

National Report on Schooling in Australia 2011



National Report on Schooling in Australia 2011

Copyright

This work is copyright. In addition to any use permitted under the Copyright Act 1968, this work may be downloaded, displayed, printed, or reproduced in whole or in part for non-commercial purposes subject to an acknowledgement of the source. Enquiries concerning copyright should be directed to the Australian Curriculum, Assessment and Reporting Authority (ACARA).

Contact details

Australian Curriculum, Assessment and Reporting Authority
Level 10, 255 Pitt Street
Sydney NSW 2000
T 1300 895 563
F 1800 982 118
www.acara.edu.au

The appropriate citation for this report is:
Australian Curriculum, Assessment and Reporting Authority,
National Report on Schooling in Australia 2011, ACARA,
Sydney, 2013

National Report on Schooling in Australia 2011
ISSN 1036-0972

National Report on Schooling in Australia 2011

Contents	Page
Overview	1
Part 1 National policy context	2
Part 2 National initiatives and achievements	8
Part 3 Schools and schooling	38
Part 4 Student participation	48
Part 5 Student achievement	62
Part 6 Senior schooling and youth transitions	72
Part 7 Aboriginal and Torres Strait Islander education	85
Part 8 Funding Australia's schools	119
Part 9 Additional statistics (separate document)	–
Part 10 Glossary	148

National Report on Schooling in Australia 2011

Overview

The *National Report on Schooling in Australia 2011* is the annual national report on school education of the Standing Council on School Education and Early Childhood (SCSEEC),¹ formerly the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

The report provides a range of information on schooling in Australia in 2011 but its main focus is to report on progress in 2011 towards the Educational Goals for Young Australians and the Commitment to Action for achieving them announced by Australian Education Ministers in the [Melbourne Declaration](#) of December 2008.

A four-year plan, released in March 2009, outlines the key strategies and initiatives that Australian governments will undertake in each of eight interrelated areas to support the achievement of the educational goals over the period 2009 to 2012. This plan is aligned with relevant work of the Council of Australian Governments (COAG), in particular the [National Education Agreement \(NEA\)](#).² The plan provides a framework for nationally consistent, collaborative activities in education, including COAG initiatives.

Under the NEA, which came into effect in January 2009, all governments agreed to streamlined and consistent reports on national progress including the continued publication of an annual national report on the outcomes of schooling in Australia.

The report addresses the eight areas of commitment specified in the Melbourne Declaration. It describes the national policy and reporting context for school education in Australia, outlines nationally agreed policy initiatives and reports against nationally agreed key performance measures for schooling in Australia. This is the third annual *National Report on Schooling in Australia* to address the Educational Goals for Young Australians and the National Education Agreement.

This report has been compiled by the Australian Curriculum, Assessment and Reporting Authority (ACARA), as required under its charter, on behalf of SCSEEC. The *National Report on Schooling in Australia 2009* and *2010* are available on the [ACARA website](#). Previous annual publications of the report prior to 2009 are available on the [SCSEEC/MCEECDYA website](#).

¹ The (COAG) Standing Council on School Education and Early Childhood (SCSEEC) replaced MCEECDYA as the Ministerial Council with responsibility for schooling in Australia in January 2012. In this report, contemporary references to the council of Australian Education Ministers are to SCSEEC. Historical references, including for the reporting year, 2011, are to MCEECDYA, or to its predecessor until July 2009, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

² A review of the National Education Agreement was undertaken in 2012 and a revised agreement came into effect in July 2012. References and links to the NEA in this report are to the first agreement, which was in effect during the reporting year 2011.

National Report on Schooling in Australia 2011

Part 1

National policy context

Overview

Within Australia's federal system, constitutional responsibility for school education rests predominantly with the Australian States and Territories. The six State and two Territory governments and the Australian Government have cooperated to develop and work towards agreed goals for improving the educational outcomes for all young Australians.

In Australia, joint decisions on shared priorities and agreed national initiatives are made through intergovernmental policy councils. For education in 2011, these councils are the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), the Ministerial Council for Tertiary Education and Employment (MCTEE)¹ and the Council of Australian Governments (COAG).

MCEECDYA

The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) was established in July 2009 following a realignment of the roles and responsibilities of two previously existing councils – the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) and the Ministerial Council for Vocational and Technical Education (MCVTE).

Membership of the Council comprises State, Territory, Australian Government and New Zealand Ministers with responsibility for the portfolios of school education, early childhood development and youth affairs.

The areas of responsibility covered by MCEECDYA are:

- primary and secondary education
- youth affairs and youth policy relating to schooling
- cross-sectoral matters including transitions and careers
- early childhood development including early childhood education and care
- international education (school education).

MCEECDYA is responsible for overseeing progress towards the Educational Goals for Young Australians announced by Ministers in the [Melbourne Declaration](#) of December 2008. The Melbourne Declaration supersedes the National Goals for Schooling in the Twenty-First Century (the Adelaide Declaration, agreed in 1999), which itself superseded the original National Goals for Schooling in Australia (Hobart Declaration, agreed in 1989).

MCTEE

The Ministerial Council for Tertiary Education and Employment (MCTEE) is responsible for higher education, vocational education and training, international education (non-school), adult and community education, employment and youth policy relating to participation in tertiary education, work and workforce productivity.

¹ In January 2012, MCEECDYA was replaced by the COAG Standing Council on School Education and Early Childhood (SCSEEC) and MCTEE was replaced by the COAG Standing Council on Tertiary Education, Skills and Employment (SCOTESE).

COAG

The Council of Australian Governments (COAG) is the peak intergovernmental forum in Australia. The Council comprises the Prime Minister, State Premiers, Territory Chief Ministers and the President of the Australian Local Government Association (ALGA).

COAG's assent in 2008 to the Intergovernmental Agreement on Federal Financial Relations and the [National Education Agreement](#) resulted in a common framework for reform in education across Australia.

This framework includes a set of nationally agreed objectives, outcomes, targets and performance indicators to guide education reform across the country.

National Report on Schooling in Australia 2011

National policy context

1.1 Educational goals

The [Melbourne Declaration on Educational Goals for Young Australians](#) articulates nationally consistent future directions and aspirations for Australian schooling agreed by all Australian Education Ministers.

The Melbourne Declaration has two overarching goals for schooling in Australia:

Goal 1 Australian schooling promotes equity and excellence

Goal 2 All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

Commitment to Action

The Melbourne Declaration includes a Commitment to Action in the following eight interrelated areas in order to support the achievement of the educational goals:

- developing stronger partnerships
- supporting quality teaching and school leadership
- strengthening early childhood education
- enhancing middle years development
- supporting senior years of schooling and youth transitions
- promoting world-class curriculum and assessment
- improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds
- strengthening accountability and transparency.

The Melbourne Declaration is supported by its companion document, the [MCEETYA¹ four-year plan 2009–2012](#), which was endorsed by Education Ministers in March 2009. The plan identifies key strategies that Australian governments agreed to undertake in each area of action and is aligned with key Council of Australian Governments (COAG) and other national agreements. Progress in implementing these strategies is outlined in [Part 2: National initiatives and achievements](#).

National Education Agreement

The Council of Australian Governments (COAG) [National Education Agreement \(NEA\)²](#) articulates the shared objective of Australian governments that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy.

The agreement details the roles and responsibilities of the Australian Government and the States and Territories and a comprehensive and rigorous framework for performance reporting. These, along with agreed policy and reform directions, are designed to help in achieving the following outcomes:

- all children are engaged in, and benefiting from, schooling
- young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
- Australian students excel by international standards

¹ The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) replaced the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in July 2009.

² References and links to the National Education Agreement in this report are to the first agreement, which was in effect during the reporting year 2011. A revised NEA came into effect in July 2012.

- schooling promotes social inclusion and reduces the education disadvantage of children, especially Indigenous children
- young people make a successful transition from school to work and further study.

The reporting agreed by all governments includes the following elements:

- streamlined and consistent reports on national progress, including an annual national report on the outcomes of schooling in Australia [this report] and the biennial COAG report [Overcoming Indigenous Disadvantage: Key Indicators](#)
- national reporting on performance of individual schools to inform parents and carers and for evaluation by governments of school performance
- provision by schools of plain language student reports to parents and carers and an annual report made publicly available to their school community on the school's achievements and other contextual information.

Under the provisions of the [Schools Assistance Act 2008](#), the accountability framework for non-government schools and school systems is consistent with that of the NEA.

Achievement in 2011 against the NEA outcomes and indicators is reported in [Education 2011: Comparing performance across Australia – Report to the Council of Australian Governments](#) by the COAG Reform Council (CRC).

National Report on Schooling in Australia 2011

National policy context

1.2 Measuring and reporting performance

The Measurement Framework for Schooling in Australia

The [Measurement Framework for Schooling in Australia 2010](#) provides the basis for national reporting on the performance of schooling in Australia, as agreed by Education Ministers, and is the focus of the statistical data included in this report.

The Measurement Framework 2010 defines the national key performance measures (KPMs), specifies the data sources for the key performance measures and outlines the reporting cycle for the period 2010–15. It replaces the MCEETYA *Measurement Framework for National Key Performance Measures* (2008).

The framework is maintained by the Australian Curriculum, Assessment and Reporting Authority (ACARA) on behalf of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) and is published on the ACARA website. It will be revised by ACARA in consultation with jurisdictions and sectors. A full review of the framework will be undertaken by ACARA every three years, commencing in 2012.

Key performance measures

The core of the Measurement Framework is the Schedule of Key Performance Measures. By intent, these KPMs are:

- strategic measures that provide nationally comparable data on aspects of performance critical to monitoring progress against the Melbourne Declaration
- focused on student participation, achievement and attainment
- based on sound and reliable assessment practice
- supportive of open and transparent reporting
- relevant and of interest to the public
- cost effective, practical to collect, and take account of the burden and impact that data collection may place on students, schools and schooling systems.

Agreed areas

The agreed areas of performance monitoring for which KPMs have been developed are:

Student achievement in the National Assessment Program (NAP) in:

- literacy
- numeracy
- science
- civics and citizenship
- information and communication technologies (ICT)
- specified international assessments.

Student participation and attainment including:

- school enrolment
- student attendance
- school completion and attainment
- engagement of young people in vocational education and training (VET).

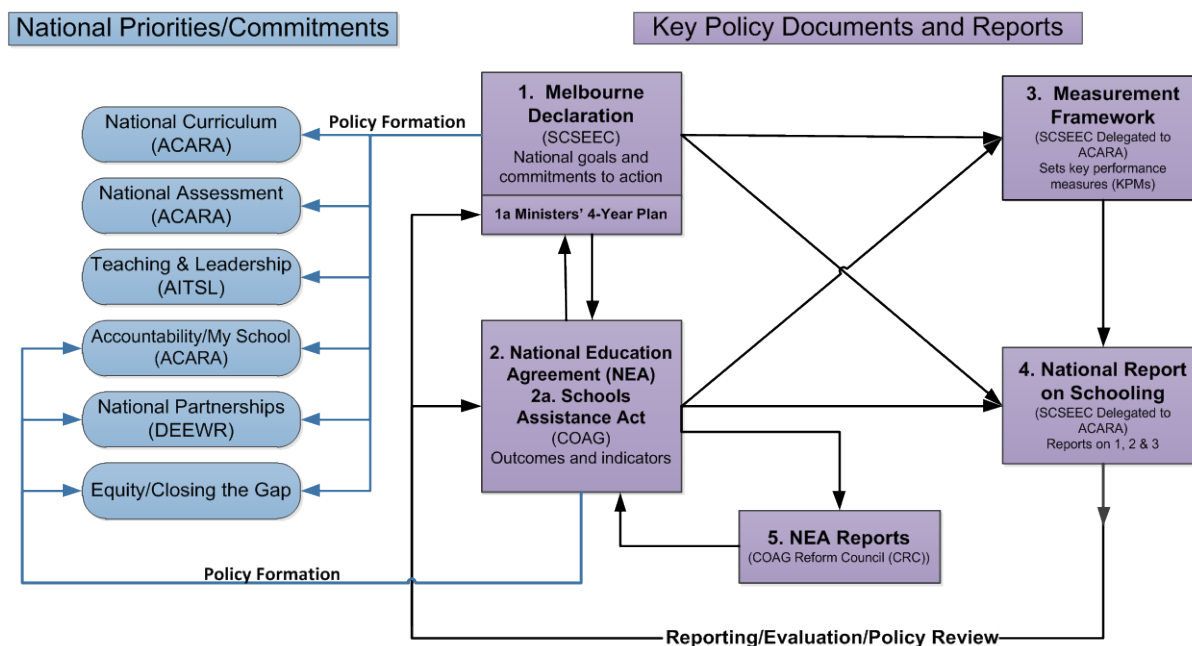
For national reporting purposes, measures of equity are derived by disaggregating KPMs for student achievement, participation and attainment by Indigenous status, sex,

geolocation, socio-economic status and language background where it is possible and appropriate to do so.

Policy and reporting framework

The key national school education policy documents and reports including the Melbourne Declaration, the National Education Agreement, the *Measurement Framework for Schooling in Australia* and the *National Report on Schooling in Australia* relate to and reinforce each other. Their relationships and roles in policy formation, reporting, evaluation and review are summarised in Figure 1.1.

Figure 1.1 National school education policy and reporting framework



The Measurement Framework incorporates national key performance measures arising from the Melbourne Declaration goals and commitment to action and key performance measures reflecting COAG targets and indicators drawn from the performance reporting framework of the National Education Agreement.

The performance reporting framework of the NEA includes an annual national report on the outcomes of schooling in Australia (the National Report on Schooling) covering the Melbourne Declaration and the Measurement Framework. The Measurement Framework is included as a schedule of the NEA.

The National Report on Schooling reports on national initiatives and achievements arising from the Melbourne Declaration and is the main vehicle for reporting the key performance measures defined in the Measurement Framework.

The COAG Reform Council (CRC) reports publicly and to COAG on performance against the objective and outcomes of the NEA. CRC reports cover NEA targets and indicators which are also reflected in the KPMs in the Measurement Framework.

National Report on Schooling in Australia 2011

Part 2

National initiatives and achievements

Overview

This section outlines the key national strategies designed to address the Commitment to Action in the [Melbourne Declaration](#) and identified in the [MCEETYA four-year plan 2009–2012](#)¹, together with initiatives for education agreed by the Council of Australian Governments (COAG), in particular through the [National Education Agreement \(NEA\)](#). It also reports on the implementation of these initiatives in 2011. National initiatives are defined as those in which States, Territories and the Australian Government are working together, at a national level, to progress their joint commitments.

Jurisdictions are also committed to progressing work towards the educational goals for young Australians and COAG targets and indicators specified in the NEA on an individual basis. Information on the implementation of programs within jurisdictions is available on State and Territory education authority websites.

¹ The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) replaced the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in July 2009. The (COAG) Standing Council on School Education and Early Childhood (SCSEEC) replaced MCEECDYA as the Ministerial Council with responsibility for schooling in Australia in January 2012.

National Report on Schooling in Australia 2011

National initiatives and achievements

2.1 Developing stronger partnerships

Australian governments have committed to working with all school sectors to ensure that schools engage young Australians, parents, carers, families, other education and training providers, business and the broader community to support students' progress through schooling, and to provide them with rich learning, personal development and citizenship opportunities ([Melbourne Declaration on Educational Goals for Young Australians](#) 2008).

States and Territories are committed to fostering:

- school-based partnerships with parents, carers and families; with local community groups; with Indigenous communities and between schools
- system-based partnerships with business, higher education, government agencies and others.

Jurisdictions are developing these partnerships on an individual basis, sharing and learning from best practice across jurisdictions and school sectors.

Smarter Schools National Partnerships

Through the Council of Australian Governments (COAG), the Australian Government and State and Territory governments have entered into national partnerships for:

- Improving Teacher Quality
- Education in Low Socio-economic Status School Communities
- Literacy and Numeracy.

Known collectively as Smarter Schools National Partnerships, these contribute to achieving objectives, outcomes and targets for schooling under COAG and the policy and reform directions outlined in the [National Education Agreement \(NEA\)](#). In addition to the Australian Government funding shown below, States and Territories contribute to the implementation of National Partnerships in money terms and in kind. Participation by non-government schools in these partnerships is determined through collaboration between the non-government sectors and State and Territory governments.

- **Improving Teacher Quality**

Under the Teacher Quality National Partnership (2008–09 to 2012–13), governments and school sectors are implementing a range of reforms that aim to attract, train, place, develop and retain quality teachers and leaders in Australia's schools. Commonwealth funding of \$550 million has been committed to this partnership over the five-year period. All teachers and school leaders are targeted under this partnership. In 2011, activity was focused on establishing structures, institutions and nationally agreed standards to carry forward major reforms in teaching. There has been activity at system, regional and school levels across the reforms. Some examples include the establishment of the Australian Institute for Teaching and School Leadership in January 2010, and the endorsement by Education Ministers of the National Professional Standards for Teachers in December 2010. Under the National Partnership various activities are undertaken at a jurisdictional level including improving performance management systems and pay structures.

Further information on this partnership and its implementation in 2011 is included in [Part 2.2: National initiatives and achievements – supporting quality teaching and school leadership](#). More detailed information is available on the Department of Education,

Employment and Workplace Relations (DEEWR) [Smarter Schools National Partnerships website](#).

- **Low Socio-economic Status School Communities**

Through the Low Socio-economic Status School Communities National Partnership (2008–09 to 2014–15), participating schools are working with their local communities and education authorities to identify reform activities that will generate the best educational outcomes for their disadvantaged students, including Aboriginal and Torres Strait Islander students, students from non-English speaking backgrounds and students with disabilities. Commonwealth funding of \$1.5 billion is being provided to States and Territories over the seven-year period, to be matched by State and Territory co-investment. Over the life of this National Partnership, approximately 1,700 schools serving low socio-economic status communities will be targeted for support. This National Partnership is supporting student engagement and attendance through whole-of-school strategies as well as targeted intervention for particular cohorts, including Aboriginal and Torres Strait Islander students. There has been a strong focus on the establishment of external partnerships with parents and organisations to support student learning and wellbeing.

Further information on this partnership and its implementation is included in [Part 2.7: National initiatives and achievements – improving educational outcomes for Indigenous youth and disadvantaged young Australians](#). More detailed information is available on the Department of Education, Employment and Workplace Relations (DEEWR) [Smarter Schools National Partnerships website](#).

- **Literacy and Numeracy**

The \$540 million Literacy and Numeracy National Partnership (2008–09 to 2011–12) aims to deliver sustained improvement in literacy and numeracy outcomes for students, especially those needing support. Over the life of this National Partnership, approximately 1,070 schools will be targeted for support. Progress has been made on improved literacy and numeracy outcomes through explicit and individualised support for students and targeted professional learning for school leaders and classroom teachers. Intensive, school-based coaching by literacy/numeracy experts on the use of data to identify individual student learning needs has made a significant contribution to improved learning outcomes.

The Literacy and Numeracy National Partnership provides for the development of an internet-based national database of effective literacy and numeracy strategies and approaches through a framework of effective practice, referred to as the National Evidence Base.

In November 2011, the *Teach Learn Share: The National Literacy and Numeracy Evidence Base* website was launched. Education practitioners – including principals, jurisdictions, professional associations and academic institutions – were invited to submit literacy or numeracy strategies for consideration for inclusion on *Teach Learn Share*.

Teach Learn Share is aimed at supporting greater information sharing and transparency around which literacy and numeracy interventions demonstrate success and how that success can be built on and replicated. The website offers teachers the opportunity to learn about strategies that work and assists them to make informed and evidence-based decisions about how to improve literacy and numeracy outcomes for their students.

Further information on this partnership is available on the Department of Education, Employment and Workplace Relations (DEEWR) [Smarter Schools National Partnerships website](#).

[National Partnership on Youth Attainment and Transitions](#)

The [National Partnership on Youth Attainment and Transitions](#) covering the period July 2009 to December 2013 aims to increase participation of young people in education and training, increase attainment levels nationally and improve successful transitions from school.

Commonwealth funding of \$708 million has been committed to this partnership over the life of the agreement, including up to \$100 million in reward funding to be made available to jurisdictions on the achievement of agreed participation and attainment targets. This partnership includes the Compact with Young Australians and the implementation of a National Youth Participation Requirement which commenced on 1 January 2010. The partnership also clarifies the respective roles and responsibilities of the Commonwealth, States and Territories and promotes immediate, concerted action supported by broader long-term reform.

Many of the initiatives implemented by jurisdictions with funding under the partnership are delivering positive outcomes. The funding has enabled tailoring of initiatives to jurisdictional needs and enhancement of existing reforms designed to improve attainment and transition outcomes for young people.

Under the Compact with Young Australians, young people had an entitlement to a government-subsidised education or training place for 15 to 19-year-olds (from 1 July 2009) or to a government-subsidised place which would result in an individual attaining a higher qualification for 20 to 24-year-olds (from 1 January 2010).

For 2011, all States and Territories met their obligation through the Compact with Young Australians to require young people to complete at least Year 10 and then remain in full-time study or work, or a combination of these, until age 17.

Two programs implemented from 2010 to support the achievement of the National Partnership were School Business Community Partnership Brokers (Partnership Brokers) and Youth Connections.

Further information on this partnership is included in [Part 2.5: National initiatives and achievements – supporting senior years of schooling and youth transitions](#) and on the [DEEWR website](#).

[National Partnership on Digital Education Revolution](#)

This National Partnership Agreement has been established to facilitate the implementation of the Digital Education Revolution (DER). The DER is a \$2.1 billion investment by the Commonwealth Government over six years, which aims to contribute sustainable and meaningful change to teaching and learning in Australian schools to prepare students for further education, training, jobs of the future and to live and work in a digital world.

The [Digital Education Revolution National Partnership](#) aims to deliver system-wide reforms in education to ensure that students are equipped for learning in a digital environment and to enable schools to better access the benefits of technology for their students.

Further information on the Digital Education Revolution is provided in [Part 2.5: National initiatives and achievements – supporting senior years of schooling and youth transitions](#).

National Partnership Agreement on Early Childhood Education

Through the National Partnership Agreement on Early Childhood Education, Commonwealth and State and Territory governments have committed to ensuring that, by 2013, all children will have access to a quality early childhood education program in the year before full-time schooling. The Commonwealth has committed \$970 million over five years towards the implementation of universal access to early childhood education, by 2013. Of this funding \$955 million is being provided directly to State and Territory governments to support their implementation of universal access and \$15 million is being spent over five years on the development of better data and performance information on early childhood education in Australia.

The National Partnership includes a specific focus on ensuring preschool education is available to Indigenous and disadvantaged children. The National Partnership is closely linked to other elements of the Australian Government's early childhood reform agenda, including the early childhood education Closing the Gap target, the development of the national Early Years Learning Framework, workforce reforms and the development of a national quality framework for early childhood education and care.

Further information on the National Partnership Agreement on Early Childhood Education, including the Aboriginal and Torres Strait Islander Universal Access Strategy, is available on the [DEEWR website](#).

National Partnership on Indigenous Early Childhood Development

Through the National Partnership Agreement on Indigenous Early Childhood Development the Australian Government is providing \$292.62 million for the establishment of at least 35 Children and Family Centres across Australia by June 2014. The Children and Family Centres will deliver integrated services, including early learning, child care and family programs in areas where there is a demonstrated need for these services, high disadvantage and a high proportion of Indigenous children under five years of age.

National Partnership Agreement on the Nation Building and Jobs Plan – Building the Education Revolution

In 2009, COAG agreed to the National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now incorporating Building the Education Revolution (BER). This agreement provides Commonwealth funding for the BER program over four years and will expire on 31 December 2012. The \$16.2 billion BER aims to provide economic stimulus through rapid construction and refurbishment of school infrastructure and build learning environments to help children, families and communities participate in activities that support achievement and develop learning potential. BER funding was allocated to nearly 24,000 projects in approximately 9,500 schools under the three elements of the BER.¹

Further information on this partnership and its implementation is included in [Part 2.9: National initiatives and achievements – other national initiatives](#) and on the [DEEWR website](#).

¹ Data are at 31 December 2011.

National Report on Schooling in Australia 2011

National initiatives and achievements

2.2 Supporting quality teaching and school leadership

Australian governments are committed to working with all school sectors to attract, develop, support and retain a high-quality teaching and school leadership workforce in Australian schools ([Melbourne Declaration](#) 2008).

Among the key strategies agreed by Education Ministers for this commitment are the creation of new professional standards, a framework to guide professional learning for teachers and school leaders, and national consistency in the registration of teachers. Improved pay dispersion to reward quality teaching, improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools and joint engagement with higher education to provide improved pre-service teacher education are other agreed strategies.

This commitment is aligned with the policy and reform directions outlined in the National Education Agreement (NEA), which will contribute to achieving the Council of Australian Governments (COAG) targets for schooling in Australia.

National Partnership Agreement on Improving Teacher Quality

Through COAG, Australian governments have agreed to a five-year [National Partnership Agreement on Improving Teacher Quality](#). This partnership runs from January 2009 to December 2013 and is designed to drive systemic reforms to improve the quality of teaching and leadership in Australian schools. It aims to deliver system-wide reforms targeting critical points in the teacher 'life cycle' to attract, train, place, develop and retain quality teachers and leaders in schools.

The National Partnership Agreement states that it will contribute to the following outcomes:

- attracting the best entrants to teaching, including mid-career entrants
- more effectively training principals, teachers and school leaders for their roles and the school environment
- placing teachers and principals to minimise skill shortages and enhance retention
- developing teachers and school leaders to enhance their skills and knowledge throughout their careers
- retaining and rewarding quality principals, teachers and school leaders
- improving the quality and availability of teacher workforce data.

COAG also agreed to the development and implementation of national professional standards for teachers and a certification process for highly accomplished and lead teachers.

Commonwealth funding for this National Partnership is \$550 million over five years. Of this funding, \$50 million is allocated to professional development and support to enable principals to better manage their schools and achieve improved student results.

Individual States and Territories have implemented a range of initiatives, including the establishment of centres of excellence, expanding traditional pathways into teaching, trialling rewarding excellence with pay and piloting programs that enhance school-based decision-making.

[Australian Institute for Teaching and School Leadership](#)

The [Australian Institute for Teaching and School Leadership](#) (AITSL) was established to provide national leadership for Commonwealth, State and Territory governments in promoting excellence in the profession of teaching and school leadership. AITSL is responsible for fostering high-quality professional development for teachers and school leaders, working collaboratively across jurisdictions and engaging with key professional bodies.

AITSL is funded by the Australian Government. Over the four years from 2009–10 to 2012–13 AITSL will receive around \$54 million from the National Partnership on Improving Teacher Quality, the Australian Government Quality Teacher Program and other Australian Government project funds.

During 2011, AITSL undertook extensive research and consultation about the development of the *Australian Charter for the Professional Learning of Teachers and School Leaders*, which together with the National Professional Standards for Teachers underpins the Australian Teacher Performance and Development Framework. The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) agreed in October 2011 that AITSL would develop this framework.

[National Professional Standards for Teachers](#)

The [National Professional Standards for Teachers](#)¹ were endorsed by MCEECDYA in December 2010 and published in February 2011. Implementation in all States and Territories will commence from 2013.

The *National Professional Standards for Teachers* comprise seven standards which outline what teachers should know and be able to do at different stages of their career. The standards are interconnected, interdependent and overlapping. They are grouped into three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement. Within each standard, focus areas provide further illustration of these domains. These are then separated into descriptors at four professional career stages: Graduate, Proficient, Highly Accomplished and Lead.²

[The National Professional Standard for Principals](#)

The National Professional Standard for Principals³ sets out what school principals are expected to know, understand and do to achieve excellence in their work. It will be used to build the quality and capacity of school principals across Australia and will provide a basis for the broader Australian community to understand the scope and complexity of a principal's work and what can be expected of school leaders.

The standard is supported by a [clearinghouse for school leaders](#) which provides an interactive research repository and online tools designed to foster exchange and development of the knowledge and skills of principals. The clearinghouse is a project under the Smarter Schools National Partnership.

Both standards support the commitment in the Melbourne Declaration and align with the reforms included in the National Partnership on Improving Teacher Quality.

More information is available on the [AITSL website](#).

¹ Subsequently renamed the Australian Professional Standards for Teachers

² *National Professional Standards for Teachers*, AITSL, February 2011, p. 3

³ Subsequently renamed the Australian Professional Standard for Principals

Australian Government Quality Teacher Program

The Australian Government Quality Teacher Program (AGQTP) provides funding to non-government education authorities in each State and Territory to run a variety of projects and activities that offer ongoing professional learning and development for teachers and school leaders. AGQTP complements the reforms of the National Partnership for Improving Teacher Quality. Funding recipients are required to address one or more of the three priority areas: curriculum; targeted learning needs; and cross-curricular/whole school, with a focus on the Australian Curriculum, student wellbeing and the National Professional Standards for Teachers.

The objectives of the AGQTP are to:

- equip teachers with the skills and knowledge needed for teaching in the 21st century
- provide national leadership in high priority areas of teacher professional learning need
- improve the professional standing of school teachers and leaders.

From January 2010, the component of the AGQTP for the government sector was rolled into the National Schools Specific Purpose Payments. Funding for the non-government sector continues to flow directly to State and Territory non-government education authorities in accordance with current funding agreements.

Total funding for the 2011 calendar year was \$7.0 million.

National Report on Schooling in Australia 2011

National initiatives and achievements

2.3 Strengthening early childhood education¹

Australian governments have committed to supporting the development and strengthening of early childhood education, to provide every child with the opportunity for the best start in life ([Melbourne Declaration on Educational Goals for Young Australians](#) 2008).

Through the Council of Australian Governments (COAG), all Australian governments have established early childhood education and development as a priority, committing to a five-year [National Partnership Agreement on Early Childhood Education](#).

National Partnership Agreement on Early Childhood Education

Through the National Partnership Agreement on Early Childhood Education, Commonwealth and State and Territory governments have committed to ensuring that all children will have access to a quality early childhood education program by 2013, delivered by a university-trained early childhood teacher, for 15 hours a week, 40 weeks a year, in the year before full-time schooling.

The Commonwealth's commitment of \$970 million over the five years to 30 June 2013 includes \$955 million directly to States and Territories to support their implementation of universal access to early childhood education. Three million dollars each year (for five years) has also been set aside for research, data development and evaluation. The National Partnership includes a specific focus on ensuring early childhood education is available to Indigenous and disadvantaged children.

The National Partnership is closely linked to other elements of the Australian Government's early childhood reform agenda, including the early childhood education Closing the Gap target, the development of the national Early Years Learning Framework, workforce reforms and the development of a national quality framework for early childhood education and care.

Further information on the National Partnership Agreement on Early Childhood Education, including the Aboriginal and Torres Strait Islander Universal Access Strategy, is available on the [DEEWR website](#).

National Partnership Agreement on Indigenous Early Childhood Development

Under the National Partnership Agreement on Indigenous Early Childhood Development, COAG agreed that at least 35 Children and Family Centres would be established across Australia by June 2014. Locations for 38 centres have been agreed. The Australian Government is providing \$292.62 million in funding to establish the centres.

The Children and Family Centres are being established in a mix of remote, regional and urban locations. They are concentrated in areas where there is demonstrated need for these services, high disadvantage and a high proportion of Indigenous children under five years of age. The centres will deliver integrated services, including early learning, child care and family support programs.

¹ Early childhood education and care occurs before children are enrolled in full-time schooling. Statistical and other information on early childhood education in Australia is therefore outside the scope of the *National Report on Schooling in Australia*. This section on strengthening early childhood education is included as a national initiative in this report to acknowledge Education Ministers' commitment within the Melbourne Declaration to strengthen early childhood education and to acknowledge the role of early childhood education in preparing children for full-time schooling.

National Partnership Agreement on National Quality Agenda for Early Childhood Education and Care

In 2009, COAG endorsed the [National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care](#). This National Partnership Agreement will contribute to improving outcomes for children attending education and care services (including long day care, family day care, kindergarten/preschool², and outside school hours care (OSHC)) through the following objectives:

- deliver an integrated and unified national system for early childhood education and care services, which is jointly governed and which drives continuous improvement in the quality of services
- improve educational and developmental outcomes for children attending early childhood education and care services, including by establishing a new national quality standard for all education and care services
- reduce regulatory burden for education and care service providers
- improve public knowledge about and access to information about the quality of education and services, which will help families to understand the quality of education and care provided to their children
- build a highly skilled workforce.

National Information Agreement on Early Childhood Education and Care

In 2009, MCEECDYA endorsed the [National Information Agreement on Early Childhood Education and Care](#). This agreement facilitates the collection, sharing and reporting of early childhood education and care information. It was developed in consultation with the Australian Government, States and Territories, as well as key data agencies. The National Information Agreement on Early Childhood Education and Care is an important step in national efforts to improve the quality and reliability of early childhood education and care data. The agreement is a key element of the COAG monitoring and reporting arrangements, especially for early childhood education for all children in the year before school under the National Partnership Agreement on Early Childhood Education, and for Indigenous children in that age group, under the Closing the Gap agenda.

Under the [MCEETYA four-year plan 2009–2012](#), the Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for the ‘alignment between the Early Years Learning Framework and school-based curriculum frameworks which relate to the early years of schooling’. The Early Years Learning Framework was taken into account during Phases 1 and 2 of the development of the Australian Curriculum, Foundation to Year 10.

Further information on the commitment for strengthening early childhood education is outside the scope of the *National Report on Schooling in Australia* but is available on the [DEEWR website](#).

² In jurisdictions where preschool is currently delivered by government or non-government schools there will be an option of administering the National Quality Framework for Early Childhood Education and Care through existing government quality assurance processes with respect to preschools. (*National Partnership Agreement on National Quality Agenda for Early Childhood Education and Care*, Appendix B-8.53)

National Report on Schooling in Australia 2011

National initiatives and achievements

2.4 Enhancing middle years development

Australian governments are committed to working with all school sectors to ensure that schools provide programs that are responsive to students' developmental and learning needs in the middle years, and which are challenging, engaging and rewarding ([Melbourne Declaration on Educational Goals for Young Australians](#) 2008).

Jurisdictions are committed to progressing work in this area on an individual basis, and to sharing and learning from best practice across jurisdictions and school sectors.

This commitment is aligned with policy and reform directions outlined in the [National Education Agreement \(NEA\)](#) which contribute to achieving the Council of Australian Governments (COAG) targets relating to enhancing middle years development.

Through COAG, the Australian Government and State and Territory governments have entered into national partnerships for:

- Improving Teacher Quality
- Education in Low Socio-economic Status School Communities
- Literacy and Numeracy.

These partnerships are relevant to the commitment to enhancing middle years development. Participation by the non-government school sectors in these partnerships is determined by State and Territory government processes.

The Improving Teacher Quality National Partnership supports a range of strategies and actions for students in the middle years of schooling, including:

- preparation of varied and engaging teaching and learning approaches relevant to middle years students, including the use of innovative learning technologies that respond to the needs and characteristics of this unique phase of development
- providing stimulating and relevant experiences, excursions and school–community links for middle years students, for example in remote, rural and international settings
- supporting school leaders and middle years teachers to provide learning and teaching programs that engage and motivate all students through innovative, integrated multimodal approaches.

The Low Socio-economic Status School Communities National Partnership assists participating schools in engaging students in the middle years by providing appropriate support that addresses their personal circumstances and local contexts.

The Literacy and Numeracy National Partnership contributes to this commitment in participating schools by providing teachers with the skills and strategies to teach the key concepts in literacy and numeracy from the early years and to extend these skills in the middle and later years.

More information on these partnerships is available in [Part 2.1: National initiatives and achievements – developing stronger partnerships](#) and on the DEEWR [Smarter Schools National Partnerships website](#).

The development and implementation of the Foundation to Year 10 Australian Curriculum is also central to the provision of challenging, engaging and rewarding programs in the middle years. This initiative is outlined in [Part 2.6: National initiatives and achievements – promoting world-class curriculum and assessment](#) and on the Australian Curriculum, Assessment and Reporting Authority (ACARA) [Australian Curriculum website](#).

National Report on Schooling in Australia 2011

National initiatives and achievements

2.5 Supporting senior years of schooling and youth transitions

Australian governments are committed to working with all school sectors to support the senior years of schooling and the provision of high quality pathways to facilitate effective transitions between further study, training and employment ([Melbourne Declaration](#) 2008).

The Council of Australian Governments (COAG) has established a target to lift the Year 12 or equivalent attainment rate to 90 per cent by 2015.¹ Specifically, COAG has agreed to a target for 2015 that 90 per cent of Australian 20 to 24-year-olds will have achieved Year 12 or equivalent or an Australian Qualifications Framework (AQF) Certificate II or above and for 2020 that 90 per cent of 20 to 24-year-olds will have achieved Year 12 or equivalent or an AQF Certificate III or above.²

To support achievement of this target, to increase the educational engagement and attainment of young people and to improve their transition to post-school education, training and employment, COAG has established the [National Partnership on Youth Attainment and Transitions](#) which includes the Compact with Young Australians.

Compact with Young Australians

In April 2009, COAG agreed to a Compact with Young Australians. The compact includes three components designed to promote skills acquisition and ensure young people are 'learning or earning':

- [A National Youth Participation Requirement](#) which requires all young people to participate in schooling (or an approved equivalent) to Year 10, and then participate full-time (at least 25 hours per week) in education, training or employment, or a combination of these activities, until age 17. Similar requirements were introduced in Queensland, South Australia, Western Australia and Tasmania between 2006 and 2008. In 2010, the National Youth Participation Requirement also came into effect in New South Wales, Victoria, the Australian Capital Territory and the Northern Territory. This extends the period of compulsory education (or approved equivalent) for young people in these jurisdictions, and effectively raises the minimum school (or approved equivalent) leaving age. The participation requirement raises expectations about the level of education and training undertaken by Australia's young people and, for the first time, makes those expectations consistent across the nation.
- [An entitlement to an education or training place](#) for 15 to 24-year-olds, which focuses on attaining Year 12 or equivalent qualifications. Entitlement places are for government-subsidised qualifications, subject to admission requirements and course availability. The education/training place entitlement came into effect for 15 to 19-year-olds from July 2009 and for 20 to 24-year-olds from January 2010 and expired on 31 December 2011, having been embedded in State and Territory policies.
- [Strengthened participation requirements for some types of income support](#) by which young people under the age of 21 who seek income support through the Australian Government's Youth Allowance (Other) are required to participate in education and

¹ The original target, quoted in the *MCEETYA four-year plan 2009–2012*, was to lift the Year 12 or equivalent or Certificate II attainment rate to 90 per cent by 2020. This was revised by COAG in April 2009.

² The AQF is the national framework of qualifications in the school, vocational education and training (VET), and higher education sectors in Australia. Certificate II and Certificate III are VET qualifications within the AQF.

training full-time, or participate in part-time study or training in combination with part-time work or other approved activities until they attain Year 12 or a Certificate Level II qualification. (Exemptions apply to this requirement.) A requirement to be in full-time education or training applies to young people whose parents seek the Family Tax Benefit Part A.

The Compact with Young Australians will deliver benefits to young people, to industry and to the Australian economy. It also has significant resource implications for Australia's schools and publicly funded VET systems, including State and Territory Technical and Further Education (TAFE) systems.

Since the introduction of the compact there have been substantial increases in the apparent rates of student progression and retention to the later years of schooling and in the proportion of 15 to 19-year-olds participating in education and training overall. These developments are reported in [Part 4.2: Student participation – progression and retention](#) and [Part 6.2: Senior schooling and youth transitions – participation](#).

[National Partnership on Youth Attainment and Transitions](#)

The Compact with Young Australians forms part of the National Partnership on Youth Attainment and Transitions. This National Partnership runs from July 2009 to December 2013 and includes \$708 million of project and reward funding.

Under the partnership, the Australian Government is providing funding of \$608 million over four years for improved youth engagement, attainment and transition arrangements. This is made up of:

- \$288 million to provide services through the Youth Connections program to support young people at risk of not attaining Year 12 or an equivalent qualification. Since 2010, more than 55,000 young people have received support from Youth Connections and, of that number, over 30,000 have re-engaged with education, training or employment.
- \$183 million for the School Business Community Partnership Brokers program, to improve community and business engagement with schools to extend learning beyond the classroom. Partnership Brokers supports 1,450 partnerships involving 4,700 partners (schools, training providers, business and industry community bodies, and parents and families).
- \$106 million for States and Territories to maximise engagement, attainment and successful transitions through the areas of career development, multiple learning pathways and mentoring
- \$30 million for national career development initiatives administered by the Commonwealth.

Further information is available on the [Department of Education, Employment and Workplace Relations \(DEEWR\) website](#).

[MCEECDYA strategies to support senior years of schooling and youth transitions](#)

The MCEECDYA commitment to support senior years of schooling and youth transitions and the strategies identified in the Ministers' four-year plan 2009–12 address the COAG target of raising the rate of completion of Year 12 or equivalent but preceded the agreement for the National Partnership on Youth Attainment and Transitions.

Under Ministers' four-year plan all States and Territories committed to supporting reforms in senior years of schooling and youth transitions and to sharing and learning from each other and from evidence about best practice.

National strategies and actions identified in the four-year plan include:

Trade Training Centres in Schools Program

- MCEECDYA strategy: increasing access to and participation in high quality, industry-recognised training at Certificate III level for secondary school students, including through Trade Training Centres.

The [Trade Training Centres in Schools Program](#) is an important element of the Australian Government's Education Revolution. It is providing \$2.5 billion in 2008–18 to enable secondary students to access vocational education and training (VET) through Trade Training Centres.

Through their education authorities, schools can access funding to build new or upgrade existing trade or vocational education and training facilities. They can do this individually or can cluster together to develop more substantial trade training facilities.

This program supports and complements existing programs for VET in Schools and school-based apprenticeships and traineeships operating in all States and Territories. Under these programs school students are able to combine school study with training towards an accredited AQF VET qualification.

Digital Education Revolution

- MCEECDYA strategy: ensuring learning in the senior years is supported by access to computers, online tools and resources, and teaching expertise in using information and communication technologies (ICT).

Through the [Digital Education Revolution](#) (DER), the Australian Government is providing more than \$2.1 billion over six years to:

- provide new information and communication technology (ICT) equipment for all secondary schools with students in Years 9 to 12 through the National Secondary School Computer Fund. The aim of the fund is to achieve a one to one computer to student ratio for all students in Years 9 to 12 by the start of Term 1, 2012.
- support all teachers in implementing the Australian Curriculum by enhancing the pool of national, State and Territory digital curriculum resources through the Supporting the Australian Curriculum Online program.
- support four projects under the Information and Communication Technology Innovation Fund to assist teachers and school leaders to embrace technology and encourage teachers to creatively and effectively integrate the use of ICT into the classroom.
- provide technical advice and support for national initiatives through the National Schools Interoperability Program
- support the implementation of the Australian Curriculum through the Australian Curriculum Connect project, enabling the use, sharing and discovery of digital resources aligned with the new curriculum.

The DER is governed by the Digital Education Revolution National Partnership agreed in 2009 between the Australian and State and Territory governments and by Digital Education Revolution Funding Agreements between the Australian Government and Catholic and independent education authorities. Further information is available on the DEEWR website.

Australian Blueprint for Career Development

- MCEECDYA strategy: development and implementation of the Australian Blueprint for Career Development, a national project to develop a framework for lifelong, active career management skills.

The Australian Blueprint for Career Development is a framework for designing, implementing and evaluating career development programs for young people and adults. The blueprint identifies the skills, attitudes and knowledge that individuals need to make sound choices and to effectively manage their careers. Another MCEECDYA initiative, Australia's national career information and exploration service, the [myfuture](#) website, complements the blueprint to provide resources for careers advisers, teachers and students. The *myfuture* website assists school students and others to make informed career decisions, plan career pathways and manage work transitions.

Targeted support for schools, students and parents

- MCEECDYA strategy: increasing access to differentiated and coordinated support and assistance for young people likely to disengage or those who have disengaged from education and training.
- MCEECDYA strategy: ensuring students and parents, particularly those in low socio-economic status schools, have access to extended services such as out-of-school activities and community development resources.

In addition to the National Partnership on Youth Attainment and Transitions, the Low Socio-economic Status School Communities National Partnership supports low socio-economic status schools to work with their local communities and parents to provide improved educational outcomes for disadvantaged students. Further information on this partnership is included in [Part 2.1: National initiatives and achievements – developing stronger partnerships](#) and on the DEEWR [Smarter Schools National Partnerships website](#).

Further information on senior schooling and transitions including the Key Performance Measures related to this commitment is in [Part 6: Senior schooling and youth transitions](#).

National Report on Schooling in Australia 2011

National initiatives and achievements

2.6 Promoting world-class curriculum and assessment

Australian governments are committed to working together with all school sectors to ensure world-class curriculum and assessment for Australia at national and local levels ([Melbourne Declaration on Educational Goals for Young Australians](#) 2008).

The Australian Curriculum, Assessment and Reporting Authority

The key national strategy to support this commitment identified in the [MCEETYA¹ four-year plan 2009–2012](#) was the establishment of the [Australian Curriculum, Assessment and Reporting Authority \(ACARA\)](#).

ACARA is responsible for the delivery of key national reforms in curriculum and assessment including:

- development of a rigorous, world-class national curriculum, which builds on early childhood learning, from the first year of schooling to Year 12
- alignment between the Early Years Learning Framework and school-based curriculum frameworks that relate to the early years of schooling
- development of plans to improve the capacity of schools to assess student performance, and to link assessment to the national curriculum where appropriate
- managing the development and overseeing the delivery of assessments and reporting for the National Assessment Program (NAP), including national tests in Literacy and Numeracy (NAPLAN) and sample assessments in Science Literacy, Civics and Citizenship, and Information and Communication Technology (ICT) Literacy.

ACARA is an independent statutory authority, established in December 2008 under the *Australian Curriculum, Assessment and Reporting Authority Act (2008)* (the ACARA Act), and is subject to the *Commonwealth Authorities and Companies Act (1997)*. ACARA became operational at the end of May 2009.

ACARA is a cooperative enterprise between state and federal jurisdictions and its activities are jointly funded by Commonwealth, State and Territory governments. The ACARA Board comprises members nominated by Commonwealth, State and Territory Education Ministers, as well as the National Catholic Education Commission and Independent Schools Council of Australia.

ACARA's work is carried out in collaboration with a wide range of stakeholders, including teachers, principals, governments, State and Territory education authorities, non-government education authorities, professional education associations, community groups and the general public.

Its role in the reporting of educational information is outlined in [Part 2.8: National initiatives and achievements – strengthening accountability and transparency](#).

¹ The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) replaced the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in July 2009. In January 2012, MCEECDYA was replaced by the COAG Standing Council on School Education and Early Childhood (SCSEEC).

In terms of curriculum and assessment, the functions of ACARA, as provided in Section 6 of the ACARA Act, are to:

- develop and administer a national school curriculum, including content of the curriculum and achievement standards, for school subjects specified in the Charter²
- develop and administer national assessments
- provide school curriculum resource services
- provide information, resources, support and guidance to the teaching profession.

The Australian Curriculum

The Australian Curriculum is being developed in phases. Each phase involves substantial consultation with government and non-government education authorities, professional associations, teachers, academics, business, industry and parent and community groups across all States and Territories and comprehensive review and revision processes. Development of the Australian Curriculum from Foundation³ to Year 12 (F–12) follows ACARA's [Curriculum Development Process](#) and [Curriculum Design](#) papers.

The overall development of the Australian Curriculum is guided by the *Shape of the Australian Curriculum* which is approved by Education Ministers and was first published in 2009. The third version of the shape paper was published in October 2011. It provides background for the implementation of the first phase of curriculum development and guides further development of the Australian Curriculum.

The Australian Curriculum F–12 comprises content descriptions, elaborations, achievement standards and annotated work samples, which are published online.

The first phase of curriculum development, which commenced in 2009, involved the development of curriculum content and achievement standards for English, mathematics, science and history, with Foundation to Year 10 (F–10) and senior secondary development operating on different timelines. The development of the Australian Curriculum for this phase was guided by shape papers for English, mathematics, science and history as well as the first *Shape of the Australian Curriculum* paper.

In December 2010, Ministers approved the content of the Foundation to Year 10 Australian Curriculum in English, mathematics, science and history, subject to the validation of achievement standards.

The 2011 validation of F–10 achievement standards involved feedback from classroom teachers and State and Territory school and curriculum authorities. Revised achievement standards and refined curriculum content for F–10 English, mathematics, science and history were approved by Ministers and published on the ACARA website in October 2011. In addition, to clarify achievement standards for each of these subjects, portfolios of student work were developed and published in December 2011.

Responsibility for implementing the Australian Curriculum lies with each State and Territory. Implementation of English, mathematics, science and history Australian Curriculum from Foundation to Year 10 commenced in some States and Territories in 2011 with substantial implementation planned to occur by the end of 2013 in most States and Territories.

² MCEECDYA (SCSEEC from 2012) determines the ACARA Charter and specifies the subjects for development within the Charter.

³ The Foundation year is known as Preparatory in Victoria, Queensland and Tasmania, Kindergarten in New South Wales and the Australian Capital Territory, Reception in South Australia, Pre-primary in Western Australia and Transition in the Northern Territory.

Draft senior secondary (Years 11 and 12) curriculum for English, mathematics, science and history was released for public consultation in May 2010. Feedback was reviewed by advisory groups and State and Territory education authorities and this analysis, along with ACARA's responses, has informed the draft senior curriculum in these learning areas, to be released for consultation in the first half of 2012.

The second phase of the Australian Curriculum development involves the learning areas of geography, languages and the arts.

Following national consultation during 2010, the *Shape of the Australian Curriculum: Geography* was published in January 2011 and the draft Australian Curriculum: Geography F–12 was released for consultation in October 2011. The *Shape of the Australian Curriculum: The Arts* was published in August 2011 and writing of the draft F–10 curriculum began after the consultation period. Following publication of the *Shape of the Australian Curriculum: Languages* in November 2011, curriculum writing began for F–10 Chinese and Italian.

The third phase includes the development of the Australian Curriculum for other learning areas specified in the Melbourne Declaration: health and physical education; technologies (including information and communication technology and design and technology); civics and citizenship; and business and economics. In mid-2011, work began on the development of shape papers for technologies and health and physical education, with national forums in both learning areas held in December 2011.

In addition to its focus on learning areas, the Australian Curriculum pays particular attention to general capabilities. These encompass skills, behaviours and dispositions that students develop and apply to content. The Australian Curriculum includes seven general capabilities: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding. These are addressed in each learning area as appropriate.

The curriculum also gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The Australian Curriculum Consultation portal allows stakeholders and the general public to read, review and provide feedback on draft curriculum materials as they become available. The feedback is used to revise and improve the draft materials so that the highest quality documents are developed and published.

Curriculum documents are progressively released on the ACARA [Australian Curriculum website](#).

[School curriculum resource services and information and support to the teaching profession](#)

While implementation of the Australian Curriculum is a matter for each State and Territory, ACARA is continuing to work with States and Territories to facilitate implementation by providing leadership, advice and opportunities to coordinate implementation planning.

As the Australian Curriculum is developed, approved and released, ACARA is working with jurisdictions, sectors, other agencies and professional associations to provide tools and resources to support schools, teachers and the public in implementing and interacting with the Australian Curriculum.

ACARA collaborates with Education Services Australia regarding online resource discovery and access and with the Australian Institute for Teaching and School Leadership regarding professional learning requirements in relation to the Australian Curriculum.

To ensure the Australian Curriculum is accessible to students for whom English is another language or dialect (EAL/D), teacher resources have been developed in consultation with expert advisers and the States and Territories. The [English as an Additional Language or Dialect: Teacher Resource](#) was published on the ACARA website in August 2011 and will assist teachers to support EAL/D students in accessing the Australian Curriculum.

Advice has also been developed for schools and teachers on using the Australian Curriculum to meet the needs of students with disabilities. It is available on the Australian Curriculum Consultation website.

[The National Assessment Program \(NAP\)](#)

The National Assessment Program is an ongoing program of assessments to monitor progress towards the Educational Goals for Young Australians. The NAP encompasses the annual national literacy and numeracy tests (NAPLAN), three-yearly sample assessments in science literacy, civics and citizenship, and information and communication technology (ICT) literacy, and Australia's participation in international assessments.

- [National Assessment Program — Literacy and Numeracy \(NAPLAN\)](#)

NAPLAN is an annual assessment for students in Years 3, 5, 7 and 9 in Australia in the areas of Reading, Writing, Language Conventions (spelling, punctuation and grammar) and Numeracy (number; function and pattern; measurement, chance and data; and space).

NAPLAN tests were first conducted in 2008, replacing former State and Territory based literacy and numeracy tests.

ACARA has been responsible for the development of and overseeing the delivery of the NAPLAN tests from 2010.

Information on results of the 2011 NAPLAN tests, including the key performance measures related to them, is included in [Part 5: Student achievement](#).

The [NAPLAN National Report](#) for 2011 is published on ACARA's [National Assessment Program website](#). This report provides analyses of results including breakdowns by State and Territory, and student background characteristics, including sex, language background, Indigenous status, geolocation and parental education and occupation. Further information about NAPLAN for parents, schools and students is also available on this website. This information includes samples of the individual student reports that are provided to all students who participate in the NAPLAN tests, and background information about the NAPLAN tests. Average NAPLAN results for schools are also reported on the [My School website](#).

- [The National Assessment Program – sample assessments](#)

The national sample assessments test students' skills and understanding in Science Literacy, Civics and Citizenship, and Information and Communication Technology (ICT) Literacy. Selected groups of students in Years 6 and 10 participate in these sample assessments, which are held on a rolling three-yearly basis.

Sample assessments began in 2003 with Science Literacy, followed by Civics and Citizenship in 2004 and ICT Literacy in 2005. The third ICT Literacy assessment was undertaken by a sample of Year 6 and Year 10 students in October 2011.

Information on results of the 2011 ICT Literacy assessment, including the key performance measures related to it, is included in [Part 5: Student achievement](#).

The full report on this sample assessment is available on ACARA's [National Assessment Program website](#).

- [National Assessment Program — international assessments](#)

There are two NAP sample assessments conducted by international organisations that are used as a basis for key performance measures in the *Measurement Framework for Schooling in Australia*: the [Programme for International Student Assessment](#) (PISA) and the [Trends in International Mathematics and Science Study](#) (TIMSS).

PISA is conducted every three years by the Organisation for Economic Co-operation and Development (OECD) and involves the assessment of a sample of 15-year-old students in reading, mathematical and scientific literacy. The most recent PISA assessment for which results are available took place in 2009 and the national report for this assessment was released in December 2010. This and other PISA reports are available on the [Australian Council for Educational Research \(ACER\) website](#).⁴

TIMSS is a four-yearly international sample assessment of student achievement in mathematics and science at Years 4 and 8 administered by the International Association for the Evaluation of Educational Achievement (IEA). The most recent TIMSS assessment (TIMSS 2011) took place for Australian students in late 2010 with approximately 13,700 students sitting the test. Results from TIMSS 2011 are reported in [Part 5.3: National Assessment Program – Trends in International Mathematics and Science Study](#).

In late 2010, approximately 6,100 Australian students participated in an additional international assessment: the Progress in International Reading Literacy Study (PIRLS) 2011. PIRLS is an international sample assessment of Year 4 student achievement in reading literacy administered by the IEA. National reports for TIMSS and PIRLS 2011 are available on the [ACER website](#).

In October 2011, Australian Education Ministers also agreed to Australia's participation in the IEA's [International Computer and Information Literacy Study \(ICILS\)](#) in 2013.

⁴ An additional report, [PISA 2009: Preparing Australian Students for the Digital World](#), was published by ACER in 2012.

National Report on Schooling in Australia 2011

National initiatives and achievements

2.7 Improving educational outcomes for Indigenous¹ youth and disadvantaged young Australians, especially those from low socio-economic backgrounds

The first goal of the [Melbourne Declaration on Educational Goals for Young Australians](#) is that Australian schooling promotes equity and excellence.

Within the Melbourne Declaration, Ministers acknowledged that:

- educational outcomes for Indigenous children and young people are substantially behind those of other students in key areas of enrolment, attendance, participation, literacy, numeracy, retention and completion
- students from low socio-economic backgrounds, those from remote areas, refugees, homeless young people, and students with disabilities often experience educational disadvantage
- Australian governments must support all young Australians to achieve not only equality of opportunity but also more equitable outcomes

and committed Australian governments to working with all school sectors to:

- 'close the gap' for young Indigenous Australians
- provide targeted support to disadvantaged students
- focus on school improvement in low socio-economic communities.

The Council of Australian Governments (COAG) has set targets to lift educational attainment overall and to close the gap between the educational outcomes of Indigenous and non-Indigenous students that are incorporated in the [National Education Agreement](#). These are to:

- lift the Year 12 or equivalent attainment rate to 90 per cent by 2015
- halve the gap between Indigenous and non-Indigenous students in reading, writing and numeracy within a decade (by 2018)
- at least halve the gap between Indigenous and non-Indigenous students' Year 12 or equivalent attainment rates by 2020.

Progress towards these targets is discussed in [Part 6.3: Senior school and transitions – attainment](#) and Part 7: Aboriginal and Torres Strait Islander education.

COAG has also set a target to ensure access to early childhood education for all Indigenous four-year-olds in remote communities by 2013.²

MCEECDYA strategies

National strategies and actions identified in the [MCEETYA four-year plan 2009–2012](#) include:

- development of a four-year action plan to close the gap for Indigenous children and young people, building on the review of the Australian Directions in Indigenous Education 2005–2008
- providing increased access to quality early childhood education programs for Indigenous children, including for all Indigenous four-year-olds

¹ The Melbourne Declaration, *MCEETYA four-year plan 2009–2012* and data collections use the term 'Indigenous' to refer to Australia's Aboriginal and Torres Strait Islander people. Where possible, this report uses 'Aboriginal and Torres Strait Islander' in preference to the term 'Indigenous'.

² Reporting on this target and on other data on early childhood education is outside the scope of the National Report on Schooling.

- establishment of integrated Children and Family Centres where there is a significant Indigenous population and high general disadvantage
- attracting high quality principals, school leaders and teachers to schools in disadvantaged communities
- providing support and incentives to increase Indigenous participation in the education workforce, especially in remote schools
- supporting coordinated community services for Indigenous students and their families that can increase attendance and engagement in schooling
- enhancing professional development in the teaching of English as a second language (ESL)³, literacy and assessment for teachers working with students from Indigenous language backgrounds
- strengthening school leadership in disadvantaged schools
- encouraging a strong focus on the educational needs, mental health and wellbeing of individual students
- generating meaningful pathways for all disadvantaged students.

Aboriginal and Torres Strait Islander youth

State and Territory governments, non-government education authorities and Aboriginal and Torres Strait Islander communities are working in collaboration to close the gap between the outcomes of schooling for Aboriginal and Torres Strait Islander and non-Indigenous students.

The [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014](#) was developed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) as part of the COAG reform agenda to improve life outcomes for Aboriginal and Torres Strait Islander Australians. The plan was approved by MCEECDYA in April 2010 and endorsed by COAG in May 2011. The plan focuses on six priority areas identified as having the greatest impact on closing the gap:

- readiness for school
- engagement and connections
- attendance
- literacy and numeracy
- leadership, quality teaching and workforce development
- pathways to real post-school options.

The plan endeavours to bring together existing commitments made through other key reforms including the National Indigenous Reform Agreement (NIRA) and the National Education Agreement and was informed by public consultations undertaken in 2009 and 2010.

The plan also builds on commitments by governments to introduce substantial structural and innovative reforms in early childhood education, schooling and youth engagement.

Funding of the plan is a shared responsibility of participating education providers and the Australian Government. For its part, the Australian Government has committed \$128.6 million between 2010 and 2014 (calendar years) to a range of measures in the Action Plan. Implementation of the plan is progressing well.

The first report against the action plan, the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014: 2010 Annual Report* was released by MCEECDYA in January 2012. The second report, covering 2011 activities under the plan, is due for release by SCSEEC in December 2012.

³ This term has been changed to English as an Additional Language (EAL).

Aboriginal and Torres Strait Islander students are also benefiting from the three Smarter Schools National Partnership agreements (Literacy and Numeracy, Low Socio-economic Status School Communities and Improving Teacher Quality) and the Youth Attainment and Transitions National Partnership. These agreements are for all Australians, but have Aboriginal and Torres Strait Islander specific measures. More information on these partnerships is included in [Part 2.1: National initiatives – developing stronger partnerships](#).

The Youth Attainment and Transitions National Partnership Agreement also has an explicit focus on Aboriginal and Torres Strait Islander participation and attainment. It is providing action to engage young people aged 18 to 24 in education and help them to make the transition to further education, training, employment and a career. The [Youth Connections](#) program began in January 2010 and provides an individualised and responsive service to support those most at risk of disengaging from education, including Aboriginal and Torres Strait Islander young people.

More information on initiatives for Aboriginal and Torres Strait Islander youth is available on the [DEEWR website](#). Information on schooling for Aboriginal and Torres Strait Islander students in 2011, including relevant key performance measures disaggregated by Indigenous status, is provided in Part 7: Aboriginal and Torres Strait Islander education.

[Low socio-economic status school communities](#)

All governments have agreed that they have mutual interest in and shared responsibility for improving educational outcomes in low socio-economic status (SES) school communities and in supporting reforms in the way schooling is delivered to those communities.

The [National Partnership for Low Socio-economic Status School Communities](#) facilitates a range of school-level and broader reforms addressing educational disadvantage associated with low socio-economic status school communities including:

- incentives to attract high quality principals and teachers
- more flexible management and staffing arrangements
- more flexible school operational arrangements
- innovative and tailored learning opportunities for students
- strengthened school accountability to parents and the community
- external partnerships with parents, schools, businesses and local communities.

Commonwealth funding of \$1.5 billion is being provided to States and Territories over a seven-year period, to be matched by State and Territory co-investment. Over the life of this National Partnership, approximately 1,700 schools serving low socio-economic status communities will be targeted for support. This National Partnership is supporting student engagement and attendance through whole-of-school strategies as well as targeted intervention for particular cohorts, including Aboriginal and Torres Strait Islander students, students from a non-English speaking background and students with disabilities. There has been a strong focus on the establishment of external partnerships with parents and organisations to support student learning and wellbeing.

Information on this partnership is also included in [Part 2.1: National initiatives and achievements – developing stronger partnerships](#). More detailed information is available on the Department of Education, Employment and Workplace Relations (DEEWR) [Smarter Schools National Partnerships website](#).

The needs of students from low socio-economic backgrounds (whether or not they attend a school participating in the Low Socio-economic Status School Communities National

Partnership), as well as those experiencing other forms of educational disadvantage, are also addressed in the other Smarter Schools National Partnerships. Information on these partnerships – Improving Teacher Quality, and Literacy and Numeracy – is included in [Part 2.1: National initiatives and achievements – developing stronger partnerships](#).

The [National Partnership on Youth Attainment and Transitions](#), including the Compact with Young Australians and the National Youth Participation Requirement, is also vital to addressing outcomes for educationally disadvantaged young Australians. These initiatives are outlined in [Part 2.5: National initiatives and achievements – supporting senior years of schooling and youth transitions](#).

National Report on Schooling in Australia 2011

National initiatives and achievements

2.8 Strengthening accountability and transparency

Both the [Melbourne Declaration on Educational Goals for Young Australians](#) and the Council of Australian Governments (COAG) [National Education Agreement \(NEA\)](#) emphasise increased transparency for reporting educational information and improved accountability for the use of public resources for education as core reforms.

This includes improved reporting to schools, families and students about student achievement and school performance and improved public reporting of individual and comparative school performance as well as reporting on the performance of Australian schooling overall.

In the Melbourne Declaration, Australian governments committed to working with all school sectors to ensure that public reporting of education:

- focuses on improving performance and student outcomes
- is both locally and nationally relevant
- is timely, consistent and comparable.

States and Territories have committed to increasing the provision of transparent information about schools and their performance, including fostering direct discussion between parents and teachers on students' progress and improving the capacity of schools to report in clear language to students and parents.

Under the NEA (government schools) and the [Schools Assistance Act 2008](#) (non-government schools), all schools are required to provide to parents and carers of students in Years 1–10 a plain language report on the progress and achievement of each student. These twice-yearly reports must include an assessment against available national standards and, for each subject studied, an assessment against a five-point scale (such as an A–E scale) and an assessment relative to the performance of the student's peer group.

All schools across Australia are also required to provide a publicly available school annual report. Schools must publish a range of information which includes contextual information, key student outcomes and information on satisfaction.

The NEA accountability framework also includes the following elements:

- streamlined and consistent reports on national progress, including an annual national report on the outcomes of schooling in Australia¹ and the biennial COAG report *Overcoming Indigenous Disadvantage: Key Indicators*
- national reporting on performance of individual schools to inform parents and carers and for evaluation by governments of school performance.

Under the *Schools Assistance Act 2008*, the accountability framework for non-government schools and school systems is consistent with that of the NEA.

The Australian Curriculum, Assessment and Reporting Authority

Ministers have assigned to the Australian Curriculum, Assessment and Reporting Authority (ACARA) the implementation of the majority of national strategies and actions for accountability and transparency identified in the *Four-year plan 2009–2012*. These include:

¹ The National Report on Schooling in Australia, i.e. this report

- developing nationally comparable data collections for all schools to support school evaluation, accountability and resourcing decisions
- implementing fair, public, comparable national reporting on individual school performance, including comparing individual school performance against schools with similar characteristics
- developing, where appropriate, value-added measures for schools' performance and analysing student results over time
- reviewing key performance measures for education in light of the *Melbourne Declaration on Educational Goals for Young Australians* and COAG agreed measures.

In terms of data collection and reporting², the functions of ACARA as provided in Section 6 of the *Australian Curriculum, Assessment and Reporting Authority Act (2008)*, are to:

- collect, manage and analyse student assessment data and other data relating to schools and comparative school performance
- facilitate information sharing arrangements between Australian government bodies in relation to the collection, management and analysis of school data
- publish information relating to school education, including information relating to comparative school performance.

ACARA's responsibilities under its charter include the monitoring and review of the *Measurement Framework for Schooling in Australia*³, which sets out agreed national key performance measures for schooling, and the preparation and publication of the *National Report on Schooling in Australia* (this report).

ACARA led a major review of the Measurement Framework in 2010, to reflect the Melbourne Declaration and to incorporate COAG targets and NEA indicators for education. The revised framework, the [Measurement Framework for Schooling in Australia 2010](#), was published on the ACARA website in early 2011.

In 2011, ACARA undertook the preparation of the [National Report on Schooling in Australia 2010](#) in consultation with representatives of State and Territory education authorities, the non-government sectors and other relevant agencies. The 2010 report is the second to be published by ACARA and the second to report on progress in the reporting year towards the Melbourne Declaration Commitment to Action, on NEA indicators and against the *Measurement Framework for Schooling in Australia 2010*.

My School

ACARA is also responsible for the national data collection on individual schools housed on the [My School website](#). *My School* reporting addresses both the Education Ministers' strategy to establish fair, public, comparable national reporting on individual school performance and the requirement under the NEA to report on performance of individual schools to support school evaluation, accountability, resource allocation and policy development.

Developed by ACARA and first launched in January 2010, the *My School* website introduced a new level of transparency and accountability to schooling in Australia by providing extensive information on approximately 9,500 schools. The website includes a profile of each school and data on enrolment, attendance, staff numbers and senior secondary outcomes as well as summary data on student performance in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests for Years 3, 5, 7 and 9.

² ACARA's role in developing the Australian Curriculum and administering the National Assessment Program is outlined in Part 2.6 of this report.

³ Formerly the MCEETYA *Measurement Framework for National Key Performance Measures*

These data are provided, directly or indirectly, by jurisdictions, non-government school authorities and individual schools.

The website introduced the Index of Community Socio-Educational Advantage (ICSEA), developed specifically for the purpose of identifying schools serving similar student populations. This enables students' results on NAPLAN tests to be understood in a fair and meaningful way, and allows schools seeking to improve their students' performance to learn from other schools with statistically similar populations.

In March 2011, an enhanced version of the website, *My School 2.0*, was released. As well as information previously included, the new version of the website provided data on schools' recurrent income and capital expenditure at schools.

For the first time the website also depicted students' gains in literacy and numeracy, along with the 2010 NAPLAN results. The measures of gain were obtained from results in NAPLAN 2008 and NAPLAN 2010 for students who were in the same school in the two years. *My School 2.0* also employed a revised methodology for calculating ICSEA and included graphical presentations of data that combine information on mean results, margins of error and on whether differences are large enough to be noteworthy.

Between the launch of *My School 2.0* on 4 March 2011 and 31 December 2011 there were 1,609,022 visits to the *My School* website.

