

2006

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 2006 and follows on from earlier editions of the *National Report on Schooling in Australia*, which published data for 1999, 2000, 2001, 2002, 2003, 2004 and 2005.

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 2006.

As for 2003, 2004 and 2005, this 2006 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. In this 2006 edition, results for the performance of Indigenous students by geolocation are reported for the first time.

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 2006 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 years 5 and 7 benchmarks, demanding increasing understandings and skills, are at progressive levels. Students' locations on the achievement continuum are 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 9639 1616 (outside Australia). Email: sales@curriculum.edu.au. The Curriculum Corporation website is at: <http://www.curriculum.edu.au>.

The assessment process

All States and Territories have their own literacy and numeracy monitoring programs. These programs are well established, understood and valued within their educational communities. As well, they allow States and Territories to report, publicly and to parents, on the range of performance demonstrated by learners, including benchmark performance.

Comparable national benchmarks are prepared using a nationally agreed procedure that was designed to equate State and Territory tests. The committee that developed the procedure

in 1998 included several of Australia's leading educational measurement experts.

At each of years 3, 5 and 7, equating the State and Territory tests was a three-stage process. The first stage involved the construction of common achievement scales for each of reading, writing and numeracy. The common achievement scales are constructed through testing students from a representative sample of schools in each State and Territory using the assessments of other States and Territories.

At the second stage, the location of the benchmark on the common scale was determined. To establish the location of the benchmark at each year level, expert judges were required to envisage a student who is just able to demonstrate the skills described in the benchmark, and to estimate the probability of this minimally competent student succeeding on each test item. Judges used in the benchmarking were from all States and Territories and included a range of specialists and classroom teachers qualified to make decisions about the likelihood of students succeeding on the test items.

In the final stage, an equivalent location was calculated for each jurisdiction's test scale. Individual jurisdictions are responsible for maintaining the comparability of their scales over time.

To further enhance the consistency and timeliness of the reporting, ministers agreed in 2003 to pursue enhancements to the collection of literacy and numeracy outcome data. In particular, the paper, 'Broadening the Reporting Agenda', presented to MCEETYA in July 2003, identified three areas for potential enhancements:

- reporting the range of achievement
- reporting against a common scale
- resolution of technical difficulties associated with the equating of current State/Territory-based assessments.

In addition, ministers made a commitment to improving the timeliness of the reporting through the *National Report on Schooling in Australia*. To this end, ministers agreed to a trial of new common instruments in literacy and numeracy for years 3, 5, 7 and 9 in a sample of schools in 2006. This trial was successfully implemented in 2006. National tests for years 3, 5, 7 and 9 will be administered in all States and Territories in 2008.

Making comparisons

Tables A1 to A9 report the proportion of students achieving the benchmark in States and Territories in 2006. Tables D1 to D9 report the proportion of students achieving the benchmark in Australia for the years 1999 to 2006. 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 2006 (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 currently 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. Statistical tests of significance that can further assist readers to make comparisons about students' achievements are being considered and, in the interim, readers should consider this when comparing results.

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, 2006

State/Territory 1 Average age ^(a) 2 Years of schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 8yrs 9mths 2. 3yrs 7mths	93.1 ± 1.7	91.2 ± 2.2	95.2 ± 1.2	81.6 ± 4.3	93.0 ± 1.7
Victoria 1. 9yrs 0mths 2. 3yrs 7mths	91.5 ± 2.0	89.3 ± 2.4	93.8 ± 1.6	81.5 ± 5.1	90.1 ± 2.2
Queensland 1. 8yrs 4mths 2. 2yrs 8mths	94.5 ± 1.3	93.3 ± 1.6	96.1 ± 1.0	88.5 ± 3.3	90.6 ± 1.4
South Australia 1. 8yrs 6mths 2. 3yrs 3mths	93.1 ± 1.8	91.6 ± 2.1	94.5 ± 1.6	75.2 ± 6.3	92.2 ± 2.5
Western Australia 1. 8yrs 6mths 2. 3yrs 7mths	94.0 ± 1.6	93.0 ± 1.9	95.1 ± 1.4	75.7 ± 5.8	92.6 ± 1.7
Tasmania 1. 9yrs 1mth 2. 3yrs 7mths	94.1 ± 1.3	92.5 ± 1.8	95.8 ± 1.2	88.5 ± 3.5	89.9 ± 2.3
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	70.8 ± 2.6	69.5 ± 3.3	72.2 ± 3.0	39.6 ± 4.0	40.3 ± 4.0
Australian Capital Territory 1. 8yrs 10mths 2. 3yrs 6mths	96.4 ± 0.8	95.7 ± 1.0	97.1 ± 0.7	90.7 ± 6.1	93.7 ± 1.2
Australia	93.0 ± 1.7	91.3 ± 2.0	94.8 ± 1.3	79.7 ± 4.3	91.0 ± 1.9

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, 2006

State/Territory 1 Average age ^(a) 2 Years of schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 8yrs 9mths 2. 3yrs 7mths	93.8 ± 1.9	92.0 ± 2.4	95.6 ± 1.4	80.8 ± 5.0	93.5 ± 1.9
Victoria 1. 9yrs 0mths 2. 3yrs 7mths	96.6 ± 0.5	95.2 ± 0.8	98.0 ± 0.3	91.8 ± 2.9	96.1 ± 0.5
Queensland 1. 8yrs 4mths 2. 2yrs 8mths	95.3 ± 0.6	93.9 ± 0.8	97.3 ± 0.4	89.7 ± 2.0	92.2 ± 0.7
South Australia 1. 8yrs 6mths 2. 3yrs 3mths	92.2 ± 2.4	89.6 ± 3.0	94.8 ± 1.8	71.1 ± 6.6	90.2 ± 3.0
Western Australia 1. 8yrs 6mths 2. 3yrs 7mths	90.2 ± 1.4	87.0 ± 1.8	93.5 ± 1.1	63.1 ± 4.2	89.2 ± 1.6
Tasmania 1. 9yrs 1mth 2. 3yrs 7mths	90.8 ± 1.6	87.0 ± 2.2	94.7 ± 1.3	83.6 ± 4.3	86.7 ± 3.0
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	66.6 ± 3.6	62.7 ± 4.0	70.7 ± 4.3	33.5 ± 4.7	35.1 ± 4.7
Australian Capital Territory 1. 8yrs 10mths 2. 3yrs 6mths	93.8 ± 1.8	91.9 ± 2.4	95.7 ± 1.6	85.4 ± 7.4	90.9 ± 2.4
Australia	93.9 ± 1.3	92.0 ± 1.7	96.0 ± 1.0	77.9 ± 3.8	92.7 ± 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, 2006

State/Territory 1 Average age ^(a) 2 Years of schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 8yrs 9mths 2. 3yrs 7mths	95.8 ± 0.8	95.4 ± 0.9	96.2 ± 0.8	88.1 ± 2.7	94.9 ± 1.0
Victoria 1. 9yrs 0mths 2. 3yrs 7mths	95.9 ± 0.7	95.2 ± 0.7	96.6 ± 0.7	90.7 ± 2.8	94.7 ± 0.8
Queensland 1. 8yrs 4mths 2. 2yrs 8mths	88.9 ± 2.3	88.7 ± 2.2	89.4 ± 2.3	72.1 ± 4.9	84.4 ± 2.5
South Australia 1. 8yrs 6mths 2. 3yrs 3mths	91.5 ± 1.3	90.8 ± 1.4	92.2 ± 1.4	72.8 ± 4.6	93.8 ± 2.4
Western Australia 1. 8yrs 6mths 2. 3yrs 7mths	88.4 ± 2.5	87.9 ± 2.6	88.9 ± 2.4	59.6 ± 6.2	85.4 ± 2.8
Tasmania 1. 9yrs 1mth 2. 3yrs 7mths	88.5 ± 1.8	87.1 ± 2.1	90.0 ± 1.8	78.7 ± 4.7	83.2 ± 4.4
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	85.4 ± 2.1	85.5 ± 2.4	85.3 ± 2.6	65.5 ± 4.5	63.8 ± 4.3
Australian Capital Territory 1. 8yrs 10mths 2. 3yrs 6mths	94.3 ± 1.6	93.6 ± 1.8	95.0 ± 1.7	82.8 ± 9.2	92.3 ± 2.3
Australia	93.0 ± 1.4	92.5 ± 1.4	93.5 ± 1.4	76.2 ± 4.3	92.6 ± 1.3

