

2002

National Report on Schooling in Australia

Preliminary Paper

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



2002 year 3, 5 and 7 national benchmark results

Reading, Writing and Numeracy

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 be able to read, write and spell at an appropriate level.

To provide focus to 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
- 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 2002 and follows on from earlier editions of the National Report, which published data for 1999, 2000 and 2001.

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 each of years 3 and 5. The 2001 report presented data in all of these areas and included benchmark results for writing in each of years 3 and 5. As data for writing had not previously been published, results from 1999 and 2000 were also presented. This edition now adds, for 2002, each of years' 3, 5 and 7 data for reading, writing and numeracy.

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

As part of their commitment to producing nationally comparable data against literacy and numeracy benchmarks, ministers requested further developmental work in the following areas:

- a common equating method to be used by all jurisdictions
- nationally consistent criteria for defining exempt students and an agreed method for collecting information on exemptions and absent students
- a common standardised process for calculating and reporting the accuracy of the student achievement data against the national benchmarks.

This work was underway in 2002 but the outcomes had not been incorporated at the time of testing.

Student achievement against the benchmarks

This section of the report describes the results of testing conducted during 2002 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. That is, 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.

As well, the benchmarks have been trialed in classrooms in all States and Territories.

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 benchmarks form three important markers along a continuum of increasing competence. 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/index.htm>. A print publication of the details can be obtained 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 who are keen to retain them. As well, they allow States and Territories to report, publicly and to parents, on the range of performance demonstrated by learners, including benchmark performance. Ministers have therefore agreed that assessment against the national benchmarks should occur using the existing State and Territory-based programs.

A nationally agreed procedure was designed to equate State and Territory tests and to provide comparable reporting of student achievement data against the benchmarks. The committee that developed the procedure included several of Australia's leading educational measurement experts.

At each of years 3, 5 and 7, equating the State and Territory tests is a three-stage process. The first stage involves the construction of common achievement scales for each of reading, writing, and numeracy. During the second stage the location of the benchmark on the common achievement scale is determined and, in the final stage, the equivalent benchmark locations on State and Territory achievement scales are calculated.

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.

To establish the location of the benchmark at each year level, expert judges must 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 literacy specialists and classroom teachers qualified to make decisions about the likelihood of students succeeding on the test items.

In the final phase of equating, an equivalent benchmark location is calculated for each jurisdiction's test. Individual jurisdictions are responsible for equating benchmark locations to any new tests they use. Any imprecision in this process is not reflected in the confidence interval of the published estimates.

All these aspects of the process contribute to enhancing comparability of the separate State and Territory tests and to ensuring that differences between States and Territories' results are due to factors other than the tests. Consideration is being given to re-equating some tests.

Making comparisons

Tables A1 to A9 identify apparent differences in relation to the proportion of students achieving the benchmark in States and

Territories, but caution needs to be applied when considering these differences. The assessment and equating processes are designed to make the various results comparable between jurisdictions, but there have been large variations in results for some jurisdictions over the four years in which benchmarks have been reported.

The variations in results will be examined by responsible authorities to inform further improvement of benchmarking processes. Relevant issues include major differences between jurisdictions in school 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, it is known that achievement in literacy and numeracy is strongly 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 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 was reduced between 2000 and 2002, and further effort in this direction is actively contemplated (see Tables C1 to C3). Work is being undertaken by States and Territories to maximise student participation in the tests.

The publication of confidence intervals with the benchmark results reflects the level of 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 and measurement error. Error associated with the location of the benchmark cut-score is, by far, the largest component.

As mentioned previously, each State and Territory is responsible for equating the appropriate benchmark location onto any new tests they use. A relatively small component of error, known as 'equating error', potentially results. This error source is not currently reflected in the published confidence intervals. Statistical tests of significance that can further assist readers to make comparisons about students' achievements are being considered and, in the interim, readers are urged to be cautious 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, 2002

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	92.1 ± 1.8	90.0 ± 2.4	94.1 ± 1.6	78.2 ± 4.5	91.1 ± 1.8
Victoria 1. 8yrs 11mths 2. 3yrs 7mths	92.0 ± 1.9	90.4 ± 2.4	93.7 ± 1.9	77.9 ± 5.4	90.2 ± 2.4
Queensland 1. 8yrs 3mths 2. 2yrs 8mths	92.6 ± 1.7	91.3 ± 2.1	94.3 ± 1.5	81.8 ± 3.7	90.2 ± 2.1
South Australia 1. 8yrs 6mths 2. 3yrs 3mths	89.3 ± 1.8	86.9 ± 2.3	91.9 ± 1.7	62.1 ± 5.4	88.4 ± 2.0
Western Australia 1. 8yrs 2mths 2. 2yrs 7mths	95.4 ± 1.0	94.3 ± 1.3	96.4 ± 0.9	82.7 ± 3.7	94.4 ± 1.4
Tasmania 1. 9yrs 3mths 2. 3yrs 7mths	96.3 ± 0.7	95.3 ± 1.0	97.2 ± 0.7	94.4 ± 2.4	97.5 ± 1.6
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	74.2 ± 1.8	71.7 ± 2.5	76.6 ± 2.4	39.9 ± 3.4	37.4 ± 3.8
Australian Capital Territory 1. 8yrs 10mths 2. 3yrs 6mths	95.7 ± 0.7	94.6 ± 1.0	96.8 ± 0.6	85.2 ± 6.3	93.5 ± 1.5
Australia	92.3 ± 1.7	90.6 ± 2.2	94.1 ± 1.5	76.7 ± 4.1	90.2 ± 2.0

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - 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 Table C1. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical 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, 2002

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	94.4 ± 1.1	92.7 ± 1.5	96.2 ± 0.8	82.6 ± 3.3	93.4 ± 1.1
Victoria 1. 8yrs 11mths 2. 3yrs 7mths	95.3 ± 1.0	93.8 ± 1.4	96.9 ± 0.7	85.4 ± 3.6	94.6 ± 1.0
Queensland 1. 8yrs 3mths 2. 2yrs 8mths	86.3 ± 1.5	82.9 ± 2.0	90.3 ± 1.4	70.2 ± 2.7	85.6 ± 1.8
South Australia 1. 8yrs 6mths 2. 3yrs 3mths	93.0 ± 1.1	90.7 ± 1.6	95.2 ± 0.5	66.7 ± 4.5	92.2 ± 1.3
Western Australia 1. 8yrs 2mths 2. 2yrs 7mths	86.3 ± 0.8	82.6 ± 3.1	90.1 ± 2.1	57.0 ± 4.7	85.0 ± 2.7
Tasmania 1. 9yrs 3mths 2. 3yrs 7mths	91.8 ± 1.7	89.2 ± 2.3	94.5 ± 1.5	84.2 ± 4.7	94.1 ± 2.7
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	72.2 ± 2.6	69.3 ± 3.3	75.2 ± 2.8	38.3 ± 3.8	34.9 ± 4.0
Australian Capital Territory^(d) 1. 8yrs 10mths 2. 3yrs 6mths	91.2 ± 1.6	87.2 ± 2.5	95.0 ± 1.2	76.7 ± 8.7	90.1 ± 2.5
Australia	93.6 ± 1.2	91.8 ± 1.8	95.5 ± 1.1	77.1 ± 3.5	95.0 ± 1.3

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - 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 Table C1. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical 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) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table A3 Percentage of year 3 students achieving the numeracy benchmark, by State and Territory, 2002

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	95.3 ± 0.7	94.7 ± 0.8	95.9 ± 0.7	85.3 ± 2.2	94.1 ± 0.7
Victoria 1. 8yrs 11mths 2. 3yrs 7mths	92.0 ± 1.7	91.8 ± 1.7	92.1 ± 1.9	76.8 ± 4.8	89.8 ± 1.9
Queensland 1. 8yrs 3mths 2. 2yrs 8mths	91.8 ± 1.5	92.0 ± 1.6	92.0 ± 1.8	76.6 ± 3.9	89.4 ± 2.0
South Australia 1. 8yrs 6mths 2. 3yrs 3mths	91.2 ± 1.2	90.4 ± 1.3	92.0 ± 1.3	66.0 ± 4.5	89.5 ± 1.5
Western Australia 1. 8yrs 2mths 2. 2yrs 7mths	88.6 ± 2.3	88.5 ± 2.4	88.5 ± 2.6	64.9 ± 5.2	85.8 ± 2.6
Tasmania 1. 9yrs 3mths 2. 3yrs 7mths	94.1 ± 1.2	93.7 ± 1.4	94.5 ± 1.5	90.6 ± 3.4	95.6 ± 2.2
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	89.1 ± 1.8	87.8 ± 2.2	90.5 ± 1.9	73.1 ± 4.2	70.4 ± 4.6
Australian Capital Territory 1. 8yrs 10mths 2. 3yrs 6mths	95.4 ± 0.8	94.6 ± 1.0	96.2 ± 0.9	84.9 ± 6.5	92.4 ± 1.9
Australia	92.8 ± 1.3	92.5 ± 1.4	93.1 ± 1.5	77.6 ± 3.6	91.3 ± 1.4

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - 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 Table C1. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical 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.

