



ADULT LITERACY AND LIFE SKILLS SURVEY, SUMMARY RESULTS AUSTRALIA

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INQUIRIES

For further information about these and related statistics, contact the National Information and Referral Service on 1300 135 070.

NOTES

ABOUT THIS PUBLICATION

This publication presents information from the 2006 Adult Literacy and Life Skills Survey (ALLS). The results from ALLS will assist in answering questions of whether Australians' literacy skills are adequate for the challenges they face in work and daily life. The ALLS provides information on knowledge and skills of 15 to 74 year olds in the following four domains: prose literacy, document literacy, numeracy and problem solving. A fifth domain measuring health literacy proficiency was produced as a by-product of the above domains.

ROUNDING

As estimates have been rounded, discrepancies may occur between the sums of the component items and totals.

Brian Pink
Australian Statistician

ABBREVIATIONS

ABS	Australian Bureau of Statistics
ACT	Australian Capital Territory
ALL	International Adult Literacy and Life Skills Survey
ALLS	Adult Literacy and Life Skills Survey
ANZSCO	Australian and New Zealand Standard Classification of Occupations
ANZSIC	Australian and New Zealand Standard Industrial Classification
ASCED	Australian Standard Classification of Education
ASCL	Australian Standard Classification of Languages
ASCO	Australian Standard Classification of Occupations
ASGC	Australian Standard Geographical Classification
CAI	computer assisted interviewing
CTB	core task booklet
CURF	confidentialised unit record file
DEST	Australian Government Department of Education, Science and Training
DEWR	Australian Government Department of Employment and Workplace Relations
ERP	estimated resident population
IALS	International Adult Literacy Survey
MTB	main task booklet
OECD	Organisation for Economic Co-operation and Development
RSE	relative standard error
SA	South Australia
SACC	Standard Australian Classification of Countries
SAL	Survey of Aspects of Literacy
SE	standard error
WA	Western Australia

SUMMARY OF FINDINGS

INTRODUCTION

Technological innovation and labour force changes, as well as the application of new work practices, have led to major changes in the occupational composition of the Australian labour force and in the tasks and skills required of workers. These skills are important not only from the point of view of the labour market, they are increasingly seen as important for an individual's ability to participate fully in modern society. Different life contexts, including home and community, impose skill demands on individuals at all stages of their lives. Literacy is one important underlying skill that is the subject of this survey.

ABOUT THIS SURVEY

The Adult Literacy and Life Skills Survey (ALLS) was conducted in Australia as part of an international study coordinated by Statistics Canada and the Organisation for Economic Co-operation and Development (OECD). In 2003, the following countries were involved in the first wave of the study: United States of America, Bermuda, Canada, Italy, Mexico (state of Nuevo Leon), Norway and Switzerland. Results comparing Australia and the first wave countries (with the exception of Mexico as their results were not available at the time of this publication) are included in tables 5 to 7. Australia participated in the second wave of enumeration with Hungary, the Netherlands, New Zealand and South Korea.

The ALLS is designed to identify and measure literacy which can be linked to the social and economic characteristics of people both across and within countries. The ALLS in Australia was jointly funded by the Department of Education, Science and Technology (DEST), the Department of Employment and Workplace Relations (DEWR) and the Australian Bureau of Statistics (ABS). The ALLS measured the literacy of a sample of people aged 15 to 74 years.

MEASURES OF LITERACY

The ALLS provides information on knowledge and skills in the following four domains;

- Prose literacy: the ability to understand and use information from various kinds of narrative texts, including texts from newspapers, magazines and brochures.
- Document literacy: the knowledge and skills required to locate and use information contained in various formats including job applications, payroll forms, transportation schedules, maps, tables and charts.
- Numeracy: the knowledge and skills required to effectively manage and respond to the mathematical demands of diverse situations.
- Problem solving: goal-directed thinking and action in situations for which no routine solution is available.

As a by-product of the above domains, a fifth domain measuring health literacy was produced. Health literacy is defined as the knowledge and skills required to understand and use information relating to health issues such as drugs and alcohol, disease prevention and treatment, safety and accident prevention, first aid, emergencies, and staying healthy.

SUMMARY OF FINDINGS *continued*

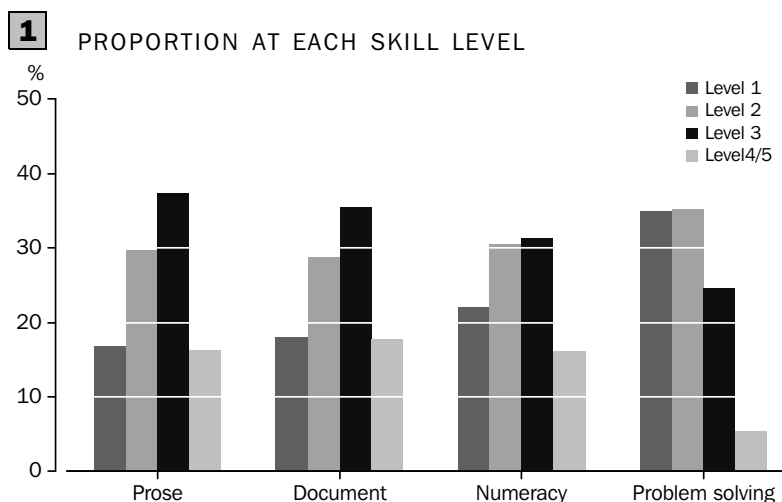
MEASURES OF LITERACY

continued

For each literacy domain, proficiency is measured on a scale ranging from 0 to 500 points. To facilitate analysis, these continuous scores have been grouped into 5 skill levels (only 4 levels were defined for the problem solving scale) with Level 1 being the lowest measured level of literacy. The relatively small proportions of respondents who actually reach Level 5 often results in unreliable estimates of the number of people at this level. For this reason, whenever results are presented by skill level, Levels 4 and 5 are combined. To assist with interpreting the results, Level 3 is regarded by the survey developers as the "minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge-based economy" (*Learning a Living: First results from the Adult Literacy and Life Skills Survey*), available from Statistics Canada's website (www.statcan.ca). For a full description of the levels, refer to Appendix 1.

LITERACY IN 2006

Approximately 7 million (46%) Australians aged 15 to 74 years had scores at Level 1 or 2 on the prose scale, a further 5.6 million (37%) at Level 3 and 2.5 million (16%) at Level 4/5. Results for document literacy were similar to prose. There were 7 million (47%) Australians at Level 1 or 2 on the document scale, 5.4 million (36%) at Level 3 and 2.7 million (18%) at Level 4/5. On the numeracy scale, approximately 7.9 million (53%) Australians were assessed at Level 1 or 2, 4.7 million (31%) at Level 3 and 2.4 million (16%) at Level 4/5. On the problem solving scale, approximately 10.6 million (70%) Australians were assessed at Level 1 or 2, 3.7 million (25%) at Level 3 and 800,000 (5%) at Level 4 (table 1).



On the health scale, approximately 9 million (60%) Australians attained scores at Level 1 or 2, a further 5.2 million (35%) were at Level 3 and 900,000 (6%) were at Level 4/5 (table 1).

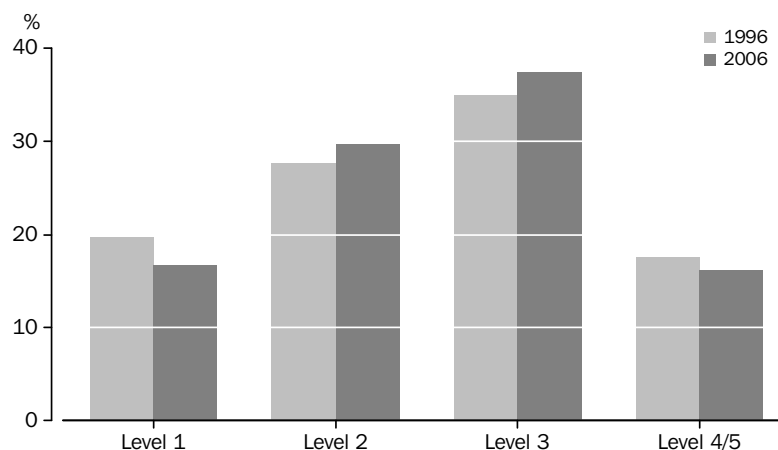
SUMMARY OF FINDINGS *continued*

HAVE AUSTRALIANS' PROSE AND DOCUMENT LITERACY SKILLS IMPROVED IN 2006?

Of the five literacy domains available from the 2006 ALLS only two, prose and document literacy, are directly comparable to those derived from the 1996 Survey of Aspects of Literacy (SAL). The quantitative literacy domain, derived from the 1996 SAL, was narrowly focused on numeracy competency and did not necessarily emphasise real-life tasks which demand more diverse numeracy skills. Consequently, an expanded concept of adult numeracy has been incorporated in the 2006 ALLS numeracy scale. As a result of these conceptual differences, the two scales can not be compared. The problem solving and the health literacy domains are additions to the 2006 ALLS and hence no time series information is available.

There were small, but statistically significant changes in the achieved prose and document literacy levels of Australians from 1996. There was a statistically significant decrease in the proportion of people at Level 1 for both prose (from 20% in 1996 to 17% in 2006) and document literacy (from 20% in 1996 to 18% in 2006). The proportion of people at Level 2 for document literacy remained stable, while there was a statistically significant increase from 28% to 30% in the proportion of people attaining Level 2 for prose literacy. The proportion of the population at Level 3 on the prose scale increased significantly from 35% to 37%. There was no change in the proportion of people attaining Level 3 on the document scale (36%). Similarly, the proportion of the population at Level 4/5 on the prose and document scale did not change significantly (table 2).

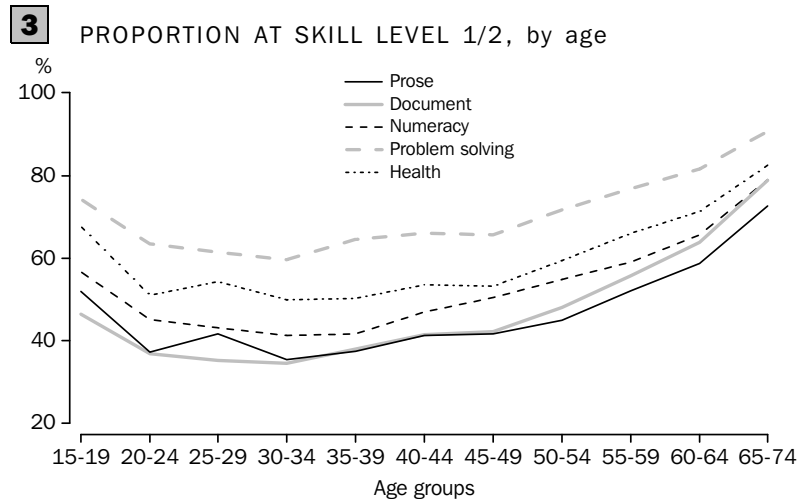
2 PROSE LITERACY BY SKILL LEVEL—1996 to 2006



SUMMARY OF FINDINGS *continued*

AGE

Literacy levels tended to decrease with age, with higher proportions of people in the older age groups attaining skill scores lower than Level 3. The exception to this was the 15 to 19 years age group, which had lower levels of literacy than the 20 to 24 year age group. Of those aged 15 to 19 years, 52% attained skill scores lower than Level 3 on the prose scale, 47% on the document scale and 57% on the numeracy scale, compared to 37% on both prose and document scales and 45% on the numeracy scale for those aged 20 to 24 years (table 1).



Comparing prose and document literacy levels in 1996 to those in 2006, there were statistically significant changes across the older population, with decreases in the proportions attaining Level 1, and increases in the proportions attaining Level 2 and 3. For the prose scale, in 2006 there were fewer people over the age of 50 years attaining Level 1, more people aged 40 to 44 years attaining Level 2, and more people aged 55 to 64 years attaining Level 3. On the document scale, there was a statistically significant decrease in the proportions of 55 to 64 year olds attaining skill Level 1. For all other age groups, there were no statistically significant changes from 1996 (table 2).

SEX

A higher proportion of females attained literacy scores of Level 3 or above on the prose (56%) and health (41%) literacy scales compared to males (52% and 40% respectively). There was a higher proportion of males attaining scores of Level 3 or above on the document (55%) and numeracy (53%) scales compared to 51% and 42% respectively for females. On the problem solving scale, 30% of males and females attained literacy scores of Level 3 or above (table 1).

SUMMARY OF FINDINGS *continued*

SEX *continued*

There was a higher proportion of females than males at Level 4/5 for most age groups on the prose scale, with the exception of the 55 to 74 year age group, where 10% of males were at Level 4/5 compared with 7% of females. On the document scale, there was a higher proportion of males at Level 4/5 for all age groups with the exception of 15 to 19 year olds. On the numeracy scale, a larger proportion of males attained scores at Level 4/5 for all age groups with almost twice as many males at Level 4/5 than females. There was little difference in the proportion of males and females at Level 4/5 on the problem solving and health literacy scales (table 1).

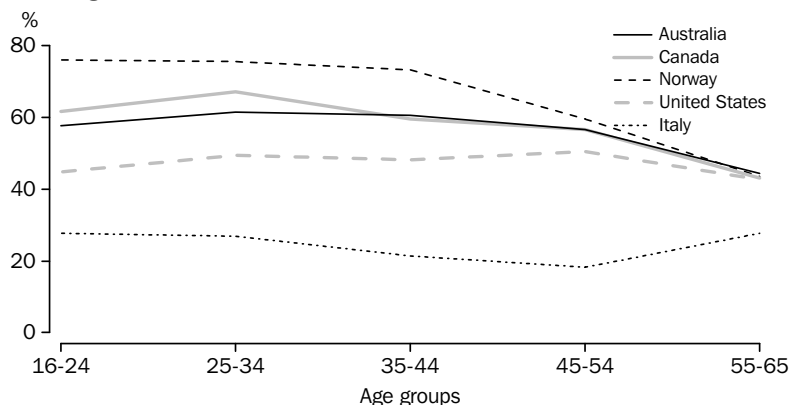
INTERNATIONAL COMPARISONS

Internationally, the seven countries (including Australia) involved in the survey can be ranked to compare literacy proficiency based on the proportion of people aged 16 to 65 years (a common age scope across the seven countries) achieving this level. Australia ranked in the middle of each scale with 57% of the population achieving a literacy level of 3 or more on the prose scale, 57% on the document scale, 50% on the numeracy scale and 32% on the problem solving scale. Of the seven countries, Norway ranked highest on the prose scale (66%), document scale (68%) and on the problem solving scale (39%), with Switzerland ranking highest on the numeracy scale (61%) (table 5).

For the prose scale, Norway ranked highest across almost all age groups. In Norway, 76% of people aged 16 to 24 and 25 to 34 years achieved a skill level of 3 or above. In comparison, 58% of Australians aged 16 to 24 and 62% of people aged 25 to 34 achieved this level. For persons aged 55 to 65, Australia was ranked second with 44% of people in this age group achieving Level 3 or above (table 7).

The international results should be interpreted with caution as different levels of non-response could impact on the comparisons. Refer to paragraphs 11 and 12 in the Explanatory Notes for further information on response rates in different countries.

4 PROSE LITERACY, PROPORTION AT SKILL LEVEL 3 OR ABOVE, by Age(a) — for selected countries



(a) People aged 16-65 years

SUMMARY OF FINDINGS *continued*

STATE AND TERRITORY

Examining the proportion of those who attained literacy scores of Level 3 or above, the Australian Capital Territory (ACT) ranked highest on all scales followed by Western Australia (WA) and South Australia (SA). For the prose and document scales, 68% of those in ACT attained literacy scores of Level 3 or above, compared to 56% in WA and 55% for prose and 54% for document literacy in SA. On the numeracy scale, 63% of those in the ACT attained literacy scores of Level 3 or above, compared to 49% for SA and WA. While the ACT was ranked highest on the problem solving scale, with 46% attaining Level 3 or above, the results were similar across all other states and territories, ranging from 27% to 31% (table 3).

Tasmania had the highest proportion of people aged 15 to 74 at Level 1 of all the states and territories for each literacy scale. The ACT recorded the lowest proportion of people at Level 1 and the highest proportion of people at Level 4/5 on each literacy scale (table 3).

Some of the differences between states and territories in literacy performance may be due to differences in the socio-demographic characteristics of their populations, including variations in age structures, labour force status, patterns of migration and educational attainment.

EDUCATION STATUS

Attainment

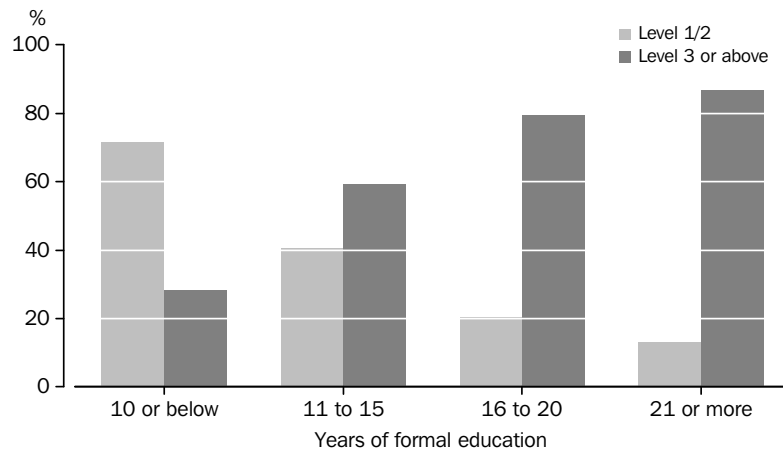
There was a strong association between educational attainment and achieved literacy levels. People who had completed a qualification generally had higher literacy scores. For both the prose and document literacy scales, 64% of persons who had completed a qualification achieved Level 3 or above, compared to 41% for those who had not completed such a qualification. On the numeracy scale, 58% of persons who had completed a qualification achieved Level 3 or above, compared to 35% for those who had not completed a qualification (table 10).

In addition, those that had completed a greater number of years of formal education achieved higher literacy scores across all scales. Those with 21 or more years of formal education had the highest proportion of scores at Level 4/5 ranging between 40% and 43% on the prose, document and numeracy scales and 18% on the problem solving scale. In contrast, those with 10 or fewer years of formal education had the highest proportion of scores at Level 1 for these scales (between 33% to 59%) (table 10).

SUMMARY OF FINDINGS *continued*

Attainment *continued*

5 PROSE LITERACY BY YEARS OF FORMAL EDUCATION, Level 1/2 compared with Level 3 or above



Participation

There were approximately 13.4 million people who reported participating in learning in the 12 months prior to the survey. Learning includes formal learning which is participation in an educational program to obtain a formal qualification. In addition, learning includes informal learning (but not as part of a course) which involves activities such as visiting trade fairs, professional conferences or expos, attending lectures, seminars or workshops, reading manuals or reference books or using computers or the Internet. For the prose, document and numeracy scales, people who participated in learning in the 12 months prior to the survey were more likely to achieve scores at Level 3 or above than those who did not participate. For both prose and document literacy, 58% of people who had participated in learning in the 12 months prior to the survey achieved scores at Level 3 or above. In comparison, for people who had not participated in any form of learning in the 12 months prior to the survey, 19% and 18% achieved scores at Level 3 or above for prose and document literacy respectively. On the numeracy scale, 52% of people who had participated in learning in the 12 months prior to the survey achieved scores at Level 3 or above compared to 14% of those who had not participated (table 11).

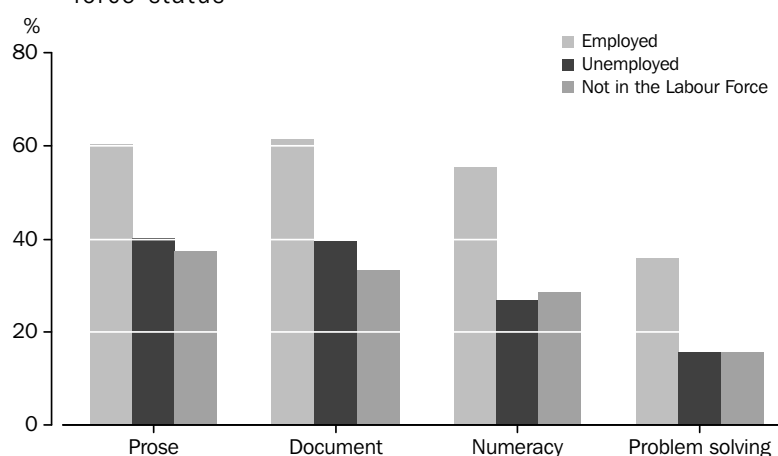
Looking at formal learning, of the 6.7 million people who undertook a course leading to an educational qualification in the previous 12 months, 69% achieved scores at Level 3 or above for both prose and document literacy, 61% for numeracy and 42% for problem solving. In contrast, of the people who did not undertake such a course in the previous 12 months, 42% achieved scores at Level 3 or above for prose literacy, 41% for document literacy, 37% for numeracy and 20% for problem solving (table 11).

SUMMARY OF FINDINGS *continued*

LABOUR FORCE

Across all the scales, those employed had the highest proportion with scores of Level 3 or above (prose 60%, document 61%, numeracy 56%, problem solving 36% and health literacy 47%). Those not in the labour force had the highest proportion assessed at Level 1 or 2 for the prose (63%) and document (67%) scales, while for numeracy, the unemployed had the highest proportion attaining Level 1 or 2 (73%). For the health literacy and problem solving scales, the unemployed and those not in the labour force had the highest proportion assessed at Level 1 or 2 (75% and 84% respectively) (table 12).

6 SKILL LEVEL, PROPORTION AT LEVEL 3 OR ABOVE, by Labour force status



Employed persons

From 1996 to 2006, prose and document literacy scores for employed people has shown no statistically significant changes across most age groups. The exception to this was for employed people aged 25 to 34 years who attained scores at Level 4/5 on the prose scale, decreasing from 25% in 1996 to 21% in 2006 (table 16).

On the document scale, 68% of employed people who read letters, memos or emails at least once a week attained scores at Level 3 or above. Conversely, 32% of employed people who never read letters, memos or emails had scores at Level 3 or above. These results were similar for frequency of reading or using reports, articles, magazines or journals; manuals or reference books including catalogues; and directions or instructions (table 17).

On the numeracy scale, 60% of employed people who count or read numbers to keep track of things at least once a week attained scores of Level 3 or above. In contrast, 25% of employed people who never count or read numbers to keep track of things had scores at Level 3 or above. For employed people who write or fill in bills, invoices, spreadsheets or budget tables at least once a week, 64% attained scores at Level 3 or above, while of those who never perform these tasks, 40% attained scores at Level 3 or above (table 18).

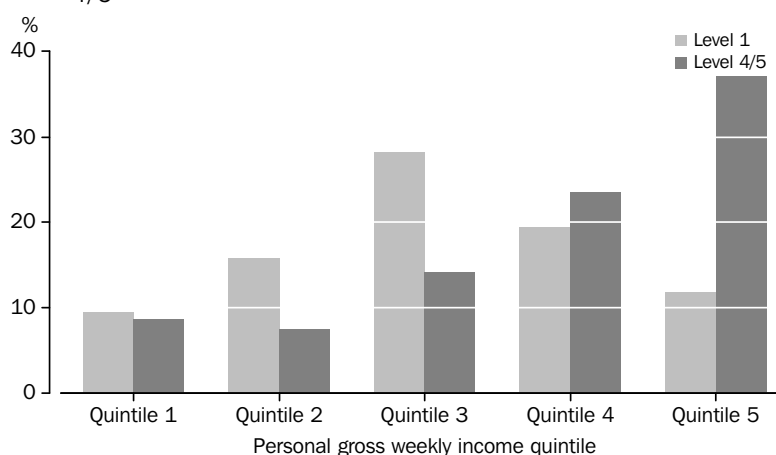
SUMMARY OF FINDINGS *continued*

INCOME

The median personal gross weekly income reported in the survey for Australia was \$600. The median weekly income for those who attained literacy scores at Level 3 on the prose scale was \$695. For those who attained literacy scores at Level 4/5 on the prose scale, the median weekly income was \$890. People who attained scores lower than Level 3 on the prose scale, had a median weekly income less than \$504 (table 8).

For employed people at Level 1 on the prose scale, 32% received a personal gross weekly income in the highest two personal income quintiles, compared to 59% for those with scores at Level 4/5. The results on the document scales were similar, with 31% of employed people with scores at Level 1 and 60% with scores at Level 4/5 receiving a personal gross weekly income in the highest two quintiles (table 16).

7 DOCUMENT LITERACY BY PERSONAL GROSS WEEKLY INCOME QUINTILES FOR EMPLOYED PEOPLE, Level 1 compared with Level 4/5



INFORMATION COMMUNICATION TECHNOLOGY

Those with higher literacy scores (Level 3 or above) were more likely to have used the Internet. Of those with literacy scores at Level 3 or above on the document scale, 79% used the Internet for email at least a few times a week compared to 40% of people with scores at Level 1 or 2. In addition, 64% of people with scores at Level 3 or above used the Internet for shopping at least a few times a month, compared to 33% for those at Level 1 or 2. These results were similar for people who used the Internet for banking or general browsing (table 24).

SELF RATING VS ASSESSED LITERACY *Prose and Document literacy*

Over half of the population (53%) rated their English reading skills for the needs of daily life as excellent. Of this population, 71% achieved a literacy score at Level 3 or above on the prose scale and 68% on the document scale. Only 4% of people responding to the survey rated their English reading skills for the needs of daily life as poor compared with 17% who achieved a literacy score at Level 1 on the prose scale and 18% on the document scale. Of those who rated their English reading skills for the needs of daily life as poor, 83% achieved scores at Level 1 on the prose scale and 81% on the document scale (table 20).

SUMMARY OF FINDINGS *continued*

Numeracy

For numeracy skills, 67% of people responding to the survey agreed or strongly agreed that they received good grades in maths. Of this group, 56% achieved numeracy scores at Level 3 or above on the numeracy scale. Similarly, 43% of males and 28% of females strongly agreed with the statement that they are good with numbers and calculations. Of this group, 40% of females achieved numeracy scores at Level 1 or 2 while 29% of males achieved scores at Level 1 or 2 (table 21).

PERSONS WHOSE FIRST LANGUAGE WAS NOT ENGLISH

The ALLS was conducted in Australia's official language, English. Examining the literacy skills of people whose first language was not English, 36% of this group achieved scores at Level 3 or above on the prose scale and 38% on the document scale, compared to 54% and 53% respectively for the general population (table 19).

Compared to 1996, of the people who migrated to Australia in the five years prior to the survey whose first language was not English, there was a statistically significant increase in the proportion of people attaining literacy scores of Level 3 or above on both the prose and document scales. On the prose scale, the proportion of this group with scores at Level 3 or above increased from 22% to 38% while on the document scale the proportion increased from 32% to 50% (table 19).

