

2007

# National Report on Schooling in Australia

Preliminary Paper

National Benchmark Results  
Reading, Writing and Numeracy  
Years 3, 5 and 7



# Reading, Writing and Numeracy

## Introduction

In March 1997, all State, Territory and Commonwealth education ministers agreed on the national goal:

that every child leaving primary school should be numerate and able to read, write and spell at an appropriate level.

To provide focus for this goal, ministers also agreed to a sub-goal:

that every child commencing school from 1998 will achieve a minimum acceptable literacy and numeracy standard within four years.

To help support the achievement of these goals, ministers agreed to the implementation of the National Literacy and Numeracy Plan, the essential features of which are:

- early assessment and intervention for students at risk of not achieving minimum required standards
- development of national benchmarks for each of years 3, 5 and 7
- assessment of student progress against these benchmarks
- national reporting of benchmark data, and
- professional development for teachers.

Education authorities in all States and Territories, assisted by the Commonwealth, have been engaged in implementing these elements of the plan since its formulation. This section concerns the national reporting of benchmark data for 2007 and follows on from earlier editions of the *National Report on Schooling in Australia*, which published data for 1999, 2000, 2001, 2002, 2003, 2004, 2005 and 2006.

The publications reflect the continuing development of the benchmark reporting process. For 1999, data was available only for reading in each of years 3 and 5. For 2000, as well as results for years 3 and 5 reading, data was published on numeracy in years 3 and 5. The 2001 report presented data in all of these

areas and included benchmark results for writing in years 3 and 5. As data for writing had not previously been published, results from 1999 and 2000 were also presented. In 2005, data for years 3, 5 and 7, for all three areas, reading, writing and numeracy were published. This edition presents the results for 2007.

As for 2003, 2004, 2005 and 2006, this 2007 edition also provides data on the performance of students in metropolitan, provincial, remote and very remote areas. In each State and Territory, students' school locations are categorised using the MCEETYA Geographical Location Classification, and procedures closely related to the approaches of the Australian Bureau of Statistics.

From 2005, States and Territories commenced collecting information on student socioeconomic background through school enrolment processes. Preliminary data from this collection approach has indicated there is a relatively low response rate from parents/care-givers. Information about student socioeconomic background will be published in the relevant chapter of the full *National Report on Schooling in Australia*.

Measurement difficulties have precluded the presentation of spelling data to date.

## Student achievement against the benchmarks

This section of the report describes the results of testing conducted during 2007 in which the achievement of students in each of years 3, 5 and 7 was measured against the national benchmarks for reading, writing and numeracy. These results build on those published previously.

## Benchmarks

The benchmarks that underpin the reporting of student achievement describe nationally agreed minimum acceptable standards for aspects of literacy and numeracy at particular year levels. They represent minimum standards of performance below which students will have difficulty progressing satisfactorily at school.

The benchmarks have been developed with reference to current levels of achievement demonstrated in national surveys and State and Territory assessment programs. There has been extensive consultation with stakeholders and with experts in the areas of literacy, numeracy and educational measurement.

Education ministers, meeting as MCEETYA, have determined that the national goal should be for all students to achieve at least the benchmark level of performance as they represent minimum acceptable standards. Regular publication of benchmark results enables monitoring of progress towards the attainment of that goal.

The standards described by the benchmarks for years 3, 5 and 7 demand increasing levels of proficiency against which students' progress through school can be measured and followed. The least demanding year 3 benchmark is located in the early part of the achievement continuum, while the benchmarks for years 5 and 7, demanding increasing understandings and skills, are located at progressively higher levels. In 2007, students' locations on the achievement continuum were estimated through assessment processes undertaken by the States and Territories.

Full details of all of the benchmarks are available online. Literacy is at <http://cms.curriculum.edu.au/litbench/intro.asp> and numeracy at <http://cms.curriculum.edu.au/numbench>. The details can be obtained in print form from Curriculum Corporation, PO Box 177, Carlton South, Victoria, 3053, Australia. Telephone: +61 3 9207 6000. Facsimile: 1300 780 545 (within Australia) and +61 3 9910 9800 (outside Australia). Email: [sales@curriculum.edu.au](mailto:sales@curriculum.edu.au). The Curriculum Corporation website is at <http://www.curriculum.edu.au>.

## The assessment process

This year is the last year in which national benchmarks are derived by equating individual State and Territory tests.

In July 2003, MCEETYA ministers agreed that it was necessary to improve the national comparability of literacy and numeracy assessments and in 2005 agreed to implement common national tests for students in years 3, 5, 7 and 9 as a condition of funding under the *Schools Assistance Learning Together – Achievement Through Choice and Opportunity Act 2004*.

From 2008, State and Territory tests will be replaced by new national tests administered to all government and non-government school students in years 3, 5, 7 and 9 across Australia.

The new national tests have a single continuous scale of achievement across ten bands, with achievement at each year level reported against six bands. This means it will be possible to measure students' achievement over time as they progress through their schooling.

The national benchmarks will be replaced by new national minimum standards, equivalent to the second lowest achievement band for each year level. All students in the lowest achievement band for each year will be deemed below the national minimum standard.

Reporting across six bands for each year level will provide enhanced national data on the full range of student achievement.

## Making comparisons

Tables A1 to A9 report the proportion of students achieving the benchmark in States and Territories in 2007. Tables D1 to D9 report the proportion of students achieving the benchmark in Australia for the years 1999 to 2007. When reviewing these tables, it is important to recognise that there are inevitable limits in the extent to which the measuring instruments can be assured to be comparable across time and jurisdictions. For example, it is not feasible for testing programs to fully assess the complete range of valued literacy and numeracy outcomes. As such, each State and Territory's testing program includes a selection of valued outcomes, which can lead to variations in the outcomes, both over time and across States and Territories.

Further, when comparing results across States and Territories, it is also important to note that there are structural differences between the educational systems that will influence the estimated proportions of students who are achieving the benchmarks. Relevant issues include major differences between jurisdictions in starting age, grade structures, and other arrangements that result in variations in the time students would have spent in relevant schooling prior to testing. As well, there are differences between States and Territories in relation

to factors known to influence measured literacy and numeracy achievement. For example, achievement in literacy and numeracy is correlated with the socioeconomic circumstances of students. As well, students who do not usually speak English, or who have just begun to speak English, would be expected to be at some disadvantage during assessment of aspects of English literacy. There are variations in the proportions of such students between States and Territories, and also in the implementation of policies regarding their inclusion in the testing programs.

Tables B1 to B3 highlight important variations in the proportions of government and non-government school students participating in testing.

It should be noted that absent or withdrawn students are not included in the benchmark calculations. Variation between jurisdictions in the proportion of students absent or withdrawn from testing has reduced between 2000 and 2007 (see Figures C1 to C3).

The publication of confidence intervals with the benchmark results reflects the uncertainty associated with the measurement of student achievement and provides a way of making improved inferences about the achievement of students. The tables reporting benchmark achievement percentages include 95 per cent confidence intervals. These confidence intervals account for three components of uncertainty: error associated with the location of the benchmark cut-score, sampling error (where applicable) and measurement error. Error associated with

the location of the benchmark cut-score is by far the largest component.

It should be noted that the confidence intervals do not take into account two additional sources of error: error associated with the process of equating the benchmark location onto any new tests used by a State or Territory; and error associated with the process of equating State and Territory tests to each other. Please note that presented data assume the absence of systematic patterns of non-response in testing, however, under some circumstances, this assumption may be challenged. Readers should consider this when comparing results. Please refer to the discussion sections of this report for further information.

## The results

The data in the following tables are the proportions of the students participating in the State or Territory testing who have achieved or bettered the benchmark. The results reported are for assessed students. This includes students who sat the test and students who were formally exempted. Because exempted students are reported as falling below the benchmark they are included in the benchmark calculation. Students not included in the benchmark calculation are those who were absent or withdrawn by parents/care-givers from the testing, or attending a school not participating in the testing. The explanatory notes provide further details on State and Territory student exemption criteria.

# Year 3 results

**Table A1 Percentage of year 3 students achieving the reading benchmark, by State and Territory, 2007**

| State/Territory<br>1 Average age <sup>(a)</sup><br>2 Years of schooling <sup>(b)</sup> | All students | Male students | Female students | Indigenous <sup>(c)</sup><br>students | LBOTE <sup>(c)</sup><br>students |
|--|--------------|---------------|-----------------|---------------------------------------|----------------------------------|
| <b>New South Wales</b><br>1. 8yrs 9mths<br>2. 3yrs 7mths                               | 93.5 ± 1.5   | 91.8 ± 1.8    | 95.2 ± 1.2      | 83.3 ± 4.1                            | 93.1 ± 1.4                       |
| <b>Victoria</b><br>1. 9yrs 0mths<br>2. 3yrs 7mths                                      | 93.6 ± 1.8   | 92.0 ± 2.1    | 95.3 ± 1.4      | 86.1 ± 4.7                            | 92.0 ± 2.0                       |
| <b>Queensland</b><br>1. 8yrs 4mths<br>2. 2yrs 8mths                                    | 93.5 ± 1.5   | 92.7 ± 1.7    | 95.1 ± 1.3      | 87.0 ± 3.6                            | 90.7 ± 1.5                       |
| <b>South Australia</b><br>1. 8yrs 6mths<br>2. 3yrs 3mths                               | 91.7 ± 1.0   | 89.5 ± 1.3    | 94.1 ± 0.8      | 70.5 ± 4.0                            | 85.9 ± 1.6                       |
| <b>Western Australia</b><br>1. 8yrs 6mths<br>2. 3yrs 7mths                             | 95.0 ± 1.4   | 94.2 ± 1.6    | 95.9 ± 1.2      | 81.0 ± 5.0                            | 94.1 ± 1.4                       |
| <b>Tasmania</b><br>1. 9yrs 1mth<br>2. 3yrs 7mths                                       | 95.6 ± 1.3   | 94.5 ± 1.7    | 96.8 ± 1.1      | 92.8 ± 3.4                            | 91.3 ± 3.0                       |
| <b>Northern Territory</b><br>1. 8yrs 8mths<br>2. 3yrs 3mths                            | 72.8 ± 2.4   | 71.2 ± 3.0    | 74.4 ± 2.8      | 41.0 ± 4.1                            | 42.3 ± 4.3                       |
| <b>Australian Capital Territory</b><br>1. 8yrs 10mths<br>2. 3yrs 6mths                 | 96.1 ± 0.8   | 94.5 ± 1.3    | 97.7 ± 0.6      | 86.2 ± 6.9                            | 94.3 ± 1.1                       |
| <b>Australia</b>   | 93.4 ± 1.5   | 92.0 ± 1.8    | 95.0 ± 1.3      | 80.7 ± 4.1                            | 91.6 ± 1.6                       |

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
  - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Figure C1. Hence, readers are urged to be cautious when comparing results.
  - Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background, and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.
- (a) The estimated average age of students at the time of testing, expressed in years and months.
- (b) The estimated average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

**Table A2 Percentage of year 3 students achieving the writing benchmark, by State and Territory, 2007**

| State/Territory<br>1 Average age <sup>(a)</sup><br>2 Years of schooling <sup>(b)</sup> | All students | Male students | Female students | Indigenous <sup>(c)</sup><br>students | LBOTE <sup>(c)</sup><br>students |
|--|--------------|---------------|-----------------|---------------------------------------|----------------------------------|
| <b>New South Wales</b><br>1. 8yrs 9mths<br>2. 3yrs 7mths                               | 93.9 ± 1.6   | 92.0 ± 2.0    | 96.0 ± 1.2      | 82.2 ± 4.4                            | 92.9 ± 1.6                       |
| <b>Victoria</b><br>1. 9yrs 0mths<br>2. 3yrs 7mths                                      | 94.1 ± 1.2   | 91.6 ± 1.6    | 96.6 ± 0.8      | 86.1 ± 4.2                            | 93.7 ± 1.0                       |
| <b>Queensland</b><br>1. 8yrs 4mths<br>2. 2yrs 8mths                                    | 95.1 ± 0.6   | 94.1 ± 0.8    | 97.0 ± 0.4      | 89.0 ± 2.0                            | 92.4 ± 0.6                       |
| <b>South Australia</b><br>1. 8yrs 6mths<br>2. 3yrs 3mths                               | 91.1 ± 2.5   | 88.3 ± 3.3    | 93.9 ± 1.8      | 71.7 ± 6.5                            | 90.5 ± 2.8                       |
| <b>Western Australia</b><br>1. 8yrs 6mths<br>2. 3yrs 7mths                             | 87.4 ± 1.9   | 83.9 ± 2.4    | 91.0 ± 1.5      | 58.7 ± 4.6                            | 87.5 ± 2.0                       |
| <b>Tasmania</b><br>1. 9yrs 1mth<br>2. 3yrs 7mths                                       | 89.6 ± 1.6   | 85.9 ± 2.3    | 93.4 ± 1.5      | 81.3 ± 4.7                            | 89.1 ± 4.1                       |
| <b>Northern Territory</b><br>1. 8yrs 8mths<br>2. 3yrs 3mths                            | 66.6 ± 2.9   | 62.6 ± 3.6    | 70.5 ± 3.4      | 31.0 ± 3.7                            | 33.7 ± 3.9                       |
| <b>Australian Capital Territory</b><br>1. 8yrs 10mths<br>2. 3yrs 6mths                 | 95.1 ± 1.1   | 93.3 ± 1.5    | 96.8 ± 0.9      | 83.9 ± 7.4                            | 92.9 ± 1.8                       |
| <b>Australia</b>   | 93.0 ± 1.4   | 90.8 ± 1.8    | 95.4 ± 1.0      | 76.6 ± 3.8                            | 91.7 ± 1.5                       |

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
  - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Figure C1. Hence, readers are urged to be cautious when comparing results.
  - Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background, and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.
- (a) The estimated average age of students at the time of testing, expressed in years and months.
- (b) The estimated average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

**Table A3 Percentage of year 3 students achieving the numeracy benchmark, by State and Territory, 2007**

| State/Territory<br>1 Average age <sup>(a)</sup><br>2 Years of schooling <sup>(b)</sup> | All students | Male students | Female students | Indigenous <sup>(c)</sup><br>students | LBOTE <sup>(c)</sup><br>students |
|--|--------------|---------------|-----------------|---------------------------------------|----------------------------------|
| <b>New South Wales</b><br>1. 8yrs 9mths<br>2. 3yrs 7mths                               | 95.9 ± 0.9   | 95.4 ± 0.9    | 96.4 ± 0.9      | 90.2 ± 2.6                            | 94.8 ± 0.9                       |
| <b>Victoria</b><br>1. 9yrs 0mths<br>2. 3yrs 7mths                                      | 95.0 ± 1.1   | 94.5 ± 1.0    | 95.6 ± 1.2      | 88.5 ± 4.1                            | 93.1 ± 1.3                       |
| <b>Queensland</b><br>1. 8yrs 4mths<br>2. 2yrs 8mths                                    | 90.2 ± 2.1   | 90.1 ± 2.0    | 90.8 ± 2.1      | 77.6 ± 4.3                            | 85.9 ± 2.4                       |
| <b>South Australia</b><br>1. 8yrs 6mths<br>2. 3yrs 3mths                               | 89.5 ± 1.6   | 88.9 ± 1.4    | 90.2 ± 1.8      | 67.6 ± 5.2                            | 83.2 ± 2.2                       |
| <b>Western Australia</b><br>1. 8yrs 6mths<br>2. 3yrs 7mths                             | 90.4 ± 2.2   | 90.1 ± 2.1    | 90.7 ± 2.3      | 67.5 ± 5.7                            | 89.4 ± 2.3                       |
| <b>Tasmania</b><br>1. 9yrs 1mth<br>2. 3yrs 7mths                                       | 91.1 ± 2.1   | 90.4 ± 2.4    | 91.9 ± 2.1      | 84.2 ± 5.3                            | 88.2 ± 3.8                       |
| <b>Northern Territory</b><br>1. 8yrs 8mths<br>2. 3yrs 3mths                            | 82.3 ± 2.2   | 80.9 ± 2.6    | 83.8 ± 2.7      | 57.7 ± 4.5                            | 57.0 ± 4.9                       |
| <b>Australian Capital Territory</b><br>1. 8yrs 10mths<br>2. 3yrs 6mths                 | 94.3 ± 1.3   | 93.6 ± 1.6    | 95.0 ± 1.5      | 82.7 ± 8.3                            | 91.7 ± 2.4                       |
| <b>Australia</b>   | 93.2 ± 1.4   | 92.8 ± 1.4    | 93.7 ± 1.5      | 78.8 ± 4.1                            | 92.1 ± 1.4                       |

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
  - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Figure C1. Hence, readers are urged to be cautious when comparing results.
  - Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background, and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.
- (a) The estimated average age of students at the time of testing, expressed in years and months.
- (b) The estimated average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

**Table A1b Geolocation – Percentage of year 3 students achieving the reading benchmark (with 95% confidence limits)**

| State/Territory              | Metropolitan  |               | Provincial    |               | Remote        |                | Very remote    |                |
|------------------------------|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|
|                              | All students  | Indigenous    | All students  | Indigenous    | All students  | Indigenous     | All students   | Indigenous     |
| New South Wales              | 94.1<br>± 1.3 | 85.2<br>± 3.9 | 91.6<br>± 2.1 | 82.1<br>± 4.7 | 87.7<br>± 4.1 | 81.9<br>± 9.1  | 80.2<br>± 10.0 | 58.4<br>± 24.7 |
| Victoria                     | 93.9<br>± 1.7 | 88.5<br>± 4.9 | 93.0<br>± 2.1 | 84.1<br>± 6.0 | 98.3<br>± 6.1 | n.a.           | n.a.           | n.a.           |
| Queensland                   | 94.2<br>± 1.3 | 88.4<br>± 3.3 | 93.0<br>± 1.8 | 88.0<br>± 3.7 | 90.8<br>± 3.5 | 84.4<br>± 6.7  | 85.7<br>± 4.8  | 79.5<br>± 6.8  |
| South Australia              | 91.9<br>± 0.9 | 73.2<br>± 4.5 | 91.9<br>± 1.3 | 74.1<br>± 6.1 | 92.1<br>± 2.7 | 55.6<br>± 18.4 | 75.2<br>± 7.2  | 52.1<br>± 13.2 |
| Western Australia            | 96.0<br>± 1.1 | 88.1<br>± 4.4 | 94.9<br>± 1.6 | 85.5<br>± 6.1 | 91.6<br>± 2.8 | 75.2<br>± 11.0 | 79.9<br>± 5.1  | 65.9<br>± 8.6  |
| Tasmania                     | 96.1<br>± 1.2 | 93.5<br>± 4.5 | 95.3<br>± 1.5 | 92.5<br>± 4.4 | 95.5<br>± 8.5 | (a)            | (a)            | (a)            |
| Northern Territory           | n.a.          | n.a.          | 85.7<br>± 2.5 | 72.6<br>± 6.0 | 71.8<br>± 4.5 | 41.7<br>± 8.0  | 37.6<br>± 4.5  | 20.6<br>± 4.7  |
| Australian Capital Territory | 96.1<br>± 0.8 | 86.2<br>± 6.9 | n.a.          | n.a.          | n.a.          | n.a.           | n.a.           | n.a.           |
| Australia                    | 94.2<br>± 1.3 | 86.3<br>± 3.9 | 92.6<br>± 1.9 | 83.9<br>± 4.8 | 88.8<br>± 3.4 | 70.1<br>± 9.3  | 71.7<br>± 5.3  | 53.8<br>± 7.4  |

n.a. Insufficient or no students in this area of classification. Information not tabulated.

(a) The number of students tested is less than 30.

