

Chapter 5

New South Wales Report on Activities and Outcomes

Introduction

In 2010, there were 49,387 Aboriginal and Torres Strait Islander students enrolled in schools in New South Wales (comprised of 2,230 government schools and 916 non-government schools). Approximately, 87 per cent of Aboriginal and Torres Strait Islander students (42,848) were enrolled in government schools and 13 per cent (6,539) were enrolled in schools in the non-government sector (Catholic and independent schools). In 2010, Aboriginal and Torres Strait Islander students made up 5.8 per cent of the total New South Wales student enrolment.

In 2010, over half of New South Wales' Aboriginal and Torres Strait Islander students (50.9 per cent) were enrolled in schools in provincial locations, 44.5 per cent were enrolled in schools in metropolitan locations, and 4.6 per cent were enrolled in schools in remote or very remote locations.

The pattern of Aboriginal and Torres Strait Islander student enrolment in New South Wales has significant implications for program and resource distribution including strategic targeting of resources to schools. New South Wales has allocated resources at a state, regional and school level to ensure that

Aboriginal and Torres Strait Islander students will match or exceed the outcomes of the broader student population.

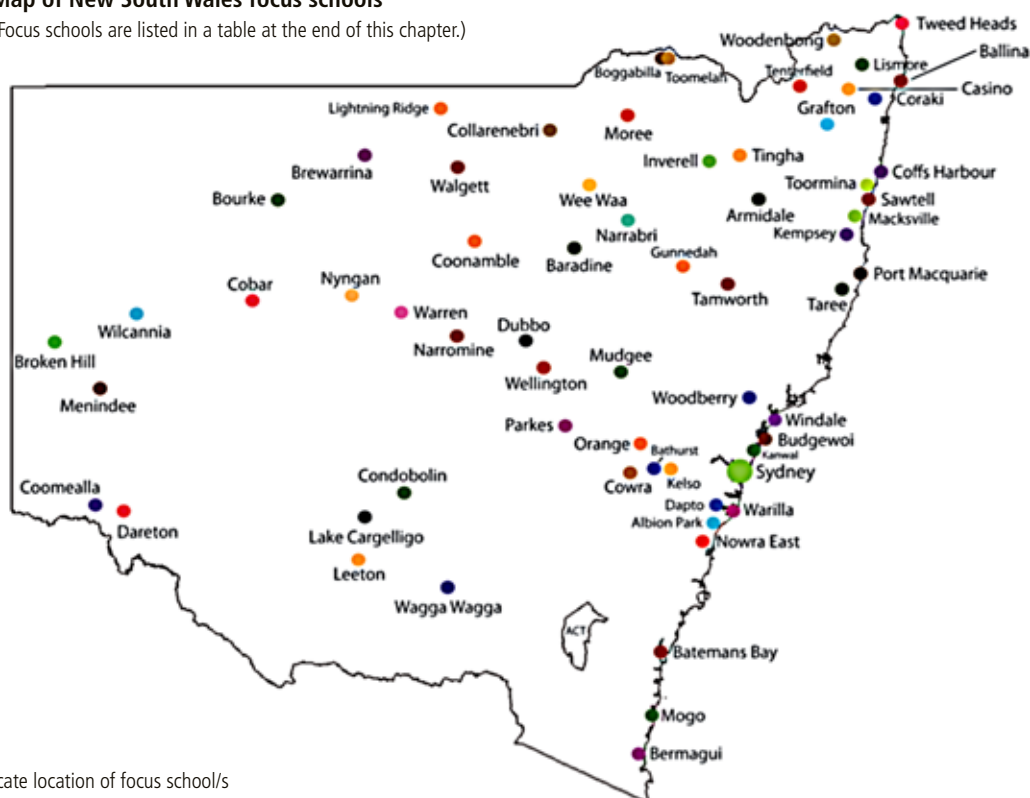
The New South Wales Aboriginal Education Consultative Group Inc. (AECG) is the peak advisory body on education and training in New South Wales. The New South Wales AECG is working in partnership with sectors to implement the Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 in New South Wales.

In accordance with agreed reporting requirements, New South Wales's chapter for the Aboriginal and Torres Strait Islander Education Action Plan 2010 Annual Report does not contain commentary on Aboriginal and Torres Strait Islander Education Action Plan action implementation or good practice case studies. As agreed, reporting against these will commence with the Action Plan's 2011 Annual Report.