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SKILL LEVEL, Sex and Age

SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000
PROSE LITERACY SCALE									
Males									
15-19	100.6	14.3	273.2	38.8	271.8	38.6	*58.0	*8.2	703.7
20-24	78.9	11.0	219.9	30.7	291.1	40.7	125.6	17.6	715.5
25-29	89.2	12.8	247.6	35.6	248.9	35.8	109.0	15.7	694.7
30-34	95.8	13.4	187.7	26.2	297.6	41.6	134.3	18.8	715.3
35-39	85.8	11.5	221.4	29.7	292.9	39.2	146.4	19.6	746.5
40-44	94.0	12.7	235.6	31.8	281.4	38.0	129.2	17.4	740.2
45-49	118.5	16.1	209.8	28.5	264.1	35.9	142.6	19.4	734.9
50-54	130.1	19.6	176.8	26.7	242.1	36.5	114.1	17.2	663.0
55-59	137.9	21.9	173.6	27.6	230.8	36.7	86.8	13.8	629.0
60-64	116.6	23.0	164.2	32.4	164.7	32.5	61.2	12.1	506.6
65-74	269.4	39.0	224.4	32.5	160.8	23.3	*36.4	*5.3	691.0
Total	1 316.6	17.5	2 334.1	31.0	2 746.2	36.4	1 143.4	15.2	7 540.4
Females									
15-19	109.2	16.3	230.7	34.4	260.9	38.9	70.1	10.4	671.0
20-24	*52.2	*7.6	174.1	25.3	301.9	43.8	161.1	23.4	689.3
25-29	*42.9	*6.3	195.1	28.6	300.1	44.0	144.3	21.1	682.5
30-34	55.2	7.6	170.0	23.5	314.8	43.5	183.2	25.3	723.2
35-39	65.4	8.6	190.9	25.1	329.4	43.3	174.8	23.0	760.4
40-44	113.3	15.1	172.5	23.0	290.1	38.6	175.4	23.3	751.3
45-49	120.0	16.0	169.0	22.6	305.7	40.9	153.1	20.5	747.9
50-54	102.4	15.1	194.9	28.8	252.7	37.3	127.3	18.8	677.2
55-59	133.7	21.0	213.6	33.6	227.4	35.7	61.5	9.7	636.3
60-64	139.0	27.6	174.0	34.6	152.8	30.4	37.4	7.4	503.3
65-74	265.3	36.7	268.5	37.2	167.0	23.1	*21.9	*3.0	722.6
Total	1 198.6	15.8	2 153.4	28.5	2 903.0	38.4	1 310.0	17.3	7 565.0
Persons									
15-19	209.9	15.3	504.0	36.7	532.6	38.7	128.1	9.3	1 374.6
20-24	131.1	9.3	394.0	28.0	593.1	42.2	286.7	20.4	1 404.8
25-29	132.2	9.6	442.7	32.1	549.0	39.9	253.3	18.4	1 377.3
30-34	151.0	10.5	357.7	24.9	612.3	42.6	317.4	22.1	1 438.4
35-39	151.1	10.0	412.3	27.4	622.4	41.3	321.2	21.3	1 506.9
40-44	207.3	13.9	408.1	27.4	571.6	38.3	304.6	20.4	1 491.5
45-49	238.5	16.1	378.8	25.5	569.8	38.4	295.7	19.9	1 482.9
50-54	232.5	17.3	371.6	27.7	494.8	36.9	241.4	18.0	1 340.2
55-59	271.6	21.5	387.2	30.6	458.3	36.2	148.2	11.7	1 265.3
60-64	255.6	25.3	338.2	33.5	317.5	31.4	98.5	9.8	1 009.9
65-74	534.7	37.8	492.9	34.9	327.8	23.2	58.3	4.1	1 413.6
Total	2 515.3	16.7	4 487.6	29.7	5 649.2	37.4	2 453.4	16.2	15 105.4

* estimate has a relative standard error of 25% to 50% and should be used with caution

SKILL LEVEL, Sex and Age *continued*

SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	

DOCUMENT LITERACY SCALE

Males

15-19	*74.4	*10.6	232.0	33.0	310.6	44.1	86.7	12.3	703.7
20-24	59.8	8.4	211.0	29.5	266.3	37.2	178.4	24.9	715.5
25-29	83.8	12.1	175.7	25.3	282.9	40.7	152.3	21.9	694.7
30-34	86.8	12.1	161.0	22.5	289.4	40.5	178.1	24.9	715.3
35-39	88.4	11.8	193.4	25.9	278.0	37.2	186.7	25.0	746.5
40-44	94.1	12.7	205.9	27.8	272.4	36.8	167.7	22.7	740.2
45-49	118.5	16.1	183.6	25.0	251.1	34.2	181.7	24.7	734.9
50-54	138.2	20.8	168.5	25.4	234.9	35.4	121.4	18.3	663.0
55-59	132.8	21.1	180.4	28.7	212.7	33.8	103.2	16.4	629.0
60-64	122.5	24.2	160.6	31.7	157.5	31.1	*66.0	*13.0	506.6
65-74	290.9	42.1	227.6	32.9	140.5	20.3	*32.0	*4.6	691.0
Total	1 290.1	17.1	2 099.8	27.8	2 696.4	35.8	1 454.2	19.3	7 540.4

Females

15-19	91.5	13.6	241.0	35.9	247.1	36.8	*91.4	*13.6	671.0
20-24	*56.1	*8.1	192.3	27.9	272.2	39.5	168.8	24.5	689.3
25-29	50.6	7.4	175.6	25.7	325.4	47.7	130.9	19.2	682.5
30-34	65.3	9.0	182.6	25.2	305.7	42.3	169.6	23.4	723.2
35-39	81.7	10.7	209.3	27.5	308.4	40.6	161.0	21.2	760.4
40-44	132.5	17.6	186.1	24.8	273.1	36.4	159.5	21.2	751.3
45-49	141.0	18.9	183.2	24.5	269.3	36.0	154.4	20.6	747.9
50-54	131.7	19.4	205.8	30.4	241.4	35.7	98.3	14.5	677.2
55-59	163.8	25.7	229.2	36.0	192.4	30.2	50.8	8.0	636.3
60-64	173.9	34.6	189.1	37.6	114.2	22.7	*26.1	*5.2	503.3
65-74	339.5	47.0	255.3	35.3	116.1	16.1	*11.7	*1.6	722.6
Total	1 427.7	18.9	2 249.3	29.7	2 665.5	35.2	1 222.5	16.2	7 565.0

Persons

15-19	165.9	12.1	473.0	34.4	557.7	40.6	178.1	13.0	1 374.6
20-24	115.8	8.2	403.2	28.7	538.6	38.3	347.2	24.7	1 404.8
25-29	134.4	9.8	351.2	25.5	608.3	44.2	283.3	20.6	1 377.3
30-34	152.1	10.6	343.6	23.9	595.1	41.4	347.7	24.2	1 438.4
35-39	170.1	11.3	402.8	26.7	586.4	38.9	347.7	23.1	1 506.9
40-44	226.6	15.2	392.1	26.3	545.6	36.6	327.2	21.9	1 491.5
45-49	259.5	17.5	366.8	24.7	520.5	35.1	336.1	22.7	1 482.9
50-54	269.9	20.1	374.3	27.9	476.4	35.5	219.7	16.4	1 340.2
55-59	296.6	23.4	409.6	32.4	405.1	32.0	154.0	12.2	1 265.3
60-64	296.4	29.3	349.7	34.6	271.7	26.9	92.1	9.1	1 009.9
65-74	630.4	44.6	482.9	34.2	256.7	18.2	43.7	3.1	1 413.6
Total	2 717.8	18.0	4 349.1	28.8	5 361.9	35.5	2 676.7	17.7	15 105.4

* estimate has a relative standard error of 25% to 50% and should be used with caution

SKILL LEVEL, Sex and Age *continued*

	SKILL LEVEL									
	Level 1		Level 2		Level 3		Level 4/5		Total	
	'000	%	'000	%	'000	%	'000	%	'000	
NUMERACY SCALE										
Males										
15-19	96.5	13.7	263.5	37.4	257.7	36.6	*86.0	*12.2	703.7	
20-24	*90.5	*12.7	209.4	29.3	251.2	35.1	164.4	23.0	715.5	
25-29	90.7	13.1	206.0	29.6	233.8	33.6	164.3	23.6	694.7	
30-34	97.0	13.6	180.6	25.3	260.5	36.4	177.1	24.8	715.3	
35-39	88.3	11.8	198.4	26.6	258.3	34.6	201.6	27.0	746.5	
40-44	119.0	16.1	193.5	26.1	259.9	35.1	167.8	22.7	740.2	
45-49	135.0	18.4	195.6	26.6	224.9	30.6	179.4	24.4	734.9	
50-54	147.8	22.3	181.2	27.3	201.6	30.4	132.4	20.0	663.0	
55-59	133.4	21.2	168.9	26.9	207.6	33.0	119.1	18.9	629.0	
60-64	122.1	24.1	160.4	31.7	150.5	29.7	73.5	14.5	506.6	
65-74	294.9	42.7	208.5	30.2	137.0	19.8	50.5	7.3	691.0	
Total	1 415.2	18.8	2 166.1	28.7	2 443.0	32.4	1 516.1	20.1	7 540.4	
Females										
15-19	174.4	26.0	244.8	36.5	190.7	28.4	*61.2	*9.1	671.0	
20-24	118.4	17.2	215.3	31.2	248.9	36.1	106.7	15.5	689.3	
25-29	86.5	12.7	210.5	30.8	265.4	38.9	120.1	17.6	682.5	
30-34	113.0	15.6	203.8	28.2	269.0	37.2	137.3	19.0	723.2	
35-39	114.0	15.0	226.8	29.8	284.8	37.5	134.8	17.7	760.4	
40-44	166.8	22.2	221.1	29.4	243.8	32.5	119.5	15.9	751.3	
45-49	184.5	24.7	230.8	30.9	227.1	30.4	105.4	14.1	747.9	
50-54	171.3	25.3	233.9	34.5	204.3	30.2	67.8	10.0	677.2	
55-59	213.0	33.5	231.6	36.4	154.4	24.3	*37.2	*5.9	636.3	
60-64	201.5	40.0	179.0	35.6	104.5	20.8	*18.2	*3.6	503.3	
65-74	362.4	50.1	250.8	34.7	96.1	13.3	**13.3	**1.8	722.6	
Total	1 905.7	25.2	2 448.5	32.4	2 289.1	30.3	921.7	12.2	7 565.0	
Persons										
15-19	270.8	19.7	508.2	37.0	448.4	32.6	147.2	10.7	1 374.6	
20-24	208.9	14.9	424.7	30.2	500.1	35.6	271.1	19.3	1 404.8	
25-29	177.2	12.9	416.5	30.2	499.1	36.2	284.4	20.6	1 377.3	
30-34	210.0	14.6	384.5	26.7	529.5	36.8	314.5	21.9	1 438.4	
35-39	202.2	13.4	425.2	28.2	543.1	36.0	336.4	22.3	1 506.9	
40-44	285.9	19.2	414.6	27.8	503.7	33.8	287.3	19.3	1 491.5	
45-49	319.6	21.6	426.4	28.8	452.0	30.5	284.8	19.2	1 482.9	
50-54	319.0	23.8	415.1	31.0	405.9	30.3	200.2	14.9	1 340.2	
55-59	346.4	27.4	400.6	31.7	362.0	28.6	156.4	12.4	1 265.3	
60-64	323.6	32.0	339.4	33.6	255.1	25.3	91.8	9.1	1 009.9	
65-74	657.3	46.5	459.4	32.5	233.1	16.5	63.9	4.5	1 413.6	
Total	3 321.0	22.0	4 614.6	30.5	4 732.1	31.3	2 437.8	16.1	15 105.4	

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

SKILL LEVEL, Sex and Age *continued*

SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000
PROBLEM SOLVING SCALE									
Males									
15-19	215.1	30.6	308.3	43.8	162.3	23.1	*18.0	*2.6	703.7
20-24	209.2	29.2	259.9	36.3	196.4	27.5	*50.0	*7.0	715.5
25-29	192.3	27.7	249.6	35.9	200.7	28.9	*52.1	*7.5	694.7
30-34	195.9	27.4	244.9	34.2	220.8	30.9	*53.6	*7.5	715.3
35-39	210.7	28.2	266.8	35.7	202.8	27.2	66.2	8.9	746.5
40-44	234.4	31.7	269.0	36.3	185.0	25.0	51.8	7.0	740.2
45-49	235.8	32.1	247.4	33.7	197.3	26.8	*54.4	*7.4	734.9
50-54	244.6	36.9	212.1	32.0	174.4	26.3	*31.9	*4.8	663.0
55-59	246.9	39.2	215.4	34.2	145.9	23.2	*20.8	*3.3	629.0
60-64	221.7	43.8	169.7	33.5	103.1	20.3	**12.2	**2.4	506.6
65-74	431.8	62.5	178.9	25.9	76.0	11.0	**4.3	**0.6	691.0
Total	2 638.4	35.0	2 622.1	34.8	1 864.7	24.7	415.3	5.5	7 540.4
Females									
15-19	246.5	36.7	251.8	37.5	145.8	21.7	**26.8	**4.0	671.0
20-24	175.0	25.4	247.0	35.8	212.3	30.8	*55.1	*8.0	689.3
25-29	137.9	20.2	265.9	39.0	222.9	32.7	55.8	8.2	682.5
30-34	158.8	22.0	259.2	35.8	251.8	34.8	53.4	7.4	723.2
35-39	177.9	23.4	317.1	41.7	209.0	27.5	56.5	7.4	760.4
40-44	228.4	30.4	253.0	33.7	214.4	28.5	55.4	7.4	751.3
45-49	243.3	32.5	248.4	33.2	210.5	28.1	*45.7	*6.1	747.9
50-54	244.0	36.0	259.6	38.3	149.7	22.1	*24.0	*3.5	677.2
55-59	293.3	46.1	217.6	34.2	109.7	17.2	*15.7	*2.5	636.3
60-64	273.0	54.3	159.1	31.6	66.3	13.2	**4.8	**1.0	503.3
65-74	460.9	63.8	213.0	29.5	45.6	6.3	**3.1	**0.4	722.6
Total	2 639.1	34.9	2 691.8	35.6	1 838.0	24.3	396.2	5.2	7 565.0
Persons									
15-19	461.6	33.6	560.1	40.7	308.1	22.4	*44.8	*3.3	1 374.6
20-24	384.2	27.3	506.9	36.1	408.7	29.1	105.1	7.5	1 404.8
25-29	330.3	24.0	515.5	37.4	423.5	30.8	107.9	7.8	1 377.3
30-34	354.7	24.7	504.1	35.0	472.6	32.9	107.0	7.4	1 438.4
35-39	388.5	25.8	584.0	38.8	411.8	27.3	122.6	8.1	1 506.9
40-44	462.9	31.0	522.0	35.0	399.5	26.8	107.2	7.2	1 491.5
45-49	479.1	32.3	495.8	33.4	407.8	27.5	100.1	6.8	1 482.9
50-54	488.6	36.5	471.6	35.2	324.1	24.2	*55.9	*4.2	1 340.2
55-59	540.2	42.7	433.0	34.2	255.6	20.2	*36.5	*2.9	1 265.3
60-64	494.7	49.0	328.8	32.6	169.4	16.8	**17.0	**1.7	1 009.9
65-74	892.7	63.1	392.0	27.7	121.6	8.6	**7.4	**0.5	1 413.6
Total	5 277.5	34.9	5 313.8	35.2	3 702.6	24.5	811.5	5.4	15 105.4

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

SKILL LEVEL, Sex and Age *continued*

SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000
HEALTH LITERACY SCALE									
Males									
15-19	125.4	17.8	357.0	50.7	210.5	29.9	**10.8	**1.5	703.7
20-24	93.7	13.1	296.1	41.4	266.2	37.2	*59.4	*8.3	715.5
25-29	*99.3	*14.3	308.7	44.4	242.6	34.9	**44.2	**6.4	694.7
30-34	104.3	14.6	267.6	37.4	284.8	39.8	*58.5	*8.2	715.3
35-39	101.6	13.6	285.9	38.3	297.6	39.9	61.5	8.2	746.5
40-44	116.2	15.7	288.8	39.0	277.4	37.5	57.8	7.8	740.2
45-49	121.5	16.5	282.6	38.5	275.0	37.4	*55.7	*7.6	734.9
50-54	149.2	22.5	236.7	35.7	236.0	35.6	*41.1	*6.2	663.0
55-59	168.0	26.7	228.1	36.3	199.9	31.8	*33.0	*5.2	629.0
60-64	130.0	25.7	209.7	41.4	151.1	29.8	**15.8	**3.1	506.6
65-74	277.0	40.1	282.3	40.9	124.3	18.0	*7.3	*1.1	691.0
Total	1 486.2	19.7	3 043.7	40.4	2 565.4	34.0	445.1	5.9	7 540.4
Females									
15-19	*140.4	*20.9	307.5	45.8	201.7	30.1	**21.3	**3.2	671.0
20-24	*69.9	*10.1	257.8	37.4	302.7	43.9	59.0	8.6	689.3
25-29	66.3	9.7	273.2	40.0	291.6	42.7	51.5	7.5	682.5
30-34	68.2	9.4	278.8	38.6	319.8	44.2	*56.3	*7.8	723.2
35-39	76.6	10.1	294.2	38.7	331.5	43.6	58.1	7.6	760.4
40-44	134.5	17.9	259.6	34.6	311.9	41.5	*45.4	*6.0	751.3
45-49	136.3	18.2	247.6	33.1	297.1	39.7	66.8	8.9	747.9
50-54	124.5	18.4	285.5	42.2	226.1	33.4	*41.1	*6.1	677.2
55-59	171.2	26.9	269.1	42.3	177.5	27.9	*18.4	*2.9	636.3
60-64	157.1	31.2	223.3	44.4	115.8	23.0	**7.0	**1.4	503.3
65-74	291.8	40.4	316.8	43.8	107.9	14.9	**6.1	**0.8	722.6
Total	1 436.9	19.0	3 013.5	39.8	2 683.6	35.5	431.0	5.7	7 565.0
Persons									
15-19	265.8	19.3	664.5	48.3	412.2	30.0	*32.1	*2.3	1 374.6
20-24	163.6	11.6	553.9	39.4	568.9	40.5	118.4	8.4	1 404.8
25-29	165.5	12.0	581.9	42.3	534.2	38.8	*95.6	*6.9	1 377.3
30-34	172.6	12.0	546.5	38.0	604.6	42.0	114.9	8.0	1 438.4
35-39	178.2	11.8	580.1	38.5	629.1	41.7	119.6	7.9	1 506.9
40-44	250.6	16.8	548.4	36.8	589.2	39.5	103.2	6.9	1 491.5
45-49	257.9	17.4	530.3	35.8	572.2	38.6	122.6	8.3	1 482.9
50-54	273.7	20.4	522.2	39.0	462.1	34.5	82.2	6.1	1 340.2
55-59	339.2	26.8	497.3	39.3	377.4	29.8	*51.4	*4.1	1 265.3
60-64	287.1	28.4	433.0	42.9	266.9	26.4	*22.9	*2.3	1 009.9
65-74	568.8	40.2	599.1	42.4	232.2	16.4	*13.5	*1.0	1 413.6
Total	2 923.1	19.4	6 057.2	40.1	5 249.0	34.7	876.1	5.8	15 105.4

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

SKILL LEVEL, Prose and Document literacy scale by Age—1996 and 2006

	PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE			
	1996		2006		1996		2006	
	'000	%	'000	%	'000	%	'000	%
LEVEL 1								
Age group (years)								
15-19	176.8	14.5	209.9	15.3	155.3	12.8	165.9	12.1
20-24	137.9	10.1	131.1	9.3	130.6	9.5	115.8	8.2
25-29	163.0	11.7	132.2	9.6	153.3	11.0	134.4	9.8
30-34	186.3	13.1	151.0	10.5	186.2	13.1	152.1	10.6
35-39	195.5	13.7	151.1	10.0	184.8	12.9	170.1	11.3
40-44	199.4	15.0	207.3	13.9	201.0	15.1	226.6	15.2
45-49	244.4	19.1	238.5	16.1	248.9	19.4	259.5	17.5
50-54	240.2	(a)23.8	232.5	(a)17.3	237.1	23.5	269.9	20.1
55-59	251.6	(a)30.5	271.6	(a)21.5	259.0	(a)31.4	296.6	(a)23.4
60-64	237.3	(a)34.4	255.6	(a)25.3	256.1	(a)37.1	296.4	(a)29.3
65-69	272.2	(a)40.4	263.1	(a)33.3	273.5	40.6	325.5	41.1
70-74	305.4	(a)52.5	271.5	(a)43.6	309.1	53.1	305.0	49.0
Total	2 610.0	(a)19.7	2 515.3	(a)16.7	2 594.9	(a)19.6	2 717.8	(a)18.0
LEVEL 2								
Age group (years)								
15-19	(a)367.0	30.2	(a)504.0	36.7	384.8	31.7	473.0	34.4
20-24	373.9	27.3	394.0	28.0	362.3	26.5	403.2	28.7
25-29	377.8	27.0	442.7	32.1	388.0	27.7	351.2	25.5
30-34	361.8	25.5	357.7	24.9	354.6	25.0	343.6	23.9
35-39	367.5	25.7	412.3	27.4	391.8	27.4	402.8	26.7
40-44	(a)287.0	(a)21.6	(a)408.1	(a)27.4	307.9	23.2	392.1	26.3
45-49	347.0	27.1	378.8	25.5	353.5	27.6	366.8	24.7
50-54	(a)287.0	28.4	(a)371.6	27.7	309.5	30.6	374.3	27.9
55-59	(a)271.5	32.9	(a)387.2	30.6	(a)269.9	32.8	(a)409.6	32.4
60-64	(a)230.9	33.5	(a)338.2	33.5	(a)233.0	33.8	(a)349.7	34.6
65-69	(a)216.1	32.1	(a)295.8	37.4	(a)218.2	32.4	280.9	35.5
70-74	178.3	30.7	197.0	31.6	174.2	29.9	202.0	32.4
Total	(a)3 665.9	(a)27.7	(a)4 487.6	(a)29.7	(a)3 747.7	28.3	(a)4 349.1	28.8
LEVEL 3								
Age group (years)								
15-19	500.7	41.2	532.6	38.7	504.6	41.5	557.7	40.6
20-24	559.0	40.9	593.1	42.2	579.6	42.4	538.6	38.3
25-29	532.2	38.0	549.0	39.9	545.1	39.0	608.3	44.2
30-34	559.4	39.5	612.3	42.6	579.2	40.9	595.1	41.4
35-39	552.5	38.6	622.4	41.3	562.3	39.3	586.4	38.9
40-44	528.5	39.8	571.6	38.3	527.6	39.7	545.6	36.6
45-49	(a)445.3	34.7	(a)569.8	38.4	454.0	35.4	520.5	35.1
50-54	(a)315.5	31.2	(a)494.8	36.9	(a)324.9	32.1	(a)476.4	35.5
55-59	(a)224.0	(a)27.2	(a)458.3	(a)36.2	(a)226.5	27.5	(a)405.1	32.0
60-64	(a)164.2	(a)23.8	(a)317.5	(a)31.4	(a)154.8	22.4	(a)271.7	26.9
65-69	152.1	22.6	192.5	24.3	147.1	21.8	153.9	19.5
70-74	(a)87.9	15.1	(a)135.2	21.7	88.6	15.2	102.8	16.5
Total	(a)4 621.4	(a)35.0	(a)5 649.2	(a)37.4	(a)4 694.3	35.5	(a)5 361.9	35.5

(a) Difference between 1996 and 2006 is statistically significant.

SKILL LEVEL, Prose and Document literacy scale by Age—1996 and 2006 *continued*

	PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE			
	1996		2006		1996		2006	
	'000	%	'000	%	'000	%	'000	%
LEVEL 4/5								
Age group (years)								
15-19	171.2	14.1	128.1	9.3	171.0	14.1	178.1	13.0
20-24	297.2	21.7	286.7	20.4	295.4	21.6	347.2	24.7
25-29	325.8	23.3	253.3	18.4	312.5	22.3	283.3	20.6
30-34	309.3	21.8	317.4	22.1	296.9	21.0	347.7	24.2
35-39	316.0	22.1	321.2	21.3	292.7	20.4	347.7	23.1
40-44	312.5	23.5	304.6	20.4	290.9	21.9	327.2	21.9
45-49	246.0	19.2	295.7	19.9	(a)226.4	17.7	(a)336.1	22.7
50-54	168.2	16.6	241.4	18.0	(a)139.3	13.8	(a)219.7	16.4
55-59	(a)77.0	9.3	(a)148.2	11.7	(a)68.6	8.3	(a)154.0	12.2
60-64	(a)57.1	8.3	(a)98.5	9.8	*45.6	*6.6	92.1	9.1
65-69	*33.0	*4.9	*39.5	*5.0	*34.7	*5.1	*30.8	*3.9
70-74	**10.1	**1.7	*18.8	*3.0	*9.8	*1.7	*12.9	*2.1
Total	2 323.5	17.6	2 453.4	16.2	(a)2 183.8	16.5	(a)2 676.7	17.7

TOTAL								
Age group (years)								
15-19	1 215.6	100.0	1 374.6	100.0	1 215.6	100.0	1 374.6	100.0
20-24	1 368.0	100.0	1 404.8	100.0	1 368.0	100.0	1 404.8	100.0
25-29	1 398.9	100.0	1 377.3	100.0	1 398.9	100.0	1 377.3	100.0
30-34	1 416.8	100.0	1 438.4	100.0	1 416.8	100.0	1 438.4	100.0
35-39	1 431.6	100.0	1 506.9	100.0	1 431.6	100.0	1 506.9	100.0
40-44	1 327.4	100.0	1 491.5	100.0	1 327.4	100.0	1 491.5	100.0
45-49	1 282.7	100.0	1 482.9	100.0	1 282.7	100.0	1 482.9	100.0
50-54	1 010.8	100.0	1 340.2	100.0	1 010.8	100.0	1 340.2	100.0
55-59	824.1	100.0	1 265.3	100.0	824.1	100.0	1 265.3	100.0
60-64	689.6	100.0	1 009.9	100.0	689.6	100.0	1 009.9	100.0
65-69	673.5	100.0	791.0	100.0	673.5	100.0	791.0	100.0
70-74	581.7	100.0	622.6	100.0	581.7	100.0	622.6	100.0
Total	13 220.8	100.0	15 105.4	100.0	13 220.8	100.0	15 105.4	100.0

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Difference between 1996 and 2006 is statistically significant.

SKILL LEVEL, By State or Territory of usual residence

SKILL LEVEL

State or Territory	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000
PROSE LITERACY SCALE									
New South Wales	903.9	18.0	1 412.4	28.1	1 868.7	37.2	837.7	16.7	5 022.7
Victoria	671.5	17.8	1 171.5	31.0	1 351.5	35.7	586.8	15.5	3 781.4
Queensland	436.1	14.7	937.3	31.7	1 126.9	38.1	456.8	15.4	2 957.1
South Australia	180.4	15.9	331.4	29.2	425.6	37.6	195.8	17.3	1 133.2
Western Australia	204.8	13.7	445.7	29.9	597.3	40.0	244.3	16.4	1 492.1
Tasmania	71.2	20.0	103.2	29.0	130.4	36.6	51.3	14.4	356.1
Northern Territory	20.0	17.4	34.0	29.4	45.5	39.4	15.8	13.7	115.3
Australian Capital Territory	27.3	11.0	51.9	21.0	103.4	41.8	64.9	26.2	247.6
<i>Australia</i>	2 515.3	16.7	4 487.6	29.7	5 649.2	37.4	2 453.4	16.2	15 105.4

DOCUMENT LITERACY SCALE

New South Wales	951.0	18.9	1 386.8	27.6	1 765.1	35.1	919.7	18.3	5 022.7
Victoria	736.6	19.5	1 122.4	29.7	1 295.7	34.3	626.7	16.6	3 781.4
Queensland	479.9	16.2	898.1	30.4	1 081.3	36.6	497.8	16.8	2 957.1
South Australia	197.9	17.5	322.2	28.4	398.6	35.2	214.5	18.9	1 133.2
Western Australia	225.9	15.1	432.8	29.0	550.9	36.9	282.5	18.9	1 492.1
Tasmania	76.3	21.4	104.3	29.3	121.3	34.1	54.2	15.2	356.1
Northern Territory	21.6	18.8	31.9	27.7	44.5	38.6	17.3	15.0	115.3
Australian Capital Territory	28.6	11.5	50.5	20.4	104.6	42.2	64.0	25.8	247.6
<i>Australia</i>	2 717.8	18.0	4 349.1	28.8	5 361.9	35.5	2 676.7	17.7	15 105.4

NUMERACY SCALE

New South Wales	1 165.0	23.2	1 474.3	29.4	1 526.9	30.4	856.4	17.1	5 022.7
Victoria	888.3	23.5	1 166.8	30.9	1 146.4	30.3	579.9	15.3	3 781.4
Queensland	577.8	19.5	963.5	32.6	971.3	32.8	444.5	15.0	2 957.1
South Australia	241.1	21.3	338.5	29.9	361.6	31.9	192.0	16.9	1 133.2
Western Australia	293.4	19.7	471.3	31.6	486.2	32.6	241.1	16.2	1 492.1
Tasmania	93.2	26.2	106.8	30.0	109.6	30.8	46.5	13.1	356.1
Northern Territory	26.7	23.2	36.9	32.0	36.5	31.7	15.2	13.2	115.3
Australian Capital Territory	35.3	14.3	56.5	22.8	93.6	37.8	62.2	25.1	247.6
<i>Australia</i>	3 321.0	22.0	4 614.6	30.5	4 732.1	31.3	2 437.8	16.1	15 105.4

PROBLEM SOLVING SCALE

New South Wales	1 762.3	35.1	1 766.6	35.2	1 212.2	24.1	281.6	5.6	5 022.7
Victoria	1 412.4	37.4	1 260.2	33.3	909.6	24.1	199.1	5.3	3 781.4
Queensland	1 015.1	34.3	1 077.6	36.4	722.7	24.4	141.8	4.8	2 957.1
South Australia	380.8	33.6	407.9	36.0	277.7	24.5	66.8	5.9	1 133.2
Western Australia	478.1	32.0	552.3	37.0	388.2	26.0	73.4	4.9	1 492.1
Tasmania	133.7	37.6	126.3	35.5	77.1	21.7	*18.9	*5.3	356.1
Northern Territory	40.1	34.8	42.9	37.2	27.7	24.0	*4.6	*4.0	115.3
Australian Capital Territory	55.0	22.2	80.0	32.3	87.4	35.3	25.3	10.2	247.6
<i>Australia</i>	5 277.5	34.9	5 313.8	35.2	3 702.6	24.5	811.5	5.4	15 105.4

* estimate has a relative standard error of 25% to 50% and should be used with caution

SKILL LEVEL, By State or Territory of usual residence *continued*

SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000

HEALTH LITERACY SCALE

State or Territory	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000
New South Wales	1 034.8	20.6	1 910.8	38.0	1 769.0	35.2	308.0	6.1	5 022.7
Victoria	779.5	20.6	1 531.2	40.5	1 257.3	33.2	213.4	5.6	3 781.4
Queensland	537.7	18.2	1 269.2	42.9	988.4	33.4	161.8	5.5	2 957.1
South Australia	209.1	18.5	455.5	40.2	402.2	35.5	*66.4	*5.9	1 133.2
Western Australia	234.6	15.7	610.9	40.9	567.0	38.0	79.7	5.3	1 492.1
Tasmania	73.7	20.7	152.1	42.7	115.5	32.4	*14.8	*4.2	356.1
Northern Territory	22.1	19.2	50.2	43.5	38.3	33.2	*4.8	*4.1	115.3
Australian Capital Territory	31.6	12.7	77.5	31.3	111.4	45.0	27.2	11.0	247.6
<i>Australia</i>	<i>2 923.1</i>	<i>19.4</i>	<i>6 057.2</i>	<i>40.1</i>	<i>5 249.0</i>	<i>34.7</i>	<i>876.1</i>	<i>5.8</i>	<i>15 105.4</i>

