

Briefing Note

The Honourable Kate Jones MP
Minister for Education and
Minister for Tourism and Major Events

Action required: For Noting

Action required by: N/A

Urgent — Australian Curriculum, Assessment and Reporting Authority released the 2016 NAPLAN Summary Results on 3 August 2016.

SUBJECT: NAPLAN 2016 — PRELIMINARY NATIONAL RESULTS

Summary of key objectives

- To inform the Minister of:
 - the preliminary 2016 NAPLAN results as published by the Australian Curriculum, Assessment and Reporting Authority (ACARA) in the *2016 NAPLAN National Summary Results*; and
 - the key results for Queensland students.

Key issues

1. Queensland's Year 3 students achieved Queensland's best results since NAPLAN testing commenced in 2008. Year 3's strong and sustained improvement has continued in 2016.
2. Queensland's Year 5 students also performed strongly in 2016, particularly in Reading, Grammar and Punctuation and Numeracy.
3. The performance of Queensland's Year 7 and Year 9 students was relatively steady, with improvements across most strands in National Minimum Standards (NMS), but some declines in Mean Scale Score (MSS) and Upper Two Bands (U2B).
4. Queensland's 2016 NAPLAN Writing remains disappointing. Years 7 and 9 continued to decline, in contrast to the national average. Even Year 3, which recorded its best results since baseline, did not match the national improvement. In Writing, Queensland is now ranked seventh in all year levels, behind all jurisdictions except Northern Territory.
5. Queensland's participation rate continued to decline in 2016. Our participation rate, which is amongst the lowest of all jurisdictions, is primarily driven by Queensland's relatively high withdrawal rates.

Overview

6. Results are reported as three measures: the percentage of students at or above the NMS, the percentage of students in the U2B and the MSS.
7. Queensland students have recorded some of the highest scores since NAPLAN testing began. This applies across all measures and all year levels. Queensland students recorded their highest results ever in
 - 12 test areas for NMS;
 - nine test areas for MSS; and
 - eight test areas for U2B.

Queensland's Rank

8. As in 2015, Queensland's strongest results were again in Years 3 and 5, which have resulted in some of the highest rankings ever against NMS.
9. Year 3:
 - ranked first nationally in Grammar and Punctuation;
 - ranked second nationally in Reading and Numeracy; and
 - ranked third nationally in Writing and Spelling.
10. Year 5 and Year 7 also reported some of the highest rankings ever in NMS:
 - ranked second nationally in Year 5 Grammar and Punctuation;
 - ranked third nationally in Year 5 Reading and Year 5 Numeracy; and
 - ranked second in Year 7 Spelling and third in Year 7 Numeracy.
11. While narrowing the gap with the top performing states and territories, Queensland's overall rankings remained unchanged compared to 2015:
 - fourth overall in NMS;
 - fifth overall in MSS; and
 - fifth overall in U2B.
12. The largest improvements continue to be in Years 3 and 5, across all measures, since baseline and since 2015.
13. Results in Writing continued to decline in Years 7 and 9, with the largest declines since baseline in all three measures and lowest results ever in MSS and U2B.
14. Writing continued to be Queensland's students' lowest performing test strand. Queensland students were ranked seventh in all four year levels in MSS.
15. Against MSS, Queensland's performance was more modest. Queensland students' highest ranking was fourth (in eight test areas) .
16. Against U2B:
 - Queensland students' highest rank was third (Year 5 Grammar and Punctuation); and
 - Queensland students were also ranked fourth in five test areas.

Queensland Results Compared with Australia

17. Queensland students outperformed Australia in 16 of the 20 test areas in NMS, up from 11 test areas in 2015.
18. Queensland students typically perform below the rest of Australia in MSS and U2B across all test areas. In 2016, Queensland students outperformed the rest of Australia in one test area in MSS and U2B (Year 5 Grammar and Punctuation).

Participation

19. Queensland students' participation rates are amongst the lowest of all jurisdictions and are due to Queensland's relatively high withdrawal rates.
 - As in 2015, Queensland withdrawal rates remain the highest of all jurisdictions in Years 5, 7 and 9 and second highest in Year 3.
20. On average, Queensland students ranked sixth for Year 3 participation and seventh for participation in Years 5, 7 and 9.
21. ACARA assert that withdrawal rates across the nation have remained stable. This is in contrast to the increase of withdrawal rates in Queensland.

Media Implications

22. Media lines are being prepared by Community Engagement and Partnerships.

Background

23. The NAPLAN 2016 Summary Results presents preliminary data for all jurisdictions, based on all students.

24. Results for subpopulations of students are expected to be available in December 2016 with the release of the National Report.

25. The Queensland Curriculum and Assessment Authority (QCAA) published the NAPLAN 2016 NMS and MSS results for all Queensland schools on its website on 3 August 2016. The QCAA commenced distribution of the student reports to schools on 27 July 2016. All Queensland schools can access their 2016 results through the QCAA's SunLANDA application on 3 August 2016.

26. Results are available to Queensland state schools through OneSchool after the national release on 3 August 2016.

27. ACARA is scheduled to release the NAPLAN 2016 results for each school in Australia on the My School website in February/March 2017.

ACARA briefing to Australian Education Senior Officials Committee (AESOC)

28. ACARA have also submitted an Out of Session AEYSOC paper to provide information to AESOC on the intended release dates for the 2016 National Assessment program — Literacy and Numeracy (NAPLAN) summary (preliminary) information, the 2016 National Report, and the 2016 NAPLAN test incidents report.

29. The 2016 NAPLAN National Report is scheduled for release on 7 December 2016. If any further time savings can be achieved, jurisdictions will be advised.

30. The protocol is that the NAPLAN test incidents report is released at the same time as the NAPLAN National Report. It should be noted that ACARA may be required to release test incident information (under Freedom of Information legislation) at any time before December should a request be made by the media or other interested parties.

The NAPLAN Writing Scale

31. Comparisons for Reading, Spelling, Grammar & Punctuation, and Numeracy from 2008 through to 2016 are possible. Comparisons for Writing from 2011 to 2016 are possible.

32. In 2011, ACARA introduced a persuasive writing task in place of the previous narrative task.

33. In 2016, a narrative writing task was again used. ACARA has established that the 2016 narrative writing task can be aligned with and reported against the existing NAPLAN persuasive writing assessment scale.

34. Baseline for Writing will continue to be 2011 and reference to persuasive or narrative writing scales removed. Reference should be made simply to the NAPLAN Writing Scale.

Queensland State School results

35. Results for Queensland state schools are provided (**Attachments 1-9**).

Further information

36. Detailed information on Queensland results are contained in attachments to this brief:

Attachment

- | | |
|---|--|
| 1 | Performance Overview (Infographic) |
| 2 | Queensland Ranking, all students |
| 3 | Nature of the Difference, all students |
| 4 | Queensland Performance, all students |
| 5 | Queensland relative to Australia, all students |
| 6 | Participation, all Students |
| 7 | Year 3 Performance |
| 8 | Writing, all students |
| 9 | Data Quality statement |

Right to information

37. I am of the view that the contents or attachments contained in this brief **are suitable** for publication after the embargo has expired.

Recommendation

That the Minister:

- **note** the preliminary 2016 NAPLAN results as published by the Australian Curriculum, Assessment and Reporting Authority in the *2016 NAPLAN National Summary Results*; and
- **note** the key results for Queensland students.

NOTED**APPROVED/NOT APPROVED
ENDORSED/NOTED**

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Minister's comments

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Attachment 8 – Preliminary Results **UNDER EMBARGO**
NAPLAN 2016: Writing**2016 RESULTS**

- Relative to other test areas, Writing was the strand in which QLD students have generally recorded the weakest results, particularly in Years 7 and 9.
- For both MSS and U2B, QLD Year 7 and 9 students posted their lowest results since baseline for Writing. In contrast, Year 3 and 5 students achieved their highest results for NMS Writing.
- Despite achieving their highest result since baseline in MSS Writing, QLD Year 3 students declined 3 rank positions in this test area compared to other jurisdictions – moving from 4th in 2011 to 7th in 2016.
- QLD now ranks 7th in Writing MSS in all year levels.

SINCE 2015

- QLD Year 7 and 9 students' performance in Writing declined across all measures (MSS, NMS and U2B). Year 5 students also showed declines in Writing in U2B and MSS.
- QLD's declines in Year 7 and 9 Writing for MSS are in contrast with some improvement evident in most other jurisdictions in these test areas.
- ACT was the only other jurisdiction to show declines in Year 7 and 9 Writing MSS.

SINCE BASELINE

- QLD declined in Year 7 and 9 Writing across all 3 measures and in Year 5 Writing for MSS and U2B.
- These declines were also evident across most other jurisdictions and the nation.
- QLD's declines in Year 7 and 9 Writing across the 3 measures were larger than most other jurisdictions and the nation.

QUEENSLAND STATE SCHOOLS

- **Since 2015**, QSS students experienced more improvements than declines in Writing.
 - In contrast to QLD students, QSS students improved in Writing across all year levels in NMS and all year levels except Year 5 for MSS.
 - In NMS, QSS Year 7 students recorded their 1st year-on-year improvement in Writing.
 - In NMS, QSS Year 9 students recorded their greatest improvement in Writing compared to the other year levels.

- To what extent these differences are a result of differential withdrawal rates and methodologies across the sectors is not clear.
- Further investigation of the impact of withdrawal rates on QSS results is warranted, and should be better understood before definitive conclusions are drawn.

Compilation of results for QSS and QLD are based on different methodologies. The calculation of QLD results incorporates an estimation which accounts for measurement error and missing students. The calculation of QSS results are based simply on the results of students who took the test

Note: ¹ From 2013, ACARA has reported changes across time in terms of effect size and statistical significance. This allows changes with a negligible effect size (<0.2 standard deviation units) to be reported as 'close to' the comparison value, irrespective of statistical significance. Differences in achievement with an effect size between 0.2 and 0.5 are reported as 'above' and 'below' the comparison value only if they are statistically significant.

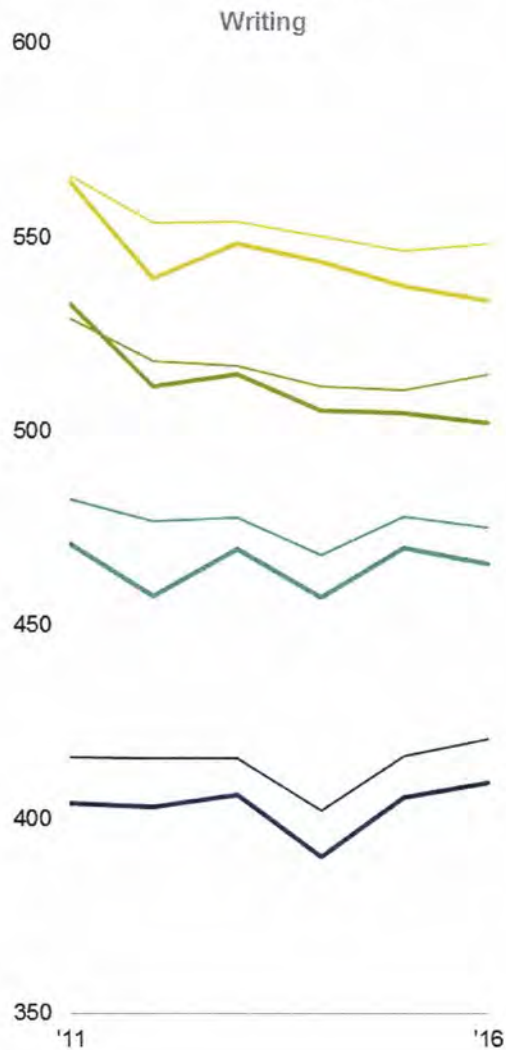
Note for Queensland State Schools

QSS students represent more than half of the QLD student population (over 70% in primary years and over 60% in secondary years).

NAPLAN 2016 Preliminary Results **UNDER EMBARGO**

National Report — All Australian States/Territories Rank (all students)

NAPLAN Baseline–2016 Writing Mean
Scale Score



Results

	Year 3	Year 5	Year 7	Year 9
MSS	●		■	■
NMS	●	●		
U2B			■	■

Improvement

2015–16

	Year 3	Year 5	Year 7	Year 9
MSS	4	-4		
NMS			3	1
U2B	1	-3		

Improvement

Baseline–2016

	Year 3	Year 5	Year 7	Year 9
MSS	5			
NMS	2			-5
U2B	2		-13	

Nature of the Difference

	Year 3	Year 5	Year 7	Year 9
2011-16	•	•	▼	▼
2015-16	•	•	•	•

NAPLAN 2016 Preliminary – Queensland Writing Results compared to Australia (all students)

NAPLAN Results, 2016, Summary Report Queensland Writing Results compared to Australia — 2008 to 2016 (All students)																											
* Writing results from 2011 onwards should not be compared to Writing results from 2008 to 2010.																											
Year Level	Queensland: All students																										
	NMS %								U2B %								MSS scale score points										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2008	2009	2010	2011	2012	2013	2014	2015	2016	2008	2009	2010	2011	2012	2013	2014	2015	2016
3	92.4	93.9	93.8	94.3	94.7	94.3	93.1	95.1	96.7	33.3	34.1	38.6	39.1	39.0	41.6	31.8	40.3	41.1	391.8	395.8	402.4	404.1	403.3	406.2	390.4	405.8	409.4
5	89.5	90.0	90.4	90.2	88.3	90.0	87.4	90.6	92.6	18.8	16.2	18.4	18.6	12.1	17.5	12.9	17.3	13.9	468.9	467.0	471.6	470.9	457.7	469.8	457.3	470.2	465.9
7	89.9	91.3	92.2	91.6	88.8	88.8	85.8	85.1	87.8	20.1	20.4	22.5	15.3	16.8	13.9	14.6	11.5	11.5	522.7	526.0	531.2	532.9	511.7	514.9	505.4	504.6	502.3
9	83.7	85.4	86.6	85.0	78.3	81.6	79.4	77.7	78.9	16.2	16.3	18.1	20.3	11.2	14.2	12.6	11.3	8.6	555.3	559.0	564.7	564.4	539.4	548.6	543.8	537.6	533.9
Year Level	Australia: All students																										
	NMS %								U2B %								MSS scale score points										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2008	2009	2010	2011	2012	2013	2014	2015	2016	2008	2009	2010	2011	2012	2013	2014	2015	2016
3	95.4	95.7	95.5	95.3	95.3	95.0	93.8	95.5	96.4	44.6	44.5	47.1	46.1	46.6	46.7	39.1	46.8	48.6	414.2	414.5	418.6	415.9	415.8	415.6	402.2	416.3	420.5
5	92.6	93.0	93.1	92.5	92.1	91.7	90.2	92.3	93.3	26.2	23.9	23.8	22.6	19.3	20.0	15.5	19.1	17.4	486.5	484.7	485.2	482.6	477.0	477.9	468.3	478.1	475.4
7	91.8	92.5	92.6	91.1	89.9	89.3	88.5	87.3	89.8	24.7	23.1	23.4	22.6	18.3	17.6	15.5	15.6	15.7	533.7	532.4	533.5	529.1	518.3	517.0	511.6	510.6	514.7
9	87.2	87.8	87.2	84.8	81.7	82.6	81.8	80.5	83.0	20.8	19.7	19.3	21.5	16.8	16.5	14.8	13.4	12.4	569.4	568.9	567.7	565.9	553.7	554.1	550.3	546.5	548.4
● lowest result over time (Baseline to 2016) ■ highest result over time (Baseline to 2016) ■ lowest result in test year ■ highest result in test year																											

NAPLAN 2016 Preliminary – States/Territories and Australia Writing Results (all students)

NAPLAN Results, 2016, Summary Report All Australian States/Territories Writing Results 2016 (All students)																		
Year	MSS																	
	Results									Improvement								
	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	AUST	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	AUST
3	423.6	435.5	409.4	414.2	412.0	413.6	419.6	345.8	420.5	1.1	4.5	3.6	6.1	13.1	6.0	-0.1	18.3	4.2
5	477.1	490.5	465.9	469.9	466.9	471.7	474.0	401.2	475.4	-5.9	-0.2	-4.3	-1.2	3.7	3.2	-11.5	15.0	-2.7
7	514.9	529.7	502.3	511.8	516.1	513.3	519.2	429.8	514.7	3.8	7.2	-2.3	5.8	6.6	11.6	-2.7	20.7	4.1
9	546.0	562.8	533.9	553.6	544.9	547.7	556.4	461.3	548.4	1.5	2.6	-3.7	0.6	3.9	10.1	-2.6	21.5	1.9
■ Numerically below Australia ■ Numerically above Australia																		

Attachment 3 Preliminary Results **UNDER EMBARGO****NAPLAN 2016: Nature of the Difference - Mean Scale Scores****2016 RESULTS**

- Using ACARA's nature of the difference, Queensland and Western Australia remain the most improved states since testing began.
- All other jurisdictions have shown minimal improvement since 2008.

SINCE 2015

- For all jurisdictions, ACARA's nature of the difference indicates 2016 performance was *close to* 2015 performance.
- The only exception was SA, which recorded one 2016 result *above* 2015 (Year 3 Writing).

SINCE BASELINE

- Using ACARA's nature of the difference, 2016 results show that Queensland and Western Australia continue to show significant improvement since baseline.
 - QLD recorded improvements in 9 test areas — 6 test areas *above* and 3 test areas *substantially above* baseline
 - WA also performed strongly with improvements in 12 test areas — all *above* baseline. None were *substantially above*.
- Across a number of jurisdictions, Writing continues to show a decline across year levels.


Note: Baseline is 2008 for all strands except Writing. Baseline for Writing is 2011.
2016 is the second year with two Writing prompts — one for Years 3 and 5 and one for Years 7 and 9.

From 2013, ACARA has reported changes across time in terms of effect size and statistical significance. There are 5 categories of change: substantially above, above, close to, below, and substantially below.

NAPLAN 2016 Preliminary Results— NATURE OF THE DIFFERENCE — MEAN SCALE SCORE

UNDER EMBARGO

SINCE 2015

Queensland					
	Year 3	Year 5	Year 7	Year 9	<p>QLD's results were above in 0 of the 20 test areas in MSS</p> 
Reading	*	*	*	*	
Writing	*	*	*	*	
Spelling	*	*	*	*	
G&P	*	*	*	*	
Numeracy	*	*	*	*	
Improvement - substantially above					<div>NO CHANGE</div>
Improvement - above					
Decline - below					
Decline - substantially below					

Australia					
	Year 3	Year 5	Year 7	Year 9	
Reading	*	*	*	*	Australia's results were above in 0 of the 20 test areas in MSS
Writing	*	*	*	*	
Spelling	*	*	*	*	
G&P	*	*	*	*	
Numeracy	*	*	*	*	
Improvement - substantially above					NO CHANGE
Improvement - above					
Decline - below					
Decline - substantially below					

SINCE BASELINE

	Year 3	Year 5	Year 7	Year 9	
Reading	▲	▲	▼	▼	QLD's results were above or substantially above in 9 of the 20 test areas in MSS
Writing	*	*	▼	▼	
Spelling	▲	▲	▲	*	
G&P	▲	▲	▲	*	
Numeracy	▲	▲	*	*	
Improvement - substantially above	3				
Improvement - above	6				
Decline - below	2				
Decline - substantially below	0				

	Year 3	Year 5	Year 7	Year 9	
Reading	▲	▲	▼	▼	Australia's results were above in 5 of the 20 test areas in MSS
Writing	*	*	▼	▼	
Spelling	▲	*	*	*	
G&P	▲	*	*	*	
Numeracy	*	▲	*	*	
Improvement - substantially above	0				
Improvement - above	5				
Decline - below	2				
Decline - substantially below	0				

NAPLAN 2016 Preliminary — States/Territories Nature of the Difference Mean Scale Score (all students)

Key for Table

SA Substantially Above A Above C Close to B Below SB Substantially Below

NAPLAN Results, 2016, Summary Report

Within-Jurisdiction nature of the difference over time:

Baseline (2008, 2011) – 2016 and 2015 – 2016, (All students)

		All students: Mean Scale Score (MSS)																	
		Baseline (2008, 2011) – 2016									2015 – 2016								
Year	Strand	When compared with the baseline the 2016 nature of the difference was									When compared with 2015, the 2016 nature of the difference was								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
3	Reading	C	A	SA	A	C	C	A	A	A	C	C	C	C	C	C	C	C	C
	Writing*	C	A	C	C	C	A	C	C	C	C	C	C	C	A	C	C	C	C
	Spelling	C	C	SA	A	C	C	C	A	A	C	C	C	C	C	C	C	C	C
	Grammar & Punctuation	A	A	SA	A	A	C	A	A	A	C	C	C	C	C	C	C	C	C
	Numeracy	C	C	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
5	Reading	C	A	A	A	C	A	C	C	A	C	C	C	C	C	C	C	C	C
	Writing*	B	C	C	C	C	C	B	C	C	C	C	C	C	C	C	C	C	C
	Spelling	C	C	A	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Grammar & Punctuation	C	C	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Numeracy	C	A	A	A	A	A	C	A	A	C	C	C	C	C	C	C	C	C
7	Reading	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Writing*	C	C	B	B	C	C	B	C	B	C	C	C	C	C	C	C	C	C
	Spelling	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Grammar & Punctuation	C	C	A	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Numeracy	C	C	C	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C
9	Reading	C	C	C	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Writing*	B	B	B	C	C	C	C	B	C	C	C	C	C	C	C	C	C	C
	Spelling	C	C	C	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Grammar & Punctuation	C	C	C	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Numeracy	C	C	C	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C

* Writing results from 2011 onwards should not be compared to Writing results from 2008 to 2010.

COUNT OF TEST AREAS:

COUNT OF TEST AREAS:	(20 test areas)										(20 test areas)									
	Baseline (2008, 2011) – 2016										2015 – 2016									
	When compared with the baseline the 2016 nature of the difference was										When compared with 2015, the 2016 nature of the difference was									
	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust		
SA (Substantially Above)	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A (Above)	1	5	6	12	2	3	3	3	5	0	0	0	0	1	0	0	0	0		
C (Close to)	17	14	9	7	18	17	15	17	13	20	20	20	20	19	20	20	20	20		
B (Below)	2	1	2	1	0	0	2	0	2	0	0	0	0	0	0	0	0	0		
SB (Substantially Below)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

SA (Substantially Above)	Average achievement has an effect size greater than 0.5 and is statistically significantly above baseline (2008, 2011) or 2015 for this state/territory.
A (Above)	Average achievement has an effect size between 0.2 and 0.5 and is statistically significantly above baseline (2008, 2011) or 2015 for this state/territory.
C (Close to)	Average achievement has an effect size of less than 0.2 or is not statistically different from baseline (2008, 2011) or 2015 for this state/territory. Statistically significant differences with an effect size of less than 0.2 are considered to be negligible and are included in this category.
B (Below)	Average achievement has an effect size between 0.2 and 0.5 and is statistically significantly below baseline (2008, 2011) or 2015 for this state/territory.
SB (Substantially Below)	Average achievement has an effect size greater than 0.5 and is statistically significantly below baseline (2008, 2011) or 2015 for this state/territory.