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	93.7 ± 1.5	82.1 ± 4.5	91.6 ± 2.2	82.2 ± 4.3	84.7 ± 5.5	71.1 ± 12.2	79.6 ± 9.0	61.3 ± 20.0
Victoria	92.0 ± 1.9	84.1 ± 5.4	90.2 ± 2.4	78.8 ± 7.0	90.6 ± 10.1	n.a.	n.a.	n.a.
Queensland	94.8 ± 1.2	90.7 ± 3.0	94.8 ± 1.4	90.3 ± 3.3	91.2 ± 3.0	80.7 ± 6.4	87.3 ± 4.3	82.4 ± 6.3
South Australia	94.3 ± 1.7	84.7 ± 6.5	90.3 ± 2.4	70.1 ± 8.9	93.0 ± 3.5	(a)	71.1 ± 10.5	51.4 ± 15.0
Western Australia	95.2 ± 1.3	84.5 ± 5.5	93.5 ± 2.0	79.4 ± 7.0	89.6 ± 3.2	72.8 ± 8.0	78.6 ± 5.6	60.0 ± 9.3
Tasmania	94.3 ± 1.4	86.4 ± 7.0	93.9 ± 1.6	91.9 ± 4.0	93.9 ± 6.6	(a)	(a)	(a)
Northern Territory	n.a.	n.a.	82.7 ± 2.9	68.0 ± 6.3	72.0 ± 4.4	43.8 ± 7.4	40.5 ± 4.2	20.1 ± 4.4
Australian Capital Territory	96.4 ± 0.8	90.7 ± 6.1	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Australia	93.8 ± 1.5	86.1 ± 4.3	92.0 ± 2.0	83.3 ± 4.7	87.9 ± 3.7	68.0 ± 7.9	71.4 ± 5.3	53.8 ± 7.1

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 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	94.3 ± 1.7	82.8 ± 5.0	92.5 ± 2.4	80.5 ± 5.4	82.6 ± 4.7	70.3 ± 10.3	74.4 ± 9.5	41.5 ± 19.1
Victoria	96.8 ± 0.5	91.8 ± 3.3	95.9 ± 0.8	91.7 ± 4.1	94.1 ± 7.2	n.a.	n.a.	n.a.
Queensland	95.6 ± 0.5	90.9 ± 1.8	95.7 ± 0.7	91.5 ± 2.5	92.8 ± 1.7	82.4 ± 5.1	89.1 ± 3.5	84.6 ± 5.6
South Australia	93.2 ± 2.2	79.1 ± 7.1	90.7 ± 3.0	75.1 ± 9.6	90.9 ± 3.8	(a)	62.3 ± 9.7	27.3 ± 12.7
Western Australia	91.8 ± 1.3	71.6 ± 5.7	89.3 ± 1.9	71.1 ± 7.5	84.3 ± 2.8	61.8 ± 6.9	66.1 ± 4.5	42.6 ± 7.0
Tasmania	91.4 ± 1.5	80.0 ± 8.8	90.2 ± 2.1	84.8 ± 5.2	94.2 ± 5.4	(a)	(a)	(a)
Northern Territory	n.a.	n.a.	78.8 ± 4.3	62.9 ± 8.6	70.7 ± 4.9	39.5 ± 8.3	33.3 ± 5.2	13.1 ± 4.2
Australian Capital Territory	93.9 ± 1.8	85.4 ± 7.4	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Australia	94.8 ± 1.2	84.9 ± 4.1	93.2 ± 1.6	82.6 ± 5.0	86.1 ± 3.2	64.4 ± 7.2	65.8 ± 4.9	46.0 ± 6.2

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 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						
New South Wales	95.9 ± 0.8	88.2 ± 3.0	95.8 ± 1.0	89.1 ± 2.9	88.8 ± 3.9	76.5 ± 9.9	88.4 ± 6.6	73.4 ± 18.9
Victoria	96.0 ± 0.6	90.8 ± 3.8	95.3 ± 0.9	90.5 ± 4.5	96.9 ± 5.2	n.a.	n.a.	n.a.
Queensland	89.6 ± 2.1	75.4 ± 5.2	89.0 ± 2.4	75.5 ± 5.2	83.0 ± 4.0	60.3 ± 8.1	71.6 ± 5.3	56.4 ± 7.2
South Australia	91.8 ± 1.2	69.2 ± 4.2	91.3 ± 1.9	82.5 ± 7.3	91.4 ± 2.6	(a)	73.3 ± 7.4	57.1 ± 14.2
Western Australia	90.0 ± 2.2	70.2 ± 7.3	88.4 ± 3.2	66.7 ± 8.2	82.7 ± 4.1	56.9 ± 9.0	61.9 ± 5.7	39.9 ± 7.5
Tasmania	89.4 ± 1.9	71.3 ± 8.1	87.9 ± 2.2	81.7 ± 5.0	88.8 ± 8.1	(a)	(a)	(a)
Northern Territory	n.a.	n.a.	94.6 ± 1.4	88.2 ± 4.3	87.7 ± 3.4	71.8 ± 7.3	62.7 ± 4.9	50.0 ± 6.1
Australian Capital Territory	94.3 ± 1.6	82.8 ± 9.2	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Australia	93.6 ± 1.2	79.8 ± 4.7	92.7 ± 1.6	82.7 ± 4.5	85.6 ± 3.8	64.6 ± 8.6	67.2 ± 5.5	50.2 ± 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.

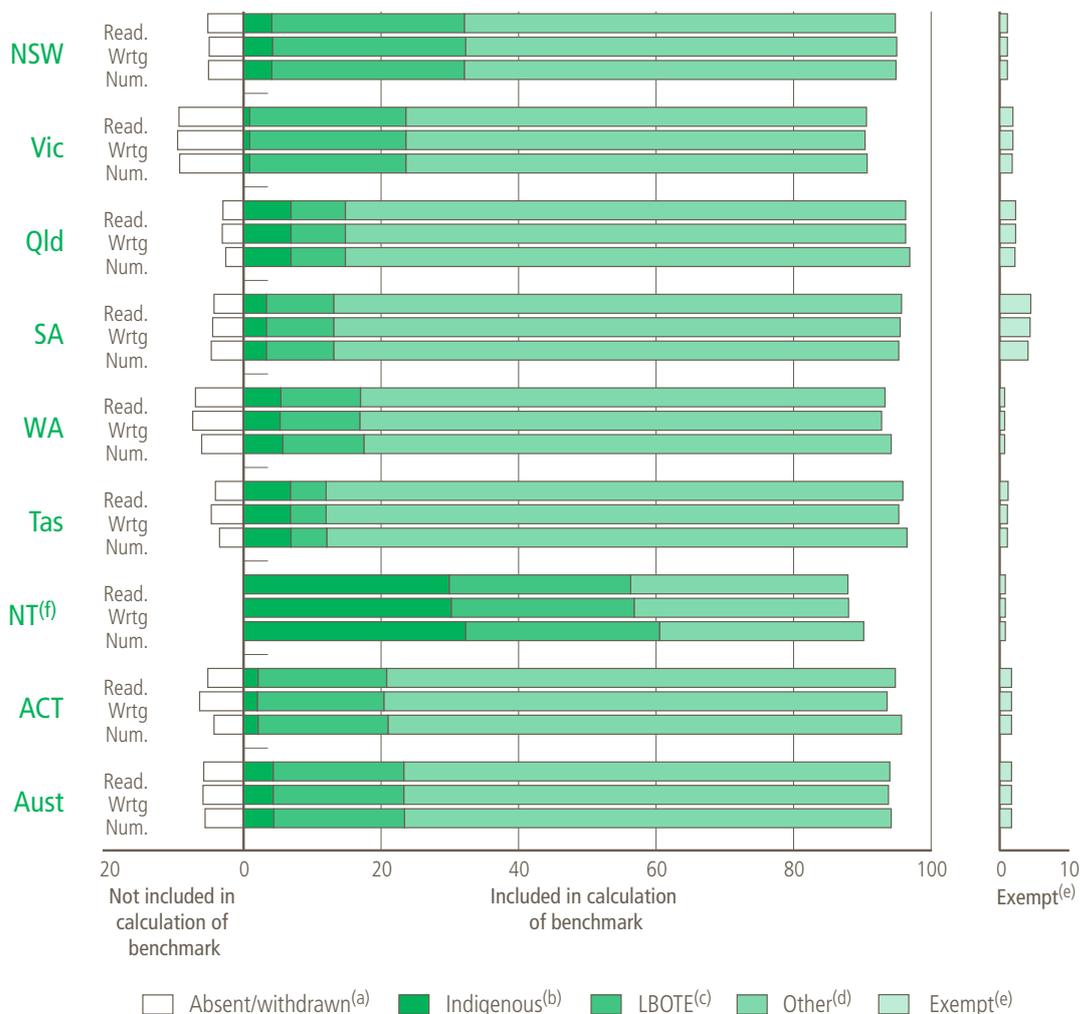
Participation in assessment

Table B1 Year 3 participation in assessment by school sector, by State and Territory, 2006