Figure A1 Percentage of year 3 students achieving the reading benchmark, by sub-group, Australia, 2002

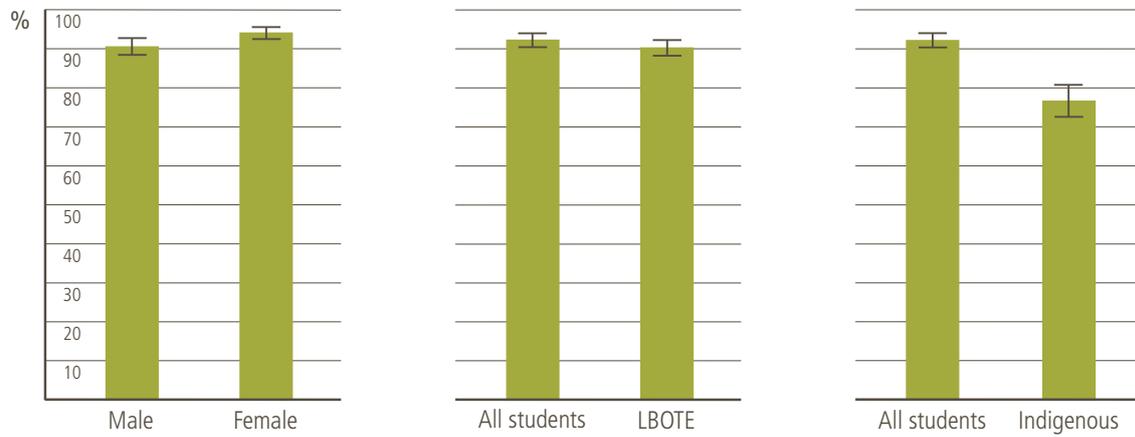


Figure A2 Percentage of year 3 students achieving the writing benchmark, by sub-group, Australia, 2002

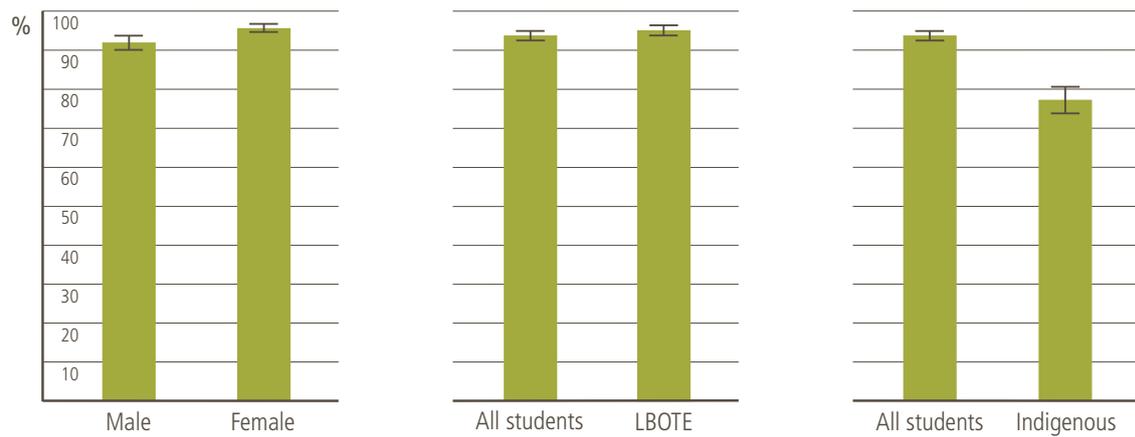
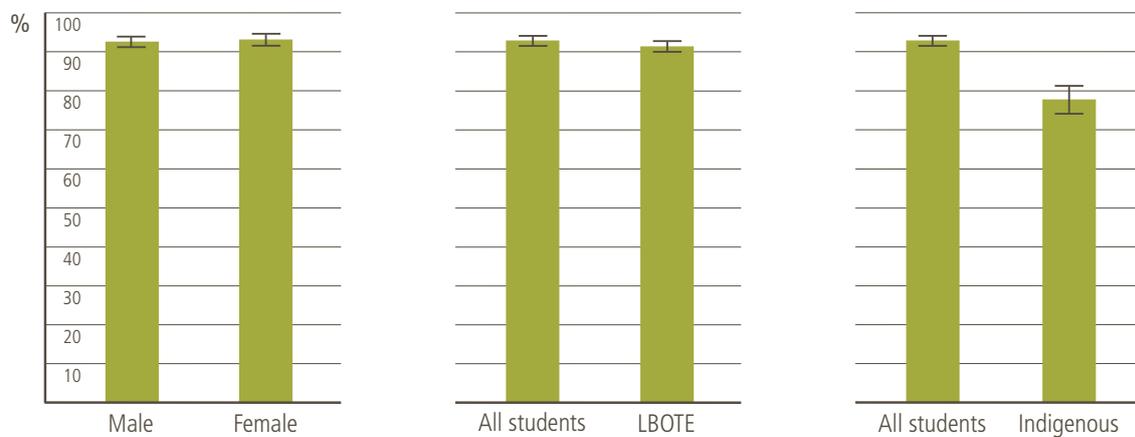


Figure A3 Percentage of year 3 students achieving the numeracy benchmark, by sub-group, Australia, 2002



Participation in assessment

Table B1 Year 3 participation in assessment by school sector, by State and Territory, 2002

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	94.6	94.2	94.6	95.3	94.9	95.3	71.4	71.4	71.4	28.6	28.6	28.6
Victoria	91.7	91.4	92.2	92.4	92.0	92.8	69.6	69.6	69.6	30.4	30.4	30.4
Queensland	97.0	97.0	97.4	96.7	96.6	97.2	75.9	75.9	75.9	24.1	24.1	24.1
South Australia	94.2	94.6	94.4	94.6	94.8	94.8	70.2	70.2	70.2	29.8	29.8	29.8
Western Australia	90.5	89.5	91.3	94.2	93.2	94.9	73.7	73.6	73.7	26.3	26.4	26.3
Tasmania	94.1	92.5	94.7	92.8	91.9	93.3	78.1	77.9	78.1	21.9	22.1	21.9
Northern Territory	83.3	81.8	85.1	84.2	87.9	91.2	80.6	79.6	79.7	19.4	20.4	20.3
Australian Capital Territory	95.2	96.5	96.9	91.9	93.7	94.7	67.0	66.9	66.7	33.0	33.1	33.3
Australia	93.8	93.5	94.2	94.4	94.1	94.8	72.2	72.2	72.2	27.8	27.8	27.8

(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.

Table C1 Year 3 exemptions, absences and participation, by State and Territory, 2002

State or Territory	Percentage of students exempted from testing ^(a)			Percentage of students absent or withdrawn ^(b)			Percentage of students assessed								
							All students			Indigenous students ^(c)			LBOTE students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	1.3	1.4	1.3	5.2	5.6	5.2	94.8	94.4	94.8	3.9	3.9	3.9	26.0	25.7	26.0
Victoria	2.0	2.0	2.0	8.0	8.3	7.5	91.9	91.6	92.3	0.8	0.8	0.8	19.9	19.9	20.0
Queensland	1.5	1.5	1.5	2.7	2.7	2.2	96.9	96.9	97.4	6.1	6.2	6.2	6.4	6.4	6.4
South Australia	2.8	2.4	2.8	5.7	5.4	5.5	94.3	94.6	94.5	2.8	2.8	2.9	15.9	16.2	15.9
Western Australia	0.7	0.7	0.7	8.6	9.5	7.7	91.4	90.5	92.3	5.1	4.9	5.4	12.9	12.6	13.0
Tasmania	0.8	0.8	0.8	6.2	7.6	5.6	93.8	92.4	94.4	5.9	5.7	5.9	5.5	5.4	5.5
Northern Territory ^(e)	1.0	1.1	0.8	9.3	12.9	7.9	83.5	83.0	86.3	25.7	25.9	28.7	19.7	20.1	22.5
Australian Capital Territory	2.0	2.0	2.0	5.9	4.4	3.8	94.1	95.6	96.2	1.9	2.0	2.0	9.9	10.0	10.1
Australia	1.6	1.6	1.5	5.8	6.2	5.5	94.0	93.7	94.4	3.9	3.9	4.0	17.7	17.6	17.8

- (a) 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 government students based on *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant State and Territory testing programs.
- (b) 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 government students based on *National Schools Statistics Collection* data, together with non-government students who participated in the relevant State and Territory testing programs.
- (c) 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 government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) 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 government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant State or Territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) *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 not adding to 100.

Analysis of 2002 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.

In reading and writing, the proportion of female students achieving at the benchmark level or better is slightly higher than for male students. In writing the difference is statistically significant for all States and Territories. In most States and Territories, year 3 students with language backgrounds other than English (LBOTE) are achieving at similar rates to the rest of the population in reading, writing and numeracy.