Attachment 2 Preliminary Results **UNDER EMBARGO**
NAPLAN 2016: Queensland Ranking**2016 RESULTS**

- QLD has continued to record some of its best results and rankings since NAPLAN testing began. This was across all year levels.
- As in 2015, QLD's strongest results were again in Years 3 and 5, which have resulted in some of the highest rankings ever against National Minimum Standard (NMS).
- For Year 3:
 - Ranked 1st nationally in Grammar and Punctuation
 - Ranked 2nd nationally in Reading and Numeracy
 - Ranked 3rd nationally in Writing and Spelling.
- Year 5 and Year 7 also reported some of its highest rankings ever in NMS:
 - Ranked 2nd nationally in Year 5 Grammar and Punctuation
 - Ranked 3rd nationally in Year 5 Reading and Year 5 Numeracy
 - Ranked 2nd in Year 7 Spelling and 3rd in Year 7 Numeracy.
- Whilst narrowing the gap with the top performing states and territories, Queensland's overall rankings remained unchanged compared to 2015:
 - 4th overall in National Minimum Standard
 - 5th overall in Mean Scale Score (MSS)
 - 5th overall in Upper 2 Bands (U2B).
- Writing continued to be QLD's lowest performing test strand:
 - QLD was ranked 7th in all 4 year levels in MSS.
- Against MSS, QLD's performance was more modest:
 - Queensland's highest ranking was 4th (in 8 test areas).
- Against U2B:
 - QLD's highest rank was 3rd (Year 5 Grammar and Punctuation)
 - Queensland was also ranked 4th in 5 test areas.

SINCE 2015

- Overall, there was a modest improvement in QLD rankings, but these were insufficient to see a significant overall shift compared to 2015:
 - Queensland ranking in NMS improved in 8 test areas, but declined in 3
 - Queensland ranking in MSS improved in 4 test areas, but declined in 6
 - Queensland ranking in U2B improved in 8 test areas, but declined in 6.
- Most rank improvements were only of a single rank. There were, however, 5 improvements in NMS of 2 ranks (3 of these are in Year 3) and 1 improvement in U2B of 2 ranks (Year 3 Spelling).
- Writing was the test area with the most declines (9 of the 12 comparisons across the 3 measures).
- Improvements were more common in Years 3 and 5 (17 of the 20 improvements across the 3 measures).

SINCE BASELINE

- Against NMS, QLD has seen substantial improvement across most test areas. Some notable improvements include:
 - Year 3 Grammar and Punctuation — improved from 7th to first
 - Year 3 Reading and Year 3 Numeracy — improved from 7th to 2nd
 - Year 5 Grammar and Punctuation — improved from 7th to 2nd
 - Year 7 Spelling — improved from 7th to 2nd.
- Queensland's overall rankings compared to 2008:
 - NMS — improved from 7th to 4th
 - MSS — improved from 7th to 5th
 - U2B — improved from 7th to 5th.
- Compared to baseline, Writing continues to perform poorly.

Note: Baseline is 2008 for all strands except Writing. Baseline for Writing is 2011.

The 'average rank' is the average of the 20 ranks achieved for each of the 20 test areas. This is calculated separately for each of the 3 measures.

ACARA have advised that small data errors have affected QLD results by over-estimating the percentage of students achieving the NMS. NMS ranks are likely to be affected and lowered by corrections expected in the final report due in December.

* Further details can be found in Attachment 1.

NAPLAN 2016 Preliminary Results— Queensland Ranking

UNDER EMBARGO

2016 RESULTS

Mean Scale Score

QLD's highest rank in MSS was 4th in 8 test areas

	Year 3	Year 5	Year 7	Year 9
Reading	4	4	4	6
Writing	7	7	7	7
Spelling	5	5	5	5
G&P	4	4	4	5
Numeracy	4	4	5	5

Highest rank

Ranked 4TH in 8 test areas

Best rank	4 th in 8 test areas
Average rank	5 th

National Minimum Standard

QLD's highest rank in NMS was 1st in 1 test area

	Year 3	Year 5	Year 7	Year 9
Reading	2	3	4	6
Writing	3	5	7	7
Spelling	3	4	2	3
G&P	1	2	4	5
Numeracy	2	3	3	3

Highest rank

Ranked 1ST in 1 test area

Best rank	1 st in Yr 3 G&P
Average rank	4 th

Upper Two Bands

QLD's highest rank in U2B was 3rd in 1 test area

	Year 3	Year 5	Year 7	Year 9
Reading	4	4	6	6
Writing	7	6	7	7
Spelling	5	5	5	5
G&P	4	3	5	5
Numeracy	4	4	5	5

Highest rank

Ranked 3RD in 1 test area

Best rank	3 rd in Yr 5 G&P
Average rank	5 th

SINCE 2015

QLD's best rank improvement in MSS was +1 rank in 4 test areas

	Year 3	Year 5	Year 7	Year 9
Reading	+1			+1
Writing	-1	-2	-1	-1
Spelling	+1	+1	-1	
G&P				
Numeracy			-1	

Best rank improvement

Largest improvement	+1 rank in 4 test areas
Improvement	4 of the 20 test areas
Decline	6 of the 20 test areas
Largest decline	-2 ranks in Yr 5 Writing

QLD's best rank improvement in NMS was +2 ranks in 5 test areas

	Year 3	Year 5	Year 7	Year 9
Reading	+2			-1
Writing	+2	+1	-1	
Spelling	+1		+2	
G&P	+2	+2		
Numeracy	+1			-1

Best rank improvement

Largest improvement	+2 ranks in 5 test areas
Improvement	8 of the 20 test areas
Decline	3 of the 20 test areas
Largest decline	-1 rank in 3 test areas

QLD's best rank improvement in U2B was +2 ranks in 1 test area

	Year 3	Year 5	Year 7	Year 9
Reading	+1	+1		+1
Writing	-1	-2	-2	-1
Spelling	+2	+1		
G&P	+1	+1	-1	-1
Numeracy	+1	+1		

Best rank improvement

Largest improvement	+2 ranks in Yr 3 Spelling
Improvement	8 of the 20 test areas
Decline	6 of the 20 test areas
Largest decline	-2 ranks in 2 test areas

SINCE BASELINE

QLD's best rank improvement in MSS was +3 ranks in 6 test areas

	Year 3	Year 5	Year 7	Year 9
Reading	+3	+3	+2	+1
Writing	-3	-2	-1	-1
Spelling	+2	+2		
G&P	+3	+3	+2	
Numeracy	+3	+3	-1	

Best rank improvement

Largest improvement	+3 ranks in 6 test areas
Improvement	11 of the 20 test areas
Decline	5 of the 20 test areas
Largest decline	-3 ranks in Yr 3 Writing

QLD's best rank improvement in NMS was +6 ranks in 1 test area

	Year 3	Year 5	Year 7	Year 9
Reading	+5	+4	+2	+1
Writing	+3	+2	-1	-1
Spelling	+4	+3	+5	+3
G&P	+5	+5	+2	
Numeracy	+5	+4	+2	+1

Best rank improvement

Largest improvement	+6 ranks in Yr 3 G&P
Improvement	17 of the 20 test areas
Decline	2 of the 20 test areas
Largest decline	-4 ranks in 2 test areas

QLD's best rank improvement in U2B was +4 ranks in 1 test area

	Year 3	Year 5	Year 7	Year 9
Reading	+3	+3	+1	+1
Writing	-3	-1	-5	-2
Spelling	+2	+2	+1	+1
G&P	+3	+1	+2	-1
Numeracy	+3	+3	-1	

Best rank improvement

Largest improvement	+4 ranks in Yr 5 G&P
Improvement	13 of the 20 test areas
Decline	6 of the 20 test areas
Largest decline	-5 ranks in Yr 7 Writing

NAPLAN 2016 Preliminary – States/Territories Rank (all students)

* Writing results from 2011 onwards should not be compared to Writing results from 2008 to 2010.

RANK:

		%NMS								%U2B								MSS							
Year	Strand	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	NSW	VIC	QLD	WA	SA	TAS	ACT	NT
3	Reading	4	2	2	6	7	5	1	8	3	2	4	5	7	6	1	8	3	2	4	5	6	7	1	8
	Writing*	1	3	3	6	7	5	1	8	2	1	7	4	6	5	3	8	2	1	7	4	6	5	3	8
	Spelling	1	2	3	5	6	7	3	8	1	2	5	4	6	7	3	8	1	2	5	4	5	7	3	8
	Grammar & Punctuation	3	4	1	5	7	5	2	8	3	1	4	5	6	7	2	8	3	1	4	5	6	7	2	8
	Numeracy	3	4	2	6	7	5	1	8	3	1	4	5	7	6	2	8	3	1	4	5	7	6	2	8
5	Reading	4	2	3	5	6	7	1	8	3	2	4	5	7	6	1	8	3	2	4	6	7	5	1	8
	Writing*	3	1	5	4	7	6	2	8	2	1	6	5	7	3	4	8	2	1	7	5	6	4	3	8
	Spelling	1	1	4	5	6	7	3	8	1	2	5	4	6	7	3	8	1	2	5	4	6	7	3	8
	Grammar & Punctuation	3	4	2	5	7	5	1	8	2	4	3	5	7	6	1	8	2	3	4	5	7	6	1	8
	Numeracy	4	2	3	6	7	5	1	8	2	1	4	5	7	6	3	8	2	1	4	5	7	6	2	8
7	Reading	3	2	4	7	5	6	1	8	3	2	6	4	7	4	1	8	3	2	4	6	5	6	1	8
	Writing*	3	1	7	5	4	6	2	8	4	1	7	6	5	2	3	8	4	1	7	6	3	5	2	8
	Spelling	3	4	2	5	6	7	1	8	1	4	5	3	6	7	2	8	1	3	5	4	6	7	2	8
	Grammar & Punctuation	3	2	4	6	5	7	1	8	2	3	5	4	6	7	1	8	3	2	4	5	6	7	1	8
	Numeracy	4	2	3	7	6	5	1	8	3	2	5	4	6	7	1	8	3	1	5	4	6	7	2	8
9	Reading	4	3	6	2	7	5	1	8	3	4	6	2	7	5	1	8	4	3	6	2	7	5	1	8
	Writing*	5	1	7	3	6	4	2	8	5	1	7	2	6	4	2	8	5	1	7	3	6	4	2	8
	Spelling	2	4	3	5	6	7	1	8	2	4	5	3	5	7	1	8	2	4	5	3	6	7	1	8
	Grammar & Punctuation	4	2	5	3	7	6	1	8	3	4	5	2	7	6	1	8	4	3	5	2	6	7	1	8
	Numeracy	3	6	3	2	7	5	1	8	3	4	5	1	7	6	2	8	4	3	5	2	6	7	1	8

lowest rank in test year

highest rank in test year

HIGHEST AND LOWEST RANK:

		%NMS								%U2B								MSS							
		NSW	VIC	QLD	WA	SA	TAS	ACT	NT	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	NSW	VIC	QLD	WA	SA	TAS	ACT	NT
Highest rank score		1	1	1	2	4	4	1	8	1	1	3	1	5	2	1	8	1	1	4	2	3	4	1	8
Lowest rank score		5	6	7	7	7	7	3	8	5	4	7	6	7	7	4	8	5	4	7	6	7	7	3	8
Average Rank		3.1	2.6	3.6	4.9	6.3	5.8	1.4	8.0	2.6	2.3	5.1	3.9	6.4	5.7	1.9	8.0	2.8	2.0	5.1	4.3	6.0	6.1	1.8	8.0
Overall Ranking		4	3	4	5	7	6	2	8	3	3	6	4	7	6	2	8	3	2	6	5	6	7	2	8
Rank of Average Rank		3	2	4	5	7	6	1	8	3	2	5	4	7	6	1	8	3	2	5	4	6	7	1	8
No. of Jurisdictions ranked		8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Year 3	Overall Rank	3	3	3	6	7	6	2	8	3	2	5	5	7	7	3	8	3	2	5	5	6	7	3	8
	Average Rank	2.4	3.0	2.2	5.6	6.8	5.4	1.6	8.0	2.4	1.4	4.8	4.6	6.4	6.2	2.2	8.0	2.4	1.4	4.8	4.6	6.0	6.4	2.2	8.0
	Rank of Average Rank	3	4	2	6	7	5	1	8	3	1	5	4	7	6	2	8	3	1	5	4	6	7	2	8
Year 5	Overall Rank	3	2	4	5	7	6	2	8	2	2	5	5	7	6	3	8	2	2	5	5	7	6	2	8
	Average Rank	3.0	2.0	3.4	5.0	6.6	6.0	1.6	8.0	2.0	2.0	4.4	4.8	6.8	5.6	2.4	8.0	2.0	1.8	4.8	5.0	6.6	5.6	2.0	8.0
	Rank of Average Rank	3	2	4	5	7	6	1	8	1	1	4	5	7	6	3	8	2	1	4	5	7	6	2	8
Year 7	Overall Rank	4	3	4	6	6	7	2	8	3	3	6	5	6	6	2	8	3	2	5	5	6	7	2	8
	Average Rank	3.2	2.2	4.0	6.0	5.2	6.2	1.2	8.0	2.6	2.4	5.6	4.2	6.0	5.4	1.6	8.0	2.8	1.8	5.0	5.0	5.2	6.4	1.6	8.0
	Rank of Average Rank	3	2	4	6	5	7	1	8	3	2	6	4	7	5	1	8	3	2	4	4	6	7	1	8
Year 9	Overall Rank	4	4	5	3	7	6	2	8	4	4	6	2	7	6	2	8	4	3	6	3	7	6	2	8
	Average Rank	3.6	3.2	4.8	3.0	6.6	5.4	1.2	8.0	3.2	3.4	5.6	2.0	6.4	5.6	1.4	8.0	3.8	2.8	5.6	2.4	6.2	6.0	1.2	8.0
	Rank of Average Rank	4	3	5	2	7	6	1	8	3	4	5	2	7	5	1	8	4	3	5	2	7	6	1	8

Briefing Note

The Honourable Kate Jones MP
Minister for Education and
Minister for Tourism and Major Events

Action required: For Noting

Action required by: 12 December 2016

Urgent — 2016 National Assessment Program — Literacy and Numeracy final report to be released on 13 December 2016, and results are embargoed until this date.

SUBJECT: 2016 NATIONAL ASSESSMENT PROGRAM — LITERACY AND NUMERACY NATIONAL REPORT — FINAL RESULTS FOR QUEENSLAND

Summary of key objectives

- To inform the Minister:
 - of the release of the *NAPLAN 2016 National Report* containing final results for all students and key sub-populations on 13 December 2016;
 - of key differences in results for Queensland students since the preliminary results were released in August 2016; and
 - that Community Engagement and Partnerships (CEP) are preparing material for the media.

Key issues

1. On 13 December 2016, the Australian Curriculum, Assessment and Reporting Authority (ACARA) will publish the second stage of its national analysis of the National Assessment Program — Literacy and Numeracy (NAPLAN) results. The national report will include additional results to those released in the summary report in August 2016, namely:
 - results for student sub-populations: Indigenous status; gender; language background other than English (LBOTE) status; parental occupation; parental education; and geolocation;
 - comparisons since baseline and 2015 for sub-populations, noting no times series are available for the geolocation sub-populations; and
 - comparisons for the percentage of all students achieving the national minimum standard (NMS), which were not included in the August 2016 release.

Queensland Indigenous Results/Closing the Gap

2. Queensland's Indigenous students have recorded some of their highest scores since NAPLAN testing began, with strong performance in Years 3 and 5.
3. Queensland Indigenous students outperformed Indigenous students across the nation in all 20 test areas in the mean (average) scale scores (MSS) and NMS and in 12 test areas in the upper two bands (U2B):
 - the largest improvement of Queensland Indigenous students relative to Australia was in Year 5.
4. Participation of Queensland's Indigenous students declined across all year levels, such that in 2016, only three quarters of Year 9 Indigenous students undertook NAPLAN testing.

5. The Council of Australian Governments (COAG) has set a target to halve the performance gap between Indigenous and non-Indigenous students in the proportion meeting the NMS, in Reading, Writing and Numeracy:
 - as in 2015, Queensland again met the closing the gap target in Year 3 Reading.
6. Since baseline, the greatest narrowing of the gap has occurred in Years 3 and 5.

Sub-populations

7. The additional results for sub-populations contained in the December 2016 report fall within the expected patterns for those sub-populations. Results for these cohorts show that for Queensland, like Australia:
 - female students outperformed male students in literacy strands, at all year levels, across the three measures;
 - male students outperformed female students in numeracy strands at all year levels for MSS and U2B;
 - while students from English speaking backgrounds outperformed LBOTE students in 17 of 20 test strands in NMS (all except Spelling in Years 5, 7 and 9), LBOTE students had higher performance in 18 of 20 test strands in U2B (all except Reading in Years 5 and 9);
 - in both Queensland and Australia, students in major capital cities outperformed students in regional and remote areas;
 - in both Queensland and Australia, students from higher socioeconomic backgrounds (parental education and occupation categories) outperformed other students; and
 - despite Queensland's relatively high degree of decentralisation, the gaps between the following cohorts continue to be smaller in Queensland than for Australia overall:
 - major capital cities and regional students; and
 - Indigenous and non-Indigenous students.

Changes from the Summary Report (August 2016)

8. ACARA made minor data corrections to the NAPLAN 2016 final data and reports. These corrections resulted in minor changes to Queensland's final results, compared to the preliminary release in August 2016.
9. As in previous years, these changes are not considered contentious and are unlikely to receive media attention.
10. In 2016, the majority of corrections were due to approximately 500 students at Queensland special schools who were not included in the preliminary results, and who have subsequently been included as exempt in the final results. The changes made resulted in slight fluctuations in the MSS and declines in the proportion of Queensland students meeting the NMS and in the U2B. However, the differences are generally less than 1.0 percentage point.
11. Queensland's overall rank has not changed since the preliminary results were released in August 2016:
 - MSS average rank remained at 5th;
 - NMS average rank remained at 4th; and
 - U2B average rank remained at 5th.
12. Queensland is still ranked number 1 for Year 3 Grammar and punctuation (NMS).

13. However, Queensland's rank for each test area has declined in:

- 1 of 20 test areas in MSS;
- 11 of 20 test areas in NMS, and
- 3 of 20 test areas in U2B.

Comparison with States/jurisdictions

14. Queensland was the only jurisdiction to record any results *substantially above* baseline in MSS. Queensland and Western Australia were the only jurisdictions to record any *substantially above* baseline results in NMS. These all occurred in the Year 3 strands of Reading, Spelling, and Grammar and Punctuation.

15. Writing continued to be Queensland students' lowest performing test strand despite Year 3 students achieving their highest result in Writing and Queensland students were ranked seventh in Writing for all four year levels in MSS.

16. Queensland students' participation rates declined in 2016 to be among the lowest of all jurisdictions. Queensland is unique among the jurisdictions in that its low participation rate was primarily due to relatively high withdrawal rates:

- as in 2015, Queensland withdrawal rates were the highest of all jurisdictions in Years 5, 7 and 9 and second highest in Year 3; and
- Queensland Year 9 and Northern Territory Years 7 and 9 students were the only cohorts to have participation rates below 90% across all test strands.

NAPLAN Test Incidents.

17. The Report of 2016 NAPLAN Test Incidents will also be released at the same time as the national report, and provides general information on breaches of the *National Protocols for Test Administration*. Queensland had five incidents (three security breaches and two general breaches) that were investigated and substantiated.

Access to final NAPLAN data

18. The final NAPLAN results will be available to Queensland state schools through *OneSchool* following the national release on 13 December 2016.

19. ACARA is expected to release the NAPLAN 2016 results for each school in Australia on the *MySchool* website in March 2017.

Further information

20. Detailed information on Queensland results are contained in attachments to this brief:

<u>Attachment</u>		
1.1	Queensland Performance (Indigenous students)	- new to this release
1.2	Closing the Gap	- new to this release
1.3	Nature of the Difference – Sub-populations	- new to this release
1.4	Nature of the Difference – Jurisdictions (all students)	- new to this release
2.0	Changes from Preliminary Results	- new to this release
2.1	Queensland Performance Overview (Infographic)	- updated since the August release
2.2	Queensland Ranking (all students)	- updated since the August release
2.3	Nature of the Difference – MSS (all students)	- updated since the August release
2.4	Queensland Performance (all students)	- updated since the August release
2.5	Queensland Relative to Australia (all students)	- updated since the August release
2.6	Participation (all students)	- updated since the August release
2.7	Year 3 Performance	- updated since the August release
2.8	Writing Performance (all students)	- updated since the August release

Media Implications

21. Media lines are being prepared by CEP.

Right to information

22. I am of the view that the contents or attachments contained in this brief **are suitable** for publication **after the embargo** has expired.

Recommendation

That the Minister:

- **note** the final 2016 National Assessment Program — Literacy and Numeracy results as published by the Australian Curriculum, Assessment and Reporting Authority in the *2016 NAPLAN National Report*; and
- **note** the key results for Queensland students.

NOTED**APPROVED/NOT APPROVED
ENDORSED/NOTED**

MATTHEW JUTSUM
Acting Chief of Staff
Office of the Hon Kate Jones MP
Minister for Education and
Minister for Tourism and Major Events

KATE JONES MP
Minister for Education and
Minister for Tourism and Major Events

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Minister's comments

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NAPLAN 2016 National Report

Attachment 2.2—Queensland Ranking (all students)

UNDER EMBAGO

2016 RESULTS

- QLD has continued to record some of its best results and rankings across all year levels since the NAPLAN testing began.
- Whilst gaining on the top performing states and territories, Queensland's overall rankings¹ for the measures remained unchanged compared to 2015:
 - 5th overall in MSS
 - 4th overall in NMS
 - 5th overall in U2B.
- In NMS, QLD's strongest results were in Years 3 and 5, which lead to some of its highest national rankings ever:
 - **Year 3**
 - 1st in Grammar & Punctuation
 - 2nd in Numeracy
 - **Year 5**
 - 3rd in Numeracy.
- In MSS, QLD's performance was more modest:
 - QLD's highest rank was 4th in 8 of the 20 test areas
 - QLD's lowest performing test strand was Writing, with a rank of 7th across all year levels.
- In U2B:
 - QLD's highest rank was 3rd in Year 5 Grammar & Punctuation
 - QLD's second highest rank was 4th in 4 of the 20 test areas.

SINCE 2015

- Overall, there was a modest decline in QLD rankings, but these were insufficient to see a significant overall shift compared to 2015:
 - MSS — improved in 3 of 20 test areas and declined in 6
 - NMS — improved in 3, and declined in 7
 - U2B — improved in 6, and declined in 6.
- Rank improvements were more common in Years 3 and 5 (10 of the 12 improvements across the measures), and while most improvements were of a single rank only, the following had improvement of two ranks:
 - NMS — improved by two ranks in 1 test area (Year 3 Grammar & Punctuation)
 - U2B — improved by two ranks in 1 test area (Year 3 Spelling).
- Writing was the test area with the most declines (9 of the 19 declines across the measures):
 - MSS and U2B — declined across all year levels
 - NMS — declined in Year 7 only.

SINCE BASELINE²

- In NMS, QLD has seen substantial improvement across most test areas since baseline. Some notable improvements include:
 - Year 3 Grammar & Punctuation — improved from 7th to 1st
 - Year 3 Numeracy — improved from 7th to 2nd
 - Year 5 Numeracy — improved from 7th to 3rd.
- QLD's overall rankings² since baseline have changed from:
 - NMS — 7th to 4th
 - MSS — 6th to 5th
 - U2B — 6th to 5th.
- Compared to baseline, Writing did not show the same consistent pattern of improvement as the other test strands, declining across all year levels, for all measures, except Years 3 and 5 NMS.