**Table A2b Geolocation – Percentage of year 3 students achieving the writing benchmark (with 95% confidence limits)**

| State/Territory              | Metropolitan  |               | Provincial    |               | Remote        |                | Very remote   |                |
|------------------------------|---------------|---------------|---------------|---------------|---------------|----------------|---------------|----------------|
|                              | All students  | Indigenous    | All students  | Indigenous    | All students  | Indigenous     | All students  | Indigenous     |
| New South Wales              | 94.4<br>± 1.4 | 84.4<br>± 4.2 | 92.7<br>± 2.0 | 80.7<br>± 4.8 | 87.5<br>± 4.7 | 78.2<br>± 9.9  | 86.0<br>± 7.6 | 67.0<br>± 16.6 |
| Victoria                     | 94.5<br>± 1.0 | 89.3<br>± 4.7 | 92.6<br>± 1.8 | 83.5<br>± 5.0 | 98.4<br>± 6.0 | n.a.           | n.a.          | n.a.           |
| Queensland                   | 95.7<br>± 0.5 | 91.2<br>± 1.6 | 95.2<br>± 0.7 | 90.9<br>± 2.1 | 92.3<br>± 1.9 | 81.1<br>± 6.2  | 86.9<br>± 3.6 | 78.9<br>± 6.1  |
| South Australia              | 92.2<br>± 2.3 | 78.2<br>± 7.5 | 89.4<br>± 3.0 | 71.7<br>± 8.6 | 86.4<br>± 5.2 | 69.8<br>± 17.9 | 65.1<br>± 9.2 | 35.1<br>± 14.9 |
| Western Australia            | 89.3<br>± 1.8 | 69.7<br>± 6.5 | 86.2<br>± 2.4 | 63.5<br>± 6.4 | 81.4<br>± 3.0 | 55.1<br>± 7.4  | 59.1<br>± 4.7 | 34.4<br>± 6.9  |
| Tasmania                     | 91.6<br>± 1.7 | 82.7<br>± 7.1 | 88.0<br>± 2.0 | 80.3<br>± 5.6 | 89.2<br>± 8.5 | (a)            | (a)           | (a)            |
| Northern Territory           | n.a.          | n.a.          | 80.9<br>± 3.3 | 63.2<br>± 6.9 | 66.9<br>± 4.6 | 35.0<br>± 7.2  | 28.3<br>± 4.3 | 10.2<br>± 3.3  |
| Australian Capital Territory | 95.1<br>± 1.1 | 83.9<br>± 7.4 | n.a.          | n.a.          | n.a.          | n.a.           | n.a.          | n.a.           |
| Australia                    | 94.0<br>± 1.3 | 84.7<br>± 4.0 | 92.0<br>± 1.8 | 80.8<br>± 4.5 | 84.1<br>± 3.5 | 61.2<br>± 7.9  | 62.5<br>± 4.8 | 40.8<br>± 6.0  |

n.a. Insufficient or no students in this area of classification. Information not tabulated.

(a) The number of students tested is less than 30.



**Table A3b Geolocation – Percentage of year 3 students achieving the numeracy benchmark (with 95% confidence limits)**

| State/Territory              | Metropolitan  |               | Provincial    |               | Remote        |                | Very remote   |                |
|------------------------------|---------------|---------------|---------------|---------------|---------------|----------------|---------------|----------------|
|                              | All students  | Indigenous    | All students  | Indigenous    | All students  | Indigenous     | All students  | Indigenous     |
| New South Wales              | 96.1<br>± 0.8 | 90.8<br>± 2.4 | 95.5<br>± 1.1 | 90.0<br>± 3.0 | 91.6<br>± 3.1 | 86.9<br>± 7.4  | 90.8<br>± 7.4 | 81.0<br>± 17.3 |
| Victoria                     | 95.1<br>± 1.0 | 92.0<br>± 3.8 | 94.8<br>± 1.3 | 85.7<br>± 5.4 | 99.2<br>± 3.8 | n.a.           | n.a.          | n.a.           |
| Queensland                   | 91.0<br>± 1.9 | 81.1<br>± 4.1 | 89.7<br>± 2.3 | 78.9<br>± 4.4 | 87.4<br>± 3.8 | 74.7<br>± 7.8  | 75.0<br>± 5.8 | 62.1<br>± 8.8  |
| South Australia              | 89.7<br>± 1.4 | 71.1<br>± 5.3 | 89.3<br>± 1.9 | 68.2<br>± 7.6 | 92.2<br>± 2.7 | 73.1<br>± 16.7 | 71.8<br>± 9.5 | 41.9<br>± 17.4 |
| Western Australia            | 92.0<br>± 1.9 | 78.6<br>± 5.8 | 89.4<br>± 2.7 | 72.3<br>± 7.2 | 85.5<br>± 3.7 | 60.6<br>± 9.9  | 67.1<br>± 5.5 | 46.9<br>± 8.0  |
| Tasmania                     | 92.6<br>± 1.8 | 80.3<br>± 8.2 | 89.9<br>± 2.5 | 86.1<br>± 5.9 | 92.0<br>± 7.8 | (a)            | (a)           | (a)            |
| Northern Territory           | n.a.          | n.a.          | 94.0<br>± 1.5 | 86.2<br>± 4.5 | 84.9<br>± 3.5 | 64.3<br>± 7.3  | 52.4<br>± 5.1 | 40.2<br>± 6.0  |
| Australian Capital Territory | 94.3<br>± 1.3 | 82.7<br>± 8.3 | n.a.          | n.a.          | n.a.          | n.a.           | n.a.          | n.a.           |
| Australia                    | 93.8<br>± 1.3 | 84.2<br>± 4.0 | 92.7<br>± 1.7 | 83.6<br>± 4.4 | 87.7<br>± 3.5 | 69.5<br>± 8.6  | 67.2<br>± 5.8 | 49.5<br>± 8.1  |

n.a. Insufficient or no students in this area of classification. Information not tabulated.

(a) The number of students tested is less than 30.

**Table A1c Percentage of year 3 students achieving the benchmark, by parental occupation<sup>(a)</sup>, Australia, 2007**

|          | Group 1 <sup>(b)</sup> | Group 2 <sup>(c)</sup> | Group 3 <sup>(d)</sup> | Group 4 <sup>(e)</sup> | Not in paid work <sup>(f)</sup> | Not stated <sup>(g)</sup> | Proportion of students 'not stated' <sup>(h)</sup> |
|----------|------------------------|------------------------|------------------------|------------------------|---------------------------------|---------------------------|--|
| Reading  | 97.3<br>± 0.8          | 96.2<br>± 1.1          | 94.8<br>± 1.6          | 91.9<br>± 2.3          | 88.5<br>± 3.4                   | 91.4<br>± 1.9             | 39.9   |
| Writing  | 96.9<br>± 0.8          | 95.8<br>± 1.1          | 94.5<br>± 1.4          | 91.3<br>± 2.0          | 87.2<br>± 2.8                   | 90.5<br>± 1.8             | 39.9   |
| Numeracy | 97.1<br>± 0.8          | 96.1<br>± 1.1          | 94.3<br>± 1.6          | 90.7<br>± 2.2          | 87.3<br>± 3.0                   | 91.5<br>± 1.7             | 40.0   |

Note: The achievement percentages reported in this table include 95% confidence limits.

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

- (a) The highest status occupation group that either parent/guardian holds. For example, if the parents/guardians have occupations in Groups 1 and 3, Group 1 is used as the highest status. The occupation group, which includes the main work undertaken by the parent/guardian, is classified into one of four groups. Complete parental occupation lists are available at: [http://www.mceetya.edu.au/verve/\\_resources/06-Data\\_Imp\\_Manual\\_2007-Att\\_3.pdf](http://www.mceetya.edu.au/verve/_resources/06-Data_Imp_Manual_2007-Att_3.pdf). Technical specifications for the parental occupation indicator are available at Section 3.6 of the complete *Data Implementation Manual for Enrolments for the 2008 School Year*, [http://www.mceetya.edu.au/verve/\\_resources/2008\\_Data\\_Implementation\\_Manual.pdf](http://www.mceetya.edu.au/verve/_resources/2008_Data_Implementation_Manual.pdf). Summary descriptions are provided below.
- (b) Senior management in a large business organisation, government administration and defence, and qualified professionals.
- (c) Other business managers, arts/media/sportspersons and associate professionals.
- (d) Tradesmen/women, clerks and skilled office, sales and service staff.
- (e) Machine operators, hospitality staff, assistants, labourers and related workers.
- (f) Not in paid work in the previous 12 months.
- (g) Parental occupation not stated or unknown.
- (h) Number of students 'not stated' as a percentage of the total number of students.

**Table A1d Percentage of year 3 students achieving the benchmark, by parental education<sup>(a)</sup>, Australia, 2007**

|          | Bachelor Degree or above | Advanced Diploma or Diploma | Certificate I to IV <sup>(b)</sup> | Year 12 or equivalent | Year 11, 10, 9, or equivalent <sup>(c)</sup> , or below <sup>(d)</sup> | Not stated <sup>(e)</sup> | Proportion of students 'not stated' <sup>(f)</sup> |
|----------|--------------------------|-----------------------------|------------------------------------|-----------------------|--|---------------------------|--|
| Reading  | 97.3<br>± 0.7            | 95.9<br>± 1.2               | 94.1<br>± 2.0                      | 93.6<br>± 1.8         | 88.7<br>± 2.9  | 91.6<br>± 1.8             | 36.5   |
| Writing  | 97.0<br>± 0.7            | 95.3<br>± 1.3               | 93.6<br>± 1.5                      | 93.3<br>± 1.8         | 87.8<br>± 2.6  | 91.1<br>± 1.7             | 36.5   |
| Numeracy | 97.1<br>± 0.7            | 95.6<br>± 1.2               | 93.6<br>± 1.6                      | 93.0<br>± 1.9         | 87.9<br>± 2.7  | 91.6<br>± 1.6             | 36.6   |

Note: The achievement percentages reported in this table include 95% confidence limits.

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

- (a) The highest year of primary or secondary education that either parent/guardian has completed. Technical specifications for the parental education indicators (Parental school education and Parental non-school education) are available at Sections 3.4 and 3.5 of the complete *Data Implementation Manual for Enrolments for the 2008 School Year*, [http://www.mceetya.edu.au/verve/\\_resources/2008\\_Data\\_Implementation\\_Manual.pdf](http://www.mceetya.edu.au/verve/_resources/2008_Data_Implementation_Manual.pdf).
- (b) Includes Australian Qualifications Framework (AQF) trade certificates.
- (c) Persons who have never attended school are included in the 'Year 9, or equivalent, or below' category.
- (d) Data were collected separately for each of the following categories: Year 12 or equivalent; Year 11 or equivalent; Year 10 or equivalent; Year 9 or equivalent, or below. Deficiencies in data quality prevent the reporting of parental school education by the separate categories.
- (e) Parental education not stated or unknown.
- (f) Number of students 'not stated' as a percentage of the total number of students.

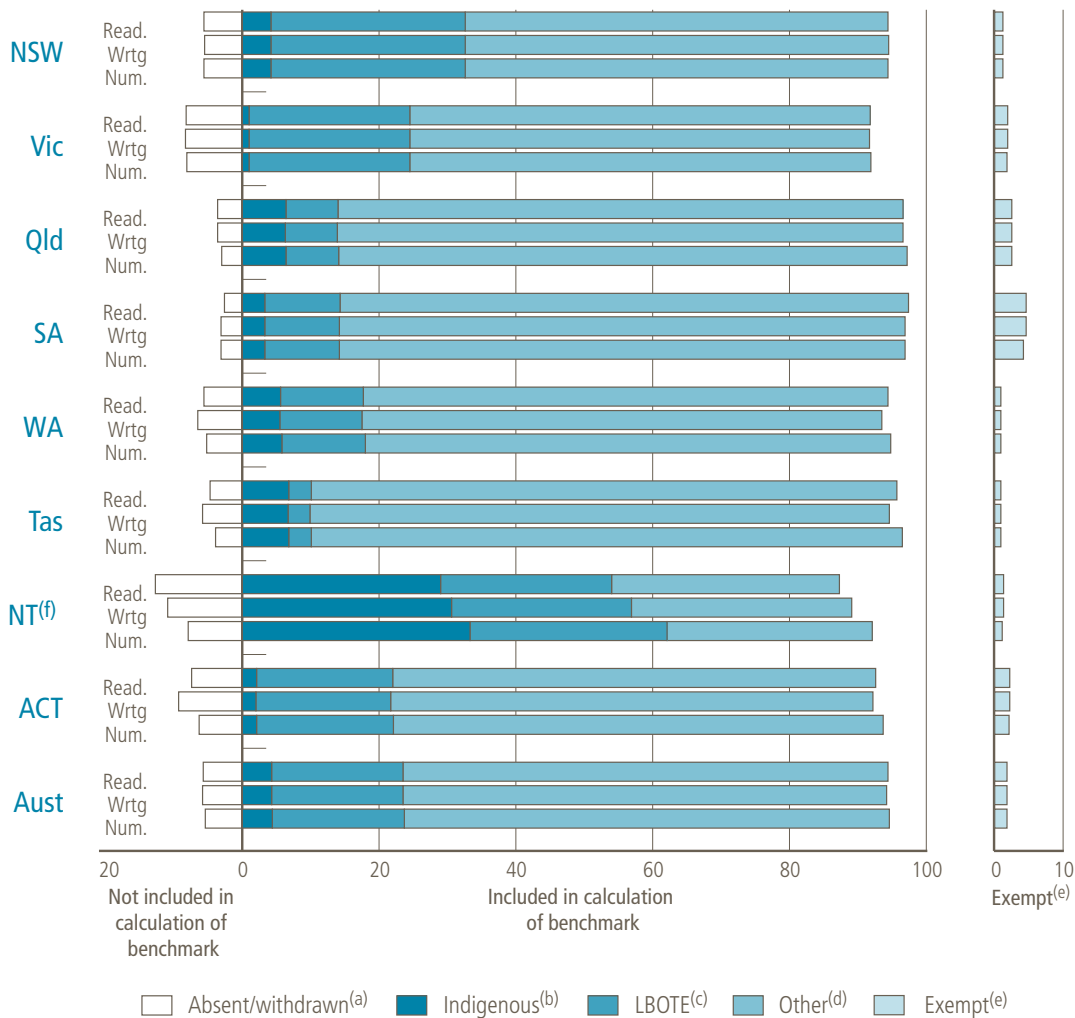
## Participation in assessment

**Table B1 Year 3 participation in assessment by school sector, by State and Territory, 2007**

| State or Territory           | Percentage of assessed government school students <sup>(a)</sup> |      |      | Percentage of assessed non-government school students <sup>(b)</sup> |      |      | Proportion of assessed students (per cent) |      |      |   |      |      |
|------------------------------|--|------|------|--|------|------|--|------|------|---|------|------|
|                              | Read.  | Wrtg | Num. | Read.  | Wrtg | Num. | Government school students <sup>(c)</sup>  |      |      | Non-government school students <sup>(d)</sup> |      |      |
|                              | Read.  | Wrtg | Num. | Read.  | Wrtg | Num. | Read.                                      | Wrtg | Num. | Read.   | Wrtg | Num. |
| New South Wales              | 94.0   | 94.2 | 94.1 | 95.1   | 95.3 | 95.2 | 69.4                                       | 69.4 | 69.4 | 30.6  | 30.6 | 30.6 |
| Victoria                     | 91.2   | 91.0 | 91.4 | 93.3   | 93.2 | 93.2 | 68.6                                       | 68.5 | 68.6 | 31.4  | 31.5 | 31.4 |
| Queensland                   | 96.6   | 96.5 | 97.3 | 96.8   | 96.8 | 96.9 | 72.7                                       | 72.7 | 72.9 | 27.3  | 27.3 | 27.1 |
| South Australia              | 98.1   | 97.7 | 97.5 | 95.7   | 95.3 | 95.5 | 67.9                                       | 67.9 | 67.8 | 32.1  | 32.1 | 32.2 |
| Western Australia            | 94.4   | 93.5 | 94.8 | 94.3   | 93.8 | 94.8 | 72.9                                       | 72.9 | 72.9 | 27.1  | 27.1 | 27.1 |
| Tasmania                     | 96.0   | 94.5 | 96.7 | 94.6   | 94.7 | 96.1 | 75.7                                       | 75.4 | 75.5 | 24.3  | 24.6 | 24.5 |
| Northern Territory           | 85.5   | 88.0 | 91.1 | 94.4   | 93.3 | 95.9 | 78.2                                       | 78.8 | 79.0 | 21.8  | 21.2 | 21.0 |
| Australian Capital Territory | 92.9   | 92.3 | 94.3 | 92.1   | 88.2 | 92.7 | 61.6                                       | 62.4 | 61.8 | 38.4  | 37.6 | 38.2 |
| Australia                    | 94.1   | 94.0 | 94.5 | 94.9   | 94.7 | 95.0 | 70.3                                       | 70.3 | 70.3 | 29.7  | 29.7 | 29.7 |

- (a) The percentage of assessed students from government schools includes exempted students, but not students absent or withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on data from the *National Schools Statistics Collection*.
- (b) The percentage of assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on data from the *National Schools Statistics Collection*.
- (c) The percentage of assessed government school students compared with all assessed students.
- (d) The percentage of assessed non-government school students compared with all assessed students.

**Figure C1 Year 3 exemptions, absences and participation, by State and Territory, 2007**



- (a) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant State or Territory. These students are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time students based on *National Schools Statistics Collection* data.
- (b) The percentage of assessed Indigenous students. The percentage of Indigenous students includes exempted students and is calculated as a percentage of the total number of full-time students based on *National Schools Statistics Collection* data. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (c) The percentage of assessed students with a language background other than English (LBOTE). The percentage of LBOTE students includes exempted students and is calculated as a percentage of the total number of full-time students based on *National Schools Statistics Collection* data. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) The percentage of 'Other' students includes exempted students.
- (e) The percentage of students who were exempted from the testing program in the relevant State or Territory. Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time students based on *National Schools Statistics Collection* data.  
Exempt students are represented twice in this figure. In the main chart, exempt students have been included within the Indigenous, LBOTE and Other categories. For clarity, the additional chart on the right represents the total percentage of students exempted from testing.
- (f) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT in the main chart not adding to 100.

## Discussion of 2007 results

### Overall national and jurisdiction results

Tables A1 to A3 show that the large majority of year 3 students are achieving at the benchmark level or better in reading, writing and numeracy in all States and Territories.

Nationally, year 3 students performed well and consistently across the areas of reading, writing and numeracy. An inspection of the three tables reveals that around 7 per cent of year 3 students in each of reading, writing and numeracy are not achieving the benchmark level. This level of performance is similar to the 2005 and 2006 results. State-wide comparisons show that, other than the Northern Territory, all other States performed relatively similarly, with ACT showing a slight, but consistent, edge over the other jurisdictions across the three areas. Note that for numeracy, the gap between the performance of the Northern Territory and other jurisdictions is much less than that for reading and writing. This is possibly because Northern Territory Indigenous students in year 3 located in remote communities have not had the same level of exposure to the English language that students in other jurisdictions have (their main communication being in their first Indigenous language) but their numeracy skills are much closer to those of the non-Indigenous students.

### Gender

In year 3 reading and writing, the proportion of female students achieving at the benchmark level or above is higher than for male students. The differences of 3.0 and 4.6 percentage points for reading and writing respectively, are very similar to the differences in 2006 (3.5 and 4.0 percentage points, respectively). The difference in performance between females and males is not as great for numeracy. Nationally, there is a difference of one percentage point between females and males in the proportion of students achieving benchmark level or above. While this difference is not statistically significant, the consistent pattern of higher female performance across jurisdictions and across different calendar years does suggest that female students on average are slightly ahead of male students in numeracy. It is worth noting that the magnitudes of confidence intervals are similar for males and females in numeracy. But for reading and writing for all jurisdictions, the confidence intervals for males are larger than those for females. This suggests that there is more variation in male students' performance in reading and writing than in female students' performance. This does not appear to be the case for numeracy.