Inspection of the three tables reveals that around 7 per cent of year 3 students are achieving below the benchmark level for reading, writing and numeracy. The proportion of Indigenous year 3 students achieving at the benchmark level or better is significantly below the proportions for non-Indigenous students.

Tables B1 and C1 provide the details, by State and Territory, of student participation in the assessment processes and the proportions of students involved from government and non-government schools. The tables also provide information on the proportions of students exempted from testing (and therefore counted as not having achieved benchmark level), the proportions of students absent or withdrawn from testing, and the proportions of Indigenous and LBOTE students involved. This information helps identify 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 is around 94 per cent for government schools and 95 per cent for non-government schools in each of the three reported learning areas. This level of participation helps ensure the reliability of testing.

In broad terms, 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 performed in testing at close to the same rates.

It should be noted that the proportion of year 3 students who were absent or withdrawn from testing has now become quite small in most instances.

Trends

Tables D1 to D3 and Figures D1 to D3 show time series information for performance by the population of year 3 students in Australia over the four years of reporting so far. (Note that numeracy results were not reported in 1999.) The results for the three subject areas are fairly stable over this period, with the only significant change being an increase in students meeting the writing benchmark between 2001 and 2002.

Table D1 Percentage of year 3 students achieving the reading benchmarks, Australia, 1999–2002

Year	Reading
1999	89.7 ± 2.5
2000	92.5 ± 2.2
2001	90.3 ± 2.0
2002	92.3 ± 1.7

Figure D1 Percentage of year 3 students achieving the reading benchmarks, Australia, 1999–2002

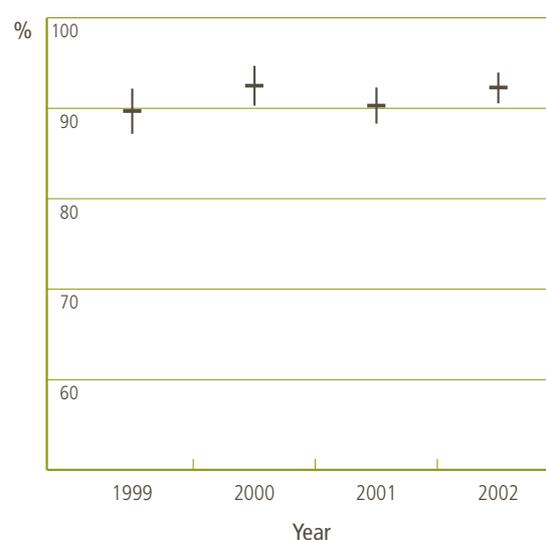


Table D2 Percentage of year 3 students achieving the writing benchmarks, Australia, 1999–2002

Year	Writing
1999	91.9 ± 1.8
2000	90.0 ± 2.6
2001	89.5 ± 2.3
2002	93.6 ± 1.2

Figure D2 Percentage of year 3 students achieving the writing benchmarks, Australia, 1999–2002

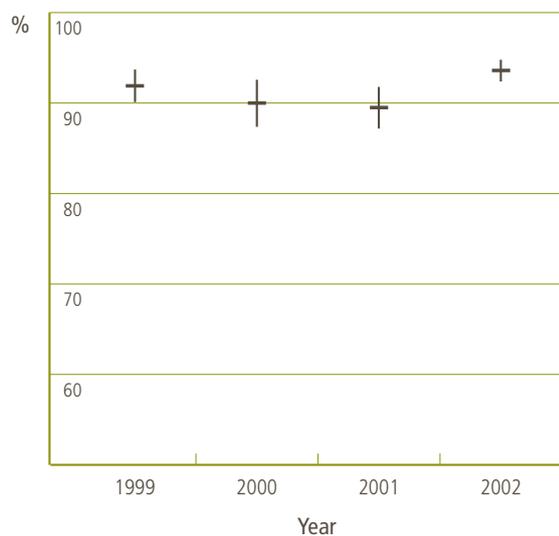
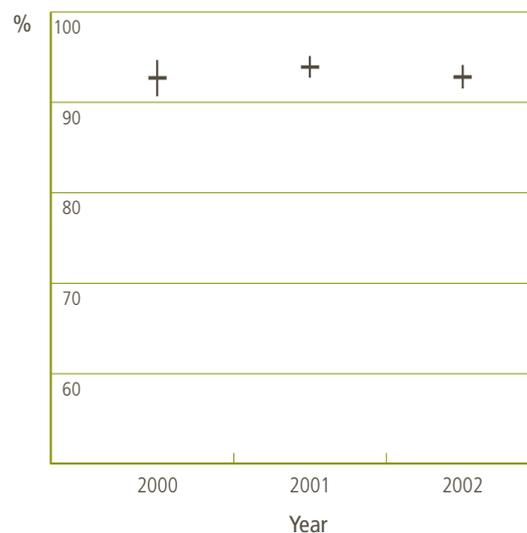


Table D3 Percentage of year 3 students achieving the numeracy benchmarks, Australia, 2000–02

Year	Numeracy
2000	92.7 ± 2.0
2001	93.9 ± 1.2
2002	92.8 ± 1.3

Note: Numeracy results were not reported in 1999.

Figure D3 Percentage of year 3 students achieving the numeracy benchmarks, Australia, 2000–02



Note: Numeracy results were not reported in 1999.

Table E1 Percentage of year 3 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2002

	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

Table E2 Percentage of year 3 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2002

	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

Table E3 Percentage of year 3 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–02

	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

Note: Numeracy results were not reported in 1999.

Tables and Figures E1 to E3 also show time series information for year 3 students for Australia as a whole. Separate tables and figures address reading, writing and numeracy and provide comparative details from 1999 to 2002 for the student groups: male; female; Indigenous; and students with language backgrounds other than English (LBOTE). (Note that numeracy results were not reported in 1999.)

The performance levels already noted in relation to the 2002 results for the four interest groups (female, male, Indigenous and LBOTE) are consistent across the four years reported. Females are performing at rates above males for reading and writing, but not numeracy, though in most years the difference is usually not significant. LBOTE students are achieving the benchmarks at similar rates to the general population. Indigenous students are achieving benchmarks at much lower rates than the general population.

The performance levels within each interest group are remarkably consistent over time in all three reported learning areas. There is variation in performance levels from year to year but most movements are not significant.

Figure E1 Percentage of year 3 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2002

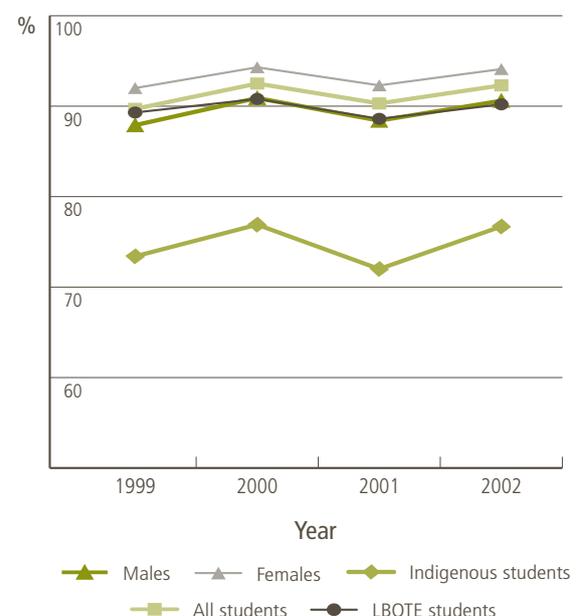


Figure E2 Percentage of year 3 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2002

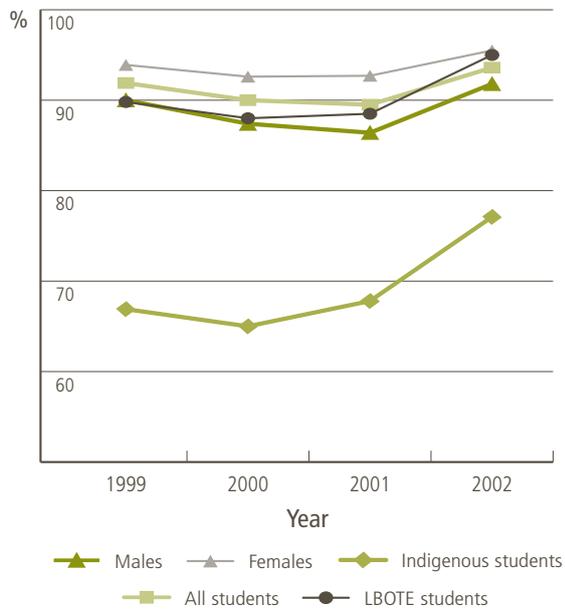
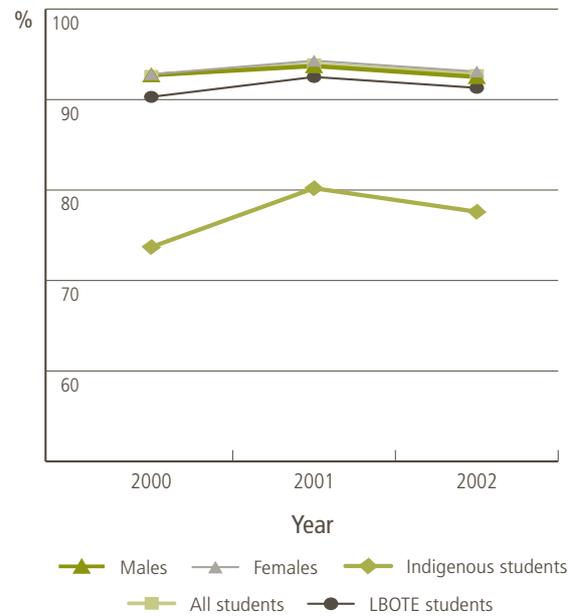


Figure E3 Percentage of year 3 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–02



Note: Numeracy results were not reported in 1999.

