

2.04 Years 3, 5 and 7 literacy and numeracy

The proportion of Year 3, 5 and 7 students achieving national benchmarks for literacy and numeracy achievement

Data sources

Data for this measure come from the *National report on schooling in Australia 2008*, published by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA 2008), The National Assessment Program – Literacy and Numeracy (NAPLAN) tests conducted in May 2008 and the National Aboriginal and Torres Strait Islander Social Survey (NATSISS).

National report on schooling in Australia 2008

Data for this measure come from the National report on schooling in Australia 2008, published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA 2008).

The benchmarks articulate nationally agreed minimum acceptable standards in literacy and numeracy for the year levels given above, and are part of a national literacy and numeracy plan agreed to by state, territory and Australian Government Ministers for Education. The benchmarks do not attempt to describe the whole of literacy and numeracy learning, nor the full range of what students are taught. They also do not try to describe the full range of student achievement. Instead, they represent important and essential elements of literacy and numeracy at a minimum acceptable level (Curriculum Corporation 2000). A description of the national benchmarks for reading, writing and numeracy for Years 3, 5 and 7 can be found at the following addresses:

<<http://cms.curriculum.edu.au/litbench/intro.asp>>

<<http://cms.curriculum.edu.au/numbench/index.htm>>.

The 2008 report includes a section Indigenous education. This section reports on outcomes including literacy and numeracy achievement data against the national minimum standard, for Indigenous and non-Indigenous students by state and territory and for Indigenous students, disaggregated nationally by the four MCEETYA geographic locations (metropolitan, provincial, remote and very remote).

National Assessment Program – Literacy and Numeracy

The first NAPLAN tests were conducted in May 2008 for all Years 3, 5, 7 and 9 students in government and non-government schools. For the first time, all students in the same year level were assessed on the same test items in the domains of reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. Prior to 2008, students had undertaken different tests in each State and Territory. NAPLAN results are reported using five national achievement scales, one for each of the assessed aspects of literacy – reading, writing, spelling, grammar and punctuation – and one for numeracy. These reporting scales are constructed so that any given scaled score represents the same level of achievement over time (2008 NAPLAN Annual Report).

National Aboriginal and Torres Strait Islander Social Survey

The Australian Bureau of Statistics (ABS) conducted the 2002 NATSISS between August 2002 and April 2003. The 2008 NATSISS was conducted between August 2008 and April 2009. The survey provides information about the Aboriginal and Torres Strait Islander populations of Australia for a wide range of areas of social concern including health, education, culture and labour force participation. The 2008 NATSISS included for the first time children aged under 15. The NATSISS will be conducted every six years, with the next survey planned for 2013.

The 2008 NATSISS collected information by personal interview from 13,300 Indigenous Australians across all states and territories of Australia, including those living in remote areas. The sample covered persons aged 15 years and over who are usual residents in selected private dwellings. It collected information on a wide range of subjects including family and culture, health, education, employment, income, financial stress, housing, and law and justice.

Data analyses

Reading, writing and numeracy benchmarks

The proportion of Indigenous and non-Indigenous students who achieved the reading, writing and numeracy benchmarks in 2009 are presented in tables 2.04.1, 2.04.3 and 2.04.9.

Reading

- Nationally in 2009, approximately 75% of Indigenous students achieved the Year 3 reading benchmark compared with 95% of non-Indigenous students; 67% of Indigenous students achieved the Year 5 reading benchmark compared with 93% of non-Indigenous students; 73% of Indigenous students achieved the Year 7 reading benchmark compared with 95% of non-Indigenous students; and 67% of Indigenous students achieved the Year 9 reading benchmark compared with 94% of non-Indigenous students (Table 2.04.1).

Writing

- Nationally in 2009, approximately 80% of Indigenous students achieved the Year 3 writing benchmark compared with 97% of non-Indigenous students; 70% of Indigenous students achieved the Year 5 writing benchmark compared with 94% of non-Indigenous students; and 70% of Indigenous students achieved the Year 7 writing benchmark compared with 94% of non-Indigenous students; and 59% of Indigenous students achieved the Year 9 writing benchmark compared with 89% of non-Indigenous students (Table 2.04.3).

Numeracy

- Nationally in 2009, approximately 74% of Indigenous students achieved the Year 3 numeracy benchmark compared with 95% of non-Indigenous students; 74% of Indigenous students achieved the Year 5 numeracy benchmark compared with 95% of non-Indigenous students; 75% of Indigenous students achieved the Year 7 numeracy benchmark compared with 95% of non-Indigenous students; and 75% of Indigenous students achieved the Year 9 numeracy benchmark compared with 96% of non-Indigenous students (Table 2.04.9).

Reading, writing and numeracy benchmarks by state/territory

The proportion of Indigenous students and total students who achieved the reading, writing and numeracy benchmarks in 2009 are presented in Tables 2.04.1, 2.04.3 and 2.04.9 by state and territory. Achievements in spelling and grammar and punctuation are also presented in Tables 2.04.5 and 2.04.7.

Reading

- The proportion of Indigenous students who achieved the Year 3 benchmark ranged from 40% in the Northern Territory to 87% in Victoria (Table 2.04.1).
- The proportion of Indigenous students who achieved the Year 5 benchmark ranged from 31% in the Northern Territory to 85% in Victoria.
- The proportion of Indigenous students who achieved the Year 7 benchmark was lowest in the Northern Territory (36%) and highest in the Australian Capital Territory (87%).
- The proportion of Indigenous students who achieved the Year 9 benchmark was lowest in the Northern Territory (32%) and the highest in Victoria (79%).

Table 2.04.1: Proportion of Year 3, 5, 7 and 9 students at or above the national minimum standard for reading, by Indigenous status and state/territory, 2008–2009^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Australia
Indigenous									
Year 3									
2008	83.5	88.1	66.2	57.3	71.5	88.4	84.9	30.4	68.3
2009	85.8	87.2	77.1	66.3	77.6	87.0	83.5	39.9	75.1
Year 5									
2008	77.6	83.0	62.9	51.8	60.6	84.5	81.1	25.8	63.4
2009	77.9	84.8	65.7	56.2	67.7	79.0	77.4	31.0	66.7
Year 7									
2008	82.4	85.5	74.8	63.4	69.6	89.0	94.3	32.4	71.9
2009	81.2	84.4	74.0	65.2	71.5	82.4	86.5	36.4	73.2
Year 9									
2008	82.3	79.9	70.0	62.8	62.5	90.7	84.2	37.9	70.7
2009	78.2	79.3	64.5	56.4	67.6	79.2	78.1	32.3	67.0
Non-Indigenous									
Year 3									
2008	95.7	95.6	88.7	92.1	92.5	93.0	94.8	88.2	93.5
2009	96.0	95.8	93.1	93.4	94.2	93.6	95.1	89.9	94.8
Year 5									
2008	94.4	94.0	88.8	92.2	91.3	90.7	95.2	88.9	92.6
2009	94.3	94.6	90.6	91.8	91.9	91.8	94.4	89.1	93.1
Year 7									
2008	96.1	96.1	94.3	95.0	94.4	94.4	96.4	93.5	95.4
2009	95.4	95.7	94.2	94.3	94.4	93.6	95.8	92.4	95.0
Year 9									
2008	95.1	95.0	92.0	94.0	93.5	93.5	96.9	92.2	94.2
2009	94.3	94.7	91.7	92.4	93.0	92.5	94.5	90.7	93.5

(a) Equating the 2008 NAPLAN results with the 2009 results is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009 (MCEECDYA 2009).

Source: MCEECDYA 2008; MCEECDYA 2009.

Table 2.04.2: Mean scale scores of Year 3, 5, 7 and 9 students for reading, by Indigenous status and state/territory, 2008–2009^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Australia
Indigenous									
Year 3									
2008	347.5	368.9	309.5	292.7	329.7	376.6	359.5	208.1	313.7
2009	355.6	375.3	327.9	304.4	329.5	365.4	361.6	239.4	327.4
Year 5									
2008	432.8	449.7	404.4	381.3	405.9	456.6	441.9	307.3	403.4
2009	438.0	458.7	413.3	391.4	414.1	442.1	458.5	333.1	414.4
Year 7									
2008	486.5	488.8	472.4	450.0	464.9	513.8	519.4	386.1	466.5
2009	488.6	494.2	474.6	456.8	469.4	492.0	501.0	404.3	473.2
Year 9									
2008	531.7	536.0	514.2	498.3	506.3	564.9	552.8	446.5	513.8
2009	530.7	535.0	506.4	493.6	511.3	537.6	540.1	434.7	510.2
Non-Indigenous									
Year 3									
2008	414.9	420.6	375.9	394.5	403.9	403.4	422.8	382.5	405.0
2009	425.0	431.0	390.0	403.8	401.6	408.2	435.7	383.2	415.0
Year 5									
2008	497.4	497.3	470.9	481.4	481.0	480.1	504.9	474.5	488.7
2009	506.0	506.9	482.3	490.7	486.9	493.7	514.1	480.8	498.1
Year 7									
2008	544.9	543.9	532.3	533.2	536.4	536.6	559.2	531.0	540.2
2009	548.2	547.8	536.9	541.3	538.9	538.6	559.9	532.5	544.4
Year 9									
2008	585.5	585.2	572.2	575.6	578.5	580.9	603.1	578.1	581.3
2009	587.8	588.4	574.7	579.4	579.6	582.3	600.2	580.2	583.8

(a) Equating the 2008 NAPLAN results with the 2009 results is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009 (MCEECDYA 2009).