Profile of Focus Schools

There are 92 focus schools in New South Wales, 88 government schools, 1 Catholic school and 3 independent schools.

Fig NSW1: Map of New South Wales focus schools
(Focus schools are listed in a table at the end of this chapter.)



Notes:

- a) Dots indicate location of focus school/s
- b) Sydney metropolitan focus schools are not individually identified.

The majority of focus schools (62) are located in provincial areas, 19 are located in metropolitan areas, nine in remote and two in very remote locations.

All New South Wales focus schools are either primary schools or involve only the primary classes of the colleges or central schools of which they are part.

In 2010, there were 6,952 Aboriginal and Torres Strait Islander students enrolled in focus schools in New South Wales.

A number of focus schools are involved in key Smarter Schools National Partnerships. Two focus schools, Walgett Community College Primary School and Wilcannia Central School, are involved in the Remote Service Delivery National Partnership. Twenty-one focus schools are involved in the National Partnership on Literacy and Numeracy and 69 in the Low Socioeconomic Status (SES) School Communities National Partnership. (However, in accordance with its staged implementation, 17 of the focus schools will not begin their involvement in the Low SES School Communities National Partnership until 2012.)

New South Wales Report on Indicators with National Data Sources

Readiness for School

Performance Indicators

- *The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.*
- *The proportion of Aboriginal and Torres Strait Islander students assessed as ready for the first year of full-time schooling by State and Territories' measures.*

The Australian Bureau of Statistics (ABS) has developed a new data collection for indicators relating to early childhood education and care.

The proportion of Aboriginal and Torres Strait Islander children who are enrolled in, and attending, a preschool program will be reported in the next Annual Report with data sourced from the National Early Childhood Education and Care data collection, which will be available in the 2011 Annual Report.

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, the Australian Curriculum, Assessment and Reporting Authority's (ACARA) National Assessment Program – Literacy and Numeracy (NAPLAN)] in their chapters. Therefore, New South Wales will report on this domain in the 2011 Annual Report.

Engagement and Connections

Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place.*
- *Proportion of focus schools with a school – community partnership agreement in place.*

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, New South Wales will report on this domain in the 2011 Annual Report.

Attendance

Performance Indicators

- *Attendance rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in schools.*
- *Enrolment to population ratio of Aboriginal and Torres Strait Islander Australians compared to other Australians.*
- *Retention rates for Aboriginal and Torres Strait Islander students.*
- *Grade progression ratios for Aboriginal and Torres Strait Islander students.*

Attendance Rates

Table NSW1: Student attendance rates Years 1–10, by Aboriginal and Torres Strait Islander status, by sector, 2010 (per cent)

	Year level										Ungraded	
	1	2	3	4	5	6	7	8	9	10	Prim.	Sec.
Government												
Aboriginal and Torres Strait Islander	90	90	90	90	90	89	85	81	78	78	87	76
Non-Aboriginal and Torres Strait Islander	94	95	95	95	95	94	93	91	90	89	92	86
Total	94	94	94	94	94	94	93	91	89	88	91	84
Catholic												
Aboriginal and Torres Strait Islander	90	90	89	89	90	88	91	89	86	87	n/a	n/a
Non-Aboriginal and Torres Strait Islander	94	94	95	94	95	94	95	93	93	93	93	n/a
Total	94	94	95	94	95	94	95	93	93	92	93	n/a
Independent												
Aboriginal and Torres Strait Islander	86	90	87	91	90	91	88	88	88	76	84	95
Non-Aboriginal and Torres Strait Islander	94	94	95	95	95	94	95	94	94	94	92	95
Total	94	94	95	95	95	94	95	94	94	93	92	95

n/a not available

Source: ACARA data (unpublished)

As discussed elsewhere in the Annual Report, different definitions and methodologies are used to calculate student attendance rates across jurisdictions and sectors. This means that attendance data cannot be aggregated to a single state-wide rate for each year of schooling nor accurately compared across sectors.

Table NSW1 shows that the 2010 attendance rate for Aboriginal and Torres Strait Islander students in government schools was lower than for non-Aboriginal and Torres Strait Islander students in each year of schooling. The attendance rate for both Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students was higher in the primary years than the secondary years. The gap between the attendance rates for Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students remained fairly constant at around five percentage points in the primary years,

but increased in the secondary years. The gap was the greatest for students in Year 9 where it reached 12 percentage points.