As well as reporting NAPLAN results for each school on the *My School* website, ACARA is responsible for national reporting to the Australian public on the outcomes of the National Assessment Program. The [NAPLAN National Report 2011](#) is published, along with previous reports for 2008 to 2010, on the ACARA [National Assessment Program website](#). This report provides analyses of NAPLAN results including breakdowns by State and Territory, gender and language background. Further information about NAPLAN for parents, schools and students is also available on this website. This includes information on NAPLAN tests and on the individual student reports provided to the parents/carers of all students who participate in the NAPLAN tests.

Other initiatives

In their *Four-year plan 2009–2012*, Ministers identified two further strategies for strengthening accountability and transparency:

- developing protocols for access to and use of information on schooling and how this is reported to students, parents and the community in line with agreed principles for reporting information on schooling
- establishing a unique student identifier to track student performance from the first year of compulsory schooling to post-school education and training.

In 2009 MCEECDYA agreed to revised [Principles and protocols for reporting on schooling in Australia](#). This document sets out eight principles for reporting on schooling, specifies the forms that national reporting will take, lists strategies to promote the responsible use of data, and lays down protocols for reporting on Australian schools and for third-party access to National Assessment Program data. The principles and protocols for reporting on schooling in Australia are intended to guide and inform the use and publication of data generated in the process of measuring the performance of schooling in Australia.

In February 2011, COAG endorsed the development of a unique student identifier to record all accredited vocational education and training (VET) undertaken, and qualifications achieved, for each individual who accessed VET over their lifetime. Once the unique student identifier has been implemented in the VET sector COAG will be able to consider its application to other education and training sectors.

National Report on Schooling in Australia 2011

National initiatives and achievements

2.9 Other initiatives

Building the Education Revolution

In 2008–09, the Australian Government committed \$16.2 billion in funding over four years to provide new facilities and refurbishments in Australian schools to meet the needs of 21st century students and teachers through the Building the Education Revolution (BER) program.

The BER is the single largest element of the Australian Government's \$42 billion Nation Building – Economic Stimulus Plan, providing economic stimulus by supporting jobs and infrastructure projects to modernise schools in communities across Australia.

BER funding has been allocated for nearly 24,000 projects in approximately 9,500 schools under the three elements of the BER¹:

1. \$14.1 billion *Primary Schools for the 21st Century* (P21), funding 7,917 schools for 10,471 projects, including new libraries, multipurpose halls, classrooms and the refurbishment of existing facilities
2. \$821.8 million *Science and Language Centres for 21st Century Secondary Schools* (SLC), funding 537 schools for refurbishment or construction of new science laboratories or language learning centres
3. \$1.28 billion *National School Pride* (NSP) program, funding 9,461 schools for 12,628 projects, including the refurbishment of buildings and construction or upgrade of fixed shade structures, covered outdoor learning areas, sporting grounds and facilities and green upgrades.

All education authorities had received their BER funding by December 2011.

Through the BER, the Commonwealth aims to:

- provide economic stimulus through the rapid construction and refurbishment of school infrastructure
- build learning environments to help children, families and communities participate in activities that support achievement, develop learning potential and bring communities together.

The BER is underpinned by a strong partnership approach between the Australian, State and Territory governments and non-government education authorities.

The Commonwealth, States, Territories and Block Grant Authorities (BGAs) agreed to work in partnership to deliver the BER in accordance with:

- the National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now, Bilateral Agreements on the Nation Building and Jobs Plan that the Commonwealth has with each State and Territory
- the Funding Agreements supporting the Building the Education Revolution: the National Partnership Agreement on Nation Building and Jobs Plan (BGA Funding Agreement) with each BGA.

In addition, the Commonwealth, State, Territory and BGA responsibilities are set out in the program guidelines.

¹ Data are at 31 December 2011.

Online Diagnostic Tools initiative

In 2010, the Australian Government announced the Online Diagnostic Tools (ODT) initiative. Through the ODT the Government is investing \$54.3 million from 2010–11 to 2015–16 to deliver the initiative, which has three parts:

- tools to help teachers assess student progress linked to the Australian Curriculum and address individual learning needs
- development and trialling of online delivery of national tests within the National Assessment Program (NAP) under the direction of the Standing Council on School Education and Early Childhood (SCSEEC)
- assessment and homework resources for parents to use to help them support their child's learning at home.

In December 2011, an enhanced version of the online learning tool 'Improve' was made available nationally to all teachers through the ODT initiative. 'Improve' provides teachers with access to ready-made standard test items in key learning areas, empowering them to monitor student progress and cater for individual learning needs. It also enables teachers to create their own tests and quizzes. The tool supports differentiated learning by providing students with links to online learning activities based on their individual results in tests or quizzes. The tool also measures students' confidence in their answers. This helps teachers better understand individual student performance, and can also indicate the degree to which entire cohorts of students are 'confident' with ideas and concepts. The enhanced version of 'Improve' has the technical capacity to support 200,000 users (teachers and students) through Scootle and jurisdiction portals.

Work on the ODT initiative, including the development and trialling of online assessment for national tests within the NAP, will continue beyond 2011.

National Report on Schooling in Australia 2011

Part 3

Schools and schooling

Overview

Within Australia's federal system, constitutional responsibility for school education rests predominantly with the six State and two Territory governments.

All States and Territories provide for 13 years of formal school education. Primary education, including a preparatory year, lasts for either seven or eight years and is followed by secondary education of six or five years respectively. Typically, schooling commences at age five, is compulsory from age six until age 17 (with provision for alternative study or work arrangements in the senior secondary years) and is completed at age 17 or 18.

The majority of schools, 71 per cent, are government schools, established and administered by State and Territory governments through their education departments or authorities. The remaining 29 per cent are non-government schools, made up of 18 per cent Catholic schools and 11 per cent independent schools. Non-government schools are established and operated under conditions determined by State and Territory governments through their registration authorities.

National Report on Schooling in Australia 2011

Schools and schooling

3.1 School structures

School structures and age requirements for student enrolment in Australia are summarised in Table 3.1. While differences in requirements between the States and Territories still exist, these differences have been substantially reduced since 2009.

In New South Wales, Victoria, Tasmania, the Northern Territory and the Australian Capital Territory, primary education consists of a preliminary year followed by Years 1 to 6. Secondary education consists of Years 7 to 12. In Queensland, South Australia and Western Australia, primary education consists of a preliminary year followed by Years 1 to 7 and secondary education consists of Years 8 to 12. The preliminary year has different names in the various jurisdictions.

The age at which schooling becomes compulsory is six years in all States and Territories except Tasmania, where it is five years. In practice, most children start the preliminary year of primary school at between four-and-a-half and five-and-a-half.

Prior to 2010, the minimum school leaving age in most jurisdictions was 15 or 16. However, in January 2010, the National Youth Participation Requirement, agreed by the Council of Australian Governments (COAG) in 2009, came into effect across all States and Territories. This includes a mandatory requirement for all young people to participate in schooling until they complete Year 10 and to participate full time in education, training or employment, or a combination of these activities, until the age of 17.

This requirement had already existed in Queensland, South Australia, Western Australia and Tasmania. From 2010, it also applied in New South Wales, Victoria, the Australian Capital Territory and the Northern Territory, effectively lengthening the period of compulsory education for young people in these jurisdictions. The National Youth Participation Requirement is part of the National Partnership on Youth Attainment and Transitions and is a major step in achieving national consistency in the structure of schooling.

The move for Australian governments to raise minimum school leaving ages (while accepting vocational training and employment as acceptable alternatives to senior secondary schooling) recognises the need for higher levels of education and skill in the modern globalised economy. It reflects the policy intent expressed in the [Melbourne Declaration on Educational Goals for Young Australians](#) that to maximise their opportunities for healthy, productive and rewarding futures, Australia's young people should be encouraged not only to complete secondary education or equivalent, but also to proceed into further training or higher education.

More information on the National Partnership on Youth Attainment and Transitions is provided in [Part 2.5: National initiatives and achievements – supporting senior years of schooling and youth transitions](#).

Table 3.1 summarises school structures and requirements for school enrolment by jurisdiction.

Table 3.1 Primary and secondary school structures – minimum age of commencement for Year 1 and minimum school leaving age by State and Territory, 2011

State/Territory	Preparatory year (first year of school)	Month of and age at commencement for Year 1	Primary schooling	Secondary schooling	Minimum school leaving age
New South Wales	Kindergarten	January, 5 turning 6 by 31 July	Kindergarten Years 1–6	Years 7–12	17 years ^(a)
Victoria	Preparatory	January, 5 turning 6 by 30 April	Preparatory Years 1–6	Years 7–12	17 years ^(b)
Queensland	Preparatory	January, 5 turning 6 by 30 June	Preparatory Years 1–7	Years 8–12	17 years ^(c)
South Australia	Reception	January, 5 years 6 months by 1 January	Reception Years 1–7	Years 8–12	17 years ^(d)
Western Australia	Pre-primary	January, 5 turning 6 by 30 June	Pre-primary Years 1–7	Years 8–12	17 years ^(e)
Tasmania	Preparatory	January, turning 6 by 1 January	Preparatory Years 1–6	Years 7–12	17 years ^(f)
Northern Territory	Transition	January, 5 turning 6 by 30 June	Transition Years 1–6	Years 7–12 ^(g)	17 years ^(h)
Australian Capital Territory	Kindergarten	January, 5 turning 6 by 30 April	Kindergarten Years 1–6	Years 7–12	17 years ⁽ⁱ⁾

(a) From 2010 all NSW students must complete Year 10. After Year 10, students must be in school, in approved education or training, in full-time employment or in a combination of training and employment until they turn 17.

(b) From 2010 all Victorian students are required to complete Year 10 and remain in some form of education, training or employment until the age of 17.

(c) From 2006 Queensland students have been required to participate in 'learning or earning' for two years after completing compulsory schooling, or until they turn 17 or until they attain a Senior Secondary Certificate or a Certificate III (or higher) vocational qualification.

(d) From 2007 South Australian students who have turned 16 are required to remain at school or undertake an approved learning program until they turn 17 or gain a Senior Secondary Certificate or equivalent or a Certificate II (or higher) vocational qualification.

(e) From 2008 Western Australian students are required to remain at school or undertake an approved combination of training and employment until the end of the year in which they turn 17.

(f) From 2008 Tasmanian students are required to continue participating in education, training or full-time employment until they turn 17.

(g) The Northern Territory moved to include Year 7 students exclusively in secondary education in 2008.

(h) From January 2010, it is compulsory for all Northern Territory students to complete Year 10 and then participate in education, training or employment until they turn 17.

(i) From 2010 ACT students are required to complete Year 10 and then participate full time in education, training or employment until they complete Year 12 or equivalent, or reach age 17.

Sources: Australian Government, *Country Education Profile: Australia*; States and Territories

Within the overall structure of primary and secondary education there is further scope for variation in the structure of individual schools. Both government and non-government schools may be primary only, secondary only or combined primary and secondary. Secondary schools may accommodate the full age range of secondary students or be

divided into junior and senior campuses. Government and some non-government school authorities operate special schools for students with disabilities and other special needs, while in some jurisdictions a high proportion of students with special needs are integrated into mainstream schools. (See [Part 10: Glossary](#) for definition of special schools.)

Children may be exempted from attending a school if they live too far away from an appropriate institution. These children receive tuition through various means, including distance education, School of the Air, and use of computer, facsimile and satellite technologies. Boarding facilities are available at some non-government schools, mainly in cities and regional centres. A small number of government schools, in particular those catering for groups such as Indigenous students, have residential hostels located close by. Children may be home-schooled if they have met the criteria set down by the relevant State or Territory education authority ([Year Book Australia, 2009–2010](#)).

Each State and Territory also has a preschool sector that is separate from primary and secondary schooling, but preschools are sometimes attached to or accommodated in primary schools. Data on preschools and on preschool education within schools are not included in this report. Data on secondary education provided by adult learning institutions such as colleges of Technical and Further Education (TAFE) are also excluded from this report, except for VET in Schools programs undertaken by secondary school students.

National Report on Schooling in Australia 2011

Schools and schooling

3.2 School numbers

In 2011 there were 9,435 schools in Australia.¹ This total included primary, secondary, combined (primary and secondary) and special schools, across government (71 per cent) and non-government (29 per cent) sectors. (See [Part 10: Glossary](#) for definitions of school levels and sectors.)

Of the total number of schools, 71 per cent were administered by State and Territory governments, 18 per cent identified as having Catholic affiliation and 11 per cent were classified as independent. Most independent schools provide a religious-based education or promote a particular educational philosophy.

Seventy-seven per cent of primary schools, 73 per cent of secondary schools and 79 per cent of schools for students with special needs were in the government sector. The Catholic sector accounted for 20 per cent of primary schools and 22 per cent of secondary schools while just over half of all combined schools were in the independent sector.

The number and proportion of schools by sector and school category in 2011 is shown in Table 3.2.

Table 3.2 Number and proportion of schools by sector and school category, Australia, 2011

School category	School sector						Total	
	Government		Catholic		Independent		No.	%
	No.	%	No.	%	No.	%	No.	%
Primary	4,847	51.4	1,231	13.0	234	2.5	6,312	66.9
Secondary	1,023	10.8	305	3.2	68	0.7	1,396	14.8
Combined	504	5.3	148	1.6	653	6.9	1,305	13.8
Special	331	3.5	26	0.3	65	0.7	422	4.5
Total	6,705	71.1	1,710	18.1	1,020	10.8	9,435	100.0

Note: Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Victoria, Tasmania, NT and ACT. In Queensland, SA and WA, primary education comprises a pre-Year 1 grade followed by Years 1 to 7.

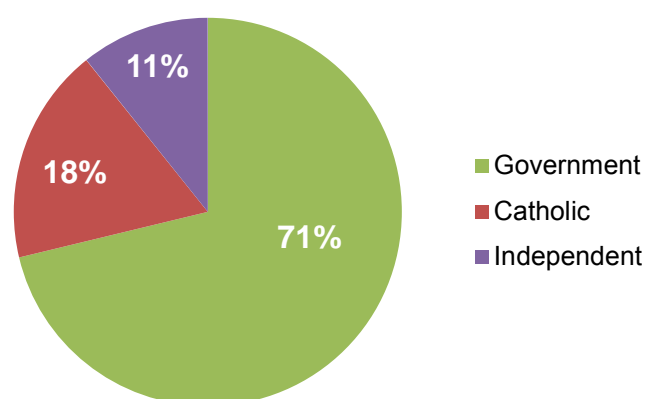
Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 1

The proportion of schools in each sector in 2011 is shown in Figure 3.1.

¹ As at the National Schools Statistics Collection (NSSC) census, August 2011

Figure 3.1: Proportion of schools by sector, Australia, 2011



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

For the number of schools by sector by State and Territory 2011 see Additional Statistics Table 1.

The total number of schools fell by 1.5 per cent over the period 2007–11. This resulted from falls of 2.1 per cent in the number of government schools and 0.5 per cent in the number of independent schools, which were partially offset by a rise of 0.4 per cent in the number of Catholic schools. This is reflected in a slight change in the proportions of schools in the three sectors within this period, as shown in Table 3.3.

Table 3.3 Number and proportion of schools by sector, Australia, 2007–11

Year	School sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
2007	6,851	71.5	1,703	17.8	1,025	10.7	9,579	100.0
2008	6,833	71.5	1,705	17.8	1,024	10.7	9,562	100.0
2009	6,802	71.4	1,705	17.9	1,022	10.7	9,529	100.0
2010	6,743	71.2	1,708	18.0	1,017	10.7	9,468	100.0
2011	6,705	71.1	1,710	18.1	1,020	10.8	9,435	100.0

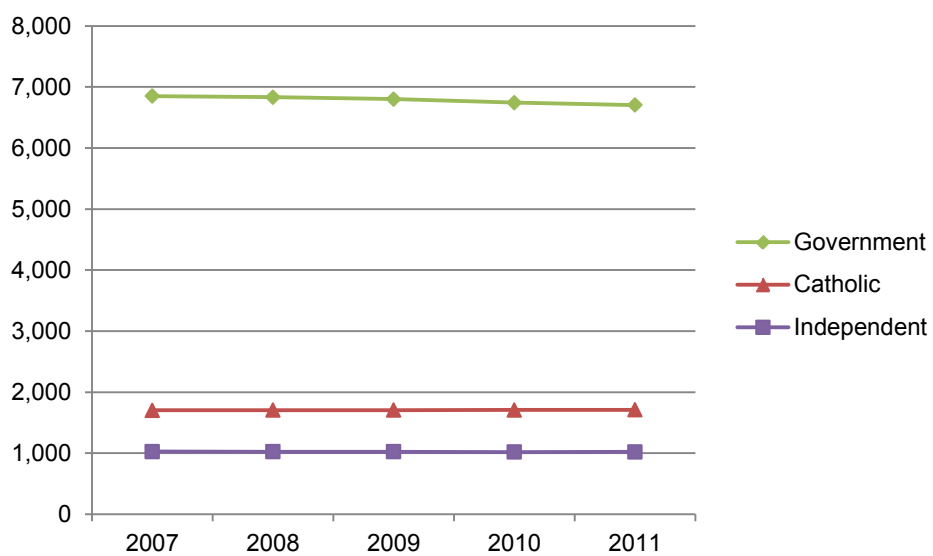
Source: ABS Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 1

Caution is required when interpreting time series for numbers of schools. The number of schools from year to year may vary because of structural changes in individual schools or groups of schools. For example: several schools at the same level of education may be amalgamated; primary schools and secondary schools may merge to create combined schools; secondary schools may split to create junior and senior secondary schools. Each of these scenarios may affect the number of schools reported year to year.

Figure 3.2 shows the number of schools in each sector over the period 2007–11.

Figure 3.2 Number of schools by sector, Australia, 2007–11



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

National Report on Schooling in Australia 2011

Schools and schooling

3.3 Staff

Staff numbers

At the time of the schools census in August 2011, there were 255,110 full-time equivalent (FTE)¹ teaching staff across primary and secondary schooling in Australia. The number of FTE teaching staff by school sector, school level and sex is shown in Table 3.4.

Table 3.4 Full-time equivalent (FTE) of teaching staff by school sector, school level and sex, Australia, 2011

Sector	Primary			Secondary			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Government	17,424	74,398	91,821	30,025	43,426	73,451	47,448	117,824	165,272
Catholic	4,004	18,677	22,681	10,790	14,921	25,712	14,794	33,599	48,393
Independent	3,759	12,337	16,096	11,251	14,099	25,350	15,010	26,436	41,445
Total non-government	7,763	31,014	38,777	22,041	29,020	51,061	29,804	60,034	89,838
All schools	25,186	105,412	130,598	52,066	72,446	124,512	77,252	177,858	255,110

Notes:

Staff employed in special schools are allocated to either primary or secondary education on a pro-rata basis. Components may not add to totals due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Part 9: Additional Statistics Table 2 and Table 3

Australia's teaching workforce was predominantly female, with women accounting for 70 per cent of FTE teachers and men making up 30 per cent. This was most pronounced at the primary level where FTE teaching staff was made up of 81 per cent females and only 19 per cent males. In secondary schooling, the balance between male and female teachers was closer, but females still accounted for 58 per cent of the total.

Across Australia, 65 per cent of FTE teachers were employed by the government school sector, 19 per cent by the Catholic school sector and 16 per cent by the independent sector.

The numbers of FTE teaching staff by school sector from 2007 to 2011 are shown in Table 3.5. Between 2007 and 2011 the total number of FTE teaching staff grew by 10,752 or 4.4 per cent. The rise in teaching staff numbers was concentrated in non-government schools with 6,271 additional teachers (a rise of 7.5 per cent) compared to 4,481 (an increase of 2.8 per cent) in government schools.

¹ In the calculation of numbers of full-time equivalent (FTE) teaching staff, a part-time teacher is counted as a proportion of a full-time teacher according to the time spent in teaching activities compared to a full-time teacher in the same school system or school. (See [Part 10: Glossary](#) for definitions of FTE and teaching staff.)

Table 3.5 Full-time equivalent (FTE) of teaching staff by school sector, Australia, 2007–11

Sector	2007	2008	2009	2010	2011
Government	160,791	161,351	162,566	163,697	165,272
Catholic	45,716	46,390	46,807	47,391	48,393
Independent	37,850	39,366	39,823	40,333	41,445
Total non-government	83,567	85,755	86,630	87,724	89,838
All schools	244,358	247,106	249,196	251,422	255,110

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Part 9: Additional Statistics Table 3

Student–teacher ratios

The student–teacher ratio is calculated as the number of full-time equivalent (FTE) students per FTE teaching staff. A lower student–teacher ratio means there is a smaller number of students per teacher. However, while lower student–teacher ratios would tend to allow smaller class sizes, ratios are not, by themselves, reliable indicators of class size. Average student–teacher ratios do not take into account the different requirements of different age groups/school years, of special needs students or of different subjects, especially in secondary schools. Nor do they reflect other administrative or specialist duties undertaken by teaching staff. These factors help to explain the consistently higher average student–teacher ratios in primary compared to secondary schooling.

Table 3.6 summarises average student–teacher ratios in Australia in 2011 across the three school sectors.

Table 3.6 Full-time equivalent (FTE) student–teacher ratios, by sector and school level, Australia, 2011

Sector	Primary	Secondary	All schools
Government	15.3	12.2	13.9
Catholic	17.5	12.8	15.0
Independent	14.8	10.4	12.1
Total non-government	16.4	11.6	13.6
All schools	15.6	12.0	13.8

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Part 9: Additional Statistics Table 4

For all Australian schools, the average FTE student–teacher ratio in 2011 was 13.8, with little overall difference between government schools (13.9) and non-government schools (13.6). However, within the non-government sector, student–teacher ratios were noticeably lower in independent schools.

Across all primary schools in 2011 the average FTE student–teacher ratio was 15.6 compared to 12.0 for secondary schools, and there were higher ratios for primary than secondary schools in all three sectors. Overall, the student–teacher ratio was lower in government primary schools than non-government primary schools but higher in government than non-government secondary schools.

As shown in Table 3.7, the average student–teacher ratio across all schools decreased from 14.0 students per teacher in 2007 to 13.8 students per teacher in 2011. Ratios fell or remained constant in all sectors and levels of schooling over this period except in independent primary schools, where the average student–teacher ratio rose marginally from 14.7 to 14.8.

Table 3.7 Full-time equivalent (FTE) student–teacher ratios, by sector and level of education, Australia, 2007–11

School sector and level	2007	2008	2009	2010	2011
Government primary	15.7	15.6	15.5	15.4	15.3
Government secondary	12.3	12.3	12.3	12.3	12.2
Catholic primary	17.8	17.6	17.6	17.6	17.5
Catholic secondary	12.8	12.8	12.8	12.8	12.8
Independent primary	14.7	14.7	14.8	14.9	14.8
Independent secondary	10.5	10.5	10.6	10.5	10.4
All schools	14.0	13.9	13.9	13.9	13.8

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Part 9: Additional Statistics Table 4

International comparisons

On average, in Organisation for Economic Co-operation and Development (OECD) member countries in 2010 (the latest year available), there were 15.9 students for every teacher in primary schools and 13.8 students per teacher at the secondary level. Most, but not all, OECD countries conformed to the pattern of higher student–teacher ratios for primary than for secondary schooling. Australia’s average student–teacher ratios of 15.7 for primary and 12.0 for secondary were lower than the OECD averages. Ratios for Australia were lower than the United Kingdom (19.8 and 16.0), Japan (18.4 and 13.2) and Germany (16.7 and 14.4) but higher than ratios for Spain (13.2 and 9.9) and Norway (10.5 and 9.7).² A comparison of student–teacher ratios in OECD countries and other Group of 20 nations for 2010 is included as Table 5 in Part 9: Additional Statistics.

² Source: OECD, *Education at a Glance 2012: OECD Indicators*, Table D2.2

National Report on Schooling in Australia 2011

Part 4

Student participation

Overview

The first agreed outcome of the Council of Australian Governments (COAG) [National Education Agreement \(NEA\)](#) is that all children are engaged in and benefiting from schooling.

Two measures of engagement in schooling, in the sense of participation, are:

- the number and proportion of children enrolled in school
- the rate at which children attend school.

Enrolment and attendance are specified as performance indicators within the NEA and as key performance measures in the [Measurement Framework for Schooling in Australia 2010](#).

This section provides data and commentary on enrolment and attendance in Australian schools including these performance indicators/measures. It also includes data on the apparent progression and retention of students through secondary school.

National Report on Schooling in Australia 2011

Student participation

4.1 Enrolment

Enrolment rates

The proportion of children of compulsory school age who are enrolled in school is a measure of the reach and coverage of Australian schooling. It is specified as a performance indicator for schooling in the [National Education Agreement](#) and is a key performance measure (KPM) in the [Measurement Framework for Schooling in Australia 2010](#).

This measure, specified as the number of students aged six to 15 years enrolled in school, expressed as a proportion of the six to 15-year-old population, is reported in Table 4.1.

Key Performance Measure 7(a)				
Proportion of children aged 6 to 15 years who are enrolled in school				

Table 4.1 Number and proportion of children aged 6 to 15 years enrolled in school, 2008–11

	2008	2009	2010	2011
Population, Australia (6 to 15 years) ^(a)	2,774,934	2,782,495	2,785,486	2,790,093
School enrolments, Australia (6 to 15 years) ^(b)	2,739,205	2,748,736	2,755,893	2,768,177
Proportion of 6 to 15-year-olds enrolled in school, Australia (%)	98.7	98.8	98.9	99.2

(a) Estimates for the total population are sourced from ABS, Cat. No. 3101.0, *Australian Demographic Statistics*, 30 June 2011. The Australian total includes 'other territories' including Jervis Bay and Norfolk Island.

(b) School data include students who cross State and Territory boundaries to attend school. Includes children enrolled full time or part time. Jervis Bay enrolments and Norfolk Island enrolments are included. 'Other territory' enrolments are excluded.

Sources: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011; ABS, Cat. No. 3101.0, *Australian Demographic Statistics, Australian States and Territories*, June 2011

See also Part 9: Additional Statistics Table 9

The rate of enrolment in schooling of six to 15-year-olds has been close to 100 per cent in each of the four years (2008–11) for which this measure has been reported. This reflects the compulsory nature of primary and junior secondary schooling in Australia. The rate has risen marginally in each of these years with a total increase of 0.5 percentage points over the period 2008–11 to 99.2 per cent in 2011.

This increase was partly made up by a rise in the rate of enrolment for 15-year-olds, which increased by 1.5 percentage points from 95 per cent to 96.5 per cent over the same period¹, coinciding with the adoption by States and Territories of requirements for 15 and 16-year-olds to participate in education, training or an approved alternative.

The age at which schooling becomes compulsory is six years in all States and Territories except Tasmania, where it is five years. Prior to 2006, the minimum school leaving age in

¹ ABS, *Schools, Australia*, 2011, Table 42b

most jurisdictions was 15² so that schooling was not generally compulsory for 15-year-olds, although the great majority of students remained at school until the end of Year 10.

However, between 2006 and 2008, Queensland, South Australia, Western Australia and Tasmania moved to increase the age to which students must remain at school, or an approved combination of schooling, training and employment, until age 17. In January 2010, the National Youth Participation Requirement³, agreed by the Council of Australian Governments (COAG) in 2009, came into effect across all States and Territories, extending the requirement to students in New South Wales, Victoria, the Australian Capital Territory and the Northern Territory. The National Youth Participation Requirement includes the mandatory requirement for all young people to participate in schooling until they complete Year 10, and to participate full time in education, training or employment, or a combination of these activities, until the age of 17.

As a result, enrolment in school was effectively compulsory for nearly all⁴ 15-year-olds by the time of the schools census in August 2011.⁵

The effect of the National Youth Participation Requirement is observable in changes to national apparent progression and apparent retention rates discussed later in this section.

Following the adoption of the National Youth Participation Requirement there are now few variations in specific enrolment requirements between States and Territories. (See Table 3.1: Primary and secondary school structures, minimum age of commencement for Year 1 and minimum school leaving age by State and Territory, 2011 for a summary of enrolment requirements in each jurisdiction.)

Part 9: Additional Statistics Table 9 reports KPM 7(a) by State and Territory.

Enrolments by school level and sector

Students in the six to 15 years age group made up 78.2 per cent of total enrolments. A further 774,000 students were either under six or 16 and over at the time of the schools census in August 2011. In total, more than 3.5 million individual students were enrolled in Australian schools in 2011. Of these, approximately two million were primary school students and approximately 1.5 million were secondary school students. This difference is mainly due to schooling structures, in which primary schooling comprises more year groups/cohorts than secondary schooling. The number of students by school level and sector for 2011 are summarised in Table 4.2.

² Students were permitted to leave school at the time of their fifteenth birthday. Typically, this occurs between mid-Year 9 and the end of Year 10.

³ The National Youth Participation Requirement is a component of the [National Partnership on Youth Attainment and Transitions](#) which includes the Compact with Young Australians. Further information on this National Partnership is provided in Part 2.5: Supporting senior years of schooling and youth transitions.

⁴ Students who had already completed Year 10 but were still 15 in 2011 could undertake alternative training pathways in 2011 rather than enrol in Year 11.

⁵ This was not yet the case in August 2010 as, in NSW, the ACT and the NT, students who had turned 15 in the second half of 2009 and had left school in 2009 were not required to return to school in 2010.

Table 4.2 Number and proportion of students (full-time plus part-time) enrolled in schools by school level and sector, Australia, 2011

School level	Sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
Primary	1,407,370	68.9	396,570	19.4	238,141	11.7	2,042,081	57.7
Junior secondary	611,978	60.6	224,466	22.2	173,617	17.2	1,010,061	28.5
Senior secondary	295,905	60.4	103,558	21.1	90,204	18.4	489,667	13.8
Total secondary	907,883	60.5	328,024	21.9	263,821	17.6	1,499,728	42.3
Total	2,315,253	65.4	724,594	20.5	501,962	14.2	3,541,809	100.0

Notes:

Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Victoria, Tasmania, the Northern Territory and the ACT. In Queensland, South Australia and Western Australia, primary education comprises a pre-Year 1 grade followed by Years 1 to 7.

Junior secondary comprises the years from commencement of secondary school to Year 10, including ungraded secondary.

Senior secondary comprises Years 11 and 12.

Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each State or Territory. See [Part 10: Glossary](#) for definition of special schools.

Percentages may not add to 100 due to rounding.

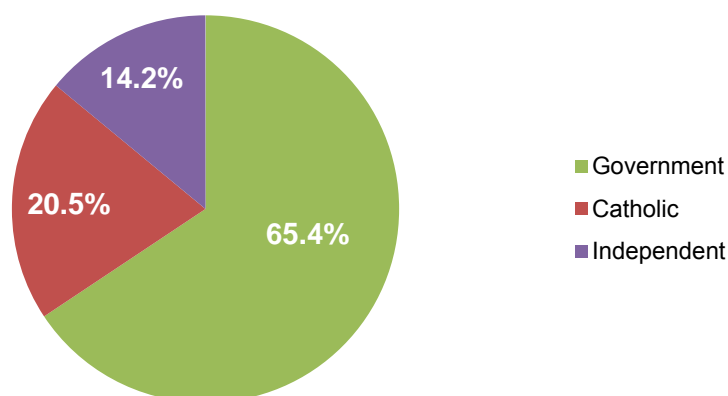
Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Part 9: Additional Statistics Table 10

Part 9: Additional Statistics Table 10 reports the number of students in 2011 by full-time and part-time status and by State and Territory, as well as by school level and sector.

As shown in Table 4.2 and Figure 4.1, almost two thirds (65.4 per cent) of Australian school students in 2011 were enrolled in government schools, approximately one fifth (20.5 per cent) of students were enrolled in Catholic schools and the remainder (14.2 per cent) attended independent schools.

Figure 4.1 Proportion of students (full-time plus part-time) enrolled in schools by sector, Australia, 2011 (%)

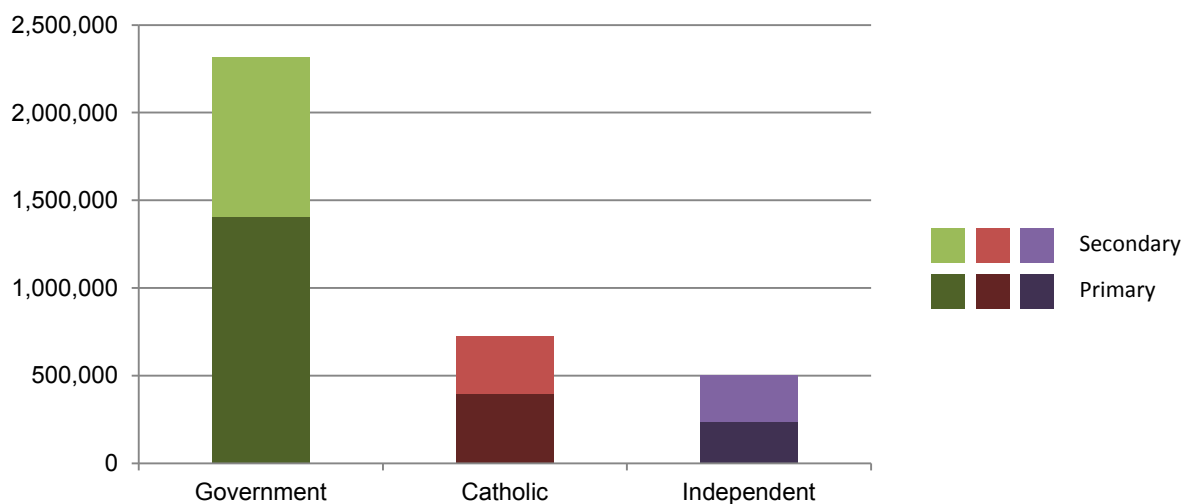


Note: Percentages may not add to 100 due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools, Australia, 2011*

As shown in Table 4.2 and Figure 4.2, the proportion of students enrolled in government schools in 2011 was higher for primary than secondary students, while the reverse was true for independent schools.

Figure 4.2 Number of students (full-time plus part-time) enrolled by school level and sector, Australia, 2011



Source: ABS, Cat. No. 4221.0, *Schools, Australia, 2011*

This implies a movement of students from the government to the independent sector, particularly between primary and secondary schooling. However, as the movement of individual students between schools is currently not tracked, it is not clear to what extent this is the net effect of larger student movements among all three sectors. The higher proportion of senior secondary students in the independent sector, shown in Table 4.2, is consistent with higher Year 10 to 12 apparent retention rates for this sector. Apparent progression rates and apparent retention rates are discussed in [Part 4.2: Progression and retention](#).

The numbers of students enrolled in all three sectors have risen over the last four years, but with proportionately greater growth in the non-government sectors. The proportion of students enrolled in government schools has fallen by 1.2 percentage points over this period, whereas the proportion of students in independent schools has risen by 0.9 percentage points. The proportion of students enrolled in Catholic schools has risen by 0.4 percentage points. Table 4.3 and Figure 4.3 summarise these data.

Table 4.3 Number and proportion of students enrolled (full-time plus part-time) by school sector, Australia, 2007–11

Year	Sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
2007	2,290,443	66.6	691,557	20.1	459,026	13.3	3,441,026	100.0
2008	2,284,801	66.1	697,354	20.2	474,895	13.7	3,457,050	100.0
2009	2,294,638	65.8	704,837	20.2	485,329	13.9	3,484,804	100.0
2010	2,304,259	65.6	713,911	20.3	492,705	14.0	3,510,875	100.0
2011	2,315,253	65.4	724,594	20.5	501,962	14.2	3,541,809	100.0

Notes:

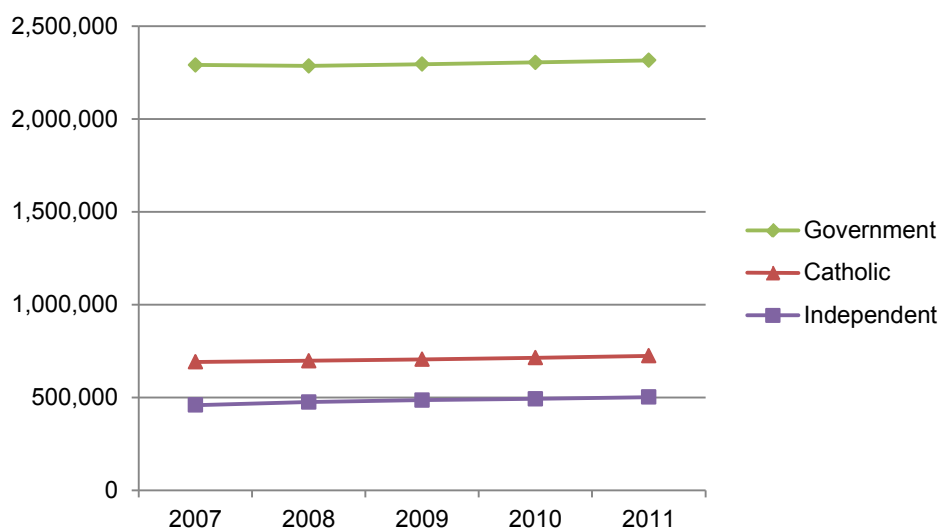
Percentages may not add to 100 due to rounding.

Data are drawn from the most recent ABS series and may differ from those in previous publications.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Part 9: Additional Statistics Table 10

Figure 4.3 Number of students enrolled (full-time plus part-time) by school sector, Australia, 2007–11



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Data on full-time equivalent (FTE) enrolments by State and Territory, by school sector and by level of education, are included in Part 9: Additional Statistics Table 12 and Table 13.

National Report on Schooling in Australia 2011

Student participation

4.2 Progression and retention

Increased student progression and retention to Year 10 and Year 12 (or approved alternative) are in line with the policy intent of Australian governments in establishing the National Youth Participation Requirement.

Apparent grade progression rates estimate the progression of students from one school grade/year level to the next. An apparent progression rate is calculated as the number of full-time students in a designated grade/year level as a percentage of the number enrolled in the grade/year level below in the previous calendar year.

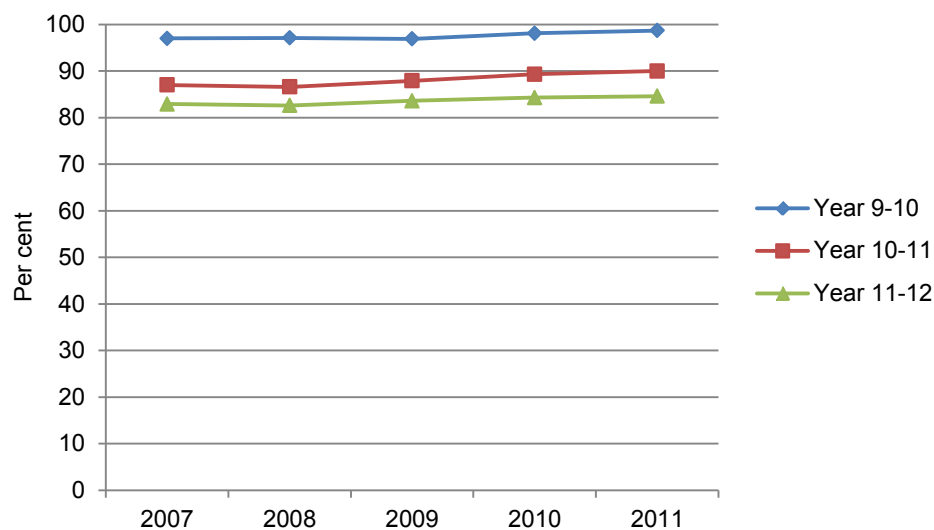
Apparent retention rates estimate the progression of students through school over several calendar years and several grades/year levels, from the beginning to the end of a stage/level of schooling, for example, retention from Year 7/8 to Year 10, or across stages, for example, from Year 10 to Year 12. An apparent retention rate is calculated as the number of full-time students in a designated grade/year level as a percentage of their respective cohort group in a base year.

It is important to note that these progression and retention rates are 'apparent' only. They are based on aggregate enrolment data and do not record the progression of individual students. As such, they do not take into account that some students may repeat a grade or be promoted (moving between cohorts) or that new students may join a cohort through immigration. Apparent retention rates do not take account of changes in the cohort that may have occurred in the years between the base year and the designated year.

When apparent progression and retention rates are disaggregated, for example by state and territory or by school sector, they become less meaningful, as they do not then take into account movements of students between jurisdictions or sectors.

Figure 4.4 illustrates national apparent progression rates from Year 9 to Year 10, from Year 10 to Year 11 and from Year 11 to Year 12 for students enrolled in these cohorts over the five-year period 2007–11.

Figure 4.4 Apparent progression rates, Year 9 to Year 10, Year 10 to Year 11 and Year 11 to Year 12, Australia (2007–11)



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

The upward movements in apparent progression rates from Year 9 to Year 10 and Year 10 to Year 11 shown in Figure 4.4 coincide with the progressive implementation of strengthened participation requirements for 15 and 16-year-olds across jurisdictions from 2006 and of the National Youth Participation Requirement in 2010 and 2011.

The apparent progression rate from Year 9 to Year 10 rose by 1.7 percentage points from 97.0 per cent in 2007 to 98.7 per cent in 2011, when the requirement for compulsory completion of Year 10 took full effect in all jurisdictions. Apparent progression from Year 10 to Year 11 rose by 3.0 percentage points from 87 per cent to 90 per cent over the same period, although the potential impact of the post-Year 10 participation requirement on Year 11 enrolments was not yet fully felt in all jurisdictions in 2011.¹

The apparent progression rate (Australia) from Year 11 to Year 12 has also risen in each of the past three years. This is less directly attributable to strengthened participation requirements, as most Year 12 students had reached their seventeenth birthday before the time of the schools census.² However, there is still likely to be a positive effect on Year 12 enrolments, due to students who commence Year 11 in order to meet the post-Year 10 participation requirement then choosing to complete Year 12 after they have turned 17. The potential effect of the youth participation requirement on Year 12 enrolments had not been fully realised by 2011, as it did not yet apply to Year 12 students in those jurisdictions that had implemented the requirement in 2010.

Data on apparent progression rates in each State and Territory are available in the ABS publication [Schools, Australia](#) (Table 65a).

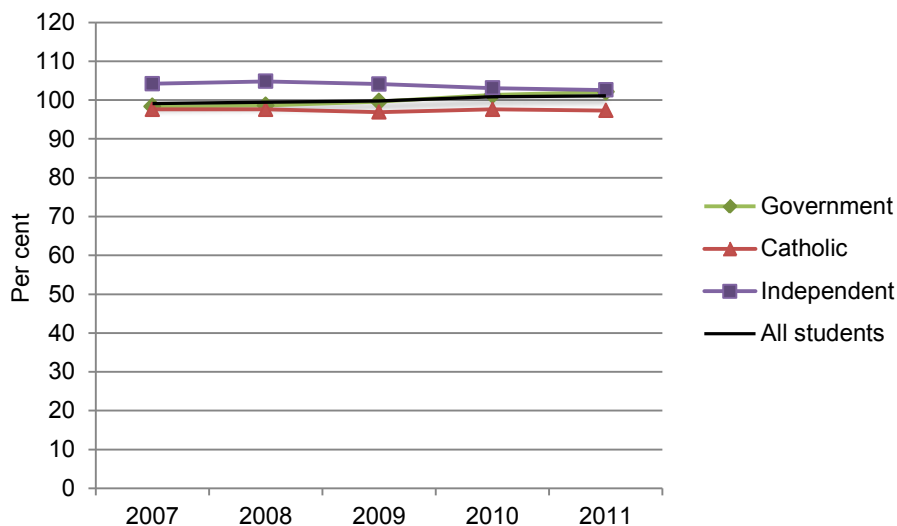
The effects of strengthened participation requirements for older school students are also observable in rising retention rates over the last five years.

¹ The actual effect on Year 11 and 12 enrolments will depend on the proportion of students who pursue approved alternative pathways to senior schooling.

² Those who were under 17 were concentrated in Queensland and Western Australia. Source: ABS, *Schools, Australia*, 2011, Table 42b

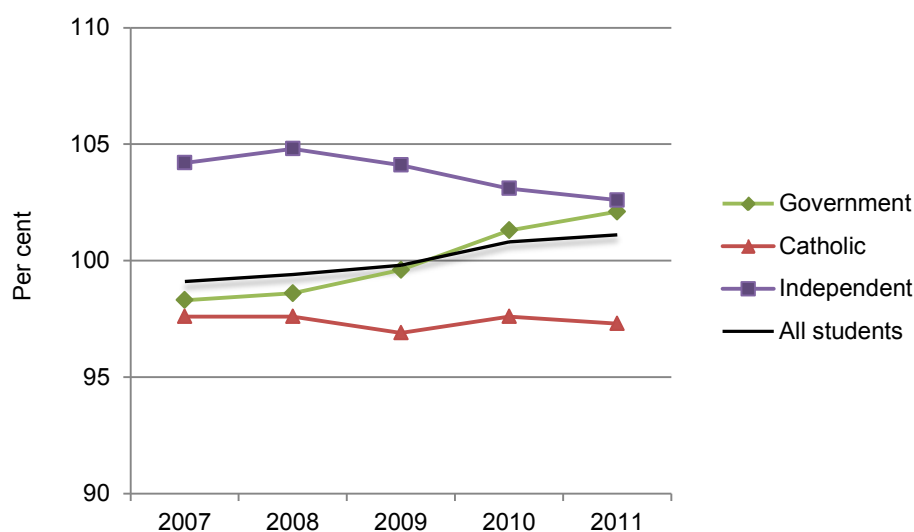
Figure 4.5 illustrates apparent retention rates from the first year of secondary school (Year 7 or Year 8 depending on jurisdiction) to Year 10 over the period 2007–11. (Detail from Figure 4.5 is also shown below the main graph.)

Figure 4.5 Apparent retention rates, Year 7/8 to Year 10 by sector, Australia (2007–11)



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Figure 4.5 (Detail) Data are identical to above – the vertical axis has been truncated for enhanced visibility

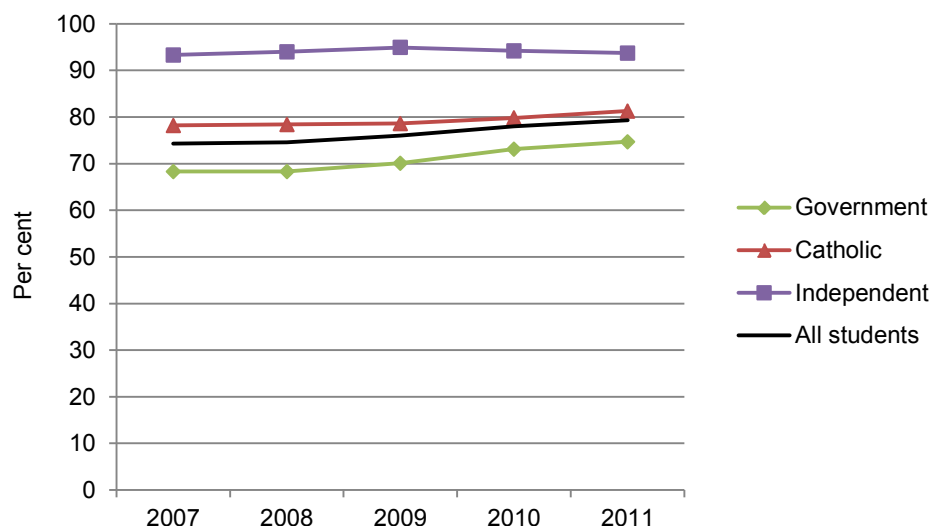


During this period the apparent retention rate Year 7/8 to Year 10 for all students rose by 2 percentage points from 99.1 per cent to 101.1 per cent. (Percentages exceeding 100 per cent are possible because of net immigration to Australia of junior secondary students.) The proportionately higher rise in apparent retention in the government sector by 3.8 percentage points from 98.3 per cent to 102.1 per cent is likely to reflect both strengthened participation requirements for 15 and 16-year-olds and a greater share in enrolments of newly arrived migrant children. However, as noted above, comparisons between sectors are somewhat speculative as sector-specific retention rates can mask a variety of student movements between sectors.

Increased student progression and retention to Year 10 are outcomes intended by Australian governments in implementing the National Youth Participation Requirement. However, compulsory enrolment in Year 10 may also have had a negative impact on Year 10 school attendance rates, particularly for Indigenous students, in some jurisdictions and sectors. This effect is discussed further in [Part 4.3: Student participation – attendance](#) and Part 7: Aboriginal and Torres Strait Islander education.

Figure 4.6 illustrates national apparent retention rates from the first year of secondary school (Year 7 or Year 8 depending on jurisdiction) to Year 12 over the period 2007–11.

Figure 4.6 Apparent retention rates, Year 7/8 to Year 12 by sector, Australia (2007–11)

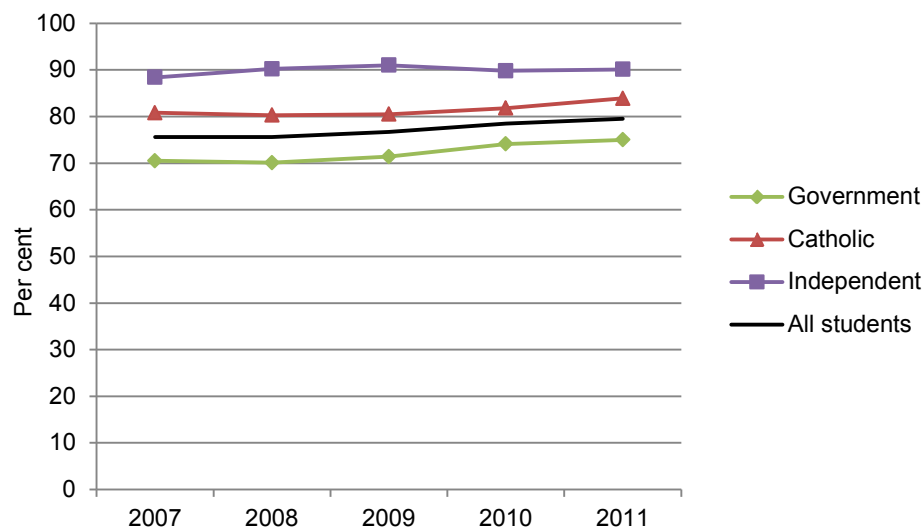


Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

During this period the Year 7/8 to Year 12 apparent retention rate for all students rose by 5.0 percentage points, from 74.3 per cent to 79.3 per cent. The greatest rise of 6.4 percentage points to 74.7 per cent was for the government sector, narrowing the gap in apparent retention to Year 12 between government and non-government schools, with apparent retention for Catholic schools up 3.1 percentage points to 81.3 per cent and a net gain for independent schools of 0.4 percentage points to 93.7 per cent. However, as noted above, sector-specific retention rates should be interpreted with caution as they do not take into account movements of students between sectors. In the case of Year 7/8 to Year 12 apparent retention, this includes students transferring between government and non-government schools for Years 11 and 12.

Figure 4.7 shows national apparent retention rates from Year 10 to Year 12 by sector.

Figure 4.7 Apparent retention rates, Year 10 to Year 12 by sector, Australia (2007–11)



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Apparent retention rates from Year 10 to Year 12 have also risen in all sectors in the period 2007–11 with the overall apparent retention rate up 3.9 percentage points to 79.5 per cent in 2011 and the apparent rate for government schools rising 4.5 percentage points to 75.0 per cent. The gap between apparent retention Year 10 to Year 12 for government and non-government schools has narrowed from 13.6 percentage points in 2007 to 11.7 percentage points in 2011. These data are also subject to the caveat that they do not take into account movement of students between sectors, particularly between Years 10 and 11.

National Report on Schooling in Australia 2011

Student participation

4.3 Attendance

The [National Education Agreement](#) and the *Schools Assistance Act 2008* adopt the key performance measure (KPM) for attendance as agreed to by Education Ministers and included in the [Measurement Framework for Schooling in Australia 2010](#) as KPM 7(b).

KPM 7(b) is defined as:

The number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.

The NEA also specifies that this KPM will be disaggregated by State/Territory and school sector for all students, Indigenous status students and by socio-economic status and that the period for this collection will be Semester 1 of each school year for government school systems (Term 1 for Tasmania) and the last 20 school days in May of each school year for non-government schools.

In 2011, all school sectors in all States and Territories collected and reported attendance data for Years 1 to 10 for the specified period.

However, because the definitions and methodologies used by jurisdictions and sectors to collect the data are not uniform, accurate comparisons between jurisdictions and sectors cannot currently be made. Nor can the data collected in 2011 be aggregated or averaged to calculate KPM 7(b) at the national level.

As such, reporting against this indicator remains in a transitional phase until all jurisdictions and sectors have the capacity to report their data using an agreed national standard. States and Territories and the non-government sectors have been collaborating to standardise the collection and reporting of attendance data, in cooperation with the Australian Curriculum, Assessment and Reporting Authority (ACARA).

These standards, once developed, will enable consistent and comparable reporting of attendance rates for students in Years 1 to 10 (including ungraded students where applicable) across all sectors and jurisdictions in Australia for the 2014 collection period and onwards.

For 2011, each jurisdiction has provided explanatory notes about the methods used to collect and report on student attendance data. These explanatory notes, which serve to highlight where and how such differences exist, are attached to [Part 10: Glossary](#).

Tables 15, 16 and 17 in Part 9: Additional Statistics show 2011 attendance data by:

- school sector
- State and Territory
- year level
- sex.

Tables 15, 16 and 17 depict data for the government, Catholic and independent sectors respectively. The comments below, for each sector, refer to the data in these tables and the corresponding tables in the 2007, 2008, 2009 and 2010 National Reports on Schooling. The

comments should be read in conjunction with these tables and with the explanatory notes. The explanatory notes are accompanied by summary attendance tables for 2007–11 for each sector by State and Territory.

Student attendance data by Aboriginal and Torres Strait Islander and non-Indigenous status are shown in Tables 54, 55 and 56 in the Additional Statistics section of this report and are discussed in Part 7 of the report.

Although differences in methodology currently prevent direct comparisons of attendance data between jurisdictions and sectors, one characteristic common to all is an apparent fall in attendance rates as students move through secondary school to Year 10.

In 2011, in all sectors in all jurisdictions, Year 10 attendance rates were lower than Year 7 attendance rates. The variations between Year 10 and Year 7 attendance rates were from one to seven percentage points, with larger variations more common in the government sector. Further comments on attendance rates for each sector are included below.

Government school sector

For the 2011 collection period, student attendance rates were largely consistent for Years 1 to 7 with attendance rates dropping for Years 8, 9 and 10. All jurisdictions exhibited similar trends, with the lowest attendance rates recorded for Year 10. Variations between year levels ranged between four and eight percentage points for all jurisdictions. There were smaller variations in attendance rates between year levels in Victoria with up to a four percentage point variation, compared to eight percentage point variations in Tasmania, Northern Territory and the Australian Capital Territory.

Between 2007 and 2011, there was limited change in student attendance rates for specific Year levels in the government sector in most jurisdictions with variations up to two percentage points. The exception was the Northern Territory where attendance rates for Years 5, 7, 8, 9 and 10 fell by up to five percentage points.

In the period 2007–11 Year 10 attendance rates for the government sector in all jurisdictions fell or remained the same. The falls in Year 10 attendance rates in some jurisdictions may be related to increased apparent retention rates from Year 7/8 to Year 10 and increased apparent progression rates from Year 9 to 10. These are outlined in [Part 4.2: Progression and retention](#).

Increased retention of students to Year 10 in the government school sector coincided with strengthened participation requirements for schooling culminating in the National Youth Participation Requirement. Under this requirement, all young people must participate in schooling to Year 10, and then participate full-time in education, training or employment or a combination of these activities until age 17.¹ The requirement came into effect in New South Wales, Victoria, the Australian Capital Territory and the Northern Territory in 2010 (other jurisdictions implemented similar requirements between 2006 and 2008). The effect of the participation requirement is that some students who would otherwise have left school are required to participate in Year 10. This group may have lower attendance rates than the remainder of the Year 10 cohort and, if so, their inclusion in the attendance data would exert a downward pressure on attendance rates for Year 10.

The attendance rates for male and female government school students during the 2011 collection period were fairly even within year levels, within most jurisdictions. Variations, where they occurred, were no more than one or two percentage points.

¹ The requirement is part of the National Partnership on Youth Attainment and Transitions which is outlined in Part 2.5: Supporting senior years of schooling and youth transitions.

Catholic school sector

For the 2011 collection period, student attendance rates were largely consistent for Years 1 to 10, with variations up to three percentage points for most jurisdictions. The exceptions were the Northern Territory, where variations of up to 13 percentage points were recorded between year levels, and the Australian Capital Territory where variations of up to four percentage points occurred.

Between 2007 and 2011, there was little change in student attendance rates for specific year levels in the Catholic sector in most jurisdictions with variations up to three percentage points. An exception was the Northern Territory, where the lowest attendance rates since 2007 were recorded in 2011 for Years 2, 7, 9 and 10. The Northern Territory's Year 10 attendance rate dropped to 74 per cent in 2011 from 82 per cent in 2010.

The attendance rates for male and female Catholic school students during the 2011 collection period were fairly even within year levels, within most jurisdictions, with slightly higher male attendance rates for Years 9 and 10. An exception was again the Northern Territory where the Year 10 male attendance rate was 10 percentage points higher than the female attendance rate and the Years 2 and 7 female attendance rate was higher than the male rate by six to seven percentage points.

Independent school sector

For the 2011 collection period, student attendance rates were generally consistent for Years 1 to 10, with variations between two to four percentage points for all jurisdictions.

Between 2007 and 2011, there was little change in student attendance rates for specific Year levels in the independent sector in most jurisdictions, with variations up to three percentage points. The exception was the Northern Territory where variations of up to seven percentage points were recorded.

The attendance rates for male and female independent school students during the 2011 collection period were fairly even within year levels for most jurisdictions with variations up to two percentage points. In 2011 Tasmania and the Northern Territory recorded slightly higher attendance rates, of between three to four percentage points, for males in Year 10. The Northern Territory recorded a higher attendance rate for females in Year 4; this was four percentage points higher than for the equivalent male attendance rate.

National Report on Schooling in Australia 2011

Part 5

Student achievement

Overview

The [Melbourne Declaration on Educational Goals for Young Australians](#) identifies literacy and numeracy and the knowledge of key disciplines as the cornerstone of schooling. Goal 2 is that 'All young Australians become successful learners, confident and creative individuals, and active and informed citizens'. Having the 'essential skills in literacy and numeracy' is one attribute of successful learners listed under this goal.

The Declaration commits all Australian governments to work with all school sectors and the broader community to achieve the educational goals for young Australians. As part of the commitment to promote world-class curriculum and assessment, Ministers agreed that 'together the national curriculum and curriculum specified at the State, Territory and local levels will include a strong focus on literacy and numeracy skills'.

The Council of Australian Governments (COAG) [National Education Agreement](#) also articulates high-level policy and reform directions for measuring and improving the literacy and numeracy achievement of young people. As part of its commitment to ensuring that young people are meeting basic literacy and numeracy standards, in 2008 COAG agreed to a [Literacy and Numeracy National Partnership](#), with funding over four years, focusing on:

- achieving sustainable improvements in literacy and numeracy, as a key indicator of the ability to go on and complete Year 12, for all students
- improving literacy and numeracy for primary school students, especially Indigenous students
- developing a national understanding of what works and a shared accountability for the achievement of Australian students.

Australian Curriculum, Assessment and Reporting Authority

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is directed, under its charter, to manage the development, and oversee the delivery, of assessments and reporting for the National Assessment Program (NAP) including the National Assessment Program – Literacy and Numeracy (NAPLAN), Science Literacy, ICT Literacy and Civics and Citizenship.

ACARA publishes nationally comparable information on student achievement to support accountability, policy development and resource allocation. Information on student achievement in NAPLAN at the national, State and Territory, and student subgroup levels is published in reports for the [National Assessment Program](#) and is reported at the school level on the [My School website](#).

The National Assessment Program (NAP)

The National Assessment Program is run at the direction of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). It has both national and international components. It includes:

- annual full cohort literacy and numeracy assessments in Years 3, 5, 7 and 9 (NAPLAN)
- triennial national sample assessments in science literacy (Year 6), information and communication technology literacy (Years 6 and 10) and civics and citizenship (Years 6 and 10)

- participation by a sample of 15-year-old students in the Programme for International Student Assessment (PISA) conducted every three years by the Organisation for Economic Co-operation and Development (OECD) which assesses students' reading, mathematical and scientific literacy. The most recent PISA assessment for which results are publicly available took place in 2009. The national report for this assessment is available on the [Australian Council for Educational Research \(ACER\) website](#). A further report, published by ACER in 2012, revealed that Australian students ranked second of participating countries in the Electronic Reading Assessment component of PISA 2009.¹
- participation by a sample of Year 4 and Year 8 students in the Trends in International Mathematics and Science Study (TIMSS) conducted every four years by the International Association for the Evaluation of Educational Achievement (IEA) which assesses students' performance in mathematics and science.

National assessments conducted for 2011 included both national and international elements:

- annual full cohort literacy and numeracy assessments in Years 3, 5, 7 and 9 (NAPLAN). Key performance measures for NAPLAN 2011 are reported in [Part 5.1: Student achievement – measuring student achievement – NAPLAN](#).
- National Assessment Program (NAP) Year 6 and Year 10 Information and Communication Technology Literacy (ICTL) sample assessment. Key performance measures for NAPLAN 2011 are reported in [Part 5.2: Student achievement – National Assessment Program – Information and Communication Technology Literacy](#).
- Trends in International Mathematics and Science Study (TIMSS) sample assessment in mathematics and science for Year 4 and Year 8. Australian students took part in testing for TIMSS 2011 in late 2010. The international reports will be released in December 2012, followed by the international database and user guide in January 2013. Key performance measures for TIMSS are reported in [Part 5.3: Student achievement – Trends in International Mathematics and Science Study \(TIMSS\)](#).

¹ Sue Thomson and Lisa Bortoli, 2012, [Preparing Australian Students for the Digital World: Results from the PISA 2009 Digital Reading Literacy Assessment](#), ACER Press

National Report on Schooling in Australia 2011

Student achievement

5.1 Measuring student achievement: NAPLAN

In 2011, the fourth year of national literacy and numeracy testing, Year 3, 5, 7 and 9 students in Australia were assessed on Reading, Writing, Language Conventions (Spelling, Punctuation and Grammar) and Numeracy. These tests, known as the National Assessment Program – Literacy and Numeracy (NAPLAN), were first conducted in May 2008.

NAPLAN tests provide rich, nationally comparable data on student performance across the range of student achievement, providing an indication of how students are performing. The same tests are used in each State and Territory.

Another key aspect of NAPLAN test design is the single scale of achievement across 10 bands from Years 3 to 9 in each domain. Each band for each domain has a summary of skills assessed at each year level. The introduction of the 10 achievement bands from Year 3 to Year 9 means that, as a student advances through schooling, it is possible to see how much progress has been made in each domain.

A change of genre was introduced in the Writing domain in 2011 in order to test students' ability to write another form. In the first three years of testing (2008 to 2010), students responded to a narrative writing task. In 2011, a persuasive writing task was introduced. Results for the persuasive writing task were reported on a new Persuasive Writing scale.

In January 2012, Education Ministers released the [2011 National Assessment Program Literacy and Numeracy – Achievement in Reading, Writing, Language Conventions and Numeracy](#) report. The Summary Report was released in September 2011, around the same time that parents received an individual report on their child's achievement in the NAPLAN tests. The student report shows student performance against the national average and relative to the achievement band scale.

The NAPLAN national report shows results at national and State and Territory levels by achievement levels and/or mean scores, as well as by sex; Indigenous status; language background other than English; geolocation (metropolitan, provincial, remote and very remote); parental education and parental occupation at each year level and for each domain of the test.

NAPLAN results are reported at the school level on the [My School website](#).

Key performance measures

The mean scale scores and proportion of students achieving at or above the national minimum standard in each domain and year level are measures of literacy and numeracy achievement in Australian schooling. These are specified as performance indicators in the National Education Agreement and as key performance measures (KPMs) in the [Measurement Framework for Schooling in Australia 2010](#).

More information about the assessment scale can be found at www.nap.edu.au/Test_Results/How_to_interpret/Scales/index.html.

More information about national minimum standards can be found at www.nap.edu.au/Test_Results/How_to_interpret/Standards/index.html.

For 2011, the proportions of students achieving at or above the national minimum standard and mean scale scores at the national level are reported for Reading in Table 5.1, for Persuasive Writing in Table 5.2 and for Numeracy in Table 5.3.

The proportion of students participating in NAPLAN for Years 3, 5, 7 and 9 for Reading, Writing and Numeracy is also a key performance measure. These proportions for 2011 are reported in Table 5.4.

Key Performance Measure 1(a)
Proportion of students achieving at or above the national minimum standard for Reading
Key Performance Measure 1(b)
NAPLAN mean scale scores for Reading

Table 5.1 Summary for Reading for Years 3, 5, 7 and 9 for Australia (% at or above national minimum standards; mean scale scores), 2011

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	93.8	91.5	94.7	92.4
CI±	0.2	0.3	0.3	0.3
Mean scale score (standard deviation)	415.7 (87.5)	488.1 (76.3)	540.2 (67.5)	579.5 (66.2)

Notes:

Exempt students were not assessed and are deemed not to have met the national minimum standard.

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals.

Confidence intervals should be used to compare data within 2011 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2011*; ACARA (unpublished data)

Key Performance Measure 1(c)
Proportion of students achieving at or above the national minimum standard for Writing
Key Performance Measure 1(d)
NAPLAN mean scale scores for Writing

Table 5.2 Summary for Persuasive Writing for Years 3, 5, 7 and 9 for Australia (% at or above national minimum standards; mean scale scores), 2011

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	95.3	92.5	91.1	84.8
CI±	0.2	0.3	0.3	0.6
Mean scale score (standard deviation)	415.9 (67.1)	482.6 (69.3)	529.1 (75.8)	565.9 (86.5)

Notes:

Exempt students were not assessed and are deemed not to have met the national minimum standard.

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals.

Confidence intervals should be used to compare data within 2011 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2011*; ACARA (unpublished data)

Key Performance Measure 2(a)
Proportion of students achieving at or above the national minimum standard for Numeracy
Key Performance Measure 2(b)
NAPLAN mean scale scores for Numeracy

Table 5.3 Summary for Numeracy for Years 3, 5, 7 and 9 for Australia (% at or above national minimum standards; mean scale scores), 2011

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	95.6	94.4	94.5	93.0
CI±	0.2	0.2	0.2	0.3
Mean scale score (standard deviation)	398.1 (70.6)	487.8 (68.2)	544.6 (73.7)	583.4 (72.1)

Notes:

Exempt students were not assessed and are deemed not to have met the national minimum standard.

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals.

Confidence intervals should be used to compare data within 2011 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2011*; ACARA (unpublished data)

Key Performance Measure 7(i)
Proportion of students participating in NAPLAN for Years 3, 5, 7 and 9 for Reading, Writing and Numeracy

Table 5.4 Proportion of students participating in NAPLAN for Years 3, 5, 7 and 9 for Reading, Persuasive Writing and Numeracy, 2011 (per cent)

	Year 3	Year 5	Year 7	Year 9
Proportion of students participating in Reading	95.7	96.2	96.0	92.9
Proportion of students participating in Persuasive Writing	95.6	96.2	96.2	93.3
Proportion of students participating in Numeracy	95.4	95.9	95.6	92.4

Notes:

Participation rates are calculated as all assessed and exempt students as a percentage of the total number of students in the year level, as reported by schools, which includes those absent and withdrawn.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2011*

National Report on Schooling in Australia 2011

Student achievement

5.2 National Assessment Program – Information and Communication Technology Literacy

The [National Sample Assessment for Information and Communication Technology Literacy](#) (NAP – ICT Literacy) commenced in 2005.

Every three years samples of Year 6 and Year 10 students from across Australia are tested on their ability to use ICT to appropriately access, manage, integrate and evaluate information, develop new understandings and communicate with others in order to participate effectively in society.

The 2011 NAP – ICT Literacy assessment was undertaken by 5,710 Year 6 students from 333 schools and 5,313 Year 10 students from 316 schools. The participating students were from both government and non-government schools.

The next NAP – ICT Literacy is scheduled for 2014.

Proficient standards for ICT Literacy

Proficiency scores are grouped into six proficiency levels ranging from below Level 1 (comprising the least difficult items) to Level 6 (comprising the most difficult items). Each level represents an equal range of student ability/item difficulty on the NAP – ICT Literacy proficiency scale.

Proficient standards for ICT Literacy were established for both Years 6 and 10 in 2005. Each proficient standard is a point on the NAP – ICT Literacy proficiency scale that represents ‘a challenging but reasonable’ expectation of student achievement at the respective year level.