¹ 'Overall rank' is the average of the 20 ranks achieved for each of the 20 test areas and is calculated separately for each of the 3 measures.

² Baseline is 2008 for all strands except Writing. Baseline for Writing is 2011.

NAPLAN 2016 National Report—Queensland Ranking (all students)

2016 RESULTS

Mean Scale Score

	Year 3	Year 5	Year 7	Year 9
Reading	4	4	4	6
Writing	7	7	7	7
Spelling	6	5	5	5
G&P	4	4	4	5
Numeracy	4	4	5	5

QLD's highest rank in MSS was 4th in 8 test areas



Best rank	4 th in 8 test areas
Average rank	5 th

National Minimum Standard

	Year 3	Year 5	Year 7	Year 9
Reading	4	4	4	6
Writing	4	6	7	7
Spelling	4	4	4	5
G&P	1	4	4	6
Numeracy	2	3	4	6

QLD's highest rank in NMS was 1st in 1 test area



Best rank	1 st in Yr 3 G&P
Average rank	4 th

Upper Two Bands

	Year 3	Year 5	Year 7	Year 9
Reading	4	4	6	6
Writing	7	6	7	7
Spelling	5	5	5	6
G&P	4	3	5	4
Numeracy	5	5	5	5

QLD's highest rank in U2B was 3rd in 1 test area



Best rank	3 rd in Yr 5 G&P
Average rank	5 th

SINCE 2015

	Year 3	Year 5	Year 7	Year 9
Reading	+1			+1
Writing	-1	-2	-1	-1
Spelling		+1	-1	
G&P				
Numeracy			-1	

QLD's best rank improvement in MSS was +1 rank in 3 test areas



Largest improvement	+1 rank in 3 test areas
Improvement	3 of the 20 test areas
Decline	6 of the 20 test areas
Largest decline	-2 ranks in Yr 5 Writing

	Year 3	Year 5	Year 7	Year 9
Reading		-1		-1
Writing	+1		-1	
Spelling				-2
G&P	+2			-1
Numeracy	+1		-1	-4

QLD's best rank improvement in NMS was +2 ranks in 1 test area



Largest improvement	+2 ranks in Yr 3 G&P
Improvement	3 of the 20 test areas
Decline	7 of the 20 test areas
Largest decline	-4 ranks in Yr 9 Numeracy

	Year 3	Year 5	Year 7	Year 9
Reading	+1	+1		+1
Writing	-1	-2	-2	-1
Spelling	+2	+1		-1
G&P		+1	-1	
Numeracy				

QLD's best rank improvement in U2B was +2 ranks in 1 test area



Largest improvement	+2 ranks in Yr 3 Spelling
Improvement	6 of the 20 test areas
Decline	6 of the 20 test areas
Largest decline	-2 ranks in 2 test areas

SINCE BASELINE

	Year 3	Year 5	Year 7	Year 9
Reading	+3	+3	+2	+1
Writing	-3	-2	-4	-4
Spelling	+1	+2		
G&P	+3	+3	+2	
Numeracy	+3	+3	-1	

QLD's best rank improvement in MSS was +3 ranks in 6 test areas



Largest improvement	+3 ranks in 6 test areas
Improvement	11 of the 20 test areas
Decline	5 of the 20 test areas
Largest decline	-4 ranks in 2 test areas

	Year 3	Year 5	Year 7	Year 9
Reading	+3	+3	+2	+1
Writing	+2	+1	-4	-4
Spelling	+3	+3	+3	+1
G&P	+6	+3	+2	-1
Numeracy	+5	+4	+1	-2

QLD's best rank improvement in NMS was +6 ranks in 1 test area



Largest improvement	+6 ranks in Yr 3 G&P
Improvement	16 of the 20 test areas
Decline	4 of the 20 test areas
Largest decline	-4 ranks in 2 test areas

	Year 3	Year 5	Year 7	Year 9
Reading	+3	+3	+1	+1
Writing	-3	-1	-5	-2
Spelling	+2	+2	+1	
G&P	+3	+4	+2	
Numeracy	+2	+2	-1	

QLD's best rank improvement in U2B was +4 ranks in 1 test area



Largest improvement	+4 ranks in Yr 5 G&P
Improvement	12 of the 20 test areas
Decline	5 of the 20 test areas
Largest decline	-5 ranks in Yr 7 Writing

NAPLAN 2016 National Report—States/Territories Rank (all students)

Year	Strand	% NMS								% U2B								MSS							
		NSW	VIC	QLD	WA	SA	TAS	ACT	NT	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	NSW	VIC	QLD	WA	SA	TAS	ACT	NT
3	Reading	2	2	4	6	7	5	1	8	3	2	4	5	7	6	1	8	3	2	4	5	7	6	1	8
	Writing*	2	3	4	6	7	5	1	8	2	1	7	4	6	5	3	8	2	1	7	4	6	5	3	8
	Spelling	1	3	4	5	6	7	2	8	1	2	5	4	6	7	3	8	1	2	6	4	5	7	3	8
	Grammar & Punctuation	3	4	1	5	7	5	2	8	3	1	4	5	6	7	2	8	3	1	4	5	6	7	2	8
	Numeracy	3	3	2	6	7	5	1	8	3	1	5	4	7	6	2	8	3	1	4	5	7	6	2	8
5	Reading	3	2	4	6	5	7	1	8	3	2	4	6	7	5	1	8	3	2	4	6	7	5	1	8
	Writing*	3	1	6	4	7	5	2	8	2	1	6	5	7	3	4	8	2	1	7	5	6	4	3	8
	Spelling	3	1	4	5	6	7	2	8	1	2	5	3	7	6	4	8	1	2	5	4	6	7	3	8
	Grammar & Punctuation	2	2	4	6	7	5	1	8	2	4	3	5	7	6	1	8	2	3	4	5	7	6	1	8
	Numeracy	3	2	3	6	7	5	1	8	2	1	5	4	7	6	3	8	2	1	4	5	7	6	3	8
7	Reading	3	2	4	6	5	7	1	8	3	2	6	4	7	4	1	8	3	2	4	7	6	5	1	8
	Writing*	3	1	7	5	4	6	2	8	4	1	7	6	5	2	3	8	4	1	7	6	3	5	2	8
	Spelling	2	3	4	6	5	7	1	8	1	4	5	3	6	7	2	8	1	3	5	4	6	7	2	8
	Grammar & Punctuation	3	2	4	6	5	7	1	8	2	3	5	4	6	7	1	8	2	3	4	5	6	7	1	8
	Numeracy	3	2	4	7	6	5	1	8	3	2	5	4	6	7	1	8	3	1	5	4	6	7	2	8
9	Reading	4	3	6	2	7	5	1	8	3	4	6	2	7	5	1	8	4	3	6	2	7	5	1	8
	Writing*	5	1	7	3	6	4	2	8	5	1	7	3	6	4	2	8	5	1	7	3	6	4	2	8
	Spelling	2	3	5	4	6	7	1	8	2	4	6	3	5	7	1	8	2	4	5	3	6	7	1	8
	Grammar & Punctuation	4	2	6	3	7	5	1	8	3	5	4	2	7	6	1	8	4	3	5	2	7	5	1	8
	Numeracy	4	4	6	2	7	3	1	8	3	4	5	1	7	6	2	8	4	3	5	2	6	7	1	8

low est rank in test year

highest rank in test year

		% NMS								% U2B								MSS							
		NSW	VIC	QLD	WA	SA	TAS	ACT	NT	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	NSW	VIC	QLD	WA	SA	TAS	ACT	NT
Highest rank score		1	1	1	2	4	3	1	8	1	1	3	1	5	2	1	8	1	1	4	2	3	4	1	8
Lowest rank score		5	4	7	7	7	7	2	8	5	5	7	6	7	7	4	8	5	4	7	7	7	7	3	8
Average Rank	All Year Levels	2.9	2.3	4.5	5.0	6.2	5.6	1.3	8.0	2.6	2.4	5.2	3.9	6.5	5.6	2.0	8.0	2.7	2.0	5.1	4.3	6.2	5.9	1.8	8.0
	Year 3	2.2	3.0	3.0	5.6	6.8	5.4	1.4	8.0	2.4	1.4	5.0	4.4	6.4	6.2	2.2	8.0	2.4	1.4	5.0	4.6	6.2	6.2	2.2	8.0
	Year 5	2.8	1.6	4.2	5.4	6.4	5.8	1.4	8.0	2.0	2.0	4.6	4.6	7.0	5.2	2.6	8.0	2.0	1.8	4.8	5.0	6.6	5.6	2.2	8.0
	Year 7	2.8	2.0	4.6	6.0	5.0	6.4	1.2	8.0	2.6	2.4	5.6	4.2	6.0	5.4	1.6	8.0	2.6	2.0	5.0	5.2	5.4	6.2	1.6	8.0
	Year 9	3.8	2.6	6.0	2.8	6.6	4.8	1.2	8.0	3.2	3.6	5.6	2.2	6.4	5.6	1.4	8.0	3.8	2.8	5.6	2.4	6.4	5.6	1.2	8.0

NAPLAN 2016 National Report

Attachment 2.3—Nature of the Difference – MSS (all students)

UNDER EMBARGO

NATURE OF THE DIFFERENCE

The NAPLAN report includes a 'Nature of the Difference'¹ comparison that is reported as:

- substantially above / substantially below — for large and statistically significant differences
- above/below — for moderate and statistically significant differences
- close to — for minimal or not statistically significant differences.

The Nature of the Difference is reported for '*since 2015*' and '*since baseline*' for all jurisdictions, based on the MSS.

SINCE 2015

- ACARA's Nature of the Difference MSS comparison indicated that the 2016 performance for all jurisdictions was *close to* their 2015 performance.
- The only exception was SA, which achieved *above* 2015 performance in Year 3 Writing.

SINCE BASELINE²

- Using ACARA's Nature of the Difference MSS, 2016 results showed that QLD and WA remain the most improved jurisdictions since testing began:
 - QLD was the only jurisdiction with improvement that was *substantially above* baseline. These occurred in 3 test areas in Year 3 (Reading, Spelling, and Grammar & Punctuation)
 - QLD also recorded improvement that was *above* baseline in 6 test areas
 - WA performed strongly, with improvements *above* baseline in 12 test areas
 - All other jurisdictions showed minimal improvement since baseline.
- Performance *above* baseline was evident for Australia in Year 3 (Reading, Spelling, and Grammar & Punctuation) and for Year 5 (Reading and Numeracy).
- The 2016 Nature of the Difference MSS comparison showed performance *below* baseline for any jurisdiction only in Writing in Years 5, 7 or 9:
 - Year 9 for QLD, NSW and VIC
 - Year 7 for QLD, WA and ACT
 - Year 5 for NSW and ACT.
- There were no declines for SA and NT.
- Performance *below* baseline was evident for Australia in Year 9 Writing.

¹ The Nature of the Difference comparison has been reported since 2013 to assist the interpretation of differences in results, by combining statistical significance testing (i.e. how statistically probable a difference in results is between two groups or the same group over time) with an effect size measure (i.e. a measure for quantifying the magnitude of the difference between two groups or the same group over time).

The Nature of the Difference is reported as:

- *substantially above*—an effect size greater than 0.50 and statistically significant.
- *above*—an effect size between 0.20 and 0.50 and statistically significant.
- *close to*—an effect size of less than 0.20 but greater than -0.20 and not statistically significant.
- *below*—an effect size between -0.20 and -0.50 and statistically significant.
- *substantially below*—an effect size less than -0.50 and statistically significant.

² Baseline is 2008 for all strands except Writing. Baseline for Writing is 2011.

NAPLAN 2016 National Report—Queensland/Australia Nature of the Difference – MSS (all students)

SINCE 2015

Queensland

	Year 3	Year 5	Year 7	Year 9
Reading	•	•	•	•
Writing	•	•	•	•
Spelling	•	•	•	•
G&P	•	•	•	•
Numeracy	•	•	•	•

QLD's results were
above in 0 of the 20 test
areas in MSS

Improvement - substantially above	0 of the 20 test areas
Improvement - above	0 of the 20 test areas
Minor/no change - close to	20 of the 20 test areas
Decline - below	0 of the 20 test areas
Decline - substantially below	0 of the 20 test areas

Australia

	Year 3	Year 5	Year 7	Year 9
Reading	•	•	•	•
Writing	•	•	•	•
Spelling	•	•	•	•
G&P	•	•	•	•
Numeracy	•	•	•	•

Australia's results were
above in 0 of the 20 test
areas in MSS

Improvement - substantially above	0 of the 20 test areas
Improvement - above	0 of the 20 test areas
Minor/no change - close to	20 of the 20 test areas
Decline - below	0 of the 20 test areas
Decline - substantially below	0 of the 20 test areas

SINCE BASELINE

	Year 3	Year 5	Year 7	Year 9
Reading	▲	▲	•	•
Writing	•	•	▼	▼
Spelling	▲	▲	•	•
G&P	▲	▲	▲	•
Numeracy	▲	▲	•	•

QLD's results were above
or substantially above in
9 of the 20 test areas in
MSS



Improvement - substantially above	3 of the 20 test areas
Improvement - above	6 of the 20 test areas
Minor/no change - close to	9 of the 20 test areas
Decline - below	2 of the 20 test areas
Decline - substantially below	0 of the 20 test areas

	Year 3	Year 5	Year 7	Year 9
Reading	▲	▲	•	•
Writing	•	•	•	▼
Spelling	▲	•	•	•
G&P	▲	•	•	•
Numeracy	•	▲	•	•

Australia's results were
above in 5 of the 20 test
areas in MSS

Improvement - substantially above	0 of the 20 test areas
Improvement - above	5 of the 20 test areas
Minor/no change - close to	14 of the 20 test areas
Decline - below	1 of the 20 test areas
Decline - substantially below	0 of the 20 test areas

NAPLAN 2016 National Report—States/Territories Nature of the Difference – MSS (all students)

		All students: Mean Scale Score (MSS)																	
Year	Strand	Baseline (2008, 2011) – 2016									2015 – 2016								
		When compared with the baseline the 2016 nature of the difference was....									When compared with 2015, the 2016 nature of the difference was....								
		NSW	VIC	QLD	WA	SA	TAS	ACT	NT	AUS T	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	AUS T
3	Reading	A	A	SA	A	C	C	A	A	A	C	C	C	C	C	C	C	C	C
	Writing*	C	A	C	C	C	A	C	C	C	C	C	C	C	A	C	C	C	C
	Spelling	C	C	SA	A	C	C	C	A	A	C	C	C	C	C	C	C	C	C
	Grammar & Punctuation	A	A	SA	A	A	C	A	A	A	C	C	C	C	C	C	C	C	C
	Numeracy	C	C	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
5	Reading	C	A	A	A	C	A	C	C	A	C	C	C	C	C	C	C	C	C
	Writing*	B	C	C	C	C	C	B	C	C	C	C	C	C	C	C	C	C	C
	Spelling	C	C	A	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Grammar & Punctuation	C	C	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Numeracy	C	C	A	A	A	A	A	C	A	C	C	C	C	C	C	C	C	C
7	Reading	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Writing*	C	C	B	B	C	C	B	C	C	C	C	C	C	C	C	C	C	C
	Spelling	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Grammar & Punctuation	C	C	A	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Numeracy	C	C	C	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C
9	Reading	C	C	C	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Writing*	B	B	B	C	C	C	C	C	B	C	C	C	C	C	C	C	C	C
	Spelling	C	C	C	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Grammar & Punctuation	C	C	C	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C
	Numeracy	C	C	C	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C

* Writing results from 2011 onwards should not be compared to Writing results from 2008 to 2010.

COUNT OF TEST AREAS:

(20 test areas)

(20 test areas)

	Baseline (2008, 2011) – 2016										2015 – 2016									
	When compared with the baseline the 2016 nature of the difference was....										When compared with 2015, the 2016 nature of the difference was....									
	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	AUS T	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	AUS T		
SA (Substantially Above)	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
A (Above)	2	4	6	12	2	3	3	3	5	0	0	0	0	1	0	0	0	0		
C (Close to)	16	15	9	7	18	17	15	17	14	20	20	20	20	19	20	20	20	20		
B (Below)	2	1	2	1	0	0	2	0	1	0	0	0	0	0	0	0	0	0		
SB (Substantially Below)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

SA (Substantially Above)	Average achievement has an effect size greater than 0.5 and is statistically significantly above baseline (2008, 2011) or 2015 for this state/territory.
A (Above)	Average achievement has an effect size between 0.2 and 0.5 and is statistically significantly above baseline (2008, 2011) or 2015 for this state/territory.
C (Close to)	Average achievement has an effect size of less than 0.2 or is not statistically different from baseline (2008, 2011) or 2015 for this state/territory. Statistically significant differences with an effect size of less than 0.2 are considered to be negligible and are included in this category.
B (Below)	Average achievement has an effect size between 0.2 and 0.5 and is statistically significantly below baseline (2008, 2011) or 2015 for this state/territory.
SB (Substantially Below)	Average achievement has an effect size greater than 0.5 and is statistically significantly below baseline (2008, 2011) or 2015 for this state/territory.

NAPLAN 2016 National Report

Attachment 2.8—Writing Performance (all students)

UNDER EMBARGO

2016 RESULTS

- Writing was the strand in which QLD students have generally recorded the weakest results, particularly in Years 7 and 9.
- For both MSS and U2B, QLD Year 7 and 9 students posted their lowest results since the 2011 Writing baseline. In contrast, Year 3 and 5 students achieved their highest results for NMS Writing.
- Despite achieving their highest result in MSS Writing, QLD Year 3 students declined 3 rank positions in this test area compared to other jurisdictions, moving from 4th in 2011 to 7th in 2016.
- QLD ranked 7th in Writing MSS across each of the year levels.

SINCE 2015

- QLD Years 5, 7 and 9 students' performance in Writing declined in MSS and U2B.
- QLD's declines in Years 7 and 9 Writing for MSS was in contrast to the improvement that was evident in most other jurisdictions in this test area:
 - ACT was the only other jurisdiction to show decline in Years 7 and 9 Writing in MSS.

SINCE BASELINE¹

- QLD declined in Years 7 and 9 Writing across all measures and in Year 5 Writing for MSS and U2B:
 - These declines were also evident across most other jurisdictions and the nation
 - QLD's decline in Years 7 and 9 Writing across all measures was larger than the declines of most of the other jurisdictions and the nation.

QUEENSLAND STATE SCHOOLS²

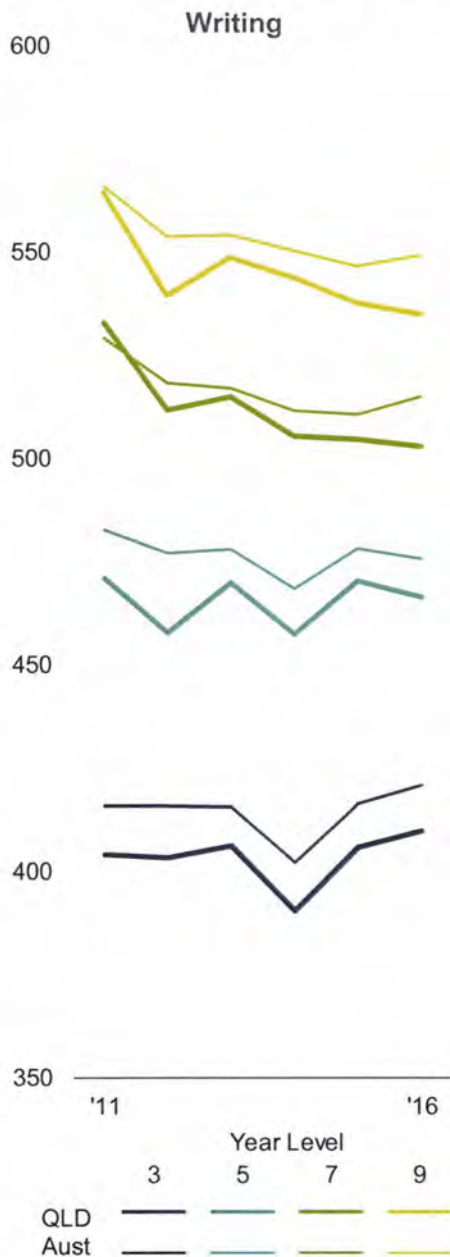
- Since 2015, Queensland State School (QSS) students experienced more improvements than declines in Writing:
 - in contrast to QLD students, QSS students improved in Writing across all year levels in NMS and all year levels except Year 5 for MSS
 - in NMS, QSS Year 7 students recorded their 1st year-on-year improvement in Writing
 - in NMS, QSS Year 9 students recorded their greatest improvement in Writing compared to the other year levels.
- The compilation of results for QLD and QSS are based on different methodologies, and the degree to which this contributes to the results is unknown:
 - in calculating QLD results, ACARA incorporates an estimation which accounts for the impact of measurement error and withdrawn students
 - the calculation of QSS results are based solely on the results of those students who took the test.
- Further investigation of the impact of participation rates on QSS results is warranted, and should be better understood before definitive conclusions are drawn.

¹ Baseline is 2008 for all strands except Writing. Baseline for Writing is 2011.

² QSS students represent over 70% of the QLD student population in primary years and over 60% in secondary years.

NAPLAN 2016 National Report—Writing Performance (all students)

NAPLAN Baseline–2016 Writing MSS



Queensland

Results

	Year 3	Year 5	Year 7	Year 9
MSS	●		■	■
NMS	●	●		
U2B			■	■

Improvement

2015–16

	Year 3	Year 5	Year 7	Year 9
MSS	1	6	-5	4
NMS	1	2	2	1
U2B	1	-4	-3	-3

Improvement

Baseline–2016

	Year 3	Year 5	Year 7	Year 9
MSS	6	-5	-30	-30
NMS	2	2	-4	-6
U2B	2	-5	-13	-12

Nature of the Difference

	Year 3	Year 5	Year 7	Year 9
2015-16	•	•	•	•
2011-16	•	•	▼	▼

NAPLAN 2016 National Report—Queensland/Australia Writing* Results (all students)

		Queensland: All students																											
Year Level	NMS %									U2B %									MSS scale score points										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2008	2009	2010	2011	2012	2013	2014	2015	2016	2008	2009	2010	2011	2012	2013	2014	2015	2016		
3	92.4	93.9	93.8	94.3	94.7	94.3	93.1	95.1	96.4	33.3	34.1	38.6	39.1	39.0	41.6	31.8	40.3	41.3	391.8	395.8	402.4	404.1	403.3	406.2	390.4	405.8	409.8		
5	89.5	90.0	90.4	90.2	88.3	90.0	87.4	90.6	92.2	18.8	16.2	18.4	18.6	12.1	17.5	12.9	17.3	13.6	468.9	467.0	471.6	470.9	457.7	469.8	457.3	470.2	466.3		
7	89.9	91.3	92.2	91.6	88.8	88.8	85.8	85.1	87.3	20.1	20.4	22.5	24.4	15.3	16.8	13.9	14.6	11.2	522.7	526.0	531.2	532.9	511.7	514.9	505.4	504.6	502.9		
9	83.7	85.4	86.6	85.0	78.3	81.6	79.4	77.7	78.6	16.2	16.3	18.1	20.3	11.2	14.2	12.6	11.3	8.5	555.3	559.0	564.7	564.4	539.4	548.6	543.8	537.6	534.9		

		Australia: All students																											
Year Level	NMS %									U2B %									MSS scale score points										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2008	2009	2010	2011	2012	2013	2014	2015	2016	2008	2009	2010	2011	2012	2013	2014	2015	2016		
3	95.4	95.7	95.5	95.3	95.3	95.0	93.8	95.5	96.3	44.6	44.5	47.1	46.1	46.6	46.7	39.1	46.8	48.8	414.2	414.5	418.6	415.9	415.8	415.6	402.2	416.3	420.7		
5	92.6	93.0	93.1	92.5	92.1	91.7	90.2	92.3	93.2	26.2	23.9	23.8	22.6	19.3	20.0	15.5	19.1	17.2	486.5	484.7	485.2	482.6	477.0	477.9	468.3	478.1	475.6		
7	91.8	92.5	92.6	91.1	89.9	89.3	88.5	87.3	89.7	24.7	23.1	23.4	22.6	18.3	17.6	15.5	15.6	15.5	533.7	532.4	533.5	529.1	518.3	517.0	511.6	510.6	515.0		
9	87.2	87.8	87.2	84.8	81.7	82.6	81.8	80.5	82.9	20.8	19.7	19.3	21.5	16.8	16.5	14.8	13.4	12.3	569.4	568.9	567.7	565.9	553.7	554.1	550.3	546.5	549.1		

● lowest result over time (Baseline to 2016)

■ highest result over time (Baseline to 2016)

■ lowest result in test year

● highest result in test year

* Writing results from 2011 onwards should not be compared to Writing results from 2008 to 2010.