Table NSW1 shows that the 2010 attendance rate for Aboriginal and Torres Strait Islander students in Catholic schools was lower than for non-Aboriginal and Torres Strait Islander students in each year of schooling. The attendance rate for both Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students was similar for all years of schooling, except for Years 9 and 10, where it was slightly lower for Aboriginal and Torres Strait Islander students compared to earlier years of schooling. The gap between the attendance rates for Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students remained fairly constant at around four to six percentage points across both the primary and secondary years, although the gap increased to seven percentage points for students in Year 9.

Table NSW1 shows that the 2010 attendance rate for Aboriginal and Torres Strait Islander students in independent schools was lower than for non-Aboriginal and Torres Strait Islander students in each year of schooling. The attendance rate for Aboriginal and Torres Strait Islander students ranged between 86 per cent and 91 per cent in the primary years, and was 88 per cent in the secondary years with the exception of Year 10 where the rate was 76 per cent. The gap between the attendance rates for Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students was lowest for students in Year 6 (three percentage points) and highest for students in Year 10 (18 percentage points). As the number of Aboriginal and Torres Strait Islander students in independent schools is small, the attendance rates may vary widely between grades and across years. Little significance should be attached to this variation.

Enrolment to Population Ratio

Table NSW2 shows that, in 2010, there were 40,858 Aboriginal and Torres Strait Islander students aged 6 to 15 years enrolled full-time or part-time in schools in New South Wales. The total Aboriginal and Torres Strait Islander population aged 6 to 15 years in New South Wales in 2010 was estimated to be 38,231, producing an enrolment to population ratio of 106.9 per cent.

For Australia overall, there were 133,990 Aboriginal and Torres Strait Islander students aged 6 to 15 years enrolled full-time or part-time in school. The total Aboriginal and Torres Strait Islander population aged 6 to 15 years of age in Australia in 2010 was estimated to be 129,308, producing an enrolment to population ratio of 103.6 per cent.

Table NSW2: Enrolment to population ratio, by Aboriginal and Torres Strait Islander status, 2010

Aboriginal and Torres Strait Islander children	NSW	Australia
Number of children aged 6–15 years enrolled in school ^(a)	40,858	133,990
Total 6–15 year old population ^{(b)(c)}	38,231	129,308
Proportion of 6–15 year old population enrolled in school	106.90%	103.60%
Non-Aboriginal and Torres Strait Islander children ^(d)		
Number of children aged 6–15 years enrolled in school	841,853	2,621,903
Total 6–15 year old population ^{(c)(e)}	858,028	2,657,227
Proportion of 6–15 year old population enrolled in school	98.10%	98.70%

Notes:

- School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other territory' enrolments are excluded.
- Data for the Aboriginal and Torres Strait Islander population are projections for June 30, 2010. These projections were based on final experimental estimates of Aboriginal and Torres Strait Islander population at June 30 2006 derived from the 2006 Census. Quality issues associated with the identification of Aboriginal and Torres Strait Islander status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See Appendix 2 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. No. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Aboriginal and Torres Strait Islander population, see explanatory notes in the publication *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021* (Cat. No. 3238.0).
- Estimates for the total population are sourced from the most recently available ABS *Population by Age and Sex*, Cat. No. 3201.0 (June 2010). The Australian total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.
- 'Non-Aboriginal and Torres Strait Islander' includes those for whom Aboriginal and Torres Strait Islander status is not known.
- In the absence of population estimates by Aboriginal and Torres Strait Islander status for inter-censal years, non-Aboriginal and Torres Strait Islander population figures are calculated by subtracting projections of the Aboriginal and Torres Strait Islander population from estimates of total population.

Source: ABS, *Schools, Australia 2010*, (Cat.No.4221.0), data cube NSSC, Table 42b: Full-time and part-time students 2006-2010; ABS, *Population by Age and Sex, Australian States and Territories, June 2010*, (Cat.No.3201.0); ABS, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*, (Cat.No.3238.0).

It should be noted that the figure for the total Aboriginal and Torres Strait Islander population aged 6 to 15 years in 2010, for both New South Wales and Australia overall, are projections based on final experimental estimates derived from the 2006 Census.