The proficient standards are important because they provide reference points of reasonable expectation of student achievement on the scale. In some senses the standards can be considered as indicators of ICT literacy preparedness for students as they begin the transition to the next stages of their educational or vocational lives.

The two proficient standards (one for Year 6 and one for Year 10) were established as a result of consultation with ICT education experts and representatives from all States and Territories and all school sectors. This group included practising teachers with specific ICT expertise, ICT curriculum experts and educational assessment experts.

- The Proficient Standard for Year 6 was defined as the boundary between levels 2 and 3 on the ICT Literacy proficiency scale.
- The Proficient Standard for Year 10 was defined as the boundary between levels 3 and 4 on the ICT Literacy proficiency scale.

The full ICT Literacy proficiency scale and descriptions are available on the [National Assessment Program website](#).

Year 6 students who reach the proficient standard locate simple, explicit information from within a given electronic source. They add content to and make simple changes to existing information products when instructed. They edit information products to create products that show limited consistency of design and information management. They recognise and identify basic ICT electronic security and health and safety usage issues and practices. For

example, students make changes to some presentation elements in an information product, apply simple software and file management functions such as copying and pasting information from one column of a spreadsheet to another column, add a web page to a list of favourites (bookmarks) in a web browser, and recognise the need to keep virus protection software up to date.

Year 10 students achieving the proficient standard generate simple general search questions and select the best information source to meet a specific purpose. They retrieve information from given electronic sources to answer specific, concrete questions. They assemble information in a provided simple linear order to create information products. They use conventionally recognised software commands to edit and reformat information products. They recognise common examples in which ICT misuse may occur and suggest ways of avoiding them. For example, students create an information product that follows a prescribed explicit structure, use graphics and text software editing features to manipulate aspects such as colour, image size and placement in simple information products, and recognise the potential for ICT misuse such as plagiarism, computer viruses and deliberate identity concealment.

Key performance measure

The proportion of students achieving at or above the proficient standard (Level 3 in Year 6 and Level 4 in Year 10) is a basic measure of ICT literacy achievement in Australian schooling. This is a key performance measure (KPM) in the [Measurement Framework for Schooling in Australia 2010](#).

The proportion of students achieving at each proficiency level is reported in Table 5.5.

Key Performance Measure 5							
Proportion of students achieving at or above the proficient standard in ICT Literacy							
Table 5.5 Proportion of students achieving at each proficiency level and at or above the proficient standards (Level 3 in Year 6; Level 4 in Year 10) in Information and Communication Technology Literacy, 2011 (per cent)							
	Proficiency level						At or above the proficient standard
	1	2	3	4	5	6	
Year 6							
Australia (%)	11	27	40	20	1		62
CI±	(1.6)	(1.7)	(2.0)	(1.8)	(0.6)		(2.0)
Year 10							
Australia (%)	2	8	25	44	19	2	65
CI±	(0.7)	(1.1)	(1.8)	(2.4)	(1.6)	(0.6)	(2.3)

Notes:

CI = Confidence Interval

Confidence intervals ($\pm 1.96 \times SE$) are reported in brackets. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

Source: ACARA, *National Assessment Program – ICT Literacy Years 6 and 10 Report 2011*

The results show that 62 per cent of Year 6 students and 65 per cent of Year 10 students met or exceeded the relevant Proficient Standard in 2011. Overall, nearly two-thirds of Australian students in Years 6 and 10 have met or exceeded the Proficient Standard for NAP – ICT Literacy in 2011.

The *National Assessment Program – ICT Literacy Years 6 and 10 Report 2011* is available on the [National Assessment Program website](#).

National Report on Schooling in Australia 2011

Student achievement

5.3 National Assessment Program – Trends in International Mathematics and Science Study (TIMSS)

The Trends in International Mathematics and Science Study (TIMSS) measures the mathematics and science achievement of students in their fourth and eighth years of schooling.

TIMSS is designed to inform educational policy and practice by providing an international perspective on teaching and learning in mathematics and science. TIMSS assessments are supported with data about country, home, school and classroom learning environments.

TIMSS was first conducted in 1995. Australia has participated in all five cycles. Although the study is referred to as 2011, in Australia the assessment took place in 2010, because of differences in the timing of the school year in the northern and southern hemispheres.

In 2010–11, 52 countries and 7 benchmarking¹ participants participated in the Year 4 TIMSS assessment, and 45 countries and 14 benchmarking participants participated in the Year 8 TIMSS assessment. In Australia, 280 schools (Year 4) and 290 schools (Year 8) were involved, with approximately 13,700 students sitting the test.

TIMSS is a project of the International Association for the Evaluation of Educational Achievement (IEA) and is directed by the TIMSS International Study Center at Boston College in collaboration with a worldwide network of organisations and representatives from the participating countries. The Australian Council for Educational Research (ACER) is responsible for undertaking the data collection in Australian schools.

Information about the background of TIMSS, the framework that is used to design the assessments, the management of the assessment and further technical information is available from ACER.

A national report, which provides information about the performance of Australian students, is published for the TIMSS assessment. Key findings from the 2011 report are available on the [ACER website](#).

TIMSS is specified as a component of the National Assessment Program (NAP) in the [Measurement Framework for Schooling in Australia 2010](#). The proportions of students achieving at or above the proficient standard (Intermediate) in Years 4 and 8 in the TIMSS mathematics and science study are key performance measures in the Measurement Framework.

The proportions of students achieving at or above the proficient standard for each subject are reported in Tables 5.6 and 5.7.

¹ A benchmarking participant is a province or region that participated in TIMSS for its own internal benchmarking. Data from these provinces are not included in the international mean and are not included in the report.

Key Performance Measure 2(d)

Proportion of students achieving at or above the proficient standard (Intermediate) on the TIMSS Mathematics scales

Table 5.6 Students achieving at or above the proficient standard (Intermediate) on the TIMSS Mathematics, 2011

Mathematics	Year 4	Year 8
Percentage of students at or above the proficient standard	70	63
Mean scale score (standard error)	516 (2.9)	505 (5.1)

Source: Sue Thomson, Kylie Hillman, Nicole Wernert, Marina Schmid, Sarah Buckley and Ann Munene, *Highlights from TIMSS & PIRLS 2011 from Australia's perspective*, 2012, ACER, Melbourne

Key Performance Measure 3(c)

Proportion of students achieving at or above the proficient standard (Intermediate) on the TIMSS Science scales

Table 5.7 Students achieving at or above the proficient standard (Intermediate) on the TIMSS Science, 2011

Science	Year 4	Year 8
Percentage of students at or above the proficient standard	71	71
Mean scale score (standard error)	516 (2.8)	519 (4.8)

Source: Sue Thomson, Kylie Hillman, Nicole Wernert, Marina Schmid, Sarah Buckley and Ann Munene, *Highlights from TIMSS & PIRLS 2011 from Australia's perspective*, 2012, ACER, Melbourne

National Report on Schooling in Australia 2011

Part 6

Senior schooling and youth transitions

Overview

The national key performance measures (KPMs) for schooling, specified in the [Measurement Framework for Schooling in Australia 2010](#), include measures for participation and attainment, including:

- student enrolment and attendance at school
- school completion and attainment
- engagement of young people in vocational education and training (VET)
- participation and attainment in education, training and employment.

The KPMs for the participation and attendance of students in primary and junior secondary school are reported in [Part 4: Student participation](#), which also reports on apparent progression and apparent retention rates for secondary school students.

This section of the report deals with the participation and attainment of older students, including those in senior secondary school. For senior school students, it outlines participation in VET and the completion of secondary education (Year 12). It also deals with the participation of young people in education, training and work beyond school, and their attainments in post-school education and training.

These measures reflect the policy intent of the Melbourne Declaration to define educational goals, not just for school students, but for all young Australians, and the role of the *National Report on Schooling in Australia* as a comprehensive report on the outcomes of schooling.

VET engagement, participation and attainment are reported in terms of qualifications within the Australian Qualifications Framework (AQF). The AQF is the comprehensive national framework of qualifications in the school, VET and higher education sectors. It was first introduced in 1995 to underpin the national system of qualifications in Australia. The AQF was significantly revised in 2010 and the strengthened AQF First Edition was released in July 2011.

Qualifications within the AQF include:

- Senior Secondary Certificates of Education issued by State and Territory school curriculum, assessment and certification authorities to students meeting requirements on completion of Year 12
- VET qualifications at various certificate and diploma levels delivered by institutes of technical and further education (TAFEs) and other registered training organisations (RTOs)
- higher education diplomas and degrees provided through Australian universities and other educational institutions.

Detailed information on qualification levels is contained in the [Australian Qualifications Framework document](#).

The KPMs reported in this section indicate progress in achieving the Council of Australian Governments (COAG) agreed outcome in the [National Education Agreement](#) and the [National Partnership Agreement on Youth Attainment and Transitions](#) that young people make a successful transition from school to work and further study and progress towards the

related COAG targets. They are also indicators of the success of Australian schooling in preparing and empowering young people to do so.

National Report on Schooling in Australia 2011

Senior schooling and youth transitions

6.1 Engagement in VET

The Australian Vocational Education and Training (VET) system provides nationally consistent vocational training and qualifications for those entering or already engaged in the workforce. Competency standards (units of competency) for vocational qualifications in different industries and occupations are set out in nationally endorsed training packages, which also define the qualifications in each industry. The requirements for each level of qualification are set out in the Australian Qualifications Framework (AQF), which also sets out guidelines for Senior Secondary Certificates of Education (Year 12 qualifications) and qualifications in the higher education sector. Qualifications delivered through the VET sector range from Certificate I (AQF level 1) to Graduate Diploma (AQF level 8).

Secondary school students in all States and Territories are able to undertake VET courses as part of their school program (VET in Schools courses), usually in the senior years of schooling as part of the Senior Secondary Certificate of Education in each jurisdiction. Secondary students can also take VET courses in addition to their school studies, or move from school to full-time VET study or a combination of part-time VET and work.

Until 2008, the proportion of senior secondary students undertaking VET in Schools courses was a key performance measure (KPM) for schooling. From 2009, this KPM was broadened to all 15 to 19-year-old VET students (whether or not they were enrolled in school) as a proportion of the 15 to 19-year-old population. The measure of participation adopted is the completion of at least one unit of competency in a VET qualification at AQF Certificate II or above.

This measure, KPM 6 in the [Measurement Framework for Schooling in Australia 2010](#), includes VET in Schools students, but also includes school-aged students who have left school and are still engaged in education through a campus of Technical and Further Education (TAFE) or other Registered Training Organisation (RTO). Broadening the KPM is consistent with the Compact with Young Australians and the National Youth Participation Requirement which came into force across all jurisdictions in January 2010. These initiatives are outlined in [Part 2.5: Initiatives and achievements – supporting senior years of schooling and youth transitions](#).

Table 6.1 shows the Australian data for this key performance measure for the period 2009–11. Part 9: Additional Statistics Table 18 shows State and Territory data for this KPM.

Key Performance Measure 6			
Proportion of the population aged 15 to 19 years who, in the calendar year, successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above			

Table 6.1 Number and proportion of 15 to 19-year-olds who successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above, Australia, 2009–11

Australia	2009	2010	2011
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above ('000)	360.3	375.2	400.1
15 to 19-year-old population ('000)	1,499.4	1,501.0	1,456.4
Proportion of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above (%)	24.0	25.0	27.5

The key performance measure is derived by calculating student numbers in the 15 to 19 year age group as a percentage of the estimated residential population in the corresponding group.

Sources: NCVER, National VET in Schools Collection 2009–11; NCVER, National VET Provider Collection 2009–11; ABS, Estimated Resident Population, Cat. No. 3101.0, *Australian Demographic Statistics*, Dec. 2011

See also Part 9: Additional Statistics Table 18

VET in Schools includes school-based apprentices and trainees. These are students who, as well as undertaking an accredited VET qualification as part of their school studies, have entered into a formal contract of part-time paid employment and training with an employer. Typically, these students undertake part of their traineeship or apprenticeship while at school and complete it once they have left school.

Table 6.2 shows the number of 15 to 19-year-old school students undertaking VET in Schools programs each year 2007–11. In 2011 there was a seven per cent increase in the number of VET in Schools students, from approximately two hundred and twenty-one thousand in 2010 to approximately two hundred and thirty-six thousand in 2011.

Table 6.2 Number of 15 to 19-year-old students undertaking VET in Schools programs, Australia, 2007–11

Australia	2007	2008	2009	2010	2011
School-based apprentices and trainees ^(a) ('000)	14.8	25.2	20.9	17.3	18.1
Other VET in Schools program students ('000)	154.5	183.5	195.8	203.6	218.3
Total VET in Schools students ('000)	169.3	208.6	216.7	220.9	236.4

(a) School-based apprentices and trainees includes students who undertook at least one module/unit of competency in a school-based apprenticeship or traineeship.

Source: NCVER, *Australian Vocational Education and Training Statistics: Young people in education and training 2011*

See also Part 9: Additional Statistics Table 19 and Table 20

The VET qualifications attempted by school students are most commonly at AQF Certificate II, but there is an increased policy emphasis on encouraging participation in AQF Certificate III and above, especially for school-based apprentices and trainees. In 2011 there was a noticeable shift from lower to higher level qualifications, with a 14.5 per cent rise in the number of students undertaking Certificate III qualifications and a 9.6 per cent fall in the number undertaking Certificate I.¹

It should be noted that, due to time constraints, VET in Schools courses do not necessarily lead to the achievement of a full AQF VET qualification. Where they do not, students assessed as competent receive a Statement of Attainment towards a certificate or other qualification and are eligible to complete the full qualification post-school.

Tables 19 and 20 in Part 9: Additional Statistics provide extra information on VET in Schools participation and achievement in 2011 and for the period 2007–11. Further detailed information is contained in the National Centre for Vocational Education Research (NCVER) publication [Australian Vocational Education and Training Statistics: young people in education and training 2011](#).

¹ Part 9: Additional Statistics Table 20

National Report on Schooling in Australia 2011

Senior schooling and youth transitions

6.2 Participation

The key performance measures (KPMs) for participation specified in the [Measurement Framework for Schooling in Australia 2010](#) reflect not only the participation of young Australians in schooling, but their participation in post-school education, training and employment. As such, they indicate the success of schooling in preparing students for further education and work. This addresses both the Melbourne Declaration commitment to facilitate effective transitions and the Council of Australian Governments (COAG) National Education Agreement (NEA) outcome that young people make a successful transition from school to work and further study.

KPMs 7(c), (d), (e) and (f) measure the full-time participation in education, training and employment of different groups of young people. Full-time participation is defined as participation in full-time education or training or full-time work, or a combination of both part-time education or training and part-time work. The measures are based on the Australian Bureau of Statistics (ABS) [Survey of Education and Work](#), which is conducted in May each year.

KPM 7(c) measures the full-time participation of young people from the ages of 15 to 19, and includes students who are still at school. It also includes 15 to 19-year-olds who have left school and have moved into tertiary study or the workforce. KPM 7(d) measures the full-time participation of 20 to 24-year-olds, who may be undertaking vocational education and training (VET) or university study, working, or a combination of these activities. KPMs 7(c) and 7(d) are shown for the period 2007–11 in Table 6.3.

Key Performance Measure 7(c)
Proportion of 15 to 19-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training
Key Performance Measure 7(d)
Proportion of 20 to 24-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training

Table 6.3 Proportions of 15 to 19-year-olds and 20 to 24-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training, Australia, 2007–11 (%)

Year	2007	2008	2009	2010	2011
	%	%	%	%	%
Full-time participation rates for 15 to 19-year-olds	87.2	87.5	84.5	85.2	85.9
CI±	1.0	1.1	1.3	1.5	1.3
Full-time participation rates for 20 to 24-year-olds	80.0	80.5	77.8	78.1	77.5
CI±	1.2	1.3	2.0	1.6	1.5

Notes:

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. Confidence intervals are a way of expressing the degree of sampling and measurement error associated with survey estimates. For example, an

estimate of 80 with a 95 per cent confidence interval of ± 2 means that if the total population were surveyed rather than a sample, there is a 95 per cent chance that the result would lie between 78 and 82.

Full-time participation is defined as participation in full-time education or training or full-time work, or a combination of both part-time education or training and part-time work.

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

See also Part 9: Additional Statistics Table 22 and Table 23

As shown in Table 6.3, full-time participation rates for young people in their mid to late teens were consistently higher than for those in their early to mid-20s. This is to be expected, as the 15 to 19 year age group includes a high proportion of full-time school students. In particular, it includes 15 and 16-year-olds who, from 2010, are subject to the National Youth Participation Requirement¹ for all young people to participate in schooling until they complete Year 10, and to participate full-time in education, training or employment, or a combination of these activities, until the age of 17.

The falls in these youth participation rates between 2008 and 2009 are consistent with the reduction in employment opportunities for young people in the wake of the 2008–09 global financial crisis. They reflect falls in participation in employment in these age groups rather than falls in participation in education and training.²

From 2009 to 2011 there was an apparent partial recovery in engagement for 15 to 19-year-olds but, based on the Survey of Education and Work, no noticeable change in participation rates for 20 to 24-year-olds.

The National Centre for Vocational Education Research (NCVER) has estimated that 81.9 per cent of 15 to 19-year-olds were engaged in education and training as at August 2011. This was made up of school students (54.7 per cent), higher education students (14.7 per cent) and publicly funded VET students, including apprentices and trainees (12.4 per cent).³ This compares to the estimate of participation of Australians aged 15 to 19 years in education and training by education and training activity, for August 2009 of 75.9 per cent and for August 2010 of 78.8 per cent.⁴ While these data do not represent full-time participation in education, training or employment, they do indicate that participation in education and training by 15 to 19-year-olds increased in 2010 and 2011.

KPM 7(f) also measures full-time participation in education, training and/or work but for a slightly different age group: 18 to 24-year-olds. Typically, members of this group would have left school, with a substantial number of them undertaking post-school training and education in the VET and/or higher education sectors. This KPM focuses on a specified level of education and training being undertaken as AQF Certificate III or above. This corresponds to the National Education Agreement indicator, the proportion of 18 to 24-year-olds engaged in full-time employment, education or training at or above Certificate III.

¹ The National Youth Participation Requirement is a component of the [National Partnership on Youth Attainment and Transitions](#) which includes the Compact with Young Australians. Further information on this National Partnership is provided in Part 2.5: Supporting senior years of schooling and youth transitions.

² COAG Reform Council, *National Education Agreement: Performance Report for 2009, Report to the Council of Australian Governments, 30 September 2010 p. xv*

³ NCVER, *Australian Vocational Education and Training Statistics: young people in education and training 2011*, (See Part 9 Additional Statistics, Table 19)

⁴ NCVER, *Australian Vocational Education and Training Statistics: young people in education and training 2009*; NCVER, *Australian Vocational Education and Training Statistics: young people in education and training 2010* (see also Additional Statistics, Table 19, *National Report on Schooling in Australia*, 2009 and 2010)

Key Performance Measure 7(f)

Proportion of 18 to 24-year-olds engaged in full-time employment, education or training at or above AQF Certificate III

Table 6.4 Proportion of 18 to 24-year-olds engaged in full-time employment, education or training at or above AQF Certificate III, Australia, 2007–11 (%)

Year	2007	2008	2009	2010	2011
	%	%	%	%	%
Full-time participation rates at or above AQF Certificate III for 18 to 24-year-olds	75.5	76.3	72.7	72.6	72.5
CI±	1.1	1.2	1.8	1.5	1.4

Notes:

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. Confidence intervals are a way of expressing the degree of sampling and measurement error associated with survey estimates. For example, an estimate of 80 with a 95 per cent confidence interval of ± 2 means that if the total population were surveyed rather than a sample, there is a 95 per cent chance that the result would lie between 78 and 82.

Full-time participation at or above AQF III is defined as participation in full-time employment, full-time education/training at or above AQF III level, or a combination of full or part-time employment and full or part-time education/training at or above AQF Certificate III level.

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

See also Part 9: Additional Statistics Table 25

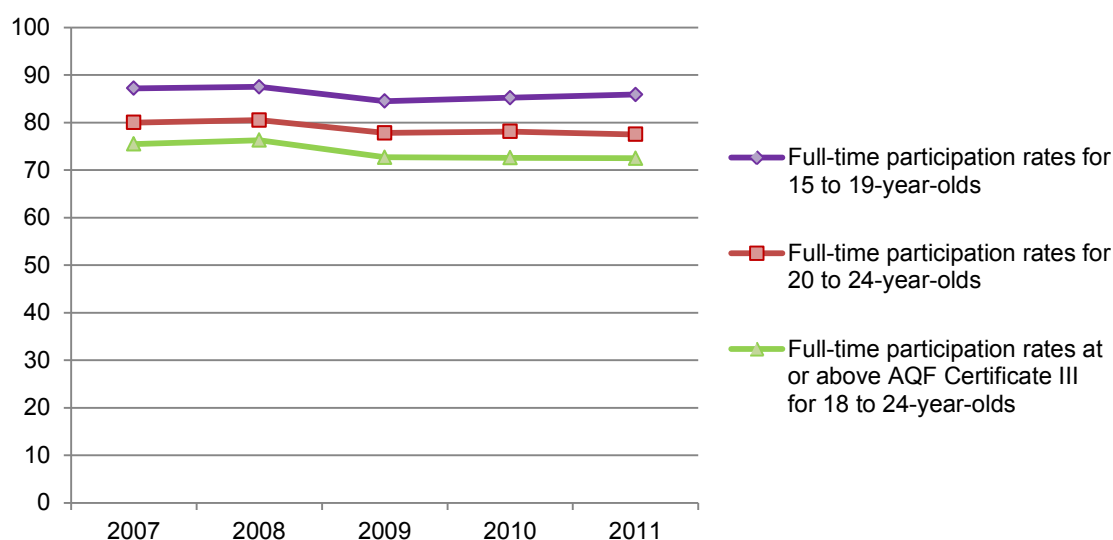
According to survey data, the proportion of 18 to 24-year-olds engaged in full-time employment, education or training at or above AQF Certificate III (Table 6.4) followed a similar pattern to the full-time participation measures for 15 to 19 and 20 to 24-year-olds: rising between 2006 and 2008 and falling significantly to below 2006 levels in 2009. There was no observable recovery in this measure in 2010 and 2011.

The participation rates for KPM 7(f) are consistently lower than those for measures 7(c) and 7(d), because KPM 7(f) excludes young people undertaking initial or entry level training in many occupations. Students who are fully engaged in education or training but at VET Certificate II or below, and those young people who are fully engaged in a combination of work and education or training but with the training component at Certificate II or below, are included in measures 7(c) and 7(d) but excluded from KPM 7(f). Students who were 18 years or above and still at school at the time of the survey are also excluded from the numerator of KPM 7(f), but are counted in the denominator (all 18 to 24-year-olds).

Figure 6.1 illustrates the movement in KPMs 7(c), 7(d) and 7(f) over the period 2007–11.

Key Performance Measures 7(c), 7(d) and 7(f)

Figure 6.1 Proportions of 15 to 19-year-olds and 20 to 24-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training; proportion of 18 to 24-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training at or above AQF Certificate III, Australia, 2007–11 (%)



Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

KPM 7(e), shown in Table 6.5, also measures the full-time participation of 15 to 19-year-olds but includes only those who had left school at the time of the survey. This KPM corresponds to the COAG indicator for post-school engagement in education or training.

Key Performance Measure 7(e)

Proportion of 15 to 19-year-olds who have left school and are fully engaged in education, training or employment, by highest level of schooling

Table 6.5 Proportion of 15 to 19-year-olds who have left school and are fully engaged in education, training or employment, by highest level of schooling, Australia, 2008–11 (%)

	2008	2009	2010	2011
Engagement by level of school completed	%	%	%	%
Completed Year 12				
Fully participating in education, training and/or employment	82.5	78.6	77.3	78.8
Completed Year 11				
Fully participating in education, training and/or employment	63.8	58.2	62.5	60.0
Completed Year 10 or below				
Fully participating in education, training and/or employment	58.7	50.1	53.0	54.7
All 15 to 19-year-old school leavers				
Fully participating in education, training and/or employment	74.3	68.4	69.8	70.7
CI±	2.0	2.5	2.9	2.5

Notes:

CI = Confidence Interval

The percentages reported in this table for all 15 to 19-year-olds include 95 per cent confidence intervals. Confidence intervals are a way of expressing the degree of sampling and measurement error associated with survey estimates. For example, an estimate of 80 with a 95 per cent confidence interval of ± 2 means that if the

total population were surveyed rather than a sample, there is a 95 per cent chance that the result would lie between 78 and 82.

Full-time participation is defined as participation in full-time education or training or full-time work, or a combination of both part-time education or training and part-time work.

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

See also Part 9: Additional Statistics Table 24

The data in Table 6.5 confirm previous findings of a positive relationship between the level of schooling reached by students and their subsequent engagement in post-school training, education and employment. These data provided an evidence base for Australian governments to adopt targets for the completion of Year 12 or equivalent or a VET qualification and to establish the Compact with Young Australians including the Youth Participation Requirement.

KPM 7(e) parallels the other youth participation measures in showing a sharp decline in participation between 2008 and 2009 by 15 to 19-year-olds who had left school, reflecting the fall in full-time employment for this age group in 2009 as a result of economic conditions. As with the other participation KPMs, this proportion remained below 2008 levels in 2010 and 2011.

National Report on Schooling in Australia 2011

Senior schooling and youth transitions

6.3 Attainment

The attainment key performance measures (KPMs) specified in the [Measurement Framework for Schooling in Australia 2010](#) report the level of educational qualification achieved by young Australians.

KPM 8(a) (Table 6.6) reports the proportion of 20 to 24-year-olds who have completed Year 12 or equivalent¹ or attained an Australian Qualifications Framework (AQF) Certificate II or above.

Key Performance Measure 8(a)	
Proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above	

Table 6.6 Proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above, Australia, 2007–11

Year	2007	2008	2009	2010	2011
	%	%	%	%	%
Australia	83.5	84.2	84.5	85.6	84.1
CI±	1.1	1.2	1.6	1.3	1.3

Notes:

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

See also Part 9: Additional Statistics Table 29

From 2007 to 2010 the proportion of 20 to 24-year-olds who had attained Year 12 or equivalent or AQF Certificate II or above rose from 83.5 per cent to 85.6 per cent. The COAG target for this measure is that, by 2015, 90 per cent of 20 to 24-year-olds will have attained at least one of these qualifications. On the basis of the 2007–10 data, this target appeared to be achievable at the national level. The fall in this measure to 84.1 per cent in 2011 is not statistically significant but does raise doubts as to the continuation of the trend. However, increased participation in education and training by 15 to 19-year-olds in 2011, reported in [Part 6.2: Senior schooling and transitions – participation](#), is likely to flow on to attainment of Year 12 or equivalent or Certificate II by 2015.

¹ 'Year 12 or equivalent' may include AQF Senior Secondary Certificates of Education issued by Australasian Curriculum, Assessment and Certification Authorities in each State and Territory and recognised tertiary preparation qualifications such as the International Baccalaureate.

KPM 8(b) (Table 6.7) indicates the proportion of 20 to 24-year-olds who have completed Year 12 or equivalent or attained an Australian Qualifications Framework (AQF) Certificate III or above.

Key Performance Measure 8(b)

Proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate III or above

Table 6.7 Proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate III or above, Australia, 2007–11

Year	2007	2008	2009	2010	2011
	%	%	%	%	%
Australia	82.3	83.2	83.5	84.5	82.7
CI±	1.2	1.3	1.7	1.5	1.3

Notes:

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

See also Part 9: Additional Statistics Table 30

The COAG target for this measure is that, by 2020, 90 per cent of 20 to 24-year-olds will have attained at least one of these qualifications. Based on the trend 2007–10 this target also appeared to be achievable at the national level. The apparent fall in 2011 raises some doubts but, like KPM 8(a), this measure is likely to move upwards as increased participation in education and training by 15 and 16-year-olds flows on to their levels of attainment in later years.

KPM 8(c) (Table 6.8) indicates the proportion of 25 to 29-year-olds who have attained an Australian Qualifications Framework (AQF) Certificate III or above. This measure reflects post-secondary qualifications only and excludes those who successfully completed Year 12 but have not, since leaving school, successfully completed tertiary qualifications at AQF Certificate III or above.

Key Performance Measure 8(c)

The proportion of 25 to 29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above

Table 6.8 Proportion of 25 to 29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, Australia, 2007–11

Year	2007	2008	2009	2010	2011
	%	%	%	%	%
Australia	59.0	60.0	63.0	62.7	63.5
CI±	1.5	1.6	2.0	1.8	1.8

Notes:

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

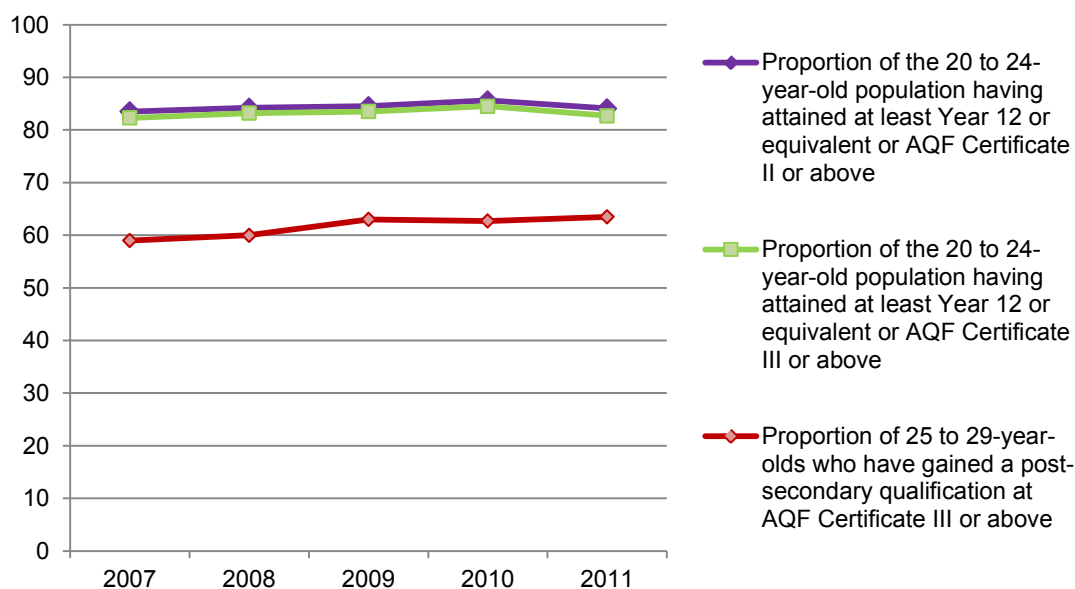
Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

See also Part 9: Additional Statistics Table 31

In the period 2007–11 the proportion of 25 to 29-year-olds who had attained a post-secondary qualification at AQF Certificate III or above rose by 4.5 percentage points.

Key Performance Measures 8(a), 8(b) and 8(c)

Figure 6.2 Proportions of 20 to 24-year-olds having attained at least Year 12 or equivalent or AQF Certificate II or above; 20 to 24-year-olds having attained at least Year 12 or equivalent or AQF Certificate III or above; 25 to 29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, Australia, 2007–11 (%)



Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

Figure 6.2 depicts the movement in all three attainment measures from 2007 to 2011.

It is important to note that the attainment KPMs, 8(a) and 8(b), refer to the completion of Year 12 or equivalent or an AQF VET Certificate. This does not imply equivalence between the award of a Senior Secondary Certificate of Education on the completion of Year 12 and either AQF Certificate II or AQF Certificate III. The Senior Secondary Certificate of Education is an AQF qualification but it has not been allocated to a particular level within the AQF. The AQF does not specify equivalence between Senior Secondary Certificates and other AQF qualifications.²

² The duration of full-time study typically required to attain an AQF Certificate II is much less than that typically required to attain a Senior Secondary Certificate of Education. For example, it is possible for VET in Schools students to complete several Certificate II qualifications as part of their Senior Secondary Certificate.

National Report on Schooling in Australia 2011

Part 7

Aboriginal and Torres Strait Islander education¹

Overview

Equity in education and training outcomes for Aboriginal and Torres Strait Islander people has been a policy objective of Australian governments since the *National Aboriginal and Torres Strait Islander Education Policy* was endorsed in 1989.

Closing the Gap

The Council of Australian Governments (COAG) has set goals of halving the gap in reading, writing and numeracy achievement between Indigenous and non-Indigenous students by 2018, and of halving the gap in Year 12 or equivalent attainment by 2020.

The [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014](#) was developed as part of the COAG reform agenda to improve life outcomes for Aboriginal and Torres Strait Islander Australians, taking into consideration the findings and recommendations of a review of *Australian Directions in Indigenous Education 2005–2008* undertaken in 2009. The plan seeks to bring together existing commitments made through other key reforms including the [National Indigenous Reform Agreement \(NIRA\)](#). Its purpose is to guide national efforts towards closing the gaps in educational outcomes for Aboriginal and Torres Strait Islander students.

The Action Plan identifies national, systemic and local level action in six priority domains identified as having the greatest impact on closing the gap:

- Readiness for school
- Engagement and connections
- Attendance
- Literacy and numeracy
- Leadership, quality teaching and workforce development
- Pathways to real post-school options.

This section reflects this structure, with one minor difference. The domain 'Attendance' is entitled 'Attendance (comprising enrolment, progression, retention and attendance)' to reflect the terms used to describe these measures elsewhere in this report.

¹ The Melbourne Declaration, *MCEETYA four-year plan 2009–2012* and Australian Bureau of Statistics (ABS) data collections use the term 'Indigenous' to refer to Australia's Aboriginal and Torres Strait Islander people. Where possible, this report uses 'Aboriginal and Torres Strait Islander' in preference to 'Indigenous'. However, in some instances, particularly in relation to data, the term 'Indigenous' has been retained.

This section adopts the domain structure to report national data and commentary on:

- Key performance measures (KPMs) set out in the Measurement Framework for Schooling in Australia, disaggregated, where data are available, by Indigenous status
- performance indicators for Aboriginal and Torres Strait Islander education outcomes prescribed in the National Education Agreement (NEA) and NIRA
- gaps in outcomes for Aboriginal and Torres Strait Islander students related to COAG targets.

However, national data are not available for all of the Action Plan priority domains. For 2011, the domains for which national data are available are:

- Readiness for school
- Attendance (comprising enrolment, progression, retention and attendance)
- Literacy and numeracy.

Additional information on activities at national and State and Territory level to support outcomes under the domains is available in the [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 2011 Annual Report](#).

National Report on Schooling in Australia 2011

Aboriginal and Torres Strait Islander education

7.1 Readiness for school

The [*Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*](#) makes the following statement:

Participation in culturally inclusive, high quality early childhood education programs and care can assist Aboriginal and Torres Strait Islander children to get the best start in life. These programs build upon the rich cultural, linguistic and conceptual skills that Aboriginal and Torres Strait Islander children bring to early childhood education and:

- promote early engagement with learning
- provide a strong foundation for future educational achievement
- encourage the social, emotional, physical and cognitive development of children from birth
- support children in their transition to school.²

While the publication of enrolment data for the early childhood/preschool sector is outside the general reporting scope of the *National Report on Schooling in Australia*, these data are reported here specifically to illustrate outcomes for Aboriginal and Torres Strait Islander children.

The relevant performance indicator specified in the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014* (p. 10) is as follows:

The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.

For the National Early Childhood Education and Care (ECEC) Collection, a preschool program is defined as:

... a structured, play-based learning program, delivered by a degree-qualified teacher, primarily aimed at children in the year before they commence full-time schooling. This is irrespective of the type of institution that provides it or whether it is government funded, or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school.³

Additionally, there are estimates of the percentage of children enrolled that are attending, and the percentage of all children (enrolled and not enrolled) that are attending. In these categories the percentage point differences are 3.1 and 7.3 respectively.

² MCEECDYA, *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*, p. 9

³ ABS, Cat. No. 4240.0.55.001, *National Early Childhood Education and Care Collection: Concepts, Sources and Methods*, 2011, p. 8

Table 7.1 Estimates of preschool enrolments for Aboriginal and Torres Strait Islander children, and all children, 2011^(a)

Category	Aboriginal and Torres Strait Islander children	All children
Number of children enrolled	10,167	233,128
Children enrolled (per cent) ^(b)	75.7	80.8
Number of children attending ^(c)	9,536	225,886
Percentage of children enrolled that are attending	93.8	96.9
Percentage of children attending	71.0	78.3

(a) While there have been improvements in consistency of reporting across jurisdictions, preschool education estimates have not yet achieved complete alignment with nationally agreed standards.

(b) Data are drawn from ABS, Cat. No. 4240.0, *Experimental Estimates of Preschool Education 2011*. Numerator data are derived from the National Early Childhood Education and Care) Collection; denominator data are derived from ABS, Cat. No. 3101.0, *Estimated Population by Age and Sex*, June 2011.

(c) For the purposes of the ABS publication *Experimental Estimates of Preschool Education 2011*, a child is considered to be attending a preschool program if a child has attended at least one hour during the reference period.

Source: *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014, 2011 Annual Report*

It is possible that the different data sources for the numerator and denominator may bias these estimates, noting that self-identification as being of Aboriginal or Torres Strait Islander origin may differ between the preschool enrolment process (from which the data in the numerator are derived) and the process of completing questionnaires for the Census of Population and Housing (the basis for estimated residential population estimates, from which data in the denominator are derived). The direction of this bias would be downwards (underestimating preschool enrolment among Aboriginal and Torres Strait Islander children) if parents are less likely to identify as being of Aboriginal or Torres Strait Islander origin in preschool enrolment forms than in the Census of Population and Housing, and upwards (overestimating preschool enrolment among Aboriginal and Torres Strait Islander children) if the reverse is true.

National Report on Schooling in Australia 2011

Aboriginal and Torres Strait Islander education

7.2 Engagement and connections

Within the [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014](#) ‘engagement’ refers to the participation of students in personalised learning and the involvement of families and communities in schooling.

The Action Plan emphasises that schools that work in partnership with families and communities can better support the education of Aboriginal and Torres Strait Islander children. Such partnerships are regarded as important in establishing a collective commitment to high expectations and fostering culturally safe and supportive learning environments. The involvement of Aboriginal and Torres Strait Islander people in educational decision-making and as principals, teachers, other education workers and community members in schools and classrooms is also seen as vital.⁴

The *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014* specifies the following performance indicators under this domain:

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

The [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 2011 Annual Report](#) reports this information at state and territory level but national data for this domain are not available.

⁴ MCEECDYA, *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*, p. 12

National Report on Schooling in Australia 2011

Aboriginal and Torres Strait Islander education

7.3 Attendance (comprising enrolment, progression, retention and attendance)

Within the [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014](#) the domain ‘attendance’ includes targets and performance indicators, not only for attendance rates but also for enrolment, for progression from one secondary school year level or grade to the next and for retention from Year 7/8 to Years 10 and 12. This chapter includes data and commentary on measures of:

- Enrolment
- Progression
- Retention
- Attendance.

These measures are grouped as ‘participation’ measures elsewhere in this report.

7.3.1 Enrolment

The proportion of children of compulsory school age who are enrolled in school is a measure of the reach and coverage of Australian schooling. It is a performance indicator for schooling in the [National Education Agreement](#) and is a key performance measure (KPM) in the [Measurement Framework for Schooling in Australia](#).

This measure is defined as the number of students aged six to 15 years enrolled in school, expressed as a proportion of the six to 15-year-old population. The Measurement Framework states that measures should, where feasible and appropriate, be reported disaggregated by equity subgroup, including by Indigenous status.

This disaggregated measure is also specified as an indicator in the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*.

While this disaggregated measure has been reported in previous editions of the *National Report on Schooling in Australia*, the Australian Bureau of Statistics (ABS) has advised that such reporting is no longer appropriate or reliable. Jurisdictions have agreed that this KPM, disaggregated by indigenous status, will no longer be published.

Specifically, the number of Indigenous students aged six to 15 years enrolled in school, expressed as a proportion of the six to 15-year-old Indigenous population, is not reliable due to modal differences between the numerator and denominator. The numerator is sourced from the MCEECDYA annual National Schools Statistics Collection (NSSC) published by ABS as *Schools Australia*, whereas the denominator is sourced from the ABS Estimates and Projection, Aboriginal and Torres Strait Islander Australians, which is updated after each

five-yearly Census of Population and Housing. The ABS advises that different rates of Indigenous identification between school enrolments, the five yearly Census and other administrative data (e.g. birth and death registrations) may seriously bias the calculated proportion estimate.

It is possible to report the number and proportion of Indigenous students enrolled in schools by school level and sector, where both numerator and denominator are collected through the NSSC. These figures, which report the number of Indigenous students (full-time and part-time) enrolled in schools, relative to total enrolments are provided in Tables 7.2 and 7.3 below.

Table 7.2 displays the population of enrolled Indigenous students as a proportion of all enrolled students.

Table 7.3 shows the total population of enrolled Indigenous students broken down by school sector and school level.

Additional Statistics Table 38 reports individual enrolments by Indigenous status in 2011 by full-time and part-time and by state and territory as well as by school level and sector.

Table 7.2 Enrolled Indigenous students (full-time plus part-time) as a proportion of all enrolled students by school level and sector^{(a)(b)(c)(d)}, 2011 (per cent)

	Government schools	Catholic schools	Independent schools	All schools
Primary	6.60	2.36	1.57	5.19
Junior secondary	6.31	2.19	2.14	4.68
Senior secondary	4.17	1.75	1.57	3.18
Total secondary	5.61	2.05	1.95	4.19
Total	6.21	2.22	1.77	4.77

(a) Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Vic., Tas., NT and ACT. In Qld, SA and WA, primary education comprises a pre-Year 1 grade followed by Years 1 to 7.

(b) Junior secondary is the years from commencement of secondary school to Year 10, including ungraded secondary.

(c) Senior secondary includes Years 11 and 12.

(d) Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each state or territory. See Glossary for definition of special schools.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 38

As shown in Table 7.2, a disproportionately high percentage of Indigenous students are enrolled in government schools, relative to the overall level across all sectors. In the government and Catholic sectors, the number of Indigenous students as a proportion of all students is higher at primary than at junior secondary level and is higher at junior secondary than at senior secondary level. However, for the independent sector the proportion is lower at primary and senior secondary than at junior secondary level.

Table 7.3 Numbers of Indigenous students (full-time and part-time) enrolled in schools by school level and sector^{(a)(b)(c)(d)}, and the proportions within these subpopulations, Australia, 2011

	Sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
Primary	92,878	55.0	9,362	5.5	3,731	2.2	105,971	62.8
Junior secondary	38,622	22.9	4,926	2.9	3,721	2.2	47,269	28.0
Senior secondary	12,339	7.3	1,810	1.1	1,414	0.8	15,563	9.2
Total secondary	50,961	30.2	6,736	4.0	5,135	3.0	62,832	37.2
Total	143,839	85.2	16,098	9.5	8,866	5.3	168,803	100.0

(a) Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Vic., Tas., NT and ACT. In Qld, SA and WA, primary education comprises a pre-Year 1 grade followed by Years 1 to 7.

(b) Junior secondary is the years from commencement of secondary school to Year 10, including ungraded secondary.

(c) Senior secondary includes Years 11 and 12.

(d) Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each state or territory. See Glossary for definition of special schools.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 38

As shown in Table 7.3, in 2011 85.2 per cent of Indigenous students were enrolled in government schools, 9.5 per cent were enrolled in Catholic schools and 5.3 per cent were enrolled in independent schools.

This compares to 65.4 per cent, 20.5 per cent and 14.2 per cent respectively for all students, as reported in Part 4.1: Student engagement – enrolment, demonstrating the higher concentration of Aboriginal and Torres Strait Islander students enrolled in the government sector.

Of those Indigenous students in government schools, 64.6 per cent were at primary level. This compares with 58.2 per cent in the Catholic sector and 42.1 per cent in the independent sector. These figures and figures for junior and senior secondary levels are shown in Table 7.4.

Table 7.4 Distribution of Indigenous students enrolled, by school level, by sector, Australia, 2011 (per cent)

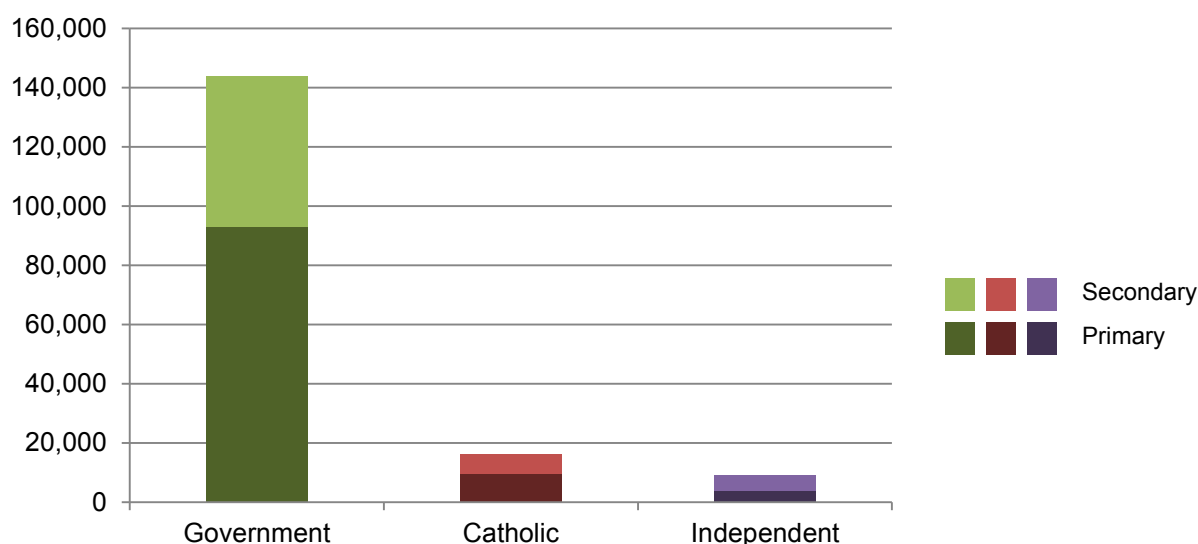
	Sector					
	Government		Catholic		Independent	
	No.	%	No.	%	No.	%
Primary	92,878	64.6	9,362	58.2	3,731	42.1
Junior secondary	38,622	26.9	4,926	30.6	3,721	42.0
Senior secondary	12,339	8.6	1,810	11.2	1,414	15.9
Total	143,839	100.1	16,098	100.0	8,866	100.0

Note: Percentages may not add to 100 due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Figure 7.1 shows the number of Indigenous students enrolled by sector and by primary and secondary levels.

Figure 7.1 Number of Indigenous students enrolled by school level and sector, Australia, 2011



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

The number of Indigenous students enrolled in all three sectors has risen over the last five years. The proportion of Indigenous students enrolled in government schools has fallen slightly over this period, while the proportion of Indigenous students enrolled in the non-government sector has risen slightly. Table 7.5 and Figure 7.2 summarise these data.

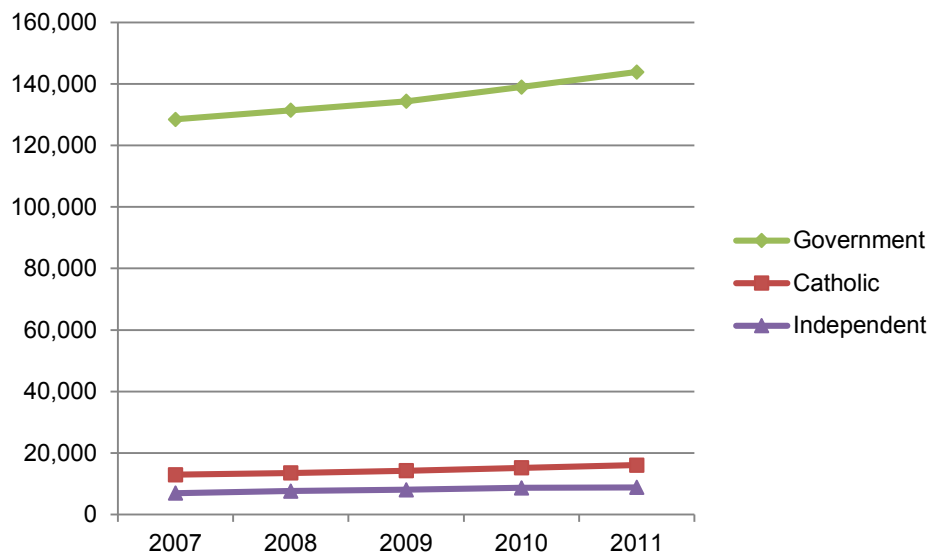
Table 7.5 Number of Indigenous students (full-time and part-time) enrolled by sector, Australia, 2007–11

	Sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
2007	128,471	86.6	12,951	8.7	6,990	4.7	148,412	100.0
2008	131,428	86.1	13,536	8.9	7,644	5.0	152,608	100.0
2009	134,326	85.7	14,270	9.1	8,090	5.2	156,686	100.0
2010	138,954	85.3	15,200	9.3	8,677	5.3	162,831	100.0
2011	143,839	85.2	16,098	9.5	8,866	5.3	168,803	100.0

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 38

Figure 7.2 Number of Indigenous students enrolled by school sector, Australia, 2007–11



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

7.3.2 Progression

An apparent grade progression rate estimates the progression of students from one school grade (year level) to the next and is a specific application of the apparent retention rate. It is calculated as the number of full-time students in a designated grade/year level as a percentage of the number enrolled in the grade/year level below in the previous calendar year, at the time of the annual August schools census.

Apparent grade progression rates from Years 8 to 12 are not KPMs for schooling but, when compared by Indigenous status, provide information on the points at which Aboriginal and Torres Strait Islander students leave school. 'Progression ratios for Aboriginal and Torres Strait Islander students' is specified as a performance indicator in the [Aboriginal and Torres Strait Islander Action Plan 2010–2014](#).

As Table 7.6 shows, nearly all Aboriginal and Torres Strait Islander students proceeded to Year 10 in 2011. However, compared to non-Indigenous students, higher proportions of Aboriginal and Torres Strait Islander students left school before completing senior school studies. The percentage point gaps for the apparent progression rates between Aboriginal and Torres Strait Islander and non-Indigenous students increased markedly for Year 10–11 and Year 11–12.

Table 7.6 Comparative Indigenous and non-Indigenous apparent grade progression rates (per cent) and the percentage point gap between Indigenous and non-Indigenous apparent grade progression rates, Australia, 2011

Grade progression	Indigenous	Non-Indigenous	% point gap
Year 8–9	99.7	100.6	0.9
Year 9–10	97.8	100.6	2.8
Year 10–11	76.5	92.8	16.3
Year 11–12	67.5	86.7	19.2

Notes:

Apparent grade progression rates measure the number of full-time school students in a designated Year (level) of education as a percentage of their respective cohort group in the previous calendar year (the base year). Ungraded students are not included.

Care should be taken when interpreting these rates since a range of factors affecting the calculation are not taken into account, such as migration, students repeating a year of schooling and changes to part-time and full-time attendance patterns. These factors may account for apparent grade progression rates exceeding 100%.

Percentage point gap calculations are based on unrounded data.

The above apparent grade progression rates are not published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011. They can, however, be derived using full-time student counts that are included in that publication.

The above apparent grade progression rates reflect single year increments of the apparent retention rate concept published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011. The above apparent grade progression rates do not rely on population data, unlike the progression rates published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011.

Issues that may affect comparability over time can be found in the Explanatory Notes of the source publication.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 45

Table 7.7 presents national apparent grade progression rates by Aboriginal and Torres Strait Islander (Indigenous) status and the percentage point gaps over the period 2007–11.

Table 7.7 Comparative Indigenous and non-Indigenous apparent grade progression rates (per cent) and the percentage point gap between Indigenous and non-Indigenous apparent grade progression rates, Australia, 2007–11

	Year 8–9			Year 9–10			Year 10–11			Year 11–12		
	Indigenous	Non-Indigenous	% point gap	Indigenous	Non-Indigenous	% point gap	Indigenous	Non-Indigenous	% point gap	Indigenous	Non-Indigenous	% point gap
2007	97.1	100.5	3.4	92.0	99.4	7.4	76.4	90.4	14.0	63.3	85.0	21.7
2008	98.3	100.4	2.1	92.2	99.4	7.2	74.9	90.3	15.4	67.7	84.7	17.0
2009	98.9	100.5	1.6	91.7	99.6	7.9	77.3	91.9	14.6	67.0	86.1	19.1
2010	100.8	100.5	(0.3)	97.1	100.6	3.5	79.3	92.9	13.6	67.9	86.5	18.6
2011	99.7	100.6	0.9	97.8	100.6	2.8	76.5	92.8	16.3	67.5	86.7	19.2

Notes:

Apparent grade progression rates measure the number of full-time school students in a designated Year (level) of education as a percentage of their respective cohort group in the previous calendar year (the base year). Ungraded students are not included.

Care should be taken when interpreting these rates since a range of factors affecting the calculation are not taken into account, such as migration, students repeating a year of schooling and changes to part-time and full-time attendance patterns. These factors may account for apparent grade progression rates exceeding 100%.

Percentage point gap calculations are based on unrounded data.

The apparent grade progression rates above are not published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011. They can, however, be derived using full-time student counts that are included in that publication.

The above apparent grade progression rates reflect single year increments of the apparent retention rate concept published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011. The above apparent grade progression rates do not rely on population data, unlike the progression rates published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011.

Issues that may affect comparability over time can be found in the Explanatory Notes of the source publication.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 45

In 2011, the gap between the Aboriginal and Torres Strait Islander and non-Indigenous apparent grade progression rates from Year 9 to Year 10 narrowed to 2.8 per cent compared to a gap of 7.4 per cent in 2007.

These changes coincided with the adoption of the National Youth Participation Requirement in 2010 (requiring students to complete Year 10 and to remain at school or an approved alternative until they turn 17) in New South Wales, Victoria, the Australian Capital Territory and the Northern Territory, joining other jurisdictions which had already implemented this requirement.

The gap between Aboriginal and Torres Strait Islander and non-Indigenous rates widened as students moved from Year 10 to Year 11 and towards the end of schooling. While the non-Indigenous progression rate remained above 90 per cent, the Aboriginal and Torres Strait Islander rate was below 80 per cent.

Between 2010 and 2011 there was a decrease of nearly three percentage points in the Aboriginal and Torres Strait Islander Year 10 to 11 progression, while there was little change for non-Indigenous students. This is not surprising in that it may reflect the postponement of decisions to leave school from Year 9 to the end of Year 10 for this cohort.

As students moved to Year 12 in 2011, the non-Indigenous apparent grade progression rate remained above 85 per cent and the Aboriginal and Torres Strait Islander rate remained below 70 per cent.

7.3.3 Retention

Apparent retention rates estimate the percentage of students who progress from the first year of secondary school (Year 7 or Year 8 depending on the jurisdiction) to Year 10 and Year 12. Apparent retention rates for Indigenous and non-Indigenous students are included in Key Performance Measure 7(h) in the *Measurement Framework for Schooling in Australia 2010*. 'Retention rates for Aboriginal and Torres Strait Islander students' is specified as a performance indicator in the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*.

The Council of Australian Governments (COAG) Closing the Gap targets include halving the gap between Aboriginal and Torres Strait Islander and other students in the completion of Year 12 or its equivalent or Australian Qualifications Framework (AQF) Certificate II by 2020.

Secondary school apparent retention rates from Year 7/8 to Year 10 and Year 7/8 to Year 12 do not directly measure progress towards this target but are related to its Year 12 completion component.

Tables 7.8 and 7.9 show comparative apparent retention rates for Aboriginal and Torres Strait Islander and non-Indigenous students for 2011 and the period 2007–11.

Key Performance Measure 7(h)

Apparent retention rates from Year 7/8 to Year 10 and Year 12

Table 7.8 Comparative Indigenous and non-Indigenous apparent retention rates, Australia, 2011 (per cent)

Indigenous status	Australia (per cent)
Year 7/8–10	
Indigenous	98.7
Non-Indigenous	101.3
Gap (percentage points)	2.6
Year 7/8–12	
Indigenous	48.7
Non-Indigenous	80.7
Gap (percentage points)	32.0

Notes:

The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group in a base year. The base year is the first year of secondary school – Year 7 in NSW, Victoria, Tasmania, the Northern Territory and the ACT; Year 8 in Queensland, South Australia and Western Australia. Ungraded students are not included in the calculations.

Factors that may affect apparent retention rates at the national level include international migration, students repeating a year of education, students changing between full-time and part-time study and age requirements for participation in education. These factors may account for apparent retention rates exceeding 100%.

Apparent retention rates for Indigenous students can be affected by the disposition to identify as Indigenous over time.

Issues that may affect comparability over time can be found in the Explanatory Notes of the source publication.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 46

Table 7.9 Comparative Indigenous and non-Indigenous apparent retention rates, Australia, 2007–11 (per cent)

	2007	2008	2009	2010	2011
Year 7/8–10					
Indigenous	90.5	89.8	90.9	95.8	98.7
Non-Indigenous	99.4	99.9	100.1	101.0	101.3
Year 7/8–12					
Indigenous	42.9	47.2	45.4	47.2	48.7
Non-Indigenous	75.6	75.6	77.3	79.4	80.7

Notes:

The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group in a base year. The base year is the first year of secondary school – Year 7 in NSW, Victoria, Tasmania, the Northern Territory and the ACT; Year 8 in Queensland, South Australia and Western Australia. Ungraded students are not included in the calculations.

Factors that may affect apparent retention rates at the national level include international migration, students repeating a year of education, students changing between full-time and part-time study and age requirements for participation in education. These factors may account for apparent retention rates exceeding 100%.

Apparent retention rates for Indigenous students can be affected by the disposition to identify as Indigenous over time.

Issues that may affect comparability over time can be found in the Explanatory Notes of the source publication.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 46

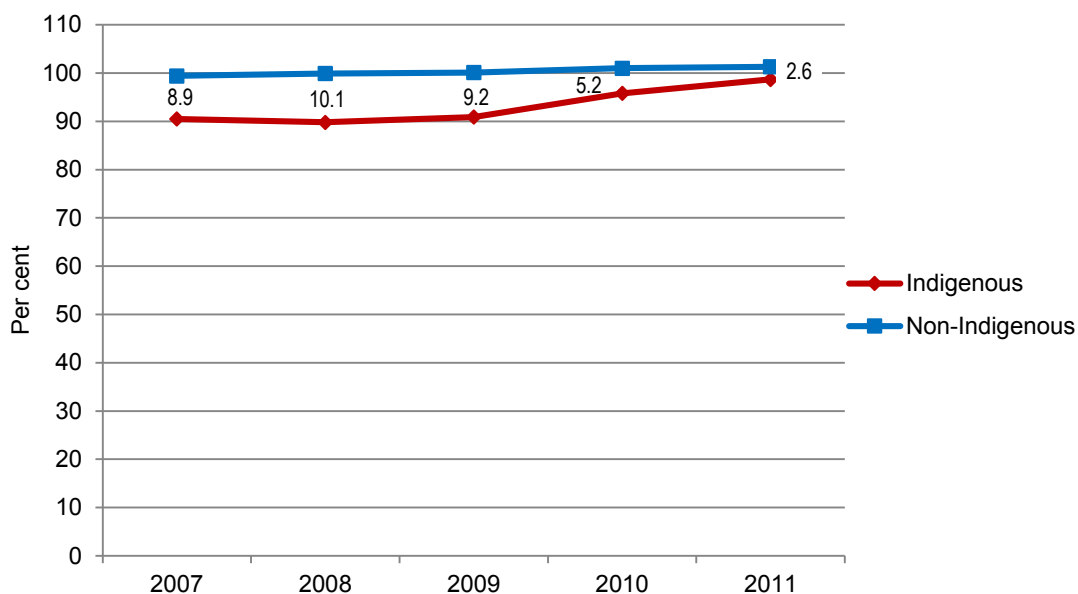
Indigenous student apparent retention rates at the national level are rising but they are still substantially lower than those of non-Indigenous students for apparent retention to Year 12.

In 2011, the apparent retention rate for Indigenous full-time students from Year 7/8 to Year 10 was 99 per cent. This continued an increasing trend from 2009 with an increase of eight percentage points from 91 per cent in 2009. The increases in 2010 and 2011 coincided with the adoption of the National Youth Participation Requirement (requiring students to complete Year 10 and to remain at school or an approved alternative until they turn 17) in New South Wales, Victoria, the Australian Capital Territory and the Northern Territory, joining other jurisdictions, which had already implemented this requirement.

Apparent retention rates from Year 7/8 to Year 12 for Indigenous students increased six percentage points, from 43 per cent in 2007 to 49 per cent in 2011. The gaps in Year 7/8 to Year 10 apparent retention rates between Indigenous students and non-Indigenous students have reduced by approximately six percentage points since 2007, with a gap of less than three percentage points in 2011. However, Aboriginal and Torres Strait Islander students are still much less likely than non-Indigenous students to undertake Year 12 (49 per cent compared with 81 per cent in 2011) with the gap between the two groups remaining steady in recent years.

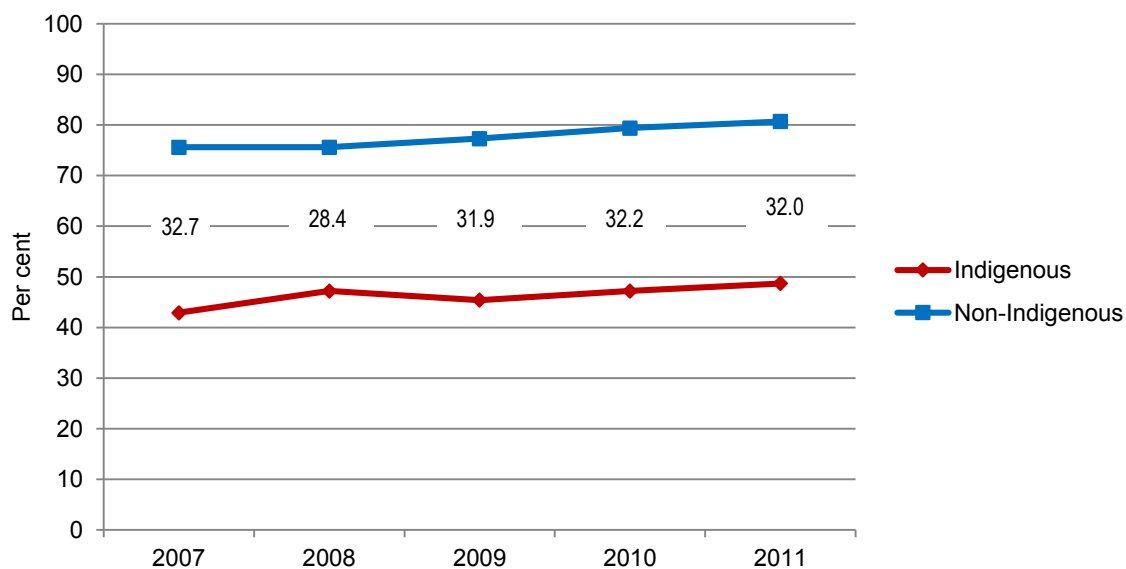
Figures 7.3 and 7.4 illustrate gaps in apparent retention rates between Indigenous and non-Indigenous students in the period 2007–11.

Figure 7.3 Comparative Indigenous and non-Indigenous apparent retention rates for Year 7/8 to 10, Australia, 2007–11



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Figure 7.4 Comparative Indigenous and non-Indigenous apparent retention rates for Year 7/8 to 12, Australia, 2007–11



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

7.3.4 Attendance

KPM 7(b) in the Measurement Framework for Schooling in Australia is defined as:

The number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.

This is also the performance indicator for attendance adopted in the National Education Agreement (NEA) and for reporting attendance rates in the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 2011 Annual Report*.

However, because the definitions and methodologies used by jurisdictions and sectors to collect the 2011 (and previous years) data are not uniform, accurate comparisons between jurisdictions and sectors cannot currently be made. Nor can the data collected in 2011 be aggregated or averaged to calculate KPM 7(b) at the national level.

All States and Territories and the non-government sectors are collaborating to standardise their collections in cooperation with the Australian Curriculum, Assessment and Reporting Authority (ACARA). These standards will enable consistent and comparable reporting of attendance rates for students in Years 1 to 10 (including ungraded students where applicable) across all sectors and jurisdictions in Australia for the 2014⁵ collection period and onwards.

Further care should be exercised in relation to student attendance data for Aboriginal and Torres Strait Islander students due to low student numbers in some jurisdictions and sectors especially for Catholic and independent schools.

Tables 42, 43 and 44 in Part 9: Additional Statistics show 2011 student attendance data by:

- Indigenous status
- school sector
- state and territory
- year level.

Tables 42, 43 and 44 depict data for the government, Catholic and independent sectors respectively. The comments below for each sector refer to the data in these tables and the corresponding tables in the 2007, 2008, 2009 and 2010 publications of the *National Report on Schooling in Australia*. The comments should be read in conjunction with these tables and with the [Explanatory notes for the 2011 student attendance data](#).

In 2011 the generally higher rate of attendance for non-Indigenous students compared to Aboriginal and Torres Strait Islander students continued.

⁵ Except for NSW government schools, which will comply with the new standards from 2015

Government school sector

Aboriginal and Torres Strait Islander attendance rates did not equal or exceed those of non-Indigenous students in any year level for the government sector in 2011. Generally for the 2011 collection period, student attendance rates were at or above 80 per cent for Aboriginal and Torres Strait Islander students across government schools, with the exceptions of Year 10 in Victoria and Tasmania; Years 9 and 10 in New South Wales and Queensland; Years 8, 9 and 10 in South Australia, Western Australia and the Australian Capital Territory; and Years 1 to 10 in the Northern Territory.

For the 2011 collection period, attendance rates for Aboriginal and Torres Strait Islander students were largely consistent for Years 1 to 6, then dropping from Years 7 to 10. The drop in attendance rates from Year 7 onwards is more pronounced than the drop in attendance rates from Year 8 for non-Indigenous students. All jurisdictions exhibit similar trends.

In 2011, the gaps between attendance rates for Aboriginal and Torres Strait Islander students compared to non-Indigenous students was minimal for Tasmanian government schools where for Years 1–6 the difference did not exceed two percentage points.

The Northern Territory government school sector had large gaps between attendance rates for Aboriginal and Torres Strait Islander students and non-Indigenous students for all year levels, with gaps in attendance rates ranging from 19 to 27 percentage points. The largest gap in the Northern Territory was for Year 9, where the attendance rate for non-Indigenous students was 27 percentage points higher than attendance rate for Aboriginal and Torres Strait Islander students.

Between 2010 and 2011 the gaps between Aboriginal and Torres Strait Islander and non-Indigenous student attendance rates did not increase by more than two percentage points for 74 of the 80 state/territory year cohorts. The six exceptions are for Year 10 in New South Wales, Years 7, 9 and 10 in Tasmania, Year 1 in the Northern Territory and Year 3 in the Australian Capital Territory. There have also been four state/territory year cohorts where the gaps between Aboriginal and Torres Strait Islander and non-Indigenous attendance rates reduced by more than two percentage points from 2010 to 2011. These are Year 8 in Tasmania, Year 9 in the Northern Territory and Years 1 and 5 in the Australian Capital Territory.

Non-government sectors

Care should be taken when interpreting attendance rates for Aboriginal and Torres Strait Islander students in non-government schools, particularly by year levels, due to the relatively low number of Aboriginal and Torres Strait Islander students enrolled

Due to the relatively low number of enrolled students and high variability between year levels, limited commentary is provided on Aboriginal and Torres Strait Islander student attendance rates in non-government schools (especially for jurisdictions with low enrolment numbers).

Catholic school sector

Total full-time and part-time student numbers were lowest in the Australian Capital Territory (236) and highest in New South Wales (5,413) followed by Queensland (4,438).

For New South Wales, Queensland and Tasmania, attendance rates for Aboriginal and Torres Strait Islander students were largely consistent for all year levels, with six percentage point variations between year levels.

The Northern Territory recorded large gaps between attendance rates for Aboriginal and Torres Strait Islander students compared to non-Indigenous students for all year levels, with attendance rates for Aboriginal and Torres Strait Islander students between 12 and 32 percentage points lower than for non-Indigenous students. The largest gap was for Year 10, where the attendance rate for non-Indigenous students was 32 percentage points higher than the attendance rate for Aboriginal and Torres Strait Islander students and, compared to 2010, the gap has increased by 13 percentage points.

Independent school sector

Total full-time and part-time students were lowest in the Australian Capital Territory (48) and Tasmania (218) and highest in Queensland (3,035) followed by New South Wales (1,776).