### LBOTE

With the exception of the Northern Territory, year 3 students with language backgrounds other than English (LBOTE) are generally achieving at rates similar to, or only slightly lower, than the overall population, in reading, writing and numeracy. Perhaps this result is a little surprising, as it would be reasonable to expect that the gap between LBOTE and non-LBOTE to be larger in reading and writing than in numeracy because numeracy is less dependent on language proficiency. As discussed above, many Indigenous students in remote communities in the Northern Territory are also LBOTE students. This is not necessarily the case for other jurisdictions.

### Indigenous

The proportion of Indigenous year 3 students achieving the benchmark level or better continues to be below the proportions for non-Indigenous students. The greatest difference between Indigenous and non-Indigenous students is in the Northern Territory. For Indigenous students, the more remote their geographical location is, the lower their achievement level, with the students in very remote regions having by far the lowest achievement. In general, in terms of the performance of Indigenous students, the difference between the performance of students in metropolitan and provincial locations is less pronounced than the difference between the performance of students in provincial and remote/very remote regions.

### Geolocation

Across Australia, year 3 students in metropolitan areas achieved the benchmarks at slightly higher rates than students in provincial and remote areas. The proportion of students in very remote areas who have reached the benchmarks is substantially lower than the proportion of metropolitan, provincial and remote students achieving the benchmarks. This result is consistent across reading, writing and numeracy, and it is consistent across jurisdictions. However, in interpreting performances across geographical locations, care should be taken to account for the very small number of students in some jurisdictions in the remote regions, as reflected in the large confidence intervals showing the degree of uncertainty in the results.

### Parental occupation and education

In 2007, information on parental occupation and education levels was collected for the first time for benchmark reporting. Tables A1c and A1d provide a breakdown of student

performance by parental occupation and parental education. While there are a large number of students with unknown parental occupation and education status (around 40 per cent of missing values), it is evident that there is an association between student achievement and parental occupation and education. In general, the more professional the parental occupation is, the higher the student performance. Similarly, the higher the parental education level is, the higher the student performance. These results are not surprising, as parental occupation and education reflect the general socioeconomic status (SES) of students' families and it is well known from other research that SES is related to student performance. In general, the benchmark results in this report show that there are around ten percentage points difference in percentages achieving benchmark, between students whose parents are at the highest occupation and education levels and those at the lowest levels of occupation and education. While it is unrealistic to expect no performance difference between high and low SES students, the magnitudes of the differences should be monitored and a plan for reducing the gap will be helpful.

## Participation

Table B1 provides the details, by State and Territory, of student participation in the assessment processes and the proportions of students from government and non-government schools. Figure C1 provides information on the proportions of students exempted from testing (and therefore counted as not having achieved the benchmark level), the proportions of students absent or withdrawn from testing, and the proportions of Indigenous and LBOTE students involved in the processes. This information enhances our understanding of the reported performance levels for States, Territories and Australia as a whole.

Rates of participation in the testing program are quite high across most States and Territories. The Australian average is around 94 per cent for government schools and 95 per cent for non-government schools in each of the three reported learning areas (reading, writing and numeracy). These participation rates are similar to those in 2004, 2005 and 2006. This level of participation helps ensure the accuracy of the reported percentages of students achieving the benchmarks, as well as the comparability of results across calendar years. Across the jurisdictions, the Northern Territory has the lowest participation rates, possibly due to factors such as a high rate of absenteeism and a high percentage of English as a Second Language learners

in remote communities. Among the other States, Victoria has had consistently lower participation rates for the past few years, although the participation rates in Victoria in 2007 have increased when compared to the rates in 2006.

The balance between government and non-government students in States and Territories is as would be expected on the basis of the annual census. Across States and Territories, government and non-government students participated in testing at similar rates.

The proportion of year 3 students who were absent or withdrawn from testing is quite small in most instances, although there is some variation across the jurisdictions in both the proportions of students included in the benchmark calculations and in the proportions of exempt students. Exempt students are not assessed but are deemed to be below benchmark.

## Trends

Tables and Figures D1 to D3 show comparative time series information for performance by the population of year 3 students in Australia in reading, writing and numeracy over the nine years of reporting so far, 1999 to 2007 (note that numeracy results were not reported in 1999).

The performance levels for most interest groups (most, female, male, LBOTE and Indigenous) are similar across the nine years reported for each of reading, writing and numeracy. In particular, the graphs for the six-year period, 2002 to 2007 show relatively constant levels of performance. If there is change from year to year, the change is too small for the measurement process to clearly detect. There is some fluctuation of performance levels for the period 1999 to 2001 and more fluctuation for the Indigenous group, owing to the smaller number of students in this group, but the fluctuations are within the confidence intervals of the estimates, so that clear statements of change could not be made. Nevertheless, the consistent pattern across the nine-year period in the differences between males and females' performance in reading and writing provides confidence in making conclusions about gender differences. There is also some evidence of an upward trend in writing amongst Indigenous students. The Table and Figure D2 indicate that 66.9 per cent of Indigenous students met the benchmark in 1999 but by 2007, the proportion was 76.6 per cent. When confidence intervals are taken into account, this improvement is likely to be statistically significant.

**Table D1 Percentage of year 3 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2007**

|      | Males      | Females    | Indigenous students | LBOTE students | All students |
|------|------------|------------|---------------------|----------------|--------------|
| 1999 | 87.9 ± 3.0 | 92.0 ± 2.2 | 73.4 ± 6.2          | 89.3 ± 2.8     | 89.7 ± 2.5   |
| 2000 | 90.9 ± 2.7 | 94.3 ± 1.8 | 76.9 ± 6.5          | 90.8 ± 2.6     | 92.5 ± 2.2   |
| 2001 | 88.4 ± 2.6 | 92.3 ± 1.9 | 72.0 ± 4.8          | 88.6 ± 2.3     | 90.3 ± 2.0   |
| 2002 | 90.6 ± 2.2 | 94.1 ± 1.5 | 76.7 ± 4.1          | 90.2 ± 2.0     | 92.3 ± 1.7   |
| 2003 | 90.8 ± 2.0 | 94.3 ± 1.4 | 78.8 ± 6.9          | 90.0 ± 2.0     | 92.4 ± 1.7   |
| 2004 | 91.5 ± 1.8 | 94.6 ± 1.2 | 82.9 ± 3.6          | 90.0 ± 1.8     | 93.0 ± 1.5   |
| 2005 | 91.2 ± 1.9 | 94.4 ± 1.3 | 78.0 ± 4.3          | 92.0 ± 1.8     | 92.7 ± 1.6   |
| 2006 | 91.3 ± 2.0 | 94.8 ± 1.3 | 79.7 ± 4.3          | 91.0 ± 1.9     | 93.0 ± 1.7   |
| 2007 | 92.0 ± 1.8 | 95.0 ± 1.3 | 80.7 ± 4.1          | 91.6 ± 1.6     | 93.4 ± 1.5   |

**Table D2 Percentage of year 3 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2007**

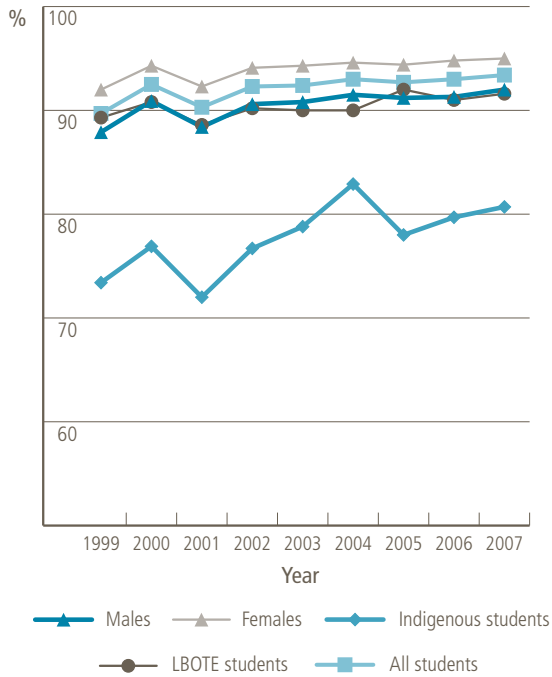
|      | Males      | Females    | Indigenous students | LBOTE students | All students |
|------|------------|------------|---------------------|----------------|--------------|
| 1999 | 90.0 ± 2.4 | 93.9 ± 1.6 | 66.9 ± 4.8          | 89.8 ± 2.4     | 91.9 ± 1.8   |
| 2000 | 87.4 ± 3.5 | 92.6 ± 2.2 | 65.0 ± 5.4          | 88.0 ± 3.2     | 90.0 ± 2.6   |
| 2001 | 86.4 ± 3.0 | 92.7 ± 1.9 | 67.8 ± 4.9          | 88.5 ± 2.7     | 89.5 ± 2.3   |
| 2002 | 91.8 ± 1.8 | 95.5 ± 1.1 | 77.1 ± 3.5          | 95.0 ± 1.3     | 93.6 ± 1.2   |
| 2003 | 89.9 ± 2.0 | 94.7 ± 1.2 | 75.2 ± 4.1          | 92.3 ± 1.4     | 92.2 ± 1.5   |
| 2004 | 90.9 ± 1.8 | 95.0 ± 1.2 | 76.8 ± 4.3          | 92.5 ± 1.2     | 92.9 ± 1.5   |
| 2005 | 90.7 ± 2.0 | 95.1 ± 1.3 | 74.0 ± 4.7          | 93.4 ± 1.5     | 92.8 ± 1.6   |
| 2006 | 92.0 ± 1.7 | 96.0 ± 1.0 | 77.9 ± 3.8          | 92.7 ± 1.5     | 93.9 ± 1.3   |
| 2007 | 90.8 ± 1.8 | 95.4 ± 1.0 | 76.6 ± 3.8          | 91.7 ± 1.5     | 93.0 ± 1.4   |

**Table D3 Percentage of year 3 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–07**

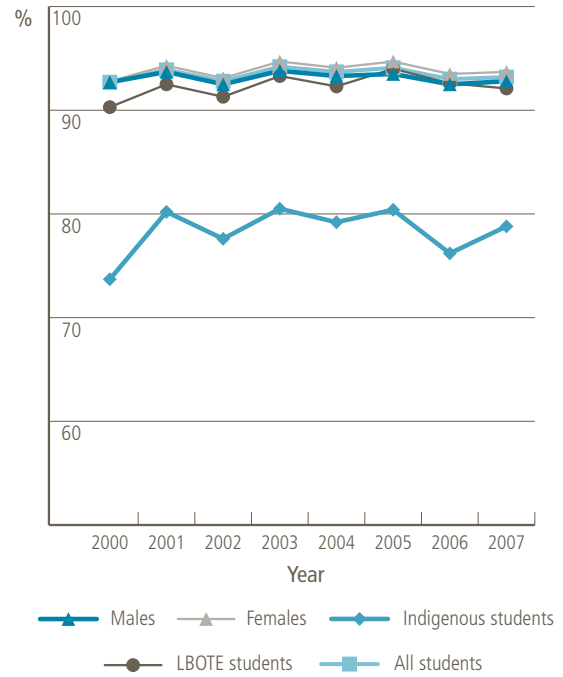
|      | Males      | Females    | Indigenous students | LBOTE students | All students |
|------|------------|------------|---------------------|----------------|--------------|
| 2000 | 92.7 ± 2.1 | 92.8 ± 2.1 | 73.7 ± 7.1          | 90.3 ± 2.7     | 92.7 ± 2.0   |
| 2001 | 93.7 ± 1.3 | 94.3 ± 1.3 | 80.2 ± 3.9          | 92.5 ± 1.5     | 93.9 ± 1.2   |
| 2002 | 92.5 ± 1.4 | 93.1 ± 1.5 | 77.6 ± 3.6          | 91.3 ± 1.4     | 92.8 ± 1.3   |
| 2003 | 93.8 ± 1.1 | 94.7 ± 1.2 | 80.5 ± 3.7          | 93.3 ± 1.1     | 94.2 ± 1.1   |
| 2004 | 93.3 ± 1.2 | 94.1 ± 1.3 | 79.2 ± 4.1          | 92.3 ± 1.2     | 93.7 ± 1.2   |
| 2005 | 93.5 ± 1.1 | 94.7 ± 1.1 | 80.4 ± 3.8          | 94.0 ± 1.2     | 94.1 ± 1.1   |
| 2006 | 92.5 ± 1.4 | 93.5 ± 1.4 | 76.2 ± 4.3          | 92.6 ± 1.3     | 93.0 ± 1.4   |
| 2007 | 92.8 ± 1.4 | 93.7 ± 1.5 | 78.8 ± 4.1          | 92.1 ± 1.4     | 93.2 ± 1.4   |

Note: Numeracy results were not reported in 1999.

**Figure D1** Percentage of year 3 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2007

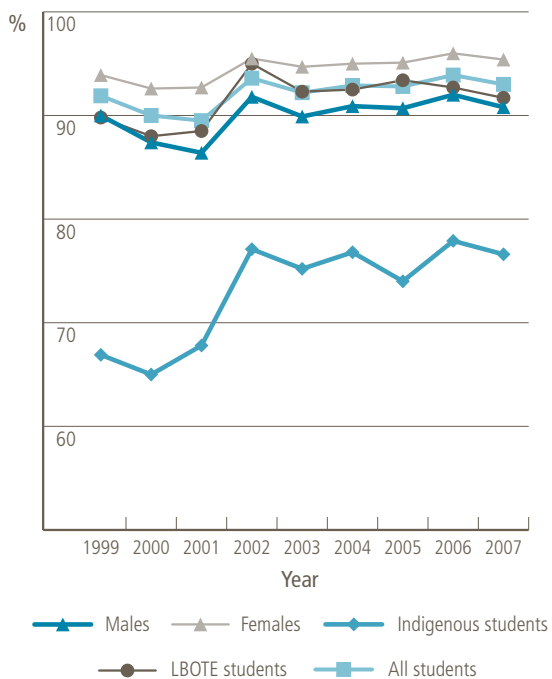


**Figure D3** Percentage of year 3 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–07



Note: Numeracy results were not reported in 1999.

**Figure D2** Percentage of year 3 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2007





# Year 5 results

**Table A4 Percentage of year 5 students achieving the reading benchmark, by State and Territory, 2007**

| State/Territory<br>1 Average age <sup>(a)</sup><br>2 Years of schooling <sup>(b)</sup> | All students | Male students | Female students | Indigenous <sup>(c)</sup><br>students | LBOTE <sup>(c)</sup><br>students |
|--|--------------|---------------|-----------------|---------------------------------------|----------------------------------|
| <b>New South Wales</b><br>1. 10yrs 9mths<br>2. 5yrs 7mths                              | 92.0 ± 1.2   | 90.2 ± 1.4    | 93.8 ± 1.0      | 77.3 ± 3.1                            | 90.4 ± 1.3                       |
| <b>Victoria</b><br>1. 11yrs 0mths<br>2. 5yrs 7mths                                     | 91.4 ± 1.4   | 89.6 ± 1.5    | 93.2 ± 1.2      | 79.9 ± 5.1                            | 89.5 ± 1.5                       |
| <b>Queensland</b><br>1. 10yrs 4mths<br>2. 4yrs 8mths                                   | 80.5 ± 3.1   | 78.6 ± 3.2    | 83.2 ± 3.1      | 59.3 ± 4.9                            | 78.0 ± 3.2                       |
| <b>South Australia</b><br>1. 10yrs 6mths<br>2. 5yrs 3mths                              | 89.3 ± 1.2   | 87.1 ± 1.4    | 91.7 ± 1.1      | 60.8 ± 5.0                            | 81.9 ± 1.9                       |
| <b>Western Australia</b><br>1. 10yrs 4mths<br>2. 5yrs 7mths                            | 93.9 ± 0.9   | 92.7 ± 1.1    | 95.1 ± 1.0      | 71.9 ± 4.8                            | 92.1 ± 1.5                       |
| <b>Tasmania</b><br>1. 11yrs 1mth<br>2. 5yrs 7mths                                      | 95.1 ± 1.0   | 93.9 ± 1.3    | 96.3 ± 0.9      | 89.5 ± 4.4                            | 90.0 ± 3.7                       |
| <b>Northern Territory</b><br>1. 10yrs 8mths<br>2. 5yrs 3mths                           | 72.3 ± 2.1   | 70.0 ± 2.8    | 74.5 ± 2.7      | 40.3 ± 3.5                            | 40.7 ± 3.7                       |
| <b>Australian Capital Territory</b><br>1. 10yrs 10mths<br>2. 5yrs 6mths                | 94.9 ± 1.0   | 93.3 ± 1.4    | 96.5 ± 0.9      | 83.2 ± 9.7                            | 93.0 ± 1.6                       |
| <b>Australia</b>   | 89.2 ± 1.6   | 87.4 ± 1.8    | 91.1 ± 1.5      | 67.6 ± 4.2                            | 88.1 ± 1.6                       |

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
  - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Figure C2. Hence, readers are urged to be cautious when comparing results.
  - Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background, and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.
- (a) The estimated average age of students at the time of testing, expressed in years and months.
- (b) The estimated average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

**Table A5 Percentage of year 5 students achieving the writing benchmark, by State and Territory, 2007**

| State/Territory<br>1 Average age <sup>(a)</sup><br>2 Years of schooling <sup>(b)</sup> | All students | Male students | Female students | Indigenous <sup>(c)</sup><br>students | LBOTE <sup>(c)</sup><br>students |
|--|--------------|---------------|-----------------|---------------------------------------|----------------------------------|
| <b>New South Wales</b><br>1. 10yrs 9mths<br>2. 5yrs 7mths                              | 95.4 ± 1.2   | 93.9 ± 1.6    | 96.9 ± 0.9      | 85.6 ± 3.7                            | 94.1 ± 1.3                       |
| <b>Victoria</b><br>1. 11yrs 0mths<br>2. 5yrs 7mths                                     | 96.0 ± 0.3   | 94.4 ± 0.4    | 97.8 ± 0.2      | 89.6 ± 2.8                            | 95.7 ± 0.3                       |
| <b>Queensland</b><br>1. 10yrs 4mths<br>2. 4yrs 8mths                                   | 96.3 ± 0.3   | 95.4 ± 0.4    | 97.9 ± 0.2      | 91.4 ± 1.3                            | 93.7 ± 0.4                       |
| <b>South Australia</b><br>1. 10yrs 6mths<br>2. 5yrs 3mths                              | 91.3 ± 1.6   | 88.4 ± 2.1    | 94.4 ± 1.2      | 75.5 ± 5.2                            | 86.9 ± 2.0                       |
| <b>Western Australia</b><br>1. 10yrs 4mths<br>2. 5yrs 7mths                            | 84.8 ± 2.0   | 80.6 ± 2.4    | 89.4 ± 1.7      | 51.0 ± 5.1                            | 85.8 ± 2.1                       |
| <b>Tasmania</b><br>1. 11yrs 1mth<br>2. 5yrs 7mths                                      | 86.2 ± 2.2   | 81.2 ± 2.9    | 91.4 ± 1.9      | 75.3 ± 6.3                            | 85.7 ± 4.9                       |
| <b>Northern Territory</b><br>1. 10yrs 8mths<br>2. 5yrs 3mths                           | 63.3 ± 3.3   | 57.5 ± 4.1    | 69.1 ± 3.5      | 29.6 ± 4.0                            | 31.1 ± 4.1                       |
| <b>Australian Capital Territory</b><br>1. 10yrs 10mths<br>2. 5yrs 6mths                | 94.2 ± 1.9   | 92.3 ± 2.5    | 96.1 ± 1.4      | 79.8 ± 10.0                           | 92.9 ± 2.3                       |
| <b>Australia</b>   | 94.1 ± 0.9   | 92.3 ± 1.2    | 96.2 ± 0.7      | 79.5 ± 3.2                            | 92.8 ± 1.0                       |