* estimate has a relative standard error of 25% to 50% and should be used with caution

State or Territory	PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE			
	1996		2006		1996		2006	
	'000	%	'000	%	'000	%	'000	%
LEVEL 1								
New South Wales	1 006.5	(a)22.4	903.9	(a)18.0	987.8	22.0	951.0	18.9
Victoria	711.4	21.4	671.5	17.8	717.9	21.6	736.6	19.5
Queensland	384.3	16.1	436.1	14.7	(a)371.3	15.6	(a)479.9	16.2
South Australia	192.7	18.0	180.4	15.9	197.7	18.5	197.9	17.5
Western Australia	211.2	16.6	204.8	13.7	211.5	16.7	225.9	15.1
Tasmania	64.3	18.9	71.2	20.0	69.3	20.4	76.3	21.4
Northern Territory	*12.6	*12.3	20.0	17.4	13.7	13.4	21.6	18.8
Australian Capital Territory	27.0	12.0	27.3	11.0	25.8	11.4	28.6	11.5
<i>Australia</i>	2 610.0	(a)19.7	2 515.3	(a)16.7	2 594.9	(a)19.6	2 717.8	(a)18.0
LEVEL 2								
New South Wales	1 266.3	28.2	1 412.4	28.1	1 277.1	28.4	1 386.8	27.6
Victoria	(a)887.2	(a)26.7	(a)1 171.5	(a)31.0	(a)895.8	26.9	(a)1 122.4	29.7
Queensland	(a)691.7	29.0	(a)937.3	31.7	(a)720.0	30.2	(a)898.1	30.4
South Australia	283.1	26.4	331.4	29.2	291.2	27.2	322.2	28.4
Western Australia	(a)361.4	28.5	(a)445.7	29.9	378.3	29.8	432.8	29.0
Tasmania	103.4	30.4	103.2	29.0	110.5	32.5	104.3	29.3
Northern Territory	26.9	26.2	34.0	29.4	29.2	28.5	31.9	27.7
Australian Capital Territory	45.9	20.4	51.9	21.0	45.6	20.2	50.5	20.4
<i>Australia</i>	(a)3 665.9	(a)27.7	(a)4 487.6	(a)29.7	(a)3 747.7	28.3	(a)4 349.1	28.8
LEVEL 3								
New South Wales	(a)1 515.4	33.7	(a)1 868.7	37.2	1 571.3	34.9	1 765.1	35.1
Victoria	(a)1 153.1	34.6	(a)1 351.5	35.7	1 176.6	35.3	1 295.7	34.3
Queensland	(a)857.4	35.9	(a)1 126.9	38.1	(a)852.8	35.8	(a)1 081.3	36.6
South Australia	376.0	35.1	425.6	37.6	382.1	35.7	398.6	35.2
Western Australia	(a)461.7	36.3	(a)597.3	40.0	(a)467.2	36.8	(a)550.9	36.9
Tasmania	127.7	37.5	130.4	36.6	117.6	34.5	121.3	34.1
Northern Territory	43.6	42.5	45.5	39.4	38.6	37.6	44.5	38.6
Australian Capital Territory	86.5	38.4	103.4	41.8	88.1	39.1	104.6	42.2
<i>Australia</i>	(a)4 621.4	(a)35.0	(a)5 649.2	(a)37.4	(a)4 694.3	35.5	(a)5 361.9	35.5
LEVEL 4/5								
New South Wales	708.8	15.8	837.7	16.7	(a)660.9	14.7	(a)919.7	18.3
Victoria	577.3	17.3	586.8	15.5	538.6	16.2	626.7	16.6
Queensland	452.0	18.9	456.8	15.4	441.3	18.5	497.8	16.8
South Australia	219.1	20.5	195.8	17.3	199.9	18.7	214.5	18.9
Western Australia	235.9	18.6	244.3	16.4	(a)213.2	16.8	(a)282.5	18.9
Tasmania	45.1	13.3	51.3	14.4	43.1	12.7	54.2	15.2
Northern Territory	*19.5	*19.0	15.8	13.7	*21.1	*20.6	17.3	15.0
Australian Capital Territory	65.7	29.2	64.9	26.2	65.7	29.2	64.0	25.8
<i>Australia</i>	2 323.5	17.6	2 453.4	16.2	(a)2 183.8	16.5	(a)2 676.7	17.7

* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) Difference between 1996 and 2006 is statistically significant.

4

SKILL LEVEL, Prose and Document literacy scale by State or Territory of usual residence—1996 and 2006 *continued*



PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE			
1996		2006		1996		2006	
'000	%	'000	%	'000	%	'000	%



TOTAL

State or Territory									
New South Wales	4 497.1	100.0	5 022.7	100.0	4 497.1	100.0	5 022.7	100.0	
Victoria	3 329.0	100.0	3 781.4	100.0	3 329.0	100.0	3 781.4	100.0	
Queensland	2 385.4	100.0	2 957.1	100.0	2 385.4	100.0	2 957.1	100.0	
South Australia	1 070.9	100.0	1 133.2	100.0	1 070.9	100.0	1 133.2	100.0	
Western Australia	1 270.3	100.0	1 492.1	100.0	1 270.3	100.0	1 492.1	100.0	
Tasmania	340.5	100.0	356.1	100.0	340.5	100.0	356.1	100.0	
Northern Territory	102.6	100.0	115.3	100.0	102.6	100.0	115.3	100.0	
Australian Capital Territory	225.0	100.0	247.6	100.0	225.0	100.0	247.6	100.0	
<i>Australia</i>	<i>13 220.8</i>	<i>100.0</i>	<i>15 105.4</i>	<i>100.0</i>	<i>13 220.8</i>	<i>100.0</i>	<i>15 105.4</i>	<i>100.0</i>	



SKILL LEVEL

Level 1	Level 2	Level 3	Level 4/5
%	%	%	%

PROSE LITERACY SCALE

Australia	14.5	29.0	38.8	17.7
Bermuda	12.5	25.6	35.6	26.3
Canada(b)	14.6	27.3	38.6	19.5
Italy	47.0	32.5	17.0	3.5
Norway	7.9	26.2	45.3	20.6
Switzerland(c)	15.9	36.3	35.7	12.1
United States	20.0	32.6	34.6	12.8

DOCUMENT LITERACY SCALE

Australia	15.5	28.0	37.1	19.4
Bermuda	16.6	29.5	32.7	21.1
Canada(b)	15.6	27.0	36.9	20.5
Italy	49.2	31.4	15.8	3.6
Norway	8.9	23.5	39.7	27.9
Switzerland(c)	14.5	34.5	35.8	15.1
United States	20.2	32.3	32.6	15.0

NUMERACY SCALE

Australia	19.7	30.0	32.8	17.5
Bermuda	21.4	32.7	29.9	16.0
Canada(b)	19.5	30.3	33.4	16.9
Italy	43.5	36.7	16.8	3.0
Norway	10.6	29.6	41.5	18.4
Switzerland(c)	8.6	30.7	37.8	22.9
United States	26.8	31.8	28.8	12.7

PROBLEM SOLVING SCALE

Australia	32.1	35.7	26.3	5.9
Bermuda	33.1	36.8	23.6	6.5
Canada(b)	29.7	38.8	26.2	5.4
Italy	67.8	22.8	8.1	1.2
Norway	23.3	37.5	32.0	7.2
Switzerland(c)	28.8	37.3	26.5	7.3
United States	. .	. .	. .	. .

. . not applicable

- (a) People aged 16-65 years.
- (b) Canada conducted the survey in their official languages: English and French.
- (c) Switzerland conducted the survey in their official languages: French, German and Italian.

Note: Switzerland (Italian) and the United States did not collect scores for the problem solving skills domain.

SKILL LEVEL, Selected countries and Australia, by Sex(a)

SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5	
	Males	Females	Males	Females	Males	Females	Males	Females
	%	%	%	%	%	%	%	%

PROSE LITERACY SCALE

Australia	15.3	13.7	30.5	27.4	37.8	39.8	16.5	19.0
Bermuda	14.5	10.7	26.8	24.4	33.9	37.2	24.8	27.7
Canada(b)	15.7	13.6	28.4	26.2	38.7	38.6	17.2	21.7
Italy	47.0	47.1	32.2	32.7	17.2	16.8	3.6	3.4
Norway	8.9	6.8	27.1	25.4	46.5	44.1	17.6	23.6
Switzerland(c)	15.6	16.1	35.4	37.2	35.9	35.6	13.0	11.1
United States	21.2	18.8	33.1	32.1	33.6	35.5	12.0	13.5

DOCUMENT LITERACY SCALE

Australia	14.8	16.2	27.1	28.9	37.1	37.2	21.1	17.8
Bermuda	17.6	15.7	29.2	29.8	31.2	34.1	22.0	20.3
Canada(b)	15.3	15.9	25.5	28.5	37.4	36.4	21.8	19.2
Italy	46.3	52.1	31.6	31.2	17.8	13.8	4.2	2.9
Norway	8.4	9.4	21.2	25.9	39.9	39.5	30.6	25.2
Switzerland(c)	12.6	16.4	31.6	37.5	36.3	35.4	19.6	10.8
United States	20.0	20.3	30.7	33.7	32.3	32.9	17.0	13.0

NUMERACY SCALE

Australia	16.6	22.7	28.2	31.9	33.6	31.9	21.7	13.4
Bermuda	18.1	24.6	31.7	33.6	30.4	29.4	19.8	12.4
Canada(b)	16.5	22.4	27.5	33.1	34.9	31.8	21.1	12.7
Italy	39.1	47.8	36.9	36.6	20.0	13.6	3.9	2.0
Norway	8.0	13.2	25.0	34.3	44.4	38.5	22.6	14.0
Switzerland(c)	7.7	9.4	25.4	36.0	37.4	38.3	29.5	16.3
United States	23.3	30.2	29.2	34.3	30.7	26.9	16.8	8.7

PROBLEM SOLVING SCALE

Australia	32.4	31.8	35.3	36.1	26.2	26.3	6.1	5.8
Bermuda	35.6	30.7	36.6	36.9	22.4	24.8	5.5	7.6
Canada(b)	29.9	29.4	38.9	38.6	25.7	26.7	5.4	5.3
Italy	66.0	69.6	24.0	21.7	8.5	7.7	*1.5	*1.0
Norway	23.8	22.8	37.3	37.6	31.9	32.1	6.9	7.5
Switzerland(c)	28.1	29.6	37.6	36.9	26.8	26.3	7.5	7.2
United States	..	..	..	..	..	..	..	..

* estimate has a relative standard error of 25% to 50% and should be used with caution

.. not applicable

(a) People aged 16-65 years.

(b) Canada conducted the survey in their official languages: English and French.

(c) Switzerland conducted the survey in their official languages: French, German and Italian.

Note: Switzerland (Italian) and the United States did not collect scores for the problem solving skills domain.

SKILL LEVEL, Prose literacy scale, Selected countries and Australia by Age(a)

PROSE LITERACY SCALE

	Level 1	Level 2	Level 3	Level 4/5
	%	%	%	%
16-24 YEARS				
Australia	11.5	30.9	41.2	16.4
Bermuda	*9.0	28.4	37.0	25.6
Canada	9.8	28.5	40.7	21.0
Italy	35.6	36.8	22.7	5.0
Norway	*4.4	19.5	49.0	27.0
Switzerland	11.5	32.5	40.8	15.3
United States	17.2	38.0	34.1	10.7
25-34 YEARS				
Australia	10.1	28.4	41.2	20.3
Bermuda	6.4	22.7	39.0	31.9
Canada	9.3	23.6	42.0	25.1
Italy	38.8	34.4	21.5	5.3
Norway	*4.2	20.3	47.6	28.0
Switzerland	11.9	33.5	37.0	17.5
United States	19.5	31.1	35.0	14.4
35-44 YEARS				
Australia	12.0	27.4	39.8	20.9
Bermuda	10.8	23.8	35.3	30.1
Canada	13.7	26.8	38.4	21.1
Italy	44.4	34.2	17.6	*3.8
Norway	6.0	20.6	49.0	24.4
Switzerland	13.3	33.4	40.0	13.3
United States	20.5	31.4	34.2	14.0
45-54 YEARS				
Australia	16.7	26.6	37.7	19.0
Bermuda	15.2	26.4	34.0	24.4
Canada	15.7	27.6	39.1	17.6
Italy	49.1	32.6	15.6	*2.6
Norway	8.8	31.5	45.2	14.4
Switzerland	18.6	38.5	33.4	9.5
United States	19.8	29.8	37.2	13.3
55-65 YEARS				
Australia	23.3	32.3	33.5	10.9
Bermuda	25.4	30.0	31.3	13.4
Canada	26.2	30.7	32.0	11.1
Italy	66.1	24.8	8.1	*1.1
Norway	16.4	40.1	35.1	8.4
Switzerland	24.1	44.2	27.0	4.7
United States	23.6	33.7	31.8	10.9

* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) People aged 16-65 years

SKILL LEVEL, Prose literacy scale by Selected characteristics

	SKILL LEVEL				Total
	Level 1	Level 2	Level 3	Level 4/5	
NUMBER ('000)					
Whether needs help to read information in English(a)					
Needs help to read information in English	1 006.3	578.1	371.3	73.2	2 029.0
Does not need help to read information	1 509.0	3 909.4	5 277.9	2 380.2	13 076.5
Whether needs help to read instructions in English(b)					
Needs help to read instructions in English	595.8	191.1	139.4	*30.2	956.5
Does not need help to read instructions	1 919.4	4 296.5	5 509.8	2 423.2	14 148.9
How often uses a library					
Weekly	180.3	539.5	982.1	520.4	2 222.3
Monthly	222.8	566.5	977.6	461.8	2 228.7
Several times during the year	181.4	540.8	904.9	475.2	2 102.2
Once or twice during the year	274.5	754.2	1 098.5	535.2	2 662.3
Never	1 656.3	2 086.6	1 686.2	460.8	5 889.9
Number of books in respondent's home(c)					
Less than 25	786.6	737.5	470.8	88.5	2 083.4
25 to 100	920.4	1 727.7	1 750.3	491.2	4 889.5
Over 100	723.8	1 981.5	3 407.0	1 863.6	7 975.9
Reading is a favourite activity					
Strongly agree	345.1	992.4	1 909.4	1 079.2	4 326.1
Agree	731.0	1 396.3	1 942.0	859.3	4 928.6
Disagree	1 036.1	1 775.2	1 579.7	472.6	4 863.6
Strongly disagree	403.1	323.6	218.1	*42.3	987.1
Enjoys talking about what has read with other people					
Strongly agree	287.9	667.3	1 295.7	737.5	2 988.3
Agree	1 146.9	2 388.6	3 238.2	1 391.7	8 165.3
Disagree	813.3	1 241.7	993.0	293.1	3 341.1
Strongly disagree	267.2	190.0	122.4	*31.1	610.7
Reads only when has to					
Strongly agree	392.6	356.0	214.6	*40.9	1 004.1
Agree	957.2	1 124.8	784.3	167.5	3 033.7
Disagree	887.9	1 984.8	2 423.3	945.4	6 241.4
Strongly disagree	277.6	1 021.9	2 227.1	1 299.7	4 826.2
Usual hours per day spent watching television, videos or DVD's(c)					
1 hour or less per day(d)	469.7	689.1	1 158.9	606.1	2 923.7
More than 1 hour and up to 2 hours per day	732.9	1 400.2	1 945.0	949.6	5 027.6
More than 2 hours but less than 5 hours per day	948.6	1 939.8	2 239.4	828.1	5 956.0
5 or more hours per day	340.4	453.1	304.2	68.9	1 166.7
DOLLARS (\$)					
Median personal gross weekly income	298	503	695	890	600

* estimate has a relative standard error of 25% to 50% and should be used with caution
 (a) From government agencies, businesses or other institutions.

(b) Such as on medicine bottle or on packaged goods in shops.
 (c) Excludes not known.
 (d) Includes persons who do not have a television, VCR or DVD player.

SKILL LEVEL, Document literacy scale by Selected characteristics

	DOCUMENT LITERACY SCALE				
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
Whether reads national or international news					
Generally reads section	1 622.3	3 002.3	4 190.5	2 358.4	11 173.5
Generally doesn't read section	730.0	1 147.8	1 004.3	285.2	3 167.3
Whether reads regional or local news					
Generally reads section	1 969.3	3 547.5	4 536.5	2 355.8	12 409.1
Generally doesn't read section	383.0	602.6	658.3	287.7	1 931.7
Whether reads the sports section					
Generally reads section	1 173.0	2 152.0	2 599.0	1 376.8	7 300.9
Generally doesn't read section	1 179.3	1 998.1	2 595.8	1 266.8	7 039.9
Whether reads the home, fashion, food or health section					
Generally reads section	1 206.6	2 263.3	2 924.8	1 536.5	7 931.2
Generally doesn't read section	1 145.8	1 886.8	2 270.0	1 107.1	6 409.6
Whether reads the editorial page					
Generally reads section	885.3	1 773.2	2 394.9	1 291.2	6 344.6
Generally doesn't read section	1 467.0	2 376.9	2 799.9	1 352.3	7 996.2
Whether reads financial news or stock reports					
Generally reads section	515.3	1 165.5	1 766.8	1 050.0	4 497.6
Generally doesn't read section	1 837.0	2 984.6	3 428.0	1 593.6	9 843.2
Whether reads book, movie or art reviews					
Generally reads section	894.0	2 003.0	3 002.1	1 672.6	7 571.6
Generally doesn't read section	1 458.3	2 147.1	2 192.7	970.9	6 769.1
Whether reads horoscopes					
Generally reads section	887.4	1 505.4	1 693.2	657.2	4 743.2
Generally doesn't read section	1 464.9	2 644.7	3 501.6	1 986.4	9 597.6
Does not read newspaper	365.5	199.0	167.1	*33.1	764.6
<i>Total</i>	<i>2 717.8</i>	<i>4 349.1</i>	<i>5 361.9</i>	<i>2 676.7</i>	<i>15 105.4</i>

* estimate has a relative standard error of 25% to 50% and should be used with caution

SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000

PROSE LITERACY SCALE

Level of highest non-school qualification									
Postgraduate Degree	**8.8	**1.7	66.1	13.0	238.5	46.8	196.5	38.5	509.9
Graduate Diploma / Graduate Certificate	**8.3	**2.0	57.5	14.0	184.2	44.9	159.8	39.0	409.8
Bachelor Degree	72.4	3.4	372.8	17.7	897.9	42.7	759.1	36.1	2 102.2
Advanced Diploma / Diploma	87.9	6.6	293.1	22.0	672.8	50.5	278.3	20.9	1 332.1
Certificate III / IV	342.2	14.0	891.7	36.5	938.7	38.4	269.9	11.1	2 442.5
Certificate I / II	177.2	16.0	391.3	35.3	418.4	37.7	122.8	11.1	1 109.7
Certificate not further defined	*44.5	20.4	88.3	40.6	73.8	33.9	**11.1	**5.1	217.8
Total(a)	758.5	9.1	2 214.4	26.7	3 496.1	42.2	1 822.1	22.0	8 291.1
Field of highest non-school qualification									
Natural and Physical Sciences	**7.5	**2.6	*22.2	*7.5	113.7	38.6	151.4	51.3	294.9
Information Technology	**8.1	**3.2	*59.8	23.4	118.7	46.3	69.5	27.1	256.1
Engineering and Related Technologies	215.8	13.8	540.8	34.7	591.4	37.9	212.4	13.6	1 560.4
Architecture and Building	99.7	20.4	167.7	34.3	170.3	34.9	*50.9	*10.4	488.5
Agriculture, Environmental and Related Studies	*18.8	*8.1	*56.1	*24.1	102.6	44.1	55.3	23.8	233.0
Health	*36.7	*4.6	156.8	19.5	378.0	47.1	231.1	28.8	802.6
Education	*27.4	*4.5	91.4	15.1	282.3	46.6	204.4	33.8	605.5
Management and Commerce	130.4	6.5	519.7	25.9	913.2	45.5	444.3	22.1	2 007.6
Society and Culture	*63.7	*6.6	227.1	23.4	413.1	42.6	266.9	27.5	970.7
Creative Arts	*35.1	*9.6	100.6	27.7	171.0	47.0	*57.1	*15.7	363.8
Food, Hospitality and Personal Services	101.0	18.9	239.2	44.7	161.2	30.1	*34.0	*6.4	535.4
Mixed Field Programmes	**5.9	**22.0	**9.1	**34.1	**9.4	**35.3	**2.3	**8.7	*26.8
Total(b)	758.5	9.1	2 214.4	26.7	3 496.1	42.2	1 822.1	22.0	8 291.1
Without a non-school qualification									
Year 12 or equivalent	255.6	12.2	512.4	24.5	900.8	43.0	424.5	20.3	2 093.4
Year 11 or equivalent	125.4	14.8	284.1	33.5	361.9	42.7	*75.3	*8.9	846.7
Year 10 or below	1 342.1	35.0	1 474.4	38.4	890.4	23.2	131.4	3.4	3 838.4
Total(c)	1 756.7	25.8	2 273.1	33.4	2 153.2	31.6	631.3	9.3	6 814.3
Number of years of formal education									
10 or below	1 622.8	33.4	1 855.6	38.2	1 202.6	24.7	181.9	3.7	4 862.9
11 to 15	802.8	11.1	2 121.3	29.3	3 084.8	42.7	1 219.7	16.9	7 228.7
16 to 20	88.5	3.2	481.5	17.3	1 253.6	45.0	960.3	34.5	2 783.9
21 or more	**1.1	**0.5	*29.2	*12.7	108.2	47.1	91.5	39.8	229.9
Total	2 515.3	16.7	4 487.6	29.7	5 649.2	37.4	2 453.4	16.2	15 105.4

DOCUMENT LITERACY SCALE

Level of highest non-school qualification									
Postgraduate Degree	**10.3	**2.0	*59.6	*11.7	212.5	41.7	227.6	44.6	509.9
Graduate Diploma / Graduate Certificate	**9.9	**2.4	59.6	14.6	179.4	43.8	160.9	39.3	409.8
Bachelor Degree	82.1	3.9	339.5	16.2	872.6	41.5	808.0	38.4	2 102.2
Advanced Diploma / Diploma	105.2	7.9	345.8	26.0	612.6	46.0	268.5	20.2	1 332.1
Certificate III / IV	349.4	14.3	862.4	35.3	926.6	37.9	304.1	12.5	2 442.5
Certificate I / II	201.1	18.1	377.1	34.0	410.6	37.0	120.9	10.9	1 109.7
Certificate not further defined	*44.0	20.2	84.5	38.8	74.4	34.2	*14.8	*6.8	217.8
Total(a)	823.8	9.9	2 184.3	26.3	3 352.9	40.4	1 930.2	23.3	8 291.1

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Includes persons whose level of study could not be determined.

(b) Includes persons whose main field of study could not be determined.

(c) Includes persons who never attended school.

SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000

DOCUMENT LITERACY SCALE *cont.*

Field of highest non-school qualification									
Natural and Physical Sciences	**7.4	**2.5	*19.2	*6.5	107.5	36.5	160.8	54.5	294.9
Information Technology	**8.4	**3.3	*42.5	*16.6	112.4	43.9	*92.8	36.2	256.1
Engineering and Related Technologies	223.7	14.3	472.8	30.3	607.2	38.9	256.7	16.5	1 560.4
Architecture and Building	91.8	18.8	169.9	34.8	158.9	32.5	67.9	13.9	488.5
Agriculture, Environmental and Related Studies	*16.1	*6.9	*50.0	*21.5	105.3	45.2	61.5	26.4	233.0
Health	55.6	6.9	192.2	23.9	340.7	42.5	214.1	26.7	802.6
Education	*32.9	*5.4	110.0	18.2	276.4	45.7	186.2	30.8	605.5
Management and Commerce	150.7	7.5	501.2	25.0	881.4	43.9	474.3	23.6	2 007.6
Society and Culture	81.7	8.4	238.2	24.5	382.8	39.4	268.0	27.6	970.7
Creative Arts	38.6	10.6	111.3	30.6	154.0	42.3	*59.9	*16.5	363.8
Food, Hospitality and Personal Services	104.5	19.5	239.0	44.6	154.6	28.9	*37.3	*7.0	535.4
Mixed Field Programmes	**2.5	**9.4	**11.2	**42.0	**9.8	**36.7	**3.2	**11.9	*26.8
Total(a)	823.8	9.9	2 184.3	26.3	3 352.9	40.4	1 930.2	23.3	8 291.1
Without a non-school qualification									
Year 12 or equivalent	246.5	11.8	508.6	24.3	827.8	39.5	510.5	24.4	2 093.4
Year 11 or equivalent	137.7	16.3	267.0	31.5	348.3	41.1	93.7	11.1	846.7
Year 10 or below	1 475.4	38.4	1 387.7	36.2	833.0	21.7	142.3	3.7	3 838.4
Total(b)	1 894.0	27.8	2 164.8	31.8	2 009.0	29.5	746.5	11.0	6 814.3
Number of years of formal education									
10 or below	1 771.7	36.4	1 739.5	35.8	1 151.7	23.7	200.1	4.1	4 862.9
11 to 15	851.4	11.8	2 133.2	29.5	2 900.6	40.1	1 343.4	18.6	7 228.7
16 to 20	92.7	3.3	439.9	15.8	1 216.8	43.7	1 034.5	37.2	2 783.9
21 or more	**1.9	**0.8	*36.5	*15.9	92.8	40.4	98.7	42.9	229.9
Total	2 717.8	18.0	4 349.1	28.8	5 361.9	35.5	2 676.7	17.7	15 105.4

NUMERACY SCALE

Level of highest non-school qualification									
Postgraduate Degree	*16.8	*3.3	*64.0	*12.6	198.4	38.9	230.6	45.2	509.9
Graduate Diploma / Graduate Certificate	**16.9	**4.1	67.3	16.4	170.9	41.7	154.7	37.8	409.8
Bachelor Degree	111.7	5.3	384.5	18.3	799.2	38.0	806.8	38.4	2 102.2
Advanced Diploma / Diploma	168.1	12.6	420.3	31.5	533.2	40.0	210.6	15.8	1 332.1
Certificate III / IV	473.6	19.4	878.1	36.0	811.8	33.2	279.0	11.4	2 442.5
Certificate I / II	262.9	23.7	415.8	37.5	332.5	30.0	98.5	8.9	1 109.7
Certificate not further defined	62.5	28.7	83.1	38.2	57.6	26.5	*14.6	*6.7	217.8
Total(c)	1 138.9	13.7	2 371.5	28.6	2 960.9	35.7	1 819.8	21.9	8 291.1
Field of highest non-school qualification									
Natural and Physical Sciences	*9.6	*3.3	*31.0	*10.5	*95.8	32.5	158.5	53.8	294.9
Information Technology	*18.0	*7.0	*49.9	19.5	92.8	36.3	95.3	37.2	256.1
Engineering and Related Technologies	252.1	16.2	479.0	30.7	530.8	34.0	298.5	19.1	1 560.4
Architecture and Building	94.8	19.4	155.8	31.9	167.4	34.3	*70.6	*14.4	488.5
Agriculture, Environmental and Related Studies	*31.7	*13.6	*59.3	25.5	*80.9	*34.7	*61.1	*26.2	233.0
Health	88.5	11.0	220.6	27.5	311.3	38.8	182.3	22.7	802.6
Education	47.0	7.8	138.3	22.8	254.4	42.0	165.8	27.4	605.5
Management and Commerce	240.8	12.0	570.9	28.4	741.5	36.9	454.4	22.6	2 007.6
Society and Culture	125.2	12.9	291.5	30.0	352.0	36.3	202.0	20.8	970.7
Creative Arts	*45.5	*12.5	117.6	32.3	148.9	40.9	*51.8	*14.2	363.8
Food, Hospitality and Personal Services	165.6	30.9	217.4	40.6	121.2	22.6	*31.2	*5.8	535.4
Mixed Field Programmes	**9.3	**34.6	**7.2	**27.1	**7.9	**29.4	**2.4	**8.9	*26.8
Total(a)	1 138.9	13.7	2 371.5	28.6	2 960.9	35.7	1 819.8	21.9	8 291.1

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Includes persons whose main field of study could not be determined.

(b) Includes persons who never attended school.

(c) Includes persons whose level of study could not be determined.

SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000

NUMERACY SCALE *cont.*

Without a non-school qualification									
Year 12 or equivalent	333.6	15.9	571.5	27.3	771.3	36.8	417.0	19.9	2 093.4
Year 11 or equivalent	175.2	20.7	311.2	36.8	278.4	32.9	*82.0	*9.7	846.7
Year 10 or below	1 639.2	42.7	1 358.6	35.4	721.5	18.8	*119.1	*3.1	3 838.4
Total(a)	2 182.0	32.0	2 243.1	32.9	1 771.2	26.0	618.0	9.1	6 814.3
Number of years of formal education									
10 or below	1 984.3	40.8	1 735.6	35.7	967.6	19.9	175.4	3.6	4 862.9
11 to 15	1 193.0	16.5	2 311.0	32.0	2 578.1	35.7	1 146.7	15.9	7 228.7
16 to 20	138.6	5.0	529.6	19.0	1 094.8	39.3	1 020.9	36.7	2 783.9
21 or more	*5.1	**2.2	*38.4	*16.7	91.6	39.8	94.9	41.3	229.9
Total	3 321.0	22.0	4 614.6	30.5	4 732.1	31.3	2 437.8	16.1	15 105.4

PROBLEM SOLVING SCALE

Level of highest non-school qualification									
Postgraduate Degree	*48.7	9.6	139.6	27.4	231.5	45.4	90.0	17.7	509.9
Graduate Diploma / Graduate Certificate	*41.9	*10.2	129.5	31.6	189.0	46.1	49.4	12.0	409.8
Bachelor Degree	288.4	13.7	667.4	31.7	852.6	40.6	293.8	14.0	2 102.2
Advanced Diploma / Diploma	272.5	20.5	555.6	41.7	428.7	32.2	*75.4	*5.7	1 332.1
Certificate III / IV	884.1	36.2	986.6	40.4	506.7	20.7	*65.1	*2.7	2 442.5
Certificate I / II	402.1	36.2	459.4	41.4	225.4	20.3	*22.8	*2.1	1 109.7
Certificate not further defined	92.8	42.6	91.4	42.0	*28.8	*13.2	*4.7	**2.2	217.8
Total(b)	2 083.0	25.1	3 102.7	37.4	2 500.8	30.2	604.6	7.3	8 291.1
Field of highest non-school qualification									
Natural and Physical Sciences	*22.8	*7.7	*57.8	*19.6	138.9	47.1	75.5	25.6	294.9
Information Technology	*34.6	*13.5	94.8	37.0	104.1	40.6	*22.6	*8.8	256.1
Engineering and Related Technologies	550.9	35.3	581.5	37.3	375.9	24.1	*52.2	*3.3	1 560.4
Architecture and Building	201.1	41.2	171.1	35.0	101.0	20.7	**15.4	**3.1	488.5
Agriculture, Environmental and Related Studies	*45.2	*19.4	*93.0	*39.9	*78.2	*33.6	*16.6	*7.1	233.0
Health	152.2	19.0	308.8	38.5	271.8	33.9	69.9	8.7	802.6
Education	82.2	13.6	211.5	34.9	248.1	41.0	63.7	10.5	605.5
Management and Commerce	420.0	20.9	800.6	39.9	621.4	31.0	165.7	8.3	2 007.6
Society and Culture	202.4	20.8	357.6	36.8	330.4	34.0	*80.4	*8.3	970.7
Creative Arts	96.9	26.6	153.2	42.1	99.1	27.2	**14.7	**4.0	363.8
Food, Hospitality and Personal Services	245.6	45.9	202.8	37.9	74.4	13.9	**12.7	**2.4	535.4
Mixed Field Programmes	**9.7	**36.2	**11.2	**41.8	**5.9	**22.0	—	—	*26.8
Total(c)	2 083.0	25.1	3 102.7	37.4	2 500.8	30.2	604.6	7.3	8 291.1
Without a non-school qualification									
Year 12 or equivalent	526.4	25.1	742.4	35.5	666.0	31.8	158.6	7.6	2 093.4
Year 11 or equivalent	286.4	33.8	364.5	43.0	176.1	20.8	**19.8	**2.3	846.7
Year 10 or below	2 345.8	61.1	1 104.2	28.8	359.8	9.4	*28.6	*0.7	3 838.4
Total(a)	3 194.5	46.9	2 211.1	32.4	1 201.9	17.6	206.9	3.0	6 814.3
Number of years of formal education									
10 or below	2 869.4	59.0	1 483.2	30.5	472.7	9.7	*37.6	*0.8	4 862.9
11 to 15	2 043.0	28.3	2 840.3	39.3	1 959.6	27.1	385.9	5.3	7 228.7
16 to 20	349.1	12.5	923.7	33.2	1 164.2	41.8	346.9	12.5	2 783.9
21 or more	*16.0	*7.0	66.6	29.0	106.2	46.2	*41.1	*17.9	229.9
Total	5 277.5	34.9	5 313.8	35.2	3 702.6	24.5	811.5	5.4	15 105.4

* estimate has a relative standard error of 25% to 50% and should be used with caution
 ** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

— nil or rounded to zero (including null cells)
 (a) Includes persons who never attended school.
 (b) Includes persons whose level of study could not be determined.
 (c) Includes persons whose main field of study could not be determined.

	SKILL LEVEL				
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
PROSE LITERACY SCALE					
Participation in courses					
Undertook an educational qualification and/or course	432.5	1 651.8	2 991.1	1 600.2	6 675.6
Did not undertake an educational qualification and/or course	2 082.8	2 835.8	2 658.1	853.1	8 429.8
Participation in informal learning					
Visited trade fairs, professional conferences or expos	247.0	930.6	1 983.2	1 084.6	4 245.4
Attended lectures, seminars or workshops	300.9	1 124.0	2 331.4	1 359.9	5 116.3
Read manuals or reference books	517.1	2 077.2	3 775.5	1 947.9	8 317.7
Went on guided tours	218.9	814.9	1 506.9	821.1	3 361.9
Used the computer or Internet	616.8	2 397.9	4 166.9	2 082.9	9 264.5
Used video, television or tapes	482.3	1 544.4	2 562.0	1 253.6	5 842.2
Learnt by watching, getting help or advice	925.9	2 702.2	4 191.3	2 045.5	9 865.0
Learnt by trying things out or practice	1 251.5	3 256.3	4 727.0	2 205.6	11 440.4
Learnt by moving around an organisation	350.0	1 122.8	1 601.3	746.1	3 820.1
Total participation in informal learning	1 628.2	3 830.5	5 277.5	2 385.0	13 121.2
Did not participate in informal learning	887.0	657.1	371.8	68.4	1 984.3
<i>Total participation in learning</i>	<i>1 690.9</i>	<i>3 920.6</i>	<i>5 359.4</i>	<i>2 408.2</i>	<i>13 379.0</i>
DOCUMENT LITERACY SCALE					
Participation in courses					
Undertook an educational qualification and/or course	454.4	1 608.7	2 817.2	1 795.2	6 675.6
Did not undertake an educational qualification and/or course	2 263.3	2 740.3	2 544.7	881.4	8 429.8
Participation in informal learning					
Visited trade fairs, professional conferences or expos	265.7	934.2	1 845.3	1 200.2	4 245.4
Attended lectures, seminars or workshops	346.3	1 137.3	2 200.4	1 432.3	5 116.3
Read manuals or reference books	604.6	2 023.5	3 551.0	2 138.6	8 317.7
Went on guided tours	266.0	796.0	1 455.3	844.6	3 361.9
Used the computer or Internet	643.7	2 352.8	3 977.1	2 291.0	9 264.5
Used video, television or tapes	509.1	1 522.3	2 463.8	1 347.0	5 842.2
Learnt by watching, getting help or advice	1 001.1	2 640.1	3 994.7	2 229.0	9 865.0
Learnt by trying things out or practice	1 362.1	3 165.7	4 502.6	2 410.0	11 440.4
Learnt by moving around an organisation	391.2	1 044.3	1 579.8	804.7	3 820.1
Total participation in informal learning	1 748.4	3 752.7	5 015.0	2 605.1	13 121.2
Did not participate in informal learning	969.4	596.3	346.9	*71.6	1 984.3
<i>Total participation in learning</i>	<i>1 811.3</i>	<i>3 832.2</i>	<i>5 101.4</i>	<i>2 634.2</i>	<i>13 379.0</i>
NUMERACY SCALE					
Participation in courses					
Undertook an educational qualification and/or course	723.8	1 866.6	2 484.7	1 600.5	6 675.6
Did not undertake an educational qualification and/or course	2 597.2	2 748.0	2 247.4	837.3	8 429.8
Participation in informal learning					
Visited trade fairs, professional conferences or expos	357.0	1 108.1	1 640.0	1 140.2	4 245.4
Attended lectures, seminars or workshops	467.7	1 341.5	1 962.8	1 344.2	5 116.3
Read manuals or reference books	839.0	2 281.1	3 222.7	1 975.0	8 317.7
Went on guided tours	351.8	902.5	1 298.9	808.7	3 361.9
Used the computer or Internet	979.4	2 633.1	3 541.4	2 110.6	9 264.5
Used video, television or tapes	698.5	1 694.9	2 198.2	1 250.7	5 842.2
Learnt by watching, getting help or advice	1 329.9	2 865.3	3 610.4	2 059.5	9 865.0
Learnt by trying things out or practice	1 746.2	3 434.6	4 028.6	2 231.1	11 440.4
Learnt by moving around an organisation	518.8	1 165.1	1 384.4	751.8	3 820.1
Total participation in informal learning	2 240.9	4 026.3	4 468.7	2 385.3	13 121.2
Did not participate in informal learning	1 080.1	588.3	263.4	*52.5	1 984.3
<i>Total participation in learning</i>	<i>2 321.7</i>	<i>4 126.9</i>	<i>4 525.9</i>	<i>2 404.5</i>	<i>13 379.0</i>

* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) In the 12 completed months prior to the survey.

	SKILL LEVEL				
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
.....					
PROBLEM SOLVING SCALE					
.....					
Participation in courses					
Undertook an educational qualification and/or course	1 374.9	2 496.3	2 233.5	570.9	6 675.6
Did not undertake an educational qualification and/or course	3 902.6	2 817.6	1 469.2	240.6	8 429.8
Participation in informal learning					
Visited trade fairs, professional conferences or expos	701.7	1 575.4	1 561.3	407.0	4 245.4
Attended lectures, seminars or workshops	918.8	1 870.6	1 825.6	501.2	5 116.3
Read manuals or reference books	1 674.8	3 143.7	2 816.2	682.9	8 317.7
Went on guided tours	701.8	1 275.5	1 105.3	279.2	3 361.9
Used the computer or Internet	1 954.6	3 559.3	3 044.3	706.3	9 264.5
Used video, television or tapes	1 392.1	2 223.7	1 814.7	411.8	5 842.2
Learnt by watching, getting help or advice	2 494.5	3 692.2	2 988.7	689.5	9 865.0
Learnt by trying things out or practice	3 179.3	4 252.9	3 263.8	744.5	11 440.4
Learnt by moving around an organisation	992.6	1 490.9	1 094.0	242.7	3 820.1
Total participation in informal learning	3 933.0	4 829.8	3 565.1	793.4	13 121.2
Did not participate in informal learning	1 344.5	484.1	137.6	*18.1	1 984.3
<i>Total participation in learning</i>	<i>4 049.2</i>	<i>4 918.4</i>	<i>3 607.9</i>	<i>803.5</i>	<i>13 379.0</i>
.....					

* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) In the 12 completed months prior to the survey.

LABOUR FORCE STATUS

	<i>Employed</i>		<i>Unemployed</i>		<i>Not in the Labour Force</i>		<i>Total</i>	
	'000	%	'000	%	'000	%	'000	%
MALES								
Prose literacy scale								
Level 1	778.5	13.4	54.9	22.8	483.2	32.5	1 316.6	17.5
Level 2	1 756.2	30.2	88.1	36.6	489.8	33.0	2 334.1	31.0
Level 3	2 256.7	38.8	*78.6	32.7	410.8	27.6	2 746.2	36.4
Level 4/5	1 021.7	17.6	*19.2	8.0	102.5	6.9	1 143.4	15.2
Document literacy scale								
Level 1	729.3	12.5	*56.0	23.3	504.8	34.0	1 290.1	17.1
Level 2	1 561.7	26.9	*78.4	32.6	459.6	30.9	2 099.8	27.8
Level 3	2 214.2	38.1	85.4	35.5	396.8	26.7	2 696.4	35.8
Level 4/5	1 307.9	22.5	**21.0	8.7	125.3	8.4	1 454.2	19.3
Numeracy scale								
Level 1	821.4	14.1	84.0	34.9	509.9	34.3	1 415.2	18.8
Level 2	1 599.2	27.5	*76.9	31.9	490.0	33.0	2 166.1	28.7
Level 3	2 028.8	34.9	*57.9	24.0	356.4	24.0	2 443.0	32.4
Level 4/5	1 363.8	23.5	**22.1	9.2	130.2	8.8	1 516.1	20.1
Problem solving scale								
Level 1	1 720.4	29.6	112.5	46.7	805.5	54.2	2 638.4	35.0
Level 2	2 085.8	35.9	84.7	35.2	451.5	30.4	2 622.1	34.8
Level 3	1 622.1	27.9	*35.6	14.8	207.0	13.9	1 864.7	24.7
Level 4/5	384.8	6.6	**7.9	3.3	*22.5	1.5	415.3	5.5
Health literacy scale								
Level 1	910.9	15.7	67.4	28.0	507.8	34.2	1 486.2	19.7
Level 2	2 320.9	39.9	109.2	45.4	613.5	41.3	3 043.7	40.4
Level 3	2 171.6	37.4	*58.8	24.4	334.9	22.5	2 565.4	34.0
Level 4/5	409.7	7.0	*5.3	2.2	*30.1	2.0	445.1	5.9
<i>Total</i>	5 813.2	100.0	240.8	100.0	1 486.5	100.0	7 540.4	100.0

FEMALES

Prose literacy scale								
Level 1	423.1	8.8	46.0	19.1	729.5	28.8	1 198.6	15.8
Level 2	1 240.0	25.9	*99.1	41.1	814.3	32.2	2 153.4	28.5
Level 3	2 060.8	43.0	80.2	33.3	762.1	30.1	2 903.0	38.4
Level 4/5	1 069.8	22.3	*15.6	6.5	224.6	8.9	1 310.0	17.3
Document literacy scale								
Level 1	500.9	10.4	58.6	24.3	868.2	34.3	1 427.7	18.9
Level 2	1 303.5	27.2	98.0	40.7	847.9	33.5	2 249.3	29.7
Level 3	1 974.9	41.2	69.8	29.0	620.8	24.5	2 665.5	35.2
Level 4/5	1 014.5	21.2	**14.5	6.0	193.5	7.6	1 222.5	16.2
Numeracy scale								
Level 1	775.4	16.2	97.3	40.4	1 033.0	40.8	1 905.7	25.2
Level 2	1 515.9	31.6	93.7	38.9	838.9	33.2	2 448.5	32.4
Level 3	1 729.4	36.1	41.0	17.0	518.7	20.5	2 289.1	30.3
Level 4/5	773.0	16.1	**8.8	3.7	139.8	5.5	921.7	12.2
Problem solving scale								
Level 1	1 182.6	24.7	123.4	51.2	1 333.1	52.7	2 639.1	34.9
Level 2	1 806.2	37.7	85.3	35.4	800.2	31.6	2 691.8	35.6
Level 3	1 464.3	30.5	*27.9	11.6	345.8	13.7	1 838.0	24.3
Level 4/5	340.6	7.1	**4.3	1.8	51.3	2.0	396.2	5.2
Health literacy scale								
Level 1	539.2	11.2	*66.5	27.6	831.1	32.8	1 436.9	19.0
Level 2	1 837.9	38.3	120.1	49.9	1 055.5	41.7	3 013.5	39.8
Level 3	2 054.2	42.9	*51.8	21.5	577.6	22.8	2 683.6	35.5
Level 4/5	362.5	7.6	*2.4	1.0	*66.2	2.6	431.0	5.7
<i>Total</i>	4 793.8	100.0	240.8	100.0	2 530.4	100.0	7 565.0	100.0

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

LABOUR FORCE STATUS

	<u>Employed</u>		<u>Unemployed</u>		<u>Not in the Labour Force</u>		<u>Total</u>	
	'000	%	'000	%	'000	%	'000	%
PERSONS								
Prose literacy scale								
Level 1	1 201.7	11.3	100.9	20.9	1 212.7	30.2	2 515.3	16.7
Level 2	2 996.2	28.2	187.2	38.9	1 304.1	32.5	4 487.6	29.7
Level 3	4 317.5	40.7	158.8	33.0	1 172.9	29.2	5 649.2	37.4
Level 4/5	2 091.5	19.7	*34.8	7.2	327.2	8.1	2 453.4	16.2
Document literacy scale								
Level 1	1 230.2	11.6	114.6	23.8	1 372.9	34.2	2 717.8	18.0
Level 2	2 865.2	27.0	176.3	36.6	1 307.5	32.6	4 349.1	28.8
Level 3	4 189.1	39.5	155.2	32.2	1 017.6	25.3	5 361.9	35.5
Level 4/5	2 322.4	21.9	*35.5	7.4	318.8	7.9	2 676.7	17.7
Numeracy scale								
Level 1	1 596.8	15.1	181.3	37.6	1 542.9	38.4	3 321.0	22.0
Level 2	3 115.2	29.4	170.6	35.4	1 328.9	33.1	4 614.6	30.5
Level 3	3 758.2	35.4	98.8	20.5	875.1	21.8	4 732.1	31.3
Level 4/5	2 136.8	20.1	*30.9	6.4	270.1	6.7	2 437.8	16.1
Problem solving scale								
Level 1	2 903.0	27.4	235.9	49.0	2 138.6	53.2	5 277.5	34.9
Level 2	3 892.1	36.7	170.0	35.3	1 251.7	31.2	5 313.8	35.2
Level 3	3 086.4	29.1	*63.5	13.2	552.7	13.8	3 702.6	24.5
Level 4/5	725.5	6.8	**12.2	2.5	73.8	1.8	811.5	5.4
Health literacy scale								
Level 1	1 450.2	13.7	134.0	27.8	1 339.0	33.3	2 923.1	19.4
Level 2	4 158.8	39.2	229.3	47.6	1 669.1	41.6	6 057.2	40.1
Level 3	4 225.8	39.8	110.7	23.0	912.6	22.7	5 249.0	34.7
Level 4/5	772.2	7.3	**7.7	1.6	*96.3	2.4	876.1	5.8
Total	10 606.9	100.0	481.6	100.0	4 016.9	100.0	15 105.4	100.0

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

SKILL LEVEL

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
PROSE LITERACY SCALE					
In the labour force					
Employed					
Working full-time (in all jobs)	842.4	2 071.5	2 960.7	1 461.3	7 335.8
Working part-time (in all jobs)	359.3	924.8	1 356.8	630.2	3 271.1
Unemployed					
Looking for full-time work	59.0	124.7	93.4	*22.8	299.8
Looking for part-time work	*41.9	62.5	65.4	**12.0	181.8
Not in the labour force	1 212.7	1 304.1	1 172.9	327.2	4 016.9

DOCUMENT LITERACY SCALE

In the labour force					
Employed					
Working full-time (in all jobs)	850.7	1 935.6	2 877.0	1 672.5	7 335.8
Working part-time (in all jobs)	379.5	929.6	1 312.1	649.9	3 271.1
Unemployed					
Looking for full-time work	*63.7	117.8	93.6	**24.7	299.8
Looking for part-time work	50.9	*58.5	*61.6	**10.8	181.8
Not in the labour force	1 372.9	1 307.5	1 017.6	318.8	4 016.9

NUMERACY SCALE

In the labour force					
Employed					
Working full-time (in all jobs)	1 054.5	2 080.7	2 591.5	1 609.1	7 335.8
Working part-time (in all jobs)	542.3	1 034.4	1 166.7	527.7	3 271.1
Unemployed					
Looking for full-time work	112.0	95.9	69.3	**22.6	299.8
Looking for part-time work	69.4	74.6	*29.5	**8.3	181.8
Not in the labour force	1 542.9	1 328.9	875.1	270.1	4 016.9

PROBLEM SOLVING SCALE

In the labour force					
Employed					
Working full-time (in all jobs)	2 006.1	2 629.2	2 161.6	538.9	7 335.8
Working part-time (in all jobs)	896.9	1 262.9	924.8	186.5	3 271.1
Unemployed					
Looking for full-time work	143.7	108.5	*40.9	**6.8	299.8
Looking for part-time work	92.2	61.6	**22.6	**5.5	181.8
Not in the labour force	2 138.6	1 251.7	552.7	73.8	4 016.9

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

SKILL LEVEL

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
PROSE LITERACY SCALE					
Industry					
Agriculture, forestry and fishing	50.1	121.4	139.3	*49.0	359.8
Mining	*15.8	*53.6	80.5	*28.8	178.7
Manufacturing	192.7	357.1	397.3	126.8	1 073.9
Electricity, gas, water and waste services	*19.2	*39.4	*35.6	*18.5	112.8
Construction	154.9	338.9	315.6	75.8	885.2
Wholesale trade	*46.4	127.2	168.4	77.5	419.5
Retail Trade	166.7	438.6	473.2	160.6	1 239.1
Accommodation and food services	107.5	220.3	256.2	*90.9	674.9
Transport, postal and warehousing	99.9	170.7	175.1	*51.0	496.8
Information media and telecommunications	**12.5	51.6	89.2	*48.4	201.6
Financial and insurance services	**14.1	90.5	230.6	147.7	483.0
Rental, hiring and real estate services	*14.3	53.1	89.7	*37.4	194.5
Professional, scientific and technical services	*21.2	110.6	350.3	250.7	732.7
Administrative and support services	*57.1	106.8	131.3	*45.1	340.4
Public administration and safety	*31.2	135.4	316.2	215.4	698.2
Education and training	*24.7	100.1	361.5	297.1	783.4
Health care and social assistance	94.6	257.6	462.8	285.1	1 100.1
Arts and recreation services	**11.8	*61.4	85.3	*37.2	195.7
Other Services	*63.7	161.5	158.5	46.8	430.6
Total employed(b)	1 201.7	2 996.2	4 317.5	2 091.5	10 606.9

DOCUMENT LITERACY SCALE

Industry					
Agriculture, forestry and fishing	56.9	117.1	134.2	*51.7	359.8
Mining	**12.1	*49.6	79.5	*37.5	178.7
Manufacturing	183.7	305.1	416.5	168.7	1 073.9
Electricity, gas, water and waste services	*24.6	*30.8	*33.3	*24.1	112.8
Construction	142.1	321.5	313.9	107.7	885.2
Wholesale trade	*44.3	117.9	173.0	84.3	419.5
Retail Trade	165.3	403.3	484.5	186.0	1 239.1
Accommodation and food services	111.5	194.5	253.0	115.9	674.9
Transport, postal and warehousing	109.2	164.8	167.1	*55.7	496.8
Information media and telecommunications	**15.4	45.4	83.5	57.3	201.6
Financial and insurance services	*11.5	90.0	209.4	172.1	483.0
Rental, hiring and real estate services	*11.4	54.4	83.1	*45.6	194.5
Professional, scientific and technical services	*20.2	103.0	318.2	291.3	732.7
Administrative and support services	58.1	113.6	124.0	*44.6	340.4
Public administration and safety	*35.9	146.3	292.2	223.7	698.2
Education and training	*27.8	102.9	360.2	292.6	783.4
Health care and social assistance	122.8	277.9	439.2	260.3	1 100.1
Arts and recreation services	*14.0	*68.7	*68.5	*44.5	195.7
Other Services	60.3	157.8	155.3	57.2	430.6
Total employed(b)	1 230.2	2 865.2	4 189.1	2 322.4	10 606.9

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Industry coded to the 2006 Australian and New Zealand Standard Industrial Classification (ANZSIC).

(b) Includes persons where sector of employment could not be determined.

SKILL LEVEL

	SKILL LEVEL				Total
	Level 1	Level 2	Level 3	Level 4/5	
	'000	'000	'000	'000	'000
NUMERACY SCALE					
Industry					
Agriculture, forestry and fishing	*65.7	118.5	127.5	*48.1	359.8
Mining	*21.8	72.6	*56.2	*28.1	178.7
Manufacturing	236.4	325.9	338.1	173.5	1 073.9
Electricity, gas, water and waste services	*28.2	*25.2	*35.2	*24.1	112.8
Construction	140.3	290.6	323.4	130.9	885.2
Wholesale trade	*59.0	117.5	162.7	80.3	419.5
Retail Trade	218.6	424.6	434.9	161.0	1 239.1
Accommodation and food services	147.0	211.8	231.7	*84.3	674.9
Transport, postal and warehousing	111.1	169.8	153.1	*62.7	496.8
Information media and telecommunications	*22.4	49.2	71.7	58.3	201.6
Financial and insurance services	*27.9	119.9	177.0	158.3	483.0
Rental, hiring and real estate services	*20.2	*65.8	70.1	*38.4	194.5
Professional, scientific and technical services	*33.8	126.0	308.7	264.2	732.7
Administrative and support services	67.7	119.6	112.3	40.7	340.4
Public administration and safety	49.2	162.6	273.5	212.8	698.2
Education and training	*47.6	145.9	323.7	266.3	783.4
Health care and social assistance	187.8	354.1	341.0	217.2	1 100.1
Arts and recreation services	*22.2	*61.6	77.3	*34.6	195.7
Other Services	86.5	153.9	139.6	50.6	430.6
Total employed(b)	1 596.8	3 115.2	3 758.2	2 136.8	10 606.9

PROBLEM SOLVING SCALE

Industry					
Agriculture, forestry and fishing	147.5	139.1	68.1	**5.1	359.8
Mining	*49.3	83.7	*39.1	**6.6	178.7
Manufacturing	401.5	394.1	235.2	*43.1	1 073.9
Electricity, gas, water and waste services	*45.8	*36.1	*24.3	**6.5	112.8
Construction	342.0	342.6	177.9	*22.7	885.2
Wholesale trade	99.2	151.2	140.7	*28.3	419.5
Retail Trade	387.4	474.6	308.3	68.7	1 239.1
Accommodation and food services	220.4	260.1	169.6	*24.8	674.9
Transport, postal and warehousing	219.0	184.6	82.0	**11.2	496.8
Information media and telecommunications	*40.1	70.2	*73.1	*18.3	201.6
Financial and insurance services	*64.3	164.5	203.2	*51.0	483.0
Rental, hiring and real estate services	37.8	78.9	*63.9	*14.0	194.5
Professional, scientific and technical services	72.2	245.5	320.8	94.2	732.7
Administrative and support services	122.8	125.2	82.7	**9.7	340.4
Public administration and safety	102.1	258.3	252.4	85.4	698.2
Education and training	73.2	242.9	349.9	117.4	783.4
Health care and social assistance	273.0	397.9	341.7	87.5	1 100.1
Arts and recreation services	*47.6	*72.0	*62.8	*13.3	195.7
Other Services	154.7	170.1	89.6	*16.3	430.6
Total employed(b)	2 903.0	3 892.1	3 086.4	725.5	10 606.9

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Industry coded to the 2006 Australian and New Zealand Standard Industrial Classification (ANZSIC).

(b) Includes persons where sector of employment could not be determined.

SKILL LEVEL OF EMPLOYED PEOPLE, Occupation of main job(a)

	SKILL LEVEL					Total
	Level 1	Level 2	Level 3	Level 4/5		
	'000	'000	'000	'000	'000	
.....						
PROSE LITERACY SCALE						
Occupation						
Managers	116.6	353.3	696.1	398.2		1 564.2
Professionals	*68.9	332.7	1 059.8	814.9		2 276.3
Technicians and trades workers	245.9	593.4	567.2	160.8		1 567.3
Community and personal service workers	96.2	268.6	345.8	150.0		860.6
Clerical and administrative workers	84.1	445.6	732.3	309.1		1 571.0
Sales workers	99.5	295.6	382.2	124.8		902.1
Machinery operators and drivers	198.6	285.7	202.3	*41.2		727.9
Labourers	286.2	409.1	310.8	75.7		1 081.7
<i>Total employed(b)</i>	<i>1 201.7</i>	<i>2 996.2</i>	<i>4 317.5</i>	<i>2 091.5</i>		<i>10 606.9</i>
.....						
DOCUMENT LITERACY SCALE						
Occupation						
Managers	128.3	322.5	661.5	451.9		1 564.2
Professionals	73.5	342.6	991.1	869.1		2 276.3
Technicians and trades workers	227.3	532.9	581.0	226.1		1 567.3
Community and personal service workers	116.4	284.9	312.3	147.1		860.6
Clerical and administrative workers	96.1	438.7	715.9	320.3		1 571.0
Sales workers	104.8	277.3	368.6	151.4		902.1
Machinery operators and drivers	199.1	272.4	205.4	*51.0		727.9
Labourers	280.1	379.9	332.6	89.2		1 081.7
<i>Total employed(b)</i>	<i>1 230.2</i>	<i>2 865.2</i>	<i>4 189.1</i>	<i>2 322.4</i>		<i>10 606.9</i>
.....						
NUMERACY SCALE						
Occupation						
Managers	139.5	370.4	606.5	447.8		1 564.2
Professionals	118.2	405.9	903.3	848.8		2 276.3
Technicians and trades workers	262.1	527.1	570.0	208.1		1 567.3
Community and personal service workers	180.3	321.1	252.6	106.7		860.6
Clerical and administrative workers	179.7	536.1	604.3	250.9		1 571.0
Sales workers	152.8	307.2	326.5	*115.6		902.1
Machinery operators and drivers	227.3	269.8	178.6	*52.1		727.9
Labourers	330.1	362.4	300.0	*89.2		1 081.7
<i>Total employed(b)</i>	<i>1 596.8</i>	<i>3 115.2</i>	<i>3 758.2</i>	<i>2 136.8</i>		<i>10 606.9</i>
.....						
PROBLEM SOLVING SCALE						
Occupation						
Managers	265.7	540.6	603.1	154.8		1 564.2
Professionals	249.8	745.1	988.5	292.9		2 276.3
Technicians and trades workers	591.1	611.8	324.8	*39.5		1 567.3
Community and personal service workers	271.8	350.5	193.1	*45.3		860.6
Clerical and administrative workers	324.3	653.9	486.9	105.9		1 571.0
Sales workers	256.2	372.9	231.7	*41.3		902.1
Machinery operators and drivers	405.3	232.6	*78.5	**11.4		727.9
Labourers	526.4	364.6	163.1	*27.7		1 081.7
<i>Total employed(b)</i>	<i>2 903.0</i>	<i>3 892.1</i>	<i>3 086.4</i>	<i>725.5</i>		<i>10 606.9</i>

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Occupation coded to the 2005 Australian and New Zealand Standard Classification of Occupation.