Apparent Retention Rates

Table NSW3 indicates that the gap in the Year 7/8 to Year 10 apparent retention rate between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students in New South Wales was 1.4 percentage points in 2010.

Table NSW3 indicates that the gap in the Year 7/8 to Year 12 apparent retention rate between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students in New South Wales in 2010 was significant, at 35.3 percentage points.

It should be noted that there has been a change in the legislation covering the school leaving age in New South Wales. From January 2010, students are required to complete Year 10 and continue participating in education or training or full-time paid employment until they turn 17.

Apparent Grade Progression Ratios

Table NSW4 shows that the 2010 apparent grade progression ratio for Aboriginal and Torres Strait Islander students decreased as year of schooling increased.

In New South Wales in 2010, the apparent grade progression ratio for Aboriginal and Torres Strait Islander students was in excess of 100 per cent for Year 8 to Year 9 and 97.7 per cent for

Year 9 to Year 10, but decreased sharply for Year 10 to Year 11 (70.9 per cent), and remained steady at 70.8 per cent for Year 11 to Year 12. The gap between the apparent grade progression ratio for Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students was greatest for the Year 11 to Year 12 ratio (17.7 percentage points).

Table NSW4: Grade progression ratios of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, 2010 (per cent)

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 8 to Year 9	103.8	100.3
Year 9 to Year 10	97.7	100.4
Year 10 to Year 11	70.9	88.4
Year 11 to Year 12	70.8	88.6

Notes:

- Grade progression rates do not track individual students through their final years of secondary schooling. They measure the ratio of the total number of full-time school students in a designated year (i.e. Year 12 in 2010) divided by the total number of full-time students in a previous year (i.e. Year 11 in 2009).
- Full-time students only.
- Care should be taken when interpreting these rates since a range of factors affecting the calculation are not taken into account, such as students repeating a year of schooling, movements between schools and systems or States/Territories, and net changes to a school or system's population. There is also the effect of ungraded students, who are not included in the calculations of rates.
- Components may not add due to rounding.
- Issues that may affect comparability over time can be found in Explanatory Notes, ABS, *Schools, Australia, 2010* (Cat. No.4221.0).
- The above Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 apparent grade progression ratios are not published in the ABS, *Schools, Australia, 2010* (Cat.No.4221.0). They can be derived using full-time student counts that are published in the ABS, *Schools, Australia, 2010* (Cat.No.4221.0).
- The above Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 apparent grade progression ratios reflect the apparent retention rate concept published in ABS, *Schools, Australia, 2010* (Cat.No.4221.0). The above apparent grade progression ratios do not rely on population data, unlike the progression rates published in the ABS, *Schools, Australia, 2010* (Cat.No.4221.0).

Source: ABS, NSSC, Table 40a: Full-time students – by States and Territories, Affiliation, Sex, Grade, Age, Aboriginal and Torres Strait Islander Status and Years (1996 to 2010)

Table NSW3: Apparent retention rates of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, from Year 7/8 to Year 10 and Year 7/8 to Year 12, 2010 (per cent)

	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Year 7/8 – Year 10	98.0	99.4
Year 7/8 – Year 12	38.6	73.9

Source: ABS, NSSC, Table 64a: Apparent Retention Rates (ARR), *Schools, Australia, 2010* (Cat.No.4221.0)

Literacy and Numeracy

Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander students at or above the national minimum standard in Reading, Writing and Numeracy in Years 3, 5, 7 and 9 in NAPLAN testing.*
- *Participation rates of Aboriginal and Torres Strait Islander students in NAPLAN.*

NAPLAN Outcomes

Table NSW5 provides an overview of the proportion of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students in New South Wales achieving 'at or above' national minimum standard outcomes in Year 3, 5, 7 and 9 NAPLAN Reading, Writing and Numeracy in 2010.

Of the Aboriginal and Torres Strait Islander students sitting the Reading test in 2010, 85.5 per cent of Year 3 students, 77.7 per cent of Year 5 students, 82.8 per cent of Year 7 students and 71.2 per cent of Year 9 students achieved at or above the national minimum standard.

Of the Aboriginal and Torres Strait Islander students sitting the Writing test in 2010, 90.2 per cent of Year 3 students, 83.5 per cent of Year 5 students, 77.0 per cent of Year 7 students and 63.3 per cent of Year 9 students achieved at or above the national minimum standard.