Source: MCEECDYA 2008; MCEECDYA 2009.

Writing

- The proportion of Indigenous students who achieved the Year 3 benchmark ranged from 45% in the Northern Territory to 94% in Tasmania (Table 2.04.3).
- The proportion of Indigenous students who achieved the Year 5 benchmark was lowest in the Northern Territory (32%) and highest in Tasmania (85%).
- The proportion of Indigenous students who achieved the Year 7 benchmark ranged from 31% in the Northern Territory to 80% in Victoria.
- The proportion of Indigenous students who achieved the Year 9 benchmark was lowest in the Northern Territory (26%) and highest in Tasmania (72%).

Table 2.04.3: Proportion of Year 3, 5, 7 and 9 students at or above the national minimum standard for writing, by Indigenous status and state/territory, 2008–2009^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Australia
Indigenous									
Year 3									
2008	90.9	92.1	77.2	72.0	82.5	94.2	89.5	46.6	78.8
2009	90.8	90.7	80.2	74.1	81.7	93.6	88.2	45.4	79.9
Year 5									
2008	81.7	82.7	72.0	59.2	69.0	83.8	82.1	32.8	69.7
2009	81.5	84.1	68.9	62.0	73.4	84.5	79.4	32.1	70.1
Year 7									
2008	76.9	77.6	72.3	59.9	67.5	81.9	84.1	29.9	67.9
2009	77.2	80.1	71.8	62.5	73.0	76.5	76.0	30.8	69.9
Year 9									
2008	67.7	68.9	61.8	49.9	57.4	68.9	73.4	32.8	59.7
2009	67.1	68.6	59.5	50.1	56.4	72.4	71.3	26.3	59.0
Non-Indigenous									
Year 3									
2008	97.9	96.6	93.6	97.0	95.7	97.5	96.6	95.2	96.4
2009	97.5	96.9	94.8	96.9	96.5	96.5	96.1	95.2	96.6
Year 5									
2008	95.9	94.3	90.8	93.7	92.8	93.8	95.3	90.2	93.9
2009	95.6	95.1	91.5	94.3	93.9	92.4	94.3	89.9	94.2
Year 7									
2008	94.3	93.8	91.2	92.6	93.4	91.2	93.6	89.2	93.2
2009	94.4	94.0	92.7	93.5	93.9	89.6	93.6	89.2	93.7
Year 9									
2008	90.0	90.6	85.3	88.2	88.9	85.7	89.3	84.6	88.8
2009	89.9	90.8	87.1	88.7	89.0	84.6	89.8	84.8	89.2

(a) Equating the 2008 NAPLAN results with the 2009 results is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009 (MCEECDYA 2009).

Source: MCEECDYA 2008; MCEECDYA 2009.

Table 2.04.4: Mean scale scores of Year 3, 5, 7 and 9 students for writing by Indigenous status and state/territory, 2008–2009^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Australia
Indigenous									
Year 3									
2008	370.6	383.9	334.6	314.0	354.7	388.1	374.0	258.2	339.3
2009	368.5	384.7	339.1	318.1	342.2	379.8	373.3	256.0	340.2
Year 5									
2008	436.4	454.4	416.2	386.7	413.4	447.7	442.9	325.4	411.2
2009	435.3	454.3	411.2	392.9	419.9	446.3	439.5	322.6	412.1
Year 7									
2008	474.4	486.6	468.6	437.2	464.1	485.7	485.8	362.2	455.9
2009	474.9	485.5	466.6	447.2	465.9	480.7	474.0	365.6	460.2
Year 9									
2008	508.3	525.9	497.3	470.7	490.7	515.7	515.7	417.0	491.3
2009	506.7	517.3	488.4	472.8	486.7	524.6	527.7	400.9	488.4
Non-Indigenous									
Year 3									
2008	430.1	426.4	396.2	405.2	418.2	419.5	424.7	398.3	418.2
2009	426.8	428.0	399.8	410.2	413.8	408.8	423.1	398.8	418.3
Year 5									
2008	498.0	503.1	473.1	478.9	483.9	481.9	492.0	471.2	490.6
2009	495.1	498.0	470.9	486.4	484.4	477.3	490.8	470.3	488.5
Year 7									
2008	538.1	550.7	526.8	529.4	541.1	525.3	535.5	526.1	537.9
2009	535.1	541.9	530.1	538.5	538.8	520.0	540.5	517.1	536.0
Year 9									
2008	572.2	589.9	559.6	567.8	574.8	561.7	572.2	569.2	573.6
2009	570.9	582.7	563.7	573.0	574.2	563.1	579.1	566.8	572.8

(a) Equating the 2008 NAPLAN results with the 2009 results is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009 (MCEECDYA 2009).

Source: MCEECDYA 2008; MCEECDYA 2009.

Spelling

- The proportion of Indigenous students who achieved the Year 3 benchmark ranged from 29% in the Northern Territory to 85% in Victoria (Table 2.04.5).
- The proportion of Indigenous students who achieved the Year 5 benchmark was lowest in the Northern Territory (34%) and highest in Victoria (85%).
- The proportion of Indigenous students who achieved the Year 7 benchmark ranged from 37% in the Northern Territory to 82% in New South Wales.
- The proportion of Indigenous students who achieved the Year 9 benchmark was lowest in the Northern Territory (30%) and highest in the Australian Capital Territory (78%).

Table 2.04.5: Proportion of Year 3, 5, 7 and 9 students at or above the national minimum standard for spelling, by Indigenous status and state/territory, 2008–2009^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Australia
Indigenous									
Year 3									
2008	86.1	84.3	68.4	56.8	71.8	87.4	79.3	28.8	69.2
2009	82.8	85.0	71.1	60.9	67.2	82.2	77.5	29.4	69.6
Year 5									
2008	82.1	85.0	72.6	60.1	66.2	85.4	81.9	28.8	69.7
2009	81.7	84.8	73.7	62.8	69.5	81.3	73.3	33.9	71.5
Year 7									
2008	82.0	81.7	76.2	63.0	71.7	87.4	90.3	31.1	71.8
2009	81.9	81.4	77.8	64.0	73.4	79.0	80.0	36.7	74.3
Year 9									
2008	78.4	71.6	70.5	57.9	63.0	83.1	85.6	33.3	67.8
2009	74.4	72.8	68.4	57.9	64.1	73.7	78.1	29.6	66.1
Non-Indigenous									
Year 3									
2008	96.7	95.8	88.9	92.2	92.2	92.7	94.2	87.0	93.9
2009	95.4	95.0	90.2	93.2	91.4	90.7	93.3	86.4	93.5
Year 5									
2008	95.2	94.4	89.4	92.2	91.3	90.5	93.1	86.5	93.0
2009	95.2	94.8	91.1	92.6	92.1	91.9	93.2	86.7	93.6
Year 7									
2008	94.9	94.6	91.3	93.0	93.2	91.7	94.9	88.4	93.6
2009	95.2	93.9	93.0	92.3	93.1	90.8	93.5	87.7	93.8
Year 9									
2008	92.9	91.3	88.8	90.0	89.7	87.7	94.4	86.4	91.0
2009	92.3	91.3	89.8	89.7	90.0	88.2	91.3	85.4	90.9

(a) Equating the 2008 NAPLAN results with the 2009 results is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009 (MCEECDYA 2009).

Source: MCEECDYA 2008; MCEECDYA 2009.

Table 2.04.6: Mean scale scores of Year 3, 5, 7 and 9 students for spelling, by Indigenous status and state/territory, 2008–2009^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Australia
Indigenous									
Year 3									
2008	361.2	359.4	317.0	295.3	330.6	373.7	344.9	208.4	319.6
2009	357.3	370.4	324.5	301.1	319.4	358.5	342.9	217.5	322.8
Year 5									
2008	446.8	455.2	422.1	397.2	421.5	457.5	448.6	313.5	417.1
2009	446.2	453.0	423.7	403.8	419.8	443.8	444.6	333.6	421.6
Year 7									
2008	497.2	491.1	485.7	455.3	479.0	512.4	504.4	375.9	474.0
2009	496.4	491.4	489.2	459.1	478.2	492.6	482.9	386.3	479.1
Year 9									
2008	534.9	529.6	522.7	494.0	512.9	556.0	543.9	428.5	514.6
2009	528.1	525.0	517.4	495.9	504.6	527.7	538.3	413.5	509.8
Non-Indigenous									
Year 3									
2008	421.9	416.1	370.5	389.1	400.3	396.9	408.6	370.0	403.8
2009	426.5	420.0	379.7	397.9	397.7	396.0	413.0	369.8	409.0
Year 5									
2008	501.8	494.0	465.1	477.6	482.2	474.4	488.9	460.7	487.4
2009	505.7	496.3	469.3	483.0	481.0	481.1	489.6	462.9	490.6
Year 7									
2008	552.5	543.1	531.1	533.3	542.1	529.4	545.4	519.1	542.2
2009	553.5	540.9	535.9	535.3	538.4	526.9	541.4	516.1	543.0
Year 9									
2008	589.1	581.0	571.1	572.3	578.4	568.2	587.8	566.6	580.2
2009	588.1	579.8	572.7	572.2	574.3	566.9	585.5	565.0	579.5

(a) Equating the 2008 NAPLAN results with the 2009 results is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009 (MCEECDYA 2009).