Year 5 results

Table A4 Percentage of year 5 students achieving the reading benchmark, by State and Territory, 2002

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	92.3 ± 0.9	90.5 ± 1.2	94.1 ± 0.8	75.4 ± 2.5	90.6 ± 1.0
Victoria 1. 10yrs 11mths 2. 5yrs 7mths	87.3 ± 2.4	84.8 ± 2.9	89.9 ± 2.2	65.9 ± 6.0	83.5 ± 3.0
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	83.0 ± 1.9	80.4 ± 2.3	86.0 ± 1.9	58.5 ± 3.9	77.3 ± 3.0
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	90.0 ± 0.9	87.7 ± 1.3	92.4 ± 0.6	65.6 ± 4.1	89.1 ± 1.3
Western Australia 1. 10yrs 2mths 2. 4yrs 7mths	95.1 ± 1.0	93.9 ± 1.3	96.3 ± 0.8	79.2 ± 3.9	93.1 ± 1.5
Tasmania 1. 11yrs 3mths 2. 5yrs 7mths	96.3 ± 0.8	95.2 ± 1.2	97.4 ± 0.7	93.8 ± 2.7	93.4 ± 3.0
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	79.0 ± 1.7	78.1 ± 2.3	80.4 ± 2.2	46.7 ± 3.5	45.7 ± 3.7
Australian Capital Territory 1. 10yrs 10mths 2. 5yrs 6mths	92.6 ± 1.0	90.3 ± 1.4	95.1 ± 1.0	86.1 ± 6.1	88.9 ± 2.8
Australia	89.3 ± 1.4	87.2 ± 1.8	91.5 ± 1.3	68.0 ± 3.5	87.1 ± 1.8

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - 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 Table C2. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical 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, 2002

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	95.6 ± 1.1	94.3 ± 1.5	96.9 ± 0.8	84.8 ± 3.5	94.2 ± 1.2
Victoria 1. 10yrs 11mths 2. 5yrs 7mths	94.9 ± 0.5	93.1 ± 0.7	96.8 ± 0.3	83.7 ± 2.8	94.3 ± 0.5
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	92.2 ± 1.7	89.8 ± 2.4	94.9 ± 1.3	80.5 ± 3.8	89.9 ± 2.0
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	94.5 ± 1.0	93.0 ± 1.4	96.0 ± 0.9	75.5 ± 5.2	93.0 ± 1.3
Western Australia 1. 10yrs 2mths 2. 4yrs 7mths	88.9 ± 1.5	85.1 ± 2.1	92.9 ± 1.2	61.8 ± 4.2	85.3 ± 2.0
Tasmania 1. 11yrs 3mths 2. 5yrs 7mths	92.5 ± 1.3	89.4 ± 2.0	95.6 ± 1.0	86.5 ± 3.9	89.4 ± 3.9
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	75.6 ± 2.0	73.8 ± 2.6	77.8 ± 2.4	37.5 ± 3.6	35.4 ± 3.7
Australian Capital Territory^(d) 1. 10yrs 10mths 2. 5yrs 6mths	87.2 ± 2.3	82.0 ± 3.4	92.7 ± 1.0	67.2 ± 10.3	86.1 ± 3.6
Australia	93.6 ± 1.1	91.5 ± 1.6	95.7 ± 0.9	76.4 ± 3.8	92.1 ± 1.2

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - 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 Table C2. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical 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) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table A6 Percentage of year 5 students achieving the numeracy benchmark, by State and Territory, 2002

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	91.2 ± 0.9	91.0 ± 1.0	91.4 ± 1.1	72.4 ± 2.7	89.5 ± 1.1
Victoria 1. 10yrs 11mths 2. 5yrs 7mths	93.2 ± 1.1	92.7 ± 1.2	93.7 ± 1.3	78.6 ± 4.3	91.7 ± 1.4
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	88.7 ± 1.9	89.3 ± 1.9	88.5 ± 2.1	68.9 ± 4.0	85.1 ± 2.5
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	85.5 ± 1.3	85.7 ± 1.4	85.3 ± 1.6	52.2 ± 4.5	83.5 ± 1.7
Western Australia 1. 10yrs 2mths 2. 4yrs 7mths	86.2 ± 1.7	85.8 ± 1.7	86.6 ± 1.9	52.2 ± 4.2	81.5 ± 2.1
Tasmania 1. 11yrs 3mths 2. 5yrs 7mths	89.1 ± 1.7	88.2 ± 2.0	90.0 ± 2.0	80.9 ± 4.6	81.6 ± 5.1
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	75.6 ± 2.2	75.7 ± 2.7	75.8 ± 2.7	39.3 ± 4.0	40.4 ± 4.1
Australian Capital Territory 1. 10yrs 10mths 2. 5yrs 6mths	91.3 ± 1.1	90.8 ± 1.3	91.8 ± 1.3	75.0 ± 8.4	88.0 ± 2.7
Australia	90.0 ± 1.3	89.9 ± 1.4	90.2 ± 1.5	65.6 ± 3.7	87.9 ± 1.5

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - 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 Table C2. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical 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.

Figure A4 Percentage of year 5 students achieving the reading benchmark, by sub-group, Australia, 2002

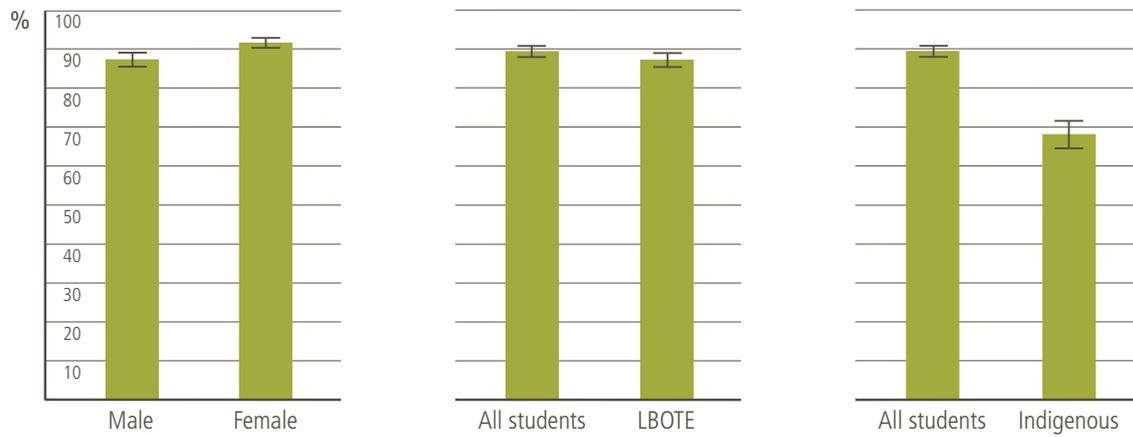


Figure A5 Percentage of year 5 students achieving the writing benchmark, by sub-group, Australia, 2002