(b) Includes persons where occupation could not be determined.

	PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE			
	1996		2006		1996		2006	
	'000	%	'000	%	'000	%	'000	%
LEVEL 1								
Age group (years)								
15-19	*75.7	*10.8	93.1	11.8	*65.3	*9.3	76.1	9.7
20-24	78.4	7.5	84.3	7.5	64.4	6.2	72.2	6.4
25-34	190.2	8.9	206.5	8.9	170.0	7.9	193.4	8.4
35-44	226.2	10.3	234.9	9.4	210.2	9.6	247.3	9.9
45-49	151.4	14.7	155.8	13.0	150.1	14.6	162.9	13.6
50-54	125.2	16.8	138.4	12.7	(a)115.8	15.6	(a)168.0	15.4
55-59	98.4	21.4	147.8	16.6	(a)99.8	21.7	(a)153.6	17.3
60-64	(a)61.8	26.4	(a)96.6	19.7	(a)62.5	26.7	(a)105.6	21.6
65-74	26.8	24.2	44.3	22.5	29.8	26.9	51.2	26.0
Sex								
Males	697.7	14.4	778.5	13.4	(a)601.2	12.4	(a)729.3	12.5
Females	336.3	8.9	423.1	8.8	(a)366.8	9.7	(a)500.9	10.4
Full-time/Part-time status								
Full-time	780.2	12.8	842.4	11.5	(a)688.0	11.3	(a)850.7	11.6
Part-time	(a)253.9	10.0	(a)359.3	11.0	280.0	11.0	379.5	11.6
Has reading skills in English to do main job well(b)								
Strongly agree	(a)191.6	(a)3.8	(a)419.7	(a)5.6	(a)191.9	(a)3.8	(a)479.1	(a)6.4
Agree	(a)737.2	21.3	(a)609.9	23.4	668.7	(a)19.3	585.1	(a)22.5
Disagree or strongly disagree	(a)65.9	76.0	(a)129.0	59.4	(a)66.6	(a)76.9	(a)121.5	(a)55.9
Has writing skills in English to do main job well(b)								
Strongly agree	(a)164.2	4.1	(a)367.7	5.2	(a)162.4	(a)4.0	(a)424.0	(a)6.0
Agree	683.8	(a)16.2	595.2	(a)20.1	622.1	(a)14.8	572.8	(a)19.3
Disagree or strongly disagree	(a)97.7	63.9	(a)195.7	59.1	(a)96.1	62.9	(a)188.9	57.0
Personal gross weekly income quintile								
Quintile 1	124.0	13.8	112.9	10.1	115.4	12.9	117.2	10.5
Quintile 2	(a)100.3	14.0	(a)190.8	18.1	(a)111.9	15.7	(a)193.9	18.4
Quintile 3	232.9	13.2	329.9	15.0	(a)223.8	12.7	(a)347.1	15.8
Quintile 4	254.3	(a)12.4	240.2	(a)9.6	223.3	10.9	238.3	9.5
Quintile 5	128.7	5.8	149.3	5.8	107.9	4.9	145.5	5.7
Total employed(c)	1 034.1	12.0	1 201.7	11.3	(a)968.0	11.2	(a)1 230.2	11.6

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(a) Difference between 1996 and 2006 is statistically significant.

(b) Main job refers to the job they worked the most hours.

(c) Includes persons who had no opinion on their reading skills in English to do main job well. Includes persons who had no opinion on their writing skills in English to do main job well. Includes persons whose personal gross weekly income could not be determined.

	PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE			
	1996		2006		1996		2006	
	'000	%	'000	%	'000	%	'000	%
LEVEL 2								
Age group (years)								
15-19	218.4	31.1	287.0	36.5	231.9	33.0	264.3	33.6
20-24	275.6	26.5	300.1	26.6	270.2	26.0	298.8	26.5
25-34	550.3	25.6	649.2	28.1	544.2	25.3	555.0	24.0
35-44	(a)501.8	23.0	(a)668.8	26.7	531.6	24.3	644.4	25.7
45-49	271.6	26.4	294.2	24.5	273.5	26.6	284.8	23.7
50-54	(a)222.3	29.9	(a)307.2	28.1	240.7	32.4	301.5	27.6
55-59	(a)151.8	33.0	(a)258.0	29.0	(a)142.2	31.0	(a)273.3	30.7
60-64	(a)76.9	32.9	(a)161.3	32.9	(a)78.6	33.6	(a)169.6	34.6
65-74	(a)31.6	28.5	(a)70.3	35.7	*(a)25.9	*23.3	(a)73.6	37.3
Sex								
Males	(a)1 397.3	28.8	(a)1 756.2	30.2	(a)1 289.5	26.5	(a)1 561.7	26.9
Females	(a)902.9	23.8	(a)1 240.0	25.9	(a)1 049.3	27.7	(a)1 303.5	27.2
Full-time/Part-time status								
Full-time	(a)1 669.9	27.3	(a)2 071.5	28.2	(a)1 631.3	26.7	(a)1 935.6	26.4
Part-time	(a)630.4	24.8	(a)924.8	28.3	(a)707.6	27.8	(a)929.6	28.4
Has reading skills in English to do main job well(b)								
Strongly agree	(a)1 005.6	(a)20.1	(a)1 835.7	(a)24.4	(a)1 086.7	21.7	(a)1 780.5	23.7
Agree	(a)1 243.4	35.9	(a)1 014.0	38.9	(a)1 203.3	34.7	(a)953.0	36.6
Disagree or strongly disagree	*(a)14.9	*17.2	(a)62.3	28.7	*(a)15.6	*18.0	*(a)60.3	27.8
Has writing skills in English to do main job well(b)								
Strongly agree	(a)788.9	(a)19.5	(a)1 675.3	(a)23.7	(a)868.4	21.4	(a)1 648.8	23.4
Agree	(a)1 407.0	(a)33.4	(a)1 143.4	(a)38.6	(a)1 365.1	32.4	(a)1 061.1	35.8
Disagree or strongly disagree	*(a)36.8	*24.1	(a)93.3	28.2	*(a)38.9	25.5	(a)84.0	25.3
Personal gross weekly income quintile								
Quintile 1	(a)255.0	28.4	(a)364.6	32.7	268.5	29.9	348.4	31.2
Quintile 2	(a)184.2	25.8	(a)342.0	32.4	(a)201.5	28.2	(a)330.7	31.4
Quintile 3	(a)494.9	28.1	(a)708.6	32.2	(a)524.9	29.8	(a)703.5	31.9
Quintile 4	(a)578.9	28.3	(a)734.1	29.2	572.2	28.0	683.4	27.2
Quintile 5	450.0	20.4	509.2	19.8	421.2	19.1	477.0	18.5
Total employed(c)	(a)2 300.2	26.6	(a)2 996.2	28.2	(a)2 338.9	27.0	(a)2 865.2	27.0

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(a) Difference between 1996 and 2006 is statistically significant.

(b) Main job refers to the job they worked the most hours.

(c) Includes persons who had no opinion on their reading skills in English to do main job well. Includes persons who had no opinion on their writing skills in English to do main job well. Includes persons whose personal gross weekly income could not be determined.

	PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE			
	1996		2006		1996		2006	
	'000	%	'000	%	'000	%	'000	%
LEVEL 3								
Age group (years)								
15-19	304.9	43.4	326.0	41.5	307.7	43.8	336.8	42.8
20-24	444.7	42.8	485.0	43.0	469.8	45.2	444.4	39.4
25-34	872.1	40.6	971.3	42.0	905.3	42.2	1 011.3	43.7
35-44	(a)903.9	41.4	(a)1 050.0	41.9	923.0	42.2	1 005.7	40.1
45-49	379.4	36.9	479.6	39.9	394.8	38.4	444.2	37.0
50-54	(a)245.1	32.9	(a)420.3	38.5	(a)257.4	34.6	(a)413.7	37.9
55-59	(a)144.5	31.4	(a)351.5	39.5	(a)158.7	34.5	(a)322.5	36.2
60-64	(a)62.2	26.6	(a)169.1	34.5	(a)66.2	28.3	(a)153.4	31.3
65-74	*37.8	*34.1	64.8	32.9	*42.9	38.7	57.1	28.9
Sex								
Males	(a)1 834.2	37.7	(a)2 256.7	38.8	(a)1 936.3	39.8	(a)2 214.2	38.1
Females	(a)1 560.4	41.1	(a)2 060.8	43.0	(a)1 589.6	41.9	(a)1 974.9	41.2
Full-time/Part-time status								
Full-time	(a)2 364.6	38.7	(a)2 960.7	40.4	(a)2 468.7	40.4	(a)2 877.0	39.2
Part-time	(a)1 029.9	40.5	(a)1 356.8	41.5	(a)1 057.2	41.6	(a)1 312.1	40.1
Has reading skills in English to do main job well(b)								
Strongly agree	(a)2 225.3	44.5	(a)3 379.6	44.9	(a)2 284.8	45.7	(a)3 230.6	42.9
Agree	(a)1 144.3	33.0	(a)815.0	31.3	(a)1 218.2	35.2	(a)829.6	31.8
Disagree or strongly disagree	**5.5	**6.3	*22.1	*10.2	**2.2	**2.5	*(a)28.4	*13.1
Has writing skills in English to do main job well(b)								
Strongly agree	(a)1 779.2	43.9	(a)3 198.9	45.3	(a)1 837.2	45.4	(a)3 050.9	43.2
Agree	(a)1 542.5	36.6	(a)979.7	33.1	(a)1 613.6	(a)38.3	(a)985.5	(a)33.3
Disagree or strongly disagree	**15.4	*10.0	*38.2	*11.5	*(a)14.6	*9.5	*(a)52.0	*15.7
Personal gross weekly income quintile								
Quintile 1	356.8	39.8	459.6	41.2	363.3	40.5	450.4	40.4
Quintile 2	(a)268.7	37.6	(a)373.0	35.4	(a)251.7	35.2	(a)355.4	33.7
Quintile 3	(a)687.6	39.0	(a)848.1	38.5	732.9	41.6	824.8	37.5
Quintile 4	(a)794.5	38.9	(a)1 043.9	41.5	(a)850.4	41.6	(a)1 046.5	41.6
Quintile 5	(a)934.8	42.4	(a)1 166.3	45.3	965.1	43.8	1 090.9	42.4
Total employed(c)	(a)3 394.6	39.2	(a)4 317.5	40.7	(a)3 525.9	40.7	(a)4 189.1	39.5

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** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Difference between 1996 and 2006 is statistically significant.

(b) Main job refers to the job they worked the most hours.

(c) Includes persons who had no opinion on their reading skills in English to do main job well. Includes persons who had no opinion on their writing skills in English to do main job well. Includes persons whose personal gross weekly income could not be determined.

	PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE			
	1996		2006		1996		2006	
	'000	%	'000	%	'000	%	'000	%
LEVEL 4/5								
Age group (years)								
15-19	104.2	14.8	*80.3	*10.2	98.3	14.0	109.3	13.9
20-24	240.5	23.1	259.8	23.0	234.7	22.6	313.8	27.8
25-34	534.5	(a)24.9	485.9	(a)21.0	527.6	24.6	553.2	23.9
35-44	554.2	25.3	553.8	22.1	521.2	23.8	610.0	24.3
45-49	226.4	22.0	271.9	22.6	(a)210.4	20.5	(a)309.7	25.8
50-54	151.3	20.3	226.7	20.7	(a)129.9	17.5	(a)209.5	19.2
55-59	(a)64.9	14.1	(a)132.5	14.9	(a)58.7	12.8	(a)140.4	15.8
60-64	*33.1	*14.1	63.0	12.9	*26.8	*11.4	*61.3	12.5
65-74	*14.7	*13.2	*17.7	*9.0	*12.3	*11.1	*15.3	*7.8
Sex								
Males	930.6	19.1	1 021.7	17.6	(a)1 032.8	21.3	(a)1 307.9	22.5
Females	993.1	(a)26.2	1 069.8	(a)22.3	(a)787.0	20.8	(a)1 014.5	21.2
Full-time/Part-time status								
Full-time	1 294.9	21.2	1 461.3	19.9	(a)1 321.7	21.6	(a)1 672.5	22.8
Part-time	628.9	(a)24.7	630.2	(a)19.3	(a)498.2	19.6	(a)649.9	19.9
Has reading skills in English to do main job well(b)								
Strongly agree	(a)1 575.1	(a)31.5	(a)1 890.8	(a)25.1	(a)1 434.2	28.7	(a)2 035.7	27.0
Agree	(a)340.0	(a)9.8	(a)167.4	(a)6.4	(a)374.7	10.8	(a)238.6	9.2
Disagree or strongly disagree	**0.4	**0.5	**3.9	**1.8	**2.2	**2.6	**7.1	**3.3
Has writing skills in English to do main job well(b)								
Strongly agree	(a)1 317.8	(a)32.5	(a)1 813.1	(a)25.7	(a)1 182.1	29.2	(a)1 931.2	27.4
Agree	(a)581.7	(a)13.8	(a)244.9	(a)8.3	(a)614.1	14.6	(a)343.7	11.6
Disagree or strongly disagree	**3.1	**2.0	**4.2	**1.3	**3.2	**2.1	**6.5	**2.0
Personal gross weekly income quintile								
Quintile 1	161.6	18.0	178.9	16.0	150.2	16.7	199.9	17.9
Quintile 2	161.5	(a)22.6	148.4	(a)14.1	149.7	20.9	174.2	16.5
Quintile 3	348.2	(a)19.7	315.6	(a)14.3	281.9	16.0	326.8	14.8
Quintile 4	416.9	20.4	495.8	19.7	(a)398.7	19.5	(a)545.7	21.7
Quintile 5	690.2	31.3	747.3	29.1	(a)709.6	32.2	(a)858.7	33.4
Total employed(c)	1 923.7	(a)22.2	2 091.5	(a)19.7	(a)1 819.9	21.0	(a)2 322.4	21.9

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** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Difference between 1996 and 2006 is statistically significant.

(b) Main job refers to the job they worked the most hours.

(c) Includes persons who had no opinion on their reading skills in English to do main job well. Includes persons who had no opinion on their writing skills in English to do main job well. Includes persons whose personal gross weekly income could not be determined.

	PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE			
	1996		2006		1996		2006	
	'000	%	'000	%	'000	%	'000	%
TOTAL								
Age group (years)								
15–19	703.2	100.0	786.5	100.0	703.2	100.0	786.5	100.0
20–24	(a)1 039.2	100.0	(a)1 129.2	100.0	(a)1 039.2	100.0	(a)1 129.2	100.0
25–34	(a)2 147.1	100.0	(a)2 312.9	100.0	(a)2 147.1	100.0	(a)2 312.9	100.0
35–44	(a)2 186.0	100.0	(a)2 507.4	100.0	(a)2 186.0	100.0	(a)2 507.4	100.0
45–49	(a)1 028.8	100.0	(a)1 201.5	100.0	(a)1 028.8	100.0	(a)1 201.5	100.0
50–54	(a)743.8	100.0	(a)1 092.6	100.0	(a)743.8	100.0	(a)1 092.6	100.0
55–59	(a)459.5	100.0	(a)889.8	100.0	(a)459.5	100.0	(a)889.8	100.0
60–64	(a)234.1	100.0	(a)489.9	100.0	(a)234.1	100.0	(a)489.9	100.0
65–74	(a)110.9	100.0	(a)197.1	100.0	(a)110.9	100.0	(a)197.1	100.0
Sex								
Males	(a)4 859.9	100.0	(a)5 813.2	100.0	(a)4 859.9	100.0	(a)5 813.2	100.0
Females	(a)3 792.8	100.0	(a)4 793.8	100.0	(a)3 792.8	100.0	(a)4 793.8	100.0
Full-time/Part-time status								
Full-time	(a)6 109.6	100.0	(a)7 335.8	100.0	(a)6 109.6	100.0	(a)7 335.8	100.0
Part-time	(a)2 543.1	100.0	(a)3 271.1	100.0	(a)2 543.1	100.0	(a)3 271.1	100.0
Has reading skills in English to do main job well(b)								
Strongly agree	(a)4 997.5	100.0	(a)7 525.8	100.0	(a)4 997.5	100.0	(a)7 525.8	100.0
Agree	(a)3 465.0	100.0	(a)2 606.3	100.0	(a)3 465.0	100.0	(a)2 606.3	100.0
Disagree or strongly disagree	(a)86.7	100.0	(a)217.4	100.0	(a)86.7	100.0	(a)217.4	100.0
Has writing skills in English to do main job well(b)								
Strongly agree	(a)4 050.1	100.0	(a)7 055.0	100.0	(a)4 050.1	100.0	(a)7 055.0	100.0
Agree	(a)4 215.0	100.0	(a)2 963.1	100.0	(a)4 215.0	100.0	(a)2 963.1	100.0
Disagree or strongly disagree	(a)152.9	100.0	(a)331.4	100.0	(a)152.9	100.0	(a)331.4	100.0
Personal gross weekly income quintile								
Quintile 1	(a)897.4	100.0	(a)1 115.9	100.0	(a)897.4	100.0	(a)1 115.9	100.0
Quintile 2	(a)714.8	100.0	(a)1 054.2	100.0	(a)714.8	100.0	(a)1 054.2	100.0
Quintile 3	(a)1 763.5	100.0	(a)2 202.2	100.0	(a)1 763.5	100.0	(a)2 202.2	100.0
Quintile 4	(a)2 044.6	100.0	(a)2 514.0	100.0	(a)2 044.6	100.0	(a)2 514.0	100.0
Quintile 5	(a)2 203.8	100.0	(a)2 572.2	100.0	(a)2 203.8	100.0	(a)2 572.2	100.0
Total employed(c)	(a)8 652.6	100.0	(a)10 606.9	100.0	(a)8 652.6	100.0	(a)10 606.9	100.0

(a) Difference between 1996 and 2006 is statistically significant.

(b) Main job refers to the job they worked the most hours.

(c) Includes persons who had no opinion on their reading skills in English to do main job well. Includes persons who had no opinion on their writing skills in English to do main job well. Includes persons whose personal gross weekly income could not be determined.

DOCUMENT LITERACY SCALE

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
.....					
How often reads letters, memos or emails					
At least once a week	580.6	1 945.2	3 293.7	2 044.2	7 863.7
Less than once a week	*68.8	135.7	136.5	*38.2	379.2
Rarely	123.2	278.6	343.1	114.3	859.2
Never	413.1	434.4	315.2	84.7	1 247.4
How often reads or uses reports, articles, magazines or journals					
At least once a week	440.9	1 529.3	2 688.1	1 667.8	6 326.1
Less than once a week	114.6	258.8	453.1	275.4	1 101.9
Rarely	150.3	432.2	478.9	191.9	1 253.4
Never	479.9	573.6	468.4	146.2	1 668.1
How often reads or uses manuals or reference books including catalogues					
At least once a week	412.2	1 499.0	2 611.7	1 560.6	6 083.4
Less than once a week	123.9	384.1	645.5	408.3	1 561.8
Rarely	211.8	475.8	487.1	227.8	1 402.5
Never	437.9	434.9	344.2	84.7	1 301.8
How often reads directions or instructions					
At least once a week	616.6	1 815.8	2 922.8	1 686.8	7 041.9
Less than once a week	136.5	321.4	533.6	321.8	1 313.2
Rarely	169.4	374.5	418.7	195.1	1 157.7
Never	263.3	282.2	213.4	*77.8	836.7
How often writes or fills in letters, memos or emails					
At least once a week	436.0	1 536.5	2 797.3	1 854.0	6 623.8
Less than once a week	77.9	203.6	304.1	*122.4	708.0
Rarely	145.2	356.9	431.2	162.3	1 095.6
Never	526.6	696.9	555.9	142.7	1 922.1
How often writes or fills in reports, articles, magazines or journals					
At least once a week	269.6	973.6	1 824.2	1 094.7	4 162.0
Less than once a week	102.3	373.8	635.1	450.4	1 561.6
Rarely	180.0	485.8	716.1	423.7	1 805.7
Never	633.9	960.7	913.2	312.6	2 820.3
Total(b)	1 230.2	2 865.2	4 189.1	2 322.4	10 606.9

* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) In main job in the last 12 months.
(b) Includes not stated.

NUMERACY SCALE

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
How often writes or fills in bills, invoices, spreadsheets or budget tables					
At least once a week	432.5	1 174.8	1 723.4	1 109.0	4 439.7
Less than once a week	106.9	336.6	505.3	298.6	1 247.4
Rarely	175.0	394.4	527.0	316.5	1 412.9
Never	829.4	1 117.0	925.3	377.9	3 249.5
How often measures or estimates size or weight of objects					
At least once a week	624.8	1 330.8	1 643.1	832.7	4 431.5
Less than once a week	108.7	246.5	368.3	253.7	977.2
Rarely	191.5	443.9	665.2	434.4	1 735.0
Never	618.9	1 001.5	1 004.3	581.2	3 205.9
How often calculates prices, costs or budgets					
At least once a week	502.3	1 313.1	1 826.5	1 090.8	4 732.8
Less than once a week	78.3	281.9	493.4	358.1	1 211.6
Rarely	162.4	438.9	561.6	332.3	1 495.2
Never	800.9	988.8	799.4	320.9	2 909.9
How often counts or reads numbers to keep track of things					
At least once a week	1 007.9	2 315.5	3 137.5	1 859.7	8 320.5
Less than once a week	110.5	241.5	248.9	115.3	716.1
Rarely	112.1	203.6	154.4	80.5	550.6
Never	313.4	262.1	140.2	46.5	762.3
How often manages time or prepares timetables					
At least once a week	594.7	1 664.9	2 505.8	1 633.4	6 398.8
Less than once a week	110.4	274.9	318.8	181.1	885.2
Rarely	189.5	369.1	390.8	159.5	1 108.9
Never	649.3	713.8	465.5	128.0	1 956.6
How often gives or follows directions or uses maps or street directions					
At least once a week	642.5	1 613.3	2 099.3	1 200.5	5 555.6
Less than once a week	146.4	375.8	536.3	316.7	1 375.3
Rarely	181.7	425.6	523.1	371.6	1 502.0
Never	573.3	608.0	522.1	213.2	1 916.6
How often uses statistical data to reach conclusions					
At least once a week	238.3	821.6	1 281.0	946.1	3 287.0
Less than once a week	119.8	452.1	718.7	523.7	1 814.4
Rarely	219.8	626.2	834.9	352.0	2 032.9
Never	966.0	1 122.7	846.3	280.2	3 215.2
Total(b)	1 596.8	3 115.2	3 758.2	2 136.8	10 606.9

(a) In main job in the last 12 months.

(b) Includes not stated.

	PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE			
	1996		2006		1996		2006	
	'000	%	'000	%	'000	%	'000	%
LEVEL 1								
Age group (years)								
15–24	75.3	22.0	*79.5	*18.3	60.3	17.6	*56.9	*13.1
25–34	135.2	(a)29.2	110.2	(a)18.2	131.3	(a)28.4	107.5	(a)17.8
35–44	208.5	(a)40.6	170.2	(a)27.6	190.8	37.2	172.6	28.0
45–54	237.4	(a)57.7	231.6	(a)40.2	218.7	53.1	242.5	42.1
55–64	244.1	(a)73.9	191.3	(a)48.8	240.3	(a)72.7	197.7	(a)50.5
65–74	199.5	(a)81.9	210.5	(a)68.8	195.0	80.1	219.7	71.8
Sex								
Males	541.4	(a)48.1	451.2	(a)31.4	492.6	(a)43.8	426.0	(a)29.6
Females	558.6	(a)47.4	542.1	(a)36.3	543.8	(a)46.1	570.9	(a)38.2
Birthplace and year of arrival								
Born in Australia	65.6	16.7	76.9	13.6	65.1	16.5	78.8	14.0
Born outside Australia								
Arrived under 5 years before the survey(b)	101.3	(a)49.4	106.0	(a)26.4	97.2	(a)47.4	94.6	(a)23.6
Arrived 5 to 9 years before the survey(b)	(a)141.0	(a)49.2	(a)78.0	(a)28.4	129.9	(a)45.3	74.7	(a)27.2
Arrived 10 years or more before the survey(b)	792.1	(a)55.9	732.5	(a)43.4	744.3	(a)52.5	748.7	(a)44.3
Self-perception of English reading skills for daily life(c)								
Excellent	77.1	10.9	*98.5	*8.9	86.0	12.2	102.9	9.3
Good	336.9	(a)42.0	318.2	(a)29.7	289.1	36.1	320.0	29.8
Moderate	307.4	(a)74.3	252.4	(a)61.8	285.0	68.8	250.9	61.4
Poor	354.7	(a)98.7	323.7	(a)93.5	352.5	98.1	322.9	93.3
Self-perception of English writing skills for daily life(c)								
Excellent	*52.7	8.2	*83.8	*8.8	57.5	9.0	87.8	9.3
Good	263.7	(a)37.7	230.0	(a)22.9	228.9	(a)32.8	230.1	(a)22.9
Moderate	286.8	(a)63.9	238.6	(a)49.0	259.3	57.8	239.4	49.1
Poor	470.8	(a)96.1	440.9	(a)89.5	464.6	(a)94.9	439.6	(a)89.2
Labour force status								
Employed	436.8	(a)34.0	430.6	(a)23.7	388.9	(a)30.2	413.9	(a)22.7
Unemployed	65.1	46.3	*35.4	*28.8	63.7	45.3	*37.5	30.5
Not in the Labour Force	598.0	(a)68.2	527.4	(a)53.4	583.9	(a)66.6	545.5	(a)55.2
<i>Total persons whose first language was not English</i>	<i>1 099.9</i>	<i>(a)47.7</i>	<i>993.4</i>	<i>(a)33.9</i>	<i>1 036.5</i>	<i>(a)45.0</i>	<i>996.8</i>	<i>(a)34.0</i>

* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) Difference between 1996 and 2006 is statistically significant.

(b) For persons in the 1996 SAL the categories are 1992 to 1996, 1987 to 1991 and before 1987, and for persons in the 2006 ALLS the categories are 2002 to 2006, 1997 to 2001 and before 1997.

(c) Excludes persons who had no opinion.

	PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE			
	1996		2006		1996		2006	
	'000	%	'000	%	'000	%	'000	%
LEVEL 2								
Age group (years)								
15–24	103.8	30.3	143.8	33.1	93.3	27.3	132.8	30.6
25–34	152.4	33.0	219.8	36.3	132.3	28.6	172.5	28.5
35–44	(a)118.5	(a)23.1	(a)196.4	(a)31.9	(a)127.5	24.8	(a)188.2	30.5
45–54	(a)93.1	22.6	(a)147.3	25.6	91.5	22.2	141.2	24.5
55–64	(a)60.1	18.2	(a)111.8	28.5	(a)52.8	(a)16.0	(a)116.2	(a)29.7
65–74	(a)33.6	13.8	(a)70.4	23.0	*(a)30.4	*12.5	(a)65.3	21.3
Sex								
Males	(a)289.1	25.7	(a)437.7	30.5	(a)253.3	22.5	(a)376.5	26.2
Females	(a)272.3	(a)23.1	(a)451.7	(a)30.3	(a)274.6	23.3	(a)439.8	29.5
Birthplace and year of arrival								
Born in Australia	(a)115.8	29.4	(a)188.6	33.4	(a)115.4	29.3	(a)181.6	32.2
Born outside Australia								
Arrived under 5 years before the survey(b)	(a)59.6	29.0	(a)143.7	35.8	*(a)43.2	*21.0	(a)108.0	26.9
Arrived 5 to 9 years before the survey(b)	78.1	27.3	97.1	35.4	76.6	26.7	*76.1	27.7
Arrived 10 years or more before the survey(b)	(a)308.0	21.7	(a)460.0	27.2	(a)292.7	20.6	(a)450.5	26.7
Self-perception of English reading skills for daily life(c)								
Excellent	(a)194.7	27.6	(a)348.7	31.6	(a)184.1	26.1	(a)333.5	30.3
Good	(a)279.9	34.9	(a)414.5	38.7	(a)261.3	32.6	(a)367.3	34.3
Moderate	83.3	20.1	105.4	25.8	77.0	18.6	96.5	23.6
Poor	** (a)3.6	** (a)1.0	*(a)20.5	*(a)5.9	**5.5	**1.5	**18.1	**5.2
Self-perception of English writing skills for daily life(c)								
Excellent	(a)173.3	27.1	(a)281.2	29.7	(a)170.6	26.7	(a)272.4	28.8
Good	(a)253.7	36.3	(a)403.9	40.3	229.2	32.8	361.8	36.1
Moderate	119.6	26.6	162.5	33.4	109.7	24.4	142.7	29.3
Poor	** (a)14.6	** (a)3.0	*(a)41.9	(a)8.5	*18.2	*3.7	39.4	8.0
Labour force status								
Employed	(a)367.6	28.6	(a)587.9	32.3	(a)341.9	26.6	(a)537.1	29.5
Unemployed	*31.1	*22.2	*43.3	*35.2	*31.2	*22.2	*40.0	32.6
Not in the Labour Force	(a)162.8	18.6	(a)258.3	26.2	(a)154.8	17.7	(a)239.2	24.2
<i>Total persons whose first language was not English</i>	(a)561.5	(a)24.4	(a)889.4	(a)30.4	(a)527.8	22.9	(a)816.3	27.9

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Difference between 1996 and 2006 is statistically significant.