NAPLAN 2016 National Report—States/Territories and Australia Writing Results (all students)

Year	MSS																	
	Results									Improvement								
	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	AUST	NSW	VIC	QLD	WA	SA	TAS	ACT	NT	AUST
3	423.8	435.7	409.8	414.7	412.2	413.4	419.9	345.0	420.7	1.3	4.7	4.0	6.6	13.3	5.8	0.2	17.5	4.4
5	477.3	490.7	466.3	470.3	467.0	471.7	474.3	400.7	475.6	-5.7	0.0	-3.9	-0.8	3.8	3.2	-11.2	14.5	-2.5
7	515.2	530.0	502.9	512.3	516.3	513.6	519.4	428.2	515.0	4.1	7.5	-1.7	6.3	6.8	11.9	-2.5	19.1	4.4
9	546.5	563.3	534.9	554.4	545.5	548.0	556.9	461.9	549.1	2.0	3.1	-2.7	1.4	4.5	10.4	-2.1	22.1	2.6

■ Numerically below Australia ■ Numerically above Australia

NAPLAN 2016 National Report

Attachment 1.4—Nature of the Difference – Jurisdictions (all students)

UNDER EMBARGO

NATURE OF THE DIFFERENCE

The NAPLAN report includes a 'Nature of the Difference'¹ comparison that is reported as:

- *substantially above / substantially below* — for large and statistically significant differences
- *above/below* — for moderate and statistically significant differences
- *close to* — for minimal or not statistically significant differences.

The Nature of the Difference *between jurisdictions* is reported for 2016, based on both the MSS and the NMS. For QLD There are 160 comparisons for each measure.

2016 RESULTS

MSS

- QLD's MSS results were *close to* Australia, and *substantially above* NT in all test areas.
- QLD was *close to* the other jurisdictions in most test areas. There were 23 instances where QLD results were *below* the other jurisdictions:
 - These were against ACT (9), VIC (8), NSW (3), WA (2), and SA (1), and these occurred across all year levels. Nine were in Writing.

NMS

- QLD's NMS results were *close to* those of Australia and *substantially above* NT in all test areas.
- QLD was *close to* the other jurisdictions in most test areas. There were 11 instances where QLD results were *above* and 13 instances where QLD's results were *below* another jurisdiction:
 - The 11 instances *above* were against TAS (6), SA (4) and WA (1), and these occurred across all year levels. None were in Writing.
 - The 13 instances *below* were against ACT (9), VIC (3) and WA (1), and only occurred in Years 5, 7, and 9. Seven were in Writing.

¹ The Nature of the Difference comparison has been reported since 2013 to assist the interpretation of differences in results, by combining statistical significance testing (i.e. how statistically probable a difference in results is between two groups or the same group over time) with an effect size measure (i.e. a measure for quantifying the magnitude of the difference between two groups or the same group over time).

The Nature of the Difference is reported as:

- *substantially above*—an effect size greater than 0.50 and statistically significant.
- *above*—an effect size between 0.20 and 0.50 and statistically significant.
- *close to*—an effect size of less than 0.20 but greater than -0.20 and not statistically significant.
- *below*—an effect size between -0.20 and -0.50 and statistically significant.
- *substantially below*—an effect size less than -0.50 and statistically significant.

NAPLAN 2016 National Report— Queensland Nature of the Difference to Other States/Territories and Australia (all students)

Year Level	Strand	Queensland Mean Scale Score (MSS) Nature of difference to other States/Territories 2016 — All students								Compare with States/Territories				
		NSW	VIC	WA	SA	TAS	ACT	NT	AUST	SA (Substantially Above)	A (Above)	C (Close to)	B (Below)	SB (Substantially Below)
03	Reading	C	B	C	C	C	B	SA	C	1	0	4	2	0
	Writing	B	B	C	C	C	C	SA	C	1	0	4	2	0
	Spelling	B	B	C	C	C	C	SA	C	1	0	4	2	0
	Grammar & Punctuation	C	C	C	C	C	C	SA	C	1	0	6	0	0
	Numeracy	C	B	C	C	C	B	SA	C	1	0	4	2	0
05	Reading	C	C	C	C	C	C	SA	C	1	0	6	0	0
	Writing	C	B	C	C	C	C	SA	C	1	0	5	1	0
	Spelling	B	C	C	C	C	C	SA	C	1	0	5	1	0
	Grammar & Punctuation	C	C	C	C	C	C	SA	C	1	0	6	0	0
	Numeracy	C	B	C	C	C	C	SA	C	1	0	5	1	0
07	Reading	C	C	C	C	C	B	SA	C	1	0	5	1	0
	Writing	C	B	C	B	C	B	SA	C	1	0	3	3	0
	Spelling	C	C	C	C	C	C	SA	C	1	0	6	0	0
	Grammar & Punctuation	C	C	C	C	C	C	SA	C	1	0	6	0	0
	Numeracy	C	C	C	C	C	C	SA	C	1	0	6	0	0
09	Reading	C	C	C	C	C	B	SA	C	1	0	5	1	0
	Writing	C	B	B	C	C	B	SA	C	1	0	3	3	0
	Spelling	C	C	C	C	C	B	SA	C	1	0	5	1	0
	Grammar & Punctuation	C	C	C	C	C	B	SA	C	1	0	5	1	0
	Numeracy	C	C	B	C	C	B	SA	C	1	0	4	2	0

SA (Substantially Above)	0	0	0	0	0	0	0	20	0
A (Above)	0	0	0	0	0	0	0	0	0
C (Close to)	17	12	18	19	20	11	0	20	
B (Below)	3	8	2	1	0	9	0	0	
SB (Substantially Below)	0	0	0	0	0	0	0	0	

* Writing results from 2011 onwards should not be compared to Writing results from 2008 to 2010.

Year Level	Strand	Queensland National Minimum Standard (NMS) Nature of difference to other States/Territories 2016 — All students								Compare with States/Territories				
		NSW	VIC	WA	SA	TAS	ACT	NT	AUST	SA (Substantially Above)	A (Above)	C (Close to)	B (Below)	SB (Substantially Below)
03	Reading	C	C	C	A	C	C	SA	C	1	1	5	0	0
	Writing	C	C	C	C	C	C	SA	C	1	0	6	0	0
	Spelling	C	C	C	C	A	C	SA	C	1	1	5	0	0
	Grammar & Punctuation	C	C	A	A	A	C	SA	C	1	3	3	0	0
	Numeracy	C	C	C	A	C	C	SA	C	1	1	5	0	0
05	Reading	C	C	C	C	A	B	SA	C	1	1	4	1	0
	Writing	C	B	C	C	C	B	SA	C	1	0	4	2	0
	Spelling	C	C	C	C	A	C	SA	C	1	1	5	0	0
	Grammar & Punctuation	C	C	C	C	C	C	SA	C	1	0	6	0	0
	Numeracy	C	C	C	A	C	B	SA	C	1	1	4	1	0
07	Reading	C	C	C	C	C	B	SA	C	1	0	5	1	0
	Writing	C	B	C	C	C	B	SA	C	1	0	4	2	0
	Spelling	C	C	C	C	A	C	SA	C	1	1	5	0	0
	Grammar & Punctuation	C	C	C	C	C	B	SA	C	1	0	5	1	0
	Numeracy	C	C	C	C	C	C	SA	C	1	0	6	0	0
09	Reading	C	C	C	C	C	B	SA	C	1	0	5	1	0
	Writing	C	B	B	C	C	B	SA	C	1	0	3	3	0
	Spelling	C	C	C	C	A	C	SA	C	1	1	5	0	0
	Grammar & Punctuation	C	C	C	C	C	B	SA	C	1	0	5	1	0
	Numeracy	C	C	C	C	C	C	SA	C	1	0	6	0	0

SA (Substantially Above)	0	0	0	0	0	0	0	20	0
A (Above)	0	0	1	4	6	0	0	0	0
C (Close to)	20	17	18	16	14	11	0	20	
B (Below)	0	3	1	0	0	9	0	0	
SB (Substantially Below)	0	0	0	0	0	0	0	0	

* Writing results from 2011 onwards should not be compared to Writing results from 2008 to 2010.

SA (Substantially Above)	Average achievement has an effect size greater than 0.5 and is statistically significantly above the comparison state/territory.
A (Above)	Average achievement has an effect size between 0.2 and 0.5 and is statistically significantly above the comparison state/territory.
C (Close to)	Average achievement has an effect size of less than 0.2 or is not statistically different from the comparison state/territory. Statistically significant differences with an effect size of less than 0.2 are considered to be negligible and are included in this category.
B (Below)	Average achievement has an effect size between 0.2 and 0.5 and is statistically significantly below the comparison state/territory.
SB (Substantially Below)	Average achievement has an effect size greater than 0.5 and is statistically significantly below the comparison state/territory.

Key for Table

SA Substantially Above A Above C Close to B Below SB Substantially Below

Briefing Note

The Honourable Kate Jones MP
Minister for Education and
Minister for Tourism and Major Events

Action required: For Noting

Action required by: N/A

Urgent — Australian Council for Education Research and International Association for the Evaluation of Education Achievement will release reports on the Trends in International Mathematics and Science Study 2015 on 29 November 2016.

SUBJECT: TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY 2015 — EMBARGOED PRE-RELEASE OF RESULTS FOR QUEENSLAND AND AUSTRALIA

Summary of key objectives

- To inform the Minister of:
 - the release of the national report on the Trends in International Mathematics and Science Study (TIMSS): *TIMSS 2015: A first look at Australia's results* (Ref: 16/549587) scheduled for 29 November 2016
 - the key results for Queensland students and the nation.

Key issues

1. The national report will be released on the ACER website at 7:00pm AEST on 29 November 2016 (www.acer.edu.au/timss).
2. Achievement scales in Mathematics and Science are used to summarise Year 4 and Year 8 student performance on cognitive processes and content knowledge. The 2015 reports also include international benchmarks, which help put these scores in context.

State and Territories

3. QLD's 2015 results were not statistically different from the other states and territories across all four tests, with the following exceptions:
 - ACT had significantly higher results than QLD in all four tests
 - VIC had significantly higher results than QLD in Year 8 Mathematics, and
 - NT had significantly lower results than QLD in all four tests.

Table 1. Jurisdiction comparison

Test area	Year Level	QLD ranking				Statistical comparison in 2015		
		2003	2007	2011	2015	Above QLD	Similar to QLD	Below QLD
Maths	Year 4	6 th	7 th	6 th	6 th	ACT	NSW, VIC, SA, WA, TAS	NT
	Year 8	5 th	4 th	4 th	5 th	ACT, VIC	NSW, SA, WA, TAS	NT
Science	Year 4	6 th	8 th	7 th	6 th	ACT	NSW, VIC, SA, WA, TAS	NT
	Year 8	5 th	3 rd	3 rd	5 th	ACT	NSW, VIC, SA, WA, TAS	NT

4. No jurisdiction showed significant improvement from 2011 in either (Years 4 or 8) Mathematics test.
5. Results for QLD were similar to those of the nation: QLD had a lower average score in all four tests, but all differences were 7 scale score points or less and were not significant.

Australia compared internationally

6. Australian results in 2015 were similar to those when testing in Australia began (1995) for all four tests.

Table 2. International comparison, 2015

Test area	Year level	Ranking	No. of Participating countries
Maths	Year 4	28th	49
	Year 8	17th	39
Science	Year 4	25th	47
	Year 8	17th	39

Year 4 Mathematics

7. There were 49 countries participating in TIMSS 2015 Year 4 Mathematics. Australian students were outperformed by students in 21 other countries, including Singapore, Korea, Japan, Ireland, England and the United States, but were ahead of students in 20 other countries, including Italy, Spain, New Zealand and France. There were 7 countries whose results were not significantly different from Australia. Refer **Attachment 1** for further information.
8. The Intermediate benchmark was achieved by 70% of Australian students. The estimated figure for QLD is approximately 68%.
9. Results for Australia were not significantly different from those of 2011 but were significantly higher than the corresponding results in 1995. This improvement is driven by a single increase in results in the 2007 testing cycle. Australia's performance has not significantly changed since 2007.

Year 8 Mathematics

10. There were 39 countries participating in TIMSS 2015 Year 8 Mathematics. Australian students were outperformed by 21 countries, including Canada, Ireland, England and United States, as well as the top performing Asian economies (i.e. Hong Kong and Chinese Taipei), but were ahead of students in 12 countries including New Zealand and Italy. There were 5 countries whose results were not significantly different from Australia. Refer **Attachment 2** for further information.
11. The Intermediate benchmark was achieved by 64% of Australian students. The estimated figure for QLD is approximately 62%.
12. Results for Australia were not significantly different from those of 2011, nor from those of 1995.

Year 4 Science

13. There were 47 countries participating in TIMSS 2015 Year 4 Science. Australian students were outperformed by 17 countries, including the United States and England, as well as the top performing Asian economies, but were ahead of students in 17 countries including New Zealand and France. There were 12 countries whose results were not significantly different from Australia. Refer **Attachment 3** for further information.

14. The Intermediate benchmark was achieved by 75% of Australian students. The estimated figure for QLD is also approximately 75%.
15. Results for Australia were not significantly different from those of 1995. Results for Australia were significantly better than in 2011. This appears to be a correction from poor result in 2011, rather than the start of an improvement trend in 2015.

Year 8 Science

16. There were 39 countries participating in TIMSS 2015 Year 8 Science. Australian students were outperformed by 14 countries, including Canada, the United States, England and Ireland, as well as the top performing Asian economies, but were ahead of students in 20 countries including Italy and Turkey. There were 4 countries whose results were not significantly different from Australia. Refer **Attachment 4** for further information.
17. The Intermediate benchmark was achieved by 69% of Australian students. The estimated figure for QLD is approximately 67%.
18. Results for Australia were not significantly different from those of 2011, nor from those of 1995.

Subpopulations

19. Results for females and males were generally similar in both Australia and Queensland. The only exception was in Year 4 Mathematics where males had significantly higher results in both Queensland and Australia.
20. Non-Indigenous students outperformed Indigenous students in all four tests. The difference in performance is largely unchanged across the test cycles over the last 20 years.
21. Students who spoke English at home had significantly higher results than students who rarely or never spoke English at home in both year levels for Science, but results for the two groups were generally similar in both Mathematics tests.
22. Students in Metropolitan areas outperformed students from Provincial areas, who in turn outperformed students from Remote areas.
23. Students with greater educational resources in the home had better results than those with fewer resources. Educational resources were defined as a combination of parental education background, number of books in the home, and home study supports.

Media Implications

24. Media lines are being prepared by Community Engagement and Partnerships.

Background

25. TIMSS 2015 represents the sixth round of Australia's participation. The study is conducted every four years in Years 4 and 8 to monitor trends in Mathematics and Science. There have been different countries participating in each test cycle, and in each of the tests.
26. Although the current cycle is referred to as TIMSS 2015, in Australia, the assessment took place in 2014, because of differences in the timing of the school year in the northern and southern hemispheres.
27. Students in Australia have been tested in the second semester of 1994, 1998, 2002, 2006, 2010, and 2014.
28. The test is conducted by the International Association for the Evaluation of Educational Achievement (IEA), and administered in Australia by ACER.
29. In Australia, 6,057 students from 287 schools participated in the Year 4 test sample, and 10,338 students from 285 schools participated in the Year 8 test sample.

Right to information

30. I am of the view that the contents or attachments contained in this brief **are suitable** for publication after the embargo has expired.

Recommendation

That the Minister:

- **note** the publication of the international and national TIMSS reports
- **note** the key results for Queensland students and the nation (**Attachments 1-4**).

NOTED

**APPROVED/NOT APPROVED
ENDORSED/NOTED**

MATTHEW JUTSUM
Chief of Staff
Office of the Hon Kate Jones MP
Minister for Education and
Minister for Tourism and Major Events

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KATE JONES MP
Minister for Education and
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Minister's comments

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Briefing Note

The Honourable Kate Jones MP
Minister for Education and
Minister for Tourism and Major Events

Action required: For Noting

Action required by: N/A

Urgent — Australian Council for Education Research and Organisation for Economic Co-operation and Development will release reports on the Programme for International Student Assessment 2015 on 6 December 2016.

**SUBJECT: PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT 2015 —
EMBARGOED PRE-RELEASE OF RESULTS FOR QUEENSLAND AND
AUSTRALIA**

Summary of key objectives

- To inform the Minister of:
 - the release of the national report on the Programme for International Student Assessment (PISA): *PISA 2015: A first look at Australia's results* (**Attachment 1**) scheduled for 6 December 2016; and
 - the key results for Queensland students.

Key issues

1. The national report will be released on the Australian Council for Educational Research (ACER) website at 7.00 pm Australian Eastern Standard Time (AEST) on 6 December 2016 (www.acer.edu.au/ozpisa).
2. PISA measures how well 15-year-olds from across the globe use their knowledge and skills in scientific literacy, reading literacy and mathematical literacy, to meet real-life challenges.

State and Territories

3. Queensland results were not statistically different from the other states and territories, with the following exceptions:
 - Australian Capital Territory had significantly higher results in all three domains;
 - Western Australia had significantly higher results in scientific literacy and mathematical literacy;
 - Victoria had significantly higher results in mathematical literacy;
 - Northern Territory had significantly lower results in scientific literacy and reading literacy; and
 - Tasmania had significantly lower results in all three domains.
4. Queensland was ranked 6th across all three domains.

Table 1. Jurisdiction comparison

Literacy domain	QLD ranking			Statistical comparison in 2015		
	2009	2012	2015	Above QLD	Similar to QLD	Below QLD
Science	4 th	4 th	6 th	ACT, WA	NSW, VIC, SA	TAS, NT
Reading	3 rd	5 th	6 th	ACT	VIC, NSW, SA, WA	TAS, NT
Mathematics	3 rd	4 th	6 th	ACT, WA, VIC	NSW, SA, NT	TAS

- Queensland results were statistically above those of the Organisation for Economic Co-operation and Development (OECD) average in scientific literacy and reading literacy; however, were not statistically significantly different in mathematical literacy.
- Queensland 2015 results were lower; however, not statistically significantly different from those of the nation in scientific literacy and reading literacy. Queensland was statistically significantly below the nation in mathematical literacy.

Table 2. Queensland results compared to previous years, 2015

Domain	Difference between years		
	2006	2009	2012
Scientific Literacy	▼	▼	▼
Reading Literacy	-	▼	-
Mathematical Literacy	▼	▼	▼

Australia compared internationally

- Australia's performance has declined relative to some countries and compared to previous results.
- Across all three domains, 11% of Australian students were considered to be 'high performers'. This is in comparison to Singapore, the top performing country, which had 24% of students classified as 'high performance' in scientific literacy, 18% in reading literacy and 35% in mathematical literacy.
- Australia's results can be compared to 72 countries and economies that participated in PISA 2015.

Table 3. International comparison, 2015

Domain	Number of countries/economies...		
	Above Australia	Similar to Australia	Below Australia
Scientific Literacy	9	8	54
Reading Literacy	11	13	47
Mathematical Literacy	19	10	42

Scientific Literacy

10. Australia's 2015 scientific literacy result was significantly lower than 2012 and the 2006 baseline.
11. Australian students were outperformed by students in nine other countries/economies, including: Singapore; Japan; Chinese Taipei; Hong Kong; Finland; and Canada (**Attachment 2**).
12. Three of the six top performing Asian countries/economies also had results which were lower in 2015 than 2012, with two of the three experiencing declines of a greater magnitude than Australia's (**Attachment 2**).
13. The National Proficient Standard was achieved by 61% of Australian students and 60% of Queensland students.

Reading Literacy

14. Australia's 2015 reading literacy result was not significantly different from 2012; however, was significantly lower than in 2000.
15. Australian students were outperformed by students in 11 other countries/economies, including: Singapore; Japan; Korea; Hong Kong; Canada; Finland; Ireland; and New Zealand (**Attachment 3**).
16. Five of the six top performing Asian countries/economies also had results which were lower in 2015 than 2012, with four of the six experiencing declines of a greater magnitude than Australia's (**Attachment 3**).
17. The National Proficient Standard was achieved by 61% of Australian students and 60% of Queensland students.

Mathematical Literacy

18. Australia's 2015 mathematical literacy result was significantly lower than 2012 and the 2003 baseline.
19. Australian students were outperformed by students in 19 other countries, including: Singapore; Hong Kong; Chinese Taipei; Japan; Korea; Canada; Finland; and Ireland (**Attachment 4**).
20. Five of the six top performing Asian countries/economies also had results which were lower in 2015 than 2012, with three of the five experiencing declines that were of a greater magnitude than Australia's (**Attachment 4**).
21. The National Proficient Standard was achieved by 55% of Australian students and 53% of Queensland students.

Subpopulations

22. Results for sub-populations fall within the expected patterns for those sub-populations:
 - results for females and males were generally similar in scientific and mathematical literacy, but females significantly outperformed males in reading literacy;
 - non-Indigenous students outperformed Indigenous students;
 - students in Metropolitan areas outperformed students from Provincial areas, who in turn outperformed students from Remote areas;
 - on average, students from higher socioeconomic backgrounds performed at a significantly higher level than students from lower socioeconomic backgrounds;
 - Australian-born students performed significantly lower than first-generation students and were statistically similar to foreign-born students;

- students who spoke English at home had significantly higher results than students who rarely or never spoke English at home for scientific and reading literacy; however, results for the two groups were generally similar in mathematical literacy; and
- students at independent schools outperformed students at Catholic schools, who in turn outperformed students at state schools. However, when socioeconomic background was taken into account, the only significant difference between the sectors was between independent schools (significantly higher performance) and Catholic schools. This is in contrast to 2012 where there were no significant difference between sectors once socioeconomic background was taken into account.