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
  - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Figure C2. Hence, readers are urged to be cautious when comparing results.
  - Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background, and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.
- (a) The estimated average age of students at the time of testing, expressed in years and months.
- (b) The estimated average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

**Table A6 Percentage of year 5 students achieving the numeracy benchmark, by State and Territory, 2007**

| State/Territory<br>1 Average age <sup>(a)</sup><br>2 Years of schooling <sup>(b)</sup> | All students | Male students | Female students | Indigenous <sup>(c)</sup><br>students | LBOTE <sup>(c)</sup><br>students |
|--|--------------|---------------|-----------------|---------------------------------------|----------------------------------|
| <b>New South Wales</b><br>1. 10yrs 9mths<br>2. 5yrs 7mths                              | 91.3 ± 0.9   | 91.4 ± 0.9    | 91.3 ± 1.0      | 76.0 ± 2.7                            | 89.7 ± 1.0                       |
| <b>Victoria</b><br>1. 11yrs 0mths<br>2. 5yrs 7mths                                     | 91.5 ± 1.3   | 91.6 ± 1.2    | 91.4 ± 1.4      | 75.4 ± 4.6                            | 89.9 ± 1.3                       |
| <b>Queensland<sup>(d)</sup></b><br>1. 10yrs 4mths<br>2. 4yrs 8mths                     | 83.7 ± 1.6   | 84.2 ± 1.5    | 83.8 ± 1.7      | 62.3 ± 3.0                            | 81.4 ± 1.9                       |
| <b>South Australia</b><br>1. 10yrs 6mths<br>2. 5yrs 3mths                              | 89.6 ± 1.5   | 88.8 ± 1.5    | 90.3 ± 1.7      | 63.9 ± 5.6                            | 83.4 ± 2.0                       |
| <b>Western Australia</b><br>1. 10yrs 4mths<br>2. 5yrs 7mths                            | 87.3 ± 1.6   | 87.5 ± 1.6    | 87.1 ± 1.8      | 54.8 ± 4.8                            | 85.3 ± 2.2                       |
| <b>Tasmania</b><br>1. 11yrs 1mth<br>2. 5yrs 7mths                                      | 89.4 ± 1.5   | 89.0 ± 1.8    | 89.8 ± 1.7      | 79.5 ± 5.3                            | 83.3 ± 5.4                       |
| <b>Northern Territory</b><br>1. 10yrs 8mths<br>2. 5yrs 3mths                           | 70.2 ± 2.2   | 69.8 ± 2.7    | 70.6 ± 3.0      | 34.5 ± 3.5                            | 35.6 ± 3.8                       |
| <b>Australian Capital Territory</b><br>1. 10yrs 10mths<br>2. 5yrs 6mths                | 92.4 ± 1.3   | 91.7 ± 1.5    | 93.1 ± 1.4      | 79.1 ± 9.1                            | 90.1 ± 2.0                       |
| <b>Australia</b>   | 89.0 ± 1.3   | 89.1 ± 1.3    | 89.1 ± 1.4      | 65.5 ± 3.4                            | 87.6 ± 1.4                       |

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
  - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Figure C2. Hence, readers are urged to be cautious when comparing results.
  - Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background, and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.
- (a) The estimated average age of students at the time of testing, expressed in years and months.
- (b) The estimated average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.
- (d) Some students did not indicate their gender therefore the total percentages for all students may not be proportionally located within the range provided for male and female students.

**Table A4b Geolocation - Percentage of year 5 students achieving the reading benchmark (with 95% confidence limits)**

| State/Territory              | Metropolitan  |               | Provincial    |               | Remote         |                | Very remote    |                |
|------------------------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|
|                              | All students  | Indigenous    | All students  | Indigenous    | All students   | Indigenous     | All students   | Indigenous     |
| New South Wales              | 92.6<br>± 1.1 | 80.5<br>± 3.2 | 90.3<br>± 1.4 | 75.0<br>± 3.6 | 80.2<br>± 4.6  | 63.7<br>± 10.6 | 83.6<br>± 8.4  | 67.1<br>± 18.4 |
| Victoria                     | 91.8<br>± 1.3 | 82.4<br>± 6.1 | 90.3<br>± 1.6 | 78.0<br>± 5.9 | 82.1<br>± 11.5 | n.a.           | n.a.           | n.a.           |
| Queensland                   | 82.3<br>± 2.9 | 64.8<br>± 5.2 | 78.8<br>± 3.4 | 60.5<br>± 5.5 | 68.6<br>± 5.1  | 45.8<br>± 8.2  | 57.2<br>± 5.6  | 41.2<br>± 6.8  |
| South Australia              | 89.9<br>± 1.2 | 66.3<br>± 6.2 | 88.9<br>± 1.5 | 65.4<br>± 8.7 | 86.8<br>± 3.1  | 49.4<br>± 17.9 | 64.9<br>± 8.1  | 28.2<br>± 12.5 |
| Western Australia            | 95.0<br>± 0.8 | 81.9<br>± 5.3 | 93.5<br>± 1.3 | 77.1<br>± 6.7 | 90.0<br>± 2.6  | 70.4<br>± 9.7  | 71.6<br>± 6.0  | 48.3<br>± 10.5 |
| Tasmania                     | 95.9<br>± 0.9 | 92.1<br>± 4.8 | 94.4<br>± 1.3 | 87.6<br>± 5.8 | 96.2<br>± 5.1  | (a)            | 90.0<br>± 12.6 | (a)            |
| Northern Territory           | n.a.          | n.a.          | 85.1<br>± 2.4 | 70.1<br>± 6.8 | 77.9<br>± 3.9  | 53.1<br>± 7.5  | 36.8<br>± 4.0  | 17.0<br>± 3.9  |
| Australian Capital Territory | 94.9<br>± 1.0 | 83.2<br>± 9.7 | n.a.          | n.a.          | n.a.           | n.a.           | n.a.           | n.a.           |
| Australia                    | 90.3<br>± 1.5 | 74.5<br>± 5.1 | 87.7<br>± 2.0 | 71.3<br>± 5.7 | 79.8<br>± 4.1  | 55.6<br>± 9.4  | 56.2<br>± 5.6  | 32.6<br>± 7.5  |

n.a. Insufficient or no students in this area of classification. Information not tabulated.

(a) The number of students tested is less than 30.

**Table A5b Geolocation - Percentage of year 5 students achieving the writing benchmark (with 95% confidence limits)**

| State/Territory              | Metropolitan  |                | Provincial    |               | Remote         |                | Very remote    |                |
|------------------------------|---------------|----------------|---------------|---------------|----------------|----------------|----------------|----------------|
|                              | All students  | Indigenous     | All students  | Indigenous    | All students   | Indigenous     | All students   | Indigenous     |
| New South Wales              | 95.7<br>± 1.1 | 88.4<br>± 3.5  | 94.5<br>± 1.7 | 84.0<br>± 4.3 | 86.3<br>± 4.1  | 68.8<br>± 10.1 | 87.7<br>± 9.2  | 76.6<br>± 19.5 |
| Victoria                     | 96.4<br>± 0.3 | 91.1<br>± 3.7  | 95.1<br>± 0.5 | 88.3<br>± 3.7 | 94.2<br>± 7.1  | n.a.           | n.a.           | n.a.           |
| Queensland                   | 96.7<br>± 0.3 | 94.0<br>± 1.3  | 96.3<br>± 0.4 | 92.1<br>± 1.5 | 94.6<br>± 1.5  | 85.8<br>± 4.7  | 88.3<br>± 2.8  | 81.7<br>± 4.7  |
| South Australia              | 91.9<br>± 1.4 | 79.2<br>± 5.8  | 90.6<br>± 2.0 | 77.1<br>± 7.4 | 89.3<br>± 3.7  | 64.0<br>± 18.2 | 77.4<br>± 8.0  | 59.3<br>± 13.3 |
| Western Australia            | 87.2<br>± 1.8 | 64.8<br>± 6.6  | 82.6<br>± 2.7 | 53.7<br>± 8.3 | 76.4<br>± 4.2  | 48.1<br>± 9.8  | 50.2<br>± 5.9  | 23.2<br>± 7.7  |
| Tasmania                     | 88.9<br>± 2.3 | 77.1<br>± 9.4  | 84.2<br>± 2.6 | 74.1<br>± 6.9 | 90.5<br>± 10.2 | (a)            | 81.3<br>± 14.7 | (a)            |
| Northern Territory           | n.a.          | n.a.           | 77.1<br>± 3.7 | 61.7<br>± 7.5 | 66.8<br>± 5.2  | 40.3<br>± 9.6  | 27.3<br>± 4.3  | 6.1<br>± 2.9   |
| Australian Capital Territory | 94.2<br>± 1.9 | 79.8<br>± 10.0 | n.a.          | n.a.          | n.a.           | n.a.           | n.a.           | n.a.           |
| Australia                    | 95.1<br>± 0.8 | 88.1<br>± 5.7  | 93.2<br>± 1.3 | 82.9<br>± 6.5 | 84.6<br>± 3.5  | 62.8<br>± 11.8 | 61.5<br>± 4.7  | 40.4<br>± 5.9  |

n.a. Insufficient or no students in this area of classification. Information not tabulated.

(a) The number of students tested is less than 30.

**Table A6b Geolocation - Percentage of year 5 students achieving the numeracy benchmark (with 95% confidence limits)**

| State/Territory              | Metropolitan  |               | Provincial    |               | Remote        |                | Very remote   |                |
|------------------------------|---------------|---------------|---------------|---------------|---------------|----------------|---------------|----------------|
|                              | All students  | Indigenous    | All students  | Indigenous    | All students  | Indigenous     | All students  | Indigenous     |
| New South Wales              | 91.9<br>± 0.9 | 79.7<br>± 3.0 | 89.8<br>± 1.2 | 73.3<br>± 3.2 | 80.8<br>± 4.3 | 63.3<br>± 9.7  | 83.1<br>± 8.8 | 64.1<br>± 19.8 |
| Victoria                     | 92.0<br>± 1.2 | 79.7<br>± 5.0 | 90.1<br>± 1.6 | 72.0<br>± 6.3 | 88.3<br>± 9.2 | n.a.           | n.a.          | n.a.           |
| Queensland                   | 85.1<br>± 1.5 | 67.5<br>± 3.4 | 82.7<br>± 1.8 | 65.2<br>± 3.7 | 72.1<br>± 3.4 | 44.8<br>± 6.7  | 60.8<br>± 4.6 | 42.7<br>± 5.9  |
| South Australia              | 90.0<br>± 1.5 | 70.3<br>± 6.7 | 89.3<br>± 1.7 | 65.0<br>± 9.5 | 87.3<br>± 3.4 | 59.9<br>± 19.2 | 67.8<br>± 9.1 | 31.5<br>± 15.3 |
| Western Australia            | 89.3<br>± 1.4 | 67.0<br>± 6.3 | 86.4<br>± 2.3 | 60.0<br>± 7.8 | 79.9<br>± 3.9 | 49.2<br>± 10.3 | 55.0<br>± 6.4 | 31.0<br>± 8.0  |
| Tasmania                     | 90.9<br>± 1.5 | 76.5<br>± 8.7 | 88.1<br>± 1.9 | 80.9<br>± 5.9 | 90.9<br>± 8.3 | (a)            | 98.2<br>± 7.3 | (a)            |
| Northern Territory           | n.a.          | n.a.          | 86.5<br>± 2.2 | 69.9<br>± 5.8 | 74.7<br>± 4.0 | 45.8<br>± 7.2  | 30.9<br>± 3.9 | 10.7<br>± 3.4  |
| Australian Capital Territory | 92.4<br>± 1.3 | 79.1<br>± 9.1 | n.a.          | n.a.          | n.a.          | n.a.           | n.a.          | n.a.           |
| Australia                    | 90.2<br>± 1.2 | 73.6<br>± 4.0 | 87.8<br>± 1.6 | 70.1<br>± 4.5 | 78.3<br>± 3.9 | 49.6<br>± 8.7  | 52.2<br>± 5.3 | 27.2<br>± 5.9  |

n.a. Insufficient or no students in this area of classification. Information not tabulated.

(a) The number of students tested is less than 30.

**Table A2c Percentage of year 5 students achieving the benchmark, by parental occupation<sup>(a)</sup>, Australia, 2007**

|          | Group 1 <sup>(b)</sup> | Group 2 <sup>(c)</sup> | Group 3 <sup>(d)</sup> | Group 4 <sup>(e)</sup> | Not in paid work <sup>(f)</sup> | Not stated <sup>(g)</sup> | Proportion of students 'not stated' <sup>(h)</sup> |
|----------|------------------------|------------------------|------------------------|------------------------|---------------------------------|---------------------------|--|
| Reading  | 95.6<br>± 0.9          | 93.4<br>± 1.4          | 90.4<br>± 1.8          | 85.1<br>± 2.5          | 81.1<br>± 3.0                   | 86.1<br>± 2.0             | 37.0   |
| Writing  | 97.6<br>± 0.5          | 96.8<br>± 0.7          | 95.7<br>± 0.9          | 93.1<br>± 1.3          | 88.8<br>± 2.1                   | 91.9<br>± 1.4             | 36.9   |
| Numeracy | 95.6<br>± 0.8          | 93.6<br>± 1.1          | 90.6<br>± 1.5          | 84.9<br>± 2.1          | 79.9<br>± 2.8                   | 85.7<br>± 1.6             | 37.0   |

Note: The achievement percentages reported in this table include 95% confidence limits.  
Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

- (a) The highest status occupation group that either parent/guardian holds. For example, if the parents/guardians have occupations in Groups 1 and 3, Group 1 is used as the highest status. The occupation group, which includes the main work undertaken by the parent/guardian, is classified into one of four groups. Complete parental occupation lists are available at: [http://www.mceetya.edu.au/verve/\\_resources/06-Data\\_Imp\\_Manual\\_2007-Att\\_3.pdf](http://www.mceetya.edu.au/verve/_resources/06-Data_Imp_Manual_2007-Att_3.pdf). Technical specifications for the parental occupation indicator are available at Section 3.6 of the complete *Data Implementation Manual for Enrolments for the 2008 School Year*, [http://www.mceetya.edu.au/verve/\\_resources/2008\\_Data\\_Implementation\\_Manual.pdf](http://www.mceetya.edu.au/verve/_resources/2008_Data_Implementation_Manual.pdf). Summary descriptions are provided below.
- (b) Senior management in a large business organisation, government administration and defence, and qualified professionals.
- (c) Other business managers, arts/media/sportspersons and associate professionals.
- (d) Tradesmen/women, clerks and skilled office, sales and service staff.
- (e) Machine operators, hospitality staff, assistants, labourers and related workers.
- (f) Not in paid work in the previous 12 months.
- (g) Parental occupation not stated or unknown.
- (h) Number of students 'not stated' as a percentage of the total number of students

**Table A2d Percentage of year 5 students achieving the benchmark, by parental education<sup>(a)</sup>, Australia, 2007**

|          | Bachelor Degree or above | Advanced Diploma or Diploma | Certificate I to IV <sup>(b)</sup> | Year 12 or equivalent | Year 11, 10, 9, or equivalent <sup>(c)</sup> , or below <sup>(d)</sup> | Not stated <sup>(e)</sup> | Proportion of students 'not stated' <sup>(f)</sup> |
|----------|--------------------------|-----------------------------|------------------------------------|-----------------------|--|---------------------------|--|
| Reading  | 95.7<br>± 0.8            | 92.7<br>± 1.5               | 89.5<br>± 2.0                      | 89.1<br>± 2.2         | 81.9<br>± 2.9  | 86.5<br>± 1.9             | 32.9   |
| Writing  | 97.5<br>± 0.5            | 96.3<br>± 0.9               | 94.9<br>± 1.0                      | 95.1<br>± 1.2         | 90.3<br>± 1.8  | 92.2<br>± 1.3             | 32.9   |
| Numeracy | 95.9<br>± 0.7            | 92.7<br>± 1.3               | 89.4<br>± 1.6                      | 89.3<br>± 1.8         | 81.1<br>± 2.6  | 86.2<br>± 1.5             | 33.0   |

Note: The achievement percentages reported in this table include 95% confidence limits.  
Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

- (a) The highest year of primary or secondary education that either parent/guardian has completed. Technical specifications for the parental education indicators (Parental school education and Parental non-school education) are available at Sections 3.4 and 3.5 of the complete *Data Implementation Manual for Enrolments for the 2008 School Year*, [http://www.mceetya.edu.au/verve/\\_resources/2008\\_Data\\_Implementation\\_Manual.pdf](http://www.mceetya.edu.au/verve/_resources/2008_Data_Implementation_Manual.pdf).
- (b) Includes Australian Qualifications Framework (AQF) trade certificates.
- (c) Persons who have never attended school are included in the 'Year 9, or equivalent, or below' category.
- (d) Data were collected separately for each of the following categories: Year 12 or equivalent; Year 11 or equivalent; Year 10 or equivalent; Year 9 or equivalent, or below. Deficiencies in data quality prevent the reporting of parental school education by the separate categories.
- (e) Parental education not stated or unknown.
- (f) Number of students 'not stated' as a percentage of the total number of students.