State or Territory	Percentage of assessed government school students ^(a)			Percentage of assessed non-government school students ^(b)			Proportion of assessed students (per cent)					
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Government school students ^(c)			Non-government school students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	94.4	94.5	94.5	95.7	96.0	95.8	69.8	69.8	69.8	30.2	30.2	30.2
Victoria	89.6	89.4	89.8	92.8	92.6	92.7	68.8	68.8	68.9	31.2	31.2	31.1
Queensland	96.1	96.0	96.7	97.0	96.9	97.4	73.9	73.9	74.0	26.1	26.1	26.0
South Australia	96.0	95.7	95.4	95.1	95.1	95.3	67.8	67.7	67.6	32.2	32.3	32.4
Western Australia	93.0	92.7	94.0	93.9	93.3	94.6	72.5	72.6	72.5	27.5	27.4	27.5
Tasmania	96.0	95.2	96.6	95.5	95.6	96.2	75.9	75.8	76.1	24.1	24.2	23.9
Northern Territory	86.7	87.4	89.3	92.4	90.3	93.8	79.1	79.5	79.5	20.9	20.5	20.5
Australian Capital Territory	95.2	93.9	96.0	94.1	93.1	95.3	63.1	63.0	63.0	36.9	37.0	37.0
Australia	93.6	93.4	93.8	94.9	94.8	95.1	70.7	70.7	70.7	29.3	29.3	29.3

- (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, 2006



- (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 2006 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 results. State-wide comparisons show that, other than Northern Territory, all other jurisdictions performed relatively similarly in reading and writing. For numeracy, there appears to be more variations across the jurisdictions. Note that for numeracy the gap between the performance of Northern Territory and other jurisdictions is much less than for reading and writing. This is possibly because Northern Territory remote community Indigenous students in year 3 have not had the same level of exposure to the English language that students in other jurisdictions have (their main communication being in their native 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 3.5 and 4.0 percentage points for reading and writing, respectively, are very similar to the differences in 2005 (3.2 and 4.4 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.

LBOTE

With the exception of Northern Territory, year 3 students with language backgrounds other than English (LBOTE) are generally achieving at similar rates to the overall population in reading,

writing and numeracy. 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. The difference also tends to be larger for remote areas than for urban areas. This could also explain the large difference between remote and urban groups in the Northern Territory, as proportionally, there are more Indigenous students in remote areas.

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, with the exception of Tasmania, it is consistent across jurisdictions.

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 and 2005. 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, as may be expected, due to the remoteness of a large proportion of schools. Among the other States, Victoria has consistently lower participation rates for the past several years.

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 eight years of reporting so far, 1999 to 2006 – note that numeracy results were not reported in 1999.

The performance levels for all interest groups (All students, female, male, LBOTE and Indigenous) are consistent across the eight years reported for each of reading, writing and numeracy. In particular, the graphs for the five year period, 2002–06, 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 1999–2001, 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.

Table D1 Percentage of year 3 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2006

	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

Table D2 Percentage of year 3 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2006

	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

Table D3 Percentage of year 3 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–06

	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

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, 1999–2006

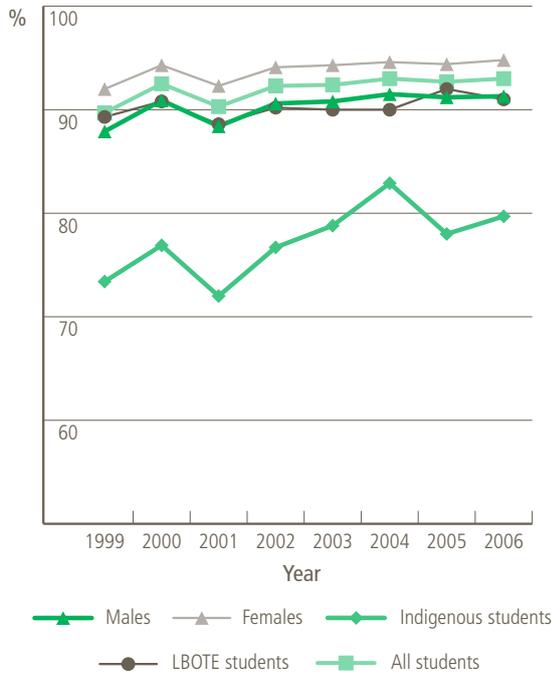
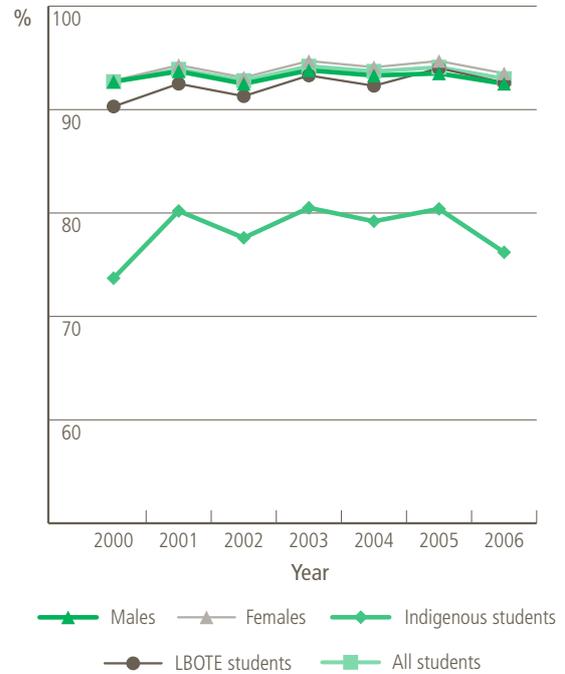
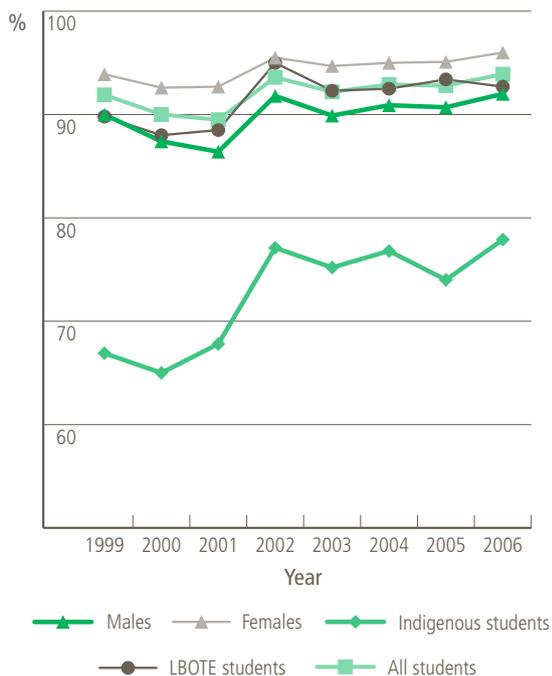


Figure D3 Percentage of year 3 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–06



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, 1999–2006



Year 5 results

Table A4 Percentage of year 5 students achieving the reading benchmark, by State and Territory, 2006

State/Territory 1 Average age ^(a) 2 Years of schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 10yrs 9mths 2. 5yrs 7mths	90.3 ± 1.1	87.9 ± 1.3	92.8 ± 1.0	73.6 ± 3.0	89.4 ± 1.3
Victoria 1. 11yrs 0mths 2. 5yrs 7mths	89.9 ± 1.4	87.7 ± 1.7	92.1 ± 1.2	69.7 ± 4.9	87.6 ± 1.7
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	81.2 ± 3.1	78.5 ± 3.4	84.3 ± 2.8	60.7 ± 5.7	77.5 ± 3.5
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	88.0 ± 1.4	85.4 ± 1.7	90.8 ± 1.3	58.8 ± 5.0	87.1 ± 2.2
Western Australia 1. 10yrs 2mths 2. 4yrs 7mths	92.6 ± 1.4	91.1 ± 1.6	94.1 ± 1.2	70.8 ± 4.9	93.0 ± 1.5
Tasmania 1. 11yrs 1mth 2. 5yrs 7mths	94.1 ± 1.0	92.6 ± 1.3	95.6 ± 1.2	90.3 ± 3.4	89.1 ± 2.6
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	74.5 ± 2.0	71.7 ± 2.8	77.6 ± 2.6	39.7 ± 3.8	38.5 ± 3.7
Australian Capital Territory 1. 10yrs 10mths 2. 5yrs 6mths	95.6 ± 0.6	94.2 ± 1.1	96.9 ± 0.7	89.7 ± 6.4	92.8 ± 1.6
Australia	88.4 ± 1.6	86.0 ± 1.9	90.8 ± 1.5	66.3 ± 4.4	87.2 ± 1.7