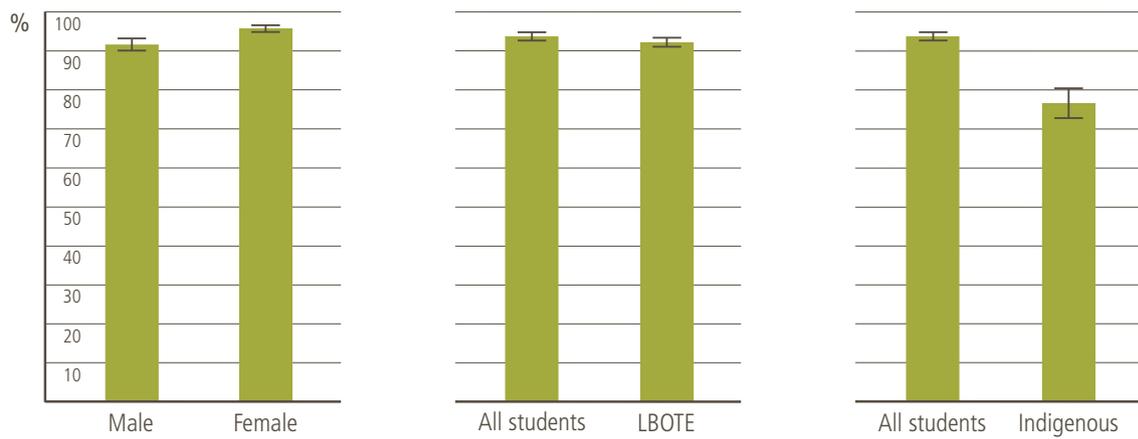
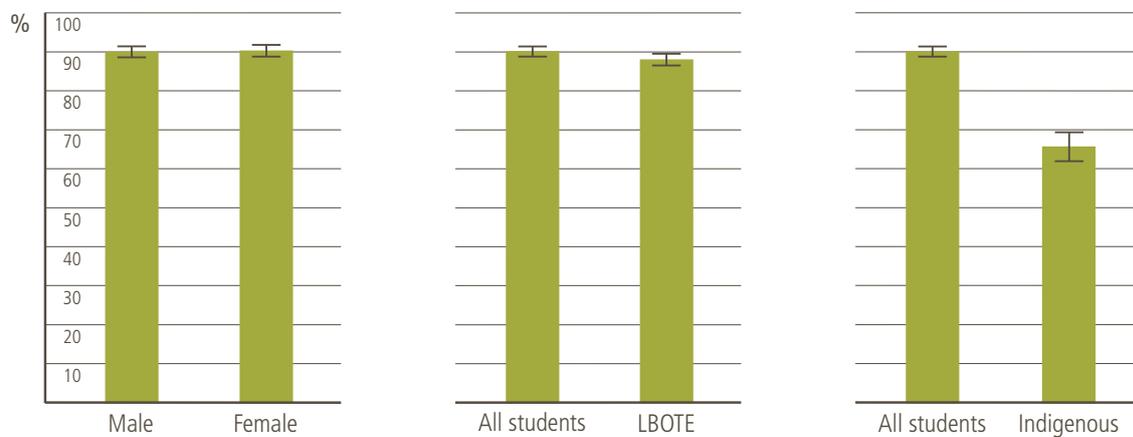


Figure A6 Percentage of year 5 students achieving the numeracy benchmark, by sub-group, Australia, 2002



Participation in assessment

Table B2 Year 5 participation in assessment by school sector, by State and Territory, 2002

State or Territory	Percentage of assessed government school students ^(a)			Percentage of assessed non-government school students ^(b)			Proportion of assessed students (per cent)					
							Government school students ^(c)			Non-government school students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	94.8	94.2	94.8	95.9	95.4	95.9	71.2	71.1	71.2	28.8	28.9	28.8
Victoria	91.5	91.1	91.9	92.5	92.3	92.8	68.3	68.2	68.3	31.7	31.8	31.7
Queensland	97.4	97.4	97.7	97.2	97.2	97.7	75.5	75.5	75.4	24.5	24.5	24.6
South Australia	94.6	94.5	94.6	94.7	94.4	95.0	70.7	70.7	70.6	29.3	29.3	29.4
Western Australia	91.8	90.6	92.2	94.2	93.6	94.9	73.2	73.2	73.2	26.8	26.8	26.8
Tasmania	93.9	92.7	94.7	93.5	92.8	93.9	77.2	77.2	77.3	22.8	22.8	22.7
Northern Territory	89.1	87.2	89.7	91.9	91.6	90.9	79.6	79.3	79.9	20.4	20.7	20.1
Australian Capital Territory	94.2	96.7	97.4	94.2	96.8	96.9	63.5	63.5	63.6	36.5	36.5	36.4
Australia	94.1	93.7	94.4	94.9	94.6	95.2	71.7	71.6	71.7	28.3	28.4	28.3

- (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.

Table C2 Year 5 exemptions, absences and participation, by State and Territory, 2002

State or Territory	Percentage of students exempted from testing ^(a)			Percentage of students absent or withdrawn ^(b)			Percentage of students assessed								
							All students			Indigenous students ^(c)			LBOTE students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	1.2	1.3	1.2	4.9	5.5	4.9	95.1	94.5	95.1	3.8	4.0	3.8	24.8	24.6	24.8
Victoria	1.9	1.9	1.9	8.1	8.4	7.7	91.8	91.5	92.2	0.8	0.8	0.9	20.4	20.3	20.5
Queensland	1.4	1.4	1.4	2.3	2.3	1.9	97.3	97.3	97.7	6.4	6.4	6.4	6.5	6.5	6.5
South Australia	2.3	2.0	2.3	5.4	5.5	5.2	94.6	94.5	94.8	3.1	3.1	3.1	15.3	15.5	15.3
Western Australia	0.8	0.8	0.8	7.4	8.6	7.1	92.6	91.4	92.9	5.1	5.0	5.3	13.7	13.5	13.8
Tasmania	0.8	0.8	0.8	6.2	7.3	5.5	93.8	92.7	94.5	5.9	5.7	6.0	4.3	4.2	4.2
Northern Territory ^(e)	0.6	0.8	0.5	8.3	11.7	8.7	89.7	88.1	90.0	27.1	25.5	27.4	24.2	23.1	24.2
Australian Capital Territory	1.9	1.9	1.9	5.8	3.3	2.8	94.2	96.7	97.2	1.7	1.7	1.8	9.4	9.8	9.9
Australia	1.4	1.4	1.4	5.5	5.9	5.2	94.4	94.0	94.6	4.0	4.0	4.0	17.5	17.4	17.5

- (a) 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 government students based on *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant State and Territory testing programs.
- (b) 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 government students based on *National Schools Statistics Collection* data, together with non-government students who participated in the relevant State and Territory testing programs.
- (c) 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 government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) 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 government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant State or Territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) *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 not adding to 100.

Analysis of 2002 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.

As for year 3 students, in reading and writing the proportion of female students achieving at the benchmark level is significantly higher than for male students, in nearly all States and Territories. This difference is not apparent in numeracy. In some States and Territories year 5 students with language backgrounds other than English (LBOTE) are achieving at rates slightly lower than the rest of the population. On an Australia-wide basis this difference is not significant.

The three tables show that around one in ten year 5 students is achieving below the benchmark level for reading and numeracy, with around one in sixteen achieving below the benchmark in writing. The proportion of Indigenous year 5 students achieving at the benchmark level or better is significantly below the proportions for non-Indigenous students, as for year 3.

Tables B2 and C2 provide the details, by State and Territory of student participation in the assessment processes and the proportions of students from government and non-government schools. The tables also provide 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 helps illuminate the reported performance levels for States, Territories and Australia as a whole.

As for year 3, rates of participation in the testing program are quite high in 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. This level of participation helps ensure the reliability of testing.

In broad terms, 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. It should be noted that the proportion of year 5 students who were absent or withdrawn from testing has now become quite small in most instances.

Trends

Tables D4 to D6 and figures D4 to D6 that follow show time series information for performance by the population of year 5 students in Australia over the four years of reporting so far. (Note that numeracy results were not reported in 1999.) Results for each of the learning areas are quite stable with the only significant difference being an increase in the proportion of students meeting the reading benchmark between 1999 and 2002.

Table D4 Percentage of year 5 students achieving the reading benchmarks, Australia, 1999–2002

Year	Reading
1999	85.6 ± 2.0
2000	87.4 ± 2.1
2001	89.8 ± 1.3
2002	89.3 ± 1.4

Figure D4 Percentage of year 5 students achieving the reading benchmarks, Australia, 1999–2002

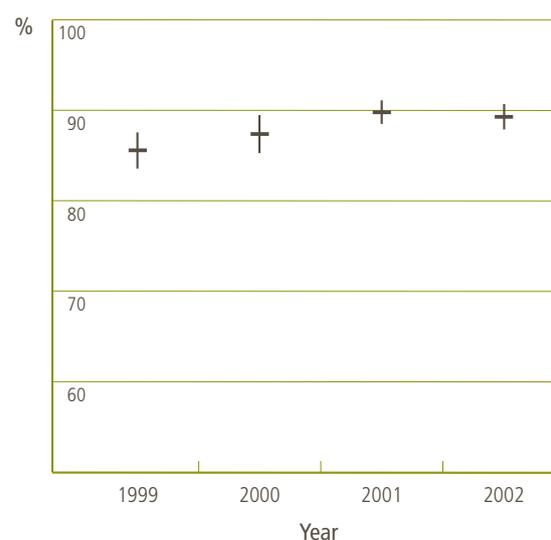


Table D5 Percentage of year 5 students achieving the writing benchmarks, Australia, 1999–2002

Year	Writing
1999	93.0 ± 1.1
2000	92.5 ± 1.3
2001	94.0 ± 1.0
2002	93.6 ± 1.1

Figure D5 Percentage of year 5 students achieving the writing benchmarks, Australia, 1999–2002