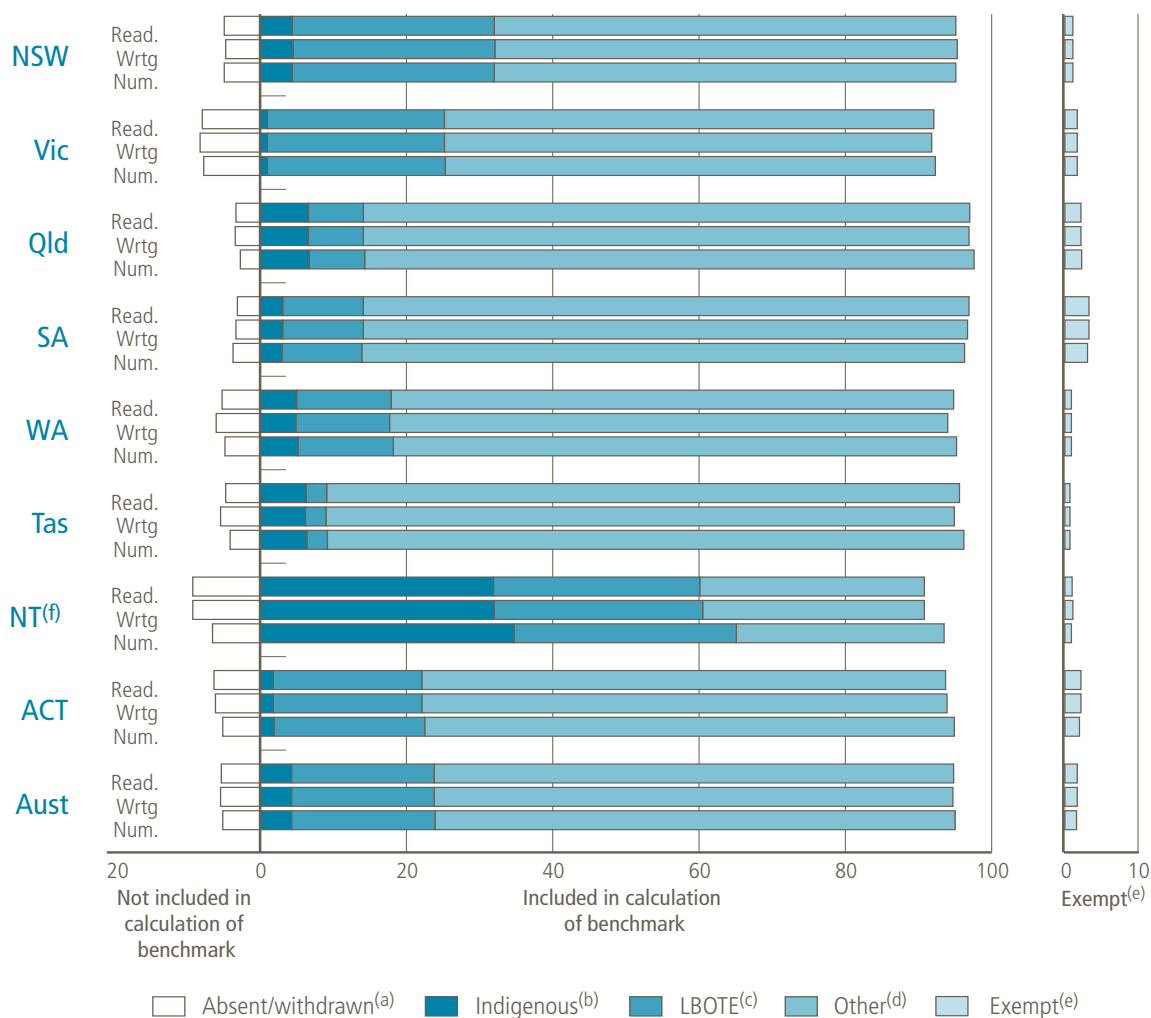
## Participation in assessment

**Table B2 Year 5 participation in assessment by school sector, by State and Territory, 2007**

| State or Territory           | Percentage of assessed government school students <sup>(a)</sup> |      |      | Percentage of assessed non-government school students <sup>(b)</sup> |      |      | Proportion of assessed students (per cent) |      |      |   |      |      |
|------------------------------|--|------|------|--|------|------|--|------|------|---|------|------|
|                              | Read.  | Wrtg | Num. | Read.  | Wrtg | Num. | Government school students <sup>(c)</sup>  |      |      | Non-government school students <sup>(d)</sup> |      |      |
|                              | Read.  | Wrtg | Num. | Read.  | Wrtg | Num. | Read.                                      | Wrtg | Num. | Read.   | Wrtg | Num. |
| New South Wales              | 94.7   | 94.9 | 94.7 | 95.9   | 96.1 | 95.9 | 69.0                                       | 69.0 | 69.0 | 31.0  | 31.0 | 31.0 |
| Victoria                     | 91.5   | 91.3 | 91.6 | 93.3   | 93.0 | 93.6 | 67.6                                       | 67.6 | 67.5 | 32.4  | 32.4 | 32.5 |
| Queensland                   | 96.9   | 96.8 | 97.6 | 97.1   | 97.0 | 97.5 | 72.6                                       | 72.6 | 72.6 | 27.4  | 27.4 | 27.4 |
| South Australia              | 97.7   | 97.7 | 96.9 | 95.3   | 94.6 | 95.0 | 67.4                                       | 67.6 | 67.3 | 32.6  | 32.4 | 32.7 |
| Western Australia            | 94.5   | 93.7 | 94.8 | 95.4   | 94.7 | 95.9 | 65.9                                       | 65.9 | 65.9 | 34.1  | 34.1 | 34.1 |
| Tasmania                     | 96.1   | 95.2 | 96.6 | 94.2   | 94.0 | 95.0 | 74.6                                       | 74.5 | 74.5 | 25.4  | 25.5 | 25.5 |
| Northern Territory           | 89.8   | 90.4 | 93.2 | 94.6   | 92.8 | 94.8 | 79.0                                       | 79.4 | 79.5 | 21.0  | 20.6 | 20.5 |
| Australian Capital Territory | 93.2   | 93.1 | 94.7 | 94.4   | 95.1 | 95.2 | 60.0                                       | 59.8 | 60.2 | 40.0  | 40.2 | 39.8 |
| Australia                    | 94.5   | 94.5 | 94.8 | 95.3   | 95.2 | 95.5 | 69.2                                       | 69.2 | 69.2 | 30.8  | 30.8 | 30.8 |

- (a) The percentage of assessed students from government schools includes exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection data*.
- (b) The percentage of assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on *National Schools Statistics Collection data*.
- (c) The percentage of assessed government school students compared with all assessed students.
- (d) The percentage of assessed non-government school students compared with all assessed students.

**Figure C2 Year 5 exemptions, absences and participation, by State and Territory, 2007**



- (a) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant State or Territory. These students are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time students based on *National Schools Statistics Collection* data.
- (b) The percentage of assessed Indigenous students. The percentage of Indigenous students includes exempted students and is calculated as a percentage of the total number of full-time students based on *National Schools Statistics Collection* data. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (c) The percentage of assessed students with a language background other than English (LBOTE). The percentage of LBOTE students includes exempted students and is calculated as a percentage of the total number of full-time students based on *National Schools Statistics Collection* data. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) The percentage of 'Other' students includes exempted students.
- (e) The percentage of students who were exempted from the testing program in the relevant State or Territory. Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time students based on *National Schools Statistics Collection* data.  
Exempt students are represented twice in this figure. In the main chart, exempt students have been included within the Indigenous, LBOTE and Other categories. For clarity, the additional chart on the right represents the total percentage of students exempted from testing.
- (f) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT in the main chart not adding to 100.



## Discussion of 2007 results

### Overall national and jurisdiction results

Tables A4 to A6 show that the large majority of year 5 students are achieving at the benchmark level or better in reading, writing and numeracy in all States and Territories, but they also identify some variation. In reading, around 11 per cent of students nationally are not reaching the benchmark. In writing, around six per cent and in numeracy, around 11 per cent of students nationally are not reaching the benchmark. These figures are very similar to those for 2006, however, this is in contrast to 2007 year 3 results, where around seven per cent are not reaching the benchmark in all three interest areas. That is, in reading and numeracy, there are more year 5 students below the benchmark than year 3 students. The ACT, New South Wales and Victoria show consistently high results in all three interest areas, however, for other jurisdictions, there is variation in the percentage of students achieving benchmark across the three areas. For example, Western Australia and Tasmania have high results in reading, but lower results in writing and numeracy. Queensland has very high results in writing, but somewhat lower results in reading and numeracy.

### Gender

As for year 3 students, the proportions of year 5 females achieving at or above the reading and writing benchmarks were higher than for year 5 males (a difference of around 3.7 and 3.9 percentage points, respectively). This difference, however, was not apparent in numeracy. Nationally, in numeracy, the percentage above benchmark for females is about the same as for males. There is some evidence that the variation in males' performance in reading and writing is larger than for females.

### LBOTE

Nationally, year 5 students with language backgrounds other than English (LBOTE) are achieving at rates that are only slightly lower than the overall population in reading, writing and numeracy, with around one percentage point of difference, but there are some variations across States and Territories. The greatest gap between the performance of LBOTE and non-LBOTE students is in the Northern Territory, where LBOTE students have lower achievement than non-LBOTE students in reading,

writing and numeracy. The large number of English as a Second Language students in remote Indigenous communities in the Northern Territory would be a contributing factor. In South Australia, there is also an indication that LBOTE students fall a little behind the overall student population. This was not the case in New South Wales, Victoria or the ACT, where the difference between the performance of LBOTE students and the overall population is small. This could be because of the large number of LBOTE students in these jurisdictions: LBOTE students make up between a third and a half of the total student population, so that the overall student average is also greatly influenced by the average of LBOTE students' scores.

### Indigenous

As for year 3 students, the proportion of Indigenous year 5 students achieving at or above the benchmark level is significantly lower than the proportions for non-Indigenous students, with a difference of around 20 percentage points nationally in percentages achieving the benchmark level. Across the jurisdictions, Northern Territory and Western Australia have the largest gap between Indigenous and non-Indigenous student achievements, while in Tasmania the difference in achievement levels between the two groups is the least, although there are very few Indigenous students in Tasmania. In other States, the performance of Indigenous students varied across the interest areas of reading, writing and numeracy. Clearly, an appropriate interpretation of the achievement levels of Indigenous students should also take into account the number of these students in each of the jurisdictions and the remoteness of their locations.

### Geolocation

Across Australia, year 5 students in metropolitan areas achieved the benchmarks at slightly higher rates than students in provincial and remote areas. The proportion of students in very remote areas who achieve the benchmark is substantially lower than the proportion of metropolitan, provincial and remote students achieving the benchmarks. Indigenous students in very remote regions performed particularly poorly, with as few as 27 per cent of the students reaching benchmark standards in numeracy, however, comparisons involving remote and very remote students must be made with caution as the small numbers of students tested means that measurement uncertainty is relatively high.

## Parental occupation and education

In 2007, information on parental occupation and education levels was collected for the first time for benchmarking reporting. Tables A2c and A2d provide a breakdown of student performance by parental occupation and parental education. While there are a large number of students with unknown parental occupation and education status (around 30 to 40 per cent of missing values), it is evident that there is an association between student achievement and parental occupation and education. In general, the more professional the parental occupation is, the higher the student performance. Similarly, the higher the parental education level is, the higher the student performance. These results are not surprising, as parental occupation and education reflect the general socioeconomic status (SES) of students' families, and it is well known from other research that SES is related to student performance. In general, the benchmark results in this report show that there are around 15 to 20 percentage points difference in percentages achieving the benchmark, between students whose parents are at the highest occupation and education levels and those at the lowest levels of occupation and education. This difference is higher than for year 3. That is, as students progress through primary school, the disparity between student performance between high and low SES students becomes more pronounced. While it is unrealistic to expect no performance difference between high and low SES students, the magnitudes of the differences should be monitored and a plan for reducing the gap will be helpful.

## Participation

Table B2 provides the details, by State and Territory, of student participation in the assessment processes and the proportions of students from government and non-government schools. Figure C2 provides information on the proportions of students exempted from testing (and therefore counted as not having achieved the benchmark level), the proportions of students absent or withdrawn from testing, and the proportions of Indigenous and LBOTE students involved in the processes. This information enhances our understanding of the reported performance levels for States, Territories and Australia as a whole.

Rates of participation in the testing program are quite high in most States and Territories. The Australian average in each of the three reported learning areas is around 94 per cent for

government schools and around 95 per cent for non-government schools. This level of participation helps ensure the accuracy of the reported percentages of students achieving the benchmarks. Comparisons between jurisdictions show that the participation rates in Victoria and the Northern Territory are a little lower than for other jurisdictions for government schools. Victoria also has the lowest participation rates for non-government schools. However, the participation rates in Victoria for 2007 have increased when compared to the 2006 figures.

The balance between government and non-government students in States and Territories is as would be expected on the basis of the annual census. Across States and Territories, government and non-government students participated in testing at similar rates.

The proportion of year 5 students who were absent or withdrawn from testing is quite small in most instances, although there is some variation across the jurisdictions in both the proportions of students included in the benchmark calculations and in the proportions of exempt students. Exempt students are not assessed but are deemed to be below the benchmark.

## Trends

Tables and Figures D4 to D6 show comparative time series information for performance by the population of male and female, Indigenous and LBOTE year 5 students in Australia over the nine years of reporting so far, 1999 to 2007 (note that numeracy results were not reported in 1999).

The performance levels within each interest group, and for all students, are similar over time in all three reported learning areas. In particular, the graphs for the seven-year period, 2001 to 2007, show relatively constant levels of performance. If there is change from year to year, the change is too small for the measurement process to clearly detect. There is some fluctuation of performance levels for the period 1999 to 2000, and more fluctuation for the Indigenous group, owing to the smaller number of students in this group. But the fluctuations are within the confidence intervals of the estimates, so that clear statements of change could not be made.

The exception is reading results for Indigenous students. The Figure and Table D4 indicate that there has been an upward trend in the proportion of Indigenous students meeting the

**Table D4 Percentage of year 5 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2007**

|      | Males      | Females    | Indigenous students | LBOTE students            | All students |
|------|------------|------------|---------------------|---------------------------|--------------|
| 1999 | 83.4 ± 2.3 | 88.4 ± 1.8 | 58.7 ± 4.2          | 83.9 ± 2.4 <sup>(a)</sup> | 85.6 ± 2.0   |
| 2000 | 85.2 ± 2.3 | 89.6 ± 1.9 | 62.0 ± 4.8          | 84.9 ± 2.6                | 87.4 ± 2.1   |
| 2001 | 87.8 ± 1.6 | 92.0 ± 1.2 | 66.9 ± 3.6          | 87.7 ± 1.8                | 89.8 ± 1.3   |
| 2002 | 87.2 ± 1.8 | 91.5 ± 1.3 | 68.0 ± 3.5          | 87.1 ± 1.8                | 89.3 ± 1.4   |
| 2003 | 86.8 ± 1.8 | 91.6 ± 1.4 | 67.7 ± 4.1          | 88.7 ± 1.6                | 89.0 ± 1.5   |
| 2004 | 86.6 ± 1.8 | 90.9 ± 1.4 | 69.4 ± 3.8          | 86.2 ± 1.9                | 88.7 ± 1.6   |
| 2005 | 85.1 ± 2.0 | 90.1 ± 1.6 | 62.8 ± 4.1          | 86.2 ± 2.1                | 87.5 ± 1.8   |
| 2006 | 86.0 ± 1.9 | 90.8 ± 1.5 | 66.3 ± 4.4          | 87.2 ± 1.7                | 88.4 ± 1.6   |
| 2007 | 87.4 ± 1.8 | 91.1 ± 1.5 | 67.6 ± 4.2          | 88.1 ± 1.6                | 89.2 ± 1.6   |

(a) LBOTE average does not include South Australia.

**Table D5 Percentage of year 5 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2007**

|      | Males      | Females    | Indigenous students | LBOTE students | All students |
|------|------------|------------|---------------------|----------------|--------------|
| 1999 | 91.4 ± 1.5 | 95.4 ± 0.9 | 74.6 ± 3.6          | 91.4 ± 1.5     | 93.0 ± 1.1   |
| 2000 | 90.2 ± 1.7 | 94.9 ± 1.1 | 74.3 ± 3.7          | 90.2 ± 1.8     | 92.5 ± 1.3   |
| 2001 | 91.9 ± 1.4 | 96.2 ± 0.7 | 79.9 ± 3.3          | 92.2 ± 1.2     | 94.0 ± 1.0   |
| 2002 | 91.5 ± 1.6 | 95.7 ± 0.9 | 76.4 ± 3.8          | 92.1 ± 1.2     | 93.6 ± 1.1   |
| 2003 | 92.1 ± 1.5 | 96.1 ± 1.1 | 79.6 ± 3.8          | 92.5 ± 1.2     | 94.1 ± 1.1   |
| 2004 | 92.3 ± 1.4 | 96.2 ± 0.8 | 81.7 ± 3.5          | 92.6 ± 1.3     | 94.2 ± 1.1   |
| 2005 | 91.3 ± 1.7 | 95.4 ± 1.0 | 74.3 ± 4.3          | 93.1 ± 1.4     | 93.3 ± 1.3   |
| 2006 | 91.9 ± 1.7 | 95.8 ± 0.9 | 77.0 ± 4.0          | 93.0 ± 1.4     | 93.8 ± 1.3   |
| 2007 | 92.3 ± 1.2 | 96.2 ± 0.7 | 79.5 ± 3.2          | 92.8 ± 1.0     | 94.1 ± 0.9   |

**Table D6 Percentage of year 5 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–07**

|      | Males      | Females    | Indigenous students | LBOTE students | All students |
|------|------------|------------|---------------------|----------------|--------------|
| 2000 | 89.4 ± 1.7 | 89.8 ± 1.8 | 62.8 ± 4.5          | 87.1 ± 2.1     | 89.6 ± 1.7   |
| 2001 | 89.5 ± 1.4 | 89.8 ± 1.5 | 63.2 ± 3.7          | 87.9 ± 1.6     | 89.6 ± 1.3   |
| 2002 | 89.9 ± 1.4 | 90.2 ± 1.5 | 65.6 ± 3.7          | 87.9 ± 1.5     | 90.0 ± 1.3   |
| 2003 | 90.3 ± 1.3 | 91.4 ± 1.3 | 67.6 ± 3.9          | 89.3 ± 1.4     | 90.8 ± 1.2   |
| 2004 | 91.0 ± 1.2 | 91.5 ± 1.3 | 69.4 ± 3.9          | 89.3 ± 1.4     | 91.2 ± 1.2   |
| 2005 | 90.5 ± 1.3 | 91.2 ± 1.4 | 66.5 ± 3.9          | 90.0 ± 1.4     | 90.8 ± 1.3   |
| 2006 | 90.0 ± 1.3 | 90.6 ± 1.4 | 66.0 ± 3.8          | 90.0 ± 1.4     | 90.3 ± 1.3   |
| 2007 | 89.1 ± 1.3 | 89.1 ± 1.4 | 65.5 ± 3.4          | 87.6 ± 1.4     | 89.0 ± 1.3   |

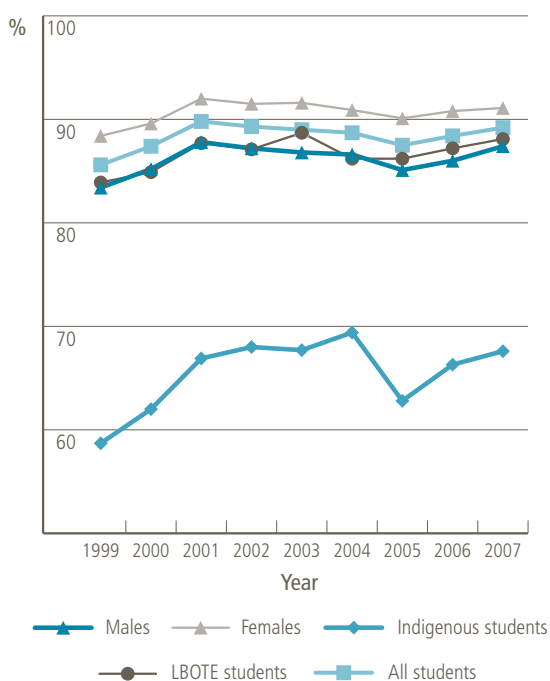
Note: Numeracy results were not reported in 1999.

year 5 reading benchmark, from 58.7 per cent in 1999, to 67.6 per cent in 2007. When confidence intervals are taken into account, this improvement is likely to be statistically significant.

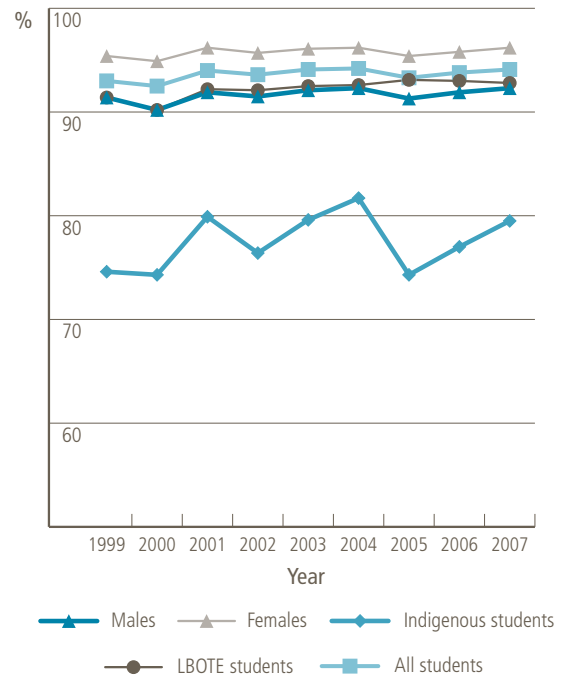
While the level of achievement within each interest group is stable across calendar years, there is a clear pattern of achievement differences across the groups over time. More specifically, in reading and writing, females consistently performed better than males over the nine-year period. In numeracy, females and males performed similarly across the eight-year period. LBOTE students performed less well than non-LBOTE students over the nine-year period, however, the difference is less for numeracy than for reading and writing.