(b) For persons in the 1996 SAL the categories are 1992 to 1996, 1987 to 1991 and before 1987, and for persons in the 2006 ALLS the categories are 2002 to 2006, 1997 to 2001 and before 1997.

(c) Excludes persons who had no opinion.

	PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE			
	1996		2006		1996		2006	
	'000	%	'000	%	'000	%	'000	%
LEVEL 3								
Age group (years)								
15–24	126.9	37.1	147.8	34.1	145.9	42.6	164.0	37.8
25–34	(a)129.3	28.0	(a)204.5	33.8	146.4	31.7	232.3	38.4
35–44	143.1	27.9	182.3	29.6	148.5	28.9	179.7	29.2
45–54	(a)56.1	(a)13.6	(a)141.9	(a)24.6	(a)77.3	18.8	(a)128.5	22.3
55–64	*(a)21.3	*(a)6.4	(a)70.1	(a)17.9	*34.0	*10.3	57.9	14.8
65–74	**10.0	**4.1	*24.1	*7.9	*17.8	*7.3	*20.0	*6.5
Sex								
Males	(a)227.2	(a)20.2	(a)401.1	(a)27.9	(a)288.2	25.6	(a)429.1	29.9
Females	(a)259.4	22.0	(a)369.5	24.8	281.7	23.9	353.2	23.7
Birthplace and year of arrival								
Born in Australia	155.6	39.5	200.3	35.5	152.9	38.8	204.4	36.2
Born outside Australia								
Arrived under 5 years before the survey(b)	*(a)33.8	*(a)16.5	(a)120.2	(a)29.9	(a)53.5	26.1	(a)147.7	36.8
Arrived 5 to 9 years before the survey(b)	56.3	19.7	80.2	29.2	66.7	23.3	91.9	33.5
Arrived 10 years or more before the survey(b)	(a)240.9	17.0	(a)369.9	21.9	296.7	20.9	338.2	20.0
Self-perception of English reading skills for daily life(c)								
Excellent	(a)298.6	42.4	(a)432.0	39.2	(a)304.6	43.2	(a)420.0	38.1
Good	(a)164.7	20.5	(a)290.5	27.1	215.8	26.9	301.7	28.1
Moderate	*22.2	*5.4	*46.2	*11.3	*48.3	*11.7	*55.5	*13.6
Poor	**1.1	**0.3	**1.9	**0.6	**1.1	**0.3	**5.1	**1.5
Self-perception of English writing skills for daily life(c)								
Excellent	(a)283.5	44.3	(a)382.2	40.4	286.1	44.7	368.5	38.9
Good	(a)158.7	(a)22.7	(a)296.9	(a)29.6	204.1	29.2	305.0	30.4
Moderate	*(a)40.2	*(a)8.9	(a)81.7	(a)16.8	*73.7	16.4	95.4	19.6
Poor	**4.3	**0.9	**9.9	**2.0	**6.0	**1.2	*13.3	*2.7
Labour force status								
Employed	(a)356.5	27.7	(a)578.8	31.8	(a)420.1	32.7	(a)600.0	33.0
Unemployed	*35.8	*25.5	*37.4	*30.4	*32.8	*23.4	*36.3	*29.6
Not in the Labour Force	(a)94.3	10.8	(a)154.4	15.6	117.0	13.3	145.8	14.8
<i>Total persons whose first language was not English</i>	(a)486.6	(a)21.1	(a)770.7	(a)26.3	(a)569.9	24.7	(a)782.2	26.7

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Difference between 1996 and 2006 is statistically significant.

(b) For persons in the 1996 SAL the categories are 1992 to 1996, 1987 to 1991 and before 1987, and for persons in the 2006 ALLS the categories are 2002 to 2006, 1997 to 2001 and before 1997.

(c) Excludes persons who had no opinion.

	PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE			
	1996		2006		1996		2006	
	'000	%	'000	%	'000	%	'000	%
LEVEL 4/5								
Age group (years)								
15–24	*36.3	*10.6	*62.9	*14.5	*42.8	*12.5	*80.3	18.5
25–34	45.4	9.8	*70.7	*11.7	52.2	11.3	*93.0	*15.4
35–44	*43.6	8.5	67.2	10.9	46.7	9.1	75.7	12.3
45–54	*25.0	*6.1	*55.7	*9.7	*(a)24.1	*5.8	*(a)64.4	11.2
55–64	**5.0	**1.5	*18.8	*4.8	**3.5	**1.1	**20.0	**5.1
65–74	**0.3	**0.1	**1.2	**0.4	**0.2	**0.1	**1.2	**0.4
Sex								
Males	(a)67.1	(a)6.0	(a)146.8	(a)10.2	(a)90.8	(a)8.1	(a)205.4	(a)14.3
Females	88.5	7.5	129.7	8.7	78.7	6.7	129.3	8.7
Birthplace and year of arrival								
Born in Australia	56.9	14.4	98.7	17.5	60.5	15.3	99.7	17.7
Born outside Australia								
Arrived under 5 years before the survey(b)	*10.4	*5.1	*31.5	*7.8	** (a)11.3	*5.5	*(a)51.1	*12.7
Arrived 5 to 9 years before the survey(b)	*11.1	*3.9	*19.2	*7.0	*13.3	*4.6	*31.7	*11.6
Arrived 10 years or more before the survey(b)	77.2	5.4	127.1	7.5	(a)84.5	6.0	(a)152.2	9.0
Self-perception of English reading skills for daily life(c)								
Excellent	(a)134.3	19.1	(a)223.0	20.2	(a)130.0	18.4	(a)245.8	22.3
Good	*20.1	*2.5	*48.8	*4.6	*35.4	*4.4	*83.1	*7.7
Moderate	**1.1	**0.3	**4.7	**1.1	**3.8	**0.9	**5.8	**1.4
Poor	—	—	—	—	**0.4	**0.1	—	—
Self-perception of English writing skills for daily life(c)								
Excellent	130.6	20.4	199.7	21.1	(a)126.0	19.7	(a)218.2	23.0
Good	*(a)22.6	*(a)3.2	(a)72.5	(a)7.2	*(a)36.5	*5.2	(a)106.4	10.6
Moderate	**2.3	**0.5	**4.3	**0.9	**6.2	**1.4	**9.6	**2.0
Poor	—	—	—	—	**0.9	**0.2	**0.4	**0.1
Labour force status								
Employed	(a)125.4	9.8	(a)222.1	12.2	(a)135.5	10.5	(a)268.4	14.7
Unemployed	**8.5	**6.0	**6.8	**5.5	**12.9	**9.2	**9.0	**7.4
Not in the Labour Force	*21.7	*2.5	*47.7	*4.8	*(a)21.1	*2.4	*(a)57.3	*5.8
<i>Total persons whose first language was not English</i>	(a)155.6	6.8	(a)276.5	9.4	(a)169.5	(a)7.4	(a)334.7	(a)11.4

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

— nil or rounded to zero (including null cells)

(a) Difference between 1996 and 2006 is statistically significant.

(b) For persons in the 1996 SAL the categories are 1992 to 1996, 1987 to 1991 and before 1987, and for persons in the 2006 ALLS the categories are 2002 to 2006, 1997 to 2001 and before 1997.

(c) Excludes persons who had no opinion.

	PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE			
	1996		2006		1996		2006	
	'000	%	'000	%	'000	%	'000	%
TOTAL								
Age group (years)								
15–24	342.3	100.0	433.9	100.0	342.3	100.0	433.9	100.0
25–34	(a)462.2	100.0	(a)605.2	100.0	(a)462.2	100.0	(a)605.2	100.0
35–44	(a)513.6	100.0	(a)616.1	100.0	(a)513.6	100.0	(a)616.1	100.0
45–54	(a)411.5	100.0	(a)576.6	100.0	(a)411.5	100.0	(a)576.6	100.0
55–64	330.5	100.0	391.9	100.0	330.5	100.0	391.9	100.0
65–74	(a)243.4	100.0	(a)306.2	100.0	(a)243.4	100.0	(a)306.2	100.0
Sex								
Males	(a)1 124.8	100.0	(a)1 436.9	100.0	(a)1 124.8	100.0	(a)1 436.9	100.0
Females	(a)1 178.8	100.0	(a)1 493.1	100.0	(a)1 178.8	100.0	(a)1 493.1	100.0
Birthplace and year of arrival								
Born in Australia	(a)393.9	100.0	(a)564.6	100.0	(a)393.9	100.0	(a)564.6	100.0
Born outside Australia								
Arrived under 5 years before the survey(b)	(a)205.1	100.0	(a)401.3	100.0	(a)205.1	100.0	(a)401.3	100.0
Arrived 5 to 9 years before the survey(b)	286.5	100.0	274.5	100.0	286.5	100.0	274.5	100.0
Arrived 10 years or more before the survey(b)	(a)1 418.1	100.0	(a)1 689.5	100.0	(a)1 418.1	100.0	(a)1 689.5	100.0
Self-perception of English reading skills for daily life(c)								
Excellent	(a)704.7	100.0	(a)1 102.2	100.0	(a)704.7	100.0	(a)1 102.2	100.0
Good	(a)801.7	100.0	(a)1 072.1	100.0	(a)801.7	100.0	(a)1 072.1	100.0
Moderate	414.0	100.0	408.7	100.0	414.0	100.0	408.7	100.0
Poor	359.5	100.0	346.1	100.0	359.5	100.0	346.1	100.0
Self-perception of English writing skills for daily life(c)								
Excellent	(a)640.2	100.0	(a)946.9	100.0	(a)640.2	100.0	(a)946.9	100.0
Good	(a)698.7	100.0	(a)1 003.3	100.0	(a)698.7	100.0	(a)1 003.3	100.0
Moderate	448.9	100.0	487.1	100.0	448.9	100.0	487.1	100.0
Poor	489.7	100.0	492.7	100.0	489.7	100.0	492.7	100.0
Labour force status								
Employed	(a)1 286.4	100.0	(a)1 819.3	100.0	(a)1 286.4	100.0	(a)1 819.3	100.0
Unemployed	140.5	100.0	122.9	100.0	140.5	100.0	122.9	100.0
Not in the Labour Force	876.7	100.0	987.8	100.0	876.7	100.0	987.8	100.0
<i>Total persons whose first language was not English</i>	(a)2 303.7	100.0	(a)2 930.0	100.0	(a)2 303.7	100.0	(a)2 930.0	100.0

(a) Difference between 1996 and 2006 is statistically significant.

(c) Excludes persons who had no opinion.

(b) For persons in the 1996 SAL the categories are 1992 to 1996, 1987 to 1991 and before 1987, and for persons in the 2006 ALLS the categories are 2002 to 2006, 1997 to 2001 and before 1997.

SELF-RATING, Prose and Document literacy scale by Skill level by Sex

	PROSE LITERACY SCALE				DOCUMENT LITERACY SCALE				Total
	Level 1	Level 2	Level 3	Level 4/5	Level 1	Level 2	Level 3	Level 4/5	
	'000	'000	'000	'000	'000	'000	'000	'000	
SELF-ASSESSED ENGLISH READING SKILLS									
Males									
Excellent	209.4	817.7	1 595.3	905.1	211.4	757.4	1 464.5	1 094.1	3 527.5
Good	465.0	1 044.4	988.0	220.6	463.7	914.7	1 013.9	325.8	2 718.0
Moderate	376.9	414.9	149.4	*16.5	357.1	369.5	198.7	*32.3	957.6
Poor	260.3	56.8	*12.8	**0.2	253.1	*57.1	*19.0	**0.9	330.1
Total(a)	1 316.6	2 334.1	2 746.2	1 143.4	1 290.1	2 099.8	2 696.4	1 454.2	7 540.4
Females									
Excellent	244.9	1 081.2	2 054.2	1 082.7	359.4	1 213.2	1 888.3	1 002.0	4 463.0
Good	429.3	844.2	737.6	208.5	520.0	812.4	679.4	207.8	2 219.6
Moderate	274.2	196.5	104.6	*17.4	297.8	193.7	88.5	*12.6	592.7
Poor	249.0	*31.5	**6.1	—	249.3	*29.9	*7.4	**—	286.6
Total(a)	1 198.6	2 153.4	2 903.0	1 310.0	1 427.7	2 249.3	2 665.5	1 222.5	7 565.0
Persons									
Excellent	454.3	1 898.9	3 649.5	1 987.7	570.8	1 970.6	3 352.8	2 096.2	7 990.5
Good	894.2	1 888.6	1 725.6	429.1	983.6	1 727.1	1 693.3	533.6	4 937.6
Moderate	651.1	611.3	254.0	*33.8	655.0	563.2	287.2	*45.0	1 550.3
Poor	509.3	88.3	*18.9	**0.2	502.4	87.0	*26.3	**1.0	616.7
Total(a)	2 515.3	4 487.6	5 649.2	2 453.4	2 717.8	4 349.1	5 361.9	2 676.7	15 105.4
SELF-ASSESSED ENGLISH WRITING SKILLS									
Males									
Excellent	142.3	601.7	1 307.0	756.3	139.0	555.1	1 208.7	904.5	2 807.3
Good	379.7	1 041.1	1 115.8	345.3	383.8	916.2	1 106.3	475.5	2 881.9
Moderate	433.7	528.1	270.8	*35.5	413.2	472.2	317.3	*65.4	1 268.2
Poor	355.5	163.1	*52.3	**6.3	349.0	155.5	*64.0	**8.7	577.2
Total(a)	1 316.6	2 334.1	2 746.2	1 143.4	1 290.1	2 099.8	2 696.4	1 454.2	7 540.4
Females									
Excellent	179.5	823.2	1 737.8	951.4	262.7	943.9	1 595.2	890.1	3 691.9
Good	402.6	1 002.4	984.5	327.9	509.1	1 001.9	900.5	305.9	2 717.3
Moderate	277.9	276.4	167.3	*28.9	312.1	258.5	155.5	**24.5	750.5
Poor	337.5	51.5	*13.2	**0.5	342.6	*45.1	*12.9	**2.0	402.6
Total(a)	1 198.6	2 153.4	2 903.0	1 310.0	1 427.7	2 249.3	2 665.5	1 222.5	7 565.0
Persons									
Excellent	321.8	1 424.9	3 044.8	1 707.7	401.7	1 499.0	2 803.9	1 794.6	6 499.2
Good	782.2	2 043.4	2 100.3	673.3	892.9	1 918.1	2 006.8	781.4	5 599.2
Moderate	711.7	804.5	438.1	*64.4	725.3	730.7	472.8	*89.9	2 018.7
Poor	693.0	214.6	65.5	**6.8	691.6	200.6	76.9	*10.7	979.8
Total(a)	2 515.3	4 487.6	5 649.2	2 453.4	2 717.8	4 349.1	5 361.9	2 676.7	15 105.4
* estimate has a relative standard error of 25% to 50% and should be used with caution									
** estimate has a relative standard error greater than 50% and is considered too unreliable for general use									
— nil or rounded to zero (including null cells)									
(a) Includes persons who had no opinion.									

NUMERACY SCALE					
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
MALES					
Good with numbers and calculations					
Strongly agree	257.9	699.9	1 206.5	1 083.9	3 248.2
Agree	824.0	1 199.3	1 111.4	405.8	3 540.5
Disagree	285.5	251.7	118.4	*24.7	680.3
Strongly disagree	47.8	*15.1	**6.8	**1.6	71.4
Enjoyed learning maths at school(a)					
Strongly agree	169.9	328.1	532.2	522.3	1 552.6
Agree	562.5	971.0	1 138.8	705.8	3 378.2
Disagree	419.8	640.1	602.9	229.8	1 892.6
Strongly disagree	144.5	197.6	155.9	54.8	552.9
Received good grades in maths(a)					
Strongly agree	150.0	276.0	475.1	569.2	1 470.2
Agree	560.1	1 073.1	1 340.0	729.8	3 703.0
Disagree	459.7	653.6	520.7	179.4	1 813.4
Strongly disagree	110.9	123.7	90.0	*32.5	357.1
Usually understood maths at school(a)					
Strongly agree	133.8	279.2	464.7	462.8	1 340.4
Agree	784.4	1 326.3	1 545.2	865.6	4 521.4
Disagree	303.7	477.7	377.2	164.4	1 323.0
Strongly disagree	74.1	*50.5	*42.0	**14.3	180.8
Teachers taught maths too fast(a)					
Strongly agree	102.6	122.3	122.9	*43.6	391.4
Agree	452.2	711.8	586.7	261.3	2 012.0
Disagree	624.0	1 074.0	1 361.3	807.9	3 867.2
Strongly disagree	83.3	187.2	340.2	387.6	998.4
Feels anxious when working out amounts(b)					
Strongly agree	131.6	99.8	63.6	*16.2	311.3
Agree	576.0	612.6	378.6	*83.6	1 650.9
Disagree	596.2	1 143.4	1 301.0	682.3	3 722.8
Strongly disagree	111.4	310.2	699.9	734.0	1 855.4
FEMALES					
Good with numbers and calculations					
Strongly agree	268.2	565.3	797.0	464.7	2 095.2
Agree	983.8	1 355.7	1 221.0	404.3	3 964.8
Disagree	550.7	472.8	250.6	*47.8	1 321.9
Strongly disagree	103.0	54.7	*20.5	**4.9	183.0
Enjoyed learning maths at school(a)					
Strongly agree	174.0	316.5	436.5	257.2	1 184.2
Agree	664.3	912.2	956.4	423.7	2 956.6
Disagree	621.8	846.8	645.6	191.2	2 305.4
Strongly disagree	293.6	356.9	243.8	*48.5	942.7
Received good grades in maths(a)					
Strongly agree	131.4	273.1	457.2	311.1	1 172.8
Agree	779.1	1 214.5	1 245.0	473.3	3 712.0
Disagree	631.5	734.4	473.5	119.3	1 958.7
Strongly disagree	195.4	195.2	102.5	**16.3	509.4
Usually understood maths at school(a)					
Strongly agree	133.7	261.5	365.1	224.4	984.8
Agree	1 022.9	1 410.3	1 392.4	564.3	4 390.0
Disagree	492.7	649.9	461.6	119.7	1 723.9
Strongly disagree	104.0	101.1	*56.6	*11.0	272.7

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** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Excludes persons who had no opinion and those who did not attend school.

(b) For discounts, the GST or percentages.

NUMERACY SCALE

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000

FEMALES *cont.*

Teachers taught maths too fast(a)					
Strongly agree	182.9	197.0	132.9	*39.0	551.9
Agree	621.6	773.8	563.7	142.3	2 101.4
Disagree	784.8	1 233.3	1 263.4	543.5	3 825.0
Strongly disagree	131.1	193.1	287.1	193.4	804.7
Feels anxious when working out amounts(b)					
Strongly agree	253.7	197.9	107.6	*30.4	589.6
Agree	869.2	780.3	453.2	93.7	2 196.4
Disagree	666.1	1 197.3	1 243.6	466.3	3 573.3
Strongly disagree	116.8	273.0	484.7	331.2	1 205.7

PERSONS

Good with numbers and calculations					
Strongly agree	526.1	1 265.3	2 003.4	1 548.6	5 343.4
Agree	1 807.9	2 555.0	2 332.4	810.1	7 505.3
Disagree	836.2	724.5	369.0	*72.5	2 002.3
Strongly disagree	150.8	69.8	*27.3	**6.5	254.4
Enjoyed learning maths at school(a)					
Strongly agree	343.9	644.6	968.7	779.5	2 736.7
Agree	1 226.8	1 883.2	2 095.2	1 129.5	6 334.8
Disagree	1 041.6	1 486.9	1 248.5	421.0	4 198.0
Strongly disagree	438.1	554.5	399.7	103.3	1 495.6
Received good grades in maths(a)					
Strongly agree	281.4	549.1	932.3	880.3	2 643.1
Agree	1 339.2	2 287.6	2 585.0	1 203.1	7 415.0
Disagree	1 091.2	1 387.9	994.2	298.7	3 772.1
Strongly disagree	306.3	318.9	192.4	*48.8	866.4
Usually understood maths at school(a)					
Strongly agree	267.5	540.7	829.8	687.2	2 325.2
Agree	1 807.3	2 736.6	2 937.6	1 429.9	8 911.4
Disagree	796.3	1 127.6	838.8	284.1	3 046.9
Strongly disagree	178.1	151.6	98.6	*25.2	453.5
Teachers taught maths too fast(a)					
Strongly agree	285.5	319.4	255.8	82.6	943.4
Agree	1 073.7	1 485.7	1 150.5	403.5	4 113.4
Disagree	1 408.8	2 307.3	2 624.7	1 351.4	7 692.2
Strongly disagree	214.4	380.3	627.4	581.0	1 803.1
Feels anxious when working out amounts(b)					
Strongly agree	385.3	297.8	171.2	*46.6	900.9
Agree	1 445.2	1 392.9	831.7	177.4	3 847.2
Disagree	1 262.4	2 340.6	2 544.6	1 148.6	7 296.2
Strongly disagree	228.1	583.3	1 184.6	1 065.2	3 061.2

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Excludes persons who had no opinion and those who did not attend school.

(b) For discounts, the GST or percentages.

SKILL LEVEL

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000

PROSE LITERACY SCALE

Participation in type of group or organisation(a)					
A political organisation	*26.4	84.5	139.8	84.8	335.4
A sports or recreation organisation	407.0	1 330.5	2 027.6	1 060.2	4 825.3
A cultural, education or hobby group	203.2	488.3	984.7	526.3	2 202.5
A service club	69.7	177.7	240.9	124.6	612.8
A neighbourhood, civic or community association or a school group	246.7	772.2	1 276.8	635.2	2 930.9
A group associated with a community of worship	308.6	598.6	963.5	483.4	2 354.1
Other organisation	107.8	288.6	482.5	258.1	1 137.1
Did not participate	1 581.4	2 063.3	2 037.5	671.3	6 353.5
Type of activities participated in as unpaid volunteer(a)					
Fundraising	325.8	954.4	1 672.6	824.2	3 777.0
Serving as an unpaid member of a board	108.2	300.0	604.9	343.6	1 356.7
Coaching, teaching or counselling	138.9	580.6	1 028.0	562.2	2 309.8
Assisting with sorting and selling donated goods	165.0	416.6	593.4	291.4	1 466.4
Other activities	240.4	770.0	1 345.5	756.6	3 112.6
Did not participate as an unpaid volunteer	1 968.7	2 840.2	2 998.5	1 137.1	8 944.5
Whether satisfied or dissatisfied with life(a)					
Extremely satisfied	389.6	918.3	1 466.4	690.6	3 465.0
Satisfied	1 497.2	2 789.4	3 451.6	1 507.8	9 246.0
Neither satisfied nor dissatisfied	213.8	203.5	219.3	90.6	727.3
Dissatisfied	300.3	436.3	420.4	138.2	1 295.3
Extremely dissatisfied	114.2	139.9	91.4	*26.2	371.8

DOCUMENT LITERACY SCALE

Participation in type of group or organisation(a)					
A political organisation	*33.4	70.2	132.4	99.3	335.4
A sports or recreation organisation	450.8	1 273.3	1 917.0	1 184.2	4 825.3
A cultural, education or hobby group	238.3	531.1	904.8	528.2	2 202.5
A service club	93.0	179.5	221.5	118.8	612.8
A neighbourhood, civic or community association or a school group	294.7	789.7	1 177.6	669.0	2 930.9
A group associated with a community of worship	343.5	623.3	875.2	512.1	2 354.1
Other organisation	133.0	286.1	461.1	256.8	1 137.1
Did not participate	1 656.5	1 995.7	1 953.9	747.3	6 353.5
Type of activities participated in as unpaid volunteer(a)					
Fundraising	381.0	940.4	1 565.5	890.0	3 777.0
Serving as an unpaid member of a board	120.8	313.2	552.9	369.9	1 356.7
Coaching, teaching or counselling	150.7	592.0	959.4	607.7	2 309.8
Assisting with sorting and selling donated goods	203.6	424.6	552.8	285.3	1 466.4
Other activities	274.7	781.9	1 257.2	798.8	3 112.6
Did not participate as an unpaid volunteer	2 090.0	2 723.6	2 862.4	1 268.4	8 944.5
Whether satisfied or dissatisfied with life(a)					
Extremely satisfied	436.2	914.6	1 373.3	740.8	3 465.0
Satisfied	1 574.6	2 672.4	3 315.7	1 683.2	9 246.0
Neither satisfied nor dissatisfied	233.7	193.7	210.6	89.2	727.3
Dissatisfied	343.6	436.2	380.6	135.0	1 295.3
Extremely dissatisfied	129.6	132.2	81.6	*28.4	371.8

* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) In the 12 completed months prior to the survey.

SKILL LEVEL

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000

PROSE LITERACY SCALE

Self-assessed health status	Level 1	Level 2	Level 3	Level 4/5	Total
Excellent	354.3	834.1	1 426.1	664.8	3 279.3
Very good	550.4	1 440.9	2 019.2	992.6	5 003.1
Good	844.9	1 437.6	1 566.6	591.9	4 441.0
Fair	519.1	591.3	465.9	153.0	1 729.3
Poor	246.6	183.6	171.4	*51.2	652.7

DOCUMENT LITERACY SCALE

Self-assessed health status	Level 1	Level 2	Level 3	Level 4/5	Total
Excellent	373.1	841.8	1 345.6	718.7	3 279.3
Very good	590.9	1 386.1	1 926.0	1 100.0	5 003.1
Good	904.8	1 387.2	1 506.4	642.7	4 441.0
Fair	571.2	562.3	434.2	161.6	1 729.3
Poor	277.8	171.6	149.7	*53.6	652.7

NUMERACY SCALE

Self-assessed health status	Level 1	Level 2	Level 3	Level 4/5	Total
Excellent	495.3	947.9	1 202.5	633.6	3 279.3
Very good	810.8	1 444.6	1 712.3	1 035.4	5 003.1
Good	1 128.0	1 439.6	1 298.8	574.7	4 441.0
Fair	593.3	592.9	396.4	146.7	1 729.3
Poor	293.7	189.5	122.2	47.3	652.7

PROBLEM SOLVING SCALE

Self-assessed health status	Level 1	Level 2	Level 3	Level 4/5	Total
Excellent	862.4	1 212.8	994.0	210.0	3 279.3
Very good	1 326.1	1 826.3	1 461.7	389.1	5 003.1
Good	1 746.5	1 590.8	937.2	166.4	4 441.0
Fair	950.6	503.6	236.6	*38.6	1 729.3
Poor	391.8	180.4	*73.2	**7.3	652.7

HEALTH LITERACY SCALE

Self-assessed health status	Level 1	Level 2	Level 3	Level 4/5	Total
Excellent	414.0	1 240.2	1 374.2	250.8	3 279.3
Very good	697.0	1 973.2	1 955.4	377.5	5 003.1
Good	964.9	1 893.7	1 393.2	189.3	4 441.0
Fair	579.8	709.9	393.9	*45.8	1 729.3
Poor	267.5	240.2	132.2	*12.8	652.7

* estimate has a relative standard error of 25% to 50% and should be used with caution
 ** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

DOCUMENT LITERACY SCALE

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
15-24 YEARS					
How often used the Internet for email					
Daily/A few times a week	129.3	603.2	899.1	486.1	2 117.8
A few times a month	*59.4	131.4	98.2	*31.1	320.1
Never	63.7	127.2	97.6	**8.1	296.6
How often used the Internet for shopping(b)					
Daily/A few times a week	*61.5	224.4	266.8	161.8	714.5
A few times a month	79.5	335.4	451.3	218.7	1 085.0
Never	111.4	302.1	376.8	144.8	935.1
How often used the Internet for banking					
Daily/A few times a week	*22.5	156.1	244.1	178.4	601.0
A few times a month	*26.5	144.1	212.2	155.7	538.6
Never	203.4	561.7	638.6	191.3	1 594.9
How often used the Internet for formal education					
Daily/A few times a week	*47.4	253.6	377.1	219.8	897.9
A few times a month	*21.6	117.0	196.9	*98.1	433.7
Never	183.4	491.3	520.9	207.4	1 402.9
How often used the Internet to read about news or current affairs					
Daily/A few times a week	64.6	278.6	415.0	302.8	1 061.0
A few times a month	*42.1	177.5	282.9	131.8	634.4
Never	145.8	405.7	397.0	*90.7	1 039.2
How often used the Internet for general browsing					
Daily/A few times a week	141.2	595.7	809.2	431.1	1 977.2
A few times a month	81.9	186.0	213.3	*78.6	559.8
Never	*29.3	80.2	*72.5	*15.5	197.5
Has never used a computer or the Internet	*29.3	**14.3	**1.3	—	44.9
Total	281.7	876.2	1 096.2	525.3	2 779.4

* estimate has a relative standard error of 25% to 50% and should be used with caution

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

— nil or rounded to zero (including null cells)

(a) In a typical month.