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, 2006

State/Territory 1 Average age ^(a) 2 Years of schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 10yrs 9mths 2. 5yrs 7mths	93.9 ± 2.0	92.1 ± 2.5	95.8 ± 1.4	80.7 ± 5.8	93.3 ± 2.0
Victoria 1. 11yrs 0mths 2. 5yrs 7mths	97.6 ± 0.1	96.7 ± 0.2	98.6 ± 0.1	93.5 ± 1.7	97.0 ± 0.2
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	96.0 ± 0.4	94.8 ± 0.6	97.6 ± 0.2	90.8 ± 1.5	93.4 ± 0.5
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	92.7 ± 2.8	90.6 ± 3.6	94.9 ± 1.9	75.6 ± 7.7	94.7 ± 2.5
Western Australia 1. 10yrs 2mths 2. 4yrs 7mths	84.7 ± 2.3	79.8 ± 2.8	89.8 ± 1.8	53.0 ± 4.8	87.0 ± 2.2
Tasmania 1. 11yrs 1mth 2. 5yrs 7mths	87.5 ± 1.8	82.7 ± 2.4	92.5 ± 1.6	79.0 ± 4.7	83.7 ± 3.7
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	66.1 ± 3.1	61.6 ± 3.8	71.0 ± 3.6	29.5 ± 4.1	30.6 ± 3.9
Australian Capital Territory 1. 10yrs 10mths 2. 5yrs 6mths	95.5 ± 1.2	94.4 ± 1.8	96.6 ± 0.9	85.8 ± 8.1	93.3 ± 1.7
Australia	93.8 ± 1.3	91.9 ± 1.7	95.8 ± 0.9	77.0 ± 4.0	93.0 ± 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.

Table A6 Percentage of year 5 students achieving the numeracy benchmark, by State and Territory, 2006

State/Territory 1 Average age ^(a) 2 Years of schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 10yrs 9mths 2. 5yrs 7mths	92.6 ± 1.2	92.4 ± 1.2	92.9 ± 1.3	78.0 ± 3.5	91.8 ± 1.3
Victoria 1. 11yrs 0mths 2. 5yrs 7mths	94.9 ± 0.9	94.5 ± 0.9	95.3 ± 0.9	84.4 ± 4.3	93.7 ± 0.9
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	85.4 ± 1.6	85.2 ± 1.6	85.7 ± 1.7	62.8 ± 3.4	82.2 ± 2.2
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	88.3 ± 1.7	88.5 ± 1.8	88.1 ± 1.9	63.0 ± 6.1	86.6 ± 2.7
Western Australia 1. 10yrs 2mths 2. 4yrs 7mths	86.0 ± 1.5	86.0 ± 1.5	86.1 ± 1.6	52.9 ± 4.3	86.2 ± 1.9
Tasmania 1. 11yrs 1mth 2. 5yrs 7mths	88.7 ± 1.5	88.0 ± 1.7	89.5 ± 1.7	81.9 ± 4.0	83.4 ± 4.1
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	70.0 ± 2.2	69.4 ± 2.8	70.6 ± 2.8	32.8 ± 3.6	33.4 ± 3.7
Australian Capital Territory 1. 10yrs 10mths 2. 5yrs 6mths	93.0 ± 1.4	92.6 ± 1.6	93.4 ± 1.5	83.0 ± 10.9	90.9 ± 2.3
Australia	90.3 ± 1.3	90.0 ± 1.3	90.6 ± 1.4	66.0 ± 3.8	90.0 ± 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.

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	91.0 ± 1.1	75.6 ± 3.2	88.6 ± 1.3	67.0 ± 3.2	77.5 ± 4.7	62.3 ± 10.1	70.6 ± 10.0	32.0 ± 16.9
Victoria	90.3 ± 1.4	74.8 ± 6.1	88.6 ± 1.7	65.1 ± 6.8	92.1 ± 9.7	n.a.	n.a.	n.a.
Queensland	82.6 ± 3.0	65.5 ± 6.0	80.1 ± 3.3	63.0 ± 5.9	72.2 ± 5.0	52.2 ± 9.2	57.1 ± 6.6	42.3 ± 8.4
South Australia	89.8 ± 1.3	67.6 ± 6.1	84.7 ± 2.0	56.9 ± 8.2	79.8 ± 4.2	(a)	55.7 ± 8.7	24.6 ± 12.0
Western Australia	94.0 ± 1.2	80.3 ± 5.5	91.6 ± 1.8	73.7 ± 6.3	86.6 ± 3.0	65.7 ± 7.9	73.4 ± 5.0	53.5 ± 7.8
Tasmania	94.5 ± 1.3	91.1 ± 7.1	93.8 ± 1.3	91.3 ± 3.9	91.9 ± 7.8	(a)	85.7 ± 12.2	(a)
Northern Territory	n.a.	n.a.	88.0 ± 2.1	73.9 ± 6.8	80.6 ± 4.2	56.4 ± 8.5	38.7 ± 4.2	16.5 ± 4.1
Australian Capital Territory	95.6 ± 0.6	89.7 ± 6.4	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Australia	89.5 ± 1.6	72.6 ± 5.3	86.8 ± 2.0	67.8 ± 5.6	80.0 ± 4.2	58.9 ± 8.3	57.5 ± 5.8	34.7 ± 7.2

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 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	94.5 ± 1.7	83.6 ± 5.3	92.5 ± 2.6	74.2 ± 6.0	82.0 ± 6.0	67.3 ± 12.1	76.2 ± 10.6	43.7 ± 21.9
Victoria	97.7 ± 0.1	94.4 ± 2.1	97.4 ± 0.3	92.6 ± 3.0	98.4 ± 4.0	n.a.	n.a.	n.a.
Queensland	96.3 ± 0.4	93.8 ± 1.4	96.1 ± 0.5	90.0 ± 1.9	94.1 ± 1.6	85.8 ± 5.6	89.8 ± 2.5	84.3 ± 4.1
South Australia	93.2 ± 2.4	79.5 ± 6.9	92.4 ± 3.5	81.0 ± 9.6	90.4 ± 4.8	(a)	69.7 ± 11.7	41.1 ± 17.8
Western Australia	87.1 ± 2.1	63.0 ± 7.4	82.0 ± 2.9	57.0 ± 6.7	75.7 ± 3.8	50.6 ± 7.8	57.7 ± 4.8	31.3 ± 6.5
Tasmania	89.0 ± 1.7	78.2 ± 8.2	86.6 ± 2.3	80.9 ± 5.1	84.8 ± 9.7	(a)	70.6 ± 17.2	(a)
Northern Territory	n.a.	n.a.	79.5 ± 3.7	62.3 ± 7.3	70.1 ± 5.3	42.7 ± 8.7	31.5 4.2	7.8 ± 3.5
Australian Capital Territory	95.5 ± 1.2	85.8 ± 8.1	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Australia	94.7 ± 1.2	85.1 ± 6.8	93.0 ± 1.6	78.5 ± 6.9	83.5 ± 3.8	62.4 ± 6.0	63.0 ± 4.7	41.9 ± 5.7

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	93.1 ± 1.1	79.9 ± 3.6	91.6 ± 1.5	72.6 ± 3.7	80.7 ± 5.4	63.6 ± 11.1	72.3 ± 10.2	37.6 ± 21.9
Victoria	95.1 ± 0.8	86.9 ± 4.4	94.4 ± 1.1	82.2 ± 6.6	95.4 ± 7.3	n.a.	n.a.	n.a.
Queensland	86.4 ± 1.6	68.1 ± 4.1	85.3 ± 1.8	66.4 ± 4.0	76.0 ± 3.2	48.2 ± 6.8	59.1 ± 4.4	39.4 ± 5.5
South Australia	89.3 ± 1.6	70.5 ± 7.2	86.5 ± 2.2	65.5 ± 9.9	85.7 ± 4.8	(a)	59.1 ± 9.3	25.6 ± 12.9
Western Australia	88.0 ± 1.3	63.7 ± 4.7	85.0 ± 1.9	56.3 ± 7.1	77.1 ± 3.4	44.8 ± 8.6	59.9 ± 5.6	36.9 ± 6.8
Tasmania	89.6 ± 1.6	79.5 ± 7.2	88.3 ± 1.8	85.1 ± 4.4	85.8 ± 8.4	(a)	83.5 ± 13.9	(a)
Northern Territory	n.a.	n.a.	84.0 ± 2.4	63.2 ± 6.7	75.4 ± 4.2	45.1 ± 7.7	35.0 ± 3.9	13.4 ± 3.4
Australian Capital Territory	93.0 ± 1.4	83.0 ± 10.9	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Australia	91.3 ± 1.2	73.7 ± 4.4	89.5 ± 1.6	70.2 ± 4.7	78.6 ± 4.0	48.6 ± 8.2	53.4 ± 5.3	28.6 ± 5.7