Between 2010 and 2011, the gaps between Aboriginal and Torres Strait Islander and non-Indigenous student attendance rates in independent schools improved for Year 10 in all jurisdictions except for South Australia and the Northern Territory. For the Northern Territory, the gap between Year 10 Aboriginal and Torres Strait Islander and non-Indigenous student attendance rates fell by 9 percentage points compared to 2010.

National Report on Schooling in Australia 2011

Aboriginal and Torres Strait Islander education

7.4 Literacy and numeracy

National Assessment Program – Literacy and Numeracy (NAPLAN) tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy are conducted in May each year for students across Australia in Years 3, 5, 7 and 9.

The [2011 NAPLAN National Report](#) shows results at national and state/territory levels by achievement levels and/or mean scores. Data are also presented by sex, Indigenous status, language background other than English, geolocation, parental education and parental occupation at each year level and for each domain of the test. NAPLAN results are reported at the school level on the [My School website](#).

Further information on NAPLAN is available on the [National Assessment Program](#) website and in [Part 5: Student achievement](#). This section of the report summarises information, at the national level, about the participation and results of Aboriginal and Torres Strait Islander students in NAPLAN 2011.

Key performance measures

The mean scale scores and proportion of students achieving at or above the national minimum standard in each domain and year level are specified as key performance measures (KPMs) in the [Measurement Framework for Schooling in Australia](#).

Table 7.10 shows the national percentages by Indigenous status of Years 3, 5, 7 and 9 students whose results place them at or above the minimum standard for Reading and the mean scale scores for Reading, by Indigenous status.

Key Performance Measure 1(a)
Proportion of students achieving at or above the national minimum standard for Reading
Key Performance Measure 1(b)
NAPLAN mean scale scores for Reading

Table 7.10 Achievement in Reading for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia, 2011

Status		Percentage of students at or above national minimum standard (%)	Mean scale score	Standard deviation
Year 3				
Indigenous		76.3	331.6	89.7
	CI±	1.7	4.0	
Non-Indigenous		94.9	420.4	84.9
	CI±	0.2	1.1	
All students		93.8	415.7	87.5
	CI±	0.2	1.2	
Year 5				
Indigenous		66.4	409.8	83.0
	CI±	1.7	4.1	
Non-Indigenous		92.9	492.3	73.5
	CI±	0.2	1.0	
All students		91.5	488.1	76.3
	CI±	0.3	1.1	
Year 7				
Indigenous		77.1	475.3	66.6
	CI±	1.4	2.6	
Non-Indigenous		95.7	543.7	65.6
	CI±	0.2	1.3	
All students		94.7	540.2	67.5
	CI±	0.3	1.3	
Year 9				
Indigenous		71.9	518.1	66.3
	CI±	1.6	2.7	
Non-Indigenous		93.5	582.5	64.5
	CI±	0.3	1.5	
All students		92.4	579.5	66.2
	CI±	0.3	1.5	

Notes:

Exempt students were not assessed and are deemed not to have met the minimum standard.

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals.

Confidence intervals should be used to compare data within 2011 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2011*; ACARA (unpublished)

In 2011, Reading achievement was the highest for Year 7 Aboriginal and Torres Strait Islander students, with 77.1 per cent achieving at or above the national minimum standard, compared to the lowest achievement of 66.4 per cent for Year 5 Aboriginal and Torres Strait Islander students.

Further information about student achievement in Reading, by Indigenous status, is available from the [2011 NAPLAN National Report](#). Specific achievement data for Reading are included for Year 3 (p. 4), Year 5 (p. 68), Year 7 (p. 132) and Year 9 (p. 196).

Table 7.11 shows the national percentages by Indigenous status of Years 3, 5, 7 and 9 students whose results place them at or above the minimum standard for Writing and the mean scale scores for Writing, by Indigenous status.

Key Performance Measure 1(c)

Proportion of students achieving at or above the national minimum standard for Writing

Key Performance Measure 1(d)

NAPLAN mean scale scores for Writing

Table 7.11 Achievement in Persuasive Writing for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia, 2011

Status	Percentage of students at or above national minimum standard (%)	Mean scale score	Standard deviation
Year 3			
Indigenous	79.9	343.5	88.9
	CI± 1.6	4.0	
Non-Indigenous	96.2	420.1	63.1
	CI± 0.2	0.8	
All students	95.3	415.9	67.1
	CI± 0.2	0.9	
Year 5			
Indigenous	68.9	408.1	89.8
	CI± 1.8	4.0	
Non-Indigenous	93.9	486.7	65.6
	CI± 0.2	0.9	
All students	92.5	482.6	69.3
	CI± 0.3	1.0	
Year 7			
Indigenous	66.9	454.5	91.1
	CI± 1.6	3.9	
Non-Indigenous	92.6	533.2	72.5
	CI± 0.3	1.4	
All students	91.1	529.1	75.8
	CI± 0.3	1.4	
Year 9			
Indigenous	55.0	483.0	95.6
	CI± 1.7	4.0	
Non-Indigenous	86.4	570.2	83.7
	CI± 0.5	1.9	
All students	84.8	565.9	86.5
	CI± 0.6	2.0	

Notes:

Exempt students were not assessed and are deemed not to have met the minimum standard.

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals.

Confidence intervals should be used to compare data within 2011 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2011*; ACARA (unpublished)

The Year 3 Writing outcome for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard (79.9 per cent) was the highest of all year levels for Writing in 2011. The proportion of Year 9 students at or above the national minimum standard in Writing (55.0 per cent) was the lowest for all year levels in Writing and across the three key domains in 2011.

Further information about student achievement in Writing, by Indigenous status, is available from the 2011 NAPLAN National Report. Specific achievement data for Writing are included for Year 3 (p. 15), Year 5 (p. 79), Year 7 (p. 143) and Year 9 (p. 207).

Table 7.12 shows the national percentages by Indigenous status of Years 3, 5, 7 and 9 students whose results place them at or above the minimum standard for Numeracy and the mean scale scores for Numeracy, by Indigenous status.

Key Performance Measure 2(a)

Proportion of students achieving at or above the national minimum standard for Numeracy

Key Performance Measure 2(b)

NAPLAN mean scale scores for Numeracy

Table 7.12 Achievement in Numeracy for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia, 2011

Status	Percentage of students at or above national minimum standard (%)	Mean scale score	Standard deviation
Year 3			
Indigenous	83.6	334.4	65.0
	CI± 1.3	2.4	
Non-Indigenous	96.4	401.7	69.1
	CI± 0.1	0.9	
All students	95.6	398.1	70.6
	CI± 0.2	0.9	
Year 5			
Indigenous	75.2	421.1	64.0
	CI± 1.5	2.7	
Non-Indigenous	95.5	491.3	66.4
	CI± 0.2	1.0	
All students	94.4	487.8	68.2
	CI± 0.2	1.1	
Year 7			
Indigenous	76.5	474.8	65.8
	CI± 1.4	2.4	
Non-Indigenous	95.5	548.5	72.1
	CI± 0.2	1.6	
All students	94.5	544.6	73.7
	CI± 0.2	1.6	
Year 9			
Indigenous	72.0	515.8	62.2
	CI± 1.6	2.3	
Non-Indigenous	94.1	586.7	70.8
	CI± 0.3	1.9	
All students	93.0	583.4	72.1
	CI± 0.3	1.9	

Notes:

Exempt students were not assessed and are deemed not to have met the minimum standard.

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals.

Confidence intervals should be used to compare data within 2011 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2011*; ACARA (unpublished)

In 2011, Numeracy achievement was the highest for Year 3 Aboriginal and Torres Strait Islander students, with 83.6 per cent achieving at or above the national minimum standard and across the three key domains. Year 9 Aboriginal and Torres Strait Islander students had the lowest achievement, with 72.0 per cent achieving at or above the national minimum standard.

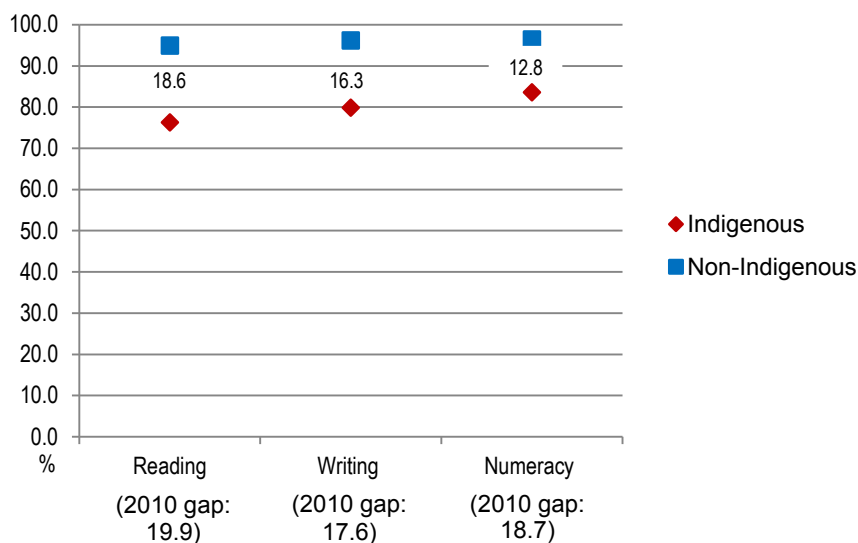
Further information about student achievement in Numeracy, by Indigenous status, is available from the 2011 NAPLAN National Report. Specific achievement data for Numeracy are included for Year 3 (p. 48), Year 5 (p. 112), Year 7 (p. 176) and Year 9 (p. 240).

Closing the Gap

The targets for the Closing the Gap strategy are to halve the gap in Reading, Writing and Numeracy achievement between Aboriginal and Torres Strait Islander students and non-Indigenous students by 2018 and to increase Aboriginal and Torres Strait Islander student participation rates in the National Assessment Program – Literacy and Numeracy (NAPLAN).

Figures 7.5 to 7.8 depict the gaps between the proportions of Indigenous and non-Indigenous students achieving the minimum standards in each of the NAPLAN key domains in 2011. The number shown between the plot points for each domain is the percentage point difference or ‘gap’ between non-Indigenous and Indigenous achievement.

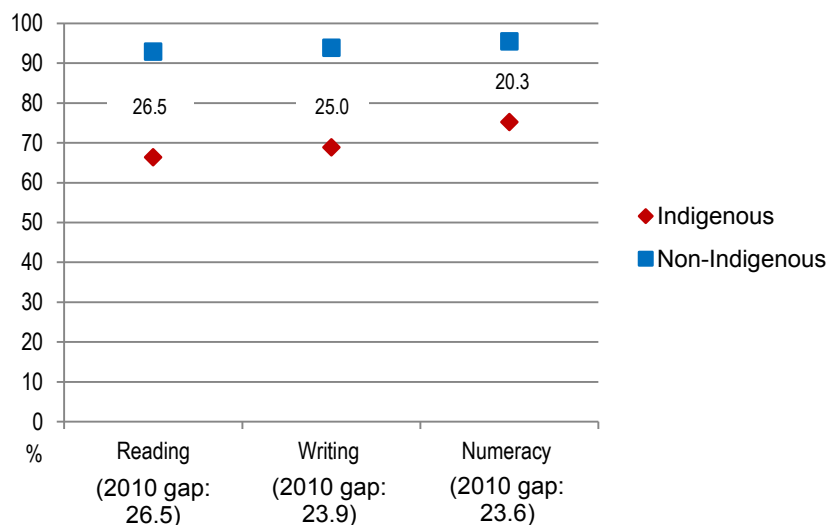
Figure 7.5 Achievement of Year 3 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2011



Note: The number shown between the plot points for each domain is the percentage point difference or ‘gap’ between non-Indigenous and Indigenous achievement.

Source: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2011*

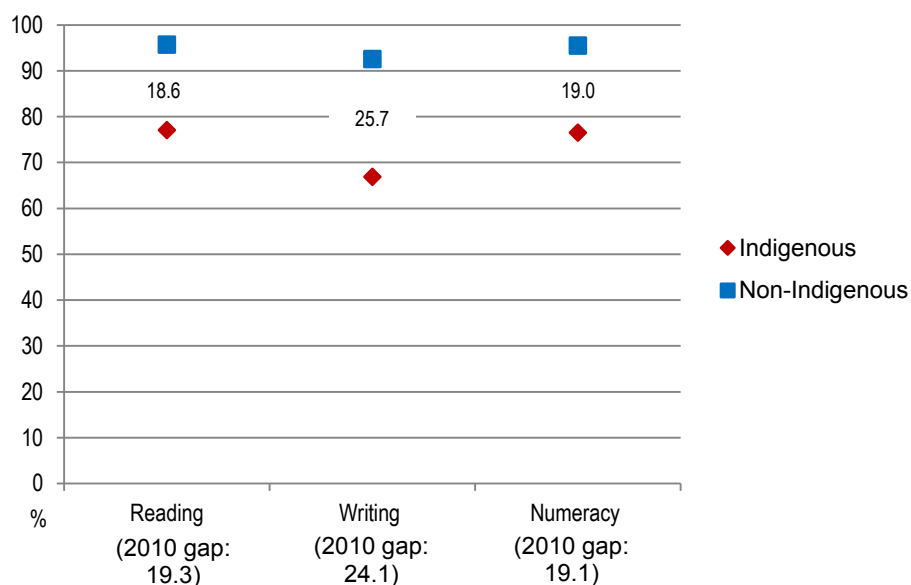
Figure 7.6 Achievement of Year 5 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2011



Note: The number shown between the plot points for each domain is the percentage point difference or 'gap' between non-Indigenous and Indigenous achievement.

Source: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2011*

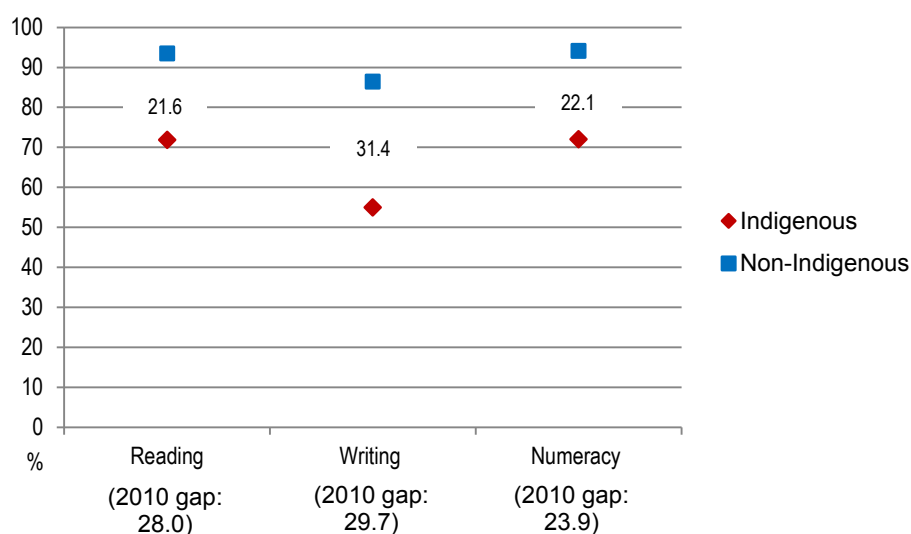
Figure 7.7 Achievement of Year 7 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2011



Note: The number shown between the plot points for each domain is the percentage point difference or 'gap' between non-Indigenous and Indigenous achievement.

Source: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2011*

Figure 7.8 Achievement of Year 9 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2011



Note: The number shown between the plot points for each domain is the percentage point difference or 'gap' between non-Indigenous and Indigenous achievement.

Source: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2011*

The gaps between the proportions of Aboriginal and Torres Strait Islander students and non-Indigenous students achieving at or above the national minimum standard in Reading ranged from 18.6 percentage points for the Years 3 and 7 cohorts to 26.5 percentage points for the Year 5 cohort. In Reading, relative to the equivalent gaps in 2010, the gaps for all year levels have decreased or remained the same in 2011.

The gap between the Aboriginal and Torres Strait Islander and non-Indigenous students achieving at or above the national minimum standard in Writing ranged from 16.3 percentage points for the Year 3 cohort to 31.4 percentage points for Year 9 cohort.

Although in 2011 the gap increased in the Writing domain with respect to each of the cohorts except Year 3, it should be noted that the 2011 NAPLAN program included assessment in Persuasive Writing, whereas in 2010 Narrative Writing was assessed. Because there is a difference in the way the narrative and persuasive tasks function across year levels, Persuasive Writing scores should not be compared with Narrative Writing scores from previous years.

The gaps between the proportions of Aboriginal and Torres Strait Islander and non-Indigenous students achieving the national minimum standard in Numeracy ranged from 12.8 percentage points for the Year 3 cohort to 22.1 percentage points for the Year 9 cohort. In Numeracy, relative to the equivalent gaps in 2010, the gaps for all year levels have decreased in 2011.

Overall, the gap between Aboriginal and Torres Strait Islander and non-Indigenous students was larger in Year 9 Writing (31.4 per cent) than the gap in any other year level in any of the key domains, with the smallest gap being in Year 3 Numeracy (12.8 per cent).

Progress towards halving the gap in literacy and numeracy achievement is monitored against indicative trajectories for each state and territory and is reported for the period 2008–11 in Chapter 4 of the report: *Indigenous Reform 2010–11: Comparing performance across Australia*.⁶

Furthermore, in its 2011 report to COAG on the National Education Agreement, the COAG Reform Council includes the following key finding:

There were some significant improvements from 2008 to 2011 in the proportion of Indigenous students reaching minimum standards of reading and numeracy – notably both improved in Year 3.⁷

NAPLAN participation

Key Performance Measure 7(i) in the *Measurement Framework for Schooling in Australia* relates to NAPLAN participation rates. Table 7.13 reports this KPM by Indigenous status.

Key Performance Measure 7(i)						
Proportion of students participating in NAPLAN for Years 3, 5, 7 and 9 for Reading, Writing and Numeracy						

Table 7.13 Number and proportion of students participating in Year 3, 5, 7 and 9 NAPLAN Reading, Persuasive Writing and Numeracy, by Indigenous status, Australia, 2011

Status	Reading		Writing		Numeracy	
	No.	%	No.	%	No.	%
Year 3						
Indigenous	12,973	90.1	12,940	89.8	12,819	89.0
Non-Indigenous	243,104	96.2	242,873	96.1	242,514	95.9
Year 5						
Indigenous	12,822	90.8	12,807	90.7	12,667	89.7
Non-Indigenous	248,117	96.7	247,988	96.6	247,240	96.3
Year 7						
Indigenous	12,568	88.8	12,591	89.0	12,396	87.6
Non-Indigenous	249,432	96.5	249,769	96.6	248,597	96.2
Year 9						
Indigenous	9,992	79.0	10,040	79.4	9,857	78.0
Non-Indigenous	235,699	93.7	236,693	94.1	234,604	93.2

⁶ COAG Reform Council, *Indigenous Reform 2010–11: Comparing performance across Australia*, COAG Reform Council, Sydney, 2012

⁷ COAG Reform Council, *Education 2011: Comparing performance across Australia*, COAG Reform Council, Sydney, 2012, p. xv

Notes:

Participation rates are calculated as all assessed and exempt students as a percentage of the total number of students in the year level, as reported by schools, which includes those absent and withdrawn.

Students for whom 'Indigenous status' was not stated are not included in the data which are provided by Indigenous status.

Source: ACARA, *National Assessment Program: Literacy and Numeracy – Achievement in Reading, Writing, Language Conventions and Numeracy*, 2011

Participation rates in NAPLAN in 2011 were consistently lower for Aboriginal and Torres Strait Islander students than for non-Indigenous students across all cohorts and key domains.

Further information on the participation rates of Year 3, 5, 7 and 9 students in Reading, Writing and Numeracy, by Indigenous status, is available in the 2011 NAPLAN National Report. Specific participation data for Reading, Writing and Numeracy are included for Year 3 (p. 58), Year 5 (p. 122), Year 7 (p. 186) and Year 9 (p. 250).

[National Assessment Program \(NAP\) – Information and Communication Technology Literacy](#)

The [National Sample Assessment for Information and Communication Technology Literacy](#) (NAP – ICT Literacy) tests students' ability to appropriately access, manage, integrate and evaluate information, develop new understandings and communicate with others in order to participate effectively in society.

In 2011, 5,710 Year 6 students, of which three per cent identified as Aboriginal or Torres Strait Islander, participated in the NAP – ICT Literacy assessment. For the Year 10 cohort, 5,313 students participated, of which three per cent identified as Aboriginal or Torres Strait Islander. The participating students were from both government and non-government schools.

Table 7.14 Percentage of students participating in the NAP – ICT Literacy assessment by year level, by Indigenous status, Australia, 2011

Indigenous status	Year 6 (%)	Year 10 (%)
Indigenous	3	3
Non-Indigenous	91	89
Missing data	6	8

Notes:

Codes used in the NAP – ICT Literacy Student Participation Form:

- Non-Aboriginal or Torres Strait Islander: *Neither Aboriginal nor Torres Strait Islander origin*
- Aboriginal or Torres Strait Islander: *Aboriginal but not Torres Strait Islander origin; Torres Strait Islander but not Aboriginal origin; Both Aboriginal and Torres Strait Islander origin*
- Missing: *not stated/unknown*

Sources: ACARA, *National Assessment Program – ICT Literacy Years 6 and 10 Report, 2011*, Table 2.5, p. 21; ACARA, *National Assessment Program – ICT Literacy Technical Report, 2011*, Table 5.1, p. 37

The proportion of students achieving at or above the proficient standard, Level 3 for Year 6 students and Level 4 for Year 10 students, in Information and Communication Technology Literacy is a key performance measure (KPM) in the *Measurement Framework for Schooling in Australia*.

The proportion of students achieving at the proficiency standards by Indigenous status is reported in Table 7.15.

Key Performance Measure 5

Proportion of students achieving at or above the proficient standard in ICT Literacy

Table 7.15 Proportion of students achieving at or above the proficient standards in ICT Literacy, by Indigenous status, Australia, 2011 (per cent)

Year 6 – Level 3		
	Mean	Percentage
Indigenous	343	31
CI±	22.1	8.4
Non-Indigenous	441	64
CI±	5.6	2.1
Australia	435	62
CI±	5.7	2.0
Year 10 – Level 4		
	Mean	Percentage
Indigenous	469	36
CI±	35.3	11.5
Non-Indigenous	563	66
CI±	5.6	2.3
Australia	559	65
CI±	5.7	2.3

Notes:

Results are rounded to the nearest whole number.

CI± = Confidence Interval (1.96*SE)

Source: ACARA, *National Assessment Program – ICT Literacy Years 6 and 10 Report, 2011*, Table 4.12, pp. xxii, 61

Nationally, the performance of non-Indigenous students was higher than that of Aboriginal and Torres Strait Islander students at both year levels.⁸ Sixty-four per cent of non-Indigenous Year 6 students performed at or above the Proficient Standard compared to 31 per cent of Indigenous students. Sixty-six per cent of non-Indigenous Year 10 students performed at or above the Proficient Standard compared to 36 per cent of Indigenous students.

The NAP – ICT Literacy results in 2011 show a large gap in performance between Aboriginal and Torres Strait Islander students and non-Indigenous students. These findings are similar to those in previous assessments for both Years 6 and 10.

The National Assessment Program – ICT Literacy Years 6 and 10 Report for 2011 is available on the [National Assessment Program website](#).

⁸ ACARA, *National Assessment Program – ICT Literacy Years 6 and 10 Report, 2011*, p. xviii

National Report on Schooling in Australia 2011

Aboriginal and Torres Strait Islander education

7.5 Leadership, quality teaching and workforce development

The [*Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*](#) states the following:

It is important that all Aboriginal and Torres Strait Islander students are taught by high quality teachers in schools led by effective and supportive principals who are assisted by a world-class curriculum that incorporates Aboriginal and Torres Strait Islander perspectives ... Building a well-qualified Aboriginal and Torres Strait Islander educator workforce is an important way of potentially reducing the impact of high teacher turnover in school communities with Aboriginal and Torres Strait Islander students.

Educational leadership by principals that acknowledges and embraces Aboriginal and Torres Strait Islander leadership is also central to establishing and maintaining cultures of learning that are inclusive of Aboriginal and Torres Strait Islander students and their families and enables and celebrates student achievement.⁹

There are no national level data for performance indicators under this domain. However, the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 2011 Annual Report* publishes data for these performance indicators at state and territory level.

⁹ MCEECDYA, *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*, p. 22

National Report on Schooling in Australia 2011

Aboriginal and Torres Strait Islander education

7.6 Pathways to real post-school options

The [Measurement Framework for Schooling in Australia](#) includes a number of key performance measures (KPMs) relating to the participation and attainment of young Australians in senior schooling, post-school education and employment. These encompass the completion of secondary education (Year 12) but also the participation of young people in education, training and work beyond school, and their attainments in post-school education and training.

The measures relating to post-school participation and attainment reflect the policy intent of the Melbourne Declaration to define educational goals, not just for current school students, but for all young Australians and to examine the longer-term outcomes of schooling for students.

These measures are reported for the full cohorts of young people in [Part 6: Senior schooling and youth transitions](#).

However, the measures cannot be disaggregated by Indigenous status for 2011 as the source data specified for the KPMs, the Australian Bureau of Statistics annual Survey of Education and Work, is not suitable for this purpose.

This also impacts on the capacity for reporting on progress against the COAG target to at least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020, to which KPM 8(a) relates.

KPM 8(a), 'proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above', disaggregated by Indigenous status, is also the performance indicator for the domain 'pathways to real post-school options' in the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*, expressed as the 'proportion of Aboriginal and Torres Strait Islander people aged 20 to 24 having attained at least Year 12 or equivalent or AQF Certificate II or above'.

As with the disaggregation of the key performance measure, national data are not available to report this indicator for 2011.

National Report on Schooling in Australia 2011

Part 8

Funding Australia's schools

Overview

This section provides information on six main areas:

1. Funding arrangements for Australian schools in 2011
2. Funding overview of government and non-government schools in 2011
3. Government school funding and trends
4. Non-government school funding and trends
5. Capital expenditure on government and non-government schools in 2010–11
6. Overview of *My School* financial information for the 2010 calendar year.

The report provides an outline of government (both Australian and State/Territory) funding arrangements for each of the school sectors.

In line with State and Territory government budgets, government school funding is historically reported on a financial year basis. The financial year reported is the period 1 July 2010 to 30 June 2011. This is referred to as 2011 funding in this section of the report.

Non-government school funding is provided on a calendar year basis and reflects funding and expenditure for the 2011 calendar year except for data sourced from the *Report on Government Services* (ROGS), which are calculated for the 2010–11 financial year. (These are derived by averaging full-time equivalent student numbers for the 2010 and 2011 calendar years.)

Part 8.6 of the report provides high-level profiles of recurrent funding information for the 2010 calendar year published for individual schools on the *My School* website. These data were released at the same time (March 2012) as *My School* non-finance data for the 2011 school year. *My School* calendar year finance data will always lag by one year relative to most *My School* non-finance data.

National Report on Schooling in Australia 2011

Funding Australia's schools

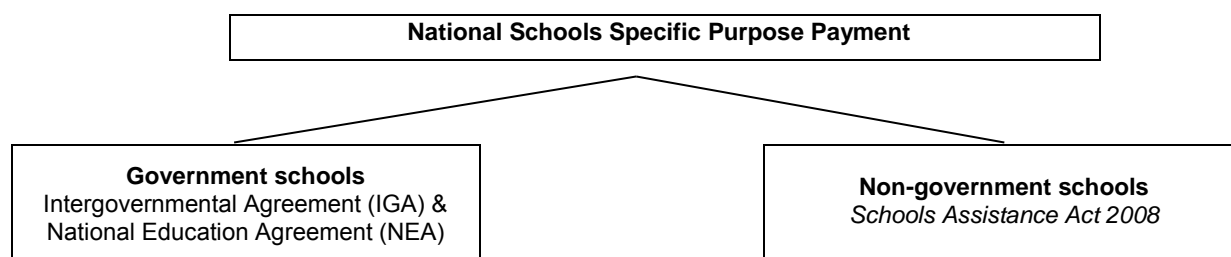
8.1 Funding arrangements in 2011

In 2011 Australian Government funding to schools was allocated under the framework for federal financial relations agreed by the Council of Australian Governments (COAG) in 2009.

Under this framework, the Australian Government provided significant increases to school funding in 2009 and 2010 through the [Intergovernmental Agreement \(IGA\) on Federal Financial Relations](#); National Partnerships, including Building the Education Revolution and the Digital Education Revolution; [Trade Training Centres in Schools](#) and the [Schools Assistance Act 2008](#). This funding approach continued in 2011.

States and Territories continued to fund specific school education initiatives and the bulk of government school costs for their jurisdictions.

Specific purpose education program funding is provided to State and Territory governments as a National Schools Specific Purpose Payment (National Schools SPP) through the IGA under the *Federal Financial Relations Act 2009*. The non-government schools funding component of the National Schools SPP is determined by the *Schools Assistance Act 2008*.¹



Other separate components of funding are provided through National Partnerships and other school education programs funded by annual appropriations (Commonwealth Own-Purpose Expenses (COPEs)).

National Schools Specific Purpose Payment – government schools component

The National Schools SPP for government schools is provided through the Intergovernmental Agreement on Federal Financial Relations.

Associated with this funding is a National Education Agreement which sets out the objectives and outcomes for government schooling, the roles and responsibilities of each level of government, performance indicators and benchmarks, reporting mechanisms and 'policy and reform directions'.

State and Territory governments have discretion as to how to apply the National Schools SPP to achieve the agreed outcomes.

¹ Prior to 2009, program-based financial assistance was provided to State and Territory governments for expenditure on government schools and Australian Government funding for government and non-government schools was provided under the same legislation. Due to the changes to Australian Government funding arrangements for government schools from 2009, cross-sectoral funding comparisons by program are no longer possible.

Under the National Schools SPP the previous recurrent, targeted and capital funding has been combined into an agreed base amount. This base amount is indexed each year according to a formula based on increases in Average Government School Recurrent Costs (AGSRC) and growth in full-time equivalent primary and secondary school enrolments.

Additional funding for government primary school students was incorporated into the SPP in 2009. This funding was due to a per capita funding increase from 8.9 per cent to 10 per cent of AGSRC. Government primary and secondary school students are now funded at the same percentage of AGSRC.

Funding for Indigenous students in government schools, previously provided under the *Indigenous Education (Targeted Assistance) Act 2000*, was also incorporated into the base amount.

The government school component of the National Schools SPP becomes part of the total State or Territory government funding pool (which includes Australian and State and Territory government funds). Each State and Territory government then allocates funds from this total pool (or distributes resources) to schools based on its particular allocative mechanism (which is different for each State and Territory).

Average Government School Recurrent Costs (AGSRC) are the benchmark for general recurrent funding levels and relate to the cost of educating a student in a government school. AGSRC are the basis of Australian Government recurrent funding for government and non-government school students. All school students are funded at a percentage of AGSRC.

The AGSRC amounts for primary and secondary school students are calculated based on State and Territory government expense data. These AGSRC amounts are changed annually after consideration of movements in the data reported to ACARA through the MCEECDYA National Schools Statistics Collection (NSSC) (Finance). Capital related items, such as the user cost of capital and depreciation, are excluded from the calculation of AGSRC.

National Schools Specific Purpose Payment – non-government schools component

Australian Government funding for the non-government schools component of the National Schools SPP (for the 2009 to 2012 quadrennium, with funding under that quadrennium being extended to 2013) is determined by the *Schools Assistance Act 2008*. Funding under the Act continues to provide for general recurrent and capital purposes as well as targeted programs. Funding for the Indigenous Supplementary Assistance (ISA) is also provided under the Act.

The distribution arrangements for the non-government schools component of the National Schools SPP vary between systemic and non-systemic non-government schools. (See [Part 10: Glossary](#) for explanations of systemic and non-systemic non-government schools.)

State and Territory Treasuries distribute Australian Government general recurrent grants directly to non-systemic independent schools.

Systemic non-government schools are paid through their system authorities. Like government education systems, non-government system authorities have the flexibility to distribute the general recurrent grants according to their own needs-based allocative mechanisms.

Australian Government funding for targeted programs for non-government schools is distributed through Catholic systemic school authorities and independent school associations in each State and Territory. Funding for capital grants is made through Block Grant Authorities (BGAs).

The *Schools Assistance Act* also provides additional recurrent funding for Indigenous students in non-government schools called Indigenous Supplementary Assistance (ISA). Non-government schools in remote areas receive a higher rate of ISA for Indigenous students. Non-government schools in non-remote areas with more than 50 Indigenous boarding students from remote Indigenous communities also receive a higher rate of ISA for these students.

Funding for Indigenous students in non-government schools was previously provided through a number of different programs under the *Indigenous Education (Targeted Assistance) Act 2000*. This funding was replaced by a single per student payment – Indigenous Supplementary Assistance. The Indigenous Funding Guarantee provides transitional funding to ensure that schools do not receive less funding in dollar terms than under the previous arrangements, taking into account enrolment changes.

A remoteness loading for non-government schools is provided in recognition of the higher cost of delivering education services in regional and remote areas of Australia. Non-government schools that have campuses located in defined remote areas receive a per student remoteness loading at 5 per cent, 10 per cent or 20 per cent of a school's socio-economic status (SES) funding rate for general recurrent grants, depending on the degree of remoteness of the school campus.

Non-government schools also receive funding for distance education students, at the base rate of 13.7 per cent of AGSRC on a full-time equivalent basis.

National Partnerships

Additional funding for both government and non-government schools is provided by a number of special purpose National Partnerships. Most of the National Partnerships have been formulated through COAG and have as their basis an agreed national goal. The structure and conditions of the National Partnerships vary, and include, in some cases, co-payments with State and Territory government and non-government education authorities, facilitation payments, performance rewards based on negotiated outcomes and targets, reform measures and the creation of pilot programs.

National Partnerships include:

- Digital Education Revolution
- Nation Building and Jobs Plan
 - Building the Education Revolution
 - National School Pride Program
 - Primary Schools for the 21st Century
 - Science and Language Centres for 21st Century Secondary Schools
- Smarter Schools
 - Low Socio-economic Status School Communities
 - Literacy and Numeracy
 - Improving Teacher Quality
- Youth Attainment and Transitions

- Closing the Gap (Northern Territory)
- Trade Training Centres in Schools.²

Information on the content of National Partnerships is provided in [Part 2: National initiatives and achievements](#).

Other funding

There are other Australian Government payments, made to both the government and non-government sectors, which are termed Commonwealth Own-Purpose Expenses (COPEs). These are mostly administered by the Department of Education, Employment and Workplace Relations (DEEWR) and are funded through annual appropriations. Major school education programs in this category include:

- National Asian Languages and Studies in Schools Program
- National School Chaplaincy Program
- Quality Outcomes Program.

Payments to States and Territories

National Schools Specific Purpose Payments, for both government and non-government school sectors, are paid by the Commonwealth Treasury to State and Territory Treasuries. State and Territory Treasuries then distribute these funds to State and Territory government education departments, non-government school education authorities and independent schools.

National Partnership payments are paid by the Commonwealth Treasury primarily to State and Territory Treasuries according to the terms of the individual partnership agreements.

Review of funding for schooling

In 2010, the Australian Government initiated a review of funding arrangements for schooling to develop a funding system which was '... transparent, fair, financially sustainable and effective in promoting excellent educational outcomes for all Australian students'. This review, led by a panel of community leaders with expertise in education and public policy, was conducted in 2010 and 2011. The panel received more than 7,000 submissions, visited 39 schools and consulted 71 education groups across Australia.

Its final report, *Review of Funding for Schooling: Final Report* (known as the Gonski Report) was presented to the Commonwealth Minister for School Education in December 2011.

² While Trade Training Centres in Schools does not operate under National Partnerships, payments made to the government sector have been made using the National Partnerships framework.

National Report on Schooling in Australia 2011

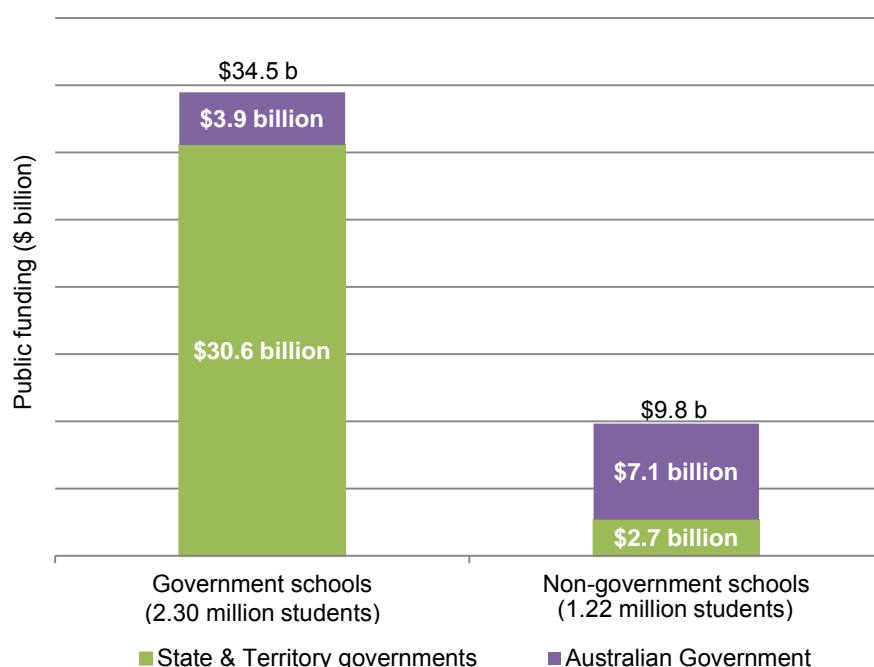
Funding Australia's schools

8.2 An overview of government funding of schools in 2011

The funding arrangements introduced by the Australian Government in 2009 are outlined in [Part 8.1: Funding arrangements in 2011](#). Government school funding for 2011 (2010–11 expenditure) reflects the funding arrangements that commenced in 2009 specified in the Intergovernmental Agreement (IGA) on Federal Financial Relations.

Federal and State and Territory government recurrent expenditure on school education in Australia for 2011 was \$44.3 billion. This is illustrated in Figure 8.1, broken down by government funding sources.

Figure 8.1 Recurrent government funding for school education, Australia, 2010–11 (accrual basis)



Notes:

Depreciation and user cost of capital expenses relating to government schools have been attributed to States/Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with States and Territories responsible for maintenance costs. Australian Government expenditure data in this table include only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.

Student numbers are 2010–11 average full-time equivalent (FTE) student populations.

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Tables 4A.6–7; MCEECDYA, National Schools Statistics Collection (NSSC), 2011

See also Part 9: Additional Statistics Table 49, Table 55 and Table 60

Growth in recurrent funding between 2010 and 2011 is outlined as follows:

- **All schools** expenditure increased by 6.0 per cent.

Operating expenditure rose from \$41.8 billion in 2009–10 to \$44.3 billion in 2010–11, an increase of \$2.5 billion.

- **Government school sector** expenditure increased by 4.8 per cent. Operating expenditure rose from \$32.9 billion in 2009–10 to \$34.5 billion in 2010–11, an increase of \$1.6 billion.
- **Non-government school sector** expenditure increased by 10.6 per cent. Operating expenditure rose from \$8.9 billion in 2009–10 to \$9.8 billion in 2010–11, an increase of \$0.9 billion.

In 2011, the government school sector received 77.8 per cent of recurrent government funding while the non-government sector received 22.2 per cent.

Total government school education funding, on a student per capita basis, was on average \$15,002 for the government sector and \$8,092 for the non-government sector.

Table 8.1 below indicates the total government funding and student per capita funding from Australian and State/Territory levels of government to the government and non-government sectors.

Table 8.1 Recurrent government funding for school education, Australia, 2010–11 financial year (accrual basis)

2011 government funding to schools (\$ billion and \$ per capita)	Government		Non-government		Total	
	(\$ billion)	\$ per FTE student	(\$ billion)	\$ per FTE student	(\$ billion)	\$ per FTE student
State and Territory governments	30.558	13,299	2.700	2,221	33.258	9,466
Australian Government	3.913	1,703	7.137	5,871	11.050	3,145
Total Australian/State/Territory government funding	34.471	15,002	9.837	8,092	44.308	12,611
Average FTE students ^(a)	2,297,790		1,215,753		3,513,543	

(a) Average number of full-time equivalent (FTE) students, 2010 and 2011 calendar years. See [Part 10: Glossary](#) for definition of FTE.

Note:
Components may not add to totals due to rounding.

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services* 2013, Tables 4A.6, 4A.7, 4A.11, 4A.13, 4A.14; MCEECDYA, National Schools Statistics Collection (NSSC), 2011

See also Part 9: Additional Statistics Table 49, Table 50 and Table 51

Total government funding per student over the past five years is outlined in the graph and table, Figure 8.2. This shows government school per student recurrent funding increasing over this period at a greater rate than for the non-government school sector.

The growth in government school student per capita recurrent funding reflects award increases, government initiatives and also incorporates the changes in funding arrangements under the *Federal Financial Relations Act 2009* by the Australian Government from 1 January 2009 when there was an increase in government funding per primary

student, a new broadbanded specific purpose payment, which included former capital funding in the recurrent base, and National Partnership funding.

Primary student government funding increased from 8.9 per cent of the Average Government School Recurrent Costs (AGSRC) to 10.0 per cent of the AGSRC, and the percentage is now in line with government secondary schools per capita funding. National Partnership funding began in 2009 and expenditure on these programs started to be reflected in increased expenditures.

Funding movements within and between government and non-government schooling also reflect student profiles and related targeted needs funding.

Figure 8.2 Total government per capita recurrent funding, government and non-government schools, 2006–07 to 2010–11 (actual \$ per FTE)

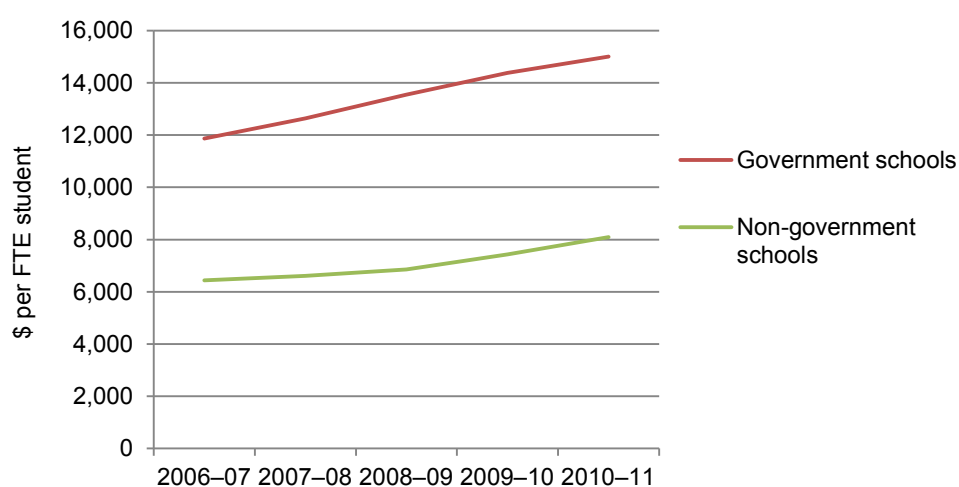


Figure 8.2 – source data (\$)	2006–07	2007–08	2008–09	2009–10	2010–11
Government schools	11,874	12,639	13,544	14,380	15,002
Non-government schools	6,440	6,606	6,851	7,427	8,092

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Productivity Commission, Canberra, Tables 4A.11, 4A.13; MCEECDYA National Schools Statistics Collection (NSSC), 2007, 2008, 2009, 2010, 2011

See also Part 9: Additional Statistics Table 49, Table 50 and Table 51 for government school data.

Table 8.2 reflects the Australian Government’s funding agreements commenced in 2009, which incorporate National Schools SPP and National Partnership funding; and the Nation Building and Jobs Plan, which incorporates Building the Education Revolution. The Nation Building and Jobs Plan program includes recurrent and capital expenditure elements.

Table 8.2 Australian Government specific purpose payments for schools by government/non-government, recurrent/capital, Australia, 2010–11 financial year (accrual basis) (\$'000)

Australia	
Government schools	
Recurrent expenditure	
National Schools SPP ^(a)	3,550,719
Total recurrent – government schools^(a)	3,550,719
Capital expenditure	
Capital grants allocation ^(a)	0
Total capital – government schools	0
Total recurrent & capital – government schools	3,550,719
National Partnership payments	
Smarter Schools	
• Improving Teacher Quality	24,231
• Literacy and Numeracy	118,782
• Low SES School Communities	181,111
Digital Education Revolution	62,946
Trade Training Centres in Schools ^(b)	190,606
Closing the Gap – Northern Territory	
• Teacher housing ^(c)	3,680
• Quality teaching, accelerated literacy	16,290
• Supporting remote schools – additional teachers	29,200
Total National Partnerships	626,846
Total National Partnerships, recurrent & capital – government schools	4,177,565
Nation Building and Jobs Plan	
Building the Education Revolution	3,714,239
Total Nation Building & Jobs Plan	3,714,239
Total Nation Building & Jobs Plan, National Partnerships, recurrent & capital – government schools	7,891,804
Non-government schools	
Recurrent expenditure	
National Schools SPP ^(a)	7,085,608
Total recurrent – non-government schools	7,085,608
Capital expenditure	
Capital grants allocation ^(a)	0
Total capital – non-government schools	0
Total recurrent & capital – non-government schools	7,085,608
National Partnership payments	
Smarter Schools	
• Improving Teacher Quality	9,770
• Literacy and Numeracy	19,680
• Low SES School Communities	22,150
Digital Education Revolution	37,000
Trade Training Centres in Schools ^(b)	68,368
Closing the Gap – Northern Territory	

• Teacher housing	516
Total National Partnerships	157,484
Total recurrent, capital & National Partnerships	7,243,092
Nation Building and Jobs Plan	
Building the Education Revolution	1,645,127
Total Nation Building and Jobs Plan – non-government schools	1,645,127
Total recurrent, capital, National Partnerships and Nation Building & Jobs Plan – non-government schools	8,888,219
All schools	
Total recurrent	10,636,327
Total capital^(a)	0
Total National Partnership payments	784,330
Total Nation Building & Jobs Plan	5,359,366
Total	16,780,023

(a) From 1 January 2009 capital expenditure for government schools is included in the National Schools SPP. For consistency, the National Schools SPP for non-government schools includes capital grants totalling \$125.2 m.

(b) The Trade Training Centres in Schools Program operates as a 'deemed' National Partnership through 'Overarching Funding Agreements' with all government and non-government education authorities.

(c) This amount includes \$80,000 relating to Closing the Gap – Northern Territory Teacher Housing Program that was not included in the *Report on Government Services 2013*.

Notes:

Components may not add to totals due to rounding.

Expenditure in respect to a certain program year can be incurred in subsequent years.

National Partnership payments incorporate recurrent and capital elements with the exception of Digital Education Revolution and Trade Training Centres in Schools, which are capital funding only.

Sources: Australian Government DEEWR; Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Table 4A.8

See also Part 9: Additional Statistics Table 60

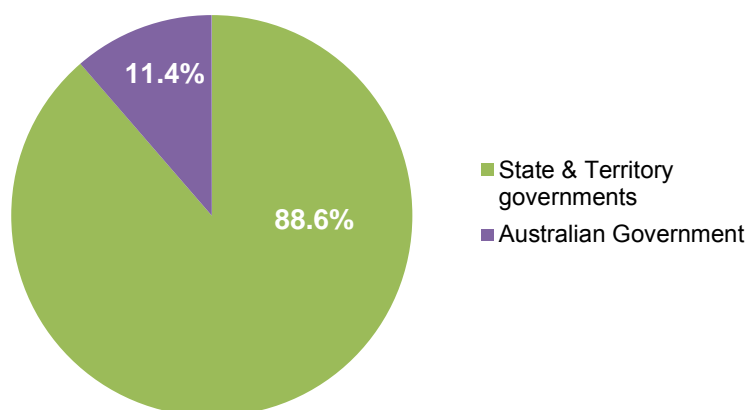
National Report on Schooling in Australia 2011

Funding Australia's schools

8.3 Funding for government schools

Australia's constitutional arrangements allocate primary responsibility for school education to State and Territory governments. They are the major funders of government schools and in 2010–11 contributed 88.6 per cent (\$30.6 b) of total recurrent funding, with the Australian Government contributing the remaining 11.4 per cent (\$3.9 b).

Figure 8.3 Total government recurrent expenditure per student, government schools, Australia, 2010–11 (%)



Source: Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Productivity Commission, Canberra, Table 4A.7

Australian Government funding for government schools

In 2009 the Australian Government introduced new funding arrangements for government schools (outlined in [Part 8.1: Funding arrangements in 2011](#)). These incorporated:

- **The National Schools Specific Purpose Payment** under the Intergovernmental Agreement (IGA) is based on primary and secondary enrolments and a per capita grant. This is indexed annually according to increases in the Average Government School Recurrent Costs (AGSRC) and growth in enrolments.
- The Intergovernmental Agreement also covers **National Partnership Agreements**. Each National Partnership Agreement has its own conditions and funding is based on the achievement of educational outcomes.
- **Commonwealth Own-Purpose Expenses Annual Appropriations (COPEs)** include a range of specific purpose programs.

Under the IGA all State and Territory governments are given flexibility in how much of this funding is to be allocated to recurrent and capital programs.

Government school recurrent expenditure

The total recurrent expenditure by government education systems over the past five years is provided at Figure 8.4.

Figure 8.4 Australian, State and Territory government recurrent expenditure (actual \$'000), government schools, 2006–07 to 2010–11

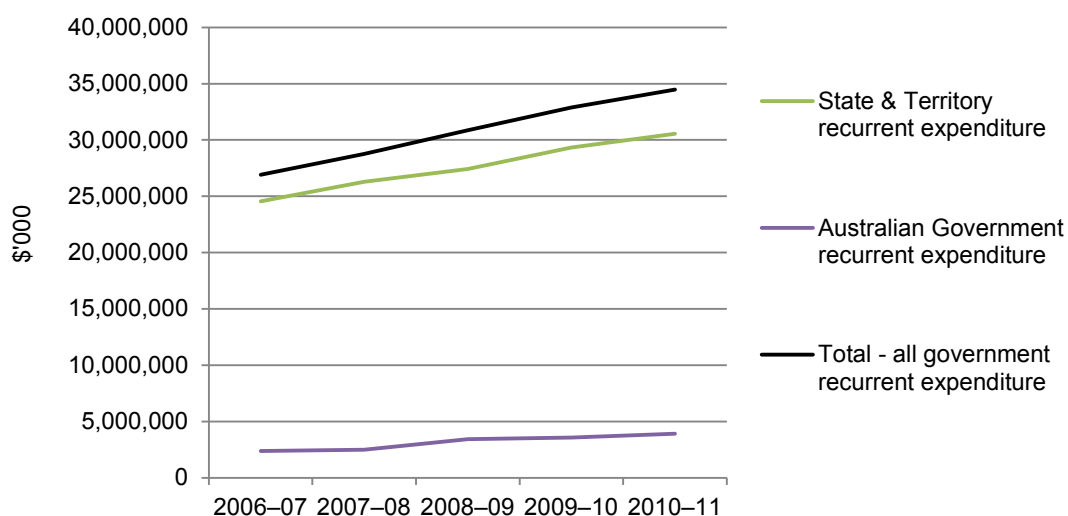


Figure 8.4 – source data (\$'000)	2006–07	2007–08	2008–09	2009–10	2010–11
State and Territory recurrent expenditure	24,550,552	26,272,069	27,415,480	29,332,876	30,558,097
Australian Government recurrent expenditure	2,373,104	2,485,752	3,440,779	3,561,513	3,912,533
Total – all government recurrent expenditure	26,923,656	28,757,821	30,856,259	32,894,389	34,470,630

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services* (various years), Productivity Commission, Canberra; MCEECDYA National Schools Statistics Collection (NSSC) (Finance) 2007, 2008, 2009, 2010, 2011

See also Part 9: Additional Statistics Table 49

Figure 8.4 shows government school recurrent expenditure has increased from \$26.9 billion to \$34.5 billion from 2006–07 to 2010–11, an increase of 28.0 per cent or an annual average increase of 6.4 per cent.

As can also be seen in Figure 8.4, the Australian Government has contributed an increasing proportion of government school funding. This is due to National Partnerships, the broadbanding of programs as a result of new funding arrangements that commenced in 2009 and the impact of increasing primary school per capita funding in 2009. The increased Australian Government funding is reflected as an upward movement in its trend line. This was most pronounced between 2007–08 and 2008–09, with an increase of 38.4 per cent.

In 2011 the primary and secondary student government funding is set at 10.0 per cent of the AGSRC. (Primary funding increased from 8.9 per cent to 10.0 per cent of the AGSRC in 2009 to be in line with government secondary schools per capita funding.)

It should be noted that in 2009 the relative funding shares between the Australian and State and Territory governments were also impacted by the Australian Government transferring former capital funding into its broadbanded recurrent program (National Schools Specific Purpose Payment). It should also be noted that funding arrangements, including the methodology for allocating funding, differ among States and Territories. Historically, government school systems have not reported expenditure related to income received from parents and school communities under national reporting frameworks.

Government school recurrent per capita expenditure

Per capita relativities from 2006–07 to 2010–11 are shown below in Figure 8.5.

Figure 8.5 Australian, State and Territory government recurrent expenditure per student, government schools (actual \$ per FTE student), 2006–07 to 2010–11

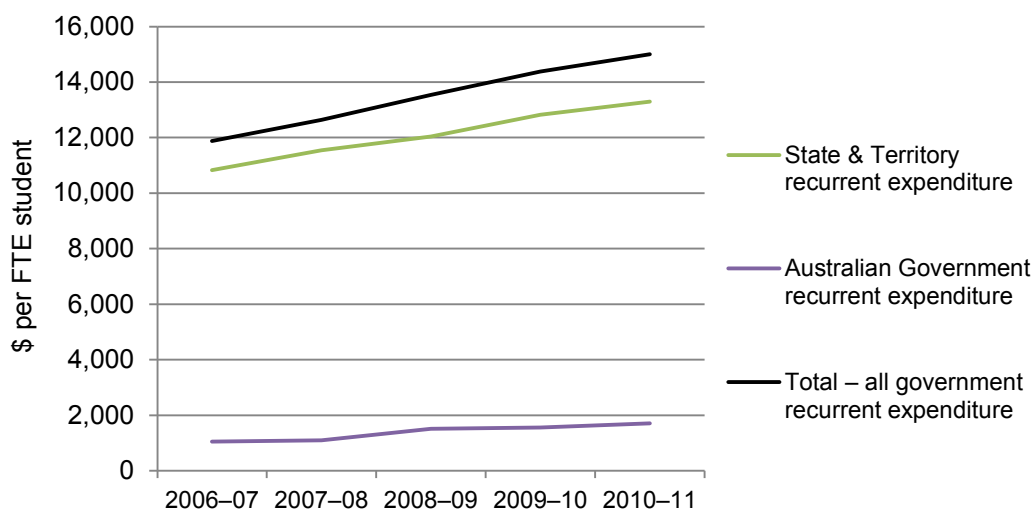


Figure 8.5 – source data (\$)	2006–07	2007–08	2008–09	2009–10	2010–11
State and Territory recurrent expenditure	10,827	11,546	12,034	12,823	13,299
Australian Government recurrent expenditure	1,047	1,092	1,510	1,557	1,703
Total – all government recurrent expenditure	11,874	12,639	13,544	14,380	15,002

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services* (various years), Productivity Commission, Canberra; MCEECDYA National Schools Statistics Collection (NSSC) (Finance), 2007, 2008, 2009, 2010, 2011

See also Part 9: Additional Statistics Table 50

The recurrent student per capita expenditure (shown in Figure 8.5 above) shows similar movements to total government school expenditure. Expenditure per student has increased from \$11,874 to \$15,002 from 2006–07 to 2010–11, an increase of 26.3 per cent or an annual average increase of 6.0 per cent.

Primary and secondary school recurrent per capita expenditure

Per capita recurrent expenditure in government schools has steadily increased over the past decade. Table 8.3 shows that in 2010–11 this expenditure reached \$13,895 for primary students and \$16,720 for secondary students.

Table 8.3 also shows a growth of 4.3 per cent in total per capita funding over 2009–10 to 2010–11, from \$14,380 to \$15,002.

Table 8.3 Recurrent per capita expenditure on government schools, by level of education, Australia, 2006–07 to 2010–11 financial years (accrual basis) (actual \$)

Financial year	Primary	Secondary	Total
2006–07	10,938	13,315	11,874
2007–08	11,557	14,306	12,639
2008–09	12,391	15,312	13,544
2009–10	13,240	16,132	14,380
2010–11	13,895	16,720	15,002

Note: Figures include State/Territory and Australian Government contributions.

Sources: MCEECDYA, National Schools Statistics Collection (NSSC) (Finance), 2007, 2008, 2009, 2010, 2011; Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Productivity Commission, Canberra, Table 4A.11

See also Part 9: Additional Statistics Table 51

Recurrent per capita funding for secondary schools increased by 3.6 per cent from 2009–10 to 2010–11, while funding for primary schools increased by 4.9 per cent over the same period.

Secondary schools have a higher rate of per capita expenditure than primary schools, mainly because of the complexity and range of the education services provision and the smaller student–teacher ratios in the last two years of schooling.

Government schools – in-school and out-of-school expenditure

Table 8.4 below shows funding going to in-school and out-of-school activities for the government school systems.

Table 8.4 Operating expenditure by government education systems, Australia, 2006–07 to 2010–11 financial years (accrual basis) (actual \$'000)

Area of expenditure	2006–07	2007–08	2008–09	2009–10	2010–11
In-school expenditure	25,539,118	27,343,426	29,328,166	31,251,676	32,807,006
Out-of-school expenditure	1,384,539	1,414,395	1,528,093	1,642,713	1,663,624
Total	26,923,656	28,757,821	30,856,259	32,894,389	34,470,630

Note: Totals may not add due to rounding.

Sources: MCEECDYA, National Schools Statistics Collection (NSSC), 2011; *National Report on Schooling in Australia* (previous years); Steering Committee for the Review of Government Service Provision (SCRGSP), *Report on Government Services 2012*, Productivity Commission, Canberra, Table 4A.12; *Report on Government Services 2013*, Productivity Commission, Canberra, Table 4A.9

See also Part 9: Additional Statistics Table 49

Out-of-school expenditure for government systems includes state office, regional and local functions supporting schools. In-school expenditure includes teaching and learning and school administration, and library functions within schools.

Expenditure on out-of-school support functions represents approximately five per cent of total government funding on State and Territory government schools. The major component of funding, some 95 per cent, goes to fund schools directly.

Table 8.5 Operating expenditure by government education systems, Australia, 2006–07 to 2010–11 financial years (accrual basis) (actual \$'000)

Area of expenditure	2006–07	2007–08	2008–09	2009–10	2010–11
In-school expenditure					
Salaries (teaching)	13,771,965	14,630,448	15,776,884	16,414,504	17,096,556
Salaries (non-teaching)	2,722,329	2,936,764	3,213,061	3,406,772	3,601,442
Redundancies	32,745	7,017	588	32,998	16,038
Non-salary costs	5,286,666	5,519,632	5,915,317	6,649,279	6,922,245
User cost of capital	3,725,413	4,249,565	4,422,316	4,748,122	5,170,725
Sub-total	25,539,118	27,343,426	29,328,166	31,251,676	32,807,006
Out-of-school expenditure					
Salaries (non-teaching)	740,375	790,040	884,212	946,314	1,037,481
Redundancies	9,360	2,756	2,810	13,866	5,397
Non-salary costs	613,954	598,702	612,934	652,729	587,948
User cost of capital	20,850	22,897	28,137	29,805	32,798
Sub-total	1,384,539	1,414,395	1,528,093	1,642,713	1,663,624
Total	26,923,656	28,757,821	30,856,259	32,894,389	34,470,630

Notes:

Amounts include Australian Government non-capital-related Specific Purpose Payments and other grants made to States/Territories. Depreciation and user cost of capital expenses included in the figures are based on assets owned by States/Territories, some of which will have been acquired with Australian Government capital grants.

Totals may not add due to rounding.

Sources: MCEECDYA, National Schools Statistics Collection (NSSC), 2011; *National Report on Schooling in Australia* (previous years); Steering Committee for the Review of Government Service Provision (SCRGSP), *Report on Government Services 2012*, Productivity Commission, Canberra, Table 4A.12; SCRGSP, *Report on Government Services 2013*, Productivity Commission, Canberra, Table 4A.9

See also Part 9: Additional Statistics Table 49

In-school expenditure substantially reflects teacher salaries expenditure, which accounts for some 62 per cent of in-school expenditure once the user cost of capital figure has been excluded for comparative purposes. The user cost of capital reflects the opportunity cost of being able to utilise capital funding for recurrent purposes (based on eight per cent of the written down value of capital assets). In-school non-salary costs account for some 25 per cent of in-school expenditure once the user cost of capital figure has been excluded. These expenditures include school materials, maintenance, cleaning and student transport costs.

National Report on Schooling in Australia 2011

Funding Australia's schools

8.4 Funding for non-government schools

Funding is provided to non-government schools by the Australian Government and by State and Territory governments.

Australian Government funding for non-government schools

The funding system introduced by the Australian Government in 2001 – based on the socio-economic status (SES) of each non-government school's community – continued in 2011.

The SES approach to school funding involves linking student address data to Australian Bureau of Statistics Census of Population and Housing data to obtain a measure of the capacity of the school community to support its school.

Schools with SES scores of 85 and below are funded by the Australian Government at 70 per cent of Average Government School Recurrent Costs (AGSRC). Schools with scores of 130 or above receive 13.7 per cent of AGSRC. Funding for schools with SES scores within this range receive proportional funding based on their individual SES scores.

Those non-government schools, which, because of their SES score, were entitled to less funding under the SES system when it was introduced in 2001, had their general recurrent funding maintained at their year 2000 per student funding rate. This funding is indexed each year according to increases in AGSRC.

For each new funding period, all non-government schools have their SES scores recalculated according to updated student address data and the information in the latest Census of Population and Housing. Schools therefore had their SES scores recalculated for the 2005–08 and 2009–13 funding periods.

Those year 2000 'funding maintained' (FM) schools that still had an SES score with a funding entitlement less than their current level of funding continued to have their funding maintained at their year 2000 per student funding rate with indexation.

Catholic systemic schools did not join the SES system until 2005. As a result of the 'no losers' commitment, FM arrangements were also created for these schools. Therefore, those Catholic systemic schools that had an SES score with a lower entitlement than previously funded had their funding maintained at their 2004 per student funding rates. This funding is indexed each year according to increases in AGSRC.

A transitional funding guarantee was made available under SES arrangements to schools that experienced a rise in their SES score between the 2005–08 and 2009–13 funding periods. These schools have had their funding frozen (with no adjustment for inflation) until the dollar amount associated with the school's new (higher) SES score is equal to or greater than the dollar amount it received at its lower SES score. This additional measure, defined as a funding guarantee, is separate to funding maintained schools arrangements. Therefore, under the SES funding arrangements, non-government schools are funded on their SES score, are funding maintained or are funding guaranteed.

The non-government sector also receives funding for National Partnerships under the Intergovernmental Agreement (IGA) and in conjunction with the National Education Agreement (NEA).

Per capita income

Non-government schools derive their income from Australian Government and State/Territory government grants, fees and fundraising, including donations.

Table 55 in Part 9: Additional Statistics details this per capita income; some data are summarised as Table 8.6 below. The income shown in Table 8.6 funds both recurrent and capital applications.

Income source	Catholic schools		Independent schools	
	Per capita amount (\$)	% of total income	Per capita amount (\$)	% of total income
Australian Government grants	7,708	56.5	5,918	33.2
State/Territory grants	2,331	17.1	1,967	11.0
Total government grants	10,039	73.6	7,886	44.2
Private income	3,600	26.4	9,962	55.8
Total	13,640		17,847	

Notes:

Excludes amounts related to boarding facilities, and direct payments by the Commonwealth to students and/or parents.

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

Source: Australian Government DEEWR unpublished data, with unpublished Calendar Year Implicit Price Deflator from ABS, Cat. No. 5206.0, *Australian National Accounts: National Income, Expenditure and Product, Mar 2011*.

See also Part 9: Additional Statistics Table 55

Per capita expenditure

Details of expenditure in the non-government sector are also available in Tables 55 and 56 in Part 9: Additional Statistics, while Table 8.7 below summarises total per capita expenditure. The per capita figures reflect recurrent expenditure calculations which are a mixture of cash and accrual based expenditures, including debt servicing of loans for capital and operating purposes.

Non-government school per capita expenditure differs from government school per capita determinations outlined in Part 8.3 as it includes some capital-related expenditure such as interest subsidies for the debt servicing of loans, and excludes user cost of capital, loan principal repayments and government subsidies for transport-related costs, which, historically, have not been applied to the non-government sector.

Table 8.7 Non-government schools per capita expenditure, by affiliation, Australia, 2011 calendar year

Affiliation	Per capita expenditure (\$)
Catholic	
Primary	11,337
Secondary	15,019
Combined	16,292
Independent	
Primary	13,049
Secondary	20,784
Combined	18,195

Notes:

Excludes amounts related to boarding facilities, and direct payments by the Commonwealth to students and/or parents.

Includes debt servicing of loans for capital and operating purposes.

Where applicable, expenditure of system offices is allocated across the schools in proportion to enrolments.

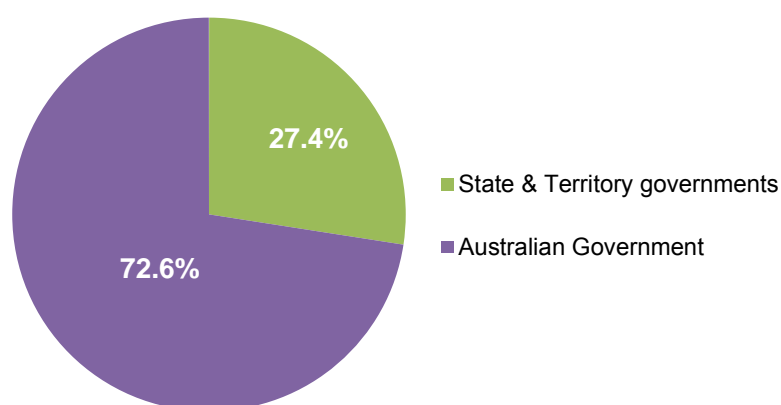
Where figures have been rounded, discrepancies may occur between the sums of component items and totals.

Source: Australian Government DEEWR unpublished data

See also Part 9: Additional Statistics Table 56

Total recurrent expenditure on non-government school education from the Australian Government and State and Territory governments in 2010–11 was approximately \$8,092 per student. Australian Government expenditure was \$5,871 per student, or 72.6 per cent of this total. State and Territory recurrent expenditure was \$2,221 per student, or 27.4 per cent of the total. This is depicted in Figure 8.6.

Figure 8.6 Total government recurrent expenditure per student, non-government schools, Australia, 2010–11 (%)



Source: Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Productivity Commission, Canberra, Table 4A.13

State and Territory government recurrent funding for non-government schools

As well as providing recurrent grants to government schools, all States and Territories fund non-government schools. State/Territory governments used a variety of mechanisms for allocating funding to non-government schools in 2011.

New South Wales, Western Australia and the Australian Capital Territory allocated funding based on the former Australian Government Education Resources Index (ERI).

Victoria included both core and needs-based funding related to factors including socio-economic status, disability, Education Maintenance Allowance eligibility, remoteness and indigeneity.

In Queensland, South Australia and Tasmania the allocation mechanism included standard and needs-based components. In Queensland, need is assessed by reference to a variety of factors, including the Australian Government SES scores and a school resource index. In South Australia, both school and student-based measures of need are used, but there is no reference to either the former Australian Government ERI or current Australian Government SES scores. In Tasmania, need is assessed by exclusive reference to SES.

The Northern Territory has separate funding rates for primary, middle and senior secondary students and students attending remote schools. There is also a separate grant for students with severe disabilities – a per capita arrangement based on identified students in independent schools. For Catholic schools the grant is currently based on one per cent of enrolments.

Table 8.8 below outlines total Australian, State and Territory recurrent expenditure on non-government schools in 2010–11.

Total recurrent expenditure on non-government school education from the Australian Government and State and Territory governments in 2010–11 was approximately \$9.8 billion. Australian Government expenditure was \$7.1 billion, or 72.6 per cent of this total. State and Territory recurrent expenditure was \$2.7 billion, or 27.4 per cent of the total.

