8	26.3 ± 2.6	15.8 ± 3.1	7.0 ± 2.6	95.6 ± 2.0
Aust	Indigenous	476.2 ± 3.4	1.6	19.8 ± 1.7	33.7 ± 1.2	25.7 ± 1.1	12.8 ± 0.9	4.8 ± 0.7	1.6 ± 0.4	78.6 ± 1.7
	Non-Indigenous	548.6 ± 1.6	1.1	2.5 ± 0.1	13.6 ± 0.4	25.9 ± 0.4	26.8 ± 0.4	17.9 ± 0.4	12.2 ± 0.6	96.4 ± 0.2

Figure 7.N3: Achievement of Year 7 Students in Numeracy, by Indigenous status, by State and Territory, 2008.

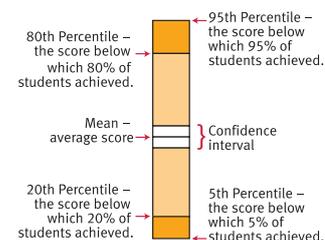


Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard. Year 7 students with results in Band 4 did not achieve the national minimum standard. Exempt students were not assessed and are deemed not to have met the national minimum standard. Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

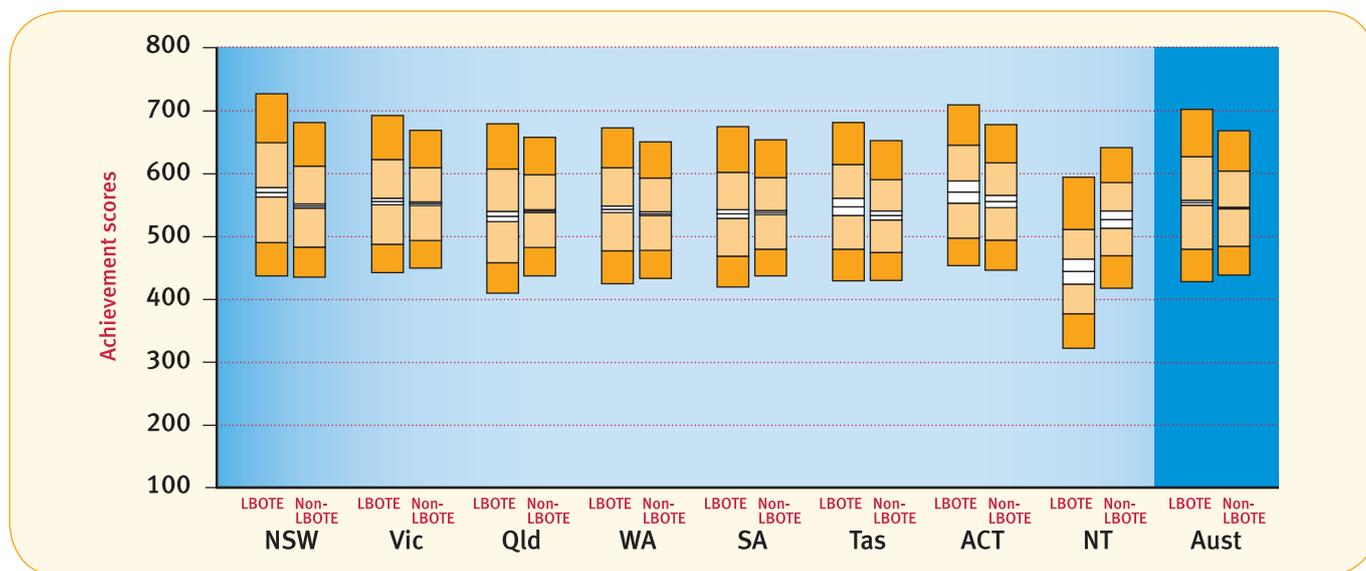


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.N4: Achievement of Year 7 Students in Numeracy, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below		Band 5	Band 6	Band 7	Band 8	
NSW	LBOTE	569.4 ± 7.6	0.8	3.2 ± 0.6	12.6 ± 1.4	20.0 ± 1.4	21.8 ± 1.3	17.6 ± 1.3	23.9 ± 3.2	96.0 ± 0.8
	Non-LBOTE	547.6 ± 3.2	0.6	3.3 ± 0.3	14.7 ± 0.8	25.4 ± 0.7	25.4 ± 0.6	17.3 ± 0.7	13.3 ± 1.3	96.1 ± 0.4
VIC	LBOTE	555.0 ± 5.5	1.9	2.3 ± 0.5	13.5 ± 1.4	24.2 ± 1.5	24.7 ± 1.1	17.5 ± 1.3	15.9 ± 2.1	95.8 ± 0.7
	Non-LBOTE	551.5 ± 2.8	1.6	1.7 ± 0.2	11.8 ± 0.8	25.7 ± 0.9	28.4 ± 0.7	19.3 ± 0.8	11.5 ± 1.0	96.7 ± 0.4
Qld	LBOTE	531.3 ± 8.1	3.1	8.2 ± 2.1	19.8 ± 2.3	22.3 ± 1.9	19.9 ± 1.5	13.9 ± 1.6	12.8 ± 2.1	88.6 ± 2.2
	Non-LBOTE	539.7 ± 2.1	1.3	3.2 ± 0.3	14.8 ± 0.6	27.6 ± 0.7	27.1 ± 0.6	17.0 ± 0.6	9.0 ± 0.6	95.5 ± 0.4
WA	LBOTE	542.5 ± 5.3	1.5	5.2 ± 1.3	15.2 ± 1.7	23.8 ± 1.8	24.2 ± 1.7	18.2 ± 2.0	11.9 ± 1.8	93.3 ± 1.7
	Non-LBOTE	535.5 ± 3.0	0.7	3.7 ± 0.5	16.5 ± 1.1	27.9 ± 1.1	27.2 ± 0.9	16.5 ± 0.9	7.5 ± 0.8	95.6 ± 0.6
SA	LBOTE	535.3 ± 6.9	5.5	5.8 ± 1.9	17.5 ± 2.4	24.2 ± 2.8	22.0 ± 2.5	14.5 ± 2.4	10.5 ± 2.1	88.7 ± 3.3
	Non-LBOTE	537.2 ± 3.2	1.5	2.9 ± 0.4	16.4 ± 1.1	28.0 ± 1.1	27.1 ± 1.0	16.1 ± 1.2	8.0 ± 0.9	95.6 ± 0.6
Tas	LBOTE	546.6 ± 13.9	2.4	4.1 ± 3.3	15.1 ± 5.7	24.4 ± 7.6	24.1 ± 10.0	15.2 ± 6.9	14.6 ± 5.9	93.5 ± 4.6
	Non-LBOTE	533.0 ± 7.2	0.6	4.2 ± 1.3	17.5 ± 2.5	28.5 ± 1.7	26.4 ± 1.8	15.4 ± 1.9	7.5 ± 1.7	95.2 ± 1.3
ACT	LBOTE	570.0 ± 17.5	1.9	0.8 ± 1.1	11.6 ± 5.5	21.6 ± 6.3	23.3 ± 5.4	17.7 ± 6.2	23.1 ± 7.7	97.3 ± 1.9
	Non-LBOTE	554.8 ± 9.7	0.9	2.0 ± 0.8	11.8 ± 2.3	24.5 ± 3.1	27.3 ± 2.0	19.6 ± 2.5	13.9 ± 3.5	97.1 ± 1.3
NT	LBOTE	443.9 ± 20.1	0.8	45.0 ± 11.1	25.2 ± 4.4	13.5 ± 4.7	8.9 ± 4.2	4.6 ± 2.3	2.0 ± 1.7	54.2 ± 10.9
	Non-LBOTE	526.3 ± 14.0	0.7	6.3 ± 4.0	17.8 ± 5.3	29.1 ± 3.5	25.1 ± 4.1	14.6 ± 3.8	6.4 ± 2.8	93.0 ± 4.3
Aust	LBOTE	553.0 ± 3.7	1.8	4.6 ± 0.5	14.5 ± 0.8	22.2 ± 0.8	22.7 ± 0.7	16.8 ± 0.7	17.4 ± 1.4	93.6 ± 0.6
	Non-LBOTE	544.4 ± 1.4	1.1	2.9 ± 0.2	14.4 ± 0.4	26.5 ± 0.4	26.8 ± 0.4	17.5 ± 0.4	10.8 ± 0.5	96.0 ± 0.2

Figure 7.N4: Achievement of Year 7 Students in Numeracy, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

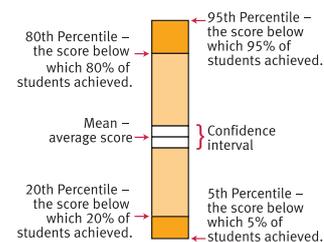
For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 7.N5: Achievement of Year 7 Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)		Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above		
NSW	<i>Metro</i>	557.7 ± 4.7	0.6	2.9 ± 0.4	13.4 ± 0.9	23.3 ± 0.9	24.2 ± 0.8	17.9 ± 0.8	17.7 ± 2.0	96.4 ± 0.4	
	<i>Provincial</i>	533.7 ± 3.2	0.7	4.4 ± 0.6	17.4 ± 1.1	27.6 ± 0.9	26.1 ± 0.9	15.6 ± 1.0	8.2 ± 0.8	95.0 ± 0.6	
	<i>Remote</i>	489.8 ± 18.7	1.6	16.0 ± 9.3	29.3 ± 6.6	25.6 ± 6.4	17.6 ± 6.2	7.8 ± 4.3	2.1 ± 2.0	82.4 ± 8.9	
	<i>Very Remote</i>	477.7 ± 61.5	1.3	24.1 ± 26.0	28.1 ± 23.0	22.0 ± 11.3	12.9 ± 14.3	9.4 ± 12.9	2.3 ± 4.5	74.7 ± 25.9	
VIC	<i>Metro</i>	556.5 ± 3.8	1.7	1.7 ± 0.3	11.4 ± 1.0	24.3 ± 1.1	27.1 ± 0.8	19.6 ± 1.0	14.3 ± 1.4	96.7 ± 0.5	
	<i>Provincial</i>	540.2 ± 3.3	1.8	2.2 ± 0.4	14.5 ± 1.1	28.3 ± 1.2	28.7 ± 1.1	16.7 ± 1.1	7.8 ± 0.9	96.1 ± 0.7	
	<i>Remote</i>	575.6 ± 23.1	2.1	0.0 ± 0.0	8.5 ± 6.6	17.9 ± 17.6	24.7 ± 17.7	28.9 ± 15.1	17.9 ± 11.1	97.9 ± 3.8	
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-	
Qld	<i>Metro</i>	543.6 ± 2.9	1.5	3.0 ± 0.4	14.2 ± 0.9	26.5 ± 1.0	27.0 ± 0.7	17.5 ± 0.7	10.4 ± 0.9	95.6 ± 0.4	
	<i>Provincial</i>	535.0 ± 2.7	1.6	3.5 ± 0.5	16.4 ± 1.1	28.6 ± 1.2	26.2 ± 1.1	16.1 ± 1.0	7.6 ± 0.8	94.9 ± 0.6	
	<i>Remote</i>	507.1 ± 9.5	1.1	9.9 ± 4.5	23.8 ± 3.7	30.2 ± 3.9	21.3 ± 3.7	10.8 ± 2.7	2.8 ± 1.4	89.0 ± 4.6	
	<i>Very Remote</i>	468.0 ± 18.9	1.1	25.7 ± 8.6	32.6 ± 5.2	19.7 ± 5.1	13.0 ± 3.9	5.8 ± 2.7	2.0 ± 1.5	73.2 ± 8.6	
WA	<i>Metro</i>	540.9 ± 3.7	1.1	2.9 ± 0.5	15.4 ± 1.3	26.9 ± 1.0	27.0 ± 0.9	17.6 ± 1.1	9.0 ± 1.0	96.0 ± 0.6	
	<i>Provincial</i>	525.0 ± 4.0	0.6	4.4 ± 1.0	19.9 ± 1.8	30.3 ± 1.9	26.5 ± 1.5	13.1 ± 1.4	5.2 ± 0.8	95.0 ± 1.0	
	<i>Remote</i>	505.1 ± 9.1	0.5	10.6 ± 3.8	24.7 ± 4.0	29.9 ± 3.6	21.5 ± 3.3	9.8 ± 2.2	3.0 ± 1.1	88.9 ± 3.8	
	<i>Very Remote</i>	467.2 ± 13.7	0.5	27.7 ± 7.2	29.8 ± 5.8	22.6 ± 4.7	11.9 ± 4.2	5.0 ± 2.6	2.5 ± 1.4	71.9 ± 7.2	
SA	<i>Metro</i>	540.9 ± 4.0	2.1	3.0 ± 0.5	15.6 ± 1.4	26.6 ± 1.3	26.5 ± 1.1	16.8 ± 1.3	9.4 ± 1.2	94.9 ± 0.9	
	<i>Provincial</i>	527.7 ± 4.1	1.9	3.7 ± 0.9	18.5 ± 1.8	30.2 ± 1.7	26.7 ± 2.0	13.6 ± 1.8	5.3 ± 1.0	94.4 ± 1.1	
	<i>Remote</i>	519.0 ± 9.9	1.0	5.1 ± 2.4	22.7 ± 5.0	30.9 ± 4.3	23.8 ± 4.4	12.4 ± 4.1	4.2 ± 1.9	93.9 ± 2.4	
	<i>Very Remote</i>	462.7 ± 33.8	1.2	31.8 ± 15.9	27.0 ± 11.2	20.2 ± 11.1	12.7 ± 9.8	5.6 ± 5.7	1.5 ± 2.7	67.0 ± 15.8	
Tas	<i>Metro</i>	539.5 ± 11.5	0.9	3.7 ± 1.6	15.5 ± 3.9	27.3 ± 3.2	26.5 ± 2.9	16.5 ± 2.8	9.5 ± 3.1	95.4 ± 1.7	
	<i>Provincial</i>	530.2 ± 9.1	0.5	4.3 ± 1.7	18.3 ± 3.2	29.1 ± 2.0	26.4 ± 2.3	14.8 ± 2.3	6.6 ± 2.2	95.2 ± 1.8	
	<i>Remote</i>	503.0 ± 5.1	1.8	8.0 ± 4.5	32.0 ± 8.1	24.7 ± 10.2	23.6 ± 6.2	7.3 ± 2.8	2.5 ± 2.1	90.2 ± 4.5	
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	
ACT	<i>Metro</i>	556.2 ± 10.0	1.0	1.9 ± 0.8	11.6 ± 2.4	24.3 ± 3.1	27.0 ± 1.8	19.6 ± 2.5	14.6 ± 3.6	97.1 ± 1.2	
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-	
	<i>Remote</i>	-	-	-	-	-	-	-	-	-	
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-	
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-	
	<i>Provincial</i>	523.8 ± 11.9	2.3	5.8 ± 2.1	19.2 ± 4.0	29.8 ± 3.2	23.6 ± 3.3	13.4 ± 3.3	5.9 ± 2.9	91.9 ± 3.6	
	<i>Remote</i>	499.5 ± 29.7	0.1	16.5 ± 11.6	24.3 ± 9.6	25.8 ± 5.3	18.5 ± 7.8	11.2 ± 6.7	3.6 ± 2.6	83.4 ± 11.7	
	<i>Very Remote</i>	417.7 ± 18.8	0.3	57.7 ± 9.8	25.4 ± 4.8	8.9 ± 4.0	5.1 ± 3.8	1.7 ± 2.0	1.0 ± 1.2	42.0 ± 9.9	
Aust	<i>Metro</i>	551.4 ± 2.0	1.2	2.6 ± 0.2	13.4 ± 0.5	24.9 ± 0.5	26.1 ± 0.4	18.2 ± 0.4	13.7 ± 0.8	96.2 ± 0.2	
	<i>Provincial</i>	534.0 ± 1.6	1.2	3.6 ± 0.3	16.9 ± 0.6	28.5 ± 0.5	26.8 ± 0.6	15.5 ± 0.6	7.4 ± 0.4	95.1 ± 0.3	
	<i>Remote</i>	506.4 ± 6.4	0.8	10.8 ± 2.7	24.4 ± 2.2	28.9 ± 2.0	21.1 ± 2.1	10.7 ± 1.7	3.3 ± 0.7	88.4 ± 2.7	
	<i>Very Remote</i>	451.1 ± 10.3	0.7	37.1 ± 5.6	28.8 ± 3.1	17.3 ± 2.7	10.1 ± 2.2	4.2 ± 1.4	1.7 ± 0.7	62.2 ± 5.7	

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.N6: Achievement of Year 7 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
NSW	Metro	493.0 ± 4.8	0.8	11.7 ± 3.1	32.6 ± 3.5	29.2 ± 2.4	16.8 ± 2.2	6.9 ± 1.5	2.1 ± 0.9	87.5 ± 3.2
	Provincial	482.5 ± 4.5	0.9	15.7 ± 2.8	36.2 ± 2.9	27.2 ± 2.2	13.0 ± 1.9	5.4 ± 1.4	1.7 ± 0.7	83.4 ± 2.9
	Remote	462.2 ± 20.4	0.7	26.1 ± 12.4	37.1 ± 9.1	23.2 ± 9.3	9.4 ± 7.3	3.3 ± 4.1	0.1 ± 0.9	73.2 ± 12.2
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Metro	496.0 ± 7.2	3.1	8.0 ± 4.3	32.5 ± 5.6	31.8 ± 6.2	17.3 ± 5.1	5.2 ± 3.3	2.1 ± 1.6	88.9 ± 4.6
	Provincial	489.9 ± 7.6	2.7	10.3 ± 4.5	35.3 ± 7.0	29.7 ± 5.7	16.1 ± 4.3	3.9 ± 2.4	1.9 ± 1.6	87.0 ± 4.8
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	497.3 ± 11.8	1.9	10.8 ± 2.5	31.0 ± 4.6	28.7 ± 4.1	16.7 ± 2.4	7.4 ± 3.2	3.4 ± 2.4	87.3 ± 2.6
	Provincial	486.3 ± 6.1	3.5	12.4 ± 3.5	33.5 ± 3.5	30.0 ± 3.3	14.0 ± 2.1	5.2 ± 1.5	1.3 ± 0.7	84.1 ± 3.7
	Remote	456.4 ± 16.0	1.3	29.6 ± 12.6	36.8 ± 10.0	22.9 ± 8.7	7.0 ± 5.6	2.3 ± 2.2	0.1 ± 0.5	69.2 ± 12.7
	Very Remote	431.2 ± 18.6	1.2	39.7 ± 10.1	40.3 ± 6.5	13.2 ± 5.4	4.6 ± 2.6	0.7 ± 0.8	0.2 ± 0.4	59.0 ± 10.0
WA	Metro	480.6 ± 5.8	1.5	14.3 ± 3.5	36.0 ± 4.3	31.2 ± 4.1	13.1 ± 3.7	3.1 ± 1.7	0.8 ± 0.7	84.2 ± 3.6
	Provincial	476.0 ± 8.4	1.2	17.2 ± 6.4	39.4 ± 6.6	25.9 ± 4.7	11.1 ± 3.9	2.6 ± 2.0	2.6 ± 1.8	81.7 ± 6.3
	Remote	454.9 ± 13.2	0.6	30.4 ± 9.6	36.4 ± 7.4	22.1 ± 6.9	7.8 ± 4.5	2.2 ± 1.9	0.4 ± 0.8	68.9 ± 9.6
	Very Remote	427.5 ± 12.2	0.7	45.4 ± 8.5	35.8 ± 7.6	13.6 ± 4.3	3.8 ± 3.3	0.4 ± 1.1	0.2 ± 0.8	53.8 ± 8.6
SA	Metro	482.2 ± 7.2	4.5	12.9 ± 5.1	36.3 ± 7.5	29.1 ± 8.4	12.8 ± 5.2	3.9 ± 2.5	0.6 ± 1.1	82.6 ± 5.2
	Provincial	472.3 ± 10.6	4.7	16.9 ± 7.8	39.4 ± 7.6	23.3 ± 7.2	11.8 ± 5.3	3.8 ± 3.4	0.1 ± 0.6	78.4 ± 8.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	417.9 ± 21.8	1.3	50.7 ± 18.4	39.7 ± 16.9	7.5 ± 7.8	0.8 ± 2.7	0.0 ± 0.0	0.0 ± 0.0	48.0 ± 18.1
Tas	Metro	511.3 ± 15.6	0.6	9.2 ± 4.7	24.4 ± 11.5	30.4 ± 12.4	21.1 ± 8.5	8.8 ± 6.2	5.5 ± 4.7	90.2 ± 4.8
	Provincial	513.2 ± 8.5	0.0	6.5 ± 3.6	22.4 ± 6.9	34.0 ± 5.2	24.0 ± 5.7	10.8 ± 3.9	2.4 ± 1.9	93.5 ± 3.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	504.7 ± 14.3	1.1	8.5 ± 7.1	27.6 ± 9.9	31.3 ± 10.7	18.6 ± 11.5	9.9 ± 8.3	3.0 ± 5.1	90.3 ± 7.6
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	483.0 ± 12.0	2.6	17.2 ± 6.8	30.8 ± 8.4	27.2 ± 5.6	16.3 ± 7.5	5.5 ± 4.2	0.3 ± 0.8	80.2 ± 6.9
	Remote	446.2 ± 18.4	0.3	36.9 ± 15.0	36.8 ± 10.5	19.8 ± 9.2	4.1 ± 3.7	1.7 ± 2.2	0.3 ± 0.7	62.7 ± 15.0
	Very Remote	402.8 ± 7.8	0.4	64.7 ± 6.0	26.6 ± 4.7	6.3 ± 2.8	1.6 ± 1.6	0.3 ± 0.6	0.1 ± 0.3	34.9 ± 6.0
Aust	Metro	493.5 ± 4.9	1.7	11.3 ± 1.4	32.3 ± 2.0	29.5 ± 1.8	16.3 ± 1.3	6.4 ± 1.4	2.5 ± 1.0	87.0 ± 1.4
	Provincial	485.0 ± 2.9	2.0	14.1 ± 1.6	34.7 ± 1.7	28.3 ± 1.6	14.1 ± 1.4	5.2 ± 0.9	1.6 ± 0.5	83.9 ± 1.6
	Remote	453.9 ± 8.4	0.7	31.5 ± 6.7	36.9 ± 5.1	21.6 ± 4.0	6.6 ± 2.3	2.3 ± 1.3	0.3 ± 0.4	67.8 ± 6.7
	Very Remote	416.9 ± 7.4	0.7	52.9 ± 5.6	32.8 ± 3.7	10.1 ± 2.4	2.9 ± 1.3	0.5 ± 0.5	0.2 ± 0.3	46.4 ± 5.6

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 7.N7: Achievement of Year 7 Students in Numeracy, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Bachelor degree or above	584.8 ± 2.9	0.9	0.8 ± 0.1	5.4 ± 0.3	16.7 ± 0.6	26.9 ± 0.8	25.1 ± 0.6	24.4 ± 1.5	98.4 ± 0.2
Advanced diploma/diploma	552.7 ± 1.7	0.9	1.7 ± 0.3	11.1 ± 0.6	25.3 ± 0.9	29.7 ± 0.7	19.5 ± 0.7	11.7 ± 0.8	97.3 ± 0.3
Cert I to IV	533.5 ± 1.2	1.1	3.0 ± 0.2	16.6 ± 0.5	30.3 ± 0.5	27.5 ± 0.6	14.9 ± 0.5	6.7 ± 0.4	96.0 ± 0.3
Year 12 or equivalent	540.8 ± 2.4	1.4	3.0 ± 0.3	15.1 ± 0.9	27.5 ± 1.2	26.9 ± 1.0	16.7 ± 0.7	9.3 ± 1.0	95.6 ± 0.4
Year 11 or equivalent or below	510.6 ± 1.6	2.5	7.2 ± 0.5	25.0 ± 0.8	30.7 ± 0.7	21.0 ± 0.6	9.5 ± 0.4	4.1 ± 0.4	90.2 ± 0.6
Not stated	541.7 ± 2.3	1.1	4.1 ± 0.3	15.5 ± 0.6	26.1 ± 0.6	25.3 ± 0.5	16.6 ± 0.6	11.3 ± 0.8	94.8 ± 0.4

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 7 students with parental education 'not stated' is 40%.

Table 7.N8: Achievement of Year 7 Students in Numeracy, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above	
Senior management and qualified professionals	578.0 ± 2.4	0.7	1.0 ± 0.1	6.5 ± 0.4	18.3 ± 0.7	27.5 ± 0.7	24.2 ± 0.6	21.7 ± 1.2	98.3 ± 0.2
Other business managers and associate professionals	556.6 ± 1.8	0.8	1.4 ± 0.2	10.3 ± 0.4	25.0 ± 0.6	29.3 ± 0.7	20.1 ± 0.6	13.1 ± 0.8	97.8 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	538.0 ± 1.3	1.1	2.4 ± 0.2	15.3 ± 0.5	29.7 ± 0.5	28.0 ± 0.7	15.7 ± 0.6	7.8 ± 0.5	96.4 ± 0.3
Machine operators, hospitality staff, assistants, labourers	524.0 ± 2.0	1.6	4.8 ± 0.4	21.3 ± 0.7	30.4 ± 0.7	23.3 ± 0.6	12.1 ± 0.6	6.6 ± 0.7	93.6 ± 0.4
Not in paid work in the previous 12 months	508.0 ± 2.2	5.1	9.0 ± 0.7	25.6 ± 1.0	27.7 ± 0.9	18.8 ± 0.8	9.2 ± 0.7	4.6 ± 0.5	85.9 ± 1.0
Not stated	539.9 ± 2.3	1.1	4.3 ± 0.3	16.2 ± 0.6	26.2 ± 0.6	25.0 ± 0.5	16.2 ± 0.6	11.0 ± 0.8	94.6 ± 0.3

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 7, Band 5 represents the national minimum standard.

Year 7 students with results in Band 5 or above performed at or above the national minimum standard.

Year 7 students with results in Band 4 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 7 students with parental occupation 'not stated' is 42%.

Table 7.A1: Year 7 Student Participation in Assessment, by State and Territory, 2008.

State/Territory Average Age/ Years of Schooling		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW 12yrs 7mths 7yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	85350 96.6	85497 96.7	85600 96.8	85600 96.8	85110 96.3
VIC 12yrs 9mths 7yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	63760 95.7	63648 95.5	63790 95.7	63790 95.7	63880 95.8
Qld 12yrs 1mth 6yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	56296 97.7	56271 97.7	56389 97.9	56389 97.9	56191 97.5
WA 12yrs 0mths 6yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	27379 95.7	27367 95.7	27459 96.0	27459 96.0	27293 95.4
SA 12yrs 6mths 7yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	19222 96.8	19165 96.5	19225 96.8	19225 96.8	19171 96.5
Tas 12yrs 10mths 7yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	6422 95.6	6391 95.1	6424 95.6	6424 95.6	6401 95.2
ACT 12yrs 8mths 7yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	4527 95.0	4521 94.9	4544 95.3	4544 95.3	4523 94.9
NT 12yrs 6mths 7yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	2671 79.5	2647 78.8	2652 78.9	2652 78.9	2706 80.5
Aust 12yrs 5mths 7yrs 0mths	<i>Number participated</i> <i>Participation rate (%)</i>	265627 96.3	265507 96.2	266083 96.4	266083 96.4	265275 96.1

Notes:

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 7 students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

The average age and years of schooling are determined as at the time of testing.

Table 7.A2: Year 7 Indigenous Student Participation in Assessment, by State and Territory, 2008.

State/Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	<i>Number participated</i>	3432	3450	3458	3458	3387
	<i>Participation rate (%)</i>	89.5	90.0	90.2	90.2	88.3
VIC	<i>Number participated</i>	671	668	676	676	682
	<i>Participation rate (%)</i>	85.2	84.8	85.8	85.8	86.5
Qld	<i>Number participated</i>	3842	3835	3857	3857	3823
	<i>Participation rate (%)</i>	94.7	94.5	95.1	95.1	94.2
WA	<i>Number participated</i>	1559	1557	1570	1570	1515
	<i>Participation rate (%)</i>	86.3	86.2	86.9	86.9	83.8
SA	<i>Number participated</i>	581	573	591	591	569
	<i>Participation rate (%)</i>	95.7	94.4	97.4	97.4	93.7
Tas	<i>Number participated</i>	439	437	441	441	442
	<i>Participation rate (%)</i>	93.0	92.6	93.4	93.4	93.6
ACT	<i>Number participated</i>	70	70	69	69	72
	<i>Participation rate (%)</i>	80.5	80.5	79.3	79.3	82.8
NT	<i>Number participated</i>	900	873	883	883	933
	<i>Participation rate (%)</i>	63.2	61.3	62.0	62.0	65.5
Aust	<i>Number participated</i>	11494	11463	11545	11545	11423
	<i>Participation rate (%)</i>	87.9	87.7	88.3	88.3	87.4

Notes:

Participation rates are calculated on the basis of all assessed and exempt Indigenous students as a percentage of the total number of Year 7 Indigenous students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 7.A3: Percentage of Year 7 Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	3	3	3	3	4
	<i>Assessed</i>	96	96	96	96	96
Vic	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	4	5	4	4	4
	<i>Assessed</i>	94	94	94	94	94
Qld	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	2	2	2	2	2
	<i>Assessed</i>	96	96	96	96	96
WA	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	4	4	4	4	5
	<i>Assessed</i>	95	95	95	95	94
SA	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	3	4	3	3	4
	<i>Assessed</i>	95	94	95	95	94
Tas	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	4	5	4	4	5
	<i>Assessed</i>	95	94	95	95	95
ACT	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	5	5	5	5	5
	<i>Assessed</i>	94	94	94	94	94
NT	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	21	21	21	21	19
	<i>Assessed</i>	78	77	78	78	79
Aust	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	4	4	4	4	4
	<i>Assessed</i>	95	95	95	95	95

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 7.A4: Percentage of Year 7 Indigenous Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	10	10	10	10	12
	<i>Assessed</i>	89	89	89	89	88
Vic	<i>Exempt</i>	3	3	3	3	3
	<i>Absent/Withdrawn</i>	15	15	14	14	13
	<i>Assessed</i>	82	82	83	83	84
Qld	<i>Exempt</i>	2	2	3	3	2
	<i>Absent/Withdrawn</i>	5	5	5	5	6
	<i>Assessed</i>	92	92	93	93	92
WA	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	14	14	13	13	16
	<i>Assessed</i>	85	85	86	86	83
SA	<i>Exempt</i>	4	4	4	4	4
	<i>Absent/Withdrawn</i>	4	6	3	3	6
	<i>Assessed</i>	92	90	93	93	90
Tas	<i>Exempt</i>	0	0	0	0	0
	<i>Absent/Withdrawn</i>	7	7	7	7	6
	<i>Assessed</i>	93	92	93	93	93
ACT	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	20	20	21	21	17
	<i>Assessed</i>	79	79	78	78	82
NT	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	37	39	38	38	34
	<i>Assessed</i>	62	60	61	61	65
Aust	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	12	12	12	12	13
	<i>Assessed</i>	86	86	87	87	86

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 7.A5: Percentage of Year 7 LBOTE Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	2	2	2	2	2
	<i>Assessed</i>	97	97	97	97	97
Vic	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	4	4	4	4	3
	<i>Assessed</i>	95	95	95	95	95
Qld	<i>Exempt</i>	4	4	4	4	3
	<i>Absent/Withdrawn</i>	3	3	2	2	3
	<i>Assessed</i>	94	94	94	94	94
WA	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	4	4	4	4	4
	<i>Assessed</i>	94	95	95	95	94
SA	<i>Exempt</i>	6	6	6	6	5
	<i>Absent/Withdrawn</i>	2	2	2	2	2
	<i>Assessed</i>	93	92	93	93	92
Tas	<i>Exempt</i>	3	4	4	4	2
	<i>Absent/Withdrawn</i>	5	5	4	4	4
	<i>Assessed</i>	92	91	92	92	93
ACT	<i>Exempt</i>	2	2	3	3	2
	<i>Absent/Withdrawn</i>	4	3	3	3	3
	<i>Assessed</i>	94	94	94	94	95
NT	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	24	26	26	26	24
	<i>Assessed</i>	75	73	73	73	76
Aust	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	3	3	3	3	3
	<i>Assessed</i>	95	95	95	95	95

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 7.A6: Year 7 Indigenous and LBOTE students as proportions of Year 7 students by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Indigenous</i>	4	4	4	4	4
	<i>LBOTE</i>	27	27	27	27	27
Vic	<i>Indigenous</i>	1	1	1	1	1
	<i>LBOTE</i>	24	24	24	24	24
Qld	<i>Indigenous</i>	7	7	7	7	7
	<i>LBOTE</i>	9	9	9	9	9
WA	<i>Indigenous</i>	5	5	5	5	5
	<i>LBOTE</i>	14	14	14	14	14
SA	<i>Indigenous</i>	3	3	3	3	3
	<i>LBOTE</i>	10	10	11	11	10
Tas	<i>Indigenous</i>	7	7	7	7	7
	<i>LBOTE</i>	3	3	3	3	3
ACT	<i>Indigenous</i>	1	1	1	1	2
	<i>LBOTE</i>	7	8	8	8	8
NT	<i>Indigenous</i>	27	26	26	26	28
	<i>LBOTE</i>	20	20	20	20	20
Aust	<i>Indigenous</i>	4	4	4	4	4
	<i>LBOTE</i>	19	19	19	19	19

Notes:

Proportions are calculated on the basis of all assessed and exempt Indigenous or LBOTE students as a percentage of the total number of Year 7 students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Year 7

Overall National and Jurisdiction Results

Tables 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 show the percentage of Year 7 students estimated to be in achievement bands 4 (and below) to 9 (and above) for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall. Tables 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 also give the mean scores and the participation rates. Figures 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall.

The percentage of students located in each band represents assessed students. This includes students who sat the test and students who were formally exempt from participating. Exempt students are deemed as being below the national minimum standard. Exempt students have not been included in the computation of the means or standard deviations and they are not included in Figures 7.R1, 7.W1, 7.S1, 7.G1 and 7.N1.

For each domain, in excess of 90 per cent of Australian students are estimated to be working at or above the national minimum standard. In the case of Numeracy, over 95 per cent of Australian students are estimated to be working at or above the national minimum standard. As was the case for Years 3 and 5, the percentage of students estimated to be working at or above the national minimum standard is greatest for Victoria, New South Wales and the Australian Capital Territory. While for Year 3 and Year 5 the Queensland results showed a slightly smaller proportion of students estimated to be working at or above the national minimum standard, this was not the case at Year 7, where the Queensland results are broadly equivalent to those of Western Australia, South Australia and Tasmania. The results for the Northern Territory differ markedly from those for other jurisdictions, with 60 per cent of students estimated to be working at or above the national minimum standard for Grammar and Punctuation, through to 76 per cent of students estimated to be working at or above the national minimum standard for Numeracy. The Northern Territory is also distinctive in that the achievement distribution has a considerably larger variance than do the distributions for the

other jurisdictions for all domains except Numeracy.

For Australia overall, the mean scores for Year 7 students range from 529 in Grammar and Punctuation to 545 in Numeracy. These mean scores are between 33 and 69 points higher than the mean scores for Year 5 students, and between 119 and 148 points higher than the mean scores for Year 3 students. The extent to which achievement in the Northern Territory is below that of other jurisdictions is highlighted by the finding that the mean scores for the Northern Territory Year 7 students lie midway between the national mean scores for Year 3 and Year 5 students, with the exception of Numeracy.