Source: MCEECDYA 2008; MCEECDYA 2009.

Grammar and punctuation

- The proportion of Indigenous students who achieved the Year 3 benchmark ranged from 32% in the Northern Territory to 86% in Victoria (Table 2.04.7).
- The proportion of Indigenous students who achieved the Year 5 benchmark was lowest in the Northern Territory (28%) and highest in Victoria (84%).
- The proportion of Indigenous students who achieved the Year 7 benchmark ranged from 27% in the Northern Territory to 79% in the Australian Capital Territory and Victoria.
- The proportion of Indigenous students who achieved the Year 9 benchmark was lowest in the Northern Territory (27%) and highest in the Australian Capital Territory (78%).

Table 2.04.7: Proportion of Year 3, 5, 7 and 9 students at or above the national minimum standard for grammar and punctuation, by Indigenous status and state/territory, 2008–2009^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Australia
Indigenous									
Year 3									
2008	82.2	87.7	62.9	51.4	69.7	85.3	81.3	25.8	65.3
2009	81.6	86.2	69.8	56.1	70.0	83.3	77.6	31.5	68.7
Year 5									
2008	77.6	84.1	65.7	49.3	62.9	86.4	79.6	24.5	64.1
2009	75.0	84.0	64.8	51.4	64.9	79.0	75.1	27.5	64.3
Year 7									
2008	75.0	76.1	65.9	47.5	59.9	85.8	87.4	23.9	62.7
2009	72.2	78.5	66.6	51.7	65.2	77.8	78.5	26.9	64.9
Year 9									
2008	71.2	68.8	62.7	47.6	53.5	82.6	79.3	28.4	60.7
2009	69.5	70.4	61.6	49.3	60.4	74.7	78.3	26.6	60.8
Non-Indigenous									
Year 3									
2008	95.8	95.6	88.3	90.8	92.0	92.2	94.1	87.1	93.3
2009	95.4	95.5	90.9	91.4	93.0	91.9	94.7	86.3	93.8
Year 5									
2008	94.7	95.1	90.6	92.6	92.5	92.2	96.0	88.3	93.5
2009	94.5	95.2	91.3	92.2	92.3	91.5	94.9	88.3	93.6
Year 7									
2008	94.3	94.1	91.9	91.5	92.5	91.7	94.2	88.0	93.2
2009	93.5	94.5	92.7	92.5	93.2	91.3	95.0	89.4	93.5
Year 9									
2008	92.4	92.2	90.0	90.3	90.6	88.4	95.1	87.4	91.5
2009	91.8	93.1	90.9	91.0	91.7	90.2	93.1	88.8	91.8

(a) Equating the 2008 NAPLAN results with the 2009 results is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009 (MCEECDYA 2009).

Source: MCEECDYA 2008; MCEECDYA 2009.

Table 2.04.8: Mean scale scores of Year 3, 5, 7 and 9 students for grammar and punctuation, by Indigenous status and state/territory, 2009

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Australia
Indigenous									
Year 3									
2008	347.1	377.5	302.3	277.7	319.9	370.7	352.2	176.7	305.5
2009	354.9	378.4	324.3	290.2	322.6	369.7	355.5	216.1	321.4
Year 5									
2008	434.0	456.4	407.6	373.8	407.9	472.1	444.5	286.4	402.4
2009	434.3	453.1	411.7	379.3	408.4	442.3	450.6	308.5	407.9
Year 7									
2008	472.0	474.7	455.6	419.4	446.1	505.2	502.4	346.8	446.3
2009	473.4	483.7	463.9	433.5	457.2	488.5	481.2	365.0	457.3
Year 9									
2008	513.0	515.2	501.8	474.7	491.8	541.2	534.4	411.5	494.7
2009	513.5	516.6	500.3	480.5	496.6	525.5	540.1	414.9	497.0
Non-Indigenous									
Year 3									
2008	420.2	429.2	375.7	392.3	400.5	405.9	421.6	378.6	408.4
2009	435.1	440.8	399.4	413.9	411.8	416.8	443.1	389.5	424.8
Year 5									
2008	508.0	514.2	482.0	492.5	491.8	497.6	514.9	481.2	501.2
2009	513.8	511.0	490.7	496.4	492.8	495.5	518.0	487.3	504.6
Year 7									
2008	539.5	538.7	522.7	522.6	532.2	529.8	547.7	519.0	533.4
2009	546.2	545.5	539.0	539.7	539.2	538.1	559.1	528.2	543.4
Year 9									
2008	579.0	575.5	567.6	562.4	567.8	559.5	590.2	560.7	573.0
2009	578.7	581.0	573.6	571.5	574.1	571.9	593.5	570.2	577.2

(a) Equating the 2008 NAPLAN results with the 2009 results is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009 (MCEECDYA 2009).

Source: MCEECDYA 2008; MCEECDYA 2009.

Numeracy

- The proportion of Indigenous students who achieved the Year 3 benchmark ranged from 41% in the Northern Territory to 89% in Victoria (Table 2.04.9).
- The proportion of Indigenous students who achieved the Year 5 benchmark was lowest in the Northern Territory (46%) and highest in Victoria (87%).
- The proportion of Indigenous students who achieved the Year 7 benchmark ranged from 44% in the Northern Territory to 85% in Victoria.
- The proportion of Indigenous students who achieved the Year 9 benchmark was lowest in the Northern Territory (45%) and highest in Tasmania (85%).

Table 2.04.9: Proportion of Year 3, 5, 7 and 9 students at or above the national minimum standard for numeracy, by Indigenous status and state/territory, 2008–2009^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Australia
Indigenous									
Year 3									
2008	88.6	93.0	75.5	75.5	79.2	94.5	88.4	52.4	78.6
2009	84.1	89.4	74.0	68.8	71.5	87.7	83.3	41.0	74.0
Year 5									
2008	78.9	83.3	69.5	61.6	68.5	87.8	82.3	38.3	69.2
2009	82.5	86.9	73.9	67.4	73.5	85.7	83.6	45.5	74.2
Year 7									
2008	84.5	87.9	81.8	74.2	75.9	92.4	90.3	50.2	78.6
2009	80.4	85.4	78.5	71.7	73.6	82.9	84.0	44.2	75.8
Year 9									
2008	80.3	78.4	73.2	66.2	68.7	88.5	83.8	46.1	72.5
2009	80.9	83.8	76.5	67.4	76.0	84.8	81.9	45.2	75.0
Non-Indigenous									
Year 3									
2008	97.3	96.8	93.3	96.1	94.6	96.8	96.7	96.5	96.0
2009	96.0	96.1	93.6	94.5	93.5	94.4	95.1	92.4	95.2
Year 5									
2008	95.2	95.0	92.0	93.7	91.7	92.9	95.3	91.6	94.0
2009	96.1	95.9	94.0	95.0	94.1	94.1	95.8	92.9	95.3
Year 7									
2008	96.6	96.8	95.9	96.5	95.4	95.5	97.3	95.6	96.4
2009	95.8	96.3	95.9	95.4	95.0	93.9	95.9	93.8	95.8
Year 9									
2008	95.4	95.5	93.8	94.3	93.7	93.1	96.9	93.6	94.8
2009	96.1	96.7	95.7	95.5	95.4	94.6	95.7	94.4	96.0

(a) Equating the 2008 NAPLAN results with the 2009 results is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009 (MCEECDYA 2009).

Source: MCEECDYA 2008; MCEECDYA 2009.

Table 2.04.10: Mean scale scores of Year 3, 5, 7 and 9 students for numeracy, by Indigenous status and state/territory, 2008–2009^(a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Australia
Indigenous									
Year 3									
2008	350.3	376.9	316.2	313.9	330.7	377.1	355.1	275.0	327.6
2009	344.4	369.1	317.2	304.1	312.4	358.6	344.9	251.7	320.5
Year 5									
2008	424.9	440.6	406.8	393.0	409.1	447.4	428.5	355.9	408.0
2009	439.5	453.0	417.0	403.7	415.6	440.2	443.2	367.5	420.5
Year 7									
2008	485.6	492.9	483.2	463.2	468.7	512.3	504.7	428.3	476.2
2009	482.2	492.4	480.1	462.8	466.8	490.3	487.3	421.3	474.4
Year 9									
2008	528.3	530.2	515.9	500.6	508.8	551.0	546.5	470.5	515.1
2009	532.0	540.6	520.4	506.9	515.7	539.3	540.9	471.3	520.2
Non-Indigenous									
Year 3									
2008	411.3	417.5	371.9	387.4	391.7	401.6	413.1	386.9	400.5
2009	407.7	411.3	376.4	386.6	381.8	393.8	409.8	374.4	397.7
Year 5									
2008	490.5	490.3	462.3	466.5	462.9	467.5	485.3	459.4	479.5
2009	503.9	496.6	474.1	479.4	472.4	477.4	497.1	471.4	490.3
Year 7									
2008	554.1	553.2	543.2	539.5	539.2	536.9	557.5	534.2	548.6
2009	551.8	550.0	543.9	542.8	534.0	528.4	551.2	525.1	547.0
Year 9									
2008	594.3	591.5	574.7	576.4	574.6	570.2	596.0	575.4	585.7
2009	599.3	597.0	583.5	587.8	580.8	577.3	601.7	579.8	592.4

(a) Equating the 2008 NAPLAN results with the 2009 results is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009 (MCEECDYA 2009).