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

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

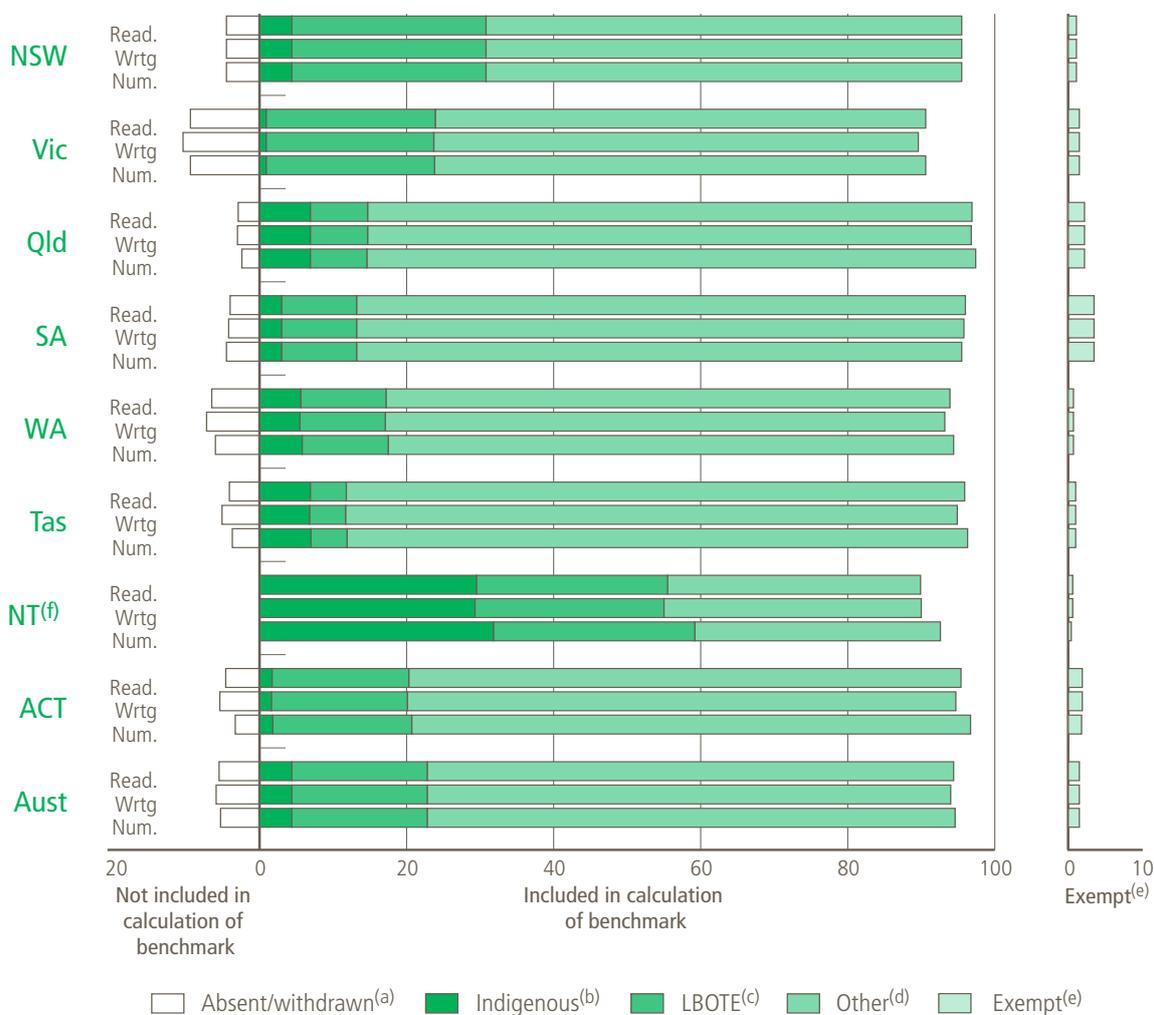
Participation in assessment

Table B2 Year 5 participation in assessment by school sector, by State and Territory, 2006

State or Territory	Percentage of assessed government school students ^(a)			Percentage of assessed non-government school students ^(b)			Proportion of assessed students (per cent)					
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Government school students ^(c)			Non-government school students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	95.0	94.8	95.0	96.8	96.9	96.8	69.2	69.2	69.2	30.8	30.8	30.8
Victoria	89.5	88.4	89.5	93.0	92.3	93.0	67.9	67.8	67.9	32.1	32.2	32.1
Queensland	96.5	96.4	97.0	97.9	97.9	98.4	73.4	73.4	73.4	26.6	26.6	26.6
South Australia	96.0	95.8	95.6	96.2	95.7	95.2	68.6	68.7	68.5	31.4	31.3	31.5
Western Australia	93.4	92.6	94.0	95.1	94.5	95.5	71.0	71.0	71.1	29.0	29.0	28.9
Tasmania	95.8	94.6	96.3	96.4	95.9	96.4	74.0	73.8	74.1	26.0	26.2	25.9
Northern Territory	88.2	88.2	91.2	96.3	97.0	97.6	77.8	77.6	78.2	22.2	22.4	21.8
Australian Capital Territory	94.6	94.1	96.4	96.5	95.2	97.2	59.3	59.5	59.5	40.7	40.5	40.5
Australia	93.8	93.4	94.1	95.8	95.5	95.9	70.0	69.9	70.0	30.0	30.1	30.0

- (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, 2006



- (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 2006 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 12 per cent of students nationally are not reaching the benchmark. In writing, around 6 per cent, and in numeracy, around 10 per cent of students are not reaching the benchmark. This is in contrast to year 3 results where around 7 per cent are not reaching the benchmark in all three areas. That is, in reading and numeracy, there are more year 5 students below the benchmark than year 3 students.

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 4.8 and 3.9 percentage points, respectively). This difference, however, was not apparent in numeracy. Nationally, in numeracy, the percentage above benchmark for females is around 0.6 percentage points higher than for males, but this difference is not statistically significant. However, except for South Australia, in all other jurisdictions female students outperformed male students very slightly in terms of the percentage above benchmark in numeracy.

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. In general, in New South Wales, Victoria, South Australia and Western Australia, LBOTE students performed as well as non-LBOTE students. In Queensland, Tasmania, Northern Territory and ACT, LBOTE students performed slightly below non-LBOTE students. The greatest gap between the performance of LBOTE and non-LBOTE students is in Northern Territory, where LBOTE students have lower achievement than non-LBOTE students in reading, writing and numeracy. The large number of students in remote Indigenous communities in the Northern Territory would be a contributing factor.

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 has the largest gap between Indigenous and non-Indigenous student achievements, while in Tasmania and ACT, the difference in achievement levels between the two groups is the least, although there are very few Indigenous students in Tasmania and ACT. 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. 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.

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 96 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 Northern Territory are a little lower than for other jurisdictions for government schools. Victoria also has the lowest participation rates for non-government schools.

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 eight years of reporting so far, 1999 to 2006 – note that numeracy results were not reported in 1999.

The performance levels within each interest group, and for all students, are consistent over time in all three reported

learning areas. In particular, the graphs for the six-year period, 2001–06, 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 1999–2000, 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.

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 eight-year period. In numeracy, females and males performed similarly across the seven-year period. LBOTE students performed less well than non-LBOTE students over the eight-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 eight 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, as can be seen from the time series.

Table D4 Percentage of year 5 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2006

	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 ^(a)	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

(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, 1999–2006

	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

Table D6 Percentage of year 5 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–06

	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

Note: Numeracy results were not reported in 1999.