Sex

Tables 7.R2, 7.W2, 7.S2, 7.G2 and 7.N2 show the percentage of Year 7 male and female students estimated to be in achievement bands 4 (and below) to 9 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall.

In every jurisdiction and for each literacy domain, the percentage of students estimated to be working at or above the national minimum standard is greater for females than for males. The differences are largest for Writing, at 6.7 percentage points for Australia overall. For Numeracy, there was no difference in the percentages of male and female Year 7 students who achieved at or above the national minimum standard.

Across Australia, the exemption rate for male students is about 0.5 percentage points higher than the exemption rate for female students, which is smaller than the difference observed at Year 3 and Year 5. The difference in the exemption rate varies across jurisdictions. In South Australia, the difference is about 1.1 percentage points, in Victoria and Queensland about 0.7 percentage points, and smaller still in New South Wales, Western Australia, the Northern Territory and Tasmania at 0.5 percentage points or less.

The mean scores, which do not include exempted students, show that the numeracy means are higher for male students in every jurisdiction, whereas for all other areas the mean

scores of female students exceed those of male students. As with the percentages estimated to be working at or above the national minimum standard, the average of the gender differences in the means is smallest for Tasmania. For the remaining jurisdictions the differences are similar.

The national gender differences in the means – 10 points higher for female students for Reading, 33 points higher for female students for Writing, 20 points higher for female students for Spelling, 24 points higher for female students for Grammar and Punctuation, and 15 points higher for male students for Numeracy – are consistent with the Year 3 and Year 5 results. However, as growth from Year 3 to Year 5 on the NAPLAN scale is more than the growth from Year 5 to Year 7, these gender differences represent larger disparity, relative to years of schooling, than the differences noted at Year 5.

Indigenous

Tables 7.R3, 7.W3, 7.S3, 7.G3 and 7.N3 show the percentage of Year 7 Indigenous and non-Indigenous students estimated to be in achievement bands 4 (and below) to 9 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, respectively. The results are provided for each jurisdiction and for Australia overall.

The percentage of students estimated to be working at or above the national minimum standard is markedly lower for Indigenous students than for non-Indigenous students in all jurisdictions. In the Northern Territory, Indigenous students are one-quarter to one-third as likely to be achieving at or above national minimum standards in literacy domains and half as likely to be achieving at or above national minimum standard in Numeracy. Across Australia, a smaller proportion of Indigenous students is likely to be achieving at or above the national minimum standard compared to their non-Indigenous peers. The difference ranges from 18 percentage points in Numeracy to 30 percentage points in Grammar and Punctuation.

Similarly, the mean score for Indigenous students is substantially lower than that for non-Indigenous students, and is cause for major concern. In Reading, for example, the difference in the means across Australia is 74 points, the difference in the Northern Territory is 145 points and in Western Australia it is 83 points.

Language Background Other Than English (LBOTE)

Tables 7.R4, 7.W4, 7.S4, 7.G4 and 7.N4 show the percentage of Year 7 LBOTE and non-LBOTE students estimated to be in achievement bands 4 (and below) to 9 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall.

The difference between the percentage of Year 7 LBOTE and non-LBOTE students estimated to have achieved at or above the national minimum standard varies across jurisdictions and domains. The smallest differences are in Victoria, the Australian Capital Territory and New South Wales, whilst the largest differences are in the South Australia, Northern Territory and Queensland. It should be noted, however, that many Indigenous students in remote communities in the Northern Territory are also considered to be LBOTE students. This is also true for students in Queensland, South Australia and Western Australia, although to a lesser extent.

The differences between LBOTE and non-LBOTE students estimated to be working at or above the national minimum standard can be explained in part by the greater exemption rate for LBOTE students, typically just under 1 percentage point.

Although there is marked variation between jurisdictions, for Australia overall mean scores of LBOTE students exceed the mean scores of non-LBOTE students in Writing, Spelling and Numeracy.

Also noteworthy are the large differences in the exemptions in Tasmania, South Australia and Queensland. Tasmania, it should be noted, has smaller numbers of LBOTE students compared to other jurisdictions.

Geolocation

Tables 7.R5, 7.W5, 7.S5, 7.G5 and 7.N5 show the percentage of Year 7 students, by geographic location, estimated to be in achievement bands 4 (and below) to 9 (and above) and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. Tables 7.R6, 7.W6, 7.S6, 7.G6 and 7.N6 show the corresponding information for Indigenous students only.

Across Australia, Year 7 students in metropolitan areas are

estimated to be working at or above the national minimum standards at slightly higher rates than students in provincial and remote areas. Similarly, the mean scores for students in metropolitan areas are higher than for students in provincial areas, which are in turn higher than for those in remote areas. Students in very remote areas have the lowest means and the smallest proportion of students estimated to be working at or above the national minimum standards. These results hold for each of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, and for all jurisdictions with the exception of Victoria. As the proportion of remote students in Victoria is small, the observation may be unique to this state.

The achievement patterns by geographic location are similar for Indigenous students and for all students.

Student Achievement and Parental Education and Parental Occupation

Tables 7.R7, 7.W7, 7.S7, 7.G7, 7.N7, 7.R8, 7.W8, 7.S8, 7.G8 and 7.N8 illustrate the relationships between parental occupation and parental education, and student achievement. For each domain, the student mean scores are higher for students whose parents have higher levels of education. The relationships between the mean scores of students with parents from different occupation categories are consistent with those found in previous research and statewide assessments.

It is important to note that these results are indicative

only, as parental education and occupation data were only available for 50-60 per cent of students nationally, as noted in the table footnotes.

In terms of estimated percentages of students working at or above the national minimum standard, the differences can be quite large. For example, students whose parents have a degree are between 9 (Numeracy) and 16 (Grammar and Punctuation) per cent more likely to be at or above the national minimum standard than students whose parents have a Year 11 equivalent or below. Similarly, students whose parents are from the occupational category *Senior management and qualified professionals* are between 14 (Numeracy) and 24 (Grammar and Punctuation) per cent more likely to be at or above the national minimum standard than students whose parents have not been in paid employment for the past 12 months.

Participation

Tables 7.A1 to 7.A6 describe the participating populations and the rates of exemptions and absences by jurisdiction.



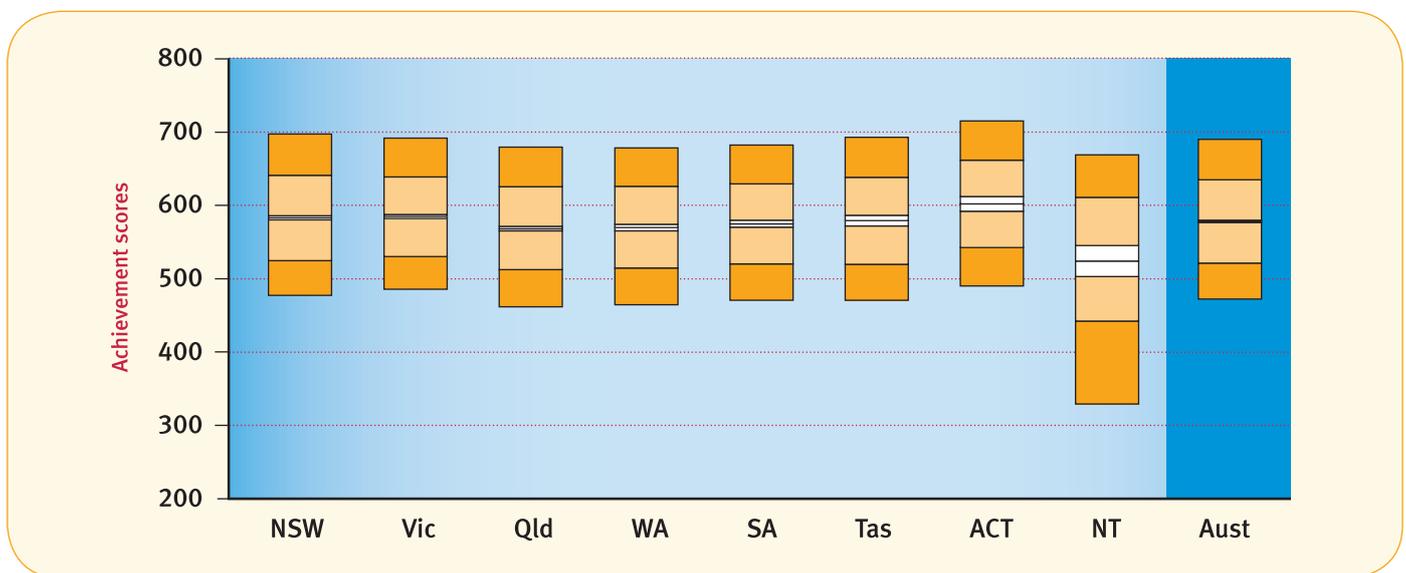
NAPLAN Year 9

NAPLAN Year 9

Table 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score / Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	583.1 ± 2.8 66.9	94.2	0.5	5.1 ± 0.4	17.2 ± 0.8	28.1 ± 0.7	26.6 ± 0.7	15.7 ± 0.8	6.8 ± 0.9	94.4 ± 0.5	
VIC	14yrs 9mths 9yrs 4mths	584.6 ± 3.0 62.6	92.2	1.8	3.6 ± 0.4	15.7 ± 0.9	29.9 ± 0.9	27.6 ± 0.7	15.6 ± 0.9	5.8 ± 0.9	94.7 ± 0.4	
Qld	14yrs 1mth 8yrs 4mths	568.2 ± 3.3 68.0	94.9	1.4	8.2 ± 0.8	19.7 ± 0.9	29.9 ± 0.8	24.5 ± 0.8	12.4 ± 0.9	3.9 ± 0.5	90.5 ± 0.9	
WA	14yrs 0mths 8yrs 4mths	569.8 ± 4.6 65.6	93.1	0.6	7.6 ± 1.1	19.6 ± 1.6	30.2 ± 1.1	25.4 ± 1.3	12.7 ± 1.3	3.8 ± 0.8	91.8 ± 1.1	
SA	14yrs 6mths 9yrs 4mths	574.9 ± 5.0 64.1	93.6	2.2	6.1 ± 1.1	17.8 ± 1.6	30.1 ± 1.3	26.3 ± 1.5	13.2 ± 1.4	4.3 ± 0.9	91.7 ± 1.8	
Tas	14yrs 10mths 9yrs 4mths	578.8 ± 7.3 67.9	91.1	0.7	6.4 ± 1.7	17.8 ± 2.3	28.6 ± 2.2	25.3 ± 2.1	15.1 ± 2.2	6.1 ± 1.5	93.0 ± 1.7	
ACT	14yrs 8mths 9yrs 4mths	601.9 ± 10.0 68.4	92.4	0.3	3.1 ± 1.2	12.3 ± 2.5	23.8 ± 3.2	28.3 ± 2.1	20.6 ± 3.0	11.6 ± 3.3	96.6 ± 1.3	
NT	14yrs 5mths 9yrs 4mths	524.2 ± 21.6 101.8	79.9	1.9	28.2 ± 8.7	17.7 ± 3.0	21.9 ± 3.5	17.9 ± 3.5	9.5 ± 2.6	2.9 ± 1.5	69.9 ± 8.3	
Aust	14yrs 5mths 9yrs 0mths	578.0 ± 1.5 67.0	93.5	1.2	5.9 ± 0.3	17.6 ± 0.5	29.1 ± 0.4	26.2 ± 0.4	14.5 ± 0.4	5.5 ± 0.4	92.9 ± 0.4	

Figure 9.R1: Achievement of Year 9 Students in Reading, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

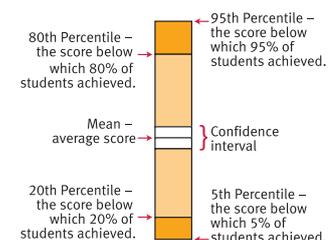
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 9 students reported by schools which includes those absent and withdrawn.

Reading the graph

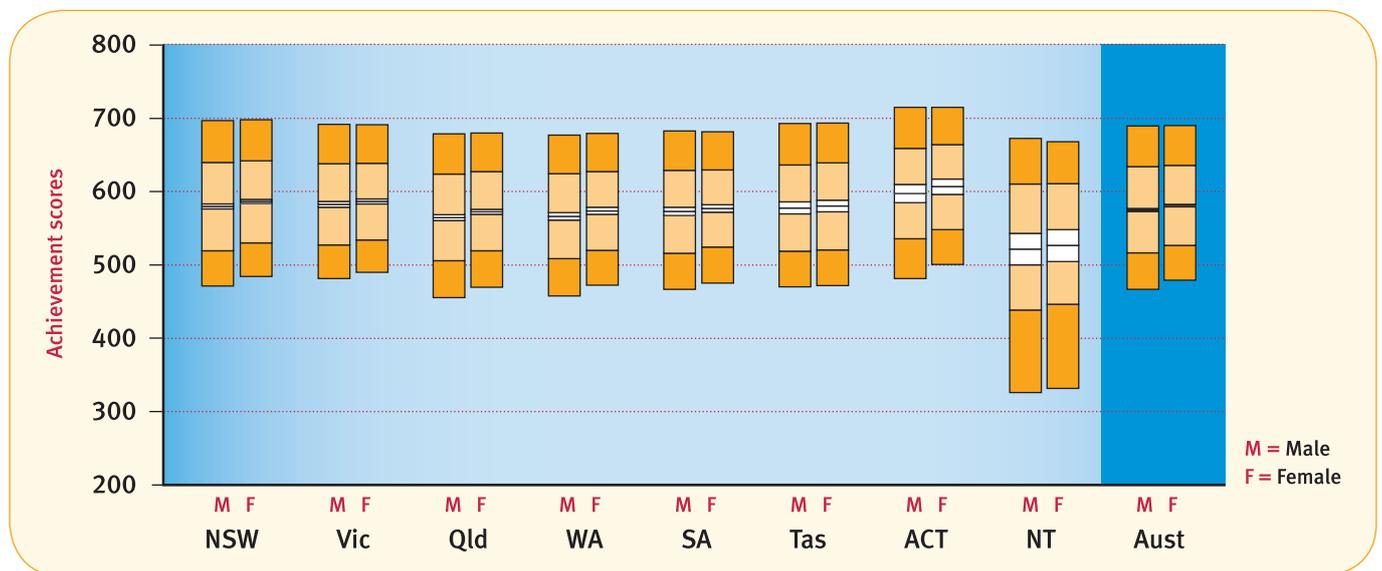


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	579.9 ± 3.4	0.7	6.3 ± 0.6	18.3 ± 1.1	27.4 ± 0.9	25.4 ± 0.8	15.2 ± 1.0	6.7 ± 1.1	93.1 ± 0.6
	Female	586.5 ± 3.0	0.4	3.8 ± 0.4	15.9 ± 0.9	28.8 ± 0.9	27.8 ± 0.8	16.3 ± 0.9	6.9 ± 1.0	95.8 ± 0.5
VIC	Male	582.7 ± 3.9	2.3	4.2 ± 0.4	16.6 ± 1.1	29.3 ± 1.2	26.5 ± 0.9	15.3 ± 1.1	5.8 ± 1.3	93.5 ± 0.7
	Female	586.5 ± 3.1	1.3	2.9 ± 0.4	14.8 ± 1.0	30.5 ± 1.0	28.8 ± 1.0	15.8 ± 1.0	5.8 ± 1.0	95.8 ± 0.5
Qld	Male	564.5 ± 3.8	1.6	9.8 ± 1.0	20.8 ± 1.1	28.7 ± 0.9	23.3 ± 0.9	11.9 ± 1.0	3.9 ± 0.7	88.6 ± 1.1
	Female	572.2 ± 3.4	1.1	6.4 ± 0.7	18.5 ± 1.1	31.1 ± 1.0	25.9 ± 1.0	13.0 ± 1.1	4.0 ± 0.6	92.5 ± 0.8
WA	Male	566.2 ± 5.2	0.8	9.1 ± 1.3	20.6 ± 1.8	29.3 ± 1.2	24.2 ± 1.5	12.3 ± 1.5	3.7 ± 0.8	90.1 ± 1.3
	Female	573.7 ± 4.8	0.5	6.0 ± 1.0	18.5 ± 1.8	31.2 ± 1.4	26.7 ± 1.5	13.1 ± 1.5	4.0 ± 0.9	93.5 ± 1.0
SA	Male	572.9 ± 5.5	2.7	6.9 ± 1.3	18.7 ± 1.8	28.8 ± 1.5	25.6 ± 1.6	12.9 ± 1.5	4.4 ± 1.1	90.4 ± 2.0
	Female	576.8 ± 5.2	1.8	5.3 ± 1.1	16.9 ± 1.8	31.3 ± 1.7	27.0 ± 1.7	13.5 ± 1.6	4.3 ± 0.9	92.9 ± 1.7
Tas	Male	577.6 ± 8.2	0.6	6.6 ± 1.9	18.0 ± 2.5	29.2 ± 2.8	25.0 ± 2.6	14.6 ± 2.5	6.0 ± 1.7	92.8 ± 2.0
	Female	580.2 ± 7.8	0.7	6.1 ± 1.8	17.6 ± 2.8	28.0 ± 2.3	25.7 ± 2.4	15.7 ± 2.4	6.2 ± 1.7	93.2 ± 1.8
ACT	Male	597.0 ± 12.4	0.3	4.3 ± 1.8	13.5 ± 3.2	24.0 ± 3.7	27.7 ± 3.3	19.3 ± 3.6	10.9 ± 4.2	95.4 ± 1.8
	Female	606.6 ± 10.3	0.3	1.8 ± 1.1	11.1 ± 2.9	23.5 ± 3.8	29.0 ± 2.3	21.9 ± 3.5	12.4 ± 3.6	97.9 ± 1.1
NT	Male	521.9 ± 21.4	2.2	29.2 ± 8.5	17.9 ± 3.3	21.4 ± 3.8	16.6 ± 3.6	9.5 ± 2.9	3.2 ± 2.0	68.5 ± 8.3
	Female	526.7 ± 21.7	1.6	27.0 ± 9.0	17.5 ± 3.4	22.4 ± 4.0	19.3 ± 4.2	9.6 ± 2.8	2.6 ± 1.3	71.4 ± 8.5
Aust	Male	575.0 ± 1.9	1.4	7.1 ± 0.4	18.6 ± 0.5	28.4 ± 0.5	25.1 ± 0.4	14.1 ± 0.5	5.4 ± 0.5	91.5 ± 0.4
	Female	581.0 ± 1.6	0.9	4.8 ± 0.3	16.5 ± 0.5	30.0 ± 0.5	27.3 ± 0.5	15.0 ± 0.5	5.6 ± 0.5	94.4 ± 0.3

Figure 9.R2: Achievement of Year 9 Students in Reading, by Sex, by State and Territory, 2008.



Notes:

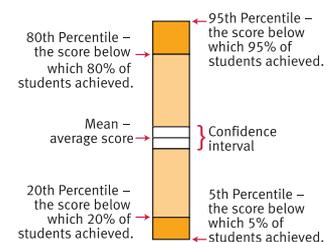
The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

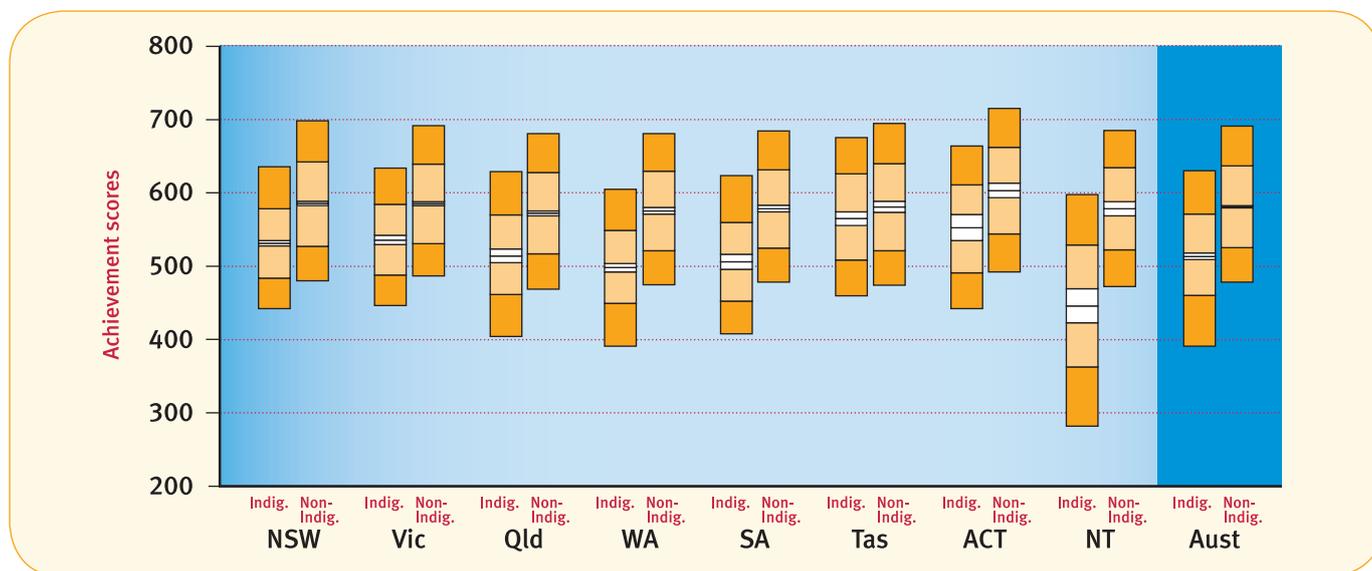


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.R3: Achievement of Year 9 Students in Reading, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Indigenous	531.7 ± 3.6	0.9	16.7 ± 2.1	33.9 ± 2.2	30.3 ± 2.3	13.0 ± 1.5	4.2 ± 0.9	1.0 ± 0.4	82.3 ± 2.2
	Non-Indigenous	585.5 ± 2.8	0.5	4.5 ± 0.4	16.4 ± 0.8	28.1 ± 0.7	27.2 ± 0.7	16.3 ± 0.8	7.1 ± 0.9	95.1 ± 0.4
VIC	Indigenous	536.0 ± 6.0	6.1	13.9 ± 3.4	30.8 ± 4.3	29.6 ± 4.0	15.1 ± 2.8	3.9 ± 1.9	0.5 ± 0.6	79.9 ± 4.1
	Non-Indigenous	585.2 ± 2.9	1.6	3.4 ± 0.3	15.5 ± 0.9	29.9 ± 0.9	27.9 ± 0.7	15.8 ± 0.9	5.9 ± 0.9	95.0 ± 0.5
Qld	Indigenous	514.2 ± 9.3	2.3	27.7 ± 3.9	30.9 ± 2.5	24.0 ± 2.1	10.9 ± 2.3	3.4 ± 1.7	0.8 ± 0.6	70.0 ± 4.0
	Non-Indigenous	572.2 ± 3.1	1.3	6.7 ± 0.7	18.8 ± 0.9	30.3 ± 0.8	25.5 ± 0.7	13.1 ± 0.9	4.2 ± 0.6	92.0 ± 0.8
WA	Indigenous	498.3 ± 5.7	0.9	36.3 ± 3.9	33.4 ± 2.9	20.0 ± 2.2	7.7 ± 1.8	1.6 ± 0.7	0.2 ± 0.2	62.8 ± 3.9
	Non-Indigenous	575.6 ± 4.4	0.5	5.5 ± 0.8	18.4 ± 1.6	30.7 ± 1.1	26.8 ± 1.3	13.8 ± 1.4	4.2 ± 0.8	94.0 ± 0.9
SA	Indigenous	506.3 ± 10.1	3.9	33.6 ± 6.3	30.2 ± 5.1	20.7 ± 5.6	8.2 ± 3.2	3.0 ± 2.2	0.5 ± 0.9	62.5 ± 6.5
	Non-Indigenous	578.5 ± 4.6	1.7	4.8 ± 0.9	17.1 ± 1.5	30.4 ± 1.3	27.4 ± 1.4	14.0 ± 1.4	4.7 ± 0.9	93.5 ± 1.1
Tas	Indigenous	564.9 ± 9.4	0.6	8.7 ± 3.7	22.3 ± 4.5	30.0 ± 5.8	22.2 ± 5.1	12.8 ± 4.1	3.4 ± 2.3	90.7 ± 3.7
	Non-Indigenous	580.9 ± 7.4	0.7	5.8 ± 1.4	17.4 ± 2.4	28.5 ± 2.2	25.6 ± 2.0	15.6 ± 2.4	6.4 ± 1.5	93.5 ± 1.4
ACT	Indigenous	552.8 ± 17.7	0.0	15.8 ± 9.0	21.4 ± 10.3	27.8 ± 11.9	24.2 ± 16.3	8.0 ± 7.0	2.8 ± 4.0	84.2 ± 9.0
	Non-Indigenous	603.1 ± 9.8	0.3	2.8 ± 1.1	12.0 ± 2.5	23.7 ± 3.2	28.5 ± 2.0	21.0 ± 3.0	11.8 ± 3.3	96.9 ± 1.1
NT	Indigenous	446.5 ± 23.3	1.5	60.7 ± 9.7	18.4 ± 4.7	12.8 ± 4.2	4.8 ± 1.9	1.5 ± 0.9	0.4 ± 0.5	37.9 ± 9.6
	Non-Indigenous	578.1 ± 9.7	1.9	5.9 ± 2.1	17.4 ± 3.2	28.1 ± 3.7	27.0 ± 3.6	15.1 ± 3.3	4.6 ± 2.2	92.2 ± 2.3
Aust	Indigenous	513.8 ± 4.6	1.9	27.5 ± 2.1	30.4 ± 1.3	24.7 ± 1.2	11.1 ± 1.0	3.6 ± 0.7	0.8 ± 0.3	70.7 ± 2.1
	Non-Indigenous	581.3 ± 1.5	1.0	4.8 ± 0.2	16.9 ± 0.4	29.4 ± 0.4	27.0 ± 0.4	15.1 ± 0.4	5.8 ± 0.4	94.2 ± 0.3

Figure 9.R3: Achievement of Year 9 Students in Reading, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 9, Band 6 represents the national minimum standard.

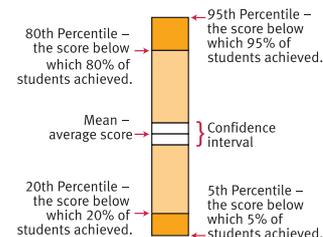
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

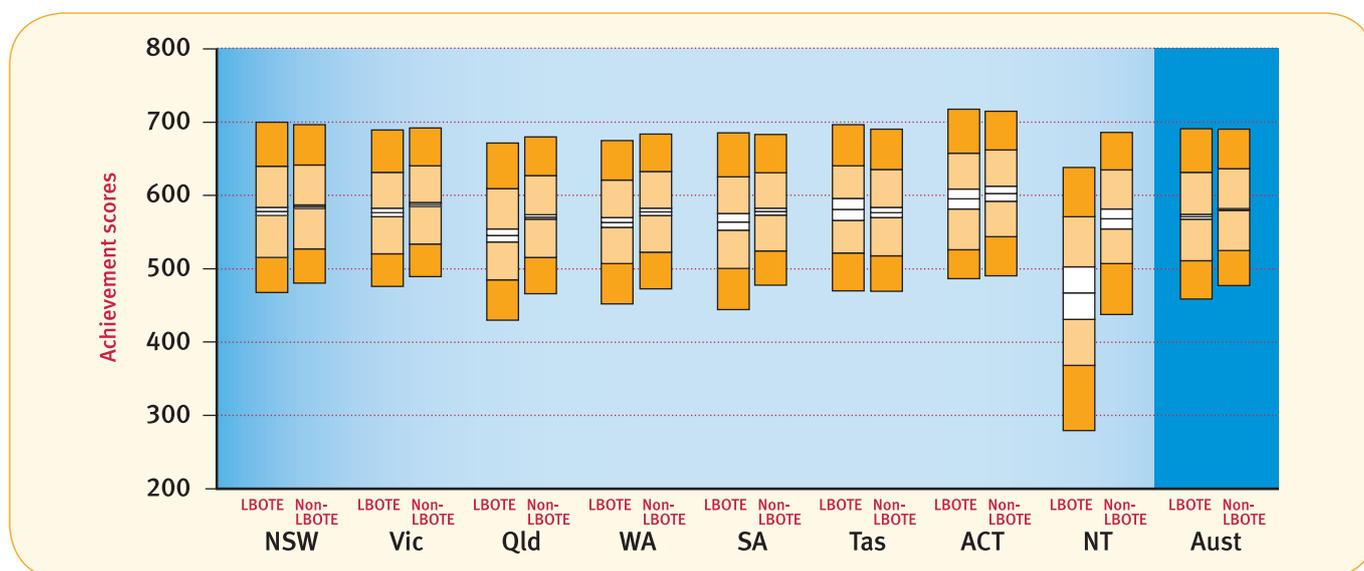


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.R4: Achievement of Year 9 Students in Reading, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	
NSW	LBOTE	578.2 ± 5.5	0.5	7.2 ± 1.0	19.0 ± 1.7	27.3 ± 1.3	24.0 ± 1.4	14.8 ± 1.4	7.2 ± 1.8	92.3 ± 1.1
	Non-LBOTE	584.6 ± 2.6	0.5	4.5 ± 0.4	16.7 ± 0.8	28.3 ± 0.7	27.3 ± 0.7	16.0 ± 0.8	6.7 ± 0.8	95.1 ± 0.4
VIC	LBOTE	576.6 ± 5.7	1.9	5.3 ± 0.8	19.0 ± 1.6	30.1 ± 1.5	25.1 ± 1.3	13.2 ± 1.6	5.4 ± 1.9	92.8 ± 1.0
	Non-LBOTE	587.3 ± 2.7	1.8	3.0 ± 0.3	14.6 ± 0.9	29.8 ± 0.9	28.5 ± 0.8	16.4 ± 0.9	6.0 ± 0.7	95.2 ± 0.5
Qld	LBOTE	545.5 ± 9.1	2.4	16.8 ± 3.4	24.6 ± 2.2	26.2 ± 2.3	17.9 ± 2.1	9.0 ± 1.9	3.1 ± 1.3	80.8 ± 3.7
	Non-LBOTE	570.5 ± 3.1	1.3	7.3 ± 0.7	19.2 ± 0.9	30.2 ± 0.8	25.2 ± 0.8	12.8 ± 0.9	4.0 ± 0.5	91.4 ± 0.8
WA	LBOTE	563.1 ± 6.8	0.3	10.1 ± 2.3	20.9 ± 2.3	29.9 ± 2.3	23.7 ± 2.3	11.6 ± 2.0	3.5 ± 1.1	89.6 ± 2.4
	Non-LBOTE	577.4 ± 5.0	0.5	5.9 ± 1.1	17.2 ± 1.7	29.7 ± 1.3	27.5 ± 1.5	14.6 ± 1.5	4.6 ± 1.0	93.6 ± 1.1
SA	LBOTE	563.9 ± 11.3	3.2	11.8 ± 3.4	19.5 ± 3.6	26.4 ± 3.3	22.7 ± 3.7	11.6 ± 3.0	4.7 ± 2.3	85.0 ± 4.8
	Non-LBOTE	577.9 ± 4.6	1.6	5.0 ± 0.9	17.2 ± 1.5	30.6 ± 1.2	27.2 ± 1.4	13.9 ± 1.4	4.5 ± 0.8	93.5 ± 1.1
Tas	LBOTE	580.8 ± 14.7	6.4	6.4 ± 5.5	16.7 ± 7.9	24.4 ± 7.2	25.1 ± 8.6	15.0 ± 7.2	6.1 ± 4.3	87.3 ± 6.5
	Non-LBOTE	576.6 ± 7.1	0.5	6.7 ± 1.8	18.5 ± 2.3	29.2 ± 2.3	24.9 ± 2.1	14.6 ± 2.1	5.7 ± 1.3	92.9 ± 1.8
ACT	LBOTE	595.0 ± 13.5	0.3	3.1 ± 2.6	18.8 ± 5.4	22.1 ± 5.7	26.5 ± 4.8	17.5 ± 5.8	11.8 ± 4.7	96.6 ± 2.6
	Non-LBOTE	602.3 ± 10.3	0.3	3.1 ± 1.4	11.8 ± 2.7	24.1 ± 3.3	28.3 ± 2.1	20.8 ± 3.1	11.7 ± 3.4	96.7 ± 1.4
NT	LBOTE	467.2 ± 35.7	0.6	53.2 ± 14.6	15.0 ± 5.3	14.6 ± 5.6	11.1 ± 4.7	4.3 ± 2.5	1.2 ± 1.3	46.2 ± 14.6
	Non-LBOTE	567.9 ± 13.6	0.5	11.4 ± 4.2	18.2 ± 3.8	25.8 ± 4.1	24.1 ± 3.5	15.1 ± 4.0	5.0 ± 2.6	88.2 ± 4.3
Aust	LBOTE	570.7 ± 3.4	1.4	8.6 ± 0.8	19.8 ± 0.9	28.1 ± 0.8	23.5 ± 0.8	13.0 ± 0.8	5.6 ± 1.0	90.0 ± 0.8
	Non-LBOTE	580.7 ± 1.5	1.0	5.0 ± 0.3	16.9 ± 0.4	29.3 ± 0.4	27.0 ± 0.4	15.1 ± 0.4	5.6 ± 0.3	93.9 ± 0.3

Figure 9.R4: Achievement of Year 9 Students in Reading, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