Source: MCEECDYA 2008; MCEECDYA 2009.

Reading, writing and numeracy benchmarks by remoteness

Reading, writing and numeracy benchmarks by remoteness area and Indigenous status are presented in Table 2.04.11.

- In 2009, the proportion of Indigenous students who achieved the Year 3, Year 5, Year 7 and Year 9 reading, writing, spelling, grammar and punctuation and numeracy benchmarks were highest in metropolitan areas and lowest in very remote areas of Australia.
- The proportion of Indigenous Year 3 students who achieved the reading, writing, spelling, grammar and punctuation and numeracy benchmarks was 84%, 88%, 79%, 79% and 83% respectively in metropolitan areas, and 43%, 47%, 35%, 34% and 40% respectively in Very Remote areas.
- The proportion of Indigenous Year 5 students who achieved the reading, writing, spelling, grammar and punctuation and numeracy benchmarks was 77%, 80%, 81%, 76% and 83% respectively in metropolitan areas and 26%, 30%, 35%, 22% and 40% in Very Remote areas.
- The proportion of Indigenous Year 7 students who achieved the reading, writing, spelling, grammar and punctuation and numeracy benchmarks was 83%, 80%, 83%, 75% and 84% respectively in metropolitan areas and 32%, 30%, 39%, 23% and 42% in Very Remote areas.
- The proportion of Indigenous Year 9 students who achieved the reading, writing, spelling, grammar and punctuation and numeracy benchmarks was 74%, 67%, 74%, 69% and 81% respectively in metropolitan areas and 26%, 21%, 31%, 23% and 41% in Very Remote areas.

Table 2.04.11: Proportion of Year 3, 5, 7 and 9 students at or above the national minimum standards for reading, writing, spelling, grammar and punctuation and numeracy, by Indigenous status and remoteness area, 2008-2009^(a)

	Metropolitan			Provincial			Remote			Very Remote		
	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students
Reading												
Year 3												
2008	78.6	n.a.	93.6	76.2	n.a.	91.0	53.9	n.a.	79.6	30.5	n.a.	51.1
2009	83.8	95.2	94.7	81.5	94.1	93.0	58.4	92.5	83.9	43.4	91.0	61.1
Year 5												
2008	74.4	n.a.	92.4	71.0	n.a.	90.0	47.8	n.a.	79.7	21.7	n.a.	46.1
2009	76.7	93.5	93.0	73.8	92.2	90.7	47.3	89.9	79.5	26.4	88.0	49.1
Year 7												
2008	83.0	n.a.	95.2	79.6	n.a.	93.9	56.6	n.a.	83.9	28.0	n.a.	49.2
2009	82.8	95.4	95.0	77.7	94.2	92.9	54.1	93.1	83.1	32.3	90.7	53.9
Year 9												
2008	78.4	n.a.	93.7	75.3	n.a.	92.4	57.4	n.a.	82.3	29.0	n.a.	51.3
2009	74.1	93.7	93.1	71.2	92.9	91.3	49.9	90.5	79.3	26.2	87.1	48.4
Writing												
Year 3												
2008	86.9	n.a.	96.2	86.2	n.a.	95.3	69.0	n.a.	88.5	45.0	n.a.	62.7
2009	87.7	96.7	96.3	87.3	96.3	95.5	65.3	96.1	88.6	47.0	94.7	64.9
Year 5												
2008	79.7	n.a.	93.8	76.0	n.a.	91.5	58.1	n.a.	83.7	31.6	n.a.	52.9
2009	80.3	94.8	94.3	76.6	92.9	91.6	53.5	92.3	82.8	29.5	91.2	52.3

(continued)

Table 2.04.11(continued): Proportion of Year 3, 5, 7 and 9 students at or above the national minimum standards for reading, writing, spelling, grammar and punctuation and numeracy, by Indigenous status and remoteness area, 2008-2009^(a)

	Metropolitan			Provincial			Remote			Very Remote		
	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students
Year 7												
2008	78.7	n.a.	93.3	73.8	n.a.	90.4	54.0	n.a.	81.0	28.5	n.a.	48.1
2009	79.7	94.3	93.9	74.3	92.0	90.7	49.5	91.1	80.4	29.5	90.2	52.2
Year 9												
2008	67.9	n.a.	88.9	62.6	n.a.	84.7	44.4	n.a.	73.3	23.8	n.a.	44.3
2009	67.4	90.1	89.4	61.8	86.9	85.0	38.3	83.9	71.3	21.4	79.3	42.7
Spelling												
Year 3												
2008	80.0	n.a.	94.1	77.0	n.a.	91.0	56.0	n.a.	80.0	29.6	n.a.	49.7
2009	79.1	94.2	93.7	76.8	91.9	90.7	50.8	89.4	79.8	35.2	87.8	54.6
Year 5												
2008	80.0	n.a.	93.4	76.6	n.a.	89.9	55.9	n.a.	80.5	30.5	n.a.	51.1
2009	80.5	94.3	93.8	78.1	91.8	90.7	55.1	89.6	81.2	34.5	88.0	54.1
Year 7												
2008	82.9	n.a.	94.1	77.6	n.a.	90.4	57.4	n.a.	81.4	32.7	n.a.	51.0
2009	83.0	94.6	94.2	78.3	91.9	90.9	55.1	90.8	81.6	38.9	87.5	56.6
Year 9												
2008	76.9	n.a.	91.5	70.9	n.a.	87.0	52.9	n.a.	76.3	27.3	n.a.	47.9
2009	74.0	91.9	91.3	68.3	88.5	86.9	48.7	85.1	75.0	31.3	81.5	49.3

(continued)

Table 2.04.11 (continued): Proportion of Year 3, 5, 7 and 9 students at or above the national minimum standards for reading, writing, spelling, grammar and punctuation and numeracy, by Indigenous status and remoteness area, 2008-2009^(a)

	Metropolitan			Provincial			Remote			Very Remote		
	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students
Grammar and punctuation												
Year 3												
2008	76.7	n.a.	93.2	73.8	n.a.	90.7	49.3	n.a.	78.2	24.1	n.a.	46.1
2009	78.7	94.3	93.8	75.7	92.5	91.1	49.4	89.6	79.5	33.6	88.3	53.9
Year 5												
2008	75.3	n.a.	93.3	72.2	n.a.	91.1	48.2	n.a.	80.5	20.0	n.a.	45.2
2009	75.5	94.1	93.5	71.3	92.3	90.6	44.1	90.2	78.9	21.6	87.7	45.8
Year 7												
2008	74.7	n.a.	93.1	70.4	n.a.	90.4	44.2	n.a.	77.7	17.7	n.a.	40.3
2009	75.2	93.9	93.4	69.5	92.3	90.6	42.4	91.2	78.7	22.9	88.5	47.0
Year 9												
2008	69.5	n.a.	91.4	64.2	n.a.	87.7	44.2	n.a.	75.3	20.1	n.a.	43.8
2009	68.6	92.2	91.6	64.2	90.9	88.9	40.9	88.1	75.1	23.1	84.9	45.6
Numeracy												
Year 3												
2008	85.9	n.a.	95.8	85.5	n.a.	94.8	70.4	n.a.	88.5	47.5	n.a.	64.4
2009	83.0	95.4	94.9	80.5	94.5	93.4	58.7	93.8	85.1	40.1	91.5	59.2
Year 5												
2008	78.5	n.a.	93.8	75.7	n.a.	91.9	56.3	n.a.	83.4	32.9	n.a.	54.3
2009	83.2	95.6	95.2	79.8	94.5	93.4	57.3	93.5	84.6	40.3	92.8	59.5

(continued)

Table 2.04.11 (continued): Proportion of Year 3, 5, 7 and 9 students at or above the national minimum standards for reading, writing, spelling, grammar and punctuation and numeracy, by Indigenous status and remoteness area, 2008-2009^(a)

	Metropolitan			Provincial			Remote			Very Remote		
	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students
Year 7												
2008	87.0	n.a.	96.2	83.9	n.a.	95.1	67.8	n.a.	88.4	46.4	n.a.	62.2
2009	83.7	96.1	95.7	79.7	95.2	94.0	58.7	94.6	85.3	42.3	94.0	61.2
Year 9												
2008	78.9	n.a.	94.4	76.2	n.a.	92.9	60.4	n.a.	84.1	38.2	n.a.	57.8
2009	80.7	96.2	95.7	78.8	95.6	94.3	60.0	95.0	85.3	40.9	92.9	59.7

(a) Equating the 2008 NAPLAN results with the 2009 results is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009 (MCEECDYA 2009).