Figure D4 Percentage of year 5 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2006

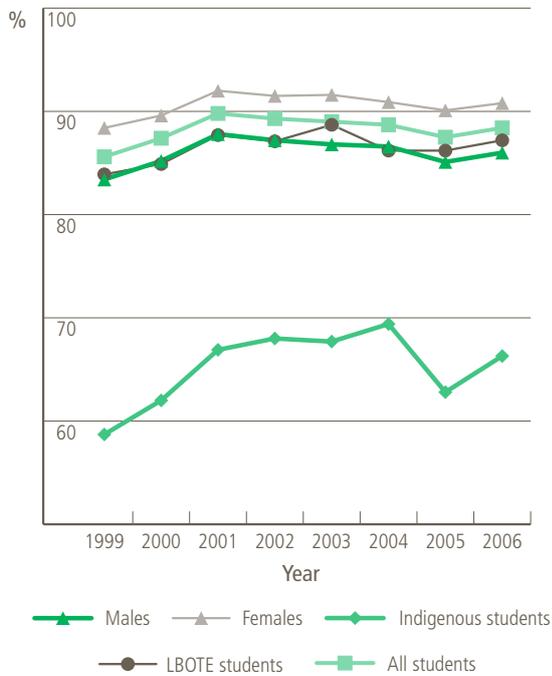
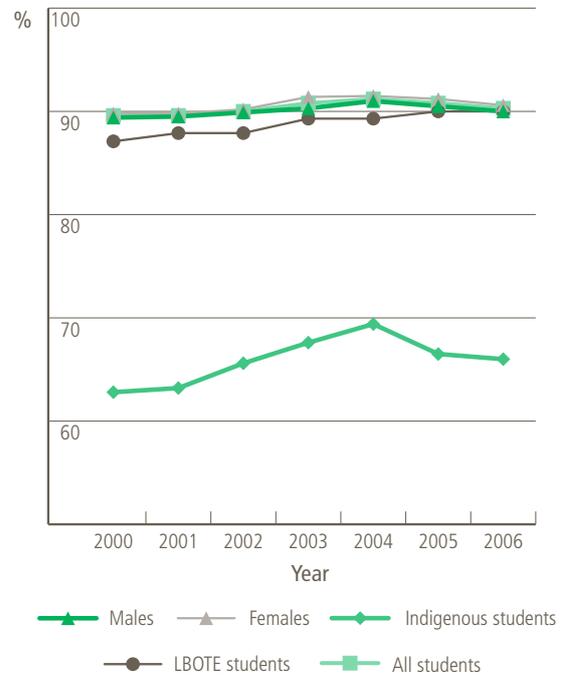
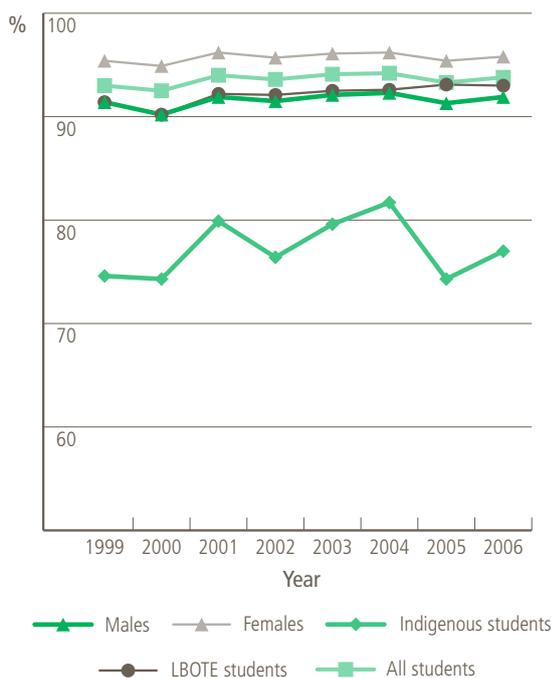


Figure D6 Percentage of year 5 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–06



Note: Numeracy results were not reported in 1999.

Figure D5 Percentage of year 5 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2006



Year 7 results

Table A7 Percentage of year 7 students achieving the reading benchmark, by State and Territory, 2006

State/Territory 1 Average age ^(a) 2 Years of schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 12yrs 4mths 2. 7yrs 2mths	88.4 ± 0.9	86.0 ± 1.0	90.9 ± 0.8	68.4 ± 2.4	85.7 ± 1.2
Victoria 1. 13yrs 0mths 2. 7yrs 7mths	94.9 ± 0.5	93.6 ± 0.6	96.2 ± 0.5	80.7 ± 3.8	93.2 ± 0.8
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	85.6 ± 1.0	84.2 ± 1.1	87.2 ± 1.0	63.6 ± 2.7	81.9 ± 1.6
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	93.3 ± 0.4	91.7 ± 0.6	94.9 ± 0.4	71.4 ± 3.7	87.4 ± 1.1
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	84.4 ± 0.8	81.4 ± 1.0	87.7 ± 0.9	47.0 ± 3.1	83.8 ± 1.8
Tasmania 1. 13yrs 1mth 2. 7yrs 7mths	86.5 ± 1.1	84.2 ± 1.5	89.0 ± 1.4	72.2 ± 4.7	83.4 ± 4.2
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	72.3 ± 2.0	70.4 ± 2.8	74.1 ± 2.8	38.6 ± 3.7	36.4 ± 3.8
Australian Capital Territory 1. 12yrs 10mths 2. 7yrs 6mths	94.2 ± 0.9	92.5 ± 1.4	95.8 ± 1.2	76.4 ± 10.2	92.2 ± 2.1
Australia	89.2 ± 0.8	87.2 ± 1.0	91.2 ± 0.8	63.2 ± 3.0	87.0 ± 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.

Table A8 Percentage of year 7 students achieving the writing benchmark, by State and Territory, 2006

State/Territory 1 Average age ^(a) 2 Years of schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 12yrs 4mths 2. 7yrs 2mths	93.0 ± 2.1	90.4 ± 2.8	95.7 ± 1.4	77.5 ± 5.4	92.0 ± 2.4
Victoria 1. 13yrs 0mths 2. 7yrs 7mths	95.4 ± 0.5	93.2 ± 0.8	97.7 ± 0.3	83.3 ± 3.9	95.3 ± 0.6
Queensland 1. 12yrs 8mths 2. 6yrs 8mths	96.0 ± 0.3	94.8 ± 0.4	97.5 ± 0.2	88.6 ± 1.3	93.8 ± 0.6
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	87.7 ± 5.0	83.5 ± 6.3	92.1 ± 3.7	59.3 ± 10.2	84.0 ± 4.4
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	85.5 ± 1.6	80.4 ± 2.0	90.9 ± 1.2	54.2 ± 3.7	87.5 ± 1.9
Tasmania 1. 13yrs 1mth 2. 7yrs 7mths	81.7 ± 2.0	75.5 ± 2.7	88.4 ± 1.7	69.4 ± 5.4	77.2 ± 5.2
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	61.6 ± 2.7	56.0 ± 3.4	67.4 ± 3.1	25.9 ± 3.5	26.1 ± 3.7
Australian Capital Territory 1. 12yrs 10mths 2. 7yrs 6mths	91.4 ± 2.9	87.5 ± 4.1	95.1 ± 2.0	75.6 ± 10.6	90.3 ± 3.7
Australia	92.4 ± 1.5	89.8 ± 2.0	95.3 ± 1.1	73.8 ± 3.9	91.4 ± 1.8

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, 2006

State/Territory 1 Average age ^(a) 2 Years of schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales^(d) 1. 12yrs 6mths 2. 7yrs 4mths	72.7 ± 1.6	72.0 ± 1.5	73.5 ± 1.8	39.8 ± 2.4	70.5 ± 1.7
Victoria 1. 13yrs 0mths 2. 7yrs 7mths	84.6 ± 0.7	84.9 ± 0.7	84.3 ± 0.9	60.0 ± 4.0	83.5 ± 0.9
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	79.8 ± 1.2	80.9 ± 1.2	78.9 ± 1.3	53.3 ± 2.5	77.1 ± 2.1
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	87.3 ± 0.8	87.0 ± 0.9	87.7 ± 1.0	55.4 ± 5.0	80.7 ± 1.8
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	84.5 ± 0.7	84.4 ± 0.8	84.6 ± 0.8	48.2 ± 2.7	84.9 ± 1.5
Tasmania 1. 13yrs 1mth 2. 7yrs 7mths	80.4 ± 1.2	80.4 ± 1.5	80.3 ± 1.7	66.9 ± 5.1	73.2 ± 5.5
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	67.3 ± 1.9	67.3 ± 2.6	67.4 ± 2.8	30.0 ± 3.7	28.4 ± 3.4
Australian Capital Territory 1. 12yrs 10mths 2. 7yrs 6mths	89.5 ± 1.2	88.4 ± 1.7	90.5 ± 1.8	67.2 ± 11.3	88.1 ± 2.7
Australia	79.7 ± 1.1	79.7 ± 1.1	79.7 ± 1.3	47.5 ± 2.9	76.3 ± 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 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:
- a lower proportion of New South Wales year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks
 - 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 at or above the national average for reading, writing and numeracy. Year 7 reading and writing results are also fairly consistent with the national average.
 - the drop in performance for New South Wales beyond the normal range of annual fluctuations was expected in 2006 and is attributable to the conduct of testing two months earlier, in March rather than in May. With a return to May testing in 2007, State test results returned to the expected levels.