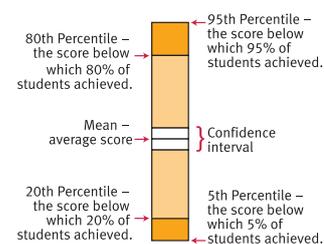
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.R5: Achievement of Year 9 Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	<i>Metro</i>	585.6 ± 3.5	0.5	4.9 ± 0.5	16.7 ± 1.0	27.4 ± 0.9	26.5 ± 0.8	16.4 ± 1.0	7.6 ± 1.2	94.6 ± 0.6
	<i>Provincial</i>	576.9 ± 2.8	0.6	5.3 ± 0.6	18.4 ± 1.1	30.1 ± 0.9	27.1 ± 1.0	13.9 ± 0.9	4.7 ± 0.6	94.2 ± 0.7
	<i>Remote</i>	531.9 ± 23.5	0.3	23.4 ± 13.2	26.5 ± 5.6	25.2 ± 6.9	16.6 ± 6.0	6.7 ± 4.6	1.1 ± 1.4	76.2 ± 13.1
	<i>Very Remote</i>	553.1 ± 49.6	0.0	10.7 ± 11.4	31.2 ± 17.1	25.6 ± 13.0	20.3 ± 19.3	8.8 ± 12.6	3.5 ± 6.6	89.3 ± 11.4
VIC	<i>Metro</i>	587.0 ± 3.7	1.8	3.4 ± 0.4	15.1 ± 1.1	29.2 ± 1.1	27.7 ± 0.9	16.3 ± 1.1	6.5 ± 1.1	94.8 ± 0.7
	<i>Provincial</i>	577.7 ± 3.8	1.8	4.1 ± 0.6	17.4 ± 1.6	31.8 ± 1.2	27.4 ± 1.2	13.6 ± 1.3	3.9 ± 0.7	94.1 ± 0.9
	<i>Remote</i>	585.7 ± 27.1	1.7	2.8 ± 5.3	15.5 ± 10.9	35.9 ± 17.7	21.7 ± 8.5	15.5 ± 14.0	6.9 ± 11.8	95.5 ± 7.4
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	572.3 ± 4.2	1.3	7.3 ± 1.0	18.7 ± 1.2	29.4 ± 1.0	25.3 ± 1.0	13.4 ± 1.2	4.5 ± 0.7	91.4 ± 1.1
	<i>Provincial</i>	562.6 ± 3.5	1.6	8.8 ± 1.0	21.6 ± 1.2	31.3 ± 1.1	23.3 ± 1.1	10.5 ± 1.1	2.9 ± 0.6	89.7 ± 1.1
	<i>Remote</i>	541.4 ± 10.2	0.8	16.5 ± 5.8	26.6 ± 4.1	29.1 ± 4.0	19.1 ± 3.8	7.0 ± 2.2	0.9 ± 0.6	82.8 ± 5.9
	<i>Very Remote</i>	497.8 ± 36.1	2.2	37.5 ± 16.4	21.9 ± 5.7	21.3 ± 7.5	11.6 ± 5.3	4.4 ± 3.1	1.2 ± 1.3	60.3 ± 16.5
WA	<i>Metro</i>	575.7 ± 5.4	0.7	6.0 ± 1.1	18.2 ± 1.9	29.9 ± 1.4	26.8 ± 1.6	14.0 ± 1.6	4.4 ± 1.0	93.4 ± 1.2
	<i>Provincial</i>	562.2 ± 6.9	0.5	8.2 ± 2.1	22.4 ± 2.5	32.4 ± 1.5	23.8 ± 2.2	10.3 ± 1.9	2.4 ± 0.7	91.3 ± 2.1
	<i>Remote</i>	539.6 ± 17.1	0.6	17.5 ± 6.2	26.0 ± 6.3	30.4 ± 3.1	17.2 ± 4.5	6.2 ± 3.4	2.1 ± 1.7	81.9 ± 6.3
	<i>Very Remote</i>	499.9 ± 17.3	0.7	39.6 ± 11.6	26.0 ± 6.1	19.6 ± 6.1	10.2 ± 5.0	3.1 ± 1.6	0.7 ± 0.7	59.7 ± 11.6
SA	<i>Metro</i>	579.5 ± 6.4	2.4	5.4 ± 1.3	16.6 ± 2.0	29.0 ± 1.7	26.9 ± 1.8	14.5 ± 1.8	5.2 ± 1.2	92.2 ± 2.3
	<i>Provincial</i>	564.9 ± 5.9	2.0	7.0 ± 1.9	20.7 ± 2.1	33.1 ± 1.7	24.8 ± 2.4	10.1 ± 1.6	2.4 ± 0.6	91.0 ± 2.3
	<i>Remote</i>	565.5 ± 13.5	0.6	7.0 ± 3.9	20.6 ± 4.4	33.2 ± 5.3	26.0 ± 6.0	10.6 ± 3.9	2.0 ± 1.4	92.4 ± 3.6
	<i>Very Remote</i>	517.8 ± 28.7	0.0	35.9 ± 17.1	19.5 ± 11.5	18.8 ± 9.0	18.7 ± 9.9	6.7 ± 5.5	0.5 ± 1.8	64.1 ± 17.1
Tas	<i>Metro</i>	585.2 ± 12.6	0.9	6.3 ± 2.7	15.5 ± 3.7	26.6 ± 3.4	25.8 ± 3.6	17.1 ± 3.7	7.7 ± 2.6	92.8 ± 2.8
	<i>Provincial</i>	574.5 ± 8.1	0.5	6.4 ± 2.0	19.4 ± 2.7	30.1 ± 2.3	25.0 ± 2.2	13.7 ± 2.4	4.9 ± 1.3	93.1 ± 1.9
	<i>Remote</i>	536.5 ± 7.2	0.0	11.7 ± 7.8	39.1 ± 14.4	28.7 ± 9.6	17.4 ± 3.3	3.0 ± 2.6	0.0 ± 0.0	88.3 ± 7.8
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	601.9 ± 9.9	0.3	3.1 ± 1.2	12.3 ± 2.5	23.8 ± 3.2	28.3 ± 2.1	20.6 ± 3.0	11.6 ± 3.3	96.6 ± 1.3
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	559.8 ± 14.1	2.7	12.9 ± 5.0	19.4 ± 3.9	26.9 ± 3.9	22.5 ± 4.1	12.0 ± 3.4	3.6 ± 2.3	84.4 ± 4.3
	<i>Remote</i>	533.6 ± 35.8	1.2	25.1 ± 15.7	20.4 ± 7.2	22.4 ± 7.7	18.4 ± 6.4	9.5 ± 5.3	3.0 ± 2.3	73.7 ± 16.2
	<i>Very Remote</i>	417.4 ± 43.9	0.5	74.1 ± 17.1	10.4 ± 4.8	7.3 ± 5.1	4.5 ± 5.7	2.5 ± 3.9	0.7 ± 1.0	25.4 ± 16.3
Aust	<i>Metro</i>	582.1 ± 1.9	1.1	5.1 ± 0.3	16.7 ± 0.6	28.5 ± 0.5	26.6 ± 0.5	15.5 ± 0.5	6.3 ± 0.5	93.7 ± 0.4
	<i>Provincial</i>	571.3 ± 1.8	1.2	6.4 ± 0.5	19.5 ± 0.6	31.1 ± 0.6	25.7 ± 0.6	12.4 ± 0.6	3.8 ± 0.3	92.4 ± 0.5
	<i>Remote</i>	543.4 ± 9.1	0.7	17.0 ± 3.9	24.2 ± 3.0	28.8 ± 2.4	19.4 ± 2.3	7.9 ± 1.8	2.0 ± 0.8	82.3 ± 3.9
	<i>Very Remote</i>	478.5 ± 19.9	0.9	47.8 ± 8.7	19.5 ± 3.8	16.7 ± 3.5	10.2 ± 2.9	3.9 ± 1.7	0.9 ± 0.6	51.3 ± 8.6

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.R6: Achievement of Year 9 Indigenous Students in Reading, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Metro	536.7 ± 4.5	1.0	13.7 ± 2.4	33.8 ± 3.1	31.2 ± 3.5	14.3 ± 2.2	4.8 ± 1.4	1.1 ± 0.7	85.2 ± 2.5
	Provincial	530.2 ± 4.5	0.9	17.7 ± 2.9	33.7 ± 3.0	30.6 ± 2.7	12.3 ± 1.9	3.9 ± 1.2	1.0 ± 0.6	81.4 ± 2.9
	Remote	492.8 ± 30.4	0.0	41.5 ± 20.8	34.6 ± 12.7	14.3 ± 9.0	8.1 ± 7.6	1.5 ± 2.7	0.0 ± 0.0	58.5 ± 20.8
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Metro	539.1 ± 8.1	4.4	13.0 ± 4.8	30.2 ± 7.1	31.4 ± 6.1	15.5 ± 4.1	4.7 ± 2.8	0.8 ± 1.0	82.6 ± 5.2
	Provincial	533.3 ± 8.6	7.6	14.8 ± 5.2	31.3 ± 6.5	27.9 ± 5.7	14.9 ± 4.4	3.3 ± 2.2	0.3 ± 0.7	77.6 ± 6.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	525.1 ± 14.3	2.6	23.2 ± 5.5	30.1 ± 4.0	24.8 ± 3.0	13.2 ± 3.9	5.0 ± 2.9	1.2 ± 1.1	74.3 ± 5.6
	Provincial	513.6 ± 6.4	1.9	27.0 ± 4.3	32.9 ± 2.7	26.2 ± 4.2	9.6 ± 2.1	2.1 ± 0.8	0.4 ± 0.3	71.1 ± 4.3
	Remote	496.4 ± 22.2	1.0	36.6 ± 14.6	35.2 ± 8.3	19.2 ± 7.3	6.4 ± 4.3	1.6 ± 1.8	0.0 ± 0.0	62.3 ± 14.3
	Very Remote	446.7 ± 34.5	3.2	59.4 ± 15.8	23.8 ± 8.7	10.7 ± 7.1	2.7 ± 3.0	0.3 ± 0.9	0.0 ± 0.0	37.4 ± 14.9
WA	Metro	511.6 ± 7.2	1.5	27.2 ± 6.0	35.5 ± 5.1	23.3 ± 3.9	10.0 ± 3.2	2.2 ± 1.4	0.3 ± 0.5	71.3 ± 6.0
	Provincial	508.3 ± 10.5	0.4	29.8 ± 7.3	37.2 ± 6.7	22.1 ± 5.7	8.5 ± 3.9	1.9 ± 1.7	0.1 ± 0.4	69.8 ± 7.3
	Remote	489.5 ± 17.2	0.4	40.5 ± 11.3	32.5 ± 11.1	19.6 ± 7.1	6.0 ± 2.9	0.9 ± 1.4	0.0 ± 0.0	59.1 ± 11.3
	Very Remote	464.9 ± 13.8	0.6	60.4 ± 10.4	24.4 ± 8.4	10.8 ± 4.5	3.2 ± 3.7	0.5 ± 1.0	0.1 ± 0.5	39.0 ± 10.6
SA	Metro	519.0 ± 13.8	3.7	24.9 ± 7.8	32.4 ± 8.0	24.6 ± 8.6	9.6 ± 5.2	4.0 ± 3.2	0.9 ± 1.8	71.4 ± 7.8
	Provincial	505.9 ± 18.8	6.3	33.3 ± 11.5	29.6 ± 8.6	19.7 ± 9.9	8.9 ± 6.0	2.0 ± 3.5	0.1 ± 0.8	60.4 ± 12.3
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	456.4 ± 17.2	0.0	71.0 ± 16.5	19.0 ± 14.5	7.6 ± 8.1	1.7 ± 4.4	0.7 ± 3.1	0.0 ± 0.0	29.0 ± 16.5
Tas	Metro	561.6 ± 21.2	0.6	10.2 ± 6.1	22.7 ± 8.3	28.8 ± 9.2	20.4 ± 8.5	14.3 ± 8.4	3.1 ± 3.0	89.2 ± 6.4
	Provincial	566.3 ± 9.2	0.7	7.8 ± 4.3	22.3 ± 5.3	31.0 ± 7.1	22.4 ± 6.2	12.0 ± 4.5	3.7 ± 3.2	91.5 ± 4.2
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	552.8 ± 17.7	0.0	15.8 ± 9.0	21.4 ± 10.3	27.8 ± 11.9	24.2 ± 16.3	8.0 ± 7.0	2.8 ± 4.0	84.2 ± 9.0
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	500.2 ± 16.4	2.7	37.0 ± 10.8	25.6 ± 4.7	22.4 ± 5.4	8.3 ± 3.5	3.2 ± 2.5	0.8 ± 1.2	60.3 ± 10.5
	Remote	475.0 ± 41.1	2.4	47.6 ± 22.5	25.6 ± 12.5	16.0 ± 10.9	6.7 ± 4.4	1.3 ± 1.5	0.4 ± 1.2	50.0 ± 22.8
	Very Remote	390.1 ± 25.5	0.0	86.4 ± 6.3	8.7 ± 4.4	3.6 ± 2.6	1.0 ± 1.2	0.3 ± 0.7	0.0 ± 0.0	13.6 ± 6.3
Aust	Metro	529.3 ± 6.1	2.0	19.6 ± 2.6	31.6 ± 2.2	27.2 ± 1.8	13.5 ± 1.9	4.9 ± 1.4	1.1 ± 0.5	78.4 ± 2.6
	Provincial	522.6 ± 3.9	2.0	22.7 ± 2.4	32.1 ± 1.7	27.3 ± 2.0	11.5 ± 1.3	3.5 ± 0.7	0.8 ± 0.3	75.3 ± 2.4
	Remote	488.2 ± 15.8	1.1	41.5 ± 9.7	31.3 ± 6.3	17.7 ± 4.5	6.9 ± 2.4	1.4 ± 0.8	0.1 ± 0.4	57.4 ± 9.7
	Very Remote	430.8 ± 18.2	0.9	70.1 ± 7.1	17.9 ± 4.5	8.1 ± 2.7	2.6 ± 1.9	0.4 ± 0.6	0.0 ± 0.1	29.0 ± 6.9

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.R7: Achievement of Year 9 Students in Reading, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	616.3 ± 2.3	0.7	1.5 ± 0.2	7.2 ± 0.5	20.3 ± 0.8	31.1 ± 0.7	25.8 ± 0.7	13.4 ± 1.1	97.8 ± 0.3
Advanced diploma/diploma	587.2 ± 1.5	0.9	3.1 ± 0.3	13.9 ± 0.8	29.5 ± 0.9	30.8 ± 1.0	16.8 ± 0.7	4.9 ± 0.4	96.0 ± 0.4
Cert I to IV	570.5 ± 1.2	1.1	5.4 ± 0.4	19.2 ± 0.6	33.4 ± 0.5	26.7 ± 0.5	11.4 ± 0.4	2.8 ± 0.2	93.5 ± 0.4
Year 12 or equivalent	576.1 ± 2.7	1.3	5.4 ± 0.6	17.7 ± 0.9	30.6 ± 1.4	27.2 ± 1.1	13.6 ± 0.8	4.2 ± 0.9	93.3 ± 0.7
Year 11 or equivalent or below	548.9 ± 1.7	2.4	11.2 ± 0.7	26.9 ± 0.8	31.6 ± 0.7	19.3 ± 0.6	7.0 ± 0.6	1.6 ± 0.3	86.3 ± 0.8
Not stated	573.2 ± 2.2	1.1	7.0 ± 0.4	18.9 ± 0.6	29.6 ± 0.6	24.9 ± 0.5	13.4 ± 0.6	5.1 ± 0.5	92.0 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 9 students with parental education 'not stated' is 44%.

Table 9.R8: Achievement of Year 9 Students in Reading, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	611.7 ± 2.1	0.7	1.7 ± 0.2	8.3 ± 0.5	21.8 ± 0.8	31.1 ± 0.8	24.5 ± 0.7	12.0 ± 0.9	97.6 ± 0.3
Other business managers and associate professionals	590.3 ± 1.5	0.8	2.9 ± 0.3	13.1 ± 0.5	29.0 ± 0.6	30.8 ± 0.7	17.4 ± 0.6	6.0 ± 0.5	96.4 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	572.8 ± 1.4	1.2	4.8 ± 0.3	18.7 ± 0.6	33.1 ± 0.7	27.1 ± 0.7	12.0 ± 0.5	3.1 ± 0.3	94.0 ± 0.4
Machine operators, hospitality staff, assistants, labourers	558.1 ± 1.9	1.7	8.8 ± 0.6	24.1 ± 0.8	32.1 ± 0.9	22.1 ± 0.7	8.8 ± 0.6	2.4 ± 0.4	89.5 ± 0.7
Not in paid work in the previous 12 months	547.2 ± 2.4	5.7	12.7 ± 1.0	25.7 ± 1.3	29.2 ± 1.5	17.4 ± 1.1	7.1 ± 0.8	2.1 ± 0.4	81.6 ± 1.4
Not stated	571.7 ± 2.1	0.9	7.4 ± 0.4	19.5 ± 0.6	29.7 ± 0.6	24.5 ± 0.5	13.0 ± 0.6	5.0 ± 0.5	91.7 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

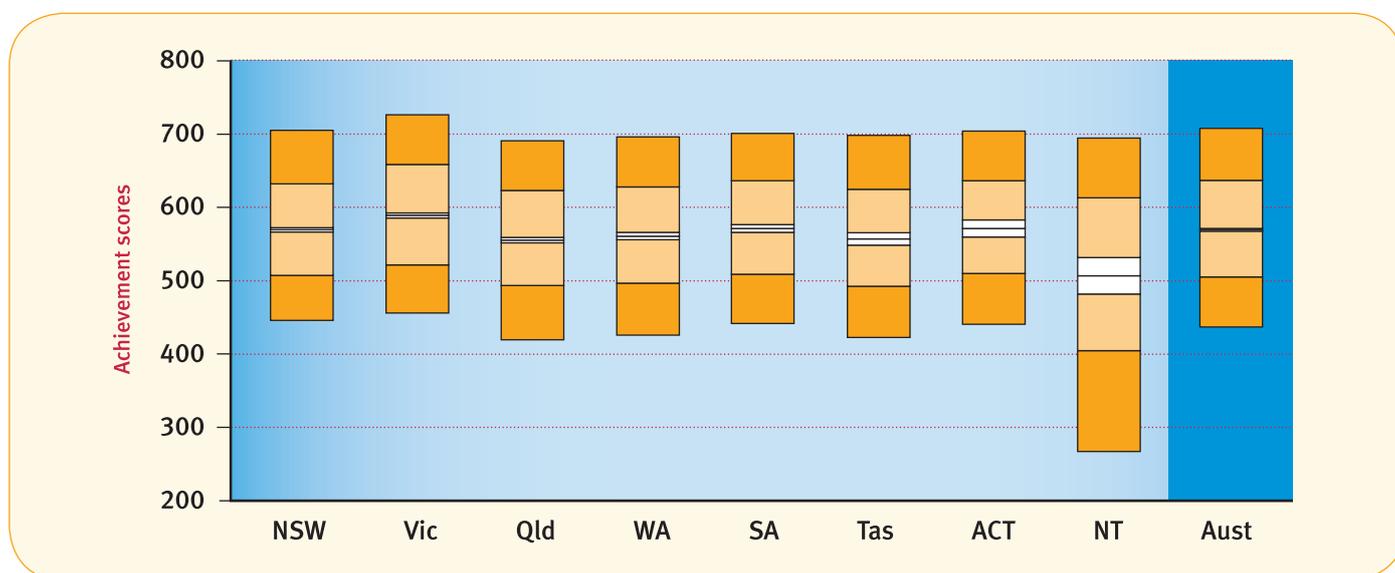
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 9 students with parental occupation 'not stated' is 46%.

Table 9.W1: Achievement of Year 9 Students in Writing, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score / Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10		
NSW	14yrs 7mths 9yrs 4mths	569.4 ± 3.1 79.6	94.4	0.5	10.6 ± 0.7	19.5 ± 0.8	28.0 ± 0.6	22.1 ± 0.6	11.9 ± 0.6	7.4 ± 0.8	88.9 ± 0.7	
VIC	14yrs 9mths 9yrs 4mths	588.9 ± 3.6 83.4	92.5	1.8	8.1 ± 0.6	14.7 ± 0.7	23.5 ± 0.7	23.5 ± 0.5	16.5 ± 0.7	12.0 ± 1.1	90.1 ± 0.7	
Qld	14yrs 1mth 8yrs 4mths	555.3 ± 3.7 85.9	95.0	1.4	14.9 ± 1.1	20.7 ± 0.7	26.3 ± 0.6	20.6 ± 0.8	10.7 ± 0.6	5.5 ± 0.6	83.7 ± 1.2	
WA	14yrs 0mths 8yrs 4mths	560.8 ± 5.2 83.0	93.1	0.6	13.9 ± 1.5	20.0 ± 1.2	26.2 ± 1.0	21.4 ± 1.1	11.6 ± 1.0	6.3 ± 0.9	85.5 ± 1.6	
SA	14yrs 6mths 9yrs 4mths	571.2 ± 5.6 78.9	93.2	2.2	10.5 ± 1.4	17.6 ± 1.5	26.4 ± 1.3	22.9 ± 1.4	13.2 ± 1.2	7.1 ± 1.1	87.2 ± 2.0	
Tas	14yrs 10mths 9yrs 4mths	557.2 ± 8.6 83.8	90.9	0.6	15.3 ± 2.8	21.2 ± 2.1	26.4 ± 1.5	19.5 ± 1.8	10.6 ± 1.8	6.4 ± 1.4	84.1 ± 2.8	
ACT	14yrs 8mths 9yrs 4mths	571.0 ± 11.7 81.8	92.6	0.3	10.8 ± 3.1	17.6 ± 2.8	27.1 ± 2.7	23.4 ± 2.5	13.2 ± 2.6	7.5 ± 2.0	88.9 ± 3.2	
NT	14yrs 5mths 9yrs 4mths	506.9 ± 25.2 127.1	78.5	1.9	34.7 ± 8.4	16.8 ± 2.9	17.6 ± 2.9	14.7 ± 2.8	8.4 ± 2.3	5.8 ± 2.0	63.3 ± 7.9	
Aust	14yrs 5mths 9yrs 0mths	569.4 ± 1.8 84.1	93.6	1.2	11.6 ± 0.4	18.5 ± 0.4	26.1 ± 0.3	22.0 ± 0.3	12.8 ± 0.3	8.0 ± 0.4	87.2 ± 0.5	

Figure 9.W1: Achievement of Year 9 Students in Writing, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

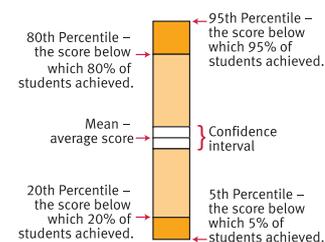
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 9 students reported by schools which includes those absent and withdrawn.

Reading the graph

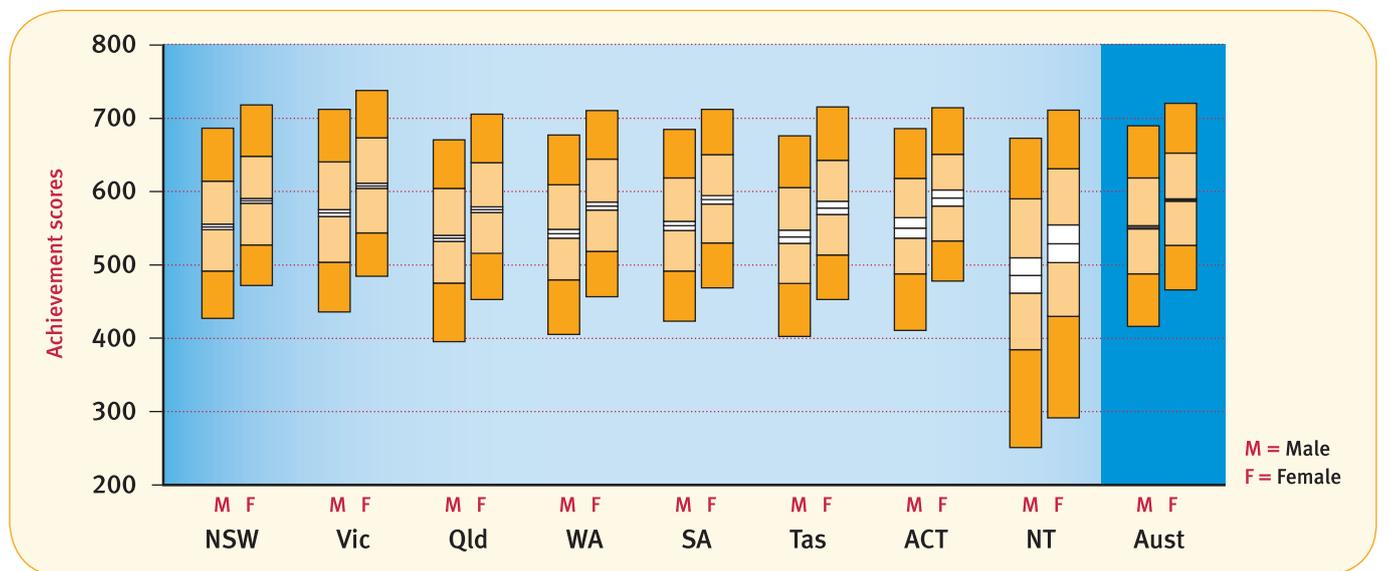


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.W2: Achievement of Year 9 Students in Writing, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	551.8 ± 3.7	0.7	15.1 ± 1.0	23.5 ± 1.0	28.1 ± 0.9	18.7 ± 0.8	9.0 ± 0.8	5.0 ± 0.9	84.2 ± 1.0
	Female	587.5 ± 3.3	0.4	5.8 ± 0.5	15.3 ± 0.9	27.9 ± 0.9	25.7 ± 0.7	15.0 ± 0.7	10.0 ± 1.0	93.8 ± 0.5
VIC	Male	570.8 ± 4.6	2.3	11.9 ± 1.0	18.3 ± 1.0	24.7 ± 0.9	21.2 ± 0.7	13.0 ± 0.9	8.6 ± 1.2	85.8 ± 1.1
	Female	607.7 ± 3.7	1.3	4.1 ± 0.5	10.9 ± 0.8	22.1 ± 1.0	25.9 ± 0.8	20.1 ± 0.9	15.6 ± 1.4	94.5 ± 0.6
Qld	Male	536.3 ± 4.3	1.7	20.6 ± 1.5	24.1 ± 0.8	25.4 ± 0.7	17.0 ± 0.9	7.8 ± 0.6	3.3 ± 0.5	77.7 ± 1.6
	Female	575.4 ± 3.8	1.1	8.8 ± 0.9	17.2 ± 0.9	27.2 ± 0.8	24.3 ± 1.1	13.7 ± 0.8	7.8 ± 0.8	90.1 ± 1.0
WA	Male	542.4 ± 5.9	0.8	19.2 ± 2.0	23.3 ± 1.4	26.0 ± 1.2	18.1 ± 1.4	8.7 ± 1.1	3.9 ± 0.7	80.0 ± 2.1
	Female	580.2 ± 5.5	0.5	8.2 ± 1.2	16.5 ± 1.4	26.4 ± 1.3	24.9 ± 1.2	14.7 ± 1.2	8.9 ± 1.3	91.3 ± 1.3
SA	Male	553.2 ± 6.4	2.7	15.0 ± 2.1	21.7 ± 1.7	26.7 ± 1.7	19.4 ± 1.7	9.9 ± 1.3	4.7 ± 1.0	82.4 ± 2.5
	Female	588.7 ± 5.6	1.8	6.1 ± 1.1	13.6 ± 1.6	26.1 ± 1.8	26.3 ± 1.6	16.4 ± 1.5	9.6 ± 1.5	92.0 ± 1.8
Tas	Male	538.4 ± 8.8	0.6	20.9 ± 3.6	24.5 ± 2.3	25.7 ± 2.0	16.5 ± 2.0	7.7 ± 1.6	4.1 ± 1.1	78.4 ± 3.6
	Female	577.6 ± 9.0	0.7	9.1 ± 2.3	17.5 ± 2.6	27.2 ± 2.0	22.8 ± 2.3	13.7 ± 2.4	9.0 ± 2.3	90.3 ± 2.3
ACT	Male	550.4 ± 14.0	0.3	16.7 ± 4.9	21.6 ± 2.8	26.9 ± 3.4	19.7 ± 3.0	9.9 ± 3.1	5.0 ± 1.9	83.0 ± 4.9
	Female	591.1 ± 11.0	0.4	4.9 ± 1.9	13.8 ± 3.4	27.3 ± 3.9	27.0 ± 2.9	16.5 ± 3.4	10.0 ± 2.6	94.7 ± 2.0
NT	Male	485.9 ± 24.2	2.2	40.7 ± 8.2	18.4 ± 3.7	17.1 ± 3.3	11.9 ± 2.5	6.2 ± 2.2	3.6 ± 1.8	57.1 ± 7.9
	Female	528.9 ± 25.8	1.6	28.5 ± 8.6	15.1 ± 3.2	18.2 ± 3.1	17.7 ± 3.6	10.7 ± 2.9	8.2 ± 2.6	69.9 ± 8.0
Aust	Male	551.2 ± 2.2	1.4	16.3 ± 0.6	22.1 ± 0.5	26.2 ± 0.4	18.8 ± 0.4	9.7 ± 0.4	5.3 ± 0.5	82.2 ± 0.7
	Female	588.4 ± 1.9	0.9	6.6 ± 0.3	14.6 ± 0.4	25.9 ± 0.5	25.3 ± 0.4	16.0 ± 0.4	10.7 ± 0.6	92.5 ± 0.4

Figure 9.W2: Achievement of Year 9 Students in Writing, by Sex, by State and Territory, 2008.



Notes:

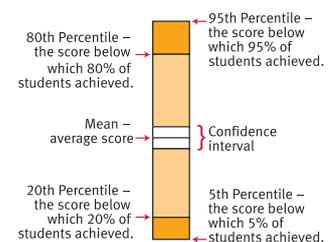
The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

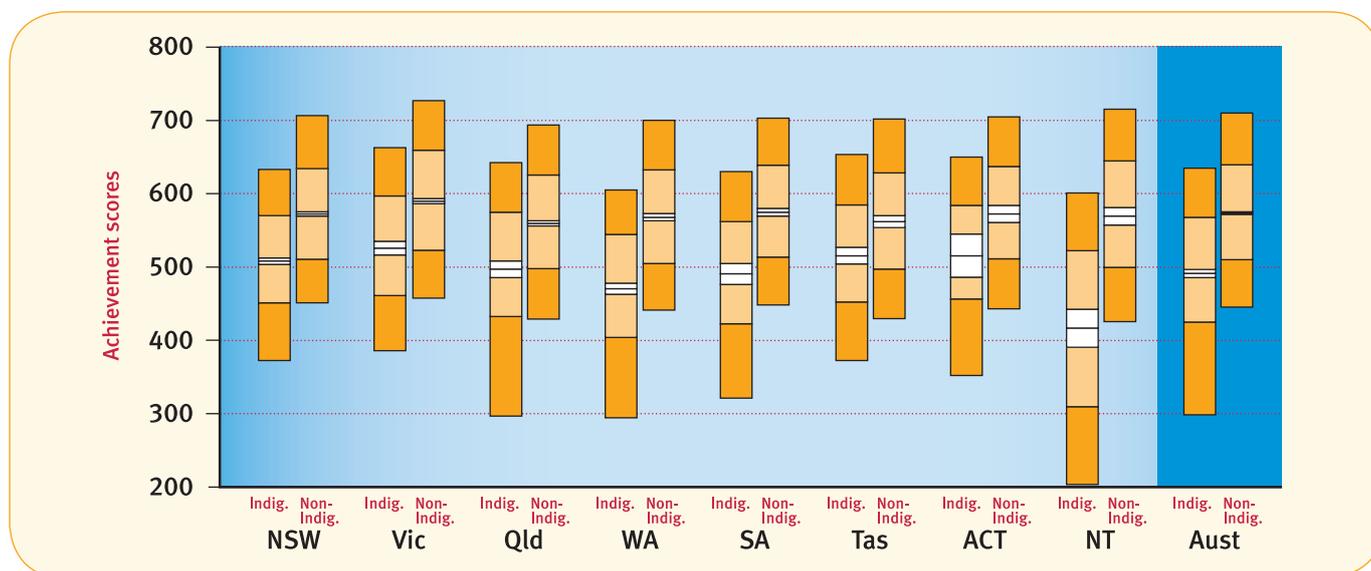


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.W3: Achievement of Year 9 Students in Writing, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	
NSW	Indigenous	508.3 ± 4.4	1.1	31.2 ± 2.4	29.0 ± 2.3	23.1 ± 1.7	10.8 ± 1.5	3.6 ± 0.8	1.2 ± 0.4	67.7 ± 2.4
	Non-Indigenous	572.2 ± 3.0	0.5	9.6 ± 0.6	19.1 ± 0.8	28.3 ± 0.6	22.6 ± 0.6	12.3 ± 0.6	7.7 ± 0.8	90.0 ± 0.6
VIC	Indigenous	525.9 ± 9.5	6.1	25.0 ± 4.9	23.6 ± 4.8	22.1 ± 3.7	13.9 ± 2.9	6.6 ± 2.2	2.7 ± 1.2	68.9 ± 5.3
	Non-Indigenous	589.9 ± 3.5	1.6	7.8 ± 0.6	14.5 ± 0.7	23.5 ± 0.7	23.6 ± 0.5	16.7 ± 0.7	12.2 ± 1.0	90.6 ± 0.7
Qld	Indigenous	497.3 ± 11.3	2.3	35.9 ± 4.0	24.4 ± 2.3	20.1 ± 1.7	11.4 ± 1.9	4.6 ± 1.6	1.4 ± 0.8	61.8 ± 4.1
	Non-Indigenous	559.6 ± 3.5	1.3	13.3 ± 1.0	20.4 ± 0.7	26.7 ± 0.6	21.2 ± 0.7	11.1 ± 0.6	5.8 ± 0.6	85.3 ± 1.1
WA	Indigenous	470.7 ± 7.7	0.9	49.2 ± 3.7	24.9 ± 2.4	16.0 ± 2.7	7.0 ± 1.8	1.9 ± 0.7	0.2 ± 0.3	49.9 ± 3.6
	Non-Indigenous	567.8 ± 5.0	0.5	11.3 ± 1.3	19.4 ± 1.3	26.8 ± 1.0	22.5 ± 1.1	12.5 ± 1.1	6.9 ± 1.0	88.2 ± 1.3
SA	Indigenous	490.7 ± 14.5	3.9	38.7 ± 6.5	24.5 ± 4.5	20.1 ± 4.0	8.4 ± 3.8	3.5 ± 1.9	1.0 ± 1.1	57.4 ± 6.5
	Non-Indigenous	574.8 ± 5.2	1.7	9.5 ± 1.3	17.2 ± 1.4	26.7 ± 1.3	23.7 ± 1.4	13.8 ± 1.2	7.6 ± 1.1	88.9 ± 1.5
Tas	Indigenous	515.7 ± 11.5	0.6	30.5 ± 5.8	27.0 ± 5.2	21.5 ± 4.3	12.5 ± 4.2	5.9 ± 3.0	2.0 ± 1.9	68.9 ± 5.9
	Non-Indigenous	561.7 ± 8.1	0.7	13.6 ± 2.4	20.6 ± 2.1	26.8 ± 1.7	20.3 ± 2.0	11.0 ± 1.9	7.0 ± 1.6	85.7 ± 2.4
ACT	Indigenous	515.7 ± 29.2	0.0	26.6 ± 11.2	25.6 ± 13.8	27.3 ± 13.8	11.5 ± 11.8	7.8 ± 8.0	1.2 ± 3.3	73.4 ± 11.2
	Non-Indigenous	572.2 ± 11.5	0.3	10.4 ± 3.0	17.4 ± 2.8	27.2 ± 2.6	23.7 ± 2.5	13.4 ± 2.6	7.7 ± 2.0	89.3 ± 3.0
NT	Indigenous	417.0 ± 25.9	1.5	65.7 ± 8.3	15.0 ± 3.7	10.0 ± 3.1	5.9 ± 2.1	1.6 ± 1.1	0.2 ± 0.4	32.8 ± 8.1
	Non-Indigenous	569.2 ± 12.1	1.9	13.5 ± 3.2	18.1 ± 3.4	22.9 ± 3.2	20.9 ± 2.8	13.1 ± 2.6	9.7 ± 2.6	84.6 ± 2.8
Aust	Indigenous	491.3 ± 5.4	1.9	38.4 ± 2.0	24.9 ± 1.4	19.6 ± 1.1	10.2 ± 1.0	3.8 ± 0.6	1.1 ± 0.3	59.7 ± 2.0
	Non-Indigenous	573.6 ± 1.7	1.0	10.2 ± 0.4	18.1 ± 0.4	26.4 ± 0.3	22.6 ± 0.3	13.3 ± 0.3	8.4 ± 0.4	88.8 ± 0.4

Figure 9.W3: Achievement of Year 9 Students in Writing, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 9, Band 6 represents the national minimum standard.