Source: MCEECDYA 2008; MCEECDYA 2009.

Table 2.04.12: Mean scale scores of Year 3, 5, 7 and 9 students for reading, writing, spelling, grammar and punctuation and numeracy, by Indigenous status and remoteness area, 2009^(a)

	Metropolitan			Provincial			Remote			Very Remote		
	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students
Reading												
Year 3												
2008	343.4	n.a.	408.0	331.0	n.a.	389.3	280.4	n.a.	352.5	215.4	n.a.	274.2
2009	350.1	419.9	418.1	342.6	402.5	398.0	287.6	386.5	362.1	248.9	386.6	300.1
Year 5												
2008	428.7	n.a.	490.2	420.3	n.a.	476.7	371.3	n.a.	448.1	307.6	n.a.	365.0
2009	436.5	501.4	499.6	428.6	490.1	485.4	374.4	477.2	452.1	329.4	479.0	384.3
Year 7												
2008	488.5	n.a.	541.7	480.9	n.a.	529.6	439.0	n.a.	500.1	381.0	n.a.	425.8
2009	492.9	548.0	546.6	479.7	535.2	531.3	435.8	527.6	504.0	399.7	521.2	444.8
Year 9												
2008	529.3	n.a.	582.1	522.6	n.a.	571.3	488.2	n.a.	543.4	430.8	n.a.	478.5
2009	524.9	586.2	584.6	517.6	577.6	573.3	471.0	565.7	539.6	435.5	558.9	480.7
Writing												
Year 3												
2008	364.3	n.a.	420.9	356.4	n.a.	404.3	307.0	n.a.	371.6	252.7	n.a.	301.7
2009	363.0	422.8	421.2	357.2	406.8	403.1	297.7	394.3	370.8	257.7	391.8	307.3
Year 5												
2008	435.1	n.a.	493.5	425.8	n.a.	475.2	385.1	n.a.	450.0	322.3	n.a.	373.4
2009	436.5	493.4	491.8	426.0	475.8	472.0	374.2	469.3	446.4	320.1	469.5	375.3

(continued)

Table 2.04.12 (continued): Mean scale scores of Year 3, 5, 7 and 9 students for reading, writing, spelling, grammar and punctuation and numeracy, by Indigenous status and remoteness area, 2009^(a)

	Metropolitan			Provincial			Remote			Very Remote		
	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students
Year 7												
2008	482.7	n.a.	540.9	470.7	n.a.	521.9	421.8	n.a.	491.7	360.0	n.a.	409.5
2009	484.1	541.0	539.5	470.0	522.7	518.9	414.2	519.1	492.3	364.3	512.3	419.5
Year 9												
2008	512.8	n.a.	576.2	499.5	n.a.	556.5	458.0	n.a.	527.2	391.2	n.a.	447.8
2009	508.5	577.5	575.7	496.7	560.0	555.3	442.9	549.6	520.6	388.8	542.3	445.5
Spelling												
Year 3												
2008	349.2	n.a.	408.7	337.8	n.a.	384.0	290.1	n.a.	350.3	217.1	n.a.	269.4
2009	348.0	415.9	414.1	340.3	391.2	387.4	277.1	375.0	350.9	234.9	372.3	285.9
Year 5												
2008	442.3	n.a.	492.0	432.6	n.a.	469.4	387.4	n.a.	444.4	323.7	n.a.	371.9
2009	443.0	496.8	495.3	434.5	474.7	471.7	386.0	465.3	446.1	339.9	461.7	384.7
Year 7												
2008	500.2	n.a.	546.5	487.1	n.a.	525.0	441.5	n.a.	497.0	383.1	n.a.	425.2
2009	500.8	548.8	547.6	486.7	527.8	524.8	434.3	520.8	498.4	398.5	510.3	439.4
Year 9												
2008	535.6	n.a.	583.7	522.1	n.a.	563.8	483.7	n.a.	537.0	417.5	n.a.	466.9
2009	528.7	584.7	583.2	515.0	565.6	561.9	466.2	554.2	529.9	429.0	547.5	472.0

(continued)

Table 2.04.12 (continued): Mean scale scores of Year 3, 5, 7 and 9 students for reading, writing, spelling, grammar and punctuation and numeracy, by Indigenous status and remoteness area, 2009^(a)

	Metropolitan			Provincial			Remote			Very Remote		
	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students
Grammar and punctuation												
Year 3												
2008	339.2	n.a.	411.2	327.5	n.a.	392.0	269.8	n.a.	349.9	186.7	n.a.	253.0
2009	349.0	430.4	428.2	339.5	410.5	405.2	274.7	392.7	363.6	226.0	393.3	288.2
Year 5												
2008	432.0	n.a.	502.9	423.0	n.a.	487.2	366.3	n.a.	454.4	287.6	n.a.	354.4
2009	434.3	509.1	507.0	424.2	492.9	487.7	362.9	482.6	453.7	306.9	479.7	370.3
Year 7												
2008	473.3	n.a.	535.9	464.6	n.a.	518.9	410.9	n.a.	483.7	341.1	n.a.	393.3
2009	480.7	547.3	545.6	466.5	533.5	528.7	410.2	526.2	496.4	366.9	517.9	422.7
Year 9												
2008	514.6	n.a.	575.8	503.2	n.a.	556.5	463.9	n.a.	526.3	398.2	n.a.	452.3
2009	513.1	580.4	578.6	503.1	568.9	564.0	454.7	557.1	528.9	425.5	552.7	472.2
Numeracy												
Year 3												
2008	345.7	n.a.	402.6	339.2	n.a.	388.3	305.7	n.a.	360.0	265.9	n.a.	306.2
2009	339.7	401.7	400.1	334.3	387.4	383.4	287.4	375.3	353.6	251.2	371.7	295.9
Year 5												
2008	424.9	n.a.	482.0	418.1	n.a.	465.9	383.8	n.a.	439.5	349.1	n.a.	386.3
2009	437.6	494.7	493.1	429.8	479.1	475.4	386.9	466.6	447.2	361.8	471.1	401.6

(continued)

Table 2.04.12 (continued): Mean scale scores of Year 3, 5, 7 and 9 students for reading, writing, spelling, grammar and punctuation and numeracy, by Indigenous status and remoteness area, 2009^(a)

	Metropolitan			Provincial			Remote			Very Remote		
	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students	Indig.	Non-Indig.	All students
Year 7												
2008	493.5	n.a.	551.4	485.0	n.a.	534.0	453.9	n.a.	506.4	416.9	n.a.	451.1
2009	491.1	551.8	550.3	478.7	534.5	530.4	442.2	525.1	503.7	417.0	521.7	455.5
Year 9												
2008	528.0	n.a.	588.3	520.4	n.a.	570.2	492.1	n.a.	542.0	455.9	n.a.	493.2
2009	531.4	596.8	595.1	525.5	580.6	576.6	489.2	567.9	546.1	466.4	565.0	502.2

(a) Equating the 2008 NAPLAN results with the 2009 results is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009 (MCEECDYA 2009).

Source: MCEECDYA 2008; MCEECDYA 2009.

NAPLAN 2008 and 2009

Data on students at or above the national minimum standards for reading, writing, spelling, grammar and punctuation, and numeracy in Years 3, 5, 7 and 9 are available from 2008 to 2009. These data are presented in Table 2.04.13. Data on the mean scale scores of these students are presented in Table 2.04.14.

Reading

- Between 2008 and 2009 there was an increase in the proportion of Indigenous students achieving the Years 3, 5, and 7 national minimum standards for reading. However, there was a decrease in Indigenous students achieving the Year 9 national minimum standard for reading.
- Over the same period, there was a decrease in the difference between Indigenous and non-Indigenous students who met the years 3, 5, and 7 national minimum standards for reading.

Writing

- Between 2008 and 2009 there was an increase in the proportion of Indigenous students achieving the Years 3, 5, and 7 national minimum standards for writing. However, there was a decrease in Indigenous students achieving the year 9 national minimum standard for writing.
- Over the same period, there was a decrease in the difference between Indigenous and non-Indigenous students who met the years 3, 5, and 7 national minimum standards for writing.

Spelling

- Between 2008 and 2009 there was an increase in the proportion of Indigenous students achieving the Years 3, 5, and 7 national minimum standards for spelling. However, there was a decrease in Indigenous students achieving the year 9 national minimum standard for spelling.
- Over the same period, there was a decrease in the difference between Indigenous and non-Indigenous students who met the years 3, 5, and 7 national minimum standards for spelling.

Grammar and punctuation

- Between 2008 and 2009 there was an increase in the proportion of Indigenous students achieving the Years 3, 5, 7, and 9 national minimum standards for grammar and punctuation.
- Over the same period, there was a decrease in the difference between Indigenous and non-Indigenous students who met the years 3, 5, and 7 national minimum standards for grammar and punctuation.