Table 8.8 Australian, State and Territory government recurrent expenditure, non-government schools (\$'000) (2010–11 \$)

	Australia
Australian Government specific purpose payments (excluding capital grants and including the Smarter Schools National Partnership payments)	7,137,208
State and Territory government recurrent expenditure	2,700,078
Australian, State and Territory government recurrent expenditure	9,837,286

Note: Australian Government specific purpose payments include recurrent, targeted and Indigenous program expenditure.

Source: Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Productivity Commission, Canberra, Table 4A.7

National Report on Schooling in Australia 2011

Funding Australia's schools

8.5 Capital expenditure

State and Territory capital expenditure for government schools

As shown in Table 8.9, capital expenditure by State and Territory governments in government schools was \$6.8 billion in 2011 (the 2010–11 financial year).

This table combines funding provided from the Australian Government and State and Territory sourced funding. It should be noted that it is no longer possible to separate this funding following the Australian Government's decision in 2009 to amalgamate specific purpose capital funding with a broadbanded recurrent specific purpose payment under the [Intergovernmental Agreement \(IGA\) on Federal Financial Relations](#).

As Table 8.9 illustrates, there has been an increasing level of capital expenditure over the past five years. This is an increase of over 250 per cent over the five-year period 2006–07 to 2010–11.

The increase in capital expenditure reflects both:

- the Australian Government's significant injection of capital funds in recent years under the Investing in Our Schools Program, Building the Education Revolution (BER), the Trade Training Centres (TTC) and the Digital Education Revolution National Partnerships. The BER is part of the government's economic stimulus package. In some jurisdictions a portion of these program funds may be expended as recurrent funds in meeting the programs' objectives and purposes.

Subject to new capital initiatives being introduced, it can be expected that there would be a reduction in overall capital funding in the next few years as funding under the economic stimulus package is exhausted. The National Partnership Agreement on the Nation Building and Jobs Plan expires on 31 December 2012.

- specific initiatives by various State and Territory governments to invest in school infrastructure.

Capital funding and expenditure will, by their nature, reflect growth cycles in enrolments generally, and more specifically, in growth regions and corridors in a State or Territory, as well as having regard to the age and condition of existing capital stock. By contrast, changes in recurrent expenditure will be relatively smooth.

Table 8.9 Capital expenditure by State and Territory governments in government schools, Australia, 2006–07 to 2010–11 financial years (accrual basis) (\$'000)

Financial year	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
2006–07	462,846	552,567	484,447	46,461	321,698	13,487	28,579	40,392	1,950,477
2007–08	486,577	476,513	472,732	75,421	314,295	23,118	48,675	71,133	1,968,464
2008–09	607,518	521,230	668,141	50,616	269,326	38,896	44,223	92,504	2,292,453
2009–10	2,567,386	1,269,900	1,977,011	488,650	690,849	223,232	154,695	199,437	7,571,161
2010–11	1,799,683	1,835,015	1,437,641	440,642	820,969	200,907	106,052	198,547	6,839,455

Notes:

Figures include Australian Government capital grants contributions.

Components may not add to totals due to rounding.

Sources: MCEECDYA, National Schools Statistics Collection, 2011; *National Report on Schooling in Australia*, 2007–10

See also Part 9: Additional Statistics Table 49

Australian Government capital funding

Table 8.10 provides a summary of Australian Government capital funding in 2011.

The Specific Purpose Program element was rolled into the National Schools Specific Purpose Payment (recurrent funds) for government schools in 2009. These funds can be used flexibly by jurisdictions for either capital or recurrent purposes. Capital funding continues as a separate program for the non-government sector.

As was the case in 2009 and 2010, a number of projects funded by the Australian Government were completed physically and financially in non-government schools in 2011. The most common types of work in both primary and secondary schools were the construction or refurbishment of classrooms and specialist facilities such as art, performing arts, technology, library, science and music/drama areas. Other capital projects that were funded by the Australian Government included boarding facilities, student amenities and staff administration areas. Capital funding also contributed to the provision of new schools in the non-government sector.

There are also National Partnership funded programs and the Nation Building and Jobs Plan, which incorporate substantial programs of a capital nature. The Building the Education Revolution, Trade Training Centres and Digital Education Revolution Australian Government capital-funded programs are appropriated under the *Federal Financial Relations Act 2009* and expended by States and Territories through both recurrent and capital accounts based on the nature of the expenditure and the capitalisation thresholds that apply.

Table 8.10 Australian Government specific purpose payments for schools by government/non-government, capital, Australia, 2010–11 financial year (accrual basis) (\$'000)

Australia	
Government schools	
Capital expenditure	
Capital grants allocation ^(a)	0
Total capital – government schools	0
National Partnership payments	
• Digital Education Revolution	62,946
• Trade Training Centres in Schools ^(b)	190,606
Closing the Gap – Northern Territory	
Teacher Housing ^(c)	3,680
Additional Teachers	7,800
Total National Partnerships	265,032
Total National Partnerships & capital – government schools	265,032
Nation Building & Jobs Plan	
• Building the Education Revolution	3,714,239
Total Nation Building & Jobs Plan	3,714,239
Total Nation Building & Jobs Plan, National Partnerships, Closing the Gap & capital – government schools	3,979,271
Non-government schools	
Capital expenditure	
Capital grants allocation ^(a)	0
Total capital – non-government schools	0
National Partnership payments	
Digital Education Revolution	37,000
Trade Training Centres in Schools ^(b)	68,368
Closing the Gap – Northern Territory	
Teacher Housing	516
Total National Partnerships	105,884
Total National Partnerships & capital – non-government schools	105,884
Nation Building & Jobs Plan	
• Building the Education Revolution	1,645,127
Total Nation Building & Jobs Plan	1,645,127
Total Nation Building & Jobs Plan, National Partnerships, Closing the Gap & capital – non-government schools	1,751,011
Government and non-government schools	
Total non-government capital^(a)	0
Total National Partnership payments	370,916
Total Nation Building & Jobs Plan	5,359,366
Total	5,730,282

(a) From 1 January 2009 capital expenditure for government schools is included in the National Schools SPP. For consistency, the National Schools SPP for non-government schools includes capital grants totalling \$125.2 m.

(b) The Trade Training Centres in Schools Program operates as a 'deemed' National Partnership through 'Overarching Funding Agreements' with all government and non-government education authorities.

(c) This amount includes \$80,000 relating to Closing the Gap – Northern Territory Teacher Housing Program that was not included in the *Report on Government Services 2013*.

Notes:

Components may not add to totals due to rounding.

Expenditure in respect to a certain program year can be incurred in subsequent years.

National Partnership payments incorporate recurrent and capital elements with the exception of Digital Education Revolution and Trade Training Centres in Schools, which are capital funding only.

Sources: Australian Government DEEWR; Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Table 4A.8

See also Part 9: Additional Statistics Table 59, 60 and 61

National Report on Schooling in Australia 2011

Funding Australia's schools

8.6 Overview of *My School* financial information

Important note: As indicated below there are key differences between *My School* finance data and National Schools Statistics Collection (NSSC) (Finance) and other finance data reported in Parts 8.1–8.5 of this report. The income-based finance data from *My School* should not be compared to the expenditure-based finance data quoted in previous subsections.

My School financial reporting

In 2010 Education Ministers approved the publication of school financial information on a school by school basis on the *My School* website. This section of the report provides high-level profiles of recurrent funding information for the 2010 calendar year based on school financial details published on the *My School* website in March 2012.

My School financial reporting is designed to provide parents, teachers and governments with a clear picture of the resources provided to schools to support the education of their students.

The key financial measure reported on *My School* is school Net Recurrent Income and Net Recurrent Income per Student (NRIPS). Government and non-government schools and systems that allocate some of their gross income to capital purposes have these amounts shown and deducted from their gross income. Gross income that is allocated to capital expenses in the reporting year is included in the school's capital expenditure report.

The methodology and other associated material related to *My School* finance data classification may be obtained from the [My School website](#).

My School finance data were developed to show the income available to a school, over a calendar year (not financial year), to deliver education services to students. *My School* income data include private funding that supports a school but exclude user cost of capital (a notional opportunity cost), payroll tax and the cost of transporting students to and from school.

In addition, it should be noted that private funding, as reported on *My School* for the government sector, is excluded from the NSSC (Finance) collection whereas payroll tax, student transport and user cost of capital are included in NSSC expenditure information. Also, the NSSC finance data are reported on a financial year basis. Therefore recurrent income information contained within this section and recurrent expenditure in the preceding sections are not directly comparable.

For government and system schools, where a parent organisation other than the school itself (such as a district, region or state office) incurs expenditure and manages finances for the school, each school's income is composed of all such funds used for and on behalf of the school plus any cash income received at the school level, as if each school were accounted for as a stand-alone entity. This approach is consistent with the principles of Australian Accounting Standard AASB 1004 – Contributions.

It also is important to note that the definitions and counting rules for schools and enrolments used for the *My School* website differ, in some respects, to those of the MCEECDYA

National Schools Statistics Collection (Non-Finance)¹ used for the reporting of school and student data elsewhere in this report.

This section provides summarised NRIPS information based on school size, school location² and school sector derived from *My School* individual school level information.

Net recurrent income per student and school size

My School financial information indicates that generally, the larger the size of the school, the lower is its NRIPS. This is to be expected, due to economies of scale in larger schools where fixed and less variable funding components are spread over a larger student base, reducing NRIPS. There are also demonstrated relationships between remoteness and smaller school size, meaning that smaller schools are more likely to be in non-metropolitan areas and have access to needs-based funding support.

The graphs at Figure 8.7 below show that school size exerts a determining influence on a school's recurrent income. Generally, the lower a school's enrolment, the higher its NRIPS.

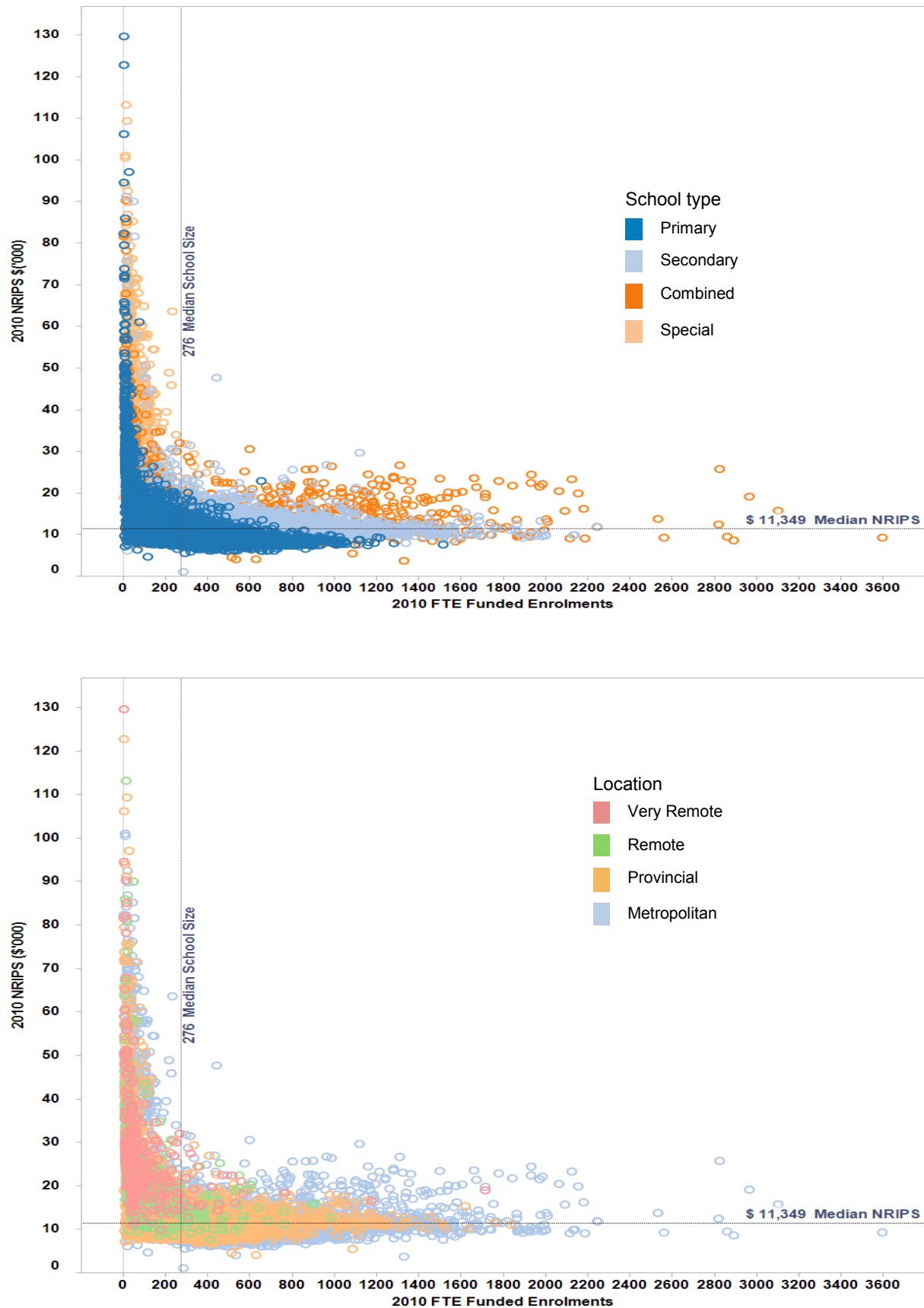
The national median school NRIPS in 2010 was \$11,349 and the median school full-time equivalent (FTE) funded enrolment was 276, based on 2010 FTE funded enrolments reported on *My School*.

As school size progressively increases above the median school size, the NRIPS progressively decreases due to the impact of key factors such as economies of scale and location. As school size decreases below the median school size, per student income rises markedly due to factors such as diseconomies of small scale and remote and very remote locations.

¹ The MCEECDYA National Schools Statistics Collection (NSSC) (Non-Finance) is published by the Australian Bureau of Statistics (ABS) as Cat. No. 4221.0, *Schools, Australia* and is the source of school number and student enrolment data reported elsewhere in this report, including in the Additional Statistics, and in previous editions of the *National Report on Schooling in Australia*. Data included in this section on a per school or per student basis cannot be directly compared to data reported elsewhere in this or previous reports. Further information on the NSSC is included in [Part 10: Glossary](#).

² According to the MCEECDYA Schools Geographic Location Classification Scheme.

Figure 8.7 Distribution of school net recurrent income per student by school size, school type and school location (FTE funded enrolments), 2010



Source: ACARA

Net recurrent income per student and school location

Table 8.11 Median net recurrent income per student by school location, 2010

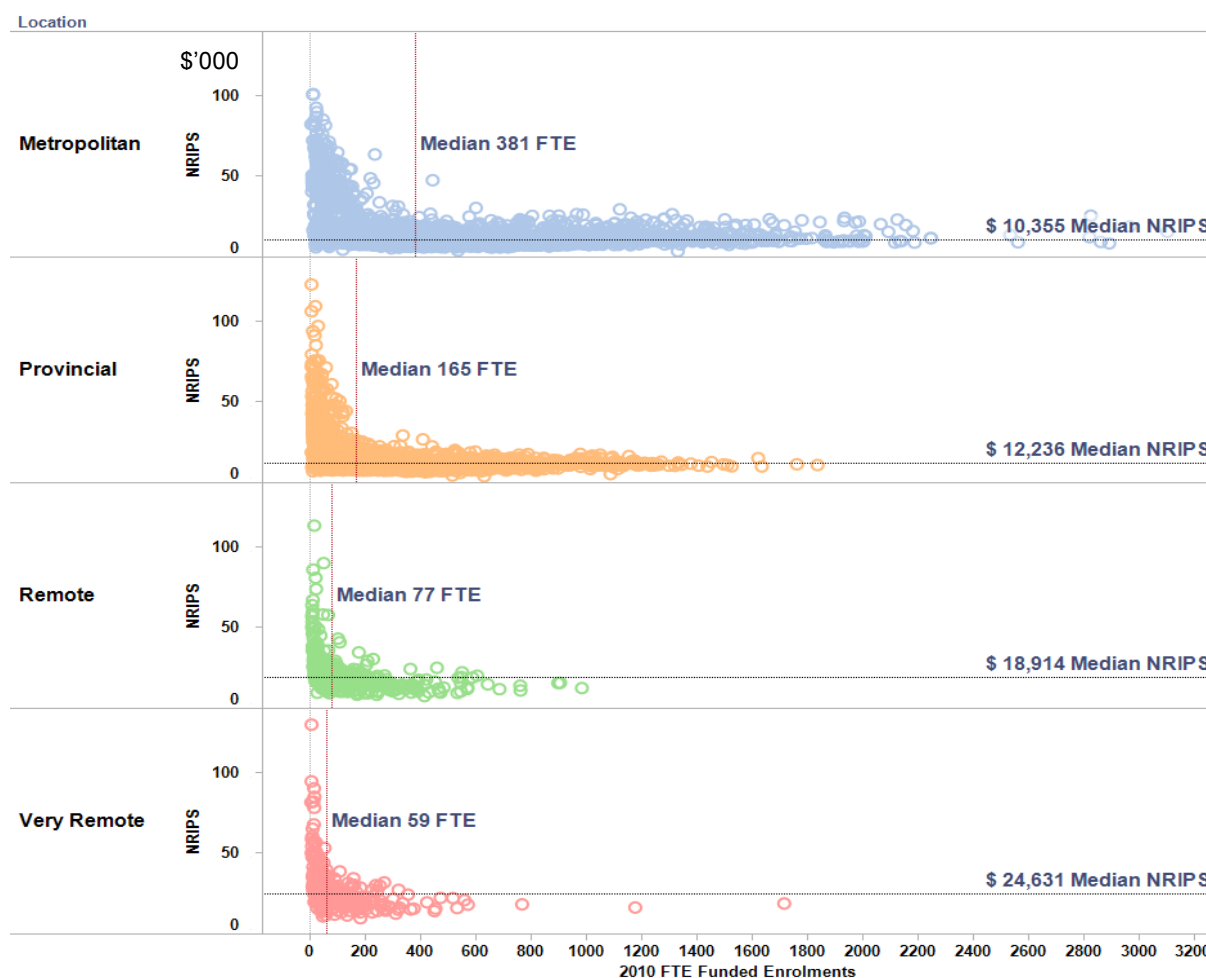
	Location				
	Metropolitan	Provincial	Remote	Very Remote	All locations
2010 median NRIPS (\$)	10,355	12,236	18,914	24,631	11,349
2010 median FTE funded enrolments	381	165	77	59	276

Source: ACARA

Table 8.11 above and Figure 8.8 below outline median school size across metropolitan, provincial, remote and very remote locations. School size is smallest in very remote and remote locations.

Based on individual school data reported on *My School*, median school size is 59 in very remote and 77 in remote locations while being highest at 381 in metropolitan schools. Median NRIPS is correspondingly high for smaller size schools, at \$24,631 in very remote and \$18,914 in remote locations. Median NRIPS is lowest at \$10,355 in metropolitan schools.

Figure 8.8 Distribution of school net recurrent income per student by school size, 2010



Source: ACARA

Net recurrent income per student and school type

Table 8.12 Median net recurrent income per student by school type, 2010

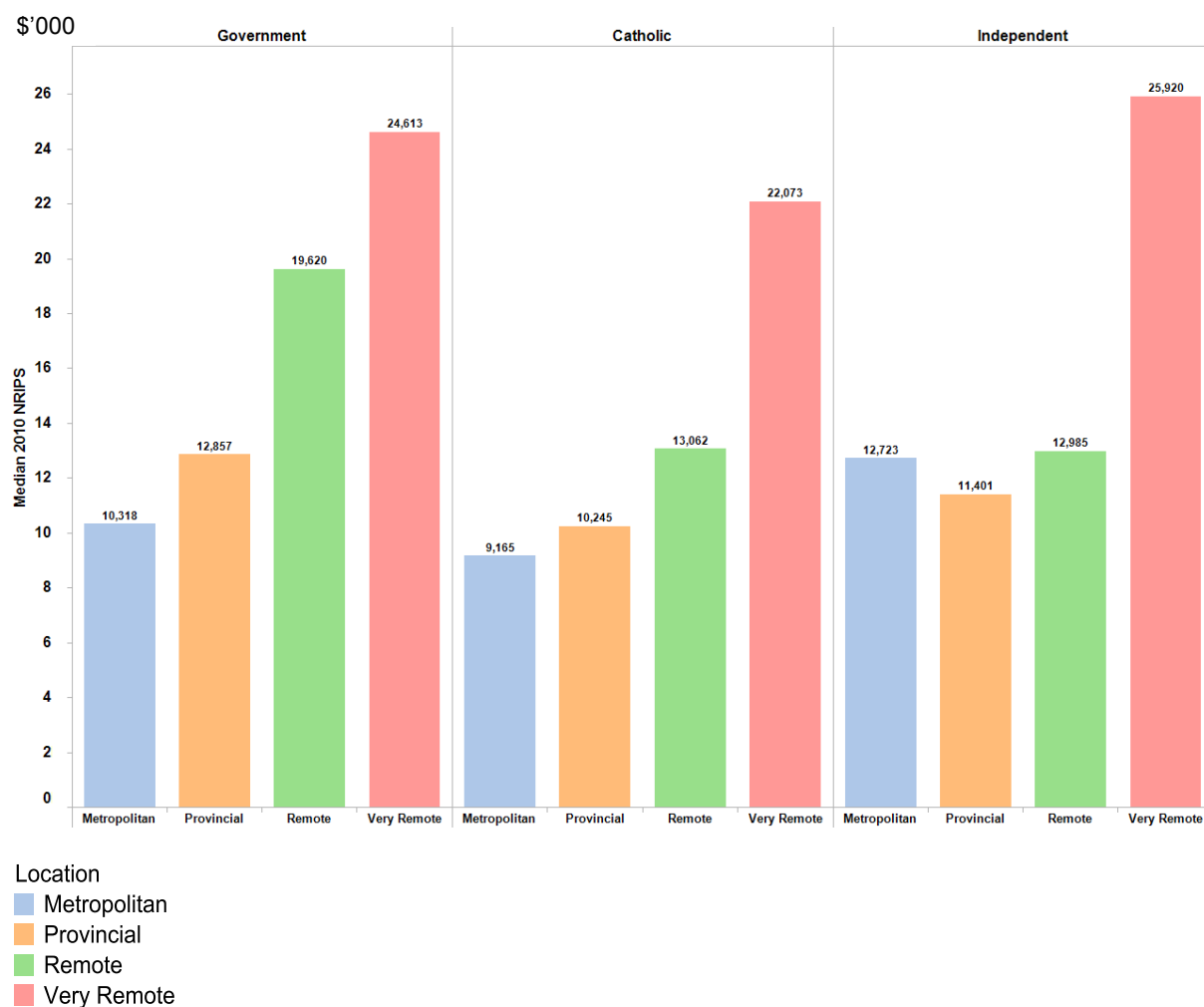
	Primary	Secondary	Combined	Special	All school types
2010 median NRIPS (\$)	10,138	12,651	13,831	43,447	11,349
2010 median FTE funded enrolments	230	730	376	53	276

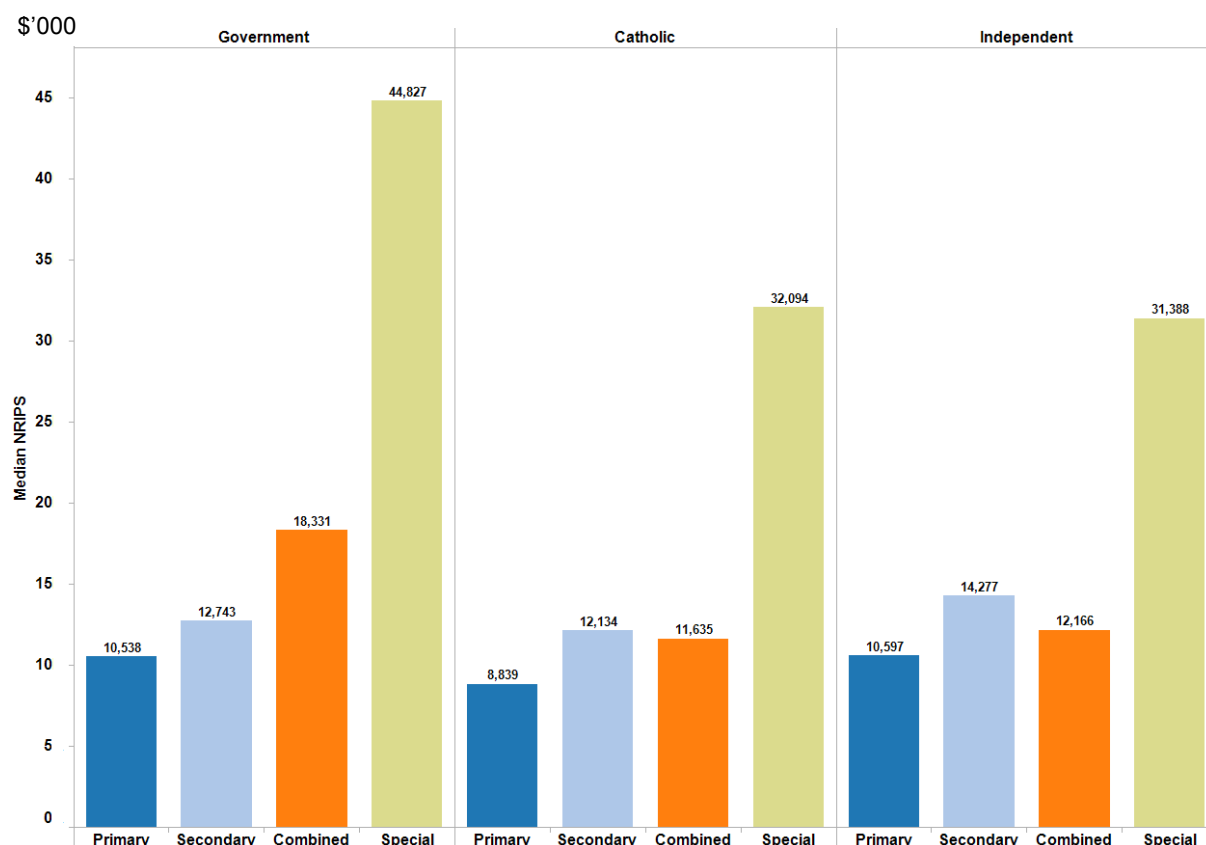
Source: ACARA

Figure 8.7 and Table 8.12 above also reveal the layered nature of NRIPS according to school type, with primary schools having the lowest levels of NRIPS, followed by secondary, then combined and finally special schools. Table 8.12 provides details of the number and median NRIPS of schools by type.

Net recurrent income per student and school sector

Figure 8.9 Distribution of school net recurrent income per student for school sectors by school location and type, 2010





School type
 ■ Primary
 ■ Secondary
 ■ Combined
 ■ Special

Source: ACARA

The charts at Figure 8.9 highlight the relatively high costs of operating remote and very remote schools, special schools and government combined schools. However, it should be noted that, within the government sector, combined schools are mainly established only in remote or sparsely populated areas and that their high cost of operation is related to their size and location.

Across locations, the government sector has the highest median NRIPS in provincial and remote locations. Schools in the independent sector have the highest median NRIPS in metropolitan and very remote locations.

National Report on Schooling in Australia 2011

Part 10

Glossary

Note on Terms: The majority of data reported in the National Report on Schooling 2011 is sourced from the [National Schools Statistics Collection \(NSSC\)](#). The school census date for the collection, for all States and Territories and all school sectors (affiliations), is the first Friday in August each year. The NSSC is a joint undertaking of the Australian State and Territory departments of education, the Department of Education, Employment and Workplace Relations (DEEWR), the Australian Bureau of Statistics (ABS) and the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). Definitions of terms in this glossary are, for the most part, quoted or adapted from the NSSC Glossary and the ABS *Notes, Instructions and Tabulations* (NIT) document which is available on request from the ABS.

Estimated Resident Population

The Estimated Resident Population (ERP) series is used as a denominator to calculate students as a proportion of the population. The ERP is an estimate of the population of Australia, based on data from the quinquennial ABS Census of Population and Housing, and is updated annually using information on births, deaths and internal migration provided by state and federal government departments. See [ABS, Australian Demographic Statistics](#) (Cat. No. 3101.0) for further details.

Full-time equivalent teaching staff

The full-time equivalent (FTE) value is a measure of the level of staffing resources. All full-time staff, engaged solely on activities that fall within the scope of the National Schools Statistics Collection, have an FTE value of 1.0. All FTE values are rounded to one decimal place.

For staff not employed on a full-time basis, and/or engaged in a combination of in-scope and out-of-scope activities, the FTE value is calculated on the basis of the proportion of time spent on in-scope activities compared with the time that would be spent by a full-time staff member engaged solely on in-scope activities. Allocations of less than 0.1 FTE are ignored.

Some States and Territories are not able to calculate FTE values on a time-spent basis for all staff functions but use wages paid as a fraction of the full-time pay rate, or a resource allocation based formula. Some also use a pro-rata formula based on student or staff numbers to estimate aggregate FTE for some categories of staff.

Full-time equivalent student

A full-time student is one who undertakes a workload equivalent to or greater than that prescribed for a full-time student of that year level. This may vary between States and Territories and from year to year.

A part-time student is one who undertakes a workload less than that specified as full-time. The full-time equivalent (FTE) value of a part-time student is calculated by dividing the student's workload into that which is considered to be the minimum workload for a full-time student by that State or Territory. Methods for estimating the FTE value of part-time students vary between States and Territories due to different policy and organisational arrangements.

The full-time equivalent (FTE) of students is calculated by adding the number of full-time students and the full-time equivalent (FTE) value of part-time students.

Level of education

All States and Territories provide for 13 years of formal school education. Typically, schooling commences at age five, is compulsory from age six until at least age 15, and is completed at age 17 or 18. Primary education, including a preparatory year¹, lasts for either seven or eight years and is followed by secondary education of six or five years respectively.

For national reporting purposes, primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Victoria, Tasmania, Northern Territory and the Australian Capital Territory. For national reporting purposes, primary education comprises a pre-Year 1 grade followed by Years 1 to 7 in Queensland, South Australia and Western Australia.

Junior secondary includes the years from commencement of secondary school to Year 10, including ungraded secondary.

Senior secondary education comprises Years 11 and 12 in all States and Territories.

Students attending special schools are allocated to either primary or secondary education on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each State or Territory. (See below for definition of special schools.)

Combined schools include both primary and secondary students.

Location

Location refers to the geographical location where a school is situated according to the MCEECDYA Schools Geographic Location Classification Scheme. The four categories for location within this scheme are metropolitan, provincial, remote and very remote.

Major function of staff

In some tables, staff have been categorised according to their major function, which is based on the duties in which they spend the majority of their time.

The functional categories for school staff are as follows:

- (a) Teaching staff are staff who spend the majority of their time in contact with students. They support students either by direct class contact or on an individual basis, and are engaged to impart school curriculum. For the purposes of this report, teaching staff includes principals, deputy principals, campus principals and senior teachers mainly involved in administration. Teacher aides and assistants, and specialist support staff are excluded, except assistant teachers working in Homeland Learning Centres and Community Schools in the Northern Territory.
- (b) Specialist support staff are staff who perform functions to support students or teaching staff. While these staff may spend the majority of their time in contact with students, they are not engaged to impart the school curriculum.
- (c) Administrative and clerical staff are staff whose main duties are generally of a clerical/administrative nature. Teacher aides and assistants are included in this category, as they are seen to provide services to teaching staff rather than directly to students.

¹ In some jurisdictions, part-time programs that precede the preparatory year are conducted in primary schools (for example, Kindergarten in Western Australia). However, these programs are outside the scope of the National Schools Statistics Collection (NSSC) and the National Report on Schooling and data on them are not included in this report.

(d) Building operations, general maintenance and other staff are staff involved in the maintenance of buildings and grounds. Also included are staff providing associated technical services and janitorial staff.

The functional categories for staff not generally active in schools are as follows:

(a) Executive staff are staff generally undertaking senior administrative functions that are broader than those of a secondary school principal. Executive staff salaries generally exceed those of a secondary school principal.

(b) Specialist support staff are staff who manage or are engaged in curriculum development and research activities, assisting with teaching resources, staff development, student support services and teacher support services.

(c) Administrative and clerical staff are staff whose main duties are of a clerical/administrative nature. This category includes office staff, publicity staff and information technology staff in state and regional offices.

(d) Building operations, general maintenance and other staff are staff involved in the maintenance of buildings, grounds etc. Also included are staff providing associated technical services and janitorial staff.

National School Statistics Collection

The scope of the National Schools Statistics Collection (NSSC) consists of all establishments which have as their major activity the administration or provision of full-time day primary, secondary and/or special education, or primary or secondary education by distance education.

The NSSC consists of government and non-government statistics.

Government comprises all establishments (as defined) administered by the department/ministry of education under directors-general of education (or equivalent) (as defined by membership of the Conference of Education Systems Chief Executive Officers).

Non-government comprises all such establishments not administered by the departments of education, including those establishments administered by any other government authority.

The two main sections of the NSSC are:

- non-finance statistics (numbers of schools, students and staff) collected for both government and non-government schools and published by the Australian Bureau of Statistics in its annual [Schools, Australia](#) (Cat. No. 4221.0) publication
- finance statistics (expenditure on salaries and non-salary costs collected for government schools) published by ACARA in the *National Report on Schooling in Australia*. Reports prior to 2009 were published by [MCEECDYA](#).

Primary education

See *Level of education*

School

A school is an education establishment that satisfies all of the following criteria:

- Its major activity is the provision of full-time day primary or secondary education or the provision of primary or secondary distance education.
- It is headed by a principal (or equivalent) responsible for its internal operation.

- It is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations.

The term 'school' in this publication includes schools in institutions and hospitals, mission schools and similar establishments.

The term 'school' in this publication excludes preschools, kindergarten centres, pre-primary schools or pre-primary classes in or attached to non-special schools, senior technical and agricultural colleges, evening schools, continuation classes and institutions such as business or coaching colleges.

Multi-campus arrangements are counted as one school. Multiple schools that amalgamate into a single multi-campus school will decrease school counts in this publication.

School sector

The *National Report on Schooling in Australia* uses the term 'school sector' to distinguish between government schools, which are established and administered by State and Territory governments through their education departments or authorities, and non-government schools, usually with some religious affiliation, which are established and operated under conditions determined by State and Territory governments through their registration authorities.

School sector is also used to further distinguish between non-government schools as Catholic or independent. Catholic schools are affiliated with the Catholic Church and make up the largest group of non-government schools. Independent schools may be associated with other religions, other denominations, particular educational philosophies or operate as single entities.

A further distinction is sometimes made between systemic and non-systemic non-government schools. Systemic schools are formally affiliated with a group or system of schools. Non-systemic non-government schools do not belong to a system.

In this publication Catholic non-systemic schools are counted as Catholic.

The NSSC uses the term 'affiliation' rather than the term 'school sector' to make these distinctions.

Secondary education

See *Level of education*

Special school

A special school satisfies the definition of a school and requires one or more of the following characteristics to be exhibited by the student or situations to apply before enrolment is allowed:

- mental or physical disability or impairment
- slow learning ability
- social or emotional problems
- in custody, on remand or in hospital.

A student enrolled in both a hospital or prison school and another school should be counted once.

Staff

Staff are persons engaged in the administration and/or provision of day primary, secondary or special school education, or primary or secondary education by distance education at in-scope education establishments.

Staff absent from a position for a period of less than four continuous weeks (excluding school vacations for teaching staff) as at the census date are included. If they have been, or are expected to be, absent from a position for a period of four continuous weeks or longer, their replacement is counted unless the replacement has not occupied, or is not expected to be occupying, the position for four continuous weeks or longer (excluding school vacations for teaching staff).

Included in the definition of staff are:

- the FTE of in-scope staff teaching evening secondary students attending secondary colleges in Queensland, Western Australia, Tasmania and the Northern Territory
- staff paid from school grant payments
- staff employed under various Government sponsored employment schemes.

Excluded from the definition of staff are:

- all persons not under the control of the director-general (or equivalent), e.g. nurses or therapists working for the State or Territory department of health (or equivalent)
- persons responsible to a State, Territory or Commonwealth minister of education but not to the director-general (or equivalent)
- persons under the control of the director-general (or equivalent) who satisfy one or more of the following criteria:
 - are cleaners, whether salaried or employed on contract
 - are involved in the management and/or maintenance of boarding or hostel facilities for students
 - are paid from privately raised funds
 - have been occupying, or expect to be occupying, a position for a period of less than four continuous weeks (excluding school vacations for teaching staff) at the census date
 - persons replacing those who are temporarily absent.

Student

A student is a person who, on the census date, is formally enrolled in a school and is active in a primary, secondary and/or special education program at that school.

Persons not present at a school on the NSSC census date are included as students if they were expected to be absent for less than four continuous weeks (excluding school vacations).

Students undertaking TAFE, tertiary studies, apprenticeships, work placements, VET in schools or a combination of such pathways, in addition to school-based subjects, are in the scope of the NSSC, regardless of which year of schooling these alternative pathways are undertaken. The workload of both the school-based subject(s) and alternative pathways are aggregated to determine whether a student is classified as full-time or part-time and in calculating the full-time equivalent for part-time students.

A full-time student is one who undertakes a workload equivalent to, or greater than, that prescribed for a full-time student of that year level. This may vary between States and Territories and from year to year.

A part-time student is one who undertakes a workload less than that specified as full time. The full-time equivalent (FTE) value of part-time students is calculated by dividing the student's workload into that which is considered to be a full workload by that State or Territory. Part-time secondary student estimates may vary between States and Territories due to different policy and organisational arrangements.

Survey of Education and Work

The [Survey of Education and Work](#), conducted annually by the ABS, provides selected information on participation in education, highest educational attainment, transition from education to work and current labour force and demographic characteristics for the population aged 15 to 64 years. Data from *Education and Work* are used to report participation and attainment data, including key performance measures for schooling in the *National Report on Schooling in Australia*.

Teaching staff

Teaching staff are staff who spend the majority of their time in contact with students. They support students either by direct class contact or on an individual basis, and are engaged to impart school curriculum.

For the purposes of this report, teaching staff includes principals, deputy principals, campus principals and senior teachers mainly involved in administration. Teacher aides and assistants, and specialist support staff are excluded, except assistant teachers working in homeland learning centres and community schools in the Northern Territory.

User cost of capital

In the government budget context the user cost of capital is usually defined as the opportunity cost of funds tied up in the capital assets used to deliver government services.

Capital charging is the actual procedure used for applying this cost of capital to the asset management process. As such, it is a means of representing the cost of capital used in the provision of government budgetary outputs.

Explanatory notes for the 2011 student attendance data

Collection period

Government sector

The collection period for government schools is Semester 1 of each school year, except in Tasmania, where Term 1 is used.

Non-government sectors

The collection period for non-government schools is specified as the last 20 school days in May of each school year. In practice, data are usually collected for 20 consecutive school days in May that form four complete school weeks. For 2011, this was the four-week period beginning Monday 2 May and ending Friday 27 May, except for schools in Western Australia. Because of the dates of the school holiday period in Western Australia, the collection period of 9 May to 3 June 2011 was assigned for Western Australian schools.

Collection methods

Government sector

Student attendance data for government schools were collected by government school authorities in each State and Territory and provided to ACARA. There were variations in the methodologies employed for collecting data and for calculating attendance rates.

Explanatory notes on methodology, provided by each jurisdiction, are included below.

Non-government sectors

Data for the Catholic and independent school sectors were collected through the Australian Government's online data collection system, known as the Student Attendance System and provided to ACARA by DEEWR. Individual non-government schools entered 2011 student attendance information directly into this system. The non-government sectors were also able to add data for all of their systemic schools. The collection system does not impose any limitations on the collection methodology used by the non-government school sectors.

The following notes refer to government schools only.

Collection methodology

In [New South Wales](#), returns of absences were collected for full-time, Years 1–10 students. All government school students in Years 1 to 10 were regarded as full time. Schools run two Oasis reports on absences at their school, specifying Semester 1:

- (1) all students by gender and by scholastic year
- (2) Indigenous students by gender and by scholastic year.

These Semester 1 Oasis reports are uploaded via the Data Analysis and Collections Return of Absences website. The Oasis reports are read/parsed and relevant data elements extracted and saved to the database. Absences data are then presented to schools for review. Schools must sign off on the accuracy of the returns. Various validations are performed against the data collected, which include but are not limited to: high absences, unexpected high/low days open, variations in enrolment numbers.

In [Victoria](#), attendance data are collected at the individual student level for all students in Years Prep to 12, although only the data for students in Years 1 to 10 are used for national reporting. Government schools in Victoria may use a variety of software packages to collect attendance data. The data are then uploaded to Computerised Administrative System Environment in Schools (CASES). CASES21 is the software component of CASES which is the package provided to Victorian government schools to support school administration,

finance and central reporting. CASES21 also provides a list of absence codes for schools to record the reasons for the absence.

In [Queensland](#), the student attendance rates for government schools were based on the attendance information for individual students in Years 1–10 recorded on the OneSchool system. Absence details were recorded on the OneSchool system against student records for each full-day or half-day of absence. Absence data for students enrolled in any part of Semester 1 and who were still enrolled as at the August census collection were collected centrally from the OneSchool system.

In [South Australia](#), absence data held in government school administrative systems at the student unit record level are centrally collected through the Central EDSAS Data Store. A snapshot of whole and half-day absences for Semester 1 is taken and stored in the department's Student Census System as part of the Term 3 annual census collection.

Attendance data are calculated for Semester 1 (Term 1 and Term 2) and include SA government students who meet the following criteria:

- full-time students only (FTE \geq 0.89)
- students in Years 1–10 and Years 1–10 ungraded
- enrolled during Semester 1 2011 (Terms 1 and 2)
- active or had left at the time of the Term 3 census
- include those who have not missed a day.

Absences included are on or after the student's enrolment date and on or before the leaving date. Absences are recorded as morning, afternoon or whole-day absences.

In [Western Australia](#), the data were for all full-time students in Years 1–10. Attendance data held in school systems were centrally accessed and stored through the Student Attendance Monitoring database. Attendance/absence data in primary schools were recorded on a half-day basis. For secondary schools, the data were initially recorded on a 'period' basis and then converted to half-days.

Any day where a student is absent from the school site is recorded as an absence. This excludes circumstances where students are participating in an approved educational activity off the grounds. A suspension is treated as a type of absence. In secondary schools the half-day cut-off is set to ensure that the period structure reflects the minimum amount of instructional hours for both the morning and afternoon sessions.

The collection is based on current students as at the end of the collection period.

In [Tasmania](#), attendance data were collected at individual student record level for each school via the Schools Administration Computer System (SACS) or the new web-based reporting system, EduPoint. These data were collected centrally and stored in a data warehouse. Data on whole-day absences for Tasmanian government primary, high, district high and special schools students in Years 1–10 were extracted for Term 1.

Any whole day absence categorised as explained, unexplained, unauthorised or truant is counted as an absence. The following are not counted as days absent:

- when students are away from school on an alternative learning activity
- when a student has a certificate of part-time attendance and is not required to attend
- short and long-term suspensions.

Students identifying as Indigenous are allocated up to five days per year for cultural leave to participate in cultural activities. Such days are not counted as absences.

Absence data are recorded for all schools at which a student is actively enrolled during the sample period. Absences are only counted at the school where the absence occurred.

In the [Northern Territory](#), enrolment and attendance data were collected for individual students through the Schools Administration and Management system. The data were collected at most government schools on a weekly basis, processed centrally and stored in a data warehouse. Attendance data were reported for students in year/grade levels 1–10 attending a government school at any time during Semester 1. Only full-time students in Years 1–10 (i.e. with an FTE of 1.0) were included (i.e. part-time students were excluded). Where attendance/absence data are initially recorded more frequently than on a half-day basis, they are converted to half-days, e.g. secondary schools recording period attendance.

Full-time students attending for all or part of the collection period (Semester 1) were included, as were students who moved between government schools during the collection period (i.e. any component of attendance in a government school was included, regardless of whether a student was enrolled at the one school for the full semester, for part of the semester, or at a number of government schools over the duration of the semester).

In the [Australian Capital Territory](#), enrolment and attendance data were collected through the electronic school management system at the school. For primary school attendance data, teachers recorded student attendance daily (to the level of half-day attendance), and the absence data were aggregated at the end of each term, entered in the school management system and swept into the central database. Secondary school attendance data were recorded at each teaching period, entered into the school electronic system and then swept into the central database. Students whose Indigenous status was recorded as unknown have been excluded when calculating Indigenous/Non-Indigenous attendance rates. Students who moved schools during the collection period were tracked via the Central Administration System and their attendance was derived by possible days attended.

Absences with and without parental approval, truanting and suspensions are counted as absences. Absences due to work experience, excursions and alternative sanctioned programs are not counted as absences.

Inclusion/exclusion

In [New South Wales](#), data were for full-time, Years 1–10 students only. All government school students in Years 1–10 are regarded as full-time. All schools must submit a return, except those classified as schools for specific purposes (SSP), intensive English centres (IEC), or distance education schools/centres (DEC). Students with Indigenous status of 'unknown/not provided' are included under 'all students'.

For [Victoria](#), the figures for Years 1–10 include students in primary, secondary and combined primary and secondary schools.

In [Queensland](#), absences were collected from each school at which the student had an active enrolment. Attendance was calculated for full-time students only, therefore students enrolled at multiple schools were excluded from the calculation.

In [South Australia](#), the data include students who were enrolled during Semester 1, regardless of school, and who were active or had left at the time of the Term 3 census. The calculation includes full-time students (≥ 0.89 FTE) in Years 1–10 and Years 1–10 ungraded students in all South Australian government schools. Indigenous attendance rates include students indicated as being of Aboriginal and/or Torres Strait Islander origin. Non-Indigenous attendance rates include all other students.

In **Western Australia**, schools for specific purposes were included, students enrolled in intensive English centres were included in data for their host schools and students in hospital schools or detention centres were counted in their home school as undertaking an alternative educational activity and were not counted as absent. Data for students in migrant detention centres, hostels or refugee camps were not included.

In **Tasmania**, students in distance education centres and detention centres were excluded.

In the **Northern Territory**, special schools are included, as are special education annexes reported as part of schools. Some hospital students and intensive language students are included as part of a school. Year 10 students in senior colleges are included in the data. Students who attended the Northern Territory School of Music or the Northern Territory Language Centre are excluded (dual enrolments). Distance education centres (including Schools of the Air and the Northern Territory Open Education Centre) are excluded as attendance is not recorded. Remand students were excluded, as remand schools cannot provide identifiable student level information due to the privacy principles of the *Juvenile Justice Act 1987*.

In the **Australian Capital Territory**, absences were collected from each school at which the student had an active enrolment. There were no students enrolled at more than one ACT public school during the collection period. Students in intensive English centres and schools for specific purposes were included.

Ungraded students

There was variation in the treatment of ungraded students across the jurisdictions.

In **New South Wales**, ungraded students in mainstream schools were classified as either primary or secondary according to their level of education. Students enrolled in schools for specific purposes were not included in the absence collections.

In **Victoria**, ungraded attendance includes both primary and secondary students; therefore, while both ungraded columns contain data, the data are the same. The figures for Years 1–10 include students in primary, secondary and combined primary/secondary schools. Ungraded figures include students in special schools only.

In **Queensland**, from 2011, ungraded students were recorded in their age-specific year levels.

In **South Australia**, ungraded includes full-time students who were enrolled in Years 1–10 special classes on the basis of disability, personal and other health care needs, or due to intensive English support needs. Expected age for each year level is provided to schools as a guide, however ability is taken into account in assigning to ungraded year levels.

In **Western Australia**, ungraded students are assigned to one of two categories: 'not specified' or 'ungraded secondary'.

In **Tasmanian** government schools, ungraded students were assigned to a grade based on age or ability.

In the **Northern Territory**, students were allocated to a grade by the school, based on a student's age or current level of schooling. In situations where a student had recently enrolled and a grade had not yet been determined, or the school was unable to allocate a specific year level, e.g. the student had special needs or participated in an intensive English

program, they were allocated to ungraded primary or ungraded secondary by the school. The attendance for these students was reported under Ungraded Primary or Ungraded Secondary based on this identifier.

In the [Australian Capital Territory](#), special needs students were assigned a year level and their attendance data were included in the year level calculation, i.e. there were no ungraded students in the public school system.

Part-day attendance

In [New South Wales](#), only full-day absences are centrally collected and reported in the attendance measures.

In [Victoria](#), both full and half-day absences are collected.

In [Queensland](#), full-day and half-day absences were included in the attendance rates. Schools were required to mark students on the roll as either present or absent from their educational program at least twice daily, once in the morning and once in the afternoon, which directly informed how a student's attendance was recorded in the OneSchool system. Days absent were recorded in the OneSchool system as morning, afternoon or all-day absences.

In [South Australia](#), full and half-day absences counted towards absence rates. Part-day absences, i.e. late arrivals and early departures were not included as absences, therefore are counted as attendance.

In [Western Australia](#), attendance/absence data in primary schools were recorded on a half-day basis. In secondary schools data were initially recorded on a period basis and were converted to half-days. All attendance rate calculations were based on half-days.

Students may enrol in one school but may attend at multiple settings through a formal arrangement.

In [Tasmanian](#) government schools, any absence for students in Years 1–10 was recorded in two half-day sessions or in a single whole-day session. Part-day absence was not included in Tasmanian attendance data.

In the [Northern Territory](#), if a student attended school for 50 per cent of the day or more, they were classified as present for the day. If the student attended less than half a day, they were classified as absent. Primary schools generally mark attendance twice daily, secondary schools for every period, and other schools to suit their operational requirements. All variations were converted to half-day attendance.

In the [Australian Capital Territory](#), primary school students were recorded in the class roll as either present or absent from their educational program at least twice daily. Half-day absences were either morning or afternoon. In secondary school (Years 7–10) student attendance was recorded for every teaching session during the day in the school management system.

Students attending multiple settings as part-time attendees are included in the analysis. The number of days attended by each student was calculated as the difference between the maximum possible days equivalent to FTE and the aggregate number of full-day and half-day absences at multiple schools.

Methodology for calculation

In [New South Wales](#) government schools, the attendance rate is calculated as follows:

Attendance equals (1 minus absences divided by enrolled days) multiplied by 100, where:

- absences equals 'all full day absences for the period in question'
- enrolled days equals 'enrolments multiplied by days open'
- enrolments equals 'all students Year 1 to Year 10 enrolled at any time during the period'
- days open equals 'any day that the school was open for teaching during the period'
- period equals 'Semester 1 comprised of Term 1 and Term 2'.

In [Victoria](#), the data represent the number of actual full-time equivalent 'student days' attended in Semester 1 2011 as a percentage of the total number of possible student days attended over that period.

In [Queensland](#), the attendance data (from the OneSchool system) were used to determine for each student the number of days it was possible for the student to attend in Semester 1. This calculation was based on analysis of the school calendar together with the student's enrolment and exit dates. Only school days were counted, with local holidays and public holidays being removed. The totals of the full and half-day absences for each student were calculated and then subtracted from the days possible to arrive at the number of days in attendance at each school. The attendance rate calculation was based on information for all full-time students enrolled in Years 1–10 at a government school.

In [South Australia](#), an absence rate is calculated by aggregating the number of days of absence (including aggregating half-days) and dividing by the aggregated number of 'potential days of attendance', based on the student enrolled days. Rates are rounded to the nearest whole number, therefore rounding error should be considered if comparing to decimal precision figures or comparing rounded absence and attendance rates.

In [Western Australia](#), the attendance data were aggregated from individual student data using the enrolment commencement and cessation dates and based on available half-days minus half-day absences, divided by the available half-days, multiplied by 100.

For [Tasmanian](#) government school students, the attendance rates are calculated for all students on a full-time equivalent basis by the following method: potential days at school minus number of days absent divided by potential days at school. The number of days absent for each student is counted at student level. The number of potential days absent for each student is calculated at school level, i.e. all students enrolled in the reference period are assumed to have had the opportunity to attend school for the whole reference period.

In the [Northern Territory](#), the attendance rate was calculated as follows:

Each enrolment on each day was counted as a *student attendance day* if 50 per cent or more of the expected sessions were attended by a student. *Total actual student attendance days* was calculated for each cohort of students (e.g. Year 3 girls) by summing the *student attendance days* across the time period. Each enrolment on each day was counted as an *expected attendance day* (considering enrolment date and departure date of each student). *Total expected attendance days* was calculated for each cohort of students (e.g. Year 3 girls) by summing the *expected attendance days* across the time period. *Total actual student attendance days* divided by *total expected attendance days* derives the attendance rate for each cohort.

In [Australian Capital Territory](#) primary schools, the number of days attended by each student was calculated as the difference between the total number of days possible to attend and the

aggregate number of full-day (1.0) and half-day (0.5) absences. In high schools, the aggregate number of days absent for each student was generated by dividing the number of sessions absent by the number of teaching sessions per day and totalling the days it was possible to attend in Semester 1. The number of days attended by each student was calculated as the difference between the total number of days possible to attend and the aggregate number of days absent (or part thereof). The average student attendance rate for each year level was generated by dividing the total number of days attended by all students within the year level by the total number of days possible, expressed as a percentage.

Student attendance rates, government school sector, by State and Territory, 2007–11 (per cent)

NSW										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	94	94	94	94	92	90	89	87
2010	94	94	94	94	94	94	93	91	89	88
2009	94	94	94	94	94	94	92	90	89	89
2008	94	94	94	94	94	94	92	90	89	89
2007	94	94	94	94	94	94	92	90	89	89
Victoria										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	94	94	94	94	93	91	90	90
2010	94	94	94	94	94	94	93	91	90	90
2009	93	94	94	94	94	94	93	91	90	90
2008	94	94	94	94	94	94	93	91	90	90
2007	94	95	95	95	95	94	94	92	91	91
Queensland										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	92	92	92	92	93	92	92	91	88	87
2010	92	93	93	93	93	93	92	90	88	87
2009	92	92	93	93	93	93	92	90	88	86
2008	92	93	93	93	93	93	93	90	88	86
2007	94	94	94	94	94	93	93	91	88	87
SA										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	92	92	92	92	92	92	92	89	87	85
2010	92	92	92	93	92	92	92	89	87	85
2009	92	92	92	92	92	92	92	89	87	85
2008	92	93	93	93	93	93	92	90	87	86
2007	93	93	93	93	93	93	92	90	88	87
WA										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	92	93	93	93	93	93	92	90	87	86
2010	92	93	93	93	93	93	92	90	88	86
2009	92	93	93	93	93	93	93	90	88	86
2008	92	92	93	93	93	93	93	90	88	86
2007	92	93	93	93	93	93	93	91	88	86
Tasmania										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	94	94	94	94	92	90	88	86
2010	94	94	95	95	95	94	93	91	89	87
2009	94	94	95	94	95	94	92	90	88	86
2008	94	95	95	95	95	95	93	91	89	87
2007	95	95	95	95	95	95	94	91	89	88
NT										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	81	83	83	83	83	84	81	79	77	76
2010	83	83	83	84	84	85	81	79	77	77
2009	82	83	84	85	86	85	83	80	80	81
2008	82	83	84	85	84	85	82	81	81	82
2007	82	83	84	85	85	85	85	84	82	81
ACT										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	93	93	94	93	93	93	91	89	87	86
2010	94	94	94	94	94	93	92	89	87	86
2009	94	94	94	94	93	93	91	88	87	87
2008	93	94	94	94	94	93	91	89	88	87
2007	93	94	94	94	94	92	91	90	88	88

Note: Because the definitions and methodologies used by jurisdictions and sectors to collect attendance data are not uniform, data cannot currently be aggregated or averaged at the national level.

Sources: SCSEEC/ACARA Student Attendance Data Collections

Student attendance rates, Catholic school sector, by State and Territory, 2007–11 (per cent)

NSW										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	94	94	94	94	94	92	92	91
2010	94	94	95	94	95	94	95	93	93	92
2009	94	94	95	94	95	94	94	93	93	92
2008	94	94	95	94	95	94	94	93	93	92
2007	94	94	94	94	94	94	94	93	93	92
Victoria										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	95	94	95	94	94	93	93	92
2010	94	94	94	94	94	94	96	94	94	94
2009	93	93	94	93	94	93	94	93	92	91
2008	92	93	93	93	93	93	94	92	92	91
2007	93	93	93	93	93	93	94	93	92	91
Queensland										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	94	94	94	94	94	94	93	92
2010	94	94	94	94	95	95	95	95	94	93
2009	93	93	94	93	94	93	94	93	92	91
2008	93	94	94	95	95	95	94	93	93	91
2007	93	94	94	94	95	94	94	94	93	92
SA										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	95	95	95	95	95	94	93	93
2010	94	94	95	95	95	94	94	94	92	92
2009	93	94	94	94	94	94	94	94	93	92
2008	94	94	95	94	95	94	94	94	92	92
2007	94	95	95	95	95	95	95	94	93	93
WA										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	93	93	94	94	94	94	95	94	94	94
2010	92	93	94	94	94	94	95	94	94	94
2009	91	93	93	93	93	94	93	94	94	93
2008	91	91	92	92	93	91	93	93	92	92
2007	91	92	92	92	92	92	93	93	92	92
Tasmania										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	93	94	94	94	94	94	94	93	92	92
2010	94	95	95	95	95	94	95	94	93	92
2009	95	95	96	95	95	94	95	94	93	93
2008	93	93	94	94	93	94	94	93	92	91
2007	89	89	89	91	90	90	90	88	87	86
NT										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	82	79	83	86	87	83	81	84	82	74
2010	82	81	83	83	82	83	84	84	84	82
2009	81	80	84	83	84	84	88	83	84	83
2008	82	84	84	86	86	85	85	82	84	83
2007	90	89	89	89	89	89	87	88	90	89
ACT										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	93	94	94	94	94	94	91	91	90
2010	94	94	95	94	93	94	92	89	90	89
2009	94	93	94	93	94	94	93	91	91	90
2008	94	93	94	93	93	92	93	91	90	89
2007	94	94	94	94	94	93	93	90	90	88

Note: Because the definitions and methodologies used by jurisdictions and sectors to collect attendance data are not uniform, data cannot currently be aggregated or averaged at the national level.

Sources: SCSEEC/ACARA Student Attendance Data Collections

Student attendance rates, independent school sector, by State and Territory, 2007–11 (per cent)

NSW										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	95	94	95	94	95	94	94	93
2010	94	94	95	95	95	94	95	94	94	93
2009	94	94	95	94	95	94	95	94	93	93
2008	95	94	95	95	95	95	95	94	94	93
2007	94	94	94	94	94	94	94	93	93	92
Victoria										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	95	94	95	95	95	95	95	94	94	93
2010	94	94	95	94	95	94	94	94	93	93
2009	93	94	94	94	94	94	94	94	93	93
2008	93	94	95	94	94	94	94	94	93	93
2007	94	94	94	94	94	94	95	94	94	94
Queensland										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	95	94	95	94	95	94	93	92
2010	93	94	94	94	94	94	94	94	94	93
2009	93	92	93	93	94	93	93	92	91	91
2008	93	93	93	93	94	94	93	93	93	92
2007	93	93	94	93	93	93	93	92	91	91
SA										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	95	95	95	94	95	94	94	94	94	93
2010	94	94	94	94	94	94	94	94	93	93
2009	93	93	93	94	94	93	94	93	93	92
2008	93	94	95	95	95	95	94	94	94	93
2007	93	95	94	95	94	94	94	94	93	92
WA										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	93	94	94	94	95	94	95	94	93	93
2010	93	94	95	94	95	94	94	94	94	93
2009	93	94	94	94	95	94	94	94	94	93
2008	93	93	94	94	94	94	95	94	93	93
2007	93	93	93	93	94	94	94	94	94	94
Tasmania										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	94	94	95	94	93	93	92	91
2010	95	95	96	95	94	95	94	95	94	94
2009	94	95	95	96	94	95	96	94	94	94
2008	92	92	94	93	94	94	94	93	93	93
2007	94	95	95	95	95	95	95	94	95	93
NT										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	91	90	91	91	90	88	91	90	91	88
2010	91	92	89	91	92	90	94	93	94	94
2009	86	89	90	89	89	92	91	90	90	90
2008	88	91	93	93	92	91	91	90	87	89
2007	90	92	90	93	91	92	95	94	91	91
ACT										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	95	94	94	95	94	95	94	94	93
2010	93	94	95	93	96	94	95	94	94	94
2009	93	95	94	94	95	93	95	94	94	94
2008	95	94	94	94	95	94	93	95	94	94
2007	94	95	95	94	95	94	94	93	92	91

Note: Because the definitions and methodologies used by jurisdictions and sectors to collect attendance data are not uniform, data cannot currently be aggregated or averaged at the national level.

Sources: SCSEEC/ACARA Student Attendance Data Collections

National Report on Schooling in Australia 2011

Part 9

Additional statistics

List of tables¹

Schools and schooling

Schools

Table 1	Number of schools by school sector (and non-government affiliation) and level of education by State and Territory, 2011; number of schools by school sector, Australia, 2007–11
---------	---

Staffing

Table 2	Full-time equivalent (FTE) of school staff by major function, school sector, school level and sex, Australia, 2011; FTE of school staff by school sector and sex, 2007–11
Table 3	Full-time equivalent (FTE) of school staff (teaching and non-teaching), by school sector and level of education, by State and Territory, and by sex, Australia, 2011; FTE staff by State and Territory, 2007–11
Table 4	Full-time equivalent (FTE) student–teaching staff ratios, by level of education, school sector (and non-government affiliation), by State and Territory, 2011; FTE student–teaching staff ratios by State and Territory, 2007–11
Table 5	Ratio of primary and secondary students to teaching staff in OECD and other G20 countries, by level of education, 2010

Teacher education

Table 6	Domestic enrolments in teacher education courses, by course level and field of education, Australia, 2011; domestic enrolments in teacher education courses, by course level, Australia, 2007–11
Table 7	Number of students graduating in teacher education courses, by course level and field of education, Australia, 2011; number of students graduating in teacher education courses, by course level, Australia, 2007–11

¹ ACARA acknowledges the contribution by the following agencies of data in these tables and in tables in the body of the report:

- Australian Bureau of Statistics (ABS)
- Department of Education, Employment and Workplace Relations (DEEWR)
- Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE)
- National Centre for Vocational Education Research (NCVER)
- Steering Committee for the Review of Government Service Provision.

Student participation

Enrolment

Table 8	Estimated resident population by age group, by State and Territory, 2011; estimated resident population by age group, Australia, 2007–11
Table 9	Number and proportion of children aged 6 to 15 years enrolled in school, by State and Territory, 2008–11
Table 10	Number of full-time and part-time students enrolled by school sector and level, by State and Territory, 2011; number of full-time and part-time students enrolled by sector, Australia, 2007–11; number of full-time plus part-time students enrolled by State and Territory, 2007–11
Table 11	Number and full-time equivalent (FTE) of part-time students, by level of education and school sector, by State and Territory, 2011; number and full-time equivalent (FTE) of part-time students, by sector, 2007–11
Table 12	Proportion of full-time equivalent (FTE) of students enrolled in schools by sector and level of education, by State and Territory, 2007 and 2011 (per cent)
Table 13	Full-time equivalent (FTE) of students, by level of education, school sector (and non-government affiliation), and sex, by State and Territory; full-time equivalent (FTE) of students by school sector (and non-government affiliation) and sex, Australia, 2007–11; full-time equivalent (FTE) of students enrolled by State and Territory, 2007–11
Table 14	Number of full-time students, actual and projected, by level of education and sector, Australia, selected years ('000 as at July each year)

Attendance

Table 15	Student attendance rates, government schools, by sex and by State and Territory, 2011 (per cent)
Table 16	Student attendance rates, Catholic schools, by sex and by State and Territory, 2011 (per cent)
Table 17	Student attendance rates, independent schools, by sex and by State and Territory, 2011 (per cent)

Senior school and transitions

Engagement in VET

Table 18	Number and proportion of 15 to 19-year-olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above, by State and Territory, 2011
Table 19	Estimate of participation of Australians aged 15 to 19 years in education and training by education and training activity, 2011
Table 20	VET in Schools students aged 15 to 19 years by State and Territory and by selected student and course characteristics, 2007–11

Participation

Table 21	Proportion of 15 to 19-year-olds participating in education and training, by State and Territory, 2007–11
Table 22	Proportion of 15 to 19-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training, by State and Territory, 2007–11
Table 23	Proportion of 20 to 24-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training, by State and Territory, 2007–11
Table 24	Proportion of 15 to 19-year-olds who have left school and are fully engaged in education, training or employment, by highest level of schooling, by State and Territory, 2007–11
Table 25	Proportion of 18 to 24-year-olds in full-time employment, education or training, at or above AQF Certificate III, by State and Territory, 2007–11
Table 26	Proportion of 15 to 24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, by single year of age and State and Territory, Australia, 2011 (per cent)
Table 27	Proportion of 15 to 24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, by single year of age, Australia, 2007–11 (per cent)
Table 28	Proportion of 15 to 24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, by single year of age and sex, Australia, 2011 (per cent)

Attainment

Table 29	Proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above, by State and Territory, 2007–11
Table 30	Proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate III or above, by State and Territory, 2007–11
Table 31	Proportion of 25 to 29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, by State and Territory, 2007–11

Table 32	Year 12 completion rates, by locality and sex, by State and Territory, 2011 (per cent); Year 12 completion rates, by locality and sex, Australia, 2007–11 (per cent)
Table 33	Year 12 completion rates by socio-economic status and sex, by State and Territory, 2011 (per cent); Year 12 completion rates by socio-economic status and sex, Australia, 2007–11 (per cent)
Table 34	Number and percentage of Year 12 students enrolled in tertiary-recognised subjects, by learning area, by sex, Australia, 2011
Table 35	Year 12 enrolments in tertiary-recognised languages, Australia, 2007–11 (per cent)
Table 36	Population aged 25 to 64 that has attained tertiary education, OECD and other G20 countries, 2010

Aboriginal and Torres Strait Islander Education

Enrolment

Table 37	Deleted
Table 38	Number of Indigenous full-time and part-time students enrolled by school sector and level, by State and Territory, 2011; number of Indigenous full-time and part-time students enrolled by sector, Australia, 2007–11; number of Indigenous full-time plus part-time students enrolled by State and Territory, 2007–11
Table 39	Number and full-time equivalent (FTE) of Indigenous part-time students, by level of education, category of school (government and non-government), and sex, by State and Territory, 2011; number and full-time equivalent (FTE) of Indigenous part-time students, by level of education, 2007–11
Table 40	Proportion of full-time equivalent (FTE) Indigenous students enrolled, by sector, by level of education, by State and Territory, 2007 and 2011 (per cent)
Table 41	Number of full-time equivalent (FTE) of Indigenous students, by level of education, category of school and non-government affiliation, and sex, by State and Territory, 2011

Attendance

Table 42	Student attendance rates, government schools, by Indigenous status and State and Territory, 2011 (per cent)
Table 43	Student attendance rates, Catholic schools, by Indigenous status and State and Territory, 2011 (per cent)
Table 44	Student attendance rates, independent schools, by Indigenous status and State and Territory, 2011 (per cent)

Progression and retention

Table 45	Comparative Indigenous and non-Indigenous apparent grade progression rates and the percentage point gap between Indigenous and non-Indigenous apparent grade progression rates, Australia, 2007–11 (per cent)
Table 46	Comparative Indigenous and non-Indigenous apparent retention rates and the percentage point gap between Indigenous and non-Indigenous apparent retention rates, Australia, 2007–11 (per cent)
Table 47	Comparative Indigenous and non-Indigenous apparent retention rates (Years 7/8–10; 7/8–12), by State and Territory, 2011 (per cent)
Table 48	Comparative Indigenous and non-Indigenous apparent retention rates (Year 7/8–10; 7/8–12), by State and Territory, 2007–11 (per cent)

Funding Australia's schools

Table 49	Expenditure by government education systems, by level of education and area of expenditure, by State and Territory, 2010–11 financial year; totals 2006–07 to 2010–11 financial years (accrual basis) (\$'000)
Table 50	Per capita expenditure on government schools, by level of education, by State and Territory, 2010–11 financial year; 2006–07 to 2010–11 financial years (\$/full-time equivalent student – accrual basis)
Table 51	Australian, State and Territory government recurrent expenditure per student in government schools, by level of education, by State and Territory, 2006–07 to 2010–11 (\$/full-time equivalent student – accrual basis; including user cost of capital)
Table 52	Australia, all levels of government – operating expenses on primary and secondary education as a percentage of gross domestic product (GDP), Australia, 1991–92 to 2010–11
Table 53	Expenditure of non-government schools, by level of education, by State and Territory, 2011 calendar year; totals 2007–11 (\$'000)
Table 54	Breakdown of 'other costs' component of expenditure of non-government schools, by school level, State and Territory, 2011 calendar year; totals 2007–11 (\$'000)
Table 55	Income and expenditure per student of non-government schools, by purpose, affiliation, State and Territory, 2011 calendar year; total income and expenditure per student 2007–11
Table 56	Expenditure of non-government schools, by affiliation and level of education, by State and Territory, 2011 calendar year; 2007–11 (\$ per student) (FTE students)
Table 57	Australian Government expenditure on schools, annual appropriations, 2010–11 financial year (\$'000)
Table 58	Australian Government student assistance for school-age students, 2010–11 financial year (\$'000)
Table 59	Summary of Australian Government capital expenditure, all schools, by State and Territory, 2006–07 to 2010–11 financial years (\$'000)
Table 60	Australian Government specific purpose payments (SPP) for schools, by government/non-government, recurrent/capital, by State and Territory, 2010–11 financial year (accrual basis) (\$'000)
Table 61	Australian Government specific purpose payments (SPP) for schools, by sector, by State and Territory, 2006–07 to 2010–11 financial years (accrual basis) (\$'000)

Schools and schooling

Schools

Table 1 Number of schools by school sector (and non-government affiliation) and level of education^(a) by State and Territory, 2011; number of schools by school sector, Australia, 2007–11

	Government		Non-government		All schools	
		Catholic	Independent	Total	Total	Per cent
New South Wales						
Primary	1,631	420	73	493	2,124	22.5
Secondary	370	131	22	153	523	5.5
Combined (primary and secondary)	66	29	206	235	301	3.2
Special ^(b)	110	7	32	39	149	1.6
Total	2,177	587	333	920	3,097	32.8
Victoria						
Primary	1,140	381	42	423	1,563	16.6
Secondary	244	85	15	100	344	3.6
Combined (primary and secondary)	76	14	141	155	231	2.4
Special ^(b)	76	7	13	20	96	1.0
Total	1,536	487	211	698	2,234	23.7
Queensland						
Primary	921	198	33	231	1,152	12.2
Secondary	179	61	11	72	251	2.7
Combined (primary and secondary)	91	26	126	152	243	2.6
Special ^(b)	46	7	9	16	62	0.7
Total	1,237	292	179	471	1,708	18.1
South Australia						
Primary	395	68	36	104	499	5.3
Secondary	68	11	8	19	87	0.9
Combined (primary and secondary)	76	22	47	69	145	1.5
Special ^(b)	18	2	1	3	21	0.2
Total	557	103	92	195	752	8.0
Western Australia						
Primary	513	110	40	150	663	7.0
Secondary	99	4	6	10	109	1.2
Combined (primary and secondary)	91	42	88	130	221	2.3
Special ^(b)	67	3	8	11	78	0.8
Total	770	159	142	301	1,071	11.4
Tasmania						
Primary	128	24	4	28	156	1.7
Secondary	31	5	0	5	36	0.4
Combined (primary and secondary)	26	8	23	31	57	0.6
Special ^(b)	5	0	1	1	6	0.1
Total	190	37	28	65	255	2.7
Northern Territory						
Primary	66	7	4	11	77	0.8
Secondary	14	3	6	9	23	0.2
Combined (primary and secondary)	69	5	11	16	85	0.9
Special ^(b)	5	0	0	0	5	0.1
Total	154	15	21	36	190	2.0
Australian Capital Territory						
Primary	53	23	2	25	78	0.8
Secondary	18	5	0	5	23	0.2
Combined (primary and secondary)	9	2	11	13	22	0.2
Special ^(b)	4	0	1	1	5	0.1
Total	84	30	14	44	128	1.4
Australia						
Primary	4,847	1,231	234	1,465	6,312	66.9
Secondary	1,023	305	68	373	1,396	14.8
Combined (primary and secondary)	504	148	653	801	1,305	13.8
Special ^(b)	331	26	65	91	422	4.5
Total	6,705	1,710	1,020	2,730	9,435	100.0
Number of schools by school sector, Australia, 2007–11						
2011	6,705	1,710	1,020	2,730	9,435	
2010	6,743	1,708	1,017	2,725	9,468	
2009	6,802	1,705	1,022	2,727	9,529	
2008	6,833	1,705	1,024	2,729	9,562	
2007	6,851	1,703	1,025	2,728	9,579	

Notes: Data are based on the (non-finance) National Schools Statistics Collection (NSSC), which is a joint undertaking of the various State and Territory departments of education, the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), the Australian Bureau of Statistics (ABS), and the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

This table has Clause 3 approval under the Statistics Determination 1983 for publication of cells of less than 3.