Compared to other international results

23. ACER recently released a national report on the Trends in International Mathematics and Science Study (TIMSS). The 2015 report showed similar relative achievement for Queensland among the jurisdictions and for Australia internationally. Some individual countries had different relative performance compared to Australia between the two international reports (such as the United States — generally above Australia in TIMSS and generally below Australia in PISA).
24. Results in both tests show Australia's achievement to be somewhat above the average of all participants, although below the top performing Asian economies. While PISA results from 2000 to 2015 show a trend of significant decline, TIMSS results suggest Australia's performance is unchanged since 1995.

Media Implications

25. Media lines are being prepared by Community Engagement and Partnerships.

Background

26. The international reports will be released on the OECD website at 7.00 pm AEST on 6 December 2016 (www.oecd.org/pisa/).
27. The baseline for each domain is different, based on the first test cycle in which they were the major domain. The baseline for scientific literacy is 2006, for mathematical literacy 2003, and for reading literacy 2000.
28. PISA 2015 represents the sixth round of Australia's participation. The study is conducted every three years. There have been different countries participating in each test cycle, and in each of the tests.
29. Students in Australia have been tested in 2000, 2003, 2006, 2009, 2012, and 2015.
30. The test is conducted by OECD, and administered in Australia by ACER.
31. In Australia, over 14,500 students in 758 schools participated in the sample assessment, including 2940 students from 133 schools in Queensland.
32. Due to the differing entry-age requirements when the assessed students entered school, there are a larger proportion of Queensland students in Year 11 (47%) than in other jurisdictions (between 1 and 13%).

Right to information

33. I am of the view that the contents or attachments contained in this brief **are suitable** for publication after the embargo has expired.

Recommendation

That the Minister:

- **note** the release of the national report on the Programme for International Student Assessment (PISA): *PISA 2015: A first look at Australia's results* (**Attachment 1**) scheduled for 6 December 2016 at 7.00 pm Australian Eastern Standard Time; and
- **note** the key results for Queensland students and Australia (**Attachments 2, 3 and 4**).

NOTED**APPROVED/NOT APPROVED
ENDORSED/NOTED**

MATTHEW JUTSUM
Acting Chief of Staff
Office of the Hon Kate Jones MP
Minister for Education and
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KATE JONES MP
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Minister's comments

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Briefing Note

The Honourable Kate Jones MP
Minister for Education and
Minister for Tourism, Major Events
and the Commonwealth Games

Action required: For Noting

Action required by: 15 March 2017

Urgent – The Australian Council for Education Research will release their full Australian reports for two international assessments on 15 March 2017 and results are embargoed until this date.

SUBJECT: PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT 2015 AND TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY 2015 — EMBARGOED PRE-RELEASE OF REPORTS FOR QUEENSLAND AND AUSTRALIA

Summary of key objectives

- To inform the Minister of:
 - the release of the full Australian report on the Programme for International Student Assessment (PISA): PISA 2015: Reporting Australia's results scheduled for 15 March 2017 (**Attachment 1**);
 - the release of the full Australian report on the Trends in International Mathematics and Science Study (TIMSS): TIMSS 2015: Reporting Australia's results scheduled for 15 March 2017 (**Attachment 2**); and
 - summary of results for Queensland and Australia subsequent to the first look Australian reports which were released in November/December 2016 (**Attachment 3**).

Key issues

1. The Australian Council for Educational Research (ACER) will publish their full national analysis of the PISA (www.acer.edu.au/ozpisa) and TIMSS (www.acer.org/timss) results on their website on 15 March 2017.
2. Results for Queensland and Australia have not changed since the initial Australian reports were released, a summary of these reports is provided at **Attachment 3**.
3. The full Australian report expands on the results that were presented in the initial reports, and include analysis of responses to student, principal and teacher questionnaires that were completed after the assessments.
4. There are no additional international results being published.
5. ACER has not provided any media lines for the release of these reports. It is possible there will be some media interest following their release.

PISA 2015 results

6. Analysis of responses to student, principal and teacher questionnaires following completion of the assessment include:

- Equity in learning opportunities and outcomes:
 - the effect of socioeconomic background on performance in scientific literacy was higher in Australia and significantly higher for the Australian Capital Territory, New South Wales, Queensland, Tasmania and the Northern Territory, than on average across the Organisation for Economic Co-operation and Development (OECD).
- Australian students' motivation and beliefs in science:
 - Australian students demonstrated a higher level of motivation to learn science and a higher level of interest in broad science topics, compared to the OECD average; and
 - within Australian schools, students in Western Australia had a higher motivation to learn science and self-efficacy in science, while students in Queensland and Tasmania tended to be lower in motivation and self-efficacy.
- The school learning environment:
 - Australian students reported a significantly higher level of disciplinary problems in science classes than the OECD average;
 - within Australian schools, students in Tasmania and New South Wales reported the lowest level of positive disciplinary climate in science classes, while students in Western Australia and Victoria reported the highest; and
 - Queensland students reported the highest levels of teacher support in science lessons.

TIMSS 2015 results

7. Australian students' performance on the content and cognitive domains showed:

- a significant sex difference in Year 4 mathematics achievement, favouring male students; and
- Queensland Year 8 students performed significantly higher than the overall science score in the content domains of biology and Earth science, and lower in chemistry and physics.

8. Analysis of responses to the school and teacher contextual questionnaires with regards to students was predominately undertaken at the Australian level:

- Schools and the school environment for learning:
 - higher achievement of Australian students was associated with a higher school emphasis on academic success, fewer discipline problems, and reports of more safe and orderly schools.
- Teachers and classroom instruction:
 - higher achievement of Australian students was associated with fewer limitations of student needs and fewer student absences.
- Student attitudes, engagement and aspirations:
 - in general, students who indicated they liked mathematics or science, were confident learning it, valued it and felt that they were taught in an engaging way, scored higher on average in the assessments than students who did not.

Media Implications

9. The first look results attracted extensive attention from Queensland and Australian media.

10. Some media interest is expected. Media holding lines are being prepared by Community Engagement and Partnerships.

Aboriginal and Torres Strait Islander Impacts

11. Selected Australian results are disaggregated by Indigenous background and by sex.
12. There are no Aboriginal and Torres Strait Islander impacts expected following the release of these reports.

Background

PISA

13. PISA measures the ability of 15 year-olds to apply their knowledge and skills to real life problems and situations in the core domains of scientific literacy, reading literacy and mathematical literacy. Scientific literacy was the major domain of PISA 2015.
14. ACER's first look Australian report *PISA 2015: A first look at Australia's results* was released in December 2016, and briefing highlighted:
- Australia's performance has declined in each of the literacy domains relative to some countries and compared to previous results;
 - Queensland results were statistically above those of the OECD average in scientific literacy and reading literacy; however, not statistically significantly different in mathematical literacy; and
 - Queensland's 2015 results were lower but not statistically significantly different from those of the nation in scientific literacy and reading literacy. Queensland was statistically significantly below the nation in mathematical literacy.

TIMSS

15. TIMSS measures comparative Year 4 and Year 8 educational achievement, with the intention of improving teaching and learning in mathematics and science.
16. ACER's first look Australian report *TIMSS 2015: A first look at Australia's results* was released in November 2016, and briefing highlighted:
- Australia's 2015 results in all four tests were similar to their initial 1995 results;
 - results for Australia in 2015 compared to 2011 were not significantly different from those in mathematics (both Year 4 and Year 8) and Year 8 science; however, they were significantly better from those in Year 4 science; and
 - results for Queensland were similar to those of the nation: Queensland had a lower average score in all four tests, but all differences were seven scale score points or fewer and were not significant.

Right to information

17. I am of the view that the contents or attachments contained in this brief **are suitable** for publication **after the embargo** has expired.

Recommendation

That the Minister:

- **note** the publication of the full Australian report on the Programme for International Student Assessment 2015 (**Attachment 1**);
- **note** the publication of the full Australian report on the Trends in International Mathematics and Science Study 2015 (**Attachment 2**); and
- **note** the summary of results for Queensland and Australia (**Attachment 3**).

NOTED**APPROVED/NOT APPROVED
ENDORSED/NOTED****MATTHEW JUTSUM****Chief of Staff****Office of the Hon Kate Jones MP****Minister for Education and****Minister for Tourism, Major Events and the
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/ /

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Minister's comments

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Summary — PISA 2015 and TIMSS 2015 National reports

Release title	<i>PISA 2015: Reporting Australia's results</i> <i>TIMSS 2015: Reporting Australia's results</i>
Publishing authority	Australian Council for Education Research (ACER)
Scope	Public release of 2015 reports
Release date	EMBARGOED until Wednesday, 15 March 2017
Expected media	Medium

Description

- ACER will release their full Australian reports for these international assessments on 15 March 2017 and results are embargoed until this date:
 - PISA 2015: Reporting Australia's results (TRIM 17/120183); and
 - TIMSS 2015: Reporting Australia's results (TRIM 17/120202).
- These full Australian reports expand on the results that were presented in the first look reports, and include additional information on:

Implications and Media Attention

- The media is likely to highlight comparisons between Queensland and the other states.

Issues

- These full Australian reports expand on the results that were presented in the first look reports, and include additional information on:

PISA

- Australian students' performance on the scientific literacy subscales; and
- Analysis of responses to student, principal and teacher questionnaires that were completed after the PISA cognitive assessment on:
 - equity in learning opportunities and outcomes;
 - Australian student's motivation and beliefs in science; and
 - the school learning environment.
- Results on additional domains assessed in PISA 2015 on collaborative problem solving and financial literacy are expected to be released in two separate reports in 2017.

TIMSS

- Australian students' performance on the content and cognitive domains; and
- Analysis of responses to the school and teacher contextual questionnaires with regards to students on:
 - schools and the school environment for learning;
 - teachers and classroom instruction; and
 - student attitudes, engagement and aspirations.

PISA 2015 results

Table 1. Jurisdiction comparison of the science literacy subscales, PISA 2015

Scientific literacy subscales	QLD ranking in 2015	Statistical comparison in 2015		
		Above QLD	Similar to QLD	Below QLD
Science competency subscale				
Explain phenomenon scientifically	6 th	ACT, WA	VIC, NSW, SA, NT	TAS
Evaluate and design scientific enquiry	4 th	ACT	WA, VIC, NSW, SA, NT	TAS
Interpret data and evidence scientifically	6 th	ACT, WA	VIC, NSW, SA	NT, TAS
Science knowledge subscale				
Content knowledge	6 th	ACT, WA	VIC, NSW, SA, NT	TAS
Procedural and epistemic knowledge	6 th	ACT, WA	VIC, NSW, SA	NT, TAS
Science content subscale				
Living systems	5 th	ACT, WA	VIC, NSW, SA, NT	TAS
Physical systems	6 th	ACT, WA	VIC, NSW, SA, NT	TAS
Earth and space systems	6 th	ACT	WA, VIC, NSW, SA	NT, TAS

PISA student, principal and teacher questionnaires

Equity in learning opportunities and outcomes

- The effect of socioeconomic background on performance in scientific literacy was higher in Australia than on average across the OECD.
- For the Australian Capital Territory, New South Wales, Queensland, Tasmania and the Northern Territory, the impact of socioeconomic background was significantly higher than the OECD average. The impact was similar to the OECD for the remaining jurisdictions.
- Regardless of their own socioeconomic background, students enrolled in a school with a high average socioeconomic background tended to perform at a higher level than students enrolled in a school with a low average socioeconomic background.
- Tasmanian schools had a larger proportion of disadvantaged students than any other jurisdiction, closely followed by Queensland. The Australian Capital Territory had a much greater proportion of high socioeconomic background students than any other jurisdiction.
- Independent schools had a proportionally greater number of high socioeconomic background students than Catholic schools, who in turn had a far greater proportion than government schools. Conversely, government schools had a far greater proportion of low socioeconomic background students than either Catholic or independent schools.

Student's motivation and beliefs about science

- High-performing countries in PISA tend to display high levels of motivation and self-efficacy in science, with students who are in the highest quartile across many of the indices outperforming those in the lowest quartile, on average, by the equivalent of two to three years of schooling.

- Australian students demonstrated a higher level of motivation to learn science and a higher level of interest in broad science topics, compared to the OECD average
- Within Australian schools, students in Western Australia had a higher motivation to learn science and self-efficacy in science, while students in Queensland and Tasmania tended to be lower in motivation and self-efficacy
- In Australia, males tended to be more interested in science, to enjoy science and to have higher self-efficacy in science compared to females.

School learning environment

- Australian students reported a significantly higher level of disciplinary problems in science classes than the OECD average, indicating a more problematic situation than across the OECD. About one-third of the students in affluent schools, and about half of those in disadvantaged schools, reported that in most or every class there was noise and disorder, students didn't listen to what the teacher said, and that students found it difficult to learn.
- Within Australian schools, students in Tasmania and New South Wales reported the lowest level of positive disciplinary climate in science classes, while students in Western Australia and Victoria reported the highest.
- Students in Queensland reported the highest levels of teacher support in science lessons.
- Teacher-related behaviours such as absenteeism, not being prepared for class and not meeting individual students' needs were also seen by a significant proportion of principals to hinder instruction, and this was again most apparent in disadvantaged schools.

TIMSS 2015 results

	Mathematics Content domains	Science Content domains	Mathematics and Science Cognitive domains
Year 4	Number Geometric shapes and measures Data display	Life science Physical science Earth science	Knowing Applying Reasoning
Year 8	Number Algebra Geometry Data and chance	Biology Chemistry Physics Earth science	Knowing Applying Reasoning

Subscale data

- In Year 8 mathematics, Queensland, South Australia, Western Australia, Tasmania and Victoria all had relatively stronger performance in reasoning compared to mathematics overall, but no significant difference in performance for knowing or applying.
- Year 4 science performance in reasoning was slightly (but still statistically significantly) higher than in science overall for Australia as a whole, Queensland and Tasmania, female students and non-Indigenous students.
- Australian Year 8 students performed significantly higher than the overall science score in the content domains of biology and Earth science, and lower in chemistry and physics. This pattern of relative achievement across the content domains was also found for Queensland.

TIMSS Student, principal and teacher questionnaires

Schools and the school environment for learning

- There were clear relationships between the achievement of Australian students and:
 - principals' and teachers' reports of school emphasis on academic success, with a higher school emphasis on academic success associated with higher achievement;
 - principals' reports of school discipline problems, with fewer discipline problems associated with higher achievement; and
 - teachers' reports of their school being safe and orderly, with more safe and orderly schools associated with higher achievement.

Teachers and classroom instruction

- There was a clear relationship between the achievement of Australian students and:
 - teachers' reports that their teaching was limited by student needs, with fewer limitations associated with higher mathematics and science achievement; and
 - the frequency of student absences, with fewer absences associated with higher mathematics and science achievement.

Students: Attitudes, engagement and aspirations

- In general, students who indicated that they liked mathematics or science, were confident learning it, valued it and felt that they were taught in an engaging way scored higher on average in the assessments than students who did not.
- Australian students generally showed quite negative attitudes towards mathematics, particularly at Year 8. Attitudes towards science were slightly less negative.
- Females held higher ambitions than males, with a greater percentage aiming for university study. Students from an advantaged background were far more likely than those from a disadvantaged background to aspire to university, with the majority of those from a disadvantaged background willing to settle for completion of secondary school.

Fast Facts—PISA 2015 and TIMSS 2015 Full Australian Reports Upcoming Data Release

Release title	Programme for International Student Assessment (PISA): <i>PISA 2015: Reporting Australia's results</i> Trends in International Mathematics and Science Study (TIMSS): <i>TIMSS 2015: Reporting Australia's results</i>
Publishing authority	Australian Council for Education Research (ACER)
Scope	State/National/International
Release date	15 March 2017
Expected media	Medium - the first look results attracted extensive media attention.

Description

This Fast Facts for the full Australian reports support the fast facts for the summary results for both PISA (16/563149) and TIMSS (16/552683).

The results for Queensland and Australia have not changed since the first look (summary) Australian reports were released. The full Australian reports repeat and expand on the results that were presented in the first look reports, and include analysis of responses to student, principal and teacher questionnaires that were completed after the assessments.

There are no additional international reports being published.

Queensland Results

PISA 2015 results

Analysis of responses to student, principal and teacher questionnaires following completion of the assessment includes:

- *Equity in learning opportunities and outcomes:*
 - the effect of socioeconomic background on performance in scientific literacy was higher in Australia and significantly higher for the Australian Capital Territory, New South Wales, Queensland, Tasmania and the Northern Territory than on average across the Organisation for Economic Co-operation and Development (OECD).
- *Australian student's motivation and beliefs in science:*
 - students in Western Australia schools had a higher motivation to learn science and self-efficacy in science, while students in Queensland and Tasmania schools tended to be lower in motivation and self-efficacy.
- *The school learning environment:*
 - student reports indicated that many Australian schools have a poor climate of classroom discipline; and

- Queensland students reported the highest levels of teacher support in science lessons.

TIMSS 2015 results

Australian students' performance on the content and cognitive domains showed:

- a significant sex difference in Year 4 mathematics achievement, favouring male students; and
- Queensland Year 8 students performed significantly higher than the overall science score in the content domains of biology and Earth science, and lower in chemistry and physics.

Analysis of responses to the school and teacher contextual questionnaires with regards to students was predominately undertaken at the Australian level.

- *Schools and the school environment for learning*
 - higher achievement of Australian students was associated with a higher school emphasis on academic success; fewer discipline problems; and reports of more safe and orderly schools.
- *Teachers and classroom instruction*
 - higher achievement of Australian students was associated with fewer limitations of student needs and fewer student absences.
- *Student attitudes, engagement and aspirations*
 - in general, students who indicated that they liked mathematics or science, were confident learning it, valued it and felt that they were taught in an engaging way scored higher on average in the assessments than students who did not.

Implications

The first look results attracted extensive attention from Queensland and Australian media. Some media interest is expected for the release of the full Australian reports, and media holding lines have been prepared by Community Engagement and Partnerships.

There are no financial or legal implications expected following the release of these reports.

There are no Aboriginal and Torres Strait Islander impacts expected following the release of these reports.

- Selected Australian results are disaggregated by Indigenous background and by sex.

Briefing Note

The Honourable Kate Jones MP
Minister for Education and
Minister for Tourism, Major Events
and the Commonwealth Games

Action required: For Noting

Action required by: 7 March 2017

Urgent – The *My School* 2017 website public release by the Australian Curriculum, Assessment and Reporting Authority is scheduled for 8 March 2017 at 1.00 am.

SUBJECT: *MY SCHOOL* 2017 PUBLIC RELEASE — ANTICIPATED 8 MARCH 2017

Summary of key objectives

- To inform the Minister of the imminent release of the 2017 update to the Australian Curriculum, Assessment and Reporting Authority (ACARA) *My School* website scheduled for 8 March 2017 at 1.00 am Australian Eastern Standard Time (AEST).

Key issues

- On 3 March 2016, ACARA provided an out-of-session paper to Education Council to confirm an 8 March 2017 release of *My School* 2017 and provide an overview of the updates to be made to *My School* (**Attachment 1**).
- The 8 March 2017 *My School* update will include:
 - 2016 school profile and population data — including updated Index of Community Socio-Educational Advantage (ICSEA);
 - 2016 National Assessment Program – Literacy and Numeracy (NAPLAN) results; and
 - 2015 school financial information, including capital expenditure and sources of funding.
- A number of website enhancements will also be implemented, comprising:
 - integration of the Principals' Portal and *My School* to allow principals to update their school comment on *My School* with changes taking effect immediately;
 - a change to the Captcha security settings to delay the presentation of the Captcha security process until after the user has searched for a small number of schools; and
 - removal of the 2009 column in the NAPLAN 'Results in Graphs' page to make room for 2016 data. The 2008 results will be retained on this page as the starting point. The 2009 results will still be available on the 'Results in Numbers' page.

Performance information

- On 27 February 2017, ACARA conducted separate pre-release briefings with stakeholders and the media. As part of the stakeholder briefing process, ACARA advised they had identified 372 selected NAPLAN 'high gain' schools.
- ACARA do not intend to publish the list of selected schools, or to disclose that schools have been selected. However, information may be provided in relation to these schools in response to specific media requests.

6. ACARA have provided a fact sheet for schools demonstrating substantially above average gain (**Attachment 2**).
7. Selected schools are those which have made significant gains (at least one standard deviation) compared to schools which had similar ICSEA scores and students with similar starting points (initial NAPLAN scores in 2014).
8. In Queensland, 44 schools were selected by ACARA as being high gain schools (**Attachment 3**). Of the schools selected:
 - 20 are Government schools;
 - 13 are Catholic schools; and
 - 11 are Independent schools.
9. Schools were selected because their students demonstrated high gain in NAPLAN from Year 3 to Year 5 or from Year 7 to Year 9.
10. It should be noted no Queensland state schools have been identified based on Year 7 to Year 9 gain due to Year 7 in 2014 being in primary schools.
11. Principals of schools identified as high gain schools have been emailed by ACARA advising them of their schools' above average improvement in performance on NAPLAN and ACARA's planned communication activities.

2016 School ICSEA

12. ICSEA values were generally similar to those from previous years, with the exception of seven Queensland schools which had a change in their ICSEA value of at least 80 points (five increased in value and two decreased). All are small schools with enrolment numbers ranging from 9–66 students, and these changes in ICSEA can be attributed to the volatility inherent in calculations based on small sample sizes.
13. 1178 (68%) school's 2016 ICSEA values remained within 15 points of their 2015 ICSEA value.

2016 NAPLAN

14. Compared to their ICSEA peers nationally, the performance of Queensland schools is reasonably similar to that of 2015 (**Attachment 4**).

2015 Financial information

15. The *My School* dataset contains updated financial data for the 2015 calendar year. A School Income Snapshot provides an overview of financial trends for Queensland schools including national and jurisdictional comparisons (**Attachment 5**).

Media Implications

16. It is likely there will be public and media interest with the updates to *My School*. Key messages highlighting these updates are being developed in collaboration between Strategy and Performance and Community Engagement and Partnerships.
17. It is also likely there will be public and media interest with the financial updates to *My School* given current school funding negotiations.

Background

18. ACARA first released *My School* on 28 January 2010 at www.myschool.edu.au. *My School* content includes nine years of NAPLAN testing, seven years of financial data (2009–15), detailed school information displayed through the school profile, and information about local communities.

19. *My School* allows for comparisons of school NAPLAN results for schools with students from statistically similar backgrounds using the ICSEA scale. The ICSEA scale is calculated according to the same methodology employed in 2016, based on student and school-level factors.
20. A school's NAPLAN results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.
21. Queensland is one of only three jurisdictions, along with Victoria and the Australian Capital Territory (government sector only for ACT), able to provide post-school destination information to report on *My School*.

Right to information

22. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Recommendation

That the Minister:

- **note** the release of the 2017 update to the Australian Curriculum, Assessment and Reporting Authority (ACARA) *My School* website scheduled for 8 March 2017 at 1.00 am Australian Eastern Standard Time;
- **note** the list of schools selected by ACARA as National Assessment Program – Literacy and Numeracy high gain schools (**Attachment 3**); and
- **note** key findings from the initial analysis of *My School* financial data (**Attachment 5**).