Numeracy

- Between 2008 and 2009 there was an increase in the proportion of Indigenous students achieving the Years 5, and 9 national minimum standards for numeracy. However, there was a decrease in Indigenous students achieving the year 3 and 7 national minimum standards for numeracy.
- Over the same period, there was a decrease in the difference between Indigenous and non-Indigenous students who met the years 5 and 9 national minimum standards for numeracy.

Table 2.04.13: Proportion of Year 3, 5, 7 and 9 students at or above the national minimum standards for reading, writing, spelling, grammar and punctuation and numeracy, by Indigenous status, 2008–2009^(a)

	2008	2009	Difference
Reading			
Indigenous			
Year 3	68.3	75.1	6.8
Year 5	63.4	66.7	3.3
Year 7	71.9	73.2	1.3
Year 9	70.7	67.0	-3.7
Non-Indigenous			
Year 3	93.5	94.8	1.3
Year 5	92.6	93.1	0.5
Year 7	95.4	95.0	-0.4
Year 9	94.2	93.5	-0.7
Indigenous and non-Indigenous difference^(c)			
Year 3	25.2	19.7	..
Year 5	29.2	26.4	..
Year 7	23.5	21.8	..
Year 9	23.5	26.5	..
Writing			
Indigenous			
Year 3	78.8	79.9	1.1
Year 5	69.7	70.1	0.4
Year 7	67.9	69.9	2.0
Year 9	59.7	59.0	-0.7
Non-Indigenous			
Year 3	96.4	96.6	0.2
Year 5	93.9	94.2	0.3
Year 7	93.2	93.7	0.5
Year 9	88.8	89.2	0.4
Indigenous and non-Indigenous difference^(c)			
Year 3	17.6	16.7	..
Year 5	24.2	24.1	..
Year 7	25.3	23.8	..
Year 9	29.1	30.2	..
Spelling			
Indigenous			
Year 3	69.2	69.6	0.4
Year 5	69.7	71.5	1.8
Year 7	71.8	74.3	2.5

(continued)

Table 2.04.13 (continued): Proportion of Year 3, 5, 7 and 9 students at or above the national minimum standards for reading, writing, spelling, grammar and punctuation and numeracy, by Indigenous status, 2008–2009^(a)

	2008	2009	Difference ^(b)
Year 9	67.8	66.1	-1.7
Non-Indigenous			
Year 3	93.9	93.5	-0.4
Year 5	93.0	93.6	0.6
Year 7	93.6	93.8	0.2
Indigenous and non-Indigenous difference^(c)			
Year 3	24.7	23.9	..
Year 5	23.3	22.1	..
Year 7	21.8	19.5	..
Year 9	23.2	24.8	..
	Grammar and punctuation		
Indigenous			
Year 3	65.3	68.7	3.4
Year 5	64.1	64.3	0.2
Year 7	62.7	64.9	2.2
Year 9	60.7	60.8	0.1
Non-Indigenous			
Year 3	93.3	93.8	0.5
Year 5	93.5	93.6	0.1
Year 7	93.2	93.5	0.3
Year 9	91.5	91.8	0.3
Indigenous and non-Indigenous difference^(c)			
Year 3	28.0	25.1	..
Year 5	29.4	29.3	..
Year 7	30.5	28.6	..
Year 9	30.8	31.0	..
	Numeracy		
Indigenous			
Year 3	78.6	74.0	-4.6
Year 5	69.2	74.2	5.0
Year 7	78.6	75.8	-2.8
Year 9	72.5	75.0	2.5
Non-Indigenous			
Year 3	96.0	95.2	-0.8
Year 5	94.0	95.3	1.3

(continued)

Table 2.04.13 (continued): Proportion of Year 3, 5, 7 and 9 students at or above the national minimum standards for reading, writing, spelling, grammar and punctuation and numeracy, by Indigenous status, 2008–2009^(a)

	2008	2009	Difference
Year 7	96.4	95.8	-0.6
Year 9	94.8	96.0	1.2
Indigenous and non-Indigenous difference^(c)			
Year 3	17.4	21.2	..
Year 5	24.8	21.1	..
Year 7	17.8	20.0	..
Year 9	22.3	21.0	..

* Represents results with statistically significant differences in the Indigenous/non-Indigenous comparisons.

(a) Equating the 2008 NAPLAN results with the 2009 results is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009 (MCEECDYA 2009).

(b) Difference is 2009 proportion minus 2008 proportion

(c) Difference is non-Indigenous proportion minus Indigenous proportion

Source: MCEECDYA 2009.

Table 2.04.14: Mean scale scores of Year 3, 5, 7 and 9 students for reading, writing, spelling, grammar and punctuation and numeracy, by Indigenous status, 2008–2009^(a)

	2008	2009	Difference
Reading			
Indigenous			
Year 3	313.7	327.4	13.7*
Year 5	403.4	414.4	11.0*
Year 7	466.5	473.2	6.7
Year 9	513.8	510.2	-3.6
Non-Indigenous			
Year 3	405.0	415.0	10.0*
Year 5	488.7	498.1	9.4*
Year 7	540.2	544.4	4.2
Year 9	581.3	583.8	2.5
Writing			
Indigenous			
Year 3	339.3	340.2	0.9
Year 5	411.2	412.1	0.9
Year 7	455.9	460.2	4.3
Year 9	491.3	488.4	-2.9
Non-Indigenous			
Year 3	418.2	418.3	0.1
Year 5	490.6	488.5	-2.1*
Year 7	537.9	536.0	-1.9*
Year 9	573.6	572.8	-0.8
Spelling			
Indigenous			
Year 3	319.6	322.8	3.2
Year 5	417.1	421.6	4.5
Year 7	474.0	479.1	5.1
Year 9	514.6	509.8	-4.8
Non-Indigenous			
Year 3	403.8	409.0	5.2
Year 5	487.4	490.6	3.2
Year 7	542.2	543.0	0.8
Year 9	580.2	579.5	-0.7

(continued)

Table 2.04.14 (continued): Mean scale scores of Year 3, 5, 7 and 9 students for reading, writing, spelling, grammar and punctuation and numeracy, by Indigenous status, 2008–2009^(a)

	2008	2009	Difference
Grammar and punctuation			
Indigenous			
Year 3	305.5	321.4	15.9*
Year 5	402.4	407.9	5.5
Year 7	446.3	457.3	11.0
Year 9	494.7	497.0	2.3
Non-Indigenous			
Year 3	408.4	424.8	16.4*
Year 5	501.2	504.6	3.4
Year 7	533.4	543.4	10.0
Year 9	573.0	577.2	4.2
Numeracy			
Indigenous			
Year 3	327.6	320.5	-7.1
Year 5	408.0	420.5	12.5*
Year 7	476.2	474.4	-1.8
Year 9	515.1	520.2	5.1
Non-Indigenous			
Year 3	400.5	397.7	-2.8
Year 5	479.5	490.3	10.8*
Year 7	548.6	547.0	-1.6
Year 9	585.7	592.4	6.7

* Represents results with statistically significant increases or declines at the $p < 0.05$ level over the periods for which data are available.

(a) Equating the 2008 NAPLAN results with the 2009 results is a complex procedure and involves some degree of statistical error. For this reason, there may be minor fluctuations in the average NAPLAN test results from year to year when, in reality, the level of student achievement has remained essentially the same. It is only when there is a meaningful change in the results from one year to the next, or when there is a consistent trend over several years, that statements about improvement or decline in levels of achievement can be made confidently. Some caution is required when interpreting changes in the performance across 2008 and 2009 (MCEECDYA 2009).

Source: MCEECDYA 2009.

NATSISS

School attendance

- In 2008, 98% of Aboriginal and Torres Strait Islander children aged 6-14 years usually attended school. The main reason for not attending school was that the child was the cost (62%), followed by the child is not ready for school (Table 2.04.15a).
- Over the same time period, around 26% to 33% of Aboriginal and Torres Strait Islander children in years 3, 5, and 7 missed school in the previous week. The main reason for this (9% to 11%) was that the school was not open or not available (Table 2.04.15b).

Table 2.04.15a: School attendance by Aboriginal and Torres Strait Islander children aged 2-14 years, 2008

	Age in years					
	2-4		6-14		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
School attendance						
Child usually attends school	13,964	35.6	124,462	97.9	138,426	83.2
Child does not usually attend school	25,217	64.4	2,697	2.1	27,914	16.8
Total	39,180	100.0	127,159	100.0	166,339	100.0
Main reason child does not usually attend school^(a)						
Problems with getting a place	642	2.5	161	6.0	803	2.9
Cost too high / Can't afford it	1,968	7.8	1,664	61.7	3,631	13.0
Child is not ready for school	19,959	79.1	485	18.0	20,444	73.2
Other reason	2,648	10.5	388	14.4	3,035	10.9
Total	25,217	100.0	2,697	100.0	27,914	100.0

(a) Children who do not usually attend school.

Source: 2008 NATSISS.