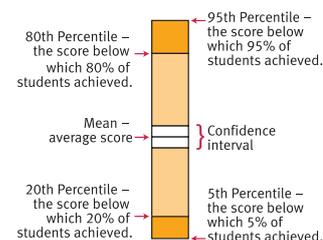
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

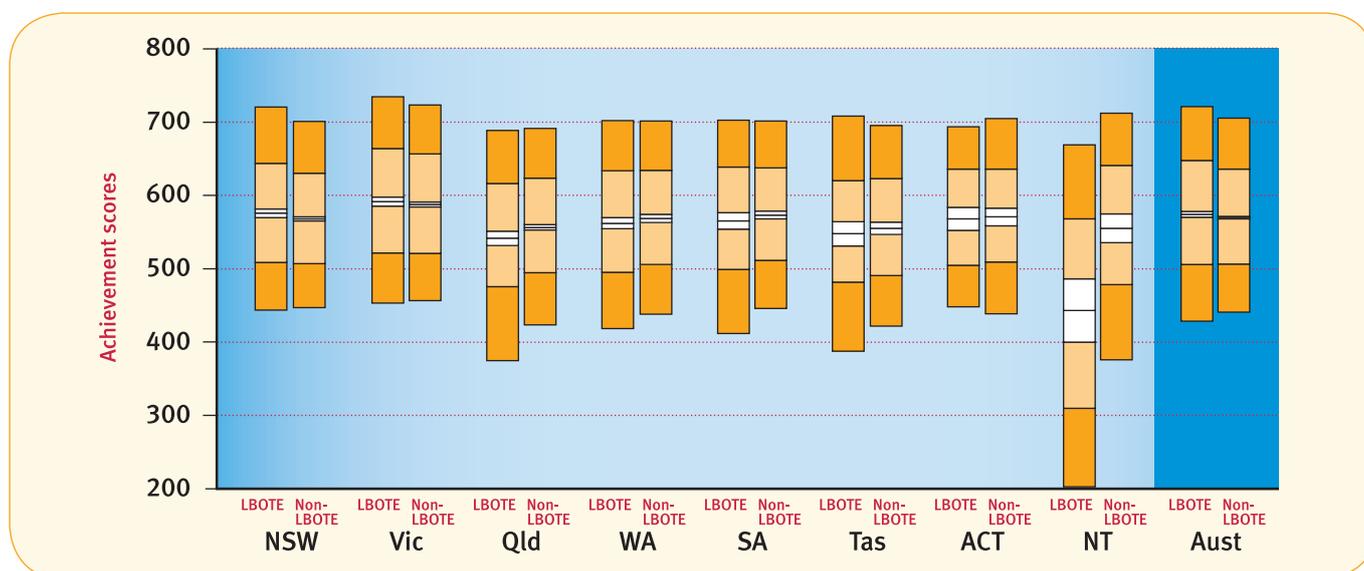


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.W4: Achievement of Year 9 Students in Writing, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	LBOTE	575.7 ± 5.7	0.5	10.5 ± 1.2	18.1 ± 1.4	26.3 ± 1.2	21.7 ± 1.1	13.0 ± 1.1	9.8 ± 1.6	89.0 ± 1.3
	Non-LBOTE	568.3 ± 2.9	0.5	10.4 ± 0.7	19.7 ± 0.8	28.5 ± 0.6	22.3 ± 0.6	11.7 ± 0.6	6.9 ± 0.7	89.1 ± 0.7
VIC	LBOTE	591.6 ± 6.2	1.9	8.4 ± 1.0	14.2 ± 1.2	22.5 ± 1.3	23.0 ± 1.1	16.5 ± 1.3	13.6 ± 2.1	89.7 ± 1.2
	Non-LBOTE	587.9 ± 3.3	1.8	8.0 ± 0.6	14.8 ± 0.8	23.8 ± 0.6	23.6 ± 0.6	16.5 ± 0.8	11.5 ± 0.9	90.2 ± 0.7
Qld	LBOTE	541.7 ± 9.9	2.6	20.1 ± 3.5	20.7 ± 2.0	24.2 ± 1.8	18.2 ± 1.8	9.2 ± 1.4	5.1 ± 1.2	77.3 ± 3.8
	Non-LBOTE	556.7 ± 3.6	1.3	14.4 ± 1.1	20.7 ± 0.7	26.5 ± 0.6	20.8 ± 0.8	10.8 ± 0.6	5.5 ± 0.6	84.3 ± 1.1
WA	LBOTE	562.2 ± 7.4	0.3	14.5 ± 2.5	19.3 ± 2.4	24.8 ± 2.5	21.1 ± 2.4	12.7 ± 1.8	7.2 ± 1.4	85.2 ± 2.5
	Non-LBOTE	568.6 ± 5.7	0.5	11.3 ± 1.6	18.6 ± 1.3	26.7 ± 1.2	22.8 ± 1.2	12.8 ± 1.2	7.2 ± 1.1	88.1 ± 1.6
SA	LBOTE	565.5 ± 11.2	3.2	13.3 ± 3.3	17.5 ± 2.8	24.0 ± 3.3	21.1 ± 2.8	13.2 ± 3.1	7.7 ± 2.4	83.5 ± 4.7
	Non-LBOTE	573.3 ± 5.3	1.6	9.9 ± 1.4	17.4 ± 1.4	26.7 ± 1.4	23.5 ± 1.4	13.5 ± 1.2	7.4 ± 1.1	88.5 ± 1.5
Tas	LBOTE	547.8 ± 16.5	6.4	17.9 ± 6.0	21.1 ± 6.0	25.2 ± 7.9	13.2 ± 5.8	9.4 ± 4.7	6.8 ± 3.8	75.7 ± 7.0
	Non-LBOTE	555.3 ± 8.6	0.5	15.8 ± 2.9	21.6 ± 2.2	26.4 ± 1.6	19.4 ± 1.9	10.3 ± 1.7	6.1 ± 1.4	83.8 ± 2.9
ACT	LBOTE	568.2 ± 15.4	0.3	11.5 ± 5.4	19.2 ± 4.8	26.3 ± 6.7	22.1 ± 5.1	14.0 ± 5.0	6.6 ± 3.6	88.2 ± 5.5
	Non-LBOTE	570.7 ± 12.0	0.3	10.9 ± 3.2	17.6 ± 2.9	27.3 ± 2.8	23.4 ± 2.6	13.0 ± 2.6	7.6 ± 2.2	88.8 ± 3.3
NT	LBOTE	443.5 ± 42.9	0.6	55.8 ± 13.8	15.0 ± 4.3	11.8 ± 5.0	8.6 ± 4.1	4.8 ± 2.7	3.4 ± 2.0	43.6 ± 13.8
	Non-LBOTE	555.4 ± 19.4	0.5	19.8 ± 5.7	17.3 ± 4.3	21.2 ± 3.6	19.4 ± 4.0	12.6 ± 2.9	9.3 ± 3.7	79.7 ± 5.8
Aust	LBOTE	574.3 ± 3.8	1.4	11.9 ± 0.8	17.0 ± 0.8	24.2 ± 0.7	21.5 ± 0.7	13.8 ± 0.7	10.3 ± 1.1	86.7 ± 0.9
	Non-LBOTE	570.0 ± 1.7	1.1	11.1 ± 0.4	18.6 ± 0.4	26.5 ± 0.3	22.3 ± 0.4	12.8 ± 0.3	7.7 ± 0.4	87.9 ± 0.5

Figure 9.W4: Achievement of Year 9 Students in Writing, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

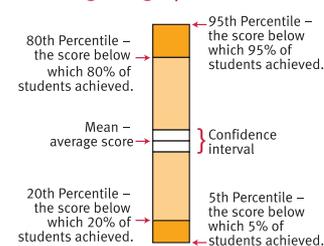
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.W5: Achievement of Year 9 Students in Writing, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	<i>Metro</i>	574.0 ± 3.8	0.5	9.6 ± 0.8	18.4 ± 0.9	27.7 ± 0.8	22.7 ± 0.8	12.6 ± 0.8	8.4 ± 1.0	89.9 ± 0.8
	<i>Provincial</i>	557.0 ± 3.6	0.6	12.8 ± 1.1	22.3 ± 1.0	28.8 ± 0.8	20.7 ± 0.8	9.9 ± 0.8	4.8 ± 0.7	86.6 ± 1.1
	<i>Remote</i>	497.8 ± 29.1	0.7	36.4 ± 13.3	26.2 ± 6.5	19.2 ± 6.5	11.9 ± 5.0	4.5 ± 4.5	1.0 ± 1.4	62.9 ± 13.3
	<i>Very Remote</i>	517.1 ± 52.0	0.0	29.9 ± 21.7	26.1 ± 17.1	21.6 ± 18.0	15.7 ± 12.0	6.1 ± 9.8	0.5 ± 2.2	70.1 ± 21.7
VIC	<i>Metro</i>	594.5 ± 4.3	1.8	7.3 ± 0.7	13.6 ± 0.9	22.7 ± 0.8	23.7 ± 0.7	17.4 ± 0.9	13.5 ± 1.3	90.9 ± 0.9
	<i>Provincial</i>	573.0 ± 4.8	1.9	10.4 ± 1.2	17.8 ± 1.1	25.7 ± 1.0	22.7 ± 1.0	13.8 ± 1.2	7.8 ± 1.1	87.7 ± 1.3
	<i>Remote</i>	598.0 ± 26.4	1.7	2.8 ± 5.2	14.1 ± 12.5	22.8 ± 11.0	29.0 ± 13.2	20.3 ± 14.6	9.3 ± 7.8	95.5 ± 6.3
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	561.8 ± 4.6	1.3	13.1 ± 1.3	19.6 ± 0.9	26.5 ± 0.7	21.6 ± 1.0	11.6 ± 0.8	6.3 ± 0.8	85.6 ± 1.4
	<i>Provincial</i>	544.7 ± 4.4	1.6	17.7 ± 1.6	23.3 ± 1.1	26.2 ± 1.0	18.6 ± 1.2	8.8 ± 0.9	3.8 ± 0.6	80.8 ± 1.6
	<i>Remote</i>	521.2 ± 16.4	1.1	26.4 ± 6.9	23.5 ± 4.3	24.8 ± 4.5	15.2 ± 2.6	6.9 ± 2.8	2.1 ± 1.3	72.5 ± 6.8
	<i>Very Remote</i>	469.5 ± 44.0	2.4	44.8 ± 14.6	19.4 ± 6.9	17.4 ± 6.2	10.8 ± 5.9	4.2 ± 3.5	1.1 ± 1.1	52.8 ± 14.7
WA	<i>Metro</i>	569.6 ± 6.0	0.7	11.2 ± 1.6	18.8 ± 1.4	26.2 ± 1.2	22.8 ± 1.3	13.0 ± 1.2	7.3 ± 1.1	88.1 ± 1.6
	<i>Provincial</i>	545.3 ± 8.2	0.5	17.2 ± 3.2	23.7 ± 1.9	27.6 ± 1.7	18.7 ± 1.9	8.3 ± 1.5	3.8 ± 0.9	82.3 ± 3.2
	<i>Remote</i>	529.4 ± 19.3	0.6	25.0 ± 7.2	23.8 ± 4.1	24.2 ± 3.3	15.6 ± 3.1	7.2 ± 3.8	3.5 ± 2.3	74.4 ± 7.3
	<i>Very Remote</i>	468.5 ± 31.7	0.7	50.2 ± 12.3	17.7 ± 5.9	15.6 ± 5.2	10.4 ± 4.4	4.0 ± 3.1	1.4 ± 1.3	49.1 ± 12.3
SA	<i>Metro</i>	578.5 ± 6.9	2.4	9.0 ± 1.7	16.1 ± 1.9	25.8 ± 1.6	23.8 ± 1.7	14.5 ± 1.6	8.4 ± 1.4	88.6 ± 2.5
	<i>Provincial</i>	556.1 ± 6.6	2.0	13.1 ± 2.3	21.5 ± 1.9	28.4 ± 1.6	20.9 ± 1.9	10.0 ± 1.4	4.2 ± 0.8	84.9 ± 2.5
	<i>Remote</i>	550.0 ± 13.9	0.6	15.7 ± 5.5	22.3 ± 4.4	27.1 ± 4.3	21.1 ± 2.7	10.1 ± 4.4	2.9 ± 2.4	83.7 ± 5.1
	<i>Very Remote</i>	479.7 ± 47.7	0.0	44.4 ± 17.2	16.5 ± 8.8	17.3 ± 8.5	13.7 ± 8.9	5.9 ± 6.1	2.3 ± 2.6	55.6 ± 17.2
Tas	<i>Metro</i>	563.9 ± 14.5	0.9	14.3 ± 4.7	19.2 ± 3.4	25.5 ± 2.5	20.4 ± 3.2	11.9 ± 2.7	7.8 ± 2.5	84.8 ± 4.8
	<i>Provincial</i>	552.7 ± 9.9	0.5	15.8 ± 3.2	22.6 ± 2.6	27.1 ± 1.7	19.0 ± 2.1	9.6 ± 2.0	5.4 ± 1.5	83.8 ± 3.1
	<i>Remote</i>	494.7 ± 6.2	0.0	38.7 ± 9.0	33.5 ± 12.6	23.0 ± 7.1	4.8 ± 6.1	0.0 ± 0.0	0.0 ± 0.0	61.3 ± 9.0
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	571.0 ± 11.6	0.3	10.8 ± 3.1	17.6 ± 2.8	27.1 ± 2.7	23.4 ± 2.5	13.2 ± 2.6	7.5 ± 2.0	88.9 ± 3.2
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	546.6 ± 17.8	2.7	21.1 ± 5.9	19.2 ± 3.9	21.3 ± 3.2	18.2 ± 2.7	10.5 ± 2.9	7.1 ± 2.9	76.2 ± 4.6
	<i>Remote</i>	517.8 ± 47.0	1.2	32.7 ± 16.8	17.6 ± 4.9	17.4 ± 5.2	15.9 ± 6.3	8.8 ± 4.9	6.4 ± 3.7	66.1 ± 17.1
	<i>Very Remote</i>	387.3 ± 50.1	0.5	75.0 ± 15.5	9.3 ± 4.6	7.6 ± 5.5	3.9 ± 3.8	2.0 ± 2.5	1.6 ± 2.4	24.5 ± 14.8
Aust	<i>Metro</i>	576.2 ± 2.2	1.2	10.0 ± 0.5	17.3 ± 0.5	25.9 ± 0.4	22.8 ± 0.4	13.8 ± 0.4	9.1 ± 0.5	88.9 ± 0.5
	<i>Provincial</i>	556.5 ± 2.3	1.2	14.1 ± 0.7	21.5 ± 0.6	27.1 ± 0.5	20.4 ± 0.6	10.5 ± 0.6	5.2 ± 0.5	84.7 ± 0.7
	<i>Remote</i>	527.2 ± 11.6	0.9	25.8 ± 4.5	22.5 ± 2.1	23.2 ± 2.5	16.3 ± 1.8	7.9 ± 1.9	3.5 ± 1.2	73.3 ± 4.5
	<i>Very Remote</i>	447.8 ± 24.0	1.0	54.7 ± 7.8	15.7 ± 3.3	14.1 ± 3.1	9.2 ± 2.4	3.8 ± 1.8	1.5 ± 0.9	44.3 ± 7.7

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.W6: Achievement of Year 9 Indigenous Students in Writing, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	<i>Metro</i>	516.1 ± 5.3	1.2	27.7 ± 2.8	29.4 ± 3.3	24.6 ± 3.0	11.6 ± 1.9	4.1 ± 1.1	1.5 ± 0.7	71.1 ± 2.9
	<i>Provincial</i>	506.1 ± 6.1	1.1	32.0 ± 3.1	28.9 ± 3.0	22.8 ± 2.5	10.8 ± 2.4	3.4 ± 1.4	1.0 ± 0.5	66.9 ± 3.2
	<i>Remote</i>	448.7 ± 39.4	0.8	59.5 ± 17.9	23.6 ± 11.9	11.2 ± 8.8	3.3 ± 4.5	1.1 ± 3.0	0.5 ± 1.6	39.7 ± 17.9
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	534.4 ± 12.5	4.4	22.0 ± 6.0	22.4 ± 5.8	23.9 ± 5.0	14.5 ± 4.2	8.7 ± 3.5	4.1 ± 2.3	73.6 ± 6.2
	<i>Provincial</i>	518.4 ± 13.6	7.6	27.5 ± 6.7	24.6 ± 6.5	20.5 ± 5.0	13.3 ± 4.3	4.9 ± 3.2	1.5 ± 1.2	64.9 ± 7.3
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	512.8 ± 16.2	2.6	30.5 ± 5.7	24.2 ± 3.5	21.5 ± 2.6	13.2 ± 2.8	6.1 ± 2.7	1.9 ± 1.5	66.9 ± 5.8
	<i>Provincial</i>	494.6 ± 8.9	1.6	36.6 ± 4.1	26.6 ± 3.0	20.3 ± 3.0	10.7 ± 2.8	3.3 ± 1.2	1.0 ± 0.5	61.8 ± 4.0
	<i>Remote</i>	463.5 ± 37.3	2.1	49.7 ± 15.3	21.7 ± 8.9	17.1 ± 7.0	7.6 ± 5.3	1.7 ± 2.0	0.1 ± 0.7	48.2 ± 14.8
	<i>Very Remote</i>	416.2 ± 49.2	3.5	63.4 ± 14.7	16.6 ± 9.4	10.8 ± 7.5	3.8 ± 4.1	1.6 ± 2.0	0.4 ± 1.0	33.1 ± 13.9
WA	<i>Metro</i>	494.7 ± 9.9	1.5	37.8 ± 5.6	27.9 ± 4.1	19.7 ± 4.1	9.9 ± 2.5	2.9 ± 1.5	0.3 ± 0.4	60.7 ± 5.6
	<i>Provincial</i>	478.9 ± 13.3	0.4	47.0 ± 7.4	27.6 ± 6.1	17.3 ± 5.2	6.0 ± 3.7	1.5 ± 2.0	0.3 ± 0.8	52.6 ± 7.3
	<i>Remote</i>	467.6 ± 15.7	0.4	53.6 ± 9.4	24.5 ± 7.4	14.1 ± 5.7	5.6 ± 4.1	1.6 ± 1.7	0.2 ± 0.7	46.0 ± 9.5
	<i>Very Remote</i>	414.0 ± 28.4	0.6	71.8 ± 9.5	15.2 ± 6.0	8.0 ± 5.0	3.6 ± 2.6	0.7 ± 1.1	0.0 ± 0.0	27.6 ± 9.7
SA	<i>Metro</i>	511.8 ± 14.8	3.7	30.3 ± 8.4	27.1 ± 6.5	22.9 ± 7.4	10.3 ± 6.2	4.8 ± 3.1	0.9 ± 1.4	66.0 ± 8.4
	<i>Provincial</i>	495.8 ± 20.6	6.3	37.1 ± 10.8	25.9 ± 8.0	19.5 ± 9.9	6.5 ± 5.3	3.0 ± 3.3	1.6 ± 2.4	56.6 ± 11.1
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	398.1 ± 51.4	0.0	74.5 ± 16.5	11.0 ± 13.3	8.6 ± 11.9	5.2 ± 8.0	0.7 ± 3.1	0.0 ± 0.0	25.5 ± 16.5
Tas	<i>Metro</i>	507.1 ± 23.0	0.6	33.8 ± 10.3	24.7 ± 8.5	20.9 ± 7.4	14.0 ± 7.9	4.5 ± 4.2	1.4 ± 2.4	65.6 ± 10.5
	<i>Provincial</i>	520.1 ± 13.0	0.7	28.4 ± 6.8	28.6 ± 7.0	21.6 ± 5.4	12.0 ± 5.2	6.7 ± 3.6	2.1 ± 2.8	70.9 ± 6.9
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	515.7 ± 29.2	0.0	26.6 ± 11.2	25.6 ± 13.8	27.3 ± 13.8	11.5 ± 11.8	7.8 ± 8.0	1.2 ± 3.3	73.4 ± 11.2
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	478.0 ± 17.2	2.7	46.0 ± 9.4	20.4 ± 5.5	16.0 ± 5.3	10.7 ± 3.7	3.7 ± 2.6	0.5 ± 0.7	51.3 ± 8.4
	<i>Remote</i>	445.6 ± 49.1	2.4	56.6 ± 19.4	19.9 ± 8.8	11.6 ± 7.1	7.6 ± 5.0	1.5 ± 2.6	0.3 ± 1.0	41.0 ± 19.4
	<i>Very Remote</i>	355.1 ± 30.1	0.0	86.3 ± 7.6	8.1 ± 4.4	4.3 ± 4.0	1.2 ± 1.3	0.1 ± 0.5	0.0 ± 0.0	13.7 ± 7.6
Aust	<i>Metro</i>	512.8 ± 7.0	2.1	30.0 ± 2.6	26.3 ± 2.1	22.6 ± 1.7	12.2 ± 1.5	5.2 ± 1.2	1.6 ± 0.7	67.9 ± 2.7
	<i>Provincial</i>	499.5 ± 4.5	2.0	35.4 ± 2.3	26.9 ± 2.1	20.7 ± 1.8	10.5 ± 1.5	3.5 ± 0.7	1.0 ± 0.3	62.6 ± 2.3
	<i>Remote</i>	458.0 ± 19.0	1.4	54.2 ± 8.0	22.3 ± 4.1	13.9 ± 3.6	6.5 ± 2.2	1.5 ± 1.2	0.3 ± 0.5	44.4 ± 8.0
	<i>Very Remote</i>	391.2 ± 21.6	1.0	75.2 ± 6.1	12.9 ± 3.4	7.3 ± 2.7	2.7 ± 1.2	0.8 ± 0.7	0.2 ± 0.3	23.8 ± 6.0

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.W7: Achievement of Year 9 Students in Writing, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	607.9 ± 2.6	0.7	4.3 ± 0.3	10.7 ± 0.6	22.2 ± 0.7	26.1 ± 0.6	19.7 ± 0.6	16.2 ± 1.0	95.0 ± 0.4
Advanced diploma/diploma	580.3 ± 2.0	0.9	7.7 ± 0.6	16.6 ± 0.7	27.2 ± 0.9	24.5 ± 0.8	14.6 ± 0.6	8.6 ± 0.6	91.5 ± 0.6
Cert I to IV	560.4 ± 1.7	1.1	11.8 ± 0.5	21.3 ± 0.6	28.7 ± 0.5	21.5 ± 0.5	10.6 ± 0.4	5.0 ± 0.3	87.1 ± 0.6
Year 12 or equivalent	568.6 ± 3.0	1.3	11.0 ± 0.9	18.8 ± 1.1	26.8 ± 1.2	22.9 ± 0.8	12.3 ± 0.8	7.0 ± 0.8	87.7 ± 0.9
Year 11 or equivalent or below	538.0 ± 2.3	2.5	19.4 ± 0.9	24.3 ± 0.7	26.6 ± 0.6	16.8 ± 0.6	7.2 ± 0.4	3.2 ± 0.3	78.1 ± 1.0
Not stated	565.3 ± 2.4	1.1	12.9 ± 0.6	18.9 ± 0.5	25.9 ± 0.4	21.4 ± 0.4	12.3 ± 0.4	7.5 ± 0.6	86.0 ± 0.6

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 9 students with parental education 'not stated' is 44%.

Table 9.W8: Achievement of Year 9 Students in Writing, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	602.9 ± 2.5	0.7	5.0 ± 0.4	11.7 ± 0.6	23.0 ± 0.7	25.8 ± 0.6	18.9 ± 0.6	14.9 ± 0.9	94.3 ± 0.4
Other business managers and associate professionals	582.3 ± 2.0	0.8	7.4 ± 0.4	16.3 ± 0.6	26.8 ± 0.7	24.7 ± 0.6	14.9 ± 0.5	9.1 ± 0.6	91.8 ± 0.4
Tradespeople, clerks, skilled office, sales and service staff	564.4 ± 2.0	1.2	10.7 ± 0.6	20.4 ± 0.7	28.7 ± 0.8	22.2 ± 0.7	11.1 ± 0.6	5.6 ± 0.5	88.1 ± 0.6
Machine operators, hospitality staff, assistants, labourers	548.4 ± 2.4	1.8	15.9 ± 0.8	23.1 ± 0.8	27.6 ± 0.7	18.6 ± 0.8	8.7 ± 0.6	4.2 ± 0.4	82.3 ± 0.8
Not in paid work in the previous 12 months	534.6 ± 3.1	5.7	20.9 ± 1.2	23.0 ± 1.2	24.5 ± 1.0	15.4 ± 1.0	7.0 ± 0.7	3.5 ± 0.5	73.4 ± 1.5
Not stated	563.5 ± 2.3	1.0	13.5 ± 0.6	19.3 ± 0.5	25.8 ± 0.4	21.1 ± 0.5	12.0 ± 0.4	7.3 ± 0.5	85.5 ± 0.6

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

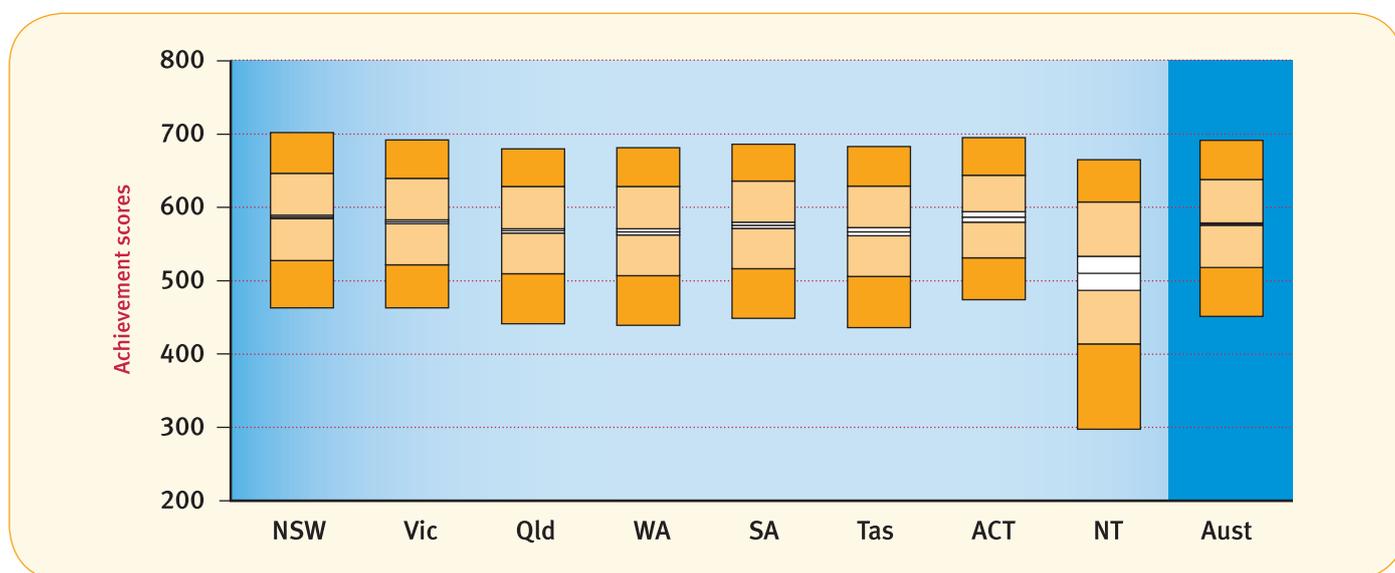
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 9 students with parental occupation 'not stated' is 46%.

Table 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score / Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	586.6 ± 2.5 71.7	94.5	0.5	7.3 ± 0.4	13.5 ± 0.6	25.4 ± 0.7	28.0 ± 0.6	17.8 ± 0.7	7.6 ± 0.8	92.2 ± 0.5	
VIC	14yrs 9mths 9yrs 4mths	580.3 ± 2.8 69.7	92.6	1.8	7.3 ± 0.5	15.5 ± 0.7	26.3 ± 0.7	27.1 ± 0.6	16.2 ± 0.8	5.8 ± 0.8	90.9 ± 0.6	
Qld	14yrs 1mth 8yrs 4mths	567.8 ± 2.8 72.6	95.2	1.4	11.1 ± 0.8	16.9 ± 0.7	27.1 ± 0.6	26.1 ± 0.7	13.4 ± 0.7	4.0 ± 0.4	87.5 ± 0.9	
WA	14yrs 0mths 8yrs 4mths	566.5 ± 4.2 73.3	93.3	0.6	11.7 ± 1.2	17.4 ± 1.1	27.4 ± 0.9	25.4 ± 1.1	13.2 ± 1.1	4.2 ± 0.6	87.7 ± 1.3	
SA	14yrs 6mths 9yrs 4mths	575.4 ± 4.2 71.4	93.9	2.2	9.6 ± 1.2	15.0 ± 1.1	25.7 ± 1.0	27.3 ± 1.2	15.4 ± 1.3	4.8 ± 0.7	88.2 ± 1.8	
Tas	14yrs 10mths 9yrs 4mths	566.6 ± 5.6 74.3	91.2	0.7	12.1 ± 1.9	17.5 ± 1.5	26.4 ± 1.4	25.6 ± 1.9	13.2 ± 1.3	4.5 ± 0.8	87.2 ± 1.9	
ACT	14yrs 8mths 9yrs 4mths	586.7 ± 7.0 66.6	93.3	0.3	5.6 ± 1.3	14.0 ± 2.1	26.9 ± 2.1	29.0 ± 2.5	17.9 ± 2.8	6.3 ± 1.5	94.1 ± 1.4	
NT	14yrs 5mths 9yrs 4mths	510.0 ± 23.4 112.9	78.9	1.9	33.5 ± 8.4	15.9 ± 2.8	20.4 ± 3.3	17.1 ± 3.2	8.8 ± 2.4	2.4 ± 1.0	64.6 ± 8.1	
Aust	14yrs 5mths 9yrs 0mths	576.9 ± 1.4 72.9	93.7	1.2	9.1 ± 0.3	15.3 ± 0.3	26.2 ± 0.3	26.9 ± 0.4	15.6 ± 0.4	5.7 ± 0.4	89.8 ± 0.4	

Figure 9.S1: Achievement of Year 9 Students in Spelling, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

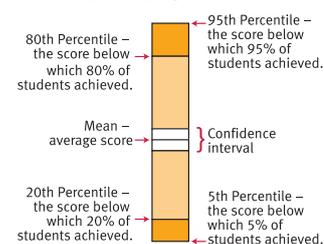
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 9 students reported by schools which includes those absent and withdrawn.

Reading the graph

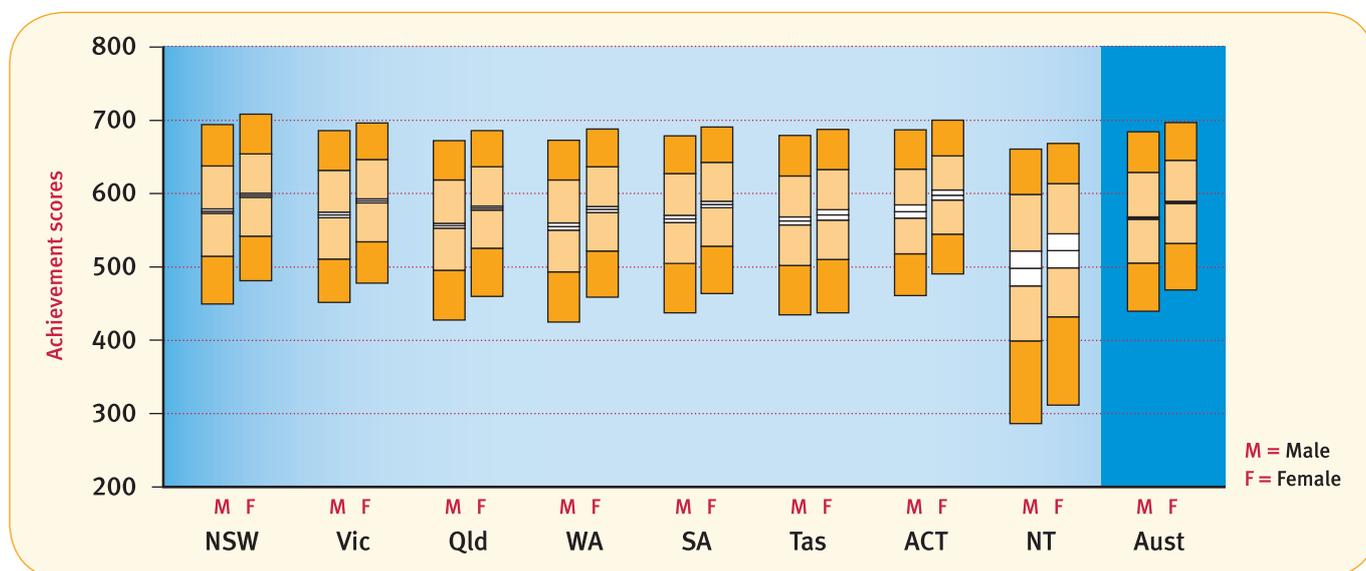


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	576.0 ± 3.2	0.7	9.9 ± 0.6	15.8 ± 0.7	26.3 ± 0.8	26.1 ± 0.8	15.1 ± 0.8	6.2 ± 1.0	89.5 ± 0.7
	Female	597.5 ± 2.7	0.4	4.6 ± 0.4	11.1 ± 0.6	24.4 ± 0.8	30.1 ± 0.8	20.5 ± 0.7	9.1 ± 1.1	95.1 ± 0.4
VIC	Male	570.9 ± 3.8	2.3	9.6 ± 0.8	17.9 ± 0.9	26.9 ± 0.9	24.8 ± 0.8	13.7 ± 0.9	4.8 ± 1.1	88.1 ± 1.0
	Female	590.1 ± 2.8	1.3	4.9 ± 0.5	12.9 ± 0.8	25.7 ± 0.9	29.6 ± 0.8	18.8 ± 0.9	6.8 ± 0.9	93.8 ± 0.6
Qld	Male	556.1 ± 3.4	1.7	14.4 ± 1.1	19.7 ± 0.9	27.3 ± 0.8	23.0 ± 0.9	10.8 ± 0.8	3.2 ± 0.5	83.9 ± 1.2
	Female	580.1 ± 2.8	1.1	7.5 ± 0.8	13.9 ± 0.8	27.0 ± 0.8	29.4 ± 0.9	16.2 ± 0.9	4.8 ± 0.5	91.4 ± 0.8
WA	Male	555.3 ± 4.9	0.8	15.3 ± 1.6	19.7 ± 1.3	27.3 ± 1.0	22.8 ± 1.2	10.8 ± 1.1	3.4 ± 0.6	83.9 ± 1.6
	Female	578.4 ± 4.2	0.5	7.9 ± 1.0	15.1 ± 1.2	27.5 ± 1.1	28.1 ± 1.3	15.8 ± 1.3	5.2 ± 0.8	91.6 ± 1.1
SA	Male	565.6 ± 4.9	2.7	12.1 ± 1.6	16.8 ± 1.3	26.8 ± 1.2	24.8 ± 1.4	13.0 ± 1.3	3.8 ± 0.8	85.2 ± 2.2
	Female	584.9 ± 4.4	1.8	7.0 ± 1.1	13.2 ± 1.3	24.6 ± 1.4	29.8 ± 1.4	17.9 ± 1.5	5.7 ± 0.9	91.1 ± 1.7
Tas	Male	562.8 ± 5.5	0.6	12.6 ± 2.0	18.8 ± 1.9	26.8 ± 1.6	25.1 ± 2.3	12.2 ± 1.5	3.9 ± 0.8	86.8 ± 2.0
	Female	570.7 ± 7.1	0.7	11.7 ± 2.3	16.1 ± 2.1	26.0 ± 2.2	26.3 ± 2.4	14.2 ± 2.2	5.1 ± 1.3	87.6 ± 2.3
ACT	Male	575.5 ± 8.9	0.3	8.0 ± 2.0	16.9 ± 2.9	28.5 ± 2.8	26.9 ± 3.1	14.3 ± 3.5	5.1 ± 1.8	91.7 ± 2.1
	Female	597.6 ± 6.8	0.3	3.2 ± 1.1	11.2 ± 2.1	25.4 ± 2.8	31.0 ± 2.9	21.3 ± 3.0	7.5 ± 1.8	96.5 ± 1.1
NT	Male	498.3 ± 23.7	2.2	37.7 ± 8.2	16.8 ± 3.6	18.7 ± 3.2	14.8 ± 3.2	7.5 ± 2.3	2.4 ± 1.3	60.1 ± 8.0
	Female	522.2 ± 23.2	1.6	29.1 ± 8.8	14.9 ± 2.8	22.1 ± 4.1	19.5 ± 3.7	10.3 ± 3.5	2.5 ± 1.1	69.3 ± 8.3
Aust	Male	566.5 ± 1.8	1.4	11.8 ± 0.4	17.7 ± 0.4	26.8 ± 0.4	24.6 ± 0.4	13.1 ± 0.4	4.6 ± 0.5	86.7 ± 0.5
	Female	587.8 ± 1.5	0.9	6.2 ± 0.3	12.8 ± 0.4	25.6 ± 0.4	29.4 ± 0.4	18.3 ± 0.4	6.8 ± 0.5	92.9 ± 0.3

Figure 9.S2: Achievement of Year 9 Students in Spelling, by Sex, by State and Territory, 2008.