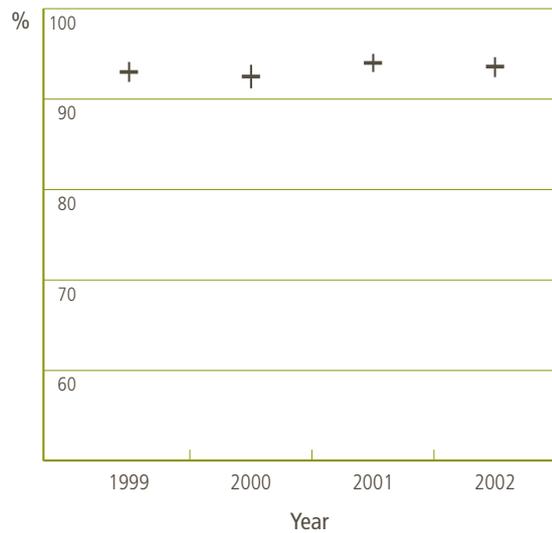
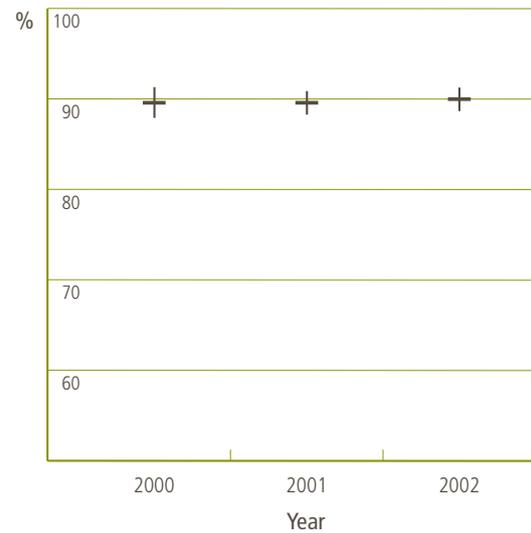


Table D6 Percentage of year 5 students achieving the numeracy benchmarks, Australia, 2000–02

Year	Numeracy
2000	89.6 ± 1.7
2001	89.6 ± 1.3
2002	90.0 ± 1.3

Note: Numeracy results were not reported in 1999.

Figure D6 Percentage of year 5 students achieving the numeracy benchmarks, Australia, 2000–02



Note: Numeracy results were not reported in 1999.

Table E4 Percentage of year 5 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2002

	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

(a) LBOTE average does not include South Australia.

Table E5 Percentage of year 5 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2002

	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

Table E6 Percentage of year 5 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–02

	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

Note: Numeracy results were not reported in 1999.

Tables and Figures E4 to E6 also show time series information for year 5 students for Australia as a whole. Separate tables and figures address reading, writing and numeracy provide comparative details for male and female, Indigenous and LBOTE students from 1999 to 2002. (Note that numeracy results were not reported in 1999.)

The performance levels for year 5 students, already noted in relation to the 2002 results for the four interest groups (female, male, Indigenous and LBOTE), are also consistent across the four years reported. Females are achieving the reading and writing benchmarks at significantly higher rates than males. LBOTE students are achieving the benchmarks at rates little different to the general population. Indigenous students however, are achieving the benchmarks at much lower rates than the general population.

As for year 3, the performance levels within each interest group are remarkably consistent over time in all three learning areas. There is variation in performance levels from year to year but most movements are not significant. One pleasing result is that the proportion of Indigenous students achieving the reading benchmark has increased significantly from 1999 to 2002.

Figure E4 Percentage of year 5 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2002

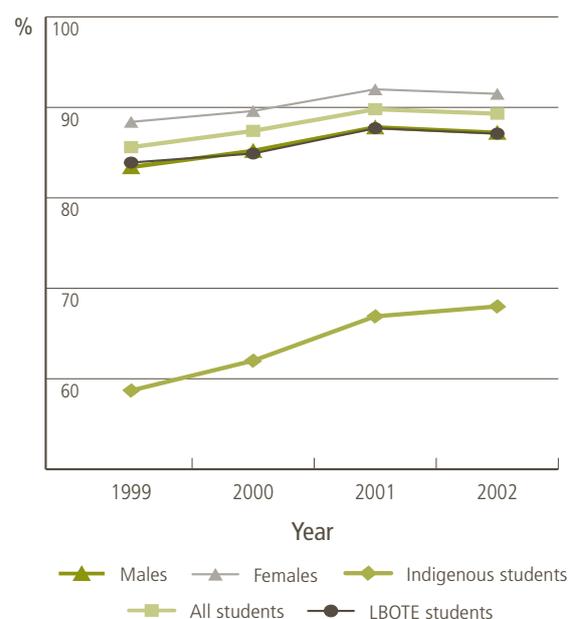


Figure E5 Percentage of year 5 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2002

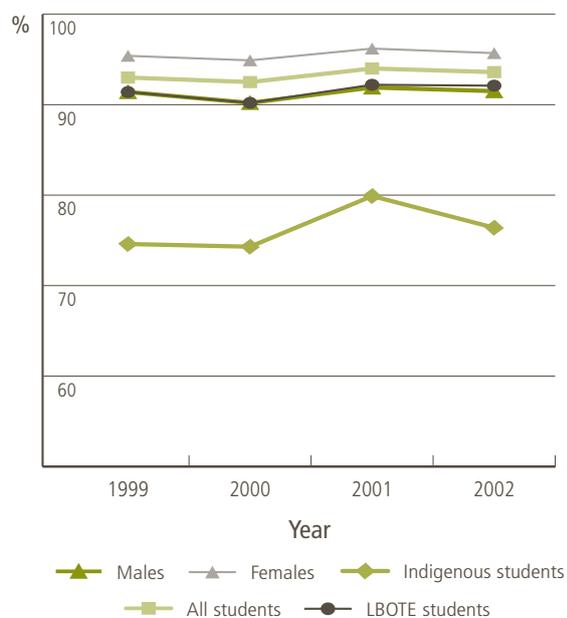
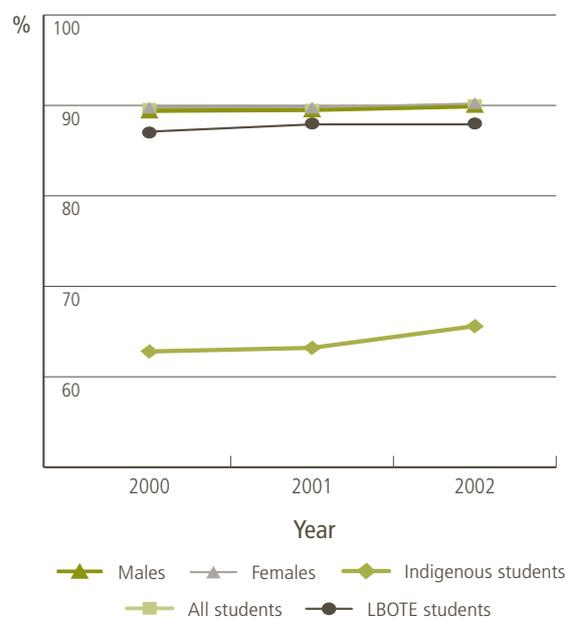


Figure E6 Percentage of year 5 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–02



Note: Numeracy results were not reported in 1999.

Year 7 results

Table A7 Percentage of year 7 students achieving the reading benchmark, by State and Territory, 2002

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	88.0 ± 0.8	85.7 ± 1.0	90.3 ± 0.8	68.0 ± 2.2	86.2 ± 1.0
Victoria^(d) 1. 12yrs 11mths 2. 7yrs 7mths	88.5 ± 0.9	85.3 ± 1.2	91.9 ± 0.8	64.8 ± 5.3	85.5 ± 1.3
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	90.2 ± 0.5	88.0 ± 0.7	92.9 ± 0.5	69.5 ± 2.0	86.2 ± 1.3
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	92.1 ± 0.6	90.4 ± 0.8	93.8 ± 0.7	70.8 ± 5.2	91.4 ± 1.2
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	90.5 ± 0.6	88.3 ± 0.8	92.6 ± 0.6	57.2 ± 2.8	84.4 ± 1.4
Tasmania 1. 13yrs 2mths 2. 7yrs 7mths	88.6 ± 1.1	86.1 ± 1.5	91.3 ± 1.2	77.8 ± 4.6	87.3 ± 3.7
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	74.9 ± 3.8	73.4 ± 4.3	76.7 ± 4.3	37.9 ± 6.8	39.4 ± 7.3
Australian Capital Territory 1. 12yrs 10mths 2. 7yrs 6mths	91.1 ± 1.0	89.5 ± 1.4	92.8 ± 1.2	79.8 ± 11.7	79.7 ± 5.2
Australia	89.1 ± 0.8	86.8 ± 1.0	91.6 ± 0.8	65.3 ± 2.9	85.6 ± 1.3

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - 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 Table C3. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical 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) In 2002, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Table A8 Percentage of year 7 students achieving the writing benchmark, by State and Territory, 2002