NOTED**APPROVED/NOT APPROVED
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Attachment 4: Jurisdictional comparisons of school performance

NAPLAN Performance comparison

When schools are compared to similar ICSEA schools:

- Performance differences between jurisdictions are generally small – all jurisdictions except ACT (38%) had between 50% (SA) and 58% (NSW) of schools performing 'close to' their ICSEA peers; and
- WA is the jurisdiction with the distribution of school results which most closely mirrors Queensland results.

The performance of Queensland schools is reasonably similar to that of 2015. Overall, there is no statistically significant change in the proportion classified as 'close to' above, or below their ICSEA peers.

My School 2016 NAPLAN 2016 Similar Schools Results (All Year Levels and Strands)

All Schools

Number of Test Areas...	NSW	Vic	Qld	WA	SA	Tas	ACT	Aust
Substantially Above	1690	1731	815	382	319	183	15	5288
Above	4864	4343	2268	1194	943	594	52	14414
Close to	16630	11014	9214	5725	4479	1549	502	49758
Below	4447	3125	3307	2370	2386	382	576	16952
Substantially Below	955	802	774	599	822	91	185	4515
Proportion of Test Areas...	NSW	Vic	Qld	WA	SA	Tas	ACT	Aust
Substantially Above	6%	8%	5%	4%	4%	7%	1%	6%
Above	17%	21%	14%	12%	11%	21%	4%	16%
Close to	58%	52%	56%	56%	50%	55%	38%	55%
Below	16%	15%	20%	23%	27%	14%	43%	19%
Substantially Below	3%	4%	5%	6%	9%	3%	14%	5%

My School 2015 NAPLAN 2015 Similar Schools Results (All Year Levels and Strands)

All Schools

Number of Test Areas...	NSW	Vic	Qld	WA	SA	Tas	ACT	Aust
Substantially Above	1699	1429	829	385	275	161	14	4908
Above	5298	4334	2277	1275	1020	615	55	15036
Close to	16547	11725	9420	5510	4494	1516	540	50409
Below	4344	3221	3203	2548	2560	417	540	17215
Substantially Below	812	593	742	601	784	111	161	4202
Proportion of Test Areas...	NSW	Vic	Qld	WA	SA	Tas	ACT	Aust
Substantially Above	6%	7%	5%	4%	3%	6%	1%	5%
Above	18%	20%	14%	12%	11%	22%	4%	16%
Close to	58%	55%	57%	53%	49%	54%	41%	55%
Below	15%	15%	19%	25%	28%	15%	41%	19%
Substantially Below	3%	3%	5%	6%	9%	4%	12%	5%

Briefing Note

The Honourable Kate Jones MP
Minister for Education and
Minister for Tourism and Major Events

Action required: For Noting

Action required by: 27 January 2017

Urgent – The 2015 Australian Early Development Census (AEDC) will be published in the Report on Government Services due for release late January 2017 or early February 2017.

SUBJECT: AUSTRALIAN EARLY DEVELOPMENT CENSUS

Summary of key objectives

- To provide an update to the Minister on the Australian Early Development Census (AEDC) and information to be released in the 2017 Report on Government Services.
- Results indicate a slight (though not statistically significant) improvement in early childhood developmental outcomes in Queensland between 2012 and 2015.
- Overall, and at domain level, children in Queensland continue to be relatively more developmentally vulnerable than other states and territories, apart from Northern Territory.

Key issues

1. The results of the third national AEDC collection undertaken in 2015 were released by the Honourable Simon Birmingham, Minister for Education and Training (Cth) in March 2016.
2. National, state and community 2015 AEDC results are publicly available through a national report, community profiles and interactive maps on the national AEDC website.
3. Further AEDC data about how children are faring on four or more domains will be published early in 2017 in the Report on Government Services.

Overview AEDC outcomes

4. In 2015, 64.9% of Queensland children were considered on track in four or more domains – an improvement from 60.2% in 2009 and 64.2% in 2012. On this indicator, Queensland's 2015 result of 64.9% remains below the national average of 69.4%.
5. The national and state results for on track in four or more domains were not included in the AEDC national report released in 2016. This data will be released publicly in the Report on Government Services due for release late January or early February 2017.
6. Developmental vulnerability has decreased in Queensland more than any other state or territory since 2009.
7. Significant improvement has been made in Queensland on the language and cognitive skills domain. This domain also has the highest proportion of children developmentally on track.
8. Improvement in AEDC results in Queensland since 2009 may be related to increased kindergarten participation.
9. AEDC results should be considered within the context of demographic factors which may impact on outcomes particularly noting Queensland's geographical spread, socio-economic variability and the language diversity of communities where children live. Children living in socio-economically disadvantaged or remote areas, Indigenous children, boys and children

who are not proficient in English are more likely to be considered developmentally vulnerable overall and at domain level.

Domain data

10. Since 2012, developmental vulnerability in Queensland has decreased significantly on one domain (language and cognitive skills), decreased, though not significantly, on one domain (communication skills and general knowledge), and increased significantly on three domains (physical health and wellbeing, social competence, and emotional maturity). This is broadly consistent with the national trend.
11. In 2015, developmental vulnerability for Queensland children is lowest on the language and cognitive skills domain (8.0%) and highest in the physical health and wellbeing, and social competence domains (12.4%).

Table: Percentage of children in Queensland developmentally vulnerable in 2009, 2012 and 2015

	Qld				
	2009	2012	2015	2012-15 Change	2012-15 Trend
Physical health and wellbeing	11.0	11.6	12.4	+0.8	Significant increase
Social competence	12.1	11.5	12.4	+0.9	Significant increase
Emotional maturity	11.0	9.3	10.1	+0.8	Significant increase
Language and cognitive skills (school-based)	15.6	9.1	8	-1.1	Significant decrease
Communication skills and general knowledge	10.5	10.7	10.5	-0.2	No significant change

Comparative results

12. Nationally, there was no change in the proportion of children considered vulnerable on one or more domains of 22% between 2012 and 2015. In addition to Queensland, only Western Australia, Tasmania and South Australia improved on this indicator between 2012 and 2015.
13. With the exception of the Northern Territory, developmental vulnerability in one or more domains, two or more domains and at domain level remains higher in Queensland than in any other state or territory.

Current activities

14. Queensland continues to support families and communities to prioritise and strengthen understandings of the importance of early childhood development and learning.
15. The Government's commitment to providing ongoing support to families is articulated through *Queensland's Advancing Education Action Plan*, with a focus on establishing collaborative, networked approaches to supporting successful transitions from home to early childhood education and care to school.
16. In 2017 the department will continue to encourage use of the AEDC through an ongoing suite of initiatives.
17. Further resources will be developed and disseminated to early childhood education and care services and families to help support children's early learning and development and transition to school.
18. 2015 AEDC data will be included in State School Data Profiles to support schools to utilise the data alongside other planning information.

19. Materials will be developed to support Prep teachers to respond to the AEDC results in their classroom through supporting the holistic development of children and providing greater continuity between teaching and learning in school and early childhood settings.
20. New resources and training materials for schools will be developed to assist in embedding the AEDC in transition to school initiatives. The *Supporting successful transitions: school decision-making tool* provides a framework for schools to work collaboratively with families, early childhood education and care services and communities to support children's early learning and development and transition to school. Effective use of data and reciprocal relationships are two of the five action areas for school leaders to review their practice.
21. The department will also produce and disseminate a Queensland AEDC report to ensure state-level data is accessible to community service providers and policy makers in Queensland (Ref: 16/565854). The report will include practical examples and stories of how the AEDC is being used by schools, early childhood services, communities, local governments and researchers to support action.

Aboriginal and Torres Strait Islander Impacts

22. The proportion of Indigenous children in Queensland considered developmentally vulnerable on one or more domains has increased (though not significantly) from 43.0% in 2012 to 43.9% in 2015.
23. Similar to the results generally, the results for Queensland Indigenous children in 2015 show higher vulnerability than the national average of 42.1%.
24. Across all domains, a higher proportion of Indigenous children in Queensland are considered developmentally vulnerable compared with non-Indigenous children. The difference is highest in the language and cognitive skills domain. **Attachment 1** details Queensland AEDC results and relative performance.

Media Implications

25. It is likely that there will only be limited public and media interest in the national 2015 AEDC results given most of the results were released in March 2016.
26. There may be some public and media interest in relation to the additional AEDC state and national 2015 results for how children are faring on four or more domains. Speaking notes are provided for the Minister on the 2015 AEDC outcomes and how the Queensland Government is responding at **Attachment 2**.

Legal Implications

27. AEDC data are owned by the Australian Government and provision, storage and use of Queensland-specific AEDC datasets are strictly governed by a formal agreement. Non-compliance with these requirements may result in the Department's access to AEDC data being withdrawn.

Background

AEDC collection

28. The AEDC is a nationwide census of early childhood development as children transition into their first year of school.
29. The AEDC gathers information to create a snapshot at a community level of how children are developing as they enter their first year of school.
30. For the collection, teachers answer approximately 100 online questions for each Prep child in their class. Teachers' professional expertise and knowledge of the children they teach

means they are well-placed to make observations and analysis about children's development.

31. The AEDC is conducted every three years, with results from the third national collection undertaken in 2015 available on the AEDC website.

Right to information

32. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

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Briefing Note

The Honourable Kate Jones MP
Minister for Education and
Minister for Tourism, Major Events
and the Commonwealth Games

Action required: For Noting

Action required by: N/A

Routine – the Australian Early Development Census report will be released in March 2017.

SUBJECT: RELEASE OF THE LATEST QUEENSLAND AUSTRALIAN EARLY DEVELOPMENT CENSUS REPORT

Summary of key objectives

- For the Minister to note the release of the Queensland Australian Early Development Census (AEDC) report (the Report) (**Attachment 1**).

Key issues

1. The purpose of the Report is to ensure state-level data is accessible to community service providers and policy makers in Queensland to support early childhood development.
2. The Report is a snapshot of state-level data which also includes practical examples and stories of how the AEDC is being used by schools, early childhood services, communities, local governments and researchers to support action.

Accountability and purpose

3. Queensland has an agreement with the Australian Government under the 2015 AEDC Funding Agreement (the Agreement).
4. The Agreement requires Queensland to provide periodic progress reports to the Australian Government.
5. One of the key activities for the Phase 4 (Community action) Progress Report 2016–17 is to develop and publish the Report.
6. The AEDC data provides evidence to support policy, planning and action for health, education and community support. The AEDC can assist all levels of government to develop flexible approaches to policy and planning to address the evolving needs of children and families in the future.
7. The state-level data referenced in the Report supports communities to understand the local levels of developmental vulnerability, and where the vulnerability exists within their community, and provides a catalyst for reflecting on possible influences on children's development before arriving at school.

Data source and report structure

8. The Report is informed by data from the 2015 AEDC collection. The data is based on Prep teacher responses to a 100 item instrument per child across five key domains of growth and development.
9. Over 65,000 (97.1%) eligible children in Queensland were represented in the 2015 AEDC collection.

10. Contained within the Report are key findings, analyses of AEDC summary indicators and domain-level trends in the context of national data and review of how early childhood development is shaped by a range of community-level factors.
11. The Department of Education and Training's (DET) Performance Monitoring and Reporting Branch analysed the data and was instrumental in producing the data tables for the Report.

Key findings

12. The majority of children in Queensland are developing well as they transition to school. Across Queensland, nearly two thirds (40,338) of children were developmentally on track in four or more domains.
13. Since 2009, the proportion of children developmentally on track in four or more domains has improved at a faster rate in Queensland than nationally.
14. Since 2009, developmental vulnerability has decreased in Queensland more than any other state or territory.
15. Significant improvement has been made in Queensland on the language and cognitive skills domain. This domain also has the highest proportion of children developmentally on track.
16. Developmental vulnerability has increased in Queensland on the physical health and wellbeing, emotional maturity and social competence domains between 2012 and 2015. This is also consistent with the national trend.
17. Despite broad improvements over time, there has been little change in the relativities between jurisdictions and Queensland continues to perform significantly worse than the national average across all five domains of the AEDC.

Considerations

18. Queensland has higher levels of vulnerability than most other jurisdictions for reasons which are not fully understood. As there are many influences on early childhood outcomes, it is not possible to single out a cause and effect relationship with any specific factor.

Kindy participation

19. Australian research using the AEDC Report has found attending preschool was associated with stronger developmental outcomes.
20. Kindergarten participation has improved dramatically since 2008 and since this time vulnerability has decreased, although more modestly.

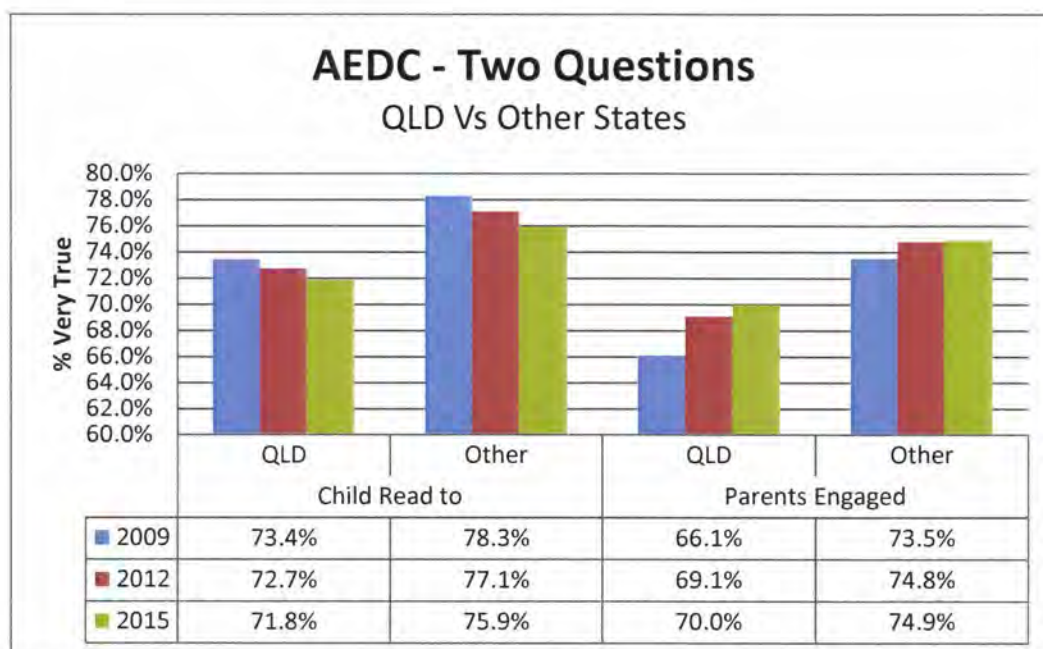
	Kindy Participation	Vulnerability One or more domains
2008	29.0%	29.6%
2014	> 95%	26.1%

21. During this time, kindergarten participation has also increased dramatically in other jurisdictions. Consistent with this trend, relativities between jurisdictions have remained fairly constant.

Parental engagement and reading to children

22. Research studies have reported parenting practices such as reading to children, using complex language, responsiveness, and warmth in interactions are all associated with better developmental outcomes.

23. Queensland, relative to other states combined, continues to have lower rates of parental engagement and lower instances of the child being read to at home. This may contribute to greater vulnerability in Queensland.



Queensland Kindergarten Learning Guideline

24. Australia has a national framework for educators of children birth–5 years entitled *The Early Years Learning Framework* (the Framework).
25. It is a framework of principles, practices and outcomes from which to build a curriculum.
26. The *Queensland Kindergarten Learning Guideline* (QKLG) was developed specifically for the kindergarten year and builds from and aligns with the Framework.
27. The QKLG provides more focused information about teaching and learning in the kindergarten and is more explicit in the way children's learning can be monitored and assessed.
28. The Government's commitment to establishing strong foundations for children's continuity of learning has prompted a focus on age-appropriate teaching practices that underpin active, purposeful and creative learning experiences in the early years of school.
29. In 2015, DET funded Griffith University to conduct the age-appropriate pedagogies for the early years pilot. Given the early positive outcomes for teachers and children, the pilot was extended to a state-wide program with 115 schools participating in 2016, with further expansion planned for this year.

Media Implications

30. The data in the Report is a compilation of findings from the 2015 collection accessible on the national AEDC website.
31. The accompanying analysis of the data contained in the Report has not been publicly released previously.

Aboriginal and Torres Strait Islander Impacts

32. The 2015 AEDC national data indicates Aboriginal and Torres Strait Islander children are twice as likely as non-Indigenous children to be developmentally vulnerable in one or more domains.
33. In Queensland, the difference is less, with 43.9% of Indigenous children vulnerable in one or more domains compared with 24.66% of non-Indigenous children.

Background

34. On 23 June 2014, the Deputy Director-General, Early Childhood and Community Engagement, signed the Agreement.
35. Under the Agreement, DET is eligible to receive a total value of \$1,232,900, subject to satisfaction of terms and conditions.
36. The 2015 AEDC collection is the third triennial collection of this data on a national scale.
37. The Report will be released in March 2017, and dissemination will include distribution by mail to identified organisations and to departmental regions. A dissemination strategy will be developed prior to the release date.

Right to information

38. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Recommendation

That the Minister **note** the release of the Queensland Australian Early Development Census report, provided at **Attachment 1**.

NOTED**NOTED****MATTHEW JUTSUM****Chief of Staff****Office of the Hon Kate Jones MP****Minister for Education and****Minister for Tourism, Major Events and the
Commonwealth Games**

/ /

KATE JONES MP**Minister for Education and****Minister for Tourism, Major Events and the
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Minister's comments

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Australian Early Development Census: **Queensland data in focus**

Our Children • Our Communities • Our Future



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Foreword by the Director-General



The Department of Education and Training recognises that every community is unique. The individual needs of children and their families will be different depending on the context in which they live. The Australian Early Development Census (AEDC) is a nationwide data collection about early childhood development, and helps us to identify needs as children transition to school.

The 2015 AEDC data tells us that children in Queensland are developing well. It is encouraging that the majority of children in Queensland are developmentally on track, and developmental vulnerability has decreased more in Queensland than in any other state or territory since 2009. It is also clear that significant improvement has been made on the language and cognitive skills domain.

While it is important that we recognise our successes, it is essential that we continue to build on our achievements in the years ahead to improve developmental outcomes for children in Queensland.

This report provides a summary of the 2015 AEDC data for Queensland. It outlines the key findings, and analyses AEDC summary indicator and domain-level trends in the context of national data. The report also highlights how early childhood development is shaped by a range of community-level factors.

I encourage anyone with a role to play in supporting early childhood development in Queensland to read this report. It is only through working together to understand and respond to AEDC community data that we can ensure Queensland children receive the support they need to realise their potential.

Dr Jim Watterston
Director-General
Department of Education and Training

About the AEDC

What is the AEDC?

The AEDC is a nationwide measure of early childhood development. The AEDC provides a reliable snapshot of how children are developing as they transition to school. AEDC collections occur every three years, the first occurring in 2009, the second in 2012 and the most recent in 2015.

Why is the AEDC important?

AEDC data provides a valuable evidence-base to inform early childhood policy and planning by highlighting what is working well and what needs to be improved to support children and their families. By providing a common ground, AEDC data empowers communities to collaborate to shape the future wellbeing of children across Queensland.

How is the data collected?

Prep teachers complete an online questionnaire, which is the Australian version of the Early Development Instrument for children in their class. The questionnaire is completed based on the teacher's knowledge and observations of the children.

What are the AEDC domains?

The five AEDC domains are:



Physical health and wellbeing

Children's physical readiness for the school day, physical independence and gross and fine motor skills.



Social competence

Children's overall social competence, responsibility and respect, approach to learning and readiness to explore new things.



Emotional maturity

Children's pro-social and helping behaviours and absence of anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention.



Language and cognitive skills (school-based)

Children's basic literacy, interest in literacy, numeracy and memory, advanced literacy and basic numeracy.



Communication skills and general knowledge

Children's communication skills and general knowledge based on broad developmental competencies and skills.

Combined, these five domains provide a holistic picture of how children are developing and are predictors of children's later health, wellbeing, and academic development.

How is AEDC data reported?

Children are allocated a score against the five AEDC domains. Using benchmark scores calculated in 2009, children are determined to be either developmentally on track, at risk or vulnerable on each domain.

On track

Developmentally at risk

Developmentally vulnerable

AEDC data is typically reported at local community, community, state and territory, and national levels. AEDC data is never reported for individual children as the Early Development Instrument is not an individual diagnostic tool. Publication rules are applied to prevent children from being identified in the data.

Is the AEDC reliable?

Studies in Canada, where the Early Development Instrument was developed, have confirmed the reliability of teacher reporting by asking different teachers to report on children. Prior to implementation in Australia, a series of adaptation and validation studies were completed, including an Indigenous adaptation study.

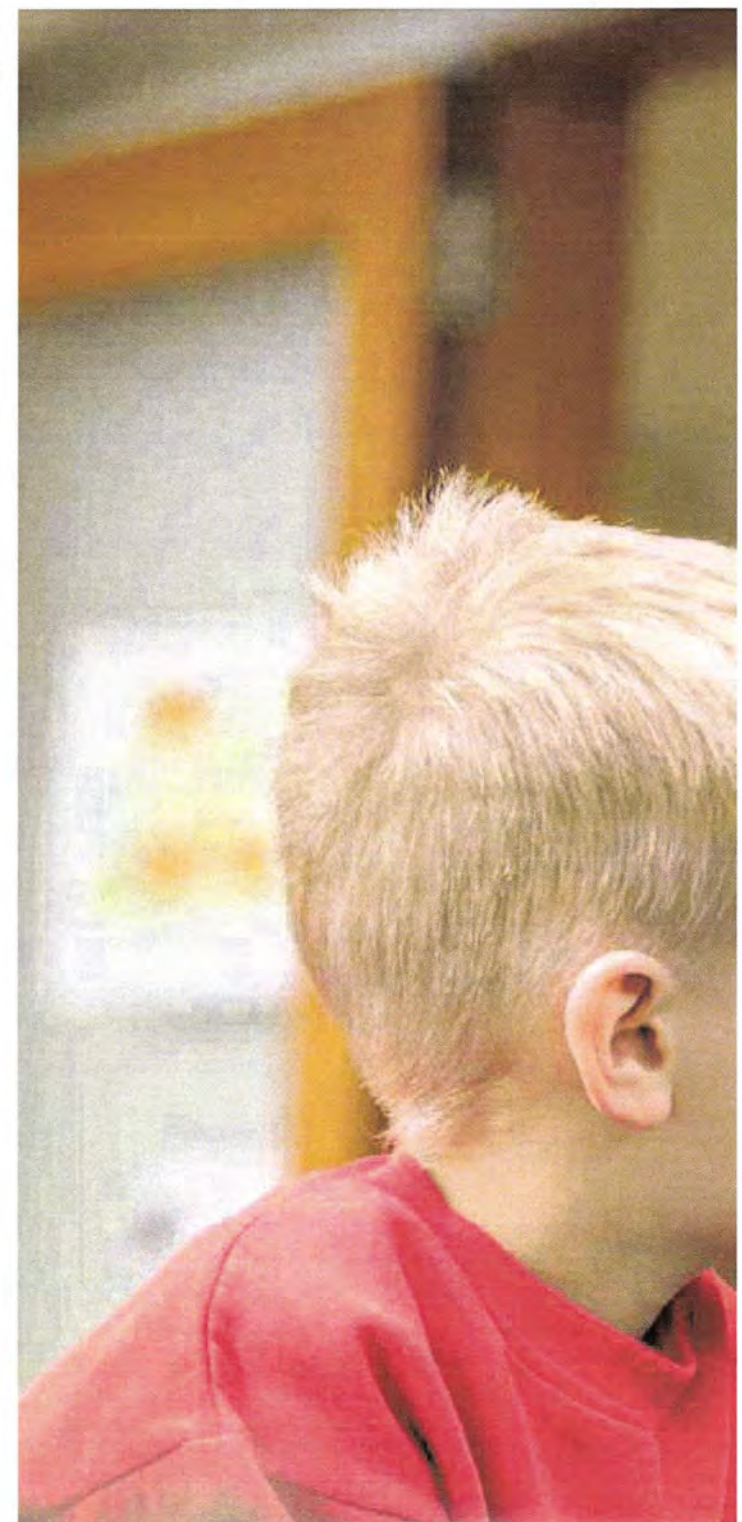
To ensure consistency, teachers undertake online training and are provided with detailed information to help them accurately complete the instrument for children in their class.