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	89.1 ± 0.9	70.5 ± 2.8	86.7 ± 1.1	67.6 ± 3.2	68.1 ± 5.9	45.2 ± 10.4	77.3 ± 11.6	(a)
Victoria	95.2 ± 0.5	83.0 ± 4.5	94.0 ± 0.7	77.8 ± 5.8	91.7 ± 7.6	n.a.	n.a.	n.a.
Queensland	86.8 ± 1.0	69.5 ± 3.0	84.7 ± 1.2	65.6 ± 3.7	76.5 ± 3.1	47.7 ± 7.3	62.1 ± 4.1	42.2 ± 5.7
South Australia	93.7 ± 0.5	78.6 ± 4.3	92.9 ± 0.8	71.5 ± 5.9	93.3 ± 1.6	(a)	67.3 ± 8.1	38.6 ± 12.8
Western Australia	86.5 ± 0.8	57.4 ± 4.6	82.2 ± 1.5	51.7 ± 5.2	78.6 ± 2.9	45.9 ± 8.1	49.9 ± 4.4	19.2 ± 5.1
Tasmania	87.9 ± 1.4	69.0 ± 8.8	85.5 ± 1.6	74.3 ± 5.9	78.8 ± 14.4	(a)	86.6 ± 13.3	(a)
Northern Territory	n.a.	n.a.	85.7 ± 2.2	70.6 ± 6.8	69.3 ± 4.0	42.0 ± 6.8	40.8 ± 4.2	16.4 ± 4.0
Australian Capital Territory	94.2 ± 0.9	76.4 ± 10.2	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Australia	90.3 ± 0.8	70.1 ± 3.5	87.8 ± 1.1	67.1 ± 4.2	78.3 ± 3.3	45.2 ± 7.9	54.3 ± 4.8	27.7 ± 5.4

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 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	93.8 ± 1.9	80.8 ± 5.2	91.0 ± 2.6	75.6 ± 5.9	74.3 ± 7.1	50.4 ± 12.2	83.6 ± 9.9	(a)
Victoria	96.0 ± 0.5	87.0 ± 4.2	93.7 ± 0.8	78.6 ± 6.0	95.5 ± 4.7	n.a.	n.a.	n.a.
Queensland	96.5 ± 0.3	92.0 ± 1.5	95.7 ± 0.4	89.3 ± 1.6	93.6 ± 1.6	80.5 ± 5.9	86.4 ± 2.8	77.6 ± 4.7
South Australia	89.0 ± 4.3	67.9 ± 10.6	85.4 ± 6.7	59.3 ± 12.2	85.0 ± 7.8	(a)	52.5 ± 11.5	22.3 ± 14.0
Western Australia	87.9 ± 1.5	65.2 ± 5.0	81.7 ± 2.2	57.5 ± 6.0	80.2 ± 3.1	53.1 ± 8.3	54.7 ± 5.3	27.3 ± 6.2
Tasmania	82.5 ± 2.2	62.0 ± 9.0	81.2 ± 2.4	73.7 ± 5.9	72.9 ± 17.3	(a)	84.3 ± 15.2	(a)
Northern Territory	n.a.	n.a.	73.9 ± 3.4	53.5 ± 8.1	55.2 ± 4.8	27.6 ± 6.5	35.1 ± 4.2	6.2 ± 2.7
Australian Capital Territory	91.4 ± 2.9	75.6 ± 10.6	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Australia	93.7 ± 1.4	82.1 ± 4.3	90.8 ± 1.9	76.3 ± 5.0	80.8 ± 4.1	53.1 ± 7.7	62.4 ± 4.8	39.3 ± 4.9

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 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	74.1 ± 1.5	42.7 ± 3.0	69.3 ± 1.8	37.7 ± 2.9	48.1 ± 6.7	23.8 ± 9.8	53.1 ± 13.3	(a)
Victoria	85.5 ± 0.7	64.3 ± 5.2	81.9 ± 1.0	54.5 ± 5.8	84.3 ± 10.1	n.a.	n.a.	n.a.
Queensland	81.4 ± 1.2	59.4 ± 2.8	78.7 ± 1.4	55.8 ± 4.3	67.6 ± 3.4	38.0 ± 7.8	52.1 ± 5.0	29.5 ± 5.6
South Australia	87.8 ± 0.8	62.6 ± 7.0	87.0 ± 1.3	56.3 ± 7.7	87.3 ± 2.7	(a)	55.1 ± 8.8	21.0 ± 10.7
Western Australia	86.8 ± 0.7	61.5 ± 4.2	82.1 ± 1.2	52.1 ± 5.0	77.3 ± 2.6	44.0 ± 7.1	49.1 ± 4.7	20.8 ± 4.8
Tasmania	80.6 ± 1.7	64.0 ± 8.5	80.4 ± 1.5	69.0 ± 6.3	62.0 ± 15.9	(a)	81.4 ± 14.1	(a)
Northern Territory	n.a.	n.a.	82.6 ± 2.0	62.9 ± 7.0	62.4 ± 4.4	30.2 ± 6.4	34.6 ± 4.2	10.0 ± 3.3
Australian Capital Territory	89.5 ± 1.2	67.2 ± 11.3	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Australia	81.1 ± 1.1	53.9 ± 3.7	77.4 ± 1.4	49.4 ± 4.3	71.7 ± 3.6	35.4 ± 7.5	47.1 ± 5.3	20.2 ± 4.9

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

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

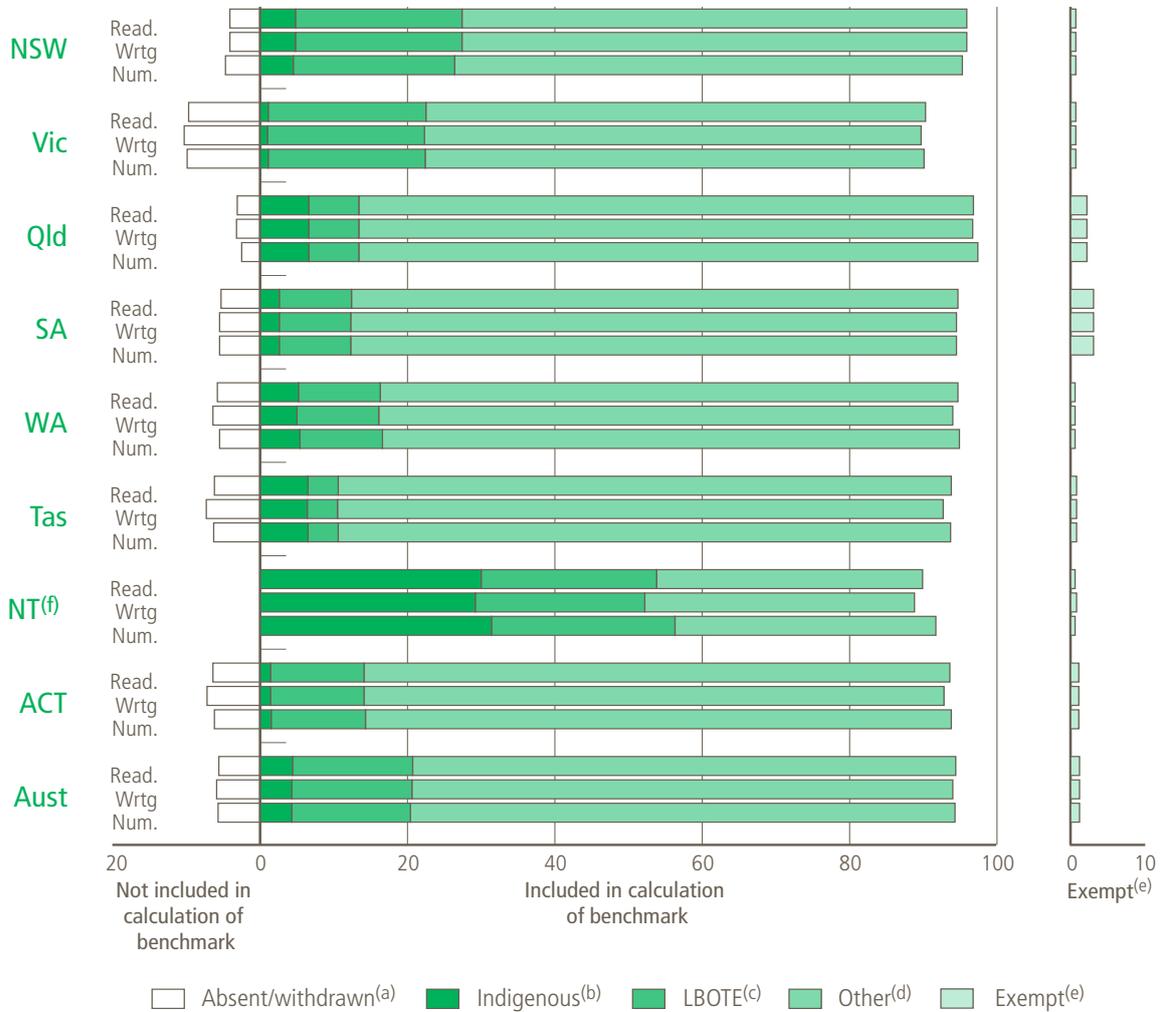
Participation in assessment

Table B3 Year 7 participation in assessment by school sector, by State and Territory, 2006