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	90.9 ± 2.6	87.8 ± 3.5	94.0 ± 2.0	75.4 ± 5.9	90.0 ± 2.9
Victoria^(d) 1. 12yrs 11mths 2. 7yrs 7mths	92.3 ± 1.2	88.5 ± 1.8	96.1 ± 0.7	76.5 ± 5.3	92.4 ± 1.3
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	93.9 ± 1.0	91.7 ± 1.5	96.5 ± 0.6	82.2 ± 3.0	91.4 ± 1.3
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	84.9 ± 0.6	80.0 ± 3.6	89.4 ± 2.4	61.8 ± 5.9	84.3 ± 3.2
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	87.5 ± 1.6	83.2 ± 2.2	91.8 ± 1.3	56.2 ± 3.9	83.3 ± 1.9
Tasmania 1. 13yrs 2mths 2. 7yrs 7mths	86.1 ± 1.8	81.5 ± 2.4	91.0 ± 1.8	75.2 ± 5.4	85.6 ± 4.2
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	75.8 ± 3.7	71.4 ± 4.4	80.2 ± 4.1	37.2 ± 6.3	39.9 ± 7.1
Australian Capital Territory^(e) 1. 12yrs 10mths 2. 7yrs 6mths	91.3 ± 1.9	87.7 ± 2.9	94.8 ± 1.3	79.3 ± 11.8	80.6 ± 5.3
Australia	90.7 ± 1.7	87.3 ± 2.6	94.1 ± 1.4	71.6 ± 4.8	89.0 ± 2.4

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - 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 Table C3. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical 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) In 2002, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.
- (e) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table A9 Percentage of year 7 students achieving the numeracy benchmark, by State and Territory, 2002

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 4mths 2. 7yrs 2mths	78.2 ± 0.7	77.4 ± 0.8	78.9 ± 0.9	46.0 ± 1.9	76.4 ± 0.9
Victoria^(e) 1. 12yrs 11mths 2. 7yrs 7mths	87.1 ± 1.0	87.3 ± 1.0	87.0 ± 1.1	58.7 ± 5.6	84.5 ± 1.3
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	88.3 ± 0.8	88.2 ± 0.8	88.7 ± 0.9	61.6 ± 2.2	85.3 ± 1.4
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	85.6 ± 0.8	85.8 ± 1.1	85.5 ± 1.0	57.9 ± 4.9	84.5 ± 1.5
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	85.0 ± 0.9	84.7 ± 1.0	85.2 ± 1.1	49.1 ± 3.0	79.2 ± 1.5
Tasmania 1. 13yrs 2mths 2. 7yrs 7mths	84.0 ± 1.1	83.5 ± 1.4	84.5 ± 1.5	72.3 ± 4.7	83.2 ± 4.2
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	68.1 ± 3.8	68.2 ± 4.4	68.2 ± 4.7	27.4 ± 6.4	31.7 ± 6.9
Australian Capital Territory 1. 12yrs 10mths 2. 7yrs 6mths	86.9 ± 1.2	88.0 ± 1.4	85.8 ± 1.7	61.8 ± 14.0	79.6 ± 5.5
Australia	83.5 ± 0.9	83.3 ± 0.9	83.8 ± 1.0	51.9 ± 3.0	79.2 ± 1.2

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - 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 Table C3. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical 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 national benchmark results show that New South Wales students in years 3 and 5 are consistently performing at or above the national average for reading, writing and numeracy. The New South Wales results for year 7 reading and writing are also fairly consistent with the national average.
- (e) In 2002, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Figure A7 Percentage of year 7 students achieving the reading benchmark, by sub-group, Australia, 2002

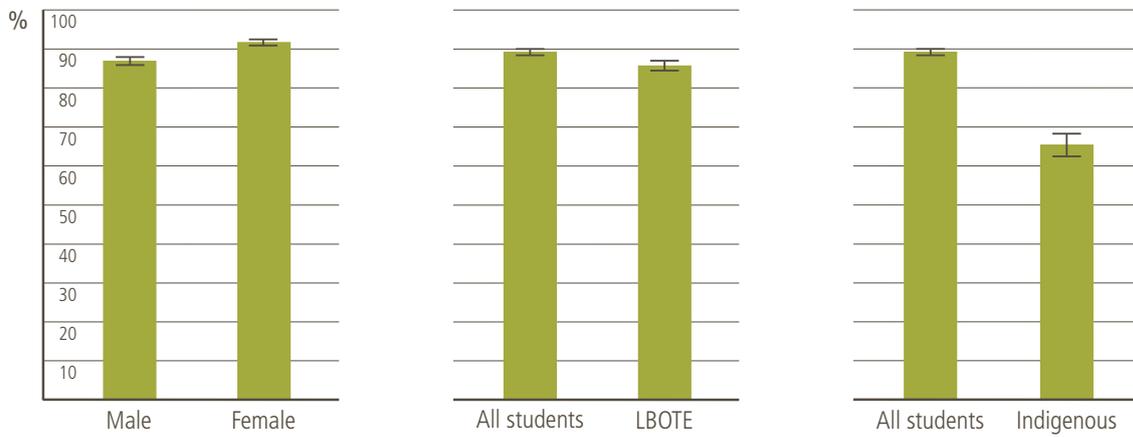


Figure A8 Percentage of year 7 students achieving the writing benchmark, by sub-group, Australia, 2002

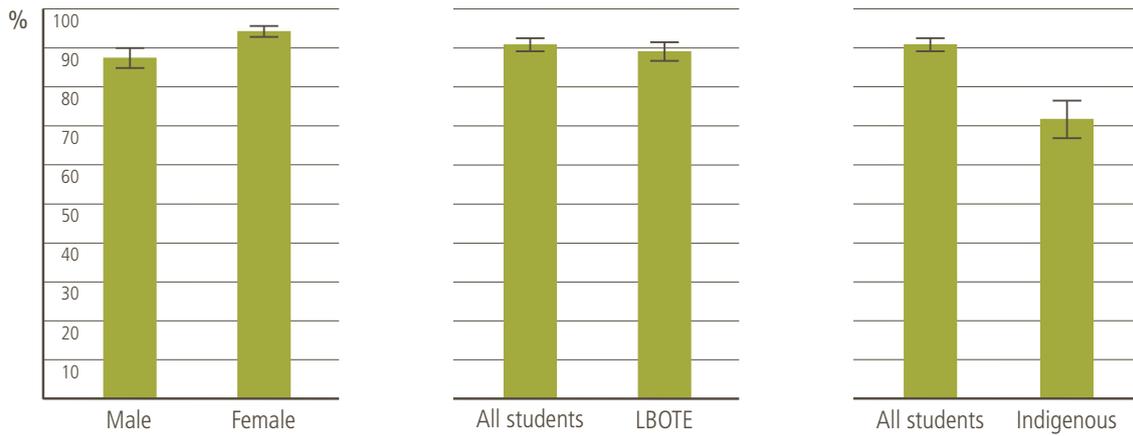
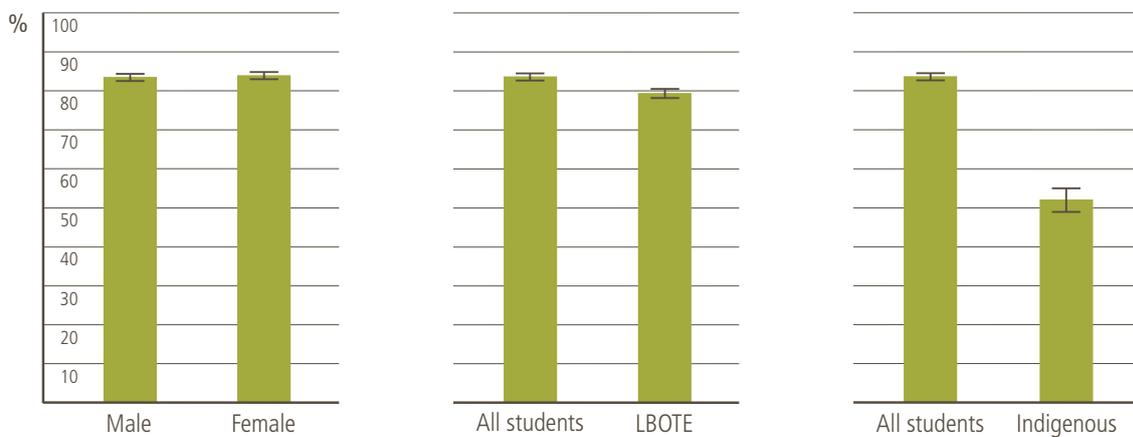


Figure A9 Percentage of year 7 students achieving the numeracy benchmark, by sub-group, Australia, 2002



Participation in assessment

Table B3 Year 7 participation in assessment by school sector, by State and Territory, 2002