Table 2.04.15b: School attendance by Aboriginal and Torres Strait Islander students, years 3, 5 and 7^(a), 2008 (per cent)

	Grade child currently attending		
	Year 3	Year 5	Year 7
How well school advised of child's progress^(b)			
Very well/ well	87.5	80.9	85.5
Not well	11.0	11.5	10.4
Not at all	1.6	3.7	4.2
Whether child missed days at school in last week			
Child missed days at school in last week ^(a)	33.4	28.0	25.8
Child did not miss days at school in last week	66.6	72.0	74.2
Main reason missed school in last week^(a)			
Child had illness or injury	11.2	8.0	7.3
School not available or not open	11.0	11.0	9.3
Cultural commitments or sorry business	1.8	0.6	1.1
Other reason	9.5	7.5	9.1
Did not miss school in last week	66.6	69.9	76.8
Number of days child usually attends school^(b)			
< 5 days	1.8	4.0	5.7
5 days or more	98.2	96.0	94.3
Whether child missed school without permission in last 12 months			
Problems with child not attending school	5.6	4.6	7.9
No problems with child not attending school	94.4	95.4	92.1
Total	100.0	100.0	100.0
Total number	12,832	12,3450	13,189

(a) Children who do not usually attend school.

(b) Children who do usually attend school.

Note: Proportions exclude not known responses.

Source: AIHW analyses of 2008 NATSISS.

Informal learning activities

- In 2008, 94% (180,736) of main carers of Indigenous children spent time doing informal learning activities with the child during the previous week. The most common activities were reading from a book (49%) and watching TV, video, or DVD (31%) (Table 2.04.16).
- In 2008, around 75% to 78% of Indigenous children were taught Indigenous culture at school (Figure 2.04.1).

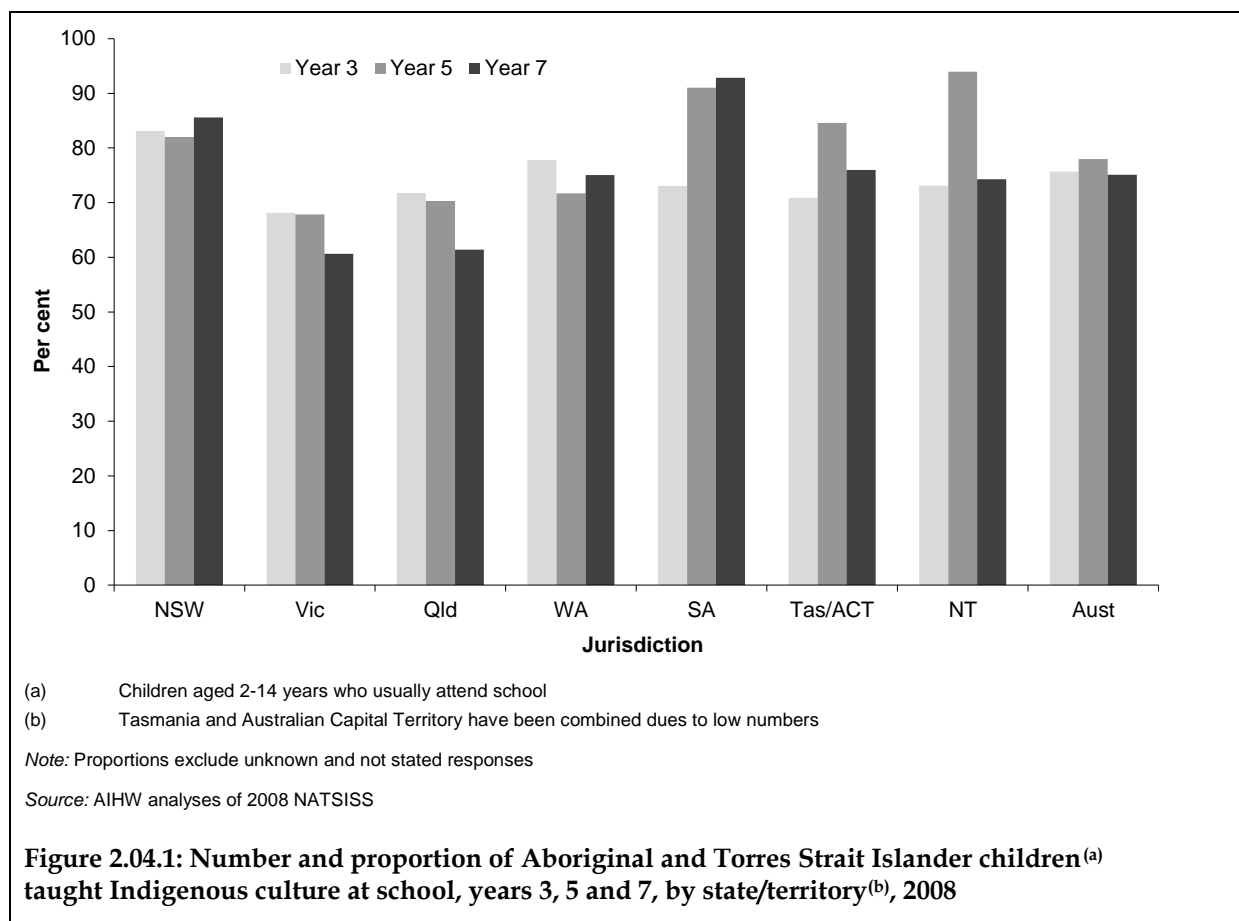
Table 2.04.16: Number and proportion of Indigenous children^(a) participating in selected informal learning activities and time spent with main carer (hours per week), 2008

Whether main carer spent time doing informal learning activities with child last week		
	Number	Proportion (%)
Activities were undertaken with child	180,736.2	93.6
No activities were undertaken with child	12,394.1	6.4
Total	193,130.3	100.0
Not stated	118.7	0.1
Average number of hours main carer spent doing informal learning activities with child last week		
	Number	Proportion (%)
Less than 1 hour per day	17,479.6	9.1
1 to less than 2 hours per day	77,582.5	40.4
2 to less than 5 hours per day	72,199.8	37.6
5 hours or more per day	12,580.3	6.5
No time spent doing activities with child in last week	12,394.1	6.4
Total	192,236.2	100.0
Not stated	1,012.8	0.5
Informal learning activities main carer did with child last week^(b)		
	Number	Proportion (%)
Read from a book	95,080.8	49.2
Told child a story	85,102.3	16.4
Listened to child read	72,346.2	13.9
Assisted with homework or other educational activities	73,314.1	14.1
Spent time with child using computer	52,769.3	10.1
Watched TV, video or DVD	161,381.4	31.0
Assisted with drawing, writing or other creative activities	91,774.8	17.6
Played music, songs, dance or other musical activities	119,514.9	23.0
Played a game or did sport together indoors or outdoors	105,032.9	20.2
Took part in or attended playgroup	17,469.8	3.4
None of the above	12,394.1	2.4

(a) Children aged 0–14 years.

(b) Respondents can report more than one activity so the sum of components will be more than 100%.

Source: AIHW analyses of 2008 NATSISS.



Bullying and treated unfairly at school

- In 2008, between 13% and 21% of Indigenous children were reported to have been bullied or treated unfairly at school because they were Indigenous (Table 2.04.17a). In 2008, between 79% and 87% of Indigenous children reported not being bullied or treated unfairly at school.
- Of those Indigenous children at school in 2008, who said they were bullied and both bullied and treated unfairly, 75% to 94% were bullied or treated unfairly at current school. Between 78% and 96% of students in years 3, 5 and 7 did not change school because of bullying or unfair treatment, while 66% to 71% of Indigenous children in these years reported the treatment did not affect their attendance at school in 2008 (Table 2.04.17b).
- Of those Indigenous children at school in 2008, 62% reported that they were treated unfairly and 86% both treated unfairly and bullied at the current school. A large proportion of children in years 3, 5 and 7 (90%, 92% and 95% respectively) did not change school because of this treatment (Table 2.17.17c).

Table 2.04.17a: Bullying and unfair treatment at school, years 3, 5 and 7^(a), 2008

	Grade child currently attending					
	Year 3		Year 5		Year 7	
	Number	Per cent	Number	Per cent	Number	Per cent
Whether child bullied or treated unfairly at school because Indigenous						
Bullied only	955	8.3	1,014	8.4	1,024	8.3
Treated unfairly only	289	2.5	343	2.8	617	5.0
Both bullied and treated unfairly	273	2.4	1,004	8.3	927	7.6
Neither bullied or treated unfairly	10,024	86.9	9,736	80.5	9,695	79.1
Total	11,540	100.0	12,096	100.0	12,264	100.0

(a) Children aged 2 to 14 year.

Note: Proportions exclude unknown responses.

Source: AIHW analyses of 2008 NATSISS.

Table 2.04.17b: Bullying and unfair treatment at school and impact on school attendance, years 3, 5 and 7^(a), 2008

	Grade child currently attending					
	Year 3		Year 5		Year 7	
	Number	Per cent	Number	Per cent	Number	Per cent
Whether child bullied at current school						
Child bullied at current school	916	74.6	1,891	93.7	1,770	90.7
Child not bullied at current school	312	25.4	127	6.3	181	9.3
Total	1,228	100.0	2,018	100.0	1,951	100.0
Whether changed school because of bullying						
Child changed school because of bullying	266	21.7	74	3.7	179	9.2
Child did not change school because of bullying	962	78.3	1,943	96.3	1,772	90.8
Total	1,228	100.0	2,018	100.0	1,951	100.0
Whether child's attendance at school affected by bullying						
Attendance at school affected by bullying	355	28.9	676	33.5	671	34.4
Attendance at school not affected by bullying	873	71.1	1,342	66.5	1,281	65.6
Total	1,228	100.0	2,018	100.0	1,951	100.0

(a) Children aged 2 to 14 year.