- (a) Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Vic., Tas., NT and ACT. In Qld, SA and WA, primary education comprises a pre-Year 1 grade followed by Years 1 to 7.
- (b) See [Glossary](#) for definition of special schools.

Source: ABS, Cat. No. 4221.0, *Schools, Australia, 2011*

Staffing

Table 2 Full-time equivalent (FTE)^(a) of school staff^(b) by major function, school sector, school level and sex, Australia, 2011; FTE of school staff by school sector and sex, 2007–11

Major function	Primary			Secondary			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Government									
Teaching	17,424	74,398	91,821	30,025	43,426	73,451	47,448	117,824	165,272
Specialist support	586	2,517	3,103	771	2,242	3,013	1,357	4,759	6,116
Administrative & clerical (including teacher aides and assistants)	1,670	29,608	31,278	2,649	17,899	20,548	4,319	47,507	51,826
Building operations, general maintenance & other	2,350	215	2,565	1,611	169	1,780	3,961	384	4,345
Total	22,030	106,737	128,767	35,056	63,736	98,792	57,085	170,474	227,559
Catholic									
Teaching	4,004	18,677	22,681	10,790	14,921	25,712	14,794	33,599	48,393
Specialist support	63	356	419	272	577	849	335	933	1,268
Administrative & clerical (including teacher aides and assistants)	322	6,103	6,425	1,608	5,942	7,551	1,930	12,045	13,975
Building operations, general maintenance & other	502	315	817	1,220	577	1,797	1,722	892	2,614
Total	4,891	25,451	30,342	13,891	22,017	35,908	18,782	47,468	66,250
Independent									
Teaching	3,759	12,337	16,096	11,251	14,099	25,350	15,010	26,436	41,445
Specialist support	164	560	724	540	720	1,260	705	1,280	1,984
Administrative & clerical (including teacher aides and assistants)	950	5,386	6,336	1,937	6,113	8,049	2,887	11,498	14,385
Building operations, general maintenance & other	1,040	335	1,375	1,701	580	2,281	2,741	915	3,656
Total	5,913	18,618	24,531	15,429	21,511	36,940	21,342	40,129	61,471
Non-government									
Teaching	7,763	31,014	38,777	22,041	29,020	51,061	29,804	60,034	89,838
Specialist support	228	916	1,143	812	1,297	2,109	1,040	2,213	3,252
Administrative & clerical (including teacher aides and assistants)	1,272	11,488	12,760	3,545	12,055	15,600	4,817	23,543	28,360
Building operations, general maintenance & other	1,542	651	2,192	2,922	1,157	4,078	4,463	1,807	6,270
Total	10,804	44,068	54,872	29,320	43,529	72,848	40,124	87,597	127,721
All schools									
Teaching	25,186	105,412	130,598	52,066	72,446	124,512	77,252	177,858	255,110
Specialist support	813	3,433	4,246	1,583	3,539	5,122	2,397	6,972	9,368
Administrative & clerical (including teacher aides and assistants)	2,942	41,096	44,038	6,194	29,954	36,148	9,136	71,050	80,186
Building operations, general maintenance & other	3,892	866	4,758	4,533	1,325	5,858	8,424	2,191	10,615
Total	32,834	150,806	183,640	64,375	107,265	171,640	97,209	258,071	355,280
FTE of school staff by school sector and sex, 2007–11									
Total 2011	32,834	150,806	183,640	64,375	107,265	171,640	97,209	258,071	355,280
Total 2010	32,362	147,041	179,403	64,010	105,679	169,689	96,372	252,720	349,092
Total 2009	31,731	143,861	175,592	63,632	104,413	168,045	95,363	248,273	343,636
Total 2008	31,363	141,513	172,876	62,836	102,161	164,997	94,199	243,674	337,873
Total 2007	31,232	139,110	170,342	62,736	99,479	162,215	93,968	238,588	332,557

Notes: Staff employed in special schools are allocated to either primary or secondary education on a pro-rata basis. See [Glossary](#) for definition of special schools.

Components may not add to totals due to rounding.

(a) See [Glossary](#) for details of calculation of FTE.

(b) See [Glossary](#) for details of definitions of teaching and non-teaching staff.

Sources: ABS, Cat. No. 4221.0, *Schools, Australia, 2011* and earlier publications

Table 3 Full-time equivalent (FTE)^(a) of school staff (teaching and non-teaching)^(b), by school sector and level of education, by State and Territory, and by sex, Australia, 2011; FTE staff by State and Territory, 2007–11

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia	Males	Females
Government											
Teaching											
Primary	28,025	20,557	20,622	6,953	10,436	2,257	1,574	1,396	91,821	17,424	74,398
Secondary	24,777	19,201	14,010	4,629	6,511	2,007	1,005	1,311	73,451	30,025	43,426
Total	52,802	39,758	34,632	11,582	16,948	4,265	2,580	2,708	165,272	47,448	117,824
Non-teaching											
Primary	9,656	7,063	8,902	3,015	5,984	1,065	808	454	36,946	4,606	32,340
Secondary	7,043	6,723	4,815	1,824	3,138	836	531	432	25,341	5,031	20,310
Total	16,699	13,785	13,717	4,839	9,122	1,900	1,339	886	62,287	9,637	52,650
Total government	69,501	53,543	48,348	16,421	26,070	6,165	3,918	3,594	227,559	57,085	170,474
Catholic											
Teaching											
Primary	6,877	6,372	4,387	1,710	2,270	412	182	471	22,681	4,004	18,677
Secondary	9,121	7,123	4,320	1,629	2,184	545	175	616	25,712	10,790	14,921
Total	15,998	13,495	8,707	3,339	4,454	956	357	1,087	48,393	14,794	33,599
Non-teaching											
Primary	1,867	1,631	1,820	632	1,254	193	155	108	7,661	887	6,774
Secondary	2,880	2,927	2,153	664	998	251	90	234	10,196	3,100	7,096
Total	4,747	4,558	3,973	1,296	2,252	444	245	342	17,857	3,987	13,870
Total Catholic	20,745	18,053	12,680	4,635	6,706	1,400	602	1,429	66,250	18,782	47,468
Independent											
Teaching											
Primary	4,658	3,834	3,323	1,605	1,948	305	150	273	16,096	3,759	12,337
Secondary	7,204	7,634	4,597	1,783	2,866	516	314	436	25,350	11,251	14,099
Total	11,861	11,468	7,920	3,388	4,814	821	464	709	41,445	15,010	26,436
Non-teaching											
Primary	2,107	1,726	2,262	682	1,291	182	88	96	8,435	2,154	6,281
Secondary	2,946	3,303	2,573	824	1,301	264	203	178	11,591	4,178	7,413
Total	5,053	5,029	4,835	1,507	2,591	446	291	274	20,026	6,332	13,693
Total independent	16,915	16,497	12,754	4,895	7,405	1,267	755	983	61,471	21,342	40,129
Total non-government											
Teaching											
Primary	11,535	10,207	7,710	3,315	4,218	716	332	745	38,777	7,763	31,014
Secondary	16,324	14,757	8,917	3,412	5,050	1,061	489	1,052	51,061	22,041	29,020
Total	27,859	24,963	16,627	6,727	9,267	1,777	821	1,796	89,838	29,804	60,034
Non-teaching											
Primary	3,974	3,357	4,082	1,315	2,544	376	243	204	16,096	3,041	13,054
Secondary	5,826	6,230	4,726	1,488	2,299	514	293	412	21,787	7,278	14,509
Total	9,800	9,587	8,808	2,803	4,843	890	536	616	37,883	10,320	27,563
Total non-government	37,660	34,551	25,435	9,529	14,110	2,667	1,357	2,413	127,721	40,124	87,597
All schools											
Teaching											
Primary	39,560	30,763	28,332	10,268	14,654	2,974	1,906	2,141	130,598	25,186	105,412
Secondary	41,101	33,958	22,927	8,040	11,561	3,068	1,494	2,363	124,512	52,066	72,446
Total	80,661	64,721	51,258	18,309	26,215	6,042	3,400	4,504	255,110	77,252	177,858
Non-teaching											
Primary	13,631	10,420	12,984	4,330	8,528	1,440	1,051	658	53,041	7,647	45,394
Secondary	12,869	12,953	9,541	3,312	5,437	1,350	824	844	47,128	12,309	34,818
Total	26,499	23,372	22,525	7,642	13,965	2,790	1,875	1,502	100,169	19,957	80,212
Total all schools 2007–11											
2011	107,160	88,093	73,783	25,950	40,180	8,832	5,275	6,006	355,280	97,209	258,071
2010	105,558	86,014	72,250	25,651	39,585	8,784	5,191	6,060	349,092	96,372	252,720
2009	104,097	84,803	70,739	25,381	38,919	8,640	5,069	5,989	343,636	95,363	248,273
2008	103,681	83,281	69,170	25,187	37,585	8,437	4,846	5,688	337,873	94,199	243,674
2007	102,564	81,836	68,009	24,986	36,645	8,321	4,509	5,687	332,557	93,968	238,588

Notes: Staff employed in special schools are allocated to either primary or secondary education on a pro-rata basis. See [Glossary](#) for definition of special schools. Components may not add to totals due to rounding.

(a) See [Glossary](#) for details of calculation of FTE.

(b) See [Glossary](#) for details of definitions of teaching and non-teaching staff.

Sources: ABS, Cat. No. 4221.0, *Schools, Australia, 2011* and earlier publications

Table 4 Full-time equivalent FTE^(a) student–teaching staff^(b) ratios, by level of education, school sector (and non-government affiliation), by State and Territory, 2011; FTE student–teaching staff ratios by State and Territory, 2007–11

Level of education	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Government									
Primary	15.5	15.4	15.3	14.9	15.6	14.3	11.8	13.7	15.3
Secondary	12.5	11.7	12.5	13.4	11.4	13.0	10.5	11.8	12.2
Total	14.1	13.6	14.2	14.3	14.0	13.7	11.3	12.8	13.9
Non-government									
Primary	16.6	14.9	17.5	16.1	17.1	16.1	15.5	17.3	16.4
Secondary	11.8	11.1	12.2	11.7	10.9	11.5	10.5	12.7	11.6
Total	13.8	12.7	14.7	13.8	13.8	13.3	12.5	14.6	13.6
Catholic									
Primary	18.2	16.3	18.2	16.5	17.8	18.2	15.1	18.3	17.5
Secondary	13.0	12.6	12.8	12.3	12.2	13.0	10.4	14.0	12.8
Total	15.3	14.4	15.5	14.4	15.0	15.3	12.8	15.9	15.0
Independent									
Primary	14.2	12.6	16.7	15.6	16.4	13.1	15.9	15.6	14.8
Secondary	10.3	9.7	11.7	11.1	10.0	9.9	10.5	10.9	10.4
Total	11.8	10.7	13.8	13.2	12.6	11.1	12.3	12.7	12.1
All schools									
Primary	15.9	15.2	15.9	15.3	16.0	14.7	12.4	15.0	15.6
Secondary	12.2	11.5	12.4	12.7	11.2	12.5	10.5	12.2	12.0
Total	14.0	13.3	14.4	14.1	13.9	13.6	11.6	13.5	13.8
FTE student–teaching staff ratios by State and Territory, 2007–11									
2011	14.0	13.3	14.4	14.1	13.9	13.6	11.6	13.5	13.8
2010	14.1	13.4	14.4	14.2	13.8	13.7	11.9	13.4	13.9
2009	14.1	13.4	14.4	14.2	13.8	13.8	11.8	13.5	13.9
2008	14.1	13.4	14.5	14.2	13.9	14.2	12.6	13.6	13.9
2007	14.2	13.4	14.5	14.3	14.0	14.3	12.9	13.6	14.0

Note: Staff employed in special schools are allocated to either primary or secondary education on a pro-rata basis. See [Glossary](#) for definition of special schools.

(a) See [Glossary](#) for details of calculation of FTE.

(b) See [Glossary](#) for details of definitions of teaching and non-teaching staff.

Sources: ABS, Cat. No. 4221.0, *Schools, Australia, 2011* and earlier publications

Table 5 Ratio of primary and secondary students to teaching staff in OECD and other G20 countries, by level of education, 2010

	Primary	Secondary
OECD countries		
Australia ^{(a)(b)}	15.7	12.0
Austria	12.2	9.6
Belgium ^(c)	12.4	9.4
Canada ^{(b)(d)}	x(4)	17.1
Chile	24.6	25.8
Czech Republic	18.7	11.7
Denmark	x(4)	m
Estonia	16.2	15.9
Finland	14.0	13.7
France ^(e)	18.7	12.3
Germany	16.7	14.4
Greece	m	m
Hungary	10.8	11.6
Iceland	x(4)	10.6
Ireland ^(b)	15.9	14.4
Israel ^(b)	20.6	11.7
Italy ^(b)	11.3	12.0
Japan	18.4	13.2
Korea	21.1	18.0
Luxembourg	10.1	9.1
Mexico	28.1	30.4
Netherlands ^(b)	15.7	16.5
New Zealand	16.2	15.3
Norway ^(b)	10.5	9.7
Poland	10.0	12.3
Portugal	10.9	7.5
Slovak Republic	17.1	14.1
Slovenia	16.2	11.0
Spain	13.2	9.9
Sweden	11.7	12.3
Switzerland ^{(a)(b)}	14.9	11.4
Turkey	21.7	17.6
United Kingdom	19.8	16.0
United States	14.5	14.4
OECD average	15.9	13.8
EU21 average	14.3	12.3
Other G20		
Argentina ^(d)	m	m
Brazil	23.4	19.0
China	17.2	16.5
India	m	m
Indonesia	19.9	16.7
Russian Federation ^{(b)(e)}	19.2	11.3
Saudi Arabia	11.2	9.7
South Africa ^(d)	33.6	24.4
G20 average	19.4	16.2

Notes: Calculations are based on full-time equivalents.

Some data are unavailable for some countries (m) or are included in other categories (x).

EU – European Union. EU21 refers to EU member countries and other European OECD member countries. EU21 consists of Austria, Belgium, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, Netherlands, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, United Kingdom.

G20 – Group of 20 nations: this is a forum which meets to discuss global economic problems and issues. It is attended by finance ministers and central bank governors from the world's highly developed economies consisting of 19 countries and the European Union.

(a) Includes only general programs in upper secondary education

(b) Public institutions only (in Australia, for tertiary-type A and advanced research programs only; in Canada, tertiary level only; in Ireland, at the pre-primary and secondary levels only; in Italy, from pre-primary to secondary levels; in the Russian Federation, at the primary level only).

(c) Excludes independent private institutions

(d) Year of reference 2009

(e) Excludes part-time personnel in public institutions at lower secondary and general upper secondary levels

Source: Organisation for Economic Co-operation and Development (OECD). Table D2.2 based on UNESCO Institute for Statistics (World Education Indicators Programme). See *Education at a Glance 2012: OECD Indicators*, Annex 3 for extra notes: www.oecd.org/edu/eag2012.

Teacher education

Table 6 Domestic enrolments in teacher education courses, by course level and field of education, Australia, 2011; domestic enrolments in teacher education courses, by course level, Australia, 2007–11

Field of education	Higher degree ^(a)	Other postgraduate ^(b)	Bachelor ^(c)	Other undergraduate ^(d)	Total
Initial teacher training^(e)					
Teacher education	1,072	2,207	9,860	0	13,139
Teacher education: early childhood	182	220	9,592	0	9,994
Teacher education: primary	2,139	1,344	23,607	0	27,090
Teacher education: secondary	2,076	2,920	14,287	92	19,375
Teacher education: vocational education and training	0	np	np	65	647
Teacher education: higher education	0	< 5	np	0	9
Teacher education: special education	31	0	107	0	138
English as a second language teaching	40	68	0	0	108
Teacher education not elsewhere classified	387	272	945	0	1,604
Total^(f)	5,927	7,149	58,859	157	72,092
Other than initial teacher training					
Teacher education	1,932	1,062	2,680	24	5,698
Teacher education: early childhood	350	309	1,473	64	2,196
Teacher education: primary	76	525	527	0	1,128
Teacher education: secondary	170	873	658	0	1,701
Teacher-librarianship	0	49	0	0	49
Teacher education: vocational education and training	np	266	201	< 5	538
Teacher education: higher education	np	878	< 5	0	984
Teacher education: special education	986	398	np	np	1,686
English as a second language teaching	507	653	11	0	1,171
Teacher education not elsewhere classified	1,951	1,692	870	139	4,652
Total^(f)	6,146	6,705	6,645	250	19,802
All teacher courses					
Teacher education	3,004	3,269	12,540	24	18,837
Teacher education: early childhood	532	529	11,065	64	12,190
Teacher education: primary	2,215	1,869	24,134	0	28,218
Teacher education: secondary	2,246	3,793	14,945	92	21,076
Teacher-librarianship	0	49	0	0	49
Teacher education: vocational education and training	69	383	666	67	1,185
Teacher education: higher education	105	879	9	0	993
Teacher education: special education	1,017	398	332	21	1,824
English as a second language teaching	547	721	11	0	1,279
Teacher education not elsewhere classified	2,338	1,964	1,815	139	6,256
Total^(f)	12,073	13,854	65,504	407	91,894
Total enrolments 2007–11					
2007	6,803	13,140	62,118	433	82,494
2008	7,413	12,060	60,865	329	80,667
2009	9,083	12,993	62,251	320	84,647
2010	10,936	14,071	63,854	402	89,263
2011	12,073	13,854	65,504	407	91,894

Note: np: not published

- (a) Includes Doctorate by research, Doctorate by coursework, Masters by research and Masters by coursework
- (b) Includes postgraduate qualifying or preliminary and graduate/postgraduate diploma and graduate certificate
- (c) Includes Bachelor graduate entry, Bachelor honours and Bachelor pass
- (d) Includes associate degree, advanced diploma (AQF), diploma (AQF), other award course
- (e) Refers to courses coded with a special course indicator = 'a course providing initial teacher training'
- (f) The data take into account the coding of combined courses to two fields of education. As a consequence, the total may be less than the sum of the individual fields of education.

Source: Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE), Higher Education Statistics Collection

Table 7 Number of students graduating in teacher education courses, by course level and field of education, Australia, 2011; number of students graduating in teacher education courses, by course level, Australia, 2007–11

Field of education	Higher degree ^(a)	Other postgraduate ^(b)	Bachelor ^(c)	Other undergraduate ^(d)	Total
Initial teacher training^(e)					
Teacher education	219	767	1,866	0	2,852
Teacher education: early childhood	41	84	1,482	0	1,607
Teacher education: primary	854	np	3,772	< 5	5,479
Teacher education: secondary	692	2,010	2,162	48	4,912
Teacher education: vocational education and training	0	32	np	np	157
Teacher education: higher education	0	< 5	np	0	9
Teacher education: special education	13	0	31	0	44
English as a second language teaching	23	16	0	0	39
Teacher education not elsewhere classified	55	230	157	0	442
Total^(f)	1,897	3,992	9,581	70	15,540
Other than initial teacher training					
Teacher education	357	495	262	7	1,121
Teacher education: early childhood	123	194	219	15	551
Teacher education: primary	21	333	69	0	423
Teacher education: secondary	40	961	197	0	1,198
Teacher-librarianship	0	43	0	0	43
Teacher education: vocational education and training	np	93	45	np	157
Teacher education: higher education	np	322	< 5	0	338
Teacher education: special education	309	163	np	< 5	500
English as a second language teaching	156	375	5	0	536
Teacher education not elsewhere classified	427	804	204	14	1,449
Total^(f)	1,461	3,783	1,019	44	6,307
All teacher courses					
Teacher education	576	1,262	2,128	7	3,973
Teacher education: early childhood	164	278	1,701	15	2,158
Teacher education: primary	np	1,185	3,841	< 5	5,902
Teacher education: secondary	732	2,971	2,359	48	6,110
Teacher-librarianship	0	43	0	0	43
Teacher education: vocational education and training	13	125	149	27	314
Teacher education: higher education	15	323	9	0	347
Teacher education: special education	np	163	57	< 5	544
English as a second language teaching	179	391	5	0	575
Teacher education not elsewhere classified	482	1,034	361	14	1,891
Total^(f)	3,358	7,775	10,600	114	21,847
Total course completions 2007–11					
2007	1,902	7,252	12,031	95	21,280
2008	2,028	6,785	11,853	50	20,716
2009	2,540	7,218	11,889	69	21,716
2010	3,097	7,473	11,507	127	22,204
2011	3,358	7,775	10,600	114	21,847

Note: np: not published

- (a) Includes Doctorate by research, Doctorate by coursework, Masters by research and Masters by coursework
 (b) Includes postgraduate qualifying or preliminary and graduate/postgraduate diploma and graduate certificate
 (c) Includes Bachelor graduate entry, Bachelor honours and Bachelor pass
 (d) Includes associate degree, advanced diploma (AQF), diploma (AQF), other award course
 (e) Refers to courses coded with a special course indicator = 'a course providing initial teacher training'
 (f) The data take into account the coding of combined courses to two fields of education. As a consequence, the total may be less than the sum of the individual fields of education.

Source: Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE), Higher Education Statistics Collection

Student participation

Enrolment

Table 8 Estimated resident population by age group, by State and Territory, 2011; estimated resident population by age group, Australia, 2007–11^(a)

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total
NSW	462,145	896,134	475,159	1,067,073	1,026,393	1,004,775	920,430	1,451,581	7,303,690
Vic.	358,023	669,394	362,670	856,245	803,391	790,627	697,681	1,086,059	5,624,090
Qld	316,938	592,544	314,120	672,826	632,875	640,727	569,888	840,807	4,580,725
SA	99,846	193,546	107,459	230,179	210,654	231,439	220,374	363,504	1,657,001
WA	158,329	295,418	157,551	357,788	331,501	336,961	295,993	412,869	2,346,410
Tas.	33,654	64,040	34,580	61,640	59,827	70,474	71,934	114,411	510,560
NT	18,596	34,153	16,615	39,541	37,268	33,294	27,388	23,317	230,172
ACT	24,753	42,644	24,028	63,943	56,258	50,984	45,111	57,700	365,421
Australia^(a)	1,472,401	2,788,232	1,492,373	3,349,538	3,158,482	3,159,705	2,849,192	4,350,631	22,620,554
Estimated resident population by age group, Australia, 2007–11^(b)									
Total 2011	1,472,401	2,788,232	1,492,373	3,349,538	3,158,482	3,159,705	2,849,192	4,350,631	22,620,554
Total 2010	1,449,672	2,768,752	1,499,560	3,302,754	3,144,124	3,124,590	2,792,993	4,217,330	22,299,775
Total 2009	1,422,624	2,763,397	1,499,396	3,224,283	3,122,645	3,101,859	2,746,687	4,084,396	21,965,287
Total 2008	1,375,267	2,750,509	1,471,149	3,043,554	3,071,330	3,066,236	2,694,344	3,959,392	21,431,781
Total 2007	1,333,340	2,741,971	1,440,281	2,938,597	3,033,192	3,041,942	2,656,238	3,829,481	21,015,042

(a) Estimates for the total population are sourced from the most recently available ABS, Cat. No. 3101.0, *Australian Demographic Statistics* (June 2011). The Australia total includes 'other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.

(b) Estimates for the resident population are updated quarterly. Figures presented for the estimated resident population by age group in 2011 and 2010 are based on the June 2011 release of ABS, Cat. No. 3101.0, *Australian Demographic Statistics*.

Source: ABS, Cat. No. 3101.0, *Australian Demographic Statistics, Australian States and Territories*, June 2011

Table 9 Number and proportion of children aged 6 to 15 years enrolled in school^{(a)(b)}, by State and Territory, 2008–11

	Unit	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
2008										
Number of children aged 6 to 15 years enrolled in school	no.	881,553	659,082	573,537	196,826	285,042	65,957	31,614	45,594	2,739,205
Total 6 to 15-year-old population	no.	898,059	664,852	583,299	198,206	288,087	65,976	34,053	42,005	2,774,934
Proportion of 6 to 15-year-old population enrolled in school	%	98.2	99.1	98.3	99.3	98.9	100.0	92.8	108.5	98.7
2009										
Number of children aged 6 to 15 years enrolled in school	no.	880,550	661,680	579,484	195,974	288,345	65,334	31,527	45,842	2,748,736
Total 6 to 15-year-old population	no.	897,087	666,575	588,055	197,035	291,955	65,497	34,367	42,042	2,782,999
Proportion of 6 to 15-year-old population enrolled in school	%	98.2	99.3	98.5	99.5	98.8	99.8	91.7	109.0	98.8
2010										
Number of children aged 6 to 15 years enrolled in school	no.	882,711	663,048	582,449	195,830	289,113	64,706	32,014	46,022	2,755,893
Total 6 to 15-year-old population	no.	896,259	667,962	590,574	196,493	293,858	64,797	34,226	41,997	2,786,535
Proportion of 6 to 15-year-old population enrolled in school	%	98.5	99.3	98.6	99.7	98.4	99.9	93.5	109.6	98.9
2011										
Number of children aged 6 to 15 years enrolled in school	no.	885,274	666,143	587,301	195,070	292,276	64,024	31,924	46,165	2,768,177
Total 6 to 15-year-old population	no.	895,492	669,429	593,200	195,287	295,950	64,196	33,908	42,271	2,790,093
Proportion of 6 to 15-year-old population enrolled in school	%	98.9	99.5	99.0	99.9	98.8	99.7	94.1	109.2	99.2

(a) School data include students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6 to 15-year-olds enrolled in school to exceed 100%. Includes children enrolled full time or part time. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other territory' enrolments are excluded.

(b) Estimates for the total population are sourced from ABS, Cat. No. 3101.0, *Australian Demographic Statistics*, 30 June 2011. The Australia total includes 'other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.

Sources: ABS, Cat. No. 4221.0, *Schools, Australia, 2011*, data cube NSSC Table 42b: Full-time and part-time students 2007–11; ABS, Cat. No. 3101.0, *Australian Demographic Statistics, Australian States and Territories*, June 2011

Table 10 Number of full-time and part-time students enrolled by school sector and level^{(a)(b)(c)(d)}, by State and Territory, 2011; number of full-time and part-time students enrolled by sector, Australia, 2007–11; number of full-time plus part-time students enrolled by State and Territory, 2007–11

	Government			Non-government									All schools			
	FT	PT	Total	Catholic			Independent			Total			FT	PT	Total	
				FT	PT	Total	FT	PT	Total	FT	PT	Total				
New South Wales																
Primary	435,749	0	435,749	125,378	8	125,386	66,287	63	66,350	191,665	71	191,736	627,414	71	627,485	
Junior Secondary	222,868	0	222,868	84,572	0	84,572	51,487	217	51,704	136,059	217	136,276	358,927	217	359,144	
Senior Secondary	85,775	1,915	87,690	34,010	66	34,076	22,191	70	22,261	56,201	136	56,337	141,976	2,051	144,027	
Total Secondary	308,643	1,915	310,558	118,582	66	118,648	73,678	287	73,965	192,260	353	192,613	500,903	2,268	503,171	
Total	744,392	1,915	746,307	243,960	74	244,034	139,965	350	140,315	383,925	424	384,349	1,128,317	2,339	1,130,656	
Victoria																
Primary	315,707	476	316,183	103,783	173	103,956	48,442	70	48,512	152,225	243	152,468	467,932	719	468,651	
Junior Secondary	157,377	277	157,654	63,569	17	63,586	49,997	33	50,030	113,566	50	113,616	270,943	327	271,270	
Senior Secondary	66,845	1,975	68,820	26,311	17	26,328	24,167	72	24,239	50,478	89	50,567	117,323	2,064	119,387	
Total Secondary	224,222	2,252	226,474	89,880	34	89,914	74,164	105	74,269	164,044	139	164,183	388,266	2,391	390,657	
Total	539,929	2,728	542,657	193,663	207	193,870	122,606	175	122,781	316,269	382	316,651	856,198	3,110	859,308	
Queensland																
Primary	315,253	3,372	318,625	79,754	101	79,855	55,345	98	55,443	135,099	199	135,298	450,352	3,571	453,923	
Junior Secondary	111,724	1,163	112,887	34,649	17	34,666	32,832	61	32,893	67,481	78	67,559	179,205	1,241	180,446	
Senior Secondary	62,541	2,222	64,763	20,543	50	20,593	21,011	38	21,049	41,554	88	41,642	104,095	2,310	106,405	
Total Secondary	174,265	3,385	177,650	55,192	67	55,259	53,843	99	53,942	109,035	166	109,201	283,300	3,551	286,851	
Total	489,518	6,757	496,275	134,946	168	135,114	109,188	197	109,385	244,134	365	244,499	733,652	7,122	740,774	
South Australia																
Primary	103,859	13	103,872	28,135	12	28,147	25,021	71	25,092	53,156	83	53,239	157,015	96	157,111	
Junior Secondary	37,766	912	38,678	12,314	0	12,314	11,880	17	11,897	24,194	17	24,211	61,960	929	62,889	
Senior Secondary	22,407	3,147	25,554	7,631	94	7,725	7,815	152	7,967	15,446	246	15,692	37,853	3,393	41,246	
Total Secondary	60,173	4,059	64,232	19,945	94	20,039	19,695	169	19,864	39,640	263	39,903	99,813	4,322	104,135	
Total	164,032	4,072	168,104	48,080	106	48,186	44,716	240	44,956	92,796	346	93,142	256,828	4,418	261,246	
Western Australia																
Primary	162,856	0	162,856	40,347	11	40,358	31,793	257	32,050	72,140	268	72,408	234,996	268	235,264	
Junior Secondary	43,613	1,049	44,662	16,329	0	16,329	17,284	0	17,284	33,613	0	33,613	77,226	1,049	78,275	
Senior Secondary	29,918	951	30,869	10,284	0	10,284	11,294	14	11,308	21,578	14	21,592	51,496	965	52,461	
Total Secondary	73,531	2,000	75,531	26,613	0	26,613	28,578	14	28,592	55,191	14	55,205	128,722	2,014	130,736	
Total	236,387	2,000	238,387	66,960	11	66,971	60,371	271	60,642	127,331	282	127,613	363,718	2,282	366,000	
Tasmania																
Primary	32,316	8	32,324	7,505	6	7,511	3,973	46	4,019	11,478	52	11,530	43,794	60	43,854	
Junior Secondary	17,604	144	17,748	5,370	0	5,370	3,608	37	3,645	8,978	37	9,015	26,582	181	26,763	
Senior Secondary	7,145	2,319	9,464	1,724	3	1,727	1,478	8	1,486	3,202	11	3,213	10,347	2,330	12,677	
Total Secondary	24,749	2,463	27,212	7,094	3	7,097	5,086	45	5,131	12,180	48	12,228	36,929	2,511	39,440	
Total	57,065	2,471	59,536	14,599	9	14,608	9,059	91	9,150	23,658	100	23,758	80,723	2,571	83,294	
Northern Territory																
Primary	18,529	66	18,595	2,742	0	2,742	2,396	0	2,396	5,138	0	5,138	23,667	66	23,733	
Junior Secondary	7,881	92	7,973	1,401	0	1,401	2,713	0	2,713	4,114	0	4,114	11,795	92	11,887	
Senior Secondary	2,839	136	2,975	418	0	418	581	4	585	999	4	1,003	3,838	140	3,978	
Total Secondary	10,520	228	10,748	1,819	0	1,819	3,290	4	3,298	5,113	4	5,117	15,633	232	15,865	
Total	29,049	294	29,343	4,561	0	4,561	5,694	4	5,694	10,251	4	10,255	39,300	298	39,598	
Australian Capital Territory																
Primary	19,154	12	19,166	8,615	0	8,615	4,209	70	4,279	12,824	70	12,894	31,978	82	32,060	
Junior Secondary	9,705	3	9,708	6,228	0	6,228	3,445	6	3,451	9,673	6	9,679	19,378	9	19,387	
Senior Secondary	5,727	43	5,770	2,404	3	2,407	1,309	0	1,309	3,713	3	3,716	9,440	46	9,486	
Total Secondary	15,432	46	15,478	8,632	3	8,635	4,754	6	4,760	13,386	9	13,395	28,818	55	28,873	
Total	34,586	58	34,644	17,247	3	17,250	8,963	76	9,039	26,210	79	26,289	60,796	137	60,933	
Australia																
Primary	1,403,423	3,947	1,407,370	396,259	311	396,570	237,466	675	238,141	633,725	986	634,711	2,037,148	4,933	2,042,081	
Junior Secondary	608,338	3,640	611,978	224,432	34	224,466	173,246	371	173,617	397,678	405	398,083	1,006,016	4,045	1,010,061	
Senior Secondary	283,197	12,708	295,905	103,325	233	103,558	89,846	358	90,204	193,171	591	193,762	476,368	13,299	489,667	
Total Secondary	891,535	16,348	907,883	327,757	267	328,024	263,092	729	263,821	590,849	996	591,845	1,482,384	17,344	1,499,728	
Total	2,294,958	20,295	2,315,253	724,016	578	724,594	500,558	1,404	501,962	1,224,574	1,982	1,226,556	3,519,532	22,277	3,541,809	
Number of full-time and part-time students enrolled by sector, Australia, 2007–11																
Total 2011	2,294,958	20,295	2,315,253	724,016	578	724,594	500,558	1,404	501,962	1,224,574	1,982	1,226,556	3,519,532	22,277	3,541,809	
Total 2010	2,282,357	21,902	2,304,259	713,289	622	713,911	491,233	1,472	492,705	1,204,522	2,094	1,206,616	3,486,879	23,996	3,510,875	
Total 2009	2,273,906	20,732	2,294,638	704,096	741	704,837	483,471	1,858	485,329	1,187,567	2,599	1,190,166	3,461,473	23,331	3,484,804	
Total 2008	2,264,554	20,247	2,284,801	696,577	777	697,354	473,159	1,736	474,895	1,169,736	2,513	1,172,249	3,434,290	22,760	3,457,050	
Total 2007	2,268,377	22,066	2,290,443	690,910	647	691,557	457,236	1,790	459,026	1,148,146	2,437	1,150,583	3,416,523	24,503	3,441,026	
Number of full-time plus part-time students enrolled by State and Territory, 2007–11																
	NSW	Vic.	Qld	SA	WA	Tas.	NT ^(a)	ACT	Australia							
Total 2011	1,130,656	859,308	740,774	261,246	366,000	83,294	39,598	60,933	3,541,809							
Total 2010	1,121,435	852,599	731,617	261,596	360,762	83,082	39,391	60,393	3,510,875							
Total 2009	1,113,216	847,825	724,426	260,474	357,172	82,955	38,818	59,918	3,484,804							
Total 2008	1,111,004	841,580	712,434	258,377	351,724	83,138	39,492	59,301	3,457,050							
Total 2007	1,111,826	836,991	703,937	258,761	347,311	83,507	39,127	59,566	3,441,026							

Note: Data are based on the (non-finance) National Schools Statistics Collection (NSSC), which is a joint undertaking of the various state and territory departments of education, the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), the Australian Bureau of Statistics (ABS), and the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

- (a) Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Vic., Tas., NT and ACT. In Qld, SA and WA, primary education comprises a pre-Year 1 grade followed by Years 1 to 7.
- (b) Junior secondary is the years from commencement of secondary school to Year 10, including ungraded secondary.
- (c) Senior secondary includes Years 11 and 12.
- (d) Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each State or Territory. See [Glossary](#) for definition of special schools.
- (e) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the some comparisons of school, student and staff data from 2008 onwards with previous years.

Source: ABS, Cat. No. 4221.0, *Schools, Australia, 2011*

Table 11 Number and full-time equivalent (FTE)^(a) of part-time students, by level of education^{(b)(c)(d)(e)} and school sector, by State and Territory, 2011; number and full-time equivalent (FTE) of part-time students, by sector, 2007–11

	Government		Non-government				All schools			
	PT	FTE	Catholic		Independent		Total			
			PT	FTE	PT	FTE	PT	FTE		
New South Wales										
Primary	0	0	8	2.8	63	38.6	71	41.4	71	41.4
Junior Secondary	0	0	0	0	217	166.3	217	166.3	217	166.3
Senior Secondary	1,915	1,148.3	66	34.1	70	42.1	136	76.2	2,051	1,224.5
Total Secondary	1,915	1,148.3	66	34.1	287	208.4	353	242.5	2,268	1,390.8
Total	1,915	1,148.3	74	36.9	350	247.0	424	283.9	2,339	1,432.2
Victoria										
Primary	476	234.0	173	78.3	70	42.7	243	121.0	719	355.0
Junior Secondary	277	129.8	17	7.3	33	12.3	50	19.6	327	149.4
Senior Secondary	1,975	919.3	17	8.6	72	41.7	89	50.3	2,064	969.6
Total Secondary	2,252	1,049.1	34	15.9	105	54.0	139	69.9	2,391	1,119.0
Total	2,728	1,283.1	207	94.2	175	96.7	382	190.9	3,110	1,474.0
Queensland										
Primary	3,372	1,052.4	101	48.4	98	54.4	199	102.8	3,571	1,155.2
Junior Secondary	1,163	414.6	17	10.2	61	31.1	78	41.3	1,241	455.9
Senior Secondary	2,222	794.7	50	34.0	38	22.1	88	56.1	2,310	850.8
Total Secondary	3,385	1,209.3	67	44.2	99	53.2	166	97.4	3,551	1,306.7
Total	6,757	2,261.7	168	92.6	197	107.6	365	200.2	7,122	2,461.9
South Australia										
Primary	13	5.4	12	6.8	71	51.5	83	58.3	96	63.7
Junior Secondary	912	341.7	0	0	17	3.8	17	3.8	929	345.5
Senior Secondary	3,147	1,520.2	94	60.1	152	104.8	246	164.9	3,393	1,685.1
Total Secondary	4,059	1,861.9	94	60.1	169	108.6	263	168.7	4,322	2,030.6
Total	4,072	1,867.3	106	66.9	240	160.1	346	227.0	4,418	2,094.3
Western Australia										
Primary	0	0	11	6.2	257	151.4	268	157.6	268	157.6
Junior Secondary	1,049	245.0	0	0	0	0	0	0	1,049	245.0
Senior Secondary	951	486.4	0	0	14	5.2	14	5.2	965	491.6
Total Secondary	2,000	731.4	0	0	14	5.2	14	5.2	2,014	736.6
Total	2,000	731.4	11	6.2	271	156.6	282	162.8	2,282	894.2
Tasmania										
Primary	8	3.8	6	3.2	46	20.7	52	23.9	60	27.7
Junior Secondary	144	57.0	0	0	37	17.4	37	17.4	181	74.4
Senior Secondary	2,319	1,325.3	3	1.6	8	5.2	11	6.8	2,330	1,332.1
Total Secondary	2,463	1,382.3	3	1.6	45	22.6	48	24.2	2,511	1,406.5
Total	2,471	1,386.1	9	4.8	91	43.3	100	48.1	2,571	1,434.2
Northern Territory										
Primary	66	32.2	0	0	0	0	0	0	66	32.2
Junior Secondary	92	34.2	0	0	0	0	0	0	92	34.2
Senior Secondary	136	49.2	0	0	4	2.2	4	2.2	140	51.4
Total Secondary	228	83.4	0	0	4	2.2	4	2.2	232	85.6
Total	294	115.6	0	0	4	2.2	4	2.2	298	117.8
Australian Capital Territory										
Primary	12	5.5	0	0	70	45.0	70	45.0	82	50.5
Junior Secondary	3	2.2	0	0	6	2.0	6	2.0	9	4.2
Senior Secondary	43	22.3	3	1.3	0	0	3	1.3	46	23.6
Total Secondary	46	24.5	3	1.3	6	2.0	9	3.3	55	27.8
Total	58	30.0	3	1.3	76	47.0	79	48.3	137	78.3
Australia										
Primary	3,947	1,333.3	311	145.7	675	404.3	986	550.0	4,933	1,883.3
Junior Secondary	3,640	1,224.5	34	17.5	371	232.9	405	250.4	4,045	1,474.9
Senior Secondary	12,708	6,265.7	233	139.7	358	223.3	591	363.0	13,299	6,628.7
Total Secondary	16,348	7,490.2	267	157.2	729	456.2	996	613.4	17,344	8,103.6
Total	20,295	8,823.5	578	302.9	1,404	860.5	1,982	1,163.4	22,277	9,986.9
Number and full-time equivalent (FTE) of part-time students, by sector, 2007–11										
Total 2011	20,295	8,823.5	578	302.9	1,404	860.5	1,982	1,163.4	22,277	9,986.9
Total 2010	21,902	9,441.0	622	334.5	1,472	912.8	2,094	1,247.3	23,996	10,688.3
Total 2009	20,732	9,335.8	741	408.9	1,858	1,167.4	2,599	1,576.3	23,331	10,912.1
Total 2008	20,247	8,698.4	777	436.6	1,736	1,048.6	2,513	1,485.2	22,760	10,183.6
Total 2007	22,066	9,058.1	647	332.1	1,790	1,102.6	2,437	1,434.7	24,503	10,492.8

(a) See [Glossary](#) for calculation of FTE.

(b) Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Vic., Tas., NT and ACT. In Qld, SA and WA, primary education comprises a pre-Year 1 grade followed by Years 1 to 7.

(c) Junior secondary is the years from commencement of secondary school to Year 10, including ungraded secondary.

(d) Senior secondary includes Years 11 and 12.

(e) Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each State or Territory. See [Glossary](#) for definition of special schools.

Source: ABS, Cat. No. 4221.0, *Schools, Australia, 2011*

Table 12 Proportion of full-time equivalent (FTE)^(a) of students enrolled in schools by sector and level of education^{(b)(c)(d)(e)}, by State and Territory, 2007 and 2011 (per cent)

	2007			2011		
	Government	Catholic	Independent	Government	Catholic	Independent
New South Wales						
Primary	69.8	20.2	10.0	69.4	20.0	10.6
Junior Secondary	63.3	22.9	13.7	62.1	23.6	14.4
Senior Secondary	59.9	24.3	15.8	60.7	23.8	15.5
Total Secondary	62.4	23.3	14.3	61.7	23.6	14.7
Total	66.5	21.6	11.9	66.0	21.6	12.4
Victoria						
Primary	68.7	21.8	9.6	67.5	22.2	10.4
Junior Secondary	59.9	22.4	17.7	58.1	23.5	18.4
Senior Secondary	57.2	22.1	20.7	57.3	22.2	20.5
Total Secondary	59.1	22.3	18.6	57.9	23.1	19.1
Total	64.3	22.0	13.7	63.1	22.6	14.3
Queensland						
Primary	72.1	16.6	11.2	70.1	17.7	12.3
Junior Secondary	64.3	18.2	17.4	62.4	19.3	18.3
Senior Secondary	61.2	19.1	19.7	60.4	19.6	20.0
Total Secondary	63.2	18.5	18.2	61.7	19.4	18.9
Total	68.7	17.4	13.9	66.8	18.3	14.8
South Australia						
Primary	67.7	17.8	14.5	66.1	17.9	16.0
Junior Secondary	62.9	19.3	17.8	61.2	19.8	19.1
Senior Secondary	60.3	19.0	20.6	60.5	19.5	20.0
Total Secondary	62.0	19.2	18.9	60.9	19.6	19.4
Total	65.5	18.3	16.2	64.1	18.6	17.3
Western Australia						
Primary	71.3	17.2	11.5	69.3	17.2	13.6
Junior Secondary	59.6	20.3	20.1	56.6	21.1	22.3
Senior Secondary	59.0	20.5	20.4	58.5	19.8	21.7
Total Secondary	59.4	20.3	20.2	57.4	20.6	22.1
Total	66.6	18.5	14.9	65.0	18.4	16.6
Tasmania						
Primary	75.3	16.2	8.5	73.8	17.1	9.1
Junior Secondary	68.2	18.3	13.5	66.3	20.1	13.6
Senior Secondary	70.2	15.2	14.6	72.5	14.8	12.7
Total Secondary	68.7	17.4	13.8	68.2	18.5	13.3
Total	72.3	16.8	10.9	71.1	17.8	11.1
Northern Territory						
Primary	79.0	11.8	9.2	78.3	11.6	10.1
Junior Secondary	65.0	13.8	21.2	65.2	11.8	22.9
Senior Secondary	78.2	10.9	10.9	74.3	10.7	15.0
Total Secondary	69.1	12.9	18.0	67.5	11.6	21.0
Total	75.7	12.2	12.1	74.0	11.6	14.4
Australian Capital Territory						
Primary	61.1	28.6	10.3	59.8	26.9	13.3
Junior Secondary	51.8	31.7	16.5	50.1	32.1	17.8
Senior Secondary	62.3	25.1	12.6	60.8	25.4	13.8
Total Secondary	55.1	29.6	15.3	53.6	29.9	16.5
Total	58.2	29.1	12.7	56.9	28.3	14.8
Australia						
Primary	70.1	19.2	10.7	68.9	19.4	11.7
Junior Secondary	62.2	21.5	16.4	60.5	22.3	17.2
Senior Secondary	59.9	21.5	18.6	59.9	21.4	18.6
Total Secondary	61.5	21.5	17.1	60.3	22.0	17.7
Total	66.5	20.2	13.4	65.3	20.5	14.2

Note: Components may not add to totals due to rounding.

- (a) Full time equivalent. See [Glossary](#) for details of calculation of FTE.
- (b) Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each State or Territory. See [Glossary](#) for definition of special schools.
- (c) Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Vic., Tas., NT and ACT. In Qld, SA and WA primary education comprises a pre-Year 1 grade followed by Years 1 to 7.
- (d) Junior secondary comprises Years 7–10 in NSW, Vic., Tas., NT and ACT and Years 8–10 in Qld, SA and WA. Includes ungraded secondary.
- (e) Senior secondary includes Years 11 and 12.

Sources: ABS, Cat. No. 4221.0, *Schools, Australia, 2011*

Table 13 Full-time equivalent (FTE)^(a) of students, by level of education^{(b)(c)(d)(e)}, school sector (and non-government affiliation), and sex, by State and Territory, 2011; full-time equivalent (FTE) of students by school sector (and non-government affiliation) and sex, Australia, 2007–11; full-time equivalent (FTE) of students enrolled by State and Territory, 2007–11

	Government			Non-government									All schools		
	Males	Females	Total	Catholic			Independent			Total			Males	Females	Total
				Males	Females	Total	Males	Females	Total	Males	Females	Total			
New South Wales															
Primary	225,119	210,630	435,749	63,533	61,848	125,381	34,152	32,174	66,326	97,685	94,022	191,706	322,804	304,652	627,455
Junior Secondary	115,550	107,318	222,868	42,763	41,809	84,572	26,126	25,528	51,653	68,889	67,337	136,225	184,439	174,655	359,093
Senior Secondary	41,836	45,088	86,923	16,480	17,565	34,044	11,063	11,170	22,233	27,543	28,734	56,277	69,378	73,822	143,201
Total Secondary	157,386	152,406	309,791	59,243	59,374	118,616	37,189	36,697	73,886	96,432	96,071	192,503	253,817	248,477	502,294
Total	382,505	363,036	745,540	122,776	121,221	243,997	71,341	68,871	140,212	194,116	190,093	384,209	576,621	553,128	1,129,749
Victoria															
Primary	163,970	151,971	315,941	52,221	51,640	103,861	23,740	24,744	48,485	75,961	76,385	152,346	239,931	228,356	468,287
Junior Secondary	83,089	74,418	157,507	31,304	32,272	63,576	24,889	25,121	50,009	56,193	57,393	113,586	139,282	131,811	271,092
Senior Secondary	33,262	34,502	67,764	12,542	13,778	26,320	11,554	12,655	24,209	24,095	26,433	50,528	57,357	60,935	118,293
Total Secondary	116,351	108,921	225,271	43,846	46,050	89,896	36,442	37,776	74,218	80,288	83,826	164,114	196,639	192,746	389,385
Total	280,320	260,892	541,212	96,067	97,690	193,757	60,183	62,520	122,703	156,250	160,210	316,460	436,570	421,102	857,672
Queensland															
Primary	164,098	152,207	316,305	40,959	38,844	79,802	27,781	27,619	55,399	68,739	66,463	135,202	232,837	218,670	451,507
Junior Secondary	57,986	54,153	112,139	17,560	17,100	34,659	16,077	16,786	32,863	33,637	33,886	67,522	91,623	88,038	179,661
Senior Secondary	31,517	31,819	63,336	10,177	10,400	20,577	10,583	10,450	21,033	20,760	20,850	41,610	52,277	52,669	104,946
Total Secondary	89,503	85,972	175,474	27,737	27,499	55,236	26,660	27,236	53,896	54,397	54,735	109,132	143,900	140,707	284,607
Total	253,601	238,179	491,780	68,696	66,343	135,039	54,441	54,855	109,296	123,136	121,198	244,334	376,737	359,377	736,114
South Australia															
Primary	53,852	50,012	103,864	14,283	13,859	28,142	12,500	12,573	25,073	26,783	26,432	53,214	60,635	76,444	157,079
Junior Secondary	19,892	18,215	38,108	5,994	6,320	12,314	5,968	5,916	11,884	11,962	12,236	24,198	31,855	30,451	62,306
Senior Secondary	11,580	12,347	23,927	3,847	3,844	7,691	3,805	4,115	7,920	7,651	7,960	15,611	19,231	20,307	39,538
Total Secondary	31,472	30,563	62,035	9,841	10,164	20,005	9,773	10,031	19,804	19,613	20,195	39,809	51,086	50,758	101,844
Total	85,324	80,575	165,899	24,124	24,023	48,147	22,273	22,603	44,876	46,396	46,627	93,023	131,720	127,202	258,922
Western Australia															
Primary	84,282	78,574	162,856	20,151	20,202	40,353	16,022	15,923	31,944	36,173	36,124	72,298	120,455	114,698	235,154
Junior Secondary	23,199	20,659	43,858	8,214	8,115	16,329	8,708	8,576	17,284	16,922	16,691	33,613	40,121	37,350	77,471
Senior Secondary	15,423	14,981	30,404	4,946	5,338	10,284	5,547	5,752	11,299	10,493	11,090	21,583	25,917	26,071	51,988
Total Secondary	38,622	35,640	74,262	13,160	13,453	26,613	14,255	14,328	28,583	27,415	27,781	55,196	66,037	63,421	129,459
Total	122,904	114,214	237,118	33,311	33,655	66,966	30,277	30,251	60,528	63,588	63,905	127,494	186,493	178,120	364,612
Tasmania															
Primary	16,788	15,532	32,320	3,737	3,771	7,508	2,008	1,985	3,994	5,746	5,756	11,502	22,533	21,288	43,822
Junior Secondary	9,191	8,470	17,661	2,598	2,772	5,370	1,858	1,767	3,625	4,456	4,539	8,995	13,647	13,009	26,656
Senior Secondary	4,141	4,330	8,470	746	980	1,726	720	763	1,483	1,466	1,743	3,209	5,607	6,073	11,679
Total Secondary	13,332	12,799	26,131	3,344	3,752	7,096	2,578	2,530	5,109	5,922	6,282	12,204	19,254	19,082	38,336
Total	30,120	28,331	58,451	7,081	7,523	14,604	4,587	4,516	9,102	11,668	12,039	23,706	41,787	40,370	82,157
Northern Territory															
Primary	9,467	9,094	18,561	1,369	1,373	2,742	1,171	1,225	2,396	2,540	2,598	5,138	12,007	11,692	23,699
Junior Secondary	4,168	3,548	7,715	724	677	1,401	1,339	1,374	2,713	2,063	2,051	4,114	6,231	5,599	11,829
Senior Secondary	1,461	1,428	2,888	211	207	418	293	290	583	504	497	1,001	1,965	1,925	3,889
Total Secondary	5,628	4,975	10,603	935	884	1,819	1,632	1,664	3,296	2,567	2,548	5,115	8,195	7,524	15,719
Total	15,095	14,069	29,165	2,304	2,257	4,561	2,803	2,889	5,692	5,107	5,146	10,253	20,202	19,215	39,418
Australian Capital Territory															
Primary	9,819	9,340	19,160	4,478	4,137	8,615	2,107	2,147	4,254	6,585	6,284	12,869	16,404	15,625	32,029
Junior Secondary	5,019	4,688	9,707	3,072	3,156	6,228	1,714	1,733	3,447	4,786	4,889	9,675	9,805	9,577	19,382
Senior Secondary	2,812	2,937	5,749	1,223	1,182	2,405	632	677	1,309	1,855	1,859	3,714	4,667	4,797	9,464
Total Secondary	7,831	7,625	15,457	4,295	4,338	8,633	2,346	2,410	4,756	6,641	6,748	13,399	14,472	14,374	28,846
Total	17,650	16,966	34,616	8,773	8,475	17,248	4,453	4,557	9,010	13,226	13,033	26,258	30,876	29,998	60,874
Australia															
Primary	727,395	677,361	1,404,756	200,731	195,674	396,405	119,481	118,390	237,870	320,212	314,064	634,275	1,047,606	991,425	2,039,031
Junior Secondary	318,094	291,469	609,563	112,229	112,221	224,450	86,679	86,800	173,479	198,908	199,020	397,928	517,002	490,489	1,007,491
Senior Secondary	142,031	147,432	289,463	50,171	53,294	103,465	44,197	45,873	90,069	94,368	99,166	193,534	236,399	246,598	482,997
Total Secondary	460,125	438,901	899,025	162,400	165,514	327,914	130,876	132,672	263,548	293,276	298,187	591,462	753,400	737,088	1,490,488
Total	1,187,519	1,116,262	2,303,782	363,131	361,188	724,319	250,356	251,062	501,419	613,487	612,250	1,225,737	1,801,007	1,728,512	3,529,519
Full-time equivalent (FTE) of students by school sector and non-government affiliation and sex, Australia, 2007–11															
Total 2011	1,187,519	1,116,262	2,303,782	363,131	361,188	724,319	250,356	251,062	501,419	613,487	612,250	1,225,737	1,801,007	1,728,512	3,529,519
Total 2010	1,190,259	1,111,539	2,291,798	357,539	356,085	713,624	245,910	246,236	492,146	603,449	602,321	1,205,769	1,783,707	1,713,860	3,497,567
Total 2009	1,175,566	1,107,676	2,283,242	352,512	351,993	704,505	242,088	242,550	484,638	594,600	594,544	1,189,143	1,770,166	1,702,219	3,472,385
Total 2008	1,168,005	1,105,247	2,273,252	348,778	348,236	697,014	236,785	237,423	474,208	585,563	585,659	1,171,221	1,753,568	1,690,906	3,444,474
Total 2007	1,170,376	1,107,059	2,277,435	345,898	345,344	691,242	229,008	229,331	458,339	574,905	574,675	1,149,581	1,745,281	1,681,735	3,427,016
Full-time equivalent (FTE) of students enrolled by State and Territory, 2007–11															
	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT							
Total 2011	1,129,749	857,672	736,114	258,922	364,612	82,157	39,418	60,874							
Total 2010	1,120,430	850,852	727,395	257,987	359,133	82,052	39,352	60,367							
Total 2009	1,112,169	845,935	720,372	256,788	356,520	82,093	38,633	59,876							
Total 2008	1,109,950	839,905	708,613	254,711	350,350	82,466	39,217	59,262							
Total 2007	1,110,458	835,399	700,020	254,793	345,432	82,812	38,609	59,492							

Note: Components may not add to totals due to rounding.

- (a) See [Glossary](#) for details of calculation of FTE.
- (b) Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each State or Territory. See [Glossary](#) for definition of special schools.
- (c) Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Vic., Tas., NT and ACT. In Qld, SA and WA primary education comprises a pre-Year 1 grade followed by Years 1 to 7.
- (d) Junior secondary comprises Years 7–10 in NSW, Vic., Tas., NT and ACT and Years 8–10 in Qld, SA and WA. Includes ungraded secondary.
- (e) Senior secondary includes Years 11 and 12.

Source: ABS, Cat. No. 4221.0, *Schools, Australia, 2011*

Table 14 Number of full-time students, actual and projected, by level of education and sector, Australia, selected years ('000 as at August each year)

Year	Primary ^(b)			Secondary ^(b)			Total		
	Govt	Non-govt	Total	Govt	Non-govt	Total	Govt	Non-govt	Total
1986	1,290,062	409,990	1,700,052	917,739	383,598	1,301,337	2,207,801	793,588	3,001,389
1990	1,322,543	440,951	1,763,494	870,804	407,359	1,278,163	2,193,347	848,310	3,041,657
1991	1,338,616	447,913	1,786,529	878,610	409,998	1,288,608	2,217,226	857,911	3,075,137
1992	1,351,665	452,705	1,804,370	882,418	412,178	1,294,596	2,234,083	864,883	3,098,966
1993	1,359,425	456,641	1,816,066	868,631	413,678	1,282,309	2,228,056	870,319	3,098,375
1994	1,360,771	464,969	1,825,740	854,179	419,473	1,273,652	2,214,950	884,442	3,099,392
1995	1,361,287	472,394	1,833,681	846,566	429,090	1,275,656	2,207,853	901,484	3,109,337
1996	1,367,406	480,763	1,848,169	854,151	440,760	1,294,911	2,221,557	921,523	3,143,080
1997	1,367,007	488,782	1,855,789	863,045	452,790	1,315,835	2,230,052	941,572	3,171,624
1998	1,372,430	497,421	1,869,851	866,945	461,858	1,328,803	2,239,375	959,279	3,198,654
1999	1,378,879	506,479	1,885,358	868,795	472,497	1,341,292	2,247,674	978,976	3,226,650
2000	1,386,073	517,808	1,903,881	862,214	481,330	1,343,544	2,248,287	999,138	3,247,425
2001	1,384,866	527,675	1,912,541	863,353	492,283	1,355,636	2,248,219	1,019,958	3,268,177
2002	1,391,750	539,596	1,931,346	865,587	504,843	1,370,430	2,257,337	1,044,439	3,301,776
2003	1,383,713	545,457	1,929,170	870,919	518,531	1,389,450	2,254,632	1,063,988	3,318,620
2004	1,378,373	553,418	1,931,791	871,653	528,822	1,400,475	2,250,026	1,082,240	3,332,266
2005	1,370,384	561,785	1,932,169	875,703	540,267	1,415,970	2,246,087	1,102,052	3,348,139
2006	1,366,259	569,938	1,936,197	881,970	550,560	1,432,530	2,248,229	1,120,498	3,368,727
2007	1,381,557	587,746	1,969,303	886,820	560,400	1,447,220	2,268,377	1,148,146	3,416,523
2008	1,376,066	597,436	1,973,502	888,488	572,300	1,460,788	2,264,554	1,169,736	3,434,290
2009	1,379,598	607,264	1,986,862	894,308	580,303	1,474,611	2,273,906	1,187,567	3,461,473
2010	1,389,263	621,064	2,010,327	893,094	583,458	1,476,552	2,282,357	1,204,522	3,486,879
2011	1,403,423	633,725	2,037,148	891,535	590,849	1,482,384	2,294,958	1,224,574	3,519,532
2012 ^(a)	1,420,792	646,180	2,066,972	886,866	599,245	1,486,111	2,307,658	1,245,425	3,553,083
2013	1,447,463	660,952	2,108,415	880,776	608,732	1,489,508	2,328,239	1,269,684	3,597,923
2014	1,483,614	677,957	2,161,571	875,109	619,067	1,494,176	2,358,723	1,297,024	3,655,747
2015 ^(c)	1,469,648	664,300	2,133,948	915,335	665,429	1,580,764	2,384,983	1,329,729	3,714,712
2016	1,499,530	677,226	2,176,756	914,197	679,186	1,593,383	2,413,727	1,356,412	3,770,139
2017	1,530,266	691,166	2,221,432	917,785	691,662	1,609,447	2,448,051	1,382,828	3,830,879
2018	1,557,414	703,639	2,261,053	930,199	706,284	1,636,483	2,487,613	1,409,923	3,897,536

Note: Components may not add to totals due to rounding.

- (a) Figures for 2012 and beyond are projections based on 2010 and 2011 actual enrolments and the maintenance of 2010–11 grade progression ratios. They will not reflect such factors as the effects of future changes in education and immigration policy.
- (b) Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each State or Territory. See [Glossary](#) for definition of special schools.
- (c) In 2015 Queensland and Western Australia are expected to change Year 7 from a primary education grade to a secondary education grade.

Sources: Australian Government Department of Education, Employment and Workplace Relations (DEEWR); ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Attendance

Table 15 Student attendance rates, government schools, by sex and by State and Territory, 2011 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
New South Wales												
Male	94	94	94	94	94	94	92	90	89	87	91	83
Female	94	94	94	94	94	94	93	91	89	87	91	84
Total	94	94	94	94	94	94	92	90	89	87	91	83
Victoria												
Male	94	94	94	94	94	94	93	90	90	91	89	89
Female	94	94	94	94	94	94	93	91	89	89	89	89
Total	94	94	94	94	94	94	93	91	90	90	89	89
Queensland												
Male	92	92	92	92	92	92	92	90	87	86	N/A	N/A
Female	92	92	93	92	93	93	92	91	88	87	N/A	N/A
Total	92	92	92	92	93	92	92	91	88	87	N/A	N/A
South Australia												
Male	92	92	92	92	92	92	91	89	87	86	91	89
Female	92	92	92	92	92	92	92	90	86	85	92	89
Total	92	92	92	92	92	92	92	89	87	85	91	89
Western Australia												
Male	92	93	93	93	93	93	92	90	87	86	N/A	96
Female	92	93	93	93	93	93	92	90	87	85	N/A	95
Total	92	93	93	93	93	93	92	90	87	86	N/A	96
Tasmania												
Male	94	94	94	94	94	94	92	90	88	87	N/A	N/A
Female	94	94	94	95	94	94	92	90	88	85	N/A	N/A
Total	94	94	94	94	94	94	92	90	88	86	N/A	N/A
Northern Territory												
Male	81	83	82	82	82	83	81	79	78	76	83	89
Female	81	84	83	84	84	85	81	79	76	75	90	89
Total	81	83	83	83	83	84	81	79	77	76	84	89
Australian Capital Territory												
Male	94	93	94	93	93	93	90	89	87	87	N/A	N/A
Female	93	93	93	93	93	93	91	89	86	85	N/A	N/A
Total	93	93	94	93	93	93	91	89	87	86	N/A	N/A

Notes: N/A – data not available
 For further information, see [Explanatory notes for the 2011 student attendance data](#).

Source: ACARA, Student Attendance Data Collection, 2011

Table 16 Student attendance rates, Catholic schools, by sex and by State and Territory, 2011 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
New South Wales												
Male	94	94	94	94	95	94	94	93	93	92	95	N/A
Female	94	94	94	94	94	94	94	92	91	90	93	N/A
Total	94	94	94	94	94	94	94	92	92	91	94	N/A
Victoria												
Male	94	94	95	94	95	94	94	93	93	92	93	84
Female	94	94	95	94	95	94	95	93	93	92	83	73
Total	94	94	95	94	95	94	94	93	93	92	90	80
Queensland												
Male	94	94	95	95	94	94	94	94	93	92	N/A	80
Female	93	94	94	94	94	94	94	94	93	92	N/A	58
Total	94	94	94	94	94	94	94	94	93	92	N/A	73
South Australia												
Male	95	95	95	95	95	95	95	94	94	94	97	97
Female	94	94	94	95	95	95	95	94	93	92	93	95
Total	94	94	95	95	95	95	95	94	93	93	96	96
Western Australia												
Male	94	93	93	94	94	94	95	94	94	94	N/A	N/A
Female	92	93	94	93	94	93	95	94	93	94	N/A	N/A
Total	93	93	94	94	94	94	95	94	94	94	N/A	N/A
Tasmania												
Male	93	95	94	93	94	94	94	93	93	93	N/A	N/A
Female	93	93	94	94	94	94	94	93	91	91	N/A	N/A
Total	93	94	94	94	94	94	94	93	92	92	N/A	N/A
Northern Territory												
Male	81	76	82	86	87	84	77	84	83	79	N/A	47
Female	83	82	84	86	87	83	84	83	81	69	N/A	N/A
Total	82	79	83	86	87	83	81	84	82	74	N/A	47
Australian Capital Territory												
Male	95	93	94	95	94	94	93	91	91	91	N/A	N/A
Female	93	93	93	94	94	93	94	91	90	89	N/A	N/A
Total	94	93	94	94	94	94	94	91	91	90	N/A	N/A

Notes: N/A – data not available
 For further information, see [Explanatory notes for the 2011 student attendance data](#).