(b) Includes browsing but not necessarily buying.

DOCUMENT LITERACY SCALE

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
25-34 YEARS					
How often used the Internet for email					
Daily/A few times a week	92.9	420.8	952.3	560.0	2 026.1
A few times a month	*31.2	85.5	115.6	*40.4	272.8
Never	69.9	125.1	106.9	*29.3	331.1
How often used the Internet for shopping(b)					
Daily/A few times a week	*35.9	152.1	292.4	156.2	636.6
A few times a month	63.0	221.1	566.0	356.1	1 206.2
Never	95.1	258.2	316.5	117.5	787.2
How often used the Internet for banking					
Daily/A few times a week	*31.5	169.6	485.9	273.4	960.4
A few times a month	*37.0	142.4	303.1	232.1	714.5
Never	125.4	319.5	385.9	124.3	955.0
How often used the Internet for formal education					
Daily/A few times a week	*17.1	73.7	152.6	109.6	353.1
A few times a month	*19.0	86.3	232.9	112.3	450.5
Never	157.8	471.4	789.3	407.8	1 826.4
How often used the Internet to read about news or current affairs					
Daily/A few times a week	*53.2	200.0	540.1	352.6	1 145.8
A few times a month	*38.6	139.3	277.8	136.1	591.7
Never	102.2	292.2	357.0	141.1	892.5
How often used the Internet for general browsing					
Daily/A few times a week	80.7	291.1	749.7	441.7	1 563.2
A few times a month	77.8	226.4	326.6	146.3	777.1
Never	*35.5	114.0	98.6	*41.7	289.7
Has never used a computer or the Internet	92.5	63.4	*28.6	**1.2	185.7
Total	286.5	694.8	1 203.4	630.9	2 815.7

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(a) In a typical month.

(b) Includes browsing but not necessarily buying.

DOCUMENT LITERACY SCALE

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
35-44 YEARS					
How often used the Internet for email					
Daily/A few times a week	114.9	444.5	843.8	590.7	1 993.9
A few times a month	*55.3	97.7	149.3	*59.8	362.2
Never	79.4	142.5	83.8	*18.9	324.7
How often used the Internet for shopping(b)					
Daily/A few times a week	*36.1	139.9	256.5	150.4	582.8
A few times a month	*47.9	245.5	464.5	353.1	1 111.0
Never	165.7	299.4	356.1	165.9	987.0
How often used the Internet for banking					
Daily/A few times a week	*43.5	165.7	349.3	256.8	815.2
A few times a month	*17.3	116.9	262.2	209.9	606.2
Never	188.8	402.2	465.5	202.8	1 259.3
How often used the Internet for formal education					
Daily/A few times a week	*17.9	51.9	121.5	95.1	286.3
A few times a month	*25.1	97.4	184.2	151.7	458.4
Never	206.6	535.5	771.3	422.6	1 936.0
How often used the Internet to read about news or current affairs					
Daily/A few times a week	64.3	207.9	434.9	316.4	1 023.6
A few times a month	*55.4	177.0	269.5	174.2	676.2
Never	130.0	299.8	372.6	178.8	981.0
How often used the Internet for general browsing					
Daily/A few times a week	81.8	312.7	582.8	416.8	1 394.0
A few times a month	87.3	259.2	391.4	192.7	930.6
Never	80.6	112.9	102.8	60.0	356.2
Has never used a computer or the Internet	147.1	110.1	*55.0	**5.5	317.6
Total	396.7	794.8	1 131.9	674.9	2 998.4

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(a) In a typical month.

(b) Includes browsing but not necessarily buying.

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

DOCUMENT LITERACY SCALE

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
45-54 YEARS					
How often used the Internet for email					
Daily/A few times a week	105.2	376.7	731.9	490.4	1 704.2
A few times a month	42.0	82.6	112.5	37.9	275.0
Never	76.0	105.2	79.6	**17.5	278.3
How often used the Internet for shopping(b)					
Daily/A few times a week	*21.0	106.9	140.2	105.1	373.3
A few times a month	58.4	182.8	383.8	271.3	896.3
Never	143.7	274.8	400.0	169.4	987.9
How often used the Internet for banking					
Daily/A few times a week	*23.2	145.2	291.7	198.0	658.1
A few times a month	*27.5	113.6	231.1	172.4	544.6
Never	172.5	305.6	401.3	175.4	1 054.8
How often used the Internet for formal education					
Daily/A few times a week	*18.7	44.8	101.2	62.8	227.5
A few times a month	*19.8	77.7	172.0	136.6	406.0
Never	184.7	441.9	650.8	346.5	1 623.9
How often used the Internet to read about news or current affairs					
Daily/A few times a week	*65.0	161.3	322.1	247.0	795.5
A few times a month	*34.2	140.7	245.3	155.7	575.8
Never	123.9	262.5	356.7	143.1	886.2
How often used the Internet for general browsing					
Daily/A few times a week	68.1	261.0	456.2	317.5	1 102.7
A few times a month	67.0	187.5	303.2	161.2	718.9
Never	88.1	116.0	164.6	*67.2	435.9
Has never used a computer or the Internet	306.3	176.6	72.8	**9.9	565.7
Total	529.4	741.1	996.9	555.8	2 823.1

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(a) In a typical month.

(b) Includes browsing but not necessarily buying.

** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

	DOCUMENT LITERACY SCALE				
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
55-64 YEARS					
How often used the Internet for email					
Daily/A few times a week	76.5	316.9	438.1	212.8	1 044.3
A few times a month	*34.8	92.1	90.4	**16.5	233.8
Never	46.7	82.9	54.4	*10.6	194.5
How often used the Internet for shopping(b)					
Daily/A few times a week	*13.7	53.3	84.7	47.2	198.9
A few times a month	*20.3	158.1	201.8	108.6	488.8
Never	124.1	280.5	296.4	84.1	785.0
How often used the Internet for banking					
Daily/A few times a week	*17.5	86.5	156.2	72.2	332.4
A few times a month	*13.8	79.7	134.4	80.3	308.1
Never	126.7	325.8	292.3	87.3	832.2
How often used the Internet for formal education					
Daily/A few times a week	**1.9	*24.0	*34.0	*26.9	86.8
A few times a month	*7.4	37.4	61.8	34.2	140.8
Never	148.7	430.5	487.1	178.7	1 245.0
How often used the Internet to read about news or current affairs					
Daily/A few times a week	*24.2	128.3	217.4	107.2	477.1
A few times a month	*28.4	105.2	139.4	62.6	335.7
Never	105.4	258.3	226.0	70.1	659.9
How often used the Internet for general browsing					
Daily/A few times a week	51.4	164.2	236.8	126.2	578.5
A few times a month	49.0	179.8	210.3	71.9	510.9
Never	57.7	148.0	135.8	*41.7	383.2
Has never used a computer or the Internet	434.9	267.4	93.9	**6.3	802.5
<i>Total</i>	593.0	759.3	676.8	246.1	2 275.2

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(a) In a typical month.

(b) Includes browsing but not necessarily buying.

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DOCUMENT LITERACY SCALE

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
65-74 YEARS					
How often used the Internet for email					
Daily/A few times a week	45.1	126.9	128.2	*28.9	329.0
A few times a month	*19.8	*44.7	*32.8	**4.0	101.5
Never	*27.8	62.7	*28.0	**8.1	126.6
How often used the Internet for shopping(b)					
Daily/A few times a week	*13.5	*14.8	*18.4	**6.8	53.6
A few times a month	*16.1	51.7	54.4	**10.5	132.6
Never	63.1	167.9	116.1	*23.7	370.9
How often used the Internet for banking					
Daily/A few times a week	**8.0	*27.2	*33.5	**14.4	83.2
A few times a month	*7.7	*33.3	*37.3	**4.8	83.0
Never	77.1	173.8	118.2	*21.8	390.9
How often used the Internet for formal education					
Daily/A few times a week	**3.4	**10.7	**10.6	**5.4	*30.0
A few times a month	**4.7	*10.6	*16.9	**3.9	36.1
Never	84.6	213.1	161.5	*31.8	491.0
How often used the Internet to read about news or current affairs					
Daily/A few times a week	*17.0	*57.0	59.3	*14.3	147.6
A few times a month	*20.4	*43.4	*40.9	**6.6	111.4
Never	55.3	133.9	88.8	*20.1	298.1
How often used the Internet for general browsing					
Daily/A few times a week	*26.5	72.2	59.5	*16.5	174.8
A few times a month	30.8	85.6	71.3	*9.2	196.9
Never	*35.4	76.5	*58.2	**15.2	185.3
Has never used a computer or the Internet	537.7	248.5	67.7	**2.7	856.6
Total	630.4	482.9	256.7	43.7	1 413.6

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** estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) In a typical month.

(b) Includes browsing but not necessarily buying.

DOCUMENT LITERACY SCALE

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
TOTAL					
How often used the Internet for email					
Daily/A few times a week	563.8	2 289.1	3 993.5	2 368.9	9 215.3
A few times a month	242.6	534.1	598.8	189.8	1 565.4
Never	363.6	645.6	450.3	92.4	1 551.8
How often used the Internet for shopping(b)					
Daily/A few times a week	181.7	691.4	1 059.0	627.6	2 559.7
A few times a month	285.2	1 194.5	2 121.8	1 318.3	4 919.8
Never	703.1	1 582.9	1 861.8	705.2	4 853.0
How often used the Internet for banking					
Daily/A few times a week	146.2	750.3	1 560.7	993.2	3 450.3
A few times a month	129.8	630.0	1 180.3	855.1	2 795.1
Never	894.0	2 088.6	2 301.7	802.9	6 087.1
How often used the Internet for formal education					
Daily/A few times a week	106.4	458.7	797.0	519.5	1 881.6
A few times a month	97.7	426.4	864.8	536.7	1 925.6
Never	965.9	2 583.7	3 380.9	1 594.8	8 525.3
How often used the Internet to read about news or current affairs					
Daily/A few times a week	288.2	1 033.3	1 988.8	1 340.3	4 650.5
A few times a month	219.1	783.2	1 255.8	666.9	2 925.0
Never	662.6	1 652.4	1 798.1	643.9	4 756.9
How often used the Internet for general browsing					
Daily/A few times a week	449.6	1 696.9	2 894.1	1 749.9	6 790.5
A few times a month	393.8	1 124.4	1 516.0	659.9	3 694.1
Never	326.6	647.5	632.5	241.3	1 847.9
Has never used a computer or the Internet	1 547.8	880.3	319.3	*25.6	2 773.0
Total	2 717.8	4 349.1	5 361.9	2 676.7	15 105.4

* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) In a typical month.

(b) Includes browsing but not necessarily buying.

	<i>Males</i>	<i>Females</i>	<i>Persons</i>
	'000	'000	'000
Age group (years)			
15-19	703.7	671.0	1 374.6
20-24	715.5	689.3	1 404.8
25-29	694.7	682.5	1 377.3
30-34	715.3	723.2	1 438.4
35-39	746.5	760.4	1 506.9
40-44	740.2	751.3	1 491.5
45-49	734.9	747.9	1 482.9
50-54	663.0	677.2	1 340.2
55-59	629.0	636.3	1 265.3
60-64	506.6	503.3	1 009.9
65-74	691.0	722.6	1 413.6
State of usual residence			
New South Wales	2 508.4	2 514.3	5 022.7
Victoria	1 874.7	1 906.7	3 781.4
Queensland	1 483.5	1 473.6	2 957.1
South Australia	565.8	567.3	1 133.2
Western Australia	747.9	744.1	1 492.1
Tasmania	176.3	179.8	356.1
Northern Territory	61.1	54.2	115.3
Australian Capital Territory	122.6	125.0	247.6
All persons aged 15 to 74	7 540.4	7 565.0	15 105.4
All persons aged 16 to 65	6 785.1	6 767.2	13 552.4
All persons aged 15 to 74 who are currently employed	5 813.2	4 793.8	10 606.9
All persons aged 15 to 74 who are currently unemployed	240.8	240.8	481.6
All persons aged 15 to 74 who are not in the labour force	1 486.5	2 530.4	4 016.9
All persons aged 15 to 74 whose first language was not English	1 461.4	1 527.0	2 988.4
All persons aged 15 to 74 who have completed an educational qualification course	7 529.8	7 539.7	15 069.5
All persons aged 15 to 74 who have participated in informal learning in the last 12 months	6 676.2	6 444.9	13 121.2
All persons aged 15 to 74 who participated in learning in the last 12 months	6 804.6	6 574.5	13 379.0
All persons aged 15 to 74 who have participated as an unpaid volunteer in the last 12 months	4 403.7	4 348.3	8 752.0
All persons who undertook a qualification course and/or non-qualification course in the last 12 months	3 406.9	3 268.7	6 675.6

EXPLANATORY NOTES

INTRODUCTION

1 This publication analyses the relationship between literacy skills and a range of socio-demographic factors, as collected in the Adult Literacy and Life Skills Survey (ALLS). The ALLS is the second survey of its type to be conducted in Australia. Its predecessor, the International Adult Literacy Survey (IALS), was conducted in Australia in 1996 as the Survey of Aspects of Literacy (SAL). The IALS was the world's first internationally comparative survey of adult skills, undertaken with three rounds of data collection between 1994 and 1998. Similarly, the ALLS is an international survey that has been completed by participating countries in successive waves. In 2003, the first wave of countries that participated in the Adult Literacy and Life Skills Survey (referred to as 'ALL') were Bermuda, Canada, Italy, Mexico, Norway, Switzerland and the United States. Second wave countries to take part in ALLS were Australia, New Zealand, the Netherlands, Hungary and South Korea.

2 The survey provides information on knowledge and skills in the following five domains: prose literacy, document literacy, numeracy, problem solving and health literacy. In the 1996 SAL only three domains were assessed. These domains were prose literacy, document literacy and quantitative literacy. The addition of problem-solving, and health literacy as well as the expansion of the quantitative literacy to numeracy provides an extra dimension to the assessment of adult skills. A number of prose and document literacy tasks administered in the 1996 SAL have been retained for the 2006 ALLS to provide comparison of levels of literacy over time. Both SAL and ALLS measured skills in the official language, which in Australia was English.

3 Information on the following topics was collected:

- General demographic information
- Linguistic information
 - first language learned and most used at home
 - self-assessed proficiency in spoken English
 - reading and writing proficiency in non-English language
- Parental information
 - occupation
 - educational attainment
 - country of birth
- Labour Force activities
 - current labour force status
 - labour force activities in the last 12 months
 - hours worked
 - occupation and industry of main job
 - job tenure
- Literacy and numeracy practices at work and daily life
- Frequency of reading and writing activities
- Participation in education and learning
 - involvement in different types of learning
 - incidence of education and learning
 - reasons for pursuing education and learning
 - volume of education undertaken
- Social capital and well-being
 - volunteering, civic participation
 - physical and psychological well being
- Information and communications technology
 - access, types and usage
 - purposes and intensity of computer use
 - purposes and intensity of Internet use
 - self assessment of skills
- Personal and household income

EXPLANATORY NOTES *continued*

INTRODUCTION *continued*

4 The statistics included in this publication present a broad overview of data items collected. Emphasis has been given to providing information on key measures of literacy.

5 More detail on the survey content, and how literacy was measured, is available in the *Adult Literacy and Life Skills, Australia: User Guide* (cat. no. 4228.0.55.002) available on the ABS website <www.abs.gov.au>.

SCOPE OF THE SURVEY

6 Only people who were usual residents of private dwellings in Australia were covered by the survey. Private dwellings are houses, flats, home units and any other structures used as private places of residence at the time of the survey. People usually resident in non-private dwellings such as hotels, motels, hostels, hospitals and short-stay caravan parks were not included in the survey. Usual residents are those who usually live in a particular dwelling and regard it as their own or main home. Visitors to private dwellings are not included in the interview for that dwelling. However, if they are a usual resident of another dwelling that is in the scope of the survey they have a chance of being selected in the survey or, if not selected, they will be represented by similar persons who are selected in the survey.

7 The ALLS was conducted in both urban and rural areas in all states and territories, except for very remote parts of Australia. Queensland, South Australia, Western Australia and the Northern Territory have very remote areas. With the exception of the Northern Territory, the population living in very remote areas represents only a small proportion of the total population (approximately 2%). For this, and other practical reasons, no adjustment was made to state population benchmarks (population benchmarks are discussed below) when deriving survey results. This exclusion is unlikely to impact on national estimates, and will only have a minor impact on any aggregate estimates that are produced for individual states and territories, except the Northern Territory where the excluded population accounts for over 20% of persons.

8 Persons aged 15 to 74 years were included in the survey. The estimated Australian resident population at December 2006, after the exclusion of people living in non-private dwellings and very remote areas of Australia, was 20,182,511 of which 15,105,435 were aged 15 to 74 years

9 The following non-residents were excluded from resident population estimates used to benchmark the survey results, and were not interviewed:

- diplomatic personnel of overseas governments
- members of non-Australian defence forces (and their dependants) stationed in Australia
- persons whose usual place of residence was outside Australia.

SAMPLE DESIGN

10 The ALLS was designed to provide reliable estimates at the national level and for each state and territory.

11 Dwellings included in the survey in each state and territory were selected at random using a multi-stage area sample. This sample included only private dwellings from the geographic areas covered by the survey. The initial sample for the survey consisted of 14,311 private dwellings. This number was reduced to 11,139 dwellings due to the loss of households which had no residents in scope for the survey and where dwellings proved to be vacant, under construction or derelict. Of the eligible dwellings, 80.7% responded fully (or adequately) which yielded a total sample from the survey of 8,988 dwellings/persons.

EXPLANATORY NOTES *continued*

International response rates

12 The number of adequately responding persons and response rates for selected countries, as included in tables 5 to 7, are presented in the following table.

SELECTED COUNTRIES, Sample size and Response rate summary(a)

	Fully responding	Response rate (b)
	no.	%
Bermuda	2 696	82
Canada	20 059	66
Italy	6 853	44
Norway	5 411	56
Switzerland	5 120	40
United States	3 420	66

(a) People aged 16-65 years.

(b) Of eligible dwellings, excluding sample loss.

DATA COLLECTION

13 ABS interviewers conducted personal interviews at selected dwellings during the period of June 2006 to January 2007. Interviews were conducted using a Computer Assisted Interviewing (CAI) questionnaire. CAI involves the use of a notebook computer to record, store, manipulate and transmit the data collected during interviews.

14 Much of the detail obtained from the ALLS was provided by one person aged 15 to 74 years randomly selected from each participating household. This person was randomly selected after basic information had been obtained about all household members.

15 Respondents were asked a series of questions to obtain background information of a socio-demographic nature, and information about their perceptions of their literacy and numeracy abilities, their literacy-related practices in daily life and at work, and about their use of different languages.

16 After the interview was completed, the respondent was asked to participate in an objective assessment of their literacy skills. The first assessment, a core task booklet (CTB), contained six relatively simple literacy-related tasks. Respondents who completed three or more of these correctly, as assessed by the interviewer, were then given a much larger variety of tasks in a separate main task booklet (MTB). The tasks in the MTB, which are more numerous and diverse in complexity and subject matter, are designed to provide an understanding of the literacy skills of the general adult population. Respondents were asked to use the textual materials provided in the booklet to complete a series of tasks.

17 Those who did not correctly complete at least three of the tasks from the CTB were not asked to attempt the more difficult tasks in the MTB. These respondents were assessed with skill level 1 for each domain.

18 There were 28 different types of booklets used in the assessed part of the interview. One of these booklets was randomly allocated to each selected dwelling.

19 Each booklet consisted of two, of a possible eight, blocks of questions. The blocks of questions measure different skill domains:

- Blocks 1 - 4 measure Prose and Document Literacy
- Blocks 5 - 6 measure Numeracy
- Blocks 7 - 8 measure Problem-solving

EXPLANATORY NOTES *continued*

DATA COLLECTION *continued*

20 A fifth scale measuring health literacy proficiency was produced as a by-product of the above testing process. The survey contained 191 daily tasks that were judged to measure health-related activities in five domains: health promotion (60 items), health protection (65 items), disease prevention (18 items), health-care and disease management (16 items), and navigation (32 items). The production of the health literacy scale was an additional service provided to participating countries.

21 Interviewers administered the objective assessment component of the survey in a neutral and non-threatening manner, encouraging respondents to attempt as many tasks as possible. There were no time limits, and no assistance was allowed. Tasks covered each of the types of literacy, and were at varying levels of difficulty.

22 More information on the scoring of the MTBs is available in the *Adult Literacy and Life Skills, Australia: User Guide* (cat. no. 4228.0.55.002) available on the ABS website <www.abs.gov.au>.

WEIGHTING, BENCHMARKING AND ESTIMATION

Weighting

23 Weighting is the process of adjusting results from a sample survey to infer results for the total in-scope population. To do this, a 'weight' is allocated to each person. The weight is a value which indicates how many population units are represented by the sample unit.

24 The first step in calculating weights for each person is to assign an initial weight, which is equal to the inverse of the probability of being selected in the survey. For example, if the probability of a person being selected in the survey was 1 in 600, then the person would have an initial weight of 600 (that is, they represent 600 people).

Benchmarking

25 The initial weights were then calibrated to align with independent estimates of the population by sex, age, state and section of state, referred to as 'benchmarks'. Weights calibrated against population benchmarks ensure that the survey estimates conform to the independently estimated distribution of the population rather than to the distribution within the sample itself. Calibration to population benchmarks helps to compensate for over- or under-enumeration of particular categories of persons which may occur due to either the random nature of sampling or non-response.

26 The 2006 ALLS was benchmarked to the estimated resident population aged 15 to 74 years (ERP) living in private dwellings in each state and territory, excluding the ERP living in very remote areas of Australia, at 31 December 2006. The ERP for 2006 ALLS were based on results from the 2001 Census of Population and Housing. The ALLS estimates do not (and are not intended to) match estimates for the total Australian resident population obtained from other sources (which include persons and households living in non-private dwellings, such as hotels and boarding houses, and in very remote parts of Australia).

Estimation

27 In order to minimise respondent burden, not all literacy domains were directly assessed for each respondent. ALLS used a matrix-sampling design to assign assessment booklets to individuals so that a comprehensive picture of the literacy achievements across the country could be assembled from the components completed by each individual. ALLS relied on Item Response Theory scaling to combine the individual responses to provide accurate estimates of literacy achievement in the population. With this approach, however, aggregations of individuals scores can lead to biased estimates of population characteristics. To address this, the ALLS scaling procedures also used a multiple imputation or "plausible scores" methodology to obtain proficiency scores in literacy for all individuals, even though each individual responded to only a part of the assessment item pool. By using all available data, for each respondent five "plausible scores" were generated for each of the five domains measured.

EXPLANATORY NOTES *continued*

Estimation continued

28 All literacy estimates presented in this publication are obtained by taking the average of the five weighted estimates from each of the "plausible" scores. More information on measuring literacy is covered in the *Adult Literacy and Life Skills Survey: User Guide* (cat. no. 4228.0.55.002) available on the ABS website <www.abs.gov.au>.

RELIABILITY OF ESTIMATES

29 All sample surveys are subject to error which can be broadly categorised as either sampling error or non-sampling error. Sampling error occurs because only a small proportion of the total population is used to produce estimates that represent the whole population. Sampling error can be reliably measured as it is calculated based on the scientific methods used to design surveys. Non-sampling errors occur when survey processes work less effectively than intended. For example, some persons selected for the survey may not respond (non-response); some survey questions may not be clearly understood by the respondent; and occasionally errors can be made in processing data from the survey.

Non-Sampling error

30 One of the main sources of non-sampling error is non-response by persons selected in the survey. Non-response can affect the reliability of results and can introduce bias. The magnitude of any bias depends upon the level of non-response and the extent of the difference between the characteristics of those people who responded to the survey and those who did not.

31 To reduce the level and impact of non-response, the following methods were adopted in this survey:

- face-to-face interviews with respondents
- the use of interviewers who could speak languages other than English where necessary
- follow-up of respondents if there was initially no response
- ensuring the weighted file is representative of the population by aligning the estimates with population benchmarks.

32 Of the dwellings selected in the 2006 ALLS, 19.3% did not respond fully or adequately.

33 Every effort was made to minimise other non-sampling error by careful design and testing of questionnaires, intensive training and supervision of interviewers, and extensive editing and quality control procedures at all stages of data processing.

34 An advantage of the CAI technology used in conducting interviews for this survey is that it potentially reduces non-sampling errors by enabling edits to be applied as the data are being collected. The interviewer is alerted immediately if information entered into the computer is either outside the permitted range for that question, or contradictory to information previously recorded during the interview. These edits allow the interviewer to query respondents and resolve issues during the interview. CAI sequencing of questions is also automated such that respondents are asked only relevant questions and only in the appropriate sequence, eliminating interviewer sequencing errors.

35 In contrast to most other ABS surveys, the ALLS estimates also include significant imputation variability, due to the use of multiple possible MTB questionnaires and the complex literacy scaling procedures. The effect of the plausible scoring methodology on the estimation can be reliably estimated and is included in the calculated RSEs. This is covered in more detail in the Technical notes.

EXPLANATORY NOTES *continued*

Sampling error

36 Sampling error is the difference between the published estimates, derived from a sample of persons, and the value that would have been produced if all persons in scope of the survey had been included. For more information refer to the 'Technical notes'. Sampling error is measured for this survey by relative standard errors (RSEs). In this publication estimates with RSEs of 25% to 50% are preceded by an asterisk (e.g. *3.4) to indicate that the estimate should be used with caution. Estimates with RSEs over 50% are indicated by a double asterisk (e.g. **0.6) and should be considered unreliable for most purposes.

SEASONAL EFFECTS

37 The estimates in this publication are based on information collected from June 2006 to January 2007, and due to seasonal effects they may not be fully representative of other time periods in the year. For example, the ALLS asked standard ABS questions on labour force status to determine whether a person was employed. Employment is subject to seasonal variation through the year. Therefore, the ALLS results for employment could have differed if the ALLS had been conducted over the whole year or in a different part of the year.

INTERPRETATION OF RESULTS

38 Care has been taken to ensure that the results of this survey are as accurate as possible. All interviews were conducted by trained ABS officers. Extensive reference material was developed for use in the field enumeration and intensive training was provided to interviewers in both classroom and on-the-job environments. There remain, however, other factors which may have affected the reliability of results, and for which no specific adjustments can be made. The following factors should be considered when interpreting these estimates:

- Information recorded in this survey is essentially 'as reported' by respondents, and hence may differ from information available from other sources or collected using different methodologies. Responses may be affected by imperfect recall or individual interpretation of survey questions.
- Some respondents may have provided responses that they felt were expected, rather than those that accurately reflected their own situation. Every effort has been made to minimise such bias through the development and use of culturally appropriate survey methodology.

39 Further information on the interpretation of results is contained in the *Adult Literacy and Life Skills Survey: User Guide* (cat. no. 4228.0.55.002) available on the ABS website <www.abs.gov.au>.

40 For a number of ALLS data items, some respondents were unwilling or unable to provide the required information. Where responses for a particular data item were missing for a person or household they were recorded in a 'not known' or 'not stated' category for that data item. These 'not known' or 'not stated' categories are not explicitly shown in the publication tables, but have been included in the totals. Publication tables presenting proportions have included any 'not known' or 'not stated' categories in the calculation of these proportions.

41 For the personal gross weekly income data item, 11.6% of people (1.8 million) did not provide an income amount, either because they did not know their income or they refused to answer. There were a number of other data items included in the publication that had missing values. The proportions of these missing values did not exceed 2% for any data item.