Note: Proportions exclude unknown responses.

Source: AIHW analyses of 2008 NATSISS.

Table 2.04.17c: Bullying and unfair treatment at school and impact on school attendance, years 3, 5 and 7^(a), 2008

	Grade child currently attending					
	Year 3		Year 5		Year 7	
	Number	Per cent	Number	Per cent	Number	Per cent
Whether child treated unfairly at current school						
Child treated unfairly at current school	349	62.1	1,084	80.5	1,313	85.5
Child not treated unfairly at current school	213	37.9	263	19.5	223	14.5
Total	561	100.0	1,347	100.0	1,536	100.0
Not known					9	0.6
Whether changed school because of unfair treatment						
Child changed school because of unfair treatment	54	9.6	108	8.2	72	4.7
Child did not change school because of unfair treatment	508	90.4	1,203	91.8	1,473	95.3
Total	561	100.0	1,311	100.0	1,545	100.0
Not known			36	2.7		

(a) Children aged 2 to 14 year.

Note: Proportions exclude unknown responses.

Source: AIHW analyses of 2008 NATSISSData quality issues

Reading, writing and numeracy data

Indigenous status question

Note that the question and method used to identify Indigenous students varied between jurisdictions. For example, in New South Wales, Indigenous students were those who answered 'yes' to the question 'Are you an Aboriginal or Torres Strait Islander person?' In Queensland, 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?' In South Australia and the Australian Capital Territory, Indigenous students were identified through enrolment information provided to schools by parents/guardians. In the Northern Territory and Tasmania, Indigenous students were identified by schools at the time of enrolment or by self-identification. In Victoria, students were identified as Indigenous on enrolment forms at the commencement of school and also those who answered 'yes' to the question 'Is this student Aboriginal or Torres Strait Islander?' on the front page of the student's test booklet. In Western Australia, Indigenous students were identified through enrolment data on School Information Systems.

National Report on Schooling in Australia

Points to be considered when interpreting the National report on schooling in Australia data (MCEECDYA 2008) are discussed below:

- Comparisons involving Remote and Very Remote students must be made with caution as the small numbers of students tested means that measurement uncertainty is relatively high.
- When comparing results across states and territories, it is important to note that there are many structural differences between the educational systems that influence the estimated proportions of students who are achieving the benchmarks. Relevant issues include major differences between jurisdictions in starting age, grade structures, and other arrangements that result in variations in the time students would have spent in relevant schooling before testing.
- There are differences between states and territories in relation to factors known to influence measured literacy and numeracy achievement. For example, achievement in literacy and numeracy is 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.
- Comparable national benchmarks are prepared using a nationally agreed procedure that was designed to equate state and territory tests. It is important to recognise that there are inevitable limits in the extent to which the measuring instruments can be assured to be perfectly comparable across time and jurisdictions. For example, it is not feasible for testing programs to fully assess the complete range of valued literacy and numeracy outcomes. As such, each state and territory's testing program includes a sample of valued outcomes, and this sampling can lead to variations in the outcomes, both over time and across states and territories.
- Note that absent or withdrawn students are not included in the benchmark calculations. Exempted students, however, are reported as falling below the benchmark and are included in the benchmark calculation. The report provides information on the proportions of students exempted from testing as footnotes to the relevant tables.

- The publication of confidence intervals with the benchmark results reflects the uncertainty associated with the measurement of student achievement and provides a way of making inferences about the achievement of students. The confidence intervals are calculated at 95% and account for three components of uncertainty: error associated with the location of the benchmark cut-score, sampling error (where applicable) and measurement error. Error associated with the location of the benchmark cut-score is the largest component.
- An additional component of error known as 'equating error' also potentially results. These sources of error are not currently reflected in the published confidence intervals.

NAPLAN

Test administration authorities for the states and territories collect data and their data management teams provide data for analysis.

The National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2008, released by Education Ministers on 19 December 2008, is publicly available on the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) website. The NAPLAN website makes explicit reference to this document and provides a link with the website.

Raw data collected by jurisdictions is held as work-in-progress by the Contractor for the purposes of conducting the analysis and generating the National Report. Its purpose is to inform national reporting and it is not available for other purposes.

Students are classified in three ways: assessed, exempt, absent/withdrawn. Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn. Students who may be exempt from testing are defined as follows: students with a language background other than English who arrived from overseas less than a year before the tests; and students with significant intellectual disabilities.

Student achievements for literacy and numeracy are reported on five national achievement scales. The scales consist of 10 bands to cover the full range of student achievement across Year 3 to Year 9. School participation data are not collected. The National Report includes only student participation rate.

Participation rates for Indigenous students are reported for each of the domains of Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy by year level and state and territory. Participation rates differ across each of these domains. Participation rates for non-Indigenous students are not published as a separate category but could be calculated using the student participation for all students and student participation for Indigenous students.

Achievement rates as reported by band levels are provided for both Indigenous and non-Indigenous students by domain, year level and state and territory.

Ninety-five per cent confidence intervals are reported for the average (mean) scale scores, percentage of students in each band and percentage of students at or above the national minimum standard.

In the majority of tables, percentages are expressed to one decimal place. In a small number of cases, percentages are rounded to the nearest whole number.

The percentages of students represented in all tables are rounded and may not sum to 100.

The same tests are used for all schools and all students.

Average age and years of schooling for all students are reported as at the time of testing and there are minor differences between states and territories due to different schooling systems. Information on socioeconomic status (SES) (parent occupation/parent education) is collected by schools on student enrolment and information on Indigenous status is taken

from student test book covers. Data are reported for Indigenous students for each domain, year level, and state and territory. Further data are provided by geolocation.

Non-response for Aboriginal and Torres Strait Islander status

The non-response for Aboriginal and Torres Strait Islander status is approximately three per cent nationally. This information is captured from student test book covers where three per cent of students did not state their Indigenous status.

National Aboriginal and Torres Strait Islander Social Survey (NATSISS)

The NATSISS is conducted in all states and territories and includes remote and non-remote areas. The 2008 sample was 13,300 persons in 6,900 households, with a response rate of 82% of households. Up to three randomly selected Indigenous people were chosen from selected households to participate in the survey. Trained ABS interviewers conducted the survey using face-to-face interviews. In non-remote areas interviewers used a notebook computer to record responses, while in remote areas a paper questionnaire was used. Interviewers obtained the consent of a parent or guardian before interviewing those aged 15 to 17 years. Indigenous persons usually resident in non-private dwellings such as hotels, motels, hostels, hospitals, short-stay caravan parks, prisons and other correctional facilities were excluded.

The NATSISS uses the standard Indigenous status question. The NATSISS sample was specifically designed to select a representative sample of Aboriginal and Torres Strait Islander Australians.

As with other surveys, the NATSISS is subject to sampling and non-sampling errors.

Care has been taken to ensure that the results of this survey are as accurate as possible. Trained ABS officers conducted all interviews. However, some factors may affect the reliability of the data.

Information recorded in this survey is 'as reported' by respondents, and therefore may differ from information available from other sources or collected using different methodologies.

Data on health-related indicators have been age-standardised to the 2001 total Australian population to account for differences in the age structures of the states and territories and the Indigenous and non-Indigenous population.

Time series comparisons for the 2008 survey are available through the 1994 National Aboriginal and Torres Strait Islander Survey and the 2002 NATSISS. However not all data elements align across the three (1994, 2001 and 2008) NATSISS surveys, hence care is required when reviewing results across the three surveys. There are no strictly comparable non-Indigenous results available for the 2008 NATSISS because the latest General Social Survey (which has been used in the past to compare with Indigenous results from the NATSISS) was run in 2006, with the next being run in 2010–11. Data from other ABS surveys run in 2008 may, however, be used to obtain rough non-Indigenous comparisons for some data items. Where possible, the ABS has provided recommendations for non-Indigenous data comparisons and these have been adopted in this report.

The 2008 NATSISS has a relatively large level of under-coverage when compared to other ABS surveys. There was also an increase in under-coverage compared to previous ABS Indigenous surveys. For example, the estimated under-coverage in the 2004–05 National Aboriginal and Torres Strait Islander Health Survey (NATSIHS) was 42%. The overall under-coverage rate for the 2008 NATSISS is approximately 53% of the in-scope population at the national level. This rate varies across the states and territories (ABS 2010).

Further information on NATSISS data quality issues can be found in the *National Aboriginal and Torres Strait Islander Social Survey: User's guide 2008* (ABS 2010).

List of symbols used in tables

n.a.	not available
–	rounded to zero (including null cells)
0	zero
..	not applicable
n.e.c.	not elsewhere classified
n.f.d.	not further defined
n.p.	not available for publication but included in totals where applicable, unless otherwise indicated

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