Of the Aboriginal and Torres Strait Islander students sitting the Numeracy test in 2010, 83.9 per cent of Year 3 students, 80.9 per cent of Year 5 students, 80.8 per cent of Year 7 students and 74.9 per cent of Year 9 students achieved at or above the national minimum standard.

There was an achievement gap in all NAPLAN tests between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students.

Table NSW5: NAPLAN Reading, Writing and Numeracy trend summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, New South Wales, 2010 (per cent)

	Year 3	Year 5	Year 7	Year 9
Reading				
Aboriginal and Torres Strait Islander	85.5	77.7	82.8	71.2
Non-Aboriginal and Torres Strait Islander	95.7	93.7	95.6	92.1
Gap	10.2	16.0	12.8	20.9
Aboriginal and Torres Strait Islander confidence intervals	± 3.3	± 4.0	± 3.1	± 4.2
Writing				
Aboriginal and Torres Strait Islander	90.2	83.5	77.0	63.3
Non-Aboriginal and Torres Strait Islander	97.1	95.7	94.1	88.7
Gap	6.9	12.2	17.1	25.4
Aboriginal and Torres Strait Islander confidence intervals	± 1.4	± 1.6	± 1.9	± 2.3
Numeracy				
Aboriginal and Torres Strait Islander	83.9	80.9	80.8	74.9
Non-Aboriginal and Torres Strait Islander	95.6	95.3	95.6	94.0
Gap	11.7	14.4	14.8	19.1
Aboriginal and Torres Strait Islander confidence intervals	± 3.4	± 3.7	± 3.0	± 4.0

Notes:

- The 2010 confidence intervals in the above table are equated to 2008 and have been specifically calculated to enable NSW results in 2010 to be compared with those of 2008.
- Percentage point gap calculations are based on unrounded data.

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010

2010 NAPLAN Data by Geolocation

Table NSW6: NAPLAN Reading, Writing and Numeracy geolocation summary for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard, 2010 (per cent)

Geolocation	New South Wales		Australia	
	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander	Aboriginal & Torres Strait Islander	Non-Aboriginal & Torres Strait Islander
Reading				
Year 3				
Metropolitan	87.8	95.9	83.1	95.3
Provincial	85.2	95.0	81.5	94.1
Remote	77.1	94.5	65.6	92.6
Very Remote	48.1	93.7	43.9	90.1
Year 5				
Metropolitan	81.7	94.0	77.0	93.2
Provincial	76.1	92.9	72.8	91.5
Remote	60.5	85.5	51.2	87.8
Very Remote	54.8	93.3	26.5	88.3
Year 7				
Metropolitan	84.9	95.5	85.0	96.0
Provincial	82.1	95.8	82.3	95.7
Remote	68.9	93.0	65.9	95.7
Very Remote	n.p.	97.1	38.6	94.7
Year 9				
Metropolitan	73.9	92.2	71.2	92.5
Provincial	70.3	91.9	68.1	91.6
Remote	57.6	83.9	50.9	88.4
Very Remote	n.p.	75.6	24.2	85.2
Writing				
Year 3				
Metropolitan	91.7	97.2	87.4	96.7
Provincial	89.7	96.9	87.1	96.2
Remote	87.0	96.8	71.9	96.3
Very Remote	64.2	98.2	41.2	94.3
Year 5				
Metropolitan	86.9	95.9	81.9	94.8
Provincial	81.9	95.2	77.6	93.3
Remote	71.5	90.9	55.4	89.9
Very Remote	67.1	97.9	28.2	90.0
Year 7				
Metropolitan	80.5	94.5	79.9	94.4
Provincial	76.0	92.8	75.5	92.3
Remote	55.4	86.8	55.6	92.4
Very Remote	n.p.	95.6	28.3	90.8
Year 9				
Metropolitan	67.2	89.5	67.5	89.6
Provincial	61.5	86.3	61.9	86.1
Remote	50.9	75.9	44.4	82.4
Very Remote	n.p.	70.7	18.7	80.6
Numeracy				
Year 3				
Metropolitan	86.1	95.7	84.1	95.5
Provincial	83.2	95.0	82.5	94.8
Remote	77.9	95.3	71.7	94.8
Very Remote	48.8	93.0	45.2	92.6
Year 5				
Metropolitan	84.0	95.5	81.7	95.3
Provincial	79.8	94.7	78.0	94.3
Remote	66.5	90.9	57.9	92.1
Very Remote	61.4	95.8	32.5	92.1
Year 7				
Metropolitan	83.5	95.7	85.0	96.3
Provincial	79.7	95.1	82.3	95.6
Remote	66.6	91.6	64.1	95.8
Very Remote	n.p.	95.6	41.9	95.1
Year 9				
Metropolitan	77.9	94.3	77.4	94.6
Provincial	73.6	93.2	74.2	93.7
Remote	65.9	86.9	56.6	91.8
Very Remote	n.p.	84.4	32.7	90.0