The achievement gap between Indigenous and non-Indigenous students remains large over the nine-year period, particularly when compared with the difference between the two groups for year 3 students. That is, it appears the disparity between Indigenous and non-Indigenous students has widened from year 3 to year 5, particularly for reading and numeracy, as can be seen from the time series data.

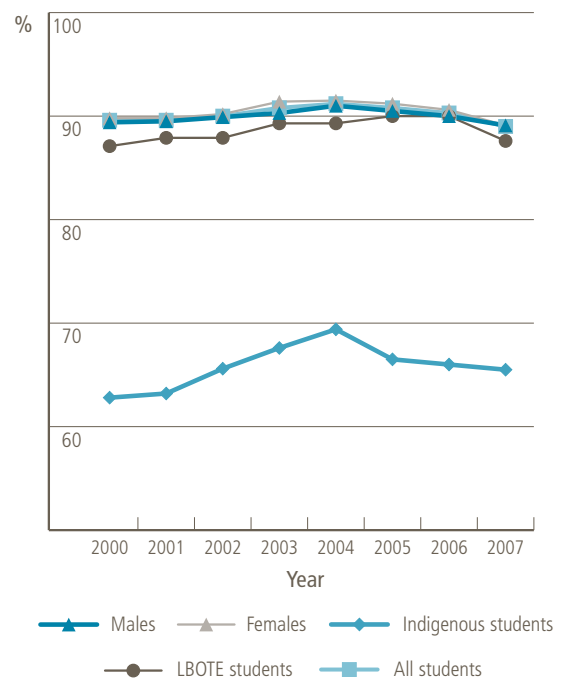
**Figure D4 Percentage of year 5 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2007**



**Figure D5 Percentage of year 5 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2007**



**Figure D6 Percentage of year 5 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–07**



Note: Numeracy results were not reported in 1999.

# Year 7 results

**Table A7 Percentage of year 7 students achieving the reading benchmark, by State and Territory, 2007**

| State/Territory<br>1 Average age <sup>(a)</sup><br>2 Years of schooling <sup>(b)</sup> | All students | Male students | Female students | Indigenous <sup>(c)</sup><br>students | LBOTE <sup>(c)</sup><br>students |
|--|--------------|---------------|-----------------|---------------------------------------|----------------------------------|
| <b>New South Wales</b><br>1. 12yrs 4mths<br>2. 7yrs 2mths                              | 91.3 ± 0.8   | 89.1 ± 1.0    | 93.6 ± 0.7      | 75.8 ± 2.3                            | 90.3 ± 1.0                       |
| <b>Victoria</b><br>1. 13yrs 0mths<br>2. 7yrs 7mths                                     | 93.0 ± 0.7   | 91.6 ± 0.8    | 94.5 ± 0.7      | 79.9 ± 4.3                            | 90.7 ± 1.0                       |
| <b>Queensland</b><br>1. 12yrs 4mths<br>2. 6yrs 8mths                                   | 84.2 ± 0.9   | 83.2 ± 1.0    | 85.9 ± 0.9      | 61.5 ± 2.5                            | 77.5 ± 1.8                       |
| <b>South Australia</b><br>1. 12yrs 6mths<br>2. 7yrs 3mths                              | 93.7 ± 0.4   | 92.2 ± 0.6    | 95.2 ± 0.4      | 74.3 ± 3.5                            | 89.6 ± 1.1                       |
| <b>Western Australia</b><br>1. 12yrs 2mths<br>2. 6yrs 7mths                            | 84.1 ± 0.8   | 82.0 ± 1.0    | 86.3 ± 0.9      | 44.6 ± 2.8                            | 81.6 ± 1.6                       |
| <b>Tasmania</b><br>1. 13yrs 1mth<br>2. 7yrs 7mths                                      | 85.7 ± 1.3   | 83.3 ± 1.7    | 88.3 ± 1.4      | 71.0 ± 4.6                            | 81.4 ± 5.4                       |
| <b>Northern Territory</b><br>1. 12yrs 8mths<br>2. 7yrs 3mths                           | 68.0 ± 2.0   | 65.8 ± 2.7    | 70.2 ± 2.6      | 31.1 ± 3.3                            | 29.1 ± 3.4                       |
| <b>Australian Capital Territory</b><br>1. 12yrs 10mths<br>2. 7yrs 6mths                | 94.4 ± 0.7   | 92.8 ± 1.1    | 96.0 ± 1.0      | 83.3 ± 8.0                            | 94.7 ± 1.4                       |
| <b>Australia</b>   | 89.3 ± 0.8   | 87.6 ± 1.0    | 91.2 ± 0.8      | 64.7 ± 2.8                            | 87.9 ± 1.2                       |

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
  - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Figure C3. Hence, readers are urged to be cautious when comparing results.
  - Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background, and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.
- (a) The estimated average age of students at the time of testing, expressed in years and months.
- (b) The estimated average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

**Table A8 Percentage of year 7 students achieving the writing benchmark, by State and Territory, 2007**

| State/Territory<br>1 Average age <sup>(a)</sup><br>2 Years of schooling <sup>(b)</sup> | All students | Male students | Female students | Indigenous <sup>(c)</sup><br>students | LBOTE <sup>(c)</sup><br>students |
|--|--------------|---------------|-----------------|---------------------------------------|----------------------------------|
| <b>New South Wales</b><br>1. 12yrs 4mths<br>2. 7yrs 2mths                              | 93.4 ± 1.9   | 91.2 ± 2.4    | 95.6 ± 1.3      | 79.3 ± 5.0                            | 92.8 ± 2.1                       |
| <b>Victoria</b><br>1. 13yrs 0mths<br>2. 7yrs 7mths                                     | 94.8 ± 0.5   | 92.1 ± 0.8    | 97.7 ± 0.3      | 82.8 ± 3.3                            | 94.9 ± 0.6                       |
| <b>Queensland</b><br>1. 12yrs 4mths<br>2. 6yrs 8mths                                   | 96.3 ± 0.3   | 95.3 ± 0.5    | 97.7 ± 0.3      | 91.6 ± 1.3                            | 93.3 ± 0.5                       |
| <b>South Australia</b><br>1. 12yrs 6mths<br>2. 7yrs 3mths                              | 88.8 ± 2.3   | 85.0 ± 3.0    | 92.9 ± 1.7      | 61.8 ± 6.5                            | 85.4 ± 2.6                       |
| <b>Western Australia</b><br>1. 12yrs 2mths<br>2. 6yrs 7mths                            | 85.2 ± 1.7   | 80.2 ± 2.3    | 90.6 ± 1.3      | 53.6 ± 4.5                            | 86.6 ± 1.8                       |
| <b>Tasmania</b><br>1. 13yrs 1mth<br>2. 7yrs 7mths                                      | 81.9 ± 1.9   | 75.1 ± 2.7    | 88.9 ± 1.7      | 67.7 ± 6.1                            | 80.5 ± 5.5                       |
| <b>Northern Territory</b><br>1. 12yrs 8mths<br>2. 7yrs 3mths                           | 55.9 ± 2.9   | 48.5 ± 3.6    | 63.7 ± 3.3      | 20.7 ± 3.1                            | 21.5 ± 3.6                       |
| <b>Australian Capital Territory</b><br>1. 12yrs 10mths<br>2. 7yrs 6mths                | 91.2 ± 2.5   | 88.0 ± 3.4    | 94.4 ± 1.8      | 74.5 ± 11.0                           | 91.2 ± 3.0                       |
| <b>Australia</b>   | 92.5 ± 1.3   | 89.8 ± 1.7    | 95.3 ± 0.9      | 74.5 ± 3.8                            | 91.5 ± 1.6                       |

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
  - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Figure C3. Hence, readers are urged to be cautious when comparing results.
  - Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background, and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.
- (a) The estimated average age of students at the time of testing, expressed in years and months.
- (b) The estimated average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

**Table A9 Percentage of year 7 students achieving the numeracy benchmark, by State and Territory, 2007**

| State/Territory<br>1 Average age <sup>(a)</sup><br>2 Years of schooling <sup>(b)</sup> | All students | Male students | Female students | Indigenous <sup>(c)</sup><br>students | LBOTE <sup>(c)</sup><br>students |
|--|--------------|---------------|-----------------|---------------------------------------|----------------------------------|
| <b>New South Wales<sup>(d)</sup></b><br>1. 12yrs 6mths<br>2. 7yrs 4mths                | 73.4 ± 0.8   | 71.7 ± 0.8    | 75.3 ± 0.9      | 40.1 ± 1.9                            | 72.4 ± 0.9                       |
| <b>Victoria</b><br>1. 13yrs 0mths<br>2. 7yrs 7mths                                     | 89.0 ± 0.9   | 89.2 ± 0.9    | 88.8 ± 1.0      | 67.6 ± 4.4                            | 87.3 ± 1.1                       |
| <b>Queensland<sup>(e)</sup></b><br>1. 12yrs 4mths<br>2. 6yrs 8mths                     | 77.4 ± 0.9   | 77.9 ± 1.0    | 77.6 ± 1.0      | 49.0 ± 2.2                            | 76.5 ± 1.6                       |
| <b>South Australia</b><br>1. 12yrs 6mths<br>2. 7yrs 3mths                              | 85.6 ± 0.9   | 86.6 ± 1.0    | 84.4 ± 1.1      | 57.0 ± 5.0                            | 82.9 ± 1.9                       |
| <b>Western Australia</b><br>1. 12yrs 2mths<br>2. 6yrs 7mths                            | 83.8 ± 0.7   | 84.3 ± 0.8    | 83.2 ± 0.9      | 46.9 ± 3.1                            | 84.0 ± 1.3                       |
| <b>Tasmania</b><br>1. 13yrs 1mth<br>2. 7yrs 7mths                                      | 79.8 ± 1.3   | 81.0 ± 1.7    | 78.5 ± 1.7      | 63.8 ± 5.5                            | 72.4 ± 6.5                       |
| <b>Northern Territory</b><br>1. 12yrs 8mths<br>2. 7yrs 3mths                           | 66.7 ± 2.0   | 67.6 ± 2.7    | 65.7 ± 2.6      | 27.7 ± 3.1                            | 25.8 ± 3.1                       |
| <b>Australian Capital Territory</b><br>1. 12yrs 10mths<br>2. 7yrs 6mths                | 86.1 ± 1.6   | 85.6 ± 2.0    | 86.6 ± 1.9      | 59.4 ± 11.0                           | 87.3 ± 2.8                       |
| <b>Australia</b>   | 80.2 ± 0.9   | 80.0 ± 0.9    | 80.6 ± 1.0      | 46.0 ± 2.7                            | 78.0 ± 1.2                       |

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
  - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Figure C3. Hence, readers are urged to be cautious when comparing results.
  - Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background, and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.
- (a) The estimated average age of students at the time of testing, expressed in years and months.
- (b) The estimated average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.
- (d) New South Wales considers that the year 7 results for New South Wales are anomalous. The national numeracy benchmark results show that:
- (i) a lower proportion of New South Wales year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks
  - (ii) a lower proportion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5. National benchmarks represent the minimum standard of performance a student must achieve to be able to progress through his/her schooling. The New South Wales results show that students in years 3 and 5 are consistently performing above the national average for reading, writing and numeracy. Year 7 reading and writing results are also above the national average.
- (e) Some students did not indicate their gender therefore the total percentages for all students may not be proportionally located within the range provided for male and female students.

**Table A7b Geolocation - Percentage of year 7 students achieving the reading benchmark (with 95% confidence limits)**

| State/Territory              | Metropolitan  |               | Provincial    |               | Remote         |                | Very remote    |                |
|------------------------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|
|                              | All students  | Indigenous    | All students  | Indigenous    | All students   | Indigenous     | All students   | Indigenous     |
| New South Wales              | 92.0<br>± 0.8 | 79.1<br>± 2.4 | 89.7<br>± 1.0 | 73.6<br>± 2.8 | 75.3<br>± 5.4  | 54.9<br>± 10.5 | 77.6<br>± 11.3 | 55.3<br>± 21.2 |
| Victoria                     | 93.3<br>± 0.7 | 79.9<br>± 5.5 | 92.2<br>± 0.9 | 80.0<br>± 5.4 | 89.6<br>± 11.5 | n.a.           | n.a.           | n.a.           |
| Queensland                   | 85.5<br>± 0.9 | 65.6<br>± 3.3 | 83.4<br>± 1.1 | 64.3<br>± 3.3 | 76.6<br>± 2.8  | 57.8<br>± 7.3  | 56.3<br>± 4.8  | 37.9<br>± 6.5  |
| South Australia              | 94.2<br>± 0.4 | 81.1<br>± 3.5 | 93.0<br>± 0.8 | 74.5<br>± 5.1 | 93.3<br>± 1.9  | 75.3<br>± 12.2 | 67.4<br>± 7.3  | 37.7<br>± 14.5 |
| Western Australia            | 86.5<br>± 0.8 | 55.6<br>± 4.5 | 81.6<br>± 1.4 | 47.2<br>± 5.9 | 75.7<br>± 2.6  | 42.8<br>± 6.8  | 48.0<br>± 4.3  | 21.1<br>± 5.3  |
| Tasmania                     | 87.3<br>± 1.4 | 69.7<br>± 7.4 | 84.7<br>± 1.6 | 73.2<br>± 6.0 | 73.5<br>± 14.6 | (a)            | 76.6<br>± 16.7 | (a)            |
| Northern Territory           | n.a.          | n.a.          | 83.7<br>± 2.2 | 64.4<br>± 6.3 | 61.3<br>± 4.8  | 30.6<br>± 6.5  | 33.6<br>± 3.9  | 12.7<br>± 3.4  |
| Australian Capital Territory | 94.4<br>± 0.7 | 83.3<br>± 8.0 | n.a.          | n.a.          | n.a.           | n.a.           | n.a.           | n.a.           |
| Australia                    | 90.5<br>± 0.8 | 72.4<br>± 3.4 | 88.0<br>± 1.1 | 69.3<br>± 3.8 | 77.1<br>± 3.4  | 47.0<br>± 8.0  | 49.5<br>± 5.0  | 25.4<br>± 6.1  |

n.a. Insufficient or no students in this area of classification. Information not tabulated.

(a) The number of students tested is less than 30.

**Table A8b Geolocation - Percentage of year 7 students achieving the writing benchmark (with 95% confidence limits)**

| State/Territory              | Metropolitan  |                | Provincial    |               | Remote         |                | Very remote    |                |
|------------------------------|---------------|----------------|---------------|---------------|----------------|----------------|----------------|----------------|
|                              | All students  | Indigenous     | All students  | Indigenous    | All students   | Indigenous     | All students   | Indigenous     |
| New South Wales              | 94.0<br>± 1.7 | 82.9<br>± 4.6  | 91.8<br>± 2.3 | 77.0<br>± 5.6 | 78.0<br>± 6.5  | 57.8<br>± 11.5 | 74.0<br>± 10.3 | 44.2<br>± 21.2 |
| Victoria                     | 95.5<br>± 0.5 | 85.5<br>± 4.4  | 92.9<br>± 0.8 | 80.7<br>± 4.6 | 93.1<br>± 9.5  | n.a.           | n.a.           | n.a.           |
| Queensland                   | 96.5<br>± 0.3 | 93.0<br>± 1.4  | 96.4<br>± 0.4 | 92.9<br>± 1.6 | 94.3<br>± 1.3  | 88.3<br>± 4.0  | 89.2<br>± 2.6  | 83.5<br>± 4.2  |
| South Australia              | 90.2<br>± 2.1 | 71.4<br>± 7.8  | 86.5<br>± 2.9 | 60.9<br>± 8.0 | 84.5<br>± 4.8  | 55.2<br>± 19.3 | 55.3<br>± 10.9 | 19.3<br>± 10.0 |
| Western Australia            | 87.6<br>± 1.6 | 65.0<br>± 5.5  | 82.5<br>± 2.3 | 59.4<br>± 7.3 | 76.3<br>± 3.9  | 48.8<br>± 10.0 | 52.9<br>± 4.9  | 27.0<br>± 6.6  |
| Tasmania                     | 84.4<br>± 2.2 | 69.4<br>± 8.8  | 80.0<br>± 2.3 | 66.8<br>± 7.3 | 74.8<br>± 13.9 | (a)            | (a)            | (a)            |
| Northern Territory           | n.a.          | n.a.           | 69.7<br>± 3.5 | 49.4<br>± 7.2 | 48.3<br>± 5.3  | 19.5<br>± 6.1  | 27.0<br>± 4.2  | 5.0<br>± 2.2   |
| Australian Capital Territory | 91.2<br>± 2.5 | 74.5<br>± 11.0 | n.a.          | n.a.          | n.a.           | n.a.           | n.a.           | n.a.           |
| Australia                    | 93.7<br>± 1.2 | 83.3<br>± 4.1  | 90.9<br>± 1.6 | 77.5<br>± 4.9 | 78.9<br>± 4.0  | 52.8<br>± 8.3  | 59.0<br>± 4.7  | 38.3<br>± 4.8  |

n.a. Insufficient or no students in this area of classification. Information not tabulated.

(a) The number of students tested is less than 30.



**Table A9b Geolocation - Percentage of year 7 students achieving the numeracy benchmark (with 95% confidence limits)**

| State/Territory              | Metropolitan  |                | Provincial    |               | Remote         |                | Very remote    |                |
|------------------------------|---------------|----------------|---------------|---------------|----------------|----------------|----------------|----------------|
|                              | All students  | Indigenous     | All students  | Indigenous    | All students   | Indigenous     | All students   | Indigenous     |
| New South Wales              | 75.0<br>± 0.8 | 44.0<br>± 2.4  | 69.3<br>± 1.1 | 37.4<br>± 2.7 | 47.3<br>± 5.9  | 18.1<br>± 7.1  | 44.8<br>± 12.0 | 14.0<br>± 13.4 |
| Victoria                     | 89.6<br>± 0.9 | 69.8<br>± 6.0  | 87.4<br>± 1.1 | 65.8<br>± 5.9 | 85.7<br>± 10.1 | n.a.           | n.a.           | n.a.           |
| Queensland                   | 79.0<br>± 0.9 | 52.7<br>± 2.7  | 76.2<br>± 1.2 | 52.4<br>± 3.4 | 66.6<br>± 3.1  | 42.1<br>± 6.5  | 48.0<br>± 4.1  | 27.0<br>± 5.7  |
| South Australia              | 86.7<br>± 0.9 | 65.5<br>± 7.0  | 83.5<br>± 1.5 | 54.2<br>± 7.6 | 83.7<br>± 3.4  | 58.6<br>± 18.9 | 54.0<br>± 10.5 | 20.6<br>± 14.7 |
| Western Australia            | 86.0<br>± 0.7 | 56.6<br>± 4.5  | 81.8<br>± 1.2 | 51.8<br>± 5.9 | 76.0<br>± 2.8  | 43.9<br>± 7.3  | 49.3<br>± 4.1  | 25.0<br>± 5.7  |
| Tasmania                     | 80.2<br>± 1.9 | 60.9<br>± 9.1  | 79.4<br>± 1.7 | 66.6<br>± 6.2 | 77.5<br>± 12.7 | (a)            | (a)            | (a)            |
| Northern Territory           | n.a.          | n.a.           | 84.7<br>± 2.1 | 66.6<br>± 6.4 | 59.6<br>± 4.5  | 26.9<br>± 6.0  | 30.1<br>± 3.6  | 8.3<br>± 2.6   |
| Australian Capital Territory | 86.1<br>± 1.6 | 59.4<br>± 11.0 | n.a.          | n.a.          | n.a.           | n.a.           | n.a.           | n.a.           |
| Australia                    | 81.7<br>± 0.9 | 51.7<br>± 3.5  | 78.0<br>± 1.2 | 49.0<br>± 4.0 | 70.4<br>± 3.7  | 35.7<br>± 7.5  | 43.8<br>± 4.7  | 18.9<br>± 5.2  |

n.a. Insufficient or no students in this area of classification. Information not tabulated.