Key findings: Queensland

The 2015 AEDC data shows:

- The majority of children in Queensland were developing well in 2015. Nearly two thirds of children included in the 2015 collection were developmentally on track on four or more AEDC domains.
- The proportion of children developmentally on track on four or more domains has improved at a faster rate in Queensland than nationally since 2009.
- Developmental vulnerability on one or more domains has decreased more in Queensland than in any other state or territory since 2009.
- There continues to be significant improvement on the language and cognitive skills (school-based) domain in Queensland.
- Developmental vulnerability on the communication and general knowledge domain decreased slightly in Queensland between 2012 and 2015, though not significantly.
- Consistent with the national trend, developmental vulnerability has increased on the physical health and wellbeing, emotional maturity and social competence domains between 2012 and 2015.





Over **65,000** children in Queensland were included in the 2015 AEDC collection, representing **97.1%** of eligible children. Around **3300** teachers from **1402** schools contributed to the results.



Queensland AEDC data

AEDC summary indicators

Queensland AEDC data follows for four AEDC summary indicators:

- Developmentally on track on four or more domains (OT4).
- Developmentally vulnerable on one or more domains (Vuln1).
- Developmentally vulnerable on two or more domains (Vuln2).
- Transition to school indicators.

Combining these four AEDC summary indicators provides a picture of how Queensland children are developing overall.

Developmentally on track on four or more domains

The majority of children in Queensland are developing well as they transition to school. The latest AEDC data shows that 40,338 children across the state – nearly two thirds of the total number of children measured in Queensland – were developmentally on track on four or more domains in 2015.

While the proportion of children developmentally on track is slightly lower than the proportion nationally, the data suggests Queensland is gaining ground. The proportion of children on

track has increased at a faster rate than nationally, rising from 60.2% in 2009 to 64.2% in 2012, to 64.9% in 2015.

Developmentally vulnerable on one or more domains

The proportion of children developmentally vulnerable on one or more domains in Queensland decreased from 29.6% in 2009 to 26.2% in 2012, to 26.1% in 2015.¹ Nationally, the proportion of children developmentally vulnerable on one or more domains was consistent at 22.0% in 2012 and 2015.

Though the proportion of children who are developmentally vulnerable on one or more domains was higher in Queensland than nationally in 2015, the decrease in developmental vulnerability on one or more domains in Queensland was more than in any other state or territory from 2009 to 2015.

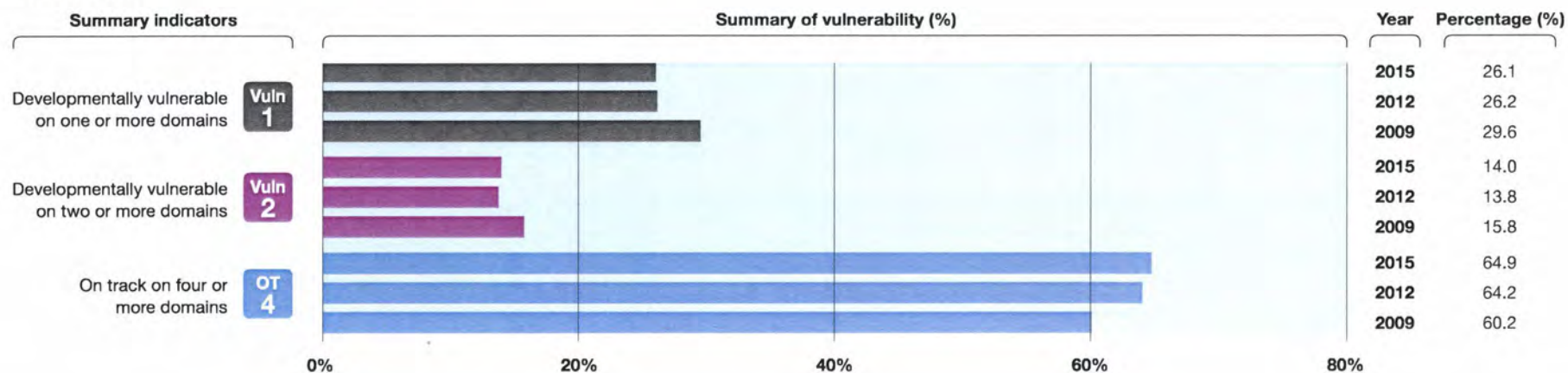
Developmentally vulnerable on two or more domains

The proportion of children developmentally vulnerable on two or more domains in Queensland initially decreased from 15.8% in 2009 to 13.8% in 2012, but between 2012 and 2015 returned to 14.0%. The Queensland trend is, in each case, consistent with the national trend.

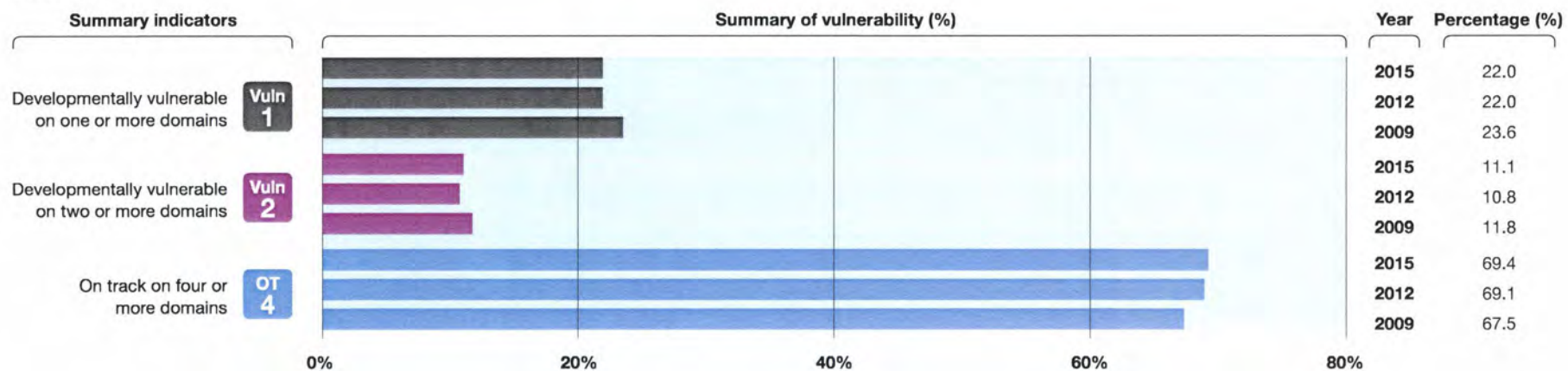
¹ The percentage point decrease in Queensland between 2012 and 2015 is not statistically significant.

State and national AEDC summary indicators

Queensland



Australia



Transition to school indicators

As part of the AEDC collection, teachers answer three questions known as transition indicators. These are:

- Would you say that this child is making good progress in adapting to the structure and learning environment of the school?
- Would you say that this child has parent(s)/ caregiver(s) who are actively engaged with the school in supporting their child's learning?
- Would you say that this child is regularly read to/encouraged in his/her reading at home as far as you can tell?

Teachers are asked to answer 'very true', 'somewhat true', 'not true' or 'don't know'.²

The 2015 AEDC transition indicator data tells us that the majority of children included in the 2015 collection were adapting well to school. Around nine out of ten children have parents or caregivers who are engaged with their school, and who regularly read to or encourage their children to read at home.

Table 1: Child is adapting to school, Queensland

Teacher(s) responses	2009 (%)	2012 (%)	2015 (%)
Very true	74.7	71.6	71.0
Somewhat true	23.3	24.9	25.2
Not true	1.9	3.4	3.8

Table 2: Parents are actively engaged with the school, Queensland

Teacher(s) responses	2009 (%)	2012 (%)	2015 (%)
Very true	66.1	69.1	70.0
Somewhat true	25.1	23.4	22.7
Not true	8.8	7.6	7.4

Table 3: Child is regularly read to at home, Queensland

Teacher(s) responses	2009 (%)	2012 (%)	2015 (%)
Very true	73.4	72.7	71.8
Somewhat true	22.1	20.9	20.7
Not true	4.5	6.4	7.5

Tables 1, 2 and 3 excludes data where teachers answered 'don't know' or did not answer.



² In 2015, no answer was stated for around 0.4% of children in Queensland.

*Percentage of Queensland children whose teacher answered 'very true' or 'somewhat true' (2015).

Percentages may not add up to 100% as they are rounded to one decimal place.

Domains in focus

AEDC domains

The 2015 AEDC data indicates that at domain level, the majority of children in Queensland continue to be developmentally on track. The proportion of children developmentally on track is highest on the language and cognitive skills domain (82.3%), and lowest on the social competence domain (71.2%).

The proportion of children developmentally vulnerable was highest on the physical health and wellbeing (12.4%) and social competence domains (12.4%); and lowest on the language and cognitive skills domain (8.0%).

Developmental vulnerability at domain level was higher in Queensland than nationally in 2015. However, areas of highest vulnerability and trends across the three collections are broadly consistent with national data.

Table 4: Percentage of Queensland children on track, at risk and vulnerable by domain (2009, 2012 and 2015)

	Domain	Developmentally on track (%)			Developmentally at risk (%)			Developmentally vulnerable (%)		
		2009	2012	2015	2009	2012	2015	2009	2012	2015
Queensland	Physical health and wellbeing	74.7	72.9	73.0	14.3	15.5	14.6	11.0	11.6	12.4
	Social competence	70.8	72.9	71.2	17.1	15.6	16.4	12.1	11.5	12.4
	Emotional maturity	71.5	74.9	73.5	17.5	15.8	16.4	11.0	9.3	10.1
	Language and cognitive skills (school-based)	60.9	78.5	82.3	23.5	12.4	9.7	15.6	9.1	8.0
	Communication skills and general knowledge	72.6	71.4	72.8	16.9	17.9	16.7	10.5	10.7	10.5

Table 5: Percentage of Australian children on track, at risk and vulnerable by domain (2009, 2012 and 2015)

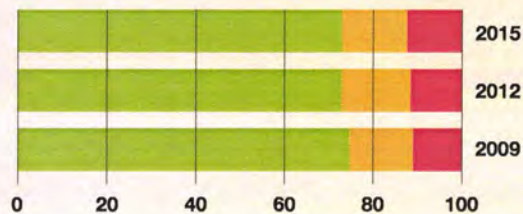
	Domain	Developmentally on track (%)			Developmentally at risk (%)			Developmentally vulnerable (%)		
		2009	2012	2015	2009	2012	2015	2009	2012	2015
Australia	Physical health and wellbeing	77.7	77.3	77.3	13.0	13.4	13.0	9.3	9.3	9.7
	Social competence	75.4	76.5	75.2	15.2	14.3	15.0	9.5	9.3	9.9
	Emotional maturity	75.6	78.1	76.4	15.5	14.2	15.3	8.9	7.6	8.4
	Language and cognitive skills (school-based)	77.1	82.6	84.6	14.0	10.6	8.9	8.9	6.8	6.5
	Communication skills and general knowledge	75.0	74.7	76.3	15.8	16.3	15.1	9.2	9.0	8.5

Physical health and wellbeing

The physical health and wellbeing domain measures a child's physical readiness for the school day, physical independence and gross and fine motor skills.

The proportion of children developmentally vulnerable on the physical health and wellbeing domain increased from 11.0% in 2009 to 11.6% in 2012, to 12.4% in 2015. Developmental vulnerability also increased nationally from 9.3% in 2012 to 9.7% in 2015.

Table 6: Percentage of Queensland children on track, at risk and vulnerable on the physical health and wellbeing domain (2009, 2012 and 2015)

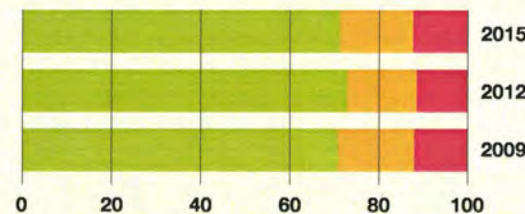


Social competence

Social competence refers to a child's ability to get along with and relate to others. This domain measures overall social competence, responsibility, respect, approach to learning and readiness to explore new things.

Developmental vulnerability on the social competence domain decreased from 12.1% in 2009 to 11.5% in 2012, but increased to 12.4% in 2015. This is consistent with the national trend.

Table 7: Percentage of Queensland children on track, at risk and vulnerable on the social competence domain (2009, 2012 and 2015)

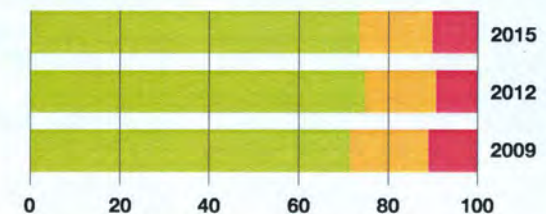


Emotional maturity

The emotional maturity domain measures four areas of emotional maturity: pro-social and helping behaviours, anxious and fearful behaviour, aggressive behaviour, hyperactivity and inattention.

The 2015 AEDC data shows that the proportion of children developmentally vulnerable on the emotional maturity domain decreased between 2009 and 2012 from 11.0% to 9.3%, increasing to 10.1% in 2015. This change accords with the national trend between 2009 and 2015.

Table 8: Percentage of Queensland children on track, at risk and vulnerable on the emotional maturity domain (2009, 2012 and 2015)

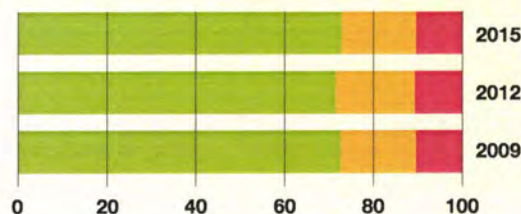


Communication and general knowledge

This domain measures a child's communication skills and general knowledge based on broad developmental competencies and skills measured in the school context. General knowledge refers to basic knowledge about the world.

Developmental vulnerability in Queensland on the communication and general knowledge domain initially increased from 10.5% to 10.7% between 2009 and 2012, and decreased slightly to 10.5% in 2015.

Table 10: Percentage of Queensland children on track, at risk and vulnerable on the social competence domain (2009, 2012 and 2015)



Language and cognitive skills (school-based)

The AEDC measures four areas of language and cognitive skills. These are basic literacy; interest in literacy, numeracy and memory; advanced literacy; and basic numeracy.

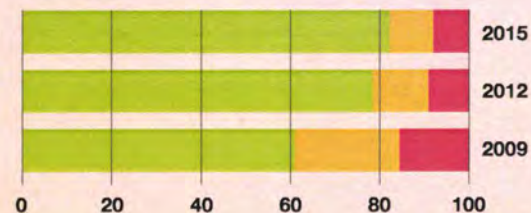
There has been significant improvement on the language and cognitive skills domain in Queensland since 2009. The proportion of children developmentally vulnerable decreased from 15.6% in 2009 to 9.1% in 2012, to 8.0% in 2015. The rate of improvement has been greater in Queensland than nationally since 2009.

The proportion of children developmentally on track on the language and cognitive skills domain has also improved in Queensland with each successive collection, increasing from 60.9% in 2009 to 78.5% in 2012, to 82.3% in 2015.

The proportion of children developmentally on track on the language and cognitive skills domain has increased more in Queensland than in any other state or territory since 2009.



Table 9: Percentage of Queensland children on track, at risk and vulnerable on the language and cognitive skills (school-based) domain (2009, 2012 and 2015)



See Data appendix for additional domain-level data.



Every community is different

Developmental vulnerability in Queensland

The 2015 AEDC data shows that developmental vulnerability is not uniformly distributed across the state. The proportion of children who are developmentally vulnerable varies from community to community as every community is different.

The Australian Early Development Census National Report 2015 identifies some of the socio-economic, geographic and demographic factors known to be related to early childhood development.

Socio-economic disadvantage

Nationally, children living in the most socio-economically disadvantaged areas were twice as likely to be developmentally vulnerable on one or more domains as those in the least disadvantaged areas in 2015. In Queensland, 36.7% of children in the most disadvantaged communities were vulnerable in 2015, compared with 18.8% in the least disadvantaged.

Community remoteness

Children living in the most remote locations nationally are twice as likely to be developmentally vulnerable on one or more domains as children in the least remote communities.

The difference was slightly less in Queensland, with 40.8% of children in very remote locations being developmentally vulnerable, compared with 24.9% in major cities.

Aboriginal and Torres Strait Islander status

The 2015 AEDC national data indicates that Aboriginal and Torres Strait Islander children are twice as likely as non-Indigenous children to be developmentally vulnerable on one or more domains. In Queensland the difference is slightly less: 43.9% of Indigenous children were vulnerable on one or more domains in 2015, compared with 24.6% of non-Indigenous children.

Language background

In 2015, children in Australia with a language background other than English were more likely to be developmentally vulnerable on one or more domains as those with an English-speaking background (27.8% and 20.4%). The proportion in Queensland was 32.9%, compared with 25.2% from an English-speaking background.

Proficiency in English

In 2015, 94.0% of children in Australia who were reported as being not proficient in English were developmentally vulnerable on one or more domains. This compares with 94.8% vulnerable in Queensland.

See Data appendix for additional data related to these characteristics.

How is AEDC data being used?

The value of AEDC data

Together with other demographic and community data, the AEDC provides a rich source of information for influencing programs and planning to support early childhood development and transition to school.

Since the release of the first national AEDC data in 2009, communities all around Australia have used the results to inform their efforts in supporting young children and families to get the best start in life. This section of the report highlights some examples of how the AEDC is being used here in Queensland.

Early childhood education and care services

The AEDC provides evidence to support the critical work of the early childhood education and care sector in providing the best development opportunities for children. AEDC data and resources can support programming, planning and quality improvement at early childhood education and care services.

Families are children's first and most important educators and have a significant influence on children's development. Building an understanding of early childhood development in the community through the AEDC can help educators to support families and connect them with community services.

Director, Kristy-Lee Hudspith, worked collaboratively with the staff at Springfield Child Care and Early Education Centre to develop strategies for supporting children's development in the physical health and wellbeing domain. The centre included a focus on the AEDC in their Quality Improvement Plan.

Partnering with sport associations, the centre has incorporated a tailored physical education program. The educators also provide group game and yoga opportunities for children, as well as open-ended provisions such as loose parts and recycled materials.

Kristy-Lee explains: 'We use an outdoor classroom approach to promote physical activity and encourage extended periods of physical play through our outdoor environment.'

AEDC data can be used to:

- support children's successful transition to school
- raise awareness of the importance of children's early years
- establish collaborative community partnerships
- inform programming, planning and quality improvement at early childhood services
- consider where community programs and services may be required.

Schools

The AEDC collection provides vital information for school planning and collaboration to support children's early learning, development and transition to school. Schools can use AEDC data to review current pedagogy and practice, implement effective transition programs and develop collaborative community partnerships to support improved outcomes for children.

The department's *Supporting successful transitions: School decision-making tool* provides a framework for schools and their transition partners to review, plan and implement transition strategies and practices that meet the needs of their community. The school decision-making tool highlights how AEDC data can be shared with transition partners to establish a joint view of how best to support local children and families.

By partnering with parents, early childhood education and care services, and community groups to analyse and respond to AEDC data, schools can develop transition strategies that meet community needs and have a positive influence on children's early learning and development.

The AEDC data provided a starting point for Everton Park State School to connect with early childhood education and care services and the wider community to create shared goals and a united focus.

The school organised meetings with these services to share professional learning around children's common needs identified in the data. These groups now have a strong partnership, largely due to their shared understanding of community vulnerabilities for children and the important work being done to address local needs.

Communities

As a population measure, the AEDC reports on early childhood development across the whole community. The AEDC provides the opportunity for communities to consider the social and environmental factors that influence learning and development throughout childhood. Shifting the focus of effort from the individual child to a whole-of-community approach can make a greater difference in supporting efforts to create opportunities for optimal early childhood development.

Logan Together is a long term, whole-of-community, collective impact campaign to create the best life opportunities for children in Logan.

The initiative has identified AEDC data as one of four key datasets that provides a measure of developmental outcomes for children. In particular, the initiative uses AEDC data to identify and help "close the gap" between children in Logan and in Queensland.

Government

Australian and state and territory governments recognise the need for all communities to have information about early childhood development, and have endorsed the AEDC as a national progress measure of early childhood development. The AEDC provides strong data evidence that helps inform, support and evaluate priorities and policies on improving early childhood development.

State Library of Queensland used the latest AEDC data to inform its First 5 Forever program.

Drawing on AEDC data on developmental vulnerability – particularly on the language and cognitive skills domain – the First 5 Forever program is improving the outcomes for all Queensland children aged 0-5 years by supporting confidence around communication and learning through everyday experiences.

First 5 Forever is directly supporting parents and primary caregivers to be confident as their child's first and most important educator. The program provides parents with increased access to the resources they need through public libraries across Queensland, and the First 5 Forever website.

Researchers

The AEDC is a full-population census of children's health and development in their first year of full-time school. Researchers are using the AEDC data to answer questions about the drivers of early childhood development and lifelong trajectories, and many are linking AEDC data with health and education datasets.

The Kids in Communities Study (KiCS) is a national study seeking to understand more about how community-level factors – including the physical environment, social environment, socio-economic factors, access to services, and governance – influence early childhood health and development.

The Department of Education and Training (Queensland) and Children's Health Queensland are partner organisations in the KiCS study. A number of Queensland communities have been included in the study.



Further information

Accessing AEDC Data

AEDC Data Explorer

To search for data for Queensland communities, use the data tab on the AEDC website and search by suburbs or community.

The data is available as maps, tables and graphs, and a detailed community profile.