State or Territory	Percentage of assessed government school students ^(a)			Percentage of assessed non-government school students ^(b)			Proportion of assessed students (per cent)					
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Government school students ^(c)			Non-government school students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	94.9	94.9	94.1	97.6	97.6	97.4	62.4	62.4	62.2	37.6	37.6	37.8
Victoria	88.1	87.3	87.8	93.8	93.3	93.7	58.6	58.5	58.5	41.4	41.5	41.5
Queensland	96.4	96.3	97.1	97.7	97.5	98.3	72.0	72.0	72.1	28.0	28.0	27.9
South Australia	94.8	94.6	94.3	94.5	94.3	94.9	66.7	66.7	66.5	33.3	33.3	33.5
Western Australia	94.1	93.3	94.4	96.1	95.6	96.3	70.0	69.9	70.0	30.0	30.1	30.0
Tasmania	93.1	91.3	92.9	95.3	95.4	95.3	66.9	66.5	66.9	33.1	33.5	33.1
Northern Territory	88.3	86.9	90.3	94.4	94.0	95.3	71.4	71.1	71.4	28.6	28.9	28.6
Australian Capital Territory	91.6	90.8	92.1	95.6	94.9	95.5	50.1	50.1	50.3	49.9	49.9	49.7
Australia	93.5	93.1	93.3	96.1	95.8	96.1	64.6	64.6	64.6	35.4	35.4	35.4

- (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, 2006



- (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 2006 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 8 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 the benchmark are similar to those for year 5. But in numeracy, the percentage not reaching the 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 4 and 5.5 percentage points of difference respectively. As for earlier years of schooling, this performance difference is not apparent in numeracy. It appears that males have drawn level with females in numeracy by year 7, as there is no evidence for any suggested better performance by females, as for year 3 and year 5. This pattern of gender differences is consistent across jurisdictions.

LBOTE

Year 7 students with language backgrounds other than English (LBOTE) are performing slightly below non-LBOTE students with a difference of around 1 to 3 percentage points reaching the benchmark at the national level.

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 20–25 percentage points for year 5, by year 7 it is 20–30 percentage points. In numeracy, the difference between Indigenous and non-Indigenous groups is the greatest at around 32 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 who achieved the benchmark. 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.

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 93 per cent for government schools and around 96 per cent for non-government schools, similar to the participation rates in 2005, and the participation rates for year 3 and year 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 Victoria are slightly lower than those in other jurisdictions.

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 and the Northern Territory, 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 six years of year 7 reporting so far, 2001 to 2006. 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 six-year period. In numeracy, females and males performed similarly across the six-year period. LBOTE students performed less well than non-LBOTE students. However, the difference is greater in reading and numeracy than in writing. 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, 2001–06

	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

Table D8 Percentage of year 7 students achieving the writing benchmarks, by gender and sub-group, Australia, 2001–06

	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

Table D9 Percentage of year 7 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2001–06

	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

Figure D7 Percentage of year 7 students achieving the reading benchmarks, by gender and sub-group, Australia, 2001–06

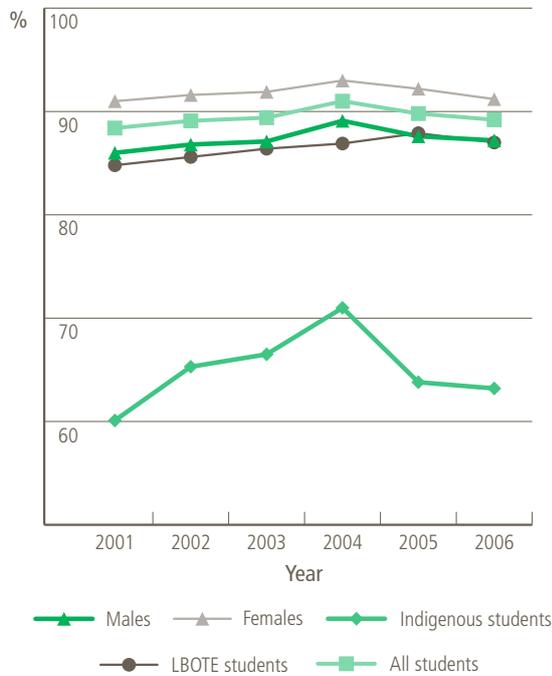


Figure D9 Percentage of year 7 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2001–06

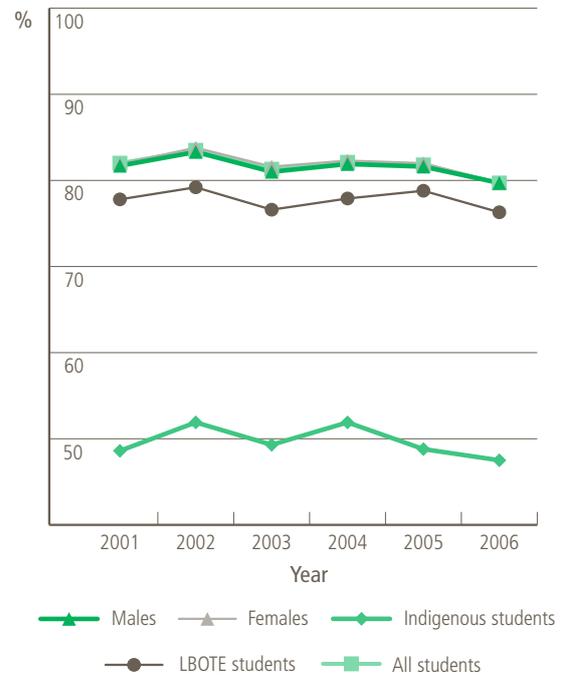
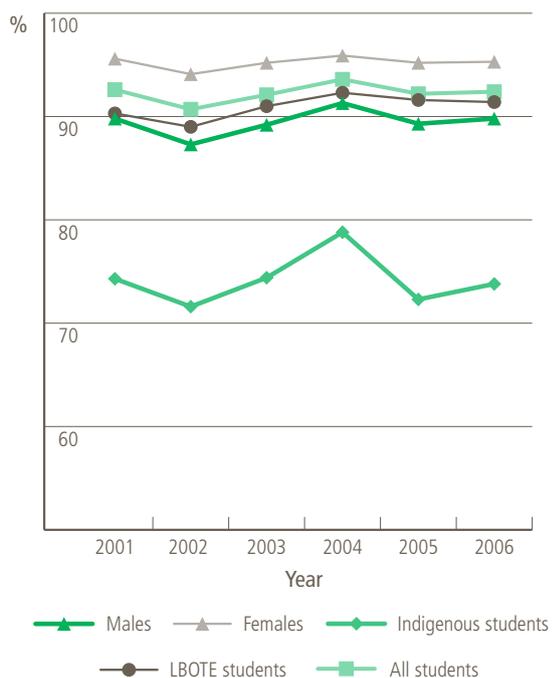


Figure D8 Percentage of year 7 students achieving the writing benchmarks, by gender and sub-group, Australia, 2001–06



Explanatory notes

New South Wales

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 care-givers. In these cases the principal must ensure that an exemption has been agreed to by the parents or care-givers. 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

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

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?' and who are not classified as Indigenous. Students self-identify and teachers are required to check the accuracy of the students' responses.

South Australia

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

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.
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 year 3 cohort 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 years 5 and 7 cohorts 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

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; vision and hearing impaired students identified as being unable to complete the test; and some students who were exempted, with their parents' written permission, by the Director, Office for Educational Review. Students in Catholic and independent schools were exempted at their principal's discretion, under strict guidelines established by each sector.
Average Age Calculation Method	The average age reported is the weighted average for all three sectors (government, Catholic and independent). The average ages of government school students were calculated from date-of-birth enrolment records held in a central database. The average ages of Catholic and independent school students were provided by ACER.
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 attending government schools were identified from enrolment records, held in a central database. Indigenous students in Catholic and independent schools were identified by enrolment records or self-identification.
Definition, Identification of LBOTE Students	Government school students with a language background other than English were identified by self-identification on test booklets. Catholic schools used new-arrival and special education applications to identify LBOTE students. Independent schools used self-identification. If the LBOTE status of a student was unknown, that student was considered not to have had a language background other than English.

Northern Territory

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), they have 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.
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.
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.
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.

Australian Capital Territory

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.

2006

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