Note: 'n.p.' indicates data not published as there were no students tested, or the number of students tested was less than 30.

Source: ACARA, National Assessment Program – Literacy and Numeracy (NAPLAN), 2010

Table NSW6 shows that the proportion of Aboriginal and Torres Strait Islander students in New South Wales achieving at or above the national minimum standard in 2010 declined consistently from metropolitan to provincial, remote and very remote areas. The difference between the proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in metropolitan and very remote areas was as high as 39.7 percentage points for Year 3 Reading. This pattern is also evident in the national Aboriginal and Torres Strait Islander student data. Indeed, the trend is even stronger in the national data, reaching a maximum difference of 47 percentage points for Year 9 Reading.

For non-Aboriginal and Torres Strait Islander students, for both New South Wales and nationally, the impact of geolocation is much less marked. In some cases (for example Year 7 Reading and Year 5 Writing) the proportion of non-Aboriginal and Torres Strait Islander students in very remote areas achieving at or above national minimum standard outcomes exceeded the proportion in metropolitan areas in New South Wales.

2010 NAPLAN Data and 2010 Progress Points for New South Wales

One of the Council of Australian Governments' (COAG) 'Closing the Gap' targets is to halve the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in Reading, Writing and Numeracy within a decade. To monitor achievement of this COAG target by 2018, progress points for each State and Territory were developed.

The target and 2010 progress point for New South Wales are provided in Table NSW7.

Confidence intervals for Aboriginal and Torres Strait Islander student outcomes have been included in Table NSW5, presented earlier in this chapter. These are provided because NAPLAN data are subject to sampling, measurement and equating errors. Page three of the *National Indigenous Reform Agreement: Supplement on literacy and numeracy achievement 2010* states that, 'a jurisdiction is considered not to have met its annual progress point [target] if its result, including its 95 per cent confidence interval, is below the progress point. In all other cases, it is considered to have met the progress point'. When the 95 per cent confidence intervals are taken into account, the data indicate that New South Wales met its 2010 progress points in seven of the twelve NAPLAN measures. These were: Year 3, Year 5 and Year 7 Reading, Year 3, Year 5 and Year 7 Writing and Year 5 Numeracy.

Overall NAPLAN Outcomes

As indicated in Table NSW5, the proportion of Aboriginal and Torres Strait Islander students in New South Wales meeting the national minimum standard in NAPLAN reading, writing and numeracy tends to decrease with year of schooling. At each year level and in each test domain, a lower proportion of Aboriginal and Torres Strait Islander students met the national minimum standard than non-Aboriginal and Torres Strait Islander students.

In 2010, the gap between Aboriginal and Torres Strait Islander student and non-Aboriginal and Torres Strait Islander student outcomes was smallest for Year 3 Writing (6.9 percentage points) and largest for Year 9 Writing (25.4 percentage points).

Table NSW7: Reading, Writing and Numeracy progress points for Aboriginal and Torres Strait Islander students at or above the national minimum standard (per cent)

Year	Reading				Writing				Numeracy			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
2010	83.8	77.9	82.7	82.6	91.0	82.0	77.3	68.2	88.8	79.2	84.8	80.6
Target 2018	89.8	86.3	89.5	89.0	94.5	89.1	85.9	79.3	93.1	87.4	90.8	88.2

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010

NAPLAN Participation

Table NSW8: Reading, Writing and Numeracy participation for Aboriginal and Torres Strait Islander students, exemptions and assessed students in New South Wales and Australia, 2010 (per cent)