Notes:

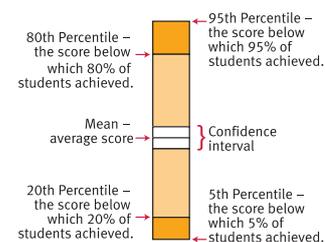
The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

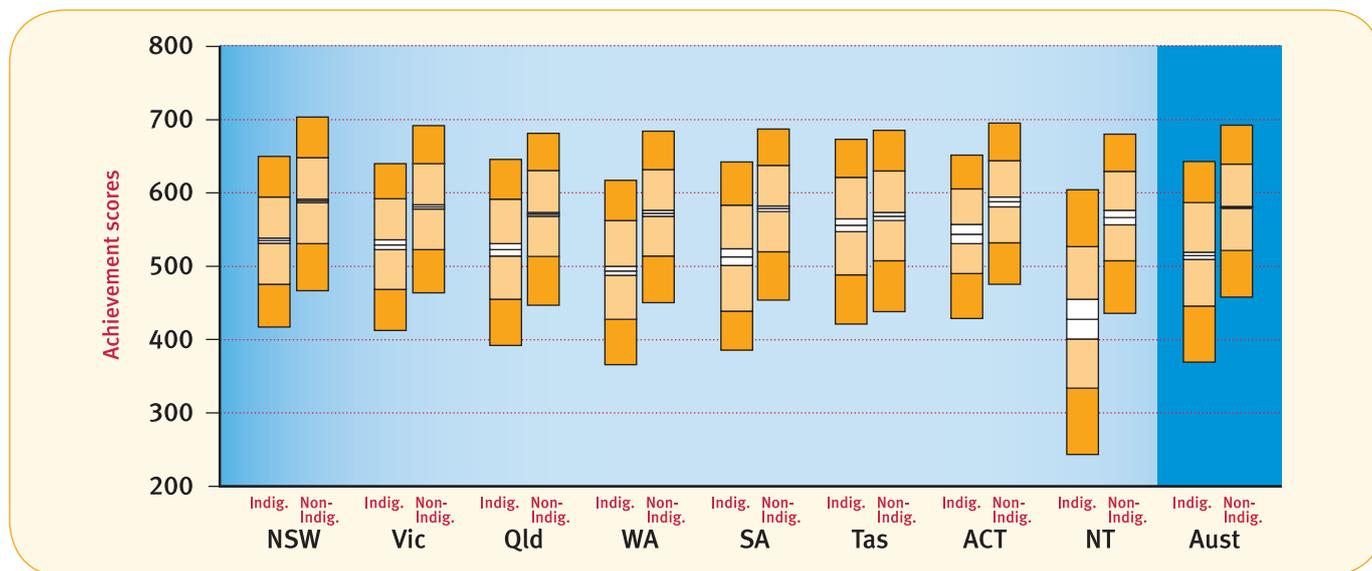


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.S3: Achievement of Year 9 Students in Spelling, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Indigenous	534.9 ± 3.6	1.0	20.6 ± 1.9	25.8 ± 2.1	27.3 ± 1.6	17.8 ± 2.0	6.3 ± 1.2	1.3 ± 0.5	78.4 ± 1.9
	Non-Indigenous	589.1 ± 2.5	0.5	6.6 ± 0.4	12.9 ± 0.5	25.3 ± 0.7	28.5 ± 0.6	18.3 ± 0.7	7.9 ± 0.9	92.9 ± 0.4
VIC	Indigenous	529.6 ± 6.5	6.0	22.4 ± 3.6	24.6 ± 3.8	24.3 ± 4.4	16.7 ± 3.5	5.6 ± 1.9	0.4 ± 0.5	71.6 ± 4.0
	Non-Indigenous	581.0 ± 2.7	1.6	7.1 ± 0.5	15.3 ± 0.7	26.4 ± 0.7	27.4 ± 0.6	16.4 ± 0.8	5.8 ± 0.8	91.3 ± 0.6
Qld	Indigenous	522.7 ± 8.3	2.2	27.3 ± 3.4	23.9 ± 1.9	23.5 ± 1.7	16.0 ± 2.0	5.9 ± 1.5	1.1 ± 0.7	70.5 ± 3.5
	Non-Indigenous	571.1 ± 2.7	1.3	9.9 ± 0.7	16.4 ± 0.7	27.4 ± 0.6	26.9 ± 0.6	14.0 ± 0.7	4.2 ± 0.4	88.8 ± 0.8
WA	Indigenous	494.0 ± 6.1	0.9	41.2 ± 3.4	25.2 ± 3.1	19.7 ± 2.7	10.1 ± 2.0	2.3 ± 0.9	0.5 ± 0.4	57.9 ± 3.4
	Non-Indigenous	572.3 ± 4.0	0.5	9.5 ± 1.0	16.8 ± 1.1	27.8 ± 0.9	26.6 ± 1.1	14.2 ± 1.1	4.6 ± 0.7	90.0 ± 1.0
SA	Indigenous	512.9 ± 11.3	3.9	33.1 ± 6.3	21.5 ± 3.9	21.8 ± 5.2	14.0 ± 4.2	4.7 ± 2.1	1.0 ± 1.1	63.0 ± 6.3
	Non-Indigenous	578.4 ± 3.9	1.7	8.6 ± 1.1	14.6 ± 1.0	25.8 ± 1.0	28.1 ± 1.0	16.2 ± 1.2	5.0 ± 0.7	89.7 ± 1.3
Tas	Indigenous	556.0 ± 8.9	0.6	16.3 ± 4.7	19.0 ± 6.3	24.6 ± 4.5	24.5 ± 4.5	12.1 ± 3.3	2.9 ± 2.1	83.1 ± 4.8
	Non-Indigenous	568.2 ± 5.6	0.7	11.5 ± 1.7	17.4 ± 1.7	26.6 ± 1.7	25.7 ± 2.0	13.3 ± 1.6	4.8 ± 1.0	87.7 ± 1.6
ACT	Indigenous	543.9 ± 13.1	0.0	14.4 ± 8.7	27.1 ± 11.6	30.4 ± 12.7	18.8 ± 8.7	8.5 ± 7.4	0.9 ± 2.3	85.6 ± 8.7
	Non-Indigenous	587.8 ± 6.8	0.3	5.3 ± 1.2	13.6 ± 2.1	26.9 ± 2.1	29.3 ± 2.6	18.1 ± 2.8	6.4 ± 1.5	94.4 ± 1.3
NT	Indigenous	428.5 ± 27.1	1.5	65.2 ± 8.8	14.3 ± 4.3	11.3 ± 3.9	5.4 ± 2.0	2.1 ± 1.0	0.3 ± 0.4	33.3 ± 8.7
	Non-Indigenous	566.6 ± 10.0	1.8	11.7 ± 2.9	17.1 ± 2.9	26.5 ± 3.1	25.3 ± 3.1	13.6 ± 3.0	3.9 ± 1.3	86.4 ± 3.0
Aust	Indigenous	514.6 ± 4.9	1.8	30.3 ± 2.0	23.5 ± 1.3	23.0 ± 1.1	15.0 ± 1.0	5.3 ± 0.6	1.0 ± 0.3	67.8 ± 2.0
	Non-Indigenous	580.2 ± 1.4	1.0	8.0 ± 0.3	14.9 ± 0.3	26.4 ± 0.4	27.6 ± 0.3	16.2 ± 0.4	5.9 ± 0.4	91.0 ± 0.3

Figure 9.S3: Achievement of Year 9 Students in Spelling, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 9, Band 6 represents the national minimum standard.

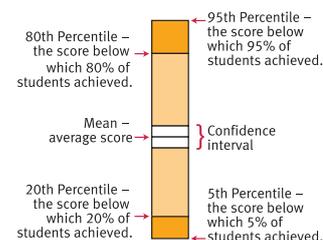
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

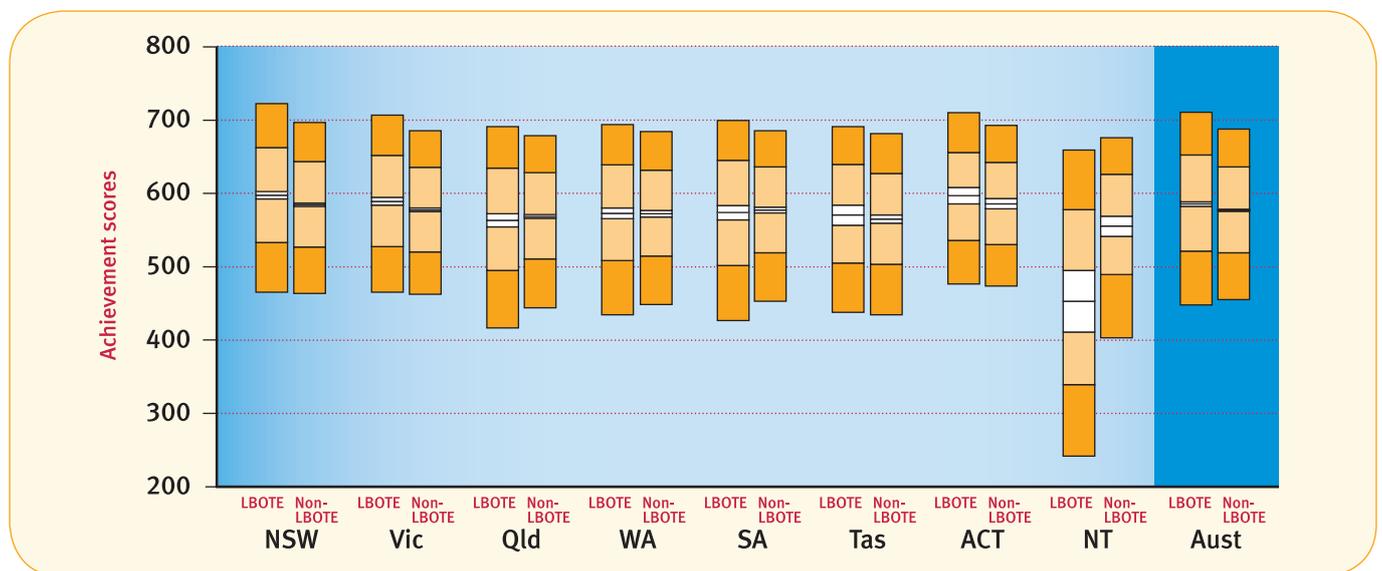


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile – this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.S4: Achievement of Year 9 Students in Spelling, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	LBOTE	597.4 ± 5.0	0.5	6.8 ± 0.9	12.1 ± 1.0	22.1 ± 1.2	26.3 ± 1.2	20.1 ± 1.3	12.1 ± 2.0	92.7 ± 0.9
	Non-LBOTE	584.5 ± 2.3	0.5	7.2 ± 0.4	13.7 ± 0.6	26.2 ± 0.7	28.5 ± 0.7	17.3 ± 0.6	6.6 ± 0.6	92.3 ± 0.5
VIC	LBOTE	589.1 ± 5.4	1.9	6.7 ± 0.9	13.8 ± 1.2	24.0 ± 1.3	26.2 ± 1.1	18.5 ± 1.3	8.8 ± 2.0	91.4 ± 1.0
	Non-LBOTE	577.3 ± 2.4	1.8	7.5 ± 0.6	16.0 ± 0.7	27.1 ± 0.7	27.4 ± 0.6	15.4 ± 0.8	4.7 ± 0.5	90.7 ± 0.7
Qld	LBOTE	563.2 ± 9.0	2.5	15.4 ± 3.1	16.2 ± 1.5	24.1 ± 1.7	22.2 ± 1.6	14.0 ± 1.8	5.6 ± 1.7	82.1 ± 3.5
	Non-LBOTE	568.2 ± 2.6	1.3	10.6 ± 0.8	17.0 ± 0.7	27.4 ± 0.5	26.5 ± 0.7	13.4 ± 0.7	3.8 ± 0.3	88.1 ± 0.8
WA	LBOTE	572.6 ± 7.3	0.3	12.1 ± 2.4	15.9 ± 2.0	24.6 ± 2.1	25.1 ± 2.2	16.1 ± 2.3	6.0 ± 1.5	87.6 ± 2.4
	Non-LBOTE	572.2 ± 4.5	0.5	9.7 ± 1.3	16.2 ± 1.2	27.9 ± 1.1	26.9 ± 1.2	14.2 ± 1.2	4.6 ± 0.8	89.8 ± 1.3
SA	LBOTE	573.6 ± 9.8	3.2	14.0 ± 3.3	13.6 ± 2.2	21.8 ± 2.9	23.5 ± 3.1	16.9 ± 3.2	6.9 ± 2.4	82.8 ± 4.6
	Non-LBOTE	577.0 ± 3.9	1.6	8.8 ± 1.1	14.9 ± 1.1	26.1 ± 1.0	28.1 ± 1.0	15.7 ± 1.2	4.8 ± 0.7	89.6 ± 1.3
Tas	LBOTE	570.1 ± 13.9	6.9	12.4 ± 5.9	14.5 ± 6.6	23.3 ± 8.1	22.2 ± 6.0	15.3 ± 6.2	5.5 ± 4.3	80.8 ± 6.7
	Non-LBOTE	564.8 ± 5.5	0.5	12.6 ± 1.9	18.0 ± 1.6	26.7 ± 1.5	25.3 ± 2.0	12.8 ± 1.4	4.2 ± 0.8	87.0 ± 1.9
ACT	LBOTE	596.5 ± 11.3	0.3	5.2 ± 2.8	12.2 ± 4.6	23.8 ± 4.9	27.1 ± 5.2	21.9 ± 5.4	9.5 ± 4.1	94.5 ± 2.9
	Non-LBOTE	585.7 ± 7.1	0.3	5.6 ± 1.4	14.2 ± 2.1	27.2 ± 2.1	29.3 ± 2.8	17.5 ± 2.8	5.9 ± 1.5	94.1 ± 1.4
NT	LBOTE	453.2 ± 42.0	0.6	56.5 ± 13.8	12.8 ± 4.5	11.4 ± 4.7	11.2 ± 5.2	5.0 ± 3.0	2.5 ± 2.0	42.9 ± 13.9
	Non-LBOTE	555.1 ± 13.6	0.5	16.8 ± 4.7	17.1 ± 3.4	26.1 ± 3.4	23.1 ± 4.4	13.0 ± 3.7	3.4 ± 1.8	82.7 ± 4.8
Aust	LBOTE	585.3 ± 3.2	1.4	9.1 ± 0.7	13.6 ± 0.6	23.1 ± 0.7	25.4 ± 0.7	18.2 ± 0.8	9.2 ± 1.1	89.5 ± 0.8
	Non-LBOTE	576.8 ± 1.3	1.0	8.6 ± 0.3	15.5 ± 0.3	26.8 ± 0.3	27.5 ± 0.4	15.4 ± 0.4	5.1 ± 0.3	90.3 ± 0.3

Figure 9.S4: Achievement of Year 9 Students in Spelling, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

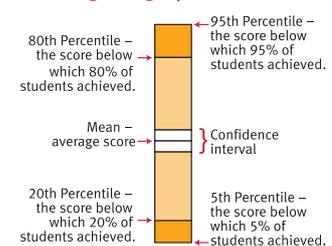
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.S5: Achievement of Year 9 Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	<i>Metro</i>	592.7 ± 3.1	0.5	6.1 ± 0.5	12.3 ± 0.7	24.4 ± 0.8	28.5 ± 0.7	19.3 ± 0.8	8.9 ± 1.1	93.4 ± 0.5
	<i>Provincial</i>	569.9 ± 2.3	0.6	10.2 ± 0.7	16.8 ± 0.7	28.1 ± 0.7	26.8 ± 0.8	13.5 ± 0.7	3.9 ± 0.4	89.2 ± 0.8
	<i>Remote</i>	525.8 ± 18.7	0.7	28.3 ± 10.5	21.3 ± 5.1	24.6 ± 6.2	17.9 ± 7.0	5.9 ± 3.6	1.3 ± 1.7	71.0 ± 10.6
	<i>Very Remote</i>	543.5 ± 31.7	0.0	21.6 ± 12.6	20.5 ± 9.4	25.9 ± 10.3	22.4 ± 9.9	7.2 ± 12.1	2.4 ± 5.9	78.4 ± 12.6
VIC	<i>Metro</i>	585.7 ± 3.3	1.8	6.2 ± 0.6	14.1 ± 0.8	25.8 ± 0.8	27.8 ± 0.7	17.5 ± 0.9	6.7 ± 1.0	92.0 ± 0.7
	<i>Provincial</i>	565.0 ± 3.5	1.9	10.4 ± 1.0	19.2 ± 1.1	27.8 ± 1.0	25.2 ± 1.1	12.4 ± 1.0	3.2 ± 0.5	87.7 ± 1.1
	<i>Remote</i>	571.0 ± 22.6	1.7	11.7 ± 6.5	17.9 ± 17.4	23.8 ± 11.4	24.1 ± 13.2	15.5 ± 11.6	5.2 ± 8.8	86.6 ± 7.1
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	572.8 ± 3.5	1.3	9.6 ± 1.0	15.9 ± 0.9	27.2 ± 0.7	27.0 ± 0.8	14.5 ± 0.9	4.5 ± 0.6	89.1 ± 1.1
	<i>Provincial</i>	559.6 ± 3.1	1.6	13.1 ± 1.1	19.1 ± 0.9	27.3 ± 0.8	24.6 ± 1.0	11.3 ± 0.9	3.0 ± 0.4	85.3 ± 1.2
	<i>Remote</i>	539.5 ± 8.8	0.6	22.1 ± 4.7	21.7 ± 3.5	24.0 ± 4.9	20.9 ± 3.0	9.1 ± 3.0	1.6 ± 1.1	77.3 ± 4.8
	<i>Very Remote</i>	501.1 ± 30.2	2.4	38.0 ± 13.2	19.0 ± 4.1	20.6 ± 7.9	14.2 ± 5.9	4.5 ± 2.9	1.3 ± 1.5	59.6 ± 13.3
WA	<i>Metro</i>	574.3 ± 4.8	0.7	9.3 ± 1.3	15.9 ± 1.2	27.3 ± 1.0	27.1 ± 1.2	14.7 ± 1.4	4.9 ± 0.8	90.0 ± 1.3
	<i>Provincial</i>	553.2 ± 6.2	0.5	14.6 ± 2.4	21.3 ± 1.8	28.7 ± 1.7	22.3 ± 1.9	9.9 ± 1.5	2.7 ± 0.8	84.9 ± 2.4
	<i>Remote</i>	533.1 ± 14.8	0.6	24.1 ± 5.6	22.1 ± 3.6	26.1 ± 3.6	18.3 ± 4.4	7.0 ± 2.8	1.8 ± 1.5	75.3 ± 5.7
	<i>Very Remote</i>	494.1 ± 19.1	0.7	43.2 ± 10.2	22.0 ± 5.7	17.5 ± 5.4	10.9 ± 4.0	4.8 ± 2.8	0.9 ± 0.9	56.2 ± 10.3
SA	<i>Metro</i>	581.5 ± 5.2	2.4	8.1 ± 1.4	13.7 ± 1.3	25.0 ± 1.3	28.2 ± 1.4	16.9 ± 1.5	5.6 ± 0.9	89.5 ± 2.3
	<i>Provincial</i>	562.7 ± 5.0	2.0	12.1 ± 1.9	18.1 ± 1.4	27.6 ± 1.5	25.3 ± 2.3	12.1 ± 1.4	2.8 ± 0.6	85.9 ± 2.2
	<i>Remote</i>	559.2 ± 12.3	0.6	13.8 ± 4.7	18.1 ± 4.3	27.8 ± 4.3	25.8 ± 4.0	11.3 ± 4.1	2.6 ± 1.9	85.6 ± 4.5
	<i>Very Remote</i>	502.4 ± 28.6	0.0	40.4 ± 16.1	17.3 ± 6.6	21.2 ± 9.3	16.0 ± 9.5	4.4 ± 6.9	0.7 ± 1.4	59.6 ± 16.1
Tas	<i>Metro</i>	569.3 ± 9.8	0.9	11.4 ± 3.4	16.7 ± 2.4	25.8 ± 2.4	26.9 ± 3.4	13.5 ± 2.3	4.8 ± 1.5	87.7 ± 3.5
	<i>Provincial</i>	565.1 ± 6.3	0.5	12.6 ± 2.0	17.8 ± 2.0	26.9 ± 1.9	24.8 ± 2.2	13.0 ± 1.6	4.3 ± 0.9	86.9 ± 2.0
	<i>Remote</i>	528.6 ± 5.7	0.0	18.3 ± 8.5	40.4 ± 13.8	20.9 ± 9.7	15.7 ± 6.1	4.3 ± 3.3	0.4 ± 2.1	81.7 ± 8.5
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	586.7 ± 6.9	0.3	5.6 ± 1.3	14.0 ± 2.1	26.9 ± 2.0	29.0 ± 2.5	17.9 ± 2.8	6.3 ± 1.5	94.1 ± 1.4
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	549.1 ± 14.3	2.6	19.0 ± 5.3	17.7 ± 3.7	24.8 ± 3.3	21.5 ± 3.1	11.5 ± 3.0	3.0 ± 1.6	78.4 ± 4.5
	<i>Remote</i>	522.7 ± 38.6	1.2	29.7 ± 15.3	18.0 ± 4.8	22.4 ± 7.2	17.2 ± 7.0	8.5 ± 4.1	3.0 ± 1.7	69.1 ± 15.7
	<i>Very Remote</i>	389.9 ± 47.6	0.5	78.0 ± 16.3	8.6 ± 4.3	5.9 ± 4.5	4.7 ± 5.9	1.9 ± 2.8	0.4 ± 0.7	21.5 ± 15.5
Aust	<i>Metro</i>	583.7 ± 1.7	1.1	7.4 ± 0.4	14.1 ± 0.4	25.8 ± 0.4	27.8 ± 0.4	17.1 ± 0.4	6.7 ± 0.5	91.5 ± 0.4
	<i>Provincial</i>	563.8 ± 1.6	1.3	11.7 ± 0.5	18.5 ± 0.5	27.7 ± 0.5	25.2 ± 0.5	12.3 ± 0.4	3.4 ± 0.2	87.0 ± 0.6
	<i>Remote</i>	537.0 ± 9.0	0.7	23.0 ± 3.7	20.7 ± 1.9	25.0 ± 2.4	20.0 ± 2.5	8.5 ± 1.4	2.1 ± 0.8	76.3 ± 3.7
	<i>Very Remote</i>	466.9 ± 21.7	1.0	51.1 ± 8.0	16.5 ± 3.4	15.6 ± 3.5	10.9 ± 2.9	4.0 ± 1.5	0.9 ± 0.5	47.9 ± 7.9

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.S6: Achievement of Year 9 Indigenous Students in Spelling, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	<i>Metro</i>	544.9 ± 4.2	1.0	16.2 ± 2.2	24.8 ± 2.7	28.4 ± 2.8	20.3 ± 2.8	7.7 ± 1.9	1.7 ± 0.9	82.9 ± 2.2
	<i>Provincial</i>	529.2 ± 4.8	1.1	22.7 ± 2.5	27.0 ± 3.4	26.7 ± 2.8	16.1 ± 3.0	5.4 ± 1.3	1.0 ± 0.5	76.2 ± 2.6
	<i>Remote</i>	493.6 ± 25.8	0.8	43.9 ± 17.2	23.4 ± 10.9	20.0 ± 8.8	9.8 ± 7.0	2.0 ± 3.6	0.2 ± 1.1	55.3 ± 17.1
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	<i>Metro</i>	535.9 ± 8.4	4.4	17.7 ± 4.5	26.2 ± 5.0	28.0 ± 7.1	16.4 ± 5.5	6.7 ± 2.8	0.6 ± 0.9	77.9 ± 4.8
	<i>Provincial</i>	523.7 ± 9.1	7.4	26.5 ± 5.5	23.2 ± 5.3	21.0 ± 4.5	16.9 ± 4.0	4.8 ± 2.4	0.2 ± 0.6	66.1 ± 6.1
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	533.8 ± 12.1	2.5	22.6 ± 4.8	23.0 ± 3.0	24.8 ± 2.3	18.1 ± 3.1	7.4 ± 2.5	1.5 ± 1.1	74.8 ± 5.0
	<i>Provincial</i>	521.3 ± 6.9	1.7	27.2 ± 3.8	26.0 ± 3.0	23.9 ± 2.5	15.6 ± 3.0	4.8 ± 1.4	0.8 ± 0.7	71.1 ± 3.8
	<i>Remote</i>	500.8 ± 19.5	1.0	39.0 ± 12.0	25.5 ± 8.0	18.3 ± 8.9	11.5 ± 4.9	4.4 ± 4.0	0.2 ± 0.7	60.0 ± 11.8
	<i>Very Remote</i>	460.5 ± 31.7	3.5	54.5 ± 14.3	19.4 ± 6.0	14.9 ± 6.4	5.8 ± 3.6	1.5 ± 1.8	0.5 ± 1.1	42.0 ± 13.3
WA	<i>Metro</i>	514.9 ± 7.8	1.5	30.6 ± 4.1	25.0 ± 4.6	23.9 ± 4.1	14.6 ± 3.3	3.6 ± 1.9	0.8 ± 0.8	67.8 ± 4.1
	<i>Provincial</i>	499.3 ± 11.6	0.4	37.4 ± 7.4	29.8 ± 4.6	20.1 ± 6.0	9.5 ± 3.6	2.1 ± 1.9	0.6 ± 0.9	62.1 ± 7.3
	<i>Remote</i>	483.0 ± 13.1	0.4	46.8 ± 7.0	24.2 ± 4.6	20.1 ± 5.5	7.0 ± 4.0	1.4 ± 1.6	0.2 ± 0.7	52.9 ± 7.0
	<i>Very Remote</i>	454.2 ± 13.5	0.6	63.3 ± 8.2	20.2 ± 7.0	10.3 ± 5.4	4.6 ± 3.0	0.8 ± 1.0	0.1 ± 0.4	36.0 ± 8.2
SA	<i>Metro</i>	530.7 ± 15.4	3.7	24.2 ± 8.4	22.9 ± 6.3	25.1 ± 7.9	16.4 ± 7.4	6.5 ± 4.1	1.2 ± 1.5	72.1 ± 8.3
	<i>Provincial</i>	514.0 ± 17.5	6.3	31.3 ± 8.7	22.4 ± 8.1	20.1 ± 8.6	15.1 ± 7.7	4.1 ± 3.5	0.8 ± 1.8	62.4 ± 9.1
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	446.1 ± 25.0	0.0	70.0 ± 17.0	13.8 ± 13.1	12.4 ± 10.3	3.4 ± 5.4	0.3 ± 2.3	0.0 ± 0.0	30.0 ± 17.0
Tas	<i>Metro</i>	551.4 ± 18.5	0.6	18.3 ± 8.5	20.4 ± 10.8	24.3 ± 6.6	22.2 ± 8.6	11.5 ± 6.0	2.7 ± 3.5	81.1 ± 8.6
	<i>Provincial</i>	558.5 ± 8.9	0.7	15.4 ± 4.7	18.1 ± 5.4	24.8 ± 6.4	25.4 ± 6.1	12.5 ± 4.2	3.1 ± 2.0	83.9 ± 4.8
	<i>Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	543.9 ± 13.1	0.0	14.4 ± 8.7	27.1 ± 11.6	30.4 ± 12.7	18.8 ± 8.7	8.5 ± 7.4	0.9 ± 2.3	85.6 ± 8.7
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	492.7 ± 14.0	2.7	42.6 ± 9.2	21.3 ± 7.7	19.1 ± 5.7	9.6 ± 3.2	4.1 ± 1.8	0.6 ± 1.1	54.7 ± 8.8
	<i>Remote</i>	464.5 ± 48.3	2.4	52.0 ± 19.1	18.3 ± 8.7	16.6 ± 9.4	7.5 ± 4.7	2.7 ± 2.4	0.5 ± 0.9	45.6 ± 19.4
	<i>Very Remote</i>	360.1 ± 28.5	0.0	90.1 ± 5.1	6.6 ± 3.4	2.2 ± 2.0	0.9 ± 1.4	0.2 ± 0.5	0.0 ± 0.0	9.9 ± 5.1
Aust	<i>Metro</i>	535.6 ± 5.3	2.0	21.1 ± 2.2	24.0 ± 1.9	26.1 ± 1.8	18.3 ± 1.6	7.1 ± 1.3	1.4 ± 0.6	76.9 ± 2.3
	<i>Provincial</i>	522.1 ± 4.0	2.0	27.1 ± 2.1	25.5 ± 1.9	23.9 ± 1.4	15.4 ± 1.6	5.1 ± 0.7	0.9 ± 0.3	70.9 ± 2.1
	<i>Remote</i>	483.7 ± 17.8	1.2	45.9 ± 7.7	22.3 ± 4.4	18.8 ± 4.5	8.8 ± 2.7	2.6 ± 1.6	0.4 ± 0.6	52.9 ± 7.8
	<i>Very Remote</i>	417.5 ± 21.9	1.0	71.7 ± 6.7	14.1 ± 3.6	8.6 ± 2.8	3.8 ± 1.6	0.7 ± 0.6	0.1 ± 0.3	27.3 ± 6.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.S7: Achievement of Year 9 Students in Spelling, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	610.1 ± 2.2	0.7	2.9 ± 0.2	8.2 ± 0.4	20.9 ± 0.7	31.4 ± 0.8	24.3 ± 0.6	11.7 ± 1.0	96.4 ± 0.3
Advanced diploma/diploma	586.6 ± 1.5	0.9	5.7 ± 0.4	12.7 ± 0.5	27.1 ± 0.9	30.3 ± 0.7	17.4 ± 0.7	5.8 ± 0.5	93.4 ± 0.5
Cert I to IV	571.7 ± 1.2	1.1	8.8 ± 0.4	16.8 ± 0.5	28.6 ± 0.5	27.3 ± 0.6	13.6 ± 0.5	3.8 ± 0.3	90.1 ± 0.4
Year 12 or equivalent	580.6 ± 2.1	1.3	7.6 ± 0.6	14.3 ± 0.8	27.3 ± 0.9	27.8 ± 1.0	16.1 ± 0.8	5.7 ± 0.7	91.2 ± 0.7
Year 11 or equivalent or below	553.1 ± 1.8	2.5	15.4 ± 0.7	19.8 ± 0.6	27.5 ± 0.6	22.1 ± 0.6	10.0 ± 0.5	2.7 ± 0.3	82.1 ± 0.8
Not stated	571.0 ± 2.0	1.1	10.6 ± 0.5	16.8 ± 0.5	26.5 ± 0.5	25.7 ± 0.4	14.4 ± 0.5	5.1 ± 0.5	88.4 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 9 students with parental education 'not stated' is 44%.

Table 9.S8: Achievement of Year 9 Students in Spelling, by Parental Occupation, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	604.3 ± 1.9	0.7	3.5 ± 0.3	9.1 ± 0.5	22.4 ± 0.7	31.6 ± 0.7	22.8 ± 0.7	10.0 ± 0.8	95.8 ± 0.3
Other business managers and associate professionals	588.4 ± 1.5	0.8	5.5 ± 0.3	12.7 ± 0.5	26.5 ± 0.7	29.9 ± 0.6	18.0 ± 0.6	6.6 ± 0.6	93.7 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	575.2 ± 1.4	1.2	8.1 ± 0.4	15.9 ± 0.6	28.2 ± 0.6	27.7 ± 0.7	14.5 ± 0.5	4.3 ± 0.4	90.7 ± 0.5
Machine operators, hospitality staff, assistants, labourers	564.7 ± 2.1	1.7	12.3 ± 0.7	17.9 ± 0.8	27.1 ± 0.6	24.3 ± 0.7	12.6 ± 0.6	4.1 ± 0.5	86.0 ± 0.7
Not in paid work in the previous 12 months	552.3 ± 2.5	5.7	16.2 ± 1.1	19.1 ± 1.3	25.4 ± 1.3	20.2 ± 1.0	10.1 ± 0.9	3.3 ± 0.5	78.1 ± 1.4
Not stated	569.9 ± 1.9	1.0	10.9 ± 0.5	17.0 ± 0.4	26.5 ± 0.5	25.4 ± 0.4	14.1 ± 0.5	5.0 ± 0.5	88.1 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 9 students with parental occupation 'not stated' is 46%.