(a) The number of students tested is less than 30.

**Table A3c Percentage of year 7 students achieving the benchmark, by parental occupation<sup>(a)</sup>, Australia, 2007**

|          | Group 1 <sup>(b)</sup> | Group 2 <sup>(c)</sup> | Group 3 <sup>(d)</sup> | Group 4 <sup>(e)</sup> | Not in paid work <sup>(f)</sup> | Not stated <sup>(g)</sup> | Proportion of students 'not stated' <sup>(h)</sup> |
|----------|------------------------|------------------------|------------------------|------------------------|---------------------------------|---------------------------|--|
| Reading  | 96.0<br>± 0.6          | 93.9<br>± 0.8          | 90.9<br>± 1.1          | 85.5<br>± 1.5          | 81.7<br>± 2.0                   | 84.7<br>± 1.1             | 34.5   |
| Writing  | 96.8<br>± 0.7          | 95.8<br>± 1.0          | 94.2<br>± 1.3          | 90.8<br>± 1.9          | 87.3<br>± 2.6                   | 88.7<br>± 1.9             | 34.4   |
| Numeracy | 91.7<br>± 0.8          | 87.5<br>± 1.0          | 81.4<br>± 1.3          | 73.5<br>± 1.7          | 67.3<br>± 2.2                   | 73.1<br>± 1.3             | 34.7   |

Note: The achievement percentages reported in this table include 95% confidence limits.  
Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

- (a) The highest status occupation group that either parent/guardian holds. For example, if the parents/guardians have occupations in Groups 1 and 3, Group 1 is used as the highest status. The occupation group, which includes the main work undertaken by the parent/guardian, is classified into one of four groups. Complete parental occupation lists are available at: [http://www.mceetya.edu.au/verve/\\_resources/06-Data\\_Imp\\_Manual\\_2007-Att\\_3.pdf](http://www.mceetya.edu.au/verve/_resources/06-Data_Imp_Manual_2007-Att_3.pdf). Technical specifications for the parental occupation indicator are available at Section 3.6 of the complete *Data Implementation Manual for Enrolments for the 2008 School Year*, [http://www.mceetya.edu.au/verve/\\_resources/2008\\_Data\\_Implementation\\_Manual.pdf](http://www.mceetya.edu.au/verve/_resources/2008_Data_Implementation_Manual.pdf). Summary descriptions are provided below.
- (b) Senior management in a large business organisation, government administration and defence, and qualified professionals.
- (c) Other business managers, arts/media/sportspersons and associate professionals.
- (d) Tradesmen/women, clerks and skilled office, sales and service staff.
- (e) Machine operators, hospitality staff, assistants, labourers and related workers.
- (f) Not in paid work in the previous 12 months.
- (g) Parental occupation not stated or unknown.
- (h) Number of students 'not stated' as a percentage of the total number of students

**Table A3d Percentage of year 7 students achieving the benchmark, by parental education<sup>(a)</sup>, Australia, 2007**

|          | Bachelor Degree or above | Advanced Diploma or Diploma | Certificate I to IV <sup>(b)</sup> | Year 12 or equivalent | Year 11, 10, 9, or equivalent <sup>(c)</sup> , or below <sup>(d)</sup> | Not stated <sup>(e)</sup> | Proportion of students 'not stated' <sup>(f)</sup> |
|----------|--------------------------|-----------------------------|------------------------------------|-----------------------|--|---------------------------|--|
| Reading  | 96.4<br>± 0.5            | 93.2<br>± 1.0               | 90.0<br>± 1.1                      | 90.1<br>± 1.5         | 82.1<br>± 1.8  | 85.3<br>± 1.1             | 29.9   |
| Writing  | 97.2<br>± 0.6            | 95.2<br>± 1.2               | 93.3<br>± 1.4                      | 93.6<br>± 1.7         | 87.8<br>± 2.3  | 89.3<br>± 1.7             | 29.9   |
| Numeracy | 92.8<br>± 0.7            | 86.2<br>± 1.3               | 79.5<br>± 1.3                      | 81.3<br>± 1.8         | 67.7<br>± 1.9  | 75.1<br>± 1.2             | 30.1   |

Note: The achievement percentages reported in this table include 95% confidence limits.  
Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

- (a) The highest year of primary or secondary education that either parent/guardian has completed. Technical specifications for the parental education indicators (Parental school education and Parental non-school education) are available at Sections 3.4 and 3.5 of the complete *Data Implementation Manual for Enrolments for the 2008 School Year*, [http://www.mceetya.edu.au/verve/\\_resources/2008\\_Data\\_Implementation\\_Manual.pdf](http://www.mceetya.edu.au/verve/_resources/2008_Data_Implementation_Manual.pdf).
- (b) Includes Australian Qualifications Framework (AQF) trade certificates.
- (c) Persons who have never attended school are included in the 'Year 9, or equivalent, or below' category.
- (d) Data were collected separately for each of the following categories: Year 12 or equivalent; Year 11 or equivalent; Year 10 or equivalent; Year 9 or equivalent, or below. Deficiencies in data quality prevent the reporting of parental school education by the separate categories.
- (e) Parental education not stated or unknown.
- (f) Number of students 'not stated' as a percentage of the total number of students.

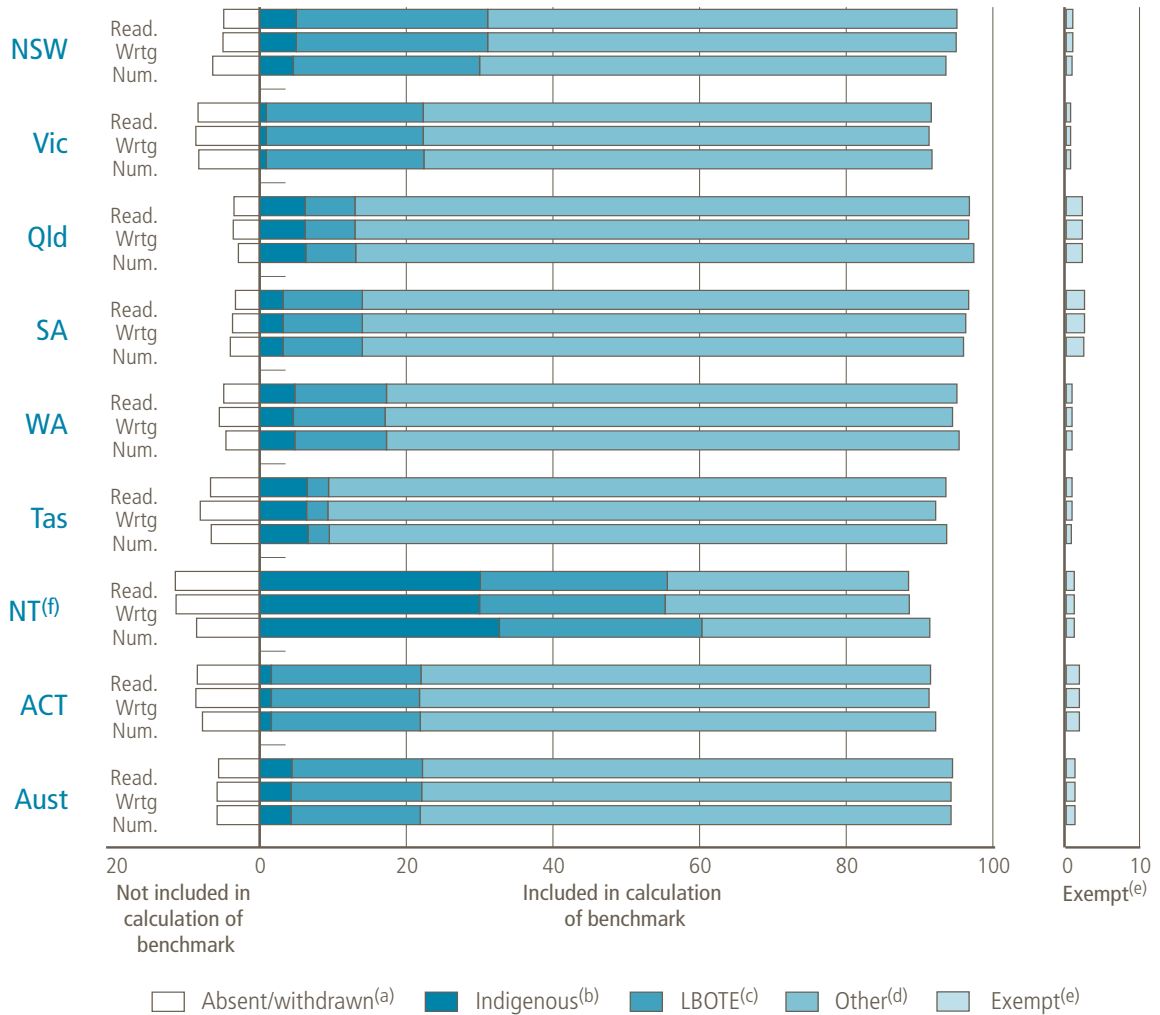
## Participation in assessment

**Table B3** Year 7 participation in assessment by school sector, by State and Territory, 2007

| State or Territory           | Percentage of assessed government school students <sup>(a)</sup> |      |      | Percentage of assessed non-government school students <sup>(b)</sup> |      |      | Proportion of assessed students (per cent) |      |      |   |      |      |
|------------------------------|--|------|------|--|------|------|--|------|------|---|------|------|
|                              | Read.  | Wrtg | Num. | Read.  | Wrtg | Num. | Government school students <sup>(c)</sup>  |      |      | Non-government school students <sup>(d)</sup> |      |      |
|                              | Read.  | Wrtg | Num. | Read.  | Wrtg | Num. | Read.                                      | Wrtg | Num. | Read.   | Wrtg | Num. |
| New South Wales              | 94.9   | 94.8 | 93.3 | 95.4   | 95.2 | 94.2 | 62.7                                       | 62.7 | 62.6 | 37.3  | 37.3 | 37.4 |
| Victoria                     | 89.6   | 89.3 | 89.8 | 94.4   | 94.3 | 94.5 | 57.8                                       | 57.7 | 57.8 | 42.2  | 42.3 | 42.2 |
| Queensland                   | 96.5   | 96.4 | 97.3 | 97.4   | 97.3 | 97.8 | 71.2                                       | 71.2 | 71.3 | 28.8  | 28.8 | 28.7 |
| South Australia              | 97.3   | 96.8 | 96.3 | 95.6   | 95.3 | 95.4 | 67.1                                       | 67.1 | 66.9 | 32.9  | 32.9 | 33.1 |
| Western Australia            | 94.4   | 94.0 | 94.9 | 96.7   | 95.8 | 96.6 | 69.3                                       | 69.4 | 69.5 | 30.7  | 30.6 | 30.5 |
| Tasmania                     | 93.9   | 91.9 | 94.2 | 92.9   | 93.0 | 92.8 | 67.7                                       | 67.2 | 67.8 | 32.3  | 32.8 | 32.2 |
| Northern Territory           | 88.1   | 88.2 | 90.6 | 89.5   | 89.5 | 93.1 | 70.2                                       | 70.1 | 69.8 | 29.8  | 29.9 | 30.2 |
| Australian Capital Territory | 90.1   | 89.7 | 90.6 | 92.9   | 93.0 | 94.0 | 50.7                                       | 50.5 | 50.5 | 49.3  | 49.5 | 49.5 |
| Australia                    | 94.0   | 93.8 | 93.8 | 95.4   | 95.2 | 95.1 | 64.4                                       | 64.4 | 64.4 | 35.6  | 35.6 | 35.6 |

- (a) The percentage of assessed students from government schools includes exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data.
- (b) The percentage of assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on *National Schools Statistics Collection* data.
- (c) The percentage of assessed government school students compared with all assessed students.
- (d) The percentage of assessed non-government school students compared with all assessed students.

**Figure C3 Year 7 exemptions, absences and participation, by State and Territory, 2007**



- (a) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant State or Territory. These students are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time students based on *National Schools Statistics Collection* data.
- (b) The percentage of assessed Indigenous students. The percentage of Indigenous students includes exempted students and is calculated as a percentage of the total number of full-time students based on *National Schools Statistics Collection* data. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (c) The percentage of assessed students with a language background other than English (LBOTE). The percentage of LBOTE students includes exempted students and is calculated as a percentage of the total number of full-time students based on *National Schools Statistics Collection* data. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) The percentage of 'Other' students includes exempted students.
- (e) The percentage of students who were exempted from the testing program in the relevant State or Territory. Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time students based on *National Schools Statistics Collection* data.  
Exempt students are represented twice in this figure. In the main chart, exempt students have been included within the Indigenous, LBOTE and Other categories. For clarity, the additional chart on the right represents the total percentage of students exempted from testing.
- (f) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT in the main chart not adding to 100.

## Discussion of 2007 results

### Overall national and jurisdiction results

Tables A7 to A9 show that the majority of year 7 students are achieving at the benchmark level or better in reading, writing and numeracy in all States and Territories. Approximately 11 per cent of year 7 students are not reaching the benchmark level for reading. Approximately 7.5 per cent of year 7 students are not reaching the benchmark level for writing. In numeracy, around 20 per cent of year 7 students are not reaching the benchmark level. For reading and writing, the percentages not reaching benchmark are similar to those for year 5. But in numeracy, the percentage not reaching benchmark is much higher than for year 5 and year 3. This apparent drop in progress can in some way be attributed to a concern that the benchmark standard for year 7 has been set at a higher level than for the other year levels. This will be rectified when the National Assessment Program is implemented and the process for identification of the benchmark cut-score is revised.

### Gender

As with the results for years 3 and 5 students, in reading and writing, the proportion of female students achieving at the benchmark level or better is higher than for male students, with around 3.6 and 5.5 percentage points of difference, respectively. For all jurisdictions, performance of females is, on average, a little higher than the performance of males. As for earlier years of schooling, this performance difference is not apparent in numeracy. At the national level, there is no difference in percentages achieving at the benchmark between males and females in numeracy, but at the jurisdiction level, there are variations. In New South Wales, more female students achieved at the benchmark level than male students in numeracy. In other jurisdictions, the difference between average females' and males' performance is very small.

### LBOTE

Year 7 students with language backgrounds other than English (LBOTE) are performing slightly below non-LBOTE students with a difference of around one to two percentage points reaching benchmark at the national level. Across the jurisdictions, there are variations in the performance of LBOTE students. LBOTE students in the Northern Territory fall behind other students

by a wide margin. The large number of English as a Second Language students in remote Indigenous communities in the Northern Territory would be a contributing factor. In New South Wales, Victoria and the ACT, the percentages of LBOTE students achieving benchmark levels are similar to, or just slightly below, those of all students. While in other States, the difference between LBOTE students and other students varied across the areas of reading, writing and numeracy.

### Indigenous

As for year 3 and 5, the proportion of year 7 Indigenous students achieving at or above the benchmark level is significantly below the proportions for non-Indigenous students. However, while the difference is about 15 percentage points nationally for year 3 and 20 to 25 percentage points for year 5, by year 7 it is 20 to 30 percentage points. In numeracy, the difference between Indigenous and non-Indigenous groups is the greatest, at around 34 percentage points.

### Geolocation

Across Australia, year 7 students in metropolitan areas achieved the benchmarks at slightly higher rates than students in provincial and remote areas. The proportion of students in very remote areas who achieved the benchmark is substantially lower than the proportion of metropolitan, provincial and remote students achieving the benchmarks. Comparisons involving remote and very remote students must be made with caution as the small numbers of students tested means that measurement uncertainty is relatively high.

### Parental occupation and education

In 2007, information on parental occupation and education levels was collected for the first time for benchmark reporting. Tables A3c and A3d provide a breakdown of student performance by parental occupation and parental education. While there are a large number of students with unknown parental occupation and education status (around 30 to 40 per cent of missing values), it is evident that there is an association between student achievement and parental occupation and education. In general, the more professional the parental occupation is, the higher the student performance. Similarly, the higher the parental education level is, the higher the student performance. These results are not surprising, as parental occupation and education reflect the general socioeconomic

status (SES) of students' families, and it is well known from other research that SES is related to student performance. In general, the benchmark results in this report show that there are around 10 to 25 percentage points difference in percentages achieving the benchmark between students whose parents are at the highest occupation and education levels and those at the lowest levels of occupation and education. The largest difference is in numeracy. While it is unrealistic to expect no performance difference between high and low SES students, the magnitudes of the differences should be monitored and a plan for reducing the gap will be helpful.

### Participation

Table B3 provides the details, by State and Territory, of student participation in the assessment processes and the proportion of students from government and non-government schools. Figure C3 provides information on the proportion of students exempted from testing (and therefore counted as not having achieved the benchmark level), the proportion of students absent or withdrawn from testing, and the proportion of Indigenous and LBOTE students involved in testing. This information helps explain the reported performance levels for States, Territories and Australia as a whole.

The Australian average participation rate is about 94 per cent for government schools and around 95 per cent for non-government schools, similar to the participation rates in 2006, and the participation rates for years 3 and 5. This level of participation is sufficiently high to provide confidence to the accuracy of the reported percentages of students achieving the benchmarks. Again, the participation rates in the Northern Territory and Victoria are slightly lower than those in other jurisdictions, but there is an increase in participation in Victoria when compared to 2006.

In year 7, in most jurisdictions the ratio of assessed government students to assessed non-government students is similar to the ratio of government to non-government students as reported in schools' census data. This suggests that government and non-government students participated in testing at similar rates,

except in Victoria where non-government schools appear to have had relatively higher participation.

The proportion of year 7 students who were absent or withdrawn from testing is quite small in most instances, although there is some variation across the jurisdictions in both the proportions of students included in the benchmark calculations and in the proportions of exempt students. Exempt students are not assessed but are deemed to be below the benchmark.

### Trends

Tables and Figures D7 to D9 show comparative time series information for performance by year 7 students in Australia over the seven years of reporting year 7 so far, from 2001 to 2007. In each of the three learning areas, reading, writing and numeracy, the percentage of students achieving the benchmark has been quite stable over time. If there is change from year to year, the change is too small for the measurement process to clearly detect. There is some fluctuation for the Indigenous group, owing to the smaller number of students in this group, but the fluctuations are within the confidence intervals of the estimates, so that clear statements of change could not be made.

While the level of achievement within each interest group is stable across calendar years, there is a clear pattern of achievement differences across the groups over time. More specifically, in reading and writing, females consistently performed better than males over the seven-year period. In numeracy, females and males performed similarly across the seven-year period. LBOTE students performed less well than non-LBOTE students, however, the difference is greater in reading and numeracy than in writing.

The achievement gap between Indigenous and non-Indigenous students remains large over the seven-year period, particularly in numeracy.

This consistent pattern of differences across calendar years provides us with some confidence in drawing conclusions about the comparative performance of groups.