Select 'compare years' to determine whether any changes between the three collections are significant.

www.aedc.gov.au/data



Queensland Government Regional Profiles

Review AEDC data alongside demographic, social and economic data for Queensland communities through Queensland Regional Profiles. Community regions can be selected individually, or easily combined to create customised regions or catchments for profiling.

statistics.qgso.qld.gov.au/qld-regional-profiles

Using AEDC in policy, programming and planning

AEDC resources for Queensland early childhood education and care services

A suite of resources providing information, practical ideas and case studies to support the use of the AEDC in programing, planning and quality improvement at early childhood education and care services.

www.deta.qld.gov.au/aedc



Supporting successful transitions

A range of online resources are available to support families, schools and early childhood services to ensure all Queensland children enjoy a positive start to school.

www.qld.gov.au/transitiontoschool

AEDC website

Visit the AEDC website for resources for all stages of the AEDC data collection and reporting including community and school stories, fact sheets, user guides and research snapshots.

www.aedc.gov.au/resources



Data appendix

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Demographics of children included in the AEDC – Queensland only

Children with additional or special needs

Category	Number of children			Percentage of children (%)		
	2009	2012	2015	2009	2012	2015
Children with special needs status	2,081	3,047	2,762	3.8	4.9	4.2
Children needing further assessment (e.g. medical and physical, behaviour management, emotional and cognitive development)	6,382	7,235	8,802	11.5	11.7	13.5

Language diversity of children in the AEDC

Category	Number of children			Percentage of children (%)		
	2009	2012	2015	2009	2012	2015
LBOTE – Total ¹	5,543	6,549	8,104	10.0	10.6	12.4
LBOTE – Not proficient in English	1,086	1,136	1,267	2.0	1.8	1.9
LBOTE – Proficient in English	4,300	5,333	6,762	7.8	8.7	10.4
English Only – Total ²	49,905	55,044	57,096	90.0	89.4	87.6
English Only – Not proficient in English	2,915	3,342	3,391	5.3	5.4	5.2
English Only – Proficient in English	46,563	51,399	53,469	84.0	83.4	82.0

Demographic profile of children in the AEDC

Category	Number of children			Percentage of children (%)		
	2009	2012	2015	2009	2012	2015
Sex – Male children	28,460	31,928	33,248	51.3	51.8	51.0
Sex – Female children	26,988	29,665	31,952	48.7	48.2	49.0
Indigenous children	3,695	4,513	5,332	6.7	7.3	8.2
Children born in another country	3,638	4,699	4,368	6.6	7.6	6.7
Children with English as a second language	3,925	5,117	6,239	7.1	8.3	9.6

¹ Total for LBOTE includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency in English is unknown.

² Total children who speak only English at home includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency is unknown.

Summary indicator data

Category	Subcategory	Number of children with valid scores (one or more domain(s))			Developmentally vulnerable on one or more domain(s) (%)			Number of children with valid scores (two or more domains)			Developmentally vulnerable on two or more domains (%)			Number of children with valid scores (on track on 4 or more domains)			On track on four or more domains (%)		
		2009	2012	2015	2009	2012	2015	2009	2012	2015	2009	2012	2015	2009	2012	2015	2009	2012	2015
Overall	Queensland	52,603	57,994	62,027	29.6	26.2	26.1	52,670	58,107	62,103	15.8	13.8	14.0	52,766	58,262	62,177	60.2	64.2	64.9
Socio-economic status	Quintile 1 (most disadvantaged)	10,164	10,693	11,111	40.5	36.5	36.7	10,171	10,694	11,111	23.6	21.0	21.9	10,195	10,729	11,129	50.3	54.0	53.7
	Quintile 2	10,630	11,795	12,449	32.0	29.2	29.8	10,649	11,822	12,476	16.9	15.8	17.0	10,665	11,853	12,487	57.4	60.9	60.8
	Quintile 3	11,113	12,240	13,437	28.4	25.1	24.9	11,137	12,264	13,445	15.0	12.9	12.8	11,152	12,296	13,463	60.4	64.5	65.8
	Quintile 4	10,848	12,216	13,180	25.2	22.6	21.6	10,853	12,242	13,204	12.6	11.2	10.8	10,882	12,275	13,223	64.6	68.1	69.9
	Quintile 5 (least disadvantaged)	9,602	10,851	11,651	21.8	18.3	18.8	9,615	10,886	11,667	10.4	8.2	8.4	9,626	10,910	11,674	68.4	73.0	73.1
Geographic location	Major Cities	31,704	34,956	37,732	28.4	25.2	24.9	31,731	35,002	37,783	14.9	13.1	13.1	31,774	35,082	37,815	61.4	65.2	66.4
	Inner Regional	10,682	11,786	12,547	30.4	27.3	27.1	10,690	11,819	12,551	16.3	14.5	15.0	10,712	11,843	12,562	58.8	62.5	63.5
	Outer Regional	8,263	9,195	9,702	31.4	27.8	27.8	8,290	9,224	9,708	16.6	14.9	15.1	8,311	9,264	9,716	59.1	63.2	62.7
	Remote	1,053	1,162	1,119	31.6	26.1	30.8	1,054	1,164	1,125	17.9	13.6	16.9	1,060	1,165	1,129	58.2	65.3	59.6
	Very Remote	901	895	927	46.7	36.0	40.8	905	898	936	28.8	20.3	24.9	909	908	955	45.9	55.8	51.3
Sex	Male	26,587	29,491	31,127	38.2	33.7	33.8	26,620	29,536	31,160	21.7	18.8	19.3	26,676	29,629	31,204	49.9	55.5	55.7
	Female	26,016	28,503	30,900	20.9	18.5	18.4	26,050	28,571	30,943	9.7	8.6	8.7	26,090	28,633	30,973	70.6	73.2	74.1
Indigenous background	Indigenous	3,383	4,152	4,971	50.5	43.0	43.9	3,386	4,153	4,972	31.3	25.8	27.5	3,400	4,170	4,978	41.1	47.8	46.6
	Non-Indigenous	49,220	53,842	57,056	28.2	24.9	24.6	49,284	53,954	57,131	14.7	12.8	12.9	49,366	54,092	57,199	61.5	65.4	66.5
Language diversity	LBOTE – Total ¹	5,191	6,168	7,772	42.1	34.9	32.9	5,185	6,168	7,790	24.8	18.6	17.7	5,208	6,197	7,807	48.7	57.0	59.4
	LBOTE – Not proficient in English	949	993	1,152	93.4	93.1	94.0	938	984	1,144	70.5	61.0	60.8	951	994	1,154	8.5	14.0	13.7
	LBOTE – Proficient in English	4,221	5,168	6,612	30.5	23.7	22.2	4,227	5,177	6,636	14.6	10.5	10.3	4,234	5,195	6,642	57.8	65.2	67.4
	English Only – Total ²	47,412	51,826	54,255	28.3	25.2	25.2	47,485	51,939	54,313	14.8	13.2	13.5	47,558	52,065	54,370	61.4	65.0	65.7
	English Only – Not proficient in English	1,952	2,200	2,472	94.7	95.3	95.2	1,945	2,189	2,468	79.9	76.2	77.3	1,953	2,200	2,472	4.4	6.6	5.4
	English Only – Proficient in English	45,433	49,593	51,773	25.4	22.1	21.8	45,515	49,715	51,834	12.0	10.4	10.5	45,577	49,800	51,884	63.9	67.7	68.5

¹ Total for LBOTE includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency in English is unknown.

² Total children who speak only English at home includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency is unknown.



Physical health and wellbeing domain

Category	Subcategory	Number of children			Developmentally on track (%)			Developmentally at risk (%)			Developmentally vulnerable (%)		
		2009	2012	2015	2009	2012	2015	2009	2012	2015	2009	2012	2015
Overall	Queensland	52,761	58,209	62,161	74.7	72.9	73.0	14.3	15.5	14.6	11.0	11.6	12.4
Socio-economic status	Quintile 1 (most disadvantaged)	10,193	10,724	11,125	68.3	65.1	64.4	15.8	17.6	16.8	15.9	17.3	18.8
	Quintile 2	10,665	11,842	12,485	72.9	70.7	70.3	15.3	16.4	15.1	11.8	12.9	14.6
	Quintile 3	11,151	12,284	13,460	75.7	73.3	73.6	14.3	16.0	14.9	10.1	10.7	11.5
	Quintile 4	10,880	12,263	13,218	77.2	75.7	77.3	13.7	14.8	13.0	9.0	9.6	9.7
	Quintile 5 (least disadvantaged)	9,626	10,897	11,672	79.7	79.3	78.7	12.0	12.8	13.3	8.3	7.9	8.0
Geographic location	Major Cities	31,771	35,053	37,802	75.2	73.4	74.2	14.3	15.5	14.1	10.5	11.1	11.6
	Inner Regional	10,712	11,836	12,562	74.9	72.4	71.3	13.9	15.5	15.0	11.2	12.1	13.7
	Outer Regional	8,311	9,247	9,715	74.0	71.6	71.5	14.3	16.0	15.8	11.7	12.4	12.7
	Remote	1,059	1,165	1,129	73.0	76.9	71.9	13.9	12.4	13.9	13.1	10.6	14.2
	Very Remote	908	908	953	64.5	67.1	65.3	16.6	15.5	15.2	18.8	17.4	19.5
Sex	Male	26,673	29,599	31,192	69.8	68.4	67.8	16.0	16.7	16.2	14.2	14.9	16.0
	Female	26,088	28,610	30,969	79.8	77.5	78.3	12.5	14.3	12.9	7.7	8.2	8.8
Indigenous background	Indigenous	3,400	4,168	4,977	62.5	62.7	61.4	17.7	18.2	16.8	19.8	19.1	21.8
	Non-Indigenous	49,361	54,041	57,184	75.6	73.7	74.0	14.0	15.3	14.4	10.4	11.0	11.6
Language diversity	LBOTE – Total ¹	5,208	6,189	7,803	71.7	73.1	73.5	15.3	15.1	14.3	13.1	11.8	12.2
	LBOTE – Not proficient in English	951	994	1,154	46.9	49.1	46.7	23.6	22.3	20.3	29.5	28.6	33.0
	LBOTE – Proficient in English	4,234	5,187	6,640	77.2	77.7	78.1	13.3	13.7	13.3	9.4	8.6	8.6
	English Only – Total ²	47,553	52,020	54,358	75.1	72.9	72.9	14.2	15.6	14.6	10.8	11.6	12.4
	English Only – Not proficient in English	1,952	2,197	2,467	26.5	24.4	23.3	22.2	22.5	19.3	51.2	53.1	57.4
	English Only – Proficient in English	45,573	49,775	51,879	77.2	75.0	75.3	13.8	15.2	14.4	9.0	9.7	10.3

¹ Total for LBOTE includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency in English is unknown.

² Total children who speak only English at home includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency is unknown.



Social competence domain

Category	Subcategory	Number of children			Developmentally on track (%)			Developmentally at risk (%)			Developmentally vulnerable (%)		
		2009	2012	2015	2009	2012	2015	2009	2012	2015	2009	2012	2015
Overall	Queensland	52,755	58,186	62,136	70.8	72.9	71.2	17.1	15.6	16.4	12.1	11.5	12.4
Socio-economic status	Quintile 1 (most disadvantaged)	10,191	10,718	11,122	63.0	65.9	63.1	19.7	18.2	19.0	17.2	15.9	17.9
	Quintile 2	10,662	11,845	12,478	69.3	70.4	67.9	17.9	16.2	17.7	12.8	13.5	14.4
	Quintile 3	11,151	12,280	13,454	71.1	73.5	72.1	17.3	15.7	16.0	11.6	10.7	11.9
	Quintile 4	10,879	12,252	13,210	73.6	75.3	74.7	16.1	14.7	15.3	10.3	10.0	10.0
	Quintile 5 (least disadvantaged)	9,626	10,892	11,672	77.2	78.9	77.2	14.4	13.3	14.3	8.5	7.8	8.5
Geographic location	Major Cities	31,772	35,050	37,796	71.7	73.4	72.6	16.6	15.3	15.7	11.7	11.3	11.7
	Inner Regional	10,710	11,828	12,560	69.5	72.4	69.8	18.2	16.5	17.3	12.3	11.1	13.0
	Outer Regional	8,306	9,238	9,711	70.1	71.5	68.8	17.0	15.6	17.5	12.8	12.8	13.7
	Remote	1,060	1,164	1,129	68.5	74.0	69.1	19.5	15.1	18.0	12.0	10.9	12.9
	Very Remote	907	906	940	60.7	67.4	60.5	20.7	17.4	19.4	18.5	15.1	20.1
Sex	Male	26,671	29,586	31,187	62.3	64.9	62.6	21.1	19.3	20.3	16.6	15.7	17.1
	Female	26,084	28,600	30,949	79.5	81.0	79.8	13.0	11.8	12.5	7.5	7.2	7.8
Indigenous background	Indigenous	3,395	4,164	4,975	57.5	61.4	57.5	22.3	19.5	20.7	20.2	19.1	21.8
	Non-Indigenous	49,360	54,022	57,161	71.7	73.7	72.3	16.7	15.3	16.0	11.6	11.0	11.6
Language diversity	LBOTE – Total ¹	5,205	6,185	7,800	67.4	70.1	70.0	18.0	16.9	16.0	14.6	13.0	13.9
	LBOTE – Not proficient in English	950	990	1,151	37.7	38.8	36.2	26.3	27.1	24.3	36.0	34.1	39.4
	LBOTE – Proficient in English	4,232	5,187	6,640	74.1	76.0	75.9	16.2	15.0	14.6	9.8	9.0	9.5
	English Only – Total ²	47,550	52,001	54,336	71.2	73.2	71.3	17.0	15.4	16.5	11.9	11.4	12.2
	English Only – Not proficient in English	1,952	2,194	2,464	24.8	27.2	22.9	27.8	24.0	25.7	47.4	48.8	51.4
	English Only – Proficient in English	45,571	49,762	51,859	73.1	75.2	73.6	16.5	15.1	16.0	10.3	9.7	10.3

¹ Total for LBOTE includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency in English is unknown.

² Total children who speak only English at home includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency is unknown.



Emotional maturity domain

Category	Subcategory	Number of children			Developmentally on track (%)			Developmentally at risk (%)			Developmentally vulnerable (%)		
		2009	2012	2015	2009	2012	2015	2009	2012	2015	2009	2012	2015
Overall	Queensland	52,588	57,988	61,959	71.5	74.9	73.5	17.5	15.8	16.4	11.0	9.3	10.1
Socio-economic status	Quintile 1 (most disadvantaged)	10,150	10,677	11,089	65.3	69.4	66.4	19.9	18.2	19.5	14.8	12.5	14.1
	Quintile 2	10,623	11,778	12,443	69.7	72.6	70.9	18.7	16.8	17.4	11.6	10.6	11.7
	Quintile 3	11,119	12,239	13,423	71.4	75.1	73.9	17.4	16.0	16.7	11.3	8.9	9.4
	Quintile 4	10,843	12,229	13,163	74.4	77.3	76.2	16.2	14.6	15.1	9.4	8.0	8.7
	Quintile 5 (least disadvantaged)	9,607	10,866	11,642	76.7	80.1	79.5	15.3	13.5	13.4	8.0	6.4	7.1
Geographic location	Major Cities	31,714	34,923	37,688	72.0	75.9	74.3	17.3	15.2	16.0	10.7	8.9	9.7
	Inner Regional	10,680	11,799	12,544	71.2	73.2	72.6	17.4	16.8	17.1	11.3	9.9	10.3
	Outer Regional	8,251	9,219	9,695	70.8	74.0	73.0	17.9	16.5	16.7	11.4	9.5	10.3
	Remote	1,048	1,164	1,114	69.3	77.1	70.7	18.9	13.7	17.6	11.8	9.2	11.7
	Very Remote	895	883	918	63.4	69.3	61.2	19.7	18.7	19.7	17.0	12.0	19.1
Sex	Male	26,567	29,471	31,078	61.3	65.6	63.5	22.0	20.3	21.0	16.7	14.1	15.5
	Female	26,021	28,517	30,881	81.8	84.6	83.6	12.9	11.1	11.8	5.3	4.2	4.7
Indigenous background	Indigenous	3,375	4,140	4,965	60.5	65.4	61.1	22.2	19.8	21.7	17.3	14.8	17.2
	Non-Indigenous	49,213	53,848	56,994	72.2	75.7	74.6	17.2	15.5	15.9	10.6	8.8	9.5
Language diversity	LBOTE – Total ¹	5,177	6,161	7,754	66.9	72.4	71.5	21.0	17.9	18.3	12.1	9.7	10.2
	LBOTE – Not proficient in English	935	984	1,139	44.5	46.2	41.4	31.3	29.9	34.4	24.2	23.9	24.2
	LBOTE – Proficient in English	4,220	5,169	6,605	71.9	77.3	76.7	18.7	15.7	15.5	9.4	7.0	7.7
	English Only – Total ²	47,411	51,827	54,205	72.0	75.3	73.8	17.1	15.5	16.1	10.9	9.2	10.1
	English Only – Not proficient in English	1,932	2,180	2,452	34.0	38.6	33.4	30.2	30.0	31.4	35.8	31.4	35.1
	English Only – Proficient in English	45,452	49,588	51,740	73.6	76.9	75.7	16.6	14.9	15.4	9.9	8.2	8.9

1 Total for LBOTE includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency in English is unknown.

2 Total children who speak only English at home includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency is unknown.



Language and cognitive skills (school-based) domain

Category	Subcategory	Number of children			Developmentally on track (%)			Developmentally at risk (%)			Developmentally vulnerable (%)		
		2009	2012	2015	2009	2012	2015	2009	2012	2015	2009	2012	2015
Overall	Queensland	52,590	58,122	62,126	60.9	78.5	82.3	23.5	12.4	9.7	15.6	9.1	8.0
Socio-economic status	Quintile 1 (most disadvantaged)	10,157	10,701	11,115	49.2	68.2	71.7	26.3	16.0	13.8	24.5	15.7	14.5
	Quintile 2	10,629	11,818	12,476	57.7	75.5	78.8	24.6	13.9	10.8	17.7	10.7	10.5
	Quintile 3	11,117	12,263	13,453	62.3	79.6	83.5	23.3	12.1	9.3	14.3	8.4	7.2
	Quintile 4	10,843	12,246	13,212	66.1	82.3	86.7	22.2	10.9	8.1	11.7	6.8	5.2
	Quintile 5 (least disadvantaged)	9,599	10,895	11,669	69.7	86.4	89.4	20.9	9.1	6.9	9.4	4.5	3.7
Geographic location	Major Cities	31,684	35,009	37,790	63.6	80.2	83.7	22.5	11.8	9.0	13.9	8.0	7.3
	Inner Regional	10,676	11,818	12,555	57.5	75.7	80.2	25.2	13.4	11.0	17.3	11.0	8.8
	Outer Regional	8,271	9,229	9,708	57.4	77.1	81.3	24.9	12.6	9.7	17.7	10.3	8.9
	Remote	1,053	1,163	1,127	59.1	75.9	73.4	22.5	12.7	14.6	18.4	11.3	12.0
	Very Remote	906	903	946	43.2	68.7	70.4	26.8	15.7	13.5	30.0	15.6	16.1
Sex	Male	26,582	29,549	31,180	53.0	74.0	78.4	26.8	14.4	11.5	20.2	11.5	10.1
	Female	26,008	28,573	30,946	69.1	83.2	86.1	20.1	10.2	7.9	10.8	6.6	6.0
Indigenous background	Indigenous	3,377	4,147	4,968	36.5	59.0	63.5	28.0	19.2	16.9	35.6	21.8	19.6
	Non-Indigenous	49,213	53,975	57,158	62.6	80.0	83.9	23.2	11.8	9.1	14.2	8.2	7.0
Language diversity	LBOTE – Total ¹	5,177	6,166	7,798	49.8	72.0	77.6	25.8	14.3	11.3	24.4	13.7	11.1
	LBOTE – Not proficient in English	934	983	1,149	17.6	32.0	37.1	24.3	25.1	22.9	58.1	42.8	40.0
	LBOTE – Proficient in English	4,223	5,177	6,639	57.0	79.6	84.6	26.2	12.3	9.3	16.9	8.2	6.1
	English Only – Total ²	47,413	51,956	54,328	62.2	79.3	82.9	23.2	12.1	9.5	14.6	8.6	7.6
	English Only – Not proficient in English	1,937	2,187	2,463	12.6	23.4	26.4	21.3	23.2	22.0	66.0	53.4	51.6
	English Only – Proficient in English	45,452	49,707	51,853	64.3	81.7	85.6	23.3	11.6	8.9	12.4	6.6	5.5

¹ Total for LBOTE includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency in English is unknown.

² Total children who speak only English at home includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency is unknown.



Communication skills and general knowledge domain

Category	Subcategory	Number of children			Developmentally on track (%)			Developmentally at risk (%)			Developmentally vulnerable (%)		
		2009	2012	2015	2009	2012	2015	2009	2012	2015	2009	2012	2015
Overall	Queensland	52,754	58,203	62,163	72.6	71.4	72.8	16.9	17.9	16.7	10.5	10.7	10.5
Socio-economic status	Quintile 1 (most disadvantaged)	10,191	10,723	11,122	64.0	62.4	62.9	20.3	20.6	20.2	15.7	16.9	16.9
	Quintile 2	10,662	11,840	12,485	70.1	68.3	69.1	18.0	19.5	18.0	11.8	12.1	12.8
	Quintile 3	11,152	12,284	13,461	73.2	71.4	73.2	16.9	18.3	17.1	9.9	10.2	9.6
	Quintile 4	10,878	12,261	13,222	76.7	75.1	77.5	15.0	16.3	14.6	8.3	8.5	7.9
	Quintile 5 (least disadvantaged)	9,626	10,896	11,672	79.4	79.1	80.0	14.2	14.8	14.0	6.4	6.1	6.0
Geographic location	Major Cities	31,772	35,052	37,806	73.0	71.9	74.0	16.8	17.7	16.1	10.2	10.4	9.9
	Inner Regional	10,708	11,837	12,559	72.7	71.0	72.1	16.8	18.2	17.2	10.6	10.8	10.8
	Outer Regional	8,308	9,241	9,714	72.8	70.5	70.0	16.8	17.8	18.4	10.4	11.6	11.7
	Remote	1,058	1,165	1,129	71.1	71.7	68.8	17.4	18.2	16.3	11.5	10.1	14.9
	Very Remote	908	908	955	58.4	63.9	64.8	21.9	20.9	21.2	19.7	15.2	14.0
Sex	Male	26,669	29,599	31,194	66.5	65.8	67.2	19.7	20.4	19.3	13.8	13.8	13.5
	Female	26,085	28,604	30,969	78.9	77.1	78.4	14.0	15.3	14.1	7.1	7.5	7.5
Indigenous background	Indigenous	3,397	4,168	4,976	55.2	56.4	56.2	23.3	22.8	22.2	21.5	20.8	21.6
	Non-Indigenous	49,357	54,035	57,187	73.8	72.5	74.2	16.5	17.5	16.2	9.7	9.9	9.5
Language diversity	LBOTE – Total ¹	5,202	6,191	7,801	53.6	56.2	58.3	21.4	21.3	21.3	25.0	22.5	20.4
	LBOTE – Not proficient in English	950	990	1,154	2.8	1.5	1.0	8.3	7.3	6.2	88.8	91.2	92.8
	LBOTE – Proficient in English	4,232	5,194	6,642	65.1	66.7	68.3	24.2	24.0	24.0	10.7	9.3	7.7
	English Only – Total ²	47,552	52,012	54,362	74.7	73.2	74.8	16.4	17.5	16.1	8.9	9.3	9.1
	English Only – Not proficient in English	1,952	2,199	2,471	1.2	0.6	1.0	6.8	6.5	6.4	92.0	92.9	92.6
	English Only – Proficient in English	45,576	49,783	51,884	77.9	76.4	78.4	16.8	18.0	16.5	5.3	5.6	5.1

¹ Total for LBOTE includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency in English is unknown.

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Pages 96 through 122 redacted for the following reasons:

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