Table 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score / Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	576.1 ± 3.2 71.4	94.5	0.5	8.0 ± 0.6	18.6 ± 0.8	27.3 ± 0.7	24.6 ± 0.7	14.3 ± 0.7	6.6 ± 1.1	91.4 ± 0.6	
VIC	14yrs 9mths 9yrs 4mths	574.7 ± 3.5 65.6	92.6	1.8	6.5 ± 0.6	18.6 ± 1.0	29.2 ± 0.9	26.0 ± 0.8	13.1 ± 0.9	4.9 ± 1.0	91.8 ± 0.6	
Qld	14yrs 1mth 8yrs 4mths	563.2 ± 3.6 71.0	95.2	1.4	10.5 ± 1.0	20.3 ± 1.0	28.7 ± 0.7	23.6 ± 0.8	11.9 ± 0.9	3.6 ± 0.6	88.1 ± 1.1	
WA	14yrs 0mths 8yrs 4mths	555.9 ± 5.1 67.7	93.3	0.6	12.0 ± 1.6	22.5 ± 1.6	29.8 ± 1.0	22.7 ± 1.5	9.9 ± 1.2	2.4 ± 0.6	87.4 ± 1.6	
SA	14yrs 6mths 9yrs 4mths	564.7 ± 5.3 65.8	93.9	2.2	9.0 ± 1.4	20.5 ± 1.7	29.7 ± 1.3	24.2 ± 1.6	11.2 ± 1.5	3.2 ± 0.8	88.8 ± 2.0	
Tas	14yrs 10mths 9yrs 4mths	557.2 ± 7.5 65.5	91.2	0.7	11.7 ± 2.4	22.3 ± 2.8	30.4 ± 2.1	22.5 ± 2.5	10.0 ± 1.9	2.4 ± 0.7	87.7 ± 2.4	
ACT	14yrs 8mths 9yrs 4mths	588.7 ± 10.4 69.0	93.3	0.3	5.1 ± 1.7	15.5 ± 3.0	25.8 ± 2.7	27.3 ± 2.3	17.6 ± 2.9	8.4 ± 2.7	94.6 ± 1.7	
NT	14yrs 5mths 9yrs 4mths	499.6 ± 25.5 113.8	78.9	1.9	34.9 ± 9.1	19.0 ± 3.6	20.5 ± 3.1	14.6 ± 3.3	7.2 ± 2.2	1.9 ± 1.4	63.3 ± 8.7	
Aust	14yrs 5mths 9yrs 0mths	569.1 ± 1.7 70.4	93.7	1.2	9.0 ± 0.4	19.5 ± 0.5	28.5 ± 0.4	24.4 ± 0.4	12.7 ± 0.4	4.7 ± 0.5	89.9 ± 0.4	

Figure 9.G1: Achievement of Year 9 Students in Grammar and Punctuation, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

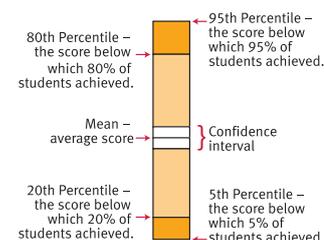
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 9 students reported by schools which includes those absent and withdrawn.

Reading the graph

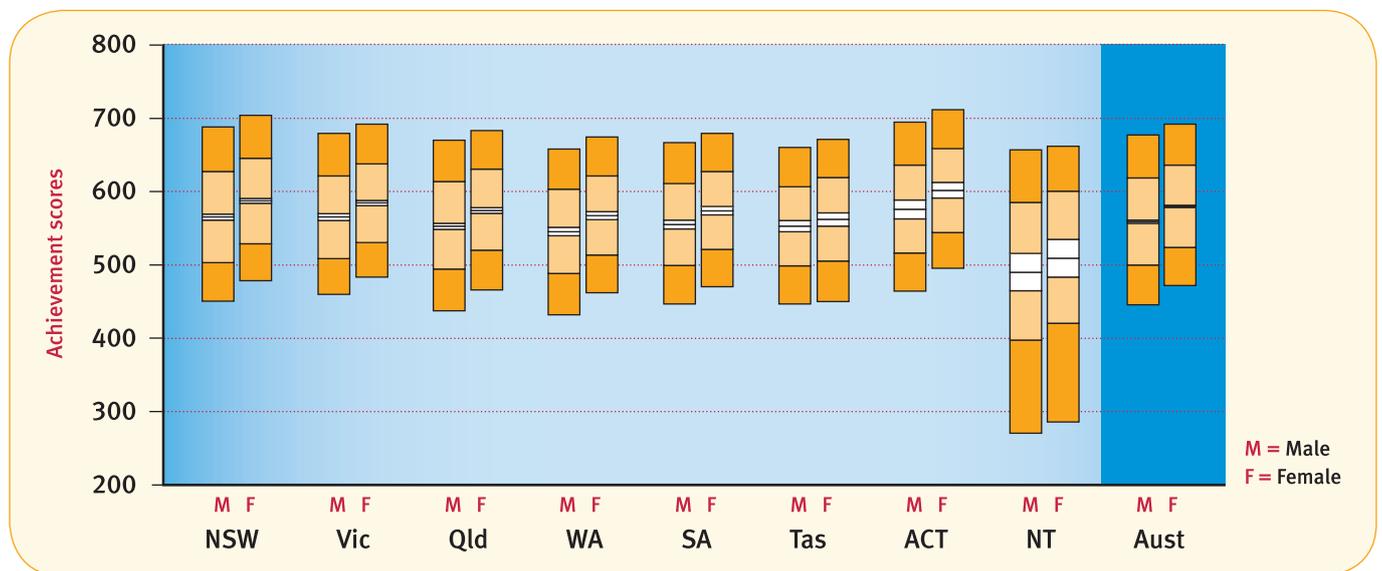


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.G2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Male	565.3 ± 4.0	0.7	11.1 ± 0.8	21.3 ± 1.0	27.2 ± 0.8	22.2 ± 0.9	12.3 ± 0.9	5.2 ± 1.3	88.2 ± 0.9
	Female	587.3 ± 3.5	0.4	4.9 ± 0.5	15.7 ± 0.9	27.5 ± 1.0	27.1 ± 0.9	16.5 ± 0.8	8.0 ± 1.4	94.8 ± 0.5
VIC	Male	565.4 ± 4.6	2.3	8.8 ± 0.8	21.4 ± 1.3	29.3 ± 1.2	23.3 ± 1.1	11.0 ± 1.1	4.0 ± 1.4	89.0 ± 1.0
	Female	584.4 ± 3.6	1.3	4.0 ± 0.5	15.6 ± 1.1	29.0 ± 1.0	28.9 ± 1.0	15.3 ± 1.1	5.9 ± 1.2	94.6 ± 0.6
Qld	Male	552.7 ± 4.2	1.7	13.8 ± 1.3	22.9 ± 1.1	28.2 ± 0.8	20.7 ± 1.1	9.9 ± 1.0	2.8 ± 0.6	84.5 ± 1.4
	Female	574.2 ± 3.8	1.1	6.9 ± 0.9	17.6 ± 1.2	29.2 ± 1.0	26.7 ± 0.9	14.0 ± 1.0	4.5 ± 0.7	92.0 ± 0.9
WA	Male	545.4 ± 5.7	0.8	15.9 ± 2.0	24.7 ± 1.7	28.9 ± 1.2	19.9 ± 1.7	8.0 ± 1.3	1.8 ± 0.6	83.3 ± 2.0
	Female	567.1 ± 5.2	0.5	7.9 ± 1.3	20.1 ± 1.9	30.8 ± 1.3	25.7 ± 1.7	11.9 ± 1.4	3.1 ± 0.9	91.6 ± 1.3
SA	Male	555.3 ± 6.0	2.7	11.8 ± 1.9	23.0 ± 1.9	29.0 ± 1.6	21.8 ± 1.7	9.2 ± 1.5	2.5 ± 0.9	85.6 ± 2.4
	Female	573.9 ± 5.5	1.8	6.2 ± 1.2	17.9 ± 1.9	30.4 ± 1.7	26.5 ± 1.8	13.2 ± 1.8	3.9 ± 1.0	92.0 ± 1.8
Tas	Male	552.9 ± 7.6	0.6	12.2 ± 2.4	24.0 ± 3.3	31.3 ± 2.7	21.3 ± 2.6	8.6 ± 2.0	2.0 ± 0.8	87.2 ± 2.4
	Female	561.9 ± 9.0	0.7	11.1 ± 2.9	20.3 ± 3.2	29.5 ± 2.4	23.9 ± 3.1	11.6 ± 2.6	2.8 ± 1.0	88.2 ± 2.9
ACT	Male	575.7 ± 12.7	0.3	7.8 ± 2.9	18.8 ± 3.6	27.5 ± 3.1	25.0 ± 3.2	14.2 ± 3.5	6.3 ± 3.0	91.9 ± 2.9
	Female	601.5 ± 10.6	0.3	2.3 ± 1.1	12.2 ± 3.3	24.1 ± 3.6	29.7 ± 2.7	21.0 ± 3.4	10.4 ± 3.5	97.3 ± 1.1
NT	Male	490.4 ± 25.4	2.2	37.9 ± 8.7	21.0 ± 3.9	18.5 ± 3.4	11.9 ± 2.9	6.7 ± 2.3	1.9 ± 1.5	59.9 ± 8.4
	Female	509.3 ± 25.4	1.6	31.7 ± 9.7	16.9 ± 4.1	22.6 ± 3.7	17.5 ± 4.1	7.7 ± 2.3	2.0 ± 1.4	66.7 ± 9.1
Aust	Male	558.9 ± 2.1	1.4	11.9 ± 0.5	22.2 ± 0.6	28.2 ± 0.5	21.8 ± 0.5	10.7 ± 0.5	3.8 ± 0.6	86.7 ± 0.6
	Female	579.6 ± 1.9	0.9	5.9 ± 0.3	16.8 ± 0.6	28.7 ± 0.5	27.1 ± 0.5	14.8 ± 0.5	5.8 ± 0.6	93.2 ± 0.4

Figure 9.G2: Achievement of Year 9 Students in Grammar and Punctuation, by Sex, by State and Territory, 2008.



Notes:

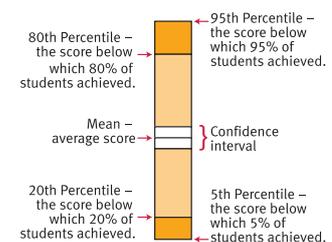
The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

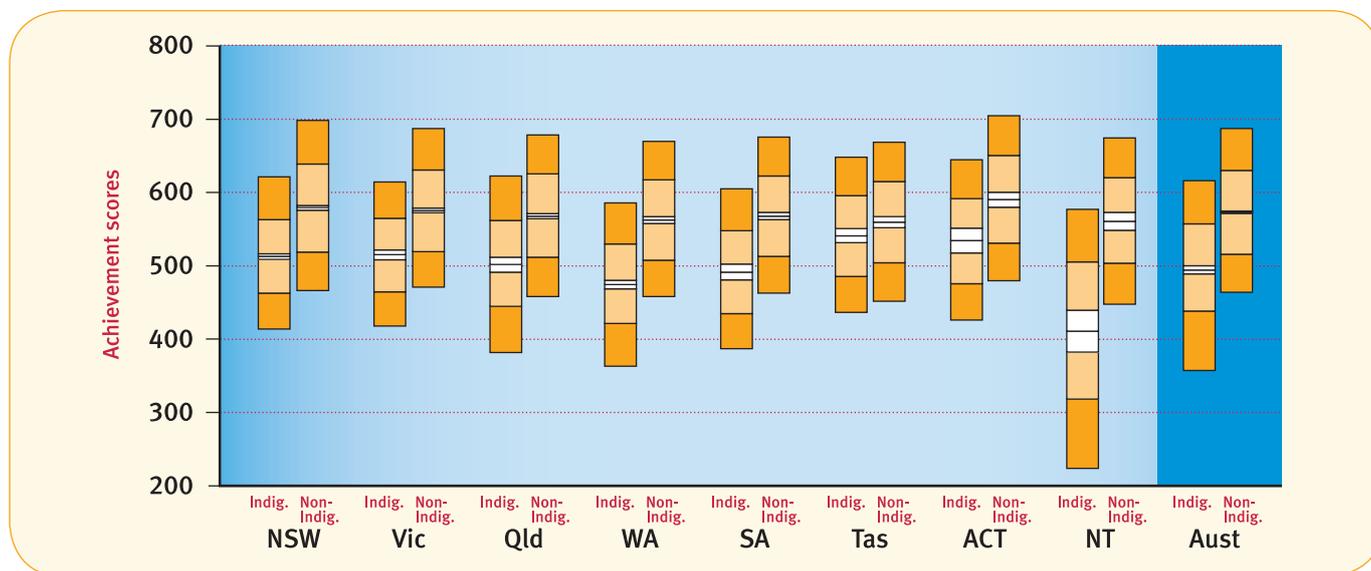


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	
NSW	Indigenous	513.0 ± 3.7	1.0	27.8 ± 2.6	34.6 ± 2.1	23.4 ± 2.3	9.9 ± 1.5	2.9 ± 0.8	0.5 ± 0.3	71.2 ± 2.6
	Non-Indigenous	579.0 ± 3.2	0.5	7.1 ± 0.5	17.9 ± 0.8	27.6 ± 0.7	25.3 ± 0.7	14.8 ± 0.7	6.9 ± 1.1	92.4 ± 0.6
VIC	Indigenous	515.2 ± 6.6	6.0	25.2 ± 4.1	31.2 ± 4.3	25.0 ± 4.3	10.1 ± 2.5	2.2 ± 1.3	0.3 ± 0.5	68.8 ± 4.3
	Non-Indigenous	575.5 ± 3.4	1.6	6.2 ± 0.6	18.4 ± 1.0	29.3 ± 0.9	26.3 ± 0.8	13.3 ± 0.9	5.0 ± 1.0	92.2 ± 0.7
Qld	Indigenous	501.8 ± 10.3	2.2	35.1 ± 4.6	28.5 ± 2.9	21.1 ± 2.1	9.6 ± 2.3	3.0 ± 1.8	0.5 ± 0.5	62.7 ± 4.6
	Non-Indigenous	567.6 ± 3.5	1.3	8.7 ± 0.8	19.7 ± 1.0	29.2 ± 0.7	24.7 ± 0.8	12.6 ± 0.9	3.8 ± 0.6	90.0 ± 0.9
WA	Indigenous	474.7 ± 6.1	0.9	51.6 ± 4.1	28.0 ± 3.8	14.0 ± 2.4	4.8 ± 1.6	0.7 ± 0.6	0.0 ± 0.1	47.6 ± 4.0
	Non-Indigenous	562.4 ± 4.9	0.5	9.2 ± 1.2	21.8 ± 1.7	30.8 ± 1.1	24.2 ± 1.6	10.8 ± 1.3	2.7 ± 0.7	90.3 ± 1.3
SA	Indigenous	491.8 ± 10.8	3.9	42.6 ± 7.6	26.7 ± 5.4	17.4 ± 4.4	7.3 ± 3.3	1.8 ± 1.4	0.3 ± 0.5	53.5 ± 7.4
	Non-Indigenous	567.8 ± 5.0	1.7	7.8 ± 1.2	20.1 ± 1.7	30.2 ± 1.2	25.0 ± 1.5	11.8 ± 1.5	3.4 ± 0.9	90.6 ± 1.4
Tas	Indigenous	541.2 ± 9.6	0.6	16.7 ± 4.5	26.1 ± 4.3	31.0 ± 4.9	17.4 ± 4.2	6.9 ± 2.8	1.3 ± 1.5	82.6 ± 4.6
	Non-Indigenous	559.5 ± 7.5	0.7	10.9 ± 2.2	21.8 ± 2.7	30.6 ± 2.2	22.9 ± 2.8	10.5 ± 2.0	2.7 ± 0.8	88.4 ± 2.1
ACT	Indigenous	534.4 ± 17.0	0.0	20.7 ± 11.6	24.7 ± 13.5	30.6 ± 11.5	17.2 ± 9.9	6.4 ± 6.9	0.5 ± 2.0	79.3 ± 11.6
	Non-Indigenous	590.2 ± 10.3	0.3	4.6 ± 1.5	15.1 ± 3.0	25.8 ± 2.8	27.7 ± 2.3	18.0 ± 2.9	8.6 ± 2.8	95.1 ± 1.6
NT	Indigenous	411.5 ± 28.3	1.5	70.1 ± 8.3	15.0 ± 4.9	9.1 ± 3.3	3.3 ± 1.7	0.8 ± 0.7	0.1 ± 0.2	28.4 ± 8.1
	Non-Indigenous	560.7 ± 12.4	1.8	10.8 ± 3.7	21.7 ± 4.6	28.4 ± 2.4	22.4 ± 3.5	11.7 ± 2.8	3.3 ± 2.2	87.4 ± 3.6
Aust	Indigenous	494.7 ± 5.4	1.8	37.5 ± 2.4	28.9 ± 1.6	20.2 ± 1.2	8.7 ± 1.0	2.5 ± 0.7	0.4 ± 0.2	60.7 ± 2.4
	Non-Indigenous	573.0 ± 1.7	1.0	7.5 ± 0.3	19.0 ± 0.5	28.9 ± 0.4	25.2 ± 0.4	13.3 ± 0.4	5.0 ± 0.5	91.5 ± 0.4

Figure 9.G3: Achievement of Year 9 Students in Grammar and Punctuation, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 9, Band 6 represents the national minimum standard.

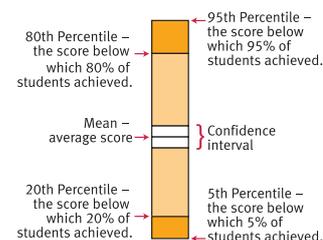
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

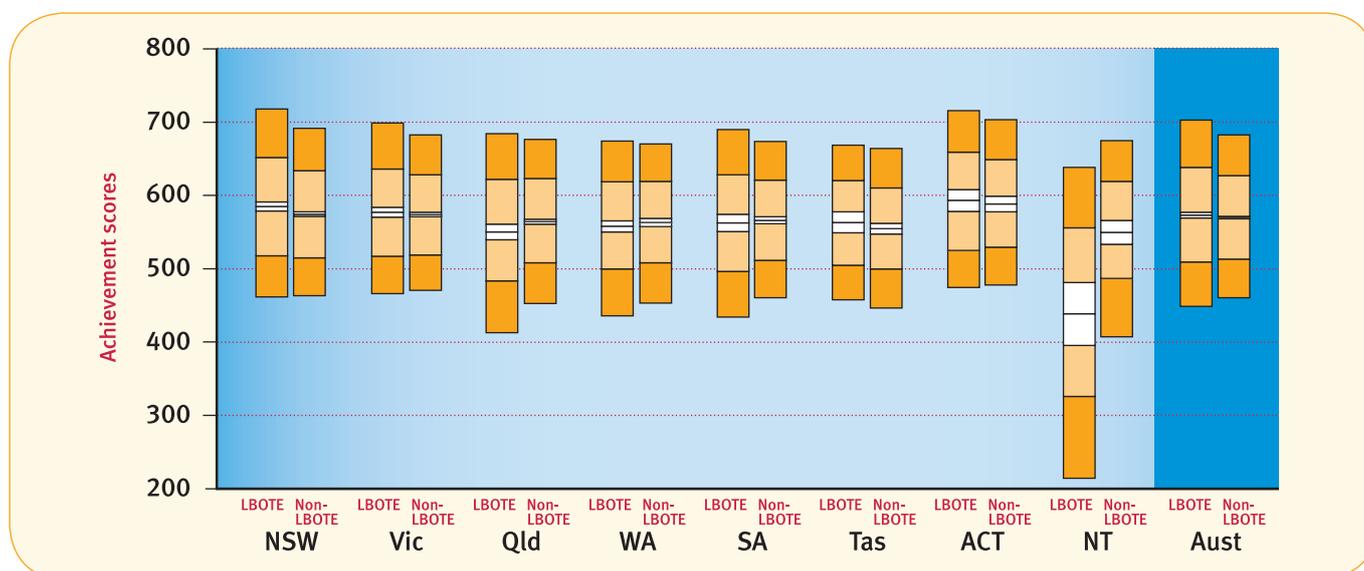


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.G4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	LBOTE	585.0 ± 6.2	0.5	8.1 ± 1.2	16.8 ± 1.5	24.6 ± 1.3	23.6 ± 1.4	16.2 ± 1.3	10.2 ± 2.4	91.4 ± 1.3
	Non-LBOTE	574.5 ± 2.9	0.5	7.9 ± 0.6	18.9 ± 0.9	28.0 ± 0.7	25.0 ± 0.7	14.0 ± 0.7	5.8 ± 0.8	91.7 ± 0.6
VIC	LBOTE	577.1 ± 6.6	1.9	7.1 ± 1.0	18.4 ± 1.7	27.8 ± 1.7	24.6 ± 1.5	13.5 ± 1.4	6.8 ± 2.5	91.0 ± 1.2
	Non-LBOTE	573.9 ± 3.1	1.8	6.3 ± 0.6	18.7 ± 1.0	29.6 ± 0.8	26.5 ± 0.8	12.9 ± 0.9	4.3 ± 0.6	92.0 ± 0.7
Qld	LBOTE	550.4 ± 10.7	2.5	17.7 ± 3.9	20.8 ± 2.1	24.4 ± 2.1	19.1 ± 2.2	11.1 ± 2.0	4.5 ± 2.0	79.8 ± 4.2
	Non-LBOTE	564.4 ± 3.4	1.3	9.8 ± 0.9	20.3 ± 1.0	29.1 ± 0.7	24.1 ± 0.8	12.0 ± 0.8	3.5 ± 0.5	89.0 ± 1.0
WA	LBOTE	557.9 ± 7.7	0.3	12.9 ± 2.8	20.6 ± 2.6	28.4 ± 2.3	23.6 ± 2.4	11.0 ± 2.0	3.1 ± 1.0	86.8 ± 2.8
	Non-LBOTE	563.0 ± 5.5	0.5	9.7 ± 1.6	20.6 ± 1.7	30.2 ± 1.2	24.8 ± 1.7	11.3 ± 1.4	2.8 ± 0.8	89.8 ± 1.6
SA	LBOTE	562.6 ± 11.7	3.2	13.4 ± 3.7	19.2 ± 3.3	25.3 ± 3.7	21.5 ± 3.5	12.1 ± 3.1	5.2 ± 2.3	83.4 ± 4.9
	Non-LBOTE	566.2 ± 5.0	1.6	8.2 ± 1.3	20.4 ± 1.7	30.4 ± 1.2	24.8 ± 1.5	11.5 ± 1.4	3.2 ± 0.8	90.2 ± 1.4
Tas	LBOTE	563.4 ± 14.1	6.9	10.1 ± 5.4	19.6 ± 7.8	25.3 ± 7.3	24.4 ± 7.3	11.5 ± 5.4	2.3 ± 2.4	83.0 ± 6.2
	Non-LBOTE	554.7 ± 7.2	0.5	12.3 ± 2.4	23.1 ± 2.6	30.7 ± 2.0	21.7 ± 2.5	9.5 ± 1.8	2.3 ± 0.6	87.3 ± 2.4
ACT	LBOTE	593.2 ± 14.9	0.3	6.0 ± 2.7	15.9 ± 5.1	21.0 ± 6.2	26.9 ± 5.2	18.3 ± 6.2	11.6 ± 4.7	93.7 ± 2.9
	Non-LBOTE	588.4 ± 10.6	0.3	5.0 ± 1.7	15.5 ± 3.1	26.2 ± 2.7	27.2 ± 2.5	17.6 ± 2.9	8.2 ± 2.8	94.7 ± 1.8
NT	LBOTE	438.8 ± 42.9	0.6	59.2 ± 14.2	13.0 ± 5.1	14.1 ± 6.1	7.9 ± 3.8	4.0 ± 2.0	1.2 ± 1.4	40.2 ± 14.2
	Non-LBOTE	549.7 ± 16.4	0.5	16.9 ± 5.7	20.6 ± 4.1	26.4 ± 3.7	21.1 ± 3.9	11.0 ± 3.6	3.5 ± 2.6	82.6 ± 5.8
Aust	LBOTE	573.0 ± 3.9	1.4	10.1 ± 0.9	18.2 ± 0.9	25.9 ± 0.8	23.2 ± 0.8	13.8 ± 0.8	7.4 ± 1.3	88.5 ± 1.0
	Non-LBOTE	570.0 ± 1.6	1.0	8.2 ± 0.4	19.5 ± 0.5	29.0 ± 0.4	25.0 ± 0.4	12.8 ± 0.4	4.4 ± 0.3	90.7 ± 0.4

Figure 9.G4: Achievement of Year 9 Students in Grammar and Punctuation, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

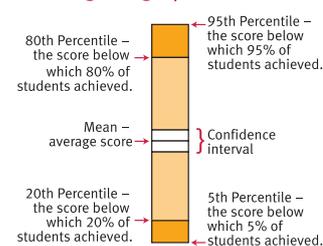
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.G5: Achievement of Year 9 Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	<i>Metro</i>	581.4 ± 4.0	0.5	7.2 ± 0.7	17.4 ± 1.0	26.4 ± 0.9	25.1 ± 0.9	15.5 ± 0.9	7.9 ± 1.4	92.3 ± 0.8
	<i>Provincial</i>	561.6 ± 3.0	0.6	10.1 ± 0.9	21.8 ± 1.1	30.0 ± 0.8	23.5 ± 1.1	11.2 ± 0.8	2.9 ± 0.4	89.3 ± 0.9
	<i>Remote</i>	515.8 ± 24.8	0.7	31.2 ± 13.4	25.5 ± 6.6	22.1 ± 8.0	15.2 ± 7.2	4.6 ± 3.5	0.8 ± 1.6	68.1 ± 13.5
	<i>Very Remote</i>	528.4 ± 50.3	0.0	21.9 ± 20.2	30.7 ± 12.2	25.9 ± 12.4	13.6 ± 14.9	5.9 ± 8.3	2.1 ± 4.3	78.1 ± 20.2
VIC	<i>Metro</i>	579.9 ± 4.2	1.8	5.6 ± 0.6	17.1 ± 1.2	28.5 ± 1.1	26.7 ± 1.0	14.5 ± 1.1	5.8 ± 1.3	92.6 ± 0.8
	<i>Provincial</i>	560.0 ± 4.3	1.9	8.8 ± 1.1	22.9 ± 1.6	31.0 ± 1.1	23.9 ± 1.4	9.2 ± 1.1	2.3 ± 0.6	89.3 ± 1.2
	<i>Remote</i>	570.6 ± 26.1	1.7	9.3 ± 6.1	17.2 ± 18.3	30.7 ± 14.7	25.9 ± 14.0	10.7 ± 10.1	4.5 ± 7.7	89.0 ± 7.4
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	568.3 ± 4.7	1.3	9.1 ± 1.2	19.2 ± 1.3	28.5 ± 0.9	24.7 ± 1.1	13.0 ± 1.2	4.2 ± 0.8	89.5 ± 1.3
	<i>Provincial</i>	555.5 ± 3.9	1.6	11.9 ± 1.3	22.8 ± 1.2	29.7 ± 0.8	21.7 ± 1.1	10.0 ± 0.9	2.3 ± 0.6	86.5 ± 1.4
	<i>Remote</i>	530.3 ± 10.8	0.6	22.3 ± 6.3	27.0 ± 3.4	26.5 ± 3.7	17.2 ± 3.6	5.9 ± 2.5	0.6 ± 0.7	77.1 ± 6.4
	<i>Very Remote</i>	482.3 ± 39.0	2.4	43.7 ± 17.8	20.2 ± 7.8	19.0 ± 7.6	10.6 ± 5.6	3.5 ± 2.8	0.6 ± 0.7	53.9 ± 17.9
WA	<i>Metro</i>	564.0 ± 5.9	0.7	9.4 ± 1.6	20.7 ± 2.0	30.2 ± 1.3	24.7 ± 1.8	11.4 ± 1.5	3.0 ± 0.8	90.0 ± 1.6
	<i>Provincial</i>	542.1 ± 7.4	0.5	15.2 ± 3.1	27.4 ± 2.3	30.5 ± 1.8	18.8 ± 2.2	6.6 ± 1.5	1.0 ± 0.5	84.3 ± 3.1
	<i>Remote</i>	522.4 ± 18.8	0.6	24.6 ± 7.9	28.6 ± 3.8	25.8 ± 3.5	15.4 ± 5.4	4.1 ± 3.2	0.8 ± 1.3	74.8 ± 8.0
	<i>Very Remote</i>	479.7 ± 19.5	0.7	49.0 ± 11.5	22.8 ± 6.0	17.6 ± 5.8	7.2 ± 3.7	2.4 ± 1.7	0.4 ± 0.7	50.4 ± 11.5
SA	<i>Metro</i>	571.3 ± 6.7	2.4	7.6 ± 1.7	18.5 ± 2.3	29.1 ± 1.6	25.4 ± 1.9	12.8 ± 1.8	4.1 ± 1.1	90.0 ± 2.5
	<i>Provincial</i>	551.0 ± 6.0	2.0	11.1 ± 2.2	25.5 ± 2.5	31.3 ± 2.1	21.4 ± 2.2	7.7 ± 1.7	1.1 ± 0.4	86.9 ± 2.5
	<i>Remote</i>	546.1 ± 15.1	0.6	13.6 ± 5.6	24.9 ± 6.1	32.6 ± 5.8	21.1 ± 6.4	6.1 ± 3.4	1.0 ± 1.0	85.7 ± 5.2
	<i>Very Remote</i>	491.4 ± 29.8	0.0	44.8 ± 16.9	19.1 ± 8.2	21.2 ± 9.6	12.7 ± 9.4	2.1 ± 2.2	0.1 ± 0.8	55.2 ± 16.9
Tas	<i>Metro</i>	565.2 ± 12.7	0.9	10.5 ± 4.2	19.2 ± 3.9	29.0 ± 3.4	24.7 ± 3.9	12.4 ± 3.4	3.3 ± 1.3	88.6 ± 4.3
	<i>Provincial</i>	551.8 ± 8.2	0.5	12.3 ± 2.6	24.4 ± 3.3	31.5 ± 2.3	21.1 ± 3.2	8.4 ± 1.9	1.8 ± 0.7	87.2 ± 2.5
	<i>Remote</i>	508.5 ± 5.4	0.0	29.6 ± 7.1	39.6 ± 10.1	22.6 ± 9.7	7.4 ± 5.3	0.9 ± 2.6	0.0 ± 0.0	70.4 ± 7.1
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	588.7 ± 10.4	0.3	5.1 ± 1.7	15.5 ± 3.0	25.8 ± 2.7	27.3 ± 2.3	17.6 ± 2.9	8.4 ± 2.7	94.6 ± 1.7
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	539.6 ± 17.5	2.6	19.9 ± 6.8	22.1 ± 5.0	25.7 ± 2.8	18.5 ± 4.1	8.6 ± 2.8	2.5 ± 2.1	77.5 ± 5.8
	<i>Remote</i>	511.7 ± 45.1	1.2	32.0 ± 17.2	21.5 ± 7.0	20.8 ± 6.6	14.4 ± 6.5	8.2 ± 5.0	2.0 ± 2.4	66.8 ± 17.6
	<i>Very Remote</i>	377.6 ± 53.5	0.5	79.6 ± 16.8	7.5 ± 4.3	5.7 ± 5.4	4.0 ± 5.9	2.2 ± 2.9	0.5 ± 0.8	19.9 ± 15.9
Aust	<i>Metro</i>	575.8 ± 2.2	1.1	7.5 ± 0.4	18.1 ± 0.6	28.0 ± 0.5	25.4 ± 0.5	14.1 ± 0.5	5.8 ± 0.6	91.4 ± 0.5
	<i>Provincial</i>	556.5 ± 1.9	1.3	11.0 ± 0.6	23.1 ± 0.7	30.3 ± 0.5	22.4 ± 0.6	9.6 ± 0.5	2.3 ± 0.2	87.7 ± 0.7
	<i>Remote</i>	526.3 ± 10.6	0.7	23.9 ± 4.5	26.1 ± 2.4	25.9 ± 2.2	16.6 ± 2.4	5.7 ± 1.6	1.0 ± 0.7	75.3 ± 4.6
	<i>Very Remote</i>	452.3 ± 23.6	1.0	55.2 ± 8.7	17.4 ± 4.0	15.3 ± 3.5	7.9 ± 2.6	2.7 ± 1.3	0.5 ± 0.4	43.8 ± 8.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.G6: Achievement of Year 9 Indigenous Students in Grammar and Punctuation, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Metro	520.5 ± 4.6	1.0	23.9 ± 3.3	34.6 ± 2.8	24.9 ± 3.3	11.6 ± 2.2	3.4 ± 1.0	0.7 ± 0.5	75.2 ± 3.3
	Provincial	509.5 ± 4.7	1.1	29.2 ± 3.1	35.2 ± 2.8	22.9 ± 2.7	8.8 ± 1.8	2.5 ± 1.0	0.3 ± 0.3	69.8 ± 3.1
	Remote	472.3 ± 31.5	0.8	55.6 ± 18.2	24.4 ± 11.5	12.2 ± 8.1	6.2 ± 7.1	0.8 ± 2.6	0.0 ± 0.0	43.6 ± 18.3
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Metro	519.8 ± 8.6	4.4	22.2 ± 5.9	33.2 ± 6.0	26.8 ± 5.2	10.5 ± 3.7	2.6 ± 2.3	0.2 ± 0.7	73.4 ± 6.0
	Provincial	511.0 ± 10.0	7.4	27.8 ± 6.5	29.5 ± 8.1	23.4 ± 7.5	9.6 ± 3.3	1.9 ± 1.6	0.3 ± 0.6	64.8 ± 6.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	514.2 ± 15.6	2.5	29.7 ± 6.2	27.9 ± 4.2	22.6 ± 3.0	11.9 ± 3.8	4.5 ± 3.3	0.8 ± 0.9	67.7 ± 6.4
	Provincial	500.9 ± 7.3	1.7	35.1 ± 5.4	31.0 ± 3.0	22.1 ± 3.4	8.3 ± 1.9	1.7 ± 0.8	0.1 ± 0.2	63.2 ± 5.4
	Remote	479.7 ± 22.2	1.0	46.9 ± 13.8	31.0 ± 9.0	15.4 ± 8.0	5.2 ± 3.5	0.4 ± 1.1	0.0 ± 0.0	52.0 ± 13.6
	Very Remote	428.2 ± 38.7	3.5	67.3 ± 16.7	17.9 ± 9.2	8.7 ± 7.1	2.2 ± 2.2	0.4 ± 1.0	0.0 ± 0.0	29.2 ± 15.7
WA	Metro	491.9 ± 7.5	1.5	41.0 ± 4.8	31.5 ± 4.3	17.8 ± 4.8	7.1 ± 3.1	1.1 ± 1.0	0.1 ± 0.3	57.5 ± 4.8
	Provincial	481.2 ± 10.9	0.4	48.9 ± 8.1	30.7 ± 7.9	15.0 ± 5.2	4.2 ± 2.8	0.8 ± 1.0	0.1 ± 0.4	50.7 ± 8.1
	Remote	464.9 ± 17.5	0.4	56.5 ± 8.3	28.1 ± 6.9	11.2 ± 4.9	3.5 ± 2.8	0.4 ± 1.1	0.0 ± 0.0	43.2 ± 8.3
	Very Remote	439.5 ± 14.7	0.6	72.6 ± 8.1	17.2 ± 6.0	7.3 ± 4.0	2.0 ± 2.7	0.2 ± 0.8	0.0 ± 0.0	26.7 ± 8.2
SA	Metro	506.8 ± 14.3	3.7	33.6 ± 10.1	30.4 ± 7.2	21.2 ± 6.3	7.8 ± 5.6	2.9 ± 2.6	0.6 ± 1.1	62.8 ± 10.0
	Provincial	493.9 ± 18.2	6.3	39.9 ± 13.1	27.1 ± 9.6	16.7 ± 8.7	9.2 ± 6.5	0.8 ± 2.1	0.0 ± 0.0	53.8 ± 12.7
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	429.4 ± 21.6	0.0	82.8 ± 12.6	12.4 ± 11.8	3.1 ± 6.0	1.7 ± 3.7	0.0 ± 0.0	0.0 ± 0.0	17.2 ± 12.6
Tas	Metro	540.5 ± 21.7	0.6	18.2 ± 9.7	27.1 ± 8.6	26.9 ± 6.9	17.8 ± 7.5	8.3 ± 6.4	1.2 ± 1.9	81.2 ± 10.0
	Provincial	541.8 ± 8.8	0.7	16.1 ± 4.7	25.4 ± 5.2	33.1 ± 6.2	16.9 ± 6.0	6.4 ± 3.5	1.4 ± 1.9	83.2 ± 4.6
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	534.4 ± 17.0	0.0	20.7 ± 11.6	24.7 ± 13.5	30.6 ± 11.5	17.2 ± 9.9	6.4 ± 6.9	0.5 ± 2.0	79.3 ± 11.6
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	475.6 ± 16.1	2.7	49.4 ± 9.8	23.5 ± 6.2	16.0 ± 5.1	7.0 ± 3.4	1.1 ± 1.2	0.3 ± 0.6	47.9 ± 9.3
	Remote	443.9 ± 55.2	2.4	58.9 ± 19.6	21.3 ± 13.6	12.6 ± 8.0	3.3 ± 3.2	1.5 ± 2.2	0.0 ± 0.0	38.7 ± 19.7
	Very Remote	345.0 ± 31.8	0.0	92.6 ± 4.3	4.9 ± 3.4	1.8 ± 2.1	0.5 ± 0.8	0.2 ± 0.5	0.0 ± 0.0	7.4 ± 4.3
Aust	Metro	514.6 ± 6.6	2.0	28.5 ± 3.0	30.8 ± 2.6	23.2 ± 1.6	11.2 ± 1.8	3.7 ± 1.4	0.6 ± 0.4	69.5 ± 3.0
	Provincial	503.2 ± 4.1	2.0	33.8 ± 2.7	31.3 ± 2.1	21.8 ± 2.1	8.7 ± 1.2	2.1 ± 0.6	0.3 ± 0.2	64.2 ± 2.7
	Remote	463.9 ± 20.2	1.2	54.6 ± 8.1	25.8 ± 5.0	13.0 ± 3.7	4.4 ± 2.0	0.9 ± 0.9	0.0 ± 0.0	44.2 ± 8.2
	Very Remote	398.2 ± 22.5	1.0	78.9 ± 6.4	12.7 ± 4.0	5.7 ± 2.3	1.5 ± 0.9	0.3 ± 0.4	0.0 ± 0.0	20.1 ± 6.1

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.G7: Achievement of Year 9 Students in Grammar and Punctuation, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	610.3 ± 2.7	0.7	2.2 ± 0.2	8.5 ± 0.6	21.8 ± 0.8	31.1 ± 0.8	23.6 ± 0.8	12.0 ± 1.4	97.0 ± 0.3
Advanced diploma/diploma	579.2 ± 1.6	0.9	5.0 ± 0.4	16.0 ± 0.6	30.5 ± 0.7	28.8 ± 0.8	14.6 ± 0.7	4.2 ± 0.6	94.1 ± 0.4
Cert I to IV	561.0 ± 1.4	1.1	8.7 ± 0.5	21.9 ± 0.7	32.4 ± 0.6	24.1 ± 0.5	9.6 ± 0.4	2.3 ± 0.3	90.2 ± 0.5
Year 12 or equivalent	569.4 ± 2.7	1.3	7.7 ± 0.7	19.5 ± 1.0	29.8 ± 1.2	25.7 ± 1.1	12.3 ± 0.8	3.7 ± 0.7	91.0 ± 0.7
Year 11 or equivalent or below	538.6 ± 1.9	2.5	16.7 ± 0.8	27.7 ± 0.9	28.8 ± 0.8	17.0 ± 0.7	6.0 ± 0.5	1.3 ± 0.2	80.8 ± 0.9
Not stated	563.5 ± 2.5	1.1	10.4 ± 0.6	21.1 ± 0.7	28.5 ± 0.5	23.0 ± 0.5	11.6 ± 0.6	4.3 ± 0.6	88.5 ± 0.6

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 9 students with parental education 'not stated' is 44%.