**Table D7** Percentage of year 7 students achieving the reading benchmarks, by gender and sub-group, Australia, 2001–07

|      | Males      | Females    | Indigenous students | LBOTE students | All students |
|------|------------|------------|---------------------|----------------|--------------|
| 2001 | 86.0 ± 1.2 | 91.0 ± 0.9 | 60.1 ± 3.1          | 84.8 ± 1.4     | 88.4 ± 0.9   |
| 2002 | 86.8 ± 1.0 | 91.6 ± 0.8 | 65.3 ± 2.9          | 85.6 ± 1.3     | 89.1 ± 0.8   |
| 2003 | 87.1 ± 1.1 | 91.9 ± 0.8 | 66.5 ± 3.1          | 86.4 ± 1.3     | 89.4 ± 0.9   |
| 2004 | 89.1 ± 0.9 | 93.0 ± 0.7 | 71.0 ± 2.8          | 86.9 ± 1.2     | 91.0 ± 0.7   |
| 2005 | 87.6 ± 1.0 | 92.2 ± 0.8 | 63.8 ± 2.9          | 87.9 ± 1.2     | 89.8 ± 0.8   |
| 2006 | 87.2 ± 1.0 | 91.2 ± 0.8 | 63.2 ± 3.0          | 87.0 ± 1.2     | 89.2 ± 0.8   |
| 2007 | 87.6 ± 1.0 | 91.2 ± 0.8 | 64.7 ± 2.8          | 87.9 ± 1.2     | 89.3 ± 0.8   |

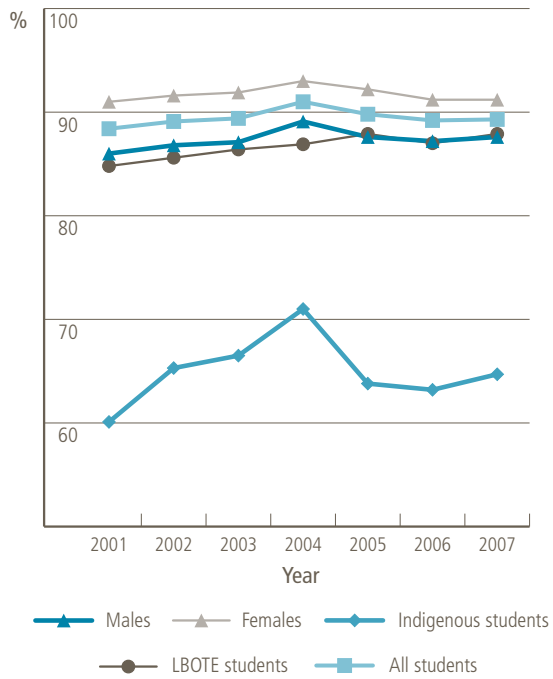
**Table D8** Percentage of year 7 students achieving the writing benchmarks, by gender and sub-group, Australia, 2001–07

|      | Males      | Females    | Indigenous students | LBOTE students | All students |
|------|------------|------------|---------------------|----------------|--------------|
| 2001 | 89.8 ± 2.3 | 95.6 ± 1.2 | 74.3 ± 4.6          | 90.3 ± 2.3     | 92.6 ± 1.6   |
| 2002 | 87.3 ± 2.6 | 94.1 ± 1.4 | 71.6 ± 4.8          | 89.0 ± 2.4     | 90.7 ± 1.7   |
| 2003 | 89.2 ± 2.2 | 95.2 ± 1.2 | 74.4 ± 4.4          | 91.0 ± 2.1     | 92.1 ± 1.7   |
| 2004 | 91.3 ± 1.7 | 95.9 ± 0.9 | 78.8 ± 3.8          | 92.3 ± 1.8     | 93.6 ± 1.3   |
| 2005 | 89.3 ± 2.0 | 95.2 ± 1.1 | 72.3 ± 4.3          | 91.6 ± 1.8     | 92.2 ± 1.5   |
| 2006 | 89.8 ± 2.0 | 95.3 ± 1.1 | 73.8 ± 3.9          | 91.4 ± 1.8     | 92.4 ± 1.5   |
| 2007 | 89.8 ± 1.7 | 95.3 ± 0.9 | 74.5 ± 3.8          | 91.5 ± 1.6     | 92.5 ± 1.3   |

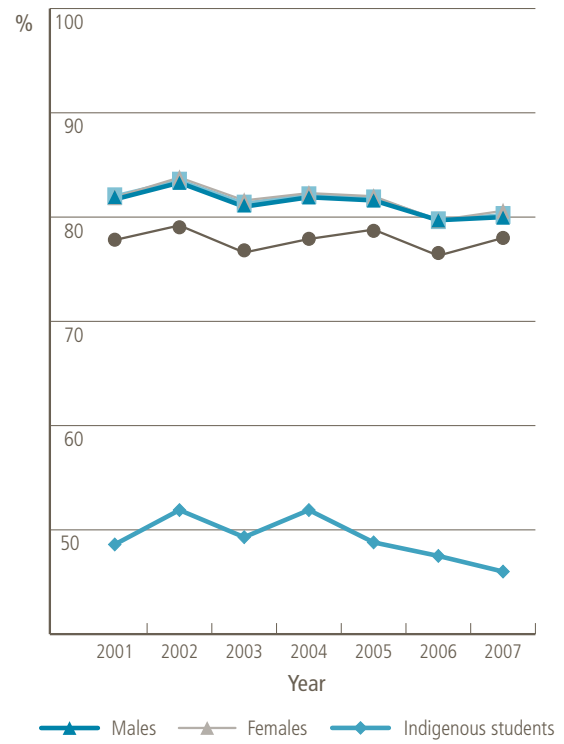
**Table D9** Percentage of year 7 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2001–07

|      | Males      | Females    | Indigenous students | LBOTE students | All students |
|------|------------|------------|---------------------|----------------|--------------|
| 2001 | 81.7 ± 1.0 | 81.9 ± 1.1 | 48.6 ± 2.8          | 77.8 ± 1.4     | 82.0 ± 0.9   |
| 2002 | 83.3 ± 0.9 | 83.8 ± 1.0 | 51.9 ± 3.0          | 79.2 ± 1.2     | 83.5 ± 0.9   |
| 2003 | 81.0 ± 0.9 | 81.6 ± 0.9 | 49.3 ± 2.9          | 76.6 ± 1.2     | 81.3 ± 0.8   |
| 2004 | 81.9 ± 0.9 | 82.3 ± 0.9 | 51.9 ± 2.8          | 77.9 ± 1.3     | 82.1 ± 0.8   |
| 2005 | 81.6 ± 0.9 | 82.0 ± 1.0 | 48.8 ± 2.9          | 78.8 ± 1.3     | 81.8 ± 0.9   |
| 2006 | 79.7 ± 1.1 | 79.7 ± 1.3 | 47.5 ± 2.9          | 76.3 ± 1.5     | 79.7 ± 1.1   |
| 2007 | 80.0 ± 0.9 | 80.6 ± 1.0 | 46.0 ± 2.7          | 78.0 ± 1.2     | 80.2 ± 0.9   |

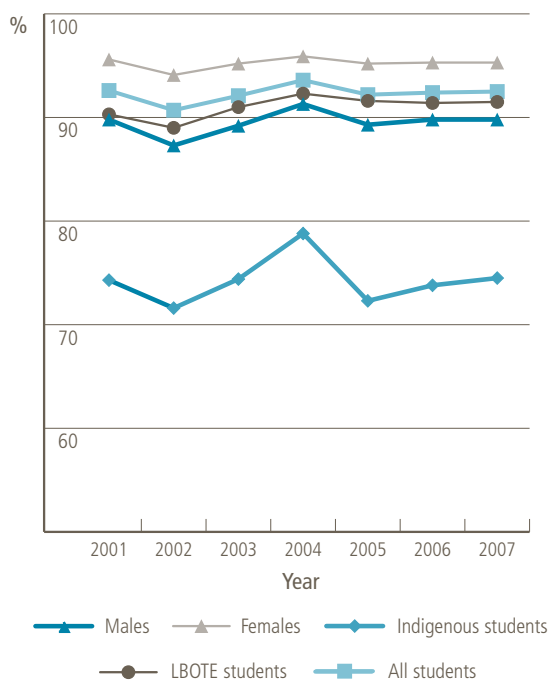
**Figure D7** Percentage of year 7 students achieving the reading benchmarks, by gender and sub-group, Australia, 2001–07



**Figure D9** Percentage of year 7 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2001–07



**Figure D8** Percentage of year 7 students achieving the writing benchmarks, by gender and sub-group, Australia, 2001–07





# Explanatory notes

## New South Wales

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| Exemption from Testing Policy                     | All students enrolled in years 3, 5 and 7 should participate in testing. However, parents do have the right to withdraw their children from testing. This is classified as a parent withdrawal and not as an exemption. It is expected that students with learning difficulties and those with mild intellectual disabilities will undertake testing, including those students in specific purpose schools. For a very few students though, testing will not be appropriate. The principal may exempt students from testing, but only in consultation with the parents or caregivers. In these cases the principal must ensure that an exemption has been agreed to by the parents or caregivers. Consideration for exemption can be given to: some students newly arrived in Australia (up to 12 months) from non-English speaking backgrounds; students with moderate or severe disabilities; other students who have a current disability confirmation sheet who cannot be accommodated through special provisions; students with a medical condition that would affect wellbeing and test performance; and (for years 3 and 5) students attending Stewart House on the test day. |
| Average Age Calculation Method                    | Average age at time of testing was determined from New South Wales Department of Education July census student age data for government school years 3, 5 and 7 students.   |
| Years at School Calculation Method                | Most year 3 and 5 students in New South Wales schools have completed 3–5 full years of schooling prior to the tests being held at the beginning of August. Years at school were thus taken to be 3 years, 7 months for year 3 students and 5 years, 7 months for year 5 students. Similarly, for year 7 students, literacy tests were held at the beginning of March and numeracy tests early May. Years at school for year 7 students were thus taken to be 7 years, 2 months for reading and writing and 7 years, 4 months for numeracy.   |
| Definition, Identification of Indigenous Students | Indigenous students are those who answered ‘Yes’ to the question: ‘Are you an Aboriginal or Torres Strait Islander person?’.   |
| Definition, Identification of LBOTE Students      | LBOTE students are those who answered ‘Yes’ to the question: ‘Does anyone speak a language other than English in your home?’.  |

## Victoria

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| Exemption from Testing Policy                     | The principal may grant an exemption to students with disabilities and impairments and to students who have been learning English in Australia for less than one year, and in other exceptional circumstances. The decision is made at the school level. The principal should consult specialist staff and ensure that parents sign a document agreeing to the exemption. |
| Average Age Calculation Method                    | Students provide date of birth on test task books. Average age is calculated at August of each testing year by using the month and year of birth and averaging the age of all students who participated in the test.  |
| Years at School Calculation Method                | Students commence schooling in the Preparatory year and the year of schooling is calculated as the 3, 5 or 7 years from Prep to the beginning of year 3, 5 or 7, and 7 months to the beginning of August to when testing takes place.   |
| Definition, Identification of Indigenous Students | Schools were asked to answer the following question: ‘Is this student Aboriginal or a Torres Strait Islander?’ on the front page of each student’s test booklet. Students are identified as Indigenous on enrolment forms at the commencement of school.  |
| Definition, Identification of LBOTE Students      | Schools were asked to answer the following question: ‘Does this student have a language background other than English?’ on the front page of each student’s test booklet. The generally accepted definition of a LBOTE student is one where the student or either parent was born in a non-English-speaking country or has a home language other than English.            |

## Queensland

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| Exemption from Testing Policy                     | The following students may be exempted: students for whom English is not their first language and who are assessed by an English as a Second Language (ESL) teacher and classroom teacher as achieving at or below Reading Level 4 and Writing Level 4 using the National Languages and Literacy Institute of Australia (NLLIA) ESL Bandscales and the bandscales for Aboriginal and Torres Strait Islander learners; students who have Auslan as their first language; those with intellectual impairment who have been identified as having educational needs at Levels 5 or 6 through the systemic ascertainment process; or exceptional cases, where taking the tests will cause trauma. |
| Average Age Calculation Method                    | The average age of students was calculated from the date of birth written on the test booklet by the student. Teachers were required to check the accuracy of the students' responses.   |
| Years at School Calculation Method                | Compulsory schooling commences at year 1. Students sat the test in late August. Year 3 students who sat the test would typically have been at school for 2 years and 8 months. Year 5 students typically have been at school for 4 years and 8 months. Year 7 students who sat the test would typically have been at school for 6 years and 8 months.  |
| Definition, Identification of Indigenous Students | Indigenous students were those who answered 'Yes' to either or both of the questions: 'Are you an Aboriginal person?' or 'Are you a Torres Strait Islander person?'. Teachers were required to check the accuracy of the students' responses.  |
| Definition, Identification of LBOTE Students      | LBOTE students are those who answer 'Yes' to the question: 'At home, do either of your parents/care-givers speak a language other than English MOST of the time?'. Teachers were required to check the accuracy of the students' responses.  |

## South Australia

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| Exemption from Testing Policy                     | A student may be exempted from the testing program by the school principal in consultation with the parent/care-giver. Reasons for exemptions include: students from a non-English-speaking background who have been enrolled in an English-speaking school for less than 12 months; students with high support needs who would not be able to read the test. |
| Average Age Calculation Method                    | The average age of students at the time of testing is estimated from student enrolment information which schools collect.   |
| Years at School Calculation Method                | A student may begin school once they turn 5 years of age. Most students will spend between 10 and 13 terms in junior primary school classes (ie Reception, and years 1 and 2).  |
| Definition, Identification of Indigenous Students | Indigenous students were identified through enrolment information provided to schools by parents/guardians.   |
| Definition, Identification of LBOTE Students      | LBOTE students were identified through enrolment information regarding the main language spoken in their home, which was provided to schools by parents/guardians. Students were identified as LBOTE if there was a language other than English being spoken in their home.   |

## Western Australia

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| Exemption from Testing Policy  | Exemptions may be granted by the principal with the signed agreement of parent/care-givers on the following grounds: temporary or permanent disability or impairment; enrolment in specified intensive language centres; ESL students in mainstream classes who have been in Australia for one year or less. |
| Average Age Calculation Method | Average age was calculated at the week of testing using students' dates of birth provided in enrolment data on School Information Systems. Owing to recent changes in the enrolment age of students in Western Australia, some average ages in this report are different from those of previous reports.     |

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| Years at School Calculation Method                | The figure given is an estimate based on the assumptions of: (a) continuous attendance of students in all years of schooling; (b) an equal number of students skipping a year of studies and repeating a year of studies; and (c) that for the years 3 and 5 cohorts the pre-primary year was full-time but not compulsory. However, most students attended and the pre-primary year is therefore included in the calculation; and (d) that for the year 7 cohort the pre-primary year was neither full-time nor compulsory and is therefore not included in the calculation. |
| Definition, Identification of Indigenous Students | Indigenous students were identified through enrolment data on School Information Systems.   |
| Definition, Identification of LBOTE Students      | Students from a language background other than English were identified through enrolment data on School Information Systems.  |

## Tasmania

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| Exemption from Testing Policy                     | Government school students were exempted on the following grounds: students on the Department's intellectual disabilities register; ESL students who were identified by the Principal Education Officer (ESL) as being unable to complete the test owing to the students' inability to comprehend English; and vision and hearing impaired students identified as being unable to complete the test. Students in Catholic and independent schools were exempted at their principal's discretion, under strict guidelines established by each sector. |
| Average Age Calculation Method                    | Average age was calculated at the week of testing using students' dates of birth available from enrolment data.  |
| Years at School Calculation Method                | In Tasmania, most students enrol in Kindergarten. Compulsory schooling begins in Prep, followed by years 1, 2, 3 etc. Testing is conducted in early August. Thus, the average number of years of compulsory schooling at the time of testing was approximately 3 years, 7 months (year 3), 5 years, 7 months (year 5) and 7 years, 7 months (year 7).  |
| Definition, Identification of Indigenous Students | Indigenous students were identified through enrolment information provided to schools by parents/guardians, as defined by the MCEETYA Data Implementation Manual.  |
| Definition, Identification of LBOTE Students      | LBOTE students were identified through enrolment information provided to schools by parents/guardians, as defined by the MCEETYA Data Implementation Manual, based on data about specific languages.   |

## Northern Territory

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| Exemption from Testing Policy      | All students in years 3, 5 and 7 are expected to participate (aged 8, 10 and 12 in remote Indigenous Community Schools). A student may be exempted from testing if they have high support needs (identified intellectual and/or physical disability), a medically diagnosed communication disorder that would preclude them from completing the test, or they have a language background other than English AND have been in Australia for less than 12 months. Applications for exemptions are submitted by principals, in consultation with parents/caregivers, to the Manager Assessment and Reporting. |
| Average Age Calculation Method     | The average age of students is calculated from the date of birth in the enrolment information provided by schools through their Student Administration and Management Systems (or equivalent for Catholic and independent schools). Age calculations are based on the 1st of July, as per the National Schools Statistics Collection guidelines.   |
| Years at School Calculation Method | Schooling begins at age 5 in Transition classes. The typical time in school for year 3 students was calculated as follows: 2 years, 8 months (years 1, 2 and 3 to time of testing) plus 7 months (Transition) equals 3 years, 3 months. For year 5 students, the calculation was as follows: 4 years, 8 months (years 1, 2, 3, 4 and 5 at time of testing) plus 7 months (Transition), equals 5 years and 3 months. For year 7 students, the calculation was as follows: 6 years, 8 months (years 1, 2, 3, 4, 5, 6 and 7 at time of testing) plus 7 months (Transition) equals 7 years and 3 months.       |

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| Definition, Identification of Indigenous Students | Indigenous students are identified from enrolment records held in schools' Student Administration and Management Systems (or equivalent for Catholic and independent schools) and captured using the ABS standard Indigenous Status question.   |
| Definition, Identification of LBOTE Students      | LBOTE students in government schools were identified through enrolment data in schools' Student Administration and Management Systems and collected through enrolment forms in response to the questions: 'Is the student's main language spoken at home English?' 'Does the student speak a language other than English at home?' Catholic and independent schools used a similar process. In the Northern Territory, a high percentage of LBOTE students are also identified as Indigenous. |

## Australian Capital Territory

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| Exemption from Testing Policy                     | All students enrolled in years 3, 5 and 7 are expected to participate in testing. A student may be exempted from testing if the student enrolled in an Australian school from overseas less than one year before the test, with a language background other than English, or the student met the ACT Student Disability Criteria for an intellectual disability. |
| Average Age Calculation Method                    | From date of birth until August 1 in the year of testing.  |
| Years at School Calculation Method                | The years and months beginning February 1 in the Kindergarten year through to August 1, in year 3, 5 or 7.   |
| Definition, Identification of Indigenous Students | Indigenous students are identified at the time of enrolment by the parents/care-givers.  |
| Definition, Identification of LBOTE Students      | Data represents funded ESL students rather than the broader LBOTE category.  |

## Reporting of student socioeconomic background information

Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background, and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006. Further information is available in the *Data Implementation Manual for Enrolments for the 2008 School Year*, available online at: [http://www.mceetya.edu.au/verve/\\_resources/2008\\_Data\\_Implementation\\_Manual.pdf](http://www.mceetya.edu.au/verve/_resources/2008_Data_Implementation_Manual.pdf)

2007

further strengthening  
schools as learning  
communities

literacy, numeracy,  
indigenous education,  
science, the arts

australia's future depends upon  
each citizen having the necessary  
knowledge, understanding, skills  
and values for a productive and  
rewarding life in an educated  
just and open society