Source: ACARA, Student Attendance Data Collection, 2011

Table 17 Student attendance rates, independent schools, by sex and by State and Territory, 2011 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
New South Wales												
Male	94	94	95	94	95	94	95	94	94	94	94	94
Female	94	94	94	94	94	94	94	94	93	92	92	91
Total	94	94	95	94	95	94	95	94	94	93	94	93
Victoria												
Male	95	95	95	95	95	94	95	94	94	94	84	82
Female	94	94	95	95	95	95	95	94	94	93	88	80
Total	95	94	95	95	95	95	95	94	94	93	85	82
Queensland												
Male	94	95	95	95	95	94	95	94	93	92	90	83
Female	94	94	95	94	95	94	94	94	94	92	89	86
Total	94	94	95	94	95	94	95	94	93	92	90	84
South Australia												
Male	95	95	95	94	95	94	94	94	94	93	89	89
Female	95	95	94	95	95	94	95	94	93	93	93	71
Total	95	95	95	94	95	94	94	94	94	93	90	81
Western Australia												
Male	93	94	94	94	95	94	94	94	93	93	90	43
Female	93	94	95	94	95	95	95	94	93	93	100	27
Total	93	94	94	94	95	94	95	94	93	93	92	35
Tasmania												
Male	95	94	94	95	94	94	94	93	92	93	89	100
Female	94	94	94	94	95	93	93	93	92	90	95	100
Total	94	94	94	94	95	94	93	93	92	91	90	100
Northern Territory												
Male	91	89	91	89	89	87	91	91	91	90	N/A	52
Female	92	90	92	93	91	89	91	89	91	86	N/A	56
Total	91	90	91	91	90	88	91	90	91	88	N/A	54
Australian Capital Territory												
Male	94	95	94	95	95	94	95	94	95	93	N/A	N/A
Female	94	94	94	94	95	95	95	94	94	93	N/A	N/A
Total	94	95	94	94	95	94	95	94	94	93	N/A	N/A

Notes: N/A – data not available
 For further information, see [Explanatory notes for the 2011 student attendance data](#).

Source: ACARA, Student Attendance Data Collection, 2011

Senior school and transitions

Engagement in VET

Table 18 Number and proportion of 15 to 19-year-olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above, by State and Territory, 2011

State/Territory	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above ('000) ^(a)	106.9	130.4	84.2	21.4	37.6	10.9	2.7	6.1	400.1
15 to 19-year-old population ('000)	461.2	355.5	303.6	105.9	154.9	33.9	16.2	25.0	1,456.4
Proportion of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above (%) ^(a, b)	23.2	36.7	27.7	20.2	24.3	32.1	16.4	24.5	27.5

(a) The data in this table may not be comparable across states and territories due to compilation issues with the VET in Schools Collection.

(b) The key performance measure is derived by calculating student numbers in the age group as a percentage of the estimated residential population in the corresponding group. Population figures are based on ABS, Cat. No. 3101.0, *Australian Demographic Statistics*.

Sources: NCVER, National VET in Schools Collection 2011; NCVER, National VET Provider Collection, 2011; ABS, Cat. No. 3101.0, *Australian Demographic Statistics*, Dec. 2011

Table 19 Estimate of participation of Australians^(a) aged 15 to 19 years in education and training by education and training activity, August 2011^(b)

All persons	15 years		16 years		17 years		18 years		19 years		Total 15 to 19 years	
	('000)	% of total	('000)	% of total	('000)	% of total	('000)	% of total	('000)	% of total	('000)	% of total
Attending school												
School-based apprenticeship or traineeship ^(c)	2.5	0.9	6.9	2.4	5.9	2.0	1.2	0.4	0.1	0.0	16.6	1.1
Other VET in Schools programs	38.5	13.6	85.5	29.5	66.9	23.1	14.7	5.0	1.9	0.6	207.4	14.2
School without participation in VET in Schools ^(d)	236.1	83.5	168.7	58.3	129.6	44.7	34.3	11.7	4.2	1.4	573.0	39.3
Not attending school												
Higher education ^(e)	0.3	0.1	1.1	0.4	38.6	13.3	85.0	28.9	89.5	29.8	214.6	14.7
Trade apprenticeship or traineeship ^(f)	0.5	0.2	4.5	1.5	12.1	4.2	22.0	7.5	27.9	9.3	67.0	4.6
Non-trade apprenticeship or traineeship ^(g)	0.2	0.1	1.2	0.4	3.0	1.0	9.6	3.3	12.8	4.3	26.9	1.8
Other publicly funded VET ^(h)	3.6	1.3	9.2	3.2	15.5	5.3	29.6	10.1	29.8	9.9	87.7	6.0
Education and training sub-total	281.8	99.7	277.1	95.7	271.7	93.7	196.4	66.9	166.2	55.4	1,193.2	81.9
Total persons 15 to 19 years	282.7	100.0	289.6	100.0	290.0	100.0	293.8	100.0	300.2	100.0	1,456.4	100.0

- (a) International students were excluded. However, international students are included in the population statistics if they are living in Australia for 12 out of 16 months. School student counts are inclusive of full-fee-paying overseas students (FFPOS) whose 'Australian resident' status may be ambiguous.
- (b) Where possible, the data were based on students as at 31 August 2011. If this was not possible, the closest date to 31 August 2011 was selected. The number of school students is as at 5 August 2011, the number of apprentices and trainees is as at 30 September 2011 and the number of total persons is as at 30 June 2011. The number of higher education students was based on students enrolled in at least one unit of study with a census date between 1 June and 30 September 2011 (inclusive). Most of these higher education students were enrolled in units with a census date of 31 August 2011, as this was the census date for semester two subjects.
- (c) School-based apprentices and trainees include students who undertook at least one module/unit of competency in a school-based apprenticeship or traineeship.
- (d) Derived by subtracting the total number of VET in Schools students (excluding those with an overseas postal address) as at 31 August 2011 in the VET in Schools Collection from the total number of school students in the National Schools Statistics Collection.
- (e) There may be a small overlap in statistics between the higher education sector and other sectors, which could not be removed. For example, a student enrolled in higher education and undertaking an apprenticeship or traineeship at the same time will be counted twice.
- (f) Trade occupations are defined as all major occupation group 3 – Technicians and trades workers (ANZSCO 1st edition). This figure excludes trade apprentices and trainees who are attending school or undertaking a school-based apprenticeship or located outside Australia.
- (g) Non-trade occupations are defined as all ANZSCO 1st edition occupations with the exception of technicians and trades workers (i.e. major groups 1–2 and 4–8). This figure excludes non-trade apprentices and trainees who are attending school or undertaking a school-based apprenticeship or located outside Australia.
- (h) This figure excludes students who are attending school, undertaking a VET in Schools subject or undertaking an apprenticeship or traineeship.

Sources: ABS, Cat. No. 4221.0, *Schools, Australia, 2011*; NCVET, National VET in Schools Collection; NCVET, National Apprentice and Trainee Collection, based on June 2012 estimates; NCVET, National VET Provider Collection; Department of Industry, Innovation, Science, Research and Tertiary Education, Higher Education Statistics Collection; ABS, Cat. No. 3101.0, *Australian Demographic Statistics December 2011*, Table 59.

Note on data sources: Data on school-based apprentices and trainees and other VET in Schools Programs in Table 19 do not match data in Table 20 because the statistics in Table 19 only include students as at 31 August 2011 whereas the VET in Schools data in Table 20 are based on all students who enrolled in VET in Schools programs during the 2011 calendar year.

Table 20 VET in Schools students aged 15 to 19 years by State and Territory and by selected student and course characteristics, 2007–11

	2007 ^(a) ('000)	2008 ^(a) ('000)	2009 ^(b) ('000)	2010 ^{(b)(c)} ('000)	2011 ^{(b)(c)} ('000)	%	2010–11 % change
State/Territory							
New South Wales	52.7	54.0	54.2	59.7	63.4	26.8	6.3
Victoria	39.4	42.0	42.9	44.9	46.8	19.8	4.1
Queensland ^(a)	43.0	73.0	79.1	74.3	80.3	34.0	8.1
South Australia	11.1	11.5	11.2	11.2	11.3	4.8	0.7
Western Australia	14.1	19.4	21.2	22.5	23.6	10.0	5.1
Tasmania ^(b)	2.5	2.9	2.0	2.4	5.4	2.3	127.0
Northern Territory ^(c)	2.0	1.9	2.0	1.8	1.7	0.7	-7.2
Australian Capital Territory ^(d)	4.4	4.0	4.0	4.2	3.9	1.7	-5.9
Sex^(e)							
Males	86.3	106.4	112.4	116.1	124.7	52.8	7.4
Females	83.0	102.2	104.1	104.8	111.7	47.2	6.6
Age							
15 years	23.4	37.9	41.4	42.1	44.2	18.7	4.9
16 years	73.0	86.0	87.1	90.3	97.3	41.2	7.7
17 years	59.6	68.8	69.6	71.2	76.3	32.3	7.2
18 years	11.8	14.1	16.2	15.2	16.5	7.0	8.3
19 years	1.5	1.9	2.4	2.1	2.1	0.9	2.7
AQF qualification level							
Diploma or higher	0.3	0.7	1.5	1.0	1.1	0.4	2.1
Certificate IV	1.2	2.0	2.3	2.3	2.8	1.2	21.8
Certificate III	25.2	39.2	40.5	38.4	43.9	18.6	14.5
Certificate II	108.6	121.4	122.1	129.2	144.9	61.3	12.2
Certificate I	29.2	37.6	43.9	44.9	40.6	17.2	-9.6
Other ^(f)	4.9	7.8	6.5	5.1	3.1	1.3	-39.5
Total Australia							
School-based apprentices and trainees ^(g)	14.8	25.2	20.9	17.3	18.1	7.7	4.6
Other VET in Schools program students	154.5	183.5	195.8	203.6	218.3	92.3	7.2
Total	169.3	208.6	216.7	220.9	236.4	100.0	7.0

- (a) The large increase in the number of VET in Schools students between 2007 and 2008 can be partly attributed to the introduction of reporting requirements for the Queensland Certificate of Education. This entails all students in Queensland being identified by a Learner Unique Identifier. As a result, the identification of school-based training activity is now considerably easier, as students are more aware of the arrangements, while registered training organisations (RTOs) have become better informed and are accountable for the reporting of training activity.
- (b) From 2009, data from Tasmania sourced from the National VET in Schools Collection may not be comparable with previous years due to changes in training arrangements implemented in the Tasmania Tomorrow initiatives. These initiatives included senior secondary colleges and TAFE being replaced by the Tasmanian Academy, the Tasmanian Polytechnic and the Skills Institute. The significant increase in the reported number of VET in Schools students in 2011 can be attributed to refinements to the Tasmanian Certificate of Education and improved reporting through new reporting requirements of the Tasmanian Qualification Authority.
- (c) Data from the Northern Territory include enrolments that contribute to the successful completion of the Northern Territory Certificate of Education and Training.
- (d) Data for the Australian Capital Territory is for VET studied by students in their home college as the RTO. It does not include VET studied by students with external RTOs.
- (e) The National VET in Schools Collection contains students where sex was not reported. These unknown data have not been separately reported whereas the total includes all students, including those with unknown status. Hence, some figures may not sum to the total.
- (f) 'Other' includes education not elsewhere classified, statements of attainment not identifiable by level, bridging and enabling courses, plus other courses that do not lead to a qualification under the AQF.
- (g) 'School-based apprentices and trainees' includes students who undertook at least one module/unit of competency in a school-based apprenticeship or traineeship. The calculation for school-based apprentices and trainees was slightly modified to be consistent with the reporting of apprentices and trainees in the National VET Provider Collection. Data have been backdated for the years prior to 2010 and as a result, the data may not match the number of school-based apprentices and trainees reported previously.

Source: NCVET, *Australian Vocational Education and Training Statistics: Young people in education and training 2011*

Note on data sources: Data on school-based apprentices and trainees and other VET in Schools programs in Table 19 do not match data in Table 20 because the statistics in Table 19 only include students as at 31 August 2011 whereas the VET in Schools data in Table 20 are based on all students who enrolled in VET in Schools programs during the 2011 calendar year.

Participation

Table 21 Proportion of 15 to 19-year-olds participating in education and training, by State and Territory, 2007–11

State/Territory	2007	2008	2009	2010	2011
	%	%	%	%	%
New South Wales	77.8	78.7	80.5	81.4	79.5
CI±	2.9	3.4	3.5	3.1	2.0
Victoria	85.4	85.3	82.0	85.0	86.9
CI±	2.7	2.5	3.2	3.0	2.1
Queensland	72.6	74.2	67.7	71.1	72.0
CI±	2.5	3.2	4.0	3.1	3.2
South Australia	78.1	79.4	76.7	73.8	80.8
CI±	3.7	3.8	3.6	4.4	3.7
Western Australia	70.3	72.5	73.4	70.7	74.3
CI±	2.7	4.7	6.5	4.8	5.1
Tasmania	76.6	76.6	77.7	77.3	84.5
CI±	4.8	5.2	6.9	4.8	4.5
Northern Territory	56.1	76.5	62.9	72.5	63.6
CI±	13.5	7.4	7.3	11.4	6.7
Australian Capital Territory	81.6	81.0	84.3	86.7	83.4
CI±	9.2	6.2	7.7	4.1	5.5
Australia	77.8	78.8	77.0	78.3	79.3
CI±	1.4	1.4	1.6	1.5	1.1

Notes: CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Prior to 2009, all people in very remote areas were excluded from the Survey of Education and Work (SEW). Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, May 2011*

Table 22 Proportion of 15 to 19-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training, by State and Territory, 2007–11

State/Territory	2007	2008	2009	2010	2011
	%	%	%	%	%
New South Wales	84.9	86.1	84.8	87.2	85.3
CI±	2.4	2.6	3.2	2.5	2.1
Victoria	91.2	91.2	86.9	88.2	89.7
CI±	1.9	2.1	3.4	2.7	2.4
Queensland	87.2	86.3	80.0	80.2	81.2
CI±	2.4	2.7	4.2	2.9	3.1
South Australia	86.2	86.8	84.3	81.9	85.5
CI±	3.4	3.1	4.1	3.7	3.4
Western Australia	86.1	86.7	85.7	83.1	87.8
CI±	2.5	3.1	4.8	4.7	3.9
Tasmania	84.6	82.5	84.5	84.7	89.9
CI±	3.7	4.3	6.4	4.8	3.8
Northern Territory	79.7	86.9	81.0	87.4	75.9
CI±	10.5	6.1	6.8	6.1	8.0
Australian Capital Territory	91.8	92.6	95.1	90.6	89.6
CI±	4.3	4.8	4.3	3.5	4.6
Australia	87.2	87.5	84.5	85.2	85.9
CI±	1.0	1.1	1.3	1.5	1.3

Notes: CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Full-time participation is defined as participation in full-time education or training or full-time work, or a combination of both part-time education or training and part-time work.

Prior to 2009, all people in very remote areas were excluded from the Survey of Education and Work (SEW). Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, May 2011*

Table 23 Proportion of 20 to 24-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training, by State and Territory, 2007–11

State/Territory	2007	2008	2009	2010	2011
	%	%	%	%	%
New South Wales	80.0	80.8	78.8	76.3	77.6
CI±	2.4	2.7	3.5	3.6	3.1
Victoria	81.6	82.9	77.4	82.3	79.0
CI±	1.9	2.2	4.1	2.1	3.2
Queensland	79.4	78.0	76.8	75.8	75.3
CI±	3.0	3.8	3.9	3.7	3.3
South Australia	75.7	75.2	74.9	76.0	76.3
CI±	4.3	4.2	3.9	4.6	3.6
Western Australia	80.5	82.4	78.9	78.9	77.6
CI±	4.4	4.2	4.3	3.7	3.4
Tasmania	74.9	72.4	75.1	70.6	77.2
CI±	6.1	6.4	7.6	7.1	7.3
Northern Territory	78.4	75.9	77.0	71.4	74.7
CI±	11.7	10.5	8.4	8.8	10.7
Australian Capital Territory	88.6	92.1	82.6	91.1	84.6
CI±	5.5	3.8	8.7	4.3	6.2
Australia	80.0	80.5	77.8	78.1	77.5
CI±	1.2	1.3	2.0	1.6	1.5

Notes: CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Full-time participation is defined as participation in full-time education or training or full-time work, or a combination of both part-time education or training and part-time work.

Prior to 2009, all people in very remote areas were excluded from the Survey of Education and Work (SEW). Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, May 2011*

Table 24 Proportion of 15 to 19-year-olds who have left school and are fully engaged in education, training or employment, by highest level of schooling, by State and Territory, 2007–11

Year	Engagement by level of school completed	NSW %	Vic. %	Qld %	SA %	WA %	Tas. %	NT %	ACT %	Aust. %
2011										
Completed Year 12										
	Fully participating in education and/or training	62.2	70.9	43.0	52.2	53.7	56.1	*27.5	50.7	56.7
	Fully participating in education, training and/or employment	79.3	83.5	70.5	78.7	86.0	86.4	68.7	79.6	78.8
Completed Year 11										
	Fully participating in education and/or training	**13.4	*21.5	**8.7	*18.5	20.0	..C	..C	..C	15.9
	Fully participating in education, training and/or employment	51.2	68.7	43.7	58.4	80.0	71.7	52.9	85.3	60.0
Completed Year 10 or below										
	Fully participating in education and/or training	12.0	21.3	**9.8	*17.2	*17.1	**10.1	0.0	**25.2	14.2
	Fully participating in education, training and/or employment	54.5	56.8	51.9	*24.1	63.8	64.1	*31.7	*46.4	54.7
All 15 to 19-year-old school leavers										
	Fully participating in education and/or training	41.1	53.9	33.8	42.7	40.5	30.0	*13.2	44.9	41.8
		Cl±	4.7	5.1	5.6	6.7	10.4	8.7	13.9	2.8
	Fully participating in education, training and/or employment	68.6	75.6	64.7	69.0	79.6	74.9	51.9	74.8	70.7
		Cl±	4.6	5.4	5.1	6.2	6.1	8.7	13.7	10.5
2010										
Completed Year 12										
	Fully participating in education and/or training	62.1	65.8	40.7	47.0	47.4	38.9	*32.3	61.6	54.1
	Fully participating in education, training and/or employment	81.0	84.1	69.6	71.0	77.3	64.8	73.4	81.3	77.3
Completed Year 11										
	Fully participating in education and/or training	..C	*14.6	*26.7	..C	**7.7	..C	..C	..C	13.3
	Fully participating in education, training and/or employment	75.8	55.4	66.1	44.6	67.3	64.8	..C	..C	62.5
Completed Year 10 or below										
	Fully participating in education and/or training	..C	*8.3	*10.0	..C	*12.4	..C	..C	..C	11.9
	Fully participating in education, training and/or employment	57.2	46.8	46.5	49.8	53.4	60.2	..C	..C	53.0
All 15 to 19-year-old school leavers										
	Fully participating in education and/or training	44.1	47.4	33.6	31.6	32.7	19.8	*18.9	51.9	39.4
		Cl±	7.1	6.5	5.1	6.6	5.7	7.9	15.1	14.0
	Fully participating in education, training and/or employment	73.3	72.8	64.9	61.8	69.8	63.0	74.3	76.7	69.8
		Cl±	5.3	5.5	5.0	7.3	7.7	11.0	11.7	8.3
2009										
Completed Year 12										
	Fully participating in education and/or training	63.1	61.8	42.7	51.1	56.5	..C	..C	60.3	55.3
	Fully participating in education, training and/or employment	81.1	78.2	75.3	78.4	79.1	75.1	57.9	96.0	78.6
Completed Year 11										
	Fully participating in education and/or training	**10.1	*23.0	..C	*25.3	..C	..C	0.0	..C	15.4
	Fully participating in education, training and/or employment	46.5	66.0	52.6	71.9	59.5	*69.7	*62.4	*74.3	58.2
Completed Year 10 or below										
	Fully participating in education and/or training	**4.2	*16.4	..C	*9.6	..C	**11.0	0.0	..C	7.6
	Fully participating in education, training and/or employment	49.4	46.3	43.6	41.4	72.8	52.4	57.8	*62.1	50.1
All 15 to 19-year-old school leavers										
	Fully participating in education and/or training	39.7	45.8	30.2	36.4	36.4	..C	..C	49.8	37.6
		Cl±	6.4	7.3	6.0	7.8	8.3	..C	13.6	2.8
	Fully participating in education, training and/or employment	68.0	69.0	65.0	68.1	74.7	65.5	58.7	88.9	68.4
		Cl±	6.0	7.1	6.2	8.7	7.8	12.8	13.6	9.4
2008										
Completed Year 12										
	Fully participating in education and/or training	52.3	66.9	41.6	55.2	48.2	44.9	46.0	48.4	52.8
	Fully participating in education, training and/or employment	82.0	85.9	82.6	79.8	80.1	68.8	86.2	85.2	82.5
Completed Year 11										
	Fully participating in education and/or training	*18.6	*8.3	*13.9	..C	*15.9	..C	..C	0.0	13.2
	Fully participating in education, training and/or employment	54.2	68.3	68.9	63.6	67.1	57.9	..C	..C	63.8
Completed Year 10 or below										
	Fully participating in education and/or training	*9.9	*10.6	*5.7	..C	**4.6	..C	..C	0.0	8.4
	Fully participating in education, training and/or employment	55.5	69.4	49.9	51.3	73.5	59.4	..C	..C	58.7
All 15 to 19-year-old school leavers										
	Fully participating in education and/or training	35.1	48.2	30.6	37.5	34.6	25.4	22.8	39.2	36.9
		Cl±	4.4	4.6	5.6	6.7	6.6	9.7	11.0	16.3
	Fully participating in education, training and/or employment	70.5	80.4	73.7	71.7	76.9	63.5	70.9	83.4	74.3
		Cl±	4.7	4.4	4.6	6.4	5.4	8.0	12.8	10.3
2007										
All 15 to 19-year-old school leavers										
	Fully participating in education and/or training	39.6	48.7	35.5	38.0	32.4	27.8	0.0	*51.9	39.4
		Cl±	6.5	5.4	4.0	7.9	3.4	9.0	0.0	27.6
	Fully participating in education, training and/or employment	68.1	79.7	76.6	69.5	75.6	64.8	58.8	83.1	73.7
		Cl±	5.2	4.3	4.4	7.2	4.5	7.8	18.4	9.5

Notes: ..C = value suppressed due to confidentiality requirements

* = 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

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Full-time participation is defined as participation in full-time education or training or full-time work, or a combination of both part-time education or training and part-time work.

Prior to 2009, all people in very remote areas were excluded from the Survey of Education and Work (SEW). Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, May 2011*

Table 25 Proportion of 18 to 24-year-olds in full-time employment, education or training, at or above AQF Certificate III, by State and Territory, 2007–11

State/Territory	2007	2008	2009	2010	2011
	%	%	%	%	%
New South Wales	74.5	74.9	72.8	70.9	72.1
CI±	2.2	2.6	3.0	3.5	2.8
Victoria	75.8	78.6	71.1	75.7	73.5
CI±	2.7	2.1	3.9	2.4	2.8
Queensland	77.4	75.6	73.7	72.2	70.7
CI±	2.3	3.6	3.6	3.8	3.3
South Australia	70.7	72.0	71.4	68.8	71.1
CI±	4.1	4.2	4.6	4.0	3.6
Western Australia	77.0	79.6	75.2	74.6	75.2
CI±	3.7	3.7	4.5	3.8	3.2
Tasmania	67.1	66.9	68.8	62.8	70.6
CI±	4.9	5.9	7.1	6.4	5.6
Northern Territory	78.0	69.8	69.7	71.3	67.9
CI±	11.4	8.0	8.5	5.6	9.3
Australian Capital Territory	86.1	87.4	80.6	84.8	79.2
CI±	6.7	4.5	8.0	3.8	5.6
Australia	75.5	76.3	72.7	72.7	72.5
CI±	1.1	1.2	1.8	1.5	1.4

Notes: CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Full-participation at or above AQF III = participation in full-time employment, full-time education/training at or above AQF III level, or a combination of full or part-time employment and full or part-time education/training at or above AQF Certificate III level.

Prior to 2009, all people in very remote areas were excluded from the Survey of Education and Work (SEW). Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, May 2011*

Table 26 Proportion of 15 to 24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, by single year of age and State and Territory, Australia, 2011 (per cent)

Age (years)		15	16	17	18	19	20	21	22	23	24	15–19	20–24	18–24	15–24
NSW		99.3	93.0	88.3	66.7	80.7	77.7	79.3	79.4	79.5	72.3	85.3	77.6	76.5	81.3
	CI±	1.4	3.0	4.1	7.7	5.8	6.4	6.4	6.2	6.3	5.8	2.1	3.1	2.6	1.8
Vic.		99.3	97.1	93.8	82.6	77.0	79.5	74.2	82.9	79.0	79.0	89.7	79.0	79.2	83.9
	CI±	1.4	2.5	3.7	6.9	7.1	6.3	5.9	6.5	6.3	6.5	2.4	3.2	2.6	1.9
Qld		96.5	93.9	77.8	65.2	74.7	76.2	73.1	78.2	77.7	71.4	81.2	75.3	73.8	78.2
	CI±	3.0	3.7	6.1	9.0	7.8	7.0	8.7	7.3	7.3	8.1	3.1	3.3	3.0	2.4
SA		100.0	95.0	89.4	75.1	71.4	82.7	81.4	78.1	66.8	73.6	85.5	76.3	75.4	80.8
	CI±	na	4.2	6.1	10.5	9.8	7.4	8.2	10.7	9.5	9.3	3.4	3.6	3.3	2.6
WA		96.8	96.3	85.5	79.1	82.6	73.2	81.8	76.9	75.7	79.5	87.8	77.6	78.5	82.4
	CI±	3.4	4.3	7.6	10.5	8.2	10.1	6.7	6.7	9.3	6.3	3.9	3.4	2.7	2.5
Tas.		100.0	96.1	92.9	84.2	75.3	79.1	77.8	78.3	78.0	72.3	89.9	77.2	77.9	83.8
	CI±	na	6.4	7.1	10.7	13.3	16.9	14.8	10.8	12.5	22.4	3.8	7.3	5.8	4.2
NT		96.7	86.5	87.3	59.7	52.1	81.9	74.1	71.2	72.9	73.5	75.9	74.7	69.4	75.3
	CI±	na	14.2	14.0	17.9	17.7	18.6	31.8	14.4	16.4	13.8	8.0	10.7	9.4	7.3
ACT		100.0	100.0	94.6	82.8	72.0	86.8	85.5	84.6	85.1	81.1	89.6	84.6	82.9	86.8
	CI±	na	na	7.7	15.2	12.5	12.5	14.5	14.6	7.7	17.9	4.6	6.2	6.1	4.7
Australia		98.5	94.8	87.4	72.6	77.5	78.0	77.3	79.8	77.7	74.9	85.9	77.5	76.8	81.5
	CI±	0.7	1.9	2.0	4.1	3.3	3.5	3.3	3.3	2.8	2.9	1.3	1.5	1.4	1.0

Notes: CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Prior to 2009, all people in very remote areas were excluded from the Survey of Education and Work (SEW). Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time.

The figures showing 100 per cent participation or large confidence intervals are reflective of the small survey size and should be used with caution.

Full-time participation is defined as participation in full-time education or training or full-time work, or a combination of both part-time education or training and part-time work.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, May 2011*

Table 27 Proportion of 15 to 24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, by single year of age, Australia, 2007–11 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	18–24	15–24
2007	97.0	94.8	88.3	77.5	78.8	80.0	80.9	79.7	80.7	79.0	87.2	80.0	79.5	83.6
2008	98.9	93.9	85.7	79.9	79.7	81.0	81.6	80.9	79.1	79.9	87.5	80.5	80.3	83.9
2009	97.2	94.4	83.2	74.9	74.0	80.9	80.5	76.0	77.6	73.8	84.5	77.8	76.8	81.0
2010	98.4	94.3	85.2	73.9	75.5	78.6	78.2	80.3	76.3	77.6	85.2	78.2	77.2	81.5
CI±	0.9	1.6	3.4	3.5	3.6	3.0	2.5	2.5	3.7	3.1	1.5	1.7	1.4	1.1
2011	98.5	94.8	87.4	72.6	77.5	78.0	77.3	79.8	77.7	74.9	85.9	77.5	76.8	81.5
CI±	0.7	1.9	2.0	4.1	3.3	3.5	3.3	3.3	2.8	2.9	1.3	1.5	1.4	1.0

Notes: CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Full-time participation is defined as participation in full-time education or training or full-time work, or a combination of both part-time education or training and part-time work.

Prior to 2009, all people in very remote areas were excluded from the Survey of Education and Work (SEW). Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, May 2011*

Table 28 Proportion of 15 to 24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, by single year of age and sex, Australia, 2011 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	18–24	15–24
Males	97.9	93.9	86.3	75.5	83.6	80.1	81.8	86.1	81.8	80.8	87.3	82.1	81.4	84.6
CI±	1.3	3.3	3.1	5.2	5.1	4.7	3.4	3.4	3.1	4.2	2.2	1.8	1.9	1.6
Females	99.2	95.8	88.5	69.6	71.5	75.9	72.4	73.5	73.5	68.6	84.4	72.8	72.2	78.3
CI±	1.0	2.3	3.2	5.1	5.1	4.3	5.6	5.6	4.3	4.7	1.5	2.1	1.6	1.1

Notes: CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Full-time participation is defined as participation in full-time education or training or full-time work, or a combination of both part-time education or training and part-time work.

Prior to 2009, all people in very remote areas were excluded from the Survey of Education and Work (SEW). Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, May 2011*

Attainment

Table 29 Proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above, by State and Territory, 2007–11

State/Territory		2007	2008	2009	2010	2011
		%	%	%	%	%
New South Wales		82.7	83.4	86.2	86.0	83.5
	CI±	1.9	2.8	2.4	2.4	2.7
Victoria		86.1	88.7	86.8	88.1	86.1
	CI±	2.2	2.3	4.2	2.1	2.8
Queensland		86.0	84.3	85.6	87.9	83.0
	CI±	2.6	2.8	3.4	2.5	3.4
South Australia		78.2	82.1	79.4	80.2	84.0
	CI±	4.2	4.9	3.5	4.2	3.3
Western Australia		79.7	80.0	77.3	79.4	83.8
	CI±	4.0	5.8	6.1	4.6	3.2
Tasmania		75.1	72.0	70.7	77.0	78.2
	CI±	6.9	6.2	7.8	8.0	5.9
Northern Territory		65.1	64.9	69.0	73.2	72.8
	CI±	15.8	12.4	9.9	6.9	8.4
Australian Capital Territory		93.1	90.4	95.1	89.4	90.1
	CI±	3.6	4.2	3.9	4.5	4.3
Australia		83.5	84.2	84.5	85.6	84.1
	CI±	1.1	1.2	1.6	1.3	1.3

Notes: CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Prior to 2009, all people in very remote areas were excluded from the Survey of Education and Work (SEW). Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, May 2011*

Table 30 Proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate III or above, by State and Territory, 2007–11

State/Territory	2007	2008	2009	2010	2011
	%	%	%	%	%
New South Wales	81.9	82.2	84.9	84.7	82.5
CI±	1.8	2.9	2.6	2.8	3.0
Victoria	85.1	88.2	86.3	87.7	84.3
CI±	2.5	2.3	4.2	2.2	3.0
Queensland	84.1	83.4	84.7	87.3	82.3
CI±	2.7	2.9	3.8	2.6	3.3
South Australia	76.9	79.6	78.4	78.6	82.4
CI±	4.5	5.0	3.8	4.3	3.8
Western Australia	77.8	78.8	76.5	77.5	82.4
CI±	4.2	6.0	6.0	4.7	3.0
Tasmania	73.1	70.3	68.8	73.3	73.8
CI±	6.7	6.8	8.0	7.7	7.7
Northern Territory	64.0	64.1	66.7	70.4	69.7
CI±	16.4	12.8	9.6	7.1	8.2
Australian Capital Territory	92.5	90.4	94.6	88.5	90.1
CI±	3.8	4.2	4.0	5.0	4.3
Australia	82.3	83.2	83.5	84.5	82.7
CI±	1.2	1.3	1.7	1.5	1.3

Notes: CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Prior to 2009, all people in very remote areas were excluded from the Survey of Education and Work (SEW). Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, May 2011*

Table 31 Proportion of 25 to 29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, by State and Territory, 2007–11

State/Territory		2007	2008	2009	2010	2011
		%	%	%	%	%
New South Wales		59.3	61.6	66.0	66.1	65.3
	CI±	3.0	2.7	3.9	3.0	3.0
Victoria		63.2	64.5	64.6	66.0	68.0
	CI±	3.6	3.6	4.6	3.3	3.5
Queensland		57.3	58.0	58.2	57.1	58.6
	CI±	3.7	4.0	3.8	4.6	4.0
South Australia		55.6	51.8	60.0	57.0	58.2
	CI±	5.0	5.3	6.1	6.6	5.6
Western Australia		55.0	54.1	61.4	58.7	60.2
	CI±	4.3	6.0	5.8	4.6	3.6
Tasmania		47.2	51.1	58.2	50.7	53.3
	CI±	7.7	8.5	6.0	10.2	9.0
Northern Territory		48.7	46.7	53.9	52.1	57.3
	CI±	16.7	9.9	10.1	9.5	7.6
Australian Capital Territory		65.5	71.0	71.9	75.6	71.5
	CI±	6.0	4.4	7.9	6.5	8.5
Australia		59.0	60.0	63.0	62.7	63.5
	CI±	1.5	1.6	2.0	1.8	1.8

Notes: CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Prior to 2009, all people in very remote areas were excluded from the Survey of Education and Work (SEW). Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These differences should have only a minor effect on comparisons over time.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, May 2011*

Table 32 Year 12 certification rates^(a), by locality^(b) and sex, by State and Territory, 2011 (per cent); Year 12 completion rates, by locality and sex, Australia, 2007–11 (per cent)^(c)

State/Territory	Metropolitan zone			Provincial zone			Remote zone			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
New South Wales	69	79	74	59	74	66	48	72	60	67	78	72
Victoria ^(d)	77	83	80	65	82	73	n.p.	n.p.	n.p.	74	83	78
Queensland	67	73	70	62	76	69	49	71	59	65	73	69
South Australia ^(e)	72	83	78	62	87	74	n.p.	n.p.	n.p.	70	85	77
Western Australia	68	76	72	68	82	75	62	71	66	68	76	72
Tasmania ^(f)	44	52	48	33	47	39	19	37	27	37	49	43
Northern Territory ^(g)	N/A	N/A	N/A	48	56	51	21	24	23	35	41	38
Australian Capital Territory ^(h)	70	82	76	N/A	N/A	N/A	N/A	N/A	N/A	70	82	76
Australia	2011	71	78	74	60	76	68	47	62	54	68	72
	2010	64	73	68	52	68	59	45	59	52	71	66
	2009	61	71	66	50	67	58	45	58	51	70	64
	2008	62	74	68	51	69	60	43	51	59	72	66
	2007	63	74	68	53	70	61	43	52	60	73	66

Notes: N/A – not applicable; n.p. - not published

- (a) Certification rates are estimated by calculating the number of students who meet the requirements of a Senior Secondary Certificate or equivalent expressed as a percentage of the potential Year 12 population. The potential Year 12 population is an estimate of a single year age group which could have attended Year 12 that year, calculated as the estimated resident population aged 15 to 19 divided by five.
- (b) Definitions are based on the agreed MCEECDYA Geographic Location Classification.
- (c) The Estimated Resident Population data for 2011 have been rebased to the 2011 ABS Census of Population and Housing. This has caused a break in the series as population estimates are now lower than they would have been if they were based on 2006 Census data. This has led to a slight increase in completion rates compared to previous years.
- (d) Data for Victoria include students completing the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) at the intermediate or senior levels. Data in previous years excluded Year 12 students completing VCAL and this may explain some variations in completion rates for Victoria for 2011.
- (e) In 2011 the SACE Board of South Australia introduced a new qualification listing, replacing the HESS General subjects with 'Tertiary Admissions Subjects' (TAS). Data include students at SA contact schools completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. This represents a break in the series for South Australia.
- (f) In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards. In previous years the TCE was awarded to students completing at least one senior secondary course. This change represents a break in the time series.
- (g) Darwin is included in the NT Provincial zone.
- (h) The ACT is included in the Metropolitan zone.

Sources: Australian Government DEEWR, derived from data supplied by State/Territory secondary accreditation authorities and ABS, Estimated Residential Population (ERP)

Table 33 Year 12 certification rates^(a) by socio-economic status^(b) and sex, by State and Territory, 2011 (per cent); Year 12 completion rates by socio-economic status and sex, Australia, 2007–11 (per cent)^(c)

State/Territory	Low socio-economic status deciles			Medium socio-economic status deciles			High socio-economic status deciles			Total			
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	
New South Wales	61	76	68	65	76	70	76	83	80	67	78	72	
Victoria ^(d)	65	77	71	72	82	77	83	87	85	74	83	78	
Queensland	58	70	64	66	75	71	70	74	72	65	73	69	
South Australia ^(e)	62	83	72	72	84	78	80	87	83	70	85	77	
Western Australia	58	68	62	68	78	73	72	79	76	68	76	72	
Tasmania ^(f)	29	40	34	41	55	48	54	63	59	37	49	43	
Northern Territory ^(g)	14	17	16	46	54	49	n.p.	n.p.	n.p.	35	41	38	
Australian Capital Territory ^(g)	n.p.	n.p.	n.p.	n.p.	n.p.	n.p.	71	84	77	70	82	76	
Australia	2011	59	73	66	67	78	72	76	82	79	68	77	72
	2010	51	65	58	58	70	64	73	81	77	60	71	66
	2009	50	63	56	55	68	62	71	79	75	58	70	64
	2008	50	66	58	56	70	63	72	82	77	59	72	66
	2007	52	66	59	57	71	64	72	82	77	60	73	66

Notes: n.p. - not published

- (a) Certification rates are estimated by calculating the number of students who meet the requirements of a Senior Secondary Certificate or equivalent expressed as a percentage of the potential Year 12 population. The potential Year 12 population is an estimate of a single year age group which could have attended Year 12 that year, calculated as the estimated resident population aged 15 to 19 divided by five.
- (b) The ABS Index of Relative Socio-Economic Disadvantage has been used to calculate socio-economic status (SES) on the basis of postcode of students' home addresses. 'Low' SES is the average of the lowest three deciles, 'Medium' SES is the average of the middle four deciles and 'High' SES is the average of the top three deciles.
- (c) The Estimated Resident Population data for 2011 have been rebased to the 2011 ABS Census of Population and Housing. This has caused a break in the series as population estimates are now lower than they would have been if they were based on 2006 Census data. This has led to a slight increase in completion rates compared to previous years.
- (d) Data for Victoria include students completing the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) at the intermediate or senior levels. Data in previous years excluded Year 12 students completing VCAL and this may explain some variations in completion rates for Victoria for 2011.
- (e) In 2011 the SACE Board of South Australia introduced a new qualification listing, replacing the HESS General subjects with 'Tertiary Admissions Subjects' (TAS). Data include students at SA contact schools completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. This represents a break in the series for South Australia.
- (f) In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards. In previous years the TCE was awarded to students completing at least one senior secondary course. This change represents a break in the time series.
- (g) The populations in the High SES deciles of the Northern Territory and the Low and Medium SES deciles of the Australian Capital Territory are too small to give meaningful results.

Sources: Australian Government DEEWR, derived from data supplied by State/Territory secondary accreditation authorities and ABS, *Estimated Residential Population*

Table 34 Number and percentage of Year 12 students enrolled^(a) in tertiary-recognised subjects^(b), by learning area^(c), by sex, Australia, 2011

Learning area	Males		Females		Total	
	Students	% ^(d)	Students	% ^(d)	Students	% ^(d)
English	82,681	77	97,657	85	180,338	81
Mathematics	80,380	75	78,707	69	159,087	72
Humanities and social sciences	55,651	52	72,289	63	127,940	58
Sciences	51,949	48	59,688	52	111,637	50
The arts	23,845	22	42,449	37	66,294	30
Languages	8,777	8	14,973	13	23,750	11
Information and Communication Technology and design and technology	44,702	42	33,258	29	77,960	35
Health and physical education	27,916	26	35,603	31	63,519	29
Total subject enrolment	375,901		434,624		810,525	
Total Year 12 full-time students	105,296		113,245		218,541	
Total Year 12 FTE^(e)	109,293		116,364		225,657	

- (a) Students may be enrolled in more than one subject within each learning area. For example, a student may be enrolled in chemistry and physics within the sciences learning area, but for the purposes of this collection is counted only once.
- (b) Tertiary-recognised subjects refer to senior secondary subjects that can contribute to meeting requirements for admission to university or other tertiary education programs.
- (c) These are the eight learning areas identified for incorporation into the curriculum in the *Melbourne Declaration on Educational Goals for Young Australians*, 2008.
- (d) Calculated as a percentage of total Year 12 full-time students
- (e) Number of full-time students plus full-time equivalent of part-time students

Sources: Australian Government DEEWR, derived from data supplied by State and Territory Curriculum, Assessment and Certification Authorities; ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Table 35 Year 12 enrolments^(a) in tertiary-recognised^(b) languages, Australia, 2007–11 (per cent)

Language	2007	2008	2009	2010	2011
Japanese	19	19	19	20	20
French	19	19	18	20	21
German	9	9	8	8	8
Chinese	19	20	22	20	19
Italian	9	8	9	9	10
Indonesian	6	5	5	5	5
Greek	3	2	2	2	2
Vietnamese	3	3	3	3	3
Spanish	3	3	3	3	3
Arabic	2	2	2	2	2
Other	10	10	9	9	9
Total	100	100	100	100	100

Note: Components may not add to totals due to rounding.

(a) Expressed as a percentage of total enrolments in Year 12 languages other than English.

(b) Tertiary-recognised subjects refer to senior secondary subjects that can contribute to meeting requirements for admission to university or other tertiary education programs.

Source: Australian Government DEEWR, derived from data supplied by State and Territory Curriculum, Assessment and Certification Authorities.

Table 36 Population aged 25 to 64 that has attained tertiary education, OECD and other G20 countries, 2010

Age group	25–64 %	25–34 %	35–44 %	45–54 %	55–64 %	25–64 ('000)
OECD countries						
Australia	38	44	40	35	30	4,299
Austria	19	21	21	19	16	890
Belgium	35	44	39	31	26	2,051
Canada	51	56	57	47	42	9,447
Chile	27	38	27	21	19	2,289
Czech Republic	17	23	16	16	12	1,023
Denmark	33	38	37	31	28	950
Estonia	35	38	33	39	31	254
Finland	38	39	46	39	30	1,104
France	29	43	34	22	18	9,442
Germany	27	26	28	27	25	11,825
Greece	25	31	27	23	17	1,510
Hungary	20	26	19	18	16	1,121
Iceland	33	36	39	31	23	53
Ireland	37	48	42	30	21	885
Israel	46	44	49	44	45	1,614
Italy	15	21	16	12	11	4,955
Japan	45	57	50	46	29	29,830
Korea	40	65	47	27	13	11,397
Luxembourg	35	44	41	28	25	95
Mexico	17	22	16	16	12	8,615
Netherlands	32	41	34	30	26	2,893
New Zealand	41	46	42	39	34	870
Norway	37	47	41	33	27	929
Poland	23	37	23	15	13	4,905
Portugal	15	25	16	10	9	919
Slovak Republic	17	24	16	15	13	543
Slovenia	24	31	27	20	16	280
Spain	31	39	35	26	18	8,116
Sweden	34	42	37	30	27	1,652
Switzerland	35	40	38	33	28	1,524
Turkey	13	17	12	9	9	4,290
United Kingdom	38	46	41	35	30	12,503
United States	42	42	43	40	41	67,207
OECD average	31	38	33	28	23	
OECD total						210,281
EU21 average	28	35	30	25	20	
Other G20						
Argentina ^(a)	14	m	m	m	m	2,909
Brazil ^(b)	11	12	11	11	9	10,502
China ^(c)	5	6	5	3	3	m
India	m	m	m	m	m	m
Indonesia ^(d)	4	m	m	m	m	5,447
Russian Federation ^(e)	54	55	58	54	44	m
Saudi Arabia ^(f)	15	m	m	m	m	1,594
South Africa ^(d)	4	m	m	m	m	1,023
G20 average	26	37	33	27	23	
G20 total						n/a

Notes: EU – European Union. EU21 refers to EU member countries and other European OECD member countries. EU21 consists of Austria, Belgium, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, Netherlands, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, United Kingdom.

G20 – Group of 20 nations: this is a forum which meets to discuss global economic problems and issues. It is attended by finance ministers and central bank governors from the world's highly developed economies consisting of 19 countries and the European Union.

Percentages are for proportions of the population that have attained tertiary education.

Some data are unavailable for some countries (m).

- (a) Year of reference 2003. Source: UNESCO/UIS, educational attainment of the population aged 25 and older.
- (b) Year of reference 2009
- (c) Year of reference 2000. Source: 2000 census, Chinese National Bureau of Statistics, education level (college, university and master and above) of 25 to 64-year-olds.
- (d) Year of reference 2007. Source: UNESCO/UIS, educational attainment of the population aged 25 and older.
- (e) Year of reference 2002
- (f) Year of reference 2004. Source: UNESCO/UIS, educational attainment of the population aged 25 and older.

Table 37 **Number and proportion of children aged 6 to 15 years enrolled in school, by Indigenous status, by State and Territory**

While this disaggregated measure has been reported in previous editions of the *National Report on Schooling in Australia*, the Australian Bureau of Statistics (ABS) has advised that this information is no longer reliable. Jurisdictions have agreed that enrolment as a proportion of the population, disaggregated by indigenous status, will no longer be published.

Aboriginal and Torres Strait Islander education

Enrolment

Table 38 Number of Indigenous full-time and part-time students enrolled by school sector and level^{(a)(b)(c)(d)}, by State and Territory, 2011; number of Indigenous full-time and part-time students enrolled by sector, Australia, 2007–11; number of Indigenous full-time plus part-time students enrolled by State and Territory, 2007–11

	Government			Non-government						All schools					
	FT	PT	Total	Catholic			Independent			Total					
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
New South Wales															
Primary	26,602	0	26,602	3,162	0	3,162	765	3	768	3,927	3	3,930	30,529	3	30,532
Junior Secondary	15,227	0	15,227	1,763	0	1,763	758	69	827	2,521	69	2,590	17,748	69	17,817
Senior Secondary	3,252	173	3,425	485	3	488	178	3	181	663	6	669	3,915	179	4,094
Total Secondary	18,479	173	18,652	2,248	3	2,251	936	72	1,008	3,184	75	3,259	21,663	248	21,911
Total	45,081	173	45,254	5,410	3	5,413	1,701	75	1,776	7,111	78	7,189	52,192	251	52,443
Victoria															
Primary	5,593	7	5,600	498	3	501	152	0	152	650	3	653	6,243	10	6,253
Junior Secondary	2,851	15	2,866	379	0	379	249	0	249	628	0	628	3,479	15	3,494
Senior Secondary	740	9	749	110	0	110	53	0	53	163	0	163	903	9	912
Total Secondary	3,591	24	3,615	489	0	489	302	0	302	791	0	791	4,382	24	4,406
Total	9,184	31	9,215	987	3	990	454	0	454	1,441	3	1,444	10,625	34	10,659
Queensland															
Primary	28,248	235	28,483	2,343	0	2,343	1,273	0	1,273	3,616	0	3,616	31,864	235	32,099
Junior Secondary	9,379	180	9,559	1,385	3	1,388	1,052	3	1,055	2,437	6	2,443	11,816	186	12,002
Senior Secondary	3,778	127	3,905	703	4	707	704	3	707	1,407	7	1,414	5,185	134	5,319
Total Secondary	13,157	307	13,464	2,088	7	2,095	1,756	6	1,762	3,844	13	3,857	17,001	320	17,321
Total	41,405	542	41,947	4,431	7	4,438	3,029	6	3,035	7,460	13	7,473	48,865	555	49,420
South Australia															
Primary	5,723	0	5,723	357	0	357	339	0	339	696	0	696	6,419	0	6,419
Junior Secondary	2,003	14	2,017	144	0	144	148	0	148	292	0	292	2,295	14	2,309
Senior Secondary	904	43	947	92	0	92	54	0	54	146	0	146	1,050	43	1,093
Total Secondary	2,907	57	2,964	236	0	236	202	0	202	438	0	438	3,345	57	3,402
Total	8,630	57	8,687	593	0	593	541	0	541	1,134	0	1,134	9,764	57	9,821
Western Australia															
Primary	14,230	0	14,230	1,528	0	1,528	696	0	696	2,224	0	2,224	16,454	0	16,454
Junior Secondary	3,604	0	3,604	480	0	480	447	0	447	927	0	927	4,531	0	4,531
Senior Secondary	1,650	26	1,676	207	0	207	272	0	272	479	0	479	2,129	26	2,155
Total Secondary	5,254	26	5,280	687	0	687	719	0	719	1,406	0	1,406	6,660	26	6,686
Total	19,484	26	19,510	2,215	0	2,215	1,415	0	1,415	3,630	0	3,630	23,114	26	23,140
Tasmania															
Primary	2,628	0	2,628	390	0	390	115	3	118	505	3	508	3,133	3	3,136
Junior Secondary	1,660	3	1,663	199	0	199	70	3	73	269	3	272	1,929	6	1,935
Senior Secondary	402	215	617	55	0	55	27	0	27	82	0	82	484	215	699
Total Secondary	2,062	218	2,280	254	0	254	97	3	100	351	3	354	2,413	221	2,634
Total	4,690	218	4,908	644	0	644	212	6	218	856	6	862	5,546	224	5,770
Northern Territory															
Primary	8,925	31	8,956	972	0	972	357	0	357	1,329	0	1,329	10,254	31	10,285
Junior Secondary	3,343	31	3,374	472	0	472	905	0	905	1,377	0	1,377	4,720	31	4,751
Senior Secondary	837	47	884	125	0	125	117	0	117	242	0	242	1,079	47	1,126
Total Secondary	4,180	78	4,258	597	0	597	1,022	0	1,022	1,619	0	1,619	5,799	78	5,877
Total	13,105	109	13,214	1,569	0	1,569	1,379	0	1,379	2,948	0	2,948	16,053	109	16,162
Australian Capital Territory															
Primary	656	0	656	109	0	109	28	0	28	137	0	137	793	0	793
Junior Secondary	312	0	312	101	0	101	17	0	17	118	0	118	430	0	430
Senior Secondary	136	0	136	26	0	26	3	0	3	29	0	29	165	0	165
Total Secondary	448	0	448	127	0	127	20	0	20	147	0	147	595	0	595
Total	1,104	0	1,104	236	0	236	48	0	48	284	0	284	1,388	0	1,388
Australia															
Primary	92,605	273	92,878	9,359	3	9,362	3,725	6	3,731	13,084	9	13,093	105,689	282	105,971
Junior Secondary	38,379	243	38,622	4,923	3	4,926	3,646	75	3,721	8,569	78	8,647	46,948	321	47,269
Senior Secondary	11,699	640	12,339	1,803	7	1,810	1,408	6	1,414	3,211	13	3,224	14,910	653	15,563
Total Secondary	50,078	883	50,961	6,726	10	6,736	5,054	81	5,135	11,780	91	11,871	61,858	974	62,832
Total	142,683	1,156	143,839	16,085	13	16,098	8,779	87	8,866	24,864	100	24,964	167,547	1,256	168,803
Number of Indigenous full-time and part-time students enrolled by sector, Australia, 2007–11															
	Government			Catholic			Independent			Total			Total		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Total 2007	127,313	1,158	128,471	12,934	17	12,951	6,934	56	6,990	19,868	73	19,941	147,181	1,231	148,412
Total 2008	130,587	841	131,428	13,506	30	13,536	7,575	69	7,644	21,081	99	21,180	151,668	940	152,608
Total 2009	133,300	1,026	134,326	14,251	19	14,270	7,982	108	8,090	22,233	127	22,360	155,533	1,153	156,686
Total 2010	138,012	942	138,954	15,182	18	15,200	8,586	91	8,677	23,768	109	23,877	161,780	1,051	162,831
Total 2011	142,683	1,156	143,839	16,085	13	16,098	8,779	87	8,866	24,864	100	24,964	167,547	1,256	168,803
Number of Indigenous full-time plus part-time students enrolled by State and Territory, 2007–11															
	NSW	VIC	QLD	SA	WA	TAS	NT ^(e)	ACT							
Total 2007	43,099	8,524	43,637	8,572	22,435	5,221	15,754	1,170							
Total 2008	44,758	8,871	45,037	8,745	22,893	5,092	16,033	1,179							
Total 2009	46,659	9,260	46,572	9,117	22,834	5,591	15,366	1,287							
Total 2010	49,469	9,875	48,205	9,487	22,835	5,587	16,020	1,353							
Total 2011	52,443	10,659	49,420	9,821	23,140	5,770	16,162	1,388							

Note: Data are based on the (non-finance) National Schools Statistics Collection (NSSC), which is a joint undertaking of the various State and Territory departments of education, the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), the Australian Bureau of Statistics (ABS) and the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

(a) Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Vic., Tas., NT and ACT. In Qld, SA and WA, primary education comprises a pre-Year 1 grade followed by Years 1 to 7.

(b) Junior secondary is the years from commencement of secondary school to Year 10, including ungraded secondary.

(c) Senior secondary includes Years 11 and 12.

(d) Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each State or Territory. See [Glossary](#) for definition of special schools.

(e) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years.

Source: ABS, Cat. No. 4221.0, *Schools, Australia, 2011*

Table 39

Number and full-time equivalent (FTE)^(a) of Indigenous part-time students, by level of education^{(b)(c)(d)}, category of school (government and non-government), and sex, by State and Territory, 2011; number and full-time equivalent (FTE) of Indigenous part-time students, by level of education, 2007–11^(e)

	Primary ^(b)		Junior secondary ^(c)		Senior secondary ^(d)		Total secondary		Total	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Government										
New South Wales	0	0.0	0	0.0	173	103.0	173	103.0	173	103.0
Victoria	7	3.8	15	6.6	9	6.2	24	12.8	31	16.6
Queensland	235	83.8	180	45.5	127	41.3	307	86.8	542	170.6
South Australia	0	0.0	14	6.5	43	25.1	57	31.6	57	31.6
Western Australia	0	0.0	0	0.0	26	13.8	26	13.8	26	13.8
Tasmania	0	0.0	3	1.7	215	132.5	218	134.2	218	134.2
Northern Territory	31	15.1	31	10.8	47	18.8	78	29.6	109	44.7
Australian Capital Territory	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Australia	273	102.7	243	71.1	640	340.7	883	411.8	1,156	514.5
<i>Males</i>	173	67.9	134	39.8	247	133.2	381	173.0	554	240.9
<i>Females</i>	100	34.8	109	31.3	393	207.5	502	238.8	602	273.6
Non-government										
New South Wales	3	2.0	69	54.5	6	3.6	75	58.1	78	60.1
Victoria	3	1.6	0	0.0	0	0.0	0	0.0	3	1.6
Queensland	0	0.0	6	3.9	7	3.4	13	7.3	13	7.3
South Australia	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Western Australia	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Tasmania	3	1.6	3	1.6	0	0.0	3	1.6	6	3.2
Northern Territory	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Australian Capital Territory	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Australia	9	5.2	78	60.0	13	7.0	91	67.0	100	72.2
<i>Males</i>	3	1.6	45	34.6	3	1.0	48	35.6	51	37.2
<i>Females</i>	6	3.6	33	25.4	10	6.0	43	31.4	49	35.0
All schools										
New South Wales	3	2.0	69	54.5	179	106.6	248	161.1	251	163.1
Victoria	10	5.4	15	6.6	9	6.2	24	12.8	34	18.2
Queensland	235	83.8	186	49.4	134	44.7	320	94.1	555	177.9
South Australia	0	0.0	14	6.5	43	25.1	57	31.6	57	31.6
Western Australia	0	0.0	0	0.0	26	13.8	26	13.8	26	13.8
Tasmania	3	1.6	6	3.3	215	132.5	221	135.8	224	137.4
Northern Territory	31	15.1	31	10.8	47	18.8	78	29.6	109	44.7
Australian Capital Territory	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total Australia	282	107.9	321	131.1	653	347.7	974	478.8	1,256	586.7
<i>Males</i>	176	69.5	179	74.4	250	134.2	429	208.6	605	278.1
<i>Females</i>	106	38.4	142	56.7	403	213.5	545	270.2	651	308.6
Number and full-time equivalent (FTE) of Indigenous part-time students, by level of education, 2007–11										
Total 2007	210	76.9	417	183.6	604	306.3	1,021	489.9	1,231	566.8
Total 2008	277	108.1	198	90.4	465	253.7	663	344.1	940	452.2
Total 2009	358	155.9	196	108.5	599	321.4	795	429.9	1,153	585.8
Total 2010	296	113.1	212	111.3	543	288.1	755	399.4	1,051	512.5
Total 2011	282	107.9	321	131.1	653	347.7	974	478.8	1,256	586.7

(a) Full time equivalent. See [Glossary](#) for details of calculation of FTE.

(b) Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Vic., Tas., NT and ACT. In Qld, SA and WA, primary education comprises a pre-Year 1 grade followed by Years 1 to 7.

(c) Junior secondary is the years from commencement of secondary school to Year 10, including ungraded secondary.

(d) Senior secondary includes Years 11 and 12.

(e) Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each State or Territory. See [Glossary](#) for definition of special schools.

Source:

ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Table 40 Proportion of full-time equivalent (FTE)^(a) Indigenous students enrolled, by sector, by level of education^{(b)(c)(d)(e)}, by State and Territory, 2007 and 2011 (per cent)^(f)

	2007			2011		
	Government	Catholic	Independent	Government	Catholic	Independent
New South Wales						
Primary	88.9	8.9	2.2	87.1	10.4	2.5
Junior secondary	88.2	8.5	3.3	85.5	9.9	4.6
Senior secondary	83.3	13.2	3.5	83.4	12.1	4.5
Total secondary	87.5	9.2	3.3	85.1	10.3	4.5
Total	88.3	9.0	2.6	86.3	10.3	3.4
Victoria						
Primary	91.7	7.1	1.2	89.6	8.0	2.4
Junior secondary	86.4	9.2	4.5	82.0	10.9	7.1
Senior secondary	81.0	12.7	6.3	82.1	12.1	5.8
Total secondary	85.3	9.9	4.8	82.0	11.1	6.9
Total	89.2	8.2	2.6	86.4	9.3	4.3
Queensland						
Primary	90.4	6.1	3.5	88.7	7.3	4.0
Junior secondary	81.1	10.1	8.8	79.4	11.7	8.9
Senior secondary	76.8	11.9	11.3	73.0	13.5	13.5
Total secondary	79.9	10.6	9.5	77.5	12.2	10.3
Total	86.8	7.6	5.6	84.8	9.0	6.2
South Australia						
Primary	90.0	4.6	5.4	89.2	5.6	5.3
Junior secondary	89.6	5.8	4.6	87.3	6.3	6.4
Senior secondary	85.7	8.9	5.4	86.4	8.6	5.0
Total secondary	88.5	6.7	4.9	87.0	7.0	6.0
Total	89.5	5.3	5.3	88.4	6.1	5.5
Western Australia						
Primary	85.1	10.4	4.5	86.5	9.3	4.2
Junior secondary	82.7	9.0	8.4	79.5	10.6	9.9
Senior secondary	78.3	12.3	9.5	77.6	9.7	12.7
Total secondary	81.5	9.8	8.7	78.9	10.3	10.8
Total	83.9	10.2	5.9	84.3	9.6	6.1
Tasmania						
Primary	87.3	10.0	2.7	83.8	12.4	3.7
Junior secondary	86.3	10.3	3.3	86.0	10.3	3.7
Senior secondary	87.0	9.0	4.0	86.7	8.9	4.4
Total secondary	86.5	10.0	3.5	86.2	10.0	3.9
Total	86.9	10.0	3.0	84.9	11.3	3.8
Northern Territory						
Primary	87.6	9.4	3.0	87.1	9.5	3.5
Junior secondary	66.6	10.9	22.5	70.9	10.0	19.1
Senior secondary	77.6	14.6	7.8	78.0	11.4	10.7
Total secondary	69.3	11.8	18.9	72.2	10.2	17.5
Total	82.1	10.1	7.8	81.7	9.7	8.6
Australian Capital Territory						
Primary	81.7	16.0	2.3	82.7	13.7	3.5
Junior secondary	68.7	21.5	9.8	72.6	23.5	4.0
Senior secondary	80.8	19.2	0.0	82.4	15.8	1.8
Total secondary	71.3	21.0	7.7	75.3	21.3	3.4
Total	77.4	18.1	4.5	79.5	17.0	3.5
Australia						
Primary	88.7	8.1	3.2	87.6	8.8	3.5
Junior secondary	83.4	9.3	7.3	81.7	10.5	7.9
Senior secondary	79.8	12.3	7.9	78.9	11.8	9.2
Total secondary	82.6	10.0	7.5	81.0	10.8	8.2
Total	86.5	8.8	4.7	85.2	9.6	5.3

Note: Components may not add to totals due to rounding.

- (a) Full-time equivalent. See [Glossary](#) for details of calculation of FTE.
- (b) Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Vic., Tas., NT and ACT. In Qld, SA and WA primary education comprises a pre-Year 1 grade followed by Years 1 to 7.
- (c) Junior secondary comprises Years 7–10 in NSW, Vic., Tas., NT and ACT and Years 8–10 in Qld, SA and WA. Includes ungraded secondary.
- (d) Senior secondary includes Years 11 and 12.
- (e) Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each State or Territory. See [Glossary](#) for definition of special schools.
- (f) Data are drawn from the most recent ABS series and may differ from those in previous publications.

Table 41 Number of full-time equivalent (FTE)^(a) of Indigenous students, by level of education^{(b)(c)(d)(e)}, category of school and non-government affiliation, and sex, by State and Territory, 2011

	Primary		Junior secondary		Senior secondary		Total secondary		Total	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Government										
New South Wales	26,602	26,602.0	15,227	15,227.0	3,425	3,355.0	18,652	18,582.0	45,254	45,184.0
Victoria	5,600	5,596.8	2,866	2,857.6	749	746.2	3,615	3,603.8	9,215	9,200.6
Queensland	28,483	28,331.8	9,559	9,424.5	3,905	3,819.3	13,464	13,243.8	41,947	41,575.6
South Australia	5,723	5,723.0	2,017	2,009.5	947	929.1	2,964	2,938.6	8,687	8,661.6
Western Australia	14,230	14,230.0	3,604	3,604.0	1,676	1,663.8	5,280	5,267.8	19,510	19,497.8
Tasmania	2,628	2,628.0	1,663	1,661.7	617	534.5	2,280	2,196.2	4,908	4,824.2
Northern Territory	8,956	8,940.1	3,374	3,353.8	884	855.8	4,258	4,209.6	13,214	13,149.7
Australian Capital Territory	656	656.0	312	312.0	136	136.0	448	448.0	1,104	1,104.0
Australia	92,878	92,707.7	38,622	38,450.1	12,339	12,039.7	50,961	50,489.8	143,839	143,197.5
<i>Males</i>	47,625	47,519.9	20,116	20,021.8	5,936	5,822.2	26,052	25,844.0	73,677	73,363.9
<i>Females</i>	45,253	45,187.8	18,506	18,428.3	6,403	6,217.5	24,909	24,645.8	70,162	69,833.6
Catholic										
New South Wales	3,162	3,162.0	1,763	1,763.0	488	486.6	2,251	2,249.6	5,413	5,411.6
Victoria	501	499.6	379	379.0	110	110.0	489	489.0	990	988.6
Queensland	2,343	2,343.0	1,388	1,387.2	707	705.4	2,095	2,092.6	4,438	4,435.6
South Australia	357	357.0	144	144.0	92	92.0	236	236.0	593	593.0
Western Australia	1,528	1,528.0	480	480.0	207	207.0	687	687.0	2,215	2,215.0
Tasmania	390	390.0	199	199.0	55	55.0	254	254.0	644	644.0
Northern Territory	972	972.0	472	472.0	125	125.0	597	597.0	1,569	1,569.0
Australian Capital Territory	109	109.0	101	101.0	26	26.0	127	127.0	236	236.0
Australia	9,362	9,360.6	4,926	4,925.2	1,810	1,807.0	6,736	6,732.2	16,098	16,092.8
<i>Males</i>	4,588	4,586.6	2,472	2,472.0	896	896.0	3,368	3,368.0	7,956	7,954.6
<i>Females</i>	4,774	4,774.0	2,454	2,453.2	914	911.0	3,368	3,364.2	8,142	8,138.2
Independent										
New South Wales	768	767.0	827	812.5	181	180.0	1,008	992.5	1,776	1,759.5
Victoria	152	152.0	249	249.0	53	53.0	302	302.0	454	454.0
Queensland	1,273	1,273.0	1,055	1,053.7	707	705.0	1,762	1,758.7	3,035	3,031.7
South Australia	339	339.0	148	148.0	54	54.0	202	202.0	541	541.0
Western Australia	696	696.0	447	447.0	272	272.0	719	719.0	1,415	1,415.0
Tasmania	118	116.6	73	71.6	27	27.0	100	98.6	218	215.2
Northern Territory	357	357.0	905	905.0	117	117.0	1,022	1,022.0	1,379	1,379.0
Australian Capital Territory	28	28.0	17	17.0	3	3.0	20	20.0	48	48.0
Australia	3,731	3,728.6	3,721	3,703.8	1,414	1,411.0	5,135	5,114.8	8,866	8,843.4
<i>Males</i>	1,850	1,850.0	1,749	1,738.6	695	693.0	2,444	2,431.6	4,294	4,281.6
<i>Females</i>	1,881	1,878.6	1,972	1,965.2	719	718.0	2,691	2,683.2	4,572	4,561.8
Total non-government										
New South Wales	3,930	3,929.0	2,590	2,575.5	669	666.6	3,259	3,242.1	7,189	7,171.1
Victoria	653	651.6	628	628.0	163	163.0	791	791.0	1,444	1,442.6
Queensland	3,616	3,616.0	2,443	2,440.9	1,414	1,410.4	3,857	3,851.3	7,473	7,467.3
South Australia	696	696.0	292	292.0	146	146.0	438	438.0	1,134	1,134.0
Western Australia	2,224	2,224.0	927	927.0	479	479.0	1,406	1,406.0	3,630	3,630.0
Tasmania	508	506.6	272	270.6	82	82.0	354	352.6	862	859.2
Northern Territory	1,329	1,329.0	1,377	1,377.0	242	242.0	1,619	1,619.0	2,948	2,948.0
Australian Capital Territory	137	137.0	118	118.0	29	29.0	147	147.0	284	284.0
Australia	13,093	13,089.2	8,647	8,629.0	3,224	3,218.0	11,871	11,847.0	24,964	24,936.2
<i>Males</i>	6,438	6,436.6	4,221	4,210.6	1,591	1,589.0	5,812	5,799.6	12,250	12,236.2
<i>Females</i>	6,655	6,652.6	4,426	4,418.4	1,633	1,629.0	6,059	6,047.4	12,714	12,700.0
All schools										
New South Wales	30,532	30,531.0	17,817	17,802.5	4,094	4,021.6	21,911	21,824.1	52,443	52,355.1
Victoria	6,253	6,248.4	3,494	3,485.6	912	909.2	4,406	4,394.8	10,659	10,643.2
Queensland	32,099	31,947.8	12,002	11,865.4	5,319	5,229.7	17,321	17,095.1	49,420	49,042.9
South Australia	6,419	6,419.0	2,309	2,301.5	1,093	1,075.1	3,402	3,376.6	9,821	9,795.6
Western Australia	16,454	16,454.0	4,531	4,531.0	2,155	2,142.8	6,686	6,673.8	23,140	23,127.8
Tasmania	3,136	3,134.6	1,935	1,932.3	699	616.5	2,634	2,548.8	5,770	5,683.4
Northern Territory	10,285	10,269.1	4,751	4,730.8	1,126	1,097.8	5,877	5,828.6	16,162	16,097.7
Australian Capital Territory	793	793.0	430	430.0	165	165.0	595	595.0	1,388	1,388.0
Total Australia	105,971	105,796.9	47,269	47,079.1	15,563	15,257.7	62,832	62,336.8	168,803	168,133.7
<i>Males</i>	54,063	53,956.5	24,337	24,232.4	7,527	7,411.2	31,864	31,643.6	85,927	85,600.1
<i>Females</i>	51,908	51,840.4	22,932	22,846.7	8,036	7,846.5	30,968	30,693.2	82,876	82,533.6

Note: Components may not add to totals due to rounding.