Table 9.G8: Achievement of Year 9 Students in Grammar and Punctuation, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	604.1 ± 2.5	0.7	2.8 ± 0.3	10.0 ± 0.6	23.3 ± 0.8	30.9 ± 0.7	22.0 ± 0.8	10.4 ± 1.0	96.5 ± 0.3
Other business managers and associate professionals	582.4 ± 1.7	0.8	4.7 ± 0.3	15.4 ± 0.5	29.7 ± 0.7	28.8 ± 0.7	15.3 ± 0.6	5.2 ± 0.6	94.5 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	564.5 ± 1.5	1.2	7.7 ± 0.4	21.1 ± 0.7	32.3 ± 0.7	24.8 ± 0.7	10.3 ± 0.5	2.7 ± 0.4	91.2 ± 0.5
Machine operators, hospitality staff, assistants, labourers	549.8 ± 2.2	1.7	13.2 ± 0.7	25.5 ± 0.8	29.5 ± 0.8	19.8 ± 0.8	7.9 ± 0.7	2.4 ± 0.5	85.1 ± 0.8
Not in paid work in the previous 12 months	537.2 ± 2.6	5.7	18.0 ± 1.2	26.6 ± 1.2	25.9 ± 1.3	15.5 ± 0.9	6.4 ± 0.8	1.9 ± 0.4	76.3 ± 1.5
Not stated	561.9 ± 2.4	1.0	11.0 ± 0.6	21.5 ± 0.7	28.5 ± 0.5	22.6 ± 0.5	11.3 ± 0.6	4.2 ± 0.6	88.1 ± 0.6

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

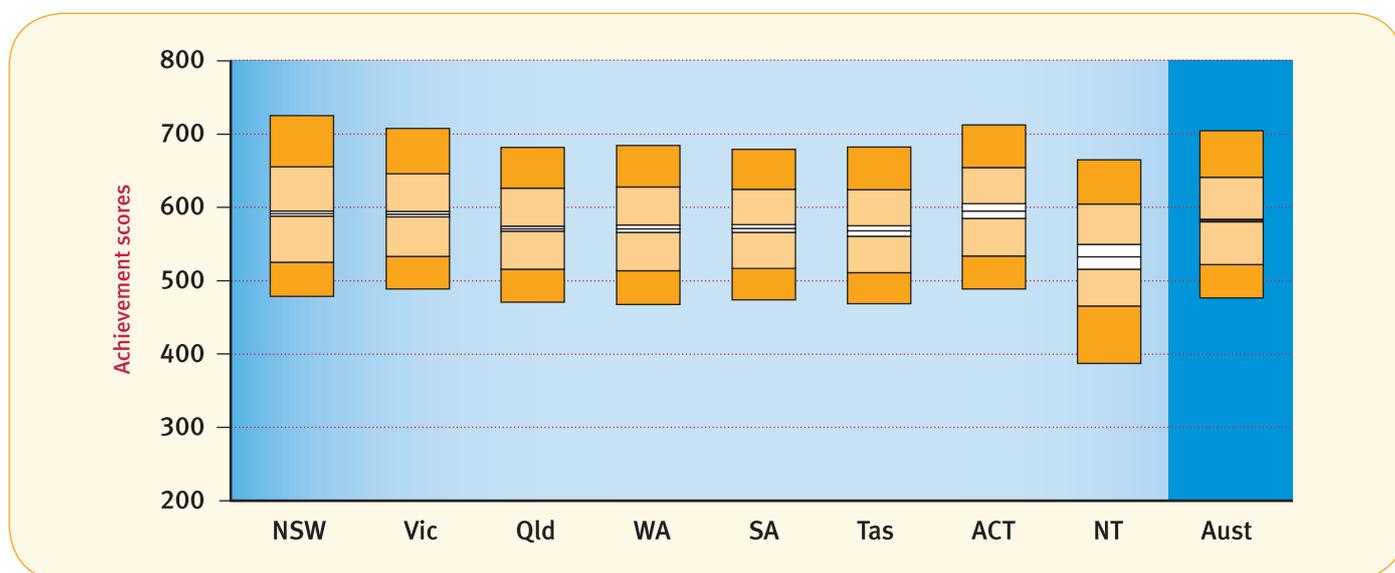
The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 9 students with parental occupation 'not stated' is 46%.

Table 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2008.

State/ Territory	Average Age/ Years of Schooling	Mean scale score / Standard Deviation	Participa- tion rate (%)	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)					At or above national minimum standard (%)
				Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	14yrs 7mths 9yrs 4mths	591.4 ± 3.5 75.1	93.8	0.6	4.8 ± 0.4	17.0 ± 0.9	26.0 ± 0.8	24.3 ± 0.7	16.0 ± 0.7	11.5 ± 1.4	94.7 ± 0.4	
VIC	14yrs 9mths 9yrs 4mths	590.7 ± 3.7 66.6	92.5	1.8	3.1 ± 0.4	15.2 ± 1.0	28.0 ± 1.0	27.6 ± 0.8	16.1 ± 0.9	8.3 ± 1.3	95.2 ± 0.4	
Qld	14yrs 1mth 8yrs 4mths	570.7 ± 3.5 66.2	94.6	1.3	6.4 ± 0.7	20.3 ± 1.1	30.4 ± 0.8	25.0 ± 0.8	12.3 ± 0.9	4.3 ± 0.7	92.4 ± 0.8	
WA	14yrs 0mths 8yrs 4mths	570.7 ± 5.2 66.6	93.0	0.6	7.1 ± 1.1	20.7 ± 1.7	29.9 ± 1.1	24.3 ± 1.3	12.6 ± 1.4	4.8 ± 1.0	92.3 ± 1.1	
SA	14yrs 6mths 9yrs 4mths	571.1 ± 5.4 62.8	93.6	2.2	5.8 ± 1.1	20.3 ± 2.0	31.0 ± 1.3	24.9 ± 1.7	11.8 ± 1.5	4.0 ± 1.1	92.0 ± 1.8	
Tas	14yrs 10mths 9yrs 4mths	568.0 ± 7.2 65.1	91.1	0.6	7.1 ± 1.7	22.5 ± 2.7	30.3 ± 1.8	23.6 ± 2.1	11.4 ± 1.9	4.5 ± 1.3	92.3 ± 1.8	
ACT	14yrs 8mths 9yrs 4mths	594.9 ± 10.3 68.0	92.7	0.3	3.1 ± 1.2	15.1 ± 3.1	25.9 ± 2.9	27.1 ± 2.1	18.4 ± 2.6	10.1 ± 3.2	96.6 ± 1.2	
NT	14yrs 5mths 9yrs 4mths	532.6 ± 17.2 83.5	79.3	1.9	24.0 ± 7.8	22.0 ± 3.5	24.5 ± 3.5	16.5 ± 3.6	8.6 ± 2.9	2.4 ± 1.4	74.1 ± 7.5	
Aust	14yrs 5mths 9yrs 0mths	582.2 ± 1.8 70.2	93.3	1.1	5.2 ± 0.3	18.0 ± 0.5	28.3 ± 0.4	25.2 ± 0.4	14.4 ± 0.4	7.7 ± 0.6	93.6 ± 0.3	

Figure 9.N1: Achievement of Year 9 Students in Numeracy, by State and Territory, 2008.



Notes:

The average age and years of schooling are determined as at the time of testing.

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

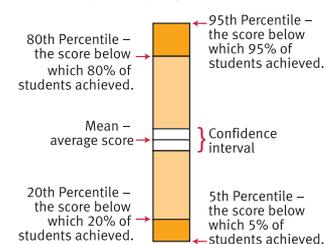
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 9 students reported by schools which includes those absent and withdrawn.

Reading the graph

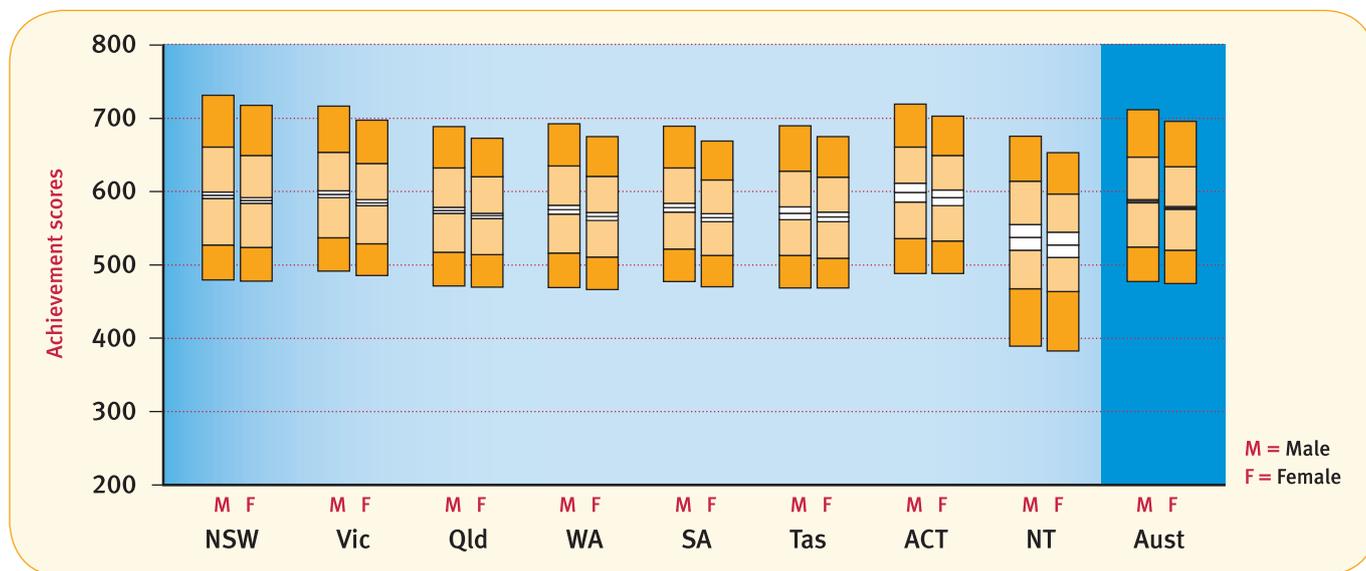


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.N2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2008.

State/ Territory	Sex	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below		Band 6	Band 7	Band 8	Band 9	
NSW	Male	595.1 ± 4.4	0.7	4.6 ± 0.4	16.4 ± 1.0	24.9 ± 0.9	23.8 ± 0.8	16.7 ± 0.8	12.8 ± 1.8	94.7 ± 0.5
	Female	587.7 ± 3.9	0.4	5.0 ± 0.5	17.6 ± 1.0	27.0 ± 0.9	24.8 ± 0.8	15.2 ± 0.8	10.1 ± 1.5	94.6 ± 0.5
VIC	Male	596.3 ± 4.8	2.2	2.6 ± 0.4	13.8 ± 1.0	26.6 ± 1.2	27.4 ± 0.9	17.4 ± 1.1	9.9 ± 2.0	95.1 ± 0.6
	Female	584.8 ± 3.9	1.3	3.5 ± 0.5	16.6 ± 1.2	29.5 ± 1.1	27.8 ± 1.0	14.7 ± 1.0	6.5 ± 1.4	95.2 ± 0.6
Qld	Male	574.3 ± 4.0	1.5	6.2 ± 0.8	19.3 ± 1.2	29.3 ± 1.0	24.8 ± 0.9	13.5 ± 1.0	5.3 ± 0.9	92.3 ± 0.9
	Female	566.9 ± 3.6	1.0	6.5 ± 0.8	21.3 ± 1.3	31.7 ± 0.9	25.1 ± 1.1	11.1 ± 1.0	3.3 ± 0.7	92.5 ± 0.8
WA	Male	575.3 ± 6.0	0.8	6.8 ± 1.1	19.3 ± 2.0	28.8 ± 1.5	24.3 ± 1.4	14.0 ± 1.7	6.0 ± 1.4	92.5 ± 1.2
	Female	565.9 ± 5.4	0.5	7.4 ± 1.2	22.1 ± 2.0	31.0 ± 1.3	24.3 ± 1.7	11.2 ± 1.4	3.5 ± 1.0	92.1 ± 1.2
SA	Male	577.9 ± 6.0	2.7	4.9 ± 1.0	18.3 ± 2.1	29.2 ± 1.6	26.3 ± 1.9	13.4 ± 1.7	5.3 ± 1.5	92.4 ± 1.8
	Female	564.6 ± 5.4	1.8	6.6 ± 1.2	22.3 ± 2.2	32.8 ± 1.6	23.5 ± 1.8	10.3 ± 1.6	2.7 ± 0.8	91.6 ± 1.8
Tas	Male	570.3 ± 8.6	0.6	6.8 ± 1.9	22.1 ± 3.2	30.2 ± 2.4	23.0 ± 2.7	12.0 ± 2.4	5.4 ± 1.9	92.6 ± 2.0
	Female	565.4 ± 6.7	0.6	7.3 ± 1.8	23.1 ± 2.9	30.5 ± 2.0	24.2 ± 2.5	10.8 ± 1.9	3.5 ± 1.0	92.0 ± 1.8
ACT	Male	598.5 ± 12.9	0.3	3.1 ± 1.7	14.4 ± 3.7	25.3 ± 3.8	26.1 ± 2.6	18.7 ± 2.9	12.1 ± 4.6	96.6 ± 1.7
	Female	591.4 ± 10.5	0.3	3.0 ± 1.2	15.8 ± 3.6	26.5 ± 3.3	28.0 ± 3.1	18.2 ± 3.2	8.2 ± 3.1	96.6 ± 1.3
NT	Male	537.5 ± 17.4	2.2	23.2 ± 7.7	21.1 ± 3.5	23.4 ± 3.6	16.7 ± 3.9	9.8 ± 3.1	3.6 ± 2.0	74.5 ± 7.6
	Female	527.5 ± 17.0	1.6	24.8 ± 8.4	23.0 ± 5.0	25.7 ± 4.0	16.3 ± 4.0	7.3 ± 3.0	1.3 ± 1.0	73.6 ± 8.0
Aust	Male	586.5 ± 2.2	1.4	5.0 ± 0.3	17.0 ± 0.6	27.1 ± 0.5	25.1 ± 0.4	15.5 ± 0.5	9.0 ± 0.8	93.7 ± 0.4
	Female	577.6 ± 2.0	0.9	5.6 ± 0.3	19.1 ± 0.6	29.5 ± 0.5	25.4 ± 0.5	13.3 ± 0.5	6.3 ± 0.6	93.6 ± 0.4

Figure 9.N2: Achievement of Year 9 Students in Numeracy, by Sex, by State and Territory, 2008.



Notes:

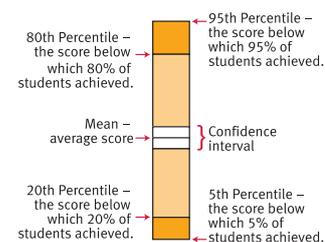
The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph

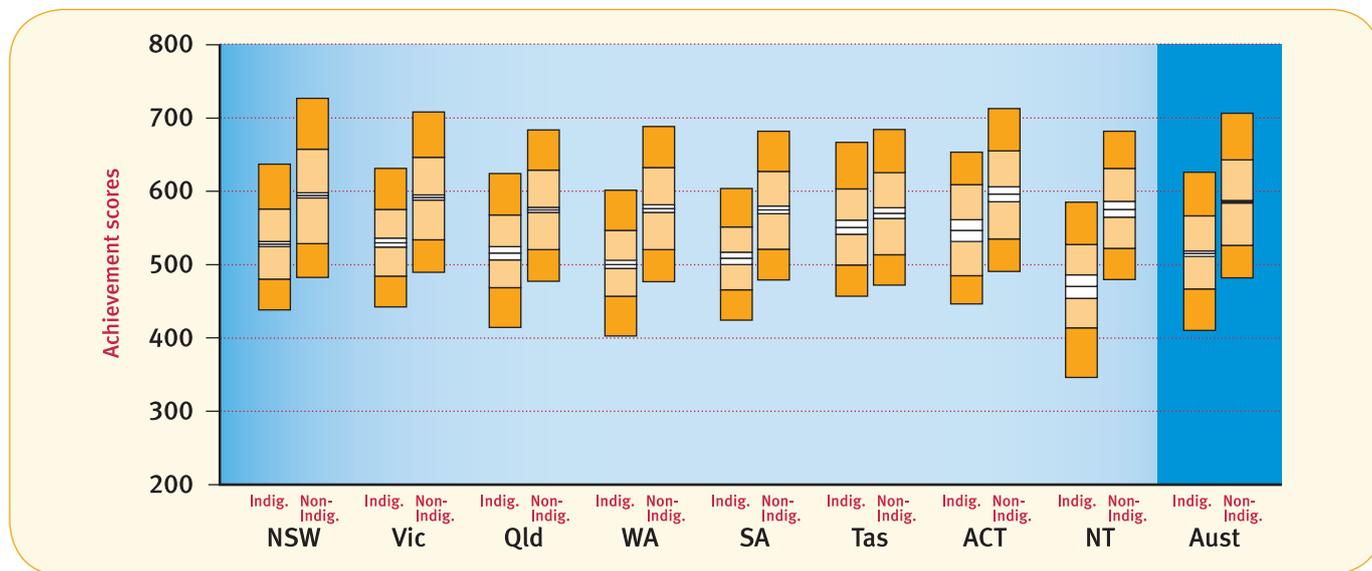


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line above the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous status, by State and Territory, 2008.

State/ Territory	Indigenous status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Indigenous	528.3 ± 3.5	1.1	18.6 ± 2.1	35.2 ± 2.2	27.6 ± 1.6	12.2 ± 1.5	4.4 ± 0.9	0.9 ± 0.4	80.3 ± 2.1
	Non-Indigenous	594.3 ± 3.5	0.5	4.1 ± 0.4	16.2 ± 0.8	26.0 ± 0.8	24.8 ± 0.7	16.4 ± 0.7	11.9 ± 1.4	95.4 ± 0.4
VIC	Indigenous	530.2 ± 6.1	6.1	15.5 ± 4.0	34.4 ± 3.8	27.6 ± 3.9	12.1 ± 3.5	3.4 ± 2.0	0.9 ± 0.8	78.4 ± 4.5
	Non-Indigenous	591.5 ± 3.6	1.6	2.9 ± 0.3	14.9 ± 0.9	28.1 ± 1.0	27.9 ± 0.8	16.3 ± 0.9	8.4 ± 1.3	95.5 ± 0.5
Qld	Indigenous	515.9 ± 9.1	2.1	24.7 ± 3.6	34.9 ± 2.9	23.9 ± 2.0	10.6 ± 2.3	3.2 ± 1.9	0.5 ± 0.6	73.2 ± 3.6
	Non-Indigenous	574.7 ± 3.3	1.2	5.0 ± 0.6	19.2 ± 1.1	30.9 ± 0.8	26.0 ± 0.7	13.0 ± 0.9	4.6 ± 0.7	93.8 ± 0.7
WA	Indigenous	500.6 ± 5.3	0.9	32.9 ± 3.7	37.9 ± 3.0	19.7 ± 2.3	7.3 ± 1.7	1.2 ± 0.7	0.1 ± 0.2	66.2 ± 3.7
	Non-Indigenous	576.4 ± 5.1	0.5	5.2 ± 0.9	19.3 ± 1.8	30.4 ± 1.3	25.5 ± 1.3	13.7 ± 1.4	5.3 ± 1.1	94.3 ± 0.9
SA	Indigenous	508.8 ± 8.2	3.9	27.4 ± 5.9	38.2 ± 6.4	21.7 ± 5.4	6.9 ± 3.3	1.8 ± 1.6	0.2 ± 0.5	68.7 ± 6.0
	Non-Indigenous	574.6 ± 5.1	1.6	4.6 ± 0.8	19.5 ± 1.9	31.4 ± 1.3	26.0 ± 1.6	12.5 ± 1.5	4.3 ± 1.1	93.7 ± 1.1
Tas	Indigenous	551.0 ± 9.5	0.6	10.8 ± 3.7	27.9 ± 5.2	32.6 ± 5.6	17.8 ± 4.5	7.4 ± 3.2	2.7 ± 1.9	88.5 ± 3.7
	Non-Indigenous	570.2 ± 7.2	0.7	6.3 ± 1.5	22.2 ± 2.8	30.2 ± 2.1	24.3 ± 2.2	11.7 ± 2.0	4.7 ± 1.4	93.1 ± 1.5
ACT	Indigenous	546.5 ± 14.6	0.0	16.2 ± 11.1	27.8 ± 12.3	24.0 ± 11.9	21.9 ± 9.2	9.6 ± 6.2	0.5 ± 2.0	83.8 ± 11.1
	Non-Indigenous	596.0 ± 10.2	0.3	2.7 ± 1.1	14.8 ± 3.1	26.0 ± 3.0	27.2 ± 2.1	18.7 ± 2.6	10.3 ± 3.3	96.9 ± 1.1
NT	Indigenous	470.5 ± 15.9	1.5	52.4 ± 9.4	27.2 ± 5.5	13.5 ± 4.2	4.2 ± 2.2	1.0 ± 0.9	0.1 ± 0.2	46.1 ± 9.3
	Non-Indigenous	575.4 ± 10.6	1.9	4.5 ± 2.0	18.6 ± 4.0	32.1 ± 3.7	24.9 ± 4.0	13.9 ± 3.7	4.1 ± 2.1	93.6 ± 2.6
Aust	Indigenous	515.1 ± 4.0	1.8	25.7 ± 2.0	34.4 ± 1.4	23.9 ± 1.1	10.3 ± 1.0	3.2 ± 0.7	0.6 ± 0.3	72.5 ± 2.0
	Non-Indigenous	585.7 ± 1.8	1.0	4.2 ± 0.2	17.2 ± 0.5	28.5 ± 0.4	26.1 ± 0.4	15.1 ± 0.4	8.1 ± 0.6	94.8 ± 0.3

Figure 9.N3: Achievement of Year 9 Students in Numeracy, by Indigenous status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100. 95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%. The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000. For Year 9, Band 6 represents the national minimum standard.

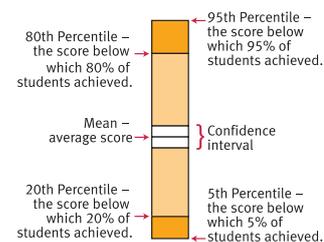
Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Students for whom Indigenous status was not stated are not included in these calculations.

Reading the graph

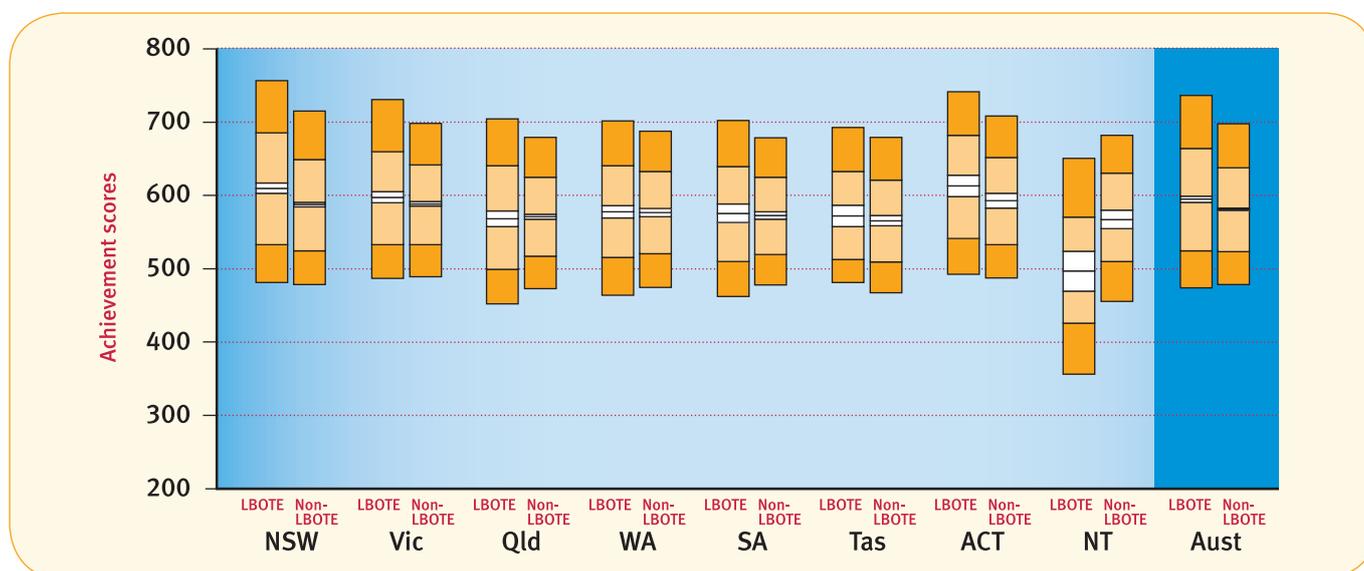


Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.N4: Achievement of Year 9 Students in Numeracy, by LBOTE status, by State and Territory, 2008.

State/ Territory	LBOTE status	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	LBOTE	609.8 ± 6.9	0.5	4.3 ± 0.7	14.4 ± 1.4	21.5 ± 1.3	21.9 ± 1.2	17.7 ± 1.2	19.7 ± 2.9	95.2 ± 0.8
	Non-LBOTE	587.6 ± 3.1	0.5	4.8 ± 0.4	17.5 ± 0.9	27.0 ± 0.8	24.9 ± 0.7	15.7 ± 0.7	9.6 ± 1.1	94.7 ± 0.4
VIC	LBOTE	597.4 ± 7.4	1.9	3.3 ± 0.6	14.9 ± 1.5	25.8 ± 1.7	25.3 ± 1.4	16.4 ± 1.4	12.3 ± 3.2	94.8 ± 0.9
	Non-LBOTE	588.3 ± 3.1	1.8	3.0 ± 0.4	15.2 ± 1.0	28.8 ± 0.9	28.4 ± 0.8	16.0 ± 0.9	6.9 ± 0.9	95.2 ± 0.6
Qld	LBOTE	568.0 ± 10.5	2.1	11.0 ± 2.9	22.4 ± 3.0	23.9 ± 2.3	19.1 ± 1.8	13.3 ± 2.1	8.1 ± 2.7	86.9 ± 3.3
	Non-LBOTE	571.0 ± 3.1	1.2	5.9 ± 0.7	20.1 ± 1.1	31.1 ± 0.7	25.5 ± 0.8	12.2 ± 0.8	4.0 ± 0.6	92.9 ± 0.7
WA	LBOTE	577.6 ± 8.4	0.3	7.5 ± 2.0	18.7 ± 3.1	27.1 ± 2.7	24.2 ± 2.7	14.6 ± 2.6	7.5 ± 2.1	92.2 ± 2.0
	Non-LBOTE	576.5 ± 5.5	0.5	5.7 ± 1.1	18.6 ± 1.9	29.9 ± 1.4	26.1 ± 1.5	14.1 ± 1.5	5.2 ± 1.2	93.8 ± 1.2
SA	LBOTE	575.6 ± 12.6	3.2	8.9 ± 3.0	18.7 ± 3.7	24.7 ± 3.5	23.4 ± 3.4	14.1 ± 3.7	7.1 ± 3.4	88.0 ± 4.5
	Non-LBOTE	572.7 ± 4.9	1.5	4.9 ± 0.9	20.2 ± 2.0	31.8 ± 1.3	25.7 ± 1.6	12.0 ± 1.4	3.9 ± 0.9	93.6 ± 1.1
Tas	LBOTE	572.2 ± 14.4	5.4	3.8 ± 3.0	23.9 ± 9.3	27.5 ± 8.8	21.2 ± 7.9	12.3 ± 5.1	6.0 ± 5.1	90.8 ± 5.3
	Non-LBOTE	565.6 ± 6.8	0.4	7.5 ± 1.8	23.4 ± 2.7	30.7 ± 1.8	23.0 ± 2.1	10.8 ± 1.8	4.1 ± 1.1	92.1 ± 1.8
ACT	LBOTE	613.0 ± 14.6	0.3	2.1 ± 2.4	14.3 ± 5.2	18.8 ± 4.3	26.1 ± 5.1	19.8 ± 5.9	18.6 ± 5.9	97.6 ± 2.5
	Non-LBOTE	592.8 ± 10.1	0.3	3.2 ± 1.2	15.3 ± 3.1	26.6 ± 2.9	27.0 ± 2.4	18.2 ± 2.6	9.3 ± 3.0	96.5 ± 1.2
NT	LBOTE	496.9 ± 27.3	0.6	42.8 ± 13.3	23.9 ± 5.9	15.5 ± 6.0	9.6 ± 4.0	5.6 ± 3.3	1.9 ± 1.8	56.6 ± 13.4
	Non-LBOTE	567.2 ± 12.4	0.5	9.0 ± 3.9	20.3 ± 5.1	29.8 ± 4.3	22.5 ± 4.3	13.6 ± 4.2	4.2 ± 2.6	90.5 ± 4.0
Aust	LBOTE	594.8 ± 4.2	1.4	5.6 ± 0.6	16.2 ± 0.9	23.9 ± 0.9	23.0 ± 0.7	16.1 ± 0.7	13.8 ± 1.7	93.0 ± 0.7
	Non-LBOTE	581.1 ± 1.6	1.0	4.8 ± 0.3	18.0 ± 0.5	29.1 ± 0.4	26.0 ± 0.4	14.4 ± 0.4	6.7 ± 0.5	94.2 ± 0.3

Figure 9.N4: Achievement of Year 9 Students in Numeracy, by LBOTE status, by State and Territory, 2008.



Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard.

For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

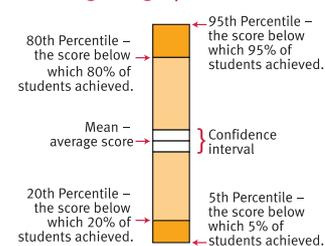
For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Reading the graph



Each State's/Territory's results are represented in vertical columns with various colours. On the bottom of the column is the 5th percentile - this is the score below which 5 per cent of students have achieved. The next line above this indicates the 20th percentile. The next line below the white section is the lower limit of the confidence interval for the mean. The line in the centre of the white section is the mean. The lines above the white section indicate the 80th and 95th percentiles.