EXPLANATORY NOTES *continued*

CLASSIFICATIONS AND STANDARDS

- 42** The ALLS used the following classifications;
- Coding of country of birth. The survey questionnaire listed the 10 most frequently reported countries. Interviewers were instructed to mark the appropriate box, or if the reported country was not among those listed, to record the name of the country for subsequent coding. All responses for country of birth were coded according to the *Standard Australian Classification of Countries (SACC), 1998* (cat. no. 1269.0).
 - Coding of geographical data. Geography data (Capital city, Balance of state/territory; Remoteness areas) were classified according to the *Australian Standard Geographical Classification (ASGC)* (cat. no. 1216.0).
 - Coding of language. The survey questionnaire listed the 10 most frequently reported languages first spoken at home. Interviewers were instructed to mark the appropriate box, or if the reported language was not among those listed, to record the name of the language for subsequent coding. All responses for language spoken were coded to the *Australian Standard Classification of Languages (ASCL)* (cat. no. 1267.0).
 - Coding of education. Level and field of education were coded to the *Australian Standard Classification of Education (ASCED)* (cat. no. 1272.0). Coding was based on the level and field of education as reported by respondents and recorded by interviewers. In addition to this, level of education was coded to the INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED), 1997.
 - Coding of occupation. Occupation data were dual classified according to the ASCO - *Australian Standard Classification of Occupations, Second Edition, 1997* (cat. no. 1220.0.30.001) - and the newly released ANZSCO - *Australian and New Zealand Standard Classification of Occupations, First Edition, 2006* (cat. no. 1220.0). In addition, occupation was coded to the INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS (ISCO), 1988.
 - Coding of industry. Industry data were dual classified according to the newly released 2006 Australian and New Zealand Standard Industrial Classification (ANZSIC) (cat. no. 1292.0) and the previous 1993 *Australian and New Zealand Standard Industrial Classification (ANZSIC)* (cat. no. 1292.0.15.001). In addition, industry was coded to the INTERNATIONAL STANDARD INDUSTRIAL CLASSIFICATION OF ALL ECONOMIC ACTIVITIES (ISIC), 1989.

43 More information on the concepts collected in ALLS and related international resources are available in the *Adult Literacy and Life Skills, Australia: User Guide* (cat. no. 4228.0.55.002) available on the ABS website <www.abs.gov.au>.

COMPARABILITY WITH 1996 SURVEY OF ASPECTS OF LITERACY

44 Selected summary results from the 1996 SAL are presented in this publication to allow comparisons over time to be made. Of the five literacy domains available from the 2006 ALLS only two: prose and document literacy, are directly comparable to those derived from the 1996 SAL. Experts in the field have argued that the Quantitative Literacy domain, derived from the 1996 SAL, was only narrowly focused on numeracy competency and did not necessarily emphasise real-life tasks which demand more numerous and diverse numeracy skills. Consequently, a more expanded concept of adult numeracy was developed and has been incorporated in the 2006 ALLS. The concept of numeracy is based on a wider range of skills and knowledge that deal with situations which demand effective responses and situational management skills. As a result of these conceptual changes, time series analyses of the numeracy domain are not possible. The problem solving and the health literacy domains are new additions to the 2006 ALLS and hence no time series information is available.

45 The statistical significance of data changes between 1996 and 2006 has been investigated and results that are statistically significant are indicated in tables 2, 4, 16 and 19. The scope, survey design, content, data collection and weighting procedures were largely the same in both collections.

EXPLANATORY NOTES *continued*

COMPARABILITY WITH 1996 SURVEY OF ASPECTS OF LITERACY *continued*

46 The sample sizes differed between the 2006 ALLS and 1996 SAL. In 2006, the number of fully or adequately responding households achieved in the survey was 8,988 compared to approximately 9,302 for the 1996 cycle. The 2006 cycle had a larger initial sample size (14,311 possible dwellings) compared to the 1996 initial sample size (13,008 possible dwellings). These differences in the sample size for 2006 and 1996 should be considered when comparing results.

47 A full list of the data items from the 2006 ALLS is available with the *Adult Literacy and Life Skills Survey: User Guide* (cat. no. 4228.0.55.002), as a datacube, available on the ABS website <www.abs.gov.au>. For published results from the 1996 SAL, refer to *Aspects of Literacy: Assessed Skill Levels, Australia, 1996* (cat. no. 4228.0) available on the ABS website <www.abs.gov.au>.

ALLS PRODUCTS AND SERVICES

Adult Literacy and Life Skills Survey: Summary Results, Australia, 2006 datacubes

48 Below is information describing the range of data to be made available from the 2006 Adult Literacy and Life Skills Survey, both in published form and on request. Products available on the ABS website <www.abs.gov.au> are indicated accordingly.

49 An electronic version of the tables released in this publication is available on the ABS website (cat. no. 4228.0), in spreadsheet format. The spreadsheet presents RSEs relating to estimates and/or proportions for each publication table.

Adult literacy and Life Skills Survey: User Guide

50 The ALLS User Guide has been released in conjunction with this summary results publication. It provides detailed information about the survey content, methodology and data interpretation. It also contains the list of ALLS data items. The User Guide is available free-of-charge on the ABS website (cat. no. 4228.0.55.002).

State/territory tabulations

51 A set of tables in a spreadsheet format equivalent to those in this publication will be produced for each state and territory (subject to standard error constraints and excluding time series and international comparative tables) and Australia. These tables will be available from the ABS website <www.abs.gov.au> (as Datacubes to cat. no. 4228.0).

Microdata

52 For users who wish to undertake more detailed analysis of the survey data, microdata from the 2006 ALLS will be released in the form of two confidentialised unit record files (CURFs), the basic CURF (*Adult Literacy and Life Skills Survey: Basic Confidentialised Unit Record File*, cat. no. 4228.0.30.001) and the expanded CURF (*Adult literacy and Life Skills Survey: Expanded Confidentialised Unit Record File*, cat. no. 4228.0.30.002). The expanded CURF will contain more detail than the basic CURF and will only be available via the Remote Access Data Laboratory (RADL), which is a secure Internet-based data query service. The basic CURF will be available via CD ROM or RADL.

53 Up-to-date information on the ABS RADL service, including information on pricing, 'Applications & Undertakings', and a training manual outlining obligations and responsibilities when accessing ABS microdata, is available on the ABS website <www.abs.gov.au>. Those wishing to access the 2006 ALLS microdata should contact the ABS, referring to the contact details noted at the front of this publication.

54 Technical information describing the content and use of the basic and expanded ALLS CURFs will be available in the *Technical Manual: Adult Literacy and Life Skills Survey, Australia: Confidentialised Unit Record File* (cat. no. 4228.0.55.003). Those wishing to access ALLS microdata should contact the ABS, referring to the contact details noted at the front of this publication.

EXPLANATORY NOTES *continued*

Data available on request

55 Special tabulations of ALLS data are available on request and for a fee. Subject to confidentiality and sampling variability constraints, tabulations can be produced from the survey incorporating data items, populations and geographic areas selected to meet individual requirements. These can be provided in printed or electronic form. Please refer to the contact details noted at the front of this publication.

RELATED ABS PUBLICATIONS

56 Listed below is a selection of other ABS publications on related topics which may be of interest. Information about current ABS publications and products can be found in the *Catalogue of Publications* (cat. no. 1101.0), or on-line on the ABS website <www.abs.gov.au>.

- *A Directory of Education and Training Statistics* (cat. no. 1136.0),
- *Aspects of Literacy: Profiles and Perceptions, Australia* (cat. no. 4226.0)
- *Census of Population and Housing 2006* (cat. no. 2015.0)
- *Education and Work, Australia* (cat. no. 6227.0)
- *General Social Survey* (cat. no. 4159.0)
- *Labour Force Australia* (cat. no. 6202.0)
- *Education and Training Experience, Australia* (cat. no. 6278.0)

57 A separate publication on health literacy is expected to be available early in 2008, through the ABS website <www.abs.gov.au>.

APPENDIX 1 LEVELS OF DIFFICULTY

PROSE

Level 1 (0-225)

Most of the tasks in this level require the respondent to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.

Level 2 (226-275)

Some tasks in this level require respondents to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the respondent to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Level 3 (276-325)

Tasks in this level tend to require respondents to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask respondents to integrate information from dense or lengthy text that contains no organisational aids such as headings. Respondents may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

Level 4 (326-375)

These tasks require respondents to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the respondent.

Level 5 (376-500)

Some tasks in this level require the respondent to search for information in dense text which contains a number of plausible distractors. Others ask respondents to make high-level inferences or use specialized background knowledge. Some tasks ask respondents to contrast complex information.

DOCUMENT

Level 1 (0-225)

Tasks in this level tend to require the respondent either to locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. Little, if any, distracting information is present.

Level 2 (226-275)

Tasks in this level are more varied than those in Level 1. Some require the respondents to match a single piece of information; however, several distractors may be present, or the match may require low-level inferences. Tasks in this level may also ask the respondent to cycle through information in a document or to integrate information from various parts of a document.

Level 3 (276-325)

Some tasks in this level require the respondent to integrate multiple pieces of information from one or more documents. Others ask respondents to cycle through rather complex tables or graphs which contain information that is irrelevant or inappropriate to the task.

Level 4 (326-375)

Tasks in this level, like those at the previous levels, ask respondents to perform multiple-feature matches, cycle through documents, and integrate information; however, they require a greater degree of inferencing. Many of these tasks require respondents to provide numerous responses but do not designate how many responses are needed. Conditional information is also present in the document tasks at this level and must be taken into account by the respondent.

Level 5 (376-500)

Tasks in this level require the respondent to search through complex displays that contain multiple distractors, to make high-level text-based inferences, and to use specialised knowledge.

APPENDIX 1 LEVELS OF DIFFICULTY *continued*

NUMERACY

Level 1 (0-225)

Tasks in this level require the respondent to show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operations such as counting, sorting dates, performing simple arithmetic operations or understanding common and simple percents such as 50%.

Level 2 (226-275)

Tasks in this level are fairly simple and relate to identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors. Tasks tend to include one-step or two-step processes and estimations involving whole numbers, benchmark percents and fractions, interpreting simple graphical or spatial representations, and performing simple measurements.

Level 3 (276-325)

Tasks in this level require the respondent to demonstrate understanding of mathematical information represented in a range of different forms, such as in numbers, symbols, maps, graphs, texts, and drawings. Skills required involve number and spatial sense, knowledge of mathematical patterns and relationships and the ability to interpret proportions, data and statistics embedded in relatively simple texts where there may be distractors. Tasks commonly involve undertaking a number of processes to solve problems.

Level 4 (326-375)

Tasks at this level require respondents to understand a broad range of mathematical information of a more abstract nature represented in diverse ways, including in texts of increasing complexity or in unfamiliar contexts. These tasks involve undertaking multiple steps to find solutions to problems and require more complex reasoning and interpretation skills, including comprehending and working with proportions and formulas or offering explanations for answers.

Level 5 (376-500)

Tasks in this level require respondents to understand complex representations and abstract and formal mathematical and statistical ideas, possibly embedded in complex texts. Respondents may have to integrate multiple types of mathematical information, draw inferences, or generate mathematical justification for answers.

PROBLEM SOLVING

Level 1 (0-250)

Tasks in this level typically require the respondent to make simple inferences, based on limited information stemming from a familiar context. Tasks in this level are rather concrete with a limited scope of reasoning. They require the respondent to make simple connections, without having to systematically check any constraints. The respondent has to draw direct consequences, based on the information given and on his/her previous knowledge about a familiar context.

Level 2 (251-300)

Tasks in this level often require the respondent to evaluate certain alternatives with regard to well-defined, transparent, explicitly stated criteria. The reasoning however may be done step by step, in a linear process, without loops or backtracking. Successful problem solving may require the combination of information from different sources, e.g. from the question section and the information section of the test booklet.

Level 3 (301-350)

Some tasks in this level require the respondent to order several objects according to given criteria. Other tasks require the respondent to determine a sequence of actions/events or to construct a solution by taking non-transparent or multiple interdependent constraints into account. The reasoning process goes back and forth in a non-linear manner, requiring a good deal of self-regulation. At this level respondents often have to cope with multi-dimensional or ill-defined goals.

APPENDIX 1 LEVELS OF DIFFICULTY *continued*

Level 4 (351-500)

Items in this level require the respondent to judge the completeness, consistency and/or dependency among multiple criteria. In many cases, the respondent has to explain how the solution was reached and why it is correct. The respondent has to reason from a meta-perspective, taking into account an entire system of problem solving states and possible solutions. Often the criteria and the goals have to be inferred from the given information before actually starting the solution process.

APPENDIX 2 DATA COMPARISON

COMPARISON OF DATA FROM ALLS AND OTHER ABS SOURCES

The ALLS collected data across a range of topics, some of which have been included in previous ABS surveys. Where possible question modules from existing surveys were used in the ALLS questionnaire to ensure the ALLS data is comparable with other surveys that users of the data may wish to compare with. However, given the ALLS is part of an international study of literacy, there was a requirement to use internationally developed question modules to ensure the results are comparable with other countries involved in the study.

There are other reasons why results from the ALLS may differ from other ABS surveys collecting information on the same topic. The ALLS is a sample survey and its results are subject to sampling error. As such, ALLS results may differ from other sample surveys, which are also subject to sampling error. Users should take account of the RSEs on ALLS estimates and those of other survey estimates where comparisons are made.

Differences may also exist in the scope and/or coverage of the ALLS compared to other surveys. Furthermore, the ALLS was collected over the period July 2006 to January 2007. Differences in ALLS data, when compared to the estimates of other surveys, may result from different reference periods reflecting seasonal variations, non-seasonal events that may have impacted on one period but not another, or because of underlying trends in the phenomena being measured.

Finally, differences can occur as a result of using different collection methodologies. This is often evident in comparisons of similar data items reported from different ABS collections where, after taking account of definition and scope differences and sampling error, residual differences remain. These differences often have to do with the mode of the collections, such as whether data is collected by an interviewer or self-enumerated by the respondent, whether the data is collected from the person themselves or from a proxy respondent, and the level of experience of interviewers undertaking the data collection. Differences may also result from the context in which questions are asked, i.e. where in the interview the questions are asked and the nature of questions that are asked beforehand. Because of the nature of such differences between statistical collections, the impacts on data are difficult to quantify. As a result, every effort is made to minimise such differences.

The following table, Comparison of Data from ALLS and Other ABS Sources, presents comparisons between a number of ALLS data items and similar data items from other ABS sources. As can be seen from the table, ALLS data is broadly consistent with other ABS sources.

APPENDIX 2 DATA COMPARISON *continued*

COMPARISON OF DATA FROM
ALLS AND OTHER ABS
SOURCES *continued*

A1 COMPARISON OF DATA FROM ALLS AND OTHER ABS SOURCES (a)

	<i>Source of comparable statistics</i>	2006	ALLS
	%		%
SURVEY OF EDUCATION AND TRAINING, 2005			
Level of highest non-school educational attainment			
Postgraduate Degree	6.2		6.2
Graduate Diploma / Graduate Certificate	7.2		4.9
Bachelor Degree	22.4		25.4
Advanced Diploma / Diploma	15.9		16.1
Certificate III / IV	30.5		29.5
Certificate I / II	14.4		13.4
Certificate not further defined	2.1		2.6
Main field of highest non-school educational attainment			
Natural and physical sciences	3.4		3.6
Information technology	3.7		3.1
Engineering and related technologies	19.3		18.8
Architecture and building	5.9		5.9
Agriculture environmental and related studies	2.5		2.8
Health	9.1		9.7
Education	8.0		7.3
Management and commerce	24.9		24.2
Society and culture	11.5		11.7
Creative arts	4.1		4.4
Food hospitality and personal services	6.3		6.5
Mixed field programmes	0.3		0.3
Highest year of school completed			
Year 12	45.5		46.8
Year 11	11.4		11.2
Year 10	26.4		24.6
Year 9	8.7		8.5
Year 8 or below	7.8		8.8
Never attended school	0.3		0.2
GENERAL SOCIAL SURVEY, 2006			
Self-assessed health status (b)			
Excellent	24.4		21.7
Very good	35.6		33.1
Good	26.0		29.4
Fair	10.0		11.4
Poor	4.0		4.3
Country of birth (b)			
Born outside Australia	27.9		28.0
Whether participated in unpaid volunteer work (b)			
Participated in unpaid volunteer work	36.6		40.5
LABOUR FORCE SURVEY, JULY, SEPT - JAN 2007			
Labour force status (c)			
Employed	69.9		70.2
Unemployed	3.3		3.2
Not in labour force	27.1		26.6

(a) Percentages relate to the total population of persons aged 15 to 74 years unless otherwise indicated.

(b) Data from source relates to population of persons aged 18 to 74 years.

(c) Data from source relates to population of persons aged 15 to 69 years.

TECHNICAL NOTE DATA QUALITY

RELIABILITY OF THE ESTIMATES

1 The estimates are based on information obtained from the occupants of a sample of dwellings. Therefore, the estimates are subject to sampling variability and may differ from the figures that would have been produced if information had been collected for all dwellings. One measure of the likely difference is given by the standard error (SE), which indicates the extent to which an estimate might have varied because only a sample of dwellings was included. There are about two chances in three that the sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

2 In contrast to most other ABS surveys, the 2006 ALLS estimates also include significant imputation variability, due to the use of multiple possible MTB questionnaires and the complex literacy scaling procedures. The effect of the plausible scoring methodology on the estimation can be reliably estimated and is included in the calculated SEs.

3 Together, the sampling variance and imputation variance can be added to provide a suitable measure of the total variance, and total Standard Error (SE). This SE indicates the extent to which an estimate might have varied by chance because only a sample of persons was included, and/or because of the significant imputation used in the literacy scaling procedures .

4 Another common measure used in the 2006 ALLS is the Total Relative Standard Error (RSE), which is obtained by expressing the Total SE as a percentage of the estimate to which it relates:

$$RSE\% = (SE/Estimate) \times 100$$

5 Very small estimates may be subject to such high relative standard errors as to seriously detract from their value for most reasonable purposes. Only estimates with relative standard errors less than 25% are considered sufficiently reliable for most purposes. However, estimates with relative standard errors of 25% or more are included in all 2006 ALLS output. Estimates with an RSE of 25% to 50% are preceded by the symbol * to indicate that the estimate should be used with caution. Estimates with an RSE greater than 50% are preceded by the symbol ** to indicate the estimate is considered too unreliable for most purposes.

6 More information on SEs and imputation error is available in the *Adult Literacy and Life Skills, Australia: User Guide* (cat. no. 4228.0.55.002).

7 Space does not allow for the separate indication of the SEs and/or RSEs of all the estimates in this publication. However, RSEs for all these estimates are available free-of-charge on the ABS web site <www.abs.gov.au>, released in spreadsheet format as an attachment to this publication, *Adult Literacy and Life Skills Survey: Summary Results, Australia, 2006* (cat. no. 4228.0).

COMPARISON OF ESTIMATES

8 Published estimates may also be used to calculate the difference between two survey estimates. Such an estimate is subject to sampling error. The sampling error of the difference between two estimates depends on their SEs and the relationship (correlation) between them. An approximate SE of the difference between two estimates (x-y) may be calculated by the following formula:

$$SE(x-y) = \sqrt{([SE(x)]^2 + [SE(y)]^2)}$$

COMPARISON OF ESTIMATES
continued

9 While the above formula will be exact only for differences between separate and uncorrelated (unrelated) characteristics of subpopulations, it is expected that it will provide a reasonable approximation for all differences likely to be of interest in this publication.

SIGNIFICANCE TESTING

10 The statistical significance test for any of the comparisons between estimates was performed to determine whether it is likely that there is a difference between the corresponding population characteristics. The standard error of the difference between two corresponding estimates (x and y) can be calculated using the formula in paragraph 8. This standard error is then used to calculate the following test statistic:

$$\frac{|x-y|}{SE(x-y)}$$

11 If the value of this test statistic is greater than 1.96 then we may say there is good evidence of a real difference in the two populations with respect to that characteristic. Otherwise, it cannot be stated with confidence that there is a real difference between the populations.

12 The selected tables in this publication that show the results of significance testing are annotated to indicate where the estimates which have been compared are significantly different from each other with respect to the test statistic. In all other tables which do not show the results of significance testing, users should take account of RSEs when comparing estimates for different populations.

13 The imprecision due to sampling variability and imputation variance, which is measured by the total SE, should not be confused with inaccuracies that may occur because of imperfections in reporting by respondents and recording by interviewers, and errors made in coding and processing data. Inaccuracies of this kind are referred to as non-sampling error, and they occur in any enumeration, whether it be a full count or sample. Every effort is made to reduce non-sampling error to a minimum by careful design of questionnaires, intensive training and supervision of interviewers, and efficient operating procedures.

CALCULATING STANDARD
ERRORS FOR PROPORTIONS
AND PERCENTAGES

14 Proportions and percentages formed from the ratio of two estimates are also subject to sampling errors. The size of the error depends on the accuracy of both the numerator and the denominator. For proportions where the denominator is an estimate of the number of persons in a group and the numerator is the number of persons in a sub-group of the denominator group, the formula to approximate the RSE is given by:

$$RSE(x/y) = \sqrt{[RSE(x)]^2 - [RSE(y)]^2}$$

GLOSSARY

Australian Standard Classification of Education (ASCED)	The ASCED is a national standard classification which includes all sectors of the Australian education system, that is, schools, vocational education and training, and higher education. From 2001, ASCED replaced a number of classifications used in administrative and statistical systems, including the AUSTRALIAN BUREAU OF STATISTICS CLASSIFICATION OF QUALIFICATIONS (ABSCQ). The ASCED comprises two classifications: Level of Education and Field of Education. See <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0).
Certificate not further defined	Survey responses were coded to Certificate not further defined (n.f.d.) when there was not enough information to code them to Certificate I, II, III or IV in the <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0), Level of Education classification.
Document Literacy	The knowledge and skills required to locate and use information contained in various formats including job applications, payroll forms, transportation schedules, maps, tables and charts.
Educational institution or organisation	An institution or organisation providing education or training such as Universities, TAFEs, Schools, organisations which provide Adult and Community Education, Business Colleges and Professional or Industry Associations.
Employed	Persons who, during the reference week: <ul style="list-style-type: none"> ■ worked for one hour or more for pay, profit, commission or payment in kind in a job or business, or on a farm (comprising employees, employers and own account workers); or ■ worked for one hour or more without pay in a family business or on a farm (i.e. contributing family workers); or ■ were employees who had a job but were not at work; or ■ were employers or own account workers who had a job, business or farm, but were not at work.
Employed full time	Employed persons who usually worked 35 hours or more a week (in all jobs) and those who, although usually working less than 35 hours a week, worked 35 hours or more during the reference week.
Employed part time	Employed persons who usually worked less than 35 hours a week (in all jobs) and either did so during the reference week, or were not at work in the reference week.
Field of education	Field of Education is defined as the subject matter of an educational activity. Fields of education are related to each other through the similarity of subject matter, through the broad purpose for which the education is undertaken, and through the theoretical content which underpins the subject matter. The field of education is classified according to the <i>Australian Standard Classification of Education (ASCED)</i> (cat. no. 1272.0).
First language spoken	First Language Spoken is defined as the first language an individual masters during the language acquisition phase of intellectual development. This would generally be the language spoken in the home by the people who have raised the individual from infancy.
First wave countries	The Adult Literacy and Life Skills Survey (ALL) is an international literacy survey that was completed by participating countries in successive waves. In 2003, the first wave of countries that participated in the ALL survey were Bermuda, Canada, Italy, Mexico, Norway, Switzerland and the United States. Second wave countries to take part in ALL survey were Australia, New Zealand, the Netherlands, Hungary and South Korea.
Group or organisation	A group or organisation is any body with a formal structure. It may be as large as a national charity or as small as a local book club. Purely ad hoc, informal and temporary gatherings of people do not constitute an organisation.
Health literacy	The knowledge and skills required to understand and use information relating to health

GLOSSARY *continued*

issues such as drugs and alcohol, disease prevention and treatment, safety and accident prevention, first aid, emergencies, and staying healthy.

Informal learning	<p>Learning that results from daily work-related, family or leisure activities (OECD, 2006). Various informal learning activities are collected in ALLS and these activities can be analysed separately or be grouped into active and passive modes of informal learning.</p> <p>Passive modes of informal learning include:</p> <ul style="list-style-type: none">■ going on guided tours such as museums, art galleries, or other locations;■ learning by being sent around an organisation to learn different aspects of that organisation;■ visiting trade fairs, professional conferences or congresses; and■ attending short lectures, seminars, workshops or special talks that were not part of a course. <p>Active modes of informal learning include:</p> <ul style="list-style-type: none">■ learning by watching, getting help or advice from others but not from course instructors;■ learning by yourself by trying things out, doing things for practice, trying different approaches to doing things;■ using video, television, tapes to learn but not as part of a course;■ using computers or the Internet to learn but not as part of a course; and■ reading manuals, reference books, journals or other written materials but not as part of a course.
Industry	<p>An individual business entity is assigned to an industry based on its predominant activity. Industry is classified according to the <i>Australian and New Zealand Standard Industrial classification</i> (ANZSIC) (cat. no. 1292.0).</p>
Labour force status	<p>Refers to the situation of respondents in relation to the labour force at the time of the survey. Categories are:</p> <ul style="list-style-type: none">■ employed: had a job or business, or undertook work without pay in a family business in the week prior to the survey, including being absent from a job or business they had.<ul style="list-style-type: none">■ full-time: persons who usually work 35 hours or more per week; or■ part-time: persons who usually work at least one hour, but less than 35 hours, per week.■ unemployed: not employed and actively looked for work in the four weeks prior to the survey and available to start work in the week prior to the survey.■ not in labour force: persons who were neither employed nor unemployed. They include people who are:<ul style="list-style-type: none">■ keeping house (unpaid);■ retired, voluntarily inactive, or permanently unable to work; or■ unpaid voluntary workers for charitable organisations.
Level (and Field) not determined	<p>Level (and Field) not determined includes inadequately described responses and cases where no response was given.</p>
Non-qualification course	<p>A course that does not result in formal certification but is structured in content and delivery.</p>
Non-school qualification	<p>Non-school qualifications are awarded for educational attainments other than those of pre-primary, primary or secondary education. They include qualifications at the Post Graduate degree level, Master Degree level, Graduate Diploma and Graduate Certificate level, Bachelor Degree level, Advanced Diploma and Diploma level, and Certificates I, II, III and IV levels. Non-school qualifications may be attained concurrently with school qualifications.</p>
Not in the labour force	<p>Persons who were not in the categories employed or unemployed, as defined.</p>

GLOSSARY *continued*

Numeracy	The knowledge and skills required to effectively manage and respond to the mathematical demands of diverse situations.
Occupation	A collection of jobs sufficiently similar in their main tasks (in terms of skill level and specialisation) to be grouped together for classification purposes. Occupation has been dual classified according to the AUSTRALIAN AND NEW ZEALAND STANDARD CLASSIFICATION OF OCCUPATIONS (ANZSCO) and AUSTRALIAN STANDARD CLASSIFICATION OF OCCUPATIONS (ASCO).
Personal gross income	Regular and recurring cash receipts including monies received from wages and salaries, government pensions and allowances, and other regular receipts such as superannuation, workers' compensation, child support, scholarships, profit or loss from own unincorporated business or partnership and property income. Gross income is the sum of the income from all these sources before income tax or the Medicare levy are deducted.
Personal gross income — median	Median personal gross weekly income was calculated by dividing the distribution of gross weekly reported income into two equal groups, one receiving income above and the other income below that amount.
Personal gross income — quintile	<p>These are groupings of 20% of the total population of Australia when ranked in ascending order according to gross personal income.</p> <p>The quintile boundaries for gross personal income for the 2006 ALLS population were:</p> <ul style="list-style-type: none">■ Lowest quintile: Up to \$204 per week■ Second quintile: \$204 to \$403 per week■ Third quintile: \$403 to \$738 per week■ Fourth quintile: \$738 to \$1151 per week■ Highest quintile: \$1151 or more per week <p>The quintile boundaries for gross personal income for the 1996 SAL population were:</p> <ul style="list-style-type: none">■ Lowest quintile: Up to \$115 per week■ Second quintile: \$115 to \$230 per week■ Third quintile: \$230 to \$461 per week■ Fourth quintile: \$461 to \$691 per week■ Highest quintile: \$691 or more per week
Problem Solving	Problem solving is goal-directed thinking action in situations for which no routine solution procedure is available. The understanding of the problem situation and its step-by-step transformation, based on planning and reasoning, constitute the process of problem solving.
Proficiency in spoken English	The self-assessed level of ability to speak English in every day situations, asked of people whose first language spoken was a language other than English or who speak a language other than English at home.
Prose Literacy	The knowledge and skills needed to understand and use various kinds of information from text including editorials, news stories, brochures and instruction manuals.
Qualification	A course that results in formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs. Statements of attainment awarded for partial completion of a course of study at a particular level are excluded.
Self-assessed health status	The selected person's general assessment of their own health, against a five point scale from excellent through to poor.
Self perception of skills	The selected person's self-perception of their own literacy skills, given against a four point scale from excellent through to poor (for example a respondent would be asked to self-rate their reading and writing skills).
Social marital status	A person's relationship status in terms of whether she or he forms a couple relationship with another person.

GLOSSARY *continued*

State or territory	Classified according to the <i>Australian Standard Geographical Classification (ASGC)</i> (cat. no. 1216.0).
Studying full-time	Enrolment in study full-time as reported by the respondent.
Studying part-time	Enrolment in study part-time as reported by the respondent.
Unemployed	Persons aged 15-74 who were not employed (as defined), had actively looked for full-time or part-time work at any time in the four weeks up to the end of the reference week, and were available for work in the reference week if they had found a job.
Unpaid volunteer	A person who provides unpaid help willingly undertaken in the form of time, service or skills, to an organisation or group.
Worked in the last 12 months	Had at least one employer or own business in the last 12 months.
Years of formal education	Refers to a person's number of completed years in formal studies at the primary, secondary or further education level. Part time study is converted to its full-time equivalent.

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