State or Territory	Percentage of assessed government school students ^(a)			Percentage of assessed non-government school students ^(b)			Proportion of assessed students (per cent)					
							Government school students ^(c)			Non-government school students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	95.5	95.5	92.8	96.7	96.7	95.5	63.2	63.2	62.9	36.8	36.8	37.1
Victoria ^(e)	64.3	61.8	62.6	69.8	68.8	70.1	58.0	57.4	57.2	42.0	42.6	42.8
Queensland	97.4	97.4	97.8	97.1	97.0	97.3	74.0	74.0	74.1	26.0	26.0	25.9
South Australia	93.6	93.4	93.6	94.2	93.9	94.6	70.3	70.4	70.2	29.7	29.6	29.8
Western Australia	92.0	91.2	92.7	94.0	91.6	94.4	72.1	72.4	72.1	27.9	27.6	27.9
Tasmania	89.4	86.6	90.3	90.4	90.5	91.0	70.5	69.8	70.6	29.5	30.2	29.4
Northern Territory	91.6	89.2	92.8	97.8	93.1	97.1	73.5	74.0	73.9	26.5	26.0	26.1
Australian Capital Territory	91.8	92.4	94.1	93.4	93.9	96.0	53.8	53.8	53.7	46.2	46.2	46.3
Australia	88.5	87.8	87.5	88.7	88.2	88.5	66.3	66.3	66.1	33.7	33.7	33.9

- (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.
- (e) In 2002, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Table C3 Year 7 exemptions, absences and participation, by State and Territory, 2002

State or Territory	Percentage of students exempted from testing ^(a)			Percentage of students absent or withdrawn ^(b)			Percentage of students assessed								
							All students			Indigenous students ^(c)			LBOTE students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	0.8	0.8	0.8	4.0	4.1	6.2	96.0	95.9	93.8	4.4	4.4	4.0	25.3	25.3	24.5
Victoria ^(e)	0.9	0.9	0.9	33.5	35.4	34.4	66.5	64.6	65.6	0.6	0.6	0.6	16.0	15.5	15.9
Queensland	1.4	1.4	1.4	2.3	2.2	2.0	97.3	97.3	97.7	5.7	5.7	5.8	6.1	6.1	6.1
South Australia	2.7	2.1	2.1	6.3	6.5	6.1	94.6	93.5	93.9	2.5	3.4	2.9	16.2	16.0	16.0
Western Australia	0.8	0.8	0.8	7.5	8.7	6.9	92.5	91.3	93.1	5.0	4.8	5.1	12.8	12.6	12.9
Tasmania	0.6	0.6	0.6	10.3	12.3	9.5	89.7	87.7	90.5	5.4	5.1	5.4	4.6	4.5	4.6
Northern Territory ^(f)	0.7	0.7	0.6	8.3	13.2	7.4	93.2	90.2	93.9	26.6	24.6	27.7	22.8	20.7	23.9
Australian Capital Territory	1.8	1.8	1.8	7.5	6.9	5.0	92.5	93.1	95.0	1.3	1.3	1.4	2.7	2.7	2.7
Australia	1.1	1.1	1.0	11.3	12.0	12.1	88.6	87.9	87.9	3.9	3.9	3.9	16.4	16.2	16.1

- (a) 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 government students based on *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant State and Territory testing programs.
- (b) 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 government students based on *National Schools Statistics Collection* data, together with non-government students who participated in the relevant State and Territory testing programs.
- (c) 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 government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) 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 government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant State or Territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) In 2002, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.
- (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 not adding to 100.

Analysis of 2002 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.

As for year 5 students, in reading and writing the proportion of female students achieving at the benchmark level or better is significantly higher than for male students. As for years 3 and 5, this difference is not apparent in numeracy. In most States and Territories, year 7 students with language backgrounds other than English (LBOTE) are achieving at significantly lower rates than students as a whole in reading, writing and numeracy and this difference is significant in reading and numeracy Australia-wide.

Inspection of the three tables also shows that around one in ten year 7 students did not achieve the benchmark level in reading and writing. In numeracy, more than one in eight year 7 students did not reach the benchmark level. The proportion of Indigenous year 7 students achieving at or above the benchmark level is significantly below the proportions for non-Indigenous students, as for years 3 and 5.

Tables B3 and C3 provide details, by State and Territory, of student participation in the assessment process and the proportions of assessed students from government and non-government schools. The tables also provide 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 helps identify the reported performance levels for States, Territories and Australia as a whole.

Rates of participation in the testing program were lower at year 7 than for years 3 and 5. The Australian average in 2002 was around 88 per cent for government schools and non-government schools in each of the three reported learning areas. It should be noted that because participation in testing was voluntary in Victoria the level of participation there was considerably lower, at around 63 per cent in government schools and 70 per cent in non-government schools.

For year 7, the ratio of assessed government and assessed non-government students in States and Territories is as would be expected on the basis of the annual census, except in Victoria and the ACT, where non-government students tend to be over-represented. Across other States and Territories, government and non-government students participated in testing at similar rates.

Review of year 7 benchmarks

In 2003, at the direction of ministers, the PMRT undertook a review of the year 7 reading and numeracy benchmarks following concerns about the proportion of students meeting these benchmarks. Investigations into the year 7 benchmarking and cut-score setting procedures found that the procedures for setting the year 7 cut-scores had followed the same methodology as for years 3 and 5, and verified that the year 7 calculations were correct.

The review resulted in revised benchmark cut-scores for year 7 reading and numeracy. The review also noted that the percentages of students achieving the revised year 7 reading benchmark is in keeping with expectations, however, this is not the case in numeracy.

The review identified factors that may have contributed to the apparent inconsistency in the year 7 benchmarks standards. One factor was a lack of State-wide test data available in 1999 when the benchmark standards were set. Another factor was that the year 7 benchmarks were developed independently of the year 3 and 5 benchmarks.

MCEETYA ministers recently agreed to proceed with trialing common instruments across all jurisdictions in 2006. Following the trial, ministers will consider whether the introduction of common instruments across all jurisdictions will address many of the current issues with the equating of State-based tests to the national benchmark.

Trends

As this is the second time year 7 data has been reported there are no data trends requiring comment.

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 caregivers. In these cases the principal must ensure that an exemption has been agreed to by the parents or caregivers. Consideration for exemption can be given to: some students newly arrived in Australia (up to 12 months) from non-English speaking backgrounds; students with moderate or severe disabilities; other students who have a current disability confirmation sheet who cannot be accommodated through special provisions; students with a medical condition that would affect wellbeing and test performance; and (for years 3 and 5) students attending Stewart House on the test day.
Average Age Calculation Method	Average age at time of testing was determined from New South Wales Department of Education July census student age data for government school years 3, 5 and 7 students.
Years at School Calculation Method	Most year 3 and 5 students in New South Wales schools have completed 3–5 full years of schooling prior to the tests being held at the beginning of August. Years at school were thus taken to be 3 years, 7 months for year 3 students and 5 years, 7 months for year 5 students. Similarly, for year 7 students, literacy tests were held at the beginning of March and numeracy tests early May. Years at school for year 7 students were thus taken to be 7 years, 2 months for reading and writing and 7 years, 4 months for numeracy.
Definition, Identification of Indigenous Students	Indigenous students are those who answered 'Yes' to the question: 'Are you an Aboriginal or Torres Strait Islander person?'.
Definition, Identification of LBOTE Students	LBOTE students are those who answered 'Yes' to the question: 'Does anyone speak a language other than English in your home?'.

Victoria

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 two years, 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?' 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: those 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; 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 would typically have been at school for 4 years and 8 months. Year 7 students would typically have been in 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?'. Students self-identified and 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 their response to a question on the test cover asking if they were an Aboriginal or Torres Strait Islander person.
Definition, Identification of LBOTE Students	LBOTE students were identified through their response to a question on the test cover asking if a language other than English is 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.
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Average Age Calculation Method	Students provide date of birth on test booklets. Average age was calculated at the week of testing on the basis of this information.
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 these cohorts of year 3, 5 and 7 students 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 their 'Yes' response to the question: 'Are you an Aboriginal or Torres Strait Islander person?'. This question was included on the front of the student answer booklet.
Definition, Identification of LBOTE Students	Students from a language background other than English were identified by their responses to the question: 'Does anyone in your home usually speak in a language other than English?'

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 by Equity Standards Branch 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 age of government school students was calculated from date-of-birth enrolment records held in a central database.
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	A student may be exempted from testing if they have high support needs (identified intellectual and/or physical disability) or they have a medically diagnosed communication disorder that would preclude them from completing the test.
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Average Age Calculation Method	The date of birth of each student is recorded on the test cover. The age of the student relative to the official end of the testing period is then calculated as a decimal. The average age of all students in the cohort (eg year 3) is then calculated.
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 by schools at the time of enrolment or by self-identification.
Definition, Identification of LBOTE Students	Students are considered to have a LBOTE if they answer 'No' to the question, 'Does everyone at home speak to you in English?' or answer 'Never/Sometimes' to the question, 'How often do you speak English at home?'.

Australian Capital Territory

Exemption from Testing Policy	All students enrolled in years 3, 5 and 7 are expected to participate in testing. Students eligible for exemption include ESL students who have been learning English in Australia for less than 2 years; students enrolled in Learning Support Classes and Units, except those who can be accommodated through special provisions; Level 5 integration students enrolled in mainstream settings, except those who can be accommodated through special provisions, and students enrolled in Special Education schools.
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.

2002

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