Table 9.N5: Achievement of Year 9 Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	<i>Metro</i>	597.2 ± 4.5	0.5	4.4 ± 0.5	15.8 ± 1.0	24.7 ± 0.9	24.2 ± 0.8	16.8 ± 0.8	13.6 ± 1.8	95.1 ± 0.5
	<i>Provincial</i>	575.8 ± 3.1	0.6	5.6 ± 0.6	20.0 ± 1.2	29.7 ± 0.9	24.7 ± 0.9	13.8 ± 0.9	5.5 ± 0.6	93.8 ± 0.7
	<i>Remote</i>	529.1 ± 23.4	0.7	22.2 ± 13.3	28.5 ± 7.9	26.3 ± 7.0	15.5 ± 6.2	5.4 ± 3.5	1.5 ± 2.1	77.1 ± 13.4
	<i>Very Remote</i>	540.4 ± 60.0	0.0	18.1 ± 19.5	30.1 ± 18.5	24.8 ± 8.2	14.7 ± 14.6	9.3 ± 14.3	2.9 ± 7.1	81.9 ± 19.5
VIC	<i>Metro</i>	594.9 ± 4.6	1.8	2.8 ± 0.4	14.1 ± 1.2	26.9 ± 1.2	27.7 ± 0.9	16.9 ± 1.1	9.6 ± 1.7	95.4 ± 0.7
	<i>Provincial</i>	578.8 ± 4.2	1.8	3.7 ± 0.7	18.0 ± 1.5	31.1 ± 1.2	27.2 ± 1.3	13.6 ± 1.3	4.5 ± 0.9	94.5 ± 0.9
	<i>Remote</i>	605.9 ± 23.2	1.7	0.7 ± 2.8	9.0 ± 4.2	31.7 ± 18.3	21.7 ± 10.1	23.1 ± 15.9	12.1 ± 14.0	97.6 ± 4.1
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
Qld	<i>Metro</i>	575.6 ± 4.5	1.1	5.7 ± 0.9	18.8 ± 1.4	29.8 ± 1.0	25.8 ± 1.0	13.6 ± 1.2	5.1 ± 0.9	93.2 ± 1.0
	<i>Provincial</i>	563.1 ± 3.6	1.5	6.8 ± 0.9	23.1 ± 1.4	32.2 ± 1.0	23.8 ± 1.2	9.9 ± 1.1	2.6 ± 0.6	91.7 ± 1.0
	<i>Remote</i>	539.2 ± 8.6	0.6	13.9 ± 4.7	31.7 ± 5.2	30.0 ± 3.9	17.8 ± 3.7	5.5 ± 1.6	0.5 ± 0.5	85.5 ± 4.7
	<i>Very Remote</i>	501.9 ± 32.2	2.0	32.9 ± 15.6	27.9 ± 7.6	21.5 ± 7.7	11.7 ± 6.5	3.5 ± 2.9	0.5 ± 0.6	65.1 ± 15.6
WA	<i>Metro</i>	578.0 ± 6.1	0.7	5.5 ± 1.1	18.7 ± 2.1	29.4 ± 1.4	25.6 ± 1.5	14.3 ± 1.6	5.8 ± 1.3	93.8 ± 1.2
	<i>Provincial</i>	557.8 ± 7.7	0.5	8.5 ± 2.5	25.2 ± 2.9	32.2 ± 2.0	22.6 ± 2.7	8.9 ± 1.8	2.1 ± 0.8	91.0 ± 2.5
	<i>Remote</i>	538.0 ± 16.4	0.6	16.0 ± 5.5	28.8 ± 6.9	30.7 ± 3.9	16.8 ± 5.6	6.0 ± 3.2	1.1 ± 1.6	83.4 ± 5.6
	<i>Very Remote</i>	509.4 ± 15.8	0.7	32.3 ± 9.9	29.9 ± 5.3	21.8 ± 6.5	11.2 ± 4.7	3.5 ± 2.3	0.6 ± 0.8	67.0 ± 9.8
SA	<i>Metro</i>	576.6 ± 6.9	2.4	5.2 ± 1.2	18.7 ± 2.4	29.7 ± 1.7	25.6 ± 2.1	13.3 ± 1.9	5.1 ± 1.4	92.5 ± 2.3
	<i>Provincial</i>	559.3 ± 5.9	2.0	6.5 ± 1.7	24.3 ± 2.7	34.1 ± 1.6	23.3 ± 2.7	8.4 ± 1.6	1.4 ± 0.5	91.5 ± 2.1
	<i>Remote</i>	556.8 ± 13.7	0.6	7.3 ± 4.2	23.1 ± 7.6	38.4 ± 5.2	23.7 ± 5.7	6.1 ± 3.4	0.7 ± 1.0	92.0 ± 3.9
	<i>Very Remote</i>	515.9 ± 28.1	0.0	32.1 ± 17.1	27.1 ± 10.5	20.9 ± 9.6	14.3 ± 8.8	5.1 ± 6.2	0.6 ± 1.2	67.9 ± 17.1
Tas	<i>Metro</i>	570.4 ± 12.4	0.8	7.7 ± 3.4	21.2 ± 4.6	28.4 ± 2.9	24.4 ± 3.5	12.5 ± 3.1	5.1 ± 2.4	91.5 ± 3.5
	<i>Provincial</i>	566.7 ± 8.3	0.5	6.5 ± 1.9	23.4 ± 3.3	31.8 ± 2.3	23.0 ± 2.6	10.8 ± 2.2	4.1 ± 1.3	93.1 ± 1.8
	<i>Remote</i>	519.5 ± 3.4	0.0	17.4 ± 4.7	42.2 ± 5.3	33.0 ± 9.0	7.0 ± 10.6	0.4 ± 2.1	0.0 ± 0.0	82.6 ± 4.7
	<i>Very Remote</i>	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	<i>Metro</i>	594.9 ± 10.3	0.3	3.1 ± 1.2	15.1 ± 3.1	25.9 ± 2.9	27.1 ± 2.1	18.4 ± 2.5	10.1 ± 3.2	96.6 ± 1.2
	<i>Provincial</i>	-	-	-	-	-	-	-	-	-
	<i>Remote</i>	-	-	-	-	-	-	-	-	-
	<i>Very Remote</i>	-	-	-	-	-	-	-	-	-
NT	<i>Metro</i>	-	-	-	-	-	-	-	-	-
	<i>Provincial</i>	558.2 ± 13.9	2.7	10.9 ± 4.2	22.9 ± 4.9	29.1 ± 4.0	20.7 ± 4.1	10.6 ± 3.9	3.2 ± 2.2	86.4 ± 3.9
	<i>Remote</i>	539.9 ± 30.1	1.2	20.6 ± 14.7	23.9 ± 6.5	25.4 ± 6.6	16.7 ± 7.6	9.7 ± 5.8	2.5 ± 1.6	78.2 ± 15.2
	<i>Very Remote</i>	454.9 ± 32.7	0.5	64.2 ± 16.2	17.7 ± 6.8	10.9 ± 7.7	4.7 ± 6.1	1.9 ± 2.1	0.2 ± 0.4	35.3 ± 15.5
Aust	<i>Metro</i>	588.3 ± 2.3	1.1	4.5 ± 0.3	16.6 ± 0.6	27.2 ± 0.5	25.7 ± 0.5	15.6 ± 0.5	9.2 ± 0.8	94.4 ± 0.4
	<i>Provincial</i>	570.2 ± 2.0	1.2	5.9 ± 0.5	21.2 ± 0.7	31.2 ± 0.5	24.7 ± 0.6	11.9 ± 0.5	3.9 ± 0.4	92.9 ± 0.5
	<i>Remote</i>	542.0 ± 8.2	0.7	15.2 ± 3.6	27.4 ± 3.4	30.6 ± 2.2	18.0 ± 2.7	6.7 ± 1.7	1.4 ± 0.7	84.1 ± 3.7
	<i>Very Remote</i>	493.2 ± 15.5	0.9	41.3 ± 8.2	25.2 ± 3.9	18.6 ± 4.3	10.1 ± 3.3	3.3 ± 1.4	0.5 ± 0.4	57.8 ± 8.0

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.N6: Achievement of Year 9 Indigenous Students in Numeracy, by Geolocation, by State and Territory, 2008.

State/ Territory	Geolocation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
			Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
NSW	Metro	534.3 ± 4.6	1.2	16.2 ± 2.4	34.5 ± 2.8	27.9 ± 2.5	14.2 ± 2.3	4.8 ± 1.5	1.3 ± 0.7	82.6 ± 2.5
	Provincial	526.2 ± 4.4	1.2	18.8 ± 2.7	36.1 ± 3.2	28.1 ± 2.5	10.9 ± 1.8	4.3 ± 1.1	0.6 ± 0.5	80.0 ± 2.8
	Remote	489.2 ± 29.5	0.8	42.4 ± 19.1	30.9 ± 12.9	18.0 ± 11.5	7.3 ± 7.1	0.3 ± 1.9	0.2 ± 1.1	56.7 ± 19.4
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
Vic	Metro	532.2 ± 8.7	4.7	14.1 ± 4.9	35.5 ± 5.3	28.5 ± 6.6	12.1 ± 4.7	4.1 ± 3.4	1.0 ± 1.2	81.2 ± 5.2
	Provincial	528.3 ± 9.3	7.4	16.7 ± 6.0	33.5 ± 6.2	26.6 ± 5.3	12.2 ± 4.4	2.9 ± 2.6	0.8 ± 1.0	76.0 ± 7.0
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	-	-	-	-	-	-	-	-	-
Qld	Metro	526.5 ± 14.1	2.3	20.6 ± 4.9	32.8 ± 4.8	25.5 ± 2.9	13.3 ± 3.8	4.8 ± 3.4	0.8 ± 1.1	77.1 ± 5.1
	Provincial	513.7 ± 6.4	1.7	24.4 ± 4.4	38.0 ± 2.9	24.8 ± 3.8	9.1 ± 2.3	1.8 ± 0.8	0.2 ± 0.3	73.8 ± 4.4
	Remote	498.7 ± 17.2	1.0	31.7 ± 11.6	41.7 ± 9.7	19.4 ± 6.9	5.3 ± 4.3	0.7 ± 1.3	0.1 ± 0.6	67.2 ± 11.4
	Very Remote	458.2 ± 33.5	2.8	52.9 ± 17.3	30.7 ± 10.4	10.9 ± 7.2	2.2 ± 2.3	0.6 ± 1.1	0.0 ± 0.0	44.3 ± 16.2
WA	Metro	512.2 ± 6.6	1.5	25.0 ± 5.9	39.2 ± 7.9	23.1 ± 4.6	9.5 ± 2.7	1.8 ± 1.4	0.0 ± 0.2	73.5 ± 6.0
	Provincial	506.7 ± 9.1	0.4	28.8 ± 7.9	40.4 ± 8.1	21.3 ± 4.8	7.7 ± 3.4	1.1 ± 1.2	0.3 ± 0.5	70.7 ± 7.9
	Remote	488.3 ± 17.2	0.4	39.5 ± 8.9	37.8 ± 8.5	17.0 ± 5.5	5.1 ± 3.9	0.2 ± 1.1	0.0 ± 0.0	60.1 ± 9.0
	Very Remote	479.1 ± 12.9	0.6	49.2 ± 9.7	31.8 ± 7.2	13.0 ± 5.1	4.1 ± 3.5	1.0 ± 1.2	0.3 ± 0.8	50.2 ± 9.6
SA	Metro	517.1 ± 10.3	3.7	20.6 ± 6.0	39.8 ± 7.9	25.3 ± 7.4	7.5 ± 4.9	2.9 ± 2.7	0.3 ± 1.0	75.8 ± 6.3
	Provincial	511.0 ± 16.8	6.3	23.7 ± 11.2	41.0 ± 10.5	19.9 ± 9.0	8.0 ± 6.6	1.1 ± 2.3	0.0 ± 0.0	70.0 ± 11.5
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	469.2 ± 16.8	0.0	63.1 ± 19.3	26.2 ± 14.5	8.6 ± 8.7	2.1 ± 4.2	0.0 ± 0.0	0.0 ± 0.0	36.9 ± 19.3
Tas	Metro	544.8 ± 20.3	0.6	15.5 ± 7.7	26.6 ± 9.1	30.2 ± 9.8	17.0 ± 8.3	8.0 ± 6.0	2.0 ± 2.6	83.9 ± 7.8
	Provincial	554.3 ± 9.6	0.7	8.5 ± 4.1	29.0 ± 5.9	33.2 ± 6.7	17.9 ± 4.6	7.4 ± 4.4	3.3 ± 2.6	90.8 ± 4.1
	Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
	Very Remote	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.
ACT	Metro	546.5 ± 14.6	0.0	16.2 ± 11.1	27.8 ± 12.3	24.0 ± 11.9	21.9 ± 9.2	9.6 ± 6.2	0.5 ± 2.0	83.8 ± 11.1
	Provincial	-	-	-	-	-	-	-	-	-
	Remote	-	-	-	-	-	-	-	-	-
	Very Remote	-	-	-	-	-	-	-	-	-
NT	Metro	-	-	-	-	-	-	-	-	-
	Provincial	504.6 ± 10.7	2.7	31.1 ± 9.0	34.7 ± 6.3	22.1 ± 6.2	7.3 ± 4.3	1.9 ± 1.9	0.2 ± 0.4	66.2 ± 8.6
	Remote	489.0 ± 27.9	2.4	41.5 ± 20.8	32.7 ± 11.3	16.2 ± 9.6	5.7 ± 4.6	1.2 ± 1.6	0.3 ± 0.6	56.0 ± 21.1
	Very Remote	434.4 ± 19.3	0.0	75.2 ± 8.5	18.3 ± 6.9	5.3 ± 3.6	1.0 ± 1.4	0.2 ± 0.6	0.0 ± 0.0	24.8 ± 8.5
Aust	Metro	528.0 ± 6.0	2.0	19.1 ± 2.4	34.3 ± 2.6	26.2 ± 1.6	13.0 ± 1.7	4.5 ± 1.5	0.9 ± 0.5	78.9 ± 2.5
	Provincial	520.4 ± 3.5	2.1	21.7 ± 2.2	36.4 ± 2.0	26.0 ± 1.7	10.2 ± 1.3	3.0 ± 0.6	0.6 ± 0.3	76.2 ± 2.2
	Remote	492.1 ± 11.5	1.2	38.4 ± 8.0	35.8 ± 5.8	18.1 ± 3.9	5.8 ± 2.1	0.6 ± 0.7	0.1 ± 0.3	60.4 ± 8.1
	Very Remote	455.9 ± 13.6	0.8	61.0 ± 7.5	25.7 ± 4.9	9.4 ± 3.0	2.5 ± 1.4	0.5 ± 0.5	0.1 ± 0.2	38.2 ± 7.2

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

“-” indicates that the geolocation code does not apply within this State/Territory or for this year level.

“n.p.” indicates data not published as there were no students tested or the number of students tested was less than 30.

Table 9.N7: Achievement of Year 9 Students in Numeracy, by Parental Education, Australia, 2008.

Parental Education	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Bachelor degree or above	623.3 ± 3.2	0.7	1.3 ± 0.2	7.0 ± 0.5	19.7 ± 0.9	29.1 ± 0.9	24.2 ± 0.7	18.1 ± 1.6	98.1 ± 0.2
Advanced diploma/diploma	590.6 ± 1.8	0.9	2.7 ± 0.3	13.8 ± 0.7	29.5 ± 0.7	29.3 ± 0.9	16.5 ± 0.6	7.2 ± 0.7	96.4 ± 0.3
Cert I to IV	572.3 ± 1.4	1.1	4.9 ± 0.3	20.3 ± 0.7	32.4 ± 0.6	25.8 ± 0.6	11.6 ± 0.5	4.0 ± 0.4	94.0 ± 0.4
Year 12 or equivalent	581.2 ± 3.2	1.2	4.6 ± 0.5	17.9 ± 0.9	29.8 ± 1.1	25.9 ± 0.9	14.0 ± 0.8	6.6 ± 1.2	94.2 ± 0.5
Year 11 or equivalent or below	550.9 ± 2.0	2.4	10.4 ± 0.7	28.0 ± 0.8	30.8 ± 0.7	18.5 ± 0.7	7.4 ± 0.5	2.5 ± 0.4	87.1 ± 0.8
Not stated	577.9 ± 2.5	1.0	6.1 ± 0.4	19.3 ± 0.7	28.6 ± 0.6	24.4 ± 0.6	13.6 ± 0.6	7.0 ± 0.8	92.9 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher level of school or non-school education that either parent/guardian has completed is reported.

Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

Parental education may not have been stated on enrolment forms. The proportion of all Year 9 students with parental education 'not stated' is 44%.

Table 9.N8: Achievement of Year 9 Students in Numeracy, by Parental Occupation, Australia, 2008.

Parental Occupation	Mean scale score	Below national minimum standard (%)		At national minimum standard (%)	Above national minimum standard (%)				At or above national minimum standard (%)
		Exempt	Band 5 and below	Band 6	Band 7	Band 8	Band 9	Band 10	
Senior management and qualified professionals	616.0 ± 2.7	0.6	1.6 ± 0.2	8.3 ± 0.5	21.7 ± 0.8	29.5 ± 0.8	22.9 ± 0.7	15.3 ± 1.3	97.8 ± 0.3
Other business managers and associate professionals	594.2 ± 2.0	0.7	2.5 ± 0.2	13.3 ± 0.6	28.6 ± 0.7	29.3 ± 0.7	17.1 ± 0.5	8.5 ± 0.8	96.8 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	575.4 ± 1.6	1.1	4.4 ± 0.3	19.3 ± 0.7	32.2 ± 0.7	26.2 ± 0.6	12.1 ± 0.6	4.7 ± 0.5	94.5 ± 0.4
Machine operators, hospitality staff, assistants, labourers	562.3 ± 2.3	1.7	7.8 ± 0.6	25.2 ± 0.9	30.9 ± 0.8	20.7 ± 0.7	9.3 ± 0.6	4.4 ± 0.7	90.5 ± 0.6
Not in paid work in the previous 12 months	549.5 ± 2.7	5.7	11.9 ± 1.0	27.6 ± 1.3	27.3 ± 1.4	16.7 ± 1.0	7.6 ± 0.7	3.2 ± 0.6	82.4 ± 1.4
Not stated	576.5 ± 2.5	0.9	6.5 ± 0.4	19.8 ± 0.7	28.5 ± 0.6	23.9 ± 0.5	13.3 ± 0.6	7.0 ± 0.8	92.6 ± 0.5

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

95% confidence intervals are reported for the mean, percentage in each band and percentage at or above the national minimum standard. For example, 80.2% ± 2.7% means that there is a 95% chance that the true percentage lies between 77.5% and 82.9%.

The range of the common national scale for Years 3, 5, 7 and 9 is 0 to 1000.

For Year 9, Band 6 represents the national minimum standard.

Year 9 students with results in Band 6 or above performed at or above the national minimum standard.

Year 9 students with results in Band 5 did not achieve the national minimum standard.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

The higher occupational group of either parent/guardian is reported.

Parental occupation may not have been stated on enrolment forms. The proportion of all Year 9 students with parental occupation 'not stated' is 46%.

Table 9.A1: Year 9 Student Participation in Assessment, by State and Territory, 2008.

State/Territory Average Age/ Years of Schooling		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW 14yrs 7mths 9yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	84520 94.2	84696 94.4	84757 94.5	84757 94.5	84129 93.8
VIC 14yrs 9mths 9yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	62853 92.2	63009 92.5	63071 92.6	63071 92.6	63021 92.5
Qld 14yrs 1mth 8yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	56133 94.9	56218 95.0	56292 95.2	56292 95.2	55952 94.6
WA 14yrs 0mths 8yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	27392 93.1	27400 93.1	27448 93.3	27448 93.3	27371 93.0
SA 14yrs 6mths 9yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	18647 93.6	18560 93.2	18707 93.9	18707 93.9	18652 93.6
Tas 14yrs 10mths 9yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	6179 91.1	6163 90.9	6185 91.2	6185 91.2	6176 91.1
ACT 14yrs 8mths 9yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	4439 92.4	4449 92.6	4480 93.3	4480 93.3	4452 92.7
NT 14yrs 5mths 9yrs 4mths	<i>Number participated</i> <i>Participation rate (%)</i>	2386 79.9	2346 78.5	2357 78.9	2357 78.9	2369 79.3
Aust 14yrs 5mths 9yrs 0mths	<i>Number participated</i> <i>Participation rate (%)</i>	262549 93.5	262841 93.6	263297 93.7	263297 93.7	262122 93.3

Notes:

Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of Year 9 students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

The average age and years of schooling are determined as at the time of testing.

Table 9.A2: Year 9 Indigenous Student Participation in Assessment, by State and Territory, 2008.

State/Territory		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NSW	<i>Number participated</i>	2897	2906	2923	2923	2864
	<i>Participation rate (%)</i>	80.2	80.5	81.0	81.0	79.3
VIC	<i>Number participated</i>	610	616	616	616	622
	<i>Participation rate (%)</i>	77.7	78.5	78.5	78.5	79.2
Qld	<i>Number participated</i>	3533	3543	3546	3546	3502
	<i>Participation rate (%)</i>	87.1	87.3	87.4	87.4	86.3
WA	<i>Number participated</i>	1218	1233	1242	1242	1222
	<i>Participation rate (%)</i>	71.4	72.3	72.8	72.8	71.6
SA	<i>Number participated</i>	443	435	451	451	438
	<i>Participation rate (%)</i>	90.4	88.8	92.0	92.0	89.4
Tas	<i>Number participated</i>	390	390	391	391	403
	<i>Participation rate (%)</i>	81.6	81.6	81.8	81.8	84.3
ACT	<i>Number participated</i>	59	60	66	66	62
	<i>Participation rate (%)</i>	69.4	70.6	77.6	77.6	72.9
NT	<i>Number participated</i>	749	724	736	736	744
	<i>Participation rate (%)</i>	61.8	59.8	60.8	60.8	61.4
Aust	<i>Number participated</i>	9899	9907	9971	9971	9857
	<i>Participation rate (%)</i>	79.7	79.7	80.3	80.3	79.3

Notes:

Participation rates are calculated on the basis of all assessed and exempt Indigenous students as a percentage of the total number of Year 9 Indigenous students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 9.A3: Percentage of Year 9 Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	6	6	6	6	6
	<i>Assessed</i>	94	94	94	94	93
Vic	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	8	8	7	7	8
	<i>Assessed</i>	90	91	91	91	91
Qld	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	5	5	5	5	5
	<i>Assessed</i>	94	94	94	94	93
WA	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	7	7	7	7	7
	<i>Assessed</i>	92	92	93	93	92
SA	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	6	7	6	6	6
	<i>Assessed</i>	91	91	92	92	91
Tas	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	9	9	9	9	9
	<i>Assessed</i>	90	90	91	91	90
ACT	<i>Exempt</i>	0	0	0	0	0
	<i>Absent/Withdrawn</i>	8	7	7	7	7
	<i>Assessed</i>	92	92	93	93	92
NT	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	20	21	21	21	21
	<i>Assessed</i>	78	77	77	77	77
Aust	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	7	6	6	6	7
	<i>Assessed</i>	92	92	93	93	92

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 9.A4: Percentage of Year 9 Indigenous Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	20	20	19	19	21
	<i>Assessed</i>	79	79	80	80	78
Vic	<i>Exempt</i>	6	6	6	6	6
	<i>Absent/Withdrawn</i>	22	22	22	22	21
	<i>Assessed</i>	72	72	72	72	73
Qld	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	13	13	13	13	14
	<i>Assessed</i>	85	85	85	85	84
WA	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	29	28	27	27	28
	<i>Assessed</i>	71	71	72	72	71
SA	<i>Exempt</i>	4	4	4	4	4
	<i>Absent/Withdrawn</i>	10	11	8	8	11
	<i>Assessed</i>	87	85	88	88	86
Tas	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	18	18	18	18	16
	<i>Assessed</i>	81	81	81	81	84
ACT	<i>Exempt</i>	0	0	0	0	0
	<i>Absent/Withdrawn</i>	31	29	22	22	27
	<i>Assessed</i>	69	71	78	78	73
NT	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	38	40	39	39	39
	<i>Assessed</i>	60	58	59	59	60
Aust	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	20	20	20	20	21
	<i>Assessed</i>	78	78	78	78	78

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 9.A5: Percentage of Year 9 LBOTE Exemptions, Absences and Assessed by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	3	3	3	3	4
	<i>Assessed</i>	96	96	96	96	96
Vic	<i>Exempt</i>	2	2	2	2	2
	<i>Absent/Withdrawn</i>	6	5	5	5	5
	<i>Assessed</i>	92	93	93	93	93
Qld	<i>Exempt</i>	2	3	2	2	2
	<i>Absent/Withdrawn</i>	4	4	4	4	4
	<i>Assessed</i>	94	94	94	94	94
WA	<i>Exempt</i>	0	0	0	0	0
	<i>Absent/Withdrawn</i>	5	5	5	5	5
	<i>Assessed</i>	94	94	94	94	94
SA	<i>Exempt</i>	3	3	3	3	3
	<i>Absent/Withdrawn</i>	3	3	2	2	3
	<i>Assessed</i>	94	93	94	94	94
Tas	<i>Exempt</i>	6	6	7	7	5
	<i>Absent/Withdrawn</i>	7	7	6	6	5
	<i>Assessed</i>	87	87	87	87	89
ACT	<i>Exempt</i>	0	0	0	0	0
	<i>Absent/Withdrawn</i>	6	7	7	7	6
	<i>Assessed</i>	93	93	93	93	94
NT	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	26	27	26	26	26
	<i>Assessed</i>	74	73	73	73	73
Aust	<i>Exempt</i>	1	1	1	1	1
	<i>Absent/Withdrawn</i>	5	5	5	5	5
	<i>Assessed</i>	94	94	94	94	94

Notes:

The percentages of students represented in the table above have been rounded and may not sum to 100.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Table 9.A6: Year 9 Indigenous and LBOTE students as proportions of Year 9 students by State and Territory, 2008.

State/Territory		Reading (%)	Writing (%)	Spelling (%)	Grammar and Punctuation (%)	Numeracy (%)
NSW	<i>Indigenous</i>	3	3	3	3	3
	<i>LBOTE</i>	28	28	28	28	28
Vic	<i>Indigenous</i>	1	1	1	1	1
	<i>LBOTE</i>	24	24	24	24	24
Qld	<i>Indigenous</i>	6	6	6	6	6
	<i>LBOTE</i>	9	9	9	9	9
WA	<i>Indigenous</i>	4	4	4	4	4
	<i>LBOTE</i>	11	11	11	11	11
SA	<i>Indigenous</i>	2	2	2	2	2
	<i>LBOTE</i>	8	8	8	8	8
Tas	<i>Indigenous</i>	6	6	6	6	6
	<i>LBOTE</i>	3	3	3	3	3
ACT	<i>Indigenous</i>	1	1	1	1	1
	<i>LBOTE</i>	8	8	8	8	8
NT	<i>Indigenous</i>	25	24	25	25	25
	<i>LBOTE</i>	16	16	16	16	16
Aust	<i>Indigenous</i>	4	4	4	4	4
	<i>LBOTE</i>	19	19	19	19	19

Notes:

Proportions are calculated on the basis of all assessed and exempt Indigenous or LBOTE students as a percentage of the total number of Year 9 students reported by schools which includes those absent and withdrawn.

The *Spelling and Grammar and Punctuation* results, while reported separately, are drawn from a single *Language Conventions* assessment.

Year 9

Overall National and Jurisdiction Results

Tables 9.R1, 9.W1, 9.S1, 9.G1, 9.N1 show the percentage of Year 9 students estimated to be in achievement bands 5 (and below) to 10 for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall. Tables 9.R1, 9.W1, 9.S1, 9.G1, 9.N1 also give the mean scores and the participation rates. Figures 9.R1, 9.W1, 9.S1, 9.G1, 9.N1 illustrate graphically the achievement distributions for each jurisdiction and for Australia overall.

The percentage of students located in each band represents assessed students. This includes students who sat the test and students who were formally exempt from participating. Exempt students are deemed as being below the national minimum standard. Exempt students have not been included in the computation of the means or standard deviations and they are not included in Figures 9.R1, 9.W1, 9.S1, 9.G1 and 9.N1.

Between 87 and 94 per cent (Writing and Numeracy, respectively) of Australian students are estimated to be working at or above the national minimum standard. As was the case for Years 3, 5 and 7, the percentage of students estimated to be working at or above the national minimum standard is greatest for Victoria, New South Wales and the Australian Capital Territory. While at Year 3 and Year 5 the Queensland results showed slightly smaller proportions of students estimated to be working at or above the national minimum standard, this is not the case at Year 9, where the Queensland results are broadly equivalent to those of Western Australia, South Australia and Tasmania. The results for the Northern Territory differ markedly from those for other jurisdictions, with 63 per cent of students estimated to be working at or above the national minimum standard for Writing, and Grammar and Punctuation, through to 74 per cent for Numeracy. The Northern Territory is also distinctive in that the achievement distribution has a considerably larger variance than do the distributions for the other jurisdictions for all domains, with the exception of Numeracy.

For Australia overall, the mean scores for the Year 9 students range from 569 in Grammar and Punctuation to 582 in Numeracy. These mean scores are between 36 and 41

points higher than the mean scores for Year 7 students, which are slightly smaller than the differences between Years 5 and 7. The extent to which achievement in the Northern Territory is below that of other jurisdictions is highlighted by the finding that the mean scores for the Northern Territory Year 9 students lie midway between the national mean scores for Year 5 and Year 7 students.

Sex

Tables 9.R2, 9.W2, 9.S2, 9.G2, 9.N2 show the percentage of Year 9 male and female students estimated to be in achievement bands 5 (and below) to 10 and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall.

In every jurisdiction and for each literacy domain, the percentage of students estimated to be working at or above the national minimum standard is greater for females than for males. The differences are largest for Writing, at 10 percentage points for Australia overall. For Writing, Spelling, and Grammar and Punctuation, the gender differences are larger at Year 9 than for any other year level, while for Numeracy the results are equivalent across year levels.

Across Australia, the exemption rate for male students is about 0.5 percentage points higher than the exemption rate for female students. This is a similar difference to that at Year 7, and less than that at Year 3 and Year 5. The difference in the exemption rate varies across jurisdictions. In South Australia and Victoria, the difference is about 0.9 percentage points, while in all other jurisdictions it is 0.6 percentage points or less.

The mean scores, which do not include exempt students, show that the Numeracy means are higher for male students in every jurisdiction, whereas for all other areas the mean scores of female students exceed those of male students. As with the percentages estimated to be working at or above the national minimum standard, across all domains the gender differences in the means are smallest for Tasmania, with the exception of Writing, where the difference was smallest in South Australia. For the remaining jurisdictions the differences are similar.

The national gender differences in the means – 6 points higher for female students for Reading, 37 points higher for female students for Writing, 21 points higher for female students for Spelling, 21 points higher for female students for Grammar and Punctuation, and 9 points higher for male students for Numeracy – suggest that gender differences in Reading, on the NAPLAN scale, decline with year level, while the differences in Writing appear to increase. There is no clear trend for Spelling, Grammar and Punctuation, or Numeracy. Since growth from Year 3 to Year 5 on the NAPLAN scale is greater than growth from Year 5 to Year 7, which in turn is greater than growth from Year 7 to Year 9, these gender differences are increasing with years of schooling.

Indigenous

Tables 9.R3, 9.W3, 9.S3, 9.G3, 9.N3 show the percentage of Year 9 Indigenous and non-Indigenous students estimated to be in achievement bands 5 (and below) to 10 and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall.

The percentage of students estimated to be working at or above the national minimum standard is markedly lower for Indigenous students than non-Indigenous students in all jurisdictions. In the Northern Territory, Indigenous students are one-third to one-half as likely to be achieving at or above national minimum standards. Across Australia, a smaller proportion of Indigenous students is likely to be achieving at or above the national minimum standard compared to non-Indigenous students. The difference ranges from 22 to 31 percentage points, for Numeracy and Grammar and Punctuation, respectively.

Similarly, the mean score for Indigenous students is substantially lower than that of non-Indigenous students. In Reading, for example, the difference in the means for Australia as a whole is 68 points, the difference in the Northern Territory is 132 points and in Western Australia it is 77 points. The largest differences are in Writing scores.

Reviewing the results across year levels, there is a decline in the difference between Indigenous and non-Indigenous student mean scores for Reading, Spelling, Grammar and Punctuation, but there is an increase in the differences for Writing. The differences in Numeracy are the same at each year level. The participation rate for Indigenous students declines as year level increases.

Language Background Other Than English (LBOTE)

Tables 9.R4, 9.W4, 9.S4, 9.G4, 9.N4 show the percentage of Year 9 LBOTE and non-LBOTE students estimated to be in achievement bands 5 (and below) to 10 and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall.

The difference between the percentage of Year 9 LBOTE and non-LBOTE students estimated to have achieved at or above the national minimum standard varies across jurisdictions and domains. For Australia overall, non-LBOTE students are slightly more likely to have achieved at or above the national minimum standard than LBOTE students. The smallest differences are in Victoria, the Australian Capital Territory and New South Wales, whilst the largest differences are in South Australia, the Northern Territory and Queensland. It should be noted, however, that many Indigenous students in remote communities in the Northern Territory are also considered to be LBOTE students. This is also true for students in Queensland, South Australia and Western Australia, although to a lesser extent.

A review of the exemption rates shows only a small difference for LBOTE and non-LBOTE students – about 0.4 percentage points – a difference that is smaller than that found at other year levels.

Although there is marked variation between jurisdictions, overall the mean scores of LBOTE students exceed the mean scores of non-LBOTE students in Writing, Spelling, Grammar and Punctuation, and Numeracy.

As has been noted for each of the other year levels, there was a large number of LBOTE exemptions in Tasmania, which has a small number of LBOTE students compared to other jurisdictions.

Geolocation

Tables 9.R5, 9.W5, 9.S5, 9.G5, 9.N5 show the percentage of Year 9 students, by geographic location, estimated to be in achievement bands 5 (and below) to 10 and their mean scores for Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy respectively. The results are provided for each jurisdiction and for Australia overall.

Tables 9.R6, 9.W6, 9.S6, 9.G6, 9.N6 show the corresponding information for Indigenous students only.

Across Australia, Year 9 students in metropolitan areas are estimated to be working at or above the national minimum standards at slightly higher rates than students in provincial and remote areas. The mean scores for students in metropolitan areas are also higher than those for students in provincial areas, which are in turn higher than for those in remote areas. Students in very remote areas have the lowest means and have the smallest proportion of students estimated to be working at or above the national minimum standards. These results hold for each of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, and for all jurisdictions with the exception of Victoria. As the proportion of remote students in Victoria is small, the observation may be unique to this state.

The achievement patterns by geographic location are similar for Indigenous students and for all students.

Student Achievement and Parental Education and Parental Occupation

Tables 9.R7, 9.W7, 9.S7, 9.G7, 9.N7, 9.R8, 9.W8, 9.S8, 9.G8 and 9.N8 illustrate the relationships between parental occupation and parental education, and student achievement. For each domain, the student mean scores are higher for students whose parents have higher levels of education. The relationships between the mean scores of students with parents from different occupation categories are consistent with those found in previous research and statewide assessments.

It is important to note that these results are indicative only, as parental education and occupation data were only available for 50-60 per cent of students nationally, as noted in the table footnotes.

In terms of estimated percentages of students working at or above the national minimum standard the differences can be quite large. For example, students whose parents have a degree are between 13 (Numeracy) and 22 (Writing) per cent more likely to be at or above the national minimum standard than students whose parents have a Year 11 equivalent or below. Similarly, students whose parents are from the occupational category *Senior management and qualified professionals* are between 19 (Numeracy) and 28 (Writing) per cent more likely to be at or above the national minimum standard than students whose parents have not been in paid employment for the past 12 months.

Participation

Tables 9.A1 to 9.A6 describe the participating populations and the rates of exemptions and absences by jurisdiction.

Definitions

Average age

The average age of students was calculated from the date of birth provided by each State/Territory.

Exempt

Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

Geolocation

The MCEETYA Schools Geographic Location Classification System is based on the locality of individual schools and is used to disaggregate data according to Metropolitan, Provincial, Remote and Very Remote.

Indigenous status

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

Language Background Other than English (LBOTE)

A student is classified as LBOTE if either the student or parents/guardians speak a language other than English at home.

Parental education

Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained.

Parental occupation

Parental occupation represents the occupation group which includes the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, the occupation group which reflects their main job is reported.

Sex

Sex is the distinction "male" and "female" as reported on a student's enrolment record.

Years of schooling

States and Territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing, expressed in years and months.