- (a) Full time equivalent. See [Glossary](#) for details of calculation of FTE.
- (b) Primary education comprises a pre-Year 1 grade followed by Years 1–6 in NSW, Vic., Tas., NT and ACT. In Qld, SA and WA, primary education comprises a pre-Year 1 grade followed by Years 1–7.
- (c) Junior secondary is the years from commencement of secondary school to Year 10, including ungraded secondary.
- (d) Senior secondary includes Years 11 and 12.
- (e) Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each State or Territory. See [Glossary](#) for definition of special schools.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Attendance

Table 42 Student attendance rates, government schools, by Indigenous status and State and Territory, 2011 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
New South Wales												
Indigenous	90	90	90	90	90	89	86	81	78	74	87	74
Non-Indigenous	94	95	95	95	95	94	93	91	90	88	92	85
Total	94	94	94	94	94	94	92	90	89	87	91	83
Victoria												
Indigenous	89	90	89	89	89	89	87	82	80	79	84	84
Non-Indigenous	94	94	94	94	94	94	93	91	90	90	89	89
Total	94	94	94	94	94	94	93	91	90	90	89	89
Queensland												
Indigenous	86	86	87	86	87	87	86	84	79	77	N/A	N/A
Non-Indigenous	92	93	93	93	93	93	93	91	89	87	N/A	N/A
Total	92	92	92	92	93	92	92	91	88	87	N/A	N/A
South Australia												
Indigenous	80	82	81	82	82	83	82	76	72	70	81	74
Non-Indigenous	92	93	93	93	93	93	92	90	88	86	92	90
Total	92	92	92	92	92	92	92	89	87	85	91	89
Western Australia												
Indigenous	80	81	82	82	83	82	81	74	67	64	N/A	N/A
Non-Indigenous	93	94	94	94	94	94	93	91	89	88	N/A	96
Total	92	93	93	93	93	93	92	90	87	86	N/A	96
Tasmania												
Indigenous	93	93	92	93	93	93	87	87	81	79	N/A	N/A
Non-Indigenous	94	94	94	94	94	94	93	90	89	87	N/A	N/A
Total	94	94	94	94	94	94	92	90	88	86	N/A	N/A
Northern Territory												
Indigenous	69	72	72	72	73	74	70	65	61	60	79	66
Non-Indigenous	92	93	93	93	92	93	92	90	88	85	92	90
Total	81	83	83	83	83	84	81	79	77	76	84	89
Australian Capital Territory												
Indigenous	89	89	88	87	90	89	82	79	73	72	N/A	N/A
Non-Indigenous	93	94	94	93	93	93	91	89	87	86	N/A	N/A
Total	93	93	94	93	93	93	91	89	87	86	N/A	N/A

Notes: N/A –Not applicable
For further information, see [Explanatory notes for the 2011 student attendance data](#).

Source: ACARA, Student Attendance Data Collection, 2011

Table 43 Student attendance rates, Catholic schools, by Indigenous status and State and Territory, 2011 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
New South Wales												
Indigenous	89	89	90	91	91	90	87	89	87	85	N/A	N/A
Non-Indigenous	94	94	94	94	94	94	94	92	92	91	94	N/A
Total	94	94	94	94	94	94	94	92	92	91	94	N/A
Victoria												
Indigenous	90	90	87	90	91	90	91	91	83	87	N/A	85
Non-Indigenous	94	94	95	94	95	94	94	93	93	92	90	80
Total	94	94	95	94	95	94	94	93	93	92	90	80
Queensland												
Indigenous	89	89	91	90	90	90	92	91	89	86	N/A	58
Non-Indigenous	94	94	94	94	94	94	94	94	93	92	N/A	90
Total	94	94	94	94	94	94	94	94	93	92	N/A	73
South Australia												
Indigenous	92	92	90	91	87	92	92	87	85	89	N/A	N/A
Non-Indigenous	95	94	95	95	95	95	95	94	93	93	96	96
Total	94	94	95	95	95	95	95	94	93	93	96	96
Western Australia												
Indigenous	74	74	81	78	76	82	80	82	78	85	N/A	N/A
Non-Indigenous	94	94	94	94	95	94	95	94	94	94	N/A	N/A
Total	93	93	94	94	94	94	95	94	94	94	N/A	N/A
Tasmania												
Indigenous	92	94	96	92	93	95	92	90	90	94	N/A	N/A
Non-Indigenous	94	94	94	94	94	94	94	93	92	92	N/A	N/A
Total	93	94	94	94	94	94	94	93	92	92	N/A	N/A
Northern Territory												
Indigenous	67	65	69	76	79	69	69	75	71	55	N/A	47
Non-Indigenous	91	91	91	92	91	90	88	89	87	87	N/A	N/A
Total	82	79	83	86	87	83	81	84	82	74	N/A	47
Australian Capital Territory												
Indigenous	91	85	90	86	93	95	90	89	88	92	N/A	N/A
Non-Indigenous	94	93	94	94	94	94	94	91	91	90	N/A	N/A
Total	94	93	94	94	94	94	94	91	91	90	N/A	N/A

Notes: N/A – Not applicable
For further information, see [Explanatory notes for the 2011 student attendance data](#).

Source: ACARA, Student Attendance Data Collection, 2011

Table 44 Student attendance rates, independent schools, by Indigenous status and State and Territory, 2011 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
New South Wales												
Indigenous	87	90	90	89	89	92	91	90	87	83	91	88
Non-Indigenous	94	94	95	94	95	94	95	94	94	93	94	93
Total	94	94	95	94	95	94	95	94	94	93	94	93
Victoria												
Indigenous	95	95	94	93	92	93	83	84	87	87	N/A	72
Non-Indigenous	95	94	95	95	95	95	95	94	94	93	85	82
Total	95	94	95	95	95	95	95	94	94	93	85	82
Queensland												
Indigenous	88	90	93	90	91	88	91	89	83	86	78	90
Non-Indigenous	94	94	95	95	95	94	95	94	94	92	91	84
Total	94	94	95	94	95	94	95	94	93	92	90	84
South Australia												
Indigenous	88	87	88	89	90	90	86	85	90	87	N/A	83
Non-Indigenous	95	95	95	94	95	94	94	94	94	93	90	81
Total	95	95	95	94	95	94	94	94	94	93	90	81
Western Australia												
Indigenous	83	80	82	84	80	85	85	84	78	74	N/A	33
Non-Indigenous	93	94	95	94	95	95	95	94	93	93	92	36
Total	93	94	94	94	95	94	95	94	93	93	92	35
Tasmania												
Indigenous	91	97	95	93	97	91	92	91	88	87	N/A	N/A
Non-Indigenous	94	94	94	94	95	94	93	93	92	91	90	100
Total	94	94	94	94	95	94	93	93	92	91	90	100
Northern Territory												
Indigenous	74	65	74	76	68	67	81	82	85	80	N/A	54
Non-Indigenous	93	94	94	93	95	92	95	93	93	92	N/A	N/A
Total	91	90	91	91	90	88	91	90	91	88	N/A	54
Australian Capital Territory												
Indigenous	95	96	94	93	90	99	95	91	100	98	N/A	N/A
Non-Indigenous	94	95	94	94	95	94	95	94	94	93	N/A	N/A
Total	94	95	94	94	95	94	95	94	94	93	N/A	N/A

Notes: N/A – Not applicable
For further information, see [Explanatory notes for the 2011 student attendance data](#).

Source: ACARA, Student Attendance Data Collection, 2011

Table 45 Comparative Indigenous and non-Indigenous apparent grade progression rates and the percentage point gap between Indigenous and non-Indigenous apparent grade progression rates, Australia, 2007–11 (per cent)

Year	Year 8–9			Year 9–10			Year 10–11			Year 11–12		
	Indigenous	Non-Indigenous	% point gap	Indigenous	Non-Indigenous	% point gap	Indigenous	Non-Indigenous	% point gap	Indigenous	Non-Indigenous	% point gap
2007	97.1	100.5	3.4	92.0	99.4	7.4	76.4	90.4	14.0	63.3	85.0	21.7
2008	98.3	100.4	2.1	92.2	99.4	7.2	74.9	90.3	15.4	67.7	84.7	17.0
2009	98.9	100.5	1.6	91.7	99.6	7.9	77.3	91.9	14.6	67.0	86.1	19.1
2010	100.8	100.5	(0.3)	97.1	100.6	3.5	79.3	92.9	13.6	67.9	86.5	18.6
2011	99.7	100.6	0.9	97.8	100.6	2.8	76.5	92.8	16.3	67.5	86.7	19.2

Notes: Apparent grade progression rates measure the number of full-time school students in a designated year level of education as a percentage of their respective cohort group in the previous calendar year (the base year). Ungraded students are not included.

Care should be taken when interpreting these rates since a range of factors affecting the calculation are not taken into account, such as students repeating a year of schooling, changes to part-time and full-time attendance patterns, movements between schools and systems or States/Territories and net changes to a school or system's population.

Components may not add due to rounding.

Percentage point gap calculations are based on unrounded data.

Issues that may affect comparability over time can be found in the Explanatory Notes of the source publication.

The above apparent grade progression rates are not published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011. They can, however, be derived using full-time student counts that are included in that publication.

The above apparent grade progression rates reflect single year increments of the apparent retention rate concept published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011. The above apparent grade progression rates do not rely on population data, unlike the progression rates published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Retention

Table 46 Comparative Indigenous and non-Indigenous apparent retention rates and the percentage point gap between Indigenous and non-Indigenous apparent retention rates, Australia, 2007–11 (per cent)

	2007	2008	2009	2010	2011
Year 7/8–10					
Indigenous	90.5	89.8	90.9	95.8	98.7
Non-Indigenous	99.4	99.9	100.1	101.0	101.3
Gap (percentage points)	8.9	10.1	9.2	5.2	2.6
Year 7/8–12					
Indigenous	42.9	47.2	45.4	47.2	48.7
Non-Indigenous	75.6	75.6	77.3	79.4	80.7
Gap (percentage points)	32.7	28.4	31.9	32.2	32.0

Notes:

The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group in a base year. The base year is the first year of secondary school – Year 7 in NSW, Victoria, Tasmania, Northern Territory and the ACT; Year 8 in Queensland, South Australia and Western Australia. In the Northern Territory Year 7 became part of secondary schooling in 2008 but for Year 7/8 to Year 10 and Year 7/8 to Year 12 retention rates in 2008, 2009 and 2010, Year 8 was still the base year. For 2011 the base year for Year 7/8 to 10 was Year 7 but for Year 7/8 to 12 it was Year 8. Ungraded students are not included.

Factors that may affect apparent retention rates at the national level include international migration, students repeating a year of education, students changing between full-time and part-time study and age requirements for participation in education. These factors may account for apparent retention rates exceeding 100%.

Apparent retention rates for Indigenous students can be affected by the disposition to identify as Indigenous over time.

Issues that may affect comparability over time can be found in the Explanatory Notes of the source publication.

Source:

ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Table 47 Comparative Indigenous and non-Indigenous apparent retention rates (Years 7/8–10; 7/8–12), by State and Territory, 2011 (per cent)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT
Years 7/8–10								
Indigenous	106.1	95.0	97.5	102.0	92.4	115.2	83.3	106.7
Non-Indigenous	100.9	100.8	101.6	103.2	102.2	100.3	92.5	101.2
Years 7/8–12								
Indigenous	42.9	46.9	60.5	68.4	40.3	44.7	32.9	76.3
Non-Indigenous	75.9	82.4	84.5	86.9	81.0	71.6	71.0	89.6

Notes:

The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group in a base year. Ungraded students are not included.

Apparent retention rates for Indigenous students can be inflated by an increased propensity to identify as Indigenous over time.

Caution should be taken in interpreting the data for apparent retention rates at the State and Territory level, which can be inflated by a net increase in interstate migration. Small numbers of Indigenous students can also affect results from the State and Territory level and may produce apparent variations from year to year that may not accurately reflect the long-term trend.

Issues that may affect comparability over time can be found in the Explanatory Notes of the source publication.

Source:

ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Table 48 Comparative Indigenous and non-Indigenous apparent retention rates (Year 7/8–10; 7/8–12), by State and Territory, 2007–11 (per cent)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT
2007								
Year 7/8–10								
Indigenous	84.0	88.3	95.8	87.6	96.2	99.8	81.8	102.4
Non-Indigenous	97.4	98.8	101.4	101.7	102.4	99.6	91.4	97.8
Year 7/8–12								
Indigenous	34.0	46.1	56.5	43.9	29.5	45.5	45.9	59.8
Non-Indigenous	70.9	80.4	79.8	73.6	72.9	66.7	68.3	85.6
2008								
Year 7/8–10								
Indigenous	85.1	81.7	97.3	95.6	94.5	103.5	71.9	78.4
Non-Indigenous	97.8	99.0	102.1	101.8	102.9	100.1	96.3	99.3
Year 7/8–12								
Indigenous	36.1	46.4	61.3	48.2	42.7	36.7	49.7	53.1
Non-Indigenous	70.8	79.7	79.1	75.2	75.8	66.8	64.8	85.8
2009								
Year 7/8–10								
Indigenous	87.6	80.4	97.8	98.0	91.2	107.3	75.0	97.4
Non-Indigenous	97.6	100.2	101.7	103.0	103.3	99.2	97.1	99.3
Year 7/8–12								
Indigenous	36.7	43.4	58.0	56.0	39.7	39.7	34.5	69.5
Non-Indigenous	72.6	80.5	81.0	79.3	77.3	65.4	66.2	87.2
2010								
Year 7/8–10								
Indigenous	98.0	90.7	99.6	99.2	90.7	110.8	81.0	96.4
Non-Indigenous	99.4	101.3	102.0	103.0	103.0	100.0	95.2	100.6
Year 7/8–12								
Indigenous	38.6	41.8	62.3	62.1	42.9	43.4	29.8	58.8
Non-Indigenous	73.9	81.5	83.8	82.6	80.7	73.0	69.3	91.4
2011								
Year 7/8–10								
Indigenous	106.1	95.0	97.5	102.0	92.4	115.2	83.3	106.7
Non-Indigenous	100.9	100.8	101.6	103.2	102.2	100.3	92.5	101.2
Year 7/8–12								
Indigenous	42.9	46.9	60.5	68.4	40.3	44.7	32.9	76.3
Non-Indigenous	75.9	82.4	84.5	86.9	81.0	71.6	71.0	89.6

Notes:

The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group in a base year. Ungraded students are not included.

Apparent retention rates for Indigenous students can be inflated by an increased propensity to identify as Indigenous over time.

Caution should be taken in interpreting the data for apparent retention rates at the State and Territory level, which can be inflated by a net increase in interstate migration. Small numbers of Indigenous students can also affect results from the State and Territory level and may produce apparent variations from year to year that may not accurately reflect the long-term trend.

Issues that may affect comparability over time can be found in the Explanatory Notes of the source publication.

Source:

ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Funding Australia's schools

Table 49 Expenditure by government education systems, by level of education and area of expenditure, by State and Territory, 2010–11 financial year; totals 2006–07 to 2010–11 financial years (accrual basis) (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
In-school, primary education									
Teaching staff salaries	3,099,610	1,933,241	2,009,749	714,312	1,189,522	238,589	169,681	155,636	9,510,340
Non-teaching staff salaries	547,199	354,593	548,159	185,113	360,436	65,819	37,099	34,807	2,133,223
Redundancy payments	1,538	0	10,559	7	521	912	5	0	13,541
Non-salary costs	1,113,718	661,866	785,465	364,826	446,726	92,988	105,489	67,798	3,638,875
Recurrent costs excluding notional user cost of capital	4,762,065	2,949,699	3,353,931	1,264,258	1,997,205	398,308	312,273	258,241	15,295,979
Notional user cost of capital	893,233	639,099	724,903	189,507	518,442	37,255	35,597	74,173	3,112,209
Recurrent costs including notional user cost of capital	5,655,298	3,588,799	4,078,834	1,453,764	2,515,647	435,563	347,870	332,414	18,408,188
Capital/investing costs	1,336,568	1,444,476	1,151,552	368,184	597,641	144,023	78,663	112,645	5,233,752
In-school, secondary education									
Teaching staff salaries	2,820,311	1,755,826	1,371,386	475,513	724,895	175,348	111,009	151,928	7,586,216
Non-teaching staff salaries	416,631	330,439	302,128	118,538	192,293	49,776	24,436	33,977	1,468,218
Redundancy payments	1,360	0	472	4	57	601	3	0	2,497
Non-salary costs	969,147	753,539	654,369	261,650	358,057	145,421	82,641	58,546	3,283,370
Recurrent costs excluding notional user cost of capital	4,207,449	2,839,803	2,328,356	855,705	1,275,302	371,146	218,090	244,452	12,340,301
Notional user cost of capital	555,433	465,488	462,556	97,249	335,744	45,598	29,706	66,742	2,058,516
Recurrent costs including notional user cost of capital	4,762,882	3,305,292	2,790,912	952,954	1,611,046	416,744	247,796	311,193	14,398,818
Capital/investing costs	388,835	382,508	263,329	72,458	222,470	56,598	27,347	85,901	1,499,447
Out-of-school									
Teaching staff salaries	0	0	0	0	0	0	0	0	0
Non-teaching staff salaries	239,695	186,961	264,373	110,893	153,177	26,636	37,971	17,775	1,037,481
Redundancy payments	0	499	675	1,942	2,148	132	0	0	5,397
Non-salary costs	78,779	175,169	138,502	60,840	77,234	6,165	28,481	22,779	587,948
Recurrent costs excluding notional user cost of capital	318,474	362,628	403,550	173,675	232,559	32,933	66,452	40,554	1,630,826
Notional user cost of capital	10,499	8,674	3,704	4,939	2,447	76	0	2,458	32,798
Recurrent costs including notional user cost of capital	328,973	371,303	407,254	178,614	235,006	33,009	66,452	43,012	1,663,624
Capital/investing costs	74,280	8,030	22,759	0	858	286	42	0	106,256
Total – primary, secondary and out-of-school									
Recurrent costs excluding notional user cost of capital	9,287,988	6,152,131	6,085,837	2,293,637	3,505,066	802,387	596,815	543,246	29,267,107
Capital/investing costs	1,799,683	1,835,015	1,437,641	440,642	820,969	200,907	106,052	198,547	6,839,455
Total recurrent costs including notional user cost of capital									
2010–11	10,747,152	7,265,393	7,277,000	2,585,332	4,361,699	885,316	662,118	686,619	34,470,630
2009–10	10,442,693	7,006,928	6,896,004	2,304,883	4,180,975	834,872	608,511	619,523	32,894,389
2008–09	9,761,813	6,655,874	6,408,585	2,122,051	3,949,968	780,910	581,055	596,003	30,856,259
2007–08	9,085,043	6,141,943	5,980,810	2,069,359	3,659,181	735,783	534,225	551,477	28,757,821
2006–07	8,694,090	5,758,722	5,569,633	1,969,328	3,239,579	715,098	493,847	483,359	26,923,656
Total real recurrent costs including notional user cost of capital									
2010–11	10,747,152	7,265,393	7,277,000	2,585,332	4,361,699	885,316	662,118	686,619	34,470,630
2009–10 (in \$2010–11)	11,073,906	7,430,464	7,312,836	2,444,203	4,433,696	885,336	645,293	656,970	34,882,703
2008–09 (in \$2010–11)	10,451,620	7,126,203	6,861,440	2,272,003	4,229,088	836,092	622,115	638,119	33,036,680
2007–08 (in \$2010–11)	10,219,396	6,908,822	6,727,570	2,327,738	4,116,064	827,652	600,928	620,334	32,348,505
2006–07 (in \$2010–11)	10,240,389	6,782,947	6,560,227	2,319,585	3,815,759	842,283	581,681	569,327	31,712,198

Notes: Salary-related expenses include notional payroll tax for WA and the ACT, as these jurisdictions are exempted from paying payroll tax.
 Non-salary costs include other operating expenses, grants and subsidies and depreciation.
 A notional user cost of capital based on 8% of 'total written down value of capital assets as at 30 June 2011' is applied to all jurisdictions.
 Users wishing to publish these data should provide suitable explanatory notes and be aware that the data do not represent total government expenditure on school-level education. They specifically exclude items such as:
 – Commonwealth direct payments to parents and/or students, e.g. Austudy
 – preschools and TAFE establishments
 – sinking fund payments and interests on Commonwealth loans
 – teacher housing and student hostel provisions
 – funds raised by schools, school councils or community organisations.
 Real dollars are previous years expenditure in current year dollars after basing expenditure on the ABS GDP price deflator 2010–11 = 100 in ABS, Cat. No. 5206.0, *Australian National Accounts: National Income, Expenditure and Product*, June 2012.
 Totals may not add due to rounding.

Source: MCEECDYA, *National Schools Statistics Collection (Finance)*, 2007–11

Table 50 Per capita expenditure on government schools by level of education, by State and Territory, 2010–11 financial year; 2006–07 to 2010–11 financial years (\$/full-time equivalent student – accrual basis)

Recurrent per capita expenditure	Primary	Secondary	Total
New South Wales	13,476	15,810	14,448
Victoria	12,107	15,316	13,449
Queensland	13,806	16,729	14,853
South Australia	15,097	16,401	15,586
Western Australia	16,578	22,677	18,500
Tasmania	14,005	16,548	15,139
Northern Territory	21,064	25,630	22,727
Australian Capital Territory	18,700	21,289	19,863
Australia	13,895	16,720	15,002
Capital/investing per capita expenditure	Primary	Secondary	Total
New South Wales	3,180	1,354	2,419
Victoria	4,611	1,708	3,397
Queensland	3,710	1,546	2,934
South Australia	3,551	1,165	2,656
Western Australia	3,705	2,997	3,482
Tasmania	4,449	2,176	3,435
Northern Territory	4,249	2,578	3,640
Australian Capital Territory	5,915	5,533	5,744
Australia	3,791	1,712	2,977
Total per capita expenditure	Recurrent	Capital/investing	
New South Wales	14,448	2,419	
Victoria	13,449	3,397	
Queensland	14,853	2,934	
South Australia	15,586	2,656	
Western Australia	18,500	3,482	
Tasmania	15,139	3,435	
Northern Territory	22,727	3,640	
Australian Capital Territory	19,863	5,744	
Australia	15,002	2,977	
2010–11	15,002	2,977	
2009–10	14,380	3,310	
2008–09	13,544	1,006	
2007–08	12,639	865	
2006–07	11,874	860	
2010–11	15,002	2,977	
2009–10 (in \$2010–11)	15,249	3,510	
2008–09 (in \$2010–11)	14,501	1,077	
2007–08 (in \$2010–11)	14,217	973	
2006–07 (in \$2010–11)	13,986	1,013	

Notes: These expenditures incorporate both salary and non-salary costs. Salary oncosts include items such as superannuation, payroll tax and workers compensation. Payroll tax expenditures for WA and the ACT are notional, as they are exempted from payroll tax. Non-salary costs include other operating expenses, grants and subsidies, depreciation and notional user cost of capital. Notional user cost of capital is based on 8% of each jurisdiction's total written down value of capital assets. Users wishing to publish these data should provide suitable explanatory notes and be aware that the data do not represent total government expenditure on school-level education. They specifically exclude items such as:

- Commonwealth direct payments to parents and/or students, e.g. Austudy
- preschools and TAFE establishments
- sinking fund payments and interests on Commonwealth loans
- teacher housing and student hostel provisions
- funds raised by schools, school councils or community organisations.

Real dollars are previous years expenditure in current year dollars after basing expenditure on the ABS GDP price deflator 2010–11 = 100 in ABS, Cat. No. 5206.0, *Australian National Accounts: National Income, Expenditure and Product*, June 2012.

Source: MCEECDYA, *National Schools Statistics Collection (Finance)*, 2007–11

Table 51 Australian, State and Territory government recurrent expenditure per student in government schools by level of education, by State and Territory, 2006–07 to 2010–11 (\$/full-time equivalent student – accrual basis; including user cost of capital)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
2006–07									
In-school primary	10,223	9,075	10,550	10,304	12,189	10,059	13,618	12,195	10,327
In-school secondary	12,909	11,575	12,308	12,266	15,377	12,269	18,707	14,450	12,704
Out-of-school	420	594	695	790	752	823	1,791	641	611
Total primary (in & out)	10,643	9,669	11,245	11,094	12,941	10,882	15,409	12,836	10,938
Total secondary (in & out)	13,329	12,169	13,003	13,056	16,129	13,092	20,499	15,091	13,315
Total primary & secondary (in & out)	11,756	10,716	11,881	11,802	14,053	11,835	16,971	13,860	11,874
2007–08									
In-school primary	10,722	9,627	10,957	10,743	13,510	10,700	14,639	14,221	10,936
In-school secondary	13,551	12,524	13,178	13,032	17,951	12,810	20,043	16,631	13,684
Out-of-school	426	598	676	884	799	750	1,794	743	622
Total primary (in & out)	11,148	10,225	11,633	11,627	14,309	11,450	16,432	14,964	11,557
Total secondary (in & out)	13,977	13,122	13,855	13,916	18,749	13,560	21,837	17,374	14,306
Total primary & secondary (in & out)	12,324	11,442	12,426	12,458	15,853	12,366	18,247	16,061	12,639
2008–09									
In-school primary	11,591	10,497	11,734	11,093	14,077	11,520	16,199	15,221	11,720
In-school secondary	14,494	13,450	13,836	13,246	19,963	14,040	21,259	18,044	14,642
Out-of-school	463	644	745	943	846	639	2,003	937	671
Total primary (in & out)	12,054	11,141	12,478	12,035	14,923	12,159	18,202	16,158	12,391
Total secondary (in & out)	14,957	14,094	14,581	14,189	20,809	14,679	23,262	18,981	15,312
Total primary & secondary (in & out)	13,260	12,382	13,233	12,827	16,975	13,258	20,060	17,437	13,544
2009–10									
In-school primary	12,540	11,034	12,494	12,207	14,727	12,730	17,351	15,623	12,522
In-school secondary	15,136	14,124	14,919	14,040	21,201	14,922	21,380	18,484	15,414
Out-of-school	502	668	780	1,018	970	553	2,266	1,089	718
Total primary (in & out)	13,042	11,702	13,274	13,225	15,697	13,283	19,617	16,713	13,240
Total secondary (in & out)	15,638	14,793	15,699	15,057	22,171	15,475	23,646	19,573	16,132
Total primary & secondary (in & out)	14,123	13,001	14,148	13,909	17,854	14,251	21,087	18,003	14,380
2006–07 (in \$2010–11)									
In-school primary	12,042	10,689	12,426	12,136	14,357	11,848	16,040	14,364	12,164
In-school secondary	15,205	13,634	14,497	14,448	18,111	14,451	22,035	17,020	14,963
Out-of-school	494	700	818	931	886	970	2,110	755	720
Total primary (in & out)	12,536	11,389	13,245	13,067	15,243	12,818	18,150	15,119	12,883
Total secondary (in & out)	15,700	14,333	15,316	15,379	18,997	15,421	24,144	17,775	15,683
Total primary & secondary (in & out)	13,847	12,622	13,994	13,901	16,552	13,940	19,989	16,325	13,986
2007–08 (in \$2010–11)									
In-school primary	12,061	10,829	12,325	12,084	15,197	12,036	16,467	15,997	12,301
In-school secondary	15,243	14,088	14,823	14,659	20,192	14,409	22,546	18,708	15,393
Out-of-school	479	673	760	994	899	844	2,018	836	700
Total primary (in & out)	12,540	11,502	13,085	13,079	16,096	12,880	18,484	16,832	13,000
Total secondary (in & out)	15,722	14,760	15,585	15,654	21,090	15,253	24,564	19,543	16,092
Total primary & secondary (in & out)	13,863	12,871	13,978	14,013	17,832	13,910	20,525	18,066	14,217
2008–09 (in \$2010–11)									
In-school primary	12,410	11,239	12,563	11,877	15,072	12,334	17,344	16,297	12,548
In-school secondary	15,518	14,400	14,814	14,182	21,374	15,032	22,761	19,319	15,677
Out-of-school	496	690	798	1,010	906	684	2,145	1,003	718
Total primary (in & out)	12,906	11,928	13,360	12,885	15,978	13,018	19,488	17,300	13,267
Total secondary (in & out)	16,014	15,090	15,611	15,192	22,279	15,716	24,906	20,322	16,394
Total primary & secondary (in & out)	14,197	13,257	14,168	13,733	18,175	14,195	21,478	18,669	14,501
2009–10 (in \$2010–11)									
In-school primary	13,298	11,701	13,249	12,945	15,617	13,499	18,400	16,567	13,279
In-school secondary	16,051	14,978	15,821	14,889	22,483	15,824	22,672	19,601	16,346
Out-of-school	532	708	827	1,080	1,029	586	2,403	1,155	761
Total primary (in & out)	13,830	12,409	14,076	14,024	16,646	14,086	20,803	17,723	14,040
Total secondary (in & out)	16,583	15,687	16,648	15,967	23,511	16,410	25,075	20,756	17,107
Total primary & secondary (in & out)	14,977	13,787	15,003	14,750	18,933	15,112	22,362	19,091	15,249
2010–11									
In-school primary	13,034	11,420	12,975	14,020	15,581	13,441	18,783	17,456	13,171
In-school secondary	15,367	14,628	15,897	15,324	21,680	15,983	23,349	20,045	15,996
Out-of-school	442	687	831	1,077	997	564	2,281	1,244	724
Total primary (in & out)	13,476	12,107	13,806	15,097	16,578	14,005	21,064	18,700	13,895
Total secondary (in & out)	15,810	15,316	16,729	16,401	22,677	16,548	25,630	21,289	16,720
Total primary & secondary (in & out)	14,448	13,449	14,853	15,586	18,500	15,139	22,727	19,863	15,002

Notes: Salary related expenses include notional payroll tax for WA and the ACT, as these jurisdictions are exempted from paying payroll tax.

Non-salary costs include other operating expenses, grants and subsidies and depreciation.

A notional user cost of capital based on 8% of 'total written down value of capital assets as at 30 June 2011' is applied to all jurisdictions.

Users wishing to publish these data should provide suitable explanatory notes and be aware that the data do not represent total government expenditure on school-level education. They specifically exclude items such as:

- Commonwealth direct payments to parents and/or students, e.g. Austudy
- preschools and TAFE establishments
- sinking fund payments and interests on Commonwealth loans
- teacher housing and student hostel provisions
- funds raised by schools, school councils or community organisations.

Real dollars are previous years expenditure in current year dollars after basing expenditure on the ABS GDP price deflator 2010–11 = 100 in ABS, Cat. No. 5206.0, *Australian National Accounts: National Income, Expenditure and Product*, June 2012.

Source: MCEECDYA, *National Schools Statistics Collection (Finance)*, 2007–11

Table 52 Australia, all levels of government – operating expenses on primary and secondary education as a percentage of gross domestic product (GDP), Australia, 1991–92 to 2010–11

Year	% of GDP
1991–1992	3.0
1992–1993	2.9
1993–1994	2.8
1994–1995	2.7
1995–1996	2.7
1996–1997	2.7
1997–1998	2.6
1998–1999	2.9
1999–2000	2.8
2000–2001	2.8
2001–2002	2.8
2002–2003	2.8
2003–2004	2.8
2004–2005	2.8
2005–2006	2.8
2006–2007	2.7
2007–2008	2.6
2008–2009	2.6
2009–2010	3.0
2010–2011	2.9

Note: Data for 1998–1999 and after are based on a revised methodology for calculating national accounts when compared with previous editions of the *National Report on Schooling in Australia*. Refer to ABS, Cat. No. 5253.0, *Australian National Accounts: Financial Accounts*, for a detailed explanation of the changes.

Source: Derived by Australian Government DEEWR from ABS, Cat. No. 5518.0.55.001 (Table 1 and Table 19), *Australia, Expenditure on Education*

Table 53 Expenditure of non-government schools, by level of education, by State and Territory, 2011 calendar year; totals 2007–11 (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Primary schools									
Teaching staff salaries	660,977	547,777	345,832	145,209	176,035	26,818	12,917	40,026	1,955,594
Non-teaching staff salaries	159,365	94,121	117,247	40,772	63,007	8,558	5,127	8,583	496,784
Other costs	683,662	440,526	463,535	157,899	208,146	25,362	24,187	36,889	2,040,211
Subtotal	1,504,006	1,082,425	926,615	343,882	447,189	60,739	42,232	85,499	4,492,590
Secondary schools									
Teaching staff salaries	779,253	553,068	283,377	70,363	36,077	27,470	27,997	42,247	1,819,855
Non-teaching staff salaries	200,344	156,905	96,003	22,552	13,569	9,212	11,375	11,365	521,328
Other costs	718,403	561,200	351,006	75,357	45,239	33,385	32,815	41,708	1,859,117
Subtotal	1,698,001	1,271,174	730,386	168,272	94,886	70,068	72,187	95,322	4,200,300
Combined schools									
Teaching staff salaries	1,196,807	1,010,175	786,996	367,356	628,404	95,304	32,119	85,571	4,202,736
Non-teaching staff salaries	332,386	302,072	300,641	115,704	198,682	29,056	16,140	21,515	1,316,199
Other costs	1,377,399	1,242,165	1,078,008	418,216	702,047	109,756	48,748	96,021	5,072,364
Subtotal	2,906,593	2,554,413	2,165,646	901,277	1,529,134	234,117	97,008	203,108	10,591,300
Total expenditure of non-government schools									
Teaching staff salaries	2,637,039	2,111,020	1,416,205	582,929	840,518	149,593	73,033	167,846	7,978,186
Non-teaching staff salaries	692,096	553,099	513,892	179,030	275,258	46,826	32,643	41,464	2,334,312
Other costs	2,779,465	2,243,893	1,892,550	651,473	955,434	168,505	105,751	174,619	8,971,693
Total 2011	6,108,601	4,908,013	3,822,648	1,413,433	2,071,210	364,925	211,428	383,929	19,284,191
Total 2010	6,320,448	5,297,584	3,935,717	1,527,155	2,157,102	393,703	215,188	402,798	20,249,699
Total 2009	5,345,727	4,518,217	3,208,544	1,256,029	1,749,572	312,865	192,737	333,522	16,917,215
Total 2008	4,783,961	3,969,502	2,839,189	1,083,897	1,509,154	295,606	159,465	304,291	14,945,068
Total 2007	4,443,376	3,608,283	2,552,154	1,026,633	1,313,804	256,693	122,901	269,759	13,593,607
Total real expenditure of non-government schools (2011 prices)									
Total 2011	6,108,601	4,908,013	3,822,648	1,413,433	2,071,210	364,925	211,428	383,929	19,284,191
Total 2010	6,699,675	5,615,439	4,171,860	1,618,784	2,286,528	417,325	228,099	426,966	21,464,681
Total 2009	5,723,708	4,837,687	3,435,411	1,344,839	1,873,279	334,987	206,365	357,104	18,113,382
Total 2008	5,406,182	4,485,791	3,208,465	1,224,873	1,705,441	334,054	180,206	343,868	16,888,883
Total 2007	5,250,812	4,263,969	3,015,923	1,213,189	1,552,544	303,338	145,234	318,779	16,063,794

Notes: Excludes amounts related to boarding facilities, and direct payments by the Commonwealth to students and/or parents.
 Includes debt servicing of loans for capital and operating purposes.
 Capital expenditure excludes loan principal repayments.
 Expenditure of system offices is allocated across the schools in proportion to enrolments.
 Where figures have been rounded, discrepancies may occur between the sums of component items and totals.
 2009 and 2010 expenditure figures for Australian Government grants to schools, and capital expenditures by schools have increased due to funding from the Australian Government 'Building the Education Revolution' program.

Source: Australian Government DEEWR unpublished data, with unpublished Calendar Year Implicit Price Deflator from ABS, Cat. No. 5206.0, *Australian National Accounts: National Income, Expenditure and Product*, June 2012

Table 54 Breakdown of 'other costs' component of expenditure of non-government schools, by school level, State and Territory, 2011 calendar year; totals 2007–11 (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Primary schools									
Staff related expenditure	117,487	75,462	64,583	28,953	36,199	4,030	2,352	7,759	336,828
Debt servicing	25,571	15,871	10,154	6,382	2,739	1,154	209	275	62,358
Other operating expenditure	221,610	176,142	131,130	65,798	71,792	8,548	9,336	13,240	697,598
Capital expenditure	318,993	173,050	257,666	56,765	97,415	11,629	12,290	15,613	943,425
Total	683,662	440,526	463,535	157,899	208,146	25,362	24,187	36,889	2,040,211
Secondary schools									
Staff related expenditure	141,505	92,252	56,044	14,402	8,483	4,458	4,585	7,377	329,109
Debt servicing	27,894	20,384	10,117	3,200	1,944	1,031	603	795	65,972
Other operating expenditure	326,803	245,462	156,060	35,144	19,578	12,066	15,943	15,814	826,872
Capital expenditure	222,200	203,100	128,784	22,609	15,232	15,828	11,682	17,722	637,162
Total	718,403	561,200	351,006	75,357	45,239	33,385	32,815	41,708	1,859,117
Combined schools									
Staff related expenditure	212,200	199,398	160,134	72,125	109,347	18,832	6,968	16,419	795,426
Debt servicing	80,752	39,466	66,332	21,219	33,100	4,304	1,983	6,230	253,389
Other operating expenditure	590,123	555,510	484,546	193,097	298,529	47,581	19,240	43,988	2,232,618
Capital expenditure	494,322	447,790	366,995	131,773	261,069	39,038	20,556	29,382	1,790,930
Total	1,377,399	1,242,165	1,078,008	418,216	702,047	109,756	48,748	96,021	5,072,364
Total 'other costs' for non-government schools									
Staff related expenditure	471,192	367,113	280,762	115,481	154,030	27,321	13,905	31,556	1,461,364
Debt servicing	134,218	75,723	86,603	30,802	37,785	6,490	2,796	7,300	381,720
Other operating expenditure	1,138,537	977,115	771,737	294,040	389,900	68,196	44,519	73,042	3,757,089
Capital expenditure	1,035,516	823,941	753,447	211,149	373,717	66,497	44,529	62,719	3,371,518
Total 2011	2,779,465	2,243,893	1,892,550	651,473	955,434	168,505	105,751	174,619	8,971,693
Total 2010	3,155,816	2,759,953	2,132,311	814,882	1,137,449	209,704	113,919	203,221	10,527,258
Total 2009	2,345,731	2,100,363	1,538,529	602,996	817,439	143,878	101,355	148,164	7,798,459
Total 2008	1,984,502	1,728,901	1,293,749	471,254	668,266	136,132	76,907	129,371	6,489,086
Total 2007	1,813,869	1,589,818	1,143,606	460,660	563,837	108,629	49,234	105,255	5,834,913
Total real 'other costs' for non-government schools (2011 prices)									
Total 2011	2,779,465	2,243,893	1,892,550	651,473	955,434	168,505	105,751	174,619	8,971,693
Total 2010	3,345,165	2,925,550	2,260,250	863,775	1,205,696	222,286	120,754	215,414	11,158,893
Total 2009	2,511,591	2,248,874	1,647,314	645,632	875,238	154,051	108,522	158,640	8,349,865
Total 2008	2,242,614	1,953,769	1,462,019	532,547	755,183	153,838	86,910	146,198	7,333,082
Total 2007	2,143,480	1,878,715	1,351,418	544,370	666,296	128,369	58,181	124,382	6,895,215

Notes: Excludes amounts related to boarding facilities, and direct payments by the Commonwealth to students and/or parents.
 Includes debt servicing of loans for capital and operating purposes.
 Capital expenditure excludes loan principal repayments.
 Expenditure of system offices is allocated across the schools in proportion to enrolments.
 Where figures have been rounded, discrepancies may occur between the sums of component items and totals.
 2009 and 2010 expenditure figures for Australian Government grants to schools, and capital expenditures by schools have increased due to funding from the Australian Government 'Building the Education Revolution' program.

Source: Australian Government DEEWR unpublished data, with unpublished Calendar Year Implicit Price Deflator from ABS, Cat. No. 5206.0, *Australian National Accounts: National Income, Expenditure and Product*, June 2012

Table 55 Income and expenditure per student of non-government schools, by purpose, affiliation, State and Territory, 2011 calendar year; total income and expenditure per student 2007–11

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Catholic schools									
Fees and charges	2,829	2,862	2,849	3,833	3,031	2,175	1,981	3,568	2,927
Private donations and income	889	561	596	429	575	410	885	737	673
Total private income	3,718	3,423	3,445	4,261	3,606	2,585	2,866	4,306	3,600
State government grants	2,320	2,187	2,553	1,962	2,668	2,399	2,851	1,843	2,331
Australian Government grants	7,841	7,112	8,153	7,927	7,611	8,065	12,200	7,334	7,708
Total income	13,880	12,722	14,151	14,150	13,886	13,049	17,917	13,483	13,640
Recurrent expenditure	11,205	10,442	10,866	11,868	11,256	10,484	14,973	10,507	10,981
Capital expenditure	2,267	1,991	3,394	2,369	2,620	3,243	6,061	2,168	2,485
Total expenditure	13,473	12,433	14,261	14,236	13,876	13,727	21,034	12,676	13,465
Loans at the end of the year	2,717	3,073	3,268	4,357	4,055	4,265	2,447	1,294	3,148
Loans at the start of the year	2,743	2,840	2,890	3,821	3,891	3,387	1,332	1,332	2,949
Annual movement in borrowing	-26	233	378	536	164	878	1,115	-38	199
Independent schools									
Fees and charges	9,899	11,426	7,077	6,675	7,386	7,502	4,234	9,549	8,942
Private donations and income	1,347	957	888	680	973	814	710	776	1,019
Total private income	11,246	12,383	7,965	7,355	8,359	8,316	4,943	10,325	9,962
State government grants	2,078	1,449	2,212	1,606	2,483	2,056	3,480	1,494	1,967
Australian Government grants	5,950	5,403	6,165	6,231	6,035	6,105	9,847	4,421	5,918
Total income	19,273	19,234	16,342	15,192	16,877	16,477	18,270	16,240	17,847
Recurrent expenditure	15,889	16,225	13,503	12,931	13,769	14,513	15,675	14,312	14,869
Capital expenditure	3,416	3,569	2,675	2,126	3,042	2,021	2,940	2,707	3,086
Total expenditure	19,305	19,794	16,178	15,057	16,811	16,534	18,615	17,020	17,955
Loans at the end of the year	7,899	5,318	8,351	6,384	6,881	3,888	6,637	8,602	7,034
Loans at the start of the year	8,089	4,989	8,421	6,296	6,835	3,988	6,239	8,197	6,999
Annual movement in borrowing	-190	329	-70	89	46	-100	397	405	35
All non-government schools									
Fees and charges	5,418	6,179	4,745	5,201	5,089	4,254	3,237	5,671	5,392
Private donations and income	1,057	714	727	550	763	568	787	751	815
Total private income	6,475	6,893	5,472	5,750	5,852	4,822	4,024	6,422	6,207
State government grants	2,231	1,901	2,400	1,790	2,581	2,265	3,201	1,720	2,182
Australian Government grants	7,148	6,450	7,262	7,111	6,866	7,300	10,888	6,310	6,975
Total income	15,855	15,244	15,133	14,652	15,299	14,387	18,114	14,452	15,364
Recurrent expenditure	12,921	12,681	12,049	12,379	12,443	12,056	15,364	11,845	12,574
Capital expenditure	2,688	2,602	3,072	2,252	2,820	2,766	4,321	2,358	2,731
Total expenditure	15,609	15,284	15,120	14,631	15,263	14,823	19,686	14,203	15,305
Loans at the end of the year	4,615	3,943	5,547	5,332	5,390	4,118	4,782	3,863	4,741
Loans at the start of the year	4,701	3,673	5,370	5,012	5,282	3,621	4,067	3,745	4,609
Annual movement in borrowing	-86	270	177	321	108	496	715	118	132
Total expenditure all non-government schools									
2011	15,609	15,284	15,120	14,631	15,263	14,823	19,686	14,203	15,305
2010	16,416	16,761	15,965	16,145	16,491	16,181	19,559	15,301	16,402
2009	14,228	14,653	13,881	13,780	13,914	13,324	19,228	12,993	14,201
2008	12,831	13,038	12,622	12,129	12,365	12,526	16,037	11,989	12,745
2007	12,036	12,118	11,748	11,741	11,200	11,172	13,138	10,886	11,861
Total real expenditure all non-government schools (2011 prices)									
2011	15,609	15,284	15,120	14,631	15,263	14,823	19,686	14,203	15,305
2010	17,401	17,767	16,923	17,114	17,481	17,152	20,733	16,219	17,386
2009	15,234	15,689	14,862	14,754	14,898	14,266	20,587	13,912	15,205
2008	14,499	14,734	14,263	13,706	13,973	14,155	18,122	13,548	14,403
2007	14,223	14,320	13,883	13,874	13,235	13,202	15,525	12,865	14,016

Notes: Excludes amounts related to boarding facilities, and direct payments by the Commonwealth to students and/or parents.
Includes debt servicing of loans for capital and operating purposes.
Capital expenditure excludes loan principal repayments.
Expenditure of system offices is allocated across the schools in proportion to enrolments.
Where figures have been rounded, discrepancies may occur between the sums of component items and totals.
2009 and 2010 expenditure figures for Australian Government grants to schools, and capital expenditures by schools have increased due to funding from the Australian Government 'Building the Education Revolution' program.

Source: Australian Government DEEWR unpublished data, with unpublished Calendar Year Implicit Price Deflator from ABS, Cat. No. 5206.0, *Australian National Accounts: National Income, Expenditure and Product*, June 2012

Table 56 Expenditure of non-government schools, by affiliation and level of education, by State and Territory, 2011 calendar year; 2007–11 (\$ per student) (FTE students)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT ^(a)	Australia
2007									
Catholic									
Primary	8,144	7,183	8,184	8,939	7,556	8,004	9,956	7,441	7,864
Secondary	11,647	11,451	12,328	11,410	11,272	11,337	11,410	10,856	11,630
Combined	13,201	16,459	13,023	13,217	11,203	9,798	12,568	10,758	13,053
Total	10,102	9,550	10,311	11,134	9,399	9,525	11,466	9,225	9,971
Independent									
Primary	11,796	14,215	11,891	9,161	8,917	9,507	9,887	11,192	11,247
Secondary	21,701	20,633	20,679	16,993	14,712	43,119	16,451	—	19,414
Combined	15,629	16,087	13,307	12,791	13,746	13,328	15,501	14,744	14,755
Total	15,563	16,212	13,557	12,431	13,439	13,654	14,802	14,643	14,717
Total non-government									
Primary	8,460	7,605	8,515	9,003	7,706	8,085	9,935	7,539	8,191
Secondary	12,174	12,081	13,203	13,333	11,802	12,405	14,800	10,856	12,305
Combined	15,214	16,125	13,252	12,964	13,174	12,182	14,158	13,641	14,417
Total	12,036	12,118	11,748	11,741	11,199	11,172	13,138	10,886	11,861
2008									
Catholic									
Primary	8,728	8,288	8,665	8,985	8,254	8,988	10,556	8,356	8,565
Secondary	12,688	12,288	13,648	13,067	13,065	11,683	14,394	12,735	12,735
Combined	13,923	17,440	13,748	12,822	12,596	10,816	14,749	12,080	13,665
Total	10,895	10,512	11,131	11,279	10,564	10,340	13,291	10,556	10,826
Independent									
Primary	12,561	13,727	11,635	9,741	10,014	9,258	11,621	9,554	11,599
Secondary	23,886	19,759	18,438	17,288	16,931	92,255	21,653	—	20,383
Combined	16,293	17,024	14,492	13,462	14,724	14,476	17,630	15,253	15,644
Total	16,279	16,997	14,476	13,074	14,503	15,779	18,606	15,045	15,576
Total non-government									
Primary	9,054	8,602	8,912	9,211	8,446	9,002	10,846	8,397	8,853
Secondary	13,219	12,809	14,084	14,647	13,601	15,018	19,064	12,735	13,390
Combined	15,910	17,061	14,338	13,196	14,246	13,293	16,307	14,405	15,253
Total	12,830	13,038	12,622	12,129	12,364	12,525	16,037	11,989	12,745
2009									
Catholic									
Primary	10,386	10,883	9,794	10,424	9,834	10,455	14,895	10,167	10,383
Secondary	13,293	13,389	14,311	14,002	14,518	13,642	19,126	12,009	13,555
Combined	15,394	19,033	14,071	14,095	15,002	12,333	20,306	13,082	15,022
Total	12,103	12,428	11,990	12,569	12,438	12,025	18,081	11,315	12,251
Independent									
Primary	15,482	17,533	13,784	12,854	11,988	16,246	13,019	13,790	14,489
Secondary	21,338	20,977	22,112	16,810	23,460	11,608	23,324	—	21,088
Combined	18,053	18,011	16,134	15,477	15,449	15,296	19,298	16,576	17,038
Total	17,963	18,125	16,237	15,085	15,614	15,318	20,257	16,477	17,042
Total non-government									
Primary	10,838	11,270	10,117	11,163	10,092	10,818	14,426	10,294	10,783
Secondary	13,675	13,885	15,056	15,072	16,403	13,625	21,853	12,009	14,214
Combined	17,614	18,105	15,689	14,916	15,309	14,257	19,724	15,671	16,608
Total	14,228	14,652	13,881	13,780	13,914	13,324	19,228	12,993	14,201
2010									
Catholic									
Primary	13,506	14,453	13,186	14,734	13,809	14,545	19,178	12,859	13,838
Secondary	14,381	13,956	15,337	14,829	14,680	15,552	18,715	12,721	14,399
Combined	17,959	20,564	17,324	16,264	17,501	14,734	20,592	14,523	17,482
Total	14,292	14,608	14,687	15,447	15,666	14,908	19,653	13,076	14,675
Independent									
Primary	19,740	20,865	17,486	15,560	14,729	15,788	9,366	13,455	17,559
Secondary	24,812	21,839	20,742	15,902	21,034	12,487	23,660	44,195	21,368
Combined	19,923	20,020	17,397	17,359	17,475	18,270	19,847	19,996	18,865
Total	20,099	20,134	17,528	16,881	17,435	18,152	19,484	19,775	18,888
Total non-government									
Primary	13,980	14,811	13,519	14,990	13,919	14,625	15,596	12,883	14,185
Secondary	14,898	14,408	15,864	15,248	17,964	15,528	21,923	12,790	15,008
Combined	19,623	20,071	17,381	16,919	17,485	17,017	20,149	18,613	18,554
Total	16,416	16,761	15,965	16,145	16,491	16,181	19,559	15,301	16,402
2011									
Catholic									
Primary	11,639	10,041	12,456	11,924	11,584	10,662	17,908	10,340	11,337
Secondary	14,857	14,417	16,344	16,116	15,310	15,652	23,549	14,416	15,019
Combined	16,600	18,927	15,725	15,672	15,961	15,332	22,246	15,348	16,292
Total	13,473	12,432	14,261	14,236	13,876	13,727	21,034	12,675	13,465
Independent									
Primary	14,600	15,542	12,199	11,226	11,789	11,058	15,708	14,140	13,049
Secondary	25,479	18,573	19,566	16,312	22,498	—	22,169	47,525	20,784
Combined	19,406	20,010	16,264	15,950	16,981	16,734	16,880	17,024	18,195
Total	19,305	19,794	16,178	15,056	16,811	16,534	18,615	17,020	17,955
Total non-government									
Primary	11,848	10,288	12,435	11,706	11,609	10,685	17,296	10,434	11,487
Secondary	15,314	14,600	16,671	16,184	18,790	15,652	22,642	14,507	15,468
Combined	18,987	19,909	16,141	15,837	16,591	16,239	18,926	16,641	17,769
Total	15,609	15,284	15,120	14,631	15,263	14,822	19,686	14,203	15,305

(a) Independent schools in the ACT are either Primary or Combined.

Notes: Excludes amounts related to boarding facilities, and direct payments by the Australian Government to students and/or parents.
Includes debt servicing of loans for capital and operating purposes.
Capital expenditure excludes loan principal repayments.
Where applicable, expenditure of system offices is allocated across the schools in proportion to enrolments.
Where figures have been rounded, discrepancies may occur between the sums of component items and totals.
2009 and 2010 expenditure figures for Australian Government grants to schools, and capital expenditures by schools increased due to funding from the Australian Government 'Building the Education Revolution' program.

Source: Australian Government DEEWR unpublished data

Table 57 Australian Government expenditure on schools, annual appropriations, 2010–11 financial year (\$'000)

Program 2.3: Schools support	Actual expenditure
National Asian Languages in Schools	28,128
Grants and awards	3,939
National School Chaplaincy Program	49,810
Helping Children with Autism	5,242
Quality Outcomes	54,518
Framework for Open Learning	3,201
Supplementary Funding for School Operations	4,000
Local Schools Working Together	18,287
Indigenous Education	37,219
Subtotal	204,344
Program 2.5: Digital Education Revolution	
Digital Education Revolution Project Pool	40,369
Subtotal	40,369
Program 2.6: National Action Plan on Literacy and Numeracy	
National Action Plan on Literacy and Numeracy (non-government)	10,321
Subtotal	10,321
Program 2.9: Smarter Schools – Improving Teacher Quality National Partnership	
Teacher Quality (non-government)	3,719
Subtotal	3,719
Program 2.10: More support for students with disabilities	
Students with disabilities	0
Subtotal	0
Program 2.11: Youth support	
Youth Attainment and Transitions NP	116,065
Youth Engagement	7,111
Subtotal	123,176

Notes: Programs listed above are appropriated under the annual *Appropriation Act*.
The table format has changed from that for the 2009–10 financial year to align with the *DEEWR Annual Report 2010–11*.

Source: Australian Government DEEWR, *DEEWR Annual Report 2010–11*, Canberra, 2011, pp. 291–2

Table 58 Australian Government student assistance for school-age students, 2010–11 financial year (\$'000)

Program	Amount
Assistance for Isolated Children	61,958
ABSTUDY – Secondary	137,588
Total	199,546

Source: Australian Government DEEWR, *DEEWR Annual Report 2010–11*, Canberra, 2011, p. 292

Table 59 Summary of Australian Government capital expenditure, all schools, by State and Territory, 2006–07 to 2010–11 financial years (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
2006–07									
Government	192,086	198,431	125,978	63,270	63,280	15,807	6,748	8,223	673,823
Non-government	66,470	52,248	36,661	15,410	19,684	4,090	6,546	4,461	205,570
Total	258,556	250,679	162,639	78,680	82,964	19,897	13,294	12,684	879,393
2007–08									
Government	152,722	107,832	79,676	39,991	50,681	15,227	10,830	7,681	464,640
Non-government	83,041	67,789	50,454	20,228	25,805	5,209	4,614	5,742	262,882
Total	235,763	175,621	130,130	60,219	76,486	20,436	15,444	13,423	727,522
2008–09									
Government	558,587	413,614	336,120	139,216	159,537	44,585	22,406	28,244	1,702,309
Non-government	318,359	239,792	187,906	73,845	101,261	31,915	19,143	20,876	993,097
Total ^(a)	876,946	653,406	524,026	213,061	260,798	76,500	41,549	49,120	2,695,406
2009–10									
Government	2,123,349	1,588,700	1,354,181	598,473	781,653	213,303	133,638	85,971	6,879,268
Non-government	980,443	795,672	638,502	299,930	336,887	70,939	42,011	57,703	3,222,087
Total	3,103,792	2,384,372	1,992,683	898,403	1,118,540	284,242	175,649	143,674	10,101,355
2010–11									
Government									
Primary Schools for the 21st Century	1,173,616	842,459	683,554	341,141	437,369	113,105	64,574	58,421	3,714,239
Closing the Gap – Northern Territory	0	0	0	0	0	0	11,480	0	11,480 (a)
Digital Education Revolution	20,122	14,781	13,586	4,682	6,311	1,697	672	1,095	62,946
Trade Training Centres in Schools	72,818	9,944	35,972	36,921	23,880	8,560	2,487	24	190,606 (b)
Total government	1,266,556	867,184	733,112	382,744	467,560	123,362	79,213	59,540	3,979,271
Non-government									
Primary Schools for the 21st Century	530,497	409,843	299,922	126,316	191,147	35,311	21,037	31,054	1,645,127
Closing the Gap – Northern Territory	0	0	0	0	0	0	516	0	516
Digital Education Revolution	11,598	8,984	7,662	2,859	4,075	725	290	807	37,000
Trade Training Centres in Schools	30,926	2,800	9,308	2,993	7,471	1,495	1,500	11,875	68,368 (b)
Total non-government	573,021	421,627	316,892	132,168	202,693	37,531	23,343	43,736	1,751,011
Grand total	1,839,577	1,288,811	1,050,004	514,912	670,253	160,893	102,556	103,276	5,730,282

(a) Includes capital expenditure from Closing the Gap – Northern Territory teacher housing and Closing the Gap – Northern Territory additional teachers

(b) The Trade Training Centres in Schools Program operates as a 'deemed' National Partnership through 'Overarching Funding Agreements' with all government and non-government education authorities.

Notes: Components may not add to totals due to rounding.
Expenditure in respect to a certain program year can be incurred in subsequent years.
Non-government data are unable to be separated into Catholic and independent components.

Sources: Australian Government DEEWR; Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Table 4A.8

Table 60 Australian Government specific purpose payments (SPP) for schools by government/non-government, recurrent/capital, by State and Territory, 2010–11 financial year (accrual basis) (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Government schools									
Recurrent expenditure									
Recurrent (National Schools SPP)	1,184,739	824,052	704,375	269,063	356,959	95,814	62,634	53,083	3,550,719
Total recurrent – government schools	1,184,739	824,052	704,375	269,063	356,959	95,814	62,634	53,083	3,550,719 (a)
Capital expenditure									
Capital grants allocation	0	0	0	0	0	0	0	0	0 (a)
Total capital – government schools									
Total recurrent & capital – government schools	1,184,739	824,052	704,375	269,063	356,959	95,814	62,634	53,083	3,550,719
National Partnership payments									
• Improving Teacher Quality	9,065	5,361	4,615	1,615	2,315	577	318	365	24,231
• Literacy and Numeracy	38,076	7,191	48,022	9,471	8,841	3,096	2,677	1,408	118,782
• Low SES School Communities	75,898	29,348	27,596	20,164	11,029	9,216	7,450	410	181,111
• Digital Education Revolution	20,122	14,781	13,586	4,682	6,311	1,697	672	1,095	62,946
• Trade Training Centres in Schools	72,818	9,944	35,972	36,921	23,880	8,560	2,487	24	190,606 (b)
• Closing the Gap – Northern Territory									
Teacher Housing	0	0	0	0	0	0	3,680	0	3,680 (c)
Quality Teacher, Accelerated Literacy	0	0	0	0	0	0	16,290	0	16,290
Supporting Remote Schools – additional teachers	0	0	0	0	0	0	29,200	0	29,200
Total National Partnerships	215,979	66,625	129,791	72,853	52,376	23,146	62,774	3,302	626,846
Total National Partnerships, recurrent & capital – government schools	1,400,718	890,677	834,166	341,916	409,335	118,960	125,408	56,385	4,177,565
Nation Building & Jobs Plan									
• Building the Education Revolution									
Primary Schools for the 21st Century	1,173,616	842,459	683,554	341,141	437,369	113,105	64,574	58,421	3,714,239
Total Nation Building & Jobs Plan	1,173,616	842,459	683,554	341,141	437,369	113,105	64,574	58,421	3,714,239
Total Nation Building & Jobs Plan, National Partnerships, recurrent & capital – government schools	2,574,334	1,733,136	1,517,720	683,057	846,704	232,065	189,982	114,806	7,891,804
Non-government schools									
Recurrent expenditure									
Recurrent (National Schools SPP)	2,193,195	1,810,052	1,438,773	562,697	718,692	148,317	79,644	134,238	7,085,608 (a)
Total recurrent – non-government schools	2,193,195	1,810,052	1,438,773	562,697	718,692	148,317	79,644	134,238	7,085,608
Capital expenditure									
Capital grants allocation	0	0	0	0	0	0	0	0	0 (a)
Total capital – non-government schools									
Total recurrent & capital – non-government schools	2,193,195	1,810,052	1,438,773	562,697	718,692	148,317	79,644	134,238	7,085,608
National Partnership payments									
• Improving Teacher Quality	1,821	3,285	2,095	870	1,129	230	97	243	9,770
• Literacy and Numeracy	8,738	2,200	500	4,665	2,331	0	733	513	19,680
• Low SES School Communities	5,180	8,270	2,335	1,669	2,194	368	2,134	0	22,150
• Digital Education Revolution	11,598	8,984	7,662	2,859	4,075	725	290	807	37,000
• Trade Training Centres in Schools	30,926	2,800	9,308	2,993	7,471	1,495	1,500	11,875	68,368 (b)
• Closing the Gap – Northern Territory									
Teacher Housing	0	0	0	0	0	0	516	0	516
Total National Partnerships	58,263	25,539	21,900	13,056	17,200	2,818	5,270	13,438	157,484
Total recurrent, capital & National Partnerships	2,251,458	1,835,591	1,460,673	575,753	735,892	151,135	84,914	147,676	7,243,092
Nation Building & Jobs Plan									
• Building the Education Revolution									
Primary Schools for the 21st Century	530,497	409,843	299,922	126,316	191,147	35,311	21,037	31,054	1,645,127
Total Nation Building & Jobs Plan – non-government schools	530,497	409,843	299,922	126,316	191,147	35,311	21,037	31,054	1,645,127
Total recurrent, capital, National Partnerships and Nation Building & Jobs Plan – non-government schools	2,781,955	2,245,434	1,760,595	702,069	927,039	186,446	105,951	178,730	8,888,219
All schools									
Total recurrent	3,377,934	2,634,104	2,143,148	831,760	1,075,651	244,131	142,278	187,321	10,636,327
Total capital	0	0	0	0	0	0	0	0	0 (a)
Total National Partnership payments	274,242	92,164	151,691	85,909	69,576	25,964	68,044	16,740	784,330
Total Nation Building & Jobs Plan	1,704,113	1,252,302	983,476	467,457	628,516	148,416	85,611	89,475	5,359,366
Total	5,356,289	3,978,570	3,278,315	1,385,126	1,773,743	418,511	295,933	293,536	16,780,023 (c)

(a) From 1 January 2009 capital expenditure for government schools is included in the National Schools SPP. For consistency, the National Schools SPP for non-government schools includes capital grants totalling \$125.2 m.

(b) The Trade Training Centres in Schools Program operates as a 'deemed' National Partnership through 'Overarching Funding Agreements' with all government and non-government education authorities.

(c) This amount includes \$80,000 relating to Closing the Gap – Northern Territory Teacher Housing Program that was not included in the *Report on Government Services 2013*.

Notes: Components may not add to totals due to rounding.

Expenditure in respect to a certain program year can be incurred in subsequent years.

National Partnership payments incorporate recurrent and capital elements with the exception of Digital Education Revolution and Trade Training Centres in Schools, which are capital funding only.

Sources: Australian Government DEEWR; Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Table 4A.8

Table 61 Australian Government specific purpose payments (SPP) for schools by sector, by State and Territory, 2006–07 to 2010–11 financial years (accrual basis) (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
2006–07 expenditure									
Government schools									
Recurrent	586,310	426,447	369,044	129,190	181,917	47,230	22,099	28,039	1,790,276
Capital	192,086	198,431	125,978	63,270	63,280	15,807	6,748	8,223	673,823
Total	778,396	624,878	495,022	192,460	245,197	63,037	28,847	36,262	2,464,099
Non-government schools									
Recurrent	1,637,312	1,295,127	995,345	400,575	499,724	105,035	40,755	101,681	5,075,554
Capital	66,470	52,248	36,661	15,410	19,684	4,090	6,546	4,461	205,570
Total	1,703,782	1,347,375	1,032,006	415,985	519,408	109,125	47,301	106,142	5,281,124
All schools									
Recurrent	2,223,622	1,721,574	1,364,389	529,765	681,641	152,265	62,854	129,720	6,865,830
Capital	258,556	250,679	162,639	78,680	82,964	19,897	13,294	12,684	879,393
Total	2,482,178	1,972,253	1,527,028	608,445	764,605	172,162	76,148	142,404	7,745,223
2007–08 expenditure									
Government schools									
Recurrent	620,978	447,975	393,673	135,697	186,232	49,980	24,525	29,095	1,888,155
Capital	152,722	107,832	79,676	39,991	50,681	15,227	10,830	7,681	464,640
Total	773,700	555,807	473,349	175,688	236,913	65,207	35,355	36,776	2,352,795
Non-government schools									
Recurrent	1,672,969	1,366,319	1,043,304	417,095	532,383	112,359	50,021	103,533	5,297,983
Capital	83,041	67,789	50,454	20,228	25,805	5,209	4,614	5,742	262,882
Total	1,756,010	1,434,108	1,093,758	437,323	558,188	117,568	54,635	109,275	5,560,865
All schools									
Recurrent	2,293,947	1,814,294	1,436,977	552,792	718,615	162,339	74,546	132,628	7,186,138
Capital	235,763	175,621	130,130	60,219	76,486	20,436	15,444	13,423	727,522
Total	2,529,710	1,989,915	1,567,107	613,011	795,101	182,775	89,990	146,051	7,913,660
2008–09 expenditure									
Government schools									
Recurrent	1,118,626	807,320	690,109	259,653	346,035	90,715	75,612	52,709	3,440,779
Capital	558,587	413,614	336,120	139,216	159,537	44,585	22,406	28,244	1,702,309
Total	1,677,213	1,220,934	1,026,229	398,869	505,572	135,300	98,018	80,953	5,143,088
Non-government schools									
Recurrent	1,823,018	1,455,573	1,145,683	457,308	605,173	120,785	70,062	109,057	5,786,659
Capital	318,359	239,792	187,906	73,845	101,261	31,915	19,143	20,876	993,097
Total	2,141,377	1,695,365	1,333,589	531,153	706,434	152,700	89,205	129,933	6,779,756
All schools									
Recurrent	2,941,644	2,262,893	1,835,792	716,961	951,208	211,500	145,674	161,766	9,227,438
Capital	876,946	653,406	524,026	213,061	260,798	76,500	41,549	49,120	2,695,406
Total	3,818,590	2,916,299	2,359,818	930,022	1,212,006	288,000	187,223	210,886	11,922,844
2009–10 expenditure									
Government schools									
Recurrent	1,191,881	803,415	686,996	274,593	350,627	99,502	101,514	50,709	3,559,237
Capital	2,123,349	1,588,700	1,354,181	598,473	781,653	213,303	133,638	85,971	6,879,268
Total	3,315,230	2,392,115	2,041,177	873,066	1,132,280	312,805	235,152	136,680	10,438,505
Non-government schools									
Recurrent	1,973,397	1,644,568	1,270,747	498,302	652,520	134,401	79,646	120,209	6,373,790
Capital	980,443	795,672	638,502	299,930	336,887	70,939	42,011	57,703	3,222,087
Total	2,953,840	2,440,240	1,909,249	798,232	989,407	205,340	121,657	177,912	9,595,877
All schools									
Recurrent	3,165,278	2,447,983	1,957,743	772,895	1,003,147	233,903	181,160	170,918	9,933,027
Capital	3,103,792	2,384,372	1,992,683	898,403	1,118,540	284,242	175,649	143,674	10,101,355
Total	6,269,070	4,832,355	3,950,426	1,671,298	2,121,687	518,145	356,809	314,592	20,034,382
2010–11 expenditure									
Government schools									
Recurrent	1,307,778	865,952	784,608	300,313	379,144	108,703	110,769	55,266	3,912,533
Capital	1,266,556	867,184	733,112	382,744	467,560	123,362	79,213	59,540	3,979,271
Total	2,574,334	1,733,136	1,517,720	683,057	846,704	232,065	189,982	114,806	7,891,804
Non-government schools									
Recurrent	2,208,934	1,823,807	1,443,703	569,901	724,346	148,915	82,608	134,994	7,137,208
Capital	573,021	421,627	316,892	132,168	202,693	37,531	23,343	43,736	1,751,011
Total	2,781,955	2,245,434	1,760,595	702,069	927,039	186,446	105,951	178,730	8,888,219
All schools									
Recurrent	3,516,712	2,689,759	2,228,311	870,214	1,103,490	257,618	193,377	190,260	11,049,741
Capital	1,839,577	1,288,811	1,050,004	514,912	670,253	160,893	102,556	103,276	5,730,282
Total	5,356,289	3,978,570	3,278,315	1,385,126	1,773,743	418,511	295,933	293,536	16,780,023 (a)

(a) This amount includes \$80,000 relating to Closing the Gap – Northern Territory Teacher Housing Program that was not included in the *Report on Government Services 2013*.

Sources: Australian Government DEEWR; Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Table 4A.8