	Year 3		Year 5		Year 7		Year 9	
	NSW	Aust.	NSW	Aust.	NSW	Aust.	NSW	Aust.
Reading								
Aboriginal and Torres Strait Islander	94.9	89.9	94.5	91.2	90.9	89.1	82.3	89.7
Non-Aboriginal and Torres Strait Islander	97.4	96.1	97.9	96.6	97.6	96.5	95.6	96.5
Writing								
Aboriginal and Torres Strait Islander	94.5	90.3	94.6	91.0	91.1	89.5	83.5	80.2
Non-Aboriginal and Torres Strait Islander	97.4	96.0	97.9	96.5	97.8	96.5	96.0	94.0
Numeracy								
Aboriginal and Torres Strait Islander	93.9	89.1	93.4	90.0	89.2	88.6	80.5	78.8
Non-Aboriginal and Torres Strait Islander	97.2	95.8	97.6	96.3	97.2	96.2	95.0	93.3

Note: The NAPLAN participation data provided reflects students who were exempted, absent/withdrawn and assessed.

Source: ACARA, *National Assessment Program – Literacy and Numeracy (NAPLAN)*, 2010

Table NSW8 shows the percentage of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students participating in 2010 NAPLAN Reading, Writing and Numeracy tests in New South Wales and Australia. The participation rate for Aboriginal and Torres Strait Islander students in 2010 NAPLAN tests was lower than for non-Aboriginal and Torres Strait Islander students, both in New South Wales and nationally.

The participation rate for Aboriginal and Torres Strait Islander students in New South Wales was relatively stable in Years 3 and 5, but dropped in Year 7 and dropped much further in Year 9. For non-Aboriginal and Torres Strait Islander students, participation was relatively stable until Year 9, when it declined slightly.

Leadership, Quality Teaching and Workforce Development

Performance Indicators

- *Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.*
- *Number of Aboriginal and Torres Strait Islander principals, teachers and education workers (AIEWs and equivalents).*

- *Average length of service of principals and teachers in hard-to-staff schools with high enrolments of Aboriginal and Torres Strait Islander students.*

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, New South Wales will report on this domain in the 2011 Annual Report.

Pathways to Real Post-School Options

Performance Indicators

- *Proportion of Aboriginal and Torres Strait Islander people aged 20 – 24 who have attained Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II or above.*

Although the performance indicator for this domain cites a national data source, there is no publically available national level data for 2010.

It was agreed that for 2010, States and Territories would only report on national data sources [e.g. ABS, NAPLAN (ACARA)] in their chapters. Therefore, New South Wales will report on this domain in the 2011 Annual Report.

Focus School Information

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Lit/ Num NP	Low SES NP	RSD NP
Albion Park Rail Public School	GOV	Metropolitan	455	61			
Alma Public School	GOV	Provincial	219	47	X	X	
Ashmont Public School	GOV	Provincial	266	109		X	
Ballina Public School	GOV	Provincial	287	85		X	
Baradine Central School	GOV	Remote	100	36		X	
Batemans Bay Public School	GOV	Provincial	470	66	X		
Bathurst West Public School	GOV	Provincial	372	61	X		
Bermagui Public School	GOV	Provincial	163	34			
Blackett Public School	GOV	Metropolitan	292	47		X	
Boggabilla Central School	GOV	Provincial	137.4	135.6		X	
Bourke Public School	GOV	Very Remote	198	141	X	X	
Bowen Public School	GOV	Provincial	174	58	X	X	
Braddock Public School	GOV	Metropolitan	222	40		X	
Brewarrina Central School	GOV	Remote	169	162		X	
Broken Hill North Public School	GOV	Provincial	268	73		X	
Budgewoi Public School	GOV	Metropolitan	577	46			
Buninyong Public School	GOV	Provincial	209	132		X	
Casino Public School	GOV	Provincial	552	121		X	
Casino West Public School	GOV	Provincial	289	77		X	
Cobar Public School	GOV	Remote	296	82			
Coffs Harbour Public School	GOV	Provincial	328	65		X	
Collarenebri Central School	GOV	Remote	89	73		X	
Condobolin Public School	GOV	Provincial	294	155	X	X	
Coonamble Public School	GOV	Remote	241	197		X	
Coraki Public School	GOV	Provincial	119	45	X	X	
Cowra Public School	GOV	Provincial	373	70		X	
Crawford Public School	GOV	Metropolitan	559	63			
Curran Public School	GOV	Metropolitan	241	28		x	
Dareton Public School	GOV	Provincial	79	59		X	
Doonside Public School	GOV	Metropolitan	162	54		X	
Drummond Memorial Public School	GOV	Provincial	92	38		X	
Dubbo West Public School	GOV	Provincial	317	198		X	
Gillwinga Public School	GOV	Provincial	152	60		X	
Glenroi Heights Public School	GOV	Provincial	222	88		X	
Grafton Public School	GOV	Provincial	687	112			
Gunnedah Public School	GOV	Provincial	150	94		X	
Hillvue Public School	GOV	Provincial	277	192	X	X	
Inverell Public School	GOV	Provincial	385	59	X	X	
Kanwal Public School	GOV	Metropolitan	693	72			
Kelso Public School	GOV	Provincial	274	80	X		
Kempsey West Public School	GOV	Provincial	341	161		X	
Koonawarra Public School	GOV	Metropolitan	340	64		X	
Lethbridge Park Public School	GOV	Metropolitan	411	70		X	
Lightning Ridge Central School	GOV	Remote	391.2	166.2		X	
Lismore Heights Public School	GOV	Provincial	215	36	X		
Macksville Public School	GOV	Provincial	415	62		X	

School Name	Sector	Geolocation	Total Enrolments	Aboriginal and Torres Strait Islander Enrolments	Lit/ Num NP	Low SES NP	RSD NP
Manning Gardens Public School	GOV	Provincial	167	89		X	
Marayong Public School	GOV	Metropolitan	462	41	X		
Menindee Central School	GOV	Remote	99	68		X	
Middleton Public School	GOV	Provincial	278	32			
Mogo Public School	GOV	Provincial	63	27		X	
Moree East Public School	GOV	Provincial	130	120		X	
Mount Austin Public School	GOV	Provincial	240	63	X	X	
Mount Druitt Public School	GOV	Metropolitan	483	18		X	
Mount Warrigal Public School	GOV	Metropolitan	222	39	X	X	
Mudgee Public School	GOV	Provincial	481	48			
Narrabri West Public School	GOV	Provincial	219	42		X	
Narromine Public School	GOV	Provincial	387	154	X	X	
Newling Public School	GOV	Provincial	121	49	X		
Nowra East Public School	GOV	Provincial	298	115		X	
Nyngan Public School	GOV	Remote	159	67		X	
Parkview Public School	GOV	Provincial	172	49		X	
Port Macquarie Public School	GOV	Provincial	428	50	X		
Ross Hill Public School	GOV	Provincial	674	94		X	
Shalvey Public School	GOV	Metropolitan	434	78		X	
South Grafton Public School	GOV	Provincial	574	93	X	X	
Sturt Public School	GOV	Provincial	337	17			
Tahmoor Public School	GOV	Metropolitan	347	40			
Taree Public School	GOV	Provincial	78	43		X	
The Sir Henry Parkes Memorial Public School	GOV	Provincial	247	41		X	
Tingha Public School	GOV	Provincial	110	68		X	
Tolland Public School	GOV	Provincial	230	83		X	
Toomelah Public School	GOV	Provincial	62	62		X	
Toormina Public School	GOV	Provincial	351	58			
Tregear Public School	GOV	Metropolitan	380	90		X	
Tweed Heads South Public School	GOV	Metropolitan	205	63	X	X	
Walgett Community College - Primary School	GOV	Remote	96	91		X	X
Warren Central School	GOV	Provincial	222.6	84.2		X	
Wee Waa Public School	GOV	Provincial	151	59		X	
Wellington Public School	GOV	Provincial	496	242		X	
Westlawn Public School	GOV	Provincial	487	34			
Westport Public School	GOV	Provincial	342	64		X	
Whalan Public School	GOV	Metropolitan	346	65		X	
Wilcannia Central School	GOV	Very Remote	108.1	106.3		X	X
William Bayldon Public School	GOV	Provincial	197	40	X	X	
Windale Public School	GOV	Metropolitan	217	64		X	
Woodberry Public School	GOV	Metropolitan	203	41		X	
Woodenbong Central School	GOV	Provincial	217.6	71		X	
Minimbah Primary School	IND	Provincial	47	47		X	
Nowra Anglican College	IND	Provincial	811	59			
St Andrew's Cathedral Gawura school	IND	Metropolitan	22	22	X		
St Mary's Primary School	CATH	Provincial	283	24			